

June 2011

Learner and Enrolment Reporting  
System (LERS) Policy and Reporting  
Manual

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Government of Alberta ■ [Advanced Education and Technology](#)

Accountability/Outcomes Reporting Branch

The current version of this document is available on the Campus Alberta Planning System (CAPS) website (<https://portal.aet.gov.ab.ca/apps/caps>). It will be updated as necessary and institutions' LERS contacts will be advised when a new version has been posted to the site.

If you are a new user to CAPS, a new account can be created through SIAMS by clicking the 'Are you a new user?' link.

Alternatively, specific instructions on downloading the manual, including the location of the department's FTP site, are provided to each institution's LERS contact.

### **Printing History**

The development of LERS and the implementation of data reporting processes involved all sectors of the post-secondary system.

#### **LERS Manuals**

##### **User Guide**

##### **Reporting Manual**

#### **Prepared for**

*Comprehensive Academic & Research Institutions*

*Specialized Arts & Culture Institutions*

*Baccalaureate and Applied Studies Institutions*

*Polytechnical Institutions*

*Comprehensive Community Institutions,*

*Independent Academic Institutions*

and

Alberta Advanced Education and Technology  
Post-Secondary and Community Education Division

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## 1 INTRODUCTION

This manual has been prepared to assist institutions with assembling and submitting learner and enrolment information through the Learner & Enrolment Reporting System (LERS). It sets forth reporting and policy guidelines for each data element that is submitted to Alberta Advanced Education and Technology through the Learner & Enrolment Reporting System.

The LERS software has been designed to collect check/validate report and analyze information regarding learners and their enrolments in approved programs offered by the public post-secondary institutions.

For the purposes of this manual the word “Program” refers to those instructional programs for which enrolment data has been requested by the department. Please note that beginning with the 2010/11 academic year Apprenticeship programs will no longer be reported to LERS by the individual post-secondary institutions. Enrolment data for these programs will be provided directly to LERS from the Apprenticeship and Industry Training System. References to enrolment reporting of Apprenticeship programs have been removed from this manual.

Please refer to the Common Terminology, Definitions, and Classifications Manual for additional definitions of words used in the LERS Reporting Manual. A separate User Guide contains operational instructions in the use of the LERS software.

The most recent version of this manual, the LERS User Guide, Common Terminology, Definitions and Classifications, Program Registry, schedules, institutional support and related documentation are available through the Campus Alberta Planning System (CAPS) website at <https://portal.aet.gov.ab.ca/apps/caps>.

## 2 SCOPE OF REPORTING

### 2.1 Learners

The Learner & Enrolment Reporting System (LERS) is designed to collect information about learners and their enrolment in programs offered by an institution. Accordingly, data for learners in programs that meet the criteria and guidelines set out in the following sections should be reported including any new programs that meet the criteria.

### 2.2 Programs

Program Proposals and changes to programs are prepared and remitted using the Program Registry System. Procedures are in place in various branches of the department to review and approve programs for temporary or permanent funding by the department. There are also procedures for the institution to apply for approval to finance and offer programs not funded directly by the department. Suitability for inclusion does not depend on the source of funding or the content of the program offering except for the requirement that any potential program:

- be open to the public;
- be consistent with the institution's mandate; and
- has been approved and/or is being funded through a policy or program approved by the Minister

More pragmatically, learners in a program are suitable for reporting in LERS if the program meets the criteria listed in the following section.

1. The program is in place as a result of the Program Registry System's (PRS) recalibration, implemented in 2004-05.
2. The program receives Ministry approval under the Guidelines for System Development program approval policy, or its successor, upon application by the institution, including degree programs approved by the Campus Alberta Quality Council (CAQC).
3. The program is offered under a brokerage agreement with another institution that is approved to offer the program for credit. In this arrangement the institution that owns the program allows another institution to offer the program as part of the brokerage arrangement.
4. The program is offered as part of a credit transfer agreement with a Canadian national professional association, whereby the learner receives credit toward the national certification. [Examples are the accounting designations: CA, CMA, and CGA].
5. Programs approved by a Minister of a Government Department other than the Ministry of Advanced Education and Technology.
6. The program has been approved as a non-credit designated only program through the Ministry of Advanced Education and Technology.

### 3 REPORTING GUIDELINES and UNDERSTANDINGS

As the reporting systems evolved for each sector and at each institution, many issues have arisen and have been resolved. This part of the Manual records the agreements reached and the guidelines applied to enable the reporting systems to handle exceptions and to adapt to changes at the sector or institutional level.

Some of the guidelines and understandings that follow deal with both program and learner/enrolment aspects of reporting. Refer to the PRS Reporting manual for additional program related information. The most recent version of this manual is available through the Campus Alberta Planning System (CAPS) website at <https://portal.aet.gov.ab.ca/apps/caps>.

#### 3.1 Understandings Regarding Inclusion of Programs

1. All programs deemed acceptable for learner and enrolment reporting through LERS must be included in the PRS database. New programs that do not require formal approval by the department under the Guidelines for System Development, or any future approval policy, may still need to be confirmed by the Post-secondary Programs Branch, of the Post-secondary Excellence Division of Alberta Advanced Education and Technology (AET) as to suitability for reporting and inclusion in the database. Refer to the preceding section.
2. New programs approved and funded by government agencies other than Alberta Advanced Education and Technology are not automatically eligible for inclusion in reporting but may be accepted if confirmation is obtained from the Post-secondary Programs Branch.
3. Full-load equivalent (FLE) enrolment calculations are based only on program enrolment data reported to LERS
4. Enrolment in programs that do not meet the reporting guidelines outlined in section 2.2 (Programs) should be reported through the department's non-credit reporting process (KPIRS).
5. Programs belonging to another institution can be reported and their enrolments counted in official reports where there is a brokering or collaboration agreement between the institutions involved. ***[For details see "Reporting Learners in Brokered Programs", Page 14 and "Adjusting the FLE of Learners in Brokered Programs", Page 14.]***
6. Beginning with the 2010/11 Academic year, all Apprenticeship programs will be reported directly to LERS from the Apprenticeship and Industry Training Branch's student information system (ATOMS). Institutions will not be required to report enrolment data related to these programs. There is a process in place for institutions to review this enrolment data before it is submitted.

#### 3.2 Which Learners are to be Reported

The Learner & Enrolment Reporting System (LERS) is designed to capture information about learners and enrolment in all programs offered by an institution. This includes active and withdrawn learners.

Report all learners who were registered at your institution during the year and took courses credit in an approved program. The approved program must reside in the PRS database.

Learners who withdraw after the official withdrawal date should not be reported as withdrawn. Instead, the data for these learners should be recorded as either full or part time learners and should contain the credits or hours for the courses in which they are enrolled.

### 3.2.1 What is an Active Learner (Registration Status F, P, L, N)

Anyone who earns, through their activities during a session, credits (or other units) towards completion of a program is an active learner for that session **[For details see data element #9 “Registration Status”, Page 31]**. This includes learners who are participating in work experience for an entire registration session and may not be registered in the normal manner, provided that they are earning credits that count toward completing the requirements of the program. Even those learners taking (having taken) one or more courses with recorded failure(s) are included as active learners. But an auditing learner, who is permitted to “sit in” on classes, but is not attempting a course or courses for credit, is not considered as an active learner and would not be reported in LERS as an active learner even if they were participating in a course for the whole session. By the same token, an enrolled learner who drops out or is allowed to withdraw before officially earning any credit is not an active learner. For the record, it is as if the person never attended a class during the session.

How long a learner may attend before dropping out without any academic penalty is an operational issue that has to be addressed within each institution. Learners are typically allowed to drop individual courses or to drop out completely without academic penalty up to a certain day during the session. The typical key dates in a session are:

#### Registration Date

- Drop/Add Date - where courses may be dropped without financial penalty
- Withdrawal Date - where courses or programs may be dropped without academic penalty
- Final Exam Date

#### Additional criteria:

- Learners who earn, through their activities during a session, credits (or other units) towards completion of a program and maintain a formal registration beyond the withdrawal deadline.
- Learners who are working on their thesis or participating in work experience.
- Learners taking one or more courses with recorded failure(s).

In summary, what is meant by an active learner is one who has maintained an active registration until after the official withdrawal deadline, ensuring that the learner will be recorded as officially attempting the course(s) and that performance in the course(s) will be evaluated. An active learner cannot withdraw from a program or quit the institution, except in special circumstances, without incurring academic penalty, i.e., failure or incomplete on the learner's record.

### 3.2.2 What is a Withdrawn Learner (Registration Status W)

The point in time or stage of progress after which a learner can no longer withdraw without academic penalty is important to LERS. It serves to define what is meant by an 'active' learner. A learner who maintains a formal registration beyond the withdrawal deadline is considered 'active' and is to be reported **[For details see data element #9 “Registration Status”, Page 31]**. The withdrawal deadline for each term is published in the academic calendar of an institution or can be obtained by contacting the

registrar's office. For most institutions, the deadline for typical September to December programs falls 50-60% of the way into the fall term. Courses from which a learner withdraws prior to this deadline should not be included in the learner's load.

- How does an institution report if its academic policy sets no withdrawal deadline, even for programs running during the standard September to December time frame?
  - It is recommended that the institution adopt the 50% mark as the point during the term when learners are designated as 'active' for the session. Any time after the 50% mark would also be acceptable as a proxy withdrawal deadline.
- How should institutions handle the occasional programs that do not have a withdrawal deadline?
  - The policy is to count learners after they have completed a set proportion of the sessional load. This proportion should be based on the institution's standard withdrawal deadline for programs that run during the September to December session.

### 3.3 Reporting Learner Records

#### 3.3.1 Number of Records per Learner per Session

Every learner ID usually has one record per session in LERS. The session in which the learner is to be reported is the session(s) in which the learner is enrolled. However, there are some cases where multiple records are acceptable:

- A learner is legitimately admitted into two programs, or specializations, and is enrolled in both during the session. In this case a learner can have one record in each program in the same session. These occurrences will be flagged by LERS as possible errors so they will be checked and confirmed.
- When credits have been awarded through Prior Learning Assessment and Recognition (PLAR), in addition to credits in the same program **[For details see data element #10 "Registration Type", Page 34]**.

#### 3.3.2 Reporting Unclassified Learners

Learners should be registered in an approved program even if they are taking only one course. Where an "Unclassified" learner is taking several courses from multiple programs, then the learner should be registered in the program of majority of courses taken. This will assist in calculating the cost per FLE more accurately.

#### 3.3.3 Reporting Learners in Attendance-Based Programs

Some programs do not fit easily with the Department's objective of counting active learners. This would include programs which do not measure learners' progress or which award no credit for courses taken. This will require an alternate approach to counting. Such programs are common at institutions, generally related to upgrading and/or basic skills programs. In attendance-based programs, institutions may issue a certificate for attending the complete program, but allow learners to drop out at any time without academic penalty and perhaps with nothing official to show for their efforts.

The procedure for counting learners in attendance based programs is as follows:

- As a starting point, determine the official withdrawal deadline for learners in the institution's regular full-session programs (12 weeks or longer during the session). This is the deadline that defines your active learners for the session **[For details see “What is an Active Learner”, Page 9]**.
- Determine the point in the program which is comparable, in proportion to the total length, to the point in full session programs at which you define active learners from Step 1. Learners in attendance-based programs should be considered active at this point and should be counted. For example, if learners are considered active after 8 out of 16 weeks have passed, then count learners in attendance based programs after one-half of the program has passed.

### **3.3.4 Reporting Learners in Programs that Do Not Have Sessional Boundaries**

Report the learner enrolment data in the session of majority, that being the session in which the majority of the instructional hours are delivered.

### **3.3.5 Reporting Learners Whose Period of Course Registration Does Not Align with Sessional Boundaries**

There are times when a learner's period of registration in a course does not line up with the normal period for which the program runs during the year.

These types of course registration include:

- Apprenticeship programs
- Course offered through the institution's Continuing Education Division
- Courses offered through distance learning technologies

In situations where program delivery spans academic years the learner will be reported in the academic year of majority unless the learner has withdrawn from the program prior to the institution's withdrawal date without academic penalty. If a learner withdraws prior to this date no FLE is to be reported.

- If the learner has been reported in a previous year and does not complete the program they cannot be marked as complete. In cases where it is uncertain if the student will complete the program, do not mark the student as complete. Instead, use option 0 (Eligible to Continue) as the Completion Status, and then submit late graduate records for these completers in the following academic year.
- In some cases, where the span into a different academic year is short, the institution may be confident that a parchment will be awarded. In this situation use option 1 (Graduated) as the Completion Status.

**[For details see data element #19 “Completion Status”, Page 44]**

### **3.3.6 Reporting Learners in Programs Offered Through Alternative Delivery Modes**

For the purposes of LERS reporting it is necessary to know the number of learners that are participating through alternate modes of program delivery. Alternative Delivery modes are reported if the learner is taking at least one complete course within a program via alternate delivery methods **[For details see data element #10 “Registration Type”, Page 34]**.

### 3.3.7 Reporting Learners in Programs Offered Through Alternative Delivery Modes

For the purposes of LERS reporting it is necessary to know the number of learners that are participating through alternate modes of program delivery. Alternative Delivery modes are reported if the learner is taking at least one complete course within a program via alternate delivery methods **[For details see data element #10 “Registration Type”, Page 34].**

### 3.3.8 Reporting Learners in Programs with a Major Work Experience/Practicum Component

This section applies to programs that use hours rather than credits for program load, or to programs being converted from hours to credits. There are three aspects to reporting programs with a major work experience component, so that a proper count of learners, FLE enrolment and learner Contact Hours for the work experience terms can be reported and/or calculated.

1. Signaling to the department that a program's requirements include work experience, and describing its features; (this applies to any program that involves any amount of formal work experience).
2. Converting work experience hours to credits and reporting the loads consistent with the way loads in other programs with work experience are recorded in the PRS database.
3. Reporting for each learner the contact hours associated with work experience separate from the instructional component.
  - **The first aspect** is reported in the Provider Locations > Special tab of the PRS program screen. A section called Work Experience needs to be filled in. There the institution describes some of the features of the overall work experience for the program as a whole, including the length in days and hours/day for the work experience.
  - **The second aspect** is reported in the Spec Load/lengths tab of the PRS program screen. Report the total number of Instructional hours and Practicum hours in the appropriate column on the screen.
  - **The third aspect** is reported in LERS. To accommodate learners spending any portion of a term away on work experience, the learners will need to be identified in the Registration Type data element with a code of 'X'. This code has been included to indicate that the learner is away on work experience for any portion of the session, and their FLE is due to the work experience. If a learner manages to take a credit course in addition to what is involved in being on a full-time work experience assignment, continue to record the learner record using the 'X'.

**Note:** If any portion of the program is delivered via Distance Learning or Alternative Delivery methods then the record is to be reported with Registration Type “D” not “X” regardless if the learner is on work experience.

**[For details see data element #10 “Registration Type”, Page 34].**

Determining the appropriate number of credits or contact hours to assign in a work experience activity follows provincial guidelines. The basic guideline is the following:

- *Base the conversion on the courses you would expect a learner to take if the learner's work experience requirement was being replaced by coursework.* In practice, when converting work hours to academic contact hours, the converted contact hours per day should not exceed the hours of actual learner contact in a typical full day of instruction in the same program.

**Note: If an institution is reporting its practicum/work experience components in credits, it is assumed that the institution has adjusted its practicum hours by the appropriate adjustment factor prior to the conversion.**

The number of hours (or weeks) spent working are not to be converted one-for-one into academic hours (or weeks), except in the case of the applied degree demonstration project where the Minister has stipulated that one year will consist of graded work experience.

The following guidelines are more specific to common work experience modes and settings:

1. *Practicum/Work Experience* - The term “practicum” applies to a broad range of learning settings and experiences, ranging from a volunteer observation experience to direct involvement in the workplace (e.g. community agency, radio station, theatre) wherein the workplace serves as the classroom and learners are not under the direct supervision of staff of the institution. This involves little or no supervision by the institution. Guideline for SCH equivalence: 1 hour of practicum = 0.25 learner contact hours.

