ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Llywodraeth Cymru
Welsh Government

Post-16 data collection:
18 September 2018 to 15 October 2018

The collection of post-16 data for the 2017/2018 academic year

Technical completion notes

Date of issue: June 2018
Version: 1.0

Post-16 data collection: 18 September 2018 to 15 October 2018

Audience

Headteachers of maintained secondary and middle schools that had pupils in the national curriculum Year 12 or above at any time in the academic year 2017/18; local authorities and school information management system software suppliers.

Overview

These technical completion notes are provided by the Welsh Government as guidance to support the above audience in complying with their statutory duties.

Action required

All maintained secondary, middle and special schools that had pupils in the national curriculum Year 12 or above at any time in the academic year 2017/18 must submit a post-16 collection return.

Further information

If you need further advice on the completion of any part of your post-16 collection return, please contact your local authority in the first instance.

Details on post-16 funding can be found on the Post-16 Planning and Funding pages on the above link.

Enquiries about this document should be directed to:
IMS
School Information and Improvement Branch
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 0300 062 5014/0300 025 3358
e-mail: IMS@gov.wales / post16.plasc@gov.wales

@WG_Education

Facebook/EducationWales

Additional copies

This document can be accessed from the Welsh Government website at gov.wales.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Digital ISBN 978 1 78937 202 1
© Crown copyright June 2018
WG34265

Contents

1. Overview 3
1.1 Major changes from last year 3
2. Checklist and prerequisites 5
3. Future developments 6
4. Introduction 7
5. Key features 8
5.1 Learning activity level 8
5.2 Programme level 8
5.3 Stages for producing your post-16 collection return 9
6. Data entry and data checking 10
6.1 Data entry 10
6.2 Queries 10
6.3 Errors 10
6.4 Checks 10
7. Summary of data fields to be returned in October 2018 post-16 collection 12
8. Individual learning activity and programme data 14
8.1 Choosing a programme decision tree 14
8.2 How is a learning activity defined? 15
8.3 How is a programme defined? 16
Table 1: Combined AS and A2 programmes 17
8.4 Repeat/resitting/retaking 17
8.5 New AS activities with an A2 17
Table 2: General education programme equivalents 17
Table 3: Vocational qualification equivalents 18
8.6 AS/AS equivalence delivery 18
8.7 Mixing of vocational or general education qualifications 18
8.8 GCSE programmes 18
Table 4: GCSE equivalent programmes 19
8.9 Non-fundable programmes 19
Table 5: Non-fundable programmes 19
9. Welsh Baccalaureate 20
Table 6: Welsh Baccalaureate QWAD codes 20
Annex A: Detailed completion notes by data field validation and error correction 21
Annex B: Completion status transfer/withdrawal decision tree 67
Annex C: Programmes, Providers and QWAD list 68
Annex D: Recording Welsh Baccalaureate with AS/AS-equivalent qualifications 69

Table 7: 3 AS plus Welsh Baccalaureate return for Year 1 and 3 A2 plus Welsh Baccalaureate for Year 2 69

Annex E: Pupils who are registered at more than one educational establishment 71

Dual-registered pupils 71

Background 71

Statutory requirements 71

School information management systems 72

Recording and reporting data on dual-registered pupils 73

Overview 73

Scenarios for dual-registered pupils 74

A 'typical' dual-registered pupil 74

A dual-registered pupil on roll at a mainstream school but who attends a PRU or special school most, if not all, of the time 74

A dual-registered pupil on roll at two mainstream schools 74

A pupil not on roll at any school who receives all their provision at a PRU 75

Off-site activities 75

Gypsy/traveller children 75

14–19 Learning Pathways 76

Post-16 pupils educated at more than one site 76

Alternative provision (work placement, FE college, individual tuition, etc.) 77

Managed moves/negotiated transfers 77

Specialised units 77

Special school satellite classes 77

Purchased tuition 77

1. Overview

All references to 'collection period' or 'academic year' refer to **01/09/2017** to **31/08/2018**.

The notes are for head teachers of maintained secondary or middle schools, which had pupils in national curriculum Year (NCY) Group 12 or above at any time in the academic year **2017/18**, local authorities and software suppliers.

The timetable for submission is as follows:

Date	Action
Tuesday 18 September 2018	DEWi opens for post-16 data collection
Local authority defined	Return to local authority via DEWi
Monday 15 October 2018	Deadline for submissions to Welsh Government via DEWi

The structure of this document is that sections 1 to 3 provide introductory information on what is required in the post-16 collection return. Sections 4 to 6 and the Annexes describe each required item in detail, providing information where appropriate on:

- the nature of the data to be returned;
- the valid codes/categories to be used;
- why the data is required; and
- background information detailing any special caveats or situations which apply.

1.1 Major changes from last year

The following list shows the main changes since the previous post-16 collection period collection:

- Dates rolled forward by a year;
- A new programme data set that includes data about each pupil's current of previous programmes of learning has been added to the .xml file that is to be submitted;
- From the 2017/18 collection onwards, the previous 'Extract activity ref' look-up used within the Learning Activity Reference will be replaced by a Qualification Wales Approval/ Designation number (QWAD). This will:
  - provide a single source for qualifications data in Wales that is accessible to all via the QiW website;
  - assist in matching qualifications to a programme by Sector Subject Area (SSA) and 'Qualification Type';
  - use a source of information that is already available in school systems to enter pupils into exams;
  - provide a means of cross referencing an Ofqual QN for a QWAD where the qualification is also delivered in England;
  - provide consistency across all post-16 collections;

  - assist with matching exam results submitted to the Awarding Bodies;
  - provide more details on a qualification when compared to that available in the current activity reference.
- From 2017/18 onwards a different set of lookup tables will be provided to software suppliers in the form of:
  - LearningProvidersList (.xslx);
  - LearningProgrammesList (.xslx);
  - QWAD Extracts (.csv, .xml and .xsd).

2. Checklist and prerequisites

Ensure the following are included as part of this return:

- Unique Learner Numbers (ULNs) have been populated. These are available from DEWi for pupils aged 14+ after the Pupil Level Annual School Census (PLASC) return.
- All pupils registered with an Enrolment Status of 'C' or 'M' submitted as part of the PLASC return that had an NCY Group in '12','13'or '14'.
- Programmes have the correct activities associated with them.
- Records relating to pupils who start an A2 programme EARLY at the end of their AS year, should NOT have the A2 programme and activities submitted as part of the collection for the AS year but included for the following year.

In addition, as a prerequisite for this data collection, activities started and later changed should not be deleted from the file as they will be used to provide you with management information, such as for the number of withdrawals and transfers that took place. They should be recorded as a withdrawal or a transfer (see Completion Status).

3. Future developments

At present there any no specific developments planned for future post-16 data collections.

4. Introduction

The post-16 planning and funding framework was introduced in 2014 and one of the key aims was to better understand the return the Welsh Government gets from its investment in the post-16 sector in Wales. The framework aims to make better use of actual pupil current information to influence planning and funding decisions.

As a result, the Welsh Government introduced a requirement for all maintained secondary and middle schools with pupils in NCY group 12, 13 and/or 14, to report all learning activities and programmes undertaken by learners in the previous academic year (earlier post-16 data collections were based on a 'snapshot' in time).

The data will be used to:

- derive future years' local authority school sixth form funding allocations; and
- monitor programme delivery as part of the Post-16 Planning and Funding Framework.

The data is also used to support the development of consistent performance measures for post-16 learning, as recommended in the Review of Qualifications for 14 to 19-year-olds. This will ensure that where learners are doing the same qualifications in different settings, colleges and schools can be held accountable for outcomes in the same way, and compared on a 'level playing field'.

The data submitted is used to calculate the new post-16 achievement measures which look at the retention and achievement of learners undertaking A level, vocational and Welsh Baccalaureate programmes. Experimental data tables were sent to schools and local authorities in July 2017 based on 2014/15 and 2015/16 data and in February 2018 based on 2015/16 and 2016/17 data.

We have developed a DEWi management report that is automatically generated when the post-16 collection file is uploaded to DEWi. The report calculates school-level figures that will feed directly in to the performance measures so should be used to assist in validating the data.

The programmes directory lists the full-time programmes which will be eligible for funding and sets out the requirements for each eligible programme. Each eligible programme has a unique programme code which will be used for all aspects of planning, funding and performance reporting. Further information on this can be found on the Welsh Government's Post-16 Planning and Funding website pages.

5. Key features

The key features of the post-16 data collection are:

- Collects data relating to pupils in NCY 12, 13 and 14 during the previous academic year where the Enrolment Status is:

  C Current (single registration at this school)
  M Current main (dual registration

- Includes data about all activities followed by any of these pupils during the previous academic year; and
- The data required is at a programme and learning activity (i.e. course) level and not only at the pupil level.

Much of the individual pupil and learning activity records for the post-16 collection will be generated automatically by your school's information management software and parts of them may not be editable manually. It is essential therefore that all relevant pupil data, and where appropriate all relevant class data, is entered into your system before the post–16 collection return is created.

Once your post-16 collection return is generated it is essential that it be carefully checked before submission. Your information management system should carry out an extensive set of validation checks on the post-16 collection return, and produce reports of errors and queries. All errors need to be corrected and queries checked before forwarding the return to your local authority. If the return contains significant errors when it reaches the Welsh Government, then it may need to be corrected and re-submitted.

5.1 Learning activity level

At learning activity level, the full year (all changes to programmes and activities during the academic year) needs to be collected and included.

The collection enables the Welsh Government to accurately identify which activities are being undertaken by learners in order to monitor participation and drop-out rates, and to match to examinations results data.

5.2 Programme level

At programme level, the full year data will be used:

- to support the calculation of achievement measures at programme level, including achievement of A-level and vocational programmes, and the Welsh Baccalaureate;
- to create (at a local authority level) an average programme value for funding. Details of which programmes have been delivered will be used

alongside predicted headcount information to derive future years' local authority sixth form allocations;
- to monitor and understand how effective the learning offer is against its defined purpose and outcomes. When used alongside the outcomes, this process will highlight programmes which are underperforming and, potentially, identify areas where there is a shortage or demand for provision.

Programme content and delivery methods will also be monitored to provide assurance that programme delivery requirements are being met. The Welsh Government will use data from the post-16 collection to:

- provide assurance that programme values are appropriate;
- monitor, review and explore the potential for more efficient models of delivery at a programme level; and
- compare programme outputs and outcomes at a provider and at the sector level.

Using the information in the framework to monitor delivery in this way will improve accountability, and provide crucial evidence to influence change when required. It will also provide the Welsh Government with the information to understand what it gets in return for public investment in learning. Only in circumstances of continued poor performance will this monitoring information have a direct impact on providers' allocations.

5.3 Stages for producing your post-16 collection return

Ensure that all relevant pupil (and where appropriate class) data have been correctly entered into your information management system.

Generate the post-16 collection return, amending and supplementing any pupil, programme and learning activity data, which may not have been included in the file generated by your information management system, based on default class information.

Check the return for accuracy, studying reports of errors and queries, and resolving where necessary.

