



Education & Skills  
Funding Agency

# **Specification of the Individualised Learner Record for 2018 to 2019**

**Version 3**

**June 2018**

<b>Title</b>	ILR Specification for 2018 to 2019
<b>Purpose</b>	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 2018 to 2019
<b>Intended audience</b>	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)
<b>Version</b>	3

**Document History**

Version 1 Published February 2018. Changes from the previous year are highlighted in yellow.

Version 2 Published March 2018. Version 2 changes are highlighted in green.

Version 3 Published June 2018. Version 3 changes are highlighted in blue.

Only change in version 3 is recorded against the Household situation indicator, the collection requirements have been expanded to include Non-levy funded apprenticeships.

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## Appendices

These are published separately on the Education and Skills Funding Agency website:

<a href="#">Appendix A</a>	Collection timetable
<a href="#">Appendix B</a>	Migration mapping from previous year
<a href="#">Appendix C</a>	<del>Valid postcode format</del>
<a href="#">Appendix D</a>	Country codes
<a href="#">Appendix F</a>	Privacy notice
<a href="#">Appendix G</a>	Prior attainment levels
<a href="#">Appendix H</a>	<del>Learning aim class codes</del>
<a href="#">Appendix L</a>	Summary of Occupation codes
<a href="#">Appendix Q</a>	Learning outcome grade code list
<a href="#">Spreadsheet</a>	containing the Learning Delivery Monitoring (LDM)

## A note on changes to Appendices for 2018/19

The following appendices have been removed,

- Appendix C Valid postcode format. The guidance on recording valid postcodes can now be found [here](#).
- Appendix H Learning aim class codes. This will now be published under the name 'Learning aim Class codes' at <https://www.gov.uk/government/collections/sfa-funding-rates>.

## Field listing (entity and field order)

Entity	Fields	XML Element Name
<b>Learning Provider</b>	<b><u>Learning Provider Entity Definition</u></b>	<b>LearningProvider</b>
Learning Provider	<u>UK provider reference number</u>	UKPRN
<b>Learner</b>	<b><u>Learner Entity Definition</u></b>	<b>Learner</b>
Learner	<u>Learner reference number</u>	LearnRefNumber
Learner	<u>Learner reference number in previous year</u>	PrevLearnRefNumber
Learner	<u>UKPRN in previous year</u>	PrevUKPRN
Learner	<u>Pre-merger UKPRN</u>	PMUKPRN
<b>Learner</b>	<b><u>Campus Identifier</u></b>	<b>CampId</b>
Learner	<u>Unique learner number</u>	ULN
Learner	<u>Family name</u>	FamilyName
Learner	<u>Given names</u>	GivenNames
Learner	<u>Date of birth</u>	DateOfBirth
Learner	<u>Ethnicity</u>	Ethnicity
Learner	<u>Sex</u>	Sex
Learner	<u>LLDD and health problem</u>	LLDDHealthProb
Learner	<u>National Insurance number</u>	NINumber
Learner	<u>Prior attainment</u>	PriorAttain
Learner	<u>Accommodation</u>	Accom
Learner	<u>Learning support cost</u>	ALSCost
Learner	<u>Planned learning hours</u>	PlanLearnHours
Learner	<u>Planned employability, enrichment and pastoral hours</u>	PlanEEPHours
Learner	<u>GCSE maths qualification grade</u>	MathGrade
Learner	<u>GCSE English qualification grade</u>	EngGrade
Learner	<u>Postcode prior to enrolment</u>	PostcodePrior
Learner	<u>Postcode</u>	Postcode
Learner	<u>Address line 1</u>	AddLine1
Learner	<u>Address line 2</u>	AddLine2
Learner	<u>Address line 3</u>	AddLine3
Learner	<u>Address line 4</u>	AddLine4
Learner	<u>Telephone number</u>	TelNo
Learner	<u>Email address</u>	Email
<b>Learner</b>	<b><u>Off-the-job training hours</u></b>	<b>OTJHours</b>
<b>Learner Contact Preference</b>	<b><u>Learner Contact Preference Entity Definition</u></b>	<b>ContactPreference</b>
Learner Contact Preference	<u>Contact preference type</u>	ContPrefType
Learner Contact Preference	<u>Contact preference code</u>	ContPrefCode

<b>LLDD and Health Problem</b>	<b><u>LLDD and Health Problem Entity Definition</u></b>	<b>LLDDandHealthProblem</b>
LLDD and Health Problem	<u>LLDD and health problem category</u>	LLDDCat
LLDD and Health Problem	<u>Primary LLDD and health problem</u>	PrimaryLLDD
<b>Learner Funding and Monitoring</b>	<b><u>Learner Funding and Monitoring Entity Definition</u></b>	<b>LearnerFAM</b>
Learner Funding and Monitoring	<u>Learner funding and monitoring type</u>	LearnFAMType
Learner Funding and Monitoring	<u>Learner funding and monitoring code</u>	LearnFAMCode
<b>Learner Provider Specified Monitoring</b>	<b><u>Learner Provider Specified Monitoring Entity Definition</u></b>	<b>ProviderSpecLearnerMonitoring</b>
Learner Provider Specified Monitoring	<u>Provider specified learner monitoring occurrence</u>	ProvSpecLearnMonOccur
Learner Provider Specified Monitoring	<u>Provider specified learner monitoring</u>	ProvSpecLearnMon
<b>Learner Employment Status</b>	<b><u>Learner Employment Status Entity Definition</u></b>	<b>LearnerEmploymentStatus</b>
Learner Employment Status	<u>Employment status</u>	EmpStat
Learner Employment Status	<u>Date employment status applies</u>	DateEmpStatApp
Learner Employment Status	<u>Employer identifier</u>	EmpId
<b>Learner Employment Status</b>	<b><u>Agreement identifier</u></b>	<b>AgreedId</b>
<b>Learner Employment Status Monitoring</b>	<b><u>Learner Employment Status Monitoring Entity Definition</u></b>	<b>EmploymentStatusMonitoring</b>
Learner Employment Status Monitoring	<u>Employment status monitoring type</u>	ESMType
Learner Employment Status Monitoring	<u>Employment status monitoring code</u>	ESMCode
<b>Learner HE</b>	<b><u>Learner HE Entity Definition</u></b>	<b>LearnerHE</b>
Learner HE	<u>UCAS personal identifier</u>	UCASPERID
Learner HE	<u>Term time accommodation</u>	TTACCOM
<b>Learner HE Financial Support</b>	<b><u>Learner HE Financial Support Entity Definition</u></b>	<b>LearnerHEFinancialSupport</b>
Learner HE Financial Support	<u>Financial support type</u>	FINTYPE
Learner HE Financial Support	<u>Financial support amount</u>	FINAMOUNT
<b>Learning Delivery</b>	<b><u>Learning Delivery Entity Definition</u></b>	<b>LearningDelivery</b>
Learning Delivery	<u>Learning aim reference</u>	LearnAimRef
Learning Delivery	<u>Aim type</u>	AimType
Learning Delivery	<u>Aim sequence number</u>	AimSeqNumber
Learning Delivery	<u>Learning start date</u>	LearnStartDate
Learning Delivery	<u>Original learning start date</u>	OrigLearnStartDate
Learning Delivery	<u>Learning planned end date</u>	LearnPlanEndDate

Learning Delivery	<u>Funding model</u>	FundModel
Learning Delivery	<u>Programme type</u>	ProgType
Learning Delivery	<u>Framework code</u>	FworkCode
Learning Delivery	<u>Apprenticeship pathway</u>	PwayCode
Learning Delivery	<u>Apprenticeship standard code</u>	StdCode
Learning Delivery	<u>Subcontracted or partnership UKPRN</u>	PartnerUKPRN
Learning Delivery	<u>Delivery location postcode</u>	DelLocPostCode
Learning Delivery	<u>Additional delivery hours</u>	AddHours
Learning Delivery	<u>Funding adjustment for prior learning</u>	PriorLearnFundAdj
Learning Delivery	<u>Other funding adjustment</u>	OtherFundAdj
Learning Delivery	<u>Contract reference number</u>	ConRefNumber
Learning Delivery	<u>End point assessment organisation</u>	EPAOrgID
Learning Delivery	<u>Employment outcome</u>	EmpOutcome
Learning Delivery	<u>Completion status</u>	CompStatus
Learning Delivery	<u>Learning actual end date</u>	LearnActEndDate
Learning Delivery	<u>Withdrawal reason</u>	WithdrawReason
Learning Delivery	<u>Outcome</u>	Outcome
Learning Delivery	<u>Achievement date</u>	AchDate
Learning Delivery	<u>Outcome grade</u>	OutGrade
Learning Delivery	<u>Software supplier aim identifier</u>	SWSupAimId
<b>Learning Delivery Funding and Monitoring</b>	<b><u>Learning Delivery Funding and Monitoring Entity Definition</u></b>	<b>LearningDeliveryFAM</b>
Learning Delivery Funding and Monitoring	<u>Learning delivery funding and monitoring type</u>	LearnDelFAMType
Learning Delivery Funding and Monitoring	<u>Learning delivery funding and monitoring code</u>	LearnDelFAMCode
Learning Delivery Funding and Monitoring	<u>Date applies from</u>	LearnDelFAMDateFrom
Learning Delivery Funding and Monitoring	<u>Date applies to</u>	LearnDelFAMDateTo
<b>Learning Delivery Work Placement</b>	<b><u>Learning Delivery Work Placement Entity Definition</u></b>	<b>LearningDeliveryWorkPlacement</b>
Learning Delivery Work Placement	<u>Work placement start date</u>	WorkPlaceStartDate
Learning Delivery Work Placement	<u>Work placement end date</u>	WorkPlaceEndDate
Learning Delivery Work Placement	<u>Work placement hours</u>	WorkPlaceHours
Learning Delivery Work Placement	<u>Work placement mode</u>	WorkPlaceMode

Learning Delivery Work Placement	<u>Work placement employer identifier</u>	WorkPlaceEmpld
<b>Apprenticeship Financial Record</b>	<b><u>Apprenticeship Financial Record Entity Definition</u></b>	<b>AppFinRecord</b>
Apprenticeship Financial Record	<u>Apprenticeship financial type</u>	AFinType
Apprenticeship Financial Record	<u>Apprenticeship financial code</u>	AFinCode
Apprenticeship Financial Record	<u>Apprenticeship financial record date</u>	AFinDate
Apprenticeship Financial Record	<u>Apprenticeship financial amount</u>	AFinAmount
<b>Learning Delivery Provider Specified Monitoring</b>	<b><u>Learning Delivery Provider Specified Monitoring Entity Definition</u></b>	<b>ProviderSpecDeliveryMonitoring</b>
Learning Delivery Provider Specified Monitoring	<u>Provider specified delivery monitoring occurrence</u>	ProvSpecDelMonOccur
Learning Delivery Provider Specified Monitoring	<u>Provider specified delivery monitoring</u>	ProvSpecDelMon
<b>Learning Delivery HE</b>	<b><u>Learning Delivery HE Entity Definition</u></b>	<b>LearningDeliveryHE</b>
Learning Delivery HE	<u>Student instance identifier</u>	NUMHUS
Learning Delivery HE	<u>Student support number</u>	SSN
Learning Delivery HE	<u>Qualification on entry</u>	QUALENT3
Learning Delivery HE	<u>Occupation code</u>	SOC2000
Learning Delivery HE	<u>Socio-economic indicator</u>	SEC
Learning Delivery HE	<u>UCAS application code</u>	UCASAPPID
Learning Delivery HE	<u>Type of instance year</u>	TYPEYR
Learning Delivery HE	<u>Mode of study</u>	MODESTUD
Learning Delivery HE	<u>Level applicable to Funding Council HEIFES</u>	FUNDLEV
Learning Delivery HE	<u>Completion of year of instance</u>	FUNDCOMP
Learning Delivery HE	<u>Student instance FTE</u>	STULOAD
Learning Delivery HE	<u>Year of student on this instance</u>	YEARSTU
Learning Delivery HE	<u>Major source of tuition fees</u>	MSTUFEE
Learning Delivery HE	<u>Percentage not taught by this institution</u>	PCOLAB
Learning Delivery HE	<u>Percentage taught in first LDCS subject</u>	PCFLDCS
Learning Delivery HE	<u>Percentage taught in second LDCS subject</u>	PCSLDCS
Learning Delivery HE	<u>Percentage taught in third LDCS subject</u>	PCTLDCS
Learning Delivery HE	<u>Special fee indicator</u>	SPECFEE
Learning Delivery HE	<u>Net tuition fee</u>	NETFEE
Learning Delivery HE	<u>Gross tuition fee</u>	GROSSFEE
Learning Delivery HE	<u>Domicile</u>	DOMICILE

Learning Delivery HE	<a href="#">Equivalent or lower qualification</a>	ELQ
Learning Delivery HE	<a href="#">HE centre location postcode</a>	HEPostCode
<b>Learner Destination and Progression</b>	<a href="#">Learner Destination and Progression Entity Definition</a>	<b>LearnerDestinationandProgression</b>
Learner Destination and Progression	<a href="#">Learner reference number</a>	LearnRefNumber
Learner Destination and Progression	<a href="#">Unique learner number</a>	ULN
<b>DPOutcome</b>	<a href="#">DPOutcome Entity Definition</a>	<b>DPOutcome</b>
DPOutcome	<a href="#">Outcome type</a>	OutType
DPOutcome	<a href="#">Outcome code</a>	OutCode
DPOutcome	<a href="#">Outcome start date</a>	OutStartDate
DPOutcome	<a href="#">Outcome end date</a>	OutEndDate
DPOutcome	<a href="#">Outcome collection date</a>	OutCollDate



## Alphabetic Listing of Fields

Fields	XML Element Name	Page
Accommodation	Accom	45
Achievement date	AchDate	140
Additional delivery hours	AddHours	129
Address line 1	AddLine1	54
Address line 2	AddLine2	55
Address line 3	AddLine3	56
Address line 4	AddLine4	57
Aim sequence number	AimSeqNumber	118
Aim type	AimType	116
Apprenticeship pathway	PwayCode	125
Apprenticeship standard code	StdCode	126
Apprenticeship financial amount	AFinAmount	180
Apprenticeship financial code	AFinCode	177
Apprenticeship financial record date	AFinDate	179
Apprenticeship financial type	AFinType	174
<b>Campus Identifier</b>	<b>CampId</b>	30
Completion of year of instance	FUNDCOMP	198
Completion status	CompStatus	135
Contact preference code	ContPrefCode	63
Contact preference type	ContPrefType	62
<b>Agreement Identifier</b>	<b>Agreeld</b>	93
Contract reference number	ConRefNumber	132
Date applies from	LearnDelFAMDateFrom	165
Date applies to	LearnDelFAMDateTo	166
Date employment status applies	DateEmpStatApp	91
Date of birth	DateOfBirth	37
Delivery location postcode	DelLocPostCode	128
Domicile	DOMICILE	213
End point assessment organisation	EPAOrgID	133
Email address	Email	59
Employer identifier	EmpId	92
Employment outcome	EmpOutcome	134
Employment status	EmpStat	90
Employment status monitoring code	ESMCode	101
Employment status monitoring type	ESMType	95
Equivalent or lower qualification	ELQ	214
Ethnicity	Ethnicity	38
Family name	FamilyName	33
Financial support amount	FINAMOUNT	112

Fields	XML Element Name	Page
Financial support type	FINTYPE	110
Framework code	FworkCode	124
Funding adjustment for prior learning	PriorLearnFundAdj	130
Funding model	FundModel	122
GCSE English qualification grade	EngGrade	51
GCSE maths qualification grade	MathGrade	50
Given names	GivenNames	35
Gross tuition fee	GROSSFEE	211
HE centre location postcode	HEPostCode	215
Learner funding and monitoring code	LearnFAMCode	83
Learner funding and monitoring type	LearnFAMType	71
Learner reference number	LearnRefNumber	26
Learner reference number in previous year	PrevLearnRefNumber	27
Learning actual end date	LearnActEndDate	136
Learning aim reference	LearnAimRef	115
Learning delivery funding and monitoring code	LearnDelFAMCode	162
Learning delivery funding and monitoring type	LearnDelFAMType	144
Learning planned end date	LearnPlanEndDate	121
Learning start date	LearnStartDate	119
Learning support cost	ALSCost	46
Level applicable to Funding Council HEIFES	FUNDLEV	197
LLDD and health problem	LLDDHealthProb	41
LLDD and health problem category	LLDDCat	67
Major source of tuition fees	MSTUFEE	201
Mode of study	MODESTUD	196
National Insurance number	NINumber	42
Net tuition fee	NETFEE	210
Occupation code	SOC2000	191
Off-the-job training hours	OTJHours	60
Original learning start date	OrigLearnStartDate	120
Other funding adjustment	OtherFundAdj	131
Outcome	Outcome	139
Outcome code	OutCode	222
Outcome collection date	OutCollDate	226
Outcome end date	OutEndDate	225
Outcome grade	OutGrade	141
Outcome start date	OutStartDate	224
Outcome type	OutType	221
Percentage not taught by this institution	PCOLAB	204
Percentage taught in first LDCS subject	PCFLDCS	205

Fields	XML Element Name	Page
Percentage taught in second LDCS subject	PCSLDCS	206
Percentage taught in third LDCS subject	PCTLDCS	207
Planned employability, enrichment and pastoral hours	PlanEEPHours	49
Planned learning hours	PlanLearnHours	47
Postcode	PostCode	53
Postcode prior to enrolment	PostcodePrior	52
Pre-merger UKPRN	PMUKPRN	29
Primary LLDD and health problem	PrimaryLLDD	69
Prior attainment	PriorAttain	43
Programme type	ProgType	123
Provider specified delivery monitoring	ProvSpecDelMon	183
Provider specified delivery monitoring occurrence	ProvSpecDelMonOccur	182
Provider specified learner monitoring	ProvSpecLearnMon	87
Provider specified learner monitoring occurrence	ProvSpecLearnMonOccur	86
Qualification on entry	QUALENT3	188
Sex	Sex	40
Socio-economic indicator	SEC	192
Software supplier aim identifier	SWSupAimId	142
Special fee indicator	SPECFEE	208
Student instance FTE	STULOAD	199
Student instance identifier	NUMHUS	186
Student support number	SSN	187
Subcontracted or partnership UKPRN	PartnerUKPRN	127
Telephone number	TelNo	58
Term time accommodation	TTACCOM	106
Type of instance year	TYPEYR	195
UCAS application code	UCASAPPID	194
UCAS personal identifier	UCASPERID	105
UK provider reference number	UKPRN	22
UKPRN in previous year	PrevUKPRN	28
Unique learner number	ULN	2929
Withdrawal reason	WithdrawReason	137
Work placement employer identifier	WorkPlaceEmpld	172
Work placement end date	WorkPlaceEndDate	169
Work placement hours	WorkPlaceHours	170
Work placement mode	WorkPlaceMode	171
Work placement start date	WorkPlaceStartDate	168
Year of student on this instance	YEARSTU	200

## Introduction

1. This specification is produced to assist providers in collecting learner data for the 2018 to 2019 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 Education and Skills Funding Agency (ESFA) or through a Loans facility or contract for apprenticeships, 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 ESFA 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. All changes to the ILR specification are approved by the **DDaT Ops (Digital, Data and Technology Operations) Board**.

## Additional sources of information

6. Additional guidance about the collection of learner data will be published for learning providers and will be available at: <https://www.gov.uk/government/collections/individualised-learner-record-ilr>
7. Principles, definitions and guidance about ESFA funding are available at <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>
8. **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.
9. For queries relating to the ILR Specification and ILR data returns, please contact the Service Desk on 0370 267 0001 or email: [Sde.servicecentre@education.gov.uk](mailto:Sde.servicecentre@education.gov.uk).

## Summary of changes

10. All changes from the previous year 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.
11. A full list of changes to the ILR can be found in the 'Summary of Changes' section at the back of the specification.

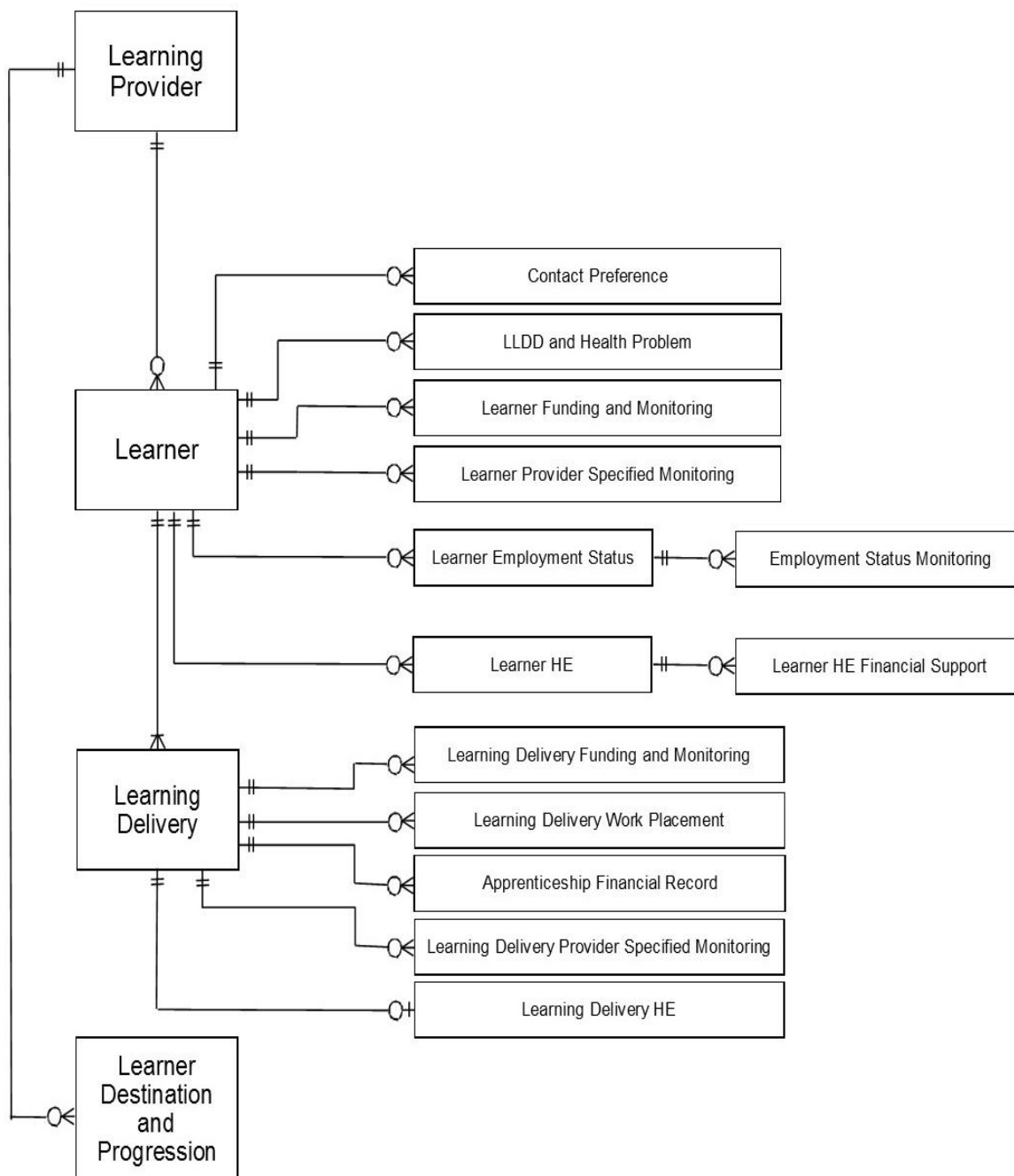
## Coverage of the ILR

12. You should send ILR data if you receive funding through one or more of the following funding models:
  - 16-19 (excluding Apprenticeships)
  - Adult skills
  - Apprenticeships (from 1 May 2017)
  - Community Learning
  - European Social Funding (ESF)
  - Other Adult
  - Other 16-19
13. All providers must send records for learners financed by Advanced Learner Loans.
14. FE colleges must also send details of all learners who are not in receipt of public funding from the ESFA (apart from learners subcontracted in from a school or Higher Education Institution).
15. Training organisations are asked to send details of apprenticeships that are not funded by the ESFA where they are delivered within the terms of a ESFA contract. In all other cases, this data can be sent on a voluntary basis.
16. Higher Education Institutions (HEIs) who receive funding from the ESFA should return data about these learners in their Higher Education Statistics Agency (HESA) student record. For higher and degree level apprenticeships, HEIs must send an ILR return for all apprenticeship standards and for 16-18 apprenticeship frameworks. Please refer to the [Provider Support Manual](#) for further guidance.
17. 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

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

**Figure 1. ILR entity relationship diagram**



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

### Learner entity

21. 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.
22. The following entities contain optional data that may not be required for all learners. See the individual field pages for details of when data is required:

- 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.

