

Individualised Learner Record 2007/08

Specification of the Individualised Learner Record for 2007/08

**Version 5
November 2007**

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Document history:

Version 1.0 published 5 March 2007. Changes from the 2006/07 specification are highlighted.

Version 2.0 published 26 April 2007. Changes are as follows:

- 2 additional changes for 2007/08 added to paragraph 9
- code for 'not known/not provided' changed in the current employment status field, field L47
- 2 unassigned codes added in the reason for partial or full non-payment of tuition fees field, field A14
- code 64 in the national learning aim monitoring field, field A46, has been made unavailable for WBL, ACL and ESF SR

Version 3.0 published 8 May 2007. Changes are as follows:

- list of reasons for Disadvantage uplift revised in the eligibility for disadvantage uplift field, field L32 to include 'offenders serving their sentence in the community' and asylum seekers
- the unassigned code 26 has been assigned to 'offenders serving their sentence in the community' in the Reason for partial or full non-payment of tuition fees field, field A14
- code 14 revised in the Reason for partial or full non-payment of tuition fees field, field A14 to make it available for all learners

Version 4.0 published 07 August 2007. Changes are as follows:

- code 98, any other, added in the Ethnicity field, field L12
- sentence describing use of code 998, other, in the Country of Domicile field, field L24 has been removed
- the descriptions for codes 22 and 23 in the main delivery field, field A18 have been revised
- code 85 in the national learning aim monitoring field, field A46, has been made available for WBL, ACL and ESF SR
- new codes added in the national learning aim monitoring field, field A46
- amendment to the new code format in project dossier number field, field E22.

Version 5.0 published 8 November 2007. Changes are as follows:

- new learning outcome grade, DS* (distinction *) has been added to the list of valid grades in the learning outcome field, field A36
- new codes added in the national learning aim monitoring field, field A46
- guidance relating to eligibility for TtG level 3 pilot has been removed in the prior attainment level field, field L35.

INTRODUCTION

- 1 The Learning and Skills Council (the LSC) has produced this specification to assist providers in preparing individualised learner record (ILR) data for the 2007/08 year. It includes the specification of the ILR batch file for 2007/08.
- 2 The FE Information Authority board has authorised the changes to the ILR Specification for 2007/08. It comprises of representatives from the Department for Education and Skills (DfES), the Association of Colleges (AoC), Heads of Large External Institutions (HOLEX), Association of Learning Providers (ALP), Lifelong Learning UK (LLUK), the Higher Education Funding Council for England (HEFCE), Ofsted, Qualifications and Curriculum Authority (QCA) and the LSC.
- 3 The Information Authority will also in the future meet regularly and make decisions on:
 - data standards used in collection and reporting
 - data items to be collected
 - information to be reported and how it will be available
 - frequency of collection and reporting
 - quality of data collected and reported
 - cycle, timetable and processes for changes to collection and reporting.
- 4 You should return ILR data to the LSC in 2007/08 if you receive one or more of the following types of funding from the LSC:
 - further education (FE)
 - work based learning (WBL)
 - adult and community learning (ACL)
 - European social funding (ESF)
 - Train to Gain funding (TtG)
 - other LSC funding and have agreed to return ILR data.
- 5 You are asked to return ILR data either in the form of a batch file or directly to the LSC system, record by record, using the provider online (POL) system.
- 6 You should return ILR data using the POL system if:
 - you receive WBL funding and have agreed to do so with your local LSC; or
 - you deliver ESF co-financing provision that is not FE provision or WBL provision and have agreed to do so with your local LSC.
- 7 You should return ILR data in a batch file in all other cases. The University for Industry (Ufi) returns data in a batch file describing the provision for which it receives funding. Individual Ufi hubs no longer return ILR data directly to the LSC.

Overview

8 The LSC collects ILR data to:

- monitor individual provider's delivery against costed provision plan or contract;
- inform local decisions about plans and provision, including strategic area reviews;
- monitor progress to targets;
- inform national planning, including policy development and modelling;
- monitor quality improvement and evaluate the effectiveness of providers across the learning and skills sector;
- enable it to make its case to government for levels of funding appropriate to the sector ; and to
- demonstrate the outcomes of its distribution of funds.

Summary of Changes for 2007/08

9 Changes to the ILR for 2007/08 are summarised below:

- all TtG funded data will be collected via the WBL route
- Employment status on the last day of learning, field L38 has been withdrawn and new fields added to collect current employment status and date employment status changed, fields L47 and L48
- new field added to collect source of tuition fees, field A57
- Proportion of subject taught in Superclass II, fields H33, H34 and H35, renamed to collect Proportion of subject taught in Learning Directory Classification System (LDCS)
- format of Project dossier number, field E22 revised
- guidance of SOC occupation code, field H23 updated
- changes to codes in the following existing fields:
 - Telephone number, field L23
 - Country of domicile, field L24
 - Learner support reason, field L34
 - Sources of funding, field A11
 - Reason for partial or full non-payment of tuition fees, field A14
 - Programme entry route, field A16
 - Main delivery method, field A18
 - Franchised and partnership arrangements, field A21
 - Learning outcome grade, field A36
 - National learning aim monitoring, field A46
 - Highest qualification on entry, field H11

RELATED DOCUMENTS

- 10 This document, the ILR Specification, is the technical specification for the ILR. The related documents listed below contain additional guidance for particular ILR returns or funding streams, including details of the coverage and scope of collections:

- FE Provider Support Manual
- WBL Provider Support Manual
- ACL Provider Support Manual
- Train to Gain Guidance

These documents can be downloaded from the LSC website at:

www.lsc.gov.uk/Providers/Data/Datacollection/ILR/

- Funding Guidance for Further Education

Principles, definitions and guidance about FE funding. It can be downloaded from the LSC web site at:

www.lsc.gov.uk/Providers/funding-policy/Furthereducation/

- Requirements for funding WBL for young people in 2007/08

Principles, definitions and guidance about WBL funding. It can be downloaded from the LSC web site at:

www.lsc.gov.uk/Providers/funding-policy/Workbasedlearning/

ILR SPECIFICATION

- 11 An ILR file contains a header record, a footer record and several physical records, known as data sets, for each learner. There are four types of data set:
- a learner data set
 - a learning aim data set
 - ESF co-financing data set
 - HE data set.
- 12 The ILR is made up of 190 fields, arranged into the four data sets as laid out in pages 19 to 27. A more detailed definition of the fields can be found in the sections 'Learner data set layout', 'Learning aim data set layout', 'ESF co-financing data set layout' and 'Higher Education data set layout'.

Learner Data Set

- 13 In each return there is only one learner data set, for each learner on a programme of learning at a provider. The learner data set contains basic information specific to the learner such as their name, date of birth, sex and ethnicity.

- 14 Each learner data set has associated with it one or more learning aim data sets and one ESF co-financing data set as shown in figure 1 on page 9. These other data sets are linked to the learner data set. That is, the learner data set 'owns' these other data sets.
- 15 Providers should report all learning aims being followed by the learner.

Learning Aim Data Set

- 16 There is one learning aim data set for each learning aim that a learner is studying. A learning aim data set contains learning aim related information such as start date, end date, fee information and outcome. The information in a learning aim data set relates specifically to the learner data set that owns the learning aim data set.

For example

- where a learner is studying three GCE A levels; there would be three learning aim data sets
 - where a learner is studying on an Advanced Apprenticeship programme comprising an NVQ, three key skills and a technical certificate; there would be five learning aims.
- 17 For WBL – the aim within a learning programme that generates the majority of the funding is defined as the main aim. As such there can be only one main aim within each programme. The main aim will determine the achievement payments and is identified in the ILR using code 40 in the LSC funding stream, field A10. Further information on the definition of a main aim is provided in the description of this field.
- 18 For WBL – where the learning programme is composed of more than one learning aim, all other aims within the programme are defined as subsidiary learning aims. This includes learning aims for technical certificates and key skills that form part of an Apprenticeship or Advanced Apprenticeship programme; and learning aims for qualifications delivered as part of an E2E programme.
- 19 For WBL – for Apprenticeship and Advanced Apprenticeship programmes, a separate learning aim record for the framework is not required. Framework achievement is recorded against the main aim. The start date, planned end date, actual end date, completion and outcome fields on the main aim relate to the main aim rather than the framework. The descriptions of these fields have further information.

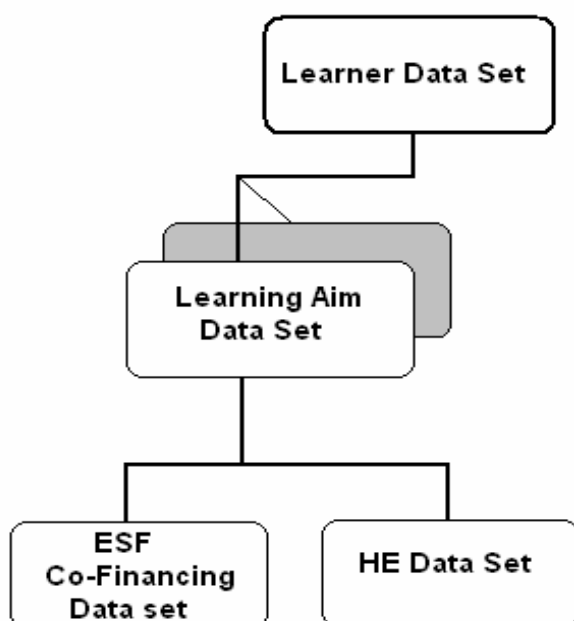
ESF co-financing data set

- 20 An ESF co-financing data set is requested for each learning aim for which LSC ESF co-financing is claimed and each learning aim matched to such funding. In the case of ESF co-financing the local LSC will inform providers which programmes an ESF co-financing data set is requested for.
- 21 The ESF co-financing data set holds information for Learners on co-financed ESF projects. The learning aim data set owns the ESF co-financing data set, there is a one to one relationship between the learning aim and ESF co-financing data set.

HE data set

- 22 For FE - If a learning aim data set for a learner is recorded as Higher Education Funding Council for England (HEFCE) funded and/or indicated as Higher Education (HE) level on the LSCs learning aim database (LAD), an HE data set is requested. An HE data set would need to be completed for each of the learner's learning aims where they were recorded as HEFCE funded and/or indicated as HE level. These HE data sets are requested by HEFCE and the Higher Education Statistics Agency (HESA).
- 23 For WBL, ACL and ESF SR – HE data sets are not returned.

Figure 1. Individualised learner record structure



FORMAT OF THE ILR BATCH DATA FILE

Filename

- 24 The ILR format data files should be given a 21 character filename followed by a three-character extension. The filename format is:

FLLLLLLDDAAAYYYYBBBSS.CCC where:

| | |
|--------|--|
| F | is type of transmission made |
| | A – for a Year to date transmission (all records) |
| | B – for a Whole single record transmission (changes only) |
| LLLLLL | is the provider number (for example 123456 as taken from the PIMS database). <i>Note: multi site providers with more than one provider number wishing to send a combined file should return the number of the site making the transmission</i> |
| DD | is the allocation type: FE providers should use 01, Ufl should use 04 and WBL, ACL and ESF SR providers 00 |

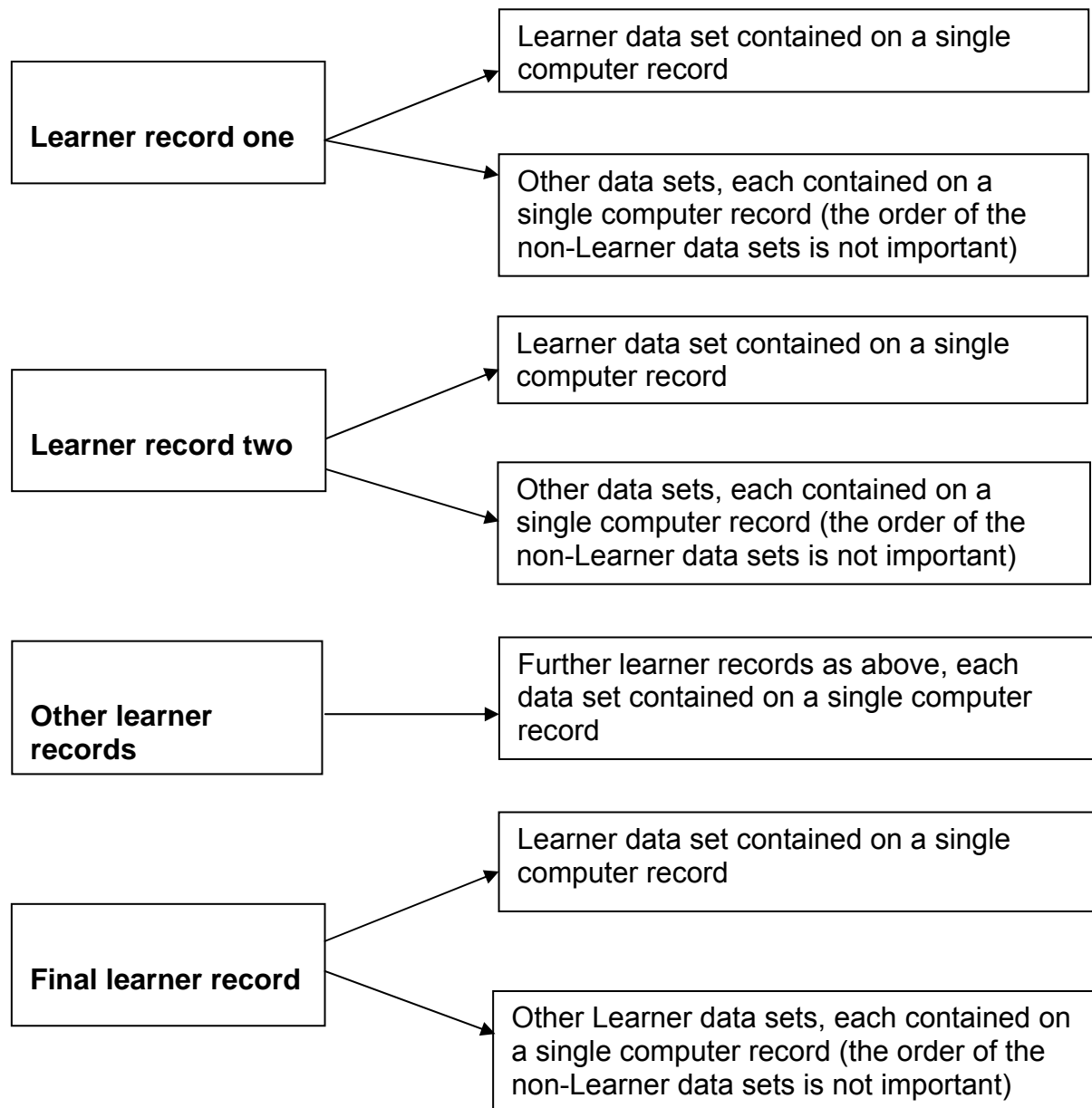
| | |
|------|---|
| AAA | is the abridged LSC number of funding LSC (such as 240, see Annex E) for WBL and ESF SR return types. <i>Note: Providers contracting with more than one LSC wishing to send a combined file should use 999 – this would include providers contracting under lead arrangements. Providers should use 000 when making a return in the FE or ACL cycle of returns.</i> |
| YYYY | the year of the collection (for example 2007/08 would be 0708) |
| BBB | the transmission number for that period – up to 999 transmissions can be made in a collection period |
| SS | the serial number of the file. <i>Note: when transmitting ILR data to the online data collection system, the data must be contained in a single file</i> |
| CCC | file extension - the collection: WBL (including all Train to Gain (TtG) funded data) returns are W01 to W13 FE returns are F01, F02 (ESF), F03 (ESF), F04 or F05; and X01 to X99 for interim returns outside the normal schedule. Ufl returns are U01 to U05 ACL returns are C01 to C03 ESF SR returns are S01 to S12 |

Format of Data Required

- 25 The data on the file should be in ASCII character format using only characters specified for each individual field.
- 26 Each data set should be contained in a single computer record. Each computer record should be a fixed length with no field separators. Each computer record should use the character pair, carriage return followed by line feed, as a terminator. These have the hexadecimal codes 0D and 0A respectively.

27 Each file should contain a set of complete learner records. Each file should have its own header and footer record as defined below. Each file will have the following format:

- header record
- learner records
- footer record
- with the learner records ordered as follows:



Header Record

28 The header record has the following reference:

LLLLLLDDBBBBBBBBBB00AAACCCEEEPPPDMMYYYYXZ[S...S][T...T]
][V...V][...]

where:

| | |
|--------------|--|
| LLLLLL | provider number (as taken from the PIMS database) <i>Note: multi site providers with more than one provider number wishing to send a combined file should return 999999</i> |
| DD | is the allocation type: FE providers should use 01, Ufl should use 04 and WBL, ACL and ESF SR providers 00. |
| BBBBBBBBBBBB | 12 spaces for the header record |
| 00 | zero zero |
| AAA | is the three-character abridged number of funding LSC (such as 240, see Annex E). <i>Note: Providers contracting with more than one local LSC wishing to send a combined file should use 999. Providers transmitting a file in the FE or ACL cycle of returns should use 000. FE providers sending a file in the WBL cycle of returns (that is the extension is W01 –W13) must use the particular LSC ID, not 000.</i> |
| CCCC | is the year of the collection (for example, 2007/08 is 0708) |
| EEE | is the collection (For WBL this is W01 – W13. For FE this is F01 – F05 or X01 – X99. For Ufl returns this is U01 – U05. For ACL returns this is C01 – C03. For ESF SR returns this is S01 – S12.) |
| PPP | the transmission number for that collection – up to 999 transmissions can be made for each collection. |
| DDMMYYYY | is the date of preparation of the file (date format). For example, 3 December 2007 would be entered as 03122007 |
| X | is type of transmission where: A for a year to date transmission (all records) B for a whole single record transmission (changes only) |
| Z | is the type of data where: 1 live data 2 test data. |

| | |
|---------|--|
| [S...S] | 40 characters reserved to indicate the name of the software supplier. This information will be used to prepare reports on returns by software supplier. Providers that write their own software for producing ILR files should use 'OWN SOFTWARE'. |
| [T...T] | 30 characters reserved to indicate the name of the software package used to make the return. |
| [V...V] | 20 characters reserved to indicate the version number of the software package used to make the return. |
| [...] | the remaining characters to 393 are spaces. |

Footer Record

29 The footer record has the following reference:

LLLLLLDDZZZZZZZZZZZZ99AAACCCCEEEPPDDMMYYYYNNNNNNNDMM
MYYYY[...]

where:

| | |
|--------------|---|
| LLLLLL | provider number (as taken from the PIMS database) <i>Note: multi site providers with more than one provider number wishing to send a combined file should return 999999</i> |
| DD | is the allocation type: FE providers should use 01, Ufl should use 04 and WBL, ACL and ESF SR providers 00. |
| ZZZZZZZZZZZZ | twelve Zs for the footer record |
| 99 | 99 |
| AAA | is the three-character abridged number of funding LSC (such as 240, see Annex E). <i>Note: Providers contracting with more than one local LSC wishing to send a combined file should use 999. Providers transmitting a file in the FE or ACL cycle of returns should use 000. FE providers sending a file in the WBL cycle of returns (that is the extension is W01 – W13) must use the particular LSC ID, not 000.</i> |
| CCCC | is the year of the collection (for example, 2007/08 is 0708) |
| EEE | is the collection (For WBL this is W01 – W13. For FE this is F01 – F05 or X01 – X99. For Ufl returns this is U01 – U05. For ACL returns this is C01 – C03. For ESF SR returns this is S01 – S12.) |
| PPP | the transmission number for that collection – up to 999 transmissions can be made for each collection. |
| DDMMYYYY | is the date of preparation of the file (date format). For example, 3 December 2007 would be entered as 03122007 |

| | |
|----------|---|
| NNNNNNNN | the total count of all records in the file including the learner records and the header and footer records (right justified and zero fill to the left as necessary) |
| DDMMYYYY | the reference date for this transmission. This is only applicable to in-year returns with the extensions X01 to X99 and to the F05 return. The reference date for F05 is defined by the provider but should be at least 1 November 2008. The field should be zero filled for other returns. |
| [...] | characters 59 to 393 are spaces |

FIELD STATUS

30 Each field in the ILR has one or more status which depends on the context in which data are being sent. There are three types of status:

- required
- not required
- optional

Required

31 Where the status is required the fields must hold valid data and must be supplied – null values should only be provided when appropriate for example the learning actual end date field must contain a date when learning is complete and must be null before learning is complete.

Not Required

32 Not required fields must always contain null values .

Optional

33 Optional fields should be supplied if data are held – null values are acceptable.

RETURNING DATA

Cycle of returns

34 There are five cycles of returns for 2007/08:

- one for colleges, institutions and other providers in receipt of LSC FE funding (the FE cycle of returns);
- one for providers in receipt of LSC WBL or TtG funding (the WBL cycle of returns);
- one for providers returning the ESF short record;
- one for ACL providers (ACL cycle); and
- one for Ufl, to be returned by Ufl, not by individual hubs.

Ufl

- 35 University for Industry (Ufl) are the sole provider of Ufl provision. Ufl is responsible for returning data about Ufl provision, on a quarterly basis, to the LSC. The fields required for Ufl are the same as those required for FE.

Frequency of Returns

- 36 The frequency of returns for the five cycles of returns are:

| Cycle | Frequency |
|---|---|
| WBL (including TtG funded) and ESF short record | Monthly in line with the timetable |
| FE standard cycle | Three main and two partial returns for the year |
| FE more frequent cycle | As agreed with your local LSC |
| ACL | Three returns for the year |
| Ufl | Five returns for the year |

- 37 The collection timetable for the five cycles of returns are attached at annex A.
- 38 For FE – Details about more frequent returns of data are outlined in paragraphs 95 and 96 of Circular 03/15 Plan-led Funding for Further Education. Circular 03/15 is available from the LSC website.

Type of return

- 39 Providers making WBL or ESF SR batch returns may make two types of transmission, they can choose to return either;
- A – A year to date transmission - all records for the year to date or
 - B – Whole single record – changes to whole records since the last transmission
- 40 FE and ACL providers make batch, all records for the year to date, returns as they did in the previous year when returning individualised learner record (ILR) returns.
- 41 Providers sending year-to-date files should note that a second or subsequent transmission within a period will overwrite the previous transmission. This means that providers cannot split their data into separate files and transmit each file separately.

Train to Gain

- 42 Train to Gain (formerly known as the National Employer Training Programme: NETP) helps businesses get the training they need to succeed. It offers employers impartial advice via an independent skills brokerage service. Skills brokers will match employers' training needs with training providers and ensure that training is delivered to meet employers' needs.
- 43 A Train to Gain (TtG) learner is an adult learner whose learning is enabled, sponsored or facilitated by their employer. TtG learners can be funded from mainstream FE allocations (Type A funding) or from the discrete TtG budget (Type B and C funding).

- 44 A TtG funded Learner is a learner whose learning need is Skills for Life or first full level two, and who is funded by a TtG planned (Type B) or regional response (Type C) funding agreement with the LSC.
- 45 A TtG learner funded from mainstream FE funds is defined as “TtG badged” (Type A funded).
- 46 TtG funding will have its own funding formula. The LSC needs to collect information for TtG funded learners to:
- a Evaluate the effectiveness of the brokerage service in terms of broker activity and learning outcomes.
 - b Evaluate the effectiveness of TtG-funded learning.
 - c Evaluate the employers participating in TtG in terms of employer type, size, sector and location. This will be done through the capture of an employer reference number, issued by The Employer Data Registration Service from a database of employers.
- 47 WBL providers should return data for any TtG funded learners in their WBL cycle of returns.
- 48 From 2007/08 FE colleges should send data for all TtG funded learners in the WBL cycle of returns. No TtG funded learners should be included in the provider’s FE return. All continuing TtG learners who were included in a provider’s FE return for 2006/07 should be removed from the first FE return for 2007/08 and returned in the WBL cycle of returns for 2007/08. No change should be made to the Learning Start Date, field A27 for these learners.
- 49 Records for TtG badged (type A funded) learners should be sent in the usual FE return.

Providers sending data in more than one cycle of returns

- 50 Some providers are in receipt of LSC funding from more than one stream. In this situation the provider will need to make a return for each funding stream in line with the appropriate cycle of returns and at the appropriate frequency.

For example: FE college with LSC FE and LSC WBL Funding, including TtG Funding

WBL cycle of returns

- 51 An FE college which is also a WBL provider is requested in its WBL cycle of ILR returns:
- to send a record for each learner for whom it is in receipt of WBL funding. This record must contain learning aim data sets, as described earlier, for all parts of the WBL programme, including the funded NVQ and all other related learning aims including key skills and basic skills
 - to send a record for each learning aim for which it is in receipt of TtG funding
 - not to send records, in its WBL cycle of returns, for learners for whom it is receiving no LSC WBL or TtG funding

- for learners for whom it is in receipt of LSC WBL or TtG funding not to send data sets for learning aims unrelated to the WBL programme, for example for a programme funded by LSC FE funding
- to send learning aim data sets in WBL format only, for more information see the data set format, field A08.

FE cycle of returns

52 An FE college which is also a WBL provider is requested in its FE cycle of ILR returns:

- to send a record for each learner for whom it is in receipt of LSC FE funding
- to send a record for each learner on any other programme except those on programmes for which it is in receipt of LSC WBL or TtG funding.

LSC co-financed ESF projects

53 For the purpose of ILR data collection each LSC co-financed ESF project is related to either a WBL programme or a FE programme. Colleges are requested to return ESF co-financing data sets in the cycle of returns appropriate to the co-financed ESF project. That is for a LSC co-financed ESF project related to WBL, data are requested in the WBL cycle of returns, and for a LSC co-financed ESF project related to FE, data are requested in the FE cycle of returns.

Batch Returns

54 A batch return consists of an ILR record for each learner who has at any time received learning during the year 2007/08 - these should include;

- new records for all learners who have started since the start of the year, 1 August 2007. (For FE this should not include learners who have enrolled on or after 1 August 2007 and withdrawn before 1 October 2007, unless the learners are direct ESF beneficiaries, see the 'FE Provider Support Manual 2007/08' for further details.)
- an updated record for all learners whose details have changed since the previous return
- learners whose date of leaving is before 1 August 2007 should not be included in 2007/08 returns. For WBL this should be reported in 2006/07 file format in W13 of 2006/07.

Whole Single Record (Changes Only)

55 A provider can also choose to supply data on a whole single record basis. Whole single record transmissions are made where a provider wishes to report only changes made since the last transmission. A change would include any record that has been added, updated or deleted since the last transmission, examples of a change to a learner record include;

- a new learner
- a change of circumstance (for example moved house)
- achievement of an NVQ and or completion of a framework

- a leaving learning
 - deleting a learner record.
- 56 If whole single record transmissions are used then all data sets must be supplied for each learner record each time data are sent for that learner, as follows:
- for WBL learners this would include the learner data set and the learning aim data sets. If that learner is also supported by LSC ESF co-financing or is matched to an LSC ESF co-financed project then the ESF data set must also be supplied
 - in no circumstances should the learning aims or ESF data set be supplied without the associated learner data set for that learner.

Returning Data On-Line

- 57 In 2007/08 the LSC will be supplying providers with the learner information suite (LIS). This software allows all providers to validate data prior to transmission to the LSC and will additionally for FE and **TtG provision** calculate funding.
- 58 Once a provider has prepared its ILR batch file it must return it to the LSC using the LSCs web portal (<http://providers.lsc.gov.uk>). Further guidance on the process for returning data in this way can be found on the web portal.

LEARNER DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|--|--------------|------------------|----------------|--------------|--|
| L01 | Provider number | 6 | 1 | 6 | numeric | ALL |
| L02 | Contract/Allocation type | 2 | 7 | 8 | numeric | FE |
| L03 | Learner reference number | 12 | 9 | 20 | alphanumeric | ALL |
| L04 | Data set identifier code | 2 | 21 | 22 | numeric | ALL |
| L05 | Learning aim data sets | 2 | 23 | 24 | numeric | ALL |
| L06 | ESF co-financing data sets | 2 | 25 | 26 | numeric | ALL |
| L07 | HE data sets | 2 | 27 | 28 | numeric | ALL |
| L08 | Deletion flag | 1 | 29 | 29 | alphabetic | WBL/ESF SR |
| L09 | Learner surname/family name | 20 | 30 | 49 | alphabetic | FE/WBL/ESF SR |
| L10 | Learner forenames | 40 | 50 | 89 | alphabetic | FE/WBL/ESF SR |
| L11 | Date of birth | 8 | 90 | 97 | date | ALL |
| L12 | Ethnicity | 2 | 98 | 99 | numeric | ALL |
| L13 | Sex | 1 | 100 | 100 | alphabetic | ALL |
| L14 | Learning difficulties and / or disabilities and / or health problems | 1 | 101 | 101 | numeric | ALL |
| L15 | Disability | 2 | 102 | 103 | numeric | FE/WBL |
| L16 | Learning difficulty | 2 | 104 | 105 | numeric | FE/WBL |
| L17 | Home postcode | 8 | 106 | 113 | alphanumeric | ALL |
| L18 | Address line 1 | 30 | 114 | 143 | alphanumeric | FE/WBL/ESF SR |
| L19 | Address line 2 | 30 | 144 | 173 | alphanumeric | FE/WBL/ESF SR |
| L20 | Address line 3 | 30 | 174 | 203 | alphanumeric | FE/WBL/ ESF SR |
| L21 | Address line 4 | 30 | 204 | 233 | alphanumeric | FE Optional/ WBL Optional/ ESF SR Optional |
| L22 | Current Postcode | 8 | 234 | 241 | alphanumeric | FE Optional/WBL Optional |
| L23 | Telephone number | 15 | 242 | 256 | alphanumeric | FE Optional/WBL Optional/ESF SR Optional |
| L24 | Country of domicile | 3 | 257 | 259 | numeric | FE/WBL |
| L25 | LSC number of funding LSC | 3 | 260 | 262 | numeric | WBL/ACL/ESF SR |

LEARNER DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|--|--------------|------------------|----------------|--------------|--|
| L26 | National insurance number | 9 | 263 | 271 | alphanumeric | WBL/FE† |
| L27 | Restricted use indicator | 1 | 272 | 272 | numeric | FE/WBL/ESF SR |
| L28 | Eligibility for enhanced funding (occurs 2) | 2 | 273 | 276 | numeric | FE/WBL |
| L29 | Additional support | 2 | 277 | 278 | numeric | FE |
| L31 | Additional support cost | 6 | 279 | 284 | numeric | FE |
| L32 | Eligibility for disadvantage uplift | 2 | 285 | 286 | numeric | FE |
| L33 | Disadvantage uplift factor | 6 | 287 | 292 | numeric | FE |
| L34 | Learner support reason (occurs 4) | 2 | 293 | 300 | numeric | FE/WBL |
| L35 | Prior attainment level | 2 | 301 | 302 | numeric | FE/WBL/ESF SR |
| L36 | Learner status on last working day before learning | 2 | 303 | 304 | numeric | WBL |
| L37 | Employment status on first day of learning | 2 | 305 | 306 | numeric | WBL |
| L38 | No longer used – blank field | 2 | 307 | 308 | numeric | ALL |
| L39 | Destination | 2 | 309 | 310 | numeric | FE*/WBL/ESF SR |
| L40 | National learner monitoring (occurs 2) | 2 | 311 | 314 | numeric | FE/WBL/ACL |
| L41 | Local learner monitoring (occurs 2) | 12 | 315 | 338 | numeric | FE Optional/ WBL Optional/ ESF SR Optional |
| L42 | Provider specified learner data (occurs 2) | 12 | 339 | 362 | alphanumeric | ALL optional |
| L44 | NES delivery LSC number | 3 | 363 | 365 | numeric | WBL# |
| L45 | Unique learner number | 10 | 366 | 375 | numeric | ALL^ |
| L46 | UK provider reference number | 8 | 376 | 383 | numeric | ALL |
| L47 | Current employment status | 2 | 384 | 385 | numeric | FE†, WBL |
| L48 | Date employment status changed | 8 | 386 | 393 | date | FE†, WBL |

FE† – only where requested for pilot projects

FE* – required for ESF co-financed projects only

WBL# - only for NES contracts

ALL^ - only where the provider is participating in a ULN pilot

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|--|--------------|------------------|----------------|--------------|-----------------------|
| A01 | Provider number | 6 | 1 | 6 | numeric | ALL |
| A02 | Contract/Allocation type | 2 | 7 | 8 | numeric | FE/WBL |
| A03 | Learner reference number | 12 | 9 | 20 | alphanumeric | ALL |
| A04 | Data set identifier code | 2 | 21 | 22 | numeric | ALL |
| A05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | ALL |
| A06 | ESF co-financing data sets | 2 | 25 | 26 | numeric | ALL |
| A07 | HE data sets | 2 | 27 | 28 | numeric | ALL |
| A08 | Data set format | 1 | 29 | 29 | numeric | ALL |
| A09 | Learning aim reference | 8 | 30 | 37 | alphanumeric | ALL |
| A10 | LSC funding stream | 2 | 38 | 39 | numeric | ALL |
| A11 | Source of funding (occurs 2) | 3 | 40 | 45 | numeric | FE/ACL |
| A12 | Implied rate of LSC FE funding for ESF which is not LSC ESF co-financed (occurs 2) | 3 | 46 | 51 | numeric | FE |
| A13 | Tuition fee received for year | 5 | 52 | 56 | numeric | FE/ACL |
| A14 | Reason for partial or full non- payment of tuition fees | 2 | 57 | 58 | numeric | FE/ACL |
| A15 | Programme type | 2 | 59 | 60 | numeric | WBL |
| A16 | Programme entry route | 2 | 61 | 62 | numeric | WBL |
| A17 | Delivery mode | 1 | 63 | 63 | numeric | FE |
| A18 | Main delivery method | 2 | 64 | 65 | numeric | FE/WBL (TtG funded) |
| A19 | Employer role | 1 | 66 | 66 | numeric | FE |
| A20 | Resit | 1 | 67 | 67 | numeric | FE |
| A21 | Franchised out and partnership arrangement | 2 | 68 | 69 | numeric | FE |
| A22 | Franchise and partnership delivery provider number | 6 | 70 | 75 | alphanumeric | FE |
| A23 | Delivery location postcode | 8 | 76 | 83 | alphanumeric | ALL |
| A24 | Occupation relating to learning aim | 4 | 84 | 87 | numeric | FE*/WBL/ESF SR |

