

Agenda

10.30 Welcome and introductions

10.35 16-19 study programme funding formula - incl. changes for 2020/21
Nick Linford

11.40 Break for refreshments

12.00 16-19 study programme funding formula - incl. changes for 2020/21 (cont.)
Nick Linford

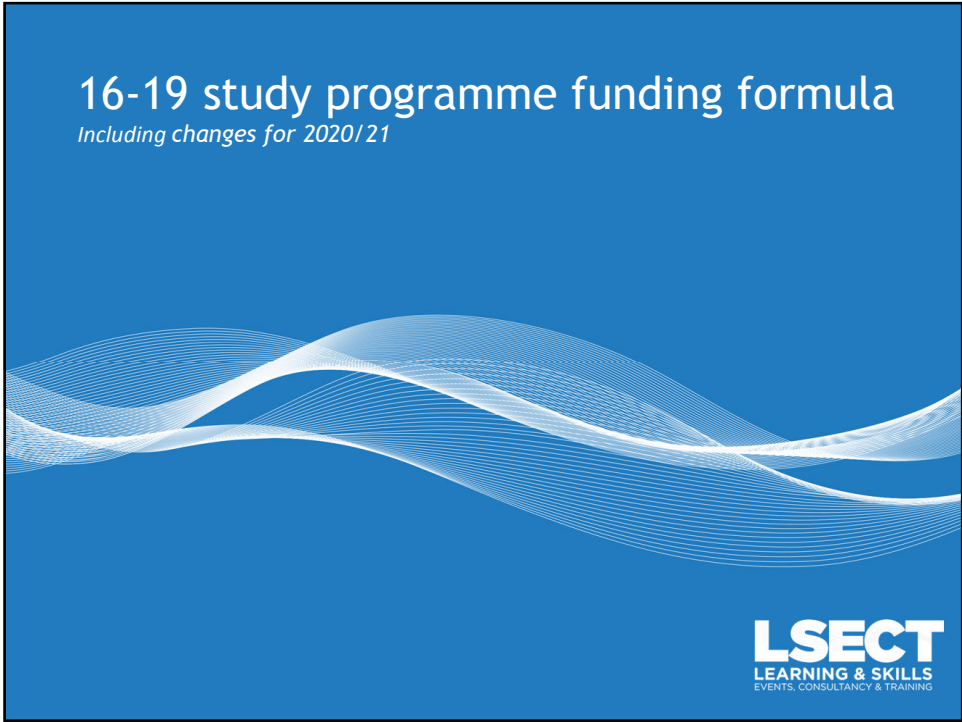
12.30 Lagged student numbers and the 2020/21 allocations methodology
Nick Linford

13.00 Break for lunch

13.50 Preparing for ILR R04 (5 December deadline) and why it is so important
Nick Linford and Karl Bentley, funding auditor, RSM

14:20 16-19 audit and funding assurance - current approach and best use of tools like DSAT
Karl Bentley, funding auditor, RSM

15.30 Workshop end



Key documents this year

The image shows the cover of a document titled "Funding guidance for young people 2019 to 2020". Below the title, it says "Funding rates and formula". At the bottom, it says "April 2019" and "Version 1". The cover is white with a small logo for the Education & Skills Funding Agency in the top left corner.

The image shows the cover of a document titled "Funding guidance for young people 2019 to 2020". Below the title, it says "Funding regulations". At the bottom, it says "Version 1.0 published June 2019". The cover is white with a small logo for the Education & Skills Funding Agency in the top left corner.

<https://www.gov.uk/government/publications/funding-rates-and-formula>

<https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision>

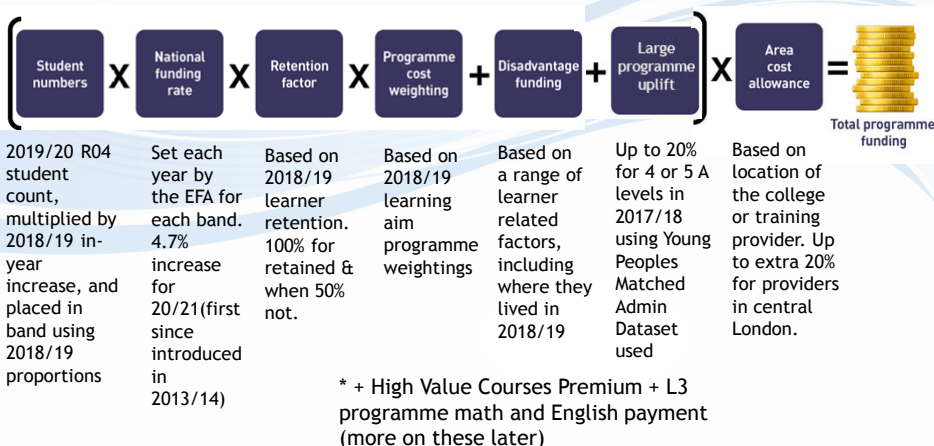
Key web pages for next year

<https://www.gov.uk/guidance/16-to-19-funding-information-for-2020-to-2021>

<https://www.gov.uk/guidance/16-to-19-education-funding-allocations>

Calculating a 2020/21 allocation* [formula]

The EFA multiply the funded student numbers by a national funding rate, and then apply historical institutional weightings derived from the 2018/19 ILR R14.



