

# Circular 02/03

For Response

## Data Collection

### Collection Arrangements on Learner Data

#### Summary

This circular is for consultation. It sets out the medium-term strategy of the Learning and Skills Council (the Council) for collecting data on learners and provides details of the proposed content of the Individualised Learner Record for further education institutions and work based learning providers for 2002/03.



February 2002

Learning+Skills Council

# Contents

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	Paragraph numbers
Purpose	1
Section 1 An Overview	
Introduction	4
Reducing the Burden for Providers	8
Current Data Collection Arrangements on Learners	10
An Individualised Learner Record (ILR)	13
Timetable for Harmonisation	18
Communication Strategy	33
Section 2 Issues and Development Work	
Introduction	35
Data Capture Strategy	36
Timeliness of Returns from FE Institutions	48
Wider Role of the Council in Provider Learner Record Systems	53
Analysis and Reporting Strategy	59
Frequency and Timing of Returns	62
Qualification Database and Areas of Learning	72
Learners' Prior Attainments	76
Destinations of Learners	89
Tracking Individual Learners	93
Section 3 2002/03 Collections for FE Institutions and Work-based Learning (WBL) Providers	
Introduction	96
Summary of Proposed Changes	99
Information to be Collected in the ILR	103
Changes in Data to be Collected for Both FE Institutions and WBL Providers	115
Changes in Data to be Collected for FE Institutions Only	126
Changes in Data to be Collected for WBL Providers Only	137

## Annexes

Annex A	Consultation Questionnaire
Annex B	Partner Organisations
Annex C	ILR 2002/03: Data Fields for consultation
Annex D	FE ISR 2001/02: Data Fields Showing Changes in the ILR 2002/03
Annex E	WBL Interim ILR 2001/02: Data Fields Showing Changes in ILR 2002/03

## **Further information**

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# Executive Summary

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**Date:** February 2002

**Subject:** Describes the strategy for collecting data on learners across all programmes funded by the Council. Provides details of the proposed content of the Individualised Learner Record for 2002/03 for further education institutions and work-based learning providers (WBL).

**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

1 Data on learners and learning is currently collected from providers in a variety of different ways and at different frequencies.

2 This circular sets out the Council's medium-term strategy for harmonising data collection on learners across FE institutions, work-based learning providers, adult and community learning providers and school sixth forms and describes the underlying principles which the Council is proposing to adopt.

3 The document is set out as follows:

**Section 1** describes the current arrangements and provides an overview of the Council's proposed approach including strategies to reduce the burden of data collection for providers and to develop a communication strategy on data collection.

**Section 2** sets out a number of issues and areas of development work for consultation. These include: making better use of technology to capture data; the timeliness, timing and frequency of returns; what the role of the Council should be in developing

provider learner record systems; the prior attainments of learners and their destinations at the end of learning.

**Section 3** describes detailed proposals for the Individualised Learner Record for FE institutions and WBL providers for 2002/03.

Dates for responses (using the consultation questionnaire at annex A):

22 April 2002 for Sections 1 and 2

8 April 2002 for Section 3

# Collection Arrangements on Learner Data

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## Purpose

1 This circular sets out the Council's proposed strategy for collecting data on learners from education and training organisations. It provides an opportunity for colleges and other providers, their representative bodies and partner organisations to comment on the proposals.

2 Section 1 of the circular provides an overview of the Council's approach. Section 2 sets out a number of issues and areas of development work, which the Council is undertaking. Section 3 sets out in detail proposals for individualised learner data collection from further education (FE) institutions and work-based learning (WBL) providers for 2002/03.

3 All education and training organisations funded by the Council, and partner organisations who will be working with the Council to improve the opportunities available to young people and adults, are invited to comment on the proposals by completing the questionnaire at annex A. Completed responses are requested in two parts:

- By 22 April 2002 on Sections 1 and 2 of the circular (part A of annex A)
- By 8 April 2002 from FE institutions and WBL providers on Section 3 of the circular (part B of annex A).

## Section 1: An Overview Introduction

4 This part of the circular sets out the Council's strategy for collecting data on learners to support its work and that of partner organisations.

5 The key determinants of the Council's requirements for information on learners are:

- to make sure that the Council can fulfil its remit, as set out in the Corporate Plan, published in July 2001
- to collect data based on those which providers need to collect themselves to manage their provision and improve on its quality
- to develop arrangements which are appropriate for the type of provision, and the types of providers, that the Council provides funding to, including adult and community learning providers and voluntary organisations
- to support the Council's funding process, as set out in Circular 01/13 *Post-16 Funding Arrangements for 2002/03* and related documents, and the implementation of the developing 14 to 19 phase of learning.

6 The Council wishes to work with providers:

- to reduce the burden of data collection by identifying any elements which do not fulfil the key determinants set out above and by co-ordinating requirements within the Council and with partner organisations
- on ways of making the collection and analysis of learner data efficient, and effective in using modern technology.

7 The main purposes for which the Council requires information on learners are:

- National Strategic Planning, including funding policy development and funding modelling, and monitoring progress towards the Council's targets
- local strategic planning to provide an overview of the supply of learning opportunities and their quality in a locality, to monitor participation, and for planning and budgeting purposes
- quality improvement including monitoring retention and achievement rates, and improving equality of opportunity
- performance monitoring, analysis and reporting including measuring the sector's and the Council's performance nationally, and locally, for internal purposes and reporting to the Department for Education and Skills (DfES) and to ministers
- to enable the Council to make its case to government for levels of funding appropriate for the sector.

## Reducing the Burden for Providers

8 As part of the process of developing a collection strategy for learner data the Council has been mindful of the need to rationalise and reduce the burden for providers wherever this is feasible. The proposals in this circular are the first step in this process and the key elements can be summarised as:

- a. a strategy to fully harmonise data collection arrangements on learner data across the Council's main funding streams by 2004/05. This will significantly reduce the burden for the large number of providers who make multiple returns at the moment

- b. a strategy to actively consult partner organisations to make sure that the development of the individualised learner record (ILR) meets their needs;
- c. the development of a combined ILR for FE and WBL for 2002/03 with 64% of data fields fully harmonised. For an individual learner in receipt of FE or WBL funding 75% of data fields are harmonised. The proposals will reduce the data collection burden for WBL providers with contracts with more than one local Learning and Skills Council (local LSC), and for FE institutions which make WBL and FE data returns;
- d. the incorporation of the requirements for learner data for European Social Fund (ESF) co-financing into the ILR, removing the need for separate returns;
- e. making better use of technology to capture data in a standard format, with the facility to report the results back to providers. This will particularly benefit WBL providers who make returns in different formats to local LSCs
- f. a proposal to remove the requirement for FE institutions to collect individual qualifications on entry for learners aged under 25 years, and instead obtain this information from existing data held by the Department for Education and Skills (DfES) with only summary level information collected in the ILR;
- g. a proposal to remove the requirement for FE institutions to collect destinations of learners, with immediate effect, except for WBL-funded learners and ESF beneficiaries, until the results of a feasibility study into the collection and purposes of destination data are known.

Full details of the proposals are set out in the circular for consultation.

9 There is still more to be done and the Council intends to continue the process of

review and rationalisation with the assistance of provider representatives.

## Current Data Collection Arrangements on Learners

10 The Council is responsible for funding FE institutions, WBL and adult and community learning (ACL) providers in 2001/02, with additional responsibilities for school sixth forms (SSFs) from April 2002. Each sector has different funding arrangements and learner data collection arrangements in 2001/02.

11 Data collection arrangements for 2001/02 are summarised overleaf.

12 There is clearly scope for reducing the burden of data collection for providers where:

- a WBL provider makes returns in different formats to different offices of the Council
- FE colleges, and many former external institutions, deliver both WBL provision and ACL provision and are therefore required to return different data, at different frequencies to the Council or the DfES.

<p><b>FE institutions</b></p>	<p>FE institutions have been returning individualised learner data (the Individualised Student Record, ISR) in a common format since 1994-95, with former external institutions making similar returns since 1995-96. The ISR consists of five data sets: a student data set, a qualification aim data set, an HE data set, a qualification on entry data set and an ESF data set.</p>
<p><b>WBL providers</b></p>	<p>Providers return data in over 50 different formats due to the requirements of the former TECs, which is then converted into a common ILR format at Local LSCs. Some 600 WBL providers return data to more than one Local LSC because they have multiple contracts with the LSC, which may be in different formats. Half of FE colleges are also WBL providers.</p>
<p><b>School sixth forms</b></p>	<p>Schools sent an aggregate return in September 2001, and will send pupil level annual school census (PLASC) data in January 2002 to the DfES. This will be the first time that school sixth forms have sent pupil level data to the DfES.</p>
<p><b>Adult and community learning providers</b></p>	<p>ACL providers send aggregate returns to the DfES of numbers of enrolled learners, via Local Education Authorities (LEAs). Some ACL provision is made by FE colleges, schools and voluntary organisations. Around two-thirds of LEA ACL providers are also former external institutions and therefore provide ISR data to the Council.</p>

## An Individualised Learner Record (ILR)

13 The Council wishes to harmonise data collection arrangements across all the providers it funds in order to:

- reduce the burden of data collection for providers
- provide comparative management information on learners, to manage its business effectively, and to report to the Department and ministers
- support the harmonisation of approaches to funding policy across programmes.

14 The underlying principle is to collect data once about learners and use it many times, rather than have different data collections for each activity. So, for example, the Council will use data based on the ILR for national and local planning, and for funding, monitoring and evaluation across all programmes both nationally and locally.

15 The data will also be used by partner organisations. The Council is developing a process of active consultation with the partner organisations listed at annex B to make sure that the ILR will meet their needs.

16 Both the Adult Learning Inspectorate (ALI) and OFSTED are committed to working with the Council to make sure that:



- an agreed set of common definitions are used across the three organisations to measure participation, retention and achievement
- the primary data on learner outcomes used to support inspections can be derived from the ILR.

17 The Council wishes to keep all providers informed about progress and developments in working with partner organisations.

## Timetable for Harmonisation

18 Table 1 summarises the Council's plans for harmonising the collection of learner data

from all Council funded provision. Underpinning the timetable for harmonisation are the Council's plans for a harmonised funding approach, as set out in Circular 01/13. The timetable for harmonising data collections will be developed in consultation with providers and provider groups to make sure that the rate of change is deliverable for providers, the Council and the DfES. The Council recognises that, in the meantime, current arrangements may be adding to the burden for many providers.

19 One of the primary purposes of harmonisation is to make sure that individual data fields and definitions of those fields are the same across similar types of provision wherever it is delivered.

**Table 1. Broad timetable for harmonisation**

	2001/02	2002/03	2003/04	2004/05
<b>FE</b>	ISR	ILR with 75% common fields with WBL	Further consultation on rationalisation and harmonisation of fields and content	Fully combined ILR return
<b>WBL</b>	Interim ILR	ILR with 75% common fields with FE		
<b>School sixth forms</b>	Pupil level annual schools census (PLASC)	PLASC. Consultation on future arrangements including collection of retention and achievements	ILR or PLASC	ILR or PLASC
<b>ACL</b>	LEA aggregate return (AE1 and AE2)	LEA aggregate return. Consultation on future arrangements including collection of retention and achievements	Proposed core ILR data set collected	Core ILR data set collected

## FE institutions and WBL providers

20 A first step to harmonisation is to develop a combined ILR for 2002/03 for WBL and FE providers. Section 3 of this circular sets out detailed proposals for consultation. In summary, the Council intends to have a common single format for ILR data for WBL and FE providers for 2002/03 which:

- harmonises core fields such as date of birth, ethnic group, and address to a common format
- rationalises and reduces fields where possible. The Council will consider further rationalising fields in subsequent years
- recognises that some of the data is collected to support funding processes, which while common in their approach, are different in some of their details. This influences the extent of harmonisation which is possible in 2002/03
- allows providers to provide data to the Council in a number of different ways which are appropriate to their current practice and systems.

