Data Conference 2020

18 November 2020

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Agenda

10.30 Welcome and introductions
Nick Linford, funding expert & author of several technical funding tools and guides

10.35 Technical funding update in 2020/21 (all funding streams)
Nick Linford

11.35 Comfort break

11.45 Preparing for ILR R04 2020/21 (all funding streams)
Nick Linford

12.45 Break for lunch

13:45 Audit post-ILR R14 2019/20 and the new PDSAT checklist
Nick Linford

14:10 Comfort break

14.20 Digital apprenticeship service roadmap and future developments
Jess Gough, User Research Manager and Vanessa Clynes, Lead Service Designer, both from Apprenticeship Service at the ESFA

15:20 Apprenticeship funding rates – preparing for IfATE cuts
Nick Linford

16.00 Data conference end

Technical funding update in 2020/21

(all funding streams)

Nick Linford

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FM25

16-19 study programmes

Base rate rises 4.7% to £4,188

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

New 'High Value Courses Premium'

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

Some PCW increases

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

New level 3 programme maths and English payment

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

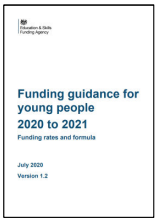
T-Levels (ProgType 31) and T-level transition programme (ProgType 30) launched

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

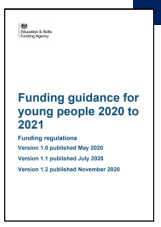
New ESFA advice is you may need to amended planned hours if Covid has changed what's deliverable

Any funded institution intending to "roll over planning assumptions from 2018 to 2019" must, however, also take into account any funding audit advice received on their funding data for either 2018 to 2019 or 2019 to 2020 so that any issues found in those years are not simply repeated as planning assumptions for 2020 to 2021.

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



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



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

FM35

Adult Education Budget

No ESFA formula or rate changes
(with exception of Traineeships - see next slide)

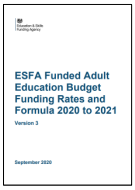
Devolution expansion to include the North of Tyne

London MCA (GLA) increasingly doing their own thing

https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers

ESFA funded adult education budget (AEB): funding and performance management rules 2020 to 2021

Version 4 - October 2020


ESFA Funded Adult Education Budget Funding Rates and Formula 2020 to 2021

Version 3

September 2020

https://www.gov.uk/guidance/adult-education-budget-aeb-funding-rules-2020-to-2021

https://www.gov.uk/government/publications/adult-education-budget-aeb-funding-rates-and-formula-2020-to-2021

Paragraph 2 – Revision to Text (March 2020)

In 2020 to 2021, the GLA's AEB programme will only pay an amount different to the ESFA's national programme under the following circumstances:

- we will fully fund some British Sign Language learning aims, which the ESFA may in some circumstances co-fund;
- we will fully fund some in work learners that the ESFA would co-fund;
- we will increase funding for English and maths legal entitlement qualifications at Levels 1 and 2
- we will fully fund teaching and learning support staff to deliver improved specialist provision for learners with SEND within the adult/further education sector; and
- we will fully fund some Level 3 qualifications in addition to the statutory entitlement through the London Recovery Flexibility.

These circumstances are laid out in more detail in the GLA's Adult Education Budget Funding and Performance Management Rules documents ('The Rules').

Expect new subcontracting restrictions/caps

Expect another national tender round very shortly

What's ESFA AEB future alongside National Skills Fund?

FM25 or FM35 with ProgType 24

Traineeship launched & forgotten about

Funded via existing pots: 16-19 study programme (lagged per learner)

19-24 Adult Education Budget (national ESFA only)

Primary focus on funding provider around £1k (excl. FS) to do some CV writing & oversee unpaid work placements

Hardly ever mentioned by politicians or civil servants, starts fallen below 15,000 per year with 80% 16-18 year olds

Traineeship starts	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 (Q3)
16-18	7,000	11,600	14,700	13,900	13,100	11,900	8,500
19-24	3,400	7,800	9,400	6,400	4,600	3,000	2,500
Total	10,400	19,400	24,100	20,300	17,700	14,900	11,000

Ofsted even gave up on trying to give traineeship provision a grade

FM25 or FM35 with ProgType 24

Traineeship relaunched!

Treasury seek out Covid responses from departments- and DfE offer to triple traineeships in return for extra £111m

Traineeship starts	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 (Q3)
16-18	7,000	11,600	14,700	13,900	13,100	11,900	8,500
19-24	3,400	7,800	9,400	6,400	4,600	3,000	2,500
Total	10,400	19,400	24,100	20,300	17,700	14,900	11,000

So DfE need to find a way to go from 15,000 starts to 45,000 starts in a single year (by 31 July 2021), on a dwindling programme during a recession, so they…

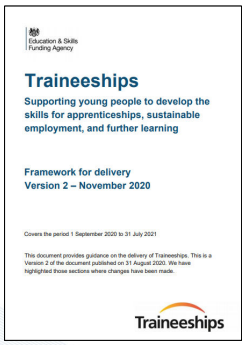
> Relax the eligibility rules
> Increase provider funding + new employer cash incentive
> Tender £65m for new providers/employers with 19-24s for starts from 1 Feb 2021
> Plan to invite 'high quality' providers to deliver to 16-18s

FM25 or FM35 with ProgType 24

Relax eligibility rules

"Extend the eligibility criteria to 19 to 24-year olds with a Full Level 3."

"Extend the maximum duration to a year."


Education & Skills Funding Agency

Traineeships

Supporting young people to develop the skills for apprenticeships, sustainable employment, and further learning

Framework for delivery
Version 2 – November 2020

Covers the period 1 September 2020 to 31 July 2021

This document provides guidance on the delivery of Traineeships. This is a Version 2 of the document published on 31 August 2020. We have highlighted those sections where changes have been made.

Traineeships

"Reduced minimum hours for work placement. Traineeships must have a work placement offer of between 70 and 240 hours work placement, undertaken with multiple employers as needed. Previously the work placement minimum requirement was 100 hours. This change was implemented from 1 September 2020."

Also encouraging digital skills to be assessed and delivered. New essential digital skills qualification worth an extra £300 each.

https://www.gov.uk/government/publications/supporting-young-people-to-develop-the-skills-for-apprenticeships-and-sustainable-employment-framework-for-delivery

FM25 or FM35 with ProgType 24

Increase provider funding + employer incentive

"Increased funding rate for Adult Education Budget (AEB) funded traineeships for those aged 19-24 from £970 to £1500"

"Employers who make new work placement opportunities available may also receive an incentive payment of £1,000 per learner, for up to 10 learners in each of the 9 regions"

121. Employers will be able to register their details and claim for the incentive payments through an online portal which will be made available on GOV.uk. We will update the sector once this available. Employers will only be required to register once, which will then allow them to apply for the incentive payment for up to 10 trainees per employer in each of the 9 regions that they deliver in.

122. The payments will be made directly into the employer's bank account once we have processed the claim. Please note that there may be a delay of at least 1 month before the employer receives the payment from us following the completion of the work placement. This is due to the timing of updated data returns and a monthly payments process.

123. Providers will need to ensure that the ILR is updated and timely returns are submitted to the Agency to allow these checks to be made and payments to be processed.

124. The new employer incentive funding has been agreed for the period of 1 September 2020 up to 31 July 2021, subject to availability of funding, as part of HM Government's coronavirus (COVID-19) response. Any decision to continue with employer incentive payments will be made with HM Treasury as part of the Spending Review process.

FM25 or FM35 with ProgType 24

Programme and component learning aims

Traineeships are recorded on the ILR using the same programme structures as apprenticeships. They are composed of one programme aim (Learning aim reference = ZPROG001) and a number of component learning aims. All of which should be programme type 24.

https://guidance.submitlearnerdatabeta.fasst.org.uk/psm/article/recording-traineeship-programmes

Education & Skills Funding Agency

Learning Aim Class Codes 2020 to 2021

32. You should record internal work placements that take place within a college environment using this code. Non-regulated work preparation activity should be recorded using codes from Category A or E.

