

# Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil  
Commission for Tertiary Education and Research

# Adult Community Learning Programme Specification

This version of the specification is valid  
until the FE sector is informed otherwise.

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Noddir gan  
**Lywodraeth Cymru**  
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## **1. Introduction**

This Programme Specification sets out the requirements for delivery of the Adult Community Learning programmes from a post-16 funding perspective<sup>1</sup>. It provides an overview of the requirements, including learner eligibility and entry conditions; and details the data submission and monitoring requirements in order that Medr can monitor delivery and learning outcomes for the Adult Community Learning provision.

This Specification also forms part of the Agreement between post-16 funded Institutions<sup>2</sup> and the Welsh Ministers for the delivery and funding of Adult Community Learning. You must ensure that your provision adheres to this Programme Specification.

## **2. Purpose of the Programme**

Medr provides funding for Adult Community Learning in the effort to give individuals accessible opportunities to develop new skills, gain knowledge, and enhance personal, social, and professional growth.

Key objectives include:

- **Skill Development:** offering courses that help adults improve their employability, such as digital, literacy, and numeracy skills.
- **Social Inclusion:** creating opportunities for people to connect, build relationships, and reduce social isolation.
- **Empowerment:** encouraging individuals to build confidence and take control of their personal and professional development.
- **Support a Welsh-language ethos and culture:** inspire individuals to develop their Welsh language skills.

Adult Community Learning aims to enable individuals to be outward looking, engaged citizens, encouraging participation in activity that develops cohesive communities and enhances the wider civic and cultural life.

## **3. Delivery Overview**

Adult Community Learning programmes can create a positive and impactful experience for all participants. To accomplish this, the following steps can be taken:

**Accessibility:** Courses should be easily accessible to all learners, including those with disabilities, language barriers, or other learning needs and support requirements.

**Flexibility:** Adults have busy schedules, so offering flexible learning options, such as evening or weekend classes, self-paced modules, and online courses, is crucial.

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<sup>1</sup> Medr will be developing over the next period (before the start of 2026/27 academic year), in consultation with stakeholders, its Adult Community Learning policy to meet with Strategic Plan commitments and Welsh Government expectations.

<sup>2</sup> This relates to both the Adult Community Learning providers within the Local Authorities and the Further Education Institutions in Wales.

**Supportive Environment:** Creating a welcoming and supportive atmosphere helps learners feel comfortable and confident. This includes providing encouragement, constructive feedback, and opportunities for peer support.

**Holistic Approach:** Ensuring full engagement by tailoring support to meet diverse learning needs. When working towards inclusive participation, recognising that some individuals may require additional assistance.

**Relevance:** Learning content should be relevant to the learners' personal, professional, and community interests. This ensures that the material is meaningful and applicable to their lives.

**Interactivity:** Interactive teaching methods, such as group discussions, problem-solving activities, and collaborative projects, help keep learners engaged and encourage active participation.

**Practical Application:** Courses should emphasise hands-on, experiential learning that allows learners to apply new skills and knowledge in real-world situations. This might include workshops, simulations, and community projects.

**Community Involvement:** Involving the community in the learning process can create a sense of belonging and purpose. This might include partnerships with local organisations, community service projects, and intergenerational learning activities. This promotes knowledge sharing and community bonding.

**Continuous Improvement:** Regularly evaluating and updating courses based on feedback and changing needs helps ensure that the learning experience remains relevant and effective.

**Lifelong Learning:** Encourage a culture of lifelong learning by offering a variety of courses and activities that cater to different interests and skill levels. This helps learners continue to grow and develop over time.

#### **4. Learner Eligibility and Entry Requirements**

To be eligible for the programme, individuals must:

- reside legally in Wales; and
- be aged 19 years old or over.<sup>3</sup>

Individuals are deemed ineligible if, at point of application, they are:

- under the age of 19; or
- attending higher-education or full-time further-education; or
- in receipt of an Assembly Learning Grant or Education Maintenance Allowance; or
- in Welsh Government funded Work Based Learning; or
- an ineligible overseas national.

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<sup>3</sup> Age criteria is to be validated at point of course commencement.

## 5. Programme Content

Arrangements must be in place for meeting the essential skills needs of any learner requiring learning at Level 2 or below, either through their own delivery of appropriate essential skills qualifications and/or additional learning support; or arrangements with another provider which can deliver the appropriate learning or support. Where learners are referred to another provider for essential skills learning or support, there must be documented arrangements in place to manage the referral.

### **Essential Skills**

Post-16 funded institutions are required to have a strategy for essential skills which includes:

- communication (formally known as literacy);
- application of number (formally known as numeracy); and
- digital literacy (formally known as ICT).

The strategy must include arrangements for carrying out an Initial and Diagnostic Assessment (IA)<sup>4</sup> within the specific essential skills subject area for all learners accessing Essential Skills Provision.

### **Welsh-medium and Bilingual Learning**

Adult Community Learning providers are required to support the development of the Welsh language as a skill in the workplace and facilitate the take-up of Welsh-medium and bilingual education and training in line with the aims of the *Cymraeg 2050: Welsh language strategy*<sup>5</sup> and specifically to: 'develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace'.

Institutions must create demand for Welsh-medium provision by creating an ethos where learners can proactively engage with the Welsh language in all social and learning environments, and you must actively plan for:

- a) more learners studying and being assessed through the medium of Welsh;
- b) more learners using the Welsh language in the classroom and socially.

You are required to have an up to date Welsh-medium and Bilingual Strategy which specifically addresses the learning provision; enabling learners to continue with their Welsh language skills. The Strategy should also demonstrate how you contribute towards Cymraeg 2050; this will be in addition to complying with the Welsh Language Standards.

## 6. Data Submission Requirements

Medr will use data from the Lifelong Learning Wales Record (LLWR) to monitor Adult Community Learning programmes delivery and performance outcomes

<sup>4</sup> Providers may use an essential skills diagnostic system of their choice.

<sup>5</sup> See [Cymraeg 2050: Welsh language strategy](#).

In line with the conditions set out in the annual *Grant Award Letter*, institutions must ensure that data is submitted in the correct format and in a timely manner.

The LLWR User Support Manual<sup>6</sup> sets out the guidelines that institutions should follow when submitting LLWR data for the current academic year.

In terms of Learning Area Programme codes (LP74), the following principles apply:

- a) If the provision is a General Certificate of Secondary Education (GCSE), then the relevant Part Time General Education code must be used.
- b) If the provision relates to an accredited qualification, designated by Qualification Wales<sup>7</sup> as eligible for public funding, then the Part Time Vocational code that is relevant to the respective Sector Subject Area (SSA) must be used.
- c) If the provision is assessable but not a full qualification is delivered (for e.g. Agored Cymru units), then a similar approach to above point b) must be followed.
- d) If the provision is non-assessable learning, then the Part Time Generic code that is relevant to the respective Sector Subject Area (SSA) should be used.

