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## **Individualised Learner Record 2008/09**

# **Adult Safeguarded Learning Provider Support Manual**

Version 1 – July 2008

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## **Version history**

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Changes from 2007/08 are highlighted in Yellow.

## Section 1: Introduction

1. The Learning and Skills Council (LSC) requests Individualised Learner Record (ILR) returns for 2008/09 from providers in receipt of Adult Safeguarded Learning funding (ASL) directly from the LSC for 2008/09.
2. The ASL funding stream consists of the following types of learning:
  - Personal and Community Development Learning (PCDL);
  - Family Literacy, Language and Numeracy (FLLN);
  - Wider Family Learning (WFL); and
  - Neighbourhood Learning in Deprived Communities (NLDC).
3. The ASL funding stream is identified in the ILR by the use of code 10 in LSC funding stream field, field A10.
4. The ASL provision type field, field A58, has been added to the ILR in 2008/09 to identify the type of safeguarded learning provision being undertaken and it is important that this field is completed correctly in all cases. Previously the type of ACL provision was identified in the National learning aim monitoring field, field A46. ILR data for any continuing learners who were previously identified using codes 23, 24, 61 and 65 in field A46, will need to be amended to use the appropriate codes in field A58. Codes 23, 24, 61 and 65 in field A46 are no longer valid for use in 2008/09 and these should be replaced by code 999.
5. This manual contains advice and guidance relevant to ASL funded providers for the 2008/09 teaching year. It applies to the following ASL ILR returns:
  - ILRC01
  - ILRC02
  - ILRC03
  - ILRC04
  - ILRC05
6. This manual does not apply to the following cycle of returns:
  - Learner Responsive (LR) F01 – F05 and X01 – X99;
  - University for Industry (Ufi) U01 – U05;
  - Employer Responsive (ER) W01 – W13; or
  - ESF Short Record (ESF SR) S01 – S13.

The provider support manuals relevant to the above cycle of returns are available on *the information authority* website:

[http://www.theia.org.uk/ilr/ilrdocuments/2008\\_09+Guidance.htm](http://www.theia.org.uk/ilr/ilrdocuments/2008_09+Guidance.htm)

7. The “*Specification of the ILR for 2008/09*” is the reference document for the ILR and was published on 25 January 2008. It specifies the format and content of the ILR. It details what each ILR file must contain, the format and the valid values for each individual field. It covers all ILR returns – ASL, ESF SR, LR, Ufi and ER. It is available to download from

the information authority website at:  
[www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm](http://www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm)

8. For providers returning an ASL ILR, the annexes to the ILR specification document detail:
- |            |  |
|------------|--|
| Appendix A | Collection timetable for ASL           |
| Appendix C | Valid postcode format                  |
| Appendix E | LSC numbers                            |
| Appendix F | Data Protection statement              |
| Appendix H | Learning aim class codes               |
| Appendix K | Definition of terms                    |
| Appendix O | National learning aim monitoring codes |

### **Key Changes for 2008/09**

9. For 2008/09 providers are asked to make **five**, instead of three, ASL returns. Refer to the collection timetable on page 10 for further information.
10. The following fields have been added to the ASL collection. Some of these fields are only required for learners whose total Guided Learning Hours (GLH) for all learning aims is more than 30 hours. See the individual field descriptions for details of these.
- Learner surname / family name field, field L09 – see page 19
  - Learner forenames field, field L10 – see page 19
  - Disability field, field L15 – see page 22
  - Learning difficulty field, field L16 – see page 23
  - Address lines fields, fields L18 – L21 – see pages 24 - 25
  - Current postcode field, field L22 – see page 25
  - Telephone number field, field L23 – see page 26
  - Restricted use indicator field, field L27 – see page 26
  - Learning outcome grade field, field A36 – see page 35
  - ASL provision type field, field A58 – see page 36
  - Planned credit field, field A59 – see page 37
  - Credit achieved field, field A60 – see page 37
11. Updated hyperlinks throughout this document.

## Section 2: Other related documents and information

12. Your primary reference for ILR information should be this document and the ILR specification for 2008/09.

The ILR documents section of *the information authority* website also contains information that could help you. Here you will find links to many of the documents listed below and information relating to ILR returns for 2008/09. [www.theia.org.uk/ilr/ilrdocuments/](http://www.theia.org.uk/ilr/ilrdocuments/)

13. The following document and links, all contain information relevant to providers returning an ASL ILR:

**“LSC Funding Guidance”** available at:

<http://www.lsc.gov.uk/providers/funding-policy/strategic-overview/>

**“Updates”** (web page)

Available at: [www.lsc.gov.uk/providers/data/updates](http://www.lsc.gov.uk/providers/data/updates)

This page provides items of news of interest to providers who make ILR returns including details of updates to the Data section of the LSC’s website. There is also an e-mail alert service that will automatically notify you of any changes made to the site, which is available at: [www.lsc.gov.uk/providers/data/help/datawebalerts.htm](http://www.lsc.gov.uk/providers/data/help/datawebalerts.htm).

*The information authority* will also use this email alert service to notify providers of any new ILR documentation published on *the information authority* website.

**“Learner Information Suite”** (web page)

Available at: [www.lsc.gov.uk/providers/data/software/LIS](http://www.lsc.gov.uk/providers/data/software/LIS)

This page provides links to download the various versions of the Learner Information Suite (LIS) software.

**“Learning Aim Database”** (web page)

Available at: [www.lsc.gov.uk/providers/data/software/LAD](http://www.lsc.gov.uk/providers/data/software/LAD)

The Learning Aim Database (LAD) can be accessed on-line from this page, or a copy can be downloaded. This page also contains links to the LAD user guide and a LAD overview document.

**“Provider Extranet”** (website)

Available at: <http://providers.lsc.gov.uk>

The ‘Training and Support’ section within the On-Line Data Collection (OLDC) system pages contain information about the system that is used to return ILR data to the Data Service.

### Additional support

14. The definitive guide to returning data to the Data Service is the *‘ILR Specification for 2008/09’*. Managers responsible for returning data to the Data Service should have a good working knowledge of this document. This manual is intended to provide further guidance to

completing the ASL ILR, which is not applicable to include in the '*ILR Specification for 2008/09*'.

15. If, after consulting these documents, you cannot find a valid code that accurately describes the circumstances of the learner or their learning aims, or you have any other issues concerned with the application or interpretation of this guidance, please contact your Partnership Advisor in your local LSC.
16. You can find contact details for your local LSC using the 'Regions' section of the LSC web site: [www.lsc.gov.uk/regions](http://www.lsc.gov.uk/regions)

## Section 3: The Learning and Skills Council

17. The LSC was established in July 2000 by the Learning and Skills Act 2000. It has a duty to secure, in relation to England only, the provision of proper facilities for education (other than higher education), training and organised leisure time occupation connected with such education and training, suitable to the requirements of persons who are above compulsory school age but have not attained 19. In addition it has a duty to secure the provision of reasonable facilities of education (other than higher education), training and organised leisure time occupation connected with such education and training, suitable to the requirements of persons who have attained the age of 19. In securing reasonable facilities for those over 19 it can take into account available resources.
18. The LSC has the power to secure the provision of financial resources in respect of post-16 education and training including by providing resources itself.