## Adult and community learning providers

21 The ILR for 2002/03 will not relate to ACL providers. During 2002, the Council will consult providers in detail on our plans for data collection for 2003/04 onwards.

22 The Council wishes to collect core data fields in the same format as other provision while recognising that not all fields are appropriate for the various types of ACL provision, and that data collection must not be a barrier to participation. Provisional plans are to collect core fields in the ILR from ACL providers for the first time in 2003/04.

23 An initial aggregate data collection will take place in February 2002 from LEAs, to assess the type of provision and its suitability to the formula funding approach and associated data requirements.

24 A feasibility study of the readiness of LEAs to provide individualised learner data was carried out in August 2001 by York Consulting on behalf of the DfES. The main findings of the study are :

- many LEAs have been providing ISR information for years and have systems they are confident can be developed and others have already invested resources in new systems. Where this is the case LEAs should be allowed to build on this existing base
- LEAs currently providing the ISR to the Council have considerable experience and good practice that needs to be transferred to other LEAs to enable the transition to ILR
- the vast majority of LEAs have the infrastructure and technology to access the Council's web-portal. The use of management information, while patchy, is sufficiently regular across delivery models to suggest that LEAs will see the benefits of providing ILR information
- many use the management information they collect to some extent, but the primary driver is the accessing of funding
- LEAs that contract out their ACL provision have little in the way of database systems at present and are faced with a potential increase in human resources costs to facilitate collection
- the majority of current ISR providers are reasonably confident about their current readiness, while contracting out LEAs are in the main concerned about their readiness

- around 60% are actively planning for the change over to the ILR
- those with experience of ISR systems are at a clear advantage and should have fewer difficulties than those who currently only provide the AE1/AE2 summary data to DfES.

25 The report *LEA Management Information on Adult Learning* was published in January 2002 by the DfES and is available on the DfES website. ([www.dfee.gov.uk/research/re\\_brief/RB324.PDF](http://www.dfee.gov.uk/research/re_brief/RB324.PDF))

26 The Council is setting up a task group with representatives from the ACL sector to take this work forward.

## School sixth forms

27 The ILR for 2002/03 will not relate to school sixth forms. During 2002, the Council will consult schools with sixth forms and LEAs in detail on our plans for data collection from 2003/04.

28 Schools will be returning individual pupil data to the DfES for the first time in January 2002. This data return, called the pupil-level annual schools census (PLASC), contains a range of data items about all school pupils, including those in sixth forms. Much of the demographic information in PLASC is similar to that which the Council proposes to include in the ILR for further education and work-based learning in 2002/03. PLASC also contains some information about the programmes which students in school sixth forms are enrolled on, although not about students' individual learning aims, which forms part of the ILR.

29 The data collected in PLASC forms part of the common basic data set (CBDS) for schools. The CBDS includes a specification of all the data items which schools are currently expected to hold about their pupils. The Council is working with the DfES to identify any data items not currently held within the CBDS which the Council might require about students in school sixth forms.

30 These data items might include additional detail about individual learning aims, such as the start and end date, type (such as GCE AS level, Advanced Vocational Certificate of Education, Edexcel National Diploma) and subject of each learning aim. It might also include information on completion and achievement of learning aims, to allow the calculation of retention and achievement rates.

31 Some information on outcomes is potentially available through other sources, such as the consolidated data on achievements from awarding bodies used in the DfES annual performance tables. The Council is exploring with the DfES the use of such data sources, taking account of the data protection issues involved, to make sure that data are only collected directly from schools where it is not possible to obtain usable data from another source.

32 The Council is also working with colleagues in the DfES to explore whether in the long-term it is most appropriate for the Council to collect data directly from schools, or for the DfES to continue to collect information through PLASC on behalf of the Council. The consultation with schools during 2002 will cover collection mechanisms and timescales, as well as issues on the content of the data to be collected.

## Communication Strategy

33 The Council wishes to develop a consultation and communication strategy with providers and with partner organisations to allow developments on data collection to be discussed in the user community and to provide feedback to the Council.

34 The proposed arrangements can be considered in two parts:

### Long-term ongoing arrangements

- the Council is setting up a Management Information Committee with an external independent chair

The committee will give advice to the Council on:

- the information which needs to flow between the Council and the providers which it funds
- the structure, content, timing and feasibility of Council data collections
- the links between the data requirements of the Council and those of other bodies such as the ALI and OFSTED
- representation from providers will be invited from the Association of Colleges, the Association of Learning Providers, HOLEX, the Local Government Association (LGA) and LEAFAEA, as well as key partner organisations
- the Council also wishes to develop other mechanisms of consultation and communication which might include: discussion groups, e-mail alerting to information papers or early proposals, progress reports, for example, on discussions with partner organisations
- the Council will formally meet with the partner organisations listed at annex B, at least once a year, and more frequently in some cases
- the Council will continue to meet with MIS software suppliers to all types of providers, including FE colleges who write their own software, at least twice a year.

#### **Short-term arrangements to consult on this circular**

- local LSCs will be leading on the process to disseminate and discuss the proposals in this document with providers
- the Council's Data Collection and Analysis team in the national office will lead on discussions with partner

organisations and representatives of sector organisations such as the Association of Colleges

- the timetable for consulting FE institutions and WBL providers on the detailed content and collection process for the ILR for 2002/03 is as follows:

February – April 2002: consultation

April 2002 Confirm data to be collected in the ILR for 2002/03 from FE and WBL providers

May 2002 Publish detailed specification of the ILR for 2002/03.

### **Section 1: Issues for Consultation**

- a. The Council's proposals to harmonise data collection arrangements (paragraphs 13-14 and table 1) by 2004/05;
- b. The Council's proposals to actively consult partner organisations (paragraphs 15-17);
- c. The Council's proposals to harmonise learner data collection for WBL and FE for 2002/03 (paragraph 20);
- d. The Council's proposals to develop long-term consultation and communication arrangements on data collection (paragraphs 33-34).

## Section 2: Issues and Development Work

### Introduction

35 This part of the circular sets out a number of key issues which the Council and education and training organisations jointly need to address in order to successfully implement an individualised learner record. In addition, a number of areas of development work are described. Comments are invited on all the proposals.

### Data Capture Strategy

#### Background

36 Data on learners is gathered from providers through a number of different routes. In WBL the data received from a provider is fed into ex-TEC legacy systems and the data is then 'converted' to a common ILR format. This is costly for providers who have contracts with more than one local LSC, and may therefore make returns in more than one way. Over 1,500 WBL providers make manual ILR returns to the Council on paper forms, in some cases at the request of the local LSC. There is, therefore, a need to develop a new approach to sharing information on learners between WBL providers and the Council.

37 In FE, data are provided in batch files, on disc or by e-mail and loaded into the ISR database. Data are provided electronically in a common file format specified by the Council and validated using a common set of rules in the Learner Information Suite which the Council issues to providers.

#### Strategy for data capture

38 The Council's strategy for data capture is to make better use of technology and develop a web-portal through which providers can either provide data files or fill in electronic forms for individual learners.

39 The Council is developing new methods of capturing data from WBL providers during 2001/02, so that the process of returning learner data to the Council can be streamlined for providers and for the Council in 2002/03.

40 The need to develop a new approach for WBL providers means that what is developed could also be used to streamline the provision of data from FE institutions to the Council, both for individualised learner data and potentially for other aggregate data returns to the Council. For example, electronic capture of the current FE learner support financial data, with built in validation criteria, could streamline the process of returning this data to the Council.

41 The Council is working closely with organisations such as the Higher Education Statistics Agency (HESA) and the DfES, who have already developed web-based data collection systems, to speed up the development process for the Council.

42 An important strand in the development of data capture methods is to improve the quality of data on learners by:

- applying a set of validation rules to data as it is supplied, so that data queries are resolved immediately at their source (as is currently the case in FE)
- having tools to produce a series of reports to allow providers and Local LSCs to apply credibility checks to the data supplied.

### Proposals for 2002/03 for WBL providers

43 For WBL providers, the Council is developing a new approach to data collection, using a web-portal. The benefits are:

- reduction in burden for those providers which contract with more than one local LSC – data can be provided in a single format

- it allows the Council to turn off TEC legacy systems and the converters
- it improves the quality of learner data through earlier data validation and provision of reporting facilities.

44 A mixed approach to data collection is proposed for 2002/03, which recognises the variety of starting points of individual providers. Three approaches are being developed:

- a. LSC on-line data capture – learner data will be entered on-line by staff in Local LSCs from an ILR form filled in by the provider;
- b. Provider on-line data capture – learner data will be entered on-line by providers' staff into the Council's systems;
- c. Provider on-line batch data capture – learner data will be recorded in the provider's own MIS system, and sent to the Council in an extract file in a standard format.

It is the Council's intention that, as soon as is practical, the majority of WBL providers will provide learner data to the Council using options b and c.

45 To make sure that the data capture methods are developed in a timely and effective manner, the three approaches are being piloted from January 2002 by providers in some local LSCs. The results of the pilots will be made available to providers.

## Proposals for 2002/03 for FE institutions

46 It is the Council's intention to extend use of the web-portal for batch data capture to FE institutions. The approach is being piloted in 2001/02 with a small number of colleges and the results of that pilot will decide the timetable for rolling out the web-portal to all FE institutions. The results of the pilot in 2001/02 will be made available. It is likely that an extensive pilot will be in place for 2002/03.

You are asked to comment on the Council's plans to collect data from FE institutions through a web-portal.

47 Regardless of the speed of the roll out of the web-portal, the Council will continue to provide software, through the Learner Information Suite, for institutions to validate their data and calculate funding achieved, before data are provided to the Council.

## Timeliness of Returns from FE Institutions

48 Over the eight years that the ISR has been in place, FE institutions have made huge improvements in the quality of the data that they hold and provide to the Council. The approach of the FEFC was to advise institutions to prioritise completeness and quality of returns. Consequently, timeliness of returns was not given a high priority.

