Technical algorithms for student outcome and experience measures

November 2026 core algorithms

This document has been constructed based on our proposals in our consultation on a revised approach to assessing and rating quality, and is intended to support the consultation.

We will update this document, alongside the TEF dashboard, in 2027 to reflect the decisions we take following the consultation.

Enquiries to providermetrics@officeforstudents.org.uk

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Introduction

Purpose

1. The Office for Students (OfS) constructs and publishes a standard set of student outcome and experience data measures. As part of the new approach to assessing quality, which is currently being consulted on, all measures in the TEF dashboard would be considered in cyclical quality assessments. This includes in relation to whether the minimum requirements set out in the B conditions of registration are met. They also inform our regulatory judgements for the purposes of regulating access and participation through registration condition A1,[1] and our assessments through the Teaching Excellence Framework (TEF).

2. We construct data indicators as numerical measures that help us to understand the outcomes and experiences that a provider delivers for its students at different stages of the student lifecycle in higher education. The same measures are reported on as key performance measures for the OfS, and within sector-level analyses of student outcomes, experiences, or student demographic groups:

    a. access to higher education study

    b. continuation in, and completion of, the study of higher education qualifications

    c. student views and perceptions of different aspects of their higher education experience

    d. achievement and the awards made to higher education students at the end of their studies

    e. progression into the labour market and other destinations after leaving higher education.

3. This document sets out the data definitions and algorithms we use to construct student outcome and experience measures that we have published, or expect to publish, during 2026. These include, but are not limited to:

    a. The **TEF dashboard**. The current version is a further development of the revised dashboard introduced earlier in the year which integrates data used for the assessment of minimum requirements for student outcomes. It is intended to support the consultation on a revised approach to assessing and rating quality and reflects consultation proposals for the data that would be used in future integrated quality assessments. It includes measures of continuation, completion, progression, use of skills, earnings and student experience for registered providers, including for provision delivered through partnership arrangements. This data is not currently being used for regulation. We no longer maintain a separate student outcomes dashboard, but the data we will use for the regulation of student outcomes (condition B3) – until changes resulting from the consultation are made – is published alongside the TEF dashboard.

[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.

b. A data dashboard showing the sector distributions of student outcome and experience measures.[2]

c. A data dashboard showing information about the size and shape of each provider's student population.[3]

d. The access and participation data dashboard.[4]

4. These algorithms can be applied to individualised student records collected annually by the designated data body (DDB) or the Department for Education (DfE).[5]

Who is this document for?

5. This document is intended to aid providers and other users of our student outcome and experience measures to understand the definitions and approaches that we have used.

6. It is aimed at readers with in-depth knowledge of the DDB's Student record (and legacy data collections) or the Individualised Learner Record (ILR) student data.

7. You should be aware that not all the algorithms in this document are relevant to the measures produced for all of our regulatory purposes. Instead, this document includes all algorithms that are used across a range of publications.

Changes to this document

8. As noted in paragraph 4, the TEF dashboard and associated data files reflect the proposals set out in the consultation on a revised approach to assessing and rating quality. They also reflect some changes that were decided following the initial consultation on our future approach to quality regulation. Changes already decided include the removal of absolute thresholds for the progression indicators and the introduction of two additional measures of post-study success: use of skills and earnings.

9. Current proposals reflected in the data include:

- additional population views and minor amendments to split indicators
- revisions to the structure of the continuation and completion indicators to improve alignment of the integrated data
- the introduction of higher absolute thresholds for the continuation and completion indicators

[2] See Sector distribution of student outcomes and experience measures data dashboard - Office for Students.

[3] See Size and shape of provision data dashboard - Office for Students.

[4] See Access and participation data dashboard - Office for Students.

[5] Following the closure of the Education and Skills Funding Agency on 31 March 2025, its functions have been transferred to the DfE including the collection of the Individualised Learner Record (ILR).

- proposals for the construction and benchmarking of the new post-study measures

10. changes to the benchmarking factors for the student experience indicators.

11. We are currently moving to a new data system which will help us streamline our delivery of data insights and improve our publications for you. 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.

12. When we publish our student outcomes and experience dashboards and related individualised files in the future, we will be using the new field names in our documentation.

13. To aid the transition to these new field names, we have included the previous field name in the heading for each algorithm in brackets. We have also included a mapping between the old and new field names in Annex C and in a separate csv file.[6]

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

Further information on the proposed changes is available in the consultation document. We would welcome feedback on these changes, as well as the proposed data and dashboard. You can respond to the proposals until 28 January 2027.
See Reforms to quality regulation - Office for Students.

Guidance for using this document

15. The algorithms described in this document are applied to the 2010-11 to 2024-25 individualised student records collected annually by the DDB or the DfE. When using this document, you are advised to refer to the following, for whichever source is relevant to your provider:

    a. 'The Student Record Coding Manual'.[7]

    b. 'HESA Student Record Coding Manual 2021-22' and prior years (CXX051).[8]

    c. 'HESA Student Alternative Record coding Manual 2021-22' and prior years (CXX054).[9]

    d. 'Specification of the Individualised Learner Record for 2024 to 2025' and prior years.[10]

16. Individualised student data files are supplied to higher education providers via the OfS portal. These contain data relating to a provider's own students and show how they have been

[6] See 'Field name mappings for technical algorithms for student outcome and experience measures', available at Description and definition of student outcome and experience measures - Office for Students.

[7] Available at Student Record (24056) | HESA.

[8] Available at Student record 2021/22 | HESA.

[9] Available at Student Alternative record 2021/22 | HESA.

[10] Available at Individualised Learner Record (ILR) technical documents, guidance and requirements.

categorised according to the algorithms defined in this document. Annex A lists which fields are included in the individualised files.

17. When used in combination with the individualised data files, the algorithms described in this document allow providers to determine exactly which students have contributed to the indicators, as well as the nature of that contribution.

18. The availability of both the algorithms and the individualised data files is intended to support higher education providers to understand our approach to calculating student outcome and experience measures and for reporting on various characteristics of students, higher education provision and student outcomes.

19. This document is structured to describe algorithms by theme, according to characteristics of student or provision, and by type of indicator. Readers can navigate through this document using the links provided in the contents page.

20. Often, many fields are needed as building blocks to create the indicator algorithms. The table below links to the key fields that are used directly in creating the indicators.

Key field
base_academic_year
registering_ukprn
teaching_ukprn
provider_country
numeric_academic_level
level_aggregate_1
awarded_level_aggregate_1
awarding_body
is_htq
expected_course_length_grouped
linked_engagement_starting_mode
linked_engagement_has_foundation_year
is_sandwich_year
cah2_group
subject_weighting
is_intercalating
engagement_starting_age
engagement_starting_age_group
student_sex
reported_disability_type
is_reported_disabled
broad_student_ethnicity

Key field
socioeconomic_class
sexual_orientation
student_domicile
polar4_quintile
tundra_msoa_quintile
home_imd_quintile_by_nation
abcs_access_quintile, abcs_continuation_quintile, abcs_completion_quintile, abcs_progression_quintile and abcs_nss_quintile
is_distance_learner
study_location_type
he_category
is_duplicate_in_academic_year
population_type
app_exclusion_reason
broad_entry_qualifications
in_free_school_meal_population
had_free_school_meals
entrant_exclusion
access_exclusion
continuation_outcome_after_[x]_year(s)
in_nss_response_rate_denominator
is_valid_nss_response
nss_indicator_population_exclusion
nss_[theme]_valid_responses, nss_[theme]_positive_responses and nss_[theme]_negative_responses
degree_class
in_degree_outcomes_population
go_progression_exclusion
in_go_response_rate_numerator
in_progression_population
progression_numerator
geography_of_employment_quintile
ever_been_estranged
in_ever_estrangement_population
dependency_status
household_income_on_entry

Related guidance

21. The information provided in this document supplements guidance about our regulatory approaches. It is one of a series of technical documents that provide details of the definitions and methods that we use to construct indicators. You may want to consider this document alongside the following guidance document(s) and resources in particular:

    - Regulatory notice 1: Access and participation plan guidance.[11]
    - Regulatory advice 20: Regulating student outcomes.[12]
    - Regulatory advice 22: Guidance on the Teaching Excellence Framework 2023.[13]
    - The 2026 consultation on Reforms to quality regulation.[14]

22. Additionally, we have published dashboard user guides alongside each of our interactive data dashboards, as well as a series of frequently asked questions.[15] These, alongside the individualised student data files, may also be useful resources when reading through this document.

Enquires and feedback

23. For enquiries regarding the definitions and methods described in this document, and to give feedback, contact providermetrics@officeforstudents.org.uk.

[11] See Regulatory notice 1: Access and participation plan guidance - Office for Students.

[12] See Regulatory advice 20: Regulating student outcomes - Office for Students.

[13] See Regulatory advice 22: Guidance on the Teaching Excellence Framework 2023 - Office for Students.

[14] See Reforms to quality regulation - Office for Students.

[15] See Data FAQs - Office for Students.

Fields used to describe the data structure

student_data_collection (IPSOURCE)

24. This field indicates whether the record is taken from the DDB's Student record (XX056), legacy Student record (CXX051) or legacy Student Alternative record (CXX054), or the ILR.[16]

25. Where an algorithm cannot be applied in the same way to each student_data_collection, this will be indicated in the description of each algorithm.

Value	Definition
DDB	Record is taken from the DDB's Student (XX056) record (2022-23 onwards)
HESASTU	Record is taken from the legacy HESA Student (CXX051) record (prior to 2022-23)
HESASAR	Record is taken from the legacy HESA Student Alternative (CXX054) record (2014-15 to 2021-22)
ILR	Record is taken from the ILR

base_academic_year (IPBASEYEAR)

This is a key field

26. This field indicates the academic year that the record relates to. For example, base_academic_year = 2017 means the record has been taken from legacy HESA Student or Student Alternative, or ILR data, from the academic year 2017-18.

