

ADVICE RESOURCES

LEARNING DIRECTORY DATA ENTRY STANDARDS

Version 6.5 – October 2008

This manual was written and compiled by the National Learning Directory Standards Working Group. The original Working Group was disbanded in 2001 following the production of the Standards Manual. This revision of the manual follows consultations between the Careers Advice Service and Hotcourses.

The Standards will continue to be maintained and discussions on proposed changes can be found on Careers Advice Service's Standards and Classification Message Board: <http://www.hotcourses.com/MessageBoard>.

The National Learning Directory (NLD) data entry standards and the Learning Directory Classification System (LDCS) are published on the advice-resources website at <http://www.advice-resources.co.uk/learningproviders/standards/>. The Standards Manual is available on this site and may be downloaded in PDF format.

There is also a section of the site that holds a series of help files and tables to assist with the use of the Standards. These Helpfiles are updated as and when necessary by the NLD team.

Significant amendments from version 5 are shown by a red vertical line in the outside margin.

Major changes to the standards can be found in the following sections:

- | | |
|-----------------|---------------------------------|
| 3.1 | Provider Name |
| 3.10 | Learner Support |
| 4.3 | Learning Opportunity Title |
| 4.6 | Target Group deleted |
| New 4.6 | Organisations Only |
| New 4.7 | FT 16-19 |
| 4.10 (was 4.9) | Qualification Type Code |
| 4.25 (was 4.24) | Language |

This version (6.4) of the standards is being implemented in the NLD during 2008. There are a number of additional issues that are being addressed by the Standards Working Group, and revised standards relating to these issues will be included in a new version 7 to be issued at a later date. For further information please contact ca-advice-resources@lsc.gov.uk.

Issues under discussion include:

- Revised geolocation and address formats
- Classification of courses for businesses, employees and bespoke training for employers
- Study mode, attendance pattern, attendance mode, delivery method
- Recording of Train to Gain information.

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Standards for Learning Opportunities

1. Introduction

- 1.1 This Manual is a set of guidelines recommended for use by all those contributing data on all types of learning opportunities to the National Learning Directory. This includes event based opportunities, self study and open and flexible learning.

The Manual identifies a core data set needed by the National Learning Directory and recommends standards for those fields. Organisations not supplying data to the National Learning Directory may use these standards for core fields and add additional fields to meet their individual needs.

- 1.2 A learning opportunity for the purpose of the National Learning Directory should be aimed at over 16 year olds and:

either delivered face-to-face

or, if the learning is at a time, place and pace to suit the needs of the learner, it must be available through a learning provider.

Books and manuals without an element of assessment or self-assessment with feedback and available through bookshops, while being a source of information, do not fulfil the criteria and should not be included in the National Learning Directory.

The National Learning Directory should not hold data on 'services' and as such the following should not be included:

- Activities – example: 'Brighton & Hove health walk'
- Rehabilitation Programmes
- Information, Advice and Guidance (IAG) sessions

- 1.3 In order for the Careers Advice helpline advisers and Careers Advice website users to be able to search the database effectively and for the helpline to provide an efficient and accurate service to callers, the following fields must be completed.

- Learning Opportunity ID (section 4.1)
- Learning Opportunity Title (section 4.3)
- Price (section 4.4)
- Organisations Only (section 4.6)
- FT 16-19 (section 4.7)
- Qualification Type Code (section 4.10)
- Duration Description (section 4.12)
- Duration Code (section 4.13)
- Study Mode (section 4.14)
- Learning Opportunity Contact (section 4.21)
- Learning Opportunity Contact Telephone Number (section 4.22)
- Subject Classification (section 4.24)
- Language (section 4.25)
- Provider Name (section 3.1)
- Provider Address and Postcode (section 3.2)
- Provider Telephone Number (section 3.3)
- Provider Website Address (section 3.6)
- Venue Name (section 3.7)
- Provider Type Code (section 3.11)

Where there is a fixed venue:

- Venue Address and Postcode (section 3.8)

Where the course leads to a qualification:

- Qualification Title (section 4.8)

- 1.4 The remainder of the fields should be completed if information is available, but it is appreciated that this may not always be possible.
- 1.5 Section 2 of the manual gives general guidelines to standards for all fields; Sections 3 and 4 suggest advice and prescriptions for each field. There are numerous examples to help with the completion of data entry. For each field there is an indication of field length, field type (alpha, alphanumeric, tickbox, etc) and field status (desirable or mandatory).

2. General Guidelines

2.1 For all fields:

- provide as much positive information as possible
- keep information factual and impersonal. Do not enter all details given by a provider, but only that relevant to the particular field being edited
- use upper and lower case following normal grammatical rules except where specific field guidelines dictate the use of upper case.

2.2 The use of full stops at the end of fields is not recommended other than when following normal grammatical rules.

Example: do not put a full stop after phrases like '5 days' or '£200 per day'

2.3 For many fields it is recommended not to open the field with 'The' or 'A'. This is for search reasons because in an alphabetical list the software will recognise 'The' or 'A' rather than the second word. Guidelines on how this should be applied to specific fields will also be found in the Field Guidelines section.

Example: INSTITUTE OF ADMINISTRATIVE MANAGEMENT
not THE INSTITUTE OF ADMINISTRATIVE MANAGEMENT

2.4 Use plain English at all times and follow the standard grammatical rules especially for apostrophes.

Example: NVQs
not NVQ's

2.5 Use English spelling for words rather than American.

Examples: recognise not recognize
authorised not authorized

2.6 Numbers should be entered numerically and not as full words. The preferred format for numbers is Arabic (1, 2, 3) and not Roman (I, II, III). The exception to this is where qualification levels dictate a particular style.

2.7 Names of software packages should always be recorded as listed in the schedules of the current version of the LDCS.

Examples: WordPerfect
Lotus 1-2-3

For details of how to obtain the LDCS, contact ca-advice-resources@lsc.gov.uk

2.8 Throughout this Manual when describing field format the symbol ^ is used to signify a space between entries of text and/or numbers.

2.9 Further Development of the Standards

This Manual has been developed from March 1998 – August 2008. The Standards will continue to be reviewed regularly and if you have any comments you would like to make, please send them to ca-advice-resources@lsc.gov.uk

Provider Guidelines

3. Provider Information

3.1 Provider Name

Length: 1 line of 125 characters (1 x 125)

Type: alphanumeric

Status: mandatory

Description: The name of the company or organisation that provides the learning opportunity. This shall be the trading name and for open or flexible learning may be the originator, publisher or distributor as appropriate. **It should be entered in capital letters.**

Content and examples:

The following general guidelines should be followed for the input of data to this field:

- abbreviations should be used as given by the provider except that full stops should be omitted
- articles 'THE' or 'A' should not be used at the beginning of the name

Example: UNIVERSITY OF EXETER not THE UNIVERSITY OF EXETER
OPEN UNIVERSITY not THE OPEN UNIVERSITY

- for acronyms do not put stops or spaces between the letters

Example: EEF SHEFFIELD

- for true initials there should not be stops but there should be spaces

Example: G E GARDINER MULTIMEDIA

Where possible the use of subordinate bodies should be avoided as, in many cases, the subordinate body is the venue not the provider of the learning opportunity. This is particularly the case with departments of colleges or universities. Where the inclusion of a subordinate body has been specifically requested by the data supplier, has a separate URL and separate admissions arrangements, input with the subordinate part separated from the provider's main name with a dash.

Certain providers occur throughout the country and offer education and training on a local basis. To enable Careers Advice helpline advisers and users of the Careers Advice website to differentiate between each provider, write the provider name followed by the location name in brackets.

Examples: ADULT TRAINING COMPANY (WOKING)
BRITISH RED CROSS (BRISTOL)
YMCA (GUILDFORD)

Scope Note:

If the provider URL and address are the same, then it is the same provider.

3.2 Provider Address and Postcode

Address

Length: 4 x 40

Type: alphanumeric

Status: mandatory

Description: This field should record the trading address of the provider in field 3.1.

Postcode

Length: 1 x 8

Type: alphanumeric

Status: mandatory

Description: This field should record the postcode relevant to the address of the provider in field 3.1.

Content and examples:

Address details should be in upper and lower case, following the Post Office conventions for recording an address except for Field 3 (see below).

There should be no punctuation in address fields; where subsidiary information needs to be held on one address line, it should be separated by two spaces.

