



the
informat*i*on
authority

setting data standards
for further education

Individualised Learner Record 2009/10

Employer Responsive Provider Support Manual

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Setting data standards for further education

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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.

Information about learners funded from the Employer Responsive funding stream is collected in the Employer Responsive ILR return. This manual contains advice and guidance for providers making Employer Responsive (ER) 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/.

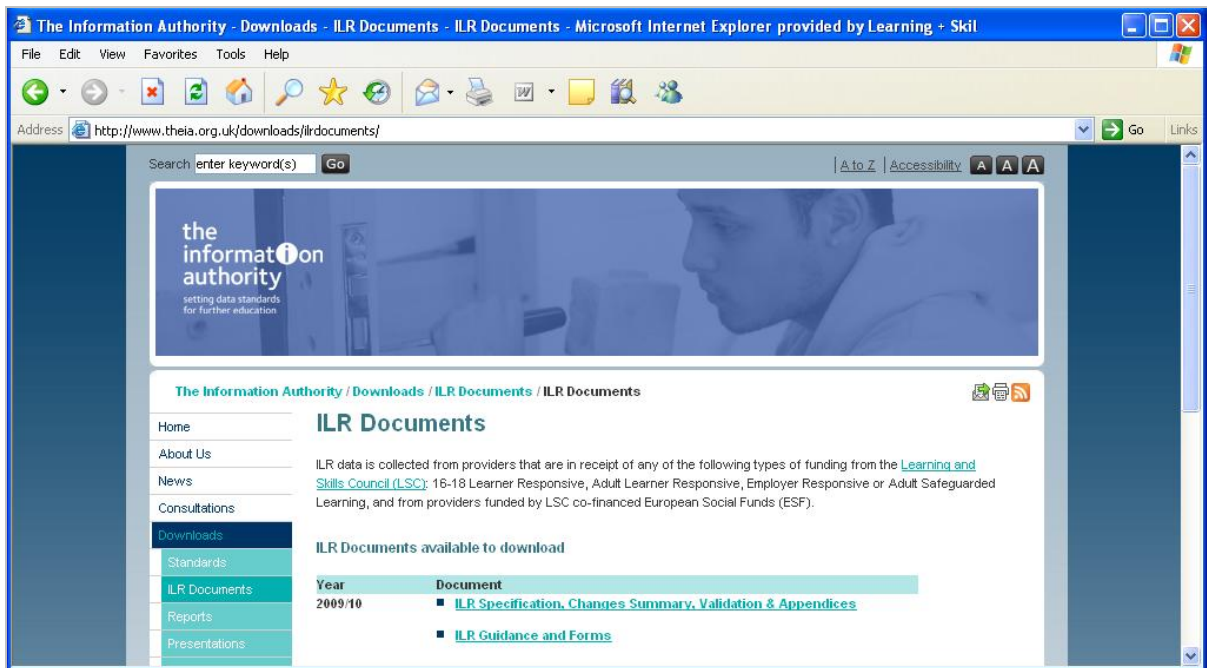


Figure 1: ILR Documentation

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 timetables
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 ER quick reference code tables contain lists of valid field codes for the ILR return. They are available at: http://www.theia.org.uk/downloads/ilrdocuments/200910_guidance.htm

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/

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 are 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. Information about the learner may be gathered on a paper enrolment form or through an on-line enrolment process. Much of the information about the learning 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 found in *Appendix F of the ILR Specification 2009/10* must be included on enrolment forms. 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.

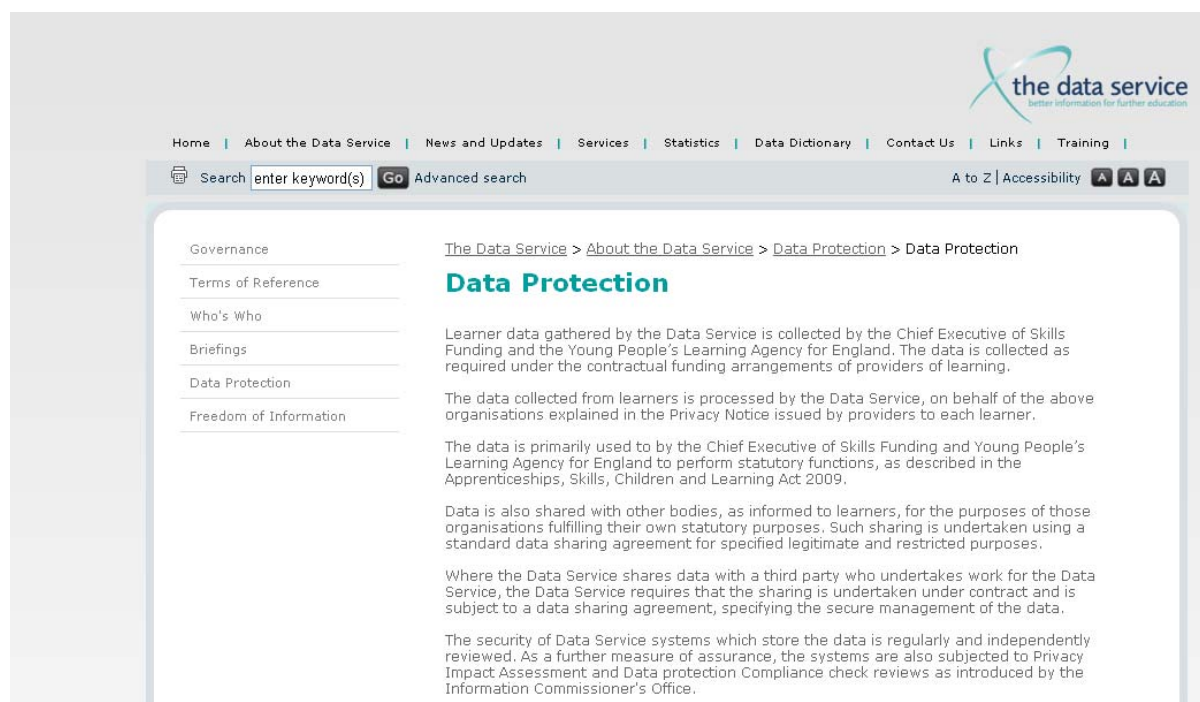


Figure 3: Data Protection Information

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.

For ER ILR returns, *the information authority* publishes an ILR form that can be used by providers to collect data for the ILR returns. The Train to Gain team has also published forms that can be used to gather data for Train to Gain learning. Both of these can be found on the information authority website at: http://www.theia.org.uk/downloads/ilrdocuments/2009_10_Guidance.htm.

Providers can use these forms to collect data if they wish to but there is no requirement to do so.

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 Employer Responsive 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.

The form is titled 'Individual Learner Record - Part 1 - Learner Information - Employer Responsive/ESF'. It contains the following fields and sections:

- Header:** L25 LSC No., L44 NESNAS Delivery LSC (L1 Provider Number (LPIN)), L03 Learner Reference Number, L46 UK Provider Reference Number, L45 Unique Learner Number. A note says 'The Provider should tick this box if this is a change notification'.
- Section 1: Personal Information**
 - L09 Learner's Surname, L10 Learner's Forenames, L26 National Insurance No.
 - L17 Home Postcode (of Permanent Address Prior to enrolment), L11 Date of Birth (1 9).
 - L18-L22 Address on day of enrolment (House/flat/road and street, Suburb/Village, Town/City, County, L24 Country of Domicile, L20/L21, L22 Current Postcode).
 - L13 Sex (M or F), L12 Ethnicity (see guidelines), L23 Contact Telephone Number (inc. STD Code).
- Section 2: Learning and Employment Status**
 - L14 Learning difficulties/disabilities/health problems, L15 Disability (9 9), L16 Learning Difficulty, L35 Prior Attainment Level, L28 Eligibility for Enhanced Funding.
 - L34 Learner Support Reason - Other, L36 Learner's status on last working day before learning (not required for new starts in 2010), L37 Employment Status on first day of learning.
 - L47 Current Employment Status, L48 Date Employment Status Changed (2 0).
- Section 3: Funding and Declaration**
 - L27a: This activity is self-funded by the learner.
 - L27b: This activity is self-funded by the European Union through the European Social Fund (ESF). ESF supports activities to expand employment opportunities and create a skilled workforce.
 - Signature lines for Learner and Provider, with dates (2 0).
 - L39 Destination, Provider's Signature, Provider's Name, Date (2 0).
- Footnote:** Data Protection Act 2009. The information you provide will be passed to the Learning and Skills Council (the LSC). The LSC is responsible for funding, planning and encouraging education and training for young people and adults in England, and is regulated under the Data Protection Act 1998. The information you provide will be shared with other organisations for the purpose of administration, careers and other guidance, and statistical and research purposes. Other organisations with which we will share information include, the Department for Children, Schools and Families, the Department for Business, Innovation & Skills, Comcare, Local Authorities, Higher Education Statistics Agency, Higher Education Funding Council for England, educational institutions and organisations performing research and statistical work on behalf of the LSC or its partners. The LSC also administers the learner registration service (LRS) which will use your information to create and maintain a unique learner number (ULN). The LSC is also a co-financing organisation and uses European Social Funds from the European Union to directly or indirectly fund training activities, helping develop employment by providing, employability, business start and equal opportunities, and investing in human resources. Further information about our organisations and the LSC and what they do, may be found at www.theia.org.uk. We will use your personal information to assess and improve our services. From time to time students are approached to take part in surveys by mail and phone, which are aimed at helping the LSC and its partners to monitor performance, improve quality and identify future projects. Tick box L27a if you do not wish to be contacted by the LSC or its partners in respect of surveys and research. The LSC values your views on the education or training which you receive, and will use these to help bring about improvements for learners in England. The LSC or its partners may wish to contact you from time to time about courses, or learning opportunities relevant to you. Please tick box L27b if you do not wish to be contacted about courses or learning opportunities by post.

Figure 4: ER Paper 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: <http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/strategicoverview/>.

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.

The Employer Responsive (ER) ILR Form

This section is written in the context of completing the ILR form. A field on the paper form may be left blank if is not required. This does not necessarily mean that an entry is not required when the data is returned electronically and the appropriate null value or default should be used.

Contents and Formats

The ILR is designed to capture the following information in respect of an individual learner:

- Personal details
- Programme aim(s)
- Learning aim(s)
- Level of achievement
- Destination on completion / withdrawal.

The 2009/10 ILR form is made up of five sections:

- Learner information (Part 1) including data protection statement;
- Programme aim information (Part 2)
- Main aim information (Part 3)
- Subsidiary aim information (Part 4)
- Special monitoring data (Part 1a).
- Part 5 of the ILR form, Co-financing information, has been removed from 2009/10. The ESF data set has been removed from the ILR return and the four remaining fields still required incorporated into the learning aim data set.

How to use the ILR Form

The 2009/10 ILR form should be used to record information for learners starting on or after 01 August 2009. It should also be used to record the information required to close learning aims started by learners in 2008/09 who are finishing in 2009/10.

In most circumstances when starting a learner for the very first time a Part 1, Part 2, Part 3, Part 4 and Part 1a of the form will be completed.

When a learner completes or withdraws from a learning aim or aims it will be necessary to add end information to the original Part 2, Part 3 and Part 4 where this has been completed.

If a learner leaves a provider and returns to the same provider there is no requirement to complete a new Part 1. Parts 2, 3, 4 (and Part 1a if applicable) should be completed using the original Learner Reference Number, field L03/A03.

If a learner moves to another provider then a new Part 1 will need to be completed by the new provider using a new Learner Reference Number, field L03/A03.

When a learner has a change in circumstances during a learning programme it may be necessary to update one or more forms to reflect adequately the type of change required.

The recording of an invalid entry on the ILR form will be identified when the data are transmitted to the Data Service. Invalid field entries will then have to be corrected on the form. Therefore it is important that the person completing the ILR form should be aware of the current valid entries. Once the form has been completed, a copy must be kept for audit purposes.

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.”

“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. 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.

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. 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.”

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 Employer Responsive (ER) Return?

This section describes Employer Responsive funding and the circumstances in which providers should make an Employer Responsive (ER) return.

What is Employer Responsive Funding?

Employer Responsive provision is delivered by the provider either wholly or partially in the employer's workplace. Employer Responsive (ER) funding includes three main areas: Apprenticeships; Train to Gain and the Employability Skills Program.

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

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

Apprenticeships

Apprenticeships include all ages of Apprenticeships, Advanced Apprenticeships, Higher-level Apprenticeships and Apprenticeships for Adults. This also includes Programme-led Apprenticeships, who are non-employed learners following a full Apprenticeship framework funded through ER funding.

Each Apprenticeship programme comprises of a programme aim, a main vocational learning aim and one or more subsidiary aims (technical certificates and key skills).

Train to Gain

A Train to Gain (TtG) learner is an adult learner whose learning is enabled, sponsored or facilitated by their employer. All TtG learners are funded from the employer responsive budget and funding stream.

In data terms, Train to Gain is all employer responsive funded learning provision apart from Apprenticeships and the Employability Skills Programme. It includes all levels of NVQs for adults and Skills for Life delivered within the workplace.

Employability Skills Programme (ESP)

The Employability Skills Programme (ESP) consists of basic skills learning aims and employability awards.

All ESP learning aims are funded from the employer responsive funding stream in 2009/10. The LSC Funding Stream field, field A10 should be coded 45, Employer Responsive Funded, for all learning aims including the employability awards.

The National Monitoring field, field A46 should be coded 083 to identify all ESP learning aims, including the employability awards. It is important that all ESP learning aims are recorded with code 083 to enable them to be distinguished from Train to Gain (TtG) learning aims in the Allocation Management and Payments System.

Job Outcomes will continue to be claimed and paid through the Training Provider Statement (TPS) for 2009/10.

For further information about the Employability Skills programme, see the guidance which is available at:

<http://pfu.skillsfundingagency.bis.gov.uk/programmes/employabilityskillsprogramme/>.

When to Make an Employer Responsive Return

Providers must collect and return information for each learning aim a learner is enrolled on, when the aim is:

- Funded by Employer Responsive (ER) funding.
- Funded by ESF co-financed funding (including the Response to Redundancy programme)
- Funded by Other LSC funding (not Learner Responsive or Adult Safeguarded Learning) including the 6 Month Offer for unemployed learners

Providers must return data according to the Employer Responsive data collection timetable for 2009/10.

When not to make an Employer Responsive return

Data must not be returned (as part of an Employer Responsive return) when the learner is:

- Funded solely from one of the other funding streams, such as Learner Responsive (LR) or Adult Safeguarded Learning (ASL).
- Solely on University for Industry (Ufi) programmes and are included in a return from Ufi Ltd.
- Withdrawn before completing one learning activity.
- Not receiving funding from the Skills Funding Agency

Learners Funded by more than one funding stream

Providers may receive funding from more than one funding stream for the same learner. Learners that are funded by more than one funding stream should appear in each applicable cycle of ILR returns. For example, a provider that has a learner enrolled on an ER funded aim and a learner responsive funded aim is expected to return information about the learner in both the ER cycle of returns and the LR cycle of returns. In such situations the learner reference number should, if possible, be the same in both types of ILR return.

Providers should check to make sure that the same learner is not enrolled with them more than once. Such checks should cover all sites on which the provider operates.

