

Individualised Learner Record 2007/08

ACL Provider Support Manual

Version 2
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Version history

Version	Published	
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1	1 June 2007	First version for 2007/08.
2	07 August 2007	Second version for 2007/08.

Changes from 2006/07 are highlighted in Yellow.

Changes from version 1 are highlighted in Green.

Section 1: Introduction

- 1 The Learning and Skills Council (LSC) requests Individualised Learner Record (ILR) returns for 2007/08 from ACL providers in receipt of funding directly from the LSC for 2007/08.
- 2 In 2006/07 the ACL funding stream was replaced by the following new funding streams:
 - Safeguarded Funding including Personal and Community Development Learning (PCDL), Family Literacy, Language and Numeracy (FLLN), Wider Family Learning (WFL) and Neighbourhood Learning in Deprived Communities (NLDC); and
 - First Steps.
- 3 These funding streams are still identified in the ILR by the use of code 10 in Field A10 (LSC Funding Stream). This code is still labelled as 'adult & community learning' in the ILR Specification for 2007/08.
- 4 In this document these funding streams will be referred to as 'First Steps/Safeguarded Funding' and the term 'ACL providers' will be used to describe those providers that are in receipt of this funding. The ACL ILR will continue to use the term 'ACL' to differentiate it from the FE ILR returns and to denote the type of provider using it.
- 5 The National Learning Aim Monitoring field (A46) will be used to identify the type of safeguarded provision and it is very important that this field is completed correctly in all cases. Code 23 identifies FLLN, Code 24 identifies wider family learning (WFL), Code 61 identifies PCDL and Code 65 identifies NLDC. Any provision recorded on the ACL ILR that is not flagged in field A46 as one of the strands of Safeguarded learning will be identified as First Steps provision.
- 6 This manual contains advice and guidance relevant to these providers for the 2007/08 teaching year. It applies to the following ACL ILR returns:
 - ILRC01 (01 November 2007)
 - ILRC02 (31 July 2008); and
 - ILRC03 (31 December 2008).
- 7 This manual does not apply to the following cycle of returns:
 - Further Education (FE) F01 – F05 and X01 – X99;
 - University for industry (Ufi) U01 – U03;
 - Work based learning (WBL) W01 – W13; or
 - ESF Short Record (ESF SR) S01 – S13.

The provider support manuals relevant to the above cycle of returns are available on the LSC website at:

www.lsc.gov.uk/providers/Data/Datacollection/ILR

- 8 The “*Specification of the ILR for 2007/08*” is the reference document for the ILR and was published on 5 March 2007. It specifies the format and content of the ILR. It details what each ILR file must contain. It details the format and valid values for each individual field. It covers ILR returns for all providers – ACL, FE, Ufi and WBL. It is available to download from the LSC website at: www.lsc.gov.uk/providers/Data/Datacollection/ILR
- 9 For providers returning an ACL ILR, the annexes to the ILR specification document detail:
- collection timetable – Annex A;
 - valid postcode formats – Annex C;
 - local LSC numbers – Annex E, also included in this document as Annex D;
 - the Data Protection Act statement to be used on data forms – Annex F;
 - Learning aim class codes – Annex H; and
 - a definition of terms – Annex K.

Key Changes for 2007/08

- 10 Changes to codes in the following fields:
- Field L40 (National Learner Monitoring) – see page 19
 - Field A11 (Sources of funding) – see page 21
 - Field A14 (Reason for partial or full non-payment of tuition fees) – see page 23
 - Field A46 (National learning aim monitoring) – see page 27
- 11 Updated hyperlinks throughout the document.
- 12 Changes to codes or code definitions in the following fields:
- Field A46 (National learning aim monitoring) – see page 27

Section 2: Other related documents and information

- 13 Your primary reference for ILR information should be this document and the ILR specification document.

The data collection section of the LSC website also contains information that could help you. Here you will find links to many of the documents listed below and information relating to ILR returns for 2007/08.

www.lsc.gov.uk/providers/Data/Datacollection/ILR

- 14 The following documents and links all contain information relevant to providers returning an ACL ILR:

“Funding Guidance for Further Education in 2007/08” available at:

www.lsc.gov.uk/providers/funding-policy/Furthereducation

This document relates to FE funding. It is included here as it contains information about programme weighting factors that are used to make learning aim codes for non-accredited aims.

“Updates” (web page)

available at: www.lsc.gov.uk/providers/Data/updates

This page provides items or news of interest to providers who make ILR returns to the LSC including details of updates to the Data section of the website. There is also an e-mail alert service that will automatically notify you of any changes made to the site, which is available at:

<http://www.lsc.gov.uk/providers/Data/help/datawebalerts.htm>

“Learner Information Suite” (web page)

available at: www.lsc.gov.uk/providers/Data/Software/LIS

This page provides links to download the various versions of the Learner Information Suite (LIS) software.

“Learning Aim Database” (web page)

available at: www.lsc.gov.uk/providers/Data/Software/LAD

The Learning Aim Database (LAD) can be accessed on-line from this page, or a copy can be downloaded. This page also contains links to the LAD user guide and a LAD overview document.

“Provider Extranet” (web site)

available at: <http://providers.lsc.gov.uk>

The ‘Training and Support’ section within the On-line Data Collection (OLDC) system pages contain information about the system that is used to return ILR data to the LSC.

Additional support

- 15 If you need any further information, please contact your local LSC. You can find contact details for your local LSC using the ‘Contact Us’ section of the LSC web site: www.lsc.gov.uk/regions

Section 3: The Learning and Skills Council

- 16 The LSC was established in July 2000 by the Learning and Skills Act 2000. It has a duty to secure, in relation to England only, the provision of proper facilities for education (other than higher education), training and organised leisure time occupation connected with such education and training, suitable to the requirements of persons who are above compulsory school age but have not attained 19. In addition it has a duty to secure the provision of reasonable facilities of education (other than higher education), training and organised leisure time occupation connected with such education and training, suitable to the requirements of persons who have attained the age of 19. In securing reasonable facilities for those over 19 it can take into account available resources.
- 17 The LSC has the power to secure the provision of financial resources in respect of post-16 education and training including by providing resources itself.

