



Skills Funding
Agency

Specification of the Individualised Learner Record for 2014 to 2015

Version 3.1

June 2014

Contents

| | |
|--------------------------|--|
| Title | ILR Specification for 2014 to 2015 |
| Purpose | To provide a technical specification of the data collection requirements and file format of the ILR to enable the intended audience to be able to meet the requirements for ILR data returns in 2014 to 2015 |
| Intended audience | This is a technical document aimed at those responsible for making data returns; data specification implementation; and MI system design (including MI managers, commercial software suppliers and own software writers) |
| Version | 3 |

Document History

- Version 1– published 31 January 2014. Changes from 2013 to 2014 specification are highlighted in yellow.
- Version 2 – published 31 March 2014. Changes from version 1 are highlighted in green.
- Version 3 – published 13 June 2014. Changes from version 2 are highlighted in blue.
- Version 3.1 - published 26 June 2014. Changed from version 3 are highlighted in pink.

Contents

| | |
|--|------------|
| Field listing (entity and field order) | 4 |
| Field listing (alphabetical) | 8 |
| Funding and Monitoring Entity field listing | 11 |
| Introduction | 12 |
| Learning Provider entity..... | 26 |
| Learner entity..... | 27 |
| Learner HE entity..... | 90 |
| Learning Delivery entity..... | 96 |
| Learning Delivery HE entity..... | 160 |
| Learner Destination and Progression entity | 185 |
| Summary of Changes | 193 |
| Abbreviations and Acronyms | 197 |

Appendices

These are published separately on *the Skills Funding Agency* website.

| | |
|----------------------------|---|
| Appendix A | Collection timetable |
| Appendix B | Migration mapping from 2013 to 2014 to 2014 to 2015 |
| Appendix C | Valid postcode format |
| Appendix D | Country codes |
| Appendix F | Privacy notice |
| Appendix G | Prior attainment levels |
| Appendix H | Learning aim class codes |
| Appendix I | ILRSUBCON Form |
| Appendix L | Summary of Occupation codes |
| Appendix P | Data quality standards and field ownership |
| Appendix Q | Learning outcome grade code list |

[Spreadsheet](#) containing the Learning Delivery Monitoring (LDM) and Special Projects and Pilots (SPP) codes – for recording in the Learning Delivery Funding and Monitoring fields

Contents

Field listing (entity and field order)

| Entity | Fields | XML element name |
|---------------------------------------|--|-----------------------------|
| Learning Provider | | LearningProvider |
| Learning Provider | UK provider reference number | UKPRN |
| Learner | | Learner |
| Learner | Learner reference number | LearnRefNumber |
| Learner | Learner reference number in previous year | PrevLearnRefNumber |
| Learner | UKPRN in previous year | PrevUKPRN |
| Learner | Unique learner number | ULN |
| Learner | Family name | FamilyName |
| Learner | Given names | GivenNames |
| Learner | Date of birth | DateOfBirth |
| Learner | Ethnicity | Ethnicity |
| Learner | Sex | Sex |
| Learner | LLDD and health problem | LLDDHealthProb |
| Learner | National Insurance number | NINumber |
| Learner | Prior attainment | PriorAttain |
| Learner | Accommodation | Accom |
| Learner | Learning support cost | ALSCost |
| Learner | Planned learning hours | PlanLearnHours |
| Learner | Planned employability, enrichment and pastoral hours | PlanEEPHours |
| Learner | ESF destination | Dest |
| Learner Contact | | LearnerContact |
| Learner Contact | Locator type | LocType |
| Learner Contact | Contact type | ContType |
| Postal Address | Address line 1 | AddLine1 |
| Postal Address | Address line 2 | AddLine2 |
| Postal Address | Address line 3 | AddLine3 |
| Postal Address | Address line 4 | AddLine4 |
| Postcode | Postcode | PostCode |
| Email Address | Email address | Email |
| Telephone | Telephone number | TelNumber |
| Learner Contact Preference | | ContactPreference |
| Learner Contact Preference | Contact preference type | ContPrefType |
| Learner Contact Preference | Contact preference code | ContPrefCode |
| LLDD and Health Problem | | LLDDandHealthProblem |
| LLDD and Health Problem | LLDD and health problem type | LLDDType |
| LLDD and Health Problem | LLDD and health problem code | LLDDCode |
| Learner Funding and Monitoring | | LearnerFAM |
| Learner Funding and Monitoring | Learner funding and monitoring type | LearnFAMType |
| Learner Funding and Monitoring | Learner funding and monitoring code | LearnFAMCode |

Contents

| Entity | Fields | XML element name |
|--|--|---------------------------------------|
| Learner Provider Specified Monitoring | | ProviderSpecLearner Monitoring |
| Learner Provider Specified Monitoring | Provider specified learner monitoring occurrence | ProvSpecLearnMonOccur |
| Learner Provider Specified Monitoring | Provider specified learner monitoring | ProvSpecLearnMon |
| Learner Employment Status | | LearnerEmploymentStatus |
| Learner Employment Status | Employment status | EmpStat |
| Learner Employment Status | Date employment status applies | DateEmpStatApp |
| Learner Employment Status | Employer identifier | Empld |
| Learner Employment Status Monitoring | | EmploymentStatusMonitoring |
| Learner Employment Status Monitoring | Employment status monitoring type | ESMType |
| Learner Employment Status Monitoring | Employment status monitoring code | ESMCode |
| Learner HE | | LearnerHE |
| Learner HE | UCAS personal identifier | UCASPERID |
| Learner HE | Term time accommodation | TTACCOM |
| Learner HE Financial Support | | LearnerHEFinancialSupport |
| Learner HE Financial Support | Financial support type | FINTYPE |
| Learner HE Financial Support | Financial support amount | FINAMOUNT |
| Learning Delivery | | LearningDelivery |
| Learning Delivery | Learning aim reference | LearnAimRef |
| Learning Delivery | Aim type | AimType |
| Learning Delivery | Aim sequence number | AimSeqNumber |
| Learning Delivery | Learning start date | LearnStartDate |
| Learning Delivery | Original learning start date | OrigLearnStartDate |
| Learning Delivery | Learning planned end date | LearnPlanEndDate |
| Learning Delivery | Funding model | FundModel |
| Learning Delivery | Programme type | ProgType |
| Learning Delivery | Framework code | FworkCode |
| Learning Delivery | Apprenticeship pathway | PwayCode |
| Learning Delivery | Subcontracted or partnership UKPRN | PartnerUKPRN |
| Learning Delivery | Delivery location postcode | DelLocPostCode |
| Learning Delivery | Funding adjustment for prior learning | PriorLearnFundAdj |
| Learning Delivery | Other funding adjustment | OtherFundAdj |
| Learning Delivery | ESF agreement ID | ESFProjDosNumber |
| Learning Delivery | ESF local project number | ESFLocProjNumber |
| Learning Delivery | Employment outcome | EmpOutcome |
| Learning Delivery | Completion status | CompStatus |
| Learning Delivery | Learning actual end date | LearnActEndDate |
| Learning Delivery | Withdrawal reason | WithdrawReason |

Contents

| Entity | Fields | XML element name |
|--|---|---|
| Learning Delivery | Outcome | Outcome |
| Learning Delivery | Achievement date | AchDate |
| Learning Delivery | Outcome grade | OutGrade |
| Learning Delivery | Software supplier aim identifier | SWSupAimId |
| Learning Delivery Funding and Monitoring | | LearningDeliveryFAM |
| Learning Delivery Funding and Monitoring | Learning delivery funding and monitoring type | LearnDelFAMType |
| Learning Delivery Funding and Monitoring | Learning delivery funding and monitoring code | LearnDelFAMCode |
| Learning Delivery Funding and Monitoring | Date applies from | LearnDelFAMDateFrom |
| Learning Delivery Funding and Monitoring | Date applies to | LearnDelFAMDateTo |
| Learning Delivery Work Placement | | LearningDeliveryWorkPlacement |
| Work Placement | Work placement start date | WorkPlaceStartDate |
| Work Placement | Work placement end date | WorkPlaceEndDate |
| Work Placement | Work placement mode | WorkPlaceMode |
| Work Placement | Work placement employer identifier | WorkPlaceEmpId |
| Apprenticeship Trailblazer Financial Details | | ApprenticeshipTrailblazerFinancialRecord |
| Apprenticeship Trailblazer Financial Details | Trailblazer financial type | TBFinType |
| Apprenticeship Trailblazer Financial Details | Trailblazer financial code | TBFinCode |
| Apprenticeship Trailblazer Financial Details | Trailblazer financial record date | TBFinDate |
| Apprenticeship Trailblazer Financial Details | Trailblazer financial amount | TBFinAmount |
| Learning Delivery Provider Specified Monitoring | | ProviderSpecDeliveryMonitoring |
| Learning Delivery Provider Specified Monitoring | Provider specified delivery monitoring occurrence | ProvSpecDelMonOccur |
| Learning Delivery Provider Specified Monitoring | Provider specified delivery monitoring | ProvSpecDelMon |
| Learning Delivery HE | | LearningDeliveryHE |
| Learning Delivery HE | Student instance identifier | NUMHUS |
| Learning Delivery HE | Student support number | SSN |
| Learning Delivery HE | Qualification on entry | QUALENT3 |
| Learning Delivery HE | Occupation code | SOC2000 |
| Learning Delivery HE | Socio-economic indicator | SEC |
| Learning Delivery HE | UCAS tariff points | TOTALTS |
| Learning Delivery HE | UCAS application code | UCASAPPID |
| Learning Delivery HE | Type of instance year | TYPEYR |
| Learning Delivery HE | Mode of study | MODESTUD |

Contents

| Entity | Fields | XML element name |
|---|--|-------------------|
| Learning Delivery HE | Level applicable to Funding Council HEIFES | FUNDLEV |
| Learning Delivery HE | Completion of year of instance | FUNDCOMP |
| Learning Delivery HE | Student instance FTE | STULOAD |
| Learning Delivery HE | Year of student on this instance | YEARSTU |
| Learning Delivery HE | Major source of tuition fees | MSTUFEE |
| Learning Delivery HE | Percentage not taught by this institution | PCOLAB |
| Learning Delivery HE | Percentage taught in first LDCS subject | PCFLDCS |
| Learning Delivery HE | Percentage taught in second LDCS subject | PCSLDCS |
| Learning Delivery HE | Percentage taught in third LDCS subject | PCTLDCS |
| Learning Delivery HE | Special fee indicator | SPECFEE |
| Learning Delivery HE | Net tuition fee | NETFEE |
| Learning Delivery HE | Domicile | DOMICILE |
| Learning Delivery HE | Equivalent or lower qualification | ELQ |
| Learner Destination and Progression/DP Outcome | | DPOOutcome |
| Learner Destination and Progression | Outcome type | OutType |
| Learner Destination and Progression | Outcome code | OutCode |
| Learner Destination and Progression | Outcome start date | OutStartDate |
| Learner Destination and Progression | Outcome end date | OutEndDate |
| Learner Destination and Progression | Outcome collection date | OutCollDate |

Contents

Alphabetic Listing of Fields

| Fields | Page No |
|---|------------|
| Accommodation | 45 |
| Achievement date | 125 |
| Address line 1 | 55 |
| Address line 2 | 56 |
| Address line 3 | 56 |
| Address line 4 | 56 |
| Aim sequence number | 102 |
| Aim type | 100 |
| Apprenticeship pathway | 111 |
| Completion of year of instance | 172 |
| Completion status | 120 |
| Contact preference code | 61 |
| Contact preference type | 60 |
| Contact type | 53 |
| Date applies from | 145 |
| Date applies to | 146 |
| Date employment status applies | 83 |
| Date of birth | 37 |
| Delivery location postcode | 113 |
| Domicile | 183 |
| Email address | 58 |
| Employer identifier | 84 |
| Employment outcome | 119 |
| Employment status | 81 |
| Employment status monitoring code | 88 |
| Employment status monitoring type | 87 |
| Equivalent or lower qualification | 184 |
| ESF agreement ID | 117 |
| ESF destination | 50 |
| ESF local project number | 118 |
| Ethnicity | 39 |
| Family name | 33 |
| Framework code | 110 |
| Financial support type | 94 |
| Financial support amount | 96 |
| Funding adjustment for prior learning | 114 |
| Funding model | 106 |
| Given names | 35 |
| Learner funding and monitoring code | 143 |
| Learner funding and monitoring type | 129 |
| Learner reference number | 28 |
| Learner reference number in previous year | 29 |
| Learning actual end date | 121 |

Contents

| Fields | Page No |
|--|---------|
| Learning aim reference | 98 |
| Learning delivery funding and monitoring code | 143 |
| Learning delivery funding and monitoring type | 129 |
| Learning planned end date | 105 |
| Learning start date | 103 |
| Learning support cost | 46 |
| Level applicable to Funding Council HEIFES | 171 |
| LLDD and health problem | 41 |
| LLDD and health problem code | 64 |
| LLDD and health problem type | 63 |
| Locator type | 53 |
| Major source of tuition fees | 175 |
| National insurance number | 42 |
| Net tuition fee | 182 |
| Occupation code | 165 |
| Original learning start date | 104 |
| Other funding adjustment | 116 |
| Outcome grade | 126 |
| Outcome code | 189 |
| Outcome collection date | 192 |
| Outcome end date | 191 |
| Outcome start date | 190 |
| Outcome type | 188 |
| Outcome | 124 |
| Percentage not taught by this institution | 177 |
| Percentage taught in first LDCS subject | 178 |
| Percentage taught in second LDCS subject | 179 |
| Percentage taught in third LDCS subject | 180 |
| Planned learning hours | 47 |
| Planned employability, enrichment and pastoral hours | 49 |
| Postcode | 57 |
| Prior attainment | 43 |
| Programme type | 108 |
| Provider specified delivery monitoring | 157 |
| Provider specified delivery monitoring occurrence | 156 |
| Provider specified learner monitoring | 78 |
| Provider specified learner monitoring occurrence | 77 |
| Qualification on entry | 162 |
| Sex | 40 |
| Socio-economic indicator | 166 |
| Software supplier aim identifier | 127 |
| Special fee indicator | 181 |
| Student instance FTE | 173 |
| Student instance identifier | 160 |

Contents

| Fields | Page No |
|-------------------------------------|---------|
| Student support number | 161 |
| Sub contracted or partnership UKPRN | 112 |
| Telephone number | 58 |
| Term time accommodation | 92 |
| Trailblazer financial amount | 155 |
| Trailblazer financial code | 153 |
| Trailblazer financial record date | 154 |
| Trailblazer financial type | 152 |
| Type of instance year | 169 |
| UCAS application code | 168 |
| UCAS personal identifier | 91 |
| UCAS tariff points | 167 |
| UK provider reference number | 29 |
| UKPRN in previous year | 30 |
| Unique learner number | 31 |
| Withdrawal reason | 122 |
| Work placement employer identifier | 151 |
| Work placement end date | 149 |
| Work placement start date | 148 |
| Work placement mode | 150 |
| Year of student on this instance | 174 |

Contents

Funding and Monitoring Entity field listing

| Entity | FAM Type | FAM Type Description | Page No |
|--|---------------------|---|---------|
| Learner Funding and Monitoring | LDA | Learning difficulty assessment | 67 |
| Learner Funding and Monitoring | HNS | High needs students | 67 |
| Learner Funding and Monitoring | EHC | Education Health Care plan | 68 |
| Learner Funding and Monitoring | DLA | Disabled students allowance | 68 |
| Learner Funding and Monitoring | LSR | Learner support reason | 66 |
| Learner Funding and Monitoring | NLM | National learner monitoring | 70 |
| Learner Funding and Monitoring | MGA | Maths GCSE achievement | 71 |
| Learner Funding and Monitoring | EGA | English GCSE achievement | 72 |
| Learner Funding and Monitoring | FME | Free meals eligibility | 73 |
| Learner Funding and Monitoring | PPE | Pupil premium funding eligibility | 74 |
| Learning Delivery Funding and Monitoring | SOF | Source of funding | 131 |
| Learning Delivery Funding and Monitoring | FFI | Full or co-funding indicator | 132 |
| Learning Delivery Funding and Monitoring | WPL | Workplace learning indicator | 132 |
| Learning Delivery Funding and Monitoring | EEF | Eligibility for enhanced Apprenticeship funding | 133 |
| Learning Delivery Funding and Monitoring | RES | Restart indicator | 134 |
| Learning Delivery Funding and Monitoring | LSE | Learning support funding | 134 |
| Learning Delivery Funding and Monitoring | ADL | 24+ Advanced Learning Loans indicator | 136 |
| Learning Delivery Funding and Monitoring | ALB | 24+ Advanced Learning Loans Bursary funding | 137 |
| Learning Delivery Funding and Monitoring | ASL | Community Learning type | 137 |
| Learning Delivery Funding and Monitoring | LDM | Learning delivery monitoring | 138 |
| Learning Delivery Funding and Monitoring | SPP | Special projects and pilots | 138 |
| Learning Delivery Funding and Monitoring | NSA | National Skills Academy indicator | 139 |
| Learning Delivery Funding and Monitoring | WPP | Work programme participation | 139 |
| Learning Delivery Funding and Monitoring | POD | Percentage of online delivery | 140 |
| Learning Delivery Funding and Monitoring | TBS | Apprenticeship Trailblazer standard | 141 |
| Learning Delivery Funding and Monitoring | HEM | HE monitoring | 142 |

INTRODUCTION

1. This specification is produced to assist providers in collecting learner data for the 2014 to 2015 year.

Use of ILR data

2. The further education (FE) and skills sector in England uses the Individualised Learner Record (ILR) to collect data about learners in the system and the learning undertaken by each of them.
3. The data collected in the ILR is used to ensure that public money distributed through the Skills Funding Agency and the Education Funding Agency (EFA) is being spent in line with government targets for quality and value for money, for planning, and to make the case for the sector in seeking further funding. Specifically, the data is used:
 - to monitor at an individual level, all learning providers delivery against allocation or contract
 - to inform local planning and provision
 - 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 monitor progress against government targets
 - to demonstrate the outcomes of the distribution of government funds.
4. *The information authority board and the Vocational Education data board (that has replaced the information authority board) have authorised the changes to the ILR Specification for 2014 to 2015.*
5. The Vocational Education data board meets regularly and makes decisions for the FE and Skills sector in England on:
 - what data is to be collected
 - data standards used in collection and reporting
 - what information will be made available and disseminated and the rules for its use (for example the use of 'early findings' reports), the purpose of data sharing, and how data might be shared
 - how frequently data will be collected and reported
 - data quality - the cycle, timetable and processes for changes to collection and reporting - including receiving, assessing and ruling on bids for new data items and reports.

Additional sources of information

6. Additional guidance about the collection of learner data for 2014 to 2015 will be published for learning providers and will be available to download from *the Skills Funding Agency* website at <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015>.

Contents

7. Principles, definitions and guidance about Skills Funding Agency and EFA funding are available at <https://www.gov.uk/>.
8. **feconnect** is an online network for those working with data in the FE and training system. This enables better consultation and the development of a community through which shared problems are solved.
9. For queries relating to the ILR Specification and ILR data returns, contact the Service Desk on 0870 267 0001 or email: servicedesk@sfa.bis.gov.uk.

Summary of changes for 2014 to 2015

10. All changes from the 2013 to 2014 ILR Specification have been highlighted in yellow. Highlighting is used to indicate where the data requested or collection arrangements are changed. Where terminology has been changed or improvements made to the layout of the specification there is no highlighting.
11. A full list of changes to the ILR for 2014 to 2015 can be found in the '[Summary of Changes](#)' section at the back of the specification.

Coverage of the ILR

12. A learning provider should send ILR data in 2014 to 2015 if it receives one or more of the following types of funding:
 - 16-19 EFA
 - Adult Skills Budget
 - Community Learning
 - European Social Funding (ESF)
 - Other Skills Funding Agency or EFA funding
13. FE colleges must also send details of all learners who are not in receipt of public funding from the Skills Funding Agency or EFA. Exceptions are learners subcontracted in from a school or Higher Education Institution (HEI) who are returned on an aggregate return (the ILR SUBCON).
14. Private training providers are asked to send details of Apprenticeships that are not funded by the Skills Funding Agency as follows:
 - where delivered within the terms of a Skills Funding Agency/National Apprenticeship Service (NAS) contract
 - in other cases this data can be sent on a voluntary basis.
15. All providers must send records for learners financed by 24+ Advanced Learning Loans.
16. HEIs who receive funding from the Skills Funding Agency and/or EFA should return data about FE learners in their HESA student record. In some cases HEIs may also send ILRs to the Skills Funding Agency. Please refer to the Provider Support Manual for further guidance about this.
17. An individual learner may, during the course of one teaching year, benefit from more than one type of funding, either at the same time or for one learning aim after another.

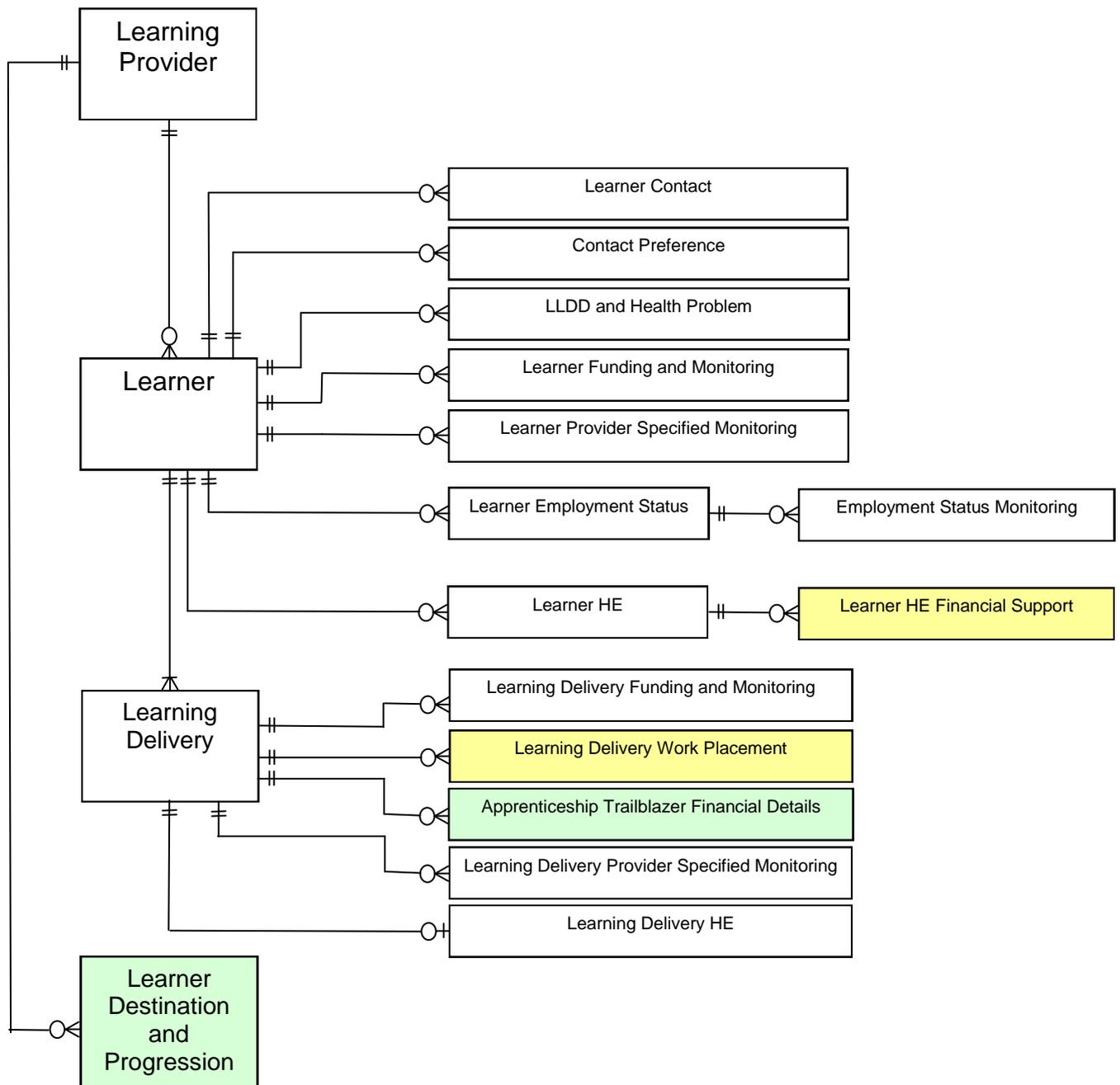
Contents

A single learner record should be returned for this learner detailing all of the learning aims that they are undertaking.

ILR structure

18. This specification details the structure and individual field requirements for the ILR.
19. The ILR is based on a data model which defines the entities covered by the ILR and the relationship between these entities and is shown in Figure 1 below.

Figure 1. ILR entity relationship diagram



Contents

20. In this section the term 'record' refers to a group of elements that are based on an entity.

Learner entity

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

22. The following entities contain optional data that may not be required for all learners. See the individual field pages for details of when data is required:

- Learner Contact – address, telephone number and email details.
- Contact Preference – indicates the learner's wishes about contact for marketing, research and survey purposes.
- LLDD and Health Problem – additional information about a learner's disability and/or learning difficulty and/or health problem.
- Learner Employment Status and Employment Status monitoring – monitoring of a learner's employment status.
- Learner Funding and Monitoring – additional data to support funding and learner monitoring.
- Learner Provider Specified Monitoring – additional provider data used as required and specified by the provider.
- Learner HE and **Learner HE Financial Support** – HE data fields.

23. Each learner record will be associated with one or more learning delivery records.

Learning delivery entity

24. A learning delivery record should be returned for each learning aim that a learner is studying.

25. A learning delivery record contains information such as learning start and end dates, funding and outcome. In addition for certain types of programme (as listed in the Programme type field), a learning delivery record is returned to describe the programme being followed. This is known as the 'programme aim'. The programme aim contains information about the overall learning programme being followed.

For example

Where a learner is studying three GCE A levels, there would be three learning delivery records.

Where a learner is studying a competency-based qualification and a functional skill there would be two learning delivery records.

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

Where a learner is studying on a Traineeship programme comprising work preparation, work placement, English and Maths learning aims, there would be five learning aims – one programme aim and four component learning aims.

Contents

26. The following entities contain optional data that may not be required for all learners. See the individual field pages for details of when data is required:
- Learning Delivery Funding and Monitoring – additional data to support funding and learning delivery monitoring
 - Learning Delivery Work Placement – additional data about work placements/work experience learning aims
 - Apprenticeship Trailblazer Financial Details – additional data to support funding of Apprenticeship Trailblazers
 - Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider
 - Learning Delivery HE – HE data fields

Learner Destination and Progression entity

27. A new entity has been added to the ILR for 2014 to 2015 to record destination and progression outcomes for a learner, such as gaining employment or going onto further study. These outcomes will usually be reported after a learner has completed a programme of learning.
28. Destination and progression data can either be reported in the year in which a learner completes their current programme of learning or in the following teaching year.
29. See the [Learner Destination and Progression](#) section on page 185, for further information.

Programme aims

30. A programme aim is required for the following programmes:
- Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships
 - Continuing 14-19 Diplomas
 - Traineeships
 - Apprenticeship Trailblazers
31. A programme aim is not recorded for an EFA funded study programme unless it is a Traineeship or 14-19 Diploma.
32. The Aim type field is used to distinguish programme aims from other learning aims.
33. The programme aim records the start date, planned end date, actual end date, completion and outcome data relating to the overall programme or framework.

Contents

34. Some of the learning delivery fields are recorded only on the programme aim and are not required to be recorded on the component learning aims and vice versa. This is described in the collection requirements on each individual field as detailed below.

| Collection requirements | | |
|-------------------------------------|---------------------------|---|
| EFA funded | | Not collected |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) aims recorded with AimType = 1 or 4 |
| | Not collected for: | Adult Skills Budget (FundModel 35) aims recorded with AimType = 3, Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) |
| Non funded | | Not collected |

35. Additional guidance on the recording of programmes is published in the Provider Support manual.

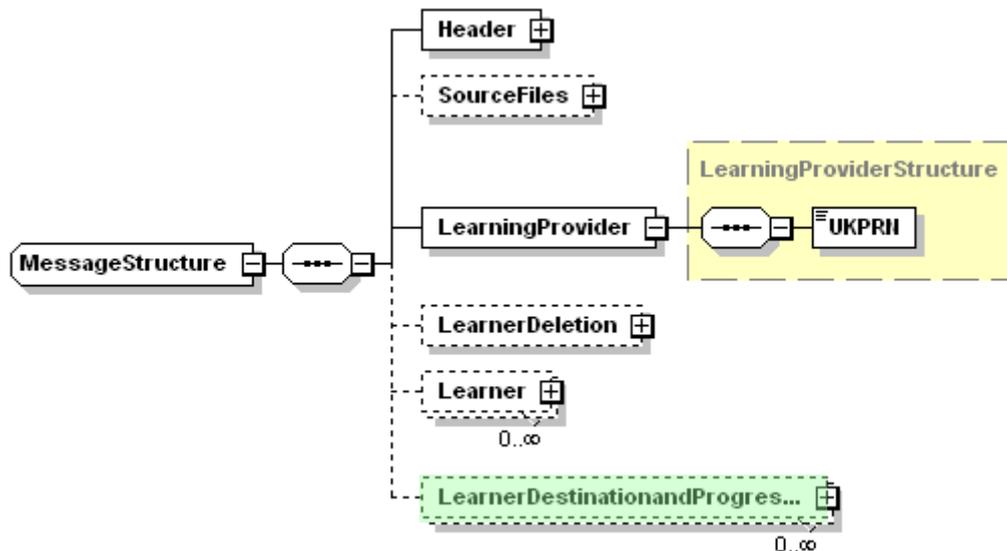
HE data

36. HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA). Learner HE and Learning Delivery HE fields are collected for all learners with aims that meet the following criteria and the collection requirements for the field apply:
- Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
 - Learning aims funded by the EFA that are level 4 or above on LARS.
 - Learning aims that are level 4 or above on LARS, are funded by Adult Skills Budget funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
 - Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.
37. For learners with workplace learning aims, Community Learning and ESF funded learning aims, HE data is not returned.

Contents

Format of the ILR file

Figure 2. ILR structure



Filename

38. ILR files should be given a 38 character filename followed by the XML file extension. The filename format is as follows and is not case sensitive:

ILR-F-LLLLLLLLL-YYYY-yyyymmdd-hhmmss-NN.XML where:

| | |
|-----------------|--|
| ILR | |
| F | is type of transmission A – for a Year-to-date transmission (all records) B – for a Whole record transmission (changes only) |
| LLLLLLLLL | is the UK provider reference number (UKPRN) |
| YYYY | the year of collection (for example 2014 to 2015 would be 1415) |
| yyyymmdd-hhmmss | Date/time stamp from provider MIS on file generation |
| NN | The serial number of the file. The serial number element of the filename can be used (if required) to uniquely identify more than one ILR file for amalgamation purposes. Providers may, for example, have several ILR files for the same return relating to different geographical regions of operation or from providers with whom they sub-contract. If the provider is only working with one ILR file then the serial number element can be ignored and defaulted to 01. |

Each element is separated by hyphens.

Format of data required

39. The format of data returned should conform to the XML schema documents.

Contents

Header record

40. Each file should have a header record as defined below:

41. The header record is structured as follows:

```

<Header>
  <CollectionDetails>
    <Collection>
    <Year>
    <FilePreparationDate>
  </CollectionDetails>
  <Source>
    <ProtectiveMarking>
    <UKPRN>
    <TransmissionType>
    <SoftwareSupplier>
    <SoftwarePackage>
    <Release>
    <SerialNo>
    <DateTime>
    <ReferenceData>
    <ComponentSetVersion>
  </Source>
</Header>

```

where:

| Data | Description/ content | Length | Data type | Mandatory field |
|-----------------------|--|--------|------------------|-----------------|
| <Collection> | ILR | 3 | xs:string | Y |
| <Year> | Year of collection that is1415 | 4 | xs:string | Y |
| <FilePreparationDate> | Date of preparation of the file in yyyy-mm-dd format. The file preparation date is used in validation rules such as the ULN and Employer number checks | 10 | xs:date | Y |
| <ProtectiveMarking> | PROTECT-PRIVATE | 20 | RestrictedString | Y |
| <UKPRN> | The UK provider reference number for the provider | 8 | xs:int | Y |
| <TransmissionType> | A for a year to date transmission (all records for a provider B for a whole record transmission (changes only) | 1 | RestrictedString | Y |
| <SoftwareSupplier> | Name of the provider's software supplier. Providers that write their own software for producing ILR files should use 'Own Software' | 40 | RestrictedString | N |
| <SoftwarePackage> | The name of the software product used to generate the ILR file | 30 | RestrictedString | N |
| <Release> | The version number of the software product used to generate the ILR file | 20 | RestrictedString | N |
| <SerialNo> | The serial number of the file. The serial number element of the header can be used (if required) to uniquely identify more than one | 2 | RestrictedString | Y |

Contents

| Data | Description/ content | Length | Data type | Mandatory field |
|-----------------------|--|--------|------------------|-----------------|
| | ILR file for amalgamation purposes. Providers may, for example, have several ILR files for the same return relating to different geographical regions of operation or from providers with whom they sub-contract. If the provider is only working with one ILR file then the serial number element can be ignored and defaulted to 01. | | | |
| <DateTime> | Date/time stamp from provider MIS on file generation in yyyy-mm-ddThh:mm:ss format | 10 | xs:date Time | Y |
| <ReferenceData> | Added by the FIS on export and not required from provider MIS. Gives details of versions of reference data such as LARS, EDS and LRS used. | 100 | RestrictedString | N |
| <ComponentSetVersion> | Added by the FIS on export and not required from provider MIS | 20 | RestrictedString | N |

Source files

42. ILR files that are created as a result of the amalgamation of separate files in the Funding Information System (FIS) also include a separate 'Source Files' section following the header that gives details of the originating files. This is described in the XML Schema. The FIS creates this on export and it is not required in files supplied from a provider's management information system (MIS).

Field collection requirements

43. Each field page details whether or not the data must be collected for learners and learning aims funded by each of the funding models. For example:

| | |
|-------------------------------------|---|
| EFA funded | 16-19 EFA funding (FundModel 25) and Other EFA funding (FundModel 82) |
| Skills Funding Agency funded | Community Learning (FundModel 10), Adult Skills Budget funding (FundModel 35), ESF (FundModel 70), and Other Skills Funding Agency funding (FundModel 81) |
| Non funded | No Skills Funding Agency or EFA funding (FundModel 99) |

44. The funding agency recorded in the Source of funding in the Learning Delivery Funding and Monitoring fields, does not affect the collection requirements. If a learner has learning aims funded using one of the EFA funding models and the source of funding is the Skills Funding Agency then the EFA funded collection requirements apply.

Contents

For example. The Prior attainment field collection requirements are:

| Collection requirements | | |
|------------------------------|--------------------|--|
| EFA funded | | Not collected |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35), ESF funded (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) |
| | Not collected for: | Community Learning (FundModel 10) |
| Non funded | | Collected for all learners (unless Source of funding = 108) |

45. Any changes to the collection requirements from 2013 to 2014 are highlighted.
46. For some fields that are collected for Apprenticeships such as the Framework code and Apprenticeship pathway, the requirements are not specific to any particular funding model and the data must be recorded for all Apprenticeships regardless of which funding model they are funded by. These requirements do not always apply to Apprenticeship Trailblazers. These will be detailed separately.

For example, the Apprenticeship pathway field collection requirements are:

| Collection requirements | | |
|-----------------------------------|--------------------|---|
| All funding models and Non funded | Collected for: | All aims which are part of an Apprenticeship (ProgType=2, 3, 10, 20-23) |
| | Not collected for: | Aims which are NOT part of an Apprenticeship or an Apprenticeship Trailblazer |

Data that is not required for collection

47. Data that is not required for collection must not be included in the ILR files returned. This is enforced where possible through the validation rules for the following reasons:
 - to collect data there must be a mandate and board approval to do so
 - data protection legislation data says data should be collected only where there is a purpose in doing so
 - the presence of additional data that is not required can make the validation requirements more complicated
 - only requested data is subject to reliable and rigorous data quality checks
 - it is unhelpful to data users and analysts to have data included that is not required.
48. Learning delivery data that is not required is validated. Learner data fields that are not required are not validated as the learner may receive funding through more than one funding model which have differing collection requirements.

Data types and null values

49. The required data type for each field is detailed on the field specification. All code lists are numeric fields and should be returned without leading zeros (apart from the Learning delivery monitoring codes in the Learning Delivery Funding and Monitoring (FAM) fields which are stored as a string and so should retain the leading zero). The schema defines the different data types and rules which these must meet.

Contents

50. The different data types that are used within the ILR Specification are listed in the table below:

| Date type | Description |
|-------------------------|--|
| xs:int | A signed 32-bit number |
| xs:long | A signed 64-bit number |
| xs:string | A string; typically Unicode |
| xs:decimal | A decimal number that includes a fractional part but is not specified using an exponent; for example, 123.45 |
| xs:dateTime, xs:date | Date and time related types |
| RestrictedString | Any of the following characters A-Z, a-z, 0-9, Space, Full stop, Comma, Semi-colon, Colon, ~!"@#\$\$%&'()*V*+-<=>?_[]{}^£€ |

51. Dates are formatted according to W3C and UK government schema standards (YYYY-MM-DD). Details of standard XML schema data types (date, decimal, int, long, string) are found within the W3C schema standards (www.w3.org/TR/XMLschema-2/#built-in-datatypes).

