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Guidance

Financial Assurance: Monitoring post-16 funding for 2021 to 2022

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If a learner aged from 23 has achieved a level 3 qualification that was at the time they started, or still is, classed by the DfE as a level 3 qualification, or any equivalent level 3 qualification, at any size, they will have to either apply for an advanced learner loan or pay the full course fee themselves, including where the learner has achieved any qualification higher than level 3.

What you need to do (ILR providers)

Correct data, learner is ineligible

You must decide the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).

What we will do (ILR providers)

If there are errors outstanding in this report at RTA, we will recover any funding overclaim.

FRM19 - Traineeships where the learner has already achieved an apprenticeship or a level 4 qualification and above

Changes from previous funding year

We have amended the report to account for changes to the eligible apprenticeship as reported in the ILR for 2021 to 2022.

Funding streams reviewed

- 16 to 18 traineeships
- 19 to 24 traineeships

Relevant guidance

A traineeship is for young people who have little or no work experience but are motivated to work and become qualified up to level 3.

What you need to do (ILR providers)

Correct data, learner is ineligible

You must decide the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).

What we will do (ILR providers)

If there are errors outstanding in this report at RTA, we will recover any funding overclaim.

FRM20 - Loans learning not being recorded in ILR

Changes from previous funding year

None

Funding streams reviewed

- Advanced learner loans

Relevant guidance

You must accurately complete all ILR fields for loans-funded learners and make ILR returns as required in the LR specification and the provider support manual. Where your data does not support the funding that you have received from SLC or claimed from the Learner Loan Bursary, we will take action to get this corrected and recover funds or require you to make repayments to the SLC.

What you need to do (ILR providers)

Review evidence, correct as necessary

If the learner has passed the initial liability point for provision funded through an approved loan, you must ensure the learner has a valid ILR record with Funding model code 99 and the advanced learner loans indicator. You must not record a source of funding for this provision.

What we will do (ILR providers)

Request evidence, determine action.

FRM21 - Loans learning not being reported by SLC

Changes from previous funding year

None

Funding streams reviewed

- Advanced learner loans

Relevant guidance

You must not report the advanced learner loans indicator in the ILR if the learner did not reach the liability point and claim funding for any support costs, such as the term bursary.

What you need to do (ILR providers)

Review evidence, correct as necessary

If the learner does not have an approved loan with SLC for their learning, or they have not reached the liability point, you must not record the advanced learner loans indicator from the ILR and remove any loans records.

You must only report the advanced learner loans indicator once the learner has passed the initial liability point for provision funded through an approved loan.

What we will do (ILR providers)

Request evidence, determine action.

FRM27 - Continuing or completed learning aims that are now reported as withdrawn on or before 31 July of the previous funding year

Changes from previous funding year

None

Funding streams reviewed

- Advanced learner loans

Relevant guidance

You must not report the advanced learner loans indicator in the ILR if the learner did not reach the liability point and claim funding for any support costs, such as the term bursary.

What you need to do (ILR providers)

Review evidence, correct as necessary

Provider support manual: The data you record on the ILR must accurately reflect the journey for the learner and what has happened. Inaccurate information must never be recorded to manipulate funding. Providers should result in a more equitable claim for funding or accurate record of performance.

Adult education budget: The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible individuals. You must not report inaccurate information that would result in an overdeclaration of the funding claimed.

Apprenticeships: When a change of circumstance results in non-payment of funds, you must ensure the apprenticeship record is up to date. Apprenticeships in breaches(s) are non-payment must be recorded by you.

Advanced learner loans: You must accurately complete all ILR fields for loans-funded learners and make ILR returns as required in the LR specification and the provider support manual. Where your data does not support the funding, you have received from SLC or claimed from the Learn1 Bursary, we will take action to get this corrected and recover loan funds or require you to make repayments to SLC.

What you need to do (ILR providers)

Review evidence, correct as necessary

Please note: You cannot change or remove the data in this report if it accurately reflects the learner journey and what has happened. Providers will be notified of potential contracts for any overclaim resulting from late reporting of the data.

What we will do (ILR providers)

If there are errors outstanding in this report at RTA, we will recover any funding overclaim.

FRM28 - Planned hours for learners who complete or leave learning within their initial 6-week period

Changes from previous funding year

Previously an internal report. Now includes data submitted through the School Census.

Funding streams reviewed

- 16-19 study programmes
- 16 to 18 traineeships
- T-levels

Relevant guidance

If the programme content changes within the first 6 weeks of the programme, the institution must update the planned hours.

For learners who complete or leave learning within their initial 6-week period, the institution must revise the planned hours to the planned hours for the student's actual period of attendance.

What you need to do (ILR providers)

Review evidence, correct as necessary

What we will do (ILR providers)

Request evidence, determine action.

FRM29 - Learners who complete or leave learning on or just after the qualifying period for funding

Changes from previous funding year

New includes data submitted through the School Census.

Funding streams reviewed

- 16-19 study programmes
- 16 to 18 traineeships
- T-levels

Relevant guidance

Providers must have evidence that individual learners were undertaking the specified study programme during the earning period for which funding and retention is being received.

What you need to do (ILR providers)

Review evidence, correct as necessary

You must ensure that the learning actual end date accurately reflects the evidence you hold.