The requirement for data

- 18 The LSC collects ILR data so that it can fulfil its remit, as set out in the Corporate Plan, published in July 2001. The main purpose for which the LSC requires information on learners are:
- national strategic planning, including funding policy development and funding modelling, and monitoring progress towards the LSC's targets;
 - local strategic planning to provide an overview of the supply of learning opportunities and their quality in a locality, to monitor participation, and for planning and budgeting purposes;
 - quality improvement including monitoring retention, achievement and success rates and improving equality of opportunity;
 - performance monitoring, analysis and reporting, including measuring the sector's and the LSC's performance nationally, and locally for internal purposes and reporting to the Department for Education and Skills (DfES) and to ministers; and
 - to enable the LSC to make its case to government for levels of funding appropriate to the sector.
- 19 The LSC also uses ILR data to account for the funds allocated to it by demonstrating the outcomes flowing from its distribution of those funds.
- 20 These data will be used to meet many of the requirements of the Department for Education and Skills (DfES) for statistical data and performance indicators/summary statistics.
- 21 The LSC will be analysing the education and training programmes being offered in each local Learning and Skills Council (local LSC) area in relation to:

- demographic trends;
- participation rates;
- local labour market requirements; and
- strategic planning targets.

- 22 These analyses will enable local LSCs to:
- influence curriculum and capital investment within providers for the benefit of the local economy; and
 - engage with providers in medium and long term strategic planning.

Confidentiality and release guidelines for data

- 23 The LSC's ILR data protection statement, which must be included on enrolment forms, can be found in annex F of the *ILR Specification for 2007/08*. The LSC has developed data sharing protocols that are published on the LSC website.

Section 4: Overview of data requirements

- 24 There are three ACL ILR data returns in each teaching year: ILRC01, ILRC02 and ILRC03. At each collection, data is returned for each learner who has studied in that year. The timetable for these collections is detailed in the table below. The ILR returns cycle is repeated in a similar manner for each teaching year.
- 25 ILRC01, ILRC02 and ILRC03 should include records for learners described in Section 5: Coverage of the ILR.

Collection Timetable

Reference date and number	Return date	Information requested for ILR return
1 November 2007 (ILRC01)	03 December 2007	An ILR file containing valid learner data sets and learning aim data sets.
31 July 2008 (ILRC02)	01 September 2008	An ILR file containing valid learner data sets and learning aim data sets. This is an all-year collection of data which should include any changes from ILRC01 for new enrolments, withdrawals and information about learning programmes completed. It should also include learning aim outcomes where they are known. The completion status field should be correct as at 31 July 2008.
31 December 2008 (ILRC03)	02 February 2009	An ILR file containing the same valid data sets as returned for ILRC02, with completion and outcome data as appropriate, as known at 31 December 2008. The completion data should be revised in the light of whether learners have returned at the start of 2008/09

- 26 The final collection, with a reference date of 31 December 2008 (ILRC03) collects learning aim outcomes and achievement information in respect of learners in the 2007/08 teaching year as known at this reference date. Data in all other fields should be completed to reflect the position at the second ILR collection (ILRC02). Completion status and learning outcome may change at the final collection in light of a learner not returning for a second or subsequent year. Where learning aim outcomes are known, they should be included in an earlier collection. Providers should not record completion information in the final collection for learners who complete after 31 July 2008.

ILR Data Collection Forms

- 27 There is no standard ILR paper collection form for ACL providers. Providers must use their own enrolment forms. The SKIES website contains a number of examples of enrolment forms that are in use by Local Authorities (LAs): www.niace.org.uk/projects/skies

Section 5: Coverage of the ILR

Provider coverage

- 28 In this manual the term 'provider' includes:
- LAs that receive LSC funding for First Steps learning and Safeguarded Learning directly from the LSC but who do not return an FE ILR;
 - Providers, including colleges and former external institutions, that receive First Steps/Safeguarded funding directly from the LSC; and
 - Voluntary, community or other organisations that receive First Steps/Safeguarded funding directly from the LSC.

Where guidance does not apply to all providers this is specified.

- 29 All providers that receive First Steps/Safeguarded funding directly from the LSC are asked to return data in the ACL cycle of ILR returns in 2007/08.
- 30 Providers must not return information within an ACL ILR return about learning aims that are not funded by First Steps/Safeguarded funding.
- 31 LAs that receive LSC First Steps/Safeguarded funding **must** transmit ACL ILR returns to the LSC, even if all provision is contracted out to other providers, including colleges.
- 32 FE colleges and other providers that are contracted by an LA to provide First Steps and Safeguarded learning and therefore do not receive this funding directly from the LSC **must not** transmit an ACL ILR to the LSC. This learning should be returned in the FE cycle of returns as **non-LSC funded learners** (using code 99 in field A10 and code 26 in field A11).
- 33 In some cases, providers may receive both FE funding and First Steps/Safeguarded funding directly from the LSC. A provider that has a learner on a PCDL funded aim and an FE funded aim is expected to return information about the learner in the ACL ILR cycle of returns and the FE ILR cycle of returns. In such situations the learner reference number should, if possible, be the same in both cycles of ILR return.

