Appendix B – Migration Specification

Version 1 – Published February 2020.   <mark>Changes from 2019 to 2020 are highlighted in yellow</mark>.

Version 2 – Published June 2020. <mark>Changes are highlighted in green</mark>.

Section 1   Introduction

1. This appendix to the ILR specification describes the rules for selecting records for migration from the 2019 to 2020 ILR to the 2020 to 2021 ILR.

2. This document also contains details about how to migrate records for continuing learners into the 2020 to 2021 ILR.

3. Annex 1 to this document provides the mapping for individual fields and codes, including fields that have been added or removed from the ILR between 2019 to 2020 and 2020 to 2021. This mapping document uses 2019 to 2020 ILR values to determine the 2020 to 2021 values.

4. Migration is the process by which ILR data is converted from the 2019 to 2020 ILR format into the 2020 to 2021 ILR format for continuing learners from 2019 to 2020, and for other records that must continue to be returned on the ILR.

5. The ESFA does not carry out any form of data migration from one ILR year to the next. Therefore, it is important that all providers send data in the first ILR return for 2020 to 2021, otherwise, there will be no data held for them in the 2020 to 2021 database and their funding for the year may be affected.

6. For most providers, your Management Information System (MIS) supplier will migrate your data ready for 2020 to 2021.

7. Learning aims migrated into the 2020 to 2021 ILR from 2019 to 2020 may generate a number of validation errors following migration. These errors occur where data does not meet the ILR requirements for 2020 to 2021, particularly where new fields or validation rules have been introduced in 2020 to 2021. You (providers) should correct this data before the first return for 2020 to 2021.

8. <mark>If you are delivering Adult skills provision within a Combined Authority funded area, you will need to contact your combined authority for the migration of this funded provision.</mark>

Section 2   High-level migration rules

Migration rule description	Migration condition
Learning aims that are continuing must be migrated into the 2020 to 2021 ILR except where the Planned end date is more than 2 years ago. If the learning aim is recorded as continuing and the Planned end date is more than 2 years ago then these aims	LearningDelivery.CompStatus = 1 and there is no LearningDelivery.LearnActualEndDate where LearningDelivery.LearnPlanEndDate >= 1 August 2018

should not be automatically migrated into 2020 to 2021. In most cases, these aims are incorrectly recorded as continuing and should be closed. If the aims are correctly recorded as continuing, they should be migrated manually.	
Learning aims that were closed due to a break in learning where the learner has not restarted their learning aim by 31 July 2020 and is still on their break in learning at the start of the 2020 to 2021 ILR year must be migrated into the 2020 to 2021 ILR.	LearningDelivery.CompStatus = 6 and no record of LearningDeliveryFAM.LearnDelFamType = RES and LearningDeliveryFAM.LearnDelFamCode = 1 by LearningDelivery.LearnStartDate = 31 July 2020
Where the learning activity was completed in 2019 to 2020 and the Outcome is not known by R14 of 2019 to 2020, you must migrate these closed learning aims and any associated Destination and Progression records into 2020 to 2021. The Outcome can be updated in 2020 to 2021 once it is known.	LearningDelivery.LearningActualEnd Date is not null and LearningDelivery.Outcome = 8
European Social Fund (ESF) For Round 2 (from 1 April 2019 onwards) European Social Funding (ESF) 2014 to 2020 Programme, all records for all learners who are receiving ESF funding as part of the new programme must continue to be returned for the duration of the ESF programme. This includes all Learner, Learning Delivery and Destination and Progression records for both continuing learners and those who have completed their learning aims.	LearningDelivery.FundModel = 70 and LearningDelivery.LearnStartDate >= 1 April 2019

Section 3   Detailed migration rules

9. This section describes which ILR records should be migrated into 2020 to 2021, in addition to those described in Section 2 above.

