

Evaluation of the Lifelong Learning Wales Record (LLWR) as a Management Information Tool for Learning Providers

Final Report January 2006

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2 Executive Summary

Tribal Education was commissioned by Education Learning Wales (ELWa) to undertake an evaluation of the Lifelong Learning Wales Record (LLWR) between October and December 2005. Tribal Education has worked with Tribal Technology in undertaking this evaluation.

Tribal Education was engaged to consult with users of the LLWR in order to identify the key issues and concerns of providers using the LLWR which they would wish ELWa to address. Consultation took place through one to one meetings, sector workshops and through an e-questionnaire.

One hundred and sixty-two evaluation questionnaires were emailed out and forty-nine evaluation questionnaires were returned from across all sectors including one from a software house. Twenty-two Adult and Community Learning Organisations (ACL) and twenty-eight work based learning providers (WBL) attended workshops and feedback was also taken from visits to six Further Education (FE) Colleges. Overview reports were submitted by Fforwm (FE) and the Opera User group. In addition, consultation also took place with officers of ELWa and Estyn.

The evaluation questionnaire return rate was 52% for FE providers, 45% for ACL providers and 23% for WBL. This led to a revision of the final requirements of the project, by the steering group, in order to allow further discussion and ensure that long-lasting change was not recommended without further due consideration of the responses.

A total of 844 comments were received and analysed on the datasets and fields from providers across all sectors. These were classified into six categories of response according to the kind of change being requested or suggested. The greatest number of these responses related to suggested changes to the configuration of the LLWR and ways in which providers felt improvements could be made to make the LLWR

more accurate and/or sensitive to learner and provider needs. When the responses were filtered to only include those received from 5 or more providers improvement and re-configuration changes were still the most requested changes.

The single greatest structural change suggested was to merge or link the Learner Award and Learner Activity datasets. This change was proposed by each of the three sectors.

Datasets of particular concern to all sectors were those relating to destination data and Welsh fluency assessment fields. The responses to the field and dataset requirements were more numerous and specific than the responses regarding reporting requirements.

For some providers the distinction between the structure and framework of the LLWR and the structure and framework provided by their software house was unclear. Over 10% of total responses requested changes for which solutions could be provided by modifications to software. However, for these providers, the current understanding is that these matters are within the scope of the LLWR. Improving the level of understanding, across the sectors, of the differing roles and functions may prove beneficial to ELWa who may also wish to use the responses to have further dialogue with software providers.

Requests for centralised reports fell into three main areas. Requests focused on reports to support preparation for inspection and provide data for quality assurance and development, reports to aid the process of reconciliation and the verification and checking of data - the availability of an on-line Form C (or the NPFS equivalent) was widely requested as part of this reconciliation process - and, finally, reports not currently available on added value areas such as learning distance travelled by the learner during their course of study.

The disparity in responses between comments on datasets and fields and reports can, in part, be understood as field and dataset entry are daily operational processes within provider organisations and a key issue for providers where the returns are related to funding and resource. However, it also seems to relate to the way in which providers see and use reports as part of their business process.

The sector consultation workshops offered an insight into the different ways in which providers respond to and use the LLWR in this respect. Providers have varying degrees of resource and expertise available to manage the complexity of the LLWR data. Consequently, larger and better resourced providers have been developing their own reporting systems around the LLWR. The workshop discussions revealed significant differences in levels of understanding of how the LLWR data could be used for business benefit. Many organisations are not using the LLWR to provide reports they could use to manage their businesses more successfully. Therefore, when given the opportunity to identify useful reporting requirements, responses were not specific. This seems to highlight a professional development need around the use of data as a management tool to improve success and quality of delivery. A focused set of management reports would enable these organisations to begin to use the data more meaningfully in operating their business.

By contrast, the needs of managing a large number of learners had provided the drivers for development in larger organisations. In some organisations managers had identified and developed reports in the areas of Learner Data Management and Financial Management. For these organisations a centralised set of reports from the LLWR could reduce the amount of time and resource they would need to spend on writing their own reports, if these reports fully met their needs. However, for these organisations a more streamlined and clearly-defined LLWR is a greater priority.

During the course of the evaluation it was clear that providers want the LLWR and need the information in it to run their businesses effectively. What they desire from it is more responsive and transparent data and reports that more closely meet their needs. There is a common core of data that all sectors share. Providers would

warmly welcome improvements to the LLWR if the changes made could recognise the diversity of the three main sectors, build into the LLWR the appropriate flexibility and responsiveness required for each sector and do this without fragmenting the LLWR overall.

Tribal Education and Tribal Technology would like to thank everyone who participated in the evaluation and consultation process and contributed to the findings of this report.

3 Background

Section 40 of the Learning and Skills Act 2000 required ELWa to:

"...establish systems for collecting information, which are designed to secure that its decisions with regard to education and training are made on a sound basis".

To facilitate this, the Individual Learner Data Programme Steering Group was set up and chaired by the Director of the Education and Training Department in the Welsh Assembly Government. This Steering Group oversaw two projects: one relating to data collection for pre-16 learners, led by the National Assembly, and the other relating to data collection for post-16 learners, led by ELWa.

One of the initial outputs from the Individual Learner Data Programme was an Information Management Strategy consisting of 10 objectives. This document was published in Autumn 2002 and underpins the collection of individualised learner data in Wales.

ELWa, at its inception in 2001, inherited a series of data collection systems which were all collecting learner data from the post-16 sector. However, each legacy system operated differently, collecting different data to different timescales. Furthermore, where similar data fields were being collected by the systems the data definitions were often not consistent, and some learning providers had to make multiple data returns to the different systems for the same learners.

The principal data legacy systems were the:

- ◆ Individualised Student Record (ISR) for FE providers;
- ◆ 4 regional Work Based Learning claims systems for WBL providers;
- ◆ Annual census for Adult Community Learning for LEAs;
- ◆ STATS1 annual collection for schools.

ELWa's response to consolidating the various data collection arrangements was to introduce a new single data collection system for all Post-16 learning providers other

than Higher Education (HE) Institutions and School Sixth Forms. The data collection system introduced was the LLWR. HE Institutions and schools were excluded from the scope of the LLWR as these organisations have significant cohorts of learners which fall outside of ELWa's remit (i.e. HE students and pre-16 pupils respectively). Therefore, to minimize data burdens existing data collection systems in Institutions and schools were modified to meet ELWa data needs.

ELWa consulted twice with providers and stakeholders in regard to the structure and content of the LLWR in May and October 2002. The Post-16 Data Advisory Group was established to provide input into the implementation and roll-out of the LLWR, and this group contained representatives both from learning providers who submit data and key stakeholder organisations who make use of the data.

The LLWR system was fully specified by early 2003 and was piloted, together with provider systems in Spring/Summer 2003, prior to becoming operational in August 2003. For the first year of operation only Further Education institutions (FEIs), and Local Education Authorities (LEAs) delivering community learning provision, were required to submit LLWR data. However, WBL providers have been required to submit data to the LLWR since August 2004, and during the 2003/04 academic year WBL providers were encouraged to submit LLWR data in parallel to submitting data to the claims systems (which continued to operate during the year) but this was not a requirement.

It was recognised that the introduction of the LLWR would require the upgrading of the Management Information Systems (MIS) operated by many learning providers. To support this upgrade work ELWa established the MIS Development Programme which aimed to encourage and support all learning providers in acquiring new MIS systems, or upgrading existing ones. The Programme made funding available to providers for some of the software/hardware expenses incurred, and in this way just under £720,000 was distributed to the provider network between January 2003 and March 2004

An evaluation of the Information Management Strategy (IMS) was carried out for ELWa and reported in June 2005. This current evaluation of the LLWR was set up in response to issues raised by providers in the IMS evaluation on the burden of data collection and availability of data reports.

4 Aims and Key Outputs

The initial aim of the evaluation was to develop further the data collection system and extend the data reports/reporting systems currently provided by ELWa to assist providers in submitting accurate data and in managing their business.

Two key outputs were required:

- ◆ A report which made clear recommendations as to what providers consider to be desirable future developments of the LLWR. The report to contain amendments both to the structure and content of the LLWR, with particular emphasis on the ability of LLWR data to underpin ELWa's National Planning and Funding System (NPFS). The recommendations to be based on discussions with learning providers, key data users and ELWa staff, and identify the benefits that would be realised in making the recommended changes as well as any related issues which could or would arise; and

- ◆ A functional specification for a data reporting/analysis tool to be developed for use by learning providers and ELWa. The specification to be limited to those reports of general use to the post-16 provider sector (or a significant subset of this) and not include provider (or MIS system) specific reporting requirements. The specification to include user requirements as to the functionality required by a LLWR reporting tool but it was not expected that this would include details of technical solutions able to meet the user requirements.

During the course of the project the ELWa steering group refined the project outcomes in response to the development of the evaluation research and the level of response to the consultation exercise. The sharpened outcomes for the project were:

- ◆ To provide ELWa with a report which makes clear the issues experienced by learning providers when collecting and submitting LLWR data. The report should consider amendments both to the structure and content of the LLWR with particular emphasis on the ability of LLWR data to underpin ELWa's National Planning and Funding System (NPFS). The issues should be based on discussions with learning providers, key data users and ELWa staff, and should

identify the benefits that would be realised in making the recommended changes as well as any related issues which could or would arise; and

- ◆ To provide ELWa with a specification of what report outputs would be beneficial in a centralised data reporting/analysis tool to be developed for use by learning providers and ELWa. The specification should be limited to those reports which will be of general use to the post-16 provider sector (or a significant subset of this) and not include provider (or MIS system) specific reporting requirements. The specification should include user requirements as to the functionality required by a LLWR reporting tool but it is not expected that this would include details of technical solutions able to meet the user requirements.

5 The Scope of the Contract

The scope of the contract was limited to the LLWR system and the Further Education Institutions (FEIs), Local Education Authorities (LEAs) and Work Based Learning (WBL) providers who use the system. Tribal Education was not expected to consider data returns made by school sixth forms via the Post-16 PLASC.

Tribal Education was asked to consider those statistical reports (such as performance and funding statistics) which can be produced centrally from LLWR data and which would potentially provide the necessary data to assist learning providers :

- ◆ in improving the quality of their learning provision;
- ◆ in improving the management of funds provided by ELWa; and/or
- ◆ in improving the quality of their data submission.

Tribal Education was not expected to recommend data reports which did not comply with the above criteria, or only did so tangentially and which could be generated from the providers' own MIS and not centrally by ELWa. Those data reporting requirements not considered as within the scope of this contract included:

- ◆ reports which are only of benefit to a small number of providers;
- ◆ reports which require data other than that submitted to the LLWR; and
- ◆ reports which relate to business needs other than ELWa funding and performance monitoring.

In terms of the users of the LLWR - data is submitted to the LLWR system by 25 FE institutions, 22 Local Education Authorities and approximately 115 work-based learning providers (some of which are managed by, or affiliated to, FEIs or LEAs). These learning providers vary widely in size from Coleg Gwent with over 10,000 learners a year to private WBL providers with only 10 learners a year.

6 Methodology

6.1 Initiation meeting

An initiation meeting was held on 18 November 2005 at which the overall approach was agreed together with the timescales and outline project implementation plan. A steering group of ELWa officers was formed, led by the Acting Head of Data and Analytical Services, and fortnightly meetings agreed. Five Steering Group meetings took place between November 2005 and January 2006.

6.2 The Consultation Process

A sector-based form of consultation was discussed and agreed to include a questionnaire-based approach to all providers, supplemented by sector consultation workshops. Given the timescales involved, these workshops, as far as possible, utilised provider sector network meetings already established during November 2005. Community Learning Wales (ACL providers) and Fforwm (FE providers) had network meetings planned.

Community Learning Wales (ACL providers) invited Tribal to attend an initial meeting and subsequently set up a working party to take the discussion further. Fforwm discussed the questionnaire at their meeting and provided Tribal with a written response and agreed that their members would each return the detailed evaluation questionnaire.

In addition, due to the size and complexity of FE provider returns, six visits to FE colleges were organised in order to investigate issues in depth. As well as ensuring colleges were chosen with a geographical spread, colleges using a range of software systems were also included.

