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ILR training – The course

Wednesday 5 August 2020

What we will cover

- Definitions of key fields

- What we use these for

- What we expect from providers in determining these

- Evidence that should be kept

- Common issues found

- Examples

- Improving data quality

- Any questions?

Fields we will cover

- LearnAimRef

- PartnerUKPRN

- PColab

- PCFLDCS, PCSLDCS, PCTLDCS

What we use this data for

LearnAimRef is used to link to the Learning Aims Search database, to allow us to derive level of study (NotionalNVQLevelV2).

The link to the Learning Aims Search, along with the Learn Direct Classification System (LDCS) proportions are used to determine the subject of study which is used in various metrics and in the allocation of funding.

PartnerUKPRN and PColab are used in the publications of Discover Uni and National Student Survey (NSS) results. They are also used to derive the population for the Teaching Excellence and Student Outcomes Framework (TEF).

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Key fields
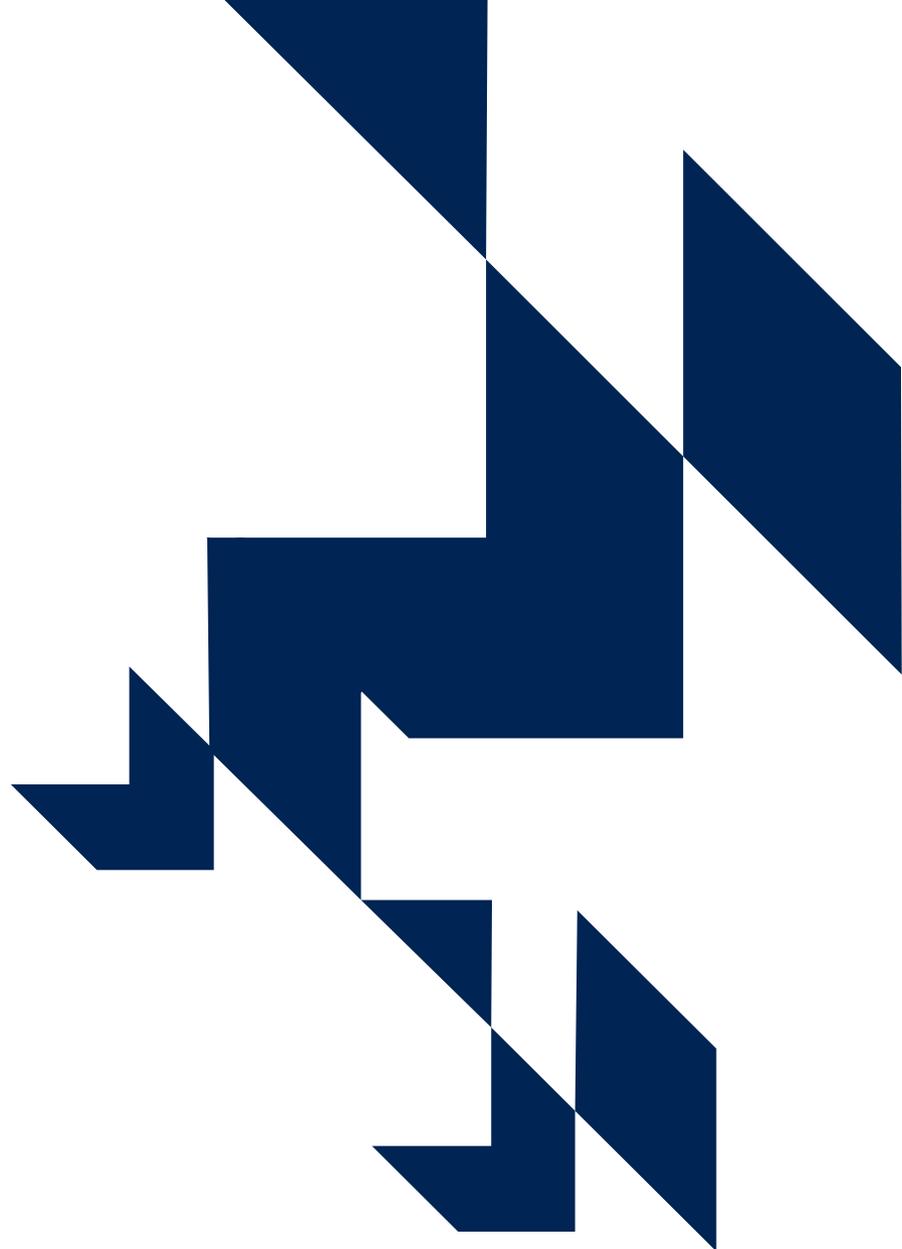
LearnAimRef

Learning aim reference code for the learning being undertaken.

- From the Learning Aims Search database
- Providers should apply for a learning aim when they set up a course
- Providers should check values of Learning Aims Search fields are correct for the aim
- Evidence of the student's learning aim should be maintained
- Evidence of any change in learning aim should be maintained.

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Common issues and good practice

Common issues:

- incorrect reference returned.

