

Specification of the Individualised Learner Record for 2013/14

Version 1 – November 2012

the
informat**i**on
authority

setting data standards
for further education

Document history

Version1 – published 30 November 2012. Changes from 2012/13 specification are highlighted in yellow.

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INTRODUCTION

1. *The information authority* secretariat ("the secretariat") has produced this specification to assist providers in collecting learner data for the 2013/14 year.

Use of ILR data

2. The further education (FE) and skills sector in England uses the Individualised Learner Record (ILR) to collect data about learners in the system and the learning undertaken by each of them.
3. The data collected in the ILR is used to ensure that public money distributed through the Skills Funding Agency and the Education Funding Agency (EFA) is being spent in line with government targets for quality and value for money, for planning, and to make the case for the sector in seeking further funding. Specifically, the data is used:
 - to monitor at an individual level, all learning providers delivery against allocation or contract
 - to inform local planning and provision
 - to inform national planning, including policy development and modelling
 - to calculate actual funding earned
 - to monitor quality of provision and evaluate the effectiveness of providers across the learning and skills sector
 - to make the case to government for levels of funding appropriate to the sector
 - to monitor progress against government targets
 - to demonstrate the outcomes of the distribution of government funds.
4. *The information authority* board has authorised the changes to the ILR Specification for 2013/14. It comprises representatives from:
 - the Association of Colleges (AoC)
 - the Association of Employment and Learning Providers (AELP)
 - the Department for Business, Innovation and Skills (BIS)
 - the Department for Education (DfE)
 - the Education Funding Agency (EFA)
 - the Higher Education Funding Council for England (HEFCE)
 - the Skills Funding Agency
 - Local Government Association (LGA)
 - Office of the Qualifications and Examinations Regulator (Ofqual)
 - the Office for Standards in Education (Ofsted)
 - representatives from learning providers
5. *The information authority* board meets regularly and makes decisions for the FE and Skills sector in England on:

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- what data is to be collected
- data standards used in collection and reporting
- what information will be made available and disseminated and the rules for its use (for example the use of 'early findings' reports), the purpose of data sharing, and how data might be shared
- how frequently data will be collected and reported
- data quality - the cycle, timetable and processes for changes to collection and reporting - including receiving, assessing and ruling on bids for new data items and reports.

Additional sources of information

6. Additional guidance about the collection of learner data for 2013/14 will be published for learning providers and will be available to download from *the information authority* website at www.theia.org.uk.
7. Principles, definitions and guidance about Skills Funding Agency and EFA funding are available at www.skillsfundingagency.bis.gov.uk and www.education.gov.uk/.
8. *The information authority* has developed **feconnect**, an online network for those working with data in the FE and training system. This enables better consultation and the development of a community through which shared problems are solved.
9. For queries relating to the ILR Specification and ILR data returns, contact the Data Service's Service Desk on 0870 267 0001 or email: servicedesk@thedataservice.org.uk.

Development of the ILR Specification for 2013/14

10. In 2013/14 both funding agencies, the Skills Funding Agency and the Education Funding Agency, are introducing new funding methodologies. 2013/14 also sees the introduction of 24+Advanced Learning Loans to the FE system. To ensure that the data collected in the ILR from 2013/14 can meet these new requirements, *the information authority* and the stakeholders have undertaken a complete review of the ILR specification from the 'ground up' to ensure that the data collected is robust, fit for purpose and future proof.
11. In order to do this *the information authority*, together with data users, Skills Funding Agency, EFA, DfE, BIS, Ofsted, HEFCE and local authorities, identified a list of core data items to be collected. Core data is defined as the basic data that needs to be collected about a learner and the type of learning they are undertaking. Core data is data that is persistent and unlikely to change from year to year. It is likely to remain constant even if the funding policy changes.
12. Each field page indicates whether or not the field is a core field.
13. Any additional data not in the core list required by data users to support funding or policy was requested with a supporting business case. This additional non-core data is referred to as policy data. Each request was then assessed and consulted on resulting in a recommendation to the board to either collect or not

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collect the data. *The information authority* board approved the data to be included in the ILR specification for 2013/14 at its meeting in September 2012.

14. This holistic review of the ILR has resulted in extensive change to the specification for 2013/14. There is a net reduction of 15 data items from 2012/13 and significant changes to the collection requirements in many of the remaining fields. Providers and software suppliers should read and review this specification carefully to ensure that they have understood the requirements.

Summary of changes for 2013/14

15. All changes from the 2012/13 ILR Specification have been highlighted in yellow. Highlighting is used to indicate where the data requested or collection arrangements are changed. Where terminology has been changed or improvements made to the layout of the specification there is no highlighting.
16. A full list of changes to the ILR for 2013/14 can be found in the [‘Summary of Changes’](#) section at the back of the specification.

Coverage of the ILR

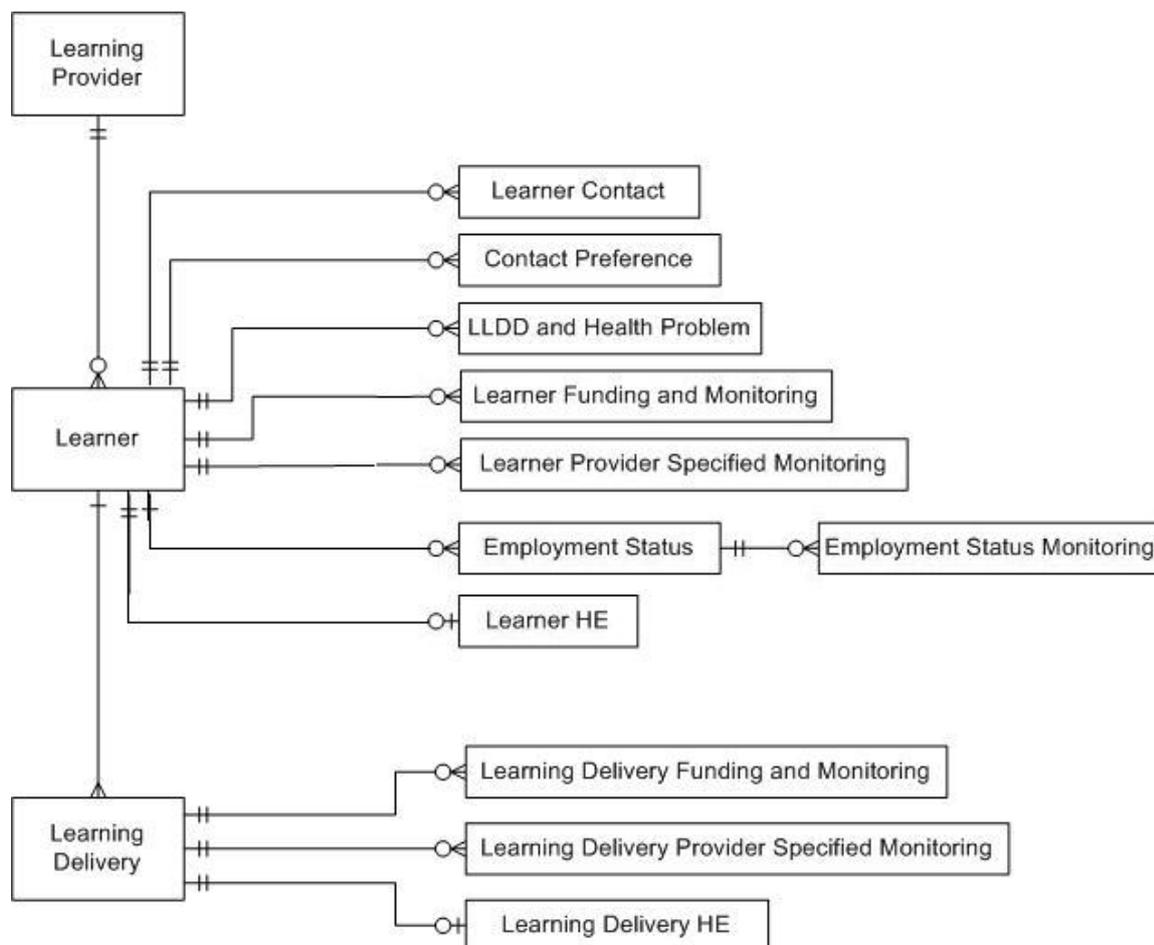
17. A learning provider should send ILR data to the Data Service in 2013/14 if it receives one or more of the following types of funding:
 - 16-19 EFA
 - Adult Skills Budget
 - Community Learning
 - European Social Funding (ESF)
 - Other Skills Funding Agency or EFA funding
18. FE colleges must also send details of all learners who are not in receipt of public funding from the Skills Funding Agency or EFA. Exceptions are learners subcontracted in from a school or Higher Education Institution (HEI) who are returned on an aggregate return (the ILR SUBCON).
19. Private training providers are asked to send details of Apprenticeships that are not funded by the Skills Funding Agency as follows:
 - where delivered within the terms of a Skills Funding Agency/National Apprenticeship Service (NAS) contract
 - in other cases this data can be sent on a voluntary basis.
20. All providers must send records for learners financed by 24+ Advanced learning loans.
21. HEIs who receive funding from the Skills Funding Agency and/or EFA should return data about FE learners in their HESA student record. In some cases HEIs may also send ILRs to the Data Service. Please refer to the Provider Support Manual for further guidance about this.
22. An individual learner may, during the course of one teaching year, benefit from more than one type of funding, either at the same time or for one learning aim after another. A single learner record should be returned for this learner detailing all of the learning aims that they are undertaking.

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ILR structure

23. This specification details the structure and individual field requirements for the ILR.
24. The ILR is based on a data model which defines the entities covered by the ILR and the relationship between these entities and is shown in Figure 1.

Figure 1. ILR entity relationship diagram



25. In this section the term 'record' refers to a group of elements that are based on an entity.

Learner entity

26. A provider should return only one record for each learner. The data recorded in the learner entity contains basic information specific to the learner such as their name, date of birth, sex and ethnicity.
27. The following entities contain optional data that may not be required for all learners. See the individual field pages for details of when data is required:
 - Learner Contact – address, telephone number and email details.
 - Contact Preference – indicates the learner's wishes about contact for marketing, research and survey purposes.

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- LLDD and Health Problem – additional information about a learner’s disability and/or learning difficulty and/or health problem.
 - Employment Status and Employment Status monitoring – monitoring of a learner’s employment status.
 - Learner Funding and Monitoring – additional data to support funding and learner monitoring.
 - Learner Provider Specified Monitoring – additional provider data used as required and specified by the provider.
 - Learner HE – HE data fields.
28. Each learner record will be associated with one or more learning delivery records.

Learning delivery entity

29. A learning delivery record should be returned for each learning aim that a learner is studying.
30. A learning delivery record contains information such as learning start and end dates, funding and outcome. In addition for certain types of programme (as listed in the Programme type field), a learning delivery record is returned to describe the programme being followed. This is known as the ‘programme aim’. The programme aim contains information about the overall learning programme being followed and comprises of a sub-set of data fields required for a learning aim.

For example

Where a learner is studying three GCE A levels, there would be three learning delivery records.

Where a learner is studying a competency-based qualification and a key skill there would be two learning delivery records.

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

31. The following entities contain optional data that may not be required for all learners. See the individual field pages for details of when data is required:
- Learning Delivery Funding and Monitoring – additional data to support funding and learning delivery monitoring
 - Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider
 - Learning Delivery HE – HE data fields.

Programme aims

32. A programme aim for only the following programmes:
- Intermediate Level Apprenticeships, Advanced Level Apprenticeships and Higher Apprenticeships

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- 14-19 Diplomas

33. Foundation Learning programmes are not recorded in the ILR as a distinct programme type for 2013/14 and no longer require a programme aim record to be sent for the learner. All programme aim records for continuing learners who were undertaking Foundation Learning programmes in 2012/13 (or Progression Pathways) should be removed from the learner's record for 2013/14. The Programme type and Framework code fields should also be deleted from any continuing learning aims. See the appropriate field pages for further information.
34. The Aim type field is used to distinguish programme aims from other learning aims.
35. The programme aim records the start date, planned end date, actual end date, completion and outcome data relating to the overall programme or framework.
36. Many of the learning delivery fields are collected only on the programme aim and are not required for component learning aims. See individual field descriptions for full details.
37. Additional guidance on the recording of programmes is published in the Provider Support manual.

HE data

38. HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA). Learner HE and Learning Delivery HE fields must be returned for all learners with aims that meet the following criteria and the collection requirements for the field apply:
 - a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
 - b. Learning aims funded by the EFA that are level 4 or above on the Data Service Learning Aim Reference Application (LARA).
 - c. Learning aims that are level 4 or above on LARA, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
 - d. Learning aims that are level 4 or above on LARA and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.
39. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.

Adult skills funding

40. The Skills Funding Agency is adopting a single funding methodology for all adult skills in 2013/14. This new funding model replaces the Adult Learner Responsive funding model, which was code 22, and the Employer Responsive funding model, which was code 45 in the Funding model field in 2012/13.

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- 41. The Funding model for all learning aim records for continuing learners from 2012/13 must be changed from 22 or 45 to Adult skills, code 35, for the first return of 2013/14.
- 42. All learning delivery records previously recorded using code 45 (apart from those with a Learning Delivery Monitoring code of LDM125) must also record the Workplace learning indicator in the Learning Delivery Funding and Monitoring fields (WPL1).
- 43. Workplace learning as recorded in the ILR only refers to Apprenticeships and other workplace learning funded by the Adult skills funding model, code 35.

24+ Advanced learning loans

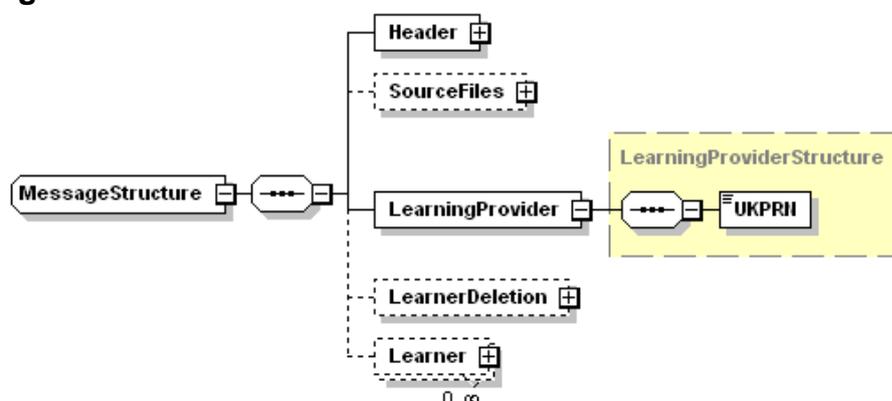
- 44. ILR records must be sent for all learners and learning aims financed by a 24+ Advanced learning loan.
- 45. Learning aims that are financed by a 24+ Advanced learning loan must be recorded using code 99 in the Funding model field with a Learning Delivery Funding and Monitoring record of ADL1.

EFA funded study programmes for learners aged 16-19

- 46. The EFA has changed the way that study programmes for 16-19 year olds and high needs students aged 19+ are funded. See the EFA funding documentation for full details of EFA funding.
- 47. All learning aims undertaken as part of a study programme must be recorded on the ILR.
- 48. Any work experience undertaken by a learner must also be recorded using one of the designated learning aim reference codes from LARA, as detailed in Appendix H.
- 49. The fields that need to be completed for learners with EFA funded learning aims, are very different to 2012/13. Check the individual field pages for details of which data is required.

Format of the ILR file

Figure 2. ILR structure



Introduction

Filename

50. ILR files should be given a 38 character filename followed by the XML file extension. The filename format is:

ILR-F-LLLLLLLLL-YYYY-yyyymmdd-hhmmss-NN.XML where:

ILR	
F	is type of transmission A – for a Year-to-date transmission (all records) B – for a Whole record transmission (changes only)
LLLLLLLLL	is the UK provider reference number (UKPRN)
YYYY	the year of collection (for example 2013/14 would be 1314)
yyyymmdd-hhmmss	Date/time stamp from provider MIS on file generation
NN	The serial number of the file. The serial number element of the filename can be used (if required) to uniquely identify more than one ILR file for amalgamation purposes. Providers may, for example, have several ILR files for the same return relating to different geographical regions of operation or from providers with whom they sub-contract. If the provider is only working with one ILR file then the serial number element can be ignored and defaulted to 01.

Each element is separated by hyphens.

Format of data required

51. The format of data returned should conform to the XML schema documents, which are published on *the information authority* website.

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52. Each file should contain a set of complete learner records. Each file should also have a header record as defined below:

Header record

53. The header record is structured as follows:

```

<Header>
    <CollectionDetails>
        <Collection>
        <Year>
        <FilePreparationDate>
    </CollectionDetails>
    <Source>
        <ProtectiveMarking>
        <UKPRN>
        <TransmissionType>
        <SoftwareSupplier>
        <SoftwarePackage>
        <Release>
        <SerialNo>
        <DateTime>
        <ReferenceData>
        <ValidationRulesVersion>
    </Source>
</Header>

```

where:

Data	Description/ content	Length	Data type	Mandatory field
<Collection>	ILR	3	xs:string	Y
<Year>	Year of collection that is1314	4	xs:string	Y
<FilePreparationDate>	Date of preparation of the file in yyyy-mm-dd format. The file preparation date is used in validation rules such as the ULN and Employer number checks	10	xs:date	Y
<ProtectiveMarking>	PROTECT-PRIVATE	20	RestrictedString	Y
<UKPRN>	The UK provider reference number for the provider	8	xs:int	Y
<TransmissionType>	A for a year to date transmission (all records for a provider B for a whole record transmission (changes only)	1	RestrictedString	Y
<SoftwareSupplier>	Name of the provider's software supplier. Providers that write their own software for producing ILR files should use 'Own Software'	40	RestrictedString	N
<SoftwarePackage>	The name of the software product used to generate the ILR file	30	RestrictedString	N
<Release>	The version number of the software product used to generate the ILR file	20	RestrictedString	N
<SerialNo>	The serial number of the file. The serial number element of the header can be used (if required) to	2	RestrictedString	Y

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Data	Description/ content	Length	Data type	Mandatory field
	uniquely identify more than one ILR file for amalgamation purposes. Providers may, for example, have several ILR files for the same return relating to different geographical regions of operation or from providers with whom they sub-contract. If the provider is only working with one ILR file then the serial number element can be ignored and defaulted to 01.			
<DateTime>	Date/time stamp from provider MIS on file generation in yyyy-mm-ddThh:mm:ss format	10	xs:date Time	Y
<ReferenceData>	Added by the Learner Information Suite (LIS) on export and not required from provider MIS. Gives details of versions of reference data such as LARA, EDS and LRS used.	40	RestrictedString	N
<ValidationRulesVersion>	Added by the LIS on export and not required from provider MIS	2	xs:int	N

Source files

54. ILR files that are created as a result of the amalgamation of separate files in the LIS also include a separate 'Source Files' section following the header that gives details of the originating files. This is described in the XML Schema. The LIS creates this on export and it is not required in files supplied from a provider's management information system (MIS).

Field collection requirements

55. Each field page details whether or not the data must be collected for learners and learning aims funded by each of the funding models.

EFA funded	16-19 EFA funding (FundModel 25) and Other EFA funding (FundModel 82)
SFA funded	Community Learning (FundModel 10), Adult skills funding (FundModel 35), ESF (FundModel 70), and Other Skills Funding Agency funding (FundModel 81)
Non funded	No Skills Funding Agency or EFA funding (FundModel 99)

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56. The funding agency recorded in the Source of funding in the Learning Delivery Funding and Monitoring fields, does not affect the collection requirements. If a learner has learning aims funded using one of the EFA funding models and the source of funding is the Skills Funding Agency then the EFA funded collection requirements apply.

For example. The Prior attainment field collection requirements are:

Collection requirements			Validated
EFA funded		Not collected	No
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF funded (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)	Yes
	Not collected for:	Community Learning (FundModel 10)	No
Non funded		Collected for all learners	Yes

57. Any changes to the collection requirements from 2012/13 are highlighted in yellow.
58. For some fields that are collected for Apprenticeships such as the Framework code, Apprenticeship pathway and Achievement date, the requirements are not specific to any particular funding model and the data must be returned for all Apprenticeships regardless of which funding model they are funded by.

For example, the Achievement date field collection requirements are:

Collection requirements			Prog. Aims	Validated
EFA funded		Not collected	n/a	Yes
Skills Funding Agency funded	Collected for:	All Apprenticeship aims (ProgType=2, 3, 10, 20-23), Adult skills workplace learning (FundModel 35 and LearnDelFAMType = WPL)	Yes	Yes
	Not collected for:	Aims which are NOT part of an Apprenticeship or NOT workplace learning aims	No	Yes
Non funded	Collected for:	Aims which are part of an Apprenticeship	Yes	Yes
	Not collected for:	Aims which are NOT part of an Apprenticeship	No	Yes

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Data that is not required for collection

59. Data that is not required for collection must not be included in the ILR files returned. This is enforced where possible through the validation rules for the following reasons:
- to collect data there must be a mandate and *information authority* board approval to do so
 - data protection legislation data says data should be collected only where there is a purpose in doing so
 - the presence of additional data that is not required can make the validation requirements more complicated
 - only requested data is subject to reliable and rigorous data quality checks
 - it is unhelpful to data users and analysts to have data included that is not required.
60. Learning delivery data that is not required is validated. Learner data fields that are not required are not validated as the learner may receive funding through more than one funding model which have differing collection requirements.

Data types and null values

61. The required data type for each field is detailed on the field specification. All code lists are numeric fields and should be returned without leading zeros (apart from the Learning delivery monitoring codes in the Learning Delivery Funding and Monitoring (FAM) fields which are stored as a string and so should retain the leading zero). The schema defines the different data types and rules which these must meet.
62. The different data types that are used within the ILR Specification are listed in the table below:

Date type	Description
xs:int	A signed 32-bit number
xs:long	A signed 64-bit number
xs:string	A string; typically Unicode
xs:decimal	A decimal number that includes a fractional part but is not specified using an exponent; for example, 123.45
xs:dateTime, xs:date	Date and time related types
RestrictedString	Pattern value – [A-Za-z0-9\s~!"@#\$%&'\(\)*\+\,\-\.\/:;<=>?\[\]_{}^£€]

63. Dates are formatted according to W3C and UK government schema standards (YYYY-MM-DD). Details of standard XML schema data types (date, decimal, int, long, string) are found within the W3C schema standards (www.w3.org/TR/XMLschema-2/#built-in-datatypes).
64. Where data is not collected or is not required, the XML element should not be returned. Empty tags e.g. </NINumber> must not be included.

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Deleting learners

65. There are two ways in which erroneous learner records can be deleted from the data held by the Data Service.
- By sending an A file transmission with the learner (and associated) learning delivery records removed from the file
 - By sending an A or B file with the learners indicated for deletion at the start of the file. See the XML schema document for details of how to do this. Only the Learner reference number of learners who need to be deleted needs to be sent. See the structure diagram shown in Figure 2 on page 17. None of the other learner fields or learning delivery fields needs to be included.

Example: `<LearnerDeletion>
 < LearnRefNumber>LRN000000001</ LearnRefNumber>
 < LearnRefNumber>LRN000000002</ LearnRefNumber>
 < LearnRefNumber>LRN000000003</ LearnRefNumber>
</LearnerDeletion>`

66. If a provider is using the LIS to join together combinations of A and B files then all learner deletions must be explicitly declared using method b above, otherwise the amalgamated file will not contain the records to be deleted.
67. Providers should maintain a record within their own systems of learner records to be deleted so that they can be removed from the Data Service's database as part of the next file submission made, using one of the methods detailed above.

Preparing and transmitting data to the Data Service

68. The Data Service are redeveloping the LIS for 2013/14, and will continue to make available a desktop service for 2013/14. In this version of the ILR specification this service will continue to be referred to as the LIS, although the name of the software may change prior to release.
69. The LIS allows providers to amalgamate separate ILR files and validate an ILR file prior to transmitting it to the Data Service and will produce funding reports. *The information authority* strongly recommends that each provider uses the desktop service to validate its ILR file before transmitting it.