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

### **Learning Delivery entity**

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

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

For example:

- Where a learner is studying three 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 framework 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.

26. 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
- Apprenticeship Financial Record – additional data to support funding of apprenticeship standards through the Trailblazer funding model, and all apprenticeships (frameworks and standards) through Funding model 36

- Learning Delivery Provider Specified Monitoring – additional provider data used as required and specified by the provider
- Learning Delivery HE – HE data fields.

### Learner Destination and Progression entity

27. This entity records destination and progression outcomes for a learner, such as gaining employment or going onto further study. These outcomes will be reported after a learner has completed a programme of learning.
28. Destination and progression data to be reported in the year in which a learner completes their current programme of learning.
29. See the [Learner Destination and Progression](#) section for further information.

### Programme aims

30. A programme aim is required for the following programmes:
- Intermediate-level Apprenticeships, Advanced-level Apprenticeships and Higher Apprenticeships
  - Apprenticeship standards
  - Traineeships
31. A programme aim is not recorded for a 16-19 (excluding Apprenticeships) funded study programme unless it is a traineeship.
32. Programme aims must be recorded using code 1 in the Aim type field.
33. The programme aim records the start date, planned end date, actual end date, completion and outcome data relating to the overall programme or framework.
34. Some of the learning delivery fields are recorded only on the programme aim (Aim Type 1) and are not required to be recorded on the component learning aims (AimType 3) and vice versa. If this is the case then it is described in the collection requirements on each individual field as detailed below.

Collection requirements	
Aim Type 1	Adult Skills Traineeships (FundModel 35 and ProgType 24)
Aim Type 3 and 4	Other Adult (FundModel 81), Adult Skills (FundModel 35)

35. Additional guidance on the recording of programmes is published in the [Provider Support Manual](#).

### Guidance on recording valid postcodes

36. Where the ILR Specification states 'A valid postcode which must be in upper case' this means the following:
- All postcodes on the ILR must be in upper case.
  - A valid postcode is a combination of between five and seven letters/numbers. The postcodes are an abbreviated form of address.



- Full valid postcodes can be located at the Royal Mail Postcode Finder website, <http://www.royalmail.com/postcode-finder>.
- Each postcode consists of two parts. The first part is the out-code. Separated by a single space from the second part, the in-code. For example: PO1 3AX

PO refers to the postcode area of Portsmouth.

PO1 refers to a postcode district within the postcode area of Portsmouth

PO1 3 refers to the postcode sector.

PO1 3AX. The last two letters define the 'unit postcode' this identifies one or more small user delivery points or an individual large user.

37. The following is a list of the valid formats of postcode. An 'A' indicates an alphabetic character, and an 'N' indicates a numeric character.

Format		Example
Out-code	In-code	Postcode
AN	NAA	M1▼1AA▼▼
ANN	NAA	M60▼1NW▼
AAN	NAA	CR2▼6XH▼
AANN	NAA	DN55▼1PT
ANA	NAA	W1P▼1HQ▼
AANA	NAA	EC1A▼1BB

(Where ▼ represents a space)

38. The following characters are never used in the inward part of the postcode:

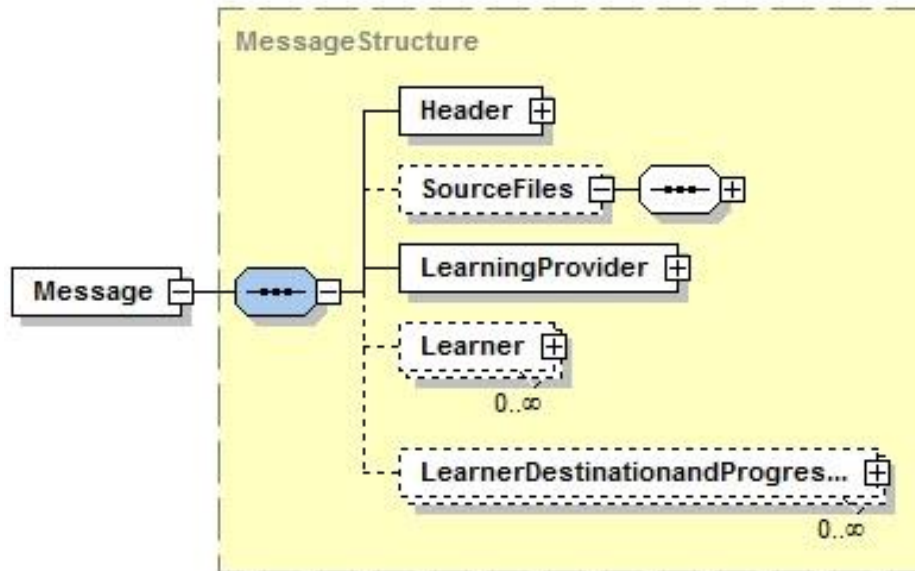
C I K M O V

39. All of the following postcode fields in the ILR are mandatory. If the postcode is unknown then a generic postcode of ZZ99▼9ZZ must be returned.

- Current Postcode
- Postcode Prior to enrolment
- Delivery location postcode

## 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-LLLLLLLLL-YYYY-yyyymmdd-hhmmss-NN.XML where:

ILR	
LLLLLLLLL	is the UK provider reference number (UKPRN)
YYYY	the year of collection (for example 2018 to 2019 would be 1819)
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 subcontract. If the provider is only working with one ILR file, then the serial number element can be ignored and defaulted to 01.

Each element is separated by hyphens.

