



Education & Skills
Funding Agency

Funding Monitoring Reports: User Guide 2016 to 2017

Version 2

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

June 2017

Of interest to colleges, training organisations and employers.

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Introduction

1. We, the Education Skills Funding Agency (ESFA), 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 the funding monitoring plan and the suite of reports to support the new apprenticeship funding model for new starts from 1 May 2017 (recorded under funding model 36). We have indicated which areas of the plan now include starts on the new funding model, and new areas that we have added to the plan.

5. 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.

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](#)
 - [Apprenticeship funding and performance management rules 2017 to 2018](#)
 - [Apprenticeship technical funding guide for new starts from May 2017](#)
 - [Guidance for returning apprenticeships on the ILR from 1 May 2017](#)

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.
11. This document explains the actions we expect you to take to satisfy certain eligibility requirements. You must also refer to the specific funding rules and ILR guidance relating to each report. This guidance is included in the monitoring plan and, in some cases, is explicit about what you must do, and what is ineligible for funding. For example, if you were reviewing issues in report 6 'Changes to 'Learning planned end date' between years', the monitoring plan references the [provider support manual](#) which states you must not change this data between years. It also tells you the process for correcting data errors after the hard close for the previous year, and the legitimate reasons for doing so.
12. Where there is an explicit statement of the action you must take, either within the funding rules, ILR guidance or this document, you must comply with this guidance. Failure to do so may result in a funding recovery or additional assurance activities being undertaken to determine the eligibility of the funding claim. For example, the [common and performance - management funding rules](#) paragraph A31 specifies that we will not fund a learner to repeat the same regulated qualification unless certain exceptions apply (some of these exceptions have already been filtered out of the reports). We expect that you will need to correct some data to avoid claiming ineligible funding.
13. If you have been contacted by us and are advised to correct data, or we have published technical guidance through channels such as Update or Inform, you must ensure this is correct by the close of the R14 ILR data return.
14. If you believe the data and funding claim is correct, you must ensure that you have the evidence to justify this. This includes ensuring that any subcontractors

also meet this requirement. We may ask you to present this evidence to provide us with assurance.

15. 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](#).
16. 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.

Using the reports

17. You can select cells in the report 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.
18. Where you have corrected ULN data, this will also update in previous data returns to allow you to track that learner over time.
19. 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

20. 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.
21. The PLR is populated by three main sources:
 - national pupil database (NPD)
 - awarding organisations (AOs)
 - providers' ILR returns (ILR)
22. 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.
23. 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.
24. 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

25. 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](#).
26. 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.
27. 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).
28. 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](#)).
29. We have designed the reports to work with most internet browsers; however, we recommend using Google Chrome or Firefox for optimum viewing experience.
30. 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

31. 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.
32. The summary page defaults to show data from the most recent return submission date. Changing the return filter on the summary page also changes the data returned in each report. This allows you to track progress against areas of the monitoring plan throughout the year.
33. The top of the summary page includes the number of queries we identified compared to the total number of aim records you reported to us in that period.
34. Clicking the 'Guidance' link takes you to a summarised version of the guidance for correcting data in this document.
35. Clicking the 'Funding line type' link takes you to additional summary information to help you identify and diagnose potential errors. This provides you with the number of queries identified compared to the number of valid learning aim records submitted for each funding line.
36. 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. Reports developed specifically for the new apprenticeships funding model appear at the bottom of this list.

Selecting a report to review

37. To choose a report to view, click on the blue numbered button at the left of one of the report summary lines. Alternatively, select from the drop-down menu at the top of the summary page (see [Annex A: figure 3](#)).

Report layout

38. 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 4](#)).
39. 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.
40. 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.
41. 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.
42. In the case of apprenticeship programmes starting on or after 1 May, the financial figures are the calculated payment values. This includes any levy balance and employer co-investment amount. This means that funding figures can be included where relevant for programme aims, and these same payment values are used for English and maths components.
43. 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](#).
44. 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

45. To export data from a single report, 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 5](#)). We recommend that you select 'Data to Excel' if you are going to compare report data to that held in your own systems.
46. The exported file will show all filtered rows. If no filter has been applied, the export will return all data in the report.
47. 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 6](#)).

