

Post-16 Transition Funding for Local Authorities and further education institutions

Guidance note 2026/27

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1. Background

In reference to the Welsh Government's guidance on [Effective post-16 transitions and data sharing](#) (2019), further education institutions (FEIs) and schools should work together to provide advice and guidance to learners on educational pathways and career aims.

Estyn have recommended it is in the best interests of all 16-19 year-old learners if all learners in Years 10 and 11 receive impartial information, advice and guidance that covers all post-16 options available in their local area. Estyn also report that relationships between schools that do not have a separate sixth form and FEIs is generally strong and collaboration between these schools and FEIs usually includes extensive and useful joint planning of progression and transition activities. This helps learners to make informed choices from a wide range of academic subjects and vocational courses and then make a smooth transition to the next stage in their learning.¹

Learners benefit from regular interaction with local post-16 providers to learn about the courses they offer and to discuss their future plans. Successful learner transitions are proven to dramatically increase retention and progression to further education and training and ultimately sustainable employment.^{2 3}

As such, a further £3m of learner transition funding has been agreed for Further Education institutions (FEIs) and mainstream schools with sixth forms for the 2026/27 academic year.

2. Purpose of the funding

The purpose of the funding is to ensure that learners in years 10 and 11 receive impartial information, advice and guidance that covers all post-16 options available in their local area.

Schools should utilise the funding to work collaboratively with Further Education Institutions (FEIs), Independent Training Providers, employers and / or any other post-16 provision to deliver progression and transition activities.

FEIs should use the funding to collaborate with schools and Local Authorities (where applicable) to provide advice and guidance and deliver progression and transition activities.

Funded activities should support learners to make informed decisions regarding their post-16 pathway and facilitate a smooth and effective transition into their chosen provision. These activities must be delivered prior to the learner commencing their post-16 pathway.

¹ Estyn: [A review of the current 16-19 curriculum in Wales](#)

² Welsh Government: [Effective Post-16 Transitions and Data Sharing: A Short Guide for Schools and Post-16 Learning Providers](#).

³ Department for Education and Skills (DfES): [Raising expectations: staying in education and training post-16](#)

3. Outcome

Learners in Year 10 and Year 11 are able to make an informed decision about the next step in their educational, training or employment pathway.

4. Programme content

a) Local Authority sixth forms

Examples of evidence of engagement include:

- Year 10 or Year 11 learners attending a local FEI, Independent Training provider, or any other post 16 provision, where they have the opportunity to find out more about the different academic and vocational qualifications and pathways available.
- Year 10 or Year 11 learners attending a local FEI to participate in a 'taster day' to try out their preferred subjects in a bespoke taster session.
- Year 11 learners participating in a summer transition programme allowing them to develop positive relationships with their peers and college staff.
- Year 10 or 11 learners participating in subject specific masterclasses or interactive workshops with a college, Independent Training provider, or any other post 16 provision, introducing them to a wide range of qualifications or careers.
- Representatives from an FEI, Independent Training provider, or any other post 16 provision, visiting a school sixth form and providing information through presentations and transition packs on the range of pathways and programmes of learning available.
- Year 10 or Year 11 attendance at a careers fair.

b) Further education institutions

Examples of evidence of engagement include:

- College 'taster days' where Year 10 and Year 11 learners have the opportunity to try out their preferred subjects in a bespoke taster session.
- Masterclasses or interactive workshops where Year 10 and Year 11 learners have the opportunity to participate in subject specific mini lectures or interactive workshops which link with a wide range of qualifications or careers in these areas.
- Summer transition programmes where Year 11 learners are able to participate in a wide range of activities linked to vocational courses whilst developing positive relationships with their peers and college staff.

5. Criteria

Local Authorities, schools and FEIs must adhere to the criteria in this guidance note.

a) Local Authorities

To be eligible for this funding, a school must be local authority maintained, have a sixth form and must not be a special school. (Special schools are funded directly from the Welsh Government through separate funding arrangements).

