



Skills Funding
Agency

Provider Support Manual for 2015 to 2016

Version 1

Title	Provider Support Manual for 2015 to 2016
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 2015 to 2016.
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:

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Section 1: Introducing the ILR

1. The Individualised Learner Record (ILR) is used by the Skills Funding Agency (SFA) to collect data about learners and the learning undertaken by them from learning providers in the Further Education (FE) and Skills sector. The data collected is used by organisations in the FE and Skills sector for a range of purposes; these are described in section 2: [‘What is the ILR data used for?’](#)
2. The FE and Skills sector includes Further Education Colleges, former External Institutions, Sixth Form Colleges, Training Organisations, 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 SFA or the Education Funding Agency (EFA).
4. This manual contains advice and guidance for providers on how to make ILR returns during the 2015 to 2016 teaching year.

1.1 The SFA and governance of the ILR

5. The SFA 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. The SFA 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.
7. SFA 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.
8. The Vocational Education (VE) data board is responsible for making decisions for the FE and Skills sector on topics such as what data is to be collected, data standards and quality, and data sharing and reporting.

1.2 Related information and documentation

9. The *Specification of the Individualised Learner Record for 2015 to 2016*, referred to in this manual as *the ILR Specification for 2015 to 2016* and related documents listed below can be found at <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016>

Document	Description
ILR Specification for 2015 to 2016	Specification of the Individualised Learner Record for 2015 to 2016
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
Trailblazer apprenticeship standard codes	Trailblazer apprenticeship standard (TBS) code lists for use in the Learning Delivery Funding and Monitoring fields The TBS codes are held in LARS in 2015 to 2016.
The appendices to the ILR specification for 2015 to 2016	
Appendix A	Collection timetable
Appendix B	Migration mapping from 2014/15 to 2015/16 ILR format
Appendix C	Valid postcode format
Appendix D	Domicile codes

Document	Description
Appendix F	Privacy notice
Appendix G	Prior attainment levels
Appendix H	Learning aim class codes
Appendix I	ILRSUBCON Form
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/collections/sfa-funding-rules
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://feconnect.sfa.bis.gov.uk/
The Hub, provider web portal	https://hub.imservices.org.uk/Pages/default.aspx
Success Rates Methodology	https://www.gov.uk/government/publications/sfa-qualification-success-rates-business-rules

1.3 Feconnect

10. [Feconnect](#) is the Skills Funding Agency's community portal for those working with data in the Further Education and skills sector.
11. 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.

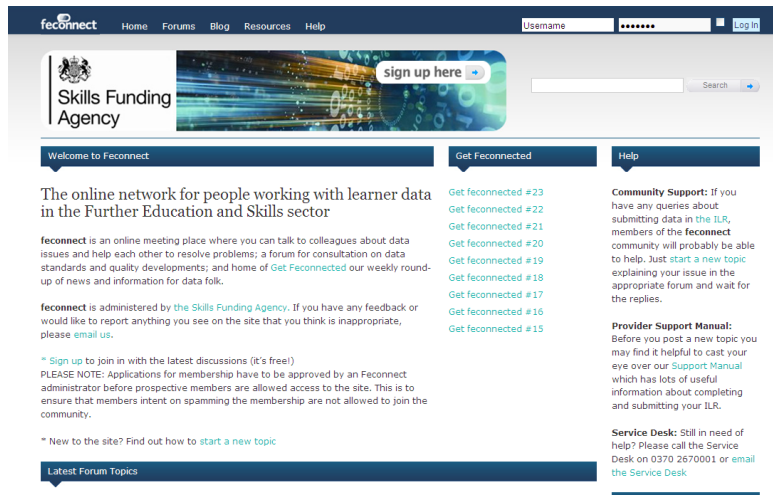


Figure 1: Feconnect Community Portal

Section 2: What is the ILR data used for?

12. 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.
13. 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.
14. 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 subsequently achieved.

2.1 The requirement for data

15. The data collected in the ILR is used to ensure that public money distributed through the SFA 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
 - to give the SFA assurance that the funding rules are being followed
 - 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 distribution of government funds.
16. The data will be analysed in relation to:
 - demographic trends
 - participation rates
 - local labour market requirements
 - strategic planning targets.
17. 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

18. All providers must return ILR data for learners for whom they receive any of the following types of direct funding from the EFA or SFA:
 - 16-19 EFA
 - Adult Skills
 - Community Learning
 - European Social Funding (ESF)
 - Other Skills Funding Agency or Other EFA funding.
19. This includes learners who are subcontracted out to other providers. See the [Subcontracted-out Provision](#) section for further information.
20. Providers must also return ILR data for Learners who are financed by 24+ Advanced Learning Loans. See the [24+ Advanced Learning Loans](#) section for further details about the data requirements for loans learners.
21. There are some circumstances in which learners who are not funded by the Skills Funding Agency or EFA must be included in ILR returns. See section 3.6 for more details.
22. 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 must not be included in the ILR.

3.1 16-19 EFA funding

23. The EFA fund 16-19 year olds. The EFA is also responsible for funding provision for learners aged 19-24 who have an Education Health Care plan or Learning Difficulty Assessment. See the EFA Funding Regulations for full details of EFA funding, <https://www.gov.uk/16-to-19-education-funding-guidance>
24. All learning aims undertaken as part of a study programme must be recorded on the ILR.
25. EFA funded study programmes are recorded using code 25 in the Funding model field.
26. See the [EFA study programmes](#) section on page 84 of this manual for further details of how to record data for an EFA funded study programme.

3.2 Adult Skills funding

27. The Adult Skills funding model supports flexible and responsive provision to learners and employers, and incorporates both classroom learning and workplace learning.
28. Adult Skills funded learning is recorded using code 35 in the Funding model field in the ILR.
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. Workplace learning is defined as:
 1. any learning aim mainly delivered within a workplace and in connection with the employed learner's occupation or their employer's business and,
 2. any learning in an Apprenticeship Framework (not trailblazer apprenticeships)
31. Classroom learning is defined as everything that is not workplace learning.
32. 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, then the provision is not supported by

Adult Skills funding but may be supported by a Loan (see the [24+ Advanced Learning Loans](#) section).

Apprenticeships

33. Apprenticeships can be delivered at different levels: Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships.
34. Each apprenticeship programme comprises of a programme aim and one or more component aims (competency, knowledge and functional skills).
35. Further information on Skills Funding Agency funded programmes is available on the Skills Funding Agency website at <https://www.gov.uk/apprenticeships-guide>.
36. Guidance for Trailblazer apprenticeships is published in a separate document on the [ILR guides and templates for 2015 to 2016](#) webpage.

OLASS funded learners

37. 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.
38. Provision for young offenders up to the age of 18 is no longer returned in the ILR.
39. All OLASS learning aims must be identified using code LDM034 in the [Learning Delivery Funding and Monitoring](#) fields.

3.3 European Social Fund (ESF)

40. The European Social Fund (ESF) is one of the available funds within the European Social and Investment Fund (ESIF) 2014 to 2020 Programme. The SFA operates as an Opt-in Organisation, delivering ESF activity on behalf of Local Enterprise Partnerships (LEPs). LEPs have an advisory role for what is procured using ESF for the 2014 to 2020 Programme. The SFA has ways of working with the LEPs. The SFA deliver a service to procure and manage contracts for (and match funding for) provision that meets the local needs identified by each LEP.
41. The European Social Fund (ESF) is designed to improve the skills of the workforce and to help people who have difficulties finding work. The 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.
42. ESF funded learning is identified in the ILR using code 70 in the Funding model field.
43. 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).
44. ILR data is also used to produce the ESF Programme Management Information which is submitted with each ESF claim to the ESF Managing Authority and then to the European Commission. For the 2014 to 2020 ESF Programme the MI for common outputs and results indicators is set by Regulation (EU) No 1304/2013 of the European Parliament and Council. The Skills Funding Agency has a statutory obligation to collect this information for ESF funded learners and those learners that are used, or could potentially be used, as match funding.
45. Section 14 contains guidance on ESF funded learning aims, including match funding and amending data.

3.4 Community Learning

46. Community Learning helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, prepare for progression to formal courses or learn how to support their children better.
47. 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 on a Learning Delivery Funding and Monitoring record using one of the codes for Community Learning provision type so that the take-up and delivery can be monitored and reported on.
48. 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'.
49. Further information about Community is available on the GOV.UK website at <https://www.gov.uk/government/organisations/skills-funding-agency>
50. Community Learning funded learning is recorded using code 10 in the Funding model field.
51. 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.
52. The data collection requirements are the same for all Community learning provision, regardless of whether it is directly funded or subcontracted.
53. Where Family English, Maths or Language (FEML) learning aims are delivered through the Adult Skills Budget, these should be identified using the Learning Delivery Funding and Monitoring type of 'Family English, Maths and Language' (FLN). FEML programmes that are funded through the Community Learning funding model must be recorded using the Learning Delivery Funding and Monitoring type of 'Community Learning provision type' (ASL).
54. All provision recorded as FEML (with Learning Delivery Funding and Monitoring type of either FLN or ASL) must meet the definition of FEML provision in the ILR Specification.

3.5 Traineeships

55. 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.
56. Traineeships are funded through both the EFA 16-19 funding model and Adult Skills funding model.
57. Please see the [Traineeships](#) section on page 71 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

58. All providers must return an ILR for Higher Education Funding Council for England (HEFCE) funded learners.
59. There are also some circumstances, detailed below, in which non-funded learners are included in the ILR.

Requirements for Further Education (FE) Colleges

60. FE Colleges must send data for **all** learners, including those that are not funded by the EFA or SFA. 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).
61. 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 code 998 'Other' in the [Learning Delivery Funding and Monitoring](#) record **unless the provision is Community Learning subcontracted from a Local Authority, in which case Source of funding code 108 should be used.**

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

62. Training organisations are asked to send details of apprenticeships that are not funded by the SFA as follows:
- where they are delivered within the terms of a Skills Funding Agency contract
 - in other cases on a voluntary basis.

Requirements for Higher Education (HE) Institutions

63. All Higher Education Institutions (HEIs) that receive EFA or SFA 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 SFA exchange data, thus avoiding duplicate requests for data.
64. Ideally, an HEI would send a record for a student to one data collection agency (either in the form of student records to the HESA or in the form of ILRs to the SFA). Where this is not possible, due to the mix of provision the student is following, care must be exercised to ensure that records of any particular instance of study ("instance") are included in the data sent to only one of the agencies.
65. Where an HEI makes a return to both collection agencies, it should be aware that the SFA and the EFA will use only the data returned to the SFA for funding purposes.

24+ Advanced Learning Loans

66. 24+ Advanced Learning Loans help people aged 24 or over to undertake level 3 or 4 FE learning aims. Please refer to the Skills Funding Agency funding rules for 2015 to 2016 for further information on 24+ Advanced Learning Loans.
67. ILR records must be sent for all learners and learning aims financed by a 24+ Advanced Learning Loan.
68. 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

69. 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.
70. The 24+ Advanced Learning Loans Bursary should be recorded on the ILR in the [Learning Delivery Funding and Monitoring](#) fields.
71. 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 47.

3.7 Subcontracted Provision

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

72. 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.
73. 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.
74. The ILRSUBCON form that was used in previous years to collect data about subcontracted-in provision from a school or HEI is no longer required and will not be collected in 2015 to 2016.

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

75. Learners who are subcontracted-in from another provider (not a school or HEI) should be included in the ILR.
76. Learners who are undertaking HE provision and are subcontracted into an FE college from another FE college must not be included in the ILR.
77. Learning aims must 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 must 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)

78. Providers may provide teaching and learning to learners that they enrol either directly or through a partnership or subcontracting arrangement with another organisation (subcontracted-out).
79. 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

80. 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 online 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.
81. 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 the [Field Collection Requirements by Funding Model](#) section of this manual on page 95.

Data protection requirements

82. 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 2015 to 2016*.
83. 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.
84. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times.

Learning Agreements

85. All learners must have a learning agreement.
86. 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>
87. 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

88. 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.
89. 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

90. Data underpins funding and commissioning decisions, and it also underpins and informs the work of Ofsted and other agencies. When aggregated, it presents the progress and position of the sector to sponsoring departments and to the Government, thereby informing policy making decisions.
91. Set out below are the five Data Management Principles and what each means in relation to the completion of the ILR.

Principle 1: The ILR must accurately describe the provision delivered to each learner.

92. The ILR must accurately reflect the journey for the learner and what has happened. Inaccurate information must never be entered even where it is perceived that this would result in a more equitable claim for funding or accurate record of performance.

Principle 2: The ILR must accurately and comprehensively reflect what is recorded in each learner's learning agreement.

93. For all providers, the learning agreement records the goals that the learner and provider have agreed. It is against these goals that provider performance, in terms of success rate, is measured.
94. It is recognised that the learning aim may be agreed during the initial period of learning for long qualifications but once set it must not be changed. It is reasonable to expect that the goal should be agreed as soon as possible.
95. Consequently, providers must agree and record the learning aim within the funding qualifying period as defined in the EFA or SFA funding documentation. There is one exception for English for speakers of other languages (ESOL).
96. Where a provider and learner agree to a change of aim after delivery of the aim has commenced and the funding qualifying period has passed, then it must be recorded as a transfer in the ILR.

Principle 3: For any particular return, a provider must meet the timeliness specification.

97. For data for which there is a collection reference date on the timetable, a provider must accurately describe in the ILR all provision delivered up to and including the collection reference date. The provider may include data for provision delivered after the reference date
98. For returns, which do not have reference dates, the provider must return new starters, leavers and changes in a timely way as described in [section 7.1](#) of this document.
99. Where data describes provision to be delivered in the future, that is beyond the reference date or beyond that required to meet the timeliness standard, no one should assume this data is complete or accurate.

Principle 4: Basic pieces of information about a learner and their learning must remain constant once entered in the ILR except where the information has been entered in error.

100. In particular the following fields should not be changed without keeping a record of the reason for the change: Postcode prior to enrolment, Learning aim reference, Funding model, Learning start date, Planned learning hours and Planned employability, enrichment and pastoral hours. The Learning planned end date field must not be changed once set and this is stated specifically in the ILR specification.
101. Where inaccurate data is sent, principle 1 takes precedence. That is, it is more important to correct incorrect data than to not change fields.

Principle 5: Providers should aim to implement data management best practice when processing learner data within their systems in order to deliver timely and accurate data in their ILR.