The full list of relevant programme codes can be found in Annex A.

## **7. Monitoring and Audit**

Monitoring and audit will play a role in ensuring that the guidance is being applied consistently and to help assess whether policies, procedures and controls are adequate.

### ***Monitoring Approach***

The approach to monitoring will focus on the following areas:

- compliance with the programme's specifications; and
- learning outcomes for the programme.

This will be achieved through end-of period monitoring via a Certificate of Expenditure and a data matching exercise.

### ***Compliance with Programme Specification***

Medr will use the data submitted via the LLWR to monitor compliance with the programme specification. This will include:

- monitoring of the correct programme codes (LP74) being used; and
- monitoring of the activity datasets to ensure that delivery requirements are being met.

### ***Learning Outcomes***

Learner progression and destination is a key performance measure for the programme and crucial in evaluating programme delivery.

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<sup>6</sup> See [Lifelong Learning Wales Record \(LLWR\)](#).

<sup>7</sup> See [Qualifications in Wales](#).

## 8. **Contact Details**

For any queries relating to the content of this Programme Specification, please contact Medr at the following mailbox: [InvestmentandPerformance@medr.cymru](mailto:InvestmentandPerformance@medr.cymru).

## 9. Annexes

### A. Programme Directory Codes

#### Part Time General Education

Subject Sector Area	Programme Title	Programme Code
0	GCSE Maths Resit	0001A02P
0	GCSE English Resit	0001B02P
0	GCSE Welsh (First Language) Resit	0001C02P
95	Engagement Activities	9500AXXP
0	GCSE Learning	0001A02S

#### Part Time Vocational

Sector Subject Areas	Programme Title	Programme Code
1.1	Medicine and Dentistry	0101XXXV
1.2	Nursing and Subjects and Vocations Allied to Medicine	0102XXXV
1.3	Health and Social Care	0103XXXV
1.4	Public Services	0104XXXV
1.5	Childcare Development and Well Being	0105XXXV
2.1	Science	0201XXXV
2.2	Mathematics and Statistics	0202XXXV
3.1	Agriculture	0301XXXV
3.2	Horticulture and Forestry	0302XXXV
3.3	Animal care and Veterinary Science	0303XXXV
3.4	Environmental Conservation	0304XXXV
4.1	Engineering	0401XXXV
4.2	Manufacturing Technologies	0402XXXV
4.3	Transportation Operations and Maintenance	0403XXXV
5.1	Architecture	0501XXXV
5.2	Building and Construction	0502XXXV
5.3	Urban, Rural and Regional Planning	0503XXXV
6.1	ICT Practitioners	0601XXXV
6.2	ICT for Users	0602XXXV
7.1	Retailing and Wholesaling	0701XXXV
7.2	Warehousing and Distribution	0702XXXV
7.3	Service Enterprises	0703XXXV
7.4	Hospitality and Catering	0704XXXV
8.1	Sport, Leisure and Recreation	0801XXXV
8.2	Travel and Tourism	0802XXXV
9.1	Performing Arts	0901XXXV
9.2	Crafts, Creative Arts and Design	0902XXXV
9.3	Media and Communication	0903XXXV
9.4	Publishing and Information Services	0904XXXV
10.1	History	1001XXXV
10.2	Archaeology and Archaeological Sciences	1002XXXV
10.3	Philosophy	1003XXXV
10.4	Theology and Religious Studies	1004XXXV



11.1	Geography	1101XXXV
11.2	Sociology and Social Policy	1102XXXV
11.3	Politics	1103XXXV
11.4	Economics	1104XXXV
11.5	Anthropology	1105XXXV
12.1	Languages, Literature and Culture of the British Isles	1201XXXV
12.2	Other Languages, Literature and Culture	1202XXXV
12.3	Linguistics	1203XXXV
13.1	Teaching and Lecturing	1301XXXV
13.2	Direct Learning Support	1302XXXV
14.1	Independent Living Skills (Moderate)	1401AXXV
14.1	Independent Living Skills (Profound)	1401BXXV
14.1	ESOL	1401CXXV
14.1	Adult Basic Education	1401DXXV
14.1	Foundations for Learning and Life	1401XXXV
14.2	Preparation for Life and Work	1402AXXV
15.1	Accounting and Finance	1501XXXV
15.2	Administration	1502XXXV
15.3	Business Management	1503XXXV
15.4	Marketing and Sales	1504XXXV
15.5	Law and Legal Services	1505XXXV

## Part Time Generic

Subject Sector Area	Programme Title	Programme Code
1	Health, Public Services and Care	0100XXXG
2	Science and Mathematics	0200XXXG
3	Agriculture, Horticulture and Animal Care	0300XXXG
4	Engineering and Manufacturing Technologies	0400XXXG
5	Construction, Planning and the Built Environment	0500XXXG
6	Information and Communication Technology	0600XXXG
7	Retail and Commercial Enterprise	0700XXXG
8	Leisure, Travel and Tourism	0800XXXG
9	Arts, Media and Publishing	0900XXXG
10	History, Philosophy and Theology	1000XXXG
11	Social Sciences	1100XXXG
12	Languages, Literature and Culture	1200XXXG
13	Education and Training	1300XXXG
14	Independent Living Skills (Moderate)	1401AXXG
14	Independent Living Skills (Profound)	1401BXXG
14	ESOL	1401CXXG
14	Adult Basic Education	1401DXXG
14	Preparation for Life and Work	1402AXXG
15	Business, Administration and Law	1500XXXG

## **B. Guidance on Assigning the ACL Provision to Sector Subject Areas (SSAs)**

### SSA 1 - Health, Public Services and Care

#### 1.1 - Medicine and dentistry

Description: Studies and skills in medicine and dentistry. This includes diagnosing, treating or preventing illness, disease and other damage to the human body.

Possible course content: Dental nursing; Dental technology Health professional; Orthodontics; Medical toxicology and ophthalmology; Pre-clinical and clinical dentistry; Pre-clinical and clinical medicine.

#### 1.2 - Nursing, and subjects and vocations allied to medicine

Description: Studies and skills in nursing and other subjects and vocations allied to medicine and dentistry. This excludes studies and skills relating to health and social care as these are included in SSA 1.3.

Possible course content: Acupuncture; Anatomy; Ambulance practitioner; Aural and oral sciences; Complementary therapy; Holistic therapies; Hypnotherapy; Medical technology; Midwifery; Nursing; Nutrition for health; Paramedic; Pathology; Pharmacology; Pharmacy; Physiology; Phlebotomy; Surgical aesthetic treatments; Toxicology (other than medical toxicology).

