Provider Support Manual for 2014 to 2015

Version 1

Title	Provider Support Manual for 2014 to 2015
Purpose	To provide additional guidance and support for the technical specification of the data collection requirements and file format of the ILR. To support the intended audience to be able to meet the requirements for ILR data returns in 2014 to 2015
Intended audience	This document is aimed at those responsible for collection of ILR data from learners; making data returns; data specification implementation; and MI system design (including MI managers, commercial software suppliers and own software writers)
Version	1

Document history:

Version 1   Published 13 June 2014. Changes from the 2013 to 2014 manual are highlighted in yellow.

Contents

Section 1: Introducing the ILR

1. The Individualised Learner Record, or ILR as it is usually known, is a collection of data about learners and their learning that is collected from learning providers in the Further Education (FE) and skills sector by the Skills Funding Agency. The data collected is used by organisations in the FE and skills sector to ensure that public money is being spent in line with government targets for quality and value-for-money, for future planning, and to make the case for the sector in seeking further funding. It is also used to calculate funding due to the provider and for equality and diversity monitoring.

2. The FE and skills sector includes Further Education Colleges, former External Institutions, Sixth Form Colleges, Independent Learning Providers, Local Authorities, Academies and Voluntary and Community Organisations. The ILR Specification defines what data is collected for each teaching year from 1 August – 31 July.

3. ILR returns are required from providers who receive funding directly from the Skills Funding Agency or the Education Funding Agency (EFA).

4. This manual contains advice and guidance for providers on how to make ILR returns during the 2014 to 2015 teaching year.

1.1 About the Skills Funding Agency

5. The Skills Funding Agency is a partner organisation of the Department for Business, Innovation and Skills (BIS) and it exists to fund and promote adult further education (FE) and skills training in England.

6. Agency staff are responsible for developing and publishing the annual specification for the Individualised Learner Record and for supporting the governance processes for the collection of data from the FE and Skills sector.

7. The Agency provides a single, central point of data collection and information for FE and Skills. It also provides services to the EFA and the wider education sector.

1.2 Related information and documentation

8. The *Specification of the Individualised Learner Record for 2014 to 2015*, referred to in this manual as *the ILR Specification for 2014 to 2015* and related documents listed below can be found at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015

Document	Description
ILR Specification for 2014 to 2015	Specification of the Individualised Learner Record for 2014 to 2015
Validation rules	A spreadsheet of validation rules and accompanying guidance
Learning delivery monitoring codes/Special project and pilot codes	Learning delivery monitoring (LDM) and Special projects and pilots (SPP) code lists for use in the Learning Delivery Funding and Monitoring fields
The appendices to the ILR specification for 2014 to 2015	
Appendix A	Collection timetable
Appendix B	Migration mapping from 2013/14 to 2014/15 ILR format
Appendix C	Valid postcode format
Appendix D	Domicile codes
Appendix F	Privacy notice
Appendix G	Prior attainment levels
Appendix H	Learning aim class codes
Appendix I	ILRSUBCON Form

Document	Description
Appendix L	SOC 2000/2010 codes
Appendix P	Data quality, standards and field ownership
Appendix Q	Learning outcome grade code list

The following documents and links also contain useful information:

Information	Web Address
Skills Funding Agency Funding Rules	https://www.gov.uk/government/organisations/skills-funding-agency
Skills Funding Agency funding rates and formula	https://www.gov.uk/government/collections/sfa-funding-rates
EFA Funding Regulations	https://www.gov.uk/16-to-19-education-funding-guidance
Learning Aims Search (LARS)	https://hub.imservices.org.uk/Learning%20Aims/Pages/default.aspx
The Funding Information System (FIS)	https://www.gov.uk/government/publications/individualised-learner-record-ilr-check-that-data-is-accurate
feconnect	http://forums.theia.org.uk/
The Hub, provider web portal	https://hub.imservices.org.uk/Pages/default.aspx
Success Rates Methodology	https://www.gov.uk/government/collections/success-rates-2012-to-2013

1.3 Feconnect

9. Feconnect is the Skills Funding Agency's community portal for those working with data in the further education and training sector.

10. This site has been developed to provide a platform that can bring everyone within further education, skills and training together. A sample page from feconnect is shown in Figure 1. **feconnect** is an online meeting place where you can talk to colleagues about data issues and help each other to resolve problems; a forum for consultation on data standards and quality developments; and home of Get Feconnected our weekly round-up of data news and information.
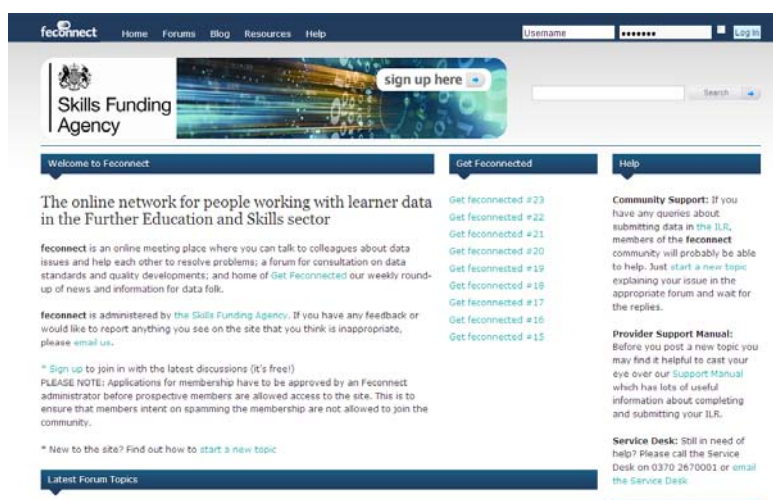
Figure 1: Feconnect Community Portal

Section 2: What is the ILR data used for?

11.   Data recorded on the ILR return is used to calculate funding earned by the provider and enable comparison of actual volumes and costs against contracted levels.

12.   The data provides management information, including performance indicators, which are used to manage the current programmes and also to assist with the development of future programmes.

13.   The data gathered provides information on the effectiveness of the learning programmes in terms of who they reach, what learning they receive, and what outcomes are achieved subsequently.

2.1 The requirement for data

14.   The data collected in the ILR is used to ensure that public money distributed through the Skills Funding Agency and the EFA is being spent in line with government targets for quality and value for money, for planning, and to make the case for the sector in seeking further funding. Specifically, the data is used to:

- monitor individual provider's delivery against allocation or contract

- inform local decisions about plans and provision

- monitor progress to targets

- inform national planning, including policy development and modelling

- calculate actual funding earned

- monitor quality of provision and evaluate the effectiveness of providers across the learning and skills sector

- make the case to government for levels of funding appropriate to the sector

- demonstrate the outcomes of its distribution of funds.

15.   The data will be analysed in relation to:

- demographic trends

- participation rates

- local labour market requirements

- strategic planning targets.

16.   These analyses will enable the funding bodies to:

- influence curriculum and capital investment within providers for the benefit of the local economy

- engage with providers in medium and long term strategic planning.

Section 3: Coverage of the ILR

17. All providers must return ILR data for learners for whom they receive any of the following types of direct funding from the EFA or Skills Funding Agency:

   - 16-19 EFA
   - Adult Skills
   - Community Learning
   - European Social Funding (ESF)
   - Other Skills Funding Agency or Other EFA funding.

18. This also includes learners who are subcontracted out to other providers. See the Subcontracted-out Provision section, for further information.

19. Providers must return ILR data for Learners who are financed by a 24+ Advanced Learning Loan. See 24+ Advanced Learning Loans section for further details about the data requirements for loans learners.

20. There are some circumstances in which learners that are not funded by the Skills Funding Agency or EFA must be included in ILR returns. See section 3.6 for more details.

21. Providers must include learners who have attended one episode of learning. If the learner withdraws without completing one episode of learning - for example, without attending the first class - then they are not included in the ILR.

3.1 16-19 EFA funding

22. The EFA fund 16-19 year olds and ==students aged 19-24 who have a Learning difficulty assessment or Education Health Care Plan.== See the EFA Funding Regulations for full details of EFA funding, https://www.gov.uk/16-to-19-education-funding-guidance

23. All learning aims undertaken as part of a study programme must be recorded on the ILR.

24. EFA funded study programmes are recorded using code 25 in the Funding model field.

25. See the EFA study programmes section on page 79 of this manual for further details of how to record data for an EFA funded study programme.

3.2 Adult Skills funding

26. The Adult Skills funding model supports flexible and responsive provision to learners and employers, and incorporates both classroom learning and workplace learning.

27. Adult Skills funded learning is recorded using code 35 in the Funding model field in the ILR.

28. Workplace learning is defined as:

   - any learning aim mainly delivered within a workplace and in connection with the employed Learner's occupation or their employer's business and,
   - any learning in an Apprenticeship Framework.

29. Workplace learning funded through the Adult Skills funding model must be identified using code WPL1 in the Learning Delivery Funding and Monitoring fields.

30. Classroom learning is defined as everything that is not workplace learning.

31. If the learner is 24 or over when they start, and the learning is at level 3 or 4, and is not an Advanced-Level or Higher Apprenticeship, the provision is not supported by Adult

Skills funding but may be supported by a Loan (see 24+ Advanced Learning Loans section).

Apprenticeships

32. Apprenticeships can be delivered at different levels: Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships.

33. Each Apprenticeship programme comprises of a programme aim and one or more component aims (competency, knowledge and functional skills).

34. Further information on Skills Funding Agency funded programmes is available on the Skills Funding Agency website at https://www.gov.uk/apprenticeships-guide.

35. Apprenticeship Trailblazers are being introduced in 2014 to 2015. Guidance for Apprenticeship Trailblazers will be published in a separate document as the policy develops.

OLASS funded learners

36. OLASS provision for adults is funded using the Adult Skills funding model (code 35 in the Funding model field). See the Skills Funding Agency funding rules for further details.

37. Provision for young offenders up to the age of 18 is funded by the EFA and is recorded using code 82 in the Funding model field.

38. All OLASS learning aims must be identified using code LDM034 in the Learning Delivery Funding and Monitoring fields.

3.3 European Social Fund (ESF)

39. The European Social Fund (ESF) is designed to improve the skills of the workforce and to help people who have difficulties finding work. ESF provides additional investment to support and enhance Skills Funding Agency activity, to enable disadvantaged people to access and benefit from employment and skills opportunities.

40. ESF funded learning is identified in the ILR using code 70 in the Funding model field.

41. ILR data provides information to manage accurate remuneration to providers and to monitor ESF funding. The data derived is also used to manage and monitor ESF funded provision and to inform the development of future policy. Where relevant, the data is also used to substantiate ESF funding claims for support from the European Social Fund (ESF).

42. Further information about ESF Funding can be obtained from https://www.gov.uk/government/publications/sfa-esf-programme-summaries

3.4 Community Learning

43. Community Learning includes a range of community based and outreach learning opportunities, generally managed and delivered by local authorities and further education colleges. This broad range of courses, which are usually non-regulated, is designed to bring together adults (often of different ages and backgrounds) by helping them to pursue an interest, address a need, gain a new skill, become healthier, or learn how to better support their children.

44. The funding rules no longer make separate reference to Personal and Community Development Learning (PCDL), Neighbourhood Learning in Deprived Communities (NLDC), Wider Family Learning (WFL) and Family English, Maths and Language (FEML). ILR data is still recorded against these four programme elements so that the take-up and delivery can be monitored and reported on.

45. The type of Community Learning provision being undertaken is recorded on a [Learning Delivery Funding and Monitoring](#) record using one of the codes for Community Learning provision type.

46. Community Learning funding is for the support of learners aged 19+. Learners who are under 19 should be funded only where they are the parent on a family learning programme. If the parent is under 16, providers should keep clear documentation to prove this at audit, as it is an 'exceptional case'.

47. Further information about Community Learning can be obtained from the funding guidance, which is available on the GOV.UK website at https://www.gov.uk/government/organisations/skills-funding-agency

48. Community Learning funded learning is recorded using code 10 in the Funding model field.

49. Community Learning provision that is subcontracted to an FE College by a local authority is recorded by the College using code 99 in the Funding model field, with a [Learning Delivery Funding and Monitoring](#) code of SOF108.

50. The data collection requirements are the same for all Community learning provision, regardless of whether it is directly funded or subcontracted.

3.5 Traineeships

51. The Traineeship programme helps unemployed young people aged 16-24 to develop the necessary skills and experience to progress to an Apprenticeship or long-term work.

52. Traineeships are funded through both the EFA 16-19 funding model and Adult Skills funding model.

53. Please see the [Traineeships](#) section on page 67 of this manual for full details of how to record a Traineeship on the ILR.

3.6 Learning that is not funded by the Skills Funding Agency or EFA

54. All providers must return an ILR for HEFCE funded learners.

55. There are also some circumstances, detailed below, in which non-funded learners are included in the ILR.

Requirements for Further Education (FE) Colleges

56. Further Education (FE) Colleges must send data for **all** learners, including those that are not funded by the EFA or Skills Funding Agency. This includes:

- full cost recovery provision, where the full cost of the learning is met by the learner or their employer;

- learning aims that are delivered by the college on behalf of another college or training provider who is in receipt of direct EFA or Skills Funding Agency funding (subcontracted-in); and

- Community Learning provision that is subcontracted-in to the FE College by a Local Authority (LA).

57. The types of learning aims outlined above should be recorded using code 99 'No Skills Funding Agency or EFA funding for this learning aim' in the Funding model field, and the source of funding should be identified as 'Other' in the [Learning Delivery Funding and Monitoring](#) record.

> **Example**
>
> *A training organisation receives funding from the Skills Funding Agency but subcontracts provision for 10 learners to Casterbridge College i.e. the provision is subcontracted-in to Casterbridge.*
>
> Casterbridge College would include records for the 10 learners in its ILR return with the following coding:
>
> Funding model = 99 (No Skills Funding Agency or EFA funding for this learning aim)
>
> Source of funding = SOF998 (Other)

Non-funded Apprenticeships

58. Private training providers are asked to send details of Apprenticeships that are not funded by the Skills Funding Agency as follows:

   - where they are delivered within the terms of a Skills Funding Agency/National Apprenticeship Service (NAS) contract
   - in other cases on a voluntary basis.

Requirements for Higher Education (HE) Institutions

59. All Higher Education Institutions (HEIs) that receive EFA or Skills Funding Agency funding should make returns to the Higher Education Statistics Agency (HESA), which collects data on behalf of the Higher Education Funding Council for England (HEFCE). The HESA and the Skills Funding Agency exchange data, thus avoiding duplicate requests for data.

60. An HEI that sends student data to both HESA, in the form of student records, and to the Skills Funding Agency, in the form of individualised learner records (ILRs) is asked to ensure that it sends records for any instance of study ("instance") to only one data collection agency.

61. Ideally an HEI would send a record for a student to only one of the data collection agencies. Where this is not possible because of the mix of provision the student is following, care must be exercised to ensure that any particular instance is included in the data sent to only one of the agencies.

62. Where an HEI makes a return to both collection agencies, it should be aware that both the Skills Funding Agency and the EFA will use only the data returned to the Skills Funding Agency for funding purposes.

24+ Advanced Learning Loans

63. 24+ Advanced Learning Loans enable people aged 24 or over to undertake level 3 or 4 further education learning aims. Please refer to the Skills Funding Agency funding rules for 2014 to 2015 for further information on 24+ Advanced Learning Loans.

64. ILR records must be sent for all learners and learning aims financed by a 24+ Advanced Learning Loan.

65. Learning aims that are financed by a 24+ Advanced Learning Loan must be recorded using code 99 in the Funding model field with a Learning Delivery Funding and Monitoring indicator of ADL1.

24+ Advanced Learning Loans Bursary

66. In addition to a 24+ Advanced Learning Loan, learners can also be in receipt of a 24+ Advanced Learning Loans Bursary. The Loans Bursary Fund is a separate allocation which will be paid monthly based on ILR returns. Please refer to the Skills Funding Agency funding rules for further information.

67. The 24+ Advanced Learning Loans Bursary should be recorded on the ILR in the [Learning Delivery Funding and Monitoring](#) fields.

68. The dates for which the learner is claiming the loans bursary need to be recorded using the Date applies from and Date applies to fields. Further details of these fields are on page 45.

3.7 Subcontracted Provision

Subcontracted-in provision from a school or HEI (FE Colleges only)

69. A Further Education (FE) college should not return ILR records for learners enrolled at a school even if the learners are studying provision delivered by the college on behalf of the school at which the learner is enrolled.

70. Learners who are subcontracted-in to an FE college from an HEI for provision at level 4 or above must not be included on the ILR.

71. Subcontracted-in provision from a school or HEI must be returned on the subcontracted-in return (ILRSUBCON). An ILRSUBCON form is included in *Appendix I of the ILR Specification 2014 to 2015*, and is returned with an FE college's quarterly ILR return.

Subcontracted-in provision from another provider (FE Colleges only)

72. Learners who are subcontracted-in from another provider (not a school or HEI) should be included in the ILR.

73. Learning aims should be recorded as receiving 'No Skills Funding Agency or EFA funding for this learning aim' in the Funding model field with code 99. The Source of funding should be identified in the [Learning Delivery Funding and Monitoring](#) fields with code SOF998, unless the provision is Community Learning subcontracted from a Local Authority, in which case Source of funding code 108 should be used.

Subcontracted-out provision (All providers)

74. Providers may provide teaching and learning to learners that they enrol either directly or through a partnership or sub-contracting arrangement with another organisation (sub-contracted-out).

75. The Subcontracted or partnership UKPRN field must be completed to indicate if any proportion of the learning aim is delivered by a partner provider.

Section 4: How to collect ILR data

76. Colleges and other training providers can collect the data required to make an ILR return in whatever way they wish to and in the best way that supports their natural business processes. For example, information about the learner may be gathered on a paper enrolment form or through an on-line enrolment process. Much of the information about the learning aims and programmes being undertaken may be held within a provider's Management Information System (MIS) and can be exported directly from this.

77. To assist providers in collecting the correct data for different types of learners, a list of the fields required for each funding model is given in field collection requirements by funding model section of this manual on page 85.

Data protection requirements

78. Providers should make sure that all learners have seen the Privacy Notice which informs them about how their data will be used. The Privacy Notice can be found in *Appendix F of the ILR Specification 2014 to 2015.*

79. Providers should ask learners if they do not wish to be contacted for marketing, survey or research purposes and record this information in the Learner Contact Preference fields in the ILR. These fields are covered in detail in the Learner contact preference section on page 28.

80. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times.

Learning Agreements

81. All learners must have a learning agreement.

82. The Skills Funding Agency Funding Rules provides detailed information about the requirements for the Learning Agreement for Skills Funding Agency funded learning and is available at: https://www.gov.uk/government/publications/sfa-funding-rules%20

83. The EFA Funding Regulations document that includes their funding compliance guidance in relation to learner recruitment, existence, retention and achievement is available at: https://www.gov.uk/16-to-19-education-funding-guidance

Paper forms

84. All ILR data has to be reported electronically to the Skills Funding Agency, however providers may at point of contact with the learner use a paper form to capture data about the learner and this may form part of their Learning Agreement.

85. Providers are encouraged to use their own processes to gather ILR data which best meet the needs of their organisation. This may not involve the use of paper forms at all.

Section 5: Data management and ILR completion

The data management principles are being reviewed for 2014 to 2015 and will be published in version 2 of this document.

Section 6: Data migration for continuing learners

6.1 Migrating data from 2013 to 2014

86. Migration is the process by which ILR data is converted from the 2013 to 2014 ILR format into 2014 to 2015 ILR format for continuing learners from 2013 to 2014.

87. *Appendix B of the ILR Specification* contains the conversion rules for data migration.

88. For most providers, their Management Information System (MIS) supplier will migrate their data ready for 2014 to 2015 data transmissions.

89. The Skills Funding Agency does not carry out any form of data migration from one teaching year to the next. Therefore it is important that all providers send data in the first return for 2014 to 2015, otherwise there will be no data held for them in the 2014 to 2015 database and their funding for the year may be affected.

90. Providers should review the data cleansing document for 2014 to 2015, which is published on the ILR specification webpage, so that they are aware of any changes to the specification and/or validation rules that may affect data for continuing learners. This document details what action needs to be taken to ensure that records will continue to be valid in 2014 to 2015.

91. The following fields need to be completed annually on the ILR, where applicable; therefore this data will need to be **reviewed and set at the start of 2014 to 2015.**

   - Accommodation
   - Learning support cost
   - Planned learning hours
   - Planned employability, enrichment and pastoral hours
   - High needs students indicator (Learner Funding and Monitoring type)
   - Learner support reason (Learner Funding and Monitoring type)
   - Free meals eligibility (Learner Funding and Monitoring type)
   - Pupil premium funding eligibility (Learner Funding and Monitoring type)
   - Financial support entity (HE learners only)

6.2 Creation of a Traineeship programme aim

92. In 2014 to 2015, Traineeships will be recorded on the ILR using the same programme structure used for Apprenticeship data.

93. Continuing aims that are part of a Traineeship will need to be recorded as part of a programme by the addition of a Programme type code and the creation of a Programme aim (AimType=1) record.

94. The Traineeship programme aim tab on the migration spreadsheet (Appendix B Annex 1) details how to complete the programme aim for Traineeships.

95. For EFA funded Traineeships, the Core aim (AimType=5) will still need to be recorded. All other aims (AimType=4) will need to be re-coded as component aims (AimType=3).

