

Office for
Students



2023-24 Individualised Learner Record (ILR) data submission tool

**2023-24 Learner characteristics
technical document and rebuild instructions**

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Summary

1. This document describes the learner characteristics (LC) data summary files generated by the 2023-24 Individualised Learner Record (ILR) data submission tool and the algorithms used to generate the data summary tables and rebuild instructions. Throughout the document, fields taken or derived from the ILR are shown in capitals.
2. The learner characteristics data summary can be used by higher education providers to verify and correct their 2023-24 individualised student data before submitting their data to the Education and Skills Funding Agency. The learner characteristics information provided within this summary correspond to characteristics and student groups that will also be used as the basis for 'split indicators' which inform an understanding of provider performance on student outcomes and experiences for a variety of regulatory purposes. These include:
 - a. Regulating access and participation through registration condition A1.¹
 - b. Regulating student outcomes through registration condition B3, and for risk-based monitoring of quality and standards more generally.²
 - c. Assessments through the Teaching Excellence Framework (TEF).
3. The learner characteristics data output is formed of two files. These are:
 - a. The learner characteristics data summary workbook (LC23_AAA_XXXXXXXX.xlsx).
 - b. The learner characteristics individualised file (LC23_AAA_XXXXXXXX_IND.csv).

where XXXXXXXX is the UK Provider Reference Number (UKPRN) for the provider, and AAA identifies the output type as listed in Table 1.

Details of [how to use individualised files](#) are given on the Office for Students (OfS) website.

Table 1: File name abbreviations used in learner characteristics outputs

| File abbreviation | Source of outputs |
|-------------------|---------------------------|
| DCT | Data checking tool |
| AST | Amendment submission tool |

4. These files can be accessed from the relevant area of the OfS portal. Access details will be sent to the appropriate contacts at providers when the data checking tool is made available.

¹ The OfS registration conditions are described in the Regulatory framework for higher education in England, and its amendments, at [Regulatory framework for higher education in England - Office for Students](#).

² As set out in the revised ongoing conditions of registration B1, B2, B4 and B5, which came into effect from 1 May 2022, and the revised initial and ongoing condition of registration B3, which came into effect from 3 October 2022.

5. This document is aimed at readers with in-depth knowledge of the data. Readers are advised to refer to the 'Specification of the Individualised Learner Record for 2023 to 2024', available from the Education and Skills Funding Agency.
6. We will document any changes or corrections to the algorithms in this document in the 'updates' section of the data checking tool page on our website.
7. This document lists the fields used to build the data summary tables, which are either taken directly from the ILR return or derived from fields returned in the ILR.
8. All fields with the prefix 'IP' are derived using the algorithms documented in the technical algorithms for student outcome and experience measures spring 2023 document available on our website. They align with the approach described in our 2022 consultation on the construction of student outcome and experience indicators used in OfS regulation.
9. All fields with the prefix 'LC' are derived specifically for this data summary and are written in this document. These fields are necessary either because there is no equivalent 'IP' field, or because it has not been possible to derive the equivalent 'IP' field for this data summary, normally on account of the need to link a provider's student data returns to other data sources.

Changes from the 2022-23 ILR LC22 output

10. This section describes any changes to the algorithms since the equivalent document was published for the 2022-23 ILR data checking tool (<https://www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/documentation-archive/>).
11. The algorithm for LCDOM has been updated to reflect that learners from some British overseas territories, Schengen countries, and non-EU territories of EU countries reported through the DOMICILE field in the ILR are no longer treated as being domiciled in the EU. The algorithm also now includes an additional code for learners in Cyprus (returned as 'Cyprus not otherwise specified') to be counted as EU domiciled.
12. The rebuild instructions for Sex have been updated to add a row for 'Other sex' to align with the definition of IPSEX as written in technical algorithms for student outcome and experience measures spring 2023 document.

Learner characteristics workbook

13. The learner characteristics workbook is the Excel workbook 'LC23_AAA_XXXXXXXX.xlsx', which contains the following worksheets:

Table 2: Worksheets in the learner characteristics workbook

| Worksheet* | Title |
|-------------------------|--|
| Coversheet | Title page |
| Learner characteristics | Number of learners by characteristic |
| Taught location | Number of learners by regional location of study |
| Teaching provider | Number of learners by subcontractual partner |

| Worksheet* | Title |
|-----------------|---------------------------------------|
| Validating body | Number of learners by validating body |

* This worksheet reference corresponds to the spreadsheet tabs.