Learning Aim Reference	Learning Aim Title	Validity
ZWRKX001	Work experience/placement	16 to 19 EFA, Adult skills (Traineeships only)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904561/Learning_Aim_Class_Codes_2020_to_2021_V1.pdf

FM35 with ProgType 24 and LDM 377

19-24 tender

Tender Region	%	£
East Midlands	6%	£3.90m
East of England	5%	£3.25m
London	32%	£20.80m
North East	5%	£3.25m
North West	12%	£7.80m
South East	10%	£6.50m
South West	4%	£2.60m
West Midlands	18%	£11.70m
Yorkshire and The Humber	8%	£5.20m
Total	100%	£65m

Activity	Date
Contract Notice sent to the Official Journal of the European Union for Publication	5 October 2020
Invitation to Tender published on Jaggaer	7 October 2020
Clarification window in relation to Tenders opens	7 October 2020
Clarification window in relation to Tenders closes	12.00 (noon) on 23 October 2020
Deadline for receipt of Tenders	17.00 on 28 October 2020
Evaluation of Tenders	29 October 2020 – 8 January 2021
Notices of Decision to Award the Contract issued and Voluntary standstill period commences	11 January 2021
Standstill Period ends	**Midnight at the end of 21 January 2021**
Contracts entered into from	22 January 2021
Anticipated Service Start Date	1 February 2021

Minimum contract value £250,000 for the 6 months to July – which would require around 125 starts

ESFA confirmed they had 370 bids (so worth at least £92m but probably more like £370m). Plenty will be disappointed

FM35 with ProgType 24 and LDM 377

LDM Code 377 for those that win the tender

ILRSpecification_Monitoring_Codes_2020_21_version3_published_1_October_2020_2020 (1).xlsx - Excel

Code	Title	Description	Required for ESFA Funding Calculation	Valid From	Valid To
375	sector based work academies pre-employment training	This code is used to identify participants referred by Job Centre Plus to FE providers to undertake sector-based work academies pre-employment training funded by the Adult Education Budget.	N	01/09/2020	
376	Classroom based 18/19 Offer	This code is used to identify learners that undertake 19 year old learners who are part of the DfE Covid-19 recovery package for FE, a one-year high value courses offer funded through the Adult Education Budget.	N	01/09/2020	
377	19-24 Traineeship (2020 procurement)	This code is used for claiming funding for 19-24 traineeships under a contract for services awarded in summer 2020.	Y	01/09/2020	01/08/2021
378 to 400	Unassigned codes for new initiatives				
	= updated since last published				

Introduction | Learning Delivery Monitoring | Devolved Area Monitoring | Codes ...

https://guidance.submitlearnerdatabeta.fasst.org.uk/ilr/appendices

FM25 with ProgType 24 and LDM ???

ESFA invite for 16-18 providers

DfE tell me: “we are not running a procurement exercise for 16 to 19 traineeships. The procurement exercise is solely for 19-24 traineeships. We will shortly be running a market entry exercise for 16 to 19 traineeship provision, which will be closely aligned to the published market entry information. More details will be published in due course on the specific details for this market entry exercise via ESFA update.”

https://www.gov.uk/guidance/16-to-19-education-market-entry

Likely that Ofsted report could be a limiting factor

New high-quality provision

We want to ensure opportunities for developing new outstanding provision are always available.

ESFA will fund new provision where it adds value and is a high quality addition to the existing offer for young people. To this end, we are open to discussions about new provision for young people aged 16 to 19 with independent learning providers (ILPs) without an ESFA contract for delivery to 16 to 19s currently holding (or receive in the course of the year) an Ofsted rating of grade 1 outstanding for overall effectiveness.

We will only support new provision as part of this process. We will not consider approaches seeking to move sub-contracted provision to a directly funded contract.

FM25 or FM35 with ProgType 24

Find out more about the history and future

https://feweek.co.uk/2020/10/13/the-revival-of-traineeships/

FM36

Apprenticeships

New employer incentives of £2,000 aged 16-24 and £1,500 aged 25+ (unlimited) – direct to employer and not via the ILR

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

New **eligible** off-the-job actual hours field for any starts on or after 1 August 2019 and associated rules when less than planned hours

Field: Actual Hours for Off the Job Training
Type of change: New Field
Details of change:
This field collects the total Actual off-the-job training hours (as defined in the funding rules) that is delivered to the individual apprentice over the practical period of the apprenticeship (before gateway). This should be entered at the end of the apprenticeship programme.

"It should be populated after the actual learning end date field is populated, and **before the end point assessment period is entered**. The field should only be entered for apprentices reaching gateway; it does not need to be input for withdrawn learners or restarted learning aims."

Moving away from non-levy allocations by the end of March 2021, so be careful you used the correct ACT in the ILR

Field: Learning Delivery Funding and Monitoring Type
Type of change: Definition change
Details of change:
The following references have been changed

ACT 1: Levy paying Providers

ACT 2: Non-levy paying Providers

Changed to:
ACT 1: Apprenticeship funded through a contract for services with the employer

ACT 2: Apprenticeship funded through a contract for services with the Education and Skills Funding Agency

The FE & Skills policy future…

National Skills Fund (NSF) @ £600m per year to fully fund first full level 3s ('Lifetime Skills Guarantee') from April 2021 - but lots of unanswered questions concerning new funding stream (incl. data spec)

More modular level 4 and 5 qualifications - but funded by ESFA or OfS or? - and via online learner accounts?

An FE White Paper due any day now, followed by new legislation

NSF consultation due out as well

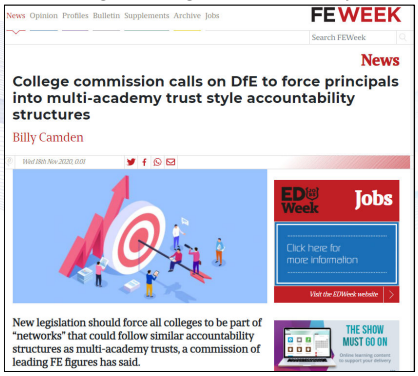
New Productivity and Skills Board and could BCCs play a role in dictating which courses are funded?

Treasury likely to demand employer voice is more influential than ever

Not sign yet of any apprenticeship changes - beyond current flexibilities

One year spending review next Wednesday…

Changes college accountability?



Preparing for ILR R04 2020/21 (all funding streams)

Nick Linford

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ILR R04 deadline in 12 working days from now

4 December 2020 with reference date of 01/11/2020

R04 is used for in-year payments, past performance and future allocations

Compare how much more important it is than R05

		R04	R05
Funding Model (FM)	**Provider type**	**04/12/2020**	**07/01/2021**
	Reference date	01/11/2020	
All funding models	Main data use	· MI & national statistics	
16-19 (excluding apprenticeships) (FM 25, 82)	Grant funded	√	
	Contract funded	√	
	Main data use	· In-year performance and monitoring · 2021/22 allocations · Qualification achievement rates 2019 to 2020	
Adult skills (non-apprenticeships) (FM 35, 81)	Grant funded	√	
	Contract funded	√	√
	Main data use	· Payments · Qualification achievement rates 2019 to 2020	· Payments

For 16-19s the R04 is used across 3 years

- **In-year monitoring (2020/21)**
- **Setting allocation for next year (2021/22)**
- **Finalising last year achievement rates (2019/20)**

For AEB the R04 is used mainly important for achievement rates (2019/20)

http://assets.ctfassets.net/6h6ixebbpdwm/5ZqvZqReg73Qu3GfdhcWbr/1f3b5ebe03ab23cae6fb8fd5443f61d1/Appendix_A__Version_1__February_2020.pdf

Critical for achievement rate calculation

Funding Model (FM)	Provider type	R04 04/12/2020	R05 07/01/2021
16-18 Apprenticeships (FM 35, 81)	Grant funded	√	√
	Contract funded	√	√
	Main data use	· Payments · Qualification achievement rates 2019 to 2020	· Payments
19+ Apprenticeships (FM 35, 81)	Grant funded	√	√
	Contract funded	√	√
	Main data use	· Payments · Qualification achievement rates 2019 to 2020.	· Payments
Apprenticeships from 1 May 2017 (FM 36)	Grant funded	√	√
	Contract funded	√	√
	Main data use	· Payments · Qualification achievement rates 2019 to 2020.	· Payments
Advanced Learner Loan (FM 99 and FAMType ADL)	Grant funded	√	
	Contract funded or Loans only facility	√	*
	Main data use	· Monitoring of loan facility · Loan bursary payments · Qualification achievement rates 2019 to 2020.	· Monitoring of loan facility · Loan bursary payments
Non-funded (FM 99)**	Grant funded	√	
	Main data use	· Learner MI	

For apprenticeships the R04 is mainly important for achievement rates (2019/20)

For advanced learner loans the R04 is mainly important for achievement rates (2019/20)

http://assets.ctfassets.net/6h6ixebbpdwm/5ZqvZqReg73Qu3GfdhcWbr/1f3b5ebe03ab23cae6fb8fd5443f61d1/Appendix_A__Version_1__February_2020.pdf

ILR R04 used for 16-19 allocations at colleges

This is how ESFA describe use of R04 for 2020/21 allocations

FE colleges, some other FE or higher education institutions

- we take the number of eligible students with a census date of 1 November 2019 based on R04 (2019 to 2020). We multiply this by the ratio of 1 November to all-year student numbers based on R04 (2018 to 2019) and the final R14 return for that year. We compare this figure with the student numbers calculated from R06 (2019 to 2020), both the year-to-date (as at 1 February) figure and the number recruited by 1 November.

So for 2021/22 allocations ESFA will:

Create ratio from 2019/20 R04 to R14
(e.g. extra 10% recruited in-year would be 1.1)

Take a funded learner count from R04 2020/21
(e.g. 2,000 16-19s)

Multiply the learner count by the ratio for allocation
(e.g. 2,000 x 1.1 = 2,100 16-19 allocation for 2020/21)

So R04 vital to get total funded learner number right and on average each learner worth £4,842

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

ILR used for 16-19 allocations at ILPs

Independent learning providers

- depending on the profile 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) the same approach as set out above for FE colleges, or 3) the average of approaches 1) and 2).

