EXPLANATORY MEMORANDUM TO

THE LIFELONG LEARNING (FEE LIMITS) REGULATIONS 2026

2026 No. 856

1. Introduction

1.1 This explanatory memorandum has been prepared by the Department for Education and is laid before Parliament by Command of His Majesty.

1.2 This memorandum contains information for the Joint Committee on Statutory Instruments.

2. Declaration

2.1 Baroness Smith, Minister of State at the Department for Education, confirms that this Explanatory Memorandum meets the required standard.

2.2 Laurence Kavanagh, Deputy Director for the Lifelong Learning Entitlement at the Department for Education confirms that this Explanatory Memorandum meets the required standard.

3. Contact

3.1 Matthew Hankins at the Department for Education can be contacted by email at the following address with any queries regarding the instrument: matthew.hankins@education.gov.uk

Part One: Explanation, and context, of the Instrument

4. Overview of the Instrument

What does the legislation do?

4.1 This instrument introduces a tuition fee limits regime for a new system of post-18 student funding known as the "Lifelong Learning Entitlement" (LLE), for higher education (HE) courses starting on or after 1st January 2027. The new system uses credits as a standard unit of learning time and sets tuition fee limits as a financial limit per credit multiplied by the number of credits in a course year, as opposed to the existing system which allocates a financial limit to each academic year regardless of how much learning that year contains. The new system introduced by this instrument departs from the existing fee limit regime in other ways which are necessary to enable it to work.

Where does the legislation extend to, and apply?

4.2 The extent of this instrument (that is, the jurisdiction(s) which the instrument forms part of the law of) is England and Wales.

4.3 The territorial application of this instrument (that is, where the instrument produces a practical effect) is England.

5. Policy Context

What is being done and why?

5.1 Tuition fee limits have been a feature of the HE funding landscape since 1998. The Higher Education and Research Act 2017 ("the 2017 Act") established a new

registration regime for HE providers which has been in operation since 2018. Under this new regime, acceptance of prescribed tuition fee limits has been a condition of registration for HE providers in the Approved (fee cap) category of the register established and maintained by the Office for Students (OfS) under section 3 of the 2017 Act. Inclusion in the Approved (fee cap) category of registration also brings with it access to Government grant funding and, if a provider has an approved access and participation plan (APP), the ability to charge higher fee levels, with commensurate higher levels of tuition fee loans available for students.

5.2 In May 2019, an independent panel chaired by Sir Philip Augar published its report on the Review of Post-18 Education and Funding (known as "the Augar Review").[1] The panel recommended a single lifelong learning loan allowance to support more flexible study at levels 4 to 6, including modular provision. This paved the way for the policy reform known as the “Lifelong Learning Entitlement” (LLE), which takes on board the Augar Review recommendation to increase opportunities for flexible, lifelong learning and modular study, as well as strengthening technical education and putting the student funding regimes applicable to HE and further education (FE) on a more equal footing.

5.3 Parliament has legislated to provide the primary legislative framework needed to deliver the Lifelong Learning Entitlement through the Skills and Post-16 Education Act 2022 and the Lifelong Learning (Higher Education Fee Limits) Act 2023. The Government is now proceeding to implementation through secondary legislation, including this instrument.

5.4 The LLE looks to incentivise and support students to undertake shorter periods of study, particularly individual modules of larger courses. The intention is therefore to create a new method of calculating fee limits that accurately applies to short periods of study, as well as to traditional longer courses. The aim is to create a system where fee limits are set based on the quantity of learning, regardless of the timeframes within which the learning is undertaken.

5.5 The existing fee limit calculation, as contained in the Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018 (SI 2018/903), is a set of prescribed financial amounts per academic year, which does not provide proportionate fee limits for periods of learning that are shorter than one year, such as modules, or those studied at a variety of different intensities.[2] By setting fee limits based on the amount of learning contained in a period of study, students will know that the tuition fee limit will accurately reflect the volume of learning in their course or module. Continuing to set fee limits on an academic year basis could discourage people from engaging with lifelong learning or making best use of their Government-funded loan entitlement.

5.6 This instrument makes use of powers in section 10 of, and Schedule 2 to, the 2017 Act, as amended by the Lifelong Learning (Higher Education Fee Limits) Act 2023

[1] https://www.gov.uk/government/publications/post-18-review-of-education-and-funding-independent-panel-report

[2] There are certain specific cases in the existing system, such as a final year requiring less than 15 weeks’ attendance, where fee limits are reduced; however, under the LLE, fee limits will more accurately and consistently reflect the volume of learning being undertaken.