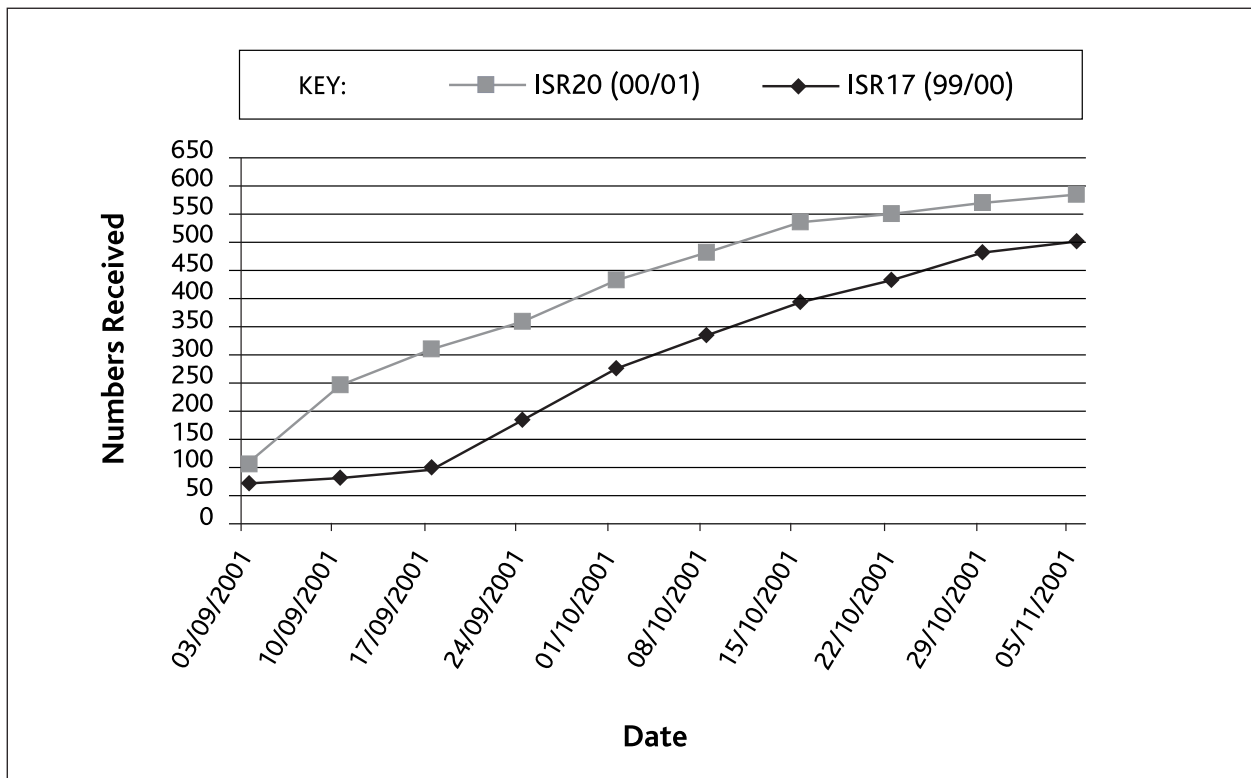
49 An example of the current timeliness of returns is the ISR return for all-year enrolments in 2000-01 which was due to be returned to the Council by 3 September 2001 (ISR20):

- 34% of institutions had made a return by 10 Sept
- 78% had made a return by 8 Oct, and
- 95% had made a return by 5 November.

This has improved significantly over the equivalent return for the previous year as shown in the chart on page 11. Further improvements are needed, however.

50 The Council wishes to support and encourage FE institutions to make more timely data returns to improve the accounting of public funds, to support the business of the Council in its role as a planning body, and to allow more timely reporting to ministers on participation, retention and achievements.

## Second ISR return of the year - dates of return (all institutions)



51 Experience within the Council's data collection team, and discussions with a number of colleges, suggests that the reasons for colleges not making timely returns can be considered to be in two broad areas:

### Learning and Skills Council

- there are few incentives for institutions to provide timely data
- the FEFC/LSC has sometimes delivered data specifications and software later than planned which is unhelpful to institutions
- the scope for individual support to institutions (under FEFC) was limited
- the timing of other activities, such as audit or inspections sometimes delays returns.

### College/institution

- operational difficulties such as the high turnover of MIS staff

- varied levels of commitment from senior management for MIS, and business processes which support MIS.

52 To address these issues the Council proposes to:

- convene a group of FE representatives to advise the Council on how the timeliness of returns can be improved, and whether clear incentives and penalties would be helpful
- review its software development and testing process
- hold joint-training sessions for LSC and college staff, facilitated by professional trainers
- provide more structured support for MIS staff, in a similar way to the curriculum development work for teaching staff, possibly in the form of a qualification and/or regional and national support groups.

Views on the proposals are invited.

## Wider Role of the Council in Provider Learner Record Systems

53 A further, related issue, is whether the Council should have a wider role in supporting or developing provider learner record systems. There are a variety of existing arrangements:

- in WBL there are, often small, providers with no learner record systems, some providers use systems provided by the Local LSC and others have their own systems

- colleges and other FE institutions have their own learner record systems within a larger institution management information system (MIS). The majority of colleges use a learner record system developed by one of the 12 software suppliers to colleges. However, there are also 123 colleges which use a learner record system which they have written themselves. The situation is similar for the other FE providers.

54 There are a range of possible roles for the Council in the future, which are summarised in Table 2. Views are invited on these broad options.

**Table 2. Options for the role of the Council in Provider Learner Record Systems**

<p><b>Option 1</b></p>	<p>The Council adopts a similar approach to the FEFC, that is:</p> <ul style="list-style-type: none"> <li>- providers have their own MIS and student record systems and contractual relationship with software suppliers</li> <li>- the Council specifies the content and format of the information it requires</li> <li>- the Council provides support to institutions by providing the means to validate data and calculate funding generated, by consulting software suppliers and institutions and by providing early information about changes to the information it requires.</li> </ul>
<p><b>Option 2</b></p>	<p>As option 1, but in addition:</p> <ul style="list-style-type: none"> <li>- where the Council (and some key partner organisations such as the ALI and OFSTED ) require information which can be derived from the ILR, in a particular format, the organisations should provide a means for providers to do this.</li> </ul>
<p><b>Option 3</b></p>	<p>The Council develops a national management information system jointly with education and training organisations, which meets local provider management needs and from which Council information can be derived. This would be a long-term solution and would need careful handling.</p>



55 A number of providers have asked the Council to seriously consider the feasibility of Option 3. There are some significant issues about developing Option 3 including:

- different systems may need to be developed for different types of providers
- the lead time for such a system is likely to be at least 2 to 3 years
- the effect on existing software suppliers would need to be carefully considered
- this option would not address the issues highlighted in the 'Timeliness of Returns' section regarding turnover of MIS staff and the commitment of senior managers to MIS.

56 On the positive side, option 3 could potentially:

- reduce the overall cost to institutions of MIS systems and of meeting their own and Council information requirements
- provide greater assurance (to providers and the Council) by having Council funding rules within it.

57 The York Consulting study on the readiness of LEAs to provide learner data for adult and community learning, reports that LEAs are of the view that the development of a single national solution is not a viable option. The majority of existing ISR providers would strongly resist any attempt to replace their existing system, as implementation of a new system would incur a whole new set of costs. It would also be extremely difficult to provide a single piece of software incorporating sufficient flexibility to meet all providers' own business needs.

58 The Council wishes to emphasise that no decisions, particularly in relation to option three, will be taken without an extensive consultation with education and training organisations and software suppliers.

## Analysis and Reporting Strategy

59 The Council is developing an analysis and reporting strategy and intends as part of the development of the strategy to consult education and training organisations more fully later in 2002 on the role of the Council in providing reporting tools for ILR data.

60 The key aspects of the proposed reporting strategy for providers are:

- FE: for 2001/02 the Learner Information Suite (LIS) supports validation of data and calculation of funding units
- FE: for 2002/03 enhance the LIS to calculate the key derived variables used by the Council, improve reporting and/or provide web-based standard reporting
- WBL: currently no standard reporting available to providers. For 2002/03 web-based reporting available. This will allow providers ready access to summaries of the data they have provided to the Council and allow easier cross-checking against their own systems.

The reporting strategy supports the second option for the role of the Council described in table 2.

61 The LSC currently has agreements with a number of national organisations such as the Learning and Skills Development Agency and the Responsive College Unit, to provide them with the national ISR dataset, with the exception of information on learner names, to agreed timetables. These organisations, sometimes called 'analysis partners', provide an analysis service to institutions. The Council wishes to develop these relationships further so that the national ILR dataset is available for analysis purposes. Detailed proposals will be developed as part of the analysis and reporting strategy.

## Frequency and Timing of Returns

62 Data is currently collected from WBL providers monthly, and from FE institutions three times a year (although not each term) with two additional collections in 2001/02 in the spring and summer terms for ESF students. In addition, FE institutions for the past two years have returned an aggregate early picture of enrolments and provided an annual forecast of learner numbers as part of their provider plan updates. School sixth forms, LEA and ACL providers make annual returns to the DfES.

63 The DfES consultation document *The Learning and Skills Council: Funding Flows and Business Processes* published in May 2000 suggests that 'there should be three points when learners are counted by providers for Council funding purposes – one early in the funding year (1 October), followed by one on 1 February and another one 1 May'.

64 The Council has been considering the level of frequency of information returns on learners required to support the key processes of the Council. In summary:

### National Strategic Planning

- for funding policy development and funding modelling, early information is required from providers in the autumn term on participation in the previous year and on the current year
- for monitoring against the Council's corporate targets summary information on participation is required, ideally three times a year, with information about achievements as they occur.

### Planning and budgeting including local strategic planning

- the cycle of allocation, monitoring and reconciliation will be supported by ILR data for the main funding streams and additional funds such as the standards fund, access funds and ESF

- the Local LSCs planning role, to monitor and manage change in-year, requires regular and prompt information about participation and attainment.

### Quality Improvement including monitoring retention and achievement rates

- for most purposes annual or twice yearly data would suffice.

### Performance monitoring, analysis and reporting

- for measuring the Council's performance nationally for internal purposes and for reporting to the DfES and to ministers aggregate reports three times a year, are required.

## Proposals

65 In its proposals for the frequency of collections for 2002/03, the Council wishes to strike a balance between:

- the desire for more timely and frequent returns (for FE)
- the desire for better quality returns (for WBL)
- the burden on providers
- the information the Council requires to fulfil its statutory duties.

66 The following frequency and timing of returns is proposed for 2002/03 for FE institutions and WBL providers:

### WBL providers

- Retain monthly ILR returns to support the funding and contracting process for 2002/03

### FE institutions and other providers formerly completing the ISR

Full ILR return:

- the Council proposes to keep three full ILR collections (as for the current

ISR): in the autumn to provide an early picture of enrolments; around the year end to provide a full-year picture of enrolments; and a final return to add student achievements

- the Council wishes to consult institutions on the timing of these returns, further details are given below.

Partial ILR returns:

- spring and summer term ILR returns are required for ESF beneficiaries only, to comply with ESF requirements.

Aggregate returns:

- in addition to the full and partial ILR returns, the Council requires a more up-to-date picture of some key information about the participation of learners and their progress on a more regular basis to inform local planning and distribution of funds. To achieve this without increasing the burden for providers, the Council proposes to ask for aggregate returns, three times a year, based on data generated from the ILR through the LIS (or equivalent) which can be shared with the Council electronically. Since FE institutions typically enter learner data throughout the year and use the information as an internal management tool to regularly review the position with regard to participation, retention and achievement, the Council anticipates that this will provide a route to share key information in the most efficient way

67 Local LSCs will have the discretion to ask institutions for more frequent returns in exceptional circumstances.

## Timing and coverage of the three full ILR returns

68 The Council proposes to keep the existing return date of the first Monday in December for the first ILR return of the year in the

autumn term. The reference date of the return would remain 1 November, with the coverage of the return extended to include those learners in-learning on 1 October who withdraw on or before 1 November.

69 The Council wishes to consult FE institutions about whether bringing the return date for the second ILR return of the year forward, so that the number of returns to the Council in the autumn term is reduced, would be of benefit to institutions. The options are as follows:

- adopt a return date between July and August with a reference date four weeks prior to the return date, for example, a return date of 3 August would have a reference date of 30 June; a return date of 3 July would have a reference date of 30 May
- keep a return date of the first Monday in September; coverage is all enrolments in the teaching year.

The implications of any change in the timing of this return for the audit of ILR will need to be fully considered before implementation.