There may be a delay in issuing allocations for institutions where we use R06 data.

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

So for 16-19 the key is to be sure they are fundable. Are you sure their last date of attendance was not before minimum duration?

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)

You can of course correct in time for R06 but that can be very embarrassing and could flag you as ripe for an audit (financial assurance visit)

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

How to find the withdrawn 16-19 learners

Data Self Assessment Toolkit (PDSAT) reports

20Y-206: Learners on study programmes of no more than four weeks' duration	78
20Y-207: Withdrawals and qualifying days for funding	78
20Y-208: Withdrawals and qualifying days for Condition of Funding	79
20Y-209: Completions, withdrawals or transfers within first six weeks	80
20Y-210: Withdrawals and planned hours for learners continuing from a previous year	
20Y-211: Learning aims delivered in one day	

20Y-207: Withdrawals and qualifying days for funding

Funding rules monitoring plan: FRM29

Identifies learners that have withdrawn from programmes where the actual duration is close to the minimum number of qualifying days for funded learning[62].

The ESFA is monitoring learners that complete or leave learning on or just after the qualifying period for funding.

For learners on 16 to 19 study programmes, it is the date on which the learner withdraws from the study programme, rather than any individual learning aim, that determines whether the learner has reached the start qualifying date for funding.

No.	Name	Policy area	Policy rules and guidance	Changes from 2019 to 2020 plan
FRM29	Learners who complete or leave learning on or just after the qualifying period for funding	**Common funding rules/multiple areas**	Institutions must have evidence that individual students were undertaking the specified study programme during the learning period for which funding and retention is being recorded.	Includes T Levels

Make sure you have the same start and end dates on the timetable and register with the start and actual end date in the ILR

Check if any learner you think has withdrawn is not on this report. Maybe they were not properly withdrawn from all enrolments.

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

16-19 issues at ILR R04 simply around if any funding for overall learner should be generated

FM25 financial assurance working papers

	Test		Issue	Critical factor
1	**Has the institution correctly assessed that the student is eligible for ESFA funding?**	i	Eligibility for funding	The student satisfies the ESFA's eligibility criteria.
2	**Does the learning agreement, enrolment form and/or timetable agree to the ILR in terms of data, *including eligibility for free meals in FE*?**	i	ILR consistent with learning agreement	Funding is driven by the underlying ILR data which must agree with information confirmed by the student in the learning agreement.
10	**Does the start date recorded in the ILR reconcile to registers, or alternative evidence of attendance held?**	i	Learning start date	Funding for a learning aim or programme can be claimed only from the date on which learning activity directly related to the learning aim or programme begins and can be evidenced.
15	**If the student has withdrawn from the programme, does the period of attendance on the programme qualify for funding?**	i	Qualifying period for funding	For funding purposes, students are considered to have started a study programme once they have remained on that programme for at least the qualifying period for funding within the current funding year.
16	**Where the student has withdrawn from any qualifications, have the withdrawal details been correctly recorded in the ILR?**	i	Withdrawals	The learning actual end date recorded in the ILR reflects the last date that there is evidence of learning activity for each learning aim and the completion status and planned hours must be correctly updated as necessary.

Things like planned hours not going to alter allocation

Working papers via PDSAT sampler function : https://www.gov.uk/government/publications/ilr-data-provider-data-self-assessment-toolkit-pdsat

ILR R04 also used for advanced math premium

"We establish the number of students studying an eligible level 3 maths qualification in the relevant academic year using the ILR (R04)"

75 qualifications that count as a maths component for Technical Baccalaureate as well as the full IBO Level 3 International Baccalaureate diploma (QN 50034157) https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

16_to_18_qualifications_and_discount_codes_for_the_2018_to_2022_performance_tables_May_2020 (1).xlsx - Excel

Type	Qualification number	Qualification Title	Counts as maths component for Tech Bacc?
A Levels	10034055	AQA Level 3 Advanced Subsidiary GCE in Mathematics	Yes
A Levels	10034080	AQA Level 3 Advanced GCE in Mathematics	Yes
A Levels	10034110	Pearson Edexcel Level 3 Advanced Subsidiary GCE in Mathematics	Yes
A Levels	10034122	Pearson Edexcel Level 3 Advanced GCE in Mathematics	Yes
A Levels	10034171	OCR Advanced Subsidiary GCE in Mathematics (MEI)	Yes
A Levels	10034183	OCR Advanced GCE in Mathematics (MEI)	Yes
A Levels	10034237	WJEC Advanced Subsidiary GCE in Mathematics	Yes
A Levels	10034249	WJEC Advanced GCE in Mathematics	
A Levels	10034298	CCEA Advanced Subsidiary GCE in Mathematics	
A Levels	10034328	CCEA Advanced GCE in Mathematics	
A Levels	10034341	OCR Advanced Subsidiary GCE in Mathematics	
A Levels	10034353	OCR Advanced GCE in Mathematics	

Worth £14m in 2020/21 with 871 providers at an average of £16k per provider

16-19 Allocations for the 2020 to 2021 Academic Year

Region	Local Authority (LA)	LA No. Institution Name	Advanced Maths Premium Payment (£)
NW	Manchester	352 Loreto College	266,400
WM	Herefordshire	884 Hereford Sixth Form College	265,200
EE	Cambridgeshire	873 Hills Road Sixth Form College	243,000
GL	Newham	316 Brampton Manor Academy	187,800
YH	Kirklees	382 Greenhead College	162,600
WM	Worcestershire	885 Worcester Sixth Form College	157,800

https://www.gov.uk/government/publications/16-to-19-allocation-data-2020-to-2021-academic-year

ILR R04 used for last year's achievement rates (all funding streams)

41 We treat learning aims as withdrawals for the **overall QAR** methodology where they have a 'Completion status' of 6 ('Learner has temporarily withdrawn from the aim due to an agreed break in learning') and where either:

a they do not have a corresponding restart record in the same funding year or in the following two funding years, **OR**

b the planned break recorded in the R14 ILR return for 2018 to 2019 has no corresponding restart record in the R04 ILR return of 2020 to 2021

If this scenario happens, we will set the reporting year to one year after the latter of the expected end year or actual end year.

For example, if you recorded an aim with a 'Learning planned end date' in July 2019 with a planned break in learning in April 2018, this will be a withdrawn aim in the 2019 to 2020 funding year if there is no restart record in:

a the R14 ILR return in 2018 to 2019, **OR**

b the R14 ILR return in 2019 to 2020, **OR**

c the R04 ILR return of 2020 to 2021

Key is to ensure the 'restart record' is in ILR R04, particularly for R04 - but also that it is correctly matched

https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2019-to-2020

Checking the carry-overs match in ILR R04

Matching learning aims across years

34. Many learning aims take more than one year to complete, meaning that the same learning aims for a particular learner can appear on more than one ILR file.

35. We use various combinations of variables to ensure we match the correct records across years. The matching process matches records by UKPRN, Learner Reference Number, and Aim Reference together with the following combinations, in the following sequence.

- Learning start date, Learning planned end date, Learning actual end date
- Learning start date, Learning planned end date
- Learning start date, Expected end year (P_Expendyr), Learning actual end date
- Learning start date, Expected end year

36. Once we have matched the learning aim records, we discard those from previous years, leaving just the latest information for each learning aim in the QAR dataset.

1.
2.
3.
4.
5.
6.

Without a match they will count as not achieving

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856548/ET_QAR_technical_specification_201819_v3.pdf

ILR R04 where learner reference numbers changes

ESFA: "Providers assign the Learner reference number and we use this number to match aims across years"

"If, for any reason, a learner's Learner reference number changes, either within a funding year or between years, then you must record this using the Learner reference number in previous year field.
https://guidance.submitlearnerdatabeta.fasst.org.uk/ilr/field/prevlearnrefnumber

"We use the information in the Learner reference number in the previous year field to change the Learner reference numbers for previous years to the latest Learner reference number. We keep the original Learner reference number in the QAR dataset in the LearnRefNumber_orig field.

"If you use the Learner reference number in previous year field when there has not been a change in the learner's Learner reference number, then this will prevent us from correctly matching that learner's aims."

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856548/ET_QAR_technical_specification_201819_v3.pdf

Reports before R04 ESFA's submit learner data portal

This one helps with apprentices and mismatches

Download learner level issue data

Your learner level view (Excel) allows you to see issues with individual learners.

This can be useful for identifying the specific learner records related to any issues identified in your monthly earnings breakdown.

Download R03 learner level view >

R03 Funding Rules Monitoring spreadsheet

For first time a limited number of pre-R04 reports [so no excuses!]