Obtain head teacher's authorisation and once the return has been authorised by it should be sent to your local authority via DEWi. The mechanics of the transmission process will vary from one local authority to another, so please contact your local authority for details.

Returns will not be edited by Welsh Government after being submitted via DEWi.

These completion notes should be read in conjunction with any software specific post-16 collection documentation.

6. Data entry and data checking

6.1 Data entry

These technical completion notes provide a full list of the data items for a pupil, programme, learning activity and school that must be entered into your system and submitted in your post–16 collection return. Please note that the data field references in this document reflect the data values as contained in the data file that your software prepares for transmission to your local authority and the Welsh Government. Be aware that these values and data field names may not always coincide with the way the software holds the data internally or presents it to you on screen.

Your software will provide a detailed report of validation errors and queries in your return. An ‘error’ is the presence of an illegal character or value in a data item, or a logical inconsistency between data items or between different aspects of the return. An error reflects some inaccuracy in or omission from the return.

6.2 Queries

They may relate to an unusual feature of the data (for example that a pupil in NCY group 12 is less than 15 years of age), which suggests, but does not prove, the presence of some inaccuracy or omission; or they may be used as a prompt in areas where there seems a particularly high risk of errors occurring – pupil learning activities, for example. Some schools may have pupils following more than 6 activities of the same type, but these are exceptions and the software will query such cases.

Queries of either kind need to be investigated to establish whether or not there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

6.3 Errors

It is essential for you to resolve all errors before submitting the return to your local authority. It is also essential to investigate all queries, and to amend the data where it transpires that they are incorrect. On arrival at the Welsh Government, returns which contain significant errors will be rejected and will have to be re-submitted. The school will be required to amend the errors and upload the revised return file through DEWi. Returns will not be edited by Welsh Government after being submitted via DEWi.

6.4 Checks

However neither these data checks, nor the validation rules the software subsequently applies to the post–16 collection return, can establish whether or not you have provided all the pupil or course data that should have been

entered, for example, that all learning activities for each pupil are in your system.

So, although the data checks are very important, you cannot assume that successful completion of them guarantees that all necessary data items are present, and that your post–16 collection return will be correct. Nor does the absence of any validation errors or queries guarantee that. You must therefore ensure that you have fully entered into your system all of the data items set out in this document. To assist you in ensuring complete data capture your software should have the facility to provide summary tables and/or reports. It is important that you use these tables and/or reports to verify that the data you are submitting are complete.

IMPORTANT NOTE: Unless otherwise stated, all data items described in the following sections are mandatory for the post-16 collection period.

Activities and programmes should not be deleted from a pupil record once they have been entered. The appropriate Completion Status should be used when an activity or programme changes**.**

7. Summary of data fields to be returned in October 2018 post-16 collection

School Identifiers

Field name	Field length	Field type	Sample data
LEA Number	3	Alphanumeric	660
School Number	4	Alphanumeric	4099
School Name	100	Alphanumeric	Anglesey Comprehensive School
Phase	2	Alphanumeric	SS

Survey Details

Field name	Field length	Field type	Sample data
Survey/Data Extraction Type	5	Alphanumeric	P16
Survey Reference Date	10	Date	2018-07-31
Person Completing Survey	2	Alphanumeric	AT
Survey Completion Time	3	Alphanumeric	101

Pupil Identifiers

Field name	Field length	Field type	Sample data
UPN (Unique Pupil Number)	13	Alphanumeric	Z123456789012
ULN (Unique Learner Number)	10	Alphanumeric	4674810417
Former UPN	13	Alphanumeric	A123456789012
Surname	35	Alphanumeric	Jones
Forename	35	Alphanumeric	Marc
Middle Name(s)	35	Alphanumeric	Iwan Owen
Date of Birth	10	Date	2003-03-31
Gender	1	Alphanumeric	M

Pupil Status

Field name	Field length	Field type	Sample data
Enrolment Status	1	Alphanumeric	C
Part-time Indicator	1	True/False	False
Pupil NCY Group*	2	Alphanumeric	12
Pupil Postcode	8	Alphanumeric	CF14 5DZ

*Pupil NCY Group as at **25 May 2018** (final school day before the last half term of the academic year), or the leaving date of the pupil if no longer on roll at that time.

Programmes

Field name	Field length	Field type	Sample data
Programme Reference	8	Alphanumeric	0001A02P
Programme Identifier	3	Alphanumeric	001-099
Programme Start Date	10	Date	2017-09-01
Programme Expected End Date	10	Date	2018-07-17
Programme Actual End Date	10	Date	2018-07-12
Programme Completion Status	1	Numeric	1
Guided Contact Hours	4	Numeric	400
Length Of Programme	1	Numeric	2
Year of Programme	1	Numeric	1

Learning activities

Field name	Field length	Field type	Sample data
Learning Activity Identifier	3	Alphanumeric	101
QWAD	8	Alphanumeric	C0000030
Learning Activity Category	1	Alphanumeric	M
Date Commenced Learning Activity	10	Date	2017-09-01
Expected End Date of Learning Activity	10	Date	2018-07-17
Actual End Date of Learning Activity	10	Date	2018-07-12
LLDD Indicator	1	Alphanumeric	0
Learning Activity Delivered Through the Medium of Welsh	1	Alphanumeric	C
Provider Delivering Learning	8	Alphanumeric	S0000000
Completion Status	1	Alphanumeric	1

8. Individual learning activity and programme data

8.1 Choosing a programme decision tree

Table 2 - General Education Programme Equivalents	
Lead Code	**General Education Programme Equivalents**
0013B03B	3 AS equivalent
0013D03B	2 AS equivalent with WBQ
0014B03B	4+ AS equivalent
0014D03B	3 AS equivalent with WBQ
0015D03B	4+ AS equivalent with WBQ
0022B03B	2 A2 equivalent
0023B03B	3 A2 equivalent
0023D03B	2 A2 equivalent with WBQ
0024B03B	4+ A2 equivalent
0024D03B	3 A2 equivalent with WBQ
0025D03B	4+ A2 equivalent with WBQ

Table 3 – Vocational qualification equivalents	
Qualification Title	**Equivalent to**
Level 3 & 'Extended Diploma'	3 GCE A-Levels
Level 3 & 'Diploma'	2 GCE A-Levels
Level 3 & ' Foundation Diploma'	1.5 GCE A-Levels
Level 3 & 'Extended Certificate' or Level 3 & 'Subsidiary Diploma'	1 GCE A Level.
Level 3 & 'National Certificate'	1 GCE AS-Level
Level 2 & 'Diploma'	4 GCSEs (A*-C)
Level 2 & 'Extended Certificate'	3 GCSEs (A*-C)
Level 2 & 'Certificate'	2 GCSEs (A*-C)
Level 2 Award	1 GCSE (A*-C)

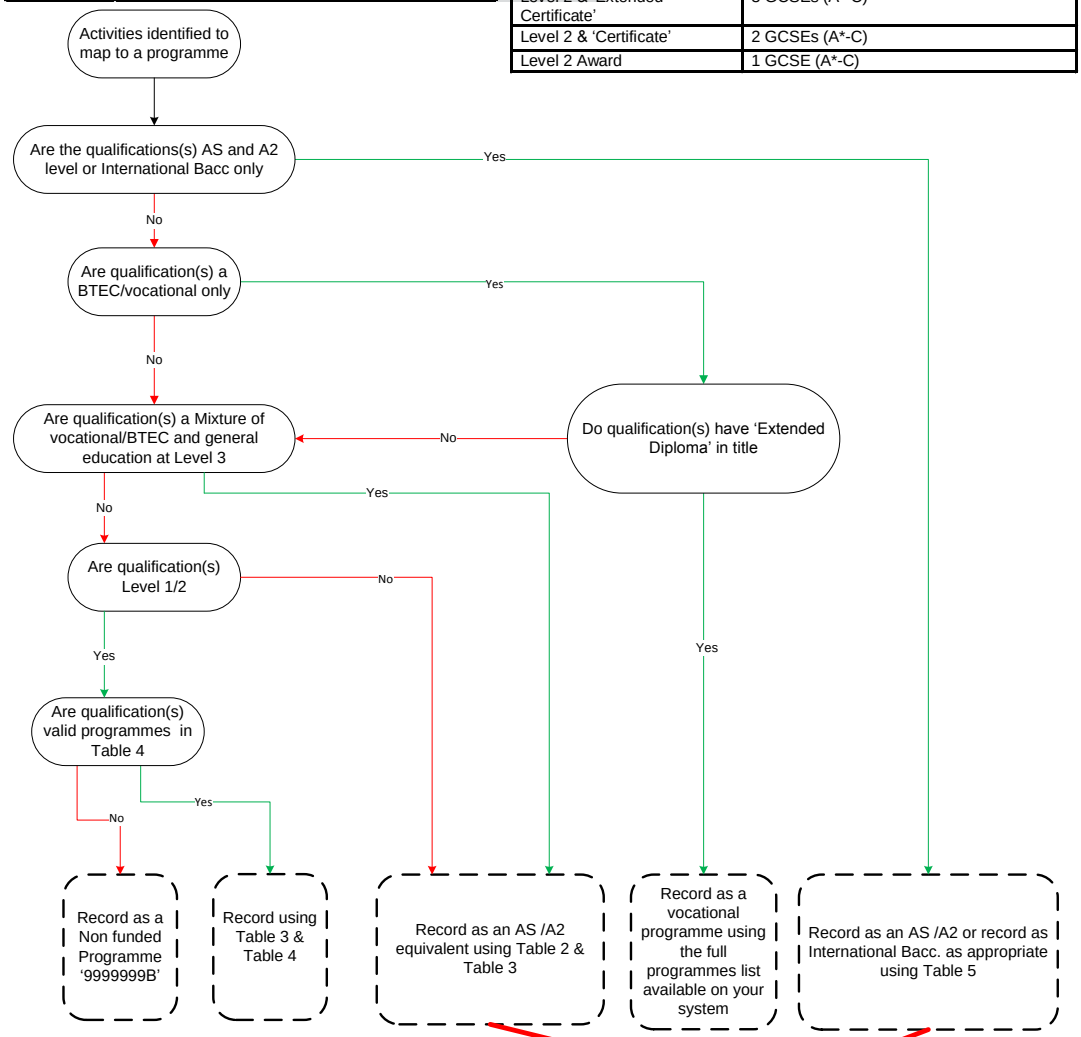


Table 5	
LeadCode	**Full Time Gen Ed Programme**
0013A03B	3 AS
0013C03B	2 AS with WBQ
0014A03B	4+ AS
0014C03B	3 AS with WBQ
0015C03B	4+ AS with WBQ
0022A03B	2 A2
0023A03B	3 A2
0023C03B	2 A2 with WBQ
0024A03B	4+ A2
0024C03B	3 A2 with WBQ
0025C03B	4+ A2 with WBQ
0030A03B	International Baccalaureate Diploma (Year 1 or 2)

if a Welsh Bacc is also being studied the programme 'with WBQ' should be chosen from Table 5

Any exceptions/queries on decision tree should be directed too:
Post16PlanningandFunding@gov.wales

Table 4	
Lead Code	**Full Time Gen Ed Programme**
0004A02B	4 GCSEs
0005A02B	5+ GCSEs
0006A02B	5 GCSEs equivalent

Each pupil entered on the post-16 collection will be engaged in one and only one programme at any time, with at least one learning activity. Each programme and learning activity on which a pupil was 'enrolled' during the academic year is required to be included.