### Format of data required

41. The format of data returned must conform to the XML schema documents.

## 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>
    <SoftwareSupplier>
    <SoftwarePackage>
    <Release>
    <SerialNo>
    <DateTime>
    <ReferenceData>
    <ComponentSetVersion>
  </Source>
</Header>

```

where:

Data	Description/ content	Length	Data type	Mandatory field
<Collection>	ILR	3	RestrictedString	Y
<Year>	Year of collection	4	RestrictedString	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
<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 geographical regions of operation or from providers with whom they subcontract. If the provider is only working with one ILR file, then the serial	2	RestrictedString	Y

Data	Description/ content	Length	Data type	Mandatory field
	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:dateTime	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

## 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 a combination of funding models, and/or other characteristics. For example:

Collection requirements
16-19 (excluding Apprenticeships) (FundModel 25), Community Learning (FundModel 10), Non-funded (FundModel 99), Apprenticeship Standards (ProgType 25)

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 either '16-19 (excluding Apprenticeships)' or 'Other 16-19' funding models and the source of funding is the Education and Skills Funding Agency (ESFA) - Adult, then the '16-19 (excluding Apprenticeships)' or 'Other 16-19' funded collection requirements apply.
47. For some fields that are collected for apprenticeships, such as the Apprenticeship pathway, the requirements relate to the type of apprenticeship and are not specific to any particular funding model.

For example, the Apprenticeship pathway field is required for all apprenticeship framework aims. This includes aims on Funding models 35, 36 and 99. The collection requirements for this field are:

Collection requirements
Apprenticeship Frameworks

## Data that is not required for collection

48. 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 Data Science Governance 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.
49. 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

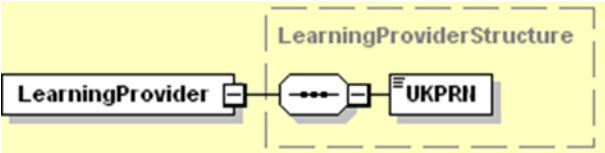
50. The required data type for each field is detailed on the field specification. All code lists are numeric fields and should be returned without leading zeros (apart from the Learning delivery monitoring codes in the Learning Delivery Funding and Monitoring (FAM) entity which are stored as a string and so should retain any leading zeros). The schema defines the different data types and rules that these must meet.
51. 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, ~!"@#\$%&'()\V*+<=>?_[]{}^£€

52. 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](http://www.w3.org/TR/XMLschema-2/#built-in-datatypes)).
53. 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.

# LearningProvider

[back to field listing](#)

Learning Provider Entity Definition			
<b>Definition</b>	This entity collects data about the provider		
<b>Reason required</b>	To identify the provider		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	LearningProvider		
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Message		
<b>Collection Requirements</b>			
Collected for all learners			
<b>XML Elements</b>	<b>Schema mandation</b>		
UKPRN	Y		
 <p>The diagram shows a dashed box labeled 'LearningProviderStructure'. Inside, there is a box for 'LearningProvider' connected to a box for 'UKPRN' via a line with a dashed arrow pointing towards 'UKPRN'.</p>			
<b>Notes</b>			
<ul style="list-style-type: none"> <li>This entity is recorded once in each ILR file that is returned</li> </ul>			
<b>Change Management Notes</b>			

UK provider reference number			
<b>Definition</b>	The UK provider reference number of the contracted provider		
<b>Reason required</b>	To identify the contracted provider		
Schema definitions			
<b>XML Element Name</b>	UKPRN		
<b>Field length</b>	8	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningProvider		
Collection requirements			
Collected for all learners			
Valid entries			
Must contain a value in the range 10000000 to 99999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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 <a href="http://www.ukrlp.co.uk">www.ukrlp.co.uk</a>.</li> </ul>			
Change Management Notes			

# Learner

[back to field listing](#)

Learner Entity Definition			
<b>Definition</b>	This entity collects attributes that relate to an individual learner such as their name and date of birth.		
<b>Reason required</b>	To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution.		
Schema definitions			
<b>XML Entity Name</b>	Learner		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Message		
Collection Requirements			
Collected for all learners			
XML Elements	Schema mandation		
LearnRefNumber	Y		
PrevLearnRefNumber	N		
PrevUKPRN	N		
PMUKPRN	N		
<b>CampId</b>	<b>N</b>		
ULN	Y		
FamilyName	N		
GivenNames	N		
DateOfBirth	N		
Ethnicity	Y		
Sex	Y		
LLDDHealthProb	Y		
NINumber	N		
PriorAttain	N		
Accom	N		
ALSCost	N		
PlanLearnHours	N		
PlanEEPHours	N		
MathGrade	N		
EngGrade	N		
PostcodePrior	Y		
Postcode	Y		
AddLine1	N		



AddLine2	N
AddLine3	N
AddLine4	N
TelNo	N
Email	N
OTJHours	N
<b>Child Entities</b>	<b>Schema mandation</b>
ContactPreference	N
LLDDandHealthProblem	N
LearnerFAM	N
ProviderSpecLearnerMonitoring	N
LearnerEmploymentStatus	N
LearnerHE	N
LearningDelivery	Y
<b>Notes</b>	
<ul style="list-style-type: none"> <li>• All fields must be returned in the above order in the XML file</li> <li>• Refer to individual field pages for the collection and validation requirements and notes for each field.</li> </ul>	
<b>Change Management Notes</b>	
v1: New fields for 2018 to 2019, Campus Identifier and Off-the-job training hours.	

Learner reference number			
<b>Definition</b>	The provider's reference number for the learner as assigned by the provider.		
<b>Reason required</b>	To enable the learner to be identified for matching purposes, to maintain data integrity and assist with query resolution.		
Schema definitions			
<b>XML Element Name</b>	LearnRefNumber		
<b>Field length</b>	12	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Any combination of up to 12 alphabetic characters, numeric digits or spaces			
<b>Pattern</b>	[A-Za-z0-9 ]{1,12}		
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>The number should be retained following any period of absence.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Providers must not include personal data that could be used to identify a learner in the learner reference number.</li> </ul>			
Change Management Notes			

Learner reference number in previous year			
<b>Definition</b>	The provider's reference number for the learner in the previous year if different from the current teaching year.		
<b>Reason required</b>	To match together learner records from previous teaching years when producing qualification achievement rates.		
Schema definitions			
<b>XML Element Name</b>	PrevLearnRefNumber		
<b>Field length</b>	12	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Valid entries			
Any combination of up to 12 alphabetic characters, numeric digits or spaces			
<b>Pattern</b>	[A-Za-z0-9 ]{1,12}		
Notes			
<ul style="list-style-type: none"> <li>• This field should only be completed for learners for whom a different learner reference number was recorded in the previous teaching year. The learner reference number may change between teaching years for a number of reasons but this field should be recorded only for the following circumstances: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Where a provider has taken over provision from another provider, due to minimum contract levels.</li> </ul> </li> <li>• 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.</li> <li>• For 2018 to 2019 this field must be updated to remove the data which was recorded in 2017 to 2018 unless the learner reference number has changed again between 2017 to 2018 and 2018 to 2019.</li> </ul>			
Change Management Notes			

UKPRN in previous year			
<b>Definition</b>	The UK provider reference number of the contracted provider of the learner in the previous year if different from the current teaching year.		
<b>Reason required</b>	To match together learner records from previous teaching years when producing qualification achievement rates where the provision has transferred from one provider to another due to minimum contract levels.		
Schema definitions			
<b>XML Element Name</b>	PrevUKPRN		
<b>Field length</b>	8	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Valid entries			
Must contain a value in the range 10000000 to 99999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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 ESFA.</li> <li>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.</li> <li>UK Provider Reference Number (UKPRN) is acquired from the UK Register of Learning Providers (UKRLP) which can be found at <a href="http://www.ukrlp.co.uk">www.ukrlp.co.uk</a></li> <li>For 2018 to 2019 this field must be updated to remove the data which was recorded in 2017 to 2018 unless the UKPRN has changed again between 2017 to 2018 and 2018 to 2019.</li> </ul>			
Change Management Notes			

Pre-merger UKPRN			
<b>Definition</b>	The UKPRN of the provider prior to the merger.		
<b>Reason required</b>	To allow performance reporting on the original individual provider before they merged with the other organisation.		
Schema definitions			
<b>XML Element Name</b>	PMUKPRN		
<b>Field length</b>	8	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Must contain a value in the range 10000000 to 99999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field records the UKPRN of the original organisation reporting the learner.</li> <li>This should only be returned where the provider has been instructed to do so by the ESFA.</li> </ul>			
Change Management Notes			

Campus Identifier			
Definition	The identifier of a campus within a college group and no longer a separate legal entity but previously operated as an incorporated college with a UKPRN.		
Reason required	To allow identification of provision delivered across the various sites of merged institutions.		
Schema definitions			
XML Element Name	CampId		
Field length	8	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			
This field is collected for all learners.			
Valid entries			
Must be in a valid look up. This is a 8-digit identifier using alphanumeric characters.			
Pattern	[A-Za-z0-9]{1,8}		
Notes			
<ul style="list-style-type: none"> <li>This field records the identifier of a campus within a college group who is no longer a separate legal entity but previously operated as an incorporated college with a UKPRN</li> <li>This should only be returned where the provider has been notified that they can use this field.</li> <li>The campus identifier must be linked to a college group with a separate UKPRN.</li> </ul>			
Change Management Notes			
v1: New field for 2018 to 2019 v2: Pattern has been corrected.			

Unique learner number			
<b>Definition</b>	The learner's unique learner number (ULN), as held on the Learner Register, obtained from the Learning Records Service (LRS).		
<b>Reason required</b>	To match data for the learner over time and with other data sources, to enable population of the Personal Learning Record and improve data integrity.		
Schema definitions			
<b>XML Element Name</b>	ULN		
<b>Field length</b>	10	<b>Data type</b>	xs:long
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Must contain a value in the range 1000000000 to 9999999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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 ESFA. If a ULN cannot be obtained for a learner then 9999999999 must be returned, except where an apprenticeship is funded through a contract for services with the employer (FundModel = 36 and LearnDelFAMType = ACT1).</li> <li>A ULN of 9999999999 must not be used where an apprenticeship is funded through a contract for services with the employer (FundModel = 36 and LearnDelFAMType = ACT1).</li> <li>A ULN must be returned for all learners financed by an Advanced Learner Loan.</li> <li>ULNs are obtained from the <a href="#">LRS Organisation Portal</a> or by contacting the Learning Records Service. Providers experiencing problems obtaining a ULN should contact the team at <a href="mailto:LRS.Support@education.gov.uk">LRS.Support@education.gov.uk</a>.</li> <li>A ULN of 9999999999 can be used temporarily until 1 January 2018 whilst a provider is registering the learner for a ULN, except where an apprenticeship is funded through a contract for services with the employer (FundModel = 36 and LearnDelFAMType = ACT1).</li> <li>After the 1st January 2018, a ULN of 9999999999 will only be allowed in the following cases: <ul style="list-style-type: none"> <li>for learners with only Community Learning or non-funded learning aims (apart from those financed by an Advanced Learner Loan)</li> <li>if the learning aim start date is less than 60 calendar days before the file preparation date</li> <li>if the learning aim is less than 5 days in planned or actual duration</li> </ul> </li> </ul>			

- 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.

### **Change Management Notes**



Family name			
<b>Definition</b>	The surname or family name of the learner.		
<b>Reason required</b>	The information will be used: <ul style="list-style-type: none"> <li>- for matching records for statistical purposes, such as to monitor progression, retention and achievement</li> <li>- for identification, linking of data and ease of reference in case of enquiries</li> <li>- to send further information to learners</li> <li>- in surveys</li> <li>- to track post 16 education, training and employment of young people.</li> </ul>		
Schema definitions			
<b>XML Element Name</b>	FamilyName		
<b>Field length</b>	100	<b>Data type</b>	xs:string
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
<p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> <li>• Basic Latin: page with code points U+0000 to U+00FF</li> <li>• Latin Extended A: page with code points U+0100 to U+01FF</li> <li>• Latin Extended B: page with code points U+0200 to U+02FF</li> <li>• Latin Extended C: page with code points U+2C60 to U+2D5F</li> <li>• Latin Extended D: page with code points U+A720 to U+A81F</li> <li>• Latin Extended Additions: page with code points U+1E00 to U+1EFF</li> </ul> <p>The Unicode charts that list each of the characters in this range can be found on the <a href="#">Unicode web site</a>.</p> <p>The character sets listed are those defined in the ISB standard for names.</p> <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <code>&lt;?xml version="1.0" encoding="UTF-8" ?&gt;</code>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p> <p>The following characters are not valid for this field:</p> <ul style="list-style-type: none"> <li>• Carriage returns</li> </ul>			

- Line feeds
- Double quotes
- Pipes
- Numerical characters

<b>Pattern</b>	[^0-9\r\n\t"]{1,100}
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**Notes**

This data is not required for learners with only Community Learning provision where 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**

Given names			
<b>Definition</b>	The forenames (first names) of the learner.		
<b>Reason required</b>	The information will be used: <ul style="list-style-type: none"> <li>- for matching records for statistical purposes, such as to monitor progression, retention and achievement</li> <li>- for identification, linking of data and ease of reference in case of enquiries.</li> <li>- to send further information to learners</li> <li>- in surveys</li> <li>- to track post 16 education, training and employment of young people.</li> </ul>		
Schema definitions			
<b>XML Element Name</b>	GivenNames		
<b>Field length</b>	100	<b>Data type</b>	xs:string
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
<p>Many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The general policy is to support all Latin-based characters but not non-Latin characters.</p> <ul style="list-style-type: none"> <li>• Basic Latin: page with code points U+0000 to U+00FF</li> <li>• Latin Extended A: page with code points U+0100 to U+01FF</li> <li>• Latin Extended B: page with code points U+0200 to U+02FF</li> <li>• Latin Extended C: page with code points U+2C60 to U+2D5F</li> <li>• Latin Extended D: page with code points U+A720 to U+A81F</li> <li>• Latin Extended Additions: page with code points U+1E00 to U+1EFF</li> </ul> <p>The Unicode charts that list each of the characters in this range can be found on the <a href="#">Unicode web site</a>.</p> <p>The character sets listed are those defined in the ISB standard for names. Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Institutions must specify the encoding used in their XML files in the first line of the file (i.e. <code>&lt;?xml version="1.0" encoding="UTF-8" ?&gt;</code>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p> <p>The following characters are not valid for this field:</p> <ul style="list-style-type: none"> <li>• Carriage returns</li> <li>• Line feeds</li> </ul>			

- Double quotes
- Pipes
- Numerical characters

<b>Pattern</b>	[^0-9\r\n\t"]{1,100}
----------------	----------------------

**Notes**

This data is not required for learners with only Community Learning provision where 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**

Date of birth			
<b>Definition</b>	The date of birth of the learner.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	DateOfBirth		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<p>Providers should return a date of birth for all learners wherever possible. Providers must not estimate the learner's date of birth</p> <ul style="list-style-type: none"> <li>• For all learners where the Unique learner number has been returned, this field must be returned.</li> <li>• The validation rules will enforce the completion of the Date of birth for all learners apart from the following exceptions: <ul style="list-style-type: none"> <li>○ for learners undertaking only Community Learning who do not have a ULN</li> <li>○ for non-funded learners who do not have a ULN, apart from those financed by an Advanced Learner Loan</li> <li>○ 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.</li> </ul> </li> </ul>			
Change Management Notes			

Ethnicity			
<b>Definition</b>	The ethnic origin of the learner, based on the 2011 census.		
<b>Reason required</b>	To monitor the distribution of ethnic groups amongst learners in the context of adequacy and sufficiency.		
Schema definitions			
<b>XML Element Name</b>	Ethnicity		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Attribute Codes			
Code	Definition		
31	English / Welsh / Scottish / Northern Irish / British		
32	Irish		
33	Gypsy or Irish Traveller		
34	Any Other White background		
35	White and Black Caribbean		
36	White and Black African		
37	White and Asian		
38	Any Other Mixed / multiple ethnic background		
39	Indian		
40	Pakistani		
41	Bangladeshi		
42	Chinese		
43	Any other Asian background		
44	African		
45	Caribbean		
46	Any other Black / African / Caribbean background		
47	Arab		
98	Any other ethnic group		

99	Not provided
<b>Pattern</b>	
<b>Notes</b>	
<p>This must be completed for all learners, refer to the <a href="#">Provider Support Manual</a> for guidance about collecting this data.</p>	
<b>Change Management Notes</b>	

# Learner

[back to field listing](#)

Sex			
<b>Definition</b>	The legal sex of the learner.		
<b>Reason required</b>	To describe the structure and nature of the learner population in the sector.		
Schema definitions			
<b>XML Element Name</b>	Sex		
<b>Field length</b>	1	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Attribute Codes			
	<b>Code</b>	<b>Definition</b>	
	F	Female	
	M	Male	
<b>Pattern</b>			
Notes			
Change Management Notes			



LLDD and health problem			
<b>Definition</b>	Whether the learner considers that they have a learning difficulty, disability or health problem. Completed on the basis of the learner's self-assessment.		
<b>Reason required</b>	To monitor the distribution of learners with learning difficulties, disabilities or health problems.		
Schema definitions			
<b>XML Element Name</b>	LLDDHealthProb		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Attribute Codes			
Code	Definition		
1	Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem.		
2	Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem.		
9	No information provided by the learner.		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>This field should be completed for all learners with learning difficulties and/or disabilities not just those for whom learning support is provided.</li> </ul>			
Change Management Notes			

<b>National Insurance number</b>			
<b>Definition</b>	The National Insurance number for the learner.		
<b>Reason required</b>	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. To confirm employment status of apprentices funded using funds in a digital account.		
<b>Schema definitions</b>			
<b>XML Element Name</b>	NINumber		
<b>Field length</b>	9	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
<b>Collection requirements</b>			
Adult Skills (FundModel 35), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
<b>Valid entries</b>			
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.			
<b>Pattern</b>			
<b>Notes</b>			
<p>Collected for all apprentices, learners in receipt of active benefits or learners who have been referred to learning by Job Centre Plus.</p> <p>For non-funded learners, this field is not collected for learners with Local Authority funded Community Learning provision (Funding model 99 and Source of funding 108).</p> <ul style="list-style-type: none"> <li>Active benefits are currently: Universal Credit, Job Seekers Allowance (JSA) and Employment Support Allowance - Work Related Activity Group (ESA (WRAG)).</li> <li>Providers should treat completion of this field as compulsory for apprentices and must obtain an apprentice's NI number on start: this will be validated for programmes funded through a contract for services with the employer (Learning Delivery FAM Type = ACT1). 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.</li> <li>Temporary numbers in accordance with the protocol of 'TN' 'DoB' 'Gender' must not be used.</li> </ul>			
<b>Change Management Notes</b>			

Prior attainment			
<b>Definition</b>	The learner's prior attainment when they first enrol with the provider.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	PriorAttain		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Adult Skills (FundModel 35), ESF (FundModel 70), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Attribute Codes			
Code	Definition		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		31/07/2013
5	Level 5 and above		31/07/2013
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		
<b>Pattern</b>			
Notes			

For non-funded learners, this data is not required for Local Authority funded Community Learning provision (Funding Model 99 and Source of funding 108)

- 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.
- You must return complete data and must only return 'not known' in exceptional circumstances as the Prior attainment field is very important for ESF match funding.

### **Change Management Notes**

Accommodation			
<b>Definition</b>	The type of accommodation for learners who are living away from their usual home address for the purposes of study.		
<b>Reason required</b>	To allocate residential funding for 16-19 (excluding Apprenticeships) learners.		
Schema definitions			
<b>XML Element Name</b>	Accom		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25)			
Attribute Codes			
<b>Code</b>	<b>Definition</b>		
5	Learner is living away from home (in accommodation owned or managed by the provider).		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field should be completed for learners 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.</li> <li>This field must be updated at the start of each teaching year.</li> </ul>			
Change Management Notes			

Learning support cost			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor costs of learning support and inform future allocations and funding policy.		
Schema definitions			
<b>XML Element Name</b>	ALSCost		
<b>Field length</b>	6	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25)			
Valid entries			
Must contain a value in the range 0 to 999999			
<b>Pattern</b>			
Notes			
<p>Collected for high needs students in receipt of element 3 support funding (see below).</p> <ul style="list-style-type: none"> <li>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.</li> <li>This field should be completed by Special post 16 institutions for all high needs students.</li> <li>It is only required for 16-19 (excluding Apprenticeships) funded learners at other types of provider, for learners whose element 3 support funding is more than £19,000. The learning support cost recorded in this field is the Actual amount in pounds to the nearest whole pound.</li> <li>The learning support cost 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).</li> <li>See the 16-19 (excluding Apprenticeships) funding documentation for further details about funding of high needs students.</li> </ul>			
Change Management Notes			

Planned learning hours			
<b>Definition</b>	Total planned timetabled hours for learning activities for the teaching year.		
<b>Reason required</b>	The information will be used: - To enable 16-19 (excluding Apprenticeships) 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			
<b>XML Element Name</b>	PlanLearnHours		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), Community Learning (FundModel 10), Non-funded (FundModel 99), Other Adult (FundModel 81)			
Valid entries			
Must contain a value in the range 0 to 9999			
<b>Pattern</b>			
Notes			
This field does not need to be returned for learners undertaking only apprenticeships or only ESF funded learning.			
<ul style="list-style-type: none"> <li>• This is an annual field: this field must be updated at the start of each teaching year.</li> <li>• The hours collected in this field are the planned hours for the learner for the teaching year.</li> <li>• This field is only collected where active learning is present during the year.</li> <li>• If a learner has learning aims that are both 16-19 (excluding Apprenticeships) funded and Adult Skills funded during a single teaching year then only the planned hours for the 16-19 (excluding Apprenticeships) funded learning are recorded in this field.</li> <li>• A value of zero (0) is only returned if the learner is 16-19 (excluding Apprenticeships) funded and only participating in employability, enrichment and pastoral activities during the year.</li> </ul>			
<i>16-19 (excluding Apprenticeships) funded learners</i>			
<ul style="list-style-type: none"> <li>• This field should be completed with the total planned timetabled hours spent on DfE approved qualifications only (see the 16-19 (excluding Apprenticeships) funding documentation for further information).</li> <li>• Other timetabled hours for non-qualification activity that make up a study programme for a learner with learning aims, 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.</li> </ul>			

- Timetabled hours for learning aims that are not funded by the 16-19 (excluding Apprenticeships) must not be included in the total number of hours recorded in this field.
- Planned learning hours must be finalised and confirmed as correct within the funding qualifying 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 learner is planning to undertake for the duration of the teaching year.
- No changes are permitted to the data in this field after this time apart from to correct data entered in error.

*Adult Skills 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 part of an apprenticeship programme 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 an Advanced Learner Loan.
- 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**



Planned employability, enrichment and pastoral hours			
<b>Definition</b>	Total planned employability, enrichment and pastoral activity for the teaching year.		
<b>Reason required</b>	To enable 16-19 (excluding Apprenticeships) funding for learners. To measure the number of full-time and part-time learners in FE.		
Schema definitions			
<b>XML Element Name</b>	PlanEEPHours		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25)			
Valid entries			
Must contain a value in the range 0 to 9999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>The Planned employability, enrichment and pastoral hours must be recorded to the nearest whole hour.</li> <li>This field should be completed at the start of the programme with the total planned timetabled employability, enrichment and pastoral hours for the learner for the teaching year.</li> <li>This field must be updated at the start of each teaching year.</li> <li>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 funding documentation.</li> <li>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 learner is planning to undertake for the duration of the teaching year.</li> <li>No changes are permitted to the data in this field after this time period, apart from to correct data entered in error.</li> </ul>			
Change Management Notes			

GCSE maths qualification grade			
<b>Definition</b>	The highest examination grade awarded to the learner for a GCSE maths qualification.		
<b>Reason required</b>	To establish whether the learner meets the 16-19 (excluding Apprenticeships) condition of funding.		
Schema definitions			
<b>XML Element Name</b>	MathGrade		
<b>Field length</b>	4	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25)			
Valid entries			
A valid GCSE grade (see Appendix Q) or the value of 'NONE' (see notes)			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• This field must be completed with the highest GCSE maths grade for the learner as at the funding qualifying start period.</li> <li>• For learners on a programme of study that extends over several teaching years, this field must be updated at the start of each year.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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'.</li> <li>• 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.</li> <li>• Refer to the 16-19 (excluding Apprenticeships) funding guidance for further information about the condition of funding.</li> </ul>			
Change Management Notes			

GCSE English qualification grade			
<b>Definition</b>	The highest examination grade awarded to the learner for a GCSE English Language or Literature qualification.		
<b>Reason required</b>	To establish whether the learner meets the 16-19 (excluding Apprenticeships) condition of funding.		
Schema definitions			
<b>XML Element Name</b>	EngGrade		
<b>Field length</b>	4	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25)			
Valid entries			
A valid GCSE grade (see Appendix Q) or the value of 'NONE' (see notes)			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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 <a href="#">16 to 19 funding: maths and English condition of funding</a> for further details.</li> <li>For learners on a programme of study that extends over several teaching years, this field must be updated at the start of each year</li> <li>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.</li> <li>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.</li> <li>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'.</li> <li>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.</li> <li>Refer to the 16-19 (excluding Apprenticeships) funding guidance for further information about the condition of funding.</li> </ul>			
Change Management Notes			

Postcode prior to enrolment			
<b>Definition</b>	The postcode of the address of the learner prior to enrolment.		
<b>Reason required</b>	To monitor delivery of learning. 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			
<b>XML Element Name</b>	PostcodePrior		
<b>Field length</b>	8	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
