



AEB funding rules, rates, performance and profiling 2019/20

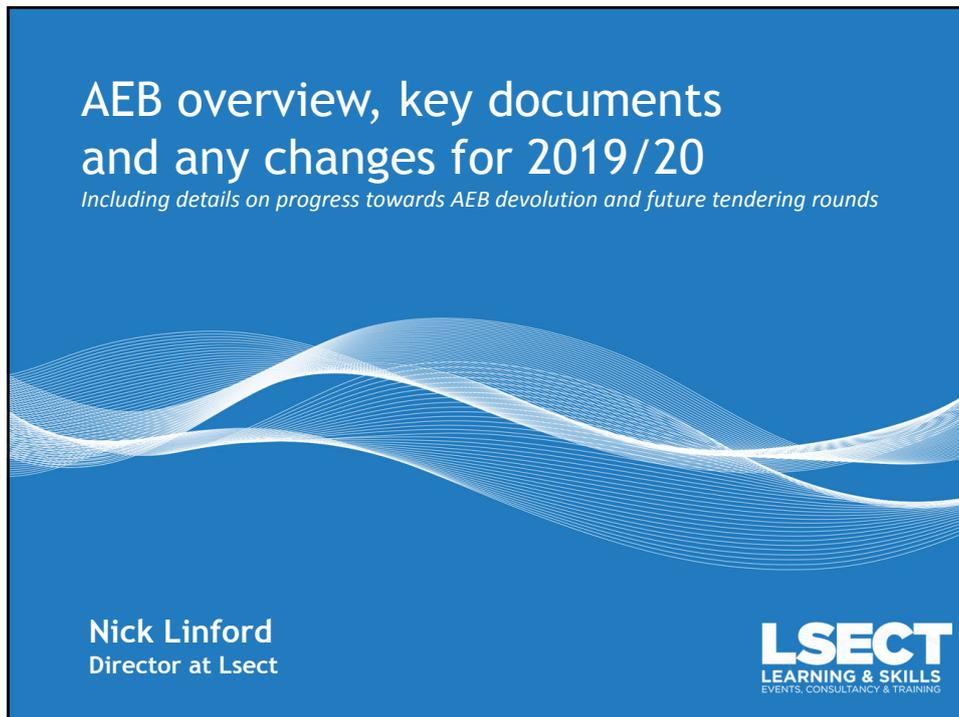
10:30 start
15:30 finish

Nick Linford
Director at Lsect

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Agenda (slides will also be emailed to you after the event)

- 10:30 AEB overview, key documents and changes (incl. devolution)
- 11:10 Full-funding entitlements, local flexibility, RARPA, subcontracting rules and navigating complex learner eligibility
- 11:50 Break for refreshments
- 12:10 The Single Activity Matrix and full or co-funded funding formula
- 13:00 Break for lunch
- 13:50 Profiling monthly full and co-funding and the use of a dynamic AEB profiling calculator
- 14:30 AEB performance policies and intervention regime
- 15:00 The ILR and related data tools for AEB in 2018/19 and 2019/20
- 15:30 End



**AEB overview, key documents
and any changes for 2019/20**
Including details on progress towards AEB devolution and future tendering rounds

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AEB funding pot & purpose (part 1 of 2)

£1.5bn (of which approx. £600m devolved). DfE: “This funding’s principal purpose is to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning.”

ESFA also: “It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing”

But also: “Providers must respond to the priorities set by local commissioners and other stakeholders, for example local enterprise partnerships, relevant mayoral combined authorities and the Greater London Authority”

AEB purpose (part 2 of 2)

The DfE also said AEB provision that it broadly four categories:

1. Legal entitlements

- > English and maths GCSE and functional skills up to Level 2 (including as part of a traineeship), for those aged 19 and over who have not achieved a GCSE grade 4-9
- > Provision to support progression up to a first full Level 2, or a first full Level 2, for those aged 19 to 23
- > First full Level 3 for those aged 19 to 23

2. Skills provision for unemployed

3. Traineeships

4. Community learning for learners furthest from learning or employment

Could you label all your AEB provision this way?

AEB devolution

DfE: “Mayoral Combined Authorities (MCAs) and the Greater London Authority (GLA) will take on more responsibility to deliver quality adult education in their local areas from 2019 to 2020 when adult funding is devolved”



North of Tyne and Sheffield City likely for 2020/21

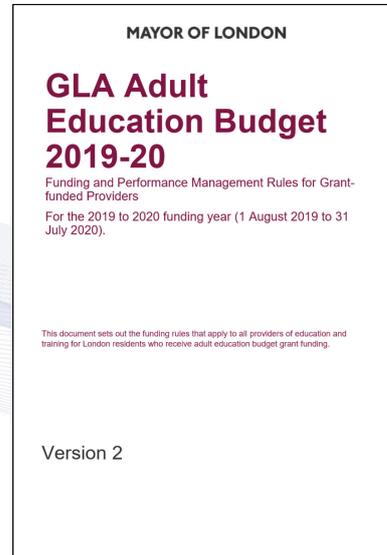
Devolved funding rules

Principles of funding

“These funding rules apply to all learners starting new learning aims on or after 1 August 2019 on the GLA's AEB Grant funded provision.

“You must not transfer funding between your GLA-funded adult education budget and any other education funding you may hold.

“We will review and monitor whether the education and training you provide represents good value for money. If we consider the funding of education and training we have provided is significantly more than the cost, we may reduce the amount of funding we pay after consulting with you.”



Exceptions to devolution

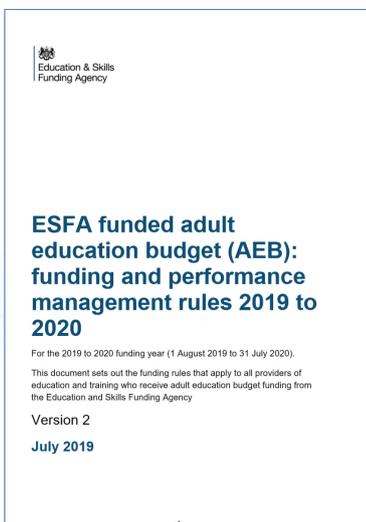
- continuing AEB funded learners in England, including those resident in a devolved authority area, who have not completed their learning by 31 July 2019
- learners resident in England attending providers who meet the specified criteria above and will be funded nationally in 2019 to 2020 and 2020 to 2021
- learners resident in England, including those resident in a devolved authority area, undertaking a 19-24 traineeship programme

Ministers have agreed that for a period of two years (2019 to 2020 and 2020 to 2021) providers that meet the following criteria will be funded nationally:

- qualify for a financial residential uplift for their learning provision, and
- receive more than two thirds of their income from AEB funding, and
- predominantly target the most disadvantaged learners

The devolved authorities will publish their own funding rules that will apply to providers in receipt of devolved adult education budget (AEB) funding, from 1 August 2019, for AEB delivery to residents in their areas. This excludes the 19-24 traineeship programme, 2018 to 2019 continuing learners and learners who attend a provider that will be funded nationally because they meet the criteria above.

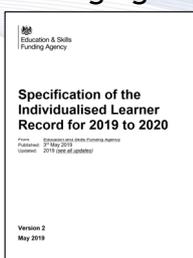
ESFA AEB funding rules for 2020/21 v2



<https://www.gov.uk/government/publications/adult-education-budget-aeb-funding-rules-2019-to-2020>

“This document forms part of the terms and conditions of funding”

“You must operate within the terms and conditions of the funding agreement, these rules, and the ILR Specification. If you do not, you are in breach of the funding agreement with the ESFA”



ILR Learning Delivery funding model, code 35 (adult skills) is the focus of today

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

Summary of main changes

Section	Paragraph	Change
Devolution of adult education functions section and relevant paragraphs in section 1 and 2	Page 5 - this document	We have added a new section to reflect the new legal framework which applies further to the devolution of adult education functions. These funding rules will only apply to learners set out in paragraph 27. We have also added in text to relevant paragraphs in section 1 and section 2.
Principles of funding	24.2 – this document	To make clear you cannot vire funds from your ESFA funded AEB allocation and your 19-24 Traineeships programme funding, where applicable.
	26- this document	To highlight the update policies and guidance about the oversight of providers that were published in April 2019
Residency eligibility	29 – 2018 to 2019 AEB funding rules	We have removed paragraph 30 of the 2018 to 2019 funding rules to eliminate confusion with paragraph 34 of this document.
	36.1 – this document	We have used right of abode and settled status as both have a slightly different meaning and both are relevant to the paragraph. This has been agreed by the Home Office.

