



Skills Funding  
Agency

# Funding Monitoring Reports: User Guide 2016 to 2017

Version 1

Monitoring reports for the 2016 to 2017 funding year (1 August 2016 to 31 July 2017).

February 2017

Of interest to colleges, training organisations and employers.

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## Introduction

1. We, the Skills Funding Agency (SFA), monitor 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. We review how the funding system and funding rules are operating to identify possible errors in funding claimed and areas requiring further investigation. The outcomes of this 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. We have updated our suite of reports available through the Hub to support the assurance work we do in the 2016 to 2017 funding year. This gives you faster and direct access to the data we identify through our analysis of your ILR returns and other data sources. This does not replace provider data self-assessment toolkit (PDSAT) reports: you must continue to use these to review data returns and correct any issues before your next ILR data submission.

5. This suite of reports does not cover apprenticeship frameworks and standards starting on or after 01 May 2017, as these will be funded under a new system. We will update this document and the funding monitoring plan to reflect this change, and more reports will be published as required.

## Useful links

6. For further information on our monitoring work, please refer to:
  - [Financial assurance: monitoring the funding rules](#)
  - [SFA funding rules 2016 to 2017](#)
  - [ILR specification, validation rules and appendices 2016 to 2017](#)
  - [ILR guides and templates for 2016 to 2017](#)
  - [Learner registration bodies supporting guidance](#)

## Purpose of this user guide

7. This user guide is for those who 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.

## How we will use this data

8. We monitor the data submitted through the ILR throughout the funding year and share this with our auditors and intervention colleagues when appropriate.
9. If you have data errors at the end of the funding year following the closure of the 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; and/or
  - use these issues to inform our process for selecting providers for audit in future funding years.

## What you must do

10. 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.
11. This document provides details of actions you are expected to take to satisfy eligibility certain requirements.
12. 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.
13. You must ensure that you have sufficiently robust processes in place to 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](#).

## Using the reports

14. 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 that a unique learner number (ULN) has already been reported as achieving a learning aim, we expect you to use the LRS and check with the learner if they have not previously declared this learning to you. Alternatively, if we identify that the aim was previously achieved with you, you should check the history for that learner and confirm that the previous achievement was reported correctly. 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).*

15. 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.
16. Where you have corrected ULN data, this will also update in previous data returns to allow you to track that learner over time.
17. 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 2016 to 2017 appendix Q](#). 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 LRS

18. 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.
19. The PLR is populated by three main sources:
  - national pupil database (NPD)
  - awarding organisations (AOs)
  - providers' ILR returns (ILR)
20. 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.

21. 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 seek alternative evidence to confirm the learning was not achieved.
22. 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.

### **Accessing the reports**

23. 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 are a user with access to qualification achievement rates (QAR) reports, you can already access the reports through your business intelligence dashboard user roles. For further information, please refer to [The Hub: Guide to User Roles](#).
24. We will refresh reports using the last ILR data you submit to the Hub by the deadline each month. Reports will be available as soon as we have concluded our assurance processes on the data, which usually takes a week.
25. 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).
26. 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 ([Annex A: figure 1](#)).

27. We have designed the reports to work with most internet browsers; however, we recommend using Google Chrome or Firefox for optimum viewing experience.
28. If you need to refer to previous years' data, we have maintained a separate dashboard which contains data from the 2015 to 2016 funding year.

## **Summary page**

29. 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 2](#)). If a learning aim is recorded in multiple queries, we only count the aim and cash value once when calculating summary page data.
30. We have numbered the reports as they appear in [Monitoring the funding rules 2016 to 2017](#). We grouped the reports by policy area so it is easier to investigate related issues.
31. The top of the summary page includes a comparison of the number of queries identified in our analysis to the total number of aim records you reported to us in that period.
32. 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**

33. 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

34. 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 3](#)).
35. 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.
36. 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.
37. We have included year-to-date and total earned cash funding values in most reports, with some exceptions where funding is not calculated or reported in that way (e.g. loans and apprenticeship standards). Where we have run an analysis using the generic programme aim ('ZPROG001') we have not included the funding associated with any component aims.
38. 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. We have included a full list of fields and the reports in [Annex C](#).
39. 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.

## Exporting data

40. 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 4](#)). We recommend that you select 'Data to Excel' if you are going to compare report data to that held in your own systems.

41. The exported file will show all filtered rows. If no filter has been applied, the export will return all data in the report.
42. 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 5](#)).

## **Further support**

43. 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.
44. 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.
45. 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](#).