A valid postcode which must be in upper case.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>The Postcode prior to enrolment is completed when the learner first enrolls on a programme of learning with a provider. It should not be updated if the learner moves house during this programme of learning (which includes between teaching years if the programme of learning extends over more than one teaching year).</li> <li>If the learner progresses to a new programme of learning, then the Postcode prior to enrolment should be updated if applicable.</li> <li>Providers must ensure that the Postcode prior to enrolment is not changed to influence funding for learning aims that are already in progress.</li> <li>Postcode prior to enrolment must be returned for all learners.</li> <li>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.</li> <li>If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ</li> </ul>			
Change Management Notes			

Postcode			
<b>Definition</b>	The current postcode of the address of the learner.		
<b>Reason required</b>	To monitor delivery of learning. 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			
<b>XML Element Name</b>	Postcode		
<b>Field length</b>	8	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
A valid postcode which must be in upper case.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Providers must supply a current address postcode for all learners.</li> <li>If the learner's postcode is unknown, providers must return a postcode of ZZ99 9ZZ.</li> <li>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.</li> <li>Full valid postcodes can be located at the Royal Mail Postcode finder <a href="#">website</a>.</li> </ul>			
Change Management Notes			

Address line 1			
<b>Definition</b>	The first line of the learner's current address. Normally this would include the house/flat number or name and the street name.		
<b>Reason required</b>	To contact the learner for survey purposes.		
Schema definitions			
<b>XML Element Name</b>	AddLine1		
<b>Field length</b>	50	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&'\()*+,-./:;] only			
<b>Pattern</b>	[A-Za-z0-9 ~!@&'\()*+,-./:;]{1,50}		
Notes			
<p>Not collected for Community Learning (Funding model 10) and Local Authority funded Community Learning (Funding model 99 and Source of funding 108), where the Planned learning hours are 10 or less.</p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• MOD learners should supply their 'base' address for security reasons.</li> <li>• OLASS learners should enter address line 1 of the prison. This must not include the prison name.</li> <li>• You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			
v1: Schema pattern updated for 2018 to 2019			

Address line 2			
<b>Definition</b>	The second line of the learner's current address.		
<b>Reason required</b>	To contact the learner for survey purposes.		
Schema definitions			
<b>XML Element Name</b>	AddLine2		
<b>Field length</b>	50	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&'\()*+,-./:;] only			
<b>Pattern</b>	[A-Za-z0-9 ~!@&'\()*+,-./:;]{1,50}		
Notes			
<p>For all learners, this field should be returned where applicable.</p> <ul style="list-style-type: none"> <li>• Homeless learners and OLASS learners do not need to complete these address fields.</li> <li>• MOD learners should supply their 'base' address for security reasons.</li> <li>• You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			
v1: Schema pattern updated for 2018 to 2019			

Address line 3			
<b>Definition</b>	The third line of the learner's current address.		
<b>Reason required</b>	To contact the learner for survey purposes.		
Schema definitions			
<b>XML Element Name</b>	AddLine3		
<b>Field length</b>	50	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&'\()*+,-./:;] only			
<b>Pattern</b>	[A-Za-z0-9 ~!@&'\()*+,-./:;]{1,50}		
Notes			
<p>For all learners, this field should be returned where applicable.</p> <ul style="list-style-type: none"> <li>• Homeless learners and OLASS learners do not need to complete these address fields.</li> <li>• MOD learners should supply their 'base' address for security reasons.</li> <li>• You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			
v1: Schema pattern updated for 2018 to 2019			



Address line 4			
<b>Definition</b>	The fourth line of the learner's current address.		
<b>Reason required</b>	To contact the learner for survey purposes.		
Schema definitions			
<b>XML Element Name</b>	AddLine4		
<b>Field length</b>	50	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
Valid entries			
Valid entries are alphabetic characters, numeric digits and the following characters only: [~!@&\()*+,-./:;] only			
<b>Pattern</b>	[A-Za-z0-9 ~!@&\()*+,-./:;]{1,50}		
Notes			
<p>For all learners, this field should be returned where applicable.</p> <ul style="list-style-type: none"> <li>Homeless learners and OLASS learners do not need to complete these address fields.</li> <li>MOD learners should supply their 'base' address for security reasons.</li> <li>You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			
v1: Schema pattern updated for 2018 to 2019			

Telephone number			
<b>Definition</b>	The current telephone number of the learner.		
<b>Reason required</b>	Used for learner surveys.		
Schema definitions			
<b>XML Element Name</b>	TelNo		
<b>Field length</b>	18	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
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.			
<b>Pattern</b>	[0-9]{1,18}		
Notes			
<ul style="list-style-type: none"> <li>• A telephone number must 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.</li> <li>• 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.</li> <li>• You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			

Email address			
<b>Definition</b>	The current personal email address of the learner.		
<b>Reason required</b>	Used for learner surveys.		
Schema definitions			
<b>XML Element Name</b>	Email		
<b>Field length</b>	100	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection requirements			
Collected for all learners			
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			
<b>Pattern</b>	.+@.+		
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• You should update this field if you are notified that this data has changed.</li> </ul>			
Change Management Notes			

<b>Off-the-job training hours</b>			
<b>Definition</b>	Cumulative total of actual off-the-job training hours (as defined in the funding rules) delivered to date, to the individual apprentice, in the academic year by the training provider, sub-contracted training providers and the employer.		
<b>Reason required</b>	To provide information about the quantum of off-the-job training delivered. To help demonstrate compliance with the funding rules.		
<b>Schema definitions</b>			
<b>XML Element Name</b>	OTJHours		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
<b>Collection requirements</b>			
Collected for Apprenticeships (Funding Model 36)			
<b>Valid entries</b>			
Must contain a value in the range of 0 to 9999			
<b>Pattern</b>			
<b>Notes</b>			
<ul style="list-style-type: none"> <li>This field is optional.</li> <li>Cumulative total of actual off-the-job training delivered to date, to the individual apprentice, in the academic year by the training provider, sub-contracted training providers and the employer.</li> <li>This is recorded to the nearest whole hour.</li> <li>The field should be updated monthly.</li> <li>By the end of the academic year it is important that this field should reflect as accurately as possible the actual amount of off-the-job training undertaken by the apprentice.</li> </ul>			
<b>Change Management Notes</b>			
v1: New field for 2018 to 2019			

## Learner Contact Preference Entity Definition

<b>Definition</b>	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.		
<b>Reason required</b>	To take into account learners' wishes about the use of their data, contact methods for surveys, research and learning opportunities.		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	ContactPreference		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	5
<b>Part of</b>	Learner		
<b>Collection Requirements</b>			
Collected for all learners			
<b>XML Elements</b>	<b>Schema mandation</b>		
ContPrefType	Y		
ContPrefCode	Y		
<b>Notes</b>			
<ul style="list-style-type: none"> <li>• If the learner has not indicated any contact restrictions then this entity must not be returned.</li> <li>• For each Contact preference type recorded, there can be one or more Contact preference codes recorded.</li> <li>• For example: A learner who has indicated that they agree do not wish to be contacted about courses or learning opportunities and who agrees does not wish to be contacted by post or phone, would return codes RUI6 RUI4, PMC4 PMC1 and PMC5 PMC2.</li> <li>• The contact preferences indicated here do not apply in the following circumstances:             <ul style="list-style-type: none"> <li>○ Where providers have to contact learners to collect Destination and Progression data, <u>except</u> where RUI3, 4, or 5 have been recorded.</li> <li>○ As part of the ESF 2014 to 2020 Programme. ESF funded learners and Adult skills funded learners (including 16-18 apprentices) who could be used as match may be contacted as part of a sampled survey to inform the effectiveness of the programme.</li> </ul> </li> </ul>			
<b>Change Management Notes</b>			

# ContactPreference

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Contact preference type			
<b>Definition</b>	The type of restriction on the use of the learner record		
<b>Reason required</b>	To take into account learners' wishes about the use of their data. The data held in this field is used by the FE Choices.		
Schema definitions			
<b>XML Element Name</b>	ContPrefType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ContactPreference		
Collection requirements			
Collected for all learners			
Attribute Codes			
Code	Definition	Max no of occurrences	
RUI	Restricted use indicator	2	
PMC	Preferred method of contact	3	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Information about restrictions on the use of the learner's record should be captured using the <b>opt-in opt-out</b> questions detailed in <a href="#">Appendix F</a>.</li> <li>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 <a href="#">Appendix F</a>.</li> <li>It is important that this field is <b>returned completed accurately</b> in accordance with the learner's wishes and with their input. It should not be completed systematically by providers.</li> <li><b>Where there are no restrictions on contacting the learner, this field must not be returned.</b></li> </ul>			
Change Management Notes			

# ContactPreference

[back to field listing](#)

Contact preference code			
<b>Definition</b>	The type of restriction on the use of the learner record.		
<b>Reason required</b>	To take into account learners' wishes about the use of their data. The data held in this field is used by the FE Choices.		
Schema definitions			
<b>XML Element Name</b>	ContPrefCode		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ContactPreference		
Collection requirements			
Collected for all learners			
Attribute Codes			
Type	Code	Definition	Valid To
RUI	1	Learner does not wish to be contacted about courses or learning opportunities	25/05/2018
RUI	2	Learner does not wish to be contacted for survey and research	25/05/2018
RUI	3	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme	31/07/2013
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	
<b>RUI</b>	<b>6</b>	<b>Learner agrees to be contacted about courses or learning opportunities</b>	
<b>RUI</b>	<b>7</b>	<b>Learner agrees to be contacted for survey and research</b>	
PMC	1	Learner does not wish to be contacted by post	25/05/2018
PMC	2	Learner does not wish to be contacted by telephone	25/05/2018
PMC	3	Learner does not wish to be contacted by e-mail	25/05/2018
<b>PMC</b>	<b>4</b>	<b>Learner agrees to be contacted by post</b>	
<b>PMC</b>	<b>5</b>	<b>Learner agrees to be contacted by telephone</b>	
<b>PMC</b>	<b>6</b>	<b>Learner agrees to be contacted by e-mail</b>	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Providers should ensure that a learner's contact preferences are collected at enrolment and recorded accurately using <b>the correct</b> codes <b>RUI1 and RUI2 and the PMC codes</b>.</li> </ul>			

- 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

v2: New Restricted use indicators, RUI 6 and 7. 'Valid to' date added for RUI 1 and 2. New Preferred methods of contact, PMC 4 – 6, 'Valid to' date added for PMC 1 – 3.



LLDD and Health Problem Entity Definition			
<b>Definition</b>	This entity collect details of the nature of the learner's disability, learning difficulty and/or health problem.		
<b>Reason required</b>	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			
<b>XML Entity Name</b>	LLDDandHealthProblem		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	22
<b>Part of</b>	Learner		
Collection Requirements			
Collected for all learners			
XML Elements	Schema mandation		
LLDDCat	Y		
PrimaryLLDD	N		
<p>The diagram shows a class 'LLDDandHealthProblem' with a multiplicity of 0..22. It is associated with two other classes: 'LLDDCat' and 'PrimaryLLDD'. The 'LLDDandHealthProblem' class is shown with a dashed border, indicating it is the focus of the diagram.</p>			
Notes			
<p>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).</p> <p>For Community Learning (Funding model 10) and Local Authority funded Community Learning aims (Funding model 99 and Source of funding 108), this data does not need to be completed where the Planned learning hours are 10 or less.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Continuing learners who enrolled prior to 2015 to 2016 and had more than one LLDD and health problem record do not have to identify which of these is the primary need.</li> </ul>			

*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

# LLDDandHealthProblem

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LLDD and health problem category			
<b>Definition</b>	The nature of the learner's disability, learning difficulty and/or health problem.		
<b>Reason required</b>	To identify all the learning difficulties, disabilities or health problems that may apply for reporting purposes and to align with data collected in the school census.		
Schema definitions			
<b>XML Element Name</b>	LLDDCat		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LLDDandHealthProblem		
Collection requirements			
Collected for all learners			
Attribute Codes			
Code	Definition		Valid To
1	Emotional/behavioural difficulties		31/07/2015
2	Multiple disabilities		31/07/2015
3	Multiple learning difficulties		31/07/2015
4	Visual impairment		
5	Hearing impairment		
6	Disability affecting mobility		
7	Profound complex disabilities		
8	Social and emotional difficulties		
9	Mental health difficulty		
10	Moderate learning difficulty		
11	Severe learning difficulty		
12	Dyslexia		
13	Dyscalculia		
14	Autism spectrum disorder		
15	Asperger's syndrome		
16	Temporary disability after illness (for example post-viral) or accident		
17	Speech, Language and Communication Needs		

93	Other physical disability	
94	Other specific learning difficulty (e.g. Dyspraxia)	
95	Other medical condition (for example epilepsy, asthma, diabetes)	
96	Other learning difficulty	
97	Other disability	
98	Prefer not to say	
99	Not provided	
<b>Pattern</b>		
<b>Notes</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Codes 1, 2 and 3 are only available for continuing learners who started before 1 August 2015.</li> <li>• Further information is available at <a href="http://dera.ioe.ac.uk/7736/1/DFES-1889-2005.pdf">http://dera.ioe.ac.uk/7736/1/DFES-1889-2005.pdf</a>. This document accompanies the school census returns and may give helpful supporting information on the definitions of the different categories.</li> </ul>		
<b>Change Management Notes</b>		

Primary LLDD and health problem			
<b>Definition</b>	The most significant or primary learning difficulty, disability or health problem, that impacts on the learner's education.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	PrimaryLLDD		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LLDDandHealthProblem		
Collection requirements			
Collected for all learners			
Attribute Codes			
<b>Code</b>	<b>Definition</b>		
1	The learner's primary learning difficulty, disability or health problem		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This indicator must be returned against one of the LLDD and health problem records to designate the primary need for that learner.</li> <li>The indicator must only be returned once for each learner.</li> <li>This field does not need to be completed when an LLDD and health problem category of 98 or 99 has been returned.</li> <li>Continuing learners who started prior to 1 August 2015 with more than one category do not have to return the 'Primary LLDD and health problem' indicator.</li> </ul>			
Change Management Notes			

Learner Funding and Monitoring Entity Definition			
<b>Definition</b>	This entity collects additional attributes of the learner that will inform either the funding of the learner or additional monitoring.		
<b>Reason required</b>	Funding and monitoring		
Schema definitions			
<b>XML Entity Name</b>	LearnerFAM		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	17
<b>Part of</b>	Learner		
Collection Requirements			
Collected for all learners			
XML Elements	Schema mandation		
LearnFAMType	Y		
LearnFAMCode	Y		
<pre> classDiagram     class LearnerFAM {         LearnFAMType         LearnFAMCode     }     </pre>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

# LearnerFAM

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Learner funding and monitoring type			
<b>Definition</b>	The funding or monitoring type being recorded.		
<b>Reason required</b>	To identify additional funding and/or monitoring characteristics of the learner.		
Schema definitions			
<b>XML Element Name</b>	LearnFAMType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerFAM		
Attribute Codes			
Code	Definition		Max no of occurrences
<a href="#">HNS</a>	High needs students		1
<a href="#">EHC</a>	Education Health Care plan		1
<a href="#">DLA</a>	Disabled students allowance		1
<a href="#">LSR</a>	Learner support reason		4
<a href="#">SEN</a>	Special educational needs		1
<a href="#">NLM</a>	National learner monitoring		2
<a href="#">EDF</a>	Eligibility for 16-19 (excluding Apprenticeships) disadvantage funding		2
<a href="#">MCF</a>	GCSE maths condition of funding		1
<a href="#">ECF</a>	GCSE English condition of funding		1
<a href="#">FME</a>	Free meals eligibility		1
<a href="#">PPE</a>	Pupil premium funding eligibility		2
<b>Pattern</b>			
Notes			
This field should only be returned where a FAM type applies to the learner.			
Change Management Notes			

## LearnerFAMType

High needs students			
<b>Definition</b>	To indicate if a local authority has paid element 3 'top-up' funding for an 16-19 (excluding Apprenticeships) funded student whose agreed support costs are greater than £6,000.		
<b>Reason Required</b>	To monitor the number of high need students.		
<b>FAM type</b>	HNS		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<ul style="list-style-type: none"> <li>This field is only completed for 16-19 (excluding Apprenticeships) funded students 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.</li> <li>This field must be updated annually.</li> </ul>			
Change Management Notes			



## LearnerFAMType

Education Health Care plan			
<b>Definition</b>	To indicate if the learner has an Education Health Care (EHC) plan.		
<b>Reason Required</b>	To identify all learners in post-16 provision with significant additional needs and to establish funding eligibility.		
<b>FAM type</b>	EHC		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all learners			
Notes			
<ul style="list-style-type: none"> <li>• This field is only completed if the learner has an Education Health Care plan.</li> <li>• The Source of funding for a learner is dependent on whether or not the learner has an EHC plan. The ESFA is responsible for funding provision for students up to the age of 24 who have an EHC plan. This does not apply to apprenticeships.</li> <li>• See the <a href="#">Provider Support Manual</a> for further guidance on recording the Source of funding.</li> </ul>			
Change Management Notes			

## LearnerFAMType

Disabled students allowance		
<b>Definition</b>	To indicate if the learner is in receipt of disabled students allowance.	
<b>Reason Required</b>	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.	
<b>FAM type</b>	DLA	
<b>Min Occurs</b>	0	<b>Max Occurs</b> 1
Collection requirements		
Non-funded (FundModel 99)		
Notes		
<ul style="list-style-type: none"> <li>This field is only required, if applicable, for HE learners where Learning Delivery HE data is returned.</li> <li>It should only be completed if the learner is in receipt of disabled students allowance.</li> </ul>		
Change Management Notes		

## LearnerFAMType

Learner support reason			
<b>Definition</b>	The category of learner support awarded to the learner.		
<b>Reason Required</b>	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.		
<b>FAM type</b>	LSR		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	4
Collection requirements			
Advanced Learner Loans, 16-18 excluding apprenticeships (FundModel 25), ESF (FundModel 70), Other Adult (FundModel 81), Adult skills (FundModel 35)			
Notes			
<p>For non-funded learners, this is only collected for learners financed by an Advanced Learner Loan at Grant funded providers.</p> <ul style="list-style-type: none"> <li>• If the provider is a Grant funded provider, learner support for Advanced Learner Loan funded learners must be reported using codes LSR 58 to 60 as applicable.</li> <li>• If a provider has a 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.</li> <li>• Where more than one category of learner support applies to a learner, enter as many as necessary.</li> <li>• This data must be updated annually.</li> <li>• Code LSR61 should only be used for ESF funded learners accessing childcare support from the ESF funded project/provider and where the non-provision of such childcare support would acts as a barrier to access of ESF support for the individual participant.</li> </ul>			
Change Management Notes			

## LearnerFAMType

Special educational needs			
<b>Definition</b>	A learner with a learning difficulty or disability which calls for special educational provision to be made for them.		
<b>Reason Required</b>	To enable the Department for Education to identify which learners are receiving this provision and to monitor the impact of the SEND reforms.		
<b>FAM type</b>	SEN		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<p>Not collected for learners with an Education and Health Care (EHC) plan.</p> <ul style="list-style-type: none"> <li>• This field is only recorded for learners who have special educational needs at a lower level than those with an EHC plan but still need special educational provision with their learning.</li> <li>• Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges.</li> <li>• This field is updated annually.</li> </ul>			
Change Management Notes			

## LearnerFAMType

National learner monitoring		
<b>Definition</b>	To identify any additional monitoring characteristics required for the learner.	
<b>Reason Required</b>	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.	
<b>FAM type</b>	NLM	
<b>Min Occurs</b>	0	<b>Max Occurs</b> 2
Collection requirements		
Collected for all learners		
Notes		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
Change Management Notes		

## LearnerFAMType

Eligibility for 16-19 (excluding Apprenticeships) disadvantage funding			
<b>Definition</b>	Learner eligibility for 16-19 (excluding Apprenticeships) disadvantage funding.		
<b>Reason Required</b>	To establish eligibility for and calculate 16-19 (excluding Apprenticeships) disadvantage funding.		
<b>FAM type</b>	EDF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	2
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Refer to the ESFA's funding documentation for further details of funding eligibility.</li> </ul>			
Change Management Notes			

## LearnerFAMType

GCSE maths condition of funding			
<b>Definition</b>	Indicates the learner is either exempt from or has met the GCSE maths condition of funding.		
<b>Reason Required</b>	To establish 16-19 (excluding Apprenticeships) funding eligibility.		
<b>FAM type</b>	MCF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<ul style="list-style-type: none"> <li>• These codes should be used to record 16-19 (excluding Apprenticeships) funded learners who are exempt from or who have met the GCSE maths condition of funding. See the ESFA's funding documentation for further details of the condition of funding exemptions.</li> <li>• This is an annual field and should be updated at the start of each teaching year.</li> <li>• Information about overseas qualifications can be found from UK NARIC (<a href="http://www.naric.org.uk">www.naric.org.uk</a>).</li> </ul>			
Change Management Notes			

## LearnerFAMType

GCSE English condition of funding			
<b>Definition</b>	Indicates the learner is either exempt from or has met the GCSE English condition of funding.		
<b>Reason Required</b>	To establish 16-19 (excluding Apprenticeships) funding eligibility.		
<b>FAM type</b>	ECF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<ul style="list-style-type: none"> <li>• These codes should be used to record 16-19 (excluding Apprenticeships) funded learners who are exempt from or who have met the GCSE English condition of funding. See the ESFA's funding documentation for further details of the condition of funding exemptions.</li> <li>• This is an annual field and should be updated at the start of each teaching year.</li> <li>• Information about overseas qualifications can be found from UK NARIC (<a href="http://www.naric.org.uk">www.naric.org.uk</a>).</li> </ul>			
Change Management Notes			



## LearnerFAMType

Free meals eligibility			
<b>Definition</b>	Learner eligibility for free meals		
<b>Reason Required</b>	DfE funding eligibility		
<b>FAM type</b>	FME		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25), ESF (FundModel 70)			
Notes			
<p>Collected for ESF funded learners aged 16-18, where applicable (see notes below).</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Code FME2 should be recorded, where applicable, for 16-19 (excluding Apprenticeships) funded learners aged 16-19, 19-24 year old students who are subject to a EHC plan, and ESF funded learners aged between 16 and 18.</li> <li>This data must be reviewed and updated annually to make sure it reflects the learner's eligibility during the current teaching year.</li> </ul>			
Change Management Notes			

## LearnerFAMType

Pupil premium funding eligibility			
<b>Definition</b>	Learner eligibility for Pupil Premium Funding.		
<b>Reason Required</b>	DfE funding eligibility.		
<b>FAM type</b>	PPE		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	2
Collection requirements			
16-18 excluding Apprenticeships (FundModel 25)			
Notes			
<p>Only collected for all 14-16 year old learners, where applicable.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• These data must be reviewed and updated annually to make sure they reflect the learner's eligibility during the current teaching year.</li> <li>• Pupil premium funding is awarded to learners who are eligible for one or more of the following:           <ul style="list-style-type: none"> <li><i>Service Child Premium</i> <ul style="list-style-type: none"> <li>• Service premium is allocated to colleges for learners whose parents are currently in the Armed Forces.</li> </ul> </li> <li><i>Adopted From Care premium</i> <ul style="list-style-type: none"> <li>• Children who have been adopted from care (including those on a Special Guardianship Order or Residence Order) will attract pupil premium funding.</li> <li>• Further guidance is available on the school census: <a href="#">Instructions for preparing for and completing the School Census 2014 for primary schools in England</a></li> </ul> </li> </ul> </li> </ul>			
Change Management Notes			

# LearnerFAMCode

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Learner funding and monitoring code			
<b>Definition</b>	The funding or monitoring code being recorded.		
<b>Reason required</b>	To identify additional funding and/or monitoring characteristics of the learner.		
Schema definitions			
<b>XML Element Name</b>	LearnFAMCode		
<b>Field length</b>	3	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerFAM		
Collection requirements			
Collected for all learners			
Attribute Codes			
Type	Code	Definition	
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 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 (Adult Skills or Advanced Learner Loan funded learners only)	
LSR	59	20+ Childcare (Adult Skills or Advanced Learner Loan funded learners only)	
LSR	60	19+ Residential Access Fund (Adult Skills or Advanced Learner Loan funded learners only)	
LSR	61	ESF funded learner receiving childcare support	
LSR	62 - 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/9-4) by the end of year 11
EDF	2	Learner has not achieved an English GCSE (at grade A*-C/9-4) 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
MCF	4	Learner has met the GCSE maths condition of funding by undertaking/completing a valid maths GCSE or equivalent qualification at another institution through collaboration with the home institution
MCF	5-6	Unassigned
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
ECF	4	Learner has met the GCSE English condition of funding by undertaking/completing a valid English GCSE or equivalent qualification at another institution through collaboration with the home institution
ECF	5-6	Unassigned
FME	1	14-15 year old learner is eligible for free meals
FME	2	16-19 year old learner is eligible for and in receipt of free meals
PPE	1	Learner is eligible for Service Child premium
PPE	2	Learner is eligible for Adopted from Care premium
PPE	3 - 5	Unassigned
<b>Pattern</b>		
<b>Notes</b>		
<ul style="list-style-type: none"> <li>Unassigned codes will fail validation and must not be used unless authorised and published.</li> </ul>		
<b>Change Management Notes</b>		

Learner Provider Specified Monitoring Entity Definition			
<b>Definition</b>	This entity collects data specified by the provider for their own use.		
<b>Reason required</b>	To help providers and allow them to analyse ILR data to their own requirements.		
Schema definitions			
<b>XML Entity Name</b>	ProviderSpecLearnerMonitoring		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	2
<b>Part of</b>	Learner		
Collection Requirements			
Collected for all learners			
XML Elements	Schema mandation		
ProvSpecLearnMonOccur	Y		
ProvSpecLearnMon	Y		
<p>The diagram illustrates the structure of the ProviderSpecLearnerMonitoring entity. It is represented as a class (dashed box) with a multiplicity of 0..2. This class is associated with a structure named ProviderSpecLearnerMonitoringStructure (yellow box). Inside this structure, there are two elements: ProvSpecLearnMonOccur and ProvSpecLearnMon, both indicated as mandatory (Y).</p>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
Change Management Notes			

# ProviderSpecLearnerMonitoring

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Provider specified learner monitoring occurrence			
<b>Definition</b>	The occurrence of the provider specified data.		
<b>Reason required</b>	To distinguish between the two instances of provider specified data.		
Schema definitions			
<b>XML Element Name</b>	ProvSpecLearnMonOccur		
<b>Field length</b>	1	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ProviderSpecLearnerMonitoring		
Collection requirements			
Collected for all learners			
Attribute Codes			
	<b>Code</b>	<b>Definition</b>	
	A	A occurrence	
	B	B occurrence	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field is used to identify data stored in each of the occurrences of this field.</li> <li>If the Provider specified learner monitoring fields are completed then an occurrence code must be returned.</li> </ul>			
Change Management Notes			

# ProviderSpecLearnerMonitoring

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Provider specified learner monitoring			