Report	Title
FRM06	Continuance Issues
FRM07	Breaks In Learning: Planned End Date
FRM08	Breaks In Learning: Duration
FRM09	Transfers with no return
FRM15	End Point Assessment Organisations

And ILR validation reports now looks for changes of dates between years

https://submitlearnerdatabeta.fasst.org.uk/

Funding Rules Monitoring reports

Example (plus one year for this year)

Area (all policy areas)	Report specification	Action you must take	Action we will take
FRM06 Continuing learners from 2018 to 2019 who do not appear in the 2019 to 2020 ILR	Identify learning aim records in the latest ILR data submission excluding learning aims which are not a 'regulated' qualification or a component of a regulated qualification Identify learning aim records in the R14 ILR data submission for the previous year which are reported as continuing in learning and have a planned end date after 1 August in the current funding year. Compare latest submission data with previous year's data, matching data on learner reference number or previous learner reference number, UKPRN or previous UKPRN or pre-merger UKPRN, learning aim reference, programme type, standard code, framework code, learning start date, where the expected learning aim does not appear in the latest ILR.	The 2018 to 2019 ILR must include aims that are continuing in the final return for the previous year (R14). If the learner was reported as continuing in the R14 return for the previous year, but has since been identified as having withdrawn before 1 August 2018, you must set the Completion status to code 3 'withdrawn' and complete the Withdrawal reason field with the relevant code. Record the Learning actual end date as the last day the learner was in learning: this will be in the previous ILR year, do not use 1 August of the current year.	We will treat these learners as withdrawn for the QARs

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

So a big deal, but NARTs won't be published for all to see owing to Covid

School, college or MAT level performance data

We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.

We will not be publishing, or sharing, school, college or MAT level accountability measures, such as Progress 8 and level 3 value added, using the summer 2020 data.

The performance tables that were due to be released in October and December 2020, and in January and March 2021, will not go ahead.

We will also not publish any institution-level qualification achievement rates in the national achievement rate tables for the 2019 to 2020 academic year.

https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability

And no QARs either!

We also announced that data will not be used by others, such as Ofsted, local authorities or devolved authorities or within ESFA and DFE, to hold institutions to account. Therefore, we will not supply 2019 to 2020 QARs for institutions to use internally themselves.

We are currently reviewing what data we will publish for statistical purposes in 2021 for the 2019 to 2020 QARs but, it will not contain any data at institution level.

https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards

This webpage may also be useful

Inform May 2019 - GOV.UK

www.gov.uk/government/publications/sfa-inform/inform-may-2019#acti...

9. Action: Qualification Achievement Rates (QARs) 2018 to 2019 - funding monitoring reports and common data issues

9.1 Funding Rules Monitoring reports (FRM)

There are FRM reports for 2018 to 2019 that identify data issues that affect your QARs. You must review the reports below to ensure your data is accurate.

9.2 FRM04 - actual end date changes

This report relates to changes to the 'Learning actual end date' between ILR years.

If you recorded an aim as complete in the previous year's R14 ILR and continues to be returned in the current year, then you must return the same 'Learning actual end date' that you reported in the previous year. You must not amend the 'Learning actual end date' between years. Changing this date between years will mean we will not be able to match the learner's aims, this may generate orphan records that could negatively affect your QARs and may affect your funding.

If a learner undertakes an aim, finished learning, takes the final assessment and fails, then you must close the aim and record it as not achieved. Where this learner is then identified as needing further support or additional learning to pass the assessment, then you must record a new learning aim as a restart, with the 'Funding adjustment for prior learning' field completed to account for the new learning required to pass the resit.

9.3 FRM05 – planned end date changes

This report relates to changes in the 'Learning planned end date' between funding years.

You must not change or update the 'Learning planned end date' after the funding qualifying period has passed. You must not change this date to account for a change in circumstance such as illness, slow progress or unemployment. Changing this date between years will mean we will not be able to match the learner's aims, this may generate orphan records that could negatively affect your QARs and may affect your funding.

↑ Contents

Print this page

Inform May 2019 - GOV.UK

www.gov.uk/government/publications/sfa-inform/inform-may-2019#acti...

If you identify the planned end date as significantly incorrect or incorrect due to an administrative error, after the 2017 to 2018 R14 ILR, you must:

- set the 'Completion status' to code 3 'withdrawn' and complete the 'Withdrawal reason' using code 40 'learner has transferred to a new learning aim with the same provider'
- record a 'Learning actual end date' of 1 August 2018
- record a new learning aim with the same 'Learning aim reference' and the following:
  - a 'Learning start date' of 1 August 2018
  - the correct 'Learning planned end date'
  - record this aim as a restart (Learning Delivery Funding and Monitoring Type = 'RES')
  - where appropriate, complete the 'Funding adjustment for prior learning' field with the percentage of learning that is still to be delivered

If the planned end date changes for reasons other than administrative errors, you must return the data that you reported in R14 of the previous year.

9.4 FRM06 - continuance issues

This report relates to continuing learners from 2017 to 2018 who do not appear in the 2018 to 2019 ILR.

We will treat continuing learning aims in the R14 2017 to 2018 ILR that do not have a corresponding record in the 2018 to 2019 ILR as a withdrawal for the overall QAR methodology.

The 2018 to 2019 ILR must include all aims that were reported as continuing ('Completion status' = 1 and the 'Learning actual end date' is null) in the 2017 to 2018 R14 ILR return.

If you reported the learner as continuing in the 2017 to 2018 R14 ILR return, but subsequently identify them as having withdrawn before 1 August 2018, then you must set the 'Completion status' to code 3 (withdrawn) and complete the 'Withdrawal reason' field with the relevant code. Record the 'Learning actual end date' as the last day the learner was in learning; this date will be in the previous ILR year - do not use 1 August 2018.

If data is incorrect after the 2017 to 2018 R14 ILR due to an administrative error, then you should correct the data and continue to return this for the duration of the 2018 to 2019 ILR. More guidance on correcting errors is available in Section 5.1 of the Provider Support Manual.

If you need to report an actual end date in 2017 to 2018 for those aims, then you need to ensure your Management Information (MI) system is set up to export 2017 to 2018 learning actual end dates.

For traineeship and apprenticeship programmes, the ILR must include the programme aim and all the associated component aims, even if the component aims are completed and closed.

↑ Contents

Print this page

https://www.gov.uk/government/publications/sfa-inform/inform-may-2019#action-qualification-achievement-rates-qars-2018-to-2019---funding-monitoring-reports-and-common-data-issues

Funding Rules Monitoring reports after R04

ESFA use R04 to begin to publish all monthly FRM reports, but for 2020/21 via a different portal

We will publish the next set of data in the post-16 monitoring reports dashboard on

17 December 2020

Post 16 monitoring report dates
20 January 2021
17 February 2021
17 March 2021
21 April 2021
20 May 2021
17 June 2021
19 July 2021
18 August 2021
28 September 2021
05 November 2021

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

Education & Skills Funding Agency

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

Version 1: November 2020

What we monitor

17. We analyse all learning aim records that you report, or which we expect to be reported, in the following funding streams:

a. Formula-funded adult skills provision (the Adult Education Budget including traineeships for 19 to 24-year olds and community learning)
b. Devolved adult skills funding
c. ESFA non-formula funded community learning
d. Devolved non-formula funded community learning
e. Apprenticeships
f. Advanced Learner Loans
g. 16 to 19 funding (study programmes including 16 to 18 traineeships, T Levels and T Level transition programmes)

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

Once successfully logged in, you will have the option to select 'Data Quality and assurance'

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

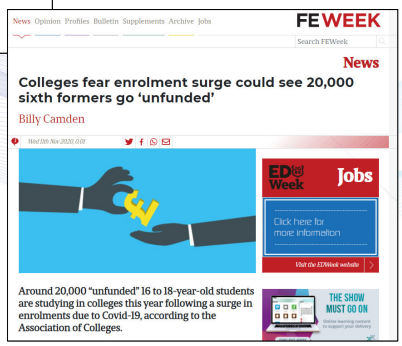
R04 also used for in-year growth requests

Exceptional in-year growth

20. Each year we review the levels of student number delivery of all colleges, schools, academies (except if funded on estimates), SPIs and HEIs based on the autumn school census or ILR R04 data. When institutions deliver exceptional in-year growth compared to their allocation, we may increase their allocations. These arrangements are separate from the reconciliation arrangements that apply to ILPs, which we set out in the ILR funding returns guidance. As this is a data driven exercise, institutions do not have to submit a business case to be considered for growth.