The four fields should be used to record data as follows:

Address 1 Record the street and number of the building

Address 2 Record the district or village

Address 3 **Postal town/city:** Always record the name of the postal town or city in this field even if Field 2 is left blank because there is no district in the address. Enter the postal town or city name in capital letters

Address 4 **County / unitary authority:** The county or unitary authority name is not needed for large towns; for smaller towns that are not widely known, record the county/unitary authority name here to help identify locality.

The Postcode should be recorded as provided by the provider in two blocks (1 of 2, 3 or 4 and 1 of 3 characters separated by a space).

Note: Provider addresses in London - please record London in the County field and the borough or district name in the 3rd line of the address.

Examples: Some lines in these examples have been purposely left blank to show where field contents are not present.

P & P TRAINING

Todd Hall Road

Haslingden

ROSSENDALE

Lancashire

BB4 5HU

FRANKLIN COVEY CO
1 Omega Business Centre ^^ Caxton Close
Drayton Fields Business Park
DAVENTRY
Northamptonshire
NN11 5RT

CITY OF WESTMINSTER COLLEGE
25 Paddington Green

KENSINGTON AND CHELSEA
London
W2 1NB

SPRINGFIELD COUNTRYSIDE SERVICES
11-12 Chelmsford Road

BIRMINGHAM
B4 6AS

3.3 Provider Telephone Number

Length: 1 x 40

Type: alphanumeric

Status: mandatory

Description: This field should record the main telephone number of the provider and is the number that will be used by the general public when enquiring about a course. Use the UK standard format, not the international standard.

Content and examples:

The field should be recorded as

STD^Telephone Number^extnumber

(3 or 4 or 5)^(4+4 or 3+4 or 6)

If a minicom service is available, this should be noted after the telephone number.

Examples: 020 7514 3682
0151 782 2874
01483 579454
0114 273 1883 ext4396
020 8774 1971/2
0113 254 3964 (voice and minicom)

3.4 Provider Fax Number

Length: 1 x 40

Type: numeric

Status: desirable

Description: This field should record the main fax number of the provider.

Content and examples:

The field should be recorded as
STD[^] fax number
(3, 4 or 5)^{^(3+4 or 6 or 4+4)}.

Examples: 01443 501596
020 8748 7245

3.5 Provider e-mail Address

Length: 1 x 80

Type: alphanumeric

Status: desirable

Description: This field should be used to record the e-mail address of the provider in 3.1 and is the email address that will be used by the general public when enquiring about a course.

Content and examples:

This information should be recorded exactly as provided. Only one e-mail address should be entered in this field. Personal email is permitted, but where possible a more general address should be used.

Example: info@gloscol.ac.uk

3.6 Provider Website Address

Length: 1 x 80

Type: alphanumeric

Status: mandatory

Description: This field should be used to record the home page of the main website of the provider in 3.1. It must include the full address, including the scheme part (e.g. http://). If the provider does not have a website, please write 'no website available'

Content and examples:

This information should be recorded as given by the provider, unless the URL is not valid, in which case the correct address should be sought and recorded.

Examples: http://www.bedford.ac.uk
https://theinterfacegroup.net

3.7 Venue Name

Length: 1 x 125

Type: alphanumeric

Status: mandatory

Description: This field should be used to record the location of the learning opportunity. This may either be

- the name of a fixed venue
- or
- a statement about the nature of the place where the learning will happen.

Content and examples:

Where the name of a fixed venue is provided, full address and postcode details should be completed (see section 3.8).

Examples: St Mary's School
Farncombe Adult Education Centre
Novotel Hotel

When a learning opportunity is held at more than one location i.e. one opportunity with multiple venues throughout the duration of the learning opportunity, use the venue that must be attended first and include details of the subsequent venues in the timetable field.

Where there is no named venue, use one of the phrases listed below:

- Venue to be confirmed (town/city)
- Self study (town/city)
- Online (town/city)
- On location (town/city)
- Work based training (town/city)
- At client site (town/city)
- At other venues to suit the client (town/city)

For non UK venues, use the following:

Venue Name

If the name of the venue is unknown use the town (Madrid) or the country (Spain) otherwise enter venue name as normal

Address Lines

Enter this information if available, otherwise leave blank

Venue Town

This must always be entered as NON-UK

Venue County

Enter the country here (Spain) even if this has been used as the Venue Name

Venue Postcode

If you have the postcode/zip code, and it will fit into this 8 character field, then enter it.

Scope notes:

Venue to be confirmed (town/city)

This often means that the provider has yet to decide on the exact location of the venue. However, the town/city must be recorded in brackets after 'Venue to be confirmed'. For example;

Venue to be confirmed (Cheltenham)

Self study (town/city)

Self study opportunities that do not require mandatory attendance (not including examination or assessment), such as Open University Courses or packs of flexible learning materials, should record the venue as self study with the town specified as United Kingdom.

Self study opportunities that do require mandatory attendance (not including examination or assessment), should record the venue as Self study. If the town/city is known, this must be entered in the 'Town' line of the venue address. If town/city is not specified, enter one of the nine LSC Regions (see below) or Northern Ireland, Scotland or Wales as appropriate, in the 'Town' line of the venue address.

Online (town/city)

Online opportunities are self study opportunities that are undertaken, for the majority of the learning opportunity, using the internet.

On location (town/city)

An 'On location' course is a non self study learning opportunity that takes place outside of the normal learning environment, e.g. residential courses, archaeological digs, painting field trips. More specific information must be included in the learning opportunity summary. If the town/city is known, this must be entered in the 'Town' line of the venue address. If town/city is not specified, enter one of the nine LSC Regions (see below) or Northern Ireland, Scotland or Wales as appropriate, in the 'Town' line of the venue address. Use 'On location (town/city)' if provider has multiple 'On location' venues, for example

On location (Gateshead)

On location (Sheffield)

Work based training (town/city)

If the town/city is known, this must be entered in the 'Town' line of the venue address. If town/city is not specified, enter one of the nine LSC Regions (see below) or Northern Ireland, Scotland or Wales as appropriate, in the 'Town' line of the venue address. Use 'Work based training' for apprenticeships.

At client site (town/city)

Where training is specifically aimed at businesses and their employees and the provider will run training at the client site. This is usually run to meet the customer's requirements, but is not open to the general public and should only be used if the 'Organisations Only' field has been set to 'Y'. If the town/city is known, this must be entered in the 'Town' line of the venue address. If town/city is not specified, enter one of the nine LSC Regions (see below) or Northern Ireland, Scotland or Wales as appropriate, in the 'Town' line of the venue address.

At other venues to suit the client or learner (town/city/region/learner's home)

These courses usually run to meet the customer's requirements, for example the provider will go to a venue of the client's choice, or the provider will give tuition at the client's or learner's home. If the town/city is known, this must be entered in the 'Town' line of the venue address. If town/city is not specified, enter one of the nine LSC Regions (see below) or Northern Ireland, Scotland or Wales as appropriate, in the 'Town' line of the venue address.

LSC Regions:

The nine LSC English Regions are:

East Midlands

North East

South West

East of England

North West

West Midlands

London

South East

Yorkshire and the Humber

The LSC Regions are defined at: <http://www.lsc.gov.uk/regions/>.

3.8 Venue Address and Postcode

Address:

Length: 4 x 40

Type: alphanumeric

Status: mandatory if name of a fixed location is provided in 3.7.

Description: This field should be used to record the full postal address of the venue where the learning opportunity takes place. This field should only be used to record address details of the venue, not how the training is delivered.

Postcode:

Length: 1 x 8

Type: alphanumeric

Status: mandatory if name of a fixed location is provided in 3.7.

Description: This field should be used to record the postcode relevant to the address of the venue in 3.8. As postcodes are likely to be used to generate maps for public interface searching, it is vital that postcode details are entered.

Content and examples:

Format for recording venue addresses should be identical to provider addresses: see section 3.2.

3.9 Venue Description

Length: maximum 2000 characters

Type: alphanumeric

Status: desirable

Description: This field is used to indicate what a venue offers to support the learning, in particular facilities for people with disabilities, for speakers of other languages or childcare arrangements. These should be on site facilities. For language support the languages must be specified. Care should be taken to ensure that no bias is shown within venue descriptions.

Examples:

Good ones:

The Chiltern Hills Stable venue has recently been converted to offer complete access to wheel chair users. The indoor school has been extended to offer more space for indoor show jumping and another large floodlit, all weather ménage has been built. The venue also provides a viewing Gallery with a small play area where childcare is offered for younger brother or sisters. There is also onsite accommodation for those who need it.

