Provider Support Manual for the Individualised Learner Record for 2013/14

Version 2 – November 2013

the
informat**i**on
authority

setting data standards
for further education

Title	Provider Support Manual for 2013/14
Purpose	To provide additional guidance and support for the technical specification of the data collection requirements and file format of the ILR. To support the intended audience to be able to meet the requirements for ILR data returns in 2013/14
Intended audience	This document is aimed at those responsible for collection of ILR data from learners; making data returns; data specification implementation; and MI system design (including MI managers, commercial software suppliers and own software writers)
Version	2

Document history:

Version 1   Published 3 May 2013. Changes from the 2012/13 manual are highlighted in yellow.

Version 2   Published 21 Nov 2013. Changes from version 1 are highlighted in green.

Contents

Section1: Introducing the ILR

1. The Individualised Learner Record, or ILR as it is usually known, is a collection of data about learners and their learning that is requested from learning providers in the Further Education (FE) and skills sector by *the information authority*. The data collected is used by organisations in the FE and skills sector to ensure that public money is being spent in line with government targets for quality and value-for-money, for future planning, and to make the case for the sector in seeking further funding. It is also used to calculate funding due to the provider and for equality and diversity monitoring.

2. The FE and skills sector includes Further Education Colleges, former External Institutions, Sixth Form Colleges, Independent Learning Providers, Local Authorities, Academies and Voluntary and Community Organisations. The ILR Specification defines what data is collected for each teaching year from 1 August – 31 July.

3. ILR returns are required from providers who receive funding directly from the Skills Funding Agency or the Education Funding Agency (EFA).

4. This manual contains advice and guidance for providers on how to make ILR returns during the 2013/14 teaching year.

1.1 About the information authority

5. *The information authority* was established as an independent body in October 2006 to set and regulate data and collection standards for all organisations involved in further education and training.

6. The data standards and specification of the ILR are owned and governed by *the information authority*, and any changes to the data collected in the ILR or collection arrangements must be approved by *the information authority* board.

1.2 About the Data Service

7. The ILR is collected from FE providers by the Data Service.

8. The Data Service has been established as the single authoritative source of data for post-16 further education, with sole responsibility for its collection and dissemination.

9. Further information about the Data Service can be obtained at: www.thedataservice.org.uk

1.3 Related information and documentation

10. *The information authority* website www.theia.org.uk contains all the ILR documents and support information.

11. The *Specification of the Individualised Learner Record for 2013/14*, referred to in this manual as *the ILR Specification for 2013/14*, is the definitive guide for returning data to the Data Service: www.theia.org.uk/ilr/ilrdocuments/

Document	Description
ILR Specification for 2013/14	Specification of the Individualised Learner Record for 2013/14
Validation rules	A spreadsheet of business rules and accompanying guidance
Learning delivery monitoring codes/Special project and pilot codes	Learning delivery monitoring (LDM) and Special projects and pilots (SPP) code lists for use in the Learning Delivery Funding and Monitoring fields
The appendices to the ILR specification for 2013/14	
Appendix A	Collection timetable
Appendix B	Migration mapping from 2012/13 to 2013/14 ILR format

Document	Description
Appendix C	Valid postcode format
Appendix D	Domicile codes
Appendix F	Privacy notice
Appendix G	Prior attainment levels
Appendix H	Learning aim class codes
Appendix I	==ILRSUBCON Form==
Appendix L	SOC 2000 codes
Appendix P	Data quality, standards and field ownership
Appendix Q	Learning outcome grade code list

The following documents and links also contain useful information:

Information	Web Address
Skills Funding Agency Funding Rules	http://skillsfundingagency.bis.gov.uk/providers/fundingrules/
Skills Funding Agency funding catalogue	http://readingroom.skillsfundingagency.bis.gov.uk/sfa/2013_14_simplified_funding_rates_20131024.xls
EFA Funding Regulations	http://www.education.gov.uk/aboutdfe/executiveagencies/efa/funding/fundings/a00222378/funding-guidance-2013-to-14
Learning Aim Reference Service (LARS)	http://www.thedataservice.org.uk/Services/DataCollection/software/
The Funding Information System (FIS)	http://www.thedataservice.org.uk/Services/DataCollection/software/
Latest updates and items of interest	http://www.thedataservice.org.uk/News/softwareupdates/
feconnect - the online community for those working with data returns	http://forums.theia.org.uk/
Provider web portal "Training and Support" section	==The URL to the provider web portal is not available at this time== http://www.thedataservice.org.uk/training/
Success Rates Methodology	http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/

1.4 Feconnect

12.   Feconnect is *the information authority*'s community portal for those working with data in the further education and training sector.

13.   This site has been developed by *the information authority* secretariat to provide a platform that can bring everyone within further education, skills and training together. A sample page from Feconnect is shown in Figure 1. Feconnect is used by *the information authority* to consult with providers and data users about possible changes to data collection arrangements and/or new items of data to be collected. It can also be used by the FE sector for peer to peer support through which shared problems can be solved.
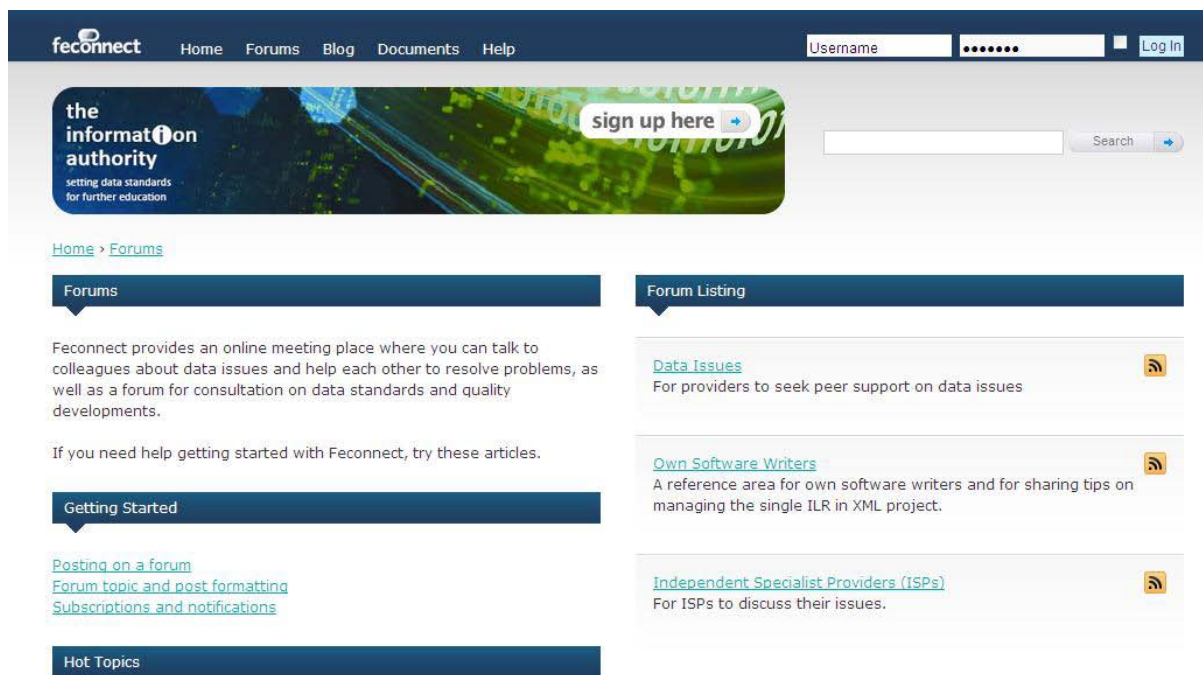
Figure 1: Feconnect Community Portal

Section 2: What is the ILR data used for?

14. Data recorded on the ILR return is used to calculate funding earned by the provider and enable comparison of actual volumes and costs against contracted levels.

15. The data provides management information, including performance indicators, which are used to manage the current programmes and also to assist with the development of future programmes.

16. The data gathered provides information on the effectiveness of the learning programmes in terms of who they reach, what learning they receive, and what outcomes are achieved subsequently.

2.1 The requirement for data

17. The data collected in the ILR is used to ensure that public money distributed through the Skills Funding Agency and the EFA is being spent in line with government targets for quality and value for money, for planning, and to make the case for the sector in seeking further funding. Specifically, the data is used to:

- monitor individual provider's delivery against allocation or contract
- inform local decisions about plans and provision
- monitor progress to targets
- inform national planning, including policy development and modelling
- calculate actual funding earned
- monitor quality of provision and evaluate the effectiveness of providers across the learning and skills sector
- make the case to government for levels of funding appropriate to the sector
- demonstrate the outcomes of its distribution of funds.

18. The data will be analysed in relation to:

- demographic trends
- participation rates
- local labour market requirements
- strategic planning targets.

19. These analyses will enable the funding bodies to:

- influence curriculum and capital investment within providers for the benefit of the local economy
- engage with providers in medium and long term strategic planning.

Section 3: Coverage of the ILR

20. All providers must return ILR data for learners for whom they receive direct funding from the EFA or Skills Funding Agency, including learners who are subcontracted out to other providers. See the Subcontracted-out Provision section, in paragraphs 75 and 76 for further information. This includes the following types of funding:

   - 16-19 EFA
   - Adult Skills
   - Community Learning
   - European Social Funding (ESF)
   - Other Skills Funding Agency or Other EFA funding.

21. Providers must return ILR data for Learners who are financed by a 24+ Advanced Learning Loan in 2013/14. See 24+ Advanced Learning Loans section on page 12 for further details about the data requirements for loans learners.

22. There are some circumstances in which learners that are not funded by the Skills Funding Agency or EFA must be included in ILR returns. See section 3.6 for more details.

23. Providers must include learners who have attended one episode of learning. If the learner withdraws without completing one episode of learning - for example, without attending the first class - then they are not included in the ILR.

3.1 16-19 EFA funding

24. The EFA has changed the way that study programmes for 16-19 year olds and high needs learners aged 19-24 are funded. See the EFA Funding Regulations for full details of EFA funding,
   http://www.education.gov.uk/aboutdfe/executiveagencies/efa/funding/fundings/a00222378/funding-guidance-2013-to-14

25. All learning aims undertaken as part of a study programme must be recorded on the ILR.

26. 16-19 EFA funded study programmes are recorded using code 25 in the Funding model field.

27. 16 -19 study programmes include a work experience element which must be recorded on the ILR using one of the designated learning aim reference codes from the Learning Aim Reference Service (LARS).

28. From September 2013, General Further Education (GFE) and Sixth Form colleges will be able to admit full time 14 and 15 year olds and alternative provision census home educated 14 and 15 year olds with the costs being met by the EFA. These students should be recorded in the ILR using code 25 in the Funding model field together with a Learning delivery monitoring code of LDM320 (14-16 EFA Direct Funded Students) or LDM321 (14-16 Home Educated Students), which are recorded in the Learning Delivery Funding and Monitoring fields.

29. The fields that need to be completed for learners with EFA funded learning aims are very different to 2012/13 (see checklists at the back of this manual). Any data no longer required for EFA funded learners who are continuing from 2012/13 should be removed from their ILR records for 2013/14.

3.2 Adult Skills funding

30. The Adult Skills funding model supports flexible and responsive provision to learners and employers, and incorporates both classroom learning and workplace learning.

31. Adult Skills funded learning is recorded using code 35 in the Funding model field in the ILR.

32. Workplace learning is defined as:

   - any learning aim mainly delivered within a workplace and in connection with the employed Learner's occupation or their employer's business and,

   - any learning in an Apprenticeship Framework.

33. Workplace learning must be identified in the Learning Delivery Funding and Monitoring fields of the ILR using code WPL1 (see paragraph 292).

34. Classroom learning is defined as everything that is not workplace learning.

35. If the learner is 24 or over when they start, and provision is at level 3 or 4, or is an Advanced-Level or Higher Apprenticeship, the provision is not supported by the Adult Skills Budget but may be supported by a Loan (see 24+ Advanced Learning Loans section on page 12).

Apprenticeships

36. Apprenticeships can be delivered at different levels: Intermediate Level Apprenticeships, Advanced Level Apprenticeships and Higher Apprenticeships.

37. Each Apprenticeship programme comprises of a programme aim and one or more component aims (competency, knowledge and functional skills).

38. Further information on Skills Funding Agency funded programmes is available on the Skills Funding Agency website at http://skillsfundingagency.bis.gov.uk/providers/programmes/.

OLASS funded learners

39. For 2013/14 OLASS provision for adults is funded using the Adult Skills funding model (code 35 in the Funding model field).

40. Provision for young offenders up to the age of 18 will continue to be funded by the EFA (code 82 in the Funding model field).

41. All OLASS learning aims will continue to be identified using code LDM034 in the Learning Delivery Funding and Monitoring fields.

Employer Contributions Collection

42. Information regarding this collection is published separately on the *information authority* website: http://www.theia.org.uk/returns/.

3.3 European Social Fund (ESF)

43. The European Social Fund (ESF) is designed to improve the skills of the workforce and to help people who have difficulties finding work. ESF provides additional investment to support and enhance Skills Funding Agency activity, to enable disadvantaged people to access and benefit from employment and skills opportunities.

44. ESF funded learning is identified in the ILR using code 70 in the Funding model field.

45. ILR data provides information to manage accurate remuneration to providers and to monitor ESF funding. The data derived is also used to manage and monitor ESF funded provision and to inform the development of future policy. Where relevant, the data is also used to substantiate ESF funding claims for support from the European Social Fund (ESF).

46. Further information about ESF Funding can be obtained from the funding guidance, which is available at http://skillsfundingagency.bis.gov.uk/providers/programmes/

3.4 Community Learning

47. Community Learning includes a range of community based and outreach learning opportunities, generally managed and delivered by local authorities and further education colleges. This broad range of courses, which are usually non-regulated, is designed to bring together adults (often of different ages and backgrounds) by helping them to pursue an interest, address a need, gain a new skill, become healthier, or learn how to better support their children.

48. The funding rules no longer make separate reference to Personal and Community Development Learning (PCDL), Neighbourhood Learning in Deprived Communities (NLDC), Wider Family Learning (WFL) and Family English, Maths and Language (FEML). ILR data will still be recorded against these four programme elements so that the take-up and delivery can be monitored and reported on.

49. The type of Community Learning provision being undertaken is recorded on a Learning Delivery Funding and Monitoring record using one of the codes for Community Learning provision type.

50. Community Learning funding is for the support of learners aged 19+. Learners who are under 19 should be funded only where they are the parent on a family learning programme. If the parent is under 16, providers should keep clear documentation to prove this at audit, as it is an 'exceptional case'.

51. Further information about Community Learning can be obtained from the funding guidance, which is available on the Skills Funding Agency website at http://skillsfundingagency.bis.gov.uk/providers/programmes/asl/

52. Community Learning funded learning is recorded using code 10 in the Funding model field.

53. Community Learning provision that is subcontracted to an FE College by a local authority is recorded by the College using code 99 in the Funding model field, with a Learning Delivery Funding and Monitoring code of SOF108. The data collection requirements and validation rules for 2013/14 have been amended so that they are the same for all Community Learning provision, regardless of whether it is directly funded or subcontracted.

3.5 Traineeships

54. Learning aims that are part of a traineeship should be recorded in the ILR using code LDM323 in the Learning Delivery Funding and Monitoring fields.

55. Additional guidance is available on *the information authority* website.

3.6 Learning that is not funded by the Skills Funding Agency or EFA

56. All providers must return an ILR for HEFCE funded learners.

57. There are some circumstances in which non-funded learners are included in the ILR.

Requirements for Further Education (FE) Colleges

58. Further Education (FE) Colleges must send data for **all** learners, including those that are not funded by the EFA or Skills Funding Agency. This includes:

- full cost recovery provision, where the full cost of the learning is met by the learner or their employer;

- learning aims that are delivered by the college on behalf of another college or training provider who is in receipt of direct EFA or Skills Funding Agency funding (subcontracted-in); and

- Community Learning provision that is subcontracted-in to the FE College by a Local Authority (LA).

59. The types of learning aims outlined above should be recorded using code 99 'No Skills Funding Agency or EFA funding for this learning aim' in the Funding model field, and the source of funding should be identified on the Source of funding on the [Learning Delivery Funding and Monitoring](#) record.

