



Education & Skills
Funding Agency

Monitoring post-16 funding for 2020 to 2021: reports user guide

Version 1: November 2020

Contents

Introduction and purpose of this document	3
Who is this publication for?	3
Understanding our terminology	3
Further support	3
Changes from the 2019 to 2020 plan	4
About the post-16 monitoring reports	5
What we monitor	5
How we use the data	7
Coronavirus (COVID-19) support and flexibilities	7
What you must do	7
Using the new reports dashboard	9
Dashboard structure	9
Viewing and exporting data	10
Annex A: Publication dates and review points	11
Annex B: Using the post-16 monitoring reports dashboard	12
Annex C: The post-16 monitoring reports in detail	16
Annex D: Post-16 monitoring underlying data field listing	22
Annex E: Glossary of terms	24

Introduction and purpose of this document

1. This user guide introduces the suite of post-16 monitoring reports. It contains specific guidance and the processes that you must follow to ensure you comply with the funding rules for each area detailed in [Financial assurance: monitoring the funding rules for post-16 funding for 2020 to 2021](#).
2. For each report we have indicated what you need to do to ensure your data is accurate, and the actions we will take if your data does not comply with the rules.

Who is this publication for?

3. This user guide is for colleges, training providers and other institutions who have a funding agreement with us and submit data to us. It assumes users have a working knowledge of the funding rules and the key principles of funding. It also assumes a working knowledge of field names, codes and their impact on funding.

Understanding our terminology

4. The term 'we' refers to the Education and Skills Funding Agency. When we refer to 'you' or 'providers', this includes colleges, higher education institutions, training organisations, local authorities and employers that receive funding from us to deliver education and training.
5. The term 'post-16 delivery' refers to 16 to 19 study programmes, T Levels, T Level transition programmes, traineeships, apprenticeships, the adult education budget, community learning and advanced learner loans.
6. The term 'monitoring plan' refers to [Financial assurance: monitoring the funding rules for post-16 funding for 2020 to 2021](#).

Further support

7. If you need any further support with accessing the reports, or are unsure how to resolve any queries identified, please [submit an enquiry](#) or use our other online resources such as [ESFA Communities](#).

Changes from the 2019 to 2020 plan

8. We have expanded our reports to include T Levels, T Level transition programmes and community learning. We now include data from the [school census](#), ensuring a more complete analysis of post-16 delivery in a single, in-year data model.

9. To support you to import data into your own systems, and to use current Department for Education (DfE) platforms, we will publish a post-16 monitoring reports dashboard in [View your education data](#). We will no longer publish reports in a Microsoft Excel format on [Submit learner data](#), although you will be able to access reports from the 2019 to 2020 funding year. All in-year data will be available in a single place and can be [exported as a single file](#). We have fixed any formatting issues you may have previously experienced with the previous software.

10. We have simplified our guidance to make it clear which reports will result in a funding recovery if you do not correct your data, and which reports are for you to review and ensure you have the appropriate supporting evidence available.

11. Providers have regularly asked us to publish data earlier each month. In response, some data quality checks that previously sat within Funding Rule Monitoring (FRM) now run when you [submit your monthly ILR returns](#). This means you will have quicker access to that data. Moving some data quality checks to ILR submission reports means the monthly suite of reports will primarily be focussed on supporting existing or developing emerging policy. This affects the following reports from last year (the report reference is from last year's plan):

- a. FRM06 – Continuing learners from 2019 to 2020 who do not appear in the 2020 to 2021 ILR
- b. FRM07 – Breaks in learning where the learning is not re-planned when the learner returns
- c. FRM08 – Breaks in learning which exceed 12 months / 365 days
- d. FRM09 – Transfers with no new learning recorded in the ILR
- e. FRM15 – Apprenticeship standards with no end point assessment organisation (EPAO)

12. We will implement ILR validation rules to ensure data remains consistent between years and is only changed in line with guidance published in the provider support manual. This affects the following reports from last year (the report reference is from last year's plan):

- a. FRM04 – Changes to the 'learning actual end date' between years
- b. FRM05 – Changes to the 'learning planned end date' between years
- c. FRM26 – Breaks in learning where the closed episode is reopened upon the learner's return

We will inform you through ESFA newsletters and [ESFA Communities](#) when we deploy any new validation rules.

About the post-16 monitoring reports

13. The suite of post-16 monitoring reports supports the [monitoring plan](#) by identifying any learners or learning aim records which we require you to review. We will publish reports on [View your education data](#) following the R04 ILR data submission and [each month thereafter](#).
14. Each report addresses a specific policy or compliance question, and may cover one, or multiple, funding streams where there is a common requirement for that area. The monitoring plan specifies which rules apply to each report.
15. Some reports compare your most recent ILR submission with those of other providers or submissions from previous years, particularly those you or your subcontractors submitted.
16. As this work supports our overall assurance approach, some of our reports also appear in the [provider data self-assessment toolkit](#) (PDSAT) to help you cleanse your data before you submit your ILR return each month and to allow auditors to follow up potential issues with you on-site.