("the 2023 Act") to provide for fee limits to be set by the "credit-based method". The credit-based method derives from the following formula:[3]

- where credits are attached by a provider to a course year: the number of credits attached, or a prescribed maximum number of credits if lower, multiplied by a monetary rate per credit;[4] or,
- where credits are not attached to a course year: a default number of credits multiplied by a monetary rate per credit.

5.7 120 credits is the usual indicator within English higher education providers of one year of full-time study. As £9,790 is the higher amount per year limit for ordinary study in the 2026/27 academic year, the per credit fee limit will be £9,790 divided by 120 credits, which equates to £81.58.[5] This approach ensures the new calculation retains parity with existing fee limit levels.

5.8 The 2023 Act introduced a new defined term of "course year" – a period of 12 months starting on the first day of the month in which a course begins, and each subsequent period of 12 months (if any) in which part of the course is undertaken. This new term replaces the existing concept of the academic year as the period against which fee limits are set. Using "course year" instead of "academic year" allows for fee limits to be set with greater accuracy by letting the period to which the fee limit relates align much more closely with the course dates.

5.9 This instrument (see regulation 9) sets out that ten learning hours are to be contained in a credit in order for a course year to be considered to have credits attached. This aligns with existing sector practice and helps ensure the size of a credit is consistent across the sector, providing a consistent metric against which fee limits can be set.

5.10 Whilst the 2023 Act allows for a "fixed" yearly system of fee limits to be prescribed, if necessary, these Regulations (see regulation 8) provide that all courses and modules under the LLE will use the credit-based fee limit method. However, full courses will not be required to have credits attached. For any full course without credits attached for which the provider charges a learner, the course year is assigned a default number of credits. This is then multiplied by the per-credit limit in the fee limit calculation rather than the fee limit being based on actual credits attached (up to the maximum). This instrument also sets out how the default number of credits is to be determined for various types of study, and, consequently, how fee limits for courses without credits attached are to be calculated.

5.11 There will be a limit on the number of credits that can be charged per course type, and per activity within the course (the "per-course amount" – see regulation 12). For example, most three-year degree programmes will have a limit of 360 chargeable credits, meaning providers cannot charge for more credits than this across the entire duration of the course. Similarly, sandwich placements that qualify for LLE funding will have a limit of 120 chargeable credits. This prevents additional credits being added to programmes purely to inflate fees. This instrument sets out the per-course limits for all full course types and activities, as well as circumstances in which

[3] The basis of the formula is set out in new paragraphs 1D and 1E of Schedule 2 of the 2017 Act, and the rates per credit are prescribed in regulation 18 of these Regulations. The lower of the number of credits attached or the prescribed maximum is referred to as the "chargeable number of credits".
[4] This monetary rate per credit is defined as the "per-credit limit" in the Regulations.
[5] The higher amount can be charged by providers in the Approved (fee cap) category with an approved APP in place.

additional credits may be charged, for example for foundation years, study abroad or repeat study.

5.12 Regulation 13 sets a limit on the number of credits that can be charged per course year (the "per-year amount"). For course years with credits attached, the most credits that can be charged for in any one year is 180. For course years without credits attached, this yearly limit is based on whether the course year is full-time, part-time[6] or accelerated, and whether the course year contains 15 weeks or more of study, or less than 15 weeks of study. For course years with credits attached, the combination of a per-course limit with a per-year limit gives HE providers the freedom to attach more or fewer credits to particular course years as they see fit, whilst remaining within the standard allocation of credits (and therefore within the tuition fee limit) for that course type.

5.13 Further, this instrument contains provision for "credit-differentiated activities" (CDAs – regulation 11), which are particular learning activities undertaken during a course year that also contains other learning activities, as opposed to a course year containing a single type of activity. If a single course year contains two or more of the following, then CDA provisions apply: normal taught study; foundation year study; sandwich placement; study abroad; Turing scheme mobility (the post-Brexit replacement for the Erasmus+ programme);[7] or repeat study. In these circumstances, separate fee limits for each activity are calculated, and then combined to provide an overall fee limit for the course year. This instrument sets out definitions for each activity to determine when they would be treated as a CDA.

