# 2025-26 Individualised Learner Record (ILR) data checking tool

## Classifying learning aims technical document

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# Summary

1. This document describes the algorithms used in the 2025-26 Individualised Learner Record (ILR) data checking tool to:

    a. Indicate the level of awarding powers held by the awarding body of a qualification (awarding_body_powers).

    b. Allocate learning aims to broad categories of higher education (detailed_level).

    c. Indicate learning aims that are recognised for funding purposes by the Office for Students (OfS) (is_funding_recognised_he).

    d. Indicate whether a student is on a course that leads to a teaching qualification (teacher_training_course_type).

2. The 2025-26 ILR data checking tool outputs can be used by higher education providers to verify and correct their 2025-26 individualised student data before submitting final data to the Department for Education (DfE, formerly the Education and Skills Funding Agency, ESFA).

3. This document is aimed at readers with in-depth knowledge of the data. Readers are advised to also have a copy of 'Specification of the Individualised Learner Record for 2025 to 2026', available from the DfE.[1]

4. Fields taken from LARS and the ILR return or derived as part of classifying learning aims are shown in capitals in Tables 1 and 2 below.

## 2025-26 ILR data checking tool outputs

5. The algorithms described in this document are used in the following 2025-26 ILR data checking tool outputs:

    a. National Student Survey target list.

    b. Graduate Outcomes target list.

    c. HESES comparison.

## Changes to this document

6. We are currently moving to a new data system which will help us streamline our delivery of data insights and improve our publications. As part of this, we have updated our documentation with clearer field names. This is our first step towards being able to provide a single source of technical documentation to underpin multiple data publications.

7. When we publish our data checking tool outputs and related individualised files in the future, we will be using the new field names in our documentation. To aid the transition to these new

[1] Available at Specification of the Individualised Learner Record for 2025 to 2026 – Department for Education.

field names, we have included the previous field name in the heading for each algorithm in brackets.

8. If you have any questions or feedback about the changes to this document, please get in touch at providermetrics@officeforstudents.org.uk.

## Changes from the 2024-25 ILR data checking tool

9. This section describes any changes to the algorithms since the equivalent was published for the 2024-25 data checking tool.[2]

### awarding_body_powers (OFSAWARD)

10. This field has been updated to add providers that have been granted awarding powers since the equivalent was published for the 2024-25 data checking tool.

### teacher_training_course_type (TTCID)

11. This field has been updated to add learning aims for initial or pre-service teacher training courses leading to Qualified Teacher Status or to registration as a school teacher with the General Teaching Council for Scotland.

[2] Available at Data checking tool documentation archive - Office for Students.

# ILR fields used to classify learning aims

12. The ILR and LARS fields used in the algorithms described in this document are listed in Table 1.

**Table 1: List of ILR and LARS fields used in the algorithms**

| Name | Description | Data source |
|---|---|---|
| LEARNAIMREF | Learning aim reference | ILR |
| AWARDORGUKPRN | Awarding body UKPRN | LARS |
| LEARNINGDELIVERYGENRE | Genre of the learning delivery | LARS |
| REGULATEDCREDITVALUE | Learning aim's credit value within a regulated credit framework | LARS |

# Description of derived fields

13. The derived fields used in the algorithms described in this document are listed in Table 2.

**Table 2: List of derived fields used in the algorithms**

| Name | Description | Paragraph |
|---|---|---|
| awarding_body_powers (OFSAWARD) | Type of awarding powers | 14 |
| detailed_level (OFSQAIM) | Broad category of the learning aim | 15 |
| is_funding_recognised_he (OFSFUNDAIM) | Recognition of learning aim for OfS funding purposes | 16 |
| teacher_training_course_type (TTCID) | Course leads to teacher qualifications | 17 |

## awarding_body_powers (OFSAWARD)

14. This field indicates the type of awarding powers held by the awarding body of a qualification.

| Value | Description | Definition |
|---|---|---|
| DEGREE | Provider has awarding powers for all taught awards or research awards | AWARDORGUKPRN[3] = 10000163, 10000291, 10000385, 10000571, 10000712, 10000824, 10000886, 10000936, 10000961, 10000975, 10001143, 10001282, 10001478, 10001503, 10001726, 10001883, 10002313, 10002718, 10002919, 10003212, 10003270, 10003331, 10003614, 10003645, 10003678, 10003758, 10003854, 10003861, 10003863, 10003945, 10003956, 10003957, 10003958, 10004048, 10004063, 10004078, 10004113, 10004180, 10004351, 10004511, 10004599, 10004775, 10004797, 10004930, 10005127, 10005337, 10005343, 10005389, 10005451, 10005470, 10005500, 10005523, 10005545, 10005553, 10005561, 10005700, 10005790, 10006022, 10006093, 10006299, 10006427, 10006566, 10006840, 10006841, 10006842, 10007114, 10007137, 10007138, 10007139, 10007140, 10007141, 10007143, 10007144, 10007145, 10007146, 10007147, 10007148, 10007149, 10007150, 10007151, 10007152, 10007154, 10007155, 10007156, 10007157, 10007158, 10007159, 10007160, 10007161, 10007162, 10007163, 10007164, 10007165, 10007166, 10007167, 10007657, 10007713, 10007759, 10007760, 10007762, 10007764, 10007766, 10007767, 10007768, 10007769, 10007771, 10007772, 10007773, 10007774, 10007775, |

