

Individualised Learner Record (ILR) 2007/08

WBL Provider Support Manual

Version 2

November 2007

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Version history

Version 1 Published 27 July 2007. First version for 2007/08. Changes from the 2006/07 WBL provider support manual are highlighted.

Version 2 Published 08 November 2007. Changes are as follows:

- New codes added into A46 for National Skills Academies
- Guidance relating to eligibility for TtG level 3 pilot has been removed in the prior attainment level field, field L35

Section 1: Introduction

- 1 The Learning and Skills Council (the LSC) provides this manual to assist providers returning individualised learner record (ILR) returns in respect of the 2007/08 teaching year.
- 2 The manual is separated into three sections:
 - how to complete the LSC's ILR form
 - ILR field descriptions
 - general guidance and examples.
- 3 A summary of all the ILR documentation, how to transmit ILR data to the LSC and further useful information is included in [Annex A](#).

Section 2: How to Complete the ILR Form

ILR Form

- 4 The use of the ILR form which is produced by the Learning and Skills Council (LSC) is not compulsory. Providers may if they wish, use their own forms to capture the data returned in the ILR. More information about this can be found at [Annex A](#), paragraph 2 onwards.
- 5 The LSC's ILR form for 2007/08 is available at the below link:
www.lsc.gov.uk/providers/Data/Datacollection/ILR
- 6 Please note that this guidance is written in the context of completing the LSC's ILR form. Within it there are references to fields, which may be left 'blank'. This means that an entry on the paper form is not required. It does not necessarily mean that an entry is not required when the data is returned electronically and the appropriate null value or default should be used.

Changes from 2006/07

- 7 The guidance has been updated to reflect the changes in the data collection arrangements for 2007/08, and the subsequent necessary changes to the design of the ILR form.
- 8 Changes which have been made to the ILR for 2007/08 and details of the migration process for 2007/08 are outlined in [Annex B](#).

Contents and Format

- 9 The ILR is designed to capture the following information in respect of an individual learner:
 - personal details;
 - learning aim(s);
 - level of achievement; and
 - destination on completion / withdrawal.

- 10 The 2007/08 ILR form is made up of five sections:
- Learner Information (Part A) including data protection statement;
 - Main Aim Information (Part B);
 - Subsidiary Aim Information (Part C);
 - Co-financing Information (Part D); and
 - Special Monitoring Data (Part E).
- 11 The ILR is used to collect data about learners following Work Based Learning (WBL) programmes:
- Advanced Apprenticeships;
 - Apprenticeships;
 - Higher Level Apprenticeships;
 - Apprenticeships for Adults;
 - NVQ Learning, for continuing learners only, (NVQ learning was phased out during 2006/07 and providers may not start learners on NVQ learning at levels 1, 2 or 3);
 - Train to Gain learning;
 - Co-Financed Delivery (ESF and matched programme activity); and
 - Entry to Employment (E2E).
- 12 The ILR form may also be used to record information on other LSC funded learning activity within a provider.

How to use the ILR form

- 13 The 2007/08 ILR form should be used to record information for all learners starting from 1 August 2007. It should also be used to record the information required to close learning aims started by learners in 2006/07 who are finishing in 2007/08.
- 14 [Annex C](#) contains details of fields which are interrelated and also which fields need to be completed, depending on WBL programmes.
- 15 Part A of the form will normally be completed first when a learner initially starts on a work based learning programme with a provider.
- 16 Part B is used to describe the main aim (qualification) a learner is aiming to achieve.
- 17 Part C is used to describe all of the other aims (qualifications) a learner is studying towards, this would include key skills, basic skills, technical certificates and subsidiary NVQs of a lower level to that indicated as the 'main' aim. If a learner has more than 5 subsidiary aims, a second sheet of Part C will be needed.
- 18 Part D is used to record data specifically for ESF co-financing and would only be completed for learners directly benefiting from ESF funding or for learners being matched against ESF funding (at the request of the local LSC).

- 19 Part E is used to record participation in projects and initiatives. It should be completed if:
 - a provider is asked to complete the local monitoring fields, (L41 and A47) by the local LSC; or
 - the provider wishes to record data about a learner for its own purposes using the provider specified fields, (L42 and A48).
- 20 In most circumstances when starting a learner for the very first time a Part A, Part B, Part C and Part E of the form will be completed. If that learner is also being used as a match for ESF co-financing a Part D form will also be used at this time.
- 21 When a learner completes or withdraws from a learning aim or aims it will be necessary to add information to the original Part B and C and Part D where this has been completed.
- 22 If a learner leaves a provider and returns to the same provider there is no requirement to complete a new Part A. Part B, Part C (and Parts D and E if applicable) should be completed using the original Learner Reference Number, field L03/A03.
- 23 If a learner moves to another provider then a new Part A will need to be completed by the new provider using a new Learner Reference Number, field L03/A03.
- 24 When a learner has a change of circumstance during a learning programme it may be necessary to update one or more forms to reflect adequately the type of change required. Further guidance on the circumstances for completing the ILR is provided in section 5 of this manual.
- 25 The recording of an invalid entry on the ILR form will be identified when the data are transmitted to the LSC. Invalid field entries will then have to be corrected on the form. Therefore it is important that the person completing the ILR form should be aware of the current valid entries. Once the form has been completed, a copy must be kept for audit purposes.

Section 3: ILR Fields Description

26 This section provides more detailed information about the ILR fields which are included on the ILR form. The field details are listed in field order on the form.

† shows that a question title is different from the ILR field name

Part A- Learner information

L25 LSC No. †

This is the LSC number of the local LSC that the learner will be reported against on the provider funding reports. The full list of LSC numbers is included at Annex E of the *'ILR Specification 2007/08'*

For providers that have a regional contract this is the LSC number of the LSC that has agreed the learner activity in its area and which the learner is profiled against.

For providers that are not under regional contracting arrangements this is the LSC number of the local LSC contracted with the provider to deliver the training to this learner. This is the case even where a provider has contracts with more than one LSC and has entered 999 in the field of the same name in the header record.

Where a provider is contracting with the National Employer Service (NES), this field should be 002 for all learners and field L44, NES Delivery LSC, should be completed to indicate the LSC in which the delivery is taking place.

L44 NES delivery LSC

This field is required for NES contracts only and will record the LSC number of the LSC in which the NES provision is delivered.

Enter a valid LSC number. A full list is included at Annex E of the *'ILR Specification 2007/08'*. For providers who do not contract with the National Employer Service the field should be left blank.

L01/A01 Provider number (UPIN) †

The provider number of the provider contracted by the LSC to provide learning to this learner. This is needed to identify the contracted provider. You should contact your local LSC at the start of the contracting year to check that your provider number has not been changed. If you are uncertain of your provider number, contact your local LSC.

L03 / A03 Learner reference number

The learner's learner identifier number.

Use a code in the format BBBB BBBB BBBB that can be any combination of 12 alphabetic characters or numeric digits, assigned by the provider to be used as a Learner Reference Number. This number should be retained by the learner for any period of study with you and should not be reused for a different learner. This number should be retained following any break in learning or period of absence. The

Learner Reference Number will be automatically generated for a learner for providers using the Provider On-Line (POL) system.

For POL users - where an existing learner record was not migrated to 2007/08 because they ended their programme in 2006/07 and the learner has subsequently returned, you can use the 'search for previous year' functionality by selecting the '06/07' radio button on the POL search screen. This will allow you to find the record and migrate it to 2007/08 retaining the existing learner reference number.

L46 / A56 UK provider reference number

The provider's UK provider reference number (UKPRN). This number is defined in the UK Register of Learning Providers (UKRLP).

The UKPRN will be collected in addition to the existing UPIN, field **L01**.

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

Where the UKPRN has not been assigned, the null value should be used.

L45 / A55 Unique learner number

The learner's unique learner number. This number is held on the unique learner number register, obtained from the Learner Registration Service.

Learner ULNs can be 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 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.

Where the provider is not part of the ULN project, the null value should be used.

L09 Learner's surname †

The surname or family name of the learner.

This field should not include maiden names, for example 'Jones - nee Smith' or 'Jones - was Smith'.

L10 Learner's forenames

The forenames (first names) of the learner. As many learner first names as will fit into the field, separated by spaces, should be provided.

Forenames should be shown in full. Nicknames or abbreviations, for example Gareth shortened to Gaz or Sarah shortened to Sars, should not be used.

L26 National Insurance number

The National Insurance number for the learner. Enter a valid National Insurance number in the format XXnnnnnnX, where X is alphabetic and n is numeric.

You should treat the completion of this field as compulsory and seek to obtain a learner's NI number on start or shortly after. Learners who do not know their NI number should be encouraged to obtain it. All employed status learners must have NI numbers in order to be paid by the employer.

The first character must not be D, F, I, Q, U or V and 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. Temporary numbers in the form of 'TN' 'DoB' 'Gender' must not be used.

L17 Home postcode

The permanent or home postcode of the learner prior to enrolling at the provider.

Where the country of domicile of the learner is not a UK country this field must be left blank. The provider's postcode should be used for learners who would be placed at risk by supplying their address. For any learners whose home address is British Forces Posted Office (BFPO) the standard postcode to return is NW7 1PX. MOD learners should enter 'the base' postcode.

For a homeless learner living in supported accommodation, you should use the postcode of the accommodation. For a homeless learner who does not have an address the postcode ZZ99 ZZZ should be used.

Where the home postcode of a learner is not known then providers should use ZZ99▼ZZZ (where ▼ represents a space). If the outward part of the postcode, the first part, is known but the inward part, the second part, is not known, then the known outward part should be returned and ZZZ should be returned in the inward part.

L11 Date of birth

The date of birth of the learner.

The learner's date of birth should be given in the date pattern DDMMYYYY. For example 2nd June 1984 would be given as 02061984. A date of birth must be supplied and this field should not be left blank.

Fields L18 to L21

Field L18 – Address on day of enrolment – house number/name/street

Field L19 – Address on day of enrolment – suburb/village

Field L20 – Address on day of enrolment – town/city

Field L21 – Address on day of enrolment – county

Valid entries are alphabetic characters, commas, hyphens, apostrophes, slashes, full stops, spaces and numeric digits only. For reasons of security, MOD learners should enter their base address. The address should not be supplied for any

learners who would be placed at risk by supplying their address. Where this is the case the provider's address should be supplied.

For a homeless learner living in supported accommodation, you should use the address of the accommodation. For a homeless learner that does not have an address, enter "homeless no address" in field L18, fields L19 to L21 should be left blank.

This address is the learner's current place of residence. Where a learner is living away from home, this address should relate to the current postcode field, field L22.

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

L12 Ethnicity

The ethnic origin of the learner, based on the 2001 census.

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
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

L22 Current postcode

The postcode of the learner's current or last known residence. This may differ from the home postcode where a learner has changed residence since enrolling, for example if they are living away from home. In this circumstance the address in fields L18 – L21 should relate to the postcode in this field.

Current postcode is different to home postcode in that home postcode is the code prior to enrolling. The current postcode should be the postcode of the learner's current or last known residence and may be used to contact the learner for surveys. See also restricted use indicator field, L27.

L24 Country of domicile

The country where the learner is ordinarily resident.

Home learners are learners whose country of domicile is the UK or another European Community (EC) country, or part of the European Economic Area if they satisfy the 'ordinary residence test' as defined in the 1962 Education Act schedule 1.

This field should be completed with the country of domicile where the learner has been ordinarily resident for the three years preceding the start of the programme, ignoring absences.

The full list of countries is in Annex D of the '*Specification of the Individualised Learner Record for 2007/08*'. This list has been revised to incorporate the country of domicile codes listed in the MIAP common data definition standard. Where the country of domicile is not known, 782 can be used.

L23 Contact Telephone Number (inc STD code) †

The home telephone number of the learner. Needed for learner surveys. The telephone number should not contain any spaces at all including between the STD code and main number.

For example, (01234) 567890 needs to be entered in as 01234567890, and non-UK telephone numbers as 0033680505443.

A telephone number is not required if the learner has indicated in field L27 that they do not wish to be contacted for research purposes.

General Guidance for Fields L14 – L16

These fields should be completed on the basis of the learner's self-assessment, where they are able to do so.

The LSC recognises that many learners will not be able to identify themselves as having learning difficulties or disabilities. In such cases, this information can be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

L14 Learning Difficulties/Disabilities †

This records whether the learner considers that they have a learning difficulty, disability or health problem.

Code	Description
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

L15 Disability or Health Problem †

The learner's main disability.

If the learner considers himself or herself to have a disability, record the learner's main disability. Where a learner has more than one disability, the main one should be recorded. Where there are two or more of equal severity, code 90 should be used.

Code	Description
01	Visual impairment
02	Hearing impairment
03	Disability affecting mobility
04	Other physical disability
05	Other medical condition (for example epilepsy, asthma, diabetes)
06	Emotional/behavioural difficulties
07	Mental ill health
08	Temporary disability after illness (for example post-viral) or accident
09	Profound complex disabilities
90	Multiple disabilities
97	Other
98	No disability
99	Not known/information not provided

L16 Learning difficulty

The learner's main learning difficulty.

If the learner considers himself or herself to have a learning difficulty, record the learner's main learning difficulty. Where a learner has more than one learning difficulty, the main one should be recorded. Where there are two or more of equal severity, code 90 should be used.

Code	Description
01	Moderate learning difficulty
02	Severe learning difficulty
10	Dyslexia
11	Dyscalculia
19	Other specific learning difficulty

Code	Description
90	Multiple learning difficulties
97	Other
98	No learning difficulty
99	Not known/information not provided

L35 Prior attainment level

The learner's prior attainment before starting the current programme.

For a full list of level definitions please see annex G of the 'Specification of the Individualised Learner Record for 2007/08'. For further information on TtG funded learners refer to 'How to Record Train to Gain Learning in the ILR' located on the LSC Website at:

www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm

TtG: If the learning aim is Train to Gain funded and is not part of the Train to Gain level 3 pilot, then the prior attainment level should not be a full level 2 or above.

Code	Description
09	Entry level
07	Other qualifications below level 1
01	Level 1
02	Full Level 2
03	Full Level 3
04	Level 4
05	Level 5
97	Other qualification, level not known
98	Not known
99	No qualifications

L34 Learner Support Reason

Records the category of any LSC learner support received.

Codes 01 (general access support (fees, books, accommodation & meals, other excluding transport) and 25 (educational maintenance allowance (EMA)) have been made available for 2007/08. These codes are only available for learners in on programmes E2E and Programme Led Apprenticeships.