27. Where an algorithm refers to 20YY, this is equivalent to base_academic_year.

record_id (IPRECID)

28. This field indicates the record identifier of the row in an individualised file. It is unique across all files relating to a given year and version of the individualised files.

[16] HESA's legal status as the higher education sector's designated data body (DDB) for England transferred to Jisc in October 2022 following the merger of these two sector bodies. The DDB's legacy data collections (for years up to and including 2021-22), the Student record (CXX051) and Student Alternative record (CXX054), are referred to as the HESA Student and HESA Student Alternative record in the definition of student_data_collection because this naming convention represents the majority of the time series implicated through this document.

Fields used to describe the nature of the study undertaken

registering_ukprn (IPUKPRNRC)

This is a key field

29. This field shows the UKPRN of the provider where the student is registered in the academic year. The registering_ukprn value will take into account whether a provider was involved in a merger - for each data release, the cut-off date for changes to provider status to be considered is included within our instructions for rebuilding indicators from individualised student data.[17]

teaching_ukprn (IPUKPRNTC)

This is a key field

30. This field shows the UKPRN of the provider where the student is taught for the majority of this academic year. It is calculated using the method described in paragraphs 28 to 37. The value of teaching_ukprn will take into account whether a provider was involved in a merger - for each data release, the cut-off date for changes to provider status to be considered is included within our instructions for rebuilding indicators from individualised student data.[18]

31. Where no valid UKPRN can be identified for the teaching provider, teaching_ukprn is set to Unknown.

student_data_collection = DDB

32. For providers in England where venue data exists:

    a. For each VenueUKPRN associated with a student course session, we sum the STUDYPROPORTION across all associated VENUEIDs. Where there is more than one student course session associated with the engagement in the academic year, we use RPSTULOAD to weight the summed STUDYPROPORTION across the student course sessions.

33. Then teaching_ukprn is set as the VenueUKPRN with the greatest summed STUDYPROPORTION in the academic year. Where there is more than one student course session associated with the engagement in the academic year, this is the sum of the weighted values described above.

[17] See Documents describing our measures and definitions - Office for Students.

[18] See Documents describing our measures and definitions - Office for Students.

34. In the event of a tie between the registering provider and another teaching provider, teaching_ukprn is set as the UKPRN of the registering provider. If there is a tie between teaching providers who are not the registering provider, teaching_ukprn is set to Unknown.

35. For providers in Scotland, Wales and Northern Ireland where module data exists:

    a. We consider the teaching provider of each module where INACTIVEMOD ≠ 01, MODINSTSTARTDATE < 1 August 20YY+1, and (MODINSTENDDATE > 31 July 20YY or MODINSTENDDATE=BLANK). Where a module (identified by MODID) is reported multiple times for the same engagement in the academic year (across two student course sessions, for example), we deduplicate to avoid double-counting.

36. Then, for each teaching provider (as indicated by MDRHESAID for each module), we calculate the sum of FTE × (MDRPROPORTION/100) across all module instances in the academic year for the engagement of study. Where a module instance has no associated module delivery role (MDRHESAID), the teaching provider of the module is attributed to the reporting provider.

37. teaching_ukprn is set as the MDRHESAID with the greatest summed FTE across all module instances. In the event of a tie between the registering provider and another teaching provider, teaching_ukprn is set as the UKPRN of the registering provider. If there is a tie between teaching providers who are not the registering provider, teaching_ukprn is set to Unknown.

38. For providers in England where venue data does not exist, or providers in Scotland, Wales and Northern Ireland where module data does not exist:

    a. teaching_ukprn is set as the COURSEROLEHESAID with the greatest CRPROPORTION among reported COURSEROLEHESAIDs with ROLETYPE = 202. Where CRPROPORTION does not sum to 100 for all reported COURSEROLEHESAIDs with ROLETYPE = 202, the remaining proportion is attributed to the reporting provider.

39. In the event of a tie between the registering provider and another teaching provider, teaching_ukprn is set as the UKPRN of the registering provider. If there is a tie between teaching providers who are not the registering provider, teaching_ukprn is set to Unknown.

40. Where we have no student course session for the engagement in the academic year (for dormant students), teaching_ukprn is set as the UKPRN of the registering provider.

student_data_collection = HESASTU

41. To set teaching_ukprn for the HESA Student record we consider the teaching provider of each module where MODSTAT ≠ 4. For each combination of study and teaching provider we calculate:

    a. FTE taught at the registering provider (REGFTE) = sum of FTE × ((1 - PCOLAB)/100).

42. FTE taught elsewhere (FRANFTE) = sum of FTE × (PCOLAB/100).

If REGFTE is greater than or equal to the largest value of FRANFTE then teaching_ukprn = UKPRN. Otherwise, teaching_ukprn = TINST associated with the largest value of FRANFTE.

Where the FTE taught elsewhere is equally split between two or more providers, then teaching_ukprn is set to Unknown.

student_data_collection = HESASAR

43. For the HESA Student Alternative record, this is set as registering_ukprn for 2017-18 and before (base_academic_year ≤ 2017).

44. For 2018-19 onwards (base_academic_year ≥ 2018), PRIPROV is used to determine the provider at which the student receives the majority of their teaching for the year. For the registering provider and each teaching provider returned in the PRIPROV field, we calculate the total FTE for that provider across the different instance periods in that academic year using STULOAD.

45. Where a student has more FTE at either a registering or teaching provider than any other provider, the value of teaching_ukprn is set to the provider's UKPRN or the value of PRIPROV respectively. If there is a tie between a registering and teaching provider, the registering provider is chosen. If there is a tie between two teaching providers, teaching_ukprn is set to Unknown.

student_data_collection = ILR

46. For records taken from the ILR, teaching_ukprn is set as follows:

Value	Description	Definition
Value of PARTNERUKPRN	UKPRN of the teaching provider where the student spent the majority of the year studying, for a teaching provider that differs from the registering provider	PCOLAB > 50 and PARTNERUKPRN not in (0, *BLANK*)
Value of registering_ukprn	UKPRN of the registering provider, where the student spent the majority of the year studying	Otherwise

Note: For records taken from the 2010-11 ILR, QA_PRVPT (A22) is used instead of PARTNERUKPRN, and HQ_PCOLB (H32) is used instead of PCOLAB.

47. Where the FTE taught elsewhere is equally split between two or more providers, then teaching_ukprn is set to Unknown.

provider_country (IPCOUNTRY)

This is a key field

48. This field indicates whether the registering provider is based in England, Wales, Scotland or Northern Ireland.

Value	Description	Definition
E	Registering provider based in England	registering_ukprn indicates a provider based in England
W	Registering provider based in Wales	registering_ukprn indicates a provider based in Wales

Value	Description	Definition
S	Registering provider based in Scotland	registering_ukprn indicates a provider based in Scotland
N	Registering provider based in Northern Ireland	registering_ukprn indicates a provider based in Northern Ireland
UNKNOWN	The country of the registering provider is unknown	Otherwise

engagement_start_date (IPCOMDATE)

student_data_collection = DDB

49. This field shows the start date of the student's study. Engagement_start_date is equal to ENGSTARTDATE.

student_data_collection = HESASTU or HESASAR

50. This field shows the start date of the student's study. Engagement_start_date is equal to COMDATE.

student_data_collection = ILR

51. This field shows the learning start date. Engagement_start_date is equal to LEARNSTARTDATE. For records taken from the 2010-11 ILR, QA_ST_DA (A27) is used instead of LEARNSTARTDATE.

engagement_start_date_anniversary (IPANNIV)

52. This field contains the anniversary of the start date (engagement_start_date) during the current academic year.

anniversary_plus_15_days (IPANNIV15)

53. This field contains the anniversary of the day that is 15 days after engagement_start_date, such that it lies within the current academic year.

engagement_planned_end_date (IPPLANENDDATE)

student_data_collection = HESASTU or HESASAR or DDB

54. This field is not calculated.

student_data_collection = ILR

55. This field shows the learning planned end date. Engagement_planned_end_date is equal to LEARNPLANENDDATE. For records taken from the 2010-11 ILR, QA_EXP_E (A28) is used instead of LEARNPLANENDDATE.

engagement_end_date (IPACTENDDATE)

student_data_collection = DDB

56. This field shows the end date of the engagement. End dates that are after the end of the academic year are set as blank.

