

Post-16 data collection: 15 September 2026 to 9 October 2026

The collection of post-16 data for the 2025/2026 academic year

Technical completion notes

Date of issue: September 2026

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Post-16 data collection: 15 September 2026 to 9 October 2026

Audience	Head teachers of maintained secondary and middle schools that had pupils in the national curriculum Year 12 or above at any time in the academic year 2025/26, local authorities and school information management system software suppliers.
Overview	These technical completion notes are provided by the Welsh Government as guidance to support the above audience in complying with their statutory duties.
Action required	All maintained secondary and middle schools that had pupils in the National Curriculum Year 12 or above at any time in the academic year 2025/26 must submit a post-16 collection return.
Further information	If you need further advice on the completion of any part of your post-16 collection return, please contact your local authority in the first instance.

Details on post-16 investment can be found at
<https://www.medr.cymru/en/funding-for-providers>

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



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1. Overview

All references to **collection period** or **academic year** refer to **1 September 2025 to 31 August 2026**.

The notes are for head teachers of maintained secondary or middle schools, which had pupils in [national curriculum Year \(NCY\)](#) Group 12 or above at any time in the academic year **2025/26**, local authorities and software suppliers.

The timetable for submission is as follows:

Date	Action
Tuesday 15 September 2026	DEWi opens for post-16 data collection
Local authority defined	Return to local authority via DEWi
Friday 9 October 2026	Deadline for submissions to Welsh Government via DEWi

1.1 Major changes from last year

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

- revised guidance and flowcharts for recording programme codes;
- clarification of responsibilities in relation to the data collection and uses made of the data between Medr and the Welsh Government; and
- dates rolled forward by a year.

2. Checklist and prerequisites

Ensure the following are included as part of this return:

- [Unique Learner Numbers \(ULNs\)](#) have been populated. These are available from [DEWi](#) for pupils aged 14+ after the [Pupil Level Annual School Census \(PLASC\)](#) return.
- All pupils registered with an [Enrolment Status](#) of 'C' or 'M' submitted as part of the PLASC return that had an NCY Group in '12', '13' or '14'.
- Programmes have the correct activities associated with them. See sections 8, 9, Annex B and the accompanying flowcharts for further guidance.
- Records relating to pupils who start an A2 programme EARLY at the end of their AS year, should NOT have the A2 programme and activities submitted as part of the collection. These records should be included in the following year's collection covering the academic year when the pupils are in their A2 year.

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

3. Future developments

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

4. Introduction

Medr, the body responsible for funding and regulating the tertiary education and research sector in Wales, is now responsible for the Post-16 Data Collection. The Welsh Government will continue to collect the data on Medr's behalf via existing school data collection mechanisms. The data collected will support Medr in carrying out its statutory functions.

The [Post-16 Funding Framework](#) was introduced in 2014 and one of the key aims was to better understand the return the Welsh Government gets from its investment in the post-16 sector in Wales. The framework aims to make better use of actual pupil current information to influence planning and funding decisions. This document is updated annually and is now published by [Medr](#).

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

The data will be used by Medr to:

- derive future years' local authority school sixth form funding allocations;
- monitor programme delivery as part of the [Post-16 Funding Framework](#); and
- produce statistical analysis on the tertiary education sector, including the calculation of learner [achievement](#) and [destinations](#) measures.

The data submitted is used to calculate the post-16 achievement measures which look at the retention and achievement of learners undertaking A level and vocational programmes, and the Advanced Skills Baccalaureate Wales. Achievement data tables were sent to schools and local authorities in March 2026 based on 2024/25 data. **It is essential that these returns are submitted in accordance with the dates set out in this document to underpin the production of the achievement measures and funding calculations.**

We have developed a [DEWi management report](#) that is automatically generated when the post-16 collection file is uploaded to [DEWi](#). The report calculates school-level figures and should be used to assist in validating the data.

The [programmes directory](#) lists the full-time programmes which will be eligible for funding and sets out the requirements for each eligible programme. Each eligible programme has a unique programme code which will be used for all aspects of planning, funding and performance reporting. Further information on this can be found on the Medr's [Funding for Providers](#) web page.

5. Key features

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

- collects data relating to pupils in NCY 12, 13 and 14 during the previous academic year where the Enrolment Status is:
 - C** Current (single registration at this school)
 - M** Current main (dual registration)
- includes data about all programmes and activities followed by any of these pupils during the previous academic year; and
- the data required is at a programme and learning activity (i.e. course) level and not only at the pupil level.

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

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

5.1 Learning activity level

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

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

5.2 Programme level

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

- to support the calculation of achievement measures at programme level, including achievement of A-level and vocational programmes;
- to create (at a local authority level) an average programme value for funding. Details of programme delivery will be used alongside predicted headcount information using PLASC data to derive future years' local authority sixth form allocations; and

- to monitor and understand how effective the learning offer is against its defined purpose and outcomes. When used alongside the outcomes, this process will highlight programmes which are underperforming and, potentially, identify areas where there is a shortage or demand for provision.

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

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

Using the information in the framework to monitor delivery in this way will improve accountability and provide crucial evidence to influence change when required. It will also provide Medr with the information to understand what it gets in return for public investment in learning.

5.3 Stages for producing your post-16 collection return

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

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

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

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

Returns will not be edited by Welsh Government after being submitted via [DEWi](#).

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

6. Data entry and data checking

6.1 Data entry

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

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

6.2 Queries

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

Queries of either kind need to be investigated to establish whether there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

6.3 Errors

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

6.4 Checks

However, neither these data checks, nor the validation rules the software subsequently applies to the post-16 collection return, can establish whether you have provided all the pupil or course data that should have been entered, for example, that all learning activities for each pupil are in your system.