Code	Description
01	General access support (fees, books, accommodation & meals, other excluding transport)
25	Education maintenance allowance (EMA)
41	Time off for study
99	No learner support or no more of the above

Time off for study is the Government guarantee that any young person who has not reached level 2 and who has become employed in a job without training has the right (by law) to seek time off from their employer to receive training at level 2 or higher.

More information on the right to time off for study act can be found at www.dfes.gov.uk/tfst

Some examples of how the data should be entered is below:

A learner without any learner support should be entered as:

99 99 99 99

A learner with only one learner support reason should be entered as:

01 99 99 99

A learner with two learner support reasons should be entered as:

01 25 99 99

L36 Status on day prior to learning †

This identifies what the learner was doing prior to joining the programme. It is needed to monitor the effect of programmes on employment.

You should complete this field according to the last working day before they started learning, so if learning began on a Monday, the last working day would be the previous Friday.

Code	Description	Use this code if
01	Employed	the learner worked under a contract of employment (16 hours per week or more), or was self-employed.
02	Learner on E2E and on the caseload of a personal advisor	the learner was undertaking E2E following a plan agreed with a personal advisor
03	Learner on the caseload of a personal advisor but not on E2E	the learner was receiving help from a personal advisor as set out in a plan agreed with them, but did not undertake E2E
04	New deal gateway	
05	NVQ learning (continuing learners only) or E2E programme (not on the caseload of a personal advisor)	the learner is transferring from another WBL programme
06	Apprenticeship, Advanced Apprenticeship, Higher Level Apprenticeship, Apprenticeship for Adults, WBL programme	the learner is transferring from another WBL programme
07	Not in employment or in training or in education	for learners who are not in employment, training or in education
97	Other (includes those not in employment, training or education)	
98	Not known/not provided	

L37 Status on first day of learning †

This refers to the first day of any learning undertaken with the provider. The definition of 'employed' in this case, is someone who works under a contract of employment (16 hours per week or more), which can be written, verbal or implied, or was self-employed. It does not include a learner receiving a learning allowance or topped up learning allowance.

Due to the introduction of Educational Maintenance Allowance for Work Based Learning it is important that the employment status fields are completed correctly. In particular:

- apprentices on employer led apprenticeships or approved employer schemes should be employed;
- all non-employed apprentices should be on programme led apprenticeships and their learning aims recorded as code 29 in the national monitoring field, field A46;
- employed learners are not eligible for E2E.

For further information on the introduction of Education Maintenance Allowance for WBL and employment status see the *Requirements for Funding Work Based Learning for Young People and Adults 2007/08*.

Code	Description
01	Employed
02	Not employed
98	Not known/not provided

L47 Current Employment Status

Field L38, has been replaced with L47 and is to identify the learners current employment status. This is to monitor the effect of programmes on employment.

This field should be updated whenever the learner's employment status changes and the date the status changed should be entered in field L48. Where the learner is continuing for 2007/08, this field should be completed with the employment status that was used in the employment status on first day of learning field L37.

Code	Description
01	Employed
02	Not employed
98	Not known/not provided

L48 Date Employment Status Changed

Date when employment status changed. This is to monitor the effect of programmes on employment.

This should be set to the null value until the employment status of the learner changes. When the employment status of the learner changes, this field should be

completed with the date the status changed. If the learner's employment status has not changed whilst they are with the provider, the null value should be used.

Record a valid date, using the date pattern DDMMYYYY.

For example, 05 July 2004 appears as 05072004.

L28 Eligibility for enhanced funding

Do not fill in this box for E2E

Section 4 of the *'Requirements for Funding Work Based Learning for Young People and Adults 2007/08'* gives more details about funding and can be found on the LSC website.

Code 15 should only be used where:

- the learner is 19 or over and has transferred from another provider or LSC on the same programme and was aged 16-18 at the start of that programme; or
- the learner is 19 or over and has eligibility for guarantee or extended guarantee. In this case, code 14 should also be used in the second occurrence of field L28.

L27 L27a and L27b† Restricted Use Indicator

Indicates restrictions on the use of the learner's data. Other users are defined as partner organisations as at Annex F of the *'Specification of the Individualised Learner Record for 2007/08'*. They may receive aggregated information on learners rather than whole data sets. The LSC have published data sharing protocols in 2007/08 which can be found on the LSC website at - www.lsc.gov.uk.

'3' should be used when a learner has said they do not wish to be sent information about courses or learning opportunities, but have not withheld permission to be contacted for research or surveys.

'4' should be used where a learner has indicated they do not wish to be contacted by telephone or post by the LSC or its partner organisations, for the purposes of surveys and research, but have not withheld permission to be contacted by post about courses or learning opportunities.

L27a	L27b	(tick applicable box)	
✓	✓	1	learner has withheld permission for the LSC or other users to contact them
2	2	2	learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme
	✓	3	learner has only withheld permission to be contacted about courses or learning opportunities by post
✓		4	learner has only withheld permission to be contacted for

			survey and research
blank	blank	9	no additional restrictions on the use of this learners record

L39 Destination

Identifies the destination of the learner after completion of learning.

The default value used should be code 95.

Code	Description	Use this code if
04	Part time employment	
10	Full time employment	
11	Unemployed	
53	Self employed	
54	Entered further education	
55	Entered higher education	
59	Found voluntary work	
61	Death	the learner has died. The restricted use indicator L27 should be entered as 2 to indicate that the learner should not be contacted. The provider on-line system will do this automatically.
75	Full-time education or training	the learners have entered education or training that is not further education (code 54) or higher education (code 55).
76	Economically inactive	learners who are economically inactive, this is defined as: <ul style="list-style-type: none"> • of working age • not employed • not self employed • not actively seeking work • not in full-time education.
93	WBL Apprenticeship, Advanced Apprenticeship, higher level apprenticeship or Apprenticeship for Adults framework continuing – awaiting start of next component learning aim.	The apprenticeship framework is still being followed but no learning aim is currently active. This code must not be used where the learner has withdrawn from the Apprenticeship framework.
94	WBL Apprenticeship, Advanced Apprenticeship, higher level apprenticeship or Apprenticeship for adults learning aims completed –	all learning aim components of an Apprenticeship programme are completed and the learner is awaiting confirmation of the framework achievement. This code must not be

Code	Description	Use this code if
	awaiting confirmation of framework achievement	used where there is an active learning aim on the Apprenticeship programme or where a framework achievement date has been returned against the Apprenticeship framework. Once confirmation of the framework has been acknowledged the field should be changed to reflect the destination of the learner.
95	Continuing existing programme of learning	Code 95 should be used when the next component learning aim of the framework starts.
97	Other	Code 97 should be used for learners that have transferred to a new employer/provider/local LSC in the same programme type.
98	Destination unknown	

Parts B and C- Learning aim information

A02 Contract type †

This field is only required for MOD contracts and must be left blank for other contracts. The type of allocation or contract for this provision, required to identify the type of allocation or contract.

Code	Description	Use this code if
12	WBL MOD contract	A contract to deliver training solely for the MOD

A01 Provider number

See L01.

A03 Learner reference number

See L03.

A56 UK Provider reference number

See L46.

A55 UK Provider reference number

See L45.

A09 Learning aim reference

The Learning Aim Reference code for the learning being undertaken. Use a valid entry from the learning aim database (LAD). The status must not read 'code unavailable' or in the case of new starters 'code unavailable for new starters', in the WBL or TtG (Train to Gain) annual values tabs for 2007/08.

The LAD contains codes for externally validated learning aims offered in the sector. This includes both funded and non funded learning aims. Where there is no specific learning aim code on the database, refer to Annex H of the '*Specification of the Individualised Learner Record for 2007/08*' for details of class codes that can be used.

Providers should check that the date the learner starts on a learning aim is between the accreditation start date and the accreditation end date of the learning aim.

E2E replaced NVQ level 1 programmes for learners under the age of 19 in 2003/04. Learners aged under 19 should not have a main aim that is an NVQ level 1. They may have a subsidiary aim which is NVQ level 1.

All **E2E** learners will have code XE2E0001 as their main learning aim.

ESF: For ESF activities that do not involve learning, ie. support activities, use the generic code XESF0001 for ESF funded provision or XMAT0001 for match provision.

For aims that lead to an externally certificated learning aim, an appropriate learning aim from the LAD should be used.

For learning that does not lead to an externally certificated learning aim, a class code should be used, these begin with the prefix Z9OAC and can be found at paragraph **3g in Annex H** of the '*Specification of the ILR for 2007/08*'.

A10 LSC funding stream

You should identify the source of any LSC funding for this learning aim.

Code	Description	Use this code if
40	Work based learning	the WBL funded main learning aim, including the E2E main aim XE2E0001
41	WBL technical certificate funded as a separate learning aim and forming part of a framework	A technical certificate
42	WBL other subsidiary aim funded as part of a framework	Each key skill that is funded as part of a framework
60	Train to Gain	The learning aim is Train to Gain funded
70	LSC ESF co-financed	a learning aim that is 100% ESF co-financed ('direct beneficiary')
80	other LSC funding stream	employer training pilots, sector strategy

Code	Description	Use this code if
	(further details may be requested)	pilots and 24+ employee initiative and the WBL basic skills project since these arrangements are not subject to WBL formula funding.
99	no LSC funding for this learning aim	all other aims not funded as part of a framework and subsidiary aims followed as part of an E2E or NVQ programme

For Apprenticeship, Advanced Apprenticeship, Higher Level Apprenticeship and **Apprenticeship for Adults** programmes, the main funded aim is the NVQ (or the aim which replaces it within an employer approved scheme), unless the NVQ has been achieved in a previous programme, and the learner is following only the technical certificate or key skills learning aims in order to complete the framework. In this case a sector framework completion code that is listed at Annex H to the '*ILR Specification for 2007/08*' should be used as the main aim.

TtG: Code 60 should be used to identify Train to Gain funded learners. This code should only be used for learners for whom Train to Gain funding is being claimed.

ESF co-financing: Use code 70 and complete the ESF section D of the ILR form.

ESF match: For ESF activities that do not involve learning, i.e. support activities, use the generic code XESF0001 for ESF funded provision or XMAT0001 for match provision. **For learning financed under the new ESF Co-financing New Plan 2007/13 additional aims categorised as "soft outcomes" on the LAD can also be used.**

A15 Programme type

The type of programme that the learner is undertaking. It is needed so that the LSC can monitor the types of programme being undertaken in the WBL sector.

NVQ learning was phased out during 2006/07. Therefore, providers may not start learners on NVQ learning at levels 1, 2 or 3, unless the learners are part of the Learning Agreement pilot. See '*Requirements for Funding Work Based Learning for Young People and Adults 2007/08*' for further details.

E2E: E2E replaces NVQ level 1 programmes for learners under the age of 19. Code 04 can only be used for learners aged 19 or over. Learners aged under 19 cannot be following an NVQ level 1 as their main aim.

Apprenticeships for Adults should also be recorded in National learning aim monitoring, field A46 using code 87. Any continuing learners who participated in the National apprenticeship for adults pilot prior to 1 August 2007 should remain coded using 32 in A46.

TtG: Where the learning aims are Train to Gain funded, that is, where A10 is set to 60, code 99, none of the above, should be used in this field.

Code	Description	Use this code for
02	Advanced Apprenticeship	main aim and all subsidiary aims (on Advanced Apprenticeships)
03	Apprenticeship	main aim and all subsidiary aims (on Apprenticeships)
04	NVQ level 1 within WBL programme (19 and over only)	NVQ learning main aims only, valid only for existing learners unless part of the learning agreement pilot
05	NVQ level 2 within WBL programme	NVQ learning main aims only, valid only for existing learners
06	NVQ level 3 within WBL programme	NVQ learning main aims only, valid only for existing learners
07	NVQ level 4 within WBL programme	NVQ learning main aims only
09	entry to employment (E2E) within WBL programme	aims that are funded as part of an E2E programme
10	Higher level apprenticeship	Main aim and all subsidiary aims (on Higher level apprenticeship)
99	None of the above	All subsidiary aims of NVQ learning

A16 Programme entry route

The entry route taken by the learner when commencing a new or revised programme of learning. This field is required for all main aims and for all subsidiary aims that form part of Apprenticeship, Advanced Apprenticeship, higher level apprenticeships, apprenticeship for adults programmes. This field can be left blank for aims which are not WBL funded, that is, where field A10 is not set to '40', '41' or '42'.

For Apprenticeships, Advanced Apprenticeships, higher level apprenticeships and apprenticeships for adults, although this field is completed for all aims that comprise the framework, it relates to the programme and not the individual aim. In most cases the same value should be used for all aims in the framework. The exception is where it is necessary to re-start a single aim for funding purposes.

TtG: Where the learning aims are Train to Gain funded, that is, where A10 is set to 60, this field should be left blank.

Code	Description	Use this code when the learner
01	Direct	has not been on any WBL in the previous 13 weeks. Only use this code for learners who started before 1 August 2003.
03	Progress to Advanced Apprenticeship from Apprenticeship or Young Apprenticeship	has progressed from an Apprenticeship or Young Apprenticeship to an Advanced Apprenticeship.
04	Progress to NVQ level 3 from NVQ level 2 – not available for	has completed an NVQ level 2 and is now progressing to an NVQ level 3

Code	Description	Use this code when the learner
	new starters in 2007/08	
06	Return to WBL	has been on WBL before and has returned to training as a new learning event. Code 09 should be used in preference to code 06 if the learner is starting an Apprenticeship or Advanced Apprenticeship for the first time.
07	Transfer from another provider or LSC area	is in continuous learning but has transferred from another provider or provider reference number or LSC as a result of a contractual change.
08	Restart for funding purposes	has been in continuous learning but has had to re-start to enable appropriate funding to be maintained. For example where a learner ALN/ASN status has changed.
09	First time entrant to Apprenticeship and Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults	is starting an Apprenticeship or Advanced Apprenticeship and has never been on an Apprenticeship or Advanced Apprenticeship before. The learner may have been on other WBL programmes such as (E2E) or NVQ learning (continuing learners only).
10	First time entrant onto E2E or other non-Apprenticeship WBL programme	is starting a E2E programme that is not an Apprenticeship or Advanced Apprenticeship, Higher level Apprenticeship or Apprenticeship for Adults and has never been on any kind of WBL programme before.
11	Restart, learner has returned to the programme after a break in learning	is returning after a break in learning. The break in learning may be agreed for example maternity leave or not agreed, for example where a learner previously withdrew and has returned to the programme.
12	Learner has transferred between providers due to intervention by the LSC	Has transferred between providers due to intervention by the LSC. This is usually where the LSC has stopped contracting with a provider for all or part of their provision.
13	Progress to Apprenticeship from Young Apprenticeship	has progressed to an Apprenticeship from a Young Apprenticeship.
14	Progress to Apprenticeship from programme led apprenticeships delivered in FE	has progressed to a WBL Apprenticeship programme from a programme led apprenticeship delivered in FE.

