

UNIQUE LEARNER NUMBER CONSULTATION

Consultation Response Form

The closing date for this consultation is 5 March 2004
Your comments must reach us by that date.

Note when completing electronically Use: **mouse** to access hyperlink. And to access input boxes; **scroll** bar to navigate the form;

The information you send to us may need to be passed to colleagues within the Department for Education and Skills and/or published in a summary of responses received in response to this consultation. We will assume that you are content for us to do this, and that if you are replying by e-mail, your consent overrides any confidentiality disclaimer that is generated by your organisation's IT system, unless you specifically include a request to the contrary in the main text of your submission to us.

The Department may, in accordance with the Code of Practice on Access to Government Information, make available on public request, individual consultation responses. This will extend to your comments unless you inform us that you wish them to remain confidential.

Please insert 'X' if you want us to keep your response confidential

Name

Organisation (if applicable)

Address

If you have a query relating to the content of the policy you can contact Steve Robinson:

Telephone: **0114 259 4472**

Email: steve.robinson@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact:

Telephone: **01928 794888**

Fax: **01928 794 311**

Email: consultation.unit@dfes.gsi.gov.uk

Please insert 'X' in **one** of the following boxes that best describes you as a respondent.

Polymaker / Funder

Infrastructure Support and / or Services

Learner or Learner Representative

Other (please specify)

Learning providers / provider representatives - please insert 'X' in **one** of the following boxes.

Universities / HE Institution

Work Based Learning Provider

FE College

School

Sixth Form College

Community or Voluntary Sector Provider

Part 1:

Consider the concept of a Level 1 service - the unique learner number as a common identifier for all learner records. All learners would be issued with a single and unique personal learner identification number, which would be recognised by all learning providers and would be attached to all of their personal learning-related record data created from that point forward and which could use smart card technology.

Question 1

What would a Level 1 service mean for you and your organisation in terms of costs, savings and benefits?

Comments:

Question 2a

What impact would this have on the way you work with partners and other organisations?

Comments:

Question 2b

What impact would this have on services to learners?

Comments:

Part 2:

Consider the concept of a Level 2 service – unique learner number used as a common key to link learner records. The unique learner number would provide a common key for linking and exchanging learner records and data between providers and service agencies, and for building up longitudinal data views from different recording systems.

Question 3

What would a Level 2 service mean for you and your organisation in terms of costs, savings and benefits?

Comments:

Question 4a

What impact would this have on the way you work with partners and other organisations?

Comments:

Question 4b

What impact would this have on services to learners?

Comments:

Part 3:

Consider the concept of a Level 3 service – unique learner number used to create unified records for all learners as a key for data pooling or warehousing. Extracts from each learner’s (distributed) individual records would be consolidated into an authoritative record of learning achievement, using the unique learner number as the common key, and held centrally to be accessed as needed by learners and other authorised users.

Question 5

What would a Level 3 service mean for you and your organisation in terms of costs, savings and benefits?

Comments:

Question 6a

What impact would this have on the way you work with partners and other organisations?

Comments:

Question 6b

What impact would this have on services to learners?

Comments:

Part 4:

Consider the concept of a Level 4 – unique learner number used as the basis for single integrated learner registration system. A single information system for managing all learner records, including applications, registrations and progress/achievements, providing a ‘one-stop’ central service for learners and providers across all sectors and modes of learning. This level of service would go well beyond the basic unique learner number concept, and the remit for the initial feasibility study. However, it gives an idea of the potential development routes that could be opened up by the introduction of a basic (Level I or II) unique learner number service.

Question 7

What would a Level 4 service mean for you and your organisation in terms of costs, savings and benefits?

Comments:

Question 8a

What impact would this have on the way you work with partners and other organisations?

Comments:

Question 8b

What impact would this have on services to learners?

Comments:

Question 9

What are the fundamental issues to you, which would need to be resolved before an acceptable unique learner number service can be introduced?

Comments:

Question 9

Please use this space to give us any general comments you may have on the consultation.

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

Code of Practice on written consultation

All UK national public consultations are required to conform to the following standards:

1. Timing of consultation should be built into the planning process for a policy (including legislation) or service from the start, so that it has the best prospect of improving the proposals concerned, and so that sufficient time is left at each stage.
2. It should be clear who is being consulted, about what questions, in what timescale and for what purpose.
3. A consultation document should be as simple and concise as possible. It should include a summary, in two pages at most, of the main questions it seeks views on. It should make it as easy as possible for readers to respond, make contact or complain.
4. Documents should be made widely available, with the fullest use of electronic means (though not to the exclusion of others), and effectively drawn to the attention of all interested groups and individuals.
5. Sufficient time should be allowed for considered responses from all groups with an interest. Twelve weeks should be the standard minimum period for a consultation.
6. Responses should be carefully and open-mindedly analysed, and the results made widely available, with an account of the views expressed, and the reasons for decisions finally taken.
7. Departments should monitor and evaluate consultations, designating a consultation co-ordinator who will ensure the lessons are disseminated.

Thank you for taking the time to respond to this consultation.

Completed questionnaires and other responses, should be sent to the address shown below by **5 March 2004**.

Send by post to: **Unique Learner Number, Level 1b Consultation Unit, Castleview house, Runcorn, Cheshire, WA7 2GJ**

Send by e-mail: Once you have completed the questionnaire, save it on your hard drive and then open an e-mail to: Consult.ULN@dfes.gsi.gov.uk, attach the completed questionnaire file and send the e-mail.