### ***The requirement for data***

19. 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:
  - by LSC to monitor individual provider's delivery against provision plan or contract;
  - by LSC to inform local decisions about plans and provision;
  - by DIUS and LSC to monitor progress to targets;
  - by LSC to inform national planning, including policy development and modelling;
  - by LSC to calculate actual funding earned;
  - by Ofsted and LSC to monitor quality of provision and evaluate the effectiveness of providers across the learning and skills sector;
  - by DIUS, DCSF and LSC to make the case to government for levels of funding appropriate to the sector;
  - by LSC to demonstrate the outcomes of its distribution of funds.
20. The LSC will be analysing the education and training programmes being offered in each local Learning and Skills Council (local LSC) area in relation to:
  - demographic trends;
  - participation rates;
  - local labour market requirements; and
  - strategic planning targets.
21. These analyses will enable local LSCs to:
  - influence curriculum and capital investment within providers for the benefit of the local economy; and

- engage with providers in medium and long term strategic planning.

### ***Confidentiality and release guidelines for data***

22. The LSC's ILR data protection statement, which must be included on enrolment forms, can be found in Appendix F of the *ILR Specification for 2008/09*. The LSC has developed data sharing protocols that are published on the LSC website.

## Section 4: Overview of data requirements

23. For 2008/09 there are **five** ASL ILR data returns for the year:

- C01;
- C02;
- C03;
- C04; and
- C05.

At each collection, data needs to be returned for each learner who has studied in that year. The timetable for these collections is detailed in the table on page 10. The ILR returns cycle is repeated in a similar manner for each teaching year.

24. ASL collections C01 – C05 should include records for learners described in Section 5: Coverage of the ILR.

### *Collection timetable*

Return Number (file extension)	Reference date	Return date	Year of return	Information requested for ILR return
C01	01 November 2008	03 December 2008	2008/09	An ILR file containing valid learner data sets and learning aim data sets
C02	01 February 2009	16 February 2009	2008/09	An ILR file containing valid learner data sets and learning aim data sets. This is a cumulative collection of data which should include any changes from C01 for new enrolments, withdrawals and information about learning programmes completed. It should also include learning aim outcomes where they are known. The completion status field should be correct as at 01 February 2009
C03	01 May 2009	18 May 2009	2008/09	An ILR file containing valid learner data sets and learning aim data sets. This is a cumulative collection of data which should include any changes from C02 for new enrolments, withdrawals and information about learning programmes completed. It should also include learning aim outcomes where they are known. The completion status field should be correct as at 01 May 2009

Return Number (file extension)	Reference date	Return date	Year of return	Information requested for ILR return
C04	31 July 2009	07 September 2009	2008/09	An ILR file containing valid learner data sets and learning aim data sets. This is an all-year collection of data which should include any changes from C03 for new enrolments, withdrawals and information about learning programmes completed. It should also include learning aim outcomes where they are known. The completion status field should be correct as at 31 July 2009
C05	31 December 2009	01 February 2010	2008/09	An ILR file containing the same valid data sets as returned for C04 with completion and outcome data as appropriate, as known at 31 December 2009. The completion data should be revised in the light of whether learners have returned at the start of 2009/10

25. The ASL ILR timetable for 2008/09 is described above. From 2008/09 providers for the first time are asked to make **five**, instead of three, ASL returns. All providers will be transmitting ILR returns via the web portal.
26. For all the ASL ILR collections, providers are requested to return learner and learning aim data sets. Providers should update the completion status fields in the learning aim data set at each return to reflect the situation at the reference date. In particular, for the fourth ASL ILR collection (C04) providers should accurately record learners who have completed or withdrawn from their studies by 31 July.
27. The final ASL ILR collection (C05) from all providers should consist of a copy of the records sent at the fourth ASL collection (C04) with learning aim outcomes added as known at the 31 December reference date. C05 should also contain amendments to completion status for learners who at C04 were expected to return for the 2008/09 teaching year and who subsequently did not do so. Providers should not record completion information in the final collection for learners who complete after 31 July 2008.

### ILR Data Collection Forms

28. There is no standard ILR paper collection form for ASL providers. Providers must use their own enrolment forms. The SKIES website contains a number of examples of enrolment forms that are in use by Local Authorities (Las): [www.niace.org.uk/projects/skies](http://www.niace.org.uk/projects/skies)

## Section 5: Coverage of the ILR

### *Provider coverage*

29. In this manual the term 'provider' includes:

- Local Authorities (LAs) that receive ASL funding directly from the LSC
- Providers, including colleges and former external institutions, that receive ASL funding directly from the LSC; and
- Voluntary, community or other organisations that receive ASL funding directly from the LSC.

Where guidance does not apply to all providers this is specified.

30. All providers that receive ASL funding directly from the LSC are asked to return data in the ASL cycle of returns in 2008/09.
31. Providers must not return information within an ASL ILR return about learning aims that are not ASL funded.
32. LAs that receive LSC ASL funding **must** transmit ASL ILR returns to the Data Service, even if all provision is contracted out to other providers, including colleges.
33. FE colleges and other providers that are contracted by a LA to provide ASL learning and therefore do not receive this funding directly from the LSC **must not** transmit an ASL ILR to the Data Service. This learning should be returned in the LR cycle of returns as **non-LSC funded learners** (using code 99 in field A10 and code 26 in field A11).
34. In some cases, providers may receive both Learner Responsive funding and ASL funding directly from the LSC. Providers that have a learner on a ASL funded aim and a Learner Responsive funded aim, are expected to return data about the learner in both the ASL and LR cycle of returns. In such situations the learner reference number should, if possible, be the same in both cycles of ILR return.
35. If a provider is in receipt of both ASL funding and funding for First Steps provision, which is non-formula funded from the learner responsive budget in 2008/09, but does not receive any other Learner Responsive funding, then data about the first steps learning can be returned in the provider's ASL ILR return for 2008/09. First Steps provision should be coded as Other LSC funding using code 80 in field A10.

**For example: LA in receipt of LSC ASL funding and LSC Learner Responsive funding.**

### **ASL cycle of returns**

36. A LA which receives both ASL funding and Learner Responsive funding is requested in its ASL cycle of ILR returns:
- to send a record for each learner for whom it is in receipt of ASL funding
  - not to send records, in its ASL ILR cycle of returns, for learners for whom it is receiving no LSC ASL funding

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

### **Learner Responsive cycle of returns**

37. A LA which receives both ASL funding and Learner Responsive funding is requested in its Learner Responsive cycle of ILR returns:
- to send a record for each learner for whom it is in receipt of LSC Learner Responsive funding
  - not to send records, in its LR cycle of returns, for learners for whom it is receiving no LSC Learner Responsive funding,
  - for learners for whom it is in receipt of LSC Learner Responsive funding not to send data sets for learning aims unrelated to the LR programme, for example for a learning aim funded by another LSC funding stream
  - to send learning aim data sets in LR format only, for more information see the data set format field, field A08.

### **Learning Programme coverage**

38. The scope of the ILR for ASL providers is intended to cover learning activities funded through the Safeguarded Funds, that is Personal and Community Development Learning (PCDL); Family Literacy, Language and Numeracy (FLLN); Wider Family Learning (WFL) and Neighbourhood Learning in Deprived Communities (NLDC). 'Learning activity' is learning involving a learner or group of learners in an activity of taught or self study, self-development or guided learning.
39. The ILR will not collect data on non-learning activities. This covers items that could not be accommodated in the national funding formula, for example, grants to voluntary organisations to support infrastructure costs (excluding those made under NLDC); development of activity for partnerships; short term research; one-off projects that do not involve learning programmes and/or teaching time. Please contact your local LSC if you are unsure what to include or exclude.

