Department for Education

Guide to the Localities Data Cubes – 1718 R06 Release

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Version	1.0

PLEASE NOTE THAT THIS DOCUMENT MUST BE READ ALONGSIDE THE DATA SHARING AGREEMENT WHICH GOVERNS THE USE, SHARING AND PUBLICATION OF DATA CONTAINED WITHIN THIS SUITE OF CUBES.

If you do not have a copy of this signed and binding agreement, please contact the service desk. All activity undertaken using the data contained in these cubes is strictly governed by the terms of the Data Sharing Agreement and its terms must be adhered to at all times.

You must not publish the raw data within the Localities Data Cubes. We do however understand the concerns and difficulties placed upon colleagues to include some form of evidence base within their external publications. Your external publications can include figures from the Statistical First Release and the local authority reports published on the data.gov.uk website. Local Authority published data can be found at these locations:

for year 2011/2012 onwards
http://www.data.gov.uk/dataset/further-education-and-skills-local-authority-tables
https://www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables

for years 2008/2009 to 2010/2011
http://www.data.gov.uk/dataset/local-authority-further-education-and-skills

However, the narrative of your external documents can include full commentary and statements on the mix and balance of learning delivered. This will provide the reader with an understanding of the shape of current provision versus the skills needs of the economy, and draw conclusions and make comparisons providing that specific figures are not used. Some examples of how you might do this are:

- The top 5 most popular subjects by enrolments are: Customer Service, Management and Leadership etc and together account for 60% of enrolments within our area.
- A shift in investment to higher qualifications levels within the area is required to...
- There needs to be a significant increase in provision in the following 3 sector subject areas as follows...
- Starts in workplace learning at level 2 outweighed starts at levels 3 & 4 by 4 to 1.

The statements can also include general observations that identify trends or patterns of take up from analysis of the suite e.g. approximately two thirds of our level three skills provision is concentrated in the following qualifications...

It is acceptable to quote figures from the Statistical First Release and the local authority reports published on the data.gov.uk website. However, all tables/data within documents must be footnoted with their source and reference.

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Contents

1. Introduction

1.1 Purpose of the Localities Data cubes

1. The purpose of the data cubes is to provide Local Enterprise Partnerships (LEP) and Mayoral Combined Authorities (MCA) with data from the Individualised Learner Record (ILR), the Large Employer Outcome Pilot (LEOP) and the Employer Ownership Pilot (EOP) for their area. This provides information about the training in their area funded by the Skills Funding Agency and Education Funding Agency (and their predecessor organisations).

1.2 Contents of the Localities Data cubes

2. The Localities Data cubes consist of two offline analytical processing (OLAP) data cubes. One cube to include residents living in, and one cube to include training delivered within the postcodes covered by the area as defined by the Office of National Statistics.

3. The Localities Data cubes contain data to see the area's contribution to the Statistical First Release figures, and also all Skills Funding Agency-model notional funding.

4. The information in the Localities Data cubes provides historic figures for the geographic area covered by the area, funded by the Skills Funding Agency and Education Funding Agency.

5. The offline mini cubes will go back to 2014/15. Up to 3 years of full datasets will be retained (1415 Final, 1516 Final, 1617 Final). In-year data will be given based on R06 (1718 Quarter 2) . Final year data will be given on R14 (Final full year data). For further information, please see the Refresh Schedule.

6. For an explanation of each field, please see section 5.

Department for Education

1.3 Refresh Schedule

Latest SFR data	Datasets included in mini cubes	Release date
1617 Quarter 2 (R06)	14/15 Quarter 2, 14/15 Final, 15/16 Quarter 2, 15/16 Final 16/17 Quarter 2 May 16 ONS postcode file	07/04/2017
1617 Final (R14)	14/15 Final, 15/16 Final 16/17 Final May 17 ONS postcode file	TBC (November SFR + 5 weeks)
1718 Quarter 2 (R06)	14/15 Final, 15/16 Final 16/17 Final May 17 ONS postcode file	April 2018
1718 Final	14/15 Final, 15/16 Final 16/17 Final May 18 ONS postcode file	TBC

2. Accessing the offline data cubes

2.1 Technical Requirements

8. The offline data cubes have been designed to be used with Microsoft Excel. It is recommended that Microsoft Excel 2007 or later is used to view the data in the cubes, but Excel 2003 can be used.

9. The correct version of an OLE DB Provider is required to be installed on the PC, in order for the off-line data cubes to be accessed. This is present in Microsoft Excel 2010 onwards, but may have to be downloaded from the Microsoft web site for other versions of Excel. You can do this from the Microsoft website.

10. If Microsoft Excel 2003 is used to view the data, the field names displayed in the data cube, and the sequence of display, will not be the same as listed in section 5.

2.2 Loading the Cube data into Excel

11. Copy the .cub files onto a server, or onto a PC. The cube will operate faster if the .cub file is held on a PC as a lot of data has to be transferred over a network when the file is on a server.

12. Open Excel and 'drag and drop' the appropriate .cub file into a blank worksheet.

13. A security notice may be output asking whether you want to enable the content of the file. Click 'Enable'.

14. Excel will create a blank pivot table ready for you to manipulate the data. The pivot table field list will show the fields available for analysis.

15. If the cube is held on a server it can only be used by one person at a time.

3. Using the data in the Localities data cubes

3.1 Data Suite Structure

16. A cube allows the data to be presented in a variety of ways.

17. Cubes are made up of measures and dimensions. Measures are things that are counted (e.g. starts, enrolments, funding). Dimensions are attributes that we want to analysis the measures by (e.g. learner characteristics, provider information, geography).

