
16 December 1999

CIRCULAR

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

**Individualised Student Record:
Consultation on Proposed
Changes to the 2000-01
Specification**

Cheylesmore House
Quinton Road
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To

Principals of colleges
Heads of external institutions
Chief education officers

Circular type

Consultation

Summary

Consultation on proposed changes to the specification of the individualised student record to be introduced from the 2000-01 teaching year.

Responses by: 7 February 2000

Reference number: 99/51

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Research and statistics
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99/51

Individualised Student Record: Consultation on Proposed Changes to the 2000-01 Specification

Introduction

1 Changes proposed to the 2000-01 individualised student record (ISR) are set out for consultation in this circular. Responses are requested by 7 February 2000.

2 The proposed changes reflect the Council's policy of keeping the ISR specification stable, to minimise the impact on institutions' student record systems. They take account of changes to the funding tariff, the experience of institutions making ISR returns and experience of analysing the data. The student and funding working group of the management information committee (MIC) has considered the proposed changes and advised the Council about them.

3 This circular also contains:

- consultation about a proposed change to the ISR specification for 2001-02
- information about redeveloped Council software
- a timetable of data returns for 2000.

Previously Announced Changes for 2000-01

4 The aggregate return previously used by a small proportion of colleges is withdrawn as confirmed in Circular 99/21. Instead individualised records are requested for every student enrolled at a college.

Proposed Changes for 2000-01

Criteria for assessing proposed changes

5 The Council's intention is that the ISR specification should change from year to year only when there is a clear justification for it to do so. Consequently, in line with practice in previous years, a change for 2000-01 is being proposed only

where the reason for change meets one or more of the following criteria:

- a. support the 2000-01 funding methodology, including simplification of the methodology and changes to reflect the government's policy for 16-18 year-old students (curriculum 2000);
- b. reflect changes to government funding;
- c. address issues raised in feedback from institutions which have returned data;
- d. address issues raised by analysing and using ISR data for previous years;
- e. implement changes requested by the Higher Education Statistics Agency (HESA);
- f. implement recommendations made in *Inclusive Learning*, the report of the learning difficulties and/or disabilities committee;
- g. harmonise the ISR with data collected by training and enterprise councils (TECs) in preparation for the establishment of the Learning and Skills Council (LSC) in April 2001.

Summary of proposed changes

6 The following changes are proposed for introduction in 2000-01:

- a. withdraw the qualification delivery period field, criterion a;
- b. restrict the coverage of qualification on entry data, criteria a, c and d;
- c. restrict the coverage of destination data, criteria c and d;
- d. rationalise the data collected about mode of attendance by withdrawing the existing field and adding three new fields using simple coding structures, criteria a, c and d;
- e. rationalise the government initiative field by adding a new field in the student data set and amending codes used in the government initiative field in the qualification aim data set, criteria b, c and d;
- f. add a new field in the student data set in which to identify students in residential accommodation, criterion a;
- g. move the childcare field to the student data set, criterion a;
- h. add two new fields for students with learning difficulties and/or disabilities, one for type of learning difficulty and one for type of disability, criterion f;

-
- i. add a new field for actual guided learning hours, criterion a;
 - j. add a new field to indicate whether the institution is claiming the 16–18 year old full-time funding entitlement, criterion a;
 - k. add a new field in which to collect national insurance number, criterion a;
 - l. add a new code in the additional support assessment field in the student data set for higher education (HE) students only, criterion e;
 - m. add a code in the franchised-out arrangements field and change the way data are returned in the franchised partner field for students benefiting from Higher Education Funding Council for England (HEFCE) consortia arrangements funding, criterion e;
 - n. amend the data requested about qualifications on entry for students on HE level programmes benefiting from HEFCE funding, criterion e.

7 These proposed changes are described in more detail at annex A. The final ISR specification for 2000-01 will be issued in the ISR Support Manual in April 2000.

8 In addition to these changes the Council wishes to alert institutions that it may need to introduce late changes to the specification of the ISR for 2000-01 to support curriculum 2000 or simplification of the funding methodology, but this is judged unlikely.

Timetable for implementing proposed changes

9 The proposed changes would be introduced for the first ISR data collection in respect of the 2000-01 teaching year with a reference date of 1 November 2000. The changes would also apply to the second and third collections in respect of 2000-01 and to collections in respect of subsequent teaching years.