**Note: In some institutions the term practicum is used to apply to a learning experience supervised by college staff in a college-operated facility, e.g., cooking learners in a college-run cafeteria, ECD learners in a college-operated daycare, etc. In such cases, a higher SCH equivalency may be appropriate with a guideline of 1 hour of practicum = 0.33 contact hours suggested as a guideline.**

2. *Field Work / Field Placement* - Field work or field placement learning experiences may be components of regularly scheduled classroom experience or extensions of the classroom, differentiated from practicum or clinical experiences by the relatively more extensive involvement of college staff. Their supervision is more direct even if their role in the field is facilitative and advisory.
3. *Clinical* - The term “clinical” is most often used to identify learning experiences within Health Sciences programs or other similar learning experiences where learners are directly and constantly supervised due to the nature of the activities and the risks and/or liabilities involved for the host organization or agency, the college, learners and clients. The clinical setting usually involves clearly specified learning objectives, and a very clear role for supervisors, instructors and/or preceptors who work very closely with learners in this setting. Guideline for SCH equivalence: 1 hour of clinical experience = 0.50 learner contact hours.

In both the applied degree and university coop programs a learner would generate 1.0 FLE for the required work experience. The total FLE that a learner generates by completing the full program provides a ceiling on the FLE from the work experience. A two-year program typically produces 2.0 FLE; a five year program produces 5.0 FLE, for each learner who completes the full program. Learners who are reported as being enrolled in full year practicum earn no more than 1.0 FLE for the entire practicum period.

### 3.3.9 Reporting Learners in Brokered Programs

In a brokering arrangement, an institution that has ministerial approval to offer a program (the credentialing institution) enters into an agreement with one or more other institutions (the hosting institutions) for the delivery of the program. All or part of the program may be offered at the hosting institution. The brokering arrangements, and any agreement to share enrolment, are made between the institutions and require formal approval of the ministry. Any agreement to share enrolment is made between the institutions and is included in the brokerage agreement. The host institution reports the enrolment records, and the department then ensures that the appropriate records are also transferred over into the credentialing institution's LERS. Graduate records will only be counted at the credentialing institution, and FLE enrolments will be split determined on the agreed upon ratios for that program.

### 3.3.10 Adjusting the FLE of Learners in Brokered Programs

A brokered program agreement, as defined above, includes the counting of enrolment in the program. Most times the host counts 100%, the credentialing 0%. At a minimum the host is to get 50%.

An adjustment to the standard FLE calculation formula is applied to all brokered programs. The calculated FLE is multiplied by a factor based on the percentage of enrolment to be counted by the institution. This percentage is specified in the PRS Program. Thus, both institutions are able to report the full set of learner records of all learners in the brokered offering.

The adjustment process recalculates the FLE of each learner in the program, using the % Enrolment element. This element is reported in the Brokering Section of PRS. When the brokering agreement involves several years of study in a program, each year can have a separate % Enrolment.

The mechanics of using PRS to report information on brokered programs is covered in the PRS Reporting Manual. The most recent version of this manual is available through the Campus Alberta Planning System (CAPS) website at <https://portal.aet.gov.ab.ca/apps/caps>.

Host institutions will be required to submit all enrolment data on behalf of both credentialing and host institutions. Since credentialing institutions need to report graduation records, host institutions will code the Completion Status of the program completers as code '5' (Brokered Completer) before submitting the LERS data to the Department [*For details see data element #19 "Completion Status", Page 44*].

## 3.4 Reporting Brokered Programs

Institutions involved in a brokering arrangement will have different responsibilities:

1. The Host institution will submit a request for a brokered program..
2. The department will create a program record for the host institution.
3. The credentialing institution will create location codes for every location where the host institution delivers the program.
4. Host institutions will submit all enrolment and completer/grad records. Completer/grad records will be recorded by the Host Institution as Completion Code '5' (Brokered Completer) and copied by the Department to the credentialing institution to be included with their graduate counts [*For details see data element #19 "Completion Status", Page 44*].

There are two aspects to reporting involvement in brokered programs.

- **The first aspect** covers programs counted in official enrolment, where an enrolment sharing agreement has been reached. Each partner enters a percentage (totaling 100%) into PRS that defines what proportion of the learner contact hours earned (and hence the FLE) by learners in the program (on a particular campus) each institution is entitled to. The same headcounts will be included in the data for each partner. Other descriptive information about the brokering arrangement is to be reported in the Brokering tab in PRS.
- **The second aspect** involves the host institution submitting the learner records on behalf of the credentialing institution. The host must indicate on the completion learner records that they are brokered completers, by setting the Completion status code to '5' [**For details see data element #19 "Completion Status", Page 44**]. When Alberta Advanced Education and Technology receives the host's LERS data, the credentialing institution will receive copies of the enrolment records (including program completion values). When the records are copied from host to credentialing institution the Completion status code will be changed to Completer (1).

### 3.5 Differentiating Full-time and Part-time Learners

The full/part time status of a learner is determined during the reading of the learner extract file records into LERS. The status is stored in the output file produced during this process.

#### 3.5.1 In Standard Length Programs (24-36 weeks)

For LERS reporting, the cut-off point separating full-time and part-time status is based on the required full load of study for the September through April period for a learner's year of study. The cut-off point is 60% of the Full Load for the September to April academic year. That is, a learner attending a full year session from September through April who takes 60% or more of the PRS Full Load for that period is a full-time learner. When the load for the period is divided into a fall session load and a winter session load, as it is at most institutions, a learner taking 30% of the PRS Full Load is full-time in the session.

Sixty percent of a fall session load works out, on an annual basis, to 30% of the Full Load (September to April). Thus, more generally, a full-time learner in a summer, fall, winter or spring session is someone taking, during the session, at least 30% of the program's Full Load for the academic year.

Program loads may be expressed in credits, contact hours or similar units, depending on the program. Different programs may use different units to express the load.

#### 3.5.2 In Long and Short Programs

Programs longer or shorter than the range of standard length (24 to 36 weeks) require exceptional treatment:

**Programs that run longer than the normal 24 to 36 week range** – In the case of programs that are longer than the institution's standard fall/winter session period, a full-time learner must have taken, during the session, 30% of the Full Load of the program.

**Note: A learner who completes the entire Full Load for the year will earn 1.0 FLE enrolment. A learner with a load greater than this will earn more than 1.0 FLE for the year. Learners will be reported in three or more sessions.**

**Programs that run for less than the normal 24 to 36 week range** – Programs less than 24 weeks in length require some special treatment. They are divided into two groups: 20 to 23 weeks and 19 weeks or less.

**Learners enrolled in programs of 19 weeks or less are generally reported in one session only**—the session in which the learner becomes ‘active’.

**Learners enrolled in programs of 20 to 23 weeks in length may be reported in two sessions.** If the program is split evenly between the two sessions, the above 60% rule would mean that no learner can be full-time in either session. This is not acceptable so a modification of the 60% rule applies to these programs. A full-time learner is one taking at least 50% of the Actual Load of the program. A learner in a 20 to 23 week program may be full-time in both sessions when the program is split 50-50.

For normal length programs, it is handy to use an FLE value of .3 as the criterion for being a full-time learner. In short programs the FLE value cannot be used to determine whether a learner is full-time or part-time. What matters is the proportion of the program's Actual Load that the learner is taking.

### 3.6 Sessional Reporting by Northern Lakes and Portage Colleges

In general, the sessional reporting methodology used by Northern Lakes and Portage College is identical to that of other institutions in the Alberta system. However, prior to coming under system-wide reporting guidelines, these institutions had been recording learner progress by counting the training days completed by active learners; a learner was considered active if they stayed longer than 5 training days in the program.

Although most programs at these institutions have been converted to credits, some institutions continue to offer attendance based or continuous entry/exit programs where learners complete a number of training days/hours and, in this sense, learners do not earn credit for completing courses towards an approved credential.

When attendance based or continuous entry/exit programs are offered at these institutions, the guidelines that are to be followed for reporting of learner progress are found in *Reporting Learners in Attendance-Based Programs*, and *Programs that Allow Continuous Entry*, with the following modified rules:

1. The Standard Length of programs will be set at 30 weeks. This defines the period of study needed to earn 1.0 FLE in the program.
2. The minimal contact hours per day needed for a day to count as a full training day is 4.0. The full load for any program that falls into this category is 600 hours.
3. The point at which a learner is considered active will be set at 20% of the actual length of the program that falls within each session. An active learner for a session is any learner who is registered in the program for at least 20% of the training days scheduled for a session. Any learner who withdraws prior to the 20% cut-off is not reported. All active learners are reported where the learner's load is the total number of hours completed during the session.
4. A learner who withdraws after being counted as an active learner should be credited only with the number of hours/credits completed during the session to the time of withdrawal.

### 3.7 Reporting by Athabasca University

As an institution that offers most courses by correspondence, electronic or other alternate modes of delivery, Athabasca University (AU) maintains an almost continuous year round operation. Learners can start courses at the beginning of any month. The unique registration process presents some challenges for reporting. Special provisions have been developed in consultation with AU.

- AU allows learners six months to complete a standard 3-credit distance delivered course, and twelve months for a 6-credit course.
- A learner is counted as an active learner four months after the learner's start date.
- AU reports all active learners during the May to April academic year, and will report using 'sessions', in line with other Comprehensive Academic and Research Institutions (comprehensive universities) and the independent academic institutions.
- Learners who indicate that they want to complete a program are enrolled in the program of their choice, then registered in courses under that program.

### 3.8 Graduate Programs and Other No-Load Learners

Several groups of learners at Comprehensive Academic and Research Institutions (comprehensive universities) have load values that are not representative of their impact on the resources of their institutions. Records that would normally be submitted do not capture the actual load taken and, consequently, Full-Load Equivalent (FLE) values may not be calculated appropriately - or at all, in some cases.

The full-time or part-time status of a learner is determined by comparing the individual's load against the Full Load for the learner's program. The learner's load is determined by summing the course weight, units, or credit hours (depending on the institution) for each term, session, or semester (also depending on institution) to get a total annual load. The learner's Actual Load is determined by each institution and is representative of academic work done over a full academic year (spanning a full calendar year, not just a September to April period).

The academic year differs among the institutions but, for LERS enrolment data purposes, it is deemed to be from May 1 to April 30 for Comprehensive Academic and Research Institutions (comprehensive universities) and independent academic institutions. Most programs at the institutions do not require learners to take courses for a full calendar year so these programs will have a Full Load based only on an eight-month school year. Therefore, learners who take courses in these programs over a full twelve months can generate FLE values greater than 1.0. Learners in programs where they are required to go for up to twelve months in order to complete a year of study, for example when there is field work involved, should generate 1.0 FLE for a full load taken in that period.

The problem occurs when a learner is in a program that has no load or a non-representative load in the institution's learner information system. An example is the University of Alberta case of graduate learners registered in the thesis-only portion of a program. These learners have a load of zero according to the University's usual method of measuring learner loads based on course weights. However, these learners should be part of the enrolment for the session. Other similar situations: graduate learners registered in the project-only portion of a program, graduate learners maintaining continuous registration, learners in work experience terms of cooperative programs.

Reporting for these groups of learners requires the assignment of "dummy" load values. These values will need to be fairly assigned, however, so as not to distort the FLE calculations beyond reality. The following table shows the FLE values to be generated by the affected groups of learners.

<b>Graduate Learners:</b>	
thesis-only, FT:	1.0 FLE for the year with Full Load based on eight months
thesis-only, PT	0.33 FLE for the year with Full Load based on eight months
project-only, FT	1.0 FLE for the year with Full Load based on eight months
project-only, PT	0.33 FLE with Full Load based on eight months
<b>Medicine Learners:</b>	
PGME (all FT)	1.0 FLE for the year with Full Load based on twelve months
<b>Cooperative Learners:</b>	
Engineering, Science, Business, etc.	0.33 FLE for a single 4-month (1 session) work term with normal annual load based on eight months but with learners registered for twelve months including work term  For programs with a full twelve months or more devoted to work experience, learners will normally earn 1 FLE for the work experience component. <b><i>[For details see "Reporting Learners in Programs with a Major Work Experience/Practicum Component", Page 12].</i></b>

Each institution should set up dummy values (of weights, units, or credit hours) consistent with the real values for the rest of their learners so as to yield the above FLE results. It is NOT expected that these dummy values should be stored in the institution's learner information system; rather, they should be reported in the learners' records when the learner data file is created from an extract of the institution's learner information system. In this way, institutions will not be required to change the official records of the learners involved.

## 4 SUBMITTING LERS DATA

Enrolment data are prepared and submitted using the Learner & Enrolment Reporting System (LERS) software application. Through LERS, individual learner records are required to be submitted annually by each institution according to the following schedule:

Comprehensive Academic and Research, Specialized Arts and Culture and Independent Academic Institutions	Annually on or before <b>June 30</b>
Baccalaureate and Applied Studies, Polytechnical and Comprehensive Community Institutions	Annually on or before <b>July 31</b>

The process begins by updating all PRS program records according to the processing schedule for PRS. Next, the institution prepares a LERS data extract file containing data from their learner and enrolment records at the institution. The specific data included in each record is described in the Learner Extract File Layout and Basic Edit Rules section of this manual [*For details see “Student Extract File Layout and Basic Edit Rules”, Page 84*].

The extract file should contain all records related to each session in the academic year (examples below are based on the 2010/11 academic year):

- For institutions that offer 3 sessions:
  - Session 1 = Spring/Summer Session (May through August 2010)
  - Session 2 = Fall Session (September through December 2010)
  - Session 3 = Winter Session (January through April 2011)
- For those institutions that offer 4 sessions (separating Spring and Summer into two separate sessions)
  - Session 1 = Summer Session (July through August 2010)
  - Session 2 = Fall Session (September through December 2010)
  - Session 3 = Winter Session (January through April 2011)
  - Session 4 = Spring Session (May through June 2011)

These data are read into the LERS application, and edit checks are performed. Once all errors are corrected, then all of the learner data are exported from LERS into another data file that is then sent to the Department using an FTP process.

Once finalized the Department then submits learner data for the Comprehensive Community Institutions, Baccalaureate & Applied Studies Institutions, Polytechnical Institutions, Independent Academic Institutions, Specialized Arts and Culture Institutions and Comprehensive Academic and Research Institutions (comprehensive universities) to Statistics Canada on behalf of the institutions.

## 5 LEARNER DATA ELEMENTS

Submissions of learner data to the department are made through the LERS system. The data are intended to reflect the characteristics of learners and their involvement with instructional programs during the entire academic year.

The data collected through LERS also play a key role in the enrolment accounting system in Alberta. 'Enrolment' is the measurement of volumes of learner participation, by definition, 'in programs'. The basis for determining which learners are to be counted is dealt with in earlier sections of this manual.

Learner data are loaded from files produced by an institution's extract procedures for inclusion in the institution's LERS database. These data are checked and validated within the software. The content of learner records can also be managed through input screens in the LERS Software.

Please refer to the *LERS User Guide* for instructions on how to use the software. The most recent version of this manual is available through the Campus Alberta Planning System (CAPS) website at <https://portal.aet.gov.ab.ca/apps/caps>.

The following screen depicts a learner record in the Learner Maintenance screen of the LERS software. The software supports query, data entry and/or editing of the data elements shown. Each of these elements is described in detail in this part of the Manual.

Two of the data elements on the above screen are not reported as part of the input extract file. The values for these data elements are derived during the LERS Edit Process and stored in the learner database.

- **FLE (Full-Load Equivalent):** The value in this data element is the result of dividing the learner's load for the session [based on "Weeks and Credits or Hours" or on "Short Days and Short Hours"] by the program's Full Load as indicated in the Program Data for the specified ProgID. In the case of brokered programs the FLE value is adjusted based on the percentage of enrolment that each broker partner is supposed to count [*For details see "Adjusting the FLE of Learners in Brokered Programs", Page 14*].
- **Error Status:** The values indicate the degree of severity of errors found on a learner record:
  - 'R', for Reject, indicates that one of the essential enrolment accounting elements (such as ProgID, Weeks or Hours, etc.) contain incorrect data;
  - 'E', for Error, indicates that one or more elements contain incorrect data; and
  - 'Y', indicates that the record contains no incorrect data.