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|---|--------------|------------------|----------------|--------------|--|
| A26 | Sector framework of learning | 3 | 88 | 90 | numeric | WBL |
| A27 | Learning start date | 8 | 91 | 98 | date | ALL |
| A28 | Learning planned end date | 8 | 99 | 106 | date | ALL |
| A31 | Learning actual end date | 8 | 107 | 114 | date | ALL |
| A32 | Guided learning hours | 5 | 115 | 119 | numeric | FE/WBL Providers Basic Skills Pilot/ACL |
| A33 | Blank field | 5 | 120 | 124 | space filled | Blank field |
| A34 | Completion status | 1 | 125 | 125 | numeric | ALL |
| A35 | Learning outcome | 1 | 126 | 126 | numeric | ALL |
| A36 | Learning outcome grade | 3 | 127 | 129 | alphanumeric | FE |
| A37 | Number of units completed | 2 | 130 | 131 | numeric | FE/WBL |
| A38 | Number of units to achieve full qualification | 2 | 132 | 133 | numeric | FE/WBL |
| A39 | Eligibility for achievement funding | 1 | 134 | 134 | numeric | FE |
| A40 | Achievement date | 8 | 135 | 142 | date | WBL |
| A43 | Sector framework achievement date | 8 | 143 | 150 | date | WBL |
| A44 | Employer identifier | 30 | 151 | 180 | alphanumeric | FE†/WBL† |
| A45 | Workplace location postcode | 8 | 181 | 188 | alphanumeric | FE†/WBL |
| A46 | National learning aim monitoring (occurs 2) | 2 | 189 | 192 | numeric | ALL |
| A47 | Local learning aim monitoring (occurs 2) | 12 | 193 | 216 | numeric | FE Optional/ WBL Optional/ESF SR Optional |
| A48 | Provider specified learning aim data (occurs 2) | 12 | 217 | 240 | alphanumeric | ALL Optional |
| A49 | Special projects and pilots | 5 | 241 | 245 | alphanumeric | FE/WBL/ESF SR |
| A50 | Reason learning ended | 2 | 246 | 247 | numeric | WBL |

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|----------------------|---------------------------------|--------------|------------------|----------------|--------------|-----------------------|
| A51a | Proportion of funding remaining | 2 | 248 | 249 | numeric | WBL |
| A52 | Distance learning funding | 5 | 250 | 254 | numeric | FE |
| A53 | Additional learning needs | 2 | 255 | 256 | numeric | WBL |
| A54 | Broker contract number | 10 | 257 | 266 | alphanumeric | FE†/WBL† |
| A55 | Unique learner number | 10 | 267 | 276 | numeric | ALL^ |
| A56 | UK provider reference number | 8 | 277 | 284 | numeric | ALL |
| A57 | Source of tuition fees | 2 | 285 | 286 | numeric | FE |
| | | | 287 | 393 | space filled | |
| | | | | | | |

FE* - required for ESF co-financed projects only

FE†/WBL† - required for TtG funded and TtG badged learners only

ALL^ - only where the provider is participating in a ULN pilot

ESF CO-FINANCING DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|---|--------------|------------------|----------------|--------------|-----------------------|
| E01 | Provider number | 6 | 1 | 6 | numeric | FE/WBL/ESF SR |
| E02 | Contract/Allocation type | 2 | 7 | 8 | numeric | FE/WBL |
| E03 | Learner reference number | 12 | 9 | 20 | alphanumeric | FE/WBL/ESF SR |
| E04 | Data set identifier code | 2 | 21 | 22 | numeric | FE/WBL/ESF SR |
| E05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | FE/WBL/ESF SR |
| E06 | ESF co-financing data set sequence | 2 | 25 | 26 | numeric | FE/WBL/ESF SR |
| E07 | HE data sets | 2 | 27 | 28 | numeric | FE/WBL/ESF SR |
| E08 | Date started ESF co-financing | 8 | 29 | 36 | date | FE/WBL/ESF SR |
| E09 | Planned end date for ESF co-financing | 8 | 37 | 44 | date | FE/WBL/ESF SR |
| E10 | Date ended ESF co-financing | 8 | 45 | 52 | date | FE/WBL/ESF SR |
| E11 | Industrial sector of learner's employer | 2 | 53 | 54 | numeric | FE/WBL/ESF SR |
| E12 | Employment status on day before starting ESF project | 2 | 55 | 56 | numeric | FE/WBL/ESF SR |
| E13 | Learner's employment status | 2 | 57 | 58 | numeric | FE/WBL/ESF SR |
| E14 | Length of unemployment before starting ESF project | 2 | 59 | 60 | numeric | FE/WBL/ESF SR |
| E15 | Type and size of learner's employer | 2 | 61 | 62 | numeric | FE/WBL/ESF SR |
| E16 | Addressing gender stereotyping (occurs 5) | 1 | 63 | 67 | alphabetic | FE/WBL/ESF SR |
| E17 | Main co-financing activity (occurs 5) | 1 | 68 | 72 | alphabetic | blank field |
| E18 | Delivery mode (occurs 4) | 1 | 73 | 76 | alphabetic | FE/WBL/ESF SR |
| E19 | Support measures to be accessed by the learner (occurs 5) | 1 | 77 | 81 | alphabetic | FE/WBL/ESF SR |
| E20 | Learner background (occurs 3) | 2 | 82 | 87 | numeric | FE/WBL/ESF SR |
| E21 | Support measures for learners with disabilities | 2 | 88 | 89 | numeric | FE/WBL/ESF SR |

ESF CO-FINANCING DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|------------------------------|--------------|------------------|----------------|--------------|-----------------------|
| E22 | Project dossier number | 9 | 90 | 98 | alphanumeric | FE/WBL/ESF SR |
| E23 | Local project number | 3 | 99 | 101 | numeric | FE/WBL/ESF SR |
| E24 | Unique learner number | 10 | 102 | 111 | numeric | ALL^ |
| E25 | UK provider reference number | 8 | 112 | 119 | numeric | ALL |
| | | | 120 | 393 | space filled | |

ALL^ - only where the provider is participating in a ULN pilot

HIGHER EDUCATION DATA SET LAYOUT

| No. | Field name | Field length | Field start | Field end | Field type | Status (required for) |
|---------------------|--|--------------|-------------|-----------|--------------|-----------------------|
| H01 | Provider number | 6 | 1 | 6 | numeric | FE/HE |
| H02 | Contract / Allocation type | 2 | 7 | 8 | numeric | FE/HE |
| H03 | Learner reference number | 12 | 9 | 20 | alphanumeric | FE/HE |
| H04 | Data set identifier code | 2 | 21 | 22 | numeric | FE/HE |
| H05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | FE/HE |
| H06 | ESF co-financing data set sequence | 2 | 25 | 26 | numeric | FE/HE |
| H07 | HE data set sequence | 2 | 27 | 28 | numeric | FE/HE |
| H08 | Learning aim reference code | 8 | 29 | 36 | alphanumeric | FE/HE |
| H09 | Learner instance number | 20 | 37 | 56 | alphanumeric | FE/HE |
| H10 | Learner nationality | 4 | 57 | 60 | alphanumeric | optional |
| H11 | Highest qualification on entry | 2 | 61 | 62 | numeric | FE/HE |
| H12 | New entrant to HE | 1 | 63 | 63 | numeric | FE/HE |
| H13 | Type of programme year | 1 | 64 | 64 | numeric | FE/HE |
| H14 | Mode applicable to Funding Council early statistics, HESES | 2 | 65 | 66 | numeric | FE/HE |
| H15 | Level applicable to Funding Council HESES | 2 | 67 | 68 | numeric | FE/HE |
| H16 | Completion of year of programme of study | 1 | 69 | 69 | numeric | FE/HE |
| H17 | Learner FTE | 5 | 70 | 74 | numeric | FE/HE |
| H18 | Year of programme of study | 2 | 75 | 76 | numeric | FE/HE |
| H19 | Fee band | 2 | 77 | 78 | numeric | FE/HE |
| H20 | Major source of tuition fees | 2 | 79 | 80 | numeric | FE/HE |
| H21 | Term time accommodation | 1 | 81 | 81 | numeric | FE/HE* |

* see individual fields for details

HIGHER EDUCATION DATA SET LAYOUT

| No. | Field name | Field length | Field start | Field end | Field type | Status (required for) |
|-------------------------------------|---|--------------|-------------|------------|--------------|-----------------------|
| H22 | UCAS applicant number | 9 | 82 | 90 | numeric | FE/HE* |
| H23 | SOC occupation code | 4 | 91 | 94 | numeric | FE/HE* |
| H24 | Last institution | 7 | 95 | 101 | alphanumeric | |
| H25 | Year left last institution | 4 | 102 | 105 | numeric | FE/HE* |
| H26 | Number of A levels | 2 | 106 | 107 | numeric | FE/HE* |
| H27 | A/AS level score | 2 | 108 | 109 | numeric | FE/HE* |
| H28 | Number of SCE Highers and CSYS | 2 | 110 | 111 | numeric | FE/HE |
| H29 | Scottish Higher points | 2 | 112 | 113 | numeric | FE/HE* |
| H30 | Number of vocational qualifications | 2 | 114 | 115 | numeric | FE/HE* |
| H31 | Reason for leaving | 2 | 116 | 117 | numeric | FE/HE* |
| H32 | Proportion not taught by this institution | 5 | 118 | 122 | numeric | FE/HE* |
| H33 | Proportion taught in first LDCS subject | 5 | 123 | 127 | numeric | FE/HE |
| H34 | Proportion taught in second LDCS subject | 5 | 128 | 132 | numeric | FE/HE |
| H35 | Proportion taught in third LDCS subject | 5 | 133 | 137 | numeric | FE/HE |
| H36 | Socio-economic Indicator | 1 | 138 | 138 | numeric | FE/HE |
| H37 | Unique learner number | 10 | 139 | 148 | numeric | FE/HE^ |
| H38 | UK provider reference number | 8 | 149 | 156 | numeric | FE/HE |
| * see individual fields for details | | | 157 | 393 | space filled | |

FE/HE^ - only where the provider is participating in a ULN pilot

LEARNER DATA SET FIELDS

| Field | L01 | Provider number |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length type justification 6 Numeric Not necessary |
| Description | The provider number of the provider contracted by the LSC to provide learning to this learner. | |
| Reason required | To identify the contracted provider. | |
| Valid entries | A valid provider number. | |

Notes

Providers uncertain of their provider number should contact their local LSC.

Notes for FE and ACL

The provider number will be the same for all learners in the return.

Notes for WBL and ESF SR

Providers should check with their local LSC at the start of the contracting year that this is unchanged.

LEARNER DATA SET FIELDS

| Field | L02 Contract/Allocation type | |
|-----------------|--|--|
| Required for | FE | Field: length Type justification 2 Numeric Not necessary |
| Description | The type of allocation or contract for this provision. | |
| Reason required | To identify the type of allocation or contract. | |
| Valid entries | 01 | sector further education colleges and other further education institutions (external institutions) |
| | 04 | Ufl hub provision |
| Null Value | Zero fill. Use null value if field not required (WBL, ACL and ESF SR). | |

Notes

This field is applicable to FE providers only.

For definition of a further education corporation see the 'Further and Higher Education Act 1992'.

LEARNER DATA SET FIELDS

| Field | L03 | Learner Reference Number |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length type justification 12 Alphanumeric Left justify, space fill to the right |
| Description | The provider's reference number for the learner. | |
| Reason required | To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution. | |
| Valid entries | Code format BBBBBBBBBBBBBB BBBBBBBBBBBBBBB is any combination of 12 alphabetic characters or numeric digits to be used as a learner reference number. Assigned by the provider. | |

Notes

This will be the learner's reference code assigned by the provider.

The learner reference number should be retained by the learner for any period of study with the provider and should not be reused for a different learner.

Notes for WBL

The number should be retained following any period of absence.

LEARNER DATA SET FIELDS

| Field | L04 Data set identifier code | |
|-----------------|---|---|
| Required for | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The identifier for the type of data set. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 10 (in all cases) for the learner data set. | |

LEARNER DATA SET FIELDS

| Field | L05 Learning aim data sets | |
|-----------------|--|--|
| Required for | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The number of associated learning aim data sets. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 00 to 98 | |

Notes for FE and ACL

This learning aim data sets field should never be 00.

Notes for WBL and ESF SR

Where the deletion flag field is set to 'Y', the learning aim data sets field should be 00.

The learning aim data sets field will only ever be 00 for deleted records.

LEARNER DATA SET FIELDS

| Field | L06 ESF co-financing data sets | |
|-----------------|---|---|
| Required for | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The number of associated ESF co-financing data sets | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 00 | |

Notes

This field must always be 00 as ESF data are collected at learning aim, not learner level.

The number of ESF co-financing data sets attached to this learner at the learning aim level, should be recorded in the ESF co-financing data sets field in the learning aim data set.

LEARNER DATA SET FIELDS

| Field | L07 HE data sets | |
|-----------------|---|---|
| Required for | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The number of associated HE data sets. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 00 | |

Notes

This field must always be 00 as HE data are collected at learning aim, not learner level.

The number of HE data sets attached to this learner at the learning aim level, should be recorded in the HE data sets field in the learning aim level.

LEARNER DATA SET FIELDS

| Field | L08 Deletion Flag | |
|-----------------|--|--|
| Required for | WBL ESF SR | Field: length Type justification 1 Alphabetic Not necessary |
| Description | Indicates that a learner's whole record is to be deleted | |
| Reason required | To enable a learner's record to be removed from the database | |
| Valid entries | Y | Yes – delete this learner |
| | N | No – do not delete this learner |
| Null Value | Space fill. Use null value if field not required (FE and ACL). | |

Notes

This field enables a provider to delete an erroneous learner record.

When transmitting a record to be deleted, providers should complete the learner data set only with the deletion flag field set to 'Y'. No learning aim data sets should be attached.

When transmitting a new or updated record the deletion flag should be set to 'N' – do not delete this record. Learning aim data sets should be attached.

Completion information should be transmitted for the first time with the deletion flag set to 'N' – do not delete this record. Learning aim data sets should be attached.

This field should be used by ILR batch providers, to delete a learner's record from the database. This field is not applicable to POL users. It does not appear on the ILR form as it is a system generated field.

Providers should note that to delete a learner that has been transmitted via a previous batch file in the current year they must include the learner in a subsequent batch file with this field set to 'Y'. It is not sufficient to simply remove the learner record from the subsequent batch file, as the learner will remain in the calculations database and will continue to appear on the provider funding reports.

LEARNER DATA SET FIELDS

| Field | L09 | Learner surname/family name |
|-----------------|---|---|
| Required for | FE WBL ESF SR | Field: length type justification 20 Alphabetic Left justify, space fill to the right |
| Description | The surname/family name of the learner | |
| Reason required | To inform surveys and match data to monitor progression, retention and achievement, for identification, linking of data sets and ease of reference in case of enquiries | |
| Valid entries | Alphabetic characters, spaces, hyphens and apostrophes only | |
| Null value | Space fill. Use null value if field not required (ACL) | |

Notes

This information will be used:

- by the LSC and partner organisations for matching records for statistical purposes (information on partner organisations and the data protection statement can be found at Annex F with further information on the LSC website)
- by the LSC in surveys
- by the LSC to send further information to learners

This field can be mixed case.

This field should not include maiden names for example Mary Jones - nee Smith / Mary Jones - was Smith

LEARNER DATA SET FIELDS

| Field | L10 | Learner forenames |
|------------------------|---|--|
| Required for | FE WBL ESF SR | Field: length type justification 40 Alphabetic Left justify, space fill to the right |
| Description | The forenames (first names) of the learner | |
| Reason required | To inform surveys, match data to monitor progression, retention and achievement and to track post 16 education, training and employment of young people | |
| Valid entries | Alphabetic characters, spaces, hyphens and apostrophes only | |
| Null value | Space fill. Use null value if field not required (ACL) | |

Notes

As many learner first names as will fit into the field, separated by spaces, should be provided

This information will be used:

- by the LSC and partner organisations for matching records for statistical purposes (information on partner organisations and the data protection statement can be found at Annex F with further information on the LSC website)
- by the LSC in surveys
- by the LSC to send further information to learners

This field can be mixed case.

This field should not include nicknames for example Gareth – Gaz.

LEARNER DATA SET FIELDS

| Field | L11 | Date of birth |
|------------------------|---|---|
| Required for | FE WBL ACL ESF SR | <div>Field: length</div> <div>Type</div> <div>justification</div> <div>8</div> <div>Date</div> <div>Date format</div> |
| Description | The date of birth of the learner | |
| Reason required | Monitor and report on provision by learners characteristics, monitor equality and diversity, inform local and national planning, for determining learner ages on particular dates and for analysis of the age structure and profile of the learner population | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Examples | a date of birth of 17 January 1967 appears as 17011967 | |
| | a date of birth of 5 October 1951 appears as 05101951 | |
| Null value | Zero fill. | |

Notes

The year should be shown in full with four digits

Notes for FE, ACL and ESR SR

Where a learner declines to provide a date of birth, the entry should be eight zeros, but this should only be used as a last resort. Providers must not estimate the learner's date of birth

Notes for WBL

A date of birth must be supplied.

LEARNER DATA SET FIELDS

| Field | L12 Ethnicity | | |
|-----------------|--|---|-------------------------------|
| Required for | FE WBL ACL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The ethnic origin of the learner, based on the 2001 census | | |
| Reason required | To monitor the distribution of ethnic groups amongst learners in the context of adequacy and sufficiency | | |
| Valid entries | 11 | Asian or Asian British – Bangladeshi | |
| | 12 | Asian or Asian British – Indian | |
| | 13 | Asian or Asian British – Pakistani | |
| | 14 | Asian or Asian British – any other Asian background | |
| | 15 | Black or Black British – African | |
| | 16 | Black or Black British – Caribbean | |
| | 17 | Black or Black British – any other Black background | |
| | 18 | Chinese | |
| | 19 | Mixed - White and Asian | |
| | 20 | Mixed - White and Black African | |
| | 21 | Mixed - White and Black Caribbean | |
| | 22 | Mixed - any other Mixed background | |
| | 23 | White – British | |
| | 24 | White – Irish | |
| | 25 | White - any other White background | |
| 98 | Any other | | |
| 99 | Not known/not provided | | |

Notes

Learners whose ethnic origin is not listed or feel that they cannot be classified in any other category should enter code 98. Learners who do not wish to supply information about their ethnicity should enter 99 'Not Known / Not Provided'.

LEARNER DATA SET FIELDS

| Field | L13 Sex | | |
|-----------------|--|--|----------------------------------|
| Required for | FE WBL ACL ESF SR | Field: length Type justification | 1 Alphabetic Not necessary |
| Description | The sex of the learner | | |
| Reason required | To describe the structure and nature of the learner population in the sector | | |
| Valid entries | F | Female | |
| | M | Male | |

LEARNER DATA SET FIELDS

| Field | L14 Learning difficulties and/or disabilities and/or health problems | |
|-----------------|---|--|
| Required for | FE WBL ACL ESF SR | Field: length Type justification 1 Numeric Not necessary |
| Description | Whether the learner considers that they have a learning difficulty, disability or health problem | |
| Reason required | To monitor the distribution of learners with learning difficulties, disabilities or health problems | |
| Valid entries | 1 | learner considers himself or herself to have a learning difficulty and/or disability and/or health problem |
| | 2 | learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem |
| | 9 | no information provided by the learner |

Notes

This field should be completed on the basis of the learner's self-assessment

The LSC recognises that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates

In discharging its functions for the provision of education and training the LSC must have regard to the needs of persons with learning difficulties and/or disabilities. The LSC needs to be aware of all LSC funded learners with learning disabilities and/or disabilities not just those for whom additional support is provided

LEARNER DATA SET FIELDS

| Field | L15 Disability | |
|-----------------|--|---|
| Required for | FE WBL | Field: length Type justification 2 Numeric Not necessary |
| Description | The learner's main disability | |
| Reason required | To monitor the extent and effect of disability | |
| Valid entries | 01 | Visual impairment |
| | 02 | hearing impairment |
| | 03 | disability affecting mobility |
| | 04 | other physical disability |
| | 05 | other medical condition (for example epilepsy, asthma, diabetes) |
| | 06 | emotional/behavioural difficulties |
| | 07 | mental ill health |
| | 08 | temporary disability after illness (for example post-viral) or accident |
| | 09 | profound complex disabilities |
| | 90 | multiple disabilities |
| | 97 | Other |
| | 98 | no disability |
| | 99 | not known/information not provided |
| Null value | zero fill. Use null value if field not required (ACL and ESF SR) | |

Notes

If the learner considers himself or herself to have a disability, this field should be used to record the learner's main disability. Where a learner has more than one disability, the main one should be recorded.

Where there are two or more of equal severity, code 90 should be used.

Where the learner has no disability, code 98 should be used

This field should be completed on the learner's self-assessment

The LSC recognises that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

In discharging its functions for the provision of education and training the LSC must have regard to the needs of persons with learning difficulties. The LSC needs to be aware of all LSC FE funded learners with learning difficulties not just those for whom additional support is being claimed.

LEARNER DATA SET FIELDS

| Field | L16 Learning difficulty | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL | Field: length Type justification | 2 Numeric Not necessary |
| Description | The learner's main learning difficulty. | | |
| Reason required | To monitor the extent and effect of learning difficulties | | |
| Valid entries | 01 | moderate learning difficulty | |
| | 02 | severe learning difficulty | |
| | 10 | Dyslexia | |
| | 11 | Dyscalculia | |
| | 19 | other specific learning difficulty | |
| | 90 | multiple learning difficulties | |
| | 97 | Other | |
| | 98 | no learning difficulty | |
| | 99 | not known/information not provided | |
| Null value | Zero fill. Use null value if field not required (ACL and ESF SR) | | |

Notes

If the learner considers himself or herself to have a learning difficulty, this should be used to record the learner's main learning difficulty.

Where a learner has more than one learning difficulty, the main one should be recorded.

Where there are two or more of equal severity, code 90 should be used.

Where the learner has no learning difficulty, code 98 should be used.

This field should be completed on the learner's self-assessment

The LSC recognises that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

In discharging its functions for the provision of education and training the LSC must have regard to the needs of persons with learning difficulties. The LSC needs to be aware of all LSC FE funded learners with learning difficulties not just those for whom additional support is being claimed.

LEARNER DATA SET FIELDS

| Field | L17 Home postcode | | |
|-----------------|--|--|----------------------------------|
| Required for | FE WBL ACL ESF SR | Field: length Type justification | 8 Alphanumeric See Annex C |
| Description | The permanent or home postcode of the learner prior to enrolling at the provider | | |
| Reason required | To establish catchment areas in the context of monitoring adequacy and sufficiency of provision, for demographic analysis and to support disadvantage uplift. Monitor recruitment and home to study patterns | | |
| Valid entries | An alphabetic code of up to eight characters that is a valid UK postcode | | |
| Null value | Where the country of domicile of the learner is not a UK country this field must be left blank. The null value in this case would be eight spaces | | |

Notes

The justification for this field is particularly important to allow accurate demographic analyses. Full valid postcodes should be supplied, left justified with a single space between the outward and inward components of the postcode, and space fill to the right

Analysis of ILR data shows that most providers obtain postcodes for almost all learners. Providers may be asked to explain the reason for a high incidence of missing codes compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete postcode information. Full valid postcodes can be located at the Royal Mail Postcode finder website, www.postoffice.co.uk/

The Learner Information Suite (LIS) currently checks the format of the whole postcode, but only checks the specific code in the outward part of the postcode, that is the first element of the postcode

For any learners whose home address is British Forces Post Office (BFPO) the standard postcode to return is NW7 1PX

Where the home postcode of a learner is not known then institutions should use ZZ99▼ZZZ. If the outward part of the postcode, the first part, is known but the inward part, the second part, is not known, then the known outward part should be returned and ZZZ should be returned in the inward part

LEARNER DATA SET FIELDS

For a homeless learner living in supported accommodation, you should use the address of the accommodation. For a homeless learner that does not have an address, you can use the following entries

- Home postcode, field L17 – enter ZZ99 ZZZ.
 - Address line 1, field L18 – enter “homeless no address”.
 - Address line 2, field L19 – use the null value.
 - Address line 3, field L20 – use the null value.
 - Address line 4, field L21 – use the null value.
-

This must only be used for homeless learners that do not have an address as experience shows us that address information can be obtained for almost all learners. You may be asked to explain the reason for a high incidence of ZZ99 ZZZ postcodes

Valid post code format for the outward element is nXX where n is 0-9 and X is capital letters excluding C, I, K, M, O and V

Notes for WBL

For reasons of security it has been agreed that learners with the MOD should supply ‘the base’ postcode. The provision of such information could, in future, impact on funding for providers.

| | | |
|-----------------------------|----------|---|
| Examples | M2▼5BZ▼▼ | DN16▼9AA |
| | DN5▼7XY▼ | ECA1▼1HQ |
| | NW7▼1PX▼ | BFPO postcode |
| | CV35▼ZZZ | (known outward postcode but inward postcode is unknown) |
| | ZZ99▼ZZZ | (whole postcode is unknown) |
| Where ▼ represents a space. | | |

LEARNER DATA SET FIELDS

| Field | L18 | Address line 1 |
|------------------------|--|--|
| Required for | FE WBL ESF SR | Field: length Type justification 30 Alphanumeric Left justify, space fill to the right |
| Description | The first line of the address of a learner's current place of residence | |
| Reason required | To inform surveys | |
| Valid entries | Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only | |
| Null value | space fill. Use null value if not required (ACL) | |

Notes for FE, WBL and ESF SR

Normally this would include the house/flat number or name and the street name.

This address is the learner's current place of residence. Where a learner is living away from home, this address should relate to the current postcode, field L22.

For a homeless learner living in supported accommodation, you should use the address of the accommodation. For a homeless learner that does not have an address, you can use the following entries

Home postcode, field L17 – enter ZZ99 ZZZ

Address line 1, field L18 – enter “homeless no address”

Address line 2, field L19 – use the null value

Address line 3, field L20 – use the null value

Address line 4, field L21 – use the null value

This must only be used for homeless learners that do not have an address as experience shows us that address information can be obtained for almost all learners. You may be asked to explain the reason for a high incidence of “homeless no address” information

Notes for WBL

For reasons of security it has been agreed that learners with the MOD should supply ‘the base’ address.

LEARNER DATA SET FIELDS

| Field | L19 | Address line 2 |
|------------------------|--|--|
| Required for | FE WBL ESF SR | <div>Field: length</div> <div>Type</div> <div>justification</div> <div>30</div> <div>Alphanumeric</div> <div>Left justify, space fill to the right</div> |
| Description | The second line of the address of a learner's current place of residence | |
| Reason required | To inform surveys | |
| Valid entries | Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only | |
| Null value | Space fill. Use null value if not required (ACL) | |

Notes for WBL

This address is the learner's current place of residence. Where a learner is living away from home, this address should relate to the current postcode, field L22.

For reasons of security it has been agreed that learners with the MOD should supply 'the base' address.

LEARNER DATA SET FIELDS

| Field | L20 | Address line 3 |
|------------------------|--|--|
| Required for | FE WBL ESF SR | <div> <div>Field: length</div> <div>Type</div> <div>justification</div> </div> <div> <div>30</div> <div>Alphanumeric</div> <div>Left justify, space fill to the right</div> </div> |
| Description | The third line of the address of a learner's current place of residence | |
| Reason required | To inform surveys | |
| Valid entries | Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only | |
| Null value | space fill. Use null value if not required (ACL) | |

Notes for WBL

This address is the learner's current place of residence. Where a learner is living away from home, this address should relate to the current postcode, field L22.

For reasons of security it has been agreed that learners with the MOD should supply 'the base' address.

LEARNER DATA SET FIELDS

| Field | L21 | Address line 4 |
|------------------------|--|--|
| Required for | FE (optional) WBL (optional) ESF SR (optional) | Field: length type justification 30 Alphanumeric Left justify, space fill to the right |
| Description | The fourth line of the address of a learner's current place of residence | |
| Reason required | To inform surveys | |
| Valid entries | Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only | |
| Null value | Space fill. Use null value if not required (ACL) | |

Notes for FE, WBL and ESF SR

This field is optional and is not required if the learner's full address can be held in fields L18 – L20

Notes for WBL

This address is the learner's current place of residence. Where a learner is living away from home, this address should relate to the current postcode, field L22.

For reasons of security it has been agreed that learners with the MOD should supply 'the base' address.

LEARNER DATA SET FIELDS

| Field | L22 | Current postcode |
|------------------------|--|---|
| Required for | FE (optional) WBL (optional) | <div>Field: length</div> <div>type</div> <div>justification</div> <div>8</div> <div>Alphanumeric</div> <div>See Annex C</div> |
| Description | The postcode of the learners current or last known residence | |
| Reason required | To inform surveys and to allow analysis of delivery patterns. | |
| Valid entries | A valid UK postcode. (See Annex C for further information) | |
| Null value | space fill. A generic postcode is not required for this field. Use null value if not required (ACL and ESF SR) | |

Notes

This field records the postcode of the learner's current place of residence. This may differ from the home postcode field, which is the code prior to enrolling, where a learner has changed residence since enrolling, for example if they are living away from home. In this circumstance the address in fields L18 – L21 should relate to the postcode in this field.

This field may be used to contact the learner for surveys. Also see restricted use indicator, field L27.

Analysis of ILR data shows that most providers obtain postcodes for almost all learners. Providers may be asked to explain the reason for a high incidence of missing codes compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete postcode information. Full valid postcodes can be located at the Royal Mail Postcode finder website, www.postoffice.co.uk/

LEARNER DATA SET FIELDS

| Field | L23 Telephone number | | |
|-----------------|---|--|---|
| Required for | FE (optional) WBL (optional) ESF SR (optional) | Field: length type justification | 15 Alphanumeric Left justify, space fill to the right |
| Description | The home telephone number of the learner | | |
| Reason required | Used for learner surveys | | |
| Valid entries | String of numeric digits | | |
| Null value | Space fill. Use null value if not required (ACL) | | |

Notes

If no telephone number is provided, the null value of 15 spaces should be used.

This field must not include brackets. Trailing spaces are allowed.

The telephone number should not contain any spaces at all including between the STD code and main number. This change has been introduced from 2007/08 to align the ILR with the Managing Information Across Partners (MIAP) common data definition standard. A validation rule will be introduced for 2007/08 to reject any telephone numbers which are not in the correct format.

Examples

UK telephone number

01926624119

Non-UK telephone number

0033680505443

A telephone number is not required if the learner has indicated that they do not wish to be contacted for research purposes. See restricted use indicator, field L27.

LEARNER DATA SET FIELDS

| Field | L24 Country of domicile | | | | | | | | | | | | | | | |
|------------------|---|---|---------|------|---------|-----|------------------|-----|----------|-----|-------|-----|-----------------|-----|-------------|-----|
| Required for | FE WBL | Field: length Type justification 3 Numeric Not necessary | | | | | | | | | | | | | | |
| Description | The country where the learner is ordinarily resident. | | | | | | | | | | | | | | | |
| Reason required | To allow differentiation between overseas learners and home learners, a key distinction since the LSC only funds provision for home learners, except in exceptional circumstances. Home learners are learners whose country of domicile is the UK or another European Community (EC) country, or part of the European Economic Area if they satisfy the 'ordinary residence test' as defined in the 1962 Education Act schedule 1. | | | | | | | | | | | | | | | |
| Valid entries | Three-digit numeric code as listed in Annex D. For example: <table><tr><th>Country</th><th>Code</th></tr><tr><td>England</td><td>399</td></tr><tr><td>Northern Ireland</td><td>099</td></tr><tr><td>Scotland</td><td>299</td></tr><tr><td>Wales</td><td>599</td></tr><tr><td>Channel Islands</td><td>199</td></tr><tr><td>Isle of Man</td><td>999</td></tr></table> | | Country | Code | England | 399 | Northern Ireland | 099 | Scotland | 299 | Wales | 599 | Channel Islands | 199 | Isle of Man | 999 |
| Country | Code | | | | | | | | | | | | | | | |
| England | 399 | | | | | | | | | | | | | | | |
| Northern Ireland | 099 | | | | | | | | | | | | | | | |
| Scotland | 299 | | | | | | | | | | | | | | | |
| Wales | 599 | | | | | | | | | | | | | | | |
| Channel Islands | 199 | | | | | | | | | | | | | | | |
| Isle of Man | 999 | | | | | | | | | | | | | | | |
| Null value | Zero fill. Use null value if not required (ACL and ESF SR) | | | | | | | | | | | | | | | |

Notes

This field should be completed with the country of domicile where the learner has been ordinarily resident for the three years preceding the start of the programme, ignoring absences. For full details of eligibility for funding, refer to the FE funding guidance for 2007/08 (www.lsc.gov.uk/Providers/funding-policy/Furthereducation).