The Rathbourne Centre offers assistance to non native English speakers and those with learning disabilities. All our tutors have been trained to give advice to students on all the various tools and resources on offer to make learning here at the centre easier and more enjoyable. We also have a careers advice office that opens once a week that offers c.v support and help with job searching.

Bad ones:

The main house is full of original features such as beams, fireplaces, tomette tiled floors. 200m2 habitable surface area with all the charm of the period. Several outbuildings including 17th century building with large room which we will be renovating along with the barn. The scenery surrounding our main venue in Bracton Park is outstanding. When you are not studying you can sit back and appreciate the tantalising beauty of Laura Doon country.

All are fitness instructors at our city spa venue have spent years toning their bodies to perfection. Their bodies are testament to the hard work required to reach this level of fitness. They are extremely dedicated advocates of overall health and well being and will endeavour to help you achieve your own fitness goals. After a hard work out with one of our instructors, you are advised to pay a visit to our newly renovated French styled café and savour one of our wholesome sandwiches made with only the best, nutritious ingredients.

3.10 Learner Support

Length: 1 x 8

Type: tick box

Status: desirable

Description: Tick box fields should be completed to identify specific permanent facilities available at a fixed venue or by a provider of self study materials to offer support to learners. This data can be difficult to collect but every effort should be made, as the field will be searchable on the National Learning Directory software suite.

Content:

The following tick boxes should be completed if relevant:

- Childcare facilities (on site)
- Facilities/support for students with physical disabilities (on site)
- Facilities/support for students with hearing impairment (on site)
- Facilities/support for students with visual impairment (on site)
- Facilities/support for students with learning difficulties (on site)
- Facilities/support for students whose main language is not English (on site)
- Guidance and advice service (on site)
- Accommodation assistance

3.11 Provider Type Code

Length: 1 x 41

Type: alpha

Status: mandatory

Description: This field should be used to code the type of provider according to the courses being offered.

Content

An appropriate code should be chosen from the following list:

SCHLS Schools
FURED Further Education
HIGED Higher Education
PRCLA Private Class-based
PRSST Private Self Study
PUBCE Public Sector Community Education
PUBOT Public Sector Other
VOLED Voluntary Sector Education

Where possible one code is to be applied. However, where the provider has more than one main focus of provision (e.g. a college with major provision in both FE and HE areas), then more than one code could be used. In such cases, the codes should be entered with a space between each of them, in any order.

Scope Notes:

SCHLS	Schools The establishment's main focus is on courses for learners aged 11 and over
FURED	Further Education The establishment is a college whose main focus is on post-16 learning opportunities not at higher education level, and whose funding is primarily from the LSC. If qualification-based, these courses will have qualification types B, Q, R, T, U, V, Y.
HIGED	Higher Education The establishment is a university or college, whose main focus is on post-18 learning opportunities leading to higher education qualifications (qualification types A, L, M, N)
PRCLA	Private Class-based The establishment's main focus is on post 16 further education level education and/or training, and it is not primarily funded through the LSC; tuition is usually face-to-face.
PRSST	Private Self Study The establishment's main focus is on post-16 further education level education and/or training, and is not primarily funded through the LSC; tuition is usually by distance learning/self study.
PUBCE	Public Sector Community Education The establishment's main focus is on non-vocational (normally leisure) courses that are public sector funded (subsidised or fully funded)
PUBOT	Public Sector Other The establishment's main focus is on courses that are public sector funded but not covered elsewhere (e.g. NHS Trust)
VOLED	Voluntary Sector Education The establishment is funded via a charity or other voluntary sector organisation.

Help notes:

SCHLS:

The website usually says that it is an institution for 11-16 or 11-18 year olds. There may be a section for parents. There is often 'sch' in the url. Include independent schools as well as state schools.

<http://www.ofsted.gov.uk/> - Use this site to check that the institution is a school – if the institution is on here, then it is a school.

FURED/HIGED

Check to see if an institution is FURED or HIGED or both.

http://www.hero.ac.uk/uk/reference_and_subject_resources/further_education/fe_colleges3786.cfm. If the provider is on here, it is an FE provider.

Another source of information is Edubase at <http://www.edubase.gov.uk/>

If there is an approximately equal split between Further Education courses and Higher Education courses, then the institution would be FURED and HIGED, but if not, then it is FURED only. If the provider name has 'FURTHER AND HIGHER EDUCATION' in its name then it would be FURED and HIGED (there are very few of these).

PRSST

Use if over half of the courses run by the provider are distance learning/home-based study/self-study

PUBCE

Use this if it is attached to a local council – check for council logos on the website. The website may mention that they are part of the council. Usually courses are mainly non-vocational and are publicly funded. It may have '.gov' in its url. See examples.

PRCLA

Use this if the provider is a private or independent company and does not fit into the other categories above.

<http://www.companieshouse.gov.uk/info/> – You can find PRCLA providers on here but BE CAREFUL as some FE colleges and charities can also be companies.

Example of a provider who needs to have both PRCLA and FURED:

CAVENDISH COLLEGE <http://www.cavendish.ac.uk/>

Cavendish College is accredited by the British Accreditation Council for Independent Further & Higher Education. It is now one of the leading educational centres in the private sector. Provider Type: Further Education (FURED) and Private Class (PRCLA).

PUBOT and VOLED

These are the two most difficult to use and there are in fact very few providers who will need these codes.

If the courses are publicly funded but do not fit into PUBCE then they are usually PUBOT. See examples.

If the provider is a charity or voluntary organisation, with many of its employees volunteers, and with low priced or free courses, then it is usually VOLED.

<http://www.charity-commission.gov.uk/> - All charities are on here so consider VOLED but do not use this as a rule as VOLED providers do not have to have a charity number. There are only a few voluntary organisations that run courses, for example OXFAM and Citizens Advice. Many charities are not voluntary organisations.

For example the Architectural Association is a charity, but it is not a voluntary sector body, so this provider is not VOLED, it should be coded as PRCLA.

Another example: Folkestone Academy has a charity no. 1105922, however it is a school: <http://www.folkestoneacademy.com/>

Examples:

HIGED^FURED
FURED^PUBCE^PRCLA

There are some providers that are more difficult to apply codes to:

Open University	HIGED^PRSST
learndirect	PRSST^PUBOT

Additional examples:

Guildford County School - SCHLS
Godalming 6th Form College - FURED
Haberdashers Girls School Monmouth (Private School) – SCHLS
South Holland Post 16 Centre - FURED
Kingston College - FURED
University of Glamorgan – HIGED
University College Falmouth - HIGED
Surrey Language Centre - PRCLA
Bourneville College - FURED
Learning Tree International - PRCLA
National Extension College - PRSST
Farnham Adult Education Centre - PUBCE
Age Concern – VOLED
Surrey NHS Foundation Trust – PUBOT
Business Link – PUBOT
Natural History Museum – PUBOT
Somerset Fire and Rescue Authority (not attached to a local authority) – PUBOT
Bath Central Library (attached to a local authority) – PUBCE
Lincoln Leisure Centre (run by Lincoln City Council) - PUBCE
Cavendish College - FURED^PRCLA
Wold's College (Post 16 centre) - FURED
Pitman Training – PRCLA
St John Ambulance – VOLED
North Bristol Post 16 Centre – FURED <http://www.nbp16c.org.uk/>
Chelsea Independent College – PRCLA FURED <http://www.cic.ac/>
Rochester Independent College – SCHLS <http://www.rochester-college.org/flash.htm>

3.12 UK Provider Reference Number (UKPRN)

Length: 1 x 8

Type: numeric

Status: desirable

Description: This field is used to store the UKPRN which is allocated by the UK Register of Learning Providers (UKRLP). The UKRLP has been created to register all providers in the UK and all providers should have a UKPRN.

Content

The UKPRN is a number from 10000000 (ten million) to 99999999 (ninety nine million, nine hundred and ninety nine thousand, nine hundred and ninety nine). The UKPRNs are allocated sequentially by the UKRLP system and can be searched for on <http://www.ukrlp.co.uk> using the provider name. UKPRNs are granted by the UKRLP if they meet the UKRLP definition of a provider: 'A provider is any organisation or establishment, whether public, voluntary, charitable or private that provides learning, advice or guidance from any UK location either directly or via sub-contracted providers. A provider must be a recognised legal entity.' It should be noted that some providers use different names on the UKRLP, which uses the legal name, than on the National Learning Directory. If the provider cannot be found using provider name, a location search may also assist.

Examples: 10010288 GREYFRIARS EUROPEAN MANPOWER ADVISERS
 LIMITED / GEMA LTD

Scope Notes:

The UKPRN may not be unique for a provider in the National Learning Directory, owing to the different definitions of provider used.

