

# Planning and Strategy to Support Implementation

# DfE Policy Context for LLE

Starting in January 2027, the LLE will continue to fund individuals entering higher education through traditional degrees and integrated master's programmes. However, for the first time, the student finance system will also fund new, flexible modular pathways, improving access for a broader range of learners. That includes those returning to education later in life or studying whilst working.



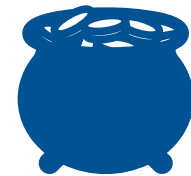
Skill requirements are changing rapidly e.g. technology, AI etc



HE SF is based on typical 3-year degree i.e.. 3 Years + 1 extra year, and ELQ applies



LLE is based on a 'Pot' of funding, rather than linked to the length of a course and ELQ restrictions do not apply

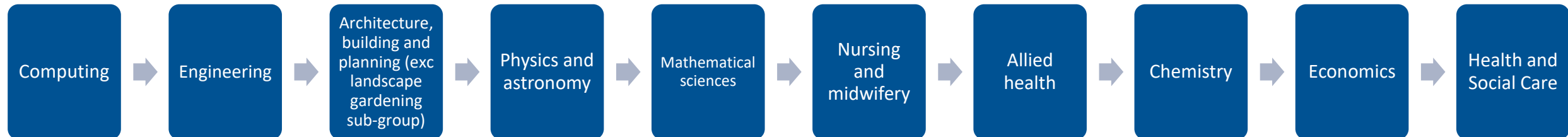


Based on current fee limits, the pot of funding is £9535 X 4 Years = £38,140

# Modular funding from January 2027

From its launch, the LLE will be available for:

- Full courses at level 4 to 6, such as degrees, technical qualifications, and designated distance-learning and online courses
- Modules of high-value technical courses (HTQs) at level 4 to 5
- Modules from full level 6 qualifications – for example, degrees – that align to:
  - priority skills needs
  - the government's industrial strategy



HTQs and Level 6 parent courses in priority subject areas are available for modularisation (with approval), the first EOI process ran from July until October 2025 and the second round is planned for Spring 2026

# Policy Aspirations

The government is committed to ensuring the country develops the skills needed to:

- drive sustained economic growth
- break down barriers to opportunity
- improve the living standards of hardworking people

The LLE will deliver transformational change to the current student finance system by:

- broadening access to high-quality, flexible education and training
- supporting greater learner mobility between institutions

This will enable individuals to learn, upskill and retrain across their working lives. It will create opportunities for both young people and adults to develop the skills needed to succeed in life, contributing to growth across the entire country.



# Course Collection Current Process



Course collection is currently phased for full time course collection in November, and part time course collection from February (postgraduate course collection also runs parallel around March / April).