Where a provider wishes the learner to benefit from LSC or the HEFCE funding as indicated by the source of funding field, the provider should ensure that reasonable evidence exists, for example proof of residence or refugee status to support this claim. Where such funding is indicated in the source of funding field and this is not consistent with the country of domicile returned, the validation rules will not reject the record but will produce a warning. Providers should ensure that they have adequate audit evidence to substantiate funding claims in such cases.

The list of countries is listed in Annex D to this specification. This list has been revised to incorporate the country of domicile codes listed in the MIAP common data definition standard.

Where the country of domicile is not known 782 can be used.

LEARNER DATA SET FIELDS

Example

Where a learner has come to the UK from Poland in 2006, and has lived here for 11 months, the country of domicile code for Poland, 727, should be used.

LEARNER DATA SET FIELDS

| Field | L25 | LSC number of funding LSC |
|------------------------|--|--|
| Required for | WBL ACL ESF SR | <div>Field: length type justification</div> <div>3 Numeric Not necessary</div> |
| Description | The LSC number of the local LSC which funds the learner. | |
| Reason required | To identify the LSC which funds the learner. | |
| Valid entries | A valid LSC number. A full list is included at Annex E. | |
| Null value | Zero fill. Use null value if not required (FE). | |

Notes for WBL

This is the LSC number of the local LSC that the learner will be reported against on provider funding reports.

For providers that have a regional contract this is the LSC number of the LSC that has agreed the learner activity in its area and which the learner is profiled against.

For providers that are not under regional contracting arrangements this is the LSC number of the local LSC contracted with the provider to deliver the training to this learner. This is the case even where a provider has contracts with more than one LSC and has entered 999 in the field of the same name in the header record.

Where a provider is contracting with the national employer service, this field should be 002 for all learners

Notes for ACL

This is the local LSC number from which the provider receives their ACL allocation.

Notes for ESF SR

This is the local LSC number with which the provider is contracting.

LEARNER DATA SET FIELDS

| Field | L26 | National insurance number |
|------------------------|--|---|
| Required for | FE – see notes WBL | Field: length type justification 9 Alphanumeric Not necessary |
| Description | The national insurance number for the learner | |
| Reason required | To allow the Inland Revenue to identify learners eligible for national insurance credits | |
| Valid entries | A valid national insurance number in the format XXnnnnnnX, where X is alphabetic and n is numeric. | |
| Null value | Space fill. Use null value if not required (ACL and ESF SR). | |

Notes for WBL

The provider should treat the completion of this field as compulsory and seek to obtain a learners NI number on start or shortly after. Learners who do not know their NI number should be encouraged to obtain it by the provider. All employed status learners must have NI numbers in order to be paid by the employer

Learner details supplied without an NI number will be identified in a control report produced by the local LSC and discussed at the provider review. All learners should receive an NI number through the post from the Contributions Agency.

For learners where country of domicile is a UK country do not use temporary national insurance numbers.

Notes for WBL and FE where requested

The first character must not be D, F, I, Q, U or V and the second character must not be D, F, I, O, Q, U or V. Characters 3 to 8 must be numeric and character 9 must be A, B, C, D or space

Temporary numbers in accordance with the protocol of 'TN' 'DoB' 'Gender' must not be used

Notes for FE

For some pilot projects you may be asked to return the NI number. You will be informed if this is the case. You must use the null value if you have not been asked to complete this field.

LEARNER DATA SET FIELDS

| Field | L27 Restricted use indicator | |
|-----------------|--|---|
| Required for | FE WBL ESF SR | Field: length type justification 1 Numeric Not necessary |
| Description | Indicates restrictions on the use of the learner record | |
| Reason required | To take into account learners wishes about the use of their data | |
| Valid entries | 1 | learner has withheld permission for the LSC or other users to contact them |
| | 2 | learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme |
| | 3 | learner has only withheld permission to be contacted about courses or learning opportunities by post |
| | 4 | learner has only withheld permission to be contacted for survey and research |
| | 9 | no additional restrictions on the use of this learners record |
| Null value | zero fill. Use null value if field not required (ACL) | |

Notes

The data protection statement – listed at Annex F – must be included on all forms that collect ILR information.

The LSC has published data sharing protocols that can be found on the website.

‘Other users’ are defined as partner organisations that are listed on the LSC website. They may receive aggregated information on learners rather than whole data sets

Code 3 should be used where a learner has indicated they do not wish to be sent information on courses or learning opportunities, but have not withheld permission to be contacted for research or surveys.

Code 4 should be used where a learner has indicated they do not wish to be contacted by telephone or post by the LSC or its partner organisations, for the purposes of surveys and research, but have not withheld permission to be contacted by post about courses or learning opportunities.

LEARNER DATA SET FIELDS

| Field | L28 Eligibility for enhanced funding (occurs 2) | | | |
|-----------------|---|---|--|-----|
| Required for | FE WBL | Field: length type justification | 2 (occurs 2) Numeric Not necessary | |
| Description | To indicate eligibility for enhanced funding | | | |
| Reason required | To calculate funding and monitor eligibility for enhanced funding | | | |
| Valid entries | | | FE | WBL |
| | 12 | 16-18 funding entitlement and programme includes key skills | Y | |
| | 13 | 16-18 funding entitlement and the learner's learning difficulties and/or disabilities are such that the QCA key skills qualification is inappropriate | Y | |
| | 14 | eligibility for guarantee or extended guarantee group | | Y |
| | 15 | entitlement to 16 – 18 funding for WBL, where the learner is 19 or over | | Y |
| | 99 | not eligible for enhanced funding | Y | Y |
| Null value | Zero fill. Use null value if field not required (ACL and ESF SR) | | | |

Notes for FE and WBL

Where more than one entry can be supplied, the most significant entry should be followed by the least significant.

Where only one entry can be supplied, the second occurrence should be 99 filled

Notes for FE

Use code 12 where a learner on an entitlement programme has identified basic skills needs and is following a certificate in adult literacy or numeracy because key skills are not appropriate. See the 'Funding Guidance for FE' for further details.

Where an entry of 12 or 13 is made, the learner's date of birth must not be before 1 August 1984.

Where code 12 is used the ILR should include a learning aim for each of the key skills, unless the learner is in the second year and has completed all of the key skills in year one. Annex D of 'Funding Guidance for FE' has further information on key skills.

Notes for WBL

For further guidance on using code 14 please see the 'Requirements for funding WBL for young people in 2007/08'

LEARNER DATA SET FIELDS

Code 15 must only be used where:

- the learner is 19 or over and has transferred from another provider or LSC on the same programme and was aged 16-18 at the start of that programme; or
- the learner is 19 or over and has eligibility for guarantee or extended guarantee. In this case, code 14 should also be used in field L28.

Code 15 should not be used as default for all learners who are aged 16-18 at the start of their programme.

E2E learners should use the null value, unless they have other learning aims outside of E2E.

LEARNER DATA SET FIELDS

| Field | L29 Additional Support | |
|-----------------|--|---|
| Required for | FE | Field: length type justification 2 Numeric Not necessary |
| Description | The type of additional learning support applicable to the learner | |
| Reason required | To monitor learners assessed as requiring additional support | |
| Valid entries | 41 | learner has been assessed as requiring additional support |
| | 71 | learner is in receipt of disabled learners allowance |
| | 97 | learner has been assessed on entry as having no need of additional support |
| | 98 | learner has not been assessed on entry to establish whether there is a need to provide additional support |
| Null value | zero fill. Use null value if field not required (WBL, ACL, ESF SR) | |

Notes for FE

Additional support is: “any activity that provides direct support for learning to individual learners, over and above that which is provided normally in a standard learning programme which leads to their primary learning goal. The additional support is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty and disability, or from literacy, numeracy or language support requirements.”

For further information see the circulars section of the LSC website www.lsc.gov.uk for additional support arrangements.

It is important to distinguish between additional support and learner support. The purpose of learner support funds is to provide financial help to learners whose access to, or completion of, education might be inhibited by financial considerations. These funds can assist learners with the costs of childcare, residential accommodation or general access needs.

The inclusion of this field does not imply any changes to which learners are assessed or how they are assessed. Instead providers are requested to record the result of any assessment which takes place.

Code 71 only applies to HEFCE funded learners

Audit process – the LSC expects providers to keep specific audit evidence. The learner’s agreement should give a summary of the additional support to be provided and a copy of an additional learning support costs form should be retained with the learning agreement. The information contained on the form should be supported by further detailed costs analysis. This is intended as auditable evidence in support of a claim for additional support funds.

LEARNER DATA SET FIELDS

| Field | L31 Additional support cost | |
|-----------------|--|--|
| Required for | FE | Field: length type justification 6 Numeric Right justify, zero fill to the left |
| Description | To indicate the level of additional support the provider is claiming for the learner. | |
| Reason required | To record the additional support costs incurred for the teaching year by providers in making the necessary provision for learners such as those with learning difficulties and or disabilities and to allow the LIS to determine funding for additional support. | |
| Valid entries | Up to six digits. | |
| | Actual amount in pounds to the nearest whole pound. | |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR) | |

Notes for FE

Where no additional support costs have been incurred, the null value should be used.

The additional support costs correspond to the amount of extra resource identified by the institution as required to meet the needs of learners such as those with learning difficulties and/or disabilities per year

Additional funding may be claimed where an institution provides additional support to a learner and the extra costs of doing so are above a threshold level

Where a learner for whom additional support costs are incurred withdraws the actual, not projected, support cost should be recorded.

Additional support is defined as any activity which provides direct support for learning to individual learners, which is over and above that which is normally provided in a standard learning programme which leads to their primary learning goal. The additional support is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty or disability or from literacy, numeracy or language support requirements.

A validation warning will be produced if the value is greater than 19000.

LEARNER DATA SET FIELDS

| Field | L32 Eligibility for disadvantage uplift | |
|-----------------|--|--|
| Required for | FE | Field: length type justification 2 Numeric Not necessary |
| Description | Indicates the reason for disadvantage uplift for learners for whom uplift is claimed | |
| Reason required | To monitor disadvantage and calculate funding | |
| Valid entries | 01 | from deprived area (ward based uplift) postcode on LSC's file |
| | 02 | from deprived area (ward based uplift) postcode not on LSC's file |
| | 71 | studying basic skills programme |
| | 73 | supported by single regeneration budget (SRB) |
| | 96 | learner group eligible for disadvantage uplift as described in 'Funding Guidance for FE' |
| | 98 | other - further information may be requested |
| | 99 | not eligible for disadvantage uplift |
| Null value | Zero fill. Use null value if field not required (WBL, ACL, ESF SR) | |

Notes

Some learners will qualify for a disadvantage uplift for two or even three reasons. Nearly half of basic skills learners are already eligible for an uplift. In these circumstances, the provider may claim the highest uplift factor.

Learners benefiting directly from single regeneration budget (SRB) funding will also be eligible for the disadvantage uplift. Where a provider intends to use this reason for claiming disadvantage uplift funds, it should first discuss the matter with its local LSC to establish which SRB project is being used to justify additional funds and how the learners affected are to be identified

Code 96 should be used to record the following reasons for disadvantage uplift;

homeless

ex-offender

offenders serving their sentence in the community

mental health problems

traveller

statutory education interrupted

in or recently left care

asylum seeker

refugee

living in hostel or residential centre

full-time carer for dependent relative living at home

recovering from alcohol or drug dependency

LEARNER DATA SET FIELDS

For a full list of learner groups eligible for a disadvantage uplift, see 'Funding Guidance for FE'.

Providers should not systematically collect information about sensitive items of data such as 'recovering from alcohol or drug dependency' or 'ex-offender'. Instead where they become aware of learners in such categories while counselling or supporting them they may claim disadvantage uplift funding for them.

LEARNER DATA SET FIELDS

| Field | L33 | Disadvantage uplift factor |
|-----------------|--|---|
| Required for | FE | Field: length type justification 6 Numeric Fixed with decimal point in second position |
| Description | The disadvantage uplift factor for a learner for whom a disadvantage uplift is being claimed | |
| Reason required | To identify learners when the provider is claiming additional funding for the disadvantage uplift and to indicate the disadvantage uplift factor which applies | |
| Valid entries | 0.0000 or a value from 1.0000 to 1.2500 A value of 1.0796 would be recorded as '1.0796'. 1.06 would be recorded as '1.0600'. The default value would be '0.0000' | |
| Null value | Zero fill with the decimal point in second position. Use null value if not required (WBL, ACL and ESF SR). | |

Notes

For many learners eligible for disadvantage uplift funding the factor can be entered automatically from the file of postcodes and factors available on the LSC's website

Where a learner comes from a ward eligible for disadvantage uplift funding and the postcode is not on the LSC's file of postcodes and disadvantage uplift factors, the factor can be entered manually from the file of wards and disadvantage uplift factors also available on the website. The revised index should be used.

For special cases and where the postcode is not on the LSC's file, providers should keep evidence of the learner's eligibility for disadvantage uplift funding

Where a learner is not eligible for a disadvantage uplift this field should be null. Further information on the disadvantage uplift can be found in 'Funding Guidance for FE'.

LEARNER DATA SET FIELDS

| Field | L34 Learner support reason (occurs 4) | | | |
|-----------------|---|--|--|-----|
| Required for | FE WBL | Field: length Type justification | 2 (occurs 4) Numeric Not necessary | |
| Description | Identifies categories of learner support for the learner. | | | |
| Reason required | To identify the demand for, and participation in, learner support and to assist in the evaluation of its effectiveness. | | | |
| Valid entries | | | FE | WBL |
| | 01 | general access support (fees, books, accommodation & meals, other excluding transport) | Y | Y |
| | 02 | childcare support | Y | |
| | 03 | residential bursary | Y | |
| | 04 | access support (transport only) funded from provider or LEA partnership LSF | Y | |
| | 11 | access support refused | Y | |
| | 12 | childcare support refused | Y | |
| | 13 | residential bursary refused | Y | |
| | 24 | adult learning grant (ALG) pilot | Y | |
| | 25 | educational maintenance allowance (EMA) | Y | Y |
| | 32 | career development loan | Y | |
| | 41 | time off for study | Y | Y |
| | 49 | learner living on campus (accommodation owned or managed by provider) | Y | |
| | 50 | learner living off campus (accommodation leased by provider and sub-let to learner) | Y | |
| | 51 | learner living off campus (privately managed accommodation on provider recommended list) | Y | |
| | 52 | learner living off campus (privately managed accommodation not on provider recommended list) | Y | |
| | 53-96 | Unassigned | Y | |
| | 99 | no learner support or no more of the above | Y | Y |
| Null value | Zero fill. Use null value if field not required (ACL and ESF SR) | | | |

Notes for FE

The aggregate forms used in monitoring learners in receipt of learner support prior to 2006/07 have been withdrawn. Data from the ILR will be the sole source of learner volume information used to inform allocations and monitor learner support.

LEARNER DATA SET FIELDS

Where more than one category of learner support applies to a learner, enter up to four codes in the learner support reason fields. These different reasons should be justified from the left and 99 filled to the right

The same learner support reason should not be entered more than once, except an entry of 99.

Learner in residence codes, codes 49 – 52 should be used for learners who need to live away from usual home for the purposes of study. When completing learner support reason, field L34 these codes take precedence over all others.

It is important to complete this field carefully since the number of learners who have to study away from home may be used for the allocation of residential bursary funds.

Code 24 which was reserved for the first adult pilot scheme, should be used for learners supported by the Adult Learning Grant (ALG) pilot.

Use code 25 where the learner is in receipt of an educational maintenance allowance (EMA)

Notes for WBL

Codes 01 (general access support (fees, books, accommodation & meals, other excluding transport) and 25 (educational maintenance allowance (EMA)) have been made available from 2007/08. These codes are only available for learners in receipt of LSC funded E2E and Programme Led Pathways (PLP).

Time off for study (code 41) is the government guarantee that any young person who has not reached level 2 and who has become employed in a job without training has the right (by law) to seek time off from their employer to receive training at level 2 or higher.

Examples

A learner with only one learner support reason should be entered in this way:

01999999

a learner with two learner support reasons should be entered in this way:

01029999

a learner with three learner support reasons should be entered in this way:

01020399

a learner with four learner support reasons should be entered in this way:

01020304

a learner without time off for study should be entered as:

99999999

LEARNER DATA SET FIELDS

| Field | L35 Prior attainment level | |
|-----------------|--|---|
| Required for | FE WBL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The learner’s prior attainment on commencing the current programme | |
| Reason required | To allow analysis of the level of prior attainment of learners and to help with value-added analyses | |
| Valid entries | 09 | entry level |
| | 07 | other qualifications below level 1 |
| | 01 | level 1 |
| | 02 | Full level 2 |
| | 03 | Full level 3 |
| | 04 | level 4 |
| | 05 | level 5 |
| | 97 | other qualification, level not known |
| | 98 | not known |
| | 99 | no qualifications |
| Null value | Zero fill. Use null value if field not required (ACL) | |

Notes for FE

A programme including AS levels and A2s is treated as a single programme.

Notes for FE, WBL, ESF SR

For a full list of level definitions please see Annex G.

For learners undertaking a full level 2 or full level 3 qualification it is very important that the prior attainment level of the learner is returned in this field since it is being used to measure the LSC's contribution to reducing the number of adults who lack NVQ 2 or equivalent as part of the Skills Strategy. The LSC and DfES are continuing to work closely with providers to improve the recording of prior attainment level in this field. The focus of this work will be on doing so for all learners on full level 2 or full level 3 qualifications. This will be the subject of a credibility check and LSC follow up.

Notes for TtG

If the learning aim is TtG funded and is not part of the TtG level 3 pilot then the prior attainment level should not be full level 2 or above.

LEARNER DATA SET FIELDS

| Field | L36 Learner status on last working day before learning | |
|-----------------|--|--|
| Required for | WBL | Field: length Type justification 2 Numeric Not necessary |
| Description | To identify what the learner was doing prior to joining the programme. | |
| Reason required | To monitor the effect of programmes on employment. | |
| Valid entries | 01 | Employed |
| | 02 | Learner on E2E and on the caseload of a personal advisor |
| | 03 | Learner on the caseload of a personal advisor but not on E2E |
| | 04 | New deal gateway |
| | 05 | NVQ learning (continuing learners only) or E2E programme (not on the caseload of a personal advisor) |
| | 06 | Apprenticeship, Advanced Apprenticeship, Higher Level Apprenticeship, Apprenticeship for Adults, WBL programme |
| | 07 | Not in employment or in training or in education |
| | 97 | Other (includes those not in employment, training or education) |
| | 98 | Not known / not provided |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | |

Notes

The last working day is defined as the last working day prior to commencing learning, for example, if learning began on a Monday, the last working day would be the previous Friday.

Code 01 should be used if the learner worked under a contract of employment (16 hours per week or more), or was self-employed, on the last weekday before they started on the learning programme.

Code 02 should be used if the learner was undertaking E2E following a plan agreed with a personal advisor.

Code 03 should be used if the learner was receiving help from a personal advisor as set out in a plan agreed with them, but did not undertake E2E.

Codes 05 or 06 should be used if the learner is transferring from another WBL programme.

Code 97 should be used for learners who were unemployed or worked under a contract of less than 16 hours per week on the last weekday before learning started.

LEARNER DATA SET FIELDS

| Field | L37 Employment status on first day of learning | |
|-----------------|---|---|
| Required for | WBL | Field: length Type justification 2 Numeric Not necessary |
| Description | Identifies whether the learner is employed on the first day of learning | |
| Reason required | To monitor the effect of programmes on employment | |
| Valid entries | 01 | Employed |
| | 02 | Not employed |
| | 98 | not known/not provided |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | |

Notes

The first day of learning here is the first day of any learning undertaken with the provider.

Definition of an employee. An employee is someone who works under a contract of employment (16 hours per week or more), which can be written, verbal or implied, or was self-employed. It does not include a learner receiving a learning allowance or topped up learning allowance.

LEARNER DATA SET FIELDS

| Field | L38 | Blank field | |
|--------------|-------------|--|----------------|
| Required for | Blank field | Field: length Type justification | 2 Zero fill |

Notes

This field was previously used to collect the employment status on last day of learning and for 2007/08 has been removed.

A new field has been added for 2007/08 to collect the current employment status, field L47.

This field should be zero filled.

LEARNER DATA SET FIELDS

| Field | L39 Destination | | |
|-----------------|---|--|-------------------------------|
| Required for | FE – see notes WBL ESF SR | Field: length type justification | 2 Numeric Not necessary |
| Description | Identifies the destination of the learner after completion of learning. | | |
| Reason required | To monitor learner destinations and effectiveness of learning with respect to employment. | | |
| Valid entries | 04 | part time employment | |
| | 10 | full time employment | |
| | 11 | unemployed | |
| | 53 | self employed | |
| | 54 | entered further education | |
| | 55 | entered Higher education | |
| | 59 | found voluntary work | |
| | 61 | death | |
| | 75 | full-time education or training (not FE or HE) | |
| | 76 | economically inactive | |
| | 93 | WBL Apprenticeship, Advanced Apprenticeship, higher level apprenticeship or Apprenticeship for Adults framework continuing – awaiting start of next component learning aim | |
| | 94 | WBL Apprenticeship, Advanced Apprenticeship, higher level apprenticeship or Apprenticeship for Adults learning aims completed – awaiting confirmation of framework achievement | |
| | 95 | continuing existing programme of learning | |
| | 97 | Other | |
| 98 | destination unknown | | |
| Null value | Zero fill. Use null value if not required (ACL). | | |

Notes for WBL, FE on co-financed ESF projects or matched to one, and ESF SR

If code 61 is used where the learner has died, then the restricted use indicator, field L27, must be returned as value 2, to indicate that the learner is not to be contacted.

Code 76 should be used to record learners who are economically inactive. Learners who are economically inactive are defined as

- of working age
- not employed
- not self employed
- not actively seeking work.
- not in full time education

LEARNER DATA SET FIELDS

Notes for FE

This field is not required for FE learners who are not LSC ESF co-financed or matched to one. The null value must be used.

Notes for WBL

The default value used should be code 95.

Code 93 should be used where an apprenticeship framework is still being followed but no learning aim is currently active. It must not be used where the learner has withdrawn from the Apprenticeship framework. This would include the following:

- apprenticeship
 - advanced apprenticeship
 - higher apprenticeship
 - Apprenticeship for Adults.
-

Code 94 should be used where all learning aim components of an Apprenticeship are completed and the learner is awaiting confirmation of the framework achievement. This code must not be used where there is an active learning aim on the Apprenticeship programme or where a framework achievement date has been returned against the Apprenticeship framework. Once confirmation of the framework has been acknowledged the field should be changed to reflect the destination of the learner. This would include the following:

- apprenticeship
 - advanced apprenticeship
 - higher apprenticeship
 - Apprenticeship for Adults.
-

Code 95 should be used when the next component learning aim of the framework starts.

Code 97 should be used for learners that have transferred to a new employer/provider/local LSC in the same programme type.

LEARNER DATA SET FIELDS

| Field | L40 National learner monitoring (occurs 2) | | | | |
|-----------------|---|--|--|-----|-----|
| Required for | FE WBL ACL | Field: length type justification | 2 (occurs 2) Numeric Not necessary | | |
| Description | Indicates participation in programmes or initiatives | | | | |
| Reason required | To monitor participation in programmes and initiatives. Can be used tactically in year to identify new programmes and initiatives by using codes described as unassigned at the start of the year | | | | |
| Valid entries | | | FE | WBL | ACL |
| | 10 | graduate apprenticeship | Y | | |
| | 11 | learner enrolled at an HE institution that returns an ILR | Y | | |
| | 12 | Learner following an ICT Skill for Life qualification | Y | Y | Y |
| | 13 | Learner following an ICT qualification at level 2 or below that is not mapped to the ICT Skill for Life Standard | Y | Y | Y |
| | 14 | Tutors following an ICT qualification as a Skill for Life Professional Development Course | Y | Y | Y |
| | 15-19 | unassigned | Y | Y | Y |
| | 99 | none or no more of above | Y | Y | Y |
| Null value | Zero fill. Use null value if not required (ESF SR). | | | | |

Notes for FE, WBL and ACL

Use of unassigned codes to be authorised by the data collection and development manager at national office of the LSC.

The LSC will monitor and review the use of these fields to make sure data are collected in the most helpful way.

Enter all that apply as a concatenated string starting from the left and 99 filled, therefore if only 1 applied the string could be 1099, if 2 applied the string could be 1011.

Codes 12 – 14 are to monitor the ICT Pathfinder Project, which is being run on behalf of the DfES and the LSC by KPMG and which aims to develop and pilot approaches to delivering the ICT Skills for Life curriculum.

The same value may not be used more than once except for 99.

LEARNER DATA SET FIELDS

| Field | L41 | Local learner monitoring (occurs 2) |
|------------------------|---|---|
| Required for | FE (optional) WBL (optional) ESF SR (optional) | Field: length type justification 12 (occurs 2) Numeric Right justify, zero fill to the left |
| Description | A field which local LSCs can ask providers to complete for learners it funds to standards it will publish | |
| Reason required | Local LSC analysis. | |
| Valid entries | Any numeric characters. | |
| Null value | Zero fill. Use null value if not required. (ACL) | |

Notes for FE, WBL and ESF SR

Each local LSC will inform its providers about the information it wishes to see in these fields.

A similar local learning monitoring field also appears in the learning aim data set which also occurs twice.

These fields will allow local LSCs to define monitoring information relevant to them in consultation with their providers.

A minus value may not be used.

Each local LSC will publish how it requests this field to be completed.

Notes for WBL

Multi-site providers contracting with more than one local LSC should return the appropriate values used by the local LSC which is providing the main LSC funding for the learner.

LEARNER DATA SET FIELDS

| Field | L42 | Provider specified learner data (occurs 2) |
|------------------------|--|---|
| Required for | FE (optional) WBL (optional) ACL (optional) ESF SR (optional) | Field: length type justification 12 (occurs 2) Alphanumeric Left justify, space fill to the right |
| Description | Provider specified data at the discretion of the provider | |
| Reason required | To help a provider and allow it to analyse the ILR to its own requirements. | |
| Valid entries | All characters except wildcards *, ?, % _ (underscore) and the end of file marker. | |
| Null value | Where a provider decides not to use this field it should be space filled. | |

Notes

The validation rules for this field allow all characters except *, ?, %, _ (underscore) and the end of file marker to be used.

LEARNER DATA SET FIELDS

| Field | L44 NES delivery LSC number | |
|-----------------|---|---|
| Required for | WBL – see notes | Field: length type justification 3 Numeric Not necessary |
| Description | The LSC number of the LSC in which the learning takes place. | |
| Reason required | To monitor delivery of the National Employer Service (NES) contracts. | |
| Valid entries | A valid LSC number. A full list is included at Annex E | |
| Null value | Zero fill. Use null value if not required. | |

Notes for WBL

This field is only used by providers with contracts with the National Employer Service (NES) and will record the LSC number of the LSC in which the learning takes place.

For providers who do not contract with the national employer service the null value must be used.

LEARNER DATA SET FIELDS

| Field | L45 | Unique Learner Number |
|------------------------|--|---|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR - see notes | Field: length type justification 10 Numeric Not necessary |
| Description | The learner's unique learner number, as held on the unique learner number register, obtained from the Learner Registration Service | |
| Reason required | Will be used to carry out 'longitudinal' analyses of learners as they progress from one provider to another. | |
| Valid entries | 1000000000 – 9999999999 | |
| Null value | Zero fill. Use null value if not part of the unique learner number (ULN) project. | |

Notes

In 2007/08 this field will be used to prototype the unique learner number (ULN). There are a number of providers which are taking part in the unique learner number (ULN) project. This field should only be used by these providers.

Learner ULNs can be obtained from the MIAP Learner Registration Service, due to be available from September 2007.

Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.

During 2007/08, it is expected that the LSC Provider MI Systems will become integrated with MIAP, and providers with this facility will be expected by the LSC to register their learners with a ULN.

For those providers who are not part of the ULN project the null value should be used.

LEARNER DATA SET FIELDS

| Field | L46 | UK Provider Reference Number |
|------------------------|--|--|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR – see notes | <div>Field: length</div> <div>type</div> <div>justification</div> <div>8</div> <div>Numeric</div> <div>Not necessary</div> |
| Description | The UK provider reference number as defined in the UK Register of Learning Providers (UKRLP) | |
| Reason required | To identify the contracted provider | |
| Valid entries | 10000000 – 99999999 | |
| Null value | Zero fill. Use null value if provider has not been assigned a UK provider reference number (UKPRN) | |

Notes

This field should be completed using the UKPRN as defined in the UK Register of Learning Providers (UKRLP) and can be found at www.ukrlp.co.uk.

This field will be collected in addition to the existing UPIN, field L01.

If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.

Providers who have not been assigned a UK provider reference number, should use the null value.

LEARNER DATA SET FIELDS

| Field | L47 Current Employment Status | | |
|-----------------|--|--|-------------------------------|
| Required for: | FE – pilot only WBL | Field: length type justification | 2 Numeric Not necessary |
| Description | To identify the learners current employment status | | |
| Reason required | To monitor the effect of programmes on employment | | |
| Valid entries | 01 | Employed | |
| | 02 | Not employed | |
| | 98 | Not known/not provided | |
| Null value | Zero fill. Use null value if not required (FE not involved in the pilot, ACL and ESF SR) | | |

Notes

Definition of an employee. An employee is someone who works under a contract of employment (16 hours per week or more), which can be written, verbal or implied, or was self-employed. It does not include a learner receiving a learning allowance or topped up learning allowance.

This field should be updated whenever the learner's employment status changes and the date the status changed should be entered in the date employment status changed, field L48.

Where the learner is continuing for 2007/08, this field should be completed with the employment status that was used in the employment status on first day of learning, field L37.

Notes for FE (pilot only)

It is planned that a pilot will be run in 2007/08 for FE providers. This will focus on the developments of employer responsiveness measures under the framework of excellence. More information about the pilots will be published to the colleges involved.

This field should not be completed if the provider is not involved in the pilot.

LEARNER DATA SET FIELDS

| Field | L48 | Date Employment Status Changed |
|-----------------|--|--|
| Required for: | FE – pilot only WBL | Field: length type justification 8 Date Date format |
| Description | Date when employment status changed | |
| Reason required | To monitor the effect of programmes on employment | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Null value | Zero fill. Use null value if not required (FE not involved in the pilot, ACL and ESF SR) | |

Notes

This field should be set to the null value until the employment status of the learner changes.

When the employment status of the learner changes, this field should be completed with the date the status changed.

If the learner's employment status has not changed whilst they are with the provider, the null value should be used.