3.13 Train to Gain Flag

Length: 1 x 1

Type: alpha

Status: desirable

Description: This field should be used to indicate whether a provider is an LSC contracted Train to Gain provider.

Content:

Train to Gain is a new service which is being rolled out nationally by the Learning & Skills Council (LSC). It has been designed to help hard to reach businesses get the training they need. A number of providers in each of the nine English regions have been contracted to deliver this service on behalf of the LSC.

The data should be input using Y (yes) or N (no).

Learning Opportunity Guidelines

4. Learning Opportunity Information

4.1 Learning Opportunity ID

Length: 1 x 10

Type: numeric

Status: mandatory

Description: This field records the unique identifier number for each record.

Content:

This number is usually applied automatically by the database software.

4.2 Provider Learning Opportunity ID

Length: 1 x 80

Type: alphanumeric

Status: desirable

Description: This field records the identifier used by the provider for the learning opportunity. This assists with identifying a provider's particular record for updating purposes and enables potential students/delegates to refer accurately to a learning opportunity when contacting a provider.

4.3 Learning Opportunity Title

Length: 1 x 125

Type: alphanumeric

Status: mandatory

Description: This field should record the title of the learning opportunity.

Content and examples:

The data should be input

- in upper and lower case using the usual conventions for title (main words with first letter in capitals; less significant words like 'of' in lower case)

The following are the agreed conventions for learning opportunity titles:

- If the learning opportunity title starts with the name of the awarding body; put this at the end of the title in brackets
- start the title with the subject.
- If the qualification type code is Y or P, put the awarding body at the end of the title in brackets.

Examples:

- Art Foundation Course
- Education and Learning Support FdA
- Engineering FdSc
- Sports Science DipHE
- American Studies CertHE
- Business and Finance BTEC National Diploma
- Psychology GCE AS Level
- French BA (Hons)
- Biology GCSE
- Managing Safely Certificate (IOSH)
- Health and Safety NVQ Level 4
- Administration NVQ Level 2
- PowerPoint 4.0/7.0
- Air Ticketing Level 1 (IATA)
- 17th Edition Wiring Regulations (C&G)
- Customer Service SVQ Level 3
- Safety in the Workplace - Occupational Health and Safety Regulations Explained
- Electrical Installation Apprenticeship at Level 2
- Health and Safety tailored course
- Management tailored courses
- Information Technology C&G 7205
- Applied Mathematics GCE A Level
- History and English BA (Hons)
- Tudor History (credit bearing)
- European Computer Driving Licence - Spreadsheets Module Certificate (BCS)
- CISCO Certified Network Associate
- Biology Half GCSE
- ITQ Level 2 - Database Software Using Access 2003 Unit Certificate
- V1 Verifier Award
- Access to Higher Education Level 3 Modular Programme

Social Work Continuing Professional Development
E-Quals - Databases Certificate for IT Users Level 1 Unit (C&G)
Business Administration and Management BA Hons Top-up
QTLS - Qualified Teacher Learning and Skills C&G 7304
Social Work Post-Qualifying Award
Subject Specialist - Literacy NQF Level 4 Certificate

4.4 Price

Length: maximum 2000 characters

Type: alphanumeric

Status: mandatory

Description: This field should record the price and financial details of the learning opportunity. Although a maximum of 2000 characters is allowed, descriptions should be kept brief and relevant.

Content and examples:

The price should be stated in full using the £ sign and indicating any VAT payable. This field should also be used to record:

- any price concessions, give as much information as possible
- any additions to the price such as exam fees or materials
- whether accommodation or refreshments are included
- any charges for tutorial support
- any instalment payments payable

Where the learning opportunity is aimed at a company, full price details may not be available. In this case the daily or hourly rate should be provided if possible.

Examples: £120 + VAT including accommodation and refreshments
£20 + examination fee
£96.65
£150 + VAT CIPD members; £185 + VAT non-members
£575 + VAT; can be paid by instalments
£120; over 60s £60
Free

The following is a standard statement relating to state schools:

“In most cases the course is free of charge. A fee may be charged for re-sits or the general public. Students may be eligible for a weekly Education Maintenance Allowance (EMA) of £10, £20 or £30, paid during term time, depending on your household income. For further information please visit www.direct.gov.uk/ema.”

Where price information is not available or not specific, do not use phrases such as ‘ask’, ‘on application’ or ‘contact course provider’. Instead use an informative phrase along the lines of one of the examples given below.

Examples: Discounts/concessions available
Individually assessed/negotiable
To be confirmed
Not known

Subject to change; full price information is available on the provider's website

Course fees are subject to change, and you are advised to check current details with the course provider before enrolling

Please phone, as we like to discuss individual prices in detail.

4.5 Entry Requirements

Length: maximum 2000 characters

Type: alphanumeric

Status: desirable

Description: This field should record any requirements stated by the provider to be necessary or helpful in order to undertake the learning. Although a maximum of 2000 characters is allowed, descriptions should be kept brief and relevant.

Content and examples:

This can include experience, age requirements, academic level, specific qualifications or any other requirement such as 'driving licence'.

If no information is available then leave this field blank. Do not use phrases such as 'Contact course provider'.

Examples: No formal qualifications required, although an interest in electronics is an advantage. Preferably post GCE A Level, or postgraduate, although other criteria may be discussed at interview.
4 GCSEs at Grade C or above, or BTEC First Diploma, or equivalent qualifications. Mature entry is possible in some circumstances.
The age for entry is normally 16, with 4 GCSEs at grade C or above. Entry requirements may be waived for mature students, provided a portfolio of work meeting the required standards can be provided.
Aged 25 or over with a clean driving licence.
The Training for Success Apprenticeship programme is open to young people aged 16 to 24 who are currently employed. NOTE: If you do not yet have a job, you can apply for 'Job Ready' training which can help you gain the skills and confidence to enable you to find employment. Contact the course provider or your local Careers Adviser for further details.
Facial Electrical Treatments: Taken after successful completion of a beauty qualification.
- Body Electrical Treatments: This course can be taken separately after an anatomy, physiology and massage qualification. Contact the course provider for details of entry requirements.

Also to include information such as:

- whether the opportunity is principally aimed at one particular target group such as over 50s, women, students with learning difficulties, unemployed, etc.
- whether the learning opportunity is only available to organisations rather than individuals.

UCAS courses often include standard statements about entry requirements.

4.6 Organisations Only

Length: 1 x 1

Type: alpha

Status: mandatory

Description: This field indicates whether a course is aimed only at organisations or employees of organisations.

Content:

The data should be input using Y (yes) or N (no).

Scope Notes:

These courses may or may not be customised or tailored to suit the client. They are not open to the general public. They are often provided at a client site. Many of the providers will be PRCLA, but FURED, HIGED and PUBOT providers also provide courses for organisations and their employees.

Example: Management Skills offered by HR training. This course is for employees and offered at the organisation's premises.

4.7 FT 16-19

Length: 1 x 1

Type: alpha

Status: mandatory

Description: This field indicates whether a course is aimed at 16 to 19 year olds as part of a full time programme usually at a school or college, for example GCE A Levels, GCSEs, Diplomas.

Content:

The data should be input using Y (yes) or N (no).

Scope Notes:

If the provider type code is 'SCHLS' and the course is NOT part of adult learning run at a school, make sure all the courses have this flag set to 'Y'.

If the provider is a 6th form college, make sure all full time courses for 16 - 19 year olds have this flag set to 'Y'.

If the provider is a Further Education college and has full time courses specifically for 16 - 19 year olds, these will have this flag set to 'Y'. The venue may be a sixth form centre within the college or the age range will be written in the entry requirements.

Examples: **Provider:** Netherhall School and Sixth form, all full time courses in the sixth form, such as Biology GCE A Level will be 'Y'.

Provider: Bournville College of Further Education, venue: sixth form centre, all full time courses will be 'Y'.

4.8 Qualification Title

Length: 1 x 240

Type: alphanumeric

Status: mandatory unless no qualification is awarded

Description: This field should record the title of any qualification or part qualification achieved by studying the learning opportunity.

Content and examples:

Recommended format:

'Qualification Name'^in'^Title'^('Supplementary Information')

The 'qualification name' is the award itself (e.g. Certificate, Diploma)

The 'title' is the subject in which the award is made (e.g. Mathematics, French)

'Supplementary Information', where it exists, may be further detail to clarify the nature of the qualification

The entry should be in upper and lower case using the usual conventions for title (main words with first letter in capitals: less significant words like 'and' in lower case)

Where a part qualification is being recorded, the qualification title must clearly indicate that it is a part qualification only.