Value	Definition
BLANK	ENGENDDATE > 31 July 20YY+1
ENGENDDATE	Otherwise

student_data_collection = HESASTU or HESASAR

57. This field shows the end date of the student's study. Engagement_end_date is equal to ENDDATE.

student_data_collection = ILR

58. This field shows the learning actual end date. Engagement_end_date is equal to LEARNACTENDDATE. For records taken from the 2010-11 ILR, QA_EN_DA (A31) is used instead of LEARNACTENDDATE.

is_dentistry (IPDENT)

59. This field indicates whether a student has at least one instance of a 'Dentistry', 'Pre-clinical dentistry' or 'Clinical dentistry' programme of study.

student_data_collection = DDB

Value	Description	Definition
1	The student has at least one instance of a 'Dentistry', 'Pre-clinical dentistry' or 'Clinical dentistry' programme of study	At least one value of hecos_code in (100266, 100268, 100275)
0	The student does not have an instance of a 'Dentistry', 'Pre-clinical dentistry' or 'Clinical dentistry' programme of study	Otherwise

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
1	The student has at least one instance of a 'Dentistry', 'Pre-clinical dentistry' or 'Clinical dentistry' programme of study	(base_academic_year ≤ 2018 and XJACS01 in (A200, A400)) or (base_academic_year ≥ 2019 and XHECOS in (100266, 100268, 100275))

Value	Description	Definition
0	The student does not have an instance of a 'Dentistry', 'Pre-clinical dentistry' or 'Clinical dentistry' programme of study	Otherwise

student_data_collection = ILR

60. This field is not calculated.

numeric_academic_level (IPLEVELNUM)

This is a key field

61. This field gives the level of study according to the sector-recognised standards relating to the OfS's ongoing condition of registration B5 and initial condition B8.[19] This also aligns with FHEQ and NVQ levels.

student_data_collection = DDB

Value	Description	Definition
8	Doctoral degree	Z_LEVEL in (D0003, D0004, E0000, E0001, E0002, E0003, E0004, L0000)
7	Masters' degree, postgraduate diplomas, postgraduate certificates	Z_LEVEL in (L0001, L0002, L0003, D0005, M0002, M0003, M0004, M0006, M0007, M0008, M0009, M0010, M0011, M0012, M0013, M0015, M0016, M0017, M0018, M0020, M0021, M0022, M0023, M0024, E0005)
6	Bachelors' degrees, graduate certificates and diplomas	Z_LEVEL in (H0003, H0004, H0005, H0006, H0007, H0008, H0009, H0010, H0012, H0013, H0014, H0015, H0016, H0018, H0019, H0020, I0001)
5	Foundation degrees, diplomas of higher education and other higher diplomas	Z_LEVEL in (I0002, I0004, I0005, I0006, I0007, I0008, I0009, I0010, I0012, I0013, J0000, J0001, J0002, J0003, J0004, J0005, J0006, J0007, J0010, J0011, J0012)
4	Certificates of higher education	Z_LEVEL in (C0000, C0001, C0002, C0003, C0004, C0005, C0006, C0007, C0008, C0009)
Value of numeric_academic_level_awarded	Level taken from qualification awarded as level of qualification aim is not known	Z_LEVEL = Z9 and numeric_academic_level_awarded ≠ *BLANK*
BLANK	Not applicable	Otherwise

[19] Available at Regulatory framework for higher education in England - Office for Students.

Note: Blank values may result where no student course session was reported for the engagement in the academic year, a qualification aim could not be mapped from the previous academic year, and there was no qualification awarded.

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
8	Doctoral degree	COURSEAIM in (D00, D01, D90, E00, E13, E40, E43, E90, L00)
7	Masters' degree, postgraduate diplomas, postgraduate certificates	COURSEAIM in (L80, L90, L91, L99, M00, M01, M02, M10, M11, M13, M16, M22, M26, M28, M40, M41, M42, M43, M44, M45, M50, M70, M71, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99)
6	Bachelors' degrees, graduate certificates and diplomas	COURSEAIM in (H00, H11, H12, H13, H16, H18, H22, H23, H24, H41, H42, H43, H50, H60, H61, H62, H70, H71, H72, H76, H78, H79, H80, H81, H88, H90, H91, H99, I00, I11, I12, I16)
5	Foundation degrees, diplomas of higher education and other higher diplomas	COURSEAIM in (I60, I61, I70, I71, I72, I73, I74, I76, I78, I79, I80, I81, I90, I91, I99, J10, J13, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, J90, J99)
4	Certificates of higher education	COURSEAIM in (C13, C20, C30, C41, C42, C43, C77, C78, C80, C90, C99)
BLANK	Not applicable to higher education qualifications framework	Otherwise

student_data_collection = ILR

Value	Description	Definition
8	Doctoral degree	detailed_level in (OTHL8_Q, OTHL8_CC, OTHL8_U, HIGHER)
7	Masters' degree, postgraduate diplomas, postgraduate certificates	detailed_level in (MASTER, PGDIP, PGCERT, PGCE, OTHL7_Q, OTHL7_CC, OTHL7_U)
6	Bachelors' degrees with honours, graduate certificates and diplomas	detailed_level in (FIRST, ENHANCED, FDBC, OTHL6_Q, OTHL6_CC, OTHL6_U)
5	Foundation degrees, diplomas of higher education and other higher diplomas	detailed_level in (HND, DET, FOUDEG, DIPHE, DTLLS, OTHL5_Q, OTHL5_CC, OTHL5_U)
4	Certificates of higher education	detailed_level in (HNC, CERTED, UNICERT, HIGHCERT, CTLLS, PTLLS, CET, OTHL4_Q, OTHL4_CC, OTHL4_U)
0	Unknown higher education level aim	detailed_level in (OTHHE_Q, OTHHE_CC, OTHHE_U)
BLANK	Not applicable to higher education qualifications framework	Otherwise

detailed_level (IPOFSQAIM)

62. This field allocates course aims (for DDB records) and learning aims (for ILR records) to categories of higher education.

student_data_collection = DDB

63. The values of CURACCID are taken from the latest student course session associated with the engagement in the current academic year.

Value	Description	Definition
PHD	PhD and MPhil	Z_LEVEL in (D0003, L0000)
OTHL7_Q_R	Other Level 7 research-based qualification	Z_LEVEL in (L0001)
MASTER	Masters'	Z_LEVEL in (M0003, M0004, M0006, M0007)
PGCE	PGCE and other postgraduate initial teacher training (ITT)	Z_LEVEL in (H0013, M0016)
DTLLS_PG	Postgraduate diploma in teaching in the lifelong learning sector	Z_LEVEL = M0020
PGCERT	Postgraduate certificate	Z_LEVEL = M0012
PGDIP	Postgraduate diploma	Z_LEVEL = M0009
PROCONGRAD	Professional, conversion and other graduate entry programmes	Z_LEVEL in (H0009, H0010, H0014, I0002, I0005, I0006, I0007) or (Z_LEVEL in (H0016, I0010) and PREREQUISITE = 02)
ENHANCED	Enhanced first degree (or integrated masters)	Z_LEVEL in (H0004, M0002)
MEDVETDENT	Pre-registration first degree with honours leading towards obtaining eligibility to register to practise with the General Medical Council, General Dentistry Council (as a dentist) or the Royal College of Veterinary Surgeons	Z_LEVEL in (H0003, H0005, I0001) and ((at least one value of CURACCID in (05901, 12001, 05803) where (CURACCVALIDFROM < SCSENDATE or SCSENDDATE = *BLANK*) and (CURACCVALIDTO ≥ SCSSTARTDATE or CURACCVALIDTO = *BLANK*)) or (is_dentistry = 1 and at least one value of CURACCID = 05802 where (CURACCVALIDFROM < SCSENDATE or SCSENDDATE =

Value	Description	Definition
		BLANK) and (CURACCVALIDTO ≥ SCSSTARTDATE or CURACCVALIDTO = *BLANK*)))
FIRST	First degree	Z_LEVEL in (H0003, H0005, I0001) and not above
CTLLS	Certificate in teaching in the lifelong learning sector	Z_LEVEL = C0006
DET	Diploma in Education and Training	Z_LEVEL = I0008
DIPHE	Diploma of Higher Education (DipHE)	Z_LEVEL = J0002
DTLLS	Diploma in teaching in the lifelong learning sector	Z_LEVEL in (H0015, I0009)
FOUDEG	Foundation degree	Z_LEVEL in (J0000, J0001)
HIGHCERT	Higher certificate	Z_LEVEL = C0000
HNC	Higher national certificate	Z_LEVEL = C0001
HND	Higher national diploma	Z_LEVEL = J0003
PTLLS	Preparing to teach in the lifelong learning sector	Z_LEVEL = C0005
OTHL[X]_Q	Other Level X qualification, where X is the level indicated by numeric_academic_level	Z_LEVEL in (C0002, C0003, C0004, C0007, C0009, E0000, E0001, E0002, E0004, H0006, H0007, H0008, H0012, H0019, I0004, J0004, J0005, J0006, J0007, J0010, J0012, M0008, M0010, M0011, M0013, M0015, M0017, M0018, M0021, M0023) or (Z_LEVEL in (H0016, I0010) and PREREQUISITE ≠ 02)
OTHL[X]_U	Other Level X unit, where X is the level indicated by numeric_academic_level	Z_LEVEL in (C0008, D0004, D0005, E0003, E0005, H0018, H0020, I0012, I0013, J0011, L0002, L0003, M0022, M0024)
FE	Further education course	Z_LEVEL = P0002
Value of detailed_level_awarded	Value taken from qualification awarded as level of qualification aim is not known	Z_LEVEL = Z9 and detailed_level_awarded ≠ NA
NA	Not applicable or not known	Z_LEVEL = Z9 and not above

Note: NA values may result where no student course session was reported for the engagement in the academic year, a qualification aim could not be mapped from the previous academic year, and no qualification has been awarded.

