

Office for  
Students



# Individualised Learner Record (ILR) quality control data summary

2022-23 technical document and  
rebuild instructions

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# Summary

1. This document describes the algorithms applied to the 2022-23 Individualised Learner Record (ILR) data to build the tables in the ILR quality control data summary. These data summary tables are provided to help providers identify potential data errors and reduce the numbers of key fields within ILR data that have unknown values, issues with continuity or issues with credibility, all of which will affect our onward uses of the data. Throughout the document, fields taken or derived from the ILR are shown in capitals.
2. This document is aimed at readers with in-depth knowledge of the data. Readers are advised to have a copy of the ILR specification for 2022-23 (<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr>) to hand when using this document.
3. The ILR quality control data summary is formed of two files. These are:
  - a. ILR quality control data summary workbook 'QC22\_AAA\_XXXXXXXX.xlsx'
  - b. ILR quality control data summary individualised file 'QC22\_AAA\_XXXXXXXX\_IND.csv'where XXXXXXXX is your provider's UK Provider Reference Number (UKPRN), and AAA identifies the output type as listed in Table 1.

**Table 1: Filename abbreviations used in the ILR quality control outputs**

File abbreviation	Source of outputs
DCT	Data checking tool
AST	Amendments submission tool
PCO	Post-collection outputs

4. We will document any changes or corrections to the algorithms in this document on the OfS website ([www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/2022-23-ilr-data-checking-tool/](http://www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/2022-23-ilr-data-checking-tool/) under 'Updates').

## ILR quality control data summary workbook

5. The ILR quality control data summary workbook is the Excel workbook QC22\_AAA\_XXXXXXXX.xlsx which contains the following worksheets:

**Table 2: Worksheets in the quality control data summary workbook**

Worksheet*	Title
Coversheet	
HE populations	Higher education populations
Modes and qualifications	Modes of study and qualifications
Unknowns	Fields returned as unknown or missing
Credibility	Credibility checks
HE learning aims	Summary of higher education learning aims

Worksheet*	Title
Continuity	Continuity checks

\*This worksheet reference corresponds to the spreadsheet tabs.

## ILR quality control data summary individualised file

6. When working through this document it is necessary to use the individualised file, QC22\_AAA\_XXXXXXXX\_IND.csv. The individualised file contains the values of all fields used to generate the data summary tables.
7. 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 'record' in this technical document and the quality control data summary workbook to refer to one row of data in the individualised file which corresponds to a learner-course combination.

## Changes from the 2021-22 ILR quality control data summary outputs

8. This section describes any changes to the algorithms since the equivalent document was published for the 2021-22 ILR data checking tool ([www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/documentation-archive/](http://www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/documentation-archive/)).
9. The algorithm for QCHEENTITYPOP has been updated to remove checks for the FUNDCOMP and FUNCLEV fields being returned, as these are no longer mandatory fields on the Learning Delivery HE entity in the ILR schema. However, Approved (fee cap) providers should note that FUNDCOMP and FUNCLEV should be returned appropriately to ensure the HESSES population can be correctly identified.
10. There have been a small number of changes to rebuild algorithms in Table 5: Summary of fields returned as unknown or missing, and Table 6: Credibility checks in the quality control data summary workbook. The rebuild algorithms for each of these checks are provided in the workbook tables. The changes are as follows:
  - a. Table 5 check 2: The list of DOMICILE codes checked here has been updated.
  - b. Table 5 check 6: 99 is no longer a valid value for MODESTUD so has been removed from this check.
  - c. Table 6 check 5: Full-time record where the learner was active on the record for 300 days or more returned with STULOAD < 80. This is a new check which has been added for 2022-23. This has affected the numbering of the subsequent checks in Table 6 compared with last year.
  - d. Three checks have been removed from Table 6. These are last year's checks 19, 20 and 21 which looked at the FUNDCOMP values returned for OfS fundable learners. These are no longer needed because of changes in the way the OfS will be using FUNDCOMP data submitted in the 2022-23 individualised data for funding and data assurance purposes. For more details on this, please see the document 'Changes to 2022 student data surveys to inform funding: Notification of changes' available from the OfS website ([www.officeforstudents.org.uk/publications/changes-to-2022-student-data-surveys-to](http://www.officeforstudents.org.uk/publications/changes-to-2022-student-data-surveys-to))

inform-funding-notification-of-changes/). These checks were only available in the workbooks for those providers that had returned a HESES21 return.