> **Example**
>
> *A training organisation receives funding from the Skills Funding Agency but subcontracts provision for 10 learners to Casterbridge College i.e. the provision is subcontracted-in to Casterbridge.*
>
> Casterbridge College would include records for the 10 learners in its ILR return with the following coding:
>
> Funding model = 99 (No Skills Funding Agency or EFA funding for this learning aim)
>
> Source of funding = SOF998 (Other)

Non-funded Apprenticeships

60. Private training providers are asked to send details of Apprenticeships that are not funded by the Skills Funding Agency as follows:

- where they are delivered within the terms of a Skills Funding Agency/National Apprenticeship Service (NAS) contract
- in other cases on a voluntary basis.

Requirements for Higher Education (HE) Institutions

61. All Higher Education Institutions (HEIs) that receive EFA or Skills Funding Agency funding in 2013/14 should make returns to the Higher Education Statistics Agency (HESA), which collects data on behalf of the Higher Education Funding Council for England (HEFCE). The HESA and the Data Service exchange data, thus avoiding duplicate requests for data.

62. An HEI that sends student data to both HESA, in the form of student records, and to the Data Service, in the form of individualised learner records (ILRs) is asked to ensure that it sends records for any instance of study ("instance") to only one data collection agency.

63. Ideally an HEI would send a record for a student to only one of the data collection agencies. Where this is not possible because of the mix of provision the student is following, care must be exercised to ensure that any particular instance is included in the data sent to only one of the agencies.

64. Where an HEI makes a return to both collection agencies, it should be aware that both the Skills Funding Agency and the EFA will use only the data returned to the Data Service for funding purposes.

24+ Advanced Learning Loans

65. 24+ Advanced Learning Loans will be introduced from 2013/14, to enable people aged 24 or over to undertake level 3 or 4 further education learning aims or Advanced Level or Higher Level Apprenticeship frameworks. Please refer to the Skills Funding Agency funding guidance for 2013/14 for further information on 24+ Advanced Learning Loans.

66. ILR records must be sent for all learners and learning aims financed by a 24+ Advanced Learning Loan.

67. Learning aims that are financed by a 24+ Advanced Learning Loan must be recorded using code 99 in the Funding model field with a [Learning Delivery Funding and Monitoring](#) indicator of ADL1.

24+ Advanced Learning Loans Bursary

68. In addition to a 24+ Advanced Learning Loan, learners can also be in receipt of a 24+ Advanced Learning Loans Bursary. The Loans Bursary Fund is a separate allocation which will be paid monthly based on ILR returns. Please refer to the Skills Funding Agency funding guidance for further information.

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

70. The dates for which the learner is claiming the loans bursary need to be recorded using the Date applies from and Date applies to fields. Further details of these fields are on page 44.

3.7 Subcontracted Provision

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

71. A Further Education (FE) college should not return ILR records for learners enrolled at a school even if the learners are studying provision delivered by the college on behalf of the school at which the learner is enrolled.

72. Learners who are subcontracted-in to an FE college from an HEI for provision at level 4 or above must not be included on the ILR.

73. Subcontracted-in provision from a school or HEI must be returned on the subcontracted-in return (ILRSUBCON). An ILRSUBCON form is included in *Appendix I of the ILR Specification 2013/14*, and is returned with an FE college's quarterly ILR return.

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

74. Learners who are subcontracted-in from another provider (not a school or HEI) should be included in the ILR.

75. Learning aims should be recorded as receiving 'No Skills Funding Agency or EFA funding for this learning aim' in the Funding model field with code 99. The Source of funding should be identified in the [Learning Delivery Funding and Monitoring](#) fields with SOF998, unless the provision is ASL subcontracted from a Local Authority, in which case a Source of funding code 108 should be used.

Subcontracted-out provision (All providers)

76. Providers may provide teaching and learning to learners that they enrol either directly or through a partnership or sub-contracting arrangement with another organisation (sub-contracted-out).

77. For 2013/14 the Subcontracted or partnership UKPRN field must be completed if any proportion of the learning aim is delivered by a partner provider. This also applies to continuing learning aims from 2012/13. Please refer to the *ILR specification 2013/14* for further details of this field.

Section 4: How to collect ILR data

78. Colleges and other training providers can collect the data required to make an ILR return in whatever way they wish to and in the best way that supports their natural business processes. For example, information about the learner may be gathered on a paper enrolment form or through an on-line enrolment process. Much of the information about the learning aims and programmes being undertaken may be held within a provider's Management Information System (MIS) and can be exported directly from this.

79. To assist providers in collecting the correct data for different types of learners, a list of the fields required for each funding model is given in Section 17 of this manual.

Data protection requirements

80. Providers should make sure that all learners have seen the Privacy Notice which informs them about how their data will be used. The Privacy Notice can be found in *Appendix F of the ILR Specification 2013/14.*

81. Providers should ask learners if they do not wish to be contacted for marketing, survey or research purposes and record this information in the Learner Contact Preference fields in the ILR. These fields are covered in detail in Section 9.

82. More information on data protection and data sharing can be found at http://www.thedataservice.org.uk/About/dataprotection/.

83. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times.

Learning Agreements

84. All learners must have a learning agreement.

85. The Skills Funding Agency Funding Rules provides detailed information about the requirements for the Learning Agreement for Skills Funding Agency funded learning and is available at: http://skillsfundingagency.bis.gov.uk/providers/fundingrules/

86. The EFA Funding Regulations document that includes their funding compliance guidance in relation to learner recruitment, existence, retention and achievement is available at:

     http://www.education.gov.uk/aboutdfe/executiveagencies/efa/funding/fundings/a00222378/funding-guidance-2013-to-14

Paper forms

87. All ILR data has to be reported electronically to the Data Service, however providers may at point of contact with the learner use a paper form to capture data about the learner and this may form part of their Learning Agreement.

88. Providers are encouraged to use their own processes to gather ILR data which best meet the needs of their organisation. This may not involve the use of paper forms at all.

Section 5: Data management and ILR completion

89. The FE Data Management Group was formed in 2010 in response to an investigation into college Individualised Learner Record (ILR) data undertaken by KPMG on behalf of the Learning and Skills Council (LSC) and Ofsted, which uncovered different data management practices in some colleges that could result in inconsistent reporting.

90. The group, made up of representatives from provider groups (HOLEX, AoC, ALP), individual providers, funding bodies (Skills Funding Agency and YPLA (now known as the Education Funding Agency)) 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.

91. The group also developed four Good Practice Principles for funding bodies and agencies, which are supported by the Skills Funding Agency, YPLA (EFA) and BIS. They apply to all funding bodies and agencies that use ILR data and communicate with providers about arrangements for its collection.

92. Organisations with members on *the information authority* board agree to operate in accordance with a set of protocols. These can be found at http://www.theia.org.uk/about/Protocol/. These protocols complement and are consistent with the good practice principles.

93. With the changes to the ILR Specification for 2013/14, in particular the removal of the Guided learning hours field, it is recognised that some of these principles will need to be revised.

5.1 Data management principles

94. Data underpins funding and commissioning decisions, and it also underpins and informs the work of Ofsted and other agencies. When aggregated, it presents the progress and position of the sector to sponsoring departments and to the Government, thereby informing policy making decisions.

95. Set out below are the six Data Management Principles and what each means in relation to the completion of the ILR.

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

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 that 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 start period as defined in the Skills Funding Agency Requirements for Funding 2013/14 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. 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.*

- *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 ILR Specification 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 ILR specification, the actual hours delivered.

100.   Where a single 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 single 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).

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; 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.

5.2 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

Principle 2: Funding bodies and agencies will only send providers 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/.

Section 6: Data migration for continuing learners

6.1 Migrating data from 2012/13

108. Migration is the process by which ILR data is converted from the 2012/13 ILR format into 2013/14 ILR format for continuing learners from 2012/13.

109. *Appendix B of the ILR Specification* contains the conversion rules for data migration.

110. For most providers, their Management Information System (MIS) supplier will migrate their data ready for 2013/14 data transmissions.

111. The Data Service does not carry out any form of data migration from one teaching year to the next. Therefore it is important that all providers send data in the first return for 2013/14, otherwise there will be no data held for them in the 2013/14 database and their funding for the 2013/14 year may be affected.

112. Providers should review the data cleansing document for 2013/14, which is published on the ILR specification webpage, so that they are aware of any changes to the specification and/or validation rules that may affect data for continuing learners. This document details what action needs to be taken to ensure that records will continue to be valid in 2013/14.

113. A number of fields need to be completed annually on the ILR; therefore this data will need to be **reviewed and set at the start of 2013/14.**

    - Accommodation
    - Learning support cost
    - Planned learning hours
    - Planned employability, enrichment and pastoral hours (EFA learners only)
    - Learning support (Learner Funding and Monitoring type)
    - Learner support reason (Learner Funding and Monitoring type)
    - Core aim (EFA learners only)
    - Funding adjustment for prior learning (Skills Funding Agency learners only)

114. Areas to be particularly aware of are covered below:

6.2 Adult Skills funding

115. The new Adult Skills funding model (code 35) 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.

116. 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 all learners whose source of funding is the Skills Funding Agency. There are some learners who are funded by the EFA using Funding model 22 to whom different arrangements apply. See *Appendix B*, the migration mapping for 2013/14, for full details.

117. 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, WPL1, in the Learning Delivery Funding and Monitoring fields. Workplace learning as recorded in the ILR only refers to Apprenticeships and other workplace learning funded by the Adult Skills funding model, code 35.

118. For 2013/14 OLASS provision is funded by the Adult Skills funding model (code 35 on the Funding model field). All continuing OLASS provision from 2012/13 should be

migrated from Funding model 81 to Funding Model 35. Please see the Mapping spreadsheet on *Appendix B* for further details.

119. Learning delivery monitoring code LDM125 should continue to be used in 2013/14 to identify classroom learning aims that were funded by funding model 45 in 2012/13. This will enable the Skills Funding Agency to accurately calculate funding for continuing learners from 2012/13 and distinguish between classroom learning aims that were funded using codes 45 and 22 in the Funding model field. Code LDM125 is not valid for any learning aims that start on or after 1 August 2013.

6.3 EFA funded learners

120. 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.

121. All continuing learning aims that were funded using the 16-18LR funding model (code 21) in 2012/13 should be migrated to code 25 in the Funding model field for 2013/14.

122. One of the learning aims must be set as a Core aim at the start of the teaching year and the Planned learning hours and Planned employability, enrichment and pastoral hours fields completed at learner level.

Employment status migration

123. For 2013/14 the EFA require an Employment Status record to be completed for continuing EFA funded learners on part time programmes of study (where the total hours is less than 540).

124. This information will need to be added to the ILR records otherwise they will fail validation.

Foundation learning

125. For 2013/14 Foundation learning programmes will not be recorded as a separate programme type on the ILR. Learners undertaking Foundation learning programmes will be recorded in the same way as other EFA funded study programmes.

126. The programme types of Progression Pathway (codes 11-14) and Foundation Learning programmes (code 19) for 2012/13 have been removed from the Programme type field for 2013/14. All programme aims for these programme types will need to be removed and any continuing learning aims from 2012/13 must be returned without a Programme type.

127. Providers will need to ensure that the following amendments are made to the ILR for continuing learning aims from 2012/13:

- The Learning Delivery record with the Aim type of "Programme aim" for Foundation learning must be removed from the ILR.

- All other Learning Delivery records with an Aim type of "Component aim" should be left open. The Aim type must be changed from code 3 to code 4.

- One of the Learning Delivery records must be designated as the "Core aim" and recorded with code 5 in the Aim type field.

- The Programme type field must be removed from all of the Learning Delivery records.

- The Framework code field must be removed from all of the Learning Delivery records.

128. The Foundation learning weekly aims have been removed from LARS. These hours will be recorded with any non-qualification activity in the 'Planned employability, enrichment and pastoral hours' field.

129. The Learning aim reference of Foundation learning work placement aims should be changed to one of the new learning aim codes on LARS for work experience.

130. Non Accredited learning aims may also need amending. Please refer to the EFA funding regulations for 2013/14 and *Appendix H of the ILR Specification 2013/14* for revised class codes.

6.4 Non-regulated learning aims

131. All non-regulated learning aims recorded on the ILR must use the new codes detailed in *Appendix H* from the start of 2013/14. For continuing learners from 2012/13 with learning aims recorded using the old class codes, these will need to be re-coded for the first return of 2013/14.

132. See the conversion spreadsheet published on *the information authority* website at: http://www.theia.org.uk/ilr/ilrdocuments/201314_ilrspec.htm giving details of which new class codes should be used to replace the ones from 2012/13.

133. To help reduce the amount of re-coding required for continuing learners, providers are asked to start using the new generic learning aim codes for new provision that starts from mid May 2013.

Section 7: When to return ILR data

134. The timetable for collection of the ILR data is published in *Appendix A of the ILR Specification for 2013/14*.

135. The Data Service will hold ILR data for all providers in a single national data collection database. This database will contain the most up to date ILR data for each provider. At certain points in the year, the Data Service will extract data from this national ILR file for various purposes.

136. A provider must ensure that the data held on the national database is complete and fit for purpose by the return date. This return date is a hard close date for including data for the purposes described. Should a provider fail to complete and return the data by the return date, then any data sent after that date will not be processed for the purposes of that particular return. The return date represents the last opportunity to send data for that particular return.

137. ~~At the start of the year, colleges may choose to send data only for 16-18 Apprenticeships. For colleges, R04 is the first return to include data for all learners regardless of funding model.~~

138. For FE Colleges, only 16-18 Apprenticeship data is requested monthly. Each college must decide for itself what data it sends in addition to the data essential to meet that requested at any particular return date.

139. Some colleges may find it easier to send full returns at each return date after the first full return in R04 rather than attempting to extract and send data only for provision requested at a particular return. However, this is a decision that each college must make for itself.

140. At a return where data is requested only to drive payment of 16-18 Apprenticeships then data for this provision needs to be complete and error-free, while data sent for other provision sent with it can be both incomplete and contain errors.

7.1 The ILR timetable for 2013/14

141. The ILR timetable sets out:

- the return date by which a provider must send complete data for the purposes described in the timetable
- which Agency will be receiving the data
- the purpose of the return
- which providers need to send data for the particular return
- for some returns the topicality of the data needed at the return date.

142. The published timetable does not indicate when to send records for Other EFA funded, Other Skills Funding Agency funded, and non-EFA/Skills Funding Agency funded provision:

- Records for learners benefiting from Other EFA funding should be returned at each collection where the EFA and/or national statistics is indicated in the main data use.

- Records for learners benefiting from Other Skills Funding Agency funding should be returned monthly by private training providers and every three months and at the end of the year by colleges; at return numbers R04, R06, R10, R13 and R14.

- Records for learners not benefiting from EFA or Skills Funding Agency funding should be returned monthly by private training providers and every three months and at the end of the year by colleges; at returns R04, R06, R10, R13 and R14.

Definition of Provider Type

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

143. The type of provider determines when data returns are required. In broad terms, colleges are required to send data on a quarterly basis and training organisations on a monthly basis. 16-18 Apprenticeships are returned on a monthly basis (excluding the R14 return) regardless of the type of provider.

144. All data held must be up-to-date for the purposes described in the timetable by 6pm on the fourth working day of the month.

145. If there are no changes to a provider's data since the previous return then there is no requirement to send another return.

146. The timetable is available to download as *Appendix A of the ILR Specification 2013/14*. This can be found at:

   http://www.theia.org.uk/ilr/ilrdocuments/201314_ilrspec.htm

Skills Funding Agency actual earned process

147. The Actual Earned process is scheduled to run overnight following close of business on the return deadline date. Providers will receive any payment due on the eleventh working day following the end of the month. This represents the value earned to date, subject to a maximum contract value.