10. Learning delivery records that are not part of a programme and are not ESF funded, you must migrate the following learner and learning aim records:

Migration rule description	Migration condition
All learner records and all continuing standalone and core learning aims that have a Learning planned end date that is on or after 1 August 2018	LearningDelivery.AimType = 4 or 5 and LearningDelivery.FundModel <> 70 and LearningDelivery.LearnPlanEndDate >= 1 August 2018 and LearningDelivery.LearnActEndDate = NULL
All learner records and all closed standalone and core learning aims that have a Learning planned end date that is on or after 1 August 2018 where the Outcome of the aim is unknown or has been closed due to a break in learning	LearningDelivery.AimType = 4 or 5 and LearningDelivery.FundModel <> 70 and LearningDelivery.LearnPlanEndDate >= 1 August 2018 and LearningDelivery.LearnActEndDate <> NULL and (LearningDelivery.Outcome = 8 or LearningDelivery.CompStatus = 6)

3.1 *Migrating employment status records*

11. You only need to migrate employment status records that relate to a learner's current learning. Historic employment status records do not need to be returned.

12. You should migrate the following employment status records:

- The employment status record with the Date employment status applies that is the most immediate before the earliest Learning start date or Original learning start date (if completed) of all the learner's aims.

- All employment status records with a Date employment status applies that is <u>after</u> the date of the employment status record identified above.

3.2 *Migrating data for traineeships*

13. For traineeship learners who completed their programme in 2019 to 2020 but are continuing with the English and/or maths aim in 2020 to 2021, you must migrate the following data into 2020 to 2021:
- The closed traineeship programme aim
- The continuing English and/or maths aim
- Any associated Destination and Progression records for that learner

3.3 *Migrating data for apprenticeships*

14. For apprenticeship learners, component learning delivery records (Aim type = 3) that are part of an open programme must be migrated along with the programme aim, even if the component aims are closed.

15. All learner records, programme aims and associated component aims must be migrated where the apprenticeship programme is continuing (Aim type = 1, Learning planned end date >= 1 August 2018 and Learning actual end date is null).

16. All learner records, programme aims and associated component aims must be migrated where the apprenticeship programme aim is recorded as on a break (Completion status = 6) or the outcome is unknown (Outcome = 8), and Learning planned end date >= 1 August 2018.

17. Where a learner achieves an Adult skills funded apprenticeship programme (Funding model = 35, this includes 16-18 apprenticeships), but is continuing with level 2 functional skills having progressed from level 1 during the apprenticeship, then the closed programme aim and the continuing level 2 functional skills aim must be migrated into 2020 to 2021. The Destination and Progression record(s) for this learner should also be migrated:

    - Learning delivery records (LearningDelivery.AimType = 3, and LearningDelivery.LearnActEndDate = null) where LearningDelivery.LearnPlanEndDate >= 1 August 2018 and the associated learner and programme aim records (LearningDelivery.AimType = 1 with matching codes as in paragraph 17 below)

    - AND the associated Destination and Progression records where Learner.LearnRefNumber = LearnerDestinationandProgression.LearnRefNumber

18. Associated learning aims for apprenticeship programmes are identified by:

    - Matching Programme type, Framework code and Apprenticeship pathway code for apprenticeship frameworks, or

    - Matching Programme type and Apprenticeship standard code for apprenticeship standards

3.4 *Migrating data for Apprenticeship Funded Programme (Funding model 36)*

19. For learners on an apprenticeship funded programme (Funding model = 36), who have taken a break from their programme and returned, then their original aims (where Completion status = 6) for the apprenticeship must continue to be returned until the apprenticeship programme is recorded as complete (Completion status = 2 or 3). This includes the programme aim, financial records and component learning aims.

3.5 *Migrating data for Apprenticeship Standards that started prior to 1 May 2017*

20. For learners on an apprenticeship standard that started prior to 1 May 2017 (Funding model = 81 and Programme type = 25) who have taken a break from their programme and returned, then their original aims (where Completion status = 6) for the apprenticeship must continue to be returned until the apprenticeship programme is recorded as complete (Completion status = 2 or 3). This includes the programme aim, financial records and component learning aims.

3.6 *Migrating data for T level and T level transition programmes*

21. For learners on T level programmes (Funding model = 25 and Programme type = 31) and T level transition programmes (Funding model = 25 and Programme type = 30), the programmes must continue to be returned for the duration of the programme until the programme is recorded as complete (Completion status = 2 or 3). This includes the programme aim and component learning aims.

