

Supplement F

to FEFC Circular 99/43

Audit of 2000/01 Final Funding Unit Claim and of the 2000/01 Individualised Student Record Data

Guidelines for Institutions and their External Auditors



Learning+Skills Council

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Further information

For further information, please contact the appropriate Learning and Skills Council local office, or write to:

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Telephone 024 7670 3290/1

Audit of 2000/01 Final Funding Unit Claim and of the 2000/01 Individualised Student Record Data

Introduction

1 In FEFC Circular 99/43 and the earlier supplements A to E the Further Education Funding Council (FEFC) provided the main guidance for auditing final funding claims for the years 1998/99, 1999/2000 and 2000/01. The information in this supplement updates this guidance and only refers to the 2000/01 final funding claim audit. This guidance does not impose any additional work for auditors who have not yet signed off college claims for 1999/2000 or earlier years.

2 The FEFC publication *Funding Guidance on the Tariff 2000-01* provides the primary reference document to funding guidance for 2000/01 and this document includes references to all documents that supersede that guidance. For audit guidance, the Council expect to issue a general replacement to FEFC Circular 99/43 during 2001/02 to take account of the wider responsibilities of the LSC.

3 The Learning and Skills Council (LSC) has taken over responsibility for the audit of student numbers at colleges for returns covering the year 2000/01. The FEFC explained these new arrangements in their Circular 00/27.

4 This supplement provides guidance on the changes to provision funded by the Council(s) in 2000/01. These are the new arrangements for curriculum 2000 and simplification, changes to programme eligibility from 1 April 2001 to 31 July 2001 resulting from

the *Learning and Skills Act 2000*, amendments to the existing guidance outlined in a letter to the sector from the acting director of funding and statistics on 30 March 2001 and the significant increase in University for Industry (Ufi) funding and activity over the previous year. The supplement also contains the guidance given to colleges involved in land based studies who have been affected by Foot and Mouth outbreaks by the Director of Learning Programmes on the 5 May 2001.

Background

5 The audit opinion for External Institutions and Higher Education Institutions has not been amended for 2000/01. The claims and audit opinions for the 2000/01 returns are now included in Circular *Interim and Final Funding Unit Claims 2000/01*. In that circular the FE college audit opinion has been slightly amended to recognise the changed relationship between Council appointed auditors and auditors appointed by Institutions.

6 Institutions and their external auditors are reminded that paragraph 4 of *Funding Guidance on the Tariff 2000-01*, provides advice to institutions about consulting the Council, especially where new and/or possibly contentious modes of delivery are involved. Where institutions have made provision in these categories, auditors should expect to find copies of relevant correspondence between the institution and the Council. Auditors should

also be looking for this correspondence where there is any significant change in the profile of institution delivery between 2000/01 and 1999/2000.

7 Guidance is given in supplement A of FEFC Circular 99/43, in paragraphs 80 to 83, on qualifications of audit reports confirming that the Council requires the opinion: 'to give reasonable assurance that the funding unit claim is free from material misstatement, whether caused by fraud or other irregularity or error'. As advised to college and external auditor representatives at the audit of student numbers working party meeting of 23 June 2000, the Council accepts that institutions are responsible for the actual data they return to the Council. Institutions should therefore have checked the accuracy of their data before sending their data to their external auditors. Auditors are expected to perform the appropriate audit work to enable them to reach their opinion.

Format

8 This supplement provides general guidance provided by the Council for changes to provision and areas of contention that have arisen during 2000/01 and concerns raised during 1999/2000 external audits.

9 The supplement includes three annexes that provide references to all new material relevant to auditing final funding claims for 2000/01 not contained within either funding guidance or earlier supplements to FEFC Circular 99/43. Annex A lists the main circulars and discussion documents relevant to 2000/01. Annex B reproduces the 30 March 2001 letter to the sector. Annex C reproduces the Foot and Mouth guidance in a letter to the sector. Annex D updates the guidance on auditing non schedule 2 partnerships. Annex E reproduces a letter from

QCA to Chief Executives of Key Skills awarding bodies detailing exemptions agreed for key skill qualifications for 2000/01. Annex F provides further guidance on distinguishing between direct provision delivered with a partner and franchising provision, as promised in supplement E. Annex G provides the agreed manual adjustments for 2000/01.

Management Letters

10 When auditors issue management letters on their audit of student numbers (or make reference to the audit of student numbers in their financial accounts management letter), the Council needs to know on which ISR return the comments in the management letter are based. The Council also needs to know whether any units associated with concerns raised by auditors have been excluded from the final ISR. Where auditors are able to advise that all relevant amendments have taken place prior to the final ISR, and the final claim has been adjusted accordingly, the internal validation process of final funding claims is made significantly easier. This will assist in maintaining a smooth three-way relationship between college, audit firm and the Council.

11 Auditors are again reminded that the Council can only fund provision for which it has been authorised by parliament and any provision found outside these terms must be excluded from final funding claims (for example, overseas students).

New Types of Provision

Simplification and curriculum 2000

12 The Government introduced curriculum 2000 with the aim of broadening the curriculum and raising standards for young people in full time education between ages of

16 and 19. The Council set out the main reasons for simplification and the introduction of curriculum 2000 in Part A: Changes to funding arrangements for 2000-01 of *Funding Guidance on the Tariff 2000-01* paragraphs 16 to 20.

13 For the 2000/01 teaching year the Council new funding arrangements will only apply to new 16–18 full time students. The new arrangements will apply to all full time 16–18 year olds from the 2001/02 teaching year.

14 The funding rules relating to entitlement funding are set out in *Funding Guidance on the Tariff 2000-01* Part B: Funding eligibility arrangements for 2000-01 paragraphs 176 to 185 and the audit evidence paragraphs 186 to 188. The entitlement to funding for key skills for adults and part time over 16 students are set out in paragraphs 283 and 284.

15 The significant change is the introduction of the entitlement curriculum and the associated funding. In order to claim the full entitlement funding, students must complete the three component parts of the new curriculum. These are tutorial and enrichment activities along with the three key skills of communications, application of number and information technology. Auditors are not expected to make judgements on the qualitative aspects of tutorial and enrichment activities and these will be assessed as part of college inspection. Auditors are expected to concentrate their audit work on the delivery of the three key skills. Auditors are reminded that institutions that have only taught two of the key skills in 2000/01 may still claim the entitlement units provided the institution can demonstrate plans to deliver the third key skill in the second year.

16 Since the guidance was originally written the new Secretary of State for Education and

Skills has announced that changes are required to Curriculum 2000 for the year 2001/02. The Council has responded to her request by exempting the delivery of the 3 key skills from the audit process for 2001/02 and instead making the local Learning and Skills Councils responsible for monitoring the delivery of the new curriculum. The new approach will take more account of ensuring students are taught key skills appropriate to their individual needs rather than simply applying a rigid formula to all students. The Council now expects a very light touch approach to the audit of the key skills for 2000/01. Annex E reproduces a letter from QCA to Chief Executives of Key Skills awarding bodies detailing exemptions agreed for key skill qualifications for 2000/01, as requested by external auditors.