### **Personal and Community Development Learning**

40. The PCDL classification was introduced in 2006/07 following the publication of Priorities for Success. PCDL programmes are those which are undertaken by a learner for their own personal development or by a group of learners to enable them to play a fuller part in their community. PCDL programmes may not lead to accredited qualifications but they should include clear learning aims. PCDL should cover a range of curriculum areas including art, sport, languages, technology, healthy living etc.
41. From 2008/09, PCDL activity will no longer be funded from the learner responsive budget or returned in a learner responsive ILR return. All

PCDL activity is funded from the adult safeguard and must be included on an ASL ILR return.

42. PCDL activity must be identified in the ASL provision type field, field A58, using code 01.

### **Family Literacy, Language and Numeracy (FLLN)**

43. In the ASL provision type field, field A58, use code 03 for all FLLN programmes.
44. In addition to the ILR, Supplementary Learner Record A (paper return) for children must also be returned for all FLLN providers.

### **Wider Family Learning (WFL)**

45. In the ASL provision type field, field A58, use code 04 for all WFL programmes.
46. In addition to the ILR, Supplementary Learner Record A (paper return) for children must also be returned for all WFL providers.

### **Neighbourhood Learning in Deprived Communities (NLDC)**

47. Since 2006/07 it has been possible for providers to record NLDC activity on the ILR. In the ASL provision type field, field A58, use code 02 for all NLDC programmes. If you do not wish to record your NLDC learners on the ILR you can use the NLDC data form as in previous years, which is available at:  
[http://www.theia.org.uk/ilr/ilrdocuments/2008\\_09+Guidance.htm](http://www.theia.org.uk/ilr/ilrdocuments/2008_09+Guidance.htm)
48. You must record your NLDC learners on **either** the ILR or the paper form, **not on both**.

### **First Steps provision**

49. Providers which are in receipt of funding for First Steps provision should return data for these learners in the LR ILR returns cycle. If an ASL provider does not receive learner responsive funding for any other type of provision and does not usually send a learner responsive ILR return, then they can record first steps learning in the ASL ILR for 2008/09.
50. First Steps learning must be recorded using code 05 in the ASL provision type field, field A58 and code 80 in the LSC funding stream field, field A10.

### **Short Learning Aims funded through Safeguarded Funds (under 6 hours)**

51. Since 2006/07 safeguarded funds may support appropriate short courses where they fit within the organisation's development plan and vision and are in line with local priorities. LAs should make effective (but not excessive) use of short courses and workshops as part of a suite of programmes to engage and motivate parents/carers and to encourage them to take up short or intensive programmes. Three and six hour Skills for Life (SfL) diagnostic assessments should only be funded where they form part of a full FLLN programme and the funding for these

assessments is included in the rates for these programmes. The LSC will not fund stand alone diagnostic assessments through any of the safeguarded funds.

52. All learners on short programmes of under 6 hours **must** be included on the ILR return. There is no longer a paper return for these learners.

### **ESF Match funding**

53. If a learner is being used to match fund for ESF they **must** also complete the ESF short record in addition to their ASL ILR return or NLDC paper form. Data from the ESF short record will not be used for ASL ILR monitoring purposes so there will be no risk of double counting.
54. Further information on the ESF short record can be found at:  
[http://www.theia.org.uk/ilr/ilrdocuments/2008\\_09+Guidance.htm](http://www.theia.org.uk/ilr/ilrdocuments/2008_09+Guidance.htm)

### **Learner coverage**

55. ASL funding is for the support of learners aged 19+. Learners who are under 19 should be funded only where they are the parent on a wider family learning (WFL) or FLLN programme. If the parent is under 16, providers should keep clear documentation to prove this at audit as it is an 'exceptional case'. Children on Family Programmes should not be recorded on the ILR.
56. ILR data must be returned in the ASL cycle of returns for all learners enrolled at the provider in 2008/09 except those who attend more than one provider to study for a single learning aim and are included in an ILR return form another provider.
57. The ILR will not collect data on child learners that participate on family programmes with members of their families. Information on children (under the age of 16) should be collected on supplementary learner record A. This is available at:  
[http://www.theia.org.uk/ilr/ilrdocuments/2008\\_09+Guidance.htm](http://www.theia.org.uk/ilr/ilrdocuments/2008_09+Guidance.htm)

## Section 6: Returning data to the Data Service

### **Validation**

58. It is important that the data that the Data Service receives is accurate. When data is received, a validation process is applied to help to ensure that the data are complete and correct. The validation process applies a series of rules to the data and produces a report of error and warnings.
59. Errors are produced where data makes no sense or cannot be correct, for example if the learning end date is before the learning start date. Records that produce errors are not loaded into the Data Service system.
60. Warnings are produced where data are unusual, for example where a learner is over 100 years old. Records that produce warnings are loaded into the Data Service system, but you should check each of these records to ensure that the data is correct.
61. The validation rules for 2008/09 are published on *the information authority* website at: [www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm](http://www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm).

### **The Learning Aim Database**

62. The Data Service maintains a database of learning aims to assist with completing the ILR. The database is available to search and download from the LSC website and updates to the database are made regularly.
63. Each learning aim on the database is assigned a reference code to be used in the learning aim data set of the ILR. The database holds the learning aim specific information required by the LSC and is a vital tool for providers returning ILR data about learning aims. Information about the Learning Aim Database (LAD) can be found on the LSC's website: <http://www.lsc.gov.uk/providers/Data/Software/LAD/>

### **The Learning Information Suite**

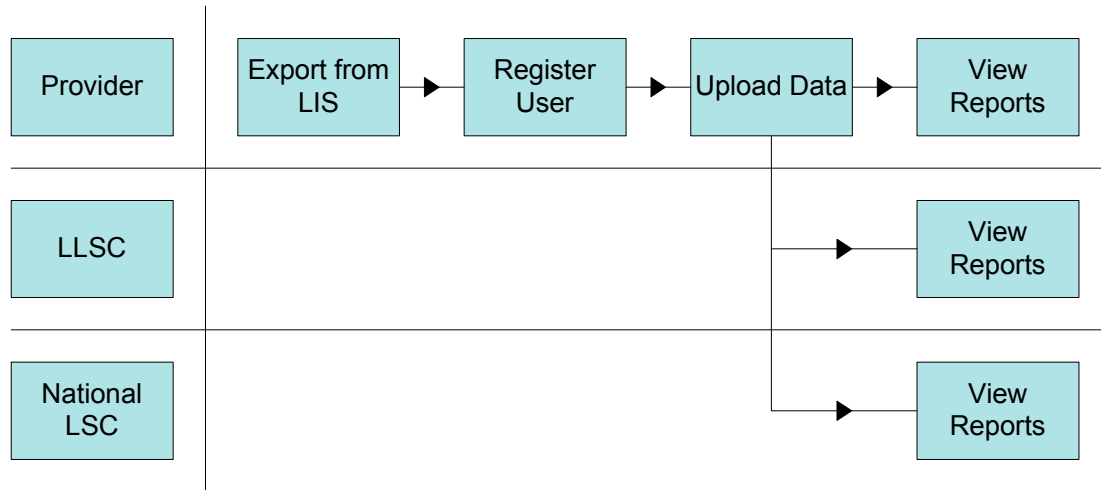
64. The Learner Information Suite (LIS) is a software package that is part of the Data Service's data capture system. You should install it onto your own PC and use it to validate ILR data before you send it to the Data Service. The validation rules that it uses are the same as those used when the Data Service receives the data.
65. LIS version 16 is for the 2008/09 ILR. More information can be found at: <http://www.lsc.gov.uk/providers/Data/Software/LIS/>.