Further support

48. 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.
49. Within the guidance section, we have included a brief description of why we have identified records, and described what action you need to take. We will ensure that the data in each report is sufficient to understand, investigate and resolve any identified issues.
50. The specific funding rules and ILR guidance relating to each report are included in the monitoring plan. You must refer to these when diagnosing issues as, in some cases, they are explicit about what you must do, and what is ineligible for funding.
51. 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

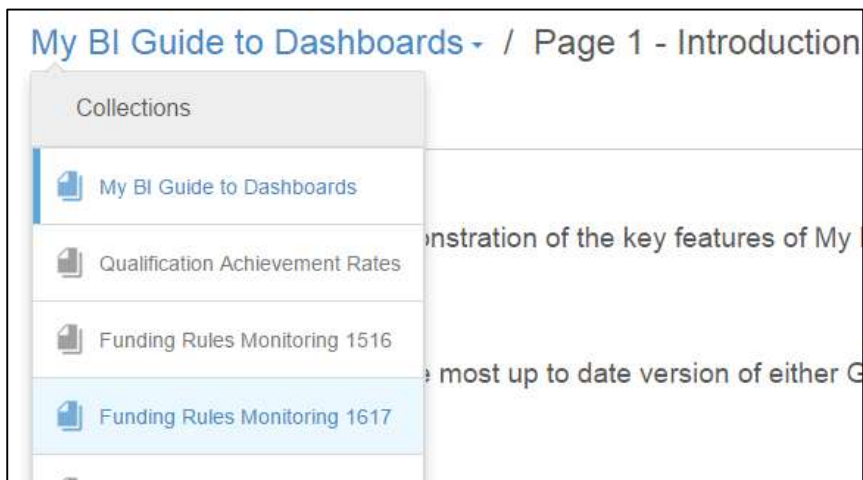


Figure 2: summary screen

Funding Rules Monitoring - / Summary

Total Courses: 0

Total Students from Providers: 0

Reg. Courses per Provider (Sum-Report) Reported: 0

Ofset Semester: 11

History: 11

Monitoring Area	Description	Number of Courses Identified	Unique Learning Aids Reported Identified	Unique Learning Reference Numbers Identified	Total Expend (over 10/16) cost including training support funding
1	Are Apprenticeship business enquiries	0	0	0	£0.00
2	Are Public funded Apprenticeships	0	0	0	£0.00
3	Apprenticeship & training funded fully planned and delivered	0	0	0	£0.00
4	Apprenticeship employment data enquiries	0	0	0	£0.00
5	Changes to Learning planned and delivered between years	0	0	0	£0.00
6	Changes to Learning funded fully planned and delivered from Apprenticeships	0	0	0	£0.00
10	Desktop provision	0	0	0	£0.00
11	Regist Learners	0	0	0	£0.00