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
PHD	PhD and MPhil	COURSEAIM in (D00, D01, L00)
OTHL7_Q_R	Other Level 7 research-based qualification	COURSEAIM in (L80, L99)
MASTER	Masters'	COURSEAIM in (M00, M01, M02, M10, M11, M16, M50)
PGCE	PGCE and other postgraduate initial teacher training (ITT)	COURSEAIM in (H71, M71)
DTLLS_PG	Postgraduate diploma in teaching in the lifelong learning sector	COURSEAIM = M79
PGCERT	Postgraduate certificate	COURSEAIM = M44
PGDIP	Postgraduate diploma	COURSEAIM = M41
PROCONGRAD	Professional, conversion and other graduate entry programmes	COURSEAIM in (H50, H60, H61, H62, H72, H78, H81, H88, I71, I72, I73, I81, I60, I61)
PGUNSPEC	Unspecified postgraduate courses	COURSEAIM = M99
ENHANCED	Enhanced first degree (or integrated masters)	COURSEAIM in (H22, M22, M26, M28)
MEDVETDENT	Pre-registration first degree with honours leading towards obtaining eligibility to register to practise with the General Medical Council, General Dentistry Council (as a dentist) or the Royal College of Veterinary Surgeons	COURSEAIM in (I16, H16) and (REGBODY in (01, 14, 30) or REGBODY1 in (01, 14, 30) or REGBODY2 in (01, 14, 30) or (is_dentistry = 1 and (REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02)))
FIRST	First degree	COURSEAIM in (H00, H11, H12, H18, H23, H24, I00, I11, I12) or (COURSEAIM in (I16, H16) and not above)
CTLLS	Certificate in teaching in the lifelong learning sector	COURSEAIM = C78
DET	Diploma in Education and Training	COURSEAIM = I78

Value	Description	Definition
DIPHE	Diploma of Higher Education (DipHE)	COURSEAIM in (J20, J26)
DTLLS	Diploma in teaching in the lifelong learning sector	COURSEAIM in (H79, I79)
FOUDEG	Foundation degree	COURSEAIM in (J10, J16)
HIGHCERT	Higher certificate	COURSEAIM = C20
HNC	Higher national certificate	COURSEAIM = C30
HND	Higher national diploma	COURSEAIM = J30
PTLLS	Preparing to teach in the lifelong learning sector	COURSEAIM = C77
OTHL[X]_Q	Other Level X qualification, where X is the level indicated by numeric_academic_level	COURSEAIM in (C13, C41, C42, C43, C80, I70, I74, I76, I80, J13, J41, J42, J43, J45, J76, J80, H13, H41, H42, H43, H70, H76, H80, M13, M40, M42, M43, M45, M70, M72, M73, M76, M78, M80, M86, M88, E00, E13, E40, E43)
OTHL[X]_U	Other Level X unit, where X is the level indicated by numeric_academic_level	COURSEAIM in (C90, I90, I91, J90, H90, H91, L90, L91, M90, M91, D90, E90)
UGUNSPEC	Unspecified undergraduate courses	COURSEAIM in (C99, H99, I99, J99)
FE	Further education course	COURSEAIM in (Pxx, Qxx, Rxx, Sxx, Xxx) where xx is any valid numeric code
NA	Course aim does not apply	COURSEAIM = Z99

Note: NA will only apply for 2018-19 and before (base_academic_year less than or equal to 2018). Z99 has been removed as a valid COURSEAIM for 2019-20 onwards.

student_data_collection = ILR

Value	Description	Definition
PHD	PhD and MPhil	LEARNAIMREFTYPE in (1411, 1412) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
HIGHER	Higher degree	Provider specific override
MASTER	Masters'	LEARNAIMREFTYPE in (0393, 1410, 1463, 1464, 2001, 9101, 9109, 9114, E008) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))

Value	Description	Definition
PGCE	PGCE and other postgraduate initial teacher training (ITT)	LEARNAIMREFTYPE in (6004, 9103, 9115) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
PGCERT	Postgraduate certificate	LEARNAIMREFTYPE = 0065 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
PGDIP	Postgraduate diploma	LEARNAIMREFTYPE in (0125, 0126) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
ENHANCED	Enhanced first degree (or integrated masters')	LEARNAIMREFTYPE = 6003 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
MEDVETDENT	Pre-registration first degree with honours leading towards obtaining eligibility to register to practise with the General Medical Council, General Dentistry Council (as a dentist) or the Royal College of Veterinary Surgeons	LEARNAIMREFTYPE = 9013
FIRST	First degree	LEARNAIMREFTYPE in (0394, 1406, 1407, 1408, 1409, 1462, 6002, 9000, 9002, 9009, 9107, E007) and LEARNAIMREF ≠ 00241018 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
CERTED	CertEd	LEARNAIMREFTYPE in (1465, 1466, 9111) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))

Value	Description	Definition
CET	Certificate in Education and Training	LEARNAIMREFTYPE = 1457 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
CTLLS	Certificate in teaching in the lifelong learning sector	LEARNAIMREFTYPE = 1451 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
DET	Diploma in Education and Training	(LEARNAIMREFTYPE in (1458, 1459) or LEARNAIMREF in (60102548, 60104624, 60104636, 60105185, 6010580X, 60112281, 60114629,60116225, 60123837, 60124453, 60125032, 6012717X, 60132644, 60153507, 60161991, 60179752, 60181229, 60305757)) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
DIPHE	DipHE	LEARNAIMREFTYPE = 9112 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
DTLLS	Diploma in teaching in the lifelong learning sector	LEARNAIMREFTYPE = 1449 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
FOUDEG	Foundation degree	LEARNAIMREFTYPE = 9110 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
HIGHCERT	Higher certificate	LEARNAIMREFTYPE = 0084 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))

Value	Description	Definition
HNC	Higher National Certificate	LEARNAIMREFTYPE = 0031 and LEARNAIMREF not in (00304787, 00304789) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
HND	Higher National Diploma	LEARNAIMREFTYPE in (0032, 1454) and LEARNAIMREF not in (00304787, 00304789) and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
PTLLS	Preparing to teach in the lifelong learning sector	LEARNAIMREFTYPE = 1450 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
UNICERT	University certificate	LEARNAIMREFTYPE = 9001 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
FDBC	Foundation degree bridging course	LEARNAIMREFTYPE in (6001, 9113) and LEARNAIMREF ≠ 00301548 and (NOTIONALNVQLEVELV2 in (4, 5, 6, 7, 8, H) or NVQ_LV in (4, 5, H))
OTHL[X]_CC	Other Level X class code, where X is the level as indicated by NOTIONALNVQLEVELV2	(base_academic_year ≥ 2013 and NOTIONALNVQLEVELV2 = X and UNITTYPE = CLASS CODE) or (base_academic_year < 2013 and NOTIONALNVQLEVELV2 = X and GENERIC_AIM_CODE = Y)

Value	Description	Definition
OTHL[X]_U	Other Level X unit, where X is the level as indicated by NOTIONALNVQLEVELV2	(base_academic_year ≥ 2013 and NOTIONALNVQLEVELV2 = X and UNITTYPE = UNIT) or (base_academic_year < 2013 and NOTIONALNVQLEVELV2 = X and LEARNAIMREF begins with a letter and LEARNAIMREF not in (Q1050896, Q1050973, Q1051040, Q1052740, Q1052741, Q1054389, Q1054488)) and not above
OTHL[X]_Q	Other Level X qualification, where X is the level as indicated by NOTIONALNVQLEVELV2	(base_academic_year ≥ 2013 and NOTIONALNVQLEVELV2 = X and UNITTYPE = QUALIFICATION)) or (base_academic_year < 2013 and NOTIONALNVQLEVELV2 = X) and not above
OTHHE_CC	Other higher education class code	(base_academic_year ≥ 2013 and UNITTYPE = CLASS CODE and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H)) or (base_academic_year < 2013 and GENERIC_AIM_CODE = Y and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H))

Value	Description	Definition
OTHHE_U	Other higher education unit	(base_academic_year ≥ 2013 and UNITTYPE = UNIT and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H)) or (base_academic_year < 2013 and LEARNAIMREF begins with a letter and LEARNAIMREF not in (Q1050896, Q1050973, Q1051040, Q1052740, Q1052741, Q1054389, Q1054488) and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H)) and not above
OTHHE_Q	Other higher education qualification	(base_academic_year ≥ 2013 and UNITTYPE = QUALIFICATION and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H)) or (base_academic_year < 2013 and (NOTIONALNVQLEVELV2 = H or NVQ_LV = 4, 5, H)) and not above
NA	Not applicable as aim is a programme aim	LEARNAIMREF = ZPROG001
FE	Further education course	Otherwise

Note: LEARNAIMREFTYPE appears as QUAL_TYP in individualised files given to providers.

is_funding_recognised_he (IPOFSFUNDAIM)

student_data_collection = HESASTU or HESASAR or DDB

64. This field is not calculated.

student_data_collection = ILR

65. This field indicates whether a learning aim meets the definition of recognised higher education for OfS funding purposes, as per paragraphs 1-2 of Annex B of 'HESES24 - Higher Education Students Early Statistics Survey 2024-25'.[20]

66. For a full definition of this field please refer to '2024-25 ILR: Classifying learning aims technical document'.[21]

67. The definition of recognised higher education for OfS funding purposes was introduced from the academic year 2018-19. For earlier years, this field indicates where a learning aim would have met this definition.

68. This field is calculated for years 2017-18 onwards.

level_aggregate_1 (IPLEVEL)

This is a key field

69. This field allocates course and qualification aims to a level of study for the base year.

70. For ILR records, learning aims which refer to a class code are categorised as studying for higher education credit rather than a higher education qualification.

Value	Description	Definition
PHD	PhD and MPhil	detailed_level in (PHD, HIGHER)
OPGR	Other postgraduate research	detailed_level = OTHL7_Q_R
PGTM	Postgraduate taught masters'	detailed_level = MASTER
PGCE	PGCE	detailed_level = PGCE
OPGT	Other postgraduate taught	detailed_level in (DTLLS_PG, OTHL7_Q, OTHL8_Q, PGCERT, PGDIP)
PUGD	Degrees including a postgraduate component	detailed_level in (ENHANCED, MEDVETDENT)
PUGO	Other qualifications with a postgraduate component	detailed_level = PROCONGRAD
PGCREDIT	Credit at a postgraduate level	detailed_level in (OTHL7_CC, OTHL8_CC, OTHL7_U, OTHL8_U)
PGUNSPEC	Taught postgraduate-level study with an unspecified qualification aim	detailed_level = PGUNSPEC
DEG	First degree	detailed_level = FIRST

[20] Available at Higher Education Students Early Statistics survey 2024-25 - Office for Students.

[21] Available at 2024-25 ILR data checking tool - Office for Students.