17 Where appropriate, ISR field S28 must be completed showing that the entitlement funding is being claimed where all 3 key skills are being studied. A small number of main programmes, for example, mathematics A level, may contain all the elements within the key skill 'application of numbers' and as such no separate key skill programme for that area may be necessary to claim the entitlement funding. Auditors are requested to ensure institutions providing the wider Curriculum to their students in 2000/01 have correctly flagged the ISR field to ensure the appropriate funding is claimed by the College.

18 To claim for the entitlement the student must be full time as defined by 16 bopu per period. However, to comply with the requirements for growth funding for full time student number targets as set out in the Council Monitoring Growth Circulars (FEFC 99/47, LSC 00/16) student programmes within the ISR will need to record a minimum of 450 guided learning hours.

Programme Eligibility 1 April 2001 to 31 July 2001

19 As set out in the letter to the sector of 30 March 2001 from the acting director of funding and statistics as a result of the creation of the Learning and Skills Council from 1 April 2001 a number of changes have been made to funding provision for the summer term 2001. Accordingly, the changes to programme eligibility outlined in the two guidance documents; *Guidance on Further Education Funding Eligibility and Rates 2001/02* paragraphs 125 to 139 inclusive and Circular 01/05, *Funding Allocations 2001/02*, paragraphs x and xi, will be introduced, for new learners, with effect from 1 April 2001.

20 The letter is reproduced as annex C to this document and provides a consolidated list of in-year changes or clarifications affecting funding rates in 2000/01. Rather than reproducing all references, the document lists the location of all relevant guidance on the **LSC** web-site.

21 Institutions are reminded that whilst they were not required to seek approval to introduce new programmes during this period all programmes will be subject to detailed review as part of the Council's new planning cycle from 2002/03 onwards. Institutions that wish to confirm that the new provision under the revised eligibility arrangements is in accordance with local priorities, and hence likely to receive support in future years, should consult their local Learning and Skills Council.

University for Industry (Ufi)

26 The Council and Ufi have agreed that the audit guidance set out in Ufi Guidance notes 2000/24 and 2001/08 should be applied to auditing Ufi provision in 2000/01. This note supplements the guidance given in Ufi

Guidance note 2000/24 and FEFC Circular 99/43, including annex E.

27 The Council accepts that the Ufi electronic audit system will not be available for the 2000/01 year. The Council has commissioned some pilot work by three of our contracted auditors on auditing Ufi provision and this identified the urgent need for the electronic tracking system. Ufi has now made this available and it **may provide** some information and assistance to auditors in completing their 2000/01 audits. The auditors identified the most likely problem areas as identified documentary evidence of virtual learners, actual dates of withdrawals and the necessary supporting evidence as well as evidence of completion and achievement. The Council expects the new tracking software available in full for 2001/02 to significantly assist in dealing with these issues in the future.

28 Guidance on completing the individualised student record (ISR) is contained within separate Ufi and Council guidance. As stated last year in Supplement E, **only recipient colleges should enter Ufi students on ISR returns to the Council**. A clear audit trail should be established between the recipient college and the partner learning centre and its learners.

29 One particular difficulty has been referred to the Council and it concerns the sharing of entry units for students undertaking Ufi courses and other FE courses at FE delivery centres that are also Council funded institutions. It is the responsibility of all institutions submitting final funding claims to the Council to ensure that all aspects of the Council guidance are followed. Where delivery institutions enrol students on their own programmes and on Ufi programmes then they must ensure that the entry units are shared

between themselves and Ufl in a proportionate and fair manner. As the students will be entered on two ISRs, namely the Ufl provision on the recipient college ISR and the delivery centre's own ISR a manual adjustment will be needed to prevent any double funding.

30 The Council expects that the two institutions should be able to agree the necessary adjustment by themselves, taking full account of Council guidance. The Council will require manual adjustments to final funding claims to reduce the total unit claim for each student below any double funding threshold. The relevant manual adjustment code is contained in Supplement D (2001). This should take account of who provided the first qualification, how the normal recruitment, assessment and guidance activities are delivered and the relative size of the programmes involved.

Non-schedule 2 pilot projects (FEFC Circular 99/16)

The guidance set out in Supplement E should also be applied to auditing this provision in 2000/01.

Changes and Amendments to Previous Guidance

Franchising and other types of partnership

32 Franchising advice is unchanged and auditors should in particular read Supplement A, paragraphs 40 to 42 before completing their audit opinion.

33 Institutions are reminded that information was requested in the ADDCP return for 2000/01 where provision is delivered with partner organisations. Institutions are asked to state on the self-assessment checklist for 2000/01 if they deliver more than 5% of all

units claimed as direct provision in conjunction with a partner organisation. Supplement E paragraph 46 promised further guidance on provision using facilities management and this was provided in the document *Guidance on Further Education Funding Eligibility and Rates 2001/02* Part B table 2 (page 33) reproduced as annex F of this document. The table is intended to assist institutions in distinguishing between direct provision delivered with a partner, and franchised provision.

National projects

34 The Council national project team has set up a small number of national projects with colleges who will have completed a Project Agreement form. The funding to be claimed differs from that laid out in *Guidance on the Tariff* and will be detailed in the individual project specification. These colleges should ensure that their external auditors are notified of the colleges inclusion in those projects and that the provision is sampled as part of external audit arrangements.

Distance learning

35 The funding multiplier of 14 should be applied to all distance learning provision for 2000/01 as set out in paragraphs 285 – 290. In particular paragraph 289 can only be applied where at least 50% of the provision is delivered as distance learning as determined by the enhanced guided learning hours (glh) and any group contact is less than 50% of the programme. In assessing whether any mixed provision can be claimed as wholly distance learning, the distance learning element should be multiplied up by 14 and must then exceed the group contact actual glh. If the group contact amounts to more than 50% then the provision cannot be claimed using the distance learning multiplier of 14. Further guidance is

also contained in FEFC Technical Discussion Document 22.

Foot and Mouth – Special arrangements

36 The special arrangements made for colleges delivering any land based provision affected by the foot and mouth disease were set out in a letter to colleges in March 2001. This letter is reproduced as annex D to this document.

Monitoring Growth 2000-01 (Circulars FEFC 00/16 and LSC 01/11)

37 Institutions and auditors are reminded that Circular 01/11, *Monitoring Growth 2000/01* sets out the intended method for monitoring institutions' performance for 2000/01. This advice updates the information in Supplement A paragraphs 54 to 60 accordingly. The Circular also updates the procedures the Council will use for calculating recovery of funds for 2000/01. FEFC Circular 00/16 updates the procedures for 1997/98, 1998/99, and 1999/2000. An explanation and example of the Council recovery and tolerance statements is now included in Circular *Interim and Final Funding Unit Claims 2000/01*.