5.14 If a student transfers between courses or providers, fee limit adjustments may need to be made (regulation 17). Where a student joins the course at the start of a course year, no adjustment to the chargeable number of credits, or the default number of credits is required, as they would be the same as for any other student starting the same course year of the course. In a transfer case where a student joins the course part of the way through a course year, there is a reduction in the chargeable number of credits or the default number of credits, depending on whether or not credits are attached to the course year. The reduction is to be determined by the provider, but the number of credits reduced must accurately reflect whatever amount of learning the provider relieves the student of needing to undertake as a result of previous learning undertaken by the student. For example, if a course year has 120 credits attached, and a student is relieved of 30 credits, the provider cannot charge that student for more than 90 credits worth of learning in that course year.

5.15 The first LLE learners will be able to apply for funding in September 2026 and commence study of their courses and modules from January 2027. This instrument, therefore, applies the new fee limits regime to courses and modules beginning from 1st January 2027.

What was the previous policy, how is this different?

5.16 Since their introduction, tuition fee limits have been set on an academic year basis. The fee limits system under the 2017 Act set maximum limits per academic year of study. The LLE replaces the concept of academic year with "course year" and

[6] Full-time and part-time descriptors are used solely for the purpose of assigning default credit values in the absence of attached credits, as the LLE moves away from a legal distinction between full-time and part-time courses towards one based on learning volume.

[7] The United Kingdom (UK) and the European Union have agreed that the UK will join the Erasmus+ programme in 2027. This will take effect for students from academic year 2027/28. The Department for Education will update these Regulations accordingly in due course.

introduces the credit-based method as a legislative concept. New associated concepts of credit-differentiated activity, per-course amounts (limits) and per-year amounts (limits), and maxima and default numbers of credits are also introduced which did not exist previously.

5.17 Credits are a long-established, commonly used and widely accepted unit of study in the sector but this is the first time they have been introduced into fee limit regulations. There is no requirement, however, for degree courses to be credit-bearing and so no onus is placed on providers to attach credits to these courses.

5.18 The 2017 Act defined an "accelerated course" as a higher education course where the number of academic years applicable to the course is at least one fewer than would normally be the case for that course or a course of equivalent content leading to the grant of the same or an equivalent academic award. Prescribed fee limits for accelerated courses were set out in the Higher Education (Fee Limits for Accelerated Courses) (England) Regulations 2019 (SI 2019/214). The LLE fee limits system does not prescribe differential fee limits for accelerated courses. Across the entire duration of a course, the amount that a provider can charge will be the same whether that course is full-time, part-time, or accelerated. This represents an increase in the amount that providers can charge for each year of an accelerated course compared to the existing system. Under the previous system of setting and capping fee limits on an academic year basis, providers could deliver 180 credits of learning in a year, but the annual fee limit was set below the level implied by that volume of teaching. The LLE credit-based approach aligns fee limits much more accurately to learning volume, meaning accelerated study is treated the same as other modes of study – on a per-credit basis. The following worked example demonstrates the difference between the existing higher education student finance system and the new LLE system:

- 360-credit accelerated degree course starting September 2026: the accelerated higher amount cap is £11,750 per year and 2 years of study therefore equates to a total course cost of £23,500.

- 360-credit accelerated degree course starting January 2027: the per-credit higher amount is £9,790 divided by 120, i.e. £81.58; £81.58 multiplied by 180 credits is £14,685 per year. 2 years of study therefore equates to a total course cost of £29,370.

5.19 This increase in the total amount charged is a consequence of aligning the fee limit method across modes of study, removing a structural artificial discount. The impact of this is limited as accelerated provision makes up a very small part of the market. Further details on impacts can be found in section 9 below, and in the impact assessment published alongside this instrument.

6. Legislative and Legal Context

How has the law changed?

6.1 The 2017 Act established a new independent regulator – the Office for Students (OfS) – which was given various functions under Part 1 of the Act, including in section 3 an obligation to establish and maintain a register of English higher education providers. There are two parts to the register, with registered providers included in either the "Approved" or "Approved (fee cap)" category of registration. Section 10(1) of the 2017 Act provides that a prescribed description of registered provider must be subject to a fee limit condition by the OfS. The effect of the Higher Education (Fee Limit Condition) (England) Regulations 2017 (SI 2017/1189) is that Approved (fee cap)

providers are subject to the fee limit condition. That condition means that any such provider may not charge fees above the "fee limit" (to be determined in accordance with Regulations made under Schedule 2 to the 2017 Act) for tuition fees paid by a qualifying person where that person takes a qualifying course.