#### 1.3 - Health and social care

Description: Studies and skills in general health, well-being and social care. This includes health and safety, social work and first aid. This excludes studies and skills relating to general health and well-being in children, as these are included in SSA 1.5, and sport and exercise used to improve health and wellbeing which are included in SSA 8.1.

Possible course content: Care services; Care worker; Community work; Counselling; First aid; First person on scene; Health and safety; Health and social care; Health practitioner; Healthcare; Health education; Mental health work; Personal social services; Social work; Youth work or services.

#### 1.4 - Public services

Description: Studies and skills in the provision of public sector services. This excludes education which is included in SSA 13 and Youth justice which is included in SSA 15.5.

Possible course content: Ambulance services; Central and local government services; Cleaning in public sector settings; Door supervision; Emergency services; Fire safety and services; Prison services; Protective services; Public services including housing; Security services; Uniformed services including armed forces and police services; Waste management in public sector settings.

#### 1.5 - Child development and well being

Description: Studies and skills in child development and the general health and well-being of pre-school age children and babies. This excludes studies and skills relating to education for school age children which is included in SSA 13 and Youth Justice which is included in SSA 15.5.

Possible course content: Caring for babies and children; Childcare; Child development; Early years education; Parenting; Play work.

## SSA 2 – Science and Mathematics

### 2.1 – Science

Description: Studies and skills in science, scientific models and principles, supported by observation, experiment and measurement.

Possible course content: Astronomy; Applied science; Biochemistry; Biology; Biophysics; Biotechnology; Botany; Chemistry; Climatology; Environmental science; Epidemiology; Forensic science; Food science; Genetics; Geology; Meteorology; Materials science; Microbiology; Molecular biology; Ocean sciences; Physics; Psychology; Plant science; Research scientist; Science technician; Space science; Zoology.

### 2.2 - Mathematics and statistics

Description: Studies and skills in mathematics and statistics. This includes the measurement, properties and relationships of quantities and sets, using numbers and symbols.

Possible course content: Functions and graphs; Further mathematics; Mathematics; Statistics.

## SSA 3 - Agriculture, Horticulture and Animal Care

### 3.1 – Agriculture

Description: Studies and skills in farming and agriculture on land or in water. This includes cultivating soil, growing crops, breeding and raising livestock and fish.

Possible course content: Agricultural and garden machinery; Agriculture; Agricultural sciences; Aquaculture; Fertiliser application; Fisheries management; Land or countryside management; Land-based engineering and technology; Livestock management; Mixed farming; Pesticide management.

### 3.2 - Horticulture and forestry

Description: Studies and skills in the cultivation of fruits, vegetables, flowers, ornamental plants and gardens. This includes the planting, cultivation, maintenance and management of woods, forests and landscapes.

Possible course content: Amenity horticulture; Arboriculture; Floristry; Forestry; Landscape horticulture; Production horticulture; Tree work.

### 3.3 - Animal care and veterinary science

Description: Studies and skills in the observation, diagnosis and treatment of illness, disease or damage to animals. This includes studies and skills concerned with animals, their care, nutrition, treatment and management.

Possible course content: Animal care and welfare; Care and study of zoo animals; Farriery; Grooming; Horse riding and care (including racehorses); Pest control; Veterinary medicine and nursing.

### 3.4 - Environmental conservation

Description: Studies and skills in the management, protection and sustainability of natural resources and the environment.

Possible course content: Conservation; Conservation consultancy and control; Ecology; Environmental conservation; Environmental management; Environmental science; Sustainability.

## SSA 4 - Engineering and Manufacturing Technologies

### 4.1 – Engineering

Description: Studies and skills in the design, development, manufacture and operation of machines, processes and systems. This includes improvements to processes and systems.

Possible course content: Aerospace engineering; Automotive engineering; Communications Infrastructures; Electronic engineering; Gas engineering; General engineering; Information transmitting technologies; Maintenance electrical or electricity distribution; Mechanical engineering; Minerals extraction; Naval engineering, Performing engineering operations; Process and energy engineering; Production and manufacturing engineering; Servicing; Transmission engineering; Welding.

### 4.2 – Manufacturing technologies

Description: Studies and skills in making or processing a raw material or product and associated technologies. This includes food manufacturing and improvements to processes and systems but excludes food science which is included in SSA 2.1 and production and manufacturing engineering as these are included in SSA 4.1.

Possible course content: Aerospace technology; Automotive technology; Coatings technology; Design and technology (electronic products, graphic products, resistant materials technology, systems and control, textiles technology); Electronic product assembly; Food and drink manufacturing; Industrial biotechnology; Manufacturing (ceramics; clothing; footwear; furniture; glass; jewellery; leather; optical; packaging; paper; steels; surface coatings; textiles); Manufacturing operations; Manufacturing processes; Maritime technology; Materials technology; Metallurgy; Minerals technology; Plant installation and maintenance; Printing; Polymers; Textiles and upholstery.

### 4.3 - Transportation operations and maintenance

Description: Studies and skills in the operation and maintenance of modes of transportation and the movement of people, animals and goods. This includes improvements to processes and systems.

Possible course content: Aviation; Driving instruction; Handling air passengers; Maritime; Motor vehicle; Processing air passengers; Road user studies; Transport driver; Transport maintenance; Transport operations.

## SSA 5 - Construction, Planning and the Built Environment

### 5.1 – Architecture

Description: Studies and skills in the design, management and understanding of structures and creation of outdoor areas such as parks or gardens.

Possible course content: Architecture; Architectural design theory; Architectural technology; Landscape design; Technical design (built environment); Technical drawing (built environment).

### 5.2 - Building and construction

Description: Studies and skills in building and construction trades. This includes quantity surveying, building services engineering, civil engineering and the built environment.

Possible course content: Building services; Building services engineering; Bricklaying; Carpentry and joinery; Civil engineering; Cladding; Construction; Construction planning; Electrical installation and maintenance; Fenestration and glazing; Hazardous waste

removal; Heating technician; Highways construction; Insulation installation; Installation and maintenance; Painting and decoration; Piling operations; Plastering; Plumbing; Quantity surveying; Roofing; Site management; Specialised plant machinery; Stone masonry; Surveying; Sustainable construction Trades in building superstructure and substructure construction; Tiling; Tunnelling operations.

### 5.3 - Urban, rural and regional planning

Description: Studies and skills in urban, rural and regional planning. This includes the interaction between town and country land use and the use of land for building.

Possible course content: Planning (regional, rural, urban); Infrastructure design; Planning legislation; Sustainable living spaces.