Work-based learning providers did not have any meetings planned in the timeframe and, given the large number of providers involved, two opportunities were organised for work based learning organisations to meet and discuss the evaluation.

Software houses were invited to respond to the questionnaire and attend the work-based learning workshops.

6.3 Questionnaire

Key questions were developed by Tribal in discussion with ELWa officers to form the basis of a questionnaire to be sent to all users. It was agreed to produce the questionnaire in two parts:

- ◆ An analysis of the LLWR and its data fields; and
- ◆ An analysis of the LLWR reporting requirements.

Key questions in each of these two areas, together with the spreadsheet format for the questionnaires, were agreed by the Steering Group on 2 November 2005.

Using contact data provided by ELWa, the questionnaire was sent out by Tribal Education, by e-mail, between November 4th and 8th 2005, with covering letters to key user groups by sector. Software providers (10) were also invited to respond to the questionnaire and attend the work-based learning consultation meetings. Copies of the evaluation questions are provided at Appendix 1.

6.4 Consultation with key stakeholders

By questionnaire

The questionnaire was e-mailed out to all users who were given the opportunity to return it directly to Tribal Education and follow this up with a telephone response if they wished to do so. The following number of questionnaires were distributed:

- | | |
|---------------------------------|-----|
| ◆ Work based learning providers | 115 |
| ◆ FE providers | 25 |
| ◆ Adult Community Learning. | 22 |

The number of questionnaires returned or responses received were:

- | | | |
|--------------------------------|----|-----|
| ◆ Work based learning | 25 | 22% |
| ◆ FE providers | 13 | 52% |
| ◆ Adult and Community Learning | 10 | 45% |

A list of providers returning questionnaires can be found at Appendix 3.

Via forums/workshops

The opportunity was taken to meet with sector groups either in already timetabled meetings or via specifically arranged meetings and working parties. The following consultation meetings took place:

Adult and Community Learning

- ◆ Community Learning Wales 2 November 2005
- ◆ Community Learning Wales working party 14 November 2005

Forty-five people attended the Community Learning Wales meeting on 2 November 2005, representing 22 ACL organisations. In addition, Estyn, NIACE and ELWa were also represented.

Work Based Learning

- ◆ Bedwas 24 November 2005
- ◆ St Asaph 29 November 2005

Twenty nine people attended the WBL meeting in Bedwas representing 18 providers and one software house.

Nineteen people attended the St Asaph meeting representing 10 providers and one software house. A record of those attending these meetings can be found at Appendix 2.

FE Provider meetings

The following FE providers were also consulted via in depth interview

Pembrokeshire College	Bridgend College
Coleg Menai	Yale College
Coleg Gwent	Llandrillo College

Inspection Body

A consultation meeting with Estyn took place on 24th November 2005

ELWa

Meetings with ELWa officers responsible for Funding, Data Analysis and Quality were held in November 2005.

6.5 Interim report

An interim progress report, setting out emerging issues, was discussed at the Steering Group meeting on 30 November 2005 and circulated within the Steering Group for discussion the week beginning 5 December 2005. In the light of responses received a revision to the initial brief was made and an amended set of outcomes issued. (See Section 4 above)

6.6 Evaluation results and analysis

Field and dataset evaluation

Tribal Education developed a database tool into which all the responses from the evaluation questionnaires and the consultation workshops were entered. This comprehensive database allows a detailed interrogation of the responses by sector, by priority, and by field. It also details which providers and how many providers raised the particular data issue. From this database a summary spreadsheet of key issues by sector was compiled and is presented in Section 7 below.

The issues emerging from the consultation workshops were added to the individual evaluation returns and a weighting equivalent to 10 providers was given to these responses as they represented a collective view.

In order to understand the main areas of concern and identify areas for potential future changes the data responses were also classified into six categories with the following definitions:

Category	Definition
Configuration	Improvement in LLWR configuration – e.g. Specifying that a field is only relevant to WBL
Delete	Remove Field
Guidance	Guidance or clarification required
Improvement	An opportunity for ELWa to improve the LLWR and or its submission
Software	Improvement may be gained via software supplier or change in working practice

For some responses it would have been possible to categorise them in more than one category. Rather than list the same response under more than one category the approach taken was to include each response in the category which appeared closest to the intention of the majority of providers who raised the particular concern.

Key issues and high and medium priority requirements of learning providers, in relation to fields and datasets, were analysed from the data and are summarised in Section 7.

Reporting Requirements Evaluation

Reporting requirement responses were collated into three sector-specific spreadsheets plus a spreadsheet for Estyn. Responses from the evaluation were copied across as received and in the same format as the evaluation questionnaire. (See Appendix 1b)

Reporting issues raised in workshops were added to the summary sheets. However, additional weighting was not given to the reporting requests from workshops. As highlighted in the Executive Summary, the responses on reporting requirements were less numerous than on datasets and fields and were not always discussed in the workshop consultations or sector responses. It was, therefore, judged that giving an additional weighting to these issues would not be helpful.

In order to understand the main areas of concern and identify areas for potential future changes the responses were analysed into Summary Categories and an additional column added to the evaluation spreadsheet.

Categories were defined as follows:-

Category	Definition
Reconciliation	Reports which would help improve the claims process
Funding Calculations	Reports that providers believe will help reconcile funding data
Added Value	Enhancements to existing reports or reports which ELWa could produce which would enhance management information available to providers
Inspection & Quality	Reports viewed by providers or Estyn as necessary for inspection and which will help produce benchmarking data
Software	Reports considered to be most appropriately provided by software supplier or own internal MIS

6.7 Final report

The final report was presented to ELWa, in electronic format and hard copy, in January 2006 accompanied by a CD containing the database tool, summary and subsidiary evaluation spreadsheets, notes from the consultation workshops and the returned evaluations and commentaries.

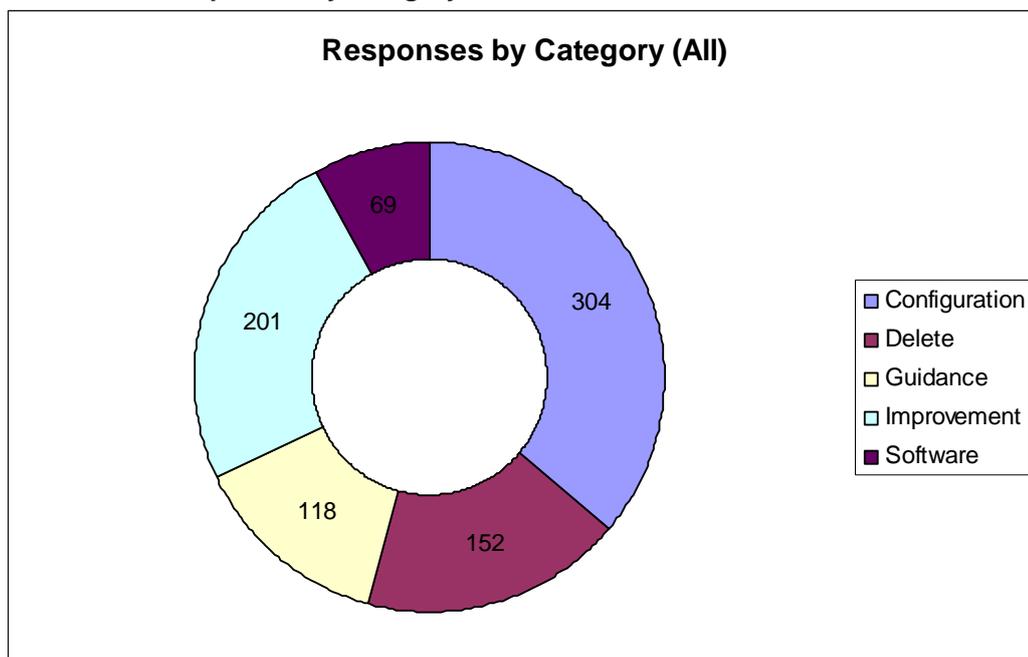
7 LLWR field and datasets- Key Issues for Learning Providers

7.1 Cross Sector Responses by Category

The field and dataset response spreadsheet can be found in Appendix 4.

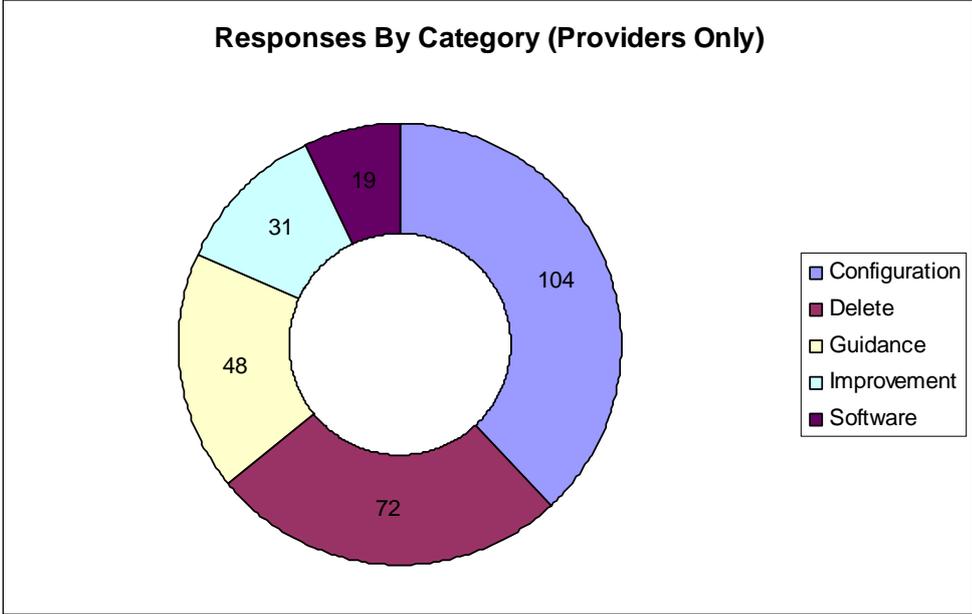
In total 844 comments were received on the datasets and fields (see Figure 1). When considered in relation to the six categories assigned to them in the analysis (see 6.6 above), the majority of providers wished to request changes to improve the configuration of the LLWR (304), followed, in descending order, by suggesting improvements (201), requesting deletions (152), requiring further guidance (118), and requesting amendments to software (69).

Figure 1 Number of responses by category



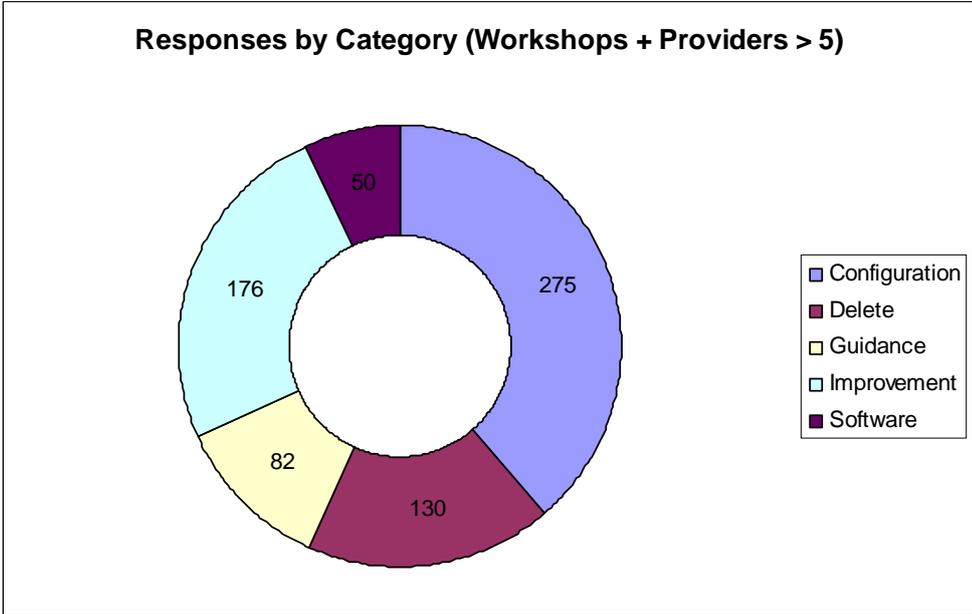
When responses from the evaluation questionnaires completed by providers were considered separately from the workshop responses, the primary requests for changes concerned configuration (104), deletion (72), guidance (48) and improvement (31) and software (19). (See Figure 2 below)

