

## Learner Data Collection

Consultation on Arrangements for 2003/04

### Summary

This circular consults on proposed changes to the content of the Individualised Learner Record (ILR) for further education institutions and work-based learning providers for 2003/04. It outlines the proposed content of the ILR for adult and community learning providers.



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## **Further information**

For further information, please contact the appropriate local Learning and Skills Council office. Contact details for each office can be found on the Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk).

## **Responses to this document**

Responses to this document are requested by 3 February 2003.

# Executive Summary

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**Date:** December 2002

**Subject:** Describes the proposed changes to the specification of the ILR for 2003/04 for further education (FE) institutions and work-based learning (WBL) providers. Provides information on future work to reduce the burden of data collection on providers. Proposes the content of the ILR to be collected from adult and community learning (ACL) providers.

**Intended recipients:** Principals of colleges, Heads of former external institutions, Heads of work-based learning providers, Chief Education Officers, partner organisations, suppliers of learner record systems to providers.

**Status:** For response

**Summary:** The circular proposes seven changes to the ILR for FE institutions and WBL providers. It describes the recommendations of the Bureaucracy Task Force that have most impact on the collection of learner data and outlines future work to reduce bureaucracy for providers requested to send data to the LSC. The implementation of the ILR for ACL providers in 2003/04 and the proposed data fields to be collected are described.

The date for responses using the forms at Annex C is 3 February 2003.



# Learner Data Collection: Consultation on Arrangements for 2003/04

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## Introduction

1 This circular asks for responses to the proposed changes to the Individualised Learner Record (ILR) for further education (FE) and work-based learning (WBL) providers for 2003/04 (paragraph 7 and Annex A).

2 It outlines steps the LSC is taking to reduce the burden of data collection in the future, including work on harmonisation and timetabling, and the positive effects of the work of the Bureaucracy Task Force (paragraph 13).

3 It also asks for responses to the fields it proposes to include in the ILR collection for adult and community learning (ACL) providers (paragraph 22 and Annex B). The ILR is new to ACL providers in 2003/04.

4 Please respond to this consultation by 3 February 2003. A response form is at Annex C. Completed forms should be sent to:

Fiona Stokes, Data Collection and Analysis Team, The Learning and Skills Council, Cheylesmore House, Quinton Road, Coventry, CV1 2WT.

5 Enquiries about this circular should be made to the appropriate local LSC.

## Key Dates

6 The timetable for the specification of the ILR for 2003/04 is:

Date	Action
Mid-December 2002	Consultation circular released
3 February 2003	Closing date for consultation
Early March 2003	Confirm ILR specification for 2003/04
Mid-April 2003	Publish ILR specification for 2003/04

## Proposed Changes: FE and WBL Providers

7 The implementation of the ILR for 2002/03 resulted in extensive changes to harmonise data collection for WBL and FE. The scale of change in 2002/03 was challenging for some providers. In the light of this and the recommendations of the Bureaucracy Task Force the LSC plans to make 2003/04 a year of minimal change. Any changes that are introduced will support the following objectives:

- changes to the funding methodology for FE and WBL;
- new or changed delivery arrangements; and
- ILR extension to ACL providers.

8 After the LSC had issued the specification of the ILR for 2002/03 in April 2002 it issued several updates containing guidance and minor changes to field values. These reflected the significant changes undertaken that year and did not include any new fields. The LSC expects there will be a reduced need for such updates to the 2003/04 specification.

9 The proposed changes to learner data collection in 2003/04 for FE and WBL providers are summarised below. For more detailed information, see Annex A. To respond to the proposals, please use the form at Annex C.

- a Collect details of all learning aims being studied by a learner for WBL-funded learners (as is currently the case for FE-funded learners).
- b Remove the technical certificate code (field A41) and the technical certificate

achievement date (field A42). These fields will not be required, since technical certificates will be recorded on a separate learning aim record, as described in a) above.