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|--|--------------|------------------|----------------|--------------|-----------------------|
| A01 | Provider number | 6 | 1 | 6 | numeric | ALL |
| A02 | Contract/Allocation type | 2 | 7 | 8 | numeric | FE/WBL |
| A03 | Learner reference number | 12 | 9 | 20 | alphanumeric | ALL |
| A04 | Data set identifier code | 2 | 21 | 22 | numeric | ALL |
| A05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | ALL |
| A06 | ESF co-financing data sets | 2 | 25 | 26 | numeric | ALL |
| A07 | HE data sets | 2 | 27 | 28 | numeric | ALL |
| A08 | Data set format | 1 | 29 | 29 | numeric | ALL |
| A09 | Learning aim reference | 8 | 30 | 37 | alphanumeric | ALL |
| A10 | LSC funding stream | 2 | 38 | 39 | numeric | ALL |
| A11 | Source of funding (occurs 2) | 3 | 40 | 45 | numeric | FE/ACL |
| A12 | Implied rate of LSC FE funding for ESF which is not LSC ESF co-financed (occurs 2) | 3 | 46 | 51 | numeric | FE |
| A13 | Tuition fee received for year | 5 | 52 | 56 | numeric | FE/ACL |
| A14 | Reason for partial or full non- payment of tuition fees | 2 | 57 | 58 | numeric | FE/ACL |
| A15 | Programme type | 2 | 59 | 60 | numeric | WBL |
| A16 | Programme entry route | 2 | 61 | 62 | numeric | WBL |
| A17 | Delivery mode | 1 | 63 | 63 | numeric | FE |
| A18 | Main delivery method | 2 | 64 | 65 | numeric | FE/ WBL (TtG funded) |
| A19 | Employer role | 1 | 66 | 66 | numeric | FE |
| A20 | Resit | 1 | 67 | 67 | numeric | FE |
| A21 | Franchised out and partnership arrangement | 2 | 68 | 69 | numeric | FE |
| A22 | Franchise and partnership delivery provider number | 6 | 70 | 75 | alphanumeric | FE |
| A23 | Delivery location postcode | 8 | 76 | 83 | alphanumeric | ALL |
| A24 | Occupation relating to learning aim | 4 | 84 | 87 | numeric | FE*/WBL/ESF SR |

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|----------------------|---|--------------|------------------|----------------|--------------|--|
| A26 | Sector framework of learning | 3 | 88 | 90 | numeric | WBL |
| A27 | Learning start date | 8 | 91 | 98 | date | ALL |
| A28 | Learning planned end date | 8 | 99 | 106 | date | ALL |
| A31 | Learning actual end date | 8 | 107 | 114 | date | ALL |
| A32 | Guided learning hours | 5 | 115 | 119 | numeric | FE/WBL/ACL |
| A33 | Blank field | 5 | 120 | 124 | space filled | Blank field |
| A34 | Completion status | 1 | 125 | 125 | numeric | ALL |
| A35 | Learning outcome | 1 | 126 | 126 | numeric | ALL |
| A36 | Learning outcome grade | 3 | 127 | 129 | alphanumeric | FE |
| A37 | Number of units completed | 2 | 130 | 131 | numeric | FE/WBL |
| A38 | Number of units to achieve full qualification | 2 | 132 | 133 | numeric | FE/WBL |
| A39 | Eligibility for achievement funding | 1 | 134 | 134 | numeric | FE |
| A40 | Achievement date | 8 | 135 | 142 | date | WBL |
| A43 | Sector framework achievement date | 8 | 143 | 150 | date | WBL |
| A44 | Employer identifier | 30 | 151 | 180 | alphanumeric | FE†/WBL† |
| A45 | Workplace location postcode | 8 | 181 | 188 | alphanumeric | FE†/WBL |
| A46 | National learning aim monitoring (occurs 2) | 2 | 189 | 192 | numeric | ALL |
| A47 | Local learning aim monitoring (occurs 2) | 12 | 193 | 216 | numeric | FE Optional/ WBL Optional/ESF SR Optional |
| A48 | Provider specified learning aim data (occurs 2) | 12 | 217 | 240 | alphanumeric | ALL Optional |
| A49 | Special projects and pilots | 5 | 241 | 245 | alphanumeric | FE/WBL/ESF SR |
| A50 | Reason learning ended | 2 | 246 | 247 | numeric | WBL |
| A51a | Proportion of funding remaining | 2 | 248 | 249 | numeric | WBL |
| A52 | Distance learning funding | 5 | 250 | 254 | numeric | FE |

LEARNING AIM DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|------------------------------|--------------|------------------|----------------|--------------|-----------------------|
| A53 | Additional learning needs | 2 | 255 | 256 | numeric | WBL |
| A54 | Broker contract number | 10 | 257 | 266 | alphanumeric | FE†/WBL† |
| A55 | Unique learner number | 10 | 267 | 276 | numeric | ALL^ |
| A56 | UK provider reference number | 8 | 277 | 284 | numeric | ALL |
| A57 | Source of tuition fees | 2 | 285 | 286 | numeric | FE |
| | | | 287 | 393 | space filled | |
| | | | | | | |

FE* - required for ESF co-financed projects only

FE†/WBL† - required for TtG funded and badged learners only

ALL^ - only where the provider is participating in a ULN pilot

LEARNING AIM DATA SET FIELDS

| Field | A01 | Provider number |
|------------------------|--|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 6 Numeric Not necessary |
| Description | The provider number of the provider contracted by the LSC to provide learning to this learner. | |
| Reason required | To identify the contracted provider | |
| Valid entries | A valid provider number | |

Notes

A provider uncertain of its provider number should contact its local LSC.

This number will be the same for all data sets for the learner.

Notes for FE and ACL

The provider number will be the same for all learners in the return

Notes for WBL and ESF SR

Providers should check with their local LSC at the start of the contracting year that this is unchanged.

LEARNING AIM DATA SET FIELDS

| Field | A02 Contract/Allocation type | | | |
|-----------------|---|--|-------------------------------|-----|
| Required for | FE WBL | Field: length type justification | 2 Numeric Not necessary | |
| Description | The type of allocation or contract for this provision | | | |
| Reason required | To identify the type of allocation or contract | | | |
| Valid entries | | | FE | WBL |
| | 01 | Sector further education colleges and other further education institutions (external institutions) | Y | |
| | 04 | Ufl hub provision | Y | |
| | 12 | WBL Ministry of Defence (MOD) contract | Y | Y |
| Null value | Zero fill. Use null value if not required (ACL and ESF SR). | | | |

Notes

Use code 12 where the WBL contract is to deliver training solely for the Ministry of Defence (MOD).

For WBL other than MOD contracts – The null value must be used.

For TtG funded learning, the null value must be used.

Codes 11, 13 and 14, which were used to indicate lead/feed and managing agent arrangements are not required and were removed in 2004/05. The null value should be used for these learners.

LEARNING AIM DATA SET FIELDS

| Field | A03 Learner reference number | |
|-----------------|---|---|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 12 Alphanumeric Left justify, space fill to the right |
| Description | The provider's reference number for the learner | |
| Reason required | To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution | |
| Valid entries | code format BBBB BBBB BBBB | |
| | BBBB BBBB BBBB is any combination of 12 alphabetic characters or numeric digits to be used as a learner reference number. Assigned by the provider. | |

Notes

This will be the learner's reference code assigned by the provider

The learner reference number should be retained by the learner for any period of study with the provider and should not be reused for a different learner.

Notes for WBL

The number should be retained following any period of absence.

LEARNING AIM DATA SET FIELDS

| Field | A04 Data set identifier code | |
|-----------------|---|---|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The identifier for the type of data set. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 30 (in all cases) for the learning aim data set | |

LEARNING AIM DATA SET FIELDS

| Field | A05 Learner aim data set sequence | |
|-----------------|---|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The sequence number for the learning aim data set | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 01 to 98 | |

Notes

This field should feature a sequence number to identify learning aims where more than one learning aim is undertaken

The learning aim data set sequence must not be greater than the entry in the learning aim data sets, field L05 at learner level

LEARNING AIM DATA SET FIELDS

| Field | A06 ESF co-financing data sets | |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length Type justification 2 Numeric Not necessary |
| Description | The number of ESF co-financing data sets attached to this learning aim | |
| Reason required | Internal validation and integrity checks | |
| Valid entries | 00 | no ESF co-financing data sets for this learning aim |
| | 01 | one ESF co-financing data set for this learning aim |

Notes

An entry of 00 would be used where ESF co-financing funds are not being claimed.

This field is required for internal validation.

Notes for FE, WBL and ESF SR

Where a learner has been matched for co-financing purposes, an associated ESF data set will be required. This field should have an entry of 01

Notes for ACL

00 will always be used.

LEARNING AIM DATA SET FIELDS

| Field | A07 HE data sets | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL ACL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The number of HE data sets attached to this learning aim | | |
| Reason required | Internal validation and integrity checks | | |
| Valid entries | 00 | no HE data sets for this learning aim | |
| | 01 | HE data set attached | |

Notes for FE

An entry of 00 would be used where the learning aim is not HE level.

Where the source of funding field is set to 'supported by HEFCE funding' or 'eligible for HEFCE funding but funding not being claimed' this field should be set to 01 with an HE data set attached.

Notes for WBL, ACL and ESF SR

00 will always be used.

LEARNING AIM DATA SET FIELDS

| Field | A08 Data set format | |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length Type justification 1 Numeric Not necessary |
| Description | Format of the data included in the data set. | |
| Reason required | To identify the type of data. | |
| Valid entries | 1 | FE |
| | 2 | WBL |
| | 3 | ACL |
| | 4 | ESF SR |

Notes

This is a compulsory field and will be used to identify the type of data being returned.

Notes for FE

Where data are returned in an FE cycle of returns then all learning aim data sets are requested in FE format and this field must be set to 1.

Use code 1, FE, for Ufl returns.

Notes for WBL

Where data are returned in a WBL cycle of returns then all learning aim data sets are requested in WBL format and this field must be set to 2

Notes for ACL

Where data are requested in an ACL cycle of returns then all learning aim data sets are requested in ACL format and this field must be set to 3

Notes for ESF SR

Where data are returned in an ESF Short record cycle of returns then all learning aim records are requested in ESF SR format and this field must be set to 4.

LEARNING AIM DATA SET FIELDS

| Field | A09 Learning aim reference | |
|------------------------|---|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 8 Alphanumeric Not necessary |
| Description | The learning aim reference code for the learning being undertaken. | |
| Reason required | Funding and to monitor learning aims in the sector. | |
| Valid entries | A valid entry from the learning aim database (LAD). The status must not read 'code unavailable' or in the case of new starters 'code unavailable for new starters'. | |

Notes

The LAD contains codes for externally validated learning aims offered in the sector. This includes both funded and non funded learning aims.

Where there is no specific learning aim code on the database refer to annex H for details of class codes that can be used.

Providers are requested to notify the LSC of learning aims missing from the database when they start to enrol learners on the learning aim. Where a provider delays requesting a code this may delay processing of the ILR data online. The LSC would not expect providers to request codes for use in 2007/08 after July 2008.

Notes for FE and ACL

If the learning aim is not one of the types which have class codes listed in annex H then it will be necessary to notify the LSC so that a new learning aim code can be raised. The LSC website has full instructions and forms under the 'data' section. A temporary code will be issued for each learning aim until a permanent code is raised.

Temporary codes may not be used in the final ILR return.

Notes for FE

Providers should return a record in the learning aim data set for tutorial and enrichment studies (CMISC001) in all cases where there is such study which is not covered by a learning aim code

Notes for WBL

All E2E learners (new starts) will have code XE2E0001 as their main learning aim.

LEARNING AIM DATA SET FIELDS

E2E replaced NVQ level 1 programmes for learners under the age of 19. Learners aged under 19 should not have a main aim which is an NVQ level 1. They may have a subsidiary aim which is an NVQ level 1

Notes for ACL

Provider devised Basic Skills courses that are based on the national standards for literacy, language and numeracy should use class codes listed under Short Basic Skills Courses (other provision) and Basic Skills Course (other provision) in Annex H.

All non externally certified provision – except Basic Skills as listed above – should be recorded using the Z9OP class codes listed in Annex H.

LEARNING AIM DATA SET FIELDS

| Field | A10 LSC funding stream | |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length Type justification 2 Numeric Not necessary |
| Description | Identifies the source of any LSC funding for this learning aim | |
| Reason required | To calculate LSC funding for this learner and aim | |
| Valid entries | 10 | adult & community learning |
| | 20 | further education |
| | 30 | reserved for school sixth form |
| | 40 | work based learning |
| | 41 | WBL technical certificate funded as part of a framework |
| | 42 | WBL key skills funded as part of a framework |
| | 60 | Train to Gain |
| | 70 | LSC ESF co-financed |
| | 80 | other LSC funding stream (further details may be requested) |
| | 99 | no LSC funding for this learning aim |

Notes

The provider should indicate in this field the source of any funding it is receiving directly from the LSC for this learning aim.

Notes for FE

From 2007/08 all Train to Gain (TtG) funded learners should be returned in the WBL return.

TtG badged (type A funded) learners should be recorded with code 20 and are identified using code 64 in the national learning aim monitoring, field A46.

Notes for WBL

Code 60 should be used to identify TtG funded learners. This code should only be used learners for whom TtG funding is being claimed.

For Apprenticeship, Advanced Apprenticeship, Higher level Apprenticeship and Apprenticeship for Adults programmes, the main funded aim is the NVQ (or the aim that replaces it within an employer approved scheme).

LEARNING AIM DATA SET FIELDS

For E2E, the main funded learning aim will be the XE2E0001 aim

- use code 40 for the main funded aim
- use code 41 for technical certificates that are funded as part of a framework
- use code 42 for key skills that are funded as part of a framework
- use code 99 for all non-funded aims that are part of a framework. This includes subsidiary NVQs or aims followed as part of an E2E or NVQ programme

Code 80 must be used for employer training pilots, sector strategy pilots, 24+ employee initiative, **employability skills programme (JCP Basic Skills Phase 3)** since these arrangements are not subject to WBL formula funding.

Recording ESF co-financing (FE, WBL, ESF SR):

If code 70 is used there must be an associated ESF data set to accompany this learning aim data set.

For a learning aim which is 100% ESF funded ('direct beneficiary') use code 70. The number of ESF co-financing datasets, field A06 must be set to 01 and an ESF co-financing data set should be completed

For a learning aim that is used as match as part of an ESF co-financed project ('matched beneficiary') and is funded under WBL or FE, use code 40, 41 or 42 for WBL; code 10 or 80 for ESF SR; or code 20 for FE. The number of ESF co-financing datasets, field A06 must be set to 01 and an ESF co-financing data set should be completed.

LEARNING AIM DATA SET FIELDS

| Field | A11 Sources of funding (occurs 2) | |
|-----------------|---|---|
| Required for | FE ACL | Field: length Type Justification 3 (occurs 2) Numeric Not necessary |
| Description | Source of funding other than the LSC. | |
| Reason required | To monitor specific sources of funding and to determine the extent of different sources of funding in the sector. | |
| Valid entries | 001 | supported by HEFCE funding |
| | 002 | eligible for HEFCE funding but funding not being claimed |
| | 007 | Research Council |
| | 009 | Department of Health/Regional Health Authority/NHS/Social care |
| | 010 | other HM government departments and public bodies including EC |
| | 011 | overseas learner award from HM government/British Council |
| | 012 | overseas funding |
| | 013 | UK industry and commerce |
| | 014 | multinational organisation (non UK based) |
| | 015 | private training organisation |
| | 016 | voluntary organisation |
| | 017 | European research action scheme for the mobility of university students (ERASMUS) |
| | 020 | Other European sources, eg. the Lifelong Learning Programme including Leonardo, Comenius, Grundtvig, Transversal (including languages and ICT). |
| | 025 | teacher training agency |
| | 026 | local education authority for ACL |
| | 027 | local education authority other than ACL |
| | 101 | new deal for young people (aged 18 to 24) |
| | 102 | new deal for long term unemployed (aged 25+) |
| | 104 – 113 | unassigned – may be introduced in year to identify new forms of funding |
| | | |
| | | European social fund for 2006 (not LSC ESF co-financed) |
| | 561 | ESF 2006 – objective 1 |
| | 562 | ESF 2006 – objective 2 |
| | 563 | ESF 2006 – objective 3 |
| | 566 | ESF 2006 – community objectives |
| | | European social fund for 2007 (not LSC ESF co-financed) |
| | 571 | ESF 2007 – objective 1 |
| | 572 | ESF 2007 – objective 2 |
| 573 | ESF 2007 – objective 3 | |
| 576 | ESF 2007 – community objectives | |

LEARNING AIM DATA SET FIELDS

| | | |
|----------------------------------|--|---|
| Valid entries (contd) | European social fund for 2008 (not LSC ESF co-financed) | |
| | 581 | ESF 2008 – objective 1 |
| | 582 | ESF 2008 – objective 2 |
| | 583 | ESF 2008 – objective 3 |
| | 586 | ESF 2008 – community objectives |
| | 998 | other – further details may be requested |
| | 999 | none – no sources other than tuition fees and LSC funding |
| Null value | Zero fill. Use null value if not required (WBL and ESF SR) | |

Notes

Enter all that apply as a concatenated string starting from the left and 999 filled where there are fewer than two sources, therefore if only 1 applied the string would be 001999, if 2 applied the string could be 001104

The same value must not be used more than once for both occurrences, except 999.

The provider should indicate in this field the direct source of any funding other than LSC funding up to a maximum of two sources. Where there are more than two sources the two largest sources should be returned.

Where code 001 or 002 is returned, codes 009 or 025 cannot also be returned.

Notes for ACL

ACL providers should not use code 026, local education authority ACL, since that is indicated in LSC funding stream, field A10.

LEARNING AIM DATA SET FIELDS

| Field | A12 Implied rate of LSC FE funding for ESF which is not LSC ESF co-financed (occurs 2) | |
|-----------------|--|---|
| Required for: | FE | Field: length type justification 3 (occurs 2) Numeric Right justify, zero fill to the left |
| Description | Implied rate of LSC FE partial funding for learners partially funded by ESF | |
| Reason required | To collect implied rate of LSC FE partial funding | |
| Valid entries | 000 to 100 | |
| Null value | zero fill. Use null value if not required (WBL, ACL and ESF SR) | |

Notes

The implied rate of LSC FE funding must be entered in this field for ESF funded provision which is not LSC ESF co-financed.

The implied rate of LSC FE funding is the inverse of the ESF intervention rate, that is:

Implied rate of LSC FE funding = 100 - ESF intervention rate

For example if the ESF intervention rate is 45% the implied rate of LSC FE funding is 55%

This field should be completed where either occurrence of source of funding, field A11, contain entries 561 – 586 for ESF sources. The corresponding occurrence of implied rate, field A12, should be completed so that occurrence 'a' can be kept in line with occurrence 'b'.

Where source of funding, field A11, is not 561 – 586, this field should be null.

Examples

source of funding is for ESF 2007 and LSC implied rate is 55%:

valid entry = 055000

LEARNING AIM DATA SET FIELDS

| Field | A13 Tuition fee received for year | | |
|-----------------|---|--|--|
| Required for: | FE ACL | Field: length type justification | 5 Numeric Right justify, zero fill to the left |
| Description | The actual amount of tuition fees the provider expects to receive, or has received during this teaching year for the learner on this learning aim. | | |
| Reason required | To monitor income derived from fees in the sector and to identify with the 'reason for partial or full non-payment of tuition fees' field where fee remission may be claimed. | | |
| Valid entries | Up to five digits | | |
| | Actual amount in pounds to the nearest whole pound | | |
| Example | Where a learning aim has tuition fees of £780 this would appear as 00780 | | |
| Null value | Zero fill. Use null value if not required (WBL and ESF SR) | | |

Notes for FE and ACL

The tuition fees quoted should be after any tax relief for vocational qualifications.

Where the learning programme is Skills for Life this field should be set to '00000'.

Where the learner is paying no fees this field would contain '00000'.

This field should only contain a value where the provider actually receives an amount. This field should be set to 00000 where fees are fully remitted for a reason that is recorded in reason for partial or full non-payment of tuition fees, field A14.

The source of the tuition fee received should be recorded in field A57.

LEARNING AIM DATA SET FIELDS

| Field | A14 Reason for partial or full non - payment of tuition fees | | | |
|-----------------|--|--|-------------------------------|--|
| Required for | FE ACL | Field: length Type justification | 2 Numeric Not necessary | |
| Description | The reason for any partial or full non-payment of tuition fees for the learner for this learning aim | | | |
| Reason required | This field will be used to determine the extent of remission of fees in the sector | | | |
| Valid entries | 01 | fees waived – 16 – 18 year old learner | | |
| | 04 | fees waived – in receipt of an income-based state benefit (not covered by any other code relating to income-based state benefit, for example code 14 and 15) | | |
| | 08 | fees waived – unwaged dependent of any people in codes 04, 14, 15, 21 or 23 | | |
| | 09 | fees waived – undertaking programmes where the main learning aim is Skills for Life, excluding ESOL | | |
| | 10 | fees waived for another reason consistent with the local provider policy | | |
| | 11 | fees refunded | | |
| | 12 | tax relief for vocational programmes | | |
| | 13 | fees waived – other funding | | |
| | 14 | fees waived – asylum seeker eligible for LSC FE funding and in receipt of the equivalent of an income-based state benefit | | |
| | 15 | fees waived – in receipt of jobseekers allowance | | |
| | 19 | fee is zero | | |
| | 20 | fees waived – LSC-funded project where the LSC has agreed that the learner is eligible for fee-remission | | |
| | 21 | fees waived – in receipt of working tax credit | | |
| | 22 | fees waived – level 2 entitlement | | |
| | 23 | fees waived - in receipt of pensions guarantee credit | | |
| | 24 | fees waived – 19-25 level 3 entitlement | | |
| | 25 | fees waived – Category D offender learner | | |
| | 26 | fees waived – offender serving their sentence in the community | | |
| | 27 | Unassigned | | |
| | 90 | fee adjustments – bad debt | | |
| | 99 | fees paid in full | | |
| | Null value | Zero fill. Use null value if not required (WBL and ESF SR) | | |

LEARNING AIM DATA SET FIELDS

Notes

This field should be completed as appropriate where the Tuition fee received for year, field A13 is set to zero.

Where fees are fully recovered from the learner, an entry of 99 would be made in this field and the appropriate value for tuition fee received recorded in A13.

For audit purposes it is not sufficient for the member of staff who is carrying out the enrolment to sign that they have seen evidence of eligibility of fee remission. They must state what the evidence is and specifically what they have seen.

Code 01 - if a learner is aged under 19 as at 31 August of the calendar year at the start of the learning programme then they are eligible for fee remission for the whole programme of study

Code 09 is intended for learners undertaking Skills for Life programmes, excluding ESOL, for further information see the 'Funding Guidance for FE'. From 2007/08 ESOL provision (approved and non-approved qualifications) will no longer attract automatic fee remission.

Code 21 should be used if the learner is in receipt of working tax credit and is eligible for fee remission as defined by the 'Funding Guidance for FE'. This has replaced working families tax credit and disabled persons tax credit, these codes 17 and 18, have been removed.

Code 22 should be used if the learner is aged 19 or over and on their first full level 2 programme.

Code 24 should be used if the learner is aged at least 19 but under 25 and is studying towards their first full level 3 qualification. The entitlement will apply to all full level 3 qualifications and also to qualifications that take the learner above the level 3 threshold. This entitlement is available from August 2007.

Code 25 should be used where the learner is an offender on day release to attend work or education and training opportunities during the day from a Category D (open) prison.

Unassigned code 26 has been assigned during 2007/08 and should be used where the learner is an offender serving their sentence in the community.

Example

16 - 18 year old full time learners are exempt from tuition fees and the reason would be code 01, fees waived – 16 – 18 year old learner. This also includes those learners on part time courses

LEARNING AIM DATA SET FIELDS

| Field | A15 Programme type | | |
|-----------------|--|---|-------------------------------|
| Required for | WBL | Field: length Type justification | 2 Numeric Not necessary |
| Description | The type of programme which the learner is undertaking. | | |
| Reason required | To monitor types of programme being taken in the WBL sector. | | |
| Valid entries | 02 | Advanced Apprenticeship | |
| | 03 | Apprenticeship | |
| | 04 | NVQ level 1 within WBL programme (19 and over only) | |
| | 05 | NVQ level 2 within WBL programme | |
| | 06 | NVQ level 3 within WBL programme | |
| | 07 | NVQ level 4 within WBL programme | |
| | 09 | Entry to employment (E2E) within WBL programme | |
| | 10 | Higher level apprenticeship | |
| | 99 | none of the above | |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | | |

Notes

For Apprenticeships, Advanced Apprenticeships, Apprenticeships for Adults and higher level apprenticeships all subsidiary learning aims which form part of the framework should use the same programme type code as the main aim, that is code 02 for an Advanced Apprenticeship and code 03 for an Apprenticeship and 10 for a higher level apprenticeship.

For E2E all subsidiary aims which form part of the E2E programme should use code 09

For NVQ learning code 04 – 07 should only be used for the main aim for continuing learners only. NVQ learning was phased out during 2006/07. Therefore, providers may not start learners on NVQ learning at levels 1, 2 or 3, unless the learners are part of the Learning Agreement pilot. See *'Requirements for Funding Work Based Learning for Young People 2007/08'* for further details. For all subsidiary aims use code 99

Apprenticeships for Adults should also be recorded in National learning aim monitoring, field A46 using code 87. Any continuing learners who participated in the National apprenticeship for adults pilot prior to 1 August 2007 should remain coded using 32 in A46.

For TtG funded learning aims code 99 should be used.

LEARNING AIM DATA SET FIELDS

| Field | A16 Programme entry route | | |
|-----------------|--|---|-------------------------------|
| Required for | WBL | Field: length Type justification | 2 Numeric Not necessary |
| Description | The entry route taken by the learner when commencing a new or revised programme of learning. | | |
| Reason required | For calculation of funding and to monitor progress towards LSC targets. | | |
| Valid entries | 01 | direct (valid only for starts before 1 August 2003) | |
| | 03 | progress to Advanced Apprenticeship from Apprenticeship or Young Apprenticeship | |
| | 04 | progress to NVQ level 3 from NVQ level 2 – not available for new starters in 2007/08 | |
| | 06 | return to WBL | |
| | 07 | transfer from another provider or LSC area (same programme) | |
| | 08 | restart for funding purposes (same programme) | |
| | 09 | first time entrant to Apprenticeship, Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults | |
| | 10 | first time entrant onto E2E or other non-Apprenticeship WBL programme | |
| | 11 | restart, learner has returned to the programme after a break in learning | |
| | 12 | learner has transferred between providers due to intervention by the LSC | |
| | 13 | Progress to apprenticeship from young apprenticeship | |
| | 14 | Progress to apprenticeship from programme led pathway (PLP) delivered in FE | |
| | 15 | Progress to advanced apprenticeship from programme led pathway (PLP) delivered in FE | |
| Null value | zero fill. Use null value if not required (FE, ACL and ESF SR) | | |

Notes

For Apprenticeship, Advanced Apprenticeship, higher level apprenticeship and Apprenticeship for Adults – this field relates to the programme not the individual aim. In most cases the entry in this field should be the same for all aims that comprise the framework. The exception is where it is necessary to restart a single aim for funding purposes. The WBL provider support manual gives more information about when aims should be restarted.

Code 01 – direct – learner has not been on any WBL in the previous 13 weeks. This code is valid only for learners who started before 1 August 2003.

LEARNING AIM DATA SET FIELDS

Code 03 – progress to Advanced Apprenticeship from Apprenticeship or **Young Apprenticeship** – this learner has completed an Apprenticeship and is now progressing to an Advanced Apprenticeship.

Code 04 – progress to NVQ level 3 from NVQ level 2 - this learner has completed an NVQ level 2 and is now progressing to an NVQ level 3. **This code is not available for new starters in 2007/08**

Code 06 – return to WBL – this learner has been on WBL before and has now returned to training as a new learning event. **This code should only be used if no other code applies.**

Code 08 – restart for funding purposes – this learner has been in continuous learning but has had to re-start to enable appropriate funding to be maintained.

Code 09 – first time entrant to Apprenticeship, Advanced Apprenticeship, Higher level Apprenticeship or **Apprenticeship for Adults** – this learner is starting an Apprenticeship programme and has never been on an Apprenticeship programme before. The learner may have been on other WBL programmes such as Entry to Employment (E2E) or NVQ learning.

Code 10 – first time entrant onto **E2E or other non-Apprenticeship WBL programme** – this learner is starting a WBL programme that is not an Apprenticeship, Advanced Apprenticeship, Higher level Apprenticeship or **Apprenticeship for Adults** and has never been on any kind of WBL programme before.

Code 11 – this code should be used when the learner returns after a break in learning. The break in learning may be planned for example maternity leave or unplanned, for example where a learner previously withdrew and has returned to the programme.

Code 12 should be used to record learners which have transferred between providers due to intervention by the LSC. This is usually where the LSC has stopped contracting with a provider for all or part of their provision.

Code 13 - this code should be used where the learner has progressed from a young apprenticeship to an apprenticeship programme.

Code 14 – this code should be used where the learner has progressed from a programme led pathway (PLP) which was delivered in FE to a WBL apprenticeship programme.

Code 15 – this code should be used where the learner has progressed from a programme led pathway (PLP) which was delivered in FE to a WBL advanced apprenticeship programme.

For TtG funded learning aims this field is not required, use the null value.

LEARNING AIM DATA SET FIELDS

| Field | A17 Delivery mode | |
|-----------------|---|---|
| Required for | FE | Field: length Type justification 1 Numeric Not necessary |
| Description | The mode of delivery for the learning aim | |
| Reason required | To monitor the mode of delivery for learning aims within the sector | |
| Valid entries | 1 | continuous delivery – day time |
| | 2 | continuous delivery – evening only |
| | 3 | continuous delivery – undefined |
| | 4 | Sandwich |
| | 5 | block release |
| | 6 | absent for the year |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR) | |

Notes

The delivery mode should be recorded by considering each learning aim in isolation

Continuous delivery – daytime, code 1, should be used where the learning aim is studied in the daytime.

Continuous delivery – evening only, code 2, should be used where the learning aim is studied in the evening only. For the purpose of the ILR the evening is considered to start at 1800, 6pm.

Continuous delivery undefined, code 3, should be used where the main delivery method is open learning, distance learning, e-learning or accreditation of prior learning and the learner decides when to study.

Sandwich, code 4, should be used to record a sandwich learning aim where the period of full-time study averages 19 weeks or more per teaching year taken over the whole learning aim, in college and in industry. Where the average is less than 19 weeks see the definition below for 'block release'. Learning aims should be coded as sandwich learning aims for every year of the course and not just those in which industrial experience takes place.

Block release, code 5, should be used for a block release learning aim where the learning aim is taught full-time for a period of less than 19 weeks per teaching year, and where study is broken by a period of industrial training or employment, and may be additional to study on one or two days a week during another part of the session

Absent for the year, code 6, should be used where the learner was absent for the year. This code should be used in preference to any other code which may apply.

LEARNING AIM DATA SET FIELDS

| Field | A18 Main delivery method | | | |
|-----------------|--|--|-------------------------------|-----|
| Required for | FE WBL (Train to Gain funded) | Field: length Type justification | 2 Numeric Not necessary | |
| Description | The mode of delivery for the learning aim | | | |
| Reason required | To monitor the method of delivery for learning aims in the sector and to calculate funding | | | |
| Valid entries | | | FE | WBL |
| | 01 | class contact | Y | |
| | 02 | open learning | Y | |
| | 03 | distance learning (other than e-learning) | Y | |
| | 04 | accreditation of prior learning (APL) | Y | |
| | 05 | E – learning | Y | |
| | 11 | NVQ delivered entirely at the institution – not available for new starters from 07/08 | Y | |
| | 12 | NVQ delivered mainly at the workplace; Full delivery of ITQ qualification – not available for new starters from 07/08. | Y | |
| | 13 | NVQ delivered entirely at the workplace; or Partial delivery of ITQ qualification – not available for new starters from 07/08. | Y | |
| | 14 | Delivery of NVQ components – initial advice, guidance and needs analysis plus support and assessment, plus underpinning knowledge and understanding and substantial skills development (requiring at least 450glh) | Y | |
| | 15 | Delivery of NVQ components – initial advice, guidance and needs analysis plus support and assessment, plus underpinning knowledge and understanding or substantial skills development; or Full delivery of ITQ qualification | Y | |
| | 16 | Delivery of NVQ components – initial advice, guidance and needs analysis plus support and assessment; or Partial delivery of ITQ qualification | Y | |
| | 22 | Train to Gain learning – higher funding rate | | Y |
| | 23 | Train to Gain learning – lower funding rate | | Y |
| Null value | Zero fill. Use null value if not required (WBL not TtG funded, ACL and ESF SR). | | | |

Notes For FE

Code 01 should be used where the main method of delivery of the learning aim is by class contact, and the learning aim is not a NVQ.

LEARNING AIM DATA SET FIELDS

Code 02 should be used where the programme is open learning – taught with specially prepared learning materials for private study and a marking and comment service for written work which may be accompanied by some counselling or tutorial support. This definition of open learning is not intended to cover situations in which study is essentially home based or remote and there is only occasional contact with the institution. It does include learning support workshops, open access and/or drop-in centres where the institution provides learning support and counselling facilities, together with access to materials and resources. Code 2 must not be used where the learning aim is a NVQ.

Code 03 should be used where the main delivery method is distance learning, and the learning aim is not a NVQ.

Code 05 should be used where e-learning is the method of delivery. All e-learning will be treated as distance learning and may need a value entered in Distance learning funding, field A52.

Where code 03 or 05 is used for a learning aim that is

- load banded; or
- listed, and a different rate has been agreed with the local LSC,
- field A52, must be completed.

Where code 03 or 05 is used for a learning aim that is

- listed, and the listed rate is being claimed,
- field A52 should not be completed.

For further information on calculating distance learning funding, see Distance learning funding, field A52

Where there is more than one delivery method the following applies:

- where the delivery method is distance or e-learning, use the relevant code 03 or 05
- otherwise if the learning aim is an NVQ (listed or loadbanded), from 2007/08 codes 14 to 16 should be used.

If neither of the above applies, use codes 01, 02 or 04.

Further information on NVQ delivery arrangements can be found in the 'Funding Guidance for FE' document.

Code 11 – NVQ delivered entirely at the institution - This code should not be used for new starters in 2007/08, codes 14-16 should be used.

Code 12 – NVQ delivered mainly at the workplace; or Full delivery of ITQ qualification - This code should not be used for new starters in 2007/08, codes 14-16 should be used

Code 13 – NVQ delivered entirely at workplace; or Partial delivery of ITQ qualification This code should not be used for new starters in 2007/08, codes 14-16 should be used

Code 14 – this code should be used where the NVQ components delivered by the provider include the initial advice, guidance and needs analysis plus support and assessment, plus underpinning knowledge and understanding and substantial skills development (requiring at least 450 glh)

LEARNING AIM DATA SET FIELDS

Code 15 – this code should be used where the NVQ components delivered by the provider include the initial advice, guidance and needs analysis plus support and assessment, plus underpinning knowledge and understanding **or** substantial skills development.

Full delivery of ITQ qualification

To be used for full delivery of an NVQ for IT Users (ITQ). That is where no unit exemptions on the basis of contributory qualifications are applicable. National Base Rate 2 will be used for funding.

Note: National Base Rate 1 is ineligible for use for NVQs for IT Users (ITQ) as there is a mandatory work-placement unit

Code 16 – this code should be used where the NVQ components delivered by the provider include the initial advice, guidance and needs analysis plus support and assessment.

Partial delivery of ITQ qualification

To be used for Partial delivery of an NVQ for IT Users (ITQ) due to unit exemptions on the basis of contributory qualifications. That is where the learner claims any exemptions from units of the ITQ. National Base Rate 3 will be used for funding.