List at the end of the funding rules

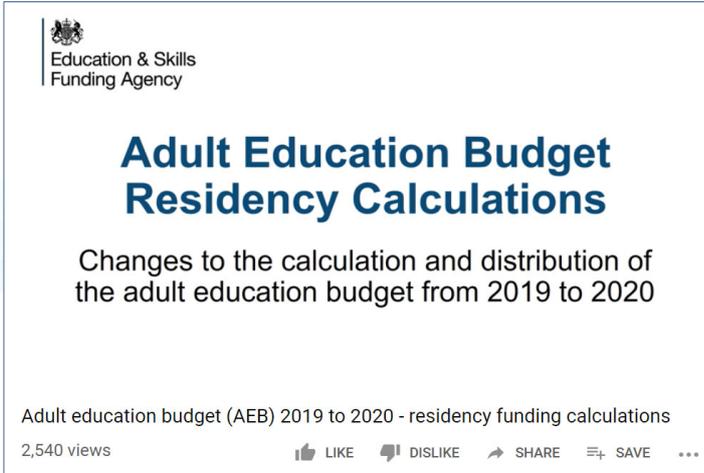
If you have a specific query on the funding rules, please email the SDE.Servicedesk@education.gov.uk or speak to your provider management manager/advisor.

Non-formula Community Learning (CL) within AEB

- Some AEB funded providers have CL funding listed in Appendix 1 of their allocation
- Typically for local authorities and SDIs (ring-fenced at £210m)
- CL is funding model 10, non-formula funded and not included within achievement rate data (QAR or NARTS)
- Grant funded providers (e.g. LAs) can switch some or all CL to formula funded AEB, but not the other way
- Annex B to funding rules stipulate CL objectives

<https://www.gov.uk/government/publications/adult-education-budget-funding-rules-2018-to-2019>

Also look out for any relevant ESFA training materials



The image shows a YouTube video thumbnail. At the top left is the logo for the Education & Skills Funding Agency. The main title is 'Adult Education Budget Residency Calculations' in large blue font. Below the title is the subtitle 'Changes to the calculation and distribution of the adult education budget from 2019 to 2020'. At the bottom, it says 'Adult education budget (AEB) 2019 to 2020 - residency funding calculations' and '2,540 views'. There are icons for LIKE, DISLIKE, SHARE, SAVE, and a menu icon.

https://www.youtube.com/watch?v=s8_oELFEJ_0

Full-funding entitlements, local flexibility, RARPA, subcontracting rules and navigating complex learner eligibility

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Funding eligibility for the learner

In most cases it should be easy to determine eligibility on basis learner being a citizen and resident of a country within the European Economic Area for at least the previous three years on the first day of learning

But can be very complex to determine, even before considering their postcode at start

Residency eligibility	13
Non-EEA citizens	13
Individuals with certain types of immigration status and their family members	14
Asylum seekers	14
Family members of EU and EEA nationals	15
Children of Turkish workers	15
Persons granted stateless leave	16
Individuals who are not eligible for funding	17
Learners in the armed forces	17
Learners temporarily outside of England	17
Learners who live in Wales, Scotland or Northern Ireland	18

Funding eligibility for the course

A course will either be:

1. Ineligible for funding for all or a particular learner, or
2. Eligible for co-funding for all or a particular learner, or
3. Eligible for full-funding for all or a particular learner

For full-funding at level 2 and below, definition of unemployed is:

receiving JSA (incl. NI credits only), ESA in WRAG, Universal Credit and Jobcentre Plus determine as being in All Work-Related Requirements Group, Work Preparation Group or Work-Focused Interview Group

Also, providers can use discretion if learner is receiving other state benefits and earning less than £338 a month (£541 joint claim) and you are “satisfied the learning is directly relevant to their employment prospects and the local labour market needs”

ESFA table of AEB funding contributions by provision type

Provision	19- to 23-year-olds	24+ unemployed	24+ other
English and maths, up to and including level 2 (Must be delivered as part of the legal entitlement)	Fully funded*	Fully funded*	Fully funded*
Level 2 (excluding English and maths) (First full level 2 must be delivered as part of the legal entitlement)	Fully funded* (first and full)	Fully Funded	Co-funded+
Learning to progress to level 2	Fully funded* (up to and including level 1)	Fully funded	Co-funded+
Level 3 (First full level 3 must be delivered as part of the legal entitlement)	Fully funded* (first and full)	Loan-funded	Loan-funded
	Loan-funded** (previously achieved full level 3 or above)		
Traineeship [#]	Fully funded (including 16- to 24-year-olds ^{##})	N/A	N/A
English for speakers of other languages (ESOL) learning up to and including level 2	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above	N/A	Fully Funded	Co-funded+

*Must be delivered as one of the English and maths, and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.
 **Must be delivered as entry or level one provision from local flexibility.
[#] Excludes flexible element where funding depends on age and level.
^{##} 16- to 18-year-old learners must be eligible under the [ESFA's young people's residency requirements](#).
 ** Availability of loans at level 3 does not replace the legal entitlement to full funding for learners aged 19 to 23 undertaking their first full level 3.
 + Low wage flexibility may apply, refer to paragraph 158.

Low wage full-funding was new in 2018/19: subtle but important differences

Learners in receipt of low wage

147. You may fully fund learners who are employed, or self-employed, and would normally be co-funded. You must be satisfied the learner meets both of the following:
- 147.1 is eligible for co-funding; and
 - 147.2 earns less than the London Living Wage as an annual gross salary on the date of the learner's learning start date. Learners will be deemed to earn less than the London Living Wage as an annual gross salary if they earn less than the hourly London Living Wage at that point in time, multiplied by 37.5 (hours per week), multiplied by 52 (weeks per year). Based on the 2018/19 London Living Wage, this would be £20,572, but AEB Procured providers will need to check the updated rates each year.
148. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a Universal Credit Statement within 3 months of the learner's learning start date, or a current employment contract which states gross monthly/annual wages. Please note this is not an exhaustive list but must support your decision to award full funding to an individual who would normally be eligible for co-funding.
149. You must use DAM code 010, FFI code 2 and the appropriate Other Funding Adjustment factor that we provide to you, to claim full funding for learners who meet the requirements set out in paragraph 147.



London AEB maximum £20,572
ILR 'Other Funding Adjustment factor' used

Learners in receipt of low wage

158. You may fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 2. You must be satisfied the learner is both:
- 158.1. eligible for co-funding; and
 - 158.2. earns less than £16,009.50 annual gross salary
159. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a Universal Credit statement within 3 months of the learner's learning start date, or a current employment contract which states gross monthly / annual wages. Please note this is not an exhaustive list, but you must evidence your decision to award full funding to an individual who would normally be eligible for co-funding.
160. You must use LDM code 363 and FFI code 1 to claim full funding for learners who meet the requirements set out in paragraph 158.



ESFA AEB maximum £16,009.50

Legal entitlements (1 of 2)

The AEB entitlements allow learners aged:

- 19 to 23 to be fully-funded if they study for a qualification at level 2 and/or level 3 that has not already attained a full level 2 and/or level 3
- 19 and over, who have not previously attained a GCSE grade C/grade 4 or higher, to be fully-funded if they study for a qualification in English or maths, up to and including level 2

The screenshot shows the GOV.UK website page for 'Adult education budget: legal entitlements and qualification eligibility principles 2018 to 2019'. The page is updated as of 28 March 2018. It features a table of contents with 10 items, including 'Introduction', 'Legal entitlements', 'Qualifications in scope for the 2018 to 2019 legal entitlements', 'English and maths', 'Levels 2 and 3', 'Adding qualifications to the legal entitlements', 'Local flexibility', 'Eligibility principles', 'Applying the principles and adding qualifications and components to the local flexibility offer', 'Components of qualifications', and 'Revising qualification changes'. The '1. Introduction' section states that the guidance covers the 2018 to 2019 legal entitlements and local flexibility offer for learners in England within the adult education budget (AEB). It also mentions that the guidance does not include advanced learner loans, apprenticeships, or the process for approving qualifications for funding under Section 96 or funding for learners aged 16 to 19. A 'Changes for 2018 to 2019' section notes that the qualifications available in legal entitlements have not changed, but that the 'Erst Aid at Work' qualifications and components have been removed from the local flexibility offer.

<https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding/legal-entitlements-and-qualification-eligibility-principles-within-in-the-adult-education-budget>

Definition of age for funding

29. In addition to paragraph 27, to be ESFA funded, on the first day of learning a learner must be:

- 29.1. aged 19 or older on 31 August within the 2019 to 2020 funding year if the learning aim is not a traineeship, or
- 29.2. starting a traineeship programme on or after 1 August of the academic year in which they have their 16th birthday

30. The age of the learner on 31 August in the funding year determines whether the learner is funded through the ESFA's [AEB funding methodology](#) (for individuals aged 19 and over), or the [young people's funding methodology](#) (for individuals aged 16 to 19 and those aged 19 to 24 with an education health and care plan).