7.2 Standard for Workplace data timeliness

134. <mark>The Workplace data timeliness standard is being reviewed for 2013/14 and further details will be provided at a later date.</mark>

<mark>*7.3 Completing the final return for 2013/14*</mark>

140. <mark>The final collection for the 2013/14 year allows providers to send details of the outcomes of learning aims that were completed up to and including 31 July 2014. Providers should also include details of learning that took place during the 2013/14 year which has not previously been reported.</mark>

141. <mark>Different to previous years, achievement funding for Adult Skills funded learning aims that are completed in 2013/14 (that have an Actual end date up to and including 31 July 2014) will only be paid if the achievement is reported in the 2013/14 returns.</mark>

142. <mark>The following should **not** be returned in the final return for 2013/14, but should be returned in the 2014/15 ILR returns:</mark>

- <mark>learning aims that start after 31 July 2014</mark>

- <mark>actual end dates after 31 July 2014</mark>

Section 8: Returning Data in 2013/14

8.1 Sending data to the Data Service

143. All providers need to send ILR data to the Data Service by uploading an XML file to the data collections web portal. Providers will need to sign up to a new access account through the web portal once it becomes available for 2013/14.

144. Providers produce a batch file from their MI system and load it via the secure internet portal to the ILR database. Providers should send data regularly and should not wait until the day of the return date before transmitting data.

145. The Provider Online (POL) system used by providers in 2012/13 will not be available in 2013/14. The Data Service will make a data entry form available in the Funding Information System (FIS) for 2013/14. This will enable providers who do not have an MIS system capable of generating an XML file, to enter learner data into the FIS and export an XML file from this for upload to the web portal.

146. If you are experiencing problems uploading an ILR file, you should contact the Data Service as soon as possible at: http://www.thedataservice.org.uk/ContactUs/ or on 0870 2670001.

147. The Data Exchange Service (DES) website has useful help information in the Training and Support area.

8.2 The Funding Information System (FIS)

148. For 2013/14 the Learner Information Suite (LIS) has been redeveloped with the name of Funding Information System (FIS).

149. The FIS is a standalone piece of software produced by the Data Service that providers can download onto their own PCs. It contains the ILR Validation rules and allows providers to check their ILR data before sending it to the Data Service. The FIS also contains the funding calculations for both the EFA and Skills Funding Agency and enables a number of reports to be run and downloaded based on a provider's data.

150. The FIS includes the facility to amalgamate separate files to create a single XML file.

151. More information on the latest FIS software can be found on the Data Service website at: http://www.thedataservice.org.uk/Services/DataCollection/software.

8.3 File compression

152. It is strongly recommended that providers upload their ILR returns using compressed files. Compressed files, which are sometimes referred to as archives or zip files, contain a version of the ILR data that is significantly smaller than the uncompressed XML file. Upload times are shorter, which benefits all providers and contributes to maximum reliability of the service.

153. Each compressed file should contain one ILR XML file only. The file should not be encrypted or password protected. The name of the zip file should be the same as the name of the XML file but with the extension .zip instead of .XML.

8.4 Combining ILR files (amalgamation)

154. Some providers may have multiple MI systems across their organisation, for example, Skills Funding Agency funded learners and their learning aims may be held in a separate system to EFA funded learners and learning aims. The FIS includes an amalgamation facility to combine multiple files to create a single XML file for all learners. Providers can also use their own software to create their own single file if they wish to do so.

155. The amalgamation facility in FIS will join together learner records from multiple ILR files for learner records that have the same Learner reference number. For the records to

be successfully combined into a new single learner record, all the data in the Learner fields on all of the records must be the same. Any conflicting learner data will result in an amalgamation error which will need to be corrected. For example, if the Date of birth has been incorrectly recorded on one record and does not match the Date of birth on the other record then an amalgamation error will be generated and the records will not be combined.

156. When providers have multiple internal departments that all send data separately, care should be taken in case a file submission from one department overwrites a file sent by another department. Providers in this situation should either send data as separate 'B' files or join the different files together into a single 'A' file (see section 8.5 for further details on different types of file submissions).

157. Where data for the same learner has been held in separate systems but with different Learner reference numbers, providers are encouraged to return a single combined learner record. For 2013/14 a validation warning has been introduced to inform providers where multiple Learner reference numbers have been returned for an individual learner. This warning may be changed to an error in future years.

158. If the provider decides to merge two or more records for the same learner, they may use any one of the learner's previous Learner reference numbers. Any changes to a learner's Learner reference number from one teaching year to the next must be recorded using a new field in the ILR for 2013/14; Learner reference number in previous year. This will enable data matching over multiple teaching years for a learner to be carried out for purposes such as success rate calculations. See the *2013/14 ILR Specification* for further details and collection requirements for this field.

159. Providers which take over the delivery of provision for learners from other providers, for example as a result of the Minimum Contract Level, should note that two learners cannot be returned against the same Learner reference number.

8.5 ILR file transmissions – A and B files

160. All of the ILR returns for the year must include learners who were in learning at any time during that teaching year. Providers are encouraged to send data regularly and not wait until a return date to transmit data in order to allow enough time to resolve any validation errors and warnings.

161. 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, for that return (see Appendix A collection timetable);

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.

162. An 'A' file overwrites all the records previously transmitted for a provider that are held in the national database, while a 'B' file only updates the records of those learners contained within it.

163. 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.

164. 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.

165. In a 'B' file, all Learning Delivery records for the learner must be supplied each time, even if there are not any changes recorded on some of the aims. Learning delivery data must not be returned without the associated learner data for that learner.

166. Care must be taken when specifying the file type to ensure data is not overwritten in error.

8.6 Data validation

167. It is important that the data received is accurate. The Data Service runs validation checks to make sure that data is complete. This process applies a series of rules to the data, and produces a report of errors and warnings.

XML schema validation

168. An XML file will be validated against the XML schema definition at the point of transmission to the DES or through FIS to check the following:

- That the XML is well-formed. Well formed means that the file adheres to XML's strict syntactical rules for open and close tags and the nesting of data elements.

- Elements are presented in the expected sequence, as defined in the schema.

- Field formats, e.g. dates, are returned in the correct format.

- An element conforms to its data type, ranges or pattern type. Examples of this would include where a numeric item contains alpha characters, where a date contains invalid values or where a decimal value exceeds the number of decimal places.

- The minimum and maximum occurrences of a field, for example, if a field is mandatory for all funding models, then the minimum number of occurrences of the field is 1.

- Duplicate combinations of key values are not included.

169. If a file fails a schema check at the point of transmission then it will not be processed. The systems will pass any messages that the XML processor generates to the user. However these messages are generally briefer than those that appear on the business rules 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.

170. The validation rules will continue to be checked on the data after it has passed the above checks and a full error report will be produced as in previous years. Since this can take place only after the ILR XML has been processed against the schema, most of the above conditions are not subject to separate validation rules.

Validation rules

171. Validation rule errors are produced where data makes no sense or cannot be correct. Learner records that produce errors are not loaded into the Data Service's system and will need to be corrected by the provider. All valid learner records will be accepted.

172. All learning aims returned for a learner must be valid regardless of the type of funding. For example, if EFA funded learning aims are included alongside Skills Funding Agency funded learning aims in a return at the start of the year (before December 2013), then all of these aims must be valid in order for the learner records to be accepted.

173. Validation rule warnings are produced where the data is unusual, for example where a learner is over 100 years old. Records that produce warnings are loaded into the Data Service's system, but providers should check each of these records to ensure that the data is correct.

174. Some validation rule checks are not included in the FIS and only take place when data is uploaded to DES. These are rules that check external tables, such as Unique Learner Number (ULN) validation.

175. The copy of the table of valid ULNs held in DES is updated hourly, Monday to Friday 08:00 to 20:00, and once on Saturday and Sunday.

176. The Validation rules for 2013/14 are published on *the information authority* website at: http://www.theia.org.uk/ilr/ilrdocuments/201314_ilrspec.htm

Postcode validation

177. It is important that postcodes are correctly formatted; this includes the space between the two parts of the postcode. Postcodes with two spaces will fail validation when the data is uploaded to DES. *Appendix C* contains further information on the postcode format.

178. All postcode fields in the ILR are mandatory fields for 2013/14 and cannot be left blank. If the postcode is unknown or does not apply then a value of ZZ99 9ZZ should be recorded. A postcode of ZZ99 ZZZ is not valid for 2013/14.

8.7 *The Learning Aim Reference Service*

179. For 2013/14 the Learning Aim Reference Application (LARA) has been updated and renamed the Learning Aim Reference Service (LARS).

180. The Learning Aim Rates Service (LARS) database holds information about learning aims and their validity, as well as funding data where applicable.

181. The Data Service www.thedataservice.org.uk maintain LARS. Updates to the database are made regularly. It can be searched interactively or downloaded.

182. Each learning aim on the database has a reference code that is used to record it in the Learning aim reference field on the ILR. The database holds all the learning aim specific information that providers will need. Details about LARS can be found on the Data Service website at: http://www.thedataservice.org.uk/Services/DataCollection/software/

183. If a learning aim is not included on the database, request a new learning aim code from the Data Service as soon as the learner is enrolled onto the learning aim. If you do not request codes until after the year is completed, after July 2014, you may not be able to make returns on time because the software may not recognise the codes. A form is available on the Data Service website to request a new learning aim at: http://www.thedataservice.org.uk/Services/DataCollection/software/lad/LAD_documents.htm

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

185. The validation rules will only allow aims with start dates after the funding validity start date on LARS to be recorded.

186. Providers should ensure that the Start and Planned end dates for the learning aim are within the validity start and end dates on LARS.

187. If there is a delay with the publication of this information on LARS then providers can temporarily enter the nearest equivalent aim (in terms of type of provision and funding rate) into the Learning aim reference field. A Learning Delivery Funding and Monitoring record should also be recorded using a FAM Type of LDM and a FAM Code of 118 to indicate that the learning aim reference recorded is being used as a proxy for the actual learning aim that is being undertaken.

188. Once the actual learning aim reference is published on LARS, providers must update the code recorded in the Learning aim reference field and remove the FAM Type and Code.

189. In all cases, the proxy aim details must be removed and the actual aim recorded before the end of the teaching year or before the learner completes or withdraws from the learning aim, or data will be rejected.

190. In February 2012, the Skills Funding Agency opened more of the Qualifications and Credit Framework (QCF) for public funding. Given both the size of the QCF and broader publicly funded offer now available, the Skills Funding Agency do not expect providers to be using proxy aims for provision.

191. Full details about requests for new learning aim codes are on the LARS website pages: http://www.thedataservice.org.uk/Services/DataCollection/software/

8.8 The impact of incomplete information

192. The transmission of ILR data containing either omitted, incomplete or incorrect entries may result in the learner record not being accepted onto the national ILR database. The return of ILR data, promptly, fully and accurately completed, is essential.

193. Any data for individual Skills Funding Agency funded learners not accepted by the national ILR database will mean that the Provider Funding Report will not show their details.

194. Funding calculations and provider payments for all Skills Funding Agency funded learning aims are based directly on the data provided in the ILR. Any inaccurate or late information may result in payments not being made. It is important to ensure that all documentation relating to the enrolment of the learner and the record of learning activity is completed accurately and conforms to the eligibility rules of the appropriate type of learning programme.

8.9 Earning adjustment statement (EAS)

197. For 2013/14 the Skills Funding Agency has replaced the Training Provider Statement (TPS) form with the Earning adjustment statement (EAS).

Section 9: Structure of the ILR

9.1 Introduction to the data model

198.	The ILR is based on a data model which defines the entities covered by the ILR and the relationship between these entities. The full ILR data model is available to download from *the information authority* website at http://www.theia.org.uk/ilr/ilrdocuments/201314_ilrspec.htm but a simplified version of the entity relationships is shown in the diagram in Figure 2 below.
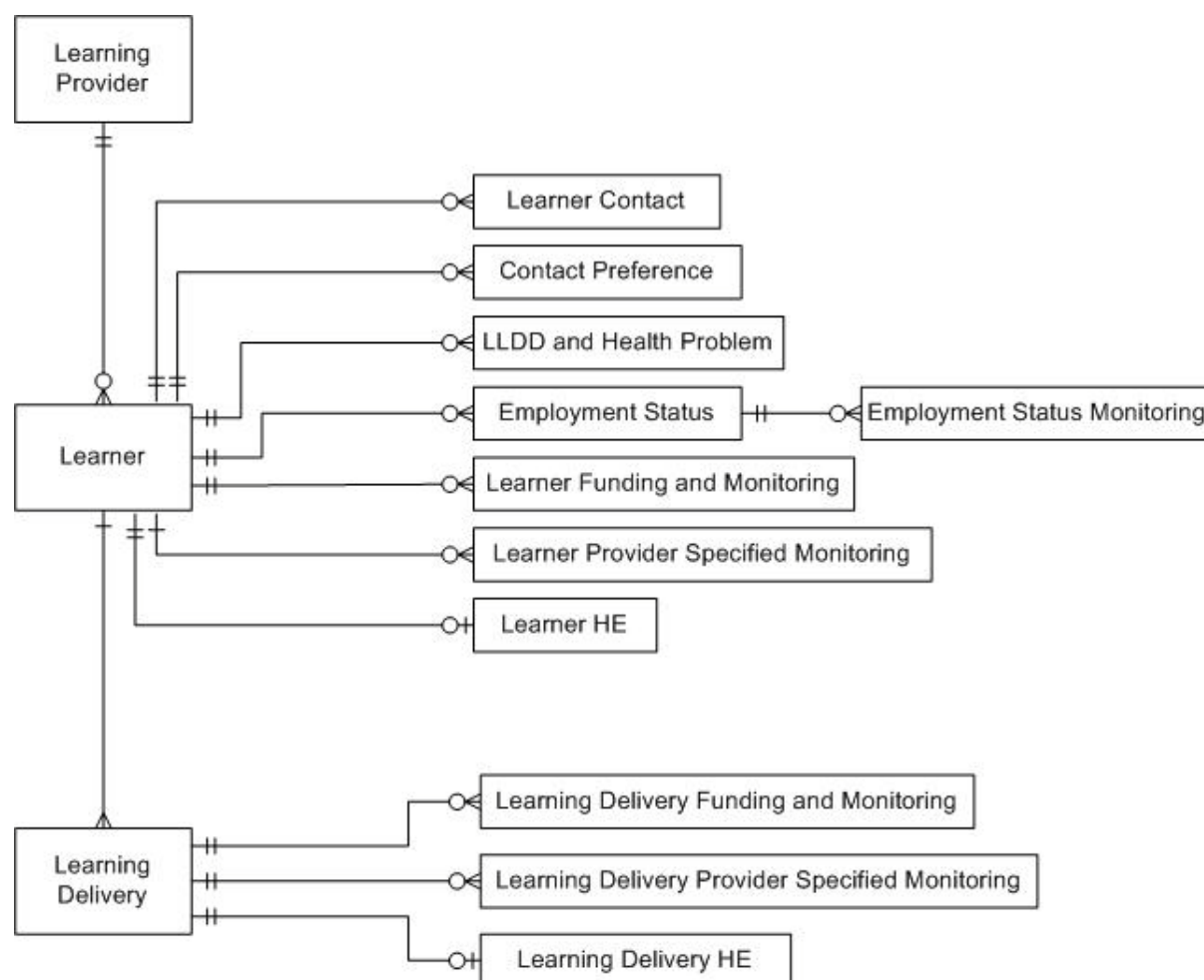
Figure 2: ILR Entity Relationship Diagram

9.2 Learner Entity

199.	A provider should return only one record for each learner. The data recorded in the Learner entity contains basic information about the learner such as their name, date of birth, sex and ethnicity.

200.	The following fields have been added to the Learner entity for 2013/14:

- Learner reference number in previous year

- UKPRN in previous year

- Planned learning hours

- Planned employability, enrichment and pastoral hours.

201. For a full list of fields removed from the ILR for 2013/14, please refer to the Summary of Changes in the *2013/14 ILR Specification.*

202. The following entities contain data that may not be required for all learners. See the individual field pages in the specification for data requirement details (http://www.theia.org.uk/ilr/ilrdocuments/201314_ilrspec.htm):

- Learner Contact – address, telephone number and email details

- Contact Preference – indicates the learner's wishes about contact for marketing, research and survey purposes

- LLDD and Health Problem – additional information about a learner's disabilities, 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.

Planned learning hours

203. This new field has been added to the ILR for 2013/14. It collects the total planned timetabled hours for learning activities for the teaching year. The field is completed at the start of the year or programme and is not updated in year.