How to return ILR data

70. Once a provider has prepared its ILR file it should transmit it to the Data Service by uploading it to the online data collections website (OLDC) (<http://providers.lsc.gov.uk>). Further guidance on the process for returning data in this way can be found on the web portal.
71. A provider which has a learner management information system (MIS) or administration system capable of producing an ILR file must return data in this way.
72. The Provider online system (POL) used by providers in 2012/13 will not be available in 2013/14. All providers will need to send ILR data to the Data Service by uploading an XML file to the data collections web portal.

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73. The Data Service will make available for 2013/14 a data entry form in the LIS. This will enable providers who do not have an MIS system capable of generating an XML file, to enter learner data into the desktop service and export an XML file from this for upload to the web portal.

ILR file transmission types (A and B files)

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

A – this must contain all learner records for all learners at the provider for the year to date;

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

75. A provider sending A files should note that subsequent transmissions will overwrite the previous transmission. This means that providers cannot split their data into separate files and transmit each file separately. A provider cannot send records for learners funded from different funding models in separate A files, as they will overwrite one another. **One A file must be sent containing all learners from all funding models.**

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

- a learner has started a learning aim
- a learner's circumstances have changed, for example a learner has moved to a new address
- a learner has achieved a learning aim
- a learner has left a programme
- deleting a learner record previously entered erroneously.

77. In a B file all learning delivery records for the learner must be supplied each time, even for aims with no changes. Learning delivery data must not be sent without the associated learner data for that learner.

Data collection timetable for 2013/14

78. Providers are asked to ensure that the data held by the Data Service is up to date by particular dates. All data is stored in a year to date database by the Data Service. It is only necessary to send an ILR file if there have been any changes or additions to the learner records since the last transmission was made.

79. The dates by which providers are asked to ensure that their data is up to date are detailed in [Appendix A](#) to the ILR Specification. All data received by the Data Service by this date will be included in a data extract that is taken. A

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provider needs to send data by 6.00pm of the date in question. It is not possible for a provider to have its data included in an extract if it is sent after this time.

80. The requirements for sending updated learner data to the Data Service are different for different types of providers and are also dependent on the funding model of the learning aims being undertaken.
81. Further guidance on the data collection timetable is available in the ILR Provider Support manual.

File validation and error handling

82. There are two stages to the validation of an ILR file. Firstly the file is validated against the XML schema and then it is validated against the published validation rules.

Schema validation

83. Within both LIS and OLDC an incoming ILR XML file will be processed against the XML schema. At this point the ILR may be rejected as non-conformant to the schema, if one or more of the following conditions applies:
 - if the XML is not well-formed. (Well-formed means that the file adheres to XML's strict syntactical rules for open and close tags and the nesting of data elements.)
 - mandatory elements (individual items or groups of items) are omitted
 - elements are not presented in the expected sequence, as defined in the schema
 - repetition of elements exceeds the maximum stated occurrence
 - an element's value does not conform to its data type, ranges, total digits or pattern type. Examples of this would include where a numeric item contains alpha characters, where a date contains invalid values (e.g. 30 February) or where a decimal item exceeds the number of decimal places
 - duplicate combinations of key values are included.
84. Where any of the above conditions are found, the error will prevent the process from completing. The systems will pass back to the user any messages that the XML processor generates. These messages are generally briefer than those that appear on a fully formatted error report, depending on the nature of the error that has occurred. This should not cause concern, since the above conditions are generally not caused by user data error, and should occur rarely if at all in files produced from information systems.

Validation rules

85. The validation rules are published for 2013/14 on *the information authority* website.
86. The validation rules are applied after the file has passed the XML schema checks.
87. Validation rule errors are reported on fully formatted error reports which are produced by LIS and OLDC. Since this can take place only after the ILR XML

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has been processed against the schema, most of the schema conditions are not subject to separate validation rules.

88. The validation rules are included on each field page in the ILR Specification and are published in version 2 of the specification.

Data quality standards and field ownership

89. [Appendix P](#) to the ILR Specification details the data quality standards that providers should be aiming to meet for each ILR field.
90. Appendix P also contains additional information about ILR data collected and how it is used. It identifies for each field in the ILR a data owner, one or more main stakeholders and the main data uses.
91. As part of the focus on data quality in the ILR, examples of good practice by and for providers has been published on *the information authority* website at: www.theia.org.uk/ilr/dataquality/casestudies.

Data management principles

92. Data underpins funding and commissioning decisions, and it also underpins and informs the work of Ofsted and other agencies. When aggregated, it presents to sponsoring departments and to the Government the progress and position of the sector, thereby informing policy making decisions.
93. During 2010, the FE Data Management group, made up of representatives from provider groups (HOLEX, AoC, ALP), individual providers, funding bodies (Skills Funding Agency and EFA) and Ofsted, and chaired by Graham Jones (the previous Chairman of *the information authority* board), developed six Data Management Principles so that users of FE data can be assured of its quality and reliability.
94. Set out below are the six Data Management Principles and what each means in relation to the completion of the ILR.
95. With the change to the ILR Specification for 2013/14, in particular the removal of the Guided learning hours field, it is recognised that these principles will need to be revised.

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

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

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

97. For all providers the learning agreement records the goals which the learner and provider have agreed. It is against these goals that provider performance, in terms of success rate, is measured. It is recognised that the learning aim may be agreed during the initial period of learning for long qualifications but once set it must not be changed. It is reasonable to expect that the goal should be agreed as soon as possible.
98. Consequently providers must agree the learning aim for aims of all lengths within the funding qualifying period as defined by each funding agency and record it in the ILR. There is one exception for English for speakers of other languages (ESOL).
99. Where a provider and learner agree to a change of aim after the funding start period it should be recorded as a transfer in the ILR.

Principle 3: For any particular return, a provider must meet the timeliness specification. To accommodate changes resulting from the introduction of the ILR this can be summarised as:

- *for data for which there is a collection reference date on the timetable the provider must send data that accurately describes all provision delivered up to and including the collection reference date.*

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- for other data, where there is no collection reference date, starters, leavers and changes must be returned in a timely way as described in the Provider Support manual for 2013/14.

Principle 4: The total guided learning hours for a learner recorded in the ILR must accurately reflect the guided learning hours the provider plans to deliver or, where this varies from the plan by an amount considered significant as described in the Guided learning hours field, the actual hours delivered.

100. Where a piece of learning leads to the achievement of more than one goal, the ILR must not contain learning aim data sets that include the same guided learning hours more than once. For example, where a piece of learning is delivered in a course of 100 guided learning hours and leads to the achievement of two aims then the two learning delivery data sets describing this should contain 100 guided learning hours in total. (Following the removal of the Guided learning hours field, this principle will be revised at a later date for 2013/14).

Principle 5: Basic pieces of information about a learner and their learning must remain constant once entered in the ILR except where the information has been entered in error.

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

Principle 6: Providers should aim to implement data management best practice when processing learner data within their systems in order to deliver timely and accurate data in their ILR.

Good practice principles for funding bodies and agencies

Principle 1: Funding bodies and agencies are expected to supply timely information to providers about how data in the ILR can be used.

102. This includes information about: quality checks to be applied to data how data is to be used at provider level in funding, performance measurement, planning and MI reporting, and for these applications how it is to be transformed, including algorithms.
103. To be timely such information needs to be sufficiently detailed and sent in time for providers to prepare their processes and systems before data needs to be collected.
104. Bodies and agencies will collect only data that is needed and that need will be explained.
105. This information includes software tools such as the Learner Information Suite (LIS), Learning Aim Reference Application (LARA) and the Data Self Assessment Toolkit (DSAT) which implement the rules described in the published information

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Principle 2: Funding bodies and agencies will send providers only instructions about data collection and transformation that have been approved by the information authority secretariat.

106. This is to avoid confusion that sometimes arises for providers when various documents contradict one another.

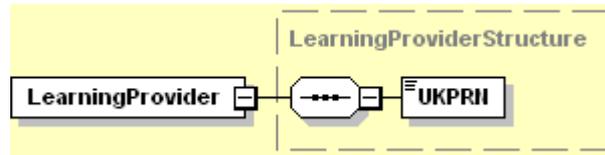
Principle 3: Funding bodies and agencies are expected to adhere to the principle that data is collected once and used many times.

Principle 4: Funding bodies and agencies are expected to make their staff aware of these principles.

Common data management questions and answers

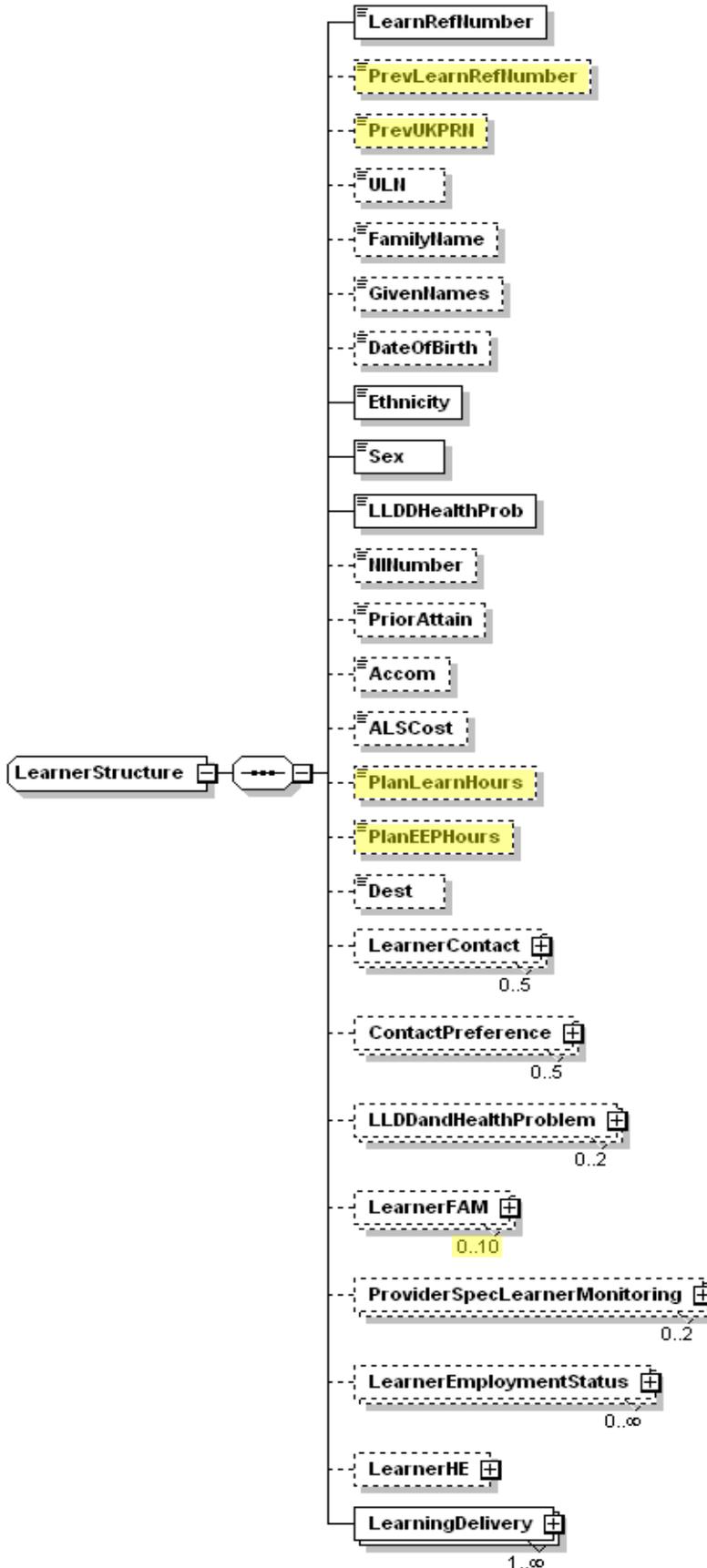
107. There are answers to the most frequently asked questions on data management available on *the information authority* website at <http://www.theia.org.uk/ilr/faqs/>.

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UK provider reference number			
Definition	The UK provider reference number of the contracted provider		
Reason required	To identify the contracted provider		
Schema definitions			
XML element name	UKPRN	Mandatory	Y
Field length	8	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Provider		
Collection requirements			Validated
Collected for all learners			Yes - schema
Valid entries			
10000000 – 99999999			
Notes			Core
<ul style="list-style-type: none"> This field must be completed using the UK Provider Reference Number (UKPRN) from the UK Register of Learning Providers (UKRLP) which can be found at www.ukrlp.co.uk. 			Y
Validation rules			
Change management notes			

[back to field listing](#)



All fields must be returned in the above order in the XML file. The fields with a dotted border are optional in the XML schema and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

Learner reference number			
Definition	The provider's reference number for the learner as assigned by the provider.		
Reason required	To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution		
Schema definitions			
XML element name	LearnRefNumber	Mandatory	Y
Field length	12	Data type	RestrictedString
Minimum occurrences	1	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners			Yes - schema
Valid entries			
Any combination of up to 12 alphabetic characters, numeric digits or spaces			
Pattern	[A-Za-z0-9\s]		
Notes	Core	Y	
<ul style="list-style-type: none"> The learner reference number must be retained by the learner for any period of study with the provider and must not be re-used for a different learner. The number should be retained following any period of absence. Changes to the learner reference number should be avoided if at all possible between years for continuing learners. If a provider does unavoidably have to change the learner reference numbers used, for example because of a change to their MIS system, they should ensure that the Learner reference number in previous year field is completed. A single learner reference number should be used for each learner wherever possible and providers should work towards eliminating the use of more than one learner reference number for the same person. A validation warning has been introduced for 2013/14 to inform providers of this. Where a learner starts a new learning aim in 2013/14, it is expected that providers will use the existing learner reference number and not create a new one even if they are using different MI systems to hold the learner's details. 			
Validation rules			
Change management notes			

Learner reference number in previous year			
Definition	The provider's reference number for the learner in the previous year if different from the current teaching year.		
Reason required	To match together learner records from previous teaching years to produce qualification success rates.		
Schema definitions			
XML element name	PrevLearnRefNumber	Mandatory	N
Field length	12	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners where applicable		No
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable	No
	Not collected for:	Community Learning (FundModel 10) and ESF (FundModel 70)	No
Non funded	Collected for:	24+ Advanced learning loans (LearnDelFAMType=ADL) where applicable	No
	Not collected for:	All other non funded learners	No
Valid entries			
Any combination of up to 12 alphabetic characters, numeric digits or spaces			
Pattern	[A-Za-z0-9\s]		
Notes			Core N
<ul style="list-style-type: none"> This field should be completed for all learners for whom a different learner reference number was recorded in the previous teaching year. The learner reference number may change between teaching years for a number of reasons but this field should be recorded only for the following circumstances: <ul style="list-style-type: none"> The learner has remained with the same provider and that provider has changed the learner's reference number for instance, due to the introduction of a new MI system or the transfer of the learner's record to another MI system at the same provider. Where a provider has taken over provision from another provider, due to minimum contract levels. This field records a change of Learner reference number from that returned in the previous year. It does not need to be returned in subsequent years unless the learner reference number has changed again. For example, in 2012/13 a learner was returned with reference number L123. This changed to L456 in the following year 2013/14. In 2013/14 this field would record L123 (the learner reference in the previous year). If the learner reference number remains as L456 in 2014/15 then this field would not be returned in 2014/15 as the learner reference number had not changed from the previous teaching year. 			
Validation rules			
Change management notes			

UKPRN in previous year			
Definition	The UK provider reference number of the contracted provider of the learner in the previous year if different from the current teaching year.		
Reason required	To match together learner records from previous teaching years to produce timely qualification success rates where the provision has transferred from one provider to another due to minimum contract levels.		
Schema definitions			
XML element name	PrevUKPRN	Mandatory	N
Field length	8	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Collected for:	Adult skills workplace learning (FundModel 35 and LearnDelFAMType = WPL) where applicable	No
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) and Adult skills classroom learning (FundModel 35 and LearnDelFAMType <> WPL)	No
Non funded	Not collected		No
Valid entries			
10000000 – 99999999 UK Provider Reference Number (UKPRN) from the UK Register of Learning Providers (UKRLP) which can be found at www.ukrlp.co.uk			
Notes			Core
<ul style="list-style-type: none"> This field should be completed only where provision has transferred from one provider to another due to minimum contract levels, as recorded in the Learner Funding and Monitoring fields using code NLM18. It does not need to be completed for other types of learner transfer. This field records a change of UKPRN from that returned in the previous year. It does not need to be returned in subsequent years unless the UKPRN has changed again. For example, in 2012/13 a learner was returned under Provider A. The provider changed to Provider B for 2013/14 due to minimum contract levels. This field would record the UKPRN of Provider A in 2013/14. If the learner remains with Provider B in 2014/15 then this field would not be returned in 2014/15 as the provider had not changed from the previous teaching year. 			N
Validation rules			
Change management notes			

Unique learner number			
Definition	The learner's unique learner number (ULN), as held on the Learner Register, obtained from the Learning Records Service (LRS)		
Reason required	To match data for the learner over time and with other data sources, to enable population of the Personal Learning Record and improve data integrity		
Schema definitions			
XML element name	ULN	Mandatory	Y, enforced with validation rules for 2013/14
Field length	10	Data type	xs:long
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners (see notes below)			Yes
Valid entries (Schema check)			
1000000000 – 9999999999			
Notes			Core
			Y
<ul style="list-style-type: none"> Providers should make every effort to obtain a ULN for all learners including those undertaking Community Learning and learners who do not receive funding from the Skills Funding Agency or EFA. If a ULN cannot be obtained for a learner then 9999999999 should be returned. A null return is not valid for 2013/14. A ULN must be returned for all learners financed by a 24+ Advanced learning loan. ULNs are obtained from the LRS Organisation Portal or Learner Registration Service. Providers experiencing problems obtaining a ULN should contact the team at lrsupport@learningrecordsservice.org.uk. A ULN of 9999999999 can be used temporarily until 1 January 2014 whilst a provider is registering the learner for a ULN. After the 1st January 2014, a ULN of 9999999999 will only be allowed in the following cases: <ul style="list-style-type: none"> for learners with only Community Learning or non-funded learning aims (apart from those in receipt of a 24+ Advanced learning loan) if the learning aim start date is less than 60 calendar days of the transmission date. if the learning aim is less than 5 days in planned or actual duration. for OLASS learners, where in exceptional circumstances there may be security reasons why a ULN cannot be issued. Providers should refer such cases to the LRS. 			
Validation rules			
Change management notes			

Family name			
Definition	The surname or family name of the learner		
Reason required	The information will be used: <ul style="list-style-type: none"> • for matching records for statistical purposes, such as to monitor progression, retention and achievement • for identification, linking of data and ease of reference in case of enquiries • to send further information to learners • in surveys • to track post 16 education, training and employment of young people. 		
Schema definitions			
XML element name	FamilyName	Mandatory	N
Field length	100	Data type	xs:string
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners		Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) and Community Learning where Planned learning hours is greater than 10 (FundModel 10 and PlanLearnHours >10)	Yes
	Not collected for:	Community Learning where Planned learning hours is 10 or less (FundModel 10 and PlanLearnHours <= 10)	No
Non funded	Collected for all learners		Yes
Valid entries			
<p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> • Basic Latin: page with code points U+0000 to U+00FF • Latin Extended A: page with code points U+0100 to U+01FF • Latin Extended B: page with code points U+0200 to U+02FF • Latin Extended C: page with code points U+2C60 to U+2D5F • Latin Extended D: page with code points U+A720 to U+A81F • Latin Extended Additions: page with code points U+1E00 to U+1EFF <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site.</p> <p>The character sets listed are those defined in the ISB standard for names.</p> <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>			
Notes			Core
<ul style="list-style-type: none"> • This field should not include maiden names for example Mary Jones – nee Smith / Mary Jones – was Smith • OLASS learners can enter 'NOT PROVIDED' if there is a security issue with recording the learner's name. 			Y

Learner

- The name recorded in the ILR should be the same as the one used for the LRS. A validation warning has been added for 2013/14 to check for consistency between the ULN recorded in the ILR for the LRS.

Validation rules

Change management notes

Given names			
Definition	The forenames (first names) of the learner		
Reason required	The information will be used: <ul style="list-style-type: none"> • for matching records for statistical purposes, such as to monitor progression, retention and achievement • for identification, linking of data and ease of reference in case of enquiries. • to send further information to learners • in surveys • to track post 16 education, training and employment of young people. 		
Schema definitions			
XML element name	GivenNames	Mandatory	N
Field length	100	Data type	xs:string
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners		Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) and Community Learning where Planned learning hours is greater than 10 (FundModel 10 and PlanLearnHours >10)	Yes
	Not collected for:	Community Learning where Planned learning hours is 10 or less (FundModel 10 and PlanLearnHours <= 10)	No
Non funded	Collected for all learners		Yes
Valid entries			
<p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> • Basic Latin: page with code points U+0000 to U+00FF • Latin Extended A: page with code points U+0100 to U+01FF • Latin Extended B: page with code points U+0200 to U+02FF • Latin Extended C: page with code points U+2C60 to U+2D5F • Latin Extended D: page with code points U+A720 to U+A81F • Latin Extended Additions: page with code points U+1E00 to U+1EFF <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site.</p> <p>The character sets listed are those defined in the ISB standard for names. Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>			
Notes			Core
<ul style="list-style-type: none"> • As many learner first names as will fit into the field, separated by spaces, should be provided. • This field should not include nicknames for example Gareth – Gaz. • OLASS learners can enter 'NOT PROVIDED' if there is a security issue with recording the learner's name. 			Y

Learner

- The name recorded in the ILR should be the same as the one used for the LRS. A validation warning has been added for 2013/14 to check for consistency between the ULN recorded in the ILR for the LRS.