What we monitor

17. We analyse all learning aim records that you report, or which we expect to be reported, in the following funding streams:
 - a. Formula-funded adult skills provision (the Adult Education Budget including traineeships for 19 to 24-year olds and community learning)
 - b. Devolved adult skills funding
 - c. ESFA non-formula funded community learning
 - d. Devolved non-formula funded community learning
 - e. Apprenticeships
 - f. Advanced Learner Loans
 - g. 16 to 19 funding (study programmes including 16 to 18 traineeships, T Levels and T Level transition programmes)
18. With some exceptions, such as non-formula funded community learning provision, most of our checks review regulated qualifications. We also review programme aims and work experience aims depending on what we are investigating.
19. The data in scope for our reports broadly falls into the following categories:
 - a. 'Current' learning aims – any provision that you report in the current ILR year as starting in the current funding year or continuing into the current funding year. These aims are continuing in learning, or have a learning actual end date that is on or after 1 August 2020

- b. 'Expected' learning aims – any provision we expect you to report in the current reporting year, which can include:
 - i. advanced learner loans
 - ii. returning episodes of learning following a reported break in learning or a reported transfer
 - iii. provision that you reported in the previous year's R14 data return as continuing in learning beyond 31 July 2020
- c. 'Previous' learning aims – any provision that you or your subcontractors reported in the last 5 reporting years (including provision reported in this academic year). This timeframe reflects our position on the currency and relevancy of a learner's prior learning. Qualifications achieved within the last 5 years either affect a learner's eligibility for funding for the provision currently reported or we use this data to understand learner characteristics and progression routes.
- d. Any provision where we believe you have changed the reported data between years or failed the timeliness specification in a way that affects the accurate calculation of funding or qualification achievement rates (QARs).

20. To identify potential data errors, we may use external datasets. This is data that you do not report to us directly in your ILR return, but which we hold separately, or that external sources share with us. This includes advanced learner loans applications and payments data shared by the Student Loans Company (SLC), as well as data held in the Employer Data Service (EDS).

21. We are aware that some learners may have achieved multiple qualifications or instances of the same qualification that affect the eligibility of any current reported learning. We are also aware that some learners have multiple episodes of learning with the same provider before achieving their qualification or programme or may have multiple employers during the lifetime of their programme. To produce a manageable dataset, and to reduce duplication when calculating funding and potential error rates, we will:

- a. only return data relating to the most recent instance of the previous qualification that has a UKPRN match when reviewing prior attainment; a UKPRN match is where you, your subcontractors, or previous providers (for mergers or learner transfers) are reported against both episodes of learning.
- b. only investigate and report the most recent or expected episode of learning and the episode of learning that immediately precedes it.
- c. only return data relating to the latest work placement record recorded in a traineeship programme that is delivered outside England.
- d. only return data relating to the latest employment status that may fail small employer eligibility or is based outside of England.

How we use the data

22. We regularly review data and will contact you in-year to ensure that you correct errors in a timely manner and thereby minimise the risk to public funds.

23. Some reports will result in us recovering funds for the budgets we administer after the final R14 ILR submission window for the year has closed if you do not correct the records we identified. For other reports, we require you to have suitable evidence on file to support the data submitted and may request this before deciding if we need to take any further action. [Annex C](#) indicates which action applies to each report.

24. We review all reports internally with relevant policy leads who may ask us to contact specific providers to improve our understanding the data and issues. We will also share the data with relevant organisations, such as the Student Loans Company (SLC) and Mayoral combined authorities (MCAs), who have responsibility for administering funding and may also take action on the data in the reports.

25. We use the data to monitor and inform policy development and how we communicate this through the various documents we publish. We also use it to develop data capture systems and validation rules to prevent submission of inaccurate data.

26. We also use the data within our wider assurance process to highlight risk. Providers who repeatedly require action and those who have been subject to repeated funding recoveries will have a higher risk profile that will increase the likelihood of further activity such as audit visits.

Coronavirus (COVID-19) support and flexibilities

27. We know that you are working through exceptional circumstances due to COVID-19 and this might make it difficult to maintain levels of staffing and process learner information. While this may mean we pause some of our activity, you should continue to use the reports where possible.

28. We are developing our monitoring activities during a time of rapid social and economic developments. Additional flexibilities or support packages may affect existing reports or require new reports to be published. We are keeping the developing situation and our guidance under review and will continue updating this guidance as new information is available and/or the situation evolves.

What you must do

29. You must ensure that data is accurate, complies with the relevant funding rules and is submitted in a timely manner. Data must reflect the evidence you collect to support your funding claim. Your subcontractors must also meet this requirement.