### 5.1 Data Element Descriptions

The data elements reported through LERS are described in this part of the Manual in a standard format that includes the following details for each element:

- LERS Element Number
- Element Name
- Description
- Extract column number

As well as the following details where applicable:

- Codes

- Notes
- Understandings
- Related Elements

[For details see "Input File Record Layout", Page 84].

The screenshot shows a window titled "Student Query" with a list of fields and their values. The fields are arranged in two columns. The first column contains fields 1 through 21, and the second column contains fields 16 through 18. The values are represented by horizontal bars of varying lengths, with some specific characters visible in certain fields.

Field Name	Field ID	Value
Submission	1	1
Provider	2	
Location	3	
Session	4	
Student ID	5	
Registration Status	9	
Registration Type	10	
Primary Program ID	11	
Primary Specialization ID	12	
Secondary Program ID	13	
Secondary Specialization ID	14	
Year of Study	15	
Marital Status	6	
Legal Status	7	
Current Status	8	
Completion Status	19	
Sponsor	20	
Gender	21	
Birthdate	22	/ / : :
Actual Contact Hrs	41	
Alberta Student ID	42	
Error Status		
Study Type	16	
Language	44	
Country of Citizenship	45	
Entry Into Canada	25	/
Source - Country	46	
Source - Postal Code	27	.
Admission Year	28	
Admission Status	29	
Previous Activity	30	
Previous Act - Loc	31	
Attainment	32	
Last Inst - Type	33	
Last Inst - Year	34	
Last Inst - Province	35	
Grade Completed	36	
Grade Comp - Year	37	
Grade Comp - School	38	
Last Post Secondary	39	
Aboriginal Indicator	43	
Unadjusted Instructional	17	
Unadjusted Practicum	18	
FLE		

Both Submissions

Do Query

1 Submission		LERS Element: 1 Column: 1
Description:	<p><b>Submission</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p>A one (1) digit element identifying which of the two data extract files is being prepared for input into LERS.</p>	
Codes:	<p>1 = December submission                      [CTI] (Summer, Fall, and/or initial full year data)                      [UPC] (Spring/Summer and Fall data)</p> <p>2 = July submission                      [CTI] (Winter, Spring, and/or final full year data)                      [UPC] (Winter data)</p>	
Notes:	None	
Related Elements:	<p>Session (LERS Element 4), Page 25</p> <p>Completion Status (LERS Element 19), Page44</p>	

2 Provider		LERS Element: 2 Column: 2-3
Description:	<p><b>Provider</b></p> <p>A two (2) character code for the institution, assigned by Alberta Advanced Education and Technology. For example, 'OC' refers to Olds College. This element may also be referred to as 'Institution'.</p> <p>This element is matched with the 2-character element Provider in PRS to enable linking of data in the LERS and PRS systems.</p>	
Codes:	The codes for Providers are also found in the LERS Software ( <i>Reference_Tables/Providers</i> )	
Notes:	None	
Related Elements:	None	
References:	A current table of provider codes is provided below:	

CODE	PROVIDER	CODE	PROVIDER
AA	Alberta College of Art and Design	NA	Northern Alberta Institute of
AU	Athabasca University	OC	Olds College
CA	Ambrose University College	RD	Red Deer College
CC	Concordia University College of	SA	Southern Alberta Institute of
CU	Canadian University College	SM	St. Mary's University College
GP	Grande Prairie Regional College	UA	University of Alberta
GU	Grant MacEwan University	UC	University of Calgary
KC	Keyano College	UL	The University of Lethbridge
KK	The King's University College	VB	Portage College
LC	Lethbridge College	VC	Bow Valley College
LL	Lakeland College	VE	NorQuest College
MH	Medicine Hat College	VS	Northern Lakes College
MU	Mount Royal University		

3 Provider Location		LERS Element: 3 Column: 4-9
Description:	<p><b>Provider Location (Campus)</b></p> <p>A six (6) digit code for the campus, location, centre or site associated with the learner. Institutions assign these codes; see note below.</p> <p>This element is identical to the element Provider Location in PRS. It enables linking of data in PRS and LERS files.</p> <p>Before learner data are loaded into the LERS, any location assigned to a learner must be active and exist in a current PRS program record.</p>	
Codes:	<p>Please use code '02' for the provider's main campus; code '01' represents the entire provider rather than a specific location.</p> <p>There should be no enrolment records against '01'.</p> <p>The codes for Provider Locations are found in the LERS Software (<i>Reference_Tables/Provider_Locations</i>).</p>	
Notes:	<ol style="list-style-type: none"> <li>1. The Provider Location value reported for each record is to relate to the location at which the student took the majority of their load for that session/program/specialization.</li> <li>2. The location coded for each record must correspond to an active location code in PRS for that program/specialization.</li> </ol>	
Related Elements:	<p>Registration Status (LERS Element 9), Page 31</p> <p>Registration Type (LERS Element 10), Page 34</p>	

4 Session		LERS Element: 4 Column: 10
Description:	<p><b>Registration Session</b></p> <p>A one (1) digit element identifying the session of registration for which the record applies.</p>	
Codes:	<p>Example based on 2010/11 reporting year:</p> <ul style="list-style-type: none"> <li>• For institutions that offer 3 sessions:                             <ul style="list-style-type: none"> <li>○ 1 = Spring/Summer Session (May through August 2010)</li> <li>○ 2 = Fall Session (September through December 2010)</li> <li>○ 3 = Winter Session (January through April 2011)</li> </ul> </li> <li>• For those institutions that offer 4 sessions (separating Spring and Summer into two separate sessions)                             <ul style="list-style-type: none"> <li>○ 1 = Summer Session (July through August 2010)</li> <li>○ 2 = Fall Session (September through December 2010)</li> <li>○ 3 = Winter Session (January through April 2011)</li> <li>○ 4 = Spring Session (May through June 2011)</li> </ul> </li> </ul> <p>The codes for Registration Sessions are also found in the LERS Software (<i>Reference_Tables\Provider\Sessions</i>)</p>	
Notes:	None	
Related Elements:	None	

5 Student ID		LERS Element: 5 Column: 11-25
Description:	<p><b>Student Identifier</b></p> <p>A fifteen (15) character element that uniquely identifies a learner at your institution. This is a permanent identifier assigned by your institution. It can include letters and numbers and can be less than 15 characters.</p>	
Codes:	Up to 15 positions: alpha numeric, left justified.	
Notes:	<ol style="list-style-type: none"> <li>1. This data element must be included and must be a permanent identifier for each learner in your institution</li> <li>2. This element should not change during the learner's stay at your institution.</li> <li>3. Only under extreme circumstances should this element be changed with any changes being fully noted.</li> </ol>	
Related Elements:	Alberta Student Number (LERS Element 42), Page 77	

<b>6 Marital Status</b>		LERS Element: 6 Column: 26
Description:	<p><b>Marital Status</b></p> <p>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</p> <p>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</p> <p><b>A one (1) digit element identifying the marital status of learners.</b></p>	
Codes:	<p>N/A</p> <p>1 = single (never married)</p> <p>2 = presently married, or co-habitant (co-vivant)</p> <p>8 = other</p> <p>9 = Not Reported/unknown [Default]</p>	
Notes:	<ol style="list-style-type: none"> <li>1. Statistics Canada uses a slightly different definition for Marital Status.</li> <li>2. For those institutions that use the Statistics Canada coding as part of the reporting requirements for the University Student Information System (USIS), please use the following translation codes: <ul style="list-style-type: none"> <li>1 = Single, divorced, widowed Code as 1 for LERS</li> <li>2 = Presently married or separated Code as 2 for LERS</li> <li>9 = Not known Code as 9 for LERS</li> </ul> </li> </ol>	
Related Elements:	None	

7 Legal Status		LERS Element: 7 Column: 27
Description:	<p><b>Legal Status in Canada</b></p> <p>A one (1) digit element which indicates whether a learner is currently a Canadian citizen, permanent resident or visa holder.</p>	
Codes:	<p>1 = Canadian</p> <p>2 = Permanent resident (formerly Landed immigrant)</p> <p>3 = Student visa</p> <p>4 = Other visa (e.g., working visa)</p> <p>5 = Non-Canadian, no visa status as student is studying outside of Canada</p> <p>6 = Refugee Status – Protected person, including convention refugee, (NEW)</p> <p>9 = Not Reported/unknown [Default]</p> <p>The codes for Legal Status are also found in the LERS Software (<i>Reference_Tables\Provider\Legal Status</i>)</p>	
Notes:	<ul style="list-style-type: none"> <li>• This element does not contain permanent information about the learner. For example, citizenship may change and the change should be reported. In contrast, elements Country of Citizenship and Entry to Canada concern the citizenship of the learner when new or returning to the institution (after an absence of 1 year) and do not change in subsequent reporting.</li> <li>• Inter-element Edit: This element is used to validate Country of Citizenship and Entry to Canada. For example, if Legal Status = 3, Country of Citizenship cannot be coded as '800' and Entry to Canada cannot be coded as '999998'.</li> <li>• Please note that if the learner is coded as being a Canadian Citizen and has a Legal status indicating that he or she is a Visa Student then the student record will reviewed.</li> <li>• Code "5" is to be used to identify students attending outside the country and are not required to have a visa to attend the program. This code will be used to identify students attending in their home countries and must relate to that country campus code location.</li> <li>• Refugees and dependents would be considered Protected Persons in the post-secondary system and treated as residents with regard to many matters such as SFB and tuition and fees. Protected person (including convention refugee), are defined by the Immigration and Refugee Protection Act and are identified by the Immigration and Refugee Board or by Citizenship and Immigration Canada. These persons can apply for a protected person status document to assist in identification. (<a href="http://www.cic.gc.ca/english/information/applications/guides/5520E.asp#tph">http://www.cic.gc.ca/english/information/applications/guides/5520E.asp#tph</a>)</li> </ul>	

	<p>p%20idtphp)</p> <ul style="list-style-type: none"> <li>• Refugees and dependents would be considered Protected Persons in the post-secondary system and treated as residents with regard to many matters such as SFB and tuition and fees. Protected persons (including convention refugee), are defined by the <i>Immigration and Refugee Protection Act</i> and are identified by the Immigration and Refugee Board or by Citizenship and Immigration Canada. These persons can apply for a protected person status document to assist in identification.  <a href="http://www.cic.gc.ca/english/information/applications/guides/5520E.asp#tpp%20idtphp">http://www.cic.gc.ca/english/information/applications/guides/5520E.asp#tpp%20idtphp</a></li> <li>• Canada accepts two streams of refugees and protected persons: those who apply abroad under the Refugee and Humanitarian Resettlement Program and those who seek asylum on or after arrival in Canada.</li> <li>• Refugees accepted from abroad include Government Assisted Refugees, Privately Sponsored Refugees, and those under Joint Assistance Sponsorship.             <ul style="list-style-type: none"> <li>• Government Assisted Refugees (GARS) receive income support from the Government of Canada or Quebec. Support usually last up to one year from the date of arrival in Canada, or until the refugee is able to support him or herself, whichever happens first. In exceptional circumstances, it may be extended.</li> <li>• The Private Sponsorship Program (PSRs) allows Canadians and permanent residents to sponsor and help resettle refugees in Canada. Sponsoring groups are responsible for all material, financial and settlement support during the refugee's first 12 months in Canada or until the refugee becomes self-supporting. In special cases, the sponsorship period can be extended for up to 36 months.</li> <li>• The Joint Assistance Sponsorship (JAS) combines government and private sponsorship for cases with high needs. These cases can include large families, women at risk, refugees with medical conditions, or those who have been victims of trauma and torture. In the JAS program, the federal government provides financial support while private sponsors assist with settlement and integration. Support is usually provided for up to two years, but may be up to three in some cases.</li> </ul> </li> </ul>
<p>Related Elements:</p>	<p>Current Status (LERS Element 8), Page 30            Country of Citizenship (LERS Element 24), Page 54</p>

8 Current Status		LERS Element: 8 Column: 28
Description:	<p><b>Current Status of the Learner</b></p> <p>A one (1) digit element that indicates whether a learner is new to your institution, whether he/she was enrolled during a session in the current or previous academic year, or returning after one or more years of absence.</p>	
Codes:	<p>1 = Continuing learner – one who was enrolled at your institution during one or more sessions of the current or previous academic year.</p> <p>2 = Returning learner – one who was previously registered at your institution but not during the current or previous academic year (at least one full academic year).</p> <p>3 = New learner - one for whom there is no record of previous enrolment at your institution.</p> <p>OR</p> <p>4 = Freshman – learner who is new to the institution at entry and not granted transfer or advanced credit, or whose last institution attended was a high school.</p> <p>5 = Post-Secondary Transfer - learner who is new to the institution at entry and who is not a Freshman. That is, the learner is granted transfer or advanced credit, and the last institution attended was not a high school.</p> <p><b><i>Note: To report New learners, use either code '3' for all new learners to your institution or codes '4' and '5' to separate new learners to your institution into categories of Freshman and Post-Secondary Transfers.</i></b></p>	
Notes:	None	
Related Elements:	<p>Completion Status (LERS Element 19), Page 44</p> <p>Attainment (LERS Element 32), Page 65</p> <p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed - Year (LERS Element 37), Page 71</p> <p>Grade Completed - School (LERS Element 38), Page 72</p>	

9 Registration Status		LERS Element: 9 Column: 29
Description:	<p><b>Registration Status of the Learner</b></p> <p>A one (1) character element identifying whether a learner is enrolled full-time, part-time, has withdrawn without academic penalty, or is not active in a program but is being reported to indicate completion.</p>	
Codes:	<p>F = Enrolled Full-time                      P = Enrolled Part-time                      W = Withdrawn without academic penalty                      L = Not enrolled in the program in the completion year, i.e., not an active learner in the year of completion                      N = Not enrolled in the program completed, i.e., completed a program without being enrolled in that program</p> <p>The codes for Registration Status are also found in the LERS Software (Reference_Tables\Student\Registration_Status)</p>	
Notes:	<ol style="list-style-type: none"> <li>1. Code an active learner's registration status for the Session as full-time 'F' or part-time 'P' [For details see "What is an Active Learner", Page 9]. This element depends on the proportion of the PRS full-year load that the learner is currently taking.</li> <li>2. Code 'W' applies to a learner who was initially registered full-time or part-time as of the drop/add deadline but subsequently withdrew from the entire program at the institution without any academic penalty before the official enrolment count date. These learners are summarized in the Withdrawn Student Report (LERS Software – Reports \Sessional_Reports\Table_9 - Withdrawn_Students). [For details see "What is an Active Learner", Page 9].</li> <li>3. A learner who changed from full-time to part-time status by virtue of withdrawing from some courses without academic penalty during the session should be coded 'P'. Code 'W' does not apply to a learner who is attending the institution at the time of the official enrolment count date. A learner who, upon withdrawing completely after the withdrawal deadline, is awarded an incomplete or failure in each course is still coded 'F' or 'P' according to the learner's official load at the time.</li> <li>4. Codes 'L' and 'N' apply to learners who have completed program requirements and been granted a credential, but have not been active in the program during the academic year. Learner records with these codes will only be counted toward the number of 'Graduates/Program Completers', i.e., these records will not be used for headcount or FLE purposes.                         <ul style="list-style-type: none"> <li>○ Code 'L' applies to learners who were previously enrolled in the program at your institution but complete the program requirements at another institution. These learners subsequently ask your institution</li> </ul> </li> </ol>	