21. We identify exceptional growth through analysing the current allocated student numbers against actual evidenced recruitment and the projected end-year position. We also consider under-delivery at the institution in the previous year and the national picture of growth. We will base growth funding on a standard threshold determined by affordability, and growth is likely to be funded at a marginal rate. We may require additional eligibility or audit checks before allocating growth funding. We will notify institutions who will receive exceptional in-year growth in February or March 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936204/Funding_rates_and_formula_202021_v1.3.pdf



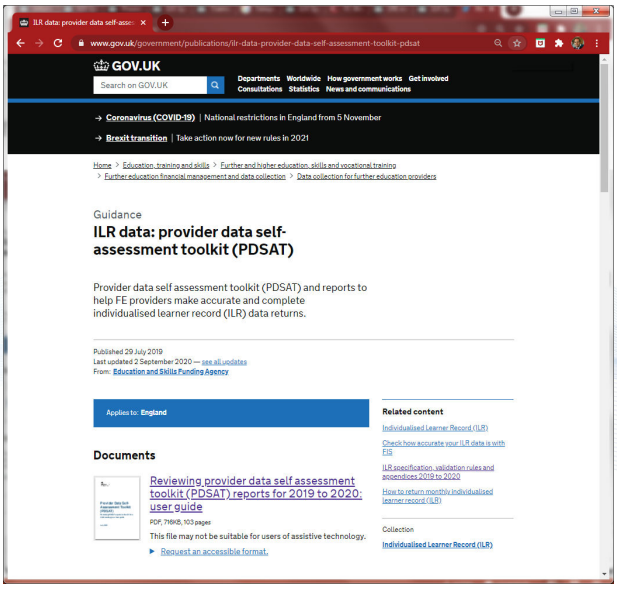
https://feweek.co.uk/2020/11/11/colleges-fear-enrolment-surge-could-see-20000-sixth-formers-go-unfunded/

Audit post-ILR R14 2019/20 and the new PDSAT checklist

Nick Linford

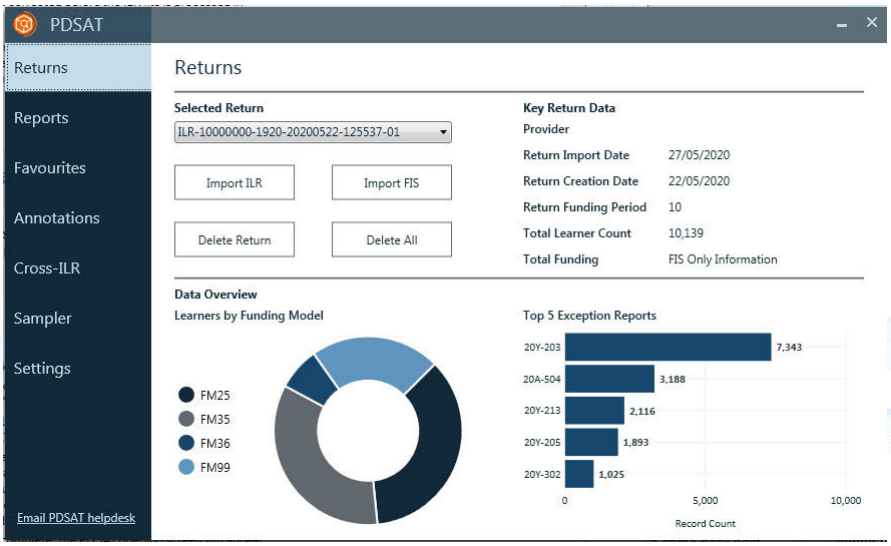
LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Provider Self Assessment toolkit (PDSAT)



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

Provider Self Assessment toolkit (PDSAT)



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

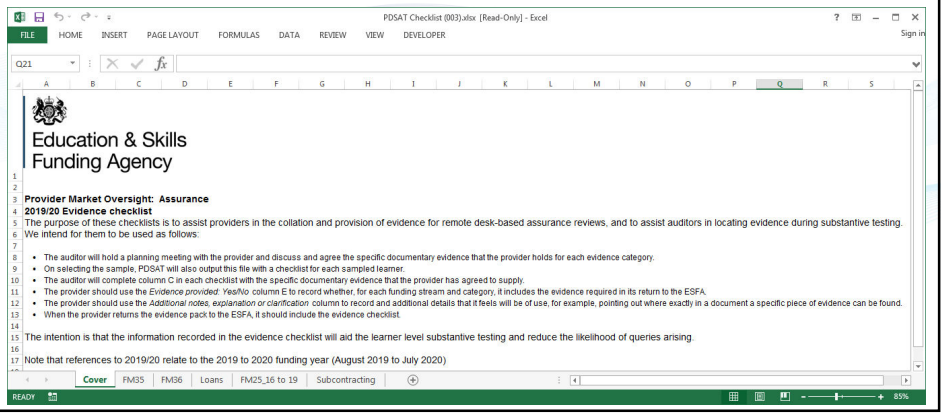
There are more than 80 PDSAT reports

New financial assurance (ILR audit) checklist

When you run the PDSAT 'sampler' function, one of the files created is a new checklist, alongside the working papers

Checklist will help providers understand the evidence needed to enable the auditor to be satisfied that the rules have been met

There are remote desk-based audits taking place at the moment and the checklist is 'to assist auditors in locating evidence'



New financial assurance (ILR audit) checklist

Eg. FM35 (AEB) and relationship to the D1 working papers

PDSAT Checklist (003).xlsx [Read-Only] - Excel

1	Transaction no.	1
2	Learner reference number	
3	Learner name (Family name & Given names)	

No	Evidence category	Evidence that will satisfy this item and that the provider has agreed to send	Related D1 working paper test references	Evidence provided Yes/No	Additional notes, explanation or clarification	Evidence provided Yes/No
1	Evidence of learner eligibility for funding, e.g. application/enrolment form.		1i, 2vi, 2vii 3ii, 3iii			
2	Evidence to support an apprentice's employed status.		2i, 2iii			
3	Learning agreement and apprenticeship agreement.		2iv 3ii, 3iii, 3vi, 3vii, 3viii, 3xiii, 3xiv			
4	Evidence to support data recorded in the ILR.		2iv 3ii, 3iv, 3v, 3vi, 3vii, 3xiii, 3xiv, 3xviii 4i, 4ii 7ii 8i, 8ii 9i			
5	Evidence to confirm the correct funding rate and correct claim for full- or co-funding.		2ii 3i			
6	Evidence of prior learning that affects any aspect of the learner's programme including English and maths, and initial assessments.		2v 3ix, 3x, 3xi, 3xv, 3xvi, 3xvii			
	Evidence of continued participation from		2vi			

Cover | FM35 | FM36 | Loans | FM25_16 to 19 | Subcontracting

D1 working papers

Working paper examples 19-20 with references.xlsx [Read-Only] - Excel

Job outcome payment claimed through the ILR is for an eligible job and is supported by a learner declaration confirming that the funding conditions have been met.

1	Does evidence exist to confirm that the learner is eligible for ESFA funding?	i	Eligibility for funding	The learner satisfies the ESFA's eligibility criteria.	0
2	Is the learner eligible for the programme(s) and has/have the programme(s) been correctly identified and coded?	i	Employed status	Apprentices are employed (except alternative completion conditions).	0
		ii	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.	0
		iii	Minimum hours of employment	Apprentices are employed for at least 16 hours per week.	0
		iv	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.	0
		v	Prior attainment at level 4	The learner with prior attainment at level 4 is undertaking a higher apprenticeship at level 5 or above.	0
		vi	Alternative completion conditions	Unemployed and self-employed apprentices must satisfy alternative completion conditions to be eligible.	0
		vii	Traineeship eligibility	The learner satisfies the specific eligibility criteria for the traineeship programme.	0
3	Is the programme as designed eligible for funding and is the correct funding	i	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	0

D1 FM35 | FM35 references | D4 FM36 | FM36 references | D12 FM36 Subcontracting | D5 Loans

Digital apprenticeship service roadmap and future developments

Jess Gough, User Research Manager and Vanessa Clynes, Lead Service Designer, both from Apprenticeship Service at the ESFA

Download the slides from here:
http://lsect.co.uk/wp-content/uploads/2020/11/ESFA-TAS-and-FAT-presentation.pdf

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Apprenticeship funding rates – preparing for IfATE cuts

Nick Linford

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Prepare for a wave of cuts to apprenticeship standard maximum rates

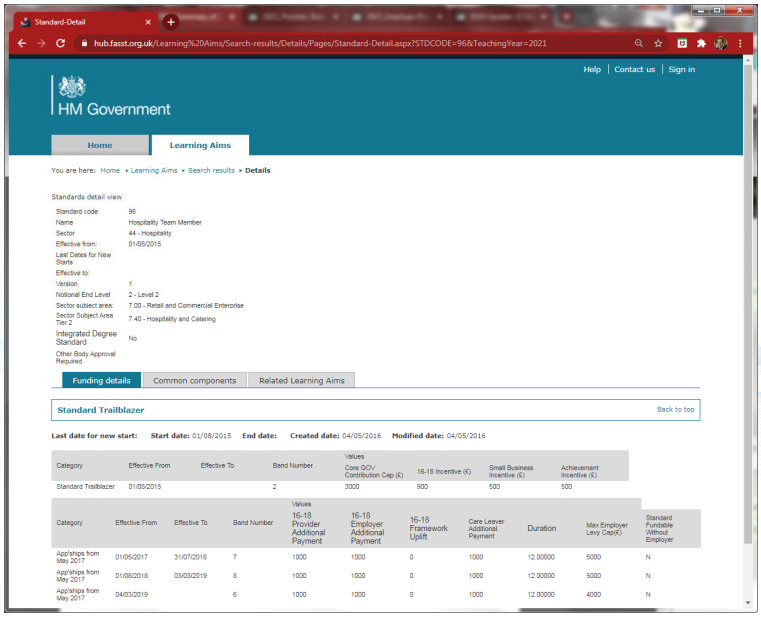
IfATE finished their second consultation last month