Value	Description	Definition
OUG	Other undergraduate	detailed_level in (CERTED, CET, CTLLS, DET, DIPHE, DTLLS, FOUDEG, HIGHCERT, HNC, HND, OTHL4_Q, OTHL5_Q, OTHL6_Q, OTHHE_Q, PTLLS, UNICERT)
UGCREDIT	Credit at an undergraduate level	detailed_level in (FDBC, OTHL4_CC, OTHL5_CC, OTHL6_CC, OTHL4_U, OTHL5_U, OTHL6_U, OTHHE_CC, OTHHE_U)
UGUNSPEC	Undergraduate-level study with an unspecified qualification aim	detailed_level in (UGUNSPEC)
FE	Further education course	detailed_level = FE
NA	Course aim does not apply	detailed_level = NA

level_aggregate_2 (IPLEVELBROAD)

71. This field allocates course and qualification aims to a broad level of study.

Value	Description	Definition
UG	Undergraduate	level_aggregate_1 in (DEG, OUG, UGCREDIT, UGUNSPEC, PUGD)
PGT	Postgraduate taught level	level_aggregate_1 in (PGTM, PGCE, OPGT, PUGO, PGUNSPEC, PGCREDIT)
PGR	Postgraduate research level	level_aggregate_1 in (PHD, OPGR)
NA	Further education level or otherwise not applicable broad level	Otherwise

z_qlevel_cyc_with_reallocation

72. This field gives the reallocated value of Z_QLEVEL_CYC. Values are reallocated when the student left their studies during this reporting period, but the outcome of the degree was not known at the time that they left. Where applicable, the value of Z_QLEVEL_CYC is taken from the subsequent student return. The previous and subsequent values of the fields mentioned in the table below are identified by the 'instance linking' method described in paragraph 270.

student_data_collection = DDB

Value	Description	Definition
Value of Z_QLEVEL_CYC from subsequent student return	Student left their studies during this reporting period, but the outcome of the degree was not known at the time that they left	RSNENGEND = 98 and subsequent value of Z_QLEVEL_CYC ≠ Z9, BLANK and subsequent value of RSNENGEND = 01
RETURNING_RECORD	The value of Z_QLEVEL_CYC has been re-allocated to a previous record	Z_QLEVEL_CYC ≠ Z9, BLANK and RSNENGEND = 01

Value	Description	Definition
		and previous value of RSNENGEND = 98
Value of Z_QLEVEL_CYC	Otherwise	Otherwise

student_data_collection = HESASTU or HESASAR

73. This field is not calculated.

student_data_collection = ILR

74. This field is not calculated.

is_z_qlevel_cyc_reallocated

75. This field indicates whether Z_QLEVEL_CYC has been reallocated.

student_data_collection = DDB

Value	Description	Definition
1	The record has had a value of Z_QLEVEL_CYC assigned to it from the subsequent student return	Z_QLEVEL_CYC ≠ z_qlevel_cyc_with_reallocation and Z_QLEVEL_CYC ≠ BLANK
-1	The record has had a value of Z_QLEVEL_CYC removed from it	z_qlevel_cyc_with_reallocation = RETURNING_RECORD
0	Otherwise	Otherwise

student_data_collection = HESASTU or HESASAR

76. This field is not calculated.

student_data_collection = ILR

77. This field is not calculated.

numeric_academic_level_awarded (IPAWARDLEVELNUM)

78. This field gives the FHEQ level of study of the qualification awarded to the student during the reporting year according to the sector-recognised standards relating to the OfS's ongoing condition of registration B5 and initial condition B8.[22] This also aligns with FHEQ and NVQ levels.

[22] Available at Regulatory framework for higher education in England - Office for Students.

student_data_collection = DDB

Value	Description	Definition
8	Doctoral degree	z_qlevel_cyc_with_reallocation in (D0003, D0004, D0005, E0000, E0001, E0002, E0003, E0004, E0005, L0000)
7	Masters' degree, postgraduate diplomas, postgraduate certificates	z_qlevel_cyc_with_reallocation in (L0001, L0002, L0003, M0002, M0003, M0004, M0006, M0007, M0008, M0009, M0010, M0011, M0012, M0013, M0015, M0016, M0017, M0018, M0020, M0021, M0022, M0023, M0024)
6	Bachelors' degrees, graduate certificates and diplomas	z_qlevel_cyc_with_reallocation in (H0003, H0004, H0005, H0006, H0007, H0008, H0009, H0010, H0012, H0013, H0014, H0015, H0016, H0018, H0019, H0020, I0001)
5	Foundation degrees, diplomas of higher education and other higher diplomas	z_qlevel_cyc_with_reallocation in (I0002, I0004, I0005, I0006, I0007, I0008, I0009, I0010, I0012, I0013, J0000, J0001, J0002, J0003, J0004, J0005, J0006, J0007, J0010, J0011, J0012)
4	Certificates of higher education	z_qlevel_cyc_with_reallocation in (C0000, C0001, C0002, C0003, C0004, C0005, C0006, C0007, C0008, C0009)
BLANK	No qualification awarded or qualification not applicable to higher education qualifications framework	Otherwise

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
8	Doctoral degree	XQOBTN01 in (D00, D01, D90, E00, E13, E40, E43, E90, L00)
7	Masters' degree, postgraduate diplomas, postgraduate certificates	XQOBTN01 in (L80, L90, L91, M00, M01, M02, M10, M11, M13, M16, M22, M26, M28, M40, M41, M42, M43, M44, M45, M50, M70, M71, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91)
6	Bachelors' degrees, graduate certificates and diplomas	XQOBTN01 in (H00, H11, H12, H13, H16, H18, H22, H23, H24, H41, H42, H43, H50, H60, H61, H62, H70, H71, H72, H76, H78, H79, H80, H81, H88, H90, H91, I00, I11, I12, I16)
5	Foundation degrees, diplomas of higher education and other higher diplomas	XQOBTN01 in (I60, I61, I70, I71, I72, I73, I74, I76, I78, I79, I80, I81, I90, I91, J10, J13, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, J90)
4	Certificates of higher education	XQOBTN01 in (C13, C20, C30, C41, C42, C43, C77, C78, C80, C90)

Value	Description	Definition
BLANK	No qualification awarded or qualification not applicable to higher education qualifications framework	Otherwise

student_data_collection = ILR

79. This field is not calculated.

detailed_level_awarded (IPAWARD_DETAIL)

80. This field allocates the qualification awarded to the student during the reporting year to a level of qualification awarded.

student_data_collection = DDB

Value	Description	Definition
CTLLS	Certificate in teaching in the lifelong learning sector	z_qlevel_cyc_with_reallocation = C0006
DET	Diploma in education and training	z_qlevel_cyc_with_reallocation = I0008
DIPHE	DipHE	z_qlevel_cyc_with_reallocation = J0002
DTLLS	Diploma in teaching in the lifelong learning sector	z_qlevel_cyc_with_reallocation in (H0015, I0009)
DTLLS_PG	Postgraduate diploma in teaching in the lifelong learning sector	z_qlevel_cyc_with_reallocation = M0020
ENHANCED	Enhanced first degree (or integrated masters)	z_qlevel_cyc_with_reallocation in (H0004, M0002)
FIRST	First degree	z_qlevel_cyc_with_reallocation in (H0003, H0005, I0001) and not MEDVETDENT
FOUDEG	Foundation degree	z_qlevel_cyc_with_reallocation in (J0000, J0001)
HIGHCERT	Higher certificate	z_qlevel_cyc_with_reallocation = C0000
HNC	Higher National Certificate	z_qlevel_cyc_with_reallocation = C0001
HND	Higher National Diploma	z_qlevel_cyc_with_reallocation = J0003
MASTER	Masters'	z_qlevel_cyc_with_reallocation in (M0003, M0004, M0006, M0007)
MEDVETDENT	Pre-registration first degree with honours leading towards obtaining eligibility to register to practise with the General Medical Council, General Dentistry Council (as a dentist) or the Royal College of Veterinary Surgeons	z_qlevel_cyc_with_reallocation in (H0003, H0005, I0001) and at least one value of QUALAWARDACCID in (05901, 12001, 05803) where Z_QAWARDHMRK_CYC = 1

Value	Description	Definition
OTHL[X]_Q	Other Level X qualification, where X is the level as indicated by numeric_academic_level_awarded	z_qlevel_cyc_with_reallocation in (C0002, C0003, C0004, C0007, C0009, E0000, E0001, E0002, E0004, H0006, H0007, H0008, H0012, H0019, I0004, J0004, J0005, J0006, J0007, J0010, J0012, M0008, M0010, M0011, M0013, M0015, M0017, M0018, M0021, M0023) or (z_qlevel_cyc_with_reallocation in (H0016, I0010) and PREREQUISITE ≠ 02)
OTHL[X]_U	Other Level X unit, where X is the level as indicated by numeric_academic_level_awarded	z_qlevel_cyc_with_reallocation in (C0008, D0004, E0003, H0018, I0012, J0011, L0002, M0022)
OTHL7_Q_R	Other Level 7 research-based qualification	z_qlevel_cyc_with_reallocation = L0001
PGCE	PGCE and other postgraduate initial teacher training (ITT)	z_qlevel_cyc_with_reallocation in (H0013, M0016)
PGCERT	Postgraduate certificate	z_qlevel_cyc_with_reallocation = M0012
PGDIP	Postgraduate diploma	z_qlevel_cyc_with_reallocation = M0009
PHD	PhD and MPhil	z_qlevel_cyc_with_reallocation in (D0003, L0000)
PROCONGRAD	Professional, conversion and other graduate entry programmes	z_qlevel_cyc_with_reallocation in (H0009, H0010, H0014, I0002, I0005, I0006, I0007) or (z_qlevel_cyc_with_reallocation in (H0016, I0010) and PREREQUISITE = 02)
PTLLS	Preparing to teach in the lifelong learning sector	z_qlevel_cyc_with_reallocation = C0005
NA	No qualification	z_qlevel_cyc_with_reallocation = Z9
FE	Not higher education	z_qlevel_cyc_with_reallocation = P0002

