Provider Guidance
Appendix 5

Learning and Skills Council Monthly ILR and TPS Data Returns for the Employability Skills Programme in 2009/10
Data Entry for the Employability Skills Programme

1.1 This document provides guidance on data entry for Employability Skills Programme 2009/10, which began on 1 August 2009. The guidance relates to academic year 2009/10 and covers data entry requirements for the Individualised Learner Record (ILR) and the Training Provider Statement (TPS).

2 Data Entry onto the Individualised Learner Record (ILR)

2.1 When completing the ILR for the Employability Skills Programme, providers should follow the guidance in the ILR Specification for 2009/10 and the Employer Responsive (ER) ILR Provider Support Manual available on the ILR Documents web pages of the information authority’s website at: The Information Authority - Downloads - ILR Documents - ILR guidance documents for 2009/10

3. Returning data

3.1 Data for the Employability Skills Programme must be returned in an ER format ILR return. The LR, ASL, UFI or ESF short record ILR cannot be used to return data on the Programme.

3.2 There are two methods for returning data on the ILR to the Data Service;

(a) via a batch file extracted from the providers own management information system and uploaded to the Data Service’s on-line data collection portal

or

(b) via the Data Service’s provider on-line system where the data is entered record by record. This method is aimed at providers with low numbers of learners.

3.3 Providers that are new to returning data on the ILR should agree with their LSC regional office which method they will use.

3.4 Providers who already return an ILR should return data for Employability Skills Programme using the same return method as for their existing provision. For providers sending a batch file, the data should be sent in the same file as their existing ER data.

3.5 Providers making batch returns should ensure that where the guidance states that a field should be left blank, the appropriate null value is returned in the batch file (i.e. zero filled for numeric and date fields and space filled for alphanumeric fields).

3.5 The information authority publish a paper ILR form that providers can use to collect ILR data but it is not compulsory to use this ILR form. Providers may use their own forms or systems to capture the data required for the ILR if they wish. More information about the requirements these forms must satisfy can be found in the ER ILR Provider Support Manual (see 2.1 above).
3.6 Providers who are using the Data Service’s provider on-line system to return ILR data may find it beneficial to use the information authority’s ILR form, as the provider on-line screen layouts match the ILR form layout.

4. **Key fields**

4.1 There are certain key fields within the ILR that are particularly important as they are used by the funding calculations to identify the learning aim as part of the Employability Skills Programme and are used to identify whether the aim is funded and the rate. Completion of these key fields is summarised in Tables 1 and 2 below. All other fields required for an employer responsive funded ILR return must be completed in line with the ILR specification and validation rules. Note that entries must be made for all ESP learning aims, that is basic skills (literacy/ESOL and numeracy) and employability qualifications.

### Table 1: Key fields for ESP learning aims

<table>
<thead>
<tr>
<th>Field Number</th>
<th>Field Descriptor</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>L26</td>
<td>National Insurance Number</td>
<td>This field should be completed for all Employability Skills programme learners as it will be used in the process of feeding data back to JCP and Department of Work and Pensions (DWP). This number can be obtained from the referral form sent from JCP.</td>
</tr>
<tr>
<td>A09</td>
<td>Learning Aim Reference number</td>
<td>Use a valid entry from the Learning Aim Database (LAD) for the learning aim. The LAD is available on-line at <a href="http://providers.lsc.gov.uk/lad/">http://providers.lsc.gov.uk/lad/</a>. Basic skills learning aims which are eligible for funding under the programme will have a value of 01, 02, or 03 in the basic skills type field on the shared annual values table in the learning aim database. The employability award does not have a basic skills type value in the LAD.</td>
</tr>
<tr>
<td>A10</td>
<td>Funding stream</td>
<td>For basic and employability skills learning aims use code 45 to identify the Employer Responsive Funding Model.</td>
</tr>
<tr>
<td>A18</td>
<td>Main Delivery Method</td>
<td>This field is not required for learning aims that start on or after 1 August 2009. Use the null value of 00 for these aims. Learning aims that started in 2008/09 and were recorded using code 22 do not need to be changed.</td>
</tr>
<tr>
<td>A28</td>
<td>Planned end date</td>
<td>Record the date by which the provider and the learner plan to complete the learning related to this learning aim. Do not update this field if the learner continues learning beyond this planned end date or finishes before this date. The actual end date should be reflected in field A31 – actual end date</td>
</tr>
<tr>
<td>A31</td>
<td>Actual End date</td>
<td>Record the date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities.</td>
</tr>
</tbody>
</table>
A34 Completion Status Use code 1 where the learner is continuing; use code 2 where the learner has completed; use code 3 where the learner withdraws without completing the learning aim; use code 4 if the learner withdraws from the learning aim and as a direct result transfers to a new learning aim. (Code 5 is not applicable to the programme).

A35 Learning Outcome Use code 9 where study is continuing; use code 1 where the learning aim has been achieved; use code 3 where the learning aim is not achieved; use code 4 where the exam/assessment has been taken and the result is not yet known; use code 5 where the learning activity is complete and the exam/assessment has not yet been taken. **Note:** Code 2 – partial achievement is not applicable to the funding of ESP learning aims.

A40 Achievement date Record the date the learner achieved the learning aim. This field should be left blank until the learner achieves. If the learner leaves without achieving the learning aim, this field should also be left blank.

A44 Employer Identifier Enter 888888880 in this field.