Learner characteristics individualised file

14. When working through this document it is necessary to use the individualised file, LC23_AAA_XXXXXXXX_IND.csv. The individualised file contains the values of all the fields used to generate the data summary tables.
15. Fields taken from the ILR return or derived as part of the data summary tables are shown in capitals using the names given in Tables 3 and 4 respectively. Fields prefixed with 'IP' or 'LC' are derived, all others are taken directly from the ILR, Learning Directory Classification System (LDCS) or the Learning Aim Reference Service (LARS) with its search engine Find a Learning Aim (FaLA) as indicated in Table 3.
16. Specific instructions for rebuilding the learner characteristics workbook from the individualised file are provided in this document.
17. The fields we use from the ILR return are associated with a course, identified by its learning aim reference (LEARNAIMREF); a learner may study multiple courses. We will use the generic term 'learner' in this technical document and the learner characteristics data summary workbook to refer to one row of data in the individualised file which corresponds to a learner-course combination.

ILR fields used to create the learner characteristic tables

18. The ILR fields used to generate the data summary are listed in Table 3.

Table 3: List of ILR fields used in the data summary

| Name | Description | Dataset |
|-----------------------------|---|---------|
| UKPRN [†] | UK provider reference number | ILR |
| LEARNREFNUMBER [†] | Learner reference number | ILR |
| AIMSEQNUMBER [†] | Learning aim data set sequence | ILR |
| ULN [†] | Unique learner number | ILR |
| DATEOFBIRTH | Date of birth | ILR |
| DELLOCPOSTCODE | Learning delivery location postcode | ILR |
| DOMICILE | The country code of the learner's permanent or home address prior to entry to the course | ILR |
| ETHNICITY | The ethnicity of the learner | ILR |
| FUNDCOMP | The learner's completion status with respect to that year of programme of study being funded | ILR |
| FUNDEV | The level of the programme of study, expressed in terms of OfS HESES definitions | ILR |
| HEPOSTCODE | Higher education centre location postcode | ILR |
| LEARNAIMREF | Learning aim reference | ILR |
| LEARNFAM_DLA | To indicate if the learner is in receipt of disabled students' allowance | ILR |
| LEARNPLANENDDATE | Learning end date | ILR |
| LEARNSTARTDATE | Learning start date | ILR |
| LLDDCAT [‡] | The most significant or primary learning difficulty, disability or health problem that impacts on the learner's education | ILR |
| LLDDHEALTHPROB | Indicates whether the learner has a learning difficulty, disability or health problem | ILR |
| MODESTUD | The mode of study expressed in terms of the OfS Higher Education Students Early Statistics survey (HESES) definitions. | ILR |

| Name | Description | Dataset |
|---------------------------------|---|-----------------------|
| MSTUFEE | The major source of tuition fees for the learner | ILR |
| PARTNERUKPRN | Subcontracted UKPRN | ILR |
| PCFLDCS, PCSLDCS, PCTLDCS | Proportion taught in LDCS_CO1-CO3 subject | ILR (LDCS Collection) |
| POSTCODEPRIOR | Postcode of the address of the learner prior to enrolment. | ILR |
| QUALENT3 | Qualification on entry | ILR |
| SEX | Sex of learner | ILR |
| SPECFEE | Records any special or non-standard fees | ILR |
| TYPEYR | Identifies which of the four basic types of instance year is applicable to the learner | ILR |
| YEARSTU | The year number that the learner is in since enrolling for a course leading to the learner's qualification aim (whether or not the intended subject or class has changed) | ILR |
| AWARD_BO | Awarding body code | LARS |
| AWARD_BO_UKPRN | Awarding body UKPRN | LARS |
| NOTIONALNVQLEVELV2 | Level of NVQ | LARS |
| LDCS_CO1, LDCS_CO2, LDCS_CO3 | Learning directory classification system codes | LARS |

† These fields are not used in the calculations but are included in the individualised file to allow easy identification of learners.

‡ Where the learner has multiple types of learning difficulty, disability or health problem, the value of LLDDCAT with an associated value of PRIMARYLLDD = 1 is given in the individualised file.