30. Under the terms of various funding agreements with us, we treat a failure to submit accurate data as a serious breach of your contract with us. It is your responsibility to ensure you review and action monitoring queries regularly, and that you have robust processes in place to allow you to review the activity of any of your subcontractors.

31. We will serve written notice providing details of any breach and require you to remedy the breach within a specified period. You must respond to any letters in a timely manner by correcting data or providing the necessary evidence to support your funding claim. If you fail to do so, we may act in accordance with the terms of your funding agreement with us.

32. You must not assume that, because we have not contacted you directly, no action is required.

33. You must read this guidance along with any other documents referred to and take the necessary action to ensure data returns and funding claims are correct. These documents include:

- a. [Funding regulations for post-16 provision 2020 to 2021](#)
- b. [Funding guidance for young people 2020 to 2021 rates and formula](#)
- c. [16 to 19 study programmes: guidance \(2020 to 2021 academic year\)](#)
- d. [Adult education budget \(AEB\) funding rules 2020 to 2021](#)
- e. [Adult education budget: funding rates and formula 2020 to 2021](#)
- f. [Advanced learner loans funding rules 2020 to 2021](#)
- g. [Apprenticeship funding rules 2020 to 2021](#)
- h. [Apprenticeship technical funding guide](#)
- i. [T Level transition programme framework for delivery 2020 to 2021](#)
- j. [T Level industry placements guidance](#)
- k. [How T Levels will be funded in academic year 2020 to 2021](#)
- l. [Traineeship information for training providers](#)
- m. [Individualised Learner Record \(ILR\) technical documents, guidance and requirements](#)
- n. [Complete the school census](#)
- o. [Learner Registration Bodies \(schools, academies, FE providers, Local Authorities, HE providers\) user guide](#)
- p. [Business rules for Qualification Achievement Rates \(QAR\)](#)

34. For learners who started before 1 August 2020, please refer to the documents that applied on the learner's first day in learning.

Using the new reports dashboard

35. We expect to update the post-16 monitoring reports dashboard every month from R04 on the 'Available in BI products (QA)' dates published in [ILR freeze schedule 2020 to 2021](#) (column G). For ease, we have also included these dates in [Annex A](#). We will not update the dashboard until the data has been quality assured internally and signed off for external publication.

36. To access the dashboard, you will need to log into [View your education data](#). Reports will no longer be published on [Submit learner data](#). [Some reports](#) are now only available as ILR submission reports or period end reports to give you faster access to that data and enable you to make corrections prior to the ILR submission window close.

37. You will need an [IDAMS account](#) with the "view your education data – post-16 monitoring" user role and associated with a UKPRN to access the dashboard securely. Your organisation's super user will be able to grant you the correct user role.

38. Once successfully logged in, you will have the option to select 'Data Quality and assurance' ([Annex B](#) fig.1). Once you have selected this see a link to the 'post-16 monitoring reports dashboard' along with any other dashboards you have access to ([Annex B](#) fig.2).

Dashboard structure

39. The reports dashboard is broken down into the following tabs:

- a. Landing page – provides overview and links to monitoring guidance ([Annex B](#) fig.3).
- b. Provider level information – provides high-level summary data (filtered or unfiltered), reports overview, allows access to a single downloadable dataset for all identified queries (you can download data at either provider or report level) ([Annex B](#) fig.4).
- c. Time series totals – high level monthly progress ([Annex B](#) fig.5).
- d. Time series by report – allows you to track monthly progress against each report and download summary data ([Annex B](#) fig.6).

40. The default setting for the dashboard is to show data for all funding streams we investigated following the most recent data return for the current year. We designed the dashboard with filters to allow access to previous years' and previous periods' data within the same space ([Annex B](#) fig.7).

41. If you apply any filters before exiting the dashboard, these will reset the next time you log in.

Viewing and exporting data

42. By clicking the 'view underlying data' button in the provider level information tab ([Annex B](#) fig.8) you will be able to view the underlying data for the selected year and return in a table format ([Annex B](#) fig.9). You can filter this view to show the data for a single funding stream. The list of available funding streams and report IDs will change depending on which year you select, reflecting any changes to the monitoring plan over time. If there are no queries for the selected report and return, you will see the table headers only.

43. You can also view the summary data behind graphs and charts in the dashboard by right clicking on the visual and selecting 'show as a table' ([Annex B](#) fig.10).

44. You can export data by hovering your mouse over the table, clicking on the three dots in the top right-hand corner and then selecting 'export data' ([Annex B](#) fig.11). You will be given the option to 'download 'summarised data' and select whether you want to export this as an .xlsx or .csv file ([Annex B](#) fig.12).

45. A text box should appear at the top of the screen indicating that the data is being exported ([Annex B](#) fig.13). Once this process is complete you will then be given the option to open or save the exported data ([Annex B](#) fig.14).