# Fields used in the quality control algorithms

11. The ILR and Learning Aims Reference Service (LARS) fields used to generate the quality control data summary are listed in Table 3.

**Table 3: ILR and LARS fields used in the ILR quality control data summary**

Data source	Field	Description
ILR	AIMSEQNUMBER <sup>1</sup>	Learning aim data set sequence
ILR	COMPSTATUS	Completion status
ILR	DOMICILE	Country of domicile
ILR	ETHNICITY	Ethnicity
ILR	FUNDMODEL	Funding model
ILR	GROSSFEE	Gross tuition fee
ILR	HEPOSTCODE	HE centre location postcode
ILR	LDCS_CO1, LDCS_CO2, LDCS_CO3	Learning directory classification system codes
ILR	LEARNACTENDDATE	Learning actual end date
ILR	LEARNAIMREF	Learning aim reference
ILR	LEARNDELFAMCODE <sup>2</sup>	The value of the funding or monitoring attribute
ILR	LEARNDELFAMTYPE <sup>2</sup>	The type of funding or monitoring attribute
ILR	LEARNREFNUMBER	Learner reference number
ILR	LEARNSTARTDATE	Learning start date
ILR	LLDDHEALTHPROB	The nature of the learner's disability, learning difficulty and/or health problem
ILR	MODESTUD	Mode applicable to HESES
ILR	MSTUFEE	Major source of tuition fees
ILR	OUTCOME	Indicates whether the learner achieved the learning aim
ILR	OUTGRADE	The examination grade awarded to the learner for the learning aim
ILR	PARTNERUKPRN	Subcontracted or partnership UKPRN

<sup>1</sup> These fields are not used in the algorithms but are included in the individualised file to allow easy identification of students.

<sup>2</sup> The only values of LEARNDELFAMTYPE and LEARNDELFAMCODE field used in the data quality algorithms are those where LEARNDELFAMTYPE = SOF.

Data source	Field	Description
ILR	PCFLDCS, PCSLDCS, PCTLDCS	Proportion taught in LDCS_CO1 – LDCS_CO3 subject
ILR	PCOLAB	Percentage not taught by this institution
ILR	POSTCODEPRIOR	Postcode prior to enrolment
ILR	PRIMARYLLDD	The most significant or primary learning difficulty, disability or health problem that impacts on the learner's education
ILR	PROGTYPE	The type of programme which the learner is undertaking
ILR	QUALENT3	Qualification on entry
ILR	SPECFEE	Special fee indicator
ILR	SSN	Student Support Number
ILR	STULOAD	Student instance full-time equivalence (FTE)
ILR	TYPEYR	Type of instance year
ILR	UKPRN	UK provider reference number
ILR	WITHDRAWREASON	Withdrawal reason
ILR	YEARSTU	Year of student on this instance
LARS	CATEGORY <sup>3</sup>	Category code of learning aim
LARS	ENGLPRSCID	Identifies prescribed higher education learning aims, as defined by the Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998
LARS	LEARNAIMREFTITLE	Learning aim reference title
LARS	NOTIONALNVQLEVELV2	The detailed learning aim level on the NVQ scale

<sup>3</sup> A learning aim may have multiple values of CATEGORY. The only value of CATEGORY used in the data quality algorithms is category code 55, 'Higher Technical Qualification.'