<b>Definition</b>	Provider specified data at the discretion of the provider.		
<b>Reason required</b>	To help providers and allow them to analyse ILR data to their own requirements.		
Schema definitions			
<b>XML Element Name</b>	ProvSpecLearnMon		
<b>Field length</b>	20	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ProviderSpecLearnerMonitoring		
Collection requirements			
Collected for all learners			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• This field is optional for use as specified by the provider.</li> <li>• You must not include personal data such as the learner's name in this field.</li> <li>• String restriction for wildcard characters *, ?, %, _ (underscore) removed.</li> </ul>			
Change Management Notes			

# LearnerEmploymentStatus

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## Learner Employment Status Entity Definition

<b>Definition</b>	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.		
<b>Reason required</b>	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.		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	LearnerEmploymentStatus		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learner		
<b>Collection Requirements</b>			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), ESF (FundModel 70), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
<b>XML Elements</b>	<b>Schema mandation</b>		
EmpStat	Y		
DateEmpStatApp	Y		
Empld	N		
<b>Agreeld</b>	<b>N</b>		
<b>Child Entities</b>	<b>Schema mandation</b>		
EmploymentStatusMonitoring	N		
<pre> classDiagram     class LearnerEmploymentStatus {         EmpStat         DateEmpStatApp         Empld         EmploymentStatusMonitoring     }     class EmpStat     class DateEmpStatApp     class Empld     class EmploymentStatusMonitoring     LearnerEmploymentStatus "0..∞" -- "*" EmpStat     LearnerEmploymentStatus "0..∞" -- "*" DateEmpStatApp     LearnerEmploymentStatus "0..∞" -- "*" Empld     LearnerEmploymentStatus "0..∞" -- "0..7" EmploymentStatusMonitoring     </pre>			
<b>Notes</b>			
<p>For 16-19 (excluding Apprenticeships) funded learners, this data is only required for those on a part-time programme of study (less than 540 hours in the teaching year).</p> <p>For non-funded learners, this data is only required for non-funded apprenticeships and those aged 19+. It is not required for Local Authority funded Community learning (Funding model 99 and Source of funding 108).</p>			



Not collected for OLASS learners (LearnDeIFAMType = LDM034)

- Data about a learner's employment status prior to enrolment must be collected in all cases when a learner first enrolls with a provider.
- Refer to the [Provider Support Manual](#) for guidance about updating employment status records and detailed examples for completing this data.

### Change Management Notes

v1: New field for 2018 to 2019, Agreement Identifier.

# LearnerEmploymentStatus

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Employment status			
<b>Definition</b>	The learner's employment status.		
<b>Reason required</b>	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for ESF and 16-19 (excluding Apprenticeships) funded programmes.		
Schema definitions			
<b>XML Element Name</b>	EmpStat		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerEmploymentStatus		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), ESF (FundModel 70), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Attribute Codes			
Code	Definition		
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		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>The Employment Status Monitoring fields should also be completed with the relevant ESM type where applicable, see ESM type field for further details.</li> <li>You must return complete data and must only return 'not known' in exceptional circumstances as Employment Status field is very required for ESF match funding.</li> </ul> <p><i>Employment status definitions:</i></p> <ul style="list-style-type: none"> <li><i>In paid employment (code 10):</i> 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.</li> <li><i>Not in paid employment and looking for work (code 11):</i> 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.</li> </ul>			
Change Management Notes			

# LearnerEmploymentStatus

[back to field listing](#)

Date employment status applies			
<b>Definition</b>	The date on which the employment status applies.		
<b>Reason required</b>	To identify the time period which the employment status applies to and enable matching of employment status records to episodes of learning.		
Schema definitions			
<b>XML Element Name</b>	DateEmpStatApp		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerEmploymentStatus		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), ESF (FundModel 70), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>The date of one of the Employment Status records must be before the start date of the earliest recorded learning aim or programme aim.</li> <li>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.</li> </ul>			
Change Management Notes			

# LearnerEmploymentStatus

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Employer identifier			
<b>Definition</b>	The identifier of the employer that the learner is employed with for the workplace learning.		
<b>Reason required</b>	Enables identification of the employer for funding and assists with labour market intelligence.		
Schema definitions			
<b>XML Element Name</b>	Empld		
<b>Field length</b>	9	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerEmploymentStatus		
Collection requirements			
Apprenticeship Frameworks , Apprenticeship Standards (ProgType 25), ESF (FundModel 70)			
Valid entries			
A valid Employer ID number from the Employer Data Service (EDS). This is a nine digit number			
<b>Pattern</b>			
Notes			
<p>For ESF funded learners, this field is collected for the Priority 2 part of the programme.</p> <p>This field is collected for all apprentices on all funding models (including Funding model 99).</p> <ul style="list-style-type: none"> <li>This field must contain a valid employer number from the <a href="#">Employer Data Service</a> (EDS).</li> <li>Self-employed learners will require an employer number from the EDS.</li> <li>To obtain a new employer number, contact the EDS help desk on either 01242 545 346 or by emailing <a href="mailto:Sde.servicecentre@education.gov.uk">Sde.servicecentre@education.gov.uk</a>.</li> <li>A value of 999999999 can be used temporarily (within 60 days of the learning aim start date) until the employer number is known.</li> <li>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.</li> <li>If the learner's employment status is unemployed, this field does not need to be returned. Once the learner becomes employed, a new Employment Status record must be returned with the employer number recorded. This is particularly important for apprentices who should have an employment status record detailing who they are employed with on the first day of the apprenticeship programme.</li> <li>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.</li> </ul>			
Change Management Notes			

# LearnerEmploymentStatus

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Agreement identifier			
Definition	The identifier associates a legal entity (organisation) to an employer's apprenticeship account.		
Reason required	To enable the association of an apprentice to a legal entity within an employer's apprenticeship account.		
Schema definitions			
XML Element Name	Agreeld		
Field length	6	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	LearnerEmploymentStatus		
Collection requirements			
FundModel 36			
Valid entries			
A valid Agreement ID within the employer's Apprenticeship Service account. This is a six-digit identifier using alphanumeric characters.			
Pattern	[A-Za-z0-9]{1,6}		
Notes			
<ul style="list-style-type: none"> <li>This field must be recorded for all learners who have an apprenticeship programmes funded through a contract for services with the employer (Learning Delivery FAM Type = ACT1).</li> <li>This field is returned on the employment status record with the start date of the apprenticeship programme. If the agreement ID changes through the lifetime of the programme a new status record must be added with the changed agreement ID. For example, if the employer changes.</li> <li>This identifier is displayed in the "Your organisations and agreements" section of the employer account when they sign the ESFA agreement on behalf of their legal entity.</li> <li>Each legal entity in an employer's account will have a different agreement ID.</li> <li>This is not an employer's account ID.</li> </ul>			
Change Management Notes			
v1: New field for 2018 to 2019			
v2: Pattern has been corrected.			

Learner Employment Status Monitoring Entity Definition			
<b>Definition</b>	This entity collects additional data about a learner's employment status.		
<b>Reason required</b>	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for Adult skills funded and ESF funded learners.		
Schema definitions			
<b>XML Entity Name</b>	EmploymentStatusMonitoring		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	7
<b>Part of</b>	Learner Employment Status		
XML Elements	Schema mandation		
ESMType	Y		
ESMCode	Y		
<pre> classDiagram     class EmploymentStatusMonitoring {         ..     }     class ESMTypedata["ESMType"]     class ESMCode     EmploymentStatusMonitoring "0..7" -- "*" ESMTypedata     EmploymentStatusMonitoring "0..7" -- "*" ESMCode             </pre>			
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• For 16-19 (excluding Apprenticeships) funded learners, only the Employment intensity indicator must be completed. No other employment status monitoring is required for these learners.</li> <li>• Please refer to individual employment status monitoring types for collection requirements.</li> </ul>			
Change Management Notes			

# EmploymentStatusMonitoring

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Employment status monitoring type			
<b>Definition</b>	Additional monitoring data associated with the employment status.		
<b>Reason required</b>	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for Adult skills and ESF funded learners.		
Schema definitions			
<b>XML Element Name</b>	ESMType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	EmploymentStatusMonitoring		
Attribute Codes			
Code	Definition	Max no of occurrences	
<a href="#">SEI</a>	Self employment indicator	1	
<a href="#">EII</a>	Employment intensity indicator	1	
<a href="#">LOU</a>	Length of unemployment	1	
<a href="#">LOE</a>	Length of employment	1	
<a href="#">BSI</a>	Benefit status indicator	1	
<a href="#">PEI</a>	Previous education indicator	1	
<a href="#">SEM</a>	Small Employer	1	
<b>Pattern</b>			
Notes			
Change Management Notes			

## LearnerEmploymentStatusType

Self employment indicator			
<b>Definition</b>	To indicate whether the learner is self-employed.		
<b>Reason Required</b>	For monitoring purposes.		
<b>FAM type</b>	SEI		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all learners			
Notes			
<ul style="list-style-type: none"> <li>This should be completed if applicable for records where the employment status is recorded as code 10, In paid employment.</li> </ul>			
Change Management Notes			

Employment intensity indicator			
<b>Definition</b>	To indicate the number of hours the learner is employed for per week.		
<b>Reason Required</b>	To monitor economic activity of learners.		
<b>FAM type</b>	EII		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all learners			
Notes			
<ul style="list-style-type: none"> <li>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 16-19 (excluding Apprenticeships) funded learners.</li> </ul>			
Change Management Notes			



## LearnerEmploymentStatusType

Length of unemployment			
<b>Definition</b>	To identify how long the learner has been unemployed.		
<b>Reason Required</b>	To monitor how long learners have been unemployed, and to support delivery of programmes for the unemployed.		
<b>FAM type</b>	LOU		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Adult Skills (FundModel 35), ESF (FundModel 70), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
Notes			
<ul style="list-style-type: none"> <li>This must be completed on all records where the Employment status is recorded as code 11, Not in paid employment and looking for work.</li> </ul>			
Change Management Notes			

Length of employment			
<b>Definition</b>	To identify how long the learner has been employed.		
<b>Reason Required</b>	To monitor economic activity of learners and to monitor the length of time an apprentice has been with their employer prior to starting their apprenticeship programme.		
<b>FAM type</b>	LOE		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Apprenticeship Frameworks , Apprenticeship Standards (ProgType 25)			
Notes			
<p>This field is collected for all apprentices on all funding models</p> <ul style="list-style-type: none"> <li>This data is collected for all apprentices to monitor the length of time a learner has been with their employer prior to starting their apprenticeship programme.</li> </ul>			
Change Management Notes			

## LearnerEmploymentStatusType

Benefit status indicator			
<b>Definition</b>	To identify the type of benefit that the learner is in receipt of.		
<b>Reason Required</b>	To monitor economic activity and establish funding eligibility of learners.		
<b>FAM type</b>	BSI		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all learners			
Notes			
<ul style="list-style-type: none"> <li>• This should be completed on all records where applicable.</li> <li>• Code 4, Learner is in receipt of Universal Credit, should be used for all learners in receipt of Universal Credit.</li> <li>• Learners who started before 1August 2016 who have been mandated to learning by their jobcentre adviser should record this in the Learning Delivery Funding and Monitoring fields using code LDM318.</li> <li>• You should ensure that the BSI codes are accurately completed for all Adult Skills or Other Adult funded learners for whom you are claiming full funding.</li> <li>• Unassigned codes will fail validation and must not be used until authorised and published.</li> </ul>			
Change Management Notes			

## LearnerEmploymentStatusType

Previous education indicator			
<b>Definition</b>	To identify whether the learner was in full-time education or training prior to enrolment.		
<b>Reason Required</b>	Used in conjunction with the employment status data to identify learners who were NEET (Not in education, employment or training) before starting learning.		
<b>FAM type</b>	PEI		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all learners			
Notes			
<ul style="list-style-type: none"> <li>This should be completed if applicable.</li> </ul>			
Change Management Notes			

## LearnerEmploymentStatusType

Small Employer			
<b>Definition</b>	To identify whether the employer recorded in the Employer identifier field is a small employer as defined in the funding rules		
<b>Reason Required</b>	To establish employer eligibility for apprenticeship funding.		
<b>FAM type</b>	SEM		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Apprenticeship Standards (ProgType 25), FundModel 36			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and all apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25)</p> <p>Not required for non-funded apprenticeships (FundModel 99)</p> <ul style="list-style-type: none"> <li>The small employer indicator is only required, where applicable, for learners in paid employment on an apprenticeship standard programme.</li> </ul>			
Change Management Notes			

# EmploymentStatusMonitoringCode

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Employment status monitoring code			
<b>Definition</b>	Additional monitoring data associated with the employment status.		
<b>Reason required</b>	To monitor economic activity of learners, support delivery of programmes for the unemployed and establish eligibility for Adult skills and ESF funded learners.		
Schema definitions			
<b>XML Element Name</b>	ESMCode		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	EmploymentStatusMonitoring		
Collection requirements			
Collected for all learners			
Attribute Codes			
Type	Code	Definition	Valid To
SEI	1	Learner is self employed	
EII	1	Learner is employed for 16 hours or more per week	31/07/2013
EII	2	Learner is employed for less than 16 hours per week	31/07/2018
EII	3	Learner is employed for 16 - 19 hours per week	31/07/2018
EII	4	Learner is employed for 20 hours or more per week	31/07/2018
EII	5	Learner is employed for 0 to 10 hours per week	
EII	6	Learner is employed for 11 to 20 hours per week	
EII	7	Learner is employed for 21 to 30 hours per week	
EII	8	Learner is employed for 31+ hours 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	
SEM	1	Small employer	
<b>Pattern</b>			
<b>Notes</b>			
<ul style="list-style-type: none"> <li>For 16-19 (excluding Apprenticeships) funded learners, only the Employment intensity indicator must be completed.</li> </ul>			
<b>Change Management Notes</b>			
v1: New Employment Intensity Indicators, EII 5-8 for 2018 to 2019. 'Valid to' date added for EII 1 - 4. v2: EII 8 Definition has been corrected.			

Learner HE Entity Definition			
<b>Definition</b>	This entity collects data that is requested by the Higher Education Funding Council for England (HEFCE) and the Higher Education Statistics Agency (HESA).		
<b>Reason required</b>	HEFCE funding, reporting and monitoring		
Schema definitions			
<b>XML Entity Name</b>	LearnerHE		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learner		
Collection Requirements			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
XML Elements	Schema mandation		
UCASPERID	N		
TTACCOM	N		
Child Entities	Schema mandation		
LearnerHEFinancialSupport	N		
<pre> classDiagram     class LearnerHE     class UCASPERID     class TTACCOM     class LearnerHEFinancialSupport     class LearnerHEStructure     LearnerHE --&gt; LearnerHEStructure     LearnerHEStructure -- UCASPERID     LearnerHEStructure -- TTACCOM     LearnerHEStructure -- LearnerHEFinancialSupport : 0..4     </pre>			
Notes			
<p>The Learner HE entity must be returned for learners with learning aims that meet the following criteria and where the collection requirements for the field apply:</p> <p><b>For all providers:</b></p> <ol style="list-style-type: none"> <li>Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.</li> </ol> <p><b>For grant funded provision (FE colleges and other grant funded providers):</b></p> <ol style="list-style-type: none"> <li>Learning aims that are level 4 or above in the LARS database and are funded by the 16-19 (excluding Apprenticeships) funding (FundModel 25); Adult skills funding (FundModel 35) - non apprenticeships only; or are not funded by the ESFA (FundModel 99).</li> </ol>			

- c. Learning aims that are identified as prescribed HE in the LARS database (using the EngIPrscID field) and are part of a higher apprenticeship programme (ProgType 20-23, 25)\*

\*HEIs do not need to complete the Learner HE and Learning Delivery HE datasets on the ILR for higher and degree apprenticeships as this data will be included on your HESA return. See the [Data Requirements for Higher Education Institutions \(HEIs\)](#) for further details.

**For contract funded provision (private training providers and all apprenticeships started from 1 May 2017):**

- d. Learning aims that are identified as prescribed HE in the LARS database (using the EngIPrscID field)

**For Advanced Learner Loans provision (all grant funded, contract funded and loans only providers):**

- e. Learning aims that are level 4 or above in the LARS database and are funded through an Advanced Learner Loan (FundModel 99 and LearnDeIFAM = ADL1)\*

\*This applies in addition to the requirements for all providers, grant funded and contract funded provision detailed above.

For learners with apprenticeship learning aims that are not prescribed HE, Community Learning and ESF funded learning aims, HE data is not returned.

In addition to the learner HE fields detailed here, you must also complete the Learning Delivery HE fields and HE monitoring data in the Learning Delivery Funding and Monitoring entity.

**Change Management Notes**



UCAS personal identifier			
<b>Definition</b>	The learner's UCAS Personal Identifier.		
<b>Reason required</b>	To allow matching of UCAS data.		
Schema definitions			
<b>XML Element Name</b>	UCASPERID		
<b>Field length</b>	10	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerHE		
Collection requirements			
Collected for learners entering through UCAS			
Valid entries			
Must contain a value in the range 0000000001 to 9999999999			
<b>Pattern</b>	[0-9]{10}		
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>This UCAS Personal Identifier together with the UCAS Application Code (UCASAPPID) forms the UCAS Application identifier.</li> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

Term time accommodation			
<b>Definition</b>	Where the learner is living in the current year		
<b>Reason required</b>	To monitor the changes in learner accommodation patterns		
Schema definitions			
<b>XML Element Name</b>	TTACCOM		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerHE		
Collection requirements			
Collected for full-time and sandwich learners			
Attribute Codes			
Code	Definition		Valid To
1	Institution-maintained property		
2	Parental/guardian home		
3	Own home		31/07/2008
4	Other		
5	Not known		
6	Not in attendance at the institution		
7	Own residence		
8	Other rented accommodation		
9	Private sector halls		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>'Institution-maintained property' includes housing owned by the institution and property leased by the institution and sublet to learners.</li> <li>Where the institution acts as an agent but not the primary owner or maintainer, then code 4 'Other' should be returned.</li> <li>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.</li> <li>Code 7 'Own residence' includes a learner's permanent residence, which may be either owned or rented by them.</li> </ul>			

- 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 Entity Definition

<b>Definition</b>	This entity collects data about the financial support received by students.		
<b>Reason required</b>	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.		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	LearnerHEFinancialSupport		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	4
<b>Part of</b>	Learner HE		
<b>Collection Requirements</b>			
Collected for all learners			
<b>XML Elements</b>	<b>Schema mandation</b>		
FINTYPE	Y		
FINAMOUNT	Y		
<b>Notes</b>			
<ul style="list-style-type: none"> <li>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.</li> <li>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 <a href="#">Provider Support Manual</a> for examples).</li> <li>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.</li> <li>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.</li> <li>For full guidance please refer to the <a href="#">HESA specification</a></li> </ul> <p><i>When to collect financial support data from learners</i></p>			

- To reduce burden on providers, support given to students included in the coverage of the Financial Support entity which is £50 or less per item within each category must not be included. Amounts of more than £50 per item should be included.  
The following are included:
  - amounts awarded through The National Scholarship Programme (NSP)
  - where awards are offered as bursaries/scholarships or discounted accommodation
  - and awards paid through charitable funds secured by institutions.
- The following are excluded:
  - Disabled Students' Allowance (DSA),
  - Access to Learning Funds (ALF)
  - any fee waivers/free foundation year offered to the students
  - any other support to reduce student fees
  - any support received as part of the course fee.

### **Change Management Notes**

Financial support type			
<b>Definition</b>	This field records the type of financial support received by the student.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	FINTYPE		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerHEFinancialSupport		
Collection requirements			
Collected for all learners			
Attribute Codes			
Code	Definition	Max no of occurrences	
1	Cash	1	
2	Near Cash	1	
3	Accommodation discount	1	
4	Other	1	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Submitted in conjunction with the associated FinancialSupport.FINAMOUNT to provide the type for each Financial Support amount.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> </ul> <p><i>Cash</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Near cash</i></p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p><i>Accommodation discounts</i></p> <ul style="list-style-type: none"> <li>Discounted accommodation in University Halls / Residences.</li> </ul> <p><i>Other</i></p>			

- 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**

Financial support amount			
<b>Definition</b>	This field records the amount of financial support received by the student.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	FINAMOUNT		
<b>Field length</b>	6	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerHEFinancialSupport		
Collection requirements			
Collected for all learners			
Valid entries			
Must contain a value in the range 0 to 999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Financial support amount has to be submitted in pounds to the nearest whole pound.</li> <li>Submitted in conjunction with the associated FinancialSupport.FINTYPE to provide amounts for each type of Financial Support.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>To reduce burden on providers, support given to students included in the coverage of the Financial Support entity which is £50 or less per item within each category must not be included. Amounts of more than £50 per item should be included.</li> <li>Values to be returned in pounds sterling (£).</li> </ul>			
Change Management Notes			



Learning Delivery Entity Definition			
<b>Definition</b>	This entity collects details of the learning aims that a learner is studying.		
<b>Reason required</b>	Funding, monitoring and reporting of individual learning activities being undertaken by a learner.		
Schema definitions			
<b>XML Entity Name</b>	LearningDelivery		
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learner		
Collection Requirements			
Collected for all learners			
XML Elements	Schema mandation		
LearnAimRef	Y		
AimType	Y		
AimSeqNumber	Y		
LearnStartDate	Y		
OrigLearnStartDate	N		
LearnPlanEndDate	Y		
FundModel	Y		
ProgType	N		
FworkCode	N		
PwayCode	N		
StdCode	N		
PartnerUKPRN	N		
DelLocPostCode	Y		
AddHours	N		
PriorLearnFundAdj	N		
OtherFundAdj	N		
ConRefNumber	N		
EPAOrgID	N		
EmpOutcome	N		
CompStatus	Y		
LearnActEndDate	N		
WithdrawReason	N		
Outcome	N		

AchDate	N
OutGrade	N
SWSupAimId	N
<b>Child Entities</b>	<b>Schema mandation</b>
LearningDeliveryFAM	N
LearningDeliveryWorkPlacement	N
AppFinRecord	N
ProviderSpecDeliveryMonitoring	N
LearningDeliveryHE	N
<b>Notes</b>	
<ul style="list-style-type: none"> <li>• All fields must be returned in the above order in the XML file.</li> <li>• Refer to individual field pages for collection details of when data is required.</li> </ul>	
<b>Change Management Notes</b>	

Learning aim reference			
<b>Definition</b>	The learning aim reference code for the learning being undertaken.		
<b>Reason required</b>	To calculate funding and to monitor learning aims in the sector.		
Schema definitions			
<b>XML Element Name</b>	LearnAimRef		
<b>Field length</b>	8	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid entry from the LARS database.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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 <a href="#">Appendix H</a>.</li> <li>If the learning aim is not listed in the LARS database then please notify the Service Desk.</li> </ul>			
Change Management Notes			

Aim type			
<b>Definition</b>	The type of aim recorded.		
<b>Reason required</b>	To differentiate between programme aims, 16-19 (excluding Apprenticeships) 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			
<b>XML Element Name</b>	AimType		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
1	Programme aim		
3	Component learning aim within a programme		
4	Learning aim that is not part of a programme		
5	Core aim – (16-19 (excluding Apprenticeships) funded learning aims only)		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>All apprenticeship and traineeship programmes must have a programme aim with an Aim Type of code 1.</li> <li>All learning aims within a programme must be recorded using Code 3, Component learning aim within a programme, unless the aim is a traineeship core aim.</li> <li>If the programme is a 16-19 (excluding Apprenticeships) funded traineeship, the work experience learning aim must be identified as the core aim using code 5.</li> <li>Refer to the <a href="#">Provider Support Manual</a> for more information about recording apprenticeship and traineeship programmes.</li> </ul> <p><i>16-19 (excluding Apprenticeships) funded study programmes (not traineeships)</i></p> <ul style="list-style-type: none"> <li>All 16-19 (excluding Apprenticeships) 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 16-19 (excluding Apprenticeships) funding documentation for further information about the core aim.</li> <li>All other learning aims are recorded using Aim type code 4.</li> </ul>			

- A programme aim is not recorded for a 16-19 (excluding Apprenticeships) funded study programme unless it is a traineeship.

### **Change Management Notes**

# LearningDelivery

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Aim sequence number			
Definition	The sequence number of the learning aim.		
Reason required	Internal validation and integrity checks.		
Schema definitions			
XML Element Name	AimSeqNumber		
Field length	2	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 1 to 98			
Pattern			
Notes			
<ul style="list-style-type: none"><li>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.</li><li>Each learning aim undertaken by the learner should be numbered consecutively from 1.</li></ul>			
Change Management Notes			

Learning start date			
<b>Definition</b>	The date on which learning for the learning aim began (accurate to within a week).		
<b>Reason required</b>	To monitor the length of time taken to complete learning activities and to inform the funding calculations.		
Schema definitions			
<b>XML Element Name</b>	LearnStartDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
Change Management Notes			

Original learning start date			
<b>Definition</b>	The date on which the learner first started the learning aim.		
<b>Reason required</b>	To enable the funding calculations to fund the learning aim at the original rate.		
Schema definitions			
<b>XML Element Name</b>	OrigLearnStartDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Adult Skills (FundModel 35), Advanced Learner Loans, FundModel 36, Other Adult (FundModel 81)			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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 an agreed 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.</li> <li>This data will be used by the ESFA to fund the learning aim at the same rate for the duration of the learning aim. If a learner is returning to a learning aim they have previously withdrawn from (for a reason other than an agreed break in learning) then the original learning start date is not returned unless otherwise specified in the <a href="#">ILR guidance documents</a></li> </ul>			
Change Management Notes			



Learning planned end date			
<b>Definition</b>	The date by which the provider and learner plan to complete the learning related to this learning aim.		
<b>Reason required</b>	To calculate expected learning delivery periods and to calculate funding.		
Schema definitions			
<b>XML Element Name</b>	LearnPlanEndDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>For apprenticeship standards, the Learning planned end date must include both the training and end point assessment period.</li> </ul>			
Change Management Notes			

Funding model			
<b>Definition</b>	Identifies the funding model to be applied when calculating funding for this learning aim.		