Notes for TtG

Codes 22 and 23 must only be used for TtG funded learners.

Code 22 Train to Gain – higher funding rate

The provider delivers at least 20 contact hours of learning consisting of underpinning knowledge and understanding. This code should be used where the higher rate of funding is being claimed.

For new starters from 1 August 2007 – The higher rate no longer includes assessment. Data for learners who commenced in 2006/07 should not be amended.

For further information about the funding of TtG learners please refer to the 'Requirements for Funding TtG 2007/08'.

Codes 23 Train to Gain – lower funding rate

The proportion of training is more limited, the number of contact hours is below 20 hours delivers and assessment predominates. The lower funding rate will be applied.

LEARNING AIM DATA SET FIELDS

| Field | A19 Employer role | |
|-----------------|---|---|
| Required for | FE | Field: length Type justification 1 Numeric Not necessary |
| Description | The role of the employer in the learner's attendance to study | |
| Reason required | To monitor the role employers play in the learner's attendance to study learning. | |
| Valid entries | 1 | learner is employed and released by the employer to study a vocational learning aim relevant to that employment |
| | 2 | learner is employed and studying a vocational learning aim relevant to that employment. The employer has not released the learner to attend |
| | 3 | learner is attending dedicated employer provision |
| | 9 | none of the above |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR). | |

Notes for FE

The field should be completed for employed learners who are studying learning aims relevant to their employment.

Where a learner is employed and released by their employer to study a vocational learning aim which is relevant to their employment, code 1 should be used.

Where a learner is employed and studying a vocational learning aim relevant to that employment and their employer has not released the learner to attend, code 2 should be used

Where a learner is attending dedicated employer provision, code 3 should be used. Dedicated provision refers to learning aims which are delivered for an employer, normally on the employers premises, either by direct or franchised provision.

Code 9 should be used for all 16-19 year old learners following a programme of 450 or more guided learning hours per year, learners studying learning aims unrelated to their employment and the unemployed.

Where a provider is not aware of the learner's employment or is unable to establish a link between the learning aim and the learner's employment code, 9 should be used.

LEARNING AIM DATA SET FIELDS

| Field | A20 Resit | |
|-----------------|--|--|
| Required for | FE | Field: length Type justification 1 Numeric Not necessary |
| Description | Whether the learning aim is a resit of a qualification. | |
| Reason required | To allow the calculation of the correct funds. | |
| Valid entries | 1 | learning aim resit – qualification previously taken at this provider and not achieved |
| | 2 | learning aim resit – to improve the grade for a qualification previously achieved at this provider |
| | 9 | not a resit at this provider |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR). | |

LEARNING AIM DATA SET FIELDS

| Field | A21 Franchised out and partnership arrangement | |
|-----------------|---|--|
| Required for | FE | Field: length Type justification 2 Numeric Not necessary |
| Description | The type of franchising and partnership arrangement | |
| Reason required | To record the nature of franchised out provision | |
| Valid entries | franchised out arrangement codes 01 to 29 | |
| | 01 | learner is studying for this learning aim on provision delivered by an FE sector provider under franchised out provision |
| | 02 | learner is studying for this learning aim on provision delivered by an HE institution under franchised out provision |
| | 03 | learner is studying for this learning aim on provision delivered by a school under franchised out provision |
| | 21 | learner is studying for this learning aim on provision delivered by a local authority maintained organisation under franchised out provision |
| | 22 | learner is an employee of a private sector organisation studying for this learning aim on provision delivered by that employer under franchised out provision |
| | 23 | learner is an employee of a public sector organisation studying for this learning aim on provision delivered by that employer under franchised out provision |
| | 24 | learner is studying for this learning aim on provision delivered by a private sector training organisation under franchised out provision |
| | 25 | learner is studying for this learning aim on provision delivered by a voluntary sports organisation under franchised out provision |
| | 26 | learner is studying for this learning aim on provision delivered by a sports organisation run on a commercial basis under franchised out provision |
| | 27 | learner is studying for this learning aim on franchised out provision that is community based and normally with non-profit making bodies. That is it is franchised provision eligible to be funded at the full rate, without a discount. |
| | 28 | learner is studying for this learning aim on provision which is community of voluntary based and which is eligible for funding at the discounted rate for franchised provision. |

LEARNING AIM DATA SET FIELDS

| | | |
|----------------------------------|--|--|
| Valid entries (contd) | 29 | Learner is studying for this aim on franchised out provision that is eligible to be funded at the full rate, without a discount, on cost grounds |
| | partnership arrangement code 80 | |
| | 80 | learner is studying for this learning aim on provision which is delivered with a partner and which is not a franchised out arrangement |
| | not franchised or partnership arrangements code 99 | |
| | 99 | learner is studying for this learning aim on provision delivered by the institution which is not franchised provision or delivered by a partner |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR). | |

Notes

Information about learners who are studying on provision delivered by the provider on behalf of another provider, that is franchised-in to the provider, should be supplied in aggregate using the form attached at annex I to this manual.

If the learner is studying for this learning aim on provision franchised out for part of the learning aim this should only be recorded in the field where more than 50% of the guided learning hours for the learning aim are delivered by the other provider

The LSC requests additional information on organisations with which providers have franchising arrangements. This information should be returned to the LSC using the register of franchise and other partners. A sample is included at annex I and on the LSCs website and should be sent with each ILR return.

Code 29 has been added for 2007/08 to record where a learner is studying on franchised out provision that is eligible to be funded at the full rate, without a discount, on cost grounds.

Further information on franchising and partnership arrangements can be found in 'Funding Guidance for FE'.

LEARNING AIM DATA SET FIELDS

| Field | A22 Franchise and partnership delivery provider number | | |
|------------------------|--|---|--|
| Required for: | FE – see notes | Field: length type justification | 6 Alphanumeric Left justify, space fill to the right |
| Description | The franchising provider or other partner number for the particular learning aim. | | |
| Reason required | To monitor delivery of learning. To support local planning | | |
| Valid entries | Valid provider or partner number that corresponds to those allocated to franchise providers and other partners on the 'register of franchise or other partners' <ul style="list-style-type: none"> a unique six character code commencing with an alphabetic character and in the second to sixth characters containing only characters A to Z and digits 0 – 9, or a six digit numeric code which may contain a trailing space. | | |
| Null value | Space fill. Use null value if not required (WBL, ACL and ESF SR) | | |

Notes

Providers are requested to assign a six character code to each of their franchise or other partners and complete and return a 'register of franchise or other partners', in the form of a spreadsheet, each time they make an ILR return or the autumn return of providers franchisees. A sample 'register of franchise or other partners' is included at annex I and on the LSCs website.

A franchise provider or other partner should be given the same franchising delivery provider code between years. New partners should have new codes. Please do not re-use a code from a franchise provider or other partner which is no longer active.

Information about learners who are studying on provision delivered by the provider on behalf of another provider, that is franchised in to the first provider, should be supplied in aggregate using the form attached at annex I. Other funded providers are not requested to return information about these learners.

If the learner is studying for this learning aim on provision delivered by another provider under franchised out provision for part of the learning aim this should only be recorded in this field where more than 50% of the study is delivered by the other provider.

This field is not required where provision is delivered by the provider itself. In this case the null value should be used

LEARNING AIM DATA SET FIELDS

| Field | A23 | Delivery location postcode |
|------------------------|--|---|
| Required for: | FE WBL – see notes ACL ESF SR | Field: length type justification 8 Alphanumeric See annex C |
| Description | The postcode of the address at which the learning is delivered. | |
| Reason required | To monitor delivery of learning. To support local planning. To monitor delivery of national contracts. | |
| Valid entries | A valid postcode (see annex C for further information). | |
| Null value | Space fill. | |

Notes for WBL

This field should be completed for learning aims starting on or after 29 July 2002.

For E2E the postcode of the centre or main place of attendance should be used.

Where the delivery point is a building site without a postcode the local providers postcode should be used.

This should be the delivery location at start. There is no requirement for providers to update this information if the learner's delivery location changes

This field is only required for main aims.

Notes for FE, WBL, ACL and ESF SR

where delivery is at more than one location return the postcode of the location at which the majority of learning is delivered

Notes for FE

Where provision is delivered away from a learning centre, for example distance or e-learning then the following code should be entered: ZZ99 ZZZ

Notes for ACL

This field is collected to allow analysis of ACL provision for Strategic Area Reviews, consistent with other provision.

LEARNING AIM DATA SET FIELDS

| Field | A24 | Occupation relating to learning aim |
|------------------------|--|--|
| Required for: | FE – see notes WBL ESF SR | <div>Field: length type justification</div> <div>4 Numeric Not necessary</div> |
| Description | The occupation which relates to the learning aim. | |
| Reason required | To identify the occupational group of the learning aim | |
| Valid entries | Valid SOC 2000 code | |
| Null value | Zero fill. Use null value if not required (FE that is not ESF co-financed and ACL) | |

Notes for FE ESF, WBL and ESF SR

For a summary of SOC 2000 codes see annex L.

A SOC code is required for co-financed delivery where it is relevant to the provision being funded.

Notes for FE

This field is not required for FE provision that is not ESF co-financed.

Notes for WBL

For E2E use the null value.

Enter the appropriate SOC of the qualification being aimed for. The type and content of learning qualification being undertaken determines the SOC code to be used. For example, an office worker within an engineering firm would be categorised as administration as opposed to an engineering code.

This field is only required for main aims.

LEARNING AIM DATA SET FIELDS

| Field | A26 | Sector framework of learning |
|-----------------|--|---|
| Required for: | WBL | Field: length type justification 3 Numeric Not necessary |
| Description | The sector framework code for the type of learning being undertaken. | |
| Reason required | For all Apprenticeship programmes to identify the sector framework. | |
| Valid entries | A valid entry from the sector framework code list which can be found on the pages of the Learning Aim Database. A sector code is required for all Apprenticeships programmes only. | |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | |

Notes

This field must be completed for all aims within all of the Apprenticeship programmes. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- Apprenticeship for Adults.

This field must not be completed for E2E programmes, NVQ learning or TtG funded learning (use the null value).

The sector code number enables the collected information to be analysed by those Sector Skills Councils (SSC) frameworks that have been approved for all Apprenticeship programmes. Increasing use is being made of these data and it is very important that the code is accurately completed. The validation rules will check that only learning aim reference numbers assigned against that sector will be accepted.

A listing of sector codes and sector skills councils are available as a report from the LAD - <http://providers.lsc.gov.uk/lad>

LEARNING AIM DATA SET FIELDS

| Field | A27 Learning start date | |
|-----------------|---|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 8 Date Date format |
| Description | The date on which learning for the learning aim began. | |
| Reason required | To monitor the length of time taken to complete learning activities and to inform the funding calculations. | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Example | 21 October 2002 appears as 21102002 | |

Notes

This date should not be amended to reflect the start date for each year of the learning aim.

Notes for FE and ACL

For programmes of 4 weeks or longer, accuracy within a week is sufficient for this field provided that any approximation does not result in a learner being wrongly included or excluded on a census date used for calculating funding.

Notes for FE and WBL

In the case of open learning or distance learning the date on which the first course material is sent or presented to the learner should be recorded. In the case of accreditation of prior experience and learning the start date would be the date on which the accreditation process started.

Notes for WBL

For all aims this should be the date the learner started learning on the aim and could be at any time during the programme.

This date is important for the distribution of funding and should not be altered.

For ESF co-financed learners this should be the date LSC programme activity started, which could differ from the Date started ESF co-financing, field E08.

For starts on or after 1 August 2004, the start date should always relate to the date the learning started on the aim recorded in the learning aim reference, field A09. Prior to 1 August 2004, for the main aim of Advanced Apprenticeship and Apprenticeship programmes, the start date represented the date learning on the framework began. The start dates of the main aims of Apprenticeship and Advanced Apprenticeship programmes which began before 1 August 2004 should not be altered to reflect the start date of the NVQ.

Notes for ESF SR - this will be the same as date started ESF co-financing, field E08.

LEARNING AIM DATA SET FIELDS

| Field | A28 | Learning planned end date |
|------------------------|---|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 8 Date Date format |
| Description | The date by which the provider and learner plan to complete the learning related to this learning aim | |
| Reason required | To calculate expected learning delivery periods and to calculate funding | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Example | 05 July 2008 appears as 05072008 | |

Notes for FE, ACL and ESF SR

The date entered should be the planned end date at the start of the learning aim. This should remain constant. It is not expected to be a rolling date subject to changes.

If a learner continues their study beyond the date planned at the start of the learning aim, this should be reflected in the learning actual end date field and the learning planned end date should remain unchanged.

Notes for FE

For programmes of 4 weeks or longer, accuracy within a week is sufficient for this field provided that any approximation does not result in a learner being wrongly included or excluded on a census date used for calculating funding.

Notes for WBL

For all aims except E2E main aims and the main aims of Apprenticeship and Advanced Apprenticeship programmes that began before 1 August 2004:

- the date entered should be the planned end date at the start of the learning aim. This should remain constant. It is not expected to be a rolling date subject to changes.
- if a learner continues their study beyond the planned end date at the start of the learning aim, this should be reflected in the learning actual end date and the learning planned end date should remain unchanged.

From 1 August 2004, the learning planned end date should always relate to the aim recorded in the learning aim reference, field A09. Prior to 1 August 2004, for the main aim of Apprenticeship and Advanced Apprenticeship programmes, the learning planned end date represented the date learning on the framework was planned to end.

LEARNING AIM DATA SET FIELDS

It is important that this date is set realistically based on historic performance, published average lengths of stay and a thorough assessment of the learner at initial assessment. See the 'Requirements for funding Work Based Learning for Young People' for further guidance.

The LSC published data on average and range of lengths of stay at a learning aim level to assist providers in setting realistic planned end dates. The data was published on the data section of the LSC website on 7 November 2005.

Annex D to the WBL provider support manual gives guidance on using the data and setting lengths of stay.

For the main aim of an E2E programme, due to the flexible 6 week period at the start of E2E it is not possible to enter a planned end date until the case conference has been held with the Connexions Adviser. Therefore initially the provider should enter a date 6 weeks from starting. Once the case conference has been held and the likely duration has been agreed, the planned end date should be amended. The planned end date should not be amended again.

For subsidiary aims of an E2E programme, this date should be the planned end date at the start of the learning aim and should not be subject to changes.

Notes for ESF SR

This will be the same as Planned end date for ESF co-financing, field E09.

LEARNING AIM DATA SET FIELDS

| Field | A31 Learning actual end date | |
|-----------------|--|--|
| Required for: | FE WBL ACL ESF SR | Field: length type justification 8 Date Date format |
| Description | The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities. | |
| Reason required | To monitor the time taken to complete the learning activities making up the learning aim compared to the expected time. To inform funding calculations. | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Example | 14 March 2007 appears as 14032007 | |
| Null value | Zero fill. | |

Notes

00000000 should be returned until the learning actual end date is known and the learner has finished.

Notes for FE

The definition of withdrawal is included at annex K.

For programmes of 4 weeks or longer, accuracy within a week is sufficient for this field provided that any approximation does not result in a learner being wrongly included or excluded on a census date used for calculating funding.

The learning actual end date should include time for examinations and assessments.

Notes for FE, WBL and ACL

A valid date (not 00000000) must be returned when the Completion status, field A34 is returned with a value other than 1

Notes for WBL

For **all** aims this should be the date that the learner either:

- completed the learning activities for the aim; or
- withdrew from the aim.

Learners may have subsidiary aims that end after the main aim. Each subsidiary aim should retain their own actual end date.

LEARNING AIM DATA SET FIELDS

Where the learning aim has been achieved, the learning actual end date must be on or before the achievement date recorded in field A40.

For main aims for all Apprenticeship programmes, the framework achievement date is recorded in field A43. This includes the following:

- Apprenticeship
 - Advanced Apprenticeship
 - Higher level Apprenticeship and
 - Apprenticeship for Adults.
-

For main aims for all Apprenticeship programmes where the NVQ has been achieved in a previous programme and a framework completion aim code is being used; the learning actual end date is either the date that learning activities for the framework are completed or the date the learner withdrew from the framework.

From 1 August 2004, the learning actual end date should always relate to the aim recorded in the learning aim reference, field A09. Prior to 1 August 2004, for the main aim of Apprenticeship and Advanced Apprenticeship programmes, the learning actual end date represented the date learning on the framework ended.

Notes for ESF SR

This will be the same as Date ended ESF co-financing, field E10.

LEARNING AIM DATA SET FIELDS

| Field | A32 | Guided learning hours |
|------------------------|---|---|
| Required for: | FE WBL – see notes ACL | Field: length type justification 5 Numeric Right justify, zero fill to the left |
| Description | The number of guided learning hours (GLH) in which it is planned to deliver the learning aim | |
| Reason required | To monitor the time taken to deliver learning aims. To inform funding and calculations and funding rules | |
| Valid entries | up to 5 digits | hours to the nearest whole hour |
| Null value | Zero fill. Use null value if not required (WBL if not part of the employability skills programme, and ESF SR) | |

Notes

Guided learning hours are:

‘All times when a member of staff is present to give specific guidance towards the qualification or module being studied on a programme. This includes lectures, tutorials, and supervised study in for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners’ achievements, for example in the assessment of competence for NVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners’

Providers should note particularly the final sentence of the definition and only include as GLH supervision or assistance where provided by a member of staff able to give specific support to the learner. General study time for example in a library should not be included, even though a member of staff is in attendance

The GLH entered should be the total planned GLH identified in the learner’s learning agreement at the start of their learning aim. Once the planned GLH have been established they should not be altered unless revised delivery arrangements change the GLH

where revised delivery arrangements result in a change to the GLH for all learners in a group, then the GLH field should be altered for all learners in the group

where revised delivery arrangements result in a change to the GLH for an individual learner and the actual guided learning hours differ by 20% or more from those originally planned, the GLH should be updated for the learner

Notes for WBL

This field should be completed for all learning aims that are part of the employability

LEARNING AIM DATA SET FIELDS

skills programme, including the employability award.

This field is not required as part of the Basic Skills project for national employers, identified by code 30 in the National learning aim monitoring, field A46.

Where a change to delivery arrangements result in the learning being completed in fewer or more GLH than originally planned, the GLH field should be updated.

Prior to 2007/08, this field was used to collect guided learning hours for learning aims which were part of the WBL providers basic skills project identified using code 27 in the national learning aim monitoring, field A46.

Notes for FE and ACL

Where a learner taking an NVQ is being assessed in the workplace, only those hours where the provider's staff are directly assessing the learner's competence should be counted as GLH.

GLH returned in this field should include time spent in accreditation of prior experience and learning (APL).

Where a learner withdraws from a learning aim without completing the learning aim, the GLH should not be updated to reflect the change in delivered hours

Notes for FE

The GLHs quoted against learning aim code CMISC001 correspond to time spent in tutorial and enrichment studies which do not lead to a recognised learning aim and are defined in the same way as other GLHs

LEARNING AIM DATA SET FIELDS

| Field | A33 Blank field | | |
|---------------|-----------------|--|-----------------|
| Required for: | Blank field | Field: length type justification | 5 Space fill |

Notes

This field must be space filled.

LEARNING AIM DATA SET FIELDS

| Field | A34 Completion status | | | |
|-----------------|--|---|-------------------------------|-----|
| Required for | FE WBL ACL ESF SR | Field: length Type justification | 1 Numeric Not necessary | |
| Description | An indication of the degree of completion of the learning activities leading to the learning aim | | | |
| Reason required | To monitor the degree of completion of learning activities in the sector. | | | |
| Valid entries | | | FE/ACL /ESF SR | WBL |
| | 1 | the learner is continuing or intending to continue the learning activities leading to the learning aim | Y | Y |
| | 2 | the learner has completed the learning activities leading to the learning aim | Y | Y |
| | 3 | the learner has withdrawn from the learning activities leading to the learning aim | Y | Y |
| | 4 | the learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider | Y | Y |
| | 5 | changes in learning within the same programme type and sector subject area/ funding category and remaining with the existing provider | | Y |
| | 6 | learner has temporarily withdrawn from the aim due to an agreed break in learning | | Y |

Notes

Code 1 must not be used where Learning actual end date, field A31, is completed.

Code 1 must be used where Learning actual end date, field A31, is not completed.

Code 1 must be used where Learning outcome, field A35, uses code 9.

LEARNING AIM DATA SET FIELDS

Notes for FE and ACL

Providers are reminded that the completion status field should be completed at each return to reflect the situation at the reference date. In particular providers are asked to enter a completion status in the second collection which reflects the situation at 31 July. They should accurately record learners who have completed or withdrawn from their studies by 31 July. Completion status may change at the final collection in the light of a learner not returning for a second or subsequent year.

Code 4 should be used to identify where a learner transfers from one learning aim to another, during their learning programme.

Where a learner withdraws after completing the summer term and therefore does not attend for the second year (or subsequent years) of the learning aim, the learner would meet the definition of a withdrawal. The final ILR collection for the first year, for example, the year containing the summer term, should record such a learner as 'withdrawn'. Since this return has a reference date of from 1 November the provider should in all but a few cases be able to establish by this date whether a learner has returned following the summer term to continue study or withdrawn. The definition of withdrawal is included at annex K

Notes for WBL

Providers are reminded that the completion status field should be completed at each return to reflect the situation at the transmission date.

This field should be used to record the completion status of the learning aim recorded in field A09.

For the NVQ aim of any Apprenticeship programme, this field should reflect the completion status of the NVQ not the sector framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- Apprenticeship for Adults.

Where the learner achieved the NVQ before beginning the current Apprenticeship programme, a sector framework completion code is used and this field should reflect the completion status of the sector framework

For further guidance on recording completion see the WBL Provider Support Manual.

Code 6 should be used where there is an agreed break in learning on the aim and the learner is planning to return. Examples of this are where a learner is on maternity leave or long term sick leave. Where a learner does not return from an agreed break in learning this field should be set to 3 – withdrawn.

LEARNING AIM DATA SET FIELDS

| Field | A35 Learning outcome | |
|-----------------|--|---|
| Required for | FE WBL ACL ESF SR | Field: length Type justification 1 Numeric Not necessary |
| Description | Indicates whether the learner achieved the learning aim, achieved partially or had no success | |
| Reason required | For the purpose of performance indicators and management information. This field does not affect achievement funding | |
| Valid entries | 1 | Achieved |
| | 2 | partial achievement |
| | 3 | no achievement |
| | 4 | exam taken/assessment completed but result not yet known |
| | 5 | learning activities are complete but the exam has not yet been taken and there is an intention to take the exam |
| | 9 | study continuing |

Notes

Codes 4 and 5 should only be used where either the exam has been taken but the result is not yet known or the learning activities are complete but the exam has not yet been taken. These codes are classified as unknown outcomes.

If a learner has decided to not take the exam / be assessed, code 3 'no achievement' should be used.

Code 5 should be used where all learning activities have been completed but assessment has not yet taken place

For key skills qualifications code 2 should be used where the learner does not achieve the qualification but passes either the end test or the portfolio.

Notes for FE

For a definition of partial achievement see annex K

Notes for FE and ACL

At the final collection for cases where the study is known to have continued beyond 31 July 2007 providers should use code 9, study continuing, even if the learner completed shortly after this date.

Notes for WBL

This field should be used to record the outcome of the learning aim recorded in field A09.

LEARNING AIM DATA SET FIELDS

For the NVQ aim of any Apprenticeship programme, this field should reflect the outcome of the NVQ not the sector framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- Apprenticeship for Adults.

Where the learner achieved the NVQ before beginning the current Apprenticeship programme, a sector framework completion code is used and this field should reflect the outcome of the sector framework.

For further guidance on recording achievements see the WBL provider support manual, available to download from the LSC website.

E2E learner's main aims should be coded as follows:

Code 1 - Completed all aspects of agreed activity plan and met the objectives of the Connexions IDP.

Code 2 - Completed at least one objective from IDP – which could include ;

- Non accredited learning aim
- Entry or pre level qualification
- Basic or Key skills qualification
- Job but not a qualification

Code 3 – Not completed any objectives.

Code 4 & 5 - not applicable to E2E main aims.

For subsidiary aims delivered as part of an E2E programme, use the code from 1 to 5 that best reflects the learning outcome for that aim.

LEARNING AIM DATA SET FIELDS

| Field | A36 Learning outcome grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|---|--|----|------|----|-------|----|-------------|----|--------|----|------|-------|---------------|----|---------------------|----|----------------------------|----|----------------------------|----|--------------------------------|----|---------------------|----|----------------------|----|----------------------|----|----------|----|---------|-----|---------------|----|-------------------|----|-----------------|----|-----------------|----|-----------------|----|-----------------|----|-----------------|-----|------------------------------|-----|------------------------------|-----|------------------------------|
| Required for | FE – see notes | Field: length Type justification 3 Alphanumeric Left justify, space fill to the right | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description | The examination grade awarded to the learner for the learning aim | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reason required | To allow the calculation of achievement and to enable value added analysis to be carried out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Valid entries | <p>*, A to G, N, U, X, Y followed by two spaces; a combination of two letters in the range A to G followed by a space; a combination of * and letters in the range A to G followed by a space; or ** followed by a space; AA* and A*A (if the grade A*A* has been awarded, it should be recorded as AA* in this field). The alphabetic characters must be in upper case.</p> <p>The following followed by a space</p> <table><tr><td>PA</td><td>Pass</td></tr><tr><td>ME</td><td>Merit</td></tr><tr><td>DS</td><td>Distinction</td></tr><tr><td>CR</td><td>Credit</td></tr><tr><td>FL</td><td>Fail</td></tr><tr><td>01-99</td><td>numeric value</td></tr><tr><td>FI</td><td>first class honours</td></tr><tr><td>SU</td><td>upper second class honours</td></tr><tr><td>SL</td><td>lower second class honours</td></tr><tr><td>SE</td><td>undivided second class honours</td></tr><tr><td>TH</td><td>third class honours</td></tr><tr><td>FO</td><td>fourth class honours</td></tr><tr><td>UH</td><td>unclassified honours</td></tr><tr><td>OR</td><td>Ordinary</td></tr><tr><td>GN</td><td>General</td></tr><tr><td>DS*</td><td>Distinction *</td></tr></table> <p>the following should be used to record basic skill diagnostic assessments only</p> <table><tr><td>LN</td><td>level 2 (no need)</td></tr><tr><td>L2</td><td>need at level 2</td></tr><tr><td>L1</td><td>need at level 1</td></tr><tr><td>E3</td><td>need at entry 3</td></tr><tr><td>E2</td><td>need at entry 2</td></tr><tr><td>E1</td><td>need at entry 1</td></tr></table> <p>The following should be used to record the level of achievement for entry level qualifications:</p> <table><tr><td>EL1</td><td>achievement at entry level 1</td></tr><tr><td>EL2</td><td>achievement at entry level 2</td></tr><tr><td>EL3</td><td>achievement at entry level 3</td></tr></table> | | PA | Pass | ME | Merit | DS | Distinction | CR | Credit | FL | Fail | 01-99 | numeric value | FI | first class honours | SU | upper second class honours | SL | lower second class honours | SE | undivided second class honours | TH | third class honours | FO | fourth class honours | UH | unclassified honours | OR | Ordinary | GN | General | DS* | Distinction * | LN | level 2 (no need) | L2 | need at level 2 | L1 | need at level 1 | E3 | need at entry 3 | E2 | need at entry 2 | E1 | need at entry 1 | EL1 | achievement at entry level 1 | EL2 | achievement at entry level 2 | EL3 | achievement at entry level 3 |
| PA | Pass | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ME | Merit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DS | Distinction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CR | Credit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FL | Fail | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01-99 | numeric value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FI | first class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SU | upper second class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SL | lower second class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SE | undivided second class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TH | third class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FO | fourth class honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UH | unclassified honours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OR | Ordinary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GN | General | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DS* | Distinction * | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LN | level 2 (no need) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L2 | need at level 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L1 | need at level 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E3 | need at entry 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E2 | need at entry 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E1 | need at entry 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL1 | achievement at entry level 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL2 | achievement at entry level 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL3 | achievement at entry level 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LEARNING AIM DATA SET FIELDS

| | |
|------------------------------|--|
| Valid entries (contd) | <p>The following should be used to record the overall grade for new BTEC National Certificates where two grades are issued:</p> <p>Any combination of two of the letters P, M and D followed by a space</p> <p>For example PP, MP, MD, DD</p> <p>The following should be used to record the overall grade for new BTEC National Diploma where three grades are issued:</p> <p>Any combination of three of the letters P, M and D.</p> <p>For example PPP, MPP, DMM, DDD</p> <p>The following should be used to record the CACHE Level 3 Diploma in Child Care and Education:</p> <p>Any combination of three of the letters A, B, C, D or E</p> <p>For example AAA, BBA, CCB, DDC, EED</p> |
| Null value | space fill. Use null value if not required (WBL, ACL and ESF SR) |

Notes

For BTEC First Diploma and National awards where one grade is issued the existing values of PA, ME and DS should be used.

This field is only required for relevant qualifications including entry level and recording the outcome of basic skills diagnostic assessments.

This field should be included in the final ILR return. Where the information is available for earlier returns, it should be included.

A grade should be returned for all qualifications where the grade is meaningful.

Where a learner has been entered for an examination but not achieved a GCE A, AS level, or GCSE qualification, providers should enter grade U or N as appropriate

For entry level qualifications if the design of the qualification allows different levels of achievement (described as a 'spikey profile') the lowest level of achievement should be recorded.

For AS level qualifications where a learner declines certification the grade achieved by the learner should be recorded. The grade can be identified from the individual module marks issued by the awarding body.

Example

A mark of 62% would appear as 62▲ (where ▲ represents a space).

LEARNING AIM DATA SET FIELDS

| Field | A37 | Number of units completed |
|------------------------|---|---|
| Required for: | FE – see notes WBL – see notes | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The number of units completed and achieved from a full qualification or learning aim | |
| Reason required | To indicate the proportion of units or modules of a full learning aim which have been completed by the learner, to inform FE funding. | |
| Valid entries | A two digit number between 00 and 99. | |
| Null value | Zero fill. Use the null value if not required (ACL and ESF SR) | |

Notes for FE

This field is required where partial achievement funding is being claimed

Notes for FE and WBL

Where the full learning aim is completed, this field should be null.

This field and the 'number of units to achieve full qualification' field will be used to identify the proportion of units achieved by the learner when partially achieving

Notes for WBL

This field does not apply to E2E main aims and should be null.

For any Apprenticeship programme main learning aims this field must only be completed if the learner has partially achieved the NVQ and has withdrawn without completing the framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- **Apprenticeship for Adults.**

For further guidance on recording achievements see WBL provider support manual, available to download from the LSC website.

LEARNING AIM DATA SET FIELDS

| Field | A38 | Number of units to achieve full qualification |
|------------------------|--|---|
| Required for: | FE – see notes WBL – see notes | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | To indicate the number of units or modules which are to be completed in order to gain the whole learning aim | |
| Reason required | To measure partial achievement for funding purposes | |
| Valid entries | A two digit number between 00 and 99. | |
| Null value | Zero fill. Use null value if not required (ACL and ESF SR) | |

Notes for FE

This field is required where partial achievement funding is being claimed.

Notes for FE and WBL

This field should be completed with the total number of units needed to achieve the full learning aim.

This field is used for measuring partial achievement only. Where a full learning aim is achieved this field should be null.

This field and the 'number of units completed' field will be used to identify the proportion of units achieved by the learner when partially achieving

Notes for WBL

This field does not apply to E2E main aims and should be null.

For any Apprenticeship programme main learning aims this field must only be completed if the learner has partially achieved the NVQ and has withdrawn without completing the framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- Apprenticeship for Adults.

For further guidance on recording achievements see WBL provider support manual, available to download from the LSC website.

LEARNING AIM DATA SET FIELDS

| Field | A39 Eligibility for achievement funding | | |
|-----------------|--|--|-------------------------------|
| Required for | FE – see notes | Field: length Type justification | 1 Numeric Not necessary |
| Description | To indicate where achievement funding is being claimed | | |
| Reason required | Funding | | |
| Valid entries | 1 | full achievement funding claimed | |
| | 2 | partial achievement funding claimed | |
| | 9 | no achievement funding claimed | |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR) or learning aim continuing (FE). | | |

Notes for FE

Code 1 full achievement funding is being claimed should be used where the learner is eligible for full achievement funding. For externally validated aims this is where the learner has passed the external assessment. For non-externally validated aims code 1 is used where the learner has achieved what they set out to achieve. Further information on funding eligibility can be found in 'Funding Guidance for FE'.

Where Adult basic literacy, numeracy and ESOL programmes do not lead to an externally accredited learning aim, providers may claim achievement funding where the programme enables learners to meet their primary learning goals set within the standards for basic skills produced by QCA. Code 1 achievement funding claimed should be used

Code 2, partial achievement should be used where funding for partial achievement can be claimed. For a definition of partial achievement see annex K. Where partial achievement funding is being claimed then: Number of units completed, field A37 must be completed; Number of units to achieve full qualification, field A38 must be completed; and Learning outcome, field A35 must use code 2 – partial achievement.

The null value should be used where Completion status, field A34, indicates that the learner is continuing their learning aim. The null value should also be used where the results are not yet known.

LEARNING AIM DATA SET FIELDS

| Field | A40 | Achievement date |
|-----------------|---|--|
| Required for | WBL | Field: length type justification 8 Date Date format |
| Description | The date the learning aim as specified in field A09 was achieved by the learner | |
| Reason required | Funding and monitoring achievement | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR). | |

Notes

For all aims except sector framework completion codes, this field should be the date the learning aim was achieved.