Deleting learners

52. There are two ways in which erroneous learner records can be deleted:
- By sending an A file transmission with the learner (and associated) learning delivery records and/or Learner Destination and Progression records removed from the file
 - By sending an A or B file with the learners indicated for deletion at the start of the file. See the XML schema document for details of how to do this. Only the Learner reference number of learners who need to be deleted needs to be sent. See the structure diagram shown in Figure 2 on page 18. None of the other learner fields or learning delivery fields needs to be included.

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

53. If a provider is using the FIS to join together combinations of A and B files then all learner deletions must be explicitly declared using method b above, otherwise the amalgamated file will not contain the records to be deleted.
54. Providers should maintain a record within their own systems of learner records to be deleted so that they can be removed as part of the next file submission made, using one of the methods detailed above.
55. If a learner is listed for deletion in the xml file then all records associated with the learner will be deleted, including Destination and Progression data.

Contents

Preparing and transmitting data

56. The FIS allows providers to amalgamate separate ILR files and validate an ILR file prior to transmitting it and will produce funding reports. We strongly recommend that each provider uses the FIS to validate its ILR file before transmitting it.
57. Once a provider has prepared its ILR file it should upload it to the Data Returns section on the Hub (<https://hub.imservices.org.uk/Pages/default.aspx>).
58. A provider which has a learner management information system (MIS) or administration system capable of producing an ILR file must return data in this way.
59. A data entry form in the FIS is available for providers who do not have an MIS system capable of generating an XML file. This will allow providers to enter learner data and export an XML file for upload to the Hub.

ILR file transmission types (A and B files)

60. There are two types of file transmission that can be made, either:
 - A – this must contain all learner records, Learning Delivery records and **Learner Destination and Progression records** for all learners at the provider for the year to date;
 - B – this type of file contains only some of the learner records (a subset of the total learners at the provider). This type of transmission allows a provider to only send learner records that have changed since the last file transmission.
61. A provider sending A files should note that subsequent transmissions will overwrite the previous transmission. This means that providers cannot split their data into separate files and transmit each file separately. A provider cannot send records for learners funded from different funding models in separate A files, as they will overwrite one another. One A file must be sent containing all learners from all funding models. **Destination and progression data cannot be sent in a separate 'A' file to Learner and Learning delivery data, as this will also result in the Learner and Learning Delivery records being deleted from the ILR database.**
62. A provider sending a B file should include only records for learners that have changed since the last transmission. A change is described in terms of all the data for a learner including all of the learning delivery records and could include a record for any learner that has been added, updated or deleted since the last transmission. Reasons for such a change to a learner record include:
 - a learner has started a learning aim
 - a learner's circumstances have changed, for example a learner has moved to a new address
 - a learner has achieved a learning aim
 - a learner has left a programme
 - deleting a learner record previously entered erroneously.
63. In a B file all learning delivery records **and Destination and Progression records** for the learner must be supplied each time, even if there are no changes to these. Learning delivery data must not be sent without the associated learner data for that learner.

Contents

Data collection timetable for 2014 to 2015

64. Providers are asked to ensure that the data held by the Skills Funding Agency is up to date by particular dates. All data is stored in a year to date database. It is only necessary to send an ILR file if there have been any changes or additions to the learner records since the last transmission was made.
65. The dates by which providers are asked to ensure that their data is up to date are detailed in [Appendix A](#) to the ILR Specification. All data received by this date will be included in a data extract that is taken. A provider needs to send data by 6.00pm of the date in question. It is not possible for a provider to have its data included in an extract if it is sent after this time.
66. The requirements for sending updated learner data are different for different types of providers and are also dependent on the funding model of the learning aims being undertaken.
67. Further guidance on the data collection timetable is available in the ILR Provider Support manual.

File validation and error handling

68. There are three stages to the validation of an ILR file as detailed below.

XML schema validation

69. An XML file is validated first against an XML schema definition at the point of transmission to the Hub or through FIS. The schema that is used for initial validation will check the following:
 - that the XML is well-formed. Well formed means that the file adheres to XML's strict syntactical rules for open and close tags and the nesting of data elements.
 - elements are presented in the expected sequence, as defined in the schema.
 - an element conforms to its data type. Examples of this would include where a numeric item contains alpha characters, where a date contains invalid values.
70. If any part of the file fails schema validation then it will not be processed and the whole file will be rejected and the errors reported on the rule violation report.

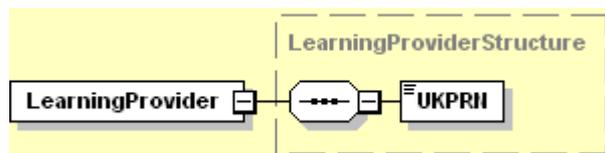
Field Definition Rules

71. Once an ILR file has passed schema validation, a field definition rulebase is run which will check the following:
 - all mandatory fields have been returned
 - field lengths are adhered to.
72. The field definition rules replace a number of the checks which were performed in 2013 to 2014 by the schema.
73. If a field fails a field definition rule, then the learner record and associated records for that learner only, will be rejected and be reported on the rule violation report.
74. Only learner records that have passed all the field definition rules will be passed through to the final stage of validation against the Validation Rules.

Contents

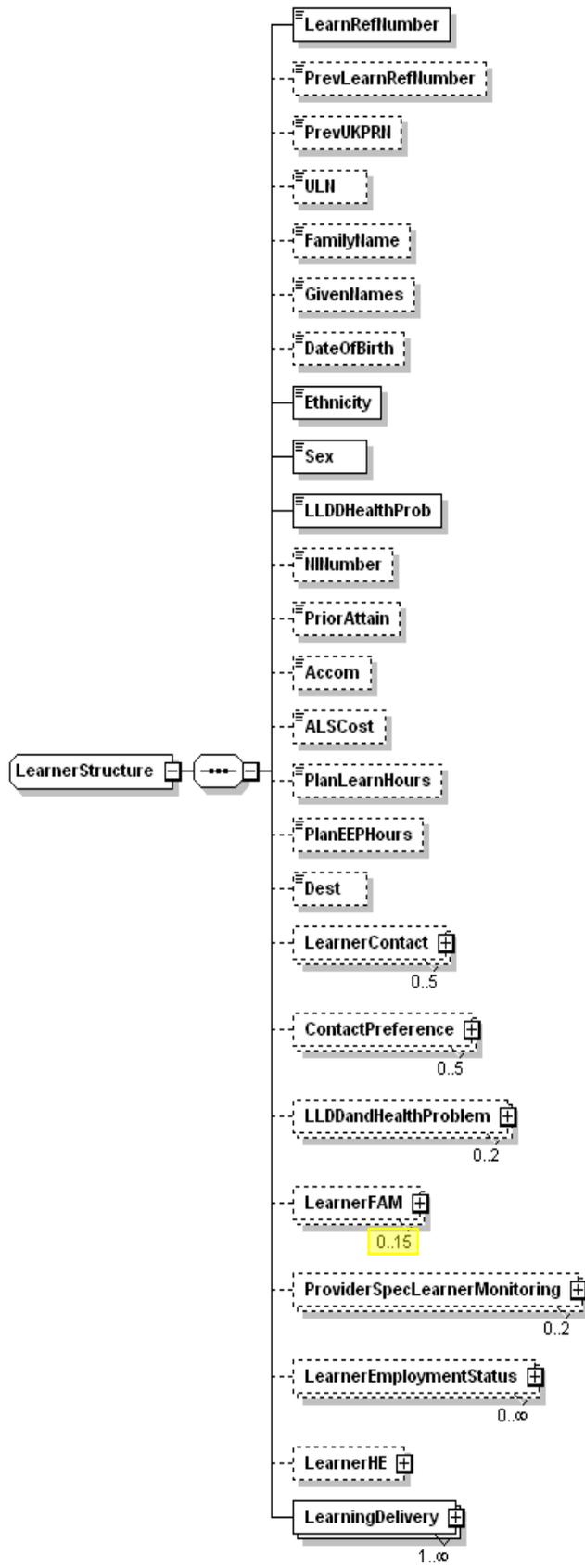
Validation rules

75. The Validation rules and field definition rules for 2014 to 2015 are published at: <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015>.
76. Some validation rule checks are not included in the FIS and only take place when data is uploaded to the Hub. These are rules that check external tables, such as Unique Learner Number (ULN) validation.
77. If any part of a learner or associated learning delivery record fails validation then the learner and all their learning delivery records will be rejected.



| UK provider reference number | | | |
|--|--|---------------------|--------|
| Definition | The UK provider reference number of the contracted provider | | |
| Reason required | To identify the contracted provider | | |
| Schema definitions | | | |
| XML element name | UKPRN | Mandatory | Y |
| Field length | 8 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Provider | | |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| 10000000 – 99999999 | | | |
| Notes | | Core | Y |
| <ul style="list-style-type: none"> This field must be completed using the UK Provider Reference Number (UKPRN) from the UK Register of Learning Providers (UKRLP) which can be found at www.ukrlp.co.uk. | | | |
| Validation rules | | | |
| 3 | The UKPRN must be the same as in the filename | Error | |
| 4 | The UKPRN must be a valid lookup on the list of providers | Error | |
| 5 | If the learner's learning aim is ESF funded, there must be a funding relationship in CCM for this UKPRN, ESF agreement ID and ESF local project number | Error | |
| 6 | If the learner is not an Adult 'OLASS – Offender in Custody' and the learning aim is Adult skills funded or is funded by the Skills Funding Agency, there must be a funding relationship in CCM for this UKPRN | Error | |
| 7 | If the learner is an Adult 'OLASS – Offender in custody', there must be a funding relationship in CCM for this UKPRN | Error | |
| 8 | If the learner is in receipt of 24+ Advanced Learning Loans Bursary funding, there must be a funding relationship in CCM for this UKPRN | Error | |
| Change management notes | | | |
| | | | |

Learner



All fields must be returned in the above order in the XML file. The fields with a dotted border are optional in the XML schema and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

| Learner reference number | | | |
|--|---|---------------------|------------------|
| Definition | The provider's reference number for the learner as assigned by the provider. | | |
| Reason required | To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution | | |
| Schema definitions | | | |
| XML element name | LearnRefNumber | Mandatory | Y |
| Field length | 12 | Data type | RestrictedString |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| Any combination of up to 12 alphabetic characters, numeric digits or spaces | | | |
| Pattern | [A-Za-z0-9\s] | | |
| Notes | | Core | Y |
| <ul style="list-style-type: none"> The learner reference number must be retained by the learner for any period of study with the provider and must not be re-used 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 ensure that the Learner reference number in previous year field is completed. A single learner reference number should be used for each learner wherever possible and providers should work towards eliminating the use of more than one learner reference number for the same person. Where a learner starts a new learning aim, it is expected that providers will use the existing learner reference number and not create a new one even if they are using different MI systems to hold the learner's details. For new starts from 2014 to 2015, providers should not include personal data that could be used to identify a learner in the learner reference number. | | | |
| Validation rules | | | |
| 1 | The Learner reference number must contain valid characters | Error | |
| Change management notes | | | |
| v2 | <ul style="list-style-type: none"> Additional guidance added. | | |

| Learner reference number in previous year | | | |
|---|---|---|------------------|
| Definition | | The provider's reference number for the learner in the previous year if different from the current teaching year. | |
| Reason required | | To match together learner records from previous teaching years when producing qualification success rates. | |
| Schema definitions | | | |
| XML element name | PrevLearnRefNumber | Mandatory | N |
| Field length | 12 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | | Collected for all learners where applicable | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable | |
| | Not collected for: | Community Learning (FundModel 10) and ESF (FundModel 70) | |
| Non funded | | Collected for all learners where applicable | |
| Valid entries | | | |
| Any combination of up to 12 alphabetic characters, numeric digits or spaces | | | |
| Pattern | [A-Za-z0-9\s] | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> This field should be completed for all learners for whom a different learner reference number was recorded in the previous teaching year. The learner reference number may change between teaching years for a number of reasons but this field should be recorded only for the following circumstances: <ul style="list-style-type: none"> The learner has remained with the same provider and that provider has changed the learner's reference number for instance, due to the introduction of a new MI system or the transfer of the learner's record to another MI system at the same provider. Where a provider has taken over provision from another provider, due to minimum contract levels. This field records a change of learner reference number from that returned in the previous year. It does not need to be recorded in subsequent years unless the learner reference number has changed again. For 2014 to 2015 this field must be updated to remove the data which was recorded in 2013 to 2014 unless the learner reference number has changed again between 2013 to 2014 and 2014 to 2015. | | | |
| Validation rules | | | |
| 1 | If returned, the Learner reference number must contain valid characters | Error | |
| Change management notes | | | |
| | | | |

| UKPRN in previous year | | | |
|---|--|--|--------|
| Definition | The UK provider reference number of the contracted provider of the learner in the previous year if different from the current teaching year. | | |
| Reason required | To match together learner records from previous teaching years when producing qualification success rates where the provision has transferred from one provider to another due to minimum contract levels. | | |
| Schema definitions | | | |
| XML element name | PrevUKPRN | Mandatory | N |
| Field length | 8 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) where applicable | |
| | Not collected for: | Community Learning (FundModel 10) and ESF (FundModel 70) | |
| Non funded | Collected for all learners where applicable | | |
| Valid entries | | | |
| 10000000 – 99999999 - UK Provider Reference Number (UKPRN) from the UK Register of Learning Providers (UKRLP) which can be found at www.ukrlp.co.uk | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field should be recorded only where provision has transferred from one provider to another due to minimum contract levels, as recorded in the Learner Funding and Monitoring fields using code NLM18. It does not need to be recorded for other types of learner transfer. This field records a change of UKPRN from that recorded in the previous year. It does not need to be recorded in subsequent years unless the UKPRN has changed again. For 2014 to 2015 this field must be updated to remove the data which was recorded in 2013 to 2014 unless the UKPRN has changed again between 2013 to 2014 and 2014 to 2015. | | | |
| Validation rules | | | |
| 1 | If returned, the UKPRN in previous year must be a valid lookup on the UKPRN table. | Error | |
| Change management notes | | | |
| | | | |

| Unique learner number | | | |
|---|--|---------------------|-------------|
| Definition | The learner's unique learner number (ULN), as held on the Learner Register, obtained from the Learning Records Service (LRS) | | |
| Reason required | To match data for the learner over time and with other data sources, to enable population of the Personal Learning Record and improve data integrity | | |
| Schema definitions | | | |
| XML element name | ULN | Mandatory | N |
| Field length | 10 | Data type | xs:long |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners (see notes below for the exceptions) | | | |
| Valid entries | | | |
| 1000000000 – 9999999999 | | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> Providers should make every effort to obtain a ULN for all learners including those undertaking Community Learning and learners who do not receive funding from the Skills Funding Agency or EFA. If a ULN cannot be obtained for a learner then 9999999999 must be returned. A ULN must be returned for all learners financed by a 24+ Advanced Learning Loan. ULNs are obtained from the LRS Organisation Portal or Learner Registration Service. Providers experiencing problems obtaining a ULN should contact the team at lrssupport@sfa.bis.gov.uk. A ULN of 9999999999 can be used temporarily until 1 January 2015 whilst a provider is registering the learner for a ULN. After the 1st January 2015, a ULN of 9999999999 will only be allowed in the following cases: <ul style="list-style-type: none"> for learners with only Community Learning or non-funded learning aims (apart from those financed by a 24+ Advanced Learning Loan) if the learning aim start date is less than 60 calendar days before the file preparation date. if the learning aim is less than 5 days in planned or actual duration. for OLASS learners, where in exceptional circumstances there may be security reasons why a ULN cannot be issued. Providers should refer such cases to the LRS. | | | |
| Validation rules | | | |
| 1 | The Unique learner number must be returned as specified above | Error | |
| 2 | For learners with Community Learning or Non-funded learning aims, the Unique learner number should not be 9999999999 | Warning | |
| 3 | For learners with learning aims funded by Funding models 25, 35, 70, 81 or 82 and the file preparation date is before 1 January 2015, the Unique learner number should not be 9999999999 | Warning | |
| 4 | The Unique learner number must pass the checksum calculation | Error | |
| 5 | The Unique learner number must exist on the copy of the Learner Register held in the Hub | Error (Hub only) | |

Learner

| | | | |
|--------------------------------|--|---------|--|
| 6 | For learners with learning aims funded by Funding models 25, 35, 70, 81 or 82 and the file preparation date is on or after 1 January 2015, the Unique learner number should not be 9999999999 if the aim has a Planned or Actual duration of 5 days or more and the Learning start date is 60 calendar days or less, before the file preparation date unless the learner is an 'OLASS - Offender in Custody' | Warning | |
| 7 | For learners with learning aims funded by Funding models 25, 35, 70, 81 or 82 and the file preparation date is on or after 1 January 2015, the Unique learner number must not be 9999999999 if the aim has a Planned or Actual duration of 5 days or more and the Learning start date is more than 60 calendar days before the file preparation date, unless the learner is an 'OLASS - Offender in Custody' | Error | |
| 8 | For learners with learning aims financed by a 24+ Advanced Learning Loan, the Unique learner number must not be 9999999999 if the Learning start date of the aim is more than 14 days before the file preparation date, unless the learner is an 'OLASS - Offender in Custody' | Error | |
| 9 | If the file preparation date is on or after 1 January 2015, and the learner is an 'OLASS - Offender in Custody', the Unique learner number should not be 9999999999 | Warning | |
| Change management notes | | | |
| | | | |

| Family name | | | |
|---|---|---------------------|-----------|
| Definition | The surname or family name of the learner | | |
| Reason required | The information will be used: <ul style="list-style-type: none"> • for matching records for statistical purposes, such as to monitor progression, retention and achievement • for identification, linking of data and ease of reference in case of enquiries • to send further information to learners • in surveys • to track post 16 education, training and employment of young people. | | |
| Schema definitions | | | |
| XML element name | FamilyName | Mandatory | N |
| Field length | 100 | Data type | xs:string |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners (see notes below for the exception) | | | |
| Valid entries | | | |
| <p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> • Basic Latin: page with code points U+0000 to U+00FF • Latin Extended A: page with code points U+0100 to U+01FF • Latin Extended B: page with code points U+0200 to U+02FF • Latin Extended C: page with code points U+2C60 to U+2D5F • Latin Extended D: page with code points U+A720 to U+A81F • Latin Extended Additions: page with code points U+1E00 to U+1EFF <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site.</p> <p>The character sets listed are those defined in the ISB standard for names.</p> <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p> | | | |
| Notes | | Core | Y |
| <ul style="list-style-type: none"> • From 2014 to 2015, this field must be recorded for all learners with Community Learning provision, unless the Planned learning hours are 10 or less and the ULN is 9999999999. This includes continuing learners from 2013 to 2014. • This field should not include maiden names for example Mary Jones – nee Smith / Mary Jones – was Smith • OLASS learners can enter 'NOT PROVIDED' if there is a security issue with recording the learner's name. • The name recorded in the ILR should be the same as the one used for the LRS. A verification report will check for consistency between the ULN recorded in the ILR and the LRS. | | | |
| Validation rules | | | |
| 1 | The Family name must be returned for all learners (apart from in some cases, learners with Community Learning aims – see rule 2). | Error | |
| 2 | For learners with Community Learning aims, the Family name must be returned where the learner's Planned learning hours are greater than 10 | Error | |

Learner

| | | | |
|--------------------------------|---|-------|-----|
| 3 | Only alphabetical characters must be returned in the learner's Family name | Error | |
| 4 | For learners with Community Learning aims, the Family name must be returned where the Planned learning hours are 10 or less and a valid ULN has been returned | Error | New |
| Change management notes | | | |
| | | | |

| Given names | | | |
|--|--|---------------------|-----------|
| Definition | The forenames (first names) of the learner | | |
| Reason required | The information will be used: <ul style="list-style-type: none"> • for matching records for statistical purposes, such as to monitor progression, retention and achievement • for identification, linking of data and ease of reference in case of enquiries. • to send further information to learners • in surveys • to track post 16 education, training and employment of young people. | | |
| Schema definitions | | | |
| XML element name | GivenNames | Mandatory | N |
| Field length | 100 | Data type | xs:string |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners (see notes below for the exception) | | | |
| Valid entries | | | |
| <p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> • Basic Latin: page with code points U+0000 to U+00FF • Latin Extended A: page with code points U+0100 to U+01FF • Latin Extended B: page with code points U+0200 to U+02FF • Latin Extended C: page with code points U+2C60 to U+2D5F • Latin Extended D: page with code points U+A720 to U+A81F • Latin Extended Additions: page with code points U+1E00 to U+1EFF <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site.</p> <p>The character sets listed are those defined in the ISB standard for names. Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p> | | | |
| Notes | Core | Y | |
| <ul style="list-style-type: none"> • From 2014 to 2015, this field must be recorded for all learners with Community Learning provision, unless the Planned learning hours are 10 or less and the ULN is 9999999999. This includes continuing learners from 2013 to 2014. • This field should not include maiden names for example Mary Jones – nee Smith / Mary Jones – was Smith. • OLASS learners can enter 'NOT PROVIDED' if there is a security issue with recording the learner's name. • The name recorded in the ILR should be the same as the one used for the LRS. A verification report will check for consistency between the ULN recorded in the ILR and the LRS. | | | |
| Validation rules | | | |
| 1 | The Given names must be returned for all learners (apart from in some cases, learners with Community Learning aims – see rule 2). | Error | |
| 2 | For learners with Community Learning aims, the Given names must be returned where the learner's Planned learning hours are greater than 10 | Error | |

Learner

| | | | |
|--------------------------------|---|-------|-----|
| 3 | Only alphabetical characters must be returned in the learner's Given names | Error | |
| 4 | For learners with Community Learning aims, the Given names must be returned where the Planned learning hours are 10 or less and a valid ULN has been returned | Error | New |
| Change management notes | | | |
| | | | |

| Date of birth | | | |
|--|--|---------------------|-------------|
| Definition | The date of birth of the learner | | |
| Reason required | Monitor and report on provision by learners characteristics, monitor equality and diversity, inform local and national planning, for determining learner ages on particular dates and for analysis of the age structure and profile of the learner population. | | |
| Schema definitions | | | |
| XML element name | DateOfBirth | Mandatory | N |
| Field length | 10 | Date Type | xs:date |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners (see notes below for the exceptions) | | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> Providers should return a date of birth for all learners wherever possible. Providers must not estimate the learner's date of birth. If the learner has a ULN, the learner's date of birth must be returned. The validation rules will enforce the completion of the Date of birth for all learners apart from the following exceptions: <ul style="list-style-type: none"> for learners undertaking only Community Learning who do not have a ULN for non-funded learners (apart from those financed by a 24+ Advanced Learning Loan) who do not have a ULN for OLASS learners who do not have a ULN, where in exceptional circumstances there may be security reasons why the date of birth cannot be collected. | | | |
| Validation rules | | | |
| 1 | For learners with learning aims funded by Funding model 25, 35, 70, 81 or 82, the Date of birth must be returned unless the learner is an 'OLASS - Offender in custody' | Error | |
| 2 | For learners with Community Learning or Non-funded aims (apart from those financed by a 24+ Advanced Learning Loan), the Date of birth should be returned | Warning | |
| 3 | The learner should be under 100 at the start of the current teaching year | Warning | |
| 4 | The learner must be under 115 at the start of the current teaching year | Error | |
| 5 | For learners with Community Learning or Non-funded learning aims, the learner should be 4 or over at the start of the learning aim. | Warning | |
| 6 | For learners with EFA and ESF funded learning aims, the learner should be 13 or over on 31 August of the current teaching year. | Warning | |
| 7 | For learners with EFA funded learning aims, if the learner is over 25 on 31 August of the current teaching year, the Source of funding must not be EFA | Error | |
| 10 | If learner is undertaking an Apprenticeship programme which started on or after 1 August 2013, the learner must be over the compulsory education age at the start of the learning aim | Error | |

Learner

| | | | |
|--------------------------------|---|---------|--------|
| 12 | For learners with Community Learning funded learning aims, if the learner is under 19 at the start of learning, the Community Learning provision must not be PCDL | Error | |
| 13 | For learners with learning aims funded by HEFCE, the learner should be over 16 on 31 July of the current teaching year | Warning | |
| 14 | If the learner is an 'OLASS - Offender in custody' , the learner should be 18 or over at the start of learning | Warning | |
| 19 | For learners with EFA funded learning aims, if the learner is 19 or over on 31 August of the current teaching year and there is no Learning difficulty assessment or Education health care plan, then the Source of funding should not be the EFA unless the provider is a Sixth Form College or an Academy | Warning | Change |
| 20 | If the learner is under 19 on 31 August of the current teaching year then the Source of funding must be the EFA, unless the learning aim is part of a 16-18 Traineeship | Error | |
| 21 | If the learner is undertaking an Adult Skills funded Apprenticeship programme and is under 19 at the start of the learning aim and was a new start in 2012/13, the aim must be a qualification approved on Section 96 in LARS | Error | |
| 23 | For learners with learning aims financed by a 24+ Advanced Learning Loan, the Date of birth must be returned, unless the learner is an 'OLASS - Offender in custody' | Error | |
| 24 | If the Unique learner number is returned and is not 9999999999, then the Date of birth must be returned | Error | |
| 25 | If the learner is undertaking Adult skills or Other Skills Funding Agency funded non-Apprenticeship learning aims, the learner must be 19 or over on 31 August of the current teaching year unless the learner is an 'OLASS - Offender in custody' | Error | |
| 26 | For learners with learning aims financed by a 24+ Advanced Learning Loan, the learner must be 24 or over at the start of the learning aim | Error | |
| 27 | The learner's Date of birth must not be on or after the start of the current teaching year | Error | |
| 28 | If the learner is under 19 and is undertaking a Adult Skills funded Apprenticeship, the minimum duration of the Apprenticeship should be 12 months or more and the learner is not restarting the programme | Warning | |
| 29 | If the learner is 19 or over and is undertaking a Adult Skills funded Apprenticeship, the minimum duration of the Apprenticeship should be 6 months or more and the learner is not restarting the programme | Warning | |
| 30 | If the learner is 19 - 24 on 31 August of the current teaching year and is not OLASS funded and is not undertaking an Apprenticeship and the learner has a 'Learning difficulty assessment' or a 'Education health care plan', then the Funding model and Source of funding must be the EFA | Error | Change |
| 32 | If the learning aim started on or after 1 August 2014 and the learner is 24 or over at the start of the aim and not undertaking an Apprenticeship and the notional NVQ level of the aim is level 3 or above then the Funding model must not be Adult Skills | Error | New |
| 33 | If the learning aim is an Innovation class code and started on or after 1 August 2014 and the learner is 24 or over at the start of the aim and the notional NVQ level of the aim is level 3 or above then the Funding model must not be Adult Skills | Error | New |
| 34 | If the learner is 19 - 24 on 31 August and is a EFA funded High Needs Student, the learner must have a 'Learning difficulty assessment' or a 'Education health care plan' | Error | New |
| Change management notes | | | |
| | | | |

| Ethnicity | | | |
|---|--|---------------------|-------------|
| Definition | The ethnic origin of the learner, based on the 2011 census | | |
| Reason required | To monitor the distribution of ethnic groups amongst learners in the context of adequacy and sufficiency | | |
| Schema definitions | | | |
| XML element name | Ethnicity | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| White | | | |
| 31 | English / Welsh / Scottish / Northern Irish / British | | |
| 32 | Irish | | |
| 33 | Gypsy or Irish Traveller | | |
| 34 | Any Other White background | | |
| Mixed / Multiple ethnic group | | | |
| 35 | White and Black Caribbean | | |
| 36 | White and Black African | | |
| 37 | White and Asian | | |
| 38 | Any Other Mixed / multiple ethnic background | | |
| Asian / Asian British | | | |
| 39 | Indian | | |
| 40 | Pakistani | | |
| 41 | Bangladeshi | | |
| 42 | Chinese | | |
| 43 | Any other Asian background | | |
| Black / African / Caribbean / Black British | | | |
| 44 | African | | |
| 45 | Caribbean | | |
| 46 | Any other Black / African / Caribbean background | | |
| Other ethnic group | | | |
| 47 | Arab | | |
| 98 | Any other ethnic group | | |
| 99 | Not provided | | |
| Notes | | | Core |
| <ul style="list-style-type: none"> Providers are advised to use the code sequence and layout given here on enrolment forms as it is designed by the Office for National Statistics (ONS) to maximise correct completion. | | | Y |
| Validation rules | | | |
| 1 | The learner's Ethnicity must be a valid entry as specified above | | Error |
| Change management notes | | | |
| | | | |

| Sex | | | |
|--------------------------------|--|---------------------|-----------|
| Definition | The sex of the learner | | |
| Reason required | To describe the structure and nature of the learner population in the sector | | |
| Schema definitions | | | |
| XML element name | Sex | Mandatory | Y |
| Field length | 1 | Data type | xs:string |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| F | Female | | |
| M | Male | | |
| Notes | | Core | Y |
| Validation rules | | | |
| 1 | The learner's Sex must be a valid entry as specified above | | Error New |
| Change management notes | | | |
| | | | |

| LLDD and health problem | | | |
|---|--|---------------------|-------------|
| Definition | Whether the learner considers that they have a learning difficulty, disability or health problem. Completed on the basis of the learner's self-assessment | | |
| Reason required | To monitor the distribution of learners with learning difficulties, disabilities or health problems. | | |
| Schema definitions | | | |
| XML element name | LLDDHealthProb | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| 1 | Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem. | | |
| 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 | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> This field should be completed on the basis of 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. This field should be completed for all learners with learning difficulties and/or disabilities not just those for whom learning support is provided. | | | |
| Validation rules | | | |
| 1 | The learner's LLDD and health problem must be a valid entry as specified above | Error | |
| 4 | If the learner's LLDD and health problem is code 2, then an LLDD and Health Problem record must not be returned | Error | |
| 6 | If the LLDD and health problem is code 1, then an LLDD and Health Problem record must be returned | Error | |
| 7 | For learners with Community Learning aims and the LLDD and health problem is code 1, then an LLDD and Health Problem record must be returned if the Planned learning hours are greater than 10 | Error | |
| Change management notes | | | |
| | | | |

| National Insurance number | | | |
|--|--|--|------------------|
| Definition | The National Insurance number for the learner | | |
| Reason required | To match data with Department for Work and Pensions data to assess the economic impact of training programmes on learners, particularly but not exclusively those who are unemployed. Demonstrating this economic impact of training for all learners is key to making the case to government for levels of funding appropriate to the sector. | | |
| Schema definitions | | | |
| XML element name | NINumber | Mandatory | N |
| Field length | 9 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Apprenticeships and Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType = WPL), Unemployed learners on active benefits (FundModel 35 and FundModel=81) and ESF (FundModel 70) | |
| | Not collected for: | Community Learning (FundModel 10) | |
| Non funded | Collected for unemployed learners on active benefits (unless Source of funding = 108) and Apprenticeships | | |
| Valid entries | | | |
| A valid national insurance number in the format XXnnnnnnX, where X is alphabetic and n is numeric. 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. | | | |
| Notes | | Core | Y |
| <ul style="list-style-type: none"> This field should be completed for all Apprenticeship learners and learners in workplace learning. 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. This field should be completed for all learners in receipt of active benefits or learners who have been referred to learning by Job Centre Plus. Active benefits are currently Universal Credit, Job Seekers Allowance (JSA) and Employment Support Allowance – Work Related Activity Group (ESA (WRAG)). The NI number will be used to match data with Department for Work and Pensions data to assess the economic impact of training programmes on learners and to monitor Job Outcome Payments. Temporary numbers in accordance with the protocol of 'TN' 'DoB' 'Gender' must not be used. Completion of this field may be required for certain types of ESF funded programmes. | | | |
| Validation rules | | | |
| 1 | If returned, the National Insurance number must be a valid number | Error | |
| Change management notes | | | |
| | | | |

| Prior attainment | | | |
|---|---|---|-----------------|
| Definition | | The learner's prior attainment when they first enrol with the provider. | |
| Reason required | | To allow analysis of the level of prior attainment of learners, to help with value-added analyses and to ensure funding and delivery is targeted at key groups. | |
| Schema definitions | | | |
| XML element name | PriorAttain | Mandatory | N |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) | |
| | Not collected for: | Community Learning (FundModel 10) | |
| Non funded | | Collected for all learners (unless Source of funding = 108) | |
| Valid entries | | | |
| | | | Valid to |
| 9 | Entry level | | |
| 7 | Other qualifications below level 1 | | |
| 1 | Level 1 | | |
| 2 | Full level 2 | | |
| 3 | Full level 3 | | |
| 4 | Level 4 | | 31/7/2013 |
| 5 | Level 5 and above | | 31/7/2013 |
| 10 | Level 4 | | |
| 11 | Level 5 | | |
| 12 | Level 6 | | |
| 13 | Level 7 and above | | |
| 97 | Other qualification, level not known | | |
| 98 | Not known | | |
| 99 | No qualifications | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> See Appendix G for a full list of level definitions. 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 within the same or subsequent teaching year, after completing their initial learning programme. Where a learner returns to a provider after an absence of more than one teaching year, then the Prior attainment field should be re-evaluated and updated. Codes 4 and 5 are only valid for learners who started before 1 August 2013. | | | |
| Validation rules | | | |
| 1 | If the learner's learning aim is Funding model 35, 70, 81 or 99, the Prior attainment code must be returned unless the Source of funding is 108 | Error | |
| 2 | If the learning aim is a full level 2 or full level 3 then code 97 or 98 should not be used | Warning | |

Learner

| | | | |
|--------------------------------|--|-------|--|
| 3 | If returned, the Prior attainment must be a valid entry as specified above | Error | |
| Change management notes | | | |
| | | | |

| Accommodation | | | |
|--|--|---------------------|-------------|
| Definition | The type of accommodation for learners who are living away from their usual home address for the purposes of study | | |
| Reason required | To allocate residential funding for EFA learners. | | |
| Schema definitions | | | |
| XML element name | Accom | Mandatory | N |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Collected for all learners where applicable. Updated annually | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| 5 | Learner is living away from home (in accommodation owned or managed by the provider). | | |
| Notes | | | Core |
| <ul style="list-style-type: none"> This field should be completed for learners with learning aims funded by the EFA who need to live away from their usual home address for the purposes of study. This field must be updated annually at the start of each teaching year. | | | N |
| Validation rules | | | |
| 1 | If returned, the Accommodation must be a valid entry as specified above | Error | |
| Change management notes | | | |
| | | | |

| Learning support cost | | | |
|---|---|---------------------|--------|
| Definition | The learning support costs incurred for the teaching year by providers in making the necessary provision for learners such as those with learning difficulties and or disabilities. | | |
| Reason required | To monitor costs of learning support and inform future allocations and funding policy. | | |
| Schema definitions | | | |
| XML element name | ALSCost | Mandatory | N |
| Field length | 6 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Collected for high needs students in receipt of element 3 support funding, see notes below. Updated annually | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| 0 – 999999, Actual amount in pounds to the nearest whole pound. | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> The learning support cost recorded in this field is the total cost of learning support required to meet the needs of learners requiring learning support for the teaching year (element 2 + element 3). This field should be completed with the projected cost of learning support at the start of the year. If the actual cost of learning support delivered varies from the projected costs then this field should be updated with the actual cost at the end of the year This field should be completed by Independent specialist providers for all high needs students. It is only required for EFA funded learners at other types of provider, for learners whose element 3 support funding is more than £19,000. See the EFA funding documentation for further details about funding of high needs students. | | | |
| Skills Funding Agency funded learners | | | |
| <ul style="list-style-type: none"> For 2014 to 2015, this field is no longer required. | | | |
| Validation rules | | | |
| | | | |
| Change management notes | | | |
| | | | |

| Planned learning hours | | | |
|---|---|--|--------|
| Definition | Total planned timetabled hours for learning activities for the teaching year. | | |
| Reason required | The information will be used: <ul style="list-style-type: none"> To enable EFA funding for learners. To measure the number of full time and part time learners in FE. To inform future policy development and funding. | | |
| Schema definitions | | | |
| XML element name | PlanLearnHours | Mandatory | N |
| Field length | 4 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Collected for all learners. Updated annually | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget, not workplace learning (FundModel 35 and LearnDelFAMType<>WPL), Other Skills Funding Agency funding (FundModel 81) and Community Learning (FundModel 10). Updated annually | |
| | Not collected for: | Apprenticeships, Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType=WPL) and ESF (FundModel 70) | |
| Non funded | Collected for all learners except non-funded Apprenticeships. Updated annually | | |
| Valid entries | | | |
| Value in the range 0 to 9999. Hours to the nearest whole hour. | | | |
| Notes | Core | N | |
| <p>All learners</p> <ul style="list-style-type: none"> The hours collected in this field are the planned hours for the learner for the teaching year. This field must be updated annually at the start of each teaching year. If a learner has learning aims that are both EFA funded and Skills Funding Agency funded during a single teaching year then only the planned hours for the EFA funded learning are recorded in this field. <p>EFA funded learners</p> <ul style="list-style-type: none"> This field should be completed with the total planned timetabled hours, for the learner for the year, spent on DfE approved qualifications only (see the EFA funding documentation for further information). Other timetabled hours for non qualification activity that make up a study programme for a learner with learning aims funded by the EFA, should be recorded in the Planned employability, enrichment and pastoral hours field. The total of both hours fields are used to determine the full or part time funding rate for the learner. Timetabled hours for learning aims that are not funded by the EFA must not be included in the total number of hours recorded in this field. Non funded learning aims for learners in an FE college must still be recorded on the ILR. Planned learning hours must be finalised and confirmed as correct within the funding qualifying period (as defined in the EFA's funding documentation). By the end of the qualifying period it is important to ensure that the planned hours reflect, as accurately as possible, the timetabled activity the student is planning to undertake for the duration of the teaching year. | | | |

Learner

- No changes are permitted to the data in this field after this time apart from to correct data entered in error.
- If the learner withdraws or transfers from a qualification before the qualifying start period, then the timetabled hours up to the point of withdrawal or transfer may be included in this field if they would make a significant material difference to the learner's total planned learning hours such that they would move from one funding band to another.
- If the learner withdraws from all their learning aims and leaves the provider, the hours recorded in this field should not be amended.
- Where a learner progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding regulations exceptional circumstances in which providers may change the planned hours to reflect this additional learning.

