Specification of the Individualised Learner Record for 2015 to 2016

Version 4

November 2015

Contents

Title	ILR Specification for 2015 to 2016
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 2015 to 2016
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	4

Document History

Version 1   published February 2015. Changes from the 2014 to 2015 specification are highlighted in yellow.

Version 2   published March 2015. Changes from version 1 are highlighted in green

Version 2.1   published April 2015. Weblinks updated.

Version 3   published July 2015. Changes from version 2.1 are highlighted in blue

Version 4   published November 2015. Changes from version 3 are highlighted in pink

Contents

Appendices

These are published separately on the Skills Funding Agency website.

Appendix A   Collection timetable

Appendix B   Migration mapping from 2014/2015 to 2015/2016

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 L   Summary of Occupation codes

Appendix P   Data quality standards

Appendix Q   Learning outcome grade code list

Spreadsheet containing the Learning Delivery Monitoring (LDM), Special Projects and Pilots (SPP), and Trailblazer apprenticeship standard (TBS) codes – for recording in the Learning Delivery Funding and Monitoring fields

The ILRSUBCON form (Appendix I) has been removed for 2015 to 2016

Contents

Field listing (entity and field order)

Entity	Fields	XML element name
Learning Provider	**Learning Provider Entity Definition**	**LearningProvider**
Learning Provider	UK provider reference number	UKPRN
Learner	**Learner Entity Definition**	**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	GCSE maths qualification grade	MathGrade
Learner	GCSE English qualification grade	EngGrade
Learner Contact	**Learner Contact Entity Definition**	**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	**Learner Contact Preference Entity Definition**	**ContactPreference**
Learner Contact Preference	Contact preference type	ContPrefType
Learner Contact Preference	Contact preference code	ContPrefCode
LLDD and Health Problem	**LLDD and Health Problem Entity Definition**	**LLDDandHealthProblem**
LLDD and Health Problem	LLDD and health problem category	LLDDCat
LLDD and Health Problem	Primary LLDD and health problem	PrimaryLLDD

Contents

Contents

Contents

Contents

Alphabetic Listing of Fields

Contents

Contents

Contents

Funding and Monitoring Entity field listing

Entity	FAM Type	FAM Type Description	Page No
Learner Funding and Monitoring	LDA	Learning difficulty assessment	65
Learner Funding and Monitoring	HNS	High needs students	65
Learner Funding and Monitoring	EHC	Education Health Care plan	66
Learner Funding and Monitoring	DLA	Disabled students allowance	66
Learner Funding and Monitoring	LSR	Learner support reason	67
Learner Funding and Monitoring	SEN	Special educational needs	67
Learner Funding and Monitoring	NLM	National learner monitoring	69
Learner Funding and Monitoring	EDF	Eligibility for EFA disadvantage funding	70
Learner Funding and Monitoring	MCF	GCSE maths condition of funding	70
Learner Funding and Monitoring	ECF	GCSE English condition of funding	71
Learner Funding and Monitoring	FME	Free meals eligibility	72
Learner Funding and Monitoring	PPE	Pupil premium funding eligibility	73
Learning Delivery Funding and Monitoring	SOF	Source of funding	129
Learning Delivery Funding and Monitoring	FFI	Full or co-funding indicator	130
Learning Delivery Funding and Monitoring	WPL	Workplace learning indicator	130
Learning Delivery Funding and Monitoring	EEF	Eligibility for enhanced apprenticeship funding	131
Learning Delivery Funding and Monitoring	RES	Restart indicator	132
Learning Delivery Funding and Monitoring	LSF	Learning support funding	132
Learning Delivery Funding and Monitoring	ADL	24+ Advanced Learning Loans indicator	134
Learning Delivery Funding and Monitoring	ALB	24+ Advanced Learning Loans Bursary funding	135
Learning Delivery Funding and Monitoring	ASL	Community Learning type	136
Learning Delivery Funding and Monitoring	FLN	Family English, Maths and Language	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	Trailblazer apprenticeship standard	141
Learning Delivery Funding and Monitoring	HEM	HE monitoring	141
Learning Delivery Funding and Monitoring	HHS	Household situation	142

INTRODUCTION

1. This specification is produced to assist providers in collecting learner data for the 2015 to 2016 year.

2. In this specification we use the term 'you' or 'providers' to mean colleges, training organisations, local authorities and employers who receive funding from the Skills Funding Agency (SFA) or Education Funding Agency (EFA) or through a Loans facility, to deliver education and training. We will use the individual type of provider if the requirements apply only to that specific type of provider.

Use of ILR data

3. The further education (FE) and skills sector in England uses the Individualised Learner Record (ILR) to collect data about learners in the sector and the learning undertaken by each of them.

4. The data collected in the ILR is used to ensure that public money distributed through the Skills Funding Agency and the Education Funding Agency 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.

5. The Vocational Education (VE) data board have authorised the changes to the ILR Specification for 2015 to 2016.

6. The VE 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.

Introduction

Additional sources of information

7. Additional guidance about the collection of learner data for 2015 to 2016 will be published for learning providers and will be available to download from the Skills Funding Agency website at https://www.gov.uk/government/collections/individualised-learner-record-ilr

8. Principles, definitions and guidance about Skills Funding Agency and EFA funding are available at https://www.gov.uk/government/organisations/skills-funding-agency and https://www.gov.uk/government/organisations/education-funding-agency

9. **feconnect** is a publicly available online network for those working with data in the FE and skills sector. This network provides a forum for the discussion of data systems and data collection.

10. For queries relating to the ILR Specification and ILR data returns, please contact the Service Desk on 0370 267 0001 or email: servicedesk@sfa.bis.gov.uk.

Summary of changes for 2015 to 2016

11. All changes from the 2014 to 2015 ILR Specification have been highlighted in yellow. Highlighting is used to indicate where the data requested or collection arrangements have changed. Where terminology has been changed or improvements made to the layout of the specification there is no highlighting.

12. A full list of changes to the ILR for 2015 to 2016 can be found in the 'Summary of Changes' section at the back of the specification.

Coverage of the ILR

13. You should send ILR data in 2015 to 2016 if you receive 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.

14. All providers must send records for learners financed by 24+ Advanced Learning Loans.

15. FE colleges must also send details of all learners who are not in receipt of public funding from the Skills Funding Agency or the EFA (apart from learners subcontracted in from a school or Higher Education Institution)

16. The ILRSUBCON form that was used in previous years to collect aggregate data about subcontracted learners is no longer required and will not be collected in 2015 to 2016.

17. Training organisations are asked to send details of apprenticeships that are not funded by the Skills Funding Agency where they are delivered within the terms of a Skills Funding Agency contract. In all other cases, this data can be sent on a voluntary basis.

18. Higher Education Institutions (HEIs) who receive funding from the Skills Funding Agency and/or the 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.

19. An individual learner may, during the course of one teaching year, benefit from more than one type of funding. A single learner record should be returned for this learner detailing all of the learning aims that they are undertaking.

ILR structure

20. This specification details the structure and individual field requirements for the ILR.

21. 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
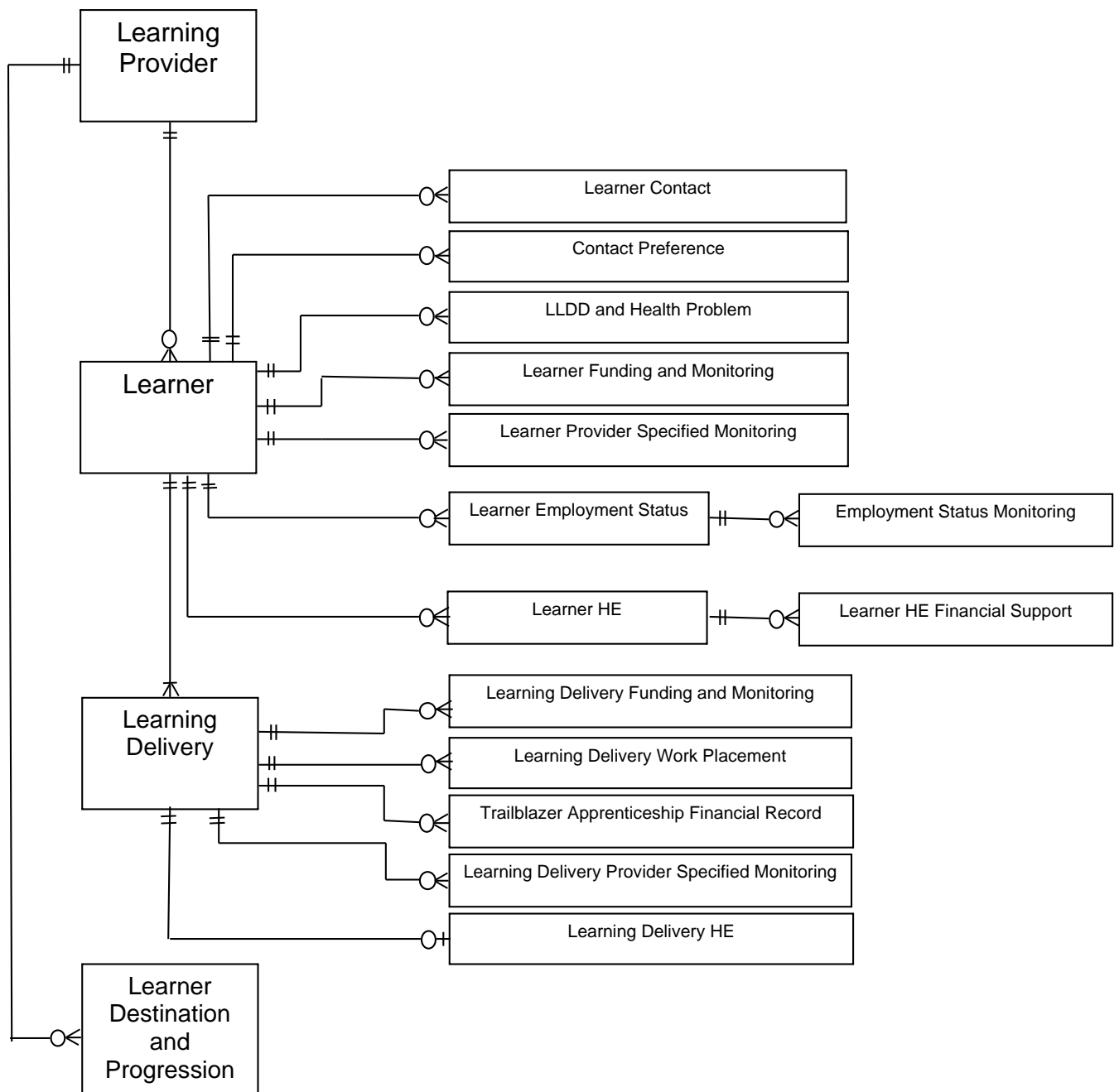
Introduction

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

Learner entity

23.   You 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.

24.   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 – Higher Education (HE) data fields.

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

Learning Delivery entity

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

27.   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.

Introduction

28. The following entities contain optional data that may not be required for all learners. Please 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

- Trailblazer Apprenticeship Financial Record – additional data to support funding of Trailblazer apprenticeships

- 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

29. This entity records 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.

30. 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.

31. See the for further information.

Programme aims

32. A programme aim is required for the following programmes:

- Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships

- Traineeships

- Trailblazer apprenticeships.

33. A programme aim is not recorded for an EFA funded study programme unless it is a traineeship.

34. Programme aims must be recorded using code 1 in the Aim type field.

35. The programme aim records the start date, planned end date, actual end date, completion and outcome data relating to the overall programme or framework.

Introduction

36. 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

37. Additional guidance on the recording of programmes is published in the Provider Support Manual.

HE data

38. HE data is requested by the Higher Education Funding Council for England (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:

    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 in the LARS database

    c. Learning aims that are level 4 or above in the LARS database, 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 in the LARS database and are not funded by the EFA or Skills Funding Agency, code 99 in the Funding model field.

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

Introduction

Format of the ILR file

Figure 2. ILR structure
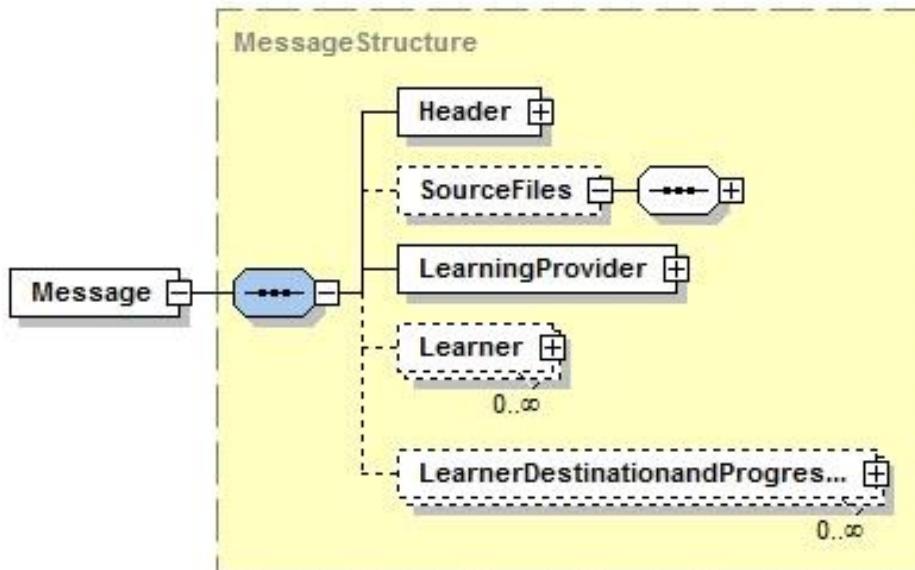
Filename

40.   ILR files must be given a 36 character filename followed by the XML file extension. The filename format is as follows and is not case sensitive:

ILR-LLLLLLLL-YYYY-yyyymmdd-hhmmss-NN.XML where:

ILR	
LLLLLLLL	is the UK provider reference number (UKPRN)
YYYY	the year of collection (for example 2015 to 2016 would be 1516)
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. For example, providers may 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. The transmission type has been removed from the filename for 2015 to 2016.

Format of data required

41.   The format of data returned must conform to the XML schema documents. Note that the namespace in the xml schemas has been revised for 2015 to 2016.

Introduction

Header record

42. Each file must have a header record as defined below:

43. 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 is 1516	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>	OFFICIAL-SENSITIVE-Personal	30	RestrictedString	Y
<UKPRN>	The UK provider reference number for the provider	8	xs:int	Y
<TransmissionType>	Removed for 2015 to 2016			
<SoftwareSupplier>	Name of the provider's software supplier. Providers who 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 ILR file for amalgamation purposes. For example, providers may have several ILR files for the same return relating to different	2	RestrictedString	Y

Introduction

Data	Description/ content	Length	Data type	Mandatory field
	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 Funding Information System (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 FIS on export and not required from provider MIS	20	RestrictedString	N

The transmission type has been removed from the header for 2015 to 2016.

Source files

44. 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. FIS creates this on export and it is not required in files supplied from a provider's management information system (MIS).

Field collection requirements

45. 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)

46. The funding agency recorded in the Source of funding field in the Learning Delivery Funding and Monitoring entity, 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.

Introduction

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)

47. Any changes to the collection requirements from 2014 to 2015 are highlighted.

48. 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 Trailblazer apprenticeships. 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 a Trailblazer apprenticeship

Data that is not required for collection

49. 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 VE data board approval to do so

- data protection legislation 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.

50. 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

51. 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) entity which are stored as a string and so should retain any leading zeros). The schema defines the different data types and rules that these must meet.

Introduction

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

Data 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, ~!"@#$%&'()\/*+-<=>?_[]{}^£€

53. 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).

54. Where data is not collected or is not required, the xml element must not be returned. Empty tags such as <NINumber></NINumber> or </NINumber> must not be included.

Deleting learners

55. You can delete erroneous learner records by sending a file transmission with the learner (and associated) learning delivery records and/or learner destination and progression records removed from the file.

56. You should not delete learner records for learners that withdraw from learning unless they do so before completing one episode of learning, for example, without attending the first class.

57. The Learner Deletion entity has been removed from the xml file structure for 2015 to 2016.

Preparing and transmitting data

58. FIS allows you to amalgamate separate ILR files and validate an ILR file prior to transmission. It will also produce indicative funding reports. We strongly recommend that you use FIS to validate your ILR file before transmitting it.

59. Once you have prepared your ILR file, you should upload it to the Data Returns section on the Hub (https://hub.imservices.org.uk/Pages/default.aspx).

60. A provider who has a learner management information system (MIS) or administration system capable of producing an ILR file must return data in this way.

61. A Learner Entry Tool 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. The Learner Entry Tool is available for providers to download from the Hub.