204. If a learning aim continues across more than one teaching year, the Planned learning hours field only records the planned hours for that teaching year (from 1 August until the following 31 July).

Examples

- *A learner starts an aim on 1 September 2013 with a planned end date of 1 April 2015. The Planned learning hours field for 2013/14 will record the planned hours for the period 1 September 2013 until 31 July 2014. The Planned learning hours field for 2014/15 will record the hours remaining from 1 August 2014 until 1 April 2015.*

- *A learner starts a learning aim on 1 September 2013 with a planned end date of 31 July 2014, and is planning on starting a second aim on 1 December 2013. The Planned learning hours field records the total planned hours up to and including 31 July 2014 for both aims.*

  *In November the learner decides not to start the second learning aim which was due to start on 1 December. The Planned learning hours field **is not** updated.*

  *In April 2014 the learner withdraws from learning completely. The Planned learning hours field **is not** updated.*

- *A learner starts a learning aim on 1 September 2013 with a planned end date of 31 October 2014, and has no plans within the qualifying start period to start any other learning aims. The Planned learning hours field is completed with the planned hours for the single learning aim up to and including 31 July 2014.*

  *The learner decides in November to begin a second learning aim starting on 8 January 2014, the Planned learning hours field **is not** updated.*

205. If a learner has learning aims that are both EFA funded and SFA funded during a single teaching year then only the planned hours for the EFA funded learning are recorded in the Planned learning hours field. The Planned employability, enrichment and pastoral hours field is also completed

206. If a learner has a mixture of workplace and classroom learning aims planned at the start of the teaching year (or start of learning) then only the planned hours for the classroom learning are recorded in the Planned learning hours field.

Learner reference numbers

207. Each provider allocates a Learner reference number to each learner. The Learner reference number must be unique. It is used for data reporting between years for continuing learners and for the calculation of success rates. This number must remain allocated to the user for all study with the provider and during periods of absence. It must never be reused for a different learner.

208. Changes to the Learner reference number between years for continuing learners should be avoided if at all possible.

209. If a provider does unavoidably have to change the Learner reference numbers used, for example because of a change to their MIS system, they should record this in a new field that has been added for 2013/14; Learner reference number in previous year. This field records the learner's reference number if different from the previous year. Please see the *2013/14 ILR Specification* for further details and collection requirements of this field.

210. Providers should also obtain a Unique Learner Number (ULN) for the learner from the Learning Records Service. This is mandatory in the ILR for the majority of funded learners and for learners in receipt of a 24+ Advanced Learning Loan. The ULN enables the learner to build a lifelong record of their learning participation and achievements, which they can access and choose to share.

Recording learner contact

211. The following data is collected in the Learner Contact entity:

- Locator Type
- Contact Type
- Postcode prior to enrolment
- Current Address Lines 1-4
- Current Postcode
- Current Telephone
- Current Email

212. The diagram below shows the Learner Contact structure
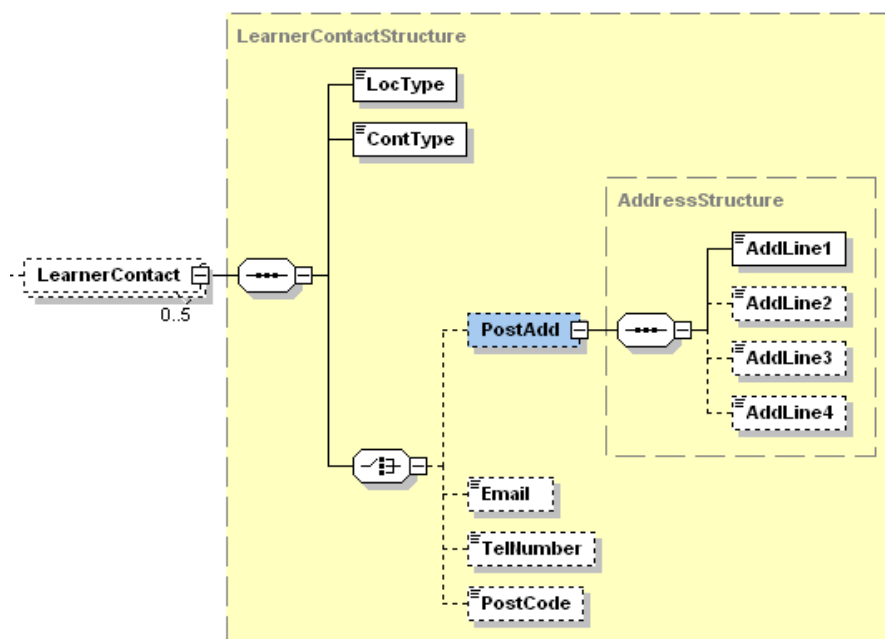
Figure 3: Learner Contact structure

213. The Locator Type field describes what type of contact data is being returned, for example; a postal address, an email address, a telephone number or a postcode.

214. The Contact Type field describes whether the locator details being returned are the Current or Prior to enrolment details. At present, only Postcode is returned for both current and prior to enrolment.

Recording Postcode prior to enrolment

215. The Postcode prior to enrolment is the postcode of the learner prior to enrolling on their current programme of learning. It should not be updated if the learner moves house during the current period of learning or between teaching years for a continuous programme of study.

216. Where there is a clear break between learning programmes (not just the summer holiday between teaching years), then the Postcode prior to enrolment may be updated if applicable.

217. Providers must ensure that the Postcode prior to enrolment is not changed to influence funding for learning aims that are already in progress.

Recording learner contact preference

218. Data collected in the Learner Contact Preference entity is used to record any restrictions on the use of the learner's record to contact them about learning opportunities or for survey and research purposes. It also details any restrictions on what methods can be used to contact the learner for example, telephone, email or post.

219. Please refer to section 4 for information about the data protection requirements in regards to the collection of this data.

220. To return a learner's contact preferences, the provider must record the Contact preference type and the Contact preference code.

221. There are two Contact preference types:

Restricted use indicator (RUI) – indicates the restriction on the use of the record

Preferred method of contact (PMC) – indicates restrictions about how a learner may be contacted.

222. For new starts in 2013/14 there are four valid Contact preference codes associated with each Contact preference type:

Type	Code	Code Description
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. **For continuing learners only.**
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.

223. RUI1 and RUI2 can be returned individually or both together.

224. RUI3 is not a valid code for new starts on or after 1st August 2013, but remains available where already recorded for continuing learners.

225. RUI3, 4 or 5 must be returned on their own. If RUI 3, 4 or 5 are used then no other RUI or PMC codes should be returned.

Type	Code	Code Description
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

Examples

- *A learner does not want to be contacted about courses or surveys.*

RUI1 and RUI2 would be returned. There is no need to return any PMC codes.

- *A learner is happy to receive information regarding courses or learning opportunities but not to be contacted by telephone.*

RUI2 and PMC2 would be returned.

- *A learner is seriously ill and the provider needs to overwrite the learner's contact preferences to ensure they are not contacted.*

RUI4 only would be returned.

Collecting data about a learner's contact preferences

226. It is important that learner contact preferences are captured using the following "opt out" questions, as illustrated below:

Example

Tick any of the following boxes if you **do not** wish to be contacted:

☐ About courses or learning opportunities.

☐ For surveys and research

- ☐ By post
- ☐ By phone
- ☐ By e-mail

Recording LLDD and health problems

227. Data collected in the LLDD and Health Problem entity is used to identify disabilities and health problems of the learner.

228. If a learner has a disability, learning difficultly or health problem, this must be recorded in the LLDD and Health Problem field. An LLDD and Health Problem type and code must also be recorded to provide more detail about the type of disability, learning difficulty or health problem.

229. There are two LLDD types as described in the table below:

LLDD Type	LLDD Type Description	Definition
DS	Disability	The learner's main disability
LD	Learning Difficulty	The learner's main learning difficulty

230. Each LLDD type has a set of associated codes in the LLDD and health problem code field.

231. A maximum of two LLDD and Health Problem records can be returned for each learner; one for Disability and one for Learning Difficulty.

Example

A learner has emotional and behavioural difficulties and also dyslexia. Two LLDD and Health Problem records would be returned; one recorded with a type and code of DS6 and the other with a type and code of LD10.

Recording Employment Status

232. 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.

233. An Employment status record should be created for all adult learners apart from OLASS funded learners and those with only Community Learning funded learning aims. Employment status records are required for all Apprenticeship and ESF funded learners of all ages.

234. For 2013/14 all EFA funded learners on part time programmes of study (less than 540 hours in the teaching year) must record an Employment status record. They must also record the Employment intensity indicator; see paragraph 256.

235. Data about a learner's employment status **prior to enrolment** should be collected in all cases when a learner first enrols with a provider. There is no defined time period for "prior to enrolment", unless defined by the learner's programme. For example, where an ESF learner's funding eligibility is determined by their employment status on the day before learning. Providers are expected to use their judgement based on the individual learner's circumstances if there is any doubt as to what should be recorded

> *Examples*
> - If a 16 year old has left education in July and enrolled on a course the following September they would be classed as previously in education.
> - If a learner has been employed, and has been on holiday or otherwise temporarily away from a job prior to starting a learning aim, they should be classed as being 'In paid employment'.

Updating Employment Status

236. New employment status records should be added for a learner in the following circumstances:

- If a learner progresses to subsequent learning after completing all of the activities on their original learning agreement or plan and any details of their employment record have changed since previously recorded.

- For Apprenticeships, if the learner was unemployed or employed with a different employer prior to starting their Apprenticeship programme

- For Apprenticeships and other workplace learning, if the employer changes during the programme

- For Access to Apprenticeships, when the learner becomes employed

- For EFA funded learners, at the start of each teaching year if the details have changed since the previous year.

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

238. See the examples at the end of this section.

Learner eligibility

239. Providers must ensure that the learner meets any employment related eligibility criteria for the learning aims being undertaken. For example; for ESF funded learning, where a learner's funding eligibility is determined by employment status on the day before learning, it is the provider's responsibility to make sure the learner meets the criteria.

Collection of employment status data

240. It is recommended that providers collect employment status data about learners via the use of a number of layered questions, similar to the approach taken for surveys. If possible, these questions should be asked in person during enrolment. The ordering of the questions is important, i.e. Q1 must be asked first.

241. Example of layered question approach:

Q1) Did you do any paid work before joining this course, either as an employee or as self-employed?   Yes/No

Q2) You said you were not doing any paid work before this course – were you looking for paid work?   Yes/No

Q3) You said you were not doing any paid work before joining this course – which of the following types of benefit are you claiming?
Jobseekers Allowance
Universal Credit
Employment Support Allowance (Work Related Activity Group)
Other benefits

Q4) How long have you been out of work?
Either provide the bands on the ILR or let learner give a number and define bands later

Q5) You said you were doing some paid work – in your main job, were you? An employee /Self-employed

Q6) And in your main job, were you working? Part time / Full time

Q7) Were you in full-time education before starting this course?   Yes/No

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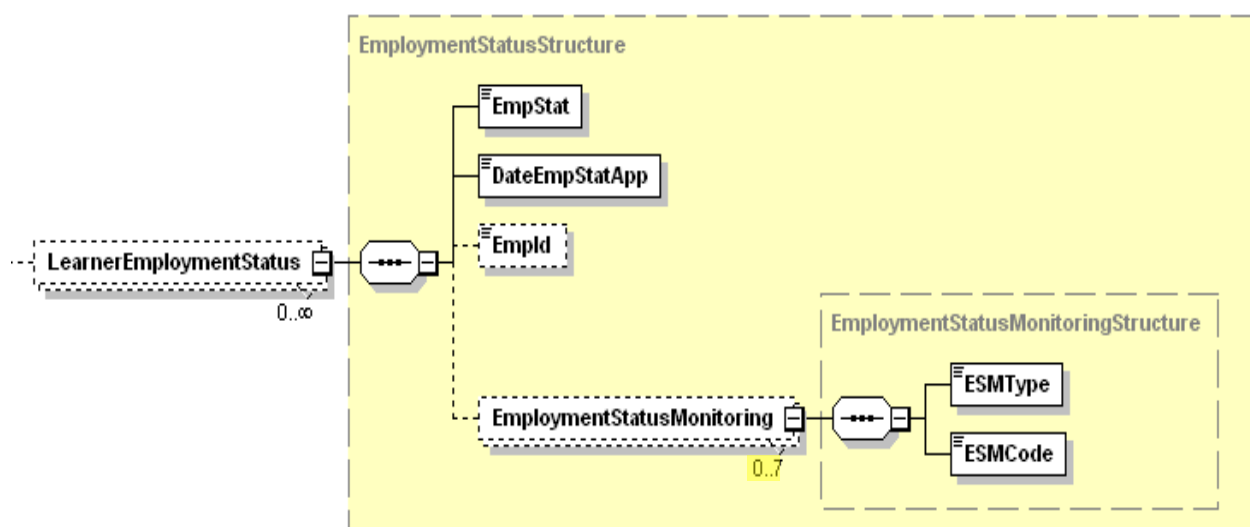
242. The Employment status and Date employment status applies must be completed on all employment status records.

243. The Workplace location postcode field has been removed for 2013/14.

Employment status

244. The Employment status field describes the learner's employment status and has the following categories:

Code	Description
10	In paid employment
11	Not in paid employment, looking for work and available to start work
12	Not in paid employment, not looking for work and/or not available to start work
98	Not known / not provided

245. 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.

246. This field should be completed when a learner first enrols with a provider. The Employment status collected at enrolment is the learner's employment status prior to enrolment.

247. The Employment Status Monitoring fields should also be completed with the relevant Employment Status Monitoring type applicable.

Date employment status applies

248. Each employment status record must have an associated Date employment status applies.

249. There can only be one record for any given date and therefore only one employment status for a learner on any given date.

Employer identifier

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

251. If a learner is unemployed at the start of an Apprenticeship programme and subsequently becomes employed, then a new record must be returned with the Employer identifier.

252. If a learner was unemployed or employed with a different employer prior to starting their Apprenticeship programme, then a new record must be returned with the Employer identifier of the new employer with whom they are undertaking the Apprenticeship.

Employment status monitoring

253. The following type has been added to the Employment Status Monitoring fields

   • Length of employment,

254. The Employment Status Monitoring fields should be completed with the relevant type where applicable.

255. For EFA funded learners, only the Employment intensity indicator must be completed. No other employment status monitoring is required for these learners.

256. There are seven Employment status monitoring types and these are described in the table below:

ESM Type	ESM Type Description	Definition	Required for
SEI	Self employment indicator	Indicates whether the learner is self employed	All records with an employment status of In paid employment (code 10) if applicable
EII	Employment intensity indicator	Whether the learner is employed full or part time	All records with an employment status of 'In paid employment' (code 10)
LOU	Length of unemployment	How long the learner has been unemployed	All records with an employment status of 'Not in paid employment, looking for work and available to start work'(code 11)
LOE	Length of employment	How long the learner has been employed	Required for all Apprenticeship learners
BSI	Benefit status indicator	The type of benefit that the learner is in receipt of	All records if applicable

ESM Type	ESM Type Description	Definition	Required for
PEI	Previous education indicator	Identifies whether the learner was in full time education or training prior to enrolment. To be used in conjunction with the employment status data to identify learners who were NEET (Not in education, employment or training)before starting learning	All records if applicable
RON	Risk of NEET	Identifies learners who are aged 14-15 and at risk of becoming NEET (Not in education, employment or training), for ESF funding and eligibility purposes	All records if applicable

Examples

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

   A learner starts an Apprenticeship programme on 15 September 2013 with ABC engineering. The learner was unemployed and looking for work prior to starting the Apprenticeship.

   - An Employment status record with a date prior to 15 September 2013 is recorded with a status of "Not in paid employment and looking for work and available to start work".

   - A second Employment status record with a date of 15 September 2013 is recorded with a status of "in paid employment". The Employer identifier for ABC engineering is recorded.

2. **Apprenticeship learner who is employed with a different employer prior to starting the programme**

   A learner starts an Apprenticeship programme on 28 September 2013 with ABC engineering. The learner was employed in the week prior to starting the Apprenticeship with a different employer

   - An Employment status record with a date prior to 28 September 2013 is recorded with a status of "in paid employment". No Employer identifier needs to be recorded.