Section 6: Data migration for continuing learners

6.1 Migrating data from 2014 to 2015

102. Migration is the process by which ILR data is converted from the 2014 to 2015 ILR format into 2015 to 2016 ILR format for continuing learners from 2014 to 2015.
103. *Appendix B of the ILR Specification* contains the conversion rules for data migration.
104. For most providers, their Management Information System (MIS) supplier will migrate their data ready for 2015 to 2016 data transmissions.
105. The SFA 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 2015 to 2016, otherwise there will be no data held for them in the 2015 to 2016 database and their funding for the year may be affected.
106. 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 2015 to 2016**.
 - Accommodation
 - Learning support cost
 - Planned learning hours
 - Planned employability, enrichment and pastoral hours
 - GCSE maths qualification grade
 - GCSE English qualification grade
 - High needs students indicator (Learner Funding and Monitoring type)
 - Learner support reason (Learner Funding and Monitoring type)
 - GCSE maths condition of funding (Learner Funding and Monitoring type)
 - GCSE English condition of funding (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 Coding LLDD and health problems for continuing learners

107. For 2015 to 2016, the fields 'LLDD and health problem type' and 'LLDD and health problem code' have been removed and replaced with two new fields: 'LLDD and health problem category' and 'Primary LLDD and health problem'.
108. For continuing learners who are recorded as having a disability, learning difficulty or health problem in the 'LLDD and health problem' field in the Learner entity, their LLDD and health problem records must be re-coded for 2015 to 2016.
109. LLDD and health problem(s) recorded using the disability (DS) and learning difficulty (LD) types in 2014 to 2015 will need to be mapped to the new LLDD and health problem category codes for 2015 to 2016. The 'LLDD mapping' tab on the migration spreadsheet (Appendix B Annex 1) contains a mapping between codes used in 2014 to 2015 and the 2015 to 2016 codes.
110. For 2015 to 2016, the 'Primary LLDD and health problem' must be recorded as follows, against one of the LLDD records to identify the most significant or primary learning difficulty, disability or health problem, that impacts on the learner's education:

1. Continuing learners with more than one LLDD and health problem category can optionally return the 'Primary LLDD and health problem' indicator.
2. Continuing learners with only one LLDD and health problem category must return the 'Primary LLDD and health problem' indicator.

111. Below are some worked examples of how to record continuing learners who have LLDD and health problems, including example XML for the 2015 to 2016 LLDD and Health Problem records:

Examples

Example 1: A continuing learner was recorded with one LLDD record of DS90 (Multiple disabilities) in 2014 to 2015. For 2015 to 2016, this will be recorded with LLDDCat = 2 and the Primary LLDD indicator against the record. The XML for this new record will be as follows:

```
<LLDDandHealthProblem>
  <LLDDCat>2</LLDDCat>
  <PrimaryLLDD>1</PrimaryLLDD>
</LLDDandHealthProblem>
```

Example 2: A continuing learner was recorded with DS97 (Other) and LD10 (Dyslexia) in 2014 to 2015. For 2015 to 2016, this is re-coded to:

- LLDDCat = 97
- LLDDCat = 12

The PrimaryLLDD indicator does not need to be returned for this learner.

The XML for these records will be as follows:

```
<LLDDandHealthProblem>
  <LLDDCat>97</LLDDCat>
</LLDDandHealthProblem>
<LLDDandHealthProblem>
  <LLDDCat>12</LLDDCat>
</LLDDandHealthProblem>
```

Example 3: A continuing learner was recorded with DS99 (Not known/not provided) and LD99 (Not known/not provided) in 2014 to 2015. For 2015 to 2016, these are re-coded to a single LLDD record with category code 99. The Primary LLDD indicator must be returned:

```
<LLDDandHealthProblem>
  <LLDDCat>99</LLDDCat>
  <PrimaryLLDD>1</PrimaryLLDD>
</LLDDandHealthProblem>
```

6.3 Learners continuing from AS qualifications in 2014 to 2015 onto A level qualifications in 2015 to 2016

112. From 1 August 2015, the use of A2 learning aims will be discontinued. The following guidance applies to all learners who took an AS qualification in 2014 to 2015 and are continuing with an A level qualification in the same subject in 2015 to 2016.
113. In previous years an A2 learning aim would have been recorded for the second year of the A level course. In 2015 to 2016, an A level learning aim must be recorded instead of an A2 learning aim.
114. For SFA funded learners, the provider will need to record a funding adjustment in the 'Funding adjustment for prior learning' field to take into account the prior learning completed for the AS learning aim.

- 115. The 'Funding adjustment for prior learning' is not required for EFA funded A levels, as these are funded through the EFA's funding per student methodology which uses planned hours for the year to determine funding levels.
- 116. Refer to Section 16 for further guidance on recording A and AS levels on the ILR for 2015 to 2016.

Example

A learner started an A level qualification on 1 September 2014, this was recorded in 2014 to 2015 as an AS learning aim with start date 1 September 2014 and planned end 1 July 2015.

This learning aim was completed and achieved in 2014 to 2015. The learner intends to continue with the A level qualification in the same subject from 1 September 2015.

Because A2 learning aims have been removed for 2015 to 2016, the learning in 2015 to 2016 must be recorded on an A level learning aim.

An A level learning aim is recorded in 2015 to 2016 with a start date 1 September 2015.

Figure 1 below shows how this example of an A level qualification was recorded on the ILR prior to 2015 to 2016. Figure 2 shows how this must be recorded in 2015 to 2016.

Figure 1: Recording A level qualifications prior to 2015 to 2016

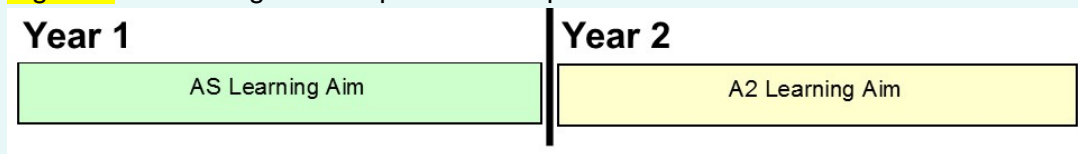
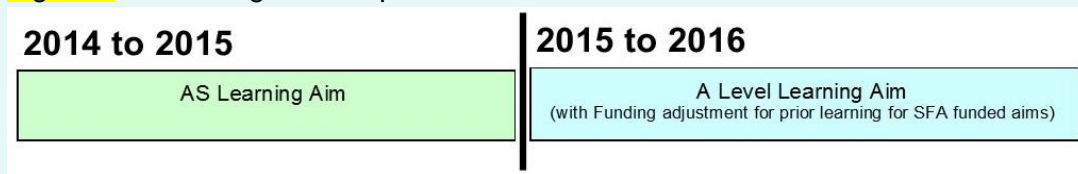


Figure 2: Recording A level qualifications for 2015 to 2016



See Section 17 for other examples for recording A and AS level qualifications on the ILR for 2015 to 2016.

Section 7: When to return ILR data

117. The timetable for collection of the ILR data is published in *Appendix A of the ILR Specification for 2015 to 2016*.
118. The SFA holds ILR data for all providers in a single national data collection database. This database contains the most up to date ILR data for each provider. At certain points in the year, the SFA will extract data from this national ILR file for various purposes.
119. 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.
120. For FE Colleges, only 16-18 apprenticeship data is required monthly. Each college must decide for itself what data it sends in addition to the data essential to meet that required at any particular return date.
121. 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.
122. If there are no changes to a provider's data since the previous return then there is no requirement to send another return.
123. 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 for other provision that is sent in the same file can be both incomplete and contain errors.

7.1 The ILR timetable for 2015 to 2016

124. The ILR timetable can be found in *Appendix A* at:
<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016>
125. 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.
126. 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.
127. 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.
128. 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.

Definition of Provider Type

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

Skills Funding Agency actual earned process

129. 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 2015 to 2016

130. The final collection for the 2015 to 2016 year allows providers to send details of the outcomes of learning aims that were completed up to and including 31 July 2016. Providers should also include details of learning that took place during the 2015 to 2016 year which has not previously been reported.
131. Achievement funding and Job outcome funding for Adult Skills funded learning aims that are completed in 2015 to 2016 (that have an Actual end date up to and including 31 July 2016) will only be paid if the achievement is reported in the 2015 to 2016 returns.
132. For traineeship programmes which start and are completed in 2015 to 2016, the learner has to demonstrate a positive destination within 6 months of completing the programme in order to record a programme achievement. If the Achievement date is before 1 August 2016, this must be reported in the 2015 to 2016 ILR returns to earn achievement funding.
133. The following should **not** be returned in the final return for 2015 to 2016, but should be returned in the 2016 to 2017 ILR returns:
- learning aims that start after 31 July 2016
 - actual end dates after 31 July 2016
 - achievement dates after 31 July 2016

Section 8: Returning Data in 2015 to 2016

8.1 Sending data to the Skills Funding Agency

134. All providers need to send ILR data to the SFA by uploading an XML file to The Hub web portal: <https://hub.imservices.org.uk/Pages/default.aspx>
135. Providers produce a batch file from their MI system and load it to the SFA via the Hub. For providers who do not have an MIS system capable of generating an XML file, the SFA provide an ILR Learner Entry Tool which can be used to create an ILR file for upload to the Hub. The Learner Entry Tool can be accessed from the Useful links section on the Hub: <https://hub.imservices.org.uk/Pages/default.aspx>
136. **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.**
137. If you are experiencing problems uploading an ILR file, you should contact the SFA as soon as possible. For contact details, see: <https://www.gov.uk/government/publications/sfa-data-services-help-and-support>

8.2 The Funding Information System (FIS)

138. The FIS is a standalone piece of software produced by the SFA 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 Hub. The FIS also contains the funding calculations for both the EFA and the SFA and enables a number of reports to be run and downloaded based on a provider's data.
139. The FIS includes the facility to amalgamate separate files to create a single XML file.
140. 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

141. Providers are advised to upload their ILR returns using compressed files. Compressed files, 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.
142. 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)

143. Some providers may have multiple MI systems across their organisation, for example, SFA 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.
144. 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.

145. 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 may need to use the amalgamation facility in FIS to join the different files together into a single file.
146. 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.
147. 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 ILR field '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 *ILR Specification for 2015 to 2016* for further details and collection requirements for this field.
148. 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

149. The separate 'A' and 'B' file types have been removed for 2015 to 2016. You no longer need to distinguish between different ILR file types.
150. All of the ILR returns for the year must include learners who were in learning at any time during that teaching year.
151. Providers may need to use the amalgamation facility in FIS when they send an ILR file containing all learner records from all funding streams.
152. File transmissions 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.
153. Providers should note that subsequent transmissions will overwrite all the records previously transmitted for that provider that are held in the national database. 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 files, as they will overwrite one another. One file must be sent containing all learners from all funding models. Destination and Progression data cannot be sent in a separate 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.
154. Care must be taken to ensure that data is not overwritten in error.

8.6 Data validation

155. It is important that the data received is accurate. The SFA 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

156. An XML file is first validated 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, or where a date contains invalid values.
157. 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.

Field definition rules

158. 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.
159. 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)
160. 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.
161. 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

162. Validation rule errors are produced where data does not make 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.
163. Validation errors are reported on the validation error reports which are produced in FIS and on the Hub. Providers should make sure that they check these reports after uploading an ILR file
164. 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 SFA funded learning aims in a return at the start of the year (before December 2015), then all of these aims must be valid in order for the learner records to be accepted.
165. 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, however providers are encouraged to check each of these records to ensure that the data is correct. Where warnings have been produced due to erroneous data (e.g. erroneous postcodes), this data should be corrected.
166. 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 the Unique Learner Number (ULN), Employer identifier and postcode validation.
167. The Validation rules and Field definition rules for 2015 to 2016 are published at: <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016>

Postcode validation

168. 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 2015 to 2016* contains further information on the postcode format.

169. Most postcode fields in the ILR are mandatory fields and cannot be left blank. For mandatory postcode fields, if the postcode is unknown or does not apply then a value of ZZ99 9ZZ should be recorded.

Provider data self-assessment tool

170. The Provider data self-assessment tool (PDSAT) produces a suite of reports to test the integrity of ILR data in order to assist providers to identify potential anomalies or errors in the data.

171. The SFA has added several new reports and amended others so that providers are able to identify errors in relation to the funding rules. The SFA uses a similar set of reports to routinely monitor the ILR data, to identify potential errors, and for assurance that providers are following the funding rules.

172. Although providers are not required to use the PDSAT, they may find it useful for routine data cleansing, identifying errors and preparing for financial and management assurance visits. The tool is designed to give providers a toolkit to analyse ILR data and to assist auditors in the audit of providers' data

173. The current PDSAT download and guidance can be found at: <https://www.gov.uk/government/publications/ilr-data-check-that-it-meets-standards-and-quality-requirements>

8.7 Searching for learning aims

174. The LARS database holds information about learning aims and their validity, as well as funding data where applicable. It is maintained by the SFA. 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.

175. 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>

176. If a learning aim is not included on the database, you should request a new learning aim code from the SFA 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 2016, 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>

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

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

179. The validation rules will only allow aims with start dates after the funding validity start date and before the last date for new starts in the LARS database to be recorded.

180. Providers should ensure that the Start and Planned end dates for the learning aim are within the validity start and end dates in the LARS database.

181. If there is a delay with the publication of this information in the LARS database 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.

182. 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.
183. 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 the data will be rejected.

8.8 The impact of incomplete information

184. 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.
185. Any data for individual SFA funded learners not accepted by the national ILR database will mean that the Provider Funding Report will not show their details and may result in non-payment or claw back in that period for providers paid on actuals.
186. Funding calculations and provider payments for all SFA 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)

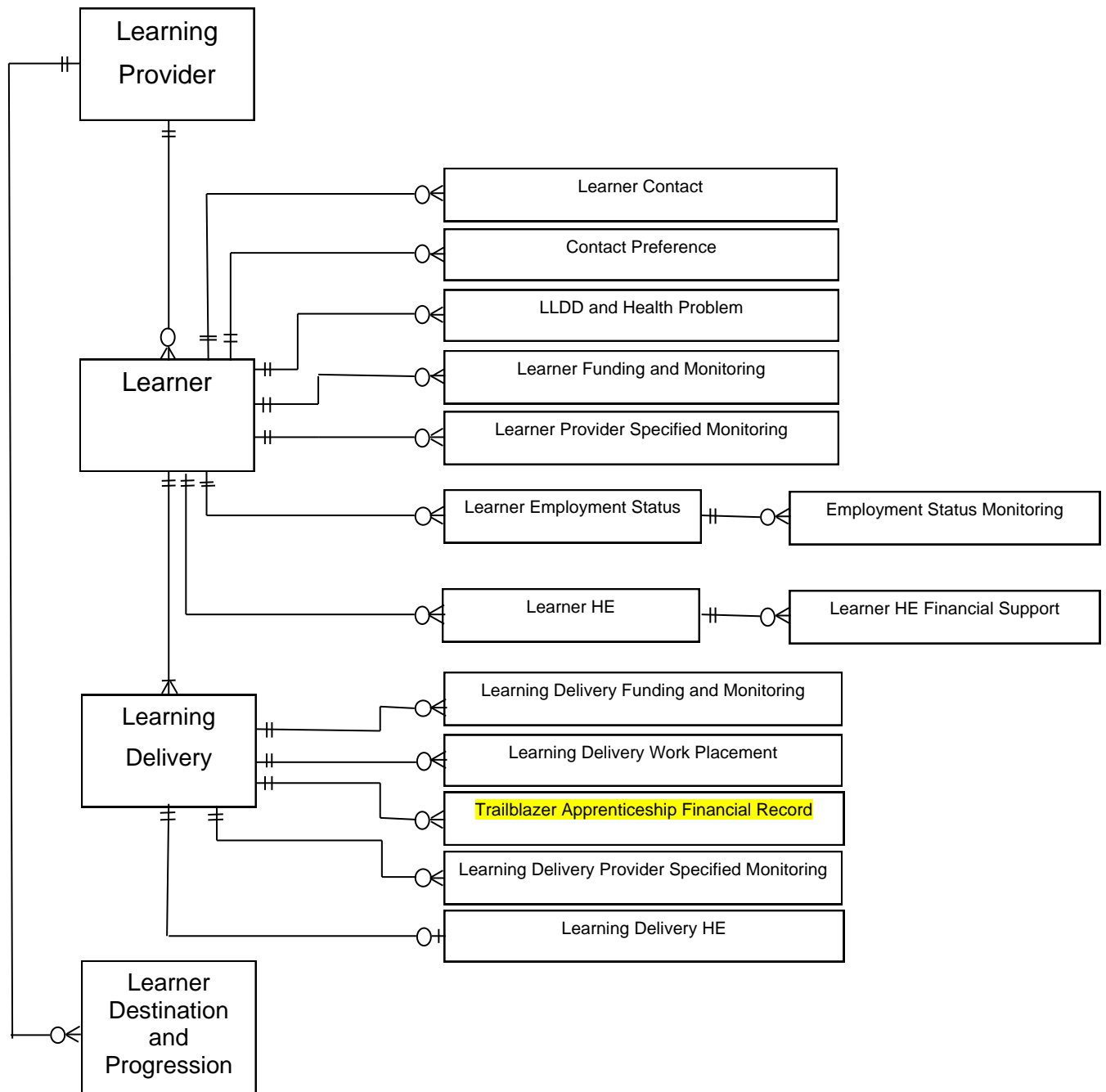
187. The Earnings Adjustment Statement (EAS) is an online process that providers can use to claim SFA funding that is not reported in the ILR.
188. The Skills Funding Agency Funding Rules 2015 to 2016 and Trailblazer Funding Rules 2015 to 2016 give further information on categories within the EAS and their evidence requirements. These rules can be found at: <https://www.gov.uk/government/publications/sfa-funding-rules-2015-to-2016>
189. The EAS is available for collection periods corresponding to the 12 months of the funding year. Funding for period 1 is added to funding from the ILR from August on the Provider Financial Report (PFR), period 2 funding is added to funding from the ILR for September and so on. The total amount of funding claimed in each of the collection periods' EAS will be summarised to calculate the total for the funding year.
190. There are different expectations on how regularly EAS returns are submitted depending on whether the return is for a contract-funded provider or a grant-funded provider. See the guidance on the EAS for further details.
191. Further information and guidance 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