70 The final return of the year, in the February following the teaching year, is for institutions to add learners' achievements to the second all-year return. The return date means that learners outcomes in FE institutions are not available until at least seven months after the end of the teaching year. This is much later than other parts of the education sector.

71 The Council wishes to work with institutions and awarding bodies to determine when the majority of achievement data are available and to find out how much achievement data is available earlier, which could be returned in a more timely way. The Council intends to have detailed discussions with a group of FE representatives to develop options and to pilot them with a number of institutions in 2002/03.

## Qualification Database and Areas of Learning

72 The Council plans to develop a combined qualification database for FE and WBL provision which will be made available to all providers by 31 July 2002. This will include redevelopment of the existing (FE) database so that information in it is updated in a more timely way, and changes to the way the database is presented to providers. These changes will be shared with providers and software suppliers.

73 The redeveloped database will also include a detailed mapping of each qualification to the Adult Learning Inspectorate (ALI) and OFSTED 14 'areas of learning' as a basis for categorising provision. The 14 areas are shown below:

- 1: Science and Mathematics
- 2: Land Based Provision
- 3: Construction
- 4: Engineering, Technology and Manufacturing
- 5: Business Administration, Management and Professional
- 6: Information and Communications Technology
- 7: Retailing, Customer Service and Transportation
- 8: Hospitality, Sports, Leisure and Travel
- 9: Hairdressing and Beauty Therapy
- 10: Health, Social Care and Public Services
- 11: Visual and Performing Arts and Media
- 12: Humanities
- 13: English, Languages and Communication
- 14: Foundation Programmes.

More detail of the current allocation of subjects to the areas of learning used by the

ALI is given on their website ([www.ali.gov.uk](http://www.ali.gov.uk)).

74 The Council has agreed in principle to use the areas of learning to categorise the information provided to the inspectorates on learning aims and achievements. The Council is consulting with the ALI and OFSTED on the detailed mapping of provision from existing coding systems to the areas of learning. This mapping will make use where possible of existing coding systems – including the learndirect classification system for FE provision, and the mapping from qualification aims to SOC codes for WBL provision. This work is part of the Council's wish to co-ordinate data collections with partner organisations and reduce bureaucracy for providers.

75 Further details of the mapping process will be made available as the work progresses, on the Council's website. Final information on areas of learning will be added to the qualification database in the release planned for July 2002.

## Learners Prior Attainment

76 The LSC wishes to have access to information about the prior attainment of learners for a number of purposes:

- to monitor and evaluate policies to engage learners with limited prior attainment
- to calculate contributions to the national targets
- to understand learners' progression between programmes to inform policy and curriculum development
- to calculate value-added.

77 Currently, the ISR for further education collects detailed information on prior attainment of individual qualifications for learners aged under 25 and enrolled on publicly-funded provision. Information on prior attainment for learners in work-based learning

is not collected routinely through the individual learner record, but is collected:

- through the follow-up survey for individual learners leaving work-based learning. The information collected consists of the number of GCSEs (by grade) and GCE A/AS levels, and the level of GNVQ or NVQ qualification attained before entry to the programme
- through supplementary information collected on learners who are ESF beneficiaries. The information collected consists of a single number indicating the level attained prior to entry to the programme.

78 The DfES holds national data on the achievements of pupils in schools (at Bath University) and they carry out a sophisticated matching process between learners' achievements in year 11 and year 13 with an accuracy rate of over 99%. The Council is exploring the feasibility and accuracy of matching this information onto FE and WBL data collected through the ILR, for statistical purposes.

79 The age up to which the matching process will be reliable is likely to be between 18 and 21 years. The information available through this route currently only includes GCSEs, GCE A/AS levels and GNVQs.

## Learners aged under 25 and European Social Fund (ESF) beneficiaries

80 To complement the information available for younger learners and to provide summary information on older learners, the Council proposes to collect limited summary information on prior attainment for all learners under the age of 25 on Council-funded provision and all ESF beneficiaries.

81 This summary information could take one of two forms:

### Option 1

- a single indicator of the level which a learner had attained prior to entry – for example, level 2 or level 3. Guidance would be provided on which combinations of qualifications are equivalent to which level. This is similar to the approach used in the existing collection for ESF beneficiaries in work-based learning.

### Option 2

- an indicator of the level and where available the highest qualification(s) attained prior to entry, split into a range of categories. This is similar to the approach used in national collections such as the Labour Force Survey and the 2001 census, and in the work-based learning follow-up survey, although each collection uses different categories.

82 Taking level 2 as an example, the categories for the second option above would be as follows :

- level 2 general (route not specified, mixture of qualifications or qualification not listed below)
- 5 GCSEs at grades A\* to C
- 1 GCE A level or 2/3 GCE AS levels
- NVQ level 2
- intermediate GNVQ
- Edexcel First Diploma.

83 Both options would require much less detailed data collection than the existing approach in FE, although it is expected that many institutions will collect more detailed information for their own purposes. The proposed approaches do not give the detail required for some value-added or progression analyses, but for many learners this information would be available through the data obtained from the DfES.

84 The advantage of the first option is that it is simple, and would provide the most commonly used information on attainment, that is on the level attained prior to entry to a programme. It would not provide any information on types of qualifications attained prior to entry.

85 The advantage of the second option is that it gives some information on the types of qualifications that have been attained by learners prior to entry. However, it requires the collection of more detailed information than the first option and would require clear guidance on the approach to take for those learners with mixed qualifications.

### Learners aged 25 and over

86 A further consideration is the need for some information on prior attainment of learners aged 25 and over. There are two options for this:

- collect summary information on prior attainment for all learners aged 25 and over, similar to that described above for young people
- pilot a range of options for the collection of prior attainment for learners aged 25 and over in 2002/03, with a view to implementing this collection for all providers in 2003/04.

87 Comments on these options are requested.

88 In summary, the Council proposes:

- to **remove** the requirement to collect individual qualifications on entry for FE learners aged under 25
- to obtain detailed prior attainment information for some learners from existing data held by the University of Bath on behalf of the DfES, for use in statistical analysis
- to collect a single indicator of the level which a learner has attained, for all

learners aged under 25 on Council-funded provision, and ESF beneficiaries, possibly with some detail of the qualifications achieved to attain that level

- to confirm the arrangements for collection of prior attainment data for learners aged 25 and over subject to the response to this circular.

### Destinations of Learners

89 Information about the destinations of learners is currently collected in a number of different ways:

- at the end of compulsory schooling by the Careers Service/Connexions partnerships annual activity survey – providing a broad summary of pathways taken by young people beyond 16
- through the DfES Youth Cohort Survey (providing a national picture).

90 For post-16 education and training:

- for FE: institutions are asked to indicate in the ISR the immediate destination of the student – for example, Higher Education (HE)/FE/employment. This is often poorly completed with 60% of full-time learners and more than 80% of part-time learners of unknown destination
- for WBL in two ways. Firstly, the immediate destination of the learner is recorded in the interim-ILR. Only 11% of learners have an unknown destination. Providers place a great deal of emphasis on collecting accurate data as the ALI is interested in how providers measure what happens to their learners. The information is used extensively by Local LSCs to inform quality improvement strategies and to measure the impact of learning

- secondly through a follow-up survey of 100% of WBL trainees six months after leaving their training. The questionnaire asks if the learner completed their training and if not, their main reasons for not completing. It also asks how satisfied the learner was with the training, their prior qualifications and qualifications gained during training. Regarding destinations it asks what the learner is now doing and if they are in a job, what kind of work they are doing and whether it relates to their training. The survey has a response rate of 30%.

91 The Council is commissioning a feasibility study into the collection of destination data for learners in all types of Council-funded provision. The study will:

- explore options for collecting destinations as part of the ILR, in a survey or by matching the ILR dataset to other data such as that collected in HE
- investigate the requirements of the Council, providers, DfES and partner organisations.

92 The results of the study will be published and proposals for collecting destinations data will be published for consultation. In the meantime, it is proposed that:

- a destinations field is retained in the ILR for 2002/03 for the purpose of recording the destinations of WBL funded learners and ESF beneficiaries only. The information requested would be the minimum required for ESF purposes
- no other destinations information is collected through the ILR until the results of the feasibility study are known. This part of the proposal could also be applied to the ISR collection for FE institutions for 2001/02.

## Tracking Individual Learners

93 To find out the numbers of people in learning, and to be able to establish progression routes, it would be desirable to be able to identify each learner uniquely across education sectors from school, FE, WBL and HE.

94 This is not currently possible because of data protection issues. The Council is working closely with the DfES, to establish the benefits to learners and to education and training organisations, of having a unique learner number. Getting agreement is unlikely to be possible for 2002/03.

95 In the meantime, it is important that providers make sure that each of their learners is uniquely identified and all the learning events relating to that learner are known within a single provider. In addition, the Council will:

- explore how good 'fuzzy matching' of learners can be across providers funded by the Council to provide estimates of the number of learners following programmes with more than one provider in a particular year and also look at progression from year to year
- explore the feasibility of 'fuzzy matching' of learners funded by the Council with other datasets such as HE.

Any matching will be purely for statistical purposes.

## Section 2: Issues for Consultation

- a. (FE institutions) The Council's proposals to develop a web-portal for WBL which can be extended to FE institutions are supported (paragraph 46);
- b. The Council's proposals to support FE institutions to make more timely returns are supported (paragraph 52);
- c. The three options for the role of the Council in Provider Learner record systems (Table 2, paragraph 54);
- d. (WBL providers) The Council's proposals to retain monthly returns for 2002/03 for WBL providers are supported (paragraph 66);
- e. (FE institutions) The Council's proposals to retain three full ILR returns for 2002/03 for FE institutions, together with partial returns for ESF beneficiaries are supported (paragraph 66);
- f. (FE institutions) The Council's proposals to request aggregate returns, derived from the LIS, three times a year are supported (paragraph 66);
- g. (FE institutions) The timing of the second ILR return of the year (paragraph 69);
- h. (FE institutions) Initial views on when the majority of achievement data is available to institutions (paragraphs 70-71);
- i. The Council's proposals on prior attainment are supported (paragraph 88);
- j. The Council's proposals on destinations of learners are supported (paragraph 92).



## Section 3: 2002/03 Collections for FE Institutions and WBL Providers

### Introduction

96 Section 1 of this circular describes the Council's broad proposals for harmonising its collection of data for learners benefiting from FE and WBL funding by:

- collecting the same demographic data fields for them
- rationalising funding and programme related data fields where existing data fields are clearly the same.

97 Section 2 includes proposals to reduce the amount of information collected from FE institutions on prior qualifications and learner destinations.

98 This section contains:

- a summary of proposed changes to learner data collected for 2002/03
- a summary of the types of information to be collected in 2002/03
- information about the *Data Protection Act*
- criteria used to decide whether to include a data field in the ILR
- a summary of the data to be collected for 2002/03
- information about the main changes to the data collected for 2002/03.

If you wish to respond to the consultation about data fields or comment on the changes to them please complete the response form at annex A.

Responses to consultation about data fields are requested by Monday 8 April 2002.

## Summary of Proposed Changes

99 Based on the proposals in this circular and ignoring data fields collected at the request of the Higher Education Funding Council for England (HEFCE) which the Council would not otherwise collect:

- 64% of data fields will be fully harmonised for FE and WBL in 2002/03
- for an individual learner in receipt of FE or WBL funding 75% of data fields will be harmonised.