A46 National monitoring field This field accepts up to 2 values and both should be entered as follows for all learning aims (basic and employability skills):
A46 (a) enter code 083
A46 (b) enter code 999

A54 Broker Contract Number Enter 9999999999

### Table 2: New fields from 09/10

<table>
<thead>
<tr>
<th>Field Number</th>
<th>Field Descriptor</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A64</td>
<td>Planned group-based hours</td>
<td>Only required for learning aims that start on or after 1 August 2009. Enter the number of group based hours in which it is planned to deliver the learning aim, as identified in the learner's learning agreement at the start of their learning aim. Enter the whole number of hours to the nearest hour in up to 5 numeric digits. See Appendix 1</td>
</tr>
<tr>
<td>A65</td>
<td>Planned one-to-one contact hours</td>
<td>Only required for learning aims that start on or after 1 August 2009. Enter the number of one to one contact hours in which it is planned to deliver the learning aim, as identified in the learner's learning agreement at the start of their learning aim. Enter the whole number of hours to the nearest hour in up to 5 numeric digits. See Appendix 1</td>
</tr>
<tr>
<td>A66</td>
<td>Employment status on day before starting learning aim</td>
<td>For ESP participants Code 04 (unemployed) should always be entered.</td>
</tr>
</tbody>
</table>
5. Using the information authority’s ILR Form

5.1 Part 1 of the ILR form captures information about the learner. It must be signed by the learner.
5.2 Part 2 collects data about apprenticeship programme aims. A programme aim is not required for the Employability Skills Programme.
5.3 Part 3 should be completed for every learning aim being followed by a learner as part of the Employability Skills Programme.
5.4 Part 4 collects information on subsidiary aims for apprenticeship programmes and is not required for the Employability Skills Programme
5.5 Part 1a collects additional monitoring data about the learner and is should be completed as required for all learners

6. Learning Aims

6.1 Qualification references can be found on the LSC’s Learning Aim Database (LAD.) [http://providers.lsc.gov.uk/lad/default.asp](http://providers.lsc.gov.uk/lad/default.asp)

The following Employability qualification learning aims are currently listed on the LSC system and must be input for data collection and funding purposes:

1. 50042567 ASDAN Award in Employability Entry Level 2
2. 50017287 ASDAN Award in Employability Entry Level 3
3. 50017275 ASDAN Award in Employability Level 1
4. 50039209 ASDAN Award in Employability Level 2
5. 50042312 ASDAN Certificate in Employability Entry Level 2
6. 50037237 ASDAN Certificate in Employability Entry Level 3
7. 50037225 ASDAN Certificate in Employability Level 1
8. 50039210 ASDAN Certificate in Employability Level 2
9. 50040807 C&G Award in Employability and Personal Development Entry Level 2
10. 50040832 C&G Award in Employability and Personal Development Entry Level 3
11. 50040820 C&G Award in Employability and Personal Development Level 1
12. 50040819 C&G Certificate in Employability and Personal Development Entry Level 2
13. 50040790 C&G Certificate in Employability and Personal Development Entry Level 3
14. 50040789 C&G Certificate in Employability and Personal development Level 1

6.2 Where providers decide to use qualifications other than those listed above, providers must contact their Local Partnership Manager in the first instance. This is because:
• The LSC needs to ensure that any such qualifications are accredited and approved and deliver a similar generic employability curriculum and to the same standards as the qualifications above; and
• Where this is the case, that the LSC has attributed a funding rate to the qualification on the system for payment purposes. Without this, funding cannot be generated.

7. Training Provider Statement

7.1 The Training Provider Statement (TPS) is used for entries that cannot be funded via Employer Responsive Model (ERM) AMPS. Payment for delivery of job outcomes and claims for a service fee in respect of referred customers who are assessed but who do not start the programme (a notional payment of £50) should be claimed through the TPS.

7.2 Entries on the TPS therefore cover:

(i) Fields 27 and 28: ESP Employability award job outcomes value and volumes @ £120
(ii) Fields 29 and 30: ESP non-employability award job outcomes value and volumes @ £120
(iii) Fields 31 and 32: ESP service fee payments for non-starters value and volumes @ £50

7.3 Although there is now a single funding rate for achievement of a job outcome, it would be helpful if providers could complete the appropriate fields to distinguish between those that have or have not been achieved alongside enrolment for an employability qualification.

7.4 Other entries on the TPS in the ESP section should only be completed when requested by an auditor who is making funding adjustments.

7.5 The TPS form and guidance for 2009/10 are posted in the Guidance for ER section of the 2009/10 ILR data collection pages of the information authority website.

The Information Authority - Downloads - ILR Documents - ILR guidance documents for 2009/10
### Guidance on group-based and one-to-one contact hours for ILR Fields A64 and A65

- Providers should enter the number of hours in which it is planned to deliver this learning aim or programme, as identified in the learner’s learning agreement at the start of their learning aim.

- The data recorded should be for the whole learning aim or programme and not just that delivered in this academic year. It is only required for new starters from 2009/10.

- It is possible that the data recorded in this field may be the same for some or all learners following the same learning aim or programme at the provider.

- Providers are not expected to update this data during an individual learner’s programme of study to reflect the actual number of delivery hours that take place which may vary according to the individual’s needs. This includes where a learner withdraws from the learning aim.

- If the planned group or one-to-one contact hours are not known or do not apply to this learner then the null value of 00000 should be returned.

#### Planned group-based hours are defined as:
- Time spent providing group-based support, learning or training, which underpins the knowledge and understanding of the learning aim
- Periods of group-based observation
- Time spent providing group-based instruction to learners.

#### Planned one-to-one contact hours are defined as:
- Time spent providing one-to-one support, learning or training, which underpins the knowledge and understanding of the learning aim
- Periods of one-to-one assessment and observation
- Time spent providing feedback and instruction to the learner, on a one-to-one basis, using any appropriate medium including e-mail and telephone contact as well as face to face discussions.