



Skills Funding
Agency

Financial Assurance: Monitoring the Funding Rules

Monitoring reports for the 2015 to 2016 funding year (1 August 2015 to 31 July 2016)

Version 2 – July 2016

Of interest to colleges, training organisations and employers

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Introduction

1. The Skills Funding Agency (SFA) monitors the data reported to us in the individualised learner record (ILR) as part of our assurance work. This includes reviewing data from other sources such as the earnings adjustment statement (EAS), Student Loans Company (SLC) and Learning Records Service (LRS).
2. A review of how the funding system and funding rules are operating allows us to identify possible errors in funding claimed, or areas requiring further investigation. It also allows us to confirm that policy specifications are working and achieving the desired outcome(s). As part of this process, we also aim to improve the overall quality of the data being reported to us.
3. We support colleges, training organisations and employers (providers) to resolve data issues throughout the funding year by:
 - a. Publishing articles in Update and Inform to draw attention to particular issues.
 - b. Producing technical guidance notes to advise on how you should record data in the individualised learner record (ILR) returns to reflect the evidence you hold.
 - c. Providing rule violation reports that you receive each time you make a data submission through [the Hub](#).
 - d. Contacting those providers who have the most issues, or the most issues in proportion to the volumes of learners they have, to better understand what they are doing and to offer advice and guidance where necessary.
4. During the 2015 to 2016 funding year, we have developed a new suite of reports through the Hub. This will give you faster and direct access to the data we identify through our analysis of your ILR returns and other data sources. This is not to replace Provider Data Self-Assessment Toolkit (PDSAT) reports and you must continue to use these to review data returns and correct any issues before your next ILR data submission.

Useful links

5. For further information on our monitoring work, please refer to:
 - [Financial Assurance: Monitoring the Funding Rules](#)
 - [SFA Funding Rules 2015 to 2016](#)
 - [ILR Specification, Validation Rules and Appendices 2015 to 2016](#)
 - [ILR Guides and Templates for 2015 to 2016](#)
 - [Learner Registration Bodies Supporting Guidance](#)

Assumptions in this guidance

6. This guide assumes you have a working knowledge of the funding rules and the key principles of funding. It also assumes a working knowledge of the ILR, including the field names and codes and their impact on funding.

Accessing the reports

7. Nominated users can access this new suite of reports through the Hub using the 'BI Tools' tab. This takes you to Birst, our Business Intelligence tool to produce and view interactive dashboards. If you already have access to the Hub, you can request access to these reports through your nominated super user. If you already have access to Qualification Achievement Rates (QAR) reports, we have made these available through your business intelligence dashboard user roles. For further information, please refer to [The Hub: Guide to User Roles](#).
8. We base these reports on the last ILR data you submit to the Hub by the deadline each month. They will be available as soon as we have concluded our assurance processes on the data, which usually takes a week.
9. You do not need to download any additional software to run these reports. Further guidance on using Birst is available in the 'My BI Guide to Dashboards' page in Birst (this is the first page you see once you open Birst).

10. Once you have logged into the Hub and clicked on the 'BI Tools' tab, you can access the reports by selecting 'Dashboards' from the default homepage. Once this has loaded, you can click on the title of the collection currently viewed, and select 'Funding Rules Monitoring' from the menu.
11. We have designed the reports to work with most internet browsers; however, we recommend using Google Chrome or Firefox for optimum viewing experience.

Summary page

12. The summary page provides you with a list of all the areas of the funding rules monitoring plan for which a report has been produced. This list includes a summary of the data in each report including cash values ([Annex A: Figure 1](#)). If a learning aim is recorded in multiple queries, we only count the aim and cash value once when calculating summary page data.
13. We have numbered the reports as they appear in the [Monitoring the Funding Rules Version 2](#) document. We grouped the reports by policy area so it is easier to investigate related issues. We have also identified in version 2 of the plan the areas covered by a report.
14. The top of the summary page includes high-level indicators. This compares the number of queries identified in our analysis to the total number of aim records you reported to us in that period. If this ratio exceeds 0.1 queries for each aim reported to us (10%), you should contact your Provider Management contact to discuss the action you need to take.
15. By default, the summary page will always show data from the most recent return submission date. Changing the return filter on the summary page will also change the data returned in each report. This allows you to track progress against areas of the monitoring plan.

Selecting a report to review

16. To choose a report to view, click on the blue numbered button at the left of one of the report summary lines. This will take you to a detailed data page relating to the records we have identified in that area of the plan.