Validation rules

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Change management notes

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Date of birth			
Definition	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.		
Schema definitions			
XML element name	DateOfBirth	Mandatory	N
Field length	10	Date Type	xs:date
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners (see notes below)			Yes
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes			Core
			Y
<ul style="list-style-type: none"> For 2013/14 the Date of birth must be recorded for learners with learning aims funded by Other EFA funding or Other Skills Funding Agency funding. A null return is not valid for these learners in 2013/14. The Date of birth must be recorded for learners financed by a 24+ Advanced learning loan. Providers should return a date of birth for all learners wherever possible. A date of birth is needed to register the learner for a ULN. Providers must not estimate the learner's date of birth. As a last resort if a learner declines to provide a date of birth, this field does not have to be returned as detailed below. The validation rules will enforce the completion of the date of birth for all learners apart from the following exceptions: <ul style="list-style-type: none"> for learners undertaking only Community Learning for non-funded learners (apart from those financed by a 24+ Advanced learning loan) for OLASS learners, where in exceptional circumstances there may be security reasons why the date of birth cannot be collected 			
Validation rules			
Change management notes			

Ethnicity			
Definition	The ethnic origin of the learner, based on the 2011 census		
Reason required	To monitor the distribution of ethnic groups amongst learners in the context of adequacy and sufficiency		
Schema definitions			
XML element name	Ethnicity	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners			Yes - schema
Valid entries			
White			
31	English / Welsh / Scottish / Northern Irish / British		
32	Irish		
33	Gypsy or Irish Traveller		
34	Any Other White background		
Mixed / Multiple ethnic group			
35	White and Black Caribbean		
36	White and Black African		
37	White and Asian		
38	Any Other Mixed / multiple ethnic background		
Asian / Asian British			
39	Indian		
40	Pakistani		
41	Bangladeshi		
42	Chinese		
43	Any other Asian background		
Black / African / Caribbean / Black British			
44	African		
45	Caribbean		
46	Any other Black / African / Caribbean background		
Other ethnic group			
47	Arab		
98	Any other ethnic group		
99	Not provided		
Notes			Core
<ul style="list-style-type: none"> Providers are advised to use the code sequence and layout given here on enrolment forms as it is designed by the Office for National Statistics (ONS) to maximise correct completion. 			Y
Validation rules			
Change management notes			

Sex			
Definition	The sex of the learner		
Reason required	To describe the structure and nature of the learner population in the sector		
Schema definitions			
XML element name	Sex	Mandatory	Y
Field length	1	Data type	xs:string
Minimum occurrences	1	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners			Yes - schema
Valid entries (schema check)			
F	Female		
M	Male		
Notes			Core Y
Validation rules			
Change management notes			

LLDD and health problem			
Definition	Whether the learner considers that they have a learning difficulty, disability or health problem. Completed on the basis of the learner's self-assessment		
Reason required	To monitor the distribution of learners with learning difficulties, disabilities or health problems.		
Schema definitions			
XML element name	LLDDHealthProb	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
Collected for all learners			Yes - schema
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			Core
<ul style="list-style-type: none"> This field should be completed on the basis of the learner's self-assessment. It is recognised 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. This field should be completed for all learners with learning difficulties and/or disabilities not just those for whom learning support is provided. 			Y
Validation rules			
Change management notes			

National Insurance number			
Definition	The National Insurance number for the learner		
Reason required	To match data with Department for Work and Pensions data to assess the economic impact of training programmes on learners, particularly but not exclusively those who are unemployed. Demonstrating this economic impact of training for all learners is key to making the case to government for levels of funding appropriate to the sector.		
Schema definitions			
XML element name	NINumber	Mandatory	N
Field length	9	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Collected for:	Adult skills workplace learning (FundModel 35 and LearnDelFAMType = WPL), Unemployed learners on active benefits (FundModel 35 and FundModel=81) and ESF (FundModel 70)	No
	Not collected for:	Community Learning (FundModel 10)	No
Non funded	Collected for unemployed learners on active benefits		No
Valid entries			
A valid national insurance number in the format XXnnnnnX, where X is alphabetic and n is numeric. The first character of the NI number must not be D, F, I, Q, U or V, 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.			
Notes			Core
<ul style="list-style-type: none"> This field should be completed for all Skills Funding Agency funded adult learners in workplace learning. 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. This field should be completed for all learners in receipt of active benefits or learners who have been referred to learning by Job Centre Plus. Active benefits are currently Universal Credit, Job Seekers Allowance (JSA) and Employment Support Allowance – Work Related Activity Group (ESA (WRAG)). The NI number will be used to match data with Department for Work and Pensions data to assess the economic impact of training programmes on learners and to monitor Job Outcome Payments. Temporary numbers in accordance with the protocol of 'TN' 'DoB' 'Gender' must not be used. Completion of this field may be required for certain types of ESF funded programmes. 			Y
Validation rules			
Change management notes			

Prior attainment			
Definition	The learner's prior attainment when they first enrol with the provider.		
Reason required	To allow analysis of the level of prior attainment of learners, to help with value-added analyses and to ensure funding and delivery is targeted at key groups.		
Schema definitions			
XML element name	PriorAttain	Mandatory	N
Field length	2	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)	Yes
	Not collected for:	Community Learning (FundModel 10)	No
Non funded	Collected for all learners		Yes
Valid entries			
			Valid to
9	Entry level		
7	Other qualifications below level 1		
1	Level 1		
2	Full level 2		
3	Full level 3		
4	Level 4		
5	Level 5 and above		31/7/2013
10	Level 5		
11	Level 6		
12	Level 7 and above		
97	Other qualification, level not known		
98	Not known		
99	No qualifications		
Notes			Core
<ul style="list-style-type: none"> See Appendix G for a full list of level definitions. The data captured in this field should be the learner's prior attainment when they first enrol with the provider. This field should not be updated if the learner progresses to subsequent learning aims after completing their initial learning programme. This data is no longer required for learners with EFA funded learning aims. It should be removed from their ILR record for 2013/14. In 2013/14 this field is required for all learners with learning aims recorded in the Funding model field with code 99, No EFA or Skills Funding Agency funding or code 81, Other Skills Funding Agency funding. Missing data for continuing learners from 2012/13 funded by these funding models must be returned using code 98, Not known. Code 5 has been replaced by codes 10, 11 and 12. These new codes should be used for all learners starting on or after 1 August 2013. Code 5 can still be used for continuing learners from 2012/13. 			N

Learner

- A good practice guide on collection of prior attainment data can be found on *the information authority* website at: [ILR Good Practice Case Study - Prior Attainment](#). All providers should review this guide to ensure that their practices benefit from the advice it contains.

Validation rules

Change management notes

Accommodation			
Definition	The type of accommodation for learners who are living away from their usual home address for the purposes of study		
Reason required	To allocate residential funding for EFA learners.		
Schema definitions			
XML element name	Accom	Mandatory	N
Field length	1	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners where applicable		No
Skills Funding Agency funded	Not collected		No
Non funded	Not collected		No
Valid entries			
5	Learner is living away from home (in accommodation owned or managed by the provider).		
Notes			Core
<ul style="list-style-type: none"> This field should be completed for learners with learning aims funded by the EFA who need to live away from their usual home address for the purposes of study. This data is no longer required for learners with learning aims funded by the Skills Funding Agency. It should be removed from their ILR record for 2013/14. This field must be completed annually at the start of each teaching year. Codes 1, 2, 3, and 4 have been removed for 2013/14. 			N
Validation rules			
Change management notes			

Learning support cost			
Definition	The learning 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.		
Reason required	To monitor costs of learning support and inform future allocations and funding policy.		
Schema definitions			
XML element name	ALSCost	Mandatory	N
Field length	6	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all High Needs Students		Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable (Only completed by providers who are in receipt of a Financial Memorandum or a Condition of Funding (Grant))	Yes
	Not collected for:	ESF (FundModel 70) and Community Learning (FundModel 10)	No
Non funded	Not collected		No
Valid entries (Schema check)			
0 – 999999, Actual amount in pounds to the nearest whole pound.			
Notes			Core
			N
<ul style="list-style-type: none"> For 2013/14 the title of this field has been changed from Additional learning support cost. This field must be returned for all learners who are recorded as needing learning support in the Learner Funding and Monitoring fields using code ALS1. Learning support is intended to help learners to achieve their learning goal and maximise their potential by providing additional funding to help them overcome any barriers to learning. Learning 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. This field must be updated annually and should be completed with the projected cost of learning support at the start of the year. If the actual cost of learning support delivered varies from the projected costs then this field should be updated with the actual cost at the end of the year 			
EFA funded learners			
<ul style="list-style-type: none"> This field should be completed for all EFA funded High Needs Students who are in receipt of element 2 and element 3 support funding. The amount recorded in this field should be the learning support costs that are required for the learner over and above their base funding (element 1). For example, if a learner attracts £6,000 from element 2 and £4,000 from element 3, the figure to be entered would be £10,000. See the EFA funding documentation for further details about funding of High Needs Students. 			
Skills Funding Agency funded learners			
<ul style="list-style-type: none"> This field is completed in 2013/14 only by providers which are in receipt of a Financial Memorandum or a Condition of Funding (Grant) from the Skills Funding Agency. Providers such as training organisations which are in receipt of a Contract for Services should use the Learning Delivery Funding and Monitoring fields to record learning support funding (LearnDeIFAMType=LSF). 			

Learner

- See the Skills Funding Agency funding documentation for further details about learning support funding and evidence requirements.
- The learning support costs recorded in this field correspond to the amount of extra resource identified by the institution as required to meet the needs of learners requiring learning support.

Validation rules

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Change management notes

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Planned learning hours			
Definition	Total planned timetabled hours for learning activities for the teaching year.		
Reason required	To enable EFA funding for learners. To measure the number of full time and part time learners in FE. To inform future policy development and funding.		
Schema definitions			
XML element name	PlanLearnHours	Mandatory	N
Field length	4	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners		Yes
Skills Funding Agency funded	Collected for:	Adult skills classroom learning (FundModel 35 and LearnDelFAMType<>WPL), Other Skills Funding Agency funding (FundModel 81) and Community Learning (FundModel 10)	Yes
	Not collected for:	Adult skills workplace learning (FundModel 35 and LearnDelFAMType=WPL) and ESF (FundModel 70)	No
Non funded	Collected for all learners		No
Valid entries			
Value in the range 0 to 9999. Hours to the nearest whole hour.			
Notes			Core N
<p>All learners</p> <ul style="list-style-type: none"> The hours collected in this field are the planned hours for the teaching year at the start of the programme. This data is not to be updated in year. If a learner is on a study programme that spans two or more teaching years, then this field must be amended at the start of each teaching year with the planned hours for that year. This field must be completed at the start of 2013/14 for all learners continuing from 2012/13. <p>EFA funded learners</p> <ul style="list-style-type: none"> This field should be completed with the total planned timetabled hours, for the learner for the year, spent on DfE approved qualifications only (see the EFA funding documentation for further information). Other timetabled hours for non qualification activity that make up a study programme for a learner with learning aims funded by the EFA, should be recorded in the Planned employability, enrichment and pastoral hours field. The total of both hours fields are used to determine the full or part time funding rate for the learner. Timetabled hours for learning aims that are not funded by the EFA must not be included in the total number of hours recorded in this field. Non funded learning aims for learners in an FE college must still be recorded on the ILR. The value in this field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. No changes are permitted to the data in this field after this time apart from to correct data entered in error. If the learner withdraws from a qualification before the qualifying start period then the hours for that qualification should not be included in this field. There should still be a learning aim record for the withdrawn qualification. <p>Skills Funding Agency funded learners / Non funded learners</p> <ul style="list-style-type: none"> This field should be completed with the total planned timetabled contact hours for the learner for the year. All learning aims (both funded and non-funded) apart from those that are classified as 			

Learner

workplace learning or ESF funded should be included in the total number of hours recorded in this field. This includes aims that are not accredited qualifications and aims that are financed by a 24+ Advanced learning loan.

- Learners undertaking only workplace learning or ESF funded learning do not need to complete this field.
- The value in this field must be finalised and confirmed as correct within six weeks of the learner's start date. No changes are permitted to the data in this field after this time apart from to correct data entered in error.

Validation rules

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Change management notes

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Planned employability, enrichment and pastoral hours			
Definition	Total planned employability, enrichment and pastoral activity for the teaching year.		
Reason required	To enable EFA funding for learners. To measure the number of full time and part time learners in FE.		
Schema definitions			
XML element name	PlanEEPHours	Mandatory	N
Field length	4	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Collected for all learners		Yes
Skills Funding Agency funded	Not collected		No
Non funded	Not collected		No
Valid entries			
Value in the range 0 to 9999. Hours to the nearest whole hour			
Notes			Core N
<ul style="list-style-type: none"> This field should be completed with the total planned timetabled employability, enrichment and pastoral hours for the learner for the teaching year. These are the planned hours for the year at the start of the programme. This data is not to be updated in year. Include in this field all planned, timetabled hours included in the study programme that are not included in the Planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the learner. Further information can be found in the EFA funding documentation. This field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. No changes are permitted to the data in this field after this time period apart from to correct data entered in error. If a learner is on a study programme that spans two or more teaching years, then this field must be amended at the start of each teaching year with the planned hours for that year. This field must be completed at the start of 2013/14 for all learners continuing from 2012/13. 			
Validation rules			
Change management notes			

Destination			
Definition	Identifies the destination of the learner after completion of learning		
Reason required	To fulfil the reporting and payment requirements of the current ESF 2007-13 programme.		
Schema definitions			
XML element name	Dest	Mandatory	N
Field length	2	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Collected for all learners		Yes
Non funded	Not collected		No
Valid entries			
4	Part time employment		
10	Full time employment		
11	Unemployed		
53	Self employed		
54	Entered Further Education		
55	Entered Higher Education		
59	Found voluntary work		
75	Full-Time Education or Training (Not FE Or HE)		
76	Economically inactive (of working age, not employed, not self employed, not actively seeking work and not in full time education)		
77	Not in Education, Employment or Training		
95	Continuing existing programme of learning		
97	Other		
98	Destination Unknown		
Notes			Core
<ul style="list-style-type: none"> In 2013/14 this field is required for all learners with learning aims funded by the Skills Funding Agency to support ESF matching. Missing data for continuing learners from 2012/13 must be re-coded using code 98, Destination unknown. This field is no longer collected for learners with learning aims funded by the EFA and should be removed from their learner records. Code 61 'Death' has been removed. For 2013/14 this will be recorded in the Contact Preference code field as RUI5. The destination of the learner is recorded when the learner has finished all of their learning with the provider. If a learner progresses to a subsequent learning aim after completing their first learning aim then code 95 should continue to be used. The actual destination of the learner, where it is known, should be collected at the point the learner leaves learning with a provider. There is no expectation that providers will carry out follow up surveys to establish a learner's destination. 			N

Learner

- Where a learner transfers to a new provider or contract in the same programme type use code 97 to indicate this.

Validation rules

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Change management notes

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Learner Contact

[back to field listing](#)

The following data is collected in the Learner Contact entity:

- Postcode prior to enrolment
- Current address lines 1-4
- Current postcode
- Current telephone
- Current Email

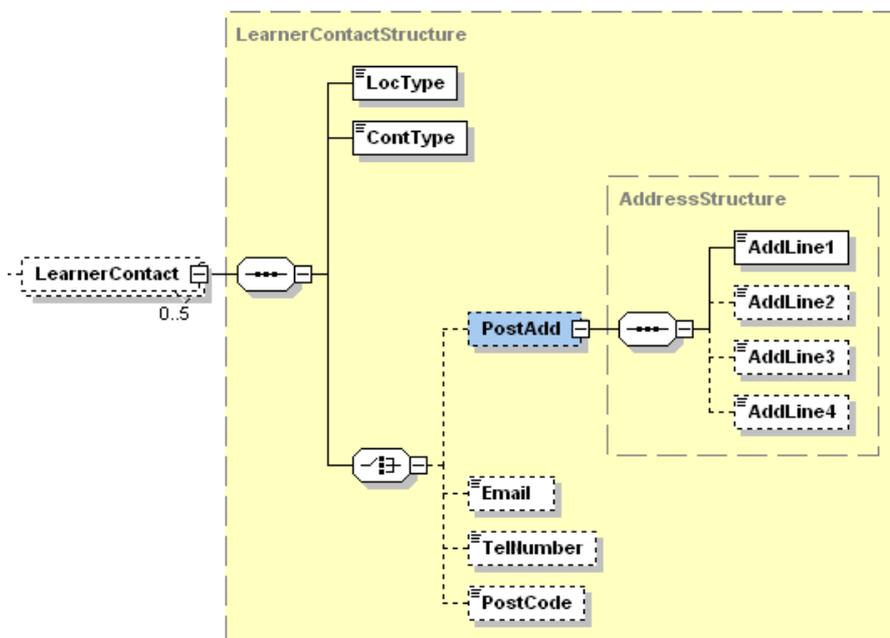
This data should be collected for learners as follows:

Field name	Collection requirements	Validated
Postcode prior to enrolment	Collected for all learners	Yes
Current address line 1	Collected all learners apart from learners with Community Learning funded learning aims where the learner's Planned learning hours are 10 or less	Yes
Current address line 2 – 4	Collected for all learners where applicable	No
Current postcode	Collected for all learners	Yes
Telephone	Collected for all learners	No
Email address	Collected for all learners	No

A maximum of one occurrence of each element can be returned per learner. For example, you cannot return two telephone numbers for one learner.

Providers should update the Current address fields, Current postcode, Telephone or Email address, if they are notified that any of this data has changed.

Contact data is returned in the following structured way in the XML file:



Learner Contact

The Locator type field in the Learner Contact entity describes what type of contact data is being returned for example, a postal address, an email address, a telephone number or a postcode.

The Contact type field in the Learner Contact entity describes whether the locator details being returned are Current or Prior to enrolment. See the sample XML file published on *the information authority website* for further detail about how to return learner contact data.

Learner Contact

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Locator type			
Reason required	To identify the type of locator being collected		
Schema definitions			
XML element name	LocType	Mandatory	Y
Field length	1	Data type	xs:int
Part of	Learner Contact		
Collection requirements			Validated
Collected for all learners.			Yes - schema
Valid entries			
1	Postal Address		
2	Postcode		
3	Telephone		
4	Email Address		
Validation rules			
Change management notes			

Contact type			
Reason required	Prior to enrolment – To establish catchment areas in the context of monitoring adequacy and sufficiency of provision, for demographic analysis and to fund disadvantage uplift . Monitor recruitment and home to study patterns		
	Current – Used for learner surveys and to allow analysis of delivery patterns		
Schema definitions			
XML element name	ContType	Mandatory	Y
Field length	1	Data type	xs:int
Part of	Learner Contact		
Collection requirements			Validated
Collected for all learners.			Yes – schema
Valid entries			
1	Prior to enrolment (the permanent or home postcode of the learner prior to enrolling at the provider)		
2	Current (learner’s current or last known residence)		
Validation rules			
Change Management Notes			

Learner Contact

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Address line 1			
Definition	The first line of the address. Normally this would include the house/flat number or name and the street name.		
Reason required	To contact the learner for survey purposes.		
Schema definitions			
XML element name	AddLine1	Mandatory	Y
Field length	50	Data type	RestrictedString
Part of	Postal Address	Maximum occurrence	1
Collection requirements			Validated
EFA funded	Collected for all learners.		Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70), Other Skills Funding Agency (FundModel 81), Community Learning where Planned learning hours is greater than 10 (FundModel 10 and PlanLearnHours >10)	Yes
	Not collected for:	Community Learning where Planned learning hours is 10 or less (FundModel 10 and PlanLearnHours <= 10),	No
Non funded	Collected for all learners		Yes
Valid entries			
Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only			
Notes			Core
			N
Current Postal Address			
<ul style="list-style-type: none"> Homeless learners living in supported accommodation should use the address of the accommodation. For a homeless learner that does not have an address enter 'homeless no address'. MOD learners should supply their 'base' address for security reasons. OLASS learners should enter address line 1 of the prison. This must not include the prison name. The field length has been increased from 30 to 50 characters for 2013/14 			
Validation rules			
Change management notes			

Address lines 2-4			
Definition	The second and subsequent lines of the address		
Reason required	To contact the learner for survey purposes.		
Schema definitions			
XML element name	AddLine2, AddLine3, AddLine4	Mandatory	N
Field length	50	Data type	RestrictedString
Part of	Postal Address	Maximum occurrence	1
Collection requirements			Validated
Collected for all learners where applicable			No
Valid entries			
Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only			
Notes			Core
<p>Current Postal Address</p> <ul style="list-style-type: none"> Homeless learners and OLASS learners do not need to complete these address fields MOD learners should supply their 'base' address for security reasons The field length has been increased from 30 to 50 characters for 2013/14 			N
Change management notes			

Learner Contact

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Postcode			
Schema definitions			
XML element name	PostCode	Mandatory	Y, enforced with validation rules for 2013/14
Field length	8	Data type	RestrictedString
Part of	Postcode	Maximum occurrence	1
Collection requirements			Validated
Collected for all learners			Yes
Valid entries			
A valid postcode (see Appendix C)			
Notes			Core
			N
Postcode Prior to Enrolment			
<ul style="list-style-type: none"> Postcode prior to enrolment must be returned for all learners. Learners who were not resident in the UK prior to the start of learning (and therefore do not have a UK postcode prior to enrolment) must return a postcode of ZZ99 9ZZ. The Postcode prior to enrolment must not be updated if the learner moves house after enrolling with the provider. If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ. This includes continuing learners from 2012/13 who did not return a postcode. For 2013/14 a null return or entry of ZZ99 ZZZ is no longer valid and must be replaced by ZZ99 9ZZ. 			
Current Postcode			
<ul style="list-style-type: none"> Providers must supply a current address postcode for all learners. If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ. This includes continuing learners from 2012/13 who did not return a postcode. For 2013/14 a null return or entry of ZZ99 ZZZ is no longer valid and must be replaced by ZZ99 9ZZ. The current postcode may differ from the postcode prior to enrolment, where a learner has changed residence since enrolling, for example if they are living away from home. Full valid postcodes can be located at the Royal Mail Postcode finder website. 			
Validation rules			
Change management notes			

Learner Contact

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Email address			
Definition	The personal email address of the learner		
Reason required	Used for learner surveys		
Schema definitions			
XML element name	Email	Mandatory	N
Field length	100	Data type	RestrictedString
Part of	Email Address	Maximum occurrence	1
Collection requirements			Validated
Collected for all learners where applicable			No
Valid entries			
Must contain at least an @ sign and a dot (.). The @ must not be the first character of the email address and the last dot must be at least one character after the @ sign			
Notes			Core
			N
Current Email address			
<ul style="list-style-type: none"> An email address is not required if the learner has indicated that they do not wish to be contacted by email in the Preferred method of contact field. If an email address is recorded it must be the learner's personal email address and not a college email address unless issued by an outsourced service, for example Hotmail. 			
Validation rules			
Change management notes			

Telephone number			
Definition	The telephone number of the learner		
Reason required	Used for learner surveys		
Schema definitions			
XML element name	TelNumber	Mandatory	N
Field length	18	Data type	RestrictedString
Part of	Telephone	Maximum occurrence	1
Collection requirements			Validated
Collected for all learners where applicable			No
Valid entries			
String of numeric digits, must not include brackets, must not contain any spaces at all including between the STD code and main number.			
Notes			Core
			N
Current Telephone number			
<ul style="list-style-type: none"> A telephone number is not required if the learner has indicated that they do not wish to be contacted by phone in the Preferred method of contact field. The field length has been increased from 15 to 18 characters for 2013/14. 			
Change management notes			

Learner Contact Preference

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Data collected in the Learner Contact Preference entity is used to record any restrictions on the use of the learner's record in order to contact them about courses or learning opportunities or for survey and research purposes. It also details any restrictions on how a learner wishes to be contacted.

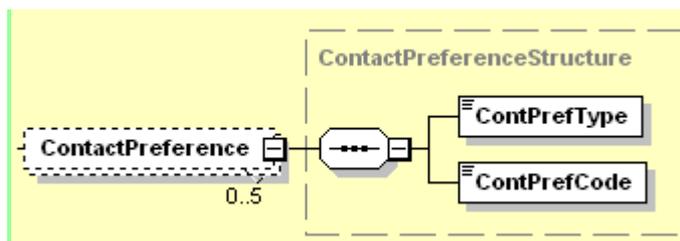
If the learner has not indicated any contact restrictions, then this entity does not need to be returned.

For each Contact preference type recorded, there can be one or more Contact preference codes recorded.

For example, a learner who has indicated that they do not wish to be contacted about courses or learning opportunities and who does not wish to be contacted by post or phone, would return codes RUI1, PMC1 and PMC2.

A maximum of five contact preference records can be returned for each learner

If the Learner Contact Preference entity is returned then both the Contact preference type and code must be recorded.



Learner Contact Preference

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Contact preference type				
Schema definitions				
XML element name	ContPrefType	Mandatory	Y	
Field length	3	Data type	RestrictedString	
Part of	Learner Contact Preference			
Collection requirements				Validated
Collected for all learners				No
Valid entries				
Contact Preference Type	Contact Preference Type Description	Definition	Reason required	Max no of occurrences
RUI	Restricted use indicator	Indicates restrictions on the use of the learner record	To take into account learners wishes about the use of their data The data held in this field is used by the FE Choices	2
PMC	Preferred method of contact	Indicates restrictions about how a learner may be contacted	To take into account learners' wishes about contact methods for surveys, research and learning opportunities.	3
Notes				Core
				Y
<ul style="list-style-type: none"> Information about restrictions on the use of the learner's record should be captured using opt out questions, examples of these can be found in the Provider Support manual. Providers should make sure that all learners have seen the Privacy Notice which informs them about how their data will be used. The Privacy Notice can be found in Appendix F. It is important that this field is completed accurately in accordance with the learner's wishes and with their input. It should not be completed systematically by providers. Where there are no restrictions on contacting the learner then this field must not be returned. 				
Validation rules				
Change management notes				

Learner Contact Preference

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Contact preference code				
Schema definitions				
XML element name	ContPrefCode	Mandatory	Y	
Field length	1	Data type	xs:int	
Part of	Learner Contact Preference			
Collection requirements				Validated
Collected for all learners				
Valid entries				
Contact Preference Type	Contact Preference Code	Code Description		Valid To
RUI	1	Learner does not wish to be contacted about courses or learning opportunities		
RUI	2	Learner does not wish to be contacted for survey and research		
RUI	3	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme		31/7/2013
RUI	4	Learner is not to be contacted, for example where a learner has suffered severe illness during the programme or other circumstance.		
RUI	5	Learner is not to be contacted - learner has died		
PMC	1	Learner does not wish to be contacted by post		
PMC	2	Learner does not wish to be contacted by telephone		
PMC	3	Learner does not wish to be contacted by e-mail		
Notes				Core
				Y
<ul style="list-style-type: none"> Providers should ensure that a learner's contact preferences are collected at enrolment and recorded accurately using codes RUI1 and RUI2 and the PMC codes. A Contact preference type and code of RUI3, RUI4 or RUI5 should be used by the provider if it needs to update the original learner preferences recorded in order to prevent contact with the learner for the reasons given. These codes are used to overwrite the data originally captured from the learner at enrolment. Code RUI3 has been replaced for 2013/14 by codes RUI4 and RUI5. These new codes should be used for all learners starting on or after 1 August 2013. RUI3 can continue to be used for continuing learners from 2012/13. If a contact preference type and code of RUI3, RUI4 or RUI5 are recorded, then no other RUI or PMC codes must be returned. 				
Validation rules				
Change management notes				

LLDD and Health Problem

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Data collected in the LLDD and Health Problem entity is used to identify disabilities, learning difficulties and/or health problems, of the learner.