	<p>for a credential. This code is also used to indicate learners that have graduated but were not active in the program at your institution during the reporting year (late completers). [For details see “Learners who graduate late after completing outstanding program requirements”, Page 46].</p> <ul style="list-style-type: none"> <li>○ Code ‘N’ applies to learners who complete the requirements of a program they were not enrolled in and for those learners who complete one program while registered in another. [for details see “Learners who complete a program they were not taking”, Page 47].</li> </ul> <p>For codes 'F', 'P', or 'W', report data for all elements. For codes 'L', or 'N', report data for all elements, except Weeks, Credits or Hours, Short Days, and Short Hours which should be filled with zeros.</p>
<p>Understandings:</p>	<p>Reporting Learners in Apprenticeship Programs</p> <p>Beginning with the 2010/11 LERS submission enrolment data related to apprenticeship programs is no longer required. Apprenticeship data will be provided directly from the Apprenticeship and Industry Training branch.</p> <p>Reporting Learners in Long and Short Programs</p> <p>In a full-length program, one where a full year of study takes anywhere from 24 to 36 weeks, a full-time learner in the fall session is one who is taking at least 30% of the PRS Full Load for that session for the learner’s year of study. In terms of annual FLE, such a learner is taking at least 60% of the program's PRS Full Load for the year.</p> <p>Full-Time status is checked for appropriateness by LERS as part of the FLE Out of Tolerance report. [For details see “Guidelines are set out in Differentiating Full-time and Part-time Learners”, Page 15.</p>
<p>Related Elements:</p>	<p>Registration Type (LERS Element 10), Page 34</p> <p>Year of Study (LERS Element 15), Page 40</p> <p>Instructional Credits or Hours (LERS Element 17), Page 42</p> <p>Practicum Credits or Unadjusted Practicum Hours (LERS Element 18), Page 43</p> <p>Completion Status (LERS Element 19), Page 44</p>
<p>Additional References:</p>	<ul style="list-style-type: none"> <li>● What is an Active Learner, Page 9</li> <li>● Guidelines are set out in Differentiating Full-time and Part-time Learners, Page 15</li> <li>● Learners who graduate late after completing outstanding program requirements, Page 46</li> </ul>

	<ul style="list-style-type: none"><li>• Learners who complete a program they were not taking, Page 47</li></ul>
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10 Registration Type		LERS Element: 10 Column: 30
Description:	<p><b>Registration Type of the Learner</b></p> <p>A one (1) character element identifying whether the type of offering in which the learner is enrolled in. This classification should be made according to current practice and usage within your institution.</p>	
Codes:	<p>1 = Regular day                  2 = Evening credit                  3 = Continuing Education for credit                  4 = Correspondence for credit (discontinued, use 'D' instead)                  5 = Credit outreach                  6 = Consortium credit                  7 = [U] Extramural                  8 = Other                  9 = Not Reported/unknown [Default]                  D = Distance Delivery (all types of alternate delivery formats)                  P = Prior Learning Assessment and Recognition (PLAR) credits                  X = Work Experience, Coop, Practicum, Field Placement, etc., for any time during the session.</p> <p>The codes for Registration Type are also found in the LERS Software (<i>Reference_Tables\Student\Registration_Types</i>)</p>	
Notes:	<ol style="list-style-type: none"> <li>1. Rerecords related to a Late or Non-Enrolled (L or N Registration Status) should be coded as '8' (Other)</li> <li>2. Records related to PLAR, should be coded as 'P'. This is to be used when the learner has successfully completed a prior learning assessment for a course or courses associated with a program in <b>which they are currently enrolled</b>, and has been awarded credit for the course(s).</li> <li>3. Code 'D' is used if any portion of the record was taken via distance or alternate delivery methods.</li> <li>4. Code 'X' is used if the learner is registered in a work experience component of a program that takes the learner away from the institution for any time during the particular session for which data are being reported.</li> </ol>	

References:	<pre> graph TD     Q1[Is this record related to an L or N Program Completer Record?] -- No --&gt; Q2[Is this record related to PLAR?]     Q1 -- Yes --&gt; A8[Code as '8' (Other)]     Q2 -- No --&gt; Q3[Is Any Portion Offered Via Distance/Alternate Delivery?]     Q2 -- Yes --&gt; A9[Code as 'P' (PLAR)]     Q3 -- No --&gt; Q4[Is any portion of this related to Work Exp., Coop, Practicum, Field Placement, etc? ]     Q3 -- Yes --&gt; A10[Code as 'D' (DistanceDel.)]     Q4 -- No --&gt; A11[Code as 1-7, or 9 as per definitions]     Q4 -- Yes --&gt; A12[Code as 'X']             </pre>
Related Elements:	Registration Status (LERS Element 9), Page 31

11 Primary Program ID		LERS Element: 11 Column: 31-39
Description:	<p><b>Primary Program Identifier</b></p> <p>A nine (9) character element commonly referred to as ProgID, identifying the name of the learner's program of study. This is a unique identifier which will be assigned by your institution. It can include letters and numbers (but no spaces) and should be left justified and upper case.</p> <p>This element is obtained from Program ID in PRS. It enables linking of data in the LERS and PRS.</p> <p><b><i>Note: This element must be included and must be a permanent identifier for this program for your institution.</i></b></p>	
Codes:	Up to 9 positions, upper case alpha numeric, no spaces, left justified	
Notes:	<ol style="list-style-type: none"> <li>1. Program Name Changes: It is increasingly common for programs to undergo name changes. In such cases the ProgID of a program should remain unchanged until a program is completely dropped. As a program's content evolves over many years and takes on several different names, the historical continuity of the program is captured by the one ProgID.</li> <li>2. The Administrative Unit code can be used by the institution to ensure learners are associated with a teaching faculty for reporting purposes.</li> </ol>	
Related Elements:	Primary Specialization ID (LERS Element 12), Page 37	

<b>12 Primary Specialization ID</b>		LERS Element: 12 Column: 40-49
Description:	<p><b>Primary Program Specialization</b></p> <p>A ten (10) character element identifying the name of the learner's program specialization or major. This is a unique identifier which will be assigned by your institution. It can include letters and numbers (but no spaces) and should be left justified and upper case.</p> <p>This element is obtained from the Program Specialization ID in PRS. It enables linking of data in the LERS and PRS.</p>	
Codes:	Up to 10 positions, upper case alpha numeric, no spaces, left justified	
Notes:	<p>1. Specialization Name Changes: It is increasingly common for specializations to undergo name changes. In such cases the SpecID of a specialization should remain unchanged until a specialization is completely dropped. As a specialization's content evolves over many years and takes on several different names, the historical continuity of the specialization is captured by the one SpecID.</p> <p>The Administrative Unit code can be used by the institution to ensure learners are associated with a teaching faculty for reporting purposes.</p>	
Related Elements:	Primary Program ID (LERS Element 11), Page 36	

13 Secondary Program ID		LERS Element: 13 Column: 50-58
Description:	<p><b>Secondary Program Identifier</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A nine (9) character element to identify the Program ID in PRS associated with the secondary specialization which may be different from the primary program ID. This is a unique identifier which will be assigned by your institution. It can include letters and numbers (but no spaces) and should be left justified and upper case.</p>	
Codes:	Up to 9 positions, upper case alpha numeric, no spaces, left justified	
Notes:	This element is not in use at this time and is to be left blank.	
Related Elements:	<p>Primary Program ID (LERS Element 11), Page 36</p> <p>Primary Specialization ID (LERS Element 12), Page 37</p>	

14 Secondary Specialization ID		LERS Element: 14 Column: 59-68
Description:	<p><b>Secondary Program Identifier</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p><b><i>Note: This element is not in use at this time and is to be left blank.</i></b></p> <p>A nine (9) character element to identify the Program ID in PRS associated with the secondary specialization which may be different from the primary program ID. This is a unique identifier which will be assigned by your institution. It can include letters and numbers (but no spaces) and should be left justified and upper case.</p>	
Codes:	Up to 9 positions, upper case alpha numeric, no spaces, left justified	
Notes:	This element is not in use at this time and is to be left blank.	
Related Elements:	Primary Program ID (LERS Element 11), Page 36 Primary Specialization ID (LERS Element 12), Page 37	

<b>15 Year of Study</b>		LERS Element: 15 Column: 69
Description:	<p><b>Year of Study in the Program</b></p> <p>A one (1) digit element identifying the year of a program in which a learner is enrolled. This element refers to the year of the program, not to how long the learner has been in the program. For example, if a learner is enrolled for a fifth year to finish a four-year program, code the year of study of the learner according to the program requirement completed to date (i.e. code as '4'). For part-time learners who are not following the normal route, code the year of study the learner would be in, according to the proportion of the program completed to date.</p>	
Codes:	<p>1 = first year of program                  2 = second year of program                  3 = third year of program                  4 = fourth year of program                  5 = fifth year of program                  6 = sixth year of program</p> <p>The codes for Year of Study are also found in the LERS Software (<i>Reference_Tables\Student\Year_of_Study</i>)</p>	
Notes:	<ol style="list-style-type: none"> <li>1. The year of study assigned to a learner record must have a corresponding program load for that year in the primary PRS progid and specialization record.</li> <li>2. This element refers to the year of the program, not to how long the learner has been in the program.</li> <li>3. Years 5 and 6 are not normally used for combined degree situations.</li> </ol>	
Related Elements:	<p>Primary Program ID (LERS Element 11), Page 36</p> <p>Primary Specialization ID (LERS Element 12), Page 37</p>	

16 Study Type		LERS Element: 16	
		Column: 70	
Description:	<p><b>Study Type</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p>A one (1) character element identifying the type of study for the learner. The codes for Study Type codes can be found in the LERS Software (<i>Reference_Tables\Student\Study Type</i>)</p>		
Codes:	Code	Undergraduate	Graduate
	R – Regular	Y	
	S – Short Program	Y	
	U – Special/Unclassified	Y	Y
	N – Other/Not Applicable	Y	Y
	O – Coursework Only		Y
	C – Coursework & Thesis		Y
	T – Thesis Work Only		Y
	P – Project Work		Y
Notes:	None		
Related Elements:	None		

<b>17 Instructional Credits or Hours</b>		LERS Element: 17 Column: 71-77
Description:	<p><b>Number of Instructional Credits or Hours the Learner Earned</b></p> <p>A seven (7) digit element, which includes 2 decimal places, identifying the number of instructional hours or credits enrolled in by the learner registered in a program/specialization in the session.</p>	
Codes:	<p>Valid data are between '0000.00' and '9999.99'.</p> <p>For Registration Status = F, P, or W: Valid data are required, no default.</p> <p>For Registration Status = L or N: Code this element '0000.00'.</p>	
Notes:	<ol style="list-style-type: none"> <li>1. This information on the load taken by the learner during the current session is essential to the enrolment accounting system in Alberta. Please ensure the correctness of each learner's credits, hours, or other units. '0000.00' is not valid for Registration Status codes 'F', 'P', or 'W'.</li> <li>2. Enrolment data submitted to the department through LERS contain a record of credits or hours enrolled in by the learner during the session.</li> <li>3. Credits earned elsewhere and transferred to your institution should not be reported as if they were earned at your institution.</li> <li>4. Credits awarded for a course through a PLAR process are equivalent to the credits earned by taking the course and are reported as such through LERS with Registration Status of 'P' (with a separate enrolment record).</li> </ol>	
Related Elements:	<p>Registration Status (LERS Element 9), Page 31</p> <p>Year of Study (LERS Element 15), Page 40</p> <p>Practicum Credits or Unadjusted Practicum Hours (LERS Element 18), Page 43</p>	

<b>18 Practicum Credits or Unadjusted Practicum Hours</b>		LERS Element: 18 Column: 78-84
Description:	<p><b>Number of Practicum Credits or Hours the Learner Earned</b></p> <p>A seven (7) digit element, which includes 2 decimal places, identifying the number of practicum hours or credits enrolled in by the learner registered in a program/specialization in the session.</p> <p>This information on the load taken by the learner during the current session is essential to the enrolment accounting system in Alberta. Please ensure the correctness of each learner's credits, hours, or other units. '0000.00' is not valid for Registration Status codes 'F', 'P', or 'W'.</p>	
Codes:	<p>Valid data are between '0000.00' and '9999.99'.</p> <p>For Registration Status = F, P, or W:                      [UPC] Valid data are required, no default.                      [CTI] Valid data are required, no default.</p> <p>For Registration Status = L, N, or H:                      Code this element '0000.00'.</p>	
Notes:	<ol style="list-style-type: none"> <li>1. A practicum adjustment factor will be applied to unadjusted practicum when reported in hours for FLE calculation purposes.</li> <li>2. Advanced Credit: Enrolment data submitted to the department through LERS contains a record of credits or hours enrolled in by the learner during the session.</li> <li>3. Credits earned elsewhere and transferred to your institution should not be reported as if they were earned at your institution.</li> <li>4. Likewise credit awarded for other relevant experience (via prior learning assessment) or advanced placement based on diagnostic testing are not credits earned during the session and are not part of the LERS record.</li> <li>5. Simply report the credits that the learner actually enrolled in during the session.</li> </ol>	
Related Elements:	<p>Registration Status (LERS Element 9), Page 31</p> <p>Year of Study (LERS Element 15), Page 40</p> <p>Instructional Credits or Hours (LERS Element 17), Page 42</p>	

19 Completion Status		LERS Element: 19 Column: 85
Description:	<p><b>Completion of Program Requirements Indicator</b></p> <p>A one (1) digit element identifying the status of the learner at the end of each session.</p>	
Codes:	<p>0 = Eligible to continue to next session or academic year [default].            1 = Graduated            2 = Withdrew            3 = Ineligible to continue/forced to withdraw            4 = Eligible for practicum - completed instructional requirements            5 = Brokered Completer            6 = Successfully Completed the exam following the final apprenticeship technical Training period            7 = Completed 60 credits in a University Transfer program            9 = Invalid – use '0' instead</p> <p>The codes for Completion Status are also found in the LERS Software (<i>Reference_Tables\Student/Completion_Status</i>)</p>	
Notes:	<ol style="list-style-type: none"> <li>1. Inactive and Audit students cannot be flagged as graduates/completers.</li> <li>2. This Element is primarily used for learners who have graduated. Learners who are allowed to continue to either the next session or academic year are to be reported using code '0'.</li> <li>3. For learners who have completed all the requirements of a program of study use code '1'.               <ul style="list-style-type: none"> <li>• Report as graduates all learners who complete the program requirements, not only those who apply to graduate.</li> <li>• Learners who complete a year of study as partial requirements of a program should not be coded with a value of 1.</li> <li>• A learner should be reported in the appropriate year of study of the program when reporting completion status '1' (i.e. last year of study).</li> <li>• For Comprehensive Academic and Research Institutions (comprehensive universities) and independent academic institutions, learners reported as completing should match the learners reported in the convocation statistics.</li> </ul> </li> <li>4. For Learners enrolled in apprenticeship programs who have successfully completed the exam following the final technical training aspect of their program use code 6.</li> <li>5. For Learners who have completed 60 credits in a University Transfer program use code 7.</li> </ol>	

	<p>6. When an institution holds two convocations, Fall and Spring, the match between sessional learner records and convocation lists is as follows:</p> <ul style="list-style-type: none"> <li>• Fall Convocation includes learners who completed during Spring/Summer session ('1') and special completers reported using Registration Status 'L' or 'N' in Fall session ('2'). For additional information see "Reporting Late or Non-Program Completers" (this page). Graduate level learners who complete a thesis, or Undergraduate level learners who complete their program requirements, over the Spring/Summer session and graduate in the fall convocation, would not normally be registered for the Fall session. If they are not active learners in Spring/Summer or Fall, then in order to include them in the count of Fall convocation graduates, they should be reported in the Fall session with Registration Status 'L'.</li> <li>• Spring Convocation includes learners who completed during Winter session ('3') and those who completed during Fall session ('2'). Learners who attend Fall session cannot normally graduate at the Fall convocation.</li> </ul>
<p>Understandings:</p>	<p><b>Reporting Late or Non-Program Completers</b></p> <p>To meet the requirements of LERS, Key Performance Indicators, and Statistics Canada, institutions are to report all learners who have completed their formal program requirements as program graduates, not just those who have applied for and been granted their parchment or other certification.</p> <p>The majority of learners will be coded as completers in the last session in which they are reported as active learners in the program. However, there are three situations where this may not have occurred or is not appropriate.</p> <ol style="list-style-type: none"> <li>1. Learners whose completion was not reported at the time but should have been.</li> <li>2. Learners who complete the requirements, but not in the year when they were last reported as registered in the program.</li> <li>3. Learners who request a parchment in a program they were not previously enrolled in at your institution.</li> </ol> <p><u>(1) Learner records that need to be corrected to indicate completion</u></p> <p>Prior to LERS signoff, if a learner has completed program requirements but was not coded as a completer in LERS at the appropriate time, the appropriate learner record must be updated.</p> <p>Method. When there are a number of records to update, file[s] containing relevant learner data elements are to be send to the Department to</p>