Where a learning aim has yet to be achieved, the null value should be used.

For E2E main aims this should be the date the learner completed their IDP. For E2E subsidiary aims this should be the date the learning aim was achieved.

Where the learning aim is not achieved this field should be null.

Where this field is completed the date entered in this field must be on or after the date in the learning actual end date, field A31.

For sector framework completion codes, this field is not required and the null value should be used. Achievement of the framework is recorded in field A43.

Criteria for NVQ achievement (internal verification) - to qualify for an NVQ achievement payment an internal assessor must have verified that the evidence provided meets the criteria as laid down by the awarding body for granting of an NVQ qualification. For NVQs, the date that the NVQ was internally verified is the measure used for determining the date of achievement and not the stage when a certificate is actually received from an awarding body.

For further guidance on recording achievements see WBL provider support manual, available to download from the LSC website.

LEARNING AIM DATA SET FIELDS

| Field | A43 Sector framework achievement date | |
|-----------------|---|--|
| Required for | WBL – see notes | Field: length type justification 8 Date Date format |
| Description | The date the learner completes the framework (including key skills). | |
| Reason required | For Apprenticeship and Advanced Apprenticeship programmes to determine funding. | |
| Valid entries | A valid date, using the date pattern DDMMYYYY: | |
| Examples | 12 March 2007 would be 12032007 | |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR). | |

Notes

Where the sector framework has not been achieved the null value should be used.

This field is applicable to the main aim for any Apprenticeship programme only. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher level Apprenticeship and
- Apprenticeship for Adults.

The null value should be used for all other learning aims.

Where this field has been completed all subsidiary learning aims that form part of the sector framework must be closed.

For TtG funded learning aims this field is not required, use the null value.

For further guidance on recording achievements see the WBL Provider Support Manual.

LEARNING AIM DATA SET FIELDS

| Field | A44 Employer identifier | |
|-----------------|---|---|
| Required for: | FE – see notes WBL | Field: length type justification 30 Alphanumeric Left justify, space fill to the right |
| Description | The identifier of the employer that employs the learner, or that the learner is placed with for this learning aim at start of learning for this aim | |
| Reason required | Labour market intelligence | |
| Valid entries | All characters except wildcards *, ?, %, _ (underscore) and the end of file marker for non-TtG learners For TtG funded learners and TtG badged learners, a valid employer ID is a 9 character reference obtained from the Employer Data Registration Service (EDRS). | |
| Null value | Space fill. Use null value if not required (FE where not required, ACL and ESF SR). | |

Notes

This field should be completed for all TtG funded and TtG badged learning aims and will need to be completed using the employer ID which will be available via brokers from the Employer Data Registration Service (EDRS) system.

Notes for WBL

This field is required to assist in monitoring the number of employers involved in WBL.

This field should hold the name of the employer that employs the learner or that the learner is placed with. If the employer ID from the EDRS system is known this should be used instead of the employer name.

Where a learner is placed with more than one employer at the start of the learning aim, the identifier of the employer that provides the main or most relevant placement should be returned. Where this is not clear return the identifier of one of the employers.

For E2E programmes this field should be completed once a learner is settled in a placement and is planning to stay there for the remainder of the programme.

There is no requirement to update this field should the placement or employer change.

This field is required for the main aim only.

LEARNING AIM DATA SET FIELDS

| Field | A45 Workplace location postcode | |
|------------------------|---|--|
| Required for: | FE – see notes WBL | Field: length type justification 8 Alphanumeric See annex C |
| Description | The postcode of the location of the workplace at start of learning. | |
| Reason required | Labour market information. | |
| Valid entries | Valid UK postcode. (See annex C for further information) | |
| Null value | Space fill. Use null value if not required (FE where not required, ACL and ESF SR). | |

Notes

This field should hold the postcode of the location of the employer or work placement at the start of learning.

Learners on placement at building sites or other places for which a postcode is not available should provide the workplace location postcode as the delivery provider postcode or the postcode of the employer's main premises

Where a learner moved between locations on placement the postcode of the main or most relevant location should be returned. Where this is not clear return the postcode of one of the locations.

This should be the location postcode and not that of the employer's head office

Notes for FE

This field should be completed for TtG badged learning aims.

Notes for WBL

For E2E programmes this field should be completed once a learner is settled in a placement and is planning to stay there for the remainder of the programme.

This field is required for the main aim only.

LEARNING AIM DATA SET FIELDS

| Field | A46 National learning aim monitoring (occurs 2) | | | | | |
|-----------------|--|--|--|-----|-----|--------|
| Required for | FE WBL ACL ESF SR | Field: length type justification | 2 (occurs 2) Numeric Not necessary | | | |
| Description | Indicates participation in programmes or initiatives | | | | | |
| Reason required | To indicate where a learning aim is being studied as part of a government initiative or in special circumstances | | | | | |
| Valid entries | | | FE | WBL | ACL | ESF SR |
| | 01 | university for industry | Y | | | |
| | 13 | basic skills pathfinder project | Y | | | |
| | 17 | employer training pilot – see notes | Y | Y | | Y |
| | 19 | new technology institutes (NTI) pilot (2002/03 enrolments only) – see notes | Y | | | |
| | 21 | sector strategy pilot | Y | Y | | Y |
| | 23 | family literacy language and numeracy (FLLN) | Y | | Y | Y |
| | 24 | wider family learning | Y | | Y | Y |
| | 25 | new technology institutes (NTI) (2003/04 onwards) | Y | | | |
| | 26 | over 24 employee initiative | | Y | | |
| | 27 | WBL Providers Basic Skills project – see notes | | Y | | |
| | 28 | E2E national development project | | Y | | |
| | 29 | Apprenticeship or Advanced Apprenticeship delivered through a programme led pathway in WBL | | Y | | |
| | 30 | Basic Skills project for national employers (NES) | | Y | | |
| | 31 | Apprenticeship or Advanced Apprenticeship delivered through a programme led pathway in FE | Y | | | |
| | 32 | National Apprenticeships for Adults pilot participant – see notes | | Y | | |

LEARNING AIM DATA SET FIELDS

| Valid entries | | | FE | WBL | ACL | ESF SR |
|---------------|----------|---|----|-----|-----|--------|
| | 33 | Conversion from NVQ learning to an Apprenticeship | | Y | | |
| | 34 | OLASS – Offenders in custody | Y | | | |
| | 36 | Jobcentre Plus (JCP)/FE Trials | Y | Y | Y | Y |
| | 37 | Skills Coaching Trials | Y | Y | Y | Y |
| | 38 | Learning Agreement Pilot | Y | Y | Y | Y |
| | 46 | Fashion Retail Academy | Y | Y | Y | Y |
| | 47 | National Manufacturing Skills Academy | Y | Y | Y | Y |
| | 48 | Financial Services Skills Academy | Y | Y | Y | Y |
| | 49 | Construction Skills Academy | Y | Y | Y | Y |
| | 50 | The Improve National Skills Academy (food and drink) | Y | Y | Y | Y |
| | 51 | National Skills Academy for Nuclear | Y | Y | Y | Y |
| | 52 | National Skills Academy for Process Industries | Y | Y | Y | Y |
| | 53 to 60 | Unassigned codes reserved for National Skills Academies | Y | Y | Y | Y |
| | 61 | Personal and Community Development Learning (PCDL) provision | Y | | Y | |
| | 62 | Adult learning option | Y | Y | Y | Y |
| | 63 | Train to Gain full level 3 pilots | Y | Y | | |
| | 64 | Train to Gain badged provision – type A funding | Y | Y | Y | Y |
| | 65 | NLDC (Neighbourhood Learning in Deprived Communities) | Y | | Y | |
| | 66 | Basic Skills and ESOL Learning for Jobcentre Plus Customers – see notes | Y | Y | Y | Y |
| | 67 | Foundation Learning Tier – Entry level – see notes | Y | Y | Y | Y |
| | 68 | Foundation Learning Tier – Level 1 – see notes | Y | Y | Y | Y |
| | 69 | Qualifications and Credit Framework (QCF) | Y | Y | Y | Y |
| | 70 | Train to Gain Northern Way | Y | Y | Y | Y |
| | 71 to 80 | Unassigned for 2006/07 initiatives | Y | Y | Y | Y |
| | 81 | Progression Pathway | Y | Y | Y | Y |
| | 82 | Adult Learner Accounts Pilot | Y | Y | Y | Y |

LEARNING AIM DATA SET FIELDS

| Valid entries | | | FE | WBL | ACL | ESF SR |
|---------------|----------|--|----|-----|-----|--------|
| | 83 | Employability Skills Programme (JCP Basic Skills Phase 3) | | Y | | |
| | 84 | Train to Gain Regional Response (type C) funding | | Y | | |
| | 85 | Skills for Jobs | Y | Y | Y | Y |
| | 86 | OLASS – Offenders in the community | Y | | | |
| | 87 | Apprenticeship for Adults | | Y | | |
| | 88 | Adult Learner Accounts Pilot – Badged | Y | Y | Y | Y |
| | 89 | Adult Learner Accounts Pilot – RDA funded | Y | Y | Y | Y |
| | 90 | QCF Test and Trials Phase One – Full Level 2 | Y | Y | Y | Y |
| | 91 | QCF Test and Trials Phase Two - Full Level 2 Design Principles | Y | Y | Y | Y |
| | 92 to 98 | Unassigned codes for 2007/08 initiatives | Y | Y | Y | Y |
| | 99 | none or no more of the above | Y | Y | Y | Y |

Notes

Enter all that apply as a concatenated string starting from the left and 99 filled.

Use of unassigned codes to be authorised by the data collection and development manager at national office of the LSC. Codes 39 to 45 have been removed which were unassigned codes for 2005/06 initiatives.

Further guidance about completing this field can be found at Annex O.

The codes listed below will no longer be available for new starters in 2007/08:

| | |
|----|---|
| 17 | Employer training pilot |
| 19 | New technology institutions (NTI) pilot |
| 27 | WBL Providers Basic Skills project |
| 32 | National Apprenticeships for Adults pilot participant |
| 66 | Basic Skills and ESOL Learning for Jobcentre Plus Customers |
| 67 | Foundation Learning Tier - Entry level |
| 68 | Foundation Learning Tier - Level 1 |

Examples

LEARNING AIM DATA SET FIELDS

Recording that a learning aim is part of a Apprenticeship or Advanced Apprenticeship delivered through a programme led pathway in WBL would be: 2999

Where no national learning aim monitoring is to be entered, this would be: 9999

If only one national learning aim monitoring code is being used, this code should be entered in A46a, for example: 8599.

LEARNING AIM DATA SET FIELDS

| Field | A47 Local learning aim monitoring (occurs 2) | |
|-----------------|--|--|
| Required for | FE - optional WBL – optional ESF SR – optional | Field: length type justification 12 (occurs 2) Numeric Right justify, zero fill to the left |
| Description | A field which local LSCs can ask providers to complete for learning aims it funds to standards it will publish | |
| Reason required | Local LSC analysis | |
| Valid entries | numeric characters 0-9 | |
| Null value | Zero fill. Use null value if not required (ACL) | |

Notes for FE, WBL and ESF SR

Each local LSC will inform its providers about the information it wishes to see in these fields.

A similar local learning monitoring field also appears in the learner data set which also occurs twice

These fields will allow local LSCs to define monitoring information relevant to them in consultation with their providers

A minus value may not be used

LEARNING AIM DATA SET FIELDS

| Field | A48 Provider specified learning aim data (occurs 2) | |
|-----------------|---|--|
| Required for | FE - optional WBL – optional ACL – optional ESF SR – optional | Field: length type justification 12 (occurs 2) Alphanumeric Left justify, space fill to the right |
| Description | Provider specified data at the discretion of the provider. | |
| Reason required | To help providers and allow them to analyse ILR data to their own requirement | |
| Valid entries | Any characters except wildcards *, ?, %, _ (underscore) and the end of file marker. | |
| Null value | Space fill. | |

Notes for FE, WBL and ESF SR

Providers do not need to use this field, it is entirely optional, the LSC will not instruct providers to use this field.

LEARNING AIM DATA SET FIELDS

| Field | A49 Special projects and pilots | |
|------------------------|---|---|
| Required for | FE – see notes WBL – see notes ESF SR – see notes | Field: length type justification 5 Alphanumeric Not necessary |
| Description | Indicates participation in a special project or pilot, including delivery of learning by a Centre of Vocational Excellence (CoVE) | |
| Reason required | Monitoring of special projects and pilots | |
| Valid entries | A valid special project or pilot code, a full list is in annex N | |
| Null value | Space fill. Use null value if not required (ACL or not part of a special project or pilot) | |

Notes for FE, WBL and ESF SR

Codes will be issued to providers involved in special projects or pilots by the LSC directorate responsible for running the project or pilot.

Valid codes for this field are:

SS001 to SS150 – Sector strategy pilots

CV001 to CV500 – Centres of Vocational Excellence (CoVEs)

SP001 to SP500 – Unassigned (reserved for other special project and pilots)

A full list of valid codes with descriptions, including those for CoVEs are detailed in annex N.

If the learning aim is not part of a special project or pilot programme or delivered by a CoVE the null value must be used.

Example

Examples of special projects and pilots are sector strategy pilots such as OSAT, which aims to deliver on site training to learners in the construction industry.

LEARNING AIM DATA SET FIELDS

| Field | A50 Reason learning ended | |
|-----------------|---|---|
| Required for | WBL | Field: length Type justification 2 Numeric Not necessary |
| Description | Reason the learning on this aim has ended | |
| Reason required | To identify why a WBL learner has stopped learning on this aim | |
| Valid entries | 01 | learner ALSN status changed, so a new learning aim has been created |
| | 02 | learner transferred to another employer / provider / local LSC in the same programme type |
| | 03 | learner injury / illness |
| | 04 | learner progressing to Advanced Apprenticeship |
| | 05 | learner progressing to NVQ 3 |
| | 06 | learner has stopped on this aim due to a change in funding |
| | 07 | Learner transferred between providers due to intervention by the LSC |
| | 20 | learner progressing to Apprenticeship / Advanced Apprenticeship / NVQ learning from E2E |
| | 21 | learner progressing to FE learning from E2E |
| | 23 | learner progressing to employment with training from E2E |
| | 24 | learner progressing to employment without training from E2E |
| | 96 | Learner is continuing on this aim |
| | 97 | Other |
| | 98 | Reason not known |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR). | |

Notes for WBL

Code 06 should be used when learning is continuing on another aim. The WBL Provider support manual details when this code should be used.

Code 07 should be used to identify learners which have transferred between providers due to intervention by the LSC. This is usually where the LSC has stopped contracting with a provider for all or part of their provision.

Codes 20 to 24 must only be used for E2E programmes

Code 21 should be used where an E2E learner progresses to FE or other structured learning of greater than 16 hours per week. This includes E2E learners who progress to a full-time place on New Deal and are not employed. Where an E2E learner progresses to a full-time place on New Deal and is employed code 23 should be used.

For TtG funded learning aims this field is not required, use the null value.

LEARNING AIM DATA SET FIELDS

| Field | A51a | Proportion of funding remaining |
|------------------------|--|---|
| Required for | WBL (reduced funding being claimed) | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The proportion of funding to which the learner is entitled for this aim. | |
| Reason required | To allow correct calculation of funding for learners who are not entitled to full on-programme funding for the learning aim. | |
| Valid entries | Two digit number in range 01 to 99 | |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | |

Notes

This field should be completed for learners who restart their learning aims after a break in learning, who have transferred from another provider or LSC contract or who have significant prior learning and are not entitled to the full funding for the aim.

Where reduced funding is being claimed, the proportion of funding being claimed for this aim as a percentage of the total funding for the aim should be entered in this field. Where full funding is being claimed the field the null value of two zeros should be used.

Where no on-programme funding is being claimed for the aim a value of 01 should be used.

This field should be completed for both main and subsidiary aims where reduced funding is being claimed.

Note that entries in this field will only reduce the on programme element of funding, achievement funding is unaffected by this field.

Providers should refer to the 'Requirements for Funding WBL for Young People' for detailed guidance on when reduced funding should be claimed. Further guidance on how restarts and transfers should be recorded will be given in the WBL Provider support manual.

For TtG funded learning aims this field is not required, use the null value.

Examples

A learner starts a learning aim for the first time- the entry in this field will be 00 and 100% of the on programme funding will be generated.

A learner starts a learning aim where the start and planned end dates mean they will get 24 monthly payments. They have a break in learning after having received 18 monthly payments (75% of the funding) and returns to the learning aim after 2 months – when the learner returns, the provider would enter 25 in this field and 25% of the on programme funding would be generated.

LEARNING AIM DATA SET FIELDS

| Field | A52 Distance learning funding | |
|-----------------|---|--|
| Required for | FE | Field: length type justification 5 Numeric Right justify, zero fill to the left |
| Description | Funding, agreed with local LSC, for distance learning. | |
| Reason required | To support funding of Distance and Electronic Learning (DELG) | |
| Valid entries | Up to five digits | |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR) | |

Notes

This field records the agreed base rate for

- load-banded qualifications delivered under distance learning;
- listed qualifications delivered under distance learning, where the listed rate does not adequately reflect the costs of delivery; and
- workplace NVQs/delivery of NVQ components. These are individually listed NVQs where the mode of delivery, field A18, is coded as 12 or 13 (for continuing learners in 2007/08) or coded as 15 or 16 (for new starters in 2007/08).

The rate should be recorded in whole pounds and must be agreed with your local LSC.

For more information on funding arrangements for distance learning see 'Funding Guidance for FE'.

LEARNING AIM DATA SET FIELDS

| Field | A53 Additional learning needs | |
|-----------------|--|--|
| Required for | WBL | Field: length type justification 2 Numeric Not necessary |
| Description | The type of additional learning need applicable to the learner. | |
| Reason required | To monitor learners assessed as requiring additional learning and/or social needs. To calculate WBL funding. | |
| Valid entries | 11 | additional learning needs |
| | 12 | additional social needs |
| | 13 | additional learning and social needs |
| | 97 | learner has been assessed as having no additional learning or social needs |
| Null value | Zero fill. Use null value if not required (FE, ACL and ESF SR) | |

Notes

Additional learning needs (ALN) relate to the learner's intrinsic ability and additional social needs (ASN) relate to emotional, behavioural or motivational difficulties. Young people with additional learning needs will continue to enter training at the following different levels according to their learning ability:

- NVQ learning at level 1 (Only if 19 or over)
- NVQ learning at level 2
- Apprenticeships
- in a small number of cases learners may progress to an Advanced Apprenticeship

Audit process – providers are expected to keep the necessary evidence to support additional learning support claims. The assessment form provided by the LSC records a summary of the learners ALN/ASN. Providers should be able to prove how they are supporting learners with their identified needs. Regular progress reviews with the learner are also expected. This is intended as auditable evidence in support of a claim for additional support funds.

This field is only required for main aims and for subsidiary aims within an Apprenticeship framework.

For E2E and TtG funded learning aims this field is not required and the null value must be used.

For further guidance please see annex E: Identifying, Meeting and Funding Additional Learning and Social Needs of the 'Requirements for funding WBL for young people'.

Further information on additional learning support can be found in the circulars section of the LSC website at www.lsc.gov.uk

LEARNING AIM DATA SET FIELDS

| Field | A54 Broker Contract Number | |
|--|--|---|
| Required for: | FE WBL | Field: length type justification 10 Alphanumeric Not necessary |
| Description | Contract number for the broker organisation that has engineered the TtG learning agreement. | |
| Reason required | To match broker organisations to their learning activity achievement and to accurately manage funding payment against plans. | |
| Valid entries | For brokered learners a valid Contract ID in the format: RRCCCCCCCC | |
| | The 'RR' characters must be a valid region code from the list below. | |
| | The 'CCCCCCCC' will be 8 alphanumeric characters in the range (0-9) or (A-Z). | |
| | Code | Description |
| | EE | East of England |
| | EM | East Midlands |
| | GL | Greater London |
| | NE | North East |
| | NW | North West |
| | SE | South East |
| | SW | South West |
| | WM | West Midlands |
| | YH | Yorkshire and the Humber |
| AB | National Employment Service | |
| Null value | For non-brokered TtG learners: 9999999999 Learning agreement was not fully brokered | |
| | Space fill. Use null value if not required (ACL and ESR SR) | |
| Notes | | |
| This field should be used to record the broker contract number of the broker which has engineered a TtG agreement with the provider. | | |
| This field should be completed for TtG funded learners and TtG badged learners. | | |
| Where the learner is not TtG funded or a TtG badged learner, the null value should be used. | | |

LEARNING AIM DATA SET FIELDS

| Field | A55 | Unique Learner Number |
|------------------------|--|---|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR - see notes | <div>Field: length</div> <div>Type</div> <div>justification</div> <div>10</div> <div>Numeric</div> <div>Not necessary</div> |
| Description | The learner's unique learner number, as held on the unique learner number register, obtained from the Learner Registration Service | |
| Reason required | Will be used to carry out 'longitudinal' analyses of learners as they progress from one provider to another. | |
| Valid entries | 10000000000 – 99999999999 | |
| Null value | Zero fill. Use null value if not part of the unique learner number (ULN) project. | |

Notes

In 2007/08 this field will be used to prototype the unique learner number (ULN). There are a number of providers which are taking part in the unique learner number (ULN) project. This field should only be used by these providers.

Learner ULNs can be obtained from the MIAP Learner Registration Service, due to be available from September 2007.

Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.

During 2007/08, it is expected that the LSC Provider MI Systems will become integrated with MIAP, and providers with this facility will be expected by the LSC to register their learners with a ULN.

For those providers who are not part of the ULN project the null value should be used.

LEARNING AIM DATA SET FIELDS

| Field | A56 | UK Provider Reference Number |
|------------------------|--|--|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR – see notes | <div>Field: length type justification</div> <div>8 Numeric Not necessary</div> |
| Description | The UK provider reference number as defined in the UK Register of Learning Providers (UKRLP) | |
| Reason required | To identify the contracted provider | |
| Valid entries | 10000000 – 99999999 | |
| Null value | Zero fill. Use null value if provider has not be assigned a UK provider reference number | |

Notes

This field should be completed using the UKPRN as defined in the UK Register of Learning Providers (UKRLP) and can be found at www.ukrlp.co.uk.

This field will be collected in addition to the existing UPIN, field A01.

If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.

Providers who have not been assigned a UK provider reference number, should use the null value.

LEARNING AIM DATA SET FIELDS

| Field | A57 Source of Tuition Fees | | |
|--|--|--|-------------------------------|
| Required for: | FE | Field: length type justification | 2 Numeric Not necessary |
| Description | Source of tuition fees | | |
| Reason required | Measure progress towards fee income targets and to distinguish between individual and employer contributions | | |
| Valid entries | 01 | Tuition fees received direct from employer | |
| | 02 | Tuition fees received from learner and learner is intending to recover them from their employer | |
| | 03 | Tuition fees received from learner, or received on behalf of the learner from a source other than the employer | |
| | 98 | No tuition fees received | |
| | 99 | Not known | |
| Null value | Zero fill. Use null value if not required (WBL, ACL and ESF SR) | | |
| Notes | | | |
| Where there is more than one source of tuition fees, the major one should be recorded. | | | |
| The value of the tuition fees received should be recorded in the Tuition fee received for year, field A13. | | | |

ESF CO-FINANCING DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|---|--------------|------------------|----------------|--------------|-----------------------|
| E01 | Provider number | 6 | 1 | 6 | numeric | FE/WBL/ESF SR |
| E02 | Contract/Allocation type | 2 | 7 | 8 | numeric | FE/WBL |
| E03 | Learner reference number | 12 | 9 | 20 | alphanumeric | FE/WBL/ESF SR |
| E04 | Data set identifier code | 2 | 21 | 22 | numeric | FE/WBL/ESF SR |
| E05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | FE/WBL/ESF SR |
| E06 | ESF co-financing data set sequence | 2 | 25 | 26 | numeric | FE/WBL/ESF SR |
| E07 | HE data sets | 2 | 27 | 28 | numeric | FE/WBL/ESF SR |
| E08 | Date started ESF co-financing | 8 | 29 | 36 | date | FE/WBL/ESF SR |
| E09 | Planned end date for ESF co-financing | 8 | 37 | 44 | date | FE/WBL/ESF SR |
| E10 | Date ended ESF co-financing | 8 | 45 | 52 | date | FE/WBL/ESF SR |
| E11 | Industrial sector of learner's employer | 2 | 53 | 54 | numeric | FE/WBL/ESF SR |
| E12 | Employment status on day before starting ESF project | 2 | 55 | 56 | numeric | FE/WBL/ESF SR |
| E13 | Learner's employment status | 2 | 57 | 58 | numeric | FE/WBL/ESF SR |
| E14 | Length of unemployment before starting ESF project | 2 | 59 | 60 | numeric | FE/WBL/ESF SR |
| E15 | Type and size of learner's employer | 2 | 61 | 62 | numeric | FE/WBL/ESF SR |
| E16 | Addressing gender stereotyping (occurs 5) | 1 | 63 | 67 | alphabetic | FE/WBL/ESF SR |
| E17 | Main co-financing activity (occurs 5) | 1 | 68 | 72 | alphabetic | blank field |
| E18 | Delivery mode (occurs 4) | 1 | 73 | 76 | alphabetic | FE/WBL/ESF SR |
| E19 | Support measures to be accessed by the learner (occurs 5) | 1 | 77 | 81 | alphabetic | FE/WBL/ESF SR |
| E20 | Learner background (occurs 3) | 2 | 82 | 87 | Numeric | FE/WBL/ESF SR |
| E21 | Support measures for learners with disabilities | 2 | 88 | 89 | numeric | FE/WBL/ESF SR |

ESF CO-FINANCING DATA SET LAYOUT

| No. | Field Name | Field length | Field Start Pos. | Field End Pos. | Field type | Status (required for) |
|---------------------|------------------------------|--------------|------------------|----------------|--------------|-----------------------|
| E22 | Project dossier number | 9 | 90 | 98 | alphanumeric | FE/WBL/ESF SR |
| E23 | Local project number | 3 | 99 | 101 | numeric | FE/WBL/ESF SR |
| E24 | Unique learner number | 10 | 102 | 111 | numeric | ALL^ |
| E25 | UK provider reference number | 8 | 112 | 119 | numeric | ALL |
| | | | 120 | 393 | space filled | |

ALL^ - only where the provider is participating in a ULN pilot

ESF CO-FINANCING DATA SET FIELDS

| Field | E01 | Provider number |
|-----------------|--|---|
| Required for: | FE WBL ESF SR | Field: length type justification 6 Numeric Not necessary |
| Description | The provider number of the provider contracted by the LSC to provide learning to this learner. | |
| Reason required | To identify the contracted provider | |
| Valid entries | A valid provider number | |

Notes

Providers uncertain of their provider number should contact their local LSC.

This number will be the same for all data sets for the learner

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

Notes for FE

The provider number will be the same for all learners in the return.

ESF CO-FINANCING DATA SET FIELDS

| Field | E02 Contract/Allocation type | | | |
|-----------------|---|--|-------------------------------|------------|
| Required for | FE WBL | Field: length type justification | 2 Numeric Not necessary | |
| Description | The type of allocation or contract for this provision | | | |
| Reason required | To identify the type of allocation or contract | | | |
| Valid entries | | | FE | WBL |
| | 01 | Sector further education colleges and other further education institutions (external institutions) | Y | |
| | 04 | Ufl hub provision | Y | |
| | 12 | WBL Ministry of Defence (MOD) contract | Y | Y |
| Null value | Zero fill. Use null value if not required (ESF SR). | | | |

Notes

Use code 12 where the WBL contract is to deliver training solely for the Ministry of Defence (MOD).

Codes 11, 13 and 14, which were used to indicate lead/feed and managing agent arrangements were removed from 2004/05. The null value should be used for these learners.

For WBL other than MOD contracts – The null value must be used.

ESF CO-FINANCING DATA SET FIELDS

| Field | E03 Learner reference number | |
|-----------------|---|---|
| Required for: | FE WBL ESF SR | Field: length type justification 12 Alphanumeric Left justify, space fill to the right |
| Description | The provider's reference number for the learner | |
| Reason required | To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution | |
| Valid entries | code format BBBB BBBB BBBB | |
| | BBBB BBBB BBBB is any combination of 12 alphabetic characters or numeric digits to be used as a learner reference number. Assigned by the provider. | |

Notes

This will be the learner's reference code assigned by the provider

The learner reference number should be retained by the learner for any period of study with the provider and should not be reused for a different learner.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E04 Data set identifier code | |
|-----------------|---|---|
| Required for: | FE WBL ESF SR | Field: length type justification 2 Numeric Not necessary |
| Description | The identifier for the type of data set. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 20 (in all cases) for the ESF data set | |

Notes

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E05 Learner aim data set sequence | |
|------------------------|--|---|
| Required for: | FE WBL ESF SR | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The sequence number of the learning aim data set this ESF record belongs to. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 01 to 98 | |

Notes

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

This field cross references field A05 'learning aim data set sequence' to identify which learning aim this ESF co-financed funding is attached to.

ESF CO-FINANCING DATA SET FIELDS

| Field | E06 ESF co-financing data set sequence | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The sequence number for the ESF co-financing data set. | | |
| Reason required | Internal validation and integrity checks | | |
| Valid entries | Always 01 | | |

Notes

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E07 HE data sets | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The number of HE data sets attached to this record | | |
| Reason required | Internal validation and integrity checks | | |
| Valid entries | Always 00 | | |

Notes

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E08 | Date started ESF co-financing |
|-----------------|---|--|
| Required for | FE WBL ESF SR | Field: length Type justification 8 Date Date format |
| Description | The date at which an individual is attributed to an LSC ESF co-financing package. | |
| Reason required | To ensure that LSC co-financing is attributed. | |
| Valid entries | Always 00 | |
| Examples | 17 January 2008 appears as 17012008 | |
| | Dates before 1 September 2001 are not valid. | |
| | Dates after 31 July 2008 are not valid. | |

Notes

This should be equal to or after the learning start date.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

Notes for ESF SR

This will be the same date as in A27 – Learning start date.

ESF CO-FINANCING DATA SET FIELDS

| Field | E09 Planned end date for ESF co-financing | | |
|-----------------|---|--|--------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 8 Date Date format |
| Description | The date at which an individual is expected to cease funding eligibility for ESF co-financing | | |
| Reason required | To ensure that LSC co-financing is attributed. | | |
| Valid entries | a valid date, using the date pattern DDMMYYYY: | | |
| Examples | 17 January 2008 appears as 17012008 | | |
| | Dates before 1 August 2001 are not valid | | |

Notes

The year should be shown in full with four digits

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

Notes for ESF SR

This will be the same date as in A28 – Learning planned end date

ESF CO-FINANCING DATA SET FIELDS

| Field | E10 Date ended ESF co-financing | | |
|-----------------|--|--|--------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 8 Date Date format |
| Description | The actual date at which an individual ceases to be part of an ESF co-financing package. | | |
| Reason required | Funding | | |
| Valid entries | a valid date, using the date pattern DDMMYYYY: | | |
| Examples | 17 January 2008 appears as 17012008 | | |
| | Dates before 1 August 2001 are not valid | | |
| Null value | Zero fill | | |

Notes

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

Where the learning actual end date (A31) is entered, this field must be completed and should not be after the learning actual end date.

Notes for ESF SR

This will be the same date as in A31 – Learning actual end date

ESF CO-FINANCING DATA SET FIELDS

| Field | E11 Industrial sector of learner’s employer | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The industrial sector of the learner’s employer on the day before starting the project | | |
| Reason required | To establish eligibility for ESF funding and to allow evaluation of the effectiveness of ESF funded programmes | | |
| Valid entries | 01 | Agriculture | |
| | 02 | Banking & Business Services | |
| | 03 | Construction | |
| | 04 | Distribution, Hotels And Related | |
| | 05 | Engineering | |
| | 06 | Food, Drink & Tobacco | |
| | 07 | Health & Education Services | |
| | 08 | Manufacturing (Other) | |
| | 09 | Metals & Mineral Products | |
| | 10 | Mining And Related | |
| | 11 | Professional Services | |
| | 12 | Public Administration & Defence | |
| | 13 | Services (Other) | |
| | 14 | Textiles & Clothing | |
| | 15 | Transport & Communications | |
| | 16 | Utilities (Gas, Electricity & Water) | |
| | 17 | Chemicals | |
| | 97 | Other | |
| | 98 | not known | |
| 99 | no employer | | |

Notes

The value returned in this field should correspond to the value returned in the employment status on day before starting ESF project, field E12.

If you are returning value 04 - 'unemployed', value 02 - 'full time education' or value 05 - 'still at school' for field E12, you must use value 99 - no employer - in this field

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

for ESF funded aims that start after 31 July 2004 – if you are returning value 01 - 'employed' or value 03 - 'self employed' for field E12, you must not use values 98 or 99 – not known or no employer - in this field

for ESF match aims that start after 31 July 2004 – if you are returning value 01 - 'employed' or value 03 - 'self employed' for field E12, you must not use value 99 – no employer - in this field

ESF CO-FINANCING DATA SET FIELDS

| Field | E12 Employment status on day before starting ESF project | |
|-----------------|---|---|
| Required for | FE WBL ESF SR | Field: length type justification 2 Numeric not necessary |
| Description | The status of the learner on the day before starting the project | |
| Reason required | Claims to government office and to establish eligibility for ESF. | |
| Valid entries | 01 | Employed |
| | 02 | Full time education |
| | 03 | Self employed |
| | 04 | Unemployed |
| | 05 | Still at school |
| | 06 | Economically inactive |
| | 98 | Not known / not provided |

Notes

Code 06 should be used to record learners who are economically inactive. Learners who are economically inactive are defined as

- of working age
- not employed
- not self employed
- not actively seeking work.
- not in full time education

For ESF Funded Learners

For ESF purposes and for completing these ESF data fields, unemployment is a period where a person is not in paid employment (subject to certain exceptions outlined in field E14) and is actively seeking work. Registration with Jobcentre Plus is not needed as evidence of unemployment.