Skills Funding Agency funded learners / Non funded learners

- This field should be completed with the total planned timetabled contact hours for the learner for the year. All learning aims (both funded and non-funded) apart from those that are classified as workplace learning or ESF funded should be included in the total number of hours recorded in this field. This includes aims that are not accredited qualifications and aims that are financed by a 24+ Advanced Learning Loan.
- Learners undertaking only workplace learning, including Apprenticeships or ESF funded learning do not need to complete this field.
- Where a learner progresses to subsequent learning in the same teaching year, then the value in this field can be updated to reflect the total planned hours for the learner for the year.

Validation rules

| | | | |
|---|---|---------|--|
| 1 | The Planned learning hours must be returned unless the learner is undertaking workplace learning or an Apprenticeship programme | Error | |
| 2 | The Planned learning hours should be greater than zero | Warning | |
| 3 | For learners with learning aims funded by the EFA, the sum of the Planned learning hours and the Planned employability, enrichment and pastoral hours must be greater than zero | Error | |
| 4 | If returned, the sum of the Planned learning hours and the Planned employability, enrichment and pastoral hours should not be greater than 1000 hours | Warning | |
| 5 | If returned, the sum of the Planned learning hours and the Planned employability, enrichment and pastoral hours must not be greater than 4000 hours | Error | |

Change management notes

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Planned employability, enrichment and pastoral hours | | | |
|---|--|---------------------|-------------|
| Definition | Total planned employability, enrichment and pastoral activity for the teaching year. | | |
| Reason required | To enable EFA funding for learners. To measure the number of full time and part time learners in FE. | | |
| Schema definitions | | | |
| XML element name | PlanEEPHours | Mandatory | N |
| Field length | 4 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | Collected for all learners. Updated annually | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| Value in the range 0 to 9999. Hours to the nearest whole hour | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This field should be completed with the total planned timetabled employability, enrichment and pastoral hours for the learner for the teaching year. These are the planned hours for the year at the start of the programme. This field must be updated annually at the start of each teaching year. Include in this field all planned, timetabled hours included in the study programme that are not included in the Planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the learner. Further information can be found in the EFA funding documentation. This field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. By the end of the qualifying period it is important to ensure that the planned hours reflect, as accurately as possible, the timetabled activity the student is planning to undertake for the duration of the teaching year. No changes are permitted to the data in this field after this time period apart from to correct data entered in error. Where a learner progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding documentation exceptional circumstances in which providers may change the planned hours to reflect this additional learning. | | | |
| Validation rules | | | |
| 1 | For learners with learning aims funded by the EFA, the Planned employability, enrichment and pastoral hours must be returned | Error | |
| Change management notes | | | |
| | | | |

| ESF destination | | | |
|---|---|---|---------------|
| Definition | | Identifies the destination of the learner after completion of learning | |
| Reason required | | To fulfil the reporting and payment requirements of the current ESF 2007-13 programme. | |
| Schema definitions | | | |
| XML element name | Dest | Mandatory | N |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner | | |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) | |
| | Not collected for: | Community Learning (FundModel 10) | |
| Non funded | | Not collected | |
| Valid entries | | | |
| 4 | Part time employment | | |
| 10 | Full time employment | | |
| 11 | Unemployed | | |
| 53 | Self employed | | |
| 54 | Entered Further Education | | |
| 55 | Entered Higher Education | | |
| 59 | Found voluntary work | | |
| 75 | Full-Time Education or Training (Not FE Or HE) | | |
| 76 | Economically inactive (of working age, not employed, not self employed, not actively seeking work and not in full time education) | | |
| 77 | Not in Education, Employment or Training | | |
| 95 | Continuing existing programme of learning | | |
| 97 | Other | | |
| 98 | Destination Unknown | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> This field is required for all learners with learning aims funded by the Skills Funding Agency to support ESF matching, apart from those funded through Community Learning. The destination of the learner is recorded when the learner has finished all of their learning with the provider. If a learner progresses to a subsequent learning aim after completing their first learning aim then code 95 should continue to be used. The actual destination of the learner, where it is known, should be collected at the point the learner leaves learning with a provider. There is no expectation that providers will carry out follow up surveys to establish a learner's destination. Where a learner transfers to a new provider or contract in the same programme type, use code 97 to indicate this. This field has been re-named for 2014 to 2015 to distinguish it from the Learner Destination and Progression entity that has been added to the ILR for 2014 to 2015. The ESF destination field must continue to be returned for all learners as specified, in addition to data that is recorded in the new destination and progression entity. | | | |

Learner

- The ESF destination field will be removed from the ILR Specification for 2015 to 2016 once the ESF 2007-13 programme is complete.

Validation rules

| | | | |
|---|--|-------|--|
| 1 | For learners with learning aims funded by the Skills Funding Agency (with the exception of Community Learning), the ESF destination must be returned | Error | |
| 2 | If returned, the ESF destination must be a valid entry as specified above | Error | |
| 3 | If the learning aim is not a programme aim and the Learning actual end date is not returned, then the ESF destination must be 95, if returned. | Error | |

Change management notes

| | |
|----|---|
| V2 | <ul style="list-style-type: none"> Field name changed from Destination and additional guidance added |
|----|---|

Learner Contact

[back to field listing](#)

The following data is collected in the Learner Contact entity:

- Postcode prior to enrolment
- Current address lines 1-4
- Current postcode
- Current telephone
- Current Email

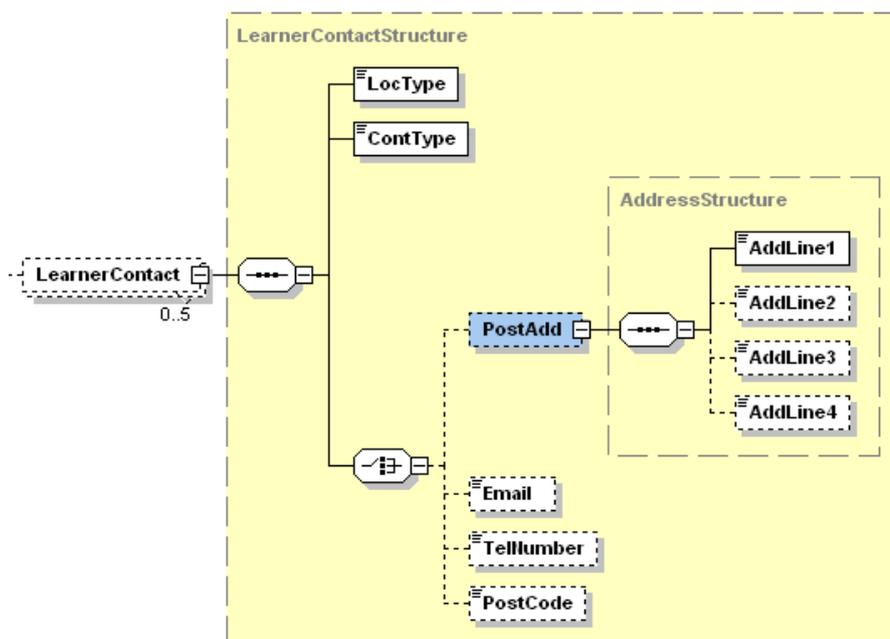
This data should be collected for learners as follows:

| Field name | Collection requirements |
|-----------------------------|---|
| Postcode prior to enrolment | Collected for all learners |
| Current address line 1 | Collected for all learners apart from learners with Community Learning aims where the learner's Planned learning hours are 10 or less |
| Current address line 2 – 4 | Collected for all learners where applicable |
| Current postcode | Collected for all learners |
| Telephone | Collected for all learners |
| Email address | Collected for all learners |

A maximum of one occurrence of each element can be returned per learner. For example, you cannot return two telephone numbers for one learner.

Providers should update the Current address fields, Current postcode, Telephone or Email address, if they are notified that any of this data has changed.

Contact data is returned in the following structured way in the XML file:



The Locator type field in the Learner Contact entity describes what type of contact data is being returned for example, a postal address, an email address, a telephone number or a postcode.

Learner Contact

The Contact type field in the Learner Contact entity describes whether the locator details being returned are Current or Prior to enrolment. See the sample XML file published on *the Skills Funding Agency website* for further detail about how to return learner contact data.

[back to field listing](#)

| Locator type | | | |
|-----------------------------|---|-----------|--------|
| Reason required | To identify the type of locator being collected | | |
| Schema definitions | | | |
| XML element name | LocType | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Part of | Learner Contact | | |
| Collection requirements | | | |
| Collected for all learners. | | | |
| Valid entries | | | |
| 1 | Postal Address | | |
| 2 | Postcode | | |
| 3 | Telephone | | |
| 4 | Email Address | | |
| Validation rules | | | |
| 1 | The Locator type is Postal address and a corresponding Postal address value has not been returned | Error | |
| 5 | If a Locator type is returned, the Contact type must be a valid lookup for that Locator type | Error | |
| Change management notes | | | |
| | | | |

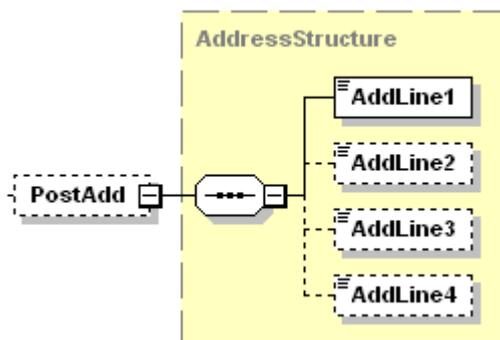
| Contact type | | | |
|-----------------------------|--|-----------|--------|
| Reason required | Prior to enrolment – To establish catchment areas in the context of monitoring adequacy and sufficiency of provision, for demographic analysis and to fund disadvantage uplift. Monitor recruitment and home to study patterns | | |
| | Current – Used for learner surveys and to allow analysis of delivery patterns | | |
| Schema definitions | | | |
| XML element name | ContType | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Part of | Learner Contact | | |
| Collection requirements | | | |
| Collected for all learners. | | | |
| Valid entries | | | |
| 1 | Prior to enrolment (the permanent or home postcode of the learner prior to enrolling at the provider) | | |
| 2 | Current (learner's current or last known residence) | | |
| Validation rules | | | |
| 1 | If the Contact type is Prior to Enrolment then the Locator type must not be Postal Address, Telephone or Email address | Error | |
| Change Management Notes | | | |
| | | | |

Learner Contact

[back to field listing](#)

The Postal address must be collected in the format detailed in the diagram below and for all learners apart from learners with Community Learning aims where the Planned learning hours are 10 or less.

| Field name | Collection requirements |
|--------------------|--|
| Address line 1 | This must be collected where a Postal address has been returned. |
| Address line 2 – 4 | Collected for all learners where applicable |



Learner Contact

[back to field listing](#)

| Address line 1 | | | |
|---|---|---|------------------|
| Definition | The first line of the address. Normally this would include the house/flat number or name and the street name. | | |
| Reason required | To contact the learner for survey purposes. | | |
| Schema definitions | | | |
| XML element name | AddLine1 | Mandatory | Y |
| Field length | 50 | Data type | RestrictedString |
| Part of | Postal Address | Maximum occurrence | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all learners. | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35), ESF (FundModel 70), Other Skills Funding Agency (FundModel 81), Community Learning where Planned learning hours are greater than 10 (FundModel 10 and PlanLearnHours >10) | |
| | Not collected for: | Community Learning where Planned learning hours are 10 or less (FundModel 10 and PlanLearnHours <= 10), | |
| Non funded | Collected for all learners (unless Source of funding = 108 and Planned learning hours <= 10) | | |
| Valid entries | | | |
| Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&'\()*+,-./:;] only | | | |
| Notes | | Core | N |
| Current Postal Address | | | |
| <ul style="list-style-type: none"> Homeless learners living in supported accommodation should use the address of the accommodation. For a homeless learner that does not have an address enter 'homeless no address'. MOD learners should supply their 'base' address for security reasons. OLASS learners should enter address line 1 of the prison. This must not include the prison name. | | | |
| Validation rules | | | |
| 1 | The Address line 1 must be returned for the current Postal address (apart from in some cases, learners with Community Learning aims – see rule 2) | Error | Changed |
| 2 | For learners with Community Learning aims and the Planned learning hours are greater than 10, then Address line 1 must be returned | Error | Changed |
| 3 | If returned, Address line 1 must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

| Address lines 2-4 | | | |
|---|---|--------------------|------------------|
| Definition | The second and subsequent lines of the address | | |
| Reason required | To contact the learner for survey purposes. | | |
| Schema definitions | | | |
| XML element name | AddLine2, AddLine3, AddLine4 | Mandatory | N |
| Field length | 50 | Data type | RestrictedString |
| Part of | Postal Address | Maximum occurrence | 1 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&'()*+,-./:;] only | | | |
| Notes | | Core | N |
| Current Postal Address | | | |
| <ul style="list-style-type: none"> Homeless learners and OLASS learners do not need to complete these address fields MOD learners should supply their 'base' address for security reasons | | | |
| Validation rules | | | |
| 1 | If returned, Address line 2, 3 or 4 must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

| Postcode | | | |
|---|---|--------------------|------------------|
| Schema definitions | | | |
| XML element name | PostCode | Mandatory | N |
| Field length | 8 | Data type | RestrictedString |
| Part of | Postcode | Maximum occurrence | 1 |
| Collection requirements | | | |
| Collected for all learners | | | |
| Valid entries | | | |
| A valid postcode (see Appendix C) which must be in upper case | | | |
| Notes | | Core | N |
| Postcode Prior to Enrolment | | | |
| <ul style="list-style-type: none"> The Postcode prior to enrolment is completed when the learner first enrolls on a programme of learning with a provider. It should not be updated if the learner moves house during this programme of learning (which includes between teaching years if the programme of learning extends over more than one teaching year). If the learner progresses to a new programme of learning, then the Postcode prior to enrolment should be updated if applicable. Providers must ensure that the Postcode prior to enrolment is not changed to influence funding for learning aims that are already in progress. Postcode prior to enrolment must be returned for all learners. Learners who were not resident in the UK prior to the start of learning (and therefore do not have a UK postcode prior to enrolment) must return a postcode of ZZ99 9ZZ. If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ | | | |
| Current Postcode | | | |
| <ul style="list-style-type: none"> Providers must supply a current address postcode for all learners. If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ. The current postcode may differ from the postcode prior to enrolment, where a learner has changed residence since enrolling, for example if they are living away from home. Full valid postcodes can be located at the Royal Mail Postcode finder website. | | | |
| Validation rules | | | |
| 2 | For learners with ESF funded aims, a Postcode prior to enrolment of ZZ99 9ZZ must not be used | Error | |
| 3 | The Postcode should be a valid postcode on the list of complete UK postcodes table or be ZZ99 9ZZ | Warning (Hub only) | |
| 10 | The Prior to enrolment Postcode must be returned | Error | |
| 11 | The Current Postcode must be returned | Error | |
| 13 | The Postcode must conform to the valid postcode format | Error | New |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Guidance amended | | |

Learner Contact

[back to field listing](#)

| Email address | | | |
|--|--|--------------------|------------------|
| Definition | The personal email address of the learner | | |
| Reason required | Used for learner surveys | | |
| Schema definitions | | | |
| XML element name | Email | Mandatory | N |
| Field length | 100 | Data type | RestrictedString |
| Part of | Email Address | Maximum occurrence | 1 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| Must contain at least an @ sign and a dot (.). The @ must not be the first character of the email address and the last dot must be at least one character after the @ sign | | | |
| Notes | | Core | N |
| Current Email address | | | |
| <ul style="list-style-type: none"> An email address is not required if the learner has indicated that they do not wish to be contacted by email in the Preferred method of contact field. If an email address is recorded it must be the learner's personal email address and not a college email address unless issued by an outsourced service, for example Hotmail. | | | |
| Validation rules | | | |
| 1 | If returned, the Email address must contain at least an @ sign and a dot (.), the @ must not be the first character and it must contain valid characters | Error | Change |
| Change management notes | | | |
| V3.1 | <ul style="list-style-type: none"> Validation rule revised. | | |

| Telephone number | | | |
|--|--|--------------------|------------------|
| Definition | The telephone number of the learner | | |
| Reason required | Used for learner surveys | | |
| Schema definitions | | | |
| XML element name | TelNumber | Mandatory | N |
| Field length | 18 | Data type | RestrictedString |
| Part of | Telephone | Maximum occurrence | 1 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| String of numeric digits, must not include brackets, must not contain any spaces at all including between the STD code and main number. | | | |
| Notes | | Core | N |
| Current Telephone number | | | |
| <ul style="list-style-type: none"> A telephone number is not required if the learner has indicated that they do not wish to be contacted by phone in the Preferred method of contact field. | | | |
| Validation rules | | | |
| 1 | If returned, the Telephone must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

Learner Contact Preference

[back to field listing](#)

Data collected in the Learner Contact Preference entity is used to record any restrictions on the use of the learner's record in order to contact them about courses or learning opportunities or for survey and research purposes. It also details any restrictions on how a learner wishes to be contacted.

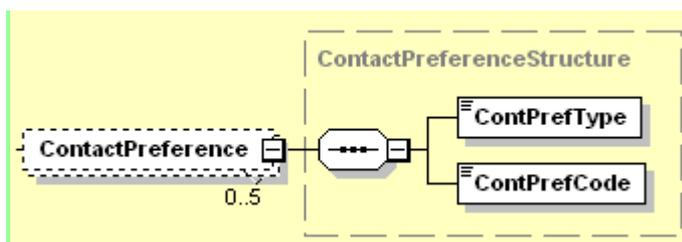
If the learner has not indicated any contact restrictions, then this entity does not need to be returned.

For each Contact preference type recorded, there can be one or more Contact preference codes recorded.

For example, a learner who has indicated that they do not wish to be contacted about courses or learning opportunities and who does not wish to be contacted by post or phone, would return codes RUI1, PMC1 and PMC2.

A maximum of five contact preference records can be returned for each learner

If the Learner Contact Preference entity is returned then both the Contact preference type and code must be recorded.



Learner Contact Preference

[back to field listing](#)

| Contact preference type | | | | | |
|---|-------------------------------------|---|--|-----------------------|---|
| Schema definitions | | | | | |
| XML element name | ContPrefType | Mandatory | Y | | |
| Field length | 3 | Data type | RestrictedString | | |
| Part of | Learner Contact Preference | | | | |
| Collection requirements | | | | | |
| Collected for all learners | | | | | |
| Valid entries | | | | | |
| Contact Preference Type | Contact Preference Type Description | Definition | Reason required | Max no of occurrences | |
| RUI | Restricted use indicator | Indicates restrictions on the use of the learner record | To take into account learners' wishes about the use of their data. The data held in this field is used by the FE Choices | 2 | |
| PMC | Preferred method of contact | Indicates restrictions about how a learner may be contacted | To take into account learners' wishes about contact methods for surveys, research and learning opportunities. | 3 | |
| Notes | | | | Core | Y |
| <ul style="list-style-type: none"> Information about restrictions on the use of the learner's record should be captured using opt out questions, examples of these can be found in the Provider Support manual. Providers should make sure that all learners have seen the Privacy Notice which informs them about how their data will be used. The Privacy Notice can be found in Appendix F. 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. Where there are no restrictions on contacting the learner then this field must not be returned. | | | | | |
| Change management notes | | | | | |
| | | | | | |

Learner Contact Preference

[back to field listing](#)

| Contact preference code | | | | | |
|---|--|---|--------|-----------|---|
| Schema definitions | | | | | |
| XML element name | ContPrefCode | Mandatory | Y | | |
| Field length | 1 | Data type | xs:int | | |
| Part of | Learner Contact Preference | | | | |
| Collection requirements | | | | | |
| Collected for all learners | | | | | |
| Valid entries | | | | | |
| Contact Preference Type | Contact Preference Code | Code Description | | Valid To | |
| RUI | 1 | Learner does not wish to be contacted about courses or learning opportunities | | | |
| RUI | 2 | Learner does not wish to be contacted for survey and research | | | |
| RUI | 3 | Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme | | 31/7/2013 | |
| RUI | 4 | Learner is not to be contacted, for example where a learner has suffered severe illness during the programme or other circumstance. | | | |
| RUI | 5 | Learner is not to be contacted - learner has died | | | |
| PMC | 1 | Learner does not wish to be contacted by post | | | |
| PMC | 2 | Learner does not wish to be contacted by telephone | | | |
| PMC | 3 | Learner does not wish to be contacted by e-mail | | | |
| Notes | | | | Core | Y |
| <ul style="list-style-type: none"> Providers should ensure that a learner's contact preferences are collected at enrolment and recorded accurately using codes RUI1 and RUI2 and the PMC codes. A Contact preference type and code of RUI3, RUI4 or RUI5 should be used by the provider if it needs to update the original learner preferences recorded in order to prevent contact with the learner for the reasons given. These codes are used to overwrite the data originally captured from the learner at enrolment. If a contact preference type and code of RUI3, RUI4 or RUI5 are recorded, then no other RUI or PMC codes must be returned. | | | | | |
| Validation rules | | | | | |
| 1 | If a Contact preference type is returned, the Contact preference code must be a valid entry as specified above | | | Error | |
| 2 | If a Contact preference type and codes of RUI3, RUI4 or RUI5 is recorded, then there must not be any other RUI codes or any PMC types and codes returned | | | Error | |
| 3 | The earliest Learning start date must not be after the 'Valid to' date for this Contact preference type and code | | | Error | |
| Change management notes | | | | | |
| | | | | | |

LLDD and Health Problem

[back to field listing](#)

Data collected in the LLDD and Health Problem entity is used to identify disabilities, learning difficulties and/or health problems, of the learner.

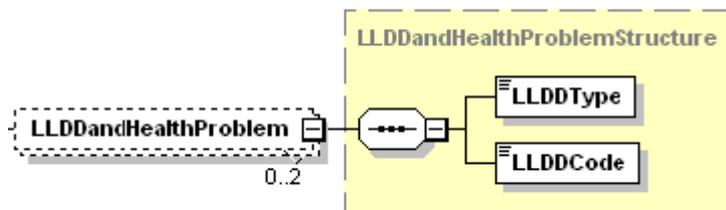
LLDD and Health Problem data is collected for all learners who have indicated in the Learner LLDD and health problem field that they have a disability, learning difficulty or health problem. It is optional only for learners with Community Learning aims where the learner's Planned learning hours are 10 or less. This includes Community Learning delivered by a college that is subcontracted from a Local Authority (Funding Model =99 and Source of funding =108).

For each learner that is recorded as having a disability, learning difficulty or health problem in the LLDD and health problem field, an LLDD and Health Problem type and code must be recorded to provide more detail about the type of disability, learning difficulty and/or health problem.

The LLDD type identifies whether the data recorded is a disability or learning difficulty and is recorded with an associated LLDD code which describes the nature of the disability or learning difficulty.

A maximum of two LLDD and health problem records can be recorded for each learner.

If the LLDD and Health Problem entity is returned, then both the LLDD and health problem type and code must be recorded.



LLDD and Health Problem

[back to field listing](#)

| LLDD and health problem type | | | |
|---|--|--|-----------------------|
| Definition | The nature of disability or learning difficulty | | |
| Reason required | To monitor the extent and effect of disability, learning difficulties and/or health problems | | |
| Schema definitions | | | |
| XML element name | LLDDType | Mandatory | Y |
| Field length | 2 | Data type | RestrictedString |
| Part of | LLDD and Health Problem | | |
| Collection requirements | | | |
| Collected for all learners who have indicated in the LLDD and health problem field that they have a disability, learning difficulty or health problem | | | |
| Valid entries | | | |
| LLDD Type | LLDD Type Description | Definition | Max no of occurrences |
| DS | Disability | The learner's main disability | 1 |
| LD | Learning Difficulty | The learner's main learning difficulty | 1 |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This field must be completed if the learner has indicated that they have a disability, learning difficulty and/or health problems in the LLDD and health problem field. For learners with only Community Learning aims, this field does not need to be completed where the learner's Planned learning hours are 10 or less. This includes learners undertaking Community Learning delivered by a college that is subcontracted from a Local Authority (Funding model = 99 and Source of funding = 108). 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 a disability or learning difficulty. Information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates. | | | |
| Validation rules | | | |
| 1 | If returned, the LLDD code must be a valid entry as specified above | | Error |
| Change management notes | | | |
| | | | |

LLDD and Health Problem

[back to field listing](#)

| LLDD and health problem code | | | |
|--|--|---|----------|
| Definition | The learner's main disability, learning difficulties and/or health problems | | |
| Reason required | To monitor the extent and effect of disability, learning difficulties and health problems. | | |
| Schema definitions | | | |
| XML element name | LLDDCode | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Part of | LLDD and Health Problem | | |
| Collection requirements | | | |
| Collected for all learners who have indicated in the LLDD and health problem field that they have a disability, learning difficulty or health problem | | | |
| Valid entries | | | |
| LLDD Type | LLDD Code | LLDD Code Description | Valid To |
| DS | 1 | Visual impairment | |
| DS | 2 | Hearing impairment | |
| DS | 3 | Disability affecting mobility | |
| DS | 4 | Other physical disability | |
| DS | 5 | Other medical condition (for example epilepsy, asthma, diabetes) | |
| DS | 6 | Emotional/behavioural difficulties | |
| DS | 7 | Mental health difficulty | |
| DS | 8 | Temporary disability after illness (for example post-viral) or accident | |
| DS | 9 | Profound complex disabilities | |
| DS | 10 | Aspergers syndrome | |
| DS | 90 | Multiple disabilities | |
| DS | 97 | Other | |
| DS | 99 | Not known/not provided | |
| LD | 1 | Moderate learning difficulty | |
| LD | 2 | Severe learning difficulty | |
| LD | 10 | Dyslexia | |
| LD | 11 | Dyscalculia | |
| LD | 19 | Other specific learning difficulty | |
| LD | 20 | Autism spectrum disorder | |
| LD | 90 | Multiple learning difficulties | |
| LD | 97 | Other | |
| LD | 99 | Not known/not provided | |
| Notes | | | Core |
| <ul style="list-style-type: none"> If an LLDD type is returned, an associated LLDD code must be returned. Where there are two or more of equal severity, code 90 should be used. | | | N |
| Validation rules | | | |
| | | | |
| Change management notes | | | |
| | | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

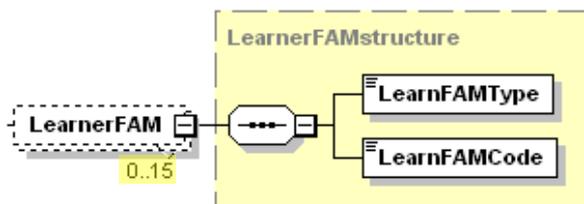
Data collected in the Learner Funding and Monitoring (FAM) entity is used to identify additional attributes of the learner that will inform either funding of the learner or additional monitoring.

The Learner Funding and Monitoring entity is only required if any of the FAM type characteristics apply to that learner, please refer to the individual FAM types for collection requirements.

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

A maximum of **fifteen** Learner FAM records can be returned for each learner.

If the Learner FAM entity is returned then both the FAM type and code must be recorded.



Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Learner funding and monitoring type | | | |
|--|---|-----------------------|------------------|
| Definition | The funding or monitoring type being recorded | | |
| Reason required | To identify additional funding and/or monitoring characteristics of the learner | | |
| Schema definitions | | | |
| XML element name | LearnFAMType | Mandatory | Y |
| Field length | 3 | Data type | RestrictedString |
| Part of | Learner Funding and Monitoring | | |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| FAM Type | FAM Type Description | Max no of occurrences | |
| LDA | Learning difficulty assessment | 1 | |
| HNS | High needs students | 1 | |
| EHC | Education Health Care plan | 1 | |
| DLA | Disabled students allowance | 1 | |
| LSR | Learner support reason | 4 | |
| NLM | National learner monitoring | 2 | |
| MGA | Maths GCSE achievement | 1 | |
| EGA | English GCSE achievement | 1 | |
| FME | Free meals eligibility | 1 | |
| PPE | Pupil premium funding eligibility | 2 | |
| <ul style="list-style-type: none"> This field should only be returned where a FAM type applies to the learner. For 2014 to 2015 the FAM type ALS has been removed. This will need to be removed for any continuing learners from 2013 to 2014. | | | |
| Validation rules | | | |
| 1 | If a FAM type is returned, the FAM code must be a valid entry for that FAM type | Error | |
| 3 | The earliest Learning start date of all the learner's learning aims, must not be after the 'Valid to' date for the recorded FAMType and FAMCode | Error | |
| 6 | If the Learning start date is on or after 1 August 2009, the Disabled learners allowance code 'learner is in receipt of disabled learners allowance' code should only be used for HEFCE funded learners | Warning | |
| 9-11 | The number of occurrences of each FAM type must not exceed the specified maximum | Error | Change |
| 12 | For learners with learning aims funded by the EFA, the Maths GCSE achievement must be returned. | Error | New |
| 13 | For learners with learning aims funded by the EFA, the English GCSE achievement must be returned. | Error | New |
| R51 | No two learner FAM records should have the same FAMType and FAMCode | Error | |
| Change management notes | | | |
| | | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Learning difficulty assessment | | | |
|---|--|----------------------------|---|
| Definition | To indicate if the learner has a Section 139A Learning Difficulty Assessment (LDA) | | |
| Reason Required | To identify all learners in post-16 provision with significant additional needs and to establish funding eligibility | | |
| FAM type | LDA | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Notes | | | |
| <ul style="list-style-type: none"> The Source of funding for a learner is dependent on whether or not the learner has an LDA/EHC or not. The EFA is responsible for funding provision for students up to the age of 24 who have an LDA/EHC. This does not apply to Apprenticeships which are always funded by the Skills Funding Agency. See the Provider support manual for further guidance on recording the Source of funding. | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Guidance updated. | | |

| High needs students | | | |
|---|--|----------------------------|---|
| Definition | To indicate if a local authority has paid element 3 'top-up' funding for an EFA funded student whose agreed support costs are greater than £6,000. | | |
| Reason Required | To monitor the number of high need students | | |
| FAM type | HNS | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all high needs students, see notes below. Updated annually | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Collected for all local authority fully funded high needs students. Updated annually | | |
| Notes | | | |
| <ul style="list-style-type: none"> This should be completed for EFA funded students only where a local authority has actually paid element 3 'top-up' funding for a student whose agreed learning support costs are greater than £6,000. It must not be used in any other circumstances, for example, where costs are less than or equal to £6,000 or where the local authority has made no in-year contribution to the costs even if they are judged/agreed to be greater than £6,000. This field should also be completed for students whose agreed learning support costs are greater than £6,000 and are fully funded by the local authority in 2014 to 2015. Learning aims for these students are recorded using Funding model code 99, 'No Skills Funding Agency or EFA funding for this learning aim'. | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Collection requirements revised and guidance updated. | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Education Health Care Plan | | | |
|---|--|----------------------------|---|
| Definition | To indicate if the learner has an Education Health Care (EHC) plan | | |
| Reason required | To identify all learners in post-16 provision with significant additional needs and to establish funding eligibility | | |
| FAM type | EHC | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Notes | | | |
| <ul style="list-style-type: none"> The Source of funding for a learner is dependent on whether or not the learner has an LDA/EHC or not. The EFA is responsible for funding provision for students up to the age of 24 who have an LDA/EHC. This does not apply to Apprenticeships which are always funded by the Skills Funding Agency. See the Provider support manual for further guidance on recording the Source of funding. | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Guidance updated. | | |

| Disabled students allowance | | | |
|---|---|----------------------------|---|
| Definition | To indicate if the learner is in receipt of disabled students allowance | | |
| Reason required | To support HEFCE funding and HE learner monitoring | | |
| FAM type | DLA | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Collected for HEFCE funded learners only where applicable. | | |
| Notes | | | |
| <ul style="list-style-type: none"> This indicator is only completed if the learner is in receipt of disabled students allowance. | | | |
| Change management notes | | | |
| | | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Learner support reason | | | |
|--|---|---|------------------------------|
| Definition | | The category of learner support for the learner | |
| Reason required | | To identify and report on learners that are in receipt of different types of learner support and to assist in the evaluation of its effectiveness | |
| FAM type | | LSR | |
| Minimum occurrences | | 0 | Maximum occurrences 4 |
| Collection requirements | | | |
| EFA funded | | Collected for all learners where applicable. Updated annually | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35), Other Skills Funding Agency funding (FundModel 81) where applicable. ESF funded (FundModel 70) learners aged 16-18 (see notes). Updated annually | |
| | Not collected for: | ESF funded (FundModel 70) learners aged 19+, Community Learning funding (FundModel 10) | |
| Non funded | | Collected for learners financed by a 24+ Advanced Learning Loan where applicable (Grant funded providers only) . Updated annually | |
| Notes | | | |
| <ul style="list-style-type: none"> Where more than one category of learner support applies to a learner, enter as many as necessary. This data must be updated annually. If a provider has an EFA 16-18 Bursary Fund allocation for ESF funded learners aged 16-18, then codes LSR55 and LSR56 should be used to record learners who have received bursary funding. | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Collection requirements revised and additional guidance added | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| National learner monitoring | | | |
|--|--|---------------------------|---|
| Definition | To identify any additional monitoring characteristics required for the learner | | |
| Reason required | To monitor participation in programmes and initiatives. Can be used tactically in year to identify new programmes and initiatives by using codes described as unassigned at the start of the year. | | |
| FAM type | NLM | | |
| Minimum occurrence | 0 | Maximum occurrence | 2 |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Notes | | | |
| <ul style="list-style-type: none"> Code 17 is used to identify learner records which are being migrated between providers as part of a merger. This code should be recorded on the learner record being migrated from the original provider and on the learner record at the new provider to allow the records to be matched. Providers should contact the Service Desk to discuss the details of any proposed merger before using this code. Code 18 is used to identify learners who have moved to a different provider as a result of the Minimum Contract Level. The new provider will need to complete the UKPRN in previous year field and the Learner reference number in previous year fields if applicable. Codes 19 and 20 should be used to record EFA funded learners who are exempt from the GCSE English and Maths condition of funding. See the EFA's funding documentation for details of which learners can be exempted. | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Unassigned codes assigned and additional guidance added | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Maths GCSE achievement | | | |
|---|---|----------------------------|---|
| Definition | Attainment of Maths GCSE at grade A* - C. | | |
| Reason required | EFA funding eligibility and disadvantage funding | | |
| FAM type | MGA | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all learners | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Not collected | | |
| Notes | | | |
| <ul style="list-style-type: none"> This indicator must be recorded for all EFA funded learners to identify whether the learner has achieved Maths GCSE at grade A* - C and when it was achieved. It must be recorded for all continuing learners from 2013 to 2014. If the learner's Maths GCSE result is unknown at the start of the teaching year, then code 3 should be recorded and updated once the result is known. If the learner achieves Maths GCSE at grade A* - C during the year, this field <u>does not</u> need to be updated until the start of the following academic year. Only Maths GCSE achievement should be recorded in this field. If the learner has an equivalent qualification but does not have a GCSE then code MGA 3 "Learner does not have GCSE Maths (at grade A*-C)" must be recorded. Refer to the EFA's funding documentation for further details of funding eligibility. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Additional guidance added | | |
| V3 | <ul style="list-style-type: none"> Guidance notes revised | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| English GCSE achievement | | | |
|---|---|---------------------|---|
| Definition | Attainment of English GCSE at grade A* - C. | | |
| Reason required | EFA funding eligibility and disadvantage funding | | |
| FAM type | EGA | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all learners | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Not collected | | |
| Notes | | | |
| <ul style="list-style-type: none"> This indicator must be recorded for all EFA funded learners to identify whether the learner has achieved English GCSE at grade A* - C and when it was achieved. It must be recorded for all continuing learners from 2013 to 2014. If the learner's English GCSE result is unknown at the start of the teaching year, then code 3 should be recorded and updated once the result is known. If the learner achieves English GCSE at grade A* - C during the year, this field <u>does not</u> need to be updated until the start of the following academic year. Only English GCSE achievement should be recorded in this field. If the learner has an equivalent qualification but does not have a GCSE then code EGA 3 "Learner does not have GCSE English (at grade A*-C)" must be recorded. Refer to the EFA's funding documentation for further details of funding eligibility. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Additional guidance added | | |
| V3 | <ul style="list-style-type: none"> Guidance notes revised | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Free meals eligibility | | | |
|---|---|--|-----------------------|
| Definition | | Learner eligibility for free meals | |
| Reason required | | DfE funding eligibility | |
| FAM type | | FME | |
| Minimum occurrences | | 0 | Maximum occurrences 1 |
| Collection requirements | | | |
| EFA funded | | Collected for all learners where applicable (including 14-16 year olds). Updated annually | |
| Skills Funding Agency funded | Collected for: | ESF funded (FundModel 70) learners aged 16-18 (see notes) where applicable | |
| | Not collected for: | Adult Skills Budget (FundModel 35), Other Skills Funding Agency funding (FundModel 81), ESF funded (FundModel 70) learners aged 19+, Community Learning funding (FundModel 10) | |
| Non funded | | Not collected | |
| Notes | | | |
| <ul style="list-style-type: none"> For 14 and 15 year old learners, code FME1 should be recorded if the learner is eligible for free meals at any point during the teaching year. If the learner becomes ineligible during the year then this indicator should not be removed until the start of the following teaching year. Code FME2 should be recorded if the learner is eligible for and has taken up free meals at any point during the teaching year. If the learner becomes ineligible during the year or is no longer receiving free meals then this indicator should not be removed until the start of the following teaching year. This code should be recorded, where applicable, for EFA funded learners aged 16-19, 19-24 year old students who are subject to a LDA or EHC and ESF funded learners aged between 16 and 18. This data must be reviewed and updated annually to make sure it reflects the learner's eligibility during the current teaching year. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Additional guidance added | | |
| V3 | <ul style="list-style-type: none"> Collection requirements revised and additional guidance added | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Pupil premium funding eligibility | | | |
|--|---|----------------------------|---|
| Definition | Learner eligibility for Pupil Premium Funding | | |
| Reason required | DfE funding eligibility | | |
| FAM type | PPE | | |
| Minimum occurrences | 0 | Maximum occurrences | 2 |
| Collection requirements | | | |
| Collected for all 14-16 year old learners where applicable. Updated annually | | | |
| Notes | | | |
| <ul style="list-style-type: none"> • These indicators should be recorded if the learner is eligible for pupil premium funding at any point during the teaching year. If the learner becomes ineligible during the year then the indicator should not be removed until the start of the following teaching year. • These data must be reviewed and updated annually to make sure they reflect the learner's eligibility during the current teaching year. • Pupil premium funding is awarded to learners who are eligible for one or more of the following: <p>Service Child Premium</p> <ul style="list-style-type: none"> • Service premium is allocated to colleges for learners whose parents are currently in the Armed Forces. <p>Adopted From Care premium</p> <ul style="list-style-type: none"> • Children who have been adopted from care (including those on a Special Guardianship Order or Residence Order) will attract pupil premium funding from April 2014. • Further guidance is available on the school census: http://media.education.gov.uk/assets/files/pdf/p/2014%20spring%20and%20summer%20school%20census%20guide%20for%20primary_%20final.pdf | | | |
| Change management notes | | | |
| | | | |

Learner Funding and Monitoring (FAM)

[back to field listing](#)

| Learner funding and monitoring code | | | |
|--|--------------------------------|---|----------|
| Definition | | The funding or monitoring code being recorded | |
| Reason required | | To identify additional funding and/or monitoring characteristics of the learner | |
| Schema definitions | | | |
| XML element name | LearnFAMCode | Mandatory | Y |
| Field length | 3 | Data type | xs:int |
| Part of | Learner Funding and Monitoring | | |
| Collection requirements | | | |
| Collected for all learners where applicable (see above for each FAM type) | | | |
| Valid entries | | | |
| FAM Type | FAM Code | FAM Code Description | Valid To |
| LDA | 1 | Learner has a Section 139A Learning Difficulty Assessment | |
| HNS | 1 | Learner is a high needs student in receipt of element 3 'top-up' funding from the local authority | |
| EHC | 1 | Learner has an Education Health Care plan | |
| DLA | 1 | Learner is funded by HEFCE and is in receipt of disabled students allowance | |
| LSR | 36 | Care to Learn | |
| LSR | 55 | 16-19 Bursary Fund – learner is a member of a vulnerable group | |
| LSR | 56 | 16-19 Bursary Fund - learner has been awarded a discretionary bursary | |
| LSR | 57 | Residential support | |
| LSR | 58 | 19+ Hardship (Skills Funding Agency funded learners only) | |
| LSR | 59 | 20+ Childcare (Skills Funding Agency funded learners only) | |
| LSR | 60 | Residential Access Fund (Skills Funding Agency funded learners only) | |
| LSR | 61-65 | Unassigned | |
| NLM | 17 | Learner migrated as part of provider merger | |
| NLM | 18 | Learner moved as a result of Minimum Contract Level | |
| NLM | 19 | Learner is exempt from GCSE Maths condition of funding | |
| NLM | 20 | Learner is exempt from GCSE English condition of funding | |
| NLM | 21-25 | Unassigned | |
| MGA | 1 | Learner has GCSE Maths (at grade A*-C) – achieved by end of year 11 | |
| MGA | 2 | Learner has GCSE Maths (at grade A*-C) – achieved since the end of year 11 | |
| MGA | 3 | Learner does not have GCSE Maths (at grade A*-C) | |
| EGA | 1 | Learner has GCSE English (at grade A*-C) – achieved by end of year 11 | |
| EGA | 2 | Learner has GCSE English (at grade A*-C) – achieved since the end of year 11 | |
| EGA | 3 | Learner does not have GCSE English (at grade A*-C) | |
| FME | 1 | 14-15 year old learner is eligible for free meals | |
| FME | 2 | 16-19 year old learner is eligible for and in receipt of free meals | |
| PPE | 1 | Learner is eligible for Service Child premium | |
| PPE | 2 | Learner is eligible for Adopted from Care premium | |
| PPE | 3-5 | Unassigned | |
| Notes | | | Core |
| <ul style="list-style-type: none"> Unassigned codes must not be used unless authorised and published. | | | N |

Learner Funding and Monitoring (FAM)

- The following Learner Funding and Monitoring type and code has been removed for 2014 to 2015:
 - ALS1.