3.2 Fields available for analysis

18. Data can be analysed using the Excel Pivot Table functionality. Section 5 shows the fields in the offline cubes together with a description of the field.

19. Some data fields are only applicable to specific provision types and should not be used to analyse data for other provision types. For instance, it is not valid to attempt to analyse Apprenticeships by notional NVQ level. Section 5 shows the applicable provision types for each data item.

3.3 General guidance and caveats

20. Remember to use this data in line with your Data Sharing Agreement.

21. Some of the data fields are still referencing SFA in their name, the data element will remain as SFA but should be understood as ESFA.

22. The datasets included in the cube were collected in the following academic years:

    - SILR – Single Individualised Learner Record (2011/12 onwards)
    - LEOP – Large Employer Outcome Pilot (2011/12 – 2014/15)
    - EOP1 – Employer Ownership Pilot stage 1 (2012/13 onwards)
    - EOP2 – Employer Ownership Pilot stage 2 (2013/14 - onwards)

    LEOP and EOP1 did not have any more starts after 2013/14.
    NOTE: The offline mini cubes only include data from 2014/15 onwards.

23. Two cubes are produced per area to cover two separate and distinct postcode sets; one based on learner home postcode and one on delivery postcode.
    - Learner Home Geography (LHG), based on the learners' resident postcode prior to enrolling, will present the data in terms of where individuals live.
    - Delivery Geography (DG) is where the learning/training is taking place.
    - Learners may get their learning outside of their Local Authority. Likewise, a proportion of the learners may be resident outside of the delivery Local Authority.
    - Geography is determined by the latest May ONS reference data. See the Refresh Schedule for clarification. This latest mapping is applied to all years of data. This is different to the Statistical First Release (SFR) which applies the May ONS reference data from the relevant time period. This means the cubes are more up to date than the SFR in terms of geography.

24. A value of '-1' in the field results generally denotes where the value is not known or not applicable.

3.4 Funding caveats

24. Both funded and non-funded apprenticeship frameworks / other learning aims are included in the data. 'Funded' refers to learning that is funded by the Skills Funding Agency, Education Funding Agency and Advanced Learning Loans. 'Not Funded' refers to learning not funded via one of these routes. We do not have notional funding available for everything that is considered funded.

25. Notional Funding caveats

- Notional funding is the amount that is outputted by the funding calc. It is necessarily what the provider was actually paid in that time frame.
- Notional funding does not include
    - Co-funded or personal contributions
    - Apprenticeship Grant for Employers (AGE) funding. Refer to your separate AGE reports for this value.
    - money clawed back from providers especially after final close
    - funding taken in and out through the Earnings Adjustment System (EAS)
- This is no funding data available for LEOP, EOP1 or EOP2
- This is no funding data available for apprenticeship standards.
- This is no funding data available for Community Learning as this is block funded.
- This is no funding data available for Advanced Learning Loan funded aims. We do not include the loans bursary funding either.
- For Apprenticeships, funding is mainly held against the component aims except some ALS funding attached to programme aims
- EFA-model funding (not included) is at learner-level and so cannot be attributed to learning aim attributes. Because this isn't included, the notional funding stated is under-reporting the full picture. Some EFA-model funding line types are part of the Adult Education Budget

26. The Adult Education Budget is a new concept for the 2016/17 academic year. This contains a different mix of provision to the previous Adult Skills Budget.

    To give some comparison, the Funding Line Types in 2015/16 that would come under the Adult Education Budget if it was in place in that year would be the following:
        19+ Traineeships (Non-EFA)
        19-24 Traineeship
        Adult Skills Funded EFA Model
        Classroom Learning
        Workplace Learning
        Some NA – this includes Community Learning aims

The Funding Line Types in 2016/17 that come under the Adult Education Budget are the following:
        19-24 Traineeship
        AEB – Other Learning
        Adult Skills funded EFA Model
        19+ Traineeships (Non-EFA)
        Some NA – this includes Community Learning aims

There are some funding lines which are funded directly by the EFA through their funding model and we top slice the budget to DfE for these. This includes:

- 19+ Continuing Students (excluding LDA or EHCP)
- 19-24 Students with an LDA or EHCP
- 25+ Students with an LDA or EHCP

3.5 Strands

27. The strands contained within the 'Programme' dimension contain the building blocks the Skills Funding Agency use to produce the FE and Skills Statistical First Release. These enable you to see your contribution towards those national statistics.

Apprenticeship Component	These are the aims that make up an apprenticeship e.g. key skills, NVQs, certificates. Much of the apprenticeship funding is recorded against these component aims. It is also useful for looking at maths and English elements taken within apprenticeships. Does not include Unemployed Access to Apprenticeships in pre-1617 data. Includes Frameworks and Standards and Employer Defined Programmes for EOP.
Apprenticeship Programme*	The over-arching generic programme aim. Counts of this denote the number of apprenticeships. Holds some funding data. Does not include Unemployed Access to Apprenticeships in pre-1617 data. Includes Frameworks and Standards and Employer Defined Programmes for EOP.
Community Learning*	Aims submitted as FundModel = 10 and a valid Community Learning provision type.
Education & Training*	Contains everything that is not an Apprenticeship, Workplace Learning or Community Learning. Does not include Traineeship Component aims, but does include Traineeship Programme aims.
NA	This cohort is 2 OLASS aims that's are used for assessment purposes only ('Z0007842','Z0007843').
Other	Contains Unemployed Access to Apprenticeship component aims in pre-1617 data.
Traineeship Component	These are the aims that make up a Traineeship e.g. English, maths, work prep and work placement.
Workplace Learning*	Contains aims defined as Workplace Learning. Contains Unemployed Access to Apprenticeship programme aims.

