

## Appendix A to Item 4

### ILR Data Management Principles

|   | Principle   | Amplification  |
|---|---|--|
| 1 | 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 it is perceived that this would result in a more equitable claim for funding or performance.  |
| 2 | The ILR must accurately <i>and</i> comprehensively reflect what is recorded in each learner's learning agreement.   | <p>For all providers the learning agreement records the goals which the learner and provider have agreed. It is against these goals that provider performance, in terms of success rate, is measured.</p> <p>It is recognised that the learning aim may be agreed during the initial period of learning for long qualifications but once set it must not be changed. It is reasonable to expect that the goal should be agreed as soon as possible.</p> <p>Consequently providers must agree the learning aim for aims of all lengths within the funding start period as defined in 'LSC Funding Guidance 2008/09: Funding Formula' and record it in the ILR. There is one exception for English for speakers of other languages (ESOL).</p> <p>Where a provider and learner agree to a change of aim after the funding start period it should be recorded as a transfer in the ILR.</p> |
| 3 | 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. For employer responsive returns, which do not have reference dates, the provider must endeavour to return new starters, leavers and changes in a timely way. | 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.  |
| 4 | The total guided learning hours for a learner recorded in the ILR must accurately reflect the guided learning hours the provider plans to deliver or actually delivers to the learner.  | Where a single piece of learning leads to the achievement of more than one goal, the ILR must not contain learning aim data sets that include the same guided learning hours more than once. For example, where a piece of learning is delivered in a single course of 100 guided learning hours and leads to the achievement of two aims then the two learning aim data sets describing this should contain 100 guided learning hours in total.   |
| 5 | Basic pieces of information about a learner and their learning must remain constant once entered in the ILR except where the information has been entered in error.   | <p>Examples of such fields include Home postcode field, (L17), Learning aim reference field, (A09), LSC funding field, (A10) and 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.</p> <p>Where inaccurate data is sent principle 1 takes precedence. That is it is more important to correct incorrect data than to not change fields.</p>   |
| 6 | Providers should aim to implement data management best practice when processing learner data within their systems in order to deliver timely and accurate data in their ILR.  |  |
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