Code	Description	Use this code when the learner
15	Progress to Advanced Apprenticeship from programme led apprenticeship delivered in FE	has progressed to an WBL Advanced Apprenticeship programme from a programme led apprenticeship delivered in FE.

A18 Main delivery method

The mode of delivery for the learning aim.

The collection of this field was added for 2006/07 to support Train to Gain funded learners.

Code	Description	Use this code when
22	Train to Gain learning – higher funding rate	The provider delivers at least 20 contact hours of learning consisting of underpinning knowledge and understanding as well as the support and assessment of the qualification. This code should be used where the higher rate of funding is being claimed. For new starters from 1 st August 2007, the higher rate no longer includes assessment. Data for learners who commenced in 2006/07 should not be amended.
23	Train to Gain learning – lower funding rate	The proportion of training is more limited, the number of contact hours is below 20 hours delivers and assessment predominates. The lower funding rate will be applied.

For further information about the funding of TtG learners please refer to the 'Requirements for Funding TtG 2007/08'.

A27 Learning start date

For starts on or after 1 August 2004, the start date should always be the date learning started on the aim recorded in the learning aim reference field, field A09. For the main aim of Apprenticeship and Advanced Apprenticeship programmes this is different from starts prior to the 1 August 2004, where the start date represented the date learning on the framework began. The start dates of the main aims of Apprenticeship and Advanced Apprenticeship programmes that began before the 1 August 2004 should not be altered to reflect the start date of the NVQ.

For subsidiary aims the start date should reflect the date learning started on the aim, which could be at any time during the programme. It should not be defaulted to the programme start date and may be before the start date of the main aim.

For open learning or distance learning, record the date on which the first course material is sent or presented to the learner.

For accreditation of prior experience and learning, record the date on which the accreditation process started.

For **ESF co-financed** learners, record the date that the LSC programme activity started. This could be different to field E08 in ESF section D.

For **TtG** learning aims the learning aim start date should be on or after 1 August 2006.

A28 Planned End Date †

Record the date by which you and the learner plan to complete the learning for this learning aim. This field is used in distribution of funding for all WBL provision except E2E. Record a valid date, using the date pattern DDMMYYYY. For example, 05 July 2004 appears as 05072004.

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 *'Requirements for funding Work Based Learning for Young People and Adults 2007/08'* for further guidance.

The LSC has published data on average and range of lengths of stay at a learning aim level to assist providers in setting realistic planned end dates. The data was published on the data section of the LSC website on 25 May 2007.

[Annex D](#) to this manual gives guidance on using the data and setting lengths of stay.

For all aims except E2E main aims:

The date entered should be the planned end date at the start of the learning aim. This should not be changed. It is not expected to be a rolling date subject to changes. If a learner continues their study beyond the planned end date at the start of the learning aim, this should be reflected in the learning actual end date and the learning planned end date should remain unchanged.

From 1 August 2004, the learning planned end date should always relate to the aim recorded in the learning aim reference, field A09. Prior to 1 August 2004, the main aim of Apprenticeship and Advanced Apprenticeship programmes, the learning planned end date represented the date learning on the framework was planned to end.

For the main aim of **E2E** programmes:

Due to the flexible 6 week period at the start of E2E it is not possible to enter a planned end date until the case conference has been held with the Connexions Adviser. Therefore initially the provider can enter a date 6 weeks from starting. Once the case conference has been held and the likely duration has been agreed, the planned end date should be amended. The planned end date should not be amended again.

For subsidiary aims of an **E2E** programme this date should be the planned end date at the start of the programme and should not be subject to changes.

A46 National learning aim monitoring

Indicates where a learning aim is being studied as part of a Government initiative or in special circumstances. Use of unassigned codes to be authorised by the data collection and development manager at national office of the LSC.

Enter all codes that apply, enter 99 in the remaining boxes on the ILR form. For example, to record that a learning aim is part of an Apprenticeship or Advanced Apprenticeship delivered through a programme led apprenticeship in WBL, enter: 2999.

Where code 83 Employability Skills Programme is entered, the guided learning hours field, field A32 should be completed.

Further guidance about the completing this field can be found at Annex O to the 'Specification of the ILR 2007/08'.

TtG: Code 63 should be used if the learning aim is part of the TtG level 3 pilot. Code 84 should be used if the learning aim is regional response (type C) funded. For all other Train to Gain funded learning aims, code 99 should be used.

If only one national learning aim monitoring code is being used, this code should be entered in A46a, for example 8599.

Code	Description
17	Employer training pilot (see below)
21	Sector strategy pilot
26	Over 24 employee initiative
27	WBL Providers Basic Skills project (see below)
28	E2E national development project
29	Apprenticeship or Advanced Apprenticeship delivered through a programme led apprenticeship in WBL
30	Basic Skills project for national employers (NES)
32	National Apprenticeships for Adults pilot participant (see below)
33	Conversion from NVQ learning to an Apprenticeship
36	Jobcentre Plus (JCP)/FE Trials
37	Skills Coaching Trials
38	Learning Agreement Pilot
46	Fashion Retail Academy
47	National Manufacturing Skills Academy
48	Financial Services Skills Academy
49	Construction Skills Academy
50	The Improve National Skills Academy (food and drink)
51	National Skills Academy for Nuclear
52	National Skills Academy for Process Industries
53 to 60	Unassigned codes reserved for National Skills Academies
62	Adult learning option
63	Train to Gain full level 3 pilots

Code	Description
66	Basic Skills and ESOL Learning for Jobcentre Plus Customers (see below)
67	Foundation Tier Learning – Entry Level (see below)
68	Foundation Tier Learning – Level 1 (see below)
69	Qualifications and Credit Framework (QCF)
70	Northern Way – Train to Gain Project
71 to 80	Unassigned for 2006/07 initiatives
81	Progression Pathway
82	Adult Learner Accounts Pilot
83	Employability Skills Programme (JCP Basic Skills Phase 3)
84	Train to Gain Regional Response (type C) funding
85	Skills for Jobs
87	Apprenticeship for Adults
88	Adult Learner Accounts Pilot - Badged
89	Adult Learner Accounts Pilot – RDA funded
90	QCF Test and Trials Phase One – Full Level 2
91	QCF Test and Trials Phase Two – Full Level 2 Design Principles
92 to 98	Unassigned codes for 2007/08 initiatives
99	none or no more of the above

The codes listed below will no longer be available for new starters in 2007/08:

17	Employer Training Pilot
27	WBL Providers Basic Skills project
32	National Apprenticeships for Adults pilot participant
66	Basic Skills and ESOL Learning for Jobcentre Plus Customers
67	Foundation Tier Learning – Entry Level
68	Foundation Tier Learning – Level 1

A24 SOC code †

The SOC 2000 code that relates to the learning aim. This field is only required for main aims. For E2E programmes, leave this box blank on the ILR form. A SOC code is required for co-financed delivery where it is relevant to the provision being funded.

For a summary of SOC 2000 codes see Annex L of the '*Specification of the Individualised Learner Record for 2007/08*'. Enter the most appropriate SOC code with respect to the particular learning aim. The type and content of learning qualification being undertaken determines the SOC code to be used. For example, an office worker within an engineering firm would be categorised as administration as opposed to engineering.

A26 Sector code †

The sector framework code for the type of learning being undertaken. This field is required for all aims within all of the Apprenticeship programmes. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher Level Apprenticeship
- Apprenticeship for Adults.

Record a valid entry for the sector framework code from the listing of sector codes (and Sector Skills Councils) available as a report from the LAD - providers.lsc.gov.uk/lad/default.asp.

Leave this box blank for learning aims that are not part of an Apprenticeship programme. This would include E2E programmes, NVQ learning (continuing learners only) or TtG funded learning aims.

A32 Guided Learning Hours

This field should be completed for all learning aims that are part of the employability skills programme, including the employability award. Use this to record the number of guided learning hours in which it is planned to deliver the learning aim. For all other aims this field should be left blank.

Prior to 2007/08, this field was used to collect guided learning hours for learning aims which were part of the WBL providers basic skills project identified using code 27 in the national learning aim monitoring, field A46.

A51a Proportion of funding †

The proportion of on-programme funding to which the learner is entitled for this aim.

Collected to allow correct calculation of funding for learners who transfer between providers or who restart after a break in learning or who have significant accreditation of prior learning or where an aim is restarted due to a change in ALN/ASN status.

The *'Requirements for Funding Work Based Learning for Young People and Adults 2007/08'* gives further guidance on when this field should be used. Annex B of the *'Requirements for Funding Work Based Learning for Young People and Adults 2007/08'* gives specific examples of frameworks where a funding reduction is required when learners start on an Advanced Apprenticeship after completing an Apprenticeship, an NVQ2 or an equivalent qualification.

Where reduced funding is being claimed, the proportion of funding being claimed for this aim as a percentage of the total funding for the aim should be entered in this field.

Where full funding is being claimed the null value of two zeros should be used. Where no funding is being claimed for the aim a value of 01 should be used in the field.

This field should be completed for both main and subsidiary aims where reduced funding is being claimed and should be a two digit number between 01 and 99.

Note that the entries in this field will only reduce the on programme element of funding, achievement funding is unaffected by this field.

How the field should be calculated

Where learners restart after a break in learning and return to the same provider. The proportion of funding remaining should be based on the number of monthly payments already received as a percentage of those originally planned, the balance should be entered in this field. For example where 75% of the monthly payments have been received on the previous aim 25 would be entered in this field when the aim is restarted. See paragraph 100 of '*Requirements for Funding Work Based Learning for Young People and Adults 2007/08*' and the examples below.

Where learners transfer between providers or have significant prior learning the proportion of funding remaining should be based on the number of monthly payments already received, as described above, where this is known. Where this is not known providers should estimate them based on information given by the learner at the initial assessment.

Where the above criteria would disadvantage the new provider, for example where learners are transferred from a provider which has ceased trading and learners had not completed work in line with the time in learning, then a case based on the amount of learning still to do, is to be submitted to the local LSC for approval. Providers are not to assume approval will be given. See '*Requirements for Funding Work Based Learning for Young People and Adults 2007/08*.'

Examples:

Learner eligible for full on-programme funding

A learner starts a learning aim for the first time – the entry in this field will be 00 and 100% of the on-programme funding will be generated.

Learner eligible for partial on-programme funding

A learner starts a learning aim where the start and planned end dates mean they will get 24 monthly payments. They have a break in learning after having received 18 monthly payments (75% of the funding) and return to the learning aim after 2 months – when the learner returns, the provider would enter 25 in this field and 25% of the on-programme funding would be generated.

Learner eligible for no on-programme funding

When the learner returns, the provider would enter 01 in this field and no on-programme funding would be generated.

TtG: for all Train to Gain funded learning aims, this field should be left blank.

A54 Broker Contract No.

The contract number for the broker organisation that has engineered the Train to Gain learning agreement.

For brokered learners a valid contract ID must be in the format, RRCCCCCCC.

The 'RR' characters must be a valid region code from the list below:

Code	Description
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Code	Description
EE	East of England
EM	East Midlands
GL	Greater London
NE	North East
NW	North West
SE	South East
SW	South West
WM	West Midlands
YH	Yorkshire and the Humber
AB	National Employment Service

Where the learning is not fully brokered, the code 99999999 should be used.

This field should be completed for all Train to Gain funded learners.

A53 Additional Learning/Social Needs †

The type of additional learning need applicable to the learner. This field is required for all aims on Apprenticeship or Advanced apprenticeship programme. For E2E programmes leave this box blank. Additional learning needs (ALN) relate to the learner's intrinsic ability and additional social needs (ASN) relate to emotional, behavioural or motivational difficulties.

Code	Description
11	Additional learning needs
12	Additional social needs
13	Additional learning and social needs
97	Learner has been assessed as having no additional learning or social needs

Young people with additional learning needs will continue to enter training at the following different levels according to their learning ability:

- NVQ learning at level 1 (Only if 19 or over) – existing learners only;
- NVQ learning at level 2 - existing learners only;
- Apprenticeships; and
- in a small number of cases learners may progress to an Advanced Apprenticeship.

You are expected to keep the necessary evidence to support additional learning support claims. The assessment form the LSC provides records a summary of the learner's ALN/ASN. You should be able to prove how you are supporting learners with their identified needs. Regular progress reviews with the learner are also expected. This is intended as auditable evidence in support of a claim for additional support funds.

For further guidance please see the '*Requirements for Funding Work Based Learning for young people and Adults 2007/08*'.

TtG: for all Train to Gain funded learning aims, this field should be left blank.

A49 Special projects and pilots

Indicates participation in special projects and pilots. If the learning aim is not part of a special project or pilot programme leave this box blank on the ILR form.

This field is also used to flag where learning is delivered by a centre of vocational excellence (CoVE).

A full list of valid codes with descriptions, including those for CoVEs, are detailed in Annex N to the 'Specification of the ILR for 2007/08'.

The LSC directorate responsible for running the project or pilot will issue codes to any providers involved. Examples of special projects and pilots are sector strategy pilots such as OSAT, which aims to deliver on site training to learners in the construction industry.

A44 Employer identifier

The identifier of the employer that employs the learner, or that the learner is placed with for this learning aim at start of learning for this aim. If the learner is employed at the start of the learning aim, enter the identifier of the learner's employer.

This field is required for new starts from 29 July 2002 for the main aim only. If the placement or employer changes, do not update this field. Where a learner is placed with more than one employer at the start of the learning aim, the identifier of the employer that provides the main or most relevant placement should be returned.

You should ensure that where the same employer is entered for a number of learners, that the field is completed consistently.

If the employer ID from the EDRS system is known this should be used instead of the employer name.

Use any characters except wildcards *, ?, %, _ (underscore) and the end of file marker for non-Train to Gain learners.

TtG: this field should be completed using the employer ID which is available from skills brokers via the Employer Data Registration Service (EDRS) system. Providers do not currently have access to the EDRS and will need to obtain this number from the skills broker.

E2E: this field should be completed once a learner is settled in a placement and is planning to stay there for the remainder of the programme.

