



the
informati**i**on
authority

setting data standards
for further education

Individualised Learner Record 2009/10

ESF SR Provider Support Manual

Version 2 – April 2010

Document history:

Version 1.0 published 8 May 2009

Version 2.0 published 19 April 2010. Additional guidance to Version 1.0 is highlighted in yellow.

the information authority

Cheylesmore House
Quinton Road
Coventry
CV1 2WT

Email: mail@theia.org.uk

www.theia.org.uk

Setting data standards for further education

Contents

Section 1: Introducing the ILR.....	4
About the information authority	4
About The Data Service	4
Related Information and Documentation	4
Feconnect	6
Section 2: What is the ILR data used for?	7
The requirement for data	7
Section 3: How to collect ILR data	8
Paper Forms	8
Section 4: Data Management and ILR Completion	11
Section 5: Who Should Make an ESF SR ILR Return?	13
What is the European Social Fund Short Record?.....	13
When to make an ESF SR ILR Return	13
When not to make an ESF SR ILR Return	13
Section 6: When to make the ILR Return	14
Completing the ILR Returns	14
Section 7: How to Make the ILR Return.....	15
Data Validation	15
The Learner Information Suite	15
The Learning Aim Database	16
Learner Reference Numbers	16
Sending Data to the Data Service	17
The Impact of Incomplete Information	18
Data Migration to the 2009/10 Format.....	18
Computer Based Training	19
Section 8: The Individualised Learner Record (ILR) Data Sets Structure	20
Learner Data Set	20
Learning Aim Data Set.....	20
Section 9: Recording Learner Changes	21
Section 10: Key ILR Changes for 2009/10.....	23
European Social Fund (ESF) Data Set Changes	24
Section 11: ILR Fields Description.....	25
Section 12: Learner Data Set ILR Information	27
Section 13: Learning Aim Data Set ILR Information	40

Section 1: Introducing the ILR

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 FE system by *the information authority*. The data collected is used by organisations in the FE system 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.

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

ILR returns are required from providers who receive funding directly from the Skills Funding Agency, Local authorities or the Young Peoples Learning Agency (YPLA)

The ILR is collected from providers that are in receipt of any of the following types of funding: 16-18 Learner Responsive, Adult Learner Responsive, Employer Responsive or Adult Safeguarded Learning (ASL); and from providers funded by European Social Funds (ESF) co-financed by the Skills Funding Agency.

Data about learners funded from different funding streams is collected in different ILR returns. Further information about the other ILR return types is available on *the information authority* website at: <http://www.theia.org.uk/downloads/ilrdocuments/>. There is a separate provider support manual published for each type of ILR return.

This manual contains advice and guidance for providers making European Social Funds – Short Record (ESF SR) returns during the 2009/10 academic year.

About the information authority

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.

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.

About The Data Service

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

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.

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

Related Information and Documentation

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

The *Specification of the Individualised Learner Record for 2009/10*, referred to in this manual as *the ILR Specification for 2009/10*, is the definitive guide for returning data to the Data Service: www.theia.org.uk/downloads/ilrdocuments/.

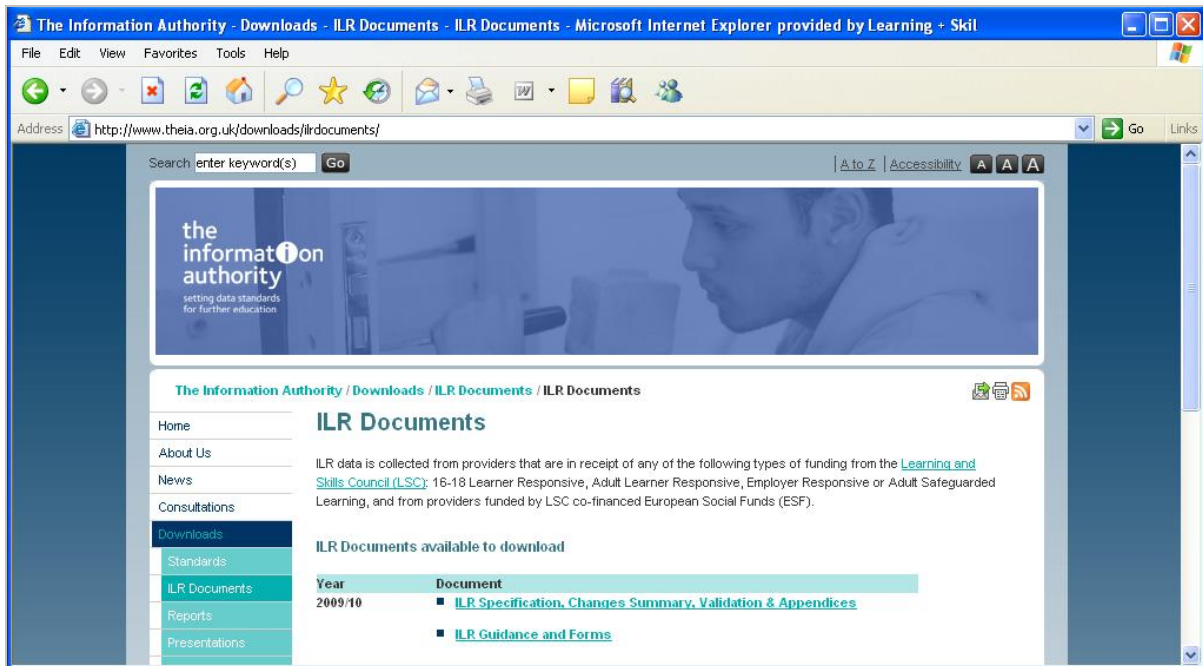


Figure 1: ILR Documentation

Document	Description
ILR Specification for 2009/10	Specification of the Individualised Learner Record for 2009/10
ILR validation rules	A spreadsheet of validation rules and accompanying guidance
The appendices to the ILR specification	
Appendix A	Collection timetable
Appendix B	Migration information (for ER and ESF SR returns only)
Appendix C	Valid postcode format
Appendix D	Country of domicile codes
Appendix E	LSC numbers
Appendix F	Data Protection statement
Appendix G	Prior attainment levels
Appendix H	Learning aim class codes
Appendix I	Forms to accompany ILR data transmissions
Appendix L	SOC 2000 codes
Appendix N (replaced by the Special Projects and Pilots Code list)	Special projects and pilots
Appendix O (replaced by the National Learning Aim Monitoring Codes list)	National learning aim monitoring codes
Appendix P	Data quality, standards and field ownership

The following documents and links also contain useful information:

Information	Web Address
Funding Guidance	http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/
The learning aim database (LAD)	http://www.thedataservice.org.uk/Services/DataCollection/software/lad/
The learner information suite (LIS)	http://www.thedataservice.org.uk/Services/DataCollection/software/lis/
Disadvantaged Learner Uplift	http://www.thedataservice.org.uk/Services/DataCollection/software/disadvantaged-uplift/
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 extranet "Training and Support" section	http://providers.lsc.gov.uk/dcs
Provider Support Manuals and code tables for all ILR returns	www.theia.org.uk/downloads/ilrdocuments/2009_10_Guidance.htm/

The ESF SR quick reference code tables contain lists of valid field codes. It is available at: http://www.theia.org.uk/downloads/ilrdocuments/200910_guidance.htm.

Feconnect

[Feconnect](http://forums.theia.org.uk/) is *the information authority's* community portal for those working with data in the further education and training system.

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. 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.

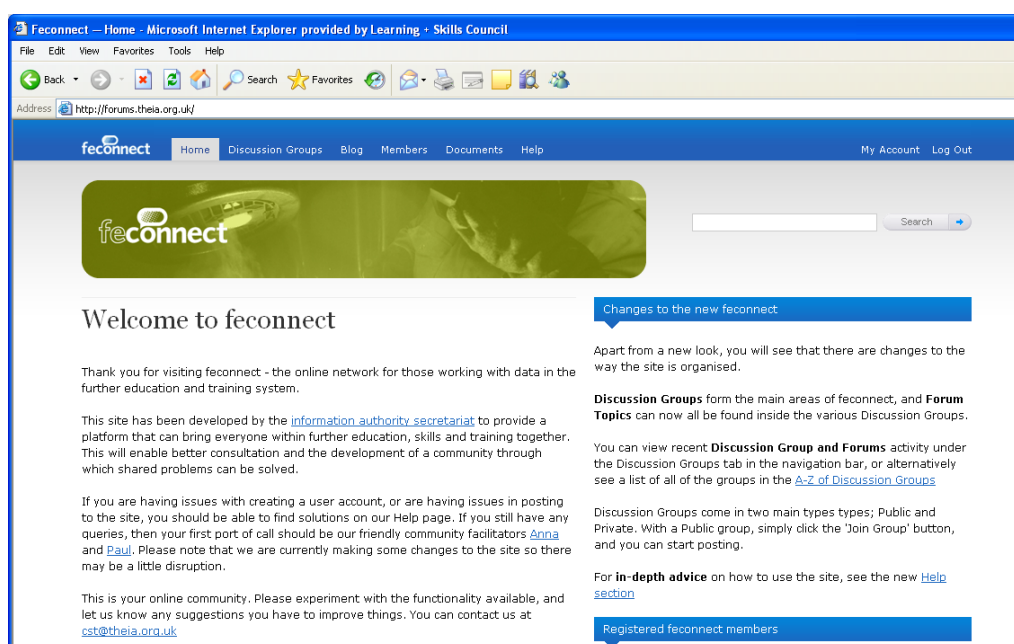


Figure 2: Feconnect Community Portal

Section 2: What is the ILR data used for?

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

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.

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

The requirement for data

The data collected in the ILR are used 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. Specifically, the data are used:

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

The data will be analysed in relation to:

- Demographic trends
- Participation rates
- Local labour market requirements
- Strategic planning targets.

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: How to collect ILR data

Colleges and other training providers can collect the data required to make an ILR return in whatever way they wish to. This may be via a paper enrolment form or through an on-line enrolment process. Much of the information about the learning programmes being undertaken will be held within a provider's Management Information System (MIS) and can be exported directly from this.

The data protection statement must be included on enrolment forms. It can be found in *Appendix F* of the *ILR Specification 2009/10*. More information on data protection and data sharing can be found at <http://www.thedataservice.org.uk/About/dataprotection/>. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times.