Student bands numbers based on planned hours

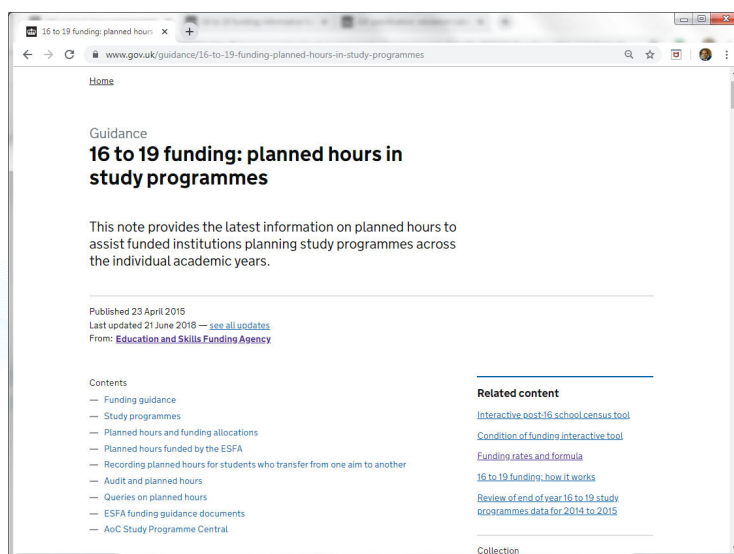
Student status band	Hours required per academic year
Full time (16-17)	540 +
Band 4 a (18s)	540 +
Band 4b	450-539
Band 3	360-449
Band 2	280-359
Band 1	up to 280

Qualifying period

Planned number of days in learning	Qualifying number of days
Less than 14 days	Not funded
Between 14 and 167 days	14 (two weeks)
168 days and greater	42 (6 weeks)

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Planned hours - key to correct funding and clean audit



<https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes>

ESFA says:

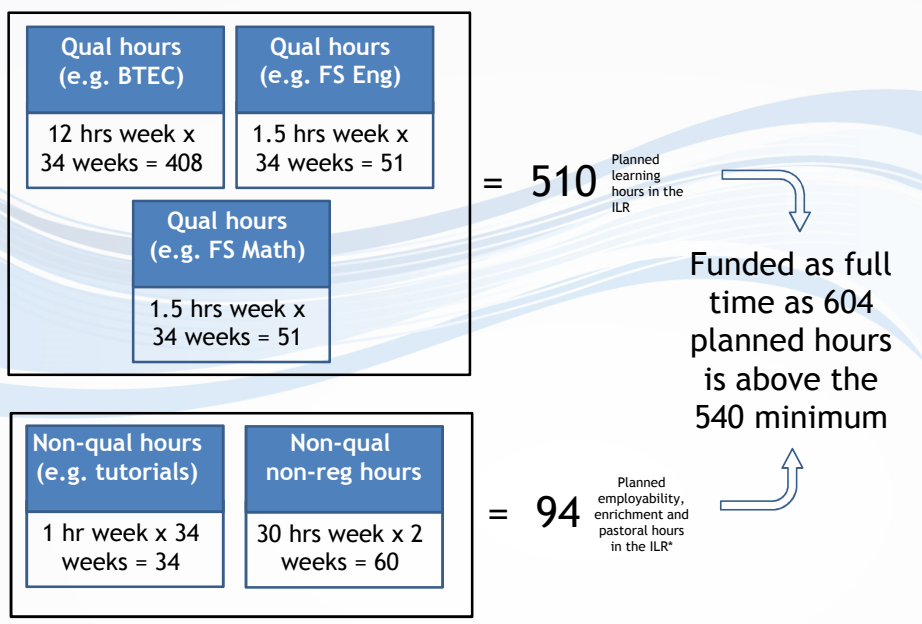
Checklist for planned hours fully eligible for funding

For planned hours to be [eligible for funding](#) they must meet the qualifying criteria. We advise institutions to check that:

- all activities are eligible for funding and that no hours are included unless it can be demonstrated that they are planned, timetabled, supervised and/or organised by a member of staff
- total planned hours should always agree with the respective timetable and/or the Individual Learning Plan (ILP)/Learning Agreement
- the timetable is credible, realistic and deliverable
- correct withdrawal and/or leave dates are recorded so that the qualifying period can be accurately assessed
- the core learning aim, where required, is clearly identified in the data return and in the learning agreement/timetable so that programme cost weightings and retention can be accurately assessed

<https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes>

Curriculum planning Study Programmes (example)



National Funding Rates from August 2020

EFA fund per student Study Programmes, based on planned learner hours between 1 August and 31st July (academic year)

Student status band	Hours required per academic year	16-17 2015/16 national funding rate*
Full time (16-17)	540 +	£4,188
Full time Band 4 a (18s)	540 +	£3,455
PT Band 4b (16-18)	450-539	£3,455
PT Band 3 (16-18)	360-449	£2,827
PT Band 2 (16-18)	280-359	£2,234
PT Band 1 (16-18)	up to 280	£4,188/600 = £6.98 per hour

Final 2020/21 national funding rates now confirmed and 4.7% higher than current year

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Retention factor

66. The funding formula recognises that there is a cost to institutions in delivering programmes of study to students who do not complete. This is applied through the retention factor, and the effect on funding is shown in the table below.

Table 5: Funding for withdrawing students

Student's completion status	Percentage of annual funding earned
Student leaves before completing qualifying period	0%
Student leaves and is not recorded as completed	50%
Student retained and is recorded as completed	100%

67. To reflect the funding reduction for withdrawing students, the funding formula uses a retention factor that is based on the retention rate.

68. The retention rate is the number of students retained (the student's completion status is continuing, completed or on a planned break in learning) divided by the total number of fundable students.

69. The retention factor is halfway between the retention rate and 100 per cent. We calculate it with the following formula.

$$\text{Retention factor} = 50\% + \frac{\text{retention rate}}{2}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Programme cost weighting*

75. We use programme weightings to recognise that some programmes are more costly to deliver than others. There are 4 programme weighting factors in the 16 to 19 model.

Table 6: Programme weighting factors

	Weighting value
Base	1.0
Medium	1.2
High	1.3
Specialist	1.75

76. All academic and some vocational programmes are weighted at the base rate.

77. For vocational programmes, we determine the weighting by the core aim's sector subject area (SSA) tier 2 classification. The weighting is applied to the student's whole programme.