They may cap the size of the cuts but not said how or by how much

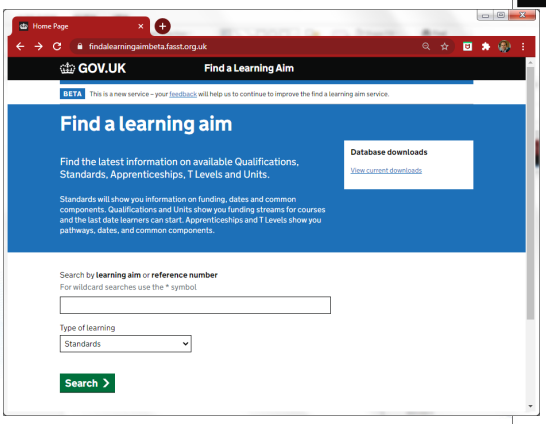
Key thing to keep an eye on is announcements and the dates for implementation - and adjust the TNP for new starts accordingly

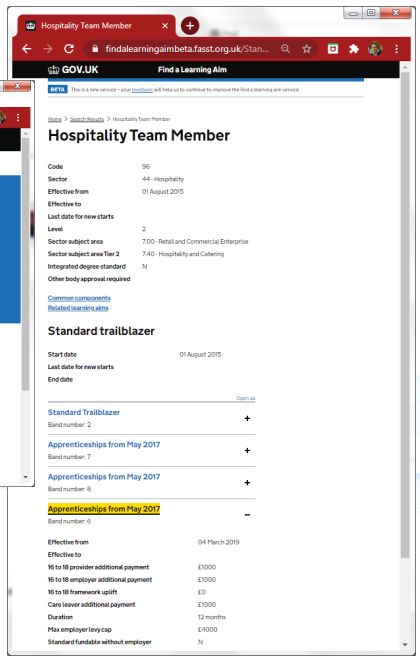
For checking rates and dates you using the current LARS or the shiny new one?

Current LARs - showing changes to appren caps



New LARs

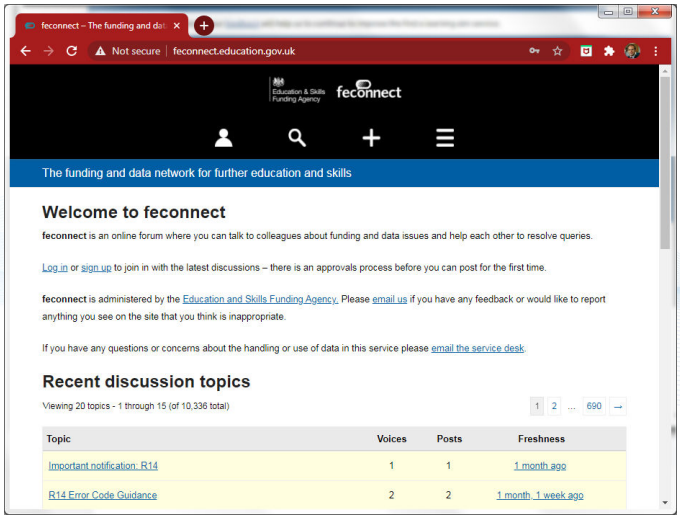




https://findalearningaimbeta.fasst.org.uk/StandardDetails/96

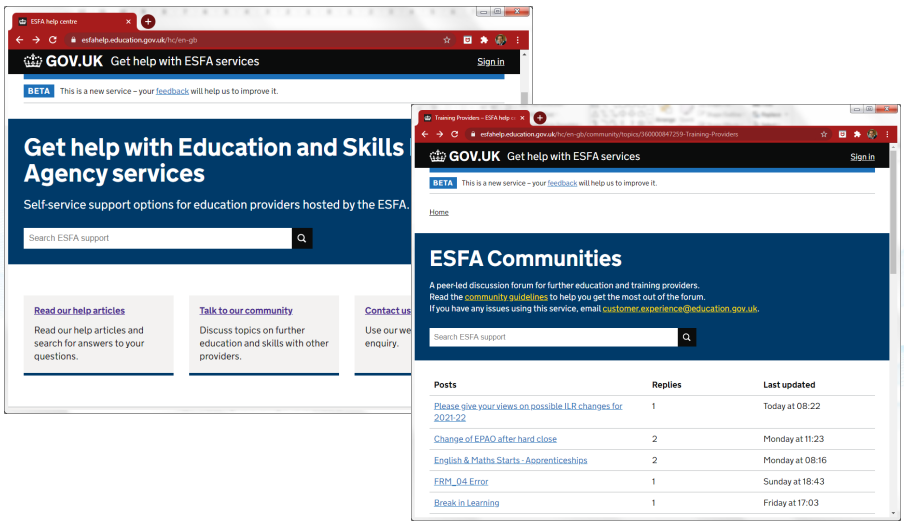
Finally - looking for a support network?

Say goodbye to feconnect…



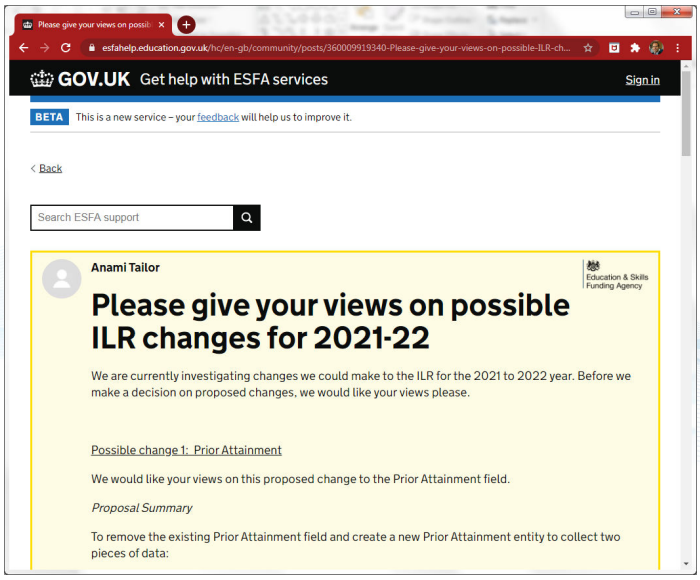
https://findalearningaimbeta.fasst.org.uk/StandardDetails/96

Say hello to 'Get help with ESFA service' and 'ESFA communities'…



https://esfahelp.education.gov.uk/hc/en-gb

And currently seeking views on change to the ILR



https://esfahelp.education.gov.uk/hc/en-gb/community/posts/360009919340-Please-give-your-views-on-possible-ILR-changes-for-2021-22

The Apprenticeship Service

Vanessa Clynes	Service Designer
Jessica Gough	Service Designer
Chris McClean	Product Owner

Emerging Apprenticeship Service Roadmap 2020 – 2021 (External)

Updated 18th November 2020
Latest version available on @ESFAdigital

In development
Final stages of development
Delivered into the service

Up to Nov 20

- **Employers** who **don't pay** the levy can start to **manage providers & funding** through the apprenticeship service.
- **Training providers** without a **contract** to work with **non-levy paying employers** can start to **access funds** through the apprenticeship service.
- The process of **pausing apprentices** is simplified to **support COVID-19 activity**.
- **New information** is available to support **apprentices** and **employers** affected by **COVID-19**.
- **Apprentices** who **change employer** can be **easily updated** in the service.
- **Employers** can apply for **incentive payments** when taking on a **new apprentice**.
- **Employers** can **register their interest** to take on an **apprentice** who has been made **redundant**.
- **Apprentices** who have been **made redundant** can **register their interest** in being **connected with a new employer.**

Nov 20 -Mar 21

- The first **incentive payments** will be made
- **Apprentices who change providers** can be easily updated in the service
- **Find Apprenticeship Training** is **streamlined and improved**, with **intelligent searching** and **new filtering**.
- **Employers and training providers** can search for **End-Point Assessment Organisations**.
- **Training providers** can give **different levels of access** on the service to their **staff members**.
- Data tracking will support our understanding of **BAME representation in apprenticeships**

Apr – Jun 21

- All **new apprenticeship starts** will be through the **apprenticeship service**.
- **New service for providers to apply to join the register online**
- **Employers and training providers** can move **apprentices** to **new versions of standards** through the service.
- **Employers who can't find provision** in their area will be aggregated and connected with training providers to increase their purchasing power
- Training providers **can add and approve apprentices to the service in bulk**, across multiple employers.
- Employers will be able to **save favourite providers and standards** to make adding reservations, vacancies and apprentices easier

Jul 21 onwards

- **Apprentices, employers and training providers** sign a single **e-commitment statement** online
- Training providers will be able to use the same sign in details for all apprenticeship services **(DFE sign on)**

Response to COVID

- Incentive payments for employers
- Improving the process of pausing apprentices
- A feature to connect apprentices who have been made redundant with employers who want to employ an experienced apprentice
- Design and delivery of content and campaigns that targeted COVID information for training providers, employers and apprentices
- Making it easier for apprentices to change employer and (coming soon) provider

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Find Apprenticeship Training

What changes are we making?