- c Add a field to the learning aim data set to record special projects and pilots.
- d Add a code to the national learning aim monitoring field to record family learning.
- e Add a code in the national learning aim monitoring field to indicate that a learner is registered with a New Technology Institute (NTI).
- f Rename the allocation number fields (fields L02 and A02) to contract/allocation number and extend the use of these fields to WBL providers.
- g Remove the SOC90 code (field A25).

10 The LSC is currently discussing with the Higher Education Statistics Agency (HESA) changes they have requested to the HE data set. These are not extensive. When they are understood the LSC will consult on them in a data collection document.

11 In addition to these changes, the LSC alerts institutions that it may need to introduce other amendments to the specification of the ILR for 2003/04 to accommodate late changes to the funding methodology. These changes would be confirmed in detail by April 2003.

12 It is likely that changes may be required to support revised arrangements for funding distance learning and entry to employment (E2E).

## Reducing Bureaucracy in Future Years

13 The recommendations of the Bureaucracy Task Force in November 2002 have significant implications for reducing and simplifying the collection of learner data in future years. Those with potentially the greatest impact are:

- 1c – scrutiny of new demands, including an annual review of the ILR;
- 1d – limiting and funding new administrative requirements;
- 2a – the funding methodology (strand 4 – simplification);
- 3b – access to data through a web portal;
- 3c – learning aim database streamlining;
- 3d – a common core of data (based on what a good college needs to function effectively); and
- 3e – best use of data by working with other organisations such as the Department for Education and Skills (DfES), the Adult Learning Inspectorate (ALI), the Office for Standards in Education (Ofsted) and the Qualifications and Curriculum Authority (QCA).

14 The LSC welcomes the recommendations of the Bureaucracy Task Force and is carefully considering the implementation of each recommendation. The LSC will consult colleges and other providers about any proposed changes.

15 In each case, it is necessary to consider the impact on other systems and processes. For example, streamlining the learning aim database needs to take into consideration the relationship with the funding methodology (and potential simplification), as well as the requirements of other bodies such as the ALI and Ofsted.

16 The Bureaucracy Task Force commissioned a study in March 2002 to identify which data fields in the ILR caused colleges the greatest burden. The main fields they identified were:

- learning aim reference;
- learning start dates, and planned and actual end dates;
- guided learning hours; and
- delivery location.

17 This study will inform future work on simplifying data collection.

18 The LSC plans to work with providers to simplify and streamline the data collection process. Now that the LSC has substantially harmonised the data it collects from FE and WBL providers, it is seeking to harmonise the frequency and level of data collection for them by 2004/05. Where it is able to take steps towards this harmonisation in 2003/04, it will do so. In particular the LSC wishes to ensure that its requests for timely in-year headline management information do not depend on providers preparing individualised learner data which passes stringent validation checks when the same information can be obtained by less bureaucratic means.

19 The LSC recognises that many FE institutions were unable to produce a credible FE learner profile for the Autumn 2002 term, by 21 October 2002.

20 Some institutions have indicated that they expect to be able to provide timely spring and summer profiles based on partially validated ILR data. They however consider that to produce the autumn one from such data is not feasible. Consequently the LSC is considering, in consultation with institutions on its advisory groups, ways of producing the information requested in the learner profile without asking institutions to derive it from validated ILR data.

21 The LSC is also reviewing the timetable for the release of software to try and pinpoint where the timetable could be more helpful and whether there is any scope for aligning software releases more closely with the needs of institutions. It is preparing to publish a timetable by the end of February 2003 showing when information and data are requested, specifications are to be published and software issued for 2003/04 collections.

## Implementation of the ILR: ACL Providers

22 In Circular 02/03, the LSC announced plans to extend the ILR to ACL providers by

collecting an ILR containing core data fields from them for 2003/04.

23 The LSC has established the Adult and Community Learning - Management Information Group (ACL MI Group) to advise on implementing the ILR for ACL providers. The group includes local education authority (LEA) representatives, some of whom are new to sending individualised data, as well as members of former external institutions who are familiar with sending them.