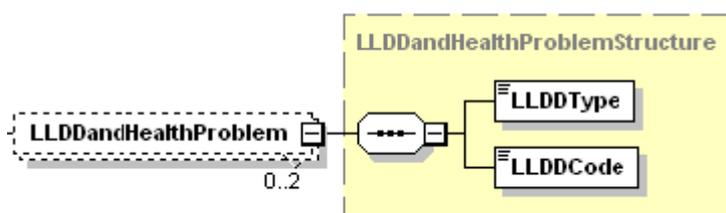
LLDD and Health Problem data is collected for all learners who have indicated in the Learner LLDD and health problem field that they have a disability, learning difficulty or health problem. It is optional only for learners with Community Learning funded learning aims where the learner's Planned learning hours are 10 or less.

For each learner that is recorded as having a disability, learning difficulty or health problem in the LLDD and health problem field, an LLDD and Health Problem type and code must be recorded to provide more detail about the type of disability, learning difficulty and/or health problem.

The LLDD type identifies whether the data recorded is a disability or learning difficulty and is recorded with an associated LLDD code which describes the nature of the disability or learning difficulty.

A maximum of two LLDD and health problem records can be returned for each learner.

If the LLDD and Health Problem entity is returned, then both the LLDD and health problem type and code must be recorded.



LLDD and Health Problem

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LLDD and health problem type			
Definition	The nature of disability or learning difficulty		
Reason required	To monitor the extent and effect of disability, learning difficulties and/or health problems		
Schema definitions			
XML element name	LLDDType	Mandatory	Y
Field length	2	Data type	RestrictedString
Part of	LLDD and Health Problem		
Collection requirements			Validated
Collected for all learners who have indicated in the LLDD and health problem field that they have a disability, learning difficulty or health problem			Yes
Valid entries			
LLDD Type	LLDD Type Description	Definition	Max no of occurrences
DS	Disability	The learner's main disability	1
LD	Learning Difficulty	The learner's main learning difficulty	1
Notes			Core N
<ul style="list-style-type: none"> This field must be completed if the learner has indicated that they have a disability, learning difficulty and/or health problems in the LLDD and health problem field. For learners with only Community Learning funded learning aims, this field does not need to be completed where the learner's Planned learning hours are 10 or less. This field should be completed on the learner's self-assessment. It is recognised that many learners for whom information is recorded in this field will not be able to identify themselves as having a disability or learning difficulty. Information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates. 			
Validation rules			
Change management notes			

LLDD and Health Problem

[back to field listing](#)

LLDD and health problem code			
Definition	The learner's main disability, learning difficulties and/or health problems		
Reason required	To monitor the extent and effect of disability, learning difficulties and health problems.		
Schema definitions			
XML element name	LLDDCode	Mandatory	Y
Field length	2	Data type	xs:int
Part of	LLDD and Health Problem		
Collection requirements			Validated
Collected for all learners who have indicated in the LLDD and health problem field that they have a disability, learning difficulty or health problem			Yes
Valid entries			
LLDD Type	LLDD Code	LLDD Code Description	Valid To
DS	1	Visual impairment	
DS	2	Hearing impairment	
DS	3	Disability affecting mobility	
DS	4	Other physical disability	
DS	5	Other medical condition (for example epilepsy, asthma, diabetes)	
DS	6	Emotional/behavioural difficulties	
DS	7	Mental health difficulty	
DS	8	Temporary disability after illness (for example post-viral) or accident	
DS	9	Profound complex disabilities	
DS	10	Aspergers syndrome	
DS	90	Multiple disabilities	
DS	97	Other	
DS	99	Not known/not provided	
LD	1	Moderate learning difficulty	
LD	2	Severe learning difficulty	
LD	10	Dyslexia	
LD	11	Dyscalculia	
LD	19	Other specific learning difficulty	
LD	20	Autism spectrum disorder	
LD	90	Multiple learning difficulties	
LD	97	Other	
LD	99	Not known/not provided	
Notes			Core N
<ul style="list-style-type: none"> If an LLDD type is returned an associated LLDD code must be returned. Where there are two or more of equal severity, code 90 should be used. 			
Validation rules			
Change management notes			

Learner Funding and Monitoring (FAM)

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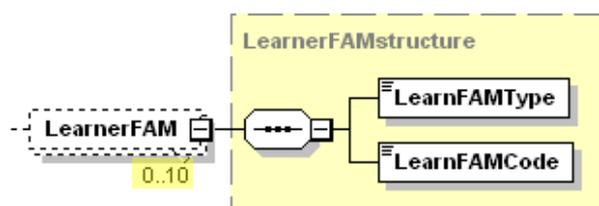
Data collected in the Learner Funding and Monitoring (FAM) entity is used to identify additional attributes of the learner that will either inform funding of the learner or additional monitoring.

The Learner Funding and Monitoring entity is only required if any of the FAM type characteristics apply to that learner, please refer to the individual FAM types for collection requirements.

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

A maximum of **ten** Learner FAM records can be returned for each learner.

If the Learner FAM entity is returned then both the FAM type and code must be recorded.



Learner funding and monitoring type			
Definition	The funding or monitoring type being recorded		
Reason required	To identify additional funding and/or monitoring characteristics of the learner		
Schema definitions			
XML element name	LearnFAMType	Mandatory	Y
Field length	3	Data type	RestrictedString
Part of	Learner Funding and Monitoring		
Collection requirements			Validated
Collected for all learners where applicable			No
Valid entries			
FAM Type	FAM Type Description		Max no of occurrences
LDA	Learning difficulty assessment		1
ALS	Learning support		1
EHC	Education Health Care plan		1
DLA	Disabled students allowance		1
LSR	Learner support reason		4
NLM	National learner monitoring		2
This field should only be returned where a FAM type applies to the learner.			

Learner Funding and Monitoring (FAM)

[back to field listing](#)

Learning difficulty assessment			
Definition	To indicate if the learner has a Section 139A Learning Difficulty Assessment		
Reason Required	To identify learners aged 19-24 eligible for learning support funding from the EFA		
FAM type	LDA		
Minimum occurrences	0	Maximum occurrences	1
Collection requirements			Validated
Collected for all learners where applicable			No
Notes			
<ul style="list-style-type: none"> In 2013/14 the Education Funding Agency will fund learners aged 19-24 who have a Section 139A Learning Difficulty Assessment. 			

Learner Funding and Monitoring (FAM)

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Learning support			
Definition		To indicate if the learner needs learning support funding for this teaching year	
Reason Required		To monitor the number of learners assessed as requiring learning support	
FAM type		ALS	
Minimum occurrences		0	Maximum occurrences 1
Collection requirements			Validated
EFA funded		Collected for all high needs students	No
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable (Only completed by providers who are in receipt of a Financial Memorandum or a Condition of Funding (Grant))	No
	Not collected for:	ESF funded (FundModel 70), Community Learning (FundModel 10)	No
Non funded		Not collected	No
Notes			
<ul style="list-style-type: none"> For 2013/14, the title of this field has been changed from Additional learning support. Learning support is intended to help learners to achieve their learning goal and maximise their potential by providing additional funding to help them overcome any barriers to learning. Learning 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. This field is not used to record 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. Learner support funds are recorded using the Learner support reason (LSR) codes. This data must be updated annually. <p>EFA funded learners</p> <ul style="list-style-type: none"> This indicator should be completed for all EFA funded High Needs Students who are in receipt of element 2 and element 3 support funding. See the EFA funding documentation for further details about funding of High Needs Students. <p>Skills Funding Agency funded learners</p> <ul style="list-style-type: none"> This indicator is completed in 2013/14 only by providers which are in receipt of a Financial Memorandum or a Condition of Funding (Grant) from the Skills Funding Agency. Providers such as training organisations which are in receipt of a Contract for Services should use the Learning Delivery Funding and Monitoring fields to record learning support funding (LearnDelFAMType=LSF). See the Skills Funding Agency funding documentation for further details about learning support funding and evidence requirements. ALS codes 2 and 3 have been removed for 2013/14 and replaced by ALS code 1. 			

Learner Funding and Monitoring (FAM)

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Education Health Care Plan			
Definition	To indicate if the learner has an Education Health Care plan		
Reason required	To identify learners aged 19-24 eligible for learning support funding from the EFA		
FAM type	EHC		
Minimum occurrences	0	Maximum occurrences	1
Collection requirements			Validated
Collected for all learners where applicable			No
Notes			
<ul style="list-style-type: none"> This indicator must be completed for all learners with an Education Health Care plan who are participating in the pilot for 2013/14. 			

Disabled students allowance			
Definition	To indicate if the learner is in receipt of disabled students allowance		
Reason required	To support HEFCE funding and HE learner monitoring		
FAM type	DLA		
Minimum occurrences	0	Maximum occurrences	1
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Not collected		No
Non funded	Collected for HEFCE funded learners only where applicable.		No
Notes			
<ul style="list-style-type: none"> This indicator is only completed if the learner is in receipt of disabled students allowance. 			

Learner Funding and Monitoring (FAM)

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Learner support reason				
Definition		The category of learner support for the learner		
Reason required		To identify and report on learners that are in receipt of different types of learner support and to assist in the evaluation of its effectiveness		
FAM type		LSR		
Minimum occurrences		0	Maximum occurrences 4	
Collection requirements			Validated	
EFA funded		Collected for all learners where applicable		No
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), Other Skills Funding Agency funding (FundModel 81) where applicable		No
	Not collected for:	ESF funded (FundModel 70), Community Learning funding (FundModel 10)		No
Non funded		Not collected		No
Notes				
<ul style="list-style-type: none"> Where more than one category of learner support applies to a learner, enter as many as necessary. This data must be updated on an annual basis. Codes 32, 37, 41, and 54 are no longer collected in the ILR for 2013/14 and should be removed from continuing learner records from 2012/13. 				

National learner monitoring			
Definition		To identify any additional monitoring characteristics required for the learner	
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.	
FAM type		NLM	
Minimum occurrence		0	Maximum occurrence 2
Collection requirements			Validated
Collected for all learners where applicable			No
Notes			
<ul style="list-style-type: none"> Code 17 is used to identify learner records which are being migrated between providers as part of a merger. This code should be recorded on the learner record being migrated from the original provider and on the learner record at the new provider to allow the records to be matched. Providers should contact the Data Service's Service Desk to discuss the details of any proposed merger before using this code. Code 18 is used to identify learners who have moved to a different provider as a result of the Minimum Contract Level. The new provider will need to complete the UKPRN in previous year field and the Learner reference number in previous year fields if applicable. Codes 12, 13, 14 and 15 are no longer collected in the ILR for 2013/14 and should be removed from continuing learner records from 2012/13. 			

Learner Funding and Monitoring (FAM)

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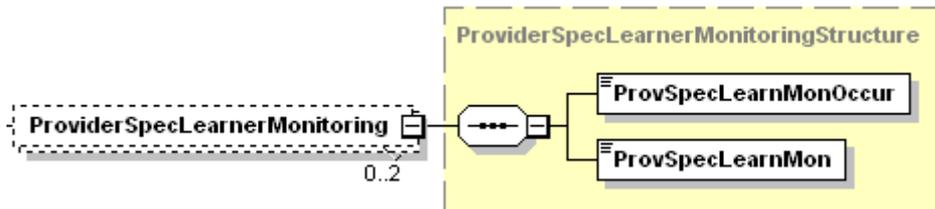
Learner funding and monitoring code			
Definition		The funding or monitoring code being recorded	
Reason required		To identify additional funding and/or monitoring characteristics of the learner	
Schema definitions			
XML element name	LearnFAMCode	Mandatory	N
Field length	3	Data type	xs:int
Part of	Learner Funding and Monitoring		
Collection requirements			Validated
Collected for all learners where applicable (see above for each FAM type)			No
Valid entries			
FAM Type	FAM Code	FAM Code Description	Valid To
LDA	1	Learner has a Section 139A Learning Difficulty Assessment	
ALS	1	Learner has been assessed as requiring learning support	
EHC	1	Learner has an Education Health Care plan	
DLA	1	Learner is funded by HEFCE and is in receipt of disabled students allowance	
LSR	36	Care to Learn (EFA funded learners only)	
LSR	55	16-19 Bursary Fund – learner is a member of a vulnerable group (EFA funded learners only)	
LSR	56	16-19 Bursary Fund - learner has been awarded a discretionary bursary (EFA funded learners only)	
LSR	57	Residential support (EFA funded learners only)	
LSR	58	19+ Hardship (Skills Funding Agency funded learners only)	
LSR	59	20+ Childcare (Skills Funding Agency funded learners only)	
LSR	60	Residential Access Fund (Skills Funding Agency funded learners only)	
LSR	61-65	Unassigned	
NLM	17	Learner migrated as part of provider merger	
NLM	18	Learner moved as a result of Minimum Contract Level	
NLM	19-25	Unassigned	
Notes			Core
<ul style="list-style-type: none"> The use of unassigned codes is only to be authorised by <i>the information authority</i>, and should not be used by providers unless such authorisation has been published. The following Learner Funding and Monitoring types and codes have been removed for 2013/14 and should be removed from continuing learner records from 2012/13: <ul style="list-style-type: none"> Disadvantage uplift eligibility (DUE); Discretionary support funds (DSF); Eligibility for 16-18 funding entitlement (EFE); Learning support (ALS) - codes 2 and 3. Learners should be re-coded using ALS1 if they require learning support in 2013/14. See the guidance notes for ALS for further details; Learner support reason (LSR) - codes 32, 37, 41 and 54; National Learner Monitoring (NLM) - codes 12, 13, 14 and 15. 			N
Change management notes			

Learner Provider Specified Monitoring

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The use of this entity is optional. It can be used by providers if they wish to do so, to record additional data for their own business purposes.

If the Provider Specified Learner Monitoring entity is returned then both the Provider specified monitoring data and a Provider specified learner monitoring occurrence code must be recorded.



Provider specified learner monitoring occurrence			
Definition	The occurrence of the provider specified data		
Reason required	To distinguish between the two instances of provider specified data		
Schema definitions			
XML element name	ProvSpecLearnMonOccur	Mandatory	Y
Field length	1	Data type	RestrictedString
Part of	Learner Provider Specified Monitoring		
Collection requirements			Validated
Collected for all learners where applicable			Yes-Schema
Valid entries (Schema check)			
A or B			
Notes	Core	N	
<ul style="list-style-type: none"> This field is used to identify data stored in each of the occurrences of this field. If the Provider specified learner monitoring fields are completed then an Occurrence code must be returned. 			
Change management notes			

Learner Provider Specified Monitoring

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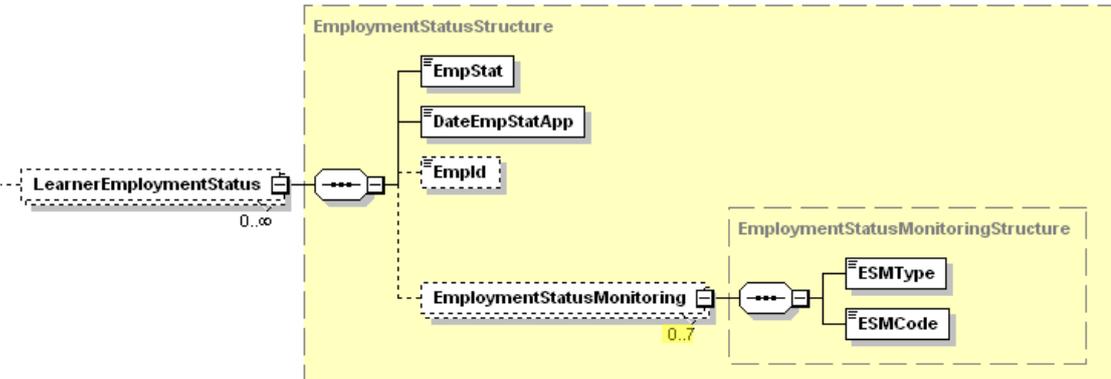
Provider specified learner monitoring			
Definition	Provider specified data at the discretion of the provider		
Reason required	To help a provider and allow it to analyse the ILR to its own requirements.		
Schema definitions			
XML element name	ProvSpecLearnMon	Mandatory	Y
Field length	12	Data type	RestrictedString
Part of	Learner Provider Specified Monitoring		
Collection requirements			Validated
Collected for all learners where applicable			Yes – schema
Valid entries			
All characters except wildcards *, ?, % _ (underscore)			
Notes			Core
<ul style="list-style-type: none"> This field is optional for use as specified by the provider. Providers should not include personal data such as the learner's name in this field 			N
Change management notes			

Learner Employment Status

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

The Employment status record structure is illustrated below:



Which learners is employment status data collected for?

The Employment status entity must be returned for the following learners:

Collection requirements		Validated	
EFA funded	All learners on part time programmes of study (less than 540 hours in the teaching year)	tbc	
Skills Funding Agency funding	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)	Yes
	Not collected for:	Community Learning (FundModel 10), OLASS learners (LearnDeIFAMType=LDM034)	No
Non funded	Collected for:	Learners aged 19+	Yes
	Not collected for:	OLASS learners (LearnDeIFAMType=LDM034)	No

The Employment status and Date employment status applies must be completed on all Employment Status records. The Date the employment status applies indicates the date the employment status was confirmed to apply. It is not necessarily the date on which the employment status changed.

The Employer identifier is required only for learners undertaking workplace learning, and so is indicated as optional in the XML schema (dotted line above)

The Employment Status Monitoring fields required are dependent on the Employment status recorded. Providers should check to make sure that the correct data has been gathered.

When to collect employment status data from learners

Data about a learner’s employment status prior to enrolment should be collected in all cases when a learner first enrolls with a provider.

Updating employment status records

Skills Funding Agency funded learners and Non funded learners

Data about a learner’s employment status should be reviewed if the learner progresses to subsequent learning after completing all of the activities on their original learning agreement or plan. If their employment status has changed since previously recorded, then a new employment status record should

Learner Employment Status

be added. If the learner's employment status is the same as previously recorded, then this does not need to be recorded again.

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

Workplace learning

The employment status of learners undertaking workplace learning should be updated throughout the learner's programme whenever the employment status or employer changes. It should also be updated if required at the start of a new programme, for example, if a learner progresses from an Intermediate to Advanced Level Apprenticeship.

If the learner was unemployed or employed with a different employer prior to starting their Apprenticeship, then a new Employment status record should be added with a date of the first day of learning to indicate the learner is employed and to record the Employer ID of the employer with whom they are doing the workplace training. See the Provider Support manual for detailed examples.

Access to Apprenticeships

If the learner is undertaking an Access to Apprenticeship programme then a new employment status record should be added when the learner becomes employed. The Date employment status applies, should in this case indicate the date the employment commenced.

EFA funded learners

The employment status of the learner should be updated if required at the start of each teaching year if it has changed since the previous year.

Learner Employment Status

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Employment status			
Definition	The learner's employment status		
Reason required	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF funded programmes		
Schema definitions			
XML element name	EmpStat	Mandatory	Y
Field length	2	Data type	xs:int
Part of	Learner Employment Status		
Collection requirements			Validated
All employment status records, see table on page 76			Yes
Valid entries			
10	In paid employment		
11	Not in paid employment, looking for work and available to start work		
12	Not in paid employment, not looking for work and/or not available to start work		
98	Not known / not provided		
Notes			Core
			N
<ul style="list-style-type: none"> In 2013/14 an Employment Status record must be returned for EFA funded learners on part time programmes of study (those studying for less than 540 hours in the teaching year). This data will need to be completed for continuing part time learners from 2012/13 to record their employment status at the start of 2013/14. If code 10, In paid employment, or code 11, Not in paid employment, is returned, the Employment Status Monitoring fields must also be completed with the relevant ESM type. This field should be completed when a learner first enrolls with a provider. The Employment status collected at enrolment is the learner's employment status prior to enrolment. 			
Updating employment status records			
<ul style="list-style-type: none"> See the notes at the start of this section for details of when to add a subsequent updated Employment Status record for a learner. Further guidance and examples about the collection of Employment status for learners can be found in the Provider Support manual for 2013/14. 			
Employment status definitions:			
<ul style="list-style-type: none"> In paid employment (code 10): Learners who have been in paid work prior to starting the learning aim or programme or who are temporarily away from a job (for example, on holiday). Also counted as in paid employment are people on government-supported training schemes and people who do unpaid work for their family's business. Not in paid employment and looking for work (code 11): Learners who have not been in paid work prior to starting the learning aim or programme, who are without a job, want a job, have actively sought work in the last 4 weeks and are available to start work in the next 2 weeks, or have found a job and are waiting to start it. 			
Validation rules			
Change management notes			

Learner Employment Status

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Date employment status applies			
Definition	The date on which the employment status applies		
Reason required	To identify the time period which the employment status applies to and enable matching of employment status records to episodes of learning.		
Schema definitions			
XML element name	DateEmpStatApp	Mandatory	Y
Field length	10	Data type	xs:date
Part of	Learner Employment Status		
Collection requirements			Validated
All employment status records, see table on page 76			Yes
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes			Core
<ul style="list-style-type: none"> The date of one of the Employment Status records must be before the start date of the earliest recorded learning aim or programme aim. The Date the employment status applies indicates the date the employment status was confirmed to apply. It is not necessarily the date on which the employment status changed. 			N
Validation rules			
Change management notes			

Learner Employment Status

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Employer identifier			
Definition	The identifier of the employer that the learner is employed by for the workplace learning		
Reason required	Enables identification of employer for funding and assists with labour market intelligence.		
Schema definitions			
XML element name	Empld	Mandatory	N
Field length	9	Data type	xs:int
Part of	Learner Employment Status		
Collection requirements			Validated
EFA funded	Not collected		No
Skills Funding Agency funded	Collected for:	All employed Apprenticeship learners (ProgType=2, 3, 10, 20-23), all Adult skills work place learning (FundModel 35 and LearnDelFAMType = WPL)	Yes
	Not collected for:	ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) where applicable	No
Non funded	Collected for:	Adult skills classroom learning (FundModel 35 and LearnDelFAMType<>WPL), Community Learning (FundModel 10)	No
	Not collected for:	All employed Apprenticeship learners (ProgType=2, 3, 10, 20-23)	Yes
		All non Apprenticeship learners	No
Valid entries			
A valid Employer ID number from the Employer Data Service (EDS). This is a nine digit number			
Notes			Core
			N
<ul style="list-style-type: none"> This field must be recorded for all learners undertaking workplace learning. This includes learners who are volunteers and undertaking workplace training as a volunteer with an employer. The employment status of a learner who is a volunteer should not be recorded as 'in paid employment' unless they are in paid employment with another employer. This field must contain a valid employer number from the Employer Data Service (EDS) 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. Self-employed learners will require an employer number from the EDS. The EDS can be found at: http://EDRS.lsc.gov.uk. To obtain a new employer number, contact Blue Sheep on either 01242 545 346 or by emailing eds@bluesheep.com. For Apprenticeship programmes, a value of 999999999 can be used temporarily (within 60 days of the learning aim start date) until the employer number is known. If the learner is unemployed or is not placed with an employer at the start of their learning aim or Apprenticeship programme, this field does not need to be returned. Once the learner becomes employed, a new employment status record should be returned with the employer number returned. 			

Learner Employment Status

- The data recorded in this field will be validated in the data collections web portal against a copy of the employer table from the EDS database. There is no direct link between the EDS database and the web portal so a valid Employer Number will not be available on the same day as it was issued.