Manual adjustments 2000/01

38 The agreed list of manual adjustments for 2000/01 is shown in annex G. If any institution wishes to request a manual adjustment that is not listed below, a fax detailing the reasons for the adjustment including the number of students and the number of units affected should be sent for the attention of Jerry O'Shea in the Funding Eligibility team on fax number 024 7670 3415.

Interim and final funding claims 2000/01

39 As a result of the Council directly contracting the ISR and final claim audits for FE colleges, a number of them are faced with different audit contractors for their financial accounts and ISR audits for 2000/01. To resolve the concerns raised by audit firms in signing off financial accounts the Council has agreed to issue to institutions in December 2001 interim tolerance and recovery statements for 2000/01. These statements will depend upon institutions returning their July 2001 ISR in the autumn and ISR auditors signing off a new interim unit claim as explained in Circular *Interim and Final Funding Unit Claims 2000/01*. Institutions should note that the Council will recover from February 2002 any estimated recovery of funds.

40 The interim and final funding claims for 2000/01 will be similar to the 1999/2000 claim. As in 1999/2000 institutions that act as hub recipients from the Council must ensure their final claim fully complies with the additional requirements for hub funding.

41 When institutions submit their interim 2000/01 claim in November they will be asked to estimate their likely achievement units so their full unit claim for 2000/01 can be assessed. This figure will then be used to determine any interim recovery of funds pending the actual final return.

42 The Council recognises that as a result of Curriculum 2000, achievement units will be more difficult to estimate for 2000/01. Institutions will need to agree their estimates with their external auditors to enable them to issue their interim claim opinion.

Annex A to Supplement F

This annex provides a list of the main circulars and guidance notes issued that update guidance for the 2000/01 teaching year. These documents are available on the Council's website at (www.fefc.ac.uk).

Circulars and Guidance relating to 2000/01 Funding

Funding Guidance on the Tariff 2000-01

Circular 00/03	<i>Funding Guidance 2000-01</i>
Circular 00/11	<i>New Funding Arrangements for Adult Learners</i>
Circular 00/16	<i>Monitoring Growth 1999-2000</i>
Circular 99/37	<i>Franchising and Fees</i>

Initiative funding carrying forward from 1999/2000

FEFC Circular 99/10	<i>Schedule 2</i>
FEFC Circular 99/16	<i>Applications for Funding for Non-schedule 2 Pilot Projects</i>
FEFC Circular 99/38	<i>Individual Learning Accounts: Further Education Sector Pathfinder Projects</i>

ISR Returns

Individualised Student Record (ISR) Institution Support Manual 2000/01

Technical Discussion Documents Relating to 2000/01 Funding and ISR Returns

Technical Discussion Document no.30 on changed arrangements for recording some students in the ISR for 2000/01

Technical Discussion Document no.29 on arrangements for recording Ufl students in the ISR for 1999-2000

Technical Discussion Document no.28b on Individualised student record validation rules for 2000-01 (Superceded TDD28 and TDD28a)

Technical Discussion Document no.27 confirmation of the specification of the ISR for 2000-01 where this differs from that for 1999-2000

The following circulars relating to guidance issued for 2001/02 also contain guidance that institutions and external auditors may find helpful in resolving issues raised during the course of the 2000/01 external audits. This advice is not intended to act retrospectively against previously published advice but merely provide some clarity in resolving difficult issues.

Guidance on Further Education Funding
Eligibility and Rates 2001/02 Letter to sector
30 March 2001 (reproduced in annex C)

University for Industry (Ufi)

Ufi Audit Guidance 2000-01 2000/24

Ufi Guidance Note on the ISR 2000/31

Ufi Audit Guidance 2000-01 2001/08

Annex B to Supplement F

Letter of 30 March 2001 from Emily Thrane,
Acting director of funding and statistics.

To: Heads of institutions
MIS suppliers
Student number auditors
Executive directors of local Learning and
Skills Councils
Further education contacts at local
Learning and Skills Councils

Update on Eligibility and Tariff Issues – Introduction

This letter sets out eligibility arrangements from 1 April 2001 to the end of the current academic year, following the repeal of Schedule 2 of the *Further and Higher Education Act (1992)*. In addition, it provides a consolidated list of in-year clarifications to the *Guidance on the Tariff 2000/01* which have previously been published on the Council's web-site. These changes are applicable for the period from 1 April 2001 to the end of the current academic year (31 July 2001). The letter also introduces a further change to the funding of part-time GNVQs designed to assist institutions in the funding of curriculum 2000 programmes.

In addition, the letter provides specific clarification on the eligibility arrangements for funding of work based programmes for the academic year 2001/02 (that is, from 1 August 2001).

Programme Eligibility 1 April 2001 to 31 July 2001

1 In line with the expectations of ministers following the repeal of Schedule 2 of the *Further and Higher Education Act (1992)*, the Council wishes to extend the new arrangements for the eligibility of programmes for funding to cover the period 1 April 2001 until 31 July 2001.

2 Accordingly, the changes to programme eligibility outlined in the two guidance documents; *Guidance on Further Education Funding Eligibility and Rates 2001/02* paragraphs 125 to 139 inclusive and Circular 01/05, *Funding Allocations 2001/02*, paragraphs x and xi, will be introduced, for new learners, with effect from 1 April 2001.

3 Any provision introduced under these new arrangements should be funded from the institution's 2000/01 allocation.

4 Institutions are not required to seek approval to introduce new programmes during this period but are reminded that all programmes will be subject to detailed review as part of the Council's new planning cycle from 2002/03 onwards.

5 Institutions that wish to confirm that the new provision under the revised eligibility arrangements is in accordance with local priorities, and hence likely to receive support in future years, should consult their local Learning and Skills Council.

6 Learners enrolled on programmes prior to 1 April may complete their existing programmes and, in addition, may enrol for new programmes under the revised eligibility arrangements if appropriate.

7 This change in eligibility does not affect the rates of funding that were detailed in *Guidance on the Tariff 2000/01*, which continue to apply to all programmes, including those programmes introduced under the new eligibility arrangements, until 31 July 2001.

Consolidated list of in-year changes or clarifications affecting funding rates in 2000-01

8 At the 2000/01 funding seminars the funding team undertook to bring together all changes or clarifications to *Guidance on the Tariff 2000-01*. This section provides this consolidated list and introduces a further change made at the request of sector colleges. All the changes listed below are applicable for the period 1 April – 31 July 2001. Rather than reproduce all references, the location of the document on the Council's web-site is provided.

Entry Units

9 Clarification, in the director of funding and strategy's letter of 3 July 2000, on the circumstances when entry units may be claimed.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/tariff_letter_GH.pdf

GNVQs

10 A change, made in August 2000, to the criteria for designating a GNVQ as a part-time, rather than a full-time course.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/TAC_letter_08_00.pdf

11 A further change, introduced in this letter, to assist colleges which, as part of their implementation of curriculum 2000, deliver GNVQs and AVCEs as part of a full-time programme.