24 One of the group's Terms of Reference was to advise the Council on the recommendations in the York Report.

25 The York Consulting report: *LEA Management Information on Adult Learning* was published in January 2002 and made recommendations to the DfES on the further development of the ability of LEAs to implement management information systems and to produce individualised learner records for the LSC.

26 At its meeting on 1 July 2002 the ACL MI Group advised the LSC to provide a briefing note for LEAs and Local LSCs on the issues around the specification of the ILR and the impact on preparation and planning. This briefing note was posted on the National Institute of Adult Continuing Education (NIACE) knowledge sharing web pages.

27 In addition the draft ILR specification was shared with software suppliers to the sector in September 2002 and with LEAs developing their own learner record systems in October 2002.

28 At its meeting on 23 September 2002 the working group discussed the briefing note on the ILR specification for ACL and suggested that it should be possible to collect the information from adult learners through a single side A4 style enrolment form.

## Proposed Fields for ACL

29 The LSC intends to collect data from ACL providers as a subset of that collected for FE. The following core data collection is proposed for 2003/04:

- demographic data, for example date of birth, sex, ethnicity and whether the learner considers themselves to have a learning difficulty or disability;
- home postcode;
- national learner and learning aim monitoring and provider specified fields;
- learning aim information;
- sources of funding information;
- tuition fee amount and reason for fee remission;
- start and end dates for each learning aim;
- completion and outcome (achievement, not destination) information; and
- guided learning hours.

30 More details of the ILR fields that are proposed for the ACL ILR 2003/04 are at Annex B.

31 In addition to the fields listed at paragraph 29, the LSC also considered including the following additional fields for ACL for 2003/04:

- name and address fields (fields L09, L10, L18 to L23) to support surveys;
- disability and learning difficulty fields (fields L15 and L16) to keep a common core of demographic data; and
- delivery location postcode to support area reviews.

32 On the advice of the ACL MI Group, the LSC decided not to collect these fields in the ACL ILR for 2003/04. The LSC will periodically review the requirement for these fields, and they may be collected for ACL in future years, following consultation.

## Format for ACL

33 There has been considerable discussion of the format that ILR data from ACL providers should take. The ACL MI Group considered the issues that were raised.

- Some former external institutions that deliver both ACL provision and FE provision would prefer to send all their data in a single format; the FE ILR format. This would mean they would complete a full ILR record for their ACL provision, rather than the core data record described in paragraph 29. This would produce two formats, depending on the provision profile of the institution.
- Some ACL providers have never supplied individualised data; sending full ILR records for ACL provision would present a very significant challenge for them.
- The LSC should collect only the data it needs.
- The Further Education Funding Council (FEFC) had allowed FE institutions the option of returning both full and reduced individualised records. In practice, this was not helpful since providers were unable to identify at enrolment which record was required. The extra data supplied in some cases was incomplete and not useful to those analysing it.
- Having two different formats of the ILR would add to the complexity of the system for software suppliers, and consequently increase the cost to providers.
- Having two separate formats would be unhelpful to providers that receive both FE and ACL funding.

34 After considering these issues carefully, the ACL MI Group decided that the case for having two different ILR formats was not strong enough to outweigh the problems that

it would cause, particularly for providers new to the ILR.

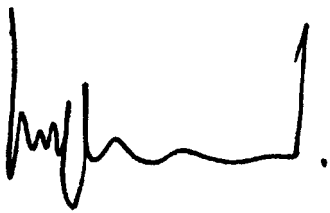
35 Following the recommendation of the ACL MI Group, the LSC proposes that ACL providers should return ILR data in a single common format that includes only the core fields requested for learners benefiting from ACL funding.

**Timetable for ACL**

36 The proposed timetable for ACL providers is in line with that for FE institutions, that is:

<b>Rererence date</b>	<b>Collection date</b>
1 November 2003	1 December 2003
31 July 2004	6 September 2004
31 December 2004	7 February 2005

37 The LSC proposes to collect ILR returns only from ACL providers, that is they would not be expected to send the termly aggregate learner profile that is requested for FE provision.