The Awarding Body is held in a separate field, so in many cases will not appear in the qualification title. (See section 4.8 for full details of this). There are some exceptions to this rule, for example C&G or Microsoft:

C&G 0615 in Kemira Fertilisers Advanced Scheme (Customer Specific Scheme)

Examples: National Certificate in Agriculture (Rural Mechanisation)
Access Certificate in Catering
Foundation Degree in Logistics and Transport
BSc Honours Degree in Mathematics
HND in Business and Finance
Diploma in Foundation Studies (Art and Design)
GCE A Level in French
GCE AS Level in Geology
20 Higher Education credits at level 1 towards a BA Honours Degree
MSc in Fire Engineering (Module)
Certificate in Word Processing (Stage 1)
NVQ Level 2 in Customer Service
GCE A Level in Applied Mathematics
Applied GCE A Level in Physics
GCSE in French
GCSE in Applied ICT
European Computer Driving Licence Module Certificate (Spreadsheets)
CISCO Certified Network Associate
ITQ Level 2 Unit Certificate (Database Software Using Access 2003)
V1 Verifier Award
Qualified Teacher Learning and Skills C&G 7304
Post-Qualifying Award in Social Work
Subject Specialist Certificate (Literacy NQF Level 4)
Advanced Diploma in Construction and the Built Environment

Exception Examples:

There are some exceptions to the recommended format of

'Qualification Name'^in'^Title'^('Supplementary Information')

Examples are listed below:

Title:	National Licensee Certificate
Qualification Title:	National Licensee Certificate
Awarding Body:	British Institute of Innkeeping Award
Title:	A1 Assessor Award (can also be found as NVQ A1 Assessor Award)
Qualification Title:	A1 Assessor Award (or NVQ A1 Assessor Award)
Awarding Body:	City & Guilds
Title:	International Yachtmaster Coastal Certificate of Competence
Qualification Title:	International Yachtmaster Coastal Certificate of Competence
Awarding Body:	Maritime and Coastal Agency
Title:	Basic Food Hygiene Certificate
Qualification Title:	Basic Food Hygiene Certificate
Awarding Body:	Chartered Institute of Environmental Health (The)

CLAIT modules or units should be written like this:

Title:	CLAIT – Spreadsheets Module Certificate (OCR)
Qualification Title:	Certificate in CLAIT Module (Spreadsheets)
Awarding Body:	Oxford Cambridge & RSA Examinations

4.9 Awarding Body

Length: 1 x 125

Type: alphanumeric

Status: desirable

Description: The name of the organisation that awards the qualification named in the qualification title field by means of assessment should be recorded here. This name must be drawn from the master awarding body table.

Content and examples:

A master awarding body table has been developed for use with the National Learning Directory, however, this table should not be seen as an exhaustive list of awarding bodies. The table is available as Helpfile 3 on <http://www.advice-resources.co.uk>. Helpfile 3 is located under learning providers, Standards and Classifications.

NB: Not to be confused with an 'Accreditation Body' which can be defined as:

A recognised organisation that makes decisions about the status, legitimacy or appropriateness of an institution, or programme.

The most important difference between awarding bodies and accrediting bodies is that the former are dealing with certification for the student completing a course, while the latter are dealing with standards and criteria that apply to the institution or programme of study.

Examples:

Title: Basic Accounting Certificate
Provider: Brooklands College
Qualification Title: Certificate in Basic Accounting
Awarding Body: Association of Accounting Technicians

Title: ICT for Teachers Professional Development Certificate (Edexcel)
Provider: Eastleigh College
Qualification Title: Professional Development Certificate in ICT for Teachers
Awarding Body: Edexcel Foundation

Title: Geography BA (Hons)
Provider: University of Exeter
Qualification Title: BA Honours Degree in Geography
Awarding Body: University of Exeter

Title: Osteopathic Health Care MSc
Provider: British School of Osteopathy
Qualification Title: MSc in Osteopathic Health Care
Awarding Body: University of Bedfordshire

Title: Handcraft Tailoring Diploma
Provider: London College of Fashion
Qualification Title: Diploma in Handcraft Tailoring
Awarding Body: University of the Arts

4.10 Qualification Type Code

Length: 1 x 1

Type: alpha

Status: mandatory

Description: This field should be used to code the type of award that the learning opportunity addresses. This enables the database to be searched by qualification type

Content and examples:

All learning opportunities that lead to a qualification will need to be coded with a Qualification Type code.

The qualification types are as follows:

- A Foundation Degree
- B Apprenticeships
- C No qualification. This also includes Certification of Attendance (this award must not include any assessed elements)
- L All Postgraduate Awards (including Doctorates, Masters, PgDip, PgCert).
- M First Degree
- N HNC/HND/Higher Education Awards excluding qualification types A, L and M
- O NVQ/SVQ Level 4/5
- P Qualifications of professional bodies and institutions (excluding NVQs)
- Q National and First Certificate/Diploma, Scottish Group Awards
- R GCE A/AS Level/AEA/Baccalaureate/Scottish National Courses (Higher/Advanced Higher), Advanced Diploma
- T Access to Higher Education and Foundation Art and Design
- U NVQ/SVQ Level 1/2/3
- V GCSE/Scottish National Courses (Standard Grade, Intermediate 1-2 and Access 3), Foundation and Higher Diploma
- Y Other External Awards (including City & Guilds and OCR),
- Z Course Certificate (this award must include an assessed element)

Scope notes:

General

1. A module or unit of a qualification should be coded in the same way as the full qualification; for example an HNC module should be coded N.
2. Codes which identify qualification titles (e.g. GCSE, NVQ) take precedence over those which identify awarding bodies (e.g. 'professional bodies'). More details are given in the notes for each code.

It is important to note that, as a result, qualifications from the same awarding body will not automatically be allocated to the same category. For example City & Guilds NVQs should be coded O or U, whereas other City & Guilds should be coded Y. Similarly, OCR NVQs should be coded O or U, OCR GNVQs should be coded Q.

3. National Traineeships should be coded B if there is no qualification. If there is an NVQ outcome then code accordingly (O or U).
4. Courses should be coded by reference to the target qualification (i.e. the qualification to be achieved at the end of the course), not the entry requirements.
5. For information about the National Qualification Framework and the Qualifications and Credit Framework see <http://www.qca.org.uk>.

A Foundation Degree

These are awards made by a Higher Education Institution (normally a university) and are offered in conjunction with Higher Education Colleges and Further Education Colleges. They are designed in conjunction with employers to meet skills shortages at the higher technician and associate professional levels. Includes Foundation Degree, FD, FdA, FdSc.

B Apprenticeships

These are awards which replace the former 'Modern Apprenticeships'. Includes Young Apprenticeships for 14-16 year olds; Pre-Apprenticeships; Apprenticeships at level 2 (replacing the Foundation Modern Apprenticeship); and Advanced Apprenticeships replacing the Advanced Modern Apprenticeship). Scottish, Welsh and Northern-Irish qualifications within this section include Jobskills, Traineeships and Skillseekers.

C No qualification or certificate

This code should be added to all other courses where no qualification or certificate is awarded as a result of undertaking the learning opportunity. Courses where a non-assessed certificate of attendance is awarded should be coded C.

L All Postgraduate and Graduate Awards (including Doctorates, Masters, PgDip, PgCert)

These are taught or research awards made by a Higher Education Institution (normally a university). They include Masters Degree (MA, MPhil, MSc, MSc(Econ)), Postgraduate Certificates and Diplomas, Postgraduate Certificate in Education (PGCE), Professional Graduate Certificate in Education (PGCE), PGCE Post Compulsory Education and Training (PCET) and Masters in Business Administration (MBA). May also include 'Higher Diploma', if specifically stated to be postgraduate. Includes doctorates, for example, Doctor of Philosophy (PhD or DPhil), Doctor of Literature (DLitt), Doctor of Economics (DSc(Econ)) and Doctor of Veterinary Medicine (DVM or DVetMed). Also includes Graduate Certificate and Graduate Diploma, and the Post Qualifying Award in Social Work (PQSW). This list of awards is not exclusive.

M First Degree

Include BA, BSc, BScEcon, BEng, LLB etc; also university certificates or diplomas which form the first part of a degree and are specifically designed to lead on to a full degree (e.g. foundation year of a specific degree). Can also include Masters degrees that come as part of a first degree (extended degrees). Courses that fit this group can be identified by entry requirements (GCE A Levels). Includes Honours degrees and those without Honours.