If a person is not employed and not actively seeking work, they should be recorded as 'economically inactive'.

Where the aim is ESF funded you must not use not known/not provided in this field.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

Within certain measures, ESF can only be used to support either unemployed or long-term unemployed beneficiaries. For these measures, the LSC must make sure that the beneficiary meets these criteria and be able to show that they meet them.

ESF CO-FINANCING DATA SET FIELDS

This is a key field for the ESF data set. The code you return in this field will affect the values you can return in:

- Industrial sector of learner's employer, field E11;
- Learner's employment status, field E13;
- Length of unemployment before starting, field E14; and
- Type and size of learner's employer, field E15.

Where you are returning information to be used as match, you may in exceptional circumstances return 'not known' or 'not provided' values in these fields. However you should be aware that this will make the learner ineligible for match funding and they cannot be counted towards learner number targets.

Where the aim is ESF funded and the learner is employed, self employed or unemployed; you must not use 'not known' or 'not provided' values in any of these fields.

The table below outlines which values can be used in these fields:

| This field E12 | values in E11 | values in E13 | values in E14 | values in E15 |
|-------------------|------------------|------------------|------------------|------------------|
| 01 | 01 to 97 | 01 or 02 | 99 | 01,03,04,05,06 |
| 02 | 99 | 98 | 99 | 99 |
| 03 | 01 to 97 | 01 or 02 | 99 | 04 |
| 04 | 99 | 03 | 01 to 05 | 99 |
| 05 | 99 | 98 | 99 | 99 |
| 06 | 99 | 98 | 99 | 99 |

ESF CO-FINANCING DATA SET FIELDS

| Field | E13 Learner's employment status | | |
|-----------------|--|--|-------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 2 Numeric Not necessary |
| Description | The status of the learner on the day before starting the ESF project | | |
| Reason required | Claims to government office | | |
| Valid entries | 01 | in secure employment | |
| | 02 | threatened with redundancy | |
| | 03 | Unemployed | |
| | 98 | not known/not provided/not applicable | |

Notes

The value returned in this field should correspond to the value returned in the employment status on day before starting ESF project, field E12.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

Notes for any ESF aims

If you are returning value 02 - 'full time education' or value 05 - 'still at school' for field E12, you must use value 98 – not known / not provided – in this field.

If you are returning value 04 - 'unemployed' for field E12, you must return value 03 - 'unemployed' - in this field

If you are returning value 01 - 'employed' for field E12, you must not return value 03 – 'unemployed' – in this field

Notes for ESF funded aims

For ESF funded aims that start after 31 July 2004 – if you are returning value 01 - 'employed' or value 03 - 'self employed' for field E12, you must use value 01 or 02 - 'in secure employment' or 'threatened with redundancy' - in this field.

Notes for ESF match aims

For ESF match aims that start after 31 July 2004 – if you are returning value 03 – 'self employed' for field E12, you must not return value 03 – 'unemployed' – in this field.

ESF CO-FINANCING DATA SET FIELDS

| Field | E14 Length of unemployment before starting ESF project | |
|-----------------|--|---|
| Required for | FE WBL ESF SR | Field: length Type justification 2 Numeric Not necessary |
| Description | For learners who are unemployed the length of time spent as unemployed prior to joining the ESF project. | |
| Reason required | Claims to government office. | |
| Valid entries | 01 02 03 04 05 98 99 | less than 6 months 6-11 months 12-23 months 24-35 months over 36 months not known / not provided not unemployed |

Notes

The value returned in this field must correspond to the value returned in field E12 – the employment status on day before starting.

Notes for any ESF aims

If you are returning value 01 - 'employed', value 02 - 'full time education', value 03 - 'self employed' or value 05 - 'still at school' for field E12, you must use value 99 - not unemployed - in this field.

If you are not returning value 04 – 'unemployed' for field E12, you must use value 98 – 'not known/not provided' or value 99 – 'not unemployed' in this field.

If you are returning value 04 – 'unemployed' for field E12, you must not return value 99 – 'not unemployed' in this field.

Notes for ESF funded aims

For ESF funded aims that start after 31 July 2004 – if you are returning value 04 - 'unemployed' for field E12, you must use a value from 01 to 05 in this field.

Notes for ESF match aims

For ESF match aims that start after 31 July 2004 – if you are returning value 04 - 'unemployed' for field E12, you must not use value 99 – 'not unemployed' in this field.

It is your responsibility to make sure that you accurately record the length of time that the beneficiary was unemployed before they started on an ESF project.

The following are considered as periods of unemployment.

ESF CO-FINANCING DATA SET FIELDS

Time spent:

- on Invalidity Benefit;
- on Sickness Benefit;
- on Severe Disablement Allowance; or
- in custody.

The following conditions do not affect qualifying periods of unemployment for the beneficiary:

- casual or temporary work of not more than four weeks;
- part-time work of less than 16 hours a week in total, provided that the skills needed for the work will not lead to greater involvement in the labour market; or
- time spent on an earlier ESF project where the current project will develop the previous one.

Where you cannot clearly show this, the beneficiary will need to serve the qualifying period again. Beneficiaries may only continue to work on the current project if you agree.

The following do not count as periods of unemployment:

- time spent on work-related government programmes such as New Deal where people are considered to form part of the workforce;
- days for which Statutory Sick Pay or Statutory Maternity Pay have been claimed;
- time spent in compulsory education; and
- time spent on training or education courses that last longer than four weeks.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E15 Type and size of learner's employer | |
|-----------------|--|---|
| Required for | FE | Field: length |
| | WBL | type |
| | ESF SR | justification |
| Description | The type of employer the learner is employed with, on the day before starting the project. | |
| Reason required | Claims to government office. | |
| Valid entries | 01 | Public sector organisation |
| | 02 | Small/medium enterprise (not valid for new starters from 1 August 2006) |
| | 03 | Large organisation (250 or more employees) |
| | 04 | Micro SME (1-9 employees) |
| | 05 | Small SME (10-49 employees) |
| | 06 | Medium SME (50-249 employees) |
| | 98 | Not known / not provided |
| | 99 | Not employed |

Notes

The value returned in this field must correspond to the value returned in field E12 – the employment status on day before starting

In 2006/07 value 02 (small / medium enterprise) was replaced with values 04 – 06. Code 02 is not valid for ESF funded aims or ESF match aims that start after 31 July 2006

Notes for any ESF aims

For any ESF aims – if you are returning value 03 - 'self employed' for field E12, you should use value 04 in this field.

For any ESF aims - if you are returning , value 02 - 'full time education', value 04 - 'unemployed' or value 05 - 'still at school' for field E12, you must return value 99 - not employed - in this field

Notes for any ESF funded aims




For ESF funded aims that start after 31 July 2004 – if you are returning value 01 – 'employed' for field E12, you must use a value of 01, 03, 04 , 05 or 06 in this field.

Notes for any ESF match aims

For ESF match aims that start after 31 July 2004 – if you are returning value 01 – 'employed' for field E12, you must not return value 99 – 'not employed' – in this field

ESF CO-FINANCING DATA SET FIELDS

Companies employing between 1 – 249 employees should be classified as micro, small or medium enterprises, defined as follows.

| Enterprise category | Number of Employees | Annual Turnover | | Annual balance sheet total |
|---------------------|---------------------|-----------------|---|----------------------------|
| Medium sized | 50 to 249 | ≤ €50 million |  | ≤ €43 million |
| Small | 10 to 49 | ≤ €10 million |  | ≤ €10 million |
| Micro | 1 to 9 | ≤ €2 million |  | ≤ €2 million |

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

ESF CO-FINANCING DATA SET FIELDS

| Field | E16 Addressing gender stereotyping (occurs 5) | | |
|-----------------|--|---|----------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 1 Alphabetic Not necessary |
| Description | Identifies learner if employed, training or receiving work experience in non-traditional areas for their sex | | |
| Reason required | DfES requirement. | | |
| Valid entries | A | training in non-traditional area for their sex | |
| | B | work experience in non-traditional area for their sex | |
| | C | qualifications in non-traditional area for their sex | |
| | D | employment in non-traditional area for their sex | |
| | E | improved awareness of opportunities in occupations dominated by men and women | |
| Null value | Space fill. | | |

Notes

Enter all that apply as a concatenated string starting from the left, i.e. if all applied the string would be ABCDE, if only 1 applied the string would be A▼▼▼▼, if 3 applied the string could be CBE▼▼ (where ▼ is space).

Where this is not known the null value may be used.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

ESF CO-FINANCING DATA SET FIELDS

| Field | E17 Main co-financing activity (occurs 5) | | |
|--------------|---|--|-----------------|
| Required for | Blank field | Field: length Type justification | 1 Space fill |

Notes

This field must be space filled.

This field was removed from 2006/07 as it was no longer required for the ESF project closure report. It was used by FE, WBL and ESF SR providers to record the main co-financing activity.

To avoid changes to the structure of the data set, it remains as a blank field for 2007/08.

ESF CO-FINANCING DATA SET FIELDS

| Field | E18 Delivery Mode (occurs 4) | | |
|-----------------|--|--|----------------------------------|
| Required for | FE WBL ESF SR | Field: length Type justification | 1 Alphabetic Not necessary |
| Description | The delivery mode(s) of learning used. | | |
| Reason required | DfES requirement. | | |
| Valid entries | A | Trainer | |
| | B | electronic learning | |
| | C | distance learning | |
| | D | Other | |
| Null value | Space fill. | | |

Enter all that apply as a concatenated string starting from the left, that is if all applied the string would be ABCD, if only 1 applied the string would be A▼▼▼, if 3 applied the string could be CBD▼ (where ▼ represent a space).

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

ESF CO-FINANCING DATA SET FIELDS

| Field | E19 Support measures to be accessed by the learner (occurs 5) | |
|-----------------|---|--|
| Required for | FE WBL ESF SR | Field: length Type justification 1 Alphabetic Not necessary |
| Description | Up to 5 type(s) of support given to a learner from entries A-I. | |
| Reason required | DfES requirement. | |
| Valid entries | A B C D E F G H I | Childcare Support Care for Dependents Equipment or Protective Clothing Training Allowance Travel Support or provision Subsistence (living expenses) Counselling Guidance and Advice Literacy & Numeracy Other Support Measures |
| Null value | Space fill. | |

Enter all that apply as a concatenated string starting from the left, i.e. If all applied the string would be ABDFI, if only 1 applied the string would be A▼▼▼▼, if 3 applied the string could be CBA▼▼ (where ▼ represents a space)

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned

ESF CO-FINANCING DATA SET FIELDS

| Field | E20 Learner background (occurs 3) | |
|-----------------|---|---|
| Required for | FE WBL ESF SR | Field: length type justification 2 (occurs 3) Numeric not necessary |
| Description | Indicates the background of the learner | |
| Reason required | To monitor disadvantage | |
| Valid entries | 01 | Homeless |
| | 02 | ex-offender |
| | 03 | 13 – 17 year olds who are at risk of becoming Not in Education, Employment or Training (NEET) |
| | 04 | Refugees |
| | 05 | drug or alcohol misuse |
| | 06 | returners to the labour market |
| | 07 | people living in rural areas |
| | 08 | lone parents |
| | 09 | Asylum seekers |
| | 10 | 13 – 17 year olds who are Not in Education, Employment or Training (NEET) |
| | 97 | Other – further information may be requested |

Notes

Providers should not systematically collect information about sensitive items of data such as 'recovering from alcohol or drug dependency' or 'ex-offender'. Instead where they become aware of learners in such categories while counselling or supporting them they may record the learner background.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E21 Support measures for learners with disabilities | | |
|---|---|---|-------------------------------|
| Required for | FE WBL ESF SR | Field: length type justification | 2 Numeric not necessary |
| Description | The specific support measures required for learners with a disability | | |
| Reason required | To identify whether the individual has required a specific support measure with respect of their disability for the project | | |
| Valid entries | 01 | Access to premises provided | |
| | 02 | Transport to training sites | |
| | 03 | Specialist provision (such as staffing and/or facilities) | |
| | 04 | Other | |
| Null value | Zero fill | | |
| Notes | | | |
| This field is required for disabled learners only. Other learners should be null | | | |
| This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned. | | | |

ESF CO-FINANCING DATA SET FIELDS

| Field | E22 | Project dossier number |
|-----------------|---|--|
| Required for | FE – see notes WBL – see notes ESF SR – see notes | Field: length type justification 9 Alphanumeric not necessary |
| Description | The reference number, assigned by government office, indicating the priority level activity being undertaken. | |
| Reason required | To identify the learner for direct or indirect ESF funding and distinguish between the old and new ESF projects. | |
| Valid entries | Valid dossier number | |
| Null value | Space fill | |

Notes for ESF direct beneficiaries

That is where LSC funding stream, field A10, is set to '70' – This field must be completed with the project dossier number. The dossier number should contain nine characters and conform to the following format:

AABBBBCCD, where

- AA the year, either 00, 01, 02, 03, 04, 05, 06 or 07
- BBBB a four digit number
- CC the region, either EA, LN, EM, NE, NW, SE, SW, WM, YH or ME
- D the objective, either 1, 2 or 3

Learners being financed under the new ESF Co-financing New Plan 2007/13 which commences in January 2008 will need to use the new format of Project Dossier Number as shown below:

AABBBCDDE, where

- AA the year, either, 07, 08, 09 or 10 -15
- BBB a three digit number
- C the letter 'L' representing the LSC as the CFO organisation
- DD the region, either EA, LN, EM, NE, NW, SE, SW, WM, YH, ME, SY or CO
- E the priority, either 1, 2, 3, 4, 5 or 6

Notes for ESF indirect beneficiaries

That is where learners are being identified as match – In most cases the null value of nine spaces can be used. Where this field needs to be completed, your local LSC will inform you.

ESF CO-FINANCING DATA SET FIELDS

Notes

The project dossier number will be supplied to providers by their local LSC. For further guidance please contact your local LSC.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E23 | Local project number |
|------------------------|---|---|
| Required for | FE – see notes WBL – see notes ESF SR – see notes | Field: length type justification 3 Numeric Right justify, zero fill to the left |
| Description | The reference number, assigned by your local LSC, indicating the priority level activity being undertaken. | |
| Reason required | To identify the learner for direct or indirect ESF funding. | |
| Valid entries | Valid code using numeric characters 0-9 only | |
| Null value | Zero fill | |

Notes ESF direct beneficiaries

That is where LSC funding stream, field A10, is set to '70' – This field must be completed with the local project number

Notes ESF indirect beneficiaries

That is where learners are being identified as match – In most cases the null value of three zeros can be used. Where this field needs to be completed, your local LSC will inform you.

Notes

The local project number will be supplied to providers by their local LSC. For further guidance contact your local LSC.

This field should be completed in each ESF co-financing data set. Paragraphs 20 to 21 of the introduction to this document explain when an ESF co-financing data set is to be returned.

ESF CO-FINANCING DATA SET FIELDS

| Field | E24 | Unique Learner Number |
|------------------------|--|---|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR - see notes | <div>Field: length</div> <div>type</div> <div>justification</div> <div>10</div> <div>Numeric</div> <div>Not necessary</div> |
| Description | The learner's unique learner number, as held on the unique learner number register, obtained from the Learner Registration Service | |
| Reason required | Will be used to carry out 'longitudinal' analyses of learners as they progress from one provider to another. | |
| Valid entries | 10000000000 – 99999999999 | |
| Null value | Zero fill. Use null value if not part of the unique learner number (ULN) project. | |

Notes

In 2007/08 this field will be used to prototype the unique learner number (ULN). There are a number of providers which are taking part in the unique learner number (ULN) project. This field should only be used by these providers.

Learner ULNs can be obtained from the MIAP Learner Registration Service, due to be available from September 2007.

Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.

During 2007/08, it is expected that the LSC Provider MI Systems will become integrated with MIAP, and providers with this facility will be expected by the LSC to register their learners with a ULN.

For those providers who are not part of the ULN project the null value should be used.

ESF CO-FINANCING DATA SET FIELDS

| Field | E25 | UK Provider Reference Number | |
|------------------------|--|---|-------------------------------|
| Required for: | FE – see notes WBL – see notes ACL – see notes ESF SR – see notes | Field: length type justification | 8 Numeric Not necessary |
| Description | The UK provider reference number as defined in the UK Register of Learning Providers (UKRLP) | | |
| Reason required | To identify the contracted provider | | |
| Valid entries | 10000000 – 99999999 | | |
| Null value | Zero fill. Use null value if provider has not be assigned a UK provider reference number | | |

Notes

This field should be completed using the UKPRN as defined in the UK Register of Learning Providers (UKRLP) and can be found at www.ukrlp.co.uk.

This field will be collected in addition to the existing UPIN, field E01.

If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.

For providers who have not been assigned a UK provider reference number, the null value should be used.

HIGHER EDUCATION DATA SET LAYOUT

| No. | Field name | Field length | Field start | Field end | Field type | Status (required for) |
|---------------------|--|--------------|-------------|-----------|--------------|-----------------------|
| H01 | Provider number | 6 | 1 | 6 | numeric | FE/HE |
| H02 | Contract / Allocation type | 2 | 7 | 8 | numeric | FE/HE |
| H03 | Learner reference number | 12 | 9 | 20 | alphanumeric | FE/HE |
| H04 | Data set identifier code | 2 | 21 | 22 | numeric | FE/HE |
| H05 | Learning aim data set sequence | 2 | 23 | 24 | numeric | FE/HE |
| H06 | ESF co-financing data set sequence | 2 | 25 | 26 | numeric | FE/HE |
| H07 | HE data set sequence | 2 | 27 | 28 | numeric | FE/HE |
| H08 | Learning aim reference code | 8 | 29 | 36 | alphanumeric | FE/HE |
| H09 | Learner instance number | 20 | 37 | 56 | alphanumeric | FE/HE |
| H10 | Learner nationality | 4 | 57 | 60 | alphanumeric | optional |
| H11 | Highest qualification on entry | 2 | 61 | 62 | numeric | FE/HE |
| H12 | New entrant to HE | 1 | 63 | 63 | numeric | FE/HE |
| H13 | Type of programme year | 1 | 64 | 64 | numeric | FE/HE |
| H14 | Mode applicable to Funding Council early statistics, HESES | 2 | 65 | 66 | numeric | FE/HE |
| H15 | Level applicable to Funding Council HESES | 2 | 67 | 68 | numeric | FE/HE |
| H16 | Completion of year of programme of study | 1 | 69 | 69 | numeric | FE/HE |
| H17 | Learner FTE | 5 | 70 | 74 | numeric | FE/HE |
| H18 | Year of programme of study | 2 | 75 | 76 | numeric | FE/HE |
| H19 | Fee band | 2 | 77 | 78 | numeric | FE/HE |
| H20 | Major source of tuition fees | 2 | 79 | 80 | numeric | FE/HE |
| H21 | Term time accommodation | 1 | 81 | 81 | numeric | FE/HE* |

* see individual fields for details

HIGHER EDUCATION DATA SET LAYOUT

| No. | Field name | Field length | Field start | Field end | Field type | Status (required for) |
|-------------------------------------|---|--------------|-------------|-----------|--------------|-----------------------|
| H22 | UCAS applicant number | 9 | 82 | 90 | numeric | FE/HE* |
| H23 | SOC occupation code | 4 | 91 | 94 | numeric | FE/HE* |
| H24 | Last institution | 7 | 95 | 101 | alphanumeric | |
| H25 | Year left last institution | 4 | 102 | 105 | numeric | FE/HE* |
| H26 | Number of A levels | 2 | 106 | 107 | numeric | FE/HE* |
| H27 | A/AS level score | 2 | 108 | 109 | numeric | FE/HE* |
| H28 | Number of SCE Highers and CSYS | 2 | 110 | 111 | numeric | FE/HE |
| H29 | Scottish Higher points | 2 | 112 | 113 | numeric | FE/HE* |
| H30 | Number of vocational qualifications | 2 | 114 | 115 | numeric | FE/HE* |
| H31 | Reason for leaving | 2 | 116 | 117 | numeric | FE/HE* |
| H32 | Proportion not taught by this institution | 5 | 118 | 122 | numeric | FE/HE* |
| H33 | Proportion taught in first LDCS subject | 5 | 123 | 127 | numeric | FE/HE |
| H34 | Proportion taught in second LDCS subject | 5 | 128 | 132 | numeric | FE/HE |
| H35 | Proportion taught in third LDCS subject | 5 | 133 | 137 | numeric | FE/HE |
| H36 | Socio-economic Indicator | 1 | 138 | 138 | numeric | FE/HE |
| H37 | Unique learner number | 10 | 139 | 148 | numeric | FE/HE^ |
| H38 | UK provider reference number | 8 | 149 | 156 | numeric | FE/HE |
| * see individual fields for details | | | 157 | 393 | space filled | |

FE/HE^ - only where the provider is participating in a ULN pilot

HIGHER EDUCATION DATA SET FIELDS

| Field | H01 Provider number | |
|--|--|--|
| Required for: | HE | <div>Field: length type justification</div> <div>6 Numeric Not necessary</div> |
| Description | The provider number of the provider contracted by the LSC to provide learning to this learner. | |
| Reason required | To identify the contracted provider | |
| Valid entries | A valid provider number | |
| <div>Notes</div> <div>A provider uncertain of its provider number should contact its local LSC.</div> <div>This number will be the same for all records.</div> | | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H02 Contract/Allocation type | |
|-----------------|---|--|
| Required for | HE | Field: length type justification 2 Numeric Not necessary |
| Description | The type of allocation or contract for this provision | |
| Reason required | To identify the type of allocation or contract | |
| Valid entries | 01 | Sector further education colleges and other further education institutions (external institutions) supported by LSC FE funding |
| | 04 | Ufl hub provision |
| Null value | Zero fill. Use null value if not required (ACL and ESF SR). | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H03 Learner reference number | |
|--|--|---|
| Required for: | HE Field: length type justification | 12 Alphanumeric Left justify, space fill to the right |
| Description | The provider's reference number for the learner | |
| Reason required | To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution | |
| Valid entries | code format BBBBBBBBBBBBBB | |
| | BBBBBBBBBBBBBBB is any combination of 12 alphabetic characters or numeric digits to be used as a learner reference number. Assigned by the provider. | |
| Notes | | |
| This will be the learner's reference code assigned by the provider | | |
| The code should be retained by the learner for any continuous period of study with the provider and should not be reused for a different learner | | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H04 Data set identifier code | |
|-----------------|---|---|
| Required for: | HE | Field: length type justification 2 Numeric Not necessary |
| Description | The identifier for the type of data set. | |
| Reason required | Internal validation and integrity checks. | |
| Valid entries | 40 (in all cases) for the HE data set | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H05 | Learner aim data set sequence | |
|-----------------|--|--|--|
| Required for: | HE | Field: length type justification | 2 Numeric Right justify, zero fill to the left |
| Description | The sequence number of the learning aim data set this HE record belongs to | | |
| Reason required | Internal validation and integrity checks. | | |
| Valid entries | 01 to 98 | | |

Notes

This field links the HE data set to its related learning aim data set and should never be more than the total number of learning aim data sets.

HIGHER EDUCATION DATA SET FIELDS

| Field | H06 ESF co-financing data set sequence | |
|-----------------|---|--|
| Required for | HE | <div>Field: length</div> <div>Type</div> <div>justification</div> <div>2</div> <div>Numeric</div> <div>Not necessary</div> |
| Description | The sequence number for the ESF co-financing data set | |
| Reason required | Internal validation and integrity checks | |
| Valid entries | Always 00 for the HE data set. | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H07 HE data set sequence | |
|-----------------|---|---|
| Required for | HE | Field: length Type justification 2 Numeric Not necessary |
| Description | The sequence number of the HE data set. | |
| Reason required | Internal validation checks | |
| Valid entries | Always 01 for the HE data set. | |

HIGHER EDUCATION DATA SET FIELDS

| Field | H08 | Learning aim reference code | |
|-----------------|---|--|------------------------------------|
| Required for | HE | Field: length Type justification | 8 Alphanumeric Not necessary |
| Description | The code corresponding to the qualification/course | | |
| Reason required | To monitor HE learning aims in the sector. | | |
| Valid entries | The learning aim reference code (learning aim code) as included on the learning aim database. | | |

Notes

This field should contain the same learning aim code as the corresponding learning aim data set

HIGHER EDUCATION DATA SET FIELDS

| Field | H09 | Learner instance number |
|-----------------|--|--|
| Required for | HE | <div>Field: length</div> <div>Type</div> <div>justification</div> <div>20</div> <div>Alphanumeric</div> <div>Not necessary</div> |
| Description | This field complements the HE learning aim data set reference field to identify the separate programmes of study that some individuals take. Fields H01- H07 and H09, together form a unique identifier | |
| Reason required | <p>Completion rates and other measurements of progression require linking of learner records between different years. Measurements of completion rates are required for: developing and monitoring of funding policies; quality assessment; performance indicators and production of HE management statistics.</p> <p>To provide a set of characteristics which uniquely define a record.</p> <p>To facilitate linking between different years of learner records.</p> | |
| Valid entries | A characters except wildcards *, ?, %, _ (underscore) and end of file marker. | |

Notes

A field length of 20 is to allow institutions to use a learner instance identifier already held internally. However institutions may prefer to number learner instances sequentially starting from 1

A learner instance identifies learners leading to a learning aim. The same learner instance number should be kept where studies already completed count towards the current learning aim and the pattern of study is regarded as normal progression at the provider. With the commencement of a new learner instance, a new learner instance number would be allocated.

a learner instance number is required since the basic unit of coverage of the record of 'a learner on a programme of study leading to a learning aim' is not uniquely defined by fields H01 to H07. This is the case, for example, where learning aim changes or develops within a programme of study, for example Cert HE/Dip HE/Degree. It is also the case that the learning aim reference code in certain circumstances is not sufficient to define a learning aim uniquely, for example a learner studying concurrently for more than one HE professional qualification or other undergraduate diploma or certificate. Once a record has been returned for one ILR year, records for that learner instance will be required for subsequent years until a record is returned with the learning actual end date field completed.

HIGHER EDUCATION DATA SET FIELDS

| Field | H10 | Learner nationality |
|-----------------|---|--|
| Required for | HE - optional | Field: length Type justification 4 Alphanumeric Not necessary |
| Description | The country of legal nationality, coded using the country of domicile codes as listed at the HESA website, at www.hesa.ac.uk under: coding manuals, student record, combined student/module record, appendix 4. | |
| Reason required | To enable the UK contribution to the Higher education of nationals of other countries to be determined. To meet EC and OECD requirements. | |
| Valid entries | Four digit numeric code as listed at the HESA website, at www.hesa.ac.uk . 0000 – 9999 for example: United Kingdom is 2826 | |
| Null value | Where the information has not been provided the null value would be four spaces. | |

Notes

The HESA 2007/08 Student Record now uses a country code list based on the ISO-3166-1 Alpha-2 list of country codes and adapted by the Office for National Statistics. This list complies with the MIAP Common Data Definition standard.

A mapping from the old HESA country code list to the new standard can be found at the HESA website at www.hesa.ac.uk. An asterisk against an old HESA or UCAS code identifies cases where an old code has been split into multiple new codes.

The codes for England, Wales, Scotland and Northern Ireland must not be used for the nationality field, the code for United Kingdom should be used instead. The nationality codes for the Channel Islands and Isle of Man should continue to be used.

This field is not compulsory.

HIGHER EDUCATION DATA SET FIELDS

| Field | H11 Highest qualification on entry | |
|-----------------|---|--|
| Required for | HE | Field: length type justification |
| | | 2 Numeric not necessary |
| Description | The highest qualification on entry. | |
| Reason required | To help with value-added analyses. | |
| | To assess the levels of and trends in 'non-standard' entry (for example, those whose entry was not based on Highers or GCE A levels). | |
| Valid entries | 01 | Higher degree of UK institution |
| | 02 | Postgraduate diploma or certificate, excluding PGCE |
| | 03 | PGCE with QTS/GTC registration |
| | 04 | PGCE without QTS/GTC registration |
| | 05 | postgraduate equivalent qualification not elsewhere specified |
| | 10 | undergraduate qualifications with QTS |
| | 11 | first degree of UK institution |
| | 12 | graduate of EU institution |
| | 13 | graduate of other overseas institution |
| | 15 | NVQ/SQV level 5 |
| | 16 | graduate equivalent qualification not elsewhere specified |
| | 21 | OU Credit(s) |
| | 22 | other credits from UK HE institution |
| | 23 | certificate or diploma of education (for example, non-graduate initial teacher training qualification) |
| | 24 | HNC or HND (including BTEC and SCOTVEC equivalents) |
| | 25 | Dip HE |
| | 27 | NVQ/SVQ level 4 |
| | 28 | professional qualifications |
| | 29 | foundation course at HE level |
| | 30 | other HE qualification of less than degree standard |
| | 31 | Foundation degree |
| | 39 | A level equivalent qualification not elsewhere specified |
| | 40 | mixed GCE A/SCE Higher and GNVQ/GSVQ level 3 |
| | 41 | ONC or OND (including BTEC and SCOTVEC equivalents) |
| | 42 | international Baccalaureate |
| | 43 | foundation course |
| | 44 | access courses validated by QAA |
| | 45 | access course not validated by QAA |

HIGHER EDUCATION DATA SET FIELDS

| | |
|----|--|
| 47 | Baccalaureate |
| 48 | ACCESS course |
| 55 | GCSE/O level qualification only; SCE O grades and Standard grades |
| 56 | other non-advanced qualification |
| 57 | NVQ/SVQ level 2 |
| 72 | Diploma in Foundation Studies (Art and Design) |
| 92 | accreditation of prior experiential learning (APEL/APL) |
| 93 | mature student admitted on basis of previous experience (without formal APEL/APL) and/or institution's own entrance examinations |
| 97 | other non-UK qualification, level not known |
| 98 | Learner has no formal qualification |
| 99 | not known |

Notes

It is not expected that providers should seek this information from learners with a start date before 1 August 2001. In cases where the information is not already held , not known should be used

HIGHER EDUCATION DATA SET FIELDS

| Field | H12 New entrant to HE | |
|-----------------|---|--|
| Required for | HE | Field: length type justification 1 Numeric not necessary |
| Description | To indicate if a learner has previously studied at HE level in the UK | |
| Reason required | To identify new entrants to HE in the UK. | |
| Valid entries | 1 | this is the learner's first year on this learning aim and the learner has not previously taken any HE course in the UK |
| | 4 | this is the learner's first year on this learning aim and the learner has previously attended an HE course in the UK. To be used for learners who have previously studied, at Higher education level, at a UK institution, whether or not the course resulted in success |
| | 5 | this is the learner's first year on this learning aim but it is not known whether the learner has previously taken any HE course in the UK |
| | 9 | this is not the learner's first year on this learning aim |

Notes

Code 4 should be used for all learners who have previously studied at Higher education level, at a UK institution, whether or not the learning aim resulted in success

Code 5 should not be used as a standard default but only in cases where the information has been sought but is still unknown

What is important is whether or not the learner is new to HE level courses. For example, a learner who has already taken an HNC or HND at a UK FE college is not a new entrant to HE. HE, for the purposes of this field, is defined as those programmes of study for which the level of instruction is above that of courses leading to GCE 'A' levels, ONC or OND.

HIGHER EDUCATION DATA SET FIELDS

| Field | H13 Type of programme year | |
|-----------------|--|--|
| Required for | HE | Field: length type justification 1 Numeric not necessary |
| Description | The type of programme year field identifies which of the four basic types of programme year is applicable to the learner. | |
| Reason required | To facilitate the consistent counting of learners where learners are studying on programmes of study on non-standard academic years. To help distinguish between different cohorts of learners | |
| Valid entries | 1 | year of programme of study contained within the reporting period 01 August to 31 July |
| | 2 | year of programme of study not contained within the reporting period 01 August to 31 July |
| | 3 | learner commencing a year of programme of study of a course running across reporting periods |
| | 4 | learner mid-way through a learning aim running across reporting periods |
| | 5 | learner finishing a year of programme of study of a course running across reporting periods |

Notes

The reporting year runs from 01 August to 31 July.

For a definition of year of programme of study refer to the HEFCE HEIFES publication.

Years of programme of study that are contained within the reporting period should be coded 1

Years of programme of study which overlap reporting periods should sequentially be coded 3, (4), 5 or may be coded 2

Code 3 implies commencing a year of the programme of study without having done another year of programme of study in the same reporting period

Code 5 implies finishing one year of programme of study and not starting a further year of programme of study in the same reporting period

Information is required at learning aim level. It is not expected that adjustments should be made for individual learners whose pattern may be slightly different, for example a learner who starts a course late.