### **Provider Batch**

66. The process for returning data to the Data Service is provider batch.
67. Providers produce a batch file from their MI systems. It is transmitted using the Data Service on-line data collections system to the Data Service database. Guidance on using the OLDC can be obtained from the Data Service website for providers at: <http://providers.lsc.gov.uk/dcs/default.asp>.

- 68. If you know that any of your ILR returns will be made late, you should contact the Data Service.
- 69. An overview of the process is described in Figure 1 below:

Figure 1.



## Section 7: ILR Data fields

- 70. This section gives general information about the data fields in the ASL ILR to be collected. It is intended to supplement the information contained in the ILR specification and focuses on issues raised by ASL providers.
- 71. For specific information about the data returned in each field, you should refer to the ILR specification document.
- 72. Table 1 shows the page number for each ASL field for quick reference

**Table 1. Index of 2008/09 ASL Fields**

ASL ILR Field	Page	ASL ILR Field	Page
L01 Provider number	19	A09 Learning aim reference	28
L/A03 Learner reference number	19	A10 LSC funding stream	29
L09 Learner surname	19	A11 Sources of funding	29
L10 Learner forenames	19	A13 Tuition fee received for year	30
L11 Date of birth	20	A14 Reason for full funding/co-funding of learning aim	31
L12 Ethnicity	20	A23 Delivery location postcode	32
L13 Sex	21	A27 Learning start date	32
L14 Learning difficulties/disabilities	21	A28 Learning planned end date	32
L15 Disability	22	A31 Learning actual end date	33
L16 Learning difficulty	23	A32 Guided learning hours (GLH)	33
L17 Home postcode	23	A34 Completion Status	33
L18 to L21 Home address	24-25	A35 Learning outcome	33
L22 Current postcode	25	A36 Learning outcome grade	35
L23 Contact telephone number (inc STD code)	26	A46 National learning aim monitoring	36
L25 LSC number	26	A48 Provider specified learning aim data	36
L27a and L27b (L27 Restricted use indicator)	26	A58 ASL provision type	36
L40 National learner monitoring	27	A59 Planned credit value	37
L42 Provider specified learner data	27	A60 Credits achieved	37
L45/A55 Unique learner number	27		
L46/A56 UK Provider reference number	28		

### **L01/A01 Provider number**

This is the number that is used in the ILR to identify the provider. This number will be the same for all records in the return.

Where you are uncertain of the provider number you should use, please contact your local LSC.

### **L03/A03 Learner reference number**

This is the reference number that each provider allocates to a learner registered with them. It should be returned as a 12 character alphanumeric field.

It must be unique within the provider's organisation. It should be retained by the learner for any period of study with that provider and it must not be reused for a different learner.

Where data for a learner is also returned in another cycle of ILR returns, for example the LR ILR cycle, the same learner reference number should be used in both returns.

### **L09 Learner surname**

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The surname of family name of the learner. This information is needed so that the LSC can monitor learning by using surveys and to match data so that the LSC can monitor progression, retention and achievement.

This field should not include maiden names for example 'Jones – nee Smith' or 'Jones – was Smith'.

### **L10 Learner forenames**

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The forenames (first names) of the learner. As many learner first names as will fit into the field, should be provided.

Forenames should be shown in full. Nicknames or abbreviations for example Gareth shortened to Gaz or Sarah shortened to Sars should not be used.

This information is needed to inform surveys and match data to monitor progression, retention and achievement. It will be used:

- by the LSC and partner organisations for matching records for statistical purposes (information on partner organisations and the data protection statement can be found at Appendix F of the '*Specification of the Individualised Learner Record for 2008/09*' with further information on the LSC website)
- by the LSC in surveys
- by the LSC to send further information to learners.

## L11 Date of birth

The date of birth is collected so that the Data Service can monitor and report on learning provision by demographic grouping. The proportion of provision for learners over 60 is one of the DIUS performance indicators for the LSC. Collecting a specific date of birth rather than an 'age range' allows analyses to remain flexible and useful for many purposes.

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, eight zeros should be returned. However, this should only be used as a last resort. Providers should never estimate a learner's date of birth.

There is validation that issues a warning where the date of birth is not supplied or the learner is over 100 at the start of their programme.

All date fields in the ILR should be returned as eight numbers: two digits for the day, two digits for the month and four digits for the year. For example:

22 July 1967 would be returned as 22071967

2 March 1956 would be returned as 02031956

15 September 2005 would be returned as 15092005

19 December 2006 would be returned as 19122006

## L12 Ethnicity

This field records the ethnic origin of the learner. It uses classifications based on the 2001 census.

Where a learner's ethnic origin is not listed or the learner feels that they cannot be classified in any other category, code 98 should be used. Learners who do not wish to supply information about their ethnicity should enter code 99.

L12 Value	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
19	Mixed – White Asian
20	Mixed – White and Black African
21	Mixed – White and Black Caribbean
22	Mixed
23	White – British

L12 Value	Ethnic origin
24	White – Irish
25	White – any other White background
98	Any other
99	Not known / not provided

### L13 Sex

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

L13 Value	
F	Female
M	Male

### 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. It is needed so that the LSC can monitor the distribution of learners with learning difficulties, disabilities or health problems. The LSC needs to be aware of all LSC funded learners with learning difficulties and/or disabilities not just those for whom additional support is provided. In discharging its functions for the provision of education and training the LSC must have regard to the needs of persons with learning difficulties and/or disabilities.

This field should be completed on the basis of the learner's self-assessment, where they are able to do so. The LSC recognises that many learners will not be able to identify themselves as having learning difficulties. In such cases, this information can be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

When transmitting the ILR to the Data Service, one of the valid codes must be used as shown below:

- 1 learner considers themselves to either:
  - a. have a learning difficulty which gives them a significantly greater difficulty in learning than the majority of persons his/her age; or
  - b. 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/herself to have a learning difficulty and/or disability and/or health problem
- 9 no information provided by the learner

## General guidance for fields L15 Disability and L16 Learning difficulty

The information recorded in the Disability field, field L15, and the Learning difficulty field, field L16, must be consistent with the code returned in the Learning difficulties/disabilities field, field L14.

For example, if a learner considers themselves to have a learning difficulty/disability in field L14, then the box 'no disability' or 'no learning difficulty' cannot be ticked for both the disability field, field L15, and the learning difficulty field, field L16.

### L15 Disability

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The learner's main disability. For learners who consider themselves to have a learning disability/difficulty this field records the learner's main disability. Where a learner has more than one disability, the main one should be recorded.

This field should be completed on the basis of the learner's self-assessment, where they are able to do so. The LSC recognises that many learners will not be able to identify themselves as having learning difficulties. In such cases, this information can be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

Learners should tick the appropriate box. Learners whose disability is not listed or feel that they cannot be classified in any other category should tick the 'other' box. Learners who do not wish to supply information about their disability should tick the 'not known/not provided' box.

When transmitting the ILR to the Data Service, one of the valid codes below should be used.

L15 Value	
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

L15 Value	
98	No disability
99	Not known / information not provided

### L16 Learning difficulty

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The learner's main learning difficulty. For learners who consider themselves to have a learning disability/difficulty this field records the learner's main learning difficulty. Where a learner has more than one learning difficulty, the main one should be recorded.

