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# Using Aptem to prepare for R14 data submission and the new academic year

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## In this guide

# Reporting Individualised Learner Record (ILR) data

## What is ILR data?

Individualised Learner Record (ILR) data is used by the Department for Education (DfE) to generate a clear picture of nationwide provision of further education, and to ensure that public money is spent well.

ILR data is used to:

- **Calculate funding and determine payments.**
- **Track results and monitor the quality of provision.**
- **Track progress against government targets.**
- **Determine future funding allocations for providers.**
- **Demonstrate outcomes achieved with public money.**

It is mandatory for training providers, including colleges, higher education institutions, and training organisations, to provide ILR data. The most significant impact this data has on training providers is that it determines the funding they will receive.

Accurate data will ensure the organisation is fully funded for reported learners, and that payments are received when expected. Errors in data can cause delays to payments and even unexpected clawbacks in funding. It is imperative, therefore, that data provided for each of these returns is as accurate as possible, to minimise complications later on.

## How is ILR data collected throughout the year?

ILR data is supplied to the DfE once a month for 14 months. Each month's report is numbered and named from R01 to R14. For R01 - R12, data is provided by the fourth working day of the month for the previous month. For example, R01 is submitted in September, reporting on August data. R12 is submitted in August, reporting on July.

The last two reports of the year, R13 (submitted in September) and R14 (submitted in October), are due mid-month to allow more time for final checks and updates to ILR data. These two final returns are intended to capture results and transitions following the end of the academic year.

R14 is known as the hard close. After the deadline for R14 passes in mid-October, no further changes can be made to the data for that academic year. Given the small window provided to check and analyse data, it is vital that training providers work on data accuracy and compliance throughout the academic year.

As well as being the final two reporting months for the previous year, September and October are also the first two months of a new academic year. Consequently, focus during those months should be on the year to come rather than the year prior. This is very achievable if data is a priority year-round.

If you are on top of data management and making full use of Aptem's reports, you will only need to spend minimal resources finalising Individualised Learner Record data in September and October. In this eBook, we explain exactly how you can do that.

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## What is R14 data submission?

Monthly data submissions R01 – R12: These data returns include the apprenticeship data and the associated generated total funding with reference to the current year's funding allocation. This data is used to monitor performance and to determine future funding allocations.

**R13** Prepare for R14 by updating completion and withdrawal data and correcting any errors from your R12 submission.

**R14** is the name given to the final submission of Individualised Learner Record (ILR) data for any given academic year. To understand the significance of R14, we first need to understand what makes ILR data so important.

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## Data quality assurance tools

DfE provides a variety of quality assurance tools that should be reviewed and queries addressed each month. Please note that any data mismatches can result in a recovery if not reviewed before the R14 (hard close) deadline.

1. **Rule violations reports** – where data fails the validation checks, these records are reported as errors on the rule violation report.
2. **Data locks (DLOCKS)** – DLOCKs (data mismatches) occur when the data in your ILR does not match the records held by the employer on the Apprenticeship Service.
3. **Funding Rules Monitoring (FRM)** – FRM reports can be generated if the data recorded does not meet funding rules criteria. FRM reports need to be checked to clarify data has been recorded correctly.
4. **PDSAT** – is a toolkit for analysing learner and learning delivery data. It interrogates individual learner record (ILR) data and produces reports that identify potential anomalies in the ILR data.

# Preparing for the academic year – what's the impact?

An important key to R14 success is the consistent management of data throughout the academic year.

We will delve into what that looks like a little later on. First, let's consider the factors that influence any changes you may need to make:

- Changes to funding rules and compliance document templates.
- New versions of standards/qualifications criteria.
- Changes in curriculum delivery or EPAO requirements.

**Changes to funding rules and updates to compliance document templates**

Compliance documents will be updated to reflect any changes outlined within the funding rules. Where a programme needs to be updated with a new version, these can be added to your programmes using compliance template versioning. This allows customers to add valid from and to dates into compliance templates and ensure that you are using the latest versions of the templates.

### New versions of standards/ qualifications criteria

Where there are new versions of standards and qualifications criteria, you may want to redesign your learning plan content by cloning existing delivery programmes. Look at current and new learners and agree a cut-off point for when onboarding learners to new programmes begins. Discuss further updates that may be required for onboarding, delivery and sub-programmes.