Change management notes

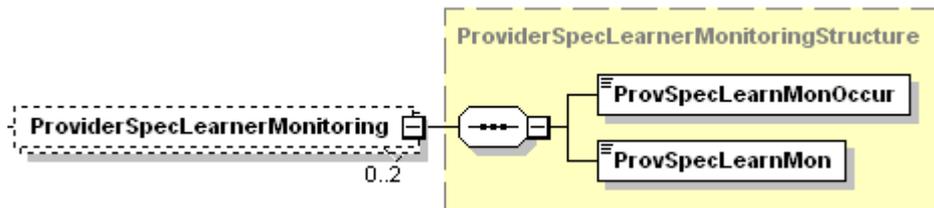
| | |
|----|---|
| V2 | <ul style="list-style-type: none">• Additional code added for Free meals eligibility (FME) and code description of FME1 changed from 'Learner is eligible for free meals' |
| V3 | <ul style="list-style-type: none">• Unassigned NLM codes assigned |

Learner Provider Specified Monitoring

[back to field listing](#)

The use of this entity is optional. It can be used by providers if they wish to do so, to record additional data for their own business purposes.

If the Provider Specified Learner Monitoring entity is returned then both the Provider specified monitoring data and a Provider specified learner monitoring occurrence code must be recorded.



| Provider specified learner monitoring occurrence | | | |
|---|---|-------------|------------------|
| Definition | The occurrence of the provider specified data | | |
| Reason required | To distinguish between the two instances of provider specified data | | |
| Schema definitions | | | |
| XML element name | ProvSpecLearnMonOccur | Mandatory | Y |
| Field length | 1 | Data type | RestrictedString |
| Part of | Learner Provider Specified Monitoring | | |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| A or B | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field is used to identify data stored in each of the occurrences of this field. If the Provider specified learner monitoring fields are completed then an Occurrence code must be returned. | | | |
| Validation rules | | | |
| 1 | If returned, Provider specified learner monitoring occurrence must 'A' or 'B' | Error | New |
| Change management notes | | | |
| | | | |

Learner Provider Specified Monitoring

[back to field listing](#)

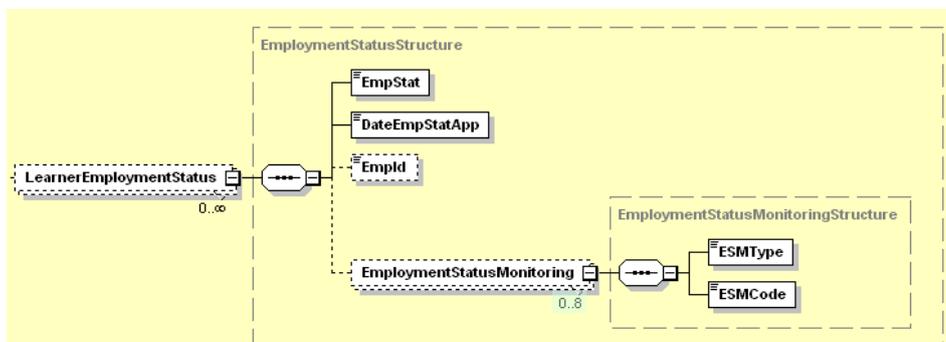
| Provider specified learner monitoring | | | |
|---|---|-----------|------------------|
| Definition | Provider specified data at the discretion of the provider | | |
| Reason required | To help a provider and allow it to analyse the ILR to its own requirements. | | |
| Schema definitions | | | |
| XML element name | ProvSpecLearnMon | Mandatory | Y |
| Field length | 20 | Data type | RestrictedString |
| Part of | Learner Provider Specified Monitoring | | |
| Collection requirements | | | |
| Collected for all learners where applicable | | | |
| Valid entries | | | |
| All characters except wildcards *, ?, % _ (underscore) | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This field is optional for use as specified by the provider. Providers should not include personal data such as the learner's name in this field | | | |
| Validation rules | | | |
| 1 | If returned the Provider specified learner monitoring must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

Learner Employment Status

[back to field listing](#)

Data about a learner's employment status is collected in the ILR to demonstrate how the FE sector is contributing to improving the employability of learners.

The Employment status record structure is illustrated below:



Collection Requirements

The Employment status entity must be returned for the following learners:

| Collection requirements | | |
|--------------------------------------|---------------------------|--|
| EFA funded | | All learners on part time programmes of study (less than 540 hours in the teaching year) |
| Skills Funding Agency funding | Collected for: | Adult Skills Budget (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) |
| | Not collected for: | Community Learning (FundModel 10), OLASS learners (LearnDelFAMType=LDM034) |
| Non funded | Collected for: | Apprenticeships and Learners aged 19+ |
| | Not collected for: | OLASS learners (LearnDelFAMType=LDM034) and where Source of funding is Local authority Community Learning funds (SOF108) |

When to collect employment status data from learners

Data about a learner's employment status prior to enrolment **must** be collected in all cases when a learner first enrolls with a provider. The validation rules for 2014 to 2015 have been revised to ensure that the initial Employment status recorded is prior to enrolment (the Date employment status applies of the earliest Employment status record must be before the earliest Learning aim start date recorded for the learner).

The Employer ID field is not collected for an Employment status prior to enrolment, unless the learner is entering into workplace learning with **that** employer.

Updating employment status records

Skills Funding Agency funded learners and Non funded learners

Data about a learner's employment status should be reviewed if the learner progresses to subsequent learning after completing all of the activities on their original learning agreement or plan. If their employment status has changed since previously recorded, then a new Employment status record should be added. If the learner's employment status is the same as previously recorded, then this does not need to be recorded again.

Learner Employment Status

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

Apprenticeships and other workplace learning

The employment status of learners undertaking workplace learning should be updated throughout the learner's programme whenever the employment status or employer changes. It should also be updated if required at the start of a new programme, for example, if a learner progresses from an Intermediate-level to Advanced-level Apprenticeship.

If the learner was unemployed or employed with a different employer prior to starting their Apprenticeship, then a new Employment status record should be added with a date of the first day of learning to indicate the learner is employed and to record the Employer ID of the employer with whom they are doing the workplace training. See the Provider Support manual for detailed examples.

EFA funded learners

The employment status of the learner should be updated if required at the start of each teaching year if it has changed since the previous year.

Traineeship work placements

Employment status records will not be used in 2014 to 2015 to collect data about Traineeship work placements. Data about the work placement employer must be recorded in the [Work Placement](#) record.

Learner Employment Status

[back to field listing](#)

| Employment status | | | |
|---|---|-----------|-------------|
| Definition | The learner's employment status | | |
| Reason required | To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF and EFA funded programmes | | |
| Schema definitions | | | |
| XML element name | EmpStat | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Part of | Learner Employment Status | | |
| Collection requirements | | | |
| All Employment Status records, see table on page 79 | | | |
| Valid entries | | | |
| 10 | In paid employment | | |
| 11 | Not in paid employment, looking for work and available to start work | | |
| 12 | Not in paid employment, not looking for work and/or not available to start work | | |
| 98 | Not known / not provided | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> When a learner first enrolls with a provider, this field must be completed with the learner's employment status <u>prior to enrolment</u> The Employment Status Monitoring fields should also be completed with the relevant ESM type where applicable, see ESM type field for further details. An Employment Status record must be returned for EFA funded learners on part time programmes of study (those studying for less than 540 hours in the teaching year). | | | |
| Updating employment status records | | | |
| <ul style="list-style-type: none"> See the notes at the start of this section for details of when to add a subsequent updated Employment Status record for a learner. Further guidance and examples about the collection of Employment status for learners can be found in the Provider Support manual. | | | |
| Employment status definitions: | | | |
| <ul style="list-style-type: none"> In paid employment (code 10): Learners who have been in paid work prior to starting the learning aim or programme or who are temporarily away from a job (for example, on holiday). Also counted as in paid employment are people on government-supported training schemes and people who do unpaid work for their family's business. Not in paid employment and looking for work (code 11): Learners who have not been in paid work prior to starting the learning aim or programme, who are without a job, want a job, have actively sought work in the last 4 weeks and are available to start work in the next 2 weeks, or have found a job and are waiting to start it. | | | |
| Validation rules | | | |
| 1 | If the learner is not undertaking an Apprenticeship or Traineeship, the Learning start date is on or after 1 August 2012 and before 1 August 2014 and the learner is over 19 on 31 August of the teaching year in which the learning started, an Employment status record must exist where the Date employment status applies is on or before the Learning start date, unless the learner is OLASS in custody or where Source of funding is Local authority Community Learning funds (SOF108) | Error | Change |

Learner Employment Status

| | | | |
|--------------------------------|---|-------|--------|
| 2 | If the learner is undertaking an Apprenticeship or Traineeship, and the Programme start date is before 1 August 2014, there must be an Employment status record where the Date employment status applies is on or before the Programme start date. | Error | Change |
| 3 | If any of the learner's learning aims are ESF funded and the Learning start date is before 1 August 2014, there must be an Employment status record where the Date employment status applies is on or before the start date of the ESF funded aim | Error | Change |
| 4 | If any of the learner's learning aims are ESF funded and the learning aim start date is on or after 1 August 2012, the Employment status on the Learning aim start date must not be 'Not known/not provided'. | Error | |
| 5 | If returned, the Employment status must be a valid entry as specified above. | Error | |
| 6 | For learners with learning aims funded by the EFA, if the Learning aim start date is on or after 1 August 2013 and before 1 August 2014 and the learner is not undertaking a Traineeship and the total of the Planned learning hours and the Planned employability, enrichment and pastoral hours are less than 540, an Employment status record must exist where the Date employment status applies is on or before the Learning start date, unless the learner is OLASS in custody. | Error | Change |
| 7 | For learners with learning aims funded by the EFA, if the Learning aim start date is before 1 August 2013 and the total of the Planned learning hours and the Planned employability, enrichment and pastoral hours are less than 540, an Employment status record must exist, unless the learner is OLASS in custody | Error | New |
| 8 | If the learner is not undertaking an Apprenticeship or Traineeship, the Learning start date is on or after 1 August 2014 and the learner is 19 or over on 31 August of the teaching year in which the learning started, an Employment status record must exist where the Date employment status applies is before the Learning start date, unless the learner is OLASS in custody or where Source of funding is Local authority Community Learning funds (SOF108). | Error | New |
| 9 | If the learner is undertaking an Apprenticeship or Traineeship, and the Programme start date is on or after 1 August 2014, there must be an Employment status record where the Date employment status applies is before the Programme start date. | Error | New |
| 10 | If any of the learner's learning aims are ESF funded and the Learning start date is on or after 1 August 2014, there must be an Employment status record where the Date employment status applies is before the start date of the ESF funded aim | Error | New |
| 11 | For learners with learning aims funded by the EFA, if the Learning aim start date is on or after 1 August 2014 and the learner is not undertaking a Traineeship, the total of the Planned learning hours and the Planned employability, enrichment and pastoral hours are less than 540, an Employment status record must exist where the Date employment status applies is before the Learning start date, unless the learner is OLASS in custody | Error | New |
| Change management notes | | | |
| | | | |

Learner Employment Status

[back to field listing](#)

| Date employment status applies | | | |
|---|--|-------------|---------|
| Definition | The date on which the employment status applies | | |
| Reason required | To identify the time period which the employment status applies to and enable matching of employment status records to episodes of learning. | | |
| Schema definitions | | | |
| XML element name | DateEmpStatApp | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Part of | Learner Employment Status | | |
| Collection requirements | | | |
| All employment status records, see table on page 79 | | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> The date of one of the Employment Status records must be before the start date of the earliest recorded learning aim or programme aim The Date the employment status applies indicates the date the employment status was confirmed to apply. It is not necessarily the date on which the employment status changed. | | | |
| Validation rules | | | |
| 1 | The Date employment status applies must not be after the current teaching year | Error | |
| 2 | The Date employment status applies must not be before 1 August 1990 | Error | |
| Change management notes | | | |
| | | | |

Learner Employment Status

[back to field listing](#)

| Employer identifier | | | |
|--|---|---|-----------------|
| Definition | The identifier of the employer that the learner is employed with for the workplace learning | | |
| Reason required | Enables identification of the employer for funding and assists with labour market intelligence. | | |
| Schema definitions | | | |
| XML element name | Empld | Mandatory | N |
| Field length | 9 | Data type | xs:int |
| Part of | Learner Employment Status | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | All employed Apprenticeship learners (ProgType=2, 3, 10, 20-23, 25), all Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType = WPL), | |
| | Not collected for: | ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) where applicable | |
| Non funded | Collected for: | All employed Apprenticeship learners (ProgType=2, 3, 10, 20-23, 25) | |
| | Not collected for: | All non Apprenticeship learners | |
| Valid entries | | | |
| A valid Employer ID number from the Employer Data Service (EDS). This is a nine digit number | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> This field must be recorded for all learners undertaking workplace learning. This includes learners who are volunteers and undertaking workplace training as a volunteer with an employer. The employment status of a learner who is a volunteer should not be recorded as 'in paid employment' unless they are in paid employment with another employer. This field must contain a valid employer number from the Employer Data Service (EDS) 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. Self-employed learners will require an employer number from the EDS. The EDS can be found at: http://EDRS.lsc.gov.uk. To obtain a new employer number, contact Blue Sheep on either 01242 545 346 or by emailing eds@bluesheep.com. A value of 999999999 can be used temporarily (within 60 days of the learning aim start date) until the employer number is known. If the learner is unemployed or is not placed with an employer at the start of their learning aim or Apprenticeship programme, this field does not need to be returned. Once the learner becomes employed, a new Employment Status record should be returned with the employer number recorded. The data recorded in this field will be validated in the data collections web portal against a copy of the employer table from the EDS database. There is no direct link between the EDS database and the web portal so a valid Employer Number will not be available on the same day as it was issued. | | | |

Learner Employment Status

- For 2014 to 2015, for Traineeships, the work placement Employer ID is not collected in the Employment Status record. Data about the work placement employer must be recorded in the [Work Placement](#) record.

Validation rules

| | | | |
|----|--|------------------|--|
| 1 | If returned, the Employer identifier must be a valid lookup on the EDS system of all available employer numbers or be '999999999' | Error (Hub only) | |
| 2 | If returned, the Employer identifier must pass the check sum calculation in DD05 | Error | |
| 10 | If the learner is undertaking an Apprenticeship programme and is 'in paid employment' on the programme start date, then there must be an Employer identifier which applies to the programme start date | Error | |
| 11 | If the learner is undertaking non-Apprenticeship workplace learning then there must be an Employer identifier which applies to the learning aim start date | Error | |
| 12 | The Employer identifier should not be 999999999 if the latest workplace learning aim or Apprenticeship programme aim start date is 60 days or less, before the file preparation date | Warning | |
| 13 | The Employer identifier must not be 999999999 if the latest workplace learning aim or Apprenticeship programme aim start date is more than 60 days before the file preparation date | Error | |

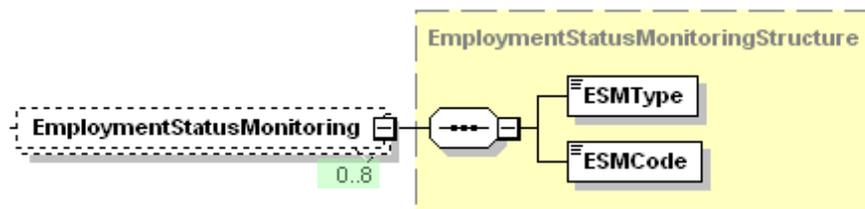
Change management notes

- V2 Programme type for Apprenticeship Trailblazers added to the collection requirements

Learner Employment Status

[back to field listing](#)

Employment status monitoring



Employment Status Monitoring data must be collected for all Employment Status records, except if code 98, Not known/not provided, is returned in the Employment status field.

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

The table below details the requirements for each Employment Status Monitoring type:

| | In paid employment | Not in paid employment and looking for work | Not in paid employment and not looking for work |
|---------------------------------------|---|---|--|
| Self employment indicator | If applicable | Not required | Not required |
| Employment intensity indicator | Required for all | Not required | Not required |
| Length of unemployment | Not required | Required for all (see note above for EFA funded learners) | Not required |
| Length of employment | Required for all Apprenticeship learners | Not required | Not required |
| Benefit status indicator | If applicable | If applicable | If applicable |
| Previous education indicator | If applicable | If applicable | If applicable |
| Risk of NEET | If applicable | If applicable | If applicable |
| Small employer | Only required for Apprenticeship Trailblazers | Not required | Not required |

Learner Employment Status

[back to field listing](#)

| Employment status monitoring type | | | |
|---|---|--|-----------------------|
| Definition | Additional monitoring data associated with the employment status | | |
| Reason required | To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF funded programmes | | |
| Schema definitions | | | |
| XML element name | ESMType | Mandatory | Y |
| Field length | 3 | Data type | xs:string |
| Part of | Learner Employment Status Monitoring | | |
| Collection requirements | | | |
| Collected for all Employment Status records, except when code 98 'Not known/not provided' is returned in the Employment status field. For EFA funded learners, only the Employment intensity indicator must be completed. | | | |
| Valid entries | | | |
| ESM Type | ESM Type Description | Definition | Max no of occurrences |
| SEI | Self employment indicator | Indicates whether the learner is self employed | 1 |
| EII | Employment intensity indicator | Indicates whether the learner is employed for 16 hrs per week or more | 1 |
| LOU | Length of unemployment | How long the learner has been unemployed | 1 |
| LOE | Length of employment | How long the learner has been employed | 1 |
| BSI | Benefit status indicator | The type of benefit that the learner is in receipt of | 1 |
| PEI | Previous education indicator | Identifies whether the learner was in full time education or training prior to enrolment. To be used in conjunction with the employment status data to identify learners who were NEET (Not in education, employment or training) before starting learning | 1 |
| RON | Risk of NEET | Identifies learners who are aged 14-15 and at risk of becoming NEET (Not in education, employment or training) for ESF funding and eligibility purposes | 1 |
| SEM | Small employer | Identifies whether the employer recorded in the Employer identifier is a small employer as defined in the funding rules for Apprenticeship Trailblazers | 1 |
| Notes | | | |
| | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> New Employment status monitoring type added. | | |

Learner Employment Status

[back to field listing](#)

| Employment status monitoring code | | | |
|---|--------------------------------------|---|-----------|
| Definition | | Additional monitoring data associated with the employment status | |
| Reason required | | To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF funded programmes | |
| Schema definitions | | | |
| XML element name | ESMCode | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Part of | Learner Employment Status Monitoring | | |
| Valid entries | | | |
| ESM type | ESM code | Description | Valid To |
| SEI | 1 | Learner is self employed | |
| EII | 1 | Learner is employed for 16 hours or more per week | 31/7/2013 |
| EII | 2 | Learner is employed for less than 16 hours per week | |
| EII | 3 | Learner is employed for 16 – 19 hours per week | |
| EII | 4 | Learner is employed for 20 hours or more per week | |
| LOU | 1 | Learner has been unemployed for less than 6 months | |
| LOU | 2 | Learner has been unemployed for 6-11 months | |
| LOU | 3 | Learner has been unemployed for 12-23 months | |
| LOU | 4 | Learner has been unemployed for 24-35 months | |
| LOU | 5 | Learner has been unemployed for 36 months or more | |
| LOE | 1 | Learner has been employed for up to 3 months | |
| LOE | 2 | Learner has been employed for 4 months – 6 months | |
| LOE | 3 | Learner has been employed for 7 months - 12 months | |
| LOE | 4 | Learner has been employed for more than 12 months | |
| BSI | 1 | Learner is in receipt of Job Seekers Allowance (JSA) | |
| BSI | 2 | Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG) | |
| BSI | 3 | Learner is in receipt of another state benefit other than JSA, Universal Credit or ESA (WRAG) | |
| BSI | 4 | Learner is in receipt of Universal Credit | |
| BSI | 5 – 10 | Unassigned | |
| PEI | 1 | Learner was in full time education or training prior to enrolment | |
| RON | 1 | Learner is aged 14-15 and is at risk of becoming NEET (Not in education, employment or training) | |
| SEM | 1 | Small employer | |
| Notes | | | Core |
| For EFA funded learners, only the Employment intensity indicator must be completed. | | | N |
| <p>Self employment indicator (SEI)</p> <ul style="list-style-type: none"> This should be completed if applicable for records where the employment status is recorded as code 10, In paid employment. <p>Employment intensity indicator (EII)</p> <ul style="list-style-type: none"> This must be completed on all records dated on or after 1 August 2011 where the Employment status is recorded as code 10, In paid employment. This must be completed for EFA funded learners. | | | |

Learner Employment Status

Length of unemployment (LOU)

- This must be completed on all records where the Employment status is recorded as code 11, Not in paid employment and looking for work.

Length of employment (LOE)

- This data is collected for Apprentices to monitor the length of time a learner has been with their employer prior to starting their Apprenticeship programme.

Benefit status indicator (BSI)

- This should be completed on all records where applicable.
- Code 4, Learner is in receipt of Universal Credit, should be used for all learners in receipt of Universal Credit.
- Learners who have been mandated to learning by their jobcentre adviser should record this in the Learning Delivery Funding and Monitoring fields using code LDM318.

Previous education indicator (PEI)

- This should be completed if applicable.

Risk of NEET (RON)

- This code must only be used if the learner is aged 14-15, is at risk of NEET and is participating in ESF funded learning.

Small employer (SEM)

- This code must only be used for Apprenticeship Trailblazers

Validation rules

| | | | |
|----|--|-------|--|
| 1 | If an Employment status monitoring type is returned, the Employment status monitoring code must be a valid entry for that Employment monitoring status type | Error | |
| 2 | If the Employment status is 'In paid employment' and the Date employment status applies is on or after 1 August 2012, then an Employment intensity indicator must be returned | Error | |
| 5 | If an Employment status is 'In paid employment' then the Length of unemployment must not be returned | Error | |
| 7 | If the Employment status monitoring codes is 'Learner is self employed', the Employment status must be 'In paid employment' | Error | |
| 8 | If the learner's learning aim is not EFA funded and the Employment status is 'Not in paid employment and looking for work', then the Length of unemployment must be returned if the Date employment status applies to is on or after 1 August 2012 | Error | |
| 9 | If the learner is undertaking an Apprenticeship programme and the Employment status is 'In paid employment' and the Date employment status applies is on or after 1 August 2013, then an Length of Employment indicator must be returned | Error | |
| 10 | If the Employment status is 'Not in paid employment' then the Length of employment must not be returned | Error | |
| 11 | The Date employment status applies must not be after the 'Valid to' date for this ESMTtype and ESMCode | Error | |
| 12 | If the Date employment status applies is on or after 1 August 2013 and the Employment status is 'Is not in paid employment' then an Employment intensity indicator or Self employed indicator must not be returned | Error | |

Change management notes

- V2 • New Employment status monitoring type and code added.

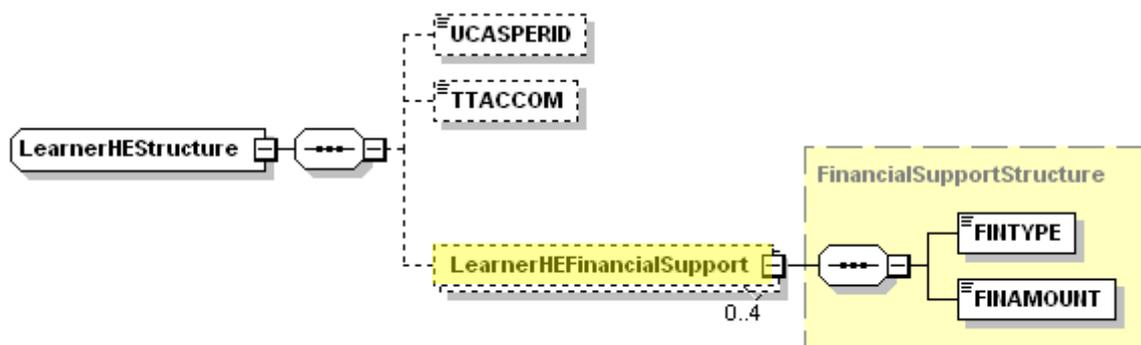
Learner HE

HE Data is collected for learners with aims that meet the following criteria where the collection requirements for the field apply:

- a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
- b. Learning aims funded by the EFA that are level 4 or above on the LARS.
- c. Learning aims that are level 4 or above on LARS, are funded by Adult Skills Budget funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
- d. Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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

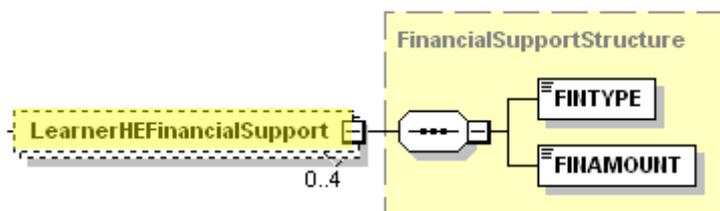


| UCAS personal identifier | | | |
|---|--|---------------------|--------|
| Definition | The learner's UCAS Personal Identifier | | |
| Reason required | To allow matching of UCAS data | | |
| Schema definitions | | | |
| XML element name | UCASPERID | Mandatory | N |
| Field length | 10 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner HE | | |
| Collection requirements | | | |
| This field is collected only for learners entering through UCAS | | | |
| Valid entries | | | |
| 0000000001 – 9999999999 | | | |
| Notes | Core | N | |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This UCAS Personal Identifier together with the UCAS Application Code, UCASAPPID, forms the UCAS Application identifier. The UCAS Personal Identifier is sometimes presented using hyphens between characters 3 and 4 and between characters 6 and 7. These hyphens are not to be included in this field in the Student Record. | | | |
| Change management notes | | | |
| | | | |

| Term time accommodation | | | |
|--|---|---------------------|-----------------|
| Definition | Where the learner is living in the current year | | |
| Reason required | To monitor the changes in learner accommodation patterns | | |
| Schema definitions | | | |
| XML element name | TTACCOM | Mandatory | N |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learner HE | | |
| Collection requirements | | | |
| This field is collected only for full-time and sandwich learners | | | |
| Valid entries | | | |
| | | | Valid To |
| 1 | Institution-maintained property | | |
| 2 | Parental/guardian home | | |
| 3 | Own home | | 31/7/2008 |
| 4 | Other | | |
| 5 | Not known | | |
| 6 | Not in attendance at the institution | | |
| 7 | Own residence | | |
| 8 | Other rented accommodation | | |
| 9 | Private sector halls | | |
| Notes | | | Core |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Institution-maintained property includes housing owned by the institution and property leased by the institution and sublet to learners. Where the institution acts as an agent but not the primary owner or maintainer, then code 4, other should be returned. Code 6 'not in attendance at the institution' should be used for learners not currently in attendance at the institution, for example, an industrial placement or a language year abroad. Code 7 'Own residence' includes a learner's permanent residence, which may be either owned or rented by them. Code 8 'Other rented accommodation' refers to a more temporary arrangement, for example where a number of learners each rent a room in the same house on a yearly basis. If a learner is in temporary accommodation at the time of collection but has permanent accommodation agreed, then the planned accommodation should be returned in this field. | | | N |
| Validation rules | | | |
| 1, 2 | If returned, the Term time accommodation must be a valid entry as specified above | Error | |
| 4 | If the earliest learning aim started on or after 1 August 2013 and the Mode of study is 'Full-time or Sandwich', the Term time accommodation must be returned | Error | |
| Change management notes | | | |
| | | | |

Learner HE Financial Support

Learner HE Financial Support



Learner HE Financial Support is a new HE entity to collect the financial support for the student for the year. This data will be used to understand the role that bursaries and other in-kind support play in determining the choice of where students study and the impact this has on their likelihood of continuing studies.

The Learner HE Financial Support entity is completed annually. This means that at the start of each academic year, any records relating to the previous academic year are not returned.

There are four financial types which can be collected. Each type can only be recorded once but the corresponding financial amounts are updated during the year (see the Provider support manual for examples).

Each Financial support type and Financial support amount pair should be recorded once per applicable Financial support type. Where the student is in receipt of multiple forms of a Financial support type (for example, two forms of a cash support) these amounts should be summed and recorded under a single occurrence of the appropriate Financial support type.

If a particular Financial support type is not received by the student, a Financial support type and associated Financial support amount need not be recorded, for example, there is no need to record a null or zero Financial support amount for Financial support types the student is not in receipt of.

When to collect financial support data from learners

Financial support given to all students which is £10 or less per item within each Financial Support Type category must not be included. Amounts of more than £10 per item should be included.

The following are included:

- amounts awarded through The National Scholarship Programme (NSP)
- where awards are offered as bursaries/scholarships or discounted accommodation
- and awards paid through charitable funds secured by institutions.

The following are excluded:

- Disabled Students' Allowance (DSA),
- Access to Learning Funds (ALF)
- any fee waivers/free foundation year offered to the students
- any other support to reduce student fees
- any support received as part of the course fee.