## Description of derived fields

12. The derived fields used to generate the quality control data summary are listed in Table 4.
13. OFSQAIM is derived using the algorithms documented in '2022-23 ILR Classifying learning aims technical document', available on the OfS website ([www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/2022-23-ilr-data-checking-tool/](http://www.officeforstudents.org.uk/data-and-analysis/data-checking-tool/2022-23-ilr-data-checking-tool/)).
14. A number of the derived fields described below will be calculated for both the 2021-22 and the 2022-23 ILR data. The suffix 'YY' will be used in the name of these derived fields, where 'YY' signifies that the field is based on the data from the academic year 20YY-YY+1.

**Table 4: Description of derived fields for recreating tables**

Derived field name	Description	Paragraph
AIMSEQNUMBER21	AIMSEQNUMBER in 2021-22 ILR	41
ANNIV	Anniversary of start date	26
COMPSTATUS21	COMPSTATUS in 2021-22 ILR	42
HTQFLAG	Learning aim is a Higher Technical Qualification	28
LEARNACTENDDATE21	LEARNACTENDDATE in 2021-22 ILR	43
LEARNSTARTDATE21	LEARNSTARTDATE in 2021-22 ILR	44
LEARNDELIFAM_SOF1	Source of funding	23
NOTIONALNVQLEVELV2_21	NOTIONALNVQLEVELV2 in 2021-22 ILR	45
OFSQAIM	Broad category of higher education	NA
OUTCOME21	OUTCOME in 2021-22 ILR	46
QCAYDAYSSTUDIED	Number of days studied within the academic year	34
QCCA3_1, QCCA3_2, QCCA3_3	CAH3 code(s) mapped to fields LDCS_CO1 to 3	37
QCDEDUP21	Derived field for deduplicating 2021-22 ILR data in the individualised file	40
QCDUPOUTCOME	Duplicate outcomes for a single programme of study indicator	52
QCENDDATE	Last day of activity in 2022-23	33
QCEXCL1-16_YY	Individual QC population exclusions for the 20YY-YY+1 data	19-21
QCEXCLYY	Reason(s) for exclusion from the 20YY-YY+1 population	24
QCHEENTITYFLAG	Identifies learners that meet the definition to be returned in the learner HE entity	29



Derived field name	Description	Paragraph
QCHEENTITYPOP	Identifies records where the learner HE entity has been at least partially completed	30
QCJACS1, QCJACS2, QCJACS3	Joint Academic Coding System (JACS) code(s) mapped to fields LDCS_CO1 to 3	36
QCLINKCAT	Linking category for the record	39
QCLINKED	Identifies records successfully linked between 2021-22 and 2022-23 ILR data	38
QCMODE	Mode of study for workbook Table 3	32
QCOMMITTED	Learners that did not end their study in 2021-22, but are not returned 2022-23	50
QCPOP22	Population from 2022-23 ILR data on which most quality control checks will be focused	26
QCSOURCEYY	Identifies records that contain data from the 20YY-YY+1 ILR	18
QCYEARSTUERR	Identifies where year of study has not been incremented between years	51
UKPRN21	UKPRN in 2021-22 ILR	47
WITHDRAWREASON21	WITHDRAWREASON in 2021-22 ILR	48
YEARSTU21	YEARSTU in 2021-22 ILR	49

