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Education & Skills
Funding Agency

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1. Hub corner

1.1 Information

In R09 we processed 5,704 files from 1,445 providers. Over 560 providers submitted their first R09 file within the final 3 days of the R09 collection window, 144 of these submitted their first R09 file on the final day. 1,251 ILR files were submitted on the last day of the collection window, which is over 21% of the total files submitted during the entire collection window.

2. Individualised learner record (ILR): R10

2.1 Action

The ILR R10 data collection for the 2017 to 2018 funding year is now open and will close at 6pm on Wednesday 6th June. As always, we recommend that you submit your data as early as possible and that you review your validation and funding reports that are made available to you on the hub.

If you need to submit an earnings adjustment statement (EAS) and you do not have access to this on the data returns tab in the hub, please email the service desk or call us on 0370 267 0001 to request this.

3. Learner entry tool

3.1 Information

The ILR learner entry tool is supplied free of charge to providers who will submit ILR data to ESFA and who do not have access to a data management system. It is an application which enables users to create 2017 to 2018 Individualised Learner Record (ILR) data in XML file format manually using a data entry interface. An updated version of the tool (version 2.2) is now available on the hub under the useful links section. This version fixes a number of the known issues in the current version of the software.

To upgrade to version 2.2 of the learner entry tool

1. Export and save the XML file from version 2.1 (records without the minimum required fields will not export).
2. After checking all records are exported, delete version 2.1 of the tool. Delete or rename the .ilr database file so that the new download does not create two database files with the same name.
3. Download the new 2.2 version of the ILR learner entry tool.
4. Import the saved XML file.

The ILR learner entry tool known issues have also been updated and you can find them on GOV.UK. We have also published a user guide for the application on GOV.UK.

If you have any queries about this please contact the service desk.

4. ILR validation rules for 2017 to 2018 (version 4)

4.1 Information

We have now published the latest version of ILR validation rules for 2017 to 2018 on GOV.UK.

5. Qualification achievement rates and funding monitoring reports

5.1 Action

We publish the Qualification Achievement Rates (QAR) data on both:

- the HUB through a data extract that allows you to analyse your data in detail
- the Business Intelligence (BI) dashboards - these include both the national and provider type QARs for benchmarking your rates

To benchmark your rates against other providers, use the published [National Achievement Rate Tables for 2016 to 2017](#).

We also monitor data reported to us as part of our assurance work and publish a suite of funding rules monitoring (FRM) reports each month on the hub. We publish [guidance](#) with these reports indicating what you must do with the data in the FRM reports.

There are FRM reports in the funding rules monitoring 1718 suite that identify data issues that affect your QARs.

You must review these reports to ensure your data is accurate, these reports are:

5.2 1. FRM03 - continuance issues

This relates to continuing learners from 2016 to 2017 who do not appear in the 2017 to 2018 ILR.

Continuing learning aims in the R14 2016 to 2017 ILR that do not have a corresponding record in 2017 to 2018 will be treated as a withdrawal for the overall QAR methodology.

The 2017 to 2018 ILR must include aims that are continuing ('Completion status' = 1 and the 'Learning actual end date' is null). If data is incorrect after R14 of the previous year due to an administrative error, then you should correct the data and continue to return this for the duration of 2017 to 2018.

If the learner was reported as continuing in 2017 to 2018 but has since been identified as having withdrawn before 1 August 2017, then you must record the 'Learning actual end date' as the last day the learner was in learning (this date will be in the previous ILR year - do not use 1 August 2017).

For traineeship and apprenticeship programmes, the ILR must include the programme aim and all the associated component aims, even if the component aims are completed and closed.

As this report matches data on the 'Learning start date', you must check this report in conjunction with FRM07 (Learning start date changes) and action accordingly.

5.3 2. FRM05 - actual end date changes

This relates to changes to the 'actual end date' between years.

You must not change or update the 'Learning actual end date' between years. As we will not be able to match the learners between years this will affect your QARs and may affect your funding. You must record the 'learning actual end date' that was reported in the previous funding year.

In the scenario where a learner undertakes an aim, finishes learning, takes the final assessment and fails, you should close the aim and record it as not achieved. Where this learner is then identified as needing further support or additional learning to pass the assessment, then a new learning aim should be recorded as a restart with the 'Funding adjustment for prior learning' completed to account for the new learning required to pass the resit. You must not reopen a completed learning aim record.

5.4 3. FRM06 – planned end date changes

This relates to changes in the 'learning planned end date' between funding years.

You must not change or update the 'learning planned end date' after the funding qualifying period has passed, even if the learner continues on the learning aim beyond that date. As we will not be able to match the learners between years this will affect your QARs and may affect your funding.

You must not change this data between funding years.

If the planned end date is significantly incorrect after R14, you must:

- set the 'completion status' to code 3 'withdrawn' and complete the 'withdrawal reason' using code 40 'learner has transferred to a new learning aim with the same provider'
- record a 'learning actual end date' of 1 August 2017
- record a new learning aim with the same 'learning aim reference' and a 'learning start date' of 1 August 2017 and the correct 'learning planned end date' - record this aim as a restart (Learning Delivery Funding and Monitoring Type = RES), and where applicable complete the 'funding adjustment for prior learning' field with the percentage of learning that is still to be delivered

6. User panel for apprenticeship training providers

6.1 Action

If you would be interested in being part of a user panel to test the apprenticeship service and help us to make improvements and develop new features, please register your interest.

You can take part in the research sessions in person or online, and you're not obliged to take part in every request sent by the user research team.

7. Transferring apprenticeship service funds to another employer

7.1 Action

If an employer who pays the apprenticeship levy doesn't plan to use all of the funds in their apprenticeship service account, they can now make a transfer to another employer to support them in taking on apprentices. Transfers is the first big flexibility we are offering to employers to help make apprenticeships work better for everyone, enabling larger employers to support other employers, for instance in their supply chain, sector or local area.

As a training provider you'll have working relationships with lots of employers so please explore this as an option with them and signpost them to the resources below:

- transferring apprenticeship service funds
- preparing for transfers blog

support videos on using the apprenticeship service

8. Find apprenticeship training update

8.1 Information

Users of 'find apprenticeship training' can now search for a specific training provider by name. This new feature has been built in response to employer feedback that it would be really useful to search for a specific training provider that they know and view their training offer, rather than only being able to search by the type of apprenticeship training.

To keep up to date with the latest developments on the apprenticeship service, follow @ESFAdigital on Twitter and read our blog posts.

9. Technical guidance for providers taking part in the career learning pilot

9.1 Information

There are 5 areas (Heart of South West, Greater Lincolnshire, Stoke/Staffordshire, Leeds City and the West Midlands) participating in the career learning pilot. The pilot is testing the impact of subsidising advanced learner loans qualifications and the results will inform development of the National Training Scheme as announced in the Autumn Budget 2017.

For those providers taking part in the pilot, we have published version 1 of the 2018 to 2019 career learning pilot technical guidance. This sets out the principles of the funding system.

If you have any feedback on this document please email the service desk and ask for it to be assigned to the 'ESFA FST – Calculations' group.

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Is there anything wrong with this page?

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