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

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

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

7. Summary of data fields to be returned in 2026 post-16 collection

School identifiers

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

Survey details

Field name	Field length	Field type	Sample data
Survey/Data Extraction Type	5	Alphanumeric	P16
Survey Reference Date	10	Date	2026-07-31
Person Completing Survey	2	Alphanumeric	AT
Survey Completion Time	3	Alphanumeric	101

Pupil identifiers

Field name	Field length	Field type	Sample data
UPN (Unique Pupil Number)	13	Alphanumeric	Z123456789012
ULN (Unique Learner Number)	10	Alphanumeric	4674810417
Former UPN	13	Alphanumeric	A123456789012
Surname	35	Alphanumeric	Jones
Forename	35	Alphanumeric	Marc
Middle Name(s)	35	Alphanumeric	Iwan Owen
Date of Birth	10	Date	2008-03-31
Gender	1	Alphanumeric	M

Pupil status

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

*Pupil NCY Group as at **22 May 2026** (final school day before the last half term of the academic year), or the leaving date of the pupil if no longer on roll at that time.

Programmes

Field name	Field length	Field type	Sample data
Programme Reference	8	Alphanumeric	0001A02P
Programme Identifier	3	Alphanumeric	1
Programme Start Date	10	Date	2025-09-01
Programme Expected End Date	10	Date	2026-08-31
Programme Actual End Date	10	Date	2026-07-12
Programme Completion Status	1	Numeric	1
Guided Contact Hours	4	Numeric	400
Length Of Programme	1	Numeric	2
Year of Programme	1	Numeric	1

Learning activities

Field name	Field length	Field type	Sample data
Learning Activity Identifier	3	Alphanumeric	101
QWAD	8	Alphanumeric	C0000030
Discount Code	9	Alphanumeric	WG1234567
Learning Activity Category	1	Alphanumeric	M
Date Commenced Learning Activity	10	Date	2025-09-01
Expected End Date of Learning Activity	10	Date	2026-08-31
Actual End Date of Learning Activity	10	Date	2026-07-12
LLDD Indicator	1	Alphanumeric	0
Learning Activity Delivered Through the Medium of Welsh	1	Alphanumeric	C
Provider Delivering Learning	8	Alphanumeric	S0000000
Completion Status	1	Alphanumeric	1

8. Individual learning activity and programme data

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

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

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

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

For funding purposes, the learning activity data should include all learning activities undertaken by the learner during the collection period; however, the programme code should reflect the programme that the learner is undertaking at the 8th week (on the 56th day) after the start of the academic year. The programme code recorded at the 56th day point will be the programme code included in the average programme value calculations for allocation purposes. If a learner leaves the school within the first 8 weeks, they should still be included in the return with the programme code reflecting their most recent programme prior to leaving.

8.1 How is a learning activity defined?

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

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

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

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

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

Certain learning activities cannot be completed in one year, for example, the Advanced Skills Baccalaureate Wales (see [section 9](#)) AS level Further Maths and a vocational BTEC Extended Diploma. In these cases, the activities should be recorded as a two-year activity and remain as continuing at the end of year 1 (Year 12). The programme status for the first year's programme can still be marked as completed, even if there are activities within it that are still continuing, as long as they are two-year activities.

In the following year (Year 13), an A2 programme will be recorded, and will include any learning activities that are marked as continuing, that is the activities from the previously completed AS programme, along with any other activities the learner is following.

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

8.2 How is a programme defined?

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

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

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

Table 1: AS or A2 programmes

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

8.3 Repeat/resitting/retaking

If a pupil undertakes any learning activity again, i.e. takes the same teaching and learning activity two years in a row, then this activity is recorded again in the second year. However, if the pupil only sits the same exam, without further teaching, then this should not be recorded as a learning activity as part of a programme.

8.4 Programme Hours and Timetable

The [Programmes Directory](#) outlines the number of hours that are funded for each programme of learning. It is not expected that providers deliver the exact number of hours for each area but presents a general guide. It is however expected that total delivery hours are within a reasonable tolerance of the funded hours; for audit purposes this reasonable tolerance is considered 10%.

8.5 Mixing of AS/A2 and vocational qualifications

Where a learner is undertaking a mixture of general education and/or vocational qualifications, the following general rules must be applied:

- mixture of A2 and AS subjects:
 - make it an A2 equivalent if the learner is undertaking the same number or more A2 subjects; for example, one A2 subject, one AS subject, and the AdvSBW would require the 0023D03B (2 A2 equivalent plus AdvSBW) programme code to be used
 - make it an AS equivalent if the learner is undertaking more AS than A2 subjects; for example, two AS subjects, one A2 subject, and the AdvSBW would require the 0014D03B (3 AS equivalent plus AdvSBW) programme code to be used

- mixture of A2 and equivalent BTEC qualifications (as per the table below):
 - make it an A2 equivalent if the number of A2 subjects undertaken by the learner is higher than, or equal to, the equivalent size of BTEC qualifications; for example, two A2 subjects, one BTEC Diploma, and the AdvSBW would require the 0024B03B (4+ A2 equivalent plus AdvSBW) programme code to be used
 - make it a vocational programme in the relevant Sector Subject Area (SSA) if the BTEC qualification(s) undertaken by the learner are larger in typical size than the A2 learning; for example, one BTEC Level 3 National Diploma in Business, one A2 subject, and the AdvSBW would require the 1503B03B (Business Studies Level 3) programme code to be used
- mixture of AS and equivalent BTEC qualifications (as per the table below):
 - make it an AS equivalent if the number of AS subjects undertaken by the learner is higher than, or equal to, the equivalent size of BTEC qualifications; for example, two AS subjects, two BTEC Certificates, and the AdvSBW would require the 0015D03B (4+ AS equivalent plus AdvSBW) programme code to be used
 - make it a vocational programme in the relevant SSA if the typical size of the BTEC qualification(s) undertaken by the learner is larger than the AS learning; for example, one BTEC Level 3 National Extended Certificate in Engineering, one AS subject, and the AdvSBW would require the 0401A03B (Manufacturing and Engineering Level 3) programme code to be used

Table 2: Mixture of qualifications

BTEC Level 3 National	Typical Size (as GLH)¹⁶	AS/A Level Equivalence
Extended Diploma	Very Large (1080 GLH)	3 GCE A Levels
Diploma	Large (720 GLH)	2 GCE A Levels
Foundation Diploma	Medium (510 GLH)	1.5 GCE A Levels
Extended Certificate	Small (360 GLH)	1 GCE A Level
Certificate	Very small (180 GLH)	1 GCE AS Level

Please note that where GCSEs are being undertaken as a component of an AS/A level or equivalent programme of study, it is expected that these GCSEs will be delivered as part of the CLIF element of the learning programme and recorded as 'Other' for data submissions.