Introduction

ILR file transmission

62. The separate 'A' and 'B' file types have been removed for 2015 to 2016. You no longer need to distinguish between different ILR file types.

63. You must send a single ILR file to the Skills Funding Agency containing all of the learners required for a particular collection as detailed in the data collection timetable (Appendix A) for 2015 to 2016.

64. If the timetable indicates that all learners for all funding streams must be returned then you should ensure that these are all sent in a single file transmission. You cannot split your data into separate files and transmit each file separately. Each file submitted will overwrite the previous transmission. This includes Destination and Progression data which cannot be sent in a separate file to Learner and Learning Delivery data, as this will result in the Learner and Learning Delivery records being overwritten and deleted.

65. You can use the amalgamation facility in FIS to join two or more files together to create a single file for submission.

Data collection timetable for 2015 to 2016

66. You 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 changes or additions to the learner records since the last transmission was made.

67. The dates by which you are asked to ensure that your 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. You need to send data by 6.00pm of the date in question. We cannot include data if it is submitted after this time.

68. The requirements for each collection are different for different types of providers and are also dependent on the funding model of the learning aims being undertaken.

69. Further guidance on the data collection timetable is available in the ILR [Provider Support Manual](#).

File validation and error handling

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

XML schema validation

71. 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.

72. 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.

Introduction

Field Definition Rules
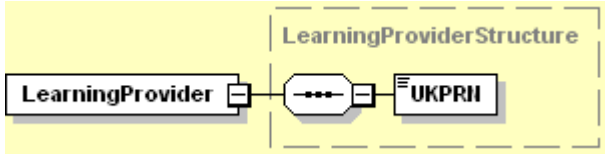
73. Once an ILR file has passed schema validation, a field definition rulebase is run which will check the following:

    - all mandatory fields have been returned

    - field lengths are adhered to.

74. 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.

75. 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.

Validation rules

76. The Validation rules and field definition rules for 2015 to 2016 are published at: https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016.

77. Some validation rule checks are not included in 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), Employer identifier and Postcode validation.

78. 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

79. The validation rules are no longer included in the ILR Specification. They are published as a separate document (see above), which is updated throughout the year.

Learning Provider

Learning Provider Entity Definition

Schema definitions			
XML entity name	LearningProvider	Mandatory	Y
Minimum occurrences	1	Maximum occurrences	1
Part of	Message		
XML elements	**Schema mandation**		
UKPRN	Mandatory		

Collection requirements
Collected for all learners

Notes
• This entity is recorded once in each ILR file that is returned
Change management notes

Learning Provider

<table>
<tr><th colspan="4">UK provider reference number</th></tr>
<tr><td>Definition</td><td colspan="3">The UK provider reference number of the contracted provider.</td></tr>
<tr><td>Reason required</td><td colspan="3">To identify the contracted provider.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>UKPRN</td><td>Mandatory</td><td>Y</td></tr>
<tr><td>Field length</td><td>8</td><td>Data type</td><td>xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>1</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningProvider</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for all learners</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">10000000 – 99999999</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>Y</td></tr>
<tr><td colspan="4">
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.
</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td colspan="4"> </td></tr>
</table>

Learner

<table>
<tr><td colspan="4" align="center">Learner Entity Definition</td></tr>
<tr><td>Definition</td><td colspan="3">This entity collects attributes that relate to an individual learner such as their name and date of birth.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML entity name</td><td>Learner</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>unbounded</td></tr>
<tr><td>Part of</td><td colspan="3">Message</td></tr>
<tr><td colspan="2">XML elements</td><td colspan="2">Schema mandation</td></tr>
<tr><td colspan="2">LearnRefNumber</td><td colspan="2">Mandatory</td></tr>
<tr><td colspan="2">PrevLearnRefNumber</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">PrevUKPRN</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">ULN</td><td colspan="2">Mandatory</td></tr>
<tr><td colspan="2">FamilyName</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">GivenNames</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">DateOfBirth</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">Ethnicity</td><td colspan="2">Mandatory</td></tr>
<tr><td colspan="2">Sex</td><td colspan="2">Mandatory</td></tr>
<tr><td colspan="2">LLDDHealthProb</td><td colspan="2">Mandatory</td></tr>
<tr><td colspan="2">NINumber</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">PriorAttain</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">Accom</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">ALSCost</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">PlanLearnHours</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">PlanEEPHours</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">MathGrade</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="2">EngGrade</td><td colspan="2">Not Mandatory</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for all learners</td></tr>
<tr><td colspan="4">Notes</td></tr>
<tr><td colspan="4">

- All fields must be returned in the above order in the XML file

- Refer to individual field pages for the collection and validation requirements and notes for each field.

- Two new fields have been added for 2015 to 2016: GCSE maths qualification grade and GCSE English qualification grade.

- The ESF destination field has been removed for 2015 to 2016.
</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td colspan="4"> </td></tr>
</table>

Learner

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

- 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.

- Providers must not include personal data that could be used to identify a learner in the learner reference number.

Change management notes	

Learner

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

- 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:

    - 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 2015 to 2016 this field must be updated to remove the data which was recorded in 2014 to 2015 unless the learner reference number has changed again between 2014 to 2015 and 2015 to 2016.

Change management notes

Learner

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

- 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, or if requested by the Skills Funding Agency. ~~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 2015 to 2016 this field must be updated to remove the data which was recorded in 2014 to 2015 unless the UKPRN has changed again between 2014 to 2015 and 2015 to 2016.

Change management notes	
V4	Guidance notes revised

Learner

<table>
<tr><td colspan="4" align="center"><h2>Unique learner number</h2></td></tr>
<tr><td>Definition</td><td colspan="3">The learner's unique learner number (ULN), as held on the Learner Register, obtained from the Learning Records Service (LRS).</td></tr>
<tr><td>Reason required</td><td colspan="3">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.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>ULN</td><td>Mandatory</td><td>Y</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>xs:long</td></tr>
<tr><td>Minimum occurrences</td><td>1</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">Learner</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for all learners (see notes below for the exceptions)</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">1000000000 – 9999999999</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>Y</td></tr>
<tr><td colspan="4">

- 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 by contacting the Learning Records 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 2016 whilst a provider is registering the learner for a ULN.

- After the 1st January 2016, a ULN of 999999999 will only be allowed in the following cases:
  - 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.

</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learner

Family name

Definition	The surname or family name of the learner.
Reason required	The information will be used: • 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

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.

- 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

The Unicode charts that list each of the characters in this range can be found on the Unicode web site.

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.

Notes		Core	Y

- 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 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.

Learner

Given names

Definition	The forenames (first names) of the learner.
Reason required	The information will be used: • 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
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. • 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 The Unicode charts that list each of the characters in this range can be found on the Unicode web site. 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.

Notes		Core	Y

- 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 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.

Change management notes

Learner

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. Validation of funding eligibility for Adult Skills and ESF funded learners.

Schema definitions			
XML element name	DateOfBirth	Mandatory	N
Field length	10	Data 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

- 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:
  - for learners undertaking only Community Learning who do not have a ULN
  - for non-funded learners who do not have a ULN, apart from those financed by a 24+ Advanced Learning Loan
  - 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.

Change management notes	
V4	Reason required amended

Learner

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**	Y
• 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.			
Change management notes			

Learner

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

Change management notes

Learner

<table>
<tr><td colspan="4" align="center">**LLDD and health problem**</td></tr>
<tr><td>**Definition**</td><td colspan="3">Whether the learner considers that they have a learning difficulty, disability or health problem. Completed on the basis of the learner's self-assessment.</td></tr>
<tr><td>**Reason required**</td><td colspan="3">To monitor the distribution of learners with learning difficulties, disabilities or health problems.</td></tr>
<tr><td colspan="4" align="center">**Schema definitions**</td></tr>
<tr><td>XML element name</td><td>LLDDHealthProb</td><td>Mandatory</td><td>Y</td></tr>
<tr><td>Field length</td><td>1</td><td>Data type</td><td>xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>1</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">Learner</td></tr>
<tr><td colspan="4" align="center">**Collection requirements**</td></tr>
<tr><td colspan="4">Collected for all learners</td></tr>
<tr><td colspan="4" align="center">**Valid entries**</td></tr>
<tr><td>1</td><td colspan="3">Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem.</td></tr>
<tr><td>2</td><td colspan="3">Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem.</td></tr>
<tr><td>9</td><td colspan="3">No information provided by the learner.</td></tr>
<tr><td>**Notes**</td><td></td><td>**Core**</td><td>Y</td></tr>
<tr><td colspan="4">

- 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.

</td></tr>
<tr><td colspan="4">**Change management notes**</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learner

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, 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

- 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.

Change management notes

Learner

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. Validation of funding eligibility for Adult Skills and ESF funded learners.

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

- 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.

Change management notes

V4	Reason required amended

Learner

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	N

- 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 includes institutions and Further Education colleges with residential placements.

- This field must be updated at the start of each teaching year.

Change management notes

Learner

<table>
<tr><td colspan="4" align="center">Learning support cost</td></tr>
<tr><td>Definition</td><td colspan="3">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.</td></tr>
<tr><td>Reason required</td><td colspan="3">To monitor costs of learning support and inform future allocations and funding policy.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>ALSCost</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>6</td><td>Data type</td><td>xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">Learner</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td>EFA funded</td><td colspan="3">Collected for high needs students in receipt of element 3 support funding, see notes below. Updated annually.</td></tr>
<tr><td>Skills Funding Agency funded</td><td colspan="3">Not collected</td></tr>
<tr><td>Non-funded</td><td colspan="3">Not collected</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">0 – 999999. Actual amount in pounds to the nearest whole pound.</td></tr>
<tr><td>Notes</td><td colspan="2"></td><td>Core   N</td></tr>
</table>

- 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 Special post 16 institutions 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.

Change management notes

Learner

Planned learning hours	
Definition	Total planned timetabled hours for learning activities for the teaching year.
Reason required	The information will be used: • 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) except Trailblazer apprentices, 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

All learners
- The hours collected in this field are the planned hours for the learner for the teaching year.

- This field must be updated 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.

EFA funded learners
- This field should be completed with the total planned timetabled hours 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, apprenticeships (including Trailblazer 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.

Change management notes	
V2	Collection requirements updated

Learner

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

- 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 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 is 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.

Change management notes

Learner

GCSE maths qualification grade

Definition	The highest examination grade awarded to the learner for a GCSE maths qualification.		
Reason required	To establish whether the learner meets the EFA condition of funding.		
Schema definitions			
XML element name	MathGrade	Mandatory	N
Field length	4	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			
EFA funded	Collected for all learners		
Skills Funding Agency funded	Not collected		
Non-funded	Not collected		
Valid entries			
A valid GCSE grade (see appendix Q)			
Notes		**Core**	N

- This field must be completed with the highest GCSE maths grade for the learner as at the funding qualifying start period.

- For learners on a programme of study that extends over several teaching years, this field must be updated at the start of each year.

- If the learner's maths GCSE result is unknown at the start of the teaching year, then this field must be returned with the value of 'NONE' and updated once the result is known.

- If the learner achieves a maths GCSE during the year, this field does not need to be updated until the start of the following teaching year.

- Only maths GCSE achievement should be recorded in this field. If a learner has not taken a GCSE maths exam or has an equivalent overseas or other approved UK qualification then this field must be returned with the value of 'NONE'.

- If the learner has an exemption from the maths condition of funding then this must be recorded in the Learner Funding and Monitoring fields using a Learner FAM type of MCF.

- Refer to the EFA funding guidance for further information about the condition of funding.

Change management notes	
V2	Guidance notes revised

Learner

GCSE English qualification grade

Definition	The highest examination grade awarded to the learner for a GCSE English Language or Literature qualification.		
Reason required	To establish whether the learner meets the EFA condition of funding.		
Schema definitions			
XML element name	EngGrade	Mandatory	N
Field length	4	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			
EFA funded	Collected for all learners		
Skills Funding Agency funded	Not collected		
Non-funded	Not collected		
Valid entries			
A valid GCSE grade (see appendix Q)			

Notes		Core	N

- This field must be completed with the highest GCSE English Language or English Literature grade for the learner as at the funding qualifying start period, apart from the circumstance detailed below.

- Full time learners who have a grade D in English Literature and grade E or lower in English Language should record the English Language grade in this field. They are not subject to the grade D requirement for condition of funding and therefore may enrol on a stepping stone qualification to meet the condition of funding. See https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding for further details.

- For learners on a programme of study that extends over several teaching years, this field must be updated at the start of each year

- If the learner's English GCSE result is unknown at the start of the teaching year, then this field must be returned with the value of 'NONE' and updated once the result is known.

- If the learner achieves an English GCSE during the year, this field does not need to be updated until the start of the following teaching year.

- Only English GCSE achievement should be recorded in this field. If a learner has not taken a GCSE English exam or has an equivalent overseas or other approved UK qualification then this field must be returned with the value of 'NONE'.

- If the learner has an exemption from the English condition of funding then this must be recorded in the Learner Funding and Monitoring fields using a Learner FAM type of ECF.

- Refer to the EFA funding guidance for further information about the condition of funding.

Change management notes	
V2	Guidance notes revised
V4	Additional guidance added

Learner Contact

Learner Contact Entity Definition

Definition	This entity collects contact details (address, email and phone number) for a learner.		
Schema definitions			
XML entity name	LearnerContact	Mandatory	N
Minimum occurrences	0	Maximum occurrences	5
Part of	Learner		
XML elements	**Schema mandation**		
LocType	Mandatory		
ContType	Mandatory		
PostAdd	Not Mandatory		
Postcode	Not Mandatory		
TelNumber	Not Mandatory		
Email	Not Mandatory		
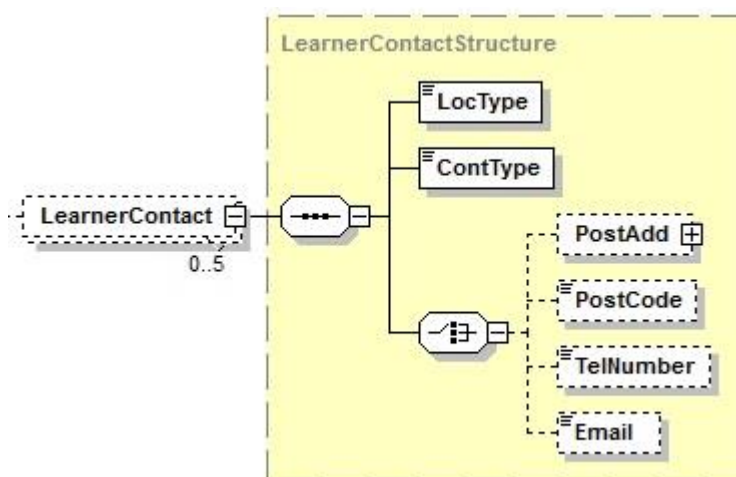
Collection requirements
Collected for all learners where applicable
Notes

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

- The Contact type field describes whether the locator details being returned are Current or Prior to enrolment.

- A maximum of one occurrence of each element can be returned for each learner, apart from the postcode. Two postcodes are collected – postcode prior to enrolment and current postcode.

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

- See the sample XML file published on the Skills Funding Agency website for further detail about how to return Learner Contact data.

Learner Contact

Example xml:

```
<LearnerContact>
        <LocType>1</LocType>
        <ContType>2</ContType>
        <PostAdd>
                <AddLine1>13 The Street</AddLine1>
                <AddLine2>Make believe Row</AddLine2>
                <AddLine3>Madeupville</AddLine3>
                <AddLine4>Somewhere</AddLine4>
        </PostAdd>
</LearnerContact>
<LearnerContact>
         <LocType>2</LocType>
        <ContType>2</ContType>
        <Postcode>CV1 2WT</Postcode>
</LearnerContact>
<LearnerContact>
         <LocType>3/LocType>
        <ContType>2</ContType>
        <TelNumber>02476821010</TelNumber>
</LearnerContact>
```

Change management notes

Learner Contact

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	LearnerContact		
Collection requirements			
Collected for all learners.			
Valid entries			
1	Postal Address		
2	Postcode		
3	Telephone		
4	Email Address		
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. To 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	LearnerContact		
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)		
Change Management Notes			

Learner Contact

Postal Address Entity Definition			
Definition	This entity collects the address details for a learner.		
Schema definitions			
XML entity name	PostAdd	Mandatory	N
Minimum occurrences	0	Maximum occurrences	1
Part of	LearnerContact		
XML elements	**Schema mandation**		
AddLine1	Mandatory		
AddLine2	Not Mandatory		
AddLine3	Not Mandatory		
AddLine4	Not Mandatory		

Collection requirements
Collected for all learners except Community learning where the Planned learning hours are 10 or less (FundModel10 or (FundModel 99 and Source of funding =108) and PlanLearnHours <=10)
Notes
• Where a postal address is returned it must include at least Address line 1.
Change management notes

Learner Contact

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	PostAdd	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

- 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.