### Changes in curriculum delivery or EPAO requirements

If there are changes in standards and qualification criteria for the coming academic year, make your request now to Aptem to reflect these in your system in time for the new year. These need to be made 6-8 weeks in advance to ensure they are reflected in your system before the academic year begins. Consider where these changes need to be reflected in your programme configuration, content, or learning plan templates.

You may need to consider updating your Reviews and Competencies. We recommend that you do not edit the original version. Instead, make a copy and use version control e.g. 1.2, 1.3, so that the evolution of these documents can be tracked and you never lose sight of the original version.

### Other checks to make before the new academic year

Let's take a look how other areas may be impacted and the checks you can make before the start of a new academic year, to make sure your system and processes are set up for success.

- Review your administrative, learner and employer accounts in Aptem and archive any business leavers. If any of your leavers were Aptem Superusers or Champions, re-allocate these roles. This is important for keeping up-to-date with new capabilities and features that could support business efficiency and accuracy.
- Review training needs to make sure you can continue to get the most out of Aptem. Does any staff training documentation need updating? Could you create any internal FAQs to address common queries that came up during the past year?
- Review recent updates to Aptem and determine if there are any subsequent changes you want to make to your internal processes.
- Do you need to plan or reschedule any workshops, or create groups for new starts on a programme?

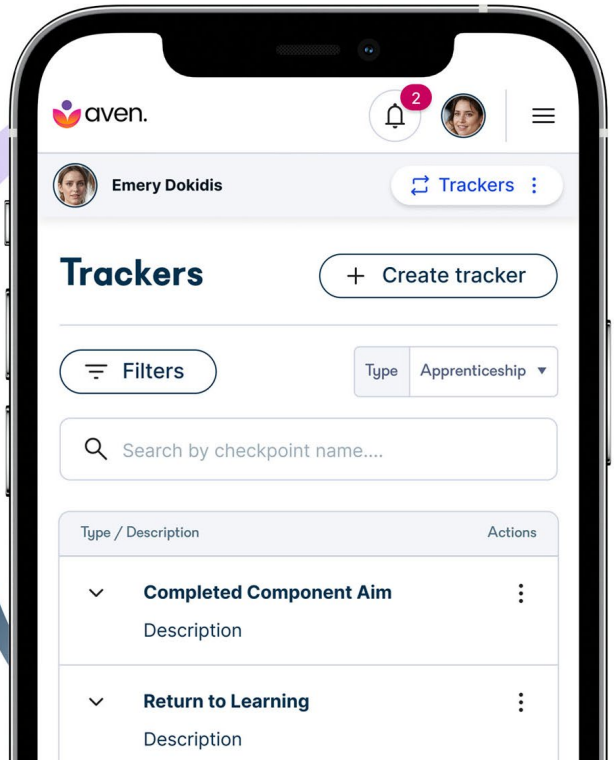
# Aptem functionality to support preparation for R14

We've already touched on some of the key functionality that exists in Aptem to support a smooth and stress-free R14. Now we'll get into the details so you can make the most of the powerful tools you have at your fingertips.

## Process Automation Trackers

Process automation trackers save time by automating the workflow for everyday tasks related to learner management, and by generating automated updates and reminders to administrators to approve the execution of actions. They are key to making sure that your data is kept up-to-date. Not only do they automate routine tasks, they:

- Encourage standardised change of circumstances processes,
- Manage changes to learner ILR,
- Create an audit trail,
- Allow the upload of evidence,
- Create a record that is stored against a learner in Aptem, and
- Are stamped with the date, time and name of the user who has made a change.




## Managing learners' changes of circumstances

Here are key benefits to using process automation trackers to manage your learners' changes of circumstances. Our implementation consultants recommend using process automation trackers because they:

- Offer a standardised process.
- Create a trackable audit from the request for through to processing of the change.
- Enable a compliant work flow as Process Automation Trackers allow a request to be raised, pre-authorised and processed and assigned to multiple admin users to support your internal processes. Process Automation Trackers can also be rejected where the request is not approved which will close the tracker, preventing any changes from being made.
- Provide validation warnings to ensure that data is compliant.
- Automatically update the ILR when processed. This is key to minimising issues when it comes to R14.
- Allow evidence to be provided in support of a change of circumstances.
- Create a permanent record against the learners' record in Aptem.
- Are customisable: you can create your own bespoke withdrawal reasons, which are reportable.
- Remove the need for forms and emails.