<b>Reason required</b>	To calculate funding for this learning aim.		
Schema definitions			
<b>XML Element Name</b>	FundModel		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
10	Community Learning		
25	16-19 (excluding Apprenticeships)		
35	Adult skills		
36	Apprenticeships (from 1 May 2017)		
70	ESF		
81	Other Adult		
82	Other 16-19		
99	Non-funded (No ESFA funding for this learning aim)		
Notes			
<ul style="list-style-type: none"> <li>In this field you must indicate the funding model which applies to the programme aim or learning aim.</li> <li>This field only identifies the funding model 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.</li> <li>For further details of learner eligibility for funding, refer to the funding documentation.</li> <li>Once you have identified the Funding model, including 'Non-funded', you must not change it other than to correct a mistake.</li> <li>Refer to the <a href="#">Provider Support Manual</a> for further information about when to use particular funding model codes.</li> </ul>			
Change Management Notes			

Programme type			
<b>Definition</b>	The type of programme which the learner is undertaking.		
<b>Reason required</b>	To monitor types of programme being undertaken.		
Schema definitions			
<b>XML Element Name</b>	ProgType		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Apprenticeship Frameworks , Apprenticeship Standards (ProgType 25), Traineeships (ProgType 24)			
Attribute Codes			
Code	Definition		
2	Advanced Level Apprenticeship		
3	Intermediate Level Apprenticeship		
20	Higher Apprenticeship - level 4		
21	Higher Apprenticeship - level 5		
22	Higher Apprenticeship - level 6		
23	Higher Apprenticeship - level 7+		
24	Traineeship		
25	Apprenticeship standard		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>All programme types listed in this field must be returned with a programme aim record.</li> <li>Refer to the <a href="#">ILR guidance documents</a> for more information about recording programmes.</li> <li>This field is not required if the learning aims are not part of an apprenticeship framework, apprenticeship standard or traineeship.</li> </ul>			
Change Management Notes			

Framework code			
<b>Definition</b>	The framework code for the type of learning being undertaken.		
<b>Reason required</b>	For all programmes to identify the framework.		
Schema definitions			
<b>XML Element Name</b>	FworkCode		
<b>Field length</b>	3	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Apprenticeship Frameworks			
Valid entries			
A valid entry from the framework code list which can be found in the LARS database			
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeship frameworks on all funding models</p> <ul style="list-style-type: none"> <li>• This data is not recorded for traineeship programmes or apprenticeship standards.</li> <li>• 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.</li> <li>• Providers should consult the <a href="#">ILR guidance documents</a> for details of how to record apprenticeship framework or pathway changes in the ILR.</li> </ul>			
Change Management Notes			

Apprenticeship pathway			
<b>Definition</b>	The pathway of the apprenticeship framework being undertaken.		
<b>Reason required</b>	To track multiple pathways within a framework which identify different types of employment/job roles.		
Schema definitions			
<b>XML Element Name</b>	PwayCode		
<b>Field length</b>	3	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Apprenticeship Frameworks			
Valid entries			
A valid entry from the pathway list for the framework which can be found in the LARS database			
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeship frameworks on all funding models</p> <ul style="list-style-type: none"> <li>• This data is not recorded for traineeship programmes or apprenticeship standards.</li> <li>• The Apprenticeship pathway must be recorded on all aims within an apprenticeship programme, including the programme aim.</li> <li>• 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.</li> <li>• Providers should consult the <a href="#">ILR guidance documents</a> for details of how to record apprenticeship framework or pathway changes in the ILR.</li> <li>• The Apprenticeship pathway code of 0 is valid only for continuing learners already recorded with 0.</li> </ul>			
Change Management Notes			

Apprenticeship standard code			
<b>Definition</b>	The apprenticeship standard code for the learning being undertaken.		
<b>Reason required</b>	To identify the apprenticeship standard		
Schema definitions			
<b>XML Element Name</b>	StdCode		
<b>Field length</b>	5	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Apprenticeship Standards (ProgType 25)			
Valid entries			
A valid entry from the apprenticeship standard code list which can be found in the LARS database.			
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeship standards on all funding models</p> <ul style="list-style-type: none"> <li>This data is only recorded for learners on an apprenticeship standard. It is not recorded for traineeship programmes or apprenticeship framework programmes.</li> <li>The apprenticeship standard code listed in the LARS database must be recorded in this field and it must match the code listed in the LARS database.</li> <li>Providers should consult the <a href="#">ILR guidance documents</a> for details of how to record apprenticeship standard changes in the ILR.</li> </ul>			
Change Management Notes			

# LearningDelivery

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Subcontracted or partnership UKPRN			
<b>Definition</b>	The UKPRN of the partner organisation which is delivering this learning aim.		
<b>Reason required</b>	To monitor delivery of learning. To support local planning.		
Schema definitions			
<b>XML Element Name</b>	PartnerUKPRN		
<b>Field length</b>	8	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Aim Type 3, 4 and 5	Collected for all aims		
Valid entries			
Must contain a value in the range 10000000 to 99999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• This field must be completed if any proportion of the learning aim is delivered by a partner organisation. This partner organisation may be a provider, employer or employer-provider that is engaged to deliver education and training provision.</li> <li>• This field is not recorded for programme aims.</li> <li>• If the learning aim is subcontracted to more than one organisation, then the one who delivers the greatest proportion of the aim should be recorded.</li> <li>• If the training is sub-contracted more than once (subject to approval by the funding agency) then the UKPRN of the organisation which is actually delivering the training should be recorded.</li> </ul>			
Change Management Notes			

Delivery location postcode			
<b>Definition</b>	The postcode of the address at which the learning is delivered.		
<b>Reason required</b>	To monitor delivery of learning and to calculate the area cost factor funding for Adult Skills funding. 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			
<b>XML Element Name</b>	DelLocPostCode		
<b>Field length</b>	8	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid postcode which must be in upper case.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Where delivery is at more than one location, record the postcode of the location at which the majority of learning is delivered.</li> <li>• Where provision is delivered away from a learning centre, for example distance or e-learning, the following code should be entered: ZZ99 9ZZ.</li> <li>• Where the delivery point is a building site without a postcode the local provider's postcode should be used.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
Change Management Notes			



Additional delivery hours			
<b>Definition</b>	The number of additional guided learning hours required for the learning aim.		
<b>Reason required</b>	To enable funding to be calculated.		
Schema definitions			
<b>XML Element Name</b>	AddHours		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
<b>Aim Type 4</b>	ESF (FundModel 70), Other Adult (FundModel 81), Adult Skills (FundModel 35)		
Valid entries			
Must contain a value in the range 0 to 9999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Additional delivery hours should be recorded to the nearest whole hour.</li> <li>This field should only be returned for ESOL unit or qualification aims that start on or after 1 August 2015. It must not be recorded for non-regulated ESOL aims.</li> <li>This field should only be used to record additional guided learning hours that have been delivered for ESOL units or qualifications where a learner needs additional learning to that funded through the Adult Skills funding model or ESF funding model.</li> <li>The hours recorded are for the entire duration of the learning aim, not just the current teaching year. This field should be updated if required at the end of the learning aim with the actual hours delivered.</li> <li>Please refer to the <a href="#">Provider Support Manual</a> for further details of how to calculate the additional delivery hours.</li> </ul>			
Change Management Notes			

Funding adjustment for prior learning			
<b>Definition</b>	The proportion of this learning aim still to be delivered.		
<b>Reason required</b>	To allow correct calculation of funding for learners who are not entitled to full funding for the learning aim.		
Schema definitions			
<b>XML Element Name</b>	PriorLearnFundAdj		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Aim Type 1 and 3	Adult Skills Traineeships (FundModel 35 and ProgType 24), FundModel 36, Other Adult (FundModel 81)		
Aim Type 4	Advanced Learner Loans		
Aim Type 3 and 4	Adult Skills (FundModel 35), Other Adult (FundModel 81)		
Valid entries			
Must contain a value in the range 0 to 99			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field may be required for some learning aims that are funded by Other Adult funding.</li> <li>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.</li> <li>If you are delivering all of the learning for this aim and no adjustment to funding is required, this field must not be returned.</li> <li>Refer to the <a href="#">Provider Support Manual</a> for further guidance about prior learning, restarts and transfers.</li> </ul> <p><i>Traineeships</i></p> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> </ul> <p><i>Apprenticeship standards</i></p> <ul style="list-style-type: none"> <li>This field should be recorded where applicable.</li> </ul>			
Change Management Notes			

Other funding adjustment			
<b>Definition</b>	The factor used to adjust the funding to which the learner is entitled for this aim.		
<b>Reason required</b>	To adjust funding for this learning aim in specific circumstances as instructed by the ESFA.		
Schema definitions			
<b>XML Element Name</b>	OtherFundAdj		
<b>Field length</b>	3	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Aim Type 1 and 3	Adult Skills Traineeships (FundModel 35 and ProgType 24), FundModel 36, Other Adult (FundModel 81)		
Aim Type 4	Advanced Learner Loans		
Aim Type 3 and 4	Adult Skills (FundModel 35), Other Adult (FundModel 81)		
Valid entries			
Must contain a value in the range 0 to 999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>If no adjustment to the funding of this learning aim is required, this field must not be returned.</li> <li>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 ESFA.</li> <li>The ESFA will inform providers of the factor to be used in this field if required.</li> <li>This field may be required for some learning aims that are funded by Other Adult funding.</li> </ul> <p><i>Traineeships</i></p> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> </ul> <p><i>Apprenticeship standards</i></p> <ul style="list-style-type: none"> <li>This field should be recorded where applicable.</li> </ul>			
Change Management Notes			

# LearningDelivery

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Contract reference number			
<b>Definition</b>	The reference number, assigned by the ESFA, for an element of the contract.		
<b>Reason required</b>	ESF contract management and reporting.		
Schema definitions			
<b>XML Element Name</b>	ConRefNumber		
<b>Field length</b>	20	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
ESF (FundModel 70)			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"><li>• 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).</li><li>• For ESF delivery this number will be in the format of 'ESF-xxxxxxx' where 'x' is numerical.</li></ul>			
Change Management Notes			

End point assessment organisation			
<b>Definition</b>	The identifier for the organisation that will be carrying out the end point assessment for the standard		
<b>Reason required</b>	This information will be used in the certification process and for monitoring.		
Schema definitions			
<b>XML Element Name</b>	EPAOrgID		
<b>Field length</b>	7	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
<b>Aim Type 1</b>	Apprenticeship Standards (ProgType 25)		
Valid entries			
A valid end point assessment organisation ID from the register of EPA organisations in the format EPAXXXX where X is an integer from 0-9			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This data is not recorded for apprenticeship frameworks.</li> <li>The register of end point assessment organisation is published on gov.uk <a href="https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations">https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations</a></li> <li>This field is only returned on the ILR once the assessment organisation is known.</li> </ul>			
Change Management Notes			

Employment outcome			
<b>Definition</b>	To indicate where a funded employment outcome is gained.		
<b>Reason required</b>	To monitor and fund employment outcomes on programmes which are eligible for such funding.		
Schema definitions			
<b>XML Element Name</b>	EmpOutcome		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Adult Skills (FundModel 35), Other Adult (FundModel 81)			
Attribute Codes			
<b>Code</b>	<b>Definition</b>		
1	Employment outcome (with training) gained on eligible funded programme		
2	Employment outcome (without training) gained on eligible funded programme		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field should only be completed 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.</li> <li>A Learner Destination and Progression record must also be returned to record further details of the employment.</li> <li>This field is used to calculate Job outcome payments for Adult Skills funded aims where applicable.</li> </ul>			
Change Management Notes			

Completion status			
<b>Definition</b>	An indication of the degree of completion of the learning activities leading to the learning aim.		
<b>Reason required</b>	To monitor the degree of completion of learning activities in the sector. To calculate the retention element of 16-19 (excluding Apprenticeships) funding.		
Schema definitions			
<b>XML Element Name</b>	CompStatus		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
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		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Providers should ensure that the Completion status is updated for learners throughout the year.</li> <li>For apprenticeship standards, the learning activities for the programme aim include both the training and end point assessment. Code 2 must only be used for the apprenticeship standard programme aim where both the training and end point assessment activities have been completed.</li> <li>Further information about recording completion and guidance about breaks in learning can be found in the <a href="#">ILR guidance documents</a>.</li> </ul>			
Change Management Notes			

Learning actual end date			
<b>Definition</b>	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.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	LearnActEndDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field must be completed for all learning and programme aims once the completion status has been changed from continuing.</li> <li>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.</li> <li>For programme aims, the Learning actual end date of the whole programme must be recorded in this field. For apprenticeship standards with a Completion status of 'complete' (code 2), the Learning actual end date for the programme aim is the date that the learner completed all the learning activities for the apprenticeship. This includes both the training and end point assessment activities.</li> </ul>			
Change Management Notes			



Withdrawal reason			
<b>Definition</b>	The reason why the learner has withdrawn from the learning aim.		
<b>Reason required</b>	For use in performance management and success rates.		
Schema definitions			
<b>XML Element Name</b>	WithdrawReason		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
2	Learner has transferred to another provider		
3	Learner injury / illness		
7	Learner has transferred between providers due to intervention by or with the written agreement of the ESFA		
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		
47	Learner has transferred to another provider due to merger		
97	Other		
98	Reason not known		
<b>Pattern</b>			
Notes			

Collected for all learning aims that have a Completion status of withdrawn (Completion status = 3).

- Code 28 should be used where the learner has withdrawn due to circumstances outside the providers' control. 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 code should only be used in the following circumstance:
  - for learners who withdraw from an 16-19 (excluding Apprenticeships) funded study programme or Adult skills funded learning in order to take up an apprenticeship programme, traineeship or Supported Internship
- The use of code 41 will not be audited, however it will be closely monitored to ensure it is being used appropriately.
- Codes 42 and 45 should be used for HE learning aims only. For full guidance about these codes, please refer to the [HESA specification](#).

#### Change Management Notes

v1: New withdrawal code added for 2018 to 2019 (47 Learner has transferred to another provider due to merger).

Outcome			
<b>Definition</b>	Indicates whether the learner achieved the learning aim, achieved partially or had no success.		
<b>Reason required</b>	For the purpose of performance indicators and management information and by the ESFA to fund achievement.		
Schema definitions			
<b>XML Element Name</b>	Outcome		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Attribute Codes			
<b>Code</b>	<b>Definition</b>		
1	Achieved		
2	Partial achievement		
3	No achievement		
8	Learning activities are complete but the outcome is not yet known		
<b>Pattern</b>			
Notes			
<p>Collected for all learning aims where the Learning actual end date is returned.</p> <ul style="list-style-type: none"> <li>For programme aims, the outcome of the entire programme must be recorded in this field.</li> <li>For all other learning aims, this field should be used to record the learning outcome of the learning aim.</li> <li>Code 2 'Partial achievement' should only be used for prescribed HE learning aims where the learner has achieved an award that is at a lower academic level than the qualification they were aiming for as identified by the learning aim reference. For example, a learner who is aiming for an HND but leaves at the end of the first year with an HNC.</li> <li>Further guidance on recording outcomes can be found in the <a href="#">ILR guidance documents</a>.</li> </ul>			
Change Management Notes			

Achievement date			
<b>Definition</b>	The date the learning aim or programme aim was achieved by the learner.		
<b>Reason required</b>	Payment of Adult Skills achievement payments for traineeships and apprenticeship funded through the trailblazer funding model.		
Schema definitions			
<b>XML Element Name</b>	AchDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
<b>Aim Type 1</b>	Trailblazer apprenticeships (FundModel 81, ProgType 25), Traineeships (ProgType 24)		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<p>Collected for apprenticeship standards funded through the trailblazer funding model (FundModel 81 and ProgType 25), and all traineeships (ProgType 24).</p> <ul style="list-style-type: none"> <li>This field must be recorded where a traineeship or trailblazer apprenticeship standard has been achieved. It is only recorded on the programme aim.</li> </ul> <p><i>Traineeship programmes</i></p> <ul style="list-style-type: none"> <li>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 ESFA funding documentation for full details).</li> <li>The Achievement date must be on or after 1 August 2018 and before 1 August 2019 in order to generate achievement funding in the 2018 to 2019 year.</li> <li>Please see the traineeship guidance in the <a href="#">Provider Support Manual</a> for further details.</li> </ul> <p><i>Apprenticeship standard programmes</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>			
Change Management Notes			

Outcome grade			
<b>Definition</b>	The examination grade awarded to the learner for the learning aim.		
<b>Reason required</b>	To allow the calculation of achievement and to enable value added analysis to be carried out.		
Schema definitions			
<b>XML Element Name</b>	OutGrade		
<b>Field length</b>	6	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Aim Type 3, 4 and 5	Collected for all aims		
Valid entries			
See <a href="#">Appendix Q</a>			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

Software supplier aim identifier			
<b>Definition</b>	System generated globally unique identifier for the learning aim.		
<b>Reason required</b>	To enable data included on reports created by FIS and the Hub to be matched back to data in provider MIS.		
Schema definitions			
<b>XML Element Name</b>	SWSupAimId		
<b>Field length</b>	36	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
32 character hexadecimal ID or 36 character hexadecimal ID with hyphens that adheres to the universally unique identifier (UUID) standard			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field is <b>optional-mandatory</b> and for the use by software suppliers and providers writing their own software to record a unique aim ID for the learning aim.</li> <li><b>This field will be mandated via validation rules.</b></li> <li>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.</li> <li><b>To generate a new GUID, examples are Guid.NewGuid().ToString("D") which supports both Oracle and Microsoft SQL server databases or SELECT NEWID() GO for Microsoft SQL Server databases.</b></li> </ul>			
Change Management Notes			
<b>v1: This field has been made mandatory for 2018 to 2019.</b>			

# LearningDeliveryFAM

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## Learning Delivery Funding and Monitoring Entity Definition

<b>Definition</b>	This entity collects additional attributes of the Learning Delivery that will either inform funding of the learner or additional monitoring.		
<b>Reason required</b>	Funding and monitoring		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	LearningDeliveryFAM		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learning Delivery		
<b>Collection Requirements</b>			
Collected for all aims			
<b>XML Elements</b>	<b>Schema mandation</b>		
LearnDelFAMType	Y		
LearnDelFAMCode	Y		
LearnDelFAMDateFrom	N		
LearnDelFAMDateTo	N		
<b>Notes</b>			
<ul style="list-style-type: none"> <li>This entity is only required if any of the FAM type characteristics apply, please refer to the individual FAM types for collection requirements.</li> <li>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.</li> <li>The Date applies from and Date applies to fields must be used when a Learning Delivery Funding and Monitoring type of Apprenticeship contract type (ACT), Learning support funding (LSF) or Advanced Learner Loans Bursary funding (ALB) is recorded. See the guidance notes for each of these FAM types for further details.</li> </ul>			
<b>Change Management Notes</b>			

# LearningDeliveryFAM

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Learning delivery funding and monitoring type			
<b>Definition</b>	The funding or monitoring attribute being recorded.		
<b>Reason required</b>	To identify additional funding and/or funding characteristics of the learning delivery.		
Schema definitions			
<b>XML Element Name</b>	LearnDelFAMType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryFAM		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition	Max no of occurrences	
<a href="#">SOF</a>	Source of funding	1	
<a href="#">FFI</a>	Full or co-funding indicator	1	
<a href="#">EEF</a>	Eligibility for enhanced apprenticeship funding	1	
<a href="#">RES</a>	Restart indicator	1	
<a href="#">LSF</a>	Learning support funding	unbounded	
<a href="#">ADL</a>	Advanced Learner Loans indicator	1	
<a href="#">ALB</a>	Advanced Learner Loans Bursary funding	unbounded	
<a href="#">ASL</a>	Community Learning provision type	1	
<a href="#">FLN</a>	Family English, Maths and Language	1	
<a href="#">LDM</a>	Learning delivery monitoring	4	
<a href="#">NSA</a>	National Skills Academy indicator	1	
<a href="#">WPP</a>	Work programme participation	1	
<a href="#">POD</a>	Percentage of online delivery	1	
<a href="#">HEM</a>	HE monitoring	3	
<a href="#">HHS</a>	Household situation	2	
<a href="#">ACT</a>	Apprenticeship contract type	unbounded	
<b>Pattern</b>			
Notes			



- The Learning Delivery Funding and Monitoring entity is required if any of the FAM type characteristics apply to the learning aim. Please refer to the individual FAM types for collection requirements.

### **Change Management Notes**

## LearningDeliveryFAMType

Source of funding			
<b>Definition</b>	The organisation or source from which funding has been received directly for this learning aim in this teaching year.		
<b>Reason Required</b>	To identify the organisation or source from which funds have been received.		
<b>FAM type</b>	SOF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all aims			
Notes			
<ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Other sources of funding</i></p> <ul style="list-style-type: none"> <li>If the Funding model field is recorded with code 99 'Non-funded', then this field must not contain codes 105 (Education and Skills Funding Agency (ESFA) - Adult), or 107 (Education and Skills Funding Agency (ESFA) - 16-19).</li> <li>Code 108 should be used to record funding for Community Learning provision that is paid through Local Authorities.</li> <li>If the learning aim is financed by an Advanced Learner Loan, this field is not required and must not be returned.</li> <li>If the learner or employer is paying the full cost of the learning aim, this field is not required and must not be returned.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Full or co-funding indicator			
<b>Definition</b>	Indicates whether the learning aim is fully funded or co-funded with Adult Skills or Other Adult funding.		
<b>Reason Required</b>	To calculate the funding for the learning aim.		
<b>FAM type</b>	FFI		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Adult Skills (FundModel 35), Other Adult (FundModel 81)			
Notes			
<ul style="list-style-type: none"> <li>• This field may be required for some learning aims that are funded by Other Adult funding.</li> <li>• Code 1 should be used where the learning aim is fully funded directly with Adult Skills funding.</li> <li>• Code 2 should be used where the learning aim is co-funded directly Adult Skills funding.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Eligibility for enhanced apprenticeship funding			
<b>Definition</b>	To indicate eligibility for enhanced apprenticeship funding.		
<b>Reason Required</b>	To calculate funding and monitor eligibility for enhanced funding for apprenticeships started prior to 1 May 2017. To calculate funding and monitor eligibility for additional payments for apprenticeships funded through the apprenticeship funding model (FundModel 36).		
<b>FAM type</b>	EEF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Apprenticeship Frameworks , Apprenticeship Standards (ProgType 25)			
Notes			
<p>Collected where applicable for all funded apprenticeships on all funding models.</p> <ul style="list-style-type: none"> <li>Refer to the <a href="#">ILR guidance documents</a> for further details about when to use the EEF codes.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Restart indicator			
<b>Definition</b>	To identify whether the learner has restarted the learning aim.		
<b>Reason Required</b>	Learning aim monitoring.		
<b>FAM type</b>	RES		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Collected for all aims			
Notes			
<ul style="list-style-type: none"> <li>• This should be used to indicate that the learner has re-started a learning aim or apprenticeship programme.</li> <li>• Where a learner has already undertaken some of the learning towards an Adult Skills funded or Other Adult 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.</li> <li>• This indicator is used in the validation of the apprenticeship minimum duration rules and so it is important that it is completed accurately.</li> <li>• For further guidance refer to the <a href="#">Provider support manual</a>.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Learning support funding			
<b>Definition</b>	To identify whether the learner requires learning support funding for this learning aim.		
<b>Reason Required</b>	To monitor and fund learning support for providers who are paid on actuals.		
<b>FAM type</b>	LSF		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	unbounded
Collection requirements			
Adult Skills (FundModel 35), Apprenticeship Standards (ProgType 25), FundModel 36			
Notes			
<p>For apprenticeships, this is collected for all funded apprenticeships where applicable, including: apprenticeships funded through the apprenticeship funding model (FundModel 36), apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25) and apprenticeship frameworks funded through the Adult Skills funding model (FundModel 35).</p> <ul style="list-style-type: none"> <li>• This field must be completed by all providers for Adult Skills funded learning aims where learning support funding is being claimed.</li> <li>• 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 <a href="#">Provider Support Manual</a> for further details.</li> <li>• 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.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Advanced Learner Loans indicator			
<b>Definition</b>	To identify whether the learning aim is financed by an Advanced Learner Loan.		
<b>Reason Required</b>	Learning aim monitoring.		
<b>FAM type</b>	ADL		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Advanced Learner Loans			
Notes			
<ul style="list-style-type: none"> <li>• This should be used to indicate that the learning aim is financed by an Advanced Learner Loan.</li> <li>• For this learning aim the Funding model field should be completed with Non-funded (No ESFA funding for this learning aim), code 99.</li> <li>• If the learning aim is sub-contracted out to another provider, the Advanced Learner 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.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Advanced Learner Loans Bursary funding			
<b>Definition</b>	The category of Loans Bursary funding awarded to Advanced Learner Loans learners where the provider is claiming support through the ILR		
<b>Reason Required</b>	To identify, fund and report on learners that are in receipt of different types of Loans Bursary funding and to assist in the evaluation of its effectiveness.		
<b>FAM type</b>	ALB		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	unbounded
Collection requirements			
Advanced Learner Loans			
Notes			
<ul style="list-style-type: none"> <li>• Code ALB1 should be used for low-cost learner support, not including childcare and residential.</li> <li>• Code ALB2 should be used for learning support recognising that the learner could have Learner Support needs as well.</li> <li>• 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.</li> <li>• Contract funded providers can use any of the three codes as applicable.</li> <li>• Grant funded providers can only use code ALB2, this is used to record learning support. If the learner requires learner support, this should also be recorded in the Learner Funding and monitoring fields using FAM type LSR (Learner support reason).</li> <li>• See the SFA funding rules for further details.</li> <li>• 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.</li> </ul>			