31. All individuals aged 19 or over on 31 August who are continuing a programme they began aged 16 to 18 ('19+ continuers') will be funded through the [young people's funding methodology](#).

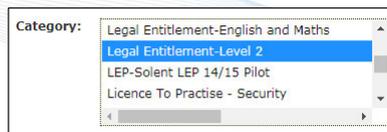
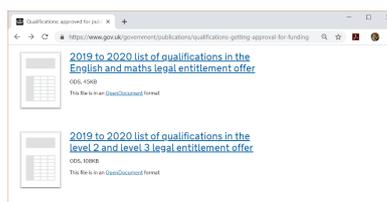
Legal entitlements (2 of 2)

“We will update the level 2 and level 3 legal entitlements offer when the Department for Education (DfE) updates the performance tables every quarter.”

“We have published a list of level 2 and level 3 legal entitlement qualifications. You will also be able to identify qualifications that are part of the level 2 and 3 entitlements in LARs using the following categories: Legal Entitlement - Level 2 only for Legal Entitlement at Level 3”

“You must not charge any course fees.”

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



Local flexibility (1 of 2)

“Local flexibility is tailored provision for adults. It includes regulated qualifications and their components (units), and/or non-regulated learning, from entry level to level 2.”

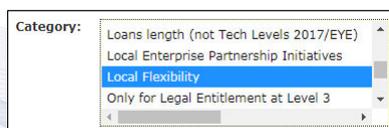
“Within local flexibility, there is also the facility for colleges and training organisations to select to deliver non-regulated learning. We only require delivery of a qualification where a learner exercises their legal entitlement, to a first full level 2 or first full level 3 and/or English and maths.”

“For 2018/2019, we have removed First Aid at Work qualifications and components from the local flexibility offer within the AEB. This is because these qualifications are now all at level 3, and local flexibility only covers learning up to and including level 2.”

Local flexibility (2 of 2)

Two types of local flexibility:

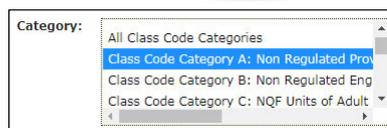
1. Qualifications and components/units learning aim must be in the ‘Local Flexibility’ category.



2. Non-regulated learning aims must be Category A

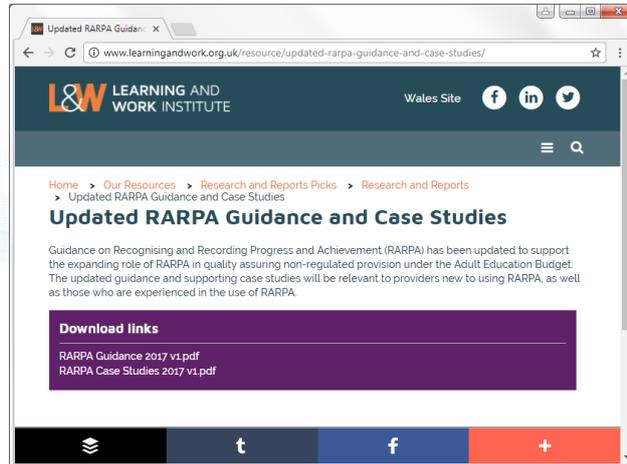
E.g. Z0001543 for “Non regulated Adult skills formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs, PW A”

Or Category B for English, ESOL and maths



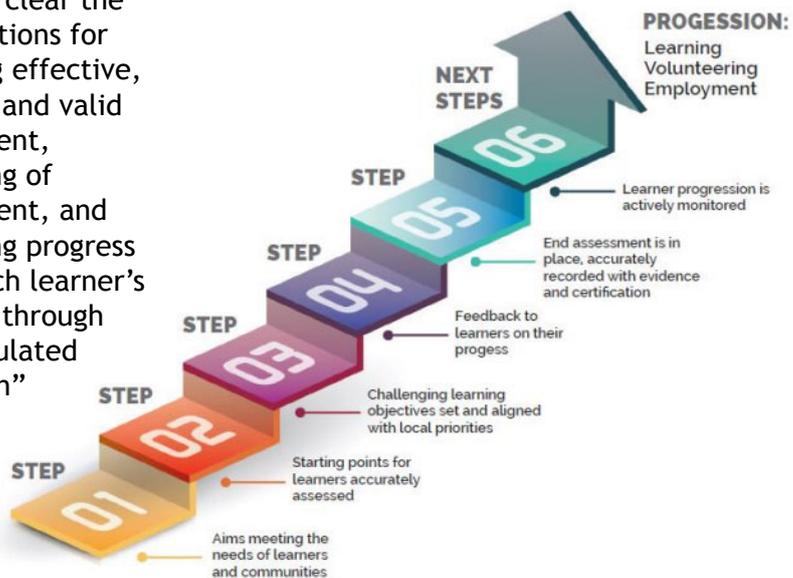
Recognising and Recording Progress and Achievement (RARPA)

For legitimately recording whether a learner passed a course that doesn't have a qualification ('non-regulated')



<http://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>

“The RARPA process sets out clear the expectations for ensuring effective, reliable and valid assessment, recording of assessment, and capturing progress over each learner’s journey through non-regulated provision”



<http://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>

Subcontracting

Subcontracting	22
Selection and procurement	23
Entering into a subcontract	24
Terms that you must include in your contracts with delivery subcontractors	25
Monitoring	27
Second-level subcontracting	27
Reporting subcontracting arrangements	28
Distributing income between you and your delivery subcontractors	28

83. Your governing body or board of directors and your accounting officer (senior responsible person) must agree your policy for delivery subcontracting. This policy must set out your reasons for subcontracting and that all your delivery subcontracting meets your strategic aims and enhances the quality of your learner offer. You must be able to confirm this by way of evidence, such as minutes of meetings and/or written sign-off. The minimum content for your policy for delivery subcontracting is set out in paragraph 115.

84. You must publish your policy for delivery subcontracting on your website.

85. You must not subcontract for delivery to meet short-term funding objectives.

Subcontracting changes (ESFA only)

105. You must include in your contract with each delivery subcontractor:

105.1. reference to your delivery subcontracting policy and where it can be found on your website

105.2. your reason for subcontracting with them

105.3. a list of all services you will provide to them and the associated costs for doing so. This must include a list of individually itemised, specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor

105.4. a description of how each specific cost is reasonable and proportionate to delivery of the subcontracted teaching or learning and how each cost contributes to delivering high quality learning

Already been some ESFA back-tracking

“ESFA recognises that subcontracting has an important role to play in delivering quality learning to apprentices and adult learners. In recent years, we have strengthened our funding rules on subcontracting and we are continuing to do so. We expect providers to maximise the amount of funding that reaches front line delivery of high-quality learning.”

ESFA will, ready for delivery from 1 August 2019:

- revise funding rules and associated compliance measures to incorporate the requirements set out above
- implement a risk-based approach for monitoring these rules
- impose compliance measures when appropriate

These expectations will be reviewed in 18 months.

The implementation of the revisions to the AEB and apprenticeship funding rules will apply to new learner, or apprentice starts from 1 August 2019. We realise there should be an implementation period to allow providers to adjust to the changes and to revise their contracts with their subcontractors. The implementation period of the revised rules will apply as follows:

- From 1 August 2019 for new learner and apprentice starts where a new subcontract is yet to be agreed and entered into, and
- By 30 November 2019 for new learner and apprentice starts where revised subcontracts are required

This means that from 1 December 2019, these revised subcontracting rules apply to all new learner or apprentice starts

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

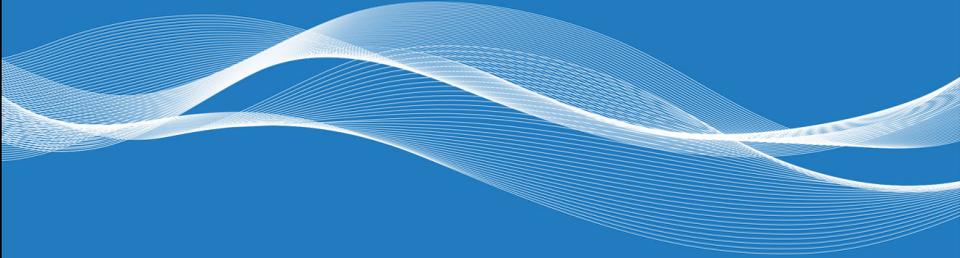
Subcontracting requirements (GLA example)

105. As a minimum, you must include the following in your delivery subcontracting funding retention policy:

- 105.1 your reason for subcontracting;
- 105.2 your contribution to improving your and your delivery subcontractor's quality of teaching and learning;
- 105.3 the typical percentage range of funding you retain to manage delivery subcontractors, and how you calculate this range. We will consider a retention of up to 20% of funding to manage delivery subcontractors as a maximum cap and would not expect providers to retain more than this. In exceptional cases, we will consider higher retention amounts and then only if there is a compelling rationale. This will be assessed on a case-by-case basis;
- 105.4 any support delivery subcontractors will receive in return for the fee you charge;
- 105.5 any oversight and management of delivery which you will carry out with the funding you retain;
- 105.6 if appropriate, the reason for any differences in retention amounts or support provided to and management and oversight of different delivery subcontractors;
- 105.7 payment terms between you and your delivery subcontractors; the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received;