## SSA 6 – Information and Communication Technology

### 6.1 – ICT Practitioners

Description: Studies and skills in the design, development, testing, installation, maintenance, support and management of digital and information technologies (hardware and software), architectures, systems and networks. This includes managing, maintaining and analysing data.

Possible course content: Coding; Computer science; Computing; Cyber security; Digital business services; Data; Information technology; Networking; Programming; Software development.

### 6.2 – ICT for Users

Description: Studies and skills in using digital technology for life, study and in the workplace.

Possible course content: Digital skills; Internet safety; Using and interpreting data for life, study and in the workplace; Using IT systems.

## SSA 7 - Retail and Commercial Enterprise

### 7.1 - Retailing and wholesaling

Description: Studies and skills in the selling of goods in retail or wholesale.

Possible course content: Customer service; Fashion and clothing retail; Retail; Retail operations; Retail sales; Visual merchandising.

### 7.2 - Warehousing and distribution

Description: Studies and skills in the storage, distribution and movement of goods usually, but not exclusively, for resale or wholesale.

Possible course content: Distribution control; Distribution operations and services; Distribution and warehouse operations; Exporting; Importing; Logistics; Packing; Storage operations.

### 7.3 - Service enterprises

Description: Studies and skills in the provision of services to consumers, customers or businesses in the private sector.

Possible course content: Barbering; Beauty services; Cleaning; Facilities services; Hairdressing; Letting and property management; Make-up artistry; Make-up for media performance; Massage; Nails; Non-surgical aesthetic treatments; Piercing; Tattooing; Wigs.

#### 7.4 - Hospitality and catering

Description: Studies and skills in hospitality and catering in domestic or industrial environments, and the processes of food and beverage development. This includes studies and skills in food preparation and nutrition.

Possible course content: Accommodation services; Bar service; Cake decorating; Catering; Food and drink service; Food hygiene; Food preparation and cooking; Food preparation and nutrition; Front office operations; Hospitality service; International cooking; Operation of licensed premises.

### SSA 8 - Leisure, Travel and Tourism

#### 8.1 - Sport, leisure and recreation

Description: Studies and skills in competitive and non-competitive physical activities, including those participated in for fitness and wellbeing. This excludes arts and crafts which are included in SSA 9.2.

Possible course content: Activity leadership; Coaching; Community exercise; eSports; Exercise and fitness professional; Leisure and recreation; Lifeguard; Nutrition for exercise or physical activity; Personal training; Physical education; Spectator safety; Sports science or studies.

#### 8.2 - Travel and tourism

Description: Studies and skills related to travel and tourism including understanding the sector and its economic, social and environmental impacts.

Possible course content: Air cabin crew; Ecotourism; Heritage and visitor attractions; Leisure and business travel; Resort operations; Tour operations; Travel and tourism; Travel services.

### SSA 9 - Arts, Media and Publishing

#### 9.1 - Performing arts

Description: Studies and skills in performing arts including performance and the theory, history, management and production of performing arts.

Possible course content: Choreography; Circus performance; Dance; Drama; Film and media performance; Music; Music and theatre production; Musical theatre performance; Music technology; Speech; Theatre studies.

#### 9.2 - Crafts, creative arts and design

Description: Studies and skills in and related to crafts, creative arts and design, including cultural and historic contexts. This includes fine art and photography and the history, management and production of crafts and works of creative art.

Possible course content: Art and design; Ceramics; Clothing or fashion design; Craftsperson; Creative crafts; Fine art; Graphic communication; Graphic design; History of art; Illustration; Interior design; Multimedia design; Photography; Textile design; Three-dimensional design.

#### 9.3 - Media and communication

Description: Studies and skills in communication between people through broadcasting media, cinema and the press. This includes the study of the media, industry, technical innovations and the role of audiences.

Possible course content: Animation techniques; Communication; Event production; Film; Film and sound recording; Journalism; Media studies; Moving image techniques; Directing and producing motion pictures; Radio production; Visual and audio effects.

#### 9.4 - Publishing and information services

Description: Studies and skills in publishing and information services. This includes mass communication, publicity studies and documentation.

Possible course content: Information management; Library and information services; Publishing.

### SSA 10 - History, Philosophy and Theology

#### 10.1 – History

Description: Studies and skills in understanding the past including aspects of political, religious, social, cultural, aesthetic, economic, technological, and scientific history from different cultures and periods. This excludes History of art which is included in 9.2 Crafts, creative arts and design.

Possible course content: History; History by period History by topic.

#### 10.2 - Archaeology and archaeological sciences

Description: Studies and skills in understanding past human societies from the analysis and investigation of material remains from excavations of past cultures and other resources to reconstruct and understand the past.

Possible course content: Archaeology; Archaeological conservation; Archaeological techniques.

#### 10.3 – Philosophy

Description: Studies and skills in the critical examination of fundamental beliefs about meaning, truth and reality, right and wrong.

Possible course content: Critical thinking; Metaphysics; Philosophy.

#### 10.4 - Theology and religious studies

Description: Studies and skills in theology and religious studies. This includes the nature of beliefs in their social context.

Possible course content: Applied theology; Divinity; Religious education; Religious writings; Theology.

### SSA 11 - Social Sciences

#### 11.1 – Geography

Description: Studies and skills in understanding geographical places and environments and the relationship between people and their environments. This includes skills related to geography, such as cartography.

Possible course content: Cartography; Geographical information systems; Geography (agricultural geography, economic geography, historical geography, human geography; political geography, physical geography; transport geography, urban geography).

#### 11.2 - Sociology and social policy



Description: Studies and skills in contemporary social processes and structures, and related issues and debates. This includes the application of skills related to sociological methodology and research.

Possible course content: Criminology; Ethnicity; Political sociology; Sociology; Social policy; Socioeconomics; Social theory.

### 11.3 – Politics

Description: Studies and skills in the nature of politics and the relationship between political ideas, institutions and processes. This includes the development of skills of critical enquiry and communication surrounding politics.

Possible course content: Government; International politics; International relations; Political systems and theories; Politics; UK government or parliamentary studies.

### 11.4 – Economics

Description: Studies and skills in economics including the production, distribution and consumption of resources, together with the organisational frameworks related to these processes.

Possible course content: Applied economics; Econometrics; Economics (economic systems, international economics, macroeconomics, microeconomics, political economics); Sustainable development.

### 11.5 – Anthropology

Description: Studies and skills in the origins and development of human societies and cultures.

Possible course content: Anthropology; Physical and biological anthropology; Social and cultural anthropology.

## SSA 12 - Languages, Literature and Culture

### 12.1 - Languages, literature and culture of the British Isles

Description: Studies and skills in the languages, literature and culture of the British Isles. This includes the structure of the language, its history, grammar and use.