12 Paragraph 269 of the *Guidance on the Tariff 2000/01* indicates that where GNVQs and the new three unit vocational A level are delivered as a part-time qualification, described as fewer than 150 glh per period, the qualification should be loadbanded. This has led, in some circumstances, to a funding disadvantage where learners combine A levels and GNVQ/AVCE or 3, 6 and 12 unit AVCEs. This guidance has therefore been modified as follows:

All GNVQs and AVCEs will be funded as listed qualifications except where a learner, having previously part-finished the GNVQ or AVCE at the same or other institution, re-enrols following a break in study to complete the qualification. Under these circumstances the full funding is inappropriate and funding for the qualification should be claimed through the loadbands.

13 This change has also been incorporated into the recently issued *Guidance on Further Education Funding Eligibility and Rates 2001/02*.

3 and 6 hour Courses

14 Guidance issued as an attachment in David Melville's letter of 3 January 2001 and further guidance issued in the Qualifications and Curriculum Bulletin Number 3 in March 2001.

References:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/3and6glh_letter.pdf

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/3and6glh.pdf

6 and 9 hour courses

15 A change, announced in David Melville's letter of 18 August 2000, returning certain 6 and 9 hour courses to the loadbands.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/TAC_letter_08_00.pdf

450 guided learning hour loadbanded programmes made up of several separate courses

16 A change, announced in David Melville's letter of 18 August 2000, increasing the funding for such programmes.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/TAC_letter_08_00.pdf

Entitlement

17 Clarification, announced in David Melville's letter of 18 August 2000, that entitlement will be funded at cost weighting factor A.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/TAC_letter_08_00.pdf

Webwise

18 Guidance, following the introduction of the BBC Webwise qualification, issued on 11 January 2001.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/web_wise.pdf

Unitisation

19 The clarification on unitisation issued on 15 September 2000

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/unitisation_letter.doc

and 5 October 2000

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/unitisation_02.doc

will be superseded for the period 1 April – 31 July 2001 by the new guidance in paragraphs 136 – 138 of *Guidance on Further Education Funding Eligibility and Rates 2001/02*. A single unit will be eligible for funding subject to the guidance outlined in these paragraphs.

National Vocational Qualifications

20 An extension of listed NVQs announced in David Melville's letter of 18 August 2000.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/TAC_letter_08_00.pdf

Effects of the taper

21 A change, made on 2 October 2000, to allow institutions delivering accelerated programmes, or programmes with unusually high guided learning hours, to apply to the council to remove the reduction in units produced by the funding taper.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/fund_qa.pdf

Loadbanded courses of between 900 and 1139 guided learning hours

22 A change, announced in Interpretation of Results and Learner Information Suite Version 8.02 (2000-01) paragraphs 6.1.3 issued in October 2000 to increase the funding for such programmes delivered in one year.

Funding eligibility for learners outside England

23 A change, made with effect from 1 February 2001, to extend the eligibility for funding for members of the armed services and MOD civil servants and other English taxpayers temporarily outside England. This change is outlined in paragraphs 52 - 53 of the *Guidance on Further Education Funding Eligibility and Rates 2001-02*.

Reference:

www.lscdata.gov.uk/other_councilpublications/other_pdf/funding_guidance_01_02.pdf

Increased funding for adult basic education programmes (including literacy, numeracy and English for speakers of other languages (ESOL)) where the programme is delivered over two years

24 Change, announced in Learner Information Suite Version 8.02 (2000-01) paragraph 6.1.4 issued in October 2000.

ADAPT/EQUAL

25 A change, made on 25 October 2000 to update paragraph 114 of the *Guidance on the Tariff 2000-01*.

Reference:

www.lscdata.gov.uk/documents/othercouncilpublications/other_pdf/tariff_erratum.pdf

Eligibility for funding – work based programmes August 2001 to July 2002

26 The principle of a single source of funding for work based programmes was outlined in *Guidance on Further Education Funding Eligibility and Rates 2001/02*, paragraphs 170 – 173. Following a small number of queries the following clarification should be noted:

27 Any programmes that are funded by the Learning and Skills Council under the arrangements outlined in the *Operations Guide* are ineligible for funding under arrangements laid out in *Guidance on Further Education Funding Eligibility and Rates 2001/02*, since to do so would constitute double funding.

28 Where a learner already on a programme funded under the *Operations Guide* wishes to add an additional programme that is not eligible for funding under the *Operations Guide*, this programme may be funded under the arrangements in *Guidance on Further Education Funding Eligibility and Rates 2001/02* provided that the institution has obtained written approval from their local Learning and Skills Council. This should state that the additional programme or qualification is not already funded under the arrangements of the *Operations Guide* and must be obtained for each such learner.

Transfer of Responsibility for Eligibility and Funding to the Learning and Skills Council

29 As part of the transfer of responsibility for funding from the Further Education Funding Council to the Learning and Skills Council, arrangements have been made to ensure the tariff team and its core functions are transferred to the new body.

Arrangements for contacting the team will be circulated in the very near future.

Yours sincerely

Emily Thrane

Acting director of funding and statistics

Annex C to Supplement F

Foot and Mouth – Special arrangements set out in annex to letter from the Director of Learning Programmes dated 5 May 2001.

Special Audit Arrangements 2000/01

Background

The foot and mouth outbreak began in mid-February 2001 and has affected large parts of agricultural land in this country. Some agricultural colleges that keep farm animals have been unable to run courses since that date and their other courses may also be affected by restrictions to access to their sites. Some non-agricultural colleges have been affected as some students who live on farms may not be allowed to leave the farm and attend college.

Some of these students are expected to continue and complete their studies at later date. Other students will withdraw and not complete their studies.

Consideration

The LSC has set up a group to advise on how the funding and other matters should be applied at this difficult time for the colleges affected. It has been agreed that the funding of these colleges will be protected for 2000/01 and reviewed for 2001/02. Hence, normal guidance on such items as student withdrawals and guided learning hours should not apply.

Peter Ashton has produced a paper about completing the ISR for these students for

2000/01. This is restated in this paper together with guidance on the external audit of student numbers.

Data Collection

Calculation of funding units for 2000/01

For the colleges affected, the July 2001 ISR will be collected as normal. From this an all-year estimate will be made based on the college's position as at 1 February 2001. A list of such colleges is being collected by the LSC.

1 February 2001 is a convenient date as it is a normal LSC census date and it occurred about two weeks before the outbreak of the disease. At that time courses would have been running normally.

The colleges' student numbers and funding unit positions will be calculated as at that time as recorded in the July 2001 ISR. These will be compared with the values for February and the final claims for the corresponding colleges in 1999/2000 and be proportioned to obtain 2000/01 all-year estimates.

This should take account of students who would have withdrawn anyway as well as students who have withdrawn directly as a result of the outbreak. It will also take account of courses that were completed but with reduced guided learning hours and also, short courses that would have expected to commence after 1 February.