10 The 1999-2000 specification was issued in the ISR Support Manual which accompanied Circular 99/21. Minor changes to it are described in Technical Discussion Documents 21, 22, 23 and 24. This specification will apply to the second and third collections in respect of the 1999-2000 teaching year with reference dates of 31 July 2000 and 31 December 2000 respectively.

Change Proposed for 2001-02

11 The Council is proposing to request an ISR for each student's whole programme starting in 2001-02. More information about this proposal is at annex B.

12 In response to HESA's requests for changes in 2000-01, as described in annex A, the Council is proposing to develop and introduce an HE data set for students studying HE level qualifications starting in 2001-02. The Council would consult about the detailed change at a later date.

Information about Redeveloped Council Software

13 The Council has started redeveloping the software it provides to institutions. This software comprises:

- ISR validation software
- funding program
- qualification database
- ISR reconciliation software.

14 In summary the reasons for redeveloping the software are to:

- provide an integrated suite of software which may be run sequentially and unattended, as recommended by the post-implementation review of the ISR described in Circular 97/07
- take advantage of improvements in technology which have become widely available since the original software was developed
- standardise the suite on a single software and hardware environment.

15 A timetable showing key implementation dates and a description of the target hardware and software environment for the new software are included at annex C. These plans will require some modification in the light of the information systems proposed for the LSC.

16 The Council is grateful to the sector interworking project group and the redeveloped software design working group which advised it on the target environment for and design of the new software.

Data Collection Timetable

17 Annex D contains a timetable of data collections, to help institutions with their planning.

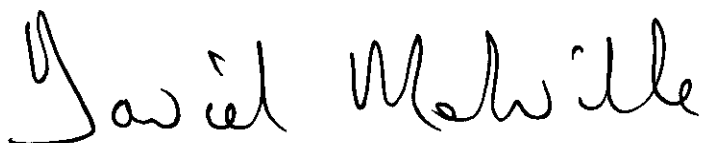
Responses

18 Institutions are invited to comment on the proposals described in this circular to:

- change the ISR specification for 2000-01, described in annex A
- change the ISR specification for 2001-02, described in annex B.

A form is included at annex E. Institutions may find it convenient to photocopy it and return a completed copy to the Council. To enable the issue of a final specification as soon as possible, responses should be sent to arrive by 7 February 2000 to:

Michelle Yeomans
Research and statistics
The Further Education Funding Council
Cheylesmore House
Quinton Road
Coventry
CV1 2WT
Fax: 01203 863249.



ISR: Proposed Changes to be Introduced from 2000-01 Teaching Year

Introduction

1 This annex sets out proposed changes to the ISR to be introduced with effect from the first data collection in respect of the 2000-01 teaching year. They would apply to all data collections for 2000-01 and subsequent years.

Proposed Changes for 2000-01

Withdraw qualification delivery period field

2 As a result of simplifying the tariff and redeveloping the funding program there is no longer a need for the qualification delivery period field, field Q27.

3 The Council proposes to withdraw the qualification delivery period field, field Q27.

Restrict coverage of qualification on entry data

4 For 1999-2000 institutions are asked to send qualification on entry data sets for:

- a. 16–18 year-old students for whom a full ISR record is requested: complete qualification on entry data for all qualifications on entry;
- b. all other students for whom a full ISR record is requested: full qualification on entry data for qualifications achieved in the five years before the start of the programme and in the same programme area as the current programme of study or in basic education.

5 The following changes result in a need to change the extent of the data collected:

- a. a full ISR record is requested for all students in 2000-01. As coverage of qualification on entry data is expressed in terms of students for whom a full record is requested, it follows that without a review of this request qualification on entry data would be requested for more students in 2000-01;
- b. it is planned that widening participation funding for 16–18 year olds in 2001-02 will be based on prior achievement;

- c. a request from HESA that complete qualification on entry data are returned for students on qualifications identified as HE level on the Council's qualification database;
- d. the Office for Standards in Education (Ofsted) may request value added analyses for 16–18 year old full-time students similar to those used by school inspectors.

6 In proposing changes to the extent of qualification on entry requested the Council has taken into consideration:

- the changes described above
- the use it has made of qualification on entry data collected in previous years
- a recommendation of the National Skills Task Force on public funding for students aged up to 25 for level 3 qualifications.