Figure 2 Responses by category provider questionnaire returns only



Datasets and fields receiving comments from more than 5 providers were considered by category. In total, 713 comments were made. Comments from the workshops focused on improvements and configuration whilst the evaluation returns focused primarily on configuration and deletion changes. Overall, comments from more than 5 providers concerned configuration of the LLWR (275), requests for improvement (176), the deletion of fields (130) and improved guidance (82). Some 50 requests were judged to be software issues. (See figure 3 below)

Figure 3 Responses by category by more than 5 providers

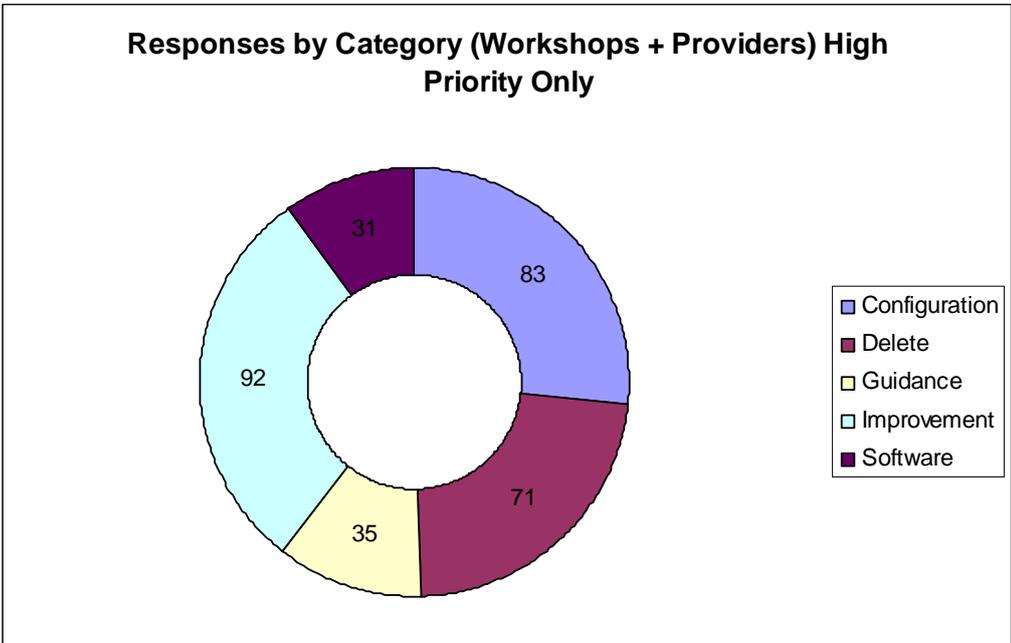


When considering responses from more than 5 providers by sector, the FE and ACL sectors provided comments primarily relating to configuration issues whilst the WBL providers comments centred on improvement requests.

7.2 Cross Sector Responses by Priority

A total of 312 requests for changes were designated as high priority. The highest priority areas for concern were to seek improvement changes (92) before configuration changes (83), deletion (71) and guidance (35). Requests for software changes (31) were also a feature. (See Figure 4 below)

Figure 4 Responses by category, high priority



Specific fields mentioned by many providers as a high priority concerned the collection of destination data, particularly for adult learners. Collection of data at the end of the programme was difficult but after 6 months was viewed, by most ACL and WBL providers, as almost impossible. Anecdotal evidence from the workshops described an incentive scheme for the return of information from the learners after 6 months but rates of return were still very low (15-20%).

The second dataset area of concern related to Welsh fluency assessment fields. Providers pointed out that there is no standard test for judging Welsh fluency and, as in some programmes, Welsh is not taught, this makes the fields irrelevant. Similar

concerns were expressed about completing these fields where literacy and numeracy is not part of the taught programme.

The overlap between the Learner Activity and Learner Award dataset was the subject of much discussion in the WBL and ACL workshops and merger of these two datasets was explicitly suggested by the FE group. This is probably the single most substantive structural reform request received. The gains in saved data entry time for all users would be significant if this were to take place.

Figure 5 High priority issues > 5 providers

Field	Issue	Nos >5	Category
LP43 (Destination sixth months after leaving)	Even more difficult to collect than destination on leaving. Difficult to contact learners. They may have moved. They resent questionnaires. What is it used for especially as it is largely inaccurate or not populated? Many colleges do not have the resource to even attempt this. This data is very costly to collect. Much time and effort is spent with very poor results. This field costs a lot of money to maintain in a meaningful manner.	47	Deletion
LP33-LP38 (Level of literacy, numeracy and Welsh)	Difficult to collect at enrolment as is a busy time for the provider and at end of course when it is a busy time for the learner - other exams etc. FE Group suggest these should be collected for Full Time Learners only. Also concerns that there is no standard test for the level of fluency in Welsh. Currently time consuming and costly to collect.	43	Configuration
LP42 (Destination on leaving)	Extremely onerous, in time and cost, to collect. May not be relevant to certain types of ACL. Difficult to collect for all learners, should only be collected for certain learner groups.	40	Configuration
AW & LA datasets	Lack of a link between these two datasets. Linkage would improve reporting on achievement. Various possibilities of how this could be achieved. Need an improvement in quality. Would also help stats for ESTYN. (Could be linked with similar response below but the suggested solutions should be kept distinct as implications including work load differ.)	32	Improvement
Upload of files to LLWR	The current process is believed to be overly complex, where if a dataset is submitted out of sequence there could be serious consequences. Suggested that the upload should be simplified and combined into one file / submission.	24	Improvement
LP17 (Type of Learning programme)	Clear that providers currently complete this field differently. FE Group felt that this should be captured at Learning Activity Level though appreciation that this may not be suitable for	24	Software

	WBL. Providers currently define learning programmes differently. Some have one Learning Programme for multiple activities. Others have one Learning Programme for each Learning Activity which causes much repetition.		
Award and Learner Activity Datasets	Award and Activity Datasets should be merged into one dataset. Various possibilities of how this could be achieved. Need an improvement in quality. Would also help stats for ESTYN	16	Improvement
LP10 (Unitary authority code)	Unitary Authority - Why can't this be picked up by ELWa from the postcode in LP09?	16	Improvement
LA09, LA10 (Commencement date and expected end date)	Suggestion to move these fields to LP dataset, presumably as they start and end all courses at the same time within a programme. Some ACL providers do this as they start a new LP for each course. Other providers, obviously, have one LP with courses starting at different times within it. Some providers volunteered that they keep one LP open indefinitely as a lifelong learning record with every course in the same LP.	11	Software
LP06 (Data release date)	Question tends to put learners off. Should either rethink the method of asking this question or drop the field. Most learners do not give consent.	6	Deletion

Medium priority issues comprised many of the rest of the responses and were often sector specific. The major cross sector issues, viewed as medium priority, were:

Figure 6 Medium priority issues cross sector

Field	Issue	Nos >5	Category
LN20 LN21 (School last attended and year left school)	Very unpopular fields (Answers 19 on LN20 & 9 on LN21). Some felt it should be completely removed from the LLWR and that it is intrusive and shows a lack of sensitivity toward some of our elderly students. Not felt relevant for ACL Learners. Could this field be removed or only collected within certain age categories (eg. 16-25 age group)?	48	Configuration
LN14 (Surname on 16th birthday)	Many people do not want to give their surname at 16. It is felt intrusive and shows a lack of sensitivity toward some of our elderly students. Not felt to be relevant to ACL. Could this be removed as a field or made only applicable to certain learners?	25	Configuration
LP21, LP22 (Type and level of highest prior qualification)	The LLWR by its very nature collects prior learning achievement from the institution at which the learning achievement occurred. Why, therefore, include this question? Felt not applicable for non-accredited learners. Low	24	Delete

	achievers do not wish to answer this question. In some cases the level of prior learning could be defaulted from type of learning. LP21 8 answers, LP22 6 answers.		
LP14 (SOC code)	FE Group suggest this should only applicable for WBL. 7 suggestions that this information should be included on the WLAD (although as the field relates to the learner and not the course not clear how this could be achieved).	17	Configuration
LN13 (National insurance number)	Non WBL learners very reluctant to divulge this important piece of learner data. Personal data should only ask for it when ELWa have need to know. There is a problem when enrolment form covers more than one type of enrolment (e.g. WBL & ACL).	15	Software
LP41 (Reason for termination of LP)	Some felt that completion is difficult to assess if learner completes some activities and withdraws from others. Some providers felt extra categories would make this field more useful.	15	Configuration

7.3 High Priority Further Education issues

The high priorities for FE providers focused on:

- ◆ Simplifying the upload process into one single file submission;
- ◆ Merging the Award and Activity datasets into one single dataset thus eliminating current duplication of fields;
- ◆ Changing the LP fields to make them compatible with FE structure;
- ◆ Capturing LP17 – type of learning programme data - within the Learning Activity dataset;
- ◆ Clarifying LP25 – financial support for the learner; and
- ◆ LP42/LP43 – deleting destination data as too difficult and onerous to collect.

7.4 High Priority Adult and Community Learning issues

The high priority concerns of ACL providers mirror many of those concerns for other sectors, particularly those of WBL providers as both sectors deal with adult learners. ACL high priorities centre on:

- ◆ Linking the Activity and Award datasets more closely;
- ◆ A desire to move the LA09 and LA10 fields to the LP dataset;
- ◆ Capturing LP17 – type of learning programme data - within the Learning Activity dataset;
- ◆ Deleting the requirements to complete Welsh fluency fields and literacy and numeracy fields (LP33-LP38) if not relevant to the learning programme e.g. are not taught or offered as part of the programme; and
- ◆ Deleting LP42 and LP43 - the collection of destination data.

A strong view also came forward during the workshop consultation process that the needs of ACL providers were often overlooked. Providers were very keen to stress that they currently desire more information about the new National Planning and Funding System. In particular, they wish to receive advance notice of which fields will be used to determine funding in order that they can plan in advance to collect this data more thoroughly.

7.5 High Priority Work-based Learning issues

Issues of concern for WBL providers spread across many fields and there is less of a clear consensus, by the majority, on main issues for all providers. However, the following issues were highlighted as being of highest priority:

- ◆ Linking the Learner Award and Activity datasets more closely;
- ◆ Deleting the requirements to complete Welsh fluency fields and literacy and numeracy fields if not relevant to the learning programme e.g. are not taught or offered as part of the programme; and
- ◆ Deleting LP42 and LP43 - the collection of destination data.

There was also much discussion in the workshops about providing more default settings in the software and introducing more validation rules to prevent mis-entry of data and, particularly to prevent providers exiting the programme with mistakes accepted as correct entries. Both of these latter issues are ones which could be addressed in discussion with software houses.

7.6 Benefits of changes

If some of the suggested changes are implemented, the benefits described by the providers will accrue to the learners, to the provider and to ELWa and Estyn. The main benefits of proposed changes are:

- ◆ For the learner - a streamlining and simplification of the enrolment process and removal of some of the questions that are regarded as barriers for adult learners (e.g. regarding age).
- ◆ For the provider - a more streamlined process combined with reduced data entry time reducing costs and administrative overheads.
- ◆ For ELWa and Estyn - quality improvements to the accuracy of data through, for example, more default settings and the potential removal of fields that are inaccurately filled in or not completed at all because they are regarded by the learner or the provider as irrelevant (e.g. surname at 16 yrs).
- ◆ More accurate data and clarification on some fields will introduce greater conformity of practice, allow for the development of meaningful Welsh performance indicators for benchmarking purposes and give more weight to the accuracy of data returns for inspections.

Providers themselves desired this greater relevance and accuracy and wished to utilise the time and resources saved through improvements to:

- ◆ Spend more time with the learner;
- ◆ Reduce the financial burden to the organisation; and

- ◆ Divert the time saved to data analysis rather than data entry.

8 LLWR Reporting Requirements – Key Issues for Learning Providers

8.1 Cross Sector Evaluation Analysis by Summary Category

A summary spreadsheet of responses on reporting requirements can be found at Appendix 5.