Good practice:

- learning aim clear on enrolment documentation
- checks that students are recorded with the expected aim
- process to ensure new courses are listed on the Learning Aims Search
- processes to ensure Learning Aims Search data is accurate.

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PartnerUKPRN and PColab

The UKPRN of the partner delivering teaching and the proportion of the year of the aim delivered by them for subcontracted-out students.

- Must be returned for subcontracted out provision

- Should be completed if any proportion of the aim is delivered by a partner in the year

- Reflects the proportion not taught by the reporting provider's staff, rather than the location of teaching.

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Examples: PartnerUKPRN and PColab

A student is registered with college A but is taught solely by staff employed by college B. College A will return the student in the Individualised Learner Record (ILR) with PartnerUKPRN giving college B's UKPRN and PColab=100. College B will not return the student in the ILR.

A student is registered with college C and is taught by staff employed by college C at a site owned by college D. College C will return the student in the ILR and college D will not. PartnerUKPRN and PColab are not required.

Common issues and good practice

Common issues:

- fields omitted for subcontracted-out provision.

Good practice:

- checks that PartnerUKPRN and PColab are returned for subcontracted-out students
- evidence to support PColab is maintained.

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PCFLDCS, PCSLDCS, PCTLDCS

The proportion of the course attributed to each relevant LDCS code.

- Must sum to 100, otherwise we cannot determine the subject of the aim
- Proportions should be determined for a cohort of students so values should be the same for each student on the same course
- Evidence to support the split returned, and that this has been subject to appropriate approval, should be maintained.

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Examples: **PCFLDCS, PCSLDCS and PCTLDCS**

A student is studying on a course where the Learning Aim Reference Service (LARS) records three LDCS codes. In year one of the course activity is split equally over the three subject areas. All students on this year of the course should be returned with PCFLDCS=34, PCSLDCS=33 and PCTLDCS=33. The three values sum to 100 as required.

A student on year one misses part of the year and only studies modules in one subject. The student should still be returned with PCFLDCS=34, PCSLDCS=33 and PCTLDCS=33 as these values should be the same for students on the same course and year of course.
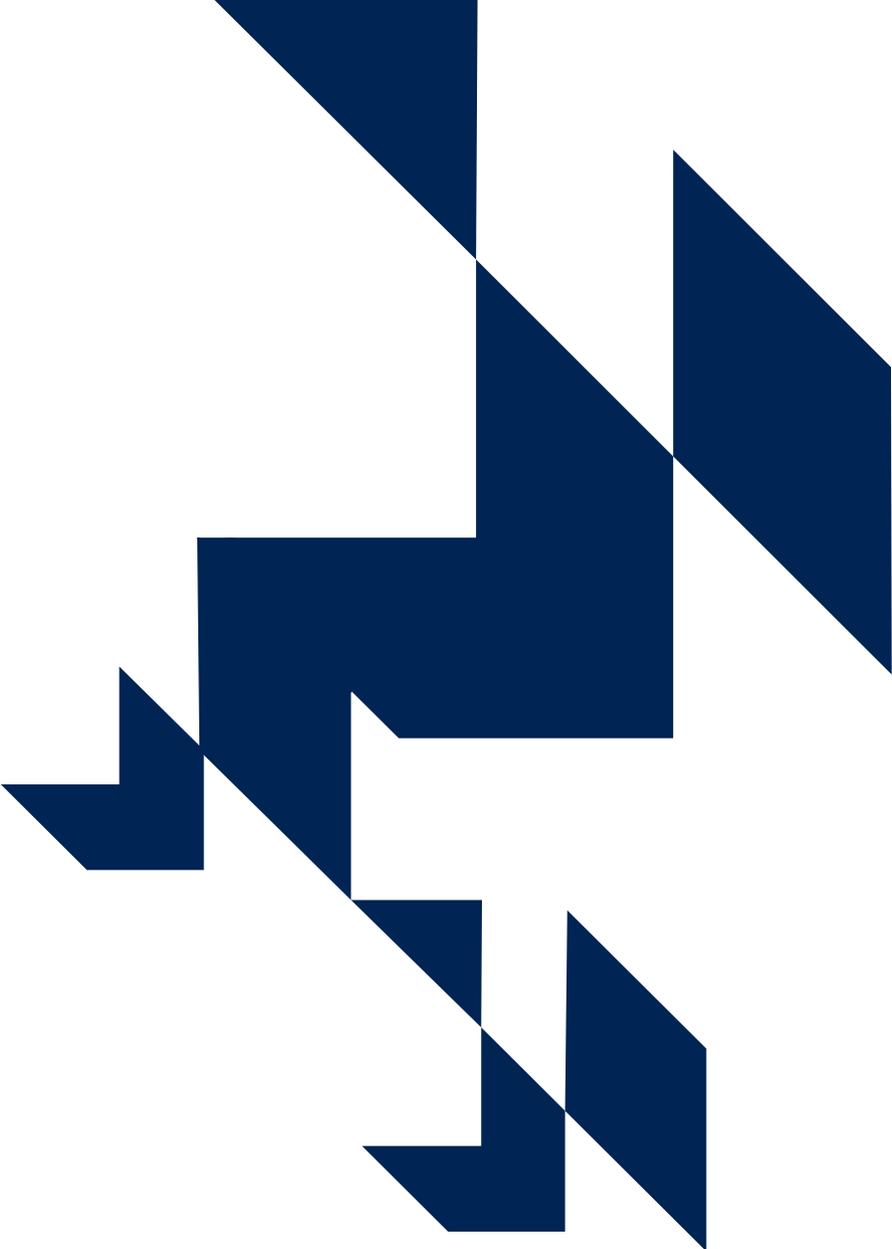
Common issues and good practice