## Linking between years

15. We link the 2022-23 ILR data back to the 2021-22 ILR data to check the consistency of data reporting between years. The individualised file will therefore contain data from both the 2022-23 and the 2021-22 ILR returns. For brevity, only higher education records from 2021-22 will be included in the linking process and the individualised file (NOTIONALNVQLEVELV2 = ('4','5','6','7','8','H')).
16. Before linking the 2022-23 and 2021-22 ILR data, the exclusion fields QCEXCL1\_YY to QCEXCL16\_YY will be calculated on each year's data. Any 2021-22 data meeting an exclusion reason (QCEXCL21 > 0) will be excluded from the linking process. Any 2022-23 data meeting exclusion reason QCEXCL1\_22, QCEXCL4\_22 or QCEXCL8\_22 will also be excluded from the linking process.
17. A programme of study is linked between years by matching on LEARNREFNUMBER, LEARNAIMREF and LEARNSTARTDATE. Where there are multiple aims within the same year which have the same combination of LEARNREFNUMBER, LEARNAIMREF and LEARNSTARTDATE, we will link as follows:
  - a. Where a single record in 2021-22 data has multiple matches in the 2022-23 data, it will be linked to all 2022-23 records.

- b. If a single record in the 2022-23 data has multiple potential matches in the 2021-22 data then a single match will be picked after sorting the 2021-22 records. The potential 2021-22 matches will be sorted by LEARNACTENDDATE, from most recent to least recent with blank LEARNACTENDDATEs first, then by descending YEARSTU. The topmost 2021-22 record will be selected as the match, and the remaining 2021-22 records will not be matched.
- c. If there are multiple records with the same set of LEARNREFNUMBER, LEARNAIMREF and LEARNSTARTDATE in both years of data, then both sets will be sorted by LEARNACTENDDATE, from most recent to least recent with blank LEARNACTENDDATEs first, then by descending YEARSTU. Records will then be matched by their position in the sort order, with the topmost record in 2022-23 being matched to the topmost record in 2021-22 and so on, until we run out of matches.

### QCSOURCEYY

18. This field identifies those records that contain data from the 20YY-YY+1 ILR.

Value	Description
1	Record contains data from the 20YY-YY+1 ILR
0	Otherwise

### QCEXCL1\_YY

19. This field identifies records in the 20YY-YY+1 ILR data that start after the 20YY-YY+1 academic year.

Value	Description	Definition
1	Excluded	LEARNSTARTDATE ≥ 1 August 20YY+1
0	Included	Otherwise

### QCEXCL2\_YY

20. This field identifies records in the 20YY-YY+1 ILR data that finish before the 20YY-YY+1 academic year.

Value	Description	Definition
1	Excluded	LEARNACTENDDATE < 1 August 20YY and LEARNACTENDDATE ≠ BLANK
0	Included	Otherwise

## QCEXCL4\_YY

21. This field identifies records in the 20YY-YY+1 data that have been closed to correct an incorrect LEARNPLANENDDATE.

Value	Description	Definition
1	Excluded	COMPSTATUS = 4 <sup>4</sup> and WITHDRAWREASON = 40 and LEARNACTENDDATE = 1 August 20YY
0	Included	Otherwise

## QCEXCL8\_YY

22. This field identifies the higher education records in the 20YY-YY+1 data.

Value	Description	Definition
0	Included – learning aim is at higher education level	LEARNAIMREF ≠ ZPROG001 and NOTIONALNVQLEVELV2 = (4, 5, 6, 7, 8, H)
1	Excluded	Otherwise

## QCEXCL16\_21

23. This field identifies records in the 2021-22 data where the learner has withdrawn from the learning aim. Applied to the 2021-22 data only.

Value	Description	Definition
1	Excluded	WITHDRAWREASON21 ≠ 0
0	Included	Otherwise

## QCEXCLYY

24. This field indicates whether the record will be included in the population for building the summary tables in the quality control workbook. QCEXCLYY is the sum of all applicable values from the table below.

Value	Description	Definition
1	Record from 20YY-YY+1 that starts after academic year 20YY-YY+1	QCEXCL1_YY = 1
2	Record from 20YY-YY+1 that ends before academic year 20YY-YY+1	QCEXCL2_YY = 1
4	Record closed to correct LEARNPLANENDDATE	QCEXCL4_YY = 1
8	Record is not of higher education	QCEXCL8_YY = 1

<sup>4</sup> ILR records returned to the ESFA with COMPSTATUS = 3 and WITHDRAWREASON = 40 will have the value of COMPSTATUS changed to 4 by the ESFA. This change is replicated by the OfS.