   - A second Employment status record with a date of 28 September 2013 is recorded with a status of "in paid employment". The Employer identifier for ABC engineering is recorded

3. **Apprenticeship learner who changes employer and progresses to a second Apprenticeship programme**

   - The learner progresses from an Intermediate Level Apprenticeship to an Advanced Level Apprenticeship on 4 June 2014 with a new employer (DEF engineering).

   - A new Employment status record with a date of 4 June 2014 is recorded with a status of "in paid employment". The Employer identifier for DEF engineering is recorded.

Recording Learner Funding and Monitoring

257. The following type has been added to the Learner Funding and Monitoring fields (please see the ILR Specification for details).

   - Education Health Care plan

258. Data collected in the Learner Funding and Monitoring entity is used to identify additional attributes of the learner to inform funding or for additional monitoring.

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

260. The *ILR Specification for 2013/14* gives further details on when FAM data should be returned.

261. There are six Funding and Monitoring types, as shown in the table below:

FAM Type	FAM Type Description	Definition
LDA	Learning difficulty assessment	To indicate if a learner has a Section 139A Learning Difficulty Assessment
ALS	Learning support	To indicate if the learner needs learning support funding for this teaching year
EHC	Education Health Care Plan	To indicate if the learner has an Education Health Care plan
DLA	Disabled students allowance	To indicate if the learner is in receipt of disabled students allowance
LSR	Learner support reason	Identifies categories of other learner support for the learner
NLM	National learner monitoring	To identify any additional monitoring characteristics required for the learner

Examples

   - A learner is funded by HEFCE and is in receipt of disabled students allowance. A Learner Funding and Monitoring record of Type DLA code 1 is returned.

   - An Apprenticeship learner has transferred to a new provider due to a provider merger. A Learner Funding and Monitoring (FAM) record of Type NLM code 17 is returned.

Recording Learner HE

262. The Learner HE entity is collected for learners with aims that meet the following criteria where the collection requirements for the field apply:

   - Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.

   - Learning aims funded by the EFA that are level 4 or above on the Data Service Learning Aim Reference Service (LARS).

   - Learning aims that are level 4 or above on LARS, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).

- Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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

9.3 Learning Delivery Entity

265. The following fields have been added to the Learning Delivery entity for 2013/14:

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

266. The Learning Delivery entity contains information such as learning start and end date, funding information, and learning outcome. In addition, for certain types of programme (as listed in the Programme type field), a Learning Delivery record is returned to describe the programme being followed. This is known as the 'programme aim'. The programme aim contains information about the overall learning programme being followed and comprises a sub-set of data fields required for a learning aim.

Examples

- Where a learner is studying three GCE A levels, there would be three Learning Delivery records

- Where a learner is studying a competency-based qualification and a functional skill, there would be two Learning Delivery records

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

267. The following entities, linked to the Learning Delivery entity, contain data that may not be required for all learners:

- Learning Delivery Funding and Monitoring – additional data to support funding and learning delivery monitoring

- Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider

- Learning Delivery HE – HE data fields

Programme aims

268. It is only necessary to send a programme aim for the following programmes:

- Intermediate Level Apprenticeships, Advanced Level Apprenticeships, Higher Apprenticeships (see section 12 on page 56 for further details on Apprenticeships)

- 14-19 Diplomas

269. 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. For continuing learners please refer to section 6 on page 18 for information on how to migrate these learners from 2012/13.

270. The Aim type field distinguishes programme aims from other learning aims. Programme aims must be recorded with code 1.

271. The programme aim records the start date, planned end date, actual end date, and completion and outcome data relating to the overall programme or framework.

272. Not all Learning Delivery fields need to be returned for a programme aim. The requirements for these have changed from 2012/13. See Table 3 on page 60 for further details of the fields required in 2013/14 for Apprenticeship programmes.

Recording non-regulated provision in the ILR for 2013/14

273. *Appendix H of the ILR Specification* details how non-regulated provision should be recorded for 2013/14. The generic learning aim references are used to record non-regulated provision or in a small number of circumstances for regulated learning for which there is no other learning aim reference listed in LARS.

274. The way in which non-regulated provision is recorded in the ILR has been changed from 2012/2013. The generic learning aim codes have been revised, and the majority of codes from 2012/13 have been discontinued and replaced where applicable. This has been done to support the new funding methodologies being introduced by the Skills Funding Agency and the EFA in 2013/14 and also to streamline the number of classes of codes. This will help the funding agencies with the effective managing down of non-regulated provision where appropriate.

275. The full set of generic learning aim codes can be found in LARS.

276. Providers should only use generic learning aim codes if there is not an appropriate regulated qualification learning aim available for the learner.

277. The generic learning aim codes for 2013/14 will be sequential numeric codes prefixed by the letter 'Z'. Providers will need to search LARS using the Sector subject area, Level and where applicable funding band to identify the correct code to use.

   For example Z0001543 - Non regulated SFA formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs, PW A – Base

278. For Adult Skills funded learning aims, if the actual hours delivered for a learning aim change from the planned hours band recorded for the Learning aim, then the ILR is not updated.

   Example

   A learner undertaking an entry level course in work skills with planned guided learning hours of 150hrs, is recorded using the following aim Z0001543 – Non regulated SFA formula funded provision, Entry Level, Preparation for Work, 101 to 196 hrs.

   *If after the qualifying start period due to revised delivery arrangements, the guided learning hours are increased to 200hrs for this learning aim, the learning aim **is not** updated or amended.*

Original learning start date

279. The Original learning start date is a new field in the ILR for 2013/14. Please refer to the ILR Specification 2013/14 for the collection requirements of this field.

280. 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.

281. Providers should refer to the Funding Rules for details of other circumstances when learning aims will be funded at the original funding rate and whether this field should be completed.

Funding adjustment for prior learning and Other funding adjustment

282. The Funding adjustment for prior learning and Other funding adjustment fields are new fields in the ILR for 2013/14 and have replaced the Proportion of funding remaining field.

283. The Funding adjustment for prior learning field should be completed with the proportion of the learning aim that is still to be delivered if the learner is not undertaking the full scope of the learning aim because of prior learning. This can be because of a break in learning, a transfer from another provider, or because of prior learning when they join as a new learner on a new learning aim.   If the provider is delivering all of the learning for the aim and no adjustment to funding is required, the field must not be returned.

284. If the learner is returning from a break in learning or has transferred provider, as identified in the ILR as a 'restart', the adjustment is based upon the time they have been in learning as a proportion of the time originally planned for this learning aim. For apprenticeship programmes, this must also be returned against the programme aim, based upon the time they have been in learning as a proportion of the time originally planned for this programme.

285. If the learner is enrolling on a new aim with prior learning, the adjustment is based upon the provider's professional assessment (as evidenced in the learning agreement) of that learner and their learning needs to successfully complete that learning aim.

286. The Other funding adjustment field should only be completed if requested by the Skills Funding Agency with the amount required to increase or decrease the funding for the learning aim, for reasons other than prior learning. If no adjustment to the funding of the learning aim is required, this field must not be returned. The Skills Funding Agency will inform providers of the factor to be used in this field if required.

Recording Learning Delivery Funding and Monitoring

287. The following types have been added to the Learning Delivery Funding and Monitoring fields for 2013/14:

- Workplace learning indicator (WPL)

- Learning support funding (LSF)

- 24+ Advanced Learning Loans indicator (ADL

- 24+ Advanced Learning Loans Bursary fund (ALB)

- Date applies from (only to be completed with LSF or ALB FAM Types)

- Date applies to (only to be completed with LSF or ALB FAM Types)

288. For a full list of FAM Type fields removed from the ILR for 2013/14, please refer to the Summary of Changes in the *2013/14 ILR Specification*.

289. Data collected in the Learning Delivery Funding and Monitoring entity is used; to identify additional attributes of the learning delivery, to inform funding, or for additional monitoring.

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

291. 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 information on individual FAM types in the ILR specification for collection requirements.

292. There are thirteen Funding and Monitoring types as shown in the table below:

FAM Type	FAM Type Description	Definition
SOF	Sources of funding	The organisation or source from which funding has been received directly for this learning aim in this teaching year. Only one Source of Funding is collected for 2013/14
FFI	Full or co-funding Indicator	Indicates whether the learning aim is fully funded or co-funded by the Skills Funding Agency
WPL	Workplace learning indicator	To identify whether the programme or learning aim is classified as workplace learning as defined in the Skills Funding Agency's Funding Rules
EEF	Eligibility for enhanced Apprenticeship funding	To indicate eligibility for enhanced Apprenticeship funding
RES	Restart indicator	To identify whether the learner has restarted the learning aim
LSF	Learning support funding	To identify whether the learner requires learning support funding for this learning aim
ADL	24+ Advanced Learning Loans indicator	To identify whether the learning aim is financed by a 24+ Advanced Learning Loan
ALB	24+ Advanced Learning Loans Bursary fund	To identify whether the learner is in receipt of a 24+ Advanced Learning Loans Bursary funding for this aim
ASL	Community Learning provision type	Identifies the type of Community Learning activity being undertaken
LDM	Learning delivery monitoring	Indicates participation in programmes or initiatives
SPP	Special projects and pilots	Indicates participation in pilots or special projects
NSA	National Skills Academy indicator	To identify delivery of learning by a National Skills Academy
HEM	HE monitoring	The HE monitoring codes should be used if they apply for aims where learning delivery HE data is returned

293. *The ILR Specification for 2013/14* gives further details on when FAM data should be returned.

Examples

- A learner has been recruited though the Diversity in Apprenticeships initiative, they are fully funded and undertaking an Apprenticeship in Construction with learning delivered at a National Skills Academy.

  The following FAM record would be returned on the programme and component aims:

  1. Source of funding record as SOF105
  2. Full or co-funding indicator record as FFI1
  3. Workplace learning indicator record as WPL1

  The following FAM records would be returned on the programme aim only:

  1. Learning delivery monitoring record as LDM123
  2. National Skills Academy record as NSA4

- A learner is funded through Community Learning and undertaking Wider Family Learning. The following FAM records would be returned:

  1. Source of funding record as SOF105
  2. Community Learning provision type record as ASL4

Workplace learning indicator

294. This should be used to indicate that the learner is undertaking workplace learning as defined in the Skills Funding Agency Funding Rule. All learning aims that were recorded with code 45, Employer responsive, in the Funding model field, must be recorded using the Workplace indicator, with the exception of those aims using FAM code LDM125.

Re-start indicator

295. 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 had a break in learning or has transferred from another provider.

296. 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.

297. In addition to the Re-start indicator, providers should also record the Original learning start date field for learners who have had a break in learning from 1 August 2013.

Skills Funding Agency Learning support funding

298. The Additional Learning Needs (ALN) and Additional Social Needs (ASN) FAM Types have been removed and replaced for 2013/14 with a single Learning Support Funding (LSF) FAM Type. This should be recorded against one of the learning aims for learners who need learning support funding. For Apprenticeship learners this is recorded on the programme aim record only.

299. The LSF FAM type is used by all types of provider who have an Adult Skills Budget (including FE colleges, local authorities and private training providers) and should be recorded for all learners who require learning support funding in 2013/14, including learners continuing from 2012/13 (both ER and ALR funded).

300. The Additional learning support FAM Type (ALS) in the Learner Funding and Monitoring fields is not recorded for Skills Funding Agency funded learners in 2013/14.

However the Learning support cost field should still be completed by FE colleges for Adult Skills funded learners who need learning support. The Learning support cost field records the total cost of learning support needed for each learner, that is, the total of funding claimed for each learner from the monthly payment and through the EAS.

301. In previous years, if a learner was in receipt of ALN or ASN funding and their status changed in year, the learning aim would need to be closed and a new one created. In 2013/14 this is no longer required. See below for further details.

Date applies from / Date applies to

302. For 2013/14 two new fields, Date applies from, and Date applies to, have been added to the Learning Delivery Funding and Monitoring entity.
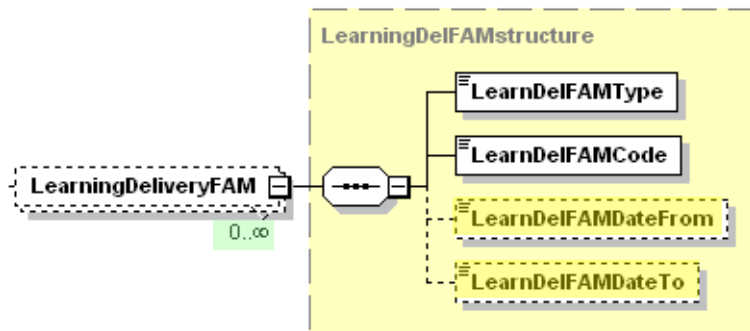
303. If the learning aim has a Learning Delivery and Funding and Monitoring type of Learning support funding (LSF) or 24+ Advanced Learning Loans Bursary (ALB) recorded, these date fields must be completed to indicate when the funding is effective from and effective to.

304. If the status changes in year, new FAM records should be added with new corresponding dates without the need to close the learning aim and open a new one.

Example

- *A learner has a learning aim start date of 1 September 2013 and the learner is in receipt of 24+ Advanced Learning Loans Bursary funding for two months. A Learning Delivery FAM record will be recorded with a FAM type of ALB, the Date applies from will be recorded as 1 September 2013, and the Date applies to will be 31 October 2013.*

- *If the learner received further funding from a 24+ Advanced Learning Loans Bursary a month later, and is in receipt of the funding for three months, a second Learning Delivery FAM record of type ALB will be recorded with a Date applies from of 1 December 2013, and a Date applies to of 28 February 2014.*

305. If the Learning support funding or Bursary funding is required for the entire duration of the learning aim, the Date applies to field should be completed with the Learning planned end date. If this changes and the Learning support or Bursary funding is no longer required until the Learning planned end date, then the Date applies to field should be updated with the new earlier date.

306. If the period of time recorded on the ILR is less than one calendar month then providers will need to claim the Learning Support funding through the EAS as detailed in the Funding Rules.

Guidance on recording Source of funding

307. This guidance sets out how the Source of funding in the [Learning Delivery Funding and Monitoring](#) fields should be completed in the ILR for each of the funding models.

308. This is particularly important for learners who turn 19 during their course of study or for Learners with learning difficulties and/or disabilities aged 19-24 (High Needs Students).

Learners who turn 19 during their learning aim or programme

309. For 16-18 Apprenticeships, no change to the learner's data is required if the learner turns 19 during the programme. The learner should continue to be recorded using code 35 in the Funding model field and with the Skills Funding Agency as the Source of funding (code 105). A Learning Delivery FAM record does not need to be returned for Eligibility for enhanced Apprenticeship funding (EEF).

310. If the learner was funded using the 16-19EFA funding model (code 25) prior to their 19th birthday then they will continue to be funded using this funding model until they complete their learning aim. The Funding model field remains recorded with code 25 and should not be changed.

311. If they are still in learning for the following teaching year after they turn 19 then the source of funding will need to be changed to indicate that the funding will come from the Skills Funding Agency for providers who have an existing funding agreement with the SFA (refer to the Skills Funding Agency funding rules). The Source of funding Learning Delivery FAM record must be updated to code 105 (Skills Funding Agency).

312. Learners who turn 19 during the month of August will be funded by the Skills Funding Agency for that year (1 August 2013 to 31 July 2014) and must update the Source of funding to code 105 (Skills Funding Agency).

313. The exception to this is for sixth form colleges and academies where the learners who turn 19 during their course of study will continue to be funded by the EFA for the duration of their learning.

Learners with Learning Difficulties and/or Disabilities (LLDD) aged 19-24 (High Needs Students)

314. LLDD aged 19-24 who have a Learning Difficulty assessment (LDA) are funded by the EFA. These high needs students must be recorded using Funding model code 25 and Source of Funding code 107.

315. High Needs students who are funded by the EFA must also be identified in the Learner Funding and Monitoring fields using code ALS1.

316. Once a High Needs Student becomes 25, the funding transfers to the Skills Funding Agency and code 105 should be recorded from the start of the next teaching year. The Source of funding must not be changed in year. The funding model for these learners is unchanged - code 25.

317. The table below outlines how the Funding model and Source of funding fields should be completed in different circumstances.