Trackers are also incredibly helpful when it comes to investigating data discrepancies. They provide a trail of changes so you can understand what has happened, why and when.

Administrators' daily workflow should include logging into Aptem to check the trackers. The best way to approach this is by filtering in trackers for new tasks to generate a list of outstanding actions. The resulting report essentially provides a to-do list for the day.

Trackers are game-changing technology which can really help to streamline your internal processes. If all tasks are cleared on a monthly basis, this will help to keep work to a minimum during the crucial R13 and R14 reports.

**Pro tip**

Aptem audit history and ILR history allow you to review all changes made to the ILR, to programme and learner details, to see when they were made and who made or authorised the change.

## Power BI dashboards

The Power BI dashboards available in Aptem are a powerful tool to support your reporting processes. These reports use live, real-time data and include the records of all learners registered in your Aptem system.

Although they are especially important as you plan for year end, we strongly recommend using Power BI reports as standard within your data quality processes, and looking at them monthly. It is also important to use these tools in conjunction with the data validation tools provided by the DfE, such as the Funding Information Service (FIS) Provider Data Self-Assessment toolkit (PDSAT), and Funding Rules Monitoring reports (FRM).

There are four dashboards within Aptem Power BI that offer valuable tools for ILR reporting and R14.

1. **Caseload**
2. **Compliance**
3. **Funding**
4. **Quality**

Let's explore how each dashboard can support a smooth process at R14.

## Caseload Power BI dashboard

The caseload dashboard has been designed to be used by anyone in the business who may need sight of caseload distribution and learner activity data. A key tool for performance management and planning caseloads.

The 'Overview by programme status' table enables a quick view of your learners by status across categories including: Onboarding, Active, Non-starter, Early leaver, On a break, Entered EPA against their current programme.

The 'Caseload by Assessor' allows individual tutors / assessors to track learner engagement by recording last activity dates which can be filtered per employer and groups.

The 'Occupancy Report' shows an overview of all data to allow a cross-reference between programme status and ILR status. This makes it quick and simple to identify any learners whose records need a closer look before you report on the ILR.

If tutors are using the caseload report in one-to-ones throughout the year, you should have no problem keeping on top of this data. It is worth remembering that the data recorded in this report will impact your learner completions and QAR (Qualification Achievement Rate).

Finally, the Data Checks pulls through discrepancies that need to be investigated, such as learners who are shown as 'in learning' in the ILR but whose programme status is active, learners who have excluded aims, or where the user name contains the text 'test'.