192. The ILR is based on a data model which defines the entities covered by the ILR and the relationship between these entities. 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

193. 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.
194. The following data items have been added to the Learner entity for 2015 to 2016:
- GCSE maths qualification grade field
 - GCSE English qualification grade field
 - LLDD and health problem category field
 - Primary LLDD and health problem field
 - Special educational needs (Learner funding and monitoring type)
 - Eligibility for EFA disadvantage funding (Learner funding and monitoring type)
 - GCSE maths condition of funding (Learner funding and monitoring type)
 - GCSE English condition of funding (Learner funding and monitoring type)
195. For a full list of changes to the ILR for 2015 to 2016, please refer to the Summary of Changes in the *ILR Specification for 2015 to 2016*.
196. 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, 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

197. 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.
198. 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) **except Trailblazer apprenticeship programmes (Programme type = 25)**
 - Community Learning funded (Funding Model = 10)
199. Planned learning hours are not collected for Adult Skills funded workplace learning and apprenticeship programmes.

200. 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 84 for further details of recording planned hours for EFA study programmes.
201. For learners with only SFA funded aims, this field can be updated in year where a learner progresses to subsequent learning in the same teaching year.
202. 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).
203. Learners who are continuing on a study programme or learning aims from 2014 to 2015 must update the hours fields at the start of 2015 to 2016 with the planned hours for the new teaching year.

Examples

- *A learner starts an aim on 1 September 2015 with a planned end date of 1 April 2017. The Planned learning hours field for 2015 to 2016 will record the planned hours for the period 1 September 2015 until 31 July 2016. 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 2015 with a planned end date of 31 July 2016, and is planning to start a second aim on 1 December 2015. The Planned learning hours field records the total planned hours up to and including 31 July 2016 for both aims.*
- *A learner started a learning aim on 1 September 2014 with a planned end date of 14 July 2015. The learner did not finish the learning aim on the Planned end date and will continue in learning in the 2015 to 2016 year. The Planned hours fields must be completed in 2015 to 2016 with the remaining hours that are planned to be delivered in 2015 to 2016 to enable the learner to complete the learning aim. If the learner is EFA funded and the total planned hours for 2015 to 2016 is less than 540, then an employment status record must also be returned.*

204. 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.
205. 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.
206. If the learner progresses from an EFA study programme or traineeship onto a SFA 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

207. 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.
208. Changes to the Learner reference number between years for continuing learners should be avoided if at all possible.
209. If change to the Learner reference number is unavoidable, the field 'Learner reference number in previous year' should be used to record 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.

210. 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

211. 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

212. The diagram below shows the Learner Contact structure

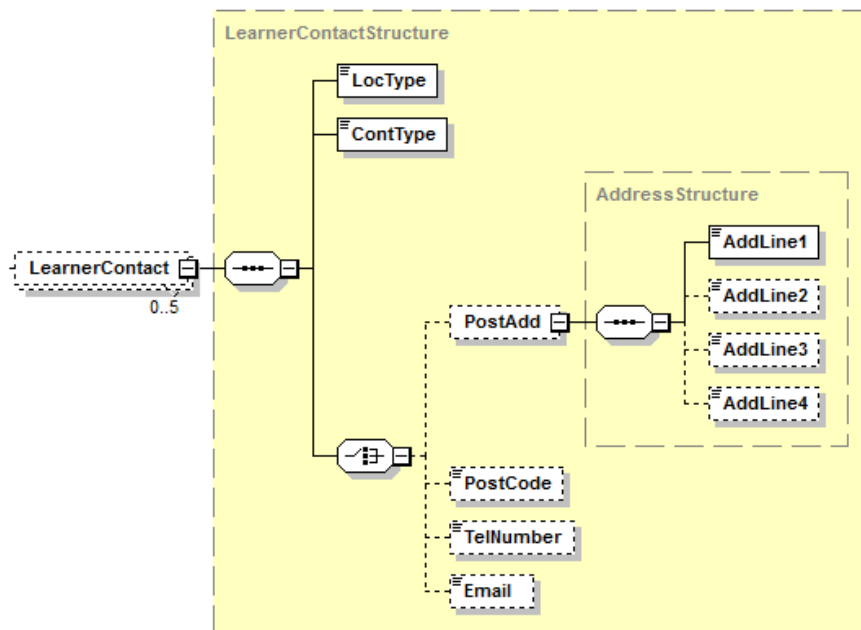


Figure 3: Learner Contact structure

213. 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.
214. 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

215. The Postcode prior to enrolment is completed when the learner first enrolls 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).

216. If the learner progresses to a new programme of learning, then the Postcode prior to enrolment should be updated, if applicable.
217. The Postcode prior to enrolment is used to calculate disadvantage funding and so 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

218. 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.
219. It is important that learner contact preferences are captured using the "opt out" questions illustrated in [Appendix F](#).
220. Please refer to Section 4 for information about the data protection requirements in regards to the collection of this data.
221. Where providers have to contact learners to collect Destination and Progression data, then the contact preferences captured do not apply. The only exception to this is where the Contact preference is recorded as 'Learner is not to be contacted' (RUI code 3, 4 or 5)

9.5 Recording LLDD and health problems

222. Data collected in the LLDD and Health Problem entity is used to collect details about the nature of the learning difficulties, disabilities and health problems of the learner.
223. For 2015 to 2016, the data collected in this entity has been revised. The LLDD and health problem type and code fields have been replaced by two new fields; 'LLDD and health problem category' and 'Primary LLDD and health problem'.
224. Section 6 contains guidance on recording LLDD and health problems for continuing learners from 2014 to 2015.
225. The LLDD and health problem data is completed on the basis of the learner's self-assessment. A learner may record as many categories as apply.
226. The Primary LLDD and health problem field must be returned against one of the LLDD and health problem records. The Primary LLDD and health problem field is used to indicate the most significant or primary learning difficulty, disability or health problem, that impacts on the learner's education. This indicator must only be returned against one of the LLDD and health problem records for each learner.
227. The Primary LLDD and health problem field is not completed when the LLDD and health problem category is returned as code 98 'Prefer not to say' or code 99 'Not provided'.

Example

A learner has social and emotional difficulties and also dyslexia. Dyslexia has been identified as the primary difficulty.

Two LLDD and Health Problem records would be returned; one recorded with a category of code 1 'Social and emotional difficulties' and the other with a category of code 12 'Dyslexia'.

The Primary LLDD and health problem indicator would be returned against the record with category code 12 'Dyslexia'.

The XML for these LLDD and Health Problem records will be as follows:


```
<LLDDandHealthProblem>  
  <LLDDCat>1</LLDDCat>  
</LLDDandHealthProblem>  
<LLDDandHealthProblem>  
  <LLDDCat>12</LLDDCat>  
  <PrimaryLLDD>1<\PrimaryLLDD>  
</LLDDandHealthProblem>
```

9.6 Recording Employment Status

228. 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. This data is also used to monitor funding eligibility and so care must be taken to ensure that employment status records are completed accurately.
229. An Employment status record must 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.
230. 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.
231. Data about a learner's employment status prior to enrolment must be collected in all cases when a learner first enrolls with a provider. There is no defined time period for "prior to enrolment", unless defined by the learner's programme. 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'.

232. For all learners with learning aims starting on or after 1 August 2014, you must ensure that the 'Date employment status applies' of the earliest Employment status record is before the earliest Learning aim start date recorded for the learner.
233. 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

234. 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. If a learner's employment status is the same as previously recorded, then this does not need to be recorded again.
 - 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.
235. 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.
236. See the examples at the end of this section.

Learner eligibility

237. Providers must ensure that the learner meets any employment related eligibility criteria for the learning aims being undertaken and that the learner's employment and benefit status prior to starting their learning is recorded accurately.
238. The SFA will use the employment status data to monitor funding eligibility for adult skills fully funded learning:
- Learners in receipt of JSA (BSI code 1) or ESA-WRAG (BSI code 2) are eligible for full funding.
 - Learners in receipt of Universal Credit (BSI code 4) are eligible for full funding where the learner has been mandated to undertake skills training (LDM318).
 - Individuals in receipt of JSA, ESA-WRAG and Universal Credit (mandated) can be employed for up to 16 hours per week and recorded with employment status code 10 and an Employment Intensity Indicator of EII code 2. Learners who are unemployed will normally be required to demonstrate an employment status of code 11 "Not in paid employment, looking for work and available to start work" as a condition of receiving that benefit. There may be some circumstances where an individual can be recorded with code 12 "Not in paid employment, not looking for work and/or not available to start work".
 - Learners in receipt of any other state benefits (BSI code 3) must be unemployed (Employment status code 11 or 12) in order to be eligible for full funding at the provider's discretion. This includes learners in receipt of Universal Credit, but not mandated, and learners in receipt of ESA, but not in WRAG.
239. The following web page details the most common other state benefits:
<https://www.gov.uk/income-tax/taxfree-and-taxable-state-benefits>

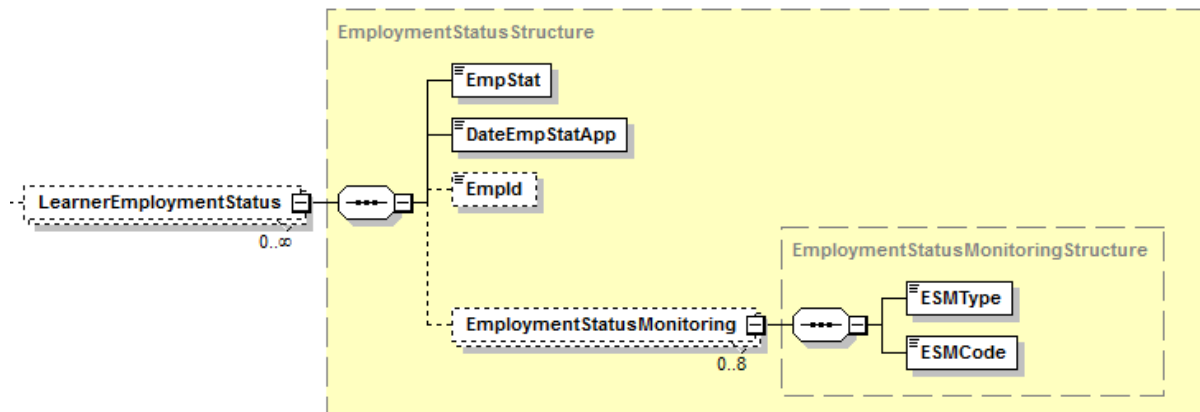
Collection of employment status data

240. 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.
241. 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) Which of the following types of benefit are you claiming?
 Jobseekers Allowance
 Employment Support Allowance (Work Related Activity Group)
 Universal Credit
 Any other state benefit (includes all state benefits not just those related to unemployment)?
- 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



242. The Employment status and Date employment status applies must be completed on all employment status records.

Employment status

243. 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

Date employment status applies

244. Each employment status record must have an associated Date employment status applies.
245. 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

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

247. 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.
248. If a learner was 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

249. The Employment Status Monitoring fields should be completed with the relevant type where applicable.
250. For EFA funded learners, only the Employment intensity indicator must be completed. No other employment status monitoring is required for these learners.
251. 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	Indicates 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 14-15 and at risk of becoming NEET (Not in education, employment or training), for ESF funding and eligibility purposes	All records if applicable
SEM	Small employer	Identifies whether the employer recorded in the Employer identifier field is a small employer as defined in the funding rules for Trailblazer apprenticeships.	Trailblazer apprenticeship records only

Examples

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

A learner starts an apprenticeship programme on 15 September 2015 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 2015 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 2015 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 2015 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 2015 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 2015 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 2016 with a new employer (DEF engineering).
- A new Employment status record with a date of 4 June 2016 is recorded with a status of “in paid employment”. The Employer identifier for DEF engineering is recorded.

9.7 Recording Learner Funding and Monitoring

252. 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.
253. 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.
254. The *ILR Specification* gives further details on when FAM data should be returned.
255. 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
SEN	Special educational needs	Identifies a learner with a learning difficulty or disability which calls for special educational provision to be made
NLM	National learner monitoring	To identify any additional monitoring characteristics required for the learner
EDF	Eligibility for EFA disadvantage funding	To indicate if the learner is eligible for EFA disadvantage funding
MCF	GCSE maths condition of funding	To indicate if the learner is exempt from or has met the GCSE maths condition of funding
ECF	GCSE English condition of funding	To indicate if the learner is exempt from or has met the GCSE English condition of funding
FME	Free meals eligibility	Learner eligibility for free meals
PPE	Pupil premium funding eligibility	Learner eligibility for Pupil Premium Funding

256. The following FAM types have been added for 2015 to 2016:

Special educational needs

257. This should be completed for EFA funded students only where a learner has a learning difficulty or disability which calls for special educational provision to be made for them.
258. Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges.
259. This FAM type must not be recorded for learners who also have either a Learning difficulty assessment (LDA) or Education Health Care Plan (EHC) recorded.

Eligibility for EFA disadvantage funding

260. This indicator must be recorded for all EFA funded learners, where applicable, to identify where a learner has not achieved maths or English GCSE at grade A* - C by the end of year 11.

261. If the learner's GCSE result at the end of year 11 is unknown at the start of the teaching year, then this field should be completed and updated if required once the result is known.

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

GCSE maths condition of funding

263. This indicator must be recorded for all EFA funded learners to identify whether the learner is exempt from or has met the GCSE maths condition of funding. This is an annual field and should be updated at the start of each teaching year.