These calculations will be made by the LSC on behalf of these colleges.

Audit of ISR

The ISR should be completed normally except as shown in the following table.

ISR field	Title	Completion	Audit comment
	Entry	As normal	As normal
	On-programme		
Q15	Planned guided learning hours	As normal	Audit glh up to 1 February and then assume delivery will continue at same rate to the end of the qualification aim
Q16	Start date	As normal	As normal
Q17	Planned end date	As normal	As normal
Q18	Actual end date	As normal	As normal
Q19	Completion status	As normal for students not affected by outbreak. 1 (study continuing) [check] for students affected by outbreak who have not completed	As normal
Q29	Government Initiative	As normal for students not affected by outbreak. 12 for students affected by outbreak	Check whether the whole course is affected or whether individual students are affected
Q34	Delivery mode	Do not change for students affected by outbreak	As normal
Q36	Main delivery method	Do not change for students affected by outbreak	As normal
Q37	Actual guided learning hours	As normal for students not affected by outbreak. Leave blank for students affected by outbreak	As normal
	Additional Support		
S10A	Additional support cost	Record actual costs incurred	As normal
	Achievements		
Q20	Outcome	As normal	As normal
Q21	Grade	As normal	As normal
	Fee Remission		
Q08	Fee remission	As normal	As normal

Annex D to Supplement F

Audit Guidance 2000/01

Non schedule 2 pilot projects 2000/01

1 Colleges applied for funding for non schedule 2 projects in 2000/01 under the criteria set out in FEFC Circular 99/16 *Applications for Funding for Non Schedule 2 Pilot Projects*. Funding was allocated on the basis of learner numbers and funding unit calculations to individual colleges working in partnership arrangements. This funding is earmarked for the initiative for specific 'projects' and is separate and additional to any funding colleges may have used in the latter part of 2000/01 from within their main allocation for 'other provision'.

2 For audit purposes, colleges should retain evidence of initial assessment and guidance and the amount of guided learning hours delivered on each programme. Evidence in support of a claim for assessment and guidance may take several forms and is likely to differ from assessment for mainstream FE learners *and may not take the form of diagnostic assessment*. For example, initial assessment may take the form of a negotiated programme, recorded on an abbreviated enrolment form.

3 Audit evidence is also required on the eligibility of learners to confirm that they are primarily from the target groups of educationally disadvantaged learners *described* in paragraph 14 of FEFC Circular 99/16. In addition to the target groups identified in

99/16, colleges may also have legitimately targeted low paid workers who have experienced disadvantage in their education and the programme might enable them to progress to further learning.

4 Audit evidence required to show eligibility of learners in one of these categories may include:

- marketing and publicity leaflets showing clearly the target groups for example, adults experiencing alcohol dependency
- reference letter from an agency recognised as having expertise working with adults in the target group which may have referred the person on
- eligibility assessment developed by a group of partnerships, approved by those partnerships and agreed by the appropriate regional director of the Council
- where no other evidence can be provided, it is acceptable to witness the signature of the principal of the relevant college verifying that the learner has confirmed their eligibility within the target group(s).

It is not expected that learners should self-declare against tick boxes on an enrolment form.

5 All learners should be aged 19 or over: there is no upper age limit for participants, subject to the requirement that progression (to a subsequent schedule 2 course or qualification) needed to be a realistic option for every learner including older learners. Minimum course time in guided learning hours 2000/01 was six glh. There was no maximum length: it was for partnerships to decide the most appropriate length of programme.

6 Every college named in the project application is responsible for the audit of funding for the learners recorded on its ISR, including those learners registered with its non-college partners, including learners registered with [former] external institutions.

7 The lead college in each partnership is responsible for its own audit arrangements and also for audit of expenditure for the maximum 5% project development costs.

8 Eligible items of revenue expenditure for development costs include:

- hire of equipment necessary to deliver activity
- hire of facilities necessary to deliver activity
- purchase of project materials
- minor redecoration or refurbishment
- new marketing materials
- staff development directly associated with project delivery
- communications materials
- steering group meetings related to the delivery and coordination of the project
- staff time dedicated to the coordination of the project.

9 Where a college or partnership has involved the LEA or other provider in delivery, this would be done under a contract with the LEA or other provider. The LEA or other provider should have provided the college or partnership with a clear statement that the activity is additional and over and above any non schedule 2 provision that they made or planned to make during 2000-01.

10 There should be no contracting outside the local area of the partnership, nor should there be any subcontracting beyond immediate partners of colleges. The franchise contract (supplement to FEFC Circular 99/37 *Franchising and Fees*) may have been used to regulate agreements for delivery of programmes. There is no franchise discount applied to non schedule 2 activity funded by this initiative as it is the case that all learners attract a widening participation uplift.

11 Some partnerships have developed their own form of contract or agreement to cover local arrangements. Audit evidence in support of a contract other than that set out in the supplement to FEFC Circular 99/37 would be:

- a written statement of objectives, including recognition of the aims of the initiative in supporting new learners and providing progression where appropriate
- outcomes and planned learner numbers
- confirmation of record keeping and the provision of information to the college
- confirmation of additionality.

This agreement should be jointly agreed and signed by the principal of the college and/or the head of the learning partnership, and the signature of the head of the partner organisation.

12 The *expectation* of progression is that every learner should have the opportunity to progress to another programme, preferably schedule 2 at level 2. This is the expectation of the secretary of state. Some learners will wish to avail themselves of this and others will not ever, or may not do so immediately after their non schedule 2 course. Colleges should record possible progression opportunities [*delete at or near*] during the course of the programmes and they should also capture data about actual progression. There is no LSC suggested 'standard rate' for progression in colleges or across partnerships: colleges will be aware of progression rates within their own institutions eg, *from an entry programme to a subsequent qualification* [*delete schedule 2(j) to schedule 2(d) courses*] and they may be able to create benchmarks from this.

13 Colleges and partnerships were provided with the opportunity to monitor uptake of funds and identify shortfalls or underspend throughout the year. In some cases, this resulted in return of funds to the former FEFC and the subsequent reallocation of funds to other members of the partnership or to other projects. Audit evidence of reallocation should be copies of returns dated December 2000 or later to the FEFC recording outturn or expected outturn. Where reallocation took place, the evidence would include responses from the FEFC confirming the amount of reallocation and the recipient.

14 Achievement units were not provided through the non schedule 2 project funding.

Annex E to Supplement F

Reproduced from letter of 15 March 2000 from QCA to Chief executives of key skills awarding bodies.

English, Gaelige, Welsh, Mathematics and ICT Qualifications and the Key Skills Qualification

The regulatory authorities (QCA, ACCAC and CCEA) have been asked to ensure that candidates who have taken or who are taking English, Gaelige, Welsh, Mathematics and ICT GCE, GCSE and GNVQ qualifications should not be involved in unnecessary double assessment when seeking their Key Skills Qualification. I am now able to write on behalf of the regulatory authorities to provide information on the detail of those decisions. It is important that this information is communicated clearly and consistently to all education and training providers currently preparing to introduce the post-16 qualifications reforms.