* Changes for 2020/21 (more on this later)

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Note: core aim used for both retention factor and programme cost weighting [aim type 5]

Aim type - AimType			
Definition	The type of aim recorded.		
Reason required	To differentiate between programme aims, 16-19 (excluding Apprenticeships) funded core aims, component learning aims within a programme and learning aims that are not part of a designated programme (as defined in the Programme type field).		
Schema definitions			
XML Element Name	AimType		
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
1	Programme aim		
3	Component learning aim within a programme		
4	Learning aim that is not part of a programme		
5	Core aim – (16-19 (excluding Apprenticeships) funded learning aims only)		

<https://www.gov.uk/government/publications/ils-specification-validation-rules-and-appendices-2019-to-2020>

Disadvantage funding

Block 1: economic deprivation funding - home postcode and the level of deprivation recorded for that area in the Index of Multiple Deprivation (IMD) using 2018/19 ILR R14 data

Also additional £480 for students who are in care or who have recently left care using 2018/19 ILR R14 data

Block 2: GCSE maths and English - up to £480 for not achieving English and/or maths GCSEs at grades A* to C or grades 9 to 4 by the end of year 11 (age 16) using ILR R14 2018/19, school census, and Higher Education Statistics Agency (HESA) from 2018/19

Band	Annual hours	Block 2 funding rate per subject
5	540+ hours	£480
4a and 4b	450 to 539 hours	£480
3	360 to 449 hours	£292
2	280 to 359 hours	£292
1	Up to 279 hours	£480/FTE

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Large programme uplift

The last full year's attainment data (from the 2017/18 Young Peoples Matched Administrative Dataset, YPMAD) will be used for the 2020/21 allocations

Study programme	Uplift
4 A2 or full linear A Levels achieved at grade B or above OR 3 A2 or full linear A Levels achieved at grade B and 1 A2 or full linear A Level in further maths achieved at grade C	10%
5 A2 or full linear A Levels achieved at grade B or above OR 4 A2 or full linear A Levels achieved at grade B and 1 A2 or full linear A Level in further maths achieved at grade C	20%
Full level 3 International Baccalaureate Diploma achieved at 28 points or above	20%
Large TechBacc programme equivalent to 4 A levels where all qualifications are passed	10%
Large TechBacc programme equivalent to full level 3 International Baccalaureate where all qualifications are passed	20%

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Area cost uplift

Normally based on the delivery location of the institution's provision (using R14 2018/19 for 2020/21 uplift)

Where institutions deliver provision across local authorities with different factors, a weighted average of the area costs uplift for each delivery postcode

	Uplift 2019/20 [*]
London A (Inner London)	20%
London B (Outer London)	12%
Berkshire (fringe and non-fringe)	12%
Crawley	12%
Surrey	12%
Buckinghamshire fringe	10%
Hertfordshire fringe	10%
Buckinghamshire non-fringe	7%
Oxfordshire	7%
Essex fringe	6%
Kent fringe	6%
Bedfordshire	3%
Hertfordshire non-fringe	3%
Cambridgeshire	2%
Hampshire and Isle of Wight	2%
West Sussex non-fringe	1%
Rest of England	0%

^{*} Not expecting changes, but possible

<https://www.gov.uk/government/publications/funding-rates-and-formula>

NEW FOR 2020/21

On the 31 August 2019, the Chancellor announced an additional £400m for 16 to 19 education for academic year 2020 to 2021.

- > Rates increased by 4.7% (as per previous slide)*
- > High Value Course Premium
- > Level 3 programme maths and English payment
- > Changes to programme cost weightings
- > Advanced maths premium

* CoF penalty to still be based on 18/19 rates

<https://www.gov.uk/guidance/16-to-19-funding-information-for-2020-to-2021>

> High Value Course Premium (£400 per year)

The screenshot shows the GOV.UK website with the title '16 to 19 funding: High Value Courses Premium'. The page describes the premium as additional funding for level 3 courses. A red box highlights a summary quote: "In summary: students aged 16 to 19 on level 3 Education and Skills Funding Agency (ESFA) funded study programmes which include at least 2 A levels or another qualification of 360 guided learning hours (GLH) or more, included on our published [list of qualifying qualifications](#) or enrolled on T Levels in the selected SSAs, will attract an additional £400 for each year they are on their programme." Another quote states: "Funding will first be paid through mainstream [16 to 19 allocations for 2020 to 2021 academic year](#). These allocations will be based on full year ILR/HESA/Census data from the 2018 to 2019 academic year." The page also includes a 'Related content' section with links to '16 to 19 funding: programme cost weighting changes' and '16 to 19 funding: information for 2020 to 2021'.

<https://www.gov.uk/guidance/16-to-19-funding-high-value-courses-premium>

> Quals and SSAs attracting the HVCP

A levels

Qualifying qualifications

Biology
Chemistry
Computer science
Design and technology
Electronics
Further mathematics
Mathematics
Physics
Statistics

Non-A level

Qualifying qualifications

SSA 4.1- Engineering
SSA 4.2 - Manufacturing technologies
SSA 4.3 - Transport operations and maintenance
SSA 5.1 - Building and construction
SSA 6.1 - ICT for practitioners



[Qualifications attracting high value courses premium November 2019](#)

ODS, 56.9KB

This file is in an [OpenDocument](#) format

This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

<https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding>

> Level 3 programme maths and English payment

The screenshot shows the GOV.UK website with the title '16 to 19 funding: Level 3 programme maths and English payment'. The main text states: 'This additional maths and English funding is provided to support the delivery of maths and English to those students on substantial level 3 study programmes (including T Levels) who have not yet attained a grade 9 to 4 GCSE or equivalent in either or both of these subjects.' It is published 4 November 2019 from the Education and Skills Funding Agency. A red box highlights the following summary:

“In summary: students aged 16 to 18 on programmes which include at least 2 A levels or another level 3 qualification of at least 360 Guided Learning Hours (GLH) or are T Level programmes who have not yet attained a grade 9 to 4 GCSE or equivalent in maths and/or English will attract:

- a single £750 payment per subject if they are studying a 2 year programme; or
- a single £375 payment per subject if they are studying a 1 year programme

These allocations will be based on full year ILR/HESA/School Census data from the 2018 to 2019 academic year.

Related content includes: 16 to 19 funding: programme cost weighting changes, 16 to 19 funding: information for 2020 to 2021, and ESFA Update: 7 November 2019.