7 The Council proposes to:

- restrict from 2000-01 the request for qualification on entry data to:
 - students aged under 25 on publicly funded qualifications; and
 - students studying on one or more qualifications indicated as HE level on the qualification database, as requested by HESA
- refer to the LSC the future need to request qualification on entry data for students aged 25 and over where there is a clear need to do so.

Restrict the coverage of destination data

8 For 1999-2000 destination data was requested for all students for whom a full ISR record was requested. A full ISR record will be requested for all students in 2000-01.

9 As the coverage of destination data is expressed in terms of students for whom a full record is requested, it follows that without a review of this request, destination data would be requested for more students in 2000-01, as would also be the case for qualification on entry data.

10 The Department for Education and Employment (DfEE) has strongly urged the Council and other organisations collecting information about students to improve the quality and extend the coverage of destination data.

11 The Council recognises that the collection of destination data is more onerous and expensive than the collection of other information because the student is no longer at the institution.

12 Consequently the Council proposes to review the collection of destination data with the DfEE and institutions during 2000 with a view to making proposals to take effect in the 2001-02 collection. It proposes as an interim measure for 2000-01 to ask institutions to collect destination for:

- all students in receipt of Council, HEFCE or other public funding
- all other students studying on programmes of longer than 60 guided learning hours.

This would be similar to that requested for 1999-2000 and earlier years. The Council would expect a response rate of at least 90% for full-time students, but recognises that the rate may be lower for other students.

Rationalise mode of attendance

13 Mode of attendance codes in the mode of attendance field, field Q03, reflect a mixture of characteristics which are not mutually exclusive and some of which supply information which can be derived more reliably from other information in the ISR. These characteristics include:

- delivery rate (full-time/part-time)
- length of provision (full year/less than full year/short course)
- mode of delivery (sandwich/block release/absent for the year)
- time of delivery (day time/evening only)
- basis on which student attends (released/non-released/dedicated employer provision)
- how provision is delivered (open learning/distance learning/accreditation by prior learning and experience).

14 The first two characteristics can be derived more reliably from other data in the ISR and consequently are redundant.

15 The Council proposes to withdraw the mode of delivery field and replace it with the following three fields in the qualification aim data set:

a. delivery mode field, with the following codes:

- 1 continuous delivery – day time
- 2 continuous delivery – evening
- 3 sandwich
- 4 block release
- 5 absent for year;

b. employer role field, with the following codes:

- 1 student is employed and employer has no involvement
- 2 student is employed and released to attend by the employer
- 3 student is employed and is not released by the employer to attend
- 4 student is attending dedicated employer provision
- 9 student is not an employee;

c. main delivery mode field, with the following codes:

- 1 class contact
- 2 open learning
- 3 distance learning
- 4 accreditation of prior learning (APL).

16 This change would simplify the collection of the information previously collected in the mode of attendance field by removing requests for data which may be derived more reliably from other information in the ISR and providing simplified and easily understood code lists.

Rationalise government initiative field

17 The Council introduced a government initiative field, field Q29, in the qualification aim data set for the first time in 1998-99. At the same time it introduced a series of unassigned codes so that it could respond to requests for information about new government initiatives introduced after the specification of the ISR was published. These have proved a robust mechanism used successfully in both years.

18 Some of the information collected in the government initiative field describes student characteristics, for example refugees from Kosova or students in receipt of access funds. As a result institutions often have to provide the same data about a student characteristic in each qualification aim.

19 The Council proposes to rationalise the collection of these data by adding a new government initiative field in the student data set in which to collect:

- education maintenance allowance (EMA) pilot
- refugee from Kosova
- student in receipt of access funds
- student in receipt of residential bursary.

20 The following would be collected in the government initiative field in the qualification aim data set:

- University for Industry (Ufi)
- basic skills schools 2000
- individual learning account (ILA) pilot funding.

21 As in previous years the Council would introduce unassigned codes in both government initiative fields to allow data to be collected about initiatives introduced during 2000-01.

22 This change simplifies for institutions the collection and maintenance of data which are characteristics of students.

New field for residential accommodation

23 The Department of Health (DoH) is introducing legislation to introduce inspection of college accommodation for 16–18 year old students. The Council wishes to be in a better position to monitor the extent of such provision to inform its allocation and monitoring of residential bursaries. There are currently 55 colleges with such accommodation.