Change management notes	

Learner Contact

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	PostAdd	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

- Homeless learners and OLASS learners do not need to complete these address fields.

- MOD learners should supply their 'base' address for security reasons.

Change management notes

Learner Contact

Postcode

Schema definitions			
XML element name	PostCode	Mandatory	N
Field length	8	Data type	RestrictedString
Part of	LearnerContact	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
- The Postcode prior to enrolment is completed when the learner first enrols 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
- 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.

Change management notes	

Learner Contact

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	LearnerContact	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
- 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.

Change management notes	

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	LearnerContact	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
- A telephone number should be supplied for all ESF and Adult skills funded learners to enable them to be contacted as part of the ESF 2014 to 2020 programme.

- For other learners, 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.

Change management notes	
V4	Guidance notes added

Learner Contact Preference

Learner Contact Preference Entity Definition

Definition	This entity collects any restrictions on the use of the learner's contact details and any restrictions on how a learner wishes to be contacted.
Reason required	To take into account learners' wishes about the use of their data, contact methods for surveys, research and learning opportunities.

Schema definitions			
XML entity name	ContactPreference	Mandatory	N
Minimum occurrences	0	Maximum occurrences	5
Part of	Learner		
XML elements	**Schema mandation**		
ContPrefType	Mandatory		
ContPrefCode	Mandatory		

Collection requirements
Collected for all learners where applicable

Notes

- If the learner has not indicated any contact restrictions then this entity must not 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.*

Change management notes

Learner Contact Preference

Contact preference type

Schema definitions			
XML element name	ContPrefType	Mandatory	Y
Field length	3	Data type	RestrictedString
Part of	ContactPreference		

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

- Information about restrictions on the use of the learner's record should be captured using the opt out questions detailed in Appendix F.

- You 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, this field must not be returned.

- Where providers have to contact learners to collect Destination and Progression data, as set out in this specification, then the contact preferences expressed here do not apply (apart from RUI3, 4 or 5).

- As part of the ESF 2014 to 2020 programme, the following learners may be contacted as part of a sampled survey to inform the effectiveness of the programme. The contact preferences expressed here will not apply in this circumstance.
    - ESF funded learners
    - Adult Skills funded learners who could be used as match for the ESF programme (including 16-18 apprenticeships)

Change management notes	
V4	Guidance notes added

Learner Contact Preference

Contact preference code			
Schema definitions			
XML element name	ContPrefCode	Mandatory	Y
Field length	1	Data type	xs:int
Part of	ContactPreference		
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

- 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.

Change management notes	

LLDD and Health Problem

LLDD and Health Problem Entity Definition

Definition	This entity collect details of the nature of the learner's disability, learning difficulty and/or health problem.
Reason required	To help with planning, to study trends and to monitor the outcomes of initiatives and interventions for learners with different types of disability, learning difficulty and health problem.

Schema definitions			
XML entity name	LLDDandHealthProblem	Mandatory	N
Minimum occurrences	0	Maximum occurrences	21
Part of	Learner		

XML elements	Schema mandation
LLDDCat	Mandatory
PrimaryLLDD	Not Mandatory

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 (LLDDHealthProb = 1).

It is optional for learners with Community learning funded aims where the Planned learning hours are 10 or less (FundModel10 or (FundModel 99 and Source of funding =108) and PlanLearnHours <=10).

Notes

- The data collected in this entity has been revised for 2015 to 2016. The LLDD and health problem type and code fields have been replaced by two new fields; 'LLDD and health problem category' and 'Primary LLDD and health problem'.

- For each learner that is recorded as having a disability, learning difficulty or health problem in the learner 'LLDD and health problem' field, at least one LLDD and health problem record must be returned to provide more detail about the nature of the disability, learning difficulty and/or health problem.

- The learner may record as many categories as they wish, and must indicate which one of these is the primary disability, difficulty or health problem in the 'Primary LLDD and health problem' field.

- All learners, including those continuing from 2014 to 2015, will need to be recorded using the two new fields. A mapping is supplied between the disability (DS) and learning difficulty (LD) codes that were used in 2014 to 2015.

- Continuing learners who had more than one LLDD and health problem record in 2014 to 2015 do not have to identify which of these is the primary need.

LLDD and Health Problem

Example xml:

Learner with two 'LLDD and health problem' categories recorded:

```
<LLDDandHealthProblem>
        <LLDDCat>5</LLDDCat>
        <PrimaryLLDD>1</PrimaryLLDD>
</LLDDandHealthProblem>
<LLDDandHealthProblem>
        <LLDDCat>8</LLDDCat>
</LLDDandHealthProblem>
```

Change management notes

LLDD and Health Problem

LLDD and health problem category

Definition	The nature of the learner's disability, learning difficulty and/or health problem.		
Schema definitions			
XML element name	LLDDCat	Mandatory	Y
Field length	2	Data type	xs:int
Part of	LLDDandHealthProblem		
Collection requirements			
Collected for all LLDD and Health Problem records			

	Valid entries	**Maps to**	**Valid to**
1	Emotional/behavioural difficulties	DS6	31/07/2015
2	Multiple disabilities	DS90	31/07/2015
3	Multiple learning difficulties	LD90	31/07/2015
4	Visual impairment	DS1	
5	Hearing impairment	DS2	
6	Disability affecting mobility	DS3	
7	Profound complex disabilities	DS9	
8	Social and emotional difficulties	New code	
9	Mental health difficulty	DS7	
10	Moderate learning difficulty	LD1	
11	Severe learning difficulty	LD2	
12	Dyslexia	LD10	
13	Dyscalculia	LD11	
14	Autism spectrum disorder	LD20	
15	Asperger's syndrome	DS10	
16	Temporary disability after illness (for example post-viral) or accident	DS8	
93	Other physical disability	DS4	
94	Other specific learning difficulty (e.g. Dyspraxia)	LD19	
95	Other medical condition (for example epilepsy, asthma, diabetes)	DS5	
96	Other learning difficulty	LD97	
97	Other disability	DS97	
98	Prefer not to say	New code	
99	Not provided	DS99 or LD99	

Notes	**Core**	N

- 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.

- All continuing learners that returned an 'LLDD and health problem' type and code in 2014 to 2015 must be re-coded as shown in the mapping information above.

- Continuing learners with only one category must have the 'Primary LLDD and health problem' indicator returned. Continuing learners with more than one category do not have to return the 'Primary LLDD and health problem' indicator.

LLDD and Health Problem

- Codes 1, 2 and 3 are only available for continuing learners, mapped from the 2014 to 2015 LLDD codes DS6, DS90 and LD90.

- For continuing learners who had both DS99 and LD99 recorded in 2014 to 2015, only one record of code 99 must be returned in 2015 to 2016.

- Code 8 'Social and emotional difficulties' and code 98 'Prefer not to say' are new codes and there is no mapping for continuing learners.

- Further information is available at http://dera.ioe.ac.uk/7736/1/DFES-1889-2005.pdf. This document accompanies the school census returns and may give helpful supporting information on the definitions of the different categories.

Change management notes	
V2	Guidance notes added

LLDD and Health Problem

Primary LLDD and health problem

Definition	The most significant or primary learning difficulty, disability or health problem, that impacts on the learner's education
Reason required	To identify the primary learning difficulty, disability or health problem for reporting purposes and to align with data collected in the school census.

Schema definitions

XML element name	PrimaryLLDD	Mandatory	N
Field length	1	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	LLDDandHealthProblem		

Collection requirements

Collected for one of the LLDD and Health Problem records

Valid entries

1	The learner's primary learning difficulty, disability or health problem

Notes		Core	N

- This indicator must be returned against one of the LLDD and health problem records to designate the primary need for that learner.

- The indicator must only be returned once for each learner.

- This field does not need to be completed when an LLDD and health problem category of 98 or 99 has been returned.

- This field must be completed for continuing learners from 2014 to 2015 who only have one LLDD and health problem record. Continuing learners with more than one category do not have to return the 'Primary LLDD and health problem' indicator.

Change management notes

Learner Funding and Monitoring (FAM)

Learner Funding and Monitoring Entity Definition

Definition	This entity collects additional attributes of the learner that will inform either the funding of the learner or additional monitoring.		
Schema definitions			
XML entity name	LearnerFAM	Mandatory	N
Minimum occurrences	0	Maximum occurrences	18
Part of	Learner		
XML elements	**Schema mandation**		
LearnFAMType	Mandatory		
LearnFAMCode	Mandatory		

Collection requirements		
Collected for all learners where applicable		
Notes	**Core**	N

- 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.

Change management notes	

Learner Funding and Monitoring (FAM)

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	LearnerFAM		
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
SEN	Special educational needs	1
NLM	National learner monitoring	2
EDF	Eligibility for EFA disadvantage funding	2
MCF	GCSE maths condition of funding	1
ECF	GCSE English condition of funding	1
FME	Free meals eligibility	1
PPE	Pupil premium funding eligibility	2

- This field should only be returned where a FAM type applies to the learner.

- For 2015 to 2016 the FAM types of MGA and EGA have been removed.

Change management notes	

Learner Funding and Monitoring (FAM)

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		

- The Source of funding for a learner is dependent on whether or not the learner has an LDA/EHC plan. The EFA is responsible for funding provision for students up to the age of 24 who have an LDA/EHC plan. This does not apply to apprenticeships where the Source of funding is always the Skills Funding Agency.

- See the [Provider Support Manual](#) for further guidance on recording the Source of funding.

Change management notes	

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	Not collected	
Notes		

- 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.

Change management notes	

Learner Funding and Monitoring (FAM)

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		
- The Source of funding for a learner is dependent on whether or not the learner has an LDA/EHC plan. The EFA is responsible for funding provision for students up to the age of 24 who have an LDA/EHC plan. 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		

Disabled students allowance		
Definition	To indicate if the learner is in receipt of disabled students allowance.	
Reason required	To permit disability-based analysis; for monitoring levels and trends in participation by particular groups of people; to monitor take-up of Disabled Students' Allowance; to support the allocation for disability premium by HEFCE; to permit analysis based on type of disability.	
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~~ all HE learners where a Learning Delivery HE entity is returned, where applicable.	
Notes		
This indicator is only completed if the learner is in receipt of disabled students allowance.		
Change management notes		
V3	Reason required clarified and collection requirements revised	

Learner Funding and Monitoring (FAM)

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			

- 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	

Learner Funding and Monitoring (FAM)

Special educational needs	
Definition	A learner with a learning difficulty or disability which calls for special educational provision to be made for them.
Reason Required	To enable the Department for Education and BIS to identify which learners are receiving this provision and to monitor the impact of the SEND reforms.
FAM type	SEN

Minimum occurrences	0	**Maximum occurrences**	1

Collection requirements	
EFA funded	Collected for all learners without an EHC plan or LDA where applicable
Skills Funding Agency funded	Not collected
Non-funded	Not collected

Notes
• This field should be recorded for learners with a learning difficulty or disability which calls for special educational provision to be made for them. It should be recorded for both continuing learners and new starters in 2015 to 2016 and updated annually.
• Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges.
• This field must not be completed if the learner also has an Education and Health Care (EHC) plan or Learning Difficulty Assessment (LDA).
• This field is only for those who have special educational needs at a lower level than those with an EHC plan or an LDA but still need special educational provision with their learning.

Change management notes	
V2	Guidance notes added

Learner Funding and Monitoring (FAM)

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			

- 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 have been removed for 2015 to 2016 and replaced with two new FAM types (MCF and ECF). Learners who are exempt from the condition of funding in 2015 to 2016 should be recorded using these new FAM types.

Change management notes	

Learner Funding and Monitoring (FAM)

Eligibility for EFA disadvantage funding		
Definition	Learner eligibility for EFA disadvantage funding.	
Reason required	To establish eligibility for and calculate EFA disadvantage funding.	
FAM type	EDF	
Minimum occurrences	0	**Maximum occurrences** 2
Collection requirements		
EFA funded	Collected for all learners where applicable	
Skills Funding Agency funded	Not collected	
Non-funded	Not collected	
Notes		

- This field must be recorded for EFA funded learners, where applicable, to identify where a learner has not achieved maths or English GCSE at grade A* - C by the end of year 11.

- If the learner's GCSE result at the end of year 11 is unknown at the start of the teaching year, then this field should be completed and updated if required once the result is known.

- Refer to the EFA's funding documentation for further details of funding eligibility.

Change management notes

GCSE maths condition of funding		
Definition	Indicates the learner is either exempt from or has met the GCSE maths condition of funding.	
Reason required	To establish EFA funding eligibility.	
FAM type	MCF	
Minimum occurrence	0	**Maximum occurrence** 1
Collection requirements		
EFA funded	Collected for all learners where applicable	
Skills Funding Agency funded	Not collected	
Non-funded	Not collected	
Notes		

- These codes should be used to record EFA funded learners who are exempt from or who have met the GCSE maths condition of funding. See the EFA's funding documentation for further details of the condition of funding exemptions.

- This is an annual field and should be updated at the start of each teaching year.

- This information was previously recorded using NLM code 19 in 2014 to 2015.

- Information about overseas qualifications can be found from UK NARIC (www.naric.org.uk).

Change management notes

Learner Funding and Monitoring (FAM)

GCSE English condition of funding			
Definition	Indicates the learner is either exempt from or has met the GCSE English condition of funding.		
Reason required	To establish EFA funding eligibility.		
FAM type	ECF		
Minimum occurrence	0	**Maximum occurrence**	1
Collection requirements			
EFA funded	Collected for all learners where applicable		
Skills Funding Agency funded	Not collected		
Non-funded	Not collected		
Notes			

- These codes should be used to record EFA funded learners who are exempt from or who have met the GCSE English condition of funding. See the EFA's funding documentation for further details of the condition of funding exemptions.

- This is an annual field and should be updated at the start of each teaching year.

- This information was previously recorded using NLM code 20 in 2014 to 2015.

- Information about overseas qualifications can be found from UK NARIC (www.naric.org.uk).

Change management notes	

Learner Funding and Monitoring (FAM)

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		

- 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 plan, 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

Learner Funding and Monitoring (FAM)

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			

- 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:

Service Child Premium

- Service premium is allocated to colleges for learners whose parents are currently in the Armed Forces.

Adopted From Care premium

- Children who have been adopted from care (including those on a Special Guardianship Order or Residence Order) will attract pupil premium funding.

- 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)
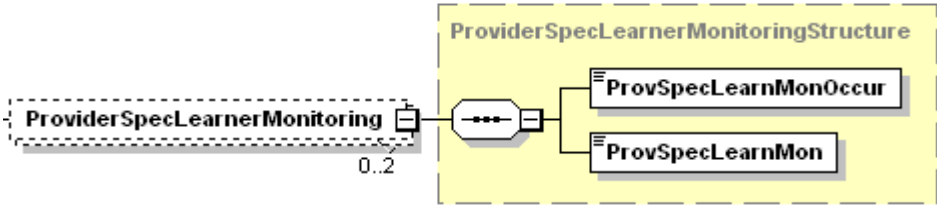
Learner funding and monitoring code

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	LearnerFAM		

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	
SEN	1	Special educational needs	
NLM	17	Learner migrated as part of provider merger	
NLM	18	Learner moved as a result of Minimum Contract Level	
NLM	21-25	Unassigned	
EDF	1	Learner has not achieved a maths GCSE (at grade A*-C) by the end of year 11	
EDF	2	Learner has not achieved an English GCSE (at grade A*-C) by the end of year 11	
MCF	1	Learner is exempt from GCSE maths condition of funding due to a learning difficulty	
MCF	2	Learner is exempt from GCSE maths condition of funding as they hold an equivalent overseas qualification	
MCF	3	Learner has met the GCSE maths condition of funding as they hold an approved equivalent UK qualification	
ECF	1	Learner is exempt from GCSE English condition of funding due to a learning difficulty	
ECF	2	Learner is exempt from GCSE English condition of funding as they hold an equivalent overseas qualification	
ECF	3	Learner has met the GCSE English condition of funding as they hold an approved equivalent UK qualification	
FME	1	14-15 year old learner is eligible for free meals	

Learner Funding and Monitoring (FAM)

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**	N

- Unassigned codes will fail validation and must not be used unless authorised and published.

- The following Learner Funding and Monitoring types and codes have been removed for 2015 to 2016:

- NLM codes 19 and 20

- MGA codes 1, 2 and 3

- EGA codes 1, 2 and 3

Change management notes

V3	Guidance notes revised. DLA code description revised.