This field should be completed on the basis of the learner's self-assessment, where they are able to do so. The LSC recognises that many learners will not be able to identify themselves as having learning difficulties. In such cases, this information can be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

Learners should tick the appropriate box. Learners whose learning difficulty is not listed or feel that they cannot be classified in any other category should tick the 'other' box. Learners who do not wish to supply information about their learning difficulty should tick the 'not known/not provided' box.

When transmitting the ILR to the Data Service, one of the valid codes below should be used.

L16 value	
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

### L17 Home postcode

This is the permanent or home postcode of the learner.

The home postcode is important as it is used to monitor the report on learning provision demographically. It is important that it is returned correctly, as shown below, so that the analyses are accurate. Providers may be asked to explain the reason for a high incident of missing codes compare to other similar providers and where this explanation is not reasonable, to supply data

containing more complete postcode information. Full valid postcodes can be located at the Royal Mail Postcode finder website, [www.postoffice.co.uk](http://www.postoffice.co.uk)

This field must contain eight characters. The two parts of the postcode should have a space character between them. Add extra space characters after the second part when necessary.

In all of these examples, '▼' represents a space.

M2 5BZ is returned as 

M	2	▼	5	B	Z	▼	▼
---	---	---	---	---	---	---	---

DN5 ZXY is returned as 

D	N	5	▼	Z	X	Y	▼
---	---	---	---	---	---	---	---

NW7 1PX is returned as 

N	W	7	▼	1	P	X	▼
---	---	---	---	---	---	---	---

CV35 2BG is returned as 

C	V	3	5	▼	2	B	G
---	---	---	---	---	---	---	---

If a learner declines to provide a full home postcode, you can return the first part of the postcode followed by 'ZZZ' as shown in the following examples.

BD7 (only first part known) 

B	D	7	▼	Z	Z	Z	▼
---	---	---	---	---	---	---	---

LD14 (only first part known) 

L	D	1	4	▼	Z	Z	Z
---	---	---	---	---	---	---	---

As a last resort, where a learner declines to provide a home postcode completely, you should return a postcode of ZZ99 ZZZ as shown below.

Postcode not known 

Z	Z	Z	Z	▼	Z	Z	Z
---	---	---	---	---	---	---	---

### **General guidance for address fields L18 to L21 Home Address**

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

Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only. The address, postcode, and telephone number should not be supplied for any learners who would be placed at risk by supplying their personal details. For these learners the provider's address should be supplied.

#### **L18 Home address**

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The first line of the address of the learner's current place of residence. This will normally include the house/flat number/house name and the street name.

#### **L19 Home address**

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The second line of the address of the learner's current place of residence. This will normally be additional locality information such as the village or suburb.

### L20 Home address

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The third line of the address of the learner's current place of residence. This will normally be the town or city name.

### L21 Home address

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The fourth line of the address of the learner's current place of residence. This field is optional and is not required if the learner's full address can be held in the first three lines. This will normally be the county name.

### L22 Current postcode

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

This field records the postcode of the learner's current place of residence. This may differ from the home postcode field and should relate to the address collected in address fields L18 – 21.

Full valid postcodes can be located at the Royal Mail Postcode finder website, [www.postoffice.co.uk](http://www.postoffice.co.uk)

This field must contain eight characters. The two parts of the postcode should have a space character between them. Add extra space characters after the second part when necessary.

In all of these examples, '▼' represents a space.

M2 5BZ is returned as

M	2	▼	5	B	Z	▼	▼
---	---	---	---	---	---	---	---

DN5 ZXY is returned as

D	N	5	▼	Z	X	Y	▼
---	---	---	---	---	---	---	---

NW7 1PX is returned as

N	W	7	▼	1	P	X	▼
---	---	---	---	---	---	---	---

CV35 2BG is returned as

C	V	3	5	▼	2	B	G
---	---	---	---	---	---	---	---

If a learner declines to provide a full current home postcode, you can return the first part of the postcode followed by 'ZZZ' as shown in the following examples.

BD7 (only first part known)

B	D	7	▼	Z	Z	Z	▼
---	---	---	---	---	---	---	---

LD14 (only first part known)

L	D	1	4	▼	Z	Z	Z
---	---	---	---	---	---	---	---

As a last resort, where a learner declines to provide a current home postcode completely, you should return a postcode of ZZ99 ZZZ as shown below.

Postcode not known

Z	Z	Z	Z	▼	Z	Z	Z
---	---	---	---	---	---	---	---

### L23 Contact telephone number (inc STD code)

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

The home telephone number of the learner. Needed for learner surveys. The telephone number should not contain any spaces at all including between the STD codes and main number.

For example, (01234) 567890 needs to be entered in as 01234567890, and non-UK telephone numbers as 0033680505443.

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

### L25 LSC number of funding LSC

This is the number of the local LSC from which the provider receives the funding allocation or contract.

A full list of the valid local LSC numbers is in Appendix D of the ILR Specification for 2008/09.

For providers who receive their allocation or contract from one LSC, the entry in this field will be the same for all learner records in the return.

For providers who receive allocations or contracts from more than one LSC, this field should be used to indicate the local LSC from which the funding for the learner is received.

### L27a and L27b (L27 Restricted use indicator)

This field is only collected for ASL learners that have learning aims totalling more than 30 GLH.

Indicates restrictions on the use of the learner's data. Other uses are defined as partner organisations as at Appendix F of the 'ILR Specification for 2008/09'. They may receive aggregated information on learners rather than whole data sets. The LSC have published data sharing protocols that can be found on the LSC website.

'3' should be used when a learner has said they do not wish to be sent information about courses or learning opportunities, but have not withheld permission to be contacted for research or surveys.

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

The table below shows how the boxes on the ESF SR ILR form should be completed to identify each of the valid codes.

L27a	L27b	(tick applicable box)	
✓	✓	1	learner has withheld permission for the LSC or other users to contact them
2	2	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
blank	blank	9	no additional restrictions on the use of this learners record

#### L40 National learner monitoring

This field indicates participation in programmes or initiatives at the learner level. This field can hold any two valid values. The same value may not be used more than once, except for 99.

It includes a number of unassigned codes to allow the monitoring of any new programmes or initiatives that are introduced during the year. Providers will be informed if it is necessary to use any of the unassigned codes to monitor this provision during the year.

L40 Value	
12	Learner following an ICT Skills for Life qualification
13	Learner following an ICT qualification at level 2 or below that is not mapped to the ICT Skills for life Standard
14	Tutors following an ICT qualification as a Skills for Life Professional Development Course
15-19	Unassigned or not applicable to First Steps/Safeguarded learning provision
99	None or no more of the above

#### L42 Provider specified learner data

This field is for use by providers, to help analyse the ILR to their own requirements and is optional. The validation rules for this field allow all characters except \*, ?, %, \_ (underscore) and the end of the file marker used.

#### L45/A55 Unique Learner Number

This field should be used to record the learner's unique learner number (ULN), as held on the unique learner number register, obtained from the MIAP Learner Registration Service.

Although it is not compulsory for an ASL learner to have a ULN, every effort should be made to obtain one. Where you have tried to get a ULN and failed, 9999999999 should be recorded. Only use the null value if you have not tried to obtain a ULN.

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

#### L46/A56 UK Provider reference number

The UK provider reference number as defined in the UK Register of Learning Providers (UKRLP) and can be found at [www.ukrlp.co.uk](http://www.ukrlp.co.uk).

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

Providers who have not been notified of their UKPRN need to contact the UKRLP and register with them.