24 The Council proposes to add a new field in the student data set in which to identify students living in college accommodation.

25 This change would be relevant to only 55 colleges and a minority of students. The Council would use the data to monitor and allocate the residential bursaries.

Move the childcare field to the student data set

26 In 2000-01 it is proposed to consolidate childcare funding within access funds. If this proposal is implemented then childcare would no longer be linked to particular qualifications as it is at the moment and would become a student characteristic.

27 The Council proposes, if childcare funding is consolidated within access funds, to remove the childcare field from the qualification aim data set and add it to the student data set.

28 By introducing this change the collection and maintenance of childcare information would be simplified for institutions and kept in line with its use for funding.

Add new fields for type of learning difficulty and disability

29 The Council is grateful to the four volunteer colleges which provided data about learning difficulties and disabilities of students during a pilot collection in 1998-99. The pilot proved extremely useful in that it identified two issues about the collection of such data:

- a learning difficulties are different from disabilities and are connected in a complex way;
- b. how to handle multiple learning difficulties and multiple disabilities.

30 Disabilities and learning difficulties are not the same sort of characteristic. The relationship between a disability and a learning difficulty is complex. A student with a disability may have:

- a learning difficulty as a result of that disability
- a learning difficulty not related to that disability
- no learning difficulty.

A student may have a learning difficulty with no disability.

31 If a single categorisation were used and a student had both a disability and a learning difficulty institutions would be forced to choose between recording one or the other. This would not be helpful and would result in incomplete information about both disabilities and learning difficulties.

32 Some students may have multiple disabilities and/or multiple learning difficulties. In a small number of cases there could be several of each or both.

33 As a result of the pilot collection the Council has improved its proposals. It now proposes for 2000-01 to add two new fields:

- a disability field, in which to record the main disability
- a learning difficulty field, in which to record the main learning difficulty.

34 For students with more than one disability institutions would be asked to record the main one and where there were two or more of equal severity they would be able to enter a single code for 'multiple disabilities'. In the same way for students with more than one learning difficulty institutions would be asked to record the main one or where there were two or more of equal severity to enter a single code for 'multiple learning difficulties'.

35 This approach would enable sample or wider surveys to be undertaken where more information was needed.

36 A list of codes used in the pilot collection is attached at appendix 1 to this annex and a list of proposed codes for 2000-01 at appendix 2.

New field for actual guided learning hours

37 The qualification aim data set contains the following related fields:

- a guided learning hours field, field Q15
- an expected end date field, field Q17
- an actual end date field, field Q18.

The funding program uses these fields to calculate basic on-programme units and how to distribute them across periods of study.

38 Where in 1999-2000 a qualification is delivered other than as expected:

- a. institutions are asked to make no change to the expected end date, field Q17;
- b. enter the actual end date in the actual end date field, field Q18;
- c. where actual guided learning hours differ by more than 20% from expected guided learning hours amend the guided learning hours field, field Q15, from expected to actual guided learning hours;
- d. the funding program adjusts funding to reflect the changed delivery;
- e. the funding program makes the correct adjustment except where a qualification is

delivered in more than one teaching year and the guided learning hours change. In this case institutions need to make a manual adjustment to their final funding unit claim;

- f. to overcome the shortcoming in e, above, the funding program needs both expected and actual guided learning hours in the same way it needs both expected and actual end dates.

39 One of the principles of the simplified funding methodology which the Council proposes to implement in 2000-01 is that any change to a student's programme should not change the funding for completed periods. To implement this principle the funding program needs both expected and actual guided learning hours for programmes where these differ.

40 The Council proposes to:

- a. rename the guided learning hours field, field Q15, the expected guided learning hours field;
- b. add a new field in the qualification aim data set for actual guided learning hours. Institutions would complete this field only when a student completed a qualification in a significantly different number of guided learning hours than expected. As at present they would not need to do so when a student withdrew from a qualification.

The proposed change would be relevant in a minority of cases where a student completes a qualification in 20% or more, or 20% or fewer hours than expected.

41 Where the actual guided learning hours field was completed the funding program would be able to:

- correctly adjust funding without changing funding for completed periods
- correctly calculate funding for qualifications delivered over more than one teaching year where the guided learning hours are not as expected and consequently in such cases institutions would not need, as at present, to make a manual adjustment to their funding claim.