If a pupil transfers programme during the course of the academic year, any activities that were undertaken as part of the old programme but are also being undertaken as part of the new programme should be recorded as follows:

- Learning activity start dates should be left unchanged;
- Add the identifiers for all learning activities being undertaken as part of the new programme to the Programme Learning Activities field;
- The completion status of the learning activities should reflect their status at the end of the academic year.

For performance measures purposes, the learning activity data should include all learning activities undertaken by the learner during the collection period. However, any learning activity dropped by a learner within the first 8 weeks will be excluded from the calculation of the performance measures but should still be included.

For funding purposes, the learning activity data should include all learning activities undertaken by the learner during the collection period; however, the programme code should reflect the programme that the learner is undertaking at the eighth week after the start of the academic year**.**

8.2 How is a learning activity defined?

A learning activity is defined as the course that a pupil engages in with the aim of achieving a particular qualification. For instance, if a pupil is enrolled in three classes, one designed to teach BTEC National Diploma Business, another to teach AS level Mathematics and the third to teach GCSE Geology, then that pupil will have three learning activities in BTEC National Diploma Business, AS Mathematics and GCSE Geology respectively.

Learning activities should only be returned for learning which is intended to lead to an externally validated qualification. Physical Exercise (P.E.) lessons and Personal & Social Education (P.S.E.) lessons, for instance, should not be returned as learning activities (unless the lessons are designed to lead to assessment which is externally validated by an awarding body). It is important that only valid learning activities are returned and so if there is any doubt about whether a particular learning activity should be returned then please contact you local authority or post16.plasc@gov.wales.

The previous 'Extract activity ref' lookup used within the Learning Activity Reference has been replaced by a Qualification Wales Approval/ Designation number (QWAD) to provide a single source for qualifications data in Wales that is accessible to all via the QiW website.

The learning activity category is required for each learning activity that makes up a learning programme. An example of a 'Main' learning activity would be an AS-level, A-level, BTEC or Welsh Baccalaureate/Skills Challenge Certificate. 'Other' consists of any core and community learner industry focus (CLIF) components. This could include a GCSE resit or an industry specific requirement eg Health and Safety Certificate.

For example a learner undertaking Level 3 Engineering Extended Diploma and 1 AS qualification, whilst the predominant delivery is the vocational qualification, the additional AS qualification should also be recorded as 'main'.

Learning activity information will, where possible, be automatically extracted from your information management system. It is recognised that there will be some situations where class information has not been input for a pupil or where a pupil was attending a class but not aiming to achieve the qualification for which the majority of the class was studying towards, but aiming to achieve a different qualification, for example, a pupil studying for a GNVQ but attending a class where most pupils were studying towards an AS level. In these situations, the post-16 collection return must be manually amended or supplemented after your software has automatically generated the initial compilation of your return.

If a school is delivering a learning activity for which no appropriate QWAD is available, then the school must e-mail post16.plasc@gov.wales for guidance on how to code the learning activity.

8.3 How is a programme defined?

A programme is defined as a combination of learning activities that make up a programme with a defined purpose and outcome for progression to employment or further or higher education.

Pupils can only be enrolled on one programme at any time. A new programme can be recorded only when the previous programme has been completed (successfully or otherwise).

If a pupil's programme changes in year, any activities still relevant to the new programme should be recorded as continuing, i.e. completion status of 1 – continuing the activity. It is not necessary to end the activity and record again.

A typical sixth form learner will be undertaking a general education programme consisting of a number of AS or A2 qualifications. In these circumstances the programme will be easily identifiable as one of the following:

Table 1: Combined AS and A2 programmes

Lead code	General education programme
0013A03B	3 AS
0013C03B	2 AS with WBQ
0014A03B	4+ AS
0014C03B	3 AS with WBQ
0015C03B	4+ AS with WBQ
0022A03B	2 A2
0023A03B	3 A2
0023C03B	2 A2 with WBQ
0024A03B	4+ A2
0024C03B	3 A2 with WBQ
0025C03B	4+ A2 with WBQ

8.4 Repeat/resitting/retaking

If a pupil undertakes any learning activity again, i.e. takes the same teaching and learning activity two years in a row, then this activity is recorded again in the second year. This can include one or more timetabled activities (which may include revision classes).

However, if the only thing that the pupil does is sit the same exam again (twice, or more) for any reason, that should not be recorded as a learning activity as part of a programme.

8.5 New AS activities with an A2

If a learner is undertaking a mix of AS and A2 qualifications or a new AS qualification in a new subject area along with A2 qualifications, these learners should be recorded as undertaking an A2 equivalent programme. For example a learner undertaking two A2 qualifications and an additional AS qualification should be recorded as a 3 A2 equivalent programme (0023B03B) from ‘Table 2’ below:

Table 2: General education programme equivalents

Lead code	General education programme equivalents
0013B03B	3 AS equivalent
0013D03B	2 AS equivalent with WBQ
0014B03B	4+ AS equivalent
0014D03B	3 AS equivalent with WBQ
0015D03B	4+ AS equivalent with WBQ
0022B03B	2 A2 equivalent
0023B03B	3 A2 equivalent
0023D03B	2 A2 equivalent with WBQ
0024B03B	4+ A2 equivalent
0024D03B	3 A2 equivalent with WBQ
0025D03B	4+ A2 equivalent with WBQ

Equivalent qualifications are regulated qualifications which are comparable on level, size and content of qualification to A-levels and GCSEs. Care should be taken to ensure such programmes are recorded accurately. Examples include:

Table 3: Vocational qualification equivalents

Qualification	Equivalent to
Level 3 BTEC Extended Diploma	3 GCE A-Levels
Level 3 BTEC National Diploma	2 GCE A-Levels
Level 3 BTEC Diploma	2 GCE A-Levels
Level 3 BTEC National Foundation Diploma	1.5 GCE- A-Levels
Level 3 BTEC National Extended Certificate	1 GCE A Level
Level 3 BTEC Subsidiary Diploma	1 GCE A Level
Level 3 BTEC National Certificate	1 GCE AS-Level
Level 2 BTEC Diploma	4 GCSEs (A*-C)
Level 2 BTEC Extended Certificate	3 GCSEs (A*-C)
Level 2 BTEC Certificate	2 GCSEs (A*-C)
Level 2 BTEC Award	1 GCSE (A*-C)

8.6 AS/AS equivalence delivery

Where a learner is undertaking either a BTEC qualification or combining BTEC qualifications along with general AS qualifications they should be recorded as undertaking the appropriate AS equivalent programme (apart from when the learner is undertaking an Extended Diploma – see paragraph 8.7 below). For example a learner undertaking 1 AS qualification and Level 3 BTEC National Diploma should be recorded as a 3 AS equivalent programme (0013B03B) from 'Table 2' above.

8.7 Mixing of vocational or general education qualifications

Where the learner is undertaking an extended diploma, the learning should be recorded against the most appropriate vocational programme. It must be ensured that all aspects of the vocational programmes are followed; any additional general education qualifications (AS or A2) should also be recorded as 'main' in the Learning Activity Category. For example a learner undertaking 1 AS qualification and Level 3 Engineering Extended Diploma, the predominant delivery is that of the vocational qualification. Therefore the programme should be recorded as the relevant vocational programme (found by clicking the link in Annex C), which in this example would be 0401A03B.

8.8 GCSE programmes

GCSE equivalent programmes are for learners who are not ready to progress onto a Level 3 programme or may also be vocationally unfocussed and have not achieved the Level 2 threshold. They may therefore require additional learning or to undertake taster courses in a number of vocational areas prior to choosing their programme of learning.

Table 4: GCSE equivalent programmes

Lead code	Full time general education programme
0004A02B	4 GCSEs
0005A02B	5+ GCSEs
0006A02B	5 GCSEs equivalent

8.9 Non-fundable programmes

If a learner is not undertaking a recognised programme of learning the non-fundable programme code should be used.

Table 5: Non-fundable programmes

Lead code	Full time general education programme
9999999B	Non-fundable Programme

Learners who are statemented who may only be taking one AS/A2 level activity as a full time pupil, should be recorded in the return using the non-fundable programme as this would be supported via Revenue Support Grant Funding which includes SEN in mainstream funding.

9. Welsh Baccalaureate

An example of completing a Welsh Baccalaureate for a post-16 data return is available in Annex D**.**

For all information relating to the specification for the Welsh Baccalaureate see the WJEC site.

The following Welsh Baccalaureate programmes are available at post-16:

- Post-16 Foundation Welsh Baccalaureate (Level 1) one year programme;
- Post-16 National Welsh Baccalaureate (Level 2) one year programme;
- Post-16 Advanced Welsh Baccalaureate (Level 3) two year programme.

To achieve the post-16 Welsh Baccalaureate, learners must achieve the Skills Challenge Certificate at the relevant level together with specified supporting qualifications.

Both the post-16 Skills Challenge Certificate and the overarching Welsh Baccalaureate need to be recorded as separate learning activities.

The QWAD codes for the different components of the post-16 Welsh Baccalaureate are as follows (please note the QWAD codes for the post-16 Welsh Baccalaureate and Skills Challenge Certificate, are different than those used for the pre-16 qualification):

Table 6: Welsh Baccalaureate QWAD codes

Level	Description	QAN Code	QWADs
Foundation (Level 1)	WJEC Foundation Welsh Baccalaureate	601/4920/6	C00/0721/5
	WJEC Foundation Skills Challenge Certificate	601/4941/3	C00/0721/0
National (Level 2)	WJEC National Welsh Baccalaureate	601/4919/X	C00/0721/4
	WJEC National Skills Challenge Certificate	601/4916/4	C00/0721/1
Advanced (Level 3)	WJEC Advanced Welsh Baccalaureate	601/4921/8	C00/0721/6
	WJEC Advanced Skills Challenge Certificate	601/4917/6	C00/0721/2

Further detail on the recording of Welsh Baccalaureate activities can be found at
https://gov.wales/topics/educationandskills/learningproviders/raisingqualityandstandards/learneroutcomes2/post-16-welsh-baccalaureate/?lang=en

Annex A: Detailed completion notes by data field validation and error correction

The purpose of this Annex is to provide full information on each post–16 collection data field in an easily digestible format. This is not intended to replace the information in Sections 4, 5 and 6 but is to complement the important information provided in those Sections, and to assist users of these completion notes when looking quickly for information about a specific field.

In this Annex, each field specified in the post–16 collection is listed on a separate page with the details regarding that field provided in a standard format. An explanation of what is included in each part of the field template is given below.