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

#### A09 Learning aim reference

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.lsc.gov.uk/providers/Data/Software/LAD/>

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

Some examples of the Learning aim reference (LAR) 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**

This field identifies the source of the LSC funding. The only value applicable to ASL provider ILR returns is code 10 – Adult Safeguarded Learning and this code should be used for all learning aim records in the return.

### **A11 Sources of Funding**

This field identifies the source of any funding associated with the aim other than LSC funding. The field will accept any two valid entries.

For providers returning an ASL ILR, this field would only be completed if there is funding associated with the aim in addition to First Steps/Safeguarded funding. Code 026 should not be used as this is indicated by the LSC funding stream field, field A10. Where there is no funding other than First Steps/Safeguarded funding then an entry of 999999 should be returned.

<b>A11 value</b>	
001	supported by HEFCE funding
002	eligible for HEFCE funding but funding not being claimed
007	Research Council
009	Department of Health/Regional Health Authority/NHS/Social care
010	other HM government departments and public bodies including EC
011	overseas learner award from HM government/British Council
012	overseas funding
013	UK industry and commerce
014	multinational organisation (non UK based)
015	private training organisation
016	voluntary organisation
017	European research action scheme for the mobility of university students (ERASMUS)
020	Other European sources, eg. the Lifelong Learning Programme

A11 value	
	including Leonardo, Comenius, Grundtvig, Transversal (including languages and ICT).
025	teacher training agency
026	local education authority for ACL
027	local education authority other than ACL
101	new deal for young people (aged 18 to 24)
102	new deal for long term unemployed (aged 25+)
104-113	unassigned – may be introduced in year to identify new forms of funding
<b>European social fund for 2007 (not LSC ESF co-financed)</b>	
571	ESF 2007 – objective 1
572	ESF 2007 – objective 2
573	ESF 2007 – objective 3
576	ESF 2007 – community objectives
<b>European social fund for 2008 (not LSC ESF co-financed)</b>	
581	ESF 2008 – objective 1
582	ESF 2008 – objective 2
583	ESF 2008 – objective 3
586	ESF 2008 – community objectives
<b>European social fund for 2007/13 Programme (not LSC ESF co-financed)</b>	
590	Priority 1 – Extending employment opportunities
591	Priority 2 – Developing a skilled and adaptable workforce
592	Priority 4 – Tackling barriers to employment
593	Priority 5 – Improving the skills of the local workforce
594	Community grants
998	other – further details may be requested
999	none – no sources other than tuition fees and LSC funding

### A13 Tuition fee received for year

This is the amount of money the provider expects to receive, or has received during this teaching year for the learner for each learning aim.

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

Where a learner is paying no fees or the fees are remitted the field should be set to '00000'

For example:

A learner that paid £32.00 for their learning aim is recorded as 00032

A learner that paid £88.13 for their learning aim is recorded as 00088  
 A learner that is paying no fees for their learning aim is recorded as 00000.

#### **A14 Reason for full funding/co-funding of learning aim**

This field records the reason for **full funding or co-funding of this learning aim**.

If the learner has paid their fees in full, you must record '99' – Tuition fee or employer contribution collected in full.

<b>A14 value</b>	<b>Reason</b>
<b>Fully Funded Learning</b>	
01	16 – 18 year old learner
04	In receipt of an income-based state benefit (not covered by any other code relating to income-based state benefit, for example code 14 and 15)
08	Unwaged dependent of any people in codes 04, 14, 15, 21 or 23
09	Undertaking programmes where the main learning aim is Skills for Life, excluding ESOL
14	Asylum seeker eligible for learner responsive funding and in receipt of the equivalent of an income-based state benefit
15	In receipt of jobseekers allowance
20	LSC-funded project where the LSC has agreed that the learner is eligible for <b>full funding</b>
21	In receipt of working tax credit
22	Level 2 entitlement – <b>only available for learner responsive funded and Train to Gain provision</b>
23	In receipt of pensions guarantee credit
24	19-25 level 3 entitlement
25	Category D offender learner
26	Offender serving their sentence in the community
<b>27</b>	<b>TUC learning aims</b>
<b>28</b>	<b>Fully funded employer responsive provision – not specified above</b>
<b>29</b>	<b>Unassigned</b>
<b>Other (including co-funding)</b>	
10	Fees waived for another reason consistent with the local provider policy
11	Fees refunded
12	Tax relief for vocational programmes
13	Other funding
19	Fee is zero
<b>30</b>	<b>Unassigned</b>

A14 value	Reason
90	fee adjustments – bad debt
99	Tuition fee or employer contribution collected in full

There are validation rules that check that data makes sense between this field and the tuition fees for year field, field A13. For example, where the reason for fee remission is “Tuition fee or employer contribution collected in full” the amount of tuition fees received is not zero.

### A23 Delivery location postcode

This is the postcode of the address where the learning is delivered.

This postcode is important to the Data Service, as it is used to monitor and report on learning provision demographically. It is important that it is returned correctly, as shown below, so that the analyses are accurate.

This field must contain eight characters. The two parts of the postcode should have a space character between them. Add extra space characters after the second part when necessary.

In all of these examples, ‘▼’ represents a space.

S4 8LJ is returned as

S	4	▼	8	L	J	▼	▼
---	---	---	---	---	---	---	---

BL9 7UH is returned as

B	L	9	▼	7	U	H	▼
---	---	---	---	---	---	---	---

WF17 6RA is returned as

W	F	1	7	▼	6	R	A
---	---	---	---	---	---	---	---

### A27 Learning start date

This is the date on which the learning for this learning aim begins.

Record a valid date, using the date pattern DD/MM/YYYY (the year should be shown in full with four digits).

For example, 17 January 2004 appears as 17/01/2004. Dates before 01 September 2001 or after 31 July 2009 are not valid.

There is a validation rule that checks it is not before the date of birth or after the planned or actual end date of the learning aim.

### A28 Learning planned end date

This is the date by which you and the learner plan to complete the learning for this aim. It should be agreed at the beginning of the learning and should not change.

Where the learner completes before or continues past the planned end date this should be reflected in the actual end date field, field A31, and the planned end date should not be updated.

Record a valid date, using the date pattern DD/MM/YYYY (the year should be shown in full with four digits).

For example, 17 January 2007 appears as 17/01/2007. Dates before 01 August 2001 are not valid.

There are validation rules that check it is not before the learning start date and it is not more than 20 years after the learning start date.

### **A31 Learning actual end date**

This is the date that the learner completed the learning activities necessary to achieve the learning aim, or the date the learner withdrew or transferred from this learning activity.

If the learner had not completed, you should return eight zeros.

Record a valid date using the date pattern DD/MM/YYYY.

For example, 17 January 2007 appears as 17/01/2007. Dates before 01 August 2001 are not valid.

You must complete this field when the Completion status field, field A34, is returned with a value other than 1.

A validation rule checks that the learning actual end date is on or after the learning start date field, field A27.

### **A32 Guided Learning Hours**

This is the number of guided learning hours (GLH) in which the learning aim is planned to be delivered in. A definition of guided learning hours is given in the ILR Specification for 2008/09, under the field A32.

It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learner.

Validation rules check that there are not more than 24 GLH per day of the learning aim.

The GLH should be recorded to the nearest whole hour, using 5 digits.

Some examples:

Fourteen hours of guided learning is recorded as 00014

Five and a half hours of guided learning is recorded as 00006

One hundred and twenty hours of guided learning is recorded as 00120

### **A34 completion status and field A35 Learning outcome**

Completion status field, field A34, indicates the degree of completion of the learning activities leading to the learning aim. Learning outcome field, field A35, indicates whether the learner achieved the learning aim, achieved partially or had no success.