6.2 The 2023 Act gave the Secretary of State the power to set fee limits as a per-credit limit multiplied by the number of credits in a course year, as opposed to a limit per academic year. This instrument now makes use of those powers.

6.3 This instrument disapplies three sets of existing Regulations for courses beginning on or after 1st January 2027 (i.e. from the introduction of the LLE), from which point these new Regulations set fee limits for the purposes of the LLE. The existing Regulations are:

- The Higher Education (Fee Limit Condition) (England) Regulations 2017 (SI 2017/1189), which set out which persons, providers and courses are subject to fee limits in the first place;
- The Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018 (SI 2018/903), which specify the various fee limits which apply to different courses per academic year;
- The Higher Education (Fee Limits for Accelerated Courses) (England) Regulations 2019 (SI 2019/214), which set limits on the maximum fees in the case of accelerated courses.

6.4 Descriptions of qualifying persons from the Higher Education (Fee Limit Condition) (England) Regulations 2017 (SI 2017/1189) are largely replicated in this instrument, as are the providers which are subject to fee limits (providers registered in the Approved (fee cap) category of the OfS' register). The scope of qualifying courses for fee limit purposes is expanded. Qualifying courses under regulation 7 of these Regulations will still be those designated for student support, as now, but by reference to the new Lifelong Learning (Student Support) (Amendment of Fees and Awards etc.) Regulations 2026 ("the 2026 Student Support Regulations"). Those Regulations will designate, for student loans and grants purposes, a set of courses which the Secretary of State intends to fund under the LLE. Some of these courses were previously designated for student support under the Further Education Loans Regulations 2012 (SI 2012/1818).

Why was this approach taken to change the law?

6.5 Implementing these policies must be done via Regulations due to the requirements of the enabling primary legislation.

6.6 In theory it would have been possible to effect changes to the existing fee limits Regulations to make the necessary provision for LLE fee limits. However, this would have involved making very substantial amendments to the existing Regulations, which would have made them unwieldy and confusing for users. So, we have made separate provision for LLE fee limits.

7. Consultation

Summary of consultation outcome and methodology

7.1 The Department for Education launched a consultation on the LLE on 24th February 2022 which closed on 6th May 2022. The consultation sought views on various

elements of the LLE, including fee limits. A consultation response was published on 7th March 2023.[8]

7.2 The consultation received 914 responses from individuals – including learners and other interested parties – and 183 responses from organisations such as universities and colleges, with a further 156 responses from unidentified respondents. The response demonstrated support for a consistent approach to fee limits across modes of study and implementing the use of credits in determining fee limits for both courses and modules.

7.3 Regarding fee limits, the consultation asked which courses, if any, would be more suited to annual fee limits instead of credit-based fee limits, and which credit rules and frameworks providers followed. The responses to the consultation were considered when determining whether all courses should be subject to a credit-based method, which courses should use default credits instead of chargeable credits (meaning actual credits attached subject to a prescribed maximum), and in determining the number of learning hours to be contained in a credit.

7.4 Following the consultation response, the Lifelong Learning (Higher Education Fee Limits) Act 2023 received Royal Assent in September 2023. The Government made a commitment in the consultation response to set out further detail in regulations as to how to determine which courses use which system and what the fee limits will be for all qualifying courses and modules. In line with responses to the consultation, providers will continue to have autonomy over whether or not to modularise courses for which modular funding is available, or whether to make courses credit-bearing.

8. Applicable Guidance

8.1 The Department for Education published non-statutory guidance on the fee limits system under the LLE in July 2025.[9]

8.2 Detailed practitioner guidance on the LLE will be made available to universities, colleges and other HE stakeholders on Student Finance England's (SFE) practitioners' website by Summer 2026.[10]

8.3 Guidance materials are being produced by SFE for students intending to apply for financial support for the LLE for the 2026/27 academic year.

8.4 The Department for Education and Student Loans Company ("the SLC") have also prepared an online guide that providers can use to prepare for the LLE.[11]

Part Two: Impact and the Better Regulation Framework

9. Impact Assessment

9.1 A regulatory Impact Assessment is submitted with this memorandum and published alongside the Explanatory Memorandum on the legislation.gov.uk website.