Learner Provider Specified Monitoring

Learner Provider Specified Monitoring Entity Definition			
Definition	This entity collects data specified by the provider for their own use.		
Schema definitions			
XML entity name	ProviderSpecLearnerMonitoring	Mandatory	N
Minimum occurrences	0	Maximum occurrences	2
Part of	Learner		
XML elements	**Schema mandation**		
ProvSpecLearnMonOccur	Mandatory		
ProvSpecLearnMon	Mandatory		

Collection requirements			
Collected for all learners where applicable			
Notes		**Core**	N
• The use of this entity is optional. You can use it if you wish to do so, to record additional data for your own business purposes.			
Change management notes			

Learner Provider Specified Monitoring

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	ProviderSpecLearnerMonitoring		

Collection requirements
Collected for all learners where applicable

Valid entries
A or B

Notes		**Core**	N

- 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.

Change management notes

Provider specified learner monitoring

Definition	Provider specified data at the discretion of the provider.
Reason required	To help a provider and allow them to analyse ILR data to their own requirements.

Schema definitions			
XML element name	ProvSpecLearnMon	Mandatory	Y
Field length	20	Data type	RestrictedString
Part of	ProviderSpecLearnerMonitoring		

Collection requirements
Collected for all learners where applicable

Valid entries
All characters except wildcards *, ?, % _ (underscore)

Notes		**Core**	N

- This field is optional for use as specified by the provider.
- You must not include personal data such as the learner's name in this field.

Change management notes

Learner Employment Status

Learner Employment Status Entity Definition

Definition	This entity collects the details of a learner's employment status before they start their learning (prior to enrolment) and any changes during their programme of learning.
Reason required	To demonstrate how the FE sector is contributing to improving the employability of learners. Validation of funding eligibility for Adult Skills and ESF funded learners.

Schema definitions			
XML entity name	LearnerEmploymentStatus	Mandatory	N
Minimum occurrences	0	Maximum occurrences	unbounded
Part of	Learner		

XML elements	Schema mandation
EmpStat	Mandatory
DateEmpStatApp	Mandatory
EmpId	Not mandatory
EmploymentStatusMonitoring	Not mandatory

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)

Notes

Data about a learner's employment status prior to enrolment must be collected in all cases when a learner first enrols with a provider.

Updating employment status records

Skills Funding Agency funded learners and Non funded learners

- A new Employment status record should be added if a provider becomes aware of a change to a learner's employment or benefit status during their learning or at the start of a new learning aim or programme.

Learner Employment Status

- For SFA funded learners, it is important that the employment status data correctly reflects the learner's funding eligibility when they start a learning aim or programme.

- ~~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.~~

- ~~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 is undertaking an apprenticeship and was either 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

- Data about the work placement employer must be recorded in the Work Placement record.

Change management notes	
V3	Change to guidance on updating employment status records. Reason required updated
V4	Reason required amended

Learner Employment Status

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	LearnerEmploymentStatus		
Collection requirements			
All Employment Status records, see page 78			
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

- When a learner first enrols 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
- 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:
- **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.

Change management notes

Learner Employment Status

<table>
<tr><td colspan="4" align="center">**Date employment status applies**</td></tr>
<tr><td>**Definition**</td><td colspan="3">The date on which the employment status applies.</td></tr>
<tr><td>**Reason required**</td><td colspan="3">To identify the time period which the employment status applies to and enable matching of employment status records to episodes of learning.</td></tr>
<tr><td colspan="4" align="center">**Schema definitions**</td></tr>
<tr><td>XML element name</td><td>DateEmpStatApp</td><td>Mandatory</td><td>Y</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>xs:date</td></tr>
<tr><td>Part of</td><td colspan="3">LearnerEmploymentStatus</td></tr>
<tr><td colspan="4" align="center">**Collection requirements**</td></tr>
<tr><td colspan="4">All employment status records, see page 78</td></tr>
<tr><td colspan="4" align="center">**Valid entries**</td></tr>
<tr><td colspan="4">A valid date, using the date pattern YYYY-MM-DD</td></tr>
<tr><td>**Notes**</td><td colspan="2"></td><td>**Core** N</td></tr>
<tr><td colspan="4">

- 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 field indicates the date the employment status was confirmed to apply. It is not necessarily the date on which the employment status changed.
</td></tr>
<tr><td colspan="4">**Change management notes**</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learner Employment Status

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	EmpId	Mandatory	N
Field length	9	Data type	xs:int
Part of	LearnerEmploymentStatus		

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),
		ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) where applicable
	Not collected for:	Adult Skills Budget, not workplace learning (FundModel 35 and LearnDelFAMType<>WPL), Community Learning (FundModel 10)
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

- This field must be recorded for all learners undertaking workplace learning.

- 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.

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

- 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 the EDS help desk on either 01242 545 346 or by emailing helpdesk@edrs.sfa.bis.gov.uk.

- 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 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.

Change management notes	
V4	Guidance notes updated

Learner Employment Status

Employment Status Monitoring Entity Definition

Definition	This entity collects additional data about a learner's employment status.		
Schema definitions			
XML entity name	EmploymentStatusMonitoring	Mandatory	N
Minimum occurrences	0	Maximum occurrences	8
Part of	LearnerEmploymentStatus		
XML elements	**Schema mandation**		
ESMType	Mandatory		
ESMCode	Mandatory		

Collection requirements			
	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 except 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	Not required	Not required	Not required
Small employer	Only required for Trailblazer apprenticeships	Not required	Not required

Notes		Core	N

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

Learner Employment Status

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

Change management notes	
V4	Collection requirements changed

Learner Employment Status

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	EmploymentStatusMonitoring		

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. Used to establish funding eligibility.	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. This data does not need to be collected or returned in 2015 to 2016	1
SEM	Small employer	Identifies whether the employer recorded in the Employer identifier is a small employer as defined in the funding rules for Trailblazer apprenticeships	1

Notes

Change management notes

V4	Collection requirements changed for Risk of NEET (RON) indicator

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	EmploymentStatusMonitoring		
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) This data does not need to be collected or returned in 2015 to 2016	
SEM	1	Small employer	

Notes			**Core**	N

- For EFA funded learners, only the Employment intensity indicator must be completed.

Self-employment indicator (SEI)

- This should be completed if applicable for records where the employment status is recorded as code 10, In paid employment.

Employment intensity indicator (EII)

Learner Employment Status

- 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.

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.

- You should ensure that the BSI codes are accurately completed for all Skills Funding Agency funded learners for whom you are claiming full funding.

- Unassigned codes will fail validation and must not be used until authorised and published.

Previous education indicator (PEI)

- This should be completed if applicable.

Risk of NEET (RON)

- This data does not need to be collected or returned in 2015 to 2016.

Small employer (SEM)

- This code must only be used for Trailblazer apprenticeships.

Change management notes	
V3	Guidance notes revised
V4	Collection requirements changed for Risk of NEET (RON) indicator

Learner HE

Learner HE Entity Definition

Reason required	This entity collects data that is requested by HEFCE and the Higher Education Statistics Agency (HESA).		
Schema definitions			
XML entity name	LearnerHE	Mandatory	N
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
XML elements	**Schema mandation**		
UCASPERID	Not Mandatory		
TTACCOM	Not Mandatory		
LearnerHEFinancialSupport	Not Mandatory		

Collection requirements		
EFA funded		All learners with learning aims at level 4 or above on LARS, where applicable.
Skills Funding Agency funding	**Collected for:**	All learners with learning aims at level 4 or above on LARS which are funded by Adult Skills Budget funding and are not workplace learning (FundModel 35 and LearnDelFAMType<>WPL), where applicable
	Not collected for:	Apprenticeships, Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType=WPL), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) and Community Learning (FundModel 10).
Non funded	**Collected for:**	All learners with HEFCE funded aims (LearnDelFAM=SOF1) and all learners with learning aims at level 4 or above on LARS, where applicable

Notes		Core	N

Change management notes

Learner HE

<table>
<tr><td colspan="4" align="center">**UCAS personal identifier**</td></tr>
<tr><td>**Definition**</td><td colspan="3">The learner's UCAS Personal Identifier.</td></tr>
<tr><td>**Reason required**</td><td colspan="3">To allow matching of UCAS data.</td></tr>
<tr><td colspan="4" align="center">**Schema definitions**</td></tr>
<tr><td>XML element name</td><td>UCASPERID</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearnerHE</td></tr>
<tr><td colspan="4" align="center">**Collection requirements**</td></tr>
<tr><td colspan="4">This field is collected only for learners entering through UCAS</td></tr>
<tr><td colspan="4" align="center">**Valid entries**</td></tr>
<tr><td colspan="4">0000000001 – 9999999999</td></tr>
<tr><td>**Notes**</td><td></td><td>**Core**</td><td>N</td></tr>
<tr><td colspan="4">

- 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.

- The data type for this field has been changed from an integer to a restricted string. In 2015 to 2016, leading zeros must be added where required to make up the field character length. For example a previous value of 123456 will need to be recorded as 0000123456.

</td></tr>
<tr><td colspan="4">**Change management notes**</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learner HE

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	LearnerHE		

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	N

- 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.

Change management notes

Learner HE Financial Support

Learner HE Financial Support Entity Definition

Definition	This entity collects data about the financial support received by students.		
Reason required	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 entity name	LearnerHEFinancialSupport	Mandatory	N
Minimum occurrences	0	Maximum occurrences	4
Part of	LearnerHE		

XML elements	Schema mandation
FINTYPE	Mandatory
FINAMOUNT	Mandatory

Collection requirements		
Collected for all learners where applicable. Updated annually.		
Notes	**Core**	N

- 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)

Learner HE Financial Support

- 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](#)

Change management notes

Learner HE Financial Support

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	LearnerHEFinancialSupport		

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

- 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
- 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
- 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
- Discounted accommodation in University Halls / Residences.

Other
- This includes all in-kind support that is not included in the above categories. This will include, but is not limited to:
    - Travel costs
    - Laboratory costs
    - Printer credits
    - Equipment (for example: laptops, course literature)
    - Subsidised field trips
    - Subsidised meal costs

Change management notes

Learner HE Financial Support

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	LearnerHEFinancialSupport		
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

- 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 that 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 sterling (£).

Change management notes

Learning Delivery

Learning Delivery Entity Definition

Definition	This entity collects details of the learning aims that a learner is studying.		
Schema definitions			
XML entity name	LearningDelivery	Mandatory	Y
Minimum occurrences	1	Maximum occurrences	unbounded
Part of	Learner		
XML elements	**Schema mandation**		
LearnAimRef	Mandatory		
AimType	Mandatory		
AimSeqNumber	Mandatory		
LearnStartDate	Mandatory		
OrigLearnStartDate	Not Mandatory		
LearnPlanEndDate	Mandatory		
FundModel	Mandatory		
ProgType	Not Mandatory		
FworkCode	Not Mandatory		
PwayCode	Not Mandatory		
PartnerUKPRN	Not Mandatory		
DelLocPostCode	Not Mandatory		
AddHours	Not Mandatory		
PriorLearnFundAdj	Not Mandatory		
OtherFundAdj	Not Mandatory		
ConRefNumber	Not Mandatory		
EmpOutcome	Not Mandatory		
CompStatus	Mandatory		
LearnActEndDate	Not Mandatory		
WithdrawReason	Not Mandatory		
Outcome	Not Mandatory		
AchDate	Not Mandatory		
OutGrade	Not Mandatory		
SWSupAimId	Not Mandatory		
Collection requirements			
Collected for all learners			
Notes		**Core**	N

- All fields must be returned in the above order in the XML file.

- Refer to individual field pages for collection details of when data is required.

- Two new fields have been added for 2015 to 2016: Additional delivery hours and Contract reference number

- The ESF agreement ID and ESF local project number fields have been removed for 2015 to 2016.

Learning Delivery

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	LearningDelivery		

Collection requirements
Collected for all aims

Valid entries
A valid entry from the LARS database.

Notes		**Core**	Y

- The LARS database 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 the LARS database 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 the LARS database.

- If the learning aim is not listed in the LARS database 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 except to correct data entered in error.

Recording AS and A level learning aims
- From August 2015, new linear A levels are being introduced in a number of subject areas with all the external assessment at the end of the course. The AS will be decoupled from the A level, which means that AS marks will not count towards the A level.

- A2 learning aims will no longer be recorded on the ILR apart from for continuing learners who started an A2 learning aim before 1 August 2015 and have not yet completed it. A2 learning aims will not be available in the LARS database for learning aims with start dates on or after 1 August 2015.

- In all cases, providers should accurately record the learning aim that a learner is working towards; either an AS or A level learning aim.

- Where a learner takes an AS qualification and continues with further study to take the A level qualification in the same subject, both the AS learning aim and A level learning aim must be recorded. The Funding adjustment for prior learning field must be completed to reduce the funding for the A level where the learner has already studied the AS qualification.

Learning Delivery

- Separate guidance about recording AS and A levels in 2015 to 2016 is available on the ILR Guidance page for 2015 to 2016.

Proxy learning aims

- If the learning aim code has been accredited by the awarding organisation and is awaiting approval for funding but is not yet available in the LARS database, 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 the LARS database, 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.

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

Change management notes

Learning Delivery

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	LearningDelivery		
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

Apprenticeship programmes
- 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 the LARS database.

- There should only be one competency based aim at any one time in an apprenticeship programme.

Traineeship programmes
- All traineeship programmes must have a programme aim with an Aim Type of code 1.

- 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, the work experience learning aim must be identified as the core aim using code 5.

- Refer to the Provider Support Manual for more information about recording traineeships.

Other EFA funded programmes (not traineeships)
- 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 programme of study. Please refer to the EFA funding documentation for further information about the core aim.

- All other learning aims are recorded using Aim type code 4.

- A programme aim is not recorded for an EFA funded study programme unless it is a traineeship.

- 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.

Learning Delivery

- 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.

Change management notes	

Learning Delivery

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	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
1-98			
Notes		**Core**	Y

- 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.

Change management notes	

Learning Delivery

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	LearningDelivery		

Collection requirements
Collected for all aims

Valid entries (Schema check)
A valid date, using the date pattern YYYY-MM-DD

Notes		**Core**	Y

- 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.

Change management notes

Learning Delivery

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	LearningDelivery		

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

- This field should be used to collect the original learning start date if the learner is restarting the learning aim at the same provider, for example if they are returning from 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 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.

Change management notes	

Learning Delivery

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	LearningDelivery		

Collection requirements

Collected for all aims

Valid entries

A valid date, using the date pattern YYYY-MM-DD

Notes		**Core**	Y

- 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.

Change management notes

Learning Delivery

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	LearningDelivery		
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

- In this field the provider must indicate 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
- 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, who are funded using Funding model 35, Adult Skills Budget, and funded by the Skills Funding Agency.

Adult Skills Budget funding model
- 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.

Learning Delivery

Community Learning funding
- 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.

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.~~

- OLASS provision for young offenders is no longer recorded in the ILR. Code 82 should not be used in 2015 to 2016 unless you are requested to do so by the EFA.

- 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. This does not apply to Trailblazer apprenticeships.

Non-funded learning aims
- Code 99 should be used for all learning aims that are not funded by the Skills Funding Agency or the 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 the EFA should be sent in the following circumstances:
  - delivered by an FE college
  - apprenticeships delivered by training organisations where delivered within the terms of a Skills Funding Agency 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.

Change management notes	
V2	Guidance notes revised
V3	Guidance notes revised

Learning Delivery

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	LearningDelivery		

Collection requirements

All funding models and Non-funded	Collected for:	All aims which are part of an apprenticeship, traineeship or Trailblazer apprenticeship
	Not collected for:	All aims which are NOT part of an apprenticeship or traineeship

Valid entries

		Valid for starts until
2	Advanced-level Apprenticeship	
3	Intermediate-level Apprenticeship	
10	Higher Apprenticeship	31/7/2011
20	Higher Apprenticeship – level 4	
21	Higher Apprenticeship – level 5	
22	Higher Apprenticeship – level 6	
23	Higher Apprenticeship – level 7+	
24	Traineeship	
25	Trailblazer apprenticeship	

Notes		Core	N

- All programme types listed in this field must be returned with a programme aim record.

- Refer to the Provider Support Manual for more information about recording programmes.

- This field is not required if the learning aims are not part of an apprenticeship, Trailblazer apprenticeship or traineeship.

- Codes 15 to 18 have been removed for 2015 to 2016.