*John Harwood, Chief Executive*

# Annex A: Proposed Changes to Data Items for FE and WBL Providers 2003/04

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## Introduction

1 This annex sets out in detail the proposed changes to the specification of the ILR for 2003/04. These changes will take effect from the first ILR collection for the 2003/04 teaching year. They would apply to all data collections for 2003/04 and subsequent years.

### **Proposal 1: Collection of learning aims for WBL learners**

2 For 2002/03, WBL providers sent data about the main learning aim, the one being funded, and data about the subsidiary learning aims achieved. For 2003/04, it is proposed to ask WBL providers to send data about **all** learning aims for which the learner is receiving training, not just the main learning aim. This would allow the LSC to monitor all the training received by the learners it funds, as it does for learners in FE institutions.

#### Rationale

3 In most cases, WBL providers currently return a single learning aim record for a framework that records details of the NVQ and any technical certificates being followed by the learner.

4 The LSC needs ILR data to monitor progress towards national targets. Many qualifications delivered through WBL provision that count towards these targets are not currently captured in the ILR. Collecting this information will allow the LSC to provide more accurate information on progress towards national targets as well as demonstrating the contribution that WBL is making towards them.

5 The collection of a learning aim record for each qualification the learner is following will also further harmonise data collection from FE and WBL providers.

#### Example

6 For example, a learner following an Advanced Modern Apprenticeship (AMA) route in Hospitality that comprised the following components might have six learning aim records:

- NVQ Level 3 hospitality supervision;
- key skill Level 1 information technology;
- key skill Level 2 application of number;
- key skill Level 2 communication;
- technical certificate national certificate for licensees; and
- technical certificate intermediate food hygiene certificate.

### **Proposal 2: Removal of technical certificate codes**

7 Consistent with proposal 1, it is proposed that the technical certificate achievement code (field A41) and technical certificate achievement date (field A42) be removed, since technical certificates will be recorded on a separate learning aim record.

### **Proposal 3: New field for special projects and pilots**

8 It is proposed to add a new field to the learning aim data set to record special projects and pilots.

## Rationale

9 The LSC funds a number of special projects and pilots. These are often implemented in-year and are currently monitored using the national monitoring field, which contains a limited number of unassigned codes. Consequently it cannot be used to monitor special projects at the level required.

10 If a new field were introduced, institutions implementing a special project or pilot would be given a code to record this in the proposed new field. Only providers participating in special projects or pilots would need to complete this field.

11 The national monitoring field would be retained to monitor other national initiatives that are not pilots or special projects.

**Proposal 4: New code for family learning**

12 It is proposed to add a code to the national learning aim monitoring field (field A46) to record whether the learner is on a family learning programme.

## Rationale

13 Family learning was specifically endorsed in the secretary of state's remit letter of November 2000. 'family learning' may be defined as:

- learning as or within a family, which complements the broader parental involvement agenda;
- learning to help people operate as or within a family; or
- the promotion of lifelong learning for the whole family.

14 This field is required for the purposes of monitoring funding.

**Proposal 5: New code for NTI learners**

15 It is proposed that a code be added to the national learning aim monitoring field to record learners who are registered with a New Technology Institute (NTI).

16 It is also proposed that the current code used to record learners on NTI pilots would be removed when it is no longer relevant.

## Rationale

17 This field is required to monitor the effects of funding.

**Proposal 6: Rename the allocation number fields to contract/allocation number**

18 It is proposed that the allocation number fields (fields L02 and A02) are renamed contract/allocation number. The fields are currently used for FE institutions that have more than one allocation. It is proposed that these fields are extended to WBL providers.

## Rationale

19 This field is required to identify the contract where a WBL provider has more than one, with a single local LSC.

**Proposal 7: Remove the SOC 90 code field**

20 It is proposed that the SOC 90 code (field A25) is removed.

## Rationale

21 This field was used to record SOC 90 codes from WBL learners who started before 29 July 2002 and is no longer required. The ILR specification indicated this field would be withdrawn from 2002/03.