For full guidance please refer to the [HESA specification](#)

| Financial support type | | | |
|--|---|-----------|-----------------------|
| Definition | This field records the type of financial support received by the student. | | |
| Reason required | To capture financial support received by all students to understand the role that bursaries and other in-kind support play in determining the choice of where students study and the impact this has on their likelihood of continuing studies. | | |
| Schema definitions | | | |
| XML element name | FINTYPE | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Part of | Learner HE Financial Support | | |
| Collection requirements | | | |
| Collected for all learners where applicable. Updated annually. | | | |
| Valid entries | | | |
| Code | Financial support type | | Max no of occurrences |
| 1 | Cash | | 1 |
| 2 | Near cash | | 1 |
| 3 | Accommodation discounts | | 1 |
| 4 | Other | | 1 |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> Submitted in conjunction with the associated FinancialSupport.FINAMOUNT to provide the type for each Financial Support amount. For full guidance about this field, please refer to the HESA specification. | | | |
| Cash | | | |
| <ul style="list-style-type: none"> Any bursary/scholarship/award that is paid to the student, where there is no restriction on the use of the award. This will include BACS payments, cheques, cash awards and any means tested hardship funds that fall outside of the Access to Learner Funds (ALF) returns. | | | |
| Near cash | | | |
| <ul style="list-style-type: none"> This constitutes any voucher schemes or prepaid cards awarded to students where there are defined outlets or services for which the voucher/card can be used, (for example, Aspire cards.) | | | |
| Accommodation discounts | | | |
| <ul style="list-style-type: none"> Discounted accommodation in University Halls / Residences. | | | |
| Other | | | |
| <ul style="list-style-type: none"> This includes all in-kind support that is not included in the above categories. This will include, but is not limited to: <ul style="list-style-type: none"> Travel costs Laboratory costs Printer credits Equipment (for example, laptops, course literature) Subsidised field trips Subsidised meal costs | | | |

Learner HE Financial Support

| Validation rules | | | |
|-------------------------|--|-------|--|
| 1 | If returned, the Financial support type must be a valid entry as specified above | Error | |
| 2 | The number of occurrences of each Financial support type must not exceed the specified maximum | Error | |
| Change management notes | | | |
| V2 | • Guidance updated. | | |

| Financial support amount | | | |
|--|---|-----------|--------|
| Definition | This field records the amount of financial support received by the student. | | |
| Reason required | To capture financial support received by all students to understand the role that bursaries and other in-kind support play in determining the choice of where students study and the impact this has on their likelihood of continuing studies. | | |
| Schema definitions | | | |
| XML element name | FINAMOUNT | Mandatory | Y |
| Field length | 6 | Data type | xs:int |
| Part of | Learner HE Financial Support | | |
| Collection requirements | | | |
| Collected for all learners where applicable. Updated annually. | | | |
| Valid entries | | | |
| 0 – 999999, Actual amount in pounds to the nearest whole pound. | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> Submitted in conjunction with the associated FinancialSupport.FINTYPE, to provide amounts for each type of Financial Support. For full guidance about this field, please refer to the HESA specification Financial support given to ALL students which is £10 or less per item within each Financial Support Type category must not be included. Amounts of more than £10 per item should be included. Values to be returned in pounds (£). | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Guidance updated. | | |

Learning delivery



All fields must be returned in the above order in the XML file. The fields with a dotted border are optional and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

| Learning aim reference | | | |
|--|--|---------------------|------------------|
| Definition | The learning aim reference code for the learning being undertaken. | | |
| Reason required | To calculate funding and to monitor learning aims in the sector. | | |
| Schema definitions | | | |
| XML element name | LearnAimRef | Mandatory | Y |
| Field length | 8 | Data type | RestrictedString |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| A valid entry from LARS. | | | |
| Notes | Core | Y | |
| <ul style="list-style-type: none"> LARS contains learning aim reference codes for regulated learning aims that are offered in the sector. This includes both funded and non-funded learning aims. Where the provider is delivering non-regulated provision, they should use one of the learning aim references available in LARS for non-regulated provision. The different classes of codes are detailed in Appendix H. Adult Skills Budget funded non-regulated learning is identified using a separate set of codes from other non-regulated provision. Work experience undertaken by a learner must be recorded using one of the designated learning aim reference codes from LARS. If the learning aim is not listed on LARS then please notify the Service Desk. The learning aim reference recorded in this field must be finalised and confirmed as correct within the funding qualifying start period. ESOL learning aims are not subject to finalisation during this time period but providers should endeavour to agree as soon as possible after a learner starts, what level of ESOL qualification the learner is working towards. No changes are permitted to the data in this field after this time period apart from to correct data entered in error. <p>14-19 Diplomas</p> <ul style="list-style-type: none"> Learners undertaking 14-19 diplomas should use the learning aim reference from LARS for the diploma qualification being undertaken. Where the learner has not been registered with a diploma awarding body at the outset of the diploma programme, a generic programme aim class code from Appendix H should be used. This should be replaced by the actual diploma learning aim reference once this is known. The correct learning aim reference for the diploma qualification must always be recorded before a diploma achievement is recorded. <p>Proxy learning aims</p> <ul style="list-style-type: none"> If the learning aim code has been accredited by the awarding organisation and is awaiting approval for funding but is not yet available on LARS, then providers should enter the nearest equivalent aim (in terms of type of provision and funding rate) and indicate in the Learning Delivery Funding and Monitoring fields using code LDM118 that the learning aim reference recorded here is being used as a proxy for the actual learning aim that is being undertaken. Once the actual learning aim reference is available from LARS, providers must update the code recorded in this field and remove code LDM118 from the Learning Delivery Funding and Monitoring fields. In all cases proxy learning aims must be amended (and code LDM118 removed) before the end of the teaching year or before the learner completes or withdraws from the learning aim. | | | |

Learning delivery

- There is no guarantee that aims that are accredited will become approved for funding and so providers should use proxy learning aims with caution.

| Validation rules | | | |
|--------------------------------|--|-------|--------|
| 1 | The learning aim reference must be a valid entry on LARS | Error | |
| 3, 5, 36, | If the Learning aim started before 1 August 2011, the Learning aim reference must exist in the validity details table on LARS | Error | |
| 9-12, 37, 42, 45, 46 | If the learning aim started on or after 1 August 2011, the Learning start date of the aim must be between the validity start date and end date on LARS for this learning aim | Error | |
| 16-19, 38, 43, 47, 48 | If the Learning aim started on or after 1 August 2013, the Learning aim reference must be valid for a new start on LARS | Error | |
| 23-26, 39, 44, 49, 50 | The validity end date on LARS for this Learning aim reference must be after the end of the previous teaching year if entered | Error | |
| 29 | The Learning aim references XESF0001 and ZESF0001 must not be used except for ESF funded learning aims | Error | |
| 30 | If the aim is a programme aim, the Learning aim reference must be 'ZPROG001' or a Diploma (14-19) qualification or a generic diploma programme aim code | Error | |
| 31 | If the aim is a programme aim and the programme type is 14-19 Diploma, the Learning aim reference must not be 'ZPROG001' | Error | |
| 40 | If the learning aim is not a programme aim, the Learning aim reference must not be 'ZPROG001' or a Diploma (14-19) qualification or a generic diploma programme aim code | Error | |
| 51 | If a learning aim is recorded on LARS with a Unemployed only indicator, the learner must be recorded in the ILR with a benefit status indicator of JSA, ESA (WRAG) or Universal Credit mandated to training or LDM328 or is OLASS funded | Error | Change |
| 52 | If a learning aim is Adult Skills funded and is not part of a Traineeship, the Work experience/placement learning aim reference codes must not be used | Error | New |
| Change management notes | | | |
| | | | |

| Aim type | | | |
|---|--|---------------------|--------|
| Definition | The type of aim recorded | | |
| Reason required | To differentiate between programme aims, EFA funded core aims, component learning aims within a programme and learning aims that are not part of a designated programme (as defined in the Programme type field) | | |
| Schema definitions | | | |
| XML element name | AimType | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| 1 | Programme aim | | |
| 3 | Component learning aim within a programme | | |
| 4 | Learning aim that is not part of a programme | | |
| 5 | Core aim – EFA funded learning aims only | | |
| Notes | Core | N | |
| <p>Apprenticeship programmes</p> <ul style="list-style-type: none"> All Apprenticeship programmes must have a programme aim with an Aim Type of code 1. Code 3, Component learning aim within a programme, should be used for all learning aims within an Apprenticeship programme such as the competency based element, knowledge based element and functional skills learning aims. Details of whether a qualification is the competency or knowledge element of an Apprenticeship framework are held in LARS. There should only be one competency based aim at any one time in an Apprenticeship programme. <p>Traineeship programmes</p> <ul style="list-style-type: none"> From 2014 to 2015, all Traineeship programmes must have a programme aim with an Aim Type of code 1. A programme aim record must be added for all Traineeships that are continuing from 2013 to 2014. Code 3, Component learning aim within a programme, must be used for all learning aims within a Traineeship programme, unless it is a core aim. If the programme is EFA funded, one learning aim will need to be identified as a core aim using code 5, Core aim. Learning aims that are part of Traineeship programme that started in 2013 to 2014 must be changed from Aim type code 4 to Aim type 3 (or 5 if applicable). Refer to the Provider support manual for more information about recording Traineeships for continuing learners from 2013 to 2014. <p>14-19 Diploma programmes</p> <ul style="list-style-type: none"> Code 3 Component learning aim within a programme, should be used within other programmes, such as Diplomas. | | | |

Learning delivery

- Code 5, Core aim, will need to be used for one learning aim within EFA funded Diplomas. This will need to be applied to all continuing learners. The core aim should be recorded as per the guidance set out below. The programme aim cannot be recorded as the core aim.

Other EFA funded programmes (not Traineeships or 14-19 Diplomas)

- All EFA funded study programmes must have a core aim. This is recorded using Aim type code 5. The core aim is the substantive learning aim being undertaken in a student's programme of study. Please refer to the EFA funding documentation for further information about the core aim.
- Learning aims that are not part of a Traineeship or 14-19 Diploma programme are recorded using Aim type code 4.
- A programme aim is not recorded for an EFA funded study programme unless it is a Traineeship or 14-19 Diploma.
- For academic study programmes, if the learner's qualifications are of the same size, for example 3 A levels, the provider must assign one of these qualifications as the core aim.
- Should a learner withdraw from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner's study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.
- For academic study programmes where all aims within the programme are of equal size there is no requirement to select another core aim should a learner withdraw from the original core aim. Please refer to the EFA funding documentation for a definition of academic and vocational programmes.
- It is expected that providers will be able to identify the substantive learning aim for the learner at the start of their study programme. If the core aim is unknown by the end of the funding qualifying period, then another aim should be designated as core until the substantive learning aim is decided upon and recorded. The Aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year.

Validation rules

| | | | |
|-----|--|-------|--|
| 1 | The Aim type must be a valid entry as specified above | Error | |
| 5 | If the learning aim is not EFA funded, the Aim type must not be code 5 | Error | |
| R58 | If any of the learning aims is 16-19 EFA funded, there must be only one 'Core aim' at any one time | Error | |
| R63 | There must be at least one 'Core aim' for an 16-19 EFA funded learner | Error | |

Change management notes

| | | | |
|----|---|--|--|
| V3 | <ul style="list-style-type: none"> • Additional guidance added | | |
|----|---|--|--|

| Aim sequence number | | | |
|---|---|---------------------|-------------|
| Definition | The sequence number of the learning aim | | |
| Reason required | Internal validation and integrity checks | | |
| Schema definitions | | | |
| XML element name | AimSeqNumber | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| 1-98 | | | |
| Notes | | | Core |
| <ul style="list-style-type: none"> The learning aim sequence number in this field must be in the range 1 to 98 and is used to identify learning aims where more than one learning aim is undertaken. Each learning aim undertaken by the learner should be numbered consecutively from 1. | | | Y |
| Validation rules | | | |
| 2 | The Aim sequence number must not be greater than the count of learning aims | Error | |
| Change management notes | | | |
| | | | |

Learning delivery

[back to field listing](#)

| Learning start date | | | |
|---|--|---------------------|-------------|
| Definition | The date on which learning for the learning aim began (accurate to within a week) | | |
| Reason required | To monitor the length of time taken to complete learning activities and to inform the funding calculations | | |
| Schema definitions | | | |
| XML element name | LearnStartDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries (Schema check) | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> 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 learning start date must remain the same between teaching years as it is used in success rates to match data from one year to the next. 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. In the case of open learning or distance learning the date on which the first course material is sent or presented to the learner should be recorded. In the case of accreditation of prior experience and learning the start date would be the date on which the accreditation process started. | | | |
| Validation rules | | | |
| 2 | The Learning start date must not be more than 10 years ago | Error | |
| 3 | If the learning aim is not part of an Apprenticeship, the Learning start date must not be after the current teaching year | Error | |
| 5 | The Learning start date must be after the learner's Date of birth | Error | |
| 6-7 | If the programme aim or learning aim is part of an Apprenticeship, not including Apprenticeship Trailblazers, the Learning start date of the programme must not be after the 'Effective to' date in the Framework and Framework aims tables in LARS, if the learner is a new start | Error | Change |
| 9-10 | If the programme aim or learning aim is part of a 14-19 Diploma programme, the Learning start date of the programme must not be after the 'Effective to' date in the Framework and Framework aims tables in LARS, if the learner is a new start | Error | |
| 12 | If the learning aim is part of an Apprenticeship, the Learning start date must not be more than one teaching year in the future | Error | |
| Change management notes | | | |
| | | | |

Learning delivery

[back to field listing](#)

| Original learning start date | | | |
|--|--|---|---------|
| Definition | The date on which the learner first started the learning aim | | |
| Reason required | To enable the funding calculations to fund the learning aim at the original rate | | |
| Schema definitions | | | |
| XML element name | OrigLearnStartDate | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) and Other Skills Funding Agency funding (FundModel 81) aims where applicable | |
| | Not collected for: | Community Learning (FundModel 10) and ESF (FundModel 70) aims | |
| Non funded | Collected for aims financed by a 24+ Advanced Learning Loan where applicable | | |
| Valid entries (Schema check) | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field should be used to collect the original learning start date if the learner has had a break in learning. It should be completed on the new learning aim record that is added when the learner returns from their break in learning. This only applied to breaks in learning that took place from 1 August 2013. This data will be used by the Skills Funding Agency to fund the learning aim at the same rate for the duration of the learning aim. Providers should refer to the funding documentation for details of other circumstances when learning aims will be funded at the original funding rate and whether this field should be completed. | | | |
| Validation rules | | | |
| 1 | If the learning aim is funded by Funding model 35, 81 or 99 and the Original learning start date is returned, it must not be more than 10 years before the Learning start date | Error | |
| 2 | If the learning aim is funded by Funding model 35, 81 or 99 and the Original learning start date is returned, it must be before the Learning start date | Error | |
| 3 | If the learning aim is funded by Funding model 10, 25, 70 or 82, the Original learning start date must not be returned | Error | |
| 4 | If the learning aim is funded by Funding model 35, 81 or 99 and the Original learning start date is returned, there must be a Restart indicator | Error | |
| 5-10 | If Original learning start date is returned, the Original learning start date must be between the validity start date and end date on LARS for this learning aim | Error | |
| Change management notes | | | |
| | | | |

Learning delivery

[back to field listing](#)

| Learning planned end date | | | |
|--|---|---------------------|---------|
| Definition | The date by which the provider and learner plan to complete the learning related to this learning aim | | |
| Reason required | To calculate expected learning delivery periods and to calculate funding | | |
| Schema definitions | | | |
| XML element name | LearnPlanEndDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | Core | Y | |
| <ul style="list-style-type: none"> The planned end date of the learning aim must be entered in this field at the start of the learning aim. This should remain constant and must not be changed. It is not expected to be a rolling date subject to changes. The planned end date must remain the same between teaching years as it is used in success rates to match data from one year to the next. If a learner continues their study beyond the date planned at the start of the learning aim, this should be reflected in the learning actual end date field and the learning planned end date must remain unchanged. 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 documentation for further information. | | | |
| Validation rules | | | |
| 2 | The Learning planned end date must not be before the Learning start date | Error | |
| 3 | The Learning planned end date must be less than 10 years after the Learning start date | Error | |
| 4 | The Learning planned end date should not be 3 years or more after the end of the current teaching year. | Warning | |
| Change management notes | | | |
| | | | |

| Funding model | | | |
|---|---|---------------------|-------------|
| Definition | Identifies the funding model to be applied when calculating funding for this learning aim | | |
| Reason required | To calculate funding for this learning aim | | |
| Schema definitions | | | |
| XML element name | FundModel | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| 10 | Community Learning | | |
| 25 | 16-19 EFA funding | | |
| 35 | Adult Skills Budget funding | | |
| 70 | ESF funded (co-financed by the Skills Funding Agency) | | |
| 81 | Other Skills Funding Agency funding | | |
| 82 | Other EFA funding | | |
| 99 | No Skills Funding Agency or EFA funding for this learning aim | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> The provider must indicate in this field the funding model which applies to the programme aim or learning aim. This field only identifies the funding model being used to fund the learning aim and does not identify who the funding has been received from. To identify which agency is funding the learning aim, the Source of funding in the Learning Delivery Funding and Monitoring fields, must also be completed. For further details of learner eligibility for funding, refer to the funding documentation. Once a provider has identified the Funding model, including 'No Skills Funding Agency or EFA funding for this learning aim', it must not be changed other than to correct a mistake. | | | |
| 16-19 EFA funding model | | | |
| <ul style="list-style-type: none"> All learning aims undertaken as part of a 16-19 study programme, including 16-19 Traineeship programmes, must be recorded using code 25, 16-19 EFA funding. Learners aged 19 to 24 with a Learning Difficulty Assessment (LDA) or Education Health Care plan are funded by the EFA and should be recorded using code 25, 16-19 EFA funding. This does not apply to learners undertaking an Apprenticeship programme, they are funded using Funding model 35, Adult Skills Budget and funded by the Skills Funding Agency. | | | |
| Adult Skills Budget funding model | | | |
| <ul style="list-style-type: none"> This funding model should be used for all classroom learning, workplace learning and OLASS provision. 16-18 Apprenticeships are also funded through the Adult Skills Budget funding model. OLASS provision where the learner is aged 18 or over and in custody should be recorded using code 35. | | | |
| Community Learning funding | | | |
| <ul style="list-style-type: none"> If code 10 is used then the type of Community Learning activity being undertaken must be identified in the Learning Delivery Funding and Monitoring fields. | | | |

Learning delivery

Other Skills Funding Agency/EFA funding models

- Code 81 should be used for all other Skills Funding Agency provision which is not funded by the Adult Skills Budget funding model or ESF or Community Learning funded.
- Code 82 should be used for OLASS provision where the learner is aged between 15 and 17 in a youth offender institute.
- All learning aims starting on or after 1 August 2013 delivered through funding models 81 and 82 should be identified using a Learning Delivery Monitoring code. Providers will be informed which code to use by the funding agency.

Non funded learning aims

- Code 99, should be used for all learning aims that are not funded by the Skills Funding Agency or EFA. This includes learning aims where the full cost is paid for by the learner or their employer. It also includes learning aims delivered on behalf of another provider (which may be directly in receipt of Skills Funding Agency or EFA funding for them), that is learning aims that are sub-contracted in to the provider.
- Learning aims financed by a 24+ Advanced Learning Loan must be recorded using code 99, no Skills Funding Agency funding or EFA funding, in this field and in the Learning Delivery Funding and Monitoring fields using code ADL1.
- ILR records for learning aims that are not funded by the Skills Funding Agency or EFA should be sent in the following circumstances:
 - delivered by an FE college
 - Apprenticeships delivered by private training providers where delivered within the terms of a Skills Funding Agency/NAS contract or in other cases are sent on a voluntary basis
 - financed by a 24+ Advanced Learning Loan.

See the Provider support manual for further information about recording non-funded activity.

Validation rules

| | | | |
|---|--|-------|-----|
| 1 | The Funding model must be a valid entry as specified above | Error | |
| 3 | The Funding model must be 'Not funded by EFA or Skills Funding Agency' if the learning aim is financed by a 24+ Advanced Learning Loan | Error | |
| 4 | If the learning aim is part of an Apprenticeship, the Funding model must not be 'EFA funding'. | Error | New |

Change management notes

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|--|--|--|--|
| | | | |
|--|--|--|--|

Learning delivery

[back to field listing](#)

| Programme type | | | |
|--|-----------------------------------|---|-------------------------------|
| Definition | | The type of programme which the learner is undertaking | |
| Reason required | | To monitor types of programme being undertaken | |
| Schema definitions | | | |
| XML element name | ProgType | Mandatory | N |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and Non funded | Collected for: | All aims which are part of an Apprenticeship, Traineeship , Apprenticeship Trailblazer or a 14-19 Diploma programme | |
| | Not collected for: | All aims which are NOT part of an Apprenticeship, Traineeship or a 14-19 Diploma programme | |
| Valid entries | | | |
| | | | Valid for starts until |
| 2 | Advanced-level Apprenticeship | | |
| 3 | Intermediate-level Apprenticeship | | |
| 10 | Higher Apprenticeship | | 31/7/2011 |
| 15 | Diploma – level 1 (foundation) | | 31/7/2014 |
| 16 | Diploma – level 2 (higher) | | 31/7/2014 |
| 17 | Diploma – level 3 (progression) | | 31/7/2014 |
| 18 | Diploma – level 3 (advanced) | | 31/7/2014 |
| 20 | Higher Apprenticeship – level 4 | | |
| 21 | Higher Apprenticeship – level 5 | | |
| 22 | Higher Apprenticeship – level 6 | | |
| 23 | Higher Apprenticeship – level 7+ | | |
| 24 | Traineeship | | |
| 25 | Apprenticeship Trailblazer | | |
| Notes | | | Core N |
| <p>Traineeship programmes</p> <ul style="list-style-type: none"> From 2014 to 2015, Traineeship programmes must be returned with a programme aim record. The programme aim and component learning aims must have a Programme type of code 24. The Learning Delivery Monitoring code (LDM323) that was used in 2013 to 2014 for Traineeship programmes must not be used for new Traineeship programmes that start in 2014 to 2015. Code LDM 323 should be retained on learning aim records that started in 2013 to 2014 and were part of a Traineeship programme. Refer to the Provider support manual for more information about recording Traineeships for continuing learners from 2013 to 2014. This field is not required if the learning aims are not part of an Apprenticeship, Traineeship or 14-19 Diploma programme. | | | |

Learning delivery

| Validation rules | | | |
|-------------------------|--|-------|-----|
| 1 | If the learning aim is part of a programme, the Programme type must be returned | Error | |
| 2 | If the learning aim is not part of a programme, the Programme type must not be returned | Error | |
| 3, 4 | If returned, the Programme type must be a valid entry as specified above | Error | |
| 5 | If the learning aim is part of a Traineeship programme and recorded with LDM323 in the Learning Delivery Funding and Monitoring fields, the Programme type must be 'Traineeship' | Error | New |
| 6 | If the learning aim is not Other Skills Funding Agency funded, the Apprenticeship Trailblazer programme type must not be used | Error | New |
| R30 | There must be a programme aim recorded for all programmes listed in this field | Error | |
| R31 | A programme must have at least one component learning aim within it | Error | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> New Programme type code added to Apprenticeship Trailblazers Valid to dates added for Diplomas | | |
| V3.1 | <ul style="list-style-type: none"> New validation rule added | | |

| Framework code | | | |
|---|--|---|--------|
| Definition | The framework code for the type of learning being undertaken | | |
| Reason required | For all programmes to identify the framework. | | |
| Schema definitions | | | |
| XML element name | FworkCode | Mandatory | N |
| Field length | 3 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and Non funded | Collected for: | Aims which are part of an Apprenticeship or a 14-19 Diploma programme | |
| | Not collected for: | Aims which are NOT part of an Apprenticeship, 14-19 Diploma programme. Aims that are part of an Apprenticeship Trailblazer | |
| Valid entries | | | |
| A valid entry from the framework code list which can be found on LARS | | | |
| Notes | | Core | Y |
| <p>14-19 Diplomas</p> <ul style="list-style-type: none"> The framework code to identify the diploma line of learning must be entered in this field. <p>Apprenticeships</p> <ul style="list-style-type: none"> The framework code records the sector framework of the Apprenticeship programme The framework code is not recorded for Apprenticeship Trailblazers <p>Traineeship programmes</p> <ul style="list-style-type: none"> The framework code is not recorded for Traineeship programmes. | | | |
| Validation rules | | | |
| 1 | The Framework code must be returned for all aims that are part of an Apprenticeship (not including Apprenticeship Trailblazers or 16-19 Diploma programme | Error | Change |
| 2 | If the learning aim is not part of a programme, or aims that are part of a Traineeship or Apprenticeship Trailblazer, the Framework code must not be returned | Error | Change |
| 5 | If the learning aim is part of an Apprenticeship programme (not including Apprenticeship Trailblazers), the Framework code must be a valid lookup in the Framework aims table in LARS for the Programme type and Apprenticeship pathway code | Error | Change |
| 6 | If the learner is undertaking a 14-19 Diploma programme, the Framework code must be a valid lookup in the Frameworks table in LARS for this Programme type | Error | |
| R29 | The Framework code entered must be the same for the programme aim and all other learning aims within that programme | Error | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Additional guidance added for Apprenticeship Trailblazers | | |

| Apprenticeship pathway | | | |
|--|--|--|-------------|
| Definition | | The pathway of the Apprenticeship framework being undertaken | |
| Reason required | | To track multiple pathways within a framework which identify different types of employment/job roles | |
| Schema definitions | | | |
| XML element name | PwayCode | Mandatory | N |
| Field length | 3 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and Non funded | Collected for: | Aims which are part of an Apprenticeship (ProgType=2, 3, 10, 20-23) | |
| | Not collected for: | Aims which are NOT part of an Apprenticeship. Aims that are part of an Apprenticeship Trailblazer | |
| Valid entries | | | |
| A valid entry from the pathway list for the framework which can be found on LARS | | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> This data is not recorded for 14-19 Diplomas or Traineeship programmes. The Apprenticeship pathway is not recorded for Apprenticeship Trailblazers. The Apprenticeship pathway must be recorded on all aims within an Apprenticeship programme, including the programme aim. The Framework pathway code listed in LARS must be recorded in this field and it must match the pathway code listed in LARS. Providers should consult the Provider Support manual for details of how to record Apprenticeship pathway changes in the ILR. The Apprenticeship pathway code of 0 is valid only for continuing learners already recorded with 0. | | | |
| Validation rules | | | |
| 1 | If the learner is undertaking an Apprenticeship programme (not including Apprenticeship Trailblazers), the Apprenticeship pathway code must be a valid lookup in the Frameworks table in LARS for this Framework code and Programme type | Error | Change |
| 2 | If the learning aim is not part of an Apprenticeship programme or is part of an Apprenticeship Trailblazers programme, the Apprenticeship pathway must not be returned | Error | Change |
| 3 | If the learning aim is part of an Apprenticeship programme (not including Apprenticeship Trailblazers), the Apprenticeship pathway must be returned | Error | Change |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Additional guidance added for Apprenticeship Trailblazers | | |

| Subcontracted or partnership UKPRN | | | |
|--|---|--|--------|
| Definition | The UKPRN of the partner provider which is delivering this learning aim | | |
| Reason required | To monitor delivery of learning. To support local planning | | |
| Schema definitions | | | |
| XML element name | PartnerUKPRN | Mandatory | N |
| Field length | 8 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and non funded | Collected for: | All aims recorded with an AimType = 3, 4 or 5 where applicable | |
| | Not collected for: | All aims recorded with an AimType = 1 | |
| Valid entries | | | |
| A valid UKPRN as defined in the UK Register of Learning Providers (UKRLP) is 8 digits in the format 10000000 – 99999999, which can be found at www.ukrlp.co.uk . | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field must be completed if any proportion of the learning aim is delivered by a partner provider. If the learning aim is subcontracted to more than one provider then the one who delivers the greatest proportion of the aim should be recorded. If the training is sub-contracted more than once (subject to approval by the funding agency) then the UKPRN of the provider which is actually delivering the training should be recorded. In 2013 to 2014, this field was not recorded for EFA funded learners. For 2014 to 2015 this field must be returned for learning aims funded by the EFA, if applicable. This applies to continuing learning aims from 2013 to 2014. | | | |
| Validation rules | | | |
| 1 | If this field is returned, it must be a valid lookup on the UKPRN table | Error | |
| 2 | If the learning aim a programme aim, this field must not be returned | Error | Change |
| Change management notes | | | |
| | | | |

| Delivery location postcode | | | |
|---|--|---------------------|------------------|
| Definition | The postcode of the address at which the learning is delivered | | |
| Reason required | To monitor delivery of learning and to calculate the area cost factor funding for Adult Skills Budget provision. To support local planning. To monitor delivery of national contracts. To calculate minimum levels of performance. To allow analysis of Community Learning provision for Area Reviews, consistent with other provision | | |
| Schema definitions | | | |
| XML element name | DelLocPostCode | Mandatory | N |
| Field length | 8 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| A valid postcode (see Appendix C) which must be in upper case. | | | |
| Notes | Core | N | |
| <ul style="list-style-type: none"> Where delivery is at more than one location record 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 9ZZ. Where the delivery point is a building site without a postcode the local provider's postcode should be used. This should be the delivery location at start. There is no requirement for providers to update this information if the learner's delivery location changes. For learners in custody this must record the prison postcode at which the learning is delivered. The prison postcode must be taken from the OLASS approved list. | | | |
| Validation rules | | | |
| 3 | If the learning aim is not OLASS funded, the Delivery location postcode should be a valid postcode on the list of complete UK postcodes table or be ZZ99 9ZZ. | Warning (Hub only) | |
| 10 | If the learning aim is OLASS funded, the Delivery location postcode must be a valid postcode on the Organisation Directory | Error (Hub only) | |
| 11 | The Delivery location postcode must conform to the valid postcode format. | Error | New |
| Change management notes | | | |
| | | | |

| Funding adjustment for prior learning | | | |
|--|--|--|-------------|
| Definition | The proportion of this learning aim still to be delivered | | |
| Reason required | To allow correct calculation of funding for learners who are not entitled to full funding for the learning aim | | |
| Schema definitions | | | |
| XML element name | PriorLearnFundAdj | Mandatory | N |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) aims recorded with an AimType = 3 or 4 and Other Skills Funding Agency funding (FundModel 81) aims where applicable | |
| | Not collected for: | Adult Skills Budget aims recorded with an AimType = 1, Community Learning (FundModel 10) and ESF (FundModel 70) aims | |
| Non funded | Collected for: | Collected for aims recorded with an AimType = 3 or 4 and financed by a 24+ Advanced Learning Loan where applicable | |
| | Not collected for: | Aims recorded with an AimType = 1 and financed by a 24+ Advanced Learning Loan and aims not financed by a 24+ Advanced Learning Loan | |
| Valid entries | | | |
| Two digit number in range 0 to 99 | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For 2014 to 2015 this field is no longer recorded on the programme aim. This field should be completed with the proportion of this learning aim that is still to be delivered where the learner is not undertaking the full scope of the learning aim because of prior learning. This may occur if the learner has restarted the learning aim after a break in learning or has transferred from another provider or contract and will include both accreditation of prior learning (APL) and recognition of prior learning (RPL). Further guidance on recording restarts and transfers is given in the Provider Support manual. The value recorded in this field will be used to adjust the funding paid to the provider for the delivery of this learning aim. If you are delivering all of the learning for this aim and no adjustment to funding is required, this field must not be returned For a learner that has taken a break in learning or transferred from another provider, as recorded as a restart (RES) in the Learning Delivery Funding and Monitoring fields, you must record the percentage difference between the original planned duration and the proportion of that time that they have already been in learning. The funding adjustment is applied to the monthly instalments but not to the achievement element. For a learner that starts a learning aim with prior learning and is not a restart, in other words they do not need to undertake the full scope of the learning, you must record the percentage of learning left to undertake. This calculation is at your discretion and you must retain evidence of the calculation for audit. It could, for example, be based upon the percentage of credits left to deliver, time left to deliver or learning left to deliver. The funding adjustment is applied to the monthly instalments and to the achievement element. | | | |

Learning delivery

- This field must not be used to vary the funding rate claimed. Any other funding adjustments advised by the Skills Funding Agency, should be entered in the Other funding adjustment field.

Validation rules

| | | | |
|---|--|---------|--|
| 1 | If the learning aim is EFA, Community Learning or ESF funded or is not financed by a 24+ Advanced Learning Loan, the Funding adjustment for prior learning must not be returned. | Error | |
| 2 | The Funding adjustment for prior learning should be returned if the learning aim is a restart. | Warning | |

Change management notes

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|--|--|

| Other funding adjustment | | | |
|--|---|---|-----------------|
| Definition | | The factor used to adjust the funding to which the learner is entitled for this aim | |
| Reason required | | To adjust funding for this learning aim in specific circumstances as instructed by the Skills Funding Agency | |
| Schema definitions | | | |
| XML element name | OtherFundAdj | Mandatory | N |
| Field length | 3 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | | Learning Delivery | |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget (FundModel 35) aims recorded with an AimType = 3 or 4 and Other Skills Funding Agency funding (FundModel 81) where applicable | |
| | Not collected for: | Adult Skills Budget aims recorded with an AimType = 1, Community Learning (FundModel 10) and ESF (FundModel 70) | |
| Non funded | | Collected for aims recorded with an AimType = 3 or 4 and financed by a 24+ Advanced Learning Loan where applicable | |
| Valid entries | | | |
| Three digit number in range 0 to 999 | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> For 2014 to 2015 this field is no longer recorded on the programme aim. If no adjustment to the funding of this learning aim is required, this field must not be returned. This field should only be completed with the amount required to increase or decrease the funding for this learning aim, for reasons other than prior learning, if requested by the Skills Funding Agency. The Skills Funding Agency will inform providers of the factor to be used in this field if required. | | | |
| Validation rules | | | |
| 1 | If the learning aim is EFA, Community Learning, ESF or non-funded, the Other funding adjustment must not be returned. | | Error |
| Change management notes | | | |
| | | | |

Learning delivery

[back to field listing](#)

| ESF agreement ID | | | |
|--|--|--|------------------|
| Definition | The reference number, assigned by government office, indicating the priority level activity being undertaken | | |
| Reason required | To identify the ESF funded activity for contract management and reporting purposes. | | |
| Schema definitions | | | |
| XML element name | ESFProjDosNumber | Mandatory | N |
| Field length | 9 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | ESF (FundModel 70) | |
| | Not collected for: | Adult Skills Budget (FundModel 35), Community Learning (FundModel 10) and Other Skills Funding Agency funding (FundModel 81) | |
| Non funded | Not collected | | |
| Valid entries | | | |
| AABBBBCDDE, where | | | |
| AA | is the year, either, 07, 08, 09 or 10 -15 | | |
| BB | is a three digit number | | |
| B | | | |
| C | is the letter 'L' | | |
| DD | is the region, either EA, LN, EM, NE, NW, SE, SW, WM, YH, ME, SY or CO | | |
| E | is the priority, either 1, 2, 3, 4, 5 or 6 | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For further guidance please contact your relationship team. If there is an ESF funded learning aim within an Apprenticeship programme, this field does need to be returned. | | | |
| Validation rules | | | |
| 1, 2 | The ESF agreement ID must be returned for all learning aims as specified above. | Error | |
| 3 | The ESF agreement ID must be a valid number as specified above | Error | New |
| Change management notes | | | |
| | | | |

| ESF local project number | | | | |
|---|---|--|-------------|---|
| Definition | The reference number, assigned by the Skills Funding Agency, allows tracking of the type of activity ESF is delivering – 14-19 NEET or workplace learning | | | |
| Reason required | To identify the ESF funded activity for contract management and reporting purposes | | | |
| Schema definitions | | | | |
| XML element name | ESFLocProjNumber | Mandatory | N | |
| Field length | 3 | Data type | xs:int | |
| Minimum occurrences | 0 | Maximum occurrences | 1 | |
| Part of | Learning Delivery | | | |
| Collection requirements | | | | |
| EFA funded | Not collected | | | |
| Skills Funding Agency funded | Collected for: | ESF (FundModel 70) | | |
| | Not collected for: | Adult Skills Budget (FundModel 35), Community Learning (FundModel 10) and Other Skills Funding Agency funding (FundModel 81) | | |
| Non funded | Not collected | | | |
| Valid entries | | | | |
| Valid number in the range of 1 – 999 | | | | |
| Notes | | | Core | N |
| <ul style="list-style-type: none"> The local project number will be supplied to providers by the relationship team. For further guidance please contact your relationship team. If there is an ESF funded learning aim within an Apprenticeship programme, this field does need to be returned. | | | | |
| Validation rules | | | | |
| 1, 2 | The ESF local project number must be returned for all learning aims as specified above. | | Error | |
| Change management notes | | | | |
| | | | | |

Learning delivery

[back to field listing](#)

| Employment outcome | | | |
|---|--|--|-------------|
| Definition | To indicate where a funded employment outcome is gained | | |
| Reason required | To monitor and fund employment outcomes on programmes which are eligible for such funding | | |
| Schema definitions | | | |
| XML element name | EmpOutcome | Mandatory | N |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget aims and not workplace learning (FundModel 35 and LearnDelFAMType <> WPL), ESF (FundModel 70) and Other Skills Funding Agency (FundModel 81) aims where applicable | |
| | Not collected for: | Community Learning (FundModel 10) and Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType = WPL) | |
| Non funded | Not collected | | |
| Valid entries | | | |
| 1 | Employment outcome (with training) gained on eligible funded programme | | |
| 2 | Employment outcome (without training) gained on eligible funded programme | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For 2014 to 2015, the Employment outcome should be recorded on all aims where applicable. 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 rules for details of eligible programmes and evidence requirements. For 2014 to 2015, a Learner Destination and Progression record must also be returned for learners with an employment status prior to enrolment of 'Not in paid employment, looking for work and available to start work' and who are funded by Funding model 35 or 81, to indicate that the learner has got a job. Job outcome funding will continue to be paid in 2014 to 2015 from the data recorded in this field. | | | |
| Validation rules | | | |
| 1,3 | The Employment outcome must be returned for all learning aims as specified above | Error | |
| 2 | If returned, the Employment outcome must be a valid lookup | Error | Change |
| 4 | If the learning aim is not part of a Traineeship and the Employment outcome is returned, there should be an Employment status record with a Employment monitoring type of BSI where the Date employment status applies is on or before the learning aim start date | Warning | Change |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Additional guidance added | | |

| Completion status | | | |
|---|---|---------------------|-------------|
| Definition | An indication of the degree of completion of the learning activities leading to the learning aim | | |
| Reason required | To monitor the degree of completion of learning activities in the sector. To calculate the retention element of EFA funding | | |
| Schema definitions | | | |
| XML element name | CompStatus | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| 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 | | |
| 6 | Learner has temporarily withdrawn from the aim due to an agreed break in learning | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> Learners who transfer to a new learning aim with the same provider should be recorded using code 3 in this field and the Reason for withdrawal field should be completed with code 40. Further guidance on recording completion can be found in the Provider Support manual. Providers should ensure that the Completion status is updated for learners throughout the year. The final ILR return of the year should be updated with a status of 'withdrawn' for any learners who do not return for a second or subsequent year. <p>Agreed breaks in learning (Skills Funding Agency funded provision only)</p> <ul style="list-style-type: none"> Code 6 should be used in circumstances where the learner is taking an agreed break in learning and is planning to return, for example, for sick leave or maternity leave. When a learner returns from an agreed break in learning, a new learning aim should be created. Where a learner does not return from an agreed break in learning this field should be changed to code 3 – withdrawn. For EFA funded learning aims, breaks in learning are not recorded, for further details refer to the Provider support manual. Further guidance on agreed breaks in learning can be found in the Provider Support manual. | | | |
| Validation rules | | | |
| 1 | The Completion status must be a valid entry as specified above | Error | |
| 2 | If the Learning actual end date is returned, the Completion status must not be code 1 | Error | |
| 3 | If the Learning actual end date is not returned, the Completion status must be code 1 | Error | |
| 4 | If the Outcome is not returned, the Completion status must be code 1 | Error | |
| 5 | If the Completion status is code 1, the Outcome must not be returned | Error | |
| 6 | If the Completion status is code 3, the Outcome must not be 'Achieved' | Error | |
| Change management notes | | | |
| | | | |

| Learning actual end date | | | |
|---|--|---------------------|-------------|
| Definition | The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities, accurate to within a week | | |
| Reason required | To monitor the time taken to complete the learning activities making up the learning aim compared to the expected time. To inform funding calculations, including framework achievements. | | |
| Schema definitions | | | |
| XML element name | LearnActEndDate | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims | | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> This field must be completed for all learning and programme aims once the completion status has been changed from continuing. 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 programme aims, the Learning actual end date of the whole programme must be recorded in this field. | | | |
| Validation rules | | | |
| 1 | If returned, the Learning actual end date must not be before the Learning start date | Error | |
| 2 | If returned, the Learning actual end date should be on or before the end of the current teaching year | Warning | |
| 3 | The Learning actual end date must be before the end of the following teaching year | Error | |
| 4 | If returned, the Learning actual end date must not be after the file preparation date | Error | |
| Change management notes | | | |
| | | | |

| Withdrawal reason | | | |
|---|---|---------------------|-------------|
| Definition | The reason why the learner has withdrawn from the learning aim | | |
| Reason required | For use in performance management and success rates | | |
| Schema definitions | | | |
| XML element name | WithdrawReason | Mandatory | N |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims where Completion status is 'Learner has withdrawn', code 3 | | | |
| Valid entries | | | |
| 2 | Learner has transferred to another provider | | |
| 3 | Learner injury / illness | | |
| 7 | Learner has transferred between providers due to intervention by the Skills Funding Agency | | |
| 28 | OLASS learner withdrawn due to circumstances outside the providers' control | | |
| 29 | Learner has been made redundant | | |
| 40 | Learner has transferred to a new learning aim with the same provider. | | |
| 41 | Learner has transferred to another provider to undertake learning that meets a specific government strategy | | |
| 42 | Academic failure/left in bad standing/not permitted to progress – HE learning aims only | | |
| 43 | Financial reasons | | |
| 44 | Other personal reasons | | |
| 45 | Written off after lapse of time – HE learning aims only | | |
| 46 | Exclusion | | |
| 97 | Other | | |
| 98 | Reason not known | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This field must be completed for all learning aims that have a completion status of withdrawn. Code 28 should be used where the learner has withdrawn due to circumstances outside the providers' control, for example where the learner has moved to another prison. This must only be used for OLASS learners where the offender is in custody, as recorded in the Learner Funding and Monitoring fields using code LDM034, OLASS – Offenders in custody. Code 41 should be used to identify where a learner has transferred to another provider into learning that aligns with a specific government strategy. From 2013 to 2014, this should only be used to identify learners who have transferred onto Apprenticeship provision as inferred in 'Investing in Skills for Sustainable Growth (BIS, Nov 2010)'. The use of code 41 will not be audited, however it will be closely monitored to ensure it is being used appropriately. The Skills Funding Agency intends to exclude this type of transfer from their success rate calculations. Codes 42 and 45 should be used for HE learning aims only. For full guidance about these codes, please refer to the HESA Specification. Learners who withdraw from an EFA funded study programme in order to take up a Traineeship, Supported Internship or Apprenticeship programme must complete a Learner Destination and Progression record for the learner. This data will be used to exclude the learner from the DfE completion and attainment measure. | | | |