Format for data fields in Annex

Data set	Name of dataset [School, Pupil or Learning Activity]	Field length	Length of field in terms of the number of characters
Field name	Name of field as used in XML file submitted to WG by your software	Field type	Type of field [Alphanumeric, Numeric or Date]
CBDS Number	Code of field as defined in the Common Basic Data Set (CBDS)	Mandatory for	Which learners is the field required to be completed for [in the October 2018 return all fields are required for all learners]

Description	Description of the data required
Reason required	Information on why this data is required and how it will be used
Valid entries	List of values, and their descriptions, which may be returned within the data field. Note: these are the values required within the file submitted by your software system and they may differ to the way that the data is presented to you by your software.

Notes	Any miscellaneous notes, as well as an example of valid data which may be returned in the field.

LEA Number

Data set	**School**	Field length	**3**
Field name	**LEA**	Field type	**Alphanumeric**
CBDS Number	**S1**	Mandatory for	**All learners**

Description	Local authority number
Reason required	To identify the local authority with which the returning school is associated.
Valid entries	Consisting of three digits in the range 660-681 660 – Anglesey 661 – Gwynedd 662 – Conwy 663 – Denbighshire 664 – Flintshire 665 – Wrexham 666 – Powys 667 – Ceredigion 668 – Pembrokeshire 669 – Carmarthenshire 670 – Swansea 671 – Neath Port Talbot 672 – Bridgend 673 – Vale of Glamorgan 674 – Rhondda Cynon Taff 675 – Merthyr Tydfil 676 – Caerphilly 677 – Blaenau Gwent 678 – Torfaen 679 – Monmouthshire 680 – Newport 681 – Cardiff
Notes	Sample Data: 660

School Number

Data set	**School**	Field length	**4**
Field name	**Estab**	Field type	**Alphanumeric**
CBDS Number	**S2**	Mandatory for	**All learners**

Description	School number	
Reason required	To identify the returning school	
Valid entries	Consisting of four digits, in the ranges:	
	4000-4999	Secondary schools
	5400-5499	Secondary schools
	5500-5599	Middle schools
	5900-5901	Secondary/Middle schools

Notes	Sample Data: 4099

School Name

Data set	**School**	Field length	**100**
Field name	**Name**	Field type	**Alphanumeric**
CBDS Number	**S5**	Mandatory for	**All learners**

Description	School name
Reason required	To identify the correct school name for the returning school so as to maintain up-to-date records.
Valid entries	The full name of the school

Notes	Sample Data: Anglesey Comprehensive School

School Phase

Data set	**School**	Field length	**2**
Field name	**School phase**	Field type	**Alphanumeric**
CBDS Number	**S7**	Mandatory for	**All learners**

Description	School phase
Reason required	To indicate the Phase of Education offered by Mainstream Schools
Valid entries	NS – Nursery
	PS – Primary
	SS – Secondary
	SP – Special
	PR – Pupil Referral Unit (PRU)
	MS – Middle School

Notes	Sample Data: MS

Survey/Data Extraction Type

Data set	**School**	Field length	**5**
Field name	**Survey/data extraction type**	Field type	**Alphanumeric**
CBDS Number	**S92**	Mandatory for	**All learners**

Description	Survey/data extraction type
Reason required	To indicate which data collection or survey the information relates to.
Valid entries	PLASC – January Pupil Level Annual Schools Census (PLASC) **P16 – Post–16 September PLASC** NDC – National Data Collection (NDC) - Teacher Assessment Data ATS – Attendance Collection for Secondary Schools ATP – Attendance Collection for Primary Schools WNT – Welsh National Tests collection EOTAS – Educated other than at school local authority collection
Notes	Sample Data: P16

Survey Reference Date

Data set	**School**	Field length	**10**
Field name	**Survey reference date**	Field type	**Date**
CBDS Number	**S94**	Mandatory for	**All learners**

Description	Survey reference date
Reason required	The final date of the reporting period for the collection period.
Valid entries	Valid date in the format ccyy-mm-dd.

Notes	Date must be 2018-07-31 Sample Data: 2018-07-31

Person Completing Survey

Data set	**School**	Field length	**2**
Field name	**Person completing survey**	Field type	**Alphanumeric**
CBDS Number	**S101**	Mandatory for	**All learners**

Description	Person completing survey
Reason required	To indicate the role of the person responsible for completing the survey.
Valid entries	HT – Head teacher (maps to England's 'HD - Head teacher') AC – Acting head teachers DH – Deputy head teacher AS – Assistant head teachers QT – Other Teacher (maps to England's 'OT - Other Teacher') AO – Other administration staff BM – School Business Manager or equivalent ON – Other
Notes	Sample Data: HT

Survey Completion Time

Data set	**School**	Field length	**3**
Field name	**Survey completion time**	Field type	**Alphanumeric**
CBDS Number	**S102**	Mandatory for	**All learners**

Description	Survey completion time
Reason required	The number of hours taken to complete the survey.
Valid entries	001-999

Notes	Sample Data: 101

Unique Pupil Number (UPN)

Data set	**Pupil**	Field length	**13**
Field name	**UPN**	Field type	**Alphanumeric**
CBDS Number	**P1**	Mandatory for	**All learners**

Description	Unique pupil number
Reason required	To uniquely identify each pupil
Valid entries	In format ALLLnnnnnnnnB A - are valid alphabetic characters LLL - valid LA code nnnnnnnn - numeric B - numeric or A-Z omitting I, O and S

Notes	Must be a valid 13 character UPN. The software will check that no two (or more) pupils have the same UPN. Such errors must be resolved before the return is submitted. If they are still present when the return is passed to the Welsh Government then it will be rejected. If you have any queries regarding UPNs please discuss these with the Welsh Government (see contact details on page 3). Sample Data: C6801234567

Unique Learner Number (ULN)

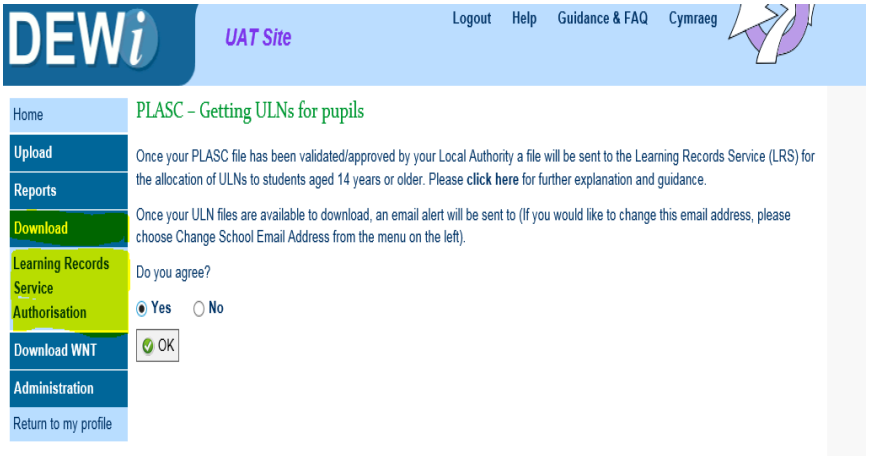
Data set	**Pupil**	Field length	**10**
Field name	**ULN**	Field type	**Alphanumeric**
CBDS Number	**100016**	Mandatory for	**All learners where an ULN has been issued**

Description	Unique learner number
Reason required	To uniquely identify each learner
Valid entries	In format nnnnnnnnnn - numeric

Notes

Must be a valid 10 character ULN. This data will be supplied by LRS. Further information and guidance on ULNs can be found at http://gov.wales/topics/educationandskills/allsectorpolicies/learningrecordsservice/?lang=en

These are available via DEWi after your PLASC return for pupils aged 14+ via the 'Download' facility.



If you have any queries regarding ULNs please discuss these with the Welsh Government (see contact details on inside cover of this document).

Sample Data: 4674810417

Former UPN

Data set	**Pupil**	Field length	**13**
Field name	**Former UPN**	Field type	**Alphanumeric**
CBDS Number	**P2**	Mandatory for	

Description	Former UPN
Reason required	To identify pupils whose UPN has changed
Valid entries	Blank if no former UPN. Former UPNs should be recorded in the format ALLLnnnnnnnnB A - are valid alphabetic characters LLL - valid LA code nnnnnnnn - numeric B - numeric or A-Z omitting I, O and S
Notes	Where the pupil has held another UPN **while at your school** (for example where a temporary UPN was allocated when the pupil was first admitted but this was subsequently replaced by a permanent UPN retrieved from a previous school). If no such former UPN exists, this field should be left blank. Sample Data: C68012345678A

Surname

Data set	**Pupil**	Field length	**35**
Field name	**Surname**	Field type	**Alphanumeric**
CBDS Number	**P3**	Mandatory for	**All learners**

Description	Surname
Reason required	To identify the pupil name
Valid entries	Any surname

Notes	Full surname, as the school believes it to be. Sample Data: Jones

Forename

Data set	**Pupil**	Field length	**35**
Field name	**Forename**	Field type	**Alphanumeric**
CBDS Number	**P4**	Mandatory for	**All learners**

Description	Forename
Reason required	To identify the pupil name
Valid entries	Any forename

Notes	In full, not shortened or familiar versions. Sample Data: Marc

Middle Name(s)

Data set	**Pupil**	Field length	**35**
Field name	**Middle names**	Field type	**Alphanumeric**
CBDS Number	**P6**	Mandatory for	

Description	Middle name(s)
Reason required	To identify the pupil name
Valid entries	Blank or any middle names

Notes	In full, not shortened or familiar versions. If the pupil has no middle name(s) then this field should be left blank. If the pupil has more than one middle name they should be separated by a single space, no other punctuation is necessary. Sample Data: Iwan Owen

Date of Birth

Data set	**Pupil**	Field length	**10**
Field name	**DOB**	Field type	**Date**
CBDS Number	**P7**	Mandatory for	**All learners**

Description	Date of Birth
Reason required	To identify the age of the pupil. The age is used in a range of analysis
Valid entries	Valid date in the format ccyy-mm-dd.

Notes	Sample Data: 2000-03-31

Gender

Data set	**Pupil**	Field length	**1**
Field name	**Gender**	Field type	**Alphanumeric**
CBDS Number	**P8**	Mandatory for	**All learners**

Description	Gender
Reason required	To identify the pupil gender
Valid entries	**M** (male) or **F** (female).

Notes	Sample Data: M

Enrolment Status

Data set	**Pupil**	Field length	**1**
Field name	**Enrol status**	Field type	**Alphanumeric**
CBDS Number	**P34**	Mandatory for	**All learners**

Description	Enrolment status
Reason required	To differentiate between pupils registered at a school and guest pupils. Guest pupils will be excluded from calculations. **This field informs funding calculations. Only learners flagged as Current or Current main attract funding.**
Valid entries	The valid entries are: **C** Current (single registration at this school) **M** Current main (dual registration – main establishment) G Guest pupil (pupil not registered at this school but attending some lessons or sessions) S Current Subsidiary (dual registration - secondary establishment)
Notes	Ideally guest pupils should be excluded from your post–16 collection return since their details will be returned by the school at which they are registered. However if you have entered them into your information management system, it may be impossible for the software to omit them when it compiles the return. If that is the case then these pupils need to be identified as guest pupils so they can be excluded when the data is analysed. Guest should be used for pupils who visit a school perhaps as an overseas student or on a one- or two-off basis. If a pupil is regularly attending more than one establishment, say once a week, they should be properly registered at each, with one establishment being the 'home' or Main school, the others being Subsidiary. This is with agreement from the local authority so there should be no ambiguity. Therefore, if the pupil is a true 'guest' at another school (as above) they will be singly registered Current-'M' at the 'home' school. Otherwise they will be properly dual registered with M at one school and S at others. For additional guidance see Annex E.