Report layout

17. Each report contains a set of fields, providing sufficient data for you to identify specific records within your own system. Some fields are common to all reports; you can sort and filter by any field (see [Annex A: Figure 2](#)).
18. In most cases, the fields in the reports match the fields in the ILR specification. The data returned in these reports will be the data you submit each month.
19. Where you have not submitted any data in a particular field, the relevant cell(s) will show '(is missing)'. Once the data is exported to Excel, these cells will show as blank and are NULL values.
20. We have included year-to-date and total earned cash funding values in each report, with the exception of 14 as this does not involve the funding calculation. Where we have run an analysis using the generic programme aim ('ZPROG001') we have not included the funding associated with any component aims.
21. Where it is relevant for particular reports, we have provided additional 'supplementary' fields. This is because we have compared the data you submit to previous or other providers' returns, or have derived data.
22. We have assigned each row in every report with a row identifier to support your analysis and aid any discussions you may need to have with SFA colleagues.
23. We have included a full list of fields and the reports in [Annex C](#).

Using the reports

24. The guidance in this document tells you what action you should take to ensure your funding claims comply with the appropriate funding rules. For example, if we identify a Unique Learner Number (ULN) has already been reported as achieving a learning aim, we expect you to use the Learning Records Service and check with the learner if they have not previously declared this learning to you. You should also ensure the ULN data you have reported to us is accurate. If the learner has previously achieved the learning aim they are ineligible for funding, unless it is a requirement of an apprenticeship framework or a GCSE where they have not previously achieved grades A* to C. You must record these learning aims as funding model 99 (no Skills Funding Agency or EFA funding for this learning aim).
25. You can select cells in the report in order to apply filters – for example, where you want to view all data relating to a particular learner, or filter on a particular funding line. Because of this feature, you cannot copy and paste direct from the Birst report, but can export the data.
26. Where you have updated certain data (ULN), this will update in previous returns to allow you to track that learner over time.
27. We have included details of the outcome grade supplied by the previous provider in some reports where we are comparing existing provision to previous achievements. The definitions of these grades can be found in [ILR specification 2015 to 2016 appendix Q, learning outcome grade code list: version 1 \(25 March 2015\)](#). In some cases the report may specify an outcome grade of 'NA', this is where there is no grade because this data was not returned by the provider and therefore corresponds to a 'NULL' value in the ILR.

Using the Learning Records Service

1. When a learner enrolls with you and declares their prior attainment, you must validate this against the information held by the LRS on the Personal Learning Record (PLR). If the LRS contradicts the self-declaration, you must question the information supplied by the learner. The LRS will not automatically override the learner's self-declaration.
2. The Personal Learning Record is populated by three main sources:
 - National Pupil Database (NPD)
 - awarding organisations (AO)
 - providers' ILR returns (ILR)
3. The LRS includes a 'Participation End Date' for data supplied from ILR returns, which can be used where no award date has been returned. This date will be the same as the 'learning actual end date' supplied by the provider in their ILR return.
4. If no award date is returned, you must still obtain evidence to confirm whether the learning was achieved. This could be by contacting the learner or the previous provider. If the learner does not grant you permission to view their record, you should still seek alternative evidence to confirm the learning was not achieved.
5. It is important that providers return accurate achievement data through the ILR and LRS, as this will be used by other providers to confirm funding eligibility.

What you must do

6. If we have identified records in a monitoring area, you must review this data to investigate and determine whether you need to make any data corrections in

your next ILR submission. Where the data is correct you must ensure that you have the evidence to justify the funding claimed. This includes ensuring that any subcontractors also meet this requirement.

7. Some reports will identify areas where no funding rule has been broken, but we are looking at the total volume of learners or learning aims and expect lower volumes. In these cases, you should ensure that your data is correct.
8. You must ensure that you have sufficiently robust processes in place that allow you to review the activity of any subcontractors. Particularly where we have identified that learning may be duplicated across multiple providers. We have listed full details of the available reports in [Annex B](#).

‘Zero’ returns

9. You do not need to take any action if you have a zero report as this means that we have not identified any records in that area of the monitoring plan. Any areas with a zero on the summary page will display an error if you take the link to the detailed page as no data could be found.
10. You will still receive a monitoring report after each data submission deadline, and will continue to see the same number of areas reported. You must review these reports after future data returns to check if we have identified any new records.

Exporting data

11. To export a single table, hover over the top right hand corner of the chart to see a curved downward arrow. Click on this to display 'Dashlet Actions'. Select 'Export As' then your chosen output type (see [Annex A: Figure 3](#)). We recommend that you select 'Data to Excel' if you are going to compare report data to that held in your own systems.

12. The exported file will show all filtered rows. If no filter has been applied, the export will return all data in the report.
13. The summary page can be exported as a PDF using the 'export' button on the menu bar at the top right of the screen (see [Annex A: Figure 4](#)).