A45 Workplace location postcode

The postcode of the location of the workplace at start of learning. If the learner is employed at the start of the learning aim, enter the postcode of the learner's employer. This should be the workplace location postcode and not that of the employer's head office. This field is required for new starts from 29 July 2002 for the main aim only.

Enter a valid UK postcode (See Annex C of the 'ILR Specification for 2007/08' for further information). Learners on placement at building sites or other places for which a postcode is not available should provide the workplace location postcode as the delivery provider postcode. Where a learner moved between locations on placement the postcode of the main or most relevant location should be returned. Where this is not clear return the postcode of one of the locations.

E2E: this field should be completed once a learner is settled in a placement and is planning to stay there for the remainder of the programme.

A23 Delivery location postcode

The postcode of the address at which the learning is delivered. You should record the delivery location at the start of learning. You do not need to update this information if the learner's delivery location changes. This field is required for main aims only and should only be completed for learning aims starting on or after 29 July 2002.

Use a valid postcode. Where delivery is at more than one location, return the postcode of the location at which the majority of learning is delivered.

E2E: the postcode of the centre or main place of attendance should be used. Where the delivery point is a building site without a postcode, use the provider's postcode.

A40 Achievement date

This field identifies the date the learning aim as specified in field A09 was achieved by the learner. Record a valid date, using the date pattern DDMMYYYY.

E2E main aims, record the date the learner completed their Individual Development Plan.

E2E subsidiary aims, record the date the learning aim was achieved.

For all aims: Where a learning aim has yet to be achieved, where the learner is continuing, leave this box blank. Where a learning aim has not been achieved leave this box blank.

Where this field is completed the date entered in this field must be on or after the date in the learning actual end date field, field A31.

Verification for all aims: Where the provider has direct claim status (as agreed with the awarding body) for a learning aim, the internal verification date is sufficient. Evidence that an application had been made for certification is sufficient. To qualify for an achievement payment an internal assessor must have verified that the evidence provided meets the criteria as laid down by the awarding body for granting of a qualification. The date that the qualification is internally verified is the measure used for determining the date of achievement and not the stage when a certificate is actually received from an awarding body.

Where the provider does not have direct claim status, the learning aim cannot be recorded as achieved until it has been externally verified.

A31 Learning actual end date

Record the date that the learner completed the learning activities necessary to achieve the learning aim, the date the learner withdrew from the learning activities or the last evidenced date of continued structured learning. This is needed for funding calculations.

You must leave this box blank until the learning actual end date is known and the learner has finished.

You must complete this field when the Completion status, field A34, is returned with a value other than 1.

Learners may have subsidiary aims that end after the main aim. Each subsidiary aim should retain its own actual end date.

For main aims for Apprenticeship or Advanced Apprenticeships programmes: From 1 August 2004, the learning actual end date should always relate to the aim recorded in the learning aim reference, field A09.

Where the NVQ has been achieved in a previous programme and a framework completion aim code is being used; the learning actual end date is either the date that learning activities for the framework are completed or the date the learner withdrew from the framework.

The framework achievement date for Apprenticeship programmes is recorded in field A43.

A34 Completion status

Use this to record how complete the learning activities leading to the learning aim are. This should reflect the situation at each transmission date.

This field should relate to the learning aim recorded in field A09, learning aim reference. For the main aim (usually an NVQ) of any Apprenticeship programme, this field should reflect the completion status of the NVQ, not the sector framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher Level Apprenticeship
- Apprenticeship for Adults.

Where the NVQ has been achieved in 2006/07 the completion status will be set on migration to code 2.

Where the learner achieved the NVQ in a previous programme and a sector framework completion code is used this field should reflect the completion status of the sector framework.

Code	Description
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
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider
5	Changes in learning within the same programme type and sector

	subject area/funding category, and remaining with the existing provider
6	Learner has temporarily withdrawn from the aim due to an agreed break in learning

A35 Learning outcome

Indicates whether the learner achieved the learning aim, achieved partially or had no success. This field does not affect achievement funding.

Code	Description	Use this code when
1	Achieved	
2	Partial achievement	
3	No achievement	the learner has decided to not take the exam / be assessed
4	Exam taken/assessment completed but result not yet known	
5	Learning activities are complete but the exam has not yet been taken and there is an intention to take the exam	all learning activities have been completed but assessment has not yet taken place
9	Study continuing	

For the main aims of Apprenticeship Programmes:

This field should relate to the learning aim recorded in field A09, learning aim reference. For the main aim (usually an NVQ) of an Apprenticeship programme, this field should reflect the outcome of the NVQ not the sector framework. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher Level Apprenticeship
- Apprenticeship for Adults.

Where the learner achieved the NVQ in a previous programme and a sector framework completion code is used this field should reflect the outcome of the sector framework.

E2E main aims should be coded as follows:

Code 1 - Completed all aspects of agreed activity plan and met the objectives of the Connexions IDP.

Code 2 - Completed at least one objective from individual development plan (IDP) – this could include: Non accredited learning aim; Entry or pre level qualification; Basic or Key skills qualification; or Job but not a qualification.

Code 3 – Not completed any objectives.

Code 4 & 5 not applicable to E2E main aims.

E2E subsidiary aims should use the code from 1 to 5 that best reflects the learning outcome for that aim.

For Key Skills, Code 2 should be used where the learner does not achieve the qualification but passes either the end test or the portfolio.

A37 Number of units completed from a full learning aim †

Only complete this field for partial achievement of learning aims. If the learning aim has been fully achieved, leave this field blank.

Used to identify the number of units completed and achieved from a full qualification or learning aim (recorded as a two digit number between 00 and 99). Where the full learning aim is completed, leave this box blank on the ILR form. This field and the 'number of units to achieve full qualification' field will be used to identify the proportion of units achieved by the learner when partially achieving.

For E2E main aims, leave the box on the ILR form blank.

A38 Number of units required to achieve full learning aim †

Only complete this field for partial achievement of learning aims. If the learning aim has been fully achieved, leave this field blank.

For E2E main aims, leave the box on the ILR form blank.

A50 Reason learning ended

The reason why the learning on this aim has ended.

When using code 06 it is noted that learning should continue on another aim.

Codes 20 to 24 must only be used for **E2E** programmes.

TtG: for all Train to Gain funded learning aims, this field should be left blank.

Where learning on the programme continues after this aim has finished, you should use code 97.

Where this is the last aim of the programme to finish, you should use the most appropriate code – 04, 05, 20, 21, 23, 24 or 97.

Code	Description	Use this code when
01	Learner ALSN status changed, so a new learning aim has been created	
02	Learner transferred to another employer / provider / local LSC in the same programme type	
03	Learner injury / illness	
04	Learner progressing to Advanced Apprenticeship	
05	Learner progressing to NVQ 3	
06	Learner has stopped on this	

Code	Description	Use this code when
	aim due to a change in funding	
07	learner transferred between providers due to intervention by the LSC	learners have transferred between providers due to intervention by the LSC. This is usually where the LSC has stopped contracting with a provider for all or part of their provision.
20	Learner progressing to Apprenticeship / Advanced Apprenticeship / NVQ learning from E2E	
21	Learner progressing to FE learning from E2E	an E2E learner progress to FE or other structured learning of greater than 16 hours per week. This includes E2E learners who progress to a full-time place on New Deal and are not employed. Where an E2E learner progresses to a full-time place on New Deal and is employed code 23 should be used
23	Learner progressing to employment with training from E3E	
24	Learner progressing to employment without training from E2E	
96	Learner is continuing on this aim	
97	Other	
98	Reason not known	

A43 Framework Achievement Date †

The date the learner completes the full framework (including key skills). This field is applicable to the main aim for Apprenticeships programmes only. This includes the following:

- Apprenticeship
- Advanced Apprenticeship
- Higher Level Apprenticeship
- Apprenticeship for Adults.

For all other learning aims or where the sector framework has not been achieved leave this box blank on the ILR form.

Record a valid date, using the date pattern DDMMYYYY. For example, 12 March 2006 would be 12032006.

The Framework achievement date is the date at which all elements of the framework have been completed. Evidence that an application had been made to the relevant sector skills council or national training organisation for certification is sufficient. For verification of individual learning aims see A40, Achievement date.

Where the sector framework achievement date has been completed, all subsidiary aims that relate to that framework need to be closed. For example, the fields A34 (completion status), A35 (learning outcome) and A40 (achievement date) all need to be completed with the correct information on the subsidiary aims. There are validation rules which check these fields are completed correctly.

Part D- ESF data set information

E08 Date started ESF co-financing

The date at which an individual is attributed to an LSC ESF co-financing package (which should be equal to or after the learning start date). Record a valid date, using the date pattern DDMMYYYY (the year should be shown in full with four digits).

For example, 17 January 2007 appears as 17012007. Dates before 1 September 2001 or after 31 July 2008 are not valid.

E22 Project dossier number

This is the reference number, assigned by Government Office, indicating the measure level activity being undertaken, that is shown on the contract as supplied by your local LSC. It should contain nine characters and is required to identify the learner for direct or indirect ESF funding. For further guidance please contact your local LSC.

For ESF direct beneficiaries, that is where LSC funding stream, field A10, is set to '70' – you must enter the project dossier number.

AABBBCCD, where

AA	The year, either 00, 01, 02, 03, 04, 05, 06 or 07
BBBB	a four digit number
CC	the region, either EA, LN, EM, NE, NW, SE, SW, WM or YH, ME
D	the objective, either 1, 2 or 3

Learners being financed under the new ESF Co-financing New Plan 2007/13, which commences in January 2008, will need to use the new format of Project Dossier Number.

AABBBCDDE, where

AA	The year, either, 07, 08, 09 or 10 - 15
BBB	a three digit number
C	the letter 'L' representing the LSC as the CFO organisation
DD	the region, either EA, LN, EM, NE, NW, SE, SW, WM or YH, ME
E	the objective, either 1, 2 or 3

An example is 00102LEM3 where

00	Year
102	Unique number
L	letter representing the LSC as the CFO organisation

EM Region
3 Priority

For ESF indirect beneficiaries, that is where learners are being identified as match only, this field may not be required, and the box can be left blank on the ESF SR form. Your local LSC will inform you of whether this field needs to be completed for matched learners.

E09 Planned end date for ESF co-financing

The date at which an individual is expected to cease funding eligibility for ESF co-financing. Record a valid date, using the date pattern DDMMYYYY (the year should be shown in full with four digits).

For example, 17 January 2007 appears as 17012007. Dates before 1 August 2001 are not valid.

E23 Local project number

This is the reference number, assigned by your local LSC, indicating the priority level activity being undertaken, required to identify the learner for direct or indirect ESF funding. Enter a valid code using numeric characters 0-9 only as supplied by your local LSC. For further guidance contact your local LSC.

For ESF direct beneficiaries, that is where LSC funding stream, field A10, is set to '70', you must complete this field with the local project number.

For ESF indirect beneficiaries, that is where learners are being identified as match, in most cases you may leave this box blank on the ILR form and use the null value of three zeros when transmitting ILR data to the LSC. Where this field needs to be completed, your local LSC will inform you.

E11 Industrial sector of learner's employer

The industrial sector of the learner's employer. Required to establish eligibility for ESF funding and to allow evaluation of the effectiveness of ESF funded programmes.

Code	Description
01	Agriculture
02	Banking & Business Services
03	Construction
04	Distribution, Hotels and Related
05	Engineering
06	Food, Drink & Tobacco
07	Health & Education Services
08	Manufacturing (Other)
09	Metals & Mineral Products
10	Mining and Related
11	Professional Services
12	Public Administration & Defence
13	Services (Other)
14	Textiles & Clothing
15	Transport & Communications
16	Utilities (Gas, Electricity & Water)

Code	Description
17	Chemicals
97	Other
98	Not known
99	No employer

The value returned in this field should be consistent with the value returned in field E12 – the employment status on day before starting. See table on page 44 for further details.

E18 Delivery Mode

This field is used to identify the delivery mode(s) of learning used. Enter all codes that apply, leave the remaining boxes blank on the ILR form.

Code	Description
A	Trainer
B	Electronic Learning
C	Distance Learning
D	Other

E12 Employment status on day before starting ESF project

This field is used to identify the status of the learner on the day before starting the project. Required to establish eligibility for ESF co-financing and for claims to government office.

Code	Description	
01	Employed	if using this code take care to use the appropriate code in fields E11, E13 and E15
02	Full time education	use this code if the learner is in full time education but is not at school
03	Self employed	if using this code take care to use the appropriate code in field E11
04	Unemployed	if using this code take care to use the appropriate code in fields E13 and E14
05	Still at school	
06	Economically inactive	Use to record learners who are economically inactive. Learners who are economically inactive are defined as: <ul style="list-style-type: none"> • Of working age • Not employed • Not self employed • Not actively seeking work • Not in full-time education.
98	Not known/not provided	

Where the aim is ESF funded you must not use not known/not provided in this field.

Where you are returning information to be used as match, you may in exceptional circumstances return 'not known' or 'not provided' values in these fields. However, you should be aware that this will make the learner ineligible for match funding and they cannot be counted towards learner number targets.

Volunteers can be recorded as employed, this also includes retired learners who are undertaking voluntary work.

This is a key field for the ESF data set. The code you return in this field will affect the values you can return in:

- Industrial sector of learner's employer, field E11;
- Learner's employment status, field E13;
- Length of unemployment before starting, field E14; and
- Type and size of learner's employer, field E15.

The table below show which values can be used in these fields where the aim is directly ESF funded.

This field E12	values in E11	values in E13	values in E14	values in E15
01	01 to 97	01 or 02	99	01 to 06
02	99	98	99	99
03	01 to 97	01 or 02	99	02 and 04
04	99	03	01 to 05	99
05	99	98	99	99
06	99	98	99	99

Within certain measures, ESF can only be used to support either unemployed or long-term unemployed beneficiaries. For these measures, the LSC must make sure that the beneficiary meets these criteria and be able to show that they meet them.

For ESF purposes and for completing these ESF data fields, unemployment is a period where a person is not in paid employment (subject to certain exceptions outlined in field E14) and is actively seeking work. Registration with Jobcentre Plus is not needed as evidence of unemployment.

E15 Type and size of learner's employer

This field is used to identify the type of employer the learner is employed with, as required for claims to government office.