Possible course content: Celtic studies; English; English language; English language and literature; English literature; Irish; Welsh; British Sign Language (BSL).

### 12.2 - Other languages, literature and culture

Description: Studies and skills in ancient and modern foreign languages. This includes the structure, history, grammar and use, study of culture and literature, interpretation and translation. This excludes languages of the British Isles (for example, British Sign Language) which are included in SSA 12.1.

Possible course content: American studies; Ancient or biblical Hebrew; Ancient language studies; Arabic; Asian studies; Bengali; Braille; Chinese languages; Classical Greek; Dutch; European studies; French; German; Gujarati; Irish sign language; Italian; Japanese; Latin; Modern and foreign languages; Modern Greek; Modern Hebrew; Persian; Polish; Portuguese; Punjabi; Russian; Spanish; Turkish; Urdu; Community interpreting.

### 12.3 – Linguistics

Description: Studies and skills of structure, development, acquisition and variation of language. This includes studies and skills in semiotics.

Possible course content: Linguistics; Semiotics.



## SSA 13 - Education and Training

### 13.1 – Teaching and lecturing

Description: Studies and skills in teaching or training in contexts such as schools, further education, adult and community education, universities and work-based learning. This includes studies and skills leading to qualified teacher status and the study of the theory and process of education.

Possible course content: Assessment principles; Education studies; Learning and development; Lecturing; Quality assurance in assessment; Research and skills in education; Teaching; Teaching English to Speakers of Other Languages (TESOL); Training assessors; Training teachers.

### 13.2 – Direct learning support

Description: Studies and skills in directly supporting teaching and learning in contexts such as schools, further education, adult and community education, universities and work-based learning.

Possible course content: Education technician; Support staff in further education or community learning; Supporting learning in adult basic skills; Supporting learning in HE; Supporting learning in work-based training; Supporting the learning of learners with Special Educational Needs and Disability (SEND); Teaching assistants in schools.

## SSA 14 - Preparation for Life and Work

### 14.1 - Foundations for learning and life

Description: Introductory studies and skills that enable personal development and prepare individuals for learning and life, including English for Speakers of Other Languages (ESOL). This excludes essential digital skills which is included in SSA 6.2.

Possible course content: Adult literacy (14.1D); Adult numeracy (14.1D); Assertiveness (14.1X); Basic or essential skills (14.1D); Citizenship (14.1C); Independent living (14.1A/14.1B); Learning skills (14.1X); Life skills (14.1X); Personal and social development (14.1X); Team working (14.1X).

### 14.2 - Preparation for work

Description: Studies and skills that prepare individuals for work.

Possible course content: Employability skills; Job seeking skills; Preparation for employment; Return-to-work skills; Skills for working life; Work skills.

## SSA 15 - Business, Administration and Law

### 15.1 - Accounting and finance

Description: Studies and skills in accounting and finance including the rules, standards and methods of financial accounting, studies and skills in financial systems, regulations and reporting.

Possible course content: Accountancy or Accounting; Accounting administration; Accounting theory; Audit; Banking; Book-keeping; Finance; Financial advice; Financial compliance; Financial planning; Financial services; Financial studies; Insurance; Investment; Mortgage advice; Taxation.

### 15.2 – Administration

Description: Studies and skills in the management and application of the processes undertaken in a business or organisation. This includes the organisation of people, information, and other resources to achieve organisational objectives.

Possible course content: Administration; Office skills, Payroll administration; Pensions administration; Secretarial skills.

### 15.3 - Business management

Description: Studies and skills in planning, organising, directing, and controlling the activities of a business or organisation to achieve its goals and objectives.

Possible course content: Business and management consultancy; Business improvement techniques; Business information; Business start-up; Business sustainability; Corporate responsibility; Human resource strategy and management; Leadership; Management techniques; Management; Operational management; Procurement; Project management; Public relations; Quality management; Strategic management; Team leading.

### 15.4 - Marketing and sales

Description: Studies and skills in marketing products and services to generate revenue for an organisation.

Possible course content: Account management; Advertising; Brand management; Customer relationship management; Digital and online marketing; Marketing; Marketing communications; Market research; Merchandising; Sales.

### 15.5 - Law and legal services

Description: Studies and skills in the practise of law and the provision of legal services. This includes study of the legal system.

Possible course content: Conveyancing; Criminal and civil justice; Enforcement; Jurisprudence; Law; Legal services; Paralegal; Probate; Youth justice.

## Additional considerations for assigning courses to SSAs

In addition to the descriptions and lists of possible course content set out above, this additional guidance is designed to help assign cross cutting courses and courses that appear to cover more than one SSA.

In instances where a course is assessing a generic skill, such as leadership, it would be appropriate to assign the course to the SSA for the relevant skill area (15.3), rather than the sector or context in which the skill is taught.

For example, a course in numeracy (the skill) for the construction sector (the context), would be more appropriately placed with other numeracy courses (14.1D), rather than with courses that are related to studies and skills in construction.

Courses which develop skills being taught in the context of emerging sectors, for example, skills for 'green jobs', would be best placed in the relevant skill area. For example, skills related to helping organisations to manage the resources they use and the waste they generate according to environmentally friendly principles, would be best placed in SSA 15 – Business, Administration and Law. Whereas skills in environmental and conservation tasks would be best placed in SSA 3 – Agriculture, Horticulture and Animal Care.

If a course could be assigned to more than one SSA, providers are best placed to make a best-fit judgement on which SSA is most relevant to the course based on the content.

For example, a course covering business management and marketing could be assigned to either SSA 15.3 Business management or 15.4 Marketing and sales. If more of the content covers business management, Medr would expect providers to select that SSA.

### C. LLWR Datasets

#### Learner (LN) Data

Field Name	Code	Field Description	Mandatory	Notes / Valid Field Value(s)
ULI	LN01	A unique identifier for each learner supplied by the Welsh Government	Yes	The ULI is blank on first submission then submitted on subsequent returns
Learner ID	LN02	An identifier number for the learner, allocated by the learning provider	Yes	It can consist of up to 20 alphanumeric characters or numeric digits or a combination of both and must not contain personal identifiable data
Provider ID	LN03	An identifier code for the provider, as allocated by the Welsh Government	Yes	As defined by the Welsh Government
Surname	LN04	The family name of the learner	Yes	Any combination of acceptable alphanumeric character values
Forename(s)	LN05	The full given name(s) of the learner	Yes	Any combination of acceptable alphanumeric character values
Address 1	LN06	The first line of the learner's address	Yes	Any combination of acceptable alphanumeric character values
Address 2	LN07	The second line of the learner's address (where known)	No	Any combination of acceptable alphanumeric character values
Address 3	LN08	The third line of the learner's address (where known)	No	Any combination of acceptable alphanumeric character values