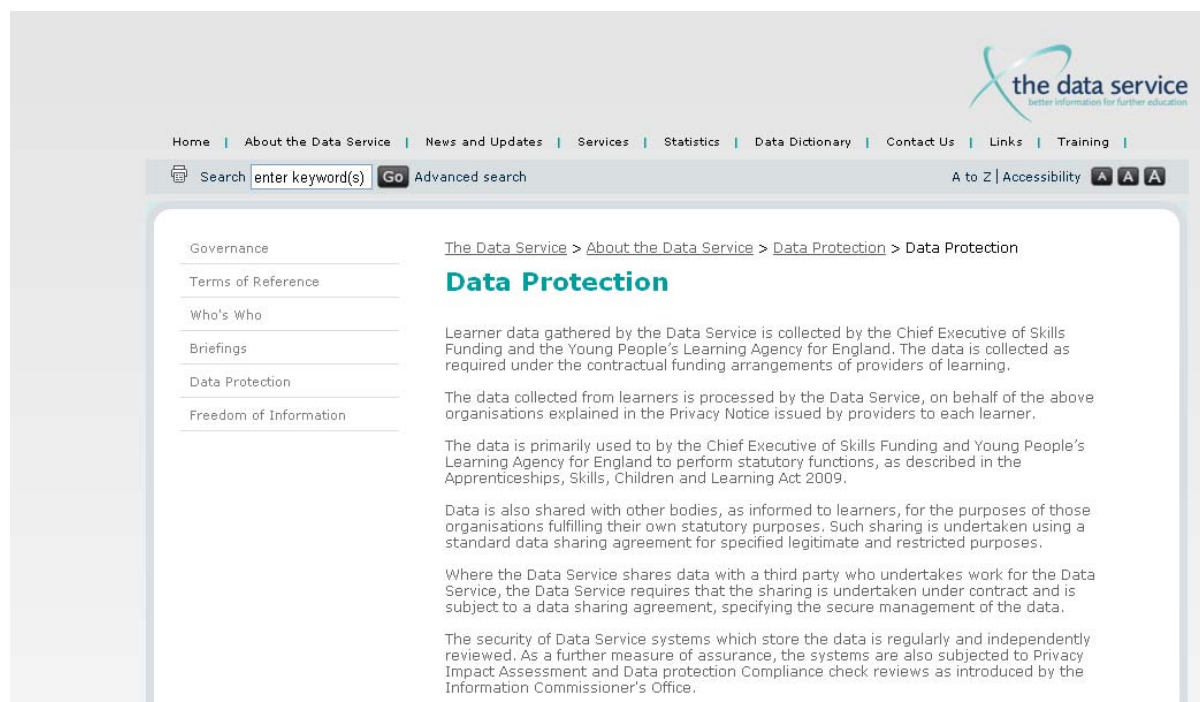


Figure 3: Data Protection Information

The Funding Compliance Advice and Audit Guidance provides detailed information about the requirements for both the learning agreement and enrolment forms at:

<http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/strategicoverview/>

Providers must gather data directly from learners, which can be done remotely at the placement, or at the provider, or by the sub contractor. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times.

The learner should sign a learning agreement to confirm that their learner details are correct, that they are aware of the data protection act statement and how their data is used.

Paper Forms

All ILR data has to be returned electronically to the Data Service, however providers may at point of contact with the learner use a paper form.

The information authority has produced an ESF Short Record ILR form but providers may use their own form. *The information authority* form is an electronic file available in PDF and MS Word format and can be downloaded at:

www.theia.org.uk/downloads/ilrdocuments/2009_10_Guidance.htm.

Figure 4: ESF SR Form

The ILR Funding Compliance Advice and Audit Guidance clearly states that auditors will “wherever possible seek to place reliance on evidence that is generated by the natural administration of the learning processes within providers’ own systems, provided that evidence is sufficient, relevant, reliable and robust.” [Annex B paragraph 7 of the 2009/10 ILR Funding Compliance Advice and Audit Guidance for Providers.]

The document ILR Funding Compliance Advice and Audit Guidance for Providers also covers the use of online forms for capturing changes to the ILR. The link to this document is: [ILR Funding Compliance Advice and Audit Guidance for Providers](#).

Providers using their own forms need to ensure that data captured is in the format as specified in this support manual and the *ILR Specification for 2009/10* and that all required fields are included.

Error in the design of a provider’s own form will not be accepted as a valid reason for the transmission of incorrect or invalid data.

Where providers use their own form, the part containing the learner’s details must be signed by the learner. This part of the form should also include the data protection statement, which can be found at *Appendix F* of the *ILR Specification for 2009/10*.

Where the provision is ESF co-financed or used as match for ESF funding, the ESF logo must also be included on the form. The logo can be obtained from the Word version of the ILR form located on *the information authority* website at: www.theia.org.uk/downloads/ilrdocuments/ilrdetail2009_10.htm.

Contents and Format

The ESF SR form comes in two parts. There are two pages for recording ESF beneficiary and match details and a third page containing the quick reference “pick list” of valid codes to help with the completion of pages 1 and 2.

Providers should print the ESF SR form double sided (back to back) in order to minimise the risk of information being misplaced.

A unique twelve digit alphanumeric Individual Reference Number (L03) is used as the identifier for an individual within a provider. This number must remain unique for that individual for all subsequent events with that provider.

Retention of Documentation

Providers should retain the original form for their own records and audit purposes. Original copies should be retained by the provider in accordance with the European Commission audit requirements.

Ensuring Completion/checking of Data Fields

The recording of an invalid entry on the ESF SR form is identified when the data is transmitted to the Data Service. Invalid field entries then have to be corrected on the original documentation and signed for audit purposes.

Change Notifications on the ESF SR Form

The ESF SR form has been designed to enable providers to record details about the learner and the learning aim they are studying. It is possible that this information will be subject to change resulting from a change in circumstances of the learner.

Data on an individual record can be amended. Such amendments are effected through the completion of the appropriate part of the ESF SR form and by marking the Change Notification box with a cross. The learner must sign and date the document. A change in provider is deemed as a new intervention and requires completion of a new ESF SR form and allocation of a new learner reference number.

Adding Additional Aims using the ESF SR Form

Providers should print copies of Part B, one for each additional aim undertaken, and attach them to the main ESF SR form. Complete fields L09 and L10 on the top of each additional page.

Section 4: Data Management and ILR Completion

There are four principles which underpin expectations about data management and the returns that are made to the Data Service:

- Accuracy
- Timeliness
- Completeness
- Consistency.

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

Set out below is an articulation of the four principles and what each means in relation to completion of the ILR.

Accuracy

“The ILR must accurately describe the provision delivered to each learner”

The ILR must accurately reflect the journey for the learner and what has happened. Inaccurate information must never be entered even where this would result in a more equitable claim for funding.

Completeness

“The ILR must accurately and comprehensively reflect what is recorded in each learner’s learning agreement.”

For Colleges, there needs to be a learner record in their ILR for every learner and not just those that are Skills Funding Agency or YPLA funded.

“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 actually delivers to the learner.”

For all providers the learning agreement records the goals which the learner and provider have agreed. It is against these goals that the provider performance, in terms of success rate, should be recorded. It is recognised that the goal may be agreed during the first few weeks of learning but once set it must not be changed. It is reasonable to expect that the goal should be agreed within the 'funding start period' and not changed after that time.

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.

Timeliness

“For any particular return, a provider must accurately describe in the ILR all provision delivered up to and including the collection reference date as published in the ILR specification. The provider may include data for provision delivered after the reference date.”

In brief, the ILR should accurately describe the situation for the year up to and including the reference date. Data may include provision to be delivered after the reference date but no one should assume this data is complete or accurate.

Consistency

“Many 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.”

Examples of such fields include Home postcode field, (L17), Learning aim reference field, (A09), LSC funding field, (A10), Learning start date field, (A27). The Learning planned end date field, (A28), must not be changed once set and this is stated specifically in the ILR specification.

Fees and funding

The following definitions are included to aid understanding:

Funding

Funding involves monies received for providing a place for a learner. Where a block allocation of money is provided which includes coverage of tuition fees this is considered to be funding.

Tuition Fees

Tuition fees are monies paid by learners or on their behalf to cover the tuition fees charged for the learning aim.

Full Cost Recovery

Full cost recovery tuition fees are tuition fees designed to recoup all the marginal costs and contribute to the fixed costs of the provider. Where tuition fees are full cost recovery there would usually be no additional source of fees or funding for the learner for the learning aim.

Section 5: Who Should Make an ESF SR ILR Return?

This section describes the European Social Fund Short Record and the circumstances in which providers should make an ESF SR return.

What is the European Social Fund Short Record?

The European Social Fund Short Record (ESF SR) Individualised Learner Record (ILR) was introduced to reduce the amount of data required for ESF Co-financed programmes and small funded programmes. This ensures that data collection does not become a barrier to learning for individuals wishing to take advantage of these funded programmes.

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

Further information about ESF Funding can be obtained from the funding guidance, which is available at

<http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/strategicoverview/>.

Co-financing and Matching

Co-financing is the process of matching the European Social Fund (ESF) with other eligible budgets to enable additional support to be provided. Data about learning aims funded from the main LR and ER budgets and returned in the LR and ER ILR returns may be used for matching to ESF projects. Data from the ESF SR ILR may, by agreement with local offices, be used to support the receipt of ESF funds in the form of co-financed activity.

When to make an ESF SR ILR Return

Providers who are **only** involved in one or more ESF projects and do not make an ER or LR return should return data according to the ESF Short Record Data Collection timetable for 2009/10.

When not to make an ESF SR ILR Return

Providers that make an Employer Responsive (ER) or Learner Responsive (LR) ILR return should include data about ESF co-financed learners within their main return. They should **not** make a separate ESF SR return.

Further information about ESF funding can be obtained from the funding guidance which is available at: <http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/>.

Section 6: When to make the ILR Return

This timetable, which describes the cycle of returns in full, is included in *Appendix A* of the *ILR Specification 2009/10*. This can be found at:

www.theia.org.uk/downloads/ilrdocuments/ilrdetail2009_10.htm

Completing the ILR Returns

ESF SR data is sent to the Data Service monthly during the academic year on the 4th working day of the month.

ILR data is returned to the Data Service through the On-Line Data Collections (OLDC) web portal. The data collection web portal is opened for each return on the day following the previous return date and is closed at 6pm on the return date. These dates are detailed in Appendix A.

The ILR should accurately describe the situation for the academic year up to and including the reference date. A complete and accurate return must be transmitted to the Data Service by each return date.

Providers can make as many returns as required between the date that the data collection portal opens and the return date. Providers are encouraged to submit data regularly and not wait until the return date before transmitting any data for that return. This will enable providers to have time to resolve any validation errors and warnings.

For ESF SR returns providers can make one of two types of transmission, either:

A - a year to date transmission containing all records for the year to date or;

B – a whole single record transmission containing only changes to whole learner records since the last transmission

Return Number	Reference Month	In Learning Census Date (Reference Date)	Deadline for the return of ESF SR data (4 th working day after last day of month) (Return Date)
S01	August 2009	31/08/09	04/09/2009
S02	September 2009	30/09/09	06/10/2009
S03	October 2009	31/10/09	05/11/2009
S04	November 2009	30/11/09	04/12/2009
S05	December 2009	31/12/09	07/01/2010
S06	January 2010	31/01/10	04/02/2010
S07	February 2010	28/02/10	04/03/2010
S08	March 2010	31/03/10	08/04/2010
S09	April 2010	30/04/10	07/05/2010
S10	May 2010	31/05/10	04/06/2010
S11	June 2010	30/06/10	06/07/2010
S12	July 2010	31/07/10	05/08/2010

Where an ILR field is not required in the ESF SR ILR, return the null value indicated in the ILR Specification. For providers using Provider On-Line, this will be done automatically.

Section 7: How to Make the ILR Return

All providers must send ILR data to the Data Service in line with the published timetable.

Data Validation

It is important that the data that is 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.

Validation errors are produced where data makes no sense or cannot be correct. Records that produce errors are not loaded into the Data Service's system

Validation 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.

The validation rules for 2009/10 are published on *the information authority* website at: www.theia.org.uk/downloads/ilrdocuments/ilrdetail2009_10.htm

The Learner Information Suite

The Learner Information Suite (LIS) is a stand alone piece of software produced by the Data Service that providers can download onto their own PCs. It contains all of the ILR validation rules and allows providers to check their ILR data before sending it to the Data Service. The LIS also contains the LR and ER funding calculations and enables a number of reports to be run and downloaded based on a provider's data. More information on the latest LIS software can be found on the Data Service website at:

<http://www.thedataservice.org.uk/Services/DataCollection/software/lis/>.