Code	Description	Use this code for
01	Public sector organisation	publicly funded organisations (colleges, councils, government departments)
02	Small/medium enterprise (not valid for new starters from 1 August 2006)	companies employing between 1 – 249 employees prior to 2006/07
03	Large organisation (250 or more employees)	companies employing more than 250 employees
04	Micro SME (1-9 employees)	companies employing between 1 and 9

Code	Description	Use this code for
05	Small SME (10-49 employees)	employees companies employing between 10 and 49 employees
06	Medium SME (50-249 employees)	companies employing between 50 and 249 employees
98	Not known/not provided	
99	Not employed	

The value returned in this field must correspond to the value returned in field E12 – the employment status on day before starting. See table on page 44 for further details.

For ESF purposes, a small/medium enterprise (SME) is defined as an enterprise which:

Companies employing between 1 – 249 employees should be classified as micro, small or medium enterprises, defined as follows.

Enterprise category	Number of Employees	Annual Turnover		Annual balance sheet total
Medium sized	50 to 249	≤ €50 million	↔ or	≤ €43 million
Small	10 to 49	≤ €10 million	↔ or	≤ €10 million
Micro	1 to 9	≤ €2 million	↔ or	≤ €2 million

E19 Support measures to be accessed by the learner

This field is used to identify up to 5 type(s) of support given to a learner from entries A-I. Enter all codes that apply, leave the remaining boxes blank on the ILR form.

Code	Description
A	Childcare support
B	Care for dependants
C	Equipment or protective clothing
D	Training allowance
E	Travel support or provision
F	Subsistence (living expenses)
G	Counselling, guidance and advice
H	Literacy and numeracy
I	Other support measures

E13 Learner's employment status

This field is used to identify the status of the learner on the day before starting the ESF project.

Code	Description	Use this code where
01	In secure employment	Field E12 is set to 01 or 03
02	Threatened with redundancy	Field E12 is set to 01 or 03
03	Unemployed	Field E12 is set to 04 'unemployed'
98	Not known/not provided/not applicable	Field E12 is set to '05 still at school' or '02 full time education' or '06 economically inactive'

The value returned in this field should be consistent with the value returned in field E12 – the employment status on day before starting. See table above and table on page 38 for further details.

Learners who are employed on temporary or fixed term contracts should be considered 'in secure employment' provided they are expected to reach the end of their contract.

The default for this field for self-employed learners is – 01, in secure employment, unless under the threat or redundancy, threatened with closure or ceased trading.

E20 Learner background

This field indicates the background of the learner and is required to monitor disadvantage. Providers should not systematically collect information about sensitive items of data such as 'recovering from alcohol or drug dependency' or 'ex-offender'. This box should be left blank unless providers become aware of learners in such categories while counselling or supporting them, when they may record the learner background. Enter all that apply, leave the remaining boxes on the ILR form blank.

Code	Description
01	Homeless
02	Ex-offender
03	13-17 year olds who are at risk of becoming not in Education, Employment or Training (NEET)
04	Refugees
05	Drug or alcohol misuse
06	Returners to the labour market
07	People living in rural areas
08	Lone parents
09	Asylum seekers
10	13 – 17 year olds who are Not in Education, Employment or Training (NEET)
97	Other - further information may be requested

E14 Length of unemployment before starting ESF project

For learners who are unemployed, this field is used to identify the length of time spent as unemployed prior to joining the ESF project. Required for claims to Government Office.

Code	Description	Use this code where
01	Less than 6 months	Field E12 is set to 04
02	6-11 months	Field E12 is set to 04
03	12-23 months	Field E12 is set to 04

04	24-35 months	Field E12 is set to 04
05	Over 36 months	Field E12 is set to 04
98	Not known / not provided	Field E12 is set to 98
99	Not unemployed	Field E12 is set to 01, 02, 03, 05, 06

The value returned in this field must correspond to the value returned in field E12 – the employment status on day before starting. See table above and table on page 38 for further details.

Volunteers can be recorded as employed, this also includes retired learners who are undertaking voluntary work.

It is your responsibility to make sure that you accurately record the length of time that the beneficiary was unemployed before they started on an ESF project.

Time spent on Invalidity Benefit, on Sickness Benefit, on Severe Disablement Allowance or in custody are considered periods of unemployment.

The following conditions do not affect qualifying periods of unemployment for the beneficiary:

- periods of unpaid work;
- casual or temporary work of not more than four weeks;
- part-time work of less than 16 hours a week in total, provided that the skills needed for the work will not lead to greater involvement in the labour market; or
- time spent on an earlier ESF project where the current project will develop the previous one.

The following do not count as periods of unemployment:

- time spent on work-related government programmes such as New Deal where people are considered to form part of the workforce;
- days for which Statutory Sick Pay or Statutory Maternity Pay have been claimed;
- time spent in compulsory education; and
- time spent on training or education courses that last longer than four weeks.

E16 Addressing gender stereotyping

This field is used to identify whether the learner is employed, training or receiving work experience in non-traditional areas for their sex. Enter all codes that apply, leave the remaining boxes on the ILR form blank. If the answer is not known, leave the boxes blank on the ILR form.

Code	Description
A	Training in non-traditional area for their sex
B	Work experience in non-traditional area for their sex
C	Qualifications in non-traditional area for their sex
D	Employment in non-traditional area for their sex
E	Improved awareness of opportunities in occupations dominated by men and women

E21 Support measures for learners with disabilities

For learners with disabilities, this field is used to identify the specific support measures required. For other learners leave this box blank on the ILR form.

Code	Description
01	Access to premises provided
02	Transport to training sites
03	Specialist provision (such as staffing and/or facilities)
04	Other

E10 Date ended ESF co-financing

The actual date at which an individual ceases to be part of an ESF co-financing package. Record a valid date, using the date pattern DDMMYYYY.

For example, 17 January 2006 appears as 17012006. Dates before 1 August 2001 are not valid.

Part E – Special Monitoring Data

L40 National learner monitoring

Indicates participation in programmes or 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.

Code	Description
12	Learner following an ICT Skill 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

Codes 12 – 14 have been added to monitor the ICT Pathfinder Project, which is being run on behalf of the DfES and the LSC by KPMG and which aims to develop and pilot approaches to delivering the ICT Skills for Life curriculum.

Otherwise use 9999, none or no more of the above.

L41 Local LSC learner monitoring[†]

A field that local LSCs can ask providers to complete for learners it funds, to standards it will publish.

Each local LSC will inform its providers about the information it wishes to see in these fields. A similar local learning monitoring field also appears in the learning aim data set. This also occurs twice. These fields will allow local LSCs to define monitoring information relevant to them in consultation with their providers.

A minus value may not be used. Each local LSC will publish how it requests this field to be completed. Multi-site providers contracting with more than one local LSC should return the appropriate values used by the local LSC which is providing the main LSC funding for the learner.

L42 Provider specified learner data

Provider specified data at the discretion of the provider. Available to help a provider and allow it to analyse the ILR to its own requirements. Use any characters except wildcards *, ?, % _ (underscore) and the end of file marker. Where a provider decides not to use this field it should be left blank.

A47 Local LSC learning aim monitoring †

A field that local LSCs can ask providers to complete for learning aims it funds, to standards it will publish. Each local LSC publishes how it requests these fields to be completed.

Use numeric characters 0-9 (a minus value may not be used). Your local LSC will inform you about the information it wishes to see in these fields. A similar local learning monitoring field also appears in the learner data set that also occurs twice. These fields will allow local LSCs to define monitoring information relevant to them in consultation with their providers.

A48 Provider specified learning aim data

Provider specified data at the discretion of the provider. You do not need to use this field, it is entirely optional, the LSC will not instruct you to use this field. You may record any characters except wildcards *, ?, %, _ (underscore) and the end of file marker. Where a provider decides not to use this field it should be left blank.

Section 4 - Guidance on updating the ILR form – Starting a Learner

Starting a learner on Apprenticeship or Advanced Apprenticeship

- 27 For Apprenticeship and Advanced Apprenticeships data are returned for each learning aim that forms part of the framework.
- 28 Part B of the ILR form should be used to record the main aim, this is the aim that generates most of the funding for the programme and is usually an NVQ. The start date, end date, completion status and outcome fields for the main aim relate to the NVQ (or other qualification) and not to the framework.
- 29 This means that the main aim section will not necessarily be completed at the beginning of the programme, for example if the learner does their technical certificate before starting the NVQ.
- 30 Note the LSC data collection software will not allow start dates for main aims that are in the future, (that is, for POL - start dates later than the date they are entered, and for batch files - start dates after the file preparation date).
- 31 Part C of the ILR form should be used to record the subsidiary aims for the framework. These may include technical certificates, key skills and subsidiary NVQs. The start date of the subsidiary aim may be earlier than that of the main aim.
- 32 Providers should ensure that care is taken in completing the following fields:
 - A09 Learning aim reference number (make sure this number is valid in the Learning Aim Database);

- A10 Funding Stream;
- A16 Programme entry route (this should be consistent for all learning aims that comprise the programme, except where a learning aim is restarted during the programme).
- A27 Learning start date (this should reflect reality. For example record when a key skills or technical certificate element is due to start – this could be different from the main aim);
- A28 Planned end date (this should reflect how long the learner is expected to be following the aim. This field will affect how funding is distributed); and
- A26 Sector framework of learning (this should be the consistent for all learning aims which comprise the programme);

Using Sector framework completion codes

- 33 This guidance is for any learners starting an Apprenticeship or Advanced Apprenticeship, who have achieved the NVQ in a previous programme or at another provider. Part A must be completed if the learner is new to the provider. If the learner has achieved the NVQ through NVQ learning (continuing learners only), at a different provider or outside of WBL, then enter the appropriate codes in the programme entry route on Part B. Use one of the 13 generic codes in paragraph 4 of Annex H to the '*ILR Specification for 2007/08*' for the learning aim reference field, A09. Data recorded in field Completion Statue (field A34) should be consistent with the data recorded in field Learning Outcome (field A35). A new validation rule has been added for 2007/08 to ensure this. A new Part C should be completed for the number of subsidiary aims required to achieve the framework, including the appropriate funding in question A10, LSC funding stream.
- 34 For example, if a learner starts an Apprenticeship programme having achieved the NVQ through the FE route and is doing a technical certificate and 1 key skill, a Part B, using one of the 13 generic learning aim codes (see LAD) in question A09, Learning aim reference number, to describe the funding category, should be used. A new Part C should be completed for the 2 subsidiary aims. Complete questions A24 SOC code and A26 Sector code, as appropriate for the framework.

Starting a learner on an ESF co-financed learning aim

- 35 A learner can have more than one ESF co-financed learning aim. In these circumstances, a copy of Part B of the ILR form must be completed for each learning aim, including question A06, ESF data set. For each learning aim, Part D of the ILR form must be completed.

Section 5: Recording change

General information

- 36 The ILR form has been designed to enable you to record details about the learner and the learning aims they are studying. It is possible that the information recorded on the ILR form will be subject to change, either resulting from a change in circumstances of the learner, or a change to the learning aims they are studying.

Identifying how the ILR record should be updated

- 37 There are different reasons to update the learner record:
- correcting errors;
 - updating learner record;
 - updating the start information;
 - updating the end information;
 - closing the learning aim; and
 - closing the learner record.

Correcting errors on the ILR form

- 38 Changes to the ILR form to correct errors and must be initialled by the person authorised to make the changes. The learner and provider must sign and date any changes made to the information recorded on Part A of the ILR form.

Making changes to Part A

- 39 Where there is a change in the learner's circumstances which do not lead to a change in their learning programme, for example, new address or change in contact details then Part A of the ILR form can be updated and there is no requirement to change any other part of the ILR form.
- 40 If there is a change in the learner's circumstances which does lead to a change in their learning programme, for example, if a learner is to be used as an ESF match then an ESF data set part D completed. Where it is necessary to use a new sheet, ensure the learner record it belongs to is clearly identified.

Completing a new Part A

- 41 The learner's reference number, question L03, never changes whilst the learner stays with the provider, even following a period of absence. If a learner moves to a different provider they should be given a new learner reference number, by the new provider.
- 42 Question L39 in Section 4 of Part A of the ILR form is not completed while the learner is engaged on a learning aim at the provider.

Changes to the start information in Part B

- 43 With the exception of the questions shown in the table below, you cannot make any changes to the start information on Section 6 of Part B of the ILR form except to correct errors, because these questions define the type of programme the learner is on, and therefore the funding received. Apart from the fields listed below a change would indicate a new programme or learning aim, and it would be necessary to first close the existing programme or learning aim, by completing section 7 of Part B of the ILR form and start the learner on a new programme. Please see table 1 in Annex E for guidance on how to close a learning aim.
- 44 If you are updating the information recorded in the questions listed below, it is most likely that you do not need to change the information recorded for the learner's subsidiary aims.

Field name and number		Guidance on how to record updated information in this field
A23	Delivery location postcode	There is no requirement to update this field in the ILR. Please refer to your own guidelines.
A24	SOC code	There is no requirement to update this field in the ILR. Please refer to your own guidelines.
A32	Guided learning hours	Should be updated if they differ from those originally planned (applicable to employability skills programme).
A44	Employer identifier	There is no requirement to update this field in the ILR. Please refer to your own guidelines.
A45	Workplace location postcode	There is no requirement to update this field in the ILR. Please refer to your own guidelines.
A49	Special projects & pilots	If the learning aim is involved in a special project or pilot at some time after the form has been signed, this box on the ILR form must be completed with the appropriate code so the field can be completed in the ILR. It is sufficient to enter the code and to initial and date the entry.

Completing a new Part B

45 The questions shown in the table below must not be updated on the ILR form to indicate a change, but may be updated to correct errors. If you need to change the information recorded in Part B, then the existing main aim must be closed by completing section 7 on Part B and the learner started on a new main aim by completing section 6 on a new Part B.

A09 Learning aim reference number

A10 LSC funding stream

A15 Programme type

A16 Programme entry route

A18 Main delivery method

A26 Sector code

A27 Learning start date

A28 Planned end date

Changes to start information in Part C

46 As with the main aim section part B you will not be able to update the information recorded for the subsidiary aims shown in Part C to indicate a change in learning aim. Where there is a change in learning aim you should close the existing aim and start a new one.

47 You may update part C to indicate the aim is being used for match funding or that the learner has become eligible for Additional Learning or Social needs during their programme

48 If you are updating the form to show that the aim is to be used for match funding, you should also complete Part D if you have not already done so. You should not update the planned end date on Part C once it has been entered, even if the learner continues on the learning aim beyond that date. You can start the learner on a new subsidiary aim at any time during their learning programme.