Address 4	LN09	The fourth line of the learner's address (where known)	No	Any combination of acceptable alphanumeric character values
Address 5	LN10	The fifth line of the learner's address (where known)	No	Any combination of acceptable alphanumeric character values
Postcode	LN11	Postcode of learner's permanent home	Yes	Any valid Wales only postcode character string
Telephone	LN12	Contact telephone number	Yes	Any combination of acceptable alphanumeric character values or 0000000000000000 Not available
NI Number	LN13	National Insurance number	No	Any valid NI number or 999999999 Not known
Surname on 16th Birthday	LN14	The family name of the learner on 16th birthday	Yes	Any combination of acceptable alphanumeric character values
DOB	LN15	Date of birth	Yes	Format "yyyy-mm-dd"
Gender	LN16	Gender of the learner	Yes	M Male F Female O Other
Ethnicity	LN17	Ethnic origin of the learner (self-described)	Yes	12 Welsh/English/Scottish/Northern Irish/British 13 Irish 14 Gypsy or Irish Traveller 15 Any other White Background 16 Roma 21 Caribbean 22 African 29 Any other Black, Black Welsh, Black British or Caribbean background 31 Indian 32 Pakistani 33 Bangladeshi 34 Chinese 39 Other Asian Background 41 White and Black Caribbean 42 White and Black African 43 White and Asian 49 Any other Mixed or Multiple background 50 Arab 80 Any other ethnic group

				90 Information Refused (the provider must keep evidence to demonstrate that it has asked the learner for the information)
National ID	LN18	National identity of learner	Yes	WAL Welsh ENG English SCO Scottish IRE Irish BRI British BNO British National of Hong Kong OTH Other
Last School	LN20	The school last attended by the learner.	No	Any recognised Welsh Government code; or S9999999 Not known/not required
Year Left School	LN21	The year the learner left the school indicated in LN20	No	Any valid years (4 digits); or 9999 Not known/not required
ULN	LN22	Unique Learner Number	No	Any valid ULN; or 9999999999 ULN not known
Email Address	LN23	Learner's Email address	No	A valid active Email address or 0000000000000000 Not available

#### Programme (LP) Data

Field Name	Code	Field Description	Mandator y	Notes / Valid Field Value(s)
ULI	LP01	A unique identifier for each learner	Yes	This will be determined by the Welsh Government
Learner ID	LP02	An identifier number for the learner, allocated by the learning provider	Yes	Any combination of acceptable alphanumeric character values
Provider ID	LP03	An identifier code for the provider, as allocated by the Welsh Government	Yes	As defined by the Welsh Government on LLWR-Inform
Programme ID	LP04	Identifier for each learning programme with provider for this learner	Yes	Sequential number of the learning programme (01-99) and the start date of the learning programme, in the format "nnddmmyyy"

Domicile	LP08	Country of domicile of learner before commencing learning programme	Yes	XI (Wales)
Start Postcode	LP09	Postcode of the learner at start of their Learning Programme	Yes	Any valid Wales only postcode character string
Local Authority	LP10	The unitary authority code where the learner is living at the start of the learning programme	Yes	660 Isle of 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 The Vale of Glamorgan 674 Rhondda Cynon Taf 675 Merthyr Tydfil 676 Caerphilly 677 Blaenau Gwent 678 Torfaen 679 Monmouthshire 680 Newport 681 Cardiff
Employment Status at Start of Programme	LP11	The employment status of learners at the start of the programme	Yes	1 Employed (excluding self-employed) 5 Self employed 6 Economically inactive (excluding full time education and training) 7 Full-time education or training 8 Other (including part-time education or training) 9 Short Term Unemployed 0 Long Term Unemployed 4 Not known
Employer Name	LP12	Name of employer or placement provider of learner at the start of the	No	Any valid name or 1 Not known

		Learning Programme		
Employer Postcode	LP13	Postcode of employer of learner at the start of the Learning Programme	No	Any valid postcodes or 99999999 Not known
Type of Learning Programme	LP17	Main type of learning for the programme	Yes	30 ACL (Adult Community Learning)
Start Highest Qualification	LP22	Level of highest qualification achieved prior to learning programme (CQFW equivalent)	Yes	0 Pre-Entry level E CQFW Entry Level 1 CQFW Level 1 (e.g. QCF Level 1/GCSE D-G) 2 CQFW Level 2 (e.g. QCF Level 2/GCSE A*-C) 3 CQFW Level 3 (e.g. QCF Level 3/A level) 4 CQFW Level 4 (e.g. HE Certificate/HNC) 5 CQFW Level 5 (e.g. HE Intermediate) 6 CQFW Level 6/HE Honours Degree 7 CQFW Level 7/HE Masters Degree 8 CQFW Level 8/HE Doctorate 9 Not known/not required
Welsh Speaker Indicator	LP23	Whether learner considers himself/herself to be a Welsh speaker	Yes	1 Fluent Welsh speaker 2 Welsh speaker not fluent 3 Not Welsh speaker
Disability Status	LP29	Records whether a learner has a disability and/or learning difficulty which impacts on their ability to learn and/or use general facilities	Yes	91 Learner considers himself or herself to have a learning difficulty and/or disability 98 Learner does not consider himself or herself to have a learning difficulty and/or disability
Disability Type 1	LP30	The primary type of disability and/or learning	Yes	21 Vision impairment 22 Hearing impairment 23 Physical and/or medical difficulties

		difficulty, as identified by the learner		<p>24 Behavioural, emotional and social difficulties</p> <p>25 Multi-sensory impairment</p> <p>26 Autistic spectrum disorders</p> <p>27 Speech, language and communication difficulties</p> <p>28 Moderate Learning Difficulties</p> <p>29 Severe Learning Difficulties</p> <p>30 Profound and Multiple Learning Difficulties</p> <p>32 SPLD - Dyslexia</p> <p>33 SPLD - Dyscalculia</p> <p>34 SPLD - Dyspraxia</p> <p>35 SPLD - Attention Deficit Hyperactivity Disorder</p> <p>91 Does not apply</p> <p>92 Learner considers himself or herself to have a learning difficulty and/or disability but the type is not known or not declared</p> <p>96 Information Refused (the provider must keep evidence to demonstrate that it has asked the learner for the information)</p>
Disability Type 2	LP31	This field records the secondary type of disability and/or learning difficulty that a learner has where a secondary type exists	No	<p>21 Vision impairment</p> <p>22 Hearing impairment</p> <p>23 Physical and/or medical difficulties</p> <p>24 Behavioural, emotional and social difficulties</p> <p>25 Multi-sensory impairment</p> <p>26 Autistic spectrum disorders</p> <p>27 Speech, language and communication difficulties</p> <p>28 Moderate Learning Difficulties</p> <p>29 Severe Learning Difficulties</p> <p>30 Profound and Multiple Learning Difficulties</p> <p>32 SPLD - Dyslexia</p> <p>33 SPLD - Dyscalculia</p> <p>34 SPLD - Dyspraxia</p> <p>35 SPLD - Attention Deficit Hyperactivity Disorder</p> <p>91 Does not apply</p>
Reason for Termination of Learning Programme	LP41	The reason for the learner terminating their learning programme	Yes	<p>01 Completion of LP</p> <p>02 Failure (before end of LP)</p> <p>04 Health reasons</p> <p>05 Death</p> <p>06 Financial reasons</p> <p>07 Other personal reasons leading</p>