Validation rules

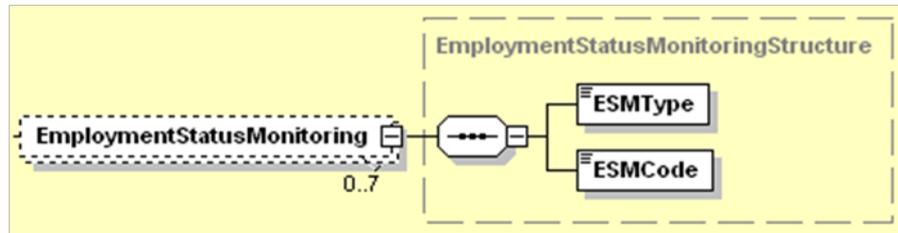
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Change management notes

Learner Employment Status

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Employment status monitoring



Employment Status Monitoring data must be collected for all Employment Status records, except if code 98, Not known/not provided, is returned in the Employment status field.

The table below details the requirements for each Employment Status Monitoring type:

	In paid employment	Not in paid employment and looking for work	Not in paid employment and not looking for work
Self employment indicator	If applicable	Not required	Not required
Employment intensity indicator	Required for all	Not required	Not required
Length of unemployment	Not required	Required for all	Not required
Length of employment	Required for all Apprenticeship learners	Not required	Not required
Benefit status indicator	If applicable	If applicable	If applicable
Previous education indicator	If applicable	If applicable	If applicable
Risk of NEET	If applicable	If applicable	If applicable

Learner Employment Status

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Employment status monitoring type			
Definition	Additional monitoring data associated with the employment status		
Reason required	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF funded programmes		
Schema definitions			
XML element name	ESMType	Mandatory	Y
Field length	3	Data type	xs:string
Part of	Learner Employment Status Monitoring		
Collection requirements			Validated
Collected for all Employment Status records, except when code 98 'Not known/not provided' is returned in the Employment status field.			Yes
Valid entries			
ESM Type	ESM Type Description	Definition	Max no of occurrences
SEI	Self employment indicator	Indicates whether the learner is self employed	1
EII	Employment intensity indicator	Indicates whether the learner is employed for 16 hrs per week or more	1
LOU	Length of unemployment	How long the learner has been unemployed	1
LOE	Length of employment	How long the learner has been employed	1
BSI	Benefit status indicator	The type of benefit that the learner is in receipt of	1
PEI	Previous education indicator	Identifies whether the learner was in full time education or training prior to enrolment. To be used in conjunction with the employment status data to identify learners who were NEET (Not in education, employment or training) before starting learning	1
RON	Risk of NEET	Identifies learners who are aged 14-15 and at risk of becoming NEET (Not in education, employment or training) for ESF funding and eligibility purposes	1
Notes			
Change management notes			

Learner Employment Status

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Employment status monitoring code			
Definition		Additional monitoring data associated with the employment status	
Reason required		To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF funded programmes	
Schema definitions			
XML element name	ESMCode	Mandatory	Y
Field length	2	Data type	xs:int
Part of		Learner Employment Status Monitoring	
Valid entries			
ESM type	ESM code	Description	Valid To
SEI	1	Learner is self employed	
EII	1	Learner is employed for 16 hours or more per week	31/7/2013
EII	2	Learner is employed for less than 16 hours per week	
EII	3	Learner is employed for 16 – 19 hours per week	
EII	4	Learner is employed for 20 hours or more per week	
LOU	1	Learner has been unemployed for less than 6 months	
LOU	2	Learner has been unemployed for 6-11 months	
LOU	3	Learner has been unemployed for 12-23 months	
LOU	4	Learner has been unemployed for 24-35 months	
LOU	5	Learner has been unemployed for over 36 months	
LOE	1	Learner has been employed for up to 3 months	
LOE	2	Learner has been employed for 4 months – 6 months	
LOE	3	Learner has been employed for 7 months - 12 months	
LOE	4	Learner has been employed for more than 12 months	
BSI	1	Learner is in receipt of Job Seekers Allowance (JSA)	
BSI	2	Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)	
BSI	3	Learner is in receipt of another state benefit other than JSA, Universal Credit or ESA (WRAG)	
BSI	4	Learner is in receipt of Universal Credit	30/9/2013
BSI	5	Learner is in receipt of Universal Credit - mandated	
BSI	6	Learner is in receipt of Universal Credit - not mandated	
BSI	7	Learner is in receipt of Universal Credit - not known status	
BSI	8 – 15	Unassigned	
PEI	1	Learner was in full time education or training prior to enrolment	
RON	1	Learner is aged 14-15 and is at risk of becoming NEET (Not in education, employment or training)	
Notes			Core
Self employment indicator (SEI) <ul style="list-style-type: none"> This should be completed if applicable for records where the employment status is recorded as code 10, In paid employment. 			N

Learner Employment Status

Employment Intensity indicator (EII)

- This must be completed on all records dated on or after 1 August 2011 where the Employment status is recorded as code 10, In paid employment.
- Code 1, Learner is employed for 16 hours or more per week, is not valid for learners with Employment status records on or after 1 August 2013. Code 3, Learner is employed for 16-19 hours per week or code 4, Learner is employed for 20 hours or more per week, must be used instead.

Length of Unemployment (LOU)

- This must be completed on all records where the Employment status is recorded as code 11, Not in paid employment and looking for work.

Length of Employment (LOE)

- The collection of this data has been added for Apprentices from 2013/14 to monitor the length of time a learner has been with their employer prior to starting their Apprenticeship programme. It must be completed for all Apprentices with a status of 'in paid employment' on or after 1 August 2013.

Benefit Status Indicator (BSI)

- This should be completed on all records dated on or after 1 August 2011 where applicable. The benefit status indicator will be used in the funding calculation for Job Outcome payments.
- Code 4, Learner is in receipt of Universal Credit, should only be used where the learner can show that they are part of Universal Credit Pathfinder pilot. This code is available to be used from 1 April 2013 until 30 September 2013.
- Codes 5-7 should be used where the learner is in receipt of Universal Credit and replace the pathfinder pilot code.

Previous Education Indicator (PEI)

- This should be completed if applicable.

Risk of NEET (RON)

- This code must only be used if the learner is aged 14-15, is at risk of NEET and is participating in ESF funded learning.

Validation rules

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Change management notes

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Learner HE

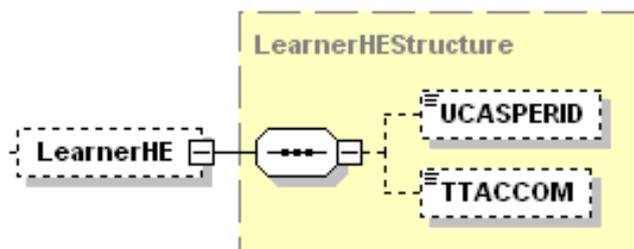
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The Learner HE entity must be returned for all learners with aims that meet the following criteria and the collection requirements for the field apply:

- a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
- b. Learning aims funded by the EFA that are level 4 or above on the Data Service learning aim reference application (LARA).
- c. Learning aims that are level 4 or above on LARA, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
- d. Learning aims that are level 4 or above on LARA and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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



UCAS personal identifier			
Definition	The learner's UCAS Personal Identifier		
Reason required	To allow matching of UCAS data		
Schema definitions			
XML element name	UCASPERID	Mandatory	N
Field length	10	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner HE		
Collection requirements			Validated
This field is collected only for learners entering through UCAS			No
Valid entries			
0000000001 – 9999999999			
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This UCAS Personal Identifier together with the UCAS Application Code, UCASAPPID, forms the UCAS Application identifier. The UCAS Personal Identifier is sometimes presented using hyphens between characters 3 and 4 and between characters 6 and 7. These hyphens are not to be included in this field in the Student Record. 			N
Change management notes			

Term time accommodation			
Definition	Where the learner is living in the current year		
Reason required	To monitor the changes in learner accommodation patterns		
Schema definitions			
XML element name	TTACCOM	Mandatory	N
Field length	1	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner HE		
Collection requirements			Validated
This field is collected only for full-time and sandwich learners			No
Valid entries			
			Valid To
1	Institution-maintained property		
2	Parental/guardian home		
4	Other		
3	Own home		31/7/2008
5	Not known		
6	Not in attendance at the institution		
7	Own residence		
8	Other rented accommodation		
9	Private sector halls		
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. 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 example, an industrial placement or a language year abroad. Code 7 'Own residence' includes a learner's permanent residence, which may be either owned or rented by them. Code 8 'Other rented accommodation' refers to a more temporary arrangement, for example where a number of learners each rent a room in the same house on a yearly basis. If a learner is in temporary accommodation at the time of collection but has permanent accommodation agreed, then the planned accommodation should be returned in this field. 			N
Validation rules			
Change management notes			

Learning delivery

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All fields must be returned in the above order in the XML file. The fields with a dotted border are optional and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

Learning aim reference			
Definition	The learning aim reference code for the learning being undertaken.		
Reason required	To calculate funding and to monitor learning aims in the sector.		
Schema definitions			
XML element name	LearnAimRef	Mandatory	Y
Field length	8	Data type	RestrictedString
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
A valid entry from the learning aim reference application (LARA).			
Notes			Core
			Y
<ul style="list-style-type: none"> LARA 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 in LARA, refer to Appendix H to the ILR Specification for details of class codes that can be used. If the learning aim is not one of the types which have class codes listed in Appendix H then please notify the Data Service. The learning aim reference recorded in this field must be finalised and confirmed as correct within the funding qualifying start period. ESOL learning aims are not subject to finalisation during this time period but providers should endeavour to agree as soon as possible after a learner starts, what level of ESOL qualification the learner is working towards. No changes are permitted to the data in this field after this time period apart from to correct data entered in error. 			
14-19 Diplomas			
<ul style="list-style-type: none"> Learners undertaking 14-19 diplomas should use the learning aim reference from LARA for the diploma qualification being undertaken. Where the learner has not been registered with a diploma awarding body at the outset of the diploma programme, a generic programme aim class code from Appendix H should be used. This should be replaced by the actual diploma learning aim reference once this is known. The correct learning aim reference for the diploma qualification must always be recorded before a diploma achievement is recorded. 			
Learning aims funded by the EFA funding models			
<ul style="list-style-type: none"> The learning aim CMISC001 will no longer be available for 2013/14 to record tutorial and enrichment studies. This learning aim will need to be removed for all continuing learners. These hours should be included in the Planned employability, enrichment and pastoral hours field in the Learner entity. Any work experience undertaken by a learner must be recorded using one of the designated learning aim reference codes from LARA, as detailed in Appendix H. 			
Progression Pathways and Foundation Learning programmes			
<ul style="list-style-type: none"> These are no longer recorded using a programme aim for 2013/14 and all programme aims for these programmes will need to be removed for 2013/14. 			
Proxy learning aims			
<ul style="list-style-type: none"> If the learning aim code has been accredited by the awarding organisation and is awaiting approval for funding but is not yet available on LARA, then providers should enter the nearest equivalent aim (in terms of type of provision and funding rate) and indicate in the Learning Delivery Funding and 			

Learning delivery

Monitoring fields using code LDM118 that the learning aim reference recorded here is being used as a proxy for the actual learning aim that is being undertaken.

- Once the actual learning aim reference is available from LARA, providers must update the code recorded in this field and remove code LDM118 from the Learning Delivery Funding and Monitoring fields.
- In all cases proxy learning aims must be amended (and code LDM118 removed) before the end of the teaching year or before the learner completes or withdraws from the learning aim.
- There is no guarantee that aims that are accredited will become approved for funding and so providers should use proxy learning aims with caution.

Validation rules

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Change management notes

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Aim type			
Definition	The type of aim recorded		
Reason required	To differentiate between programme aims, EFA funded core aims , component learning aims within a programme and learning aims that are not part of a designated programme (as defined in the Programme type field)		
Schema definitions			
XML element name	AimType	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
1	Programme aim		
3	Component learning aim within a programme		
4	Learning aim that is not part of a programme		
5	Core aim – EFA funded learning aims only		
Notes			Core
			N
Apprenticeship programmes			
<ul style="list-style-type: none"> Code 2, Main learning aim within an Apprenticeship programme, has been removed for 2013/14. Details of whether a qualification is the competency or knowledge element of an Apprenticeship framework are held in LARA. Learning aims that were recorded with code 2 in 2012/13 should be re-coded using code 3, Component learning aim within a programme, for 2013/14. There should only be one competency based aim at any one time in an Apprenticeship programme. Code 3, Component learning aim within a programme, should be used for all learning aims within an Apprenticeship programme such as the competency based element, knowledge based element and functional skills learning aims. 			
14-19 Diploma programmes			
<ul style="list-style-type: none"> Code 3 Component learning aim within a programme, should be used within other programmes, such as Diplomas. Code 5, Core aim, will need to be used for one learning aim within EFA funded Diplomas. This will need to be applied to all continuing learners. The core aim should be recorded as per the guidance set out below. 			
EFA funded programmes			
<ul style="list-style-type: none"> Code 5 must be used to identify the core aim within an EFA funded study programme. This will need to be applied to all learners, including those continuing from 2012/13. The core aim is the substantive learning aim being undertaken in a student's programme of study. Please refer to the EFA funding documentation for further information about the core aim. All learners with EFA funded learning aims must have one learning aim with an Aim type of code 5, Core aim. This will be validated. For academic study programmes, if the learner's qualifications are of the same size, for example 3 A levels, the provider must assign one of these qualifications as the core aim. 			

Learning delivery

- Should a learner withdraw from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner's study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.
- For academic study programmes where all aims within the programme are of equal size there is no requirement to select another core aim should a learner withdraw from the original core aim. Please refer to the EFA funding documentation for a definition of academic and vocational programmes.
- It is expected that providers will be able to identify the substantive learning aim for the learner at the start of their study programme. If the core aim is unknown by the end of the funding qualifying period, then another aim should be designated as core until the substantive learning aim is decided upon and recorded. The Aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year.

Progression Pathways and Foundation Learning programmes

- These are no longer recorded using a programme aim for 2013/14 and all programme aims for these programmes will need to be removed for 2013/14.

Validation rules

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Change management notes

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Aim sequence number			
Definition	The sequence number of the learning aim		
Reason required	Internal validation and integrity checks		
Schema definitions			
XML element name	AimSeqNumber	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries (Schema check)			
1-98			
Notes			Core
<ul style="list-style-type: none"> The learning aim sequence number in this field must be in the range 1 to 98 and is used to identify learning aims where more than one learning aim is undertaken. Each learning aim undertaken by the learner should be numbered consecutively from 1. 			Y
Validation rules			
Change management notes			

Learning start date			
Definition	The date on which learning for the learning aim began (accurate to within a week)		
Reason required	To monitor the length of time taken to complete learning activities and to inform the funding calculations		
Schema definitions			
XML element name	LearnStartDate	Mandatory	Y
Field length	10	Data type	xs:date
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries (Schema check)			Validated
A valid date, using the date pattern YYYY-MM-DD			Yes – schema
Notes			Core
			Y
<ul style="list-style-type: none"> This should be the date the learner started learning on the aim and could be at any time during a programme. This date is important for the distribution of funding and should not be altered or amended to reflect the start date for each year of the learning aim. The learning start date must remain the same between teaching years as it is used in success rates to match data from one year to the next. It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations. 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. 			
Validation rules			
Change management notes			

Learning delivery

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Original learning start date					
Definition		The date on which the learner first started the learning aim			
Reason required		To enable the funding calculations to fund the learning aim at the original rate			
Schema definitions					
XML element name	OrigLearnStartDate	Mandatory	N		
Field length	10	Data type	xs:date		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements			Prog. Aims	Validated	
EFA funded		Not collected	n/a	Yes	
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable	Yes	No	
	Not collected for:	Community Learning (FundModel 10) and ESF (FundModel 70)	n/a	Yes	
Non funded		Not collected	n/a	Yes	
Valid entries (Schema check)					
A valid date, using the date pattern YYYY-MM-DD					
Notes				Core	N
<ul style="list-style-type: none"> This field should be used to collect the original learning start date if the learner has had a break in learning. It should be completed on the new learning aim record that is added when the learner returns from their break in learning. This only applies to breaks in learning that take place from 1 August 2013. This data will be used by the Skills Funding Agency to fund the learning aim at the same rate for the duration of the learning aim. Providers should refer to the funding documentation for details of other circumstances when learning aims will be funded at the original funding rate and whether this field should be completed. 					
Validation rules					
Change management notes					

Learning planned end date			
Definition	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		
Schema definitions			
XML element name	LearnPlanEndDate	Mandatory	Y
Field length	10	Data type	xs:date
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
A valid date, using the date pattern YYYY-MM-DD			Yes – schema
Notes			Core
			Y
<ul style="list-style-type: none"> The planned end date of the learning aim must be entered in this field at the start of the learning aim. This should remain constant and must not be changed. It is not expected to be a rolling date subject to changes. The planned end date must remain the same between teaching years as it is used in success rates to match data from one year to the next. It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations. 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 must remain unchanged. 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 funding documentation for further information. 			
Validation rules			
Change management notes			

Funding model			
Definition	Identifies the funding model to be applied when calculating funding for this learning aim		
Reason required	To calculate funding for this learning aim		
Schema definitions			
XML element name	FundModel	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
			Yes – schema
			Valid for starts until
10	Community Learning		
25	16-19 EFA funding		
35	Adult skills funding		
70	ESF funded (co-financed by the Skills Funding Agency)		
81	Other Skills Funding Agency funding		
82	Other EFA funding		
99	No Skills Funding Agency or EFA funding for this learning aim		
Notes			Core
			N
<ul style="list-style-type: none"> The provider must indicate in this field the funding model which applies to the programme aim or learning aim. This field only identifies the funding model being used to fund the learning aim and does not identify who the funding has been received from. To identify which agency is funding the learning aim, the Source of funding in the Learning Delivery Funding and Monitoring fields, must also be completed. For further details of learner eligibility for funding, refer to the funding documentation. Once a provider has identified the Funding model, including 'No Skills Funding Agency or EFA funding for this learning aim', it must not be changed other than to correct a mistake. 			
16-19 EFA funding model			
<ul style="list-style-type: none"> For 2013/14, the 16-19 EFA funding model has replaced the 16-18LR funding model. All learning aims undertaken as part of a 16-19 study programme funded by the EFA must be recorded using this funding model. All learning aims previously recorded using code 21, 16-18LR, must be re-coded for 2013/14 using code 25, 16-19 EFA funding. Learning aims for High Needs Students aged 19+ with a Learning Difficulty Assessment (LDA) are also funded by the EFA for 2013/14 and should be recorded using code 25, 16-19 EFA funding. All learning aims previously recorded using code 22, Adult LR or code 82, Other EFA funding, for High Needs Students must be re-coded for 2013/14 using code 25, 16-19 EFA funding. 			
Adult skills funding model			
<ul style="list-style-type: none"> For 2013/14, the Adult skills funding model has replaced the Adult learner responsive and the Employer responsive funding models. All learning aims previously recorded using code 22, Adult LR or 45, Employer responsive, and recorded in the Learning Delivery Funding and Monitoring field as funded by the Skills Funding Agency, SOF105, should be re-coded for 2013/14 using code 35, Adult skills funding. 			

Learning delivery

- 16-18 Apprenticeships are funded through the Adult skills funding model.
- For 2013/14 OLASS provision where the learner is aged 18 or over and in custody should be recorded using code 35. All learning aims previously recorded using code 81, Other Skills Funding Agency funding, should be re-coded for 2013/14.

Community Learning funding

- Adult Safeguarded Learning is now known as Community Learning.
- If code 10 is used then the type of Community Learning activity being undertaken must be identified in the Learning Delivery Funding and Monitoring fields.

Other Skills Funding Agency/EFA funding models

- For 2013/14, code 80, Other LSC funding, has been removed and any continuing learners from 2012/13 will need to be coded as either code 81, Other Skills Funding Agency funding, or code 82, Other EFA funding.
- Code 81 should be used for all other Skills Funding Agency provision which is not funded by the Adult skills funding model or ESF or Community Learning funded.
- As part of the Skills Funding Agency's funding simplification work, Formal first step provision has been integrated within the Adult Skills Budget (ASB) and is no longer identified separately to other adult skills provision in the ILR. First step learning aims that were previously recorded using code 81, Other Skills Funding Agency funding, in 2012/13 should be re-coded using code 35, Adult skills funding. The First step indicator has been removed from the Learning Delivery Funding and Monitoring fields and should be removed from all learning aim records for 2013/14.
- Code 82 should be used for OLASS provision where the learner is aged between 15 and 17 in a youth offender institute.

Non funded learning aims

- Code 99, should be used for all learning aims that are not funded by the Skills Funding Agency or EFA. This includes learning aims where the full cost is paid for by the learner or their employer. It also includes learning aims delivered on behalf of another provider (which may be directly in receipt of Skills Funding Agency or EFA funding for them), that is learning aims that are sub-contracted in to the provider.
- Learning aims financed by 24+ Advanced learning loans must be recorded using code 99, no Skills Funding Agency funding or EFA funding, in this field and in the Learning Delivery Funding and Monitoring fields using code ADL1.
- ILR records for learning aims that are not funded by the Skills Funding Agency or EFA should be sent in the following circumstances:
 - delivered by an FE college
 - Apprenticeships delivered by private training providers where delivered within the terms of a Skills Funding Agency/NAS contract or in other cases are sent on a voluntary basis
 - financed by a 24+ Advanced learning loan.

See the Provider support manual for further information about recording non-funded activity.