Value	Description	Definition
16	Learner has withdrawn from learning. For 2021-22 data only	QCEXCL16_20 = 1
0	Otherwise	None of the above

25. This field contains the exclusion reason(s) for the record. It is calculated as  $(1 \times \text{QCEXCL1\_YY}) + (2 \times \text{QCEXCL2\_YY}) + (4 \times \text{QCEXCL4\_YY}) + \dots$

## ANNIV

26. This field contains the anniversary of the start date (LEARNSTARTDATE) during the current academic year.

## LEARNDELFAM\_SOF1

27. This field contains the value of LEARNDELFAMCODE where LEARNDELFAMTYPE = SOF.

## HTQFLAG

28. This field identifies those learning aims which are a Higher Technical Qualification, because a CATEGORY field with value 55 has been found for the aim. This field is only calculated for data from 2022-23.

Value	Description	Definition
1	Learning aim is a Higher Technical Qualification	QCSOURCE22 = 1 and a CATEGORY code of 55 was found for this learning aim
0	Learning aim is not a Higher Technical Qualification	QCSOURCE22 = 1 and not above

## QCHEENTITYFLAG

29. This field identifies those records in the 2022-23 ILR data for which the Learning Delivery HE entity is mandatory. Providers should refer to the 'ILR Specification 2022 to 2023 Validation Rules' for the full ESFA validation rules (<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/appendices>).

Value	Description	Definition
1	Learning aim is OfS funded	QCSOURCE22 = 1 and LEARNDELFAM_SOF1 = 1 and FUNDMODEL = 99
1	Provider is registered with the OfS and the learning aim is: <ul style="list-style-type: none"> <li>Funded by 16-19 funding (FundModel 25), adult skills funding (FundModel 35) or is</li> </ul>	Provider is registered with the OfS and QCSOURCE22 = 1 and FUNDMODEL = (25, 35, 99) and NOTIONALNVQLEVELV2 = (4, 5, 6, 7, 8, H) PROGTYPE ≠ (2, 3, 20, 21, 22, 23, 25)

Value	Description	Definition
	not funded by the ESFA (FundModel 99) <ul style="list-style-type: none"> <li>Level 4 or above in the LARS data</li> <li>Not part of an apprenticeship</li> </ul>	
1	Provider is registered with the OfS and the learning aim is: <ul style="list-style-type: none"> <li>part of a higher apprenticeship programme (ProgType 20-23, 25)</li> <li>identified as prescribed HE in the LARS database (using the EnglPrscID field)</li> </ul>	Provider is registered with the OfS and QCSOURCE22 = 1 and PROGTYPE = (20, 21, 22, 23, 25) and ENGLPRSCID = (1, 2)
0	2022-23 records for which the Learning Delivery HE entity is not mandatory	QCSOURCE22 = 1 and not above

### QCHEENTITYPOP

30. This field identifies records in the 2022-23 ILR data where there is evidence that data has been returned on the Learning Delivery HE entity, based on the completion of one or more of the mandatory Learning Delivery HE entity fields.

Value	Description	Definition
1	Data has been returned on the Learning Delivery HE entity	QCSOURCE22 = 1 and (TYPEYR ≠ BLANK or MODESTUD ≠ BLANK or YEARSTU ≠ BLANK or MSTUFEE ≠ BLANK or SPECFEE ≠ BLANK)
0	Otherwise	Otherwise

### QCPOP22

31. This field identifies the population from the 2022-23 ILR data on which most of the quality control checks will be focused.