Age on 31 August of teaching year in which learning started	Age on 31 August of current teaching year	LDA	ALS	Funding model	Source of funding (SOF)
16-18	16-18	no	no	25	EFA (SOF107)
16-18	19+	no *	no	25	EFA (SOF107) for 6th form colleges/academies SFA (SOF105) for all other types of providers*
16-18	19-24	yes	yes	25	EFA (SOF107)
16-18	25+	yes or no	yes or no	25	SFA (SOF105)
19+	19+	no*	no	35	SFA (SOF105)
19-24	19-24	yes	yes	25	EFA (SOF107)
19-24	25+	yes	no	25	SFA (SOF105)

* Note that continuing learners from 2012/13 aged 19-24 who have high cost learning support needs of more than £5,500 but who do not have an LDA will continue to be funded by the EFA for 2013/14 using code 25 in the Funding model field and Learning Delivery Monitoring code SOF107. Code ALS1 would be recorded for these learners in the Learner FAM fields.

Recording Learning Delivery HE

318. For 2013/14, in addition to the amendment of the existing fields in the Learning Delivery HE entity (including the removal of fields), two new fields have been introduced. Please refer to the ILR specification for detailed information on these fields and the collection requirements. The fields are:

- Student support number
- Domicile

319. The Student support number field must be returned for continuing learners from 2012/13. All institutions should have this information available.

320. The Domicile field is to be completed for new starts only on or after the 1st August 2013.

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

- Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.

- Learning aims funded by the EFA that are level 4 or above on the Data Service Learning Aim Reference Service (LARS)

- Learning aims that are level 4 or above on LARS, are funded by Adult skills funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).

- Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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

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

Section 10: Recording Learner Changes

325.   The ILR records details about the learner, the learner's programme (if applicable), and the learning aims they are studying. It is possible that the information recorded in the ILR will change, either resulting from a change in circumstances of the learner, or a change to the learning aims they are studying. The main reasons for changing an ILR record are:

- correcting errors

- changes to a learner's details

- changes in a learner's programme or learning aim.

10.1 Correcting Errors

326.   The correction of data entry errors in ILR data can usually be made as soon as they are found, but only within a teaching year. Any changes that are made outside of the funding threshold period must be due to administrative errors only and not due to a learner changing courses. Contact the Service Desk at the Data Service on 0870 2670001 or servicedesk@thedataservice.org.uk if you need advice on making a correction.

10.2 Changes to Learner Details

327.   Where there is a change in the learner's circumstances which does not lead to a change in their learning programme, for example a new address or a change in contact details, then the learner's data can be updated.

10.3 Changes to the Start and Planned End Dates

328.   There must not be any changes made to the start or planned end information after the funding threshold period except to correct errors. These fields inform the funding received. If the learner is transferring to a new learning aim or programme then the existing programme aim or learning aim must be closed and a new programme and/or learning aim(s) created.

329.   The Learning planned end date must be entered at the start of the learning aim. It is important that this date is set realistically based on a range of factors including the learner's initial assessment, delivery patterns and historic performance. Providers must not update the Learning planned end date once it has been entered, even if the learner continues on the learning aim beyond that date. If a learner continues their study beyond the planned end date then this should be reflected in the Learning actual end date field; the Learning planned end date must remain unchanged.

330.   The Learning start date and Learning planned end date must remain the same between teaching years as they are used in the calculation of success rates.

10.4 Changes to the learning aim

331.   All changes to learning objectives and aims must be recorded on the learner's Learning Agreement.

10.5 Changes to learning aims within the funding qualifying period

332. For Skills Funding Agency funded learners the funding threshold period is defined in the Skills Funding Agency's "A New Streamlined Funding System for Adults" document and is based on the number of days in learning at the Learning aim level.

333. For EFA funded learners, the qualifying period to be eligible for funding each year is defined in the "Update on the 16-29 Funding Formula 2013/14" document, and is based upon the number of weeks in learning at Learner level.

334. If the learner changes their learning aim during the funding qualifying period then the learning aim details can be amended on the original ILR record.

10.6 A learner is absent or withdraws

335. Providers must determine the intent of learners who are absent from learning, whether the learner expects to return to learning, and the reason for the absence. Providers are expected to have robust absence monitoring and an absence and withdrawal policy, which they implement to ensure that the progress of all learners is monitored.

336. A learner must be considered to have withdrawn from a programme when they have either:

- known to have made a decision to withdraw from the programme
- exceeded the provider absence and withdrawal policy; or
- been dismissed by the provider.

337. The programme aim (if applicable) and any learning aims should be closed using code 3in the Completion status field, and the relevant codes recorded in the Outcome field and the Withdrawal reason field. The Learning actual end date should be set to the date of the last evidence of structured learning.

338. Providers must include learners in the ILR who have attended one episode of learning. The only time a learner should be removed from the ILR is if they withdraw without completing one episode of learning, for example, without attending the first class.

339. If a learner withdraws within the funding threshold period, they must still be included in the ILR.

10.7 Recording agreed breaks in learning

For Skills Funding Agency funded learners

340. If the learner is taking an agreed break in learning and intends to return to the programme, for example for operational deployment (MOD), long term sickness, maternity leave or religious trips, the programme aim (if applicable) and any learning aims should be closed using code 6, 'Learner has temporarily withdrawn from the aim due to an agreed break in learning' in the Completion status field.

341. The Learning actual end date should be set to the date of the last evidence of structured learning.

342. If the learning aim that the learner was following is no longer valid when they return (in other words, the certification date has passed), you cannot class this as a break in learning. This limits the length of time that a learner can have as a break in learning.

343. When the learner returns to learning, a new programme aim (if required) and learning aim(s) should be created. These aims will have new Start and Planned end dates. The Funding adjustment for prior learning field should be used to reduce the amount of funding claimed as applicable. This must be completed on all learning aims including the programme aim. Code RES1 must be recorded on every aim in the Learning Delivery Funding and Monitoring fields to indicate that the learner is re-starting the learning aim.

344. For breaks in learning that take place from the 1 August 2013, the Original learning start date must also be completed for learning aims funded by the Skills Funding Agency (with the exception of Community Learning and ESF) and for aims financed by a 24+ Advanced Learning Loan.

345. If the learner has already completed the competency and/or knowledge aims of an apprenticeship programme prior to a break in learning, then these should continue to be returned as part of the learner's ILR records to ensure that the achievement element of funding from these is calculated correctly when the framework is achieved.

346. If the learner does not return from an agreed break in learning then the original learning aim record(s) must be updated to indicate that the learner has withdrawn.

For EFA funded learners

347. Providers do not need to record breaks in learning on the ILR for EFA funded learners. The learning aim record(s) can be left open if a student is absent for a period of time and are then closed in the normal way when the student completes their learning aim.

10.8 Learner transfers

A Learner transfers to a different learning aim within the same provider

348. If the learner changes their learning aim during the funding qualifying period then the learning aim details (including the start and planned end date) can be amended on the ILR record.

349. If a learner transfers to another programme or learning aim at a later date (after the funding qualifying period) then the original learning aim record(s) will need to be closed and a new learning aim(s) added. Providers should not just amend the details on the original learning aim(s).

350. The original learning aim should be closed and recorded as code 3, 'The learner has withdrawn from the learning activities leading to the learning aim' in the Completion status field, and with code 40, 'The learner has transferred to a new learning aim with the same provider' in the Withdrawal reason field. The Outcome field should be set to code 3, 'No achievement'.

351. A new learning aim should be added to the learner record with the new learning aim reference and new start and planned end dates recorded. The start date of the new learning aim cannot be any earlier than the actual end date of the learning aim that the learner has transferred from or may be slightly later if there is a delay in the learner starting the new aim.

Apprenticeship Framework or Pathway transfers

352. If the learner who is undertaking an Apprenticeship programme changes to a new framework or changes the pathway being undertaken:

- Close the existing programme aim.

- Create a new programme aim to indicate the new framework/pathway being undertaken, as recorded in the Framework Code and Apprenticeship pathway fields. The new programme aim will contain new start and planned end dates as appropriate.

- Amend learning aims that are continuing to indicate the new framework/pathway in the Framework code and Apprenticeship pathway fields. The start and planned end dates for these aims should not be amended.

- The framework/pathway code for any component learning aims that have already been completed or that the learner is withdrawing from should not be changed and will continue to record the previous framework/pathway code.

- Record a new aim if the learner has changed their competency based qualification. This should contain new start and planned end dates and new framework/pathway codes.

- If the learner has already completed the competency and/or knowledge aims of the programme prior to transferring to a new framework/pathway, then the Framework code and Pathway code on those aims should be amended to reflect the new framework/pathway. This will ensure that the achievement element of funding from these is calculated correctly when the framework is achieved.

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

Progressing from one Apprenticeship level to another

354.   If a learner progresses from an Intermediate Level Apprenticeship to an Advanced Level Apprenticeship, two programme aims would be recorded. One closed and completed for the Intermediate Level Apprenticeship, and one open and current for the Advanced Level Apprenticeship.

355.   The Learning Delivery Funding and Monitoring entry for Full or co-funding indicator (FFI) should be set based on the date the learner started the new framework.

Example

A learner starts an Intermediate Level Apprenticeship aged 18. They complete the Intermediate Level and move on to an Advanced Level Apprenticeship, starting the Advanced Level when they are over 19.

- The FFI indicator would be recorded as 1 'Fully funded learning aim' on the Intermediate Level Apprenticeship.

- The FFI indicator would be recorded as 2 'Co-funded learning aim' on the Advanced Level Apprenticeship as the learner is now over 19.

Learners who transfer from classroom based provision to an Apprenticeship

356.   Any learning aims that the learner will continue to study as part of the Apprenticeship programme are left open and will continue to be recorded as classroom learning. The funding model and other details (including the planned end date) of the learning aim must not be changed.

357.   Any learning aims that the learner is not continuing with must be closed with a Completion status of withdrawn. The Withdrawal reason field should be recorded using code 40.

358.   Any new aims required for the Apprenticeship framework, including a programme aim, should be added to the learner's record. The Programme type, Framework code and Apprenticeship pathway fields must be completed for these new aims.

359.   Start and planned end dates for the programme aim and component aims of the Apprenticeship framework need to be agreed and recorded. The start dates for these aims will be after the start date of the classroom aim.

360.   The Workplace learning indicator (WPL1) will need to be added to the new programme aim and component aims of the Apprenticeship.

A learner transfers to a different provider (including due to a provider merger or take-over)

361.   All learners who transfer to a new provider before completing their learning aim or programme are recorded as a withdrawal in the Completion status field. The Learning Actual end date and Outcome fields must be completed. The Withdrawal reason field should be recorded using code 2.

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

363. If the learner is continuing to study a learning aim that they started with the previous provider then the following fields should be completed:

- The Re-start indicator (RES1) should be recorded

- The Funding adjustment for prior learning field should be completed for Skills Funding Agency funded learners to take into consideration any learning that has already been undertaken and funded at the original provider.

364. For a merger or take-over, code NLM17 should be recorded in the Learner funding and monitoring fields.

Transfer of provider due to minimum contract levels at the end of 2012/13

365. The guidance for the transfer of learners at the end of 2012/13 due to changes in contracting arrangements with the Skills Funding Agency as a result of minimum contract levels is different to other types of transfer. This includes providers who are becoming sub-contractors or those merging with other contract holding providers in 2013/14.

366. **This guidance only applies to learners who commenced learning before 1 August 2013 and only applies to transfers that occur between the 2012/13 and 2013/14 teaching year on 1st August 2013.**

Outgoing provider (2012/13 contract holder)

367. Learner records for learners continuing into 2013/14 should be left open at the end of the 2012/13 data returns as follows:

- Do not record a Learning Actual end date, or change the Completion status field from code 1 'The learner is continuing or intending to continue the learning activities leading to the learning aim'.

- A Learner Funding and Monitoring record should be added with a FAM Type of NLM and a FAM Code of 18 to indicate that the learner has transferred as a result of Minimum Contract Level.

New provider (2012/13 contract holder)

368. The new provider will create new learning aims for the learner and should retain the original learning start and planned end dates. By keeping the original learning start and planned end dates, the provider will not need to complete the Funding adjustment for prior learning field or the Restart indicator.

369. The same Learner reference numbers should be retained wherever possible.

370. The Re-start indicator (RES1) should be recorded against all learning aims.

371. A Learner Funding and Monitoring record should be added with a FAM Type of NLM and a FAM Code of 18 to indicate that the learner has transferred as a result of Minimum Contract Level.

372. If the outgoing provider will continue to deliver the learning as a sub-contractor in 2013/14 then their UKPRN should be recorded in the Subcontracted or partnership UKPRN field.

373. The new provider must complete the new Learner fields; Learner reference number in previous year, and UKPRN in previous year. The details of these fields are covered in the *ILR specification for 2013/14*. These fields replace the need for completing the Learner reference number mapping spreadsheet used in previous years.

Transfer of provider due to a provider merger or take-over

374. See paragraph 36

10.9 Changes in Learning support funding

375. In years up to and including 2012/13, providers had to stop and start learning aims if there was a change in a learner's Additional Learning Needs (ALN) and/or Additional Social Needs (ASN) status. Providers will not have to do this for 2013/14 due to changes that have been made to the way in which learning support funding is recorded. See the Learning support funding section on page 43 for further details.

10.10 How to delete records

376. There are two methods by which erroneous learner records can be deleted from the data held by the Data Service:

   i. By sending an 'A' file transmission with the learner and associated learning aims removed from the file

   ii. By sending either an 'A' file or a '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. None of the other learner fields or learning delivery fields need to be included.

377. Where files have been merged using the LIS, method ii should always be used to ensure the learner is deleted.

378. Providers should keep a record of learner deletions.

Example XML for a learner deletion

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

Section 11: Recording outcomes

379. Many of the fields in the ILR are interrelated; the information recorded in some fields must agree with information in other fields so that the whole record will make sense. This is particularly important when recording achievement and completion data as it is in this area that the validation rules are tight. Accordingly it is essential that the following interdependent fields be considered collectively when completing the ILR:

Learner Entity

- Destination (see the ILR Specification for the specific collection requirements)

Learning Delivery Entity

- Employment outcome
- Completion status
- Learning actual end date
- Withdrawal reason
- Outcome
- Achievement date (collected for workplace learning aims only)
- Outcome grade.

380. The Employment outcome field is only completed for learning aims which are either part of a programme that is funded to deliver employment outcomes or a programme where separate employment outcome payments are made.

381. The ILR must be completed and updated regularly to reflect progress in the learner's Learning Agreement. Information on component aims should be updated when the outcome of the learning is known.

382. The tables below outline how to record common scenarios for learning outcomes:

Recording Learning Outcomes:
Refer to the ILR Specification for the collection requirements of each field

Table 1: Learning Outcomes - Common Scenarios

Scenario	Destination	Employment Outcome	Completion status	Learning actual end date	Withdrawal reason	Outcome	Achievement date(workplace learning aims only)	Outcome grade
Continuing aims								
The learner is continuing on a learning aim	95	Data not returned	1	Data not returned	Data not returned	Data not returned	Data not returned	Data not returned
Closing aims								
The learner has withdrawn from learning with no intention to return	Relevant code (not 95)	Returned if applicable	3	Date of the last learning activity for the aim	Relevant code	3	Data not returned	Data not returned
The learner has achieved the learning aim	Relevant code if all learning is complete. 95 if learner is continuing on other learning aims	Returned if applicable	2	Date of the last learning activity for the aim	Data not returned	1 – non AS levels 6 or 7 – AS levels	The date the learning aim was achieved	Relevant grade, see *Appendix Q*

Table 2: Learning Outcomes - Transfers and Agreed Learning Breaks

Scenario	Destination	Employment Outcome	Completion status	Learning actual end date	Withdrawal reason	Outcome	Achievement date	Outcome grade
Closing aims								
The learner has transferred to a new learning aim within the same provider	95	Data not returned	3	Date of the last learning activity for the aim	40	3	Data not returned	Data not returned
The learner has transferred to another provider	Relevant code (not 95). If learner transfers to a new provider or contract in the same programme type, use code 97	Data not returned	3	Date of the last learning activity for the aim	2	3	Data not returned	Data not returned
The learner is Skills Funding Agency funded and taking an agreed break in learning	97	Data not returned	6	Date of the last activity for the aim	Data not returned	3	Data not returned	Data not returned
The learner is not returning from an agreed break in learning	Relevant code (not 95)	Data not returned	3	Date of the last activity for the aim	Relevant code	3	Data not returned	Data not returned

Recording new aims after a transfer or break in learning					
Scenario	Learning start date	Original learning start date (from 1 August 2013)	Learning planned end date	Funding adjustment for prior learning	Restart indicator (FAM)
The learner returns from an agreed break in learning	The date on which the learner restarts the learning aim after the break	The date on which the learner originally started the learning aim	The new planned end date for the learning aim	The proportion of the learning aim still to be delivered	Used to indicate that the learner is restarting the learning aim.
The learner restarts having transferred to another provider	The date on which the learner restarts the learning aim	Data not returned	The new planned end date for the learning aim	The proportion of the learning aim still to be delivered	Used to indicate that the learner is restarting the learning aim.