Figure 3: Drop down menu

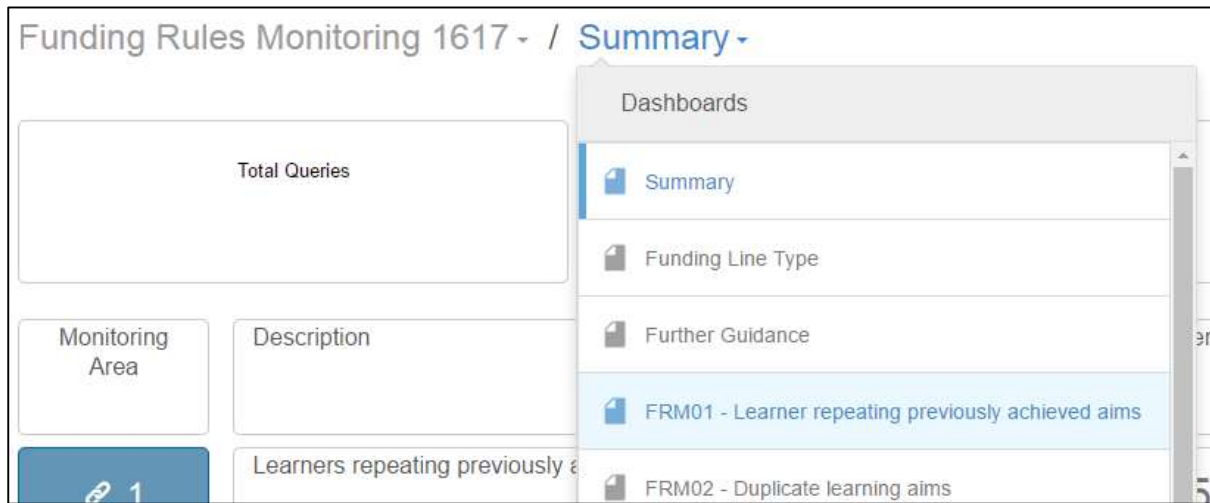


Figure 4: report layout

The screenshot displays a report titled 'Funding Rules Monitoring - / FRM02 - 19+ Fully funded Apprenticeships'. At the top right, there are buttons for 'Summary' and 'Guidance'. Below the title, the text 'FRM02: Official Sensitive' is visible. The main content is a table with the following columns: Learning Line Reference, Site Reference Number, Software Supplier, Funding line type, Learning start date, Original learning start date, Learning planned end date, Learning actual end date, Year to Date Funding cost (including learning support funding), Total Earned Cash (including learning support funding), Fail or no funding indicator, Reason indicator, Funding adjustments for prior learning, Other funding adjustment, Eligibility for enhanced apprenticeship funding, and Learning Discontinuation. The table contains multiple rows of data, each representing a different learning line.

Figure 5: exporting data

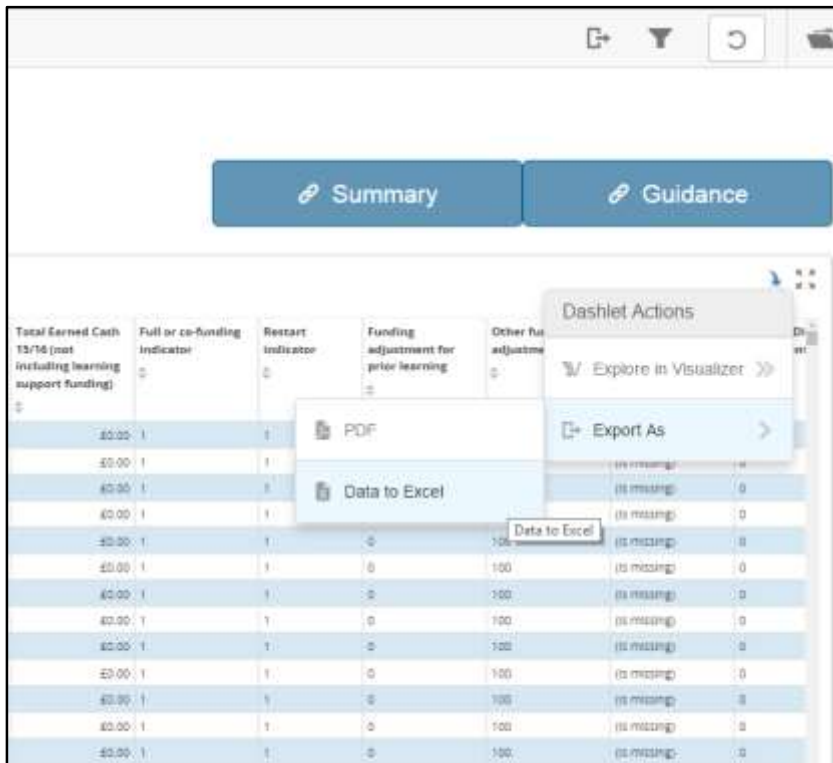
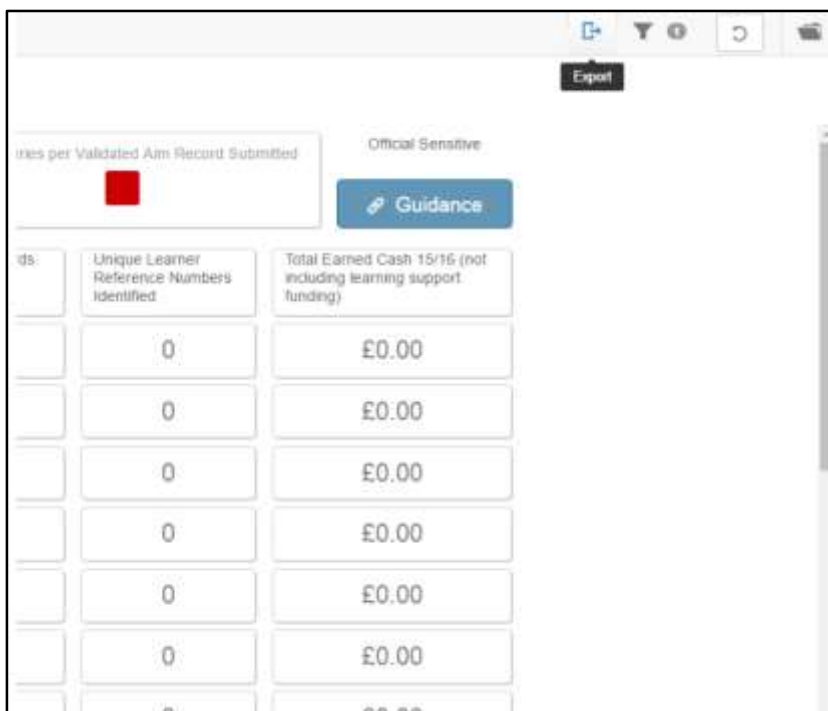