264. In 2014 to 2015, this information was reported using NLM code 19.

265. Refer to the EFA's funding documentation for further details of the condition of funding exemptions.

266. Information about overseas qualifications can be found from UK NARIC (www.naric.org.uk).

GCSE English condition of funding

267. This indicator must be recorded for all EFA funded learners to identify whether the learner is exempt from or has met the GCSE English condition of funding. This is an annual field and should be updated at the start of each teaching year.

268. In 2014 to 2015, this information was reported using NLM code 20.

269. Refer to the EFA's funding documentation for further details of the condition of funding exemptions.

270. Information about overseas qualifications can be found from UK NARIC (www.naric.org.uk).

Examples

- An EFA funded learner is in receipt of special educational provision. A Learner Funding and Monitoring record of Type SEN code 1 is returned.
- An EFA funded learner is exempt from the maths GCSE condition of funding as they hold an equivalent overseas qualification. A Learner Funding and Monitoring record of Type MCF code 2 is returned.

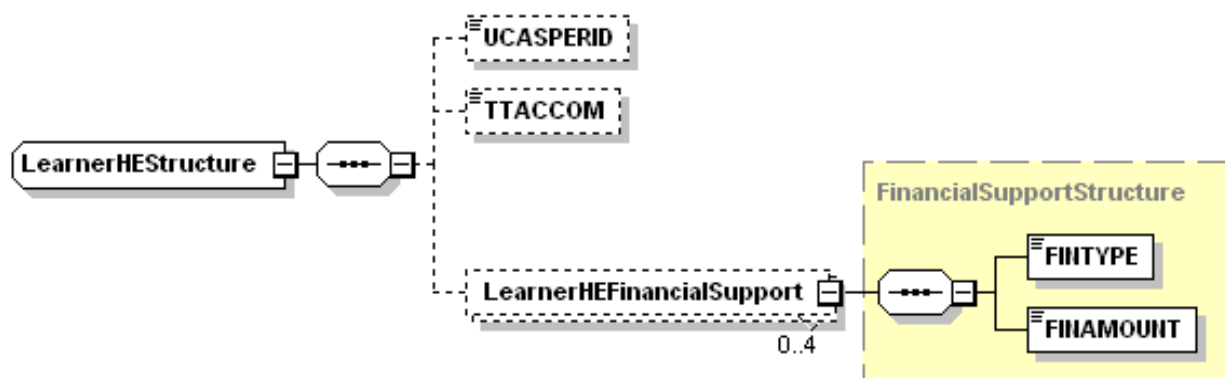
9.8 Recording Learner HE

271. 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 in the LARS database.
- Learning aims that are level 4 or above in the LARS database, are funded by Adult Skills Budget funding (Funding model code 35), 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 in the LARS database and are not funded by the EFA or SFA, code 99 in the Funding model field.

272. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.
273. 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

274. The Learner HE Financial Support entity collects 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.
275. 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.
276. There are four financial types which can be collected. Each type can only be recorded once but the corresponding financial amounts are updated during the year.
277. 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

- A HE learner is in receipt of scholarship and receives a payment on the 15 September 2015 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

278. The following data items have been added to the Learning delivery entity for 2015 to 2016:
- Additional delivery hours field
 - Contract reference number field
 - Family English, Maths and Language (Learning Delivery Funding and Monitoring type)
 - Household situation (Learning Delivery Funding and Monitoring type)
279. For 2015 to 2016, the Apprenticeship Trailblazer Financial Details entity has been renamed to Trailblazer Apprenticeship Financial Record.
280. 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.*

281. 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
 - Trailblazer Apprenticeship Financial Record – additional data to support funding of Trailblazer apprenticeships
 - Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider
 - Learning Delivery HE – HE data fields

Programme aims

282. A programme aim must be recorded for the following programmes:
- Intermediate-level Apprenticeships, Advanced-level Apprenticeships, Higher Apprenticeships (see the [Apprenticeships](#) section on page 58)
 - Traineeships (see the [Traineeships](#) section on page 71)

- Trailblazer apprenticeships
283. A programme aim is not recorded for an EFA funded study programme unless it is a traineeship.
284. The Aim type field distinguishes programme aims from other learning aims. Programme aims must be recorded with code 1.
285. 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.
286. 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

287. *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 the LARS database.
288. 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 LARS database 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.
289. The full set of generic learning aim codes can be found in the LARS database.
290. Providers should only use generic learning aim codes if there is not an appropriate regulated qualification learning aim available for the learner.
291. The generic learning aims have sequential numeric codes prefixed by the letter 'Z'. Providers will need to search the LARS database 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
292. 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, the guided learning hours are increased to 200hrs for this learning aim due to revised delivery arrangements, the learning aim is not updated or amended.

Funding adjustment for prior learning and Other funding adjustment

293. 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.

294. 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.
295. 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.
296. The Other funding adjustment field must only be completed if requested by the SFA 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 SFA will inform providers of the factor to be used in this field if required.
297. In 2015 to 2016 the Funding Adjustment factors are not required on programme aims **except if a funding adjustment to the single traineeships programme rate is required.**
298. From 2015 to 2016, for SFA funded A levels, if a learner undertakes both an AS and an A level in the same subject, the provider will need to record a funding adjustment on the ILR for the A level, to take into account the prior learning completed for the AS learning aim.

Additional delivery hours

299. This field records the additional guided learning hours (GLH) delivered for ESOL qualifications where a learner needs additional learning to that funded through the Adult Skills funding matrix rate.
300. The additional hours are determined by calculating the difference between the total guided learning hours (GLH) that are planned for the delivery of the qualification and the maximum value for the GLH range that corresponds to the matrix rate for that qualification (see the [Funding rates and formula 2015 to 2016](#)).
301. The additional delivery hours will generate funding by matching the value of the additional hours to a corresponding funding band using the mapping table provided in the [Funding rates and formula 2015 to 2016](#). The matrix value for that funding band will be added to the original rate of the aim to give an overall rate. All ESOL aims are assumed to have the base programme weighting (A) for the calculation of the additional amount.
302. The Additional delivery hours field may be used for QCF ESOL qualification (as highlighted in 2015 to 2016 Qualifications Approved for Funding as 'QCF English for Speakers of Other Languages') and must not be used for non-regulated ESOL or any other ESOL qualifications.
303. For ESOL learning aims which start before 1 August 2015, the Additional delivery hours must not be returned. For these aims, the previous interim arrangements detailed in the [ESOL guidance](#) continue to apply, which may include recording additional non-regulated learning aims.

Example

The qualification being delivered is a QCF Award in ESOL Skills for Life. This has a matrix rate of £600. The aim is being delivered in a total of 150 guided learning hours.

The matrix rate of £600 maps to the funding band for 'Small provision (12 credits)':

Funding band (credits)	Programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D – High	E or F (specialist)
Small provision (1)	£50	£56	£65	£80	£86
Small provision (2)	£100	£112	£130	£160	£172
Small provision (3 to 5)	£150	£168	£195	£240	£258
Small provision (6 to 8)	£300	£336	£390	£480	£516
Small provision (9 to 11)	£450	£504	£585	£720	£774
Small provision (12)	£600	£672	£780	£960	£1,032
Certificate (13 to 24)	£724	£811	£941	£1,159	£1,246

The maximum GLH for this band is 100 hours:

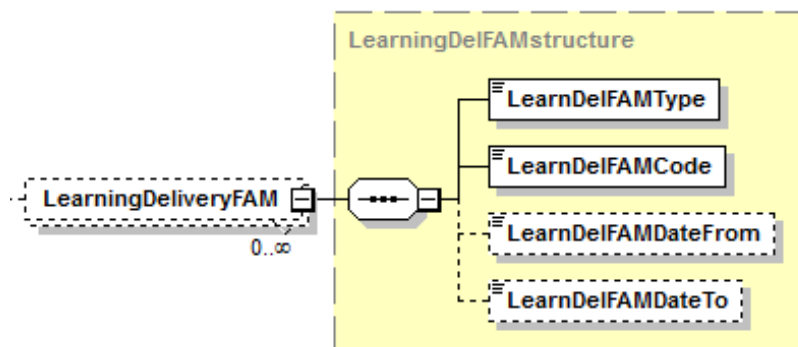
GLH for non-credit-based learning aims	Funding band (credits)
Up to 12	Small provision (1)
13 to 20	Small provision (2)
21 to 44	Small provision (3 to 5)
45 to 68	Small provision (6 to 8)
69 to 92	Small provision (9 to 11)
93 to 100	Small provision (12)
101 to 196	Certificate (13 to 24)

The difference between the total GLH being delivered for the qualification and the maximum GLH for the qualification's funding band is $150 - 100 = 50$ GLH.

The value of 50 is therefore recorded in the Additional delivery hours field and will generate an additional £300 for the delivery of this qualification (based on the funding band for 50 hours in the funding rates document)

The total funding for this aim is: $£600 + £300 = £900$

9.11 Recording Learning Delivery Funding and Monitoring



304. The following types have been added to the Learning Delivery Funding and Monitoring fields:
- Family English, Maths and Language (FLN)
 - Household situation (HHS)
305. The Apprenticeship trailblazer standard FAM type has been renamed to the Trailblazer apprenticeship standard.
306. 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.
307. 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.
308. 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.
309. There are eighteen 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 SFA
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

FAM Type	FAM Type Description	Definition
ASL	Community Learning provision type	Identifies the type of Community Learning activity being undertaken
FLN	Family English, Maths and Language	Identifies regulated Family English, Maths and Language courses that are delivered through the Adult Skills budget
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	Trailblazer apprenticeship standard	An identifier to show which Trailblazer apprenticeship 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
HHS	Household situation	Information about the household situation of the learner

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

Example

- *A learner has been recruited through 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

311. This must be used to indicate that the learner has re-started a learning aim or apprenticeship programme. The re-start indicator should only be used if the learner is returning to a learning aim they have previously started on, e.g. after a break in learning or if the learner has transferred from studying the same learning aim with another provider. It must not be used where the learner has transferred to a different learning aim or programme with either the same or a different provider.
312. If the learner has re-started the entire apprenticeship programme then the re-start indicator must 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.
313. 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.

Learning support funding

314. Learning Support is provided to help providers to work flexibly and provide support activity to meet the learning needs of learners with an identified learning difficulty and/or disability. This will enable these learners to achieve their learning goal. Learning Support also provides funding to meet the cost of reasonable adjustments as set out in the Equality Act 2010.
315. 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 471 for further details.
316. 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

317. 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.
318. 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 2015 and the learner is in receipt of Learning support funding for two months. A Learning Delivery FAM record will be recorded with a FAM type of LSF, the Date applies from will be recorded as 1 September 2015, and the Date applies to will be 31 October 2015.
- If the learner received Learning support funding a month later, and is in receipt of the funding for three months, a second Learning Delivery FAM record of type LSF will be recorded with a Date applies from of 1 December 2015, and a Date applies to of 28 February 2016.

319. 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.

320. 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.

Family English, Maths and Language

321. This should be completed by community learning providers only to record Family English, Maths and Language (FEML) learning aims that are delivered through their Adult Skills budget.
322. Where FEML learning aims are funded through the Community Learning funding model (Funding Model = 10), then providers must record this using the existing Community Learning provision type (ASL).
323. The purpose and contact for all FEML learning aims must be to support children's learning and improve the home environment. The full requirements for FEML learning aims can be found in the *ILR Specification 2015 to 2016*.
324. This field should be completed for continuing learners from 2014 to 2015 and for new starts in 2015 to 2016.

Percentage of online delivery

325. 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.
326. 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.
327. 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.
328. This data will be used to inform future policy and funding decisions. It will not be used directly for funding in 2015 to 2016 and will not form part of a provider's audit. Consequently there are no specific evidence requirements that providers need to meet.
329. 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.
330. 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.

Trailblazer apprenticeship standard

331. Further details about this FAM type can be found in the Trailblazer apprenticeship guidance document: <https://www.gov.uk/government/publications/individualised-learner-record-ilr-guides-for-2014-to-2015>

Household situation

332. This field should be used to record the household situation that applies at the start of each learning aim. This does not need to be updated if the situation subsequently changes.
333. The household situation must be collected for all ESF funded learning aims that start on or after 1 August 2015.
334. It must also be returned for match funding purposes for all Adult Skills funded aims (including all ages of apprentices and OLASS) and Other SFA funded learning aims (including Trailblazer apprentices) that start on or after 1 August 2015.
335. Data about a learner's household situation should be collected by obtaining the following signed self-declaration from the learner. This can be included in your enrolment form or similar document and can be captured electronically.

Please tick which of the following statements apply (one or more may apply):

- No member of the household in which I live (including myself) is employed
- The household that I live in includes only one adult (aged 18 or over)
- There are one or more dependent children (aged 0-17 years or 18-24 years if full time student or inactive) in the household
- None of these statements apply

Or

- I confirm that I wish to withhold this information

Learner signature

Date.....

336. The ILR Specification for 2015 to 2016 contains the full definitions for this data.

Recording Source of funding

337. This guidance sets out how the Source of funding in the [Learning Delivery Funding and Monitoring](#) fields should be completed in the ILR.
338. This is particularly important for learners who turn 19 during their course of study or for learners aged 19 to 24 who have a Learning difficulty assessment (LDA) or Education Health Care plan (EHC).

Learners who turn 19 during their learning aim or programme

339. For 16 to 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).
340. 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.
341. 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 SFA 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).

342. Learners who turn 19 during the month of August will also be funded by the SFA for that year (1 August 2015 to 31 July 2016) and must update the Source of funding to code 105 (Skills Funding Agency).
343. 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)

344. All learners aged 19-24 who have a Learning difficulty assessment (LDA) or Education Health Care plan (EHC plan) must be recorded using Funding model code 25 and Source of funding code 107, unless they are on an apprenticeship programme; see paragraph 348 and 349 below for details of how to record 19-24 year old apprenticeship learners who have an EHC plan or LDA.
345. If any of these learners are also defined as high needs students, as defined in paragraph 257, then this must be recorded in the Learner Funding and Monitoring fields using the High Needs Student (HNS) FAM Type.
346. Once the learner becomes 25, the 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.
347. 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.

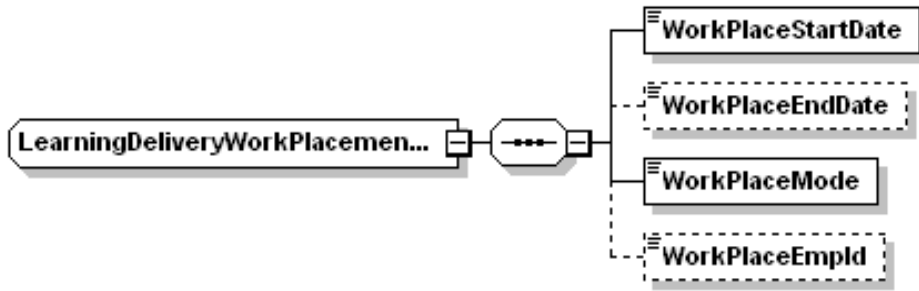
Age on 31 August of teaching year in which learning started	Age on 31 August of current teaching year	LDA/EHC recorded		Funding model	Source of funding (SOF)
16-18	16-18	yes or no	record with	25	EFA (SOF107)
16-18	19+	no	record with	25	EFA (SOF107) for 6 th form colleges/academies SFA (SOF105) for all 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)
For apprenticeship learners, see below					

Learners aged 19-24 who have a Learning difficulty assessment (LDA) or Education Health Care (EHC) plan on an apprenticeship programme

348. Apprenticeships are always recorded using Funding model code 35 (apart from Trailblazer apprentices which are Funding model 81) and Source of Funding code 105. This applies to 16-18 apprenticeships, and to 19-24 apprenticeships where the learner has an EHC plan or LDA.