Further support

14. There are blue buttons on the top right of each report that allow you to navigate back to the summary page or access further guidance relating to each report.
15. Within this additional information, we have included a summary of the process we used to identify records within each report. We have included a brief description of why we have identified records. We will ensure that the data in each report is sufficient to understand, investigate and resolve any identified issues.
16. If you cannot access your reports, or are unsure how to resolve any identified issues, please contact your Provider Management contact. You can also access support from the sector using the [FE Connect](#) forum. We will publish technical guidance periodically through [Inform](#) and [Update](#).

How we will use this data

17. We monitor the data submitted through the ILR throughout the funding year and share this with our auditors and intervention colleagues when appropriate.
18. If we identify high volumes of records in particular areas of concern, or your data exceeds 0.1 queries for each aim (10%), your Provider Management contact will contact you to discuss the action needed. This may include asking for further evidence.

19. If you have data errors at the end of the funding year following the closure of R14 ILR return, we may:

- recover funding where we are confident the claim has been made in error
- conduct assurance visits for specific issues before the end-of-year reconciliation statements are issued;
- use these issues to inform our process for selecting providers for audit in future funding years.

Annex A: Screenshots

Figure 1: Summary Screen

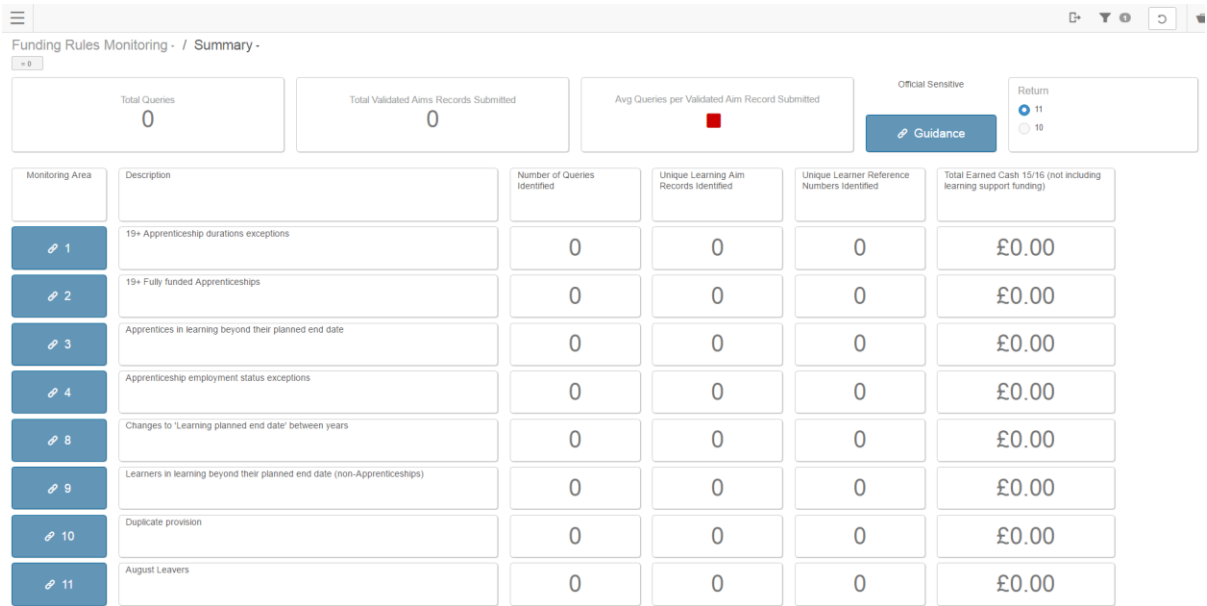


Figure 2: Report Layout

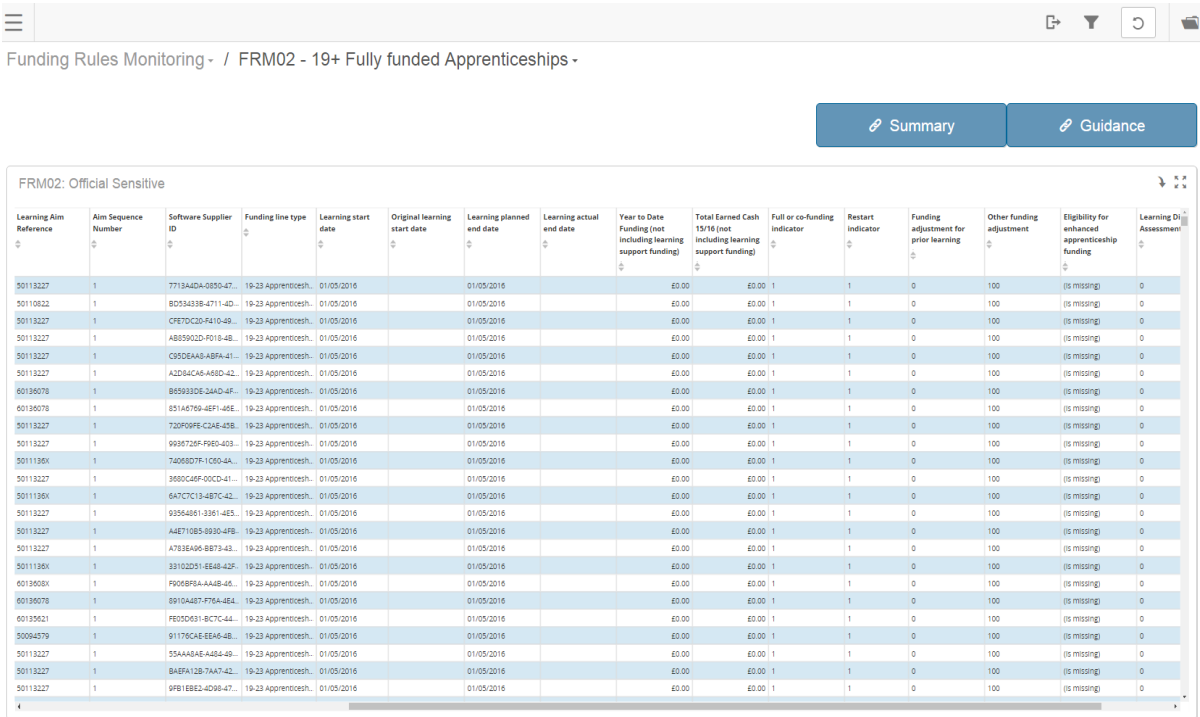


Figure 3: Exporting Data

The screenshot shows a dashboard interface with a table of data. A 'Dashlet Actions' menu is open, showing options like 'Explore in Visualizer' and 'Export As'. The 'Export As' option is further expanded to show 'PDF' and 'Data to Excel', with 'Data to Excel' being the selected option. The table data includes columns for 'Total Earned Cash 15/16 (not including learning support funding)', 'Full or co-funding indicator', 'Restart indicator', 'Funding adjustment for prior learning', and 'Other funding adjustment'.