For example: LA in receipt of LSC First Steps/Safeguarded funding and LSC FE funding

ACL cycle of returns

- 34 An LA which receives both First Steps/Safeguarded funding and FE funding is requested in its ACL cycle of ILR returns:
- to send a record for each learner for whom it is in receipt of First Steps/Safeguarded funding
 - not to send records, in its ACL ILR cycle of returns, for learners for whom it is receiving no LSC First Steps/Safeguarded funding

- for learners for whom it is in receipt of LSC First Steps/Safeguarded funding not to send data sets for learning aims unrelated to the programme, for example for a learning aim funded by LSC FE funding
- to send learning aim data sets in ACL ILR format only. For more information see the data set format field, field A08.

FE cycle of returns

- 35 An LA which receives both First Steps/Safeguarded funding and FE funding is requested in its FE cycle of ILR returns:
- to send a record for each learner for whom it is in receipt of LSC FE funding
 - not to send records, in its FE cycle of returns, for learners for whom it is receiving no LSC FE funding
 - for learners for whom it is in receipt of LSC FE funding not to send data sets for learning aims unrelated to the FE programme, for example for a learning aim funded by LSC First Steps/Safeguarded funding
 - to send learning aim data sets in FE format only, for more information see the data set format field, field A08.

Learning Programme coverage

- 36 The scope of the ILR for ACL providers is intended to cover learning activities funded through the Safeguarded Funds, principally Personal and Community Development Learning (PCDL), Family Literacy, Language and Numeracy(FLLN); Wider Family Learning (WFL) and Neighbourhood Learning in Deprived Communities (NLDC). It should also cover activity delivered by ACL providers from their First Steps funding. 'Learning activity' is learning involving a learner or group of learners in an activity of taught or self study, self-development or guided learning.
- 37 The ILR will not collect data on non-learning activities. This covers items that could not be accommodated in the national funding formula, for example, grants to voluntary organisations to support infrastructure costs (excluding those made under NLDC); developmental activity for partnerships; short term research; one-off projects that do not involve learning programmes and/or teaching time. Please contact your local LSC if you are unsure what to include or exclude.

Personal and Community Development Learning

- 38 The PCDL classification was introduced in 2006/07 following the publication of Priorities for Success. PCDL programmes are those which are undertaken by a learner for their own personal development or by a group of learners to enable them to play a fuller part in their community. PCDL programmes may not lead to accredited qualifications but they should include clear learning aims. PCDL should cover a range of

curriculum areas including art, sport, languages, technology, healthy living etc.

- 39 PCDL Learning must be identified in field A46 (National Learning Aim Monitoring) using code 61. It is essential that this field is used correctly as it is the only way to identify PCDL provision.

Family Literacy, Language & Numeracy (FLLN)

- 40 In field A46 (National Learning Aim Monitoring) use code 23 for all FLLN programmes.
- 41 In addition to the ILR, Supplementary Learner Record A (paper return) for children must also be returned for all FLLN providers.

Wider Family Learning (WFL)

- 42 In field A46 (National Learning Aim Monitoring) use code 24 for all WFL programmes.
- 43 In addition to the ILR, Supplementary Learner Record A (paper return) for children must also be returned for all WFL providers.

Neighbourhood Learning in Deprived Communities (NLDC)

- 44 Throughout 2007/08 it will be possible for providers to record NLDC activity on the ILR. In field A46 (National Learning Aim Monitoring) use code 65 for all NLDC programmes. If you do not wish to record your NLDC learners on the ILR you can use the NLDC data form as in previous years which is available at: www.isc.gov.uk/providers/Data/Datacollection/ILR
- 45 You must record your NLDC learners on **either** the ILR or the paper form, **not on both**.

Short Learning Aims funded through Safeguarded Funds (under 6 hours)

- 46 In 2007/08 PCDL and other safeguarded funds may support appropriate short courses (i.e. under 9 hours) where they fit within the organisation's development plan and vision and are in line with local priorities. LAs should make effective (but not excessive) use of short courses and workshops as part of a suite of programmes to engage and motivate parents/carers and to encourage them to take up short or intensive programmes. 3 and 6 hour Skills for Life diagnostic assessments should only be funded where they form part of a full FLLN programme and the funding for these assessments is included in the rates for these programmes. We will not fund stand alone diagnostic assessments through any of the safeguarded funds.

- 47 Throughout 2007/08 all learners on short programmes of under 6 hours **must** be included on the ILR return. There will no longer be a paper return for these learners.

ESF Match funding

- 48 If a learner is being used to match fund for ESF they **must** also complete the ESF short record in addition to their ACL ILR return or NLDC paper form. Data from the ESF short record will not be used for ACL ILR monitoring purposes so there will be no risk of double counting.
- 49 Further information on the ESF short record can be found at:
www.lsc.gov.uk/providers/Data/Datacollection/ILR

Learner coverage

- 50 ILR data must be returned in the ACL ILR cycle of returns for all learners enrolled at the provider in 2007/08 except those who attend more than one provider to study for a single learning aim and are included in an ILR return from another provider.
- 51 First Steps/Safeguarded funding is for the support of learners aged 19+. Learners who are under 19 should be funded only where they are the parent on a wider family learning (WFL) or FLLN programme. If the parent is under 16 providers should keep clear documentation to prove this at audit as it is an 'exceptional case'. Children on Family Programmes should not be recorded on the ILR.
- 52 The ILR will not collect data on child learners that participate on family programmes with members of their families. Information on children (under the age of 16) should be collected on supplementary learner record A. This is available at: www.lsc.gov.uk/providers/Data/Datacollection/ILR
- 53 There is no requirement to return ILR data for a learner who begins on or after 1 August 2007 and withdraws before 1 October 2007 from either;
- a planned programme of more than 12 weeks without completing the programme; or
 - a planned short programme of 12 weeks or less before completing half the programme

If learners in this circumstance are included in the ILR file they will not however be rejected.