46. The exported dataset will indicate which filters you applied in a single worksheet with column headers and one row of data for each query identified. The dataset contains a common set of fields which provide enough data for you to identify specific records within your own system. In most cases, the fields match the fields in the ILR specification and will show the data you submitted most recently. The full list of fields is in [Annex D](#).

47. Where you have not submitted any data in a field, these cells will contain a relevant placeholder value such as -1 or will appear blank, indicating a NULL value.

48. We have included year-to-date funding values in most reports. For some funding streams we calculate this value on monthly profiled earnings, for others (such as apprenticeship starts since 1 May 2017) it represents the actual payments, and may be the total payments made for the programme where the component does not attract its own unique funding.

49. Where we have run an analysis using the generic programme aim ('ZPROG001') we have not included the funding associated with individual component aims. This may mean the funding value appears as £0 (for example, apprenticeship frameworks on funding model 35), unless funding is directly associated with that aim (for example, for apprenticeships starting after 1 May 2017).

50. We assign each row in every report a 'query ID' to support your analysis and help any discussions you may need to have with us.

Annex A: Publication dates and review points

51. We will update the post-16 monitoring reports dashboard monthly from R04 in line with the [ILR freeze schedule 2020 to 2021](#). This means that you can expect to see new data available in the dashboard by the following dates:

Year	ILR return	Return close date	Available in dashboard	Notes
2019/20	R14	22 October 2020	10 November 2020	Test release
2020/21	R04	04 December 2020	17 December 2020	Initial release for 2020/21
2020/21	R05	07 January 2021	20 January 2021	
2020/21	R06	04 February 2021	17 February 2021	Review point - used for contacting providers
2020/21	R07	04 March 2021	17 March 2021	Used for contacting providers
2020/21	R08	08 April 2021	21 April 2021	Used for contacting providers
2020/21	R09	07 May 2021	20 May 2021	Used for contacting providers
2020/21	R10	04 June 2021	17 June 2021	Review point - Used for contacting providers
2020/21	R11	06 July 2021	19 July 2021	Used for contacting providers
2020/21	R12	05 August 2021	18 August 2021	Review point - Used for contacting providers
2020/21	R13	14 September 2021	28 September 2021	Used for contacting providers
2020/21	R14	21 October 2021	05 November 2021	Used for calculating recoveries and reconciliation

52. We have indicated how we primarily use each data return, so that you know when we may contact you, and when we will review data for providers we have contacted up to that point. If we contact you to ask you to make corrections, you must make these by the next review point or we may take further action.