	<p>update the existing records. This method is to be for institutions that wait until the end of the academic year to ‘process’ all completions. The required learner elements described in the table below are needed in a fixed length text file format and the fields must be in the same order as below. [For descriptions of these elements and valid codes, see the appropriate element in the LERS Manual.]</p>		
	<p><b>Description:</b></p>	<p><b>Data Element Number</b></p>	<p><b>Data Element Description</b></p>
	Submission number	1	1 or 2
	Provider	2	alphanumeric; size of 2
	Provider Location	3	alphanumeric; size of 6
	Session	4	Use: 1, 2, 3, or 4
	Student ID	5	alpha numeric; size of 15
	Primary Program ID	11	alpha numeric; size of 9
	Primary Specialization Code	12	Alpha numeric; size of 10
	Year of study	15	alpha numeric; size of 1
	Academic Year	40	numeric; size of 4
	<ul style="list-style-type: none"> <li>• The Department will use the data contained in this file to locate each learner’s record. All elements must match before the learner data will be updated. The process will check to ensure the learner’s record is the most recent for this program before the record is changed. A report may be produced that indicates which records were updated.</li> <li>• A distinction has been introduced for reporting learners who graduate/complete at a later time or complete a program they were not enrolled in. The following sections provide guidelines on how to report these learners.</li> </ul> <p><u>(2) Learners who graduate late after completing outstanding program requirements</u></p> <p>Occasionally learners complete an outstanding program requirement at a later point in time, possibly at a different institution</p> <p>(a) If learners make up courses and the result is that they have completed the program requirements, you should be reported in the session of completion as active learners with Completion Status as ‘graduated’ (1). They will generate FLE for the credit earned during the session. To updated records that have already been reported, use the update procedure described above in topic (1)</p> <p>(b) If learners complete program requirements at a different institution that the one they are requesting the parchment from,( referred to as Late or 'L'</p>		

completers) report them using the methodology outlined in the section below 'Methodology for Reporting 'L' or 'N' Completers'.

**Note: This also applies in the rare case of a learner who transfers-in all of the requirements to complete a program but has never taken the program at the current institution.**

(3) Learners who complete a program they were not taking

Occasionally learners request a parchment for a program in which they are not enrolled at your institution.

- For example, unclassified or non-program learners sometimes complete the requirements of parchment programs. As well, learners may finish a program while enrolled in another program, or after taking courses from another program. These are referred to as Non-program or 'N' completers. Report them using the methodology outlined in the following section 'Methodology for Reporting 'L' or 'N' Completers'.

**Methodology for Reporting 'L' or 'N' Completers**

Use the steps outlined below for learners who have met the completion requirements of a parchment program, who fit the description of an 'L' or 'N' graduate, and who have not been reported as completers in LERS data. The process will create new records for these learners out of existing learner records. This will ensure that the learner characteristics of all graduates are reported. Refer to the LERS User Guide for help with these procedures.

**Note:**

- For learners who have been reported previously, locate the learner's record(s) using the Query feature in the software – Maintain Student screen. If a number of the graduates are in the same ProgID, you may be able to select records for each one in the same query Export the records to a FoxPro [dbf] file.
- Use the function 'Maintain Student Extract' to make changes to each learner record. The Update feature works in the same manner as in the main Maintain Student screen. The following elements must be changed:
  - Academic Year - change to the year you want to append the records to.
  - Session
  - code the learner's Registration Status with:
    - 'L' to indicate the learner has completed outstanding requirements using transfer credit and were not active learners at your institution during the year in which they are graduating, OR
    - 'N' to indicate the learner has completed a program they were not taking.
- 'Do Update': the dbf file is saved with your changes and is ready to be

	<p>imported.</p> <ul style="list-style-type: none"> <li>• In the Load Students option in the software, append this file into the appropriate year and submission.</li> <li>• These additional records will be added and used to generate the standard completion report “Graduates/Program Completers” (LERS Software - Table 2). On this report, the late and non-program types of graduates will be included under separate headings.</li> </ul> <p><u>(4) Preparatory and Basic Upgrading Programs</u></p> <ul style="list-style-type: none"> <li>* Learners within the Preparatory and Basic Upgrading program and other unstructured programs, should NOT be recorded as completers (Completion Status = 1.</li> </ul>
<p>Related Elements:</p>	<p>Current Status (LERS Element 8), Page30  Registration Status (LERS Element 9), Page 31  Year of Study (LERS Element 15), Page 40</p>

20 Sponsor		LERS Element: 20 Column: 86-87
Description:	<p><b>Financial Sponsorship of Learner</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p>A two (2) digit element identifying the learner's major source of financial support.</p>	
Codes:	<p>02 = Learner loan or grant                      03 = Alberta Heritage Scholarship Fund                      04 = No longer used                      05 = No longer used: Skills Development Program                      06 = Other departments of Alberta Government                      07 = No longer used                      08 = Indian and Northern Affairs or Aboriginal Communities                      09 = Other Federal Government Support                      10 = Employer                      11 = Provincial/Territorial Government other than Alberta                      12 = The learner's current institution                      13 = Other Scholarship                      19 = Not Used                      98 = No outside support: self and/or family support                      99 = Not reported/not collected</p> <p>The codes for Sponsor are also found in the LERS Software                      (<i>Reference_Tables\Student\Sponsors</i>)</p> <p><b><i>Note: If the learner has two equal sources of outside support, please code the source closest to the top of the list of codes (i.e., lowest number).</i></b></p>	
Notes:	None	
Related Elements:	None	

<b>21 Gender</b>		LERS Element: 21 Column: 88
Description:	<b>Gender of the Learner</b> A one (1) character element identifying whether a learner is female or male.	
Codes:	F = Female M = Male U = Not Reported	
Notes:	<ol style="list-style-type: none"> <li>1. This data element can only change under extreme circumstance and that should be noted.</li> <li>2. The only valid codes are 'F', 'M' and 'U'.</li> </ol>	
Related Elements:	None	

<b>22 Birthdate</b>		LERS Element: 22      Permanent
		Column: 89-96
Description:	<p><b>Date of Birth</b></p> <p>An eight (8) digit element showing birth date of a learner in the order Year/Month/Day.</p>	
Codes:	<p>YYYYMMDD = Year/Month/Day</p> <p>Blanks = Not Reported/unknown [Default]</p>	
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution.</li> <li>2. Inter-element Edit: This element is used to validate Admission Year, Last Institution – Year, and Grade Completed – Year. A learner’s birth date must be less than any year associated with the learner’s educational activity.</li> </ol>	
Related Elements:	<p>Entry to Canada (LERS Element 25), Page 56</p> <p>Admission Year (LERS Element 28), Page 61</p> <p>Last Institution - Year (LERS Element 34), Page 68</p> <p>Grade Completed - Year (LERS Element 37), Page 71</p>	

23 Language		LERS Element: 23	Permanent
		Column: 97	
Description:	<p><b>Language First Spoken</b></p> <p>Note: This element will be replaced by element #44 – APAS Language, which will collect data based on the language codes used with APAS (based on the Post-Secondary Education Standards Council recommendations).</p> <p>For the 2010-2011 Academic year Submission either element All data for this element may be reported in either element #23 or #44. If element #23 is populated, all reporting from LERS will be converted into the APAS code set.</p> <p>Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year Submission this element will be removed from LERS</p> <p>A one (1) character element showing first language spoken and still understood by the learner.</p>		
Codes:	<p>1 = English                  2 = French                  3 = German                  4 = Ukrainian                  5 = North, Central, and South American Native, Inuit                  6 = Dutch/Scandinavian                  7 = Oriental                  8 = Other                  9 = Not Reported/unknown [Default]                  A = Northern African and Middle Eastern                  B = Italian, Portuguese, Spanish                  C = Japanese and Korean                  D = S.E. Asian                  E = Indo-Iranian                  F = Indonesian                  G = Other African                  H = Northern European and Asian                  I = Other Indo-European</p> <p>The codes for Language are also found in the LERS Software                  (<i>Reference_Tables\Student\Languages</i>)</p> <p><b>Note: The conversion tables used for this element are located In Section 7</b></p>		

	<b><i>Language Code Translation 89</i></b>
Notes:	This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.
Related Elements:	APAS Language (LERS Element 44), Page 79

24 Country of Citizenship		LERS Element: 24	Permanent
		Column: 98-100	
Description:	<p><b>Country of Citizenship at Time of Entry to Your Institution</b></p> <p>Note: This element will be replaced by element #45 – APAS Country of Citizenship, which will collect data based on the country codes used with APAS (based on the Post-Secondary Education Standards Council recommendations).</p> <p>For the 2010-2011 Academic Year Submission all data for this element may be reported in either element #24 or #45. If element #24 is populated, all reporting from LERS will be converted into the APAS code set.</p> <p>Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year Submission this element will be removed from LERS.</p> <p>A three (3) digit element identifying the country of citizenship of a student prior to them attending your institution.</p> <p>For a permanent resident (formerly landed immigrant) code the country of which the learner is a citizen, <u>not</u> Canada. When a learner is from a colony or a dependency, code the colony or dependency and not the parent country. For example, code St. Pierre et Miquelon as the country of citizenship for learners from that dependency even though France is the country from which they hold citizenship.</p>		
Codes:	<p>Country codes are those used by Statistics Canada.</p> <p>A listing of these codes is available through the LERS software <i>Reference_Tables\Locations\Countries</i>.</p>		

Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Inter-element Edit: Legal Status is used to validate Country of Citizenship. If Legal Status = 1 and Current Status = 2, 3, 4 or 5, code this element '800' (for Canadians).</li> <li>3. If the learner has dual citizenship, one of which is Canadian, then use 800 (Canada) as the Country of Citizenship.</li> </ol> <p><b>Note: The conversion tables used for this element are located In Section 8 Country Code Translation 89</b></p>
Related Elements:	<p>Legal Status (LERS Element 7), Page 28</p> <p>Current Status (LERS Element 8), Page 30</p> <p>APAS Country of Citizenship (LERS Element 45), Page 80</p>

25 Entry to Canada		LERS Element: 25 Column: 101-106
Description:	<p><b>Date of Entry to Canada</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p>A six (6) digit element to indicate date of entry to Canada for new or returning learners (enrolling for the first time or returning after an absence of at least one year) who are not currently citizens of Canada. Report date in the order year/month.</p>	
Codes:	<p>YYYYMM = Year/Month that the learner entered Canada</p> <p>999998 = Not applicable - use only for citizens of Canada</p> <p>999999 = Not reported/unknown - use only for citizens of countries other than Canada</p>	
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. This date must be greater than the birthdate.</li> <li>3. Inter-element Edit: Coding for this element is dependent on the coding used for Legal Status. If Legal Status = 1 and Current Status = 3, 4 or 5, code this element '999998' (for citizens of Canada).</li> <li>4. When a new learner to your institution is already a citizen of Canada, do NOT report the arrival date in Canada. Code this element as '999998'.</li> </ol>	
Related Elements:	<p>Legal Status (LERS Element 7), Page 28</p> <p>Current Status (LERS Element 8), Page 30</p> <p>Country of Citizenship (LERS Element 24), Page 54</p> <p>Source - Country (LERS Element 26), Page 56</p>	

26 Source Country		LERS Element: 26	Permanent
		Column: 106-109	
Description:	<p><b>Geographic Source of Learner – Country</b></p> <p>Note: This element will be replaced by element #46 – APAS Source Country, which will collect data based on the country codes used with APAS (based on the Post-Secondary Education Standards Council recommendations).</p> <p>For the 2010-2011 Academic Year Submission all data for this element may be reported in either element #26 or #46. If element #26 is populated, all reporting from LERS will be converted into the APAS code set.</p> <p>Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year Submission this element will be removed from LERS.</p> <p>A three (3) digit element to indicate if a learner has moved from another country for the purpose of studying in Canada. This is related to the country of residence of the student <b>prior to attending</b> your institution and is used to report where students come from to attend your institution.</p>		
Codes:	<p>This value should be coded as Canada for all students that are residents of Canada.</p> <p>A listing of these codes is available through the LERS software <i>Reference_Tables\Locations\Countries</i>.</p>		

Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Applicants may be requested to supply their country of residence on the admission/application form, or the information may be obtained from the mailing address or permanent address at the time of application for admission. Choose the address which best indicates the country of residence at the time of application.</li> <li>3. Coding for this element is dependent on Source - Postal Code. If the learner record is coded with a valid Canadian postal code, then code this element as '800'.</li> <li>4. This element shows country of residence not citizenship.</li> </ol> <p><b>Note: The conversion tables used for this element are located In Section 8 Country Code Translation 89</b></p>
Related Elements:	<p>Country of Citizenship (LERS Element 24), Page 54</p> <p>Source – Postal Code (LERS Element 27), Page 59</p> <p>APAS Source Country (LERS Element 46), Page 82</p>

27 Source Postal Code		LERS Element: 27	Permanent
		Column: 110-115	
Description:	<p><b>Geographic Source of Learner – Postal Code</b></p> <p>A six (6) character element showing Postal Code of home or permanent residence prior to enrolling for the first time at your institution or upon returning after an absence of at least one full academic year.</p>		
Codes:	<p>@#@#@# = Postal Code; for learners who lived in Canada                      888888 = Default/Unknown values for those coming from outside of Canada (Source Country values NOT Canada).                      ##### = ZIP Code; for learners who lived in the U.S. (only list the first 5 values of the ZIP code)                      XXXXX = Postal Code values for students with Source Country values other than Canada or the U.S.                      999999 = Not Reported/unknown [Default]</p> <p>A listing of Postal Codes is available through the LERS Software <i>Reference_Tables\Locations\Postal_Codes</i>.</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. This element is related to location of residence (prior to attending) not citizenship, or mailing address.</li> <li>3. This element is used to validate Source – Country. If the learner record contains a valid postal code, then Source – Country should be coded as Canada.</li> <li>4. For countries outside of Canada, if you have Postal Code information available, please report them.                             <ul style="list-style-type: none"> <li>• Beginning with the 2010/2011 LERS Submission, additional analysis will be carried out relating to records where the source Postal Code is from Brazil, China, India, Mexico and the United States</li> <li>• Validation checks will be performed to ensure that when the Source Country (Element #26) is reported as one of the countries listed that the data entered into this field matches the format of Postal Codes of that country</li> <li>• Population of this field is to 6 characters only, where postal codes exceed 6 characters report only the first 6 characters. For those that have less than 6 characters list all characters as left justified.</li> </ul> </li> </ol>		

Related Elements:	Source - Country (LERS Element 26), Page 56
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28 Admission Year		LERS Element: 28	Permanent
		Column: 116-119	
Description:	<p><b>Year of First Admission</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A four (4) digit element to indicate the academic year of first admission to the institution or the year in which the learner returned after an absence of at least one full academic year.</p>		
Codes:	<p>YYYY = Beginning of academic year.</p> <p>Example: If a learner is admitted for January 1996, code the year as '1995', indicating the academic year 1995-96.</p> <p>Blanks = Not Reported/unknown [Default]</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution.</li> <li>2. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>3. For learners who are not 'admitted' to a program and who are not admitted to the institution as an unclassified learner, but are permitted to take courses, code the year of first registration.</li> <li>4. Inter-element Edit: Birth date is used to validate this element. Year of admission must be greater than the learner's year of birth.</li> <li>5. Report blanks if date of admission is unknown.</li> </ol>		
Related Elements:	<p>Birthdate (LERS Element 22), Page 51</p> <p>Admission Status (LERS Element 29), Page 62</p> <p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>		