Figure 6: exporting data



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	In – year changes
<p>1. Learners repeating previously achieved learning aims</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 And learning aim reference And the ‘Learning start date’ is on or after 01/08/2016 And the ‘Learning actual end date’ of the previous instance is on or after 01/08/2014 And the ‘Learning start date’ is after the ‘Learning actual end date’ of the previous instance And the ‘Outcome’ of the previous instance is one</p>	<p>Programme aims</p> <p>Non-regulated provision</p> <p>Generic ULNs (‘9999999999’)</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, retaining evidence of this.</p> <p>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 is accurate.</p> <p>Qualifications that require periodic refreshing or contain different pathways are the responsibility of the employer or individual.</p> <p>For apprenticeships starting on or after 1 May 2017, funds in digital accounts or government-employer co-investment must not be used for any identified errors. We will take further action if we are not satisfied the claim is legitimate.</p> <p>You must code any other aims as funding model 99.</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>2. Duplicate learning aims being delivered at 2 or more providers</p> <p>A provider cannot claim funding for a learner and the same learning aim at the same time as another provider.</p> <p>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 And ULN And learning aim reference And 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. 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 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> <p>For apprenticeships starting on or after 1 May 2017, funds in digital accounts or government-employer co-investment must not be used for any identified errors. We will take further action if we are not satisfied the claim is legitimate.</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>3. Continuance issues across funding years</p> <p>Continuing learning aims from 2015 to 2016 which do not appear in 2016 to 2017 ILR data submissions. 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 no 2016 to 2017 ILR record where data is joined using:</p> <p>UKPRN And ULN And learner reference number And learning aim reference And learning start date And the 2015 to 2016 'learning actual end date' is null And 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). If data is found to be incorrect after hard close (R14) of the previous year and the data is incorrect due to an administrative error, then the data should be corrected and continue to be returned in 2016 to 2017.</p> <p>If the learner was reported as continuing in 2016 to 2017, but has since been identified as having withdrawn before the start 1 August 2016, you must record the Learning actual end date as the last day the learner was in learning (this date will be in the previous ILR year: do not use 1 August 2016).</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>Amended the conditions to also account for the learner reference number in the previous year from R09.</p>
<p>4. Use of the 'Other funding adjustment' field</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 and 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>Removed employer ownership pilot from R10.</p> <p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>5. Changes to 'Learning actual end date' between years</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</p> <p>And the 2015 to 2016 'Learning planned end date' is after 31 July 2016</p> <p>And the 2016 to 2017 'Learning actual end date' is null or 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> <p>In the scenario where a learner undertakes an aim, finishes learning, takes the final assessment and fails, then this aim should be closed and recorded as not achieved. Where this learner is then identified as needing further support or additional learning in order to pass the assessment, then a new learning aim should be recorded as a restart with the 'Funding adjustment for prior learning' completed to account for the new learning required to pass the resit.</p>	
<p>6. Changes to 'Learning planned end date' between years</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'</p> <p>And the 2016 to 2017 'Learning start date' equals the 2015 to 2016 'Learning start date'</p> <p>And 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 not update the 'Learning planned end date' once it has been entered, even if the learner continues on the learning aim beyond that date.</p> <p>If the planned end date has been identified after R14 as being significantly incorrect you must:</p> <ul style="list-style-type: none"> • set the Completion status to code 3 'withdrawn' and complete the Withdrawal reason using code 40 'Learner has transferred to a new learning aim with the same provider'. 	