Annex B: Using the post-16 monitoring reports dashboard

53. This annex explains how to access the post-16 monitoring reports dashboard with screenshots to support you.

Figure 1 – VYED landing page

Figure 2 – Data quality and assurance page

Figure 3 – dashboard landing page

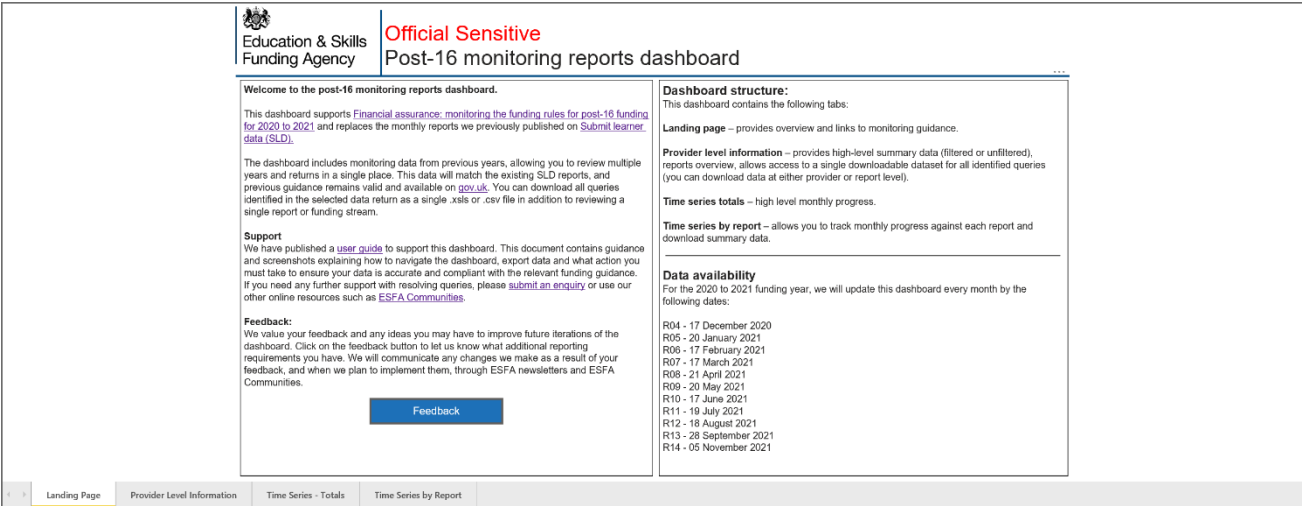


Figure 4 – provider level information

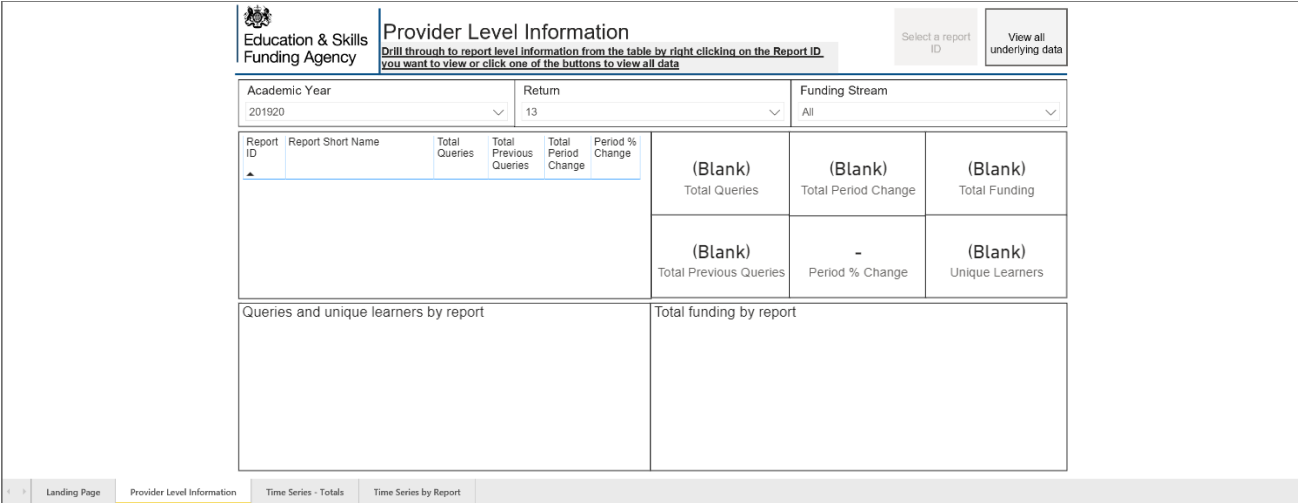


Figure 5 – time series totals

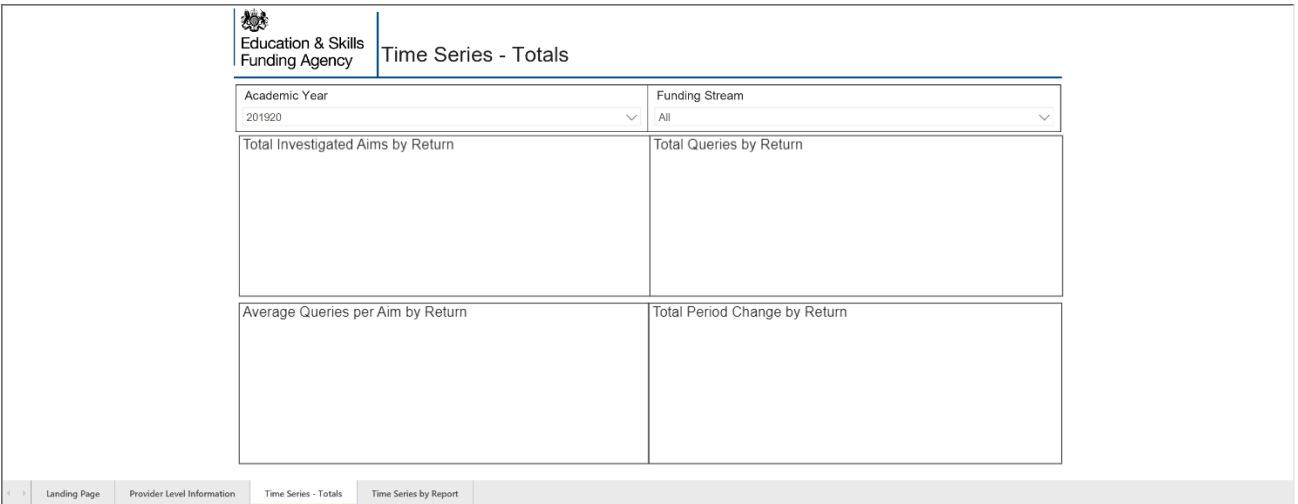


Figure 6 – time series by report

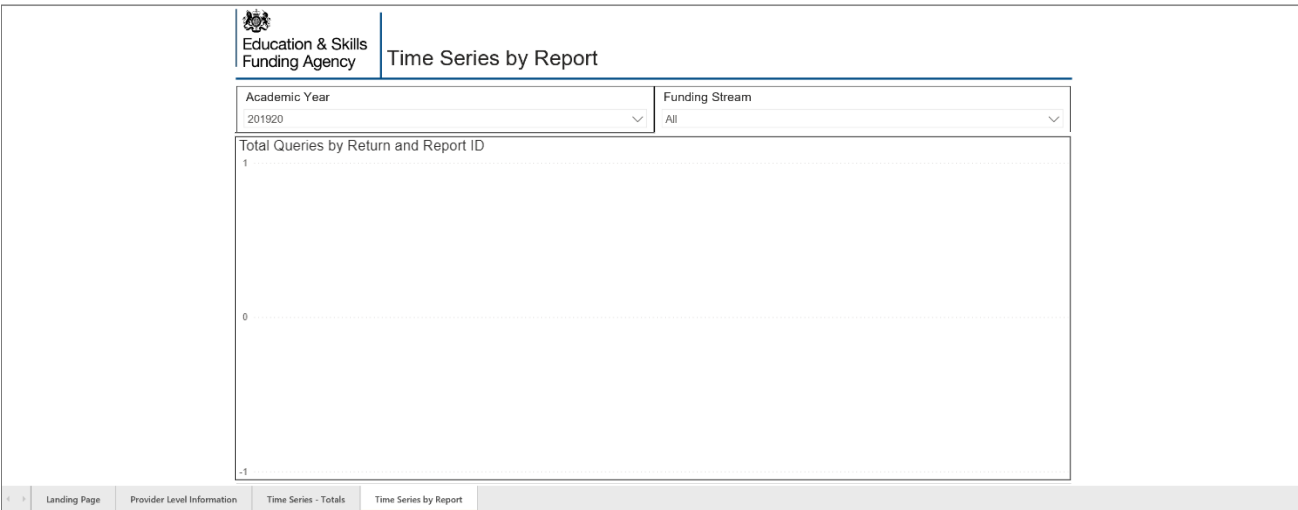


Figure 7 – report filters

Return

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Provider Level Information

Drill through to report level information from the table by right clicking on the Report ID you want to view or click one of the buttons to view all data

Select a report ID

View all underlying data


Academic Year	Return	Funding Stream
201920	13	All

Figure 8 – view underlying data

Select a report ID

View all underlying data

[Click here to follow link](#)

 Education & Skills Funding Agency

Provider Level Information


Drill through to report level information from the table by right clicking on the Report ID you want to view or click one of the buttons to view all data

Select a report ID

View all underlying data

Academic Year	Return	Funding Stream
201920	13	All

Figure 9 – underlying data

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Underlying Data

Tip: To export the data hover over the table and left click the 3 dots that appear in the top right corner. Select export data and follow the instructions.

Academic Year	Return	Funding Stream
201920	13	All

Report ID

Return

Query ID

Software Supplier Aim Identifier

Provider Specified Delivery Monitoring