HIGHER EDUCATION DATA SET FIELDS

| Field | H14 Mode applicable to Funding Council early statistics, HESES | |
|-----------------|--|---|
| Required for | HE | Field: length type justification 2 Numeric not necessary |
| Description | An indicator of the mode of study expressed in terms of the HEFCE Higher Education Students Early Statistics (HESES) definitions. The mode recorded should be the mode at the end of year of programme of study being funded, or, if this is after the end of the ILR year, the mode on 31 July. | |
| Reason required | Required by the HEFCE for alignment with definitions used for funding allocations. | |
| | The definitions refer back to a HEFCE definition so that, if in future there are any modifications to the Funding Council definitions, the ILR record is able to accommodate them. | |
| Valid entries | 01 | full-time and sandwich |
| | 02 | sandwich year-out |
| | 03 | part-time |
| | 99 | not in Early Statistics/HESES population |

Notes

Coding should be consistent with the allocation of the learner in the HEFCE HESES return. Refer to the HEFCE for full definitions.

All learners may be coded using codes 01, 02 or 03. Code 99 may be used for learners who are never in the HESES coverage (for example learner studying wholly overseas). Code 99 may also be used for learners who are in the HESES coverage but for whom the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be returned to HESES, for example learner writing-up for the whole of the reporting period. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records.

HIGHER EDUCATION DATA SET FIELDS

| Field | H15 | Level applicable to funding council HESES | |
|-----------------|--|---|-------------------------------|
| Required for | HE | Field: length type justification | 2 Numeric not necessary |
| Description | An indicator of the level of the programme of study, expressed in terms of the HEFCE HESES definitions | | |
| Reason required | <p>Required by the HEFCE for alignment with definitions used for funding allocations.</p> <p>The definitions refer back to the HEFCE definitions so that, if in future there are any modifications to the HEFCE definitions, the ILR is able to accommodate them</p> | | |
| Valid entries | 10 | undergraduate | |
| | 11 | long undergraduate | |
| | 20 | postgraduate taught | |
| | 21 | long postgraduate taught | |
| | 30 | postgraduate research | |
| | 31 | long postgraduate research | |
| | 99 | not in HESES population | |

Notes

Coding should be consistent with the allocation of the learner in the HEFCE HESES return. Refer to HEFCE for full definitions

For full-time learners 'long' refers to any programme of study with programme year of at least 45 weeks. For part-time learners the length of the programme year of a comparable full-time course should be used in determining 'longness'.

'Not in the HESES population'. This value can be used if the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be returned to HESES. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records.

HIGHER EDUCATION DATA SET FIELDS

| Field | H16 Completion of year of programme of study | |
|-----------------|---|--|
| Required for | HE | Field: length type justification 1 Numeric not necessary |
| Description | This field refers to the year of programme of study being funded. The field records the learner's completion status with respect to that year of programme of study being funded. | |
| Reason required | Required by the HEFCE for alignment with definitions used for funding allocations | |
| | The definitions refer back to the HEFCE definitions so that, if in future there are any modifications to the HEFCE definitions, the ILR is able to accommodate them | |
| Valid entries | 1 | completed the current year of programme of study |
| | 2 | did not complete the current year of programme of study |
| | 3 | year of programme of study not yet completed, but has not failed to complete |
| | 4 | other non-completion |
| | 9 | not in HESES population |

Notes

Coding should be consistent with the HEFCE HESES definitions. Refer to the HEFCE for full definitions

'Not in HESES population'. This value can be used if the reporting period does not contain in part or in whole, a year of programme of study which has previously, is, or will be returned to HESES. However, use of code 9 is an option. Institutions can, if they so wish, use the other codes for all records.

Code 4, other non-completion, was not used in 2003/04. However, there is a possibility that the HEFCE might introduce a different non-completion criteria. The HEFCE will inform English institutions of its usage via HESES.

HIGHER EDUCATION DATA SET FIELDS

| Field | H17 | Learner FTE |
|-----------------|---|--|
| Required for | HE | Field: length type justification 5 Numeric Fixed with decimal point in fourth position and fill with leading and trailing zeros |
| Description | Learner FTE represents the institution's best academic judgement of the full-time equivalence of the learner (for this record) during the reporting year 01 August to 31 July | |
| Reason required | To give a more accurate assessment of the contribution of non-full-time study than can be obtained by the use of arbitrary multipliers | |
| Valid entries | A percentage in the range 000.0 to 300.0. | |
| Examples | A learner studying the equivalent of a three year course over five years would be returned as 060.0. | |
| | A learner studying 30 credits in the current year, in the case where 120 credit is the norm for a full-time learner, would be returned as 025.0 | |

Notes

Full-time, full year learners would normally be returned as 100.0 and part-time learners as a proportion of an equivalent full-time course. Comparisons and weightings of different full-time, full year programmes of study are not expected. The population of part-time study can be estimated on either a 'time' or a 'credit' basis.

Refer to the HESA/HEFCE for further instructions on how to complete learner FTE for HE learners.

HIGHER EDUCATION DATA SET FIELDS

| Field | H18 | Year of programme of study | |
|-----------------|---|---|--|
| Required for | HE | Field: length type justification | 2 Numeric Right justify, zero fill to the left |
| Description | To indicate the year of the programme that the learner is currently studying. This could be different from the number of years since the learner's date of first enrolment on the learning programme. | | |
| Reason required | For identification in conjunction with the learning start date field, of direct entrants to the second year of a programme and learners repeating a year etc | | |
| Valid entries | A two digit numeric code | | |
| | 00 | Foundation year | |
| | 01 to 98 | Year of programme | |
| | 99 | programme structure does not allow year to be derived | |

Notes

Where foundation years are integral to degree programmes, the foundation year should be shown as year 00 in the year of programme field. This will allow a clear distinction to be made between stand alone foundation courses and those which are integral to degree programmes.

HIGHER EDUCATION DATA SET FIELDS

| Field | H19 Fee band | |
|-----------------|--|--|
| Required for | HE | Field: length Type justification 2 Numeric Not necessary |
| Description | To record the fee band level. | |
| Reason required | For the financial planning of the HE sector. | |
| Valid entries | 01 | Prescribed undergraduate fee, full fee |
| | 02 | Prescribed undergraduate fee, half fee |
| | 03 | Prescribed undergraduate fee, zero fee |
| | 41 | postgraduate |
| | 42 | half postgraduate fee |
| | 51 | other fee which is a proportion of a prescribed fee, for example if set at 1/4 of a prescribed fee |
| | 99 | no fee band |

Notes

This field should be used to record the fee actually charged in respect of the learner irrespective of who pays the fee. For example if the fee charged is the prescribed amount and half of this is paid by the learner and half by government sources this should be recorded as code 01. If the course would normally be expected to attract a prescribed fee but part of the fee is waived or a top-up fee is charged this should be recorded as 99, no fee band. If however a prescribed fee is charged but not collected this should be recorded as 01 or 02. For courses where no prescribed fee exists, for example non-ITT part-time courses, codes 01 and 02 should not be used even if the fee charged is at the prescribed amount. Courses where no prescribed fee exists should be coded 99, no fee band.

Code 41, postgraduate, should be used for postgraduates when the fee is at the maximum level of postgraduate tuition fee which can be reimbursed from public funds; and therefore code 42, half postgraduate fee, should be used when the postgraduate fee is half the maximum level

Learners on courses where a prescribed fee is normally charged but who are not personally eligible (for example non-EU learners) should be coded as 01 or 02.

Code 03 'prescribed undergraduate fee, zero fee' allows for consistency in the coding of ERASMUS/SOCRATES learners.

HIGHER EDUCATION DATA SET FIELDS

| Field | H20 Major source of tuition fees | |
|-----------------|---|---|
| Required for | HE | Field: length Type justification 2 Numeric Not necessary |
| Description | The major source of tuition fees for the learner. | |
| Reason required | To assist in Public Expenditure Survey (PES) calculations. | |
| | To analyse those receiving awards. | |
| | To observe the numbers of self-financing learners for policy matters. | |
| Valid entries | 01 | no award or financial backing |
| | 02 | English or Welsh LEA award |
| | 03 | Student Awards Agency for Scotland (SAAS) |
| | 04 | DELNI/Northern Ireland Education and Library Boards |
| | 05 | institutional waiver of support costs |
| | 06 | local government - Channel Islands and Isle of Man |
| | 07 | fee waiver under government unemployed learners scheme |
| | 08 | British Academy |
| | 11 | research council - BBSRC |
| | 12 | research council - MRC |
| | 13 | research council - NERC |
| | 14 | research council - EPSRC |
| | 15 | research council - ESRC |
| | 16 | research council - PPARC |
| | 17 | Arts & Humanities Research Funding Board |
| | 19 | research council - not specified |
| | 21 | charitable foundation |
| | 22 | international agency |
| | 31 | departments of health/regional health authority/Scottish Office home and health department |
| | 32 | Departments of Social Services |
| | 33 | DfES |
| | 34 | other HM government departments/public bodies |
| | 35 | scholarship of HM forces |
| | 36 | Scottish Enterprise/Highlands and Islands Enterprise/Training Enterprise Council/Local Enterprise Company |
| | 37 | LEA training grants scheme |
| | 38 | Department of Agriculture & Rural Development for Northern Ireland (DARD) |
| | 39 | Scottish Local Authority discretionary award |
| | 41 | EU Commission (EC) |

HIGHER EDUCATION DATA SET FIELDS

| | | |
|--------------------------|----|---|
| Valid entries (contd) | 42 | overseas learner award from HM government/British Council |
| | 43 | overseas government |
| | 44 | overseas Development Administration |
| | 45 | overseas institution |
| | 46 | overseas industry or commerce |
| | 47 | other overseas funding |
| | 48 | other overseas - repayable loan |
| | 61 | UK industry/commerce |
| | 71 | absent for a year |
| | 81 | learner's employer |
| | 97 | Other |
| | 98 | no fees |
| | 99 | not known |

Notes

The predominant source should be selected where there is more than one source.

Code 81, learner's employer, should be used in preference to other codes if it is known that the major source of tuition fees is the learner's employer.

Codes such as 61, UK industry/commerce, and 34, other HM government departments/public bodies, therefore apply where these are the sponsor of the learner rather than their employer.

Code 01, no award or financial backing, pay own fees. This code should be used where there is no award or financial backing at all. Where there is some award or financial backing, even if this is the minor source compared with the contribution of the learner, then the coding should reflect the source of the award or financial backing.

HIGHER EDUCATION DATA SET FIELDS

| Field | H21 | Term time accommodation |
|-----------------|---|---|
| Required for | HE – see notes | Field: length type justification 1 Numeric Not necessary |
| Description | Where the learner is living in the current year. | |
| Reason required | To monitor the changes in learner accommodation patterns. | |
| Valid entries | 1 | institution-maintained property |
| | 2 | parental/guardian home |
| | 3 | own home |
| | 4 | Other |
| | 5 | not known |
| | 6 | not in attendance at the institution |
| Null value | Zero fill. | |

Notes

This field is required only for full-time and sandwich learners.

Accommodation owned or rented by the learner (other than property rented from the institution which should be coded 1) should be coded as 3, own home. This should include instances where the parents/or guardians own or rent the property for the learner, but do not live there themselves.

Institution-maintained property includes housing owned by the institution and property leased by the institution and sublet to learners

Where the institution acts as an agent but not the primary owner or maintainer, code 4, other should be returned

Code 6, not in attendance at the institution, should be used for learners not currently in attendance at the institution for reasons such as an industrial placement or a language year abroad

HIGHER EDUCATION DATA SET FIELDS

| Field | H22 UCAS applicant number |
|-----------------|---|
| Required for | <div>HE – see notes</div> <div>Field: length type justification</div> <div>9 Numeric Right justify, zero fill to the left</div> |
| Description | The nine digit Universities and Colleges Admission Services (UCAS) applicant number allocated by UCAS. |
| Reason required | To link with UCAS records in order to avoid double collection of information from institutions. |
| Valid entries | a nine digit code |
| Null value | This field is not required for non-UCAS entry HE learners. In this case the null value would be nine zeros. |

Notes

This field is required for learners entering through UCAS.

The UCAS application number is in three parts: the year of application as printed on the application form to UCAS, a six-digit number unique to the applicant and a check digit. The numbers unique to the applicant begin at 000001

The three parts are shown on UCAS correspondence separated by hyphens, for example, 01-500017-4. The hyphens should be excluded when returning the number in this field.

Applicants who deferred their entry from 2001 to 2002 will be distinguished by the year of the application digit 01, for example 01-289123-7. The year of application digit should not be updated to 02 for deferred learners.

HIGHER EDUCATION DATA SET FIELDS

| Field | H23 | SOC occupation code |
|-----------------|--|---|
| Required for | HE – see notes | Field: length type justification 4 Numeric Not necessary |
| Description | Used to record the occupation of the learner if aged 21 or over at the start of the course, or the occupation of the learner's parent or guardian, if the learner is under 21. It can be derived from the UCAS admissions system for UCAS entrants | |
| Reason required | To assess the levels and trends in participation by those from various occupational backgrounds. This information is used in projections and planning for the sector and analysis of trends in the take-up of Higher education. | |
| Valid entries | <p>The 4 digit codes can be found in annex L of the 'ILR specification 2007/08' and further details can be obtained from the Office of National Statistics website at www.statistics.gov.uk.</p> <p>For learners who enrolled before 1 August 2002 a SOC 90 code may be used, right justified and zero filled from the left.</p> <p>It is not expected that institutions should seek this information from continuing learners (learners with a start date before 1 August 2001) in cases where they do not already hold the information.</p> | |
| Null value | This field is not required for non-UCAS entry HE learners. In this case the null value would be four zeros. | |

Notes

This field is required for learners entering through UCAS.

This field relates to the learner on entry to the programme of study. New entrants from UCAS will have this completed by UCAS and sent to institutions.

UCAS codes 0000 'not stated', 0007 'retired', 0008 'unemployed' and 0009 'not known' will be accepted as valid entries.

The student should be asked for parental occupation or, if 21 or over, for their own occupation. For example, "if you are under 21, please give the occupation of your parent, step-parent or guardian who earns the most. If he or she is retired or unemployed, give their most recent occupation. If you are 21 or over, please give your own occupation."

HIGHER EDUCATION DATA SET FIELDS

| Field | H24 Last institution | | |
|-----------------|---|--|--|
| Required for | HE – see notes | Field: length type justification | 7 Alphanumeric Left justify, space fill to the right |
| Description | The school/FE/HE institution last attended will provide valuable information to assist the tracking of learners through their HE life. It can be derived from the UCAS admissions system for UCAS entrants | | |
| Reason required | To assess the flows, (and the periods out of education), of people from these establishments into HE institutions. | | |
| | To provide the number of learners who entered HE institutions from particular types of school | | |
| Valid entries | If last institution was an HE institution, relevant HESA institution identifier, refer to HESA website, www.hesa.ac.uk . If last institution was a school or FE institution, relevant DFEE/WOED.SOEID/DENI/FEFC code derived from the admissions system for UCAS entrants. Other valid codes are: | | |
| | 0022 | La Sainte Union College of HE | |
| | 0025 | Loughborough College of Art and Design | |
| | 0036 | Salford College of Technology | |
| | 0043 | West London Institute of Higher Education | |
| | 0045 | Winchester School of Art | |
| | 0088 | Coleg Normal Bangor | |
| | 0094 | Duncan of Jordanstone College of Art | |
| | 0098 | Moray House Institute of Education | |
| | 0102 | St Andrew’s College of Education | |
| | 0103 | The Scottish College of Textiles | |
| | 0128 | British Postgraduate Medical Federation | |
| | 0129 | Charing Cross & Westminster Medical School | |
| | 0136 | The London Hospital Medical College | |
| | 0140 | Royal Free Hospital School of Medicine | |
| | 0142 | Royal Postgraduate Medical School | |
| | 0144 | St Bartholomew’s Hospital Medical College | |
| | 0148 | United Medical and Dental Schools of Guy’s and St Thomas’s Hospitals | |
| | 0183 | Welsh Agricultural College | |
| | 0187 | Westhill College | |
| | 4901 | UK state school | |
| 4911 | UK independent school | | |
| 4921 | UK FE college | | |
| 4931 | any non-UK institution | | |
| 9999 | not known | | |

HIGHER EDUCATION DATA SET FIELDS

| | |
|------------|--|
| Null value | This field is not required for non-UCAS entry HE learners. In this case the null value would be seven spaces |
|------------|--|

Notes

This field is required for learners entering through UCAS. Optional for non-UCAS entrants

UCAS holds the school/FE/HE or other institution from which the UCAS application was received. HESA recognises that this will give a small percentage of statistical error in the data for this field

It is not expected that institutions should seek this information from learners with a start date before 1 August 2001. In cases where they do not already hold the information not known should be used.

HIGHER EDUCATION DATA SET FIELDS

| Field | H25 | Year left last institution |
|-----------------|---|---|
| Required for | HE – see notes | Field: length type justification 4 Numeric Not necessary |
| Description | Will provide valuable information to assist the tracking of learners through their HE life and will establish the proportion of learners taking years out between courses. It can be derived from the UCAS admissions system for UCAS entrants. | |
| Reason required | To distinguish 'direct from school' entrants from 'took a year out' entrants. To identify periods of time between phases of study. | |
| Valid entries | A four digit number between 1900 and 2008. | |
| Null value | This field is not required for non-UCAS entry HE learners. In this case the null value would be four zeros. | |

Notes

This field is required for learners entering through UCAS. Optional for non-UCAS entrants.

Where the year is not known, code 9999 should be used.

It is not expected that institutions should seek this information from learners with a start date before 1 August 2001. In cases where they do not already hold the information not known should be used

Example

A learner who left school in 1988 would have a valid entry '1988'.

HIGHER EDUCATION DATA SET FIELDS

| Field | H26 Number of A levels | |
|-----------------|--|---|
| Required for | HE – see notes | Field: length type justification 2 Numeric Not necessary |
| Description | The number of A levels or AS levels equivalents held by the learner. | |
| Reason required | To provide statutory customers with detailed information of the qualifications on entry of full-time undergraduates in order to derive trend analysis, provide specific information for ministers and to inform learner number projections. Also allows the calculation of the mean A/AS level point score | |
| | The TTA requires this information to distinguish between standard and non-standard entry undergraduate learners. | |
| Valid entries | 01 | 3 or more A levels or AS level equivalent |
| | 02 | 2 A levels or AS level equivalent |
| | 03 | 1 A level or AS level equivalent |
| | 04 | 1 AS level |
| | 97 | combination of 1 or more of above |
| | 98 | no A or AS levels held |
| | 99 | not known |
| Null value | Zero fill. | |

Notes

This field is compulsory for undergraduate learners entering through UCAS with highest qualifications on entry of A or A/AS levels.

Learners with 1½ A/AS levels should be coded 03.

Learners with 2½ A/AS levels should be coded 02.

If code 99 (no qualifications) has been used in the prior attainment field, providers are requested not to complete this field for learners studying on one or more HE level learning aims.

If code 97 (other/ not known) has been used in the prior attainment level field providers are requested to complete this field for learners studying on one or more HE level learning aims

It is not expected that institutions should seek this information from continuing learners with a start date before 1 August 2001, in cases where they do not already hold the information.

HIGHER EDUCATION DATA SET FIELDS

| Field | H27 | A/AS level score |
|-----------------|---|--|
| Required for | HE – see notes | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | The number of GCE A and AS level points associated with the A and AS level grades obtained by the learner | |
| Reason required | To help with value-added analyses. | |
| Valid entries | A two digit number. | |
| Null value | This field is not required for non-UCAS learners and should be zero filled. | |

Notes

This field is compulsory for undergraduate learners entering through UCAS where the qualifications for entry were A and/or AS levels.

The points should be calculated with respect to level and grade as follows:

| Grade | A | B | C | D | E |
|--------------|----|---|---|---|---|
| GCE A level | 10 | 8 | 6 | 4 | 2 |
| GCE AS level | 5 | 4 | 3 | 2 | 1 |

Account should be taken only of the best three A level or A level equivalents for this purpose. An AS level counts as equivalent to half of an A level.

General studies may be counted, but duplicate subjects should be discounted.

HIGHER EDUCATION DATA SET FIELDS

| Field | H28 Number of SCE Highers and CSYS | | |
|-----------------|---|---|-------------------------------|
| Required for | HE – see notes | Field: length type justification | 2 Numeric Not necessary |
| Description | The number and type of SCE Highers held by the learner. | | |
| Reason required | To provide statutory customers with detailed information of the qualifications on entry of full-time undergraduates in order to derive trend analysis, provide specific information for ministers and to inform learner number projections. | | |
| Valid entries | 01 | 3 or more SCE Highers with CSYS | |
| | 02 | 3 or more SCE Highers only | |
| | 03 | SCE Highers with CSYS | |
| | 04 | SCE Highers only | |
| | 05 | 3 or more SCE Advanced Highers with CSYS | |
| | 06 | 3 or more SCE Advanced Highers only | |
| | 07 | SCE Advanced Highers with CSYS | |
| | 08 | SCE Advanced Highers only | |
| | 09 | A combination of SCE Highers and Advanced Highers | |
| | 10 | SCE Group Award (Advanced Higher) | |
| | 11 | SCE Group Award (Higher) | |
| | 97 | Combination of 1 or more of above | |
| | 98 | No SCE Highers or Advanced Highers held | |
| | 99 | Not known | |
| Null value | Zero fill. Use null value if not required (non-UCAS entry HE learners) | | |

Notes

This field is compulsory for undergraduate learners entering through UCAS with highest qualification on entry of highers or CSYS.

It is not expected that institutions should seek this information from continuing learners with a start date before 1 August 2001, in cases where they do not already hold the information

HIGHER EDUCATION DATA SET FIELDS

| Field | H29 | Scottish Higher points score |
|-----------------|---|--|
| Required for | HE – see notes | Field: length type justification 2 Numeric Right justify, zero fill to the left |
| Description | Shows, if relevant, the number of Highers points associated with any SCE Highers grades obtained by the learner. It can be derived from the UCAS admissions system for UCAS entrants. | |
| Reason required | To help with value-added analyses. To assess the levels of and trends in 'non-standard' entry (for example, those whose entry was not based on Highers or GCE A levels). | |
| Valid entries | a number in the range 00 – 30 | |
| Null value | Zero fill. Use null value if not required (non-UCAS learners) | |

Notes

This field is compulsory for undergraduate learners entering through UCAS with UCAS with highest qualification on entry of highers or CSYS.

Account is taken only of the best five passes (whenever obtained). Duplicate subjects are discounted. For entrants with SCE Higher grade passes (up to a maximum of five) the points should be calculated with respect to band of award according to the following table

| | | | |
|---------------|---|---|---|
| Band of Award | A | B | C |
| Highers | 6 | 4 | 2 |

It is not expected that institutions should seek this information from learners with a start date before 1 August 2001. In cases where they do not already hold the information not known should be used.

HIGHER EDUCATION DATA SET FIELDS

| Field | H30 Number of vocational qualifications | |
|-----------------|---|---|
| Required for | HE – see notes | Field: length type justification 2 Numeric Not necessary |
| Description | Vocational qualifications at level 3/advanced held by the learner. | |
| Reason required | To provide statutory customers with detailed information of the qualifications on entry of full-time undergraduates in order to derive trend analysis, provide specific information for ministers and to inform learner number projections. | |
| Valid entries | 01 | NVQ/SVQ (level 3) |
| | 02 | 12 module advanced GNVQ/GSVQ |
| | 03 | 06 module advanced GNVQ/GSVQ |
| | 97 | Combination of 1 or more of above |
| | 98 | None of the above |
| | 99 | Not known |
| Null value | This field is not required for non-UCAS entry HE learners. In this case the null value would be two zeros. | |

Notes

This field is compulsory for undergraduate learners entering through UCAS who are coded 'any combination of GCE A/SCE Higher or GNVQ/GSVQ or NVQ/SVQ at level 3' in highest qualification on entry.

It is not expected that institutions should seek this information from continuing learners with a start date before 1 August 2001, in cases where they do not already hold the information.

HIGHER EDUCATION DATA SET FIELDS

| Field | H31 | Reason for leaving |
|-----------------|--|---|
| Required for | HE – see notes | Field: length type justification 2 Numeric Not necessary |
| Description | The reason the learner left the institution or the particular programme. | |
| Reason required | To monitor the number of learners known to be transferring to other institutions. for an indication of the cited/presumed reason for leaving (while recognising that in many cases there will be no single, simple cause) | |
| Valid entries | 01 | successful completion of the course |
| | 02 | academic failure/left in bad standing/not permitted to progress |
| | 03 | transferred to another institution |
| | 04 | health reasons |
| | 05 | Death |
| | 06 | financial reasons |
| | 07 | other personal reasons and dropped out |
| | 08 | written off after lapse of time |
| | 09 | Exclusion |
| | 10 | gone into employment |
| | 11 | Other |
| | 12 | Redundant HIN |
| | 98 | completion of course - result unknown |
| | 99 | Unknown |
| Null value | Zero fill. Use null value if not required (learners studying HE level qualifications who are still at the institution and have not completed their programme of study since the previous collection). | |

Notes

This field is compulsory for learners who have left the institution or completed their programme of study since the previous collection only.

Code 02, academic failure/left in bad standing, is considered to be different from code 07, dropped out, which may be more closely related to personal reasons.

Code 08, written off after lapse of time: it is at the institution's discretion whether to write off an inactive learner after a period of time, and therefore not return that learner's details

HIGHER EDUCATION DATA SET FIELDS

Code 09, exclusion is the breaking of the institution's rules; either behavioural or financial.

Code 12, redundant HIN, is to allow the record to be 'tidied-up'. This code should be used in any cases where institutions have incorrectly returned more than one HIN for a learner.

HIGHER EDUCATION DATA SET FIELDS

| Field | H32 | Proportion not taught by this institution |
|-----------------|--|--|
| Required for | HE – see notes | Field: length type justification 5 Numeric Fixed with decimal point in fourth position and fill with leading and trailing zeros |
| Description | This field indicates the percentage of the year for which other arrangements for teaching have been made, for example, taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught by the returning institution | |
| Reason required | <p>For an indication of the extent of franchising arrangements for teaching.</p> <p>To apportion the learner numbers between the collaborating institutions in the ways which are appropriate for different purposes; for example, for funding purposes and for total learner counts, all the learners may be counted against a 'lead (parent/hub) institution', whereas for other purposes they ought to be split between the collaborating institutions.</p> | |
| Valid entries | A percentage in the range 000.0 to 100.0 | |
| Null value | Zero fill. Use null value if not required (where qualifications are not delivered by franchising) | |

Notes

This field is compulsory for qualifications delivered by franchising.

This field relates to the proportion not taught by the reporting institution's staff, and not the location at which the teaching takes place.

HIGHER EDUCATION DATA SET FIELDS

| Field | H33 | Proportion taught in first LDCS subject |
|-----------------|---|--|
| Required for | HE | Field: length type justification 5 Numeric Fixed with decimal point in fourth position and fill with leading and trailing zeros |
| Description | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. Fields H33, H34 and H35 should be considered as a block of related data. | |
| Reason required | To monitor HEFCE funding returns. | |
| Valid entries | A percentage in the range 000.0 to 100.0 | |

Notes

The proportions in the fields H33 to H35 should total 100%, unless a value has been entered in H32.

There should be an entry in fields H33 to H35 for any part of the year of programme of study not taught by the reporting institution recorded in H32. Proportion not taught at this institution, field H32, is a subset included within fields H33 to H35.

The sum of H33 to H35 will therefore exceed 100% for all cases where H32 is greater than zero.

Input should relate to FTE reported in the learner FTE field.

Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the proportions taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields H33, H34 and H35 should be the same for all students on the same course.

Proportion taught in the first LDCS subject should relate to the proportion of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on the learning aim database for the learning aim linked to in the learning aim field for this learning aim. Similarly proportion taught in the second and third LDCS should relate to the fields second LDCS and third LDCS respectively

The most recent (at the census date of the collection) version of the learning aim database should be used. In general, HEFCE will use this version of the learning aims database for all analyses

HIGHER EDUCATION DATA SET FIELDS

| Field | H34 | Proportion taught in second LDCS subject |
|-----------------|---|--|
| Required for | HE | Field: length type justification 5 Numeric Fixed with decimal point in fourth position and fill with leading and trailing zeros |
| Description | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. Fields H33, H34 and H35 should be considered as a block of related data. | |
| Reason required | To monitor HEFCE funding returns. | |
| Valid entries | A percentage in the range 000.0 to 100.0 | |

Notes

The proportions in the fields H33 to H35 should total 100%, unless a value has been entered in H32.

There should be an entry in fields H33 to H35 for any part of the year of programme of study not taught by the reporting institution recorded in H32. Proportion not taught at this institution, field H32, is a subset included within fields H33 to H35.

The sum of H33 to H35 will therefore exceed 100% for all cases where H32 is greater than zero.

Input should relate to FTE reported in the learner FTE field.

Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the proportions taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields H33, H34 and H35 should be the same for all students on the same course.

Proportion taught in the **second LDCS subject** should relate to the proportion of year of programme of study taught in the **LDCS** subject area returned in the **second LDCS subject** field on the learning aim database for the learning aim linked to in the learning aim field for this learning aim. **Similarly proportion taught in the first and third LDCS should relate to the fields first LDCS and third LDCS respectively**

The most recent (at the census date of the collection) version of the learning aim database should be used. In general, HEFCE will use this version of the learning aims database for all analyses

HIGHER EDUCATION DATA SET FIELDS

| Field | H35 | Proportion taught in third LDCS subject |
|-----------------|---|--|
| Required for | HE | Field: length type justification 5 Numeric Fixed with decimal point in fourth position and fill with leading and trailing zeros |
| Description | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. Fields H33, H34 and H35 should be considered as a block of related data. | |
| Reason required | To monitor HEFCE funding returns. | |
| Valid entries | A percentage in the range 000.0 to 100.0 | |

Notes

The proportions in the fields H33 to H35 should total 100%, unless a value has been entered in H32.

There should be an entry in fields H33 to H35 for any part of the year of programme of study not taught by the reporting institution recorded in H32. Proportion not taught at this institution, field H32, is a subset included within fields H33 to H35.

The sum of H33 to H35 will therefore exceed 100% for all cases where H32 is greater than zero.

Input should relate to FTE reported in the learner FTE field.

Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the proportions taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields H33, H34 and H35 should be the same for all students on the same course.

Proportion taught in the third LDCS subject should relate to the proportion of year of programme of study taught in the LDCS subject area returned in the third LDCS subject field on the learning aim database for the learning aim linked to in the learning aim field for this learning aim. Similarly proportion taught in the first and second LDCS should relate to the fields first LDCS and second LDCS respectively

The most recent (at the census date of the collection) version of the learning aim database should be used. In general, HEFCE will use this version of the learning aims database for all analyses

HIGHER EDUCATION DATA SET FIELDS

| Field | H36 Socio-economic indicator | |
|-----------------|---|--|
| Required for | HE | Field: length type justification |
| | | 1 Numeric Not necessary |
| Description | To identify the socio-economic classification of learners participating in HE | |
| Reason required | To provide information on social class. To enable comparability of sector data with other areas of the economy. | |
| Valid entries | 1 | Higher managerial and professional occupations |
| | 2 | lower managerial and professional occupations |
| | 3 | intermediate occupations |
| | 4 | small employers and own-account workers |
| | 5 | lower supervisory and technical occupations |
| | 6 | semi-routine occupations |
| | 7 | routine occupations |
| | 8 | never worked and long term unemployed |
| | 9 | not classified |
| Null value | Zero fill. Use null value if not required (learners studying HE level qualifications who are still at the institution and have not completed their programme of study since the previous collection). | |

Notes

This field relates to the learner on entry to the programme of study.

Code 9, not classified, includes the three categories:

- students
- occupations not stated or inadequately described
- not classifiable for other reasons.

HIGHER EDUCATION DATA SET FIELDS

| Field | H37 | Unique Learner Number |
|-----------------|--|--|
| Required for: | HE – see notes | Field: length type justification 10 Numeric Not necessary |
| Description | The learner's unique learner number, as held on the unique learner number register, obtained from the Learner Registration Service | |
| Reason required | Will be used to carry out 'longitudinal' analyses of learners as they progress from one provider to another. | |
| Valid entries | 1000000000 – 9999999999 | |
| Null value | Zero fill. Use null value if not part of the unique learner number (ULN) project. | |

Notes

In 2007/08 this field will be used to prototype the unique learner number (ULN). There are a number of providers which are taking part in the unique learner number (ULN) project. This field should only be used by these providers.

Learner ULNs can be obtained from the MIAP Learner Registration Service, due to be available from September 2007.

Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.

During 2007/08, it is expected that the LSC Provider MI Systems will become integrated with MIAP, and providers with this facility will be expected by the LSC to register their learners with a ULN.

For those providers who are not part of the ULN project the null value should be used.

HIGHER EDUCATION DATA SET FIELDS

| Field | H38 | UK Provider Reference Number | |
|-----------------|--|--|-------------------------------|
| Required for: | HE – see notes WBL – | Field: length type justification | 8 Numeric Not necessary |
| Description | The UK provider reference number as defined in the UK Register of Learning Providers (UKRLP) | | |
| Reason required | To identify the contracted provider | | |
| Valid entries | 10000000 – 99999999 | | |
| Null value | Zero fill. Use null value if provider has not be assigned a UK provider reference number | | |

Notes

This field should be completed using the UKPRN as defined in the UK Register of Learning Providers (UKRLP) and can be found at www.ukrlp.co.uk.

This field will be collected in addition to the existing UPIN, field H01.

If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.

For providers who have not been assigned a UK provider reference number, the null value should be used.

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