- * These are the components used in Statistical First Release methodology for the aim-level measures included in the mini cubes.
- All except 'NA' are used for learner-level measures that are not included in the mini cubes (i.e. Learner participation, Learner Achievements).
- All except 'Community Learning' are applicable for the funding measure.

28. However, if you are looking at funding, you should use funding line type within the 'LE Funding On Delivery' dimension to categorise the measures.

3.6 Participation

29. Please note that it is not possible to include distinct learner counts in the Localities Cube as it currently stands (an 'off-line' cube). For instructions on how to add distinct learner count to your off-line cube please refer to Annex B.

30. We do provide distinct learner counts in the Localities dashboard via our Business Intelligence Tool, Birst. The strands available by Participation, which is a distinct learner count, are Apprenticeships, Education and Training and Community Learning. The figures are based on Learner Home Postcode.

31. Participation data is also provided via an Excel report that is sent alongside the Cube. This contains Participation data based on Delivery Postcode by all Statistical First Release strands (Education and Training, Community Learning, Apprenticeships and Workplace Learning).

32. Further information about these other resources can be found in section 4.1.

33. We will continue to explore how distinct learner counts can be made available in other ways.

3.7 Workplace data

34. We have now received a response from Blue Sheep who are our workplace data provider. They have advised that we cannot include workplace information in the cubes, and that LEPs and Mayoral Combined Authorities will need to purchase a licence directly from them in order to get the data. They have provided contact details so you can discuss your requirements with them:

> **Shaun Tout**
> Vice President, Client Services
> **Blue** Group
> **Tel:** +44 1242 545308
> **Mobile:** +44 7809 658127
> **Email:** shaun.tout@bluegroupinc.com

35. Once you have obtained data from Blue Sheep, you can link it to the workplace ID provided within the cube files.

3.8 Formatting cells

36. The Achievements, Enrolments, Leavers and Starts measure fields may not be automatically formatted (i.e. with a thousand separator). If you wish to format these fields right click on a field and select 'Value Field Settings'. Click on the 'Number Format' button and format the field as required. The formatting will apply to all occurrences of the field, not just the cell selected. Similarly, the 'SFA-model Notional Funding' measure can be formatted to currency.

3.9 Known Issues

37. Where a Local Authority has made changes to its wards in the last few months, these may show as 'Missing (Not Applicable/ Not Known)'. We take our geography reference data from the Office of National Statistics and so have a dependency on their data being up to date. Where it is not, we report these as missing until ONS publish an updated lookup and it is consumed by us.

4. Supporting information

4.1 Supporting Reports

4.1.1 Localities Dashboard

38. Permission to this will be given to the key people named on the Data Sharing Agreement via our Business Intelligence Tool, Birst. A maximum of 4 users per LEP/CA is allowed at this time.

39. The strands available by Participation, which is a distinct learner count, are Apprenticeships, Education and Training and Community Learning.

40. The figures are based on Learner Home Postcode.

41. Guidance is held within the dashboard. Additional supporting documents are available at this location: https://sfa.ftpstream.com/?lid=rbkl6x9x

    This includes:
    - Access Guide
    - FAQs
    - User Guide
    - Screenshots
    - Video showing how to build a custom view

4.1.2 Participation report

42. This is supplied as an Excel file along with the mini cubes via the FTP site.

43. This contains Participation data by all Statistical First Release strands (Education and Training, Community Learning, Apprenticeships and Workplace Learning).

44. The figures are based on Delivery postcode.

45. The report contains the latest released data available. History can be found in previous releases.

46. Guidance is held within the Cover Sheet in the Excel file.

4.2 Support and Feedback

47. Please use this guidance document as your first point of call for answering queries.

48. For all further queries on the content, use, sharing or publication of data within the data cubes, the terms of the data sharing agreement, or accessing the data cubes please contact:

Service Desk,
Education & Skills
Funding Agency,
Cheylesmore House,
Quinton Road,
Coventry,
CV1 2WT

Email servicedesk@esfa.bis.gov.uk

Telephone   0370 2670001

5. Cube field detail

49. Fields will appear in alphabetical order with measures displayed at the top.

5.1 Cube measures

Measures	Description	Programme strands applicable to	Cubes applicable to
∑ **Learning Aim Measures**		All	All
- Achievements	Number of apprenticeship frameworks / other learning aims that have an actual end date within the timeframe selected and have been recorded as achieved within that academic year.	All	All
- Enrolments	Number of apprenticeship frameworks / other learning aims that were active during the timeframe selected. An enrolment indicates that the learner was in-learning on an Apprenticeship framework / other learning aim at some point during the period covered by the dataset.	All	All
- Leavers	Number of apprenticeship frameworks / other learning aims that have an actual end date within the timeframe selected	All	All
- SFA-model Notional Funding Y2D	Sum of Skills Funding Agency-model notional funding that has been earnt by providers during the year	All	All
- Starts	Number of apprenticeship frameworks / other learning aims that have start dates within the timeframe selected. LEOP and EOP1 did not have any starts after 2013/14.	All	All

5.2 Cube dimensions

50. This table shows the full set of dimensions.

51. Fields have been aligned across LEP and CA releases, and both delivery geography and learner home geography are available in all cubes.