## Data confidentiality

100 The data holdings and general interests of the Council are registered under the *Data Protection Act 1998* (DPA).

101 Providers should make sure that their registration under the DPA is adequate for the purposes which they hold learner data and include the following declaration to their enrolment forms for 2002/03:

*'Data Protection Act 1998 – The information you provide on this form will be passed to the Learning and Skills Council (the Council). The Council is registered under the Data Protection Act 1998. The registration is primarily for the collection and analysis of statistical data.*

*The Council will collect and share this information with other organisations for the purpose of administration, careers and other guidance, statistical and research purposes. This will allow the Council and its partners to monitor performance, improve quality and plan future provision.'*

102 In addition providers are asked to add the following declaration to enrolment forms for learners on Council ESF co-financed provision:

*'This project has been part-financed by the European Union through the European Social Fund—helping develop employment by promoting employability, business spirit and equal opportunities, and investing in human resources.'*

## Information to be Collected in ILR

103 The Council plans to collect data in the ILR for 2002/03 as follows:

- learner data
- learning aim data
- data for learners on HE programmes similar to that collected in the ISR for 2001/02
- data for learners on co-financed ESF programmes.

## Criteria for inclusion of data

104 The Council has adopted the following criteria when deciding whether to collect a data field in the ILR:

- a core data field should be relevant to all learners
- a funding data field should be included only where it is needed to calculate funding and that calculation cannot be undertaken at the programme, contract or allocation level
- other data fields should be included only where they are needed to monitor the outcomes of funding, apply to programmes undertaken by a large proportion of learners and cannot be collected at programme, contract or allocation level
- all data fields should have a clear and concise definition
- new data fields should not be included to handle temporary requirements, for example to monitor a programme which lasts only one or two years
- providers should be asked to collect only those data fields it is reasonable to ask them to collect. In the case of larger providers these would normally be data fields the provider needs to

manage its business. In particular providers should not be requested to systematically ask learners intrusive questions of a personal nature, for example about lone parent status, previous drug use or whether they are an ex-prisoner. Such questions are likely to act as a barrier to enrolment.

105 The criteria are designed to:

- avoid including data fields which apply only to a small proportion of learners or qualifications
- avoid data fields which can be collected more easily at programme, contract or allocation level
- minimise the need for year-on-year changes to the specification of the ILR.

You are invited to comment on the criteria.

## Data fields about learners

106 The Council proposes to collect 32 data fields about learners. Of these 28 would be collected for learners on FE programmes and 29 for those on WBL programmes.

107 In summary these data fields are:

Data fields	Number of data fields	Reason for collecting
Learner reference number	1	<ul style="list-style-type: none"> <li>• help resolve queries about data with providers</li> <li>• maintain the integrity of data during transmission and processing</li> <li>• match data to monitor progression, retention and achievement</li> </ul>
Learner name, address, telephone number	4	<ul style="list-style-type: none"> <li>• inform follow up surveys</li> <li>• match data to monitor progression, retention and achievement</li> </ul>
Date of birth, ethnicity, sex, learning difficulty and disability information, country of domicile	7	<ul style="list-style-type: none"> <li>• monitor and report on provision by student characteristics</li> <li>• monitor equality and diversity</li> <li>• inform local and national planning</li> </ul>
Contract/allocation information	3	<ul style="list-style-type: none"> <li>• monitor contracts and allocations</li> <li>• reconcile payments to providers</li> </ul>
Restricted use indicator	1	<ul style="list-style-type: none"> <li>• prevent record from being used to make contact with learners, for example surveys</li> </ul>
National insurance number	1	<ul style="list-style-type: none"> <li>• to avoid funding learners on multiple occasions</li> <li>• reconcile with benefits system for NI credits</li> </ul>
Funding related	6	<ul style="list-style-type: none"> <li>• to calculate and monitor funding</li> </ul>
Prior attainment	1	<ul style="list-style-type: none"> <li>• monitor progression and value-added</li> </ul>
Home postcode	1	<ul style="list-style-type: none"> <li>• monitor recruitment and home to study patterns</li> </ul>

## Collection Arrangements on Learner Data

Data fields	Number of data fields	Reason for collecting
Learner employment and education status	4	<ul style="list-style-type: none"> <li>• monitor effect of programmes on employment</li> </ul>
Destination	1	<ul style="list-style-type: none"> <li>• monitor progression</li> </ul>
National and local learner monitoring	2	<ul style="list-style-type: none"> <li>• monitor characteristics of learners and programmes</li> </ul>

*More information about these data fields and the ones they replace can be found at annex C. Detailed data field definitions for 2002/03 are found in the data section of the Council's website: ([www.lsc.gov.uk](http://www.lsc.gov.uk)).*

## Data Fields about Learning Aims

108 The Council proposes to collect 37 data fields about learning aims. Of these 27 will be collected for learners on FE programmes and 25 for those on WBL programmes.

109 Some of these data fields would apply to only some funding sources and programmes.

110 In summary these data fields are:

Data fields	Number of data fields	Reason for collecting
Learning aim reference	1	<ul style="list-style-type: none"> <li>describe learning aim</li> </ul>
Funding and fees	11	<ul style="list-style-type: none"> <li>calculate and monitor funding</li> </ul>
Programme and sector framework	3	<ul style="list-style-type: none"> <li>monitor programmes</li> <li>report on types of provision</li> </ul>
Delivery arrangements	5	<ul style="list-style-type: none"> <li>calculate funding</li> <li>monitor delivery of learning</li> </ul>
Dates and guided learning hours	6	<ul style="list-style-type: none"> <li>calculate funding</li> <li>monitor delivery of learning</li> <li>monitor retention</li> </ul>
Completion and outcome status	5	<ul style="list-style-type: none"> <li>calculate funding</li> <li>monitor retention and achievement</li> </ul>
Employer placement information	4	<ul style="list-style-type: none"> <li>monitor learning and outcomes by employer</li> <li>monitor employer contribution</li> </ul>
National and local monitoring	2	<ul style="list-style-type: none"> <li>monitor effects of programmes and special arrangements</li> </ul>

*More information about these data fields and the ones they replace can be found at annex C. Detailed data field definitions for 2002/03 are found in the data section of the Council's website: ([www.lsc.gov.uk](http://www.lsc.gov.uk)).*

## Data for Higher Education Programmes

111 FE colleges in 2002/03 are asked to provide 29 additional data fields in the ILR for learners on programmes funded by the HEFCE or at HE level. These data are collected at the request of the HEFCE and passed by the Council to the Higher Education Statistics Agency (HESA). The Council would not otherwise collect these data. These data fields for 2002/03 are the same as those collected in the FE ISR for 2001/02.

## Data for ESF Co-financed Projects

112 Local LSCs have become ESF co-financing partners during 2001/02. Both the FE ISR for 2001/02 and the WBL interim ILR for 2001/02 were changed in-year to collect the data required to support co-financed ESF projects. These changes were interim.

113 Extra data fields for ESF co-financed projects are required to enable the provision of robust management information within the Council and to Government Offices as part of the requirement of ESF. In addition data will be used for the purposes of monitoring and reconciling contracts with Council providers.

114 The Council has rationalised the data requested for such projects so that the same data would be collected from all providers. The Council proposes to collect 15 fields in 2002/03 for all learners on co-financed ESF projects. More information about these data fields and the ones they replace can be found at annex C.

## Changes in Data to be Collected for both FE Institutions and WBL Providers

### General features

115 For 2002/03 several fields have been included which occur more than once (multiple occurrence fields), for example, the eligibility for enhanced funding occurs twice. This field replaces the 16-18 year-old full-time funding entitlement field, field S28, in the FE ISR for 2001/02 and the Starts by guarantee group field, field Q17, and the Eligibility for incentive bonus on joining life skills field, field Q31, in the WBL ILR for 2001/02. Where a learner has more than one characteristic described by the codes up to two may be returned.

116 Use of a multiple occurrence field allows more than one code from a list to be returned. This is an interim arrangement. The Council expects to move in time to an ILR format based on extensible mark-up language format (XML). This change is consistent with the e-Government Interoperability Framework (e-GIF) which sets out the Government's policies and standards for achieving interoperability and seamless information flow across government as well as the wider public sector. One of the features of XML is that it allows nominated data fields to be returned as many times as is necessary to describe all the features of a data subject. When the ILR format is based on XML it will no longer be necessary to use multiple occurrence fields.

### Restricted use indicator

117 A new field is introduced in the ILR for 2002/03 in which to record restrictions on use of the record, for example, where a learner has withheld permission for the Council to contact them. This is needed to allow the Council and providers to take account of learners' wishes and to allow it to meet the requirements of the *Data Protection Act 1998*.

## Destination

118 As described in section 2 of this circular in the section **Destinations of Learners**, the Council is carrying out a feasibility study into the collection of destination information. The Council plans for 2002/03 to retain a destinations field in the ILR to collect immediate destination information for:

- all WBL learners including ESF co-financing beneficiaries
- FE learners who are ESF co-financing beneficiaries.

119 No other destinations information will be collected through the ILR until the results of the feasibility study are known.

## Delivery location postcode

120 The Council proposes to add a new field in 2002/03 in which to collect the postcode of the main delivery location for a learning aim. These data are required by the Council to monitor home to study patterns.

## National learner monitoring and National learning aim monitoring fields

121 A national learner monitoring field and a national learning aim monitoring field are introduced for the first time in 2002/03. Each of the fields is a multiple occurrence field of two numeric characters which occurs twice for each learner or learning aim. This will allow the Council to monitor the characteristics of learners. A further feature of the fields is that they will contain unassigned codes which will pass Council validation. If a new requirement to monitor is identified in year then an unassigned code will be allocated to the characteristic to be monitored and providers informed to start using it. In this way the specification of the interface file sent from providers to the Council and the software supplied by the Council to validate it would not need to be changed in year.

122 The fields are similar to ones previously included in the FE ISR for 2001/02, the student initiative field and the government initiative or special circumstance field.

123 At this stage there are no characteristics which apply to WBL included in the national monitoring fields. WBL providers planning to send returns in batch files are asked to be prepared to return such data in 2002/03.

124 The Council will monitor and review the use of these fields to make sure that data are collected in the most helpful way.

## Local learner monitoring and local learning aim monitoring fields

125 A local learner monitoring field is proposed for the first time in 2002/03. This field of 12 characters occurs twice for each learner. Each local LSC will inform its providers about the information it wishes to see returned in this field. A similar local learning aim monitoring field which will also occur twice is proposed for each learning aim. These fields will allow Local LSCs to define monitoring information relevant to them in consultation with their providers.

## Changes in Data Collected for FE Institutions Only

126 Annex D contains a list of the fields in the ISR for 2001/02 and the proposed equivalent field in the ILR for 2002/03. In summary the changes for FE providers to the ILR for 2002/03 compared to the FE ISR for 2001/02 are:

- 11 data fields are removed, these are listed at annex D
- 11 data fields are added of which three apply only to ESF learners, these are listed at annex D

- the way data are collected is significantly changed in five fields.

127 In 2002/03 data collection is reduced by:

- removing the need to collect individual qualification on entry data
- requesting fewer data fields about tuition fees and these only at the learning aim level instead of at both the learner and learner aim level as in previous years
- reducing the amount of information collected in manual monitoring returns on learner support, and instead making use of the information collected in the ILR.

128 The main changes are described in detail below.

## Address and telephone number

129 The core learner data fields for 2002/03 include address fields and a telephone number field. These will be used by the Council when conducting user satisfaction and other learner surveys and for marketing purposes. The address consists of up to four lines of postal address in four fields of 30 characters each. The address requested is the current address as known by the college. Please note that this is different to home postcode which is requested as at the start of the programme.