Value	Description	Definition
1	Population from the 2022-23 ILR data for most quality control checks	QCSOURCE22 = 1 and QCEXCL22 = 0 and QCHEENTITYPOP = 1
0	Otherwise	Otherwise

## QCMODE

32. This field identifies the mode of study for Table 3 of the ILR quality control data summary workbook.

Value	Description	Definition
APPR	Apprenticeship	QCSOURCE22 = 1 and PROGTYPE = (2, 3, 20, 21, 22, 23, 25)
FT	Full-time (including sandwich year out), excluding apprenticeships	QCSOURCE22 = 1 and MODESTUD = (1, 2) and not above
PT	Part-time, excluding apprenticeships	QCSOURCE22 = 1 and not above

## QCENDDATE

33. This field holds the last day of study in the 2022-23 academic year, to be used in calculating the number of days studied in the 2022-23 academic year (QCAYDAYSSTUDIED) and for checking that the year of study field in the 2022-23 data has been correctly incremented (QCYEARSTUERR).

Value	Description	Definition
LEARNACTENDDATE	LEARNACTENDDATE field completed	QCSOURCE22 = 1 and LEARNACTENDDATE ≠ BLANK
31 JULY 2023	LEARNACTENDDATE field has not been completed	QCSOURCE22 = 1 and not above

## QCAYDAYSSTUDIED

34. This field determines the number of days studied in the 2022-23 academic year, calculated as the number of days between:

- a. LEARNSTARTDATE or 1 August 2022, whichever is later, and
- b. QCENDDATE

35. This field is only calculated for the 2022-23 ILR data (QCSOURCE22 = 1).

## QCJACS1-3

36. This field shows the full four-digit JACS code that has been mapped to fields LDCS\_CO1 to 3 respectively. Mapping is only applied to non-blank LDCS\_COX fields. For details of this mapping, see the 'Subject code mappings for constructing student outcome and experience indicators' document on the OfS website, which was updated in March 2023 ([www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/](http://www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/)). Only calculated for the 2022-23 data (QCSOURCE22 = 1).

## QCCA3\_1-3

37. This field shows which of the Common Aggregation Hierarchy level 3 (CAH3) codes has been mapped to fields QCJACS1 to 3 respectively, using the current version of the Common

Aggregation Hierarchy. Mapping is only applied to non-blank QCJACS fields. Where we cannot map to a subject, we set QCCA3\_X to CAH23-01-01. The mapping of JACS codes to the CAH3 codes can be found on the HESA website (<https://www.hesa.ac.uk/support/documentation/hecos/archive>).

## Derived fields used in continuity checks

### QCLINKED

38. This field identifies those records that have been successfully linked between the 2021-22 and 2022-23 ILR data, following the method described in 'Linking between years.'

Value	Description
1	The record has been linked between the 2021-22 and 2022-23 ILR data
0	Otherwise

### QCLINKCAT

39. This field categorises records in terms of how many non-excluded records with a matching set of LEARNREFNUMBER, LEARNAIMREF and LEARNSTARTDATE are found in each year of data. It can be used to help identify the linking approach taken for that particular record.

Value	Description
A	No match was made for this record
B	One record in 2022-23 with one match in 2021-22
C	One record in 2022-23 with multiple matches in 2021-22
D	One record in 2021-22 with multiple matches in 2022-23
E	Multiple matching records in both years of data
BLANK	Record is excluded from the linking process

### QCDEDUP21

40. This field is used to de-duplicate the 2021-22 ILR data in the case that a single record in 2021-22 has been linked to multiple matching rows in the 2022-23 ILR data. Filtering to QCDEDUP21 = '1' will ensure that only one instance of each 2021-22 ILR record is selected.