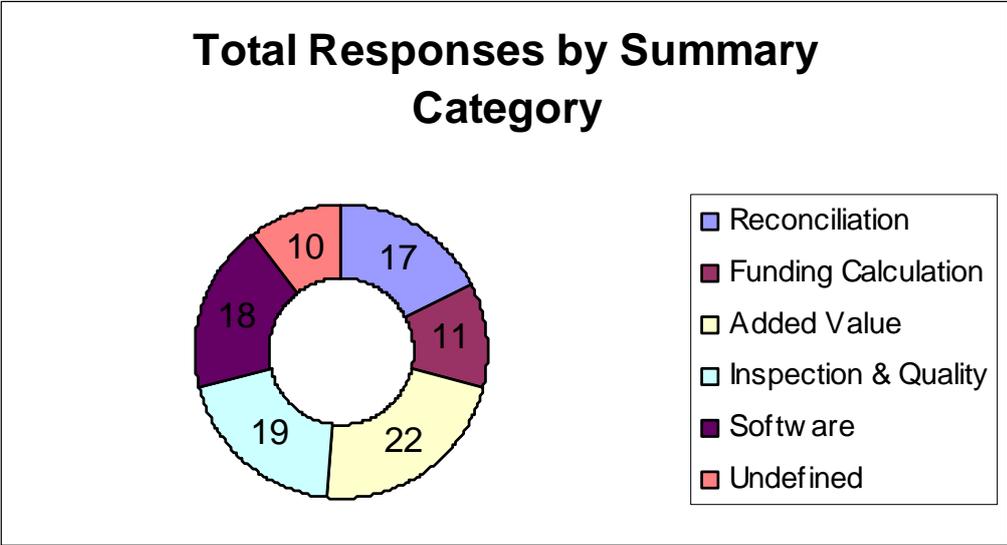
A total of 97 comments were received on reporting requirements. There were significantly fewer comments than the number received on datasets and fields from provider questionnaires.(See Figure 7 below)¹

In assigning a category to the responses it was recognised that many of the Inspection and Quality and Reconciliation Reports also add value. Accepting that most report requests do add value, those that have been placed in the Added Value category are reports which do not fit into the other categories and which add value because providers may find it difficult to produce them on their own.

The largest number of responses related to requests for reports to deliver Added Value for providers (22), followed by requests for reports to support Inspection and Quality issues (19) and reports which address an expressed need for improved reconciliation of data (17). A large number of responses requested reports that should be available to providers via their software provider or their own internal reporting processes (18). These responses have been identified as a category in the spreadsheets and are represented in the charts below. However, a discussion of them does not form part of the analysis in this report as they remain outside the brief of the review.

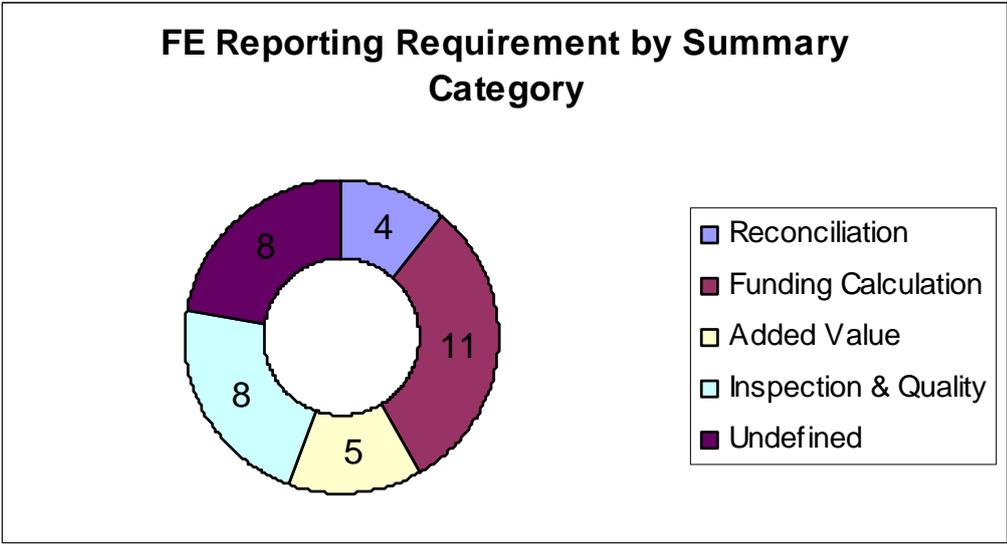
¹ The numbers given relate to the number of comments or responses received. They are not indicators of the number of separate reports requested

Figure 7 Total response by summary category



Further Education provider requests (39) concerned reports relating to Funding Calculations (e.g. Form Cs for FE Institutions) (11) and Inspection and Quality issues (8). Reconciliation reports were the area of least concern (4). (See Figure 8 below)

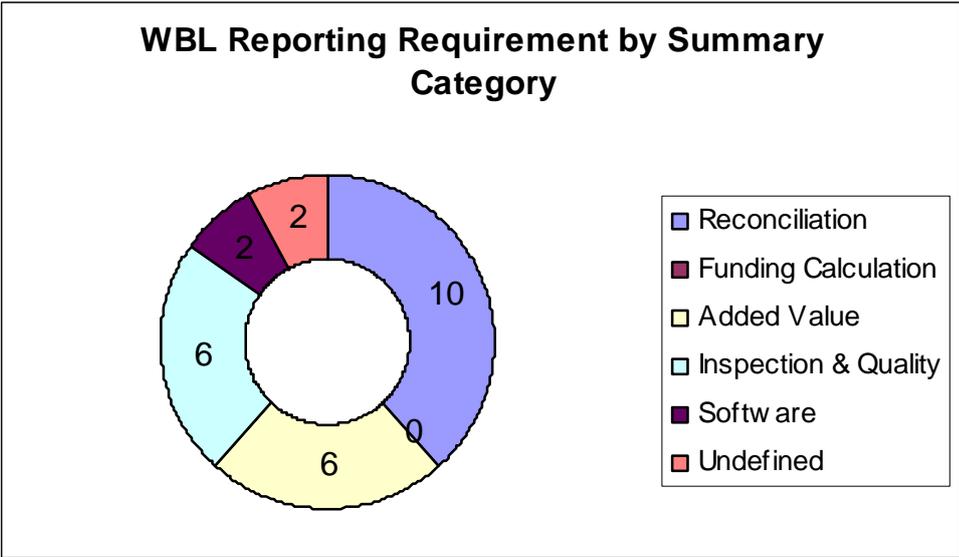
Figure 8 FE reporting requirements by summary category



WBL providers made 26 requests in total with reconciliation reports being of prime concern (10) followed by Inspection and Quality (6) and Added Value (6). There were a number of requests (4) which were either related to software issues or were categorised as undefined (See Figure 9 below).

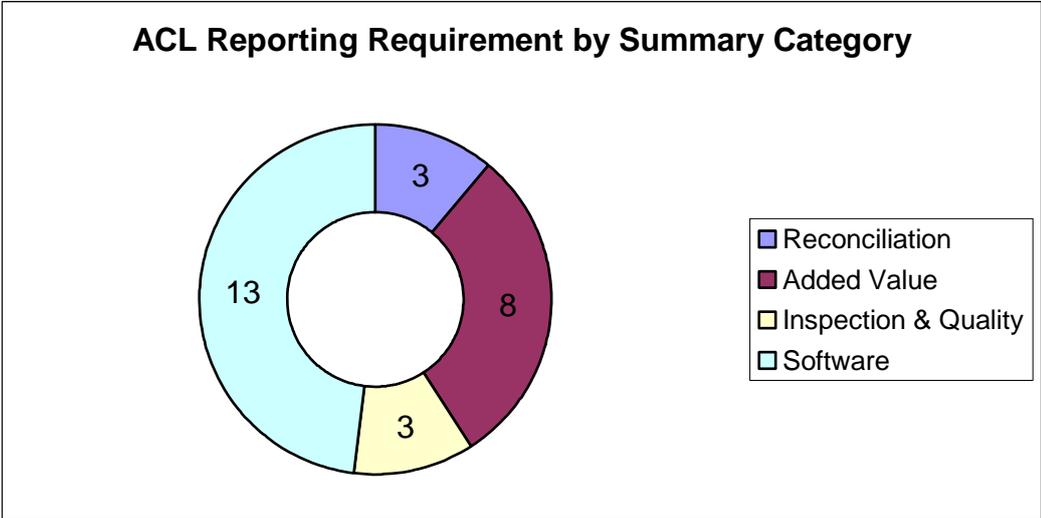
The workshop discussions confirmed the responses in the questionnaires, with WBL providers describing their difficulties in reconciling ELWa payments due to the fact that the ELWa system for WBL payments is not specific about which learning activities have been funded but rather only identifies which are fundable prior to contract and profiling considerations.

Figure 9 WBL reporting requirements by summary category



ACL reports are, by their very nature, going to be largely classified as added value because few reports are currently provided for ACL providers. However, the most significant numbers of requests for reports (13 out of 27) have been classified as software issues. (See Figure 10 below)

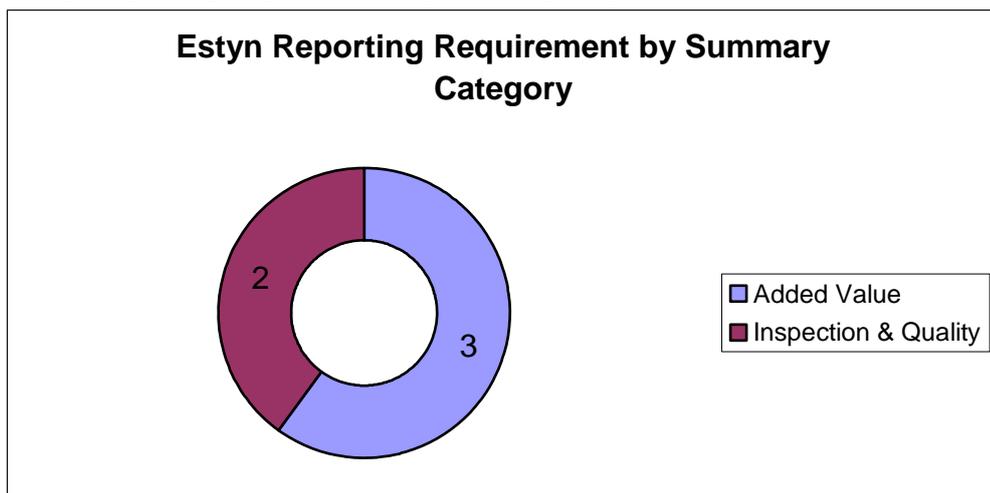
Figure 10 ACL reporting requirements by summary category



Since the introduction of the LLWR, Estyn are concerned that they have been unable to obtain the same level of reports as previously available for FE. This is primarily due to the quality of the Awards data received and, in particular, the fact that there is no link between the Activity and Award datasets. This problem was echoed in discussions with ELWa staff who are, currently, unable to furnish Estyn with reports that had been available previously under the Individualised Student Record (ISR).

Estyn expressed a desire for a full suite of Inspection and Quality reports². In addition to the core reports required for inspection purposes Estyn would also like to see some reports which provide added value (3).

Figure 11 Estyn reporting requirements by summary requirements



² This all -embracing request, if separated out into separate reports, would make this category the one containing the most requests.

8.2 Cross Sector Reporting requirements

Requests that directly relate to improving the central reporting from the LLWR centre around Funding Calculations, Inspection and Quality, Added Value and Reconciliation/Data Validation issues. These requests are discussed in more detail below.

8.2.1 Funding Calculations

Requests for reports concerning funding calculations came from FE providers who requested an on-line Form C (or NPFS equivalent), accessible by them, with up-to-date data and with the following features:

- ◆ The ability to view Form C on line at any time;
- ◆ A format which allows providers to drill down to individual learners associated with any line in Form C. This should also show the amount of funding each learner attracts in order to allow reconciliation between ELWa and the provider;
- ◆ The ability to view learners excluded from Form C together with reason for exclusion; and
- ◆ A report to highlight learners not in receipt of funding.

8.2.2 Inspection and Quality

Estyn and providers require access to reports that give both Estyn and the providers the data that will be used at Inspection. Providers want access to the same validated reports used by Estyn and would also like access to the reports on an on-going basis so that they can continually judge themselves against the appropriate quality criteria.