				<p>to dropping out</p> <p>09 Exclusion/left in bad standing</p> <p>11 Other (the provider must keep evidence to demonstrate that it has asked the learner for the information)</p> <p>12 Transferred to another provider</p> <p>13 Transferred to another LP at same provider</p> <p>14 Gone into employment related to LP</p> <p>15 Gone into other employment</p> <p>16 Redundancy</p> <p>99 Unknown reason for leaving</p>
Date Terminated Learning Programme	LP55	Date learner finished this learning programme (i.e. he/she completed all the activities relating to the learning programme or date he/she left the programme)	Yes	<p>Any valid date.</p> <p>This date is not when all award results have been issued. This field must be completed when the learner ceases to undertake all related learning activities, regardless of whether he/she has finished all required learning.</p>
Working Hours	LP61	Details of hours worked per week by learner	No	<p>Whole number rounded down to nearest hour (63 or below only); or</p> <p>999 Not applicable</p>
Start Welsh Qualification	LP67	Level of highest Welsh language qualification achieved prior to learning programme (CQFW equivalent)	Yes	<p>0 Welsh second language: Pre-Entry Level/no qualification</p> <p>1 Welsh second language qualification: Entry level</p> <p>2 Welsh second language qualification: Level 1 e.g. GCSE D-G</p> <p>3 Welsh second language qualification: Level 2 e.g. GCSE A*-C</p> <p>4 Welsh second language qualification: Levels 3 and above e.g. AS, A level</p> <p>5 Welsh first language: Pre-Entry Level/no qualification</p> <p>6 Welsh first language qualification: Entry level</p> <p>7 Welsh first language qualification: Level 1 e.g. GCSE D-</p>

				G 8 Welsh first language qualification: Level 2 e.g. GCSE A*-C 9 Welsh first language qualification: Levels 3 and above e.g. AS, A level
Estimated Centre Based Hours	LP69	Estimated centre based hours at the beginning of the learning programme	Yes	Valid entries 0 - 3000
Estimated Work Based Hours	LP70	Estimated work based hours at the beginning of the learning programme	Yes	Valid entries 0 - 3000 9999 Not applicable
Actual Centre Based Hours	LP71	Recording the actual centre based hours at the end of the learning programme	Yes	Valid entries 0 - 3000
Actual Work Based Hours	LP72	Recording the Actual Work Based Hours at the end of the learning programme	Yes	Valid entries 0 - 3000 9999 Not applicable
Programme Start Date	LP73	Recording the start date of the learning programme	Yes	Any valid date, not in the future from date of submission
Learning Programme Code	LP74	Learning Programme Code being followed	Yes	Any valid Learning Programme Code relevant to part-time provision only
ALN Indicator	LP76	Additional Learning Support arising from additional learning needs	Yes	0 Learner does not have additional learning needs (ALN)/not required. 5 Learner is receiving additional learning support but ALS funding is not utilised 6 Learner is receiving additional learning support for which ALS funding is utilised
Expected End Date	LP77	Expected end date of the	Yes	Any valid date. This field should show the date when the learning programme is expected to be

		learning programme		completed - not the date of receipt of examination/assessment results
Immediate Destination	LP79	Destination of learner within four weeks of completing the programme	Yes	09 Seeking work/unemployed 13 Voluntary work 18 Self-employed (including setting up own business) 15 Progressed to learning with a higher level learning aim (other than higher education at the same provider or another provider 16 Further learning at the same level or lower level, at the same provider or another provider 19 Progressed to higher education (QCF Level 4 or equivalent, or higher), at the same provider or another provider 20 Other (the provider must keep evidence to demonstrate that it has asked the learner for the information) 21 Employed (full-time) 22 Employed (part-time) 23 Employment (Less than 16 Hours per week) 24 Apprenticeship (Employment - full-time) 25 Apprenticeship (Employment - part-time) 99 Not known
GDPR	LP83	UK General Data Protection Regulation	Yes	Any valid value contained within the LP83 Lookup Table on LLWR- Inform
Welsh Medium Delivery Indicator	LP88	This field will capture the percentage of the programme which will be delivered in Welsh	No	Any numeric range 0 - 100 (recorded as percentage)

#### Activity (LA) Data

Field Name	Code	Field Description	Mandatory	Notes / Valid Field Value(s)
ULI	LA01	A unique identifier for each learner	Yes	This will be determined by the Welsh Government

Learner ID	LA02	An identifier number for the learner, allocated by the learning provider	Yes	Any combination of acceptable alphanumeric character values
Provider ID	LA03	An identifier code for the provider, as allocated by the Welsh Government	Yes	As defined by the Welsh Government
Programme ID	LA04	Identifier for each learning programme with the provider for this learner	Yes	Sequential number of the learning programme (01-99) and the start date of the learning programme, in the format “nnddmmyyyy”
Activity ID	LA05	Identifier for the learning activity for this learning programme	Yes	“01” - “99”