Description of derived fields

19. The derived fields used to generate the data summary are listed in Table 4.

20. Where the definition of a derived field remains unchanged from that published in our spring 2023 technical algorithms document, the algorithm has not been repeated in this document and we instead direct the reader to the previously published algorithm. In these cases Table 3 contains the paragraph reference in the spring 2023 technical algorithms document.³

Table 4: List of derived fields used in the data summary

| Derived field name | Description | Paragraph |
|--------------------|--|------------------------------------|
| LCHEAIMFLAG | Identifies records of higher education | 21 |
| LCHEENTITYPOP | Identifies records where the learner higher education entity has been at least partially completed | 22 |
| IPBIRTHDATE | Date of birth of the learner | Technical algorithms paragraph 124 |
| IPSTARTAGE | Age of the learner on 31 August in the year they commence their studies | Technical algorithms paragraph 125 |
| IPSTARTAGEBAND | Age category | Technical algorithms paragraph 126 |
| IPSEX | Sex | Technical algorithms paragraph 127 |
| IPDISABLE | Indicates whether a disability has been reported | Technical algorithms paragraph 129 |
| IPDISABLETYPE | Disability type | Technical algorithms paragraph 128 |
| IPETHNIC | The learner's ethnicity in broad groupings | Technical algorithms paragraph 131 |
| IPETHNICDETAIL | The learner's ethnicity in detail | Technical algorithms paragraph 130 |
| IPPOSTCODE | Postcode prior to enrolment | Technical algorithms paragraph 147 |
| IPLOCPOSTCODE | Location of study postcode | Technical algorithms paragraph 173 |
| LCDOM | Domicile | 23 |
| LCENTQUALGRP | Highest qualification on entry | 24 |
| LCITL2REGION | Region of study | 25 |

³ See 'Technical algorithms for student outcome and experience measures' available at [Description and definition of student outcome and experience measures - Office for Students](#).

| Derived field name | Description | Paragraph |
|--------------------|---|-----------|
| LCAWARDBOD | Awarding body UKPRN | 26 |
| LCSBJ_CAHXX-XX* | The full person equivalent for each Common Aggregation Hierarchy (CAH2) codes per learner | 27 |

* There is one column for each of the 35 CAH2 codes. Each column records the full person equivalence for that subject.

LCHEAIMFLAG

21. This field identifies higher education level learning aims.

| Value | Description | Definition |
|-------|--|---|
| 1 | The learning aim is at higher education level (Level 4 or above) | LEARNAIMREF ≠ ZPROG001 and NOTIONALNVQLEVEL2 = (4, 5, 6, 7, 8, H) |
| 0 | Otherwise | Otherwise |

LCHEENTITYPOP

22. This field identifies records where there is evidence that data has been returned on the learning delivery higher education. The fields used to identify this are those where the ILR schema mandates that the field is populated. This field identifies the same population as the equivalent field in the quality control data summary, QCHEENTITYPOP. The definition of this field can be found in the 2023-24 ILR quality control technical document available on the [data checking tool](#) page on our website.

| Value | Description | Definition |
|-------|---|---|
| 1 | The learning delivery higher education entity has been at least partially filled in | TYPEYR ≠ BLANK or MODESTUD ≠ BLANK or YEARSTU ≠ BLANK or MSTUFEE ≠ BLANK or SPECFEE ≠ BLANK |
| 0 | Otherwise | Otherwise |

LCDOM

23. Where the learner is domiciled.

| Value | Description | Definition |
|-------|-------------|--|
| E | England | DOMICILE = XF or (DOMICILE in (XJ, XK, GB) and IPPOSTCODE is in England) or (DOMICILE in (ZZ, BLANK) and IPPOSTCODE is in England) |
| S | Scotland | DOMICILE = XH or (DOMICILE in (XJ, XK, GB) and IPPOSTCODE is in Scotland) or |