Validation rules

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Change management notes

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Learning delivery

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Programme type					
Definition		The type of programme which the learner is undertaking			
Reason required		To monitor types of programme being undertaken			
Schema definitions					
XML element name	ProgType	Mandatory	N		
Field length	2	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements				Prog. Aims	Validated
All funding models and Non funded	Collected for:	All aims which are part of an Apprenticeship or a 14-19 Diploma programme		Yes	Yes
	Not collected for:	All aims which are NOT part of an Apprenticeship or a 14-19 Diploma programme		n/a	Yes
Valid entries					
				Valid for starts until	
2	Advanced Level Apprenticeship				
3	Intermediate Level Apprenticeship				
10	Higher Apprenticeship				31/7/2011
15	Diploma – level 1 (foundation)				
16	Diploma – level 2 (higher)				
17	Diploma – level 3 (progression)				
18	Diploma – level 3 (advanced)				
20	Higher Apprenticeship – level 4				
21	Higher Apprenticeship – level 5				
22	Higher Apprenticeship – level 6				
23	Higher Apprenticeship – level 7+				
Notes				Core	N
<ul style="list-style-type: none"> The Programme types of Progression Pathway (codes 11-14) and Foundation Learning programme (code 19) have been removed from 2013/14. All programme aims for these programme types will need to be removed and any continuing learning aims from 2012/13 returned without a Programme type. Code 99, None of the above, has been removed from 2013/14. This field is not required if the learning aims are not part of an Apprenticeship or 14-19 Diploma programme. 					
Validation rules					
Change management notes					

Learning delivery

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Framework code					
Definition		The framework code for the type of learning being undertaken			
Reason required		For all programmes to identify the framework.			
Schema definitions					
XML element name	FworkCode	Mandatory	N		
Field length	3	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements				Prog. Aims	Validated
All funding models and Non funded	Collected for:	Aims which are part of an Apprenticeship or a 14-19 Diploma programme (ProgType is not null)		Yes	Yes
	Not collected for:	Aims which are NOT part of an Apprenticeship or a 14-19 Diploma programme		n/a	Yes
Valid entries					
A valid entry from the framework code list which can be found on the Learning Aim Reference Application (LARA)					
Notes				Core	Y
<p>14-19 Diplomas</p> <ul style="list-style-type: none"> The framework code to identify the diploma line of learning must be entered in this field. <p>Apprenticeships</p> <ul style="list-style-type: none"> The framework code records the sector framework of the Apprenticeship programme. <p>Foundation Learning programmes and Progression Pathways</p> <ul style="list-style-type: none"> The Foundation Learning and Progression Pathway programme types have been removed from 2013/14 and this field must not be returned. 					
Validation rules					
Change management notes					

Apprenticeship pathway					
Definition	The pathway of the Apprenticeship framework being undertaken				
Reason required	To track multiple pathways within a framework which identify different types of employment/job roles				
Schema definitions					
XML element name	PwayCode	Mandatory	N		
Field length	3	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements			Prog. Aims	Validated	
All funding models and Non funded	Collected for:	Aims which are part of an Apprenticeship (ProgType=2, 3, 10, 20-23)	Yes	Yes	
	Not collected for:	Aims which are NOT part of an Apprenticeship	n/a	Yes	
Valid entries					
A valid entry from the pathway list for the framework which can be found on the Learning Aim Reference Application (LARA)					
Notes				Core	Y
<ul style="list-style-type: none"> This data is not collected for 14-19 Diplomas. The Apprenticeship pathway must be recorded on all aims within an Apprenticeship programme, including the programme aim. The Framework pathway code listed in LARA must be recorded in this field and it must match the pathway code listed in LARA. Providers should consult the Provider Support manual for details of how to record Apprenticeship pathway changes in the ILR. The Apprenticeship pathway code of 0 will be valid only for continuing learners already recorded with 0. 					
Validation rules					
Change management notes					

Learning delivery

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Subcontracted or partnership UKPRN					
Definition		The UKPRN of the partner provider which is delivering this learning aim			
Reason required		To monitor delivery of learning. To support local planning			
Schema definitions					
XML element name	PartnerUKPRN	Mandatory	N		
Field length	8	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements				Prog. Aims	Validated
EFA funded		Not collected		n/a	Yes
Skills Funding Agency funded	Collected for:	All aims where applicable		No	No
Non funded	Collected for:	All aims where applicable		No	No
Valid entries					
A valid UKPRN as defined in the UK Register of Learning Providers (UKRLP) is 8 digits in the format 10000000 – 99999999, which can be found at www.ukrlp.co.uk .					
Notes				Core	N
<ul style="list-style-type: none"> In 2012/13 this field was only completed if more than 50% of the learning aim was delivered by a partner provider. For 2013/14, this field must be completed if any proportion of the learning aim is delivered by a partner provider. This applies to continuing learning aims from 2012/13. If the learning aim is subcontracted to more than one provider then the one who delivers the greatest proportion of the aim should be recorded. If the training is sub-contracted more than once (subject to approval by the funding agency) then the UKPRN of the provider which is actually delivering the training should be recorded. This data is no longer required for learning aims funded by the EFA. It should be removed from the ILR record for 2013/14. 					
Validation rules					
Change management notes					

Delivery location postcode			
Definition	The postcode of the address at which the learning is delivered		
Reason required	To monitor delivery of learning and to calculate the area cost factor funding for adult skills provision . To support local planning. To monitor delivery of national contracts. To calculate minimum levels of performance. To allow analysis of Community Learning provision for Area Reviews, consistent with other provision		
Schema definitions			
XML element name	DelLocPostCode	Mandatory	Y – enforced with validation rules for 2013/14
Field length	8	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
A valid postcode (see Appendix C for further information).			Yes
Notes			Core
<ul style="list-style-type: none"> For 2013/14, the Delivery location postcode must be returned for all learning aims. Missing postcodes are not valid for 2013/14 and continuing learning aims from 2012/13 will need to be recoded to ZZ99 9ZZ if the postcode is unknown. Where delivery is at more than one location return the postcode of the location at which the majority of learning is delivered. Where provision is delivered away from a learning centre, for example distance or e-learning then the following code should be entered: ZZ99 9ZZ. For 2013/14 an entry of ZZ99 ZZZ cannot be used and must be recoded to ZZ99 9ZZ. Where the delivery point is a building site without a postcode the local provider's 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. For learners in custody this must record the prison postcode at which the learning is delivered. The prison postcode should be taken from the OLASS approved list. 			N
Validation rules			
Change management notes			

Funding adjustment for prior learning				
Definition	The proportion of this learning aim still to be delivered			
Reason required	To allow correct calculation of funding for learners who are not entitled to full funding for the learning aim			
Schema definitions				
XML element name	PriorLearnFundAdj	Mandatory	N	
Field length	2	Data type	xs:int	
Minimum occurrences	0	Maximum occurrences	1	
Part of	Learning Delivery			
Collection requirements			Prog. Aims	Validated
EFA funded	Not collected		n/a	Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable	Yes	No
	Not collected for:	Community Learning (FundModel 10) and ESF (FundModel 70)	n/a	Yes
Non funded	Not collected		n/a	Yes
Valid entries				
Two digit number in range 0 to 99				
Notes			Core	N
<ul style="list-style-type: none"> This field should be completed with the proportion of this learning aim that is still to be delivered where the learner is not undertaking the full scope of the learning aim because of prior learning. This may occur if the learner has restarted the learning aim after a break in learning or has transferred from another provider or contract and will include both accreditation of prior learning (APL) and recognition of prior learning (RPL). Further guidance on recording restarts and transfers is given in the Provider Support manual. The value recorded in this field will be used to adjust the funding paid to the provider for the delivery of this learning aim. If the provider is delivering all of the learning for this aim and no adjustment to funding is required, this field must not be returned. In 2012/13 this would have been recorded as a value of 100 in the Proportion of funding remaining field. Providers should refer to the funding documentation for further information on completing this field. This field must not be used to vary the funding rate claimed. Any other funding adjustments advised by the Skills Funding Agency, should be entered in the Other funding adjustment field. 				
Validation rules				
Change management notes				

Other funding adjustment					
Definition		The factor used to adjust the funding to which the learner is entitled for this aim			
Reason required		To adjust funding for this learning aim in specific circumstances as instructed by the Skills Funding Agency			
Schema definitions					
XML element name	OtherFundAdj	Mandatory	N		
Field length	3	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements			Prog. Aims	Validated	
EFA funded		Not collected	n/a	Yes	
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable	Yes	No	
	Not collected for:	Community Learning (FundModel 10) and ESF (FundModel 70)	n/a	Yes	
Non funded		Not collected	n/a	Yes	
Valid entries					
Three digit number in range 0 to 999					
Notes				Core	N
<ul style="list-style-type: none"> If no adjustment to the funding of this learning aim is required, this field must not be returned. This field should only be completed with the amount required to increase or decrease the funding for this learning aim, for reasons other than prior learning, if requested by the Skills Funding Agency. The Skills Funding Agency will inform providers of the factor to be used in this field if required. 					
Validation rules					
Change management notes					

Learning delivery

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ESF agreement ID				
Definition	The reference number, assigned by government office, indicating the priority level activity being undertaken			
Reason required	To identify the ESF funded activity for contract management and reporting purposes.			
Schema definitions				
XML element name	ESFProjDosNumber	Mandatory	N	
Field length	9	Data type	RestrictedString	
Minimum occurrences	0	Maximum occurrences	1	
Part of	Learning Delivery			
Collection requirements			Prog. Aims	Validated
EFA funded	Not collected		n/a	Yes
Skills Funding Agency funded	Collected for:	ESF (FundModel 70)	No	Yes
	Not collected for:	Adult skills (FundModel 35), Community Learning (FundModel 10) and Other Skills Funding Agency funding (FundModel 81)	n/a	Yes
Non funded	Not collected		n/a	Yes
Valid entries				
AABBBBCDDE, where AA is the year, either, 07, 08, 09 or 10 -15 BB is a three digit number B C is the letter 'L' DD is the region, either EA, LN, EM, NE, NW, SE, SW, WM, YH, ME, SY or CO E is the priority, either 1, 2, 3, 4, 5 or 6				
Notes			Core	N
<ul style="list-style-type: none"> For 2013/14 the name of the Project dossier number field has been changed to Agreement ID and will be supplied to providers by their regional Skills Funding Agency. For further guidance please contact your regional Skills Funding Agency. 				
Validation rules				
Change management notes				

ESF local project number				
Definition	The reference number, assigned by the Skills Funding Agency, allows tracking of the type of activity ESF is delivering – 14-19 NEET or workplace learning			
Reason required	To identify the ESF funded activity for contract management and reporting purposes			
Schema definitions				
XML element name	ESFLocProjNumber	Mandatory	N	
Field length	3	Data type	xs:int	
Minimum occurrences	0	Maximum occurrences	1	
Part of	Learning Delivery			
Collection requirements			Prog. Aims	Validated
EFA funded	Not collected		n/a	Yes
Skills Funding Agency funded	Collected for:	ESF (FundModel 70)	No	Yes
	Not collected for:	Adult skills (FundModel 35), Community Learning (FundModel 10) and Other Skills Funding Agency funding (FundModel 81)	n/a	Yes
Non funded	Not collected		n/a	Yes
Valid entries				
Valid number in the range of 1 – 999				
Notes			Core	N
<ul style="list-style-type: none"> The local project number will be supplied to providers by their regional Skills Funding Agency. For further guidance please contact your regional Skills Funding Agency. If there is an ESF funded learning aim within an Apprenticeship programme, this field would need to be returned. 				
Validation rules				
Change management notes				

Employment outcome					
Definition	To indicate where a funded employment outcome is gained				
Reason required	To monitor and fund employment outcomes on programmes which are eligible for such funding				
Schema definitions					
XML element name	EmpOutcome	Mandatory	N		
Field length	1	Data type	xs:int		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements			Prog. Aims	Validated	
EFA funded	Not collected		n/a	Yes	
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency (FundModel 81) where applicable	No	No	
	Not collected for:	Community Learning (FundModel 10)	n/a	Yes	
Non funded	Not collected		n/a	Yes	
Valid entries					
1	Employment outcome (with training) gained on eligible funded programme				
2	Employment outcome (without training) gained on eligible funded programme				
Notes				Core	N
<ul style="list-style-type: none"> This field should be completed only for learning aims which are either part of a programme that is funded to deliver employment outcomes or a programme where separate employment outcome payments are made. Providers should refer to the funding documentation for details of eligible programmes and evidence requirements. 					
Validation rules					
Change management notes					

Completion status			
Definition	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. To calculate the retention element of EFA funding		
Schema definitions			
XML element name	CompStatus	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims			Yes
Valid entries			Validated
1	The learner is continuing or intending to continue the learning activities leading to the learning aim		
2	The learner has completed the learning activities leading to the learning aim		
3	The learner has withdrawn from the learning activities leading to the learning aim		
6	Learner has temporarily withdrawn from the aim due to an agreed break in learning		
Notes			Core
			Y
<ul style="list-style-type: none"> Learners who transfer to a new learning aim with the same provider should be recorded using code 3 in this field and the Reason for withdrawal field should be completed with code 40. Further guidance on recording completion can be found in the Provider Support manual. Providers should ensure that the Completion status is updated for learners throughout the year. The final ILR return of the year should be updated with a status of 'withdrawn' for any learners who do not return for a second or subsequent year. 			
Agreed breaks in learning			
<ul style="list-style-type: none"> Code 6 should be used in circumstances where the learner is taking an agreed break in learning and is planning to return, for example, for sick leave or maternity leave. When a learner returns from an agreed break in learning, a new learning aim should be created. Where a learner does not return from an agreed break in learning this field should be changed to code 3 – withdrawn. Further guidance on agreed breaks in learning can be found in the Provider Support manual. 			
Validation rules			
Change management notes			

Learning actual end date			
Definition	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, accurate to within a week		
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		
Schema definitions			
XML element name	LearnActEndDate	Mandatory	N
Field length	10	Data type	xs:date
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements		Prog. Aims	Validated
Collected for all aims		Yes	Yes
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes			Core
<ul style="list-style-type: none"> This field must be completed for all learning and programme aims once the completion status has been changed from continuing. It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations. For programme aims, the Learning actual end date of the whole framework must be recorded in this field. 			Y
Validation rules			
Change management notes			

Withdrawal reason			
Definition	The reason why the learner has withdrawn from the learning aim		
Reason required	For use in performance management and success rates		
Schema definitions			
XML element name	WithdrawReason	Mandatory	N
Field length	2	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims where Completion status is 'Learner has withdrawn', code 3			Yes
Valid entries			
2	Learner has transferred to another provider		
3	Learner injury / illness		
7	Learner has transferred between providers due to intervention by the Skills Funding Agency		
28	OLASS learner withdrawn due to circumstances outside the providers' control		
29	Learner has been made redundant		
40	Learner has transferred to a new learning aim with the same provider.		
41	Learner has transferred to another provider to undertake learning that meets a specific government strategy		
42	Academic failure/left in bad standing/not permitted to progress – HE learning aims only		
43	Financial reasons		
44	Other personal reasons		
45	Written off after lapse of time – HE learning aims only		
46	Exclusion		
97	Other		
98	Reason not known		
Notes			Core
			N
<ul style="list-style-type: none"> This field must be completed for all learning aims that have a completion status of withdrawn. In 2013/14 this field is required for all learning aims that are recorded in the Funding model field as code 99, no Skills Funding Agency or EFA funding or code 81, funded by Other Skills Funding Agency funding. Missing data for continuing learners funded by these funding models must be returned using code 98. Code 1 was used to record 'Learner ALSN (additional learning or social needs) status changed', this has been removed. In 2013/14 if the learner's support funding (LSF) changes during their learning aim, then the learning aim will remain continuing and a new learning aim record will not be required. Status changes are recorded using the Date applies from and to fields in the Learning Delivery Funding and Monitoring entity. Code 27 was used to record where the OLASS learner had withdrawn 'due to circumstances within the providers' control, this has been removed for 2013/14. 			

Learning delivery

- Code 28 should be used where the learner has withdrawn due to circumstances outside the providers' control, for example where the learner has moved to another prison. This must only be used for OLASS learners where the offender is in custody, as recorded in the Learner Funding and Monitoring fields using code LDM034, OLASS – Offenders in custody.
- Code 41 should be used to identify where a learner has transferred to another provider into learning that aligns with a specific government strategy. For 2013/14, this should only be used to identify learners who have transferred onto Apprenticeship provision as inferred in 'Investing in Skills for Sustainable Growth (BIS, Nov 2010)'.
- The use of code 41 will not be audited, however it will be closely monitored to ensure it is being used appropriately. The Skills Funding Agency intends to exclude this type of transfer from their success rate calculations.
- The Reason for ending instance has been removed from the Learning Delivery HE entity and some of the categories have been added to this field. Codes 42 and 45 should be used for HE learning aims only. For full guidance about these codes, please refer to the HESA Specification.

Validation rules

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Change management notes

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Learning delivery

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Outcome			
Definition	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 and by the Skills Funding Agency to fund achievement		
Schema definitions			
XML element name	Outcome	Mandatory	N
Field length	1	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements		Prog. Aims	Validated
Collected for all aims where Actual end date is returned		Yes	Yes
Valid entries			
1	Achieved (non AS-level aims)		
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/assessment		
6	Achieved but uncashed (AS-levels only)		
7	Achieved and cashed (AS-levels only)		
Notes			Core
<ul style="list-style-type: none"> For programme aims, the outcome of the entire programme must be recorded in this field. For all other learning aims this field should be used to record the learning outcome of the learning aim. Code 2 should be used for key skills qualifications where the learner does not achieve the qualification but passes either the end test or the portfolio. This does not apply to Functional Skills that are part of an Apprenticeship. If the learner has not claimed a certificate from the awarding body for an AS level qualification, this should be recorded as achieved but uncashed. If the learner has claimed a certificate from the awarding body for an AS level qualification, this should be recorded as achieved and cashed. Further guidance on recording completion can be found in the Provider Support manual. 			Y
Validation rules			
Change management notes			

Achievement date					
Definition		The date the learning aim or programme aim was achieved by the learner			
Reason required		Calculation of timely success rates			
Schema definitions					
XML element name	AchDate	Mandatory	N		
Field length	10	Data type	xs:date		
Minimum occurrences	0	Maximum occurrences	1		
Part of	Learning Delivery				
Collection requirements			Prog. Aims	Validated	
EFA funded		Not collected		Yes	
Skills Funding Agency funded	Collected for:	All Apprenticeship aims (ProgType=2, 3, 10, 20-23), Adult skills work place learning (FundModel 35 and LearnDelFAMType = WPL)		Yes	
	Not collected for:	Aims which are NOT part of an Apprenticeship or NOT workplace learning aims		Yes	
Non funded	Collected for:	Aims which are part of an Apprenticeship		Yes	
	Not collected for:	Aims which are NOT part of an Apprenticeship		Yes	
Valid entries					
A valid date, using the date pattern YYYY-MM-DD					
Notes				Core	N
<ul style="list-style-type: none"> This field must be returned as specified above once an aim is recorded as achieved in the Outcome field. Where a learning aim is not achieved or has yet to be achieved, this field is not returned. For programme aims, the achievement date of the whole framework must be recorded in this field. For all other learning aims this field should be the date the learning aim was achieved. For further information regarding the evidence required for achievement please see the Provider Support guidance and funding documentation. 					
Validation rules					
Change management notes					

Outcome grade			
Definition	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		
Schema definitions			
XML element name	OutGrade	Mandatory	N
Field length	6	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements			Prog. Aims
Collected for all aims where applicable			No
			Validated
			No
Valid entries			
See Appendix Q			
Notes			Core N
<ul style="list-style-type: none"> This field should be returned for all learning aims where the grade is meaningful, including all skills for life provision. This data should be included in the final return of the year. Where the information is available for earlier returns, it should be included. 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 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. 			
Validation rules			
Change management notes			

Learning Delivery Funding and Monitoring (FAM)

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Data collected in the Learning Delivery Funding and Monitoring entity is used to identify additional attributes of the Learning Delivery that will either inform funding of the learner or additional monitoring.

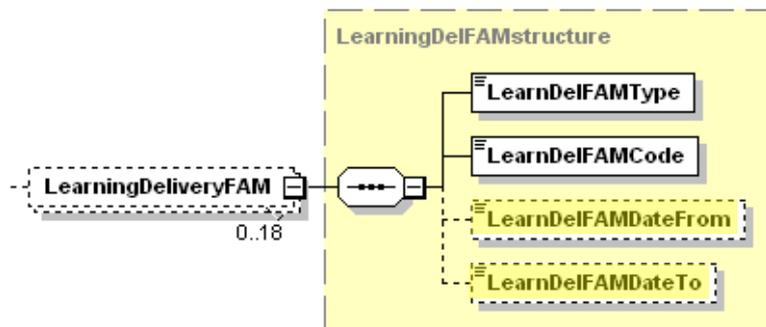
The Learning Delivery Funding and Monitoring entity is only required if any of the FAM type characteristics apply to that learner, please refer to the individual FAM types for collection requirements.

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

A maximum of **eighteen** Learning Delivery FAM records can be returned for each learning aim.

If the Learner FAM entity is returned then both the FAM type and code must be recorded.

Two new fields have been added to this entity for 2013/14, Date applies from and Date applies to. These must be used when a Learning Delivery Funding and Monitoring type of Learning support funding (LSF) or 24+ Advanced learning loan bursary fund (ALB) is recorded. See the guidance notes for each of these FAM types for further details.



Learning Delivery Funding and Monitoring (FAM)

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Learning delivery funding and monitoring type			
Definition	The funding or monitoring attribute being recorded		
Reason required	To identify additional funding and/or funding characteristics of the learning delivery		
Schema definitions			
XML element name	LearnDelFAMType	Mandatory	Y
Field length	3	Field Type	RestrictedString
Minimum occurrences	0	Maximum occurrences	Unbounded
Part of	Learning Delivery Funding and Monitoring		
Valid entries			
FAM Type	FAM Type Description	Max no of occurrences	
SOF	Source of funding	1	
FFI	Full or co-funding indicator	1	
WPL	Workplace learning indicator	1	
EEF	Eligibility for enhanced Apprenticeship funding	1	
RES	Restart indicator	1	
LSF	Learning support funding	1	
ADL	24+ Advanced learning loan indicator	1	
ALB	24+ Advanced learning loan bursary fund	1	
ASL	Community Learning provision type	1	
LDM	Learning delivery monitoring	4	
SPP	Special projects and pilots	1	
NSA	National Skills Academy indicator	1	
HEM	HE monitoring	3	

Learning Delivery Funding and Monitoring (FAM)

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Source of funding																				
Definition	The organisation or source from which funding has been received directly for this learning aim in this teaching year.																			
Reason required	To identify the organisation or source from which funds have been received.																			
FAM Type	SOF																			
Minimum occurrences	0	Maximum occurrences	1																	
Collection requirements			Prog. Aims	Comp. Aims	Validated															
EFA funded	Collected for all aims		Yes	Yes	Yes															
Skills Funding Agency funded	Collected for all aims		Yes	Yes	Yes															
Non funded	Collected for all aims where applicable		Yes	Yes	No															
Notes																				
<ul style="list-style-type: none"> For 2013/14 the Source of funding must be recorded on both programme aims and component aims of a programme. There is now only one occurrence of this field. The Source of funding identifies the organisation which has directly funded the learning aim and that passes funds directly to you. No attempt should be made to use this field to indicate sources beyond the one directly providing the funds. The Source of funding is closely linked to the funding model recorded for an aim. The following table gives an indication of the most likely code combination between the Funding model and Source of funding field. <table border="1"> <thead> <tr> <th>FundModel</th> <th>Source of funding</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>Always 105</td> </tr> <tr> <td>25</td> <td>Usually 107 (see Provider Support manual for further details)</td> </tr> <tr> <td>35</td> <td>Always 105</td> </tr> <tr> <td>70</td> <td>Always 105</td> </tr> <tr> <td>81</td> <td>Always 105</td> </tr> <tr> <td>82</td> <td>Always 107</td> </tr> <tr> <td>99</td> <td>Any code except 105 or 107 if applicable</td> </tr> </tbody> </table> <p>Other sources of funding</p> <ul style="list-style-type: none"> If the Funding model field, is completed with code 99, No Skills Funding Agency or EFA funding for this learning aim, then this field must not contain codes 105, Skills Funding Agency, or 107, EFA. Code 2, eligible for HEFCE funding, has been removed for 2013/14 and all continuing learning aims should be re-coded using code 1, HEFCE funded. Code 108 should be used to record funding from the Skills Funding Agency (for Community Learning) that is paid through local authorities. If the learning aim is financed by a 24+ Advanced learning loan, this field is not required and should not be returned. If the learner or employer is paying the full cost of the learning aim, this field is not required and should not be returned. 					FundModel	Source of funding	10	Always 105	25	Usually 107 (see Provider Support manual for further details)	35	Always 105	70	Always 105	81	Always 105	82	Always 107	99	Any code except 105 or 107 if applicable
FundModel	Source of funding																			
10	Always 105																			
25	Usually 107 (see Provider Support manual for further details)																			
35	Always 105																			
70	Always 105																			
81	Always 105																			
82	Always 107																			
99	Any code except 105 or 107 if applicable																			

Learning Delivery Funding and Monitoring (FAM)

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Full or co-funding indicator						
Definition		Indicates whether the learning aim is fully funded or co-funded by the Skills Funding Agency				
Reason required		To calculate the funding for the learning aim				
FAM type		FFI				
Minimum occurrences		0	Maximum occurrences		1	
Collection requirements			Prog. Aims	Comp. Aims	Validated	
EFA funded		Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35)		Yes	Yes	Yes
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)		n/a	n/a	Yes
Non funded		Not collected		n/a	n/a	Yes
Notes						
<ul style="list-style-type: none"> For 2013/14 the Full or co-funding indicator must be recorded on both programme aims and component aims of a programme. This field is not collected for learning aims which are funded by Other Skills Funding Agency funding. For continuing learners from 2012/13 this should be removed. Code 01 should be used where the learning aim is fully funded by the Skills Funding Agency directly. Code 02 should be used where the learning aim is co-funded by the Skills Funding Agency. If the learning aim does not attract any funding from the Skills Funding Agency, this must not be returned. 						

Workplace learning indicator						
Definition		To identify whether the programme or learning aim is classified as workplace learning as defined in the Skills Funding Agency's funding documentation				
Reason required		To calculate the funding for the learning aim				
FAM type		WPL				
Minimum occurrences		0	Maximum occurrences		1	
Collection requirements			Prog. Aims	Comp. Aims	Validated	
EFA funded		Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) where applicable		Yes	Yes	No
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)		n/a	n/a	Yes
Non funded		Not collected		n/a	n/a	Yes
Notes						
<ul style="list-style-type: none"> This should be used to indicate that the learner is undertaking workplace learning as defined in the Skills Funding Agency funding documentation. All continuing workplace learning from 2012/13, as defined, must be recorded using the Workplace learning indicator. That is all learning aims that were recorded with code 45, Employer responsive, in the Funding model field apart from those recorded using code LDM125 in the Learning Delivery Funding and Monitoring fields. 						