Total Earned Cash 15/16 (not including learning support funding)	Full or co-funding indicator	Restart indicator	Funding adjustment for prior learning	Other funding adjustment		
£0.00	1	1				
£0.00	1	1				
£0.00	1	1				
£0.00	1	1				
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0

Figure 4: Exporting Data

The screenshot shows a dashboard interface with an 'Export' button. Below the button is a table with two columns: 'Unique Learner Reference Numbers Identified' and 'Total Earned Cash 15/16 (not including learning support funding)'. The table shows zero values for both columns. There is also a 'Guidance' button and a 'Official Sensitive' label.

	Unique Learner Reference Numbers Identified	Total Earned Cash 15/16 (not including learning support funding)
	0	£0.00
	0	£0.00
	0	£0.00
	0	£0.00
	0	£0.00
	0	£0.00
	0	£0.00
	0	£0.00

Annex B: Reports Detail

The following areas of the published monitoring plan have been included in the new suite of reports. We have identified the relevant dataset when using multiple sets of data. Unless otherwise stated, all reports investigate provision recorded under the ILR adult skills funding model (35).

Area	High level description	Detailed description	Report Logic	Exclusions	Action to take
1	19+ Apprenticeship durations exceptions	Apprentices on a framework aged 19 and over and in planned learning less than 12 months. To confirm that funding has been adjusted to account for prior learning or that funding has not been claimed for all mandatory learning aims of the apprenticeship framework.	<p>All 19+ apprenticeship programme aims where:</p> <p>The 'Learning actual end date' is null or is after 31/07/2015</p> <p>And</p> <p>The 'Restart indicator' is not recorded</p> <p>And</p> <p>The difference between the 'Learning start date' and the 'Learning planned end date' is less than 366 days.</p>	16 – 18 apprenticeship programme aims	<p>Review component aims and check a funding adjustment for prior learning has been recorded</p> <p>OR that the learner already holds one or more component qualifications.</p> <p>If neither apply, planned and actual duration must be at least 12 months or longer if SASE guidelines require.</p>