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
CTLLS	Certificate in teaching in the lifelong learning sector	XQOBTN01 = C78
DET	Diploma in education and training	XQOBTN01 = I78
DIPHE	DipHE	XQOBTN01 in (J20, J26)
DTLLS	Diploma in teaching in the lifelong learning sector	XQOBTN01 in (H79, I79)

Value	Description	Definition
DTLLS_PG	Postgraduate diploma in teaching in the lifelong learning sector	XQOBTN01 = M79
ENHANCED	Enhanced first degree (or integrated masters)	XQOBTN01 in (H22, M22, M26, M28)
FIRST	First degree	XQOBTN01 in (H00, H11, H12, H18, H23, H24, I00, I11, I12) or (XQOBTN01 in (I16, H16) and not MEDVETDENT)
FOUDEG	Foundation degree	XQOBTN01 in (J10, J16)
HIGHCERT	Higher certificate	XQOBTN01 = C20
HNC	Higher National Certificate	XQOBTN01 = C30
HND	Higher National Diploma	XQOBTN01 = J30
MASTER	Masters'	XQOBTN01 in (M00, M01, M02, M10, M11, M16, M50)
MEDVETDENT	Pre-registration first degree with honours leading towards obtaining eligibility to register to practise with the General Medical Council, General Dentistry Council (as a dentist) or the Royal College of Veterinary Surgeons	XQOBTN01 in (I16, H16) and (REGBODY in (01, 14, 30) or REGBODY1 in (01, 14, 30) or REGBODY2 in (01, 14, 30) or (is_dentistry = 1 and (REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02)))
OTHL[X]_Q	Other Level X qualification, where X is the level as indicated by numeric_academic_level_awarded	XQOBTN01 in (C13, C41, C42, C43, C80, I70, I74, I76, I80, J13, J41, J42, J43, J45, J76, J80, H13, H41, H42, H43, H70, H76, H80, M13, M40, M42, M43, M45, M70, M72, M73, M76, M78, M80, M86, M88, E00, E13, E40, E43)
OTHL[X]_U	Other Level X unit, where X is the level as indicated by numeric_academic_level_awarded	XQOBTN01 in (C90, I90, I91, J90, H90, H91, L90, L91, M90, M91, D90, E90)
OTHL7_Q_R	Other Level 7 research-based qualification	XQOBTN01 = L80
PGCE	PGCE and other postgraduate initial teacher training (ITT)	XQOBTN01 in (H71, M71)
PGCERT	Postgraduate certificate	XQOBTN01 = M44
PGDIP	Postgraduate diploma	XQOBTN01 = M41
PHD	PhD and MPhil	XQOBTN01 in (D00, D01, L00)

Value	Description	Definition
PROCONGRAD	Professional, conversion and other graduate entry programmes	XQOBTN01 in (H50, H60, H61, H62, H72, H78, H81, H88, I71, I72, I73, I81, I60, I61)
PTLLS	Preparing to teach in the lifelong learning sector	XQOBTN01 = C77
NA	No qualification	XQOBTN01 = ___
FE	Not higher education	Otherwise

student_data_collection = ILR

81. Calculated on the same basis as detailed_level (see paragraph 52).

awarded_level_aggregate_1 (IPAWARDLEVEL)

This is a key field

82. This field allocates the qualification awarded to the student to a level of study for the base year.

83. For ILR records, learning aims which refer to a class code are categorised as awards of higher education credit rather than a higher education qualification.

Value	Description	Definition
PHD	PhD and MPhil	detailed_level_awarded in (PHD, HIGHER)
OPGR	Other postgraduate research	detailed_level_awarded = OTHL7_Q_R
PGTM	Postgraduate taught masters'	detailed_level_awarded = MASTER
PGCE	PGCE	detailed_level_awarded = PGCE
OPGT	Other postgraduate taught	detailed_level_awarded in (DTLLS_PG, OTHL7_Q, OTHL8_Q, PGCERT, PGDIP)
PUGD	Degrees including a postgraduate component	detailed_level_awarded in (ENHANCED, MEDVETDENT)
PUGO	Other qualifications with a postgraduate component	detailed_level_awarded = PROCONGRAD
PGCREDIT	Credit at a postgraduate level	detailed_level_awarded in (OTHL7_CC, OTHL8_CC, OTHL7_U, OTHL8_U)
DEG	First degree	detailed_level_awarded = FIRST
OUG	Other undergraduate	detailed_level_awarded in (CERTED, CET, CTLLS, DET, DIPHE, DTLLS, FOUDEG, HIGHCERT, HND, HNC, PTLLS, UNICERT, OTHL6_Q, OTHL5_Q, OTHL4_Q, OTHHE_Q, UGUNSPEC)

Value	Description	Definition
UGCREDIT	Credit at an undergraduate level	detailed_level_awarded in (FDBC, OTHL4_CC, OTHL5_CC, OTHL6_CC, OTHL4_U, OTHL5_U, OTHL6_U, OTHHE_CC, OTHHE_U)
NA	No qualification	detailed_level_awarded = NA
FE	Not higher education	detailed_level_awarded = FE

awarded_level_aggregate_2 (IPAWARDLEVELBROAD)

84. This field allocates the qualification awarded to the student during the base year to a broad grouping.

Value	Description	Definition
UG	Undergraduate	awarded_level_aggregate_1 in (DEG, OUG, UGCREDIT, PUGD)
PGT	Postgraduate taught level	awarded_level_aggregate_1 in (PGTM, PGCE, OPGT, PUGO, PGCREDIT)
PGR	Postgraduate research level	awarded_level_aggregate_1 in (PHD, OPGR)
NA	Further education level or otherwise not applicable broad level	Otherwise

awarding_body (IPAWARDBOD)

This is a key field

85. This field indicates the UKPRN of the awarding body of the qualification. Provider mergers have been taken into account throughout.

student_data_collection = DDB

Value	Description	Definition
OTHER	Other awarding body	Z_AWARDBOD = 01
NA	Not applicable or not known	Z_AWARDBOD = Z9
Value of Z_AWARDBOD	Value of Z_AWARDBOD	Otherwise

student_data_collection = HESASTU

86. For 2012-13 and later, AWARDBOD has been used to calculate awarding_body. For 2011-12 and before, AWARDBOD did not exist on the HESA Student record and the UKPRN of the registering provider has been used where no other information can be found.

Value	Description	Definition
10022490	Edexcel	(base_academic_year ≥ 2012 and

Value	Description	Definition
		AWARDBOD = 1) or (base_academic_year ≤ 2011 and detailed_level in (HNC, HND))
10038755	Scottish Qualifications Authority (SQA)	base_academic_year ≥ 2012 and AWARDBOD = 2
OTHER	Other awarding body	base_academic_year ≥ 2012 and AWARDBOD in (3, 4)
Value of AWARDBOD	Value of AWARDBOD	base_academic_year ≥ 2012 and not above
Value of UKPRN of the registering provider	UKPRN of the registering provider	base_academic_year ≤ 2011 and not above

87. Where base_academic_year is greater than or equal to 2012 and multiple awarding bodies have been returned, awarding_body is set to a single awarding body as follows. Where the registering provider has been returned as one of the awarding bodies, awarding_body is set to the registering provider. Otherwise, if Edexcel, SQA or another UKPRN has been returned as an awarding body and all other awarding bodies have been assigned as OTHER using the algorithm above, then awarding_body is set to the given awarding body. If after this process awarding_body has not been assigned, it will be set to OTHER.

student_data_collection = HESASAR

88. For 2018-19 and before, this is populated using information previously collected for designated courses. If this information has not been provided, and the value of XDESIG03 has been returned as 2 then this will be supplemented. If detailed_level is set to HND or HNC, awarding_body is set to the UKPRN of Edexcel (10022490), otherwise it will be set to the UKPRN of the registering provider.

89. For 2019-20 onwards, AWARDBOD is used where available.

Value	Description	Definition
10022490	Edexcel	(base_academic_year ≥ 2019 and AWARDBOD = 1) or (base_academic_year ≤ 2018 and

Value	Description	Definition
		XDESIG03 = 2 and detailed_level in (HNC, HND))
10038755	Scottish Qualifications Authority (SQA)	base_academic_year ≥ 2019 and AWARDBOD = 2
Value of AWARDBOD	Value of AWARDBOD	base_academic_year ≥ 2019 and AWARDBOD not in (*BLANK*, 3, 4) and not above
Value of the UKPRN of the registering provider	UKPRN of the registering provider	base_academic_year ≤ 2018 and XDESIG03 = 2 and not above
Value of the UKPRN of the awarding body according to designated courses data	Awarding body according to designated courses data	(base_academic_year ≥ 2019 and AWARDBOD = *BLANK*) or (base_academic_year ≤ 2018 and designated courses data is available) and not above
OTHER	Other awarding body	Otherwise

90. Where base_academic_year is greater than or equal to 2019 and multiple awarding bodies have been returned, awarding_body is set to a single awarding body using the method in paragraph 77.

student_data_collection = ILR

91. This is taken from the Learning Aim Reference Service (LARS) database for each learning aim. 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. Where the awarding body code is listed as MULTI or NONE, awarding_body has been set to OTHER.

is_apprentice (IPAPPRENTICE)

92. This field indicates whether the student is studying on an apprenticeship at any level.

student_data_collection = DDB

Value	Description	Definition
1	The student is studying on an apprenticeship at any level	At least one value of student initiative, STUINITID, in (004, 020) or