Equivalent General Education programme codes can be found in the table below for any mix of qualifications that these apply to (for further information, please see programme coding flowcharts published alongside this document and referred to in Annex B).

Table 3: General education programme equivalents

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

8.6 GCSE programmes

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

Table 4: GCSE equivalent programmes

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

8.7 Non-fundable programmes

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

Table 5: Non-fundable programmes

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

8.8 Flowcharts for choosing a programme code

To help with choosing the correct programme code – individual programme code flowcharts can be found in [Annex B](#), published alongside this document.

8.8.1 General education programme code flowchart

The General Education flowchart applies only where a learner's programme consists **entirely of general education qualifications**, specifically:

- GCSEs
- AS levels
- A levels

The pupil's programme must not include any vocational or AS and A2 mix. Where this condition is not met, the pupil must **not** be recorded under a General Education programme code.

8.8.2 Vocational programme code flowchart

Before using the vocational flowchart, confirm that:

- The learner is completing vocational qualifications only.
- The learner is not following a General Education programme.
- The learner is not following a mixed programme of General Education and vocational qualifications.

If these conditions are not met

- Use the General Education flowchart where appropriate.
- Use the Combinations flowchart where a mixture of qualification types is being delivered.

Additional Notes

Where a learner is studying GCSEs and/or Advanced Skills Baccalaureate Wales alongside a vocational programme, these should not be used to determine the vocational programme code.

Where a learner is studying multiple BTEC qualifications, the qualification carrying the greatest weighting should be used to determine the relevant SSA and programme code.

8.8.3 Combinations programme code flowcharts

The combinations flowcharts should be used where the learner is undertaking a mixed programme of qualifications.

These include combinations of:

- AS Levels and A Levels
- AS Levels and BTECs
- A Levels and BTECs
- AS Levels, A Levels and BTECs
- GCSEs and BTECs

Additional Notes

Where multiple BTEC qualifications exist, the qualification carrying the highest weighting should be used to determine the SSA and associated programme code.

Where the programme outcome requires the use of a vocational SSA programme code, AS Level subjects may need to be recorded as 'Other' (to account for CLIF) in accordance with the flowchart requirements.

Any exceptions/queries related to the flowcharts should be directed to:
InvestmentandMonitoring@medr.cymru.

9. Advanced Skills Baccalaureate Wales

The Advanced Skills Baccalaureate Wales (C00/4571/8) has replaced the legacy advanced Welsh Baccalaureate and Skills Challenge Certificate qualifications.

Please refer to the published guidance [Advanced Skills Baccalaureate Wales: recording and measuring outcomes](#) for information on how to record the qualification in your post-16 collection return.

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

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

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

Format for data fields in Annex

Data set	Name of dataset [School, Pupil or Learning Activity]	Field length	Length of field in terms of the number of characters
Field name	Name of field as used in XML file submitted to WG by your software	Field type	Type of field [Alphanumeric, Numeric or Date]
CBDS Number	Code of field as defined in the Common Basic Data Set (CBDS)	Mandatory for	Which learners is the field required to be completed for [in the 2026 return all fields are required for all learners]
Description	Description of the data required		
Reason required	Information on why this data is required and how it will be used		
Valid entries	List of values, and their descriptions, which may be returned within the data field.		
Notes	Note: these are the values required within the file submitted by your software system and they may differ to the way that the data is presented to you by your software. Any miscellaneous notes, as well as an example of valid data which may be returned in the field.		

LEA Number

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

Description Local authority number

Reason required To identify the local authority with which the returning school is associated.

Valid entries Consisting of three digits in the range 660-681

660	Anglesey
661	Gwynedd
662	Conwy
663	Denbighshire
664	Flintshire
665	Wrexham
666	Powys
667	Ceredigion
668	Pembrokeshire
669	Carmarthenshire
670	Swansea
671	Neath Port Talbot
672	Bridgend
673	Vale of Glamorgan
674	Rhondda Cynon Taff
675	Merthyr Tydfil
676	Caerphilly
677	Blaenau Gwent
678	Torfaen
679	Monmouthshire
680	Newport
681	Cardiff

Notes Sample data: **660**

School Number

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

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

Notes	Sample data: 4099
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School Name			
Data set	School	Field length	100
Field name	Name	Field type	Alphanumeric
CBDS Number	S5	Mandatory for	All learners
Description	School name		
Reason required	To identify the correct school name for the returning school so as to maintain up-to-date records.		
Valid entries	The full name of the school		
Notes	Sample data: Anglesey Comprehensive School		

School Phase

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

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

Notes	Sample data: MS
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Survey/Data Extraction Type

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

Description	Survey/data extraction type		
Reason required	To indicate which data collection or survey the information relates to.		
Valid entries	PLASC	Pupil level annual schools census	
	P16	Post-16 data collection	
	NDC	National data collection	
	ATS	Attendance collection for secondary schools	
	ATP	Attendance collection for primary schools	
	WNT	Welsh national tests	
	EOTAS	Educated other than at school	
	SWAC	School workforce annual census school return	
	SWACHR	School workforce annual census pay, human resource and absence return	

Notes	Sample data: P16
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Survey Reference Date			
Data set	School	Field length	10
Field name	Survey reference date	Field type	Date
CBDS Number	S94	Mandatory for	All learners
Description	Survey reference date		
Reason required	The final date of the reporting period for the collection period.		
Valid entries	Valid date in the format ccyy-mm-dd.		
Notes	Date must be 2026-07-31		
	Sample data: 2026-07-31		

Person Completing Survey

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

Description	Person completing survey		
Reason required	To indicate the role of the person responsible for completing the survey.		
Valid entries	HT	Headteacher	
	AC	Acting headteachers	
	DH	Deputy headteacher	
	AS	Assistant headteachers	
	QT	Other teacher	
	AO	Other administration staff	
	BM	School business manager or equivalent	
	ON	Other	

Notes	Sample data: HT
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Survey Completion Time

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

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

Notes	Sample data: 101
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Unique Pupil Number (UPN)

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

Description Unique pupil number

Reason required To uniquely identify each pupil

Valid entries In format **ALLLnnnnnnnnnB**

A are valid alphabetic characters
LLL valid LA code
nnnnnnnnn numeric
B numeric or A-Z omitting I, O and S

Notes Must be a valid 13 character UPN. The software will check that no two (or more) pupils have the same UPN. Such errors must be resolved before the return is submitted. If they are still present when the return is passed to the Welsh Government then it will be rejected.