## Annex A: screenshots

Figure 1: Collections listing

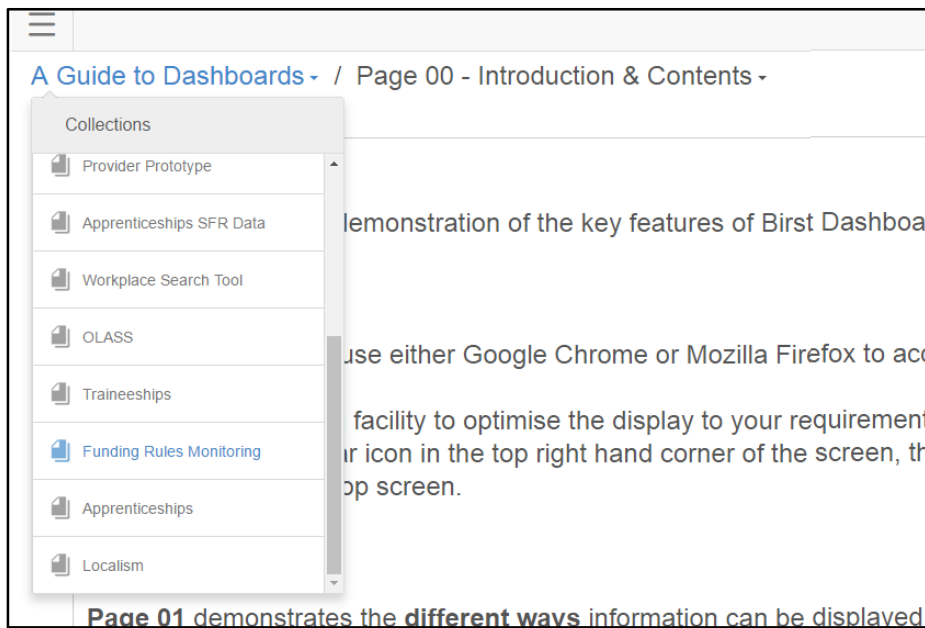


Figure 2: summary screen

The screenshot displays a "Summary" screen for "Funding Rules Monitoring". At the top, there are three summary cards: "Total Queries" with a value of 0, "Total Validated Aims Records Submitted" with a value of 0, and "Avg Queries per Validated Aim Record Submitted" with a red square icon. To the right of these cards is a "Guidance" button and a "Return" section with radio buttons for 11 and 10. Below the summary cards is a table with the following data:

Monitoring Area	Description	Number of Queries Identified	Unique Learning Aim Records Identified	Unique Learner Reference Numbers Identified	Total Earned Cash 15/16 (not including learning support funding)
1	19+ Apprenticeship durations exceptions	0	0	0	£0.00
2	19+ Fully funded Apprenticeships	0	0	0	£0.00
3	Apprentices in learning beyond their planned end date	0	0	0	£0.00
4	Apprenticeship employment status exceptions	0	0	0	£0.00
8	Changes to 'Learning planned end date' between years	0	0	0	£0.00
9	Learners in learning beyond their planned end date (non-Apprenticeships)	0	0	0	£0.00
10	Duplicate provision	0	0	0	£0.00
11	August Leavers	0	0	0	£0.00

Figure 3: report layout

Funding Rules Monitoring - / FRM02 - 19+ Fully funded Apprenticeships -

Summary Guidance

FRM02: Official Sensitive

Learning Aim Reference	Aim Sequence Number	Software Supplier ID	Funding line type	Learning start date	Original learning start date	Learning planned end date	Learning actual end date	Year to Date Funding (not including learning support funding)	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	Eligibility for enhanced apprenticeship funding	Learning Df Assessment
50113227	1	7713AADA-0850-47...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50110823	1	8D534338-4711-4D...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	CF870C20-F410-49...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	A885902D-F018-48...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	C9D5DEA8-A8FA-41...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	A3D3AC46-A68D-42...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
60136078	1	8959330E-2A4D-4F...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
60136078	1	93146769-4E71-4E...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	720F099E-C2AE-45B...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	9936726F-P9E0-403...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
5011136X	1	74068D7F-1C90-4A...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	3680C46F-0CCD-41...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
5011136X	1	6A7C7C13-4B7C-42...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	93564861-3361-4E5...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	A4E710B5-9930-49B...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	A7836A96-8B73-43...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
5011136X	1	33102D11-E648-42F...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
6013606X	1	F9068F8A-AA48-46...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
60136078	1	8910Aa97-F76A-4E4...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
501135621	1	FE05D631-B7C7-44...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50094579	1	91176CAE-EEA6-4B...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	55AA8A8E-A484-49...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	BAEFA128-7AAT-42...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0
50113227	1	9FB1EBE2-4D98-47...	19-23 Apprenticesh...	01/05/2016		01/05/2016		£0.00	£0.00	1	1	0	100	(is missing)	0

Figure 4: exporting data

Summary Guidance

Dashlet Actions

- Explore in Visualizer >>
- Export As >
- PDF
- Data to Excel

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	Eligibility for enhanced apprenticeship funding	Learning Df Assessment
£0.00	1	1			(is missing)	0
£0.00	1	1			(is missing)	0
£0.00	1	1			(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
£0.00	1	1	0	100	(is missing)	0
£0.00	1	1	0	100	(is missing)	0

Figure 5: exporting data

The screenshot shows a web application interface with a top navigation bar containing icons for home, filter, information, refresh, and a folder. Below the navigation bar, there is a summary section with a red square icon and a 'Guidance' button. The main content area features a table with three columns: 'ids', 'Unique Learner Reference Numbers Identified', and 'Total Earned Cash 15/16 (not including learning support funding)'. The table contains seven rows of data, all showing '0' for the number of unique learner reference numbers and '£0.00' for the total earned cash.