Change management notes

Learning Delivery

<table>
<tr><td colspan="4" align="center">Framework code</td></tr>
<tr><td>Definition</td><td colspan="3">The framework code for the type of learning being undertaken.</td></tr>
<tr><td>Reason required</td><td colspan="3">For all programmes to identify the framework.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>FworkCode</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>3</td><td>Data type</td><td>xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDelivery</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td rowspan="2">All funding models and Non-funded</td><td>Collected for:</td><td colspan="2">Aims which are part of an apprenticeship.</td></tr>
<tr><td>Not collected for:</td><td colspan="2">Aims which are NOT part of an apprenticeship. Aims that are part of a Trailblazer apprenticeship</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">A valid entry from the framework code list which can be found in the LARS database</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>Y</td></tr>
<tr><td colspan="4">

This data is not recorded for traineeship programmes or Trailblazer apprenticeships.
The Framework code listed in the LARS database must be recorded in this field and it must match the code listed in the LARS database.
Providers should consult the Provider Support Manual for details of how to record Apprenticeship framework or pathway changes in the ILR.

</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery

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	LearningDelivery		
Collection requirements			
All funding models and Non-funded	**Collected for:**	Aims which are part of an apprenticeship	
	Not collected for:	Aims which are NOT part of an apprenticeship. Aims that are part of a Trailblazer apprenticeship	
Valid entries			
A valid entry from the pathway list for the framework which can be found in the LARS database			
Notes		**Core**	Y

- This data is not recorded for traineeship programmes <mark>or Trailblazer apprenticeships.</mark>

- The Apprenticeship pathway must be recorded on all aims within an apprenticeship programme, including the programme aim.

- The Framework pathway code listed in the LARS database must be recorded in this field and it must match the pathway code listed in the LARS database.

- Providers should consult the Provider Support Manual for details of how to record Apprenticeship framework or pathway changes in the ILR.

- The Apprenticeship pathway code of 0 is valid only for continuing learners already recorded with 0.

Change management notes	

Learning Delivery

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	LearningDelivery		
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

- 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.

Change management notes

Learning Delivery

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	LearningDelivery		

Collection requirements
Collected for all aims

Valid entries
A valid postcode (see Appendix C) which must be in upper case.

Notes		Core	N

- 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, 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.

- For learners undertaking HE learning where the majority of learning takes place in the workplace, the postcode of the HE centre (or college) should be recorded in the HE centre location postcode field in the Learning Delivery HE entity.

Change management notes	

Learning Delivery

Additional delivery hours

Definition	The number of additional guided learning hours required for the learning aim.
Reason required	To enable funding to be calculated

Schema definitions			
XML element name	AddHours	Mandatory	N
Field length	4	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDelivery		

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

Valid entries		
Value in the range 0 to 9999. Hours to the nearest whole hour.		
Notes	**Core**	N

- This field should only be returned for ESOL qualification aims that start on or after 1 August 2015.

- It must not be recorded for non-regulated ESOL aims.

- This field should only be used to record additional guided learning hours that have been delivered for ESOL qualifications where a learner needs additional learning to that funded through the Adult Skills funding model or ESF funding model.

- The additional hours recorded here should be the difference between the total guided learning hours (GLH) planned for delivery of the qualification and the maximum value from the GLH range corresponding to the matrix rate for that qualification.

- Please refer to the provider support manual for further details of how to calculate the additional delivery hours.

- The hours recorded are for the entire duration of the learning aim, not just the current teaching year. This is not an annual field.

- This field should be updated if required at the end of the learning aim with the actual hours delivered.

Guided learning hours are defined as:

- 'All times when a member of staff is present to give specific guidance towards the qualification or module being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.'

Learning Delivery

-	General study time, for example in a library, should not be included even though a member of staff is in attendance.

Change management notes	
V2	Guidance notes added
V3	Collection requirements clarified
V4	Collection requirements and guidance notes revised

Learning Delivery

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	LearningDelivery		
Collection requirements			
EFA funded	Not collected		
Skills Funding Agency funded	**Collected for:**	Adult Skills Budget (FundModel 35) aims recorded with an AimType = 1 (traineeships only), 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 (apprenticeships), 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

- 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.

A levels
- Where a learner is studying towards an A level learning aim and has already completed the AS qualification in the same subject, you must use this field to record the proportion of prior learning already undertaken to reduce the funding for the A level.

- Separate guidance about recording AS and A levels in 2015 to 2016 is available on the ILR Guidance page for 2015 to 2016.

Traineeships
- For learners who start a traineeship programme from 1 August 2015, if a funding adjustment is required to the single traineeships programme rate, then this field should be completed on the programme aim (Aim type = 1).

- If a funding adjustment is required to the English, maths or flexible element aims, then this field should be completed on the relevant component aims (Aim type = 3).

Trailblazer apprenticeships
- This field should be recorded where applicable for English and maths aims that are part of a Trailblazer apprenticeship programme. This field is not completed on the Trailblazer apprenticeship programme aim.

Change management notes

Learning Delivery

<table>
<tr><td colspan="4" align="center">Other funding adjustment</td></tr>
<tr><td>Definition</td><td colspan="3">The factor used to adjust the funding to which the learner is entitled for this aim.</td></tr>
<tr><td>Reason required</td><td colspan="3">To adjust funding for this learning aim in specific circumstances as instructed by the Skills Funding Agency.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>OtherFundAdj</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>3</td><td>Data type</td><td>xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDelivery</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="2">EFA funded</td><td colspan="2">Not collected</td></tr>
<tr><td rowspan="2">Skills Funding Agency funded</td><td>Collected for:</td><td colspan="2">Adult Skills Budget (FundModel 35) aims recorded with an AimType = 1 (traineeships only), 3 or 4 and Other Skills Funding Agency funding (FundModel 81) where applicable</td></tr>
<tr><td>Not collected for:</td><td colspan="2">Adult Skills Budget aims recorded with an AimType = 1 (apprenticeships), Community Learning (FundModel 10) and ESF (FundModel 70)</td></tr>
<tr><td colspan="2">Non-funded</td><td colspan="2">Collected for aims recorded with an AimType = 3 or 4 and financed by a 24+ Advanced Learning Loan where applicable</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">Three digit number in range 0 to 999</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
</table>

- 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.

Traineeships
- For learners who start a traineeship programme from 1 August 2015, if a funding adjustment is required to the single traineeships programme rate, then this field should be completed on the programme aim (Aim type = 1).

- If a funding adjustment is required to the English, maths or flexible element aims, then this field should be completed on the relevant component aims (Aim type = 3).

Trailblazer apprenticeships
- This field should be recorded where applicable for English and maths aims that are part of a Trailblazer apprenticeship programme. This field is not completed on the Trailblazer apprenticeship programme aim.

Change management notes

Learning Delivery

<table>
<tr><td colspan="4" style="text-align:center">**Contract reference number**</td></tr>
<tr><td>**Definition**</td><td colspan="3">The reference number, assigned by the Skills Funding Agency, for an element of the contract.</td></tr>
<tr><td>**Reason required**</td><td colspan="3">ESF contract management and reporting.</td></tr>
<tr><td colspan="4" style="text-align:center">**Schema definitions**</td></tr>
<tr><td>XML element name</td><td>ConRefNumber</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>20</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDelivery</td></tr>
<tr><td colspan="4" style="text-align:center">**Collection requirements**</td></tr>
<tr><td colspan="2">**EFA funded**</td><td colspan="2">Not collected</td></tr>
<tr><td rowspan="2">**Skills Funding Agency funded**</td><td>**Collected for:**</td><td colspan="2">ESF (FundModel 70)</td></tr>
<tr><td>**Not collected for:**</td><td colspan="2">Adult Skills Budget (FundModel 35), Community Learning (FundModel 10) and Other Skills Funding Agency funding (FundModel 81)</td></tr>
<tr><td colspan="2">**Non-funded**</td><td colspan="2">Not collected</td></tr>
<tr><td colspan="4" style="text-align:center">**Valid entries**</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="2">**Notes**</td><td>**Core**</td><td>N</td></tr>
<tr><td colspan="4">

- This field must be completed for all ESF funded learning aims. It is completed with the contract reference number from the provider's Appendix 1 (Summary of Funding).

- For ESF delivery this number will be in the format of 'ESF-xxxxxxx' where 'x' is numerical.

</td></tr>
<tr><td colspan="4">**Change management notes**</td></tr>
<tr><td colspan="4"></td></tr>
</table>

Learning Delivery

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	LearningDelivery		
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), 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), ==ESF (FundModel 70)==	
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

- 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.

- A Learner Destination and Progression record must also be returned to record further details of the employment.

- This field is used to calculate Job outcome payments for Adult Skills Budget aims where applicable.

Change management notes	

Learning Delivery

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	LearningDelivery		

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

- 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.

Agreed breaks in learning (Skills Funding Agency funded provision only)
- 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.

Change management notes

Learning Delivery

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	LearningDelivery		

Collection requirements

Collected for all aims

Valid entries

A valid date, using the date pattern YYYY-MM-DD

Notes		**Core**	Y

- 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.

Change management notes	

Learning Delivery

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	LearningDelivery		
Collection requirements			
Collected for all aims where Completion status is code 3, 'Learner has withdrawn'			
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

- 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. This should only be used to identify learners who have transferred from classroom learning onto apprenticeship provision.

- 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

Learning Delivery

Progression record for the learner. This data will be used to exclude the learner from the DfE completion and attainment measure.
Change management notes
V4 Guidance notes amended

Learning Delivery

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	LearningDelivery		
Collection requirements			
Collected for all aims where Actual end date is returned			
Valid entries			
1	Achieved		
2	Partial achievement		
3	No achievement		
6	Achieved but uncashed (AS-levels only)		
7	Achieved and cashed (AS-levels only)		
8	Learning activities are complete but the outcome is not yet known		
Notes		**Core**	Y

- 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.

- Codes 4 and 5 have been removed for 2015 to 2016 and replaced by code 8.

- Further guidance on recording outcomes can be found in the Provider Support Manual

AS Qualifications
- With the introduction of the new linear A levels from 2015 to 2016 in some subjects, AS qualifications will be decoupled from the A level, which means that AS marks will not count towards the A level.

- AS qualifications in subjects that have been decoupled from the A level will no longer be recorded as cashed or uncashed. Code 1 must be used to record the achievement of these AS levels.

- In subjects where the AS qualifications have not yet been reformed, you can continue to use codes 6 or 7 to indicate whether or not the learner has claimed a certificate from the awarding body for the AS qualification.

Traineeship Programmes
- Traineeship programmes can only be recorded as achieved when a learner has progressed to an apprenticeship, job or further learning (see the EFA and SFA funding documentation for full details of the requirements). Where the programme is complete but the outcome is not yet known then code 8 should be recorded. This should be updated if the Destination of the learner is known before the final return of the ILR for 2015 to 2016.

- A Learner Destination and Progression record must also be returned for all traineeship programmes.

Change management notes

Learning Delivery

<table>
<tr><td colspan="4" align="center"><h2>Achievement date</h2></td></tr>
<tr><td>Definition</td><td colspan="3">The date the learning aim or programme aim was achieved by the learner.</td></tr>
<tr><td>Reason required</td><td colspan="3">Payment of Skills Funding Agency achievement payments for traineeships and Trailblazer apprenticeships.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>AchDate</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>xs:date</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDelivery</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="2">EFA funded</td><td colspan="2">Traineeship programme aims (FundModel=25, ProgType=24 and AimType=1) where applicable</td></tr>
<tr><td rowspan="2">Skills Funding Agency funded</td><td>Collected for:</td><td colspan="2">Traineeship programme aims (FundModel=35, ProgType=24 and AimType=1) where applicable
Trailblazer apprenticeship programme aims (FundModel=81, ProgType=25 and AimType=1) where applicable</td></tr>
<tr><td>Not collected for:</td><td colspan="2">Community Learning (FundModel 10), ESF (FundModel 70) aims and other Adult Skills Budget (FundModel 35) and Other Skills Funding Agency (FundModel 81) learning aims</td></tr>
<tr><td colspan="2">Non-funded</td><td colspan="2">Not collected</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">A valid date, using the date pattern YYYY-MM-DD</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
</table>

- This field must be recorded where a traineeship or Trailblazer apprenticeship programme has been achieved. It is only recorded on the programme aim.

- This field must only be returned if the Outcome field has been recorded as 'Achieved'.

Traineeship programmes
- The date recorded should be the date on which the learner has met the requirements for progression to an apprenticeship, job or further learning (see the EFA and SFA funding documentation for full details).

- The Achievement date must be on or after 1 August 2015 and before 1 August 2016 in order to generate achievement funding in the 2015 to 2016 year.

- This field is not recorded on traineeship component aims.

- Please see the traineeship guidance in the Provider Support Manual for further details.

Trailblazer apprenticeship programmes
- The date recorded should be the date on which the learner has met the criteria for achievement funding as set out in the funding rules.

- This field is not recorded on Trailblazer apprenticeship component aims.

- Please see the ILR guidance for further details.

Change management notes

V2	Guidance notes added

Learning Delivery

<table>
<tr><td colspan="4" align="center"><h3>Outcome grade</h3></td></tr>
<tr><td>Definition</td><td colspan="3">The examination grade awarded to the learner for the learning aim.</td></tr>
<tr><td>Reason required</td><td colspan="3">To allow the calculation of achievement and to enable value added analysis to be carried out.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>OutGrade</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>6</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDelivery</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td rowspan="2">All funding models and non-funded</td><td>Collected for:</td><td colspan="2">All aims recorded with an AimType = 3, 4 or 5 where applicable</td></tr>
<tr><td>Not collected for:</td><td colspan="2">Aims recorded with an AimType = 1</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">See Appendix Q</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">

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.

</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery

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	LearningDelivery		
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

- 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.

Change management notes	

Learning Delivery Funding and Monitoring (FAM)

Learning Delivery Funding and Monitoring Entity Definition

Definition	This entity collects additional attributes of the Learning Delivery that will either inform funding of the learner or additional monitoring.		
Schema definitions			
XML entity name	LearningDeliveryFAM	Mandatory	N
Minimum occurrences	0	Maximum occurrences	Unbounded
Part of	LearningDelivery		
XML elements	**Schema mandation**		
LearnDelFAMType	Mandatory		
LearnDelFAMCode	Mandatory		
LearnDelFAMDateFrom	Not Mandatory		
LearnDelFAMDateTo	Not Mandatory		
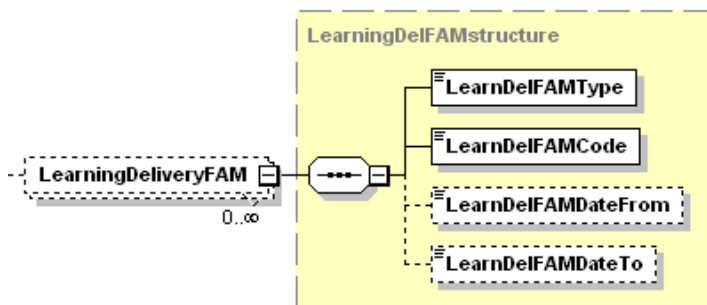
Collection requirements		
Collected for all aims where applicable		
Notes	**Core**	N

- This entity is only required if any of the FAM type characteristics apply, 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.

- 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.

Change management notes	

Learning Delivery Funding and Monitoring (FAM)

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
Part of	LearningDeliveryFAM		
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
FLN	Family English, Maths and Language	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	Trailblazer apprenticeship standard	1
HEM	HE monitoring	3
HHS	Household situation	2
Change management notes		

Learning Delivery Funding and Monitoring (FAM)

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		

- 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.

- 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.

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

Other sources of funding
- 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.

Learning Delivery Funding and Monitoring (FAM)

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
• This field is not collected for learning aims which are funded by Other Skills Funding Agency funding. It is not required for Trailblazer apprenticeships.   • 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
• This should be used to indicate that the learner is undertaking workplace learning as defined in the Skills Funding Agency funding rules. It is not required for Trailblazer apprenticeships.

Learning Delivery Funding and Monitoring (FAM)

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

- 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. The Restart indicator must be recorded in the Learning delivery funding and monitoring fields (LearnDelFAMType = RES). Code 2 should also be used for apprentices who are aged 19-24 and have an EHC plan or LDA.

- 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. The Restart indicator must be recorded in the Learning delivery funding and monitoring fields (LearnDelFAMType = RES).

- 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	Guidance notes revised

Learning Delivery Funding and Monitoring (FAM)

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

- 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.

- This indicator is used in the validation of the apprenticeship minimum duration rules and so it is important that it is completed accurately.

Change management notes

Learning Delivery Funding and Monitoring (FAM)

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:**	Adult Skills Budget (FundModel 35) aims (see notes below) where applicable, Trailblazer apprenticeship programme aims (FundModel 81) where applicable
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) aims (excluding Trailblazer apprenticeships)
Non-funded		Not collected

Notes

- This field must be completed by all providers for Adult Skills Budget funded learning aims where learning support funding is being claimed.