2	19+ Fully funded Apprenticeships	<p>Fully funded apprentices aged 19 and over to confirm that:</p> <ul style="list-style-type: none"> enhanced funding applies the apprentice is subject to an Education, Health and Care (EHC) plan, or the apprentice started when they were 16 to 18, took a break in learning and returned to continue the same apprenticeship framework after they turned 19 years old. 	<p>All apprenticeship component aims where:</p> <p>The 'Full or co-funding indicator' = 1</p> <p>And</p> <p>The EEF code is not 2</p> <p>And</p> <p>The Learner FAM code is not LDA or EHC</p> <p>And</p> <p>The 'Funding line type' is '19-23 apprenticeship' or '24+ apprenticeship'</p>	Programme aims	<p>You must record all 19+ apprenticeship starts as co-funded unless enhanced funding applies.</p> <p>If a 16 to 18 apprentice is returning from an agreed break in learning aged 19+, EEF 2 must be recorded.</p>
3	Apprentices in learning beyond their planned end date	<p>Apprentices in learning more than 300 days after the Learning planned end date. This can indicate that funding has been claimed too early or that the apprentice has not been reported as leaving learning. Where records do not contain a learning actual end date, we will use the</p>	<p>All apprenticeship programme aims where:</p> <p>The 'Learning actual end date' is null or after '31/07/2015'</p> <p>And</p> <p>The difference between the 'Learning actual end date' and</p>		<p>Ensure you hold evidence that the apprentice is still in learning.</p> <p>You must report withdrawals to us in a timely manner based on</p>

		relevant ILR submission return date to calculate.	the 'Learning planned end date' is more than 300 days		the last evidenced day in learning.
4	Apprenticeship employment status exceptions	<p>Apprenticeships where the Employment Status date indicates that on the learning start date or during the apprenticeship that the apprentice is:</p> <ul style="list-style-type: none"> • self-employed • in receipt of Jobseeker's Allowance / Employment and Support Allowance (work-related activity group) / Universal Credit (Mandated) • working less than 16 hours each week 	<p>All apprenticeship programme aims where:</p> <p>The 'Benefit status indicator' on the first day of learning is 1,2 or 4</p> <p>Or</p> <p>The 'Employment status' on first day of learning is not 10</p> <p>Or</p> <p>The 'Employment status' on the first day of learning is 10 and the 'Employment Intensity indicator' is 2</p>	<p>Apprenticeship starts before 01/01/2014 (accounts for Access to apprenticeships)</p> <p>Framework code 465 (Sporting Excellence)</p>	<p>An apprenticeship agreement as part of a contract of employment between employer and apprentice is required at the start of the apprenticeship, unless alternative completion conditions apply.</p> <p>You must record Apprentices with an eligible employment status on the start date of the programme.</p>
8	Changes to 'Learning planned end date' between years	Changes in ILR field 'Learning planned end date' from the date reported to us in the final data return of the previous funding year (R14). Changing either date will affect the funding calculated.	<p>All learning aims where:</p> <p>The 2015 to 2016 'Learning actual end date' is null or after '31/07/2015'</p> <p>And</p>	<p>Programme aims</p> <p>Work placement aims</p>	<p>You must not change or update the learning planned end date between years, as this will affect the funding claimed. You must record</p>

			<p>The 2015 to 2016 'Learning start date' equals the 2014 to 2015 'Learning start date'</p> <p>And</p> <p>The 2015 to 2016 'Learning planned end date' does not equal the 2014 to 2015 'Learning planned end date'</p>		<p>the learning planned end date that was reported when the learning started.</p>
9	Learners in learning beyond their planned end date (non-apprenticeships)	<p>Where the 'Learning actual end date' is more than 100 days after the 'Learning planned end date' and the 'Outcome' is not achieved. This could indicate that funding was claimed too early or that learners are not being reported as withdrawn from learning in a timely way.</p>	<p>All learning aims where:</p> <p>The 'Learning actual end date' is null or after '31/07/2015'</p> <p>And</p> <p>The difference between the 'Learning actual end date' (or ILR submission date) and the 'Learning planned end date' is more than 100 days</p>	<p>Programme aims</p> <p>Apprenticeship aims</p>	<p>You must ensure you hold evidence that the learner is still in learning.</p> <p>You must report withdrawals to us in a timely manner based on the last day in learning.</p>
10	Duplicate provision	<p>A provider cannot claim funding for a learner and the same learning aim at the same time as another provider. We will check that providers are not claiming</p>	<p>All learning aims where the following data matches between two providers:</p> <p>UKPRN</p>	<p>Programme aims</p> <p>Non-regulated provision</p>	<p>Check if you already have a relationship with any other providers identified or if there is any duplication in your</p>

		<p>funding for the same learners for the same aim at any one time. This will include overlaps in delivery.</p>	<p>And ULN</p> <p>And Learning aim reference</p> <p>And The 'Learning start date' and 'Learning actual end' indicate learning has/is taking place simultaneously</p>	<p>Generic ULNs ('999999999')</p>	<p>reported partner UKPRNs. You may need to agree which learners belong to you and which belong to your subcontractors.</p> <p>You must ensure withdrawals or transfers are reported to us in a timely manner.</p> <p>You must ensure the ULN data reported to us is accurate.</p> <p>You should confirm with learners if they are taking the learning elsewhere. If this learning started before they commenced learning with you, you</p>
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					must code the aim(s) as funding model 99.
11	August Leavers	Learners reported as leaving in August 2015 and who started their learning before 31 July 2015. We will seek to ensure they are not incorrectly reported as leaving in 2015 to 2016. The ILR field Learning actual end date must be reported in the academic year when the last episode of learning took place.	All learning aims where: The 'Learning actual end date' is between 01/08/2015 and 31/08/2015 And The learning start date is in a previous funding year And The 'Completion status' is 3		The learning actual end date is the last date for which you can supply evidence that learning took place prior to completion or withdrawal, accurate to within a week. You should remove the records if no learning activity has taken place in this funding year and the learner is not on an agreed break in learning. Where you need to correct data after hard close of the previous year, refer to the Provider support manual for guidance.