96. All aims (including the programme aim) will need the Programme type field to be completed with code 24.

97. Where any of the Traineeship aims are continuing into 2014 to 2015, all closed aims that are part of the Traineeship must also be migrated as part of the programme and returned in the 2014 to 2015 ILR returns.

98. The Learning Delivery Funding and Monitoring code of LDM323 must continue to be recorded on all open and closed Traineeship aims that are migrated into 2014 to 2015. This code will not be used for new Traineeship aims that start in 2014 to 2015.

6.3 Non-regulated learning aims

99. All non-regulated learning recorded on the ILR must use the codes detailed in *Appendix H of the ILR Specification 2014 to 2015.*

100. The non-regulated codes used in years up to and including 2012 to 2013 are no longer available for new starts in 2014 to 2015. They can continue to be used for learning aims with a start date prior to 1 August 2013, unless the aim is Adult Skills funded.

101. Adult Skills funded learning aims should have been transferred to the new codes at the start of 2013 to 2014. Refer to *Appendix H of the ILR Specification for 2013 to 2014* for details of the transfer requirements.

Section 7: When to return ILR data

102. The timetable for collection of the ILR data is published in *Appendix A of the ILR Specification for 2014 to 2015*.

103. The Skills Funding Agency will hold ILR data for all providers in a single national data collection database. This database will contain the most up to date ILR data for each provider. At certain points in the year, the Agency will extract data from this national ILR file for various purposes.

104. A provider must ensure that the data held on the national database is complete and fit for purpose by the return date. This return date is a hard close date for including data for the purposes described. Should a provider fail to complete and return the data by the return date, then any data sent after that date will not be processed for the purposes of that particular return. The return date represents the last opportunity to send data for that particular return.

105. For FE Colleges, only 16-18 Apprenticeship data is requested monthly. Each college must decide for itself what data it sends in addition to the data essential to meet that requested at any particular return date.

106. Some colleges may find it easier to send full returns at each return date after the first full return in R04 rather than attempting to extract and send data only for provision requested at a particular return. However, this is a decision that each college must make for itself.

107. At a return where data is requested only to drive payment of 16-18 Apprenticeships then data for this provision needs to be complete and error-free, while data sent for other provision sent with it can be both incomplete and contain errors.

7.1 The ILR timetable for 2014 to 2015

108. The ILR timetable can be found in *Appendix A* at:

    https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015

109. The ILR timetable sets out:

    - the return date by which a provider must send complete data for the purposes described in the timetable
    - which Agency will be receiving the data
    - the purpose of the return
    - which providers need to send data for the particular return
    - for some returns the topicality of the data needed at the return date.

110. For any particular return, a provider must accurately describe in the ILR all provision delivered up to and including the collection reference date. Providers may include data for provision delivered after the reference date. For returns, which do not have reference dates, the provider must return new starters, leavers and changes in a timely way. Starts must be reported within 2 reporting months and achievements within 3 reporting months.

111. The published timetable does not indicate when to send records for Other EFA funded, Other Skills Funding Agency funded, and non-EFA/Skills Funding Agency funded provision:

    - Records for learners benefiting from Other EFA funding should be returned at each collection where the EFA and/or national statistics is indicated in the main data use.

- Records for learners benefiting from Other Skills Funding Agency funding should be returned monthly by private training providers and every three months and at the end of the year by colleges; at return numbers R04, R06, R10, R13 and R14.

- Records for learners not benefiting from EFA or Skills Funding Agency funding should be returned monthly by private training providers and every three months and at the end of the year by colleges; at returns R04, R06, R10, R13 and R14.

Definition of Provider Type

College	A further education corporation established under the Further and Higher Education Act 1992. This covered GFEs, Tertiary, Sixth-form, Specialist Colleges, and Academies.
	This definition will be extended to include the new status of Sixth Form Colleges established under the ASCL Act 2009.
	Local authorities (county, borough, district and city councils and unitary authorities in England) are also included in this definition for data collection purposes.
Training organisation	An organisation whose main area of business is education and/or training but which is not a college or local authority.

112. The type of provider determines when data returns are required. In broad terms, colleges are required to send data on a quarterly basis and training organisations on a monthly basis. 16-18 Apprenticeships are returned on a monthly basis (excluding the R14 return) regardless of the type of provider.

113. All data held must be up-to-date for the purposes described in the timetable by 6pm on the fourth working day of the month.

114. If there are no changes to a provider's data since the previous return then there is no requirement to send another return.

Skills Funding Agency actual earned process

115. The Actual Earned process is scheduled to run overnight following close of business on the return deadline date. Providers will receive any payment due on the eleventh working day following the end of the month. This represents the value earned to date, subject to a maximum contract value.

7.2 Completing the final return for 2014 to 2015

140. The final collection for the 2014 to 2015 year allows providers to send details of the outcomes of learning aims that were completed up to and including 31 July 2015. Providers should also include details of learning that took place during the 2014 to 2015 year which has not previously been reported.

141. Achievement funding and Job outcome funding for Adult Skills funded learning aims that are completed in 2014 to 2015 (that have an Actual end date up to and including 31 July 2015) will only be paid if the achievement is reported in the 2014 to 2015 returns.

142. The following should **not** be returned in the final return for 2014 to 2015, but should be returned in the 2015 to 2016 ILR returns:

- learning aims that start after 31 July 2015

- actual end dates after 31 July 2015

Section 8: Returning Data in 2014 to 2015

8.1 Sending data to the Skills Funding Agency

143. All providers need to send ILR data to the Skills Funding Agency by uploading an XML file to The Hub web portal. https://hub.imservices.org.uk/Pages/default.aspx

144. Providers produce a batch file from their MI system and load it via the Hub to the national ILR database. Providers should send data regularly and should not wait until the day of the return date before transmitting data.

145. For providers who do not have an MIS system capable of generating an XML file, there is a data entry form available in the Funding Information System (FIS). This will enable providers to enter learner data into the FIS and export an XML file from this for upload to the Hub.

146. If you are experiencing problems uploading an ILR file, you should contact the Skills Funding Agency as soon as possible. See https://www.gov.uk/government/publications/sfa-data-services-help-and-support for contact details.

8.2 The Funding Information System (FIS)

147. The FIS is a standalone piece of software produced by the Skills Funding Agency that providers can download onto their own PCs. It contains the ILR Validation rules and allows providers to check their ILR data before sending it to the Agency. The FIS also contains the funding calculations for both the EFA and Skills Funding Agency and enables a number of reports to be run and downloaded based on a provider's data.

148. The FIS includes the facility to amalgamate separate files to create a single XML file.

149. More information on the latest FIS software can be found at: https://www.gov.uk/government/publications/individualised-learner-record-ilr-check-that-data-is-accurate.

8.3 File compression

150. Providers must upload their ILR returns using compressed files. Compressed files, which are sometimes referred to as archives or zip files, contain a version of the ILR data that is significantly smaller than the uncompressed XML file. Upload times are shorter, which benefits all providers and contributes to maximum reliability of the service.

151. Each compressed file should contain one ILR XML file only. The file should not be encrypted or password protected. The name of the zip file should be the same as the name of the XML file but with the extension .zip instead of .XML.

8.4 Combining ILR files (amalgamation)

152. Some providers may have multiple MI systems across their organisation, for example, Skills Funding Agency funded learners and their learning aims may be held in a separate system to EFA funded learners and learning aims. The FIS includes an amalgamation facility to combine multiple files to create a single XML file for all learners. Providers can also use their own software to create their own single file if they wish to do so.

153. The amalgamation facility in FIS will join together learner records from multiple ILR files for learner records that have the same Learner reference number. For the records to be successfully combined into a new single learner record, all the data in the Learner fields on all of the records must be the same. Any conflicting learner data will result in an amalgamation error which will need to be corrected. For example, if the Date of birth has been incorrectly recorded on one record and does not match the Date of birth

on the other record then an amalgamation error will be generated and the records will not be combined.

154. When providers have multiple internal departments that all send data separately, care should be taken in case a file submission from one department overwrites a file sent by another department. Providers in this situation should either send data as separate 'B' files or join the different files together into a single 'A' file (see section 8.5 for further details on different types of file submissions).

155. Where data for the same learner has been held in separate systems but with different Learner reference numbers, providers are encouraged to return a single combined learner record.

156. If the provider decides to merge two or more records for the same learner, they may use any one of the learner's previous Learner reference numbers. Any changes to a learner's Learner reference number from one teaching year to the next must be recorded using the field in the ILR; Learner reference number in previous year. This will enable data matching over multiple teaching years for a learner to be carried out for purposes such as success rate calculations. See the *2014 to 2015 ILR Specification* for further details and collection requirements for this field.

157. Providers which take over the delivery of provision for learners from other providers, for example as a result of the Minimum Contract Level, should note that two learners cannot be returned against the same Learner reference number.

8.5 ILR file transmissions – A and B files

158. All of the ILR returns for the year must include learners who were in learning at any time during that teaching year. Providers are encouraged to send data regularly and not wait until a return date to transmit data in order to allow enough time to resolve any validation errors and warnings.

159. There are two types of file transmission that can be made, either:

A – this must contain all learner records, Learning Delivery records and Learner Destination and Progression records, for all learners, at the provider, for the year to date, for that return;

B – this type of file contains only some of the learner records (a subset of the total learners at the provider). This type of transmission allows a provider to only send learner records that have changed since the last file transmission.

160. An 'A' file overwrites all the records previously transmitted for a provider that are held in the national database, while a 'B' file only updates the records of those learners contained within it.

161. A provider sending 'A' files should note that subsequent transmissions will overwrite the previous transmission. This means that providers cannot split their data into separate files and transmit each file separately. A provider cannot send records for learners funded from different funding models in separate 'A' files, as they will overwrite one another. One 'A' file must be sent containing all learners from all funding models. Destination and Progression data cannot be sent in a separate 'A' file to Learner and Learning Delivery data, as this will also result in the Learner and Learning Delivery records being deleted from the ILR database.

162. A provider sending a 'B' file should include only records for learners that have changed since the last transmission. A change is described in terms of all the data for a learner including all of the learning delivery records and could include a record for any learner that has been added, updated or deleted since the last transmission. Reasons for such a change to a learner record include:

- a learner has started a learning aim

- a learner's circumstances have changed, for example a learner has moved to a new address

- a learner has achieved a learning aim

- a learner has left a programme

- deleting a learner record previously entered erroneously.

163. In a 'B' file, all Learning Delivery records and Destination and Progression records for the learner must be supplied each time, even if there are not any changes recorded on some of the aims. Learning delivery data must not be returned without the associated learner data for that learner.

164. Care must be taken when specifying the file type to ensure data is not overwritten in error.

8.6 Data validation

165. It is important that the data received is accurate. The Skills Funding Agency runs validation checks to make sure that data is complete. ILR files are validated in three separate validation stages as detailed below.

XML schema validation

166. An XML file is validated first against an XML schema definition at the point of transmission to the Hub or through FIS. This will check the following:

- that the XML is well-formed. Well formed means that the file adheres to XML's strict syntactical rules for open and close tags and the nesting of data elements

- elements are presented in the expected sequence, as defined in the schema

- an element conforms to its data type. Examples of this would include where a numeric item contains alpha characters, where a date contains invalid values.

167. If any part of the file fails schema validation then it will not be processed and the whole file will be rejected. Schema errors are reported on the rule violation report, however the error messages generated are generally briefer than those for other validation errors. Schema errors are generally not caused by user data input error, and should occur rarely if at all in files produced from information systems.

168. The schema that is used for this initial validation is different to the published ILR schemas which contain the structural definition of the file, the required data types, field lengths and mandatory fields.

Field definition rules

169. Once an ILR file has passed schema validation, a field definition rulebase is run which will check the following:

- all mandatory fields have been returned

- field lengths are adhered to.

170. The field definition rules replace a number of the checks which were performed in 2013 to 2014 by the schema.

171. For example: FD_Ethnicity_02, checks that the number of digits returned for the Ethnicity field must be 2 (Error condition is: Learner.Ethnicity <> null and <0 or >99)

172. If a field fails a field definition rule, then the learner record and associated records for that learner only, will be rejected and be reported on the rule violation report.

173. Only learner records and associated records for that learner, that have passed all the field definition rules will be passed through to the final stage of validation against the Validation Rules.

Validation rules

174. Validation rule errors are produced where data makes no sense or cannot be correct. Learner records that produce errors are not loaded into the national ILR database and will need to be corrected by the provider. All valid learner records will be accepted.

175. All learning aims returned for a learner must be valid regardless of the type of funding. For example, if EFA funded learning aims are included alongside Skills Funding Agency funded learning aims in a return at the start of the year (before December 2014), then all of these aims must be valid in order for the learner records to be accepted.

176. Validation rule warnings are produced where the data is unusual, for example where a learner is over 100 years old. Records that produce warnings are loaded into the Data Service's system, but providers should check each of these records to ensure that the data is correct.

177. Some validation rule checks are not included in the FIS and only take place when data is uploaded to the Hub. These are rules that check external tables, such as Unique Learner Number (ULN) validation.

178. The copy of the table of valid ULNs held in the Hub is updated hourly, Monday to Friday 08:00 to 20:00, and once on Saturday and Sunday.

179. The Validation rules and Field definition rules for 2014 to 2015 are published at: https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015

Postcode validation

180. It is important that postcodes are correctly formatted; this includes the space between the two parts of the postcode. Postcodes with two spaces will fail validation when the data is uploaded to The Hub. *Appendix C to the ILR Specification 2014 to 2015* contains further information on the postcode format.

181. All postcode fields in the ILR are mandatory fields and cannot be left blank. If the postcode is unknown or does not apply then a value of ZZ99 9ZZ should be recorded.

8.7 Searching for learning aims

182. The LARS database holds information about learning aims and their validity, as well as funding data where applicable. It is maintained by the Skills Funding Agency. Updates to the database are made regularly. It can be searched online using the Learning Aims Search facility on the Hub https://hub.imservices.org.uk/Learning%20Aims/Pages/default.aspx or downloaded.

183. Each learning aim on the database has a reference code that is used to record it in the Learning aim reference field on the ILR. The database holds all the learning aim specific information that providers will need. Further details can be found on the GOV.UK website at: https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data

184. If a learning aim is not included on the database, you should request a new learning aim code from the Skills Funding Agency as soon as the learner is enrolled onto the learning aim. If you do not request codes until after the year is completed, after July 2015, you may not be able to make returns on time because the software may not recognise the codes. A form is available on the GOV.UK website to request a new HE learning aim at: https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data

185. This form is not required to request the addition of a QCF unit to LARS for non-funded learning; Providers should raise a call with the Service Desk and give them the Ofqual reference number of the unit required.

186. Providers can record a learning aim on the ILR once it has been accredited by the awarding organisation and approved for funding.

187. The validation rules will only allow aims with start dates after the funding validity start date on LARS to be recorded.

188. Providers should ensure that the Start and Planned end dates for the learning aim are within the validity start and end dates on LARS.

189. If there is a delay with the publication of this information on LARS then providers can temporarily enter the nearest equivalent aim (in terms of type of provision and funding rate) into the Learning aim reference field. Code LDM118 should be recorded in the Learning Delivery Funding and Monitoring fields to indicate that the learning aim reference recorded is being used as a proxy for the actual learning aim that is being undertaken.

190. Once the actual learning aim reference is published, providers must update the code recorded in the Learning aim reference field and remove the FAM Type and Code.

191. In all cases, the proxy aim details must be removed and the actual aim recorded before the end of the teaching year or before the learner completes or withdraws from the learning aim, or data will be rejected.

192. In February 2012, the Skills Funding Agency opened more of the Qualifications and Credit Framework (QCF) for public funding. Given both the size of the QCF and broader publicly funded offer now available, the Skills Funding Agency do not expect providers to be using proxy aims for provision.

8.8 The impact of incomplete information

193. The transmission of ILR data containing either omitted, incomplete or incorrect entries may result in the learner record not being accepted onto the national ILR database. The return of ILR data, promptly, fully and accurately completed, is essential.

194. Any data for individual Skills Funding Agency funded learners not accepted by the national ILR database will mean that the Provider Funding Report will not show their details.

195. Funding calculations and provider payments for all Skills Funding Agency funded learning aims are based directly on the data provided in the ILR. Any inaccurate or late information may result in payments not being made. It is important to ensure that all documentation relating to the enrolment of the learner and the record of learning activity is completed accurately and conforms to the eligibility rules of the appropriate type of learning programme.

8.9 Earnings adjustment statement (EAS)

197. The Earnings Adjustment Statement (EAS) is an online process that providers can use to claim funding that is not reported in the ILR.

198. The Skills Funding Agency Funding rules give details of funding claims that must be made using the Earnings adjustment statement.

199. The EAS is available for each collection period during the funding year. You must enter the funding claimed for each category; this is in addition to any funding being earned from the ILR and should represent the value being claimed for each of the categories for that month. It is not the cumulative value for the funding year. The total amount of funding claimed in each of the collection period's EAS will be summarised to calculate the total claimed for the funding year.

200. Further information on the Earning adjustment statement can be found at:
https://www.gov.uk/government/collections/individualised-learner-record-ilr

Section 9: Structure of the ILR

9.1 Introduction to the data model

198. The ILR is based on a data model which defines the entities covered by the ILR and the relationship between these entities. The full ILR data model is available to download from https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015 but a simplified version of the entity relationships is shown in the diagram in Figure 2 below.

Figure 2: ILR Entity Relationship Diagram
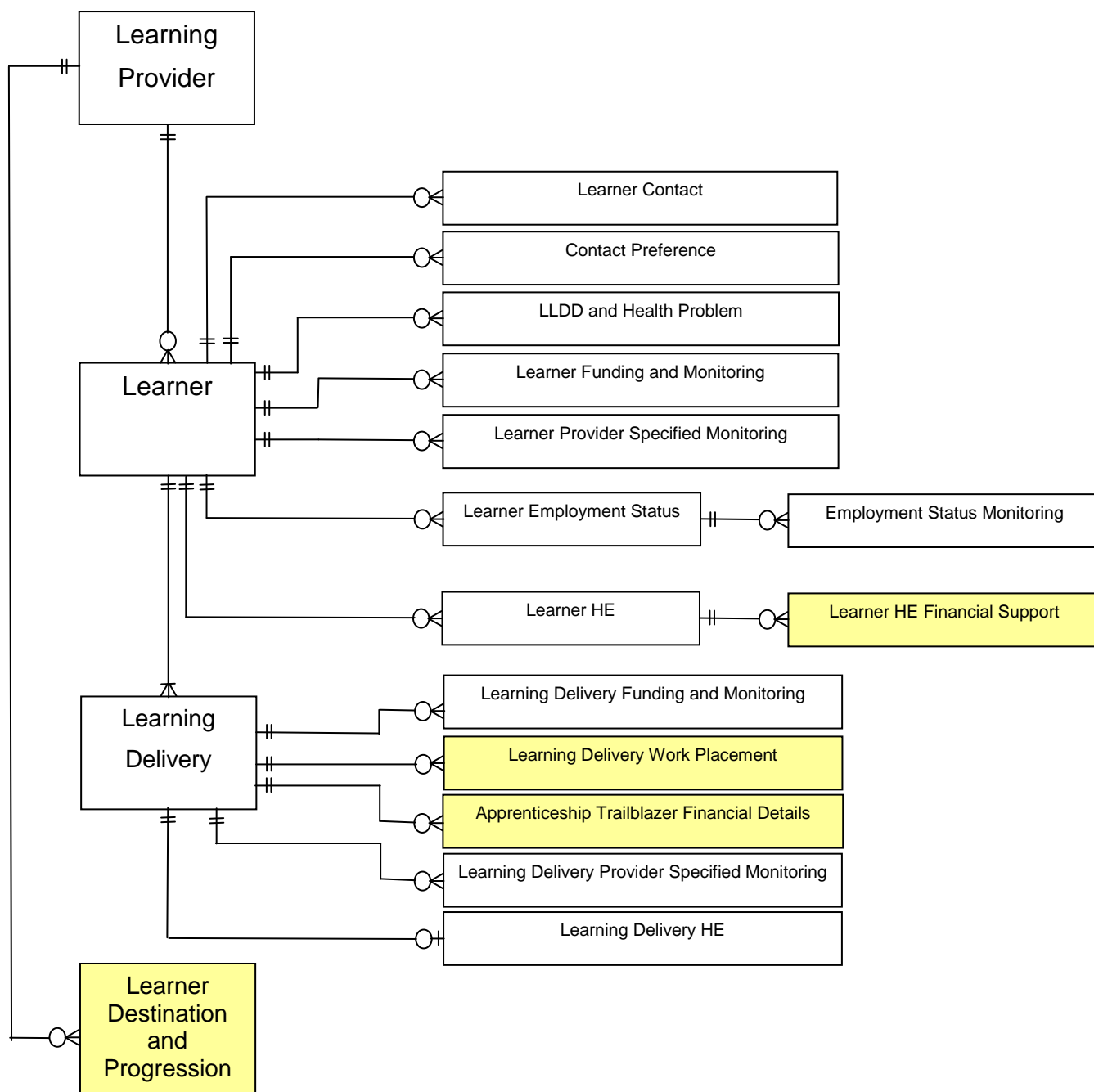
9.2 Learner Entity

199. A provider should return only one record for each learner. The data recorded in the Learner entity contains basic information about the learner such as their name, date of birth, sex and ethnicity.