Official Sensitive

Export

ries per Validated Aim Record Submitted

Guidance

ids	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

## 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).

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>1. Learners repeating previously achieved learning aims</b></p> <p>Learners who 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 certain exceptions apply. This includes delivering different pathways within a single qualification. You must not require a learner to take out a loan if the prior learning meets the full requirements of the awarding organisation to achieve the learning aim.</p>	<p>Identify learning aims where the following match:</p> <p>ULN  <b>And</b> learning aim reference  <b>And</b> the 'Learning start date' is on or after 01/08/2016  <b>And</b> the 'Learning actual end date' of the previous instance is on or after 01/08/2014  <b>And</b> the 'Learning start date' is after the 'Learning actual end date' of the previous instance  <b>And</b> 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. You should check that the correct learning aim reference has been recorded. You must ensure the ULN data is accurate. 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. Qualifications that require periodic refreshing or contain different pathways are the responsibility of the employer or individual. You must code any other aims as funding model 99.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>2. Duplicate learning aims being delivered at 2 or more providers</b></p> <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 funding for the same learners for the same aim at any one time. This will include overlaps in delivery.</p>	<p>Identify any learning aims where the following data matches between two providers:</p> <p>UKPRN  <b>And</b> ULN  <b>And</b> learning aim reference  <b>And</b> the 'Learning start date' and 'Learning actual end' indicate learning has/is taking place simultaneously</p>	<p>Programme aims</p> <p>Non-regulated provision</p> <p>Generic ULNs ('999999999')</p>	<p>Check if you already have a relationship with any other providers identified or if there is any duplication in your reported partner UKPRNs. You may need to agree which learners belong to you and which belong to your subcontractors and update your records accordingly.</p> <p>You must ensure withdrawals or transfers are reported to us in a timely manner.</p> <p>You must ensure the ULN data 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 must code the aim(s) as funding model 99.</p> <p>If a learner in receipt of an advanced learner loan changes provider during the learning aim they must tell the SLC and the learner must be marked as a withdrawal from you. The learner will then need to reapply to the SLC for a loan to continue their studies at the new provider.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>3. Continuance issues across funding years</b></p> <p>Continuing learning aims from 2015 to 2016 which do not appear in 2016 to 2017 ILR data submissions.</p> <p>Apprenticeships or aims with a completion status of 1 (learner continuing or intending to continue the learning activities leading to the learning aim) in the final return for an academic year that do not have a corresponding record in the following academic year, will be treated as a withdrawal.</p>	<p>There is <b>no</b> 2016 to 2017 ILR record where data is joined using:</p> <p>UKPRN  <b>And</b> ULN  <b>And</b> learner reference number  <b>And</b> learning aim reference  <b>And</b> learning start date  <b>And</b> the 2015 to 2016 'learning actual end date' is null  <b>And</b> the 2015 to 2016 'Learning planned end date' is after 31 July 2016</p>	<p>UKPRNs who we no longer have a direct contract with</p>	<p>The 2016 to 2017 ILR must include aims that are continuing (Completion status = 1 and Learning actual end date is null) and any aims that are completed or withdrawn from during the 2016 to 2017 teaching year.</p> <p>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.</p> <p>Where an apprenticeship standard is continuing across academic years, all financial record data from the previous year must be migrated into the current ILR and continue to be returned until the programme ends.</p> <p>If a learning aim is being financed through a loan, the learning aim record must be reported in the ILR with Funding model 99 and ADL = 1.</p>



Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>4. Use of the 'Other funding adjustment' field</b></p> <p>This field is a direct multiplier of funding and must not be used to record any adjustment for prior learning.</p>	<p>Identify any learning aim where:</p> <p>The value in the 'Other funding adjustment' field is not null <b>and</b> does not equal 100.</p>		<p>The 'Other funding adjustment' field must only be completed if agreed with us. This field is not to be confused with the 'Funding adjustment for prior learning' field. If no adjustment to the funding of the learning aim is required, then this field must not be returned.</p>
<p><b>5. Changes to 'Learning actual end date' between years</b></p> <p>Changes in ILR field 'Learning actual end date' from the date reported to us in the final data return of the previous funding year (R14). Changing the date or re-opening in a new funding year the learning aim can affect the funding calculated.</p>	<p>All learning aims where:</p> <p>The 2015 to 2016 'Learning actual end date' is before 01 August 2016 <b>And</b> the 2015 to 2016 'Learning planned end date' is after 31 July 2016</p> <p><b>And</b> the 2016 to 2017 'Learning actual end date' is null <b>or</b> after 01 August 2016</p>	<p>Programme aims</p> <p>Work placement aims</p>	<p>You must not change or update the learning actual end date between years, as this may affect the funding claimed. You must record the learning actual end date that was reported in the previous funding year.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>6. Changes to 'Learning planned end date' between years</b></p> <p>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 the date in a new funding year will affect the funding calculated for continuing learning aims.</p>	<p>All learning aims where:</p> <p>The 2016 to 2017 'Learning actual end date' is null or after '31/07/2016' <b>And</b> the 2016 to 2017 'Learning start date' equals the 2015 to 2016 'Learning start date' <b>And</b> the 2016 to 2017 'Learning planned end date' does not equal the 2015 to 2016 'Learning planned end date'</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 the learning planned end date that was reported when the learning started.</p>
<p><b>7. Breaks in learning</b></p> <p>Breaks in learning which exceed 365 days to check for timeliness of data and accurate recording of withdrawals.</p>	<p>Identify any learning aim where:</p> <p>The 'Completion status' is 6 (learner has temporarily withdrawn from the learning aim due to an agreed break in learning) <b>And</b> there is no corresponding aim recorded with the 'Restart indicator' <b>And</b> the 'Learning actual end date' was 365 or more days before the ILR return close date</p>		<p>You must not record a break in learning unless you and the learner have agreed this and the learner intends to return to learning at a later point, and there is supporting evidence in the learner file.</p> <p>Learners on a break in learning in 2016 to 2017 withdraw or fail to return to learning must be recorded with the completion status of 3 – 'The learner has withdrawn from the learning activities leading to the learning aim' and complete the withdrawal reason field.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>8. Withdrawals on learning start date</b> Learners who withdraw from learning on the day they start when planned duration is longer than a day (includes breaks in learning). To check that learning activity has taken place.</p>	<p>Identify any learning aim where: The 'Learning start date' is the same as the 'Learning actual end date' <b>And</b> the completion status of the aim is 3 <b>or</b> 6 <b>And</b> the planned duration is greater than 1 day</p>	<p>Programme aims</p>	<p>You must have evidence that learning is or has taken place (including a work placement, if the learner is taking part in a traineeship) and records are available. If the learner withdraws without completing one episode of learning, for example without attending the first class, then they must not be included in the ILR.</p>
<p><b>9. Day course fails</b> Learners who fail to achieve when planned duration is one day (includes breaks in learning and withdrawals). To check that learning activity has taken place and understand why this happens where we identify higher volumes or where this status appears to apply to cohorts of learners. Also to understand why learning may be recorded for a significantly longer period of time than 1 day.</p>	<p>Identify any learning aim where: The 'Learning start date' is the same as the 'learning planned end date' <b>And</b> the outcome is 3 (no achievement) <b>And</b> the completion status of the aim is 2 (learner has completed the learning activities leading to the learning aim) <b>or</b> 3 (learner has withdrawn from the learning activities leading to the learning aim) <b>or</b> 6 (learner has temporarily withdrawn from the learning aim due to an agreed break in learning)</p>		<p>You must have evidence that learning is or has taken place (including a work placement, if the learner is taking part in a traineeship) and records are available. You are expected to monitor learner absence and implement a robust absence and withdrawal policy to ensure the progress of all learners is monitored. If the learner withdraws without completing one episode of learning, for example without attending the first class, then they must not be included in the ILR.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>10. English and maths provision</b></p> <p>Apprentices undertaking English or maths at the same level, or a level below that which they have previously achieved, within apprenticeship frameworks</p>	<p>There <b>is</b> corresponding ILR data where data is joined using:</p> <p>ULN</p> <p><b>And</b> the ‘Learning start date’ of the aim is on or after 01/08/2016</p> <p><b>And</b> the ‘Learning actual end date’ of the previous aim is on or after 01/08/2014 <b>And</b> the ‘Learning start date’ of the new aim is after the ‘Learning actual end date’ of the previous aim</p> <p><b>And</b> the ‘Outcome’ of the previous aim is 1</p> <p><b>And</b> 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>Generic ULNs (‘9999999999’)</p> <p>Adult Education Budget provision inc. Traineeships</p> <p>OLASS</p>	<p>If the apprenticeship framework specifies Level 2 in English and maths and the apprentice has achieved this before starting, we will not fund further English and maths to achieve their apprenticeship unless you carry out a thorough initial assessment to confirm that the apprentice needs to repeat English or maths to achieve their apprenticeship.</p> <p>You must hold evidence of information on prior learning that affects the learning or the funding of any of the learning aims or programme. 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>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>11. Learners undertaking level 1 English and maths within an apprenticeship standard</b></p> <p>The only exception in which an apprentice can start their Level 1 English and/or maths prior to their Level 2 English and/or maths is where the lead provider or its contracted provider has conducted a formal, recognised assessment that demonstrates the apprentice needs to study to Level 1 first to successfully achieve their Level 2.</p>	<p>Identify any level 1 English and maths aims in an apprenticeship standard</p>	<p>Programme aims</p> <p>Aims which are not English or maths</p> <p>Apprenticeship frameworks</p>	<p>You must ensure you have undertaken a thorough and robust initial assessment and record evidence of this.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>12. 19+ Fully funded Apprenticeships</b></p> <p>Fully funded apprentices aged 19 and over confirming:</p> <ul style="list-style-type: none"> <li>enhanced funding applies</li> <li>the apprentice has an education, health and care (EHC) plan, or</li> <li>the apprentice started when they were 16 to 18, took a break in learning and returned to continue the same framework after they turned 19 years old.</li> </ul>	<p>All apprenticeship component aims where:</p> <p>The 'Full or co-funding indicator' = 1  <b>And</b> the EEF code is not 2 or 4  <b>And</b> the Learner FAM code is not LDA or EHC  <b>And</b> the 'Funding line type' is '19-23 apprenticeship' or '24+ apprenticeship'</p>	<p>Programme aims</p>	<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>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>13. Overlapping programmes being delivered across multiple providers</b></p> <p>We will only fund a single apprenticeship or traineeship for an individual at any one time. An apprentice must not progress onto another apprenticeship until they have left their current apprenticeship. If the learner is already undertaking an apprenticeship at the time of starting a traineeship, they are ineligible to be funded for the traineeship.</p>	<p>All programme aims where the following data matches between two providers:</p> <p>UKPRN  <b>And</b> ULN  <b>And</b> learning aim reference  <b>And</b> the 'Learning start date' and 'Learning actual end' indicate learning has/is taking place simultaneously</p>	<p>Component aims</p> <p>Generic ULNs ('999999999')</p>	<p>Check if you already have a relationship with any other providers identified or if there is any duplication in your reported partner UKPRNs. You may need to agree which learners belong to you and which belong to your subcontractors and update your records accordingly.</p> <p>You must ensure withdrawals or transfers are reported to us in a timely manner.</p> <p>You must ensure the ULN data is accurate. You should confirm with learners if they are taking the learning elsewhere. If this learning started before they commenced learning with you, you must code the aim(s) as funding model 99.</p> <p>If an apprenticeship is an outcome of a traineeship, the traineeship programme must be closed at the point at which the apprenticeship begins (although any English and maths components can remain open).</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>14. Learners repeating an identical programme (no restarts, match framework, programme type and pathway)</b></p> <p>Learners who achieved a programme within the last three years and are funded again for the same programme. We will not fund learners to repeat a qualification they have already achieved unless certain exceptions apply. You must not claim funding if the prior learning meets the full requirements of the awarding organisation to achieve the learning aim. You or your subcontractors must not claim funding for any part of any learner’s learning aim or programme that duplicates provision they have received from any other source.</p>	<p>All programme aims where the following data matches: ULN</p> <p><b>And</b></p> <p>framework code</p> <p><b>And</b></p> <p>pathway code</p> <p><b>And</b></p> <p>programme type</p> <p><b>And</b></p> <p>the ‘Learning start date’ is on or after 01/08/2016</p> <p><b>And</b></p> <p>the ‘Learning actual end date’ of the previous instance is on or after 01/08/2014</p> <p><b>And</b></p> <p>the ‘Learning start date’ is after the ‘Learning actual end date’ of the previous instance</p> <p><b>And</b></p> <p>the ‘Outcome’ of the previous instance is 1.</p>	<p>Component aims</p> <p>Apprenticeship standards</p> <p>Adult Education Budget provision</p> <p>Generic ULNs ('999999999')</p>	<p>You must hold evidence of information on prior learning that affects the learning or the funding of any of the learning aims or programme.</p> <p>If a learner self-declares prior attainment, you must check this in the personal learning record (PLR) and challenge any contradictory information with the learner.</p> <p>Apprentices who have successfully completed an apprenticeship at any level are not expected to start a second apprenticeship, either a framework or standard, at the same or a lower level.</p> <p>You must be satisfied that the apprenticeship supports individuals where they are in a new job role or significant new skills are required</p>



Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>15. Apprentices in learning beyond their planned end date</b></p> <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 relevant ILR submission return date to calculate.</p>	<p>All apprenticeship programme aims where:</p> <p>The 'Learning actual end date' is null or after '31/07/2016'</p> <p><b>And</b></p> <p>the difference between the 'Learning actual end date' and the 'Learning planned end date' is more than 300 days</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 the last evidenced day in learning.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>16. Withdrawals from apprenticeships standards with no refunds</b></p> <p>When a change of circumstance occurs, this may result in over-payment of government funding, depending on actual delivery and the payment schedule agreed by the employer and lead provider. We will look for higher volumes of missing refunds and where the total amount paid to date by the employer represents a higher proportion of the total negotiated price.</p>	<p>Identify apprenticeships standards where:</p> <p>The outcome of the programme is 3 (learner has withdrawn from the learning activities leading to the learning aim) <b>or</b> 6 (learner has temporarily withdrawn from the learning aim due to an agreed break in learning)</p> <p><b>And</b></p> <p>there is no Trailblazer financial code of PMR 3 (employer payment reimbursed by provider) recorded against the programme</p> <p><b>And</b></p> <p>the sum of PMR1 (training payment) <b>or</b> PMR2 (assessment payment) is greater than 0</p>		<p>Any over-payment of government funding must be repaid to us and the lead provider is responsible for administering the repayment of funding through the ILR.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>17. 19+ Apprenticeship durations exceptions</b></p> <p>Apprentices on a framework aged 19 and over 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>	<p>All 19+ apprenticeship programme aims where:</p> <p>The 'Learning actual end date' is null or is after 31/07/2016</p> <p><b>And</b></p> <p>the 'Restart indicator' is not recorded</p> <p><b>And</b></p> <p>the difference between the 'Learning start date' and the 'Learning planned end date' is less than 366 days.</p>	<p>16 to 18 apprenticeship programme aims</p>	<p>Review component aims and check a funding adjustment for prior learning has been recorded</p> <p><b>OR</b> 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>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>18. Apprentices progressing from frameworks to standards</b></p> <p>Apprentices who achieve or withdraw from frameworks and start standards in a similar subject area or at the same or a lower level system. To investigate whether the total training price is adjusted accordingly and the number of starts at the same or a lower level is within the spirit of the funding rules.</p>	<p>There <b>is</b> corresponding ILR data where programme aim data is joined using: ULN</p> <p><b>And</b> the 'Learning start date' of the standard is on or after 01/08/2016</p> <p><b>And</b> the 'Learning actual end date' of the framework is on or after 01/08/2014</p> <p><b>And</b> the 'Learning start date' of the standard is after the 'Learning actual end date' of the framework</p> <p><b>And</b> the 'Outcome' of the framework is in 1,2,3,8</p> <p><b>And</b> the completion status of the framework is in 2,3,6</p> <p><b>And</b> the notional level of the framework is greater than or equal to the notional end level of the standard</p>		<p>Apprentices who have successfully completed an apprenticeship (at any level) are not expected to start a second apprenticeship, either a framework or standard, at the same or a lower level.</p> <p>You must be satisfied that the apprenticeship supports individuals where they are in a new job role or significant new skills are required and record evidence of this.</p> <p>Any reduction in length or content of apprenticeship standards delivery must be reflected within the agreed price for the training and end-point assessment.</p>
<p><b>19. 19+ apprenticeship standards starts claiming the 16 – 18 employer incentive</b></p> <p>A report has not been produced for this area.</p>			