Value	Description	Definition
		In the latest student course session, at least one value of course initiative, COURSEINITID, in (004, 020) where (COURSEINITVALIDFROM < SCSENDDATE or SCSENDDATE = *BLANK*) and (COURSEINITVALIDTO ≥ SCSSTARTDATE or COURSEINITVALIDTO = *BLANK*)
0	The student is not studying on an apprenticeship	Otherwise

student_data_collection = HESASTU

93. This field is calculated for years 2012-13 onwards. For earlier years is_apprentice is set to 0.

Value	Description	Definition
1	The student is studying on an apprenticeship at any level	base_academic_year ≥ 2012 and ((base_academic_year ≤ 2018 and PROGTYPE in (02, 03, 10, 20, 21, 22, 23, 25)) or INITIATIVES1 in (K, X, Z) or INITIATIVES2 in (K, X, Z) or INITIATIVES3 in (K, X, Z))
0	The student is not studying on an apprenticeship	Otherwise

student_data_collection = HESASAR

94. This field is calculated for years 2016-17 onwards. For earlier years is_apprentice is set to 0.

Value	Description	Definition
1	The student is studying on an apprenticeship at any level	base_academic_year ≥ 2016 and (INITIATIVES1 = K or INITIATIVES2 = K or INITIATIVES3 = K
0	The student is not studying on an apprenticeship	Otherwise

student_data_collection = ILR

95. This field is calculated for years 2011-12 onwards. For earlier years is_apprentice is set to 0.

Value	Description	Definition
1	The student is studying on an apprenticeship at any level	base_academic_year ≥ 2011 and PROGTYPE in (2, 3, 10, 20, 21, 22, 23, 25)
0	The student is not studying on an apprenticeship	Otherwise

is_htq (IPHTQ)

This is a key field

96. This field indicates whether the student is studying for a higher technical qualification (HTQ).

student_data_collection = DDB

Value	Description	Definition
1	The student is studying on a course categorised as a higher technical qualification	In the latest student course session, at least one value of course initiative, COURSEINITID = 035, where (COURSEINITVALIDFROM < SCSENDDATE or SCSENDDATE = *BLANK*) and (COURSEINITVALIDTO >= SCSSTARTDATE or COURSEINITVALIDTO = *BLANK*)
0	The student is not studying on a course categorised as a higher technical qualification	Otherwise

Note: COURSEINITID = 035 was added as valid value for the 2023-24 Student return. For 2022-23, this field will be set to 0.

student_data_collection - HESASTU or HESASAR

97. This field is set to 0.

student_data_collection = ILR

98. This field is calculated for years 2022-23 onwards. For earlier years is_htq is set to 0.

Value	Description	Definition
1	The student is studying on a course categorised as a higher technical qualification	Student is studying on a learning aim where LearningDeliveryCategory = 55 at the point when the student started on the learning aim (based on OrigLearnStartDate, or

Value	Description	Definition
		engagement_start_date if OrigLearnStartDate is BLANK).
0	The student is not studying on a course categorised as a higher technical qualification	Otherwise

expected_course_length (IPCRSELGTH)

99. This field contains the number of years that the qualification aim is expected to last. Expected course lengths greater than a whole number of years and two weeks are rounded up to the nearest whole number of years, except where the expected course length is less than 24 weeks in total – such expected course lengths are rounded down to zero. For example, an expected course length that is one year and three weeks will be rounded up to two years. An expected course length of 23 weeks will be rounded down to zero. Expected course lengths less than a whole number of years and two weeks are rounded down to the nearest whole number of years. For example, an expected course length that is one year and one week will be rounded down to one year.

student_data_collection = DDB

100. The expected course length is the value of Z_EXPECTOLENDAY. This expected length is rounded to a whole number of years, as described above, to give the value of expected_course_length.

student_data_collection = HESASTU or HESASAR

101. The expected course length is calculated from UNITLGTH and SPLENGTH. If UNITLGTH is nine or blank or SPLENGTH is blank then expected_course_length is blank. If UNITLGTH = 1 then SPLENGTH is the expected length in years so expected_course_length is set as SPLENGTH. Otherwise, SPLENGTH gives the expected length in months, weeks, days or hours and this expected length is rounded to a whole number of years, as described above, to give the value of expected_course_length.

student_data_collection = ILR

102. The expected course length is the difference between engagement_start_date and engagement_planned_end_date. This expected length is rounded to a whole number of years, as described above, to give the value of expected_course_length.

expected_course_length_grouped (IPCRSELGTHGRP)

This is a key field

103. This field groups the expected course length for use in benchmarking.

Value	Description	Definition
<1	Expected course length is less than one year	expected_course_length = 0

Value	Description	Definition
1	Expected course length is one year	expected_course_length = 1
2	Expected course length is two years	expected_course_length = 2
3+	Expected course length is three years or more, or not applicable	Otherwise

days_studied (IPDAYSSTUDIED)

104. This field contains the number of days between the start date in the student's entrant year and the end date of their study. It is calculated for entrant records, identified by entrant_exclusion = 0, and equals the difference between the student's start date (engagement_start_date) and the earliest reported end date (engagement_end_date) across all records associated with the student's instance of study, as determined by linked_engagement_id. Records with linked_engagement_preentrant_row = 1 are excluded from the earliest reported end date calculation. If no end date is available for the student instance, this field is not calculated.

mode_of_study (IPMODE)

105. This field allocates students to a mode of study in the base year.

student_data_collection = DDB

Value	Description	Definition
WUPFT	Writing up (previously full-time)	Z_MODEGRP2 in (01, 02) and Z_STATUSEND = 04 and Z_ACT_CYC = 1
WUPPT	Writing up (previously part-time)	Z_MODEGRP2 = 03 and Z_STATUSEND = 04 and Z_ACT_CYC = 1 and not above
APPR	Apprenticeship	is_apprentice = 1 and Z_MODEGRP2 in (01, 02, 03) and Z_ACT_CYC = 1 and not above
FT	Full-time	Z_MODEGRP2 in (01, 02) and Z_ACT_CYC = 1 and not above
PT	Part-time	Z_MODEGRP2 = 03 and

Value	Description	Definition
		Z_ACT_CYC = 1 and not above
OTH	Other	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
APPR	Apprenticeship	is_apprentice = 1 and XMODE01 in (1, 2, 3)
FT	Full-time	XMODE01 in (1, 2) and not above
PT	Part-time	XMODE01 = 3 and not above
WUPFT	Writing up (previously full-time)	XMODE01 = 4 and MODE = 43 and not above
WUPPT	Writing up (previously part-time)	XMODE01 = 4 and MODE = 44 and not above
OTH	Other	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
APPR	Apprenticeship	is_apprentice = 1 and XMODE02 in (1, 2, 3) and XINACT01 = 0
FT	Full-time	XMODE02 in (1, 2) and XINACT01 = 0 and not above
PT	Part-time	XMODE02 = 3 and XINACT01 = 0 and not above
WUPFT	Writing up (previously full-time)	XMODE02 = 4 and MODE = 43 and

Value	Description	Definition
		XINACT01 = 0 and not above
WUPPT	Writing up (previously part-time)	XMODE02 = 4 and MODE = 44 and XINACT01 = 0 and not above
OTH	Other	Otherwise

student_data_collection = ILR

Value	Description	Definition
APPR	Apprenticeship	is_apprentice = 1
FT	Full-time	MODESTUD in (1, 2) or (MODESTUD in (99, *BLANK*) and (expected_course_length = 1 or (expected_course_length ≥ 1 and ((expected_course_length ≤ 2 and detailed_level in (HIGHER, FIRST, FOUDEG, DIPHE, HND)) or (expected_course_length ≤ 3 and detailed_level in (HIGHER, FIRST)) or (expected_course_length ≤ 4 and detailed_level = ENHANCED))))) and not above
PT	Part-time	Otherwise

linked_engagement_substantive_mode (IPSUBSTMODE)

106. This field allocates the substantive mode of study across an instance. This takes into account all modes present across an instance, up to the latest base year available, and assigns the substantive mode based on the mode most studied. It uses instance linking, described in paragraphs 266-299, to look across all years of an instance.

107. For example, if an instance has mode part-time in 2009-10, part-time in 2010-11 and full-time in 2011-12 then the substantive mode of study would be part-time.

108. Not applicable (NA) is assigned when a substantive mode of study cannot be determined, either because study is split evenly across two or more modes or because the given start/end dates of the instance of study cannot be reconciled with the base year it is recorded in.

Value	Description
FT	Full-time
PT	Part-time
APPR	Apprenticeship
WUP	Writing up
OTH	Other
NA	Not applicable, substantive mode of study cannot be determined

linked_engagement_starting_mode (IPSTARTMODE)

This is a key field

109. This field allocates students to a starting mode of study. The starting mode is calculated based on information from the earliest record associated with the student's instance of study.

110. Instance linking, described in paragraphs 266-299, is used to calculate this field. linked_engagement_starting_mode is calculated for each instance of study by applying the algorithms described in the following paragraphs to the earliest record associated with the instance. The earliest record is defined as the record found in the earliest available year of data after excluding records with linked_engagement_preentrant_row = 1. All records associated with an instance will have the same value of linked_engagement_id and are assigned the same value of linked_engagement_starting_mode.

111. The earliest year of data used to calculate this field is data from the 2009-10 academic year. For instances that started before the 2009-10 academic year, linked_engagement_starting_mode is based on the earliest information available in 2009-10 or thereafter.

student_data_collection = DDB

112. This field is calculated from the earliest record associated with this instance using the definition below. Writing-up and dormant students are allocated to their previous mode of study.

Value	Description	Definition
APPR	Apprenticeship	is_apprentice = 1 and Z_MODEGRP2 in (01, 02, 03)
FT	Full-time	Z_MODEGRP2 in (01, 02) and not above

Value	Description	Definition
PT	Part-time	Z_MODEGRP2 = 03 and not above
OTH	Other	Otherwise

student_data_collection = HESASTU or HESASAR

113. This field is calculated from the earliest record associated with this instance using the definition below. Writing-up and dormant students are allocated to their previous mode of study.