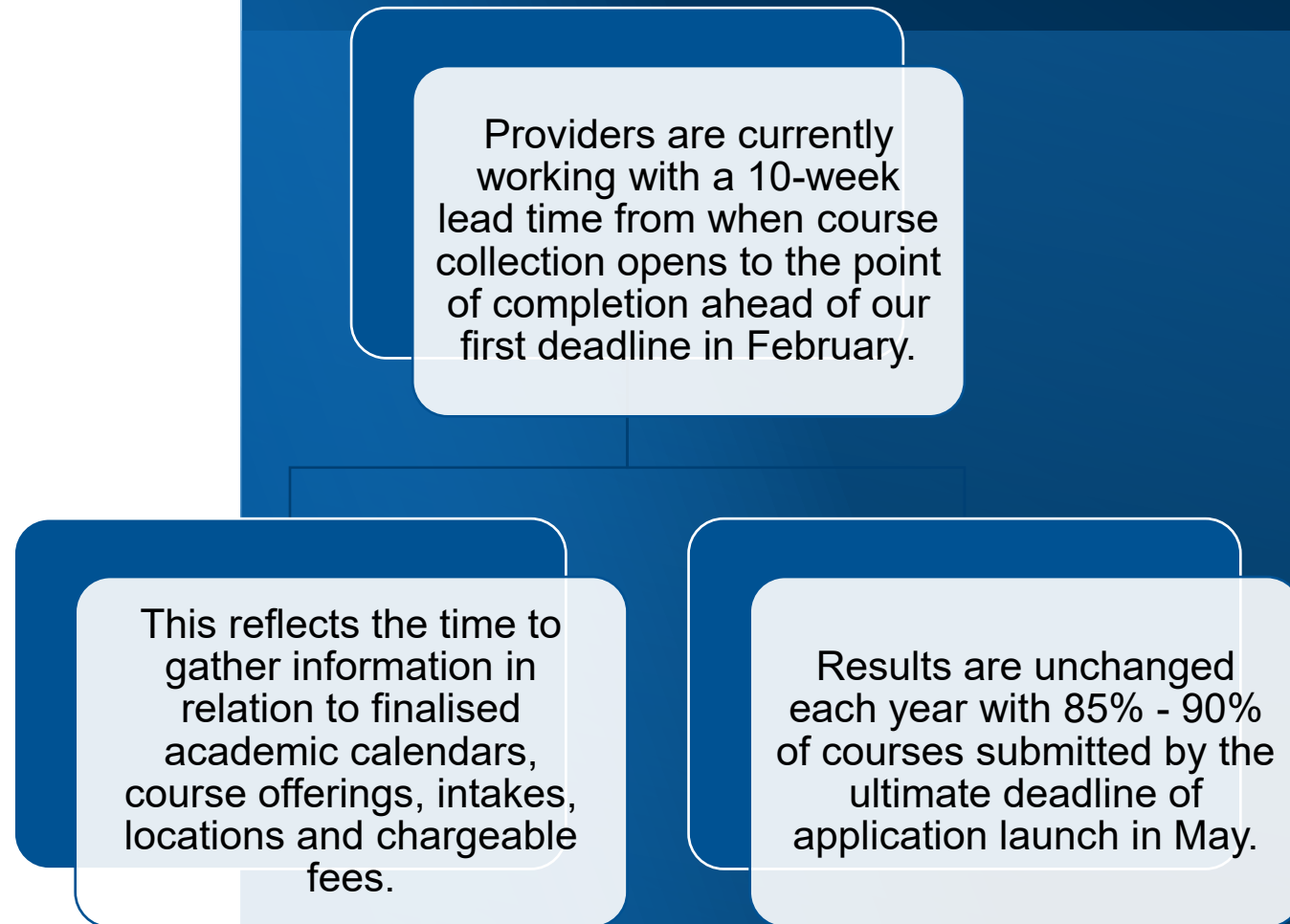


Providers are required to update with valid term dates, fee changes, new campus locations or franchise arrangements, as well as verifying designation as appropriate with the devolved authorities.



CMS functionality allows the toggling of the course list to phase out/ phase in courses to reflect any teach out arrangements or strategic changes to their course catalogue.

# Current Process



# LLE Course Collection

For courses starting from Jan 27 onwards, Providers will submit courses for new English students on to the updated Courses Management Service (CMS).

For year 1 and year 2, there will be no rollover functionality as first-time data entry required

For courses starting in Jan 27 onwards, course collection likely to be June 26.

Course collection will open in Jan 26 for AY26/27 (for everything else excluding January 27 onwards courses for new English students)

AY 26/27 FT UG + PT UG course collection for new English students will launch together

Student Application Launch of both products is still expected to be separate

Validation process is under review and is looking to be improved ahead of AY 26/27 course collection.

Although more work initially, benefits will be felt later as we consider course rollover (bulk management)

# Changes for LLE

For AY 26/27 course collection, providers must add their undergraduate courses in January 26 for the following categories:



To accommodate the opening of the LLE application cycle in September 26, LLE course collection, in addition to the January data entry exercise, will require providers to do a second round of course collection administration in June 26 for the following categories:



It is worth highlighting that of the c. 94k undergraduate courses on CMS now for AY 25/26, only 14k of them are starting from January onwards (15%).



# Course Versions

The table below details how many versions each provider will have to create based on the type of provider they are.