For externally certificated learning aims and externally certificated Skills for Life learning aims, achievement is recorded where the learner has achieved the externally certificated qualification.

For 2008/09 providers are asked to provide outcome data for non-accredited learning aims on a voluntary basis. For non-accredited learning aims, including non-accredited Skills for Life, achievement may be recorded where

the learning goal is clearly defined, recorded in the learner's Individual Learning Plan (ILP), and the learner has successfully met the defined learning goal.

At the information authority board meeting of 5 March 2008 the board agreed, at the request of Ofsted, to ask providers in 2008/09 to voluntarily consistently return achievement data for non-accredited learning aims and in 2009/10 onwards to make its return a requirement. Ofsted has confirmed it has no intention of publishing outcome tables, or determining success rates for non-accredited provision. This is a long standing policy.

For several years the application of Recognising and Recording Progress and Achievement (RARPA) for all non-accredited provision has been an Ofsted expectation rather than voluntary. The changed guidance about recording achievement is consistent with this expectation.

Ofsted's current guidance is:

- A provider's RARPA data may be used to make judgements about achievement in non-accredited learning when the inspection team judge the RARPA process reliable, and they are confident about the data provided; and
- No judgement will be made on achievement for non-accredited learning if RARPA process is not reliable.

The tables below describe how to complete these fields for some common scenarios for non-accredited and externally certificated learning aims. For situations that are not described, you must consult the definition of the fields and values in the ILR specification document.

**For non-accredited learning aims, these two fields should be completed according to the codes shown in the table below:**

A34 Completion status	A35 Learning outcome	Non-accredited learning aim scenario
1 (continuing)	9 (study continuing)	Where a learner is studying towards a learning aim and intends to continue.
2 (completed)	1 (achieved)	Where a learning aim has a defined goal and the learner has completed the learning activities, and has successfully achieved the defined goal; or where the learning aim is a short course (less than 12 weeks) and has a defined goal, the learner has remained on the course for at least half its duration and has successfully achieved the defined goal.
2 (completed)	3 (no achievement)	Where the learning activities have been completed and the learning aim does not have a defined goal, or where a defined goal was not achieved.
3 (withdrawn)	3 (no achievement)	Where learning activities have not been completed and the learner has withdrawn from the learning aim.

4 (transferred)	3 (no achievement)	When the learner has transferred to a new learning aim.
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**For externally certificated learning aims, these two fields should be completed according to the table below:**

<b>A34 Completion status</b>	<b>A35 Learning outcome</b>	<b>Externally certificated learning aim scenario</b>
1 (continuing)	9 (study continuing)	Where a learner is studying towards a learning aim and intends to continue.
2 (completed)	1 (achieved)	Where the learner has completed and achieved the externally certificated qualification.
2 (completed)	2 (partial achievement)	Where the learner has completed the learning activities, and has not achieved the qualification, but has passed at least one of the credits or modules leading towards the qualification.
2 (completed)	3 (no achievement)	Where the learner has completed the learning activities and has not achieved the qualification; or Where the learner has completed the learning activities but has decided not to take the exam or be assessed.
2 (completed)	4 (exam or assessment taken, result not yet known)	Where the learner has completed the learning activities and the exam or assessment, but the result is not yet known.
2 (completed)	5 (exam not yet taken, but intended)	Where the learner has completed the learning activities but not the exam or assessment, and there is an intention to complete the exam or assessment.
3 (withdrawn)	3 (no achievement)	Where the learner has not completed the learning activities and has withdrawn from the learning aim.
4 (transferred)	3 (no achievement)	When the learner has transferred to a new learning aim.

### **A36 Learning outcome grade**

This field is used to collect the awarded grade in relation to the learning aim, where the learning aim is accredited. If the learning aim is not accredited use the null value.

For a full list of valid codes that can be used, refer to the '*ILR Specification for 2008/09*'.

### A46 National learning aim monitoring

This field is used to identify participation in programmes or initiatives. This field can hold any two valid values. The same value may not be used more than once except for 999.

Prior to 2008/09 this field was used to identify the type of ASL activity being undertaken, using codes 23, 24, 61 and 65. These codes have been removed from field A46 from 1 August 2008 and will no longer be available to use. The type of ASL provision will be identified in a new field from 2008/09, field A58.

ILR data for any continuing learners who were previously identified using codes 23, 24, 61 and 65 in field A46, will need to be amended to use the appropriate codes in field A58. The use of codes 23, 24, 61 and 65 should be replaced by code 999.

The field length has been amended to allow two three-digit codes. Any continuing learners will need to be recoded to the new codes, which in many cases will require a leading zero to be added.

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

A full list of codes can be found in Appendix O of the 'ILR Specification for 2008/09'.

### A48 Provider specified learning aim data

This field is for use by providers, to help analyse the ILR to their own requirements and is optional. The validation rules for this field allow all characters except \*, ?, %, \_ (underscore) and the end of the file marker used.

### A58 ASL provision type

This field is used to record the type of ASL provision for the learning aim. For a full list of valid values, refer to the ILR Specification for 2008/09.

This field replaces the use of the national monitoring codes in field A46 for these types of activity. The ASL codes in field A46 have been removed for 2008/09 and all Adult Safeguarded Learning including continuing learners from 2007/08 should be recorded in this field.

Data for any continuing learners that previously recorded ACL provision in the National learning aim monitoring field, field A46, will need to be amended and recorded against this field. The table below shows how to map the codes previously used in National learning aim monitoring field, field A46, to the new codes in this field

Previous A46 code	A58 Code	Description
23	03	Learners on Family Literacy, Language and Numeracy (FLLN)
24	04	Learners on Wider Family Learning (WFL)
61	01	Learners on Personal and Community Development

		Learning (PCDL)
65	02	Learners on Neighbourhood Learning in Deprived Communities (NLDC)

Code 05 is used in this field to indicate First Steps learning. First Steps provision is learning that is offered as a planned initial entry point into learning. It is designed to engage adults with the stated intention of helping them to progress to more formal learning.

From 2008/09 First Steps provision will be funded by block grant from the Learner Responsive budget. It is not formula funded. It should be coded in the Funding stream field, field A10, using code 80 'Other LSC funding'.

Learner data about first steps provision should in most cases be included in a provider's learner responsive ILR 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 for 2008/09.

#### **A59 Planned credit value**

This field is used to record the planned credit value of the qualifications or units of qualifications accredited within the Qualification Credit Framework (QCF).

Each QCF qualification and unit has a credit value and the aggregate of units and qualification in the learning aim will establish an overall credit value of the learning programme. The credit values for all units and qualifications in the QCF are stored in the National Database of Accredited Qualifications.

The value entered should be the planned credit value as agreed at the beginning of the learning period. This field should not change and is not a rolling number of credits that is subject to change.

Where a learning aim is not accredited into the QCF, the field should be zero filled.

#### **A60 Credits achieved**

This field is used to collect the actual number of credits the learner has achieved on the learning aim once complete or learning ceases. It is only applicable to qualifications or units of qualifications accredited within the Qualification Credit Framework (QCF).