The Single Activity Matrix and full or co-funded funding formula

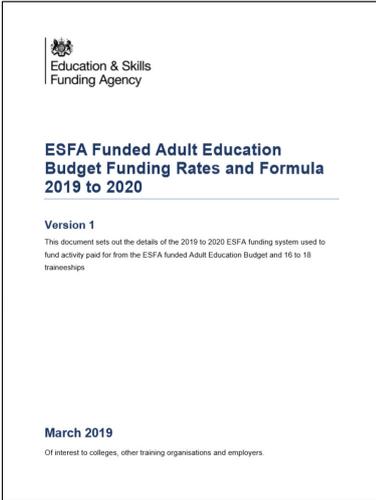
Including tips on finding AEB funding efficiencies, devising fee policies as well as drawing down non-standard funding, such as for ESOL and traineeships



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Funding rates and formula



“This document sets out the principles and features of our funding system for the 2019 to 2020 funding year (1 August to 31 July) for ESFA funded Adult Education Budget (AEB) delivery. We may make changes to these principles and features during the funding year”

“There are no changes to how we set funding rates or the funding calculation in the funding year 2019 to 2020”

<https://www.gov.uk/government/publications/adult-education-budget-aeb-funding-rates-and-formula-2019-to-2020>

AEB fully funded formula

The base rate and programme weighting form part of a larger formula



PW = Set for each aim based on the Sector Subject Area assigned to the aim. They are A (1), B (1.12), C (1.3), D (1.6) and E (1.72)

DU = Based on learner's home postcode. If in one of the 27% most deprived areas (based on IMD 2015 in 17/18) then the DU is between 1.084 and 1.336

ACU = Based on delivery location, this is a South East weighting which rises the closer the delivery to central London (1.2 max)

The base rate for the relevant learning aim comes via single activity matrix (SAM)

Funding bands - hours	Type	Base rate (1 PW)	Low rate (1.12 PW)	Medium rate (1.3 PW)	High rate (1.6 PW)	Specialist rate (1.72)*
Up to 2	Very small	£14	£16	£18	£22	£24
3 to 4		£21	£24	£27	£27	£36
5 to 6		£35	£39	£46	£46	£60
7 to 12	Small	£50	£56	£65	£80	£86
13 to 20		£100	£112	£130	£160	£172
21 to 44		£150	£168	£195	£240	£258
45 to 68	Medium	£300	£336	£390	£480	£516
69 to 92		£450	£504	£585	£720	£774
93 to 100		£600	£672	£780	£960	£1,032
101 to 196	Large	£724	£811	£941	£1,159	£1,246
197 to 292		£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388		£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060		£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more		£6,602	£7,395	£8,583	£10,564	£11,356

Other funding rates (unchanged from 2016/17)

Qualification type	Programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English or maths	£724	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to HE	£3,022	£3,384	£3,928	£4,835	£5,197

BUT ALWAYS CHECK LARS

The single work-placement and work-preparation rate for traineeships of £970

Annual funding cap of £4,400 for each learner each year, before any weightings

Learning Support a fixed monthly rate of £150

Finding a fundable qualification base rate on LARS

Category will confirm if part of legal entitlement

Weighted and unweighted base rate listed

Check dates

Category	Effective From	Effective To	Programme Weighting	Values Desc.	Maximum value £
Matrix	01/09/2013	31/07/2022	A	WEIGHTED RATE	724
Matrix	01/09/2013	31/07/2022	A	UNWEIGHTED RATE	724

'Matrix' category for AEB

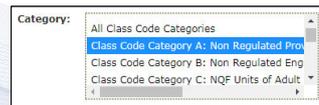
<https://hub.fasst.org.uk/Learning%20Aims/Pages/default.aspx>

Finding a non-qualification (non-regulated) base rate on LARs

Non-regulated learning aims identify the level, sector subject area and SAMs funding hour band

E.g. Z0001543 for “Non regulated Adult skills formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs, PW A”

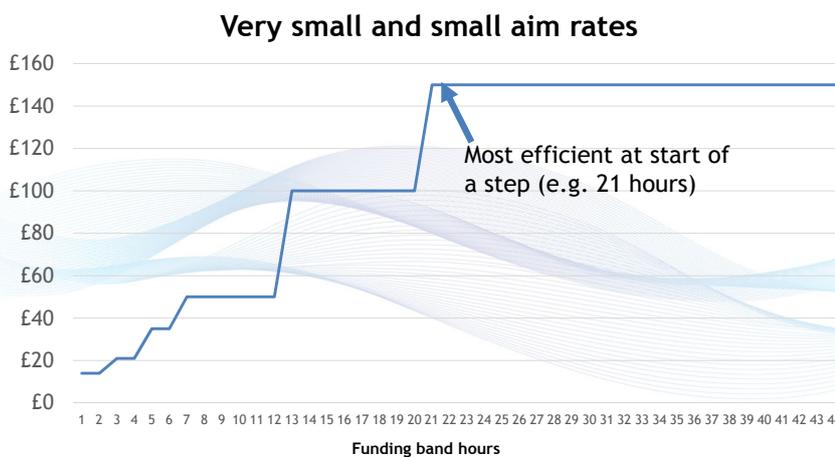
Use the category additional filter to help find category A where it isn't English, Maths or ESOL or category B where it is

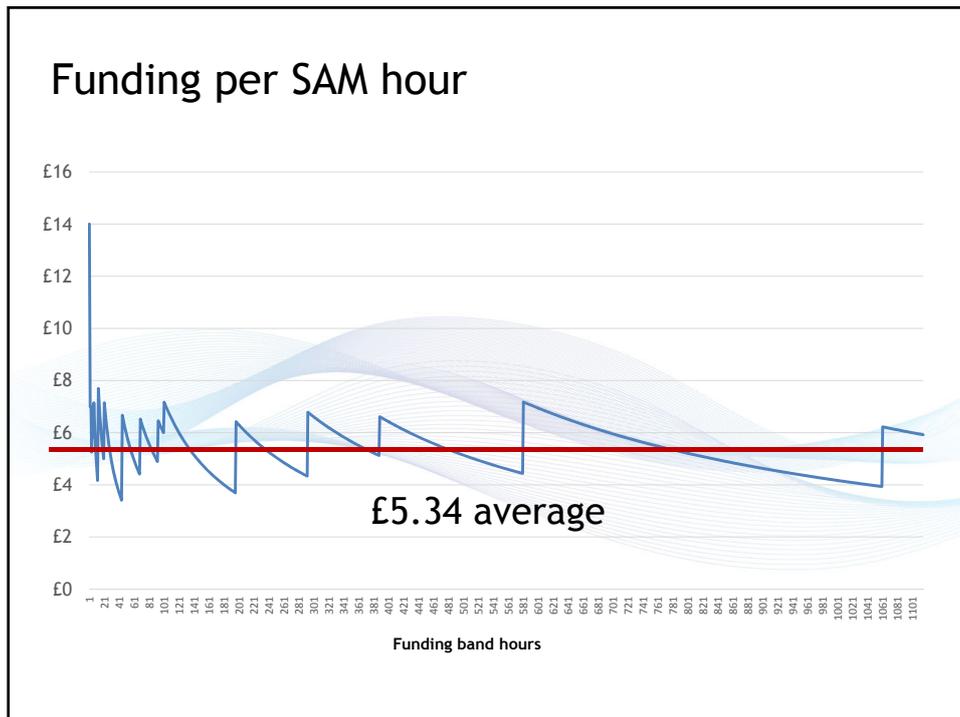


Appendix H for the ILR 2017/18 explains how these and other learning aim class codes are to be used.