| Value | Description | Definition |
|---------|------------------|--|
| | | (DOMICILE in (ZZ, BLANK) and IPPOSTCODE is in Scotland) |
| W | Wales | DOMICILE = XI or (DOMICILE in (XJ, XK, GB) and IPPOSTCODE is in Wales) or (DOMICILE in (ZZ, BLANK) and IPPOSTCODE is in Wales) |
| N | Northern Ireland | DOMICILE = XG or (DOMICILE in (XJ, XK, GB) and IPPOSTCODE is in Northern Ireland) or (DOMICILE in (ZZ, BLANK) and IPPOSTCODE is in Northern Ireland) |
| EU | European Union | DOMICILE in (AT, AX, BE, BG, CY, CZ, DE, DK, EE, ES, EU, FI, FR, GF, GI, GP, GR, HR, HU, IC, IE, IT, LT, LU, LV, MQ, MT, NL, PL, PT, RE, RO, SE, SI, SK, TF, XA, XC, XD, XE, YT) |
| UNKNOWN | Unknown Domicile | DOMICILE in (ZZ, BLANK) and IPPOSTCODE = BLANK or IPPOSTCODE invalid |
| OTHER | Not EU or UK | Otherwise |

LCENTQUALGRP

24. This field assigns the broad grouping of the learner's highest qualification on entry (QVALENT3).

| Value | Description | Definition |
|---------|--|--|
| HEPG | Higher education: Postgraduate level | QVALENT3 = DUK, DZZ, D80, M41, M44, M71, M80, M90, MUK, MZZ, H71 |
| HEFD | Higher education: First degree level | QVALENT3 = M2X, H11, HUK, HZZ, JUK |
| HEOUG | Higher education: Other undergraduate level | QVALENT3 = H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90 |
| BACC | Baccalaureate | QVALENT3 = P62, P63 |
| FOUND | Foundation course | QVALENT3 = J49 |
| ACCESS | Access course | QVALENT3 = X00, X01 |
| ALEVEL | A-levels | QVALENT3 = P50 |
| BTECD | BTEC diploma | QVALENT3 = P41 |
| BTECC | BTEC certificate | QVALENT3 = P42 |
| L3UCAS | Level 3 qualifications of which are all subject to UCAS tariff | QVALENT3 = P93 |
| OLEVEL3 | Other Level 3 qualification | QVALENT3* = P (excluding P41, P42, P50, P62, P63, P93) |
| NONE | No formal qualifications | QVALENT3 = X02, X03, X05 |

| Value | Description | Definition |
|---------|--|-----------------------|
| OTHERS | Other qualifications (unknown level, or below Level 3) | QUALENT3* = Q, R, X04 |
| UNKNOWN | Unknown qualifications | Otherwise |

* The first character of QUALENT3 is used.

LCITL2REGION

25. This field assigns the location of study postcode (IPLOCPOSTCODE) to broader regions of study defined by the International Territorial Levels, level 2 (ITL 2). This mapping is based on [National Statistics Postcode Lookup \(NSPL\) data](#) from May 2023. The NSPL lists all postcodes in the UK and links them to higher geographies.

LCAWARDBOD

26. This field indicates the UKPRN of the awarding body. This is taken from the LARS database for each learning aim according to AWARD_BO_UKPRN. Where a learning aim has not been provided with an awarding body UKPRN on LARS, the UKPRN has been mapped using the provided awarding body code (AWARD_BO). Where the awarding body code is listed as MULTI or NONE, LCAWARDBOD has been set to OTHER.

LCSBJ-CAHXX-XX

27. These 35 fields assign the full person equivalent for each instance to a CAH2 subject or subjects, where XX-XX represents the CAH2 code. For example, a learner who is studying for a first degree in biology in 2023-24 will have one full-person equivalent (FPE = 1; a headcount measure) recorded under LCSBJ-CAH03-01. A learner who is studying a joint course first degree with equal proportions of mathematics and physics in 2023-24 will have each subject assigned an FPE of 0.5 (their single headcount for the instance being apportioned across the subject areas according to the proportion of the course that relates to each subject they are studying). This will be recorded under LCSBJ-CAH09-01 and LCSBJ-CAH07-01 for mathematics and physics, respectively. The FPE associated with each LCSBJ-CAHXX-XX code is derived using PCFLDCS, PCSLDCS and PCTLDCS. Where PCFLDCS, PCSLDCS and PCTLDCS do not sum to 1, FPE has been scaled to reflect this.

Rebuild instructions

28. The individualised file, 'LC23_AAA_XXXXXXXX_IND.csv', can be used to interrogate the data and our calculation of derived fields by filtering to certain groups of records.
29. Specific instructions to rebuild the learner characteristics data summary workbook, 'LC23_AAA_XXXXXXXX.xlsx', are provided here. Full details of how to access and use an individualised file are given on our website.
30. The following sections of this document detail how to rebuild the populations of learners found in the sheets of the data summary workbook. Each sheet includes information which needs to be filtered from the individualised file. This is summarised in the table below.