200. The following data items have been added to the Learner entity for 2014 to 2015:

   - Maths and English GCSE condition of funding exemption (National Learner Monitoring codes)

   - High needs students (Learner funding and monitoring type)

   - Math GCSE achievement (Learner funding and monitoring type)

   - English GCSE achievement (Learner funding and monitoring type)

   - Free meals eligibility (Learner funding and monitoring type)

   - Pupil premium funding eligibility (Learner funding and monitoring type)

   - Small employer (Employment status monitoring type)

   - Learner HE Financial support entity (Learner HE)

201. For a full list of changes to the ILR for 2014 to 2015, please refer to the Summary of Changes in the *ILR Specification for 2014 to 2015*.

202. The following entities contain data that may not be required for all learners. See the individual field pages in the specification for data requirement details.

   - Learner Contact – address, telephone number and email details

   - Contact Preference – indicates the learner's wishes about contact for marketing, research and survey purposes

   - LLDD and Health Problem – additional information about a learner's disabilities, and /or learning difficulty and/or health problem.

   - Employment Status and Employment Status monitoring – monitoring of a learner's employment status

   - Learner Funding and Monitoring – additional data to support funding and learner monitoring

   - Learner Provider Specified Monitoring – additional provider data used as required and specified by the provider

   - Learner HE and Learner HE Financial support – HE data fields

Planned learning hours

203. This field collects the total planned timetabled hours for learning activities for the teaching year. The field is completed at the start of the teaching year or programme and updated annually.

204. It is collected for all learners with learning aims funded by the following funding models

   - 16-19 EFA

   - Adult skills classroom learning (Funding Model =35 and Learning Delivery FAM Type is not WPL (Workplace learning))

   - Other Skills Funding Agency funded (Funding model =81)

   - Community Learning funded (Funding Model =10)

205. Planned learning hours are not collected for Adult Skills funded workplace learning and Apprenticeship programmes.

206. For learners who are undertaking an EFA funded study programme, the hours fields are not updated in year. See the EFA study programmes section on page 79 for further details of recording planned hours for EFA study programmes.

207. For learners with only Skills Funding Agency funded aims, this field can be updated in year where a learner progresses to subsequent learning in the same teaching year.

208. If a learning aim continues across more than one teaching year, the Planned learning hours field only records the planned hours for that teaching year (from 1 August until the following 31 July).

209. Learners who are continuing on a study programme or learning aims from 2013 to 2014 must update the hours fields at the start of 2014 to 2015 with the planned hours for the new teaching year.

> **Examples**
>
> - *A learner starts an aim on 1 September 2014 with a planned end date of 1 April 2016. The Planned learning hours field for 2014 to 2015 will record the planned hours for the period 1 September 2014 until 31 July 2015. The Planned learning hours field for 2015 to 2016 will record the hours remaining from 1 August 2015 until 1 April 2016.*
>
> - *A learner starts a learning aim on 1 September 2014 with a planned end date of 31 July 2015, and is planning to start a second aim on 1 December 2014. The Planned learning hours field records the total planned hours up to and including 31 July 2015 for both aims.*
>
> - *A learner started a learning aim on 1 September 2013 with a planned end date of 14 July 2014. The learner did not finish the learning aim on the Planned end date and will continue in learning in the 2014 to 2015 year. The Planned hours fields must be completed in 2014 to 2015 with the remaining hours that are planned to be delivered in 2014 to 2015 to enable the learner to complete the learning aim. If the learner is EFA funded and the total planned hours for 2014 to 2015 is less than 540, then an employment status record must also be returned.*

210. If a learner has learning aims that are both EFA funded and SFA funded during a single teaching year then **only** the planned hours for the EFA funded learning are recorded in the Planned learning hours field. The Planned employability, enrichment and pastoral hours field is also completed.

211. If a learner has a mixture of workplace and classroom learning aims planned at the start of the teaching year (or start of learning) then only the planned hours for the classroom learning are recorded in the Planned learning hours field.

212. If the learner progresses from an EFA study programme or Traineeship onto a Skills Funding Agency funded aim or Apprenticeship in year, then the hours fields must not be amended. Only the hours for the EFA funded aims must be returned.

Learner reference numbers

213. Each provider allocates a Learner reference number to each learner. The Learner reference number must be unique. It is used for data reporting between years for continuing learners and for the calculation of success rates. This number must remain allocated to the user for all study with the provider and during periods of absence. It must never be reused for a different learner.

214. Changes to the Learner reference number between years for continuing learners should be avoided if at all possible.

215. If a provider does unavoidably have to change the Learner reference numbers used, for example because of a change to their MIS system, they should record this in Learner reference number in previous year field. This field records the learner's

reference number if different from the previous year. Please see the *ILR Specification* for further details and collection requirements of this field.

216. Providers should also obtain a Unique Learner Number (ULN) for the learner from the Learning Records Service. This is mandatory in the ILR for the majority of funded learners and for learners in receipt of a 24+ Advanced Learning Loan. The ULN enables the learner to build a lifelong record of their learning participation and achievements, which they can access and choose to share.

9.3 Recording learner contact

217. The following data is collected in the Learner Contact entity:

- Locator Type

- Contact Type

- Postcode prior to enrolment

- Current Address Lines 1-4

- Current Postcode

- Current Telephone

- Current Email

218. The diagram below shows the Learner Contact structure
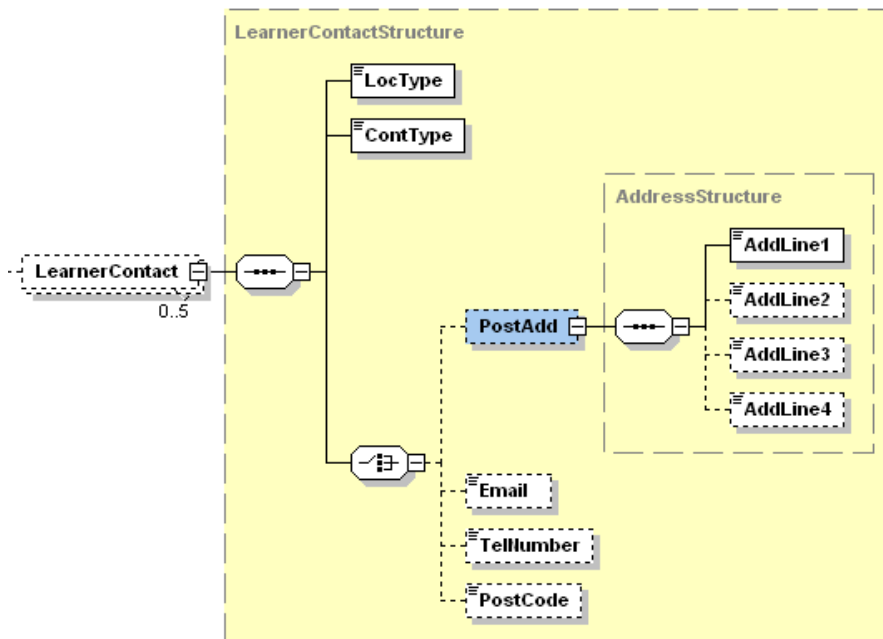
Figure 3: Learner Contact structure

219. The Locator Type field describes what type of contact data is being returned, for example; a postal address, an email address, a telephone number or a postcode.

220. The Contact Type field describes whether the locator details being returned are the Current or Prior to enrolment details. At present, only Postcode is returned for both current and prior to enrolment.

Recording Postcode prior to enrolment

221. The Postcode prior to enrolment is completed when the learner first enrols on a programme of learning with a provider. It should not be updated if the learner moves house during this programme of learning (which includes between teaching years if the programme of learning extends over more than one teaching year).

222. If the learner progresses to a new programme of learning, then the Postcode prior to enrolment should be updated if applicable.

223. Providers must ensure that the Postcode prior to enrolment is not changed to influence funding for learning aims that are already in progress.

9.4 Recording learner contact preference

224. Data collected in the Learner Contact Preference entity is used to record any restrictions on the use of the learner's record to contact them about learning opportunities or for survey and research purposes. It also details any restrictions on what methods can be used to contact the learner for example, telephone, email or post.

225. It is important that learner contact preferences are captured using the following "opt out" questions, as illustrated below:

Example

Tick any of the following boxes if you **do not** wish to be contacted:

 ☐ About courses or learning opportunities.

 ☐ For surveys and research.

 ☐ By post.

 ☐ By phone.

 ☐ By e-mail.

226. Please refer to section 4 for information about the data protection requirements in regards to the collection of this data.

227. To return a learner's contact preferences, the provider must record the Contact preference type and the Contact preference code.

228. There are two Contact preference types:

Restricted use indicator (RUI) – indicates the restriction on the use of the record

Preferred method of contact (PMC) – indicates restrictions about how a learner may be contacted.

229. The tables below list the valid contact preference codes for each type.

Type	Code	Code Description
RUI	1	Learner does not wish to be contacted about courses or learning opportunities
RUI	2	Learner does not wish to be contacted for survey and research
RUI	3	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme. (For learners who started prior to 1 August 2013 only.)
RUI	4	Learner is not to be contacted, for example where a learner has suffered severe illness during the programme or other circumstance.
RUI	5	Learner is not to be contacted – learner has died.

Type	Code	Code Description
PMC	1	Learner does not wish to be contacted by post
PMC	2	Learner does not wish to be contacted by telephone
PMC	3	Learner does not wish to be contacted by e-mail

230. RUI1 and RUI2 can be returned individually or both together.

231. RUI3 is not a valid code for starts on or after 1st August 2013, but remains available where already recorded for continuing learners.

232. RUI3, 4 or 5 must be returned on their own. If RUI 3, 4 or 5 are used then no other RUI or PMC codes should be returned.

Examples

- *A learner does not want to be contacted about courses or surveys.*

RUI1 and RUI2 would be returned. There is no need to return any PMC codes.

- *A learner is happy to receive information regarding courses or learning opportunities but not to be contacted by telephone.*

RUI2 and PMC2 would be returned.

- *A learner is seriously ill and the provider needs to overwrite the learner's contact preferences to ensure they are not contacted.*

RUI4 only would be returned.

9.5 Recording LLDD and health problems

233. Data collected in the LLDD and Health Problem entity is used to identify disabilities and health problems of the learner.

234. If a learner has a disability, learning difficulty or health problem, this must be recorded in the LLDD and Health Problem field. An LLDD and Health Problem type and code must also be recorded to provide more detail about the type of disability, learning difficulty or health problem.

235. There are two LLDD types as described in the table below:

LLDD Type	LLDD Type Description	Definition
DS	Disability	The learner's main disability
LD	Learning Difficulty	The learner's main learning difficulty

236. Each LLDD type has a set of associated codes in the LLDD and health problem code field.

237. A maximum of two LLDD and Health Problem records can be returned for each learner; one for Disability and one for Learning Difficulty.

Example

A learner has emotional and behavioural difficulties and also dyslexia. Two LLDD and Health Problem records would be returned; one recorded with a type and code of DS6 and the other with a type and code of LD10.

9.6 Recording Employment Status

238. Data about a learner's employment status is collected in the ILR to demonstrate how the FE sector is contributing to improving the employability of the learners.

239. An Employment status record should be created for all adult learners apart from OLASS funded learners and those with only Community Learning funded learning aims. Employment status records are required for all Apprenticeship and ESF funded learners of all ages.

240. EFA funded learners on part time programmes of study (less than 540 hours in the teaching year) must record an Employment status record. They must also record the Employment intensity indicator (EII) Employment status monitoring type.

241. Data about a learner's employment status prior to enrolment must be collected in all cases when a learner first enrols with a provider. There is no defined time period for "prior to enrolment", unless defined by the learner's programme. For example, where an ESF learner's funding eligibility is determined by their employment status on the day before learning. Providers are expected to use their judgement based on the individual learner's circumstances if there is any doubt as to what should be recorded.

Examples

If a 16 year old has left education in July and enrolled on a course the following September they would be classed as previously in education.

If a learner is employed, and has been on holiday or otherwise temporarily away from a job prior to starting a learning aim, they should be classed as being 'In paid employment'.

242. For all learners with learning aims starting on or after 1 August 2014, you must ensure that the initial Employment status recorded is prior to enrolment (the Date employment status applies of the earliest Employment status record must be before the earliest Learning aim start date recorded for the learner).

243. The Employer ID field is not collected for an Employment status prior to enrolment, unless the learner is entering into workplace learning with **that** employer.

Updating Employment Status

244. New employment status records should be added for a learner in the following circumstances:

- If a learner progresses to subsequent learning after completing all of the activities on their original learning agreement or plan and any details of their employment record have changed since previously recorded.

- For Apprenticeships, if the learner was unemployed or employed with a different employer prior to starting their Apprenticeship programme

- For Apprenticeships and other workplace learning, if the employer changes during the programme

- For EFA funded learners, at the start of each teaching year if the details have changed since the previous year.

245. Note that a learner may undertake several learning aims within a single learning agreement or plan, and there is no need to review or add a new employment record at the start of each new aim.

246. See the examples at the end of this section.

Learner eligibility

247. Providers must ensure that the learner meets any employment related eligibility criteria for the learning aims being undertaken. For example; for ESF funded learning, where a learner's funding eligibility is determined by employment status on the day before learning, it is the provider's responsibility to make sure the learner meets the criteria.

Collection of employment status data

248. It is recommended that providers collect employment status data about learners via the use of a number of layered questions, similar to the approach taken for surveys. If possible, these questions should be asked in person during enrolment. The ordering of the questions is important, i.e. Q1 must be asked first.

249. Example of layered question approach:

Q1) Did you do any paid work before joining this course, either as an employee or as self-employed? Yes/No

Q2) You said you were not doing any paid work before this course – were you looking for paid work? Yes/No

Q3) You said you were not doing any paid work before joining this course – which of the following types of benefit are you claiming?
Jobseekers Allowance
Universal Credit
Employment Support Allowance (Work Related Activity Group)
Other benefits

Q4) How long have you been out of work?
Either provide the bands on the ILR or let learner give a number and define bands later

Q5) You said you were doing some paid work – in your main job, were you? An employee /Self-employed

Q7) How many hours per week do you work?
Either provide the bands on the ILR or let learner give a number and define bands later

Q8) For Apprenticeship learners only: How long have you been in employment with your current employer prior to starting your Apprenticeship?
Either provide the bands on the ILR or let learner give a number and define bands later

Q9) Were you in full-time education before starting this course? Yes/No

Structure of the Employment status records
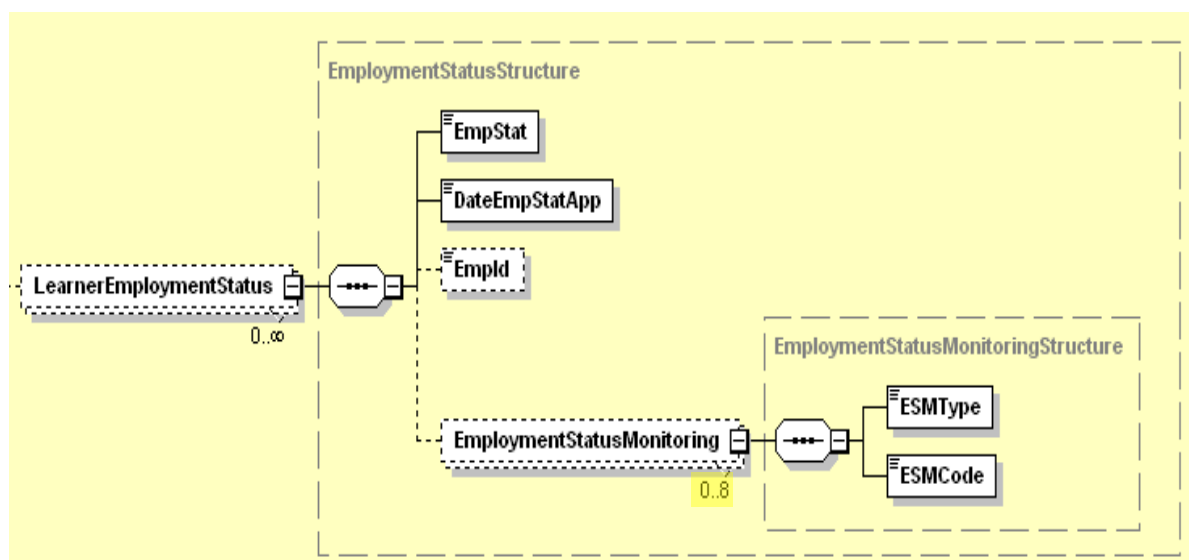
250. The Employment status and Date employment status applies must be completed on all employment status records.

Employment status

251. The Employment status field describes the learner's employment status and has the following categories:

Code	Description
10	In paid employment
11	Not in paid employment, looking for work and available to start work
12	Not in paid employment, not looking for work and/or not available to start work
98	Not known / not provided

252. An Employment Status record must be returned for EFA funded learners on part time programmes of study (those studying for less than 540 hours in the teaching year).

253. This field should be completed when a learner first enrols with a provider. The Employment status collected at enrolment is the learner's employment status prior to enrolment.

254. Learners who are volunteers and undertaking workplace training as a volunteer with an employer must not be recorded as 'in paid employment' unless they are in paid employment with another employer.

255. The Employment Status Monitoring fields should also be completed with the relevant Employment Status Monitoring type applicable.

Date employment status applies

256. Each employment status record must have an associated Date employment status applies.

257. There can only be one record for any given date and therefore only one employment status for a learner on any given date.

Employer identifier

258. The Employer identifier must be recorded for every learner undertaking workplace training who is employed at the start of learning.

259. If a learner is unemployed at the start of an Apprenticeship programme and subsequently becomes employed, then a new record must be returned with the Employer identifier.

260. If a learner was unemployed or employed with a different employer prior to starting their Apprenticeship programme, then a new record must be returned with the Employer identifier of the new employer with whom they are undertaking the Apprenticeship.

Employment status monitoring

261. The following type has been added to the Employment Status Monitoring fields

   • Small employer

262. The small employer monitoring code identifies whether the employer recorded in the Employer identifier field is a small employer as defined in the funding rules for Apprenticeship Trailblazers. It only needs to be completed for learners doing an Apprenticeship Trailblazer

263. The Employment Status Monitoring fields should be completed with the relevant type where applicable.

264. For EFA funded learners, only the Employment intensity indicator must be completed. No other employment status monitoring is required for these learners.

265. There are eight Employment status monitoring types and these are described in the table below:

ESM Type	ESM Type Description	Definition	Required for
SEI	Self employment indicator	Indicates whether the learner is self employed	All records with an employment status of 'In paid employment' (code 10) if applicable
EII	Employment intensity indicator	Whether the learner is employed full or part time	All records with an employment status of 'In paid employment' (code 10)
LOU	Length of unemployment	How long the learner has been unemployed	All records with an employment status of 'Not in paid employment, looking for work and available to start work'(code 11)
LOE	Length of employment	How long the learner has been employed	Required for all Apprenticeship learners
BSI	Benefit status indicator	The type of benefit that the learner is in receipt of	All records if applicable
PEI	Previous education indicator	Identifies whether the learner was in full time education or training prior to enrolment. To be used in conjunction with the employment status data to identify learners who were NEET (Not in education, employment or training)before starting learning	All records if applicable
RON	Risk of NEET	Identifies learners who are aged	All records if applicable

ESM Type	ESM Type Description	Definition	Required for
		14-15 and at risk of becoming NEET (Not in education, employment or training), for ESF funding and eligibility purposes	
SEM	Small employer	Identifies whether the employer recorded in the Employer identifier field is a small employer as defined in the funding rules for Apprenticeship Trailblazers.	Only required for Apprenticeship Trailblazers

Examples

1. **Apprenticeship learner who is unemployed prior to starting the programme**

   A learner starts an Apprenticeship programme on 15 September 2014 with ABC engineering. The learner was unemployed and looking for work prior to starting the Apprenticeship.

   - An Employment status record with a date prior to 15 September 2014 is recorded with a status of "Not in paid employment and looking for work and available to start work".

   - A second Employment status record with a date of 15 September 2014 is recorded with a status of "in paid employment". The Employer identifier for ABC engineering is recorded.

2. **Apprenticeship learner who is employed with a different employer prior to starting the programme**

   A learner starts an Apprenticeship programme on 28 September 2014 with ABC engineering. The learner was employed in the week prior to starting the Apprenticeship with a different employer

   - An Employment status record with a date prior to 28 September 2014 is recorded with a status of "in paid employment". No Employer identifier needs to be recorded.

   - A second Employment status record with a date of 28 September 2014 is recorded with a status of "in paid employment". The Employer identifier for ABC engineering is recorded

3. **Apprenticeship learner who changes employer and progresses to a second Apprenticeship programme**

   - The learner progresses from an intermediate-level Apprenticeship to an advanced-level Apprenticeship on 4 June 2015 with a new employer (DEF engineering).

   - A new Employment status record with a date of 4 June 2015 is recorded with a status of "in paid employment". The Employer identifier for DEF engineering is recorded.

9.7 Recording Learner Funding and Monitoring

266. Data collected in the Learner Funding and Monitoring entity is used to identify additional attributes of the learner to inform funding or for additional monitoring.

267. The Funding and Monitoring (FAM) type identifies the type of data to be collected and is recorded with an associated FAM code. Both a FAM type and FAM code are required for this data to be unique.