The following exemptions have been agreed and should be implemented from September 2000.

English Language or Literature, Gaelige and Welsh, and Communication Mathematics # and Application of Number

GSC AS/A level A-E examination performance provides exemption for the external test in these key skills at level 3

GSCE A* -C examination performance provides exemption for the external test in these key skills at level 2

GSCE D-G examination performance provides exemption for the external tests in these key skills at level 1

Computing # or ICT # and Information Technology

GSC A level A-E performance provides full exemption for the key skills at level 3

GSC AS A-E performance provides exemption for the external test in the key skills at level 3

GSCE A* -C performance provides full exemption for the key skills at level 2

GSCE D-G performance provides full exemption for the key skills at level 1

GCSE Short course ICT # and Information Technology

A* – C performance provides exemption for the external test in the key skills at level 2 and also for one of the two specified purposes of the internal key skill component at level 2

D-G performance provides exemption for the external tests in the key skills at level 1 and also for one of the two specified purposes of the internal key skill component at level 1

Part Award, Single Award or Double Award in Vocational A level and GNVQ or Part One GNVQ in ICT # and Information Technology

Vocational AS/A level (Advanced GNVQ) A-E performance provides full exemption for the key skills at level 3

Intermediate GNVQ or Part One GNVQ Pass/Merit/Distinction performance provides full exemption for the key skills at level 2

Foundation GNVQ or Part One GNVQ Pass/Merit/Distinction performance provides full exemption for the key skills at level 1

The Currency of the qualifications and examinations performance that provide these exemptions are as important as the exemptions themselves. The following decisions have been taken on the currency of qualification specifications and the currency of examination performance.

The currency of qualification specifications

The above exemptions have been confirmed for those specifications accredited by the regulatory authorities. Revision to accredited specifications would result in the exemptions offered by that subject being reviewed and if necessary revised or removed

The currency of examination performance

The currency of exemptions provided by proxy qualifications must be no longer than three years from the date of award to the date of claim. In these circumstances, exemptions from September 2000 can only be claimed for qualifications gained after September 1997

The regulatory authorities were also asked to 'consider whether there are existing test based awards which could exempt students from the IT test': and they are currently reviewing such awards as part of the accreditation process. In addition ACCAC are considering the extent to which Welsh Second Language Qualification may be regarded as proxies and they will be writing to you separately on this once decisions have been taken.

At this time, the regulatory authorities do not believe it would be appropriate to consider proxies other than those outlined above. Consideration may be given to other qualifications once the qualification reforms have been fully introduced and concrete evidence of candidate performance in the key skills through other qualifications has been collected and evaluated.

You will wish to ensure that this information is effectively communicated to those who need to know both within your organisation and within your centres. The regulatory authorities

do not intend to make this information the subject of a separate written communication with centres: that is a matter for awarding bodies. We will of course make the information available through our web-site and other relevant documentation and events.

I trust that the information contained in this letter is clear and that it enables you to take your work on the Key Skills Qualification forward. Should you wish to discuss the content further, my colleague Barry Brooks (ext. 5612) will be pleased to help. Copies of this letter go to John Valentine Williams at ACCAC and Gavin Boyd at CCEA.

Keith Weller

Head of Qualifications

* This applies to all qualifications whether gained through the medium of English, Gaelige or Welsh.

Annex F to Supplement F

Table 2. Types of partnership and franchise arrangements (Part B, page 33 of Guidance on FE Eligibility and Rates 2001-02)

Service Provided	Direct (institution)	Direct with partner	Franchised
Employer of teaching staff	Institution (may use a recognised employment/ staffing agency or self employed staff)	Institution (the Institution may use a recognised employment/ staffing agency or self employed staff)	Franchisee via an employment relationship. (See annex B paragraph 8 of FEFC staff) Circular 99/37
Venue, including lighting, heating, caretaking	Institution	Partner	Institution or franchisee
Facilities eg, computer hardware/software	Institution	Partner	Franchisee
Teaching and learning resources	Institution	Institution/partner	Franchisee
Responsibility for quality and audit	Institution	Institution	Institution
Marketing	Institution	Institution or partner	Institution or franchisee
Advice and guidance	Institution	Institution	Determined by institution and carried out by institution or franchisee
Enrolment procedures	Determined by institution and carried out by institution	Determined by institution and carried out by institution	Determined by institution and carried out by institution or franchisee
Teach learners	Institution	Institution	Franchisee
Teacher development	Institution	Institution	Institution/franchisee
Learner charter	Institution	Institution	Institution
Additional support	Institution	Institution	Provided by franchisee or access to institution support
Monitor the programmes – quality assurance and learner record sampling checks	Constant monitoring	Constant monitoring including scheduled visiting	Constant monitoring including scheduled and unannounced visits by institution
Nature of contract	None	Based on resources provided rather than volume of provision	Based on volume of provision
Accreditation with awarding body	Institution	Institution	Institution (other than in exceptional circumstances)
Subject to franchising discount	No	No	Yes (other than in community based and widening-participation provision)

Annex G to Supplement F

FEFC Circular 99/43 Supplement D (2001)

Audit of 2000/01 Final Funding Unit Claim and of the 2000/01 Individualised Student Record Data

This supplement updates Supplement D(2000) to FEFC Circular 99/43. This supplement provides a revised list of manual adjustment numbers to use on the Final Diff form. Institutions and external auditors should note that when using these numbers the full number including the prefix '2000-' should be used.

The learner information suite has replaced the funding programme for 2000/01 and this list may have to be updated during the forthcoming few months if institutions and then auditors identify any unforeseen but significant difficulties in the calculation of units by the programme.

If any institution wishes to request a manual adjustment that is not listed below, a fax detailing the reasons for the adjustment including the number of students and the number of units affected should be sent for the attention of Jerry O'Shea in the Funding Eligibility team on fax number 02476 703415.

Manual adjustments to 2000/01 funding unit claims derived from version 8.05 of the learner information suite (LIS) using version 14.3 of the qualification aims database

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Full-time 16–18 year old students in second years		
2000-1	For 16–18 year old full-time students who commenced their learning programmes prior to 1 August 2000; the LIS will generate an approximation to the units that would have been generated in 1999-2000.	Institutions may be entitled to an overall manual adjustment across all 16–18 year old full-time students who commenced learning programmes before 1 August 2000.