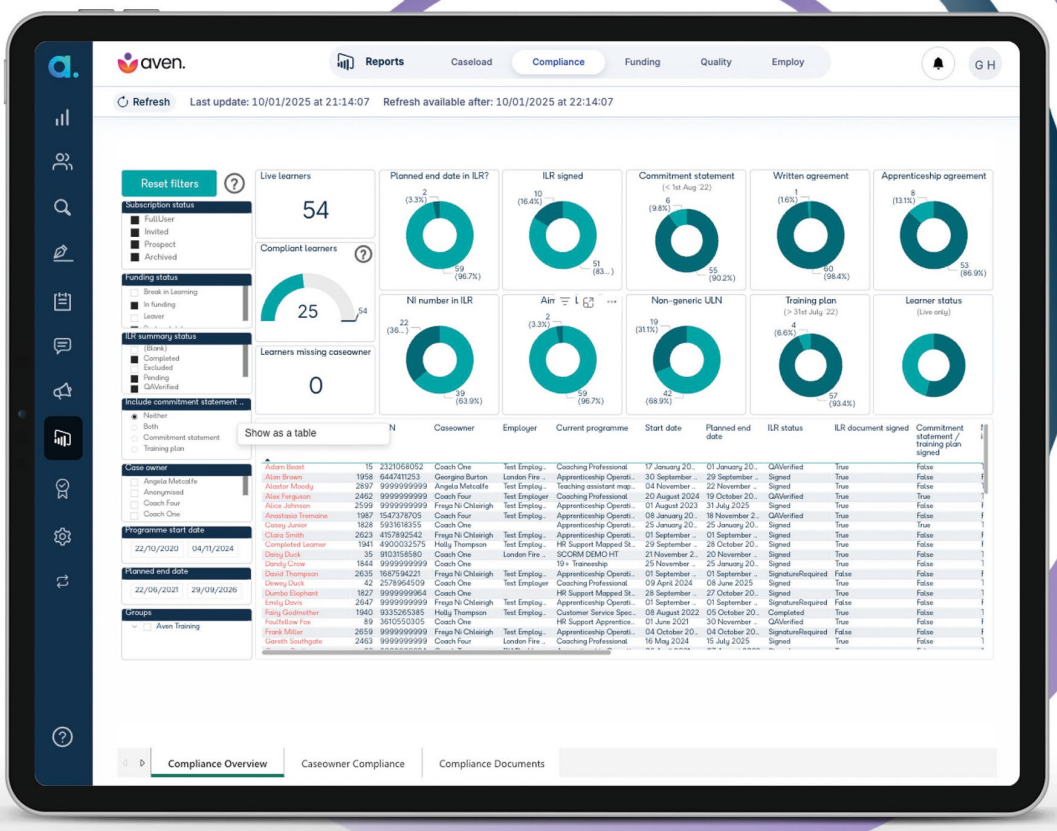
## Compliance Power BI dashboard

In your compliance dashboard, you can see the number of live learners against the number that are fully compliant.

To be compliant, a learner must satisfy all of the following conditions:

- Have a valid end date in the ILR record.
- Have signed the ILR compliance document.
- Have signed a Training Plan
- Have a valid National Insurance number in their ILR.
- Have at least one valid aim in their ILR.
- Have a valid unique learner number (ULN) number in their ILR.

Graphics in the compliance dashboard show the number and percentage of learners who are or are not compliant against each of the above conditions at a glance. This tool can quickly generate a list of learner records against different elements of compliance so that you can easily investigate any errors or missing information. You can also see how many learners don't have a case owner, and assign a team member to rectify any data errors that arise.



The 'Compliance Document statuses per Learner' report allows you to run several helpful compliance checks very easily against all learners in the system. Using this report, you can see:

- How many documents are pending a signature and which documents they are.
- The time it takes for a learner to sign the required document.
- How long it takes for documents to become fully signed, i.e. with the signature of the provider and employer where required.
- Where documents are not fully signed before the start date of the programme.
- Programme and ILR status reporting.

The column in this report for 'ILR Episode Status' is particularly helpful when preparing for ILR reporting. This will give you an overview of the statuses of the ILRs listed against the learners in your account. If you are using this functionality, you can see at a glance any learner who is not listed as 'QA verified' or 'not completed', and know that those records need to be investigated. Any records with unresolved statuses, such as 'signature required', 'signed' or 'pending' may not be included in the ILR, and will therefore not bring forward any funding.

The statuses that appear in this column tell us what a particular record needs in order to move towards QA verification. These are:

- **Unknown** - this means that the ILR is not completed or is incomplete. You need to discover what information is missing and update the status accordingly.
- **Signature required** – this means that a signature is pending.
- **Signed** - this means that the record has not been QA verified prior to being submitted to the ILR. If this is part of your process, you may want to flag these records to the compliance team for quality assurance.
- **Pending** - this means that there has been a change in the ILR data and the record needs to be reviewed and any ILR trackers closed to show as QA verified again.
- **Excluded** - this means that the learner is excluded from the batch and won't be included in the ILR report. It is a good idea to go through these records to confirm whether or not these learners should still be excluded, or should now be included in the batch.

## Funding Power BI dashboard

In the 'Funding Data' tab of the funding dashboard, you'll find all of the learners' information and ILR data that is stored against them within your account. This report, which includes funding aims and information, can be used in quality and reconciliation of funding.

Headline data will provide a funding summary of estimated in year funding up to 5 historic years for all learners being reported in Aptem as being funded through ILR. Please note, this report does not include:

- DfE applied provider weightings, default weighting factor is 1.
- DfE formula variations for devolved funding.
- Residential or delivery postcode uplifts

Current year-to-date charts show an overview of monthly funding values for the academic year, reporting on totals for On Programme Payments, Functional Skills, Learner Support Fund, 16-18 incentives, outcome payments and projected outcome payments.

Please note that outcome payments are attributed to the month of the actual end date or planned end date (projected).