The screenshot shows the Data Service website interface. At the top right is the logo for 'the data service' with the tagline 'better information for further education'. Below the logo is a navigation menu with links: Home, About the Data Service, News and Updates, Services, Statistics, Data Dictionary, Contact Us, Links, and Training. A search bar is located below the navigation menu, with the text 'Search enter keyword(s) Go Advanced search'. On the right side of the search bar, there are accessibility icons labeled 'A to Z | Accessibility' and three 'A' icons. The main content area is titled 'Data Collection' and has a sidebar menu with the following items: From Providers, From Intermediaries, Data Transformation, Software (highlighted), Software Updates, LAD, LIS, Online Data Collections, Disadvantaged Uplift, DSAT, Provider Gateway, Software Archive, and Documentation. The main content area displays the breadcrumb trail: 'The Data Service > Services > Data Collection > Software > LIS > Learner Information Suite 17.02.013 software'. Below the breadcrumb trail is the heading 'Learner Information Suite 17.02.013 software'. The 'Overview' section states: 'The Learner Information Suite (LIS) software is a software application which is made available to providers to assist in preparation of ILR data. Version 17.02.013 processes 2009/10 ILR data and contains functionality for ILR Validation, Funding calculations (Learner Responsive and Employer Responsive) and reports. 17.02.013 replaces version 17.02.008 which was released in September 2009. Full details of the differences between the original version of LIS 17.02 and this newer version can be found in the Release Guide below.' A 'Please note' section advises: 'Users of LIS 17.02 are advised to replace 17.02.008 with 17.02.013 and that by installing it over the top of the earlier version, all currently imported ILR data will be overwritten as well.' The 'Installation' section states: 'LIS 17.02 requires Microsoft .NET Framework 2.0 to run. If your PC environment does not have this, you will need to download (from the table below) and install it before running the LIS 17.02 installation. If you have previously installed LIS series 16 or 17 then .NET framework will already exist in your PC environment.' A final note states: 'The database of postcodes and associated disadvantage and area cost factors has been updated since the version originally issued with LIS 17.01. LIS users should use this latest version, which is consistent with the version currently used in the online data collections'.

Figure 5: The Learner Information Suite

The Learning Aim Database

All learning aims are stored in the Learning Aim Database (LAD). The database contains information about learning aims and includes the information required to complete ILR data returns, as well as funding and statistical data.

The Data Service www.thedataservice.org.uk maintains the learning aims. Updates to the database are made regularly. It can be searched interactively or downloaded at: <http://providers.lsc.gov.uk/lad/default.asp>.

Each learning aim on the database has a reference code that is used in the learning aim data set. The database holds all the learning aim specific information that providers will need. Details about the Learning Aim Database can be found on the Data Service website at: <http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>.

If there is a learning aim 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 2010, you may not be able to make returns on time because the software may not recognise the codes.

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

Figure 6: The Learning Aim Database (LAD)

Learner Reference Numbers

Each provider allocates a unique Learner Reference Number (L03) to each learner. 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.

Changes to the Learner Reference Number should be avoided if at all possible between years for continuing learners. If a provider does unavoidably have to change the Learner Reference Numbers used, for example because of a change to their MIS system, they should contact the Service Desk at the Data Service on 0870 2670001 or

servicedesk@thedata-service.org.uk so that mapping information between the old and new numbers can be obtained.

Providers should also obtain a Unique Learner Number (ULN) for the learner from the [MIAP Learner Registration Service](#). The ULN enables the learner to build a lifelong record of their learning participation and achievements, which they can access and choose to share. The ULN is recorded in ILR field L45 in the Learner Data Set and A55 in the Learning Aim Data Set.

Sending Data to the Data Service

There are two ways to transmit ILR data to the data service.

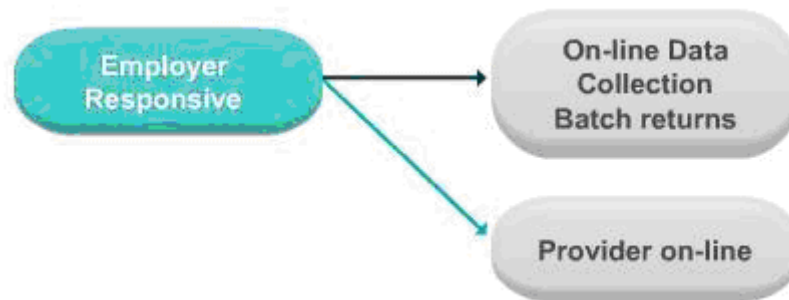


Figure 7: Sending Data to the Data Service

Provider On-Line. This option, used by smaller providers, allows providers to key data directly into the ILR database via a secure internet portal. This should only be used by providers with a small number of learners.

Provider Batch. This option is for larger providers with their own MI systems. Providers produce a batch file from their MI system and load it via the secure internet portal to the ILR database. Providers using Provider Batch should submit data regularly and should not wait until the week preceding the actual cut off date before transmitting data.

If you are experiencing problems with batch submissions you should contact the Data Service as soon as possible at: <http://thedata-service.org.uk> or on 0870 2670001.

The Provider Extranet website is the connection to the secure portal. <http://providers.lsc.gov.uk>. The website also has useful help information in the Training and Support area.

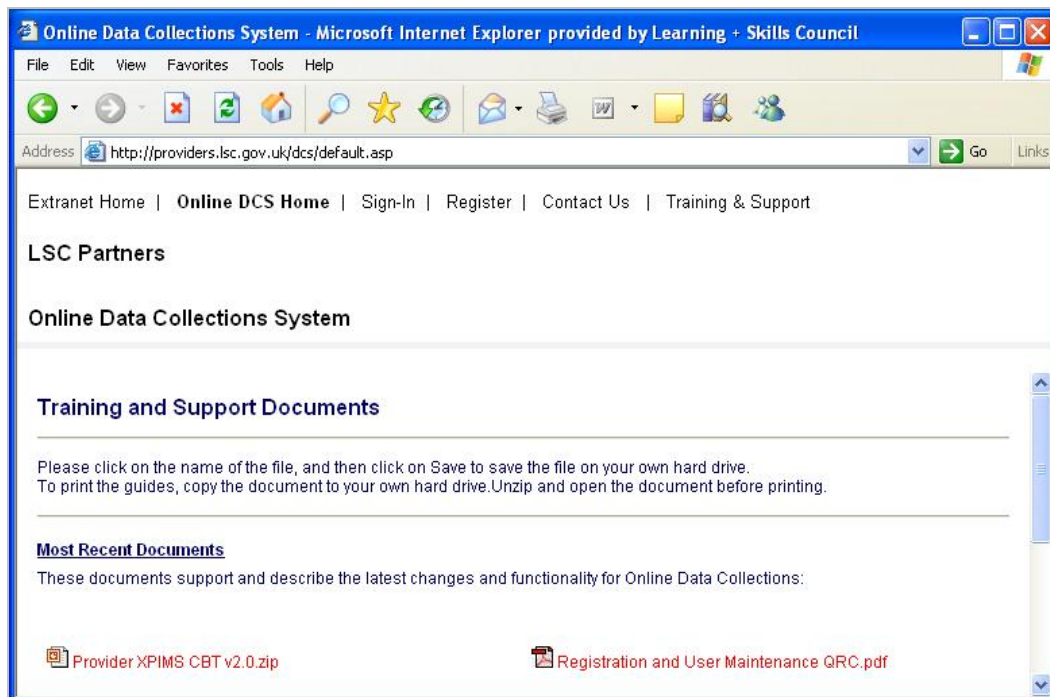


Figure 8: OLDC Training Page

If you are experiencing problems with data transmissions you should contact the Data Service as soon as possible at: servicedesk@thedata.service.org.uk or on 0870 2670001.

The Impact of Incomplete Information

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.

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

All funding calculations and provider payments are based directly on the data provided on the ILR. Any inaccurate or late information may result in payments being suspended. 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.

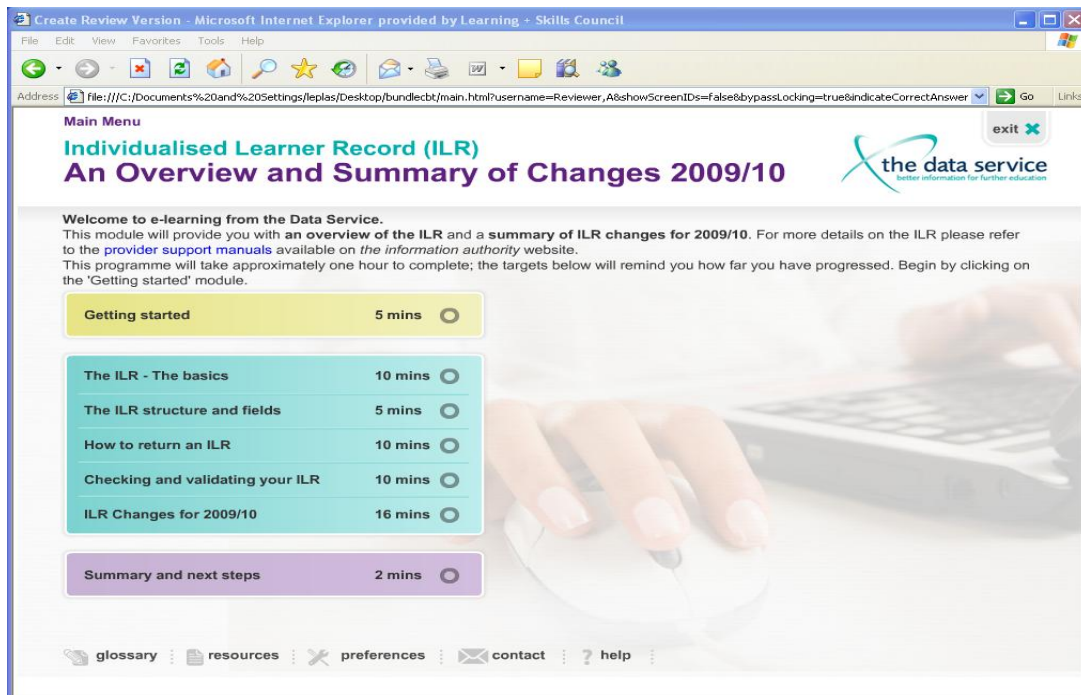
Data Migration to the 2009/10 Format

Migration is the process by which data is converted from the ILR 2008/09 format, to the ILR 2009/10 format. The format and content of the 2008/09 database will be unchanged by the migration process.

POL (Provider On-Line) providers will have data migrated automatically in August 2009. It is essential that providers using Provider Batch ensure that their software supplier sets up their system according to the *ILR Specification for 2009/10* as although all records will be migrated, the first time a batch file is received the existing migrated data will be overwritten with that contained in the first file received, which must be in the correct format or it will fail validation. Migration guidance has been published on *the information authority* website in *Appendix B* of the *ILR Specification for 2009/10*.

Computer Based Training

A new Computer Based Training website to help new users understand how to make ILR returns and to help experienced users with the changes introduced for 2009/10 is now available on the Data Service website at <http://ilrelearning.thedataservice.org.uk/>.



The screenshot shows a web browser window titled "Create Review Version - Microsoft Internet Explorer provided by Learning + Skills Council". The address bar shows a local file path. The main content area is titled "Main Menu" and "Individualised Learner Record (ILR) An Overview and Summary of Changes 2009/10". It includes a welcome message and a list of tutorial modules with their durations:

Module Name	Duration
Getting started	5 mins
The ILR - The basics	10 mins
The ILR structure and fields	5 mins
How to return an ILR	10 mins
Checking and validating your ILR	10 mins
ILR Changes for 2009/10	16 mins
Summary and next steps	2 mins

At the bottom, there are navigation links for "glossary", "resources", "preferences", "contact", and "help". The "the data service" logo is visible in the top right corner.