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

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

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 ER 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	Month	Reference Date (In-learning census date)	Return Date (Close date & Deadline)
W01	August 2009	31/08/09	04/09/2009
W02	September 2009	30/09/09	06/10/2009
W03	October 2009	31/10/09	05/11/2009
W04	November 2009	30/11/09	04/12/2009
W05	December 2009	31/12/09	07/01/2010
W06	January 2010	31/01/10	04/02/2010
W07	February 2010	28/02/10	04/03/2010
W08	March 2010	31/03/10	08/04/2010
W09	April 2010	30/04/10	07/05/2010
W10	May 2010	31/05/10	04/06/2010

Return Number	Month	Reference Date (In-learning census date)	Return Date (Close date & Deadline)
W11	June 2010	30/06/10	06/07/2010
W12	July 2010	31/07/10	05/08/2010
W13	August – October 2010		12/11/2010

Completing the W13 Return

W13 is the final collection for the academic year and is collected to allow providers to send late notification of activity that has taken place in the 2009/10 academic year, up to and including 31 July 2010, that has not previously been reported during periods 1-12. This would include any learning aims with a start date, actual end date or achievement date up to and including 31 July 2010.

The data returned at W13 must also contain the same records that were returned at W12 and where this is not the case, providers may be asked to explain the differences between the two data returns.

The final return date for W13 for 2009/10 is 12 November 2010.

Providers should not record learning aim completion (A31) or achievement information (A35 & A40) in the W13 return for learners who complete or achieve their learning aims after 31 July 2010. This information must be returned in the 2010/11 ILR returns in order for providers to receive appropriate payment and to enable the qualification success rates to accurately report on activity that occurred in 2009/10 academic year. Any learning aims that start after 31 July 2010 must also only be returned in the 2010/11 ILR returns and not included in W13.

All learning aims that do not have an actual end date completed in field A31 or have a status of awaiting assessment or results (codes 4 and 5 in A35) in their period 12 data will automatically be migrated to the 2010/11 ILR database during August. If a provider subsequently updates a learning aim with completion or achievement information that has occurred prior to 31 July 2010 during period 13, then they must also ensure that the learning aim is removed from their 10/11 batch returns or deleted from POL.

Section 7: How to Make an 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 and will need to be corrected by the provider.

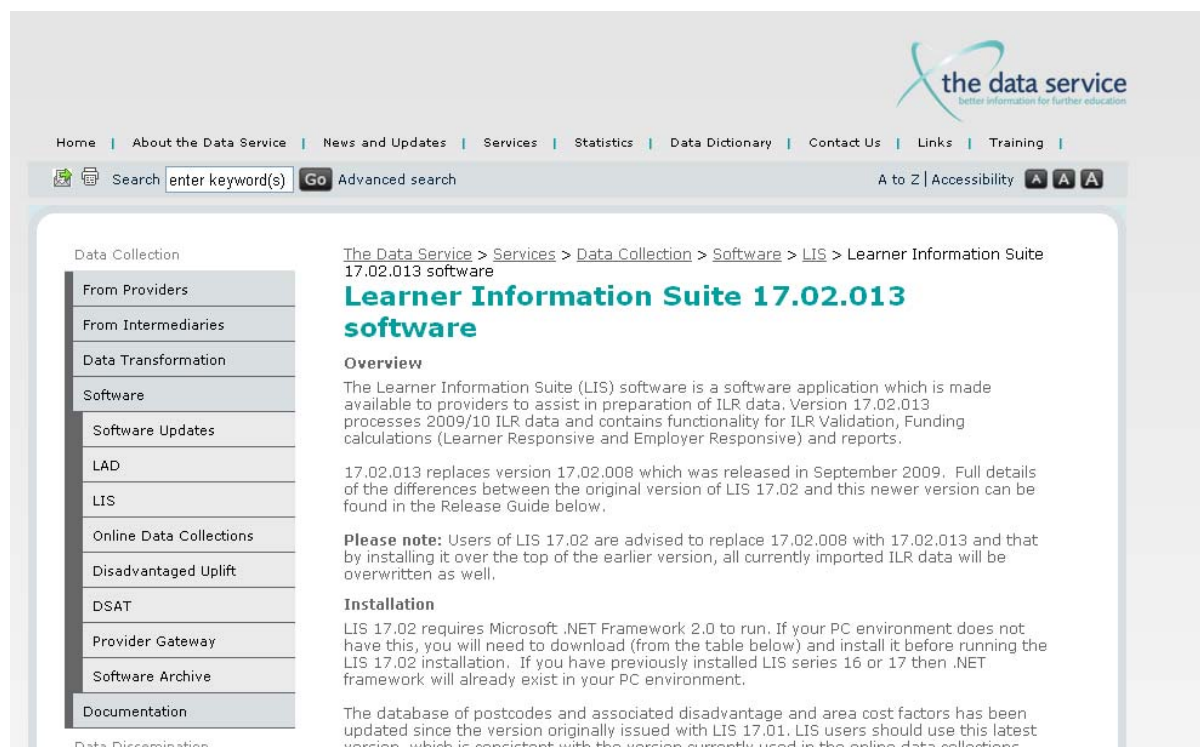
Validation warnings are produced where the data is unusual, for example where a learner is over 100 years old. Records that produce warnings are loaded into the Data Service's system, but providers should check each of these records to ensure that the data is correct.

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 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'.

The main content area is titled 'Data Collection' and features 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. Below the sidebar, the breadcrumb trail reads: 'The Data Service > Services > Data Collection > Software > LIS > Learner Information Suite 17.02.013 software'. The main heading is 'Learner Information Suite 17.02.013 software'. Below this is an 'Overview' section with the text: '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 follows, stating: '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.' An '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 paragraph notes: '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.

 Current Aims only Any Aim', 'Teaching Year: 2009/10', 'Aim Type Code:', 'LDCS Code:', 'Awarding Body Code:', 'Desc:', and 'Name:'. Each of the last three fields has a 'Lookup' button next to it."/>

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 ER ILR data to the data service.

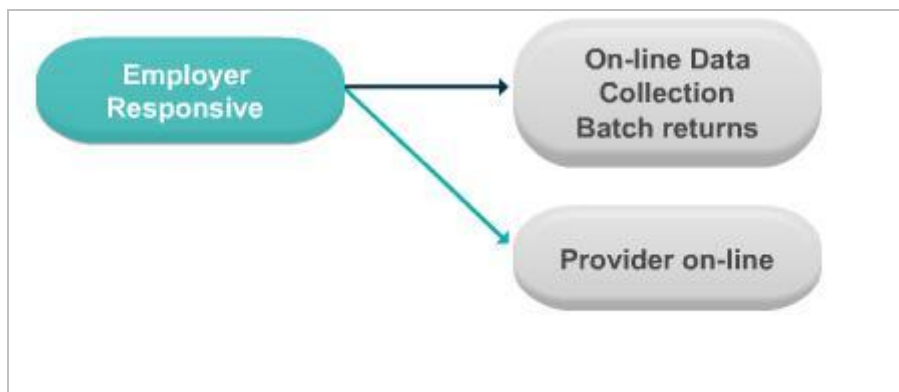


Figure 7: Sending Data to the Data Service

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 the 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.

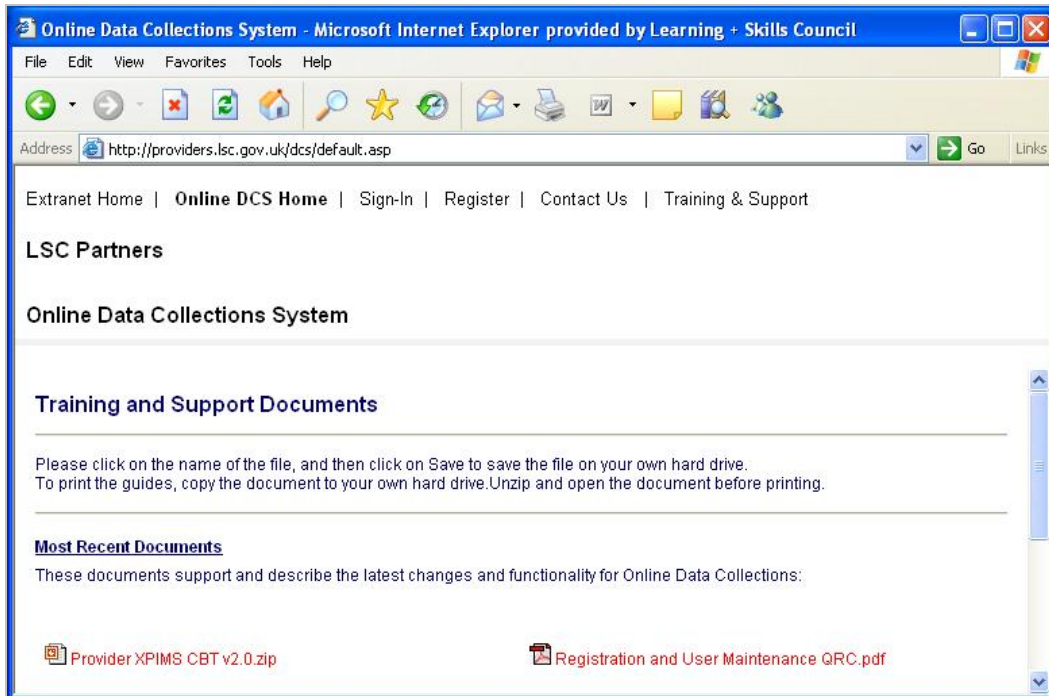


Figure 8: OLDC Training Page

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*.

For 2009/10 employer responsive funded Apprenticeship programmes and Train to Gain employer responsive funded learning aims will be migrated to a single LSC code per region. Other learning aims returned in the employer responsive return, such as the Employability Skills Programme, ESF funded learning aims and learning aims funded by other LSC

funding will remain on local LSC contracts. This could mean a learner could have more than one LSC contract, which will need to be recorded on more than one learner record.

If this is the case, on migration a new learner record with a new learner reference number will be generated, including for Provider On-line (POL) providers. Providers should ensure that this happens in their own system as well and should keep a record of the learner reference number mappings between years so that these can be supplied to the data service.

Learning aims that are coded as 99, 'no LSC funding', in the LSC Funding Stream field, field A10 will not be migrated for 2009/10. These will need to be re-entered by POL providers.

Field A27 Learning aim start date

Providers should note that a learning aim with a start date in the next academic year it will not be migrated.

The Training Provider Statement

The Training Provider Statement (TPS) form is used by providers to record the amounts earned on some elements of non-formula funded provision each month during 2009/10. Providers must return TPS data (including indicating a NIL return) using the data collection portal <http://providers.lsc.gov.uk>. There is no requirement to return a paper copy of the form to the Data Service; however the provider must sign and retain a copy of the form for audit purposes.

The TPS guidance can be found on *the information authority* website at: www.theia.org.uk/downloads/ilrdocuments/2009_10_Guidance.htm.

The screenshot shows the TPS Form spreadsheet interface. The form is displayed in a grid with columns A through Q and rows 1 through 34. The form includes the following sections:

- Provider Identification** (Rows 5-7): Includes fields for 1. LLSC Code, 2. Provider Number, 3. Provider name, and 4. Collection Number.
- Employer Responsive (includes 16-18 Apprenticeships)** (Rows 10-19): Includes fields for Exceptional Learning Support (16-18 Apprenticeships, 19+ Apprenticeships, Train to Gain) and Exceptional Learning Support Audit Adjustments (16-18 Apprenticeships, 19+ Apprenticeships, Train to Gain). A confirmation checkbox is present at row 11.
- Hardship** (Rows 21-22): Includes fields for 16-18 Apprenticeships and 19+ Apprenticeships.
- Learner Expenses** (Rows 24-26): Includes fields for 16-18 Apprenticeships, 19+ Apprenticeships, and Train to Gain.
- Additional Learner Support Audit Adjustments** (Rows 28-30): Includes fields for 16-18 Apprenticeships, 19+ Apprenticeships, and Train to Gain.
- Authorised Claims** (Rows 33-34): Includes fields for 16-18 Apprenticeships and 19+ Apprenticeships.

Figure 9: TPS Form

Computer Based Training

A new e-learning Computer Based Training module 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/>.

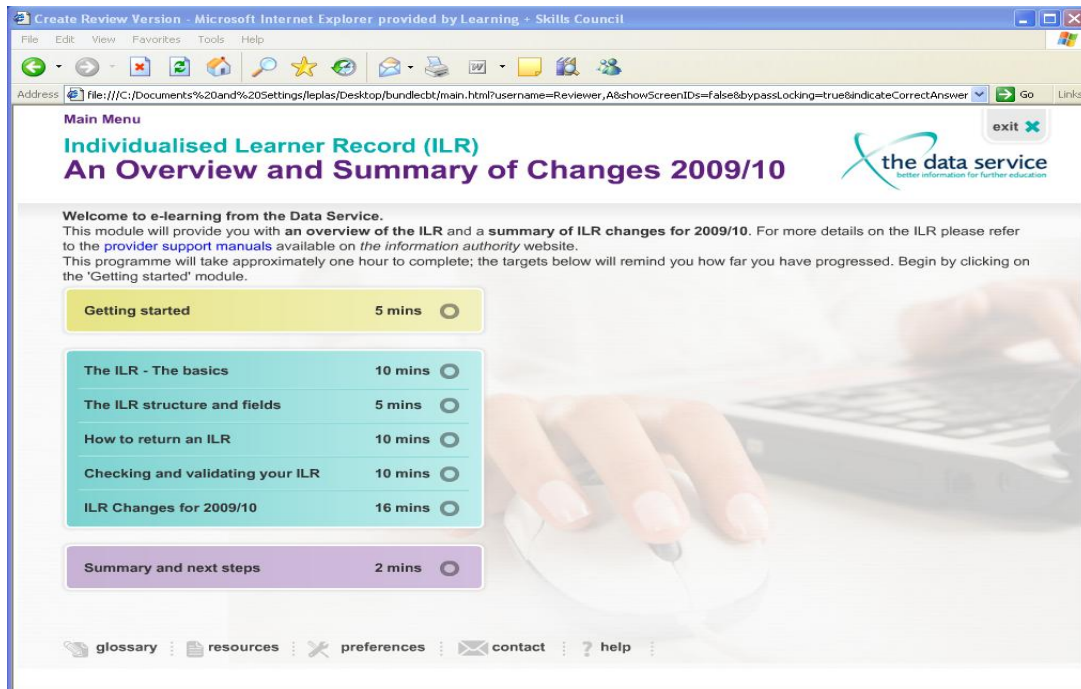


Figure 10: ILR E-Learning Tutorial

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

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

- A Learner Data Set
- A Learning Aim Data Set

Some types of programme require extra data about the programme:

- A Programme Aim data set

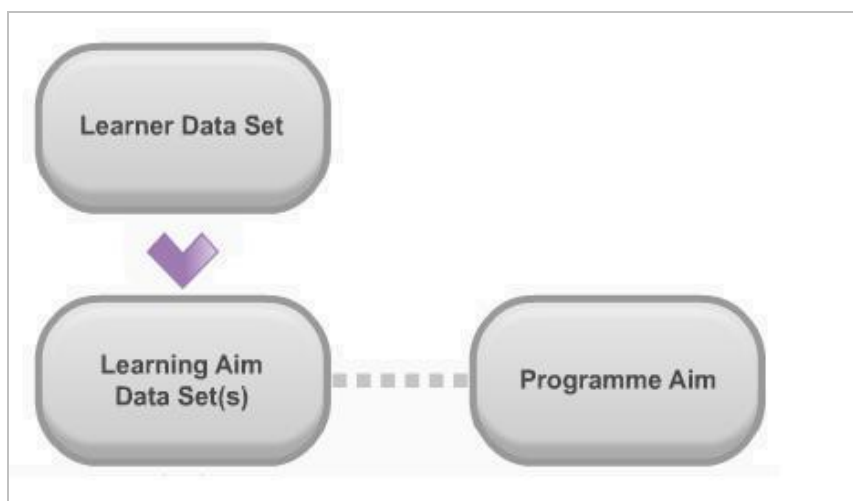


Figure 11: ER Data Set Structure

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.

Programme Aim

Some learning programmes have an extra learning aim recorded that describes the overall programme being followed such as start date, end date, completion and outcome data relating to the overall programme.