Part-time Indicator

Data set	**Pupil**	Field length	**5**
Field name	**Part-time indicator**	Field type	**Alphanumeric**
CBDS Number	**P42**	Mandatory for	**All learners**

Description	Pupil part-time indicator
Reason required	Indicates whether or not a pupil is part-time.
Valid entries	1 – True 0 – False

Notes	For dual-registered pupils, time in other schools should be taken into consideration; e.g. 2 days in one school and 3 days in another school should not be classified by either school as part-time. Whilst a pupil may be studying with more than one school, dual registered pupils should not be classified by either school as part-time. There can be no part-time pupils in secondary education; therefore this should always be reported as 'False'. Sample Data: 0

Pupil National Curriculum Year Group

Data set	**Pupil**	Field length	**2**
Field name	**NC year actual**	Field type	**Alphanumeric**
CBDS Number	**P45**	Mandatory for	**All learners**

Description	National curriculum year group
Reason required	To identify the year group of the pupil so as to monitor complete cohorts of learners.
Valid entries	The year group in which the pupil is taught for the majority of their time, regardless of their chronological age. The following values will apply: **12** year group 12; **13** year group 13; **14** beyond year group 13.
Notes	Pupil NCY Group as at 25 May 2018 (final school day before the last half term of the academic year), or the leaving date of the pupil if no longer on roll at that time. The Pupil NCY Group should not be rolled forward prematurely at the end of an academic year. Sample Data: 12

Pupil Postcode

Data set	**Pupil**	Field length	**8**
Field name	**Pupil postcode**	Field type	**Alphanumeric**
CBDS Number	**P81**	Mandatory for	**All learners**

Description	Postcode of domicile
Reason required	The learner postcode is used for a wide variety of analysis
Valid entries	Valid postcode formats are: An nAA AAn nAA Ann nAA AAnA nAA AAnn nAA where ‘A’ denotes an upper case letter and ‘n’ a number from 0 to 9
Notes	Common mistakes when recording postcodes are to confuse letters with similar looking numbers (e.g. letter ‘O’ with number zero), to omit the central space, or include a trailing full stop. Any of these will cause the postcode to be rejected as invalid. Your software should convert any ‘O’ at the start of the second postcode block to a 0 (zero), and to convert double spaces between postcode blocks to single spaces. Sample Data: CF14 5DZ

Programme Reference

Data set	**Programmes**	Field length	**8**
Field name	**Programme reference**	Field type	**Alphanumeric**
CBDS Number	**190033**	Mandatory for	**All learners**

Description	Programme reference
Reason required	To identify the programme of study being undertaken.
Valid entries	Valid values for programmes are available via DEWi.

Notes	Further information on Programmes and guidance is available from the Welsh Government website pages on Post-16 Planning and Funding. Each programme has a programme code which identifies the programme which the pupil is undertaking and the combination of learning activities that make up that programme. Pupils can only be enrolled on one programme of study at any time. A new programme can be recorded only when the previous programme has been completed (successfully or otherwise). A full list of valid programme codes is available by clicking the link in Annex C. Sample Data: 0001A02P

Programme Identifier

Data set	**Programmes**	Field length	**3**
Field name	**Programme ID**	Field type	**Alphanumeric**
CBDS Number	**190032**	Mandatory for	**All learners**

Description	Programme identifier
Reason required	To identify uniquely each programme of study being undertaken by a pupil.
Valid entries	Valid values for programmes of learning are: **001 - 099**

Notes	Numeric code to easily identify each programme of study being undertaken by a pupil. Every programme taken by a pupil should have a different number starting with '100' then incrementing by 1 for each additional programme. **This numeric code should be automatically generated by your information management system software and you will not need to enter the information**. Please check the software specific documentation provided by your supplier for further guidance. Sample Data: 001

Programme Start Date

Data set	**Programmes**	Field length	**10**
Field name	**Programme start date**	Field type	**Date**
CBDS Number	**190034**	Mandatory for	**All learners**

Description	Programme start date
Reason required	To identify the start date of the programme and to be used with the end date to derive the duration of learning.
Valid entries	Valid date in the format ccyy-mm-dd

Notes	Date entered should be that when the pupil first attended classes aimed at delivering the stated programme. Where possible it is expected that schools will provide actual commencement dates and not default values. Sample Data: 2017-09-10

Programme Expected End Date

Data set	**Programmes**	Field length	**10**
Field name	**Programme expected end date**	Field type	**Date**
CBDS Number	**190035**	Mandatory for	**All learners**

Description	Programme expected end date
Reason required	To identify the expected end date of the programme.
Valid entries	In the format ccyy-mm-dd

Notes	In the format ccyy-mm-dd. Date entered should be that when the pupil is expected to complete the stated programme. The date should be that when teaching is expected to be completed and **not** the date on which the pupil is expected to sit the exam. It is expected that schools, where possible, will provide actual expected end dates. Sample Data: 2018-07-17

Programme Actual End Date

Data set	**Programmes**	Field length	**10**
Field name	**Programme actual end date**	Field type	**Date**
CBDS Number	**190036**	Mandatory for	**All learners**

Description	Programme actual end date
Reason required	To identify the end date of the programme and to be used with the start date to derive the duration of learning.
Valid entries	Valid date in format ccyy-mm-dd. If Completion Status is 1 then **actual end date** should be set to **9999-12-31**. Where a pupil has left (i.e. **Completion Status** of 2, 3, 4) then actual leaving date should be entered.
Notes	In the October Post–16 collection it is expected that all two year programmes continuing into a second year will be submitted with the default of '9999-12-31: continuing the programme, but it would be expected that one year programmes will be completed with an actual end date**.** Sample Data: 2018-07-12

Programme Completion Status

Data set	**Programmes**	Field length	**1**
Field name	**Programme completion status**	Field type	**Numeric**
CBDS Number	**190037**	Mandatory for	**All learners**

Description: Completion status of the programme

Reason required: To identify those programmes for which pupils have successfully completed the required learning and those programmes from which pupils have withdrawn or transferred or are continuing.

Valid entries: Completion status at end of programme:

1 – continuing the programme (the default)

2 – completed the programme

3 – withdrawn from the programme

4 – transferred to a new programme same provider

5 – transferred to a programme with a different provider

Notes: Definitions:

Programme continuing	To be used where the programme is continuing.
Programme completed	The learner has completed all activities associated with the programme.
Programme withdrawn	Learner has left the programme without completing it and it has not been replaced with another programme.
Programme transferred same provider	Learner is no longer following the programme and it has been replaced with another programme with the same provider.
Programme transferred different provider	Learner is no longer following the programme and it has been replaced with another programme with a different provider. Either new or same programme.

If a pupil withdraws from a programme, then all activities will also need to be withdrawn.

Queries relating to programmes and linking activities to

programmes should be sent to
Post16PlanningandFunding@gov.wales

Sample Data: 1

Guided Contact Hours

Data set	**Programmes**	Field length	**4**
Field name	**Guided contact hours**	Field type	**Numeric**
CBDS Number	**P209**	Mandatory for	**All learners**

Description	Guided contact hours
Reason required	The planned number of guided contact hours is used to monitor delivery of programme specification and may be used to adjust programme values. **This field informs programme values. Each programme has a programme value based on the expected number of GCH. Monitoring will identify where the recorded number of GCH consistently falls above or below that level and may result in amended programme values.**
Valid entries	An estimate of the planned number of teaching, instructional or assessment contact hours for the programme (rounded to a whole number) for this learning programme in this current academic year. Valid entries are: **0000** – **3000** hours
Notes	An estimate of the planned number of teaching, instructional and assessment contact hours for the programme (rounded to a whole number) for the academic year **2017/2018**. If a programme spans two years, only the planned guided contact hours for the academic year 2017/18 are required. Sample Data: 150

Length of Programme

Data set	**Programmes**	Field length	**1**
Field name	**Length of programme**	Field type	**Numeric**
CBDS Number	**190038**	Mandatory for	**All learners**

Description	Length of Programme
Reason required	Required for vocational programmes to identify the length of the programme. Note that the same programme reference can have more than one duration.
Valid entries	1 - Programme length is 1 Year duration 2 - Programme length is 2 Years duration

Notes	Default value should be 1. Example: Programme reference 0401A03B 'Manufacturing and Engineering Level 3, could be a L3 ‘Diploma’ one year in length or an ‘Extended Diploma’ two years in length. Sample Data: 2

Year of Programme

Data set	**Programmes**	Field length	**1**
Field name	**Year of programme**	Field type	**Numeric**
CBDS Number	**190039**	Mandatory for	**All learners**

Description	Year of programme currently being undertaken by the learner
Reason required	Required for all programmes to identify the year of the programme.
Valid entries	1 - Year 1 2 - Year 2 3 - Year 3+

Notes	Default value should be 1. Example: Programme reference 0401A03B 'Manufacturing and Engineering Level 3, 'Extended Diploma' is two years in length. Pupil is in second year of the programme so a code of **2 - Year 2** would be used. Non-vocational programmes are 'General Education' programmes. Sample Data 1

Learning Activity Identifier

Data set	**LearningActivity**	Field length	**3**
Field name	**Learning activity ID**	Field type	**Alphanumeric**
CBDS Number	**P200**	Mandatory for	**All learners**

Description	Learning activity identifier
Reason required	To identify uniquely each learning activity being undertaken by a pupil.
Valid entries	Valid values for learning activities are: **001**, **002**, **003**…. Up to **099**
Notes	Numeric code to easily identify each learning activity being undertaken by a pupil. Every learning activity taken by a pupil should have a different number starting with '001' then incrementing by 1 for each additional learning activity. **This numeric code should be automatically generated by your information management system software and you will not need to enter the information**. Please check the software specific documentation provided by your supplier for further guidance. Sample Data: 001

QWAD (Qualification Wales Approval Designation No.)

Data set	**LearningActivity**	Field length	**8**
Field name	**QWAD**	Field type	**Alphanumeric**
CBDS Number	**190045**	Mandatory for	**All learners**

Description	QWAD
Reason required	To identify the subject, qualification type, level of the learning and other relevant information relating to the learning activity.
Valid entries	As available on Qualification Wales' website.

Notes

Each learning activity is required to have a QWAD, which identifies the subject, qualification type and qualification level of the learning activity.

A learning activity is defined as the course, which a pupil engages in with the aim of achieving a particular qualification, or unit of a qualification. For instance, if a pupil is enrolled in three classes, one designed to teach AS level French, another to teach AS level Mathematics and the third to teach GCSE Geology; then that pupil will have three learning activities in AS French, AS Mathematics and GCSE Geology respectively.