Learning Aim Reference	LA06	Identifier for learning activity drawn from Qualifications in Wales (QiW) or a Welsh Government defined generic code	Yes	<p>Valid QiW Qualification Numbers should be used wherever possible. All non-generic must have a valid and active QiW code. If a non-generic activity is submitted which has started outside of the operational dates of the qualification, or does not exist on QiW, the record will be rejected. The Qualification Accreditation Number (QAN) should be entered with the forward slashes removed (e.g. QAN "100/999/99" should be entered "10099999"). Generic codes can be used for learning aims outside the scope of the QiW (i.e. for general learning activities or individual units of a learning aim). The generic codes are of the format LTQQXXXX where:</p> <p>L is constant, and that the code cannot duplicate that of any specific learning aim on the database</p> <p>T is type of generic code:</p> <ul style="list-style-type: none"> <li>- A =&gt; General learning activity where learning aim(s) have not yet been identified</li> <li>- B =&gt; Units - either stand-alone or additional</li> <li>- C =&gt; Discrete learning activity for learners with learning difficulties and disabilities not included elsewhere</li> <li>- D =&gt; Other learning activity outside the scope of the QiW</li> </ul> <p>QQ is type of learning activity:</p> <ul style="list-style-type: none"> <li>- CC =&gt; OCN Units</li> <li>- FF =&gt; Essential Skills Units</li> <li>- GG =&gt; Language Units</li> <li>- II =&gt; Access to FE</li> <li>- KK =&gt; General Vocational Learning Activity</li> <li>- LL =&gt; Non-Vocational Learning Activity</li> </ul> <p>XXXX is an identifier added by the learning provider to differentiate two or more learning aims of the same type</p>
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Learning Activity Reference used by Provider	LA07	Identifier for learning activity	Yes	Any text assigned by providers for internal reference purposes 0 - Not Applicable
Learning Activity Title	LA08	Title of learning activity	Yes	Any text describing the learning activity
Learning Activity Start Date	LA09	Start date of learning activity	Yes	Any valid date, not in the future from date of submission
Learning Activity Expected End Date	LA10	Expected end date of learning activity	Yes	Any valid date. This field should show the date when the learning activity is expected to be completed, not the date of receipt of examination/assessment results
Learner Provision Funding	LA11	Type of funding	Yes	1 Post 16 Planning and Funding Framework - franchised delivery only 6 Welsh Government Adult Community Learning (ACL) - direct funding only
Delivery Method	LA20	Main method by which the learning is delivered	Yes	01 Classroom 04 Distance (not e-Learning) 05 E-Learning (self-paced) 06 Drop-in/open learning centre 11 Blended Learning 13 Virtual Classroom
Subject of Learning	LA21	LearnDirect classification system code for subject of study	Yes	Any valid LearnDirect classification system code; or 00000000 – Not required (if valid QiW Qualification Number code used)
Learning Activity Credit Level	LA22	Credit level using the Credit and Qualification Framework for Wales (CQFW) level descriptors	Yes	00 Pre-Entry Level 0E CQFW Entry Level E1 Entry level 1 E2 Entry Level 2 E3 Entry Level 3 01 CQFW Level 1 (e.g. VQ Level 1/GCSE D-G) 02 CQFW Level 2 (e.g. VQ Level 2/GCSE A*-C) 03 CQFW Level 3 (e.g. VQ Level 3/A level) 09 Not applicable XX Not required (if valid QiW Qualification Number used)

Welsh Type	LA26	Type of delivery of Welsh medium or bilingual learning	Yes	E1 Learning and assessment in English only B3 A small amount of Welsh-medium learning B2 A significant amount of Welsh-medium learning B1 Learning completed in a bilingual context C1 Learning completed in a Welsh-medium context
Learning Activity Provider	LA28	An identifier code for the provider delivering the learning to this learner through a partnership / franchise / subcontracted arrangement	Yes	Any valid learning provider code (full list available in LLLW-Inform); or 00000000 No arrangement (if delivery not subcontracted in any way)
Site Postcode	LA29	Postcode of site where majority of provision is delivered for this learning activity	Yes	Any valid postcode (for physical classroom delivery) For distance and online learning (e-learning and virtual classroom), the site should be the location from which the learning is delivered
Learning Activity End Date	LA30	Date learner left this learning activity	Yes	Any valid date, or 9999-12-31 - Continuing This field should show the date when the learning activity has been completed, not the date of receipt of examination/assessment results
Completion Status	LA31	Completion status at end of learning activity	Yes	1 The learner is continuing the learning activity 2 The learner has completed the learning activity 3 The learner has withdrawn from the learning activity 4 The learner has transferred to a new learning activity (i.e. has withdrawn from this learning activity and as a direct result has, at the same time, commenced another learning activity) 6 The learning activity was withdrawn from delivery by the provider

Assessable learning	LA40	Indicates whether the learning is assessable, allowing identification of learning activities which should have linked awards	Yes	0 Learning Activity is non assessable 1 Learning Activity accredited by a recognised awarding body
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#### Award (AW) Data

Field Name	Code	Field Description	Mandatory	Notes / Valid Field Value(s)
ULI	AW01	A unique identifier for each learner	Yes	This will be determined by the Welsh Government
Learner ID	AW02	An identifier number for the learner, allocated by the learning provider	Yes	Any combination of acceptable alphanumeric character values
Provider ID	AW03	An identifier code for the provider, as allocated by the Welsh Government	Yes	As defined by the Welsh Government
Programme ID	AW04	Identifier for each learning programme with provider for this learner	Yes	Sequential number of the learning programme (01-99) and the start date of the learning programme, in the format "nnddmmyyyy"
Activity ID	AW05	Allows a link to be made between Award and Learning Activity record (within one Learning Programme)	Yes	01-99 Fill with appropriate ActivityID (learning activity code) entry for the activity the award should be linked to
Award ID	AW06	Identifier for the award entry for the specific	Yes	Values 01-99



		learning programme		
Award Learning Aim Reference	AW08	Identifier for learning activity	Yes	Valid Qualification Accreditation Number (QAN) from QiW or special generic code; see details at LA06
Award Title	AW09	Title given by awarding body	Yes	Any text describing the award
Result Date	AW11	Date learner is given results	Yes	Any valid date, or 9999-12-31 Result not yet received
Result	AW12	Result of award	Yes	Acceptable values will be cross referenced against the date ranges contained within the Result lookup table on LLWR-Inform
Award Credit Value	AW13	Credit value of award	Yes	000.0 – 540.0, or 999.9 Not known/not required
Award Credit Level	AW14	Credit level (CQFW)	Yes	0 Pre-Entry level E CQFW Entry Level 1 CQFW Level 1 (e.g. VQ Level 1/GCSE D-G) 2 CQFW Level 2 (e.g. VQ Level 2/GCSE A*-C) 3 CQFW Level 3 (e.g. VQ Level 3/A level) 9 Not known/not required (if valid QiW Qualification Number used)
Award Type	AW15	Type of award	Yes	01 Full 02 Unit contributing to award 03 Standalone unit
Activity Link	AW22	To identify the relationship between the award record and learning activities within the same learning programme	Yes	1 Award linked to a specific learning activity and full attainment of this award will indicate attainment of the learning activity aim
Attainment Indicator	AW23	Recording whether or not an award has been successfully attained	Yes	1 Not yet known 2 Award achieved 3 Award partially achieved 4 Award not achieved

# Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil  
Commission for Tertiary Education and Research

[www.medr.cymru](http://www.medr.cymru)

2 Cwr y Ddinas  
Stryd Tyndall  
Caerdydd  
CF10 4BZ

2 Capital Quarter  
Tyndall Street  
Cardiff  
CF10 4BZ



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