Learning delivery

| Validation rules | | | |
|--------------------------------|---|-------|--|
| 2 | If returned, the Withdrawal reason must be a valid entry as specified above | Error | |
| 3 | The Withdrawal reason must be returned if the Completion status is 'Withdrawn' | Error | |
| 4 | The Withdrawal reason must not be returned if the Completion status is 'the learner is continuing', 'the learner has completed' or 'the learner has temporarily withdrawn due to an agreed break in learning' | Error | |
| 5 | The 'OLASS learner withdrawn' codes must only be used for learning aims that OLASS funded | Error | |
| Change management notes | | | |
| | | | |

| Outcome | | | |
|---|--|---------------------|-------------|
| Definition | Indicates whether the learner achieved the learning aim, achieved partially or had no success. | | |
| Reason required | For the purpose of performance indicators and management information and by the Skills Funding Agency to fund achievement | | |
| Schema definitions | | | |
| XML element name | Outcome | Mandatory | N |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims where Actual end date is returned | | | |
| Valid entries | | | |
| 1 | Achieved (non AS-level aims) | | |
| 2 | Partial achievement | | |
| 3 | No achievement | | |
| 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/assessment | | |
| 6 | Achieved but uncashed (AS-levels only) | | |
| 7 | Achieved and cashed (AS-levels only) | | |
| Notes | | | Core |
| | | | Y |
| <ul style="list-style-type: none"> For programme aims, the outcome of the entire programme must be recorded in this field. For all other learning aims this field should be used to record the learning outcome of the learning aim. If the learner has not claimed a certificate from the awarding body for an AS level qualification, this should be recorded as achieved but uncashed. If the learner has claimed a certificate from the awarding body for an AS level qualification, this should be recorded as achieved and cashed. Further guidance on recording completion can be found in the Provider Support manual. | | | |
| Validation rules | | | |
| 1 | If returned, the Outcome must be a valid entry as specified above | Error | |
| 2 | If the Outcome is code 6, or code 7, the learning aim should be an AS level | Warning | |
| 3 | If the learning aim is an AS level then the Outcome must not be code 1, if the Learning actual end date is on or after 1 August 2010 | Error | |
| 4 | If the Achievement date is returned then the Outcome must be code 1 | Error | |
| 5 | If the Outcome is codes 1, 6 or 7, there must be an Actual end date | Error | |
| Change management notes | | | |
| | | | |

| Achievement date | | | |
|---|---|---------------------|-------------|
| Definition | The date the learning aim or programme aim was achieved by the learner | | |
| Reason required | | | |
| Schema definitions | | | |
| XML element name | AchDate | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and non-funded | Not collected | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | | Core |
| <ul style="list-style-type: none"> For years up to and including 2013 to 2014, this data was recorded for all Apprenticeship and Adult Skills Budget workplace learning. For 2014 to 2015 this data is no longer required for funding or success rate purposes and does not need to be returned. The field will be removed in 2015/2016. | | | N |
| Validation rules | | | |
| 1 | The Achievement date must be returned for all learning aims as specified above | Error | |
| 2 | If returned, the Achievement date should be before the current teaching year end date | Warning | |
| 3 | If returned, the Achievement date must not be before the Learning start date | Error | |
| 4 | If the Achievement date is returned, the Learning actual end date must be returned | Error | |
| 5 | If returned, the Achievement date must be on or after the Learning actual end date | Error | |
| 7 | If returned, the Achievement date must not be after the file preparation date | Error | |
| Change management notes | | | |
| | | | |

| Outcome grade | | | |
|--|---|--|------------------|
| Definition | The examination grade awarded to the learner for the learning aim | | |
| Reason required | To allow the calculation of achievement and to enable value added analysis to be carried out | | |
| Schema definitions | | | |
| XML element name | OutGrade | Mandatory | N |
| Field length | 6 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| All funding models and non funded | Collected for: | All aims recorded with an AimType = 3, 4 or 5 where applicable | |
| | Not collected for: | Aims recorded with an AimType = 1 | |
| Valid entries | | | |
| See Appendix Q | | | |
| Notes | Core | N | |
| <ul style="list-style-type: none"> This field should be returned for all learning aims where the grade is meaningful, including all skills for life provision. This data should be included in the final return of the year. 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. | | | |
| Validation rules | | | |
| 1 | If returned, the Outcome grade must be a valid lookup in Appendix Q | Error | |
| 3 | If the learning aim is entry level and counts towards skills for life target, the Outcome grade should be recorded using EL1, EL2 or EL3 if the learning aim is 'Achieved' | Warning | |
| 4 | The Outcome grade must not be returned if the learning aim is '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 is not returned | Error | |
| 5 | If the Outcome grade is 'FL', 'U', 'N', 'X' or 'Y', the learning aim must not be 'Achieved' | Error | |
| 6 | If the Outcome is 'No achievement', the Outcome grade must be FL, U, N, X, Y or not returned | Error | |
| 7 | If the Learning actual end date is on or after 1 August 2014, and the aim is a GCSE, A-level, AS-level or A2 level and the Outcome is 'Achieved' and the Outcome grade has been returned, it must be a valid grade for that qualification | Error | New |
| Change management notes | | | |
| | | | |

| Software supplier aim identifier | | | |
|--|---|---------------------|-------------|
| Definition | System generated globally unique identifier for the learning aim | | |
| Reason required | To enable data included on reports created by FIS and the Hub to be matched back to data in provider MIS. | | |
| Schema definitions | | | |
| XML element name | SWSupAimId | Mandatory | N |
| Field length | 36 | Data type | xs:string |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery | | |
| Collection requirements | | | |
| Collected for all aims where applicable | | | |
| Valid entries | | | |
| 32 character hexadecimal ID or 36 character hexadecimal ID with hyphens that adheres to the universally unique identifier (UUID) standard | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This field is optional and for the use by software suppliers and providers writing their own software to record a unique aim ID for the learning aim. It is expected that this id will be automatically generated by providers' software systems. The GUID generated may or may not include hyphens. For example. 550e8400-e29b-41d4-a716-446655440000. There is no requirement for software suppliers to add or remove hyphens before recording the GUID in this field. Both entries are valid and the id can be recorded with or without hyphen. Any suppliers or providers wishing to use this field for 2014 to 2015 are asked to notify the Data Specification team in the Skills Funding Agency. | | | |
| Validation rules | | | |
| 1 | If returned, the Software supplier aim identifier should adhere to the UUID standard | Warning | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> XML element name revised from SWSupAimID | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

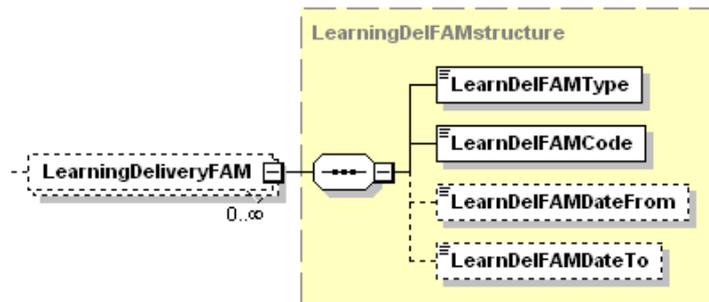
Data collected in the Learning Delivery Funding and Monitoring entity is used to identify additional attributes of the Learning Delivery that will either inform funding of the learner or additional monitoring.

The Learning Delivery Funding and Monitoring entity is only required if any of the FAM type characteristics apply to that learner, please refer to the individual FAM types for collection requirements.

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

If the Learner FAM entity is returned then both the FAM type and code must be recorded.

The Date applies from and Date applies to fields must be used when a Learning Delivery Funding and Monitoring type of Learning support funding (LSF) or 24+ Advanced Learning Loans Bursary Fund (ALB) is recorded. See the guidance notes for each of these FAM types for further details.



Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Learning delivery funding and monitoring type | | | |
|---|---|-----------------------|------------------|
| Definition | The funding or monitoring attribute being recorded | | |
| Reason required | To identify additional funding and/or funding characteristics of the learning delivery | | |
| Schema definitions | | | |
| XML element name | LearnDelFAMType | Mandatory | Y |
| Field length | 3 | Field Type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | Unbounded |
| Part of | Learning Delivery Funding and Monitoring | | |
| Valid entries | | | |
| FAM Type | FAM Type Description | Max no of occurrences | |
| SOF | Source of funding | 1 | |
| FFI | Full or co-funding indicator | 1 | |
| WPL | Workplace learning indicator | 1 | |
| EEF | Eligibility for enhanced Apprenticeship funding | 1 | |
| RES | Restart indicator | 1 | |
| LSF | Learning support funding | Unbounded | |
| ADL | 24+ Advanced Learning Loans indicator | 1 | |
| ALB | 24+ Advanced Learning Loans Bursary fund | Unbounded | |
| ASL | Community Learning provision type | 1 | |
| LDM | Learning delivery monitoring | 4 | |
| SPP | Special projects and pilots | 1 | |
| NSA | National Skills Academy indicator | 1 | |
| WPP | Work programme participation | 1 | |
| POD | Percentage of online delivery | 1 | |
| TBS | Apprenticeship Trailblazer standard | 1 | |
| HEM | HE monitoring | 3 | |
| Validation rules | | | |
| 1 | The Source of funding must be returned as specified in the Collected for table | Error | |
| 2, 22 | The Full or co-funding indicator must be returned as specified in the Collected for table | Error | |
| 3,27 | The Community Learning provision type must be returned as specified in the Collected for table | Error | |
| 4 | If the FAM type is returned, the FAM code must be a valid lookup for that FAM type | Error | |
| 6 | The Learning start date must not be after the 'valid to' date in the FAM code table | Error | |
| 7-9 | The Source of funding must be 105 (Skills Funding Agency) or 107 (EFA) if the learning aim is Agency funded | Error | |
| 14 | If the learning aim is not part of an Skills Funding Agency funded Apprenticeship programme, the Eligibility for enhanced Apprenticeship funding must not be returned | Error | Change |
| 15 | The Learning delivery monitoring code for 'Proxy learning aim' must not be used if the learning aim has ended | Error | |
| 16 | If the file preparation date is after the current teaching year end date, the Learning delivery monitoring code for 'Proxy learning aim' must not be used | Error | |

Learning Delivery Funding and Monitoring (FAM)

| | | | |
|--------------------------------|---|---------|-----|
| 18,20,31 | If there is more than one record for this FAM type the FAM codes must be different | Error | |
| 24 | The HE monitoring FAM Type, code 1, must not be returned if the learning aim started before 1 September 2012 | Error | |
| 30 | The HE monitoring must not be returned unless the Learning Delivery HE entity has been returned | Error | |
| 32,33 | The Workplace indicator must be returned as specified in the Collected for table | Error | |
| 34 | If the learning aim is not Adult skills funded or is a component aim of a Adult skills funded programme (apart from a Traineeship), the Learning support funding must not be returned | Error | |
| 35 | If the learning aim is not funded by Funding model 99 or is a component aim of a programme financed by a 24+ Advanced Learning Loan, the 24+ Advanced Learning Loan indicator must not be returned | Error | |
| 36 | If a 24+ Advanced Learning Loans Bursary funding indicator has been returned, there must be a 24+ Advanced Learning Loans indicator | Error | |
| 38 | If the learning aim is not funded by Funding model 99 or is a component aim of a programme with a 24+ Advanced Learning Loans Bursary fund, the 24+ Advanced Learning Loans Bursary fund indicator must not be returned | Error | |
| 39 | If the learning aim started on or after 1 August 2013, there should be a Learning delivery monitoring or Special project and pilots returned | Warning | |
| 40 | If the learning aim is part of an Apprenticeship programme, the 24+ Advanced Learning Loans indicator must not be returned | Error | |
| 41 | If the learning aim started on or after 1 August 2014 and is Adult Skills funded and not a programme aim or workplace learning, the Percentage of online delivery must be returned | Error | New |
| 42 | If the learning aim is part of an Apprenticeship Trailblazer programme, an Apprenticeship Trailblazer standard must be returned | Error | New |
| 43 | If the learning aim is not part of an Apprenticeship Trailblazer programme, the Apprenticeship Trailblazer standard must not be returned | Error | New |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> New FAM type of TBS added. | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Source of funding | | | | | | | | | | | | | | | | | | |
|---|---|------------------------------|-----------|-------------------|----|------------|----|---|----|------------|----|------------|----|------------|----|------------|----|--|
| Definition | The organisation or source from which funding has been received directly for this learning aim in this teaching year. | | | | | | | | | | | | | | | | | |
| Reason required | To identify the organisation or source from which funds have been received. | | | | | | | | | | | | | | | | | |
| FAM Type | SOF | | | | | | | | | | | | | | | | | |
| Minimum occurrences | 0 | Maximum occurrences 1 | | | | | | | | | | | | | | | | |
| Collection requirements | | | | | | | | | | | | | | | | | | |
| EFA funded | Collected for all aims | | | | | | | | | | | | | | | | | |
| Skills Funding Agency funded | Collected for all aims | | | | | | | | | | | | | | | | | |
| Non funded | Collected for all aims where applicable | | | | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | | | | |
| <p>The Source of funding identifies the organisation which has directly funded the learning aim and that passes funds directly to you. No attempt should be made to use this field to indicate sources beyond the one directly providing the funds.</p> <p>The Source of funding is closely linked to the funding model recorded for an aim. The following table gives an indication of the most likely code combination between the Funding model and Source of funding field.</p> <table border="1"> <thead> <tr> <th>FundModel</th> <th>Source of funding</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>Always 105</td> </tr> <tr> <td>25</td> <td>Usually 107 (see Provider Support manual for further details)</td> </tr> <tr> <td>35</td> <td>Always 105</td> </tr> <tr> <td>70</td> <td>Always 105</td> </tr> <tr> <td>81</td> <td>Always 105</td> </tr> <tr> <td>82</td> <td>Always 107</td> </tr> <tr> <td>99</td> <td>Any code except 105 or 107 if applicable</td> </tr> </tbody> </table> <p>Other sources of funding</p> <ul style="list-style-type: none"> • If the Funding model field is recorded with code 99, No Skills Funding Agency or EFA funding for this learning aim, then this field must not contain codes 105, Skills Funding Agency, or 107, EFA. • Code 108 should be used to record funding from the Skills Funding Agency (for Community Learning) that is paid through local authorities. • If the learning aim is financed by a 24+ Advanced learning loan, this field is not required and must not be returned. • If the learner or employer is paying the full cost of the learning aim, this field is not required and must not be returned. | | | FundModel | Source of funding | 10 | Always 105 | 25 | Usually 107 (see Provider Support manual for further details) | 35 | Always 105 | 70 | Always 105 | 81 | Always 105 | 82 | Always 107 | 99 | Any code except 105 or 107 if applicable |
| FundModel | Source of funding | | | | | | | | | | | | | | | | | |
| 10 | Always 105 | | | | | | | | | | | | | | | | | |
| 25 | Usually 107 (see Provider Support manual for further details) | | | | | | | | | | | | | | | | | |
| 35 | Always 105 | | | | | | | | | | | | | | | | | |
| 70 | Always 105 | | | | | | | | | | | | | | | | | |
| 81 | Always 105 | | | | | | | | | | | | | | | | | |
| 82 | Always 107 | | | | | | | | | | | | | | | | | |
| 99 | Any code except 105 or 107 if applicable | | | | | | | | | | | | | | | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Full or co-funding indicator | | | |
|---|---------------------------|--|------------------------------|
| Definition | | Indicates whether the learning aim is fully funded or co-funded by the Skills Funding Agency | |
| Reason required | | To calculate the funding for the learning aim | |
| FAM type | | FFI | |
| Minimum occurrences | | 0 | Maximum occurrences 1 |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | All Adult Skills Budget (FundModel 35) aims | |
| | Not collected for: | Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) | |
| Non funded | | Not collected | |
| Notes | | | |
| <ul style="list-style-type: none"> This field is not collected for learning aims which are funded by Other Skills Funding Agency funding. Code 1 should be used where the learning aim is fully funded by the Skills Funding Agency directly. Code 2 should be used where the learning aim is co-funded by the Skills Funding Agency. If the learning aim does not attract any funding from the Skills Funding Agency, this must not be returned. | | | |
| Change management notes | | | |
| | | | |

| Workplace learning indicator | | | |
|---|---------------------------|---|------------------------------|
| Definition | | To identify whether the programme or learning aim is classified as workplace learning as defined in the Skills Funding Agency's funding rules | |
| Reason required | | To calculate the funding for the learning aim | |
| FAM type | | WPL | |
| Minimum occurrences | | 0 | Maximum occurrences 1 |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | All Adult Skills Budget (FundModel 35) aims where applicable | |
| | Not collected for: | Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency funding (FundModel 81) | |
| Non funded | | Not collected | |
| Notes | | | |
| <ul style="list-style-type: none"> This should be used to indicate that the learner is undertaking workplace learning as defined in the Skills Funding Agency funding rules. | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Eligibility for enhanced Apprenticeship funding | | |
|---|--|---|
| Definition | To indicate eligibility for enhanced Apprenticeship funding | |
| Reason required | To calculate funding and monitor eligibility for enhanced funding for Apprenticeships. | |
| FAM type | EEF | |
| Minimum occurrences | 0 | Maximum occurrences 1 |
| Collection requirements | | |
| EFA funded | Not collected | |
| Skills Funding Agency funded | Collected for: | Aims which are part of an Apprenticeship programme (FundModel 35 and 81) where applicable |
| | Not collected for: | Aims which are not part of an Apprenticeship programme (FundModel 35 and 81), Community Learning (FundModel 10), ESF (FundModel 70) |
| Non funded | Not collected | |
| Notes | | |
| <ul style="list-style-type: none"> Code 2, Entitlement to 16-18 Apprenticeship funding, should be used where the learner is re-starting a programme on or after their 19th birthday but is entitled to 16-18 funding due to a break in learning. If code 2 is recorded here, then the Full or co-funding indicator must be recorded with code 1, Fully funded (Adult Skills funded Apprenticeship programmes only). If the learner started an Apprenticeship programme aged 18 and then started one of the learning aims within that programme aged 19+, this indicator is not required. Code 3 should be used where the learner is re-starting a programme on or after their 24th birthday but is entitled to 19-23 funding due to a break in learning. If code 3 is recorded here, then the Full or co-funding indicator must be recorded with code 2, Co-funded (Adult Skills funded Apprenticeship programmes only). | | |
| Change management notes | | |
| V3 | <ul style="list-style-type: none"> Collection requirements changed for Apprenticeship Trailblazers. | |
| V3.1 | <ul style="list-style-type: none"> Guidance updated. | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Restart indicator | | |
|---|---|------------------------------|
| Definition | To identify whether the learner has restarted the learning aim | |
| Reason required | Learning aim monitoring | |
| FAM type | RES | |
| Minimum occurrences | 0 | Maximum occurrences 1 |
| Collection requirements | | |
| Collected for all aims where applicable | | |
| Notes | | |
| <ul style="list-style-type: none"> This should be used to indicate that the learner has re-started a learning aim or Apprenticeship programme. It should only be used if the learner has transferred from another provider or has had a break in learning. If the learner has re-started the entire Apprenticeship programme then the re-start indicator should be recorded against the programme aim and all the learning aims within the programme. If only one of the aims within the programme has been re-started then the Restart indicator is only recorded against that aim. Where a learner has already undertaken some of the learning towards an Adult Skills funded or Other Skills Funding Agency funded aim and is restarting it then the Funding adjustment for prior learning field should be used to reduce the amount of funding claimed as applicable. | | |
| Change management notes | | |
| 3.1 | <ul style="list-style-type: none"> Guidance updated | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Learning support funding | | | |
|---|--|--|--------------------------------------|
| Definition | | To identify whether the learner requires learning support funding for this learning aim | |
| Reason required | | To monitor and fund learning support for providers who are paid on actuals. | |
| FAM type | | LSF | |
| Minimum occurrences | | 0 | Maximum occurrences Unbounded |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | <ul style="list-style-type: none"> Adult Skills Budget (FundModel 35) aims recorded with an AimType = 1, 4 and 3 where applicable (see notes below) Other Skills Funding Agency funding (FundModel 81) aims recorded with an AimType = 1 and 4 where applicable. | |
| | Not collected for: | Adult Skills Budget (FundModel 35) aims recorded with an AimType = 3 (unless part of a Traineeship with a closed programme aim), Other Skills Funding Agency funding (FundModel 81) aims, Community Learning (FundModel 10), ESF (FundModel 70) | |
| Non funded | | Not collected | |
| Notes | | | |
| <ul style="list-style-type: none"> This field must be completed by all providers for Adult Skills Budget funded learning aims where learning support funding is being claimed. See the Skills Funding Agency funding rules for further details about learning support funding and evidence requirements. For programmes funded by the Adult Skills Budget funding model, this information is recorded only on the programme aim. If the Traineeship programme aim is closed and there is a continuing component aim, then the Learning support funding must be recorded on the continuing component aim, AimType = 3. See the Traineeship section in the Provider Support manual for further details. In addition to recording this Funding and monitoring type for this learning aim, the Learning Delivery Funding and Monitoring Date applies from and Date applies to fields must also be completed. If the learner's LSF status changes during their learning, a new Learning Delivery Funding and Monitoring record for LSF should be created detailing the date that it applies from and to. The learning aim record remains unchanged. See the Provider Support manual for further details and examples. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Collection requirements revised | | |
| V3 | <ul style="list-style-type: none"> Collection requirements revised and guidance added | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| 24+ Advanced Learning Loans indicator | | | |
|---|--|--|---|
| Definition | To identify whether the learning aim is financed by a 24+ Advanced Learning Loan | | |
| Reason required | Learning aim monitoring | | |
| FAM type | ADL | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Not collected | | |
| Non funded | Collected for: | Aims recorded with AimType = 1 or 4 where applicable | |
| | Not collected for: | Aims recorded with AimType = 3 | |
| Notes | | | |
| <p>24+ Advanced Learning Loan</p> <ul style="list-style-type: none"> This should be used to indicate that the learning aim is financed by a 24+ Advanced Learning Loan. For this learning aim the Funding model field should be completed with 'No Skills Funding Agency or EFA funding', code 99. If the learning aim is sub-contracted out to another provider, the 24+ Advanced Learning Loans indicator should only be returned by the lead provider who receives the funding from the Student Loan Company and not by the provider delivering the provision. | | | |
| Change management notes | | | |
| | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| 24+ Advanced Learning Loans Bursary funding | | | |
|---|---------------------------|--|--------------------------------------|
| Definition | | To identify whether the learner is in receipt of 24+ Advanced Learning Loans Bursary funding for this learning aim | |
| Reason Collected | | To monitor and fund learners for 24+ Advanced Learning Loans Bursary funding | |
| FAM type | | ALB | |
| Minimum occurrences | | 0 | Maximum occurrences unbounded |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | | Not collected | |
| Non funded | Collected for: | Aims financed by a 24+ Advanced Learning Loan (ADL1) recorded with AimType = 1 or 4 where applicable | |
| | Not collected for: | Aims recorded with AimType = 3 | |
| Notes | | | |
| <ul style="list-style-type: none"> See the Skills Funding Agency funding rules for further details. In addition to recording this funding and monitoring type for this learning aim, the Learning Delivery Funding and Monitoring Date applies from and Date applies to fields must also be completed. If the learner's ALB funding band changes during their learning, a new Learning Delivery Funding and Monitoring record for ALB should be created detailing the date that it applies from and to. | | | |
| Change management notes | | | |
| | | | |

| Community Learning provision type | | | |
|-------------------------------------|---------------------------|---|------------------------------|
| Definition | | Identifies the type of Community Learning provision activity being undertaken | |
| Reason required | | To monitor the provision type for learning aims within this sector | |
| FAM type | | ASL | |
| Minimum occurrences | | 0 | Maximum occurrences 1 |
| Collection requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | Community Learning (FundModel 10) | |
| | Not collected for: | Adult Skills Budget (FundModel 35), ESF (FundModel 70) and Other Skills Funding Agency (FundModel 81) | |
| Non funded | | Collected for all aims where Source of funding is Local authority Community Learning funds (SOF108). If the aim is part of a programme, this should only be returned on the programme aim | |
| Notes | | | |
| | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Learning delivery monitoring | | |
|--|--|------------------------------|
| Definition | Indicates participation in programmes or initiatives | |
| Reason required | Learning aim monitoring | |
| FAM type | LDM | |
| Minimum occurrences | 0 | Maximum occurrences 4 |
| Collection requirements | | |
| Collected for all aims where applicable | | |
| Notes | | |
| <ul style="list-style-type: none"> The Learning delivery monitoring codes document is available at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015 . This contains all of the valid codes available for this field, but is not teaching year specific. The 'Valid from' column should be used to determine whether the code is valid for use. Unassigned codes must not be used until they have been authorised for use and such authorisation has been published. The Skills Funding Agency or EFA directorate responsible for running the project or pilot will inform providers involved of the code that should be used. All learning aims starting on or after 1 August 2013 delivered through funding models 81 and 82 should be identified using a Learning Delivery Monitoring code. Providers will be informed which code to use by the funding agency. | | |

| Special projects and pilots | | |
|--|--|------------------------------|
| Definition | Indicates participation in programmes or initiatives | |
| Reason required | Learning aim monitoring | |
| FAM type | SPP | |
| Minimum occurrences | 0 | Maximum occurrences 1 |
| Collection requirements | | |
| Collected for all aims where applicable | | |
| Notes | | |
| <ul style="list-style-type: none"> The Special projects and pilots codes are included on the Learning Delivery Monitoring Codes document available at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015 This contains all of the valid codes available for this field, but is not teaching year specific. The 'Valid from' column should be used to determine whether the code is valid for use. Unassigned codes must not be used until they have been authorised for use and such authorisation has been published. The Skills Funding Agency or EFA directorate responsible for running the project or pilot will inform providers involved of the code that should be used. | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| National Skills Academy indicator | | | |
|---|--|--|---|
| Definition | To identify delivery of learning by a National Skills Academy | | |
| Reason required | To monitor learner numbers and performance of each National Skills Academy | | |
| FAM type | NSA | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | Aims recorded with AimType = 1 or 4 where applicable | |
| | Not collected for: | Aims recorded with AimType = 3 | |
| Non funded | Collected for: | Aims recorded with AimType = 1 or 4 where applicable | |
| | Not collected for: | Aims recorded with AimType = 3 | |
| Notes | | | |
| <ul style="list-style-type: none"> 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 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. | | | |

| Work programme participation | | | |
|---|--|----------------------------|---|
| Definition | Learning aims that are delivered as part of a DWP Work Programme | | |
| Reason required | To monitor numbers of learners undertaking skills training as part of a Work programme. To inform future policy development. | | |
| FAM type | WPP | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection Requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for all learning aims where applicable | | |
| Non funded | Not collected | | |
| Notes | | | |
| <ul style="list-style-type: none"> This should only be completed where the learning aim is delivered as part of a DWP Work Programme contract. | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Percentage of online delivery | | | |
|---|--|--|------------------------------|
| Definition | | The proportion of the curriculum design (scheme of work) delivered by computer mediated activity rather than by a lecturer. This is activity which replaces face to face lecturing time and not time spent on researching information on the web | |
| Reason required | | Policy development and reporting | |
| FAM type | | POD | |
| Minimum occurrences | | 0 | Maximum occurrences 1 |
| Collection Requirements | | | |
| EFA funded | | Not collected | |
| Skills Funding Agency funded | Collected for: | Adult Skills Budget aims recorded with an AimType = 3 and 4 and not workplace learning (FundModel 35 and LearnDelFAMType <> WPL | |
| | Not collected for: | Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType = WPL) and Adult Skills Budget aims recorded with an AimType = 1, ESF (FundModel 70), Other Skills Funding Agency (FundModel 81) and Community Learning (FundModel 10) aims | |
| Non funded | | Not collected | |
| Notes | | | |
| <ul style="list-style-type: none"> This field must be returned for all classroom based learning aims funded through the Adult Skills funding model that start on or after 1 August 2014 See the Provider Support Manual for examples and further details. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Field updated with collection requirements and notes | | |
| V3 | <ul style="list-style-type: none"> Collection requirements for programme aims revised | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Apprenticeship Trailblazer standard | | | |
|---|--|---|---|
| Definition | An identifier to show which Apprenticeship Trailblazer standard the learner is undertaking | | |
| Reason required | Apprenticeship Trailblazer funding and reporting | | |
| FAM type | TBS | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection Requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for: | All aims that are part of an Apprenticeship Trailblazer | |
| | Not collected for: | Aims that are not part of an Apprenticeship Trailblazer | |
| Non funded | Not collected | | |
| Notes | | | |
| <ul style="list-style-type: none"> A list of valid codes for Apprenticeship Trailblazer standards will be published at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015 Unassigned codes must not be used until they have been authorised for use and such authorisation has been published. | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> New Funding and Monitoring Type | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| HE monitoring | | | |
|--|--|----------------------------|---|
| Definition | To identify participation in HE programmes or initiatives. Only applicable to learning aims with a learning delivery HE record | | |
| Reason required | Learning aim monitoring | | |
| FAM type | HEM | | |
| Minimum occurrences | 0 | Maximum occurrences | 3 |
| Collection requirements | | | |
| Collected for all aims where a Learning Delivery HE entity is returned where applicable | | | |
| Notes | | | |
| <p>HE monitoring</p> <ul style="list-style-type: none"> The HE monitoring codes should be used if they apply for aims where a learning delivery HE record is returned. For 2014 to 2015, codes 2 and 4, have been removed and replaced by code 5. Continuing learners from 2013 to 2014 previously recorded using code 2 or 4 should be recoded using code 5. | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Learning delivery funding and monitoring code | | | |
|--|--|--|------------------|
| Definition | | The funding or monitoring attribute being recorded | |
| Reason required | | To identify additional funding and/or funding characteristics of the learning delivery | |
| Schema definitions | | | |
| XML element name | LearnDelFAMCode | Mandatory | Y |
| Field length | 5 | Data type | RestrictedString |
| Part of | Learning Delivery Funding and Monitoring | | |
| Valid entries | | | |
| FAM Type | FAM Code | FAM Code Description | Valid to |
| SOF | 1 | HEFCE | |
| SOF | 105 | Skills Funding Agency | |
| SOF | 107 | Education Funding Agency (EFA) | |
| SOF | 108 | Local authority (Community Learning funds) | |
| SOF | 998 | Other | |
| SOF | 110-120 | Unassigned | |
| FFI | 1 | Fully funded learning aim | |
| FFI | 2 | Co funded learning aim | |
| WPL | 1 | Workplace learning | |
| EEF | 2 | Entitlement to 16 – 18 Apprenticeship funding, where the learner is 19 or over | |
| EEF | 3 | Entitlement to 19-23 Apprenticeship funding, where the learner is 24 or over | |
| RES | 1 | Learning aim restarted | |
| LSF | 1 | Learning support funding | |
| ADL | 1 | Aim is financed by a 24+ Advanced Learning Loan | |
| ALB | 1 | 24+ Advanced Learning Loan Bursary funding – rate 1 | |
| ALB | 2 | 24+ Advanced Learning Loan Bursary funding – rate 2 | |
| ALB | 3 | 24+ Advanced Learning Loan Bursary funding – rate 3 | |
| ASL | 1 | Personal and community development learning | |
| ASL | 2 | Neighbourhood learning in deprived communities | |
| ASL | 3 | Family English Maths and Language | |
| ASL | 4 | Wider family learning | |
| LDM | 001-400 | Learning delivery monitoring codes | |
| SPP | SP001- SP254 | Special projects and pilots | |
| NSA | 1 | Fashion Retail | |
| NSA | 2 | Manufacturing | |
| NSA | 3 | Financial Services | |
| NSA | 4 | Construction | |
| NSA | 5 | Food and Drink Manufacturing | |
| NSA | 6 | Nuclear | |
| NSA | 7 | Process Industries | |
| NSA | 8 | Creative and Cultural | |

Learning Delivery Funding and Monitoring (FAM)

| FAM Type | FAM Code | FAM Code Description | Valid to |
|---|--|--|----------|
| NSA | 9 | Hospitality | |
| NSA | 10 | Sport and Active Leisure | |
| NSA | 11 | Retail | |
| NSA | 12 | Materials, Production and Supply | |
| NSA | 13 | National Enterprise Academy | |
| NSA | 14 | Social Care | |
| NSA | 15 | Information Technology | |
| NSA | 16 | Power | |
| NSA | 17 | Rail Engineering | |
| NSA | 18 | Environmental Technologies | |
| NSA | 19 | Logistics | |
| NSA | 20 | Health | |
| NSA | 21-30 | Unassigned | |
| WPP | 1 | DWP work programme | |
| POD | 1 | 0% | |
| POD | 2 | 1 - 9% | |
| POD | 3 | 10 – 24% | |
| POD | 4 | 25 – 49% | |
| POD | 5 | 50 – 74% | |
| POD | 6 | 75 – 99% | |
| POD | 7 | 100% | |
| TBS | 1-100 | Unassigned | |
| HEM | 1 | Student is funded by HEFCE using the old funding regime (only for learning aims starting on or after 1 September 2012) | |
| HEM | 3 | Student has received an award under the National Scholarship programme for this learning aim | |
| HEM | 5 | Student's qualifications and grades prior to enrolment are included in the student number control exemption list according to HEFCE. | |
| Notes | | | |
| <ul style="list-style-type: none"> Unassigned codes must not be used unless authorised and published. The following HE monitoring codes have been removed for 2014 to 2015: <ul style="list-style-type: none"> 2 - (Student's qualifications prior to enrolment are AAB+ or equivalent according to HEFCE) 4 - (Student's qualifications prior to enrolment are ABB or equivalent according to HEFCE). | | | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Percentage of online delivery (POD) codes added Apprenticeship Trailblazer Standard (TBS) codes added | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Date applies from | | | |
|--|---|-------------|---------|
| Definition | The date the funding and monitoring status is effective from | | |
| Reason required | To calculate funding | | |
| Schema definitions | | | |
| XML element name | LearnDelFAMDateFrom | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Part of | Learning Delivery Funding and Monitoring | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for aims where Learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields | | |
| Non funded | Collected for aims where 24+ Advanced Learning Loans Bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> If the learning aim has a Learning Delivery and Funding and Monitoring type of LSF or ALB recorded, this field must be completed to indicate when this was effective from. | | | |
| Validation rules | | | |
| 1 | If Learning support funding or 24+ Advanced Learning Loans Bursary fund is returned, the Date applies from and the Date applies to must be returned | Error | |
| 2 | If returned, the Date applies from must be on or after the Learning start date of the aim | Error | |
| 3 | If there is no Learning support funding or 24+ Advanced Learning Loans Bursary fund, the Date applies from must not be returned | Error | |
| Change management notes | | | |
| | | | |

Learning Delivery Funding and Monitoring (FAM)

[back to field listing](#)

| Date applies to | | | |
|--|---|-------------|---------|
| Definition | The date the funding and monitoring status is effective to | | |
| Reason required | To calculate funding | | |
| Schema definitions | | | |
| XML element name | LearnDelFAMDateTo | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Part of | Learning Delivery Funding and Monitoring | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for aims where Learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields | | |
| Non funded | Collected for aims where 24+ Advanced Learning Loans Bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> If the learning aim has a Learning Delivery and Funding and Monitoring type of LSF or ALB recorded, this field must be completed to indicate when this will be effective to. If the Learning support funding or Bursary funding is required for the entire duration of the learning aim, this field should be completed with the Learning planned end date. If this changes and the Learning support or Bursary funding is no longer required until the Learning planned end date, then this field should be updated with the new date See the Provider Support Manual for examples and further details. | | | |
| Validation rules | | | |
| 1 | If returned, the Date applies to must be on or after the Date applies from | Error | |
| 2 | If returned, the Date applies to should not be after the Learning planned end date of the aim | Warning | |
| 3 | If returned, the Date applies to must not be after the Learning actual end date of the aim | Error | |
| 4 | If there is no Learning support funding or 24+ Advanced Learning Loans Bursary fund, the Date applies to must not be returned | Error | |
| Change management notes | | | |
| | | | |

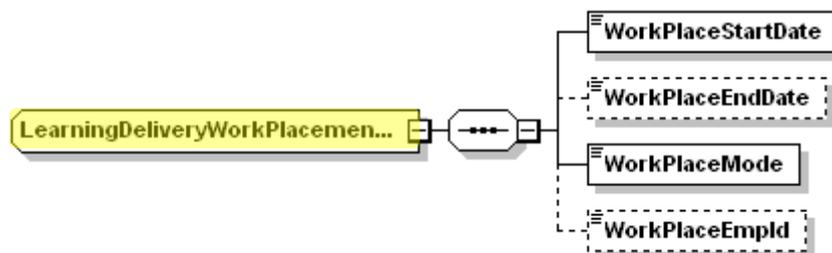
Learning Delivery Work Placement

[back to field listing](#)

The Learning Delivery Work Placement entity is used to collect additional data about a work placement that is being undertaken by a learner as part of a Traineeship or 16-19 study programme.