52. A value of '-1' in the field results denotes where the value is not known or not applicable.

53. Please refer to the ILR specification for which types of provision each field is collected for. Not all fields are mandatory or collected for all types of provision.

Dimensions	Description	Programme strands applicable to
Dataset		
- Collection Type	The system used to collect the apprenticeship or other learning aim data. EOP1 - Employer Ownership Pilot stage 1 (2012/13 onwards) EOP2 - Employer Ownership Pilot stage 2 (2013/14 - onwards) LEOP - Large Employer Outcome Pilot (2011/12 – 2014/15) SILR - Individualised Learner Record (2011/12 onwards)	All
- Dataset	The academic year and reference point of a dataset. There will be 2 per year e.g. 2017/18, Quarter 2 (based on R06 returns) 2017/18, Final (based on R14 returns) See the Refresh Schedule for which datasets are included at each release **NOTE. If the Dataset field is not used to select a specific dataset, the data from all will be shown, which will overstate the number of starts and enrolments.**	All
Employer	**This is the workplace as submitted via the ILR**	
- Workplace EDS_ID	This the EDS_LSC_URN reference code for the workplace from the EDS system.	All

Dimensions	Description	Programme strands applicable to
	This can be joined back to the blue sheep ERDS dataset to get more information	
Framework		
- Framework Sector Subject Area	A hierarchy of sector subject area tier 1 and sector subject area tier 2	Apprenticeships only
- Apprenticeship Type	This allows you to separate SASE (apprenticeship frameworks), Standards (the new programme previously known as Trailblazers), Employer Defined Programmes (delivered through EOP) and NA (Non-Apprenticeships).	Apprenticeships only
- Framework Code	The code identifying an apprenticeship framework/standard	Apprenticeships only
- Framework Name	The name of an apprenticeship framework/standard, e.g. Accountancy, Business Administration	Apprenticeships only
- Framework Sector Subject Area Tier 1	Sector subject area tier 1 description	Apprenticeships only
- Framework Sector Subject Area Tier 2	Sector subject area tier 2 description	Apprenticeships only
- Pathway Code	The code identifying a pathway	Apprenticeships only
- Pathway Name	Pathway name is used in conjunction with framework name to describe the specialism of an apprenticeship being taken. For instance, the Rail Infrastructure Engineering framework has pathways of Electrification, Signalling, Telecoms, Track and Track Maintenance.	Apprenticeships only
Funded		
- ESF Funded	Indicates whether a learning aim was co-funded by the European Social Fund	All
- Funded	Indicates whether the apprenticeship or other learning aim was funded by the Skills Funding Agency, Education Funding Agency or financed by an advanced learning loan.	All
Geography - DG		
- Combined Authority	The name of the Combined Authority based on delivery postcode	All
- County	The name of the County based on delivery postcode	All
- Local Education Authority*	The name of the Local Education Authority District based on delivery postcode	All
- Local Authority District	The name of the Local Authority District based on delivery postcode	All
- Parliamentary Constituency	The name of the Parliamentary Constituency based on delivery postcode	All

Dimensions	Description	Programme strands applicable to
- Ward	The name of the Ward based on delivery postcode	All
Geography - LHG		
- Combined Authority	The name of the Combined Authority based on learner home postcode	All
- County	The name of the County based on learner home postcode	All
- Local Education Authority*	The name of the Local Education Authority based on learner home postcode	All
- Local Authority District	The name of the Local Authority District based on learner home postcode	All
- Parliamentary Constituency	The name of the Parliamentary Constituency based on learner home postcode	All
- Ward	The name of the Ward based on learner home postcode	All
LE Funding On Delivery	**Funding information about the learning event (LE)**	
- Funding Line Type	The category that the aim is funded as, as determined by the funding calc.	All
- Funding Model	Taken from the provider's ILR submission (FundModel)	All
- Funding Model With Code	Taken from the provider's ILR submission (FundModel)	All
- Funding Model Code	Taken from the provider's ILR submission (FundModel)	All

- Source of Funding	High Level grouping of SOF taken from the provider's ILR submission and whether the learner is in receipt of an advanced learning loan. Results are summarised into these categories:
	      SFA
	      EFA
	      Advanced Learning Loans
	      Other
	This denotes who the provider receives the funding from.
		All

LE Level	**Qualification level of the learning event (LE)**	

- SFR Apprenticeship All	Statistical First Release (SFR) methodology for determining the level of an apprenticeship framework/standard. This is based on ProgType collected in the ILR and separate level data for standards. Results are summarised into these categories:
	      Intermediate Apprenticeship
	      Advanced Apprenticeship
		Apprenticeship Programme and Access to Apps within workplace learning only

Dimensions	Description	Programme strands applicable to
	Higher Apprenticeship	
- SFR Levels	Statistical First Release (SFR) methodology for determining the level of a learning aim. Results are summarised into these categories: Below Level 2 Level 2 Level 3 Level 4 Plus Unassigned	All
LE SFL On Delivery	**Skills For Life type/ Basic Skill type of the learning event (LE)**	
- Basic Skills Type	Statistical First Release (SFR) methodology for determining the basic skill type of a learning aim. Basic Skills types are assigned to learning aims of level 2 or below. Apprenticeship programme aims don't have basic skills types, but apprenticeship component aims can. Results are summarised into these categories: English Maths ESOL *(English for Speakers of Other Languages)* None	All but Apprenticeship Programme
Learner Characteristics	**Variety of attributes about the learner**	
- Ageband At 31st Aug	A banding of the age of a learner at 31st August. The bands are: Under 16, 16-18, 19-24 and 25+	All
- Ageband At 31st Aug Detailed	An expanded banding of the age of a learner at 31st August. The bands are: Under 16, 16, 17, 18, 19-23, 24, 25-30, 31-49, 50-64, 65+	All
- Ageband At Start	A banding of the age of a learner at the start of their Apprenticeship or learning aim. The bands are: Under 16, 16-18, 19-24 and 25+	All
- Ageband At Start Detailed	An expanded banding of the age of a learner at the start of their Apprenticeship or learning aim. The bands are: Under 16, 16, 17, 18, 19-23, 24, 25-30, 31-49, 50-64, 65+	All
- BAME	A flag to show whether the learner has been categorised as Black, Asian and minority ethnicity. BAME is based on the ethnicity declared by the learners. The	All