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
			<ul style="list-style-type: none"> Record a Learning actual end date of 1 August 2016. Record a new learning aim with the same Learning aim reference and a Learning start date of 1 August 2016 and the correct Learning planned end date. Record this aim as a restart (Learning Delivery Funding and Monitoring Type = RES), and complete the Funding adjustment for prior learning field with the percentage of learning that is still to be delivered. 	
<p>7. Breaks in learning</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) And there is no corresponding aim recorded with the 'Restart indicator' And 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>	
<p>8. Withdrawals on learning start date</p>	<p>Identify any learning aim where:</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.</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
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.	The 'Learning start date' is the same as the 'Learning actual end date' And the completion status of the aim is 3 or 6 And the planned duration is greater than 1 day		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>9. Day course fails</p> <p>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' And the outcome is 3 (no achievement) And the completion status of the aim is 2 (learner has completed the learning activities leading to the learning aim) or 3 (learner has withdrawn from the learning activities leading to the learning aim) or 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.</p> <p>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>	Added funding model 36 aims from R10.

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>10. English and maths provision</p> <p>Learners undertaking English or maths at the same level, or a level below that which they have previously achieved, within apprenticeship frameworks and standards</p>	<p>There is corresponding ILR data where data is joined using:</p> <p>ULN</p> <p>And the ‘Learning start date’ of the aim is on or after 01/08/2016</p> <p>And the ‘Learning actual end date’ of the previous aim is on or after 01/08/2014</p> <p>And the ‘Learning start date’ of the new aim is after the ‘Learning actual end date’ of the previous aim</p> <p>And the ‘Outcome’ of the previous aim is 1</p> <p>And 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 ('999999999')</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>	<p>Added funding model 36 aims from R10.</p>
<p>11. Learners undertaking level 1 or below in English and maths within an apprenticeship</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</p>	<p>Identify any level 1 English and maths aims in an apprenticeship standard started before 1 May 2017</p>	<p>Programme aims</p> <p>Aims which are not English or maths</p> <p>Apprenticeship frameworks</p>	<p>For apprenticeship standards starting before 1 May 2017, you must ensure you have undertaken a thorough and robust initial assessment and record evidence of this.</p> <p>For apprenticeship frameworks and standards starting on or after 1 May 2017, we will fund functional skills English or maths at level 1 or below if you have conducted a thorough initial assessment using current assessment tools based on the national literacy and numeracy standards and core curriculum that shows the apprentice</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>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>needs to study a lower level before being able to achieve their level 2.</p> <p>You must be able to present evidence of the outcome of any initial assessment to claim funding for English and maths aims below level 2. This includes level 2 frameworks where achieving level 1 is a minimum requirement.</p>	
<p>12. 19+ Fully funded Apprenticeships</p> <p>Fully funded apprentices aged 19 and over confirming:</p> <ul style="list-style-type: none"> enhanced funding applies the apprentice has 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 framework after they turned 19 years old. 	<p>All apprenticeship component aims where:</p> <p>The 'Full or co-funding indicator' = 1 And the EEF code is not 2 or 4 And the Learner FAM code is not LDA or EHC And 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	In – year changes
<p>13. Overlapping programmes being delivered across multiple providers</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.</p> <p>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 And ULN And learning aim reference And 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.</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>The traineeship programme must be closed at the point at which the apprenticeship begins (although any English and maths components can remain open).</p> <p>If the traineeship started after the apprenticeship, the learner will be ineligible to have started the traineeship and you must record any aims as funding model 99</p> <p>For apprenticeships starting on or after 1 May 2017, funds in digital accounts or government-employer co-investment must not be used for any identified errors. We will take further action if we are not satisfied the claim is legitimate.</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>14. Learners repeating an identical programme (no restarts, match framework, programme type and pathway)</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>And</p> <p>framework code</p> <p>And</p> <p>pathway code</p> <p>And</p> <p>programme type</p> <p>And</p> <p>the ‘Learning start date’ is on or after 01/08/2016</p> <p>And</p> <p>the ‘Learning actual end date’ of the previous instance is on or after 01/08/2014</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 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>For standards starting before 1 May 2017, 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> <p>For apprenticeships starting on or after 1 May 2017, funds in digital accounts or government-employer co-investment must not be used for any identified errors. We will take further action if we are not satisfied the claim is legitimate.</p>	<p>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>15. Apprentices in learning beyond their planned end date</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>And</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>	
<p>16. Withdrawals from apprenticeships standards with no refunds</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</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) or 6 (learner has temporarily withdrawn from the learning aim due to an agreed break in learning)</p> <p>And</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	In – year changes
<p>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>there is no Trailblazer financial code of PMR 3 (employer payment reimbursed by provider) recorded against the programme</p> <p>And</p> <p>the sum of PMR1 (training payment) or PMR2 (assessment payment) is greater than 0</p>			
<p>17. 19+ Apprenticeship durations exceptions</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>And</p> <p>the 'Restart indicator' is not recorded And 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>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>	