Learning activities should only be recorded for learning which is intended to lead to an externally validated qualification.

The full list of valid codes and the learning activities to which they refer can be found on Qualification Wales' website.

Sample Data: C0000030

Learning Activity Category

Data set	**LearningActivity**	Field length	**1**
Field name	**Learning activity category**	Field type	**Alphanumeric**
CBDS Number	**190042**	Mandatory for	**All learners**

Description	Learning Activity Category
Reason required	To monitor delivery of learning activities delivered within the programme.
Valid entries	**M -** Main **O -** Other

Notes	The learning activity category is required for each learning activity that makes up a learning programme. An example of a 'Main' learning activity would be an AS-level, A-level, BTEC or Welsh Baccalaureate/Skills Challenge Certificate. 'Other' consists of any core and community learner industry focus (CLIF) components. This could include a GCSE resit or an industry specific requirement, e.g. Health and Safety Certificate. Where the learner is undertaking an Extended Diploma, the learning should be recorded against the most appropriate vocational programme. It must be ensured that all aspects of the vocational programmes are recorded. For example a learner undertaking 1 AS qualification and Level 3 Engineering Extended Diploma, whilst the predominant delivery is that of the vocational qualification, the additional general education qualifications should also be recorded as 'main'. A full description of each element can be found in the Post-16 Funding and Guidance Document at http://wales.gov.uk/topics/educationandskills/learningproviders/Post–16-planning-and-funding/guide-to-the-framework/?lang=en Sample Data: M

Date Commenced Learning Activity

Data set	**LearningActivity**	Field length	**10**
Field name	**Learning activity start date**	Field type	**Date**
CBDS Number	**P202**	Mandatory for	**All learners**

Description	Date Commenced Learning Activity
Reason required	To identify the start date of the learning activity and to be used with the end date to derive the duration of learning. For learning activities spanning more than one year the learning activity start date should always be the actual start date of the learning activity. For example, the start date of 2017-09-01 is a valid start date for a two year BTEC Extended Diploma learning activity continuing into the 2017-18 academic year. If a learning activity spans two academic years there would need to be a record in the following year's post–16 return to provide the remainder of the information.
Valid entries	Valid date in the format ccyy-mm-dd.

Notes	Date entered should be that when the pupil first attended classes aimed at delivering the stated learning activity. Where possible it is expected that schools will provide actual commencement dates and not default values. Sample Data: 2017-09-10

Expected End Date of Learning Activity

Data set	**LearningActivity**	Field length	**10**
Field name	**Learning activity expected end date**	Field type	**Date**
CBDS Number	**P203**	Mandatory for	**All learners**

Description	Expected End Date of Learning Activity
Reason required	To identify the expected end date of the learning activity and so monitor early withdrawals or transfers. The start date, coupled with the expected end date, is used to inform the duration of learning. The end of a two year course would need to be recorded in the following year's post–16 collection return to allow accurate calculation of performance.
Valid entries	In the format ccyy-mm-dd.

Notes	In the format ccyy-mm-dd. Date entered should be that when the pupil is expected to complete the classes aimed at delivering the stated learning activity. The date should be that when teaching is expected to be completed and **not** the date on which the pupil is expected to sit the exam. It is anticipated that the majority of pupils will be engaged in one year or two year learning activities. In these cases if a precise expected end date is not known then a default of XXXX-07-17 (where XXXX = Year of the collection period) may be input for one-year learning activities commencing in the collection period or two year learning activities commencing in the previous academic year. A default of XXXX+1-07-31 (where XXXX = Year of the collection period) should be used for two-year learning activities commencing in the collection period. Sample Data: 2018-07-06

Actual End Date of Learning Activity

Data set	**LearningActivity**	Field length	**10**
Field name	**Learning activity end date**	Field type	**Date**
CBDS Number	**P210**	Mandatory for	**All learners**

Description	Actual End Date of Learning Activity
Reason required	To identify the end date of the learning activity and to be used with the start date to derive the duration of learning.
Valid entries	Valid date in format ccyy-mm-dd. If Completion Status is 1 then **actual end date** should be set to **9999-12-31.** This is expected when the pupil completes the first year of a two year course in the academic year, i.e. the Welsh Baccalaureate. Where a pupil has left (i.e. Completion Status of 2 (completed the learning activity) 3 (withdrawn from the learning activity) 4 (transferred to a new learning activity)) then the actual end date for the programme or learning activity should be entered.
Notes	In the October post–16 collection it is expected that all two year learning activities continuing into a second year will be submitted with the default of '9999-12-31: continuing the learning activity', but it would be expected that one year learning activities will be completed with an actual end date. Sample Data**:** 2018-07-29

LLDD Indicator

Data set	**LearningActvity**	Field length	**1**
Field name	**LLDD learner**	Field type	**Alphanumeric**
CBDS Number	**P204**	Mandatory for	**All learners – for learning activities only**

Description	LLDD Indicator
Reason required	To monitor learners with learning difficulties and/or disabilities and whether they are learning in a discrete or mainstream environment. **This field <u>may</u> be used when calculating funding allocations.**
Valid entries	Learners with Learning Difficulties and/or Disabilities (LLDD) who are on discrete learning activities or mainstream learning activities. Valid values are: **0** not LLDD **1** LLDD enrolled on discrete learning activity **2** LLDD enrolled on mainstream learning activity
Notes	Code 1 should only be used where the learning activity relates to a pupil with a learning difficulty and/or disability who is accessing a learning environment where the pupils on the same learning activity also have learning difficulties and/or disabilities. Code 2 should be used where the learning activity relates to a pupil with a learning difficulty and/or disability who is accessing a learning environment where the majority of pupils on the same learning activity do not have learning difficulties and/or disabilities. Sample Data: 0

Learning Activity Delivered Through the Medium of Welsh

Data set	**LearningActivity**	Field length	**1**
Field name	**Welsh medium learning activity**	Field type	**Alphanumeric**
CBDS Number	**P205**	Mandatory for	**All learners – for learning activities only**

Description	Learning activity delivered through the medium of Welsh
Reason required	To monitor the medium of delivery of learning activities and if bilingually delivered in the teaching model adopted. **This field informs funding calculations. Learning activities delivered through the medium of Welsh or Bilingually (Welsh Bilingual) may qualify for the Welsh Medium/Bilingual uplift (dependant on activity undertaken).**
Valid entries	Whether a learning activity is delivered through the medium of Welsh, English or Bilingually. Valid values are: **E** learning activity only delivered through English **C** learning activity only delivered through Welsh **P** learning activity delivered bilingually – formal bilingual model **R** learning activity delivered through separate language groups in the same class
Notes	Learning Activity Delivered Through the Medium of Welsh information is required for learning activities only; it is not required for programmes: **E** should only be used if all aspects of learning are through the medium of English. **C** should be used if learning is solely through the medium of Welsh including written, oral and group work, and assessment/examination. There may be occasional and tightly controlled use of English terminology and key phrases to reinforce learning. **P** should be used if both English and Welsh in a class are

used alternately in a planned manner for different modules or component parts of a module with the language being used entirely for that component irrespective of whether the work is written, oral, group work or assessment. Students are taught as a class with no separate language groups.

R should be used if separate English and Welsh language groups are taught in the same class simultaneously. The Welsh language group may use Welsh amongst its members and the teacher/tutor (if that person is bilingual) for the whole class discussion.

Assessment is in either language.

Sample Data: P

Provider Delivering Learning

Data set	**LearningActivity**	Field length	**8**
Field name	**Learning activity provider**	Field type	**Alphanumeric**
CBDS Number	**P206**	Mandatory for	**All learners – for learning activities only**

Description	Provider delivering learning
Reason required	To identify where learning is being delivered and so the extent of franchising/sub-contracting/partnership arrangements between schools and other learning providers.
Valid entries	Please refer to Annex C for full list of valid codes

Notes

In most cases it is anticipated that the learning activity will be taught by the school at which the pupil is registered (and therefore the school which is making the post–16 collection return). If this is the case then your software should complete the field with the default value of **S0000000**. This code identifies the home school as the one providing the tuition. **It is not necessary or helpful to enter the school's own code in this field.**

The 'Main' school should also supply data about the Activities delivered by the other school showing that school's code.

Where a learning activity is delivered through a partnership / franchise or sub-contracted arrangement with another school or college then a code relating to that school or college should be completed in this field.

Where a pupil is taught by another organisation the school registering the pupil will show the pupil's Enrolment Status as 'Main' and will supply data about the Learning Activities which they deliver and those by the other school.

A full list of valid codes and the schools/providers to which they refer can be found in Annex C.

If a pupil is undertaking a learning activity at a provider for which there is no code given, then the school should e-mail post16.plasc@gov.wales with details regarding the

provider delivering the learning and will be advised on how to code the provider appropriately.

Sample Data: S0000000

Completion Status

Data set	**LearningActivity**	Field length	**1**
Field name	**Completion status**	Field type	**Alphanumeric**
CBDS Number	**P211**	Mandatory for	**All learners**

Description	Completion status
Reason required	To identify those learning activities for which pupils have successfully completed the required learning and those learning activities from which pupils have withdrawn or transferred.
Valid entries	Completion status at end of learning activity: 1 – continuing the learning activity (the default) 2 – completed the learning activity 3 – withdrawn from the learning activity 4 – transferred to a new learning activity

Notes

Definitions:

1 Continuing the learning activity. This means that the activity is continuing into the next collection period.

This code is no longer to be used for 'Cashing in'.

This will apply to activities that span a two year period (e.g. Skills Challenge Certificate or Welsh Baccalaureate) or where the whole activity is being redone/retaken/re-sat completely again**.**

Not to be used for re-entry into an exam.

2 Completed the learning activity. All elements of the activity have been completed.

3 Withdrawn from the learning activity. The activity has been dropped and has not been replaced by another activity. May lead to a change of programme reference. See the decision tree below.