Dimensions	Description	Programme strands applicable to

	output is displayed as:
	    0 *(not BAME – white, unknown)*
	    1 *(BAME – Black, Asian, mixed, other)*	

- BAME Description	A flag to show whether the learner has been categorised as Black, Asian and minority ethnicity. The output is displayed as:
	    This learner is not classified as BAME
	    This learner is classified as BAME
		All

- Employment Status on FDL	Employment status on first day of learning. As take from the ILR submission.	All
- Ethnicity	The ethnicity of the learner	All
- Ethnicity Group	The ethnicity of the learner categorised into the high-level groups used for the Statistical First Release (SFR).	All
- Gender	The gender of the learner	All
- LLDD	Description of whether the learner considers themselves to have a learning difficulty and/or disability and/or health problem	All
- Prior Attainment Level	Prior Attainment Level as submitted in the ILR,	All
Learning Aim	**These fields are suitable for use with all programme strands apart from Apprenticeship Programme aims. When using these to look at Apprenticeship Component aims it will give the details of that individual aim and not the overarching programme. Use the Framework dimension fields for the programme level information.**	
- Learning Aim Sector Subject Area	A hierarchy of sector subject area tier 1 and sector subject area tier 2	All but Apprenticeship Programme
- Awarding Organisation	The name of the awarding organisation for the aim	All but Apprenticeship Programme
- Awarding Organisation Code	The code of the awarding organisation	All but Apprenticeship Programme
- Learning Aim Notional NVQ Level	The notional NVQ level of the learning aim	All but Apprenticeship Programme
- Learning Aim Reference	The learning aim reference number of the aim	All but Apprenticeship

Dimensions	Description	Programme strands applicable to
		Programme
- Learning Aim Sector Subject Area Tier 1	The subject sector area tier 1 code and description for the learning aim	All but Apprenticeship Programme
- Learning Aim Sector Subject Area Tier 2	The subject sector area tier 2 code and description for the learning aim	All but Apprenticeship Programme
- Learning Aim Title	The learning aim title from the Learning Aims Reference System (LARS)	All but Apprenticeship Programme
- Learning Aim Type Code	The learning aim type code from the Learning Aims Reference System (LARS)	All but Apprenticeship Programme
- Learning Aim Type Description	The learning aim type description from the Learning Aims Reference System (LARS), for example GCE A Level, Certificate, Award,	All but Apprenticeship Programme
- Qualification Type	This grouping is the same as that used for Qualification Achievement Rates and is derived from fields held in the Learning Aims Reference System (LARS)	All but Apprenticeship Programme
Learning Delivery		
- Employment Outcome	Employment outcome at end of learning aim as submitted in the ILR	All
- ESF Dossier Number	The ESF Project Dossier Number. It is only present for ESF funded aims	All
- ESF Project Number	The ESF Local Project Number. It is only present for ESF funded aims	All
- Outcome	Learning aim outcome at end of learning as submitted in the ILR	All
- Outcome Grade	Grade received for learning aim outcome at end of learning as submitted in the ILR	All
Leave Date Period	**When using the leave date periods with the enrolment measure, the enrolment value shown refers to the Apprenticeship frameworks / other learning aims that had actual end dates in that period. The enrolments for Apprenticeship frameworks / other learning aims that do not yet have an actual end date for the period covered by the dataset are shown as 'Continuing'.**	
- Leave Academic Calendar	A hierarchy of Leave Academic Year, Leave Academic Quarter and Leave Academic Month. The academic year runs from August to July.	All
- Leave Academic Month	A month in an academic year, for example February 2015	All

Dimensions	Description		Programme strands applicable to
- Leave Academic Quarter	A quarter in an academic year, for example Aug 2015 - Oct 2015		All
- Leave Academic Year	An academic year, for example 2015/16		All
Programme			

- Classification Exclude SFR	A flag to allow analysis to match the Statistical First Release (SFR) methodology. The values are:
	    0 *(Don't exclude = used in the SFR)*
	    1 *(Exclude = not used in the SFR)*
			All

- Strand Description	Description of the strand/provision type. Available values are:
	    Apprenticeship Component
	    Apprenticeship Programme
	    Community Learning
	    Education & Training
	    NA
	    Other
	    Traineeship Component
	    Workplace Learning
	
	LEPs will receive more options here than previously.
			All

- Strand Sub Category	Description of Sub Categories that make up the above strands. 'Other' denotes that the strand does not have a specific description for the sub category. The mapping is as below:		All

Strand Sub Category mapping:

Apprenticeship Component	Other
Apprenticeship Programme	Access to Apprenticeship
	Other
Community Learning	Other
Education & Training	Other
	Traineeship Programme
NA	Other
Other	Other