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>20. Full level 2 attainment</b></p> <p>Learners aged 19- to 23 who are fully funded for a full level 2 qualification, but who have previously achieved a Level 2 qualification that was classed as a full Level 2 at the time they started or still is</p>	<p>There <b>is</b> corresponding ILR data where learning aim data is joined using:</p> <p>ULN</p> <p><b>And</b> the 'Learning start date' is on or after 01/08/2016</p> <p><b>And</b> the new aim is fully-funded</p> <p><b>And</b> the 'Learning actual end date' of the previous aim is on or after 01/08/2014</p> <p><b>And</b> the 'Learning start date' is after the 'Learning actual end date' of the previous aim</p> <p><b>And</b> the 'Outcome' of the previous aim is one.</p> <p><b>And</b> the level of the previous aim is greater than, or equal to, 2.</p>	<p>OLASS</p> <p>Apprenticeships</p>	<p>If a learner aged 19- to 23-years-old has achieved a Level 2 qualification that was classed as a full Level 2 at the time they started or still is, then any subsequent Level 2 qualifications must be co-funded. This includes where the learner has achieved any qualification of higher than level 2.</p> <p>The only exception is where the learner is unemployed, as defined in the funding rules. 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 the LRS to inform your claim for funding.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>21. Full level 3 attainment</b></p> <p>Learners aged 19- to 23 who are funded for a full level 3 qualification, but who have previously achieved a Level 3 qualification that was classed as a full Level 3 at the time they started or still is</p>	<p>There <b>is</b> corresponding ILR data where learning aim data is joined using:</p> <p>ULN</p> <p><b>And</b> the 'Learning start date' is on or after 01/08/2016</p> <p><b>And</b> the 'Learning actual end date' of the previous aim is on or after 01/08/2014</p> <p><b>And</b> the 'Learning start date' is after the 'Learning actual end date' of the previous aim</p> <p><b>And</b> the 'Outcome' of the previous aim is one.</p> <p><b>And</b> the level of the previous aim is greater than, or equal to, 3.</p>	<p>OLASS</p> <p>Apprenticeships</p>	<p>If a learner aged 19- to 23-years-old has achieved a Level 3 qualification or higher (classed as a full Level 3 at the time they started or still is) and wants to enrol on any subsequent Level 3 qualification, they will have to either apply for an Advanced Learner Loan or pay for their own learning.</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 the LRS to inform your claim for funding.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>22. Learners in learning beyond their planned end date (non-apprenticeships)</b></p> <p>Where the 'Learning actual end date' is more than 100 days after the 'Learning planned end date' or no date has yet been recorded. 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 '31/07/2016'</p> <p><b>And</b></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>
<p><b>23. Traineeship programmes not including a work placement (work experience)</b></p> <p>Traineeship programmes not including a work placement (work experience) aim, defined by LARS learning delivery category four.</p>	<p>There is <b>no</b> corresponding ILR data where a programme aim and work placement aim data are joined using:</p> <p>UKPRN</p> <p><b>And</b> ULN</p> <p><b>And</b> learner reference number</p>	<p>EFA funded traineeships</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>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>24. Traineeship programmes not including work preparation</b></p> <p>Traineeship programmes not including a work preparation aim.</p>	<p>There is <b>no</b> corresponding ILR data where a programme aim and work placement aim (defined by LARS learning delivery category two) are joined using: UKPRN <b>And</b> ULN <b>And</b> learner reference number</p>	<p>EFA funded traineeships</p>	<p>A traineeship must include work preparation training as work preparation is a core and mandatory element of a traineeship. Eligible work preparation aims must have a LARS learning delivery category of 2.</p>
<p><b>25. Trainees who have previously achieved an apprenticeship or traineeship</b></p> <p>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>	<p>There <b>is</b> corresponding ILR data where programme aim data is joined using: ULN</p> <p><b>And</b> the 'Learning start date' of the traineeship is on or after 01/08/2016</p> <p><b>And</b> the 'Learning actual end date' of the apprenticeship programme is on or after 01/08/2014</p> <p><b>And</b> the 'Learning start date' of the traineeship programme is after the 'Learning actual end date' of the apprenticeship programme</p> <p><b>And</b> the 'Outcome' of the apprenticeship programme is one</p>	<p>EFA funded traineeships</p> <p>Generic ULNs ('999999999')</p>	<p>You must ensure the ULN data reported to us is accurate. 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. You must record evidence of any conversations with the learner about their prior attainment and evidence you have used the LRS to inform your claim for funding. 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. You must have evidence that the learner has little or no work experience and is not already able to start another apprenticeship or enter employment.</p>



Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>26. Flexible elements delivered without any core elements of a traineeship</b></p> <p>The flexible content must support at least one core element.</p>	<p>Identify learning aims as a flexible element where: LARS learning delivery category is not two or four and basic skills type is not English or maths. <b>And</b> there are no other component aims associated with the traineeship programme.</p>	<p>EFA funded traineeships</p>	<p>The flexible content must support at least one core element.</p>
<p><b>27. Reporting advanced learning loans (ALL)</b></p> <p>We will check that learning funded through an ALL is reported in the ILR by comparing ILR data to data shared by Student Loans Company.</p>	<p>There is <b>no</b> corresponding ILR record where ILR and SLC data is joined as follows:</p> <p>UKPRN <b>And</b> ULN <b>And</b> learning aim reference <b>And</b> the 'Learning actual end date' reported by SLC is on or after 01/08/2016 or is not returned <b>And</b> the 'Funding model' reported in the ILR is 99 <b>And</b> the ALL indicator is one</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>

Report number, headline and detailed description	Report logic	Exclusions	Action to take
<p><b>28. Loans/ASB duplicate funding</b></p> <p>Learners recorded with Adult Skills Budget (ASB) funding and loans funding for the same provision at the same time. Learners in receipt of an Advanced Learner Loan must be recorded as funding model '99' and ADL = 1.</p>	<p>There <b>is</b> corresponding ILR record where ILR and SLC data is joined on:</p> <p>UKPRN</p> <p><b>And</b></p> <p>ULN</p> <p><b>And</b></p> <p>learning aim reference</p> <p><b>And</b></p> <p>the 'Learning actual end date' reported by SLC is on or after 01/08/2016 or is not returned</p> <p><b>And</b></p> <p>the 'Funding model' reported in the ILR is 35</p>		<p>If a learning aim is being financed through a loan, the learning aim record must be reported in the 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>