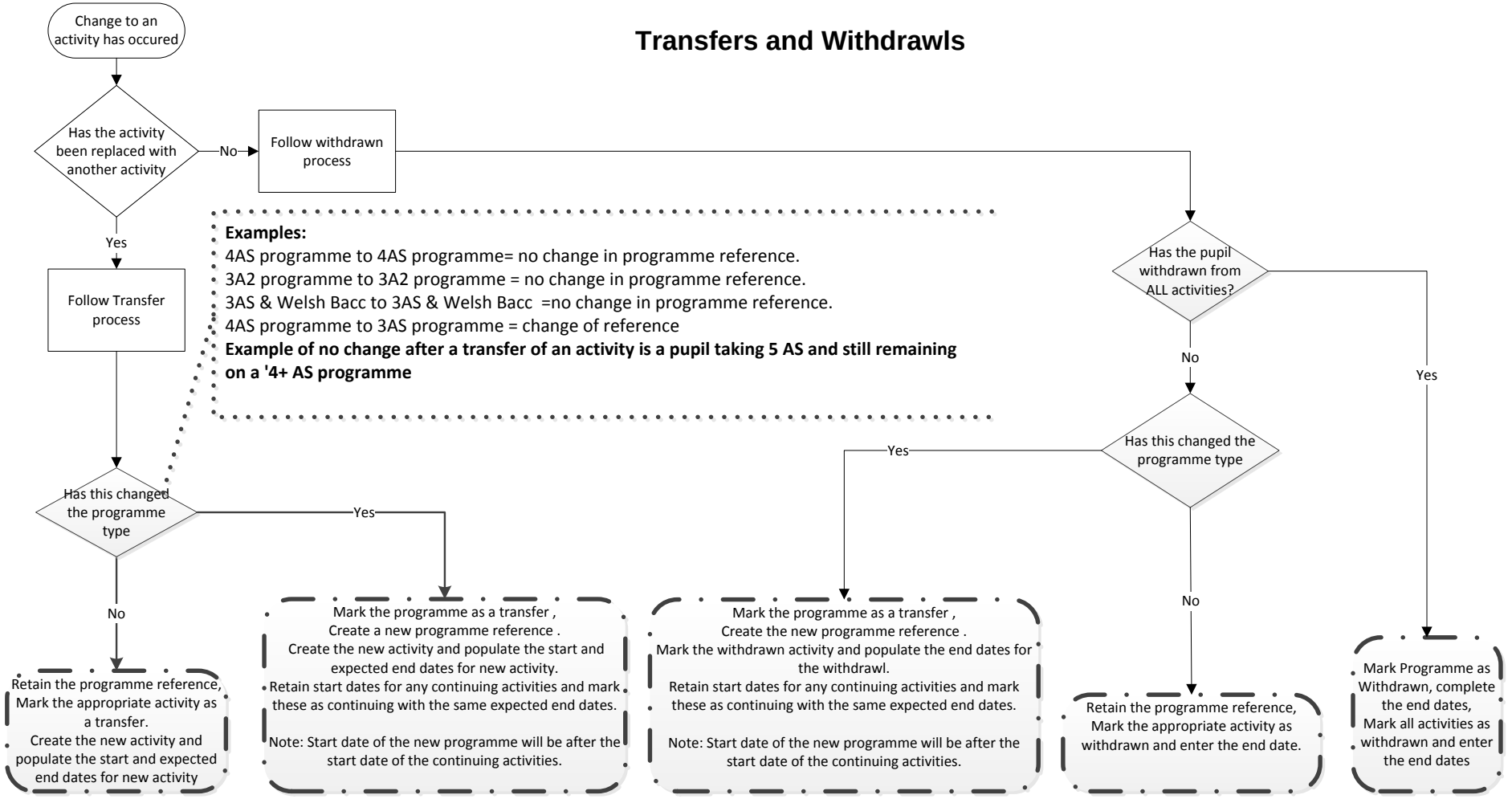
4 Transferred to a new learning activity. The activity has been dropped and has been replaced by a different learning activity of a similar or different activity type. May lead to a change of programme reference**.** See the decision tree below.

In the post-16 collection, it is expected that two year learning activities such as the Advanced level Skills Challenge Certificate and Welsh Baccalaureate will be continuing and so in these cases this field will be filled with the default of '1: continuing the learning activity'.

Sample Data: 1

Annex B: Completion status transfer/withdrawal decision tree

This decision tree has been compiled to assist in identifying the Completion Status 'transfers' and 'withdrawals' at activity and programme level.

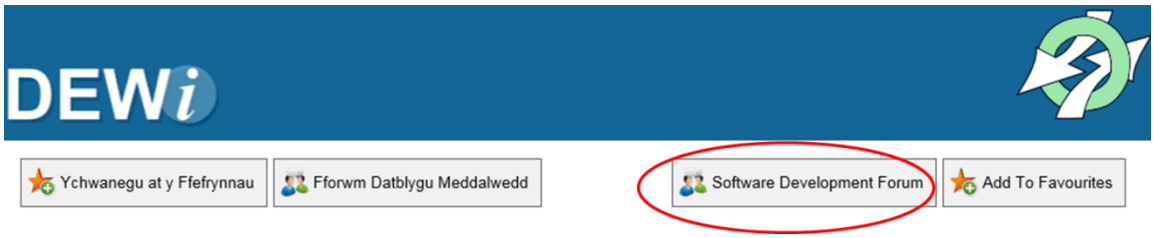


Annex C: Programmes, Providers and QWAD list

The programmes, providers and QWAD lists should be available from your system. Software suppliers receive this via DEWi**.**

Visit the DEWi site and click on ‘Software Development Forum’. Once there, navigate to Software Development Forum > CBDS > Modular CBDS > CBDS 1718 Look-up.

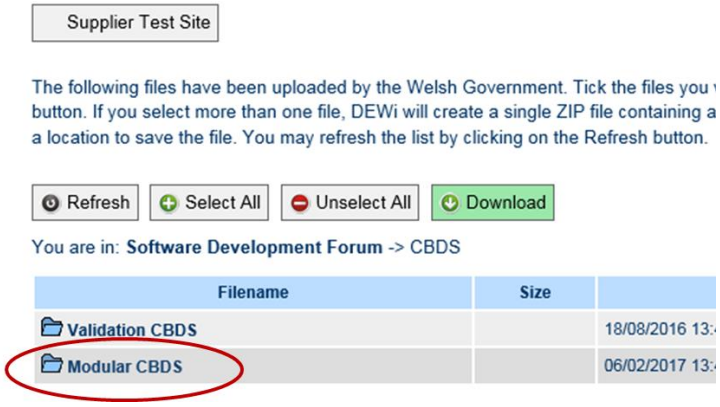
The latest version of the files will be here, and the latest version is the file name with the highest sequential number. This number is represented by an ‘x’ in the example below:



Click on ‘CBDS’

Filename	Size	Uploaded
PLASC January		19/01/2016 08:29
Summer Post-16 PLASC		16/02/2010 13:44
Post-16		27/09/2016 13:50
NDC		19/05/2016 15:29
Attendance collection		19/01/2016 08:32
XSLT		03/10/2016 13:48
CBDS		22/12/2009 10:53
SDF Papers		26/10/2016 11:50
Helpful Documents		13/02/2013 16:38
LA EOTAS collection		09/02/2017 14:40
Additional functionality		22/12/2009 10:53
Software Development Cycle		23/03/2016 11:46
Welsh National Tests		19/05/2016 15:28
NAW_A_COMP		15/12/2016 14:54

Click on ‘Modular CBDS’



Select the relevant file to download.

Annex D: Recording Welsh Baccalaureate with AS/AS-equivalent qualifications

To provide consistency in the completion of the Welsh Baccalaureate (WBQ), an example has been provided**.**

Table 7: 3 AS plus Welsh Baccalaureate return for Year 1 and 3 A2 plus Welsh Baccalaureate for Year 2

Year 1	Year 2
September 2018 collection **3AS + WBQ** **ProgID 001** Start date: 01/09/2017 Actual end date: 31/07/2018 Prog. ref = 0014C03B Prog. completion status = 2 (complete) Expected end date: 31/07/2018	**September 2019 collection** **3A2 + WBQ** **ProgID 002** Start date: 01/09/2018 Actual end date: 31/07/2019 Prog. ref = 0024C03B Prog. completion status = 2 (complete) Expected end date 31/7/19
ActivityID 001 (AS level) Start date: 01/09/2017 Actual end date: 31/07/2018 Completion status = 2 (complete) Expected end date: 31/07/2018	**ActivityID 001** (A level) Start date: 01/09/2018 Actual end date: 31/07/2019 Completion status = 2 (complete) Expected end date 31/07/2019
ActivityID 002 (AS level) Start date: 01/09/2017 Actual end date: 31/07/2018 Completion status = 2 (complete) Expected end date: 31/27/2018	**ActivityID 002** (A level) Start date: 01/09/2018 Actual end date: 31/07/2019 Completion status = 2 (complete) Expected end date 31/07/2019
ActivityID 003 (AS level) Start date: 01/09/2017 Actual end date: 31/07/2018 Completion status = 2 (complete) Expected end date: 31/07/2018	**ActivityID 003** (A level) Start date: 01/09/2018 Actual end date: 31/07/2019 Completion status = 2 (complete) Expected end date 31/07/2019
ActivityID 004 (WBQ) Start date: 01/09/2017 Actual end date: 31/07/2019 Completion status = **1 (continuing)** Expected end date: 31/07/2019	**ActivityID 004** (WBQ) Start date: 01/09/2017 Actual end date: 31/07/2019 Completion status = 2 (complete) Expected end date 31/07/2019
ActivityID 005 (WBQ Skills Challenge) Start date: 01/09/2017 Actual end date: 31/07/2019 Completion status = **1 (continuing)** Expected end date: 31/07/2019	**ActivityID 005** (WBQ Skills Challenge) Start date: 01/09/2017 Actual end date: 31/07/2019 Completion status = 2 (complete) Expected end date 31/07/2019

Year 1

At the end of year one, the programme will show as completed but two activities will be continuing into year 2 (WBQ and the WBQ Skills Challenge). Programme shows completed as all of the teaching/components expected to be undertaken as part of year 1 of the Welsh Baccalaureate/Skills Challenge Certificate activity have been completed.

The expected end date for the programme is 31/7/2018 but the expected end date of the WBQ and the WBQ Skills Challenge Certificate will be a year later 31/07/2019.

Year 2

The two activities that continued into year 2 will have start dates which are before the programme start date. WBQ and the WBQ Skills Challenge start date 01/09/17 but the programme start date is 01/09/18.

Annex E: Pupils who are registered at more than one educational establishment

Dual-registered pupils

Background

The issue of dual registration has caused a number of queries to be raised in relation to:

- the recording of pupil data and registration status within school information management systems;
- the reporting of pupil data in PLASC;
- provision of end of key stage teacher assessment outcomes within the National Data Collection (NDC) process;
- inclusion of pupil data and external examination achievements in end of Key Stage 4 school statistics - the Summary of Secondary School Performance (SSSP);
- the provision of pupil attendance data
- funding.

This note explains the basis on which schools maintained by local authorities should record registration status in their information management system and how the recording of this data will impact on the provision of assessment and other data and the calculation of statistics as outlined above.

Statutory requirements

Section 434 of the Education Act 1996 ('the Act') covers the registration of pupils. This section sets down the requirement for a register to be kept of specified information about all persons who are pupils at the school. It further provides for the National Assembly for Wales to make regulations specifying the basis on which registers can be inspected, the information to be recorded in the registers and the contents of the registers provided as part of periodic returns to the National Assembly, funding authorities or local authorities.
To decide who would need to be registered as a pupil at a school, we need to look at the following definitions in the Act:

- 'Pupil' means a person for whom education is being provided at a school, unless that person is aged 19 or over and is being provided with further education or they are receiving part time education, suitable for any person over compulsory school age;
- 'registered pupil', in relation to a school, means a person registered as a pupil at the school in the register kept under section 434 of the Act;
- 'registered', in relation to the parents of pupils at a school or in relation to the names or addresses of such parents or pupils, means shown in that register; and

- ‘school’ is defined by the Act to mean an institution for providing primary and/or secondary education whether or not it also provides further education.