Dimensions	Description		Programme strands applicable to
	Traineeship Component	Other	
	Workplace Learning	Access to Apprenticeship	
		Other	
Provider			
- Provider.Provider Local Authority	The local authority in which the postcode of the provider's main correspondence address is located.		All
- Provider.Provider Name	The name of the provider		All
- Provider.Provider Type	The high level provider type, for example, General FE College incl Tertiary, Private Sector Public Funded		All
- Provider.Provider UKPRN	The UKPRN of the provider		All
- Provider.Provider UPIN	The UPIN of the provider		All
Start Date Period	**When using the start date periods with the enrolment measure, the enrolment value shown refers to the Apprenticeship frameworks / learning aims that start in that period. The enrolments for Apprenticeship frameworks / learning aims that started before the period covered by the dataset are shown as 'in the past'**		
- Start Academic Calendar	A hierarchy of Start Academic Year, Start Academic Quarter and Start Academic Month. The academic year runs from August to July.		All
- Start Academic Month	A month in an academic year, for example February 2015		All
- Start Academic Quarter	A quarter in an academic year, for example Aug 2015 - Oct 2015		All
- Start Academic Year	An academic year, for example 2015/16		All
Subcontractor			
- Subcontractor.Provider Local Authority	The local authority in which the postcode of the subcontractor's main correspondence address is located.		All
- Subcontractor.Provider Name	The name of the subcontractor. D_No_Provider Name = No subcontracting for this cohort. Unknown Provider Name = There is a subcontractor but they're not in the system and so we cannot provide details.		All

| Dimensions	Description	Programme strands applicable to
- Subcontractor.Provider Type	The high level provider type, for example, General FE College incl Tertiary, Private Sector Public Funded	All
- Subcontractor.Provider UKPRN	The UKPRN of the subcontractor. 0 = No subcontracting for this cohort. -1 = There is a subcontractor but they're not in the system and so we cannot provide details.	All
- Subcontractor.Provider UPIN	The UPIN of the subcontractor	All

* New for 201617 R06 Release.

6. Examples of ways to display data in the cube

54. This section assumes the user has some working knowledge of using pivot tables in Excel.

55. You may find Classic Pivot view displays things in a better way for you and so you can see the field headings more clearly.

> Right-click in the pivot table area and select 'PivotTable Options' Select the Display tab
> Select the checkbox for 'Classic PivotTable layout (enables dragging of fields in the grid)'
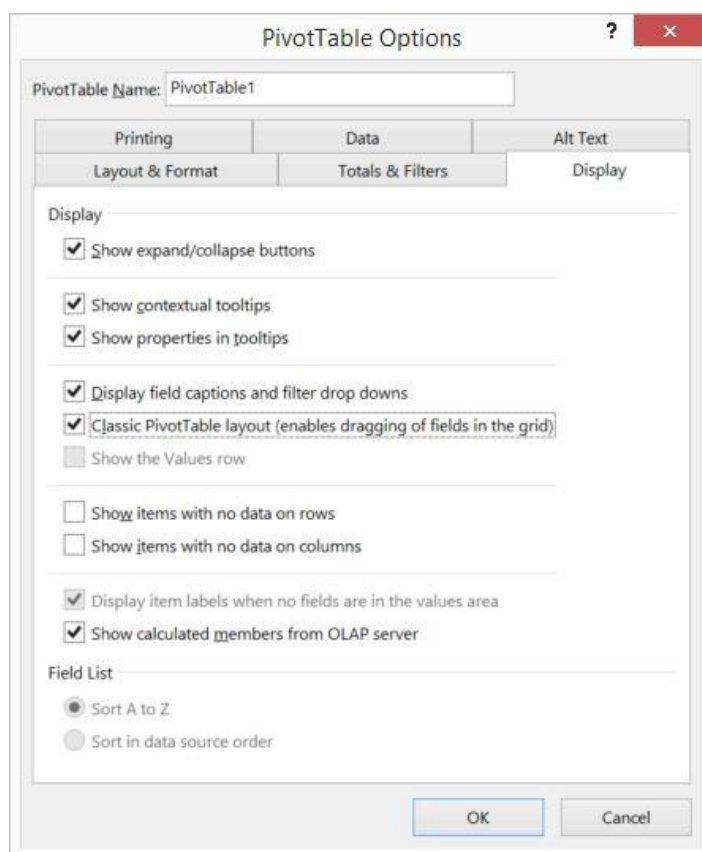
56. The fields from the Pivot Table Field List can be positioned by ticking the checkboxes or by dragging the field into the four boxes below (Report Filter, Column Labels, Row Labels, Values) or the Pivot Table area on the left.

57. The following screen shots show different ways in which the data in the cube can be presented. Please see the rest of this documentation for caveats and limitations of the data.
DO NOT QUOTE OR USE THE FIGURES IN THESE EXAMPLES.