Change Management Notes			



## LearningDeliveryFAMType

Community Learning provision type			
<b>Definition</b>	Identifies the type of Community Learning provision activity being undertaken.		
<b>Reason Required</b>	To monitor the provision type for learning aims within this sector.		
<b>FAM type</b>	ASL		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Community Learning (FundModel 10), Non-funded (FundModel 99)			
Notes			
<p>For non-funded learners, this field is collected for Local Authority funded Community Learning provision only (Funding model 99 and Source of funding 108).</p> <ul style="list-style-type: none"> <li>• This field does not need to be completed for the Community learning mental health pilot.</li> <li>• Where you are using the Adult Skills funding model (Funding Model 35) to deliver Family English, Maths or Language (FEML) learning aims, you should record this using the Learning Delivery Funding and Monitoring type of FLN.</li> <li>• You should continue to record Family English, Maths and Language programmes funded through the Community Learning funding model (Funding Model 10) using this field.</li> <li>• Family English, Maths and Language programmes must fulfil all the following requirements. They must: <ul style="list-style-type: none"> <li>○ aim to improve the English, Maths or Language skills of parents or other carers</li> <li>○ aim to improve parents'/carers' ability to help their children learn</li> <li>○ aim to improve children's acquisition of English and/or Maths and/or Language.</li> </ul> </li> <li>• Learners' children must be under 18.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Family English, Maths and Language			
<b>Definition</b>	Collect data on participation in regulated Family English, Maths and Language (FEML) courses that are formula funded from the Adult Education Budget.		
<b>Reason Required</b>	Policy monitoring and development.		
<b>FAM type</b>	FLN		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Adult Skills (FundModel 35)			
Notes			
<ul style="list-style-type: none"> <li>• This code should only be used by community learning providers to record Family English, Maths or Language (FEML) learning aims that are delivered through the Adult Skills funding model.</li> <li>• 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.</li> <li>• Family English, Maths and Language programmes must fulfil all the following requirements. They must: <ul style="list-style-type: none"> <li>- aim to improve the English, Maths or Language skills of parents or other carers</li> <li>- aim to improve parents'/carers' ability to help their children learn</li> <li>- aim to improve children's acquisition of English and/or Maths and/or Language.</li> </ul> </li> <li>• Learners' children must be under 18.</li> <li>• 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).</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Learning delivery monitoring			
<b>Definition</b>	Indicates participation in programmes or initiatives.		
<b>Reason Required</b>	Learning aim monitoring.		
<b>FAM type</b>	LDM		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	4
Collection requirements			
Collected for all aims			
Notes			
<ul style="list-style-type: none"> <li>The Learning delivery monitoring codes document is available at <a href="https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2017-to-2018">https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2017-to-2018</a>. 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.</li> <li>Unassigned codes will fail validation and must not be used until they have been authorised for use and have been published.</li> <li>The ESFA directorate responsible for running the project or pilot will inform providers involved of the code that should be used.</li> <li>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 apprenticeship standards.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

National Skills Academy indicator			
<b>Definition</b>	To identify delivery of learning by a National Skills Academy.		
<b>Reason Required</b>	To monitor learner numbers and performance of each National Skills Academy.		
<b>FAM type</b>	NSA		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Aim Type 1 and 4	Adult Skills (FundModel 35), Non-funded (FundModel 99)		
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>The NSA network is continuing to expand with a view to developing an academy in each major sector of the economy.</li> <li>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.</li> <li>NSA codes are recorded for continuing learners only.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Work programme participation			
<b>Definition</b>	Learning aims that are delivered as part of a DWP Work Programme.		
<b>Reason Required</b>	To monitor numbers of learners undertaking skills training as part of a Work programme. To inform future policy development.		
<b>FAM type</b>	WPP		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
Adult Skills (FundModel 35), Other Adult (FundModel 81)			
Notes			
<ul style="list-style-type: none"> <li>This should only be completed where the learning aim is delivered as part of a DWP Work Programme contract.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

Percentage of online delivery			
<b>Definition</b>	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.		
<b>Reason Required</b>	Policy development and reporting.		
<b>FAM type</b>	POD		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	1
Collection requirements			
<b>Aim Type</b>	<b>Funding Model</b>		
Aim Type 3 and 4	Adult Skills (FundModel 35)		
Notes			
<ul style="list-style-type: none"> <li>This field should be returned for all Adult Skills funded aims that start on or after 1 August 2014. It is not required for apprenticeships</li> <li>See the <a href="#">Provider Support Manual</a> for examples and further details.</li> </ul>			
Change Management Notes			

## LearningDeliveryFAMType

HE monitoring			
<b>Definition</b>	To identify participation in HE programmes or initiatives. Only applicable to learning aims with a Learning Delivery HE record.		
<b>Reason Required</b>	Learning aim monitoring.		
<b>FAM type</b>	HEM		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	3
Collection requirements			
Collected for all aims			
Notes			
Collected for all aims where a Learning Delivery HE entity is returned, where applicable.			
Change Management Notes			

## LearningDeliveryFAMType

Household situation			
<b>Definition</b>	Information about the household situation of the learner.		
<b>Reason Required</b>	Administrative responsibility under EC Regulation 1304/2013. For match funding purposes for Adult Skills and Other SFA funded learning aims started on or after 1 August 2015.		
<b>FAM type</b>	HHS		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	2
Collection requirements			
Aim Type 1 and 4	ESF (FundModel 70), Other Adult (FundModel 81), Adult Skills (FundModel 35), Non-levy funded apprenticeships (FundModel 36, ACT2)		
Notes			
<ul style="list-style-type: none"> <li>This is collected for non-levy funded apprenticeships that start on or after 1 August 2018 and is collected at the point of enrolment.</li> <li>This data is not collected where a levy funded apprenticeship (ACT1) changes employer to become non-levy funded (ACT2).</li> <li>The household situation must be collected for all ESF funded learning aims that start on or after 1 August 2015.</li> <li>This data is not required for OLASS learners or for apprenticeship standards. Where this data has been previously returned for apprenticeship standards, it can continue to be returned.</li> <li>The household situation recorded is the status that applies at the start of the learning aim or programme and does not need to be updated if it changes before the end of the learning aim.</li> <li>For apprenticeship and traineeship programmes, this data is recorded on the programme aim. It does not need to be recorded on individual component aims.</li> <li>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.</li> <li>Refer to the <a href="#">Provider Support Manual</a> for additional guidance about returning household situation codes.</li> </ul>			
Change Management Notes			
v3: Change to collection requirements			



## LearningDeliveryFAMType

Apprenticeship contract type			
<b>Definition</b>	The type of contract under which this apprentice on this apprenticeship is being funded.		
<b>Reason Required</b>	To identify the party with which the provider is contracted to deliver this programme. To calculate funding for apprenticeships funded through Funding model 36.		
<b>FAM type</b>	ACT		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	unbounded
Collection requirements			
<b>Aim Type</b>	<b>Funding Model</b>		
Aim Type 1 and 3	FundModel 36		
Notes			
<p>Collected on programme aims, and English and maths component aims only. This FAM type is not required for other component aims.</p> <ul style="list-style-type: none"> <li>This is to identify whether the apprentice is funded using funds in an employer's digital account through a contract for services between the provider and the employer, or funded by the ESFA through a contract for services between the provider and the ESFA.</li> <li>This field must be completed by all providers for apprenticeships funded through Funding model 36. This information is recorded on the programme aim and all English and maths component aims.</li> <li>In addition to recording this Funding and monitoring type for this learning aim, the Learning Delivery Funding and Monitoring Date applies from field must also be completed.</li> <li>Refer to the <a href="#">ILR guidance documents</a> for further details and for guidance about recording changes in contract type and when to complete the Date applies to field.</li> </ul>			
Change Management Notes			

# LearningDeliveryFAMCode

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Learning delivery funding and monitoring code			
<b>Definition</b>	The funding or monitoring attribute being recorded		
<b>Reason required</b>	To identify additional funding and/or funding characteristics of the learning delivery		
Schema definitions			
<b>XML Element Name</b>	LearnDelFAMCode		
<b>Field length</b>	5	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryFAM		
Collection requirements			
Collected for all aims			
Attribute Codes			
Type	Code	Definition	Valid To
SOF	1	HEFCE	
SOF	105	Education and Skills Funding Agency (ESFA) - Adult	
SOF	107	Education and Skills Funding Agency (ESFA) - 16-19	
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	
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	
EEF	4	Entitlement to extended funding for apprentices <b>aged 19 to 24</b>	
RES	1	Learning aim restarted	
LSF	1	Learning support funding	
<b>LSF</b>	<b>2 - 11</b>	<b>Unassigned</b>	
ADL	1	Aim is financed by an Advanced Learner Loan	
ALB	1	Advanced Learner Loan Bursary funding - rate 1	

ALB	2	Advanced Learner Loan Bursary funding - rate 2	
ALB	3	Advanced Learner Loan Bursary funding - rate 3	
ASL	1	Personal and community development learning	
ASL	2	Neighbour 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 formula funded through the Adult Education Budget	
LDM	001 - 400	Learning delivery monitoring codes	
NSA	1	Fashion Retail	31/07/2016
NSA	2	Manufacturing	31/07/2016
NSA	3	Financial Services	31/07/2016
NSA	4	Construction	31/07/2016
NSA	5	Food and Drink Manufacturing	31/07/2016
NSA	6	Nuclear	31/07/2016
NSA	7	Process Industries	31/07/2016
NSA	8	Creative and Cultural	31/07/2016
NSA	9	Hospitality	31/07/2016
NSA	10	Sport and Active Leisure	31/07/2016
NSA	11	Retail	31/07/2016
NSA	12	Materials, Production and Supply	31/07/2016
NSA	13	National Enterprise Academy	31/07/2016
NSA	14	Social Care	31/07/2016
NSA	15	Information Technology	31/07/2016
NSA	16	Power	31/07/2016
NSA	17	Rail Engineering	31/07/2016
NSA	18	Environmental Technologies	31/07/2016
NSA	19	Logistics	31/07/2016
NSA	20	Health	31/07/2016
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%	
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	
ACT	1	Apprenticeship funded through a contract for services with the employer	
ACT	2	Apprenticeship funded through a contract for services with the Education and Skills Funding Agency	
<b>Pattern</b>			
<b>Notes</b>			
<ul style="list-style-type: none"> <li>• Unassigned codes will fail validation and must not be used unless authorised and published.</li> <li>• NSA codes 1 to 20 are available for continuing learners only.</li> </ul>			
<b>Change Management Notes</b>			
v1: New unassigned LSF codes added for 2018 to 2019			
v2: Amendment to EEF 4 to remove 'aged 19 to 24' from description			

Date applies from			
<b>Definition</b>	The date the funding and monitoring status is effective from.		
<b>Reason required</b>	To calculate funding.		
Schema definitions			
<b>XML Element Name</b>	LearnDelFAMDateFrom		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryFAM		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• If the learning aim has a Learning Delivery Funding and Monitoring type of LSF, ALB or ACT recorded, this field must be completed to indicate when this was effective from.</li> <li>• See the <a href="#">ILR guidance documents</a> for further details.</li> </ul>			
Change Management Notes			

Date applies to			
<b>Definition</b>	The date the funding and monitoring status is effective to.		
<b>Reason required</b>	To calculate funding.		
Schema definitions			
<b>XML Element Name</b>	LearnDelFAMDateTo		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryFAM		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• If the learning aim has a Learning Delivery Funding and Monitoring type of LSF or ALB recorded, this field must be completed to indicate when this will be effective to.</li> <li>• If the learning aim has a Learning Delivery Funding and Monitoring type of ACT recorded, this field must only be completed if the learning aim has a Learning actual end date or if there is another ACT record with a later Date applies from.</li> <li>• See the <a href="#">ILR guidance documents</a> for examples and further details, and details about recording this field for Apprenticeship contract type (ACT).</li> </ul>			
Change Management Notes			

# LearningDeliveryWorkPlacement

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## Learning Delivery Work Placement Entity Definition

<b>Definition</b>	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.		
<b>Reason required</b>	To provide information about each work placement being undertaken by a learner		

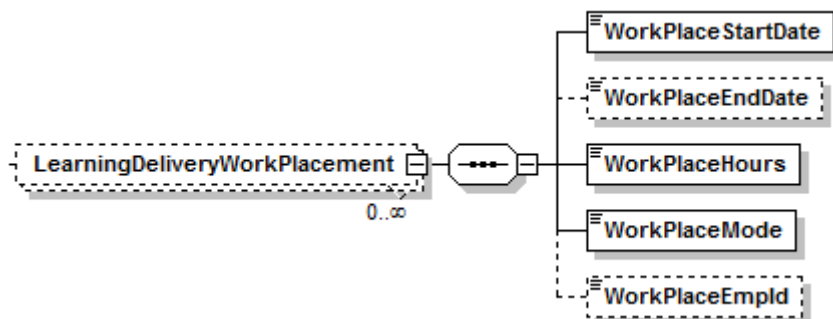
### Schema definitions

<b>XML Entity Name</b>	LearningDeliveryWorkPlacement		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learning Delivery		

### Collection Requirements

16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)

XML Elements	Schema mandation
WorkPlaceStartDate	Y
WorkPlaceEndDate	N
WorkPlaceHours	Y
WorkPlaceMode	Y
WorkPlaceEmpId	N



### Notes

- You should record a single work experience learning aim using the non-regulated learning aim listed in [Appendix H](#).
- A work experience learning aim must have at least one work placement record 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

# LearningDeliveryWorkPlacement

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Work placement start date			
<b>Definition</b>	The date the work placement started.		
<b>Reason required</b>	Calculation of work placement duration.		
Schema definitions			
<b>XML Element Name</b>	WorkPlaceStartDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryWorkPlacement		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field should record the start date of the individual work placement. This date must be on or after the start date of the learning aim.</li> </ul>			
Change Management Notes			



# LearningDeliveryWorkPlacement

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Work placement end date			
<b>Definition</b>	The date the work placement ended.		
<b>Reason required</b>	Calculation of work placement duration.		
Schema definitions			
<b>XML Element Name</b>	WorkPlaceEndDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryWorkPlacement		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field should record the actual end date of the work placement once the placement has finished.</li> </ul>			
Change Management Notes			

# LearningDeliveryWorkPlacement

[back to field listing](#)

Work placement hours			
<b>Definition</b>	The planned hours for the work placement record.		
<b>Reason required</b>	This field will be used for funding and monitoring purposes.		
Schema definitions			
<b>XML Element Name</b>	WorkPlaceHours		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryWorkPlacement		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)			
Valid entries			
Must contain a value in the range 1 to 9999			
<b>Pattern</b>			
Notes			
This field collects the hours planned for the individual work placement record.			
Change Management Notes			

Work placement mode			
<b>Definition</b>	The type of work placement being undertaken.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	WorkPlaceMode		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryWorkPlacement		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)			
Attribute Codes			
Code	Definition		
1	Internal (simulated) work placement		
2	External work placement		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Both internal and external work placements should be recorded on the ILR.</li> <li>Further information can be found in the <a href="#">Provider Support Manual</a> and the 16-19 (excluding Apprenticeships) Work experience guidance note: <a href="https://www.gov.uk/government/publications/delivery-and-recording-of-work-experience">https://www.gov.uk/government/publications/delivery-and-recording-of-work-experience</a></li> </ul>			
Change Management Notes			

# LearningDeliveryWorkPlacement

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Work placement employer identifier			
<b>Definition</b>	The identifier of the employer that the learner is undertaking the work experience placement with.		
<b>Reason required</b>	Monitoring employer and sector uptake of work placements.		
Schema definitions			
<b>XML Element Name</b>	WorkPlaceEmpld		
<b>Field length</b>	9	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryWorkPlacement		
Collection requirements			
16-19 excluding Apprenticeships (FundModel 25), Traineeships (ProgType 24)			
Valid entries			
A valid Employer ID number from the Employer Data Service (EDS). This is a nine digit number			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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</li> <li>This field must contain a valid employer number from the <a href="#">Employer Data Service</a> (EDS).</li> <li>A value of 999999999 can be used temporarily (within 60 days of the work placement start date) until the employer number is known.</li> <li>To obtain a new employer number, contact the EDS help desk on either 01242 545 346 or by emailing <a href="mailto:Sde.servicecentre@education.gov.uk">Sde.servicecentre@education.gov.uk</a>.</li> </ul>			
Change Management Notes			

Apprenticeship Financial Record Entity Definition			
<b>Definition</b>	This entity collects data about the cost of an apprenticeship and financial contributions received from an employer for an apprenticeship		
<b>Reason required</b>	To calculate funding for apprenticeship standards funded through the trailblazer funding model and for apprenticeships funded through the apprenticeship funding model (FundModel 36).		
Schema definitions			
<b>XML Entity Name</b>	AppFinRecord		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learning Delivery		
Collection Requirements			
<b>Aim Type 1</b>	Apprenticeship Standards (ProgType 25), FundModel 36		
XML Elements	Schema mandation		
AFinType	Y		
AFinCode	Y		
AFinDate	Y		
AFinAmount	Y		
<pre> classDiagram     class ApprenticeshipFinancialRecord {         AFinType         AFinCode         AFinDate         AFinAmount     }     ApprenticeshipFinancialRecord "0..∞"     </pre>			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25).</p> <p>Not required for non-funded apprenticeships (FundModel 99).</p>			
Change Management Notes			

Apprenticeship financial type			
<b>Definition</b>	The type of financial details being recorded.		
<b>Reason required</b>	To calculate funding for apprenticeship standards funded through the trailblazer funding model and for apprenticeships funded through the apprenticeship funding model (FundModel 36).		
Schema definitions			
<b>XML Element Name</b>	AFinType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	AppFinRecord		
Collection requirements			
<b>Aim Type 1</b>	FundModel 36, Apprenticeship Standards (ProgType 25)		
Attribute Codes			
Code	Definition	Max no of occurrences	
<a href="#">TNP</a>	Total negotiated price	unbounded	
<a href="#">PMR</a>	Payment record	unbounded	
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and all apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25).</p> <ul style="list-style-type: none"> <li>The Apprenticeship 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.</li> <li>Please refer to the individual apprenticeship financial types for specific guidance about recording price and payments.</li> </ul>			
Change Management Notes			

Total negotiated price			
<b>Definition</b>	The total price agreed between the employer and provider as the cost to the provider for delivery of the apprenticeship programme.		
<b>Reason Required</b>	To calculate government funding for apprenticeship programmes. To monitor apprenticeship programme costs.		
<b>FAM type</b>	TNP		
<b>Min Occurs</b>	1	<b>Max Occurs</b>	unbounded
Notes			
<ul style="list-style-type: none"> <li>At the start of the apprenticeship standard, you must record two TNP records; one for the total negotiated price agreed between you and the employer. For apprenticeship standards this requires two TNP records: one for the total negotiated price for the training (TNP1) and one for the negotiated price of the end point assessment (TNP2) as agreed between you and the employer. For apprenticeship frameworks only a record for the total negotiated training price (TNP1) is required. Set the Apprenticeship financial record date for these to the start date of the apprenticeship.</li> <li>For apprenticeship standards, the sum of the prices 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. The latest price record(s) is used in the funding calculations.</li> <li>The amount entered on the price records must not include the VAT element where this exists.</li> <li>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 is effective from.</li> <li>For Funding model 36, there may be circumstances in which new TNP records must be added to record the total price for the <u>remaining</u> amount of training and/or assessment to be delivered following a change in circumstance. A residual training price is recorded using code TNP3 and a residual assessment price is recorded using code TNP4. Refer to the <a href="#">ILR guidance documents</a> for details of when to return a residual price record.</li> </ul>			
Change Management Notes			

# AppFinRecord

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Payment record			
<b>Definition</b>	Individual payment records of the cash contributions from the employer to the training provider or assessment provider.		
<b>Reason Required</b>	To enable calculation and payment of core government contribution for apprenticeship standards funded through the trailblazer funding model (FundModel 81, ProgType 25). To monitor employer contributions for apprenticeships funded under the apprenticeship funding model (FundModel 36).		
<b>FAM type</b>	PMR		
<b>Min Occurs</b>	0	<b>Max Occurs</b>	unbounded
Notes			
<ul style="list-style-type: none"><li>• 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.</li><li>• Refer to the <a href="#">ILR guidance documents</a> for guidance further details.</li></ul>			
Change Management Notes			



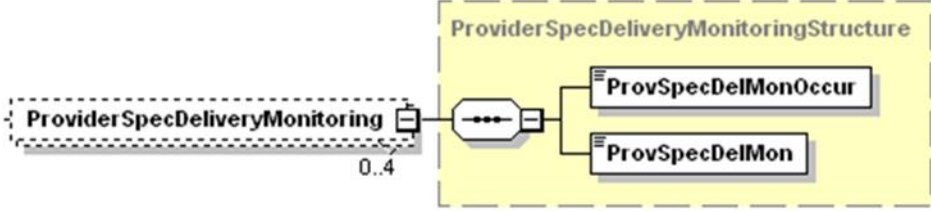
Apprenticeship financial code			
<b>Definition</b>	The financial details code being recorded.		
<b>Reason required</b>	To calculate funding for apprenticeship standards funded through the trailblazer funding model. To calculate funding for apprenticeships funded through Funding model 36		
Schema definitions			
<b>XML Element Name</b>	AFinCode		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	AppFinRecord		
Collection requirements			
<b>Aim Type 1</b>	Apprenticeship Standards (ProgType 25), FundModel 36		
Attribute Codes			
Type	Code	Definition	
TNP	1	Total training price	
TNP	2	Total assessment price	
TNP	3	Residual training price	
TNP	4	Residual assessment price	
TNP	5-10	Unassigned	
PMR	1	Training payment	
PMR	2	Assessment payment	
PMR	3	Employer payment reimbursed by provider	
PMR	4-10	Unassigned	
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25).</p> <ul style="list-style-type: none"> <li>'Assessment' is used to refer to the end point assessment portion of the apprenticeship standard that must include an independent element. This does not refer to continuous assessment, e.g. continuous assessment conducted as part of NVQ learning aims.</li> <li>Unassigned codes will fail validation and must not be used unless authorised and published.</li> </ul>			

- Codes TNP3 and TNP4 must only be used for programmes funded through the apprenticeship funding model (Funding model 36). Refer to the [ILR guidance documents](#) for details about using these codes.

### Change Management Notes

Apprenticeship financial record date			
<b>Definition</b>	The date associated with the financial record.		
<b>Reason required</b>	To calculate funding for apprenticeship standards funded through the trailblazer funding model. To calculate funding for apprenticeships funded through funding model 36.		
Schema definitions			
<b>XML Element Name</b>	AFinDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	AppFinRecord		
Collection requirements			
<b>Aim Type 1</b>	Apprenticeship Standards (ProgType 25), FundModel 36		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25).</p> <ul style="list-style-type: none"> <li>The date for a price record (AFinType = TNP) must be the date from which the price record applies: the effective from date.</li> <li>The date for a payment record (AFinType = PMR) must be the date on which the cash payment was received from the employer.</li> </ul>			
Change Management Notes			

Apprenticeship financial amount			
<b>Definition</b>	The amount of money recorded on the financial record.		
<b>Reason required</b>	To calculate funding for apprenticeship standards funded through the trailblazer funding model. To calculate funding for apprenticeships funded through funding model 36.		
Schema definitions			
<b>XML Element Name</b>	AFinAmount		
<b>Field length</b>	6	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	AppFinRecord		
Collection requirements			
<b>Aim Type 1</b>	Apprenticeship Standards (ProgType 25), FundModel 36		
Valid entries			
Must contain a value in the range 0 to 999999			
<b>Pattern</b>			
Notes			
<p>Collected for all apprenticeships funded through the apprenticeship funding model (FundModel 36) and apprenticeship standards funded through the trailblazer apprenticeship funding model (FundModel 81 and ProgType 25)</p> <ul style="list-style-type: none"> <li>The amount is an actual amount in pounds to the nearest whole pound (excluding VAT).</li> </ul>			
Change Management Notes			

Learning Delivery Provider Specified Monitoring Entity Definition			
<b>Definition</b>	This entity collects data specified by the provider for their own use.		
<b>Reason required</b>	To help providers and allow them to analyse ILR data to their own requirements.		
Schema definitions			
<b>XML Entity Name</b>	ProviderSpecDeliveryMonitoring		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	4
<b>Part of</b>	Learning Delivery		
Collection Requirements			
Collected for all aims			
XML Elements	Schema mandation		
ProvSpecDelMonOccur	Y		
ProvSpecDelMon	Y		
 <p>The diagram illustrates the structure of the ProviderSpecDeliveryMonitoring entity. It shows a class 'ProviderSpecDeliveryMonitoring' (indicated by a dashed box) with a multiplicity of 0..4. This class is associated with a structure 'ProviderSpecDeliveryMonitoringStructure' (indicated by a yellow box). Inside this structure, there are two elements: 'ProvSpecDelMonOccur' and 'ProvSpecDelMon'. The association between the main class and the structure is shown with a line and an arrowhead pointing to the structure.</p>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
Change Management Notes			

# ProviderSpecDeliveryMonitoring

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Provider specified delivery monitoring occurrence			
<b>Definition</b>	The occurrence of the provider specified data.		
<b>Reason required</b>	To distinguish between different instances of provider specified data.		
Schema definitions			
<b>XML Element Name</b>	ProvSpecDelMonOccur		
<b>Field length</b>	1	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ProviderSpecDeliveryMonitoring		
Collection requirements			
Collected for all aims			
Attribute Codes			
	<b>Code</b>	<b>Definition</b>	
	A	A Occurrence	
	B	B Occurrence	
	C	C Occurrence	
	D	D Occurrence	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>This field is used to identify data stored in each of the occurrences of this field.</li> <li>If the Provider specified learning delivery monitoring fields are completed, then an occurrence must be returned.</li> </ul>			
Change Management Notes			

# ProviderSpecDeliveryMonitoring

[back to field listing](#)

Provider specified delivery monitoring			
<b>Definition</b>	Provider specified data at the discretion of the provider.		
<b>Reason required</b>	To help providers and allow them to analyse ILR data to their own requirements.		
Schema definitions			
<b>XML Element Name</b>	ProvSpecDelMon		
<b>Field length</b>	20	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	ProviderSpecDeliveryMonitoring		
Collection requirements			
Collected for all aims			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• This field is optional for use as specified by the provider.</li> <li>• You must not include personal data such as the learner's name in this field.</li> <li>• String restrictions for wildcard characters *, ?, %, _ (underscore) removed.</li> </ul>			
Change Management Notes			

Learning Delivery HE Entity Definition			
<b>Definition</b>	Data requested by HEFCE and HESA.		
<b>Reason required</b>	HEFCE funding, reporting and monitoring		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	LearningDeliveryHE		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	Learning Delivery		
<b>Collection Requirements</b>			
16-19 excluding Apprenticeships (FundModel 25), Adult Skills (FundModel 35), FundModel 36, Non-funded (FundModel 99), Other Adult (FundModel 81)			
<b>XML Elements</b>	<b>Schema mandation</b>		
NUMHUS	N		
SSN	N		
QUALENT3	N		
SOC2000	N		
SEC	N		
UCASAPPID	N		
TYPEYR	Y		
MODESTUD	Y		
FUNDLEV	Y		
FUNDCOMP	Y		
STULOAD	N		
YEARSTU	Y		
MSTUFEE	Y		
PCOLAB	N		
PCFLDCS	N		
PCSLDCS	N		
PCTLDCS	N		
SPECFEE	Y		
NETFEE	N		
GROSSFEE	N		
DOMICILE	N		
ELQ	N		
HEPostCode	N		



## Notes

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

**For all providers:**

- a. Learning aims that are HEFCE funded, as indicated in the Learning Delivery Funding and Monitoring fields using code SOF1.

**For grant funded provision (FE colleges and other grant funded providers):**

- b. Learning aims that are level 4 or above in the LARS database and are funded by the 16-19 (excluding Apprenticeships) funding (FundModel 25); Adult skills funding (FundModel 35) - non apprenticeships only; or are not funded by the ESFA (FundModel 99).
- c. Learning aims that are identified as prescribed HE in the LARS database (using the EnglPrscID field) and are part of a higher apprenticeship programme (ProgType 20-23, 25)\*