Figure 9: ILR E-Learning Tutorial

Section 8: The Individualised Learner Record (ILR) Data Sets Structure

For each learner there are two types of information required for the ESF SR ILR:

- A Learner Data Set
- A Learning Aim Data Set

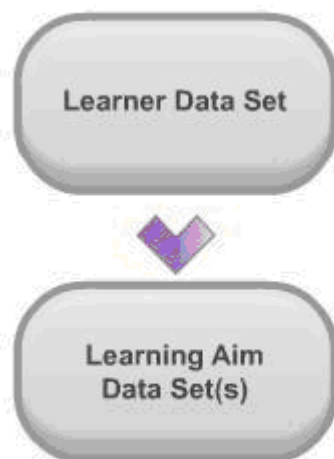


Figure 10: ESF SR Data Set Structure

Learner Data Set

The Learner Data Set contains personal information about the learner such as their name, date of birth, sex and ethnicity.

There is one Learner Data Set for each learner.

Learning Aim Data Set

A Learning Aim Data Set contains course or learning activity information such as start date, end date, fee information, course being studied and outcome. There is one Learning Aim Data Set for each learning aim that a learner is studying.

Section 9: Recording Learner Changes

The ILR records details about the learner, the learner's programme (where appropriate) 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

Correcting Errors

The correction of errors in ILR data can usually be made as soon as they are found but within an academic year only. Contact the Service Desk at the Data Service on 0870 2670001 or servicedesk@thedata-service.org.uk if you need advice on making a correction.

Changes to Learner Details

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.

Changes to the Start and Planned End Dates

There should not be any changes made to the start or planned end information 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

The planned end date in field A28 must be entered at the start of the learning aim. It is important that this date is set realistically based on historic performance. Providers must not update the 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 actual end date field, field A31, and the learning planned end date should remain unchanged. Planned end dates are used in the calculation of success rates.

The ILR must be completed and updated regularly to reflect progress in the learner's individual learning plan. Information on subsidiary aims should be updated when the outcome of the learning is known.

A learner is absent

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 a withdrawal policy, which they implement to ensure progress of all learners is monitored.

The provider will need to make a judgement within 4 weeks (28 days) as to whether the learner will return to the programme and if applicable change the ILR as indicated below:

- If the learner returns within 4 weeks of the first day of absence the ILR does not need to be changed.
- If the learner withdraws from the programme or does not return within 4 weeks the learner should be recorded as withdrawn. The programme aim (if applicable) and any learning aims should be closed, using code 3 – withdrawn, in the Completion Status field, field A34 and the relevant codes in A35 and A50.

A learner transfers to a different learning aim

If a learner transfers to another programme or learning aim at a later date (after the funding start period) then the learning aim record will need to be closed and a new learning aim added. Providers should not just amend the details on the original learning aim. Field A51a, Proportion of funding remaining does not need to be completed.

The original learning aim should be closed and recorded as not achieved – transferred. 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.

Section 10: Key ILR Changes for 2009/10

This section summarises the key changes to the ILR for the reporting year 2009/10.

General Changes

The following fields have been removed from the Learner data set:

- ESF co-financing data sets field, field L06.

New codes and code changes have been added to the following fields:

- Contract/Allocation type field, field L02
- Learner status on last working day before learning field, field L36 no longer needs to be collected for new starters in 2009/10
- Employment status on first day of learning field, field L37
- Destination field, field L39
- National learner monitoring field, field L40
- NES/NAS delivery LSC number field, field L44
- Current employment status field, field L47.

Field Changes

The following new fields have been added to the Learning aim data set:

- Project dossier number field, field A61 (required for direct and indirect ESF beneficiaries)
- ESF local project number field, field A62 (required for direct and indirect ESF beneficiaries)
- National Skills Academy field, field A63 (required for all ILR returns)
- Planned group-based contact hours field, field A64
- Planned one-to-one contact hours field, field A65
- Employment status on day before starting learning aim field, field A66
- Length of unemployment before starting ESF project field, field A67
- Employment outcome field, field A68.

The following fields have been removed from the Learning aim data set:

- All fields previously marked as 'Blank fields'
- ESF co-financing data sets field, field A06
- Occupation relating to learning aim field, field A24
- Number of units completed field, field A37
- Number of units to achieve full qualification field, field A38.

New codes and code changes have been added to the following fields:

- Contract/Allocation type field, field A02
- Reason for full funding/co-funding of learning aim field, field A14
- Main delivery method field, field A18

- Franchised out and partnership Arrangements field, Field A21 (added to the ER collection)
- Franchise and partnership delivery provider number field, Field A22 (added to the ER collection)
- Guided learning hours field, field A32 (removed from ER collection)
- Learning outcome grade field, field A36
- Employer identifier field, field A44
- National learning aim monitoring field, field A46
- Reason learning ended field, field A50
- Proportion of funding remaining field, field A51a.

European Social Fund (ESF) Data Set Changes

For 2009/10 the ESF data set has been removed and the residual 4 fields required for ESF co-financing and matched data have been incorporated into the learning aim data set.

Learners with learning aims that are continuing into the 2009/10 academic year, that have an associated ESF data set need to record the data contained in fields E22, E23, E12 and E14 in the new fields in the learning aim data set. The table below shows the old ESF data set field number and the new equivalent field number in the learning aim data set. No code changes have been made to these fields and so the existing code recorded in the E fields can populate the new aim fields.

ESF data set field in 2008/09	Learning aim data set field in 2009/10
E22 – Project Dossier	A61
E23 – Local Project Number	A62
E12 – Employment Status	A66
E14 – Length of Unemployment	A67

Section 11: ILR Fields Description

This section provides more detailed information about each of the ILR fields required for an ESF SR return. The table below provides the page numbers for each field.

ILR Field No.	ILR Field Name	Page No.
Learner Data Set		
L01	Provider number	27
L03	Learner reference number	27
L04	Data set identifier code	27
L05	Learning aim data sets	27
L07	HE data sets	27
L08	Deletion flag	28
L09	Learner surname/family name	28
L10	Learner forenames	28
L11	Date of birth	29
L12	Ethnicity	29
L13	Sex	30
L14	Learning difficulties and/or disabilities and/or health problems	30
L15	Disability	31
L16	Learning difficulty	32
L17	Home postcode	32
L18	Address line 1	34
L19	Address line 2	34
L20	Address line 3	34
L21	Address line 4 (optional)	34
L23	Telephone number	34
L25	LSC Number of funding LSC	34
L27	Restricted use indicator	35
L35	Prior attainment level	35
L39	Destination	37
L41	Local learner monitoring (optional)	38
L42	Provider specified learner data (optional)	38
L45	Unique learner number	38
L46	UK provider reference number	38
Learning Aim Data Set		
A01	Provider number	40
A03	Learner reference number	40
A04	Data set identifier code	40
A05	Learning aim data set sequence	40
A07	HE Data Sets	40
A08	Data Set Format	41
A09	Learning aim reference no.	41
A10	LSC funding stream	43
A23	Delivery location postcode	43
A27	Learning start date	43
A28	Learning planned end date	43
A31	Learning actual end date	44
A34	Completion status	44
A35	Learning outcome	45
A36	Learning outcome grade	46
A46	National learning aim monitoring	46
A47	Local learning aim monitoring (optional)	46
A48	Provider specified learning aim data (optional)	47

ILR Field No.	ILR Field Name	Page No.
A49	Special projects and pilots	47
A50	Reason learning ended	48
A55	Unique learner number	49
A56	UK provider reference number	49
A58	ASL provision type	49
A59	Planned credit value	50
A60	Credits achieved	50
A61	Project dossier number	50
A62	ESF local project number	52
A63	National Skills Academy	52
A66	Employment status on day before starting learning aim	53
A67	Length of unemployment before starting ESF project	54
A68	Employment outcome	55

Section 12: Learner Data Set ILR Information

L01 Provider number

This is the number that is used in the ILR to identify the provider.

Notes

- Providers uncertain of their provider number should contact the Data Service.
- The provider number will be the same for all learners in the return.

L03 Learner reference number

This field records the learner reference number. This is the learner reference number that each provider allocates to a learner registered with them. It enables the learner to be matched with their learning aims.

The learner reference number must be unique within the provider's organisation.

Notes

- If a learner moves to a different provider they should be given a new learner reference number by the new provider.
- The learner reference number should be retained by the learner for any period of study with the provider and should not be reused for a different learner.
- The number should be retained following any period of absence.
- Changes to the learner reference number should be avoided if at all possible between years for continuing learners. If a provider does unavoidably have to change the learner reference numbers used, for example because of a change to their MIS system, they should contact the Service Desk at the Data Service on 0870 2670001 or servicedesk@thedataservice.org.uk so that mapping information between the old and new numbers can be obtained.

POL Users

The Learner Reference Number is automatically generated for a learner for providers using the Provider On-Line (POL) system.

For POL users – where an existing learner record was not migrated to 2009/10 because they ended their programme in 2008/09 and the learner has subsequently returned, you can use the 'search for previous year' functionality by selecting the '08/09' radio button on the POL search screen. This allows you to find the record and migrate it to 2009/10 retaining the existing learner reference number.

L04 Data set identifier code

The identifier for the type of data set should be 10 in all instances. It is used for internal validation and integrity checks.

L05 Learning aim data sets

The number of associated learning aim data sets. It is used for internal validation and integrity checks.

Notes

- The number of learning aim data sets in this field must be greater than 00.

- The entry in the Learning aim data set sequence field, field A05 must not be greater than the number of learning aim data sets in this field.

L07 HE data sets

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

This field is used for internal validation and integrity checks.

Notes

- The number of HE data sets attached to this learner at the learning aim level, should be recorded in the HE data sets field, field A07, in the learning aim data set.

L08 Deletion flag

This flag indicates that the whole learner's record should be deleted. It removes the record from the database.

Code	
Y	Yes – delete this learner
N	No – do not delete this learner

Notes

- This field enables ILR batch providers, to delete an erroneous learner record from the database. This field is not applicable to POL users. It does not appear on the ILR form as it is a system generated field.
- When transmitting a record to be deleted, providers should complete the learner data set only with the deletion flag field set to 'Y'. No learning aim data sets should be attached.
- When transmitting a new or updated record the deletion flag should be set to 'N' – do not delete this record. Learning aim data sets should be attached.
- Providers should note that to delete a learner that has been transmitted via a previous batch file in the current year they must include the learner in a subsequent batch file with this field set to 'Y'. It is not sufficient to simply remove the learner record from the subsequent batch file, as the learner will remain in the calculations database and will continue to appear on the provider funding reports.

L09 Learner surname / family name

The learner's surname/family name must be entered in this field.

This information is used by the Skills Funding Agency and partner organisations for matching records for statistical purposes, surveys and to send further information to learners.

Notes

- This field should not include maiden names for example Mary Jones - nee Smith / Mary Jones - was Smith.
- This field should also not include aliases or known by surnames. Only surnames changed via Deed Poll or marriage can be accepted.

OLASS Funded Learners

- The Learner's surname/family name should be entered in this field, unless there is a security issue then 'NOT PROVIDED' should be entered.

L10 Learner forenames

The forenames (first names) of the learner should be returned in this field. As many learner first names as will fit into the field, separated by spaces, should be provided.

This information is used by the Skills Funding Agency and partner organisations for matching records for statistical purposes, surveys and to send further information to learners.

Notes

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

OLASS Funded Learners

- The learner's forenames should be entered in this field, unless there is a security issue then 'NOT PROVIDED' should be entered.

L11 Date of birth

This field records the date of birth for the learner. This is required to determine eligibility and funding rate, monitor and report on provision by learner characteristics, monitor equality and diversity and to inform local and national planning.