Section 6: Updating the end information in the learning aim record

- 49 There is no requirement to change the ILR form, should the learner continue on any learning aim beyond the planned end date recorded on the ILR form.
- 50 The ILR must be completed and updated regularly to reflect progress in the learner's individual learning plan. Information on subsidiary aims should be updated when the outcome of the learning is known (questions A40, A31, A34, A35, A37 & A38 should be completed as applicable). For guidance on how to complete section 7 of Part B and Section 9 of Part C, see the section below.

Guidance on closing subsidiary learning aims

- 51 For E2E the programme is made up of subsidiary aims that are recorded under the E2E main aim, the generic code XE2E0001. If the learner transfers from one subsidiary aim to another, this will not impact on the main aim, and therefore Part B of the ILR form does not need to be updated. You should update Part C of the ILR form to show the new subsidiary aims. All subsidiary learning aims must be completed before the E2E programme can be completed.
- 52 For Apprenticeship and Advanced Apprenticeship frameworks, if the learner transfers from one technical certificate to another one, this may impact on the sector framework. In this case you should consider whether the learner should continue on their main aim (if it has been started). A new Part B may need to be completed if the learner started on a new framework and has changed their NVQ. The subsidiary aims that form part of the framework, such as key skills can be left open if the learner is continuing with them as part of their new framework.

Completing Section 7 of Part B or Section 9 of Part C

- 53 Table 1 in Annex E indicates the valid entries for the questions in Section 7 of Part B when recording different completion and achievement scenarios of a learner on an Apprenticeship or Advanced Apprenticeship. Please note in all cases the questions on Part C of the ILR form relating to the subsidiary aims should be completed to reflect the reality of the learner's situation.

Learner leaves learning aim without achieving the qualification

- 54 When a learner finishes their learning programme, without achieving the main learning aim that defines the programme, Part B of the ILR form must be updated to record the end information for the main learning aim. This means recording the completion status of the programme, learning outcome and recording the reason learning ended. If the learner is also leaving the provider the destination questions in Section 4 of Part A of the ILR form must be completed.
- 55 If the learner is leaving the provider, all of their learning aims must be closed. If the learner is remaining with the provider and progressing to a new programme, any subsidiary aims which are applicable to the new programme should be left open.

- 56 Where a learner transfers to a new framework any aims that form part of the new framework should be left open, for example if the same key skills applied. The start date and planned end date should not be changed. However the sector framework code field A26, programme entry route field A16 and, where applicable, programme type should be updated. New learning aim records for these aims should not be created.
- 57 Fields A16 and A50 should not be completed if the learner is transferring to an ESF funded learning aim. If the learner completes and then starts a WBL programme, they should be recorded as a first time entrant on the WBL funded programme.
- 58 Use the tables in [Annex E](#) for guidance on completing Part B of the ILR form. The scenarios provide examples for apprenticeship/advanced apprenticeship frameworks, E2E learning and ESF funded learning aims.
- 59 If the learner leaves the provider prior to completing any learning aims, complete Section 4 of Part A, Section 7 of Part B (and Section 9 of Part C if applicable) as shown in Table 2, in [Annex E](#). If the learner completes any learning aims prior to leaving, the learning aims should be closed and fields A34 and A35 completed as shown in Tables 2, [Annex E](#). In the event that the learner has died, the form should be completed as shown in the table below. Part A should be updated; with code 2 entered into boxes L27a and L27b. In the event the learner has an injury or illness, a judgement should be made as to whether boxes L27a and L27b should be updated.

Learner leaves the learning aim and achieves the qualification

- 60 For subsidiary aims, the ILR should be updated to show the achievement. The destination data on Section 4 of Part A of the ILR form, should only be completed when the learner leaves the provider or has no open learning aims.
- 61 Table 3 in [Annex E](#) show scenarios for NVQ learning (this is only for continuing learners), Apprenticeship/ Advanced Apprenticeship framework and E2E learning.

Learner absence

- 62 Providers must determine the intent of learners who are absent from learning, whether the learner expects to return to learning and the reason for the absence. The LSC expects providers to have robust absence monitoring and a withdrawal policy, which they implement to ensure progress of all learners is monitored.
- 63 The provider will need to make a judgment within 4 weeks (28 days) as to whether the learner will return to the programme and if applicable change the ILR form as indicated below:
- if the learner returns within 4 weeks of the first day of absence the ILR does not need to be changed;
 - if the learner withdraws from the programme the learner should be recorded as withdrawn and the learning aims closed, using code 3 – withdrawn in the completion status field, field A34 and the relevant code in A35;

- if the learner intends to return to the programme after a break in learning, for example for operational deployment (MOD), long term sickness, maternity leave or religious trips, the learning aim(s) should be closed using code 6 – agreed break in learning;
- in both of the above cases the actual end date, field A31 should be set to the date of the last evidence of learning;
- When the learner returns to the programme, the learning aim(s) should be restarted, by creating a new learning aim record, and in particular, field A16 (programme entry route) should be completed with 11 (restart, learner has returned to the programme after a break in learning). Also field A51a (proportion of funding remaining) should be completed indicating the proportion funding the learner is eligible for. See table 2 for an example. Note this could be either after an agreed break in learning or after a learner previously withdrew from the programme;
- If the learner does not return from an agreed break in learning the learning aim record(s) should be updated to indicate that the learner has withdrawn.

Change to Additional learning or Social needs (ALSN) status of the learner

- 64 Where a learner's ALN or ASN status changes during the programme the aim(s) on which the status has changed should be closed see table 2 for an example. A new learning aim record should be created and field A53 on the new aim should be updated to reflect the new ALN/ASN status. The proportion of funding remaining field, field A51a, should be completed as for other restarts. It is not necessary to make a manual adjustment using the TPS form for changes to ALN/ASN status.

Transfers between providers

- 65 Where transfers take place between providers in year, the provider would need to close the learning aim record by completing Section 7 of part B as detailed in table 5, in Annex E.
- 66 The new provider should start the learner as described in Section 4 of this manual and complete Section 6 on Part B of the ILR form as shown in table 6, in Annex E.

Annex A: Background Information

Section 1: WBL Cycle of Returns

- 1 The timetable which reflects the WBL cycle of returns is included in annex A to the 'ILR Specification for 2007/08'. This can be found at: [Annex A WBL](#)

Section 2: Essential Information

Individualised Learner Record (ILR) Form

- 2 An electronic file of the ILR form is available in PDF and MS Word format. The document is available to download at: www.isc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm.

- 3 Providers using their own forms need to ensure that data captured is in the format as specified in this support manual and the '*ILR Specification for 2007/08*' and that all required fields are included.
- 4 Error in the design of a provider's own form will not be accepted as a valid reason for the transmission of incorrect or invalid data. See impact of omitted/incomplete/incorrect information to the LSC at paragraph 20.

Where providers use their own form, the part containing the learner's detail (this is the equivalent of part A on the LSC ILR form) must be signed by the learner. This part of the form should also include the LSC's data protection statement, which can be found at Annex F to the ILR Specification and the ESF logo (which can be obtained from the Word version of the ILR located on the LSC website at:

www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm) where the provision is ESF co-financed or used as match for ESF funding.

Other documents and data sources referred to in this guidance

- 5 Documents are referenced in this guidance by their '*Title in Italics*'. To complete the ILR form you may need to refer to the following documents, including relevant annexes, these can be located on the LSC website at: www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm
 - a. '*Specification of the Individualised Learner Record for 2007/08*', also referred to as the '*ILR specification for 2007/08*'.

The annexes to the ILR specification are detailed below:

Annex A	Collection timetable for WBL
Annex B	Migration information
Annex C	Valid postcode format
Annex D	Country of domicile codes
Annex E	LSC numbers
Annex F	Data Protection statement
Annex G	Prior attainment levels
Annex H	Learning aim class codes
Annex I	Forms to accompany ILR data transmissions
Annex K	Definition of terms
Annex L	SOC 2000 codes
Annex M	Included in this manual as Annex G on page 68
Annex N	Special projects and pilots
Annex O	National learning aim monitoring codes

- b. '*ILR form quick reference code tables*'
A document listing valid field codes for a WBL format ILR return is included on the LSC website under the WBL guidance section, entitled '*Quick Reference Code Tables*'. This can be accessed using the link below:
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm

- c. *'ESF co-financing quick reference guide'*
A document listing valid field codes for an ESF co-financing data set within an ILR return is included on the LSC website under the ESF guidance section, entitled *'Code Table'*. This can be accessed using the link below.
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm
- d. *'How to Record Train to Gain Learning in the ILR'*
A document providing further guidance on how to record Train to Gain learning in the ILR is included on the LSC website. This can be accessed using the link below.
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm
- e. *ILR validation rules*
A spreadsheet of validation rules and an accompanying guidance document is available from.
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm
- e. *'Requirements for funding WBL for young people and Adults 2007/08'*
A document listing the requirements for funding WBL for young people and adults 2007/08 is available to download from:
www.lsc.gov.uk/providers/funding-policy/Workbasedlearning
- f. The LSC learning aim database (LAD) is available at:
<http://providers.lsc.gov.uk/lad>
- g. The learner information suite (LIS) is available to download at:
www.lsc.gov.uk/providers/Data/Software/LIS

Further information and help

- 6 The definitive guide to returning data to the LSC is the *'ILR Specification for 2007/08'*. Managers responsible for returning data to the LSC should have a good working knowledge of this document. This manual is intended to provide guidance where different ILR fields are interrelated, which is not applicable to include in the *'ILR Specification for 2007/08'*. For further assistance in returning ILR data please contact your local LSC.
- 7 If after consulting these documents you cannot find a valid code that accurately describes the circumstances of the learner or their learning programme, or you have any other issues concerned with the application or interpretation of this guidance, please contact your local LSC. Contact details for your local LSC can be found at
www.lsc.gov.uk/regions/

Train to Gain

- 8 Train to Gain is a service (formerly known as the National Employer Training Programme: NETP) to help business get the training they need to succeed. It offers employers impartial advice via an independent skills brokerage service. Skills brokers will match employers' training needs with

training providers and ensure that training is delivered to meet employers' needs.

- 9 A Train to Gain learner is an adult learner whose learning is enabled, sponsored or facilitated by their employer. WBL Train to Gain learners are funded from the discrete Train to Gain budget (Type B and C funding).
- 10 A Train to Gain funded Learner is a learner whose learning need is Skills for Life or first full level two, and who is funded by a Train to Gain planned (Type B) or regional response (Type C) funding agreement with the LSC.
- 11 Train to Gain funding will have its own funding formula. The LSC needs to collect information for Train to Gain funded learners to:
 - Evaluate the effectiveness of the brokerage service in terms of broker activity and learning outcomes
 - Evaluate the effectiveness of Train to Gain-funded learning
 - Evaluate the employers participating in Train to Gain in terms of employer type, size, sector and location. This will be done through the capture of an employer reference number, issued by The Employer Data Registration Service from a database of employers.
- 12 FE colleges who also make a WBL return should send data for all Train to Gain funded learners in their WBL cycle of returns. No Train to Gain funded learners should be included in the provider's FE return.
- 13 Further information about recording Train to Gain learners is available in "*Guidance on How to Record Train to Gain Learning in the ILR*" which is available on the data collections page of the LSC web site at the following link:
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm

Transmitting ILR data to the LSC

- 14 The provider contracted with the LSC is contractually obliged to transmit ILR data to the LSC. Providers must gather data directly from learners, which can be done remotely at the placement, or at the provider, or by the sub contractor. Providers are required to ensure that the requirements of the Data Protection Act are maintained at all times. The learner must sign part A of the ILR form to confirm that the details provided are correct.
- 15 There are two routes by which providers may transmit ILR data to the LSC.
 - **Provider On-Line.** This option is for use by smaller providers, and will give them access to key their data direct to the LSC database via a secure Internet Portal. Your local LSC will provide guidance for this option. All TPS data must be input through this route in 2007/08.
 - **Provider Batch.** This option is best suited for large providers with their own MI systems. Providers will produce a batch file from their MI system and load it via the secure Portal to the LSC database.
- 16 Providers must ensure that data for months 1 to 12 are received at the LSC by the 10th working day following the last day of the month. Data for months August to October should be returned by the 5th working day, this is to avoid clashing with period 3 of the following year.

- 17 Providers using Provider Batch are encouraged to submit data regularly and should not wait until the week preceding the actual cut off date before transmitting data. Up to 999 transmissions can be made in a month. Annex A of the '*ILR Specification for 2007/08*' shows the timetable for transmission of ILR data. Where no data are returned, providers must indicate that a NIL return is applicable for a given collection using the LSC web portal.
- 18 The Actual Earned process is scheduled to run overnight following close of business on the return deadline.
- 19 Payments will be made as in previous years on the 6th working day after the month end.

Impact of omitted/incomplete/incorrect information to the LSC

- 20 The transmission of ILR data containing either omitted, incomplete or incorrect entries for appropriate fields for the type of programme being undertaken may result in the learner record not being accepted onto the national ILR database. The return of ILR data, promptly, fully and accurately completed, is essential.
- 21 Any data for individual learners not accepted by the national ILR database will mean that the Provider Funding Report will not show their details. The Learner Occupancy Lists will also not contain any reference to such rejected records.
- 22 ESF support cannot be claimed without complete and accurate forms. Every missing or incomplete form is potentially a loss from the relevant LSC programme budget and hence a reduction in the amount that can be spent on these programmes through the local LSC. Given the time-limited nature of ESF support, revised or corrected ILR data must be transmitted within two months.
- 23 This guidance should be read carefully and every effort made to ensure that all those responsible for handling the ILR are aware of their responsibilities to record and process information with accuracy. The person signing the form should be made aware of their responsibility for ensuring the information recorded on the form is correct.

Use of ILR Data

- 24 The prompt transmission of Individualised Learner Record (ILR) data is in accordance with the Learning and Skills Council (LSC) contract with the provider.
- 25 Data recorded on the ILR forms are used to provide details of learner volumes (by Age Band, Occupational Area and Programme Type), to calculate funding earned by the provider for such learners and enable comparison of actual volumes and costs against contracted profiled levels. The information will provide the means of reconciling actual earned costs against those funded to learning providers (based on profiled levels).
- 26 Co-financing is the process of matching European Social Fund (ESF) with other eligible LSC budgets to enable additional support to be provided in the

local LSC area. Data from the ILR forms may, by agreement with local offices, be used to support the receipt of ESF funds in the form of co-financed activity.