If you have any queries regarding UPNs please discuss these with the Welsh Government (see contact details on page 3).

Sample data: **C6801234567**

Unique Learner Number (ULN)

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

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

Notes

Must be a valid 10 character ULN. This data will be supplied by LRS. Further information and guidance on ULNs can be found at [Schools in Wales: how to create a ULN - GOV.UK](#)

These are available via [DEWi](#) after your PLASC return for pupils aged 14+ via the Manage PLASC, LRS tab facility.

[Home](#)
[Manage](#)
[Generic Files](#)
[SDF](#)
[IDPs](#)
[Administration](#)

Manage - PLASC

The following files have been uploaded by schools in this LA. To download, tick the required files and click on the Download XML button. If you select more than one file, DEWi will create a single ZIP file containing all of the selected files. You may refresh the list by clicking on the Refresh button.

Order by

School Name

Direction

☒ Asc
 ☐ Desc

☐ Select all
 ☐ Expand all
 ☐ Hide accepted
 Download selected files:
 [XML](#)
[CSV](#)
[Send to WG](#)
[Reports](#)

PLASC

LRS

School Name	Version	LRS Agreed	Sent to LRS	ULN File Created	ULN File Downloaded	Download CTF	Download Excel
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If you have any queries regarding ULNs please discuss these with the Welsh Government (see contact details on inside cover of this document).

Sample data: **4674810417**

Former UPN

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

Description	Former UPN		
Reason required	To identify pupils whose UPN has changed		
Valid entries	Blank if no former UPN.		
	Former UPNs should be recorded in the format ALLLnnnnnnnnB		
	A	are valid alphabetic characters	
	LLL	valid LA code	
	nnnnnnnn	numeric	
	B	numeric or A-Z omitting I, O and S	

Notes	Where the pupil has held another UPN while at your school (for example where a temporary UPN was allocated when the pupil was first admitted but this was subsequently replaced by a permanent UPN retrieved from a previous school). If no such former UPN exists, this field should be left blank.		
	Sample data: C68012345678A		

Surname			
Data set	Pupil	Field length	35
Field name	Surname	Field type	Alphanumeric
CBDS Number	P3	Mandatory for	All learners
Description	Surname		
Reason required	To identify the pupil name		
Valid entries	Any surname		
Notes	Full surname, as the school believes it to be.		
	Sample data: Jones		

Forename			
Data set	Pupil	Field length	35
Field name	Forename	Field type	Alphanumeric
CBDS Number	P4	Mandatory for	All learners
Description	Forename		
Reason required	To identify the pupil name		
Valid entries	Any forename		
Notes	In full, not shortened or familiar versions.		
	Sample data: Marc		

Middle Name(s)

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

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

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

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

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

Notes	Sample data: 2008-03-31
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Sex			
Data set	Pupil	Field length	1
Field name	Sex	Field type	Alphanumeric
CBDS Number	P8	Mandatory for	All learners
Description	Sex		
Reason required	To identify the pupil sex		
Valid entries	M (male) or F (female).		
Notes	Identifies the sex of a person as recognised in law, being that which is recorded on a Birth Certificate or a Gender Recognition Certificate (for individuals over 18 and have lived in their acquired gender for more than two years), using M or F as the available options.		
	Sample data: M		

Enrolment Status

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

Description	Enrolment status
Reason required	To differentiate between pupils registered at a school and guest pupils. Guest pupils will be excluded from calculations. This field informs funding calculations. Only learners flagged as Current or Current main attract funding.
Valid entries	The valid entries are: C Current (single registration at this school) M Current main (dual registration – main establishment) G Guest pupil (pupil not registered at this school but attending some lessons or sessions) S Current Subsidiary (dual registration - secondary establishment)

Notes	Ideally guest pupils should be excluded from your post-16 collection return since their details will be returned by the school at which they are registered. However if you have entered them into your information management system, it may be impossible for the software to omit them when it compiles the return. If that is the case then these pupils need to be identified as guest pupils so they can be excluded when the data is analysed. Guest should be used for pupils who visit a school perhaps as an overseas student or on a one- or two-off basis. If a pupil is regularly attending more than one establishment, say once a week, they should be properly registered at each, with one establishment being the 'home' or Main school, the others being Subsidiary. This is with agreement from the local authority so there should be no ambiguity. Therefore, if the pupil is a true 'guest' at another school (as above) they will be singly registered Current-'M' at the 'home' school. Otherwise they will be properly dual registered with M at one school and S at others. For additional guidance see Annex E. Sample data: C
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Part-time Indicator

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

Description	Pupil part-time indicator		
Reason required	Indicates whether a pupil is part-time.		
Valid entries	1	for true	
	0	for false	

Notes For dual-registered pupils, time in other schools should be taken into consideration; e.g. 2 days in one school and 3 days in another school should not be classified by either school as part-time.

Whilst a pupil may be studying with more than one school, dual registered pupils should not be classified by either school as part-time. There can be no part-time pupils in secondary education; therefore, this should always be reported as **0**.

Sample data: **0**

Pupil National Curriculum Year Group

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

Description	National curriculum year group
Reason required	To identify the year group of the pupil so as to monitor complete cohorts of learners.
Valid entries	The year group in which the pupil is taught for the majority of their time, regardless of their chronological age. The following values will apply: 12 year group 12; 13 year group 13; 14 beyond year group 13.