# Annex B: Proposed Fields to be Collected for ACL Provision

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<b>Learner Data Set Layout No.</b>	<b>Field Name</b>	<b>Field length</b>	<b>Field type</b>	<b>Status in 2002/03</b>	<b>Required for ACL?</b>
L01	Contract/allocation provider number	6	numeric	FE/WBL	Y
L02	Allocation number	2	numeric	FE	Y
L03	Learner reference number	12	alphanumeric	FE/WBL	Y
L04	Data set identifier code	2	numeric	FE/WBL	Y
L05	Learning aim data sets	2	numeric	FE/WBL	Y
L06	ESF co-financing data sets	2	numeric	FE/WBL	Y
L07	HE data sets	2	numeric	FE/WBL	Y
L08	Deletion flag	1	alphabetic	WBL	
L09	Learner surname/family name	20	alphabetic	FE/WBL	
L10	Learner forenames	40	alphabetic	FE/WBL	
L11	Date of birth	8	date	FE/WBL	Y
L12	Ethnicity	2	numeric	FE/WBL	Y
L13	Sex	1	alphabetic	FE/WBL	Y
L14	Learning difficulties and/or disabilities and/or health problems	1	numeric	FE/WBL	Y
L15	Disability	2	numeric	FE/WBL	
L16	Learning difficulty	2	numeric	FE/WBL	
L17	Home postcode	8	alphanumeric	FE/WBL	Y
L18	Address line 1	30	alphanumeric	FE/WBL	
L19	Address line 2	30	alphanumeric	FE/WBL	
L20	Address line 3	30	alphanumeric	FE/WBL	
L21	Address line 4	30	alphanumeric	FE/WBL	
L22	Current postcode	8	alphanumeric	FE/WBL	
L23	Telephone number	15	alphanumeric	FE/WBL	
L24	Country of domicile	3	numeric	FE/WBL	

## Annex B: Proposed Fields to be Collected for ACL Provision

Learner Data Set Layout		Field length	Field type	Status in 2002/03	Required for ACL?
No.	Field Name				
L25	LSC number of contracting/ allocating LSC	3	numeric	WBL	
L26	National insurance number	9	alphanumeric	FE/WBL	
L27	Restricted use indicator	1	numeric	FE/WBL	
L28	Eligibility for enhanced funding (occurs 2)	2	numeric	FE/WBL	
L29	Additional support	2	numeric	FE	
L30	Additional learning needs	2	numeric	WBL	
L31	Additional support cost	6	numeric	FE	
L32	Eligibility for disadvantage uplift	2	numeric	FE	
L33	Disadvantage uplift factor	6	numeric	FE	
L34	Learner support reason (occurs 3)	2	numeric	FE/WBL	
L35	Prior attainment level	2	numeric	FE/WBL	
L36	Learner status on last working day before learning	2	numeric	WBL	
L37	Employment status on first day of learning	2	numeric	WBL	
L38	Employment status on last day of learning	2	numeric	WBL	
L39	Destination	2	numeric	WBL	
L40	National learner monitoring (occurs 2)	2	numeric	FE/WBL	Y
L41	Local learner monitoring (occurs 2)	12	numeric	FE/WBL optional	
L42	Provider specified learner data (occurs 2)	12	alphanumeric	Optional	Y
L43	Previous learner reference	12	alphanumeric	WBL optional	