- 27 Due to the requirements of the ESF co-financing framework and the increasing need for comprehensive information about the delivery of learning, the LSC will be regularly talking to providers about their performance in ensuring these forms are handled effectively.
- 28 The ILR provides the LSC with management information (MI), including performance indicators, which is used to manage the current programmes and also to assist with the design of future programmes. The learner data gathered will provide information to Parliament of the effectiveness of the learning programmes in terms of whom they reach, what learning they receive, and what outcomes are achieved subsequently.

Funding calculations

- 29 All funding calculations are based on the data provided on the ILR or the TPS. It is very important to ensure that the completion of each document is accurate and conforms to the eligibility rules of the appropriate type of learning programme. The details of the WBL eligibility rules are published in the '*Requirements for Funding Work Based Learning for Young People and Adults 2007/08*'. This document is available to download on the LSC website.
- 30 Any inaccurate or late information will cause a delay in reconciling activity with payments and may result in payments being suspended until the information can be reconciled. Where data cannot be loaded onto the national ILR database, due to invalid information being supplied, this may affect any re-profiling undertaken and contracts could be varied without taking account of all activity if it has not been reported correctly.

Where to find the Training Provider Statement (TPS) form

- 31 The TPS form is used by WBL providers to record the amounts earned on some elements of non-formula funded provision each month during 2007/08. Providers must return TPS data (including indicating a NIL return) using the LSC data collection portal <http://providers.lsc.gov.uk>. There is no requirement to return the paper copy of the form to the LSC, however the provider must sign and retain a copy of the form at their own premises for audit purposes.
- 32 The TPS guidance can be found on the LSC website at:
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm

Data Protection Act Statement 2007/08

- 33 The LSC's ILR Data Protection Act statement, which must be included on enrolment forms, can be found in annex F of the 'ILR Specification for 2007/08'. It is available to download from the LSC's website:
www.lsc.gov.uk/providers/Data/Datacollection/ILR/ILR+Documents+2007-2008.htm

Definitions of words and terms

Programme

- 34 A WBL programme is defined as all of the learner's activity, which uses the resources of the provider and may be composed of one or several learning aims. For example, an advanced apprenticeship programme may be composed of an NVQ, key skills and a technical certificate.

Learning aim

- 35 A learning aim is a qualification such as an NVQ, key skill or technical certificate or a non-qualification such as XE2E0001, which is a generic code for Entry to Employment (E2E).

Main aim

- 36 The main learning aim is the learning aim within the WBL learning programme that generates the majority of the funding. As such there can only be one main learning aim within each learning programme. The main aim will determine the achievement payments and is identified in the ILR using code 40 in the LSC funding stream, field A10.
- 37 For example, for an Apprenticeship or Advanced Apprenticeship framework, the main aim is an NVQ level 2 or 3, delivered as part of the framework. For E2E programmes, the main aim is not a qualification and is identified in the ILR using code XE2E0001 in the Learning Aim Reference, field A09. For other WBL programme types, the main aim is an NVQ level 1 to 4 or equivalent qualification.

Subsidiary aim

- 38 Where the learning programme is composed of more than one learning aim, all other aims within the programme except the main aim are defined as subsidiary learning aims. Subsidiary aims include learning aims for technical certificates and key skills that form part of an Apprenticeship or Advanced Apprenticeship.

Annex B: Changes to the ILR from 2006/07 and Migration

- 1 The format of the 2007/08 ILR is very similar to that for 2006/07.
- 2 The key changes are summarised below:
- New field, L47, in Part A of the ILR to replace field L38, to monitor the effect of programmes on employment – see page 15
 - New field, L48, in Part A of the ILR to capture the date that the learner's employment status changed – see page 15
 - Changes to codes or guidance in the following existing fields:
 - Field L23 (telephone number) – see page 11
 - Field L24 (country of domicile) – see page 11
 - Field L34 (learner support reason) – see page 13
 - Field A16 (programme entry route) – see page 21
 - Field A18 (main delivery method) – see page 23

– Field A46 (national learning aim monitoring) – see page 25

– Field E22 (project dossier number) – see page 36

- Annex G (formally Annex M of the 'ILR Specification' has been added)

Migration

- 3 Migration is the process by which work based learning (WBL) data is converted from the ILR 2006/07 format, to the 2007/08 format. It will be applied to the data in the 2006/07 ILR database and for each learner engaged in a learning programme that is open at the end of period 12, the process will format and write all of the relevant records to the 2007/08 ILR database. The format and content of the 2006/07 database will be unchanged by the migration process.
- 4 Provider On-Line (POL) providers will have data migrated automatically by 18 August 2007. It is essential that providers using batch ensure that their software supplier sets up their system according to the 'ILR Specification for 2007/08' published by the LSC, and applies the 2007/08 migration rules to their 2006/07 data. The migration rules for 2007/08 are published in Annex B to the ILR Specification.
- 5 Although all live records will be migrated, the first time a batch file is received the existing migrated data will be overwritten with that contained in the first file received.
- 6 While the migration process is taking place, it will not be possible to produce PFRs for either 2006/07 or 2007/08 for at least two weeks. The production of PFRs will resume by Monday 3rd September 2007.

Annex C: Relationships to different fields

- 1 The ILR form can be used to record information about different types of WBL programmes. Some of the fields on the ILR form are not required for all types of WBL programme, these boxes can be left blank automatically, regardless of the learner's situation.
 - Use the table below as a guide to which boxes on the ILR form can be left blank. A tick indicates that an entry can be made in the box on the ILR form.
- 2 All fields not listed in this table are applicable to all programme types.

Programme related fields		Location on the ILR form (Part-section)	Programme type				
			NVQ learning (for existing learners and learners on a learning agreement)	E2E	Apprenticeship/ Advanced Apprenticeship/ Higher Level Apprenticeship/ Apprenticeship for Adults	Employability Skills Programme	Other LSC or ESF funded learning aim
L28	Eligibility for enhanced funding	A – 3	✓	blank	✓	Blank	blank

Programme related fields		Programme type					
		Location on the ILR form (Part-section)	NVQ learning (for existing learners and learners on a learning agreement)	E2E	Apprenticeship/ Advanced Apprenticeship/ Higher Level Apprenticeship/ Apprenticeship for Adults	Employability Skills Programme	Other LSC or ESF funded learning aim
A16	Programme entry route	B – 6	✓	✓	✓	Blank	blank
		C – 8	Blank	blank	✓	N/A	blank
A24	SOC code	B – 6	✓	blank	✓	Blank	✓
A26	Sector code	B – 6	Blank	blank	✓	Blank	blank
		C – 9	Blank	blank	✓	N/A	blank
A46	National Learning aim monitoring	B – 6	✓	✓	✓	✓	✓
		C – 8	N/A	✓	✓	N/A	N/A
A32	Guided learning Hours	B- 6	Blank	blank	blank	✓	blank
A51a	Proportion of funding	B – 6	✓	blank	✓	Blank	blank
		C – 8	✓	blank	✓	Blank	blank
A53	Additional Learning/ Social needs	B – 6	✓	blank	✓	Blank	blank
		C – 8	✓	blank	✓	Blank	blank
A49	Special project and pilots	B - 6	✓	✓	✓	✓	✓
A37	Number of units completed	B – 7	✓	blank	✓	✓	✓
		C – 9	N/A	✓	✓	N/A	N/A
A38	Number of units to achieve full qualification	B – 7	✓	blank	✓	✓	✓
		C – 9	N/A	✓	✓	N/A	N/A
A43	Framework achievement date	B – 7	Blank	blank	✓	Blank	blank

Annex D: Estimating length of stay for WBL aims and for Apprenticeships

Introduction

- 1 Accurate estimation of lengths of stay is becoming more important as funding is drawn down over the length of stay and the LSC is moving towards a timeliness measure for WBL. The introduction of partial funding based on prior achievement also requires providers to estimate prior and future lengths of stay with reasonable accuracy.

- 2 The LSC has published spreadsheets showing data on average and range of lengths of stay at a learning aim level. These are available from the 2007/08 ILR pages of the LSC website under WBL documents.

Purpose

- 3 The purpose of the Length of stay spreadsheets are to assist providers in estimating lengths of stay by providing national benchmarks of the planned and actual lengths of stay for successful learning aims and apprenticeships.

The Requirements

- 4 Providers are expected to set a planned length of stay within the 10th and 90th percentile of the actual length of stay. This expected length of stay is to take into account the following:
- The actual average length of stay (50th percentile)
 - The learners initial assessment and individual needs
 - The providers past experience of delivering the learning aim.
- 5 Providers are also to have due regard for the minimum lengths of Apprenticeships recommended by “The Modern Apprenticeships Advisory Group” in September 2001. That is that in total an Apprenticeship should include at least 12 months experience in a relevant industry setting and an Advanced Apprenticeship 24 months. For clarity the 24 months for Advanced Apprenticeships include the 12 months for an Apprenticeship if the Apprentice progresses between the levels.
- 6 Where an apprentice has an estimated length of stay less than the minimum the LSC would not expect to fund the full programme. Field A51a in the ILR should be used to reduce the funding to an appropriate percentage.
- 7 Expected lengths of stay are:
- Expected to be individually set
 - Not to be changed once entered into the ILR
 - To be based on the guidance above from 1st December 2005
- 8 Further advice should be sought from your local LSC contact or Regional Contact Manager.

What’s Included

- 9 There are three spreadsheets

A) Aim List

This spreadsheet details all WBL aims with more than 5 learners registered. It shows the actual average lengths of stay by 10th, 50th and 90th percentile. It is based on those learners that achieved the aim in 2005/06. It is therefore valid and recent information, it also shows the average planned length of stay for learners who started in 2005/06 this gives a comparison between a providers own estimate of a length of stay and national averages.

B) Area of Learning List

Where length of stay data is not available for an aim due to a lack of recent successful completions the average length of stay of for aims with the same area of learning should be used as a guide. This spreadsheet shows all areas of learning split by NVQ and technical certificates for different notional levels, giving the actual average length of stay by 10th, 50th and 90th percentile. It is based on aims that were completed in 2005/06.

C) Framework List

This spreadsheet shows all Apprenticeship frameworks, giving the actual average length of stay by 10th, 50th and 90th percentile. It is based on those Apprentices that completed their framework in 2005/06.

Examples

A) Level 2 Progression Award in Early Years & Childcare (Full funding)

- The actual average length of stay is - 57 weeks
- The minimum the LSC would expect would be -25 weeks
- The maximum the LSC would expect would be – 83 weeks
- If delivered as part of an Apprenticeship the overall length of stay on the Apprenticeship would be around 70 weeks based on the learner's individual needs, which exceeds the minimum of 52 weeks.

B) Level 2 Progression award in Early Years & Childcare (Partial Funding)

- A young person is recruited onto the Apprenticeship;
- On initial assessment it is discovered that they have completed a substantial proportion of the learning aim through an FE course;
- it is estimated that they have completed 65% of the learning aim and will take 20 weeks to finish it.
- As there is 35% of the learning and assessment left to do, 35 should be entered into the ILR at field A51a
- On programme payments will be made at proportion indicated in field A51a
- Full achievement funding will be paid on completion of the apprenticeship.

Annex E: Recording Completion and Achievement Information

Many of the fields in the ILR are interrelated, in that the information recorded in one field must agree with the information in another field, in order that the whole learner record will make sense. This is particularly important when recording achievement and completion data, as it is in this area that the validation rules are tight. Accordingly it is essential that the following interdependent fields be considered collectively when completing the ILR form.

- L38 Employment status on last day of learning
- L39 Destination
- A31 Learning actual end date
- A34 Completion status
- A35 Learning outcome
- A40 Achievement date
- A43 Framework achievement date
- A50 Reason learning ended

The following tables outline how to record common learning scenarios.

- Table 1 shows how to close a learning aim
- Table 2 shows how to close a learning aim when the learner leaves/transfers
- Table 3 shows scenarios for NVQ learning
- Table 4 shows how to close a learning aim
- Table 5 and Table 6 show the transfer of learner to another provider

Table 1: How to Close a Learning Aim

Question name and number	A10 – LSC Funding Stream	A15 – Programme Type	A31 – Learning Actual End Date	A34 – Completion Status	A35 – Learning Outcome	A37 – Number of units completed from a full learning aim	A38 – Number of units required to achieve full learning aim	A40 – Achievement date	A43 – Framework Achievement Date
Learner is continuing in learning and has not yet achieved the NVQ or the framework	40, 41, 42, 70, 80 or 99	all aims	Blank	1	9	Blank	blank	blank	blank
Learner has completed the learning activities, and is awaiting external verification or result is not yet known	40, 41, 42, 70, 80 or 99	all aims	date learning ended	2	4	Blank	blank	Blank	blank
Learner has completed the learning activities and the outcome is known and achieved	40, 41, 42, 70, 80 or 99	All aims except Apprenticeship/advanced apprenticeship/Higher level Apprenticeship/Apprenticeship for Adults main aims	date learning ended	2	1	Blank	blank	date learning ended	blank
Learner has completed the learning activities and the outcome is known and achieved	40	Apprenticeship/advanced apprenticeship/Higher level Apprenticeship/Apprenticeship for Adults main aims NVQ achieved framework not achieved (including not yet achieved)	date learning ended	2	1	Blank	blank	date NVQ ended	Blank
Learner has completed the learning activities and the outcome is known and achieved	40	Apprenticeship/advanced apprenticeship/Higher level Apprenticeship/Apprenticeship for Adults main aims NVQ achieved framework achieved	date learning ended	2	1	Blank	blank	date NVQ achieved	Date framework achieved
Learner has completed the learning activities and this outcome is known and is partially achieved	40, 41, 42, 70, 80 or 99	all aims	date learning ended	2	2	enter no. of units	enter no. of units	Blank	blank
Learner has completed the learning activities and this outcome is known and is not achieved	40, 41, 42, 70, 80 or 99	all aims	date learning ended	3	3	Blank	blank	Blank	
Learner has not completed the learning activity and has transferred	40, 41, 42, 70, 80 or 99	all aims	date learner transferred	4	3	Blank	blank	Blank	Blank
Learner has not completed the learning activity and has withdrawn	40, 41, 42, 70, 80 or 99	all aims	date learning ended	3	3	Blank	blank	Blank	Blank
Learner has withdrawn from (left) learning without achieving the framework									

Question name and number	A10 – LSC Funding Stream	A15 – Programme Type	A31 – Learning Actual End Date	A34 – Completion Status	A35 – Learning Outcome	A37 – Number of units completed from a full learning aim	A38 – Number of units required to achieve full learning aim	A40 – Achievement date	A43 – Framework Achievement Date
Learner has partially achieved the NVQ and has withdrawn (left) learning without achieving the framework			Date learning ended	2	2	Enter no. of units	Enter no. of units	Blank	Blank
Learner has achieved the NVQ and has withdrawn (left) learning without achieving the framework			Date learning on NVQ ended	2	1	Blank	Blank	Date NVQ achieved	Blank
Learner has achieved the NVQ and is continuing towards the framework (for example the learner is still learning on subsidiary aims)			Date learning on NVQ ended	2	1	Blank	Blank	Date NVQ achieved	Blank
Learner has achieved the framework (all elements of the framework have been achieved including the NVQ and an application for certification has been made)			Date learning on NVQ ended	2	1	Blank	Blank	Date NVQ achieved	Date framework achieved

† Note that the entries in part B are the same regardless of whether the learner is still progressing towards the framework or has withdrawn from it. This is because the learning aim represents the NVQ and not the framework.