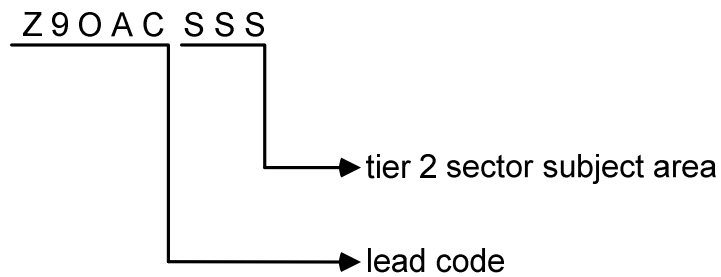
Each QCF qualification and unit has a credit value and the aggregate of units and qualification in the learning aim will establish an overall credit value of the learning programme. The credit values of all unit and qualification in the QCF are stored in the National Database of Accredited Qualifications.

Where a learning aim is not accredited into the QCF or the learner is continuing study, the field should be zero filled.

## Appendix A – Non-externally certificated leaning aim codes

Learning aims that do not lead to an externally certificated qualification should use a 'Z9OAC' code as described below, unless they are for basic skills provision.

The learning aim takes the form 'Z9OACSSS', made up of a lead code (Z9OAC), and a tier 2 sector subject area (SSS).



For example, the code Z9OAC051 indicates that the learning aim is non-externally certificated, non-FE other provision with a tier 2 sector subject area of 05.1 (Architecture).

## Appendix B – Tier 2 Sector Subject Area codes

Code to use in learning aim	Tier 2 Code	Description
011	01.1	Medicine and Dentistry
012	01.2	Nursing and Subjects and Vocations Allied to Medicine
013	01.3	Health and Social Care
014	01.4	Public Services
015	01.5	Child Development and Well Being
021	02.1	Science
022	02.2	Mathematics and Statistics
031	03.1	Agriculture
032	03.2	Horticulture and Forestry
033	03.3	Animal Care and Veterinary Science
034	03.4	Environmental Conservation
041	04.1	Engineering
042	04.2	Manufacturing Technologies
043	04.3	Transportation Operations and Maintenance
051	05.1	Architecture
052	05.2	Building and Construction
053	05.3	Urban, Rural and Regional Planning
061	06.1	ICT Practitioners
062	06.2	ICT for Users
071	07.1	Retailing and Wholesaling
072	07.2	Warehousing and Distribution
073	07.3	Service Enterprises
074	07.4	Hospitality and Catering
081	08.1	Sport, Leisure and Recreation
082	08.2	Travel and Tourism
091	09.1	Performing Arts
092	09.2	Crafts, Creative Arts and Design
093	09.3	Media and Communication
094	09.4	Publishing and Information Services
101	10.1	History
102	10.2	Archaeology and Archaeological Sciences

Code to use in learning aim	Tier 2 Code	Description
103	10.3	Philosophy
104	10.4	Theology and Religious Studies
111	11.1	Geography
112	11.2	Sociology and Social Policy
113	11.3	Politics
114	11.4	Economics
115	11.5	Anthropology
121	12.1	Languages, Literature and Culture of the British Isles
122	12.2	Other Languages, Literature and Culture
123	12.3	Linguistics
131	13.1	Teaching and Lecturing
132	13.2	Direct Learning Support
141	14.1	Foundations for Learning and Life
142	14.2	Preparation for Work
151	15.1	Accounting and Finance
152	15.2	Administration
153	15.3	Business Management
154	15.4	Marketing and Sales
155	15.5	Law and Legal Services

## Appendix C – Glossary

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<b>ASL</b>	<b>Adult Safeguarded learning</b>
<b>DCSF</b>	<b>Department for Children, Schools and Families.</b> More information can be found at: <a href="http://www.dcsf.gov.uk">www.dcsf.gov.uk</a>
<b>DIUS</b>	<b>Department for Innovation, Universities and Skills.</b> More information can be found at: <a href="http://www.dius.gov.uk">www.dius.gov.uk</a>
<b>ER</b>	<b>Employer Responsive</b>
ESF	European Social Fund
ESF SR	European Social Fund Short Record
FE	Further education
ILR	Individualised Learner Record. A collection and format of data that providers use to return data to the Data Service. More information can be found at: <a href="http://www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm">www.theia.org.uk/ilr/ilrdocuments/ilrdetail.htm</a>
LAD	Learning Aim Database. Contains information about learning aims to assist with completing the ILR. More information can be found at: <a href="http://providers.lsc.gov.uk/lad/default.asp">http://providers.lsc.gov.uk/lad/default.asp</a>
LEA	Local Education Authority
<b>LR</b>	<b>Learner Responsive</b>
LIS	Learner Information Suite. Software that is used by providers to verify and produce reports from ILR data. More information can be found at: <a href="http://www.lsc.gov.uk/providers/Data/Software/LIS/">www.lsc.gov.uk/providers/Data/Software/LIS/</a>
LSC	The Learning and Skills Council. The LSC is responsible for funding and planning education and training for over 16-year-olds in England. More information can be found at: <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>

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NIACE	<p>The National Institute of Adult Continuing Education  NIACE's aim is "to promote the study and general advancement of adult continuing education"</p> <p>More information can be found at:  <a href="http://www.niace.org.uk">www.niace.org.uk</a></p>
OLDC	<p>On-Line Data Collection (system).  The system used for returning ILR data to the LSC.  The provider extranet contains more details.</p>
Provider Extranet	<p>Website that contains information and software for providers.  It can be found at:  <a href="http://providers.lsc.gov.uk">http://providers.lsc.gov.uk</a></p>
QCA	<p>Qualifications and Curriculum Authority.  "The Qualifications and Curriculum Authority monitors and maintains standards in education and training. It is the independent and authoritative guarantor of qualifications, curriculum and assessment."  More information can be found at:  <a href="http://www.qca.org.uk">www.qca.org.uk</a></p>
Ufi	<p>University for Industry.  <a href="http://www.ufi.com/home/default.asp">http://www.ufi.com/home/default.asp</a></p>
WBL	<p>Workbased learning</p>

## Appendix D – LSC numbers

LSC ID	Local LSC Area
002	National LSC (NES)
010	Derbyshire
020	Nottinghamshire
030	Lincolnshire and Rutland
040	Leicestershire
050	Northamptonshire
060	Norfolk
070	Cambridgeshire
080	Suffolk
090	Bedfordshire and Luton
100	Hertfordshire
110	Essex
120	London - North
130	London - West
140	London - Central
150	London - East
160	London - South
170	NE Region Area North (former Northumberland LLSC)
180	NE Region Area North (former Tyne and Wear LLSC)
190	NE Region Area South (former County Durham LLSC)
200	NE Region Area South (former Tees Valley LLSC)
210	Cumbria
220	Lancashire
230	Greater Merseyside

LSC ID	Local LSC Area
240	Greater Manchester
250	Cheshire and Warrington
260	Use 270 (former Milton Keynes, Oxfordshire and Buckinghamshire)
270	Thames Valley Area (former Berkshire LLSC)
280	Hampshire and Isle of Wight
290	Surrey
300	Sussex
310	Kent and Medway
320	Devon and Cornwall
330	Dorset & Somerset (former Somerset LLSC)
340	Use 330 (former Bournemouth, Dorset and Poole LLSC)
350	West of England
360	Wiltshire, Swindon & Gloucestershire (former Wiltshire and Swindon LLSC)
370	Use 360 (former Gloucestershire LLSC)
380	Shropshire
390	Staffordshire
400	The Black Country
410	Birmingham and Solihull
420	Herefordshire and Worcestershire
430	Coventry and Warwickshire
440	North Yorkshire
450	West Yorkshire
460	South Yorkshire
470	The Humber (former Humberside LLSC)