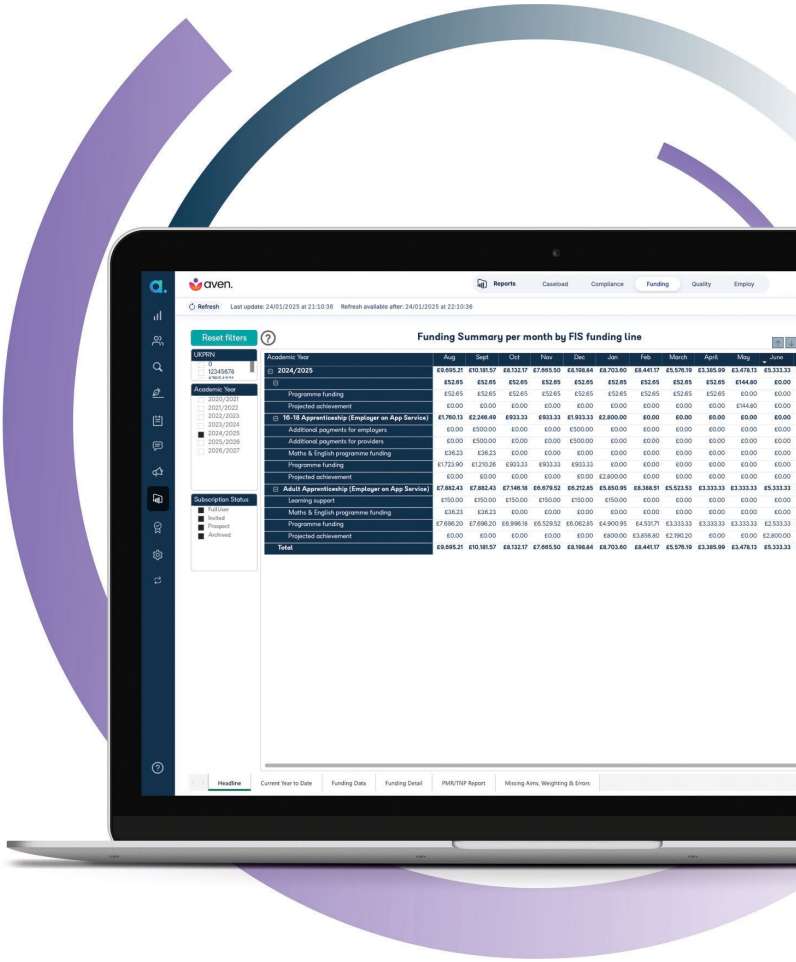
Funding Data shows total values per standard for each month, including actual and projected outcome payments. This can be filtered per month up to 5 historic years and future years based on planned end date. Data can be exported to report on funding values for individual aims per learner.

Funding Detail provides a breakdown of funded components for the current month and next three months. There is an academic year filter for up to 5 historic years and future years based on planned end date. You can expand the selection per standard to drill down on funding per learner.

PMR/TNP allows you to track by monthly overview and detailed values per learner.

In the 'Missing Aims' report you will find the details of any aims recorded wrongly in the system, or not recognised as being planned in the learning plan but that are reported in ILR.

Finally, reconcile your returns from the DfE using the data available in your funding dashboard. This can also be used for forecasting month-on-month.



### Quality Power BI dashboard

At any given point during the academic year, the quality dashboard can tell you your Qualification Achievement Rate (QAR) from the last two years, and give an indication of performance during the current academic year.

You can also access a summary of completed and in-learning learners. This indicates whether you are likely to achieve your minimum expected or maximum expected QAR, as displayed in a bar chart within the dashboard. Maximum QAR assumes that all learners with a planned end date in the current year, will achieve in that year. Whilst it's advisable to check this throughout the year, it is particularly helpful as the academic year comes to a close.

This report allows you to target additional support and resources to the learners that need it most, helping them to achieve their planned end date. By filtering the learner aims data in the report by learning status and hybrid end year, you can quickly identify the in-learning learners (shown in the summary table) who still need to complete within the year, without having to search through reports or records to find them. Targeting support has never been so simple.

Also within the quality section of your Power BI reporting, the 'Contract' and 'Performance' tabs are designed to enable you to effortlessly stay up to date with the latest DfE contract and qualification achievement rates. Automatic Aptem updates seamlessly integrate the latest government data, making sure that you always have the latest insights.