Section 6: Learning Aim Database

- 54 The LSC maintains a database of learning aims to assist with completing the ILR. The database is available to search and download from the LSC website and updates to the database are made regularly.
- 55 Each learning aim on the database is assigned a reference code to be used in the learning aim data set of the ILR. The database holds the learning aim specific information required by the LSC and is a vital tool for providers returning ILR data about learning aims. Information about the Learning Aim Database can be found on the LSC's website:
www.lsc.gov.uk/providers/Data/Software/LAD

Section 7: Returning data to the LSC

Validation

- 56 It is important that the data we receive at the LSC is accurate. When data is received, we apply a validation process that helps to ensure that data are complete and correct. The validation process applies a series of rules to the data, and produces a report of errors and warnings.
- 57 Errors are produced where data makes no sense or cannot be correct, for example if the learning end date is before the learning start date. Records that produce errors are not loaded to the LSC system.
- 58 Warnings are produced where data are unusual, for example where a learner is over 100 years old. Records that produce warnings are loaded to the LSC system, but you should check each of these records to ensure that the data is correct.
- 59 The validation rules for 2007/08 are published on the LSC website at:
www.lsc.gov.uk/providers/Data/Datacollection/ILR

The Learner Information Suite

- 60 The Learner Information Suite is a software package that is part of the LSC data capture system. You should install it onto your own PC and use it to validate ILR data before you send it to us. The validation rules that it uses are the same as those used when we receive the data.
- 61 LIS version 15 is for the 2007/08 ILR. More information can be found at:
www.lsc.gov.uk/providers/Data/Software/LIS

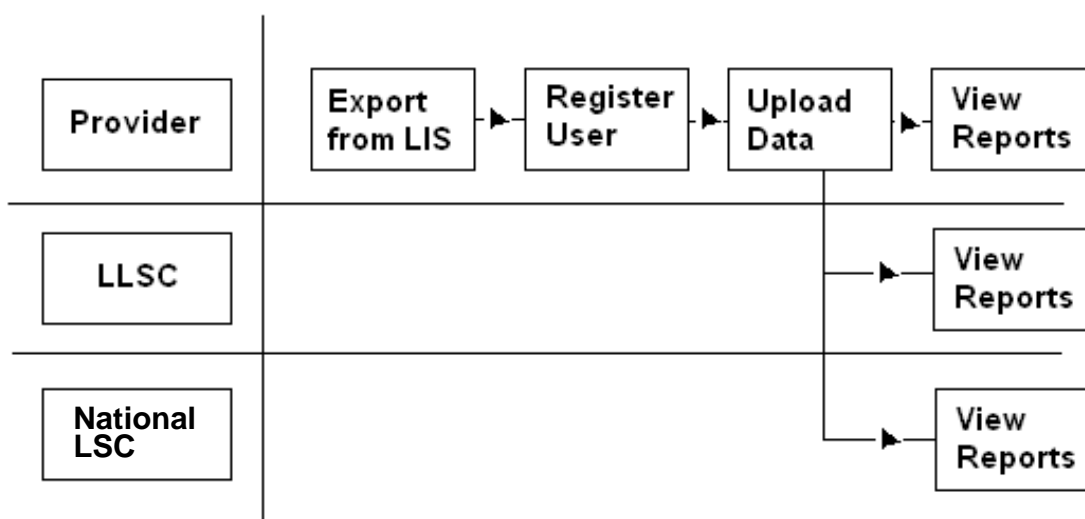
Provider batch

- 62 The process for returning data to the LSC is provider batch capture.
- 63 Providers produce a batch file from their MI system. It is transmitted using the LSC on-line data collections system to the LSC database. Guidance

on using the OLDC can be obtained from the LSC website for providers at: <http://providers.lsc.gov.uk>

- 64 If you know that any of your ILR returns will be made late, you should contact your local LSC.
- 65 An overview of the process is described in Figure 1 below:

Figure 1.



Section 8: ILR Data fields

This section gives general information about the data fields in the ACL ILR to be collected. It is intended to supplement the information contained in the ILR specification and focuses on issues raised by ACL providers.

For specific information about the data returned in each field, you should refer to the ILR specification document.

L01/A01 Provider number

This is the number that is used in the ILR to identify your provider. This number will be the same for all records in the return.

Where you are uncertain of the provider number you should use, please contact your local LSC.

L03/A03 Learner reference number

This is your own reference number for the learner. It should be returned as a 12 character alphanumeric field.

It must be unique within your organisation. It should be retained by the learner for any period of study with you and it must not be reused for a different learner.

Where data for a learner is also returned in another cycle of ILR returns, for example the FE ILR cycle, the same learner reference number should be used in both returns.

L11 Date of birth

The date of birth is collected so that we can monitor and report on learning provision by demographic grouping. The proportion of provision for learners over 60 is one of the DfES performance indicators for the LSC. Collecting a specific date of birth rather than an 'age range' allows our analyses to remain flexible and useful for many purposes.

You should make every effort to collect the date of birth, and enrolment forms should ask for it. Where a learner declines to provide a date of birth, you should return eight zeros. However this should only be used as a last resort. You should never estimate a learner's date of birth.

There is validation that issues a warning where the date of birth is not supplied or the learner is over a 100 at the start of their programme.

All date fields in the ILR should be returned as eight numbers: two digits for the day, two digits for the month and four digits for the year.

Some examples:

22 July 1967 would be returned as 22071967

2 March 1956 would be returned as 02031956

15 September 2005 would be returned as 15092005

19 December 2006 would be returned as 19122006

L12 Ethnicity

This field records the ethnic origin of the learner. It uses classifications based on the 2001 census.

Where a learner's ethnic origin is not listed or the learner feels that they cannot be classified in any other category code 98 should be used. Learners who do not wish to supply information about their ethnicity should enter code 99.