<https://www.gov.uk/guidance/16-to-19-funding-level-3-programme-maths-and-english-payment>

> Changes to programme cost weightings (PCW)

The screenshot shows the GOV.UK website with the title '16 to 19 funding: programme cost weighting changes'. The main text states: 'We will increase programme cost weightings in the 16 to 19 funding formula for 6 sector subject areas for 2020 to 2021 academic year.' It is published 4 November 2019 from the Education and Skills Funding Agency. A red box highlights the following summary:

“Two new PCW factors:

Low (1.1)
Very High (1.4)

‘Transportation Operations and Maintenance’, ‘Building and Construction’ and ‘Hospitality and Catering’ will increase from Medium (1.2) to High (1.3)

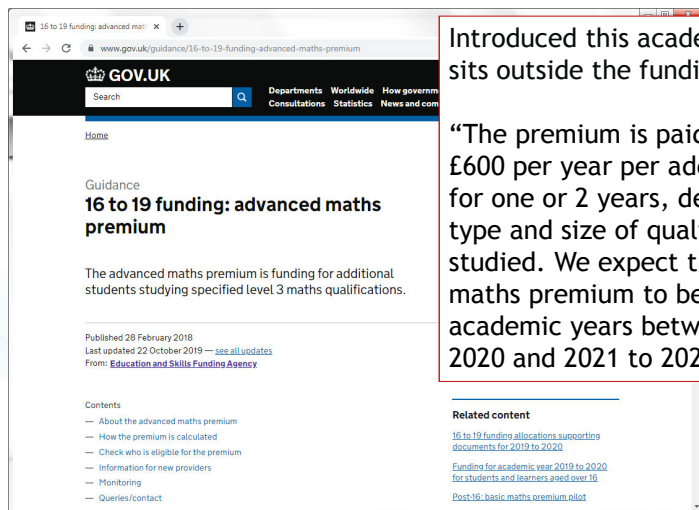
‘Engineering’ and ‘Manufacturing Technologies’ will increase from High (1.3) to Very High (1.4)

Low (1.1) PCW factor will apply to any study programme with a vocational core aim in Science or a study programme consisting of 2 or more Science A levels.

Related content includes: 16 to 19 funding: information for 2020 to 2021, 16 to 19 funding formula: programme cost weightings review, and 16 to 19 funding: Level 3 programme maths and English payment.

<https://www.gov.uk/guidance/16-to-19-funding-programme-cost-weighting-changes>

> Advanced maths premium

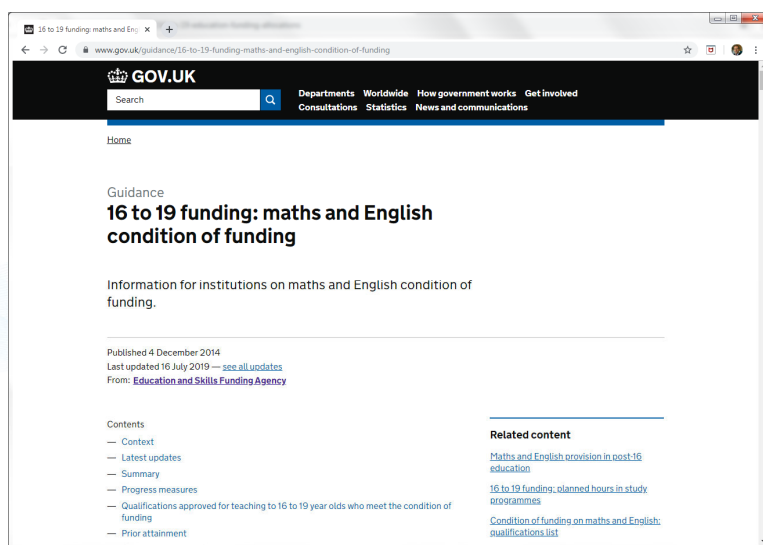


Introduced this academic year and sits outside the funding formula

“The premium is paid at a rate of £600 per year per additional student for one or 2 years, depending on the type and size of qualification studied. We expect the advanced maths premium to be paid for 3 academic years between 2019 to 2020 and 2021 to 2022.”

<https://www.gov.uk/guidance/16-to-19-funding-advanced-maths-premium>

English and math condition of funding (CoF)



<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

English and math CoF change this year

“Students must study maths and/or English as part of their programme in each academic year. This applies to students:

- aged 16 to 18 and 19 to 25 with an education, health and care (EHC) plan who do not hold a GCSE grade 9 to 4, A* to C (a standard pass grade) or equivalent qualification in these subjects
- doing a programme of 150 hours or more, which started on or after 1 August 2014

Full time students with a grade 3 (D) must still study an eligible GCSE qualification in order to meet the condition of funding.

Students with a grade 2 or below can study an eligible ‘stepping stone’ qualification, such as functional skills

<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

English and math CoF change this year

“Students with a grade 2 or below in maths or English can study towards a pass in functional skills level 2 (legacy or reformed) or they can still study towards a GCSE grade 9 to 4. **Once they have achieved this, there is no requirement to undertake further maths or English qualifications to meet the condition of funding.**

“Full time students with a grade 3 must still study an eligible GCSE qualification in order to meet the condition of funding.

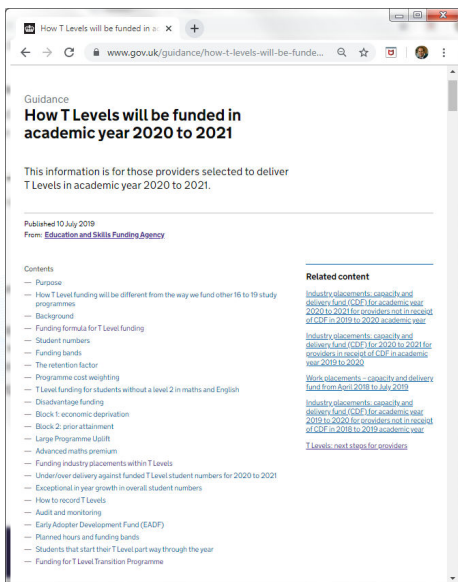
“Part time students with a grade 3 can still study any qualification approved to meet the condition of funding as a stepping stone towards achieving a GCSE grade 9 to 4.