349. Where apprenticeship learners are aged 19-24 and have an EHC plan or LDA, the following Learning Delivery Funding and Monitoring records must be returned:
- Eligibility for enhanced apprenticeship funding (EEF). This should be returned with code 2, "Entitlement to 16-18 apprenticeship funding, where the learner is 19 or over".
 - Full or co-funding indicator (FFI). This should be returned with code 1, "Fully funded learning aim", for Adult Skills funded apprenticeship programmes only.

9.12 Recording Learning Delivery Work Placement



350. 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 84 for details of recording work experience for EFA funded study programmes and the [Traineeships](#) section on page 71 for details of work experience within a traineeship.
351. 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.
352. 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-2015-to-2016>).
353. 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. **This field should record the actual end date of the work placement once the placement has finished.**

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

Work placement employer identifier

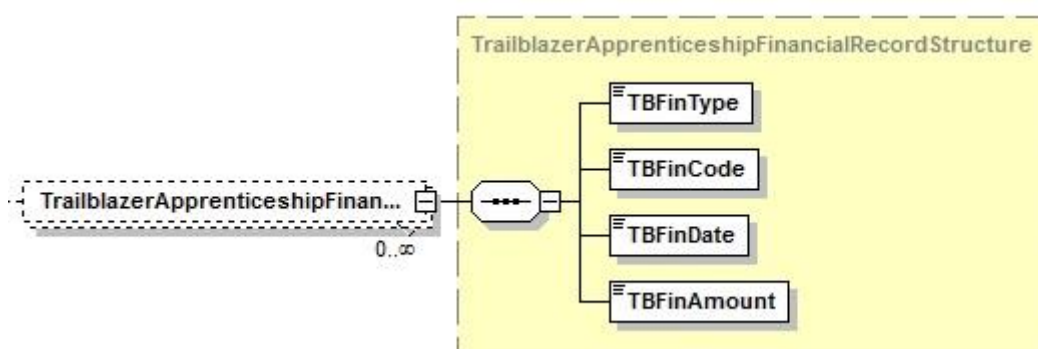
- This field must be recorded for all learners undertaking a work experience placement as part of a traineeship or Supported Internship. It is not required for work placements that are part of other 16-19 study programmes.
- This field must contain a valid employer number from the Employer Data Service (EDS). The EDS can be found at: <http://EDRS.lsc.gov.uk>. To obtain a new

employer number, contact Blue Sheep on either 01242 545 346 or by emailing eds@bluesheep.com.

9.13 Recording Trailblazer Apprenticeship Financial Record

354. This entity has been renamed for 2015 to 2016.

355. Each Trailblazer apprenticeship will have a number of separate financial records associated with the apprenticeship programme aim. Providers should refer to the separate Trailblazer apprenticeship guidance on the [ILR guides and templates for 2015 to 2016](#) page for further information.



9.14 Recording Learning Delivery HE

356. The following fields have been added to the Learning Delivery HE entity:

- Gross tuition fee
- HE centre location postcode

357. The Gross tuition fee field captures the actual fee charged to the student before any financial support from the institution (such as waivers) are taken into account. The value recorded should be the gross tuition fee for this year and not the entire course. For courses that run for more than one year and charge the fees up front, the fees should be divided between the course years.

358. The Gross fee field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company.

359. The HE centre location postcode field records the postcode of the HE centre or college where the learner undertakes tuition. This field is only completed where the Delivery location postcode differs from the HE centre where the learner undertakes their tuition. For example, where the majority of the learning takes place in the workplace but there is still a requirement for the learner to undertake some of their provision at the college.

360. 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:

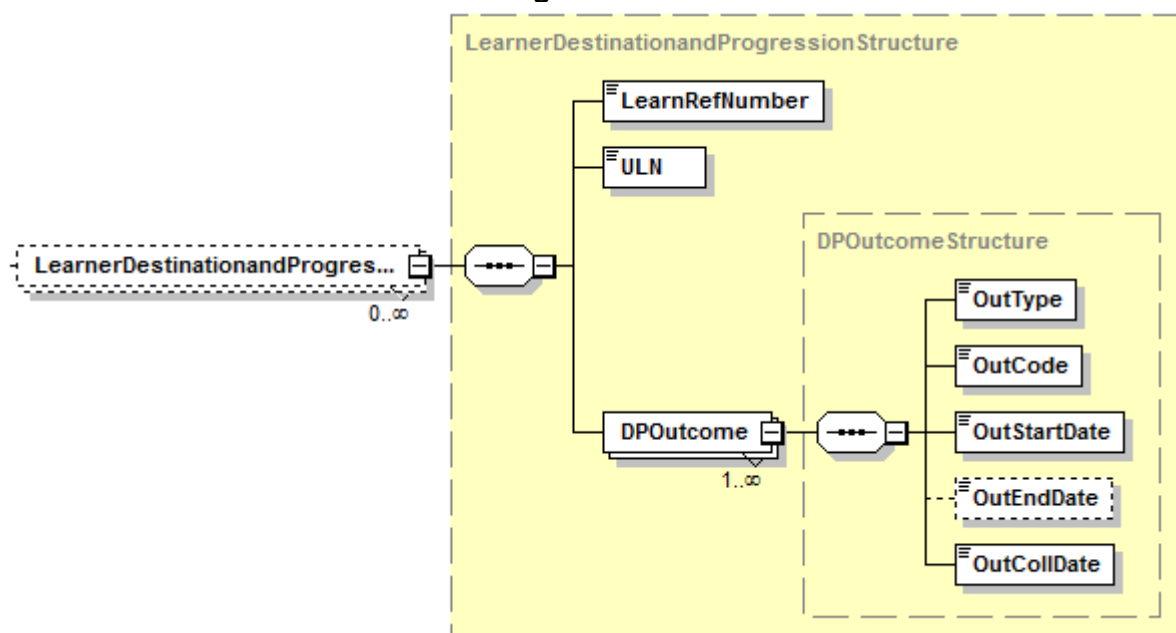
- Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
- Learning aims funded by the EFA that are level 4 or above in the LARS database
- Learning aims that are level 4 or above in the LARS database, are funded by Adult skills funding, 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 in the LARS database and are not funded by the EFA or SFA, code 99 in the Funding model field.

361. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.
362. HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA).
363. 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

364. The Learner Destination and Progression entity records the destination or progression outcomes for a learner when they have completed or withdrawn from the activities on their original learning agreement or plan. Destination and progression outcomes for a learner include gaining employment or going onto further study. These outcomes will usually be reported after a learner has completed a programme of learning.
365. 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.
366. The collection requirements for Learner Destination and Progression data have been extended for 2015 to 2016 for the purposes of ESF funding and match funding. Destination and progression data is required for all learners except Community Learning and non-funded learners. See the *ILR specification* for full details of the collection requirements.
367. The Learner Destination and Progression entity is not part of the Learner entity, it 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.
368. 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:



369. 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

370. 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.

371. 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, refer to the ILR Specification for full details of when the destination must be collected and recorded.
372. 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.
373. If a Destination record of "Apprenticeship" is recorded, an outcome record of employment does not also need to be added.
374. For Adult Skills job outcome payments, the Employment outcome must be recorded in the Learning Delivery entity. The data recorded in the Employment outcome field should be consistent with the information recorded in the Destination and Progression entity.
375. Refer to the Skills Funding Agency's Funding Rules for the requirements for funding payments and evidence required to support these.

10.2 Updating destination and progression records

376. 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.
377. 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
378. 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.
379. 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 SFA funded learner finishes all their aims in March 2016 and progresses into full time employment, starting work on 12 June 2016. The provider contacted the learner on 1 July 2016 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 2016), the Outcome end date is not returned as they are still in employment. The Outcome collection date is mandatory; this records the date on which the provider received the information of the learner's destination and progression (1 July 2016)

Example

- *A learner completes a traineeship on 1 September 2015 and progresses onto an apprenticeship with the same provider 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.

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 16-19 year old learner finishes a study programme on 20 March 2016 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 should be recorded in the Outcome start date field. The date the outcome data was collected by the provider must also be returned.*

On 4 May 2016 the learner enrolls 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 the corresponding Outcome start date and Outcome collection date fields.

Section 11 : Recording Learner Changes

380. 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, as a result of either 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

381. 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 0370 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

382. 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

383. 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.

384. 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.

385. 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

386. 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

387. For SFA funded learners the funding qualifying period is defined in the [Skills Funding Agency Funding rates and formula 2015 to 2016](#) document and is based on the number of days in learning for each learning aim.

388. For EFA funded learners, the qualifying period to be eligible for funding each year is defined in the [EFA Rates and Formula guidance 2015 to 2016](#) document, and is based upon the number of weeks in learning at Learner level.
389. 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.
390. 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

391. 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.
392. A learner must be considered to have withdrawn from a programme when they have:
- made known a decision to withdraw from the programme,
 - exceeded the provider’s absence and withdrawal policy, or
 - been removed from learning by the provider
393. When a learner withdraws, the programme aim (where applicable) and any learning aims should be closed as in Table 1:

Table 1: A learner has withdrawn from learning with no intention to return

Field Name	Data returned
Employment outcome	Returned if applicable
Completion status	3
Learning actual end date	Date of last learning activity for the aim
Withdrawal reason	Relevant code
Outcome	3
Outcome grade	Data not returned

394. 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.
395. 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

396. 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, this should be recorded by closing the aims in the ILR as in Table 2:

Table 2: A learner is SFA funded and taking an agreed break in learning

Field Name	Data returned
Employment outcome	Data not returned
Completion status	6
Learning actual end date	Date of last learning activity for the aim

Field Name	Data returned
Withdrawal reason	Data not returned
Outcome	3
Outcome grade	Data not returned

397. 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.
398. When the learner returns to learning, a new programme aim (if required) and learning aim(s) should be created as in Table 3:

Table 3: Recording new aims when a learner returns from an agreed break in learning

Field Name	Programme Aim	Other Aims
Learning start date	Date on which the learner restarts the programme after the break	Date on which the learner restarts the learning aim after the break
Original learning start date (from 1 August 2013)	Date on which the learner originally started the programme	Date on which the learner originally started the learning aim
Learning planned end date	New planned end date for the programme	New planned end date for the learning aim
Funding adjustment for prior learning	Not returned	Proportion of the learning aim still to be delivered
Restart indicator (Learning Delivery FAM)	Use code RES1	Use code RES1
Eligibility for enhanced apprenticeship funding (Learning Delivery FAM)	Code 2 or 3 should be used where applicable for apprenticeship programmes only	Code 2 or 3 should be used where applicable for apprenticeship programmes only

399. 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.
400. If the learner does not return from an agreed break in learning then the learning aim record(s) must be updated to indicate that the learner has withdrawn (see Table 1)

For EFA funded learners

401. 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.
402. 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

403. If a 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.
404. 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 new learning

aim(s) added: see Table 4. Providers should not just amend the details on the original learning aim(s).

Table 4: Recording a learner transfer to a new learning aim within the same provider

Closing aims

Field Name	Data returned
Employment outcome	Data not returned
Completion status	3
Learning actual end date	Date of the last learning activity for the aim
Withdrawal reason	40
Outcome	3
Outcome grade	Data not returned

Recording new aims after a transfer within the same provider

Field Name	Data returned
Learning start date	Date on which the learner starts the new learning aim
Original learning start date (from 1 August 2013)	Data not returned
Learning planned end date	Planned end date for the new aim
Funding adjustment for prior learning	If applicable
Restart indicator (FAM)	Data not returned

405. The start date of the new learning aim cannot be 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.

A learner transfers to a different apprenticeship framework or pathway

406. If a learner who is undertaking an apprenticeship programme changes to a new framework or new pathway:
- Close the programme aim and any learning aims that the learner is no longer continuing with (see the 'Closing aims' column in Table 4 above)
 - Create a new programme aim and new learning aims if required, for example where the learner is doing a different competency aim. Record the new framework/pathway being undertaken in the Framework code and Apprenticeship pathway fields:

Table 5: Recording new aims when a learner transfers to a different apprenticeship framework or pathway

Field Name	Programme Aim	Other Aims
Learning start date	Date on which the learner starts the new programme	Date on which the learner starts the new learning aim
Original learning start date (from 1 August 2013)	Data not returned	Data not returned
Learning planned end date	Planned end date for the new programme	Planned end date for the new aim
Framework code	New framework code	New framework code (as applicable)
Apprenticeship pathway	New apprenticeship pathway code	New apprenticeship pathway code (as applicable)

- If the learner is continuing with any of their existing learning aims as part of the new framework or pathway then these learning aims do not need to be closed. The Framework code and Apprenticeship pathway fields should be amended to the new framework/pathway. 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.

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

Progressing from one apprenticeship level to another

408. If a learner progresses from an Intermediate-level Apprenticeship to an Advanced-level Apprenticeship, two programme aims would be recorded:

- One closed and completed programme aim for the Intermediate-level Apprenticeship, and
- One open and current programme aim for the Advanced-level Apprenticeship

409. 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.

410. You should also refer to section 12.3 for details of how to record framework achievements and progressions for learners who are continuing with level 2 functional skills (having progressed from level 1 during the apprenticeship).

A learner transfers from classroom based provision to an apprenticeship with the same provider

411. 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, Framework code and Apprenticeship pathway fields are not completed for these aims. The funding model and other details (including the planned end date) of the learning aim must not be changed.

412. Any learning aims that the learner is not continuing with must be closed as in Table 4.

413. 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.

414. 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.

415. 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

416. 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.
417. Learners who transfer to a new provider before completing their learning aim or programme are recorded as shown in Table 6 below.

Table 6: Closing aims when a learner transfers to a different provider

Field Name	Scenario 1: Learner transfers to different learning aims with a different provider	Scenario 2: Learner is continuing the same learning aims with a different provider
Employment outcome	Data not returned	Data not returned
Completion status	3	3
Learning actual end date	Date of the last learning activity for the aim	Date of the last learning activity for the aim
Withdrawal reason	2 or 41 (as applicable)	2 or 7 (as applicable)
Outcome	3	3
Outcome grade	Data not returned	Data not returned

418. The new provider will create new learning aims for the learner (with new start dates and new planned end dates where applicable); see Table 7. For a merger or take-over, the learner's start date is the date the merger or transfer occurred.
419. 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.

Table 7: Recording new aims when a learner transfers to a different provider

Field Name	Scenario 1: Learner transfers to different learning aims with a different provider	Scenario 2: Learner is continuing the same learning aims with a different provider
Learning start date	Date on which the learner starts the new learning aim	Date on which the learner restarts the learning aim (or date of merger or take-over, if applicable)
Original learning start date (from August 2013)	Data not returned	Data returned if known for mergers or take-overs
Learning planned end date	Planned end date for the new learning aim	New planned end date for the learning aim
Funding adjustment for prior learning	If applicable	The proportion of the learning aim still to be delivered (non-programme aims only)
Restart indicator (Learning Delivery FAM)	Data not returned	Use code RES1
Eligibility for enhanced apprenticeship funding (Learning Delivery FAM)	Data not returned	2 or 3 (if applicable)
National Learner Monitoring (Learner FAM)	Use code NLM17 or NLM18 (if applicable)	Use code NLM17 or NLM18 (if applicable)

420. For OLASS learners, a change in unit of procurement that results in a change in provider is recorded in the same way as a learner transfer to a different provider (see above). The learning aims with the original unit of procurement must be closed and new learning aims recorded with the new unit of procurement. Where the learner is continuing the same learning aims with the new unit of procurement see Scenario 2 in Table 7.

