**Correction of data prior to March 16-19 allocations statements**

At the end of January, the EFA issued Student Number Statements which confirmed the key funding elements that will be used to calculate final 2013/14 allocations at the end of March.

Institutions were able to raise any issues or concerns about the data being used and, as a result of feedback, the EFA has identified 3 common issues which can affect historic student numbers and/or the proportions of students in full time/part time bands. The issues are:

1. Reduced Guided Learning Hours (GLH) due to excluded transfer aims (ILR)
2. Inflated Guided Learning Hours (GLH) for GCE A Level Learning Aims (School Census)
3. Missing Students from the Annual School Census (School Census)

The EFA has taken corrective action on issues 1 and 2 and any changes resulting from this will be reflected in March allocations statements. The EFA has not corrected issue 3 because this cannot be fixed consistently across the board with the data we have and we expect any impact on funding in 13/14 to be immaterial. This is because we are protecting the 13/14 rate per learner at 12/13 levels, using Formula Protection Funding.

Please note that there are no plans to reissue January Student Numbers Statements and these issues only affect a small number of institutions. Your Allocations Calculations Toolkit will aid you in identifying whether or not your institution is likely to be affected.

A brief description of each issue is set out below with further detail and the corrective action taken by the EFA where applicable in Annex A.

**Reduced Guided Learning Hours (GLH) due to excluded transfer aims**

**This issue only affects some institutions submitting data via the Individualised Learner Record (ILR).**

Between the 2012/13 Shadow allocations and the January Student Number statements a significant number of transfer aims have been excluded from the set of aims used to determine programme level data.

In some cases this has led to movement across the student bandings and, in some cases, discounting of small numbers of students.

The EFA has applied a fix to the data used for final allocations in March to include many of these aims where applicable. For more information on this issue please see Annex A.

**Inflated Guided Learning Hours (GLH) for GCE A Level Learning Aims**

**This issue only affects some institutions submitting data via the Annual School Census.**

As QAN Web Services does not have specific QANs for A2 qualifications many institutions have had to record GCE A Level Learning Aims as the A2 component of an AS/A2 programme for students in year 13 or 14 with a planned duration of 1 year. This has the effect of artificially increasing the hours used to determine student Full Time/Part Time bandings and, in some cases, putting students in higher bandings than they should be in.

The EFA has applied a fix to the data used for final allocations in March to reduce the GLH for these aims where applicable. For more information on this issue please see Annex A.

**Missing Students from the Annual School Census**

**This issue only affects some institutions submitting data via the Annual School Census.**

A small number of institutions have reported students missing from the 2011/12 student numbers used to calculate the formula in the January Student numbers Statement.

The EFA has investigated this issue and has discovered a small number of anomalies arising from the production/recording of the 2012 Autumn Census data. For more information on this issue please see Annex A.

**Annex A – detailed descriptions and resolutions**

**Reduced Guided Learning Hours (GLH) due to excluded transfer aims**

In the 2012/13 Shadow Allocations Statement and Shadow Allocations Calculations Toolkit the EFA included all transfer aims that met the base selection criteria in the methodology (essentially all transfer aims that were a valid start for SLN purposes for students fundable by the EFA were included in the total aims used to determine overall student planned GLH and, consequently, full-time/part-time bandings).

However, changes to the methodology for processing ILR data for the 2011/12 academic year has led to many of these aims being excluded from the EFA Funding Calculation standard files used by EFA and, therefore, from the base data used to calculate January Student number Statements.

The EFA has now corrected this issue by including those transfer aims that are a valid start for SLN purposes for students fundable by the EFA.

As transfer aims often carry a very low planned GLH value the effect of this correction is very minor for many institutions if there is an effect at all, however, in some cases this can move students into higher full-time/part-time bandings or, in some exceptional cases, increase historic student numbers.