12	Learners repeating previously achieved learning aims	Learners who have achieved a learning aim within the last three years and are funded again for the same learning aim. We will not fund learners to repeat a qualification they have already achieved unless it is a requirement of an apprenticeship framework or the learner is undertaking a GCSE where they have not previously achieved grades A* to C in that subject.	<p>All learning aims where the following data matches:</p> <p>ULN</p> <p>And</p> <p>Learning aim reference</p> <p>And</p> <p>The 'Learning start date' is on or after 01/08/2015</p> <p>And</p> <p>The 'Learning actual end date' of the previous instance is on or after 01/08/2013</p> <p>And</p> <p>The 'Learning start date' is after the 'Learning actual end date' of the previous instance</p> <p>And</p> <p>The 'Outcome' of the previous instance is one.</p>	<p>Programme aims</p> <p>Non-regulated provision</p> <p>Generic ULNs ('999999999')</p> <p>GCSEs where outcome grade was not A* to C</p>	<p>You must use the LRS and check with the learner where they have not declared previous learning to you. You may need to update the prior attainment field.</p> <p>You should check that the correct learning aim reference has been recorded.</p> <p>You must ensure the ULN data reported to us is accurate.</p> <p>You must record evidence of any conversations with the learner regarding their prior attainment and evidence you have used</p>
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					<p>the LRS to inform your claim for funding.</p> <p>Qualifications that require periodic refreshing are the responsibility of the employer or individual.</p> <p>You must code any other aims as funding model 99.</p>
14	Reporting Advanced Learning Loans	<p>We will check that learning funded through an Advanced Learner Loan is reported in the ILR by comparing ILR data to data shared by Student Loans Company.</p>	<p>There is no corresponding ILR record where ILR and SLC data is joined as follows:</p> <p>There is corresponding ILR record where ILR and SLC data is joined on:</p> <p>UKPRN</p> <p>And</p> <p>ULN</p> <p>And</p>		<p>You must ensure that you report loans-funded activity in the ILR with funding model 99 and the advanced learning loans indicator.</p> <p>You should contact SLC to confirm whether the data they hold is correct for any learners identified.</p>

			<p>Learning aim reference</p> <p>And</p> <p>The 'Learning actual end date' reported by SLC is on or after 01/08/2015 or is not returned</p> <p>And</p> <p>The 'Funding model' reported in the ILR is 99</p> <p>And</p> <p>The Advanced Learner Loans indicator is one</p>		
15	<p>Traineeship programmes not including a work placement (work experience).</p>	<p>Traineeship programmes not including a work placement (work experience) aim, defined by LARS learning delivery category four.</p>	<p>There is no corresponding ILR data where PROG aim and WP aim data are joined using:</p> <p>UKPRN</p> <p>And</p> <p>ULN</p> <p>And</p> <p>Learner reference number</p>		<p>The work experience employer should be identified before the learner starts a traineeship or within four weeks of starting as the work placement is a core and mandatory element of a traineeship.</p>

16	Traineeship programmes not including work preparation.	Traineeship programmes not including a work preparation aim, defined by LARS learning delivery category two.	<p>There is no corresponding ILR data where PROG aim and WP aim data are joined using:</p> <p>UKPRN</p> <p>And</p> <p>ULN</p> <p>And</p> <p>Learner reference number</p>	<p>A traineeship must include work preparation training as work preparation is a core and mandatory element of a traineeship.</p> <p>Eligible work preparation aims must have a LARS learning delivery category of 2.</p>
17	Traineeships employment status exceptions	Traineeship learners employed for 16 hours each week or more. We will check this using the Employment Status data in the ILR.	<p>All traineeship programme aims where:</p> <p>The 'Benefit status indicator' applying on first day of learning is not one, two or four</p> <p>And</p> <p>The learner is not reported as being released on temporary licence (RoTL)</p> <p>And either</p>	<p>Traineeships must be recorded with an eligible employment status on the start date of the programme.</p> <p>Trainees who were employed for more than 16 hours per week or earn more than 16 times the national minimum wage / £330 per month on the start date are</p>