New field to indicate 16–18 year-old full-time funding entitlement

42 The Council consulted institutions in Circular 99/33 about its proposals for funding for full-time 16–18 year olds. One proposal, in paragraph 21, was that there would be a concept of entitlement for a full-time 16–18 year old.

43 The Council proposes to add a new field to the student data set of the ISR to allow colleges to indicate for which students they are claiming funding for 16–18 year-old full-time entitlement.

44 The new field would be used by the funding program when calculating funding for 16–18 year-olds. It would be particularly necessary where a college was not delivering key skills development or additional tutorial and enrichment activities to a 16–18 year-old student who was in all other respects eligible for 16–18 year-old full-time entitlement. In practice colleges would be able to default this field for 16–18 year-old full-time students and change it for the small number of such students not eligible for the entitlement.

New field for national insurance number

45 TECs collect the national insurance number of some students benefiting from TEC funding, for example for students on modern apprenticeships, national traineeships and other training. In preparation for the transition to the LSC in April 2001 the Council proposes to add a new field in the student data set in which to collect students' national insurance number. Institutions would be informed for which students this field would be completed.

Changes requested by HESA

46 HESA, on behalf of the HEFCE, has in summary requested the following changes to records for students benefiting from HEFCE funding and/or studying one or more HE level qualifications:

- a. additional information for students in receipt of HEFCE disabled students' allowance;
- b. additional information on consortia arrangements supported by HEFCE funding;
- c. complete qualification on entry data for all students studying HE level qualifications;
- d. rationalisation of the HE specific fields, fields SHE01 through SHE13 and QHE01 and QHE02.

47 In summary the Council proposes to make changes a, b and c in 2000-01 and to carry out a full review of the data requested by HESA including change d. This would be with a view to implementing a new HE data set in 2001-02. More details of the proposed changes are provided below.

Add a code in additional support assessment field

48 HESA have requested that the ISR identify students who are in receipt of HEFCE disabled students' allowance.

49 The Council proposes to do so by adding a new code in the additional support assessment field, field S11. The proposed new code list would be:

| Code | Description |
|-------------|---|
| 1 | student has been assessed on entry to the learning programme as requiring additional support |
| 2 | student has been assessed on entry to the learning programme as not requiring additional support |
| 7 | student is in receipt of HEFCE disabled students' allowance |
| 9 | student has not been assessed on entry to the learning programme to establish whether there is a need to provide additional support |

Add a code in franchised-out arrangements field

50 HESA has asked that for provision supported by HEFCE consortia arrangements the ISR be changed. The Council supports the proposal which is to:

- a. add a new code, code 81, in the franchised-out arrangements field, field Q13, for students studying on provision delivered in another FE college under an HEFCE consortia arrangement;
- b. asking institutions to identify the consortia partner using the five-character Council institution code in the franchising partner field, field Q30.

Amend data requested about qualifications on entry for students on HE level programmes

51 HEFCE have requested changes to the qualification on entry data requested for all students studying HE level qualifications as indicated on the qualification database. The Council supports the

request and proposes that for students studying on one or more HE level qualifications, colleges:

- a. would return complete qualification on entry data. This is consistent with the proposal in paragraph 7 above;
- b. would use the status of qualification on entry data field, field S22, to confirm completeness of the data;
- c. where status of the qualification on entry data as indicated in field S22 is complete colleges would not need to complete the highest qualification on entry field, field SHE01, and the A/AS level score field, field SHE02;
- d. where status of the qualification on entry data as indicated in field S22 is not complete institutions would instead need to complete the highest qualification on entry field, field SHE01, and the A/AS level score field, field SHE02.

Rationalise fields for HE

52 HESA have asked the Council to rationalise the HE specific fields, fields SHE01 through SHE13 and QHE01 and QHE02. This rationalisation would involve moving some fields between data sets, introduction of new codes in these fields and in the Council's fees and funding fields.

53 The Council has instead proposed to HESA to carry out a full review of the data requested by them with a view to developing an HE data set. This data set would from 2001-02 onwards be collected only for students following a programme containing an HE level qualification as indicated on the qualification database. This would simplify the ISR for institutions which do not have HE provision, whilst making it more flexible for those that do.