- Learning Support is provided to help providers to work flexibly and provide support activity to meet the learning needs of learners with an identified learning difficulty and/or disability. This will enable these learners to achieve their learning goal. Learning Support also provides funding to meet the cost of reasonable adjustments as set out in the Equality Act 2010.

- See the Skills Funding Agency funding rules for further details about learning support funding and evidence requirements.

- For apprenticeship and traineeship programmes, this information is recorded only on the programme aim. If the programme aim is closed and there is a continuing component aim that requires learning support, then the Learning support funding must be transferred to the continuing component aim, AimType = 3. See 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	Collection requirements clarified. Learning support definition added

Learning Delivery Funding and Monitoring (FAM)

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		

24+ Advanced Learning Loan

- 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)

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

- Code ALB1 should be used for low-cost learner support, not including childcare and residential.

- Code ALB2 should be used for learning support recognising that the learner could have Learner Support needs as well.

- Code ALB 3 should be used for residential or childcare support recognising that the learner could have other learning support or Learner Support needs as well.

- Contract funded providers can use any of the three codes as applicable. Grant funded providers can only use code ALB 2

- See the Skills Funding Agency funding rates and formula document 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 dates that it applies from and to.

Change management notes

Learning Delivery Funding and Monitoring (FAM)

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		

- Where you are using your Adult Skills Budget (Funding Model 35) to deliver Family English, Maths or Language (FEML) learning aims, you should record this using the new Learning Delivery Funding and Monitoring type of FLN.

- You should continue to record Family English, Maths and Language programmes funded through the Community Learning funding model (Funding Model 10) using this field.

- Family English, Maths and Language programmes must fulfil all the following requirements. They must:

  o aim to improve the English, Maths or Language skills of parents or other carers

  o aim to improve parents'/carers' ability to help their children learn

  o aim to improve children's acquisition of English and/or Maths and/or Language.

- Learners' children must be under 18.

- From 1 August 2015, this field does not need to be completed for the Community learning mental health pilot.

Change management notes	
V2	Guidance notes added

Learning Delivery Funding and Monitoring (FAM)

Family English, Maths and Language		
Definition		Collect data on participation in regulated Family English, Maths and Language (FEML) courses that are delivered through the Adult Skills Budget.
Reason required		Policy monitoring and development.
FAM type		FLN
Minimum occurrences	0	**Maximum occurrences** 1
Collection requirements		
EFA funded		Not collected
Skills Funding Agency funded	**Collected for:**	Adult Skills Budget (FundModel 35) with an AimType = 4 delivered by providers with Community learning funding only
	Not collected for:	Community Learning (FundModel 10), ESF (FundModel 70) and Other Skills Funding Agency (FundModel 81), aims with AimType = 1 or 3
Non-funded		Not collected
Notes		

- This code should be used by community learning providers to record Family English, Maths or Language (FEML) learning aims that are delivered through their Adult Skills Budget.

- It should be completed for both continuing learners and new starters in 2015 to 2016.

- The purpose and context for all learning aims recorded as Family English, Maths and Language must be to support children's learning and improve the home learning environment.

- Family English, Maths and Language programmes must fulfil all the following requirements. They must:

  o aim to improve the English, Maths or Language skills of parents or other carers

  o aim to improve parents'/carers' ability to help their children learn

  o aim to improve children's acquisition of English and/or Maths and/or Language.

- Learners' children must be under 18.

- Where FEML programmes are funded through the Community Learning funding model (Funding Model 10) then providers must record this using the existing Community Learning provision type (ASL).

Change management notes	
V2	Guidance notes added
V3	Collection requirements clarified

Learning Delivery Funding and Monitoring (FAM)

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

- The Learning delivery monitoring codes document is available at https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016 . 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 will fail validation and must not be used until they have been authorised for use and have been published.

- The Skills Funding Agency or the 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 of which code to use. This does not apply to Trailblazer apprenticeships.

Change management notes

V3	Guidance notes revised

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

- 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-2015-to-2016. 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 will fail validation and must not be used until they have been authorised for use and have been published.

- The Skills Funding Agency or the EFA directorate responsible for running the project or pilot will inform providers involved of the code that should be used.

Change management notes

V3	Guidance notes revised

Learning Delivery Funding and Monitoring (FAM)

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

- 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

- 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)

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
- This field should be returned for all classroom based learning aims funded through the Adult Skills funding model that start on or after 1 August 2014. This data is collected on a voluntary basis for 2015 to 2016.   - See the Provider Support Manual for examples and further details.

Change management notes	
V2	Guidance notes added

Learning Delivery Funding and Monitoring (FAM)

Trailblazer apprenticeship standard			
Definition	An identifier to show which Trailblazer apprenticeship standard the learner is undertaking.		
Reason required	Trailblazer apprenticeship 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 a Trailblazer apprenticeship	
	Not collected for:	Aims that are not part of a Trailblazer apprenticeship	
Non-funded	Not collected		
Notes			
- The valid codes for Trailblazer apprenticeship standards are available in the LARS database. - A list of valid codes for Trailblazer is published on the Learning Delivery Monitoring code spreadsheet, located at: https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016 - Unassigned codes will fail validation and must not be used until they have been authorised for use and have been published.			
Change management notes			
V2	Guidance notes revised		
V3	Guidance notes revised		

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			
These codes should only be used if they apply for aims where a Learning Delivery HE record is returned.			

Learning Delivery Funding and Monitoring (FAM)

Household situation

Definition	Information about the household situation of the learner.
Reason required	Administrative responsibility under EC Regulation 1304/2013
FAM type	HHS
Minimum occurrences	0	**Maximum occurrences**	2

Collection Requirements	
EFA funded	Not collected
Skills Funding Agency funded — **Collected for:**	Adult Skills Budget (FundModel 35) and Other Skills Funding Agency (FundModel 81) aims where AimType = 1 or 4, ESF (FundModel 70)
Not collected for:	Adult Skills Budget (FundModel 35) and Other Skills Funding Agency (FundModel 81) aims where AimType = 3, Community Learning (FundModel 10), OLASS learners (LearnDelFAMType=LDM034)
Non-funded	Not collected

Notes

- The household situation must be collected for all ESF funded learning aims that start on or after 1 August 2015.

- This data must also be returned for match funding purposes for all Adult Skills funded and Other SFA funded learning aims that start on or after 1 August 2015.

- The household situation recorded is the status that applies at the start of the learning aim and does not need to be updated if it changes before the end of the learning aim.

- For apprenticeship and traineeship programmes, this data should be collected at the start of the programme and is recorded once on the programme aim. It does not need to be recorded on individual component aims.

- This information must be collected in the form of a self-declaration from the learner and should be signed by the learner to confirm that it is correct. This can be in electronic format. You should refer to the provider support manual for further details of how to collect this data.

- You can record up to two HHS records. You can record either codes HHS1 or HHS2 but not both of these. Code HHS3 may then apply in addition to code HHS1.

Use code HHS1 when:
- No household member is in employment, i.e. all members are either unemployed or inactive and;

- The household includes one or more dependent children. I.e. those aged 0-17 years or 18-24 years if inactive and living with at least one parent. The latter category of older dependent children excludes people who are unemployed (because they are economically active) but includes full-time students.

Use code HHS2 when:
- No household member is in employment, i.e. all members are either unemployed or inactive and;

- The household does not include any dependent children

- No household member is in employment, i.e. all members are either unemployed or inactive.

Use code HHS3 when:
- The household includes only one adult (individual aged 18 or above), irrespective of their employment status and;

- The household includes one or more dependent children, i.e. those aged 0-17 years or 18-24 years if inactive and living with at least one parent. The latter category of older dependent children

excludes people who are unemployed (because they are economically active) but includes full-time students

What is a household?

A household is defined as a housekeeping unit or, operationally, as a social unit:
- having common arrangements;
- sharing household expenses or daily needs;
- in a shared common residence.

A household includes either one person living alone or a group of people, not necessarily related, living at the same address with common housekeeping, i.e. sharing at least one meal per day or sharing a living or sitting room.

Exclusions:
Collective households or institutional households (e.g. hospitals, old people's homes, residential homes, prisons, military barracks, religious institutions, boarding houses, workers' hostels, etc.) Where the learner's household is excluded, as above, the Household situation should be recorded using code HHS 99 'None of HHS1, HHS2 or HHS3 applies'.

Who are to be considered as household members?

The following persons are regarded as household members:

- Persons usually resident, related to other members;
- Persons usually resident, not related to other members;
- Resident boarders, lodgers, tenants (for at least six months or without private address elsewhere);
- Visitors (for at least six months or without private address elsewhere);
- Live-in domestic servants, au-pairs (for at least six months or without private address elsewhere);
- Persons usually resident, but temporarily (for less than six months) absent from the dwelling (and without private address elsewhere);
- Children of the household being educated away from home;
- Persons absent for long periods, but having household ties;
- Persons temporarily absent (for less than six months) but having household ties

- Further detailed information can be found in Annex D - Practical guidance on data collection and validation, paragraph 5.6.1 on Page 52 and Programming Period 2014-2020, Monitoring and Evaluation of European Cohesion Policy, European Social Fund Guidance

	Change management notes
V2	Collection requirements confirmed and guidance notes added
V3	Collection requirements clarified and guidance notes revised
V4	Collection requirements clarified and guidance notes revised

Learning Delivery Funding and Monitoring (FAM)

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	LearningDeliveryFAM		
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	
FLN	1	Family English, Maths or Language learning aim delivered through the Adult Skills Budget	
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	

Learning Delivery Funding and Monitoring (FAM)

NSA	6	Nuclear	
NSA	7	Process Industries	
NSA	8	Creative and Cultural	
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	
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	1-999	Trailblazer apprenticeship standard codes	
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.	
HHS	1	No household member is in employment and the household includes one or more dependent children	
HHS	2	No household member is in employment and the household does not include any dependent children	
HHS	3	Learner lives in a single adult household with dependent children	
HHS	98	Learner has withheld this information	
HHS	99	None of HHS1, HHS2 or HHS3 applies	

Notes
• Unassigned codes will fail validation and must not be used unless authorised and published.
• NSA codes 21-30 have been removed for 2015 to 2016

Change management notes	
V2	HHS98 and HHS99 code descriptions revised
V3	Guidance notes revised

Learning Delivery Funding and Monitoring (FAM)

<table>
<tr><td colspan="4" align="center"><h2>Date applies from</h2></td></tr>
<tr><td>Definition</td><td colspan="3">The date the funding and monitoring status is effective from.</td></tr>
<tr><td>Reason required</td><td colspan="3">To calculate funding.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>LearnDelFAMDateFrom</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>xs:date</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryFAM</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td>EFA funded</td><td colspan="3">Not collected</td></tr>
<tr><td>Skills Funding Agency funded</td><td colspan="3">Collected for aims where Learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields</td></tr>
<tr><td>Non-funded</td><td colspan="3">Collected for aims where 24+ Advanced Learning Loans Bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">A valid date, using the date pattern YYYY-MM-DD</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">
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.
</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery Funding and Monitoring (FAM)

<table>
<tr><td colspan="4" align="center">Date applies to</td></tr>
<tr><td>Definition</td><td colspan="3">The date the funding and monitoring status is effective to.</td></tr>
<tr><td>Reason required</td><td colspan="3">To calculate funding.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>LearnDelFAMDateTo</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>10</td><td>Data type</td><td>xs:date</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryFAM</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td>EFA funded</td><td colspan="3">Not collected</td></tr>
<tr><td>Skills Funding Agency funded</td><td colspan="3">Collected for aims where Learning support funding (LSF) is recorded in the Learning Delivery Funding and Monitoring fields</td></tr>
<tr><td>Non-funded</td><td colspan="3">Collected for aims where 24+ Advanced Learning Loans Bursary funding (ALB) is recorded in the Learning Delivery Funding and Monitoring fields</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">A valid date, using the date pattern YYYY-MM-DD</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
</table>

- 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.

- If Learning support funding or Bursary funding is required beyond the planned end date of the learning aim, then this field should be updated to reflect this.

- See the Provider Support Manual for examples and further details.

Change management notes

Learning Delivery Work Placement

Learning Delivery Work Placement Entity Definition

Definition	This entity collects data about a work placement that is being undertaken by a learner as part of a traineeship or 16-19 study programme.		
Schema definitions			
XML entity name	LearningDeliveryWorkPlacement	Mandatory	N
Minimum occurrences	0	Maximum occurrences	Unbounded
Part of	LearningDelivery		
XML elements	**Schema mandation**		
WorkPlaceStartDate	Mandatory		
WorkPlaceEndDate	Not Mandatory		
WorkPlaceMode	Mandatory		
WorkPlaceEmpId	Not Mandatory		

Collection requirements		
Collected for all work experience aims that are part of a traineeship (ProgType=24) or EFA funded study programme (FundModel 25)		
Notes	**Core**	N

- You should record a single work experience learning aim using one of the non-regulated learning aims listed in Appendix H.

- 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 you should record separate work placement records for each placement.

- Please refer to the Provider support manual for further information about recording work placements and examples.

- A work placement record does not need to be sent for ESF funded work placements.

Change management notes	
V4	Collection requirements and guidance notes amended

Learning Delivery Work Placement

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	LearningDeliveryWorkPlacement		
Minimum occurrences	1	Maximum occurrences	1
Collection requirements			
EFA funded	Collected for all work experience aims		
Skills Funding Agency funded	Collected for all traineeship work experience aims (ProgType=24)		
Non-funded	Not collected		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes		**Core**	N
Change management notes			
V4	Collection requirements amended		

Learning Delivery Work Placement

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	LearningDeliveryWorkPlacement		
Minimum occurrences	0	Maximum occurrences	1
Collection requirements			
EFA funded	Collected for all work experience aims		
Skills Funding Agency funded	Collected for all traineeship work experience aims (ProgType=24)		
Non-funded	Not collected		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes		**Core**	N
• This field should record the actual end date of the work placement once the placement has finished.			
Change management notes			
V4	Collection requirements amended		

Learning Delivery Work Placement

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	LearningDeliveryWorkPlacement		
Minimum occurrences	1	Maximum occurrences	1

Collection requirements	
EFA funded	Collected for all work experience aims
Skills Funding Agency funded	Collected for all traineeship work experience aims (ProgType=24)
Non-funded	Not collected

Valid entries	
1	Internal (simulated) work placement
2	External work placement

Notes		Core	N

- This field 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

Change management notes	
V4	Collection requirements amended

Learning Delivery Work Placement

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	LearningDeliveryWorkPlacement		
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

- 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)

- A value of 999999999 can be used temporarily (within 60 days of the work placement start date) until the employer number is known.

- The EDS can be found at: http://EDRS.lsc.gov.uk.

- To obtain a new employer number, contact the EDS help desk on either 01242 545 346 or by emailing helpdesk@edrs.sfa.bis.gov.uk.

Change management notes

V4	Guidance notes updated

Trailblazer Apprenticeship Financial Record

Trailblazer Apprenticeship Financial Record Entity Definition

Definition	This entity collects data about the cost of and financial contributions from an employer for Trailblazer apprenticeships.		
Reason required	Trailblazer apprenticeship funding		
Schema definitions			
XML entity name	TrailblazerApprenticeshipFinancialRecord	Mandatory	N
Minimum occurrences	0	Maximum occurrences	Unbounded
Part of	LearningDelivery		
XML elements	**Schema mandation**		
TBFinType	Mandatory		
TBFinCode	Mandatory		
TBFinDate	Mandatory		
TBFinAmount	Mandatory		

Collection requirements	
Collected for all Trailblazer apprenticeship programme aims (ProgType=25 and AimType=1)	
Notes	**Core** N
• The XML entity name has been changed for 2015 to 2016.	
Change management notes	

Trailblazer Apprenticeship Financial Record

Trailblazer financial type

Definition	The type of Trailblazer apprenticeship financial record being recorded.		
Reason required	Trailblazer apprenticeship funding.		
Schema definitions			
XML element name	TBFinType	Mandatory	Y
Field length	3	Field Type	RestrictedString
Minimum occurrences	1	Maximum occurrences	Unbounded
Part of	TrailblazerApprenticeshipFinancialRecord		
Collection requirements			
EFA funded	Not collected		
Skills Funding Agency funded	Collected for all Trailblazer apprenticeship programmes (ProgType=25 and AimType=1)		
Non-funded	Not collected		

Valid entries

Type	Type Description	Max no of occurrences
TNP	Trailblazer negotiated price	10
PMR	Payment record	Unbounded

Notes

- At the start of the Trailblazer apprenticeship, you must record two TNP records; one for the total negotiated price for the training (TNP1) and one for the negotiated price of the assessment (TNP2) as agreed between you and the employer. Set the Trailblazer financial record date for these to the start date of the Trailblazer apprenticeship.