Notes	Pupil NCY Group as at 22 May 2026 (final school day before the last half term of the academic year), or the leaving date of the pupil if no longer on roll at that time. The Pupil NCY Group should not be rolled forward prematurely at the end of an academic year. Sample data: 12
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Pupil Postcode

Data set	Pupil	Field length	8
Field name	Pupil postcode	Field type	Alphanumeric
CBDS Number	P81	Mandatory for	All learners
Description	Postcode of domicile		
Reason required	The learner postcode is used for a wide variety of analysis		
Valid entries	Valid postcode formats are: An nAA AAn nAA AnA nAA Ann nAA AAnA nAA AAnn nAA where A denotes an upper case letter and n a number from 0 to 9		
Notes	Common mistakes when recording postcodes are to confuse letters with similar looking numbers (e.g. letter 'O' with number zero), to omit the central space, or include a trailing full stop. Any of these will cause the postcode to be rejected as invalid. Your software should convert any 'O' at the start of the second postcode block to a 0 (zero), and to convert double spaces between postcode blocks to single spaces. Sample data: CF14 5DZ		

Programme Reference

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

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

Notes Further information on Programmes and guidance is available from the Medr website pages on [Funding for providers](#).

Each programme has a programme code which identifies the programme which the pupil is undertaking and the combination of learning activities that make up that programme.

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

A full list of valid programme codes is available by clicking the link in [Annex C](#).

Sample data: **0001A02P**

Programme Identifier

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

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

Notes	Numeric code to easily identify each programme of study being undertaken by a pupil. Every programme taken by a pupil should have a different number starting with '100' then incrementing by 1 for each additional programme. This numeric code should be automatically generated by your information management system software and you will not need to enter the information. Please check the software specific documentation provided by your supplier for further guidance. Sample data: 001
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Programme Start Date			
Data set	Programmes	Field length	10
Field name	Programme start date	Field type	Date
CBDS Number	190034	Mandatory for	All learners
Description	Programme start date		
Reason required	To identify the start date of the programme and to be used with the end date to derive the duration of learning.		
Valid entries	Valid date in the format ccyy-mm-dd		
Notes	Date entered should be that when the pupil first attended classes aimed at delivering the stated programme. Where possible it is expected that schools will provide actual commencement dates and not default values. Sample data: 2025-09-01		

Programme Expected End Date

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

Description	Programme expected end date
Reason required	To identify the expected end date of the programme.
Valid entries	In the format ccyy-mm-dd
Notes	In the format ccyy-mm-dd. Date entered should be that when the pupil is expected to complete the stated programme. General education learning programmes are in one year blocks, i.e. there is an AS level programme for Year 12 and an A2 level programme code for Year 13. Sample data: 2026-08-31

Programme Actual End Date

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

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

Notes	Where a programme has closed (completed or otherwise i.e. Completion Status of 2, 3, 4, 5) then the final date of learning should be entered.
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Sample data: **2026-07-12**

Programme Completion Status

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

Description	Completion status of the programme
Reason required	To identify those programmes for which pupils have successfully completed the required learning and those programmes from which pupils have withdrawn or transferred or are continuing.
Valid entries	Completion status at end of programme: 1 continuing the programme (the default) 2 completed the programme 3 withdrawn from the programme 4 transferred to a new programme same provider 5 transferred to a programme with a different provider

Notes

Definitions:

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

An AS programme is a one year programme, therefore, if the learner has completed the year we would expect the completion status to be **2** (completed) with an end date in the academic year that the AS programme took place. This is regardless of whether any of the two year learning activities within the programme, such as for the Advanced Skills Baccalaureate Wales, still have the completion status of **1** (continuing).

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

Queries relating to programmes and linking activities to programmes should be sent to post16.plasc@gov.wales

Sample data: 1

I

Guided Contact Hours

Data set	Programmes	Field length	4
Field name	Guided contact hours	Field type	Numeric
CBDS Number	P209	Mandatory for	All learners
Description	Guided contact hours		
Reason required	The planned number of guided contact hours is used to monitor delivery of programme specification and may be used to adjust programme values. This field informs programme values. Each programme has a programme value based on the expected number of GCH. Monitoring will identify where the recorded number of GCH consistently falls above or below that level and may result in amended programme values.		
Valid entries	An estimate of the planned number of teaching, instructional or assessment contact hours for the programme (rounded to a whole number) for this learning programme in this current academic year. Valid entries are: 0000 – 3000 hours		
Notes	An estimate of the planned number of teaching, instructional and assessment contact hours for the programme (rounded to a whole number) for the academic year 2025/2026. If a programme spans two years, only the planned guided contact hours for the academic year 2025/26 are required. Sample data: 150		

Length of Programme

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

Description Length of Programme

Reason required Required for vocational programmes to identify the length of the programme. Note that the same programme reference can have more than one duration.

Valid entries **1** Programme length is 1 year
2 Programme length is 2 years

Notes Default value should be **1**.

Example:

Programme reference 0401A03B 'Manufacturing and Engineering Level 3, could be a L3 'Diploma' one year in length or an 'Extended Diploma' two years in length.

Sample data: **2**

Year of Programme

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

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

Notes Default value should be **1**.

Example:

Programme reference 0401A03B 'Manufacturing and Engineering Level 3, 'Extended Diploma' is two years in length. Pupil is in second year of the programme so a code of **2 - Year 2** would be used.

Non-vocational programmes are 'General Education' programmes.

Sample data: **1**

Learning Activity Identifier

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

Description	Learning activity identifier
Reason required	To identify uniquely each learning activity being undertaken by a pupil.
Valid entries	Valid values for learning activities are: 001, 002, 003.... Up to 099

Notes	Numeric code to easily identify each learning activity being undertaken by a pupil. Every learning activity taken by a pupil should have a different number starting with 001 then incrementing by 1 for each additional learning activity. This numeric code should be automatically generated by your information management system software and you will not need to enter the information. Please check the software specific documentation provided by your supplier for further guidance. Sample data: 001
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QWAD (Qualification Wales Approval Designation No.)