N HNC/HND/Higher Education Awards

Include Higher National Certificates and Higher National Diplomas awarded by EdExcel Foundation (formerly BTEC) and by the Scottish Qualifications Authority. Also include other higher education awards below the level of first degree made by universities or other higher education institutions, for example Certificate in Higher Education (Cert HE), Diploma in Higher Education (Dip HE) and HE level 0 awards. Higher Professional Diplomas and Master Professional Diplomas should also be included here.

O NVQ/SVQ Level 4/5

Include only accredited National Vocational Qualifications (NVQs) or Scottish Vocational Qualifications (SVQs) at levels 4 or 5. NVQs or SVQs awarded by City & Guilds or RSA/OCR should be included here, as should NVQs awarded by professional bodies.

P Qualifications of Professional Bodies and Institutions (excluding NVQs)

Include here all awards (other than NVQs/SVQs) made by professional bodies, whether or not they are specifically designed to admit to membership.

A professional body is an organisation with a membership drawn from a single profession or group of related professions (e.g. electrical engineers, designers, beauty therapists) which sets examinations or awards qualifications related to the profession. Membership of the body or passing the examination may be a condition for obtaining a job in the related occupation. Professional bodies are usually called Institute, Institution, Fellowship, etc. They include the 'Worshipful Companies' and some associations. Some have a Royal Charter. The Master Awarding Body File, available as Helpfile 3 on the Advice Resources website <http://www.advice-resources.co.uk/learningproviders/standards/>, has P marked alongside entries if they are a professional body as defined in these notes.

Examples of qualifications in category P are:

Chartered Institute of Logistics and Transport Advanced Diploma in Transport
IAM Certificate in Administrative Management
Chartered Institute of Bankers Certificate in Financial Services Practice
Chartered Institute of Purchasing and Supply (CIPS) Graduate Diploma
Chartered Institute of Marketing Certificate in Marketing
Institute of Legal Executives Diploma
AMSPAR (Association of Medical Secretaries, Practice Managers, Administrators and Receptionists)
Diploma in Health Services Reception
Institution of Civil Engineering Surveyors Membership
Chartered Insurance Institute Fellowship
National Licensees Certificate
Personal Licence Holders National Certificate
National Licensee Certificate in Drugs Awareness

NVQs or SVQs awarded by professional bodies should be allocated to category O or U, according to level.

Q National and First Certificates/Diplomas and Scottish Group Awards

Include all National Certificates and Diplomas, whatever the awarding body. The main groups are those awarded by EdExcel Foundation (formerly BTEC), SQA, the National Certificates and Diplomas and Advanced National Certificates in Agriculture and Horticulture (now administered by City & Guilds) and National Certificates from the Chartered Institute of Housing. Also include here EdExcel First Certificates and Diplomas and Scottish Group Awards (SGAs). National and First Certificates are usually one or two years in length and usually have an entry level of 4 GCSEs/S grades. Courses titled National Certificate or First Certificate that are not of that length or level should not be included here and should be included in Y. NOTE: English First Certificates (usually awarded by UCLES) should be coded as 'Y' regardless of duration.

R GCE A/AS Level/AEA/Baccalaureate/Scottish National Courses (Higher/Advanced Higher), Advanced Diploma

Covers GCE A and AS levels awarded by any of the awarding bodies, together with any modules forming part of a GCE and courses described as 'A2'. Also includes AQA Baccalaureate, Welsh Baccalaureate, Scottish National Courses at Higher and Advanced Higher Level, the Advanced Extension Awards and International Baccalaureate.

T Access to Higher Education and Foundation Art and Design

Covers all courses designed to facilitate access to higher education for students with non-traditional entry qualifications. These are normally validated by Access Consortia. Beware of courses which have the word 'access' in their title but are designed to allow access to lower level further education courses (for example LCCI Vocational Access Certificate); such courses may belong in category Y or Z, depending on whether there is an external awarding body, or may have no qualification attached (in which case use code C). This category also includes Foundation Art and Design Awards from any awarding/validating body, designed to lead to degree course in the field of art and design.

U NVQ/SVQ Level 1/2/3

Include only accredited National Vocational Qualifications (NVQs) or Scottish Vocational Qualifications (SVQs) at levels 1,2 or 3. Also includes ITQs.

V GCSE/Scottish National Courses (Standard Grade, Intermediate 1-2 or Access 3), Foundation and Higher Diploma

Include GCSE (General Certificate of Secondary Education) and GCSE short course awards from any awarding body and Scottish National Courses at Standard Grade, Intermediate 1-2 or Access 3 Levels. Any of the new 'Vocational GCSEs' such as GCSE in Applied Art and Design (Double Award) should be included here.

Y Other External Awards (including City&Guilds and OCR)

This category covers a very wide range, as it includes all external awarding bodies and qualification types not covered in preceding categories. Note that it applies to external qualifications only; if the certificate or other award is made by the organisation providing the course, category Z should be used.

This category should also include City & Guilds qualifications not covered elsewhere and OCR (formerly RSA) qualifications not covered elsewhere.

Examples of qualifications which fall into category Y are:

- City & Guilds qualifications
- OCR (formerly RSA) qualifications
- Edexcel qualifications not covered elsewhere, e.g. Professional Development Awards, Certificate of Achievement, Diploma in Continuing Education
- NEBSM awards
- Nursing awards (except degrees)
- OCN awards
- Music and Dance graded exams
- First Aid awards from an external body
- Amateur Swimming Association and other sports awards (including coaching awards)
- MCSE (Microsoft Certified Systems Engineer)
- NEBOSH
- LCCI awards
- Pitman Qualifications awards
- National Proficiency Test Council (agriculture) awards including Pesticides
- ACOPS
- Royal Yachting Association awards
- Key Skills awards
- Related Vocational Qualifications (RVQs)
- Vocationally Related Qualifications (VRQs)
- Foundation Construction Award in Brickwork (Level 1)
- Intermediate Construction Award in Carpentry and Joinery (Level 2)
- Advanced Construction Award in Plastering (Level 3)

Z Certificate

Use where a certificate or other award is made by the course provider, not by an external body. Includes courses which award a certificate with an assessed element. If assessment is optional or unknown, include here. Include here courses that are accredited by another body, but have an internally awarded certificate.

Examples:

MSc in Materials Technology	L
BA Honours Degree in Biology	M
Diploma in Supervisory Management (CMI)	P
GCE A Level in French	R
GCE AS Level in Geology	R
GCSE in English	V
Certificate of Achievement in Fashion Studies (ABC)	Y
NVQ Level 5 in Management	O
First Aid Certificate (HSE)	Y
C&G 7262 Certificate in Word Processing Levels 1, 2 and 3	Y

HNC Modules in Engineering	N
Certificate in Ear Piercing	Z
NVQ Level 2 in Administration	U
NVQ Level 3 in Customer Service	U
Microsoft Certified Professional	Y
Access Certificate in Biology	T
Certificate in Bookkeeping (OCR)	Y
Lawn Tennis Association Club Coach (LTA)	Y
Certificate of Completion in Photoshop	C
Level 1 Module in Combined Studies Degree (Education Studies)	M
HE Level 0 Award in Art and Design	N
MPhil in Science and Engineering of Materials	L
Advanced Extension Award in Biology	R
Foundation Degree in Chemistry	A
Advanced Apprenticeship in Electrical Installation	B
Graduate Certificate	L
Graduate Diploma	L
MEng Honours Degree in Electronic Systems Engineering	M
International Baccalaureate Diploma	R
MA Honours Degree in Ancient History	M
GCSE in Manufacturing	V
Membership of the Chartered Institute of Logistics and Transport	P
GCE A Level in Applied Science	R
Certificate of Attendance	C
ESOL First Certificate (UCLES)	Y
National Licensees Certificate (BIIAB)	P
Using Computers in the Workplace ITQ Level 2 (C&G)	U
Licensing Practitioners Level 2 National Certificate (BIIAB)	P
National Pool Lifeguard Level 2 Certificate (RLSS)	Y
Licensees Drugs Awareness National Certificate (BIIAB)	P
Personal License Holders Level 2 National Certificate (C&G)	Y
Occupational Health and Safety National General Certificate (NEBOSH)	Y
Risk Assessment – Principles and Practice National Certificate (CIEH)	P
Advanced Diploma in Construction and the Built Environment	R
Foundation Diploma in Society, Health and Development	V
Higher Diploma in Engineering	V

4.11 Assessment Method

Length: maximum 2000 characters

Type: alphanumeric

Status: desirable

Description: This field should record the type of assessment method used for the qualification awarded. Although a maximum of 2000 characters is allowed, descriptions should be kept brief and relevant.