9.2 A policy impact assessment was also published when the LLE consultation was launched in February 2022,[12] with an updated impact assessment published alongside

[8] https://www.gov.uk/government/consultations/lifelong-loan-entitlement

[9] https://www.gov.uk/government/publications/lifelong-learning-entitlement-tuition-fee-limits/tuition-fee-limits-in-the-lifelong-learning-entitlement

[10] https://www.practitioners.slc.co.uk/ SFE is the SLC's trading name for its administration of loans in England.

[11] https://www.heinfo.slc.co.uk/lle/lle-resources/

[12] https://consult.education.gov.uk/lifelong-learning-entitlement-team/lifelong-loan-entitlement-consultation/supporting_documents/Lifelong_loan_entitlement_impact_assessment_.pdf

the consultation response in March 2023.[13] An impact assessment was also published alongside introduction of the Lifelong Learning (Higher Education Fee Limits) Bill in February 2023.[14] An Equalities Impact Assessment (EIA) for the LLE was also undertaken and published in March 2023,[15] and an updated EIA has been published in May 2026 alongside this Explanatory Memorandum on the legislation.gov.uk website.

9.3 Providers will benefit from the flexibility in course design that a credit-based system allows, through the stimulation of modular and short course demand. Providers will incur costs related to familiarisation, transitioning to a credit-based system and populating the SLC's Courses Management System with credit data, although the new fee limits system has been designed to align as far as possible with the existing one to minimise this impact.

9.4 The proportionate cost of study for some short courses and modules is likely to make these forms of higher education study more accessible for all groups, but in particular those who are unable to study full-time or longer term because of work, family, or personal commitments, supporting the LLE's policy objectives. The majority of students will not see an increase in fees. However, students undertaking accelerated degrees will experience an increased cost. Accelerated degree students make up a small proportion of England's undergraduate student population, totalling c.3,800 students in academic year 2023/24, representing around 0.3% of the undergraduate student population in England. The regulatory impact assessment undertaken by the Department for Education and published alongside these Regulations anticipates a Net Present Social Value (NPSV – i.e., the total, discounted, long-term costs and benefits of the policy on society as a whole) impact from these measures of -£360m because of the increased cost, and therefore reduction in demand, for accelerated degrees. Modelling methodology and assumptions can be found in the annex of the regulatory impact assessment.

9.5 There are however significant unmonetised benefits (increased module and short course uptake, which are also driven by other aspects of the LLE) of the shift to the LLE system for fee limits, which are set out in detail in the regulatory impact assessment. It is not possible to monetise the impact of increased modular and short course demand as a direct result of the fee limits regulation, due to the lack of attributable causality between the regulation in isolation and demand for modular and short courses. This regulatory change should be seen as an enabler of the wider benefits of the LLE. The LLE is estimated (based on current modelling assumptions) to create £1bn in social benefit over its appraisal period.

9.6 The positive impact that the per-credit fee limit regulations are expected to have on students are dependent on several factors, with a key dependency being the presence of student support via the 2026 Student Support Regulations. The absence of student support would mean that prospective students of modular courses would not have financial support for those courses. A high upfront and effective cost of those courses would remain, and support would be inequitable to the support other HE courses have. This would reduce the uptake of these courses, preventing the wider benefits of the LLE programme being achieved.

[13] https://www.gov.uk/government/publications/lifelong-loan-entitlement-impact-assessment
[14] https://publications.parliament.uk/pa/bills/cbill/58-03/0240/ImpactAssessment.pdf
[15] https://assets.publishing.service.gov.uk/media/64061b31e90e0740d2e5a80b/Lifelong_loan_entitlement_-_equality_analysis.pdf

Impact on businesses, charities and voluntary bodies

9.7 The impact on business net present value (NPV) is estimated to be £66m over the 10-year period starting 2025, with an Equivalent Annualised Net Direct Cost to Business (EANDCB) of -£7m. These figures are comprised of the familiarisation costs incurred by the regulatory change and changes in revenue arising from the accelerated degree fee uplift. The assumptions underpinning these figures can be found in the regulatory impact assessment. Aside from providers – many of which have charitable status – there is no significant impact on charities or voluntary bodies because these Regulations do not impose any legal requirements on those bodies.