<https://hub.fasst.org.uk/Learning%20Aims/Pages/default.aspx>

Example of how bands are efficiency steps





SAM high and low efficiency points

Funding band hours	Rate	Bottom of band per hour £	Top of band per hour £	Value of extra hour at boundary
Up to 2	£14	£14.00	£7.00	£7
3 to 4	£21	£7.00	£5.25	£14
5 to 6	£35	£7.00	£5.83	£15
7 to 12	£50	£7.14	£4.17	£50
13 to 20	£100	£7.69	£5.00	£50
21 to 44	£150	£7.14	£3.41	£150
45 to 68	£300	£6.67	£4.41	£150
69 to 92	£450	£6.52	£4.89	£150
93 to 100	£600	£6.45	£6.00	£124
101 to 196	£724	£7.17	£3.69	£541
197 to 292	£1,265	£6.42	£4.33	£722
293 to 388	£1,987	£6.78	£5.12	£586
389 to 580	£2,573	£6.61	£4.44	£1,597
581 to 1060	£4,170	£7.18	£3.93	£2,432
1061 or more	£6,602	£6.22	-	-

AEB co-funded formula

Funding is reduced by half the unweighted base rate

$$\left[\text{BR} \times \text{PW} \times \text{DU} \times \text{ACU} \right] - \left[\text{BR} \times 0.5 \right] = \text{Stack of coins}$$

The co-funded amount deducted from funding is half the value listed for that learning aim on LARS

So if you choose to set fees on this level, it is the same for that base rate for all learners across England

Special top-up funding for ESOL

If you deliver more hours for an ESOL qualification than the top of a SAMs hour band you can be funded for the extra

E.g. You deliver 60 hours, on a qualification in band 21 to 44 hours (£150). So you can top up 16 hours.

In the ILR you record 16 hours in the 'Additional delivery hours' field

16 hours is in band 13 to 20 hours (£100), so the funding software makes the base rate £250 for your 60 hour course (£150 learning aim + £100 top-up)

Very different funding between study programmes and AEB

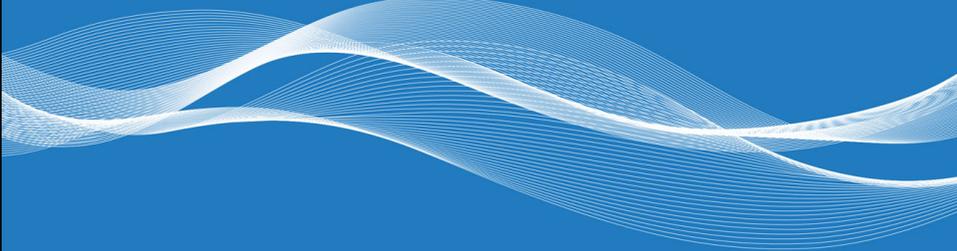
Traineeship funding example

Using likely scenario (10 week traineeship)

Activity	Total hours	Learning aim	Learning aim title	16-18 unweighted funding	19-24 unweighted funding
Induction and work preparation 2 weeks (5hrs x 5 days)	50	Z0003511 (no funding as must be in LARs category 'Work Preparation - SFA Traineeships')	Non regulated SFA formula funded provision, Level 1, Preparation for Work, 45 to 68 hrs, PW A	314 hours so in the 280-359 band	£970 (always, regardless of hours)
Work placement (28hrs x 8 weeks)	224	Z0007837 (LARs category 1 and always £970)	Work placement (200 - 499 hours)		£724
Maths (2.5hrs x 8 weeks)	20	50123257	L1 Functional Skills in Mathematics		£724
English (2.5hrs x 8 weeks)	20	50116605	L2 Functional Skills in English		£724
Example shows only base rates (excludes learner and provider specific weightings for disadvantage and area cost)				£2,133	£2,418

Profiling monthly full and co-funding

Including an editable Excel version of the dynamic AEB profiling calculator which will be shared with delegates



Nick Linford
 Director at Lsect



Qualifying period for funding

An learning aim will only be counted if it is funded, and will only be funded if it is eligible AND passes the qualifying period

The length of the learning aim is defined by the calendar days (including weeks) between the start date and the end date in the ILR

Length of learning aim	Qualifying period
168 days (24 weeks)	42 days (6 weeks)
14 to 167 days (2 - 24 weeks)	14 days (2 weeks)
Fewer than 14 days (under 2 weeks)	1 day (1 attendance)

If a learning aim has an actual end date before the qualifying period and is an early completer then the aim is counted and all of the funding is earned

If a learning aim has an actual end date before the qualifying period and is not completed then the aim is not counted and no funding is earned

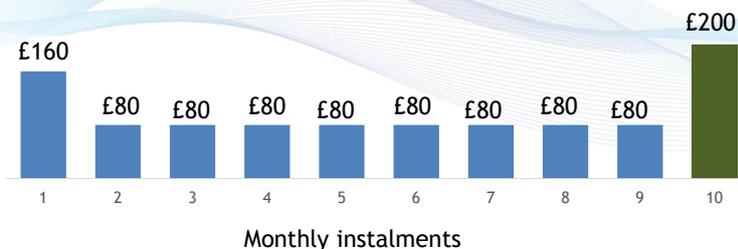
Monthly funding instalments

Funding for each learning aim is paid in monthly instalments according to the start and end dates in the ILR, based on a standard formula

On programme payments are 80% of the weighted co- or full-funding and paid monthly (with double in month one). This is paid for the months before their actual end date.

Achievement payment for remaining 20% paid in the month of the actual end date where the aim is fully achieved

For example, a 9 month learning aim with weighted funding of £1000 would be paid across 10 instalments as follows:



Job outcome payment (1 of 2)

234. For fully funded learners who are unemployed (including traineeships), we will pay 50% of the achievement payment if they start a job before achieving the learning aim. If the learner then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:

- 234.1. the learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for four consecutive weeks
- 234.2. where the learner was claiming benefits relating to unemployment they must also declare that they have stopped claiming these

Learning delivery employment outcome code 1 or 2 in the ILR to claim the payment, and enrolment would be excluded from achievement rates

Para 240: <https://www.gov.uk/government/publications/adult-education-budget-funding-rules-2018-to-2019>

Job outcome payment (2 of 2)

Example: £1000 weighted rate pays £900 across 10 instalments where learner completes, doesn't achieve but is eligible for a job outcome payment



Example: £1000 weighted rate pays £580 across 10 instalments where learner withdraws in month six, but is eligible for a job outcome payment



Dynamic profiling your AEB...

See demo

Calculator will be shared with delegates via email

Key planning factors to remember

- > It is a per enrolment funding system (so larger classes usually mean more efficiency)
- > In-year funding methodology (such as disadvantage uplift) makes for fair income and expenditure models, but use averages when planning
- > Not every enrolment will be funded as a start and not every start will complete or achieve
- > Curriculum plans need monitoring and adjustment within academic and ESFA financial year constraints

AEB performance policies and intervention regime

Including the calculation of retention, pass and achievement rates as well as minimum standards

Nick Linford
Director at Lsect

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Performance management of AEB (1 of 2)

“The funding agreements for AEB grant allocations and AEB contract for services remain separate with different payment and performance-management arrangements. You cannot vire funds between the two.”

Increases to your adult education budget contract value

331. We reviewed ESFA funded adult education budget allocations in May 2019 using 2018 to 2019 data and increased allocations for providers with significant performance increases.

332. We have committed to fund over-delivery of up to 3% for all providers (subject to you meeting our track record criteria set out in paragraph 266).

333. We do not anticipate there being any opportunities to increase ESFA funded AEB allocations in the 2019 to 2020 funding year. It is unlikely that additional funding will become available, however, if growth funds do become available, we will distribute them through a formulaic calculation based on provider performance (not through a provider bidding/business case approach).

Performance management of AEB (2 of 2)

Annex C: Review points

Adult education budget, 19 to 24 traineeships and 16 to 18 traineeships review points, tolerances and minimum thresholds

	Review point 1	Review point 2
Funding in scope for growth (increases calculated by ESFA, there will be no growth form)	<ul style="list-style-type: none"> 19 to 24 traineeships 16 to 18 traineeships 	<ul style="list-style-type: none"> 19 to 24 traineeships 16 to 18 traineeships
Funding in scope for reductions	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> AEB contract for services (excluding 19 to 24 traineeships) 16 to 18 traineeships
Virements that can be requested	<ul style="list-style-type: none"> between your adult skills and learner support allocations (contract for service providers) 	<ul style="list-style-type: none"> between your adult skills and learner support allocations (contract for service providers)
Virement request form published	22 November 2019	20 March 2020
Virement requests and/or exceptional business cases to be received by	6 December 2019	3 April 2020
Tolerance for under-delivery	-	7%
Lower threshold for contract value adjustments		£25,000
Delivery information using the latest validated ILR data you provide	5 December 2019 (R04 data return)	6 April 2020 (R08 data return)
Providers told the outcome by	10 January 2020	8 May 2020

Qualification Achievement Rates (QARs)

Terminology

Cohort = Enrolment for a leaver in the relevant academic year

Retention rate = % of cohort that completed (finished the course)

Pass rate = % of completed that fully passed

Achievement rate = % of cohort that passed

Calculation

$$\text{Retention rate} = \frac{\text{Retained}}{\text{Cohort}}$$

$$\text{Pass rate} = \frac{\text{Passed}}{\text{Retained}}$$

$$\text{Achievement rate} = \frac{\text{Passed}}{\text{Cohort}}$$

Or same answer with

$$\text{Retention rate} \times \text{Pass rate}$$

<https://www.gov.uk/government/publications/qualification-achievement-rates-2017-to-2018>

National Achievement Rate Tables (NARTs)

Age	Overall Cohort	Retention Rate %	Pass Rate %	Overall Achievement Rate %
16-18	1,521,060	89.5	91.6	82.1
19+	1,570,270	93.4	94.5	88.3
All Age	3,091,330	91.5	93.1	85.2

[2017 to 2018 education and training NARTs overall headline](#)
 MS Excel Spreadsheet, 1.11MB
 This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

[2017 to 2018 education and training NARTs overall institution](#)
 MS Excel Spreadsheet, 6.98MB
 This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

[2017 to 2018 education and training NARTs overall qualifications](#)
 MS Excel Spreadsheet, 2.64MB
 This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

You can compare your rates to other providers (by type or in the region) - can help with both benchmarking and marketing

<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2017-to-2018>

Minimum Standards

“Minimum Standards policy had been reviewed we will stop taking intervention action on 19+ Minimum Standards. Instead, we will use all education performance data available to us earlier in our overall risk assessments.”