## Prior attainment level

130 The Council's plans with respect to prior qualifications are described at paragraphs 76 to 88 of this circular. In summary these are to:

- remove the requirement to collect individual qualifications on entry for FE learners aged under 25
- instead collect a single indicator of the level which a learner has achieved, rather than details of each of their individual qualifications. The proposed categories are set out in Section 2 of

the circular and are based on those used in the Labour Force Survey, the 2001 Census and take ESF requirements into account.

## Learner Support Reason

131 Data about reasons for learner support were collected in the student initiative field (field S23), the residential accommodation field (field S24), and the childcare field (field S25), in the FE ISR for 2001/02. The Council plans to collect all such learner support data in the ILR in a Learner support reason field. This is a multiple occurrence field which occurs three times.

132 In addition, the Council proposes to rationalise the amount of information collected on manual monitoring returns on learner support, by removing the student data page from this return, and instead using data from the ILR.

## LSC funding stream and source of funding fields

133 In 2001/02 data about funding sources for each learning aim were collected in the FE ISR in the Council FE or HEFCE funding field, (field Q10), and in the major and minor sources of funding other than tuition fees and Council FE/HEFCE funding fields, (fields Q11 and Q12).

134 The Council is rationalising these fields in 2002/03 by replacing the above three fields with three new fields:

- Council funding stream field in which to collect the source, if any, of Council funding
- source of funding field, occurs twice in which to collect the main sources of funding other than Council funding.

135 The changes are relatively minor but are helpful now that there is more than one stream of Council funding.



## Franchised-out and partnership arrangements

136 In 2001/02 the FE ISR collected information about franchised arrangements in the franchised out arrangements field, (field Q13), and franchising partner field, (field Q30). In recent years there have been increasing numbers of partnership arrangements which are not classed as franchising by the Council and which it wishes to monitor. Consequently the Council will in 2002/03 collect franchising and partnership arrangements data in the franchised-out and partnership arrangements field and the delivery provider number field. These new fields replace the ones for franchising in the FE ISR for 2001/02.

## Changes in Data to be Collected for WBL Providers Only

137 Annex E contains a list of the fields in the WBL interim ILR for 2001/02 and the proposed equivalent field in the ILR for 2002/03. In summary the changes for WBL providers to the ILR for 2002/03 compared to the WBL interim ILR for 2001/02 are :

- four data fields are removed, these are listed at annex E
- 14 data fields are added, these are listed at annex E
- the way data are collected is significantly changed in four fields, these are described below.

The significant changes are described in detail below.

### General features

138 For 2002/03 it is proposed to ask WBL providers to send data about all learning aims and not just the main learning aim. In the years up to 2001/02 WBL providers provided data about the main learning aim, the one

being funded, and data about subsidiary learning aims achieved. From 2002/03 it is proposed that WBL providers will send full information about all learning aims for which the learner is receiving training. This will allow the Council to monitor all training being provided to learners it is funding in the same way that it does for those at FE providers.

### Disability and learning difficulty

139 From 2002/03 the Council wishes to collect a consistent core of demographic data for all learners. This core of demographic data includes information for learners with learning difficulties or disabilities to allow it to monitor equality and diversity. To do so it proposes to ask WBL providers to complete a disability field and a learning difficulty field which are already completed by FE institutions. The categories proposed for 2002/03 are those developed by the Further Education Funding Council (FEFC) which it piloted in 1998/99 and implemented in 2000/01. These were developed based on recommendations about data in the report of the Learning Difficulties and/or Disabilities Committee (The Tomlinson Report).

### Ethnicity

140 The Council wishes to collect ethnicity based on the categorisation used in the 2001 census. In 2001/02 FE institutions were asked to use this categorisation and were exceptionally allowed to return ethnicity based on the old categorisation. In 2002/03 FE institutions will be asked to return ethnicity using the 2001 census categories.

141 WBL providers are also asked to use 2001 census categories when returning data in 2002/03. In the same way that FE institutions in 2001/02 were exceptionally allowed to return ethnicity using the old categories WBL providers may exceptionally use the old categories in 2002/03.

## Country of domicile

142 A country of domicile field is included in the core demographic data fields. This field is used to monitor the extent of education and training provided from Council funding to learners normally domiciled outside England. The Council proposes to ask WBL providers to complete this field, starting in 2002/03.

## Learner support reason

143 A learner support reason field will be introduced in 2002/03. It is a multiple occurrence field of 2 numeric characters which occurs three times for each learner. This is new for WBL providers and is required to identify demand for, and participation in, learner support and to assist in the evaluation of the effectiveness of learner support.

## Provider specified data

144 Two provider specified monitoring fields are included at both the learner and learning aim levels. Use of these fields which are relevant only in batch data capture is completely optional. Providers can include data in these fields which is helpful to them. The software supplied by the Council to providers returning data files will extract, sort and print using these data and so allow providers to present data which is more meaningful to them. For example, a provider may include the initials of their learners' training supervisor in the field so that later it can sort reports by supervisor.

## LSC funding stream

145 This field is introduced to allow the Council to identify which of its funding streams, if any, is funding the particular learning aim. For WBL providers this would be set to 'LSC WBL funding' for main learning aims and to 'not LSC funded' for subsidiary learning aims. This field is needed where a provider is in receipt of funding from more than one Council funding stream, for example,

an FE institution which contracts to deliver WBL training.

## Learning planned end date

146 WBL providers are asked to indicate the date, as known when training commences, on which learning is planned to cease. This may be different to funding entitlement expiry date. This will allow the Council to monitor expected periods of training and compare them to actuals.

## Completion status

147 This field is introduced to indicate whether training is complete and the reason for completion.

## Learning outcome

148 This field is introduced to indicate the outcome of the training.

## Technical certificate achievement date

149 This new field is completed only for the main qualification for Advanced Modern Apprenticeship and Foundation Modern Apprenticeship programmes.

## Employer placement location postcode

150 Where a learner is placed with an employer the Council proposes to ask WBL providers to indicate the location of this placement using a postcode. It will be necessary to supply only one postcode where a learner has several placements or moves between placement locations. Further advice about this situation and employer locations without postcodes, for example, construction sites, will be supplied.

## Placement employer name and placement employer number

151 The Council proposes in 2002/03 to ask WBL providers to return placement employer name. This will allow the Council to monitor placements by employer and help inform it when encouraging employers to take trainees on placement. In 2002/03 some Local LSCs will allocate local numbers to placement employers in advance of the Council identifying whether it is desirable or feasible to introduce a national numbering system.

location postcode field (as described in paragraph 151);

h. The Council's proposal to ask WBL providers to complete a placement employer name field and a placement employer number field (as described in paragraph 152).

## Section 3: Issues for Consultation

a. The Council's criteria for deciding whether to collect a data field in the ILR (paragraphs 105-106);

### Changes for both FE and WBL providers:

b. The Council's proposal to ask all providers to return the postcode of the main delivery provider for each learning aim (as described in paragraph 121);

c. The Council's proposal to ask all providers to return local learner and learning aim monitoring information in two fields of 12 characters, each of which is a multiple occurrence field, occurring twice (as described in paragraph 126);

### Changes for WBL providers only:

d. The Council's proposal to ask WBL providers to send data for all learning aims and not just the main learning aim (as described in paragraph 139);

e. The Council's proposal to ask WBL providers to complete a disability field and a learning difficulty field (as described in paragraph 140);

f. The Council's proposal to ask WBL providers to complete a country of domicile field (as described in paragraph 143);

g. The Council's proposal to ask WBL providers to complete an employer placement



*John Harwood, Chief Executive*

# Annex A: Consultation Questionnaire – Part A

Cheylesmore House  
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Coventry  
CV1 2WT  
T 024 7649 3724  
F 024 7649 3749

www.lsc.gov.uk  
info@lsc.gov.uk

(Reference Circular 02/03)

Please photocopy, complete and return to Nathan Hawkins at the Learning and Skills Council, Data Collection and Analysis Division, Cheylesmore House, Quinton Road, CV1 2WT. Supplementary comments in addition to this response form are welcome.

Please return part A (all providers, partner organisations and provider representatives) no later than 22 April 2002.

Please return part B (FE institutions and WBL providers, partner organisations and provider representatives) no later than 8 April 2002.



**Learning+Skills Council**

Provider name <i>(please print)</i>
Provider type
Contact name
Telephone number
Email address

## Part A: Sections 1 and 2

### Section 1

1. The Council's proposals to harmonise data collection arrangements by 2004/05 are supported (paragraphs 13-14 and table 1)	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
<b>Comments</b>	
<hr/>	
<hr/>	
2. The Council's proposals to actively consult partner organisations are supported (paragraphs 15-17)	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
<b>Comments</b>	
<hr/>	
<hr/>	

3. The Council's proposals to harmonise learner data collection for WBL and FE for 2002/03 are supported (paragraph 20)

Agree Disagree **Comments**


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4. The Council's proposals to develop long-term consultation and communication arrangements on data collection are supported (paragraphs 33-34)

Agree Disagree **Comments**


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**Comments**


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**Section 2**

1. (FE institutions) The Council's proposals to develop a web-portal for WBL which can be extended to FE institutions are supported (paragraph 46)

Agree Disagree **Comments**


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2. The Council's proposals to support FE institutions to make more timely returns are supported (paragraph 52)

Agree Disagree **Comments**


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3. Options for the role of the Council in Provider Learner Record Systems (table 2, paragraph 54)

Option 1 is supported  OR Option 2 is supported  OR Option 3 is supported

4. (WBL providers) The Council's proposals to retain monthly returns for 2002/03 for WBL providers are supported (paragraph 66) Agree   
Disagree

**Comments**

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5. (FE institutions) The Council's proposals to retain three full ILR returns for 2002/03 for FE institutions, together with partial returns for ESF beneficiaries are supported (paragraph 66) Agree   
Disagree

**Comments**

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6. (FE institutions) The Council's proposals to request aggregate returns, derived from the LIS, three times a year are supported (paragraph 66) Agree   
Disagree

**Comments**

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7. (FE institutions) The timing of the second ILR return of the year (paragraph 69)

A return date in July/August with reference date 4 weeks prior to return date is supported (please indicate when in July-August would be most appropriate)

/ /

OR

Retaining a return date of the first Monday in September is supported

Agree

Disagree

**Comments**

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8. (FE institutions) Initial views on when the majority of achievement data is available (paragraphs 70-71). Please indicate the approximate percentage of achievements which are available to you in each month

Sept  %

Oct  %

Nov  %

Dec  %

9. The Council’s proposals on prior attainment are supported (paragraph 88)

Agree

Disagree

**Comments**

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10. The Council’s proposals on destinations of learners are supported (paragraph 92)

Agree

Disagree

**Comments**

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**Comments**

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# Annex A: Consultation Questionnaire – Part B

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Coventry  
CV1 2WT  
T 024 7649 3724  
F 024 7649 3749

www.lsc.gov.uk  
info@lsc.gov.uk

(Reference Circular 02/03)

Please photocopy, complete and return to Nathan Hawkins at the Learning and Skills Council, Data Collection and Analysis Division, Cheylesmore House, Quinton Road, CV1 2WT. Supplementary comments in addition to this response form are welcome.

Please return part A (all providers, partner organisations and provider representatives) no later than 22 April 2002.

Please return part B (FE institutions and WBL providers, partner organisations and provider representatives) no later than 8 April 2002.