			The 'Employment status' applying on first day of learning is 98 or the 'Employment status' applying on first day of learning is 10 and the 'Employment Intensity indicator' is one, three, or four		ineligible and these records must be removed from the ILR.
18	Traineeships programmes with flexible elements, but no work placement	Flexible elements being delivered where no work placement (work experience) is reported, defined by LARS learning delivery category four.	<p>Identify learning aims as a flexible element where:</p> <p>LARS learning delivery category is not two or four and basic skills type is not English or maths</p> <p>There is no corresponding ILR data where flexible element and work experience data is joined using:</p> <p>UKPRN And ULN And Learner reference number</p>		<p>The work experience employer should be identified before the learner starts a traineeship or within four weeks of starting as the work placement is a core and mandatory element of a traineeship.</p> <p>The flexible element will likely be vocational and should in this case be relevant to any work experience being undertaken.</p>

22	Apprentices who progress to a traineeships programme	Apprentices who progress to traineeships - traineeship programmes are for individuals identified as having little or no work experience and the potential to be work ready within six months. Apprenticeships would normally be an outcome of a traineeship programme, and we expect an individual who has achieved an apprenticeship to already be work ready.	<p>There is corresponding ILR data where programme aim data is joined using:</p> <p>ULN</p> <p>And</p> <p>The 'Learning start date' of the traineeship is on or after 01/08/2015</p> <p>And</p> <p>The 'Learning actual end date' of the apprenticeship programme is on or after 01/08/2013</p> <p>And</p> <p>The 'Learning start date' of the traineeship programme is after the 'Learning actual end date' of the apprenticeship programme</p> <p>And</p> <p>The 'Outcome' of the apprenticeship programme is one</p>	Generic ULNs ('999999999')	<p>You must use the LRS and check with the learner where they have not declared previous learning to you. You may need to update the prior attainment field.</p> <p>You must ensure the ULN data reported to us is accurate.</p> <p>You must record evidence of any conversations with the learner regarding their prior attainment and evidence you have used the LRS to inform your claim for funding.</p> <p>You must have evidence that the learner has little or no work experience</p>
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					<p>and is not already able to start another apprenticeship or enter employment.</p> <p>If the learner has previously undertaken an advanced or higher apprenticeship, they may be ineligible to start a traineeship and you must remove the record from the ILR.</p>
23	English and maths provision	<p>English and maths provision where learners continue to take aims at the same or a lower level than those for which they have previously achieved. This includes where they may have previously achieved the learning aim being taken, or where they may already have previously</p>	<p>There is corresponding ILR data where English and maths data is joined using:</p> <p>ULN</p> <p>And</p> <p>The 'Learning start date' of the aim is on or after 01/08/2015</p> <p>And</p>	<p>Generic ULNs ('999999999')</p>	<p>You must use the LRS to ensure ULN data is accurate, and check with the learner where they have not declared previous learning to you.</p> <p>You must enrol learners on a level of learning</p>

		<p>achieved GCSE or iGCSE grades A* to C in that subject.</p>	<p>The 'Learning actual end date' of the previous aim is on or after 01/08/2013</p> <p>And</p> <p>The 'Learning start date' of the new aim is after the 'Learning actual end date' of the previous aim</p> <p>And</p> <p>The 'Outcome' of the previous aim is one</p> <p>And</p> <p>The notional level or outcome grade of the previous aim is the same or higher than the notional level of the new aim</p>		<p>above that at which they have been assessed.</p> <p>Learners who have previously achieved a GCSE A* to C are ineligible for funding and must be coded as funding model 99.</p> <p>You must record evidence of your initial assessments, including any conversations with the learner regarding their prior attainment and evidence you have used the LRS to inform your claim for funding.</p> <p>You can only deliver non-regulated English and maths to learners with learning difficulties and/or</p>
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					disabilities as part of a personalised programme. You should not use non-regulated provision in place of accredited stepping stone qualifications.
24	16 to 18 Eligibility for Enhanced Apprenticeship Funding	16 to 18 apprenticeships recorded with eligibility for enhanced funding code two. Learners who return from a break in learning while still 16 to 18 do not need to use this code.	All apprenticeship component aims where: EEF is two And Age at aim start is under 19	Programme aims	You do not need to record this code for learners who are still under 19 when starting or re-starting an aim.
25	Workplace learning employment status exceptions	Learners reported as undertaking workplace learning must be in employment or self-employed on the day learning starts.	All learning aims where: WPL indicator not recorded And Employment status applying on first day of learning is not 10	Programme aims Apprenticeship aims	Workplace learners must have a contract of employment. You must record an Employer ID.
26	Loans/ASB duplicate funding	Learners recorded with ASB funding and loans funding for the same provision at the same time. Learners in receipt of an	There is corresponding ILR record where ILR and SLC data is joined on:		If a learning aim is being financed through a loan, the learning aim record must be reported in the