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Full-time 16–18 year old students in second years		
	For some institutions, the overall effect across all 16–18 year old full-time students who commenced learning programmes before 1 August 2000 may be that the LIS will generate less units than would have been generated in 1999-2000. Such institutions are entitled to claim an overall increase in units to account for this difference.	Institutions who believe that this may affect them are invited to contact Jerry O’Shea in the Funding team at the LSC’s National Office in Coventry.
Calculation of Loadbands		
2000-2	Some institutions run programmes of more than one year’s duration where the number of guided learning hours varies significantly between the two years. The LIS ascribes a load band to such programmes by averaging the number of guided learning hours. In general this generates the appropriate number of units but in a few cases the Council has agreed that the circumstances are exceptional and warrant a different approach.	In exceptional cases where the Council has agreed to apply different load bands to separate years of the programme a manual adjustment may be warranted.
2000-3	<p>For learning programmes where the total GLH for the loadbanded elements of programme is 450 or more, a minimum of 72 basic on-programme units may be claimed for those loadbanded elements.</p> <p>For learning programmes where the loadbanded element consists of two or more loadbanded qualifications, where the GLH for these qualifications are 450 or more, the LIS may not generate the correct result. The LIS was designed to operate by calculating units for each qualification separately and this change to the tariff was made at a point when reprogramming the LIS to incorporate a fundamental change to this design was not possible.</p>	This may lead to an understatement or overstatement of units, and may warrant a manual adjustment.
Changes to a Student’s Learning Programme		
2000-4	Where an individually-listed qualification lasts a number of years, but is completed early, the programme may not have enough information on previous year’s units to calculate units correctly.	This could lead to an understatement or overstatement of units and would warrant a manual adjustment.

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Changes to a Student's Learning Programme		
	<p>For example an individually listed qualification may be expected to last 3 years, and is listed at 30 on-programme units in total. If the student completes after only 2 years, the programme will assign units at the rate of 15 units per year in the second year. However, the institution is likely to have claimed 10 units for the first year (based on the original expected length), so 5 units will not have been claimed. Similar issues apply to loadbanded qualifications.</p>	
2000-5	<p>Where students withdraw from loadbanded programmes after the expected end date recorded on the ISR, the LIS will not take account of guided learning hours delivered after the expected end date in determining the load band, as these will not be recorded in the data for the students.</p>	<p>This could lead to an understatement of the number of units and may warrant a manual adjustment.</p>
2000-6	<p>Some students transfer from a Council-funded learning programme to a learning programme funded from other sources (for example a training and enterprise council), or vice versa. The LIS will have insufficient information to fully reflect this situation and so the LIS is unable to determine the correct units.</p>	<p>This could lead to an understatement or overstatement of units, and would warrant a manual adjustment.</p>
2000-7	<p>If the delivery method, delivery mode or employer role changes in the middle of the year, then the institution will only be able to record one set of circumstances in fields Q34, Q35 and Q36 in the ISR file.</p> <p>In this case, the LIS will not be able to determine that more than one pattern applied during the year, and may therefore calculate incorrect units in cases where these fields affect funding, such as distance learning qualifications, and qualifications delivered by dedicated employer-based provision.</p>	<p>This could lead to an understatement or overstatement of units, and would warrant a manual adjustment.</p>

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Maximum Unit Limits		
2000-8	For learning programmes provided in the workplace, the maximum length of delivery of such programmes will normally be 329 glh a year. The LIS does not have sufficient information to allow it to determine whether a learning programme is being delivered this way, and so does not apply this upper limit.	This could lead to an overstatement of units and would warrant a manual adjustment.
2000-9	<p>The LIS includes for the first time a funding taper which limits the number of basic on-programme units which can be delivered in one tri-annual period.</p> <p>In some cases and some patterns of delivery, the operation of the taper has unintended effects in limiting units in ways which are anomalous.</p>	<p>Institutions believing that the operation of the taper has unintended consequences were asked to write to the funding team at the FEFC, who are now the Rates and Costing team at the LSC's National Office in Coventry.</p> <p>If this team agreed that the set of circumstances warranted a manual adjustment to the operation of the taper, then this adjustment should be included in the final claim. If agreed, such an adjustment would lead to an increase in units.</p>
European Social Fund (ESF)		
2000-10	<p>In some cases, ESF funding for a student does not correspond to a calendar year, but ceases before the end of that student's learning programme. For example ESF funding may extend into the spring period, but the student's learning programme may extend into the summer period.</p> <p>The institution will be unable to reflect this situation in the ISR, and therefore the LIS will not be able to generate the correct units for the student.</p>	This could lead to an understatement of units, and may warrant a manual adjustment.

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Distance Learning		
2000-11	<p>The interim tariff for distance learning for 2000/01 uses a system of enhanced distance learning guided learning hours (GLH) which are then used in loadband calculations. A multiplication factor of 14 is applied to calculate enhanced GLH, to reflect the higher cost of providing one to one tutor support to a distance learning student.</p> <p>In some cases, delivery of a qualification may involve a mixture of distance learning and non-distance learning. In such cases the ISR may not contain enough information to allow the LIS to determine the correct enhanced GLH and the correct units.</p>	This could lead to an overstatement of units, and may warrant a manual adjustment.
Sandwich Courses		
2000-12	Where students are engaged in sandwich programmes the LIS can generate an incorrect number of units, as the ISR data does not contain information on when students are on placement.	This would warrant a manual adjustment.
Entry Units		
2000-13	<p>The LIS uses the earliest start date of all the qualifications in a student's ISR data as the start point when determining when to assign entry units. The LIS is unable to determine a student's learning programme from ISR in all cases. If a student completes a learning programme which lasts 12 months or more, and enrolls on a new learning programme, then the college may claim entry units at the start of the second learning programme.</p> <p>However, if the student completes one learning programme lasting 12 months or more and begins another learning programme within the same teaching year, the LIS will be unable to determine from the ISR record that a new learning programme has started, and will not assign entry units.</p>	This could lead to an understatement of units which would warrant a manual adjustment.

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Entry Units		
2000-14	<p>The LIS uses the earliest start date of all the qualifications in a student's ISR data as the start point when determining when to assign entry units. The LIS is unable to determine a student's learning programme from ISR in all cases. If a student completes a learning programme which lasts 12 months or more, and enrolls on a new learning programme, then the college may claim entry units at the start of the second learning programme.</p> <p>However, if a student on a 2-year learning programme completes one qualification at the end of the first year and begins another qualification within the same learning programme at the start of the second year, then the details of the first qualification may not be in the student's ISR data for the second year, and the LIS may incorrectly assign entry units at the start of the second year of the learning programme.</p>	This could lead to an overstatement of units which would warrant a manual adjustment.
2000-15	<p>In some cases, the normal assessment and guidance activities do not take place when a student enrolls on a learning programme. This may happen, for example, when a student's employer determines their learning programme, and the individual student has no real choice over which learning programme is followed.</p> <p>If the assessment and guidance activities do not take place, the institution will not be able to claim entry units. In this case, the LIS will not be able to determine this from the ISR data, and will incorrectly generate entry units.</p>	This could lead to an overstatement of the number of entry units and would warrant a manual adjustment.
Achievement Units		
2000-16	<p>The LIS will not calculate achievement units for qualifications for which the ISR outcome field does not indicate that the qualification has been achieved. Some students with learning difficulties and/or disabilities will have primary learning goals which do not involve the achievement of qualifications which are part of their learning programme.</p>	This could lead to an understatement of the number of units and would warrant a manual adjustment.