Provider Specified Learner Monitoring

Unique Learner Number

Learner

Figure 10 – show as a table

Figure 11 – export data

Figure 12 – export options

Figure 13 – export progress

Figure 14 – file options

Annex C: The post-16 monitoring reports in detail

51. This Annex describes each report, explains what action you need to take and what we will do to assure funding.

52. The funding and/or data quality rules for each report are detailed in the [monitoring plan](#).

53. Some reports will result in us recovering funds after the final R14 ILR submission window for the year has closed if you do not correct the records identified. For other reports, we require you to have suitable evidence on file to support the data you submitted and may ask to see this before we decide to take any further action.

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
FRM01	Learners repeating a learning aim they have already achieved	Common funding rules/multiple areas	<p>We will also review functional level 2 achievements when looking at AEB English and maths</p> <p>We will exclude some loans funded aims based on policy feedback</p>	<p>Correct data, learner is ineligible</p> <p>For apprenticeships starting on or after 1 May 2017 (excluding English and maths), the negotiated price must reflect the prior learning identified. You must be able to demonstrate that enough learning is still required to meet the required minimum duration.</p> <p>For advanced learner loans, you must remove the ADL flag from the learning aim record and contact the SLC to cancel the loan if the learner was required to take out a loan in error.</p> <p>For any other learning aims, you must recode the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).</p>	Year-end funding recovery