Content and examples:

This free text field gives providers the opportunity to specify how students are assessed.

Examples:

Examinations at the end of each semester

Continuous assessment with regular reviews

Two assignments must be completed for each module and students are expected to reach a good standard in each. There are no examinations until the third year. Students' assignments and practical work are also assessed on the mandatory summer school courses.

4.12 Duration Description

Length: 1 x 40

Type: alphanumeric

Status: mandatory

Description: This field should record information on the length of time over which the training/learning is to be undertaken.

Content and examples:

The duration of the course should be recorded where possible in terms of overall calendar length. This should not include the attendance pattern (e.g. full time, part time).

In the case of self study materials, the field should record how long study of the particular materials will take. This may be in terms of total hours or may state a particular length of time in terms of months or years.

Arabic numbers should be used rather than words for numbers in all cases except for 'half' as in a half day course.

Examples: 4 hours
1 week
1 day
5.5 days
Half day
3 years
10 weeks
1 - 2 days
4 years (maximum)
2 terms
Students are expected to do 20 self study hours per week
Course must be completed within 5 years
30 hours made up of 6 modules of 5 hours each

Other useful phrases that may also be used are:

By arrangement
Self paced
To suit the client
To suit the individual
Different durations available
Variable

4.13 Duration Code

Length: 1 x 1

Type: alpha

Status: mandatory

Description: This field should record one code that indicates the overall calendar length of the learning opportunity and provides a code that can be used for search purposes.

Content and examples:

One code only is allowed per start from the list below.

Duration (in calendar time) for attended opportunities

A	up to 1 day
B	more than 1 day up to and including 1 week
D	more than 1 week up to and including 1 month
E	more than 1 month up to and including 3 months
F	more than 3 months up to and including 1 year
G	more than 1 year up to and including 3 years
H	more than 3 years
J	Different durations available

Scope Notes:

1. The duration is the time that elapses before completion rather than the time in sessions.
2. The variable code J should be used to code the length of self study materials where applicable.
3. If a duration could be placed in more than one coding band then it should be coded J.
4. Variable durations from 1 day to a week should be coded B.

Examples:

- a 2 day learning opportunity running on consecutive days is coded as B (more than 1 day up to and including 1 week) but a 2 day learning opportunity running on a day in each of 2 consecutive weeks is coded as D
- a full time learning opportunity running from Monday to Saturday inclusive would be coded as B
- a full time learning opportunity running from Wednesday to Wednesday inclusive would be coded as D
- a learning opportunity occupying a full academic year would be coded as F
- a learning opportunity occupying a 'term' would generally be coded as E
- a learning opportunity occupying a 'semester' would generally be coded as F
- an attended learning opportunity where the duration details include the phrase 'To suit the client, individual or company' would be coded as J
- a pack of self study materials likely to need 30 hours of self study would be coded as J
- an open learning opportunity that has to be completed within 5 years but can be self paced and therefore could be completed earlier would be coded as J
- a learning opportunity lasting from 1 to 2 days would be coded as B
- a learning opportunity lasting from 2 days to 2 weeks would be coded as J

4.14 Study Mode

Length: 1 x 8

Type: alphanumeric

Status: mandatory

Description: This field should record one code that indicates the way in which the learning opportunity is undertaken as defined by the provider and provides a code that can be used for search purposes.

Content and examples:

There are three types of study mode: face to face, self study with attendance and self study without attendance.

The following codes are available

Face to face (A)	Self study with attendance (B)	Self study without attendance (C)
A1 Full time	B Self study with attendance	C Self study without attendance
A2 Part time	B1 Audio cassette/CD	C1 Audio cassette/CD
A21 Part time day	B2 Video/DVD	C2 Video/DVD
A22 Part time evening	B3 TV/Interactive/Digital TV	C3 TV/Interactive/Digital TV
A23 Day/Block release	B4 Online	C4 Online
A3 Weekend	B5 Computer based other	C5 Computer based other
A4 Short	B6 Non-computer based other	C6 Non-computer based other
A5 Customised		
A6 Sandwich		

NOTES:

1. 'A' cannot be used as a code in its own right. However, 'B' and 'C' can.
2. More than one code starting with 'B' can be used within the context of one learning opportunity
3. More than one code starting with 'C' can be used within one learning opportunity record
4. Within one learning opportunity record, codes starting with 'A', 'B' and 'C' cannot be mixed i.e. codes used have to be either A or B or C. If the learning opportunity can be studied in more than one way e.g. full time and self study with attendance, an additional record should be created

Scope notes:

Face to face

Full time - where the learning consists of over 16 contact hours per week, and the duration is more than one week.

Part time - where possible 'part time day' or 'part time evening' should be used. To be used when the session involves both day and evening sessions e.g. Tuesday 18.00 – 21.00 and Thursday 10.00 – 12.00 or when a course runs in the day

and evening e.g. Wednesday 14.00 - 21.00, or where the timetable is yet to be confirmed.

- Part time day -** where the learning takes place before 17.00.
- Part time evening -** where the learning takes place after 17.00.
- Day/Block release -** the student is employed full time, and attends at set times during working hours, with agreement from their employer. Often involves work-based assessment.
- Weekend -** Any course with attendance at the weekend and not during the working week should be coded weekend. Courses with attendance during the working week should not be coded using this code.
- Short -** where the learning is up to one week in length and takes place in a continuous block or period of study occurring only once; can be as short as 1 hour.
- Customised -** where the method of and time taken for learning can be negotiated to suit the learner. It is not for recording situations where the information has not been provided
- Sandwich -** where a significant, continuous, period of the course is spent in work placement/experience or studying elsewhere.

Self Study

'Computer based other' (study mode B5 or C5) and 'Non-computer based other' (study mode B6 or C6) are mutually incompatible. Courses should not be coded using both these terms.

Exams and assessments should not be counted as attendance.

If a provider offers self study courses with attendance and without attendance, then two venue records should be created.

Self Study without attendance

Where the self study learning opportunity does not require mandatory attendance. If attendance is required only for examinations or assessment, this code should be used and further details should be recorded in the assessment method.

Venue Name: Self Study (United Kingdom)

Town: United Kingdom

Self Study without attendance – limited to a specific area

Venue Name: Self Study ('Area Name')

Town: United Kingdom

(the fact that attendance is limited to a specific area must be mentioned in the summary)

Self Study with attendance

Where the self study learning opportunity requires mandatory attendance, (not including examination or assessment).

Venue Name: Name of the venue where attendance is required

Venue Address: Venue address

Self Study with attendance – no specific location info available

Venue Name: Self Study (attendance in 'Town Name')

Venue Address: Town name in Town field (preferable the town of the attendance venue – if not known use the town of the provider)

Examples: 3 month full time block release course
A23 (Part time, Day/Block release)
Half day course, 13.30 – 16.30
A4 (Short course)
Evening class, Wednesday 19.00 – 21.00
A22 (Part time evening)
Hotel Catering and Institutional Management Professional Diploma, a distance learning course of up to two years duration. The course uses specifically designed and written study packs; tutorial support is on offer by correspondence or telephone or personal contact; 8-10 hours per week personal study time.
C6 (Self study without attendance, non-computer based other)
2 day course held on subsequent Mondays 09.30 – 16.30
A21 (Part time day)
10 week course 14.00 – 18.00 every Tuesday
A21 (Part time day)
20 week course 16.00 – 19.00 every Wednesday and Thursday
A2 (Part time)
Part time course that will take place either in the morning 09.30 - 11.30 or in the evening 19.30 – 21.30 (depending on demand and availability of tutors/rooms)
A2 (Part time)
1 day course, held on the first Saturday of every month
A3 (Weekend)
Courses may be organised to suit the needs of clients/individuals
A5 (Customised)
Study package available on the University of Dundee's website; supported by on-line tutorials and course marking
C4 (Self study without attendance online)
Driving Test Theory - learning package for use at or loan from Waterthorpe Library; to borrow or use the package an individual must be a member of the library
C6 (Self study without attendance, non-computer based other)
Materials produced by Flexible Multimedia that are all computer based with both sound and graphics included
C5 (self study without attendance, computer based other)

4.15 Equipment Required

Length: maximum 2000 characters

Type: alphanumeric

Status: desirable

Description: This field should be used to provide technical information about equipment needed to be able to undertake the learning opportunity. It is likely to be more relevant to self study opportunities. Although a maximum of 2000 characters is allowed, descriptions should be kept brief and relevant.