Apprenticeship Accountability Framework data shows all valid individual learners reported in Aptem as claiming ILR funding with the following criteria:

- In-learning apprentices must have a start date within or before the current year, including restarts.
- Planned end date figures include apprentices who achieved after their planned end date and those still in learning.
- All apprentices who are on a break and do not have a more recent restart (regardless of actual end year). Those with a restart are not counted as a break in learning.
- All apprentices who completed or withdrew during the current year.

**Pro tip**

We strongly recommend that you use the 'QA Verified' status in the ILR to identify learners that have been checked by the compliance team and are ready to be reported in the ILR. When the 'QA Verified' status is in use, any subsequent changes to the learner record can trigger the status to change to pending by raising an ILR tracker that will flag any changes that need to be reviewed to the relevant authorised user. Then, when it comes to submitting data, it is quick and simple to ascertain if all learners are 'QA verified' and therefore ready to be reported on, or if any learners still need to be reviewed by the compliance team.

# ILR data quality assurance and reporting across funding years

## Problem-solving issues with ILR reports

The first place to look if you are having issues with your monthly ILR returns is your process automation trackers. Have breaks in learning been approved? Have withdrawals been processed? Secondly, check that the learners' progress against their learning plan is correct. For example, you might find that the learner is engaging but the tutor is not signing off on their work, which has slowed down their progress or created an overdue component. Or, you may find that the learner is not engaging but their status has not yet been changed to 'withdrawn'.

If you are using Aptem to its full potential throughout the year, monitoring the completeness of your data and catching any errors early, you hopefully won't need to solve any issues when it comes to R14. However, if you do, the government has provided useful guidance[1] to help you identify and resolve common ILR data errors and data mismatches (known as DLOCKs).

[1] This guidance is dated 23–24 look out for updates later this year

Here's a quick overview of the types of issues that may arise with your data:

- DLOCKs occur when the data in your ILR does not match the records held by the employer or DfE. This error could be due to a mismatch in the standard, negotiated price, standard code, or start date, amongst other possible reasons. Your caseload and compliance dashboards in Aptem's Power BI reporting, as well as the ILR history, should help you to figure out what the mismatch is.
- Common ILR issues include correctly recording a change of employer and subsequent TNP mismatches. Using the Change of Employer tracker will help you to ensure your data is correct.
- Funding Rules Monitoring reports can be generated if the data recorded does not meet the funding rules criteria. FRM reports need to be checked to clarify that data has been recorded correctly. Please note that these must be reviewed before the R14 deadline.

## ILR records that cross the funding years

**Where a learning start is recorded for a learning aim:**

- Dates on or before 31 July must be recorded in your R12/R13/R14 data returns
- Dates on or after 1 August must be recorded in your R01 and onwards data returns.

This is managed by the automatic updates to the ILR Schema reflected in ILR template and data fields and the ILR export report.

All continuing aims are migrated by your change of learner entry from the current schema to the new schema when you create your R13 ILR export. The data migration picks up all aims where the Completion status is 1, or where the Outcome is 6 or 8 and is within the date parameters for the current year.

**Where a completion is recorded for a learning aim:**

- Dates on or before 31 July will be recorded in your R12/R13/R14 data returns
- Dates on or after 1 August will be recorded in your R01 and onwards data returns.

All completed aims are migrated by your change of learner entry from the current schema to the new schema when you create your R13 ILR export. The data migration picks up all aims where the Completion status is 2, and the Outcome is 1 and is within the date parameters for the current year.

**Where a withdrawal is recorded for a learning aim:**

- Dates on or before 31 July will be recorded in your R12/R13/R14 data returns
- Dates on or after 1 August will be recorded in your R01 and onwards data returns.

All withdrawn aims are migrated by your change of learner entry from the current schema to the new schema when you create your R13 ILR export. The data migration picks up all aims where the Completion status is 3, and the Outcome is 3 and is within the date parameters for the current year.

**Where a break in learning is recorded for a learning aim:**

- Dates on or before 31 July will be recorded in your R12/R13/R14 data returns
- Dates on or after 1 August will be recorded in your R01 and onwards data returns.

All withdrawn aims are migrated by your change of learner entry from the current schema to the new schema when you create your R13 ILR export. The data migration picks up all aims where the Completion status is 6, and the Outcome is 3 and is within the date parameters for the current year.

## Force include in batch

The ‘Force include in batch’ flag offers a simple solution to a tricky problem. To understand how you can make use of it, we’ll look at two examples.