Value	Description
1	The 2021-22 record is unique, or this is the first instance of a non-unique record
0	This record is a duplicate copy

### AIMSEQNUMBER21

41. This field contains the aim sequence number (AIMSEQNUMBER) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## COMPSTATUS21

42. This field contains the completion status (COMPSTATUS) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## LEARNACTENDDATE21

43. This field contains the learning actual end date (LEARNACTENDDATE) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## LEARNSTARTDATE21

44. This field contains the learning start date (LEARNSTARTDATE) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## NOTIONALNVQLEVELV2\_21

45. This field contains the Notional NVQ level version 2 (NOTIONALNVQLEVELV2) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## OUTCOME21

46. This field contains the learning outcome for the learning aim (OUTCOME) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## UKPRN21

47. This field contains the UKPRN for 2021-22. This is obtained using the linking method described in 'Linking between years.' UKPRN and UKPRN21 will differ where providers have been involved in a merger or de-merger.

## WITHDRAWREASON21

48. This field contains the withdrawal reason (WITHDRAWREASON) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## YEARSTU21

49. This field contains the year of student on this instance (YEARSTU) for 2021-22. This is obtained using the linking method described in 'Linking between years.'

## QCOMMITTED

50. This field identifies 2021-22 records where the learner was recorded as continuing or intending to continue the learning aim, but no non-excluded record of the same learning aim has been found in the 2022-23 data for that learner.

Value	Description	Definition
1	Learners recorded as continuing or intending to continue in 2021-22, but the learner has not returned on the same aim in 2022-23	QCSOURCE21 = 1 and QCEXCL21 = 0 and COMPSTATUS21 = 1 and QCLINKED = 0 and QCLINKCAT ≠ (C, E)
0	Otherwise	Otherwise



## QCYEARSTUERR

51. This field identifies 2022-23 records where the year of study (YEARSTU) field may be incorrect. It highlights records where the learner has continued on active study between 2021-22 and 2022-23, but the year of study has not been incremented as expected.

Value	Description	Definition
1	The record is linked between 2021-22 and 2022-23. The year of study has not been incremented as expected.	QCPOP22 = 1 and QCLINKED = 1 and COMPSTATUS21 = 1 and YEARSTU = YEARSTU21 and QCENDDDATE > (ANNIV + 14)
0	Otherwise	Otherwise

## QCDUPOUTCOME

52. This field identifies learners that ended their study in 2021-22 and achieved their learning aim, but are returned as achieving the same learning aim in 2022-23 with a different end date.

Value	Description	Definition
1	Learner ended their study in 2021-22 and achieved their learning aim, but is returned as achieving the same aim in 2022-23 with a different end date	QCPOP22 = 1 and QCLINKED = 1 and OUTCOME21 = (1, 8) and OUTCOME = 1 and LEARNACTENDDATE21 ≠ LEARNACTENDDATE
0	Otherwise	Otherwise

## Rebuild instructions

53. The individualised file, QC22\_AAA\_XXXXXXXXX\_IND.csv, can be used to interrogate the data and our calculation of derived fields by filtering to certain groups of records. Full details of how to access and use an individualised file are given on the OfS website ([www.officeforstudents.org.uk/data-and-analysis/supplying-data/working-with-individualised-files/](http://www.officeforstudents.org.uk/data-and-analysis/supplying-data/working-with-individualised-files/)).
54. The following instructions assume the user has the individualised file open in Microsoft Excel.
55. To apply filters to the column headings, highlight the headings. From the 'DATA' tab in the toolbar, select 'Filter'.
56. The figures in Tables 1 to 6 and Table 8 of the ILR quality control summary workbook, QC22\_AAA\_XXXXXXXXX.xlsx, can be rebuilt by following the rebuild algorithm tables provided in the workbook. These specify which filters need to be applied to the individualised data to find the relevant records. For example, to rebuild the number of full-time records in Table 3: HE records by mode of study, the column QCPOP22 should be filtered to 1 and the column QCMODE to 'FT.'
57. Table 7, the summary of higher education learning aims, is focused on course subject information. Only higher education courses with non-excluded learners in the 2022-23 ILR data will be included in the table. The courses included in the table can be found by filtering to QCPOP22 = 1. Each course will have up to three rows in Table 7, depending on the number of LDCS codes it has.



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