Types of Learning Difficulty And Disability: Pilot Codes 1998-99

| Code | Description |
|------|---|
| 01 | visual impairment |
| 02 | hearing impairment |
| 03 | disability affecting mobility |
| 04 | other physical disability |
| 05 | other medical condition (for example, epilepsy, asthma, diabetes) |
| 06 | moderate learning difficulties |
| 07 | severe learning difficulties |
| 08 | specific learning difficulties (for example dyslexia, dyscalcula) |
| 09 | emotional/behavioural difficulties |
| 10 | mental ill health |
| 11 | temporary disability after illness (for example, post-viral) or accident |
| 12 | profound/complex disabilities |
| 13 | multiple disabilities |
| 98 | other |
| 99 | information not provided |

Mapping Provision: The provision of and participation in further education by students with learning difficulties and/or disabilities
(IES, January 1997)

Types of Main Disability and Main Learning Difficulty: Proposed Codes for 2000-01

Disability

| Code | Description |
|------|--|
| 01 | visual impairment |
| 02 | hearing impairment |
| 03 | disability affecting mobility |
| 04 | other physical disability |
| 05 | other medical condition (for example, epilepsy, asthma, diabetes) |
| 06 | emotional/behavioural difficulties |
| 07 | mental ill health |
| 08 | temporary disability after illness (for example, post-viral) or accident |
| 09 | profound/complex disabilities |
| 90 | multiple disabilities |
| 97 | other |
| 98 | no disability |
| 99 | not known/information not provided |

Learning Difficulty

| Code | Description |
|------|------------------------------------|
| 01 | moderate learning difficulty |
| 02 | severe learning difficulty |
| 10 | dyslexia |
| 11 | dyscalculia |
| 19 | other specific learning difficulty |
| 90 | multiple learning difficulties |
| 97 | other |
| 98 | no learning difficulty |
| 99 | not known/information not provided |

ISR: Whole-programme Data: Proposed Change to the ISR for 2001-02

Introduction

1 This annex sets out a proposed change to the ISR to be introduced with effect from the first data collection in respect of the 2001-02 teaching year. It would apply to all data collections for 2001-02 and subsequent years.

Background

2 Institutions are requested in the ISR to send all qualifications studied at any time in the teaching year to which the ISR applies. For students with a programme lasting more than one year institutions need not send qualifications completed before the start of the current teaching year. As a result in these cases the ISR does not contain all the qualifications comprising a learning programme. In some of these cases the funding program does not calculate funding units correctly because it lacks information about the whole programme. This results in the need to make manual adjustments to final funding claims.

3 Institutions can and already do send an ISR which covers more than one year and the ISR will accept this and the funding program in some cases produces a more consistent answer.

Proposed Change for 2001-02

4 The Council wishes in future to request an ISR which contains details of a student's whole programme (a whole-programme ISR). This would mean asking for all qualifications a student has studied during the current period of continuous study at the institution. A period of continuous study would cover all years in which a student studied without having a break of a whole teaching year. A break would be a period from 1 August to 31 July inclusive in which the student did not study at the institution.

5 The advantages of a whole-programme ISR are:

- a. it is simpler for institutions as they do not need to filter out qualifications completed in a previous year when extracting their ISR;
- b. it would support curriculum 2000. The funding program will in the future only allocate enrichment funding when a student's programme includes the QCA key skills qualification. If a student studies QCA key skills in year 1 but not in year 2 then under current collection arrangements the student would incorrectly not be assigned enrichment funding in year 2;
- c. it would in many cases allow more accurate calculation of funding units where a student studies for more than one year;
- d. it would allow much simpler analysis of whole-student programmes for current students which currently have to be created by integrating ISR data for two or more years.

6 The Council proposes to encourage institutions to send a whole-programme ISR in 2000-01 and to request a whole-programme ISR commencing in 2001-02.

7 Some institutions may need to make changes to their student record systems to be able to return a whole-programme ISR. The Council is consulting now about requesting a whole-programme ISR in 2001-02 so that if the proposal is supported such institutions would have sufficient time to make the necessary changes to their systems.

8 The Council recognises that in 2001-02 some institutions would be unable to return data for qualifications completed before 1 August 2000. Consequently there would be a transition period. During this period institutions which were unable to return their data would be allowed to omit qualifications completed before 1 August 2000 for current programmes.