“This adjustment allows providers and students with prior attainment of GCSE grade 2 and below, to choose which level 2 qualification is most appropriate.

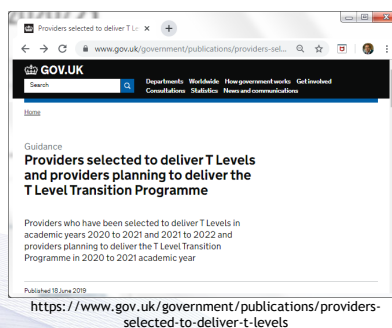
“We will continue to apply the current tolerance level of 5% until further notice.”

<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

T-levels



<https://www.gov.uk/guidance/how-t-levels-will-be-funded-in-academic-year-2020-to-2021>



25 T-level introduced over 4 years

design, surveying and planning
digital production, design and development
education
building services engineering
digital business services
digital support and services
health
healthcare science
onsite construction
science
accountancy
design, development and control
financial
human resources
legal
maintenance, installation and repair
management and administration
manufacturing and process
agriculture, land management and production
animal care and management
catering
craft and design
cultural heritage and visitor attractions
hair, beauty and aesthetics
media, broadcast and production

Year	Awarding org
2020	Pearson
2020	Pearson
2020	NCFE Cache
2021	City & Guilds
2021	NCFE Cache
2021	NCFE Cache
2021	NCFE Cache
2021	NCFE Cache
2021	City & Guilds
2021	NCFE Cache

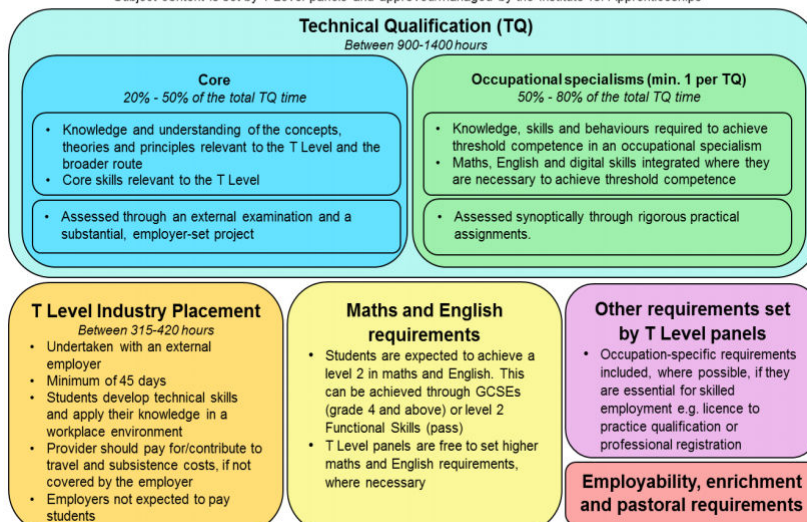
Year	Year (autumn)	T-levels introduced
2022	2020	3
2022	2021	7
2022	2022	8
2022	2023	7
2023	Total	25

How the DfE see the T Level programme

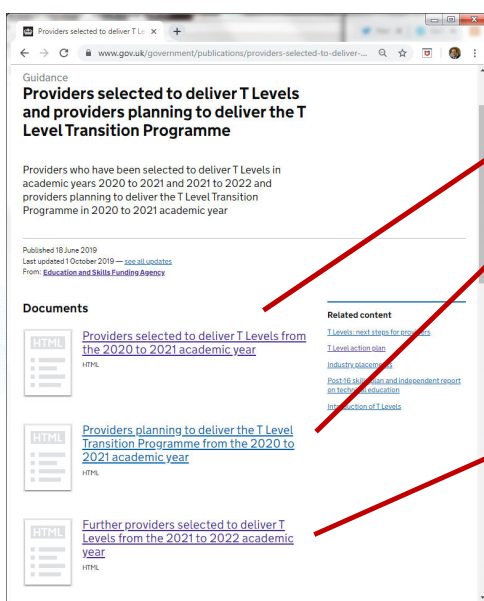
T Level programme

1800 hours over two years (with flexibility)

Subject content is set by T Level panels and approved/managed by the Institute for Apprenticeships



T-level providers selected so far



Wave one (2020 start) providers as at 15 October

Digital	44
Construction	16
Education and Childcare	36
Total providers	50

36 providers planning to offer the T-level Transition programme

Wave two (2021 start) providers as at 15 October

Digital	49
Construction	33
Education and Childcare	42
Health and Science	52
Total providers	64

<https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels>

Providers wanting to join wave 3 (Sept 2022)

“We are interested in attracting a wide range of post-16 providers to offer T Levels, including FE colleges and sixth form colleges, UTCs, schools and independent training providers”

“To express an interest in delivering T Levels from the 2022 to 2023 academic year, providers will need to:

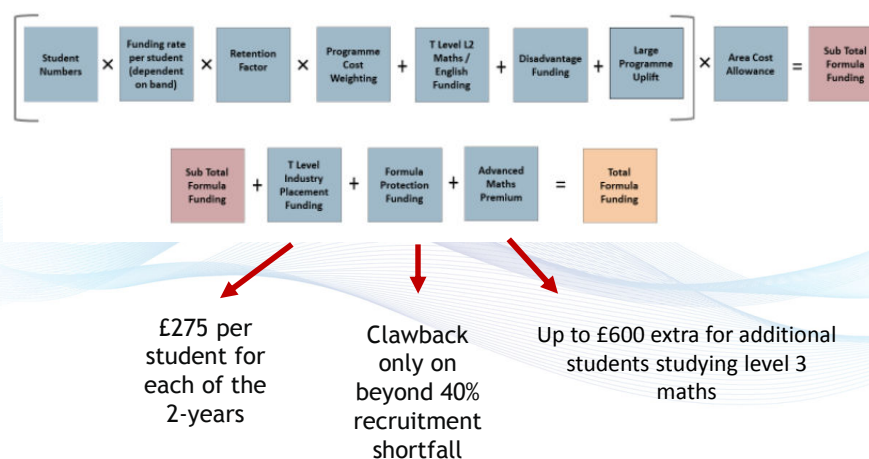
- have an Ofsted rating of Good or Outstanding (or be able to demonstrate that they have an equivalent standard of quality - for providers which do not yet have an Ofsted rating)
- have at least satisfactory financial health, and
- currently be delivering to a minimum of 10 qualifying students per T Level subject area (at route level).”