Section 12: Recording Apprenticeship programmes

383. This is a guide to recording Apprenticeship programmes in the ILR, which include Intermediate Level Apprenticeships, Advanced Level Apprenticeships and Higher Apprenticeships.

384. The Apprenticeships, Skills, Children and Learning (ASCL) Act introduced the Specification of Apprenticeship Standards for England (SASE). The SASE sets out the minimum requirements to be included in an Apprenticeship framework.

385. All Apprenticeship starts in 2013/14 must comply with the latest framework specification.

386. Further information on the SASE is available on the Apprenticeships website at http://www.apprenticeships.org.uk/.

387. Apprenticeship programmes are composed of one programme aim, and a number of component learning aims (competency, knowledge and functional skills)

388. The Aim type field is used to identify whether a learning aim is a programme aim, or component aim in the ILR;

- A Programme aim is indicated using code 1 in the Aim type field

- A component aim is indicated using code 3 in the Aim type field.

389. In 2013/4 the main aim of an Apprenticeship no longer needs to be identified on the ILR as the main aim (see Appendix B migration for details). LARS can be used to identify the competence and knowledge components. All component aims (including aims previously recorded as the main aim (Aim type 2) in an Apprenticeship programme must therefore be recorded with an Aim Type code of 3 for 2013/14.

390. Not all learning delivery data needs to be captured on the programme aim. The requirements for programme aims have changed for 2013/14 to enable the Skills Funding Agency to fund the apprenticeship element of the programme (the programme aim). See the ILR specification for further details for which aim type data is required. Tables 3 and 4 provide additional guidance on completing programme and component learning aim Learning Delivery fields.

391. All learning aims within an Adult Skills funded Apprenticeships programme must return the Workplace learning indicator (WPL) in the Learning Delivery Funding and Monitoring fields at both programme and component level of that programme. This is a new indicator for the ILR for 2013/14 (for further details see page 43).

12.1 Creating programme aims and component aims

392. The programme aim relates to the overall apprenticeship framework and so it may have a start date, end date and completion status that differs from the start of the component aims. There must always be a programme aim started in order to capture the overall programme details.

393. Providers should take care to complete the following fields accurately:

- Learning aim reference number (make sure this number is valid in the Learning Aim Reference Service (LARS)).

- Aim Type

- Funding model

- Programme type (this should be the same for all learning aims that comprise the programme)

- Framework code (this should be the same for all learning aims that comprise the programme)

- Apprenticeship Pathway - this field must match the data held in LARS at the start of the programme and should be the same for all learning aims that comprise the programme.

- Learning start date (this should reflect reality. For example, record when a functional skills or knowledge element is due to start.

- Learning planned end date (this should reflect how long the learner is expected to be following the aim. This field will affect how funding is distributed)

- Source of funding – this is recorded as a Learning Delivery Funding and Monitoring (FAM) record.

12.2 Eligibility for enhanced Apprenticeship funding

394. Eligibility for enhanced Apprenticeship funding is recorded as a Learning Delivery Funding and Monitoring record in the ILR.

395. The table below shows the FAM Types and Codes to be used to indicate eligibility for enhanced Apprenticeship funding:

FAM Type	FAM Code	Description	To be used where
EEF	2	Entitlement to 16-18Apprenticeshipfunding where the learner is 19 or over	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.
EEF	3	Entitlement to 19-23 Apprenticeship funding where the learner is 24 or over	The learner is re-starting a programme on or after their 24th birthday but is entitled to 19-23 funding due to a break in learning.

12.3 Recording framework achievements

396. When the learner has completed all the learning aims within the programme and the Apprenticeship Declaration and Authorisation Form has been signed, the following should be recorded:

- All the learning aims within the programme must be closed with Learning actual end date set to the date of the last learning activity for the aim(s).

- The programme aim should be closed with the Learning actual end date recorded as the last learning activity for the entire programme.

- The Outcome on the programme aim should be recorded as code 1 'Achieved'.

- The Achievement date of the Apprenticeship Framework is the date on which both the apprentice and the provider sign the Apprenticeship Declaration and Authorisation Form. If these are signed on different dates, it is the latter of the dates that is applicable.

397. All open and closed learning aims that are part of the framework should be returned on the ILR for an Apprenticeship programme until the framework is completed. To calculate the framework achievement funding for an Apprenticeship, both the competency and knowledge aims must be recorded when the framework is achieved.

398. For 2013/14 the Skills Funding Agency will pay Apprenticeship framework achievements in the year in which the learner completes the framework (based on the Learning actual end date of the programme aim). The funding calculation will look at

the Outcome field to determine if the framework is achieved. The Achievement date will not be used in the calculation of achievement funding for 2013/14.

399. Where the framework is achieved before 31 July 2014, this should be recorded in the 2013/14 data returns.

400. Where the Learning actual end date is on or before 31 July 2014 but the Achievement date is between1 August 2014 and the final return date for 13/14, then the achievement would also be recorded in the final ILR return for 2013/14.

401. If the achievement date is after the return date for the final ILR return for 2013/14, this would be recorded in the 2014/15 returns.

Example

A learner completes all learning towards an Apprenticeship framework on 1 July 2014 and has a Learning actual end date of 1 July 2014. The date on which the apprentice and the provider (if the provider is claiming on behalf of the apprentice) sign the apprentice declaration and authorisation form is 15 August 2014. The date that the Apprenticeship has been achieved and therefore the Achievement date is 15 August 2014. Although this date is in the 2014/15 teaching year, it should be reported in the final ILR return for 2013/14.

12.4 Recording NEET Apprenticeships

402. A Learning delivery monitoring (LDM) code of 131 should be recorded in the Learning Delivery Funding and Monitoring fields to identify all learners from the NEET cohort who start an Apprenticeship from 2011/12 through to 2014/15. This will allow reporting on the impact of the funding available to support this group and the progress toward the 40,000 target

403. NEET status applies where someone who is eligible for funding has not been enrolled or engaged on any educational courses or training programmes or been employed under a contract of employment for a period of a minimum of 13 weeks prior to starting the Apprenticeship. Other programmes may have different definitions of NEET.

12.5 Recording Access to Apprenticeships

404. Access to Apprenticeships is a pathway to a full Apprenticeship. It allows a learner to start an Apprenticeship programme even though they are not in employment, however the learner must gain employment within 6 months in order to continue on the programme.

405. An Access to Apprenticeship programme should be recorded in the same way as a full Apprenticeship, with the Programme type being either:

Code 3 - Intermediate Level Apprenticeship

or

Code 2 - Advanced Level Apprenticeship.

406. Access to Apprenticeship frameworks are identified by recording a Learning delivery monitoring (LDM) code of 127 in the Learning Delivery Funding and Monitoring fields.

407. In order to be eligible for an Access to Apprenticeship, the learner must be unemployed or NEET prior to the Learning start date. The learner's Employment Status record must reflect this.

408. When the learner enters employment, a new Employment Status record must be added including the Employer ID. The Date employment status applies should be recorded as the date the learner started with the employer.

409. The Funding Rules for 2013/14 give further details on Access to Apprenticeships.

12.6 Apprenticeship training agencies (ATAs)

410. Apprentices who are employed with an ATA should be recorded in the ILR in the same way as other apprentices, paying particular attention to the following:

- Record code LDM130 in the Learning Delivery Funding and Monitoring fields

- Record the employer number of the ATA in the Employer identifier field, not that of the host employer.

- The delivery location postcode for each learning aim should record where the delivery took place. For example, if the competency aim is delivered at the host employer's workplace then the postcode of the host employer should be recorded for this aim. If the technical certificate is delivered by the training provider then the postcode of the provider should be recorded for this aim.

Table 3: Apprenticeship Programmes: Programme aims and Component aims

The codes given in this table are indicative only and apply to Adult Skills funded Apprenticeships. Non-funded Apprenticeships should refer to Table 10. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner.

Field Name	Programme Aim	Component Aim
Learning aim reference	ZPROG001	Valid LARS code
Aim type	1	Component = 3
Aim sequence number	Sequence number of aim	Sequence number of aim
Learning start date	Start date of programme	Start date of aim
Original learning start date	Original start date if learner has returned after a break	Original start date if learner has returned after a break
Learning planned end date	Planned end date of programme	Planned end date of aim
Funding model	35	35
Programme type	2: Advanced Level Apprenticeship 3: Intermediate Level Apprenticeship 10: Higher Apprenticeship (not available for learners starting on or after 1 August 2011) 20: Higher Apprenticeship – level 4 21: Higher Apprenticeship – level 5 22: Higher Apprenticeship – level 6 23: Higher Apprenticeship – level 7+	2: Advanced Level Apprenticeship 3: Intermediate Level Apprenticeship 10: Higher Apprenticeship (not available for learners starting on or after 1 August 2011) 20: Higher Apprenticeship – level 4 21: Higher Apprenticeship – level 5 22: Higher Apprenticeship – level 6 23: Higher Apprenticeship – level 7+
Framework code	Valid LARS code	Valid LARS code
Apprenticeship pathway	Valid LARS code.	Valid LARS code.
Subcontracted or partnership UKPRN	Not required	Valid UKPRN of sub-contracted or partnership delivery provider if applicable
Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
Funding adjustment for prior learning	Percentage of the framework that is still to be delivered. Not returned if 100%.	Percentage of the learning aim that is still to be delivered. Not returned if 100%.
Other funding adjustment	Not required unless requested by the Skills Funding Agency	Not required unless requested by the Skills Funding Agency
Completion status	Relevant code	Relevant code
Learning actual end date	Actual end date of framework	Actual end date of aim
Withdrawal reason	Relevant code if the learner has withdrawn from the programme	Relevant code if the learner has withdrawn from the aim
Outcome	Relevant code for the outcome of the entire programme	Relevant code
Achievement date	Achievement date of framework	Achievement date of aim
Outcome grade	Not required	Relevant code from *Appendix Q*

Table 4 - Learning Delivery Funding and Monitoring (FAM)

Description	FAM Type	FAM Code	Aim Type
Sources of funding	SOF	105	Programme and component aims
Full/co-funding indicator	FFI	Relevant code	Programme and component aims
Workplace learning indicator	WPL	Relevant code	Programme and component aims
Eligibility for enhanced Apprenticeship funding	EEF	Relevant code if applicable	Programme and component aims
Restart indicator	RES	Relevant code if applicable	Programme and component aims
Learning support funding	LSF	Relevant code if applicable	Programme aim only
Learning delivery monitoring	LDM	Relevant code if applicable	Programme aim only
National Skills Academy indicator	NSA	Relevant code if applicable	Programme aim only
Special projects and pilots	SPP	Relevant code if applicable	Programme aim only

Date applies from		Date FAM status is effective from, if LSF is returned	Programme aims only
Date applies to		Date FAM status is effective to, if LSF is returned	Programme aims only

Section 13: Recording Foundation Learning on the ILR in 2013/14

<mark>411.   For 2013/14, Foundation learning for EFA funded learners will not be recorded any differently to other 16-19 study programmes. Please refer to section 6 on page 18 for information on migration for continuing learners.</mark>

Foundation Learning for Adults

412.   The Foundation Learning Curriculum (FLC) is the generic name used to describe provision at entry level (which is seen as being 'bottomless', so accommodating current 'pre-entry' type provision) and level 1, and includes (but is not limited to) the units and qualifications at these levels within the Qualifications and Credit Framework (QCF).

413.   The adult Foundation Learning Curriculum offer is centred around personalised learning programmes drawn from the following skills sets:

- personal and social development (PSD) skills
- vocational learning
- functional skills in English and maths (and adult basic skills in literacy, numeracy and ESOL) and ICT

414.   It is not mandatory for adults to undertake learning from each of the 3 skills sets.

Section 14: Guidance on how to record and return diploma data in the ILR for 2013/14

14.1 Background

415.	The Diploma is a qualification for students aged 14 to 19, designed to combine academic and vocational learning and to prepare young people for progression to further/higher education and employment

416.	All Diplomas are available at Foundation (level 1), Higher (level 2) and Advanced (level 3) levels. Fourteen Diplomas are available to schools and colleges.

417.	Each Diploma consists of several components. To achieve the overall Diploma qualification, learners need to pass all of the required components.

418.	A catalogue of Diploma structures contains all the principal learning and additional and specialist qualifications that are available to learners at each level, as well as a full listing of the functional skills and project options relevant to a specific line of learning. The catalogue can be accessed from the online Register of Regulated Qualifications: http://register.ofqual.gov.uk/DiplomaStructure

419.	The following principles apply to post-16 Diploma funding:

- The new EFA 'funding per student' methodology is used.

- The learner is recorded as full time, or in one of the part time bands, according to the annual timetabled hours that are planned for them.

- Funding will be allocated to and flow through the learner's home provider.

- The core aim for a Diploma programme will usually be either the principle learning or the specialist learning component.

420.	Further details about the funding of Diplomas can be found in the funding guidance documents on the EFA website at http://www.education.gov.uk/aboutdfe/executiveagencies/efa/funding/fundings/a00222378/funding-guidance-2013-to-14

14.2 Collection of data

421.	*The information authority* does not publish a standard form to collect the information required for a Diploma delivered through the EFA funding model. Providers should use their own enrolment forms and/or other documentation, ensuring that the privacy notice as stated in *Appendix F of the ILR Specification for 2013/14* is included.

422.	If the learner is to be used for ESF matching, then providers need to ensure that the documentation and enrolment form contains the ESF logo and strap line, along with the required ESF fields.

14.3 How to complete an ILR for a learner on a Diploma

Programme aim

423.	As Diplomas are defined programmes of study, a programme aim must be recorded for each diploma undertaken. If a learner progresses from one diploma to another, then two programme aims would be recorded, although only one of these programmes would be open and current at any one time.

424.	The Learning aim reference field in the programme aim should contain the learning aim reference from LARS 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 of the ILR Specification 2013/14* 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.

425. The Programme type field should record the type of diploma being undertaken as follows:

   - Code 15: Diploma – level 1 (foundation)
   - Code 16: Diploma – level 2 (higher)
   - Code 17: Diploma – level 3 (progression)
   - Code 18: Diploma – level 3 (advanced).

426. The Framework code field should record the diploma line of learning and should be a valid framework code from the LARS.

Component Learning Aims

427. All other component learning aims being studied as part of the diploma should be recorded as individual learning aims using the appropriate learning aim reference code from the LARS in the Learning aim reference field.

428. The Programme type and Framework code on each component learning aim should contain the same codes as used for the corresponding diploma programme aim.

Consortia Arrangement Returns

429. Providers that hold the funding contract for the diploma are known as "Home" providers. The home provider may then sub-contract in all or part of the learning activities relating to that diploma, to other providers. If the home provider is an FE sector provider, they are responsible for returning an ILR containing all learners and diploma learning aims.

430. If a school is the home provider, the school returns all learners for whom it is receiving diploma funding on its student return. FE colleges who are delivering a diploma aim on behalf of the school should not return the learner on their ILR return. This activity should be recorded on the college's sub-contracted in return (ILRSUBCON). For further information on the ILRSUBCON return see the Subcontracted Provision section on page 13.

Section 15: Guidance on ESF funded learning aims

15.1 Summarisation

431. ESF funded learning aims are routed through a process called summarisation. There are two stages to summarisation: the first produces an ILR Exception Report, and the second produces an ILR Summarisation Report.