29 Admission Status		LERS Element: 29	Permanent
		Column: 120	
Description:	<p><b>Admission Status</b></p> <p>A one (1) digit element to indicate the learner's admission status when registered as a new or returning learner.</p>		
Codes:	<p>1 = Advanced standing (learner brings credits toward certification)</p> <p>2 = Met Normal Requirements and had High School Matriculation (Advanced) Diploma</p> <p>3 = Met Normal Requirements and had High School General Diploma</p> <p>4 = Met Normal Requirements</p> <p>5 = Non-matriculated adult/mature learner</p> <p>6 = Other special admission status</p> <p>7 = Other</p> <p>9 = Not Reported/not collected</p> <p>The codes for Admission Status are also found in the LERS Software (<i>Reference_Tables\Student\Admission_Status</i>)</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. A learner who meets the normal entrance requirement and presents a General Equivalency Diploma (GED) in place of a high school diploma should be coded as '4'</li> <li>3. Graduate learners should be coded as '1', '4', '6', or '7'.</li> <li>4. A learner entering with university transfer credits or any other transferable credits should be coded as '1'.</li> <li>5. For learners who are not 'admitted' to a program and who are not admitted to the institution as an unclassified learner, but are permitted to take courses, code this element as '7'.</li> <li>6. International Baccalaureate learners should be coded '1', even though they are admitted directly out of high school. In Current Status, they should be coded '4'</li> </ol>		
Related Elements:	<p>Current Status (LERS Element 8), Page 30</p> <p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>		

<b>30 Previous Activity</b>		LERS Element: 30 Column: 121
Description:	<p><b>Activity During the Previous Year</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A one (1) digit element identifying the main activity of the learner during the previous twelve months; whether the learner was in the labour force, etc.</p>	
Codes:	<p>1 = Learner                  2 = In the labour force (employed or unemployed and seeking work)                  3 = Other activity                  9 = Not Reported/unknown [Default]</p>	
Notes:	<ol style="list-style-type: none"> <li>1. For new learners, this information is to be obtained from admission forms. For continuing learners the previous activity depends on whether the learner was attending your institution full-time or part-time.</li> <li>2. A learner who was full-time at some point during the previous year (i.e., Current Status = 1) would be coded '1'.</li> <li>3. A continuing learner who was part-time during the previous year would be coded '3', if their labour force status during the previous year is not known.</li> </ol>	
Related Elements:	<p>Registration Status (LERS Element 9), Page 31</p> <p>Current Status (LERS Element 8), Page 30</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>	

31 Previous Activity – Location		LERS Element: 31 Column: 122
Description:	<p><b>Residence During the Previous Year</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A one (1) digit element identifying the location of residence of the learner during the previous twelve months.</p>	
Codes:	<p>1 = In Alberta                  2 = In other provinces                  3 = Outside Canada                  9 = Not Reported/unknown [Default]</p>	
Notes:	<ol style="list-style-type: none"> <li>1. A learner, either full-time or part-time attending on-campus, from the previous year that continued in the reporting year (i.e., Current Status = 1) would be coded '1'.</li> <li>2. A learner from the previous year, who was completing course work via teleconferencing or internet, should be coded based on where the learner resided at the time.</li> <li>3. For a new learner, this information may be derived from Source - Country and Source - Postal Code.</li> </ol>	
Related Elements:	<p>Current Status (LERS Element 8), Page 30</p> <p>Registration Status (LERS Element 9), Page 31</p> <p>Source – Country (LERS Element 26), Page 56</p> <p>Source – Postal Code (LERS Element 27), Page 59</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>	

32 Attainment		LERS Element: 32	Permanent
		Column: 123-125	
Description:	<p><b>Attainment</b></p> <p>A three (3) digit element identifying the highest level of post -secondary educational program achieved prior to the current enrolment at your institution.</p>		
Codes:	<p>901 = Doctoral degree            902 = Master's degree            903 = Graduate certificate/diploma*            904 = First professional degree (LLB, DDS, MD)            905 = Bachelor degree**            906 = Undergraduate certificate/diploma***            907 = College diploma (3 or 4 year) or post-diploma certificate            908 = University level associate diploma (2 year)            909 = Career diploma (2-year)            910 = Journeyman Trade certificate            911 = Career or trade certificate (1-year)            912 = Other completion beyond high school            913 = Post Secondary – Incomplete            916 = Previously completed Grade 12            917 = Previously completed less than Grade 12            918 = Previously upgraded to Grade 9 equivalent level            919 = Previously upgraded to Grade 6 equivalent level            925 = Applied Arts and Technology degree****            999 = Not Reported/unknown [Default]</p> <p>* Diplomas or certificates following a bachelor degree in the same field of study; also, diplomas, certificates following a master degree and first professional degree are classified as graduate.</p> <p>** Code '905' is for all bachelor degrees except for first professional degrees which include law, medicine and dentistry. Graduates in first professional degrees are coded '904'.</p> <p>*** Code '906', Undergraduate certificate/diploma refers to certificates and diplomas that are at a degree level, or following a bachelor degree in another program. For example, diploma in education following a general B.A. or B.Sc.</p> <p>**** Applied Arts and Technology degree includes Applied Degrees that have been approved at public colleges and technical institutes in Alberta.</p> <p>The codes for Attainment are also found in the LERS Software  <i>(Reference_Tables\Student\Attainments)</i></p>		

Notes:	<ol style="list-style-type: none"> <li>1. This element needs to be updated as students move up in credentials or when a student returns back to your institution after more than a year of absence.</li> <li>2. Judgment may sometimes be required in determining which of two or more completed programs should be reported at the higher level of attainment.</li> <li>3. Codes '917', '918', or '919' are used for learners who did not complete high school level education. Code '916' is for learners who had completed high school education before registering at your institution.</li> <li>4. In certain provinces high school completion may have occurred at the end of Grade 11 or Grade 13. <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ol>
Related Elements:	<p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>

33 Last Institution Type		LERS Element: 33	Permanent
		Column: 126	
Description:	<p><b>Type of Last Educational Institution Attended</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A one (1) digit element identifying the type of educational institution last attended prior to enrolling in your institution.</p>		
Codes:	<p>0 = Elementary School            1 = High School            2 = Public College            3 = Private Vocational School            4 = Technical Institute            5 = Vocational College            6 = University            7 = Private University College and Private College            8 = Other (such as hospital school of nursing)            9 = Not reported/unknown [Default]</p>		
Notes:	<p>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</p> <p>2. If Last Institution – Type is coded between ‘2’ and ‘8’, and Last Institution - Location is ‘48’ (Alberta), please ensure Last Post-Secondary is coded appropriately to show the particular institution attended.</p>		
Related Elements:	<p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p> <p>Grade Completed – School (LERS Element 38), Page 72</p>		

34 Last Institution Year		LERS Element: 34	Permanent
		Column: 127-130	
Description:	<p><b>Year Attended Last Educational Institution</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A four (4) digit element identifying the academic year of last attendance at an educational institution prior to enrolling in your institution.</p>		
Codes:	<p>YYYY = Academic year of the last year of attendance at a previous institution Example: '1995' indicates academic year 1995-96.</p> <p>Blanks = Not reported/unknown [Default]</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. For example, if a learner indicated they attended a public college for academic years 1994-95 and 1995-96, code '1995' to indicate that the last year of attendance at a previous institution was 1995-96.</li> <li>3. Inter-element Edit: The year of last attendance must be greater than the learner's birth date AND &lt;= Academic Year.</li> </ol>		
Related Elements:	<p>Birthdate (LERS Element 22), Page 51</p> <p>Grade Completed – Year (LERS Element 37), Page 71</p>		

35 Last Institution - Location		LERS Element: 35	Permanent
		Column: 131-132	
Description:	<p><b>Location of Last Educational Institution</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A two (2) digit element identifying the province/territory of the educational institution last attended prior to enrolling in your institution.</p>		
Codes:	<p>10 = Newfoundland            11 = Prince Edward Island            12 = Nova Scotia            13 = New Brunswick            24 = Quebec            35 = Ontario            46 = Manitoba            47 = Saskatchewan            48 = Alberta            59 = British Columbia            60 = Yukon Territory            61 = Northwest Territories            62 = Nunavut            97 = Canada, province unknown            98 = Learner was not a resident of Canada            99 = Not reported/unknown [Default]</p>		
Notes:	<p>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</p> <p>2. If Last Institution – Type is coded between ‘2’ and ‘8’, and Last Institution – Location is ‘48’ (Alberta), please ensure Last Post-Secondary (LERS element 39) is coded appropriately to show the particular institution attended.</p>		
Related Elements:	<p>Grade Completed – Year (LERS Element 37), Page 71</p> <p>Grade Completed – School (LERS Element 38), Page 72</p>		

<b>36 Grade Completed</b>		LERS Element: 36	Permanent
		Column: 133-134	
Description:	<p><b>Last Secondary School Grade Completed</b></p> <p>A two (2) digit element identifying the last grade level completed at an elementary or secondary school. This element should indicate the highest grade previously completed in the K-12 school system before enrolling at your institution.</p>		
Codes:	<p>From 01 to 13, and 99</p> <p>For example: 09 = Grade 9 13 = Grade 13 99 = Not reported/unknown [Default]</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Use this element for the highest grade attainment in the K-12 educational system.</li> <li>3. Elementary or secondary coursework completed at a post-secondary institution, such as a Vocational College, or Public College, should not be reported in this element. In such cases, the post-secondary institution attended should be coded in Last Post-Secondary (LERS element 39). The appropriate level of educational attainment should be reported in Attainment (LERS element 32).</li> <li>4. Use this and related elements, to report on the particular school attended prior to moving into a post-secondary institution for upgrading.</li> </ol>		
Related Elements:	<p>Attainment (LERS Element 32), Page 65</p> <p>Grade Completed - Year (LERS Element 37), Page 71</p> <p>Grade Completed - School (LERS Element 38), Page 72</p>		

<b>37 Grade Completed – Year</b>		LERS Element: 37	Permanent
		Column: 135-138	
Description:	<p><b>Year Last Secondary School Grade Completed</b></p> <p>A four (4) digit element identifying the calendar year in which the last grade level was completed at an elementary or secondary school before enrolling at your institution or at any other post secondary institution.</p>		
Codes:	<p>YYYY = Calendar year learner completed highest elementary or secondary school grade.</p> <p>Example: A learner completed Grade 12 in January or June of 1996, code as '1996'.</p> <p>Blanks = Not reported/unknown [Default]</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Inter-element Edit: The year of last attendance at an elementary or secondary school must be greater than the learner's birth date AND <math>\geq</math> Academic Year. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>3. Use this and related elements, to report on the particular school attended prior to moving into a post-secondary institution for upgrading.</li> </ol>		
Related Elements:	<p>Birthdate (LERS Element 22), Page 51</p> <p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed - School (LERS Element 38), Page 72</p>		

38 Grade Completed - School		LERS Element: 27	Permanent
		Column: 139-142	
Description:	<p><b>Secondary School of Last Grade Completed</b></p> <p>A four (4) character element identifying the elementary or secondary school where the learner last attended before enrolling at your institution.</p>		
Codes:	<p>Schools located in Alberta are coded using the four-digit code used by Alberta Education. The LERS software includes a reference table containing all Alberta Education School codes with the latest name used for each school. Older names are also located in the reference table to help you identify the proper codes. [See LERS Software <i>Reference_Tables\Locations\Schools.</i>]</p> <p>Schools not listed in the reference table are assigned one of the codes below that indicate the province where the learner’s secondary schooling occurred.</p> <p>XX48 = ALBERTA, school unknown                  XX10 = Newfoundland                  XX11 = Prince Edward Island                  XX12 = Nova Scotia                  XX13 = New Brunswick                  XX24 = Quebec                  XX35 = Ontario                  XX46 = Manitoba                  XX47 = Saskatchewan                  XX59 = British Columbia                  XX60 = Yukon Territory                  XX61 = Northwest Territory                  XX62 = Nunavut                  XX97 = Canada, province unknown                  XX98 = Learner was not a resident of Canada                  XX99 = Not reported/unknown [Default]                  0000 = Home Study/Schooling</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. The indicated school/province codes have changed to avoid conflict with Alberta Education codes. Thus '0047' is now 'XX47' when referring to a school in Saskatchewan.</li> <li>3. Any school in Alberta for which the specific school code is not known, should be coded 'XX48'.</li> <li>4. Schools located outside of Alberta are coded to indicate the province. For</li> </ol>		

	<p>example, code 'XX46' for Manitoba.</p> <p>5. The location of elementary or secondary coursework completed at a post-secondary institution attended, such as a Vocational College, or Public College, should not be reported in this element. Use this and related elements, to report on the particular school attended prior to moving into a post-secondary institution for upgrading.</p> <p>6. In a Home Study/Schooling situation, use the code of the school closest to the location where the learner was involved in home study. If this is not known, use Code 0000 – Home Study</p>
<p>Related Elements:</p>	<p>Attainment (LERS Element 32), Page 65</p> <p>Grade Completed (LERS Element 36), Page 70</p> <p>Grade Completed - Year (LERS Element 37), Page 71</p>

39 Last Post-Secondary		LERS Element: 39	Permanent
		Column: 143-144	
Description:	<p><b>Alberta Post-Secondary Institution Last Attended</b></p> <p><i><b>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</b></i></p> <p><i><b>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</b></i></p> <p>A two (2) character element identifying the Alberta post-secondary institution last attended prior to enrolling at your institution.</p>		
Codes:	<p>Based on Provider, LERS Element 2.</p> <p>The codes for Providers can be found in the LERS Software (<i>Reference_Tables/Providers</i>)</p>		
Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Use the institution's number code, not the alphabetic code.</li> <li>3. If Last Institution - Type is coded between '2' and '8' and Last Institution - Location is '48' (Alberta), please ensure this element is coded appropriately to show the particular institution attended.</li> <li>4. Learners who last attended an Alberta post-secondary institution that is not in the Provider list should be coded '98'.</li> <li>5. Learners who did not last attend an Alberta post-secondary institution should be coded '99'.</li> <li>6. Elementary or secondary coursework completed at a post-secondary institution, should be captured in this element.</li> </ol>		
Related Elements:	<p>Provider (LERS Element 2), Page 23</p>		

<b>40 Academic Year</b>		LERS Element: 40 Column: 145-148
Description:	<p><b>Academic Year</b></p> <p>A four (4) digit element identifying the academic year in which the data are being reported.</p>	
Codes:	<p>YYYY = Start of the academic year</p> <p>Example: = If the reporting year is Winter 1996, code this element '1995' indicating the winter session is in the 1995-96 academic year.</p>	
Notes:	<ol style="list-style-type: none"> <li>1. Data for this element are required</li> <li>2. The record will be skipped if this element is left blank or an incorrect year is found.</li> <li>3. The year is validated during the data import into the LERS Software.</li> </ol>	
Related Elements:	None	

41 Actual Contact Hours		LERS Element: 41 Column: 149-155
Description:	<p><b>Actual Contact Hours of the Learner</b></p> <p><b><i>Note: This field is no longer in use. For the 2010/2011 LERS Academic Year Submission there will be no validation checks performed against this element.</i></b></p> <p><b><i>Beginning with the 2011/2012 Academic Year Submission this element will be removed from LERS and data will no longer be accepted.</i></b></p> <p>A seven (7) digit element, which includes 2 decimal places, identifying the actual contact hours of the learner in the session.</p> <p>Contact hours are the actual periods of time (measured in hours and portions thereof) during which classes or sections of learners are engaged in scheduled periods of lecture, laboratory, and/or tutorial activities, and an instructor or instructors are present.</p>	
Codes:	Valid data are between '0000.00' and '9999.99'.	
Notes:	<ol style="list-style-type: none"> <li>1. The adjustment is based on information in the "SPECIAL ARRANGEMENTS – Brokering" section of the PRS Reporting Manual.</li> <li>2. Institutions use this element to report the institution's own determination of a learner's actual contact hours, in cases where the proxy calculation above does not accurately capture these hours.</li> <li>3. For learners in brokered programs, the contact hours will be adjusted by the same percentage that the learner's FLE is adjusted. The adjustment is based on information in the Brokering Section of PRS (see PRS Reporting Manual).</li> </ol>	
Related Elements:	<p>Instructional Credits or Hours (LERS Element 17), Page 42</p> <p>Practicum Credits or Unadjusted Practicum Hours (LERS Element 18), Page 43</p>	