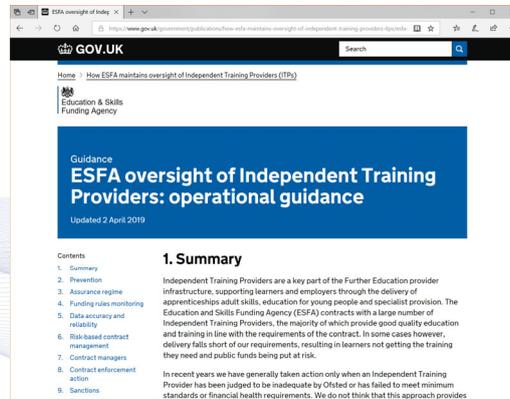
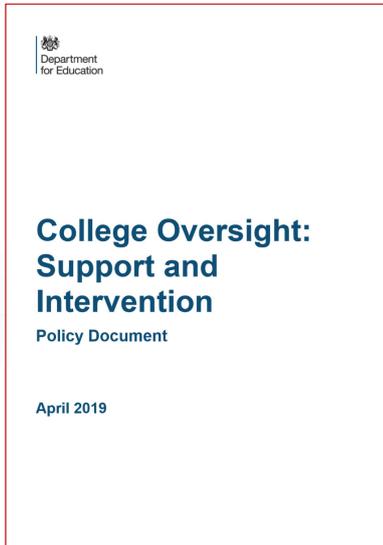


Changes since the 2017 to 2018 version

7. We will **no longer** apply Minimum Standards to **19+ education and training** from 2018 to 2019 as a trigger for intervention. We may, however, consider Minimum Standards in respect of decisions as to whether to lift existing additional conditions related to failures to comply with Minimum Standards in previous years (for 19+ education and training), or as an indicator of poor or declining education performance. See paragraph 25 onwards for further information.

25. We will supply Minimum Standards reports to providers for 19+ Education and Training for 2018 to 2019 data. **This will not be an automatic trigger upon which we will take action.** However, we have included this data in the wider QAR data sets to review performance where providers are under additional conditions from 2017 to 2018, and potentially lift these additional conditions. We expect providers to be evaluating their in-year education and training data and taking remedial action for themselves.

Intervention regime



<https://www.gov.uk/government/publications/how-esfa-maintains-oversight-of-independent-training-providers-itps/esfa-oversight-of-independent-training-providers-operational-guidance>

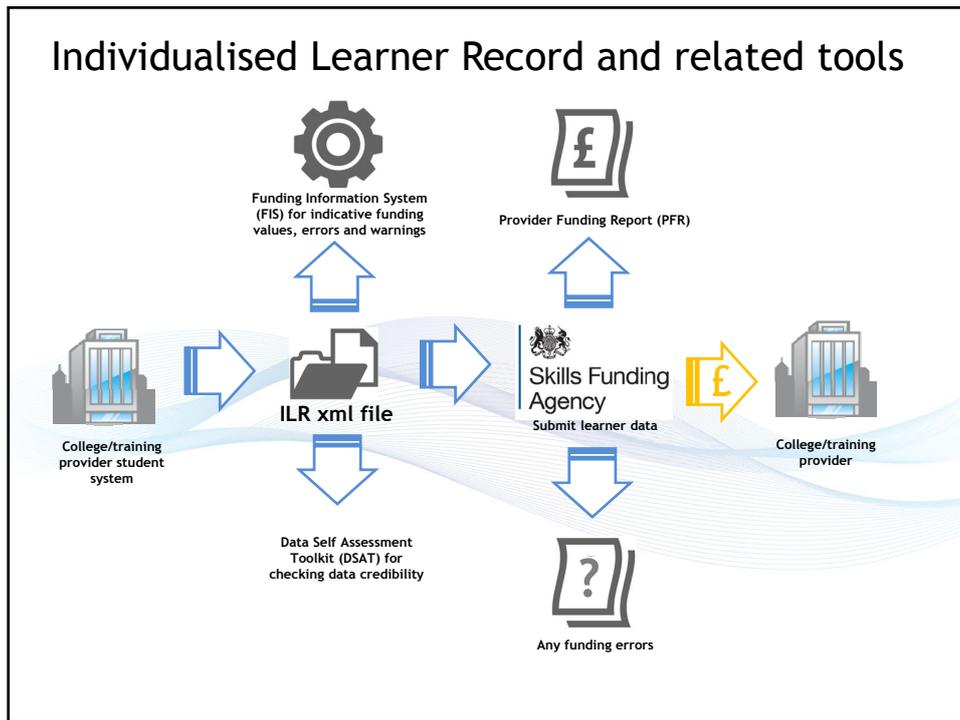
<https://www.gov.uk/government/publications/college-oversight-support-and-intervention>

The ILR and related data tools for AEB in 2019/20

Including hints and tips on the best use of key funding and data quality reports from FIS, Hub and DSATs

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Director at Lsect

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Individualised Learner Record in 2019/20

The screenshot shows the 'ILR specification, validation rules and appendices 2019 to 2020' document page. It includes a 'Documents' section with a PDF titled 'ILR specification 2019 to 2020: version 2 (8 May 2019)'. The page also features 'Guidance' and 'Related content' sections.

Important changes to for AEB

- SOF codes
- DAM codes
- New 'Learning start date postcode field'

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

Source of Funding and DAM Codes

Learning Delivery Funding and Monitoring Code - LearnDelFAMCode			
Definition	The funding or monitoring attribute being recorded		
Reason required	To identify additional funding and/or funding characteristics of the learning delivery		
Schema definitions			
XML Element Name	LearnDelFAMCode		
Field length	5	Data type	RestrictedString
Minimum occurrences	1	Maximum occurrences	1
Part of	LearningDeliveryFAM		
Collection requirements			
Collected for all aims			
Attribute Codes			
Type	Code	Definition	Valid To
SOF	1	Office for Students (OFS)	
SOF	105	Education and Skills Funding Agency (ESFA) - Adult	
SOF	107	Education and Skills Funding Agency (ESFA) - 16-19	
SOF	108	Local authority (Community Learning funds)	
SOF	110	Greater Manchester Combined Authority	
SOF	111	Liverpool City Region Combined Authority	
SOF	112	West Midlands Combined Authority	
SOF	113	West of England Combined Authority	
SOF	114	Tees Valley Combined Authority	
SOF	115	Cambridgeshire and Peterborough Combined Authority	

FIS 2019/20 may include a postcode checking feature

Devolved area monitoring codes

Code	Title	Description	Valid From	Valid To	Applicable Source of Funding	Requesting Agency
001	Postcode validation exclusion	postcode border issues.	01/08/2019		All	ESFA
002	Procured Devolved Adult Education		01/08/2019		All	ESFA
003	Devolved AEB Innovation Fund -	To enable devolved authorities to monitor participation, achievement and outcomes associated with the fund. GLA Procured provision will be funded under AEB eligibility rules, as described in the GLA AEB Funding and Performance Rules for Procured Providers. For this provision to be used by the GLA to generate ESF match funding, it will also be required to meet ESF eligibility rules.	01/08/2019		116	Greater London Authority
004	Devolved AEB flexible allocation provision -	The GLA recognises that this may not be possible in all cases and has given providers the flexibility of delivering provision that is only AEB-eligible, up to an AEB Flexible Allocation threshold of 15% of contract value. Provision flagged with the DAM code for AEB Flexible funding pot to develop innovative delivery of English and Maths within the area	01/08/2019		116	Greater London Authority
005	Test and Learn Pilot English and Maths.	funding pot to develop innovative delivery of English and Maths within the area	01/08/2019	#####	111	Liverpool City Region Combined Authority
006	Test and Learn Pilot ESOL.	funding pot to develop innovative delivery of ESOL within the area	01/08/2019	#####	111	Liverpool City Region Combined Authority
007	Test and Learn Pilot Digital.	funding pot to develop innovative delivery of Digital programmes within the area	01/08/2019	#####	111	Liverpool City Region Combined Authority
008	Sector Specific Monitoring.	funding pot assigned to particular providers targeting particular growth sectors through targeted delivery.	01/08/2019	#####	111	Liverpool City Region Combined Authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/823094/ILRSpecification_Monitoring_Codes_2019_20_version_1.xlsx