The ER programmes that require a Programme aim are:

- Apprenticeships
- Advanced Apprenticeships
- Higher Level Apprenticeships
- Progression Pathways (Foundation Learning Programmes)

For example, for a learner studying an Apprenticeship programme of one NVQ, three key skills and one technical certificate, a provider would return one learner data set, five learning aim data sets and one programme aim.

The following fields are important to link the programme aim and learning aims:

- Programme Type A15 and Framework Code A26 should contain the same codes for the programme aim and learning aims that make up that programme.
- For all Apprenticeship programmes, the Learning Aim Reference field, field A09, for the programme aim should be coded with programme aim reference ZPROG001.

Programme Aim Codes

The Data Set Identifier field A04 identifies the aim as a programme aim using code 35.

The following table shows the fields required to be completed for the Programme Aim. Where a field is not required for the Programme Aim, return the null value for the field. These are defined for each field in the *ILR Specification for 2009/10*.

Field No.	Field Name
A01	Provider number
A02	Contract/Allocation type
A03	Learner reference number
A04	Data set identifier code
A05	Learning aim data set sequence
A07	HE data set
A08	Data set format
A09	Learning aim reference
A10	LSC funding stream
A14	Reason for full funding/co-funding of learning aim
A15	Programme type
A16	Programme entry route
A23	Delivery location postcode
A26	Framework code
A27	Learning start date
A28	Learning planned end date
A31	Learning actual end date
A34	Completion status
A35	Learning outcome
A40	Achievement Date
A46	National learning aim monitoring
A48	Provider specified learning aim data
A51a	Proportion of funding remaining
A55	Unique learner number
A56	UK Provider reference number

Main Aim

The main learning aim is the competency based element of an Apprenticeship programme, such as the NVQ or equivalent learning aim. There can only be one main learning aim within

each Apprenticeship programme. The main aim determines the achievement payments and is identified in the ILR using code 46 in the LSC Funding Stream, field A10.

For example, for an Apprenticeship programme, the main aim is an NVQ level 2 or 3, delivered as part of the framework.

Not all Apprenticeship programmes recorded on the ILR will have a main aim. This may occur for example if the learner has already completed their vocational learning aim as part of previous learning programme such as Train to Gain.

Subsidiary Aim

Where the Apprenticeship programme is composed of more than one learning aim, all other aims within the programme except the main aim are defined as subsidiary learning aims. Subsidiary aims include learning aims for technical certificates and key skills that form part of an Apprenticeship or Advanced Apprenticeship.

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.

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.
- If the learner returns after the 4 week period then a new learning aim should be entered with the start date based on the new learning agreement. Field A51a, Proportion of funding remaining, should be completed to reduce the on-programme funding by the applicable amount.

- If the learner intends to return to the programme after a break in learning for example for operational deployment (MOD), long term sickness, maternity leave or religious trips, the programme aim (if applicable) and any learning aims should be closed using code 6 – agreed break in learning, in the Completion Status field, A34.
- In both of the above cases the Actual End Date, field A31, should be set to the date of the last evidence of learning.
- When the learner returns to the programme, the learning aim(s) should be restarted, by creating a new programme aim (if required) and learning aim(s). The Programme Entry Route field, A16 should be completed with code 11 - Restart, Learner has returned to the programme after a break in learning. The Proportion of Funding Remaining field A51a should be completed indicating the proportion of funding the learner is eligible for. This could be either after an agreed break in learning or after a learner previously withdrew from the programme.
- If the learner does not return from an agreed break in learning the learning aim record(s) should be updated to indicate that the learner has withdrawn.

Changes to the learning aim

All changes to learning objectives and aims should be recorded on the learner's learning agreement and this must be signed by the learner.

Changes to learning aims within the funding start period

The funding start period is defined as follows

Course Length	Funding Start Period
Less than 2 weeks	Enrolment and at least one course activity
Between 2 and 24 weeks	Enrolment and final attendance for at least the first two week period of the programme
24+ weeks	Learner attends for 6 weeks or more

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

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 aims. 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.

For Apprenticeship and Advanced Apprenticeship Frameworks

For Apprenticeship and Advanced Apprenticeship frameworks, if the learner transfers from one technical certificate to another, this may impact on the sector framework of study. In this case providers should consider whether the learner should continue on their main aim (if it has been started).

If the learner changes to a new framework of study:

- Close the existing programme aim.
- Create a new programme aim to indicate the new sector framework being undertaken, as recorded in the field Framework Code, A26. The new programme aim will contain new start and planned end dates as appropriate.
- Amend learning aims that are continuing to indicate the new sector framework in field A26. The start and planned end dates for these aims should not be amended.
- The framework code for any subsidiary learning aims that have already been completed or that the learner is withdrawing from should not be changed and will continue to record the previous framework code.
- Record the new NVQ main aim if the learner has changed their NVQ. This should contain new start and planned end dates and the sector framework code used in field A26 should indicate the new framework.
- If the learner has already completed the main aim of the programme prior to transferring to a new framework, then field A26 of the main aim should be amended to reflect the new sector framework code. This ensures that the achievement element of funding from the main aim is calculated correctly when the framework is achieved.

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

Moving from an Apprenticeship to an Advanced Apprenticeship

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

Change to Additional Learning or Social Needs (ALSN) Status of the Learner

Where a learner's ALN or ASN status changes during the programme the aim(s) on which the Status has changed should be closed. A new learning aim record should be created and the Additional Learning Needs field, A53, on the new aim should be updated to reflect the new ALN/ASN status.

The Proportion of funding remaining field, field A51a, should be completed to indicate the amount of funding being claimed. It is important that the Learning Outcome field A34 and the Reason learning ended field A50, are completed accurately on the aim that is closed, and that the Programme Entry Route field, A16 and Proportion of Funding Remaining field, A51a are completed accurately on the new learning aim that is created.

The programme aim should not be closed and re-started.

Transfers between Providers

See [Section 11: Recording Completion and Achievement Information](#) for details of the applicable codes in different circumstances. Learners who have transferred to a new provider due to intervention by the Skills Funding Agency are recorded differently to other transfers.

Section 10: Estimating Lengths of Stay for Employer Responsive Aims and for Apprenticeships

Introduction

Accurate estimation of lengths of stay is becoming more important as funding is drawn down over the length of stay and the Skills Funding Agency is moving towards a timeliness measure for employer responsive. The introduction of partial funding based on prior achievement also requires providers to estimate prior and future lengths of stay with reasonable accuracy.

The LSC published spreadsheets showing data on average and range of lengths of stay at a learning aim level at

<http://readingroom.lsc.gov.uk/lsc/National/WBLLengthofstaydataexternal200405p12data.xls>

Purpose

The purpose of the Length of stay spreadsheets is to assist providers in estimating lengths of stay by providing national benchmarks of the planned and actual lengths of stay for successful learning aims and Apprenticeships.

The Requirements

Providers are expected to set a planned length of stay within the 10th and 9th percentile of the actual length of stay. This expected length of stay is to take into account the following:

- The actual average length of stay (50th percentile)
- The learner's initial assessment and individual needs
- The provider's past experience of delivering the learning aim.

Providers are also to have due regard for the minimum lengths of Apprenticeships recommended by "The Modern Apprenticeships Advisory Group" in September 2001. The recommendation is that in total an Apprenticeship should include at least 12 months experience in a relevant industry setting and an Advanced Apprenticeship should include at least 24 months. For clarity the 24 months for Advanced Apprenticeships include the 12 months for an Apprenticeship if the Apprentice progresses between the levels.

Where an apprentice has an estimated length of stay less than the minimum the Skills Funding Agency would not expect to fund the full programme. Field A51a in the ILR should be used to reduce the funding to an appropriate percentage.

Expected lengths of stay are:

- Expected to be individually set
- Not to be changed once entered into the ILR
- To be based on the guidance above.

There are three spreadsheets:

Aim List

This spreadsheet details all Work Based Learning (WBL) aims with more than 5 learners registered. It shows the actual average lengths of stay by 10th, 50th and 90th percentile. It is based on those learners that achieved the aim in 2005/06. It also shows the average planned length of stay for learners who started in 2005/06 this gives a comparison between a providers own estimate of a length of stay and national averages.

Area of Learning List

Where length of stay data is not available for an aim due to a lack of recent successful completions the average length of stay for aims with the same area of learning should be used as a guide. This spreadsheet shows all areas of learning split by NVQ and technical certificates for different notional levels, giving the actual average length of stay by 10th, 50th and 90th percentile.

Framework List

This spreadsheet shows all Apprenticeship frameworks, giving the actual average length of stay by 10th, 50th and 90th percentile.

Examples

Level 2 Progression Award in Early Years & Childcare (Full Funding)

- The actual average length of stay is - 57 weeks.
- The minimum expected would be -25 weeks.
- The maximum expected would be - 83 weeks.
- If delivered as part of an Apprenticeship the overall length of stay on the Apprenticeship would be around 70 weeks based on the learner's individual needs, which exceeds the minimum of 52 weeks.

Level 2 Progression award in Early Years & Childcare (Partial Funding)

- A young person is recruited onto the Apprenticeship.
- On initial assessment it is discovered that they have completed a substantial proportion of the learning aim through a learner responsive course.
- It is estimated that they have completed 65% of the learning aim and will take 20 weeks to finish it.
- As there is 35% of the learning and assessment left to do, 035 should be entered into the ILR at field A51a.
- On programme payments will be made at proportion indicated in field A51a.
- Full achievement funding will be paid on completion of the Apprenticeship.

Section 11: Recording Completion and Achievement Information

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

- L39 Destination
- A31 Learning actual end date
- A34 Completion status
- A35 Learning outcome
- A40 Achievement date
- A50 Reason learning ended.

The following tables outline how to record common learning scenarios and how to close the programme aim and learning aims in these situations.

Where a learning aim has a Completion status in field A34 of code 4 'Transferred to a new learning aim' there must be a corresponding learning aim data set in the ILR for the learning aim to which the learner has transferred.

Table 1 is for Apprenticeship programmes and table 2 is for other employer responsive provision.

Table 1: How to Close a Programme Aim, Main Aim and Subsidiary Aims (Apprenticeship Programmes only)

Question	Type of aim	A31 – Learning actual end date	A34 – Completion status	A35 – Learning outcome	A36 – Learning outcome grade	A40 – Achievement date	A50 – Reason learning ended	L39 – Destination	A16 – Programme entry route	A51a – Proportion of funding remaining
Learner is continuing in learning and has not yet achieved the NVQ or the framework	Programme aim	Blank	1	9	Blank	Blank	96	95	-	-
	Main aim/ subsidiary aim	Blank	1	9	Blank	Blank	96	95	-	-
Learner has achieved the NVQ and is continuing towards the framework (for example the learner is still learning on subsidiary aims)	Programme aim	Blank	1	9	Blank	Blank	96	95	-	-
	Main aim – NVQ	Date learning ended	2	1	Relevant outcome grade	Date learning achieved	Relevant code	95	-	-
	Subsidiary aim(s)	Blank	1	9	Blank	Blank	96	95	-	-
Learner has completed and achieved the learning activities towards the framework, but is awaiting external verification or result is not yet known of the framework	Programme aim	Date framework ended	2	4 – this should be updated when result known	Blank	Blank – this should be updated when the framework is achieved	96	95 – this should be updated when result known	-	-
	Main aim/ subsidiary aim	Date learning ended	2	1	Relevant outcome grade(s)	Date learning aim achieved	Relevant code	95	-	-
Learner has completed the learning activities towards the framework, and the outcome is achieved	Programme aim	Date framework ended	2	1	Blank	Date framework achieved	Relevant code	Relevant code, not 95	-	-
	Main aim/ subsidiary aim	Date learning ended	2	1	Relevant outcome grade(s)	Date learning aim achieved	Relevant code	Relevant code, not 95	-	-

Question	Type of aim	A31 – Learning actual end date	A34 – Completion status	A35 – Learning outcome	A36 – Learning outcome grade	A40 – Achievement date	A50 – Reason learning ended	L39 – Destination	A16 – Programme entry route	A51a – Proportion of funding remaining
Learner has completed the learning activities but the exam has not yet been taken and there is an intention to take exam/assessment	Programme aim	Blank	1	9	Blank	Blank	Relevant code	95 - this should be updated when result known	-	-
	Main aim/subsidiary aim	Date learning ended	2	5	Blank – this should be updated when result known	Blank - this should be updated when result known	Relevant code	95	-	-
Learner has completed the learning activities towards the framework and the outcome is partially achieved	Programme aim	Date framework ended	2	2	Blank	Blank	Relevant code	Relevant code, not 95	-	-
	Main aim/subsidiary aim	Date learning ended	2	2	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	-	-
Learner has completed the framework and the outcome is not achieved	Programme aim	Date learning ended	2	3	Blank	Blank	Relevant code	Relevant code, not 95	-	-
	Main aim/subsidiary aim	Date learning ended	2	3	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	-	-
Learner has achieved the NVQ and has withdrawn (left) learning without achieving the framework	Programme aim	Date learning ended	3	3	Blank	Blank	Relevant code	Relevant code, not 95	-	-
	Main aim – NVQ	Date learning ended	2	1	Relevant outcome grade(s)	Date learning achieved	Relevant code	Relevant code, not 95	-	-
	Subsidiary aim(s)	Date learning ended	Relevant code	Relevant code	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	-	-

Question	Type of aim	A31 – Learning actual end date	A34 – Completion status	A35 – Learning outcome	A36 – Learning outcome grade	A40 – Achievement date	A50 – Reason learning ended	L39 – Destination	A16 – Programme entry route	A51a – Proportion of funding remaining
Learner has partially achieved the NVQ and has withdrawn (left) learning without achieving the framework	Programme aim	Date learning ended	2	2	Blank	Blank	Relevant code	Relevant code, not 95	-	-
	Main aim/subsidiary aim	Date learning ended	2	2	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	-	-
Learner has not completed the framework and has withdrawn	Programme aim	Date learning ended	3	3	Blank	Blank	Relevant code	Relevant code, not 95	-	-
	Main aim/subsidiary aim	Date learning ended	3	3	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	-	-
Learner has not completed the framework and has transferred to a new programme with the same provider	Programme aim	Date learning ended at original provider	4	3	Blank	Blank	04 or 20, or 97	95	06 or 09	Blank
	Main aim/subsidiary aim	Date learning ended	4	3	Relevant outcome grade(s)	Blank	04 or 20 or 97	95	06 or 09	Blank
Learner has transferred to another provider	Programme aim	Date learning ended at original provider	3	3	Blank	Blank	Relevant code	Relevant code, not 95	07 (at new provider)	Enter value between 001 and 100
	Main aim/subsidiary aim	Date learning ended	3	3	Relevant outcome grade(s)	Blank	Relevant code	Relevant code, not 95	07 (at new provider)	Enter value between 001 and 100

Question	Type of aim	A31 – Learning actual end date	A34 – Completion status	A35 – Learning outcome	A36 – Learning outcome grade	A40 – Achievement date	A50 – Reason learning ended	L39 – Destination	A16 – Programme entry route	A51a – Proportion of funding remaining
Learner has transferred between providers due to the intervention by the LSC	Programme aim	Date learning ended	3	3	Blank	Blank	07	Relevant code, not 95	12	Enter value between 001 and 100
	Main aim/ subsidiary aim	Date learning ended	3	3	Relevant outcome grade(s)	Blank	07	Relevant code, not 95	12	Enter value between 001 and 100
Learner is continuing the learning activities towards the framework, but needs to restart the NVQ due to a change in ALN/ASN status	Programme aim	Blank	1	9	Blank	Blank	96	95	n/a	n/a
	Main aim – NVQ	Date learning ended	5	3	Relevant outcome grade(s)	Blank	01	95	08	Enter value between 001 and 100
	Subsidiary aim(s)	Blank	1	9	Relevant outcome grade(s)	Blank	96	95	n/a	n/a
Learner has temporarily withdrawn from the aim due to an agreed break in learning, for example maternity leave or long term sick	Programme aim	Date learning ended	6	3	Blank	Blank	Relevant code	98	11	n/a
	Main aim – NVQ	Date learning ended	6	3	Blank	Blank	Relevant code	98	11	Enter value between 001 and 100
	Subsidiary aim(s)	Date learning ended	6	3	Blank	Blank	Relevant code	98	11	Enter value between 001 and 100