6.1 Skills Funding Agency-model notional funding for the area

Funding Line Type	Total
Dataset	**2015/16, Quarter 2**
SFA Model Notional Funding Y2D	
Funding Line Type	**Total**
14-16 Direct Funded Students	£ -
16-18 Apprenticeship	£ 369,122,358.64
16-18 Trailblazer Apprenticeship	£ -
16-18 Traineeships (Non-EFA)	£ -
16-19 High Needs Students	£ -
16-19 Students (excluding High Needs Students)	£ -
19+ Continuing Students (excluding LDA or EHCP)	£ -
19+ Traineeships (Non-EFA)	£ -
19-23 Apprenticeship	£ 154,897,869.89
19-23 Trailblazer Apprenticeship	£ -
19-24 Students with an LDA or EHCP	£ -
19-24 Traineeship	£ 8,397,458.00
24+ Advanced Learning Loans Bursary	£ -
24+ Apprenticeship	£ 194,539,622.07
24+ Trailblazer Apprenticeship	£ -
25+ Students with an LDA or EHCP	£ -
Adult OLASS	£ 58,618,074.36
Adult Skills Funded EFA Model	£ -
Classroom Learning	£ 427,225,924.62
NA	£ -
Workplace Learning	£ 16,683,635.42
Grand Total	**£ 1,229,484,943.00**

Don't forget to filter

The fields and positioning required for this:

As you can see notional funding is not available for all Funding Line Types, only those funded under the SFA-model. Therefore, this does not give you a complete picture.

Please see the caveats in Section 3 when using funding fields.

6.2 Contribution towards apprenticeship starts in the Statistical First Release (SFR)

	A	B	C		E
1				Don't forget to filter	
2	Strand Description	Apprenticeship Programme ⌄			
3					
4	**Starts**		Dataset ⌄		
5	**Collection Type** ⌄	SFR Apprenticeship All ⌄	2014/15, Quarter 2	2014/15, Final	2015/16, Quarter 2
6	EOP2	Intermediate Apprenticeship		516	
7		Advanced Apprenticeship		616	
8		Higher Apprenticeship		298	
9		NA		80	
10	**EOP2 Total**			1,510	
11	SILR	Intermediate Apprenticeship	148,344	297,764	144,221
12		Advanced Apprenticeship	92,794	181,147	95,799
13		Higher Apprenticeship	7,522	19,473	11,083
14	**SILR Total**		248,660	498,384	251,103
15	**Grand Total**		248,660	499,894	251,103

The fields and positioning required for this:

▼ FILTERS	‖‖‖ COLUMNS
Strand Description ▼	Dataset ▼

≡ ROWS	Σ VALUES
Collection Type ▼	Starts ▼
SFR Apprenticeship All ▼	

6.3 Non-Apprenticeship distribution of activity across Sector Subject Areas

Sector Subject Area Tier 1	2014/15, Quarter 2	2014/15, Final	2015/16, Quarter 2
Strand Description	(Multiple Items)		
Enrolments	Dataset		
⊞ 01 - Health, Public Services and Care	416,734	644,886	341,514
⊞ 02 - Science and Mathematics	400,552	407,805	441,855
⊞ 03 - Agriculture, Horticulture and Animal Care	76,711	112,024	69,479
⊞ 04 - Engineering and Manufacturing Technologies	206,954	287,174	165,702
⊞ 05 - Construction, Planning and the Built Environment	179,585	253,449	157,055
⊞ 06 - Information and Communication Technology	235,934	375,781	184,224
⊞ 07 - Retail and Commercial Enterprise	240,425	365,573	184,643
⊞ 08 - Leisure, Travel and Tourism	181,779	252,021	166,228
⊞ 09 - Arts, Media and Publishing	474,270	656,616	442,630
⊞ 10 - History, Philosophy and Theology	78,535	91,871	73,933
⊞ 11 - Social Sciences	95,454	97,667	93,110
⊞ 12 - Languages, Literature and Culture	336,571	391,774	363,263
⊞ 13 - Education and Training	78,714	97,493	73,466
⊞ 14 - Preparation for Life and Work	1,883,370	3,002,954	1,549,303
⊞ 15 - Business, Administration and Law	291,374	409,930	247,383
⊞ U - Unknown	57,702	123,283	150
⊞ X - Not Applicable	119,472	207,314	18,218
Grand Total	**5,354,136**	**7,777,615**	**4,572,156**

Don't forget to filter to remove apprenticeships

Use + symbol to drill down to Sector Subject Area Tier 2

The fields and positioning required for this:

FILTERS
Strand Description

COLUMNS
Dataset

ROWS
Learning Aim Sector Subject Area

Σ VALUES
Enrolments

6.4 Contribution towards SFR methodology overall enrolments figure

	Classification Exclude SFR	0	
	Funded	Funded	
Enrolments	**Dataset**		
Strand Description	**2014/15, Final**	**2015/16, Quarter 2**	
Apprenticeship Programme	916,735	725,962	
Community Learning	925,951	433,906	
Education & Training	5,079,124	3,514,110	
Workplace Learning	100,325	29,737	
Grand Total	**7,022,135**	**4,703,715**	

Don't forget to filter

To match the SFR methodology overall enrolments figure, include only these from strand description:
Community Learning,
Education & Training,
Workplace Learning
Apprenticeship Programme

The fields and positioning required for this:

FILTERS

Classification Exclude ...
Funded

COLUMNS

Dataset

ROWS

Strand Description

Σ VALUES

Enrolments

6.5 Counting distinct workplaces for apprenticeship starts

'-1' represents an unknown Workplace EDS Id.
These filter selections align with the previous workplace count Excel reports sent to LEPs.

The fields and positioning required for this:

Count the number of Workplace EDS Id's by highlighting the column and looking at the Count figure in the bottom right hand corner of the screen;

This will give you a distinct count of workplaces.

You could also bring in starts as a measure to see how many starts were spread across these workplaces.

7. Annex A – Useful links

These links have additional data and information which you can use alongside these data cubes to give more context to the data.