L12 value	Ethnic origin
11	Asian or Asian British – Bangladeshi
12	Asian or Asian British – Indian
13	Asian or Asian British – Pakistani
14	Asian or Asian British – any other Asian background
15	Black or Black British – African
16	Black or Black British – Caribbean
17	Black or Black British – any other Black background

L12 value	Ethnic origin
18	Chinese
19	Mixed – White and Asian
20	Mixed – White and Black African
21	Mixed – White and Black Caribbean
22	Mixed – any other Mixed background
23	White – British
24	White – Irish
25	White – any other White background
98	any other
99	not known / not provided

L13 Sex

The sex of the learner. This is required to describe the structure and nature of the learner population in the sector.

L13 value	
F	Female
M	Male

L14 Learning difficulties and/or disabilities and/or health problems

Used to record whether the learner considers that they have a learning difficulty, disability or health problem.

This field should be completed on the basis of the learners self assessment where they are able to do so. The LSC recognises that many learners for whom information is recorded in this field may not be able to identify themselves as having learning difficulties. Where this is the case the information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

L14 value	
1	learner considers themselves to have a learning difficulty and/or disability and/or health problem.
2	learner does not consider themselves to have a learning difficulty and/or disability and/or health problem.
9	no information provided by the learner.

L17 Home postcode

This is the permanent or home postcode of the learner.

The home postcode is important to us, as it is used to monitor and report on learning provision demographically. It is important that it is returned correctly, as shown below, so that our analyses are accurate. Providers may be asked to explain the reason for a high incident of missing codes compared to other similar providers and where this explanation is not reasonable, to supply data containing more complete postcode information. Full valid postcodes can be located at the Royal Mail Postcode finder website, www.postoffice.co.uk.

This field must contain eight characters. The two parts of the postcode should have a space character between them. Add extra space characters after the second part when necessary.

In all of these examples, '▼' represents a space.

M2 5BZ is returned as

M	2	▼	5	B	Z	▼	▼
---	---	---	---	---	---	---	---

DN5 ZXY is returned as

D	N	5	▼	Z	X	Y	▼
---	---	---	---	---	---	---	---

NW7 1PX is returned as

N	W	7	▼	1	P	X	▼
---	---	---	---	---	---	---	---

CV35 2BG is returned as

C	V	3	5	▼	2	B	G
---	---	---	---	---	---	---	---

If a learner declines to provide a full home postcode, you can return the first part of the postcode followed by 'ZZZ' as shown in the following examples.

BD7 (only first part known)

B	D	7	▼	Z	Z	Z	▼
---	---	---	---	---	---	---	---

LD14 (only first part known)

L	D	1	4	▼	Z	Z	Z
---	---	---	---	---	---	---	---

As a last resort, where a learner declines to provide a home postcode completely, you should return a postcode of ZZ99 ZZZ as shown below.

postcode not known

Z	Z	9	9	▼	Z	Z	Z
---	---	---	---	---	---	---	---

L25 LSC number of funding LSC

This is the number of the local LSC from which you receive your funding allocation or contract.

A full list of the valid local LSC numbers is attached at annex D.

For providers who receive their allocation or contract from one LSC the entry in this field will be the same for all learner records in the return.

For providers who receive allocations or contracts from more than one LSC this field should be used to indicate the local LSC from which the funding for the learner is received.

L40 National learner monitoring

This field indicates participation in programmes or initiatives at the learner level. This field can hold any two valid values. The same value may not be used more than once except for 99.

It includes a number of unassigned codes to allow the monitoring of any new programmes or initiatives that are introduced during the year. Providers will be informed if it is necessary to use any of the unassigned codes to monitor this provision during the year.

L40 value	
12	Learner following an ICT Skills for Life qualification
13	Learner following an ICT qualification at level 2 or below that is not mapped to the ICT Skill for Life Standard
14	Tutors following an ICT qualification as a Skill for Life Professional Development Course
15-19	Unassigned or not applicable to First Steps/Safeguarded learning provision
99	None or no more of the above

L45/ A55 Unique Learner Number

This field should be used to record the learner's unique learner number, as held on the unique learner number register, obtained from the MIAP Learner Registration Service, due to be available from September 2007.

Provider software suppliers will be offered facilities and support by MIAP to enable the learner's ULN to be obtained electronically.

During 2007/08, it is expected that the LSC Provider MI Systems will become integrated with MIAP, and providers with this facility will be expected by the LSC to register their learners with a ULN.

For those providers which are not taking part in the unique learner number (ULN) project the null value should be used.

L46/A56 UK Provider Reference Number

This field should be completed using the UKPRN as defined in the UK Register of Learning Providers (UKRLP) and can be found at www.ukrlp.co.uk

This field will be collected in addition to the existing Provider number, field F01.

If a provider has not been assigned a UKPRN, they should contact the UKRLP and register with them.

Providers who have not been assigned a UK provider reference number, should use the null value.

A09 Learning Aim Reference

For learning aims **that lead to an externally certificated qualification, including externally certificated Skills for Life qualifications** you must use the code for the aim from the Learning Aim Database (LAD). The LAD web page contains links to access the on-line database and to download a copy of the database. The page also contains links to a user guide and overview document.

www.lsc.gov.uk/providers/Data/Software/LAD

If you are delivering Skills for Life qualifications in literacy, numeracy or ESOL through FLLN you must use the appropriate Learning Aim Reference (LAR) code from the LAD or the learners will not be counted towards the LSC's national Skills for Life target.

Some examples of the Learning Aim Reference (LAR) codes from the LAD for the national tests are provided below:

- Certificate in Adult Literacy, Entry Level, EDEXCEL, LAR code 10020056
- Certificate in ESOL Skills for Life, Level 1, City and Guilds, LAR code 10037433
- Certificate in Adult Numeracy, Level 2, OCR, LAR code 10013647

For learning aims that **do not lead to an externally certificated qualification and are not Skills for Life** you should use a 'Z9OAC' code as described in Annex B. Annex B lists the Tier 2 Sector Subject Area codes. The learning aim takes the form 'Z9OACSSS', made up of a lead code (Z9OAC), and a tier 2 sector subject area (SSS).