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

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

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

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

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

Sample data: **C0045718**

Discount Code

Data set	Learning activity	Field length	9
Field name	Discount Code	Field type	Alphanumeric
CBDS Number	190042	Mandatory for	All learners

Description	Discount Code
Reason required	To identify discount codes associated with specific learning activities'.
Valid entries	As available on Qualification Wales' website .

Notes	A qualification is assigned a discount code on the basis of the subject area it covers. The purpose of a discount code is to gather qualifications with similar content together and compare them to the other qualifications with that code.
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Sample data: **WG1234567**

Learning Activity Category

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

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

Notes	The learning activity category is required for each learning activity that makes up a learning programme. An example of a 'Main' learning activity would be an AS-level, A-level, BTEC or the Advanced Skills Baccalaureate Wales. 'Other' consists of any core and community learner industry focus (CLIF) components. This could include a GCSE resit or an industry specific requirement, e.g. Health and Safety Certificate. Where the learner is undertaking an Extended Diploma, the learning should be recorded against the most appropriate vocational programme. It must be ensured that all aspects of the vocational programmes are recorded. For example a learner undertaking 1 AS qualification and Level 3 Engineering Extended Diploma, whilst the predominant delivery is that of the vocational qualification, the additional general education qualifications should also be recorded as 'main'. A full description of each element can be found in the Post-16 Funding Framework Document at https://www.medr.cymru/en/funding-for-providers Sample data: M		
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Date Commenced Learning Activity

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

Description	Date Commenced Learning Activity
Reason required	To identify the start date of the learning activity and to be used with the end date to derive the duration of learning. For learning activities spanning more than one year the learning activity start date should always be the actual start date of the learning activity. For example, the start date of 2024-09-01 is a valid start date for a two-year BTEC Extended Diploma learning activity continuing into the 2025-26 academic year. If a learning activity spans two academic years, there would need to be a record in the following year's post-16 return to provide the remainder of the information.
Valid entries	Valid date in the format ccyy-mm-dd
Notes	Date entered should be that when the pupil first attended classes aimed at delivering the stated learning activity. Where possible it is expected that schools will provide actual commencement dates and not default values. Sample data: 2025-09-01

Expected End Date of Learning Activity

Data set	Learning activity	Field length	10
Field name	Learning activity expected end date	Field type	Date
CBDS Number	P203	Mandatory for	All learners
Description	Expected end date of learning activity		
Reason required	To identify the expected end date of the learning activity and so monitor early withdrawals or transfers. The start date, coupled with the expected end date, is used to inform the duration of learning. The end of a two-year course would need to be recorded in the following year's post-16 collection return to allow accurate calculation of performance.		
Valid entries	In the format ccyy-mm-dd		
Notes	Date entered should be that when the pupil is expected to complete the classes aimed at delivering the stated learning activity. The date should be that when teaching is expected to be completed and not the date on which the pupil is expected to sit the exam. It is anticipated that the majority of pupils will be engaged in one year or two-year learning activities. In these cases, if a precise expected end date is not known then a default of XXXX-07-18 (where XXXX = Year of the collection period) may be input for one-year learning activities commencing in the collection period or two year learning activities commencing in the previous academic year. A default of XXXX+1-07-31 (where XXXX = Year of the collection period) should be used for two-year learning activities commencing in the collection period. Any learning activity (qualification) that spans two years should be recorded as 'continuing' at the end of the first year. Sample data: 2026-08-31		

Actual End Date of Learning Activity

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

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

If [Completion Status](#) is 1 then **actual end date** should be set to **9999-12-31**.

This is expected when the pupil completes the first year of a two year course in the academic year, i.e. the Advanced Skills Baccalaureate Wales, an Extended BTEC Diploma or an AS in Further Maths.

Where an activity has closed (i.e. Completion Status of 2 (completed the learning activity) 3 (withdrawn from the learning activity) 4 (transferred to a new learning activity)) then the actual end date for the learning activity should be entered.

Notes	In the post-16 collection it is expected that all two-year learning activities continuing into a second year will be submitted with the default of '9999-12-31: continuing the learning activity', but it would be expected that one year learning activities will be completed with an actual end date.
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Sample data: **2026-07-29**

LLDD Indicator

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

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

Learning Activity Delivered Through the Medium of Welsh

Data set	Learning activity	Field length	1
Field name	Welsh medium learning activity	Field type	Alphanumeric
CBDS Number	P205	Mandatory for	All learners – for learning activities only
Description	Learning activity delivered through the medium of Welsh		
Reason required	To monitor the medium of delivery of learning activities and if bilingually delivered in the teaching model adopted. This field informs funding calculations. Learning activities delivered through the medium of Welsh or Bilingually (Welsh Bilingual) may qualify for the Welsh Medium/Bilingual uplift (dependant on activity undertaken).		
Valid entries	Whether a learning activity is delivered through the medium of Welsh, English or Bilingually. Valid values are: E learning activity only delivered through English C learning activity only delivered through Welsh P learning activity delivered bilingually – formal bilingual model R learning activity delivered through separate language groups in the same class		
Notes	Learning Activity Delivered Through the Medium of Welsh information is required for learning activities only; it is not required for programmes: E should only be used if all aspects of learning are through the medium of English. C should be used if learning is solely through the medium of Welsh including written, oral and group work, and assessment/examination. There may be occasional and tightly controlled use of English terminology and key phrases to reinforce learning. P should be used if both English and Welsh in a class are used alternately in a planned manner for different modules or component parts of a module with the language being used entirely for that component irrespective of whether the		

work is written, oral, group work or assessment. Students are taught as a class with no separate language groups.

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

Assessment is in either language.