**Learning+Skills Council**

Provider name ( <i>please print</i> )
Provider type
Contact name
Telephone number
Email address

## Part B: Section 3 Proposed changes to ILR 2002/03

1. The Council's criteria for deciding whether to collect a data field in the ILR are supported (paragraphs 105-106)	Agree <input type="checkbox"/>
	Disagree <input type="checkbox"/>
<b>Comments</b>	
<hr/>	
<hr/>	



## Changes for both FE and WBL providers

2. The Council's proposal to ask all providers to return the postcode of the main delivery provider for each learning aim (as described in paragraph 121) is supported

Agree

Disagree

### Comments

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3. The Council's proposal to ask all providers to return local learner and learning aim monitoring information in two fields of 12 characters, each of which is a multiple occurrence field, occurring twice (as described in paragraph 126) is supported

Agree

Disagree

### Comments

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## Changes for WBL providers only

4. The Council's proposal to ask WBL providers to send data for all learning aims and not just the main learning aim (as described in paragraph 139) is supported

Agree

Disagree

### Comments

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5. The Council's proposal to ask WBL providers to complete a disability field and a learning difficulty field (as described in paragraph 140) is supported

Agree

Disagree

### Comments

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6. The Council's proposal to ask WBL providers to complete a country of domicile field (as described in paragraph 143) is supported

Agree

Disagree

**Comments**

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7. The Council's proposal to ask WBL providers to complete an employer placement location postcode field (as described in paragraph 151) is supported

Agree

Disagree

**Comments**

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8. The Council's proposal to ask WBL providers to complete a placement employer name field and a placement employer number field (as described in paragraph 152) is supported

Agree

Disagree

**Comments**

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**Comments**

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# Annex B: Partner Organisations

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## Partner Organisations

Organisation	Acronym
Adult Learning Inspectorate	ALI
Connexions	
Department for Education and Skills	DfES
Employment Service	ES
Higher Education Funding Council for England	HEFCE
Higher Education Statistics Agency	HESA
Learning and Skills Development Agency	LSDA
Learning Partnerships	
National Training Organisations / Sector Skills Councils	NTOs
National Institute of Adult Continuing Education	NIACE
Office for Standards in Education	OFSTED
Qualifications and Curriculum Authority	QCA
Regional Development Agencies	RDAs
University for Industry	Ufi

# Annex C: ILR 2002/03 – Data fields for consultation

Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
<b>Learner Data</b>							
Learner reference number	Learner	alphanumeric	12	✓	✓	Student reference code (S01C)	ILR1 form number
Learner last name	Learner	alphabetic	20	✓	✓	Student surname/family name (S02)	Learner surname/family name (Q1)
Learner forenames	Learner	alphabetic	40	✓	✓	Student forenames (S03A)	Learner first names (Q2)
Date of birth	Learner	date	8	✓	✓	Date of birth (S04)	Date of birth (Q9)
Ethnicity	Learner	numeric	2	✓	✓	Ethnicity (S08)	Ethnic origin (Q12)
Sex	Learner	alphabetic	1	✓	✓	Sex (S05)	Sex (Q10)
Learning difficulties and/or disabilities	Learner	numeric	1	✓	✓	Learning difficulties and/or disabilities (S09)	Disability/health problems (Q11)
Disability	Learner	numeric	2	✓	✓	Disability (S26)	No equivalent
Learning difficulty	Learner	numeric	1	✓	✓	Learning difficulty (S27)	No equivalent
Home postcode	Learner	alphanumeric	8	✓	✓	Home postcode (S06)	Postcode (Q6)
Address (4 lines)	Learner	alphanumeric	30	✓	✓	No equivalent field	Address fields (Q3, Q4, Q5)
Telephone number	Learner	numeric	12	✓	✓	No equivalent field	Telephone number (Q7)
Country of domicile	Learner	characters	3	✓	✓	Country of domicile (S07)	No equivalent field

Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
Contract/allocation provider number	Learner	numeric	6	✓	✓	Student data set reference (S01a)	Lead provider number (Q20)
Contract/allocation number	Learner	numeric	5	✓	✗	Student data set reference (S01b)	Contract number (Q23)
LSC number of contracting/allocating LSC	Learner	numeric	3	✗	✓	No equivalent	LSC number (Q24)
Restricted use indicator	Learner	numeric	1	✓	✓	No equivalent	No equivalent
National insurance number	Learner	alphanumeric	9	WBL only	✓	National insurance number (S29) Collected for WBL only in FE collection	National Insurance number (Q8)
Eligibility for enhanced funding (occurs 2)	Learner	numeric	2	✓	✓	16-18 year-old full-time funding entitlement (S28)	Starts by guarantee group (Q17), eligibility for incentive bonus on joining life skills (Q31)
Additional support/additional learning needs	Learner	numeric	2	✓	✓	Additional support assessment (S11)	Additional learning need (ALN) or additional social need (ASN) (Q14), Types of additional learning or social need (Q15)
Additional support/additional learning needs cost	Learner	numeric	6	✓	✗	Additional support cost (S10A)	Training allowance is collected on training provider status (TPS) form
Eligibility for disadvantage uplift	Learner	numeric	2	✓	✗	Widening participation category (S21)	No equivalent
Disadvantage uplift factor	Learner	numeric	6	✓	✗	Widening participation factor (S20)	No equivalent
Learner support reason (occurs 3)	Learner	numeric	2	✓	✓	Student initiative (S23), Residential accommodation (S24), Childcare (S25)	No equivalent

Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
Prior attainment level	Learner	numeric	2	✓	✓	Qualification on entry data set fields (E01, E02, E03, E04)	No equivalent
Learner status on last working day before learning	Learner	numeric	1	✗	✓	No equivalent	What was the learner doing on the last working day before they started learning? (Q13)
Employment status on first day of learning	Learner	numeric	1	✗	✓	No equivalent learning (Q16)	Learner status on the first day of
Employment status at end of learning	Learner	numeric	1	✗	✓	No equivalent	Learner status on last day of learning (Q38)
Destination	Learner	numeric	2	ESF only	✓	Destination (S12)	Destination code (Q39)
National learner monitoring (occurs 2)	Learner	numeric	2	✓	✓	Student initiative (S23)	No equivalent
Local learner monitoring (occurs 2)	Learner	numeric	12	✓	✓	No equivalent	No equivalent
Provider specified learner data (occurs 2)	Learner	alphanumeric	12	✓	✓	Institution-specified data (S17, S18)	No equivalent
<b>Learning Aim</b>							
Learning aim reference	Learning aim	alphanumeric	8	✓	✓	Qualification aim reference code (Q02)	Learner aim reference number (Q28)
LSC funding stream	Learning aim	numeric	2	✓	✓	LSC FE or HEFCE funding (Q10)	No equivalent
Source of funding (occurs 2)	Learning aim	numeric	3	✓	✗	LSC FE or HEFCE funding (Q10), Major and minor source of funding other than tuition fees and LSC FE/HEFCE funding (Q11 and Q12)	No equivalent

Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
Implied rate of LSC funding for historic ESF	Learning aim	numeric	3	✓	✗	Implied rate of LSC FE partial funding for ESF in Q11 and Q12 (Q31 and Q32)	No equivalent
Tuition fee received for year	Learning aim	numeric	5	✓	✗	Amount of tuition fees received or expected for the student (S14B/Q07B)	No equivalent
Reason for partial or full non-payment of tuition fees	Learning aim	numeric	2	✓	✗	Reason for full or partial non-payment of tuition fees (S15 and Q08)	No equivalent
Programme type	Learning aim	numeric	2	✗	✓	No equivalent	Programme type (Q26)
Programme entry route	Learning aim	numeric	2	✗	✓	No equivalent	Programme type (Q26)
Delivery mode	Learning aim	numeric	1	✓	✗	Delivery mode (Q34)	No equivalent
Main delivery method	Learning aim	numeric	1	✓	✗	Main delivery method (Q36), NVQ delivery arrangement (Q26)	No equivalent
Employer role	Learning aim	numeric	1	✓	✗	Employer role (Q35)	No equivalent
Resit	Learning aim	numeric	1	✓	✗	Resit (Q22)	No equivalent
Franchised-out and partnership arrangements	Learning aim	numeric	2	✓	✗	Franchised-out arrangements (Q13)	No equivalent
Delivery provider number	Learning aim	numeric	6	✓	✓	Franchising partner (Q30)	Delivery provider UPIN (Q25)
Delivery location postcode	Learning aim	postcode	8	✓	✓	No equivalent	No equivalent
Occupation relating to learning aim	Learning aim	numeric	4	ESF only	✓	No equivalent For ESF co-financing, Occupational support (ESF13)	Standard occupational classification code (Q29)
Sector framework of learning	Learning aim	numeric	3	ESF only	✓	No equivalent	Sector code (Q30)
Learning start date	Learning aim	date	8	✓	✓	Start date (Q16)	Learning start date (Q18)
Learning planned end date	Learning aim	date	8	✓	✓	Expected end date (Q17)	No equivalent
Funding entitlement expiry date	Learning aim	date	8	✗	✓	No equivalent	Funding entitlement expiry date (Q19)
Learning actual end date	Learning aim	date	8	✓	✓	Actual end date (Q18)	Date learning ended (Q40)

Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
Guided learning hours	Learning aim	numeric	5	✓	✗	Expected guided learning hours (Q15)	No equivalent
Enhanced guided learning hours	Learning aim	numeric	5	✓	✗	Enhanced guided learning hours (Q38)	No equivalent
Completion status	Learning aim	numeric	1	✓	✓	Completion status (Q19)	No equivalent
Learning outcome	Learning aim	numeric	1	✓	✓	Outcome (Q20)	NVQ completeness (Q35)
Learning outcome grade	Learning aim	alphanumeric	2	✓	✗	Grade (Q21)	No equivalent
Number of units completed	Learning aim	numeric	2	✓	✓	No equivalent	Part NVQ - number of units completed (Q34)
Number of units to achieve full qualification	Learning aim	numeric	2	✓	✓	No equivalent	No equivalent
Eligibility for achievement funding	Learning aim	numeric	1	✓	✗	Outcome (Q20)	No equivalent
NVQ achievement date	Learning aim	date	8	✗	✓	No equivalent	NVQ achievement date (Q36)
Technical certificate achievement date	Learning aim	date	8	✗	✓	No equivalent	No equivalent
Sector framework achievement date	Learning aim	date	8	✗	✓	No equivalent	Completed sector framework (Q37)
Placement employer name	Learning aim	alphanumeric	30	✗	✓	No equivalent	No equivalent
Placement employer number	Learning aim	alphanumeric	6	✗	✓	No equivalent	No equivalent
Placement employer location postcode	Learning aim	postcode	8	✗	✓	No equivalent	No equivalent
National learning aim monitoring (occurs 2)	Learning aim	numeric	2	✓	✓	Government initiative or special circumstance (Q29)	No equivalent
Local learning aim monitoring (occurs 2)	Learning aim	numeric	12	✓	✓	No equivalent	No equivalent
Provider specified learning aim data (occurs 2)	Learning aim	numeric	12	✓	✓	Institution specified data 1 and 2 (Q24 and Q25)	No equivalent
<b>ESF</b>							
Date started ESF co-financing	ESF	date	8	✓	✓	Date started on ESF project (ESF10)	Co-financing start date (Q7/CFD)
Date ended ESF co-financing	ESF	date	8	✓	✓	ESF funding end date (ESF18)	Co-financing actual end date (Q9/CFD)
Industrial sector of learner's employer	ESF	numeric	3	✓	✓	Sector support (ESF14)	Industry sector of learner's employer (Q6/CFD)