As part of their quality procedures, providers should be continually monitoring their performance using the criteria defined by Estyn for inspection purposes. Periodic cross checks between this internal measurement and similar reports derived from the LLWR collection would help substantiate the quality of delivery and identify, to the provider, any discrepancies from an ELWa perspective that need addressing.

For any provider who does not have access to internal reports, Inspection and Quality reports from the LLWR would provide much needed feedback on the quality of their delivery.

The provision of a suite of Inspection and Quality reports would allow a more timely measurement of performance and alleviate many of the problems associated with Provider Performance Reviews (PPR).

Inspection and Quality reports in a standard format should cover:

- ◆ Enrolment
- ◆ Retention
- ◆ Achievement
- ◆ Completion
- ◆ Attainment
- ◆ Success

Reporting for the above report categories should be available at both a summary statistical level and as drill-down reports to learner level as ultimately, at inspection, individual files will be checked as examples of consistency. It is important, not only that the numbers add up, but also that the individuals enrolling, achieving, etc are identifiable within the statistics.

Key Performance Indicators (PIs) were also requested. Providers would like access to those key PI reports which are used in any judgements made of them e.g. in Provider Performance Reviews. When questioned more closely about this request in workshops, many providers claimed little knowledge of which PIs they were being judged on, therefore, were unable to articulate in detail exactly which reports were required.

Those providers that did express an opinion were concerned to see the establishment of national comparators and, for WBL in particular, “NVQ and Framework Achievements per 100 Leavers” and “Retention and Drop-out Reports”.

Estyn were also interested in “Retention and Drop-out Reports” and “Learners not progressing to a Higher Level”.

There was a general view amongst most providers that there is a lack of good benchmarking data for providers in Wales and that the establishment of this for each skills sector would help improve performance considerably.

8.2.3 Added Value

Providers have indicated that they have a requirement to analyse the demographic profile of their learners. In order to do this effectively, they require access to some form of Geographic Information System (GIS). or, as a minimum, access to an advanced Post Code system that relates their post code to wards, constituencies etc. In many cases the cost of purchasing this is prohibitive and providers could benefit from centrally provided information. The types of reports required are:

- ◆ Geographical distance to learn. How far learners travel in order to reach their learning destination;
- ◆ Learner population by ward;
- ◆ Numbers and lists of learners traveling from outside the provider’s ward;
- ◆ Enrolment, achievement, etc. by Unitary Authority derived from post code.

GIS derived data could also lead to more sophisticated analysis relating to the equality agenda and widening participation. It would also help in identifying travel distances and patterns of travel for different types of learner and, in doing so, would help in the planning of funding for the future.

8.2.4 Reconciliation, Data Checking and Validation Reports

A problem raised by WBL providers, both through the responses to the questionnaire and through the workshops, was the difficulty in reconciling On Programme Payments (OPP) to individual learners. ELWa provide reports of learners who are eligible for funding but not those that receive funding. It is unclear whether PIs, such as “Frameworks Achieved per 100 leavers” should be based on the overall achievement by the provider or the funded achievement of the provider.

A further issue for WBL providers is the timing of the access to information via Superstar. Most providers acknowledge that the Superstar reports are useful but they require the information in a timelier manner. Currently, the funding calculations for Superstar are only carried out at month end once the period has closed. If they were automatically recalculated after each submission, then the provider could see the improvement in their funding performance as they corrected the errors on each subsequent submission.

WBL providers require the following reports:

- ◆ Breakdown of OPP by learner – i.e. a report that identifies which learners have received an OPP for the period. This would enable providers to more easily reconcile payments against learners in their own management systems.
- ◆ On-line reports equivalent to those in Superstar at present. These need to be available in real-time to enable providers to constantly monitor how they are performing between period returns.

A number of reports are required to allow providers to validate check that the data held by ELWa corresponds to the data held within the provider’s own management information system.

- ◆ LLWR Verification Report of learners currently in learning.
- ◆ Invalid records with a meaningful error description, not in html format (perhaps a spreadsheet output of LLWR errors as well as the current package).

- ◆ A list of all learners that have data quality problems.

Providers would also welcome more user-friendly reports with data represented in graphs and charts as well as data tables. The development of some method of importing the output from the LLWR process (accepted and rejected items) together with output from Superstar into the providers' own MIS systems would probably be the most cost effective and beneficial solution to all the questions and requests that were submitted in this area. The method and feasibility for achieving this falls outside the scope of this document.

8.3 Benefits to be gained from reports requested

Reports supporting Inspection and Quality have a vital role to play in improving quality throughout the post-16 sector. Whilst many providers were focused, in their responses, on Inspection requirements alone, the reports required for Inspection by Estyn should be a core part of all providers' **strategic planning and quality processes** and embedded into **target setting, monitoring, and self-assessment systems**. Providers are as keen as Estyn to establish **relevant and reliable Welsh benchmarks** from the submission of their data and to **monitor trends** over time. In this respect, the reporting requirements go hand in hand with the requested improvements to field and dataset data to improve the accuracy of the data entered.

A second theme from providers focused on requests to improve the availability of data and make it more transparent. The benefits of this would accrue both to quality issues as providers could **monitor, check and validate data** held by ELWa more regularly. In turn this helps providers prepare for inspection and **reconcile data which is the basis of learner payments** and gives providers better knowledge and **control over cashflow** and financial planning. The availability and transparency relating to funding reports (such as Form Cs) was a major part of this theme.

Reports categorised as "Adding Value" show where respondents are concerned to widen the use of their management information **to understand their learners and markets better** and thus improve and focus strategic planning.

Reports and procedures which would help the funding reconciliation cycle by reducing error rates and thus helping to maximise funding for providers would have the additional benefit of freeing up resources to allow more emphasis on inspection and quality management as observed above. Improvement in data submission quality will help improve all aspects of a provider's performance.

Appendix 1a Evaluation questionnaire – Fields

LLWR Evaluation Example

No.	Question	LLWR Field Code	Outline Change Response	Outcome / Gain Anticipated	Impact if not Implemented	Priority
1	Is further clarity required for any fields within the LLWR guidance with regard to the LLWR user manual and / or the WBL data submission guidance for funding?	LP46	What should be completed here if unable to identify employer SIC	Able to submit accurate data more promptly as currently validation rules reject data with no SIC	Burden on administration, with danger of inaccurate data merely to circumvent overtight validation rule	Medium
1	Is further clarity required for any fields within the LLWR guidance with regard to the LLWR user manual and / or the WBL data submission guidance for funding?	LA29 and LA32	Further clarity in terms of what to enter in these fields required	Improved understanding, better quality data	Potential poor data quality	Medium
2	Are there any fields in the datasets that you find difficulty completing and/or finding information? If yes, which ones and why?	LP43	Very difficult and expensive to contact learners on short courses sixth months after leaving learning	Lower administration costs, more money spent on learning	Poor quality data and high admin overheads	Medium
3	Are there any fields that you do not understand the relevance of? Explain why you feel they are unnecessary.	LN13	Not appropriate question for certain types of non-accredited learning	Will help in signing up people for courses	Will deter applicants who consider this information an intrusion on privacy	High
4	Is there data you already collect and would wish to record within the LLWR that may be useful to ELW _a or other Central Agencies but you do not have the facility to include?					
5	Is there any additional data that would be useful to yourselves especially with regard to any future centralised reporting?					
6	Do you have any suggestions to improve the LLWR data submission process?					
7	What information from the LLWR currently helps you manage your performance and funding? Is this data that is sent back essential to running your organisation?					
8	What additional structures or information within the LLWR would help improve the quality of your performance with regard to both teaching and learning and the management of your funding?					
9	Are there any other issues concerning the LLWR not covered by the above?					

Appendix 1b Evaluation Questionnaire – Reporting Requirements

ELWa Reporting Requirements - Guidance Notes

These notes are to be used in conjunction with the ELWa Reporting Requirements spreadsheet.

Field	Notes
Report Description	Enter a brief description of the report required.
Report Category	Select the appropriate category from the dropdown list. If a suitable category is not available please specify an alternative category in the notes field.
LLWR Fields or additional fields to include in the report	Specify the LLWR field or information derived from the LLWR field e.g distance to learn or funding credits, or additional fields which should be included within the body of the report. Additional fields are fields that are not currently available within the LLWR and would benefit your organisation if they were included.
LLWR Fields or additional fields to sort data by	Specify the LLWR fields or information derived from the LLWR field or additional fields that should be used to sort the data contained within the report. Additional fields are fields that are not currently available within the LLWR and would benefit your organisation if they were included.
LLWR Fields or additional fields to group data by	Specify the LLWR fields or information derived from the LLWR fields or additional fields that should be used to group the data contained in the report. Additional fields are fields that are not currently available within the LLWR and would benefit your organisation if they were included.
LLWR Fields or additional fields to select data by	Specify the LLWR fields or information derived from the LLWR fields or additional fields that should be used to select the data that will appear on the report. Additional fields are fields that are not currently available within the LLWR and would benefit your organisation if they were included.
Detail report or Summary report	Select whether the report is a detail report (i.e. displaying data about individual records) or a summary report (i.e. aggregating data from individual records)
Type of output	Select an output type from the dropdown list. If a suitable type of output is not available please specify an alternative in the notes field.

Frequency of use	Select a frequency of use from the dropdown list. If further information on frequency of use is required (e.g. we would use this everyday for a month after our data submission) please enter this in the notes field.
Impact if not implemented	What would be the impact on your organisation if the report was not implemented?
Outcome/Gain	What would be the potential gain for your organisation if the report was implemented?
Priority	Select a priority from the dropdown list.
Notes	Please use this to add any notes that you feel may be relevant and/or use to describe your requirement in more detail

Appendix 2 Consultations undertaken

LLWR Evaluation Steering Group

David Bailey	Acting Head of Data and Analytical Services
Arfon Owen	Senior Data Manager
Andrea Melvin	Senior Funding Analyst
Scott Clifford	Statistical Projects Manager

Consultations held in face to face meetings:

ELWA Officers

David Bailey	Acting Head of Data and Analytical Services
Geoff Hicks	Senior Funding Policy Manager
Andrea Melvin	Senior Funding Analyst
Arfon Owen	Senior Data Manager
Phil Lovell	Post -16 Analysis Manager
Marian Jebb	Senior Quality Manager
Scott Clifford	Statistical Projects Manager

Estyn

Elaine Allinson:	HMI Adult and Community Learning
Anne Keane:	HMI Further Education

Organisations attending consultation meetings

Community Learning Wales

November 2nd meeting

Niace

Anglesey Council

Blaenau-Gwent Council

Bridgend Council

Carmarthenshire Council

Caerphilly Council

Cardiff Council

Ceredigion Council

Conwy Council

Gwynedd Council

Denbighshire Council

ELWa

Estyn

Flintshire Council

Neath-Port Talbot Council

Merthyr Council

Monmouthshire Council

Newport Council

Pembrokeshire Council

Powys Council

Rhondda-Cynon-Taf Council

Swansea Council

Torfaen Council

Vale of Glamorgan Council

Wrexham Council

Community Learning Working Group November 14th meeting

Cardiff Council

Carmarthenshire Council

Swansea City Council - Life Long Learning Service

Neath & Port Talbot Council

Ceredigion Council

Work-based Learning Providers consulted in workshops in Bedwas and St Asaph

Advisory Management Services	Powys Training
Atlantic College	Qualtech Services Ltd
Cambrian Training Company	RAF St Athan
Coleg Llysfasi	Rathbone Training
Coleg Sir Gar	Rhondda Cynon Taf Skills Focus
Focal Training Limited	Swansea College
Hyfforddiant Gwynedd Training	South Wales Assessment and Training Services Ltd
Hyfforddiant Mon Training	Torfaen County Borough Council
JTL	Trisolution
Newport and Gwent Chamber of Commerce	Tydfil Training Consortium Ltd
North Wales Training Ltd	Vision Training and Recruitment
NPTCBC Lifelong Learning Services	Welsh College of Horticulture
Pathways Training	Wrexham ITEC
Pembrokeshire County Council	UW Bangor
	Cognisoft (Software House)

FE Colleges receiving one to one visits

Pembrokeshire College	Bridgend College
Coleg Menai	Yale College
Coleg Gwent	Llandrillo College