11.9 Recording learning outcomes

421. The ILR must be completed and updated regularly to reflect progress in the learner's Learning Agreement. Information should be updated when the outcome of the learning is known.
422. 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.
423. Table 8 below illustrates how to record:
- Continuing aims, and
 - Achieved aims

Table 8: Recording continuing and achieved aims

Field Name	Continuing aims	Achieved aims
Employment outcome	Data not returned	Return if applicable
Completion status	1	2
Learning actual end date	Data not returned	Date of the last learning activity for the aim
Withdrawal reason	Data not returned	Data not returned
Outcome	Data not returned	1 – non AS levels 6 or 7 – AS levels
Outcome grade	Data not returned	Relevant grade, see <i>Appendix Q</i>

11.10 How to delete records

424. For 2015 to 2016 the Learner Deletion entity has been removed.
425. Erroneous learner records can be deleted from data held by the SFA by sending a file with the learner and associated learning aims and/or Learner destination and progressions records removed from the file.
426. Learner records should not be deleted unless the learner withdraws without completing one episode of learning, for example the learner withdraws without attending the first class.
427. Where files have been merged using the amalgamation functionality of FIS, care should be taken to ensure that the learner is deleted correctly.
428. Providers should keep a record of learner deletions.

Section 12 : Recording apprenticeship programmes

429. This is a guide to recording apprenticeship programmes in the ILR, which include Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships.
430. This guidance does not apply to Trailblazer apprenticeships. Separate guidance is published for learners undertaking a Trailblazer apprenticeship on the [ILR guides and templates for 2015 to 2016](#) page.
431. 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.
432. All apprenticeship starts in 2015 to 2016 must comply with the latest framework specification.
433. Further information on the SASE is available on the apprenticeships website at <https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england>.
434. Apprenticeship programmes are composed of one programme aim, and a number of component learning aims (competency, knowledge and functional skills)
435. 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.
436. 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. The tables on pages 69 and 70 provide additional guidance on completing programme and component learning aim Learning Delivery fields.
437. All learning aims within an Adult Skills funded apprenticeship 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.

12.1 Creating programme aims and component aims

438. 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.
439. Providers should take care to complete the following fields accurately:
- Learning aim reference number (make sure this number is a valid code in the LARS database).
 - 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 the LARS database 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.

12.2 Eligibility for enhanced apprenticeship funding

440. Eligibility for enhanced apprenticeship funding is recorded as a Learning Delivery Funding and Monitoring record in the ILR.
441. 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 19 th birthday but is entitled to 16-18 funding. The learner is aged 19-24 and has an EHC plan or LDA.
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 24 th birthday but is entitled to 19-23 funding.

12.3 Recording framework achievements

442. 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'.
443. 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.
444. Where a learner achieves an apprenticeship programme but is continuing with level 2 functional skills (having progressed from level 1 during the apprenticeship), the programme aim should be closed with an Outcome of 'Achieved' along with the competency and knowledge aims as detailed above. The level 2 functional skills aims can remain open and should continue to be recorded until they are completed.
445. If a learner starts an Advanced-level Apprenticeship and is continuing with level 2 functional skills that they started during an Intermediate-level Apprenticeship, then the learning aim records for the functional skills do not need to be closed or amended. The

Programme type, Framework code and Apprenticeship pathway fields will remain the same.

446. The SFA 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.
447. Where the framework is completed and achieved before 31 July 2016, this should be recorded in the 2015 to 2016 data returns.

12.4 Apprenticeship training agencies (ATAs)

448. 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.
449. 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.

12.5 Apprenticeships programme requirements

450. 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. Separate guidance is published for learners undertaking a Trailblazer apprenticeship on the [ILR guides and templates for 2015 to 2016](#) page
451. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner.

Table 9: 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 10)
Ethnicity	Learning delivery FAM (see Table 11)
Sex	
LLDD and health problem	
National Insurance number	
Prior attainment	
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	
LLDD and health problem category	
Primary LLDD and health problem	
Learner FAM	
Learner difficulty assessment	
Education Health Care plan	
National learner monitoring	
Learner Employment Status	
Employment status	
Date employment status applies	
Employer identifier	

Table 10: 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 SFA
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 <i>Appendix Q</i>

Table 11: 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 13 : Recording traineeships in the ILR

- 452. Traineeship programmes are composed of the following core elements; work placement, work preparation, English and maths where required. Learners may also undertake other additional learning aims as part of the flexible element of the programme.
- 453. Further information about traineeships can be found in the EFA and SFA funding documents and in the [framework for delivery](#) document.
- 454. Traineeships are recorded on the ILR using the same programme structure as apprenticeships. They are composed of one programme aim and a number of component learning aims.

13.1 Traineeships for 16 to 18 year olds

- 455. These are funded using the EFA's funding per student methodology.
- 456. All learning aims must be recorded using Funding model code 25.
- 457. For providers who have a funding agreement with the EFA, the Source of Funding must be recorded using code SOF107 (EFA) in the Learning Delivery Funding and Monitoring fields.
- 458. For providers who do not have a funding agreement with the EFA, the Source of Funding must be recorded using code SOF105 (Skills Funding Agency) in the Learning Delivery Funding and Monitoring fields.
- 459. Where a provider has both an EFA and an SFA funding agreement, the Source of Funding for traineeships for 16 to 18 year olds will be the EFA.
- 460. 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.
- 461. The Planned learning hours field should include the hours undertaken on approved qualifications including regulated work preparation qualifications and maths and English.
- 462. 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.
- 463. 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 84 for guidance on the planned hours fields.

13.2 Traineeships for 19 to 24 year olds

- 464. These are funded using the SFA's Adult Skills funding methodology.
- 465. 19 to 24 year old learners who start a traineeship programme on or after the 1 August 2015 will be funded for their work experience and work preparation using a single combined funding rate which will be earned against the traineeship programme aim.
- 466. You should continue to record all learning aims that are part of the traineeship programme, including both the work preparation and work experience aims.
- 467. Continuing learners who started prior to 1 August 2015 will continue to be funded for the work experience and work preparation aims separately.
- 468. All learning aims must be recorded using Funding model code 35.
- 469. The workplace learning indicator is NOT recorded for traineeships.

470. The Source of Funding must be recorded using code SOF105 in the Learning Delivery Funding and Monitoring fields.
471. 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.

13.3 Work experience

472. All traineeships must have a single work experience learning aim recorded on the ILR using one of the following generic learning aim references from the LARS database.

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

473. For 16 to 18 year old traineeships the work experience aim must be recorded as the core aim (Aim Type = 5).
474. For 19 to 24 year old traineeships the work experience aim must be recorded as a component aim (Aim Type = 3).
475. If the learner undertakes multiple work placements during their traineeship, then they are not recorded as separate learning aims.
1. For 16 to 18 year old learners, you should record one learning aim with the hours band that reflects the total number of hours delivered across all the work placements in the current teaching year.
 2. For 19 to 24 year old learners, you should record one learning aim with the hours band that reflects the total number of hours delivered across all the work placements for the whole traineeship.
476. Details of each separate work placement are recorded in an additional work placement record that is linked to the work experience learning aim. Each work placement record includes the start and end date of the placement, and the employer identifier from the EDS system. All traineeship work placements must be with an external employer and the employer identifier must be recorded. See the [Work Placement](#) section on page 52 for further details and examples of how to record work placements.
477. The work experience employer should be identified before the learner starts a traineeship or within four weeks of starting. A learner can be recorded on the ILR as having started a traineeship even if the work experience and the employer are not yet finalised.
478. For 16 to 18 traineeships, if the work experience takes place across two teaching years then a separate learning aim is recorded in each teaching year. See the [EFA study programmes](#) section for details of recording EFA funded work experience.

13.4 Work preparation

479. Work preparation can consist of either a regulated qualification or a non-regulated learning aim.
480. 16 to 18 traineeships undertaking non-regulated work preparation should record one of the non-regulated work preparation aims from category E of Appendix H.
481. 19 to 24 traineeships undertaking non-regulated work preparation should record one of the non-regulated work preparation aims from category A of Appendix H.

13.5 Traineeships that spread across more than one teaching year

482. 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.
483. 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 must continue to be returned in the in the following year's ILR returns.

13.6 Recording Completion, Achievement and Retention

484. The maximum duration for a traineeship programme is six months. The work-placement, work-preparation and flexible elements must be completed within this six-month period. The length of the programme aim will be validated in 2015 to 2016.
485. If a learner does not complete the English and maths elements of the traineeship within 6 months then these can continue to be funded until they are completed. The traineeship programme aim and other component aims must be closed. The maths and English learning aims will remain open, no re-coding of these aims is required and they will continue to be recorded with a Programme type code of 24.
486. For learners who start a traineeship programme in 2015 to 2016, they have six months after the programme end date to demonstrate a positive destination and be able to record an Outcome for the programme of "Achieved".
487. Learners who started their traineeship programme in 2014 to 2015 and complete it in 2015 to 2016 must meet the criteria and rules set out in the 2014 to 2015 funding documents for claiming and reporting achievements.
488. Where the programme is complete but the outcome is not yet known then the Learning Actual End date should be entered and code 8 recorded in the Outcome field on the programme aim.
489. As soon as the provider has established that a learner has met the destination criteria for achievement, then this should be recorded on the ILR.
490. The Achievement date must be recorded for all programmes that have an Outcome of "achieved" recorded. This is the date on which the learner has met the requirements for progression to an apprenticeship, job or further learning (see the EFA and SFA funding documentation for full details). For example: the achievement date is the date on which the learner has been in employment for 8 weeks or the date on which the learner met the funding qualifying period for an apprenticeship or further learning.
491. For traineeship programmes that start and finish in 2015 to 2016, the Achievement date must be within 6 months of the Programme actual end date to earn achievement funding.
492. Outcomes for the individual component aims should be recorded in the usual way.

493. If a learner progresses to an apprenticeship, see the [Learner transfers](#) section on page 60 for further information on how to complete the ILR.

13.7 Recording Destination and Progression information

494. A Destination and progression record must be recorded for all traineeship learners at the end of the programme regardless of whether they have achieved a positive destination or not.
495. Destination and progression data will be used in 2015 to 2016 to calculate and publish provider level outcomes for traineeships and to apply minimum standards of performance to providers.
496. ILR validation rules will be applied to all learners with a traineeship programme aim once an Outcome is recorded to ensure that there is a Destination and progression record

For example: If a learner completes their traineeship programme on 25 February 2016, then the traineeship programme aim should be closed with an Actual End date of 25/02/2016 and an Outcome status of code 8

The provider contacts the learner after 6 months on 10 September and finds out the learner got a job on the 14 April and is still employed. They have met the achievement criteria of obtaining a job for 16 hours a week for 8 consecutive weeks within 6 months.

The traineeship programme aim can now be updated to record an Outcome Status of code 1 and an Achievement date of 14 June (8 weeks from the start of the job)

A Destination and Progression record must be added with the following information:

- *Outcome type and code: EMP2*
- *Outcome start date: 14 April 2016*
- *Outcome end date: blank*
- *Outcome collection date start: 10 September 2016*

The tables below indicate how to record the Outcome fields in different scenarios, for both learners who started in 2014 to 2015 and those who started in 2015 to 2016.

1. Learner completes the traineeship programme, achieves qualification aims but their destination is currently unknown

14/15 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	Before 01/08/2015	Completed	After 31/07/2015	Learning activities complete but outcome not yet known	Not completed	No funding		Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Learning activities complete but outcome not yet known	Not completed	No funding	100%	Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
15/16 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	After 31/07/2015	Completed	Before 01/08/2016	Learning activities complete but outcome not yet known	Not completed	No funding	100%	Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed

2. Learner completes and achieves all learning aims and progresses to a job or apprenticeship or further learning

14/15 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	Before 01/08/2015	Completed	After 31/07/2015	Achieved	Must be before 1 Aug 2016 (must be claimed before R14 close date – Oct 2016)	No funding		Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	Yes – 20% of qual aim	100%	Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
15/16 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	After 31/07/2015	Completed	Before 01/08/2016	Achieved	Must be within 6 months of actual end date	Yes – 20% of single prog rate	100%	Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed

3. Learner completes and achieves all learning aims but DOES NOT progress to a job or apprenticeship or further learning

14/15 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	Before 01/08/2015	Completed	After 31/0720/15	Not achieved	Not completed	No funding		Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Not achieved	Not completed	No funding	100%	Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed
15/16 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	After 31/07/2015	Completed	Before 01/08/2016	Not Achieved	Not completed	No funding	100%	Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
Work Prep	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Completed	May extend beyond prog end date	Achieved	Not completed	Yes – 20% of qual aim		Not completed

4. Learner leaves traineeship early to progress to a job or apprenticeship or further learning

14/15 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	Before 01/08/2015	Completed	After 31/07/2015	Achieved	Must be before 1 Aug 2016 (must be claimed before R14 close date – Oct 2016)	No funding		Not completed
Work Placement	On or after prog start date	Completed	On or before prog end date	Achieved	Not completed	Yes – 20% of qual aim	100%	Not completed
Work Prep	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Yes – 10 % of qual aim
English and/or maths (or other qualifications)	On or after prog start date	Withdrawn	May extend beyond prog end date	Not Achieved	Not completed	No funding		Yes – 10 % of qual aim
15/16 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	After 31/07/2015	Completed	Before 01/08/2016	Achieved	Must be within 6 months of actual end date	Yes – 20% of single prog rate	100%	Not completed
Work Placement	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Not completed
Work Prep	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Withdrawn	May extend beyond prog end date	Not Achieved	Not completed	No funding		Yes – 10 % of qual aim

5. Learner leaves traineeship early but DOES NOT progress to a job or apprenticeship or further learning

14/15 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	Before 01/08/2015	Withdrawn	After 31/07/2015	Not Achieved	Not completed	No funding		Not completed
Work Placement	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding	50%	Not completed
Work Prep	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Withdrawn	May extend beyond prog end date	Not Achieved	Not completed	No funding		Not completed
15/16 starter finishes in 15/16								
Aim	Start Date	Completion Status	Actual End date	Outcome	Achievement date	SFA Achievement funding	EFA Retention funding	Employment Outcome (19-24 only)
Programme aim	After 31/07/2015	Withdrawn	Before 01/08/2016	Not achieved	Not completed	No funding	50%	Not completed
Work Placement	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Not completed
Work Prep	On or after prog start date	Withdrawn	On or before prog end date	Not Achieved	Not completed	No funding		Not completed
English and/or maths (or other qualifications)	On or after prog start date	Withdrawn	May extend beyond prog end date	Not Achieved	Not completed	No funding		Not completed