Regulation 9 of the Education (Pupil Registration) (Wales) Regulations 2010 sets out that a pupil can be dually registered at a school (not being a pupil referral unit) and a pupil referral unit; or at a mainstream school and a special school.

School information management systems

School information management systems offer four categories for the recording of a pupil’s registration status:

C Current (single registration)

- Most pupils in most schools will be recorded as ‘Current’ for registration status.
- Details for these pupils will be included in PLASC returns.
- Pupils on roll with Current registration status in NCY 11 will be included in the denominator for calculation of statistics on the SSSP.
- Pupils on roll as at the second Tuesday of May with Current registration status and NCY of 2, 6 or 9 will be included in the National Data Collection.

M Current Main (dual registration – main establishment)

S Current Subsidiary (dual registration – secondary establishment)

Where pupils are dually registered between a mainstream school and pupil referral unit or special school, both establishments should maintain a pupil record for the pupil. One establishment should record the pupil’s registration status as Main and the other as Subsidiary.

In deciding which establishment is ‘Main’ or ‘Subsidiary’ a school should consider at which location the pupil is likely to spend the majority of their time during the academic year. For example:

- if a pupil spends a day a week at a special school or PRU then this should be their Subsidiary establishment;
- if a pupil is to attend a PRU full time for a limited period of perhaps a few weeks then return to the mainstream school the PRU would be the Subsidiary establishment;
- if a pupil is intended to spend over half of the academic year at the special school or PRU then records should show the special school or PRU as the Main establishment.

Where a dually registered pupil has a registration status of Main at the maintained school then:

- details for these pupils will be included in PLASC returns from both Main and Subsidiary establishments;
- PLASC data from both establishments will be linked on receipt by the Welsh Government;
- data will feed into the RSG or the planning and funding system dependent on pupil age against the Main establishment;
- pupils on roll with Main registration status and in NCY 11 will be included in the denominator and their results included in calculation of statistics on the SSSP;
- pupils on roll as at the second Tuesday of May with Main registration status and NCY of 2, 6 or 9 will be included in the NDC.

G Guest pupil

There is no formal definition for a guest pupil and this code should not generally be used.

Data for individuals with a registration status of Guest will not be included in the PLASC return, thus the information will not be included in formula calculations for RSG or the planning and funding system and no results information for such an individual would be included in the calculation of performance statistics.

In exceptional circumstances the code may be used where a school wishes to maintain a record for an individual over the age of 19 who is undertaking some activity on the school premises.

Recording and reporting data on dual-registered pupils

Overview

Where pupils are registered in more than one educational establishment e.g. dual registration in a mainstream school and a special school or a Pupil Referral Unit (PRU), both institutions should share responsibility for the pupil and should maintain a pupil record for that pupil. One establishment should record the pupil's registration status as 'Main' (M) and the other as 'Subsidiary' (S).

It is the responsibility of the 'Main' school to submit a complete attendance return for such pupils. This should include attendance data for the pupil for the times when they received their education at the Subsidiary establishment. **It should not automatically be assumed that the pupil is in attendance at the Subsidiary establishment until this has been confirmed to be the case.** Schools may wish to put systems in place where attendance information from the Subsidiary establishment is fed back to them on a daily or weekly basis for input into their information management system.

In cases where the pupil's registration status is 'Main' at a special school or PRU and 'Subsidiary' at a mainstream school, it is still the responsibility of the mainstream school to submit a completed attendance return for that pupil

for the whole academic year irrespective of whether their Main school was a special school or PRU.

Scenarios for dual-registered pupils

A ‘typical’ dual-registered pupil

For pupils who receive some of their educational provision at a PRU or special school either on a regular basis i.e. one or two days a week throughout the academic year or all their provision for a fixed period i.e. a school term before they are reintegrated back into the mainstream school, the mainstream school should be treated as the ‘Main’ (M) establishment and the PRU or special school as the ‘Subsidiary’ (S) establishment for enrolment status purposes. The mainstream school is responsible for submitting the appropriate statutory returns. This school should also take responsibility for setting up the appropriate communication systems with the PRU or special school to ensure the pupil is in attendance when they are supposed to be. For safeguarding and educational reasons, the mainstream school should follow up all unexplained and unexpected absences in a timely manner such as through ‘First Day Calling’ procedures.

If a pupil is excluded from the Main establishment but still attending the PRU, the Main establishment should record an authorised absence using code E. Even if the pupil attended a PRU or some other provision during the exclusion period, we would not want them recorded as 'present - attending other education provision'.

A dual-registered pupil on roll at a mainstream school but who attends a PRU or special school most, if not all, of the time

When a pupil receives more than 50% of their education provision at a PRU or special school, for enrolment status purposes the PRU should be treated as the ‘Main’ (M) establishment and the mainstream school as the ‘Subsidiary’ (S) establishment. The mainstream school still has responsibility for submitting the pupil’s statutory returns including the pupil’s attendance information. The mainstream school should also take responsibility for setting up the appropriate communication systems with the PRU or special school to ensure the pupil is in attendance when they are supposed to be. For safeguarding and educational reasons the PRU or special school should follow up all unexplained and unexpected absences in a timely manner such as through ‘First Day Calling’ procedures. The PRU or special school should provide the mainstream school with regular updates on the pupil’s educational progress and attendance.

A dual-registered pupil on roll at two mainstream schools

There are times when a pupil may be on roll at more than one mainstream school. For enrolment status purposes, the school where the pupil receives the majority of their provision should be treated as the ’Main’ (M) establishment and the other school as the ‘Subsidiary’ (S) establishment. The

‘Main’ School should take responsibility for setting up the appropriate communication systems with the other school to ensure the pupil is in attendance when they are supposed to be. For safeguarding and educational reasons the ‘Main’ school should follow up all unexplained and unexpected absences in a timely manner such as through ’First Day Calling’ procedures. Each school should share the pupil’s attendance information with each other to provide each school with a complete attendance record for the pupil.

In cases where a pupil is dually registered at two mainstream schools, their attendance data will be reported by both schools regardless of their enrolment status.

A pupil not on roll at any school who receives all their provision at a PRU

In certain circumstances, a child or young person is no longer on a school roll – because of permanent exclusion, for example. In this instance, the local authority is directly responsible for the child’s educational provision. For enrolment status purposes the PRU should be treated as the ‘Current’ establishment. For safeguarding and education reasons the PRU should follow up all unexplained and unexpected absences and liaise with the local authority as appropriate.

Attendance data will not be collected from pupil referral units.

Off-site activities

Educational activities that take place outside the normal school day are not recorded in the statutory attendance register. Off-site activities which take place during the school day can be recorded as approved educational activity but only if the activities meet the legislative requirements and the school has received confirmation that the activity took place during the session in question.

Gypsy/traveller children

Special circumstances apply where a pupil ‘has no fixed abode for the reason that his/her parent is engaged in a trade or business of such a nature as to require him/her to travel from place to place.’ In such cases, the pupil can be dual registered. The school where the pupil has attended when the parent is not travelling during the preceding 18 months is their ‘school of ordinary attendance’ - in practical terms this means the ‘school of ordinary attendance’ would record registration status as ‘Main’ (M) and the receiving school would record the pupil’s record with an enrolment status of ‘Subsidiary’ (S). Note that these pupils must also be recorded on the attendance register if they remain on the school admission register.

The school of Main attendance should take responsibility for setting up the appropriate communication systems with the other educational provider to ensure the pupil is in attendance when they are supposed to be. For

safeguarding and educational reasons the responsibility for following up on unexplained and unexpected absences in a timely manner falls to each school during the time in which the pupil is in situ. Each school should then share the pupil's attendance information with each other to provide each school with a complete attendance record for the pupil. Both schools will be responsible for submitting statutory returns for the pupil as required.

Where the school is aware that the pupil's family is known to be travelling but does not know if the pupil is attending educational provision, the school should mark the absence of the pupil as an authorised absence. If the pupil is known to be absent for reasons other than travelling (e.g. illness, unexplained absence) the appropriate absence code should be used.

14–19 Learning Pathways

As part of a pupil's Learning Pathway, schools may provide courses of study in collaboration with other schools (or other educational establishments). These may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school.

In such circumstances it is important that the pupil is assigned correctly to the pupil's home school. It is recommended that the school co-ordinating the pupil's Learning Pathway records the pupil with an enrolment status of 'Main' (M) and the receiving school records the pupil's enrolment status as 'Subsidiary' (S).

Attendance data will not be collected for post-16 secondary school pupils.

Post-16 pupils educated at more than one site

Post-16 pupils may receive part of their tuition at alternative locations through arrangement with their 'home' school. In such circumstances the 'home' school is that which has responsibility for arranging a pupil's courses of study at any alternative location(s).

The 'home' school should, for administrative purposes, record a post-16 pupil's registration status as 'Main' (M). This school should record **all** learning activity being undertaken by each pupil, recording the **appropriate provider code** for courses delivered by an alternative provider.

The alternative provider(s) should also maintain a pupil record for pupils on their premises to meet health and safety obligations and local management requirements. The subsidiary school should, for administrative purposes, record the post-16 pupil's registration status as 'Subsidiary' (S). This school should record the learning activities that they deliver to these pupils only.

Attendance data will not be collected for post-16 secondary school pupils.

Alternative provision (work placement, FE college, individual tuition, etc.)

Local authorities will sometimes have a small number of pupils who are on roll at mainstream schools but receive most, if not all, of their education in 'alternative provision' through work placement, FE college or individual tuition. As this provision is not technically a PRU or a special school the pupil should not be dual registered. In such cases pupils should be given a registration status of 'Current' (C) within the mainstream school's information management system. It remains the responsibility of the mainstream school to submit where applicable any statutory returns.

Managed moves/negotiated transfers

A pupil may be transferred to another school on a trial basis. In such a case, the original school will maintain the pupil's registration. If the receiving school decides to accept the pupil on a permanent basis then the registration will transfer at that time. However for the duration of the trial period it is recommended that the original school maintains the pupil's record with an enrolment status of 'Main' (M) and the receiving school maintains the pupil's record with an enrolment status of 'Subsidiary' (S).

Specialised units

In some local authority areas units may have been established to deliver specialised education services for pupils from schools in an extended area, not just in the school in which the unit is located. These units often provide special educational need support. In these circumstances it is recommended that the main registration school records the pupil with an enrolment status of 'Main' (M) and the school providing the specialist support records the pupil with an enrolment status of 'Subsidiary' (S).

Special school satellite classes

On certain occasions pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided either wholly or partly by teachers from the special school. These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school. It is recommended that the special school records the pupil's enrolment status as 'Current' (C). For health and safety purposes the maintained school may wish to record such pupils as a 'Guest' (G) within their information management system.

Purchased tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. In such circumstances it is important that the pupil is assigned correctly to the pupil's home school. It is recommended that the school co-ordinating the pupil's education records the pupil with an

enrolment status of ‘Main’ (M) and the receiving school records the pupil’s enrolment status as ‘Subsidiary’ (S).

If the provider is a commercial organisation, or an organisation outside the maintained school sector, then the pupil should be recorded with an enrolment status of ‘Current.