Appendix 3 Evaluation questionnaire returns

FE Colleges

Barry College	Coleg Meirion –Dwyfor
Bridgend College	Coleg Menai
Coleg Gwent	Coleg Sir Gar
Coleg Harlech	Neath Port Talbot College
Coleg Llysfasi	Swansea College
Deeside College	WEA South
	YMCA Wales

Plus feedback from Fforwm

Adult and Community Learning

Anglesey Council	Pembrokeshire Council
Bridgend Council	Merthyr Tydfil Council
Caerphilly Council	Powys Council
Carmarthenshire Council	Rhondda Cynon Taf Council
Ceredigion Council	Torfaen Council

Plus feedback from Opera user group

Work Based Learning

ACO Training	Pembrokeshire Council
Arfon Dwyfor Training Ltd	Protocol Skills
Advisory Management Services Ltd	Rathbone Training
The Cad Centre (UK) Ltd	Rhondda Cynon Taf Skills Focus
Coleg Gwent	Swansea ITEC
Welsh College of Horticulture	Trisolutions
Hyffordiant Gwynedd Training	Training Trust Wales
Hyffordiant Mon Training	Vision Training and Recruitment
JTL	Wrexham ITEC
Learn-Kit Ltd	Yale College
League Football Education Ltd	
Coleg Llysfasi	
Network Training Services Ltd	
Newport & Gwent Centre Chamber of Commerce	
North Wales Training Ltd	

Software Providers

DistinctionSystems

Appendix 4 The LLWR Field and Dataset Evaluation Analysis Spreadsheet

Abbreviations: NINO = National Insurance Number : OPP = On Programme Payment: WLAD = Wales Learning Aims Database

Results across all programmes - Summary V1.0											
Dataset & Field	Summary of Responses	Category	Number of Individual Responses	Benefits of proposed changes	Number of Group Responses (weighted)	Groups	Consultant Rating	Provider Priority	Resp FE	Resp WBL	Resp ACL
LN13 (National insurance number)	Non WBL learners very reluctant to divulge this important piece of learner data. Personal data should only ask for it when ELW have need to know. There is a problem when enrolment form covers more than one type of enrolment (e.g. WBL & ACL).	Configuration	5	Improved data quality	10	ACL	Low	Medium	2	2	11
LN14 (Surname on 16th birthday)	Many people do not want to give their surname at 16. It is felt intrusive and shows a lack of sensitivity toward some of our elderly students. Not felt to be relevant to ACL. Could this be removed as a field or made only applicable to certain learners?	Configuration	5	Reduced likelihood of putting off potential learners.	20	ACL, FE	Medium	Medium	12	2	11
LN15 (Date of Birth)	Date of birth not considered relevant to older especially non-vocational learners. Some older students refuse to disclose. Not relevant to ACL, relevant to WBL and FE	Configuration	1	If not required for ACL then could omit.	10	ACL	Low	Low	1	0	10
LN20 LN21 (School last attended and year left school)	Very unpopular fields (Answers 19 on LN20 & 9 on LN21). Some felt it should be completely removed from the LLWR and that it is intrusive and shows a lack of sensitivity toward some of our elderly students. Not felt relevant for ACL Learners. Could this field be removed or only collected within certain age categories (eg. 16-25 age group)?	Configuration	28	Better quality data. Reduced likelihood of putting off potential learners. Could be a Delete if WBL no longer need it.	20	ACL, FE	Medium	Medium	25	10	13
LP07 (Mode of Attendance)	List of values is too prescriptive for ACL. Learners may be learning via a mix of modes that mean they could be included in more than one category. Could the list be improved or the field applied at learning activity level rather than learning programme level?	Configuration		Better quality data. Reduce confusion in completion of the field.	10	ACL	Medium	Medium	0	0	10
LP11 (Employment status at start)	Felt not to be relevant for ACL. FE Group suggest that this should only be applicable to WBL only.	Configuration	3	Better quality data. Reduced administration costs for some providers.	20	ACL, FE	Medium	Medium	11	1	11
LP13 (Employer postcode)	Difficult to obtain this information. Learners do not complete this field. Mainly colleges running WBL. FE Group suggest WBL only.	Configuration	3	Better quality data. Reduced administration costs for some providers.	10	FE	Medium	Medium	11	2	0

LP14 (SOC code)	FE Group suggest this should only applicable for WBL. 7 suggestions that this information should be included on the WLAD (although as the field relates to the learner and not the course not clear how this could be achieved).	Configuration	7	Better quality data. Reduced administration costs for some providers.	10	FE	Medium	Medium	12	4	1
LP16 (Sector code)	Non WBL should not have to complete this field.	Configuration	3	Clarity and consistency	0		Medium	Medium	0	2	1
LP30 (Type of disability)	Not always relevant to the course but sometimes very relevant. Sometimes the person is assessed elsewhere not at the provider. Even within ACL, not really relevant to the vocational non-accredited learning but extremely necessary and relevant to special needs and other "social learning".	Configuration	7	Is not relevant to certain learner groups. Providers want it deleted / optional if funding is not dependent on this field.	20	ACL, WBL	Medium	Medium	2	14	11
LP31(Learning difficulty)	Not considered relevant to non-accredited ACL but relevant to WBL	Configuration	4	Better quality data. Reduced administration costs for some providers.	10	ACL	Medium	Medium	1	2	11
LP33-LP38 (Level of literacy, numeracy and welsh)	23 responses from 15 providers. Difficult to collect at enrolment as is a busy time for the provider and at end of course when it is a busy time for the learner - other exams etc. FE Group suggest these should be collected for Full Time Learners only. Also concerns that there is no standard test for the level of fluency in Welsh. Currently time consuming and costly to collect.	Configuration	23	Cost and time savings for providers.	20	ACL, FE	High	High	24	8	11
LP41 (Reason for termination of LP)	Some felt that completion is difficult to assess if learner completes some activities and withdraws from others. Some providers felt extra categories would make this field more useful.	Configuration	5	Improved data consistency.	10	FE	Medium	Medium	13	1	1
LP42 (Destination on leaving)	Extremely onerous, in time and cost, to collect. May not be relevant to certain types of ACL. Difficult to collect for all learners, should only be collected for certain learner groups.	Configuration	10	Better quality data. Cost and time savings for providers.	30	ACL, FE, WBL	High	High	17	12	11
AW13 AW14 (Award credit value and level)	Unnecessary duplication with fields in the LA Dataset. Could the duplication be removed? (Obviously may be required in both if one to many relationship) - might be more easily solved by merging of datasets (see above).	Delete		Reduction in data burden on providers and streamlining of data collection processes.	10	FE	Medium	Medium	10	0	0
LA24 (Learning hours)	Don't see what value this adds on top of guided contact hours. Not directly relevant to NPFS methodology. Should remove field.	Delete	4	Time savings for providers. Data currently not accurate.	0		Medium	Medium	2	2	0
LA29 (Learning site postcode)	WBL multiple sites sometimes ambiguous seems difficult if multi-site. Gains in data entry speed	Delete	2	Easier to administer	0		High	High	2	0	0

LN06-10 (learner address)	Why do ELWAs need these?	Delete	1	Save administration time and cost.	0		Low	Low	1	0	0
LN11, LP09 (Learner postcodes)	Why do two postcodes need to be collected? Why not only one? (Could be a software issue but delete is perhaps more appropriate).	Delete	1	Easier to administer, less chance of errors.	10	WBL	Low	High	0	11	0
LP06 (Data release date)	Question tends to put learners off. Should either rethink the method of asking this question or drop the field. Most learners do not give consent.	Delete	6	It will save enrolment time if this field is dropped.	0		High	Medium	1	4	1
LP10 (Unitary authority code)	Unitary Authority - Why can't this be picked up by ELWAs from the postcode in LP09?	Delete	6	Reduce data entry, overheads and costs by saving time	10	FE	High	High	12	3	1
LP19 (Expected length of learning programme)	This could be derived from the earliest LA start date and the farthest expected LA end date in related LA records. Is this field really necessary?	Delete	4	Save administration time and cost.	0		Medium	Medium	3	1	0
LP21, LP22 (Type and level of highest prior qualification)	The LLWR by its very nature collects prior learning achievement from the institution at which the learning achievement occurred. Why, therefore, include this question? Felt not applicable for non-accredited learners. Low achievers do not wish to answer this question. In some cases the level of prior learning could be defaulted from type of learning. LP21 8 answers, LP22 6 answers.	Delete	14	Save administration time and cost.	10	ACL	Medium	Medium	8	4	12
LP43 (Destination sixth months after leaving)	Even more difficult to collect than destination on leaving. Difficult to contact learners. They may have moved. They resent questionnaires. What is it used for especially as it is largely inaccurate or not populated? Many colleges do not have the resource to even attempt this. This data is very costly to collect. Much time and effort is spent with very poor results. This field cost a lot of money to maintain in any meaningful manner.	Delete	17	Better quality data. Cost and time savings for providers.	30	ACL, FE, WBL	High	High	15	21	11
LP46 (SIC code)	Enrolment Issues in that students do not fill this in and then it is difficult and time consuming to find out later. Some providers have difficulties with this. Can the validation rules be weakened here? What is the data used for?	Delete	5	Streamlining of enrolment process and saving of administration time and cost	0		Medium	Medium	0	5	0
LP47 (SME indicator code)	Enrolment Issues in that students do not fill this in and then it is difficult and time consuming to find out later. What is this data required for?	Delete	2	Streamlining of enrolment process and saving of administration time and cost	0		Medium	Medium	0	2	0

LP50 (Previous achievements of NVQs)	Two Providers would like this removed [although one is an ACL provider to which this field doesn't apply]	Delete	2	Lower admin costs, less time inputting.	0		Medium	Medium	0	1	1
LP52 (Embedded Basic Skills support)	Some providers wanted this deleted. WBL Group suggested that this is covered elsewhere (LP34 - LP37).	Delete	7	Streamlining of enrolment process and saving of administration time and cost	10	WBL	Medium	Medium	3	14	0
LP53 (Latest employment status of learner)	Employed status - latest presumably includes employment status at end of programme (LP40). Why are both fields required?	Delete	1	Streamlining of data administration processes.	0		Medium	Medium	0	1	0
AW10 (Date entered for award)	What counts as date entered varies by qualification. For some qualifications the date entered is barely relevant. OCNs only entered if pass as work only submitted for moderation if a pass. Do we need this for non-vocational?	Guidance	4	Easier to administer, better data, level playing field	0		Low	High	2	2	0
AW15 (Type of Award)	Further guidance needed as to how to complete this field.	Guidance	1	Improve data quality	0		Low	Medium	1	0	0
LA11 (Learning Provision Purchasing/Funding)	Guidance Clarification on this for ACL and franchise. Apparently discrepancies between how different ACL providers filled this in.	Guidance	0	Improve data quality	10	ACL	High	Medium	0	0	10
LA15 (LLDD Indicator)	Guidance does not specify who should make the assessment of the learner's learning difficulties. The "See Also" note regarding Annex C of FE allocations 2003/04 is not available to us as we are a WBL provider only. Further guidance is required. What is the LLDD fund and how is it accessible?	Guidance	1	Correctness of working practices across all providers	0		Medium	Medium	0	1	0
LA16 (Additional learning support)	Learning support - differences between college on interpretation of these codes. Additional Learning Support. Guidance does not specify who makes the assessment or what formal assessment should be used. Further guidance is required.	Guidance	2	Correctness of working practices across all providers. Not sure this is relevant to ACL unless it will be linked to funding in the future.	10	ACL	Medium	Medium	1	1	10
LA19, LA24 (Guided contact and Learning Hours)	Trainees have different needs so hours can vary on an individual basis and so are time consuming to enter. Are they necessary for NPFS future planning? Can further guidance be given on completion of these fields.	Guidance	3	Save administration time.	0		Low	Low	1	2	0
LA33 (Special funding rules 2)	The use of the word 'units' is confusing as we are told verbally that this should be the no. of credits. Clarification as to how this field is completed.	Guidance	1	Correctness of working practices across all providers.	0		Medium	Medium	1	0	0