Provider Type	Returners or New Non-English students	New English Students	Module courses for English students	Versions
Existing OfS registered providers running modular courses	Y	Y	Y	3
Existing OfS registered providers not running modular courses	Y	Y	N	2
New OfS providers with modular courses	N	Y	Y	2
New OfS providers not running modular courses	N	Y	N	1
RUK providers with English students	Y	Y	N/A	2
RUK providers with no English students	Y	N	N/A	1

# Strategic Planning



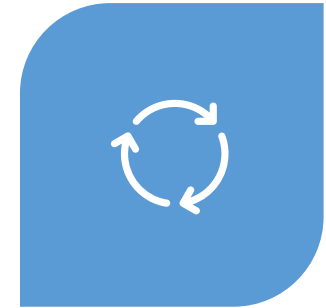
SCOPING / VISION



COMMUNICATION



IMPLEMENTATION

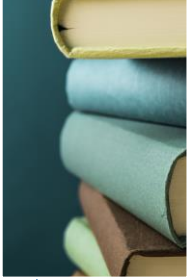


OPERATIONAL  
DELIVERY

- Consider appointing an LLE lead, with responsibility for strategic planning, identifying future direction and defining a next steps road map to ensure timely implementation of LLE.
- Providers to explore where demand could arise based on their existing provision and market, giving thought to how that aligns to the subject areas where modular study can be delivered and funded.
- Understand broad eligibility and repayment process for early engagement with students to foster and generate demand.
- Build and strengthen strategic relationships with local employers and partners around the LLE. An opportunity to identify outreach and engagement opportunities.
- Consider required changes:
  - the IAG offer
  - Internal systems and those linked to third party suppliers
  - Course design (possibly in relation to the employer point)



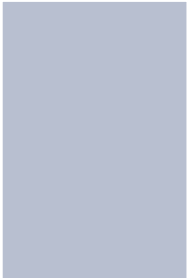
# Communication



Define course offering



Consider and plan how your communications / messaging needs to be altered/ refreshed to accommodate the LLE



Information, Advice and Guidance (IAG)



January course start implementation – how does that affect your timeline



Opportunity for partnership with local employers, colleges and private training providers



Dialogue with students, especially with those considering different intakes

# Implementation

- Programmes available for Jan starts and beyond
- Think about course design and what this looks like, possibly drawing on employer links with co-designed modules.
- Consider how modular learning fits into delivery of full programmes
- Terms and Conditions updated
- Mandatory 2 week cooling off period
- Integrate modules into enrolment and registration processes
  - Modules – Primary Course Relationship
  - Full award top ups
- Provision for hardship funding
- Likelihood of course switching?
- System changes, to cope with multiple registrations and changes to seasonal intake rules
- Bursary Administration Service (BAS) – structure of awards



# Operational delivery

- How well do students understand credits?
  - Determine course structure – credit value per term
  - Recruitment, forecasting, working models, training
  - Wrap around support for modular learners
  - Accommodation provision for students starting via an initial module(s)
- 
- Course specifications
    - No minimum duration – only minimum credits
    - Shorter full-time courses
    - Accelerated Degrees