268. The *ILR Specification* gives further details on when FAM data should be returned.

269. There are ten Funding and Monitoring types, as shown in the table below:

FAM Type	FAM Type Description	Definition
LDA	Learning difficulty assessment	To indicate if a learner has a Section 139A Learning Difficulty Assessment
HNS	High needs students	To indicate if a local authority has paid element 3 'top-up' funding for an EFA funded student whose agreed support costs are greater than £6,000.
EHC	Education Health Care Plan	To indicate if the learner has an Education Health Care plan
DLA	Disabled students allowance	To indicate if the learner is in receipt of disabled students allowance
LSR	Learner support reason	Identifies categories of other learner support for the learner
NLM	National learner monitoring	To identify any additional monitoring characteristics required for the learner
MGA	Maths GCSE achievement	Attainment of Maths GCSE at grade A* - C.
EGA	English GCSE achievement	Attainment of English GCSE at grade A* - C.
FME	Free meals eligibility	Learner eligibility for free meals
PPE	Pupil premium funding eligibility	Learner eligibility for Pupil Premium Funding

270. The following FAM types have been added for 2014 to 2015:

High needs students

271. This should be completed for EFA funded students only where a local authority has actually paid element 3 'top-up' funding for a student whose agreed learning support costs are greater than £6,000. It must not be used in any other circumstances, for example, where costs are less than or equal to £6,000 or where the local authority has made no in-year contribution to the costs even if they are judged/agreed to be greater than £6,000.

272. Learners aged 19-24 who are recorded as high needs students must also have either a Learning difficulty assessment (LDA) or Education Health Care Plan (EHC) recorded.

Maths GCSE achievement.

273. This indicator must be recorded for all EFA funded learners to identify whether the learner has achieved Maths GCSE at grade A* - C and when it was achieved. It must be recorded for all continuing learners from 2013 to 2014.

274. If the learner's Maths GCSE result is unknown at the start of the teaching year, then code 3 should be recorded and updated once the result is known. If the learner achieves Maths GCSE at grade A* - C during the year, this field does not need to be updated until the start of the following teaching year.

275. Only Maths GCSE achievement should be recorded in this field. If the learner has an equivalent qualification but does not have a GCSE then code MGA 3, 'Learner does not have GCSE Maths (at grade A*-C)' must be recorded.

276. Refer to the EFA's funding documentation for further details of funding eligibility.

English GCSE achievement

277. This indicator must be recorded for all EFA funded learners to identify whether the learner has achieved English GCSE at grade A* - C and when it was achieved. It must be recorded for all continuing learners from 2013 to 2014.

278. If the learner's English GCSE result is unknown at the start of the teaching year, then code 3 should be recorded and updated once the result is known. If the learner achieves English GCSE at grade A* - C during the year, this field does not need to be updated until the start of the following academic year.

279. Only English GCSE achievement should be recorded in this field. If the learner has an equivalent qualification but does not have a GCSE then code EGA 3 "Learner does not have GCSE English (at grade A*-C)" must be recorded.

280. Refer to the EFA's funding documentation for further details of funding eligibility.

Maths and English GCSE condition of funding

281. From 2014 to 2015 maths and English qualifications that meet the condition of funding are identified in LARS, using the validity categories 'EFAConFundEnglish' and 'EFAConFundMaths' with a validity start date and last date for new starts.

282. Learners who are exempt from the GCSE English and Maths condition of funding should be recorded using National Learner monitoring codes (NLM) codes 19 and/or 20. See the EFA's funding documentation for details of which learners can be exempted.

Free meals eligibility

283. For 14-15 year old learners, code FME1 should be recorded if the learner is eligible for free meals at any point during the teaching year. If the learner becomes ineligible during the year then this indicator should not be removed until the start of the following teaching year.

284. For 16-19 year old EFA funded learners, 16-18 year old ESF funded learners and 19-24 year old students who are subject to a Learning Difficulty Assessment (LDA) or Education Health Care Plan (EHC Plan) who are funded by the EFA, code FME2 should be recorded if the learner is eligible for and has taken up free meals at any point during the teaching year. If the learner becomes ineligible during the year or is no longer receiving free meals then this indicator should not be removed until the start of the following teaching year.

285. This data must be reviewed and updated annually to make sure it reflects the learner's eligibility during the current teaching year.

Pupil premium funding eligibility

286. These indicators should be recorded if the learner is eligible for pupil premium funding at any point during the teaching year. If the learner becomes ineligible during the year then the indicator should not be removed until the start of the following teaching year.

287. These data must be reviewed and updated annually to make sure they reflect the learner's eligibility during the current teaching year.

288. Pupil premium funding is awarded to learners who are eligible for one or more of the following:

Service Child Premium

- Service premium is allocated to colleges for learners whose parents are currently in the Armed Forces.

Adopted From Care premium

- Children who have been adopted from care (including those on a Special Guardianship Order or Residence Order) will attract pupil premium funding from April 2014.

289. Further guidance is located on the GOV.UK website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

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Examples

- A learner is funded by HEFCE and is in receipt of disabled students allowance. A Learner Funding and Monitoring record of Type DLA code 1 is returned.

- An EFA funded learner is exempt from the Maths GCSE condition of funding. A Learner Funding and Monitoring record of Type NLM code 19 is returned.

9.8 Recording Learner HE

290. The Learner HE entity is collected for learners with aims that meet the following criteria where the collection requirements for the field apply:

- Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.

- Learning aims funded by the EFA that are level 4 or above on the LARS.

- Learning aims that are level 4 or above on the LARS, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).

- Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

291. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.

292. HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA).

Structure of the Learner HE entity
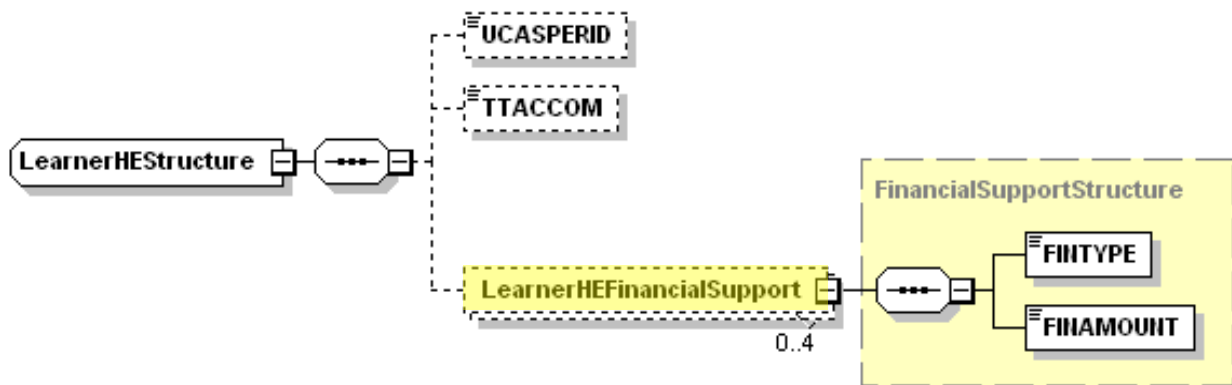
9.9 Recording Learner HE Financial Support

293. The Learner HE Financial Support entity has been added for 2014 to 2015 to collect details of the financial support received by the student for the year. This data will be used to understand the role that bursaries and other in-kind support play in determining the choice of where students study and the impact this has on their likelihood of continuing studies.

294. The Learner HE Financial Support entity is completed annually. At the start of each academic year, any records relating to the previous academic year should be removed and are not returned.

295. There are four financial types which can be collected:

- Cash

- Near cash

- Accommodation discounts

- Other

296. Each type can only be recorded once but the corresponding financial amounts are updated during the year.

297. Each Financial support type and Financial support amount pair should be recorded once per applicable Financial support type. Where the student is in receipt of multiple forms of a Financial support type (for example, two forms of a cash support) these amounts should be summed and recorded under a single occurrence of the appropriate Financial support type.

Examples

- *An HE learner is in receipt of scholarship and receives a payment on the 15 September 2014 for £200. A Financial support type of Cash is recorded on the ILR with a corresponding Financial support amount of £200.*

- *The same learner during the year is in receipt of another scholarship payment of £400 and also in receipt of an accommodation discount of £300. A Financial support type of Accommodation discount is recorded on the ILR with a corresponding Financial support amount of £300 and as there already is a Financial support type of Cash on the ILR the new payment of £400 is added to the existing £200, therefore the Financial support type for Cash will have a value of £600.*

9.10 Learning Delivery Entity

298. The following data items have been added to the Learning delivery entity for 2014 to 2015:

- Software supplier aim identifier field

- Work programme participation (Learning Delivery Funding and Monitoring type)

- Percentage of online delivery (Learning Delivery Funding and Monitoring type)

- Apprenticeship Trailblazer standard (Learning Delivery Funding and Monitoring type)

- Learning Delivery Work Placement entity

- Apprenticeship Trailblazer Financial Details entity

299. The Learning Delivery entity contains information such as learning start and end date, funding information, and learning outcome. In addition, for certain types of programme (as listed in the Programme type field), a Learning Delivery record is returned to describe the programme being followed. This is known as the 'programme aim'. The programme aim contains information about the overall learning programme being followed and comprises a sub-set of data fields required for a learning aim.

Examples

- *Where a learner is studying three GCE A levels, there would be three Learning Delivery records*

- *Where a learner is studying a competency-based qualification and a functional skill, there would be two Learning Delivery records*

- *Where a learner is studying on an Apprenticeship programme comprising of a competency-based qualification, three functional skills and a knowledge based qualification, there would be six Learning Delivery records - one programme aim and five component learning aims*

- *Where a learner is studying on a Traineeship programme comprising work preparation, work placement, English and Maths learning aims, there would be five learning aims – one programme aim and four component learning aims.*

300. The following entities, linked to the Learning Delivery entity, contain data that may not be required for all learners:

- Learning Delivery Funding and Monitoring – additional data to support funding and learning delivery monitoring

- Learning Delivery Work Placement – additional data about work placements/work experience learning aims

- Apprenticeship Trailblazer Financial Details – additional data to support funding of Apprenticeship Trailblazers

- Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider

- Learning Delivery HE – HE data fields

Programme aims

301. A programme aim must be recorded for the following programmes:

- Intermediate-level Apprenticeships, advanced-level Apprenticeships, Higher Apprenticeships (see Apprenticeships section on page 61)

- Continuing 14-19 Diplomas (see 14-19 Diplomas section on page 75)

- Traineeships (see Traineeships section on page 67)

- Apprenticeships Trailblazers

302. A programme aim is not recorded for an EFA funded study programme unless it is a Traineeship or 14-19 Diploma.

303. The Aim type field distinguishes programme aims from other learning aims. Programme aims must be recorded with code 1.

304. The programme aim records the start date, planned end date, actual end date, and completion and outcome data relating to the overall programme or framework.

305. Not all Learning Delivery fields need to be returned for a programme aim. See the individual programme sections for details of which fields are required for the different programme types.

Recording non-regulated provision in the ILR

306. *Appendix H of the ILR Specification* details how non-regulated provision should be recorded. The generic learning aim references are used to record non-regulated provision or in a small number of circumstances for regulated learning for which there is no other learning aim reference listed in LARS.

307. Please note:

- providers should only use non regulated provision in areas already identified and agreed by the funding agencies as detailed in their published funding documentation.

- the terms "accredited" and "non-accredited" have been replaced by "regulated" and "non-regulated"

- LARS holds details of all learning aims but their funding eligibility is determined by the funding policies of the Skills Funding Agency and Education Funding Agency.

308. The full set of generic learning aim codes can be found in LARS.

309. Providers should only use generic learning aim codes if there is not an appropriate regulated qualification learning aim available for the learner.

310. The generic learning aims have sequential numeric codes prefixed by the letter 'Z'. Providers will need to search LARS using the Sector subject area, Level and where applicable funding band to identify the correct code to use.

For example Z0001543 - Non regulated SFA formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs, PW A – Base

311. For Adult Skills funded learning aims, if the actual hours delivered for a learning aim change from the planned hours band recorded for the Learning aim, then the ILR is not updated.

Example

A learner undertaking an entry level course in work skills with planned guided learning hours of 150hrs, is recorded using the following aim Z0001543 – Non regulated SFA formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs.

If after the qualifying start period due to revised delivery arrangements, the guided learning hours are increased to 200hrs for this learning aim, the learning aim is not updated or amended.

312. The non-regulated codes used in years up to and including 2012 to 2013 are no longer available for new starts in 2014 to 2015. They can continue to be used for learning aims with a start date prior to 1 August 2013, unless the aim is Adult Skills funded.

313. Adult Skills funded learning aims should have been transferred to the new codes at the start of 2013 to 2014. Refer to *Appendix H to the ILR Specification for 2013 to 2014* for details of the transfer requirements.

Funding adjustment for prior learning and Other funding adjustment

314. The Funding adjustment for prior learning field should be completed with the proportion of the learning aim that is still to be delivered if the learner is not undertaking the full scope of the learning aim because of prior learning. This can be because of a break in learning, a transfer from another provider, or because of prior learning when they join as a new learner on a new learning aim. If the provider is delivering all of the learning for the aim and no adjustment to funding is required, the field is not returned.

315. If the learner is returning from a break in learning or has transferred provider, as identified in the ILR as a 'restart', the adjustment is based upon the time they have been in learning as a proportion of the time originally planned for this learning aim. This is based upon the percentage difference between the original planned duration and the proportion of that time that they have already been in learning. The funding adjustment is applied to the monthly funding instalments but not to the achievement element.

316. For a learner that starts a learning aim with prior learning and is not a restart, in other words they do not need to undertake the full scope of the learning, you must record the percentage of learning left to undertake. This calculation is at your discretion and you must retain evidence of the calculation for audit. It could, for example, be based upon the percentage of credits left to deliver, time left to deliver or learning left to deliver. The funding adjustment is applied to the monthly funding instalments and to the achievement element.

317. The Other funding adjustment field should only be completed if requested by the Skills Funding Agency with the amount required to increase or decrease the funding for the learning aim, for reasons other than prior learning. If no adjustment to the funding of the learning aim is required, this field must not be returned. The Skills Funding Agency will inform providers of the factor to be used in this field if required.

318. In 2014 to 2015 the Funding Adjustment factors are not required on programme aims.

9.11 Recording Learning Delivery Funding and Monitoring
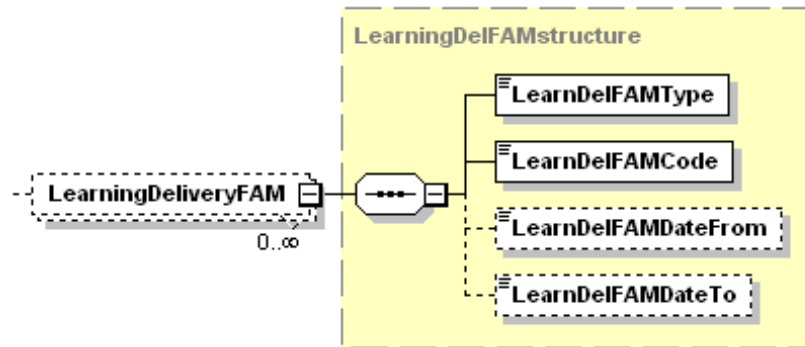
319. The following types have been added to the Learning Delivery Funding and Monitoring fields:

- Work programme participation (WPP)
- Percentage of online delivery (POD)
- Apprenticeship Trailblazer standard (TBS)

320. Data collected in the Learning Delivery Funding and Monitoring entity is used to identify additional attributes of the learning delivery, to inform funding, or for additional monitoring.

321. The Funding and Monitoring (FAM) type identifies the type of data to be collected and is recorded with an associated FAM code. Both a FAM type and FAM code are required for this data to be unique.

322. The Learning Delivery Funding and Monitoring entity is only required if any of the FAM type characteristics apply to that learning aim, please refer to the information on individual FAM types in the ILR specification for collection requirements.

323. There are sixteen Funding and Monitoring types as shown in the table below:

FAM Type	FAM Type Description	Definition
SOF	Source of funding	The organisation or source from which funding has been received directly for this learning aim in this teaching year.
FFI	Full or co-funding Indicator	Indicates whether the learning aim is fully funded or co-funded by the Skills Funding Agency
WPL	Workplace learning indicator	To identify whether the programme or learning aim is classified as workplace learning as defined in the Skills Funding Agency's Funding Rules
EEF	Eligibility for enhanced Apprenticeship funding	To indicate eligibility for enhanced Apprenticeship funding
RES	Restart indicator	To identify whether the learner has restarted the learning aim
LSF	Learning support funding	To identify whether the learner requires learning support funding for this learning aim
ADL	24+ Advanced Learning Loans indicator	To identify whether the learning aim is financed by a 24+ Advanced Learning Loan
ALB	24+ Advanced Learning Loans Bursary fund	To identify whether the learner is in receipt of a 24+ Advanced Learning Loans Bursary funding for this aim
ASL	Community Learning provision type	Identifies the type of Community Learning activity being undertaken

FAM Type	FAM Type Description	Definition
LDM	Learning delivery monitoring	Indicates participation in programmes or initiatives
SPP	Special projects and pilots	Indicates participation in pilots or special projects
NSA	National Skills Academy indicator	To identify delivery of learning by a National Skills Academy
WPP	Work programme participation	To identify learning aims that are delivered as part of a DWP Work Programme
POD	Percentage of online delivery	The proportion of the curriculum design (scheme of work) delivered by computer mediated activity rather than by a lecturer.
TBS	Apprenticeship Trailblazer standard	An identifier to show which Apprenticeship Trailblazer standard the learner is undertaking.
HEM	HE monitoring	The HE monitoring codes should be used if they apply for aims where learning delivery HE data is returned

324. *The ILR Specification* gives further details on when FAM data should be returned.

> *Example*
>
> - *A learner has been recruited though the Diversity in Apprenticeships initiative, they are fully funded and undertaking an Apprenticeship in Construction with learning delivered at a National Skills Academy.*
>
>   *The following FAM record would be returned on the programme and component aims:*
>
>   1. *Source of funding record as SOF105*
>   2. *Full or co-funding indicator record as FFI1*
>   3. *Workplace learning indicator record as WPL1*
>
>   *The following FAM records would be returned on the programme aim only:*
>
>   1. *Learning delivery monitoring record as LDM123*
>   2. *National Skills Academy record as NSA4*
>
> *Example*
>
> - *A learner is funded through Community Learning and undertaking Wider Family Learning. The following FAM records would be returned:*
>
>   1. *Source of funding record as SOF105*
>   2. *Community Learning provision type record as ASL4*

Re-start indicator

325. This should be used to indicate that the learner has re-started a learning aim or Apprenticeship programme. It should only be used if the learner has had a break in learning or has transferred from another provider. It must not be used where a learner has transferred to a different learning aim or programme either in the same or different provider.

326. If the learner has re-started the entire Apprenticeship programme then the re-start indicator should be recorded against the programme aim and all the learning aims within the programme. If only one of the aims within the programme has been re-started then the Restart indicator is only recorded against that aim.

327. In addition to the Re-start indicator, providers should also record the Original learning start date field for learners who have had a break in learning from 1 August 2013.

Work programme participation

328. This should only be completed where the learning aim is delivered as part of a DWP Work Programme contract.

Percentage of online delivery

329. The percentage of online delivery recorded in this field is the proportion of the curriculum design (scheme of work) delivered by computer mediated activity rather than by a lecturer. This is activity which replaces face to face lecturing time and not time spent on researching information on the web.

330. This field must be returned for all classroom based learning aims funded through the Adult Skills funding model that start on or after 1 August 2014.

331. The percentage of on-line delivery recorded in the ILR should be what is planned as part of the curriculum design of the scheme of work for each learning aim. Providers do not need to track actual time spent online by individual learners. It is teaching and learning that is delivered through an online medium and replaces what would otherwise be delivered by a lecturer.

332. This data will be used to inform future policy and funding decisions. It will not be used directly for funding in 2014 to 2015 and will not form part of a provider's audit. Consequently there are no specific evidence requirements that providers need to meet.

333. The following are examples of online learning:

- Learning materials that the learner accesses on a college virtual learning environment such as Moodle
- Video demonstrations or Powerpoint presentations accessed outside the classroom
- Structured learning packages that are not facilitated by a lecturer.

334. The following are examples of activities that do not constitute online learning and should not be included in calculation of the Percentage of online delivery:

- A video of a practical demonstration that is shown in the classroom with the lecturer present
- Work undertaken on a computer with a lecturer present
- An online webinar delivered by a lecturer
- Homework assessments that are undertaken on-line
- Email/telephone or online tutorials or feedback discussions.

Apprenticeship Trailblazer standard

335. The Apprenticeship Trailblazer standard is an identifier to show which Apprenticeship Trailblazer standard the learner is undertaking.

336. A list of valid codes for Apprenticeship Trailblazer standards will be published at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015

Skills Funding Agency Learning support and Loans Bursary funding

337. The Learning Support Funding (LSF) FAM Type should be recorded against one of the learning aims for learners who need learning support funding. For Apprenticeship and Traineeship learners this is recorded on the programme aim record only. For Traineeship learners, once the Programme aim has ended the LSF is recorded against one of the remaining component aims if applicable; see paragraph 477 for further details.

338. The LSF FAM type is used by all types of provider who have an Adult Skills Budget (including FE colleges, local authorities and private training providers) and should be recorded for all learners who require learning support funding.