Learning Delivery Funding and Monitoring (FAM)

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Eligibility for enhanced Apprenticeship funding					
Definition	To indicate eligibility for enhanced Apprenticeship funding				
Reason required	To calculate funding and monitor eligibility for enhanced funding for Apprenticeships.				
FAM type	EEF				
Minimum occurrences	0	Maximum occurrences	1		
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Collected for:	Aims which are part of an Apprenticeship programme (FundModel 35) where applicable	Yes	Yes	No
	Not collected for:	Aims which are not part of an Apprenticeship programme (FundModel 35), Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)	n/a	n/a	Yes
Non funded	Not collected		n/a	n/a	Yes
Notes					
<ul style="list-style-type: none"> For 2013/14 the Eligibility for enhanced Apprenticeship funding must be recorded on both programme aims and component aims of a programme. Code 1, Eligible for enhanced funding, has been removed for 2013/14. Code 2, Entitlement to 16-18 Apprenticeship funding, should be used where the learner is re-starting a programme on or after their 19th birthday but is entitled to 16-18 funding due to a break in learning. If code 2 is recorded here, then the Full or co-funding indicator must be recorded with code 1, Fully funded. If the learner started an Apprenticeship programme aged 18 and then started one of the learning aims within that programme aged 19+, this indicator is not required. Code 3 should be used where the learner is re-starting a programme on or after their 25th birthday but is entitled to 19-24 funding due to a break in learning. If code 3 is recorded here, then the Full or co-funding indicator must be recorded with code 2, Co-funded. 					

Learning Delivery Funding and Monitoring (FAM)

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Restart indicator			
Definition	To identify whether the learner has restarted the learning aim		
Reason required	Learning aim monitoring		
FAM type	RES		
Minimum occurrences	0	Maximum occurrences	1
Collection requirements		Prog. Aims	Comp. Aims
All aims where applicable		Yes	Yes
Validated			
No			
Notes			
<p>Restart indicator</p> <ul style="list-style-type: none"> This should be used to indicate that the learner has re-started a learning aim or Apprenticeship programme. It should only be used if the learner has transferred from another provider or has had a break in learning If the learner has re-started the entire Apprenticeship programme then the re-start indicator should be recorded against the programme aim and all the learning aims within the programme. If only one of the aims within the programme has been re-started then the Restart indicator is only recorded against that aim. Where a learner has already undertaken some of the learning towards an aim and is restarting it then the Funding adjustment for prior learning field should be used to reduce the amount of funding claimed as applicable. 			

Learning Delivery Funding and Monitoring (FAM)

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Learning support funding					
Definition	To identify whether the learner requires learning support funding for this learning aim				
Reason required	To monitor and fund learning support for providers who are paid on actuals.				
FAM type	LSF				
Minimum occurrences	0	Maximum occurrences	1		
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Collected for:	Adult skills (FundModel 35) aims where applicable (Only completed by providers who are in receipt of a Contract for Services)	Yes	No	No
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81)	n/a	n/a	Yes
Non funded	Not collected		n/a	n/a	Yes
Notes					
<ul style="list-style-type: none"> This field is completed in 2013/14 only by providers such as training organisations which are in receipt of a Contract for Services. Providers which are in receipt of a Financial Memorandum or a Condition of Funding (Grant) from the Skills Funding Agency, should use the Learner Funding and Monitoring fields to record Learning support (LearnFAMType=ALS) and the Learning support cost field. See the Skills Funding Agency funding documentation for further details about learning support funding and evidence requirements. This Funding and monitoring type replaces the Additional learning needs (ALN) and Additional social needs (ASN) types used in 2012/13. Any learning aims for continuing learners from 2012/13 that were recorded using LearnDelFAMTYPE= ALN and/or ASN must be re-coded for 2013/14 using LearnDelFAMTYPE= LSF. This field is not collected for learning aims which are funded by Other Skills Funding Agency funding. For continuing learners where ALN or ASN was recorded in 2012/13, this should be removed. For Apprenticeship programmes funded by the Adult skills funding model, this information is recorded only on the programme aim in 2013/14. In addition to recording this Funding and monitoring type for this learning aim, the Learning Delivery Funding and Monitoring Date applies from and Date applies to fields must also be completed. A new learning aim does not need to be recorded if the learner's LSF status changes during their learning. Instead a new Learning Delivery Funding and Monitoring record for LSF should be created detailing the date that it applies from and to. The learning aim record remains unchanged. See the Provider Support manual for further details and examples. 					

Learning Delivery Funding and Monitoring (FAM)

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24+ Advanced learning loan indicator					
Definition	To identify whether the learning aim is financed by a 24+ Advanced learning loan				
Reason required	Learning aim monitoring				
FAM type	ADL				
Minimum occurrences	0	Maximum occurrences	1		
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Not collected		n/a	n/a	Yes
Non funded	All aims where applicable		Yes	No	No
Notes					
24+ Advanced learning loan					
<ul style="list-style-type: none"> This should be used to indicate that the learning aim is financed by a 24+ Advanced Learning Loan. For this learning aim the Funding model field should be completed with 'No Skills Funding Agency or EFA funding', code 99. 					

24+ Advanced learning loan bursary funding					
Definition	To identify whether the learner is in receipt of loan bursary funding for this learning aim				
Reason Collected	To monitor and fund learners for loan bursary funding				
FAM type	ALB				
Minimum occurrences	0	Maximum occurrences	1		
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Not collected		n/a	n/a	Yes
Non funded	Aims financed by a 24+ Advanced learning loan (ADL1) where applicable		Yes	No	No
Notes					
<ul style="list-style-type: none"> See the Skills Funding Agency funding documentation for further details. In addition to recording this funding and monitoring type for this learning aim, the Learning Delivery Funding and Monitoring Date applies from and Date applies to fields must also be completed. If the learner's ALB funding band changes during their learning, a new Learning Delivery Funding and Monitoring record for ALB should be created detailing the date that it applies from and to. 					

Learning Delivery Funding and Monitoring (FAM)

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Community Learning provision type							
Definition		Identifies the type of Community Learning provision activity being undertaken					
Reason required		To monitor the provision type for learning aims within this sector					
FAM type		ASL					
Minimum occurrences		0	Maximum occurrences	1			
Collection requirements			Prog. Aims	Comp. Aims	Validated		
EFA funded		Not collected			n/a	n/a	Yes
Skills Funding Agency funded	Collected for:	Community Learning (FundModel 10)			Yes	No	Yes
	Not collected for:	Adult skills (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency (FundModel 81)			n/a	n/a	Yes
Non funded		All aims where Source of funding is Local authority Community Learning funds (SOF108)			Yes	No	No
Notes							
<ul style="list-style-type: none"> For 2013/14 the title of this field has been changed from ASL provision type This field must be recorded for all learning aims with a Funding model of code 10, Community Learning. 							

Learning Delivery Funding and Monitoring (FAM)

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Learning delivery monitoring				
Definition	Indicates participation in programmes or initiatives			
Reason required	Learning aim monitoring			
FAM type	LDM			
Minimum occurrences	0	Maximum occurrences	4	
Collection requirements			Prog. Aims	Comp. Aims
Collected for all aims where applicable			Yes	No
Notes				
<ul style="list-style-type: none"> For 2013/14 the number of occurrences has been increased to 4. The Learning delivery monitoring codes document is available at http://www.theia.org.uk/ilr/ilrdocuments/ and contains all of the valid codes available for this field. It is not teaching year specific. The 'Valid from' column should be used to determine whether the code is valid for use. The use of the unassigned codes is only to be authorised by <i>the information authority</i>, and should not be used by providers unless such authorisation has been published. 				

Special projects and pilots				
Definition	Indicates participation in programmes or initiatives			
Reason required	Learning aim monitoring			
FAM type	SPP			
Minimum occurrences	0	Maximum occurrences	1	
Collection requirements			Prog. Aims	Comp. Aims
Collected for all aims where applicable			Yes	No
Notes				
<ul style="list-style-type: none"> The Special projects and pilots codes are included on the Learning Delivery Monitoring Codes document available at http://www.theia.org.uk/ilr/ilrdocuments/. This contains all of the valid codes available for this field, but is not teaching year specific. The 'Valid from' column should be used to determine whether the code is valid for use. The use of the unassigned codes is only to be authorised by <i>the information authority</i>, and should not be used by providers unless such authorisation has been published. The Skills Funding Agency or EFA directorate responsible for running the project or pilot will inform providers involved of the code that should be used. 				

Learning Delivery Funding and Monitoring (FAM)

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National Skills Academy indicator				
Definition	To identify delivery of learning by a National Skills Academy			
Reason required	To monitor learner numbers and performance of each National Skills Academy			
FAM type	NSA			
Minimum occurrences	0	Maximum occurrences	1	
Collection requirements		Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected	n/a	n/a	Yes
Skills Funding Agency funded	Collected for all aims where applicable	Yes	No	No
Non funded	Collected for all aims where applicable	Yes	No	No
Notes				
<ul style="list-style-type: none"> National Skills Academies (NSAs) are centres of excellence dedicated to driving up skills and becoming the lead for employers and providers for their sector. They are national centres developing networks of training providers including some Training Quality Standard accredited providers and Centres of Vocational Excellence. The NSA network is continuing to expand with a view to developing an academy in each major sector of the economy. NSAs represent a large investment of public funding and will deliver both funded and non-funded provision. In order to evaluate the NSA network and demonstrate impact and value for money there is a requirement to produce achievement and success rate data at the individual NSA provider level. 				

HE monitoring				
Definition	To identify participation in HE programmes or initiatives. Only applicable to learning aims with a learning delivery HE record			
Reason required	Learning aim monitoring			
FAM type	HEM			
Minimum occurrences	0	Maximum occurrences	3	
Collection requirements		Prog. Aims	Comp. Aims	Validated
Collected for all aims where a Learning Delivery HE entity is returned where applicable		Yes	No	No
Notes				
<p>HE monitoring</p> <ul style="list-style-type: none"> The HE monitoring codes should be used if they apply for aims where a learning delivery HE record is returned. For 2013/14, code 2, Student's qualifications prior to enrolment are AAB+ or equivalent according to HEFCE, is unavailable for new starters and has been replaced by code 4, Student's qualifications prior to enrolment are ABB or equivalent according to HEFCE. 				

Learning Delivery Funding and Monitoring (FAM)

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Learning delivery funding and monitoring code			
Definition		The funding or monitoring attribute being recorded	
Reason required		To identify additional funding and/or funding characteristics of the learning delivery	
Schema definitions			
XML element name	LearnDelFAMCode	Mandatory	Y
Field length	5	Data type	RestrictedString
Part of	Learning Delivery Funding and Monitoring		
Valid entries			
FAM Type	FAM Code	FAM Code Description	Valid to
SOF	1	HEFCE	
SOF	105	Skills Funding Agency	
SOF	107	Education Funding Agency (EFA)	
SOF	108	Local authority (Community Learning funds)	
SOF	998	Other	
SOF	110-120	Unassigned	
FFI	1	Fully funded learning aim	
FFI	2	Co funded learning aim	
WPL	1	Workplace learning	
EEF	2	Entitlement to 16 – 18 Apprenticeship funding, where the learner is 19 or over	
EEF	3	Entitlement to 19-24 Apprenticeship funding, where the learner is 25 or over	
RES	1	Learning aim restarted	
LSF	1	Learner is in receipt of learner support funding for this learning aim	
ADL	1	Aims is financed by a 24+ Advanced learning loan	
ALB	1	Learner is in receipt of loans bursary funding (not childcare or residential support) for this learning aim	
ALB	2	Learner is in receipt of loans bursary funding including childcare or residential support for this learning aim	
ASL	1	Personal and community development learning	
ASL	2	Neighbour learning in deprived communities	
ASL	3	Family English Maths and Language	
ASL	4	Wider family learning	
LDM	001-400	Learning delivery monitoring codes	
SPP	SP001-SP299	Special projects and pilots	
NSA	1	Fashion Retail	
NSA	2	Manufacturing	
NSA	3	Financial Services	
NSA	4	Construction	
NSA	5	Food and Drink Manufacturing	
NSA	6	Nuclear	
NSA	7	Process Industries	

Learning Delivery Funding and Monitoring (FAM)

FAM Type	FAM Code	FAM Code Description	Valid to
NSA	8	Creative and Cultural	
NSA	9	Hospitality	
NSA	10	Sport and Active Leisure	
NSA	11	Retail	
NSA	12	Materials, Production and Supply	
NSA	13	National Enterprise Academy	
NSA	14	Social Care	
NSA	15	Information Technology	
NSA	16	Power	
NSA	17	Rail Engineering	
NSA	18	Environmental Technologies	
NSA	19	Logistics	
NSA	20-30	Unassigned	
HEM	1	Student is funded by HEFCE using the old funding regime (only for learning aims starting on or after 1 September 2012)	
HEM	2	Student's qualifications prior to enrolment are AAB+ or equivalent according to HEFCE	31/8/2013
HEM	3	Student has received an award under the National Scholarship programme for this learning aim	
HEM	4	Student's qualifications prior to enrolment are ABB or equivalent according to HEFCE	
Notes			
<ul style="list-style-type: none"> The use of unassigned codes is only to be authorised by <i>the information authority</i>, and should not be used by providers unless such authorisation has been published. The following Learning and Delivery Funding and Monitoring types and codes have been removed for 2013/14: <ul style="list-style-type: none"> Source of funding (SOF) - Codes 2 – 102, 104, 109, 590-594 Eligibility for enhanced funding (EEF) - Code 1 removed Additional learning needs (ALN) Additional social needs (ASN) First steps indicator (FSI) Retake (RET) Sector strategy pilots (SSP) Centre of Vocational Excellence (CVE) 			
Change management notes			

Learning Delivery Funding and Monitoring (FAM)

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Date applies from					
Definition	The date the funding and monitoring status is effective from				
Reason required	To calculate funding				
Schema definitions					
XML element name	LearnDelFAMDateFrom	Mandatory	N		
Field length	10	Data type	xs:date		
Part of	Learning Delivery Funding and Monitoring				
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Aims where learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields		Yes	No	Yes
Non funded	Aims where 24+ Advanced learning loan bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields		Yes	No	Yes
Valid entries					
A valid date, using the date pattern YYYY-MM-DD					
Notes				Core	N
<ul style="list-style-type: none"> If the learning aim has a Learning Delivery and Funding and Monitoring type of LSF or ALB recorded, this field must be completed to indicate when this was effective from. For learning aims that are continuing from 2012/13 that were previously recorded as Additional learning needs (ALN) or Additional social needs (ASN) in the Learning Delivery Funding and Monitoring fields, the Date applies from must be recorded as 1 August 2013. 					
Validation rules					
Change management notes					

Learning Delivery Funding and Monitoring (FAM)

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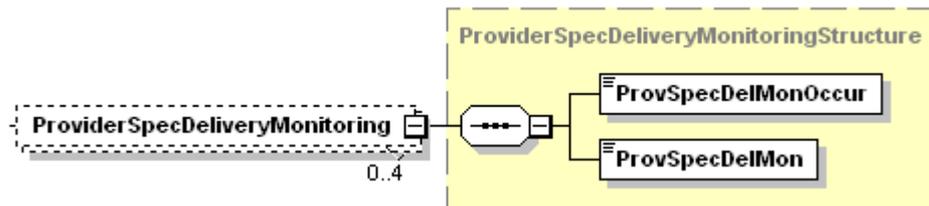
Date applies to					
Definition	The date the funding and monitoring status is effective to				
Reason required	To calculate funding				
Schema definitions					
XML element name	LearnDelFAMDateTo	Mandatory	N		
Field length	10	Data type	xs:date		
Part of	Learning Delivery Funding and Monitoring				
Collection requirements			Prog. Aims	Comp. Aims	Validated
EFA funded	Not collected		n/a	n/a	Yes
Skills Funding Agency funded	Aims where learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields		Yes	No	Yes
Non funded	Aims where 24+ Advanced learning loan bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields		Yes	No	Yes
Valid entries					
A valid date, using the date pattern YYYY-MM-DD					
Notes				Core	N
<ul style="list-style-type: none"> If the learning aim has a Learning Delivery and Funding and Monitoring type of LSF or ALB recorded, this field must be completed to indicate when this will be effective to. If the learning support funding or bursary funding is required for the duration of the learning aim, this field should be completed with the Learning planned end date. If this changes, this field should be updated. See the Provider Support Manual for examples and further details. For learning aims that are continuing from 2012/13 that were previously recorded as Additional learning needs (ALN) or Additional social needs (ASN) in the Learning Delivery Funding and Monitoring fields, the Date applies to must be completed. 					
Validation rules					
Change management notes					

Learning Delivery Provider Specified Monitoring

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The use of this entity is optional. It can be used by providers if they wish to do so, to record additional data for their own business purposes.

If the Provider Specified Delivery Monitoring entity is returned then both the Provider specified monitoring data and a Provider specified learning delivery monitoring occurrence code must be recorded.



Provider specified delivery monitoring occurrence					
Definition	The occurrence of the provider specified data				
Reason required	To distinguish between different instances of provider specified data				
Schema definitions					
XML element name	ProvSpecDelMonOccur	Mandatory	Y		
Field length	1	Data type	RestrictedString		
Part of	Learning Delivery Provider Specified Monitoring				
Collection requirements			Prog. Aims	Comp. Aims	
Collected for all aims where applicable			Yes	Yes	
Valid entries					
A, B, C or D					
Notes				Core	N
<ul style="list-style-type: none"> This field is used to identify data stored in each of the occurrences of this field. If the Provider specified learning delivery monitoring fields are completed then a Provider specified delivery monitoring occurrence must be returned. 					
Validation rules					
Change management notes					

Learning Delivery Provider Specified Monitoring

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Provider specified delivery monitoring				
Definition	Provider specified data at the discretion of the provider.			
Reason required	To help providers and allow them to analyse ILR data to their own requirements.			
Schema definitions				
XML element name	ProvSpecDelMon	Mandatory	Y	
Field length	12	Data type	RestrictedString	
Part of	Learning Delivery Provider Specified Monitoring			
Collection requirements			Prog. Aims	Comp. Aims
Collected for all aims where applicable			Yes	Yes
Valid entries				
All characters except wildcards *, ?, % _ (underscore)				
Notes				Core
<ul style="list-style-type: none"> This field is optional for use as specified by the provider. Providers should not include personal data such as the learner's name in this field. 				N
Change management notes				

Learning Delivery HE

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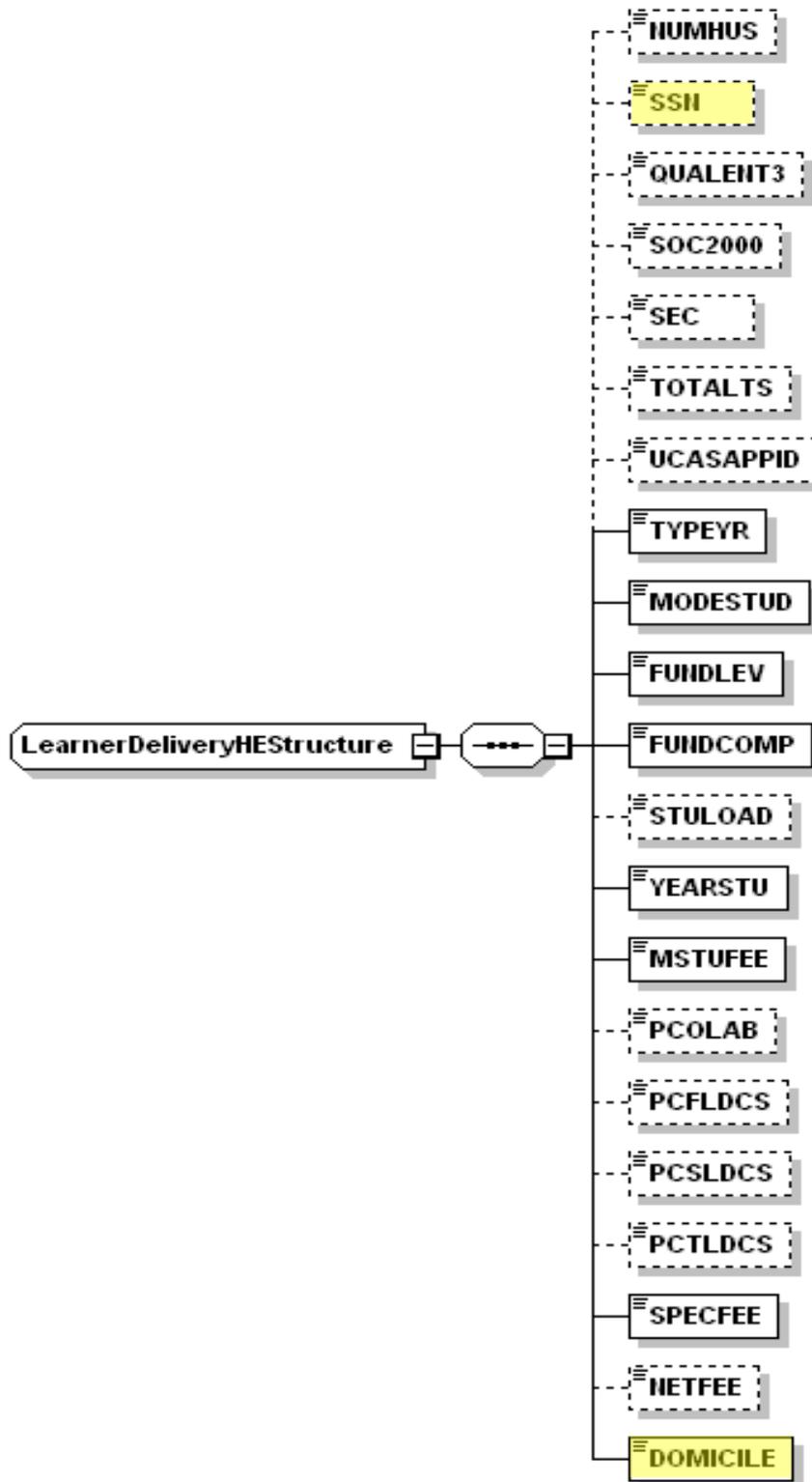
The Learning delivery HE entity must be returned for learning aims that meet the following criteria and the collection requirements for the field apply:

- a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
- b. Learning aims funded by the EFA that are level 4 or above on the Data Service learning aim reference application (LARA)
- c. Learning aims that are level 4 or above on LARA, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
- d. Learning aims that are level 4 or above on LARA and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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

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



All fields must be returned in the above order in the XML file. The fields with a dotted border are optional and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

Student instance identifier			
Definition	An identification of the basic unit of 'a coherent engagement with the provider, aiming towards the award of a qualification(s) or credit' which is described in the HIN guidance section of HESA website.		
Reason required	To distinguish - and between years, link - episodes of study by the same student at the same provider; a vital tool (through the generation of HIN) to support year-on-year linkage.		
Schema definitions			
XML element name	NUMHUS	Mandatory	N
Field length	20	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims that started on or after 1 August 2011			Yes
Valid entries			
Must be any printable characters except for [*] and [?] and [%] and [_] (underscore).			
Notes			Core
			N
<ul style="list-style-type: none"> A field length of 20 is to allow institutions to use instance identifier already held internally. However institutions may prefer to number Student instance identifier numbers sequentially starting from 1. For full guidance about this field, please refer to the HESA specification. The same Student instance identifier 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 student instance, a new student instance identifier number would be allocated. A new student instance identifier is not required, for example, where a 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 Student instance identifier will be required for subsequent years until a record is returned with the learning actual end date field completed. 			
Validation rules			
Change management notes			

Student support number			
Definition	This field holds the Student Support Number assigned by Student Support Award Authorities (Northern Ireland Library Boards, Welsh Local Authorities, Student Awards Agency for Scotland (SAAS) and Student Loans Company (SLC)). It is the student identifier that is used in student finance communications between the Student Support Award Authorities, institutions and SLC.		
Reason required	To enable robust linking between HESA data and the student finance data held by SLC.		
Schema definitions			
XML element name	SSN	Mandatory	N
Field length	13	Data type	Restrictedstring
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
All learning aims			No
Valid entries			
The SSN is 13 characters long. The first four characters are alpha. The next 8 characters are numeric. The last character is alpha, which is a check character.			
For example Student Support Number = WADM46891352A			
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Where a student may be in possession of multiple SSNs from different loan providers, the SSN returned in this field should be the one relating to the loan made for the payment of tuition fees. It is not expected that the same SSN will appear in multiple instances unless it is held by a student who has changed course. 			
Validation rules			
Change management notes			