Table 12: Summary of traineeship programme data

Field Name	Programme Aim	Component Aim
Learning aim reference	ZPROG001	Valid LARS code
Aim type	Code 1	16-18 yr olds: Work experience aim = Code 5, Other aims = Code 3 19-24 yr olds: Code 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	16-18 yr olds: Not required 19-24 yr olds: Original start date if learner has returned after a break in learning	16-18 yr olds: Not required 19-24 yr olds: Original start date if learner has returned after a break in learning
Learning planned end date	Planned end date of traineeship programme	Planned end date of aim
Funding model	16-18 yr olds: Code 25 19-24 yr olds: Code 35	16-18 yr olds: Code 25 19-24 yr olds: Code 35
Programme type	Code 24	Code 24
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	16-18 yr olds: Not required 19-24 yr olds: Percentage of the programme that is still to be delivered if learner has returned after a break in learning	16-18 yr olds: Not required 19-24 yr olds: Percentage of the learning aim that is still to be delivered if learner has returned after a break in learning
Other funding adjustment	Not required	Not required
	Not required unless requested by the SFA	Not required unless requested by the SFA
Employment outcome	16-18 yr olds: Not required 19-24 yr olds: Not applicable. Job outcome payments cannot be claimed against the single programme rate.	16-18 yr olds: Not required 19-24 yr olds: Job outcome funding can be claimed for English, maths and flexible element learning aims where a learner has withdrawn from the learning aim to take up a job within the time period specified in the funding rules
Completion status	Relevant code	Relevant code
Learning actual end date	Actual end date of traineeship programme	Actual end date of aim. For English and maths aims this may be after the end date of the programme aim.
Withdrawal reason	Relevant code if the learner has withdrawn from the programme	Relevant code if the learner has withdrawn from the aim

Field Name	Programme Aim	Component Aim
Outcome	Code 8 when the traineeship programme is completed but the outcome is unknown Code 1 if the learner achieves the criteria for a positive destination Code 2 if the learner does not achieves the criteria for a positive destination	Code 1 if the learner achieves the learning aim Code 2 if the learner does not achieve the learning aim
Outcome grade	Not required	Relevant code from <i>Appendix Q</i> , if applicable.
Achievement Date	Must be completed for all programme aims with a status of "Achieved". The achievement date must be within 6 months of the Actual end date	Not completed

Learning Delivery Funding and Monitoring fields

Description	FAM Type	FAM Code	Aim Type
Source of funding	SOF	16-18 yr olds: Code 107 if the provider has an EFA funding agreement or Code 105 if the providers does not have an EFA funding agreement 19-24 yr olds: Code 105	Programme aim and component aims (and core aim for 16-18 yr olds)
Full or co-funding indicator	FFI	16-18 yr olds: Not recorded 19-24 yr olds: As per the funding rules	Programme and component aims
Restart indicator	RES	16-18 yr olds: Not recorded 19-24 yr olds: Relevant code if applicable	Programme and component aims
Learning support funding	LSF	16-18 yr olds: Not recorded 19-24 yr olds: Relevant code if applicable	Programme aim, component aim only when programme aim has ended (see paragraph 471)
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
National Skills Academy indicator	NSA	Relevant code if applicable	Programme aim only
Percentage of online delivery	POD	16-18 yr olds: Not recorded 19-24 yr olds: 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 471)
Date applies to	Date LSF is effective to, if LSF is returned		Programme aim, component aim only when programme aim has ended (see para 471)

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

Destination and Progression record

A Destination and progression record must be recorded for all traineeship learners at the end of the programme regardless of their achievement status

Where a provider has been unable to contact a learner to obtain information about their destination then code OTH3 should be recorded.

Field Name	Description
Outcome type and code	Type of outcome recorded e.g. job, further learning, apprenticeship
Outcome start date	Start date of the outcome
Outcome end date	End date of the outcome if there is one
Outcome collection date	Date the provider collected the information from the learner

Section 14 : Guidance on ESF funded learning aims

14.1 Match Funding

497. As an ESF Opt-in Organisation, the SFA must match ESF funds contracted with money from the UK Government (that is, eligible mainstream programme funds).
498. The SFA is required to report this match funding and the associated learners within funding claims made to the ESF Managing Authority in England. When funds are identified as match funding, the learning activity and its associated funding become part of the ESF programme and so must meet the same requirements as directly funded ESF activity.
499. Learning aims funded from the Adult Skills Budget and 16-18 Apprenticeships may be used as match funding for the ESF Programme. Providers should expect learning aims to be used as match funding and keep data accordingly. The SFA will write to all providers confirming if they are being used as ESF match funding.

14.2 Amending submitted data

500. 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.
501. 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. Failure to do so could result in significant audit errors which cost SFA and providers or could result in providers not being paid for delivered activity that they have not reported to SFA systems.

Section 15 : EFA study programmes

502. 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.
503. The 14-19 Diploma programme has now finished. There should be no 14-19 Diploma learning returned in the 2015 to 2016 ILR.
504. 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).
505. 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.
506. For 2015 to 2016, several new data items have been introduced to record learner eligibility for disadvantage funding and whether a learner has met or is exempt from the condition of funding. See Section 9.7 for further details.

15.1 Planned hours fields

507. 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.
508. These fields must be finalised and confirmed as correct within the funding qualifying period as defined in the funding documentation.
509. 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.
510. It is the total of these hours fields that are counted for funding.
511. 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

512. 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.

513. 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

514. 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

515. 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 2015 with a planned end date of 31 July 2017, a second aim is planned to start on 5 January 2016. 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 2016.

In December 2015 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.

15.2 Recording a core aim

516. 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.
517. 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.
518. 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.
519. 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.
520. 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.

15.3 Recording High Needs Students

521. 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.
522. 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 2015 to 2016. Learning aims for these students are recorded using Funding model code 99, 'No Skills Funding Agency or EFA funding for this learning aim'.
523. 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.
524. 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 Special Post 16 Institutions.
525. See [Recording source of funding](#) on page 49 for further details on recording the Funding model and Source of funding for these learners.

15.4 Recording Work experience

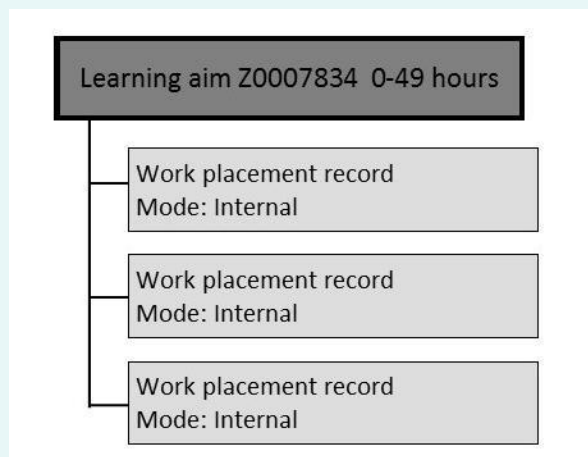
526. 16 -19 study programmes include a work experience element which must be recorded on the ILR using one of the following learning aim reference codes:

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

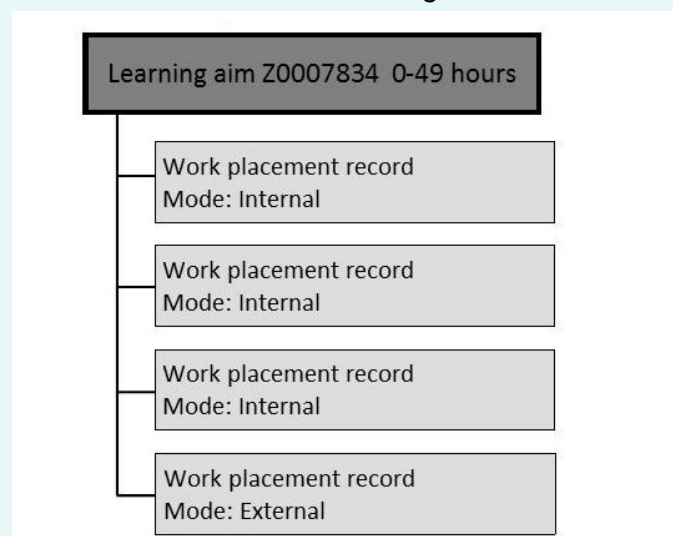
Z0007837	Work experience/placement, 200-499 hrs
Z0007838	Work experience/placement, 500+ hrs

527. Providers should record the aim with the hours band that reflects the total amount of external work experience being undertaken during the current teaching year only. This may take place in one or more work placements during the year.
528. Providers should amend their data before the final return of the year to ensure that only external work experience hours are recorded for the learner in the work experience learning aim selected. Note that the hours recorded in the Planned employability, enrichment and pastoral hours field are not affected by this change and must not be amended.
529. If the learner only undertakes internal work placements during the year, the learning aim used must be Z0007834; this represents zero external work placement hours.

Example, Learner has planned work experience consisting of three internal work placements. This is recorded using learning aim Z0007834 as shown below (dates have been excluded from the diagram):

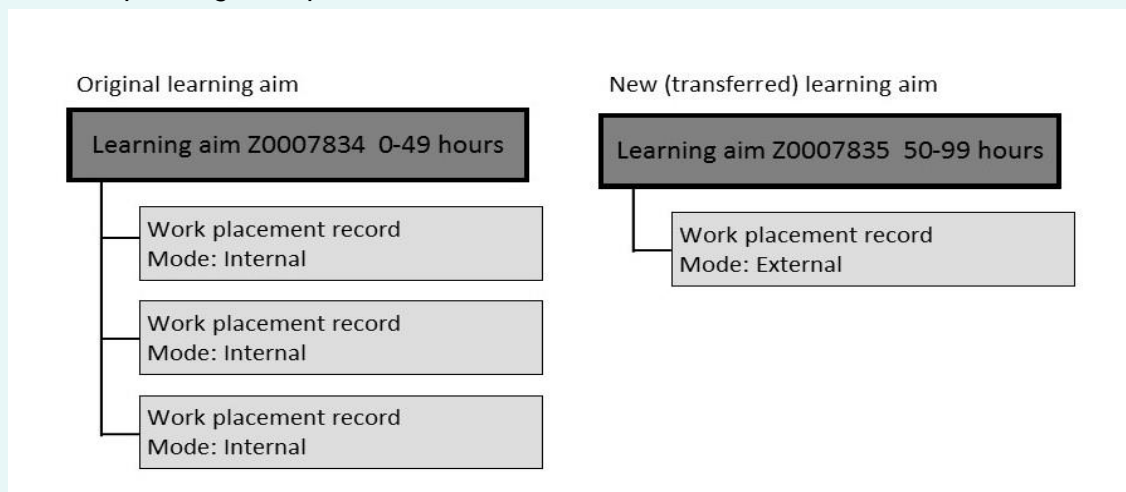


The learner then goes onto an external work placement consisting of 30 hours. The new work placement record is added to the original aim:



530. If during the year the learner undertakes an external work placement that exceeds the 0 to 49 hours band, then this should be recorded as a transfer onto a new work experience aim with the appropriate hours band and the corresponding work placement record.

Example If the above learner's new external work placement had a duration of 60 hours, then a new learning aim of 'Z0007835 50-99 hours' should be recorded and the corresponding work placement record attached:



531. If a work experience placement takes place across the teaching year boundary of 31 July/1 August, then the learning aim recorded in 2015 to 2016 will have a Planned end date of 31 July 2016 and the hours band selected for the aim should only include the hours up to and including the 31 July 2016. A new aim with a Learning start date of 1 August 2016, will need to be recorded in the following year's ILR returns to record the hours remaining from 1 August 2016 onwards.
532. This guidance also applies to 16-19 traineeships, but not to 19-24 traineeships. See the [Traineeships](#) section on page 71 for further details of recording traineeships
533. Work experience learning aims with a Learning start date in 2014 to 2015, that were recorded with a Planned end date after 31 July 2015 and that are continuing into 2015 to 2016, should be closed in the final ILR return for 2014 to 2015 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 2015 to 2016 ILR with the correct hours band and work placement records for work experience that will take place in the 2015 to 2016 teaching year.
534. 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.
535. The hours band selected for the learning aim does not affect EFA funding. The TOTAL work experience hours for the current year (both internal and external) must be included in the Planned employability, enrichment and pastoral hours field, and this is used for funding.
536. 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.
537. 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.

538. 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 52 for further details.

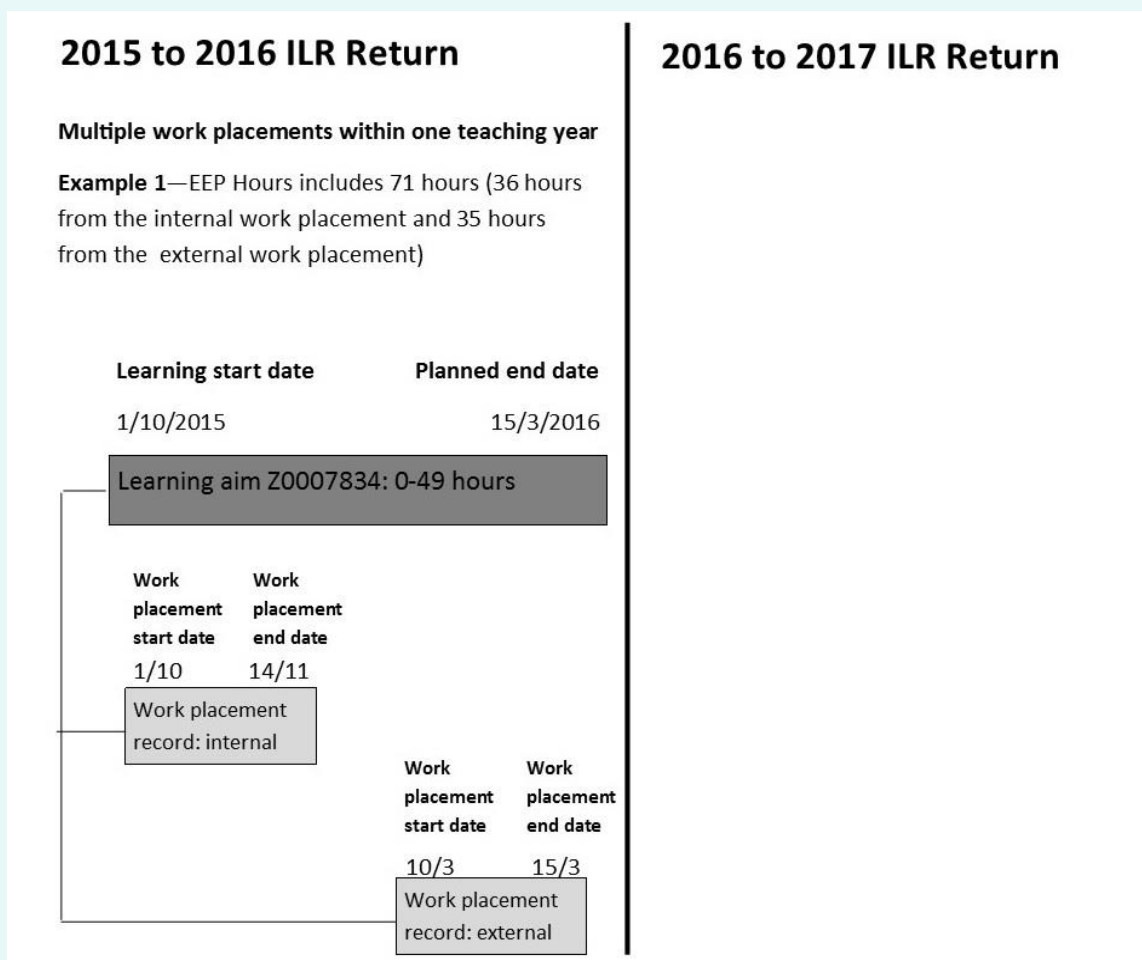
Example 1

A learner on a two year study programme plans to do a total of 71 hours of work experience during the 2015 to 2016 teaching year. They will be undertaking an internal work placement for 6 weeks from 1 October 2015 until 14 November 2015, doing six hours each week and an external one week placement of 35 hours from 10-15 March 2016.