<b>42 Alberta Student Number</b>		LERS Element: 42	Permanent
		Column: 156-164	
Description:	<p><b>Alberta Student Number</b></p> <p>A nine (9) digit element containing the Alberta Education/Advanced Education and Technology Student Identification Number (ASN).</p>		
Codes:	<p>Institutions will get each learner’s unique Alberta Student Number from the learner’s application or Alberta Education/Advanced Education and Technology.</p>		
Notes:	<ol style="list-style-type: none"> <li>1. <b>This element does not change for the student.</b></li> <li>2. The Alberta Student Number facilitates the analysis of learner transitions from K-12 to post-secondary education and/or to work and, in addition, research on rates of graduation, of retention, and of transfer among post-secondary institutions, and the level of access to education.</li> <li>3. All learners at your institution require an ASN to be reported in LERS. Alberta Education/Advanced Education and Technology is responsible for assigning ASNs to post-secondary learners who have not reported an ASN. Procedures for verifying/assigning ASNs are in place and should be followed prior to doing your LERS learner extract. This number cannot be assigned through the LERS Reporting System.</li> <li>4. ASN Matching files should be submitted throughout the year to ensure that when submitting LERS, all records have valid ASN values.</li> </ol>		
Related Elements:	None		

<b>43 Aboriginal Indicator</b>		LERS Element: 43	Permanent
		Column: 165	
Description:	Aboriginal Indicator A one (1) digit element containing the aboriginal status of the learner.		
Codes:	1 = Status Indian/First Nations 2 = Non-Status Indian/First Nations 3 = Métis 4 = Inuit		
Notes:	<ol style="list-style-type: none"> <li>1. This element cannot change while the learner is in the program. However, if the learner starts a different program a “new” self declaration would have to be reported.</li> <li>2. In order to improve the assessment of the educational attainment of Aboriginal learners, Alberta Advanced Education has undertaken a data collection initiative to identify all Aboriginal learners in the province.</li> <li>3. To collect this data, a voluntary Aboriginal ancestry question will appear on all post-secondary student application forms.</li> <li>4. This element will capture a learner’s response to the Aboriginal ancestry question in one of the four categories.</li> <li>5. If the learner does not reply to the question, as it is voluntary, please leave the element blank for that student.</li> </ol> <p><b>Note: The following is the prescribed Aboriginal Ancestry Question and must appear exactly as below including the FOIP Collection Notice to ensure that the learner understands why the data are being collected and to comply with Privacy regulations.</b></p>		
Related Elements:	None		

**If you wish to declare that you are an Aboriginal person, please specify:**

Status Indian/First Nations    Non-Status Indian/First Nations    Métis    Inuit

**ALBERTA ADVANCED EDUCATION AND TECHNOLOGY IS COLLECTING THIS PERSONAL INFORMATION PURSUANT TO SECTION 33(c) OF THE FOIP ACT AS THE INFORMATION RELATES DIRECTLY TO AND IS NECESSARY TO MEET ITS MANDATE AND RESPONSIBILITIES TO MEASURE SYSTEM EFFECTIVENESS OVER TIME AND DEVELOP POLICIES, PROGRAMS AND SERVICES TO IMPROVE ABORIGINAL LEARNER SUCCESS.**

*For further information or if you have questions regarding the collection activity, please contact the Office of the Director, Business Operations & Reporting, System Capacity and Development Branch, Alberta Advanced Education and Technology, 10155-102 Street, Edmonton AB, T5J 4L5, (780) 427-7145.*

44 APAS Language		LERS Element: 44	Permanent
		Column: 166-168	
Description:	<p><b>Language First Spoken</b></p> <p>Note: This is a new field for 2010/2011 Academic Year reporting and replaces field #23 Language.</p> <p>For the 2010-2011 Academic Year Submission all data for this element may be reported in either element #23 or #44. If element #23 is populated, all reporting from LERS will be converted into the APAS Code Set.</p> <p>If the reporting of Language will be through element #23 then the institution has a choice related to the submission of data through element (#44):</p> <ul style="list-style-type: none"> <li>• The import process will do the following checks;                             <ul style="list-style-type: none"> <li>• If element #44 is not populated and #23 is populated then the import process will process normally using the data entered in element #23.</li> <li>• If element #44 is populated and #23 is not populated then the import process will process normally using the data entered in element #44.</li> <li>• If element neither #44 or #23 is populated then the import fail with error.</li> </ul> </li> </ul> <p><b>Note:</b> Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year submission LERS element #23 will no longer be in use.</p> <p>A three (3) character element showing first language spoken and still understood by the learner.</p>		
Codes:	This element uses the language codes set used by APAS which is based on the PESC (Postsecondary Electronic Standards Council) language code set.		
Notes:	This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.		
Related Elements:	Language (LERS Element 23), Page 52		

45 APAS Country of Citizenship		LERS Element: 45	Permanent
		Column: 169-170	
Description:	<p><b>Country of Citizenship at Time of Entry to Your Institution</b></p> <p>Note: This is a new field for 2010/2011 Academic Year reporting and replaces field #24 Country of Citizenship.</p> <p>For the 2010-2011 Academic Year Submission all data for this element may be reported in either element #24 or #45. If element #24 is populated, all reporting from LERS will be converted into the APAS Code Set.</p> <p>If the reporting of Country of Citizenship will be through element #24 then the institution has a choice related to the submission of data through this element (#45):</p> <ul style="list-style-type: none"> <li>• The import process will do the following checks;                             <ul style="list-style-type: none"> <li>• If element #45 is not populated and #24 is populated then the import process will process normally using the data entered in element #24.</li> <li>• If element #45 is populated and #24 is not populated then the import process will process normally using the data entered in element #45.</li> <li>• If element neither #45 or #24 is populated then the import fail with error.</li> </ul> </li> </ul> <p><b>Note:</b> Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year submission LERS element #24 will no longer be in use.</p> <p>A two (2) digit element identifying the country of citizenship learners. For a permanent resident (formerly landed immigrant) code the country of which the learner is a citizen, <u>not</u> Canada. When a learner is from a colony or a dependency, code the colony or dependency and not the parent country. For example, code St. Pierre et Miquelon as the country of citizenship for learners from that dependency even though France is the country from which they hold citizenship.</p>		
Codes:	<p>This element uses the country codes set used by APAS which is based on the PESC (Postsecondary Electronic Standards Council) language code set.</p>		

Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Inter-element Edit: Legal Status is used to validate Country of Citizenship. If Legal Status = 1 and Current Status = 2, 3, 4 or 5, code this element as Canada for Canadians.</li> <li>3. If the learner has dual citizenship, one of which is Canadian, then use Canada as the Country of Citizenship.</li> </ol>
Related Elements:	<p>Legal Status (LERS Element 7), Page 28</p> <p>Current Status (LERS Element 8), Page 30</p> <p>Country of Citizenship (LERS Element 24), Page 54</p>

46 APAS Source Country		LERS Element: 26 Column: 171-172
Description:	<p><b>Geographic Source of Learner – Country</b></p> <p>Note: This is a new field for 2010/2011 Academic Year reporting and replaces field #26 Source Country.</p> <p>For the 2010-2011 Academic Year Submission all data for this element may be loaded into LERS using either element #26 or #46. If element #26 is used, all reporting from LERS will be converted into the APAS Code Set.</p> <p>If the reporting of Source Country will be through element #26 then the institution has a choice related to the submission of data through this element (#46):</p> <ul style="list-style-type: none"> <li>• The import process will do the following checks;                             <ul style="list-style-type: none"> <li>• If element #46 is not populated and #26 is populated then the import process will process normally using the data entered in element #26.</li> <li>• If element #46 is populated and #26 is not populated then the import process will process normally using the data entered in element #46.</li> <li>• If element neither #46 or #26 is populated then the import fail with error.</li> </ul> </li> </ul> <p><b>Note:</b> Once records are initially loaded into LERS all subsequent updates to the data must be done using the new codes as the data will be converted into the new codes during the import process.</p> <p>Beginning with the 2011-2012 Academic Year submission LERS element #26 will no longer be in use.</p> <p>A two (2) digit element to indicate if a learner has moved from another country for the purpose of studying in Canada. This is related to the country of residence of the student <b>prior to attending</b> your institution and is used to report where students come from to attend your institution.</p>	
Codes:	<p>Code this element as Canada for Canadians.</p> <p>A listing of these codes is available through the LERS software <i>Reference_Tables\Locations\Countries</i>.</p>	

Notes:	<ol style="list-style-type: none"> <li>1. This element does not change during the learner's stay at your institution. However, this element may need to be updated if a student returns to your institution after more than a year of absence.</li> <li>2. Applicants may be requested to supply their country of residence on the admission/application form, or the information may be obtained from the mailing address or permanent address at the time of application for admission. Choose the address which best indicates the country of residence at the time of application.</li> <li>3. Coding for this element is dependent on Source - Postal Code. If the learner record is coded with a valid Canadian postal code, then code this element as Canada.</li> <li>4. This element shows country of residence not citizenship.</li> </ol>
Related Elements:	<p>Country of Citizenship (LERS Element 24), Page 54</p> <p>Source Country (LERS Element 26), Page 56</p> <p>Source – Postal Code (LERS Element 27), Page 59</p>

## 6 INPUT FILE RECORD LAYOUT

### *Student Extract File Layout and Basic Edit Rules*

The input file read into LERS consists of a text file of Student data records. Each student record has a fixed length of 165 characters.

**Note: Shaded elements are not in use at this time and are to be left blank.**

D = Date      N = Numeric      C, X = Alphanumeric      LUT = Look up table      LRM = LERS Reporting Manual

	Element Name	Start	Size	End	Element Type	Reject	Default To:	Edit	Note
1	Submission	1	1	1	N	R		1 or 2	1 = January Submission 2 = July Submission
2	Provider	2	2	3	C	R		AA, AU, CL, VC, NA etc.	Use the 2 character alphabetic code for your institution
3	Provider Location	4	6	9	C	R		In Provider Location Table, i.e., Campus list	See Location list in LERS
4	Session	10	1	10	N	R		If Submission = 1: 1 or 2 If Submission = 2: 3 or 4	See LRM
5	Student ID	11	15	25	C	R		Cannot be blank; left justify	
6	Marital Status	26	1	26	N		9 if blank	1,2,8,9	
7	Legal Status	27	1	27	N		9 if blank	1,2,3,4,5,6,9 Cannot be a Visa Student if a Canadian citizen	
8	Current Status	28	1	28	N			1,2,3,4,5	
9	Registration Status	29	1	29	C	R		F, P, W, L, N	Inactive and Withdrawn students cannot be flagged as Completers
10	Registration Type	30	1	30	C		9 if blank	1 to 9, D,X, except that 7 only if Degree Granting If Registration Status = L,N,H, code as '8'	
11	Primary Program ID	31	9	39	C	R		Program must be in PRS and active at a campus/location	Report the PROGID used in PRS
12	Primary Specialization ID	40	10	49	C	R		Specialization must be in PRS and active at a campus/location	Report the program specialization code used in PRS
13	Secondary Program ID	50	9	58	C			Program must be in PRS and active at a campus/location	Fill in if used by your institution; leave blank if not used

14	Secondary Specialization ID	59	10	68	C			Specialization must be in PRS and active at a campus/location	Fill in if used by your institution; leave blank if not used	
15	Year of Study	69	1	69	N	R		Must be 1-6 and have a corresponding program load record in PRS		
16	Study Type	70	1	70	C		R if blank or invalid	R – Regular S – Short Program U – Special/Unclassified N – Other/Not Applicable O – Coursework Only C – Course Work & Thesis T – Thesis Work Only P – Project Work	Undergraduate Y Y Y Y Y Y Y Y Y Y Y	Graduate Y Y Y Y Y Y Y Y Y Y Y
17	Instructional Credits or Hours	71	7	77	N	R		Numeric: = or > 0.00		
18	Practicum Credits or Unadjusted Practicum Hours	78	7	84	N			Numeric: = or > 0.00		
19	Completion Status	85	1	85	N		0 if blank	0 – Eligible to continue 1 – Graduate 2 – Withdrew 3 – Ineligible to continue 4 – Eligible for Practicum 5 – Brokered Completer 9 – Default (Old - use '0' instead)	Inactive and Withdrawn students cannot be flagged as Graduates/Completers	
20	Sponsor	86	2	87	N		99 if blank		See LERS Sponsor Table	
21	Gender	88	1	88	C			F,M or U		
22	Birthdate	89	8	96	D		blank	YYYYMMDD Must be less than Academic Year		
23	Language	97	1	97	C		9 if blank		Refer to Language Table in LRM  2010/11 This is a transition year. Report Language either under Element #23 or #44  Used for loading of extract purposes only	

24	Country of Citizenship	98	3	100	N		999	800 if Legal Status = 1 AND Current Status = 2,3,4 or 5 Otherwise: See Country Code Table	2010/11 This is a transition year. Report Country of Citizenship either under Element #24 or #45  Used for loading of extract purposes only
25	Entry to Canada	101	6	106	N		If blank and Country of Citizenship = 800, change to 999998 If blank and Country of Citizenship <> (800 or blank) change to 999999	YYYYMM Must be greater than birthdate	
26	Source - Country	107	3	109	N		999		Refer to Country Code table in LERS  2010/11 This is a transition year. Report Source Country either under Element #26 or #46  Used for loading of extract purposes only
27	Source - Postal Code	110	6	115	C			If Source Country is not Canada, no further checks on source Postal Code will be done. Validation of select non-Canadian postal code formats will be done during the extract integration process.  In Alberta Postal Code table (passes edit) NOT in Alberta Postal Code table BUT format is ANANAN AND 1 <sup>st</sup> alpha is 'T' (reported as an error [Message 1]- NO overwrite) 1 <sup>st</sup> alpha is <> 'T' AND is on province code	Error Messages:  1 .. not in reference table 2 .. wrong format 3 .. is invalid

								table AND format is ANANAN (passes edit) 1 <sup>st</sup> alpha on province code table BUT format <> ANANAN (reported as an error [Message 2] - NO overwrite) Otherwise change to 999999 if Source-Country = [800 or 999 or blank or is invalid], ELSE change to 888888 (reported as an error [Message 3])	
28	Admission Year	116	4	119	N		blank	YYYY Must be <= to current academic year and > birthdate	
29	Admission Status	120	1	120	N		9 if blank	1 to 7, 9 [U/G] Grad 1,4,6,7,9	
30	Previous Activity	121	1	121	N		1 if Current Status = 1 9 if blank	1,2,3,9	
31	Previous Activity – Location	122	1	122	N		1 if Current Status = 1 9 if blank	1,2,3,9	
32	Attainment	123	3	125	N		999 if blank	Refer to LERS Attainment table	
33	Last Inst - Type	126	1	126	N		9 if blank	0 -9	
34	Last Inst - Year	127	4	130	N		blank	YYYY Must be > Birthdate AND <= Academic Year	
35	Last Inst – Location	131	2	132	N		99 if blank	See LERS Province Table - 2 digit numeric	
36	Grade Completed	133	2	134	N		99 if blank	01 - 13	
37	Grade Completed – Year	135	4	138	N		Blank	YYYY Must be > Birthdate AND <= (Academic Year )	
38	Grade Completed – School	139	4	142	C		XX99 if blank	Refer to School Code Table	

39	Last Post-Secondary	143	2	144	C		99 if blank	Refer to Provider table in LRM	
40	Academic Year	145	4	148	N	R		YYYY	Must be = to reporting year entered in LERS Software.
41	Actual Contact Hours	149	7	155	N			NNNN.NN	If fields 17 and 18 are in credits, supply the hours in this field for KPI purposes
42	Alberta Student Number	156	9	164	N		blank		
43	Aboriginal Indicator	165	1	165	N			1. Status Indian/First Nations 2. Non-Status Indian/First Nations 3. Métis 4. Inuit	In order to improve the assessment of the educational attainment of Aboriginal learners, Alberta Advanced Education and Technology has undertaken a data collection initiative to identify all Aboriginal learners in the province. To collect these data, a voluntary Aboriginal ancestry question will appear on all post-secondary student application forms. This element will capture a learner's response to the Aboriginal ancestry question in one of the four categories. If the learner does not reply to the question, as it is voluntary, please leave the element blank for that student.
44	APAS Language	166	3	168	C		?? (TBD) if blank		Refer to APAS Language Table in LRM
45	APAS Country of Citizenship	169	2	170	C		XX (TBD) if Blank	CA if Legal Status = 1 and Current Status = 2, 3, 4 or 5.  Otherwise see: APAS Country Code Table	Refer to APAS Country Table in LRM
46	APAS Source Country	171	2	172	C				Refer to APAS Country Table in LRM

## 7 Language Code Translation Table

The following table is used to translate the existing LERS Language Codes (element # 23 into the new APAS Country Code set (element #'s 44.