What we will do (ILR providers)

Request evidence, determine action.

FRM30 - Learners with more than 35 planned hours a week

Changes from previous funding year

New includes data submitted through the School Census.

We have amended this report to review programmes of 35 hours per week or more.

Funding streams reviewed

- 16-19 study programmes
- 16 to 18 traineeships
- T-levels

Relevant guidance

Planned hours must take place in line with the institution's normal working pattern.

The number of hours a student may study during a week should not be greater than the maximum number of hours a young person can legally work during a week. From this academic year, we have amended the report to review programmes of 35 hours per week or more and both the study programme's planned hours and planned dates add value to reflect this.

If the student is on a study programme that spans more than one funding year, the planned hours recorded in the data return must be set at the start of each funding year to only reflect the planned hours for the funding year.

What you need to do (ILR providers)

Review evidence, correct as necessary

You must adjust the planned learning hours to ensure that the learner is not studying more than 35 hours per week.

If the student is on a study programme that spans more than one funding year, the planned hours recorded in the data return must be set at the start of each funding year to only reflect the planned hours for the funding year.

What we will do (ILR providers)

Request evidence, determine action.

FRM37 - Apprenticeship planned off-the-job training hours below the 30% minimum

Changes from previous funding year

Previously an internal report.

Funding streams reviewed

- Apprenticeships from May 2017

Relevant guidance

To be eligible for government funding at least 20% of the apprentice's normal working hours must be spent in training outside of the apprenticeship practical period, must be spent on off-the-job training.

If the apprentice works less than 30 hours per week, they are considered to be part-time, and you must adjust the planned duration.

English and maths training, up to and including level 2, does not count towards the minimum 20% off-the-job training requirement, where required this must be delivered in addition to the minimum requirement.

What you need to do (ILR providers)

Review evidence, correct as necessary

What we will do (ILR providers)

Request evidence, determine action.

FRM42 - Work experience over 300 hours not recorded as core aim

Changes from previous funding year

New includes data submitted through the School Census.

Funding streams reviewed

- 16-19 study programmes
- 16 to 18 traineeships

Relevant guidance

The core aim is the most important or central element of the programme, around which the rest of the programme is built. It will usually be the component with the longest duration and the most guided learning hours. Work experience should be part of the focus of the programme in line with the student's intended destination such as employment or further study at the end of their programme.

Traineeships must always have work experience as the core aim. Study programmes that are not traineeships may also have work experience as the core aim.

What you need to do (ILR providers)

Review evidence, correct as necessary

If you are not delivering a more substantial qualification as part of the learner's programme, you must report work experience aims of this size as the core aim.

Traineeships must have work experience recorded as the core aim.

What we will do (ILR providers)

Request evidence, determine action.

FRM56 - 16-19 study programmes with planned learning hours but no regulated qualifications

Changes from previous funding year

Previously an internal report. Now includes data submitted through the School Census.

Funding streams reviewed

- 16-19 study programmes

Relevant guidance

For 16 to 19 funded learners, the planned learning hours field should only be completed with the total planned timetabled hours spent on qualifications approved for teaching to 16-19 learners on the ESFA list of qualifications approved for funding 16 to 19 or on the Ofqual register of qualifications approved for teaching to 16-19 learners in the future. The qualifications must also be listed as valid for 16 to 19 funding in the Find a learning aim.

Providers must ensure that the planned hours entered on data returns are realistic and attainable to each individual student and are supported by substantiate evidence that eligible activity offered to learners is timetabled and exists.

Learners who are not studying any regulated qualifications should not have planned learning hours recorded.

What you need to do (ILR providers)

Review evidence, correct as necessary

What we will do (ILR providers)

Request evidence, determine action.

Other areas that we are monitoring internally

We will not publish an external report for these initially. We will monitor internally to support the development of future systems and policy, and to identify specific interventions and support for providers and learners. We will use the data in this section to further understand data, and the identify any behaviour that indicates a potential funding risk.

16 to 19 study programmes

Learners with no regulated qualification hours, to ensure data accuracy and quality of delivery.

Work experience hours, to ensure compliance with rules about internal and external work experience.

Learners studying at a level below their highest previous attainment, to ensure data accuracy, quality of delivery and eligibility for funding.

Learners with planned hours but no regulated qualifications should not have planned learning hours recorded.

Apprenticeships

Actual off-the-job training hours, to review data quality and ensure that the minimum amount of training is being delivered.

Learners not achieving English and/or maths prior to completing their programme, to ensure data accuracy and quality of delivery.

Traineeships

Learner destination and pre-programme activity, to understand progression routes and support needs.

Programme duration, to ensure data accuracy and ensure duration rules are met.

Advanced learner loans

Data quality, to ensure data recorded in the LR is consistent and learners are not over exposed to debt. This includes monitoring withdrawals and other learner changes that should be recorded in a timely manner to the SLC.

T levels

Learner destination and pre-programme activity, to understand progression routes across programmes.

Planned duration, to ensure minimum duration requirements are met.

Funding bands, to ensure data accuracy and that programmes are recorded against an approved T level funding band.

Work experience, to assure compliance with rules about work experience hours.

T level transition programme

Internal monitoring to understand learner characteristics, prior engagement with other programmes, identify progression routes and develop future policy.

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