Migrating data for continuing learners

22. The following fields must be completed annually on the ILR, where applicable. You will need to **review and set this data at the start of 2020 to 2021**:

- Accommodation
- Learning support cost
- Planned learning hours
- Planned employability, enrichment and pastoral hours
- GCSE maths qualification grade
- GCSE English qualification grade
- High needs student indicator (Learner Funding and Monitoring type)
- Learner support reason (Learner Funding and Monitoring type)
- Special educational needs (Learner Funding and Monitoring type)
- Eligibility for 16-19 (excluding apprenticeships) disadvantage funding (Learner Funding and Monitoring type)
- GCSE maths condition of funding (Learner Funding and Monitoring type)
- GCSE English condition of funding (Learner Funding and Monitoring type)
- Free meals eligibility (Learner Funding and Monitoring type)
- ~~Pupil premium funding eligibility (Learner Funding and Monitoring type)~~
- Financial support entity (HE learners only)
- Net tuition fee (HE learners only)
  Gross tuition fee (HE learners only)

Section 4   Changes from 2019 to 2020

4.1 *Learner*

23. ==The collection requirements of the Planned learning hours and the Planned employability, enrichment and pastoral hours fields have been updated to include:==

    - ==T-level transition programme (FundModel 25, ProgType 30)==

4.2 *Learner Funding and Monitoring*

24. The following Learner funding and monitoring types and codes have been removed:
    - FME 1 - 14-15 year old learner is eligible for free meals
    - LSR 61 - ESF funded learner receiving childcare support
    - PPE 1 - Learner is eligible for Service Child premium
    - PPE 2 - Learner is eligible for Adopted from Care premium

4.3 *Learner Employment Status*

25. From 2020 to 2021 the following field has been removed from the Learner Employment Status entity:

    - Agreement identifier

26. The following Employment Status Monitoring Type and Code has been added:

    - BSI 5: Learner is in receipt of Employment and Support Allowance (all categories)

    - ==BSI 6: Learner is in receipt of other state benefits==

    - The following Employment Status Monitoring Type and Code have a Valid To date of 31/07/2020:

    - BSI 2: Learner is in receipt of Employment and Support Allowance - Work Related Activity Group (ESA WRAG)

    - BSI 3: Learner is in receipt of another state benefit other than JSA, Universal Credit or ESA (WRAG)

4.4 *Learning Delivery*

27. For 2020 to 2021 the following new fields have been added to the Learning Delivery entity:

    - Actual Hours for Off the job training

28. This field is not mandatory in the schema.

29. The collection requirements of the Planned Hours field has been updated to include:

    - T levels (Funding Model 25, ProgType 31)
    - ~~T-level transition programme (FundModel 25, ProgType 30)~~

30. The following Programme types have been added to the Programme type field:

    - Code 30 - T Level Programme
    - Code 31 - T Level Transition Programme

31. The collection requirements of the Learning start date postcode field has been updated to include Aim Type 4.

4.5 *Learning delivery funding and monitoring*

32. For 2020 to 2021 the Learning delivery funding and monitoring code list has been updated.

33. The maximum occurrences of the Learning delivery monitoring (DAM) type has increased from 4 to 6.

34. The following has been added to the Devolved area monitoring field as a collection requirement:

    - Funding model 10 - Community Learning

35. A Source of funding indicator has been created for the following Combined authority and will include the following:

    - SOF   117   North of Tyne

36. The following Learning delivery funding and monitoring types and codes have been removed:

    - NSA 1 to 20 – National Skills Academy Indicators
    - WPP 1 – DWP work programme

- POD 1 to 7 – Percentage of online delivery
- HEM 1,3, 5 – HE Monitoring

4.6 *Learning Delivery HE*

37. The Type of Instance Year attribute codes 3, 4 and 5 are removed.

38. Learners who were previously coded as codes 3, 4 or 5 should be recoded as 2.

   Aim Type 1 is no longer a collection requirement for the following Learning Delivery HE fields:

   - Type of Instance Year – TYPEYR
   - Mode of Study – MODESTUD
   - Level Applicable to Funding Council HEIFES –FUNDLEV
   - Completion of Year of Instance – FUNDCOMP
   - Student Instance FTE – STULOAD
   - Equivalent or Lower Qualification - ELQ