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>18. Apprentices progressing from frameworks to standards</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 is corresponding ILR data where programme aim data is joined using: ULN</p> <p>And the ‘Learning start date’ of the standard is on or after 01/08/2016</p> <p>And the ‘Learning actual end date’ of the framework is on or after 01/08/2014</p> <p>And the ‘Learning start date’ of the standard is after the ‘Learning actual end date’ of the framework</p> <p>And the ‘Outcome’ of the framework is in 1,2,3,8</p> <p>And the completion status of the framework is in 2,3,6</p> <p>And 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>19. 19+ apprenticeship standards starts claiming the 16 – 18 employer incentive</p> <p>A report has not been produced for this area.</p>				
<p>20. Full level 2 attainment</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</p>	<p>There is corresponding ILR data where learning aim data is joined using:</p> <p>ULN</p> <p>And the ‘Learning start date’ is on or after 01/08/2016</p> <p>And the new aim is fully-funded</p>	<p>OLASS 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>	

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>classed as a full Level 2 at the time they started or still is</p>	<p>And the 'Learning actual end date' of the previous aim is on or after 01/08/2014</p> <p>And the 'Learning start date' is after the 'Learning actual end date' of the previous aim</p> <p>And the 'Outcome' of the previous aim is one.</p> <p>And the level of the previous aim is greater than, or equal to, 2.</p>		<p>The only exception is where the learner is unemployed, as defined in the funding rules.</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>	
<p>21. Full level 3 attainment</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 is corresponding ILR data where learning aim data is joined using:</p> <p>ULN</p> <p>And the 'Learning start date' is on or after 01/08/2016</p> <p>And the 'Learning actual end date' of the previous aim is on or after 01/08/2014</p> <p>And the 'Learning start date' is after the 'Learning actual end date' of the previous aim</p> <p>And the 'Outcome' of the previous aim is one.</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>	

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
	<p>And the level of the previous aim is greater than, or equal to, 3.</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>22. Learners in learning beyond their planned end date (non-apprenticeships)</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>And 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>23. Traineeship programmes not including a work placement (work experience)</p>	<p>There is no corresponding ILR data where a programme aim and work placement aim data are joined using:</p> <p>UKPRN</p> <p>And ULN</p> <p>And learner reference number</p>	<p>16-19 funded traineeships (previously EFA-funded)</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>Amended to include 16-19 funded traineeship aims for continuing learners from R09</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>24. Traineeship programmes not including work preparation</p> <p>Traineeship programmes not including a work preparation aim.</p>	<p>There is no corresponding ILR data where a programme aim and work placement aim (defined by LARS learning delivery category two) are joined using: UKPRN And ULN And learner reference number</p>	<p>16-19 funded traineeships (previously EFA-funded)</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>	
<p>25. Trainees who have previously achieved an apprenticeship or traineeship</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 is corresponding ILR data where programme aim data is joined using:</p> <p>ULN</p> <p>And the 'Learning start date' of the traineeship is on or after 01/08/2016</p> <p>And the 'Learning actual end date' of the apprenticeship programme is on or after 01/08/2014</p> <p>And the 'Learning start date' of the traineeship programme is after the 'Learning actual end date' of the apprenticeship programme</p> <p>And the 'Outcome' of the apprenticeship programme is one</p>	<p>16-19 funded traineeships (previously EFA-funded)</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.</p> <p>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 are likely to be ineligible to start a traineeship. 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> <p>If the learner is deemed to be ineligible, you must record the traineeship components as funding model 99</p>	