Where the learner has left without achieving the framework, field L39, destination, should be completed with a code other than 93, 94 or 95 to indicate the learner has left.

Table 2: How to Close a Learning Aim When the Learner Leaves/Transfers

Question name and number	A31 – Learning Actual End Date	A34 – Completion Status	A35 – Learning Outcome	A50 – Reason Learning Ended	L39 – Destination	A16 – Programme Entry Route	A51a – Proportion of Funding Remaining
Learner transfers to a new programme at the same provider	Enter last date of learning	4	3	04 or 05 or 97 E2E – 20 or 21 or 23 or 24	blank††	04 or 06 or 09	Blank†††
Learner transfers to another provider	Enter last date of learning	3	3	02	97	07 (at new provider)	enter value between 01 and 99
Learner transfers between providers due to intervention by the LSC	Enter last date of learning	3	3	07	97	12	Enter value between 01 and 99
Learner takes an agreed break in learning	Enter last date of learning	6	3	97	Any applicable code	11	enter value between 01 and 99
Learner withdraws from the learning aim but subsequently returns to the programme	Enter last date of learning	3	3	97	Any applicable code	11	enter value between 01 and 99
Learner restarts the aim due to a change in ALN/ASN status	Enter date ALN/ASN status changed	5	3	01	blank††	08	enter value between 01 and 99

Complete Section 6 on a new Part B as shown. Complete the remaining fields on the new Part B as for the new programme

††When entering data to Provider On-line it will be necessary to temporarily set these fields to code 97 'other' to allow the aim to be closed. If some aims on a framework are left open L39 do not need to be changed. This may also be the case with other software systems. When the new aim is entered these fields should be reset. It is not necessary to update the ILR form.

††† Unless there is significant accreditation of prior learning, in which case field A51a should be completed.

Table 3: Scenarios for NVQ Learning

Question name and number	A50	L39	Complete Section 6 on a new Part B as shown. Complete the remaining fields on the new Part B as for the new programme	A16
	Reason learning ended	Destination		Programme Entry Route
Learner finishes and starts new programme	04 or 05 or 97 E2E – 20, 21, 22 or 97	Blank††		03 (advanced apprenticeship only) 04 or 06 or 09
Learner transfers to another provider	02	97 or 98		07
Learner leaves provider	97	any valid code		blank E2E – n/a

Table 4: How to Close a Learning Aim

Reason for leaving	L39 - Destination	A31 – Learning Actual End Date	A34 – Completion Status	A35 – Learning Outcome	A50 – Reason Learning Ended
Known reason	Any valid code if relevant	Enter last date of learning	3	3	97
Illness	97	Enter last date of learning	3	3	03
Unknown reason	98	Enter last date of learning	3	3	98
Death	61	Enter last date of learning	3	3	97

Table 5: Transfer of learner to another provider

Fields to complete	Location of field on ILR form (Part-Section)	
A31 Learning actual end date	B-7/C-9	Enter the last date of learning prior to the transfer funding
A34 Completion status	B-7 /C-9	3 Withdrawn
A35 Learning outcome	B-7/ C-9	3 No achievement
A50 Reason learning ended	B-7/C-9	02 Learner has transferred to another provider in the same programme type.
All of the remaining fields on the ILR form should be left blank		

Table 6: Transfer of Learner to another provider

Fields to complete		Location of field on ILR form (Part-Section)	Other
A16	Programme entry route	B-6/ C-8	Transfer from another provider
A27	Learning start date	B-6/ C-8	The date following the last date of learning prior to the transfer.
A51a	Proportion of funding remaining	B-6/ C-8	The proportion of funding to which the learner is entitled for this aim
Except for the questions you have updated, complete the remaining questions on the new Part B as for the previous record as the learner is continuing on the same programme			

Annex F: Quick guide to completing fields E11-E15 for ESF funded aims and ESF Match aims

The information recorded in fields E11 to E15 on the ILR form is interrelated. Care should be taken to make sure that the information recorded in these fields is not contradictory. Use the tables below to identify which codes to use to correctly record the circumstances of a learner's employment status.

For ESF funded learners you may not use the not known values in fields E11 – E15 unless E12 indicates the learner is in full-time education or still at school.

For ESF match learners, you may in exceptional circumstances return 'not known' or 'not provided' values in these fields. However you should be aware that this will make the learner ineligible for match funding and they cannot be counted towards learner number targets.

E12 Employment Status on day before starting ESF/CFD project		E11 Industrial sector of learner's employer		E13 Learner's employment status		E14 Length of unemployment before starting ESF project		E15 Type and size of learner's employer	
code	description	code	description	code	description	code	description	code	description
01	Employed	01-97	description of sector	01 or 02	in secure employment or threatened with redundancy	99	not unemployed	01-06	description of employer
02	full time education	99	no employer	98	not known/not provided	99	not unemployed	99	not employed
03	Self employed	01-97	description of sector	01 or 02	in secure employment or threatened with redundancy	99	not unemployed	02-06	description of employer
04	Unemployed	99	no employer	03	unemployed	01-05	Length of time	99	not employed
05	still at school	99	no employer	98	not known/not provided	99	not unemployed	99	not employed
06	Economically inactive	99	No employer	98	Not known/not provided	99	Not unemployed	99	Not employed
98	not known/not provided	98	not known	98	not known/not provided	98	not known/not provided	98	not known/not provided

Annex G: Learning aims matrix

This annex is intended as a guide to completing the Individualised Learner Record (ILR) for WBL learning programmes. A learning programme is defined as all of the activities that involve the use of the resources of the provider at which the learner is enrolled.

WBL learning programmes are composed of one or several learning aims, referred to as main learning aims and subsidiary learning aims.

Main Aim

For Apprenticeship and Advanced Apprenticeship programmes, the main funded aim is the NVQ (or the aim that replaces it within an employer approved scheme).

Where the NVQ has been achieved in a previous programme and the learner is following only the technical certificate or key skills learning aims, the main funded aim is a sector framework completion code. Sector framework completion codes are listed at Annex H of the '*ILR Specification 2007/08*'.

For NVQ learning, the main funded aim will be the NVQ aim.

For E2E, the main funded learning aim will be the XE2E0001 aim.

Subsidiary Aim

A subsidiary aim is any aim within a WBL programme that is not the main aim.

To satisfy funding requirements the LSC needs more information about the main learning aim than the subsidiary learning aim. This means some ILR fields in the learning aim data set are not required for the record containing the subsidiary learning aim information.

The ILR fields' for which the completion requirements differ between main and subsidiary aims, are listed in the tables below. Whether a learning aim is a main aim or subsidiary aim is identified in the ILR by the codes entered in the following fields:

- Learning aim reference, field A09; and
- LSC funding stream, field A10.

For each type of learning aim listed in the tables below, where 'Y' appears against a field, the field is required for that type of aim. Where 'N' appears against a field, the null value should be entered. 'O' indicates the field status is optional. For a list of the valid entries and the null value for each field, see the appropriate pages of the '*Specification of the Individualised Learner Record for 2007/08*'.

Apprenticeships or Advanced Apprenticeships

Field name		main aim NVQ2 or NVQ3	subsidiary aim Technical certificate	subsidiary aim key skills	subsidiary aim other framework learning aims	subsidiary aim other learning aims not part of framework
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Provider number	A01	Y	Y	Y	Y	Y
Contract / Allocation type	A02	Y	Y	Y	Y	Y
Learner reference number	A03	Y	Y	Y	Y	Y
Data set identifier code	A04	Y	Y	Y	Y	Y
Learner aim data set sequence	A05	Y	Y	Y	Y	Y
ESF co-financing data sets	A06	Y	Y	Y	Y	Y
HE data sets	A07	Y	Y	Y	Y	Y
Data set format	A08	Y	Y	Y	Y	Y
Learning aim reference	A09	Y	Y	Y	Y	Y
LSC Funding stream	A10	40	41	42	99	99
Programme type	A15	2/3	2/3	2/3	2/3	99
Programme entry route	A16	Y	Y	Y	Y	N
Main delivery method	A18	N	N	N	N	N
Delivery location postcode	A23	Y	N	N	N	N
Occupation relating to learning aim	A24	Y	N	N	N	N
Sector framework of learning	A26	Y	Y	Y	Y	N
Learning start date	A27	Y	Y	Y	Y	Y
Learning planned end date	A28	Y [†]	Y	Y	Y	Y
Learning actual end date	A31	Y	Y	Y	Y	Y
Guided learning hours	A32	N ^{††}	N ^{††}	N ^{††}	N ^{††}	N ^{††}
Completion status	A34	Y	Y	Y	Y	Y
Learning outcome	A35	Y	Y	Y	Y	Y
Number of units completed	A37 [‡]	Y	Y	Y	Y	Y
Number of units to achieve full qualification	A38 [‡]	Y	Y	Y	Y	Y
Achievement date	A40	Y	Y	Y	Y	Y
Sector framework achievement date	A43	Y	N	N	N	N
Employer Identifier	A44	Y	N	N	N	N
Workplace location postcode	A45	Y	N	N	N	N
National learning aim monitoring (occurs 2)	A46	Y	Y	Y	Y	Y
Local learning aim monitoring (occurs2)	A47	O	O	O	O	O
Provider specified learning aim data (occurs 2)	A48	O	O	O	O	O
Special projects and pilots	A49	N ^{†††}	N ^{†††}	N ^{†††}	N ^{†††}	N ^{†††}
Reason learning ended	A50	Y	Y	Y	Y	Y
Proportion of funding remaining	A51a*	Y	Y	Y	Y	Y ^{††††}
Additional learning needs	A53	Y	Y	Y	Y	N
Broker contract number	A54	N	N	N	N	N
Unique learner number	A55	Y	Y	Y	Y	Y
UK provider reference number	A56	Y	Y	Y	Y	Y

† except those learners that began before 01 August 2004

†† except if part of the employability skills programme, including the employability award

††† except when part of a special project or pilot

†††† where reduced funding is being claimed

Entry to Employment (E2E)

Field name		main aim XE2E	subsidiary aim other learning aims included in the E2E programme	subsidiary aim other learning aims not part of E2E
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Provider number	A01	Y	Y	Y
Contract / Allocation type	A02	Y	Y	Y
Learner reference number	A03	Y	Y	Y
Data set identifier code	A04	Y	Y	Y
Learner aim data set sequence	A05	Y	Y	Y
ESF co-financing data sets	A06	Y	Y	Y
HE data sets	A07	Y	Y	Y
Data set format	A08	Y	Y	Y
Learning aim reference	A09	Y	Y	Y
LSC Funding stream	A10	40	99	99
Programme type	A15	09	09	99
Programme entry route	A16	Y	Y	Y
Main delivery method	A18	N	N	N
Delivery location postcode	A23	Y	N	N
Occupation relating to learning aim	A24	N	N	N
Sector framework of learning	A26	N	N	N
Learning start date	A27	Y	Y	Y
Learning planned end date	A28	Y ^{†††}	Y	Y
Learning actual end date	A31	Y	Y	Y
Guided learning hours	A32	N [†]	N [†]	N [†]
Completion status	A34	Y	Y	Y
Learning outcome	A35	Y	Y	Y
Number of units completed	A37 [†]	N	Y	Y
Number of units to achieve full qualification	A38 [†]	N	Y	Y
Achievement date	A40	Y	Y	Y
Sector framework achievement date	A43	N	N	N
Employer Identifier	A44	Y	Y	N
Workplace location postcode	A45	Y	Y	N
National learning aim monitoring (occurs 2)	A46	Y	Y	Y
Local learning aim monitoring (occurs2)	A47	O	O	O
Provider specified learning aim data (occurs 2)	A48	O	O	O
Special projects and pilots	A49	N ^{††}	N ^{††}	N ^{††}
Reason learning ended	A50	Y	Y	N
Proportion of funding remaining	A51a*	Y	Y	Y
Additional learning needs	A53	N	N	N
Broker contract number	A54	N	N	N
Unique learner number	A55	Y	Y	Y
UK provider reference number	A56	Y	Y	Y

† except if part of the employability skills programme, including the employability award

†† except when part of a special project or pilot

††† initially the date entered should be 6 weeks from the start date until the case conference has been held. Once the case conference has been held and the likely duration has been agreed, the planned end date should be amended and not be altered thereafter.

Train to Gain (TtG)

Field name	main aim
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Provider number	A01	Y
Contract / Allocation type	A02	Y
Learner reference number	A03	Y
Data set identifier code	A04	Y
Learner aim data set sequence	A05	Y
ESF co-financing data sets	A06	Y
HE data sets	A07	Y
Data set format	A08	Y
Learning aim reference	A09	Y
LSC Funding stream	A10	60
Programme type	A15	99
Programme entry route	A16	N
Main delivery method	A18	Y
Delivery location postcode	A23	Y
Occupation relating to learning aim	A24	Y
Sector framework of learning	A26	N
Learning start date	A27	Y
Learning planned end date	A28	Y
Learning actual end date	A31	Y
Guided learning hours	A32	N
Completion status	A34	Y
Learning outcome	A35	Y
Number of units completed	A37 [†]	Y
Number of units to achieve full qualification	A38 [†]	Y
Achievement date	A40	Y
Sector framework achievement date	A43	N
Employer Identifier	A44	Y
Workplace location postcode	A45	Y
National learning aim monitoring (occurs 2)	A46	Y
Local learning aim monitoring (occurs2)	A47	O
Provider specified learning aim data (occurs 2)	A48	O
Special projects and pilots	A49	N [†]
Reason learning ended	A50	N
Proportion of funding remaining	A51a*	N
Additional learning needs	A53	N
Broker contract number	A54	Y
Unique learner number	A55	Y
UK provider reference number	A56	Y

† except when part of a special project or pilot