- Make it easier for employers to browse courses
- Remove duplicate providers
- Make searches by location easier
- Make searching more intelligent/responsive
- Help employers to compare standards and providers
- Make feedback easier to understand

Over
50
User research sessions

16
Prototypes designed and tested

Find apprenticeship training

DEMO

Find Apprenticeship Training

What's next?

- Displaying more information on the course and provider pages
- Improvements and tweaks to the user interface
- Adding a 'shortlist' feature
- Improving the way we gather feedback

Change of provider

Continuous Improvement

Background – improvements to make

- The Apprenticeship Service should cater for a change of provider for an existing learner

- Records need to be stopped and new starts created, this can be time consuming and does not reflect the actual scenario of continued learning.

- If a course is expired (e.g Frameworks post July 2020) there should be a facility to continue the learning

MVS and Incremental release

MVS

- Apprentice records must already be in stopped status
- Provider adds details of price, start date etc

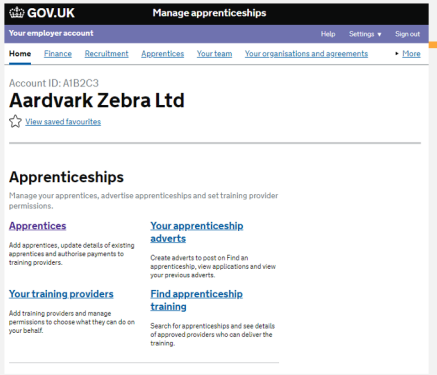
Incremental release

- Records can be stopped from ‘within’ the change of provider user journey
- Employers will choose to enter details of price, start date etc or ask provider to complete

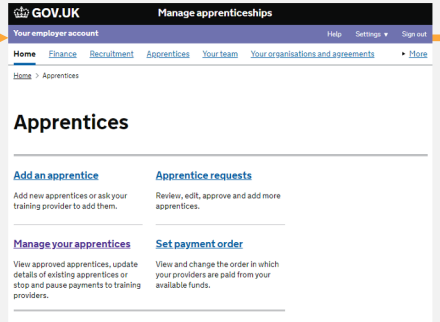
Change of provider

DEMO

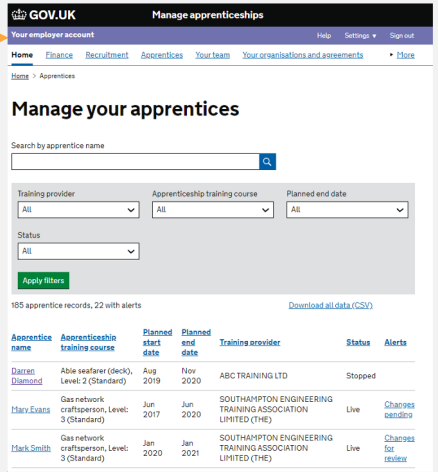
Employer request #1 (existing)



Homepage



Apprentices



Manage apprentices

Employer request #2 (new)

GOV.UK Manage apprenticeships

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Darren Diamond

Edit details if there's a change in apprentice or apprenticeship circumstances.

Status	Stopped	
Training provider	ABC TRAINING LTD	Change
Cohort reference	VKKG8P	

Apprentice details

Name	Darren Diamond
Unique learner number	123456789A
Date of birth	5 January 2002

Apprenticeship details

Apprenticeship training course	Bespoke Saddler, Level 5 (Standard)	
Planned training start date	February 2019	
Planned training end date	March 2021	Change
Total agreed apprenticeship price	£5,000 excluding VAT	

Change provider

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Changing training provider

When you change an apprentice's training provider, their apprenticeship record with the current training provider will be stopped.

Before you request this change, you must contact the new training provider to agree the new training dates and price.

You should only change your apprentice's training provider if:

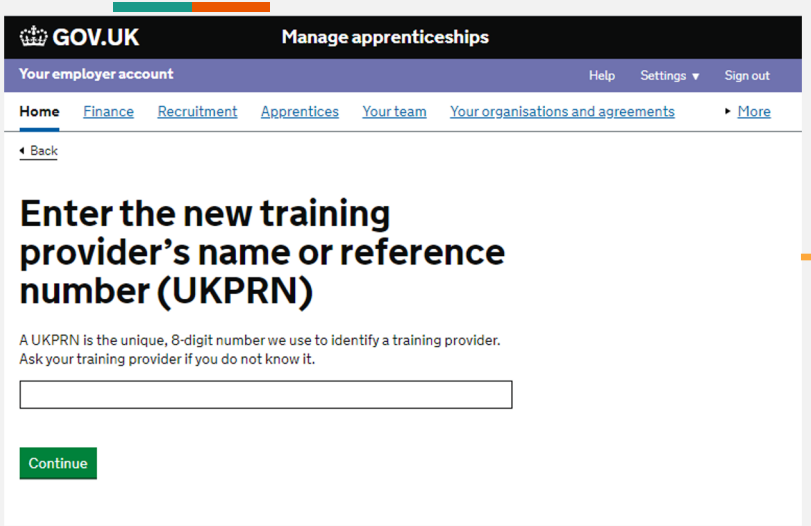
- you're not happy with their performance
- they've stopped delivering the apprentice's training course
- they're shutting down or have already shut down

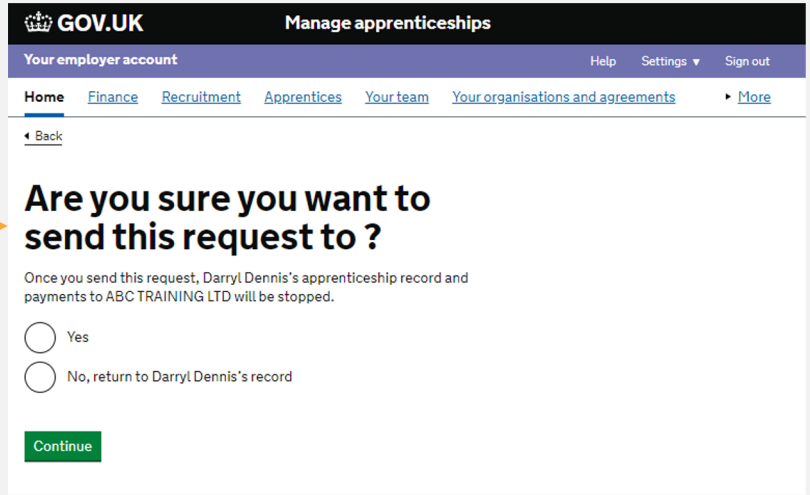
Continue

Cancel and return to account home

Change interruption

Employer request #3 (new)





Enter new provider

Send request

Employer request #4 (new)

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Change of training provider requested

We've stopped Darren Diamond's apprenticeship record with their current training provider and created a new record in your apprenticeship service account.

What happens next

We'll ask to enter the new apprenticeship dates and price. Once they've added Darren Diamond's apprenticeship details, we'll send you an email asking you to approve the change of provider.

If you approve the details, will become Darren Diamond's new training provider.

Return to account home

Confirmation

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Account ID: A1B2C3

Aardvark Zebra Ltd

View saved favourites

Apprenticeships

Manage your apprentices, advertise apprenticeships and set training provider permissions.

Apprentices

Add apprentices, update details of existing apprentices and authorise payments to training providers.

Your apprenticeship adverts

Create adverts to post on Find an apprenticeship, view applications and view your previous adverts.

Your training providers

Add training providers and manage permissions to choose what they can do on your behalf.

Find apprenticeship training

Search for apprenticeships and see details of approved providers who can deliver the training.

Back to Home

Provider receives (re-purpose of screens)

GOV.UK

Education & Skills Funding Agency

Aardvark Zebra Ltd has requested that you add details on their behalf

Dear [Training provider name]

Aardvark Zebra Ltd has requested that you become [apprentice name]'s training provider.

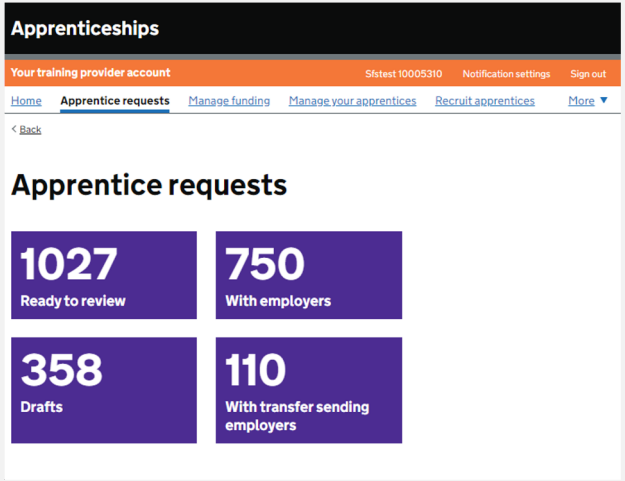
If you have agreed to become their new training provider, you need to add the new apprenticeship dates and price at [URL].gov.uk

Once you've added these details, Aardvark Zebra Ltd will do a final review. Then, you'll become [apprentice name]'s training provider and payments will start.