Data about work placements is collected by recording one of the non regulated learning aims listed in [Appendix H](#). A single learning aim should be recorded to reflect the total planned hours being undertaken by the learner during their study programme.

Each work experience learning aim must have one or more work placement records associated with it. If a learner undertakes multiple work placements during their Traineeship or study programme then separate work placement records will be recorded for each placement. This applies to work placements starting on or after 1 August 2014.



Learning Delivery Work Placement

[back to field listing](#)

| Work placement start date | | | |
|---|--|---------------------|---------|
| Definition | The date the work placement started | | |
| Reason required | Calculation of work placement duration | | |
| Schema definitions | | | |
| XML element name | WorkPlaceStartDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Part of | Learning Delivery Work Placement | | |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all work experience aims | | |
| Skills Funding Agency funded | Collected for all work experience aims | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2014 and is a work experience aim or is a Supported Internship learning aim, a Work Placement record must be returned | Error | |
| 2 | The Work placement start date must be on or after the Learning start date of the learning aim | Error | |
| Change management notes | | | |
| | | | |

Learning Delivery Work Placement

[back to field listing](#)

| Work placement end date | | | |
|---|--|---------------------|---------|
| Definition | The date the work placement ended | | |
| Reason required | Calculation of work placement duration | | |
| Schema definitions | | | |
| XML element name | WorkPlaceEndDate | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Part of | Learning Delivery Work Placement | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all work experience aims | | |
| Skills Funding Agency funded | Collected for all work experience aims | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field should record the actual end date of the work placement. | | | |
| Validation rules | | | |
| 1 | If returned, the Work placement end date must be on or after the Work placement start date | Error | |
| 2 | If returned, the Work placement end date must be on or before the Learning actual end date | Error | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> Guidance notes added | | |

Learning Delivery Work Placement

[back to field listing](#)

| Work placement mode | | | |
|---|---|---------------------|-------------|
| Definition | The type of work placement being undertaken | | |
| Reason required | This data will be analysed alongside data on English and maths and substantial qualifications to monitor and report to Ministers on the extent to which schools and colleges are complying with 16-19 study programme principles. | | |
| Schema definitions | | | |
| XML element name | WorkPlaceMode | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Part of | Learning Delivery Work Placement | | |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all work experience aims | | |
| Skills Funding Agency funded | Collected for all work experience aims | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| 1 | Internal (simulated) work placement | | |
| 2 | External work placement | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> This describes the type of work placement being undertaken. An external work placement is time spent with an external employer, external to the learning environment and at an external site. A simulated environment in an education institution, such as a college restaurant run by an external organisation, or experience in a college-based crèche that is a commercial enterprise do not count as an external work placement and should be recorded as internal. Both internal and external work placements should be recorded on the ILR. Further information can be found in the provider support manual and the EFA Work experience guidance note. https://www.gov.uk/government/publications/delivery-and-recording-of-work-experience | | | |
| Validation rules | | | |
| 1 | If returned, the Work placement mode must be a valid entry as specified above | Error | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Guidance updated | | |

Learning Delivery Work Placement

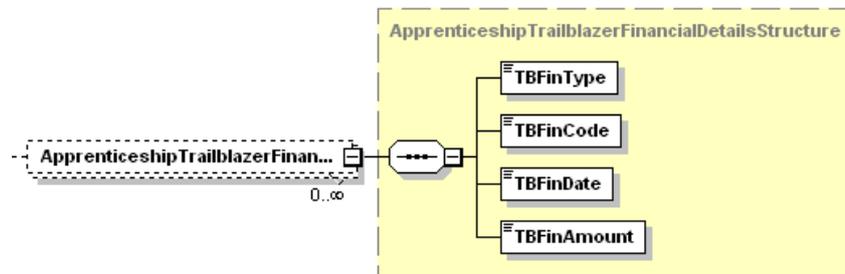
[back to field listing](#)

| Work placement employer identifier | | | |
|--|--|---------------------|--------|
| Definition | The identifier of the employer that the learner is undertaking the work experience placement with | | |
| Reason required | Monitoring employer and sector uptake of work placements | | |
| Schema definitions | | | |
| XML element name | WorkPlaceEmpId | Mandatory | N |
| Field length | 9 | Data type | xs:int |
| Part of | Learning Delivery Work Placement | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Collection requirements | | | |
| EFA funded | Collected for all work experience aims that are part of a Traineeship or supported internship | | |
| Skills Funding Agency funded | Collected for all work experience aims that are part of a Traineeship | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| A valid Employer ID number from the Employer Data Service (EDS). This is a nine digit number | | Core | N |
| Notes | | | |
| <ul style="list-style-type: none"> This field must be recorded for all learners undertaking a work experience placement as part of a Traineeship or supported internship. It is not required for work placements that are part of other 16-19 study programmes This field must contain a valid employer number from the Employer Data Service (EDS) The EDS can be found at: http://EDRS.lsc.gov.uk. To obtain a new employer number, contact Blue Sheep on either 01242 545 346 or by emailing eds@bluesheep.com. | | | |
| Validation rules | | | |
| 1 | If returned, the Work placement employer identifier must be a valid lookup on the EDS system of all available employer numbers | Error (Hub only) | |
| 2 | If returned, the Work placement employer identifier must pass the check sum calculation in DD14 | Error | |
| Change management notes | | | |
| V2 | <ul style="list-style-type: none"> XML element name changed from WorkPlaceEmpID | | |

Apprenticeship Trailblazer Financial Details

[back to field listing](#)

This entity will be used in 2014 to 2015 to record financial information about Apprenticeship Trailblazers. Each Apprenticeship Trailblazer will have a number of separate financial records associated with the Apprenticeship programme aim. Further information about how to record Apprenticeship Trailblazers will be published during 2014 to 2015.



| Trailblazer financial type | | | |
|-------------------------------------|---|-----------------------|------------------|
| Definition | The type of Apprenticeship Trailblazer financial details being recorded | | |
| Reason required | Apprenticeship Trailblazer funding | | |
| Schema definitions | | | |
| XML element name | TBFinType | Mandatory | Y |
| Field length | 3 | Field Type | RestrictedString |
| Minimum occurrences | 1 | Maximum occurrences | Unbounded |
| Part of | Apprenticeship Trailblazer Financial Details | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for all Apprenticeship Trailblazer programmes | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| Type | Type Description | Max no of occurrences | |
| TNP | Trailblazer negotiated price | 10 | |
| PMR | Payment record | Unbounded | |
| Notes | | | |
| | | | |
| Validation rules | | | |
| 1 | If the Programme aim is part of a Apprenticeship Trailblazer, a Apprenticeship Trailblazer Financial Details record must be returned | Error | |
| 2 | If a Trailblazer financial type is returned, the Trailblazer financial code must be a valid entry for Trailblazer financial type | Error | |
| 3 | If there is more than one record for this Trailblazer financial type, type the Trailblazer financial codes must be different | Error | |
| 4 | If the learning aim is not part of a Apprenticeship Trailblazer or is a component aim of a Apprenticeship Trailblazer programme, the Apprenticeship Trailblazer Financial Details record must not be returned | Error | New |
| Change management notes | | | |
| | | | |

Apprenticeship Trailblazer Financial Details

[back to field listing](#)

| Trailblazer financial code | | | |
|-------------------------------------|--|------------------------|----------|
| Definition | The Apprenticeship Trailblazer financial details code being recorded | | |
| Reason required | Apprenticeship Trailblazer funding | | |
| Schema definitions | | | |
| XML element name | TBFinCode | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Part of | Apprenticeship Trailblazer Financial Details | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for all Apprenticeship Trailblazer programmes | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| Type | Code | Code Description | Valid to |
| TNP | 1 | Total training price | |
| TNP | 2 | Total assessment price | |
| TNP | 3-10 | Unassigned | |
| PMR | 1 | Training payment | |
| PMR | 2 | Assessment payment | |
| PMR | 3-10 | Unassigned | |
| Notes | | | |
| | | | |
| Change management notes | | | |
| | | | |

Apprenticeship Trailblazer Financial Details

[back to field listing](#)

| Trailblazer financial record date | | | |
|--|---|---------------------|---------|
| Definition | The date associated with the financial record | | |
| Reason required | Apprenticeship Trailblazer funding | | |
| XML element name | TBFinDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Apprenticeship Trailblazer Financial Details | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for all Apprenticeship Trailblazer programmes | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> For negotiated price records (where TBFinType = TNP), the date recorded in this field should be the start date of the Apprenticeship Trailblazer programme. For payment records (where TBFinType = PMR), the date should be the date on which the provider received payment for the training or assessment undertaken | | | |
| Validation rules | | | |
| 1 | The Trailblazer financial record date must not be one year before the Learning start date of the Apprenticeship Trailblazer programme. | Error | |
| 2 | The Trailblazer financial record date must not be one two years after the Learning planned end date of the Apprenticeship Trailblazer programme. | Error | Change |
| Change management notes | | | |
| 3.1 | <ul style="list-style-type: none"> Validation rule revised. | | |

Apprenticeship Trailblazer Financial Details

[back to field listing](#)

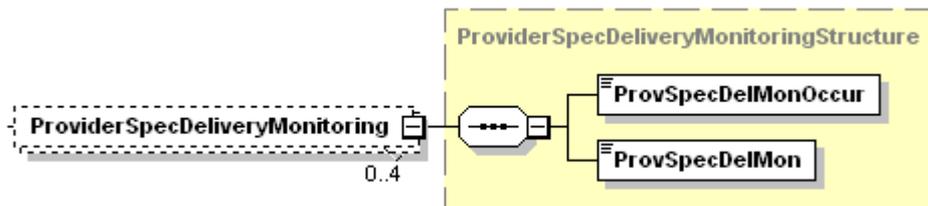
| Trailblazer financial amount | | | |
|--|---|---------------------|--------|
| Definition | The amount of money recorded on the financial record | | |
| Reason required | Apprenticeship Trailblazer funding | | |
| Schema definitions | | | |
| XML element name | TBFinAmount | Mandatory | Y |
| Field length | 6 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Apprenticeship Trailblazer Financial Details | | |
| Collection requirements | | | |
| EFA funded | Not collected | | |
| Skills Funding Agency funded | Collected for all Apprenticeship Trailblazer programmes | | |
| Non funded | Not collected | | |
| Valid entries | | | |
| 0-999999. Actual amount in pounds to the nearest whole pound | | | |
| Notes | | Core | N |
| Validation rules | | | |
| | | | |
| Change management notes | | | |
| | | | |

Learning Delivery Provider Specified Monitoring

[back to field listing](#)

The use of this entity is optional. It can be used by providers if they wish to do so, to record additional data for their own business purposes.

If the Provider Specified Delivery Monitoring entity is returned then both the Provider specified monitoring data and a Provider specified learning delivery monitoring occurrence code must be recorded.



| Provider specified delivery monitoring occurrence | | | |
|---|--|-------------|-----------|
| Definition | The occurrence of the provider specified data | | |
| Reason required | To distinguish between different instances of provider specified data | | |
| Schema definitions | | | |
| XML element name | ProvSpecDelMonOccur | Mandatory | Y |
| Field length | 1 | Data type | xs:string |
| Part of | Learning Delivery Provider Specified Monitoring | | |
| Collection requirements | | | |
| Collected for all aims where applicable | | | |
| Valid entries | | | |
| A, B, C or D | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field is used to identify data stored in each of the occurrences of this field. If the Provider specified learning delivery monitoring fields are completed, then a Provider specified delivery monitoring occurrence must be returned. | | | |
| Validation rules | | | |
| 1 | If returned, the Provider specified delivery monitoring occurrence must 'A', 'B', 'C' or 'D' | Error | New |
| Change management notes | | | |
| | | | |

Learning Delivery Provider Specified Monitoring

[back to field listing](#)

| Provider specified delivery monitoring | | | |
|--|--|-------------|------------------|
| Definition | Provider specified data at the discretion of the provider. | | |
| Reason required | To help providers and allow them to analyse ILR data to their own requirements. | | |
| Schema definitions | | | |
| XML element name | ProvSpecDelMon | Mandatory | Y |
| Field length | 20 | Data type | RestrictedString |
| Part of | Learning Delivery Provider Specified Monitoring | | |
| Collection requirements | | | |
| Collected for all aims where applicable | | | |
| Valid entries | | | |
| All characters except wildcards *, ?, % _ (underscore) | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> This field is optional for use as specified by the provider. Providers should not include personal data such as the learner's name in this field. | | | |
| Validation rules | | | |
| 1 | If returned the Provider specified delivery monitoring must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

Learning Delivery HE

[back to field listing](#)

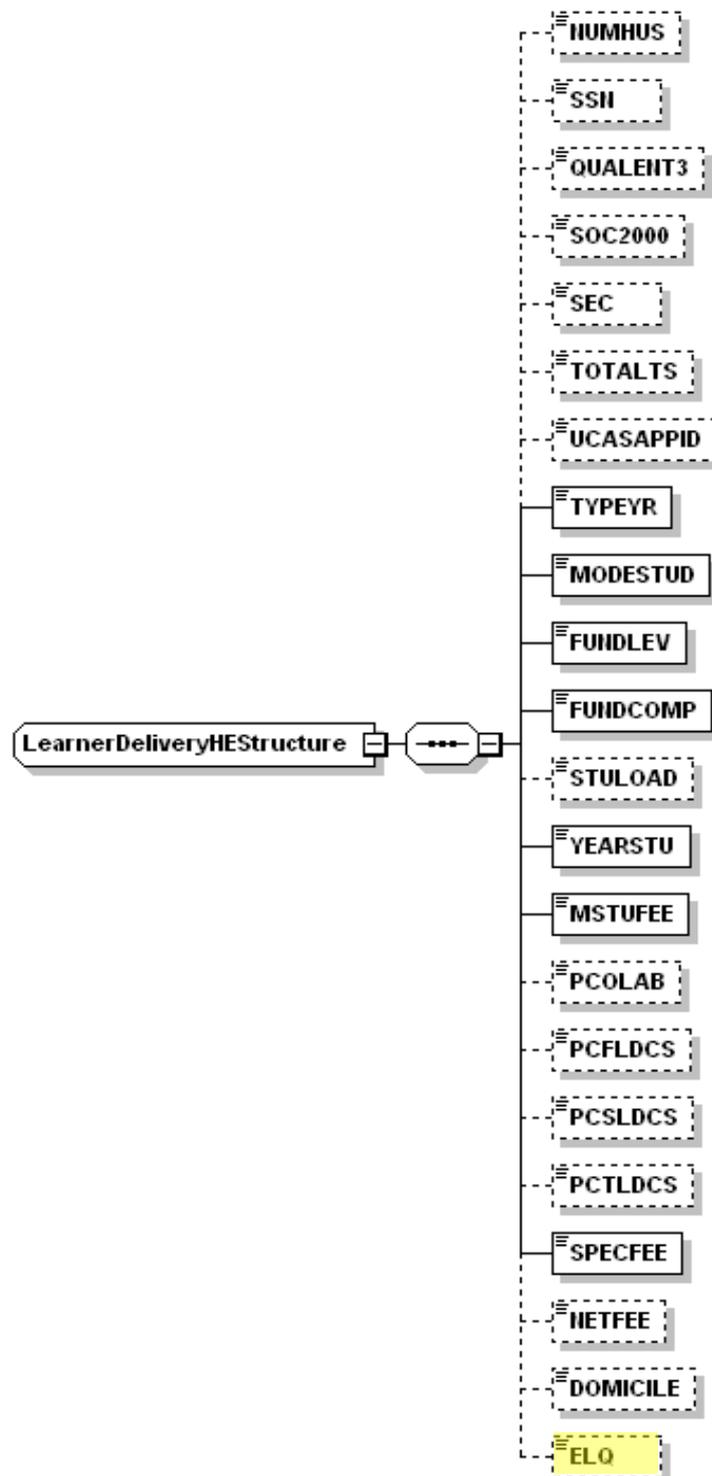
The Learning delivery HE entity must be returned for learning aims that meet the following criteria and the collection requirements for the field apply:

- a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.
- b. Learning aims funded by the EFA that are level 4 or above on LARS
- c. Learning aims that are level 4 or above on LARS, are funded by Adult Skills Budget funding, code 35 in the Funding model field, and are not workplace learning (no Workplace learning indicator is returned in the Learning Delivery Funding and Monitoring fields).
- d. Learning aims that are level 4 or above on LARS and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

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

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



All fields must be returned in the above order in the XML file. The fields with a dotted border are optional and should not be returned if there is no data. Refer to individual field pages for details of when data is required.

| Student instance identifier | | | |
|--|--|---------------------|------------------|
| Definition | An identification of the basic unit of 'a coherent engagement with the provider, aiming towards the award of a qualification(s) or credit' which is described in the HIN guidance section of HESA website. | | |
| Reason required | To distinguish - and between years, link - episodes of study by the same student at the same provider; a vital tool (through the generation of HIN) to support year-on-year linkage. | | |
| Schema definitions | | | |
| XML element name | NUMHUS | Mandatory | N |
| Field length | 20 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims that started on or after 1 August 2011 | | | |
| Valid entries | | | |
| Must be any printable characters except for [*] and [?] and [%] and [_] (underscore). | | | |
| Notes | Core | N | |
| <ul style="list-style-type: none"> A field length of 20 is to allow institutions to use instance identifier already held internally. However institutions may prefer to number Student instance identifier numbers sequentially starting from 1. For full guidance about this field, please refer to the HESA specification. The same Student instance identifier number should be kept where studies already completed count towards the current learning aim and the pattern of study is regarded as normal progression at the provider. With the commencement of a new student instance, a new student instance identifier number would be allocated. A new student instance identifier is not required, for example, where a learning aim changes or develops within a programme of study, for example Cert HE/Dip HE/Degree. It is also the case that the learning aim reference code in certain circumstances is not sufficient to define a learning aim uniquely, for example a learner studying concurrently for more than one HE professional qualification or other undergraduate diploma or certificate. Once a record has been returned for one ILR year, records for that Student instance identifier will be required for subsequent years until a record is returned with the learning actual end date field completed. | | | |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2011, the Student instance identifier must be returned | Error | |
| 2 | If returned, the Student instance identifier must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

| Student support number | | | |
|--|---|---------------------|------------------|
| Definition | This field holds the Student Support Number assigned by Student Support Award Authorities (Northern Ireland Library Boards, Welsh Local Authorities, Student Awards Agency for Scotland (SAAS) and Student Loans Company (SLC)). It is the student identifier that is used in student finance communications between the Student Support Award Authorities, institutions and SLC. | | |
| Reason required | To enable robust linking between HESA data and the student finance data held by SLC. | | |
| Schema definitions | | | |
| XML element name | SSN | Mandatory | N |
| Field length | 13 | Data type | Restrictedstring |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| All learning aims | | | |
| Valid entries | | | |
| The SSN is 13 characters long. The first four characters are alpha. The next 8 characters are numeric. The last character is alpha, which is a check character. | | | |
| For example Student Support Number = WADM46891352A | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Where a student may be in possession of multiple SSNs from different loan providers, the SSN returned in this field should be the one relating to the loan made for the payment of tuition fees. It is not expected that the same SSN will appear in multiple instances unless it is held by a student who has changed course. | | | |
| Validation rules | | | |
| 1 | If returned, the Student support number must contain valid characters | Error | New |
| Change management notes | | | |
| | | | |

| Qualification on entry | | | |
|--|--|---------------------|------------------|
| Definition | The highest qualification on entry | | |
| Reason required | To help with value added analysis | | |
| | To assess the levels of and trends in 'non-standard' entry (for example, those whose entry was not based on Highers or GCE A levels) | | |
| Schema definitions | | | |
| XML element name | QUALENT3 | Mandatory | N |
| Field length | 3 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims that started on or after 1 August 2010 | | | |
| Valid entries | | | |
| | | | Valid To |
| DUK | UK Doctorate degree | | |
| DZZ | Non-UK Doctorate degree | | |
| D80 | Other qualification at level D | | |
| MUK | UK Masters degree | | |
| MZZ | Non-UK Masters degree | | |
| M2X | Integrated undergraduate/postgraduate taught Masters degree on the enhanced / extended pattern | | |
| M41 | Diploma at Level M (Postgraduate Diploma) | | |
| M44 | Certificate at Level M (Postgraduate Certificate) | | |
| M71 | Postgraduate Certificate of Education or Professional Graduate Diploma in Education | | |
| M80 | Other Qualification at Level M | | |
| M90 | Postgraduate credits | | |
| HUK | UK First degree | | |
| HZZ | Non-UK first degree | | |
| H11 | First degree leading to QTS | | |
| H71 | Professional Graduate Certificate in Education | | |
| H80 | Other Qualification at Level H | | |
| JUK | UK ordinary (non-honours) first degree | | |
| J10 | Foundation degree | | |
| J20 | Diploma of Higher Education | | |
| J30 | Higher National Diploma (including BTEC and SQA equivalents) | | |
| J48 | Certificate or diploma of education (i.e. non-graduate initial teacher training qualification) | | |
| J49 | Foundation course at HE level | | |
| J80 | Other Qualification at Level J | | |
| C20 | Certificate of Higher Education | | |
| C30 | Higher National Certificate (including BTEC and SQA equivalents) | | |
| C44 | Higher Apprenticeships (Level 4) | | |
| C80 | Other Qualification at Level C | | |

Learning Delivery HE

| Valid entries | | Valid To |
|---|---|------------------------|
| C90 | Undergraduate credits | |
| P41 | Diploma at Level 3 | |
| P42 | Certificate at Level 3 | |
| P46 | Award at Level 3 | |
| P47 | AQA Baccalaureate | |
| P50 | GCE and VCE A/AS Level | |
| P51 | 14-19 Advanced Diploma (Level 3) | |
| P53 | Scottish Baccalaureate | |
| P54 | Scottish Highers / Advanced Highers | |
| P62 | International Baccalaureate (IB) Diploma | |
| P63 | International Baccalaureate (IB) Certificate | |
| P64 | Cambridge Pre-U Diploma | |
| P65 | Cambridge Pre-U Certificate | |
| P68 | Welsh Baccalaureate Advanced Diploma (Level 3) | |
| P69 | Cambridge Pre-U Diploma | 31/7/2013 |
| P70 | Professional Qualification at Level 3 | 31/7/2013 |
| P80 | Other Qualification at Level 3 | |
| P91 | Mixed Level 3 qualifications of which some or all are subject to Tariff | 31/7/2014 |
| P92 | Mixed Level 3 qualifications of which none are subject to Tariff | |
| P93 | Level 3 qualifications of which all are subject to UCAS Tariff | |
| P94 | Level 3 qualifications of which some are subject to UCAS Tariff | |
| Q51 | 14-19 Higher Diploma (Level 2) | |
| Q52 | Welsh Baccalaureate Intermediate Diploma (Level 2) | |
| Q80 | Other Qualification at Level 2 | |
| R51 | 14-19 Foundation Diploma (Level 1) | |
| R52 | Welsh Baccalaureate Foundation Diploma (Level 1) | |
| R80 | Other Qualification at Level 1 | |
| X00 | HE Access Course, QAA recognised | |
| X01 | HE Access Course, not QAA recognised | |
| X02 | Mature student admitted on basis of previous experience and/or admissions test | |
| X03 | Mature students admitted on basis of previous experience (without formal APEL/APL and/or institution's own entrance examinations) | 31/7/2013 |
| X04 | Other qualification level not known | |
| X05 | Student has no formal qualification | |
| X06 | Not known | |
| Notes | | Core N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This field records a student's highest qualification on entry to the instance. It should NOT be updated to reflect qualifications gained during the instance. For guidance on the use of the vocational qualification codes, colleagues can refer to the recently revised Framework for Higher Education Qualifications (www.qaa.ac.uk). | | |

Learning Delivery HE

- Institutions may wish to seek advice from UK NARIC (www.naric.org.uk) about the relative level of qualifications awarded from abroad.

Validation rules

| | | | |
|------------|---|-------|--|
| 1, 2, 3 | If the learning aim started on or after 1 August 2010, the Qualification on entry must be returned and must be a valid entry as specified above | Error | |
|------------|---|-------|--|

Change management notes

| Occupation code | | | | |
|--|---|---------------------|--------|---|
| Definition | Used to record the occupation of the learner if aged 21 or over at the start of the course, or the occupation of the learner's parent or guardian, if the learner is under 21. It can be derived from the UCAS admissions system for UCAS entrants. | | | |
| Reason required | To assess the levels and trends in participation by those from various occupational backgrounds. This information is used in projections and planning for the sector and analysis of trends in the take-up of Higher education. | | | |
| Schema definitions | | | | |
| XML element name | SOC2000 | Mandatory | N | |
| Field length | 4 | Data type | xs:int | |
| Minimum occurrences | 0 | Maximum occurrences | 1 | |
| Part of | Learning Delivery HE | | | |
| Collection requirements | | | | |
| Collected for learners entering through UCAS | | | | |
| Valid entries | | | | |
| The valid SOC2000 and SOC2010 codes can be found in Appendix L of the ILR Specification | | | | |
| For learners who enrolled on or after 1 August 2014 a SOC 2010 code should be used | | | | |
| Notes | | | Core | N |
| <ul style="list-style-type: none"> For 2014 to 2015, if the learning aim started on or after 1 August 2014 a SOC 2010 code should be used as detailed in Appendix L. Further details on SOC 2000 and SOC 2010 codes can be obtained from the Office of National Statistics website at http://www.statistics.gov.uk. For full guidance about this field, please refer to the HESA specification. This field relates to the learner on entry to the programme of study. New entrants from UCAS will have this completed by UCAS and sent to institutions. The student should be asked for parental occupation or, if 21 or over, for their own occupation. For example, "if you are under 21, please give the occupation of your parent, step-parent or guardian who earns the most. If he or she is retired or unemployed, give their most recent occupation. If you are 21 or over, please give your own occupation." | | | | |
| Validation rules | | | | |
| 2 | If the learning aim started on or after 1 August 2013, the UCAS application code has been returned and the Domicile code is within the British Isles, the Occupation code must be returned | Error | | |
| 3 | If returned and the learning aim started before 1 August 2014, the Occupation code must be a valid entry as specified in the SOC2000 list in Appendix L. | Error | New | |
| 4 | If returned and the learning aim started on or after 1 August 2014, the Occupation code must be a valid entry as specified in the SOC2010 list in Appendix L. | Error | New | |
| Change management notes | | | | |
| | | | | |

| Socio-economic indicator | | | |
|---|---|---------------------|--------|
| Definition | To identify the socio-economic classification of learners participating in HE | | |
| Reason required | To provide information on social class. To enable comparability of sector data with other areas of the economy. | | |
| Schema definitions | | | |
| XML element name | SEC | Mandatory | N |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for learners entering through UCAS | | | |
| Valid entries | | | |
| 1 | Higher managerial and professional occupations | | |
| 2 | Lower managerial and professional occupations | | |
| 3 | Intermediate occupations | | |
| 4 | Small employers and own-account workers | | |
| 5 | Lower supervisory and technical occupations | | |
| 6 | Semi-routine occupations | | |
| 7 | Routine occupations | | |
| 8 | Never worked and long term unemployed | | |
| 9 | Not classified | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Code 9 'Not classified' includes the 3 categories: <ul style="list-style-type: none"> students occupations not stated or inadequately described not classifiable for other reasons. For students entering through UCAS this information will be available from UCAS via the *J transaction. Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector. A full coding frame for SEC can be obtained from the Office for National Statistics. This field is not required for students who are still at the institution and have not completed their programme of study since the previous collection or is not a UCAS entrant. | | | |
| Validation rules | | | |
| 1 | If returned, the Socio-economic indicator must be a valid entry as specified above | Error | |
| 2 | If the learning aim started on or after 1 August 2013, the UCAS application code has been returned and Domicile code is within the British Isles, the Socio-economic indicator must be returned | Error | |
| Change management notes | | | |
| | | | |

| UCAS tariff points | | | | | | |
|--|--|---------------------|--------|--|--|--|
| Definition | The sum of the UCAS tariff points from the learner's qualifications | | | | | |
| Reason required | To allow HEFCE to differentially allocate funding | | | | | |
| Schema definitions | | | | | | |
| XML element name | TOTALTS | Mandatory | N | | | |
| Field length | 3 | Data type | xs:int | | | |
| Minimum occurrences | 0 | Maximum occurrences | 1 | | | |
| Part of | Learning Delivery HE | | | | | |
| Collection requirements | | | | | | |
| Not Collected | | | | | | |
| Valid entries | | | | | | |
| 1 – 999 | | | | | | |
| Notes | Core | N | | | | |
| <ul style="list-style-type: none"> For 2014 to 2015 this data is no longer required. The field will be removed in 2015 to 2016. For full guidance about this field, please refer to the HESA specification 2006/07 for the 'Total tariff score' field of the Student Record. Duplicate and subsumed qualifications should be removed from the sum. For example, a learner with A2 Maths grade A and an AS grade B must not have the points from the AS reported, because it is subsumed by the A2. For students entering through UCAS, this information will be available from UCAS via the *J transaction. Further information on calculating the tariff score is available in the following Annex http://www.hesa.ac.uk/dox/datacoll/ucas-hesa/Annex_2_Update_July04.rtf. Where the UCAS tariff points value is zero or unknown, providers should record 999 in this field. | | | | | | |
| Validation rules | | | | | | |
| 4 | If the learning aim started on or after 1 August 2013, and the UCAS application code has been returned the UCAS tariff points must be returned | | Error | | | |
| Change management notes | | | | | | |
| V3 | <ul style="list-style-type: none"> Guidance notes amended | | | | | |
| V3.1 | <ul style="list-style-type: none"> Collection requirements and guidance notes amended Validation rule removed | | | | | |

| UCAS application code | | | |
|---|--|---------------------|------------------|
| Definition | The UCAS application code or number, which is a four or nine character code issued by UCAS. | | |
| Reason required | To allow matching of UCAS data | | |
| Schema definitions | | | |
| XML element name | UCASAPPID | Mandatory | N |
| Field length | 9 | Data type | RestrictedString |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for learners entering through UCAS | | | |
| Valid entries | | | |
| Two alphabetic characters followed by two numeric digits, or nine numeric digits. | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. The UCAS Application Code/Number together with the UCAS Personal identifier (UCASPERID) forms the UCAS Application Identifier. The application code/number will normally be a four character code (two alphabetic characters then two numeric digits) or the old style UCAS Application Number of nine numeric digits. | | | |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2013 and the UCAS personal ID has been returned, the UCAS application code must be returned | Error | |
| 2 | If returned, the UCAS application code must be in the valid format specified above. | Error | New |
| Change management notes | | | |
| | | | |

| Type of instance year | | | |
|--|---|---------------------|---------------|
| Definition | The type of instance year identifies which of the four basic types of instance year is applicable to the learner. | | |
| Reason required | To facilitate the consistent counting of learners where learners are studying on instances of study on non-standard academic years. To help distinguish between different cohorts of learners | | |
| Schema definitions | | | |
| XML element name | TYPEYR | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| 1 | Year of instance contained within the reporting period 01 August to 31 July | | |
| 2 | Year of instance not contained within the reporting period 01 August to 31 July | | |
| 3 | Learner commencing a year of instance of a course running across reporting periods | | |
| 4 | Learner mid-way through a learning aim running across reporting periods | | |
| 5 | Learner finishing a year of instance of a course running across reporting periods | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> Information is required at learning aim level. It is not expected that adjustments should be made for individual learners whose pattern may be slightly different, for example a learner who starts a course late. For full guidance about this field, please refer to the HESA specification. Years of programme of study that are contained within the reporting period should be coded 1. Years of programme of study which overlap reporting periods should sequentially be coded 3, 4, 5 or maybe coded 2. Code 3 implies commencing a year of the programme of study without having done another year of programme of study in the same reporting period. Code 5 implies finishing one year of programme of study and not starting a further year of programme of study in the same reporting period. | | | |
| Validation rules | | | |
| 1 | The Type of instance year must be a valid entry as specified above | | Error |
| 2 | If the learning aim started on or after 1 August 2009 and the Learning start date and Learning actual end date are in the same academic year and the Completion of year of instance is 'completed the current year of instance', the Type of instance year must be code 1 | | Error |
| Change management notes | | | |
| | | | |

| Mode of study | | | |
|---|---|---------------------|--------|
| Definition | An indicator of the mode of study expressed in terms of the HEFCE Higher Education in Further Education: Students survey (HEIFES) definitions. The mode recorded should be the mode at the end of year of programme of study being funded, or, if this is after the end of the ILR year, the mode on 31 July. | | |
| Reason required | Required by the HEFCE for alignment with definitions used for funding allocations. The definitions refer back to a HEFCE definition so that, if in future there are any modifications to the Funding Council definitions, the ILR record is able to accommodate them | | |
| Schema definitions | | | |
| XML element name | MODESTUD | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| 1 | Full-time and sandwich | | |
| 2 | Sandwich year-out | | |
| 3 | Part-time | | |
| 99 | Not in Early Statistics/HEIFES population | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> All learners may be coded using codes 1, 2 or 3. Code 99 may be used for learners who are never in the HEIFES coverage (for example learner studying wholly overseas). Code 99 may also be used for learners who are in the HEIFES coverage but for whom the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be returned to HEIFES, for example learner writing-up for the whole of the reporting period. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records. For full guidance about this field, please refer to the latest HEIFES circular Annex M. | | | |
| Validation rules | | | |
| 1 | The Mode of study must be a valid entry as specified above | | Error |
| 2 | If the learning aim started on or after 1 August 2009 and the Special fee indicator field is 'standard/prescribed fee', 'language year abroad' or 'full-year outgoing', the Mode of study field must be 'full-time and sandwich' | | Error |
| 3 | If the learning aim started on or after 1 August 2009 and the Special fee indicator field is 'final year of a full time course lasting less than 24 weeks', the Mode of study field must be code 3 | | Error |
| Change management notes | | | |
| | | | |

| Level applicable to Funding Council HEIFES | | | | |
|--|---|---------------------|-------------|---|
| Definition | An indicator of the level of the programme of study, expressed in terms of the HEFCE HEIFES definitions | | | |
| Reason required | <p>Required by the HEFCE for alignment with definitions used for funding allocations.</p> <p>The definitions refer back to the HEFCE definitions so that, if in future there are any modifications to the HEFCE definitions, the ILR is able to accommodate them.</p> | | | |
| Schema definitions | | | | |
| XML element name | FUNDLEV | Mandatory | Y | |
| Field length | 2 | Data type | xs:int | |
| Minimum occurrences | 1 | Maximum occurrences | 1 | |
| Part of | Learning Delivery HE | | | |
| Collection requirements | | | | |
| Collected for all learning aims. | | | | |
| Valid entries | | | | |
| 10 | Undergraduate | | | |
| 11 | Long undergraduate | | | |
| 20 | Postgraduate taught | | | |
| 21 | Long postgraduate taught | | | |
| 30 | Postgraduate research | | | |
| 31 | Long postgraduate research | | | |
| 99 | Not in HEIFES population | | | |
| Notes | | | Core | N |
| <ul style="list-style-type: none"> Coding should be consistent with the allocation of the learner in the HEFCE HEIFES return. For full guidance about this field, please refer to the HESA specification. For full-time learners 'long' refers to any programme of study with programme year of at least 45 weeks. For part-time learners the length of the programme year of a comparable full-time course should be used in determining 'longness'. 'Not in the HEIFES population'. This value can be used if the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be returned to HEIFES. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records. | | | | |
| Validation rules | | | | |
| 1 | The Level applicable to Funding Council HESES must be a valid entry as specified above | Error | | |
| 2 | If the learning aim started on or after 1 August 2009 and the learning aim type on LARS is an undergraduate learning aim, the Level applicable to Funding Council HEIFES field should be code 10, 11 or 99 | Warning | | |
| 3 | If the learning aim started on or after 1 August 2009 and the learning aim type on the LARS is a postgraduate learning aim, the Level applicable to funding council HEIFES should be code 20, 21, 30, 31 or 99 | Warning | | |
| Change management notes | | | | |
| | | | | |