Notes

- All date fields in the ILR should be returned as eight numbers: two digits for the day, two digits for the month and the year should be shown in full with four digits.
- Providers should make every effort to collect the date of birth, and enrolment forms should ask for it.
- Where a learner declines to provide a date of birth, the entry should be eight zeros, but this should only be used as a last resort. Providers must not estimate the learner's date of birth.

Examples

A date of birth of 17 January 1967 appears as 17011967.

A date of birth of 5 October 1951 appears as 05101951.

ESF Co-financed learners

- If the funding stream is ESF and the start date is on or after 1 August 2008, the date of birth must be entered.

L12 Ethnicity

This field records the ethnic origin of the learner. It uses classifications based on the 2001 census. This is needed to monitor the distribution of ethnic groups amongst learners.

Code	Ethnic origin
11	Asian or Asian British – Bangladeshi
12	Asian or Asian British – Indian
13	Asian or Asian British – Pakistani
14	Asian or Asian British – any other Asian background
15	Black or Black British – African
16	Black or Black British – Caribbean
17	Black or Black British – any other Black background
18	Chinese

Code	Ethnic origin
19	Mixed – White Asian
20	Mixed – White and Black African
21	Mixed – White and Black Caribbean
22	Mixed – any other mixed background
23	White – British
24	White – Irish
25	White – any other White background
98	Any other
99	Not known / not provided

Notes

- Learners whose ethnic origin is not listed or feel that they cannot be classified in any other category should enter code 98.
- Learners who do not wish to supply information about their ethnicity should enter 99 ‘not known / not provided’.

L13 Sex

This field records the sex of the learner. This is required to describe the structure and nature of the learner population in the sector.

Code	
F	Female
M	Male

Notes

- The sex of the learner must be ‘F’ or ‘M’.

L14 Learning difficulties and/or disabilities and/or health problems

This records whether the learner considers that they have a long term learning difficulty, disability or health problem.

Code	Description	Code should be used when
1	Learner considers himself/herself to have a learning difficulty and/or disability and/or health problem	The learner considers themselves to have a learning difficulty which gives them a significantly greater difficulty in learning than the majority of people his/her age. Or The learner considers themselves to have a disability which either prevents or hinders them from making use of facilities of a kind generally provided by institutions providing post-16 education or training.
2	Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	
9	No information provided by the learner	

Notes

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

- The information recorded in the Disability field, field L15, and the Learning difficulty field, field L16, must be consistent with the code returned in this field. If a value of 1 is returned in this field, a code of 98 must not be used in both L15 and L16.
- It is recognised that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

L15 Disability

For learners who consider themselves to have a learning disability/difficulty, this field records the learner's main disability.

Code	Disability
01	Visual impairment
02	Hearing impairment
03	Disability affecting mobility
04	Other physical disability
05	Other medical condition (for example epilepsy, asthma, diabetes)
06	Emotional / behavioural difficulties
07	Mental health difficulty
08	Temporary disability after illness (for example post-viral) or accident
09	Profound complex disabilities
10	Aspergers syndrome
90	Multiple disabilities
97	Other
98	No disability
99	Not known / information not provided

Notes

- Where a learner has more than one disability, the main one should be recorded and must be a valid code from the above list.
- This field should be completed on the learner's self-assessment.
- It is recognised that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.
- Where there are two or more of equal severity, code 90 should be used.
- Where the learner has no disability, code 98 should be used.
- If the learning aim start date is on or after 1 August 2008 and the Learning difficulties and/or disabilities and/or health problems field, field L14, is 'Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem', the disability entered in this field must not be 'No disability'.
- If the Learning difficulties and/or disabilities field, field L14 is 'No information provided by the learner', the disability in this field must be 'Not known/information not provided'
- If the Learning difficulties and/or disabilities field, field L14 is 'Learner does not consider himself or herself to have a learning difficulty and/or disability or health problem', the disability must be 'No disability'.

L16 Learning difficulty

For learners who consider themselves to have a learning disability/difficulty this field records the learner's main learning difficulty.

Code	Learning difficulty
01	Moderate learning difficulty
02	Severe learning difficulty
10	Dyslexia
11	Dyscalculia
19	Other specific learning difficulty
20	Autism spectrum disorder
90	Multiple learning difficulties
97	Other
98	No learning difficulty
99	Not known / information not provided

Notes

- Where a learner has more than one learning difficulty, the main one should be recorded.
- Where there are two or more of equal severity, code 90 should be used.
- Where the learner has no learning difficulty, code 98 should be used.
- Where a learner has a disability that is not listed or feel that they cannot be classified in any other category, code 97 should be used.
- Where a learner does not wish to supply information about their disability, code 99 should be used.
- This field should be completed on the learner's self-assessment.
- It is recognised that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.
- If the start date is on or after 1 August 2008 and the Learner difficulties and/or disabilities and/or health problems field, field L14 is 'Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem', the learning difficulty in this field must not be 'No learning difficulty'.
- If the Learning difficulties and/or disabilities field, field L14 is 'No information provided by the learner', the learning difficulty in this field must be 'Not known/information not provided'.
- If the learning difficulties and/or disabilities is 'Learner does not consider himself or herself to have a learning difficulty and/or disability or health problem', the learning difficulty must be 'No learning difficulty'.

L17 Home postcode

The permanent or home postcode of the learner before they enrol at the provider should be returned in this field.

Notes

- The justification for this field is particularly important to allow accurate demographic analyses. Full valid postcodes should be supplied, left justified with a single space between the outward and inward components of the postcode, and space fill to the right. *Appendix C* of the *ILR Specification 2009/10* provides all the details of the correct format of the postcode.

- Analysis of ILR data shows that most providers obtain postcodes for almost all learners. Providers may be asked to explain the reason for a high incidence of missing codes compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete postcode information. Full valid postcodes can be located at the Royal Mail Postcode finder website, <http://www.royalmail.com/portal/rm>
- The Learner Information Suite (LIS) currently checks the format of the whole postcode, but only checks the specific code in the outward part of the postcode, that is the first element of the postcode
- Where the home postcode of a learner is not known then institutions should use ZZ99▼ZZZ. If the outward part of the postcode, the first part, is known but the inward part, the second part, is not known, then the known outward part should be returned and ZZZ should be returned in the inward part
- You may be asked to explain the reason for a high incidence of ZZ99 ZZZ postcodes
- While a learner is continuing with a provider this field should remain constant and any postcode changes should be shown in field L22 (Current postcode).

Special Cases

Learners who would be placed at risk by supplying their address should use the provider's postcode.

Homeless Learners

- For a homeless learner living in supported accommodation, you should use the address of the accommodation. For a homeless learner that does not have an address, you can use the following entries:
 - Home postcode, field L17 – enter ZZ99 ZZZ.
 - Address line 1, field L18 – enter “homeless no address”.
 - Address line 2, field L19 – use the null value.
 - Address line 3, field L20 – use the null value.
 - Address line 4, field L21 – use the null value.

MOD Learners

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

OLASS funded learners

- For reasons of security the postcode entered in this field should be the last known non-custodial postcode.

Non UK Learners

- Where the country of domicile of the learner is not a UK country this field must contain eight spaces.

Examples

M2▼5BZ▼▼ Where ▼ represents a space

DN5▼7XY▼

CV35▼ZZZ (known outward postcode but inward postcode is unknown)

ZZ99▼ZZZ (whole postcode is unknown)

Appendix C of the ILR Specification defines the valid postcode definition and examples.

Guidance on address fields L18 to L21

This address is the learner's current place of residence and should relate to the current postcode as recorded in field L22.

Where a learner is living away from home, this address should relate to the current postcode as recorded in field L22.

Field L18 –The first line of the address of a learner's current place of residence. This field must be completed in all returns apart from the exceptions detailed below. It must not contain invalid characters. Normally this would include the house/flat number or name and the street name.

Field L19 –The second line of the address of a learner's current place of residence.

Field L20 –The third line of the address of a learner's current place of residence.

Field L21 –The fourth line of the address of a learner's current place of residence. This field is optional and is not required if the learner's full address can be held in fields L18 – L20.

Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only.

Notes

Learners who would be placed at risk by supplying their address should use the provider's address.

Homeless Learners

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

Home postcode, field L17 – enter ZZ99 ZZZ.

- Address line 1, field L18 – enter "homeless no address".
 - Address line 2, field L19 – use the null value.
 - Address line 3, field L20 – use the null value.
 - Address line 4, field L21 – use the null value.
- This must only be used for homeless learners that do not have an address as experience shows us that address information can be obtained for almost all learners. You may be asked to explain the reason for a high incidence of "homeless no address" information

MOD Learners

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

OLASS funded learners

- For reasons of security the address line 1 entered in this field should be the address line 1 of the prison. This must not include the prison name. The address line 2, 3 and 4 fields, fields L19 – L21 should contain the null value of 30 spaces.

L23 Contact telephone number

This field records the home telephone number of the learner. The information is used for learner surveys.

Notes

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

- A telephone number is not required if the learner has indicated that they do not wish to be contacted for research purposes. See the Restricted use indicator field, field L27.
- This field must not include brackets. Trailing spaces are allowed.
- The telephone number should not contain any spaces including between the STD code and main number.
- The telephone number must not contain invalid characters.

Examples

A UK telephone number of (01234) 567890 is entered as 01234567890.

A non-UK telephone numbers of +0033 68 050 4553 is entered as 0033680505443.

L25 LSC number of funding LSC

This is the LSC number of the local LSC that the learner will be reported against on provider funding reports and from whom the provider receives their funding and is contracted with.

Notes

- For providers that have a regional contract this is the LSC number of the LSC that has agreed the learner activity in its area and which the learner is profiled against.
- Where a provider is contracting with the National Employer Service (NES), this field should be 002 for all learners
- Where a provider is contracting with the National Apprenticeship Service (NAS), this field should be 003 for all learners
- The funding LSC or region number in the learner and ILR header record must be the same unless the header is 999 or 000
- If a learner undertakes more than one learning aim during a single academic year and these aims relate to contracts with different LSCs, this cannot be returned within a single learner record. A second learner record would need to be returned for the learner containing the second learning aim and associated L25 number for that learning aim. All other fields in the learner data set should be the same for both records.
- The funding LSC or region number must be a valid lookup and must not be 000 or 999

ESF Co-financed learners

- If the learning aim is ESF co-financed, there should be a valid contract in the ESF Contract Management Application (CMA) for provider number, LSC number, ESF Project Dossier Number and Local project number combination.

The full list of LSC numbers and regional codes is in *Appendix E* of the *ILR Specification 2009/10*.

L27 Restricted use indicator

This field indicates the restrictions on the use of the learner record.

Code	Description
1	Learner has withheld permission for the Skills Funding Agency or other users to contact them
2	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme
3	Learner has only withheld permission to be contacted about courses or learning opportunities by post
4	Learner has only withheld permission to be contacted for survey and research

Notes

- It is important that this field is completed accurately in accordance with the learner's wishes and with their input. It should not be completed systematically by providers.
- The data held in this field is used by the Framework for Excellence programme to enable learner feedback to be obtained. The Skills Funding Agency may wish to follow up providers where this data has not been obtained in consultation with the learner.
- The data protection statement in *Appendix F* of the *ILR Specification 2009/10* must be included on all forms that collect ILR information.
- 'Other users' are defined as partner organisations that are listed on the Skills Funding Agency website. They may receive aggregated information on learners rather than whole data sets.
- Code 3 should be used where a learner has indicated they do not wish to be sent information on courses or learning opportunities, but have not withheld permission to be contacted for research or surveys.
- Code 4 should be used where a learner has indicated they do not wish to be contacted by telephone or post by the Skills Funding Agency or its partner organisations, for the purposes of surveys and research, but have not withheld permission to be contacted by post about courses or learning opportunities.