## 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 2016 to 2017 p24	All
Common	Organisation Name	The organisation name as appears in the Hub	All
Common	Subcontracted or Partnership UKPRN	ILR specification for 2016 to 2017 p126	All exc.27
Common	Subcontracted or Partnership Organisation Name	The organisation name as appears in the Hub	All exc.27
Common	Unique Learner Number	ILR specification for 2016 to 2017 p31	All
Common	Learner Reference Number	ILR specification for 2016 to 2017 p28	All exc.27
Common	Learning Aim Reference	ILR specification for 2016 to 2017 p113	All exc.27
Common	Aim Sequence Number	ILR specification for 2016 to 2017 p116	All exc.27
Common	Software Supplier Aim Identifier	ILR specification for 2016 to 2017 p143	All exc.27
Common	Provider Specified Delivery Monitoring	ILR specification for 2016 to 2017 p182	All exc.27
Common	Provider Specified Learner Monitoring	ILR specification for 2016 to 2017 p88	All exc.27
Common	Funding Line Type	Main occupancy report	All exc.27
Common	Learning Start Date	ILR specification for 2016 to 2017 p117	All exc.27
Common	Original Learning Start Date	ILR specification for 2016 to 2017 p118	All exc.27
Common	Learning Planned End Date	ILR specification for 2016 to 2017 p119	All exc.27
Common	Learning Actual End Date	ILR specification for 2016 to 2017 p136	All exc.27
Common	Year to Date Funding (not including learning support funding)	Funding summary report	All exc.16,18, 27
Common	Total Earned Cash 15/16 (not including learning support funding)	Main occupancy report	All exc.16,18, 27
Supplementary	UKPRN of Previous Provider	ILR specification for 2016 to 2017 p24	1,10,14,18, 20,21,25

Field type	Field name	Reference	Reports
Supplementary	Subcontracted Or Partnership UKPRN of Previous Provider	ILR specification for 2016 to 2017 p126	1,10,14,18,20,21,25
Supplementary	Learning Actual End Date of Previous Aim	ILR specification for 2016 to 2017 p136	1,10,14,18,20,21,25
Supplementary	UKPRN of Other Provider	ILR specification for 2016 to 2017 p24	2,13
Supplementary	Subcontracted or Partnership UKPRN At Other Provider	ILR specification for 2016 to 2017 p126	2,13
Supplementary	Learning Start Date at Other Provider	ILR specification for 2016 to 2017 p117	2,13
Supplementary	Other Funding Adjustment	ILR specification for 2016 to 2017 p132	4
Supplementary	Learning Actual End Date In Previous Funding Year	ILR specification for 2016 to 2017 p119	5
Supplementary	Learning Planned End Date In Previous Funding Year	ILR specification for 2016 to 2017 p136	6
Supplementary	Length of Break in Learning	Derived data	7
Supplementary	Completion Status	ILR specification for 2016 to 2017 p136	7,8,9,16
Supplementary	Outcome	ILR specification for 2016 to 2017 p136	7,8,9,16
Supplementary	Actual Days In Learning	Derived data	8,9,15,17,22
Supplementary	Learning Aim Reference of Previous Aim	ILR specification for 2016 to 2017 p113	10,14,18
Supplementary	Restart Indicator	ILR specification for 2016 to 2017 p150	12
Supplementary	Learner Age on Aim Start Date	Derived data	12
Supplementary	Eligibility For Enhanced Apprenticeship Funding	ILR specification for 2016 to 2017 p149	12
Supplementary	Learning Difficulty Assessment	ILR specification for 2016 to 2017 p73	12
Supplementary	Education Health Care Plan	ILR specification for 2016 to 2017 p75	12
Supplementary	Original Learning Start date	ILR specification for 2016 to 2017 p118	12
Supplementary	Full Or Co – Funding Indicator	ILR specification for 2016 to 2017 p148	12,20
Supplementary	Programme Type	ILR specification for 2016 to 2017 p122	12,13,14,15,17
Supplementary	Framework Code	ILR specification for 2016 to 2017 p123	12,13,14,15,17
Supplementary	Apprenticeship Pathway	ILR specification for 2016 to 2017 p124	12,13,14,15,17
Supplementary	Apprenticeship Standard Code	ILR specification for 2016 to 2017 p132	13,14,15,16,18

Field type	Field name	Reference	Reports
Supplementary	Programme Type at other provider	ILR specification for 2016 to 2017 p122	13
Supplementary	Framework Code at other provider	ILR specification for 2016 to 2017 p123	13
Supplementary	Apprenticeship Pathway at other provider	ILR specification for 2016 to 2017 p124	13
Supplementary	Apprenticeship Standard Code at other provider	ILR specification for 2016 to 2017 p132	13
Supplementary	Previous Apprenticeship Programme Type	ILR specification for 2016 to 2017 p122	14,18, 25
Supplementary	Previous Framework Code	ILR specification for 2016 to 2017 p123	14,18, 25
Supplementary	Previous Apprenticeship Pathway	ILR specification for 2016 to 2017 p124	14,18, 25
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