ILR Specifications and Guidance
https://www.gov.uk/government/collections/individualised-learner-record-ilr

ILR return timetable
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/579285/ILRSpecification_2016_17_Appendix_A_Dec2016_v3.pdf

Skills Funding Agency Funding Rules
https://www.gov.uk/guidance/sfa-funding-rules

FE & Skills Statistical First Release
https://www.gov.uk/government/statistics/further-education-and-skills-statistical-first-release-june-2016

FE Data Library
https://www.gov.uk/government/collections/fe-data-library

Skills Funding Agency National Achievement Rate Tables
https://www.gov.uk/government/collections/sfa-national-success-rates-tables

Skills Funding Agency Course Directory
https://www.gov.uk/government/publications/sfa-course-directory

SFA funding allocations and performance management for providers
https://www.gov.uk/government/collections/funding-allocations-and-performance-management-for-providers

Skills Funding Agency Register of training organisations
https://www.gov.uk/government/collections/sfa-register-of-training-organisations

Area Review guidance
https://www.gov.uk/government/publications/further-education-area-reviews-guidance-for-leps-and-las

ILR Funding Calculation
Skills Funding Agency: Funding rates and formula
https://www.gov.uk/government/collections/sfa-funding-rates

Education Funding Agency: Funding rates and formula
https://www.gov.uk/government/publications/funding-rates-and-formula

8. Annex B – MDX calculated measure - instructions

Below are instructions on how to create the MDX expression in order for you to add the calculated measure for Learner Distinct count to your cube.

1. Firstly, you will need to open up the specific .cub file that you would like to use for analysis.
2. You may wish to change the pivot table to classic view and in order to do so you need to click anywhere in the pivot and on the far left of the ribbon you need to click on the **Options** drop down and then select **Options**. Click the **Display** tab and then select **Classic PivotTable layout**. Click **OK**.

3. Now select the **Analyse** tab at the top. There should be a ribbon that appears called OLAP tools, click this and select MDX Calculated Measure. This should bring you onto this screen:

4. Once you get to this screen you will need to first of all name the new measure and in this case we will call it 'Learner Distinct Count' and then add this to the Measure Group Learning Aim Measures. This will make it easier when selecting it into the Pivot table.

5. You are ready to create the MDX query and this can be done by scrolling down the Fields and Items section and locating the Learner Dimension. You will need to click the + next to Learner SK and then select the one below as shown to generate the correct query:
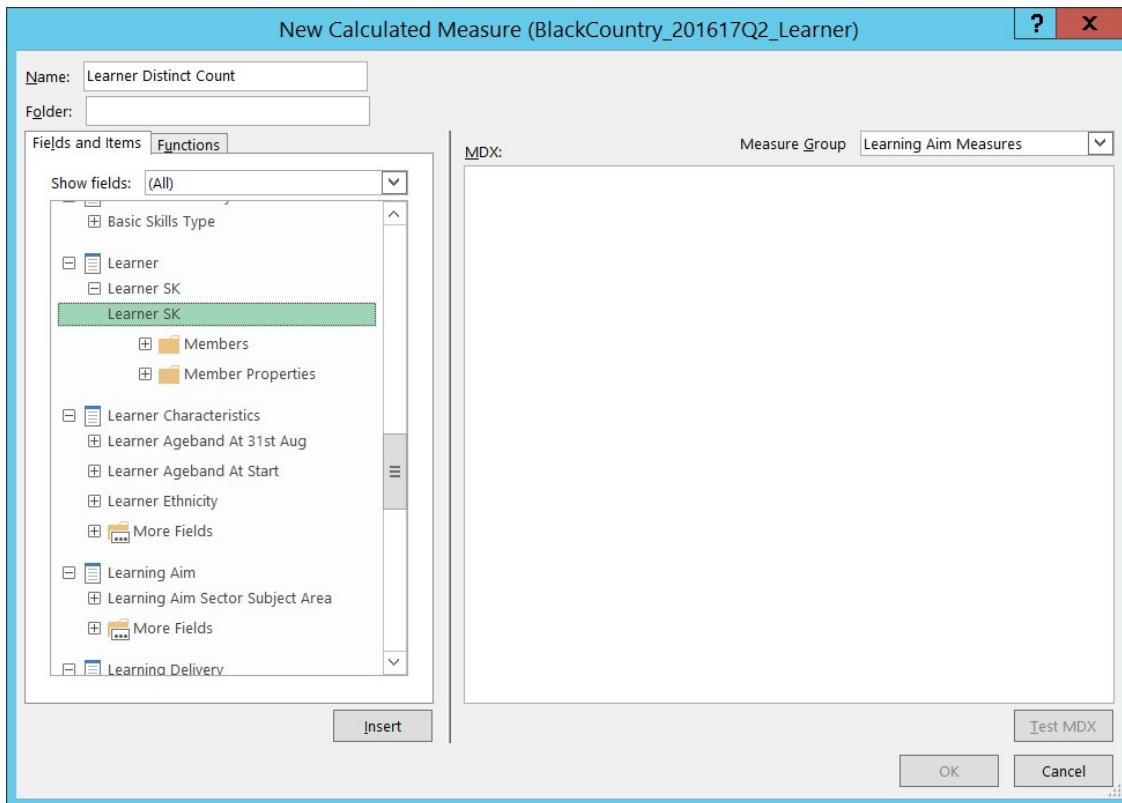
6. Now click the insert button and the field will appear in the box on the right hand side as an MDX expression. Add parentheses () around the expression and add DISTINCTCOUNT at the start. Note: click the Test MDX button to verify the syntax is correct.

7. If all returns as successful, click ok and you should now have a calculated measure ready to use for your analysis.