Schools should ensure:

- The funding supports all learners, with no preference or weight given to any one pathway.
- Activities and initiatives take account of a learner's preferred language (either Welsh or English) and their language of learning.
- While funding can be utilised for engagement with other Sixth Form schools, **evidence of engagement with provision outside of the school environment must be evidenced to be eligible for funding.**

b) Further education institutions

Further education institutions should ensure:

- Collaboration between schools, local authorities (where applicable) and FEIs.
- The funding supports all learners, regardless of where they receive their education, with no preference or weight given to any one pathway.
- Activities and initiatives take account of a learner's preferred language (either Welsh or English) and their language of learning.

Junior Apprentices

Further education institutions (FEIs) may use this funding to ensure that Junior Apprentices enrolled with them are able to access transition activities equivalent to those available to learners in schools. This will support Junior Apprentices to make informed decisions regarding their post-16 progression pathways and future learning opportunities.

6. Funding, monitoring and evaluation

Funding allocations for Post-16 Transition Funding for 2026/27 are available at: [Medr/2026/39: Additional Funding for Post-16 Transition Funding 2026-27.](#)

Funding allocations for local authorities are calculated on the basis of £6,000 per maintained school with a sixth form, excluding special schools. To qualify for funding, schools must provide evidence of participation in the programme. While the allocation

methodology is based on a rate of £6,000 for each participating and eligible school, local authorities have discretion to determine how the funding is distributed among eligible schools within their respective areas.

Payment of this grant will be made in full in December 2026 for the period 1 November 2026 to 31 August 2027. All approved expenditure should be completed by 31 August 2027.

Monitoring and audit will play a role in ensuring that the guidance is being applied consistently and to help assess whether policies, procedures and controls are adequate. By accepting this funding, you agree to comply with the monitoring requirements below. You also agree to engage in any further monitoring and evaluation activity commissioned by Medr with regards to this funding.

Monitoring requirements

You **must** complete **all sections of the Monitoring Form** (issued separately as an Excel document), including the **expenditure table**, each of the **monitoring and evaluation questions** and a **signed Certificate of Expenditure**, and submit these by **30 September 2027**. Failure to submit the required documentation by this deadline may result in the recovery of grant funding.

Please refer to the **completion guidance notes** in section 8 of this document for guidance on completing the Expenditure Table.

A **Case Study Template** is also available. While completion of this template is optional, we strongly encourage you to provide a case study, as this enables us to share examples of good practice, celebrate successful outcomes, and demonstrate the impact of the Transition Funding. Completed case studies should be submitted by **30 September 2027**.

Local Authorities and FEIs may choose to retain up to 3% of the overall claim to account for costs associated with administering this grant. Any retained amount should be clearly identified within the expenditure table.

Where expenditure is less than 100% of the allocation, the under delivery will be reclaimed in full.

7. Contact Details

For any queries relating to the content of this guidance, please contact Medr at InvestmentandMonitoring@medr.cymru.

8. Expenditure Table – Completion Guidance Notes

Expenditure table completion guidance

Use of funding	Please use the drop- down box to select the type of activity. Please provide further information in the Comments box.
Funding / Expenditure (£)	Please provide a figure to indicate how much funding was used to enable each different activity type. Please enter in £ format.
Approx. number of unique beneficiaries in years 10 and 11	Depending on the context, it is acceptable to give an estimation here (in such cases, please note this in the comments column). Where possible please count individuals who have/are benefitting directly from the funding rather than those who possibly could have benefitted. In addition, for the purposes of this table, there is no need to include indirect beneficiaries. Indirect beneficiaries can be highlighted in the comments column if appropriate. Please enter in number format.
Approx. number of beneficiaries as % of total cohort	When calculating this percentage, please assume that the 'total cohort' consists of the number of unique 16-19 year-old Medr funded learners at the provider.
Rate the impact of the spend on a scale of 1 to 10	1. Impact was significantly negative, with the activity or funding having a detrimental effect overall; i.e. making things worse than if the funding had not been spent 2. Slightly negative impact overall 3. Impact was neutral overall i.e., broadly no net benefit was gained as a result of the expenditure 4. Little benefit overall 5. Modest benefit overall 6. Suitable benefit overall 7. Good benefit overall 8. Very good benefit overall 9. Excellent benefit overall that warrants further analysis and highlighting nationally 10. Exceptional benefit overall that warrants further analysis and highlighting nationally
Comments	Use this column to provide any additional contextual information that supports a better understanding of the information entered in the table.

Medr

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