“Providers who meet all of the criteria will be approved”

“Providers will be asked to submit an Expression of Interest (EOI), which we will launch in early January 2020, and we will set out the detailed criteria and further information as part of that process.”

<https://www.gov.uk/government/publications/t-level-action-plan>

T-level funding formula



<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

T-level funding bands

Table 1 average and minimum hours for each band

	Band 6 - small T Levels	Band 7 - medium T Levels	Band 8 - large T Levels	Band 9 - very large T Levels
Average planned hours	1250 hours	1450 hours	1600 hours	1750 hours
Minimum planned hours required for the band	1100 hours	1300 hours	1500 hours	1650 hours

2 year rate £8,726 £10,122 £11,168 £12,216

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

T-level ESFA funding documents and webinar

Related

 [T Levels funding consultation.pdf](#)

529.2 KB (PDF document)

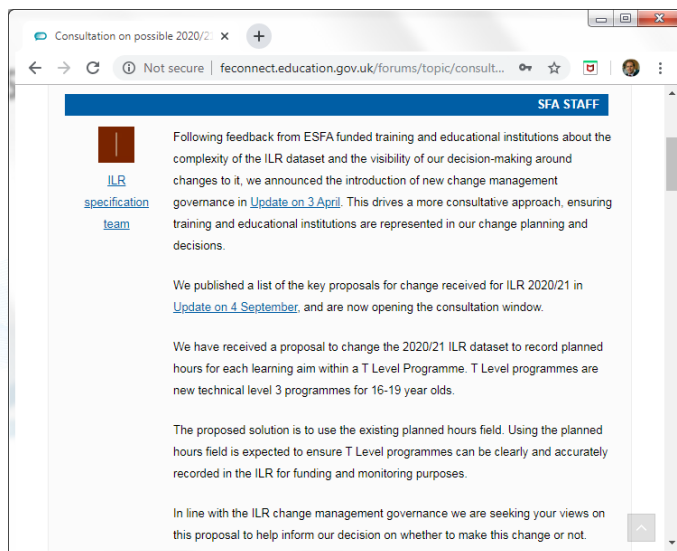
 [T Level funding webinar slides](#)

304.3 KB (Office Powerpoint 2007 XML presentation)

 [T Level Funding Explained: WEBINAR](#)

<https://consult.education.gov.uk/fe-funding/t-level-funding-methodology/>

ILR change to record planned hours at aim level?



“our decisions will be confirmed in early December”

Lagged student numbers and the 2020/21 allocations methodology

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Allocations timeline (part 1 of 1)

Month	Activity
November 2019	We will issue R14 statements for 2018 to 2019 delivery to colleges and independent learning providers
December 2019	5 December 2019 is the ILR R04 deadline – this is the first 16 to 19 data return for 2019 to 2020
December 2019	Publication of dedicated schools grant schools block and high needs block allocations for 2020 to 2021 (prior to academy recoupment)
January 2020	We will start to publish guidance to support funding allocations. We will issue the allocation calculation toolkits containing funding factors to FE colleges. Outcomes of the high needs place change process published for 2020 to 2021
February 2020	6 February 2020 is the ILR R06 deadline. We will issue the allocation calculation toolkits containing funding factors and student numbers to schools and academies. We expect to start issuing allocations, including high needs place numbers, to most school sixth forms, academies and FE colleges

<https://www.gov.uk/guidance/16-to-19-education-funding-allocations>

Allocations timeline (part 2 of 2)

Month	Activity
March 2020	We will issue allocations to all special post-16 institutions, non-maintained special schools, independent learning providers and higher education institutions that supply HESA data. We will also issue any remaining allocations to school sixth forms, academies and further education colleges
April 2020	The business case deadline is 30 April 2020 for all institutions to return any business cases in relation to significant data error or exceptional circumstances affecting their allocation. This excludes high needs place numbers because we will open a 2-week window for enquiries in January 2020 following publication of the outcomes of the high needs place change process. We will prioritise processing any business cases that we receive with full information, by the deadline. For institutions that submit a late or incomplete business case, we will not process these during the main business case process. This means we will not reflect any changes in your initial payments at the start of the year. If your case is successful, the change to your allocation will be treated as an in-year adjustment and will take place from September 2020
May/June 2020	In May, we will review and process business cases received by the deadline with full and complete information and communicate these outcomes by the end of June
July/August 2020	Funding agreements/contracts issued to institutions either directly or through the lead contact. Agreements/contracts signed and returned by funded organisation
August/September 2020	First payment made to local authorities (in respect of schools with sixth forms) and directly to academies, colleges and other institutions

<https://www.gov.uk/guidance/16-to-19-education-funding-allocations>

How to submit and access learner and financial data

<https://sa.education.gov.uk/> to access "Information Exchange" for 16-19 toolkit and allocation documents

<https://viewyourdata.education.gov.uk/> to access achievement rate data

<https://submitlearnerdatabeta.fasst.org.uk/> for ILR returns and reports

<https://skillsfunding.service.gov.uk/> for funding docs

Lagged methodology for allocations

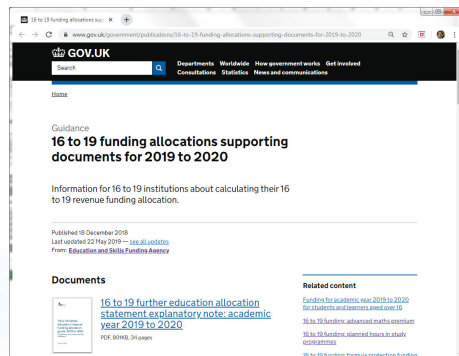
$R04 (19/20) \text{ students} \times R04 (18/19):R14 (18/19) \text{ ratio} = \text{Total } 2020/21 \text{ students}$