Date applies from / Date applies to

339. The Date applies from and Date applies to fields must be completed when a Learning Delivery Funding and Monitoring type of Learning support funding (LSF) or 24+ Advanced Learning Loans Bursary Fund (ALB) is recorded. These date fields indicate when the funding is effective from and effective to.

340. If the status changes in year, new FAM records should be added with new corresponding dates without the need to close the learning aim and open a new one.

> *Examples*
>
> - *A learner has a learning aim start date of 1 September 2014 and the learner is in receipt of 24+ Advanced Learning Loans Bursary funding for two months. A Learning Delivery FAM record will be recorded with a FAM type of ALB, the Date applies from will be recorded as 1 September 2014, and the Date applies to will be 31 October 2014.*
>
> - *If the learner received further funding from a 24+ Advanced Learning Loans Bursary a month later, and is in receipt of the funding for three months, a second Learning Delivery FAM record of type ALB will be recorded with a Date applies from of 1 December 2014, and a Date applies to of 28 February 2015.*

341. If the Learning support funding or Bursary funding is required for the entire duration of the learning aim, the Date applies to field should be completed with the Learning planned end date. If this changes and the Learning support or Bursary funding is no longer required until the Learning planned end date, then the Date applies to field should be updated with the new earlier date.

342. If the period of time recorded on the ILR is less than one calendar month then providers will need to claim the Learning Support funding through the EAS as detailed in the Funding Rules.

Recording Source of funding

343. This guidance sets out how the Source of funding in the Learning Delivery Funding and Monitoring fields should be completed in the ILR.

344. This is particularly important for learners who turn 19 during their course of study or for learners aged 19-24 who have a Learning Difficulty assessment (LDA) or Education Health Care Plan (EHC).

Learners who turn 19 during their learning aim or programme

345. For 16-18 Apprenticeships, no change to the learner's data is required if the learner turns 19 during the programme. The learner should continue to be recorded using code 35 in the Funding model field and with the Skills Funding Agency as the Source of funding (code 105). A Learning Delivery FAM record does not need to be returned for Eligibility for enhanced Apprenticeship funding (EEF).

346. If the learner was funded using the 16-19 EFA funding model (code 25) prior to their 19th birthday then they will continue to be funded using this funding model until they complete their learning aim. The Funding model field remains recorded with code 25 and should not be changed.

347. If the learner is still in learning for the following teaching year after they turn 19 then the source of funding will need to be changed to indicate that the funding will come from the Skills Funding Agency for providers who have an existing funding agreement with the SFA (refer to the Skills Funding Agency funding rules). The Source of funding Learning Delivery FAM record must be amended to code 105 (Skills Funding Agency).

348. Learners who turn 19 during the month of August will also be funded by the Skills Funding Agency for that year (1 August 2014 to 31 July 2015) and must update the Source of funding to code 105 (Skills Funding Agency).

349. The exception to this is for sixth form colleges and academies where learners who turn 19 during their course of study will continue to be funded by the EFA for the duration of their learning.

Learners aged 19-24 who have a Learning Difficulty assessment (LDA) or Education Health Care Plan (EHC)

350. Learners aged 19-24 who have a Learning Difficulty assessment (LDA) or Education Health Care Plan (EHC) are funded by the EFA. These learners must be recorded using Funding model code 25 and Source of Funding code 107.

351. This does not apply to Apprenticeships, which are always funded by the Skills Funding Agency.

352. If any of these learners are also defined as high needs students, as defined in paragraph 271, then this must be recorded in the Learner Funding and Monitoring fields using the High Needs Student (HNS) FAM Type.

353. Once the learner becomes 25, the funding responsibility transfers to the Skills Funding Agency and Source of Funding code 105 should be recorded from the start of the next teaching year. The Source of funding must not be changed in year. The funding model for these learners is unchanged - code 25.

354. The table below outlines how the Funding model and Source of funding fields should be completed for different combinations of age at start, current age and whether or not the learner has an LDA or EHC.

Age on 31 August of teaching year in which learning started	Age on 31 August of current teaching year	LDA/EHC recorded		Funding model	Source of funding (SOF)
16-18	16-18	yes or no	record with	25	EFA (SOF107)
16-18	19+	no	record with	25	EFA (SOF107) for 6th form colleges/academies SFA (SOF105) for all other types of providers
16-18	19-24	yes	record with	25	EFA (SOF107)*
16-18	25+	yes or no	record with	25	SFA (SOF105)
19+	19+	no	record with	35	SFA (SOF105)
19-24	19-24	yes	record with	25	EFA (SOF107)*
19-24	25+	yes	record with	25	SFA (SOF105)
*This does not apply to Apprentices, who are always funded by the Skills Funding Agency					

9.12 Recording Learning Delivery Work Placement
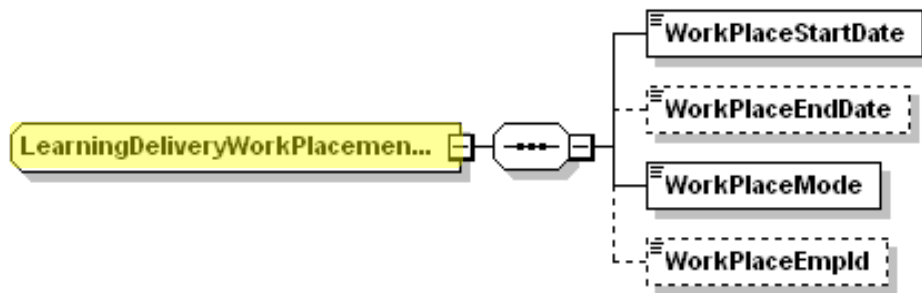
355. The Learning Delivery Work Placement entity is used to collect additional data about individual work experience placements that are being undertaken by a learner as part of a Traineeship, Supported Internship or 16-19 study programme. See the EFA study programmes section on page 79 for details of recording work experience for EFA funded study programmes and Traineeships section on page 67 for details of work experience within a Traineeship.

356. Each work experience learning aim must have one or more work placement records associated with it. If a learner undertakes multiple work placements during their Traineeship or study programme then separate work placement records will be recorded for each placement. This applies to work placements starting on or after 1 August 2014.

357. Work experience learning aims are recorded using one of the non regulated learning aims listed in *Appendix H* (https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015).

358. The Learning Delivery Work Placement entity has four fields:

Work placement start date

- This is the start date of the individual work placement. This must be a valid date on or after the start date of the learning aim.

Work placement end date

- This is the actual end date of the individual work placement and must be a valid date on or before the actual end date of the learning aim.

Work placement mode

- This describes the type of work placement being undertaken. An external work placement is time spent with an external employer, external to the learning environment and at an external site.

- A simulated environment in an education institution, such as a college restaurant run by an external organisation, or experience in a college-based crèche that is a commercial enterprise do not count as an external work placement and should be recorded as internal.

- Both internal and external work placements should be recorded on the ILR.

- Further information can be found in the EFA Work experience guidance note.

  https://www.gov.uk/government/publications/delivery-and-recording-of-work-experience

9.13 Recording Apprenticeship Trailblazer Financial Details

359. This entity will be used in 2014 to 2015 to record financial information about Apprenticeship Trailblazers. Each Apprenticeship Trailblazer will have a number of separate financial records associated with the Apprenticeship programme aim. Further information about how to record Apprenticeship Trailblazers will be published during 2014 to 2015.
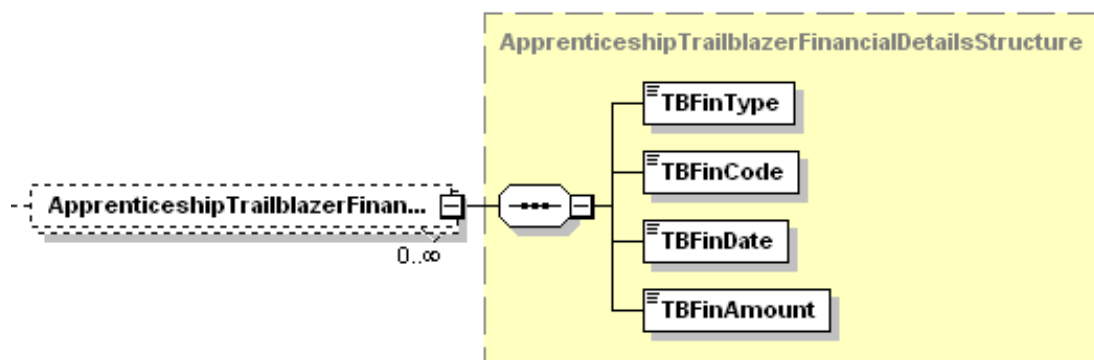
9.14 Recording Learning Delivery HE

360. The following field has been added to the Learning Delivery HE entity:

- Equivalent or lower qualification

361. The Equivalent or lower qualification field will capture whether a student is aiming for an Equivalent or lower qualification (ELQ) than one already achieved.

362. The Learning Delivery HE entity must be returned for learning aims that meet the following criteria and where the collection requirements for the field apply:

- Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.

- Learning aims funded by the EFA that are level 4 or above on the LARS

- Learning aims that are level 4 or above on LARS, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).

- Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

363. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.

364. HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA).

365. In addition to the Learning Delivery HE fields, providers may also need to complete the HE monitoring data in the Learning Delivery Funding and Monitoring entity

Section 10 : Learner Destination and Progression

366. A new entity has been added to the ILR for 2014 to 2015 to record destination and progression outcomes for a learner, such as gaining employment or going onto further study. These outcomes will usually be reported after a learner has completed a programme of learning.

367. Data about a learner's destination and progression following the end of learning is collected in the ILR to demonstrate how the FE sector is contributing to the future success of learners.

368. This data is collected for all EFA funded learners, all Traineeships (regardless of funding model), and all unemployed learners funded by the Skills Funding Agency (with aims funded by funding models 35 and 81). See the *ILR specification* for full details of the collection requirements.

369. The Learner Destination and Progression entity is not part of the Learner entity, instead it is returned as a separate record within the ILR file. The overall ILR structure showing the new entity highlighted in yellow is shown below:
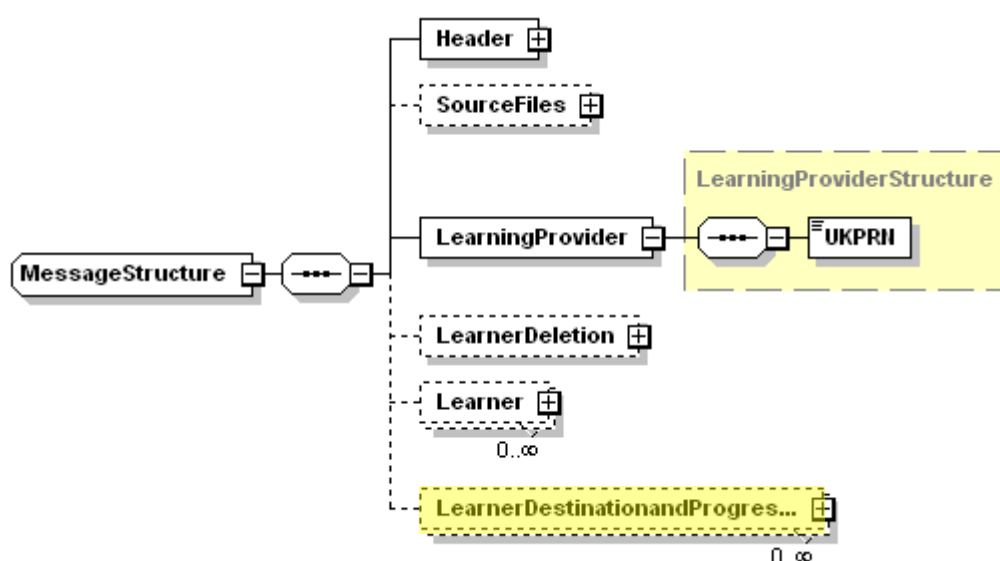
370. This data entity has been designed to be a stand-alone data set which can either be returned in the same ILR file as the Learner and Learning delivery records for the learner or can be returned on its own in the following teaching year. The Learner reference number and Unique Learner Number (ULN) are included to enable data from this dataset to be matched to Learner and Learning delivery data for reporting purposes.

The Learner Destination and Progression record structure is illustrated below:
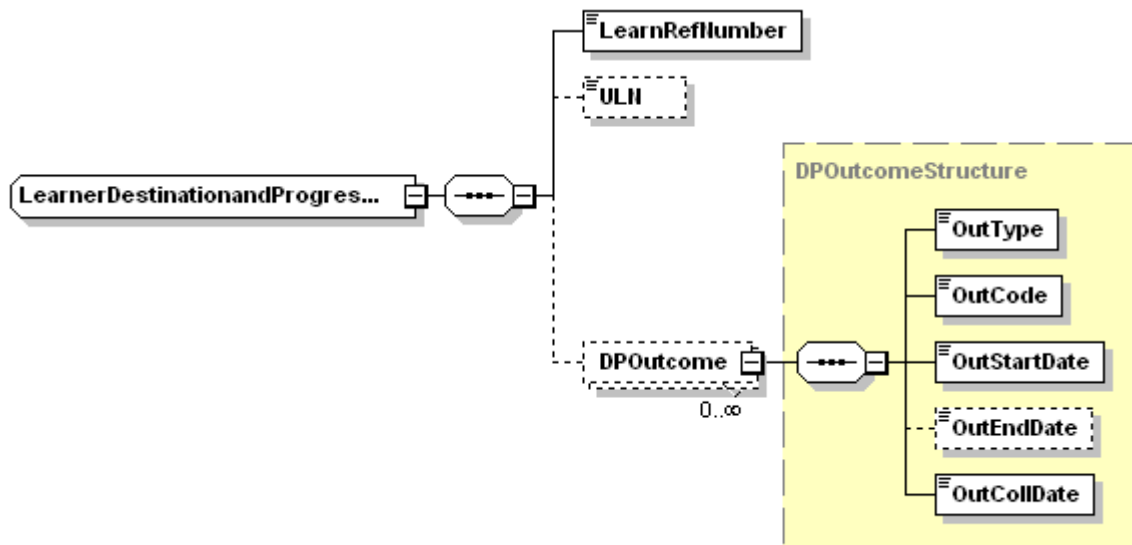
371. As with other Learner and Learning delivery records, providers must continue to include Destination and Progression records in each ILR file that they send for the teaching year, in line with the ILR collection timetable.

10.1 When to collect and return destination and progression data

372. This data can be returned either in the year that the learner completes or leaves their learning aim/programme of learning or in the following teaching year. If the learner is no longer in learning with the provider in the following year then the destination and progression data would be the only entity returned for that learner.

373. Destination and progression data should be returned for learners who remain with a provider to continue with further study as well as those who leave.

   - If the learner is remaining with the provider to progress to a new programme of learning, then a Destination and Progression record should be reported as soon as the learner starts their next programme of learning

   - For learners who leave the provider, it is expected that providers will carry out follow up activity to establish the destination or progression outcome for the learner during the 12 months after they leave.

374. Data about a learner's destination and/or progression can continue to be recorded until the end of the teaching year following the year in which learning ended.

375. If a Destination record of "Apprenticeship" is recorded, an outcome record of employment does not also need to be added.

376. For Traineeship achievement reporting purposes and Skills Funding Agency achievement and job outcome payments the following rules apply:

   - Traineeships will be reported as achieved if the learner is reported as progressing to employment, an Apprenticeship or further education and training (16-19 yr olds only).

   - For Traineeships, for an achievement payment to be made, the job must last 16 hours a week or more for at least six weeks in a row.

   - For unemployed learners, for a job outcome payment to be made, the job must last 16 hours a week or more for at least four weeks in a row.

377. Refer to the Skills Funding Agency's funding rules for the requirements for funding payments and evidence required to support these.

378. For 2014 to 2015, job outcome funding will continue to be paid based on the data recorded in the Employment outcome field. The data recorded in that field should be consistent with the information recorded here.

10.2 Updating destination and progression records

379. If a provider has already recorded a destination or progression outcome that they wish to update, for example, if the learner is confirmed as still being in a job at a later date, then the original record can be updated by amending the collection date. A new record with the same outcome type and code does not need to be added.

380. For each Learner Destination and Progression record the following fields must be returned:

- Outcome type
- Outcome code
- Outcome start date
- Outcome end date
- Outcome collection date

381. The Outcome type identifies the type of destination or progression outcome being recorded and is returned with an associated Outcome code. Both an Outcome type and Outcome code are required for the record to be unique.

382. There is no limit to the number of destination and progression records that can be returned for each learner. More than one record can be recorded with the same Outcome start date, although they must have different outcome type/code combinations.

Example

- *An unemployed Skills Funding Agency funded learner finishes all their aims in March 2015 and progresses into full time employment, starting work on 12 June 2015. The provider contacted the learner on 1 July 2015 to find out this information.*

  A Destination and Progression record should be sent for this learner. The record will contain the Outcome Type of In paid employment (EMP) with an Outcome code of 1 (In paid employment for 16 hours or more per week). The Outcome start date will record the date the employment began (12 June 2015), the Outcome end date is not returned as they are still in employment. The Outcome collection date is mandatory; this records the date in which the provider received the information of the learner's destination and progression (1 July 2015)

Example

- *A learner starts a Traineeship on 1 September 2015 and progresses onto an Apprenticeship on 14 November 2015.*

  In addition to the Learner and Learning Delivery records, the provider must return a Learner destination and progression record with an Outcome type of Education (EDU) and an Outcome code of Apprenticeship (code 2). The Outcome start date is the date the Apprenticeship programme started, 14 November 2015. The Outcome end date is not returned as they are still doing the Apprenticeship. The Outcome collection date is the date the provider received the information of the learner's destination and progression

As the learner is progressing into an Apprenticeship there is no need to record an additional destination and progression record for the learner entering paid employment.

Example

- *A learner finishes a study programme on 20 March 2015 and progresses into full time employment. The provider must return a Learner destination and progression record with the Outcome type of In paid employment (EMP) and Outcome code of In paid employment for 16 hours or more per week (code 1). The Employment start date and date the data was collected by the provider must also be returned.*

  On 4 May 2015 the learner enrols back with the provider onto a further full time programme of study having left employment. The provider must update the existing progression and destination record with an Outcome end date (the date they left employment) and update the existing Outcome collection date with the new date they received the updated information.

  In addition to this a new destination and progression record will need to be returned with the Outcome type of Education (EDU) and Outcome code of Other FE (full time) (code 4), and corresponding Outcome start date and Outcome collection date fields.

Section 11 : Recording Learner Changes

383. The ILR records details about the learner, the learner's programme (if applicable), and the learning aims they are studying. It is possible that the information recorded in the ILR will change, either resulting from a change in circumstances of the learner, or a change to the learning aims they are studying. The main reasons for changing an ILR record are:

- correcting errors

- changes to a learner's details

- changes in a learner's programme or learning aim.

11.1 Correcting Errors

384. The correction of data entry errors in ILR data can usually be made as soon as they are found, but only within the current teaching year. Any changes that are made outside of the funding qualifying period must be due to administrative errors only and not due to a learner changing courses. Contact the Service Desk on 0870 2670001 or https://www.gov.uk/government/publications/sfa-data-services-help-and-support if you need advice on making a correction.

11.2 Changes to Learner Details

385. Where there is a change in the learner's circumstances which does not lead to a change in their learning programme, for example a new address or a change in contact details, then the learner's data can be updated.

11.3 Changes to the Start and Planned End Dates

386. There must not be any changes made to the start or planned end information after the funding qualifying period except to correct errors. These fields inform the funding received. If the learner is transferring to a new learning aim or programme then the existing programme aim or learning aim must be closed and a new programme and/or learning aim(s) created.

387. The Learning planned end date must be entered at the start of the learning aim. It is important that this date is set realistically based on a range of factors including the learner's initial assessment, delivery patterns and historic performance. Providers must not update the Learning planned end date once it has been entered, even if the learner continues on the learning aim beyond that date. If a learner continues their study beyond the planned end date then this should be reflected in the Learning actual end date field; the Learning planned end date must remain unchanged.

388. The Learning start date and Learning planned end date must remain the same between teaching years as they are used in the calculation of success rates.

11.4 Changes to the learning aim

389. All changes to learning objectives and aims must be recorded on the learner's Learning Agreement.

11.5 Changes to learning aims within the funding qualifying period

390. For Skills Funding Agency funded learners the funding qualifying period is defined in the Skills Funding Agency's "*Skills Funding Agency: Funding rates and formula – 2014 to 2015*" document and is based on the number of days in learning for each Learning aim. This is located on the GOV.UK website: https://www.gov.uk/government/publications/sfa-funding-rates-and-formula-2014-to-2015

391. For EFA funded learners, the qualifying period to be eligible for funding each year is defined in the "*EFA Rates and Formula guidance 2014 to 15*" document, and is based upon the number of weeks in learning at Learner level. This can be located on the GOV.UK website: https://www.gov.uk/16-to-19-education-funding-guidance#overview

392. If the learner changes their learning aim during the funding qualifying period then the learning aim details can be amended on the original ILR record.

393. Any changes to learning aims after the funding qualifying period must be recorded as a withdrawal or transfer.

11.6 A learner is absent or withdraws

394. Providers must determine the intent of learners who are absent from learning, whether the learner expects to return to learning, and the reason for the absence. Providers are expected to have robust absence monitoring and an absence and withdrawal policy, which they implement to ensure that the progress of all learners is monitored.