Sample data: **P**

I

Provider Delivering Learning

Data set	Learning activity	Field length	8
Field name	Learning activity provider	Field type	Alphanumeric
CBDS Number	P206	Mandatory for	All learners – for learning activities only
Description	Provider delivering learning		
Reason required	To identify where learning is being delivered and so the extent of franchising/sub-contracting/partnership arrangements between schools and other learning providers.		
Valid entries	Please refer to Annex C for full list of valid codes		
Notes	In most cases it is anticipated that the learning activity will be taught by the school at which the pupil is registered (and therefore the school which is making the post-16 collection return). If this is the case then your software should complete the field with the default value of S0000000. This code identifies the home school as the one providing the tuition. It is not necessary or helpful to enter the school's own code in this field. The 'Main' school should also supply data about the Activities delivered by the other school showing that school's code. Where a learning activity is delivered through a partnership / franchise or sub-contracted arrangement with another school or college then a code relating to that school or college should be completed in this field. Where a pupil is taught by another organisation the school registering the pupil will show the pupil's Enrolment Status as 'Main' and will supply data about the Learning Activities which they deliver and those by the other school. A full list of valid codes and the schools/providers to which they refer can be found in Annex C. If a pupil is undertaking a learning activity at a provider for which there is no code given, then the school should e-mail post16.plasc@gov.wales with details regarding the provider		

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

Sample data: **S0000000**

I

Completion Status

Data set	Learning activity	Field length	1
Field name	Completion status	Field type	Alphanumeric
CBDS Number	P211	Mandatory for	All learners
Description	Completion status		
Reason required	To identify those learning activities for which pupils have successfully completed the required learning and those learning activities from which pupils have withdrawn or transferred.		
Valid entries	Completion status at end of learning activity: 1 continuing the learning activity (the default) 2 completed the learning activity 3 withdrawn from the learning activity 4 transferred to a new learning activity		
Notes	Definitions: 1 Continuing the learning activity. This means that the activity is continuing into the next collection period. This code is no longer to be used for 'Cashing in'. Any learning activity that spans two years (e.g. Advanced Skills Baccalaureate Wales, BTEC Extended Diploma or AS Further Maths) should be recorded as 'continuing' at the end of the first year. Not to be used for re-entry into an exam. 2 Completed the learning activity. All elements of the activity have been completed. 3 Withdrawn from the learning activity. The activity has been dropped and has not been replaced by another activity. May lead to a change of programme reference. See the decision tree below. 4 Transferred to a new learning activity. The activity has been dropped and has been replaced by a different learning activity of a similar or different activity type. May lead to a		

change of programme reference. See the [decision tree](#) below.

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

Sample data: **1**

Annex B: Programme code flowcharts

Please refer to the following PDF files, published alongside this document, for assistance with determining the correct programme code in different scenarios:

- B1 – general education programme code flowchart
- B2 – vocational programme code flowchart
- B3.1 – combination programme code flowchart – AS and A2 levels
- B3.2 – combination programme code flowchart – AS and BTEC
- B3.3 – combination programme code flowchart – A2 and BTEC
- B3.4 – combination programme code flowchart – AS, A2 and BTEC
- B3.5 – combination programme code flowchart – GCSEs and BTEC

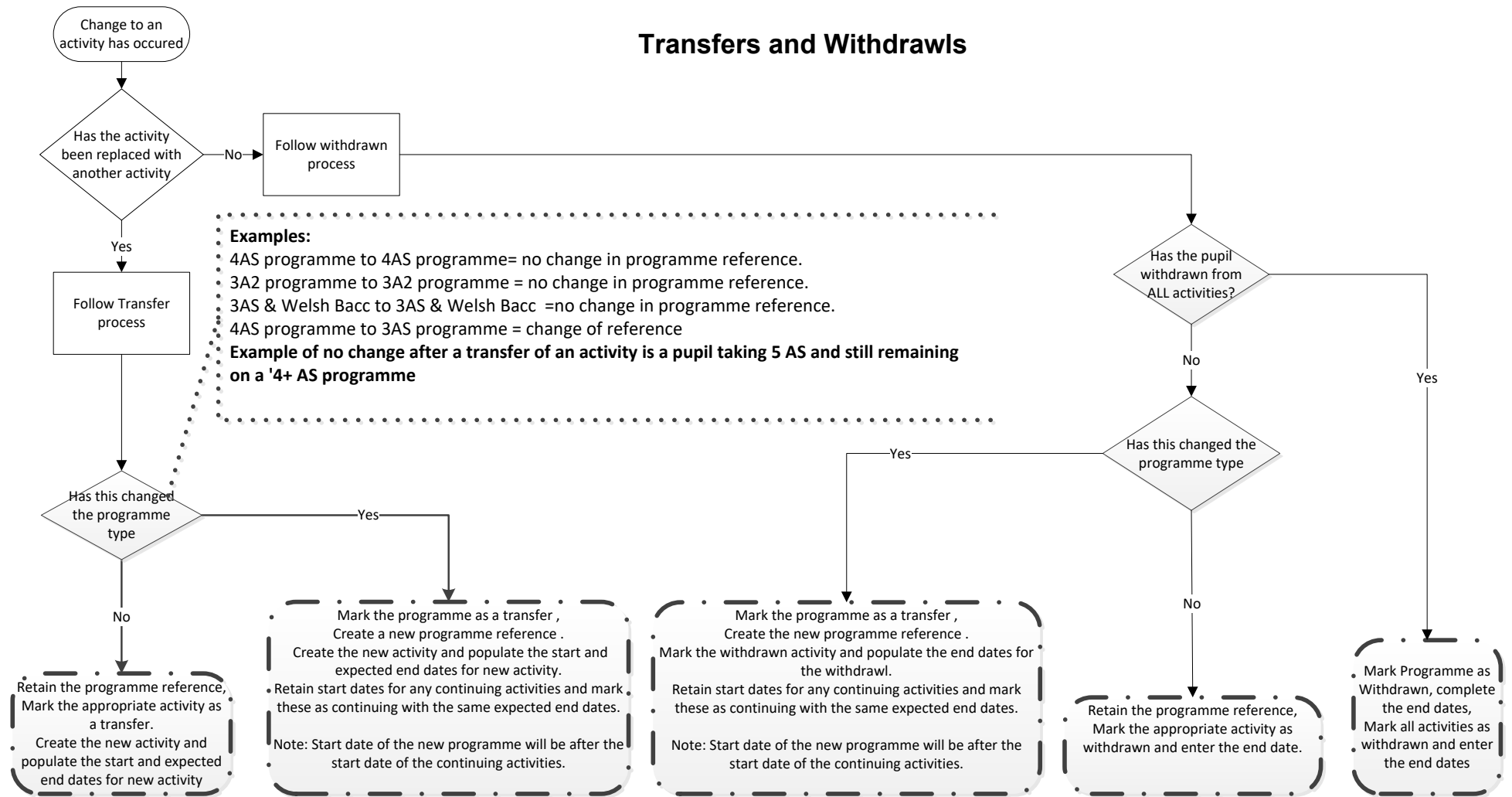
Annex C: Completion status transfer/withdrawal decision tree

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

Please note that the decision tree below applies only to programmes where a pupil continued their learning on or after the 56th day.