L35 Prior attainment level

This field indicates the learner's highest prior attainment when they first enrol with the provider.

Code	Prior attainment
09	Entry level
07	Other qualifications below level 1
01	Level 1
02	Full level 2
03	Full level 3
04	Level 4
05	Level 5 and above
97	Other qualification, level not known
98	Not known
99	No qualifications

Notes

- A programme including AS levels and A2s is treated as a single programme.
- For learners undertaking a full level 2 or full level 3 qualification it is very important that the prior attainment level of the learner is returned in this field since it is being used to measure the contribution to reducing the number of adults who lack NVQ 2 or equivalent as part of the Skills Strategy.
- The Skills Funding Agency and BIS are continuing to work closely with providers to improve the recording of prior attainment level in this field. The focus of this work will be on doing so for all learners on full level 2 or full level 3 qualifications. This will be the subject of a credibility check and Skills Funding Agency follow up.

- If the learning aim is a full level 2 or full level 3 then the prior attainment in this field should not be 'Other qualification, level not known' or 'Not known'.
- The data captured in this field should be the learner's prior attainment when they first enrol with the provider. This field should not be updated if the learner progresses to subsequent learning aims after completing their initial learning programme.

For a full list of level definitions please see *Appendix G* of the *ILR Specification 2009/10*.

L39 Destination

This field is used to identify the destination of the learner after completion of learning. It is used to monitor destinations and effectiveness of learning with respect to employment.

It is only required for ESF Co-financed or ESF matched learners. It is not required for other learners and the null value of 00 should be used.

Code	Destination	Comments
04	Part time employment	
10	Full time employment	
11	Unemployed	
53	Self employed	
54	Entered further education	
55	Entered higher education	
59	Found voluntary work	
61	Death	The restricted use indicator L27 should be entered as 2 to indicate that the learner should not be contacted. The provider on-line system does this automatically.
75	Full-time education or training	The learners have entered education or training that is not further education (code 54) or higher education (code 55).
76	Economically inactive	Learners who are economically inactive, this is defined as: <ul style="list-style-type: none"> • of working age • not employed • not self employed • not actively seeking work • not in full-time education.
77	Not in education, employment or training	
95	Continuing existing programme of learning	
97	Other	Code 97 should be used for learners that have transferred to a new employer/provider/local LSC in the same programme type
98	Destination unknown	

Notes

- Codes 93 and 94 have been removed for 2009/10. These codes are no longer needed to record where a learner has no open learning aims but has not completed or achieved the apprenticeship framework. This information is indicated on the programme aim, which will remain open in these circumstances.
- Data for continuing learners that were recorded with codes 93 and 94 should be re-coded using code 95, until the framework programme aim is closed.
- Code 97 should be used for learners that have transferred to a new employer/provider/local LSC in the same programme type.

Awaiting Confirmation of Framework Achievement

If the learner is awaiting confirmation of framework achievement, the Completion status field, field A34 and the Learning outcome field, field A35 in the programme aim should be updated to reflect that this has not yet been received. Therefore field A34 should be recorded with code 2, 'completed learning activities' and field A35 should be recorded with code 4, 'exam taken/assessment completed but result not yet known' or code 5, 'learning activities are complete but the exam has not yet been taken and there is an intention to take the exam/assessment'.

Awaiting start of next component

If the learner is awaiting the start of the next component learning aim, then the programme aim remains open and the next learning aim should be recorded as soon as possible. If a learner is taking an agreed break in learning the programme aim should be closed using code 6 in field A34.

Progressing from ESF Co-financed activity

Where a learner has progressed from ESF Co-financed activity into a mainstream or other learning programme with the same provider, code 95 should be recorded in this field. In order to demonstrate the learner's progression against ESF deliverables, code 105 should also be recorded in the National learning aim monitoring field, field A46.

L41 Local learner monitoring

This field was previously controlled by local and regional arms of the LSC.

A local LSC could ask providers to complete for learners it funded to standards it published.

Notes

- Each local LSC informed its providers about the information it wished to see in these fields.
- A similar local learning monitoring field also appears in the learning aim data set.
- Multi-site providers contracting with more than one local LSC should return the appropriate values used by the local LSC which is provided the main LSC funding for the learner.
- If this field is not being used, a null value of 12 zeros must be used.

L42 Provider specified learner data

This field can be used by a provider to collect additional data to allow analysis of the ILR to its own requirements.

Notes

- The validation rules for this field allow all characters except *, ?, %, _ (underscore) and the end of file marker to be used.
- This field is optional and where a provider decides not to use this field, a null value of 12 spaces must be used.

L45 Unique learner number

The learner's unique learner number (ULN) should be recorded in this field. This number is held on the unique learner number register, obtained from the [MIAP Learner Registration Service](#). It monitors progression from one provider to another and supports Skills Accounts and Diplomas.

Notes

- Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.
- Providers are encouraged to register learners with the Learner Registration Service and obtain a ULN for them. If the learner already has a ULN, this should be recorded.
- Where a learner does not have a ULN, the null value of 10 zeros should be used.
- If a provider is experiencing difficulties obtaining a ULN for a learner then a value of 9999999999 can be recorded temporarily.
- Providers experiencing problems obtaining a ULN should contact the MIAP team at miapserviceteam@lsc.gov.uk.

L46 UK provider reference number

The UK provider reference number is defined in the UK Register of Learning Providers (UKRLP).

Notes

- The UKPRN is collected in addition to the existing UPIN, field L01.
- If a provider has not been assigned a UKPRN, they should contact UKRLP and register with them. The website can be found at www.ukrlp.co.uk/.
- Providers who have not been assigned a UK provider reference number, should use the null value of eight zeros.

Section 13: Learning Aim Data Set ILR Information

A01 Provider number

This is the provider number of the provider contracted by the Skills Funding Agency to provide learning to this learner.

Notes

- This number will be the same for all data sets for the learner.
- The provider number in this field must match the Provider number field, field L01 in the learner data set.
- Providers uncertain of their provider number should contact the Data Service.

A03 Learner reference number

This field records the learner reference number. This is the learner reference number that each provider allocates to a learner registered with them. It enables the learner to be identified allowing data integrity to be maintained.

Notes

- This will be the learner's reference code assigned by the provider.
- The learner reference code should be retained by the learner for any period of study with the provider and should not be reused for a different learner.
- The number should be retained following any period of absence.
- Changes to the learner reference number should be avoided if at all possible between years for continuing learners. If a provider does unavoidably have to change the learner reference numbers used, for example because of a change to their MIS system, they should contact the Service Desk at the Data Service on 0870 2670001 or servicedesk@thedataservice.org.uk so that mapping information between the old and new numbers can be obtained.

POL Users

Providers using the Provider On-Line (POL) system have the Learner Reference Number automatically generated for each learner.

For POL users, where an existing learner record was not migrated to 2009/10 because they ended their programme in 2008/09 and the learner has subsequently returned, you can use the 'search for previous year' functionality by selecting the '08/09' radio button on the POL search screen. This enables you to find the record and migrate it to 2009/10 retaining the existing learner reference number.

A04 Data set identifier code

This field identifies the type of data set. All learning aims must use code 30.

A05 Learning aim data set sequence

This identifies the sequence number of the learning aim data set and is used for internal validation and integrity checks.

Notes

- The learning aim data set sequence number in this field must be in the range 01 to 98 and is used to identify learning aims where more than one learning aim is undertaken.

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

A07 HE data sets

A Higher Education (HE) data set is not required and code 00 should be used.

A08 Data set format

This field identifies the type of data included in the data set.

Code	Description
4	ESF SR learning aims

- Code 4 must be used. All learning aim data sets are requested in ESF SR format.

A09 Learning aim reference

The learning aim reference code for the learning being undertaken should be recorded in this field. This information is used to monitor learning aims and funding.

Notes

- A valid entry from the learning aim database (LAD) should be used in this field. The status must not read 'code unavailable' or in the case of new starters 'code unavailable for new starters'.
- The LAD contains codes for externally validated learning aims offered in the sector. This includes both funded and non funded learning aims.
- Providers are requested to notify the Data Service of learning aims missing from the LAD when they start to enrol learners on the learning aim. Where a provider delays requesting a code this may delay processing of the ILR data online. The Data Service would not expect providers to request codes for use in 2009/010 after July 2010.
- If the learning aim is not one of the types which have class codes listed in *Appendix H* of the *ILR Specification 2009/10* then it will be necessary to notify the Data Service so that a new learning aim code can be raised.

ESF Co-financed, Other LSC funded or Non-LSC funded learning aims

- The learning aim must be valid for this year for a new starter.
- The learning aim must be valid for this year.
- Learning aims categorised as soft outcomes in the LAD are only valid for ESF co-financed learning aims or aims that are 'Other LSC funded'.

ESF Co-financed learning aims

- If the learning aim is XESF0001, ZESF0001 or ZESF0002 the LSC funding stream field, field A10 must be LSC ESF co-financed.

Externally Certified Qualifications

For learning aims that lead to an externally certified qualification, including **externally certified Skills for Life qualifications** you must use the code for the aim from the Learning Aim Database (LAD). The LAD web page contains links to access the on-line database and to download a copy of the database. The page also contains links to a user guide and overview document. <http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>

Skills for Life

If you are delivering Skills for Life qualifications in literacy, numeracy or ESOL through FLLN you must use the appropriate Learning aim reference code from the LAD or the learners will not be counted towards the national Skills for Life target.

Some examples of the Learning aim reference codes from the LAD for the national tests are provided below:

- Certificate in Adult Literacy, Entry Level, EDEXCEL, LAR code 10020056
- Certificate in ESOL Skills for Life, Level 1, City and Guilds, LAR code 10037433
- Certificate in Adult Numeracy, Level 2, OCR, LAR code 10013647

For learning aims that **do not lead to externally certificated qualifications and are not Skills for Life** you should use a 'Z9OAC' code as described in Appendix A to this manual. Appendix B lists the Tier 2 Sector Subject Area codes. The learning aim takes the form 'Z9OACSSS' made up of a lead code (Z9OAC) and a tier 2 sector subject area (SSS).

For **Skills for Life courses that do not lead to an externally certified qualification** (including FLLN) you should use the appropriate codes listed below.

CBSP001	Basic Literacy Course, Pre-entry Level
CBSP0002	Basic ESOL Course, Pre-entry Level
CBSP0003	Basic Numeracy Course, Pre-entry Level
CBSE0001	Basic Literacy Course, Entry Level
CBSE0002	Basic ESOL Course, Entry Level
CBSE0003	Basic Numeracy Course, Entry Level
CBS10001	Basic Literacy Course, Level 1
CBS10002	Basic ESOL Course, Level 1
CBS10003	Basic Numeracy Course, Level 1
CBS20001	Basic Literacy Course, Level 2
CBS20002	Basic ESOL Course, Level 2
CBS20003	Basic Numeracy Course, Level 2

A10 LSC funding stream

The provider should indicate in this field the source of any funding it is receiving directly from the Skills Funding Agency for the programme or learning aim.

Code	Description	Use this code for
10	Adult Safeguarded Learning (ASL).	All provision funded from the Adult Safeguarded Learning (ASL) budget. The type of ASL activity being undertaken is identified in the ASL provision type field, field A58, this must be completed for all ASL provision. This code would only be used for ESF match funding.
70	LSC ESF co-financed	A learning aim is 100% ESF co-financed.
80	Other LSC funding stream	First Steps provision and other pilots or programmes which are not subject to formula funding including OLASS provision where the learner is in custody. First steps provision is non-formula funded provision from the Learner Responsive budget. Learner data about first steps provision should in most cases be included in a learner responsive return. If an ASL provider who is delivering first steps learning does not usually make a learner responsive return then they can include these learners in their ASL ILR return.
99	No LSC funding for this learning	All other aims not directly funded by the LSC. This includes learning aims delivered on behalf of another provider (who may be directly in receipt of LSC funding for them), that is learning aims that are sub-contracted or franchised in to the provider.