Table 5: Learner characteristic data summary tables created using 2023-24 ILR data

| Worksheet* | Title |
|-------------------------|--|
| Learner characteristics | Number of learners by characteristic |
| Taught location | Number of learners by regional location of study |
| Teaching provider | Number of learners by subcontractual partner |
| Validating body | Number of learners by validating body |

* This worksheet reference corresponds to the spreadsheet tabs.

31. To rebuild the headcounts in the workbook summary tables, apply the following filters to the individualised files:
- LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1.
 - The additional filters which should be applied to the individualised file to create the population for each specific row and column of the summary tables are explained on the following pages.
 - Once all the required filters have been applied the number of learners is returned by summing the number of records.

Learner characteristics

32. This sheet shows the number of learners categorised by various characteristics. The possible options that are displayed on this sheet are listed in the tables below.

Age

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|-----------|--|
| Under 21 | IPSTARTAGEBAND = U21 |
| 21 to 25 | IPSTARTAGEBAND = 21_25 |
| 26 to 30 | IPSTARTAGEBAND = 26_30 |

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|-------------|--|
| 31 to 40 | IPSTARTAGEBAND = 31_40 |
| 41 to 50 | IPSTARTAGEBAND = 41_50 |
| 51 and over | IPSTARTAGEBAND = 51+ |
| Unknown | IPSTARTAGEBAND = U |

Sex

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|-----------|--|
| Male | IPSEX = 1 |
| Female | IPSEX = 2 |
| Other sex | IPSEX = 9 |

Disability

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|------------------------|--|
| Disability reported | |
| In receipt of DSA | IPDISABLE = Y and LEARNFAM_DLA = 1 |
| Not in receipt of DSA | IPDISABLE = Y and LEARNFAM_DLA ≠ 1 |
| No disability reported | |
| In receipt of DSA | IPDISABLE = N and LEARNFAM_DLA = 1 |
| Not in receipt of DSA | IPDISABLE = N and LEARNFAM_DLA ≠ 1 |

Disability type

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|--|--|
| None | IPDISABLETYPE = NONE |
| Multiple impairments | IPDISABLETYPE = MULTI |
| Social or communication impairment | IPDISABLETYPE = SOC |
| Cognitive or learning impairment | IPDISABLETYPE = COG |
| Mental health condition | IPDISABLETYPE = MH |
| Sensory, medical or physical impairments | IPDISABLETYPE = PHY |

Ethnicity

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|--|--|
| Asian or Asian British | IPETHNIC = A |
| Black or African or Caribbean or Black British | IPETHNIC = B |
| Mixed or Multiple ethnic groups | IPETHNIC = M |

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|--------------------|--|
| Other ethnic group | IPETHNIC = O |
| White | IPETHNIC = W |
| Unknown | IPETHNIC = U |

Entry qualifications

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|--|--|
| Higher education: Postgraduate level | LCENTQUALGRP = HEPG |
| Higher education: First degree level | LCENTQUALGRP = HEFD |
| Higher education: Other undergraduate level | LCENTQUALGRP = HEOUG |
| Baccalaureate | LCENTQUALGRP = BACC |
| Foundation course | LCENTQUALGRP = FOUND |
| Access course | LCENTQUALGRP = ACCESS |
| A-levels | LCENTQUALGRP = ALEVEL |
| BTEC diploma | LCENTQUALGRP = BTECD |
| BTEC certificate | LCENTQUALGRP = BTECC |
| Level 3 qualifications of which are all subject to UCAS tariff | LCENTQUALGRP = L3UCAS |
| Other Level 3 qualifications | LCENTQUALGRP = OLEVEL3 |
| No formal qualifications | LCENTQUALGRP = NONE |
| Other qualifications (unknown level, or below Level 3) | LCENTQUALGRP = OTHERS |
| Unknown | LCENTQUALGRP = UNKNOWN |

Domicile

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|--------------|--|
| England | LCDOM = E |
| Other UK | LCDOM in (S, W, N) |
| EU | LCDOM = EU |
| Not EU or UK | LCDOM = OTHER |
| Unknown | LCDOM = UNKNOWN |