For full guidance on withdrawals and transfers please see 2026/27 [Post-16 Funding Framework](#).

Transfers and Withdrawals

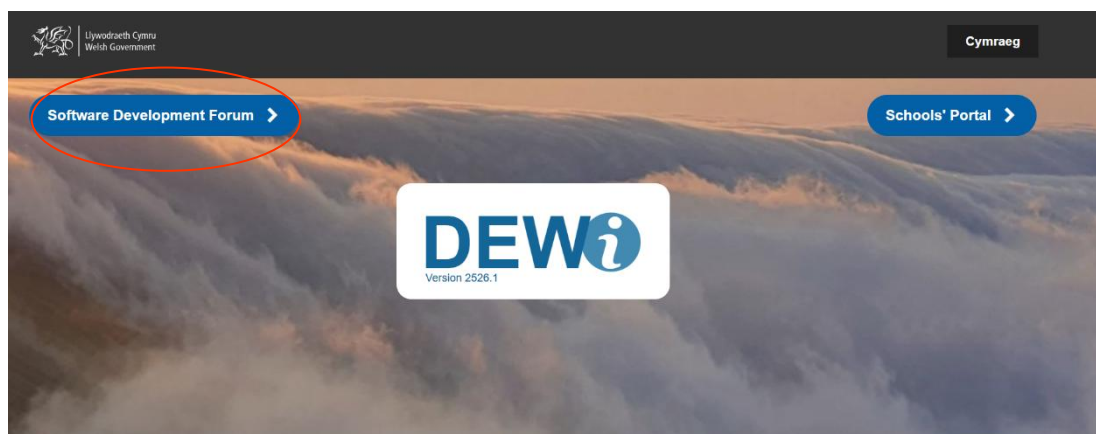


Annex D: Programmes, Providers and QWAD list

The programmes, providers and QWAD lists should be available from your system. Software suppliers receive this via [DEWi](#).

Visit the [DEWi](#) and click on 'Software Development Forum'. Once there, navigate to Software Development Forum > CBDS > Modular CBDS > CBDS 2627.

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



Username

Password

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Schools should contact their local authority's school data officers in the first instance if support is required.

General enquiries: DEWi@gov.wales Urgent enquiries: 0300 062 5014

Click on 'CBDS'

Software Development Forum

[Supplier Test Site](#)

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☐	Folder	Validation CBDS		

Select Modular CBDS YYYY and select the relevant file to download.

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☐		Modular_CBDS_2526.0.3.xlsx	13601 KB	10/07/2025 14:47

Please see the QWAD List tab for details.

[Version Control](#) [Key](#) [Change log](#) [Data Modules 2526.0.3](#) [Codesets](#) [Mapping Tools](#) [P16](#) [QWADList](#) [All Maintained Schools](#)

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

Dual-registered pupils

Background

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

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

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

Statutory requirements

[Section 434](#) of the [Education Act 1996](#) ('the Act') provides the statutory framework for the registration of pupils. Detailed requirements for schools in Wales are set out in the Education (Pupil Registration) (Wales) Regulations 2010 (as amended). This section sets down the requirement for a register to be kept of specified information about all persons who are pupils at the school. It further provides for the National Assembly for Wales to make regulations specifying the basis on which registers can be inspected, the information to be recorded in the registers and the contents of the registers provided as part of periodic returns to the National Assembly, funding authorities or local authorities.

To decide who would need to be registered as a pupil at a school, we need to look at the following definitions in the Act:

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

- 'registered', in relation to the parents of pupils at a school or in relation to the names or addresses of such parents or pupils, means shown in that register; and
- 'school' is defined by the Act to mean an institution for providing primary and/or secondary education whether or not it also provides further education.

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

School information management systems

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

C Current (single registration)

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

M Current Main (dual registration – main establishment)

S Current Subsidiary (dual registration – secondary establishment)

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

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

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

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

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

G Guest pupil

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

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

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

Recording and reporting data on dual-registered pupils

Overview

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

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

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

Scenarios for dual-registered pupils

A 'typical' dual-registered pupil

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

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

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

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

A dual-registered pupil on roll at two mainstream schools

There are times when a pupil may be on roll at more than one mainstream school. For enrolment status purposes, the school where the pupil receives the majority of their provision should be treated as the 'Main' (M) establishment and the other school as the 'Subsidiary' (S) establishment. The 'Main' School should take responsibility for setting up the appropriate communication systems with the other school to ensure the pupil is in attendance when they are supposed to be. For safeguarding and educational reasons the 'Main' school should follow up all unexplained and unexpected absences in a timely manner such as through 'First Day Calling' procedures. Each school should share the pupil's attendance information with each other to provide each school with a complete attendance record for the pupil.

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

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

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

Attendance data will not be collected from pupil referral units.

Off-site activities

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

Gypsy/traveller children

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

The school of Main attendance should take responsibility for setting up the appropriate communication systems with the other educational provider to ensure the pupil is in attendance when they are supposed to be. For safeguarding and educational reasons the responsibility for following up on unexplained and unexpected absences in a timely manner falls to each school during the time in which the pupil is in situ. Each school should then share the pupil's attendance information with each other to provide each school with a complete attendance record for the pupil. Both schools will be responsible for submitting statutory returns for the pupil as required.

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

14–19 Learning Pathways

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

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

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

Post-16 pupils educated at more than one site

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

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

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

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

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

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

Managed moves/negotiated transfers

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

Specialised units

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

Special school satellite classes

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

Purchased tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. In such circumstances it is important that

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

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