Total 2020/21 students x 18/19 proportion
 =
 2020/21 students in band x band rate
 =
 Funding per band

a) 2019/20 ILR R04
 b) 2018/19 ILR R04 to R14

Table 1a: Student Numbers (Including 19-24 Students)						
1.1a	2019/20 R04 Students					3,529
1.2a	2018/19 R04 to R14 Ratio					1.082
1.3a	Total Lagged Student Number					3,818
1.4a	Exceptional Variations to Lagged Student Number					9
1.5a	Total Student Numbers for 2020/21					3,827
1.6a	Student Number Methodology Used				2019/20 R04 x R04:R14 Ratio	
Table 1b: Breakdown of Funding by Funding Band (Including 19-24 Students)						
Planned Hours	Student numbers 2018/19	Proportions used in 2020/21 allocation	Number of Students allocated in 2020/21	National Funding Rate	Student Funding	
1.1b	Band 5	2,683	68.62%	2,626	£4,188	£10,504,185
1.2b	Band 4 (Sum of Bands 4a and 4b)	908	23.22%	889	£3,455	£2,932,794
	Band 4a	783	20.03%			
	Band 4b	125	3.20%			
1.3b	Band 3	110	2.81%	108	£2,827	£290,695
1.4b	Band 2	83	2.12%	81	£2,234	£173,281
1.5b	Band 1	126	3.22%	123		
1.6b	FTEs	33.47		32.76	£4,188	£131,045
1.7b	Total	3,810	100%	3,827		£14,032,000

Allocations resources and videos



<https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2019-to-2020>



<https://youtu.be/abxan50-B8w>

Look out for the allocation calculation toolkit (ACT)

New Funding Information System for 2019/20

The screenshot shows the FIS (Funding Information Service) website and the FIS Settings dialog box. The website displays a table of FIS versions and their upload dates. The FIS Settings dialog box shows the output directory and options for exporting data to SQL, Access, and CSV.

Version	Academic Year	Date uploaded
1.0.9	1920	Wednesday 27 November at 5:46pm
1.0.8	1920	Thursday 14 November at 11:06am
1.0.7	1920	Tuesday 29 October at 4:31pm
1.0.6	1920	Monday 28 October at 4:11pm
1.0.5	1920	Friday 18 October at 11:26am
1.0.4	1920	Monday 30 September at 11:01am
1.0.3	1920	Tuesday 17 September at 5:12pm
1.0.2	1920	Thursday 29 August at 5:07pm
1.0.0	1920	Friday 23 August at 2:52pm

The FIS Settings dialog box shows the following options:

- Output Directory: C:\Users\Nick\Documents\Funding Information System 2019-20
- Export to SQL: ☐ (Optional)
- Export to Access and CSV: ☐ (Optional)

<https://submitlearnerdatabeta.fasst.org.uk/public-downloads/Desktop>

Key ILR reports from Submit Learner Data



16-19 Funding Claim Report



16-19 Summary of Funding by Student Report



Maths and English Report

Preparing for ILR R04 (5 December deadline) and why it is so important

Preparing for R04

Thursday 5 December deadline by 6pm

Version history: v1 published February 2019: Changes from the previous year are highlighted in yellow.
Version 2 published June 2019: Changes from the previous version are highlighted in green.

Further information about the timetable and definitions can be found in the Individualised Learner Record 2019 to 2020 Provider Support Manual. Definitions

		R01	R02	R03	R04	R05	R06
Funding Model (FM)	Provider type	05/09/2019	04/10/2019	06/11/2019	05/12/2019	07/01/2020	06/02/2020
	Reference date				01/11/2019		01/01/2020
All funding models	Main data use				· MI & national statistics		· MI & national statistics
16-19 (excluding apprenticeships) (FM 25, 82)	Grant funded				✓		✓
	Contract funded				✓		✓
	Main data use				· In-year performance and monitoring · 2020/21 allocations · Qualification achievement rates 2018 to 2019		· In-year performance and monitoring · Finalising 2020/21 allocations

<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2019-to-2020>

Preparing for R04*

Thursday 5 December deadline by 6pm

FE Colleges: The starting point is the number of valid students with a census date of 1 November 2019 based on R04 for 2019 to 2020. This is multiplied by the ratio of 1 November to all-year student numbers based on the R04 return for 2018 to 2019 and the final R14 return for that year. We will also compare this figure with the student numbers calculated from R06 for 2019 to 2020, both the year-to-date (as at 1 February) figure and the number recruited by 1 November. Where there is a significant increase or decrease in student numbers, we may revise the allocation accordingly. This could result in a delay to issuing allocations for institutions involved.

Independent training providers: Depending on the profile of recruitment for the individual provider, we will either use: 1) a twelve month rolling figure for February 2019 to January 2020 based on R14 (2018 to 2019) and R06 (2019 to 2020) data, 2) or the same approach as set out above for FE colleges. The use of R06 data means that there may be a delay in issuing allocations for institutions involved.

* assumes same calculation as previous years

<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2019-to-2020>

Allocations and the R04 (reminder)

R04 (19/20) students x R04 (18/19):R14 (18/19) ratio = Total 2020/21 students

Total 2020/21 students x 18/19 proportion

=

2020/21 students in band x band rate

=

Funding per band

a) 2019/20 ILR R04

b) 2018/19 ILR R04 to R14

Table 1a: Student Numbers (Including 19-24 Students)

1.1a	2019/20 R04 Students	3,529
1.2a	2018/19 R04 to R14 Ratio	1.082
1.3a	Total Lagged Student Number	3,818
1.4a	Exceptional Variations to Lagged Student Number	9
1.5a	Total Student Numbers for 2020/21	3,827
1.6a	Student Number Methodology Used	2019/20 R04 x R04:R14 Ratio

Table 1b: Breakdown of Funding by Funding Band (Including 19-24 Students)