Annex B: Proposed Fields to be Collected for ACL Provision

Learner Aim Data Set Layout		Field length	Field type	Status in 2002/03	Required for ACL?
No.	Field Name				
A01	Contract/allocation provider number	6	numeric	FE/WBL	Y
A02	Allocation number	2	numeric	FE	Y
A03	Learner reference number	12	alphanumeric	FE/WBL	Y
A04	Data set identifier code	2	numeric	FE/WBL	Y
A05	Learning aim data set sequence	2	numeric	FE/WBL	Y
A06	ESF co-financing data sets	2	numeric	FE/WBL	Y
A07	HE data sets	2	numeric	FE/WBL	Y
A08	Data set format	1	numeric	FE/WBL	Y
A09	Learning aim reference	8	alphanumeric	FE/WBL	Y
A10	LSC funding stream	2	numeric	FE/WBL	Y
A11	Source of funding (occurs 2)	3	numeric	FE	Y
A12	Implied rate of LSC funding for ESF funding which is not LSC ESF co-financed (occurs 2)	3	numeric	FE	
A13	Tuition fee received for year	5	numeric	FE	Y
A14	Reason for partial or full non-payment of tuition fees	2	numeric	FE	Y
A15	Programme type	2	numeric	WBL	
A16	Programme entry route	2	numeric	WBL	
A17	Delivery mode	1	numeric	FE	
A18	Main delivery method	2	numeric	FE	
A19	Employer role	1	numeric	FE	
A20	Resit	1	numeric	FE	
A21	Franchised out and partnership arrangements	2	numeric	FE	
A22	Franchise and partnership delivery provider number	6	alphanumeric	FE	
A23	Delivery location postcode	8	alphanumeric	FE/WBL	
A24	Occupation relating to learner aim	4	numeric	WBL	
A25	SOC 90 code (prior to 29 July 2002)	3	numeric	WBL	
A26	Sector framework of learning	3	numeric	WBL	
A27	Learning start date	8	date	FE/WBL	Y
A28	Learning planned end date	8	date	FE/WBL	Y

Learner Aim Data Set Layout		Field length	Field type	Status in 2002/03	Required for ACL?
No.	Field Name				
A29	Funding entitlement expiry date (2001/02 – prior to 29 July 2002)	8	date	WBL	
A30	Funding entitlement expiry date (2002/03 – on or after 29 July 2002)	8	date	WBL	
A31	Learning actual end date	8	date	FE/WBL	Y
A32	Guided learning hours	5	numeric	FE	Y
A33	Enhanced guided learning hours	5	numeric	FE	
A34	Completion status	1	numeric	FE/WBL	Y
A35	Learning outcome	1	numeric	FE/WBL	Y
A36	Learning outcome grade	2	alphanumeric	FE	
A37	Number of units completed	2	numeric	FE/WBL	
A38	Number of units to achieve full qualification	2	numeric	FE/WBL	
A39	Eligibility for achievement funding	1	numeric	FE	
A40	NVQ achievement date	8	date	WBL	
A41	Technical certificate code	8	alphanumeric	WBL	
A42	Technical certificate achievement date	8	date	WBL	
A43	Sector framework achievement date	8	date	WBL	
A44	Placement employer name	30	alphanumeric	WBL	
A45	Placement employer location postcode	8	alphanumeric	WBL	
A46	National learning aim monitoring (occurs 2)	2	numeric	Optional	Y
A47	Local learning aim monitoring (occurs 2)	12	numeric	Optional	
A48	Provider specified learning aim data (occurs 2)	12	alphanumeric	Optional	Y

# Annex C: Responses to Consultation Part A: Proposed Changes for WBL and FE Providers

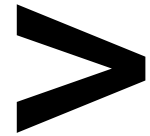
Cheylesmore House  
 Quinton Road  
 Coventry  
 CV1 2WT  
 T 0845 019 4170  
 F 024 7682 3462

www.lsc.gov.uk

Reference Circular 02/24

Please photocopy, complete and return to Fiona Stokes at the Learning and Skills Council, Data Collection and Analysis Team, Cheylesmore House, Quinton Road, Coventry CV1 2WT by **3 February 2003**.

Enquiries should be made to your local LSC.