New postcode field

Learning Start Date Postcode - LSDPostcode			
Definition	The residency postcode of the learner for the purposes of funding		
Reason required	To determine whether learners are in a devolved or non-devolved area		
Schema definitions			
XML Element Name	LSDPostcode		
Field length	8	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Adult skills (FundModel 35), Community Learning (FundModel 10), and Local authority funded Community Learning (FundModel 99) and Source of funding 108)			
Valid entries			
A valid postcode that must be in upper case.			
Pattern			
Notes			
<ul style="list-style-type: none"> This field is to be returned for aims that start on or after 1 August 2019 (this does not include restarts). This postcode is completed for Adult skills (Funding Model 35) excluding traineeships, Community Learning (Funding Model 10), and Local authority funded Community Learning (Funding model 99 and Source of funding 108). This field is returned at the start of the learning aim and will continue for the duration of the aim. For example if the learner is in a devolved area at the start of the learning aim and then moves to outside of a devolved area, this postcode field will not be updated and the funding arrangement will remain in place by the devolved area for the duration of the aim. Please refer to the Adult Education Budget (AEB) funding rule for the definition of residency. If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ Full valid postcodes can be located at the Royal Mail Postcode finder website, https://www.royalmail.com/find-a-postcode 			
Change Management Notes			
v1: New for 2019 to 2020			

Key ILR fields used by funding software

- > Funding model
- > Learning aim
- > Start date
- > Planned and actual end date
- > Completion status
- > Outcome

Also employment status (ESF match issues)

And how important will the Destination and Progression records become?

New Funding Information System for 2019/20

The screenshot displays the FIS (Funding Information Service) website and its desktop application. The website page includes a 'BETA' notice and a table of version updates:

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

Below the table, there are 'Download' links for each version. The desktop application window shows a message: 'Import successfully processed' and 'Get your reports and exports here: C:\Users\Nick\Documents\Funding Information System 2019-20'. A 'FIS Settings' window is also visible, showing the 'Output Directory' as 'C:\Users\Nick\Documents\Funding Information System 2019-20' and options for 'Export to SQL' and 'Export to Access and CSV'.

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

Submit learner data (for error/warning and funding reports)

ILR return deadline is 4th working day of every month at 6pm

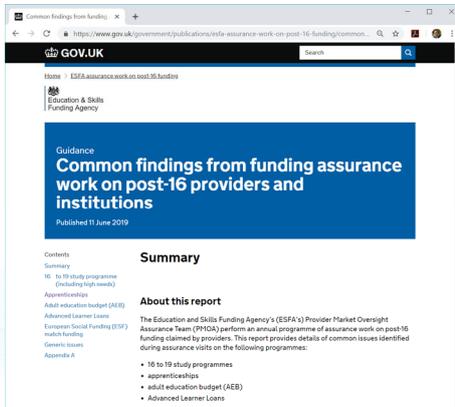
The screenshot shows the 'Submit learner data' page on the GOV.UK website. The page includes a 'BETA' notice and a 'Submit learner data' section. The text states: 'This service is for training providers that receive funding directly from the Education and Skills Funding Agency. Use this service to validate and submit: Individualised learner records (ILR), Earnings adjustment statements (EAS), ESF (European Social Fund) supplementary data. You can also view and download reports for data you've submitted. Mayoral Combined Authorities (MCAs) can only download reports.' There is a 'Sign in' button.

The 'Help and support' section provides contact information for the ESFA support desk: Telephone: 0370 267 1000, Monday to Thursday, 9:00am to 5:00pm; Friday, 9:00am to 4:00pm; Email: sde.servicedesk@esfa.gov.uk.

The 'Related content' section lists various reports, including: 16-19 Funding Claim Report 20180406-135645, 16-19 Summary of Funding by Student Report 20180406-135645, Adult Funding Claim Report 20180406-135645, Adult Funding Claim Report 20180406-135645, ALLB Occupancy Report 20180406-135645, Apps Indicative Earnings Report 20180406-141228, CL Summary of Learners by Non-Single Budget Category Report 20180406-135645, ESF Aim and Deliverable Report 20180406-135645, ESF Funding Summary Report 20180406-141159, Funding Summary Report 20180406-135645, High Needs Students Detail Report 20180406-135645, High Needs Students Summary Report 20180406-135645, Main Occupancy Report 20180406-135645, Maths and English Report 20180406-135645, Non-Contracted Apprenticeships Activity Report 20180406-141229, Summary of Funding Model 35 Funding by Learner Report 20180406-135645, Summary of Funding Model 35 Funding Report 20180406-135645, Summary of Funding Model 35 Funding Report 20180406-135645, Trailblazer Apprenticeships Employer Incentives Report 20180406-135645, and Trailblazer Apprenticeships Occupancy Report 20180406-135645.

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

ESFA Audit



<https://www.gov.uk/government/publications/esfa-assurance-work-on-post-16-funding/common-findings-from-funding-assurance-work-on-post-16-providers-and-institutions#adult-education-budget-aeb>

Adult education budget (AEB)

Funding issues

Prior attainment

One of the main issues causing funding errors in this area, as with apprenticeship programmes, relates to providers claiming funding without taking into account the learners' attainment and study of prior qualifications.

This may mean that the learner was exempt from part of their programme or should have had the funding reduced through the proportion of funding field on the ILR. Situations arose where learners had achieved units and progressed onto other qualifications, transferred, or returned from a break and the proportion of funding had not been reduced accordingly.

Learners studying programmes other than apprenticeships must be enrolled on a level of learning in English and/or Maths (and ESOL qualifications) that is beyond their assessed level. We found numerous examples where learners were studying at the same level at which they had been assessed. This resulted in funding being claimed incorrectly.

Learner status

Similar to the apprenticeships programme, funding errors occur when funding is claimed for learners' continued participation on the AEB programme, but this cannot be confirmed from the evidence of learning activity, usually for periods of learning, or occasionally from a learner's start date. This is a recurring issue found year-on-year and accounts for a significant proportion of funding error.

Full and co-funding

There were also instances where funding was claimed incorrectly for learners who were not entitled to full funding. Providers should only claim co-funding for these learners.

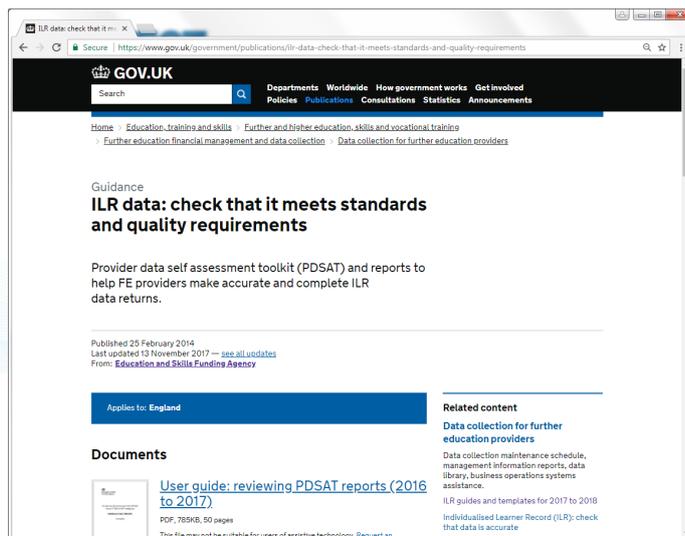
Workplace learning

Workplace learning is not eligible for funding unless these specific criteria are met:

- ESFA has confirmed a national level concession that responds to a significant negative economic impact for a specific industry
- it is statutory entitlement learning stated in paragraph 167 of the [AEB funding rules](#)

Where evidence to confirm the eligibility under the funding rules for workplace learning cannot be confirmed, such funding will be recovered.