- For further details of learner eligibility for funding refer to the funding guidance for 2009/10.

A23 Delivery location postcode

This records the postcode where the actual learning takes place. There is no requirement for providers to update this information if the learner's delivery location changes.

Notes

- Use a valid postcode. The postcode should conform to the format as defined in *Appendix C of the ILR Specification 2009/10*. Examples of the format are also included.
- Where delivery is at more than one location return the postcode of the location at which the majority of learning is delivered.
- Where provision is delivered away from a learning centre, for example distance or e-learning then the following code should be entered: **ZZ99 ZZZ**
- Where the delivery point is a building site without a postcode, the local provider's postcode should be used.
- This field is collected to allow analysis of ASL provision for Area Reviews, consistent with other provision.

A27 Learning start date

This should be the date the learner started learning on the aim and could be at any time during a programme. This date is important for the distribution of funding and should not be altered or amended to reflect the start date for each year of the learning aim. The information is used to monitor the time taken to complete learning and for funding calculations.

Notes

- The learning start date should be the date learning on the learning aim or began or in the case of a transfer or re-start, the date on which learning re-started.
- It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations.
- For open learning or distance learning, record the date on which the first course material is sent or presented to the learner
- For accreditation of prior experience and learning, record the date on which the accreditation process started.

A28 Learning planned end date

This field records the date the learning aim is planned to be completed. This date is used to calculate learning delivery timescales and funding.

Notes

- The planned end date of the learning aim must be entered in this field at the start of the learning aim and must be a valid date. This should remain constant. It is not expected to be a rolling date subject to changes.
- If a learner continues their study beyond the planned end, this should be reflected in the learning actual end date, field A31. The learning planned end date must remain unchanged.

Assessing planned length of stay

- It is important that this date is set realistically based on historic performance, published average lengths of stay and a thorough assessment of the learner at initial assessment. See the funding guidance documentation for further information.
- It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations.
- The LSC produced data on average and range of lengths of stay for work-based learning, at a learning aim level to assist providers in setting realistic planned end dates. This is available at:
<http://readingroom.lsc.gov.uk/lsc/National/WBLLengthofstaydataexternal200405p12data.xls>

A31 Learning actual end date

Records the date the learner completed the activities needed to complete the learning aim or the date the learner withdrew or transferred from this activity. The information is used to compare the expected completion time with the actual time taken.

Notes

- The null value of 00000000 should be returned until the learning actual end date is known and the learner has finished.
- A valid date (not 00000000) must be returned when the Completion status field, field A34 is returned with a value other than 1, 'the learner is continuing or intending to continue the learning activities leading to the learning aim'.
- It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations.

- If the Learning actual end date is on or before 31 July 2010 then the learning aim must be included in the 2009/10 ILR returns. It should not be returned in the 2010/11 returns.
- The learning actual end date should include time for examinations and assessments.

A34 Completion status

This field indicates the degree of completion of the learning activities leading to the learning aim.

Code	Description
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider

Notes

All learning aims including the programme aim

- This field should be used to record the completion status of the learning aim recorded in the learning aim reference field, field A09. For programme aims this should be the completion status of the entire programme.
- Code 1 must not be used if the actual end date field, field A31 has been completed.
- Code 1 must be used if the actual end date has not been entered.
- Code 1 must be used where the learning outcome field, field A35 has been completed with code 9, study continuing.

A35 Learning outcome

This field indicates the learning outcome. It indicates whether the learner achieved the learning aim, achieved it partially or had no success. This information is used for performance indicators and management information. This field does not affect achievement funding.

Code	Description	Use this code when
1	Achieved	
2	Partial achievement	
3	No achievement	The learner has decided to not take the exam / be assessed.
4	Exam taken/assessment completed but result not yet known	The exam has been taken but the result is not yet known or the learning activities are complete but the exam has not yet been taken. Codes 4 & 5 are classified as unknown outcomes.
5	Learning activities are complete but the exam has not yet been taken and there is an intention to take the exam	The learning activities are complete but the exam has not yet been taken. Codes 4 & 5 are classified as unknown outcomes.
9	Study continuing	

Notes

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

- Code 9 must be used if the Completion status field, field A34 is code 1, 'the learner is continuing or intending to continue the learning activities leading to the learning aim'.

Key Skills

- For Key Skills, Code 2 should be used where the learner does not achieve the qualification but passes either the end test or the portfolio.

A36 Learning outcome grade

This field records the examination grade awarded to the learner for the learning aim. The field should include all relevant qualifications, including entry level and Skills for Life provision. A complete list of valid grades can be found in the *ILR Specification for 2009/10*.

Notes

- The field length of this field has been extended from 2009/10 from three characters to six characters to allow new longer grade combinations to be recorded. Data for any continuing learners would be recorded with the addition of three spaces added to the right.
- This field should be returned for all qualifications where the grade is meaningful, including all Skills for Life provision.
- This field should be included in the final ILR return. Where the information is available for earlier returns, it should be included.
- Where a learner has been entered for an examination but not achieved a GCE A, AS level, or GCSE qualification, providers should enter grade U or N as appropriate.
- For AS level qualifications where a learner declines certification the grade achieved by the learner should be recorded. The grade can be identified from the individual module marks issued by the awarding body.
- The outcome grade for entry level learning aims and aims that count towards the Skills for Life target should be recorded using one of EL1, EL2 or EL3.
- This field must be used to record the outcome of basic skills diagnostic assessments. If the learning aim is not a basic skills diagnostic assessment, the outcome grade in this field must not be one of the grades which are specifically assigned for those assessments.
- If a learner has been awarded a grade which is not included on the list then the code OTH should be used.
- If the Learning outcome field, field A35, is completed with 'exam taken but result not known', 'learning activities are complete but the exam has not yet been taken and there is an intention to take the exam' or 'study continuing', the outcome grade must not be entered in this field.
- If the outcome grade is not returned, the null value of six spaces must be used.

Programme aim

- This field is not required and the null value of six spaces must be used.

A46 National learning aim monitoring

This field records whether the learning aim or programme is being studied as part of a Government initiative or in special circumstances.

Notes

- The National Learning Aim Monitoring Codes document contains all of the valid codes available for this field. It is not academic year specific. The date valid from column should be used to determine whether the code is valid for use.
- The field can hold any two valid values.
- If only one national learning aim monitoring code is being used, this code should be entered in A46a, for example 083999.

ESF Co-financed learners

- Code 105 has been added to this field in 2009/10 for use by ESF co-financed learners who have progressed from ESF Co-financed activity into a mainstream or other learning programme with the same provider. This data is required to monitor learner progression against specific ESF deliverables and cannot be obtained from the Destination field, field L39, which would show the learner as continuing (code 95).

National Skills Academies

- Codes 046-060 for National Skills Academies have been removed from 2009/10. In 2009/10, this data will be collected in field A63. Data recorded in this field for continuing learners should be mapped to the new codes in field A63 and replaced by 999 in this field.

A full list of codes can be in the National learning aim monitoring code document.

A47 Local LSC learning aim monitoring (optional)

This field was previously controlled by local and regional arms of the LSC.

This (optional) field was used by the local LSC to define learning aim monitoring information.

Programme aim

- This field is not required and a null value of 24 zeros must be used.

All other learning aims

- Each local LSC informed its providers about the information it wished to see in these fields, this field is optional for providers.
- A similar local learning monitoring field also appears in the learner data set which also occurs twice.
- If this field is not required, a null value of 24 zeros must be used.

A48 Provider specified learning aim (optional)

This (optional) field can be used by the provider to define monitoring information. It is used by providers to allow them to analyse the ILR data to their own requirements.

Notes

- Providers do not need to use this field, it is entirely optional, and *the information authority* will not instruct providers to use this field.
- If completed this field must not contain any invalid characters, which are wildcards *, ?, %, _ (underscore) and the end of file marker.
- If this field is not required, the null value of 24 spaces must be used.

A49 Special projects and pilots

This field Indicates participation in a special project or pilot.

Notes

- The Special Projects and Pilots document contains all of the valid codes available for this field, but is not academic year specific. The date valid from column should be used to determine whether the code is valid for use.
- The Skills Funding Agency informs providers of the codes to be used. Valid codes are:
 - SS001 to SS150 – Sector strategy pilots
 - CV001 to CV500 – Centres of Vocational Excellence (CoVEs)
 - SP001 to SP500 – Other special project and pilots.
- The Skills Funding Agency directorate responsible for running the project or pilot will issue codes to any providers involved. Examples of special projects and pilots are sector strategy pilots such as OSAT, which aims to deliver on-site training to learners in the construction industry.
- If the learning aim is not part of a special project or pilot programme the null value of five spaces must be used.

A50 Reason learning ended

This field indicates the reason the learning on this aim has finished.

Code	Description
01	Learner ALSN status changed, so a new learning aim is created
02	Learner transferred to another employer / provider / local LSC in the same programme type
03	Learner injury / illness
04	Learner progressing to Advanced Apprenticeship – non E2E learners
05	Learner progressing to NVQ 3
06	Learner has stopped on this aim due to a change in funding. – Learning should continue on another aim.
07	Learner transferred between providers due to intervention by the LSC. This is usually where the LSC has stopped contracting with a provider for all or part of their provision.
20	Learner progressing to Apprenticeship / Advanced Apprenticeship / programme led Apprenticeship
23	Learner progressing to employment with training at level 2 or above
24	Learner progressing to employment without training at level 2 or above
25	Learner progressing to FE, New Deal or other structured learning below level 2
26	Learner progressing to FE, New Deal or other structured learning at level 2 or above
27	OLASS learner withdrawn due to circumstances within the provider's control
28	OLASS learner withdrawn due to circumstances outside the providers' control
29	Learner has been made redundant
96	Learner is continuing on this aim
97	Other
98	Reason not known

Notes

- When using code 06, learning should continue on another aim.

- Where learning on the programme continues after this aim has finished, you should use code 97.
- Where this is the last aim of the programme to finish, you should use the most appropriate code
- Code 29 has been added to this field for 2009/10 to record learners who have stopped learning on this learning aim mainly as a result of being made redundant
- Redundancy is defined as the loss of employment for reasons not related to the individual concerned. This occurs where an employer :
 - (i) ceases, or reduces, the business activity for which the individual was employed
 - (ii) ceases, or reduces, that business activity in the location where the individual was employed

A55 Unique learner number

The learner's unique learner number (ULN) should be recorded in this field. The information is used to carry out analysis of learners as they progress and to support Skills Accounts and Diplomas.

Notes

- Learner ULNs can be obtained from the [MIAP Learner Registration Service](#).
- Providers are encouraged to register learners with the Learner Registration Service and obtain a ULN for them. If the learner already has a ULN, this should be recorded.
- The unique learner number in this field must match the unique learner number in the ULN field in the learner data set.
- Where a learner does not have a ULN, the null value of 10 zeros should be used.
- If a provider is experiencing difficulties obtaining a ULN for a learner then a value of 9999999999 can be recorded temporarily.
- Providers experiencing problems obtaining a ULN should contact the MIAP team at lrssupport@miap.gov.uk.