Imagine that you have a learner in the current year who has not been active for many months. You’ve been reporting on them in the ILR but you now need to withdraw them into the previous year, but this puts the data outside of the date parameters. You can’t simply exclude the data from the report as this will appear to the DfE as missing data for this academic year. This is where ‘Force include in batch’ comes in. This flag will force include the data into the current year batch file even if you have amended their status to withdrawn in the previous academic year. On receipt of this data, the DfE will be able to update the previous year’s report and reconcile the change to the learner record in the current year.


When a learner takes a break in learning and returns in a different academic year, their Aptem profile will show two aims—one for each academic year. The original aim, linked to the previous academic year, will not automatically appear in the ILR report due to year-based filtering. However, aims with an active break in learning (BIL) status will continue to be included in the ILR until a corresponding restart aim is added, even if they relate to a prior academic year. Once the restart aim is present, the original aim follows standard ILR migration rules and may drop from the current ILR. To ensure the DfE receives a complete data picture, you must use ‘Force Include in Batch’ on the original aim. This ensures it remains visible for reconciliation purposes.

## The journey to R14 at a glance

The more accurate your data is in each monthly ILR report, the simpler the R14 process will be. If you manage your data throughout the year, you can avoid an end-of-year panic.

Let's take a look at monthly and daily workflows that can be structured around specific capability within Aptem to support ILR reporting.

## Daily workflow

**Process Automation Trackers:** to manage any change in circumstances for your learners, process automation trackers enable a standardised process to be implemented. With date- and time-stamped audit trails, you can be sure that robust records are available to support any change to learner data, and subsequently your funding claims.

If you're responsible for creating, authorising or processing trackers, log in on a daily basis to check if any new requests have come in. If trackers are not reviewed regularly, monthly data submissions will not be accurate, causing a delay to the review and submission of data at R13/ R14. Make sure that when you are approaching the report submission deadline every month, all trackers have been cleared.

**Reporting:** User Generic reports and Power BI dashboards provide an immediate view of current learner status. If you want to track learners during onboarding, or the last activity in learning, you can create bespoke reports in the UGR and publish as operational reports. While managing performance, reconciling funding or monitoring progress and quality is possible using the Power BI dashboards. The Quality dashboard will enable tracking of QAR and accountability framework.

If you're responsible for creating, authorising or processing trackers, log in on a daily basis to check if any new requests have come in. If trackers are not reviewed regularly, monthly data submissions will not be accurate, causing a delay to the review and submission of data at R13/ R14.

**Pro tip**

Check the 'Requires attention' card in your Aptem dashboard to quickly identify any issues that need to be resolved. This card can be accessed from an individual learner record or in your performance dashboard.

## Weekly workflow

Make sure that organisation-wide you are keeping up to date with any changes in Aptem. Have your Aptem Superusers attend weekly webinars, review release notes in the Help Centre and cascade pertinent information to colleagues. This way you can ensure you are always getting the most out of the platform, and improving efficiency and accuracy for reporting.

Run your 'Get ILR batch' export report at least weekly and upload to FIS or Submit Learner Data to check for rule violation errors and warnings and monitor changes in funding. Keeping on top of this can help to avoid unexpected issues when returning your monthly funding claim. Record any updates to your data in the ILR notes field, each update creates an individual ILR history export.

Keep your data in the Apprenticeship service up to date by adding the DAS cohort reference to the learner and agreement ID to the organisation to enable a more efficient process when running the 'Get apprenticeship service batch' export report. Any reductions applied due to recognition of prior learning will also be recorded using the information within the 'New RPL Calculator'.

Run your 'Get ILR batch' export report at least weekly and upload to FIS or Submit Learner Data to check for rule violation errors and warnings and monitor changes in funding.

## Monthly workflow

Before each Individualised Learner Record data submission is made, you need to ensure that all data is correct, reflective of current delivery and aligned with the ILR information already provided to the DfE. Aptem Power BI reports provide quick access to the key areas you'll want to check. Checks to complete at least once a month could be:

- Use the report 'data checks' in the **Caseload dashboard** for performance management against learner engagement along with numbers of learners completed, on a break in learning or withdrawn.
- Review the **Compliance dashboard** to easily identify discrepancies like missing signatures, programme and ILR status mismatches, monitor learner status by programme or case owner.
- Review the **Funding dashboard**. Here, you can forecast and reconcile against your ILR funding reports using the **year-to-date** report for in **month-in-month** funding values.
- Using your **Quality dashboard**, review your in-year QAR, monitor progress by learner characteristics to target support to those that need it, review your outputs measured by Accountability Framework.