Table 2: How to close a Learning Aim (non-Apprenticeship learning aims, for example TtG and Employability Skills Programme)

Question name and number	A31 – Learning actual end date	A34 – Completion status	A35 – Learning outcome	A36 – Learning outcome grade	A40 – Achievement date	A50 – Reason learning ended	L39 – Destination	A51a – Proportion of funding remaining
Learner is continuing in learning	Blank	1	9	Blank	Blank	96	95	-
Learner has completed the learning activities and the outcome is achieved	Date learning ended	2	1	Relevant outcome	Date learning achieved	Relevant code	Relevant code, not 95	-
Learner has completed the learning activities and the outcome is not achieved	Date learning ended	2	3	Relevant outcome	Blank	Relevant code	Relevant code, not 95	-
Learner has completed the learning activities and is partially achieved	Date learning ended	2	2	Relevant outcome	Blank	Relevant code	Relevant code, not 95	-
Learner has not completed the learning activities and has withdrawn	Date learning ended	3	3	Relevant outcome	Blank	Relevant code	Relevant code, not 95	-
Learner has transferred to a new learning aim with the same provider	Date learning ended	4	3	Relevant outcome	Blank	Relevant code	Relevant code, not 95	Enter value between 001 and 100
Learner has transferred to another provider	Date learning ended	3	3	Relevant outcome	Blank	Relevant code	Relevant code, not 95	Enter value between 001 and 100
Learner needs to restart the learning aim due to a change in ALN/ASN status	Date learning ended	5	3	Relevant outcome	Blank	01	Relevant code	Enter value between 001 and 100
Learner has temporarily withdrawn from the aim due to an agreed break in learning	Date learning ended	6	3	Blank	Blank	Relevant code	Relevant code, not 95	Enter value between 001 and 100

Section 12: Recording Apprenticeship Programmes

This is a guide to recording Apprenticeship programmes in the ILR for Employer Responsive learning programmes. This includes Apprenticeships, Advanced Apprenticeships, Higher Level Apprenticeships and Apprenticeships for Adults.

Apprenticeship programmes are composed of one programme aim, one main learning aim (the NVQ or aim that replaces it within an employer approved scheme) and subsidiary learning aims.

To satisfy funding requirements more information is needed about the main learning aim than the subsidiary learning aim. This means some ILR fields in the learning aim data set are not required for the record containing the subsidiary learning aim information.

A learning aim is identified as a main aim or subsidiary aim in the ILR by the codes entered in the following fields:

- Learning Aim Reference, field A09; and
- LSC Funding Stream, field A10.

Creating Main and Subsidiary Aims

For Apprenticeship and Advanced Apprenticeships data is returned for each learning aim that forms part of a learning framework.

The programme aim relates to the complete learning framework and so it may have a start date, end date and completion status that differs from the start of the main aim.

The main aim relates to the NVQ or competency based element of the programme. It is possible for the main aim to be started at any time during the programme rather than at the start of the programme, because the learner is starting a subsidiary learning aim first. There must however always be a programme aim started to capture the overall programme start date.

Subsidiary aims such as technical certificates, key skills and subsidiary NVQs may be started earlier than the main aim.

Providers should take care to complete the following fields accurately:

- A09: Learning aim reference number (make sure this number is valid in the Learning Aim Database).
- A10: Funding stream.
- A15: Programme type (this should be consistent for all learning aims that comprise the programme).
- A16: Programme entry route (this should be consistent for all learning aims that comprise the programme, except where a learning aim is restarted during the programme).
- A26: Framework code (this should be consistent for all learning aims that comprise the programme).
- A27: Learning start date (this should reflect reality. For example record when a key skills or technical certificate element is due to start – this could be different from the main aim).
- A28: Planned end date (this should reflect how long the learner is expected to be following the aim. This field will affect how funding is distributed).

Table 1 - Apprenticeships Programmes: Programme Aims, Main Aims and Subsidiary Aims

The codes given in this table are indicative only and apply in the majority of cases. Providers and software suppliers should be aware that there may be situations where an alternative code applies to a particular learner.

Field No.	Field Name	Programme Aim	Main Aim	Subsidiary Aim
A01	Provider number	Y	Y	Y
A02	Contract / Allocation type	12: MOD contract 99: Other	12: MOD contract 99: Other	12: MOD contract 99: Other
A03	Learner reference number	Y	Y	Y
A04	Data set identifier code	35	30	30
A05	Learning aim data set sequence	Y	Y	Y
A07	HE data sets	00	00	00
A08	Data set format	2	2	2
A09	Learning aim reference	ZPROG001	Valid LAD code	Valid LAD code
A10	LSC Funding stream	45	46	45
A14	Reason for full funding/co-funding learning aim	01: 16 -18 year olds and eligible 19+ learners. 32: 19+ co-funded Apprenticeships.	01: 16 -18 year olds and eligible 19+ learners. 32: 19+ co-funded Apprenticeships.	01: 16 -18 year olds and eligible 19+ learners. 32: 19+ co-funded Apprenticeships.
A15	Programme type	02: advanced Apprenticeship 03: Apprenticeship 10: higher level Apprenticeship	02: advanced Apprenticeship 03: Apprenticeship 10: higher level Apprenticeship	02: advanced Apprenticeship 03: Apprenticeship 10: higher level Apprenticeship
A16	Programme entry route	Relevant Code: 03, 09, 13, 14, 15	Relevant Code: 03, 09, 13, 14, 15	Relevant Code: 03, 09, 13, 14, 15
A18	Main delivery method	Null value (00)	Null value (00)	Null value (00)
A21	Franchised out and partnership arrangement	Null value (00)	Relevant Code	Relevant Code
A22	Franchise and partnership delivery provider number	Null value (00000000)	Relevant Code	Relevant Code
A23	Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
A26	Framework code	Valid LAD code	Valid LAD code	Valid LAD code
A27	Learning start date	Start date of programme	Start date of main aim	Start date of subsidiary aim

Field No.	Field Name	Programme Aim	Main Aim	Subsidiary Aim
A28	Learning planned end date	Planned end date of programme	Planned end date of aim	Planned end date of aim
A31	Learning actual end date	Actual end date of programme	Actual end date of aim	Actual end date of aim
A34	Completion status	Relevant Code	Relevant Code	Relevant Code
A35	Learning outcome	Relevant Code	Relevant Code	Relevant Code
A36	Learning outcome grade	Null value (six spaces)	Relevant Code	Relevant Code
A40	Achievement date	Achievement date of framework or 00000000 (null value)	Achievement date or 00000000 (null value)	Achievement date or 00000000 (null value)
A44	Employer Identifier	Null value (30 spaces)	Valid employer ID number	Null value (30 spaces)
A45	Workplace location postcode	Null value (8 spaces)	Valid workplace postcode	Null value (8 spaces)
A46	National learning aim monitoring	Relevant Code	Relevant Code	Relevant Code
A47	Local learning aim monitoring	Null value (24 spaces)	Optional	Optional
A48	Provider specified learning aim data	Null value (24 spaces)	Optional	Optional
A49	Special projects and pilots	Null value (5 spaces)	Special project or pilot code or Null value (5 spaces)	Special project or pilot code or Null value (5 spaces)
A50	Reason learning ended	Relevant Code	Relevant Code	Relevant Code
A51a	Proportion of funding remaining	Appropriate Value	Appropriate Value	Appropriate Value
A53	Additional learning needs	Null value (00)	Relevant Code	Relevant Code
A54	Broker contract number	Null value (10 spaces)	Null value (10 spaces)	Null value (10 spaces)
A55	Unique learner number	Valid ULN	Valid ULN	Valid ULN
A56	UK provider reference number	Valid UKPRN	Valid UKPRN	Valid UKPRN
A59	Planned credit value	Null value (000)	QCF credit value (for QCF learning aims) or Null value	QCF credit value (for QCF learning aims) or Null value
A60	Credits achieved	Null value (000)	QCF credit value (for QCF learning aims) or Null value	QCF credit value (for QCF learning aims) or Null value

Field No.	Field Name	Programme Aim	Main Aim	Subsidiary Aim
A61	Project dossier number	Null value (9 spaces)	Use the null value (9 spaces) unless the learner is being used for ESF co-financed or ESF match and then complete as advised to do so by the Skills Funding Agency.	Use the null value (9 spaces) unless the learner is being used for ESF co-financed or ESF match and then complete as advised to do so by the Skills Funding Agency.
A62	ESF local project number	Null value (000)	Use the null value (000) unless the learner is being used for ESF co-financed or ESF match and then complete as advised to do so by the Skills Funding Agency.	Use the null value (000) unless the learner is being used for ESF co-financed or ESF match and then complete as advised to do so by the Skills Funding Agency.
A63	National Skills Academy	Null value (00)	Relevant code	Relevant code
A64	Planned group-based hours	Total number of hours	Null value (00000)	Null value (00000)
A65	Planned one-to-one contact hours	Total number of hours	Null value (00000)	Null value (00000)
A66	Employment status on day before starting learning aim	Null value (00)	Use the relevant code for learning aims starting on or after 01/08/2009.	Use the relevant code for learning aims starting on or after 01/08/2009.
A67	Length of unemployment before starting ESF project	Null value (00)	Use the relevant code where learning aims are ESF co-financed or to be used for ESF match.	Use the relevant code where learning aims are ESF co-financed or to be used for ESF match.
A68	Employment outcome	Null value (00)	Null value (00)	Null value (00)

Section 13: Programmes for the Unemployed

£100m Response to Redundancy Pre-Employment Training Programme

The £100m Response to Redundancy Pre-Employment Training Programme is available from 1 April 2009 until 31 December 2010 and is available to support people affected by redundancy. Further details can be found on the Skills Funding Agency website at <http://pfu.skillsfundingagency.bis.gov.uk/>.

ILR Returns

ILR data for this programme should be returned as specified in the *ILR Specification 2009/10* and further guidance can be found in this manual. There are however, specific fields within the ILR that need to be completed for monitoring and funding of these learning aims. The fields which are specific to this programme are as follows:

Field name	Field No.	Value	Description
Learning aim reference	A09	ZSPE0001	
LSC Funding Stream	A10	70	ESF Co-financed
Project dossier number	A61	The Skills Funding Agency will inform providers of the project dossier number	
ESF local project number	A62	The Skills Funding Agency will inform providers of the local project number	
Special Projects and Pilots	A49	SP013	Apprenticeship Expansion Programme
		SP014	Response to Redundancy Programme (9 – 14 GLH)
		SP015	Response to Redundancy Programme (15 - 44 GLH)
		SP016	Response to Redundancy Programme (45 - 74 GLH)
		SP017	Response to Redundancy Programme (75+ GLH)
		SP018	Response to Redundancy Programme - additional aim (no funding)
Employment outcome	A68	Codes 01, 02 or 99	

Training Offer for those Unemployed for 6 Months

There are some specific codes that are required when completing the ILR for the Training Offer for those Unemployed for 6 Months as follows:

Field L45 (Unique Learner Number) – this field must be completed for all learners as this will be used to track learners as they progress into employment and onto further training via the Employer Responsive or Adult Learner Responsive funding streams.

Field A09 (Learning aim reference) – use code ZSPE0001 for the pre-employment training learning aim.

Field A10 (LSC Funding stream) – use code 80.

Field A49 (Special Projects and Pilots) – use one of codes SP019 – SP022 depending on the number of guided learning hours being delivered.

This field should be completed with the expected guided learning hour band at the beginning of the programme. If the learner has undertaken more hours than originally expected by the time they complete, field A49 should be updated with the SP code that reflects the guided learning hours actually delivered. This will ensure that the College receives the correct payment when the learner finishes.

Field A61 (Project dossier number) – this field must be completed with the relevant project dossier number.

Field A62 (Local project number) – this field must be completed with the relevant local project number.

Field A67 (Length of unemployment before starting) – this field must be completed with one of codes 01 to 05. Code 01 can be used for learners who have been fast tracked by JCP.

Field A68 (Employment Outcome) – this field is used to record and claim job outcome with training payments as follows:

- 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.

Code 99 should be used until the actual employment outcome is known, and then updated as required.

When a learner is undertaking an accredited unit or qualification the accredited aim should be recorded in addition to the funded ZSPE0001 aim. Code SP023 should be used in field A49 so that this additional aim does not generate duplicate funding.

ILR Requirements for other-funded continuing training

When a learner is continuing with a qualification under mainstream Employer Responsive or Adult Learner Responsive funding after the pre-employment training period, the original pre-employment qualification aims should be closed and new learning aim(s) opened for the remainder of the learning to be undertaken. The start date for the new learning aim(s) should follow on from the end of the pre-employment training learning aims.

If the learner has found a job with training and is completing a qualification funded from the Employer Responsive funding stream (via Train to Gain or an Apprenticeship) this should be recorded on the current Employer Responsive ILR return already being used for the learner.

If the learner has not found a job with training but wishes to complete a qualification and will be funded through the Adult Learner Responsive funding stream, an ILR record for the learner and the learning aim being undertaken will need to be returned on a learner responsive ILR return.

In all cases field A51a (Proportion of funding remaining) must be completed on the learning aims to be funded through mainstream provision to allow the correct calculation of funding where a qualification has already been started under the programme. Detailed guidance on the use of field A51a is available in the *Funding Guidance 2009/10: Principles, Rules and Regulations*.

http://readingroom.lsc.gov.uk/lsc/National/FundingGuidanceUpdate_0910_v4_2.pdf

The table below gives guidance on the completion of the ILR for this programme. Further information is available on the Skills Funding Agency website at:

<http://pfu.skillsfundingagency.bis.gov.uk/programmes/6monthsunemployedoffer/>.

Training Offer for those Unemployed for 6 months - Guidance on the Completion of Key ILR Fields

ILR requirements for the learner data set

Field No.	Field Name	Details
L26	National Insurance No	Required for all learners
L45	Unique Learner Number	Required for all learners
L11	Date of birth	Must contain a valid date and the learner must be aged 19+
L17	Home postcode	Must contain a valid UK postcode. Note that the dummy postcode of ZZ99 ZZZ cannot be used for participants on this Programme. If the postcode is not known, enter the postcode for the Jobcentre Plus office from which the learner has been referred.