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
FRM02	Duplicate learning aims being delivered at 2 or more providers	Common funding rules/multiple areas	We will include records that do not share a common UKPRN, but may match other data such as learning start date, learner reference number	<p>Review evidence, correct as necessary</p> <p>You must report withdrawals and transfers in a timely manner with the relevant withdrawal reason and record the date of the last learning activity for which you have evidence.</p> <p>Where the learners have transferred to you through action by us (for example, termination of previous provider's funding agreement) there is no action to take.</p> <p>If a learner in receipt of an advanced learner loan changes provider during the learning aim, they must inform the SLC and reapply to the SLC for a loan to continue their studies at the new provider.</p> <p>If you cannot evidence that you hold the contract as the lead provider for the delivery of learning you are claiming funding for, you must remove the learning aim record(s) from your ILR. You must not record this on the ILR with a Completion status of 'withdrawn'.</p> <p>If the learner was still in learning with another provider on the day that they started learning with yourselves, they are ineligible for funding and you must recode the learning aim record as Funding Model 99. You may need to also remove the advanced learner loans indicator flag from the learning aim record and contact the SLC to cancel the loan if the learner was required to take out a loan in error.</p>	Request evidence, determine action

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
FRM03	Overlapping funding streams	Common funding rules/multiple areas	We will include records that do not share a common UKPRN, but may match other data such as learning start date, learner reference number	<p>Review evidence, correct as necessary</p> <p>You must report withdrawals and transfers in a timely manner with the relevant withdrawal reason and record the date of the last learning activity for which you have evidence.</p> <p>Where the learners have transferred to you through action by us (for example, termination of previous provider's funding agreement) there is no action to take.</p> <p>If a learner in receipt of an advanced learner loan changes provider during the learning aim, they must inform the SLC and reapply to the SLC for a loan to continue their studies at the new provider.</p> <p>If you cannot evidence that you hold the contract as the lead provider for the delivery of learning you are claiming funding for, you must remove the learning aim record(s) from your ILR. You must not record this on the ILR with a Completion status of 'withdrawn'.</p> <p>If the learner was still in learning with another provider on the day that they started learning with yourselves, they are ineligible for funding and you must recode the learning aim record as Funding Model 99. You may need to also remove the advanced learner loans indicator flag from the learning aim record and contact the SLC to cancel the loan if the learner was required to take out a loan in error.</p>	Request evidence, determine action

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
FRM13	Learners undertaking English and/or maths within an apprenticeship when they have already achieved level 1 or above	Apprenticeships from May 2017	No change	Correct data, learner is ineligible You must recode the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).	Year-end funding recovery
FRM16	Learners who have achieved a full level 2 qualification (or higher) and are fully funded for a further level 2 entitlement aim	Adult education budget	No change	Correct data, learner is ineligible You must recode the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).	Year-end funding recovery
FRM17	Learners who have achieved a full level 3 qualification (or higher) and are subsequently funded (full or co-) for a further level 3 entitlement aim including those studying level 3 qualifications within the targeted level 3 adult offer as part of the Lifetime Skills Guarantee	Adult education budget	We will not publish devolved funding due to local flexibilities which may be applied	Correct data, learner is ineligible You must recode the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).	Year-end funding recovery
FRM19	Traineeships where the learner has already achieved an	Traineeships	We have updated conditions to reflect policy changes	Correct data, learner is ineligible	Year-end funding recovery

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
	apprenticeship or a level 4 qualification and above			You must recode the aims with Funding model code 99, or follow provider support manual guidance on correcting data errors after hard close of the previous year (aims with an incorrect funding model).	
FRM20	Loans learning not being recorded in ILR	Advanced learner loans	No change	<p>Review evidence, correct as necessary</p> <p>If the learner has passed the initial liability point for provision funded through an approved loan, you must ensure that you have recorded the aim with Funding model code 99 and the advanced learner loans indicator. You must not record a source of funding for this provision.</p>	Request evidence, determine action
FRM21	Loans learning not being reported by SLC	Advanced learner loans	We have applied a new date threshold to provide sufficient time for applications to be processed by SLC	<p>Review evidence, correct as necessary</p> <p>If the learner does not have an approved loan with SLC for their learning, or they withdrew before passing the initial liability point, you must remove the advanced learner loans indicator from the ILR and remove any loans bursary claim.</p> <p>You must only report the advanced learner loans indicator once the learner has passed the initial liability point for provision funded through an approved loan</p>	Request evidence, determine action
FRM27	Continuing or achieved learners who are now reported as withdrawing on or	Common funding rules/multiple areas	We have included learning aim records previously reported as being achieved	<p>Review evidence, correct as necessary</p> <p>Please note: you cannot change or remove the data in this report if it accurately reflects the evidence you hold. The purpose of the</p>	Year-end funding recovery