Planned Hours	Student numbers 2018/19	Proportions used in 2020/21 allocation	Number of Students allocated in 2020/21	National Funding Rate	Student Funding
1.1b Band 5	2,683	68.62%	2,626	£4,188	£10,504,185
1.2b Band 4 (Sum of Bands 4a and 4b)	908	23.22%	889	£3,455	£2,932,794
Band 4a	783	20.03%			
Band 4b	125	3.20%			
1.3b Band 3	110	2.81%	108	£2,827	£290,695
1.4b Band 2	83	2.12%	81	£2,234	£173,281
1.5b Band 1	126	3.22%	123		
1.6b	Students				
1.6b	FTEs				
1.7b Total	3,910	100%	3,827	£4,188	£131,045
					£14,032,000

16-19 audit and funding assurance
- current approach and best use
of tools like DSAT

16-19 Study Programmes Assurance

AUDIT | TAX | CONSULTING



Background

- Standard audit approach
- Unchanged in four years
- Targets risk areas
- 16 questions



Background

Issues that will impact funding

- Planned Hours – immediate
- Core aims – Retention Factor for future years
- Condition of Funding – immediate if over tolerance and future lagged count



Planned Hours

Funded on a plan – must be reasonable and deliverable

Common errors for planned hours

- Timetable doesn't add up e.g. 34 weeks planned but only teach 30
- Not adjusting for withdrawals
- Limited or no evidence of EEP
- Band 1
- Cross-year
- Second year withdrawals early in programme



Amending Planned Hours

Common audit issue – when and how to amend planned hours

Planned hours	Programme start	Learning aim start date	Withdrawal date	Planned hours for aim	Planned hours to end date	Adjust hours and how many?
560	9/9/19	16/9/19	15/10/19	90	8	
560	9/9/19	13/9/19	19/10/19	150	14	
560	9/9/19	9/9/19	21/10/19	320	35	



Two year programmes

- Regulations were clarified in 2018/19 regarding recording planned hours in the second year
- FIS calculates the qualifying period from 1 August – qualifying period still 42 days
- Learner withdraws on 11 September will be funded
- How many hours are you entitled to?
- ESFA funding 16-19 funding regulations annex C questions 13 and 14



Cross-year learners and planned hours

- The hours recorded on the ILR must relate to the hours in the current academic year only – 1 August to 31 July
- To qualify for funding provision has to run for at least 14 days
- Starts on or after 19 July will not qualify for funding
- Provision with a planned end date between 1 August and 13 August will not qualify for funding



Provider data self-assessment toolkit

ILR data: provider data self-assessment toolkit (PDSAT)

Provider data self assessment toolkit (PDSAT) and help FE providers make accurate and complete individualised learner record (ILR) data returns.

Published 29 July 2019
From: [Education and Skills Funding Agency](#)

Applies to: **England**

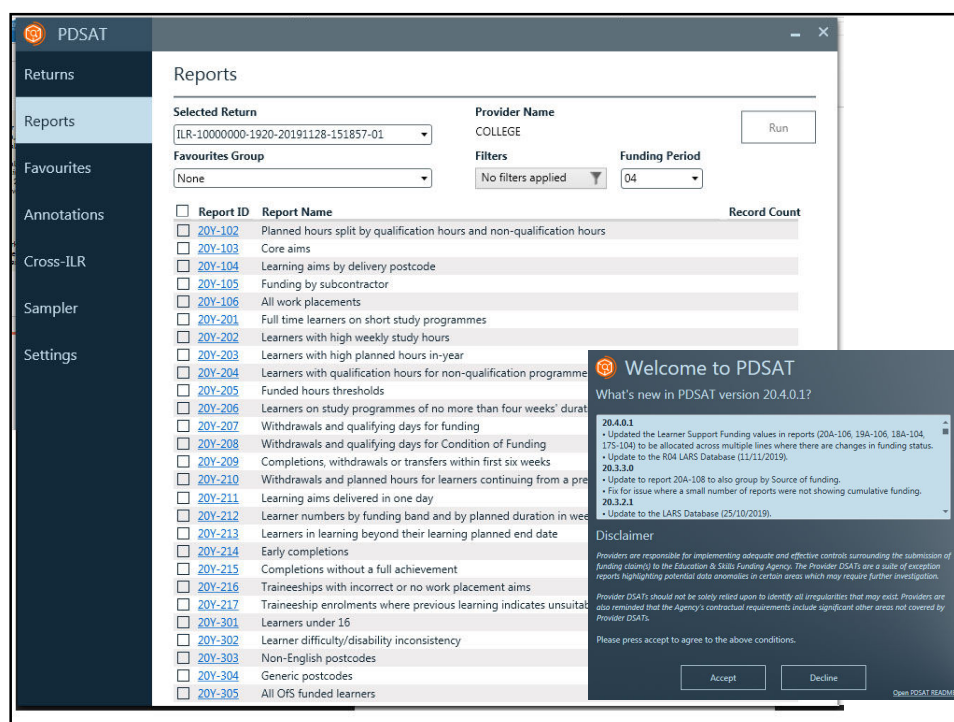
[ESFA: the hub](#)
[Data collection maintenance schedule](#)

“PDSAT is a tool for analysing learner and learning delivery data. It interrogates Individualised Learner Record (ILR) data and produces reports on this data, so that providers can identify and investigate potential anomalies in the ILR data. We have developed PDSAT to include new functionality for the 2019 to 2020 funding year as well as maintaining existing functionality for the 2016 to 2017, 2017 to 2018 and 2018 to 2019 funding years. As a result, PDSAT will process ILR data for all four funding years.

“We have designed it to:

- give providers a toolkit to analyse ILR data
- assist auditors in the audit of providers’ ILR data
- select audit samples and create a set of audit working papers (note that this functionality will be available for the 2019 to 2020 funding year in a subsequent release).”

<https://www.gov.uk/government/publications/ilr-data-provider-data-self-assessment-toolkit-pdsat>



DSATs to focus on ahead of ILR R04 for Funding Model 25

20Y-101	All 16 to 19 funding model learners and learning aims
20Y-106	All work placements [NEW]
20Y-201	Full time learners on short study programmes
20Y-202	Learners with high weekly study hours
20Y-205	Funded hours thresholds
20Y-209	Completions, withdrawals or transfers within first six weeks
20Y-210 NEW	Withdrawals and planned hours for learners continuing from a previous year [NEW]
20Y-301	Learners under 16
20Y-305	All OfS funded learners