ILR requirements for pre-employment training learning aim(s)

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
A09	Learning aim reference	ZSPE0001	Valid LAD code
A10	LSC Funding stream	80	80
A14	Reason for full funding/co-funding learning aim	Relevant code	Relevant code
A15	Programme type	99	99
A16	Programme entry route	Null value (00)	Null value (00)
A18	Main delivery method	Null value (00)	Null value (00)
A21	Franchised out and partnership arrangement	Code 99 or relevant code in exceptional circumstances	Code 99 or relevant code in exceptional circumstances
A22	Franchise and partnership delivery provider number	Null Value (eight spaces) or the UKPRN of the Partnership Delivery Partner	Null Value (eight spaces) or the UKPRN of the Partnership Delivery Partner
A23	Delivery location postcode	Actual delivery location postcode	Actual delivery location postcode
A26	Framework code	Null value (000)	Null value (000)
A27	Learning start date	Start date of pre-employment training	Start date of pre-employment training
A28	Learning planned end date	Planned end date of pre-employment training	Planned end date of pre-employment training
A31	Learning actual end date	Actual end date of pre-employment training	Actual end date of pre-employment training

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
34	Completion status	Relevant code	<p>Code 1: This code should be used during the pre-employment training period to indicate the learner is continuing with the learning activities. A new learning aim must be started for learners who are continuing with learning after the pre-employment training period.</p> <p>Code 2: Use this code if the learner has completed the learning aim during the pre-employment training period, e.g. they undertook one unit of learning and have completed it within 8 weeks.</p> <p>Code 3: Use this code if the learner intends to continue learning with a different provider, or has withdrawn from learning.</p> <p>Code 4: Use this code if the learner is transferring to a different learning aim with the same provider following the pre-employment training period.</p> <p>Code 5: Use this code if the learner intends to continue this learning aim with the same provider. This learning aim relates to the pre-employment training period only and must be closed once the pre-employment training period has been completed. A new learning aim can then be opened for the relevant funding stream (either Employer Responsive or Adult Learner Responsive as appropriate).</p> <p>Code 6: Use this code if the learner has temporarily withdrawn from the aim due to an agreed break in learning.</p>

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
A35	Learning outcome	Relevant code	<p>Code 2: Use this code if the learner intends to continue this learning aim under either ER funding or ALR funding.</p> <p>If the learner completed the learning within the pre-employment training period, e.g. if they undertook one unit of learning, then use the relevant code.</p>
A36	Learning outcome grade	Null value (six spaces)	Null value (six spaces) or the relevant grade if applicable
A40	Achievement date	<p>Enter the Achievement date of learning aim if A35 is code 01 'Achieved'</p> <p>otherwise</p> <p>use the null value (00000000)</p>	<p>Enter the Achievement date of learning aim if A35 is code 01 'Achieved'</p> <p>otherwise</p> <p>use the null value (00000000)</p>
A44	Employer Identifier	Null value (30 spaces)	Null value (30 spaces)
A45	Workplace location postcode	Null value (8 spaces)	Null value (8 spaces)
A46	National learning aim monitoring	<p>999999</p> <p>Note that A46 monitoring codes are not relevant to this programme.</p>	<p>999999</p> <p>Note that A46 monitoring codes are not relevant to this programme.</p>
A47	Local learning aim monitoring	Relevant code or null value (24 spaces)	Relevant code or null value (24 spaces)
A48	Provider specified learning aim data	Optional	Optional

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
A49	Special projects and pilots	SP019 for 9–24 glh SP020 for 15–44 glh SP021 for 45-75 glh SP022 for 75+ glh This field should be updated at the end of the learning aim to reflect the glh that were actually delivered.	SP023 (indicates no funding for this aim)
A50	Reason learning ended	Relevant code	Relevant code
A51a	Proportion of funding remaining	100	100
A53	Additional learning needs	Relevant code	Relevant code
A54	Broker contract number	Null value (10 spaces)	Null value (10 spaces)
A55	Unique learner number	Valid ULN	Valid ULN
A56	UK provider reference number	Valid UKPRN	Valid UKPRN
A59	Planned credit value	Null value (000)	QCF credit value (for QCF learning aims) or Null value
A60	Credits achieved	Null value (000)	QCF credit value (for QCF learning aims) or Null value

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
A61	Project dossier number	East of England use 07999LEA3 East Midlands use 07999LEM3 Greater London use 07999LLN3 North East use 07999LNE3 North West use 07999LNW3 South East use 07999LSE3 South West use 07999LSW3 West Midlands use 07999LWM3 Yorkshire & Humberside use 07999LYH3	East of England use 07999LEA3 East Midlands use 07999LEM3 Greater London use 07999LLN3 North East use 07999LNE3 North West use 07999LNW3 South East use 07999LSE3 South West use 07999LSW3 West Midlands use 07999LWM3 Yorkshire & Humberside use 07999LYH3
A62	ESF local project number	Enter the Local project number	Enter the Local project number
A63	National Skills Academy	Null value (00)	Relevant code
A64	Planned group-based hours	Null value (00000)	Null value (00000)
A65	Planned one-to-one contact hours	Null value (00000)	Null value (00000)
A66	Employment status on day before starting learning aim	Code 04 Unemployed	Code 04 Unemployed
A67	Length of unemployment before starting ESF project	One of: Code 01 Code 02 Code 03 Code 04 Code 05 Codes 98 and 99 cannot be used	One of: Code 01 Code 02 Code 03 Code 04 Code 05 Codes 98 and 99 cannot be used

Field No.	Field Name	Pre-Employment Training Aim	Additional Aim(s) (no funding)
A68	Employment outcome	Code 99 should be used until the employment outcome is known and then updated with the relevant code as appropriate.	Code 99 should be used until the employment outcome is known and then updated with the relevant code as appropriate.

Section 14: 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 15: ILR Fields Description

This section provides more detailed information about each of the ILR fields required for an ER 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	55
L03	Learner reference number	55
L04	Data set identifier code	55
L05	Learning aim data sets	55
L07	HE data sets	55
L08	Deletion flag	56
L09	Learner surname	56
L10	Learner forenames	56
L11	Date of birth	57
L12	Ethnicity	57
L13	Sex	58
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Section 16: 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@thedata-service.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

Deleted Learners

- If the Deletion flag field, field L08, is Y, the learner must have no aims and this field must be set to 00.

All Other Learners

- If the Deletion flag field, field L08, is N, the learner must have at least one learning aim.
- 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.

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 surname or family name of the learner is required 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 'Jones – nee Smith' or '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 forenames 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

- The date of birth must be entered.
- 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.
- The learner should have the same date of birth as the learner that has been previously submitted.

All non-apprenticeship learners

- Learners who start on or after 1 August 2008 who are undertaking non-apprenticeship employer responsive funded provision must be 19+ at the start of learning unless they are part of the Employability Skills Programme (including the employability awards) or studying the AAT Level 4 Accountancy qualification
- Learners who start on or after 1 August 2009 who are undertaking non-apprenticeship employer responsive funded provision must be 19+ at the start of learning unless they are part of the Employability Skills Programme (including the employability awards)

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

Code	Ethnic origin
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 – 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

- For learners whose ethnic origin is not listed or feel that they cannot be classified in any other category code 98 should be entered.
- For learners who do not wish to supply information about their ethnicity code 99, 'not known / not provided' should be entered.

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 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	Code 1 should be used where the learner either: <ul style="list-style-type: none"> ○ considers themselves to have a learning difficulty which gives them a significantly greater difficulty in learning than the majority of persons his/her age; or ○ 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.
- 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.
- 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 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).
- If the Country of domicile field, field L24 is a country which is part of the United Kingdom, the home postcode of the learner must be entered in this field.

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.

Note that the ‘dummy’ postcode of ZZ99 ZZZ is not applicable for Programmes for the Unemployed.

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.

L22 Current postcode

This field records the postcode of the learner's current or last known place of residence and is part of the address that includes fields L18 to L21.

Notes

- This field is optional. If no postcode is provided, the null value of eight spaces should be used.
- This field records the postcode of the learner's current place of residence. This may differ from the home postcode field, which is the code prior to enrolling, where a learner has changed residence since enrolling, for example if they are living away from home. In this circumstance the address in fields L18 – L21 should relate to the postcode in this field.
- This field may be used to contact the learner for surveys. Also see the Restricted use indicator field, field L27.
- 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 current postcode should be a valid postcode if entered, *Appendix C* of the *ILR Specification 2009/10* provides all the details of the correct format of the postcode.
- See also the exceptions stated in L18 to L21.

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.

L24 Country of domicile

This field records the country where the learner is ordinarily resident. This information is used to differentiate between overseas and home learners; a key distinction since the Skills Funding Agency only funds provision for home learners, except in exceptional circumstances.

It is also used to impact proposals to change learner eligibility and inform such decisions. The British Council uses the information in this field to identify the contribution FE makes to the education and training of foreign learners.

Notes

- If the funding stream is Learner Responsive or Employer Responsive, the learner's country of domicile should be in the UK and Islands or European Union.
- Home learners are learners whose country of domicile is the UK or another European Community (EC) country, or part of the European Economic Area if they satisfy the 'ordinary residence test' as defined in the 1962 Education Act schedule 1.
- This field should be completed with the country of domicile where the learner has been ordinarily resident for the three years preceding the start of the programme, ignoring absences. For full details of eligibility for funding, refer to the funding guidance.
- Where a provider wishes the learner to benefit from Skills Funding Agency, YPLA or HEFCE funding as indicated by the source of funding field, the provider should ensure that reasonable evidence exists, for example proof of residence or refugee status to support this claim. Where such funding is indicated in the source of funding field and this is not consistent with the country of domicile returned, the validation rules will not reject the record but will produce a warning. Providers should ensure that they have adequate audit evidence to substantiate funding claims in such cases.
- Where the country of domicile is not known ZZ can be used.
- For full details of eligibility for funding, refer to the funding guidance.

Examples

Example codes from the UK are:

Code	Country
XF	England
XG	Northern Ireland
XH	Scotland
XI	Wales
XK	Channel islands
IM	Isle of Man

Where a learner has come to the UK from Poland and has lived here for 11 months, the country of domicile code for Poland, PL, should be used.

The full list of countries is in *Appendix D* of the *ILR Specification 2009/10*.

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 local LSC that has agreed the learner activity in its area and which the learner is profiled against.
- The funding LSC or region number must be a valid lookup and must not be 000 or 999
- If the funding stream is Employer Responsive, there must be a funding relationship for this provider number, LSC or region and contract type

- 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.
- 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
- If the National learning aim monitoring field, field A46, is 'Basic skills project for national employers (NES)', the funding LSC or region must be 'National Employer Service (NES)'
- If the funding LSC or region number is 'National Employer Service (NES) or National Apprenticeship Service (NAS)', the NES/NAS delivery number must be entered in the NES/NAS delivery LSC number field, field L44.

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*.

L26 National insurance number

The National Insurance Number of the learner is required in this field. It is used to allow the HM Revenue and Customs (HMRC) to identify learners eligible for National Insurance credits.

Notes

- The provider should treat the completion of this field as compulsory and seek to obtain a learner's NI number on start or shortly after. Learners who do not know their NI number should be encouraged to obtain it by the provider. All employed status learners must have NI numbers in order to be paid by the employer.
- Learner details supplied without an NI number will be identified in a control report and discussed at the provider review. All learners should receive an NI number through the post from the Contributions Agency.
- The first character of the NI number must not be D, F, I, Q, U or V, the second character must not be D, F, I, O, Q, U or V, characters 3 to 8 must be numeric and character 9 must be A, B, C, D or space, if the NI number is entered.
- Temporary numbers in accordance with the protocol of 'TN' 'DoB' 'Gender' must not be used.

L27 Restricted use indicator

This field indicates restrictions on how data can be used.

Code	Description
1	Learner has withheld permission for the LSC 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
9	No restrictions on using this learners record

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 websites. 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.

L28 Eligibility for enhanced funding

This field indicates eligibility for enhanced funding.

Code	Description
14	Eligibility for guarantee or extended guarantee group
15	Entitlement to 16-18 employer responsive funding, where the learner is 19 or over
99	Not eligible for enhanced funding

Notes

- Where more than one entry can be supplied, the most significant entry should be followed by the least significant.
- The entries in this field must be different unless they are both 99.
- Code 15 must only be used where:
 - the learner is 19 or over and has transferred from another provider or region on the same programme and was aged 16-18 at the start of that programme; or
 - the learner is 19 or over and has eligibility for guarantee or extended guarantee. In this case, code 14 should also be used in field L28. Code 14 alone will not calculate the correct funding rate. It must be used together with code 15.
- If code 15 is recorded in this field then code 01, '16-18 year old learner' should be recorded in the Reason for full funding/co-funding of learning aim field, field A14.
- Code 15 should not be used as default for all learners who are aged 16-18 at the start of their programme.
- For further guidance please see the funding guidance documentation.

L34 Learner support reason

This field records the categories of other learner support for the learner. It is used to identify the demand for learner support and monitor its effectiveness. Up to four categories of support received by the learner can be recorded.

Code	Learner support
25	Education maintenance allowance (EMA)
35	E2E / Programme-Led Apprenticeships (PLA) hardship fund
41	Time off for study
53	Free Childcare for Training and Learning for Work (FCTLW)
54-96	Unassigned – use only to be authorised by <i>the information authority</i>
99	No learner support or no more of the above

Notes

- Where more than one category of learner support applies to a learner, enter up to four codes in the learner support reason fields. These different reasons should be justified from the left and 99 filled to the right.
- The same learner support reason must not be entered more than once, except an entry of 99.
- Time off for study (code 41) is the government guarantee that any young person who has not reached level 2 and who has become employed in a job without training has the right (by law) to seek time off from their employer to receive training at level 2 or higher.
- Code 25, 'EMA', is only available for learners who are unemployed and doing a programme led apprenticeship.
- The use of the unassigned codes is only to be authorised by *the information authority*, and should not be used by providers unless such authorisation has been published.

Examples

- A learner with only one learner support reason should be entered as 25999999.
- A learner with two learner support reasons should be entered as 25539999.
- A learner with no learner support should be entered as 99999999.

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

- 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.
- If the Reason for full funding/co-funding of learning aim field, field A14, is 'Level 2 entitlement', the prior attainment level in this field must not be level 2 or above.
- If the Reason for full funding/co-funding of learning aim field, field A14, is '19-25 level 3 entitlement', the prior attainment level in this field must not be level 3 or above.

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

L36 Learner status on last working day before learning

From 2009/10 this data is no longer collected in this field and will instead be recorded in 'Employment Status on day before starting working' field, field A66.

Prior to 2009/10 this field was collected to identify what the learner was doing prior to joining the programme. Learners who start their learning aims on or after 1 August 2009 should leave this field blank and return the null value.

Data about learners who commenced their learning aims before 1 August 2009 can continue to be recorded in this field and does not need to be removed or amended for 2009/10.

Code	Description
01	Employed
03	Learner on the caseload of a personal advisor but not on E2E
04	New deal gateway
05	NVQ learning (continuing learners only)
06	Apprenticeship, Advanced Apprenticeship, Higher Level Apprenticeship, Apprenticeship for Adults or other employer based programme
07	Not in employment or in training or in education
97	Other (includes those not in employment, training or education)
98	Not known/not provided

L37 Employment status on first day of learning

This identifies the employment status of a learner on the first day of learning. It is used to monitor the effect of learning programmes on employment.

Code	Employment Status
01	Employed
02	Not employed (not available for new starters in 2009/10)
03	Not employed - through redundancy
04	Not employed - reasons other than redundancy
05	Not employed - reasons unknown
98	Not known/not provided

Notes

- The first day of learning here is the first day of any learning undertaken with the provider.
- From 2009/10, code 02 will not be available for learners who started on or after 1 August 2009.
- Learners who are not employed should be recorded using either code 03, 04 or 05.
- 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.

Definition of an employee

- An employee is someone who works under a contract of employment (16 hours per week or more), which can be written, verbal or implied, or is self-employed.

Programme Led Apprentices (PLA)

- The field is used to monitor the number of employer responsive funded programme led apprentices (PLA). A PLA is defined as a learner undertaking a full Apprenticeship framework who is not employed on the first day of learning.

Educational Maintenance Allowance (EMA)

- For Educational Maintenance Allowance (EMA) it is important that the employment status fields are completed correctly.
 - All apprentices on employer led Apprenticeships or approved employer schemes should be employed.
 - All apprentices on programme led Apprenticeships should be non-employed.

Change of Employment Status

- If the Date employment status changed field, field L48 is not completed, this field must be the same as the Current employment status field, field L47.

Volunteers

- A learner undertaking learning as 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.

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.