395. A learner must be considered to have withdrawn from a programme when they have either:

- known to have made a decision to withdraw from the programme
- exceeded the provider absence and withdrawal policy; or
- been removed from learning by the provider.

396. The programme aim (if applicable) and any learning aims should be closed using code 3 in the Completion status field, and the relevant codes recorded in the Outcome field and the Withdrawal reason field. The Learning actual end date should be set to the date of the last evidence of structured learning.

397. Providers must include learners in the ILR who have attended one episode of learning. The only time a learner should be removed from the ILR is if they withdraw without completing one episode of learning, for example, without attending the first class.

398. If a learner withdraws within the funding qualifying period, they must still be included in the ILR.

11.7 Recording agreed breaks in learning

For Skills Funding Agency funded learners

399. If the learner is taking an agreed break in learning and intends to return to the programme, for example for operational deployment (MOD), long term sickness, maternity leave or religious trips, the programme aim (if applicable) and any learning aims should be closed using code 6, 'Learner has temporarily withdrawn from the aim due to an agreed break in learning' in the Completion status field.

400. The Learning actual end date should be set to the date of the last evidence of structured learning.

401. If the learning aim that the learner was following is no longer valid when they return (in other words, the certification date has passed), you cannot class this as a break in learning. This limits the length of time that a learner can have as a break in learning.

402. When the learner returns to learning, a new programme aim (if required) and learning aim(s) should be created. These aims will have new Learning start and planned end dates. The Funding adjustment for prior learning field should be used to reduce the amount of funding claimed as applicable. This must be completed on all learning aims excluding the programme aim. Code RES1 must be recorded on every aim in the Learning Delivery Funding and Monitoring fields to indicate that the learner is re-starting the learning aim.

403. For breaks in learning that take place from the 1 August 2013, the Original learning start date must also be completed for learning aims funded by the Skills Funding

Agency (with the exception of Community Learning and ESF) and for aims financed by a 24+ Advanced Learning Loan.

404. If the learner has already completed the competency and/or knowledge aims of an Apprenticeship programme prior to a break in learning, then these should continue to be returned as part of the learner's ILR records to ensure that the achievement element of funding from these is calculated correctly when the framework is achieved.

405. If the learner does not return from an agreed break in learning then the Completion status of the learning aim record(s) must be updated to record that the learner has withdrawn.

For EFA funded learners

406. Providers do not need to record breaks in learning on the ILR for EFA funded learners. The learning aim record(s) should be left open if a student is absent for a period of time and are then closed in the normal way when the student completes their learning aim.

407. If a learner is absent on a break in learning at the start of a new teaching year, then the provider must continue to submit an ILR record for the learner and should record the planned hours that the learner will undertake for that year when they return to learning.

11.8 Learner transfers

A Learner transfers to a different learning aim within the same provider

408. If the learner changes their learning aim during the funding qualifying period then the learning aim details (including the start and planned end date) can be amended on the ILR record.

409. If a learner transfers to another programme or learning aim after the funding qualifying period then the original learning aim record(s) will need to be closed and a new learning aim(s) added. Providers should not just amend the details on the original learning aim(s).

410. The original learning aim should be closed and recorded as code 3, 'The learner has withdrawn from the learning activities leading to the learning aim' in the Completion status field, and with code 40, 'The learner has transferred to a new learning aim with the same provider' in the Withdrawal reason field. The Outcome field should be set to code 3, 'No achievement'.

411. A new learning aim should be added to the learner record with the new learning aim reference and new start and planned end dates recorded. The start date of the new learning aim cannot be any earlier than the actual end date of the learning aim that the learner has transferred from or may be slightly later if there is a delay in the learner starting the new aim.

Apprenticeship Framework or Pathway transfers

412. If the learner who is undertaking an Apprenticeship programme changes to a new framework or changes the pathway being undertaken:

- Close the existing programme aim.

- Create a new programme aim to indicate the new framework/pathway being undertaken, as recorded in the Framework Code and Apprenticeship pathway fields. The new programme aim will contain new start and planned end dates as appropriate.

- Amend learning aims that are continuing to indicate the new framework/pathway in the Framework code and Apprenticeship pathway fields. The Learning start and planned end dates for these aims should not be amended.

- If the learner has already completed the competency and/or knowledge aims of the programme prior to transferring to a new framework/pathway, then the Framework code and Pathway code on those aims should also be amended to reflect the new framework/pathway. This will ensure that the achievement element of funding from these is calculated correctly when the framework is achieved.

- The framework and pathway codes do not need to be amended for functional skills that have already been completed and will continue to record the previous framework/pathway codes.

- Record a new aim if the learner has changed their competency based qualification. This should contain new start and planned end dates and new framework/pathway codes.

413. In all cases, the ILR should be completed to reflect the reality of the learner's situation.

Progressing from one Apprenticeship level to another

414. If a learner progresses from an intermediate-level Apprenticeship to an advanced-level Apprenticeship, two programme aims would be recorded. One closed and completed for the intermediate-level Apprenticeship and one open and current for the advanced-level Apprenticeship.

415. The Learning Delivery Funding and Monitoring entry for Full or co-funding indicator (FFI) should be set based on the date the learner started the new framework.

Example

A learner starts an intermediate-level Apprenticeship aged 18. They complete the intermediate-level and move on to an advanced-level Apprenticeship, starting the advanced-level when they are over 19.

- The FFI indicator would be recorded as 1 'Fully funded learning aim' on the intermediate-level Apprenticeship.

- The FFI indicator would be recorded as 2 'Co-funded learning aim' on the advanced-level Apprenticeship as the learner is now over 19.

Learners who transfer from classroom based provision to an Apprenticeship with the same provider

416. Any learning aims that the learner will continue to study as part of the Apprenticeship programme are left open and will continue to be recorded as classroom learning. The Programme type field is not completed for these aims. The funding model and other details (including the planned end date) of the learning aim must not be changed.

417. Any learning aims that the learner is not continuing with must be closed with a Completion status of withdrawn. The Withdrawal reason field should be recorded using code 40.

418. Any new aims required for the Apprenticeship framework, including a programme aim, should be added to the learner's record. The Programme type, Framework code and Apprenticeship pathway fields must be completed for these new aims.

419. Start and planned end dates for the programme aim and component aims of the Apprenticeship framework need to be agreed and recorded. The start dates for these aims will be after the start date of the classroom aim.

420. The Workplace learning indicator (WPL1) will need to be added to the new programme aim and component aims of the Apprenticeship.

A learner transfers to a different provider

421. This guidance applies to all circumstances in which a learner transfers to a different provider, including contracting changes, and changes in a provider's organisational structure such as mergers and take-overs.

422. All learners who transfer to a new provider before completing their learning aim or programme must be recorded as a withdrawal in the Completion status field. The Learning Actual end date and Outcome fields must be completed. The Withdrawal reason field should be recorded using code 2, 7 or 41 as applicable.

423. The new provider will create new learning aims for the learner (with new start dates and new planned end dates where applicable). For a merger or take-over, the learner's start date is the date the merger or transfer occurred.

424. If the learner is continuing to study a learning aim that they started with the previous provider then the following fields should be completed:

- The Re-start indicator (RES1) should be recorded

- The Funding adjustment for prior learning field should be completed for Skills Funding Agency funded learners to take into consideration any learning that has already been undertaken and funded at the original provider.

425. For a merger or take-over, code NLM17 should be recorded in the Learner funding and monitoring fields and for provider changes due to minimum contract levels, code NLM18 should be recorded.

11.9 How to delete records

426. There are two methods by which erroneous learner records can be deleted from the data held by the Skills Funding Agency:

i. By sending an 'A' file transmission with the learner and associated learning aims and/or Learner Destination and Progression records removed from the file

ii. By sending either an 'A' file or a 'B' file with the learners indicated for deletion at the start of the file. See the XML schema document for details of how to do this. Only the Learner reference number of learners who need to be deleted needs to be sent. None of the other learner fields or learning delivery fields need to be included.

427. Where files have been merged using the FIS, method ii should always be used to ensure the learner is deleted.

428. Providers should keep a record of learner deletions.

429. If a learner is listed for deletion as detailed below, then any Learner Destination and Progression data will also be deleted for the learner.

Example XML for a learner deletion

```
<LearnerDeletion>

    <LearnRefNumber>LRN000000001</ LearnRefNumber>

     <LearnRefNumber>LRN000000002</ LearnRefNumber>

    <LearnRefNumber>LRN000000003</ LearnRefNumber>

</LearnerDeletion>
```

Section 12   : Recording learning outcomes

430. Many of the fields in the ILR are interrelated; the information recorded in some fields must agree with information in other fields so that the whole record will make sense. This is particularly important when recording achievement and completion data as it is in this area that the validation rules are tight. Accordingly it is essential that the following interdependent fields be considered collectively when completing the ILR:

Learner Entity

- <mark>ESF destination</mark> (see the ILR Specification for the specific collection requirements)

   Learning Delivery Entity

- Employment outcome

- Completion status

- Learning actual end date

- Withdrawal reason

- Outcome

- Outcome grade.

431. The Employment outcome field is only completed for learning aims which are either part of a programme that is funded to deliver employment outcomes or a programme where separate employment outcome payments are made.

432. The ILR must be completed and updated regularly to reflect progress in the learner's Learning Agreement. Information on component aims should be updated when the outcome of the learning is known.

433. The tables below outline how to record common scenarios for learning outcomes:

Recording Learning Outcomes
Refer to the ILR Specification for the collection requirements of each field

Table 1: Learning Outcomes - Common Scenarios

Scenario	ESF destination	Employment Outcome	Completion status	Learning actual end date	Withdrawal reason	Outcome	Outcome grade
Continuing aims							
The learner is continuing on a learning aim	95	Data not returned	1	Data not returned	Data not returned	Data not returned	Data not returned
Closing aims							
The learner has withdrawn from learning with no intention to return	Relevant code (not 95)	Returned if applicable	3	Date of the last learning activity for the aim	Relevant code	3	Data not returned
The learner has achieved the learning aim	Relevant code if all learning is complete. 95 if learner is continuing on other learning aims	Returned if applicable	2	Date of the last learning activity for the aim	Data not returned	1 – non AS levels 6 or 7 – AS levels	Relevant grade, see *Appendix Q*

Table 2: Learning Outcomes - Transfers and Agreed Learning Breaks

Scenario	ESF destination	Employment Outcome	Completion status	Learning actual end date	Withdrawal reason	Outcome	Outcome grade
Closing aims							
The learner has transferred to a new learning aim within the same provider	95	Data not returned	3	Date of the last learning activity for the aim	40	3	Data not returned
The learner has transferred to another provider	Relevant code (not 95). If learner transfers to a new provider or contract in the same programme type, use code 97	Data not returned	3	Date of the last learning activity for the aim	2	3	Data not returned
The learner is Skills Funding Agency funded and taking an agreed break in learning	97	Data not returned	6	Date of the last activity for the aim	Data not returned	3	Data not returned
The learner is not returning from an agreed break in learning	Relevant code (not 95)	Data not returned	3	Date of the last activity for the aim	Relevant code	3	Data not returned

Recording new aims after a transfer or break in learning					
Scenario	Learning start date	Original learning start date (from 1 August 2013)	Learning planned end date	Funding adjustment for prior learning	Restart indicator (FAM)
The learner returns from an agreed break in learning	The date on which the learner restarts the learning aim after the break	The date on which the learner originally started the learning aim	The new planned end date for the learning aim	The proportion of the learning aim still to be delivered	Used to indicate that the learner is restarting the learning aim.
The learner restarts having transferred to another provider	The date on which the learner restarts the learning aim	Data not returned	The new planned end date for the learning aim	The proportion of the learning aim still to be delivered	Used to indicate that the learner is restarting the learning aim.

Section 13 : Recording Apprenticeship programmes

434. This is a guide to recording Apprenticeship programmes in the ILR, which include intermediate-level Apprenticeships, advanced-level Apprenticeships and Higher Apprenticeships.

435. <mark>This guidance does not apply to Apprenticeships Trailblazers. Separate guidance will be issued in 2014 to 2015 for learners undertaking an Apprenticeship Trailblazer.</mark>

436. The Apprenticeships, Skills, Children and Learning (ASCL) Act introduced the Specification of Apprenticeship Standards for England (SASE). The SASE sets out the minimum requirements to be included in an Apprenticeship framework.

437. All Apprenticeship starts in 2014 to 2015 must comply with the latest framework specification.

438. Further information on the SASE is available on the Apprenticeships website at https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england.

439. Apprenticeship programmes are composed of one programme aim, and a number of component learning aims (competency, knowledge and functional skills)

440. The Aim type field is used to identify whether a learning aim is a programme aim, or component aim in the ILR;

- A Programme aim is recorded using code 1 in the Aim type field

- A component aim is recorded using code 3 in the Aim type field.

441. All Learning Delivery fields except the Subcontracted or partnership UKPRN, Funding Adjustment Factors and Outcome Grade need to be recorded on the programme aim. The ILR specification details which fields are required for each aim type. Tables 3 and 4 provide additional guidance on completing programme and component learning aim Learning Delivery fields.

442. All learning aims within an Adult Skills funded Apprenticeships programme must return the Workplace learning indicator (WPL) in the Learning Delivery Funding and Monitoring fields at both programme and component level of that programme.

13.1 Creating programme aims and component aims

443. The programme aim relates to the overall Apprenticeship framework and so it may have a start date, end date and completion status that differs from the start of the component aims. There must always be a programme aim started in order to capture the overall programme details.

444. Providers should take care to complete the following fields accurately:

- Learning aim reference number (make sure this number is a valid LARS code).

- Aim type

- Funding model

- Programme type (this should be the same for all learning aims that comprise the programme)

- Framework code (this should be the same for all learning aims that comprise the programme)

- Apprenticeship Pathway - this field must match the data held in LARS at the start of the programme and should be the same for all learning aims that comprise the programme.

- Learning start date (this should reflect reality. For example, record when a functional skills or knowledge element is due to start.)

- Learning planned end date (this should reflect how long the learner is expected to be following the aim. This field will affect how funding is distributed)

- Source of funding – this is recorded as a Learning Delivery Funding and Monitoring (FAM) record.

13.2 Eligibility for enhanced Apprenticeship funding

445. Eligibility for enhanced Apprenticeship funding is recorded as a Learning Delivery Funding and Monitoring record in the ILR.

446. The table below shows the FAM Types and Codes to be used to indicate eligibility for enhanced Apprenticeship funding:

FAM Type	FAM Code	Description	To be used where
EEF	2	Entitlement to 16-18 Apprenticeship funding where the learner is 19 or over	The learner is re-starting a programme on or after their 19th birthday but is entitled to 16-18 funding due to a break in learning.
EEF	3	Entitlement to 19-23 Apprenticeship funding where the learner is 24 or over	The learner is re-starting a programme on or after their 24th birthday but is entitled to 19-23 funding due to a break in learning.

13.3 Recording framework achievements

447. When all the elements of the Apprenticeship have been completed and the Apprenticeship Declaration and Authorisation Form has been signed, the following should be recorded:

- All the learning aims within the programme must be closed with Learning actual end date set to the date of the last learning activity for the aim(s).

- The programme aim should be closed with the Learning actual end date recorded as the last learning activity for the entire programme.

- The Outcome on the programme aim should be recorded as code 1 'Achieved'.

448. All open and closed learning aims that are part of the framework should be returned on the ILR for an Apprenticeship programme until the framework is completed. To calculate the framework achievement funding for an Apprenticeship, both the competency and knowledge aims must be recorded when the framework is achieved.

449. The Skills Funding Agency will pay Apprenticeship framework achievements in the year in which the learner completes the framework (based on the Learning actual end date of the programme aim). The funding calculation will look at the Outcome field to determine if the framework is achieved.

450. Where the framework is completed and achieved before 31 July 2015, this should be recorded in the 2014 to 2015 data returns.

13.4 Recording NEET Apprenticeships

451. A Learning delivery monitoring (LDM) code of 131 should be recorded in the Learning Delivery Funding and Monitoring fields to identify all learners from the NEET cohort who start an Apprenticeship from 2011 to 2012 through to 2014 to 2015. This will allow

reporting on the impact of the funding available to support this group and the progress toward the 40,000 target.

452. NEET status applies where someone who is eligible for funding has not been enrolled or engaged on any educational courses or training programmes or been employed under a contract of employment for a period of a minimum of 13 weeks prior to starting the Apprenticeship. Other programmes may have different definitions of NEET.

13.5 Apprenticeship training agencies (ATAs)

453. Apprentices who are employed with an ATA should be recorded in the ILR in the same way as other apprentices, paying particular attention to the following:

- Record code LDM130 in the Learning Delivery Funding and Monitoring fields.

- Record the employer number of the ATA in the Employer identifier field, not that of the host employer.

- The delivery location postcode for each learning aim should record where the delivery took place. For example, if the competency aim is delivered at the host employer's workplace then the postcode of the host employer should be recorded for this aim. If the technical certificate is delivered by the training provider then the postcode of the provider should be recorded for this aim.

454. Group training associations (GTAs) that offer an ATA service to employers must follow ATA-specific rules, but must record code LDM129 in the Learning Delivery Funding and Monitoring fields.

13.6 Apprenticeships programme requirements

455.   The codes given in the following tables are indicative only and apply to Adult Skills funded Apprenticeships. Non-funded Apprenticeships should refer to Table 18 . Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner.

456.   Separate guidance will be issued about recording Apprenticeship Trailblazers.

Table 3: Apprenticeship Programmes: Learner record

Learner	Employment status monitoring
Learner reference number	Self employment indicator
Learner reference number in previous year	Employment intensity indicator
UKPRN in previous year	Length of unemployment
Unique learner number	Length of employment
Family name	Benefit status indicator
Given names	Previous education indicator
Date of birth	**Learning delivery (see** Table 4**)**
Ethnicity	**Learning delivery FAM (see** Table 5**)**
Sex	
LLDD and health problem	
National Insurance number	
Prior attainment	
ESF destination	
Learner Contact	
Postcode prior to enrolment	
Current Address line 1 – 4	
Current Postcode	
Telephone	
Email address	
Learner Contact Preference	
Restricted use indicator	
Preferred method of contact	
LLDD and Health Problem	
Disability	
Learning Difficulty	
Learner FAM	
Learner difficulty assessment	
Education Health Care plan	
National learner monitoring	
Learner Employment Status	
Employment status	
Date employment status applies	
Employer identifier	

Table 4: Apprenticeship Programmes: Learning delivery record

Field Name	Programme Aim	Component Aim
Learning aim reference	ZPROG001	Valid LARS code
Aim type	1	3
Aim sequence number	Sequence number of aim	Sequence number of aim
Learning start date	Start date of programme	Start date of aim
Original learning start date	Original start date if learner has returned after a break	Original start date if learner has returned after a break
Learning planned end date	Planned end date of programme	Planned end date of aim
Funding model	35	35
Programme type	2: Advanced-level Apprenticeship 3: Intermediate-level Apprenticeship 10: Higher Apprenticeship (not available for learners starting on or after 1 August 2011) 20: Higher Apprenticeship – level 4 21: Higher Apprenticeship – level 5 22: Higher Apprenticeship – level 6 23: Higher Apprenticeship – level 7+	2: Advanced-level Apprenticeship 3: Intermediate-level Apprenticeship 10: Higher Apprenticeship (not available for learners starting on or after 1 August 2011) 20: Higher Apprenticeship – level 4 21: Higher Apprenticeship – level 5 22: Higher Apprenticeship – level 6 23: Higher Apprenticeship – level 7+
Framework code	Valid LARS code	Valid LARS code
Apprenticeship pathway	Valid LARS code.	Valid LARS code.
Subcontracted or partnership UKPRN	Not required	Valid UKPRN of sub-contracted or partnership delivery provider if applicable
Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
Funding adjustment for prior learning	Not required	Percentage of the learning aim that is still to be delivered. Not returned if 100%.
Other funding adjustment	Not required	Not required unless requested by the Skills Funding Agency
Completion status	Relevant code	Relevant code
Learning actual end date	Actual end date of framework	Actual end date of aim
Withdrawal reason	Relevant code if the learner has withdrawn from the programme	Relevant code if the learner has withdrawn from the aim
Outcome	Relevant code for the outcome of the entire programme	Relevant code
Outcome grade	Not required	Relevant code from *Appendix Q*

Table 5: - Learning Delivery Funding and Monitoring (FAM)

Description	FAM Type	FAM Code	Aim Type
Sources of funding	SOF	105	Programme and component aims
Full/co-funding indicator	FFI	Relevant code	Programme and component aims
Workplace learning indicator	WPL	Relevant code	Programme and component aims
Eligibility for enhanced Apprenticeship funding	EEF	Relevant code if applicable	Programme and component aims
Restart indicator	RES	Relevant code if applicable	Programme and component aims
Learning support funding	LSF	Relevant code if applicable	Programme aim only
Learning delivery monitoring	LDM	Relevant code if applicable	Programme and component aims
Special projects and pilots	SPP	Relevant code if applicable	Programme and component aims
National Skills Academy indicator	NSA	Relevant code if applicable	Programme aim only
Date applies from		Date FAM status is effective from, if LSF is returned	Programme aims only
Date applies to		Date FAM status is effective to, if LSF is returned	Programme aims only

Section 14 : Recording Traineeships in the ILR

457. In 2014 to 2015, Traineeships are recorded on the ILR using the same programme structure as Apprenticeships.

458. All Traineeships including those with continuing aims from 2013 to 2014 will need to be recorded as part of a programme by the addition of a Programme type (code 24) and the creation of a Programme aim (AimType=1) record, which will have a Learning aim reference of ZPROG001. Please see section 6.2 for data migration details for continuing learners.

