

## Appendix B – Migration Specification

Version 1 – Published March 2019. Changes from 2018 to 2019 are highlighted in yellow.

Version 2 – Published April 2019. Changes are highlighted in green.

Version 3 – Published May 2019. Changes are highlighted in blue.

### Section 1 Introduction

1. This appendix to the ILR specification describes the rules for selecting records for migration from the 2018 to 2019 ILR to the 2019 to 2020 ILR.
2. This document also contains details about how to migrate records for continuing learners into the 2019 to 2020 ILR.
3. Annex 1 to this document provides the mapping for individual fields and codes, including fields that have been added or removed from the ILR between 2018 to 2019 and 2019 to 2020. This mapping document uses 2018 to 2019 ILR values to determine the 2019 to 2020 values.
4. Migration is the process by which ILR data is converted from the 2018 to 2019 ILR format into the 2019 to 2020 ILR format for continuing learners from 2018 to 2019, and for other records that must continue to be returned on the ILR.
5. The ESFA does not carry out any form of data migration from one ILR year to the next. Therefore, it is important that all providers send data in the first ILR return for 2019 to 2020, otherwise, there will be no data held for them in the 2019 to 2020 database and their funding for the year may be affected.
6. For most providers, your Management Information System (MIS) supplier will migrate your data ready for 2019 to 2020.
7. Learning aims migrated into the 2019 to 2020 ILR from 2018 to 2019 may generate a number of validation errors following migration. These errors occur where data does not meet the ILR requirements for 2019 to 2020, particularly where new fields or validation rules have been introduced in 2019 to 2020. You (providers) should correct this data before the first return for 2019 to 2020.

### Section 2 High-level migration rules

Migration rule description	Migration condition
Learning aims that are continuing must be migrated into the 2019 to 2020 ILR except where the Planned end date is more than 2 years ago.  If the learning aim is recorded as continuing and the Planned end date is more than 2 years ago then these aims should not be automatically migrated into 2019 to 2020.	LearningDelivery.CompStatus = 1 and there is no LearningDelivery.LearnActualEndDate where LearningDelivery.LearnPlanEndDate < 1 August 2017

<p>In most cases, these aims are incorrectly recorded as continuing and should be closed. If the aims are correctly recorded as continuing, they should be migrated manually.</p>	
<p>Learning aims that were closed due to a break in learning where the learner has not restarted their learning aim by 31 July 2019 and is still on their break in learning at the start of the 2018 to 2019 ILR year must be migrated into the 2019 to 2020 ILR.</p>	<p>LearningDelivery.CompStatus = 6 and no record of LearningDeliveryFAM.LearnDelFamType = RES and LearningDeliveryFAM.LearnDelFamCode = 1 by LearningDelivery.LearnStartDate = 31 July 2019</p>
<p>Where the learning activity was completed in 2018 to 2019 and the Outcome is not known by R14 of 2018 to 2019, you must migrate these closed learning aims and any associated Destination and Progression records into 2019 to 2020. The Outcome can be updated in 2019 to 2020 once it is known.</p>	<p>LearningDelivery.LearningActualEndDate is not null and LearningDelivery.Outcome = 8</p>
<p>European Social Fund (ESF)</p> <p>For Round 1 (contracts ending on or before 31 March 2019), European Social Fund (ESF) 2014 to 2020 Programme learning aims that are continuing by 31 July 2019 must be closed by setting the Completion status to code 3 'withdrawn' and the Withdrawal reason to code 40 'Learner has transferred to a new learning aim with the same provider'.</p> <p>Record the new learning as a transfer to a Non-funded aim in the 2019 to 2020 record, the Learning start date as 1 August 2019, record the funding model as Non-funded, Funding Model 99.</p> <p>This includes all Learner, Learning Delivery, and Destination and Progression records.</p> <p>For Round 2 (from 1 April 2019 onwards) European Social Funding (ESF) 2014 to 2020 Programme, all</p>	<p>LearningDelivery.LearnActEndDate is null and LearningDelivery.FundModel = 70 and LearningDelivery.ConRefNumber &lt;&gt; ESF-5xxx</p> <p>On the new learning aim record the LearningDelivery.LearnStartDate = 1 August 2019 and LearningDelivery.FundModel = 99 and LearningDelivery.CompStatus = 3 and LearningDelivery.WithdrawReason = 40</p> <p>LearningDelivery.FundModel = 70 and</p>