Subject of study (CAH2)

33. The number of learners per subject is returned by summing values (FPE) in the required LCSBJ_CAHXX-XX column.

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and sum of LCSBJ_CAHXX_XX) |
|---|---|
| Medicine and dentistry (CAH01-01) | LCSBJ_CAH01_01 |
| Pharmacology, toxicology and pharmacy (CAH02-02) | LCSBJ_CAH02_02 |
| Nursing and midwifery (CAH02-04) | LCSBJ_CAH02_04 |
| Medical sciences (CAH02-05) | LCSBJ_CAH02_05 |
| Allied health (CAH02-06) | LCSBJ_CAH02_06 |
| Biosciences (CAH03-01) | LCSBJ_CAH03_01 |
| Sport and exercise sciences (CAH03-02) | LCSBJ_CAH03_02 |
| Psychology (CAH04-01) | LCSBJ_CAH04_01 |
| Veterinary sciences (CAH05-01) | LCSBJ_CAH05_01 |
| Agriculture, food and related studies (CAH06-01) | LCSBJ_CAH06_01 |
| Physics and astronomy (CAH07-01) | LCSBJ_CAH07_01 |
| Chemistry (CAH07-02) | LCSBJ_CAH07_02 |
| General, applied and forensic sciences (CAH07-04) | LCSBJ_CAH07_04 |
| Mathematical sciences (CAH09-01) | LCSBJ_CAH09_01 |
| Engineering (CAH10-01) | LCSBJ_CAH10_01 |
| Materials and technology (CAH10-03) | LCSBJ_CAH10_03 |
| Computing (CAH11-01) | LCSBJ_CAH11_01 |
| Geography, earth and environmental studies (CAH26-01) | LCSBJ_CAH26_01 |
| Architecture, building and planning (CAH13-01) | LCSBJ_CAH13_01 |
| Sociology, social policy and anthropology (CAH15-01) | LCSBJ_CAH15_01 |
| Economics (CAH15-02) | LCSBJ_CAH15_02 |
| Politics (CAH15-03) | LCSBJ_CAH15_03 |
| Health and social care (CAH15-04) | LCSBJ_CAH15_04 |
| Law (CAH16-01) | LCSBJ_CAH16_01 |
| Business and management (CAH17-01) | LCSBJ_CAH17_01 |
| Media, journalism and communications (CAH24-01) | LCSBJ_CAH24_01 |
| English studies (CAH19-01) | LCSBJ_CAH19_01 |
| Celtic studies (CAH19-02) | LCSBJ_CAH19_02 |
| Languages and area studies (CAH19-04) | LCSBJ_CAH19_04 |
| History and archaeology (CAH20-01) | LCSBJ_CAH20_01 |
| Philosophy and religious studies (CAH20-02) | LCSBJ_CAH20_02 |

| Row value | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and sum of LCSBJ_CAHXX_XX) |
|---|---|
| Creative arts and design (CAH25-01) | LCSBJ_CAH25_01 |
| Performing arts (CAH25-02) | LCSBJ_CAH25_02 |
| Education and teaching (CAH22-01) | LCSBJ_CAH22_01 |
| Combined and general studies (CAH23-01) | LCSBJ_CAH23_01 |

Taught location

34. This sheet summarises the number of learners by the ITL 2 regions as defined in LCITL2REGION.

Teaching provider

35. Where a learner has been recorded with a subcontractual partner this sheet summarises the number of learners by filtering to a PARTNERUKPRN = UKPRN.

| Teaching provider name | Teaching provider UKPRN | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|------------------------|-------------------------|--|
| Taught at provider | UKPRN of provider | PARTNERUKPRN = 0 |
| Taught provider name | UKPRN | PARTNERUKPRN = UKPRN |

Validating body

36. This sheet summarises the number of learners by their teaching provider and validating body as defined by PARTNERUKPRN and LCAWARDBOD, respectively.

| Teaching provider UKPRN | Validating body UKPRN | Rebuild algorithm (LCHEAIMFLAG = 1 and LCHEENTITYPOP = 1 and...) |
|-------------------------|-----------------------|--|
| See paragraph 35 | UKPRN | LCAWARDBOD = UKPRN and PARTNERUKPRN = (see paragraph 35) |



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