For **Skills for Life courses that do not lead to an externally certificated qualification (including FLLN)** you should use the appropriate codes listed below.

CBSP0001	Basic Literacy Course, Pre-entry Level
CBSP0002	Basic ESOL Course, Pre-entry Level
CBSP0003	Basic Numeracy Course, Pre-entry Level
CBSE0001	Basic Literacy Course, Entry Level
CBSE0002	Basic ESOL Course, Entry Level
CBSE0003	Basic Numeracy Course, Entry Level

CBS10001	Basic Literacy Course, Level 1
CBS10002	Basic ESOL Course, Level 1
CBS10003	Basic Numeracy Course, Level 1
CBS20001	Basic Literacy Course, Level 2
CBS20002	Basic ESOL Course, Level 2
CBS20003	Basic Numeracy Course, Level 2

A10 LSC Funding Stream

This field identifies the source of LSC funding. The only value applicable to ACL provider ILR returns is code 10 – adult and community learning and this code should be used for all learning aim records in the return.

A11 Sources of Funding

This field identifies the source of any funding associated with the aim other than LSC funding. The field will accept any two valid entries. For providers returning an ACL ILR this field would only be completed if there is funding associated with the aim in addition to First Steps/Safeguarded funding. Code 026 should not be used as this is indicated by the LSC funding stream, field A10. Where there is no funding other than First Steps/Safeguarded funding then an entry of 999999 should be returned.

A11 value	
001	supported by HEFCE funding
002	eligible for HEFCE funding but funding not being claimed
007	research council
009	Department of Health/Regional Health Authority/NHS/Social Care
010	other HM government departments and public bodies
011	overseas learner award from HM government/British council
012	overseas funding
013	UK industry and commerce
014	multinational organisation (non UK based)
015	private training organisation
016	voluntary organisation
017	European research action scheme for the mobility of university students (ERASMUS)
020	other European sources , e.g. The Lifelong Learning Programme including Leonardo, Comenius, Grundtvig, Transversal (including languages and ICT)
025	Teacher training agency

A11 value	
026	Local authority for ACL
027	Local authority other than ACL
101	New deal for young people (aged 18 to 24)
102	New deal for long term unemployed (aged 25+)
104 –113	Unassigned - may be introduced in year to identify new forms of funding
European Social Fund for 2006 (not LSC ESF co-financed)	
561	ESF 2006 – objective 1
562	ESF 2006 – objective 2
563	ESF 2006 – objective 3
566	ESF 2006 – community objectives
European Social Fund for 2007 (not LSC ESF co-financed)	
571	ESF 2007 – objective 1
572	ESF 2007 – objective 2
573	ESF 2007 – objective 3
576	ESF 2007 – community objectives
European Social Fund for 2008 (not LSC ESF co-financed)	
581	ESF 2008 – objective 1
582	ESF 2008 – objective 2
583	ESF 2008 – objective 3
586	ESF 2008 – community objectives
998	other further details may be requested
999	none – no sources other than tuition fees and LSC funding

A13 Tuition fee received for year

This is the amount of money the provider expects to receive, or has received during this teaching year for the learner for this learning aim.

Where the learning programme is Skills for Life this field should be set to '00000'

Where a learner is paying no fees or the fees are remitted the field should be set to '00000'.

For example:

A learner that paid £32.00 for their learning aim is recorded as 00032.

A learner that paid £88.13 for their learning aim is recorded as 00088.

A learner that is paying no fees for their learning aim is recorded as 00000.

A14 Reason for partial or full non-payment of tuition fees

This field records the reason for any partial or full non-payment of tuition fees for this learning aim.

If the learner has paid their fees in full, you must record '99' – fees paid in full.

A14 Value	Reason
01	fees waived – 16 – 18 year old learner
04	fees waived – in receipt of an income-based state benefit (not covered by any other code relating to income-based state benefit, for example codes 14 and 15)
08	fees waived – unwaged dependent of any people in codes 04, 14, 15, 17, 18, 21 or 23
09	fees waived – undertaking programmes where the main learning aim is Skills for Life, excluding ESOL
10	fees waived for another reason consistent with the local provider policy
11	fees refunded
12	tax relief for vocational programmes
13	fees waived – other funding
14	fees waived – asylum seeker eligible for LSC FE funding and in receipt of the equivalent of an income-based state benefit
15	fees waived – in receipt of jobseekers allowance
19	fee is zero
20	fees waived – LSC-funded project where the LSC has agreed that the learner is eligible for fee-remission
21	fees waived – in receipt of working tax credit
22	fees waived – level 2 entitlement.
23	fees waived – in receipt of pensions guarantee credit
24	fees waived – 19-25 level 3 entitlement
25	fees waived – Category D offender learner
26	Fees waived – offender serving their sentence in the community
27	Unassigned
90	fee adjustments – bad debt
99	fees paid in full

There are validation rules that check that data make sense between this field and the tuition fees for year, field A13. For example, that where the reason for fee re-mission is “fees paid in full” the amount of tuition fees received are not zero.

A23 Delivery location postcode

This is the postcode of the address where the learning is delivered.

This postcode is important to us, as it is used to monitor and report on learning provision demographically. It is important that it is returned correctly, as shown below, so that our analyses are accurate.

This field must contain eight characters. The two parts of the postcode should have a space character between them. Add extra space characters after the second part when necessary.

In these examples, '▼' represents a space.