A56 UK provider reference number

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

- This field will be collected in addition to the existing UPIN, field A01.
- The UKPRN entered in this field must match the UKPRN field in the learner data set.
- If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.
- Providers who have not been assigned a UK provider reference number, should use the null value of 8 zeros.

A58 ASL provision type

This identifies the type of Adult Safeguarded Learning (ASL) activity undertaken.

Code	Description
01	Personal and community development learning (PCDL)
02	Neighbourhood learning in deprived communities (NLDC)
03	Family literacy language and numeracy (FLLN)

Code	Description
04	Wider family learning (WFL)
05	Non-safeguarded learning – First Steps
99	None of the above

ESF Provision

- In most cases data about Adult Safeguarded Learning or first steps provision will not be returned in an ESF SR return and code 99 should be used. An exception to this would be where this learning provision is being used for ESF match funding.

A59 Planned Credit Value

This field records the credit value of the learning aim and is only required for learners undertaking qualifications accredited within the Qualifications and Credit Framework (QCF).

Programme aim

- This field is not required and a null value of 000 must be entered.

QCF Learning aims

- This field must be completed for all QCF learning aims that have a start date on or after 1 August 2008.
- The planned credit value entered in this field, must be a value in the range 000 to 999.
- This field should record the planned credit value of the learner's learning aim. Each QCF qualification and unit has a credit value and the aggregate of units and qualifications in the learning aim will establish an overall credit value of the learning programme.
- The credit values of all units and qualifications in the QCF are stored on the [National Database of Accredited Qualifications](#)
- The value entered should be the planned credit value agreed/defined at the beginning of the learning period. This should remain constant. It is not expected to be a rolling number of credits subject to change.

Non QCF learning aims

- Where the learning aim is not accredited into the QCF, a null value of 000 should be returned.

A60 Credits achieved

This field records the amount of credits achieved by the learner when the learning aim is completed or study ceases. It is only required for learners undertaking qualifications accredited within the Qualifications and Credit Framework (QCF).

Notes

- Where the learner is still continuing in learning, this field should contain the null value of 000.
- If the learning aim is not a QCF accredited aim then a value of 000 should be entered or the field left blank.

Programme aim

- This field is not required and a null value of 000 must be entered.

QCF Learning aims

- This field must be completed for all QCF learning aims if the start date of the learning aim is on or after 1 August 2008 and the Learning outcome recorded in A35 is 'Achieved' or 'Partial achievement'.
- Where the learner is still continuing in learning, this field should contain the null value of 000.
- This field should record the number of credits actually achieved by the learner when the learning aim is complete or study ceases. Each QCF qualification and unit has a credit value and the aggregate of units and qualifications in the learning aim will establish an overall credit value of the learning programme.
- The credit values of QCF accredited learning aims are stored on the [National Database of Accredited Qualifications](#) and can be obtained from this.

Non QCF Learning aims

- Where the learning aim is not accredited into the QCF, a null value of 000 should be returned.

A61 Project dossier number

This records the project dossier number indicating the priority level of the activity being undertaken.

Notes

- This field has been added to the learner responsive, employer responsive and ESF SR collections for 2009/10 to collect data that was previously collected in field E22, which has been removed from the ILR for 2009/10. It only needs to be completed for ESF co-financed and matched learners.
- Data for any continuing learners that was previously recorded in field E22 should be recorded in this field from 2009/10 onwards. The field specification has not been changed and existing data does not need to be amended in any way.

ESF co-financed learning aims (where A10=70)

- This field must be completed with the project dossier number. The project dossier number will be supplied to providers the Skills Funding Agency.
- The format of the Project Dossier Number is as shown below:

AABBBCDDE, where

AA	the year, either, 07, 08, 09 or 10 -15
BBB	a three digit number
C	the letter 'L'
DD	the region, either EA, LN, EM, NE, NW, SE, SW, WM, YH, ME, SY or CO
E	the priority, either 1, 2, 3, 4, 5 or 6

Learning aims that are not ESF co-financed or being identified as match

- This field is not required and a null value of nine spaces must be entered.

Other learning aims

For ESF indirect beneficiaries, that is where learners are being identified as match only, this field may not be required, and the box can be left blank. The Skills Funding Agency will inform you of whether this field needs to be completed for match learners.

For all other learning aims, including the programme aim, this field is not required and should be left blank or the null value used.

A62 ESF Local project number

This must be completed for ESF co-financed learning aims and may be required for some matched learning aims.

Notes

- This field has been added to the learner responsive, employer responsive and ESF SR collections for 2009/10 to collect data that was previously collected in field E23, which has been removed from the ILR for 2009/10. It only needs to be completed for ESF co-financed and matched learners.
- Data for any continuing learners that was previously recorded in field E23 should be recorded in this field from 2009/10 onwards. The field specification has not been changed and existing data does not need to be amended in any way.

ESF co-financed learning aims (where A10=70)

- This field must be completed with the local project number. The local project number will be supplied to providers by the Skills Funding Agency.

Learning aims that are not ESF co-financed or being identified as match

- This field is not required and a null value of 000 must be entered.

Other learning and programme aims

For all other learning aims, including the programme aim, this field is not required and should be left blank or the null value used.

A63 National Skills Academy

This field identifies delivery of learning by a National Skills Academy (NSA).

Code	Description
01	Fashion Retail
02	Manufacturing
03	Financial Services
04	Construction
05	Food and Drink Manufacturing
06	Nuclear
07	Process Industries
08	Creative and Cultural
09	Hospitality
10	Sport and Active Leisure
11	Retail
12	Materials, Production and Supply
13	National Enterprise Academy
14	Social Care
15	Information Technology
16	Power
17-30	Unassigned
99	None of the above

Notes

- National Skills Academies (NSAs) are centres of excellence dedicated to driving up skills and becoming the lead for employers and providers for their sector. They are national centres developing networks of training providers including some Training Quality Standard accredited providers and Centres of Vocational Excellence.
- The NSA network is continuing to expand with a view to developing an academy in each major sector of the economy.
- NSAs represent a large investment of public funding and will deliver both LSC funded and non-funded provision. In order to evaluate the NSA network and demonstrate impact and value for money there is a requirement to produce achievement and success rate data at the individual NSA provider level.

Learning aims that are delivered by a National Skills Academy (NSA)

- This field must be completed with a valid code from the above list.
- This field replaces the use of the national monitoring codes in the National learning aim monitoring field, field A46 for these types of activity. The NSA codes in field A46 have been removed for 2009/10 and all National Skills Academies including data for continuing learners from 2008/09 should be recorded in this field.
- The use of the unassigned codes is only to be authorised by *the information authority*.

Learning aims that are not being delivered by a National Skills Academy (NSA)

- Code 99, 'None of the above', must be used.

A66 Employment status on day before starting learning aim

To identify what the learner was doing before joining the ESF programme.

This field is only completed for aims that are ESF co-financed or matched.

Code	Description
01	Employed
02	Full time education or training
03	Self employed
04	Unemployed
06	Economically Inactive
07	14-19 NEET
98	Not known / not provided

Notes

Volunteers

- A learner who is a volunteer with an employer should not be recorded as 'Employed' unless they are employed elsewhere with a contract of employment for 16 hours per week or more.

Unemployment

- Unemployment is defined as a period where a person is not in paid employment and is actively seeking work. Registration with Jobcentre Plus is not needed as evidence of unemployment.

Economically Inactive

- Learners who are economically inactive (code 06) are defined as:
 - of working age, and

- not employed, and
- not self employed, and
- not actively seeking work, and
- not in full time education.

14-19 NEET

- Learners who are 14-19 NEET (Not in Education, Employment or Training) (code 07) are defined as:
 - Not in full time education whether in a school, an FE institution or an HE institution
 - Not in employer based learning (including apprenticeships or NVQ learning)
 - Not in other education or training (including independent colleges or training centres or receiving training or part time education but not employed)
 - Not in employment
 - Aged 14 and 15 who are at risk of becoming NEET when they leave school, for example those identified by the Connexions Service as needing 'support' or 'intensive support'.

ESF co-financed and matched learning aims

- This field must be completed for all ESF co-financed and matched learning aims. It is required to establish eligibility for ESF co-financing and for claims to government office.
- If the learning aim is ESF co-financed, the null value cannot be used and code 98 'not known/not provided' must not be used in this field.

A67 Length of unemployment before starting ESF project

This field records the time spent unemployed before joining the ESF project. It only needs to be completed for ESF co-financed and matched learners.

For all other learning aims, including the programme aim, this field is not required.

Code	Description
01	Less than 6 months
02	6-11 months
03	12-23 months
04	24-35 months
05	Over 36 months
98	Not known / not provided
99	Not unemployed

ESF Co-financed learning aims and Matched learning aims

- This field only needs to be completed for ESF co-financed and matched learners.
- It is the provider's responsibility to make sure that they accurately record the length of time that the beneficiary was unemployed before they started on an ESF project.
- If the learning aim is ESF co-financed, the null value and code 98 'not known/not provided' must not be used in this field.

- The following situations are considered as periods of unemployment:
 - On Invalidity Benefit
 - On Sickness Benefit
 - On Severe Disablement Allowance
 - In custody.
- Where unemployment cannot clearly be shown, the beneficiary must serve the qualifying period again. Beneficiaries may only continue to work on the current project with the agreement of the provider.
- The following situations do not affect qualifying periods of unemployment for the beneficiary:
 - Casual or temporary work of not more than four weeks
 - Part-time work of less than 16 hours a week in total, provided that the skills needed for the work will not lead to greater involvement in the labour market
 - Time spent on an earlier ESF project where the current project will develop the previous one.
- The following situations do not count as periods of unemployment:
 - Time spent on work-related government programmes such as New Deal
 - Where people are considered to form part of the workforce
 - Days for which Statutory Sick Pay or Statutory Maternity Pay have been claimed
 - Time spent in compulsory education
 - Time spent on training or education courses that last longer than four weeks.
- Code 99 'not unemployed' must not be used in this field if the Employment status on day before starting learning aim field, field A66 is 'unemployed'.
- If the Employment status before starting is 'employed', 'full time education', 'self employed', 'economically inactive', code 98 'not unemployed' must not be used in this field.
- If the Employment status before starting is 'not known/not provided', then code 98 'not known/not provided' must not be used in this field.

All other learning aims including the programme aim

- This field is not required and a null value of 00 must be entered.

A68 Employment outcome

This field indicates where a funded employment outcome is gained. The learning aim must be part of the employment outcomes funding pilot. This information is used to monitor and fund employment outcomes on programmes that are eligible for such funding.

Code	Description
01	Employment outcome (with training) gained on eligible funded programme
02	Employment outcome (without training) gained on eligible funded programme
99	No employment outcome gained

Notes

- This field should be completed only for learning aims which are either part of a programme that is funded to deliver employment outcomes or a programme where separate employment outcome payments are made. Providers should refer to the funding guidance for details of such programmes.
- For 2009/10 these include: Skills for Jobs, the Employability Skills Programme and the recently announced training offers for those facing redundancy or newly made redundant and those unemployed for 6 months or longer.
- Providers are expected to keep documentary evidence of eligibility for employment outcome payments, in line with the guidance for each provision package and this will be subject to audit.
- Other programmes may be introduced during 2009/10 which are also funded to deliver employment outcomes and this field should be completed where required in line with the relevant programme guidance.

All learning aims which are eligible for funding for employment outcomes

- For a learning aim which is part of a programme that is funded for delivering employment outcomes as described in the notes above, this field must be completed. This includes programmes that only receive on-programme payments and also those with separate employment outcome payments.
- This field must be completed with a valid code from the above list if entered.

All other learning aims including the programme aim

- If the learning aim is part of a programme which does not fund employment outcomes the null value of 00 must be entered.