Common issues:

- split equally across LDCS codes without reference to the course content
- providers unable to evidence the split returned.

Good practice:

- split kept under review in line with changes in course design
- varies by year of course when appropriate.

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Data quality

Validation and internal checks

Could include:

- reviews of LARS data at least annually

- checks that the expected number of students are registered for each course

- checks that relevant fields are populated for subcontracted-out provision

- checks of LDCS proportions are aligned with course designs

- validation to ensure that LDCS proportions sum to 100.

The data checking tool

Queries relevant to this data include:

- high number of unknown subjects

- proportions of students across different course aspects, such as level and subject.
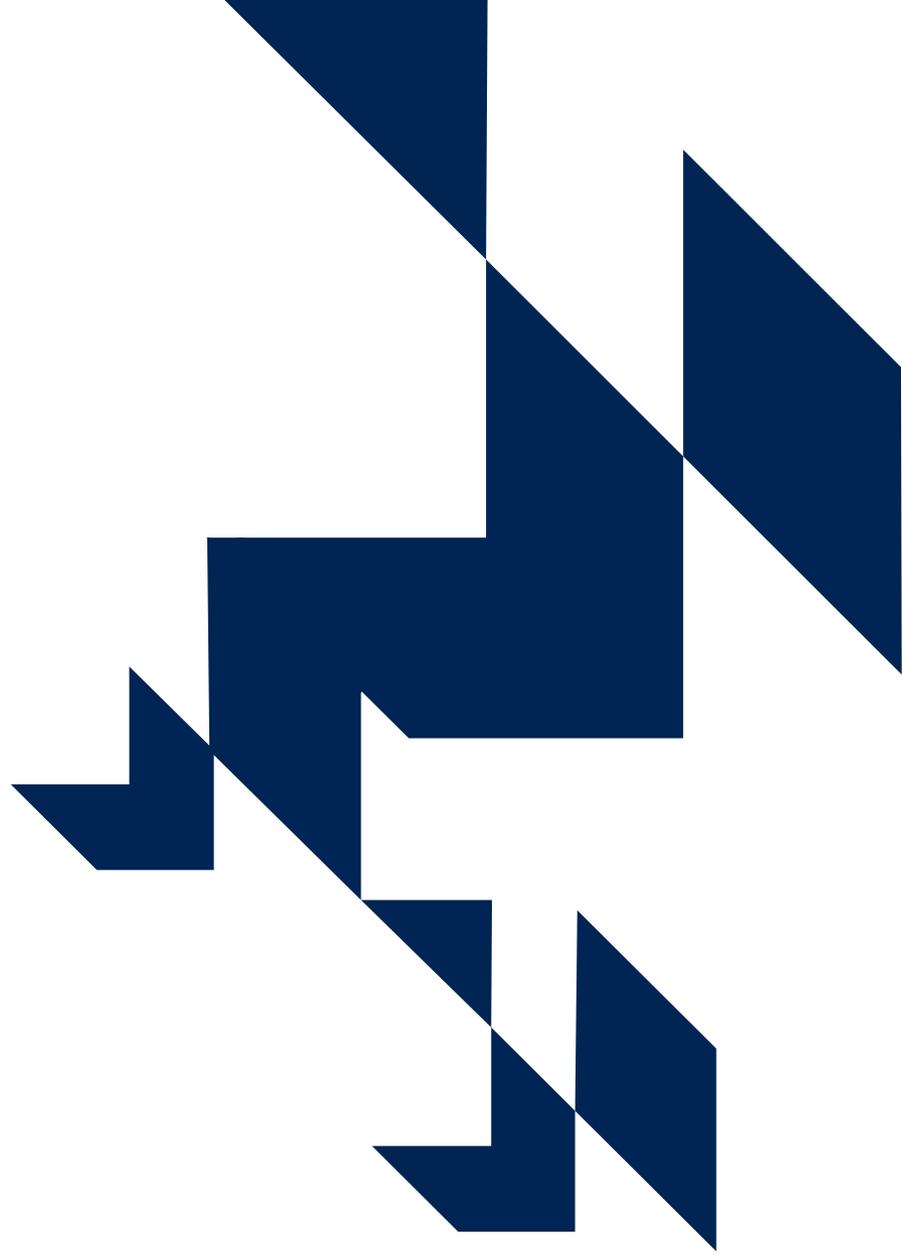
Questions?

Thank you for listening

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