S4 8LJ is returned as

S	4	▼	8	L	J	▼	▼
---	---	---	---	---	---	---	---

BL9 7UH is returned as

B	L	9	▼	7	U	H	▼
---	---	---	---	---	---	---	---

WF17 6RA is returned as

W	F	1	7	▼	6	R	A
---	---	---	---	---	---	---	---

A27 Learning start date

This is the date on which learning for this learning aim begins.

There is a validation rule that checks it is not before the date of birth or after the planned or actual end date of the learning aim.

A28 Learning planned end date

This is the date by which you and the learner plan to complete the learning. This should be agreed at the beginning of the learning and should not change.

Where the learner completes before or continues past the planned end date this should be reflected in the actual end date, field A31, and the planned end date should not be updated.

There are validation rules that check it is not before the learning start date and it is not more than 20 years after the learning start date.

A31 Learning actual end date

This is the date that the learner completed the learning activities necessary to achieve the learning aim, or the date the learner withdrew or transferred from this learning activity.

If the learner has not completed, you should return eight zeros.

A validation rule checks that the learning actual end date is on or after the learning start date, field A27.

A32 Guided Learning Hours

This is the number of guided learning hours (GLH) in which it is planned to deliver the learning aim. A definition of guided learning hours is given in the ILR specification document, on the page that defines field A32.

It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learner.

Validation rules check that there are not more than 24 GLH per day of the learning aim.

The GLH should be recorded to the nearest whole hour, using 5 digits.

Some examples:

Fourteen hours of guided learning is recorded as 00014

Five and a half hours of guided learning is recorded as 00006

One hundred and twenty hours of guided learning is recorded as 00120

A34 Completion status and field A35 Learning outcome

Completion status, field A34 indicates the degree of completion of the learning activities leading to the learning aim. Learning outcome, field A35, indicates whether the learner achieved the learning aim, achieved partially or had no success.

For externally certificated learning aims and externally certificated Skills for Life learning aims, achievement may be recorded where the learner has achieved the externally certificated qualification.

For non-externally certificated learning aims, including non-externally certificated Skills for Life, achievement may be recorded where a learning aim has a defined goal and the learner has completed the course of study; or where the learning aim is a short course (less than 12 weeks) and has a defined goal, the learner has remained on the course for at least half its duration and has finished their learning activities.

The tables below describe how to complete these fields for some common scenarios for non-externally certificated and externally certificated learning aims. For situations that are not described, you must consult the definition of the fields and values in the ILR specification document.

For non-externally certificated learning aims, these two fields should be completed according to the codes shown in the table below:

A34 Completion status	A35 Learning outcome	Non-externally certificated learning aim scenario
1 (continuing)	9 (study continuing)	Where a learner is studying towards a learning aim and intends to continue.

A34 Completion status	A35 Learning outcome	Non-externally certificated learning aim scenario
2 (completed)	1 (achieved)	Where a learning aim has a defined goal and the learner has completed the course of study; or Where the learning aim is a short course (less than 12 weeks) and has a defined goal, the learner has remained on the course for at least half its duration and has finished their learning activities.
2 (completed)	3 (no achievement)	Where the learning activities have been completed and the learning aim does not have a defined goal.
3 (withdrawn)	3 (no achievement)	Where learning activities have not been completed and the learner has withdrawn from the learning aim.
4 (transferred)	3 (no achievement)	When the learner has transferred to a new learning aim

For externally certificated learning aims, these two fields should be completed according to the table below:

A34 Completion status	A35 Learning outcome	Externally certificated learning aim scenario
1 (continuing)	9 (study continuing)	Where a learner is studying towards a learning aim and intends to continue.
2 (completed)	1 (achieved)	Where the learner has completed and achieved the externally certificated qualification
2 (completed)	2 (partial achievement)	Where the learner has completed the learning activities, and has not achieved the qualification, but has passed at least one of the credits or modules leading towards the qualification.
2 (completed)	3 (no achievement)	Where the learner has completed the learning activities and has not achieved the qualification; or Where the learner has completed the learning activities but has decided not to take the exam or be assessed.

A34 Completion status	A35 Learning outcome	Externally certificated learning aim scenario
2 (completed)	4 (exam or assessment taken, result not yet known)	Where the learner has completed the learning activities and the exam or assessment, but the result is not yet known.
2 (completed)	5 (exam not yet taken, but intended)	Where the learner has completed the learning activities but not the exam or assessment, and there is an intention to complete the exam or assessment.
3 (withdrawn)	3 (no achievement)	Where the learner has not completed the learning activities and has withdrawn from the learning aim.
4 (transferred)	3 (no achievement)	When the learner has transferred to a new learning aim.

A46 National learning aim monitoring

This field indicates participation in programmes or initiatives at the learning aim level. This field can hold any two valid values. The same value may not be used more than once except for 99.

Adult Safeguarded Learning ie. not First Steps provision must be identified correctly in A46a using one of the following codes:

23	Family Literacy Language and Numeracy (FLLN)
24	Wider Family Learning (WFL)
61	Personal and Community Development Learning (PCDL)
65	Neighbourhood Learning in Deprived Communities (NLDC)

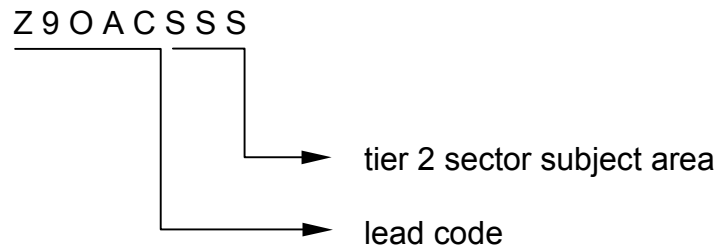
It is unlikely that any other A46 codes will apply and so A46b should have a value of 99.

A full list of all A46 codes that apply to programmes or initiatives taking place in 2007/08 are defined in the ILR Specification 2007/08.