- The sum of the costs recorded in TNP1 and TNP2 must equal the total cost to the provider to deliver the entire apprenticeship standard, not just the costs for the current year or the employer contribution element.

- If a new price for training, assessment or both is negotiated then you must add new TNP records. The financial record date must be set to the date the new price was agreed.

- When you have received a cash payment, you must record a separate payment (PMR) record for each payment that the employer makes to you. The financial record date must be set to the date you received payment from the employer.

- The amount entered on the payment records must not include the VAT element where this exists.

- The payment records must only be used to record payments actually received from the employer. They should not be used to record what the employer is expected to pay, nor should they record the Skills Funding Agency's contribution.

- Each payment record on the ILR will enable the calculation and payment of the core government contribution.

- The Trailblazer Financial Record dataset must contain all payment records for the full duration of the programme. This includes payment records for the programme that occurred in previous years.

Change management notes

Trailblazer Apprenticeship Financial Record

Trailblazer financial code

Definition	The Trailblazer apprenticeship financial record code being recorded.
Reason required	Trailblazer apprenticeship funding.

Schema definitions			
XML element name	TBFinCode	Mandatory	Y
Field length	2	Data type	xs:int
Part of	TrailblazerApprenticeshipFinancialRecord		

Collection requirements	
EFA funded	Not collected
Skills Funding Agency funded	Collected for all Trailblazer apprenticeship programmes (ProgType=25 and AimType=1)
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	Employer payment reimbursed by provider	
PMR	4-10	Unassigned	

Notes

- 'Assessment' is used to refer to the end point assessment portion of the Trailblazer apprenticeship that must include an independent element. This does not refer to continuous assessment, e.g. continuous assessment conducted as part of NVQ learning aims.

- Unassigned codes will fail validation and must not be used unless authorised and published.

Change management notes	
V3	Guidance notes revised

Trailblazer Apprenticeship Financial Record

Trailblazer financial record date

Definition	The date associated with the financial record.		
Reason required	Trailblazer apprenticeship funding.		
XML element name	TBFinDate	Mandatory	Y
Field length	10	Data type	xs:date
Minimum occurrences	1	Maximum occurrences	1
Part of	TrailblazerApprenticeshipFinancialRecord		
Collection requirements			
EFA funded	Not collected		
Skills Funding Agency funded	Collected for all Trailblazer apprenticeship programmes (ProgType=25 and AimType=1)		
Non-funded	Not collected		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes		**Core**	N

- For negotiated price records (where TBFinType = TNP), the date recorded in this field should be the start date of the Trailblazer apprenticeship 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.

Change management notes	

Trailblazer Apprenticeship Financial Record

Trailblazer financial amount

Definition	The amount of money recorded on the financial record.
Reason required	Trailblazer apprenticeship funding.

Schema definitions			
XML element name	TBFinAmount	Mandatory	Y
Field length	6	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	TrailblazerApprenticeshipFinancialRecord		

Collection requirements	
EFA funded	Not collected
Skills Funding Agency funded	Collected for all Trailblazer apprenticeship programmes (ProgType=25 and AimType=1)
Non-funded	Not collected

Valid entries		
0-999999. Actual amount in pounds to the nearest whole pound (excluding VAT).		
Notes	**Core**	N
Change management notes		

Learning Delivery Provider Specified Monitoring

Learning Delivery Provider Specified Monitoring Entity Definition

Definition	This entity collects data specified by the provider for their own use.		
Schema definitions			
XML entity name	ProviderSpecDeliveryMonitoring	Mandatory	N
Minimum occurrences	0	Maximum occurrences	4
Part of	LearningDelivery		
XML elements	**Schema mandation**		
ProvSpecDelMonOccur	Mandatory		
ProvSpecDelMon	Mandatory		

Collection requirements			
Collected for all aims where applicable			
Notes		**Core**	N
The use of this entity is optional. You can use it if you wish to do so, to record additional data for your own business purposes.			
Change management notes			

Learning Delivery Provider Specified Monitoring

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	ProviderSpecDeliveryMonitoring		
Collection requirements			
Collected for all aims where applicable			
Valid entries			
A, B, C or D			
Notes		**Core**	N
- 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 an occurrence must be returned.			
Change management notes			

Learning Delivery Provider Specified Monitoring

Provider specified delivery monitoring			
Definition	Provider specified data at the discretion of the provider.		
Reason required	To help a provider 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	ProviderSpecDeliveryMonitoring		
Collection requirements			
Collected for all aims where applicable			
Valid entries			
All characters except wildcards *, ?, % _ (underscore)			
Notes		**Core**	N
- This field is optional for use as specified by the provider. - You must not include personal data such as the learner's name in this field.			
Change management notes			

Learning Delivery HE

Learning Delivery HE Entity Definition			
Reason required	HE data is requested by HEFCE and the Higher Education Statistics Agency (HESA).		
Schema definitions			
XML entity name	LearningDeliveryHE	Mandatory	N
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDelivery		
XML elements	**Schema mandation**		
NUMHUS	Not Mandatory		
SSN	Not Mandatory		
QUALENT3	Not Mandatory		
SOC2000	Not Mandatory		
SEC	Not Mandatory		
UCASAPPID	Not Mandatory		
TYPEYR	Mandatory		
MODESTUD	Mandatory		
FUNDLEV	Mandatory		
FUNDCOMP	Mandatory		
STULOAD	Not Mandatory		
YEARSTU	Mandatory		
MSTUFEE	Mandatory		
PCOLAB	Not Mandatory		
PCFLDCS	Not Mandatory		
PCSLDCS	Not Mandatory		
PCTLDCS	Not Mandatory		
SPECFEE	Mandatory		
NETFEE	Not Mandatory		
GROSSFEE	Not Mandatory		
DOMICILE	Not Mandatory		
ELQ	Not Mandatory		
HEPostCode	Not Mandatory		
Collection requirements			
EFA funded	All learning aims at level 4 and above in LARS		
Skills Funding Agency funding	**Collected for:**	All learning aims at level 4 and above in LARS, which are funded by the Adult Skills Budget and are not workplace learning (FundModel 35 and LearnDelFAMType<>WPL),	
	Not collected for:	Apprenticeships, Adult Skills Budget workplace learning (FundModel 35 and LearnDelFAMType=WPL), ESF (FundModel 70), Other Skills Funding Agency funding (FundModel 81) and Community Learning (FundModel 10).	
Non funded	**Collected for:**	All HEFCE funded aims (LearnDelFAM=SOF1) and all learning aims at level 4 and above in LARS	

Learning Delivery HE

Notes		Core	N
• In addition to the learning delivery HE fields detailed here, you may also need to complete the HE monitoring data in the Learning Delivery Funding and Monitoring entity. • The UCAS tariff points field has been removed for 2015 to 2016. • Two new fields have been added for 2015 to 2016: Gross tuition fee and HE centre location postcode.			
Change management notes			

Learning Delivery HE

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	LearningDeliveryHE		
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

- A field length of 20 is to allow institutions to use instance identifiers 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.

Change management notes	

Learning Delivery HE

<table>
<tr><th colspan="4">Student support number</th></tr>
<tr><td>Definition</td><td colspan="3">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 the SLC.</td></tr>
<tr><td>Reason required</td><td colspan="3">To enable robust linking between HESA data and the student finance data held by SLC.</td></tr>
<tr><th colspan="4">Schema definitions</th></tr>
<tr><td>XML element name</td><td>SSN</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>13</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryHE</td></tr>
<tr><th colspan="4">Collection requirements</th></tr>
<tr><td colspan="4">All learning aims</td></tr>
<tr><th colspan="4">Valid entries</th></tr>
<tr><td colspan="4">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</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><th colspan="4">Change management notes</th></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery HE

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	LearningDeliveryHE		
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)	

Learning Delivery HE

	Valid entries	Valid To
		Valid To
C80	Other Qualification at Level C	
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

- 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.

Change management notes	

Learning Delivery HE

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	LearningDeliveryHE		

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

- If the learning aim started on or after 1 August 2014, a SOC2010 code should be used as detailed in Appendix L.

- Further details on SOC2000 and SOC2010 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."

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

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

- For full guidance about this field, please refer to the HESA specification.

- Code 9 'Not classified' includes the 3 categories:
    - 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 been 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.

Change management notes

Learning Delivery HE

<table>
<tr><td colspan="4" align="center">

UCAS application code
</td></tr>
<tr><td>Definition</td><td colspan="3">The UCAS application code or number, which is a four or nine character code issued by UCAS.</td></tr>
<tr><td>Reason required</td><td colspan="3">To allow matching of UCAS data.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>UCASAPPID</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>9</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryHE</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for learners entering through UCAS</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">Two alphabetic characters followed by two numeric digits, or nine numeric digits.</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">

- 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.
</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery HE

<table>
<tr><td colspan="5" align="center">Type of instance year</td></tr>
<tr><td>Definition</td><td colspan="4">The type of instance year identifies which of the four basic types of instance year is applicable to the learner.</td></tr>
<tr><td>Reason required</td><td colspan="4">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.</td></tr>
<tr><td colspan="5" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>TYPEYR</td><td>Mandatory</td><td colspan="2">Y</td></tr>
<tr><td>Field length</td><td>1</td><td>Data type</td><td colspan="2">xs:int</td></tr>
<tr><td>Minimum occurrences</td><td>1</td><td>Maximum occurrences</td><td colspan="2">1</td></tr>
<tr><td>Part of</td><td colspan="4">LearningDeliveryHE</td></tr>
<tr><td colspan="5" align="center">Collection requirements</td></tr>
<tr><td colspan="5">Collected for all learning aims</td></tr>
<tr><td colspan="5" align="center">Valid entries</td></tr>
<tr><td>1</td><td colspan="4">Year of instance contained within the reporting period 01 August to 31 July</td></tr>
<tr><td>2</td><td colspan="4">Year of instance not contained within the reporting period 01 August to 31 July</td></tr>
<tr><td>3</td><td colspan="4">Learner commencing a year of instance of a course running across reporting periods</td></tr>
<tr><td>4</td><td colspan="4">Learner mid-way through a learning aim running across reporting periods</td></tr>
<tr><td>5</td><td colspan="4">Learner finishing a year of instance of a course running across reporting periods</td></tr>
<tr><td colspan="3">Notes</td><td>Core</td><td>N</td></tr>
</table>

- 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.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

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

- 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 learners 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 a learner writing-up for the whole of the reporting period. However, providers can also use the other codes for such records.

- For full guidance about this field, please refer to the latest HEIFES circular Annex H: Mode of study.

Change management notes	
V4	Guidance notes updated

Learning Delivery HE

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	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	FUNDLEV	Mandatory	Y
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	LearningDeliveryHE		

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

- 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'.

- Code 99, 'Not in the HEIFES population', 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, providers can also use the other codes for such records.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

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

- Coding should be consistent with the HEFCE HEIFES definitions.

- For full guidance about this field, please refer to the HESA specification.

- 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, providers can also use the other codes for such 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.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

Collection requirements
Collected for all learning aims

Valid entries
0.1 - 300.0

Notes		Core	N

- 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.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

Collection requirements

Collected for all learning aims

Valid entries

1 – 98

Notes		Core	N

- 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; 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

Learning Delivery HE

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	LearningDeliveryHE		

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
• 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.			
Change management notes			

Learning Delivery HE

<table>
<tr><td colspan="5" align="center">Percentage not taught by this institution</td></tr>
<tr>
<td>Definition</td>
<td colspan="4">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.</td>
</tr>
<tr>
<td>Reason required</td>
<td colspan="4">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.</td>
</tr>
<tr><td colspan="5" align="center">Schema definitions</td></tr>
<tr>
<td>XML element name</td>
<td>PCOLAB</td>
<td>Mandatory</td>
<td colspan="2">N</td>
</tr>
<tr>
<td>Field length</td>
<td>4,1</td>
<td>Data type</td>
<td colspan="2">xs:decimal</td>
</tr>
<tr>
<td>Minimum occurrences</td>
<td>0</td>
<td>Maximum occurrences</td>
<td colspan="2">1</td>
</tr>
<tr>
<td>Part of</td>
<td colspan="4">LearningDeliveryHE</td>
</tr>
<tr><td colspan="5" align="center">Collection requirements</td></tr>
<tr><td colspan="5">Collected for all learning aims where applicable</td></tr>
<tr><td colspan="5" align="center">Valid entries</td></tr>
<tr><td colspan="5">A percentage in the range 0.1 to 100.0</td></tr>
<tr>
<td colspan="3">Notes</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td colspan="5">

- For full guidance about this field, please refer to the HESA specification.

- This field must be completed for all qualifications delivered by franchising only.
</td>
</tr>
<tr><td colspan="5">Change management notes</td></tr>
<tr><td></td><td colspan="4"></td></tr>
</table>

Learning Delivery HE

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	LearningDeliveryHE		

Collection requirements
Collected for all learning aims where applicable

Valid entries
A percentage in the range 0 to 100.0

Notes		Core	N

- 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 in the LARS database 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 database should be used. In general, HEFCE will use this version of the LARS database for all analyses.

Change management notes	

Learning Delivery HE

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	LearningDeliveryHE		
Collection requirements			
Collected for all learning aims where applicable			
Valid entries			
A percentage in the range 0 to 100.0			
Notes		**Core**	N

- 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 in the LARS database 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 database should be used. In general, HEFCE will use this version of the LARS database for all analyses.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		

Collection requirements

Collected for all learning aims where applicable.

Valid entries

A percentage in the range 0 to 100.0

Notes	**Core**	N

- 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 in the LARS database 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 database should be used. In general, HEFCE will use this version of the LARS database for all analyses.

Change management notes

Learning Delivery HE

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	LearningDeliveryHE		
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

- 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:
  - 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:
  - 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.

Change management notes	

Learning Delivery HE

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	LearningDeliveryHE		
Collection requirements			
Collected for all learning aims			
Valid entries			
Value in range 0 – 999999 (amount in pounds to nearest whole pound)			
Notes		**Core**	N

- 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 for this year and not the entire course. That is the fee charged after any financial support from the institution such as waivers or discounts are taken into account.

- 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 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.

Change management notes	

Learning Delivery HE

Gross tuition fee

Definition	The gross fee for this year, for the student on this course. Gross fee is the fee before any financial support from the institution such as waivers are taken into account.
Reason required	To monitor the various fee regimes and their spread across the UK.

Schema definitions			
XML element name	GROSSFEE	Mandatory	N
Field length	6	Data type	xs:int
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDeliveryHE		

Collection requirements
Collected for all learning aims

Valid entries
Value in range 0 – 999999 (amount in pounds to nearest whole pound)

Notes	Core	N

- This field must be completed for both continuing learners and new starters in 2015 to 2016.

- This field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company.

- The value in this field should reflect the fee actually charged to the student. 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 gross fee should not be reduced to account for waivers, the value used should be the fee before any waivers are applied.

- The value recorded in this field should be the gross tuition fee for this year and not the entire course.

- The value should not be reduced to reflect non-payment of fees.

- For courses that run for more the one year and charge the fees up front, the fees should be divided between the course years.

- Writing-up students who are charged an additional fee on top of the agreed fee for the course by the HEI, should include the additional fee in this field.

- If a student leaves the institution part 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 gross fee should not be reduced to reflect this.

- For full guidance about this field, please refer to the HESA specification.

Change management notes	
V2	Guidance notes added

Learning Delivery HE

<table>
<tr><td colspan="4" align="center">Domicile</td></tr>
<tr><td>Definition</td><td colspan="3">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.</td></tr>
<tr><td>Reason required</td><td colspan="3">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.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>DOMICILE</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>2</td><td>Data type</td><td>xs:string</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryHE</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for all learning aims</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">Two-character alphabetic code from Appendix D</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">

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.

</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
</table>

Learning Delivery HE

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	LearningDeliveryHE		
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

- For full guidance about this field, please refer to the HESA specification.

- Exempt ELQs as defined as per HEFCE's definitions which are not assessed, can be coded as 9, 'Not required'.

- Code 9, 'Not required' can be used for the following students:
  - ITT students on courses that lead to QTS
  - INSET students who hold QTS
  - NHS funded students who are non-fundable.