\* HEIs do not need to complete the Learner HE and Learning Delivery HE datasets on the ILR for higher and degree apprenticeships as this data will be included on your HESA return. See the [Data Requirements for Higher Education Institutions \(HEIs\)](#) for further details.

**For contract funded provision (private training providers and all apprenticeships started from 1 May 2017):**

- d. Learning aims that are identified as prescribed HE in the LARS database (using the EnglPrscID field)

**For Advanced Learner Loans provision (all grant funded, contract funded and loans only providers):**

- e. Learning aims that are level 4 or above in the LARS database and are funded through an Advanced Learner Loan (FundModel 99 and LearnDelFAM = ADL1)\*

\*This applies in addition to the requirements for all providers, grant funded and contract funded provision detailed above.

For learners with apprenticeship learning aims that are not prescribed HE Community Learning and ESF funded learning aims, HE data is not returned.

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.

References in this dataset to 'year of instance' and 'year of programme of study' are synonymous with 'year of course' that is used in HEFCE documentation.

## Change Management Notes

Student instance identifier			
<b>Definition</b>	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.		
<b>Reason required</b>	To distinguish - and between years, link - episodes of study by the same student at the same provider; a vital tool (through the generation of UHN) to support year-on-year linkage, for example to link entities in the HESA record and for Unistats. Used in the Higher Education Initial Participation Rate (HEPPR) calculation and funding calculations by HEFCE and HEFCW.		
Schema definitions			
<b>XML Element Name</b>	NUMHUS		
<b>Field length</b>	20	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
<b>Pattern</b>			
Notes			
<p>Collected for all learning aims that started on or after 1 August 2011.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>. 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• String restrictions for wildcard characters *, ?, %, _ (underscore) removed.</li> </ul>			
Change Management Notes			

Student support number			
<b>Definition</b>	This field holds the Student Support Number assigned by Student Support Award Authorities (Northern Ireland Library Boards, Welsh Local Authorities, Student Awards Agency for Scotland (SAAS) and Student Loans Company (SLC)). It is the student identifier that is used in student finance communications between the Student Support Award Authorities, institutions and SLC.		
<b>Reason required</b>	To enable robust linking between HESA data and the student finance data held by SLC.		
Schema definitions			
<b>XML Element Name</b>	SSN		
<b>Field length</b>	13	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
The SSN is 13 characters long. The first four characters are alpha. The next 8 characters are numeric. The last character is alpha, which is a check character. For example Student Support Number = WADM46891352A			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>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.</li> <li>It is not expected that the same SSN will appear in multiple instances unless it is held by a student who has changed course.</li> </ul>			
Change Management Notes			

Qualification on entry			
<b>Definition</b>	The highest qualification on entry		
<b>Reason required</b>	- 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			
<b>XML Element Name</b>	QUALENT3		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		Valid To
C20	Certificate of Higher Education		
C30	Higher National Certificate (including BTEC and SQA equivalents)		
C44	Higher Apprenticeships (Level 4)		
C80	Other Qualification at Level C		
C90	Undergraduate credits		
D80	Other qualification at level D		
DUK	UK Doctorate degree		
DZZ	Non-UK Doctorate degree		
H11	First degree leading to QTS		
H71	Professional Graduate Certificate in Education		
H80	Other Qualification at Level H		
HUK	UK First degree		
HZZ	Non-UK 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	
JUK	UK ordinary (non-honours) first 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	
MUK	UK Masters degree	
MZZ	Non-UK Masters degree	
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 / Advance 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	31/07/2013
P70	Professional Qualification at Level 3	31/07/2013
P80	Other Qualification at Level 3	
P91	Mixed Level 3 qualifications of which some or all are subject to Tariff	31/07/2014
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)	31/07/2013
X04	Other qualification level not known	
X05	Student has no formal qualification	
X06	Not known	
<b>Pattern</b>		
<b>Notes</b>		
<p>Collected for all learning aims that started on or after 1 August 2010.</p> <ul style="list-style-type: none"> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• 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.</li> <li>• For guidance on the use of the vocational qualification codes, colleagues can refer to the recently revised Framework for Higher Education Qualifications (<a href="http://www.qaa.ac.uk">www.qaa.ac.uk</a>).</li> <li>• Institutions may wish to seek advice from UK NARIC (<a href="http://www.naric.org.uk">www.naric.org.uk</a>) about the relative level of qualifications awarded from abroad.</li> </ul>		
<b>Change Management Notes</b>		

Occupation code			
<b>Definition</b>	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.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	SOC2000		
<b>Field length</b>	4	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for learners entering through UCAS			
Valid entries			
The valid SOC2000 and SOC2010 codes can be found in <a href="#">Appendix L</a> of the ILR Specification. For learners who enrolled on or after 1 August 2014 a SOC 2010 code should be used.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• If the learning aim started on or after 1 August 2014, a SOC2010 code should be used as detailed in <a href="#">Appendix L</a>.</li> <li>• Further details on SOC2000 and SOC2010 codes can be obtained from the Office of National Statistics website at <a href="http://www.statistics.gov.uk">http://www.statistics.gov.uk</a>.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• 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.</li> <li>• 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."</li> </ul>			
Change Management Notes			

Socio-economic indicator			
<b>Definition</b>	To identify the socio-economic classification of learners participating in HE.		
<b>Reason required</b>	To classify the social background of students in a standard way. Used to monitor the impact of widening participation policies, and analyses relating to widening access and data quality.		
Schema definitions			
<b>XML Element Name</b>	SEC		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for learners entering through UCAS			
Attribute Codes			
Code	Definition		
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		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>Code 9 'Not classified' includes the 3 categories:                             <ul style="list-style-type: none"> <li>- students</li> <li>- occupations not stated or inadequately described</li> <li>- not classifiable for other reasons.</li> </ul> </li> <li>For students entering through UCAS this information will be available from UCAS via the *J transaction.</li> </ul>			



- Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector.
- A full coding frame for SEC can be obtained from [the Office for National Statistics](#).
- This field is not required for students who are still at the institution and have not completed their programme of study since the previous collection or is not a UCAS entrant.

### **Change Management Notes**

UCAS application code			
<b>Definition</b>	The UCAS application code or number, which is a four or nine character code issued by UCAS.		
<b>Reason required</b>	To identify students who entered their current instance via a UCAS application system and to facilitate linking between UCAS and HESA records.		
Schema definitions			
<b>XML Element Name</b>	UCASAPPID		
<b>Field length</b>	9	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for learners entering through UCAS			
Valid entries			
Two alphabetic characters followed by two numeric digits, or nine numeric digits.			
<b>Pattern</b>	[a-zA-Z]{2}[0-9]{2}[[0-9]{9}		
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>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.</li> </ul>			
Change Management Notes			

Type of instance year			
<b>Definition</b>	The type of instance year identifies which of the four basic types of instance year is applicable to the learner.		
<b>Reason required</b>	To show the relationship between the instance academic year and the HESA reporting year (i.e. differentiate between standard and non-standard academic years), to support population definitions and to ensure consistent counting of students where patterns of study across HESA reporting years vary.		
Schema definitions			
<b>XML Element Name</b>	TYPEYR		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
1	Year of instance contained within the reporting period 01 August to 31 July		
2	Year of instance not contained within the reporting period 01 August to 31 July		
3	Learner commencing a year of instance of a course running across reporting periods		
4	Learner mid-way through a learning aim running across reporting periods		
5	Learner finishing a year of instance of a course running across reporting periods		
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>Years of programme of study that are contained within the reporting period should be coded 1.</li> <li>Years of programme of study which overlap reporting periods should sequentially be coded 3, 4, 5 or maybe coded 2.</li> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

Mode of study			
<b>Definition</b>	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.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	MODESTUD		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
1	Full-time and sandwich		
2	Sandwich year-out		
3	Part-time		
99	Not in Early Statistics/HEIFES population		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>For full guidance about this field, please refer to the latest HEIFES circular <a href="#">Annex H: Mode of study</a>.</li> </ul>			
Change Management Notes			

Level applicable to Funding Council HEIFES			
<b>Definition</b>	An indicator of the level of the programme of study, expressed in terms of the HEFCE HEIFES definitions.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	FUNDLEV		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
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			
<ul style="list-style-type: none"> <li>Coding should be consistent with the allocation of the learner in the HEFCE HEIFES return.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>For full-time learners 'long' refers to any programme of study with programme year of at least 45 weeks.</li> <li>For part-time learners the length of the programme year of a comparable full-time course should be used in determining 'longness'.</li> <li>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.</li> </ul>			
Change Management Notes			

Completion of year of instance			
<b>Definition</b>	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.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	FUNDCOMP		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
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		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>Coding should be consistent with the HEFCE HEIFES definitions, this is a different definition to that in the completion status field.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

Student instance FTE			
<b>Definition</b>	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.		
<b>Reason required</b>	To allow analysis by FTE, representing student load, rather than by headcount or apportioned numbers; particularly significant for analysing load and allocations of funding for part-time students.		
Schema definitions			
<b>XML Element Name</b>	STULOAD		
<b>Field length</b>	4	<b>Data type</b>	xs:decimal
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0.1 to 300.0			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>			
Change Management Notes			

Year of student on this instance			
<b>Definition</b>	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.		
<b>Reason required</b>	To track student progression.		
Schema definitions			
<b>XML Element Name</b>	YEARSTU		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 1 to 98			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Students whose first term is waived should be deemed to have started when that first term would have started.</li> <li>• 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 2.</li> <li>• This field should be incremented for a sandwich placement year and both compulsory and optional years out.</li> <li>• In cases where a student has to repeat a year, this field should be incremented.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• Foundation years should be coded as 1 in this field.</li> <li>• Further guidance on the role of this field in UHN linking can be found in the <a href="#">UHN guidance document</a>.</li> </ul>			
Change Management Notes			



Major source of tuition fees			
<b>Definition</b>	The major source of tuition fees for the learner.		
<b>Reason required</b>	To provide understanding of the various sources of student fees and the extent to which various bodies are supporting students through payment of their fees.		
Schema definitions			
<b>XML Element Name</b>	MSTUFEE		
<b>Field length</b>	2	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		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 Provider 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	
<b>33</b>	<b>BIS</b>	<b>31/07/2018</b>
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	
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	
<b>Pattern</b>		
<b>Notes</b>		
<ul style="list-style-type: none"> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• The predominant source should be selected where there is more than one source.</li> </ul>		
<b>Change Management Notes</b>		
v1: Code 5 updated to 'Provider waiver of support costs'		
v2: Code 33 (BIS) has been corrected to include a 'Valid to' date		

Percentage not taught by this institution			
<b>Definition</b>	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.		
<b>Reason required</b>	For an indication of the extent of franchising arrangements for teaching. To apportion the learner numbers between the collaborating institutions in the ways which are appropriate for different purposes; for example, for funding purposes and for total learner counts, all the learners may be counted against a 'lead (parent/hub) institution', whereas for other purposes they ought to be split between the collaborating institutions.		
Schema definitions			
<b>XML Element Name</b>	PCOLAB		
<b>Field length</b>	4	<b>Data type</b>	xs:decimal
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0.1 to 100.0			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>This field must be completed for all qualifications delivered by franchising only.</li> </ul>			
Change Management Notes			

Percentage taught in first LDCS subject			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor HEFCE funding returns.		
Schema definitions			
<b>XML Element Name</b>	PCFLDCS		
<b>Field length</b>	4	<b>Data type</b>	xs:decimal
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0 to 100.0			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Input should relate to FTE reported in the learner FTE field.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
Change Management Notes			

Percentage taught in second LDCS subject			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor HEFCE funding returns.		
Schema definitions			
<b>XML Element Name</b>	PCSLDCS		
<b>Field length</b>	4	<b>Data type</b>	xs:decimal
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0 to 100.0			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Input should relate to FTE reported in the learner FTE field.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
Change Management Notes			

Percentage taught in third LDCS subject			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor HEFCE funding returns.		
Schema definitions			
<b>XML Element Name</b>	PCTLDCS		
<b>Field length</b>	4	<b>Data type</b>	xs:decimal
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0 to 100.0			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Input should relate to FTE reported in the learner FTE field.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
Change Management Notes			

Special fee indicator			
<b>Definition</b>	Records any special or non-standard fees.		
<b>Reason required</b>	To allow the identification of students subject to special fee regimes for funding and other analysis.		
Schema definitions			
<b>XML Element Name</b>	SPECFEE		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
Code	Definition		
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 course lasting more than 14 weeks but less than 24 weeks		
9	Other fee		
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>Students following the same pattern of study on the same course will have the same SPECFEE.</li> <li>Institutions are not required to adjust this field to account for individual waived fees.</li> <li>Code 0 'Standard/Prescribed fee' refers to the standard variable fee charged by the institution.</li> <li>For sandwich placements these are: <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>For language year abroad these are:</li> </ul>			



- 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**

Net tuition fee			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor the various fee regimes and their spread across the UK.		
Schema definitions			
<b>XML Element Name</b>	NETFEE		
<b>Field length</b>	6	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0 to 999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Net tuition fee amount has to be submitted in pounds to the nearest whole pound.</li> <li>• This field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company.</li> <li>• Where the entire fee is waived, a value of zero should be returned.</li> <li>• 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.</li> <li>• Other financial support given to the student such as bursaries, free equipment or similar should not be included in any reduction to the fee.</li> <li>• The value should not be reduced to reflect non-payment of fees.</li> <li>• If a student leaves the institution part the way through the year, the annualised amount the student would have been charged should be returned.</li> <li>• 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.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> </ul>			
Change Management Notes			

Gross tuition fee			
<b>Definition</b>	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.		
<b>Reason required</b>	To monitor the various fee levels, for example by subject, course type and student characteristics including their spread across the UK.		
Schema definitions			
<b>XML Element Name</b>	GROSSFEE		
<b>Field length</b>	6	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Must contain a value in the range 0 to 999999			
Notes			
<ul style="list-style-type: none"> <li>Gross tuition fee amount has to be submitted in pounds to the nearest whole pound.</li> <li>This field is not required where the Student Support Number is provided as this data can be obtained from the Student Loans Company.</li> <li>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.</li> <li>The gross fee should not be reduced to account for waivers, the value used should be the fee before any waivers are applied.</li> <li>The value recorded in this field should be the gross tuition fee for this year and not the entire course.</li> <li>The value should not be reduced to reflect non-payment of fees.</li> <li>For courses that run for more the one year and charge the fees up front, the fees should be divided between the course years.</li> <li>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.</li> <li>If a student leaves the institution part way through the year, the annualised amount the student would have been charged should be returned.</li> <li>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.</li> <li>The HESA specification does not require GROSSFEE field collection for Apprenticeship programmes.</li> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> </ul>			
Change Management Notes			

v1: Notes have been updated to 2018 to 2019.

Domicile			
<b>Definition</b>	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.		
<b>Reason required</b>	To distinguish between home and overseas students and to disaggregate students by origin. To obtain the numbers of students domiciled in particular EC countries and elsewhere abroad and hence calculate participation rates. To forecast the demand for student allowances and grants. To record cross-border flows.		
Schema definitions			
<b>XML Element Name</b>	DOMICILE		
<b>Field length</b>	2	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
Two-character alphabetic code from <a href="#">Appendix D</a>			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>A valid code must be used for this field.</li> <li>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.</li> </ul>			
Change Management Notes			

Equivalent or lower qualification			
<b>Definition</b>	This field will capture whether a student is aiming for an Equivalent or lower qualification (ELQ) than one already achieved.		
<b>Reason required</b>	To assist in determining whether a student is non-fundable under the ELQ policy.		
Schema definitions			
<b>XML Element Name</b>	ELQ		
<b>Field length</b>	1	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Attribute Codes			
	<b>Code</b>	<b>Definition</b>	
	1	Non-exempt ELQ	
	2	Exempt ELQ	
	3	Not ELQ	
	9	Not required	
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• Equivalent or lower qualification field is collected for all prescribed HE learning aims.</li> <li>• For full guidance about this field, please refer to the <a href="#">HESA specification</a>.</li> <li>• Exempt ELQs as defined as per HEFCE's definitions which are not assessed, can be coded as 9, 'Not required'.</li> <li>• Code 9, 'Not required' can be used for the following students:               <ul style="list-style-type: none"> <li>○ ITT students on courses that lead to QTS</li> <li>○ INSET students who hold QTS</li> <li>○ NHS funded students who are non-fundable.</li> </ul> </li> </ul>			
Change Management Notes			

HE centre location postcode			
<b>Definition</b>	The postcode of the HE centre or college where the learner undertakes tuition.		
<b>Reason required</b>	To allow for the accurate mapping of centres of higher education provision.		
Schema definitions			
<b>XML Element Name</b>	HEPostCode		
<b>Field length</b>	8	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearningDeliveryHE		
Collection requirements			
Collected for all aims			
Valid entries			
A valid postcode which must be in upper case.			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Record the postcode of the HE centre or college where the learner undertakes tuition in this field.</li> <li>• 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.</li> </ul>			
Change Management Notes			

# LearnerDestinationandProgression

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Learner Destination and Progression Entity Definition			
<b>Definition</b>	The destination of the learner when they have completed or withdrawn from the activities on their original learning agreement or plan.		
<b>Reason required</b>	- 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			
<b>XML Entity Name</b>	LearnerDestinationandProgression		
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Message		
Collection Requirements			
16-19 excluding Apprenticeships (FundModel 25), ESF (FundModel 70), Other Adult (FundModel 81), Adult Skills (FundModel 35)			
XML Elements	Schema mandation		
LearnRefNumber	Y		
ULN	Y		
Child Entities	Schema mandation		
DPOutcome	Y		
Notes			
Collected for learners when they have completed or withdrawn from <u>all</u> the activities on their original learning agreement or plan.  Not required for apprenticeship standards funded through the trailblazer funding model (FundModel 81 and ProgType 25)			
<ul style="list-style-type: none"> <li>This data is required both for learners who leave the provider and for learners who are remaining with the same provider to progress to further learning.</li> </ul>			



- Information about when to collect this data and examples of recording destination and progression data in different scenarios can be found in the [Provider Support Manual](#).

### **Change Management Notes**

## LearnerDestinationandProgression

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Learner reference number			
<b>Definition</b>	The provider's reference number for the learner as assigned by the provider.		
<b>Reason required</b>	To match data with the Learner and Learning delivery datasets		
Schema definitions			
<b>XML Element Name</b>	LearnRefNumber		
<b>Field length</b>	12	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerDestinationandProgression		
Valid entries			
Any combination of up to 12 alphabetic characters, numeric digits or spaces			
<b>Pattern</b>	[A-Za-z0-9 ]{1,12}		
Notes			
<ul style="list-style-type: none"> <li>The learner reference number recorded here must be the same as the one recorded for the learner in the Learner entity.</li> </ul>			
Change Management Notes			

## LearnerDestinationandProgression

[back to field listing](#)

Unique learner number			
<b>Definition</b>	The learner's unique learner number (ULN), as held on the Learner Register, obtained from the Learning Records Service (LRS).		
<b>Reason required</b>	To match data with the Learner and Learning delivery datasets		
Schema definitions			
<b>XML Element Name</b>	ULN		
<b>Field length</b>	10	<b>Data type</b>	xs:long
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	LearnerDestinationandProgression		
Valid entries			
Must contain a value in the range 1000000000 to 9999999999			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>The ULN recorded here must be the same as the one recorded for the learner in the Learner entity.</li> </ul>			
Change Management Notes			

DPOutcome Entity Definition			
<b>Definition</b>	The destination of the learner when they have completed or withdrawn from the activities on their original learning agreement or plan.		
<b>Reason required</b>	Destination reporting, Qualification achievement rates, Traineeship success measures and DfE completion and attainment measure.		
<b>Schema definitions</b>			
<b>XML Entity Name</b>	DPOutcome		
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	Unbounded
<b>Part of</b>	Learner Destination and Progression		
<b>XML Elements</b>	<b>Schema mandation</b>		
OutType	Y		
OutCode	Y		
OutStartDate	Y		
OutEndDate	N		
OutCollDate	Y		
<b>Notes</b>			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
<b>Change Management Notes</b>			

## DPOutcome

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Outcome type			
<b>Definition</b>	The type of destination or progression outcome being recorded		
<b>Reason required</b>	Destination reporting, Traineeship success measures and DfE completion and attainment measure.		
Schema definitions			
<b>XML Element Name</b>	OutType		
<b>Field length</b>	3	<b>Data type</b>	RestrictedString
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	DPOutcome		
Attribute Codes			
Code	Definition	Max no of occurrences	
EDU	Education	2	
EMP	In Paid Employment	1	
GAP	Gap Year	1	
NPE	Not in Paid Employment	1	
OTH	Other	1	
SDE	Social Destination (High needs student only)	1	
VOL	Voluntary Work	1	
<b>Pattern</b>			
Notes			
Change Management Notes			

Outcome code			
<b>Definition</b>	The type of destination or progression outcome being recorded		
<b>Reason required</b>	Destination reporting, Traineeship success measures and DfE completion and attainment measure.		
Schema definitions			
<b>XML Element Name</b>	OutCode		
<b>Field length</b>	3	<b>Data type</b>	xs:int
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	DPOutcome		
Attribute Codes			
Type	Code	Definition	Valid To
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	
EDU	7-8	Unassigned	
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	31/07/2015
EMP	4	Self-employed for 16 hours or more per week	
EMP	5	Self-employed for less than 16 hours per week	
GAP	1	Gap year before starting HE	
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)	
OTH	1	Other outcome - not listed	
OTH	2	Not reported	31/07/2015
OTH	3	Unable to contact learner	
OTH	4	Not known	

SDE	1	Supported independent living	
SDE	2	Independent living	
SDE	3	Learner returning home	
SDE	4	Long term residential placement	
VOL	1	Voluntary work	

<b>Pattern</b>	
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<b>Notes</b>
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\* Codes EDU4 and EDU5 include Community Learning provision.

- The Social Destination (SDE) codes should only be used for 16-19 (excluding Apprenticeships) funded high needs students.
- If an outcome code of EDU2 "Apprenticeship" is used, an outcome record of employment does not 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.
- Refer to the [Provider Support Manual](#) for additional guidance.

<b>Change Management Notes</b>
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Outcome start date			
<b>Definition</b>	The date that the learner commenced the destination or progression outcome recorded.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	OutStartDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	DPOutcome		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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</li> <li>Refer to the <a href="#">Provider Support Manual</a> for additional guidance.</li> </ul>			
Change Management Notes			



Outcome end date			
<b>Definition</b>	The date that the learner finished the destination or progression outcome recorded, if applicable.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	OutEndDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	0	<b>Maximum occurrences</b>	1
<b>Part of</b>	DPOutcome		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
Change Management Notes			

Outcome collection date			
<b>Definition</b>	The date that the outcome data was collected from the learner.		
<b>Reason required</b>	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			
<b>XML Element Name</b>	OutCollDate		
<b>Field length</b>	10	<b>Data type</b>	xs:date
<b>Minimum occurrences</b>	1	<b>Maximum occurrences</b>	1
<b>Part of</b>	DPOutcome		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
<b>Pattern</b>			
Notes			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
Change Management Notes			

## Summary of changes for 2017 to 2018

### Header record

Fields changed
Year: valid entry changed to 1819

### Learner record

New fields added
Campus Identifier
Off-the-job training hours

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
Address line 1				√
Address line 2				√
Address line 3				√
Address line 4				√
Campus Identifier				√
Agreement Identifier				√

### Learner Contact Preference

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

### Learner and employment status entity

New fields added
Agreement Identifier

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

## Learning Delivery entity

Changes have been made to the following fields				
Field name	Guidance	Collection requirements	Codes	Schema/Field definition
Withdrawal Reason			√	
Software supplier aim identifier	√			

## Learning Delivery Funding and Monitoring (FAM) entity

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

## Learning Delivery HE 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
Major source of tuition fees			√	
Gross tuition fee	√			