Annex A – non-externally certificated learning aim codes

Learning aims that do not lead to an externally certificated qualification should use a 'Z9OAC' code as described below, unless they are for basic skills provision.

The learning aim takes the form 'Z9OACSSS', made up of a lead code (Z9OAC), and a tier 2 sector subject area (SSS).



For example, the code Z9OAC051 indicates that the learning aim is non-externally certificated, non-FE other provision with a tier 2 sector subject area of 05.1 (Architecture).

Annex B – Tier 2 Sector Subject Area codes

Code to use in learning aim	Tier 2 Code	Description
011	01.1	Medicine and Dentistry
012	01.2	Nursing and Subjects and Vocations Allied to Medicine
013	01.3	Health and Social Care
014	01.4	Public Services
015	01.5	Child Development and Well Being
021	02.1	Science
022	02.2	Mathematics and Statistics
031	03.1	Agriculture
032	03.2	Horticulture and Forestry
033	03.3	Animal Care and Veterinary Science
034	03.4	Environmental Conservation
041	04.1	Engineering
042	04.2	Manufacturing Technologies
043	04.3	Transportation Operations and Maintenance
051	05.1	Architecture
052	05.2	Building and Construction
053	05.3	Urban, Rural and Regional Planning
061	06.1	ICT Practitioners
062	06.2	ICT for Users
071	07.1	Retailing and Wholesaling
072	07.2	Warehousing and Distribution
073	07.3	Service Enterprises
074	07.4	Hospitality and Catering
081	08.1	Sport, Leisure and Recreation
082	08.2	Travel and Tourism
091	09.1	Performing Arts
092	09.2	Crafts, Creative Arts and Design
093	09.3	Media and Communication
094	09.4	Publishing and Information Services
101	10.1	History
102	10.2	Archaeology and Archaeological Sciences
103	10.3	Philosophy
104	10.4	Theology and Religious Studies
111	11.1	Geography
112	11.2	Sociology and Social Policy
113	11.3	Politics
114	11.4	Economics
115	11.5	Anthropology
121	12.1	Languages, Literature and Culture of the British Isles
122	12.2	Other Languages, Literature and Culture
123	12.3	Linguistics
131	13.1	Teaching and Lecturing

Code to use in learning aim	Tier 2 Code	Description
132	13.2	Direct Learning Support
141	14.1	Foundations for Learning and Life
142	14.2	Preparation for Work
151	15.1	Accounting and Finance
152	15.2	Administration
153	15.3	Business Management
154	15.4	Marketing and Sales
155	15.5	Law and Legal Services

Annex C – Glossary

ACL	Adult and community learning
DfES	Department for Education and Skills. More information can be found at: www.dfes.gov.uk
ESF	European Social Fund
ESF SR	European Social Fund Short Record
FE	Further education
ILR	Individualised Learner Record. A collection and format of data that providers use to return data to the LSC. More information can be found at: www.lsc.gov.uk/National/Partners/Data/DataCollection/ILR
LAD	Learning Aim Database. Contains information about learning aims to assist with completing the ILR. More information can be found at: http://providers.lsc.gov.uk/lad/default.asp
LEA	Local Education Authority
LIS	Learner Information Suite. LSC Software that is used by providers to verify and produce reports from ILR data. More information can be found at: www.lsc.gov.uk/providers/Data/Software/LIS/
LLSC	Local Learning and Skills Council. There are 47 local Learning and Skills Councils across England.
LSC	The Learning and Skills Council. The LSC is responsible for funding and planning education and training for over 16-year-olds in England. More information can be found at: www.lsc.gov.uk
NIACE	The National Institute of Adult Continuing Education NIACE's aim is "to promote the study and general advancement of adult continuing education" More information can be found at: www.niace.org.uk

OLDC	<p>On-Line Data Collection (system).</p> <p>The system used for returning ILR data to the LSC.</p> <p>The provider extranet contains more details.</p>
Provider Extranet	<p>An LSC website that contains information and software for providers. It can be found at:</p> <p>http://providers.lsc.gov.uk</p>
QCA	<p>Qualifications and Curriculum Authority.</p> <p>“The Qualifications and Curriculum Authority monitors and maintains standards in education and training. It is the independent and authoritative guarantor of qualifications, curriculum and assessment.”</p> <p>More information can be found at:</p> <p>www.qca.org.uk</p>
Ufi	<p>University for Industry.</p> <p>http://www.ufi.com/home/default.asp</p>
WBL	<p>Workbased learning</p>

Annex D – Local LSC numbers

LSC ID	Local Office
002	National LSC (NES)
010	Derbyshire
020	Nottinghamshire
030	Lincolnshire and Rutland
040	Leicestershire
050	Northamptonshire
060	Norfolk
070	Cambridgeshire
080	Suffolk
090	Bedfordshire and Luton
100	Hertfordshire
110	Essex
120	London - North
130	London - West
140	London - Central
150	London - East
160	London - South
170	Northumberland
180	Tyne and Wear
190	County Durham
200	Tees Valley
210	Cumbria
220	Lancashire
230	Greater Merseyside

LSC ID	Local Office
240	Greater Manchester
250	Cheshire and Warrington
260	Milton Keynes, Oxfordshire and Buckinghamshire
270	Berkshire
280	Hampshire and Isle of Wight
290	Surrey
300	Sussex
310	Kent and Medway
320	Devon and Cornwall
330	Somerset
340	Bournemouth, Dorset and Poole
350	West of England
360	Wiltshire and Swindon
370	Gloucestershire
380	Shropshire
390	Staffordshire
400	The Black Country
410	Birmingham and Solihull
420	Herefordshire and Worcestershire
430	Coventry and Warwickshire
440	North Yorkshire
450	West Yorkshire
460	South Yorkshire
470	Humberside