Data field name	Data level	Type	Length	FE	WBL	Equivalent field in FE ISR for 2001/02	Equivalent field in WBL ILR for 2001/02
ESF co-financed outcome	ESF	numeric	2	✓	✓	ESF co-financed outcome (ESF16)	not on CFD, see main ILR for related fields
Status on day before starting ESF project	ESF	numeric	2	✓	✓	Status prior to ESF (ESF11) on the project (Q1/CFD)	Status on the day before starting
Employment status on day before starting ESF project	ESF	numeric	2	✓	✓	Employment beneficiaries (ESF12)	Employment status (Q2/CFD)
Learner's employment status	ESF	numeric	1	✓	✓	Employment beneficiaries (ESF12)	Employment status (Q2/CFD)
Length of unemployment before starting ESF project	ESF	numeric	2	✓	✓	Status prior to ESF (ESF11)	Length of unemployment (Q3/CFD)
Highest level of prior qualifications achieved	ESF	numeric	1	✓	✓	derived from qualification on entry dataset	Highest level of prior qualification achieved (Q4/CFD)
Type and size of learner's employer	ESF	numeric	2	✓	✓	Employment beneficiaries (ESF12)	Status of learner's employer (Q5/CFD)
ESF objective Identifier	ESF	numeric	2	✓	✓	Objective identifier (ESF02)	Captured at project level for WBL, but on the CFD form
ESF policy or priority identifier	ESF	numeric	2	✓	✓	Policy or priority identifier (ESF03)	Captured at project level for WBL, but on the CFD form
ESF measure identifier	ESF	numeric	2	✓	✓	Measure identifier (ESF04)	Captured at project level for WBL, but on the CFD form
ESF project dossier No	ESF	numeric	9	✓	✓	No equivalent	Captured at project level for WBL, but on the CFD form
ESF local project No	ESF	numeric	3	✓	✓	No equivalent	Captured at project level for WBL, but on the CFD form

# Annex D: FE ISR 2001/02 – Data fields showing changes in ILR 2002/03

## FE ISR 2001/02 – Data fields showing changes in ILR 2002/03

Field number	Field name	Equivalent field in 2002/03 ILR
<b>Student Data Set</b>		
S01a	LSC institution reference code	Contract/allocation provider number
S01b	Allocation number	Contract/allocation number
S01c	Student reference code	Learner reference number
S02	Student surname/family name	Learner last name
S03A	Student forenames	Learner forenames
S04	Date of birth	Date of birth
S05	Sex	Sex
S06	Home postcode	Home postcode
S07	Country of domicile	Country of domicile
S08	Ethnicity	Ethnicity
S09	Learning difficulties and/or disabilities	Learning difficulties and/or disabilities
S10A	Additional support cost	Additional support/additional learning needs cost
S11	Additional support assessment	Additional support/additional learning needs
S12	Destination	Destination (for ESF only)
S14A	Annual fees indicator	not collected
S14B	Amount of tuition fees received or expected for the student	Tuition fee received for year
S15	Reason for partial or full non-payment of tuition fees	Reason for partial or full non-payment of tuition fees
S16	Major source of tuition fees	not collected
S17	Institution-specified data 1	Provider specified learner data (occurs 2)
S18	Institution-specified data 2	Provider specified learner data (occurs 2)
S19	GCE/GCSE boards' reference	not collected
S20	Widening participation factor	Disadvantage uplift factor
S21	Widening participation category	Eligibility for disadvantage uplift
S22	Status of qualification on entry data	not collected
S23	Student initiative	National learner monitoring (occurs 2)

## FE ISR 2001/02 – Data fields showing changes in ILR 2002/03

Field number	Field name	Equivalent field in 2002/03 ILR
<b>Student Data Set</b>		
S24	Residential accommodation	Learner support reason (occurs 3)
S25	Childcare	Learner support reason (occurs 3)
S26	Disability	Disability
S27	Learning difficulty	Learning difficulty
S28	16-18 year-old full-time funding entitlement	Eligibility for enhanced funding (occurs 2)
S29	National insurance number	National insurance number
S30	Most recent programme start date	not collected
<b>Qualification Aim Data Set</b>		
Q01	Qualification aim data set reference	Contract/allocation provider number, Learner reference number
Q02	Qualification reference code	Learning aim reference
Q05	Type of tuition fees	not collected
Q07A	Annual fees indicator	not collected
Q07B	Amount of tuition fees received or expected for the student	Tuition fee received for year
Q08	Reason for partial or full non-payment of tuition fees	Reason for partial or full non-payment of tuition fees
Q09	Major source of tuition fees	not collected
Q10	LSC FE or HEFCE funding	LSC funding stream, Source of funding (occurs 2)
Q11	Major source of funding other than tuition fees and LSC FE/HEFCE funding	Source of funding (occurs 2)
Q12	Minor source of funding other than tuition fees and LSC FE/HEFCE funding	Source of funding (occurs 2)
Q13	Franchised-out arrangements	Franchised-out and partnership arrangements
Q15	Expected guided learning hours	Guided learning hours
Q16	Start date	Learning start date
Q17	Expected end date	Learning planned end date

## FE ISR 2001/02 – Data fields showing changes in ILR 2002/03

Field number	Field name	Equivalent field in 2002/03 ILR
Q18	Actual end date	Learning actual end date
Q19	Completion status	Completion status
Q20	Outcome	Learning outcome, Eligibility for achievement funding
Q21	Grade	Learning outcome grade
Q22	Resit	Resit
Q24	Institution-specified data 1	Provider specified learning aim data (occurs 2)
Q25	Institution-specified data 2	Provider specified learning aim data (occurs 2)
Q26	NVQ delivery arrangement	Main delivery method
Q28	Expected end date at 1 February	not collected
Q29	Government initiative or special circumstance	National learning aim monitoring (occurs 2)
Q30	Franchising partner	Delivery provider number
Q31	Implied rate of LSC FE partial funding for ESF in Q11	Implied rate of LSC funding for historic ESF
Q32	Implied rate of LSC FE partial funding for ESF in Q12	Implied rate of LSC funding for historic ESF
Q33	APL hours	not collected
Q34	Delivery mode	Delivery mode
Q35	Employer role	Employer role
Q36	Main delivery method	Main delivery method
Q37	Actual guided learning hours	not collected
Q38	Enhanced guided learning hours	Enhanced guided learning hours
<b>Qualification on Entry Data Set</b>		
E01	Qualification on entry data set reference	not collected
E02	Qualification on entry reference code	Prior attainment level
E03	Grade	not collected
E04	Date awarded	not collected

**FE ISR 2001/02–Data fields showing fields removed in ILR 2002/03**

Field number	Field name
S14A/Q07A	Annual fees indicator
S16/Q09	Major source of tuition fees
S19	GCE/GCSE boards' reference
S22	Status of qualification on entry
Q05	Type of tuition fees
Q28	Expected end date at 1 February
Q33	APL hours
Q37	Actual guided learning hours
E02	Qualification on entry reference
E03	Grade
E04	Date awarded

**Fields added to FE ILR collection in ILR 2002/03**

Field number	Field name
Address (4 lines)	Learner
Telephone number	Learner
Restricted use indicator	Learner
Local learner monitoring (occurs 2)	Learner
Delivery location postcode	Learning aim
Sector framework of learning	Learning aim, for ESF only
Number of units completed	Learning aim
Number of units to achieve full qualification	Learning aim
Local learning aim monitoring	Learning aim
ESF project dossier No	ESF
ESF local project No	ESF

# Annex E: WBL Interim ILR 2001/02 – Data fields showing changes in ILR 2002/03

## WBL Interim ILR 2001/02 – Data fields showing changes in ILR 2002/03

Field number	Field name	Equivalent field in 2002/03 ILR
ILR1 Q1	Learner Surname / Family Name	Learner last name
ILR1 Q2	Learner First Names	Learner forenames
ILR1 Q3	Number / Road	Address (occurs 4)
ILR1 Q4	District/area	Address (occurs 4)
ILR1 Q5	Post Town	Address (occurs 4)
ILR1 Q6	Postcode	Home postcode
ILR1 Q7	Telephone Number	Telephone number
ILR1 Q8	NI Number	National insurance number
ILR1 Q9	Date Of Birth	Date of birth
ILR1 Q10	Sex	Sex
ILR1 Q11	Disability Or Health Problems	Learning difficulties and/or disabilities
ILR1 Q12	Ethnic origin	Ethnicity
ILR1 Q13	What was the Learner Doing on the Last Day Before they Started Learning?	Status before learning
ILR1 Q14	Additional Learning Needs	Additional support/additional learning needs
ILR1 Q15	Additional Learning Needs Categories	Additional support/additional learning needs
ILR1 Q16	Status At Start	Employment status at start of learning
ILR1 Q17	Starts By Guarantee Group	Eligibility for enhanced funding (occurs 2)
ILR1 Q18	Learning Start Date	Learning start date
ILR1 Q19	Funding Entitlement Expiry Date	Funding entitlement expiry date
ILR1 Q20	Lead Provider Number (UPIN)	Contract/allocation provider number (UPIN)
ILR1 Q21	Lead Provider Type	not collected, derive from provider number and provider database

## WBL Interim ILR 2001/02 – Data fields showing changes in ILR 2002/03

Field number	Field name	Equivalent field in 2002/03 ILR
ILR1 Q22	Lead provider status	not collected, derive from provider number and provider database
ILR1 Q23	Contract Number	Contract/allocation number
ILR1 Q24	LSC number	LSC number of contracting/allocating LSC
ILR1 Q25	Delivery Provider Number	Delivery provider number (UPIN)
ILR1 Q26	Programme Type	Programme type
ILR1 Q27	Level of NVQ Qualification for this Learning Aim	not collected, derive from learning aim database
ILR1 Q28	Learner Aim Reference Code	Learning aim reference
ILR1 Q29	Standard Occupational Classification Code (SOC)	Employment sector of learner's role
ILR1 Q30	Sector Code	Sector framework of learning
ILR1 Q31	Eligibility For Incentive Bonus On Joining Life Skills	Eligibility for enhanced funding (occurs 2)
ILR1 Q32	Level of NVQ Gained	not collected, derive from learning aim database
ILR1 Q33	Qualification Reference Number (NVQ achievement)	Learning aim reference
ILR1 Q34	Part NVQ - Number of Units Completed	Number of units completed
ILR1 Q35	NVQ Completeness	Learning outcome
ILR1 Q36	NVQ Achievement Date	NVQ achievement date
ILR1 Q37	Sector Framework Completed	Sector framework achievement date
ILR1 Q38	Employment status at end of learning	Employment status at end of learning
ILR1 Q39	Destination Code	Destination code
ILR1 Q40	Date Learning Ended	Learning actual end date

## WBL Interim ILR 2001/02: Equivalent data fields removed in ILR 2002/03

Field number	Field name
ILR1 Q21	Lead provider type
ILR1 Q22	Lead provider status
ILR1 Q27	Level of NVQ qualification for this learning aim
ILR1 Q32	Level of NVQ gained

## Fields added to WBL ILR collection in 2002/03

Field number	Data level
Restricted use indicator	Learner
Learner support reason (occurs 3)	Learner
Prior attainment level	Learner
National learner monitoring (occurs 2)	Learner
Local learner monitoring (occurs 2)	Learner
LSC funding stream	Learning aim
Learning planned end date	Learning aim
Completion status	Learning aim
Number of units to achieve full learning aim	Learning aim
Placement employer name	Learning aim
Placement employer number	Learning aim
Placement employer location postcode	Learning aim
National learning aim monitoring (occurs 2)	Learning aim
Local learning aim monitoring (occurs 2)	Learning aim



# Notes

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