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Achievement Units		
2000-17	<p>In some cases students withdraw before the end of their course but return for the final assessment and thereby achieve the qualification. Institutions may claim achievement units for such students but should not claim any funding units for students who enrol at the institution simply to take an examination. The LIS will not calculate the correct number of units in such cases.</p>	<p>For loadbanded qualifications, the load band to be used to establish the number of achievement units that can be claimed should be determined from the actual guided learning hours delivered by the institution. For individually-listed programmes achievement units may be claimed in full but the number of on-programme units claimed should be reduced to exclude those for tri-annual periods for which the student was recorded as withdrawn on the census date.</p>
2000-18	<p>The treatment of achievement units had changed in 2000/01 from the system which applied up to and including 1999/2000.</p> <p>In 1999/2000 and previous years, achievement units were only claimed at the end of the student's entire learning programme. In 2000/01, achievement units are claimed for individual qualifications as they are achieved, which may be before the end of the learning programme.</p> <p>For students who achieved qualifications in 1999/2000 (or earlier years) but continued into 2000/01 on the same continuous learning programme, the LIS will not automatically assign achievement units for qualifications achieved in previous years.</p>	<p>This could lead to an understatement of the number of achievement units, and would warrant a manual adjustment.</p>
2000-19	<p>The LIS will not be able to calculate correctly achievement units for key skills delivered as part of Curriculum 2000 where the key skill programme has been delivered as part of another qualification and no GLH have been attributed to the key skill programme.</p>	<p>This could lead to an understatement of the number of achievement units, and would warrant a manual adjustment.</p>

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Fee Remission Units		
2000-20	ISR returns do not record in which of the tri-annual periods students are eligible for fee remission.	Where a student's eligibility for fee remission units changes during the year this could lead to either an over or understatement of the number of units and would warrant a manual adjustment.
Additional Support Units		
2000-21	Where an institution's staff consider that the additional support bands arising from personal counselling may not be recorded on the ISR return on ethical grounds, the LIS will not have the information necessary to calculate the additional support units.	This would lead to an understatement of the number of units and would warrant a manual adjustment. Note. Anonymised additional support forms, with adequate justification for the claimed costs, should still be prepared in a form which may be shared with the auditor.
2000-22	In exceptional cases, institutions may provide additional support costing more than the upper threshold of the highest additional support band in the tariff. For these students the LIS does not generate the correct units. The LIS should generate units as if the student was in the highest additional support band, however instead the LIS generates zero additional support units.	This may result in an understatement of additional support units, and would warrant a manual adjustment to assign the additional support units associated with the higher additional support band. Institutions may apply to their local LSC for specific additional financial support for students whose additional support costs exceed the upper threshold. In such cases it

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Additional Support Units		
		will be necessary to demonstrate the need for additional funds. If additional financial support is provided in these cases, then the funding is distributed outside the normal funding tariff, and is not claimable via manual adjustments to funding unit claims.
Types of qualification – AVCE/GNVQ		
2000-23	<p>The guidance on part-time GNVQs and AVCEs has changed since the calculations in the LIS were written in August 2000, and applies from 1 August 2000.</p> <p>The LIS treats a GNVQ/AVCE as individually listed if the GLH per period on that qualification are 120 or more GLH per period; and the total GLH are 360 or more.</p> <p>The revised guidance, which applies for the whole of the 2000/01 teaching year, states that all GNVQs and AVCEs will be funded as listed qualifications except where a learner, having previously finished the GNVQ or AVCE at the same or other institution, re-enrols following a break in study to complete the qualification. Under these circumstances the full funding is inappropriate and funding for the qualification should be claimed through the loadbands.</p>	This could lead to an understatement of units, and would warrant a manual adjustment
2000-24	Where additional AVCE/GNVQ or NVQ units are added to a programme of at least 16 basic on-programme units per period, a maximum of three individual units should be added to the programme in one year. If the institution wishes to offer more than three additional units, all the additional units should be loadbanded.	In the case where institutions have coded the additional GNVQ units using a number of class codes representing three or fewer GNVQ units each, then this could lead to

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Types of qualification – AVCE/GNVQ		
	<p>The LIS may or may not be able to determine the correct result from the ISR data, depending on the method used to record the additional units in the data. If the ISR for the student uses a single class code which represents 4 or more additional GNVQ units (eg. X9VQ409A represents 4 additional GNVQ/NVQ units in programme area 9), then these qualification codes are treated as loadbanded, and the LIS will be able to generate the correct units. If the ISR for the student contains a number of records, each of which has the class code for a single GNVQ unit (such as 4 records using code X9VQ109A), then each of the records will be treated as individually listed at 3.8 basic-on-programme units, and the LIS will make no attempt to count the GNVQ units or apply loadband rules, thus generating an incorrect result.</p>	<p>an understatement or overstatement of units, and may warrant a manual adjustment.</p>
Types of qualification – ABE/Independent living		
2000-25	<p>Programmes of over 450 GLH in adult basic education, English for speakers of other languages (ESOL), and independent living are listed at 84 basic on-programme units (BOPU). Programmes of 2 years or more are listed at 168 BOPU.</p> <p>This includes programmes of more than one qualification. For such programmes, the LIS could not be modified for 2000/01 to follow this guidance. For learning programmes of 450 or more GLH, including more than one qualification which is ABE/ independent living, the LIS may not generate the correct units.</p>	<p>This may lead to an understatement or overstatement of units, and may warrant a manual adjustment.</p>
Other Adjustments		
2000-26	<p>A number of colleges are participating in National projects with a Project Agreement (PA) form that specifies funding rates different to the standard tariff. For students covered by a PA form a manual adjustment will be needed for the difference between the standard tariff and the specified PA tariff.</p>	<p>This could lead to an understatement of units, and would warrant a manual adjustment.</p>

No.	Possible Reason for Manual Adjustment to Final Funding Claim	LSC Response for 2000-01
Other Adjustments		
2000-27	<p>The basic on-programme units have been changed in-year for a specific qualification, reference code 00254113 (ABC Diploma in Foundation Studies (Art and Design)). Originally this qualification was not listed for 2000/01, but it has now been amended to be listed at 84.0 basic on-programme units (BOPU) for the 2000/01 teaching year. This change will be included in version 14.3 of the qualification database</p> <p>However, institutions which deliver this particular qualification in 660 glh or more would potentially lose funding units because of this in-year amendment. Such institutions may claim the units that would have been generated under the loadbanded rate.</p>	<p>This could lead to an understatement of units, and may warrant a manual adjustment.</p>
2000-28	<p>Audit adjustments may be proposed to manual adjustments claimed on form FINAL DIFF 2000 or to reflect errors in institutions claims or the lack of an adequate audit trail.</p>	<p>Manual adjustment will probably not be warranted in cases where the adjustment arises from significant errors in the institution's ISR return.</p>

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