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/region in the same programme type.
- If code 61 is used where the learner has died, then the Restricted use indicator field, field L27, must be returned as value 2, to indicate that the learner is not to be contacted.
- Learners who are economically inactive are defined as of working age, not employed, not self employed, not actively seeking work and not in full time education.
- If the learning aim is not a programme aim and the Actual end date field, field A31, has not been completed, the destination entered in this field must be 'Continuing existing programme of learning'.

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.

L40 National learner monitoring

This field monitors learner participation in programmes and initiatives. It is also used to identify new programmes and initiatives by using codes described as unassigned at the start of the year. If needed, the field can hold two codes.

Code	Description
12	Learner following an ICT Skill for Life qualification
13	Learner following an ICT qualification at level 2 or below that is not mapped to the ICT Skill for Life Standard
14	Tutors following an ICT qualification as a Skill for Life Professional Development Course
15	Ex-Carter and Carter learner
16	Skills Account needed for learner
17 - 19	Unassigned – use only to be authorised by <i>the information authority</i> .
99	None or no more of above

ICT Pathfinder Project

- Codes 12-14 are used to monitor the ICT Pathfinder Project, which is being run on behalf of the DFES and the LSC by KPMG and which aims to develop and pilot approaches to delivering the ICT Skills for Life curriculum.

Skills Account

- Code 16 should be used to record learners who have asked to have a Skills Account created for them at enrolment or registration with a provider.

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 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.

L44 NES/NAS delivery LSC number

This field is used to record NES and NAS contracts.

Notes

- The use of this field has been extended from 2009/10 to collect data about learners who are contracted with the National Apprenticeship Service (NAS) as well as the National Employer Service (NES).

Learners with contracts with NES or NAS

- The LSC number of the LSC or region in which the learning takes place must be entered in this field.
- If the LSC number of funding LSC field, field L25 is 'National LSC (NES)' or 'National Apprenticeship Service (NAS)', the NES/NAS delivery LSC number must be entered in this field.
- The NES/NAS delivery LSC number entered in this field, must not be 002 OR 003.

Other learners

- If the LSC number of funding LSC field, field L25 is not 'National LSC (NES)' or 'National Apprenticeship Service (NAS)', this field must be completed with the null value of 000.

The full list is included at *Appendix E* of the *ILR Specification 2009/10*.

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

- A valid ULN (in the range 1000000000 and 9999999999) must be entered in this field for all learners.
- If a provider is experiencing difficulties obtaining a ULN for some learners then a value of 9999999999 can be recorded temporarily. This enables providers to return an ILR for all of their learners whilst any issues are resolved with the MIAP Learner Registration Service.
- Providers may be asked to explain the reason for a high incidence of 9999999999 being returned compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete ULN information.
- 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.

L47 Current employment status

This field is used to identify the learner's current employment status. This is to monitor the effect of programmes on employment.

Code	Description
01	Employed
02	Not employed (not available for new starters in 2009/10)
03	Not employed (through redundancy)
04	Not employed (for reasons other than redundancy)
05	Not employed (reason unknown/not provided)
98	Not known/not provided

Notes

- From 2009/10, code 02 will not be available for learners who started on or after 1 August 2009.
- Learners who are not employed should be recorded using either code 03, 04 or 05.
- This field should be updated whenever the learner's employment status changes and the date the status changed should be entered in the date employment status changed, field L48.

Definition of an employee

An employee is someone who works under a contract of employment (16 hours per week or more), which can be written, verbal or implied, or is self-employed.

Redundancy

- 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, the business activity in the location where the individual was employed.

Volunteers

- A learner undertaking learning as 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.

L48 Date employment status changed

The date when the learner's employment status changed, should be recorded in this field. This is to monitor the effect of programmes on employment.

Notes

- This field should be set to the null value of eight zeros, until the employment status of the learner changes.
- When the employment status of the learner changes, this field must be completed with the date the status changed.
- If the learner's employment status has not changed whilst they are with the provider, the null value of eight zeros should be used.
- If the date employment status changed is not entered in this field, the employment on the first day of learning field, field L37, must be the same as the current employment status field, field L47.

Example

Record a valid date, using the pattern DDMMYYYY.

For example, 05 July 2004 appears as 05072004.

Section 17: 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.

A02 Contract/Allocation type

This field identifies the allocation or contract type for this provision.

Code	Description
12	Ministry of Defence (MOD) contract
99	None of the above

Notes

- From 2009/10 the null value is not a valid entry in this return. Use code 99 if none of the other codes apply.
- Where the contract is to deliver training solely for the Ministry of Defence (MOD) use code 12.

Programme Aim

- If this field is completed for the programme aim, the same code should be used for all learning aims within the programme aim.

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@thedata-service.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, learning aim or programme aim that the information in the data set describes.

Code	Description
30	Learning aims in the learning aim data set
35	Programme aims in the learning aim data set

Programme Aim

- Code 35 must be used in this field for the programme aim. Learners undertaking any of the programmes listed in the Programme type field, field A15, must return a programme aim within the learning aim data set.
- If there is a programme aim in the learner's record, there must be at least one other learning aim for that learner.

Learning aims within a programme

- Code 30 must be used in this field.

All other learning aims

- If a learner is not undertaking one of the programmes listed in the Programme type field, field A15, then no programme aim is required and all learning aims recorded 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.

This number is also required for the programme aim.

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

This field identifies whether a Higher Education (HE) data set is attached to this learning aim.

All learning aims

- An HE data set is not required and the null value of 00 must be used.

A08 Data set format

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

Code	Description
2	ER learning and programme aims

All learning aims including the programme aim

- Code 2 must be used. All learning aim data sets are requested in ER 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. Information about the qualification journey, which details the process from accreditation of learning aims by awarding bodies through to gaining approval for funding and publication of the details on the LAD is available on the Data Service website at:
<http://www.thedataservice.org.uk/Services/DataCollection/documentation/>
- Where there is no specific learning aim code on the LAD, refer to *Appendix H of the ILR Specification 2009/10* for details of class codes that can be used.
- For learning aims which are not part of a framework and where the learner is a new start, the learning aim should not be 'only valid for new starters within valid framework' on the employer annual values tabs for 2009/10.
- Providers should check that the date the learner starts on a learning aim is between the accreditation start date and the accreditation end date of the learning aim.
- For aims that lead to an externally certificated learning aim, an appropriate learning aim from the LAD should be used.
- For learning that does not lead to an externally certificated learning aim, a class code should be used, these begin with the prefix Z9OAC and can be found *Appendix H of the Specification of the ILR for 2009/10*.

Programme aim

A learning aim reference of ZPROG001 must be used in this field.

All other learning aims

- If the learning aim is part of a framework and the start date is after 1 August 2009, the status must be also '3 - Valid for new starters within a valid framework' on the ER tab in the LAD.
- The learning aim reference code of XE2E0001 must not be used.

Adult Learner Accounts Pilot Scheme

- For the Adult learner accounts pilot scheme the learning aim must be level 3 on the LAD.

ESF Co-financed, Other LSC funded or Non- Skills Funding Agency 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 ESF co-financed.

ESF Support Activities

- For ESF activities that do not involve learning, for example, support activities, use the generic code XESF0001 or ZESF0001 for ESF funded provision or XMAT0001 for match provision. For learning financed under ESF Co-financing, additional aims categorised as 'soft outcomes' on the LAD can also be used.

£100m Response to Redundancy Pre-Employment Training Programme, Training offer for those Unemployed for 6 Months and Young Person's Guarantee: Work Focused Training

- For learning aims that are part of these programmes, the learning aim reference code ZSPE0001 should be used.

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
45	Employer responsive provision	The programme or learning aim is employer responsive funded.
46	Employer responsive funded main aim as part of an Apprenticeship programme	The main aim is part of an employer responsive funded Apprenticeship programme.
70	ESF co-financed	A learning aim is 100% ESF co-financed ('direct beneficiary') or £100m Response to Redundancy Pre-Employment Training Programme.
80	Other LSC funding stream	A learning aim is part of the Training offer for those Unemployed for 6 Months or other programmes which are not subject to formula funding.
99	No LSC funding for this learning	All other aims not funded as part of a framework.

Apprenticeship Programmes (Apprenticeship, advanced Apprenticeship, higher level Apprenticeship and Apprenticeship for adults)

Programme aim

- For all programme aims the LSC funding stream will be employer responsive provision, code 45.

Main aim

- **Code 46** should be used to identify the main aim of an apprenticeship programme. This is the competency based element of an apprenticeship programme, such as the NVQ or

equivalent learning aim and needs to be identified separately in order to calculate achievement funding for apprenticeships correctly.

- There should only be one main aim at any one time in an apprenticeship programme.
- If the learner has already completed and achieved the NVQ learning aim in a previous episode of learning, then it does not need to be recorded as part of the current programme. In this case there will be no learning aim recorded using code 46 in this field.

Subsidiary aims

- **Code 45** should be used for all Skills Funding Agency funded subsidiary aims within an apprenticeship programme such as the technical certificate and key skills.

Train to Gain

- All TtG learning aims must use code 45.
- Any employer responsive funded provision that is not an Apprenticeship, advanced Apprenticeship or higher level Apprenticeship programme or delivered under the ESP programme is classified as Train to Gain.
- Any learners who are undertaking Train to Gain must be over 19 at the start of learning if they started after 1 August 2008.

Employability Skills Programme

- From 2009/10 code 45 must be used for the employability award which is part of the employability skills programme, also the National learning aim monitoring field must be 083 (Employability Skills Programme).

All other employer responsive funded learning aims

- **Code 45** must be used for all other employer responsive funded learning aims
- Learners who are undertaking non-apprenticeship employer responsive provision must be over 19 at the start of learning, if the started after 1 August 2009, unless they are part of the Employability Skills Programme (including the employability awards).
- **Code 80** is used for other pilots or programmes which are not subject to formula funding.
- **Code 99** should be used for learning aims where there is no LSC funding for this aim. It is expected that learners with non-funded learning aims will be in receipt of LSC funding for some part of their learning programme.
- Sub-contracted learning aims that are funded and delivered on behalf of another provider are not recorded in the employer responsive return.

ESF Co-financing

- **Code 70** is used to record ESF co-financed learning aims. If a provider already sends an employer responsive return to the data service, then all ESF co-financed learners should be included in this return.

Response to Redundancy Pre-Employment Training Programme

- Code 70 should also be used if the learning aim is part of the *£100m Response to Redundancy Pre-Employment Training Programme*.

Training offer for those Unemployed for 6 Months

- Code 80 should be used if the learning aim is part of the Training offer for those Unemployed for 6 Months.

A14 Reason for full/co-Funding of learning aim

This field is used to determine whether a learning aim is fully-funded or co-funded and the extent of remission of fees in the sector.

Code	Description	Notes
FULLY FUNDED LEARNING		
01	16 – 18 year old learner	<p>All Apprenticeship learning aims including the programme aim</p> <p>Use this code if the learner was aged between 16-18 years old (fully funded) at the start of the programme.</p> <p>Use this code if the learner is aged 19+ and eligible for 16-18 funding rates. The Eligibility for enhanced funding field, field L28, must be coded with code 15 for these learners.</p> <p>Train to Gain</p> <p>This code must not be used for Train to Gain learning aims.</p>
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	<p>Train to Gain</p> <p>Use this code if the main learning aim is Skills for Life. These are fully funded.</p> <p>Employability Skills Programme</p> <p>Use this code if the main learning aim is Skills for Life.</p>
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 full funding	
21	In receipt of working tax credit	
22	Level 2 entitlement – only available for learner responsive funded and non- apprenticeship employer responsive funded provision	<p>Train to Gain</p> <p>Use this code if the learner is aged 19 or over and on their first full level 2 learning aim. This code should also be used for 'Level 3 jumpers', that is learners who do not have prior attainment of level 2 and are eligible for the level 2 entitlement but who 'jump' straight to a level 3 learning aim rather than doing a first full level 2. These are fully funded.</p>
23	In receipt of pensions guarantee credit	

Code	Description	Notes
24	19-25 level 3 entitlement – only available for learner responsive funded and non-apprenticeship employer responsive funded provision	Train to Gain Use this code if the learner is aged 19 or over but under 25 and is studying towards their first full level 3 programme. These are fully funded.
25	Category D offender learner	
26	Offender serving their sentence in the community	
27	TUC learning aims	
28	Fully funded employer responsive provision – not specified above	Train to Gain Use this code if the learning aim is fully funded and not included in the code list, for example, a fully funded second level 2 qualification or thin qualifications and units available to SMEs. Employability Skills Programme Use this code if the learning aim is the employability award.
29	OLASS funded offenders in custody	
30	Unassigned	

CO-FUNDED LEARNING

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	
31	Whole fee paid in a previous year	
32	Co-funded employer responsive provision	All Apprenticeship learning aims including the programme aim Use this code if the learner is 19+ and the learning aims are co-funded. Train to Gain Use this code if the learning aim is co-funded.
33	Unassigned	
90	Fee adjustments – bad debt	
99	Tuition fee collected in full	

Notes

- The data collected in this field indicates whether the learning aim is fully funded or co-funded. It is used to drive the employer responsive funding calculations and so it is important that it is coded correctly. Providers should refer to the funding guidance for details of learning aims that are eligible for full funding.

- For audit purposes it is not sufficient for the member of staff who is carrying out the enrolment to sign that they have seen evidence of eligibility of fee remission. They must state what the evidence is and specifically what they have seen.
- The age of the learner is defined as their age at the start of the learning programme.

A15 Programme type

The type of programme aim the learner is undertaking. This information is used to monitor the types of programme being delivered.

Code	Description
02	Advanced Apprenticeship. Programme aim, main aim and all subsidiary aims
03	Apprenticeship. Programme aim, main aim and all subsidiary aims
10	Higher level Apprenticeship. Programme aim, main aim and all subsidiary aims
11	Progression Pathway to skilled work or an Apprenticeship
12	Progression Pathway to a first full level 2 (in the QCF)
13	Progression Pathway to independent living or supported employment
14	Progression Pathway to a Foundation (Level 1) Diploma or GCSEs
99	None of the above (no programme aim is required)

Programme aim

- There must be a programme aim in the learning aim data set for all programmes listed in this field. For example, if the learner has completed an Apprenticeship and then started an Advanced Apprenticeship, there would need to be a programme aim for the Apprenticeship and a programme aim for the Advanced Apprenticeship.
- A programme must have a least one component learning aim within it.
- This field should be completed with the same value for the programme aim and all other aims that form part of the programme.
- A programme aim must not be recorded using code 99 (none of the above).

Apprenticeships – all learning aims including the programme aim

- Code 02, 03 or 10 must be used.
- Code 99 must not be used for the main aim.
- The programme type of the main aim of an Apprenticeship programme should be consistent with the NVQ level listed on the LAD.

Progression pathways – all learning aims including programme aim

- At the time of publication, Progression Pathways are only funded from the learner responsive budget and so codes 11-14 would not apply to Employer responsive returns. The codes are still available for ER as there may be some pilots of funding of Progression Pathways through the ER funding stream in the future.
- Code 11, 12 13 or 14 must be used.

Other learning aims

- Code 99 must be used.

A16 Programme entry route

This field should be completed for Apprenticeship, Advanced Apprenticeship, Higher Level Apprenticeship and Apprenticeship for Adults. It records the entry route taken by the learner when commencing a new or revised programme of learning.

This field relates to the programme and not the individual learning aims. It should be recorded on the programme aim and all learning aims that are part of that programme. In most cases the entry in this field should be the same for all aims that comprise the programme. The exception is where it is necessary to restart a single aim for funding purposes.