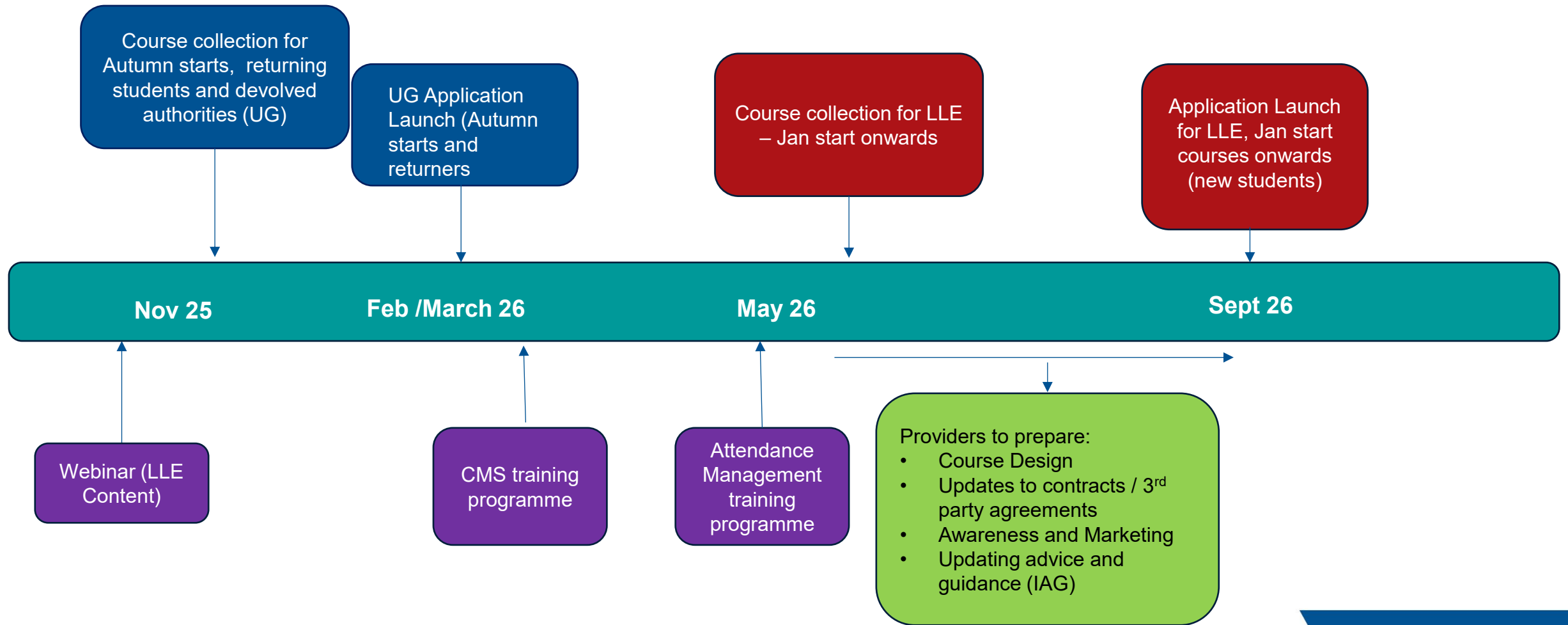




# What Information Will HEPs Need?

- What their fee cap is for their category of registration.
- Their fee cap for placements, study abroad and foundation year courses.
- Do they have any non-credit bearing subjects that they teach, for example medicine.
- The credit value of all their courses if credit bearing.
- Overall qualification credit of the course.
- Awarding bodies details for all their courses.
- The parent course of each module course they intend to create.
- Does the course have any specialist study periods like placement, foundation year.

# Timeline





# GROUP DISCUSSION

- How does your delivery plan align?
- Have you defined strategy for modular learning?
- Cascade and awareness, how will you ensure business wide collaboration?
- Business development plan, with marketing, recruitment and delivery timeline.



The background is a stylized representation of a circuit board. It features a grid of small squares, with some squares highlighted in a lighter blue. There are several circular holes of different sizes, some with blue outlines. A network of blue lines represents the circuit traces. The overall color scheme is a gradient from dark blue on the left to a bright orange on the right. The text "System Infrastructure" is centered in the middle of the image in a white, sans-serif font.

System Infrastructure



# Design Approach – Student Information Service (SIS)

## What

Built on the concept that was introduced within short courses

## Objectives

Minimise the amount of navigation required between different screens

Don't lose functionality currently available

## How

Take on board feedback previously gathered from user groups and other provider engagement.

Run regular user groups with providers to discuss concepts and get feedback on designs.

Discuss with SLC colleagues to consider any impact to users, both internal and external.



# Design Approach

## System

The speed of the system and having to move back and forward between 'clunky' screens.

Search fields in SIS do not have all information needed to get required results.

No ability to search for students by course start date.

Ideally like to have same criteria when searching on both student and course tab.

CoC process is time consuming as need to enter information on multiple pages.

Not always easy to understand a student's history when looking at the history tab as not always in date order or not clear message.

Option to use both CRN and SSN in all searches.

Allow course code to be used anywhere a course search is available.

Review of CoCs as need to use workarounds as fee CoC covers lots of actions.

Unable to use CoC export due to being large institution and slow system performance.

## Policy / Operational

Concern with students able to access funding to start a course if they don't have the TFL balance remaining to complete it.

How are we to determine credits for fee charging purposes if a student withdraws mid year.

How will courses lasting more than 4 years be funded under LLE.

How will TFL payments work for LLE.

How to manage concurrent study at different providers.

# Change of Circumstances

## Existing CoC

Transfer

Fee

Withdrawal

Credit

Suspension

Repetition

Resumption

Fee Waiver

## Additional Requirements

Course  
Extension

Season /  
Cohort  
Change

Enrolled but  
Never  
Attended

Early  
Completion

Tactical  
Suspension

Provider  
Transfer

CCG  
Extension

Mode  
Switching

External Resit

Abandonment

# Question Time



For LLE related questions and to sign-up for LLE updates from SLC:

✉ **[lle\\_enquiries@slc.co.uk](mailto:lle_enquiries@slc.co.uk)**