<p>records for all learners who are receiving ESF funding as part of the new programme must be migrated into the 2019 to 2020 ILR using the Contract Reference Number equal to or greater than ESF-5xxx where the x is numerical.</p> <p>This includes all Learner, Learning Delivery and Destination and Progression records for both continuing learners and those who have completed their learning aims.</p>	<p>LearningDelivery.ConRefNumber &gt;= ESF-5xxx</p>
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### Section 3 Detailed migration rules

8. This section describes which ILR records should be migrated into 2019 to 2020, in addition to those described in Section 2 above.
9. Learning delivery records that are not part of a programme and are not ESF funded, you must migrate the following learner and learning aim records:

Migration rule description	Migration condition
All learner records and all continuing standalone and core learning aims that have a Learning planned end date that is on or after 1 August 2017	LearningDelivery.AimType = 4 or 5 and LearningDelivery.FundModel <> 70 and LearningDelivery.LearnPlanEndDate >= 1 August 2017 and LearningDelivery.LearnActEndDate = NULL
All learner records and all closed standalone and core learning aims that have a Learning planned end date that is on or after 1 August 2017 where the Outcome of the aim is unknown or has been closed due to a break in learning	LearningDelivery.AimType = 4 or 5 and LearningDelivery.FundModel <> 70 and LearningDelivery.LearnPlanEndDate >= 1 August 2017 and LearningDelivery.LearnActEndDate <> NULL and (LearningDelivery.Outcome = 8 or LearningDelivery.CompStatus = 6)

### 3.1 ***Migrating employment status records***

10. You only need to migrate employment status records that relate to a learner's current learning. Historic employment status records do not need to be returned.
11. You should migrate the following employment status records:
  - The employment status record with the Date employment status applies that is the most immediate before the earliest Learning start date or Original learning start date (if completed) of all the learner's aims.
  - All employment status records with a Date employment status applies that is after the date of the employment status record identified above.

### 3.2 ***Migrating data for traineeships***

12. For traineeship learners who completed their programme in 2018 to 2019 but are continuing with the English and/or maths aim in 2019 to 2020, you must migrate the following data into 2019 to 2020:
  - The closed traineeship programme aim
  - The continuing English and/or maths aim
  - Any associated Destination and Progression records for that learner

### 3.3 ***Migrating data for apprenticeships***

13. For apprenticeship learners, component learning delivery records (Aim type = 3) that are part of an open programme must be migrated along with the programme aim, even if the component aims are closed.
14. All learner records, programme aims and associated component aims must be migrated where the apprenticeship programme is continuing (Aim type = 1, Learning planned end date >= 1 August 2017 and Learning actual end date is null).
15. All learner records, programme aims and associated component aims must be migrated where the apprenticeship programme aim is recorded as on a break (Completion status = 6) or the outcome is unknown (Outcome = 8), and Learning planned end date >= 1 August 2017.
16. Where a learner achieves an Adult skills funded apprenticeship programme (Funding model = 35, this includes 16-18 apprenticeships), but is continuing with level 2 functional skills having progressed from level 1 during the apprenticeship, then the closed programme aim and the continuing level 2 functional skills aim must be migrated into 2019 to 2020. The Destination and Progression record(s) for this learner should also be migrated:
  - Learning delivery records (LearningDelivery.AimType = 3, and LearningDelivery.LearnActEndDate = null) where LearningDelivery.LearnPlanEndDate >= 1 August 2017 and the associated learner and programme aim records (LearningDelivery.AimType = 1 with matching codes as in paragraph 17 below)

- AND the associated Destination and Progression records where  
Learner.LearnRefNumber =  
LearnerDestinationandProgression.LearnRefNumber

17. Associated learning aims for apprenticeship programmes are identified by:

- Matching Programme type, Framework code and Apprenticeship pathway code for apprenticeship frameworks, or
- Matching Programme type and Apprenticeship standard code for apprenticeship standards

18. For learners on an apprenticeship standard that started prior to 1 May 2017 (Funding model = 81 and Programme type = 25) or apprenticeship funded programme (Funding model = 36), who have taken a break from their programme and returned, then their original aims (where Completion status = 6) for the apprenticeship must continue to be returned until the apprenticeship programme is recorded as complete (Completion status = 2 or 3). This includes the programme aim, financial records and component learning aims.