459. The Work experience aim must be recorded with a Work Placement entity. See the work experience section on page 71 for further details.

460. The Learning delivery funding and monitoring code LDM323 which was used in 2013 to 2014 to record the aim as being part of a Traineeship, must not be used for aims that start on or after 1 August 2014. It is recorded on the Programme aim record that is added for continuing learners.

461. All learning aims that are part of a Traineeship must be recorded on the ILR using Aim type code 3 and the appropriate regulated or non-regulated learning aim reference from LARS.

14.1 Traineeships for 16-19 year olds

462. These are funded using the EFA's funding per student methodology.

463. All learning aims must be recorded using Funding model code 25.

464. For providers who have a funding agreement with the EFA, the Source of Funding for the learning aim must be recorded using code SOF107 in the Learning Delivery Funding and Monitoring fields.

465. For providers who deliver 16-18 apprenticeships and who do not have a funding agreement with the EFA, the Source of Funding for the learning aim will be the Skills Funding Agency and must be recorded using code SOF105 in the Learning Delivery Funding and Monitoring fields.

466. Where a provider has both an EFA and a 16-18 apprenticeship funding agreement, the Source of Funding for Traineeships for 16-19 year olds will be the EFA and is recorded using code SOF107 in the Learning Delivery Funding and Monitoring fields.

467. The Work experience aim must be recorded as the core aim using Aim type code 5. All other aims must be recorded as a component aim using Aim type code 3.

468. The Planned learning hours field should include the hours undertaken on approved qualifications including regulated work preparation qualifications and Maths and English.

469. The Planned employability, enrichment and pastoral hours field should include the planned hours for work experience, all non regulated work preparation and other non qualification activities.

470. If the learner progresses, in the same teaching year, to an Apprenticeship or other workplace learning aim after completing their Traineeship, the planned hours for the Traineeship must continue to be returned. Learning hours undertaken within the Apprenticeship or workplace learning are not recorded. Please see the EFA Study programmes section on page 79 for guidance on the planned hours fields.

471. Table 6 below contains the Non regulated work preparation aims that are available for EFA funded Traineeships.

Table 6: Non regulated work preparation learning aims for EFA funded Traineeships (category E of Appendix H).

LEARNING_AIM_REF	LEARNING_AIM_TITLE
Z0001773	Non regulated provision, Entry Level, Preparation for Work
Z0001823	Non regulated provision, Level 1, Preparation for Work
Z0001873	Non regulated provision, Level 2, Preparation for Work
Z0001923	Non regulated provision, Level 3, Preparation for Work
Z0001973	Non regulated provision, Level 4, Preparation for Work
Z0002023	Non regulated provision, Level 5, Preparation for Work
Z0002073	Non regulated provision, Level 6, Preparation for Work

472. The codes given in Table 7, Table 8 and Table 9 are indicative only and apply to 16-19 Traineeships. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner

Table 7: 16-19 Traineeship: Programme aims and Component aims

Field Name	Programme Aim	Component Aim
Learning aim reference	ZPROG001	Valid LARS code
Aim type	1	Work experience aim =5, Other aims = 3
Aim sequence number	Sequence number of aim	Sequence number of aim
Learning start date	Start date of Traineeship programme	Start date of aim
Original learning start date	Not required	Not required
Learning planned end date	Planned end date of Traineeship programme	Planned end date of aim
Funding model	25	25
Programme type	24: Traineeship	24: Traineeship
Framework code	Not required	Not required
Apprenticeship pathway	Not required	Not required
Subcontracted or partnership UKPRN	Not required	UKPRN of sub- contracted provider if applicable
Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
Funding adjustment for prior learning	Not required	Not required
Other funding adjustment	Not required	Not required
Completion status	Relevant code	Relevant code
Learning actual end date	Actual end date of Traineeship programme	Actual end date of aim
Withdrawal reason	Relevant code if the learner has withdrawn from the programme	Relevant code if the learner has withdrawn from the aim
Outcome	Relevant code for the outcome of the Traineeship programme	Relevant code
Outcome grade	Not required	Relevant code from *Appendix Q,* if applicable.

Table 8: 16-19 Traineeship: Learning Delivery Funding and Monitoring (FAM)

Description	FAM Type	FAM Code	Aim Type
Sources of funding	SOF	107	Provider with an EFA funding agreement, recorded on programme aim, component aims and core aim
		105	Provider with only a 16 to 18 Apprenticeship funding agreement, recorded on programme aim, component aims and core aim
Learning delivery monitoring	LDM	Relevant code if applicable	All aims where applicable
Special projects and pilots	SPP	Relevant code if applicable	All aims where applicable

Table 9: Work Placement (recorded for the work experience aim)

Field Name	Description
Work placement start date	Start date of the work placement
Work placement end date	End date of the work placement
Work placement mode	Mode of the work placement, either internal or external
Work placement employer identifier	The employer identifier of the work placement

14.2 Traineeships for 19-24 year olds

473. These are funded using the Skills Funding Agency's Adult Skills funding methodology.

474. All learning aims must be recorded using Funding model code 35.

475. The workplace learning indicator is NOT recorded for Traineeships.

476. The Source of Funding for the learning aim must be recorded using code SOF105 in the Learning Delivery Funding and Monitoring fields.

477. Learning support funding (LSF) is recorded on the programme aim for a Traineeship. If the learner continues with English and Maths aims after the Traineeship programme is completed then the Learning support funding (LSF) will need to be transferred to either the English or Maths aim. This should be done as follows:

- Set the 'Date applies to' for the LSF record linked to the Programme aim to the Learning actual end date of the programme aim

- Create a new LSF record for either the English or Maths aim with a 'Date Applies from' of the following day.

478. The codes given in Table 10, Table 11 and Table 12 are indicative only and apply to 19-24 Traineeships. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner.

Table 10: 19-24 Traineeships: Programme aims and Component aims

Field Name	Programme Aim	Component Aim
Learning aim reference	ZPROG001	Valid LARS code
Aim type	1	3
Aim sequence number	Sequence number of aim	Sequence number of aim
Learning start date	Start date of Traineeship	Start date of aim
Original learning start date	Original start date if learner has returned after a break	Original start date if learner has returned after a break
Learning planned end date	Planned end date of Traineeship programme	Planned end date of aim
Funding model	35	35
Programme type	24:Traineeship	24: Traineeship
Framework code	Not required	Not required
Apprenticeship pathway	Not required	Not required
Subcontracted or partnership UKPRN	Not required	UKPRN of sub- contracted provider if applicable
Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
Funding adjustment for prior learning	Not required	Percentage of the learning aim that is still to be delivered.
Other funding adjustment	Not required	Not required unless requested by the Skills Funding Agency
Employment outcome	Relevant code	Relevant code
Completion status	Relevant code	Relevant code
Learning actual end date	Actual end date of Traineeship programme	Actual end date of aim
Withdrawal reason	Relevant code if the learner has withdrawn from the programme	Relevant code if the learner has withdrawn from the aim
Outcome	Relevant code for the outcome of the Traineeship programme	Relevant code
Outcome grade	Not required	Relevant code from *Appendix Q,* if applicable.

Table 11: 19-24 Traineeship: Learning Delivery Funding and Monitoring (FAM)

Description	FAM Type	FAM Code	Aim Type
Sources of funding	SOF	105	Programme and component aims
Full/co-funding indicator	FFI	Relevant code	Programme and component aims
Restart indicator	RES	Relevant code if applicable	Programme and component aims
Learning support funding	LSF	Relevant code if applicable	Programme aim, component aim only when programme aim has ended (see paragraph 477)
Learning delivery monitoring	LDM	Relevant code if applicable	All aims where applicable

Description	FAM Type	FAM Code	Aim Type
Special projects and pilots	SPP	Relevant code if applicable	All aims where applicable
National Skills Academy indicator	NSA	Relevant code if applicable	Programme aim only
Percentage of online delivery	POD	Relevant code	Component aim only

Date applies from		Date LSF is effective from, if LSF is returned	Programme aim, component aim only when programme aim has ended (see para 477)
Date applies to		Date LSF is effective to, if LSF is returned	Programme aim, component aim only when programme aim has ended (see para 477)

Table 12: Work Placement (recorded for the work experience aim)

Field Name	Description
Work placement start date	Start date of the work placement
Work placement end date	End date of the work placement
Work placement mode	Mode of the work placement, either internal or external
Work placement employer identifier	The employer identifier of the work placement

14.3 Work experience

479. All Traineeships must have a single work experience learning aim recorded on the ILR.

480. The work experience employer should be identified before a young person starts a Traineeship. However a learner can be recorded as having started a Traineeship even if the work experience and the associated employer identification are not yet finalised. The other learning aims that are delivered as part of a Traineeship (eg work preparation, English and Maths, the flexible element) can be recorded first along with the Programme aim. The work experience aim, and the associated Work Placement record, can be added subsequently.

481. The work experience aim is recorded using one of the following generic learning aim reference codes from LARS.

LEARNING_AIM_REF	LEARNING_AIM_TITLE	Available for:
Z0007834	Work experience/placement, 0-49 hrs	16-19 year olds only
Z0007835	Work experience/placement, 50-99 hrs	16-19 year olds only
Z0007836	Work experience/placement, 100-199 hrs	All Traineeships
Z0007837	Work experience/placement, 200-499 hrs	All Traineeships
Z0007838	Work experience/placement, 500+ hrs	All Traineeships

482. These work experience learning aims are not valid for Adult Skills funding that is not part of a Traineeship programme.

483. For 16-19 year old Traineeships the work experience aim must be recorded as the core aim (aim Type = 5).

484. For 19-24 year old Traineeships the work experience aim must be recorded as a component aim (Aim Type = 3).

485. If the learner undertakes multiple work placements during the Traineeship, then they are not recorded as separate learning aims. A single learning aim must be recorded that reflects the total number of hours delivered across all the work placements.

486. For 16-19 Traineeships, if the work experience aim takes place across two teaching years then a separate learning aim is recorded in each teaching year. See EFA funded study programmes section for details of recording EFA funded work experience.

487. Details of each individual work placement will be recorded from 2014 to 2015 onwards in separate Work placement records that are linked to the Work experience learning aim. See the Work Placement section on page 47 for further details and examples. This applies to all work placements starting on or after 1 August 2014.

14.4 Traineeships that spread across more than one teaching year

488. If the Traineeship programme spreads across more than one teaching year then all of the learning aims (including the programme aim) that are part of the Traineeship programme should be recorded in the following year's ILR returns, including aims that were completed in the first teaching year.

489. If the learner is continuing with the English and/or maths elements of a Traineeship in a second teaching year when the rest of the programme was completed in the first year, then the completed programme aim and component aims should continue to be returned in the in the following year's ILR returns.

14.5 Recording Completion, Achievement and Retention

490. The maximum duration for a Traineeship is six months from the start date of the first element. The work-placement, work-preparation and flexible elements must be completed within this six-month period.

491. The Traineeship programme aim should be recorded as completed if any of the following apply:

- The learner moves into employment, an Apprenticeship or further learning or;
- All elements of the learner's agreed Traineeship are complete or;
- The learner reaches 6 months on the programme.

492. If a learner does not complete the English and maths elements of the Traineeship within 6 months then these will continue to be funded until they are completed. No re-coding of these aims is required; they will continue to have a Programme type code of 24.

493. The Traineeship programme aim should be recorded as achieved if the learner progresses to a job (which lasts 16 hours or more a week for at least six weeks in a row) or an Apprenticeship, or further full time learning for 16-19 year olds.

494. For Skills Funding Agency funded aims, the achievement element of the work placement aim will be paid when the learner has progressed to an Apprenticeship or progressed to an eligible job.

495. The work placement learning aim can only be recorded as achieved if the learner progresses to a job or an Apprenticeship (or further full time learning for 16-19 year olds).

496. If a learner progresses to an Apprenticeship, see the Learner transfers section on page 55 for further information on how to complete the ILR.

497. The tables below indicate how the outcome fields on the ILR should be recorded in different scenarios.

Learner completes and achieves all learning aims and progresses to a job or Apprenticeship (or further learning for 16-19 year olds)

Aim	Completion Status	Achieves Qual?	Outcome	Employment Outcome (recorded for 19-24 only)
Programme aim	Completed	n/a	Achieved	Yes
Work Prep	Completed	Yes	Achieved	Yes
English and / or Maths (or other qualifications)	Completed	Yes	Achieved	Yes
Work Placement	Completed	n/a	Achieved	Yes

Learner completes and achieves all learning aims but DOES NOT progress to a job or Apprenticeship (or further learning for 16-19 year olds)

Aim	Completion Status	Achieves Qual?	Outcome	Employment Outcome (recorded for 19-24 only)
Programme aim	Completed	n/a	Not Achieved	No
Work Prep	Completed	Yes	Achieved	No
English and / or Maths (or other qualifications)	Completed	Yes	Achieved	No
Work Placement	Completed	n/a	Not Achieved	No

Learner leaves Traineeship early to progress to a job or Apprenticeship (or further learning for 16-19 year olds)

Aim	Completion Status	Achieves Qual?	Outcome	Employment Outcome (recorded for 19-24 only)
Programme aim	Completed	n/a	Achieved	Yes
Work Prep	Withdrawn	No	Not Achieved	Yes
English and / or Maths (or other qualifications)	Withdrawn (unless learner continues with this aim).	No (unless learner continues with this aim)	Not Achieved (unless learner continues with this aim)	Yes
Work Placement	Completed	n/a	Achieved	Yes

Learner leaves Traineeship early but DOES NOT progress to a job or Apprenticeship (or further learning for 16-19 yr olds)

Aim	Completion Status	Achieves Qual?	Outcome	Employment Outcome (recorded for 19-24 only)
Programme aim	Withdrawn	n/a	Not Achieved	No
Work Prep	Withdrawn	No	Not Achieved	No
English and / or Maths (or other qualifications)	Withdrawn	No	Not Achieved	No
Work Placement	Withdrawn	n/a	Not Achieved	No

Section 15 : Guidance on how to record and return 14-19 diplomas in the ILR for 2014 to 2015 <mark>for continuing learners only</mark>

15.1 Background

498. The Diploma is a qualification for students aged 14 to 19, designed to combine academic and vocational learning and to prepare young people for progression to further/higher education and employment

499. <mark>Diplomas are not available for new starts on or after 1st August 2014.</mark>

500. Each Diploma consists of several components. To achieve the overall Diploma qualification, learners need to pass all of the required components.

501. A catalogue of Diploma structures contains all the principal learning and additional and specialist qualifications that are available to learners at each level, as well as a full listing of the functional skills and project options relevant to a specific line of learning. The catalogue can be accessed from the online Register of Regulated Qualifications: http://register.ofqual.gov.uk/DiplomaStructure

502. The following principles apply to post-16 Diploma funding:

   - The EFA 'funding per student' methodology is used.

   - The learner is recorded as full time, or in one of the part time bands, according to the annual timetabled hours that are planned for them.

   - Funding will be allocated to and flow through the learner's home provider.

   - The core aim for a Diploma programme will usually be either the principle learning or the specialist learning component.

503. Further details about the funding of Diplomas can be found in the funding documentation on the GOV.UK website at: https://www.gov.uk/16-to-19-education-funding-guidance

15.2 Collection of data

504. Providers should use their own enrolment forms and/or other documentation, ensuring that the privacy notice as stated in *Appendix F of the ILR Specification* is included.

505. If the learner is to be used for ESF matching, then providers need to ensure that the documentation and enrolment form contains the ESF logo and strap line, along with the required ESF fields.

15.3 How to complete an ILR for a learner on a Diploma

Programme aim

506. As Diplomas are defined programmes of study, a programme aim must be recorded for each diploma undertaken. If a learner progresses from one diploma to another, then two programme aims would be recorded, although only one of these programmes would be open and current at any one time.

507. The Learning aim reference field in the programme aim should contain the learning aim reference from LARS for the diploma qualification being undertaken. Where the learner has not been registered with a diploma awarding body at the outset of the diploma programme, a generic programme aim class code from *Appendix H of the ILR Specification* should be used. This should be replaced by the actual diploma learning

aim reference once this is known. The correct learning aim reference for the diploma qualification must always be recorded before a diploma achievement is recorded.

508. The Programme type field should record the type of diploma being undertaken as follows:

- Code 15: Diploma – level 1 (foundation)
- Code 16: Diploma – level 2 (higher)
- Code 17: Diploma – level 3 (progression)
- Code 18: Diploma – level 3 (advanced).

509. The Framework code field should record the diploma line of learning and should be a valid framework code from the LARS.

Component Learning Aims

510. All other component learning aims being studied as part of the diploma should be recorded as individual learning aims using the appropriate learning aim reference code from the LARS in the Learning aim reference field.

511. The Programme type and Framework code on each component learning aim should contain the same codes as used for the corresponding diploma programme aim.

Consortia Arrangement Returns

512. Providers that hold the funding contract for the diploma are known as "Home" providers. The home provider may then sub-contract in all or part of the learning activities relating to that diploma, to other providers. If the home provider is an FE sector provider, they are responsible for returning an ILR containing all learners and diploma learning aims.

513. If a school is the home provider, the school returns all learners for whom it is receiving diploma funding on its student return. FE colleges who are delivering a diploma aim on behalf of the school should not return the learner on their ILR return. This activity should be recorded on the college's sub-contracted in return (ILRSUBCON). For further information on the ILRSUBCON return see the Subcontracted Provision section.

Section 16   : Guidance on ESF funded learning aims

16.1 Summarisation

514.   ESF funded learning aims are routed through a process called summarisation. There are two stages to summarisation: the first produces an ILR Exception Report, and the second produces an ILR Summarisation Report.

515.   The first stage runs every night so providers have access to the ILR Exception Reports the day following the transmission of the data.

516.   The second stage is the processing of actuals into the Centralised Contract Management (CCM) system. This stage runs once a month (on the night of the 4th working day) and the following day providers have access to the ILR Summarisation report.

517.   The ILR Exception Reports should be checked regularly to ensure that data can be corrected and transmitted in time for the return date. This is particularly important for the final return of the year as any errors in data cannot be rectified after this date.

518.   The ILR Summarisation report shows what ESF contract deliverable(s) the ILR has been summarised against for a provider. The provider should check to ensure that all ESF deliverables in the contract have been met.

519.   These reports are available from the Hub provider web portal.

520.   For progression deliverables to be correctly funded, providers must ensure that data is sent in the ILR year in which the progression occurred – this may be in the following ILR year's submissions to the year in which the learning ended.

521.   For P1 progressions, where the learner progresses to further learning within the same provider, you should ensure that the Learning Delivery monitoring code of LDM105 is recorded, as detailed on the ILR summarisation rules.

16.2 Matching

522.   In order to draw down ESF funding for both the 2007-13 and 2014-20 ESF Programmes, the Skills Funding Agency must ensure it is able to draw on eligible activity from its mainstream provision.

523.   The process of matching ESF funding from other eligible budgets enables the Skills Funding Agency to claim its ESF expenditure.

524.   Learning aims funded from the Adult Skills budget and 16-18 Apprenticeships may be used as match funding for the ESF Programme.   When used as match funding, this activity becomes part of the ESF Programme and is required to meet the same programme requirements as directly funded ESF activity. The Skills Funding Agency will write to all providers confirming if the funding they deliver is eligible to be used as ESF match funding. They will also confirm to providers via their relationship manager, when the activity they deliver has been used as ESF match funding in a claim to the ESF Managing Authority.

16.3 ESF Skills Support Programmes

525.   ILR data for these programmes should be returned as specified for ESF funded learning aims in the *ILR Specification.* Codes SP247-SP254 should be recorded in the Learning Delivery Funding and Monitoring fields as appropriate.

16.4 Amending submitted data

526. Data must be correct at the time of claiming. The ESF Managing Authority have issued guidance stating that any changes must be made within the next quarter. Changes outside of this may be treated as an irregularity if found during audit and would lead to the claw back of funding.

527. The ESF Programme covers multiple academic years and activity delivered remains eligible across the full Programme delivery period. As the ILR is an annual data collection it is not possible to change historical data. It is therefore important the ILR is correct and migration between academic years is managed properly.

Section 17 : EFA study programmes

528. EFA funded study programmes are recorded on the ILR using funding model code 25. A programme aim record (where Aim Type =1) is not required for EFA funded study programmes unless the learner is doing a Traineeship or 14-19 diploma.

529. A study programme may be one of the following:

- **Vocational programme**

    This could be a mixture of vocational qualifications and non qualification activity (potentially but not exclusively work experience).

- **Academic programme**

    These could be a mixture of academic qualifications and non qualification activity (this could include work experience).

- **Mixed programmes**

    These could be a mixture of vocational and academic qualifications and non qualification activity (this could include work experience).

530. From September 2013, General Further Education (GFE) and Sixth Form colleges have been able to admit full time 14 and 15 year olds and alternative provision census home educated 14 and 15 year olds with the costs being met by the EFA. These students should be recorded with a Learning delivery monitoring code of LDM320 (14-16 EFA Direct Funded Students) or LDM321 (14-16 Home Educated Students), which are recorded in the Learning Delivery Funding and Monitoring fields.