**Pro tip**

Any data queries with your learner data, should be reported to the Department for Education (DfE) in-year, before R14 to enable this to be reconciled before hard close.

Aptem Power BI reports provide quick access to the key areas you'll want to check.

# Aptem features for success

## Utilise your Aptem Superusers

When you onboard as an Aptem customer, we strongly encourage you to appoint Aptem Superusers. Having a centralised group who are responsible for development and maintenance of Aptem is essential to getting the best results from your system. We have listed below some key tasks that could be assigned to Superusers to support your organisation:

- Internal Support Process, create a central point for triaging and reporting system queries.
- Develop internal FAQs for common issues, make use of Help Centre.
- Identify areas of CPD for standardisation, develop a training plan for staff.
- Encourage use of Aptem Webinars.
- Communicate system updates to organisation.
- Create an action log to record changes and development of Aptem.
- Attend monthly meetings for Champions / Superusers, allocate working time.

## Planning with your Customer Success Manager

We publish regular release notes in the Help Centre to let you know what the latest changes are. Your Customer Success Manager will also go through any updates with you, discuss training needs or possible changes to internal processes to match new functionality.

Superusers will cascade the changes to functionality and important information to colleagues in meetings. Recommendations for additional training and support may come out of this process.

To ensure that you are using all functionality to best support your organisation, you can request for your Customer Success Manager to do an audit of your tenant. You can then explore further any areas of development or additional upgrades.

## Keeping up to date with changes to functionality in Aptem

There are several reasons why Aptem's systems are updated:

1. Changing regulatory requirements. Our product team is on standby to respond to changes in regulation and update the system accordingly, supporting you to be fully compliant.
2. In response to annual changes in funding rules. Aptem Compliance Board address any fundamental updates timely to ensure that compliance is at the core of decisions made around product release and Aptem road map.
3. In response to customer needs and requests. Innovation. In order to integrate and make the most of technological developments, always bringing you a cutting-edge product.

Your Customer Success Manager will also go through any updates with you, discuss training needs or possible changes to internal processes to match new functionality.

# How Aptem will support you to prepare for R14

## Choosing Aptem as your apprenticeship management system will give you access to our expert implementation consultants.

All of our consultants have a deep understanding of the apprenticeship sector, with varying backgrounds including managing their own apprenticeship provisions in senior roles at colleges, universities or training providers.

Working with you, they will strip back your entire process, ask probing questions and advise you on how to get the most out of Aptem. With their support implementing the Aptem system, you will drive quality in your institution.

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apprentice

Don't just take our word for it, our customers are thrilled with the capability that Aptem has given them.

Leeds Beckett University wanted an end-to-end system that could manage their complete apprenticeship offering. But they also had an immediate issue they needed addressing.

Our ILR was created manually, which works well when you are dealing with small numbers. As we grew, this became increasingly difficult to manage. It would essentially be the job of one person on a full-time basis to complete the ILRs each month. When we onboarded Aptem, the first thing we needed to do was automate this process. It was brilliant – plug in and go and we were up and running immediately. Now ILRs are created in a matter of seconds. We share the task across the team, and we can focus on student experience rather than paperwork and process.

**Leeds Beckett University**

aptem.
Intelligent technology®

If you would like to transform the way you deliver high-quality apprenticeships in a cost-effective, efficient and compliant way, get in touch:

**enquiries@aptem.co.uk**

**020 3758 8540**

**www.aptem.co.uk/apprentice**

Aptem is one of the fastest-growing SaaS companies to manage vocational training, skills and employability programmes. In addition to Aptem Apprentice, we offer a range of other solutions to support the development of vocational skills and re-employment.

- **Aptem Enrol,** remote onboarding of apprenticeship students, for colleges and universities.
- **Aptem Employ,** a unique, flexible, award-winning employability system that helps to get people back into the workplace quickly and for the long term.
- **Aptem Skills,** our award-winning end-to-end delivery platform that enables fully compliant ASF course delivery and accelerates re-employment.
- **Aptem Assess,** a cognitive assessment tool that enables you to seamlessly identify and respond to learning needs.

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