**Inflated Guided Learning Hours (GLH) for GCE A Level Learning Aims**

Standard A level programmes carry a total GLH value of 300 for the full 2 year programme (150 for the AS aim in year 1 and 150 for the A2 aim in year 2), however, the GCE A Level Aims in question carry a value of 300 GLH on their own as they are intended to represent a full 2 year programme.

Thus, if these aims are recorded as an A2 element following an AS learning aim in the previous year the A Level programme is recorded as carrying 450 GLH in total, 150 GLH too high.

In previous years the GLH for these aims has been automatically adjusted downward to account for this issue and your 2012/13 Shadow Allocations Statement and Shadow Allocations Calculations Toolkit (based on 2011/11 data) will have reflected this adjustment. However, changes to the methodology for processing school census data for the 2011/12 academic year has led to base GLH fields not being adjusted.

The result of this has been to report an artificially high GLH value for students recorded as studying these aims as described above and, in some cases, reporting students in higher full-time/part-time bands than they should be in the January Student Number Statements.

The EFA has now corrected this issue by reducing the GLH value for these aims from 300 to 150 where the aims are recorded in the 2012 Autumn Census against students in National Curriculum year 13 or 14 where the start date of the aim is on or after 01/08/2011 and the planned end date of the aim is on or before 31/07/2012.

This correction will not affect the overall 2011/12 student numbers, only the relative proportions in each banding.

A full list of affected aims is recorded in Annex B.

**Missing Students from the Annual School Census**

This issue affects a small number of students and is not believed to have a significant material impact on institutions allocations, hence the EFA is not correcting this issue in the data used for final allocations in March.

The Autumn 2012 census is returned as a combined dataset including both the end year 2011/12 position and the start year 2012/13 position. In order to create individual datasets for 2011/12 and 2012/13 a logic has been applied to the data in order to identify records belonging to each academic year and split the combined data apart.

In some cases this had led to the national curriculum year of some students being recorded as year 11 when they should most likely to be in year 12 and, as year 11 students are not funded by the EFA 16-19 funding formula they are excluded. To illustrate why this happens please see the example below:

**Student A**

* recorded in the 2012 Autumn Census in National Curriculum Year 13
* with 3 aims starting on 01/09/2011 and actually ending on 31/07/2012 (putting them in the 2011/12 academic year)
* and 3 aims starting on 01/09/2012 and planned to end on 31/07/2013

**Student B**

* recorded in the 2012 Autumn Census in National Curriculum Year 12
* with 3 aims starting on 01/09/2011 and actually ending on 31/08/2012 (so each aim starts in the 2011/12 academic year but finishes a month into the 2012/13 academic year).

As the census data is combined, the logic has to determine which aims belong to which academic year and, if the student records span more than one academic year, which national curriculum year the student was in when studying their aims.

Student A will be recorded as being in 2011/12 national curriculum year 12 for their first set of aims and in 2012/13 national curriculum year 13 for the second set of aims (as only the latest value is returned for national curriculum year in the census the splitting logic will minus 1 from the national curriculum year for the aims recorded as being in a prior year).

Student B only has one set of aims which are recorded as spanning both the 2011/12 and 2012/13 academic years and is recorded as being in year 12. Therefore the student will be split into both the 2011/12 and 2012/13 data, and as the latest national curriculum year is 12 the 2011/12 records will be put against year 11 and, therefore, excluded from the 2011/12 student numbers.

Many of the exclusions are occurring as a result of circumstances similar to those highlighted by Student B.

In other cases students are being recorded with a blank enrolment status in the Autumn census which we believe is down to matching errors in the raw census data.

Both issues affect a very small number of students and in the vast majority of cases will have no material impact on the allocation as including them or excluding them has a very minimal impact on the full-time/part-time bandings.

For this reason the EFA will not be globally correcting data in the March Allocation Statements for this issue. However rare exceptions of significant impact raised with the EFA will be reviewed on a case by case basis to see if action is required to remedy the situation through the business case process.