Existing LERS Codes		Corresponding APAS Code	
Code	Description	Code	Description
1	English	ENG	English
2	French	FRE	French
3	German	GER	German
4	Ukrainian	UKR	Ukrainian
5	Native (North/South America), Inuit	NAI	North American Indian
6	Dutch/Scandinavian	DUT	Dutch; Flemish
7	Oriental	CHI	Chinese
8	Other	OTH	Other
9	Not reported/unknown	UND	Not reported/Unknown
A	Northern African/Middle Eastern	AFA	Afro-Asiatic (Other)
B	Italian/Portuguese/Spanish	ITA	Italian
C	Japanese and Korean	JPN	Japanese
D	S.E. Asian	MAP	Austronesian (Other)
E	Indo-Iranian	INE	Indo-European (Other)
F	Indonesian	IND	Indonesian
G	Other African	AFA	Afro-Asiatic (Other)
H	Northern European/Asian	INE	Indo-European (Other)
I	Other Indo-European	INE	Indo-European (Other)

## 8 Country Code Translation Table

The following table is used to translate the existing LERS Country Codes (element #'s 24 and 26 into the new APAS Country Code set (element #'s 45 and 46)

Existing LERS Codes		APAS Code	
Code	Description	Code	Description
001	Kosovo	CS	Serbia and Montenegro
002	Cambodia	KH	Cambodia
007	AFGHANISTAN	AF	Afghanistan
013	ALBANIA	AL	Albania
016	ALGERIA	DZ	Algeria
019	AMERICAN SAMOA	AS	American Samoa
020	Montenegro	CS	Serbia and Montenegro
021	Serbia	CS	Serbia and Montenegro
022	ANDORRA	AD	Andorra
025	ANGOLA	AO	Angola
026	ANGUILLA	AI	Anguilla
028	ANTIGUA & BARBUDA	AG	Antigua And Barbuda
029	ARUBA	AW	Aruba
031	ARGENTINA	AR	Argentina
032	ARMENIA	AM	Armenia
034	AUSTRALIA	AU	Australia
037	AUSTRIA	AT	Austria
038	AZORES	PT	Portugal
039	AZERBAIDJAN	AZ	Azerbaijan
040	BAHAMAS	BS	Bahamas
043	BAHRAIN	BH	Bahrain
045	BANGLADESH	BD	Bangladesh
046	BARBADOS	BB	Barbados
050	BYELORUSSIA (Belarus)	BY	Belarus
055	BELGIUM	BE	Belgium
058	BERMUDA	BM	Bermuda
061	BHUTAN	BT	Bhutan
064	BOLIVIA	BO	Bolivia
065	BOTSWANA	BW	Botswana
066	BOSNIA	BA	Bosnia And Herzegovina
067	BRAZIL	BR	Brazil
073	BELIZE	BZ	Belize
076	SOLOMON ISLAND (BRITISH)	SB	Solomon Islands

082	BRITISH WEST INDIES
085	BRUNEI DARUSSALAM
088	BULGARIA
091	MYANMAR (BURMA)
094	BURUNDI
097	KAMPUCHEA
100	CANARY IS.
103	CAMEROON
109	CANAL ZONE (PANAMA)
112	CAPE VERDE IS.
115	CAYMAN IS.
118	CENTRAL AFRICAN REPUBLIC
121	CEUTA
124	SRI LANKA
127	CHAD
128	CHANNEL ISLANDS (GUERNSEY, JERSEY)
130	CHILE
136	CHINA OR PEOPLES REP. OF (MAINLAND)
137	CHRISTMAS ISLANDS
139	COCOS (KEELING) ISLAND
142	COLOMBIA
145	COMORO ISLAND
148	CONGO
151	ZAIRE
154	COOK IS.
157	COSTA RICA
158	CROATIA
160	CUBA
163	CYPRUS
165	CZECH REPUBLIC
166	CZECHOSLOVAKIA
169	BENIN
172	DENMARK
175	DOMINICA
178	DOMINICAN REP.
181	ECUADOR
184	EL SALVADOR
185	EQUATORIAL GUINEA (SPANISH GUINEA)
186	ESTONIA
187	ETHIOPIA

IO	British Indian Ocean Territory
BN	Brunei Darussalam
BG	Bulgaria
MM	Myanmar
BI	Burundi
KH	Cambodia
ES	Spain
CM	Cameroon
PA	Panama
CV	Cape Verde
KY	Cayman Islands
CF	Central African Republic
ES	Spain
LK	Sri Lanka
TD	Chad
ZZ	Not Reported/Unknown
CL	Chile
CN	China
CX	Christmas Island
CC	Cocos (Keeling) Islands
CO	Colombia
KM	Comoros
CG	Congo, Republic of
CD	Congo, Democratic Republic Of
CK	Cook Islands
CR	Costa Rica
HR	Croatia
CU	Cuba
CY	Cyprus
CZ	Czech Republic
CZ	Czech Republic
BJ	Benin
DK	Denmark
DM	Dominica
DO	Dominican Republic
EC	Ecuador
SV	El Salvador
GQ	Equatorial Guinea
EE	Estonia
ET	Ethiopia

188	ERITREA
190	FAEROE IS.
193	FALKLAND IS.
196	FIJI IS.
199	FINLAND
202	FRANCE
208	FRENCH GUIANA
211	FR. POLYNESIA
214	DJIBOUTI
220	GABON
223	GAMBIA
225	GEORGIA
226	GERMANY, FED REPUBLIC
232	GERMANY, DEM REPUBLIC (FORMER EAST)
238	GHANA
241	GIBRALTAR
244	TUVALU
247	GREECE
250	GREENLAND
253	GRENADA
256	GUADELOUPE
259	GUAM
262	GUATEMALA
265	GUINEA
266	GUYANA
268	HAITI
277	HONDURAS
280	HONG KONG
283	HUNGARY
286	ICELAND
292	INDIA
295	INDONESIA
298	IRAN
301	IRAQ
304	IRELAND/EIRE
306	ISLE OF MAN
307	ISRAEL
310	ITALY
313	COTE D'IVOIRE (IVORY COAST)
316	JAMAICA

ER	Eritrea
FO	Faroe Islands
FK	Falkland Islands (Malvinas)
FJ	Fiji
FI	Finland
FR	France
GF	French Guiana
PF	French Polynesia
DJ	Djibouti
GA	Gabon
GM	Gambia
GE	Georgia
DE	Germany
DE	Germany
GH	Ghana
GI	Gibraltar
TV	Tuvalu
GR	Greece
GL	Greenland
GD	Grenada
GP	Guadeloupe
GU	Guam
GT	Guatemala
GN	Guinea
GY	Guyana
HT	Haiti
HN	Honduras
HK	Hong Kong
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia
IR	Iran, Islamic Republic Of
IQ	Iraq
IE	Ireland
GB	United Kingdom
IL	Israel
IT	Italy
CI	Cote D'ivoire
JM	Jamaica

319	JAPAN
322	JORDAN
323	KAZAKHSTAN
325	KENYA
326	KIRIBATI
328	KOREA, SOUTH
331	KOREA, NORTH
334	KUWAIT
335	KYRQYZSTAN
337	LAOS
338	LATVIA
340	LEBANON
343	LEEWARD IS.
344	LESOTHO
346	LIBERIA
349	LIBYA
352	LIECHTENSTEIN
353	LITHUANIA
355	LUXEMBOURG
358	MACAO (MACAU)
361	MADAGASCAR
362	MALAWI
364	MALAYSIA
367	MALDIVE IS.
370	MALI
373	MALTA
376	MARTINIQUE
379	MAURITANIA
382	MAURITIUS
383	MAYOTTE
385	MELLILA
388	MEXICO
390	MOLDOVA, REP. OF
391	MONACO
394	MONGOLIA
397	MONTESERRAT
400	MOROCCO
412	MOZAMBIQUE

JP	Japan
JO	Jordan
KZ	Kazakhstan
KE	Kenya
KI	Kiribati
KR	Korea, Republic Of
KP	Korea, Democratic People's Republic Of
KW	Kuwait
KG	Kyrgyzstan
LA	Lao People's Democratic Republic
LV	Latvia
LB	Lebanon
ZZ	NOT REPORTED/UNKNOWN
LS	Lesotho
LR	Liberia
LY	Libyan Arab Jamahiriya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MO	Macao
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MQ	Martinique
MR	Mauritania
MU	Mauritius
YT	Mayotte
ES	Spain
MX	Mexico
MD	Moldova, Republic Of
MC	Monaco
MN	Mongolia
MS	Montserrat
MA	Morocco
MZ	Mozambique

415	OMAN
418	NAURU
421	NEPAL
424	NETHERLANDS
427	NETH. ANTILLES
430	NEW CALEDONIA
433	PAPUA-NEW GUINEA
436	VANUATU
439	NEW ZEALAND
440	NEUTRAL ZONE (BONAIRE,CURACAO)
442	NICARAGUA
445	NIGER
448	NIGERIA
451	NIUE
454	NORFOLK ISLAND
460	NORWAY
463	PACIFIC ISLAND TRUST TERR.
466	PAKISTAN
467	PALESTINE
469	PANAMA
472	PAPUA
475	PARAGUAY
478	PERU
481	PHILIPPINES
484	PITCAIRN ISLAND
487	POLAND
490	PORTUGAL
493	GUINEA-BISSAU
499	PORTUGUESE TIMOR
502	PUERTO RICO
505	QATAR
508	REUNION
511	ZIMBABWE
526	ROMANIA
529	RWANDA
532	RYUKYU ISLAND
535	ST. HELENA
538	ST. KITTS., NEVIS, ANGUILLA
541	ST. LUCIA
544	ST. PIERRE and MIQUELON

OM	Oman
NR	Nauru
NP	Nepal
NL	Netherlands
AN	Netherlands Antilles
NC	New Caledonia
PG	Papua New Guinea
VU	Vanuatu
NZ	New Zealand
AN	Netherlands Antilles
NI	Nicaragua
NE	Niger
NG	Nigeria
NU	Niue
NF	Norfolk Island
NO	Norway
XX	NOT REPORTED/UNKNOWN
PK	Pakistan
PS	Palestinian Territory, Occupied
PA	Panama
ID	Indonesia
PY	Paraguay
PE	Peru
PH	Philippines
PN	Pitcairn
PL	Poland
PT	Portugal
GW	Guinea Bissau
TL	Timor Leste
PR	Puerto Rico
QA	Qatar
RE	Reunion
ZW	Zimbabwe
RO	Romania
RW	Rwanda
XX	NOT REPORTED/UNKNOWN
SH	Saint Helena
KN	Saint Kitts And Nevis
LC	Saint Lucia
PM	Saint Pierre And Miquelon

547	ST. VINCENT and the GRENADINES
550	SAN MARINO
553	SAO TOME and PRINCIPE
559	SAUDI ARABIA
562	SENEGAL
565	SEYCHELLES
568	SIERRE LEONE
569	SLOVAK REPUBLIC
570	SLOVENIA
571	SIKKIM
574	SINGAPORE
577	SOMALIA
583	SOUTH AFRICA
586	NAMIBIA
587	SOUTH YEMEM
589	SPAIN
595	SP. SAHARA
598	SUDAN
601	SURINAME
602	SVALBARD & JAN MAYEN ISLANDS
604	SWAZILAND
607	SWEDEN
610	SWITZERLAND
613	SYRIA
614	TAJIKISTAN
615	TAIWAN, OR REP. OF CHINA
616	TANZANIA
619	THAILAND
622	TOGO
625	TOKELAU IS.
628	TONGA IS.
631	TRINIDAD, TOBAGO
634	TRUCIAL OMAN OR UNION OF ARAB EMIRATES
637	TUNISIA
640	TURKEY
643	TURKS & CAICOS IS.
644	TURKMENISTAN
646	UGANDA
647	UKRAINE

VC	Saint Vincent And The Grenadines
SM	San Marino
ST	Sao Tome And Principe
SA	Saudi Arabia
SN	Senegal
SC	Seychelles
SL	Sierra Leone
SK	Slovak Republic
SI	Slovenia
IN	India
SG	Singapore
SO	Somalia
ZA	South Africa
NA	Namibia
YE	Yemen
ES	Spain
EH	Western Sahara
SD	Sudan
SR	Suriname
SJ	Svalbard And Jan Mayen
SZ	Swaziland
SE	Sweden
CH	Switzerland
SY	Syrian Arab Republic
TJ	Tajikistan
TW	Taiwan
TZ	Tanzania, United Republic Of
TH	Thailand
TO	Tonga
TK	Tokelau
TO	Tonga
TT	Trinidad And Tobago
AE	United Arab Emirates
TN	Tunisia
TR	Turkey
TC	Turks And Caicos Islands
TM	Turkmenistan
UY	Uruguay
UA	Ukraine

649	RUSSIA
652	EGYPT
655	UNITED KINGDOM
656	UZBEKISTAN
658	ENGLAND
661	NORTHERN IRELAND
664	SCOTLAND
665	WALES
667	U.S.A.
670	BURKINA FASO (UPPER VOLTA)
673	URUGUAY
675	VATICAN CITY
676	VENEZUELA
679	VIETNAM, REP. OF (SOUTH)
682	VIETNAM, PEOPLE'S REP. OF
685	VIRGIN IS. (U.K.)
688	VIRGIN IS. (U.S.)
691	WAKE & MIDWAY IS.
692	WALLIS & FORTUNA IS.
693	WESTERN SAHARA
694	WESTERN SAMOA
697	WINDWARD IS.
700	YEMEN
703	YUGOSLAVIA
705	ZAMBIA
710	AFRICA (COUNTRY NOT SPEC.)
720	AMERICA (COUNTRY NOT SPEC.)
730	ASIA (COUNTRY NOT SPEC.)
740	EUROPE (COUNTRY NOT SPEC.)
750	OCEANIA (COUNTRY NOT SPEC.)
800	CANADA
997	Macedonia
998	STATELESS
999	NOT REPORTED/UNKNOWN

RU	Russian Federation
EG	Egypt
GB	United Kingdom
UZ	Uzbekistan
GB	United Kingdom
IE	Ireland
GB	United Kingdom
GB	Great Britain
US	United States
BF	Burkina Faso
UY	Uruguay
VA	Holy See (Vatican City State)
VE	Venezuela
VN	Viet Nam
VN	Viet Nam
VG	Virgin Islands, British
VI	Virgin Islands, U.S.
ZZ	Not Reported/Unknown
WF	Wallis And Futuna
EH	Western Sahara
WS	Samoa
ZZ	Not Reported/Unknown
YE	Yemen
ZZ	Not Reported/Unknown
ZM	Zambia
ZZ	NOT REPORTED/UNKNOWN
ZZ	NOT REPORTED/UNKNOWN
ZZ	NOT REPORTED/UNKNOWN
XX	NOT REPORTED/UNKNOWN
XX	NOT REPORTED/UNKNOWN
CA	Canada
MK	Macedonia, The Former Yugoslav Republic Of
ZZ	NOT REPORTED/UNKNOWN
ZZ	NOT REPORTED/UNKNOWN