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>26. Flexible elements delivered without any core elements of a traineeship</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. And there are no other component aims associated with the traineeship programme.</p>	<p>16-19 funded traineeships (previously EFA-funded)</p>	<p>The flexible content must support at least one core element.</p>	<p>Amended to include 16-19 funded traineeship aims for continuing learners from R09</p>
<p>27. Reporting advanced learning loans (ALL)</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 no corresponding ILR record where ILR and SLC data is joined as follows: UKPRN And ULN And learning aim reference And the ‘Learning actual end date’ reported by SLC is on or after 01/08/2016 or is not returned And the ‘Funding model’ reported in the ILR is 99 And 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. You should contact SLC to confirm whether the data they hold is correct for any learners identified.</p>	
<p>28. Loans/ASB duplicate funding</p> <p>Learners recorded with Adult Skills Budget (ASB) funding</p>	<p>There is corresponding ILR record where ILR and SLC data is joined on: UKPRN And ULN</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>Added funding model 36 aims from R10.</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
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>And learning aim reference</p> <p>And the 'Learning actual end date' reported by SLC is on or after 01/08/2016 or is not returned</p> <p>And the 'Funding model' reported in the ILR is 35</p>		You should contact SLC to confirm whether the data they hold is correct for any learners identified.	
<p>29. Apprentices who are also being funded for English and/or maths provision in Adult Education budget</p>	<p>There is corresponding ILR record when apprenticeship and English and maths data is joined using</p> <p>ULN</p> <p>And The 'Funding model' for the apprenticeship reported in the ILR is 36</p> <p>And The 'Funding model' for the English or maths aim reported in the ILR is 35</p> <p>And the 'Learning start date' of any English or maths aim is after the 'Learning start date' of the apprenticeship</p> <p>And the 'Learning start date' of any English or maths aim is before the 'Learning actual end date' of the apprenticeship</p>	<p>Apprenticeship programmes on funding model 35</p> <p>Generic ULNs ('999999999')</p>	<p>You must not claim English and maths funding through the Adult Education Budget for an apprentice who started their programme on or after 1 May</p> <p>You must record these aims as funding model 99</p>	New report coming soon

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>30. Recording co-investment payments</p>	<p>Identify any programme aim where:</p> <p>The ‘Funding model’ reported in the ILR is 36</p> <p>And We have calculated that the employer needs to co-invest</p> <p>And The sum of any ‘PMR’ records is less than the calculated co-investment value</p>		<p>If co-investment applies, you must collect and record payments from the employer. In this report, we have indicated the expected amount of employer contribution within the funding band or total negotiated price (whichever is lower). This does not include any amount exceeding the funding band maximum, which the employer is solely responsible for paying.</p>	<p>New report coming soon</p>
<p>31. Apprentices withdrawing within 14 days of an additional payment being earned</p>	<p>Identify programme aims where the learning actual end date is not null</p> <p>And</p> <p>The calculated duration of the programme is between 90-104 days or 365-379 days</p> <p>And</p> <p>We have paid an additional payment because either:</p> <p>the apprentice is defined as a 16- to 18-year-old or an eligible 19- to 24-year-old</p> <p>Or</p> <p>the apprentice’s postcode prior to enrolment is in the top 27% most deprived areas</p>		<p>It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations.</p> <p>You must have, and be able to provide, evidence of learning taking place on the date the additional payment was earned. If an additional payment has been earned and the learner was not in learning on that day, you must report the accurate learning actual end date.</p> <p>The Date applies to for the latest Learning Delivery FAM records with FAM Type = ACT (on the programme aim and any English or maths aims) must be set to the Learning actual end date of the aim.</p>	<p>New report coming soon</p>

Report number, headline and detailed description	Report logic	Exclusions	Action to take	In – year changes
<p>32. Apprentices withdrawing from existing frameworks or standards and restarting in funding model 36.</p>	<p>Identify any programme aims where:</p> <p>The ‘Funding model’ reported in the ILR is 36 And</p> <p>The restart indicator is returned</p> <p>Or an original start date of before 1 May 2017 is returned</p> <p>Or The ‘Funding model’ reported in the ILR is 35</p> <p>And</p> <p>The ‘outcome’ of the programme is six (break in learning) or three (withdrawn)</p> <p>And</p> <p>There are no programmes for the same ULN reported on funding model 35 after the learning actual end date</p> <p>And</p> <p>There are programmes for the same ULN on funding model 36 where the following data matches:</p> <p>Standard code</p> <p>Or framework code</p> <p>And pathway code</p> <p>And programme type</p>		<p>You and the learner can agree to suspend a learning aim while the learner takes a break from learning. This allows the learner to continue learning at a later date with the same eligibility that applied when they first started their learning aim. This also applies where the learner transfers to a new provider continuing the same programme of study. The rules and eligibility for an apprenticeship programme that originally started under funding model 35 or 81 will continue to apply for the lifetime of the programme.</p> <p>For apprenticeships starting on or after 1 May 2017, funds in digital accounts or government-employer co-investment must not be used for any identified errors. We will take further action if we are not satisfied the claim is legitimate.</p>	<p>New report coming soon</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, 20,21,25,32