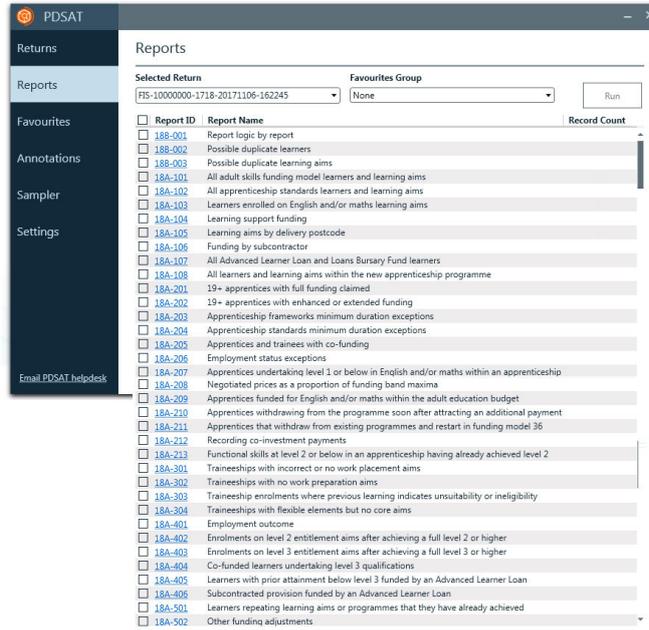
Provider Self Assessment toolkit (PDSAT)



<https://www.gov.uk/government/publications/ilr-data-check-that-it-meets-standards-and-quality-requirements>

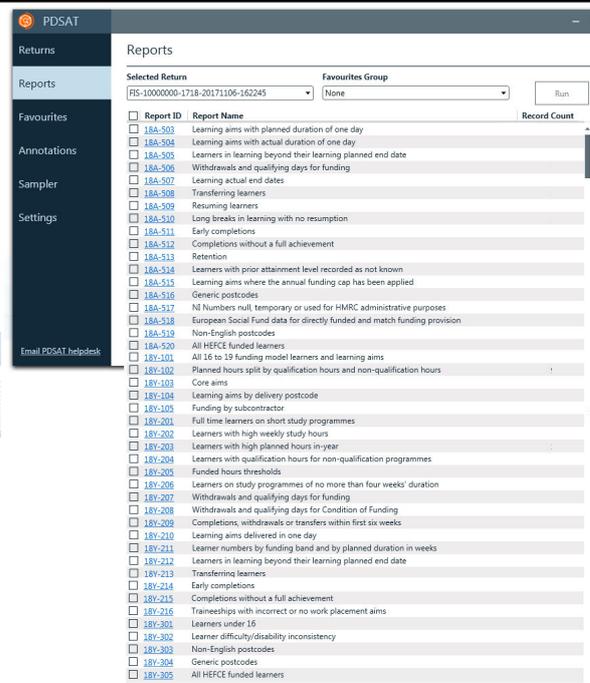
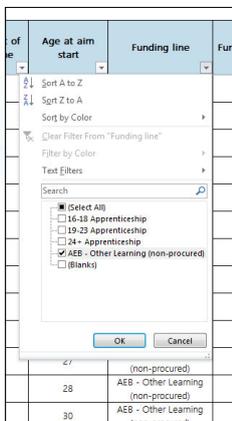
There are currently 80 PDSAT reports

First 36 here



Remaining 44 here

They cover the full ILR, and with most you can filter for AEB



Funding and monitoring reports

The screenshot shows a GOV.UK page for 'ESFA financial assurance: monitoring the funding rules'. The page includes a search bar, navigation links, and a main heading. Below the heading, there is a brief description of the funding rules and a 'Documents' section with a link to a letter from Dawn Ward CBE dated October 2017. An overlaid window shows a 'Summary' report for 'Funding Rules Monitoring 1718'. This report includes a table with columns for 'Report Item', 'Number of Occurrences', and 'Number of Providers Involved'. The table lists various items such as 'Report template errors', 'Duplicate funding alerts', and 'Incorrect data changes'. A 'Funding Line Type Summary' table is also visible on the right side of the report window.

<https://www.gov.uk/government/publications/sfa-financial-assurance-monitoring-the-funding-rules>

Financial Assurance (audit regime)

The screenshot shows a GOV.UK page for 'SFA financial assurance: funding assurance review programmes'. The page includes a search bar, navigation links, and a main heading. Below the heading, there is a brief description of the review programmes and a 'Documents' section with a link to 'Adult skills budget funding assurance review documentation for 2016 to 2017'. An overlaid text box provides details about this documentation.

Assurance review documentation for the funding year 2016 to 2017

This [zip file](#) contains documentation that the ESFA's Provider Risk and Assurance team and other appointed auditors will use to audit the current apprenticeship programme, adult education programme, 16 to 19 provision and advanced learner loans for a sample of providers and to give their opinion on whether they comply with the funding rules. It includes guidance notes for PDSAT users on how to review PDSAT report output.

Financial Assurance (working papers)

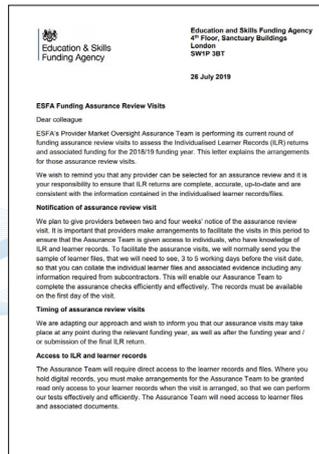
AEB audit issues

No	Test	Issue	Critical Factor	References	App Fwks	T'ships	Other AEB
1	Does evidence exist to confirm that the learner is eligible for SFA funding?	i) Eligibility for funding	The learner satisfies the SFA's eligibility criteria.	SFACOM: A17 to A25, A89.2, A90, A107 to A134, Annex A	Yes	Yes	Yes
2	Is the learner eligible for the programme(s) and has/have the programme(s) been correctly identified and coded?	ii) Employed status	Apprentices are employed (except alternative completion conditions).	APPCOM: B3 APPFWK: C3	Yes		
3		iii) Correct funding rate	The funding rate claimed (16-18, 19-23, 24+) is consistent with the learner's age and circumstances at the start of the programme.	APPFWK: C11, C14 TO C16 FRF: 42	Yes		
4		iv) Minimum hours of employment	Apprentices are employed for at least 16 hours per week.	APPCOM: B18.1, B18.5.1, B18.5.6, B19, B20, B22	Yes		
5		v) Planned duration for part-time programme	The planned duration of the programme has been extended accordingly to account for the learner's part-time hours.	APPCOM: B18.5.4, B28	Yes		
6		vi) Prior attainment at level 4	The learner with prior attainment at level 4 is undertaking a higher apprenticeship at level 5 or above, except for apprentices that were funded by a loan when they started and have become grant funded.	APPFWK: C12	Yes		
7		vii) Alternative completion conditions	Unemployed and self-employed apprentices must satisfy alternative completion conditions to be eligible.	APPCOM: B9 APPFWK: C4 TO C5	Yes		
8	Is the programme as designed eligible for funding and is the correct funding being claimed?	viii) Traineeship eligibility	The learner satisfies the specific eligibility criteria for the traineeship programme.	SFACOM: A89.3 AEB: E33, E44 to E46		Yes	
9		ix) Full/Co-funding	Claims for full or co-funding are supported by an assessment of the learner's circumstances and the learner has confirmed that they are eligible for a financial contribution from the government where applicable.	SFACOM: A89.7, A89.10, A90 APPFWK: C11, C14 AEB: Level of government contribution box (a4), E4 to E9, E11, E13 to E15, E24, E28 to E33, E35 to E36, E39, E43	Yes	Yes	Yes

New tougher approach to ESFA audit

“We plan to give providers between two and four weeks’ notice of the assurance review visit”

“We are adapting our approach and wish to inform you that our assurance visits may take place at any point during the relevant funding year, as well as after the funding year and / or submission of the final ILR return”



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821538/PMOA_Assurance_Review_Visits_letter_26.07.19.pdf



<https://feweek.co.uk/2019/07/29/esfa-move-to-short-notice-funding-audits-in-dodgy-data-crackdown/>

New FAM reports

Breaks in learning where the closed episode is reopened upon the learner's return

Continuing learners who are now reported as withdrawing on or before 31 July of the previous funding year

Changes to funding model between years

ESFA also checking for:

Policy area	Policy rules	Specific concern
All	Providers with high numbers of learners who are withdrawn on a census date for funding.	Incorrect recording of data, funding over claim.
Apprenticeships	Providers with high numbers of learners who are withdrawn on or just after qualifying for additional payments	Incorrect recording of data, funding over claim.
Apprenticeships (employers)	We will monitor to ensure that the apprentice's employer is the legal entity for the commitment, or a company that is connected to the legal entity, for the purposes of declaring and spending levy funds.	Potential gaming or pooling of levy funds.
Apprenticeships (employers)	Employees with high numbers of apprentices compared to their overall number of declared employees.	Potential gaming or misuse of funds.
Apprenticeships (transfers)	Main providers who are also a levy-paying employer, must not deliver training to apprentices that are funded through a transfer.	Monetising levy funds



<https://www.gov.uk/guidance/esfa-financial-assurance-monitoring-the-funding-rules>

Final Q&A

Nick Linford
Director at Lsect

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