Redeveloped Software: Development Timetable and Target Environment

Introduction

1 This annex contains a timetable for the redevelopment of Council software issued to institutions and the target hardware and software environment for it.

Development Timetable

| <i>Date</i> | <i>Milestone</i> |
|------------------|--|
| 30 November 1999 | Issue prototype using 1998-99 ISR to volunteer institutions implementing first version of curriculum 2000 and simplification rules (P9/1) |
| 29 February 2000 | Issue second version using 1998-99 ISR to all institutions implementing agreed curriculum 2000 and simplification rules (P9/2) |
| 31 March 2000 | Issue first and only version using 1999-2000 ISR to institutions implementing agreed curriculum 2000 and simplification rules (P0/1) |
| 31 May 2000 | Issue third version using 1998-99 ISR to all institutions implementing final curriculum 2000 and simplification rules (P9/3) |
| 31 July 2000 | Issue first version of funding program for 2000-01 to all institutions implementing curriculum 2000 and simplification (P1/1) |
| 31 October 2000 | Issue second version of funding program for 2000-01 to all institutions implementing curriculum 2000 and simplification (P1/2) |
| 28 February 2001 | Issue version of the software containing first live version of the qualification database containing for the first time the tariff for 2001-02 |
| 31 May 2001 | Issue version of the software incorporating first live version of redeveloped ISR validation for 2000-01 to be used at ISR20 (31 July 2001; 2000-01) |

To simplify references to each release a product reference number has been assigned. It is listed in brackets against each release. The format of the number is Pa/b where:

P – is the fixed character “P”

a – indicates the teaching year of the ISR which the software processes

9 – 1998-99

0 – 1999-2000

1 – 2000-01

b - the sequence number of the redeveloped product for that year

1 – first

2 – second

3 – third

Target Hardware and Software Environment

2 The redeveloped software is to be aimed at the following operating system platforms:

- a. Windows 95;
- b. Windows 98;
- c. Windows NT 4.0 Workstation;
- d. Windows 2000.

3 Whilst the software will be primarily aimed for installation on standalone PCs it will also be required to run as a network installed application in the following network environments:

- a. Windows 95/98 (peer-to-peer/Workgroup);
- b. Windows NT 4.0 Domains;
- c. Windows 2000;
- d. Novell 4.x and later.

4 The minimum hardware/software specification to be supported by the redeveloped suite will be an Intel Pentium 100MHz Personal Computer (PC) running Windows 95 with 16MB RAM and a CD-ROM.

5 The recommended hardware/software specification to be supported by the redeveloped suite will be an Intel Pentium 266MHz Personal Computer (PC) running Windows 95 with 32MB RAM and a CD-ROM.

Returns Timetable: July 1999 to February 2001

C – Colleges, E – External institutions, S – Specialist designated institutions, H – Higher education institutions

| Ref. Date | Return Date | Research & Statistics, Funding & Strategic Plan Returns | Finance & Property Returns | Required From | Circular Reference |
|----------------------|--------------------|--|---|----------------------|---------------------------|
| 1999-2000 to 2000-02 | 31 Jul 1999 | | Three-year financial forecast | C S | |
| 1998-99 | 28 Aug 1999 | | Access funds monitoring information 1998-99 | C | 98/29 |
| N/A | 1 Jul 1999 | | Minor works expenditure profile | C S | |
| 31 Jul 99 | 6 Sep 1999 | SIR 1998-99 | | C S | 99/28 |
| 31 Jul 99 | 6 Sep 1999 | ISR14 (31 July 1999; 1998-99) | | C E S | 98/17 |
| 1998-99 | 31 Dec 1999 | | Audited annual accounts | C S | |
| 1998-99 | 31 Dec 1999 | | Finance record for 1998-99 | C S | |
| 1998-99 | 1 Oct 1999 | | Accommodation strategies – update | C S | |
| 01 Nov 99 | 6 Dec 1999 | ISR15 (1 November 1999; 1999-2000) | | C E S | 99/21 |
| 1998-99 | 4 Feb 2000 | Audit of student numbers and funding units for 1998-99 and Final claim for funding 1998-99 | | | |
| 31 Dec 997 | Feb 2000 | ISR16 (31 December 1999; 1998-99) | | C E S H | |
| 1999-2000 | 28 Feb 2000 | | Financial forecast update | C E S | 98/17 |
| 1999-2000 to 2000-02 | 17 Apr 2000 | Response to provisional allocation 1999-2000 and supporting strategic plan information. | | C E S H | |
| 2000-2001 to 2002-03 | 31 Jul 2000 | | Three-year financial forecast* | C S | |