Code	Description	Use this code when
01	Direct	The learner has not been on any employer based learning in the previous 13 weeks. Only use this code for learners who started before 1 August 2003.
03	Progress to Advanced Apprenticeship from Apprenticeship or Young Apprenticeship	The learner has progressed from an Apprenticeship or Young Apprenticeship to an Advanced Apprenticeship.
04	Progress to NVQ level 3 from NVQ level 2	The learner has completed an NVQ level 2 and is now progressing to an NVQ level 3. Valid only for learners who started before 1 August 2007.
06	Return to employer based provision	The learner has been on employer based provision before and has returned to training as a new learning event. Code 09 should be used in preference to code 06 if the learner is starting an Apprenticeship or Advanced Apprenticeship for the first time.
07	Transfer from another provider or LSC area	The learner is in continuous learning but has transferred from another provider or provider reference number or LSC area as a result of a contractual change.
08	Restart for funding purposes	The learner has been in continuous learning but has had to re-start to enable appropriate funding to be maintained. For example where a learner ALN/ASN status has changed.
09	First time entrant to Apprenticeship and Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults	The learner is starting an Apprenticeship or Advanced Apprenticeship and has never been on an Apprenticeship or Advanced Apprenticeship before. The learner may have been on other employer responsive funded learning provision previously such as Train to Gain.
10	First time entrant onto non-Apprenticeship programme	The learner is starting a programme that is not an Apprenticeship or Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults and has never been on any kind of kind of programme before.
11	Restart, learner has returned to the programme after a break in learning	The learner is returning after a break in learning. The break in learning may be agreed for example maternity leave or not agreed, for example where a learner previously withdrew and has returned to the programme.
12	Learner has transferred between providers due to intervention by the LSC	The learner has transferred between providers due to intervention by the LSC/Skills Funding Agency. This is usually where the LSC/Skills Funding Agency has stopped contracting with a provider for all or part of their provision.
13	Progress to Apprenticeship from	The learner has progressed to an Apprenticeship

Code	Description	Use this code when
	Young Apprenticeship	from a Young Apprenticeship.
14	Progress to Apprenticeship from programme led Apprenticeships delivered via learner responsive funding	The learner has progressed to an Apprenticeship programme from a programme led Apprenticeship delivered via learner responsive funding.
15	Progress to Advanced Apprenticeship from programme led Apprenticeship delivered via learner responsive funding	The learner has progressed to an Advanced Apprenticeship programme from a programme led Apprenticeship delivered via learner responsive funding.

Notes

- Where a single learning aim has to re-start for funding purposes, the programme entry route in the programme aim, should not be changed.

All apprenticeship learning aims including the programme aim

- This field must be completed for all programme aims and subsidiary learning aims which started after 31 July 2004, and must be a valid code from the above table.
- This field must be completed for all main learning aims, and must be a valid code from the above table.

All other learning aims

- Code 09 'first time entrant to Apprenticeship, Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults' must not be used if the Programme type field, field A15, is not 03 'Apprenticeship', 02 'Advanced Apprenticeship' or 10 'Higher Level Apprenticeship'.

A18 Main delivery method

This field defines how the aim is delivered to the learner. The information is used to monitor the method of delivery of learning aims and calculate funding.

For employer responsive funded learning aims which start on or after 1 August 2009 this field should be left blank or the null value used.

Code	Description	Use this code when
22	Train to Gain higher level funding prior to 2009/10	The learning aim is TtG higher level funded or the learning aim is part of the employability skills programme.
23	Train to Gain lower level funding prior to 2009/10	The learning aim is TtG lower level funded or the learning aim is Skills for Life.

All apprenticeship learning aims including the programme aim

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

All non-apprenticeship employer responsive funded learning aims

- From 2009/10, each Train to Gain learning aim will have a single rate. There will no longer be a higher and lower rate. Data does not need to be collected in this field to calculate employer responsive funding.
- Data recorded for continuing learning aims does not need to be amended.

A21 Franchised out and partnership arrangement

The field records the type of provider delivering franchised or partnership provision.

This field should only be completed where more than 50% of the guided learning hours for the learning aim are delivered by another provider.

Code	Description	Use this code if
01	An FE sector provider	More than 50% of the learning aim is delivered by an FE sector provider under franchised out provision
02	An HE institution	More than 50% of the learning aim is delivered by an HE institution under franchised out provision
03	A school	More than 50% of the learning aim is delivered by a school under franchised out provision
21	A local authority maintained organisation	More than 50% of the learning aim is delivered by a local authority maintained organisation under franchised out provision
22	A private sector organisation, where the learner is an employee of the organisation	More than 50% of the learning aim is delivered by a private sector organisation, where the learner is an employee of the organisation, under franchised out provision
23	A public sector organisation, where the learner is an employee of that organisation	More than 50% of the learning aim is delivered by a public sector organisation, where the learner is an employee of the organisation, under franchised out provision
24	A private sector training organisation	More than 50% of the learning aim is delivered by a private sector training organisation, under franchised out provision
25	A voluntary sports organisation	More than 50% of the learning aim is delivered by a voluntary sports organisation under franchised out provision
26	A sports organisation run on a commercial basis	More than 50% of the learning aim is delivered by a sports organisation run on a commercial basis under franchised out provision
27	A community or voluntary based organisation (normally non-profit making bodies)	More than 50% of the learning aim is delivered by a community or voluntary based organisation (normally non-profit making bodies) under franchised out provision
97	Another type of organisation not in the list above	More than 50% of the learning aim is delivered by another type of organisation not included in the list, under franchised out provision
98	The type of provider is not known	More than 50% of the learning aim is delivered under franchised out provision and the type of provider is not known
99	This learning aim is not franchised out or delivered by a partner	The learning aim is not delivered by a franchised out or partnership arrangement. Also this code would be used where less than 50% of the learning aim is delivered by another provider

Notes

- This field has been added to the employer responsive return for 2009/10 and should be completed where more than half of the delivery of the learning aim is delivered by another provider.
- This field records the type of provider who is delivering the learning aim when it is franchised out or delivered by a partner provider and should be completed by the provider who is in direct receipt of Skills Funding Agency funding for this learning aim.
- The partner provider should not complete this field or return data about the learning aim unless they are an FE college.

Programme aim

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

All learning aims which are delivered by a franchised out/partnership arrangement

- This field must contain a valid code from the above table, if the learning aim started on or after 1 August 2009.
- If the learning aim start date is before 1 August 2009, this field is not required and the null value of 00 can be used.

All learning aims where less than 50% of the learning aim is delivered by another provider or learning aims which are not delivered by a franchised out/partnership arrangement

- This field must be coded with 99.

UKPRN

- Where the learning aim is franchised out or delivered by a partner, the franchise and partnership delivery provider number field, field A22 should be completed with the UKPRN of the partner provider.

A22 Franchise and partnership delivery provider number

This field should be completed if the Franchised out and partnership arrangement field, A21 indicates that the provision is delivered by a partner. This information is used to monitor funding and support local planning.

It should contain either a valid UKPRN as defined in the UK Register of Learning Providers (UKRLP) (8 digits in the format 10000000 – 99999999) which can be found at www.ukrlp.co.uk

OR

A valid provider or partner number that corresponds to those allocated to franchise providers and other partners on the 'register of franchise or other partners'.

This field is not required where provision is delivered by the provider itself and is recorded with code 99 in field A21. In this case the field should be left blank or the null value of eight spaces used.

Note that from 2010/11 this field will become a numeric field so any text entries will no longer be valid. All text entries should be replaced with a valid UKPRN so providers should start this process as soon as possible.

Programme aim

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

All learning aims which are delivered by a franchised/partnership arrangement

- A valid UKPRN as defined in the UK Register of Learning Providers (UKRLP) should be used. This can be found at www.ukrlp.co.uk.
- Providers are strongly encouraged to use the UKPRN in this field rather than their own number. Validation warnings are produced where providers have used their own code. It is intended that in 2010/11 only the UKPRN will be valid.
- Providers should contact *the information authority* if they foresee any difficulties in obtaining a UKPRN for 2010/11 for any of their franchise or partner providers.
- If the UKPRN is used in this field, the provider does not need to complete and return a register of franchise or other partners.

- If a UKPRN cannot be returned providers are requested to assign a six character code to each of their franchise or other partners and complete and return a 'register of franchise or other partners', in the form of a spreadsheet, each time they make an ILR return. A sample 'register of franchise or other partners' is included at *Appendix I* of the *ILR Specification 2009/10*.
- A franchise provider or other partner should be given the same franchising delivery provider code between years. New partners should have new codes. Do not re-use a code from a franchise provider or other partner which is no longer active.
- If the learner is studying for this learning aim on provision delivered by another provider under franchised out or partnership delivery, this should only be recorded in this field where more than 50% of the study is delivered by the other provider.

All learning aims which are not delivered by a franchised out/partnership arrangement

- This field is not required where provision is delivered by the provider itself and is recorded with code 99 in field A21. In this case the null value of eight spaces must be used.

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.

All learning aims including the programme aim

- This field is required to calculate the area cost factor for employer responsive learning aims.
- The delivery location postcode must be entered for all employer responsive funded learning aims that started on or after 1 August 2008
- The actual delivery location should be recorded in this field. In many cases this will be the employer's postcode. If the learning aim is delivered on college premises, the college postcode should be recorded.

A26 Framework code

The framework code for the type of learning being undertaken should be recorded in this field. The field must be completed for progression pathways, diploma programme aims and learning aims.

The sector framework code is available from the listing of sector codes (and Sector Skills Councils) as a report from the Learning Aims Database (LAD) at <http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>.

If a learner transfers to a new framework before completing the original programme, then the programme aim should be closed and a new programme aim created giving details of the new start and planned end dates and the new sector framework being undertaken.

Apprenticeship Programme aim and learning aims

- The framework code records the sector framework of the Apprenticeship programme and enables the collected information to be analysed by those Sector Skills Councils (SSC) frameworks that have been approved for all Apprenticeship programmes. Increasing use is being made of these data and it is very important that the code is accurately completed.
- The framework code entered must match the framework for that learning aim in the LAD for all learning aims that started on or after 1 August 2005.
- The framework code must be entered for all learning aims that are part of an apprenticeship, advanced apprenticeship or higher level apprenticeship programme.
- The framework code entered must be the same for the programme aim and all other learning aims within that programme.

Progression pathway programme aim and learning aims

- The framework code from the LAD must be entered in this field and must be a valid framework code.

All other learning aims

- This field is not required and the entry of 000 must be used.

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 began or in the case of a transfer or re-start, the date on which learning re-started.
- The date should not default to the programme start date.
- 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.
- The start date should not be after the LAD approval end date for the learning aim if the Programme entry route field, field A16 is 'First time entrant' or is not entered.
- The start date should not be after the LAD aim discontinued date for the learning aim if the Programme entry route field, field A16 is 'First time entrant' or is not entered.

All learning aims including the programme aim

- For programmes that started after 31 July 2004, the start date of the programme must not be after the 'effective to' date of the framework on the LAD if the Programme entry route field, field A16 is 'First time entrant' or is not entered.
- The start date must not be after the 'effective to' date of the Framework, for new starters.
- The start date must not be more than 10 years in the future.

Apprenticeship main aims

- The start date in this field must not be after today's date for Apprenticeship main aims.
- The start date in this field must not be after the file preparation date (T08) for Apprenticeship main aims.

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>

Programme aim

- The date by which the learner plans to complete the learning for this programme should be the Planned End Date.

Main aim and subsidiary aims

- Record the date the learner should complete the learning for this learning aim. The date entered should be the planned end date at the start of the learning aim.

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.

This field should be recorded for all learning aims including the Programme aim.

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.
- The learning actual end date should include time for examinations and assessments.
- 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.

All learning aims including the programme aim

- For **all** aims this should be the date that the learner either:
 - completed the learning activities for the aim; or
 - withdrew from the aim.
- The actual end date of the learning aim should be before 1 August 2010.
- The learning actual end date should always relate to the aim recorded in the learning aim reference, field A09.
- Learners undertaking an Apprenticeship programme may have subsidiary aims that end after the main aim. Each subsidiary aim should retain its own actual end date. The end date of the Programme must be after all the end dates of the learning aims.

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
5	Changes in learning within the same programme type and sector subject area/funding category and remaining with the existing provider
6	Learner has temporarily withdrawn from the aim due to an agreed break in learning

Notes

- 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.

All learning aims including the programme aim

- This field must be completed with a valid code from the above table.
- 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.
- The completion status field should be completed at each return to reflect the situation at the transmission date.

- Code 6 should be used where there is an agreed break in learning on the aim and the learner is planning to return. Examples of this are where a learner is on maternity leave or long term sick leave. Where a learner does not return from an agreed break in learning this field should be set to 3 – withdrawn.

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	
5	Learning activities are complete but the exam has not yet been taken and there is an intention to take the exam	all learning activities have been completed but assessment has not yet taken place
9	Study continuing	

All learning aims including the programme aim

- This field should be used to record the learning outcome of the learning aim recorded in the learning aim reference field, field A09. For programme aims this should be the outcome of the entire programme.
- 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'.
- Codes 4 and 5 should only be used where either 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. These codes are classified as unknown outcomes.
- If a learner has decided to not take the exam / be assessed, code 3 'no achievement' should be used.
- For key skills qualifications code 2 should be used where the learner does not achieve the qualification but passes either the end test or the portfolio.
- If Code 1 is used, the achievement date must be entered in field A40.

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.

Programme aim

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

All other learning aims

- 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.

A40 Achievement date

This field identifies the achievement date. Record a valid date, using the date pattern ddmmyyyy.

Notes

- Criteria for NVQ achievement (internal verification) - to qualify for an NVQ achievement payment an internal assessor must have verified that the evidence provided meets the criteria as laid down by the awarding body for granting of an NVQ qualification. For NVQs, the date that the NVQ was internally verified is the measure used for determining the date of achievement and not the stage when a certificate is actually received from an awarding body. Where the provider does not have direct claim status, the learning aim cannot be recorded as achieved until it has been externally verified.
- Where this field is completed the date entered in this field must be on or after the date in the learning actual end date field, field A31.

Programme aim

- For Apprenticeship programmes the achievement date of the framework should be recorded in this field, when the framework has been achieved. An Apprenticeship is not seen to be achieved until all the elements of the framework have been achieved and the Apprenticeship Completion Certificate has been applied for. As this is an administrative process the date of achievement of the Apprenticeship programme aim is the date of application to the authorised body (the sector skills council) who issue this certificate.

Evidence must be in the form of:

- a copy of the completion certificate (either electronic or paper) from the relevant sector skills council (SSC) or sector body (if this is available the alternative evidence listed below is not required by auditors);
 - a copy of the application for the completion certificate with the supporting evidence (either electronic or paper);
 - copies of the supporting evidence where the originals have been sent with the application for the completion certificate. If a copy of the application is used as evidence of completion, then a copy of the completion certificate may also be required within a reasonable timescale.
- Where the programme is continuing, or the programme has not been achieved, use the null value or leave this box blank.
 - If the learner is awaiting notification of framework achievement, field A35 should be set to code 4 or 5 on the programme aim.
 - Prior to 2008/09, sector framework achievement was recorded in field A43 on the main aim.

Main aim and subsidiary aims

- For all learning aims this field should be the date the learning aim was achieved.
- Where a learning aim is not achieved or has yet to be achieved, the null value of 00000000 must be used.
- If the learner is awaiting notification of achievement, field A35 should be set to code 4 or 5 on the learning aim.

A44 Employer Identifier

The identifier of the employer that employs the learner or that the learner is placed with at start of learning for this aim. This information identifies employer eligibility for funding and enables checks of employee numbers.