17.1 Planned hours fields

531. There are two fields on the ILR at learner level to collect the planned timetabled hours for the learner at the start of their study programme:

- **Planned learning hours:** This field should be completed with the total planned timetabled hours, for the learner for the year, to be spent on DfE approved qualifications only.
- **Planned employability, enrichment and pastoral hours:** This field includes all other planned, timetabled hours included in the study programme that are not included in the Planned learning hours field. The hours for non-regulated learning aims including work experience/placement aims (see appendix H) are recorded in this field.

532. These fields must be finalised and confirmed as correct within the funding qualifying period as defined in the funding documentation.

533. By the end of the qualifying period it is important to ensure that the planned hours reflect, as accurately as possible, the timetabled activity the student is planning to undertake for the duration of the academic year.

534. It is the total of these hours fields that are counted for funding.

535. The hours recorded should be the total the learner is planning to do in the academic year even if this exceeds the number of hours that will be funded, as this could inform future policy.

Changes to planned hours

536. Ordinarily these data should not be updated during the year. However, if a learner progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding documentation exceptional circumstances in which providers may change the planned hours to reflect this additional learning.

537.	If the learner progresses to an Apprenticeship or other workplace learning aim during the year, the planned hours for the EFA study programme must continue to be returned. Learning hours undertaken within the Apprenticeship or workplace learning are not recorded.

Learner withdrawals and transfers within the funding qualifying period

538.	If the learner withdraws or transfers within the funding qualifying period, the following guidance should be followed:

a)	**Learner withdraws from all learning aims and leaves the provider**

- Planned hours are left unchanged.

b)	**Learner withdraws from one or more learning aims but continues in learning with the provider**

- Providers can include the hours timetabled up to the point of withdrawal if this makes a significant material difference to the learner's planned hours such that they would move from one funding band to another. Hours timetabled for after the date of withdrawal must be removed from the planned hours fields.

c)	**Learner transfers from one learning aim to another**

- If the transfer of a student from one learning aim to another makes a significant material difference to their planned hours such that they would move from one funding band to another, hours timetabled up to the point of transfer may be retained in the overall planned hours calculation (please see table below).

	Include in planned hours	Remove from planned hours
First aim (transferred off)	Hours timetabled before transfer	Remainder of hours for year
Second aim (transferred onto)	Hours timetabled after transfer	N/A

Learner withdrawals and transfers after the funding qualifying period

539.	No changes should be made to the planned hours fields if the learner withdraws or transfers from any or all of their learning aims after the funding qualifying period for the learner has passed.

Example

A learner starts a study programme on 1 September 2014 with a planned end date of 31 July 2016, a second aim is planned to start on 5 January 2015. The Planned learning hours and Planned employability, enrichment and pastoral hours fields are completed at the start of the teaching year with the total hours for all planned aims up to and including 31 July 2015.

In December 2014 the learner decides to withdraw from the second learning aim before it begins. The Planned learning hours and Planned employability, enrichment and pastoral hours fields are not updated to reflect this, as the funding qualifying period for the learner has passed.

17.2 Recording a core aim

540. Every EFA funded study programme must contain a 'Core aim'. This must be recorded in the Learning Delivery Aim type field using code 5. The core aim is the substantive learning aim being undertaken in a study programme.

541. For academic study programmes, if the learner's qualifications are of the same size, for example 3 A levels, the provider must assign one of these qualifications as the core aim.

542. Should a learner withdraw from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner's study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.

543. For academic study programmes where all aims within the programme are of equal size, there is no requirement to select another core aim should a learner withdraw from the original core aim. Please refer to the EFA funding documentation for a definition of academic and vocational programmes.

544. It is expected that providers will be able to identify the substantive learning aim for the learner at the start of their study programme. In exceptional circumstances when the core aim is unknown by the end of the funding qualifying period, then another aim should be designated as core until the substantive learning aim is decided upon and recorded. The Aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year.

17.3 Recording High Needs Students

545. The Learner Funding and Monitoring code for High needs students (HNS1) should be completed for EFA funded students only where a local authority has actually paid element 3 'top-up' funding for a student whose agreed learning support costs are greater than £6,000. It must not be used in any other circumstances, for example, where costs are less than or equal to £6,000 or where the local authority has made no in-year contribution to the costs even if they are judged/agreed to be greater than £6,000.

546. Code HNS1 should also be completed for students whose agreed learning support costs are greater than £6,000 and who are fully funded by the local authority in 2014 to 2015. Learning aims for these students are recorded using Funding model code 99, 'No Skills Funding Agency or EFA funding for this learning aim'.

547. All EFA funded learners aged 19-24 who are recorded as being high needs students in the ILR must also have either a Learning difficulty assessment or Education Health Care plan recorded in the Learner funding and monitoring fields.

548. For learners who receive element 3 support funding of more than £19,000 the Learning support cost field must be returned. The total support costs for the student should be recorded in the field (element 2 + element 3). This data is required for all high needs students at Independent specialist providers (ISPs).

549. See Recording source of funding on page 45 for further details on recording the Funding model and Source of funding for these learners.

17.4 Recording Work experience

550. 16 -19 study programmes include a work experience element which must be recorded on the ILR using one of the following learning aim reference codes:

Learning Aim Reference	Learning Aim Title
Z0007834	Work experience/placement, 0 to 49 hrs
Z0007835	Work experience/placement, 50-99 hrs
Z0007836	Work experience/placement, 100-199 hrs
Z0007837	Work experience/placement, 200-499 hrs
Z0007838	Work experience/placement, 500+ hrs

551. Providers should record the aim with the hours band that reflects the total amount of work experience being undertaken during the current teaching year only. This may take place in one or more work placements during the year.

552. If a work experience placement takes place across the teaching year boundary of 31 July/1 August, then the learning aim recorded in 2014 to 2015 will have a Planned end date of 31 July 2015 and the hours band selected for the aim should only include the hours up to and including the 31 July 2015. A new aim with a Learning start date of 1 August 2015, will need to be recorded in the following year's ILR returns to record the hours remaining from 1 August 2015 onwards.

553. This guidance also applies to 16-19 Traineeships, but not to 19-24 Traineeships. See the Traineeships section on page 67 for further details of recording Traineeships

554. Work experience learning aims with a Learning start date in 2013 to 2014, that were recorded with a Planned end date after 31 July 2014 and that are continuing into 2014 to 2015, should be closed in the final ILR return for 2013 to 2014 using code 40, 'Learner has transferred to a new learning aim with the same provider', in the Withdrawal reason field. A new aim should be recorded for the learner in the 2014 to 2015 ILR with the correct hours band and work placement records for work experience that will take place in the 2014 to 2015 teaching year.

555. Both internal (simulated) and external work placement hours for the year are included in the learning aim band that is selected. The additional work placement record details whether or not each placement is internal or external. See the Work Placement section on page 47 for further details.

556. Where work experience is an essential and integrated part of a student's vocational qualification, such as a BTEC, a work experience learning aim is not recorded. The hours for the whole qualification including the work experience element are recorded in the Planned learning hours field.

557. The hours band selected for the learning aim does not affect EFA funding. The work experience hours for the current year must be included in the Planned employability, enrichment and pastoral hours field, and this is used for funding.

558. For some learners the work experience learning aim may be their core aim. It is expected that where work experience is the core aim that it will always be with an external employer.

559. If the learner has a core aim of work experience and they leave the study programme early to progress to a positive destination as detailed in the EFA funding regulations then the learner should record the work experience aim as completed to be classed as retained for funding purposes.

560. In addition to the work experience learning aim, providers must also record details of each work placement that is undertaken in the Work placement entity. See the Work Placement section on page 47 for further details.

Example 1

> *A learner on a two year study programme plans to do a total of 71 hours of work experience during the 2014 to 2015 teaching year. They will be undertaking an internal work placement for 6 weeks from 1 October 2014 until 14 November 2014, doing six hours each week and an external one week placement of 35 hours from 10-15 March 2015.*
>
> *A single work experience learning aim must be recorded with the hours band that reflects the total amount of work experience. In this case the aim recorded will be Z0007835: Work experience/placement 50-99 hours. The Learning start date of this aim is 1 October 2014 and the Planned end date will be 15 March 2015.*
>
> *Two separate work placement records will also added, one for each placement detailing the start and end date of each placement and indicating whether the placement is internal or external.*
>
> *The Planned employability, enrichment and pastoral hours field will include the total work experience hours for the year of 71.*

2014 to 2015 ILR Return

2015 to 2016 ILR Return

Multiple work placements within one teaching year

Example 1 — EEP Hours includes 71 hours (36 hours from the first work placement and 35 hours from the second work placement)

Learning start date	Planned end date
1/10/2014	15/3/2015

Learning aim Z0007835: 50—99 hours

Work placement start date	Work placement end date
1/10	14/11

Work placement record: internal

Work placement start date	Work placement end date
10/3	15/3
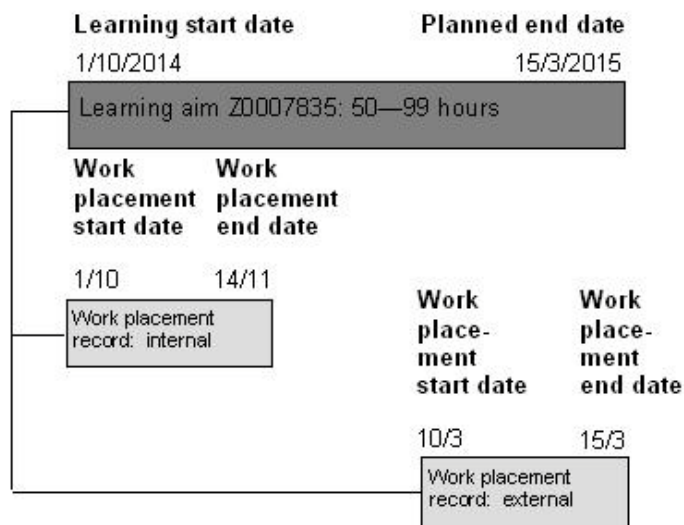
Work placement record: external

Example 2

A learner starts an external work placement on 15 July which is planned to end on 31 August 2015.

Because this placement spans the teaching year boundary, separate work experience aims and work placement records must be recorded in each teaching year, even though only one placement has taken place.

A learning aim of Z0007834: Work experience/placement, 0 to 49 hrs is recorded in the 2014 to 2015 ILR returns with a Learning start date of 15 July and Planned end date of 31 July 2015. This has a work placement record linked to it with the same dates.

A second learning aim of Z0007835: Work experience/placement 50-99 hours, will be recorded in the 2015 to 2016 ILR returns with a Learning start date of 1 August and Planned end date of 31 August 2015.This also has a work placement linked to it.

The Planned employability, enrichment and pastoral hours field for 2014 to 2015 will contain the work experience hours from 15 July until 31 July 2015. In 2015 to 2016 the field will record the remaining work experience hours from 1 August 2015 until 31 August 2015.

2014 to 2015 ILR Return | 2015 to 2016 ILR Return

Single work placements that crosses two teaching years

Example 2—EEP Hours includes 40 hours from 15 July until 31 July.

EEP Hours includes 80 hours from 1 August until 15 August.

Learning start date	Planned end date
15/7/2015	31/7/2015

Learning aim Z0007834: 0—49

Work placement start date	Work placement end date
15/7	31/7

Work placement—external

Learning start date	Planned end date
1/8/2015	31/8/2015

Learning aim Z0007835: 50—99 hours

Work placement start date	Work placement end date
1/8	31/8

Work placement—external

Section 18 : Field Collection Requirements by Funding Model

561.   The tables in this section list the fields that are collected for the different funding models. Not all fields listed will need to be completed for all learners in all circumstances. Please refer to the *ILR specification* for the full details of the collection rules and requirements.

562.   In addition to the Learner and Learning Delivery fields listed for each funding model, HE data may be required. See the *ILR specification* for details of when HE data needs to be recorded.

EFA funded learning

563. Some of the fields listed in Table 13 below are only required in certain circumstances. For details of the data requirements for Traineeships, see Table 7 and Table 8 on page 69.

Table 13: EFA funded learning (non Traineeships, non 14-19 diplomas)

Learner Fields	Learner employment status
Learner reference number	Employment status
Learner reference number in previous year	Date employment status applies
Unique learner number	**Employment status monitoring**
Family name	Employment intensity indicator
Given names	**Learning Delivery Fields**
Date of birth	Learning aim reference
Ethnicity	Aim type
Sex	Aim sequence number
LLDD and health problem	Learning start date
Accommodation	Learning planned end date
Learning support cost	Funding model
Planned learning hours	Subcontracted or partnership UKPRN
Planned employability, enrichment and pastoral hours	Delivery location postcode
Learner contact fields	Completion status
Postcode prior to enrolment	Learning actual end date
Current Address line 1 – 4	Withdrawal reason
Current Postcode	Outcome
Telephone	Outcome grade
Email address	
Learner contact preference fields	
Restricted use indicator	**Learning delivery funding and monitoring type**
Preferred method of contact	Source of funding
Learner LLDD and Health Problem fields	Restart indicator
Disability	Learning delivery monitoring
Learning Difficulty	Special projects and pilots
Learner funding and monitoring type	HE monitoring
Learner difficulty assessment	**Learning delivery work placement**
High needs students	Work placement start date
Education Health Care plan	Work placement end date
Learner support reason	Work placement mode
National learner monitoring	Work placement employer identifier
Maths GCSE achievement	**Learner Destination and Progression**
English GCSE achievement	Learner reference number
Free meals eligibility	ULN
Pupil premium funding eligibility	Outcome type
	Outcome code
	Outcome start date
	Outcome end date
	Outcome collection date

Adult Skills funded learning

564. Some of the fields listed in Table 14 below are only required in certain circumstances. For details of the data requirements for Apprenticeships, see Table 3 on page 64. For details of the data requirements for Traineeships, see Table 10 and Table 11 on page 70.

Table 14: Adult Skills funded learning (non Apprenticeships/Traineeships)

Learner Fields	Learning Delivery Fields
Learner reference number	Learning aim reference
Learner reference number in previous year	Aim type
UKPRN in previous year	Aim sequence number
Unique learner number	Learning start date
Family name	Original learning start date
Given names	Learning planned end date
Date of birth	Funding model
Ethnicity	Subcontracted or partnership UKPRN
Sex	Delivery location postcode
LLDD and health problem	Funding adjustment for prior learning
National Insurance number	Other funding adjustment
Prior attainment	Employment outcome
Planned learning hours	Completion status
ESF destination	Learning actual end date
	Withdrawal Reason
Learner contact fields	Outcome
Postcode prior to enrolment	Outcome grade
Current Address line 1 – 4	**Learning delivery funding and monitoring type**
Current Postcode	Source of funding
Telephone	Full or co-funding indicator
Email address	Workplace learning indicator
	Restart indicator
Learner contact preference fields	Learning support funding
Restricted use indicator	Learning delivery monitoring
Preferred method of contact	Special projects and pilots
	National Skills Academy indicator
LLDD and Health Problem fields	Percentage of online delivery
Disability	Work programme participation
Learning difficulty	HE Monitoring
Learner funding and monitoring type	Date applies from
Learner difficulty assessment	Date applies to
Education Health Care plan	
Learner support reason	**Learner Destination and Progression**
National learner monitoring	Learner reference number
Learner employment status	ULN
Employment status	Outcome type
Date employment status applies	Outcome code
Employer identifier	Outcome start date
Employment status monitoring	Outcome end date
Self employment indicator	Outcome collection date
Employment intensity indicator	
Length of unemployment	
Benefit status indicator	
Previous education indicator	

ESF funded learning

565. Some of the fields listed in Table 15 below are only required in certain circumstances.

Table 15: ESF funded learning

Learner	Employment status monitoring
Learner reference number	Self employment indicator
Unique learner number	Employment intensity indicator
Family name	Length of unemployment
Given names	Benefit status indicator
Date of birth	Previous education indicator
Ethnicity	Risk of NEET
Sex	**Learning Delivery**
LLDD and health problem	Learning aim reference
National Insurance number	Aim type
Prior attainment	Aim sequence number
ESF destination	Learning start date
Learner Contact	Learning planned end date
Postcode prior to enrolment	Funding model
Current Address line 1 - 4	Subcontracted or partnership UKPRN
Current Postcode	Delivery location postcode
Telephone	ESF agreement ID
Email address	ESF local project number
Learner Contact Preference	Employment outcome
Restricted use indicator	Completion status
Preferred method of contact	Learning actual end date
LLDD and Health Problem	Withdrawal Reason
Disability	Outcome
Learning Difficulty	Outcome grade
Learner FAM	**Learning Delivery FAM**
Learner difficulty assessment	Source of funding
Education Health Care plan	Restart indicator
National learner monitoring	Learning delivery monitoring
Free meals eligibility (16-18 learners only)	Special projects and pilots
Learner support reason (16-18 learners only)	National Skills Academy indicator
Learner Employment Status	Work programme participation
Employment status	
Date employment status applies	
Employer identifier	

Community Learning funded learning

566.   Some of the fields listed in Table 16 below are only required in certain circumstances.

Table 16: Community Learning funded learning

Learner	Learning Delivery
Learner reference number	Learning aim reference
Unique learner number	Aim type
Family name	Aim sequence number
Given names	Learning start date
Date of birth	Learning planned end date
Ethnicity	Funding model
Sex	Subcontracted or partnership UKPRN
LLDD and health problem	Delivery location postcode
Planned learning hours	Completion status
Learner Contact	Learning actual end date
Postcode prior to enrolment	Withdrawal Reason
Current Address line 1 - 4	Outcome
Current Postcode	Outcome grade
Telephone	**Learning Delivery FAM**
Email address	Source of funding
Learner Contact Preference	Restart indicator
Restricted use indicator	Community Learning provision type
Preferred method of contact	Learning delivery monitoring
LLDD and Health Problem	Special projects and pilots
Disability	National Skills Academy indicator
Learning Difficulty	
Learner FAM	
Learner difficulty assessment	
Education Health Care plan	
National learner monitoring	

24+ Advanced Learning Loans funded learning

567.   Some of the fields listed in Table 17 below are only required in certain circumstances.

Table 17: 24+ Advanced Learning Loans

Learner	Length of unemployment
Learner reference number	Benefit status indicator
Learner reference number in previous year	Previous education indicator
UKPRN in previous year	
Unique learner number	**Learning Delivery**
Family name	Learning aim reference
Given names	Aim type
Date of birth	Aim sequence number
Ethnicity	Learning start date
Sex	Original learning start date
LLDD and health problem	Learning planned end date
National Insurance number	Funding model
Prior attainment	Subcontracted or partnership UKPRN
Planned learning hours	Delivery location postcode
Learner Contact	Funding adjustment for prior learning
Postcode prior to enrolment	Completion status
Current Address line 1 – 4	Learning actual end date
Current Postcode	Withdrawal Reason
Telephone	Outcome
Email address	Outcome grade
Learner Contact Preference	**Learning Delivery FAM**
Restricted use indicator	Restart indicator
Preferred method of contact	24+ Advanced Learning Loans indicator
LLDD and Health Problem	24+ Advanced Learning Loans Bursary funding
Disability	Learning delivery monitoring
Learning Difficulty	Special projects and pilots
Learner FAM	National Skills Academy indicator
Learner difficulty assessment	HE monitoring
Education Health Care plan	Date applies from
Learner support reason	Date applies to
National learner monitoring	
Learner Employment Status	
Employment status	
Date employment status applies	
Employment status monitoring	
Self employment indicator	
Employment intensity indicator	

Non funded learning

568. Some of the fields listed in Table 18 below are only required in certain circumstances.

569. For Non funded learning aims with a Source of funding of SOF108 (Community learning) in the Learning Delivery Funding and Monitoring fields, the Community learning data requirements in Table 16 apply.

Table 18: Non funded learning

Learner	Employer identifier (Apprenticeships only)
Learner reference number	**Employment status monitoring**
Learner reference number in previous year	Self employment indicator
UKPRN in previous year	Employment intensity indicator
Unique learner number	Length of unemployment
Family name	Length of employment (Apprenticeships only)
Given names	Benefit status indicator
Date of birth	Previous education indicator
Ethnicity	**Learning Delivery**
Sex	Learning aim reference
LLDD and health problem	Aim type
National Insurance number	Aim sequence number
Prior attainment	Learning start date
Planned learning hours	Learning planned end date
Learner Contact	Funding model
Postcode prior to enrolment	Programme type (Apprenticeships only)
Current Address line 1 - 4	Framework code (Apprenticeships only)
Current Postcode	Apprenticeship pathway (Apprenticeships only)
Telephone	Subcontracted or partnership UKPRN
Email address	Delivery location postcode
Learner Contact Preference	Completion status
Restricted use indicator	Learning actual end date
Preferred method of contact	Withdrawal Reason
LLDD and Health Problem	Outcome
Disability	Outcome grade
Learning Difficulty	Withdrawal Reason
Learner FAM	**Learning Delivery FAM**
Learner difficulty assessment	Source of funding
Education Health Care plan	Restart indicator
High needs students	Community Learning provision type
Disabled students allowance (HE only)	Learning delivery monitoring
National learner monitoring	Special projects and pilots
Learner Employment Status	National Skills Academy indicator
Employment status	HE monitoring
Date employment status applies	