No.	Name	Policy area	Changes from last year	Provider action	ESFA action
	before 31 July of the previous funding year			report is to give notice of potential clawback for any overclaim resulting from late reporting of the data.	
FRM29	Learners who complete or leave learning on or just after the qualifying period for funding	Common funding rules/multiple areas	Includes T Levels	Review evidence, correct as necessary You must ensure that the learning actual end date accurately reflects the evidence you hold.	Request evidence, determine action
FRM30	Learners with more than 30 planned hours a week	Common funding rules/multiple areas	Includes T Levels Updated to review programmes of 30 hours per week or more	Review evidence, correct as necessary You must adjust the planned learning hours to ensure that the learner is not studying more than 40 hours per week. If the student is on a study programme that spans more than one funding year, then you must amend this data at the start of each funding year with only the planned hours recorded for each separate year of data.	Request evidence, determine action
FRM42	Work experience over 300 hours not recorded as core aim	Common funding rules/multiple areas	Formerly part of 16 to 19 funding formula review (FFR) activity	Review evidence, correct as necessary If you are not delivering a more substantial qualification as part of the learner's programme, you must report work experience aims of this size as the core aim. Traineeships must have work experience recorded as the core aim.	Request evidence, determine action

Annex D: Post-16 monitoring underlying data field listing

54. This annex lists the fields that will appear in the underlying data you export, including their primary source.

55. Where you have not submitted any data in a field, these cells will contain a relevant placeholder value such as -1 or will appear blank indicating a NULL value.

Column name	Primary source
Report ID	Derived data
Return	Derived data
Query ID	Derived data
Software Supplier Aim Identifier	ILR submission
Provider Specified Delivery Monitoring	ILR submission
Provider Specified Learner Monitoring	ILR submission
Unique Learner Number	ILR submission
Learner Reference Number	ILR submission
Learner reference number in previous year	ILR submission
Learning Aim Reference	ILR submission
Learning Aim Title	LARS
Notional NVQ Level	LARS
Subcontracted or Partnership Organisation Name	Derived data
Programme Type Code	ILR submission
Standard Code	ILR submission
Framework Code	ILR submission
Pathway Code	ILR submission
Academic Programme Indicator	Derived data
Learning Start Date	ILR submission
Original Learning Start Date	ILR submission
Learning Planned End Date	ILR submission
Learning Actual End Date	ILR submission

Column name	Primary source
Planned Learning Hours	ILR submission
Weekly planned learning hours	Derived data
Actual days in learning	Derived data
Completion Status Code	ILR submission
Learning Outcome Code	ILR submission
Withdrawal Reason Code	ILR submission
Core aim sequence number	Derived data
LPP Start Date	Student loans company
LPP End Date to/from	Student loans company
LPP application status description	Student loans company
Funding stream	Derived data
Year to Date Funding	Derived data
Devolved authority name	Derived data
Matching Organisation Name	Derived data
Matching Subcontracted or Partnership Organisation Name	Derived data
Matching Learning Aim Reference	ILR submission
Matching Learning Aim Title	LARS
Matching Notional NVQ Level	LARS
Matching Learning Start Date	ILR submission
Matching Learning Planned End Date	ILR submission
Matching Learning Actual End Date	ILR submission
Matching Completion Status Code	ILR submission
Matching Learning Outcome Code	ILR submission
Matching Withdrawal Reason Code	ILR submission
Matching Outcome Grade	ILR submission
Matching funding stream	Derived data
Matching Year to Date Funding	Derived data

Annex E: Glossary of terms

Term	Definition
UKPRN match	Any shared UKPRN data between 2 aim records when matching the following fields: <ul style="list-style-type: none"> • UKPRN • Subcontracted or Partnership UKPRN • Previous UKPRN • Pre-Merger UKPRN
Regulated provision	We are treating regulated provision as any learning which does not have a learning class code category of A,B,E,F,G,L,M or O
Current learning aim	Any provision that you report in the current ILR year as starting in the current funding year or continuing into the current funding year. These aims are continuing in learning, or have a learning actual end date that is on or after 1 August 2020
Expected learning aim	Any provision we expect you to report in the current reporting year, which can include: <ul style="list-style-type: none"> • advanced learner loans • returning episodes of learning following a reported break in learning or a reported transfer • provision which you reported in the R14 data return for the previous year as continuing in learning beyond 31 July 2020
Previous learning aim	Any provision that you reported by yourselves or your subcontractors in the last 5 reporting years (including provision reported in this academic year). This timeframe reflects our position on the currency and relevancy of a learner's prior learning. Qualifications achieved within the last 5 years will either affect a learner's eligibility for funding for the provision currently reported or be used to help us understand learner characteristics and progression routes.
Serious breach	Any breach defined as a Serious Breach in your funding agreement or any breach or breaches which adversely, materially or substantially affect the performance or delivery of the Services or compliance with the terms and conditions of your funding agreement or the provision of a safe, healthy and supportive learning environment.
Temporary ULN	A known unique learner number (ULN) value that you have used to indicate that the ULN of the learner not known. The recognised temporary ULN is 9999999999; however, we have also identified instances where providers have used 100000000 in place of this. A ULN of 9999999999 can be used temporarily until 1 January 2021 whilst a provider is registering the learner for a ULN, except where an apprenticeship is funded through a contract for services with the employer.



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Funding Agency

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