LA34 (Provider specified field 1)	Bridgend College WBL Optional field they have to fill in for funding purposes.	Guidance	1	Increased clarity	0		High	Medium	0	1	0
LN17 / LN18 (Ethnicity & National Identity)	Differing Issues - not the same as rest of UK. Better and more sensitive guidance requested. Most people don't care.	Guidance	4	Better understanding communicated to learners on enrolment so as to have a more positive attitude to filling in form.	0		Low	Low	2	2	0
LP17 (Type of Learning programme)	Clear that providers currently complete this field differently. FE Group felt that this should be captured at Learning Activity Level though appreciation that this may not be suitable for WBL. Providers currently define learning programmes differently. Some have one Learning Programme for multiple activities. Others have one Learning Programme for each Learning Activity which causes much repetition. Suggest need for improved guidance here.	Guidance	4	Improved data consistency and potential savings in administration time and cost.	20	ACL, FE	High	High	12	2	10
LP20 (Joint provider)	More guidance required. It was suggested that the contract process should provide sufficient information for the provider to know whether ELWa is funding the technical certificate separately or whether there is a sub-contracting arrangement between providers.	Guidance	3	Correctness of working practices across all providers.	10	ACL	Medium	Medium	0	2	11
LP23 (Welsh speaker)	Large numbers do not wish to say. Suggested that 40% do not fill this field in. Why is this field collected?	Guidance	2	Improve data quality - also a case for deletion or software by setting up sensible defaults.	0		Medium	Medium	2	0	0
LP24 (Preferred language of learning)	Many learners leave blank, others get confused with the language they are learning, some providers resent asking this as they don't offer choice (English only often). Other is not helpful in determining linguistic requirements. More guidance required.	Guidance	3	Improve data quality	10	ACL	Medium	Medium	1	1	11
LP25 (Financial support for learners)	There are difficulties in filling this field apparently for various reasons; 1. the categories listed are not always understood, 2. the status of the learner is not always known, 3. employer role often unclear, 4. financial support often occurs after enrolment and is therefore not captured. Clarification needed on some categories. Difficult to fill in as support may arise after enrolment.	Guidance	6	Correctness of working practices across all providers.	0		Medium	High	5	1	0

LP26 (Total fees paid)	Difficult to complete where a learning programme extends over many years. Should this be collected at learning activity level?	Guidance	5	Improved data quality	0		Medium	Medium	3	2	0
LP28 (Major source of fees)	Complex where employer involved. Often not applicable.	Guidance	2	Improved data quality	0		Medium	Medium	0	2	0
LP32 (Disadvantaged grouping)	Not appropriate in most cases. Suggested that there are data protection act issues. Guidance on using this field for particular circumstances.	Guidance	6	Correctness of working practices across all providers.	10	ACL	Medium	Medium	3	2	11
AW & LA datasets	Award and Activity Datasets should be merged into one dataset. Various possibilities of how this could be achieved. Need an improvement in quality. Would also help stats for ESTYN	Improvement	6	Efficiency - Improved Admin Costs & Simpler Enrolment forms and process	10	FE	High	High	16	0	0
AW & LA datasets	Lack of a link between these two datasets. Linkage would improve reporting on achievement. Various possibilities of how this could be achieved. Need an improvement in quality. Would also help stats for ESTYN. (Could be linked with question immediately above but the suggested solutions should be kept distinct as implications including work load differ.)	Improvement	2	Efficiency - Improved Admin Costs & Simpler Enrolment forms and process	30	ACL, FE, WBL	High	High	12	10	10
AW07, AW08, AW21 (Award identifier including awarding body and subject)	Where awards are not on the WLAD (e.g. Frameworks and certain OCN qualifications) the entering of the framework and other awarding bodies causes much extra work. Could a table of frameworks and their awarding bodies (sector skills councils) be held on the WLAD or provided providers to aid this process.	Improvement	4	Reduced Admin cost	0		Medium	High	1	3	0
AW14 (Award credit level)	Inconsistent with LA22 – keep coding between the fields the same.	Improvement	1	More efficient for provider administration processes.	0		Medium	Medium	1	0	0
LA06 (Learning aim reference)	Should link to AW08 [This refers to the LA-AW linkage so should be removed as a separate item.]	Improvement	1	No benefit given	10	WBL	Medium	Medium	0	11	0
LA06 (Learning aim reference)	Turnaround times in new NVQs reaching the WLAD are slow and many are not on when learners enrol.	Improvement	1	Loss of income in short term	0		Medium	Medium	0	1	0
LA08 etc [please be more specific as to which fields]	Descriptive fields do not allow special characters – punctuation. Labour intensive to correct for special characters. Sometimes produces incompatibility with provider IT/MIS systems.	Improvement	1	Save administration time and cost.	0		Medium	Medium	1	0	0
LA22, LA23, AW13, AW21 (Credit level and value)	For those activities which are not yet in the LAD it is time consuming for members of staff to go looking up values for these fields particularly as the values are meaningless to many providers. If we're going to be paid for the qualification then	Improvement	1	Less time and effort spent by administration staff in searching out this data	0		Medium	Medium	1	0	0

	surely ELWA must know what values are appropriate for each of these.										
LA36 (ESTYN inspection area)	For WLAD qualifications why are these inspection areas also not included on the WLAD.	Improvement	0	Save administration time and cost.	10	FE	Medium	Medium	10	0	0
LLWR general - ACL	ACL Providers believe that they are always considered last when concepts such as the LLWR are designed. Lack of understanding as to why data is collected. Suggested that ELWa should give ACL a subset of the data that is relevant to ACL.	Improvement	0	Streamline data collection processes	10	ACL	High	High	0	0	10
LLWR general - ACL	In the light of the National Planning and Funding System initiative, ACL providers would like some indication of the funding they would receive from this funding mechanism based upon their current LLWR returns. They would also like to know which LLWR fields affect such funding so that they can plan to capture these more accurately in the future.	Improvement	0	The providers appreciate that this would not be 100% accurate but they believe that it would give them an indication of how better to plan their provision.	10	ACL	High	High	0	0	10
LN & LP datasets	Merge and refine LN and LP datasets	Improvement	1	Redefine the key fields required under NPFS and rationalise LN and LP datasets to include only these core requirements in order to reduced data entry and data overheads increase focus on data quality of remaining data necessary to ensure clarity and consistency under the introduction of NPFS. To minimise potential impacts caused by non funding related errors.	10	FE	Medium	Medium	11	0	0
LN19, LP24 (First language and preferred language of learning)	Language often not be filled in on enrolment form. Why are other languages not included e.g. Urdu? Better guidance requested.	Improvement	2	Make administration more efficient.	10	ACL	Medium	Low	2	0	10
LP05 (ELWa Office)	National Providers must supply, other providers can default in their software. Why does ELWa not know this themselves?	Improvement	2	Burden on administration.	20	FE, WBL	Medium	Medium	10	11	1

LP29 (Type of Disability)	Students will not always complete this field and those that do may not follow / agree with ELWa categories. One provider mentioned that they had a large proportion completed under "Other".	Improvement	5	Improved data consistency, accuracy and completeness.	10	ACL	Medium	Medium	3	2	10
LP34, LP35, LP37, LP38 (Literacy and Numeracy basic skill levels)	Raised that if this was expand to include Basic Skills score then it would help show "Distance Travelled". WBL Group also asked why this is required as these should show as activities / awards because they are part of frameworks.	Improvement	0	Improved usability of data	20	WBL (2 questions)	Medium	Medium	0	20	0
Upload of files to LLWR	The current process is believed to be overly complex, where if a dataset is submitted out of sequence there could be serious consequences. Suggested that the upload should be simplified and combined into one file / submission.	Improvement	4	Reduced time, cost and errors.	20	FE, Distinction User Group, Distinction Systems Ltd	High	High	24	0	0
AW12 (Award result)	Software Provider Issue (Tribal Assumption). The provider in question appeared not to need all the options available. The suggestion is that the Software Supplier could improve the situation by creating a pick list containing only those options relevant to the provider.	Software	1	Simplicity, Easier to manage, less errors, save time	0		Medium	High	1	0	0
LA09, LA10 (Commencement date and expected end date)	Suggestion to move these fields to LP dataset, presumably as they start and end all courses at the same time within a programme. Some ACL providers do this as they start a new LP for each course. Other providers, obviously, have one LP with courses starting at different times within it. Some providers volunteered that they keep one LP open indefinitely as a lifelong learning record with every course in the same LP.	Software	1	Would make it easier to administer for some recording methods but perhaps not for others.	10	ACL	High	High	0	1	10
LA11, LA12 & LA14 (Funding streams)	ACL issues. Could, perhaps improve Software Supplier defaults. Configuration of software could allow defaulting on sectors where the answer is "OTH" etc. Leaving the fields in for those providers who do not just use the defaults.	Software	1	As above and see general notes on separate guidance for each stream	0		Low	Medium	0	1	0
LA17 (Other source of funding)	99 could be defaulted in most cases.	Software	1	Guidance and training issue. Not sure this is relevant to ACL unless it will be linked to funding in the future.	10	ACL	Low	Medium	0	1	10
LA18 (ILA database reference)	0 could be defaulted in many cases.	Software	1	Raised by one WBL Provider as unnecessary and time	0		Medium	Medium	0	1	0

				consuming							
LLWR general - WBL	Various Date Validation e.g. date2 cannot be before date1.	Software	0	Software Supplier could help by improving validation rules.	10	WBL	High	High	0	10	0
LLWR general - WBL	Provide more default settings.	Software	0	Software Suppliers to implement	10	WBL	High	High	0	10	0
LN12	Telephone number remove - Tribal Comment involve Software Supplier to default as is optional	Software	1	Easier to administer - poor data quality	0		Low	Low	1	0	0
LP08 (Domicile)	Software Provider Issue (Tribal Assumption) -Default could save much time.	Software	5	Reduce data entry, overheads and costs by saving time	0		Medium	Medium	2	2	1
LP09 (Learner postcode)	Software Provider Issue (Tribal Assumption) - some of this could be defaulted from LN to LP but Software Supplier would have to do the same.	Software	4	Reduce data entry, overheads and costs by saving time	0		Medium	Medium	1	2	1
LP12 (Employer name)	Believed not to be necessary for FE and ACL. One college seems to use it for non work related programmes and then get errors as a result. Main issue is should this be just for WBL or is it really needed for all Work Related. FE Group suggest WBL only.	Software	4	Save administration time and cost.	10	FE	Medium	Medium	12	2	0
Total			274		570				331	238	275

Appendix 5 LLWR Reporting Evaluation Analysis Spreadsheet

5a FE Reporting Responses

Report Description	Summary Category	Report Category	LLWR Fields or additional fields to include in the report	LLWR Fields or additional fields to sort data by	LLWR Fields or additional fields to group data by	LLWR Fields or additional fields to select data by	Detail report or Summary report	Type of output	Frequency of use	Impact if not implemented	Outcome/Gain	Priority	Notes
Online Form C	Funding Calculation	Funding	As Current	LA35	As Current	As Current	Detail	spreadsheet	After Data Submission	failure to agree College data with ELWa data	Improve data management and planning	High	
On-Line Form C (or NPFS equivalent)	Funding Calculation	Funding						other (specify in notes)				High	on-line
Exemption Reports	Funding Calculation	Funding						other (specify in notes)				High	on-line - details of any learners which have gone through the portal but have been excluded from form c (i.e. do not attract funding)
Online Form C	Funding Calculation	Funding	All funding-related fields	Same as current Form C layout	Same as current Form C layout		Detail	spreadsheet	After Data Submission			High	Would be extremely beneficial to help monitor funding impact
Form C	Funding Calculation	Funding					Summary	spreadsheet	After Data Submission	No ability to plan, no ability to monitor vs target, no ability to react.	crucial to quality, monitoring and planning cycles for the college.	High	After data submission or on request
FORM C equivalent report showing the courses, and the calculation of WSLUs (or CEUs) for each.	Funding Calculation	Funding	Course Title, Provider Reference, all the relevant fields used in the calculation the WSLUs (or CEUs), totals	PA (or Sector)	PA (or Sector)		Detail	spreadsheet	After Data Submission			High	These reports were previously vital in monitoring performance of the institution during the year, and comparing ELWa's detail to the institution's internal calculations. Some equivalent to the FORM C is required.
Form C	Funding Calculation	Funding					Detail	spreadsheet	After Data Submission	No ability to plan, no ability to monitor vs target, no ability to react.	crucial to quality, monitoring and planning cycles for the college.	High	After data submission or on request
Exception report for non-fundable students/courses	Funding Calculation	Funding	All funding-related fields	Student ID/Course Code	Course Code/Student ID		Detail	spreadsheet	After Data Submission	Some students/courses being classed as non-fundable when in fact they should be funded, therefore College could be losing out on funding	More accurate funding information	High	As above
Reporting carried out from in-house software - we do require an on-line Form C so both a real picture of status can be obtained.	Funding Calculation												
The ability to produce Form C at any time, on-line, throughout the year	Funding Calculation	Workshop											
Form C	Funding Calculation	Funding					Detail	spreadsheet	After Data Submission	Cannot monitor progress against funding targets	Monitoring funding	High	Already exists but never early enough in year. Should be produced automatically and available on line. Needs drill down into underlying Learning Activity records