Notes

- Prior to 2009/10, this field could contain a text entry for Apprenticeship learning aims. New starters on an Apprenticeship programme from 2009/10 will have to complete this field with an employer ID number. Any text data held in this field for continuing learners who started before 1 August 2009 does not need to be amended for 2009/10.
- **Note that from 2010/11 this field must contain a valid employer number from the Employer Data Registration Service (EDRS) for all employer responsive provision. All previously recorded text entries must be replaced with a valid employer number before 2010/11 so providers should start this process as soon as possible.**
- Where a learner is placed with more than one employer at the start of the learning aim, the identifier of the employer that provides the main or most relevant placement should be returned. Where this is not clear return the identifier of one of the employers.
- If the learner is not placed with an employer at the start of the learning aim, then a value of 999999999 should be used. Once the employer details are known, this value should be replaced with the correct employer ID number.
- Learners undertaking programme led apprenticeships should use the value of 999999999. If the learner becomes employed during their apprenticeship programme this field should be updated with the employer id number.

- Self-employed learners are usually grouped for employer ID purposes and providers should contact their regional Train to Gain team to ascertain any local arrangements in place.
- There is no requirement to update this field should the placement or employer change.
- A validation warning will be produced if the employer ID number does not exist on the table of valid employer IDs. This validation rule will only be applied when the data is submitted to the data collection portal and will not be checked in the LIS.

Programme aim

- This field is not required and the null value of 30 spaces must be entered.

Apprenticeship programme main learning aims

- If the learning aim start date is on or after 1 August 2009 and is the main aim of an employer responsive funded apprenticeship programme then the employer identifier must contain a valid EDRS number or be 999999999
- If the learning aim started on or after 1 August 2009, the employer identifier must not be zero.
- If the employer ID number is used it should exist on the table of valid employer IDs taken from the EDRS database or be 999999999.
- If the provider is unable to obtain an employer ID number, a value of 999999999 can be used. This should be replaced by a valid employer number as soon as this is known.

Apprenticeship programme subsidiary learning aims

- This field is not required and the null value of 30 spaces must be entered.

Train to Gain learning aims

- The employer identifier from the Employer Data Registration Service (EDRS) system must be used for all existing and new Train to Gain learning aims. This includes learning aims which were Train to Gain funded and started prior to 1 August 2008.
- If the learning aim started on or after 1 August 2009, the employer identifier must not be zero.

Employability Skills Programme learning aims

- A value of 888888880 must be recorded in this field and this employer ID must only be used for the employability skills programme.

Other learning aims

- This field is not required and the null value of 30 spaces must be entered.

A45 Workplace location postcode

This field records the postcode of the workplace that employs the learner at the start of learning.

Notes

- This field should hold the postcode of the location of the employer or work placement at the start of learning and not that of the employer's head office.
- Learners on placement at building sites or other places for which a postcode is not available should provide the workplace location postcode as the delivery provider postcode or the postcode of the employer's main premises.

- Where a learner moved between locations on placement the postcode of the main or most relevant location should be returned. Where this is not clear return the postcode of one of the locations.
- The postcode should conform to the postcode format detailed in *Appendix C* of the *ILR Specification for 2009/10*.

Programme aim

- This field is not required and the null value of eight spaces must be entered.

Apprenticeship main aim

- A workplace location postcode must be entered in this field.

Apprenticeship subsidiary aims

- This field is not required and the null value of eight spaces must be entered.

All other learning aims

- A workplace location postcode must be entered in this field.

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.
- Where no national learning aim monitoring is to be entered, this would be: 999999.

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.

Train to Gain

- Code 084 should be used for Train to Gain learning aims that are regional response (type C) funded.
- TtG learning aims that were TtG funded prior to 2009/10 should be assigned a code of 100.

A full list of codes can be found 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.

It 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 data (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.

Response to Redundancy Programme

- For learning aims that are part of this programme, this field should be completed using one of the codes below, depending on the number of guided learning hours being delivered.
- This field should be completed with the expected guided learning hour band at the beginning of the programme. If the learner has undertaken more hours than originally expected by the time they complete, then this field should be updated appropriately.

Code	Description
SP014	Response to Redundancy Programme (9 - 14 GLH)
SP015	Response to Redundancy Programme (15 - 44 GLH)
SP016	Response to Redundancy Programme (45 - 74 GLH)
SP017	Response to Redundancy Programme (75+ GLH)

- When a learner is undertaking an accredited unit or qualification the accredited aim should be recorded in addition to the funded ZSPE0001 aim to allow the aim to be counted towards qualification targets. In this case the code below should be used so that this additional aim does not generate duplicate funding.

Code	Description
SP018	Response to Redundancy Programme - additional aim (no funding)

Training offer for those Unemployed for 6 Months

Code	Description
SP019	Long Term Unemployed Programme (9 - 14 GLH)
SP020	Long Term Unemployed Programme (15 - 44 GLH)
SP021	Long Term Unemployed Programme (45 - 74 GLH)
SP022	Long Term Unemployed Programme (75+ GLH)

- When a learner is undertaking an accredited unit or qualification the accredited aim should be recorded in addition to the funded ZSPE0001 aim to allow the aim to be counted towards qualification targets. In this case the code below should be used so that this additional aim does not generate duplicate funding.

Code	Description
SP023	Long Term Unemployed Programme - additional aim (no funding)

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

Code	Description
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 :
 - ceases, or reduces, the business activity for which the individual was employed
 - ceases, or reduces, that business activity in the location where the individual was employed.

Apprenticeship learning aims and programme aim

- A valid code from the above list must be used in this field for Apprenticeship programmes.

All employer responsive funded learning aims

- If the actual end date of the learning aim is not entered in the actual end date, field A31. This field should be completed with code 96.

A51a Proportion of funding remaining

This field records the proportion of on-programme funding to which the learner is entitled for this aim.

This information is collected to allow correct calculation of funding for learners who transfer between providers or who restart after a break in learning or who have significant accreditation of prior learning. The funding guidance documentation for 2009/10 gives further guidance on when this field should be used.

Field length extended from 2009/10

- From 2009/10 the field length has been extended from 2 digits to 3 digits to allow values in the range of 000 to 100 to be accurately recorded.
- Any data for continuing learners should be mapped to the new value by adding a leading zero in most cases. The exception to this is where a value of 00 was recorded in 2008/09; this should be mapped to a value of 100. Where a value of 01 was recorded, it will not be possible to determine whether this should be mapped to 000 or 001 and so the value of 001 should be retained

Notes

- This field should be completed for all learning aims including the programme aim.
- Where full funding is being claimed the value of **100** should be used.
- Where reduced funding is being claimed, the proportion of funding being claimed for this aim as a percentage of the total funding for the aim should be entered.
- This field is not to be used to vary the funding rate claimed. It is not designed for this purpose and consequently its use for this purpose would result in unexpected funding results. The only exception to this for 2009/10 is to vary the funding rate for 25+ Apprenticeships. Please see the funding guidance for 2009/10 for further information
- Where no funding is being claimed for the aim a value of **000** should be used in the field.
- Note that the entries in this field only reduce the on programme element of funding, achievement funding is unaffected by this field.

How the field should be calculated

- Where learners transfer between providers or have significant prior learning the proportion of funding remaining should be based on the monthly payments already received, as described above, where this is known. Where this is not known providers should estimate them based on information given by the learner at the initial assessment.
- Where the above criteria would disadvantage the new provider, for example where learners are transferred from a provider which has ceased trading and learners had not completed work in line with the time in learning, then a case based on the amount of learning still to do is to be submitted to the Skills Funding Agency for approval. Providers are not to assume approval will be given.

Examples

Learner eligible for full on-programme funding

- A learner starts a learning aim for the first time – the entry in this field should be 100 and 100% of the on-programme funding will be generated.

Learner eligible for partial on-programme funding

- A learner starts a learning aim where the start and planned end dates mean they will get 24 monthly payments. They have a break in learning after having received 18 monthly payments (75% of the funding) and return to the learning aim after 2 months – when the learner returns, the provider would enter 025 in this field and 25% of the on-programme funding would be generated.

Learner eligible for no on-programme funding

- The entry in this field should be 000 and no on-programme funding would be generated.

A53 Additional learning needs

The type of additional learning needs applicable to the learner should be recorded in this field. Additional learning needs (ALN) relate to the learner's intrinsic ability and additional social needs (ASN) relate to emotional, behavioural or motivational difficulties.

Code	Description
11	Additional learning needs
12	Additional social needs
13	Additional learning and social needs
97	Learner has been assessed as having no additional learning or social needs

- Audit process – providers are expected to keep the necessary evidence to support additional learning support claims. The assessment form provided by the Skills Funding Agency records a summary of the learners ALN/ASN. Providers should be able to prove how they are supporting learners with their identified needs. Regular progress reviews with the learner are also expected. This is intended as auditable evidence in support of a claim for additional support funds.
- For further guidance please see the funding guidance documentation for 2009/10.

Programme aim

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

All other learning aims

- This field must be completed with a valid code from the above list.
- Additional Learning or Social needs should not be claimed for Skills for Life learning aims delivered within Train to Gain. Code 97 should be used.

A54 Broker contract number

This records Contract number for the broker organisation that has engineered the learning agreement.

For brokered learners a valid contract ID must be in the format, RRCCCCCCCC.

The 'RR' characters must be a valid region code from the list below:

Code	Description
EE	East of England
EM	East Midlands
GL	Greater London
NE	North East
NW	North West
SE	South East
SW	South West
WM	West Midlands
YH	Yorkshire and the Humber
AB	National Employment Service

For non-brokered TtG learners:

9999999999	Learning agreement was not fully brokered.
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Notes

- This field should be used to record the broker contract number of the broker which has engineered a TtG agreement with the provider.
- The 'CCCCCCCC' will be 8 alphanumeric characters in the range (0-9) or (A-Z).
- Where the learning is not fully brokered, the code 9999999999 should be used.

All apprenticeship learning aims including the programme aim

- This field is not required and a null value of 10 spaces must be entered.

All non-apprenticeship, employer responsive funded learning aims

- This field must be completed for all employer responsive funded non apprenticeship learning aims, if the start date is on or after 1 August 2008.
- If the learning aim was Train to Gain funded prior to 2008/09 this field must be completed with a valid broker contract number or be not brokered.
- The broker contract number entered in this field must be in the correct format and a valid code.

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

- The unique learner number in this field must match the unique learner number in the ULN field in the learner data set.
- Learner ULNs can be obtained from the [MIAP Learner Registration Service](#).
- Providers experiencing problems obtaining a ULN should contact the MIAP team at lrssupport@miap.gov.uk
- A valid ULN (in the range 1000000000 and 9999999999) must be entered in this field for all learners recorded in the learner responsive and employer responsive ILR returns.
- If a provider is experiencing difficulties obtaining a ULN for a learner then a value of 9999999999 can be recorded temporarily. This facility will enable providers to return an ILR for all their learners whilst any issues are resolved with the learner registration service. Providers may be asked to explain the reason for a high incidence of 9999999999 being returned compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete ULN information.

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.

A59 Planned credit value (QCF)

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 (QCF)

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).

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.

Programme aim

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

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 by 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.

Response to Redundancy Pre-Employment Training Programme

- This field must also be completed where the learning aim is part of the £100m Response to Redundancy Pre-Employment Training Programme.

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.

Programme aim

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

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.

Response to Redundancy Pre-Employment Training Programme

- This field must also be completed where the learning aim is *part of the* £100m Response to Redundancy Pre-Employment Training Programme.

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.

Programme aim

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

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.

A64 Planned group-based hours

The number of group-based hours in which it is planned to deliver the learning aim.

This field should only be completed for learning aims starting on or after 1 August 2009.

- Providers should enter the number of group-based hours in which it is planned to deliver this learning aim or programme, as identified in the learner's learning agreement at the start of their learning aim.
- The data recorded should be for the whole learning aim or programme and not just that delivered in this academic year. It is only required for new starters from 2009/10.
- It is possible that the data recorded in this field may be the same for some or all learners following the same learning aim or programme at the provider.
- Providers are not expected to update this data during an individual learner's programme of study to reflect the actual number of delivery hours that take place which may vary according to the individual's needs. This includes where a learner withdraws from the learning aim.
- For apprenticeship programmes the data collected should be the group-based hours in which it is planned to deliver the whole framework. Providers are not asked to supply details of the breakdown for each learning aim within the framework.
- Planned group-based hours are defined as:
 - Time spent providing group-based support, learning or training, which underpins the knowledge and understanding of the learning aim
 - Periods of group-based observation
 - Time spent providing group-based instruction to learners.
- If the planned group-based hours are not known or do not apply to this learner then the null value of 00000 should be returned.
- In 2009/10 the data collected in this field will be used by the Skills Funding Agency to help support the setting of future employer responsive funding rates. The data collected in this field will not be audited in 2009/10.

Apprenticeship Programme aim

- This data should be recorded at programme level only and is the total number of group-based hours in which it is planned to deliver the entire framework.
- The planned group-based hours must be in the range 00000 to 10000 and should not be greater than 2000.

All other Apprenticeship learning aims

- This data is not required for each individual learning aim for apprenticeship programmes and the null value of 00000 must be used for the apprenticeship main aim and subsidiary aims.

Non-apprenticeship employer responsive funded learning aims

- For learning aims that are not part of an apprenticeship programme, the group based learning hours should be returned for each individual learning aim.
- The planned group-based hours must be in the range 00000 to 10000 and should not be greater than 2000.

All other learning aims

- This field is not required and a null value of 00000 must be entered.

A65 Planned one-to-one contact hours

The number of one-to-one contact hours in which it is planned to deliver the learning aim or programme.

This field should only be completed for learning aims starting on or after 1 August 2009.

Notes

- Providers should enter the number of one-to-one contact hours in which it is planned to deliver this learning aim or programme, as identified in the learner's learning agreement at the start of their learning aim.
- The data recorded should be for the whole learning aim or programme and not just that delivered in this academic year. It is only required for new starters from 2009/10.
- It is possible that the data recorded in this field may be the same for some or all learners following the same learning aim or programme at the provider.
- Providers are not expected to update this data during an individual learner's programme of study to reflect the actual number of delivery hours that take place which may vary according to the individual's needs. This includes where a learner withdraws from the learning aim.
- For Apprenticeship programmes the data collected should be the one-to-one contact hours in which it is planned to deliver the whole framework. Providers are not asked to supply details of the breakdown for each learning aim within the framework.
- Planned one-to-one contact hours are defined as:
 - Time spent providing one-to-one support, learning or training, which underpins the knowledge and understanding of the learning aim
 - Periods of one-to-one assessment and observation
 - Time spent providing feedback and instruction to the learner, on a one-to-one basis, using any appropriate medium including e-mail and telephone contact as well as face to face discussions.
- If the planned one-to-one hours are not known or do not apply to this learner then the null value of 00000 should be returned.

- In 2009/10 the data collected in this field will be used by the Skills Funding Agency to help support the setting of future employer responsive funding rates. The data collected in this field will not be audited in 2009/10.

Apprenticeship Programme aim

- This data should be recorded at programme level only and is the total number of one-to-one contact hours in which it is planned to deliver the entire framework.
- The planned one-to-one contact hours must be in the range 00000 to 10000 and should not be greater than 2000.

All other Apprenticeship learning aims

- This data is not required for each individual learning aim for apprenticeship programmes and the null value of 00000 must be used for the apprenticeship main aim and subsidiary aims.

Non-apprenticeship employer responsive funded learning aims

- For learning aims that are not part of an apprenticeship programme, the one-to-one hours should be returned for each individual learning aim.
- The planned one-to-one contact hours must be in the range 00000 to 10000 and should not be greater than 2000.

All other learning aims

- This field is not required and a null value of 00000 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 must be completed for all learning aims that started on or after 1 August 2009. Under the new ESF programme, this field must be completed for all employer responsive funded learning aims as these can all be used for match funding.

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.

Programme aim

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

All other learning aims that start on or after 1 August 2009

- This field must be completed with a valid code from the above list

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 Invalidation 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.
- For all apprenticeship learning aims, including the programme aim and Train to Gain learning aims the null value must be returned.