9.8 These regulations will impact small or micro businesses, but they are not expected to be significantly impacted. C.200 of the 3,800 accelerated degree students study at SMEs (c.5% of accelerated degree students). Smaller providers often have limited administrative resources and implementing changes may require greater time and effort. It is not, however, possible to exempt small or micro business from the requirements of these Regulations and no specific action is proposed to minimise the impact as the additional impact is expected to be minimal.

9.9 There will be a change in public sector financial costs due to the increase in tuition fees for accelerated degrees and reduced tuition and maintenance for displaced students. Government is forecast to subsidise 29% of undergraduate loans and so 29% of these changes will be a public sector cost (RAB cost). We estimate a £24m increase in RAB cost over the appraisal period due to the increase in the tuition fees paid by students who continue to study accelerated degrees under the new system. Further assumptions underpinning this can be found in the regulatory impact assessment.

10. Monitoring and review

What is the approach to monitoring and reviewing this legislation?

10.1 The approach to monitoring this legislation is that the Department for Education will keep the policy under regular internal review. A statutory review clause would be inappropriate given the policy objective of achieving longer-term systemic change within HE provision and the need to provide long-term certainty to stakeholders.

10.2 The instrument does not include a statutory review clause and, in line with the requirements of the Small Business, Enterprise and Employment Act 2015 Baroness Smith, Minister of State at the Department for Education, has made the following statement: “It would not be appropriate to make provision for review as the Government has an ongoing dialogue with providers and students as to the effective functioning of the student finance regulations, and reviews and updates the regulations as necessary every year.”

Part Three: Statements and Matters of Particular Interest to Parliament

11. Matters of special interest to Parliament

11.1 These Regulations are laid as part of a suite of LLE secondary legislation comprising three instruments subject to parliamentary procedure: these Regulations (affirmative procedure), the 2026 Student Support Regulations (negative procedure) and the Education (Student Loans) (Repayment) (Amendments for Lifelong Learning) Regulations 2026 (“the 2026 Repayment Regulations”) (negative procedure).

11.2 The 2026 Student Support Regulations will set out fee loan amounts mirroring the fee limits set out in this instrument, and the 2026 Repayment Regulations will amend the

Education (Student Loans) (Repayment) Regulations 2009 (SI 2009/470) to make relatively minor amendments to the Repayment regime necessary for the LLE.

11.3 There are cross-references in the negative 2026 Student Support Regulations to these affirmative Regulations. So as not to presume the will of Parliament with regards to these Regulations, the 2026 Student Support Regulations will not be made and laid until these Regulations have been approved by Parliament and made.

11.4 As this is a complex package of secondary legislation, in order for Parliament and wider stakeholders to have a full view of how the legislation is intended to operate, the 2026 Student Support Regulations and the 2026 Repayment Regulations are published in draft on gov.uk alongside laying these Regulations in Parliament.[16]

11.5 The Lifelong Learning (Higher Education Fee Limits) Act 2023 (Commencement and Saving Provision) Regulations 2026, together with regulation 3 of the Skills and Post-16 Education Act 2022 (Commencement No.1) Regulations 2026, bring into force amendments to the enabling powers relating to the determination of fee limits, on which this instrument relies. Regulation 2 of the latter of those Regulations will also commence regulation 15 of the Skills and Post-16 Education Act 2022, which enables the 2026 Student Support Regulations to be made. Those commencement and/or saving Regulations have been made in advance of this instrument being laid in Parliament.

11.6 Fee Limits will not be increased for the vast majority of courses as a result of this Instrument. However, accelerated courses will no longer be subject to separate fee limits, and instead will be subject to the same per-credit limit as full-time and part-time study. In real terms this means the average annual fee limit for an accelerated course will increase, and the overall cost of a course will become the same regardless of mode of study.

12. European Convention on Human Rights

12.1 The Minister of State has made the following statement regarding Human Rights: "In my view the provisions of the Lifelong Learning (Fee Limits) Regulations 2026 are compatible with the Convention rights."

13. The Relevant European Union Acts

13.1 This instrument is not made under the European Union (Withdrawal) Act 2018, the European Union (Future Relationship) Act 2020 or the Retained EU Law (Revocation and Reform) Act 2023 ("relevant European Union Acts").

[16] https://www.gov.uk/government/publications/lifelong-learning-entitlement-lle-overview/lifelong-learning-entitlement-overview#next-steps