Change management notes			

Learning Delivery HE
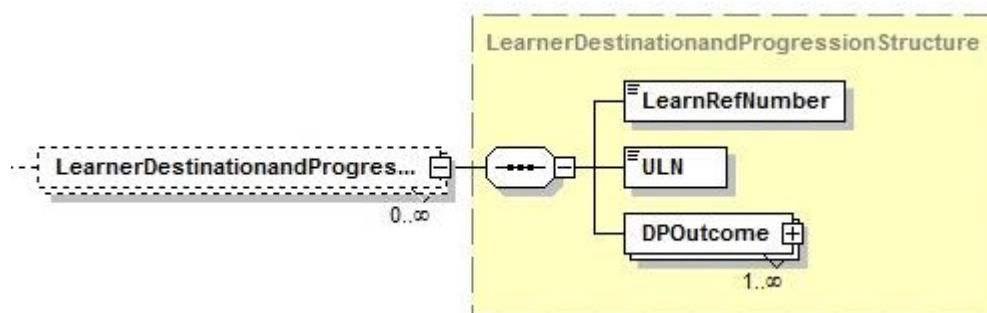
<table>
<tr><td colspan="4" align="center">HE centre location postcode</td></tr>
<tr><td>Definition</td><td colspan="3">The postcode of the HE centre or college where the learner undertakes tuition.</td></tr>
<tr><td>Reason required</td><td colspan="3">To allow for the accurate mapping of centres of higher education provision.</td></tr>
<tr><td colspan="4" align="center">Schema definitions</td></tr>
<tr><td>XML element name</td><td>HEPostCode</td><td>Mandatory</td><td>N</td></tr>
<tr><td>Field length</td><td>8</td><td>Data type</td><td>RestrictedString</td></tr>
<tr><td>Minimum occurrences</td><td>0</td><td>Maximum occurrences</td><td>1</td></tr>
<tr><td>Part of</td><td colspan="3">LearningDeliveryHE</td></tr>
<tr><td colspan="4" align="center">Collection requirements</td></tr>
<tr><td colspan="4">Collected for all aims</td></tr>
<tr><td colspan="4" align="center">Valid entries</td></tr>
<tr><td colspan="4">A valid postcode (see Appendix C) which must be in upper case.</td></tr>
<tr><td colspan="2">Notes</td><td>Core</td><td>N</td></tr>
<tr><td colspan="4">

Only complete this field for learning in the workplace when the 'Delivery location postcode' differs from the HE centre where the learner undertakes their tuition. For example, where the majority of the learning takes place in the workplace but that there is still a requirement for the learner to undertake some of their provision at the college.
This field must be completed if applicable for both continuing learners and new starters in 2015 to 2016.
Record the postcode of the HE centre or college where the learner undertakes tuition in this field.
Learning in the workplace is a structured academic programme, controlled by the higher or further education institution and delivered in the workplace by academic staff of the institution, staff of the employer, or both. This is often a feature of foundation degrees.

</td></tr>
<tr><td colspan="4">Change management notes</td></tr>
<tr><td>V2</td><td colspan="3">Guidance notes added</td></tr>
</table>

Learner Destination and Progression

Learner Destination and Progression Entity Definition

Definition	The destination of the learner when they have completed or withdrawn from the activities on their original learning agreement or plan.
Reason required	• To demonstrate how the FE sector is contributing to the future success of learners • Minimum standards and publishing provider level outcomes for traineeships • ESF funding • DfE completion and attainment measure

Schema definitions			
XML entity name	LearnerDestinationProgression	Mandatory	N
Minimum occurrences	0	Maximum occurrences	Unbounded
Part of	Message		

XML elements	Schema mandation
LearnRefNumber	Mandatory
ULN	Mandatory
DPOutcome	Mandatory

Learner Destination and Progression

Collection requirements			
EFA funded	Collected for all learners during the year after they complete all of the learning activities on their original learning agreement or plan		
Skills Funding Agency funded	**Collected for:**	All Traineeships	Follow up required to establish the Destination of the learner in the 6 months after the traineeship is completed
		• Adult Skills Budget (FundModel 35) funded non-apprenticeship learners with an employment status prior to enrolment of 'Not in paid employment, looking for work and available to start work' (code 11) • Other Skills Funding Agency funding (FundModel 81) funded learners with an employment status prior to enrolment of 'Not in paid employment, looking for work and available to start work' (code 11)	Follow up required to establish the Destination of the learner in the 6 months after the learner completes all of the learning activities on their original learning agreement or plan
		• Apprenticeships • Adult Skills Budget (FundModel 35) funded learners with an employment status prior to enrolment that is NOT code 11 • Other Skills Funding Agency funding (FundModel 81) funded learners with an employment status prior to enrolment that is NOT code 11	Data to be collected for ESF matching at the point at which the learner completes all of the learning activities on their original learning agreement or plan
		ESF funded learners (FundModel 70)	Data to be collected as detailed in the ESF contract
	Not collected for:	Community Learning (FundModel 10)	
Non-funded	Not collected		

Notes		Core	N

- The collection requirements for Learner Destination and Progression data have been extended for 2015 to 2016 for the purposes of ESF funding and match funding.

- For learners whose data is required for ESF match funding only, the actual destination of the learner, where it is known, should be collected at the point the learner leaves learning with a

Learner Destination and Progression

provider. There is no expectation that providers will carry out follow up surveys to establish a learner's destination.

- Learner Destination and Progression data must be returned for learners who have completed or withdrawn from 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 Progression record at the end of each aim.

- 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.

- 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.

- 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.

- 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.

- 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.

- The 2015 to 2016 ILR returns should include all Learner Destination and Progression records where the collection date is between 1 August 2015 and 31 July 2016. This may be for learners who completed their learning programme in 2014/2015 or 2015/2016 (see additional notes below for traineeship learners).

- If the learner completed their learning programme in 2014 to 2015 then the learner and learning delivery records should not be sent in the 2015 to 2016 ILR returns unless the learner has continued in learning with the provider in 2015 to 2016.

EFA funded learners

- For learners who withdraw from an EFA funded study programme in order to take up a traineeship, Supported Internship or apprenticeship programme, this data will be used to exclude the learner from DfE's completion and attainment measure.

Traineeships

- A Destination and progression record must be returned for all learners undertaking a traineeship programme.

- Where you have recorded an Outcome of 'achieved' against a traineeship programme aim, there must be a Destination and progression record to support this and show that that the learner has met the criteria for a positive destination. This is validated.

- You must return a Destination and progression record even if the learner has not achieved a positive progression, or if you have been unable to contact the learner.

- For traineeship programmes where the Learning actual end date is prior to 1 August 2016 and the outcome is known (Outcome is not code 8), a Destination and Progression record must be returned in the 2015 to 2016 ILR. This may include records with an Outcome collection date up to 20 October 2016.

Learner Destination and Progression

- If the programme Achievement date is before the 1 August 2016 then this must be reported in the 2015 to 2016 ILR returns together with the associated Destination and progression records in order to earn achievement funding.

- If the learner completed their traineeship programme in 2014 to 2015 but is continuing with the English or maths in 2015 to 2016, you must continue to return the learner's Destination and progression record in the 2015 to 2016 returns (including where the Outcome collection date is before 1 August 2015).

- Destination and progression data will be used in 2015 to 2016 to calculate and publish provider level outcomes for traineeships and to apply minimum standards of performance to providers.

- You should refer to the Skills Funding Agency funding rules for the requirements for funding payments for traineeships and evidence required to support these.

ESF funded learners
- This data will be used in the ESF 2014 to 2020 programme to fund programme deliverables.

Adult Skills Job Outcome Payments
- You must also record the Employment outcome field in the Learning Delivery entity in order to generate job outcome funding payments. The data recorded in that field should be consistent with the information recorded here.

- You should refer to the Skills Funding Agency funding rules for the requirements for job outcome payments and evidence required to support these.

Updating destination and progression records
- If you have already recorded a destination or progression outcome that you 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.

Change management notes	
V2	Collection requirements and guidance notes revised
V3	Collection requirements clarified and guidance notes revised
V4	Guidance notes revised

Learner Destination and Progression

Learner reference number

Definition	The provider's reference number for the learner as assigned by the provider.
Reason required	To match data with the Learner and Learning delivery datasets.

Schema definitions			
XML element name	LearnRefNumber	Mandatory	Y
Field length	12	Data type	RestrictedString
Minimum occurrences	1	Maximum occurrences	1
Part of	LearnerDestinationProgression		

Collection requirements
Collected for all Learner Destination and Progression records

Valid entries		
Any combination of up to 12 alphabetic characters, numeric digits or spaces		
Pattern	[A-Za-z0-9\s]	
Notes	**Core**	Y

- The learner reference number recorded here must be the same as the one recorded for the learner in the Learner entity.

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 with the Learner and Learning delivery datasets.

Schema definitions			
XML element name	ULN	Mandatory	Y
Field length	10	Data type	xs:long
Minimum occurrences	0	Maximum occurrences	1
Part of	LearnerDestinationProgression		

Collection requirements
Collected for all Learner Destination and Progression records

Valid entries		
1000000000 – 9999999999		
Notes	**Core**	Y

- The ULN recorded here must be the same as the one recorded for the learner in the Learner entity.

Change management notes

Learner Destination and Progression

DP Outcome Entity Definition

Schema definitions			
XML entity name	DPOutcome	Mandatory	Y
Minimum occurrences	1	Maximum occurrences	Unbounded
Part of	LearnerDestinationProgression		

XML elements	Schema mandation
OutType	Mandatory
OutCode	Mandatory
OutStartDate	Mandatory
OutEndDate	Not Mandatory
OutCollDate	Mandatory

Collection requirements
Collected for all Learner Destination and Progression records

Notes	Core	N

- 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.

Change management notes

Learner Destination and Progression

Outcome type

Definition	The type of destination or progression outcome being recorded.		
Schema definitions			
XML element name	OutType	Mandatory	Y
Field length	3	Field Type	RestrictedString
Part of	DPOutcome		

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

Change management notes

Learner Destination and Progression

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	DPOutcome		
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	31/7/15
EMP	4	Self-employed for 16 hours or more per week	
EMP	5	Self-employed for less than 16 hours per week	
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	31/7/15
OTH	3	Unable to contact learner	
OTH	4	Not known	

Notes

* Codes EDU4 and EDU5 include Community Learning provision.

- 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

- 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.

Learner Destination and Progression

- The Social Destination (SDE) codes should only be used for EFA funded high needs students.

- If an outcome code of EDU2 "Apprenticeship" is used, an outcome record of employment does <u>not</u> also need to be recorded

- You should use code OTH3 where you have been unable to contact the learner.

- If you have contacted the learner and been unable to obtain information about their destination or progression then code OTH4 'Not known' should be recorded.

- For codes OTH3 and OTH 4 the Outcome start date should be recorded as the day after the Learning actual end date.

- Codes OTH 2 and EMP3 are not valid for Destination records with an Outcome start date after 31 July 2015

Change management notes	
V3	Guidance notes revised

Learner Destination and Progression

Outcome start date

Definition	The date that the learner commenced the recorded destination or progression outcome.		
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	DPOutcome		

Valid entries			
A valid date, using the date pattern YYYY-MM-DD			

Notes		**Core**	N

- 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.

- Where the learner was employed prior to learning and remains employed with the same employer following learning (OutType = EMP), then the start date for this outcome should be recorded as the day after the Learning actual end date. Similarly, if the learner was unemployed prior to learning and remains unemployed following their learning (OutType = NPE), the start date for this outcome should be recorded as the day after the Learning actual end date.

- 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 within the following year. Aspirational outcomes should not be recorded. You should be aware that future outcomes will not count as positive destinations unless they are later confirmed to have taken place.

- If a future outcome is confirmed later as having occurred then the collection date should be updated to reflect the date that this was confirmed.

Change management notes	
V3	Guidance notes revised
V4	Guidance notes added

Learner Destination and Progression

Outcome end date

Definition	The date that the learner finished the recorded destination or progression outcome, 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	DPOutcome		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes		Core	N

- 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 you collected the information.

- 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.

Change management notes	

Learner Destination and Progression

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	DPOutcome		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Notes		**Core**	N
• If you receive 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.			
Change management notes			

Summary of changes

Summary of changes for 2015 to 2016

Header record

Fields changed
Protective Marking
Fields removed
Transmission Type

Learner record

New fields added
GCSE maths qualification grade
GCSE English qualification grade
Fields removed
ESF destination

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
UKPRN in previous year	√			
Unique learner number				√
Date of birth	√			
Prior attainment	√			
Accommodation	√			
Planned learning hours	√	√		
GCSE maths qualification grade	√			
GCSE English qualification grade	√			

Learner Contact entity

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
Telephone number	√			

Learner Contact Preference entity

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
Contact preference type	√			

LLDD and Health Problem entity

The following changes have been made to the entity			
Guidance	Collection requirements	Codes	Schema definition
√			√
New fields added			
LLDD and health problem category			

Primary LLDD and health problem
Fields removed
LLDD and health problem type
LLDD and health problem code

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
LLDD and health problem category	√			

Learner Funding and Monitoring (FAM) entity

The following changes have been made to the entity			
Guidance	**Collection requirements**	**Codes**	**Schema definition**
			√

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
Learner funding and monitoring code	√			

New FAM types added
Special educational needs
Eligibility for EFA disadvantage funding
GCSE maths condition of funding
GCSE English condition of funding
FAM type removed
Maths GCSE achievement
English GCSE achievement

Changes have been made to the following FAM types				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Field definition**
High needs students		√		
Disabled students allowance		√	√	√
Special educational needs	√			
National learner monitoring	√		√	

Learner Employment Status entity

The following changes have been made to the entity			
Guidance	**Collection requirements**	**Codes**	**Schema definition**
√			√

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
Employer identifier	√			

Summary of changes

Learner Employment Status Monitoring entity

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
Employment status monitoring code	√	√		

Changes have been made to the following Monitoring types				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
Benefit status indicator	√			√
Risk of NEET	√	√		

Learner HE entity

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
UCAS personal identifier				√

Learning Delivery entity

New fields added
Additional delivery hours
Contract reference number

Fields removed
ESF agreement ID
ESF local project number

Changes have been made to the following fields				
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
Learning aim reference	√			
Aim type	√			
Original learning start date	√			
Funding model	√			
Programme type			√	
Framework code	√			
Pathway code	√			
Delivery location postcode	√			
Additional delivery hours	√	√		
Funding adjustment for prior learning	√	√		
Other funding adjustment	√	√		
Employment outcome		√		
Withdrawal reason	√			
Outcome	√		√	
Achievement date	√	√		

Summary of changes

Learning Delivery Funding and Monitoring (FAM) entity

New FAM types added
Family English, Maths and Language Household situation

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
Learning delivery funding and monitoring code	√			

Changes have been made to the following FAM types				
Field name	Guidance	Collection requirements	Codes	Field definition
Full or co-funding indicator	√			
Workplace learning indicator	√			
Eligibility for enhanced apprenticeship funding	√			
Restart indicator	√			
Learning support funding	√	√		
24+ Advanced Learning Loans Bursary funding	√			
Community Learning type	√			
Family English, Maths and Language	√	√		
Learning delivery monitoring	√			
Special projects and pilots	√			
National Skills Academy indicator			√	
Percentage of online delivery	√			
Trailblazer apprenticeship standard	√			
Household situation	√	√	√	
Date applies to	√			

Learning Delivery Work Placement

The following changes have been made to the entity			
Guidance	Collection requirements	Codes	Schema definition
√	√		√

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

Summary of changes

Trailblazer Apprenticeship Financial Record entity

The following changes have been made to the entity			
Guidance	**Collection requirements**	**Codes**	**Schema definition**
	√		√

Changes have been made to the following fields			
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
---	---	---	---	---
Trailblazer financial type	√	√		
Trailblazer financial code	√	√	√	
Trailblazer financial record date		√		

Learning Delivery HE entity

New fields added
Gross tuition fee
HE centre location postcode
Fields removed
UCAS tariff points

Changes have been made to the following fields			
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
---	---	---	---	---
Mode of study	√			
Gross tuition fee	√			
HE centre location postcode	√			

Learner Destination and Progression entity

The following changes have been made to the entity			
Guidance	**Collection requirements**	**Codes**	**Schema definition**
√	√		√

Changes have been made to the following fields			
Field name	**Guidance**	**Collection requirements**	**Codes**	**Schema/Field definition**
---	---	---	---	---
Unique learner number				√
Outcome code	√		√	
Outcome start date	√			

Abbreviations 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 Data Service
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
HEFCE	Higher Education Funding Council for England
HEIFES	Higher Education in Further Education: Students survey
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
LLDD	Learners with Learning Difficulties and/or Disabilities
LRS	Learner Registration Service
MIS	Management information system
MoD	Ministry of Defence
NAS	National Apprenticeship Service
NEET	Not in education, employment or training
NLDC	Neighbourhood Learning in Deprived Communities
NSA	National Skills Academy
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
SAAS	Student Awards Agency for Scotland
SFA	Skills Funding Agency
SLC	Student Loans Company
SSC	Sector Skills Council
SSF	School sixth form
TUC	Trade Union Congress
UKPRN	UK Provider Reference Number
UKRLP	UK Register of Learning Providers
ULN	Unique Learner Number
VE	Vocational Education