Content and examples:

It is important that this information is recorded exactly as provided by the provider especially in the case of computer equipment where the specification may be very detailed.

Examples: PC Pentium III or higher with 64 MB RAM and DVD drive
PC using Windows XP fitted with a sound card with voice recording capacity plus a monitor with 1024 x 768 pixel resolution
All students should have access to a calculator preferably with scientific functions
All students will need access to the Internet as courses are run on-line
Students should bring their own paint brushes and paper
Students should bring a yoga mat

4.16 Tutorial Support

Length: 1 x 1

Type: tick box

Status: desirable

Description: This field records whether the providers of the learning opportunity (other than those where the principal media of delivery is face-to face) offer tutorial support to students while they are undertaking work on the learning opportunity.

Content and examples:

This field should be ticked for any self study learning opportunities that offer tutorial support.

Examples: Supervisory Management Certificate (NEBSM) - self study learning opportunity with additional learning materials provided. One hour weekly tutorials are available at local centres if required.
On-line learning opportunity on Microsoft Windows Server 2003 Administration. The materials may be downloaded for use on home PC. On-line tutorials are available if required.

4.17 Timetable

Length: maximum 2000 characters

Type: alphanumeric

Status: desirable

Description: This field should be used to specify the days and times that the learning takes place. Although a maximum of 2000 characters is allowed, descriptions should be kept brief and relevant.

Content and examples:

The format for recording days and times is:

Day Start time - Finish time

Use the 24 hour clock as this is now the international convention for time. Avoid using abbreviations for days of the week.

Examples: Thursdays 09.30 - 16.30
 Wednesdays 10.30 - 12.00
 Study at own pace plus 1 week mandatory summer school with daily attendance required from 09.30 – 17.00

Where the learning is self directed but also has mandatory attendance for courses or tutorials, details should be given.

Where there is uncertainty about the exact times or even days when the learning will take place, use what information is available.

4.18 Start Date

Length: Any length, but maximum length of each start date 1 x 9

Type: Date

Status: desirable

If the Start Details field is blank, then Start Date must be completed.

Description: This field is used to record the date(s) on which the learning opportunity is due to start. This should be in the form of a date using the format described below. Supplementary information may be added in the Start Details field.

Content and examples:

New records for start dates that have already passed should not be entered unless the learning opportunity runs for longer than 12 weeks. In this case, the start date shouldn't be more than 4 weeks old.

The format for writing dates in a text field seen by the public is:

day/abbreviated month/year

Months should be abbreviated as

Jan	Apr	Jul	Oct
Feb	May	Aug	Nov
Mar	Jun	Sep	Dec

Examples: 20/Jan/09
 12/Apr/09^01/Sep/09
 09/Feb/09
 03/May/09^11/Jul/09^11/Sep/09

4.19 Start Details

Length: maximum 2000 characters

Type: alpha

Status: desirable

If the Start Date is blank, then Start Details must be completed.

Description: This field is used to record information on when the learning opportunity is due to start. This may be added to supplement the precise date(s) given in the Start Date field or completed when there are no specific start dates available. Although a maximum of 2000 characters is allowed for this field, descriptions should be kept brief and relevant.

Content and examples:

General expressions that may be used in this field are listed below:

- Subject to demand
- Scheduled dates throughout the year
- Weekly
- Monthly
- Termly
- Every (so many) weeks/months
- To be confirmed

The following general expressions should only be used as a last resort:

- By negotiation
- By arrangement
- To suit the client/individual
- Ongoing

The term 'Flexible' can be only be used in situations where the provider can confirm that the term means 'Flexible to suit client'.

These expressions are not exclusive. Other information about start details can be added here.

4.20 Learning Opportunity Summary

Length: 2000 characters

Type: alphanumeric

Status: desirable

Description: This field should be used to provide a clear but concise summary of the content of the learning opportunity. Information about target group, progression information or accreditation should also be included if particularly relevant.

Content and examples:

This field is one of the most important in the database as it is the only one to give details of what is actually involved in a particular learning opportunity. It will enable comparisons to be made from one opportunity to another. The field should contain a concise summary of the main aspects of content and must be specific to the course and should not include information regarding the provider or venue; it must be kept within the length recommended as the data will be automatically reduced to this length if it exceeds it.

The type of information to record in this field includes:

Content

- what students/delegates will learn by studying the learning opportunity
- what theoretical principles will be covered
- any practical exercises that may be involved
- whether the learning opportunity is wholly academic
- any information that is not relevant to other fields

Progression information

- whether the opportunity can lead to progression to a particular job or to a further learning opportunity if this is one of the principal features of the opportunity.

Accreditation

- whether the opportunity is recognised for CPD
- whether the opportunity is approved by a membership organisation or accredited by a prestigious organisation, such as a sector skills council or professional body.

Examples: Approved for 5 hours of CPD
Approved by the Law Society for CPD
Do not include information the provider may use for marketing or promotion.

Examples: 'if you are looking to study in the area of Computing or Technology then we are the choice for you. Our technology building boasts the country's leading technological facilities'
'looking to further your career? Look no further! Computraining is No.1 in the field of Computer and IT training'

4.21 Learning Opportunity Contact

Length: 1 x 80

Type: alphanumeric

Status: mandatory

Description: This field should be used to record the contact point for the learning opportunity.

Content and examples:

Where possible a job position only should be used in this field because individual names are often changeable. In the case of smaller organisations, a provider may request the data to refer to a named person. This is the only circumstance in which names should be used. Where a name and position are provided the position should follow the name and be placed in brackets. For colleges and universities, individual tutor names should always be avoided; a contact point for central enquirers should be used instead.

Examples: Marketing Manager
Information Hotline
Chemistry Department

4.22 Learning Opportunity Contact Telephone Number

Length: 1 x 40

Type: alphanumeric

Status: mandatory

Description: This field should be used to record the telephone number of the contact point for more information on the learning opportunity.

Content and examples:

The field should be recorded as

STD^Telephone Number^extnumber
(3 or 4 or 5)^(4+4 or 3+4 or 6)

If a minicom service is available, this should be noted after the telephone number.

Examples: 020 7514 3682
0151 782 2874
01483 579454
0114 273 1883 ext4396
020 8774 1971/2
0113 254 3964 (voice and minicom)

4.23 Learning Opportunity Contact e-mail Address

Length: 1 x 80

Type: alphanumeric

Status: desirable

Description: This field should be used to record the e-mail address of the learning opportunity contact in field 4.21.

Content and examples:

This information should be recorded exactly as provided. Only one e-mail address should be entered in this field.

Personal email is permitted but where possible use a more general email address.

Examples: info@gloscat.ac.uk

4.24 Subject Classification

Length: 3 x 10

Type: alphanumeric

Status: mandatory

Description: This field should be used to record up to 3 subject classification codes from the latest version of the Learning Directory Classification System, that best describe the subject content of the learning opportunity. These codes are used for search purposes by the Careers Advice Service.

4.25 Language

Length: 1 x 2

Type: alpha

Status: mandatory

Description: This field should be used to record the language in which the learning opportunity is presented.

Content and examples:

Most learning opportunities in England, Scotland and Northern Ireland will be presented in English, those in Wales could be in Welsh or English. However, some, particularly non-event based learning, may offer an opportunity in another language, for example Punjabi. The international standard codes for languages that should be used in this field are listed under ISO 639-1, a lower case two-character representation of the language given here <http://www.loc.gov/standards/iso639-2/langhome.html>.

This field should not be used to record the language of a language training course.

Examples: Dressmaking course run in Hackney Community College. The course is run in Bengali and aimed at local women.
Code: bn
Open learning opportunity offering an introduction to computing. The materials for this opportunity are written in Hindi.
Code: hi

4.26 Train to Gain Flag

Length: 1 x 1

Type: alpha

Status: mandatory

Description: This field should be used to indicate whether a course is part of the LSC Train to Gain service.

Content:

Train to Gain is a new service which is being rolled out nationally by the Learning & Skills Council (LSC). It has been designed to help hard to reach businesses get the training they need. A number of providers in each of the nine English regions have been contracted to deliver this service on behalf of the LSC. Not all courses offered by contracted Train to Gain providers qualify for Train to Gain funding. This field should indicate those courses which will form part of this service.

The data should be input using Y (yes) or N (no).