		<p>Advanced Learner Loan must be recorded as funding model '99' and ADL = 1.</p>	<p>UKPRN And ULN And Learning aim reference</p> <p>And The 'Learning actual end date' reported by SLC is on or after 01/08/2015 or is not returned</p> <p>And The 'Funding model' reported in the ILR is 35</p>		<p>ILR with Funding model 99 and ADL = 1.</p> <p>You should contact SLC to confirm whether the data they hold is correct for any learners identified.</p>
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Annex C: Reports Field Listing

Field type	Field name	Reference	Reports
Common	Return	ILR data collections timetable	All
Common	Report ID	Identifier applied to each report row	All
Common	UK Provider Reference Number	ILR specification for 2015 to 2016 p26	All
Common	Organisation Name	The organisation name as appears in the Hub	All
Common	Subcontracted or Partnership UKPRN	ILR specification for 2015 to 2016 p108	All exc.14
Common	Subcontracted or Partnership Organisation Name	The organisation name as appears in the Hub	All exc.14
Common	Unique Learner Number	ILR specification for 2015 to 2016 p31	All
Common	Learner Reference Number	ILR specification for 2015 to 2016 p30	All exc.14
Common	Learning Aim Reference	ILR specification for 2015 to 2016 p97	All exc.14
Common	Aim Sequence Number	ILR specification for 2015 to 2016 p101	All exc.14
Common	Software Supplier Aim Identifier	ILR specification for 2015 to 2016 p126	All exc.14
Common	Funding Line Type	Main occupancy report	All exc.14
Common	Learning Start Date	ILR specification for 2015 to 2016 p102	All exc.14
Common	Original Learning Start Date	ILR specification for 2015 to 2016 p103	All exc.14
Common	Learning Planned End Date	ILR specification for 2015 to 2016 p104	All exc.14
Common	Learning Actual End Date	ILR specification for 2015 to 2016 p120	All exc.14
Common	Year to Date Funding (not including learning support funding)	Funding summary report	All exc.14
Common	Total Earned Cash 15/16 (not including learning support funding)	Main occupancy report	All exc.14
Supplementary	Planned Days in Learning	Derived data	1
Supplementary	Restart Indicator	ILR specification for 2015 to 2016 p132	1,2
Supplementary	Funding Adjustment for Prior Learning	ILR specification for 2015 to 2016 p114	1,2
Supplementary	Other Funding Adjustment	ILR specification for 2015 to 2016 p116	1,2
Supplementary	Actual Days In Learning	Derived data	1,3,9
Supplementary	Full Or Co – Funding Indicator	ILR specification for 2015 to 2016 p130	2
Supplementary	Eligibility For Enhanced Apprenticeship Funding	ILR specification for 2015 to 2016 p131	2, 24

Field type	Field name	Reference	Reports
Supplementary	Learning Difficulty Assessment	ILR specification for 2015 to 2016 p65	2
Supplementary	Education Health Care Plan	ILR specification for 2015 to 2016 p66	2
Supplementary	Number of Days Beyond Planned End Date	Derived data	3,9
Supplementary	Benefits Status on First Day Of Learning	Derived data	4,17,25
Supplementary	Employment Status on First Day Of Learning	Derived data	4,17,25
Supplementary	Planned End Date In Previous Funding Year	ILR specification for 2015 to 2016 p104	8
Supplementary	UKPRN of Other Provider	ILR specification for 2015 to 2016 p26	10
Supplementary	Subcontracted or Partnership UKPRN At Other Provider	ILR specification for 2015 to 2016 p108	10
Supplementary	Learning Start Date at Other Provider	ILR specification for 2015 to 2016 p102	10
Supplementary	UKPRN of Previous Provider	ILR specification for 2015 to 2016 p26	12,22,23
Supplementary	Subcontracted Or Partnership UKPRN of Previous Provider	ILR specification for 2015 to 2016 p26	12,22,23
Supplementary	Learning Actual End Date of Previous Aim	ILR specification for 2015 to 2016 p120	12,22,23
Supplementary	Outcome Grade of Previous Aim	ILR specification for 2015 to 2016 p125	12,22,23
Supplementary	LPP Reference	Learning Provider Portal	14
Supplementary	LPP Application State	Learning Provider Portal	14, 26
Supplementary	LPP Start Date	Learning Provider Portal	14, 26
Supplementary	LPP End Date To/ End Date From	Learning Provider Portal	14, 26
Supplementary	Previous Apprenticeship Programme Type	ILR specification for 2015 to 2016 p107	22
Supplementary	Learning Aim Reference of Previous Aim	ILR specification for 2015 to 2016 p97	23
Supplementary	Notional NVQ Level of Previous Aim	Core_LARS_LearningDelivery	23
Supplementary	Learner Age on Aim Start Date	Derived data	24