432. The first stage runs every night so providers have access to the ILR Exception Reports the day following the transmission of the data.

433. The second stage is the processing of actuals into the Centralised Contract Management (CCM) system. This stage runs once a month (on the night of the 4th working day) and the following day providers have access to the ILR Summarisation report.

434. The ILR Exception Reports should be checked regularly to ensure that data can be corrected and transmitted in time for the return date. This is particularly important for the final return of the year as any errors in data cannot be rectified after this date.

435. The ILR Summarisation report shows what ESF contract deliverable(s) the ILR has been summarised against for a provider. The provider should check to ensure that all ESF deliverables in the contract have been met.

436. For 2013/14, both of these reports will be available from the new provider web portal.

15.2 Matching

437. In order to draw down ESF funding, the Skills Funding Agency must ensure it is able to fund from its mainstream provision.

438. The process of matching ESF funding from other eligible budgets enables the Skills Funding Agency to claim its ESF expenditure.

439. Data about learning aims funded from the Adult Skills budget and 16-18 Apprenticeships may be used as match funding for the ESF Programme.   When used as match funding, this activity becomes part of the ESF Programme and is required to meet the same programme requirements as directly funded ESF activity. The Skills Funding Agency will write to all providers confirming if the funding they deliver is eligible to be used as ESF match funding. They will also confirm to providers via their relationship manager, when the activity they deliver has been used as ESF match funding.

15.3 ESF Skills Support Programmes

440. ILR data for these programmes should be returned as specified for ESF funded learning aims in the *ILR Specification 2013/14.* Codes SP247-SP254 should be recorded in the Learning Delivery Funding and Monitoring fields as appropriate.

Section 16: EFA study programmes

441. EFA Study programmes for 16-19 year olds are recorded on the ILR using funding model code 25. A study programme may be one of the following:

- **Vocational programme**

  This could be a mixture of vocational qualifications and non qualification activity (potentially but not exclusively work experience).

- **Academic programme**

  These could be a mixture of academic qualifications and non qualification activity (this could include work experience).

- **Mixed programmes**

  These could be a mixture of vocational and academic qualifications and non qualification activity (this could include work experience).

Planned Hours fields

442. Two new fields have been added to the ILR at learner level to collect the planned timetabled hours for the learner at the start of their study programme.

443. These fields must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding guidance.

444. Ordinarily these data should not be updated during the year. However , if a learner progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding guidance exceptional circumstances in which providers may change the planned hours to reflect this additional learning

445. It is the total of these hours fields that are counted for funding.

446. The planned hours fields include activities previously not recorded on the ILR (refer to the EFA funding guidance for more details). The hours are collected under two categories:

Planned learning hours

447. This field should be completed with the total planned timetabled hours, for the learner for the year, to be spent on DfE approved qualifications only. The hours should be the total the learner is planning to do in the academic year even if this exceeds the number of hours that will be funded, as this could inform future policy.

448. If the learner withdraws from a qualification before the qualifying start period, the hours for that qualification should not be included in this field. There should still be a learning aim record for the withdrawn qualification.

Example

A learner starts a study programme on 1 September 2013 with a planned end date of 31 July 2015, a second aim is planned to start on 5 January 2014. The Planned learning hours and Planned employability, enrichment and pastoral hours fields are completed at the start of the teaching year with the total hours for all planned aims up to and including 31 July 2014.

*In December 2013 the learner decides to withdraw from the second learning aim before it begins. The Planned learning hours and Planned employability, enrichment and pastoral hours fields **are not** updated to reflect this, as the qualifying start period for the learner has passed.*

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Planned employability, enrichment and pastoral hours

449. This field includes all planned, timetabled hours included in the study programme that are not included in the Planned learning hours field. These are the planned hours for the year at the start of the programme. The hours should be the total the learner is planning to do in the academic year even if this exceeds the number of hours that will be funded, as this could inform future policy.

450. The hours associated with the CMISC001 aim used in previous years, should be recorded in this field. It is no longer recorded as a learning aim.

451. The hours for non-regulated learning aims including work experience/placement aims (see appendix H) are recorded in this field and not recorded in the Planned learning hours field.

Recording a Core aim

452. For 2013/14 a new Aim type of 'Core aim' has been introduced for EFA funded learning aims and is recorded in the Learning Delivery Aim type field using code 5. The core aim is the substantive learning aim being undertaken in a study programme.

453. This aim type will need to be applied to all continuing learners from 2012/13. All learners with EFA funded learning aims must have one learning aim recorded as a Core aim.

454. 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.

455. 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.

456. 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 regulations for a definition of academic and vocational programmes.

457. It is expected that providers will be able to identify the substantive learning aim for the learner at the start of their study programme. In exceptional circumstances when the core aim is unknown by the end of the funding qualifying period, then another aim should be designated as core until the substantive learning aim is decided upon and recorded. The Aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year.

Recording Work experience

458. 16 -19 study programmes include a work experience element which must be recorded on the ILR using one of the designated learning aim reference codes from LARS. See Appendix H of the ILR Specification for further details.

459. There are several work experience aims available with different hours bands. Providers should record the aim with the hours band that reflects the total amount of work experience being undertaken during the whole study programme (not just the current teaching year). The hours band selected does not affect EFA funding.

460. The work experience hours for the current year only must also be included in the Planned employability, enrichment and pastoral hours.

461. For some learners the work experience learning aim may be their core aim.

462. If the learner has a core aim of work experience and they leave the study programme early to progress to a positive destination as detailed in the EFA funding regulations then the learner should record the work experience aim as completed to be classed as retained for funding purposes.

Examples

- *A learner on a two year study programme starting 1 September 2013 is undertaking six hours a week of work experience from 1 June 2014 until 1 October 2014.*

  The work experience aim must be recorded with the hours band that reflects the total amount of work experience. In this case the aim will be Z0007836 work experience/placement 100-199 hours.

  The Planned employability, enrichment and pastoral hours field for 2013/14 will only contain the work experience hours from 1 June 2014 until 31 July 2014. In 2014/15 the field will include the remaining work experience hours from 1 August 2014 until 1 October 2014.

- *A learner on a two year study programme starting 1 September 2013 is undertaking 2 work experience placements during their study programme: a 6 week work placement from 1 April 2014 until 14 May 2014, and another work placement from 1 Sept 2014 until 1 Oct 2014.*

  A single work experience aim is recorded on the ILR with a Learning start date of 1 April 2014, and a Planned end date of 1 Oct 2014.

  The Planned employability, enrichment and pastoral hours field for 2013/14 will include the work experience hours for the first placement. In 2014/15 the field will include the work experience hours from the second placement.

Recording High Needs Students

463. High Needs Students with learning support needs of more than £6000 (this also includes part time learners whose full year support costs would be over £6000) should be recorded in the ILR using code ALS1 in the Learner Funding and Monitoring fields.

464. All 19-24 year olds with a Learning Difficulty Assessment (LDA) are funded by the EFA in 2013/14 regardless of the cost of their learning support.

465. Learners aged 19-24 who are continuing form 2012/13, who do not have an LDA but who have more than £5,500 of support costs will also continue to be funded by the EFA during 2013/14.

466. For learners who receive element 3 support funding of more than £19,000 the Learning support cost field must be returned. The total support costs for the student should be recorded in the field. This data is required for all high needs students at Independent specialist providers (ISPs).

467. See page 44 for further details on recording the Funding model and Source of funding for these learners.

468. The tables in this section list the fields that are collected for the different funding models. Not all fields listed will need to be completed for all learners in all circumstances. Please refer to the ILR specification for the full details of the collection rules and requirements.

469. In addition to the Learner and Learning Delivery fields listed for each funding model, HE data may be required.   See the ILR specification for details of when HE data needs to be recorded.

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Table 5 - EFA funded learning

Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned.

Learner Fields	Learner employment status
Learner reference number	Employment status
Learner reference number in previous year	Date employment status applies
Unique learner number	Employer identifier
Family name	**Employment status monitoring**
Given names	Employment intensity indicator
Date of birth	**Learning Delivery Fields**
Ethnicity	Learning aim reference
Sex	Aim type
LLDD and health problem	Aim sequence number
Accommodation	Learning start date
Learning support cost	Learning planned end date
Planned learning hours	Funding model
Planned employability, enrichment and pastoral hours	Programme type (14-19 Diplomas only)
Learner contact fields	Framework code(14-19 Diplomas only)
Postcode prior to enrolment	Delivery location postcode
Current Address line 1 - 4	Completion status
Current Postcode	Learning actual end date
Telephone	Withdrawal reason
Email address	Outcome
Learner contact preference fields	Outcome grade
Restricted use indicator	**Learning delivery funding and monitoring type**
Preferred method of contact	
Learner LLDD and Health Problem fields	Source of funding
Disability	Restart indicator
Learning Difficulty	Learning delivery monitoring
Learner funding and monitoring type	Special projects and pilots
Learner difficulty assessment	HE monitoring
Learning support	
Education Health Care plan	
Learner support reason	
National learner monitoring	

Table 6 - Adult Skills funded learning (non Apprenticeships)
Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned. For details of the data requirements for Apprenticeships, see Table 3 on page 60.

Learner Fields	Employment status monitoring
Learner reference number	Self employment indicator
Learner reference number in previous year	Employment intensity indicator
UKPRN in previous year	Length of unemployment
Unique learner number	Benefit status indicator
Family name	Previous education indicator
Given names	**Learning Delivery Fields**
Date of birth	Learning aim reference
Ethnicity	Aim type
Sex	Aim sequence number
LLDD and health problem	Learning start date
National Insurance number	Original learning start date
Prior attainment	Learning planned end date
Learning support cost	Funding model
Planned learning hours	Subcontracted or partnership UKPRN
Destination	Delivery location postcode
Learner contact fields	Funding adjustment for prior learning
Postcode prior to enrolment	Other funding adjustment
Current Address line 1 - 4	Employment outcome
Current Postcode	Completion status
Telephone	Learning actual end date
Email address	Withdrawal Reason
Learner contact preference fields	Outcome
Restricted use indicator	Achievement date
Preferred method of contact	Outcome grade
LLDD and Health Problem fields	**Learning delivery funding and monitoring type**
Disability	Source of funding
Learning Difficulty	Full or co-funding indicator
Learner funding and monitoring type	Workplace learning indicator
Learner difficulty assessment	Restart indicator
Education Health Care plan	Learning support funding
Learner support reason	National Skills Academy indicator
National learner monitoring	Learning delivery monitoring
Learner employment status	Special projects and pilots
Employment status	HE Monitoring
Date employment status applies	Date applies from
Employer identifier	Date applies to

Table 7 - ESF funded learning

Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned.

Learner	Employment status monitoring
Learner reference number	Self employment indicator
Unique learner number	Employment intensity indicator
Family name	Length of unemployment
Given names	Benefit status indicator
Date of birth	Previous education indicator
Ethnicity	Risk of NEET
Sex	**Learning Delivery**
LLDD and health problem	Learning aim reference
National Insurance number	Aim type
Prior attainment	Aim sequence number
Destination	Learning start date
Learner Contact	Learning planned end date
Postcode prior to enrolment	Funding model
Current Address line 1 - 4	Subcontracted or partnership UKPRN
Current Postcode	Delivery location postcode
Telephone	ESF agreement ID
Email address	ESF local project number
Learner Contact Preference	Employment outcome
Restricted use indicator	Completion status
Preferred method of contact	Learning actual end date
LLDD and Health Problem	Withdrawal Reason
Disability	Outcome
Learning Difficulty	Outcome grade
Learner FAM	**Learning Delivery FAM**
Learner difficulty assessment	Source of funding
Education Health Care plan	Restart indicator
National learner monitoring	Learning delivery monitoring
Learner Employment Status	Special projects and pilots
Employment status	National Skills Academy indicator
Date employment status applies	
Employer identifier	

Table 8 - Community Learning funded learning

Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned.

Learner	Learning Delivery
Learner reference number	Learning aim reference
Unique learner number	Aim type
Family name	Aim sequence number
Given names	Learning start date
Date of birth	Learning planned end date
Ethnicity	Funding model
Sex	Subcontracted or partnership UKPRN
LLDD and health problem	Delivery location postcode
Planned learning hours	Completion status
Learner Contact	Learning actual end date
Postcode prior to enrolment	Withdrawal Reason
Current Address line 1 - 4	Outcome
Current Postcode	Outcome grade
Telephone	**Learning Delivery FAM**
Email address	Source of funding
Learner Contact Preference	Restart indicator
Restricted use indicator	Community Learning provision type
Preferred method of contact	Learning delivery monitoring
LLDD and Health Problem	Special projects and pilots
Disability	National Skills Academy indicator
Learning Difficulty	
Learner FAM	
Learner difficulty assessment	
Education Health Care plan	
National learner monitoring	

Table 9 - 24+ Advanced Learning Loans

Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned.

Learner	Length of unemployment
Learner reference number	Length of employment (apprenticeships only)
Learner reference number in previous year	Benefit status indicator
UKPRN in previous year	Previous education indicator
Unique learner number	**Learning Delivery**
Family name	Learning aim reference
Given names	Aim type
Date of birth	Aim sequence number
Ethnicity	Learning start date
Sex	Original learning start date
LLDD and health problem	Learning planned end date
National Insurance number	Funding model
Prior attainment	Programme type (apprenticeships only)
Planned learning hours	Framework code (apprenticeships only)
Learner Contact	Apprenticeship pathway (apprenticeships only)
Postcode prior to enrolment	Subcontracted or partnership UKPRN
Current Address line 1 - 4	Delivery location postcode
Current Postcode	Funding adjustment for prior learning
Telephone	Completion status
Email address	Learning actual end date
Learner Contact Preference	Withdrawal Reason
Restricted use indicator	Outcome
Preferred method of contact	Achievement date (apprenticeships only)
LLDD and Health Problem	Outcome grade
Disability	**Learning Delivery FAM**
Learning Difficulty	Source of funding
Learner FAM	Restart indicator
Learner difficulty assessment	24+ Advanced Learning Loans indicator
Education Health Care plan	24+ Advanced Learning Loans Bursary funding
National learner monitoring	Learning delivery monitoring
Learner Employment Status	Special projects and pilots
Employment status	National Skills Academy indicator
Date employment status applies	HE monitoring
Employer identifier (apprenticeships only)	Date applies from
Employment status monitoring	Date applies to
Self employment indicator	
Employment intensity indicator	

Table 10 - Non funded learning

Some of the fields listed below are only required in certain circumstances. Please refer to the ILR specification for full details of when these data need to be collected and returned.

For Non funded learning aims with a Source of funding of SOF108 (Community learning) in the Learning Delivery Funding and Monitoring fields, the Community learning data requirements in Table 8 apply.

Learner	Employment status monitoring
Learner reference number	Self employment indicator
Learner reference number in previous year	Employment intensity indicator
UKPRN in previous year	Length of unemployment
Unique learner number	Length of employment (Apprenticeships only)
Family name	Benefit status indicator
Given names	Previous education indicator
Date of birth	**Learning Delivery**
Ethnicity	Learning aim reference
Sex	Aim type
LLDD and health problem	Aim sequence number
National Insurance number	Learning start date
Prior attainment	Learning planned end date
Planned learning hours	Funding model
Learner Contact	Programme type (Apprenticeships only)
Postcode prior to enrolment	Framework code (Apprenticeships only)
Current Address line 1 - 4	Apprenticeship pathway (Apprenticeships only)
Current Postcode	Subcontracted or partnership UKPRN
Telephone	Delivery location postcode
Email address	Completion status
Learner Contact Preference	Learning actual end date
Restricted use indicator	Withdrawal Reason
Preferred method of contact	Outcome
LLDD and Health Problem	Achievement date (Apprenticeships only)
Disability	Outcome grade
Learning Difficulty	Withdrawal Reason
Learner FAM	**Learning Delivery FAM**
Learner difficulty assessment	Source of funding
Education Health Care plan	Restart indicator
National learner monitoring	Community Learning provision type
Learner Employment Status	Learning delivery monitoring
Employment status	Special projects and pilots
Date employment status applies	National Skills Academy indicator
Employer identifier (Apprenticeships only)	HE monitoring