Field type	Field name	Reference	Reports
Supplementary	Subcontracted Or Partnership UKPRN of Previous Provider	ILR specification for 2016 to 2017 p126	1,10,14,18,20,21,25,32
Supplementary	Learning Actual End Date of Previous Aim	ILR specification for 2016 to 2017 p136	1,10,14,18,20,21,25,32
Supplementary	UKPRN of Other Provider	ILR specification for 2016 to 2017 p24	2,13,29
Supplementary	Subcontracted or Partnership UKPRN At Other Provider	ILR specification for 2016 to 2017 p126	2,13,29
Supplementary	Learning Start Date at Other Provider	ILR specification for 2016 to 2017 p117	2,13,29
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	7,8,9,16,31
Supplementary	Outcome	ILR specification for 2016 to 2017 p136	7,8,9,16,31
Supplementary	Actual Days In Learning	Derived data	8,9,15,17,22,31
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	12,32
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	12,32
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	12,13,14,15,17,29,30,31,32
Supplementary	Framework Code	ILR specification for 2016 to 2017 p123	12,13,14,15,17,29,30,31,32

Field type	Field name	Reference	Reports
Supplementary	Apprenticeship Pathway	ILR specification for 2016 to 2017 p124	12,13,14,15,17,29,30,31,32
Supplementary	Apprenticeship Standard Code	ILR specification for 2016 to 2017 p132	13,14,15,16,18,29,30,31,32
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
Supplementary	Previous Apprenticeship Standard Code	ILR specification for 2016 to 2017 p132	14,25
Supplementary	Number of Days Beyond Planned End Date	Derived data	15,22
Supplementary	Planned Days in Learning	Derived data	15,17,22
Supplementary	Withdrawal Reason	ILR Specification for 2016 to 2017 p137	16
Supplementary	Total Training Cost	ILR Specification for 2016 to 2017 p187	16,18,32
Supplementary	Total Assessment Cost	ILR Specification for 2016 to 2017 p187	16,32
Supplementary	Total Training Payments	ILR Specification for 2016 to 2017 p186-7	16
Supplementary	Total Assessment Payments	ILR Specification for 2016 to 2017 p186-7	16
Supplementary	Young Apprenticeship Payment	Funding calculation output	16
Supplementary	Small Business Payment	Funding calculation output	16
Supplementary	Funding Adjustment for Prior Learning	ILR specification for 2016 to 2017 p130	17
Supplementary	Notional End level (Apprenticeships Standards)	LARS_Standard_funding	18
Supplementary	Notional NVQ Level of Previous Aim	Core_LARS_LearningDelivery	20,21
Supplementary	LPP Reference	Learning Provider Portal	27,28
Supplementary	LPP Application State	Learning Provider Portal	27,28

Field type	Field name	Reference	Reports
Supplementary	LPP Start Date	Learning Provider Portal	27,28
Supplementary	LPP End Date To/ End Date From	Learning Provider Portal	27,28
Supplementary	Learning aim reference at other provider	ILR specification for 2016 to 2017 p113	29
Supplementary	Levy payments from digital account	Funding calculation output	30,31
Supplementary	Co-investment payments (90%)	Funding calculation output	30,31
Supplementary	Expected employer contribution (10%)	Funding calculation output	30,31
Supplementary	Fully funded SFA payments (additional payments etc)	Funding calculation output	30,31
Supplementary	Training and assessment payments received	ILR Specification for 2016 to 2017 p186-7	30,32
Supplementary	Refunds to employer	ILR Specification for 2016 to 2017 p186-7	30,32
Supplementary	Net payments received	Derived data	30
Supplementary	Completion status of previous programme	ILR specification for 2016 to 2017 p136	32
Supplementary	Withdrawal reason of previous programme	ILR Specification for 2016 to 2017 p137	32

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