| Completion of year of instance | | | |
|---|--|---------------------|-----------------|
| Definition | This field refers to the year of programme of study being funded. The field records the learner's completion status with respect to that year of programme of study being funded. | | |
| Reason required | Required by the HEFCE for alignment with definitions used for funding allocations. The definitions refer back to the HEFCE definitions so that, if in future there are any modifications to the HEFCE definitions, the ILR is able to accommodate them | | |
| Schema definitions | | | |
| XML element name | FUNDCOMP | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims. | | | |
| Valid entries | | | |
| 1 | Completed the current year of programme of study | | |
| 2 | Did not complete the current year of programme of study | | |
| 3 | Year of programme of study not yet completed, but has not failed to complete | | |
| 9 | Not in HEIFES population | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> Coding should be consistent with the HEFCE HEIFES definitions. For full guidance about this field, please refer to the HESA specification. When code 2 is returned, then Reason for Ending Instance and event Aim End Date should be completed to end the student instance. Code 9, 'Not in HEIFES population'. This value can be used if the reporting period does not contain in part or in whole, a year of programme of study which has previously, is, or will be returned to HEIFES. However, use of code 9 is an option. Institutions can, if they so wish, use the other codes for all records. Where a student undertakes a foundation degree and bridging course in the same HEIFES reporting year, this field should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. Similarly, where the student progresses to a degree after completion of the bridging course, this field should reflect the completion status of the degree. | | | |
| Validation rules | | | |
| 1 | The Completion of year of instance must be a valid entry as specified above | Error | |
| Change management notes | | | |
| | | | |

| Student instance FTE | | | |
|---|---|---------------------|------------|
| Definition | Student instance FTE represents the institution's best academic judgement of the full-time equivalence of the learner (for this record) during the reporting year 01 August to 31 July. | | |
| Reason required | To give a more accurate assessment of the contribution of non-full-time study than can be obtained by the use of arbitrary multipliers. | | |
| Schema definitions | | | |
| XML element name | STULOAD | Mandatory | N |
| Field length | 4,1 | Data type | xs:decimal |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| 0.1 - 300.0 | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> Full-time, full year students would normally be returned as 100 and part-time students returned as a proportion of an equivalent full-time course. Comparisons and weightings of different full-time, full year courses are not expected. The proportion of part-time study can be estimated on either a 'time' or a 'credit' basis. The FTE should not be weighted to take account of any resourcing implications of different courses. The length of this field is 5 characters, data should be returned with or without leading zeros or the decimal place, e.g. 005.0 or 5.0 or 5. For full guidance about this field, please refer to the HESA specification. All students following a course would initially be assumed to have the same FTE. An adjustment may need to be made at individual student level if a student did not actually follow the whole course academic year, e.g. because they left half way through. This individual student adjustment need only be at a very broad-brush level. The calculation of FTE therefore becomes a function of proportion (that the course represents of a full-time benchmark course) x time (amount of the course that the student followed in the HESA reporting year). It is recognised that this cannot be exact in all cases and a strict pro-rata model is not expected. The aim is to give a better approximation than the use of arbitrary conversion factors. | | | |
| Validation rules | | | |
| 4 | If the learning aim started on or after 1 August 2013, the Student instance FTE must be returned | Error | New |
| Change management notes | | | |
| | | | |

| Year of student on this instance | | | |
|--|--|---------------------|-------------|
| Definition | To indicate the year number that the student is in since enrolling for a course leading to the student's qualification aim (whether or not the intended subject or class has changed) i.e. number of years on this student instance. | | |
| Reason required | To track student progression. | | |
| Schema definitions (Schema check) | | | |
| XML element name | YEARSTU | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| 1 – 98 | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> Students whose first term is waived should be deemed to have started when that first term would have started. This field should not be incremented for periods of dormancy, i.e. codes 63 or 64 in the MODE field. For example, if a student becomes dormant after their first year of study, and remains out of the system for one year, on resuming their studies this field would be returned as 02. This field should be incremented for a sandwich placement year and both compulsory and optional years out. In cases where a student has to repeat a year, this field should be incremented. For full guidance about this field, please refer to the HESA specification. Foundation years should be coded as 01 in this field. Further guidance on the role of this field in HIN linking can be found in the HIN guidance document. | | | |
| Change management notes | | | |
| | | | |

| Major source of tuition fees | | | |
|-------------------------------------|--|---------------------|-----------------|
| Definition | The major source of tuition fees for the learner. | | |
| Reason required | To allow financial calculations to be made and for the monitoring of numbers of learners receiving awards. | | |
| Schema definitions | | | |
| XML element name | MSTUFEE | Mandatory | Y |
| Field length | 2 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| | | | Valid To |
| 1 | No award or financial backing | | |
| 2 | English or Welsh LEA award | | |
| 3 | Student Awards Agency for Scotland (SAAS) | | |
| 4 | DELNI/Northern Ireland Education and Library Boards | | |
| 5 | Institutional waiver of support costs | | |
| 6 | Local government - Channel Islands and Isle of Man | | |
| 7 | Fee waiver under government unemployed learners scheme | | |
| 8 | British Academy | | |
| 9 | Part-time graduate Apprentice study programme | | |
| 11 | Research council – BBSRC | | |
| 12 | Research council – MRC | | |
| 13 | Research council – NERC | | |
| 14 | Research council – EPSRC | | |
| 15 | Research council – ESRC | | |
| 17 | Arts and Humanities Research Council | | |
| 18 | Science and Technology Facilities Council (STFC) | | |
| 19 | Research council - not specified | | |
| 22 | International agency | | |
| 23 | Cancer Research UK | | |
| 24 | Wellcome Trust | | |
| 25 | Other AMRC charity | | |
| 26 | Other charitable foundation | | |
| 31 | Departments of Health/NHS/Social Care | | |
| 32 | Departments of Social Services | | |
| 33 | BIS | | |
| 34 | Other HM government departments/public bodies | | |
| 35 | Scholarship of HM forces | | |
| 36 | Scottish Enterprise/Highlands and Islands Enterprise/Training Enterprise Council/Local Enterprise Company | | |
| 37 | LEA training grants scheme | | |
| 38 | Department of Agriculture and Rural Development for Northern Ireland (DARD) | | |
| 39 | Scottish Local Authority discretionary award | | |
| 41 | EU Commission (EC) | | |
| 42 | Overseas learner award from HM government/British Council | | |

Learning Delivery HE

| Valid entries | | | |
|--|---|---------|---|
| 43 | Overseas government | | |
| 44 | Overseas Development Administration | | |
| 45 | Overseas institution | | |
| 46 | Overseas industry or commerce | | |
| 47 | Other overseas funding | | |
| 48 | Other overseas - repayable loan | | |
| 49 | ORSAS | | |
| 52 | Mix of learner and SLC | | |
| 53 | Mix of learner and SAAS/SLC | | |
| 54 | Mix of learner and DELNI/NIELB | | |
| 61 | UK industry/commerce | | |
| 71 | Absent for a year | | |
| 81 | Learner's employer | | |
| 96 | FE student New Deal | | |
| 97 | Other | | |
| 98 | No fees | | |
| 99 | Not known | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. The predominant source should be selected where there is more than one source. For 2014 to 2015, codes 16 (Research council – PPARC) and 21 (Charitable foundation) have been removed. | | | |
| Validation rules | | | |
| 1, 2 | The Major source of tuition fees must be a valid entry as specified above | Error | |
| 3-5 | This field should be consistent with the Domicile field | Warning | |
| Change management notes | | | |
| | | | |

| Percentage not taught by this institution | | | |
|---|--|---------------------|---------------|
| Definition | This field indicates the percentage of the year for which other arrangements for teaching have been made, for example, taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught by the returning institution. | | |
| Reason required | For an indication of the extent of franchising arrangements for teaching. To apportion the learner numbers between the collaborating institutions in the ways which are appropriate for different purposes; for example, for funding purposes and for total learner counts, all the learners may be counted against a 'lead (parent/hub) institution', whereas for other purposes they ought to be split between the collaborating institutions. | | |
| Schema definitions | | | |
| XML element name | PCOLAB | Mandatory | N |
| Field length | 4,1 | Data type | xs:decimal |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims where applicable | | | |
| Valid entries | | | |
| A percentage in the range 0.1 to 100.0 | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. This field must be completed for all qualifications delivered by franchising only. | | | |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2013 and the Subcontracted or partnership UKPRN has been returned, the Percentage not taught by this institution must be returned | | Error |
| Change management notes | | | |
| | | | |

| Percentage taught in first LDCS subject | | | |
|---|---|---------------------|---------------|
| Definition | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. This field, PCSLDCS and PCTLDCS should be considered as a block of related data. | | |
| Reason required | To monitor HEFCE funding returns. | | |
| Schema definitions | | | |
| XML element name | PCFLDCS | Mandatory | N |
| Field length | 4,1 | Data type | xs:decimal |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims where applicable | | | |
| Valid entries | | | |
| A percentage in the range 0 to 100.0 | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> Input should relate to FTE reported in the learner FTE field. Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in the first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on the LARS for the learning aim linked to in the learning aim field for this learning aim. Similarly, percentage taught in the second and third LDCS should relate to the fields second LDCS and third LDCS respectively. The most recent (at the census date of the collection) version of LARS should be used. In general, HEFCE will use this version of LARS for all analyses. | | | |
| Validation rules | | | |
| 1 | If the learning start date is on or after 1 August 2009, the total of the three Percentage taught in LDCS subject fields must equal 100%. | Error | |
| 2 | If the LDCS 1 code in LARS is completed, then the Percentage taught in first LDCS subject must exist and not be null | Error | |
| 3 | If the LDCS 1 code in LARS is not completed, then the Percentage taught in first LDCS subject must not be returned | Error | |
| Change management notes | | | |
| | | | |

| Percentage taught in second LDCS subject | | | |
|---|--|---------------------|------------|
| Definition | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. Fields PCFLDCS , PCSLDCS and PCTLDCS should be considered as a block of related data. | | |
| Reason required | To monitor HEFCE funding returns. | | |
| Schema definitions | | | |
| XML element name | PCSLDCS | Mandatory | N |
| Field length | 4,1 | Data type | xs:decimal |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims where applicable | | | |
| Valid entries | | | |
| A percentage in the range 0 to 100.0 | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> Input should relate to FTE reported in the learner FTE field. Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on the LARS for the learning aim linked to in the learning aim field for this learning aim. Similarly, percentage taught in the second and third LDCS should relate to the fields second LDCS and third LDCS respectively. The most recent (at the census date of the collection) version of the LARS should be used. In general, HEFCE will use this version of LARS for all analyses. | | | |
| Validation rules | | | |
| 1 | If the learning start date is on or after 1 August 2009 and the LDCS 2 code in LARS is completed, then the Percentage taught in second LDCS subject must exist and not be null | Error | |
| 2 | If the LDCS 2 code in LARS is not completed, then the Percentage taught in second LDCS subject must not be returned | Error | |
| | | | |
| Change management notes | | | |
| | | | |

| Percentage taught in third LDCS subject | | | |
|---|--|---------------------|-------------|
| Definition | The proportion of Learning Directory Classification System (LDCS) fields indicate the relative percentage of the current year of programme of study that the LDCS subject area(s) make up. Fields PCFLDCS , PCSLDCS and PCTLDCS should be considered as a block of related data. | | |
| Reason required | To monitor HEFCE funding returns. | | |
| Schema definitions | | | |
| XML element name | PCTLDCS | Mandatory | N |
| Field length | 4,1 | Data type | xs:decimal |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims where applicable. | | | |
| Valid entries | | | |
| A percentage in the range 0 to 100.0 | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> Input should relate to FTE reported in the learner FTE field. Providers are not expected to fill out this field from a detailed student by student assessment. The judgement of the percentages taught in each LDCS subject should be made for a cohort of students and so the values recorded in fields PCFLDCS, PCSLDCS and PCTLDCS should be the same for all students on the same course. Percentage taught in first LDCS subject should relate to the percentage of year of programme of study taught in the LDCS subject area returned in the first LDCS subject field on LARS for the learning aim linked to in the learning aim field for this learning aim. Similarly, percentage taught in the second and third LDCS should relate to the fields second LDCS and third LDCS respectively. The most recent (at the census date of the collection) version of LARS should be used. In general, HEFCE will use this version of LARS for all analyses. | | | |
| Validation rules | | | |
| 1 | If the learning start date is on or after 1 August 2009 and the LDCS 3 code in LARS is completed, then the Percentage taught in the third LDCS subject must exist and not be null | Error | |
| 2 | If the LDCS 3 code in LARS is not completed, then the Percentage taught in third LDCS subject must not be returned | Error | |
| Change management notes | | | |
| | | | |

| Special fee indicator | | | |
|---|--|---------------------|-------------|
| Definition | Records any special or non-standard fees | | |
| Reason required | To allow HEFCE funding to take account of fee offsets | | |
| Schema definitions | | | |
| XML element name | SPECFEE | Mandatory | Y |
| Field length | 1 | Data type | xs:int |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| 0 | Standard/Prescribed fee | | |
| 1 | Sandwich placement | | |
| 2 | Language year abroad and not full-year outgoing ERASMUS | | |
| 3 | Full-year outgoing ERASMUS | | |
| 4 | Final year of full-time course lasting less than 15 weeks | | |
| 5 | Final year of a full-time lasting more than 14 weeks but less than 24 weeks | | |
| 9 | Other fee | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Students following the same pattern of study on the same course will have the same SPECFEE. Institutions are not required to adjust this field to account for individual waived fees. Code 0 'Standard/Prescribed fee' refers to the standard variable fee charged by the institution. For sandwich placements these are: <ul style="list-style-type: none"> An academic year: (i) during which any periods of full-time study are in aggregate less than 10 weeks; or (ii) if in respect of that academic year and any previous academic years of the course the aggregate of any one or more periods of attendance which are not periods of full-time study at the institution (disregarding intervening vacations) exceeds 30 weeks. For language year abroad these are: <ul style="list-style-type: none"> An academic year: (i) during which any periods of full-time study at the institution in the United Kingdom are in aggregate less than 10 weeks; or (ii) if in respect of that academic year and any previous academic years of the course the aggregate of any one or more periods of attendance which are not periods of full-time study at the institution in the United Kingdom (disregarding intervening vacations) exceeds 30 weeks. | | | |
| Validation rules | | | |
| 1 | The Special fee indicator must be a valid entry as specified above | Error | |
| 2 | If the learning aim start date is on or after 1 August 2009 and the Mode of study is 'sandwich year out', the Special fee indicator must be code 1 | Error | |
| Change management notes | | | |
| | | | |

| Net tuition fee | | | |
|--|--|---------------------|-----------------|
| Definition | The net fee for this year, for the student on this course. The net fee is the fee after any financial support such as waivers or bursaries are taken into account. | | |
| Reason required | To monitor the various fee regimes and their spread across the UK | | |
| Schema definitions | | | |
| XML element name | NETFEE | Mandatory | N |
| Field length | 6 | Data type | xs:int |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims that started on or after 1 August 2012 | | | |
| Valid entries | | | |
| Value in range 0 – 999999 (amount in pounds to nearest whole pound) | | | |
| Notes | | | Core N |
| <ul style="list-style-type: none"> This field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company. Where the entire fee is waived, a value of zero should be returned. The value in this field should reflect the fee actually charged to the student net of any fee waivers or discounts applied to the fee. Other financial support given to the student such as bursaries, free equipment or similar should not be included in any reduction to the fee. The value recorded in this field should be the net tuition fee for this year and not the entire course, that is the fee charged after any financial support from the institution such as waivers are taken into account. The value should not be reduced to reflect non-payment of fees. If a student leaves the institution part the way through the year, the annualised amount the student would have been charged should be returned. Where fees are paid in part or full on the student's behalf for example by an employer the net fee should not be reduced to reflect this. For full guidance about this field, please refer to the HESA specification. | | | |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2012 and the Student support number has not been returned, the Net tuition fee must exist and not be null | Error | |
| 2 | The Net tuition fee should not be greater than £9,000 | Warning | |
| Change management notes | | | |
| | | | |

| Domicile | | | |
|--|--|---------------------|-------------|
| Definition | This field holds the country code of the student's permanent or home address prior to entry to the course. It is not necessarily the correspondence address of the student. | | |
| Reason required | To distinguish between home and overseas students and to disaggregate students by origin. To obtain the numbers of students domiciled in particular EC countries and elsewhere abroad and hence calculate participation rates. To forecast the demand for student allowances and grants. To record cross-border flows. | | |
| Schema definitions | | | |
| XML element name | DOMICILE | Mandatory | N |
| Field length | 2 | Data type | xs:string |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | Learning Delivery HE | | |
| Collection requirements | | | |
| Collected for all learning aims | | | |
| Valid entries | | | |
| Two-character alphabetic code from Appendix D | | | |
| Notes | | | Core |
| | | | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. A valid code must be used for this field. This coding frame is determined by the National Statistics Country Classification 2006 (NSCC), which is based on ISO 3166-1 Codes for the Representation of Names of Countries and their Subdivisions, and the United Nations' Standard Country or Area Codes for Statistical Use. | | | |
| Validation rules | | | |
| 1 | If the learning aim started on or after 1 August 2013, the Domicile must be returned | Error | |
| 2 | If returned, the Domicile must be a valid lookup from Appendix D | Error | |
| Change management notes | | | |
| | | | |

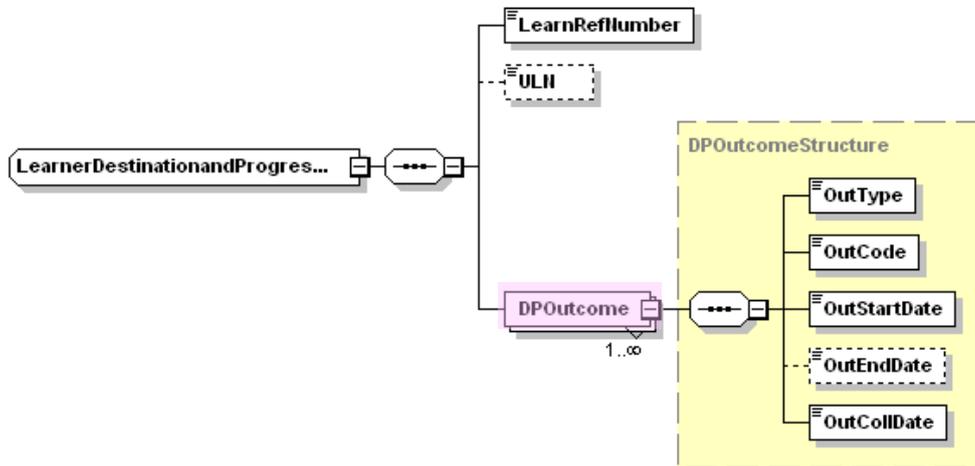
| Equivalent or lower qualification | | | | |
|--|---|---------------------|-------------|---|
| Definition | This field will capture whether a student is aiming for an Equivalent or lower qualification (ELQ) than one already achieved. | | | |
| Reason required | To assist in determining whether a student is non-fundable under the ELQ policy. | | | |
| Schema definitions | | | | |
| XML element name | ELQ | Mandatory | N | |
| Field length | 1 | Data type | xs:int | |
| Minimum occurrences | 0 | Maximum occurrences | 1 | |
| Part of | Learning Delivery HE | | | |
| Collection requirements | | | | |
| Collected for all prescribed HE learning aims with a Funding model of 99 excluding those financed by a 24+ Advanced learning loan. | | | | |
| Valid entries | | | | |
| 1 | Non-exempt ELQ | | | |
| 2 | Exempt ELQ | | | |
| 3 | Not ELQ | | | |
| 9 | Not required | | | |
| Notes | | | Core | N |
| <ul style="list-style-type: none"> For full guidance about this field, please refer to the HESA specification. Exempt ELQs as defined as per HEFCE's definitions (please refer to HESES12 Annex K), which are not assessed, can be coded as 9, 'Not required'. Code 9, 'Not required' can be used for the following students: <ul style="list-style-type: none"> ITT students on courses that lead to QTS INSET students who hold QTS NHS funded students who are non-fundable. | | | | |
| Validation rules | | | | |
| 1 | If the learning aim is HEFCE funded, the ELQ must be returned. | Error | | |
| 2 | If returned, the ELQ must be a valid lookup as specified above. | Error | | |
| Change management notes | | | | |
| | | | | |

Learner Destination and Progression

[back to field listing](#)

Data about a learner's destination and progression following the end of learning is collected in the ILR to demonstrate how the FE sector is contributing to the future success of learners.

The Learner Destination and Progression record structure is illustrated below:



This data entity has been designed to be a stand-alone data set which can either be returned in the same ILR file as the Learner and Learning delivery records for the learner or can be returned on its own in the following teaching year. The Learner reference number and Unique Learner Number (ULN) are included to enable data from this dataset to be matched to Learner and Learning delivery data for reporting purposes.

As with other learner and learning delivery records, providers must continue to include destination and progression records in each ILR file that they send for the teaching year, in line with the ILR collection timetable.

Collection Requirements

Learner Destination and Progression data must be returned for learners who finish their learning programme in 2014 to 2015 after completing all of the activities on their original learning agreement or plan. A learner may undertake several learning aims within a single learning agreement or plan, and there is no need to complete a Destination and Progress record at the end of each aim.

| Collection requirements | |
|--------------------------------------|--|
| EFA funded | All learners (includes all Traineeships and High Needs students)* |
| Skills Funding Agency funding | Collected for: <ul style="list-style-type: none"> All Traineeships Learners with an employment status prior to enrolment of "Not in paid employment, looking for work and available to start work" (code 11); who have Adult Skills Budget funded aims which are not workplace learning (FundModel 35 and LearnDelFAMType <> WPL) Learners with an employment status prior to enrolment of "Not in paid employment, looking for work and available to start work" (code 11) who have Other Skills Funding Agency funded (FundModel 81) aims. |
| | Not collected for: Apprenticeships, Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType = WPL), Community Learning (FundModel 10) and ESF (FundModel 70) |
| Non funded | Not collected |

Learner Destination and Progression

* It is important that this data is returned for learners who withdraw from an EFA funded study programme in order to take up a Traineeship, Supported Internship or Apprenticeship programme, as this data will be used to exclude the learner from DfE's completion and attainment measure.

Providers may additionally send data for any other learners for whom they collect this data for their own purposes. The validation rules will not prevent data being sent for any of the groups specified as "not collected" above.

Providers may optionally send destination and progression data for learners who have completed or left their learning programme in 2013 to 2014.

Independent specialist colleges are asked to send Destination and Progression data at the R04 return for 2014 to 2015, for EFA funded learners who finish their study programmes in 2013 to 2014. The EFA will provide further information about this data return to independent specialist colleges.

When to collect and return destination and progression data

This data can be returned either in the year that the learner completes or leaves their learning aim/programme of learning or in the following teaching year. If the learner is no longer in learning with the provider in the following year then the destination and progression data would be the only entity returned for that learner.

Destination and progression data should be returned for learners who remain with a provider to continue with further study as well as those who leave.

- If the learner is remaining with the provider to progress to a new programme of learning, then a destination and progression record should be reported as soon as the learner starts their next programme of learning.
- For learners who leave the provider, it is expected that providers will carry out follow up activity to establish the destination or progression outcome for the learner during the 12 months after they leave.

Data about a learner's destination and/or progression can continue to be recorded until the end of the teaching year following the year in which learning ended.

For Traineeship achievement reporting purposes and Skills Funding Agency job outcome payments the following rules apply:

- Traineeships will be reported as achieved if the learner is reported as progressing to employment, an Apprenticeship or further education and training (16-19 yr olds only).
- For Traineeships, for an achievement payment to be made, the job must last 16 hours a week or more for at least six weeks in a row.
- For unemployed learners, for a job outcome payment to be made, the job must last 16 hours a week or more for at least four weeks in a row.

Refer to the funding rules for the requirements for funding payments and evidence required to support these.

For 2014 to 2015, providers must also record the Employment outcome field in order to generate a job outcome funding payment. The data recorded in that field should be consistent with the information recorded here.

Learner Destination and Progression

Updating destination and progression records

If a provider has already recorded a destination or progression outcome that they wish to update, for example, if the learner is confirmed as still being in a job at a later date, then the original record can be updated by amending the collection date. A new record with the same outcome type and code does not need to be added.

Further information and examples of recording destination and progression data in different scenarios can be found in the provider support manual.

Learner Destination and Progression

[back to field listing](#)

For each Learner Destination and Progression record the following fields must be returned:

- Outcome type
- Outcome code
- Outcome start date
- Outcome end date
- Outcome collection date

The Outcome type identifies the type of destination or progression outcome being recorded and is returned with an associated Outcome code. Both an Outcome type and Outcome code are required for the record to be unique.

There is no limit to the number of destination and progression records that can be returned for each learner. More than one record can be recorded with the same Outcome start date, although they must have different outcome type/code combinations.

| Outcome type | | | |
|---|--|-----------------------|------------------|
| Definition | The type of destination or progression outcome being recorded | | |
| Reason required | Destination reporting, Traineeship success measures and DfE completion and attainment measure. | | |
| Schema definitions | | | |
| XML element name | OutType | Mandatory | Y |
| Field length | 3 | Field Type | RestrictedString |
| Part of | DPOOutcome | | |
| Valid entries | | | |
| Type | Type Description | Max no of occurrences | |
| EMP | In Paid Employment | 1 | |
| NPE | Not in Paid Employment | 1 | |
| VOL | Voluntary work | 1 | |
| GAP | Gap Year | 1 | |
| EDU | Education | 2 | |
| SDE | Social Destination (High needs students only) | 1 | |
| OTH | Other | 1 | |
| Notes | | | |
| <ul style="list-style-type: none"> • The Social Destination codes should only be used for EFA funded high needs students | | | |
| Validation rules | | | |
| 1 | If an Outcome type is returned, the Outcome code must be a valid entry for that Outcome type | Error | |
| 2,3 | If there is more than one record for this Outcome type, type the Outcome codes must be different | Error | |
| Change management notes | | | |
| | | | |

Learner Destination and Progression

[back to field listing](#)

| Outcome code | | | |
|---|--|---|----------|
| Definition | The type of destination or progression outcome being recorded | | |
| Reason required | Destination reporting, Traineeship success measures and DfE completion and attainment measure. | | |
| Schema definitions | | | |
| XML element name | OutCode | Mandatory | Y |
| Field length | 3 | Data type | xs:int |
| Part of | DPOOutcome | | |
| Valid entries | | | |
| Type | Code | Code Description | Valid to |
| EMP | 1 | In paid employment for 16 hours or more per week | |
| EMP | 2 | In paid employment for less than 16 hours per week | |
| EMP | 3 | Self employed | |
| NPE | 1 | Not in paid employment, looking for work and available to start work | |
| NPE | 2 | Not in paid employment, not looking for work and/or not available to start work (including retired) | |
| VOL | 1 | Voluntary work | |
| GAP | 1 | Gap year before starting HE | |
| EDU | 1 | Traineeship | |
| EDU | 2 | Apprenticeship | |
| EDU | 3 | Supported Internship | |
| EDU | 4 | Other FE* (Full-time) | |
| EDU | 5 | Other FE* (Part-time) | |
| EDU | 6 | HE | |
| SDE | 1 | Supported independent living | |
| SDE | 2 | Independent living | |
| SDE | 3 | Learner returning home | |
| SDE | 4 | Long term residential placement | |
| OTH | 1 | Other outcome – not listed | |
| OTH | 2 | Not reported | |
| Notes | | | |
| <p>* Codes EDU4 and EDU5 include Community Learning provision.</p> <ul style="list-style-type: none"> For most outcomes, only one code can be recorded within each outcome type on any given date (the codes for each type are mutually exclusive). For education outcomes it may be possible for a learner to undertake part time FE study as well as another outcome such as an Apprenticeship. A learner who has completed a Traineeship cannot progress to a second Traineeship programme. Providers should use code OTH2 “Not reported” where they have been unable to contact the learner or obtain information from them about their destination or progression. If an outcome code of EDU2 “Apprenticeship” is used, an outcome record of employment does <u>not</u> also need to be recorded | | | |
| Change management notes | | | |
| V3 | <ul style="list-style-type: none"> Additional guidance added | | |

Learner Destination and Progression

[back to field listing](#)

| Outcome start date | | | |
|--|--|---------------------|---------|
| Definition | The date that the learner commenced the destination or progression outcome recorded | | |
| Reason required | To identify how long after learning finished the outcome occurred and to calculate the duration of the outcome in conjunction with the outcome end date. This will be used to establish whether or not an employment outcome meets the criteria for a sustained destination or progression | | |
| Schema definitions | | | |
| XML element name | OutStartDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | DPOOutcome | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | Core | N | |
| <ul style="list-style-type: none"> A start date must be recorded for all outcome records. Where the learner remains with a provider and continues in education, the start date recorded here should be the same as the Learning aim or Programme aim start date recorded in the Learning Delivery record. Outcomes that are due to occur in the future can be recorded, for example where a learner has a place on a course that is due to start in two months time. Future outcomes should only be recorded if they have a definite start date. Aspirational outcomes should not be recorded. Providers should be aware that future outcomes will not count as positive destinations unless they are later verified to have taken place. If a future outcome is verified later as having occurred then the collection date should be updated to reflect the date that it was verified. | | | |
| Validation rules | | | |
| 1 | The Outcome start date must not be more than 10 years before the start of the current teaching year. | Error | |
| Change management notes | | | |
| | | | |

Learner Destination and Progression

[back to field listing](#)

| Outcome end date | | | |
|---|---|---------------------|---------|
| Definition | The date that the learner finished the destination or progression outcome recorded, if applicable | | |
| Reason required | To identify the completion of a particular outcome, if applicable. To calculate the duration of the outcome in conjunction with the outcome start date. This will be used to establish whether or not an employment outcome meets the criteria for a sustained destination or progression | | |
| Schema definitions | | | |
| XML element name | OutEndDate | Mandatory | N |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 0 | Maximum occurrences | 1 |
| Part of | DPOOutcome | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> The outcome end date only needs to be returned if the outcome that is being reported has finished. For example, if the learner was employed for a month after finishing learning but was no longer employed when the information was collected by the provider. If the learner's destination is still current when the data is collected, for example the learner is still in employment, then the outcome end date will not apply and does not need to be returned. | | | |
| Validation rules | | | |
| 1 | If returned, the Outcome end date must not be before the Outcome start date | Error | |
| Change management notes | | | |
| | | | |

Learner Destination and Progression

[back to field listing](#)

| Outcome collection date | | | |
|--|--|---------------------|---------|
| Definition | The date that the outcome data was collected from the learner | | |
| Reason required | To be used to calculate the duration of the outcome in conjunction with the outcome start date. To identify at the time the destination was collected, whether it had already occurred or is a future event. | | |
| Schema definitions | | | |
| XML element name | OutCollDate | Mandatory | Y |
| Field length | 10 | Data type | xs:date |
| Minimum occurrences | 1 | Maximum occurrences | 1 |
| Part of | DPOOutcome | | |
| Valid entries | | | |
| A valid date, using the date pattern YYYY-MM-DD | | | |
| Notes | | Core | N |
| <ul style="list-style-type: none"> If a provider receives updated information about an outcome that has already been recorded then the collection date on the existing record can be updated. A new record for the same outcome does not need to be returned. | | | |
| Validation rules | | | |
| 1 | The Outcome collection date must not be after the File preparation date. | Error | |
| Change management notes | | | |
| | | | |

Summary of changes

Summary of changes for 2014 to 2015

Header record

| Fields changed |
|-----------------------|
| Component set version |

Learner Destination and Progression entity

Collection requirements revised

| New entity added |
|------------------|
| DPOutcome |

Learner record

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Learner reference number | √ | | | |
| Learner reference number in previous year | √ | | | |
| UKPRN in previous year | √ | | | |
| Family name | √ | √ | | |
| Given names | √ | √ | | |
| Prior attainment | √ | | | |
| Learning support cost | √ | √ | | |
| Planned learning hours | √ | | | |
| ESF destination | √ | | | |

Learner Contact entity

| Changes have been made to the following FAM types | | | | |
|---|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Postcode prior to enrolment | √ | | | |

Learner Funding and Monitoring (FAM) entity

| New FAM types added |
|--|
| High needs students Maths GCSE achievement English GCSE achievement Free meals eligibility Pupil premium funding eligibility |

| FAM type removed |
|------------------|
| Learning support |

Summary of changes

| Changes have been made to the following FAM types | | | | |
|---|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Learning difficulty assessment | √ | | | |
| High needs students | √ | √ | | |
| Education Health Care Plan | √ | | | |
| Learner support reason | √ | √ | | |
| National Learner monitoring | √ | | √ | |
| Maths GCSE achievement | √ | | √ | |
| English GCSE achievement | √ | | √ | |
| Free meals eligibility | √ | √ | √ | |

Learner Provider Specified Monitoring entity

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Provider specified learner monitoring | | | | √ |

Learner Employment Status entity

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Employer identifier | | √ | | |

Employment Status Monitoring entity

| New monitoring type added | | | | |
|---------------------------|--|--|--|--|
| Small employer | | | | |

Learner HE entity

| New entity added | | | | |
|-------------------|--|--|--|--|
| Financial support | | | | |

Learning Delivery entity

| New fields added | | | | |
|--|--|--|--|--|
| Software supplier aim identifier | | | | |
| New entity added | | | | |
| Learning Delivery Work Placement | | | | |
| Apprenticeship Trailblazer Financial Details | | | | |

Summary of changes

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Learning aim reference | √ | | | |
| Aim type | √ | √ | | |
| Funding model | √ | | | |
| Programme type | √ | √ | √ | |
| Framework code | √ | | | |
| Apprenticeship pathway | √ | | | |
| Subcontracted or partnership UKPRN | √ | √ | | |
| Funding adjustment for prior learning | √ | | | |
| Other funding adjustment | √ | √ | | |
| Employment outcome | √ | √ | | |
| Completion status | √ | | | |
| Achievement date | √ | √ | | |
| Software supplier aim identifier | | | | √ |

Learning Delivery Funding and Monitoring (FAM) entity

| New FAM types added |
|--|
| Work programme participation Percentage of online delivery Apprenticeship Trailblazer standard |

| Changes have been made to the following FAM types | | | | |
|---|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Eligibility for enhanced Apprenticeship funding | √ | √ | | |
| Learning support funding | | √ | | |
| Learning delivery monitoring | | √ | | |
| Special projects and pilots | | √ | | |
| HE monitoring | | | √ | |
| Percentage of online delivery | √ | √ | √ | |

Summary of changes

Learning Delivery Work Placement

| Changes have been made to the following FAM types | | | | |
|---|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Work placement mode | √ | | | √ |
| Work placement employer identifier | | | | √ |

Learning Delivery Provider Specified Monitoring entity

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Provider specified delivery monitoring | | | | √ |

Learning Delivery HE entity

| New fields added | | | | |
|------------------|--|--|--|--|
| ELQ | | | | |

| Changes have been made to the following fields | | | | |
|--|----------|-------------------------|-------|------------------|
| Field name | Guidance | Collection requirements | Codes | Field definition |
| Qualification on entry | | | √ | |
| SOC2000 | √ | | √ | |
| UCAS tariff points | √ | √ | | |
| Major source of tuition fees | | | √ | |
| Net tuition fees | √ | | | √ |

Abbreviation and Acronyms

Abbreviations and Acronyms

| | |
|--------|---|
| AoC | Association of Colleges |
| AELP | Association of Employment and Learning Providers |
| BIS | Department for Business, Innovation and Skills |
| DfE | Department for Education |
| EDS | Employer Database System |
| EFA | Education Funding Agency |
| ESF | European Social Fund |
| ESOL | English for speakers of other languages |
| FE | Further education |
| FIS | Funding Information System |
| HE | Higher education |
| HEIFES | Higher Education in Further Education: Students survey |
| HEFCE | Higher Education Funding Council for England |
| HESA | Higher Education Statistics Agency |
| HOLEX | Heads of Large External Institutions |
| ILR | Individualised learner record |
| JCP | Jobcentre Plus |
| LARS | Learning Aim Reference Service |
| LDCS | Learning Directory Classification System |
| LGA | Local Government Association |
| LRS | Learner Registration Service |
| MIS | Management information system |
| MoD | Ministry of Defence |
| NEET | Not in education, employment or training |
| NAS | National Apprenticeship Service |
| NSA | National Skills Academy |
| NLDC | Neighbourhood Learning in Deprived Communities |
| NVQ | National vocational qualification |
| Ofqual | Office of the Qualifications and Examinations Regulator |
| Ofsted | Office for Standards in Education |
| OLASS | Offender Learning and Skills Service |
| PCDL | Personal and Community and Development Learning |
| QCF | Qualifications and Credit Framework |
| SSC | Sector Skills Council |
| SSF | School sixth form |
| SAAS | Student Awards Agency for Scotland |
| SLC | Student Loans Company |
| TUC | Trade Union Congress |
| UKPRN | UK Provider Reference Number |
| UKRLP | UK Register of Learning Providers |
| ULN | Unique Learner Number |