Qualification on entry			
Definition	The highest qualification on entry		
Reason required	To help with value added analysis		
	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)		
Schema definitions			
XML element name	QUALENT3	Mandatory	N
Field length	3	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims that started on or after 1 August 2010			Yes
Valid entries			
			Valid To
DUK	UK Doctorate degree		
DZZ	Non-UK Doctorate degree		
D80	Other qualification at level D		
MUK	UK Masters degree		
MZZ	Non-UK Masters degree		
M2X	Integrated undergraduate/postgraduate taught Masters degree on the enhanced / extended pattern		
M41	Diploma at Level M (Postgraduate Diploma)		
M44	Certificate at Level M (Postgraduate Certificate)		
M71	Postgraduate Certificate of Education or Professional Graduate Diploma in Education		
M80	Other Qualification at Level M		
M90	Postgraduate credits		
HUK	UK First degree		
HZZ	Non-UK first degree		
H11	First degree leading to QTS		
H71	Professional Graduate Certificate in Education		
H80	Other Qualification at Level H		
JUK	UK ordinary (non-honours) first degree		
J10	Foundation degree		
J20	Diploma of Higher Education		
J30	Higher National Diploma (including BTEC and SQA equivalents)		
J48	Certificate or diploma of education (i.e. non-graduate initial teacher training qualification)		
J49	Foundation course at HE level		
J80	Other Qualification at Level J		
C20	Certificate of Higher Education		
C30	Higher National Certificate (including BTEC and SQA equivalents)		
C44	Higher Apprenticeships (Level 4)		
C80	Other Qualification at Level C		

Learning Delivery HE

Valid entries			Valid To
C90	Undergraduate credits		
P41	Diploma at Level 3		
P42	Certificate at Level 3		
P46	Award at Level 3		
P47	AQA Bacalaureate		
P50	GCE and VCE A/AS Level		
P51	14-19 Advanced Diploma (Level 3)		
P53	Scottish Bacalaureate		
P62	International Bacalaureate (IB) Diploma		
P63	International Bacalaureate (IB) Certificate		
P64	Cambridge Pre-U Diploma		
P65	Cambridge Pre-U Certificate		
P68	Welsh Bacalaureate Advanced Diploma (Level 3)		
P69	Cambridge Pre-U Diploma		31/7/2012
P70	Professional Qualification at Level 3		31/7/2012
P80	Other Qualification at Level 3		
P91	Mixed Level 3 qualifications of which some or all are subject to Tariff		
P92	Mixed Level 3 qualifications of which none are subject to Tariff		
Q51	14-19 Higher Diploma (Level 2)		
Q52	Welsh Bacalaureate Intermediate Diploma (Level 2)		
Q80	Other Qualification at Level 2		
R51	14-19 Foundation Diploma (Level 1)		
R52	Welsh Bacalaureate Foundation Diploma (Level 1)		
R80	Other Qualification at Level 1		
X00	HE Access Course, QAA recognised		
X01	HE Access Course, not QAA recognised		
X02	Mature student admitted on basis of previous experience and/or admissions test		
X03	Mature students admitted on basis of previous experience (without formal APEL/APL and/or institution's own entrance examinations)		31/7/2012
X04	Other qualification level not known		
X05	Student has no formal qualification		
X06	Not known		
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This field records a student's highest qualification on entry to the instance. It should NOT be updated to reflect qualifications gained during the instance. For guidance on the use of the vocational qualification codes, colleagues can refer to the recently revised Framework for Higher Education Qualifications (www.qaa.ac.uk). Institutions may wish to seek advice from UK NARIC (www.naric.org.uk) about the relative level of qualifications awarded from abroad. 			N
Validation rules			
Change management notes			

Occupation code			
Definition	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.		
Schema definitions			
XML element name	SOC2000	Mandatory	N
Field length	4	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for learners entering through UCAS			No
Valid entries			
The 4 digit codes can be found in Appendix L of the ILR Specification or be 0000, 0001, 0007, 0008 or 0009			
For learners who enrolled before 1 August 2002 a SOC 90 code may be used			
Notes	Core	N	
<ul style="list-style-type: none"> 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. Further details on SOC 2000 codes can be obtained from the Office of National Statistics website at http://www.statistics.gov.uk. For full guidance about this field, please refer to the HESA specification. 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. 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." 			
Validation rules			
Change management notes			

Socio-economic indicator			
Definition	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.		
Schema definitions			
XML element name	SEC	Mandatory	N
Field length	1	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for learners entering through UCAS			No
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		
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Code 9 'Not classified' includes the 3 categories: <ul style="list-style-type: none"> students occupations not stated or inadequately described not classifiable for other reasons. For students entering through UCAS this information will be available from UCAS via the *J transaction. Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector. A full coding frame for SEC can be obtained from the Office for National Statistics. This field is not required for students who are still at the institution and have not completed their programme of study since the previous collection or is not a UCAS entrant. 			N
Validation rules			
Change management notes			

UCAS tariff points			
Definition	The sum of the UCAS tariff points from the learner's qualifications		
Reason required	To allow HEFCE to differentially allocate funding		
Schema definitions			
XML element name	TOTALTS	Mandatory	N
Field length	3	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for learners entering through UCAS			No
Valid entries			
1 – 999			
Notes	Core	N	
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification 2006/07 for the 'Total tariff score' field of the Student Record. Duplicate and subsumed qualifications should be removed from the sum. For example a learner with A2 Maths grade A and an AS grade B must not have the points from the AS reported, because it is subsumed by the A2. For students entering through UCAS this information will be available from UCAS via the *J transaction. Further information on calculating the tariff score is available in the following Annex http://www.hesa.ac.uk/dox/datacoll/ucas-hesa/Annex_2_Update_July04.rtf. 			
Change management notes			

UCAS application code			
Definition	The UCAS application code or number, which is a four or nine character code issued by UCAS.		
Reason required	To allow matching of UCAS data		
Schema definitions			
XML element name	UCASAPPID	Mandatory	N
Field length	9	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for learners entering through UCAS			No
Valid entries			
Two alphabetic characters followed by two numeric digits, or nine numeric digits.			
Notes			Core
			N
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. The UCAS Application Code/Number together with the UCAS Personal identifier (UCASPERID) forms the UCAS Application Identifier. The application code/number will normally be a four character code (two alphabetic characters then two numeric digits) or the old style UCAS Application Number of nine numeric digits. 			
Validation rules			
Change management notes			

Type of instance year			
Definition	The type of instance year identifies which of the four basic types of instance year is applicable to the learner.		
Reason required	To facilitate the consistent counting of learners where learners are studying on instances of study on non-standard academic years. To help distinguish between different cohorts of learners		
Schema definitions			
XML element name	TYPEYR	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes - schema
Valid entries			
1	Year of instance contained within the reporting period 01 August to 31 July		
2	Year of instance not contained within the reporting period 01 August to 31 July		
3	Learner commencing a year of instance 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 instance of a course running across reporting periods		
Notes			Core
			N
<ul style="list-style-type: none"> 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. For full guidance about this field, please refer to the HESA specification. 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 maybe 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. 			
Validation rules			
Change management notes			

Mode of study			
Definition	An indicator of the mode of study expressed in terms of the HEFCE Higher Education in Further Education: Students survey (HEIFES) 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		
Schema definitions			
XML element name	MODESTUD	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes - schema
Valid entries			
1	Full-time and sandwich		
2	Sandwich year-out		
3	Part-time		
99	Not in Early Statistics/ HEIFES population		
Notes			Core N
<ul style="list-style-type: none"> All learners may be coded using codes 1, 2 or 3. Code 99 may be used for learners who are never in the HEIFES coverage (for example learner studying wholly overseas). Code 99 may also be used for learners who are in the HEIFES 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 HEIFES, 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. For full guidance about this field, please refer to the latest HEIFES circular Annex M. 			
Validation rules			
Change management notes			

Level applicable to Funding Council HEIFES			
Definition	An indicator of the level of the programme of study, expressed in terms of the HEFCE HEIFES 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>		
Schema definitions			
XML element name	FUNDLEV	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims.			Yes – schema
Valid entries			
10	Undergraduate		
11	Long undergraduate		
20	Postgraduate taught		
21	Long postgraduate taught		
30	Postgraduate research		
31	Long postgraduate research		
99	Not in HEIFES population		
Notes			Core
<ul style="list-style-type: none"> Coding should be consistent with the allocation of the learner in the HEFCE HEIFES return. For full guidance about this field, please refer to the HESA specification. 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 HEIFES 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 HEIFES. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records. 			N
Validation rules			
Change management notes			

Completion of year of instance			
Definition	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		
Schema definitions			
XML element name	FUNDCOMP	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims.			Yes - schema
Valid entries			
			Valid To
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		
9	Not in HEIFES population		
Notes			Core
<ul style="list-style-type: none"> For 2013/14, code 4, Other non-completion, has been removed. Coding should be consistent with the HEFCE HEIFES definitions. For full guidance about this field, please refer to the HESA specification. When code 2 is returned, then Reason for Ending Instance and event Aim End Date should be completed to end the student instance. Code 9, 'Not in HEIFES 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 HEIFES. However, use of code 9 is an option. Institutions can, if they so wish, use the other codes for all records. Where a student undertakes a foundation degree and bridging course in the same HEIFES reporting year, this field should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. Similarly where the student progresses to a degree after completion of the bridging course this field should reflect the completion status of the degree. 			N
Validation rules			
Change management notes			

Student instance FTE			
Definition	Student instance 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.		
Schema definitions			
XML element name	STULOAD	Mandatory	N
Field length	4,1	Data type	xs:decimal
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes
Valid entries			
0.1 - 300.0			
Notes			Core N
<ul style="list-style-type: none"> Full-time, full year students would normally be returned as 100 and part-time students returned as a proportion of an equivalent full-time course. Comparisons and weightings of different full-time, full year courses are not expected. The proportion of part-time study can be estimated on either a 'time' or a 'credit' basis. The FTE should not be weighted to take account of any resourcing implications of different courses. The length of this field is 5 characters, data should be returned with or without leading zeros or the decimal place, e.g. 005.0 or 5.0 or 5. For full guidance about this field, please refer to the HESA specification. All students following a course would initially be assumed to have the same FTE. An adjustment may need to be made at individual student level if a student did not actually follow the whole course academic year, e.g. because they left half way through. This individual student adjustment need only be at a very broad-brush level. The calculation of FTE therefore becomes a function of proportion (that the course represents of a full-time benchmark course) x time (amount of the course that the student followed in the HESA reporting year). It is recognised that this cannot be exact in all cases and a strict pro-rata model is not expected. The aim is to give a better approximation than the use of arbitrary conversion factors. 			
Validation rules			
Change management notes			

Year of student on this instance			
Definition	To indicate the year number that the student is in since enrolling for a course leading to the student's qualification aim (whether or not the intended subject or class has changed) i.e. number of years on this student instance.		
Reason required	To track student progression.		
Schema definitions (Schema check)			
XML element name	YEARSTU	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes - schema
Valid entries			
1 – 98			
Notes	Core	N	
<ul style="list-style-type: none"> Students whose first term is waived should be deemed to have started when that first term would have started. This field should not be incremented for periods of dormancy, i.e. codes 63 or 64 in the MODE field. For example, if a student becomes dormant after their first year of study, and remains out of the system for one year, on resuming their studies this field would be returned as 02. This field should be incremented for a sandwich placement year and both compulsory and optional years out. In cases where a student has to repeat a year, this field should be incremented. For full guidance about this field, please refer to the HESA specification. Foundation years should be coded as 01 in this field. Further guidance on the role of this field in HIN linking can be found in the HIN guidance document. 			
Change management notes			

Major source of tuition fees			
Definition	The major source of tuition fees for the learner.		
Reason required	To allow financial calculations to be made and for the monitoring of numbers of learners receiving awards.		
Schema definitions			
XML element name	MSTUFEE	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes - schema
Valid entries			
			Valid To
1	No award or financial backing		
2	English or Welsh LEA award		
3	Student Awards Agency for Scotland (SAAS)		
4	DELNI/Northern Ireland Education and Library Boards		
5	Institutional waiver of support costs		
6	Local government - Channel Islands and Isle of Man		
7	Fee waiver under government unemployed learners scheme		
8	British Academy		
9	Part-time graduate apprentice study programme		
11	Research council – BBSRC		
12	Research council – MRC		
13	Research council – NERC		
14	Research council – EPSRC		
15	Research council – ESRC		
16	Research council – PPARC		31/7/2008
17	Arts and Humanities Research Council		
18	Science and Technology Facilities Council (STFC)		
19	Research council - not specified		
21	Charitable foundation		31/7/2008
22	International agency		
23	Cancer Research UK		
24	Wellcome Trust		
25	Other AMRC charity		
26	Other charitable foundation		
31	Departments of Health/NHS/Social Care		
32	Departments of Social Services		
33	BIS		
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 and Rural Development for Northern Ireland (DARD)		
39	Scottish Local Authority discretionary award		
41	EU Commission (EC)		

Learning Delivery HE

Valid entries		
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	
49	ORSAS	
52	Mix of learner and SLC	
53	Mix of learner and SAAS/SLC	
54	Mix of learner and DELNI/NIELB	
61	UK industry/commerce	
71	Absent for a year	
81	Learner's employer	
96	FE student New Deal	
97	Other	
98	No fees	
99	Not known	
Notes		Core N
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. The predominant source should be selected where there is more than one source. 		
Validation rules		
Change management notes		

Percentage not taught by this institution			
Definition	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	For an indication of the extent of franchising arrangements for teaching. 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.		
Schema definitions			
XML element name	PCOLAB	Mandatory	N
Field length	4,1	Data type	xs:decimal
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims where applicable			No
Valid entries (Schema check)			
A percentage in the range 0.1 to 100.0			
Notes			Core
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This field must be completed for all qualifications delivered by franchising only. 			N
Validation rules			
Change management notes			

Percentage taught in first LDCS subject			
Definition	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. This field, PCSLDCS and PCTLDCS should be considered as a block of related data.		
Reason required	To monitor HEFCE funding returns.		
Schema definitions			
XML element name	PCFLDCS	Mandatory	N
Field length	4,1	Data type	xs:decimal
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims where applicable			Yes
Valid entries (Schema check)			
A percentage in the range 0.1 to 100.0			
Notes			Core
			N
<ul style="list-style-type: none"> 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 percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in the first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on the LARA for the learning aim linked to in the learning aim field for this learning aim. Similarly percentage 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 LARA should be used. In general, HEFCE will use this version of LARA for all analyses. 			
Validation rules			
Change management notes			

Percentage taught in second LDCS subject			
Definition	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 PCFLDCS , PCSLDCS and PCTLDCS should be considered as a block of related data.		
Reason required	To monitor HEFCE funding returns.		
Schema definitions			
XML element name	PCSLDCS	Mandatory	N
Field length	4,1	Data type	xs:decimal
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims where applicable			Yes
Valid entries			
A percentage in the range 0 to 100.0			
Notes			Core
			N
<ul style="list-style-type: none"> 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 percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on the LARA for the learning aim linked to in the learning aim field for this learning aim. Similarly percentage 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 LARA should be used. In general, HEFCE will use this version of LARA for all analyses. 			
Validation rules			
Change management notes			

Percentage taught in third LDCS subject			
Definition	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 PCFLDCS , PCSLDCS and PCTLDCS should be considered as a block of related data.		
Reason required	To monitor HEFCE funding returns.		
Schema definitions			
XML element name	PCTLDCS	Mandatory	N
Field length	4,1	Data type	xs:decimal
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims where applicable.			Yes
Valid entries			
A percentage in the range 0 to 100.0			
Notes			Core
<ul style="list-style-type: none"> 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 percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on LARA for the learning aim linked to in the learning aim field for this learning aim. Similarly percentage 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 LARA should be used. In general, HEFCE will use this version of LARA for all analyses. 			
Validation rules			
Change management notes			

Special fee indicator			
Definition	Records any special or non-standard fees		
Reason required	To allow HEFCE funding to take account of fee offsets		
Schema definitions			
XML element name	SPECFEE	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes –schema
Valid entries			
0	Standard/Prescribed fee		
1	Sandwich placement		
2	Language year abroad and not full-year outgoing ERASMUS		
3	Full-year outgoing ERASMUS		
4	Final year of full-time course lasting less than 15 weeks		
5	Final year of a full-time lasting more than 14 weeks but less than 24 weeks		
9	Other fee		
Notes			Core
			N
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Students following the same pattern of study on the same course will have the same SPECFEE. Institutions are not required to adjust this field to account for individual waived fees. Code 0 'Standard/Prescribed fee' refers to the standard variable fee charged by the institution. For sandwich placements these are: <ul style="list-style-type: none"> An academic year: (i) during which any periods of full-time study are in aggregate less than 10 weeks; or (ii) if in respect of that academic year and any previous academic years of the course the aggregate of any one or more periods of attendance which are not periods of full-time study at the institution (disregarding intervening vacations) exceeds 30 weeks. For language year abroad these are: <ul style="list-style-type: none"> An academic year: (i) during which any periods of full-time study at the institution in the United Kingdom are in aggregate less than 10 weeks; or (ii) if in respect of that academic year and any previous academic years of the course the aggregate of any one or more periods of attendance which are not periods of full-time study at the institution in the United Kingdom (disregarding intervening vacations) exceeds 30 weeks. 			
Validation rules			
Change management notes			

Net tuition fee			
Definition	The net fee for this year, for the student on this course. The net fee is the fee after any financial support such as waivers or bursaries are taken into account.		
Reason required	To monitor the various fee regimes and their spread across the UK		
Schema definitions			
XML element name	NETFEE	Mandatory	N
Field length	5	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims that started on or after 1 August 2012			Yes
Valid entries			
Value in range 0 – 99999 (amount in pounds to nearest whole pound)			
Notes			Core
			N
<ul style="list-style-type: none"> This field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company. Where the entire fee is waived a value of zero should be returned. The value in this field should reflect the fee actually charged to the student net of any fee waivers or discounts applied to the fee. Other financial support given to the student such as bursaries, free equipment or similar should not be included in any reduction to the fee. The value recorded in this field should be the net tuition fee for this year and not the entire course. The value should not be reduced to reflect non-payment of fees. Where fees are paid in part or full on the student's behalf for example by an employer the net fee should not be reduced to reflect this. For full guidance about this field, please refer to the HESA specification. 			
Validation rules			
Change management notes			

Domicile			
Definition	This field holds the country code of the student's permanent or home address prior to entry to the course. It is not necessarily the correspondence address of the student.		
Reason required	To distinguish between home and overseas students and to disaggregate students by origin. To obtain the numbers of students domiciled in particular EC countries and elsewhere abroad and hence calculate participation rates. To forecast the demand for student allowances and grants. To record cross-border flows.		
Schema definitions			
XML element name	DOMICILE	Mandatory	Y
Field length	2	Data type	xs:string
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery HE		
Collection requirements			Validated
Collected for all learning aims			Yes - schema
Valid entries			
Two-character alphabetic code from Appendix D			
Notes			Core N
<ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. A valid code must be used for this field. This coding frame is determined by the National Statistics Country Classification 2006 (NSCC), which is based on ISO 3166-1 Codes for the Representation of Names of Countries and their Subdivisions, and the United Nations' Standard Country or Area Codes for Statistical Use. 			
Validation rules			
Change management notes			

Summary of Changes

Summary of changes for 2013/14

Header record

New field added
Reference data
Fields removed
LIS database version LARA version

Learner entity

New fields added
Learner reference number in previous year UKPRN in previous year Planned learning hours Planned employability, enrichment and pastoral hours
Fields removed
Country of domicile Disadvantage uplift factor

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Learner reference number	√			
Unique learner number	√	√		
Family name	√			
Given names	√			
Date of birth	√	√		
National insurance number	√	√		
Prior attainment	√	√	√	
Accommodation	√	√	√	
Learning support cost	√	√		√
Destination	√	√	√	

Learner Contact entity

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Address line 1, 2, 3 and 4				√
Postcode	√	√	√	
Telephone number				√

Summary of Changes

Learner Contact Preference entity

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Restricted use indicator	√		√	

Learner Funding and Monitoring (FAM)

New FAM types added
Education Health Care plan
FAM types removed
Eligibility for 16-18 funding entitlement Disadvantage uplift eligibility Discretionary support funds

Changes have been made to the following FAM types				
Field name	Guidance	Collection requirements	Codes	Field definition
Learning difficulty assessment	√	√		
Learning support	√	√	√	√
Learner support reason	√		√	
National learner monitoring	√		√	

Learner Employment Status

Field removed
Workplace location postcode

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Employment status	√	√	√	

Summary of Changes

Employment Status Monitoring

New ESM type added

Length of employment

Changes have been made to the following ESM types

Field name	Guidance	Collection requirements	Codes	Field definition
Employment intensity indicator	√		√	
Length of unemployment	√	√		
Benefit status indicator	√		√	

Learner HE

Field removed

Nationality

Learning Delivery entity

New fields added

Original learning start date
Funding adjustment for prior learning
Other funding adjustment

Fields removed

Guided learning hours
Planned credit value
Programme entry route
Main delivery method
Delivery mode
Distance learning SLN
Tuition fee received year to date
Source of tuition fees
Proportion of funding remaining
Employer role
Contracting organisation
Credits achieved
Actual progression route

Summary of Changes

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Learning aim reference	√			
Aim type	√		√	
Funding model	√		√	
Programme type	√	√	√	
Framework code	√	√		
Apprenticeship pathway	√			
Subcontracted or partnership UKPRN	√	√		
Delivery location postcode	√	√	√	
ESF agreement ID				√
Employment outcome		√		
Completion status	√			
Withdrawal reason	√	√	√	
Achievement date		√		

Learning Delivery Funding and Monitoring (FAM)

New fields added

Date applies from
Date applies to

New FAM types added

Workplace learning indicator
Learning support funding
24+ Advanced learning loan indicator
24+ Advanced learning loan bursary fund

FAM types removed

Additional learning needs indicator
Additional social needs indicator
First steps indicator
Re-take indicator
Sector strategy pilots
CoVE indicator

Summary of Changes

Changes have been made to the following FAM types

Field name	Guidance	Collection requirements	Codes	Field definition
Source of funding	√	√	√	
Full or co-funding indicator	√	√		
Eligibility for enhanced Apprenticeship funding		√		√
Community Learning provision type	√		√	√
Learning delivery monitoring				√
National Skills Academy indicator		√		
HE monitoring			√	

Learning Delivery HE

New fields added

Student support number
Domicile

Fields removed

Highest qualification on entry
Last institution attended
Reason for ending instance
NHS bursary
Learner FTE completed

Summary of Changes

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Field definition
Student instance identifier	√			
Level applicable to Funding Council HEIFES				√
Completion of year of instance			√	
Net tuition fee	√	√		

Abbreviation and Acronyms

Abbreviations and Acronyms

AoC	Association of Colleges
AELP	Association of Employment and Learning Providers
BIS	Department for Business, Innovation and Skills
DfE	Department for Education
EDS	Employer Database System
EFA	Education Funding Agency
ESF	European Social Fund
ESOL	English for speakers of other languages
FE	Further education
HE	Higher education
HEIFES	Higher Education in Further Education: Students survey
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HOLEX	Heads of Large External Institutions
ILR	Individualised learner record
JCP	Jobcentre Plus
LARA	Learning aims reference application
LDCS	Learning Directory Classification System
LGA	Local Government Association
LRS	Learner Registration Service
MIS	Management information system
MoD	Ministry of Defence
NEET	Not in education, employment or training
NAS	National Apprenticeship Service
NSA	National Skills Academy
NLDC	Neighbourhood Learning in Deprived Communities
NVQ	National vocational qualification
Ofqual	Office of the Qualifications and Examinations Regulator
Ofsted	Office for Standards in Education
OLASS	Offender Learning and Skills Service
PCDL	Personal and Community and Development Learning
QCF	Qualifications and Credit Framework
SSC	Sector Skills Council
SSF	School sixth form
SAAS	Student Awards Agency for Scotland
SLC	Student Loans Company
TUC	Trade Union Congress
UKPRN	UK Provider Reference Number
UKRLP	UK Register of Learning Providers
ULN	Unique Learner Number