**Learning+Skills Council**

Organisation name <i>(please print)</i>
Providers are asked to indicate from which Council funding streams they receive funds <i>(tick all those that apply)</i>
FE <input type="checkbox"/> WBL <input type="checkbox"/> ACL <input type="checkbox"/> Other .....
Contact name
Telephone number
Email address

The proposal to record details of all learning aims for WBL providers is supported (proposal 1, Annex A paragraphs 2-6).	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
The proposal to remove the technical certificate code (field A41) and the technical certificate achievement date (field A42) is supported (proposal 2, Annex A paragraph 7).	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
The proposal to add a field to the learning aim data set to record special projects and pilots is supported (proposal 3, Annex A paragraphs 8-11).	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
The proposal to add a code to the national learning aim monitoring field to record family learning is supported (proposal 4, Annex A paragraphs 12-14).	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>

The proposal to add a code in the national learning aim monitoring field to indicate learners registered with a New Technology Institute is supported (proposal 5, Annex A paragraphs 15-17).

Agree

Disagree

The proposal to rename the allocation number fields (fields L02 and A02) to contract/allocation number and extend the use of these fields to WBL providers is supported (proposal 6, Annex A paragraphs 18-19).

Agree

Disagree

The proposal to remove the SOC 90 code (field A25) is supported (proposal 7, Annex A paragraphs 20-21).

Agree

Disagree

### Comments

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# Annex C: Responses to Consultation Part B: Proposed Data Collection for ACL Providers

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CV1 2WT  
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F 024 7682 3462

www.lsc.gov.uk

Reference Circular 02/24

Please photocopy, complete and return to Fiona Stokes at the Learning and Skills Council, Data Collection and Analysis Team, Cheylesmore House, Quinton Road, Coventry CV1 2WT by **3 February 2003**.

Enquiries should be made to your local LSC.



**Learning+Skills Council**

Organisation name <i>(please print)</i>
Providers are asked to indicate from which Council funding streams they receive funds <i>(tick all those that apply)</i>
FE <input type="checkbox"/> WBL <input type="checkbox"/> ACL <input type="checkbox"/> Other .....
Contact name
Telephone number
Email address

Please indicate which fields you support being collected for ACL in the 2003/04 ILR			
Field	Field name	Agree	Disagree
L11	Date of Birth	<input type="checkbox"/>	<input type="checkbox"/>
L12	Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>
L13	Sex	<input type="checkbox"/>	<input type="checkbox"/>
L14	Learning difficulties and/or disabilities and/or health problems	<input type="checkbox"/>	<input type="checkbox"/>
L17	Home postcode	<input type="checkbox"/>	<input type="checkbox"/>
L40	National learner monitoring (occurs 2)	<input type="checkbox"/>	<input type="checkbox"/>
L42	Provider specified learner data (occurs 2)	<input type="checkbox"/>	<input type="checkbox"/>

**Please indicate which fields you support being collected for ACL in the 2003/04 ILR**

<b>Field</b>	<b>Field name</b>	<b>Agree</b>	<b>Disagree</b>
A09	Learning aim reference	<input type="checkbox"/>	<input type="checkbox"/>
A10	LSC funding stream	<input type="checkbox"/>	<input type="checkbox"/>
A11	Source of funding (occurs 2)	<input type="checkbox"/>	<input type="checkbox"/>
A13	Tuition fee received for year	<input type="checkbox"/>	<input type="checkbox"/>
A14	Reason for partial or full non-payment of fees	<input type="checkbox"/>	<input type="checkbox"/>
A27	Learning start date	<input type="checkbox"/>	<input type="checkbox"/>
A28	Learning planned end date	<input type="checkbox"/>	<input type="checkbox"/>
A31	Learning actual end date	<input type="checkbox"/>	<input type="checkbox"/>
A32	Guided learning hours	<input type="checkbox"/>	<input type="checkbox"/>
A34	Completion status	<input type="checkbox"/>	<input type="checkbox"/>
A35	Learning outcome	<input type="checkbox"/>	<input type="checkbox"/>
A46	National learning aim monitoring field (occurs 2)	<input type="checkbox"/>	<input type="checkbox"/>
A48	Provider specified learning aim data (occurs 2)	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

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# Notes

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