[3] See The OfS Register - Office for Students and Check if your university or college can award a degree: Overview - GOV.UK.

| Value | Description | Definition |
|---|---|---|
| | | 10007776, 10007777, 10007778, 10007779, 10007780, 10007782, 10007783, 10007784, 10007785, 10007786, 10007787, 10007788, 10007789, 10007790, 10007791, 10007792, 10007793,10007794, 10007795, 10007796, 10007797, 10007798, 10007799, 10007800, 10007801, 10007802, 10007803, 10007804, 10007805, 10007806, 10007807, 10007811, 10007814, 10007816, 10007822, 10007823, 10007825, 10007832, 10007833, 10007835, 10007836, 10007837, 10007842, 10007843, 10007847, 10007848, 10007849, 10007850, 10007851, 10007852, 10007854, 10007855, 10007856, 10007857, 10007858, 10008017, 10008071, 10008173, 10008289, 10008397, 10008574, 10008640, 10008816, 10008899, 10014001, 10031982, 10035638, 10037449, 10037544, 10039956, 10040812, 10046789, 10048199, 10067355, 10067406, 10067623, 10080811, 10082828, 10083403, 10086591, 10088214, 10089591, 10089771, 10090839 |
| BACH | Provider has awarding powers up to and including the level of bachelors' degree | AWARDORGUKPRN = 10000754, 10001696, 10007859, 10007938, 10019178, 10023139, 10024962, 10055902 |
| FOUDEG | Provider has awarding powers up to and including the level of foundation degree | AWARDORGUKPRN = 10000415, 10001696, 10003200, 10004576, 10005977, |
| HN | Bodies with HNC and HND awarding powers only | AWARDORGUKPRN = 10022490 |
| MISSING | No awarding body assigned | AWARDORGUKPRN = 0, BLANK |
| OTHER | Otherwise | Otherwise |

### detailed_level (OFSQAIM)

15. This field allocates learning aims to broad categories of higher education. We have published the detailed description of detailed_level in the Technical algorithms for student outcome and experience measures document on the OfS website.[4] The algorithms for ILR can be found under detailed_level where student_data_collection = ILR.

[4] Available from Documents describing our measures and definitions - Office for Students.

## is_funding_recognised_he (OFSFUNDAIM)

16. This field indicates whether a learning aim meets the definition of recognised higher education for OfS funding purposes, as described in paragraphs 1-2 of Annex B of 'Higher Education Students Early Statistics survey 2025-26 (HESES25)'.[5]

| Value | Description | Definition |
|---|---|---|
| 1 | Recognised for funding purposes | ((detailed_level = HNC, HND and<br>(awarding_body_powers = DEGREE, BACH, FOUDEG, HN or<br>AWARDORGUKPRN = 10038755)) or<br>(detailed_level = DET, DTLLS and<br>(awarding_body_powers = DEGREE, BACH, FOUDEG or<br>REGULATEDCREDITVALUE > 119)) or<br>(detailed_level ≠ FE, HNC, HND, DET, DTLLS, OTHL4_CC, OTHL5_CC, OTHL6_CC, OTHL7_CC, OTHL8_CC, OTHHE_CC and<br>LEARNINGDELIVERYGENRE = IHE, IOP)) and<br>LEARNAIMREF ≠ 00241018, 00301548 |
| 0 | Not recognised for funding purposes | Otherwise |

[5] Available from Higher Education Students Early Statistics survey 2025-26 - Office for Students.

### teacher_training_course_type (TTCID)

17. This field indicates whether the student is on a course that leads to teacher qualifications.

| Value | Description | Definition |
|---|---|---|
| 1 | On initial or pre-service teacher training course leading to Qualified Teacher Status or to registration as a school teacher with the General Teaching Council for Scotland | Provider-specific algorithm or LEARNAIMREF = 00231663, 00243898, 00243918, 00243925, 00302980, 00303434, 00303435, 00303465, 00303530, 00303591, 00303642, 00303643, 00303714, 00303735, 00303835, 00303836, 00303837, 00303838, 00304037, 00304038, 00304105, 00304392, 00304515, 00304569, 00304934, 00304948, 00304949, 00305653, 00307020, 00307021, 00307270, 00307354, 00307372,307270, 00307354, 00307372, 00307499, 00307559, 00306064, 00306391, 00307645 |
| 2 | On other initial teacher training course not leading to Qualified Teacher Status nor to registration as a school teacher with the General Teaching Council for Scotland | (detailed_level = PGCE, DET, DTLLS, CET, CTLLS, PTLLS, CERTED or provider-specific algorithm) and not above |
| 5 | Inset course | Provider-specific algorithm |
| 9 | Other DfE funded provision not elsewhere specified | Provider-specific algorithm |
| D | Other Pre-ITT activity funded by the DfE | Provider-specific algorithm |
| Q | Early Years Initial Teacher Training | Provider-specific algorithm |
| 0 | Otherwise | Otherwise |

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www.nationalarchives.gov.uk/doc/open-government-licence/version/3/