From
The Apprenticeship Service Team

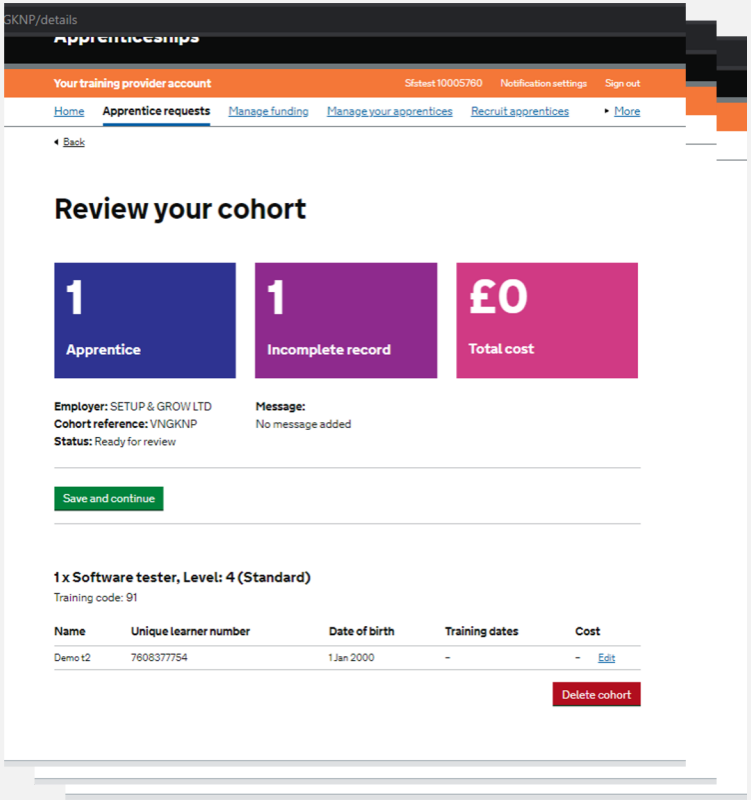
This is an automated message - do not reply.

Request email



Apprentice requests

Provider review (re-purpose of screens)



The existing user journey for reviewing and approving the cohort will be familiar. Minor changes such as removal of bulk upload and removal of adding apprentices to cohort

The course cannot be changed as is a continuation of existing learning

Revised Provider user permissions

Continuous Improvement

Background

- Currently all Provider users access the Apprenticeship Service through a single set of permissions – Apprenticeships editor
- Feedback from providers suggested that this was becoming problematic as more transactional functionality was released
- We have conducted User Research to determine needs

User Needs

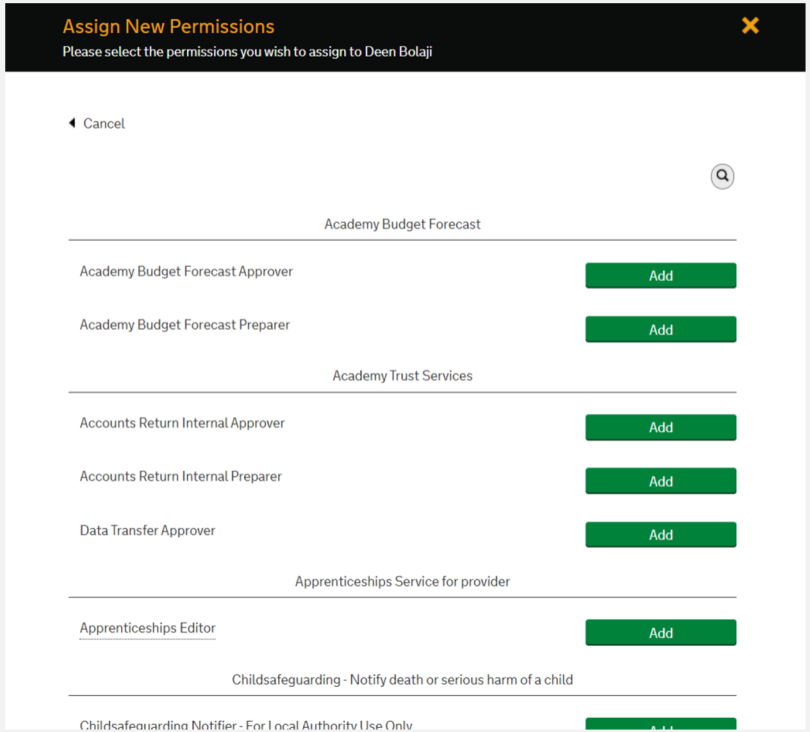
- As a training provider I need to be able to give members of my organisation **view only access to the Apprenticeship Service** so they can access information that is stored on the Apprenticeship Service without my intervention and without any risk of them making an error on our records.

- As a training provider I need to be able to give members of my organisation **'setup' access to the Apprenticeship Service** so they can access information that is stored on the Apprenticeship Service and get apprentices added to the system without my intervention and without any risk of them introducing errors to existing cohorts.

Roles

- Super User/Owner – The same as a current ‘Apprenticeships Editor’
- Setup with submission – The ability to add cohorts and submit/approve
- Setup without submission – The ability to add cohorts but not to submit/approve
- Viewer – The ability to view all screens in the Apprenticeship Service with no data entry or transactional access

Solution (tbc)



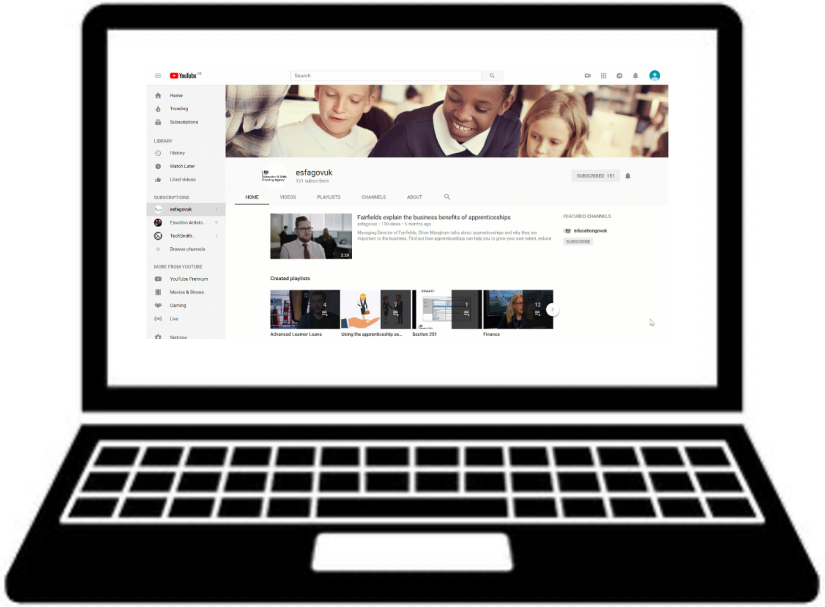
We expect the solution to be additional ‘permission sets’ under Apprenticeships Service for provider

Support videos

Subscribe to our **esfagovuk** YouTube Channel.

Watch our 3 playlists

- **Using the apprenticeship service**
- **Apprenticeship Service – webinar recordings**
- **Apprenticeship support videos**



Subscribe

Apprenticeship service @ESFAdigital

Follow **@ESFAdigital** to stay up to date

- Service updates
- New developments
- Roadmap
- Webinars
- Hints and tips

Further support

Set up web alerts on GOV.UK for our **ESFA Digital Blog:**

- https://sfadigital.blog.gov.uk

To register for our future webinar programme:

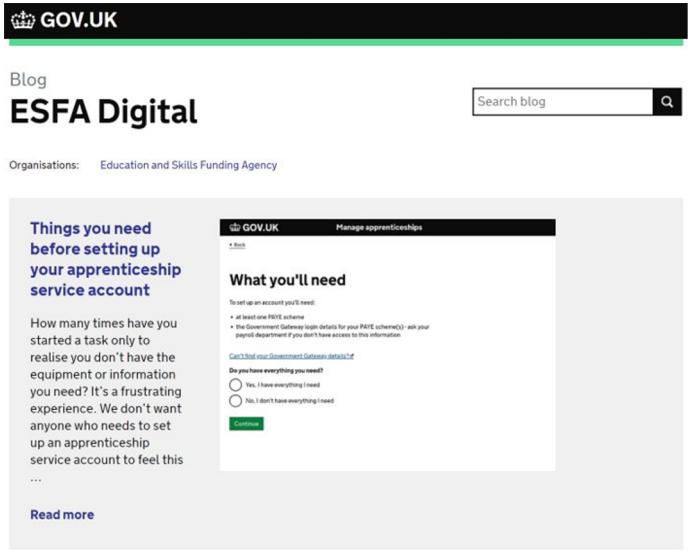
- www.gotostage.com/channel/apprenticeshipservicewebinars

Newsletters:

- Update (for providers weekly)
- Inform (for providers monthly)
- Business Update (for employers monthly)

Queries about the apprenticeship service:

T: 08000 150 600
W: help.apprenticeships.education.gov.uk
E: helpdesk@manage-apprenticeships.service.gov.uk
(8am – 8pm everyday)



Final Q&A

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