| Ref. Date | Return Date | Research & Statistics, Funding & Strategic Plan Returns | Finance & Property Returns | Required From | Circular Reference |
|------------------|--------------------|--|--|----------------------|---------------------------|
| 1999-2000 | 28 Aug 2000 | | Access funds monitoring information 1999-2000* | C | |
| N/A | 3 Jul 2000 | | Minor works expenditure profile* | C S | |
| 31 Jul 2000 | 4 Sep 2000 | SIR 1999-2000 | | C S | |
| 31 Jul 2000 | 4 Sep 2000 | ISR17 (31 July 2000; 1999-2000) | | C E S | 99/21 |
| 1999-2000 | 31 Dec 2000 | | Audited annual accounts | C S | |
| 1999-2000 | 31 Dec 2000 | | Finance record for 1999-2000* | C S | |
| 1999-2000 | 2 Oct 2000 | | Accommodation strategies – update* | C S | |
| 01 Nov 2000 | 4 Dec 2000 | ISR18 (1 November 2000; 2000-01) | | C E S | |
| 1999-2000 | 2 Feb 2001* | Audit of student numbers and funding units for 1999-2000 and Final claim for funding 1999-2000 | | C E S H | |
| 31 Dec 1999 | 5 Feb 2001 | ISR19 (31 December 2000; 1999-2000) | | C E S | 99/21 |

**to be confirmed*

Responses to Consultation

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

(Reference Circular 99/51)

Please photocopy, complete and return to Michelle Yeomans at the Council's Coventry office no later than 7 February 2000.

Institution name

Contact (*please print*)

Signature

Telephone number

Cheylesmore House
Quinton Road
Coventry CV1 2WT

Telephone 01203 863000
Fax 01203 863100

Proposed changes to ISR in 2000-01

Agree Disagree Comments

- | | | | |
|---|--|--------------------------|--------------------------|
| 1 | The Council's proposal to withdraw the qualification delivery period field, field Q27 (as described in paragraphs 2 and 3 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The Council's proposal to restrict the coverage of qualification on entry data (as described in paragraphs 4 to 7 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The Council's proposal to restrict the coverage of destination data (as described in paragraphs 8 to 12 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The Council's proposal to rationalise collection of mode of attendance (as described in paragraphs 13 to 16 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | The Council's proposal to rationalise the data collected in the government initiative field (as described in paragraphs 17 to 22 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | The Council's proposal to introduce a new field in which to collect data for students living in residential accommodation (as described in paragraphs 23 to 25 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | The Council's proposal to move the childcare field to the student data set (as described in paragraphs 26 to 28 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | The Council's proposal to add new fields for type of learning difficulty and disability (as described in paragraphs 29 to 36 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> |

| Proposed changes to ISR in 2000-01 (continued) | Agree | Disagree | Comments |
|---|--------------------------|--------------------------|-----------------|
| 9 The Council's proposal to add a new field in which to collect actual guided learning hours (as described in paragraphs 37 to 41 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10 The Council's proposal to add a new field in which to indicate 16–18 year-old full-time entitlement (as described in paragraphs 42 to 44 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 The Council's proposal to add a new field in which to collect national insurance number (as described in paragraph 45 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12 The Council's proposal to add, at the request of HESA, a code in the additional support assessment field (as described in paragraphs 48 and 49 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13 The Council's proposal to add, at the request of HESA, a code in the franchised-out arrangements field (as described in paragraph 50 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14 The Council's proposal to amend, at the request of HESA, data requested about qualifications on entry for students on HE level programmes (as described in paragraph 51 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <hr/> | | | |
| Proposed changes to ISR in 2001-02 | Agree | Disagree | Comments |
| 15 The Council's proposal to develop and consult about an HE data set (as described in paragraphs 52 and 53 in annex A) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16 The Council's proposal to request whole-programme ISR data (as described in annex B) is supported. | <input type="checkbox"/> | <input type="checkbox"/> | |