### **Migrating data for continuing learners**

19. The following fields must be completed annually on the ILR, where applicable. You will need to **review and set this data at the start of 2019 to 2020**:

- Accommodation
- Learning support cost
- Planned learning hours
- Planned employability, enrichment and pastoral hours
- GCSE maths qualification grade
- GCSE English qualification grade
- High needs student indicator (Learner Funding and Monitoring type)
- Learner support reason (Learner Funding and Monitoring type)
- Special educational needs (Learner Funding and Monitoring type)
- Eligibility for 16-19 (excluding apprenticeships) disadvantage funding (Learner Funding and Monitoring type)
- GCSE maths condition of funding (Learner Funding and Monitoring type)
- GCSE English condition of funding (Learner Funding and Monitoring type)
- Free meals eligibility (Learner Funding and Monitoring type)
- Pupil premium funding eligibility (Learner Funding and Monitoring type)
- Financial support entity (HE learners only)
- Net tuition fee (HE learners only)
- Gross tuition fee (HE learners only)

## Section 4 Changes from 2018 to 2019

### 4.1 Learner

20. For 2019 to 2020 the following field has been removed from the Learner entity:
- Off-the-job training hours

### 4.2 Learner Funding and Monitoring

21. For 2019 to 2020 the Learner funding and monitoring code list has been updated.
22. This now includes the following:
- MCF 5 'Learner holds a pass grade for functional skills level 2 in mathematics'
  - ECF 5 'Learner holds a pass grade for functional skills level 2 in English'

### 4.3 Learner Employment Status

23. From 2019 to 2020 the collection requirements of the Learner Employment Status entity has been updated to include Other 16-19 (FundModel 82).

### 4.4 Learning Delivery

24. For 2019 to 2020 the following new fields have been added to the Learning Delivery entity:
- Planned hours
  - Learning start date postcode
25. These fields are not mandatory in the schema.
26. This field is collected for Adult skills (FundModel 35), Community Learning (FundModel 10), and Local authority funded Community Learning (FundModel 99 and Source of funding 108)
27. For 2019 to 2020, the Withdrawal code list has been updated. This now includes 48 "Industrial placement learners that have withdrawn due to circumstances outside the providers' control."
28. For 2019 to 2020, the collection requirements of the Achievement date field have updated to include Apprenticeship standards (FundModel 36, ProgType 25).

29. For 2019 to 2020 Software Supplier Aim Identifier field has been changed from mandatory to optional.

#### **4.5 Learning delivery funding and monitoring**

30. For 2019 to 2020 the Learning delivery funding and monitoring code list has been updated.

31. The maximum occurrences of the Learning delivery monitoring (LDM) type has increased from 4 to 6.

32. A new learning aim monitoring type, Devolved area monitoring (DAM) has been created for devolved areas. This now includes (unassigned) DAM 001 - 400

33. Source of funding indicators have been created for each Combined authority and will include the following:

- SOF 110 Greater Manchester Combined authority
- SOF 111 Liverpool City Region Combined authority
- SOF 112 West Midlands Combined authority
- SOF 113 West of England Combined authority
- SOF 114 Tees Valley Combined authority
- SOF 115 Cambridgeshire and Peterborough Combined authority
- SOF 116 Greater London Authority

34. Unassigned codes for have been added for ACT 3 – 6.

#### **4.6 Learner Destination and Progression**

35. For 2019 to 2020, the collection requirements of the Learner Destination and Progression Entity have been updated to include Non-levy funded apprenticeships (FundModel 36, ACT2).

#### **4.7 Codes removed from 2018 to 2019**

36. The following code has been removed from the code list for the field 'Term time accommodation', code 3 'Own home'.

37. The following codes have been removed from the code list for the field 'Qualification on entry', code P69 'Cambridge Pre-U Diploma, code X03 'Mature students admitted on basis of previous experience (without formal APEL/APL and/or institution's own entrance examinations)'.

38. The following code has been removed from the code list for the field 'Outcome', code EMP3 'Self-employed'.