5b ACL Reporting Responses

Report Description	Summary Category	Report Category	LLWR Fields or additional fields to include in the report	LLWR Fields or additional fields to sort data by	LLWR Fields or additional fields to group data by	LLWR Fields or additional fields to select data by	Detail report or Summary report	Type of output	Frequency of use	Impact if not implemented	Outcome/Gain	Priority	Notes
Indicative Funding report	Added Value	Funding					Detail	spreadsheet	After Data Submission		To aid planning of future ACL provision when it is funded through the LLWR	High	An indication of the amount of funding to be received from the submitted data
Benchmarking data	Inspection & Quality	Management Information					Summary	spreadsheet	End of Year only			Medium	A comparative report of ACL provision by Provider.
Submission report	Reconciliation	Management Information					Detail	spreadsheet	After Data Submission			High	A report which provides the submitted data in the form of a spreadsheet
Distance learner travelling to learn	Added Value	Management Information	LN11, LA29, LA08, LA09	LA29			Summary	spreadsheet	Termly	Providers would have to write reports and design queries using uploaded data. As the data has been processed once why not use the info for provider benefit?	Respond to ELWa queries more swiftly and accurately as often asked "Can't you use the LLWR?" Also, ELWa produce reports about us that we can't argue with as they have retrieved the info from LLWR and the "reports" we get don't really convey any information for us to check an academic year against	Low	Report Category Quality as well
Academic Year Learner-Programme-Award report	Software	Management Information	LN02, LP07, LP17, LP21, LP33, LP29, LP41, LP42, LA08, LA22, LA26, LA29, LA31, AW09, AW10, AW11, AW12, AW15, AW16	Term Date			Detail	spreadsheet	Termly	ditto	ditto	High	Report Category Quality as well
Academic Year totals	Software	Management Information					Detail	spreadsheet	End of Year only	ditto	ditto	High	Report Category Quality as well
How many enrolments	Software	Management Information					Summary	spreadsheet	Termly	ditto	ditto	High	Report Category Quality as well
How many learners	Software	Management Information					Summary	spreadsheet	Termly	ditto	ditto	High	Report Category Quality as well
Age Categories	Software	Management Information					Detail	spreadsheet	Termly	ditto	ditto	High	Report Category Quality as well
Award reports	Software	Management Information					Detail	spreadsheet	Termly	ditto	ditto	Medium	Report Category Quality as well
Completions	Software	Management Information					Detail	spreadsheet	Termly	ditto	ditto	High	Report Category Quality as well
Tracking learners through their courses with us	Software	Management Information					Detail	spreadsheet	Termly	ditto	ditto	Medium	Report Category Quality as well
Welsh language information	Software	Management Information	LP02, LN16, LP09, LP23, LA08, LA25, LA26, LA29, AW16				Detail	spreadsheet	Termly	ditto	ditto	Medium	Report Category Quality as well
Ethnicity by gender	Software	Management Information	LN17, LN16	LN17, LN16			Summary	spreadsheet	Termly			High	
Post Code Analysis	Added Value	Management Information	LN11	LN11 group by first part of Postcode			Summary	spreadsheet	End of Year only			High	
Age at start of course by gender	Software	Management Information	LN15, LN16	LN15, LN16			Summary	spreadsheet	End of Year only			High	Group into age ranges by gender

Student tracking - learner profile	Software	Quality	Personal details plus attainment.	surname, year qualification	gender, qualification	any field	Detail	spreadsheet	Termly		Better informed	High	
Student learning by ward address & by learning venue.e.g. how many students living in a ward and are learning in the same ward.	Added Value	Quality	Personal details plus venues.	ward and venue	ward, venue, gender	any field	Detail	spreadsheet	Termly		Improve provision in localised areas	High	
Students travelling to learning venue outside of their ward	Added Value	Quality	Personal details plus venues.	ward and venue	ward, venue, gender	any field	Detail	spreadsheet	Termly		Improve provision in localised areas	High	
LLWR Verification Report of learners currently in learning (as for WBL), helpful if split by year.	Reconciliation	Management Information	Funding Credits	Surname, First Names	Activity		Detail	spreadsheet		Potential poor quality data.	Improved understanding, better quality data.	Medium	Frequency of use (monthly)
Learning distance travelled	Added Value	Workshop									Identify value-added by the provider. Help with inspection reporting.		
Distance travelled to learn (geographical)	Added Value	Workshop									Improved understanding of learner transport needs, provider catchment area. Aid planning.		
A number of analysis type reports e.g. ethnicity by gender, age at start of course by gender, etc	Software	Workshop											
Benchmarking information to allow comparison to other similar organisation and Wales as a whole	Inspection & Quality	Workshop									Benchmarking data for Welsh providers.		
Submission checking reports	Reconciliation	Workshop											
Indicative funding reports	Added Value	Workshop											
Averages of learning hours for learning aims	Inspection & Quality	Workshop											

5c WBL Reporting Responses Spreadsheet

Report Description	Summary Category	Report Category	LLWR Fields or additional fields to include in the report	LLWR Fields or additional fields to sort data by	LLWR Fields or additional fields to group data by	LLWR Fields or additional fields to select data by	Detail report or Summary report	Type of output	Frequency of use	Impact if not implemented	Outcome/Gain	Priority	Notes
Additional report to Table 6b , payable OPPs a detailing only those items entered and payable in the month.	Reconciliation	Funding	All currently used	All currently used	All currently used	All currently used	Detail	spreadsheet	After Data Submission	Cost against human resources to	Considerable time saved in	High	Currently all Table 6 give cumulative to date. The report states 'new to this month' but is extremely time consuming and subject to error in identifying those paid this month. Is it possible to supply an additional report which details only those items which relate to the payment for the month.
Report on OPPs which have had funding reclaimed by ELWa in the month.	Reconciliation	Funding	All currently used in Table 6b	All currently used in Table 6b	All currently used in Table 6b	All currently used in Table 6b	Detail	spreadsheet	After Data Submission	Cost against human resources to cross check	Ability to cross check our	High	Currently we have no easy way of identifying those OPPs which the LLWR has reclaimed due to late notification of suspension, leaving etc., against our own internal systems and thereby making reconciliation of the claim more difficult.
Numbers in training by route	Software	Funding	analysis by sector code	analysis by soc code			Detail	spreadsheet	After Data Submission	Time issue	Save time	Medium	Strategy
Repayment Report : this report would show any items (such as OPPs, outcomes, starts) which have been altered by the Provider and has resulted in a repayment to ELWa. Currently the process to reconcile items which been repaid is a lengthy checking process.	Reconciliation	Funding	Name, ULI, OPP data, outcome data, start data,	ULI	OPPs, Outcomes, starts		Detail	spreadsheet	After Data Submission	Lack of proper reconcilable data suitable for audit purposes. Lengthy time consuming administrative process.	Reduction of workload; Audit trail	High	Currently there is no method of easily checking amendments which have been made to repay items such as outcomes, starts and opps. Normal superstar reports are used and checked against detailed amendment records which we keep. The process may have be repeated several periods if the amendment has not gone through. For example, supplementary claims showing a minus payment which is impossible for us to reconcile accurately.
Summary reports in Superstar	Added Value	Funding					Detail	spreadsheet	Termly	Superstar spreadsheets once downloaded have to be manipulated to show only current period data. A time consuming job along with all other reconciliation processes.	Reduction of workload; Audit trail	Medium	It would be most beneficial to have these reports showing the current period data only as well as the cumulative data.
Breakdown of Payments made per Individual	Reconciliation	Funding	See notes				Detail	spreadsheet	After Data Submission	Inability to predict Payment until three-quarters the way through the following Period - could affect cashflow and planning	Better control over Cashflow and Planning. Also the ability to "track" payment per individual	High	Report desired within the timescale, between the Period end date and the final date for submission of data, to allow checking of accuracy and or correction of Data to determine Payment to be made at the next notification of payment.
An additional table to Table 2 but with information which is for this month only not	Undefined	Management Information	All currently used in Table 2	All currently used in Table 2	All currently used in Table 2	All currently used in Table 2	Detail	spreadsheet	After Data Submission	Cost against human resources to deduct previous	Shorter time in establishing	Medium	Can we have a table similar to Table 2 but with information which is for this month only and Table 2 would then be used as the cumulative to date table.

cumulative.													
Number of Leavers analysis	Software	Management Information	Leavers with framework	leavers with Job	Leavers with NVQ	Leavers with key kill/other	Detail	spreadsheet	End of Year only	Time issue	Save time	Medium	Would help to check data and prove
LLWR Verification reports (already available)	Added Value	Management Information					Summary	Formatted Report	Termly	not useful report at present	useful report	High	This report already exists but it has no period on it. Need by academic year. It is a summary account of each of the fields in the LLWR
Estyn Reports in Superstar	Inspection & Quality	Management Information					Detail	spreadsheet	Termly	Other more time consuming methods of tracking	Reduction of workload	Medium	Estyn will get provider data from ELWa on which to base their inspections. Is it possible for providers to have access to these reports to monitor their Estyn gradings on a regular basis.
Online Superstar report	Added Value	Funding	As Current	As Current	As Current	As Current	Detail	spreadsheet	After Data Submission	failure to agree College data with ELWa data	Improve data management and planning	High	
A list of all learners that have potentially payable opp's for the current period (eg. Current period sending to ELWa = P3. OPP's relating to P3)	Reconciliation	Funding	LN02, LN04, LN05, LN13, LN15, LP12, LP16, LP17, minimum funded LA09 start date, maximum funded LA30 date end.	LP17, LN04, LN05			Detail	spreadsheet	Weekly	Able to know EXACTLY what OPP's we expect payment for before we send the final export.	Closer control on finances. Able to compare with our own internal control system	High	The learners in learning list is close to what we need, but in needs to be more indepth and be updated more than once a month.
A list of all learners that have potentially payable OPP's which will be NEW to ELWa's database, and OPP's that will be DELETED from ELWa's database for the current period	Reconciliation	Funding	LN02, LN04, LN05, LN13, LN15, LP12, LP16, LP17, minimum funded LA09 start date, maximum funded LA30 date end, NEW TO MONTH/DELETED from month (tick box), OPP MONTH	LP17, LN04, LN05			Detail	spreadsheet	After Data Submission	Able to forecast what potentially payable OPP's we can expect before being capped	Closer control on finances. Able to compare with our own internal control system	High	Because the payments are made on a cumulative basis not a learner basis. The only way to identify learner payments is to have the NEW to month report. The DELETED from month is required to monitor paybacks made to ELWa.
Achievement/attainment	Inspection & Quality	Workshop											
% of NVQs per number of leavers	Inspection & Quality	Workshop											
Retention and drop-out rates	Inspection & Quality	Workshop											
Award entry rates	Added Value	Workshop											
Key skills	Inspection & Quality	Workshop											
Performance measure reports	Inspection & Quality	Workshop											
SuperStar to be able to be saved as tables and graphs	Added Value	Workshop											
Monthly payment breakdown	Reconciliation	Workshop											
Link report 8 by period and cumulatively to monetary values to give ongoing financial values per individual	Added Value	Workshop											
Statistical and financial broken down by individual learner	Reconciliation	Workshop											
Repayment report to show OPP, outcomes, starts, etc.	Reconciliation	Workshop											
Contract reports by sector code	Reconciliation	Workshop											

Cost centre for internal provider analysis	Undefined	Workshop											