A single work experience learning aim must be recorded with the hours band that reflects the total amount of external work experience. In this case the aim recorded will be Z0007834: Work experience/placement 0-49 hours. The Learning start date of this aim is 1 October 2015 and the Planned end date will be 15 March 2016.

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.



Example 2

A learner starts an external work placement on 15 July which is planned to end on 31 August 2016.

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 2015 to 2016 ILR returns with a Learning start date of 15 July and Planned end date of 31 July 2016. 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 2016 to 2017 ILR returns with a Learning start date of 1 August and Planned end date of 31 August 2016. This also has a work placement linked to it.

The Planned employability, enrichment and pastoral hours field for 2015 to 2016 will contain the work experience hours from 15 July until 31 July 2016. In 2016 to 2017 the field will record the remaining work experience hours from 1 August 2016 until 31 August 2016.

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.

Learning start date	Planned end date
15/7/2016	31/7/2016
Learning aim Z0007834: 0—49	
Work placement start date	Work placement end date
15/7	31/7
Work placement—external	

2016 to 2017 ILR Return

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

Learning start date	Planned end date
1/8/2016	31/8/2016
Learning aim Z0007835: 50—99 hours	
Work placement start date	Work placement end date
1/8	31/8
Work placement—external	

Section 16 : Recording A and AS levels for 2015 to 2016

539. The following guidance applies to all learners who start an AS or A level learning aim from 1 August 2015. It applies to all A levels, including those that are not being reformed until 2016 or 2017.
540. For learners who took an AS qualification in 2014 to 2015 and are continuing with an A level in the same subject in 2015 to 2016, refer to Section 6: [Learners continuing from 2014 to 2015 AS learning aims](#).

What is changing?

541. From August 2015, new linear A levels will be introduced in a number of subject areas with all external assessment at the end of the course. The AS will be decoupled from the A level, which means that AS marks will not count towards the A level. See <https://www.gov.uk/government/policies/reforming-qualifications-and-the-curriculum-to-better-prepare-pupils-for-life-after-school/supporting-pages/a-and-as-level-reform> and <https://www.gov.uk/government/collections/reform-of-as-and-a-level-qualifications-by-ofqual> for further information.

How will this affect ILR recording?

542. From August 2015 the use of A2 learning aims will be discontinued.
543. A2 learning aims will not be available in the LARS database or recorded on the ILR, apart from where the learner started the A2 learning aim before 1 August 2015 and has not yet completed it.
544. In all cases, providers should accurately record the learning aim that a learner is working towards; either an AS or A level learning aim.
545. Where a learner takes an AS qualification and continues with further study to take the A level qualification in the same subject, both the AS learning aim and A level learning aim must be recorded.

Are there any funding implications?

546. For SFA funded A levels, if a learner undertakes both an AS and an A level in the same subject, the provider will need to record a funding adjustment on the ILR for the A level, to take into account the prior learning completed for the AS learning aim.
547. For EFA funded A levels, no funding adjustment is required, as these are funded through the EFA's funding per student methodology which uses planned hours for the year to determine funding levels.

AS and A levels that are financed by a 24+ Advanced Learning Loans

548. Learners will be able to apply for a 24+ Advanced Learning Loan for both AS and A levels to enable them to undertake up to 4 A levels funded with a Loan. Loans for A2 learning aims will be discontinued. Where a learner applies for a loan for an A level after sitting the AS in the same subject, the provider must reduce the fee for the A level to take into account the prior learning completed for the AS learning aim.

Recording AS level outcomes

549. AS qualifications in the subjects that have been decoupled from the A level will no longer be recorded as cashed or uncashed in the Outcome field of the ILR.

Transfers and withdrawals

550. Where a learner changes the AS or A level learning aim that they are working towards, or withdraws from the learning aim, this should be recorded in the usual way on the ILR - as detailed in the ILR Provider support manual.

Examples

551. The following examples illustrate how some different scenarios should be recorded, and assume that an AS qualification is studied over one year and an A level over 2 years:

Example A: Learner starts intending to do only an AS level. They complete the AS level as planned and do no further study in this subject in year 2

	Year 1	Year 2	Notes
Current system	AS Level Subject 1		
From 1 Aug 2015	AS Level Subject 1		No change to current approach

Example B: Learner starts intending to do only an AS level. Following the AS results they decide to take the A level in year 2

	Year 1	Year 2	Notes
Current system	AS Level Subject 1	A2 Level Subject 1	
From 1 Aug 2015	AS Level Subject 1	A Level Subject 1	A2 level no longer recorded

552. The learner initially intends to do an AS level qualification; an AS learning aim is recorded on the ILR. After completing the AS aim, the learner decides to take the A level qualification in the same subject; an A level learning aim is recorded on the ILR.

553. For SFA funded learners, funding adjustment for prior learning is required for this aim to take into account the previous learning completed for the AS learning aim.

Example C: Learner starts intending to do only an A level, and does not enter for the AS level. They complete the A level as planned

	Year 1	Year 2	Notes
Current System	AS Level Subject 1	A2 Level Subject 1	
From 1 Aug 2015	A Level Subject 1		

Example D: Learner starts intending to do both an AS level and an A level. They complete both learning aims as planned

	Year 1	Year 2	Notes
Current system	AS Level Subject 1	A2 Level Subject 1	
From 1 Aug 2015	AS Level Subject 1	A Level Subject 1	A2 level no longer recorded

554. The learner initially intends to do both an AS and A level qualification. An AS learning aim is recorded on the ILR. After completing the AS aim, an A level learning aim in the same subject is recorded.

555. For SFA funded learners, funding adjustment for prior learning is required for this aim to take into account the previous learning completed for the AS learning aim.

Example E: Learner starts intending to do only an A level, but during year 1 decides to enter for the AS level as well

	Year 1		Year 2	Notes
Current system	AS Level Subject 1		A2 Level Subject 1	
From 1 Aug 2015	A Level Subject 1			The A level learning aim is closed and transferred to an AS level
		AS Level Subject 1	A Level Subject 1	

556. The learner initially intends to an A level qualification; an A level learning aim is recorded on the ILR. During the academic year, the learner decides to also enter for the AS level; the A level learning aim is closed with Completion status code 3 (Learner has withdrawn) and Withdrawal reason code 40 (Learner has transferred to a new learning aim with the same provider).
557. The AS learning aim is recorded with a new learning start date. For SFA funded learners, Funding adjustment for prior learning must be recorded to take into account the previous learning completed for the A level learning aim.
558. Once the AS aim has been completed, an A level learning aim in the same subject is recorded. For SFA funded learners, funding adjustment for prior learning is required for this aim to take into account the previous learning completed for the AS learning aim.

Example F: Learner starts intending to do only an A level, but during year 1 decides to transfer to the AS level. They do not go on to take an A level in this subject

	Year 1		Year 2	Notes
Current system	AS Level Subject 1			
From 1 Aug 2015	A Level Subject 1			The A level learning aim is closed and transferred to an AS level
		AS Level Subject 1	Study for the AS level may continue into year 2 for some students	

559. The learner initially intends to an A level qualification; an A level learning aim is recorded on the ILR. During the academic year, the learner decides to transfer to the AS level; the A level learning aim is closed with Completion status code 3 (Learner has withdrawn) and Withdrawal reason code 40 (Learner has transferred to a new learning aim with the same provider).
560. The AS learning aim is recorded with a new learning start date. For SFA funded learners, Funding adjustment for prior learning must be recorded to take into account the previous learning completed for the A level learning aim.

Example G: Learner starts intending to do an AS level, and during year 1 decides to transfer to an A level and does not sit the AS level

	Year 1		Year 2	Notes
Current system	AS Level Subject 1		A2 Level Subject 1	
From 1 Aug 2015	AS Level Subject 1			The AS level learning aim is closed and transferred to an A-level
		A Level Subject 1		

561. The learner initially intends to do an AS level qualification; an AS learning aim is recorded on the ILR. During the academic year, the learner decides to transfer to the A level; the AS level learning aim is closed with Completion status code 3 (Learner has withdrawn) and Withdrawal reason code 40 (Learner has transferred to a new learning aim with the same provider).
562. The A level learning aim is recorded with a new learning start date. For SFA funded learners, Funding adjustment for prior learning must be recorded to take into account the previous learning completed for the A level learning aim.

Example H: Learner starts intending to do only an A level, and withdraws completely from this subject during year 1

	Year 1		Year 2	Notes
Current System	AS Level Subject 1			
From 1 Aug 2015	A Level Subject 1			The A level learning aim is recorded as withdrawn

563. The learner initially intends to do an A level; an A level learning aim is recorded on the ILR. During the academic year, the learner decides to withdraw from the A level; the A level learning aim is closed with Completion status code 3 (Learner has withdrawn) and the relevant Withdrawal reason code.
564. See Section 11.6 for more details about recording learner withdrawals.

Section 17 : Field Collection Requirements by Funding Model

565. 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.
566. 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

567. Some of the fields listed in Table 13 below are only required in certain circumstances. For details of the data requirements for traineeships, see Section 13.

Table 13: EFA funded learning (non-traineeships)

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
GCSE maths qualification grade	Completion status
GCSE English qualification grade	Learning actual end date
Learner contact fields	Withdrawal reason
Postcode prior to enrolment	Outcome
Current Address line 1 – 4	Outcome grade
Current Postcode	Learning delivery funding and monitoring type
Telephone	Source of funding
Email address	Restart indicator
Learner contact preference fields	Learning delivery monitoring
Restricted use indicator	Special projects and pilots
Preferred method of contact	HE monitoring
Learner LLDD and Health Problem fields	Learning delivery work placement
LLDD and health problem category	Work placement start date
Primary LLDD and health problem	Work placement end date
Learner funding and monitoring type	Work placement mode
Learner difficulty assessment	Work placement employer identifier
High needs students	Learner Destination and Progression
Education Health Care plan	Learner reference number
Learner support reason	Unique learner number
Special educational needs	Outcome type
National learner monitoring	Outcome code
Eligibility for EFA disadvantage funding	Outcome start date
GCSE maths condition of funding	Outcome end date
GCSE English condition of funding	Outcome collection date
Free meals eligibility	
Pupil premium funding eligibility	

Adult Skills funded learning

568. 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 9 on page 68. For details of the data requirements for traineeships, see Section 13.

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	Additional delivery hours
National Insurance number	Funding adjustment for prior learning
Prior attainment	Other funding adjustment
Planned learning hours	Employment outcome
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	Learning delivery funding and monitoring type
Learner contact preference fields	Source of funding
Restricted use indicator	Full or co-funding indicator
Preferred method of contact	Workplace learning indicator
LLDD and Health Problem fields	Restart indicator
LLDD and health problem category	Learning support funding
Primary LLDD and health problem	Family English, Maths and Language*
Learner funding and monitoring type	Learning delivery monitoring
Learner difficulty assessment	Special projects and pilots
Education Health Care plan	National Skills Academy indicator
Learner support reason	Work programme participation
National learner monitoring	Percentage of online delivery
Learner employment status	HE Monitoring
Employment status	Date applies from
Date employment status applies	Date applies to
Employer identifier	Learner Destination and Progression
Employment status monitoring	Learner reference number
Self-employment indicator	Unique learner number
Employment intensity indicator	Outcome type
Length of unemployment	Outcome code
Benefit status indicator	Outcome start date
Previous education indicator	Outcome end date
	Outcome collection date

***Only collected for Family English, Maths and Language learning aims delivered by Community Learning providers through their Adult Skills Budget.**

ESF funded learning

569. 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
Learner Contact	Learning start date
Postcode prior to enrolment	Learning planned end date
Current Address line 1 - 4	Funding model
Current Postcode	Subcontracted or partnership UKPRN
Telephone	Delivery location postcode
Email address	Contract reference number
Learner Contact Preference	Completion status
Restricted use indicator	Learning actual end date
Preferred method of contact	Withdrawal Reason
LLDD and Health Problem	Outcome
LLDD and health problem category	Outcome grade
Primary LLDD and health problem	Learning Delivery FAM
Learner FAM	Source of funding
Learner difficulty assessment	Restart indicator
Education Health Care plan	Learning delivery monitoring
Learner support reason (16-18 learners only)	Special projects and pilots
Free meals eligibility (16-18 learners only)	National Skills Academy indicator
National learner monitoring	Work programme participation
Learner Employment Status	Learner Destination and Progression
Employment status	Learner reference number
Date employment status applies	Unique learner number
Employer identifier	Outcome type
	Outcome code
	Outcome start date
	Outcome end date
	Outcome collection date

Community Learning funded learning

570. 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
LLDD and health problem category	National Skills Academy indicator
Primary LLDD and health problem	
Learner FAM	
Learner difficulty assessment	
Education Health Care plan	
National learner monitoring	

24+ Advanced Learning Loans funded learning

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

Table 17: 24+ Advanced Learning Loans

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	Benefit status indicator
Family name	Previous education indicator
Given names	Learning Delivery
Date of birth	Learning aim reference
Ethnicity	Aim type
Sex	Aim sequence number
LLDD and health problem	Learning start date
National Insurance number	Original learning start date
Prior attainment	Learning planned end date
Planned learning hours	Funding model
Learner Contact	Subcontracted or partnership UKPRN
Postcode prior to enrolment	Delivery location postcode
Current Address line 1 – 4	Funding adjustment for prior learning
Current Postcode	Other funding adjustment
Telephone	Completion status
Email address	Learning actual end date
Learner Contact Preference	Withdrawal Reason
Restricted use indicator	Outcome
Preferred method of contact	Outcome grade
LLDD and Health Problem	Learning Delivery FAM
LLDD and health problem category	Restart indicator
Primary LLDD and health problem	24+ Advanced Learning Loans indicator
Learner FAM	24+ Advanced Learning Loans Bursary funding
Learner difficulty assessment	Learning delivery monitoring
Education Health Care plan	Special projects and pilots
Learner support reason	National Skills Academy indicator
National learner monitoring	HE monitoring
Learner Employment Status	Date applies from
Employment status	Date applies to
Date employment status applies	

Non-funded learning

572. Some of the fields listed in Table 18 below are only required in certain circumstances.
573. 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	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 (apprenticeships only)
Family name	Benefit status indicator
Given names	Previous education indicator
Date of birth	Learning Delivery
Ethnicity	Learning aim reference
Sex	Aim type
LLDD and health problem	Aim sequence number
National Insurance number	Learning start date
Prior attainment	Learning planned end date
Planned learning hours	Funding model
Learner Contact	Programme type (apprenticeships only)
Postcode prior to enrolment	Framework code (apprenticeships only)
Current Address line 1 - 4	Apprenticeship pathway (apprenticeships only)
Current Postcode	Subcontracted or partnership UKPRN
Telephone	Delivery location postcode
Email address	Completion status
Learner Contact Preference	Learning actual end date
Restricted use indicator	Withdrawal Reason
Preferred method of contact	Outcome
LLDD and Health Problem	Outcome grade
LLDD and health problem category	Learning Delivery FAM
Primary LLDD and health problem	Source of funding
Learner FAM	Restart indicator
Learner difficulty assessment	Community Learning provision type
Education Health Care plan	Learning delivery monitoring
Disabled students allowance (HE only)	Special projects and pilots
National learner monitoring	National Skills Academy indicator
Learner Employment Status	HE monitoring
Employment status	
Date employment status applies	
Employer identifier (apprenticeships only)	