Value	Description	Definition
APPR	Apprenticeship	is_apprentice = 1 and XQMODE01 in (1, 2)
FT	Full-time	XQMODE01 = 1 and not above
PT	Part-time	XQMODE01 = 2 and not above
OTH	Other	Otherwise

student_data_collection = ILR

114. This field is calculated on the same basis as mode_of_study in paragraph 95 for the earliest record associated with this instance.

115. For ILR records there can be more than one record in the earliest academic year of the instance. In this case priority is given to the record with the earliest engagement_start_date. If there is more than one record with the earliest engagement_start_date then the following precedence is applied:

- The record with the highest level of study (using numeric_academic_level) is taken.
- If there is more than one record with the highest level of study, the record without an end date is taken (using engagement_end_date).
- If there are still multiple records at the highest level of study, the record with the latest end date is taken (using engagement_end_date).
- If there are still multiple records at the highest level of study and the same end dates, the mode of study (mode_of_study) is taken into account. Records are prioritised in the following order:
  - Apprentice (mode_of_study = APPR).
  - Full-time (mode_of_study = FT).
  - Part-time (mode_of_study = PT).

linked_engagement_has_foundation_year (IPFOUNDYEAR)

This is a key field

116. This field indicates whether the instance of study contains a foundation year of study.

117. A record with a foundation year flag indicates that a foundation year of study occurred somewhere within the student's instance of study. This is calculated by using instance linking, described in paragraphs 266-299.

118. Note that if a part of an instance is not at first degree level nor containing postgraduate components (level_aggregate_1 in DEG, PUGD) it will not contain a foundation year flag, even if another part of the instance has a foundation year flag.

Value	Description
1	The student has at least one instance of a foundation year of study
0	Otherwise

student_data_collection = DDB, HESASTU or HESASAR

119. For the DDB's Student record and legacy Student and Student Alternative data collections, instances are flagged where the student is on a full-time or apprenticeship mode of study aiming for a first degree or a degree with postgraduate components (mode_of_study = FT or APPR and level_aggregate_1 = DEG or PUGD) and either:

    - the instance contains a year of study where the year of programme has been returned as zero (YEARPRG = 0) and linked_engagement_preentrant_row = 0

    - the instance contains a year of study where the year of programme has been returned as one (YEARPRG = 1), the course title contains a reference to a foundation year and linked_engagement_preentrant_row = 0.

student_data_collection = ILR

120. For ILR data, instances are flagged where the student is on a full-time or apprenticeship mode of study aiming for a first degree or a degree with postgraduate components (mode_of_study = FT or APPR and level_aggregate_1 = DEG or PUGD), the name of the learning aim contains a reference to a foundation year and linked_engagement_preentrant_row = 0.

is_sandwich_year (IPSANDWICH)

This is a key field

121. This field indicates whether the student is on a sandwich placement year.

student_data_collection = DDB

Value	Description	Definition
1	Student is on a sandwich placement year	PLACEMENT in (01, 02)
0	Student is not on a sandwich placement year	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
1	Student is on a sandwich placement year	XMODE01 = 2 and SPECFEE = 1
0	Student is not on a sandwich placement year	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
1	Student is on a sandwich placement year	XMODE02 = 2 and XINACT01 = 0 and location_of_study = D
0	Student is not on a sandwich placement year	Otherwise

student_data_collection = ILR

Value	Description	Definition
1	Student is on a sandwich placement year	MODESTUD = 2
0	Student is not on a sandwich placement year	Otherwise

jacs_code (IPJACS)

122. This field shows the full four-digit Joint Academic Coding System (JACS) code that has been assigned to the student's programme of study.

student_data_collection = DDB

123. This field is not calculated due to the replacement of JACS with the Higher Education Classification of Subjects (HECoS) - see hecos_code.

student_data_collection = HESASTU or HESASAR

124. Jacs_code is equal to XJACS01 for 2018-19 and before (base_academic_year ≤ 2018). It is blank for 2019-20 onwards due to the replacement of JACS with the Higher Education Classification of Subjects (HECoS) - see hecos_code.

student_data_collection = ILR

125. The Learn Direct Class System (LDCS) codes used to identify subject areas of study for students returned to the ILR (using fields LDCS_CO1, LDCS_CO2, LDCS_CO3) have been mapped to full four-digit JACS codes. For details of this mapping, see the 'Subject code

mappings' document.[23] This field is only calculated for 2023-24 and before (base_academic_year ≤ 2023), as in 2024-25 HECoS has replaced LDCS codes. See hecos_code.

hecos_code (IPHECOS)

126. This field shows the full six-digit Higher Education Classification of Subjects (HECoS) code that has been assigned to the student's programme of study.

student_data_collection = DDB

127. Hecos_code is equal to Z_SUBJHECOS, which records the latest HECoS subject information for the engagement based on the latest student course session.

student_data_collection = HESASTU or HESASAR

128. Hecos_code is equal to XHECOS for 2019-20 onwards (base_academic_year ≥ 2019). It is not calculated for 2018-19 and before.

student_data_collection = ILR

129. This field is not calculated for 2023-24 and before (base_academic_year ≤ 2023).

130. For 2024-25 and later (base_academic_year ≥ 2024), hecos_code is equal to the HECoS code(s) as recorded in the HECoS collection (as submitted to DfE)[24] for this combination of learning aim and campus identifier. Where a campus identifier has not been returned, we have linked based solely on learning aim. Where an aim was not submitted in this collection, we instead take the HECoS code(s) from the LARS database. Where neither the HECoS collection nor the LARS database contains HECoS code(s) for this learning aim, we instead assign the HECoS code 101274 (general studies).

cah2_group (IPSBJ_CAH2)

This is a key field

131. The subject categorisations are based on level 2 of the Common Aggregation Hierarchy (CAH2). For cah2_group, the current version of the Common Aggregation Hierarchy is used. This field shows which of the CAH2 codes the jacs_code or hecos_code code maps to. Where we cannot map to a subject, we set cah2_group = CAH23-01. The mapping of JACS and HECoS codes to the Common Aggregation Hierarchy codes can be found on the HESA website.[25]

[23] See 'Subject code mappings for constructing student outcome and experience indicators' available at Description and definition of student outcome and experience measures - Office for Students.

[24] See Further education and training providers community - HECoS Collection is now live for OfS providers

[25] See 'Download the Common Aggregation Hierarchy (version 1.3.4)' available at Hecos Archive | HESA.

student_data_collection = ILR

132. For 2024-25 and later (base_academic_year ≥ 2024), where HECoS codes are available, these are mapped directly to CAH2 codes, as described above, and where HECoS codes are not available, we set cah2_group = CAH23-01. For 2023-24 and before (base_academic_year ≤ 2023), where LDCS codes are not available, Sector Subject Areas have been mapped directly to CAH2 codes. For details of this mapping, see the 'Subject code mappings' document.[26] Where LDCS codes are available, these are mapped to CAH2 codes through first mapping to jacs_code and then mapping from JACS to CAH, as described above.

cah2_group_name (IPSBJ_CAH2_NAME)

133. This contains the name of the CAH2 category. For example, this field will contain 'Physics and astronomy' where cah2_group is equal to CAH07-01.

cah3_group (IPSBJ_CAH3)

134. This field shows which of the Common Aggregation Hierarchy level 3 (CAH3) codes the jacs_code or hecos_code code maps to, using the current version of the Common Aggregation Hierarchy. Where we cannot map to a subject, we set cah3_group to CAH23-01-01. The mapping of JACS and HECoS codes to the Common Aggregation Hierarchy codes can be found on the HESA website.[27]

cah3_group_name (IPSBJ_CAH3_NAME)

135. This contains the name of the CAH3 category. For example, this field will contain 'Physics' where cah3_group is equal to CAH07-01-01.

cah1_group (IPSBJ_CAH1)

136. This field shows which of the Common Aggregation Hierarchy level 1 (CAH1) codes the cah2_group code maps to, for use in benchmarking.

cah1_group_name (IPSBJ_CAH1_NAME)

137. This contains the name of the CAH1 category. For example, this field will contain 'Physical sciences' where cah1_group is equal to CAH07.

broad_subject_group (IPSBJ_BROAD)

138. This field assigns the subject of study to a broad grouping, for use in benchmarking.

Value	Description	Definition
1	Business and management	cah2_group = CAH17-01

[26] See 'Subject code mappings for constructing student outcome and experience indicators' available at Description and definition of student outcome and experience measures - Office for Students.

[27] See 'Download the Common Aggregation Hierarchy (version 1.3.4)' available at Hecos Archive | HESA.

Value	Description	Definition
2	Design, and creative and performing arts	cah2_group in (CAH25-01, CAH25-02)
3	Education and teaching	cah2_group = CAH22-01
4	Engineering, technology and computing	cah2_group in (CAH10-01, CAH10-03, CAH11-01)
5	Humanities and languages	cah2_group in (CAH19-01, CAH19-02, CAH19-04, CAH20-01, CAH20-02, CAH23-01, CAH24-01)
6	Law and social sciences	cah2_group in (CAH15-01, CAH15-02, CAH15-03, CAH15-04, CAH16-01)
7	Medicine, dentistry and veterinary sciences	cah2_group in (CAH01-01, CAH05-01)
8	Natural and built environment	cah2_group in (CAH06-01, CAH13-01, CAH26-01)
9	Natural and mathematical sciences	cah2_group in (CAH03-01, CAH03-02, CAH07-01, CAH07-02, CAH07-04, CAH09-01)
10	Nursing, allied health and psychology	cah2_group in (CAH02-02, CAH02-04, CAH02-05, CAH02-06, CAH04-01)

broad_subject_group_name (IPSBJ_BROAD_NAME)

139. This contains the name of the broad subject grouping. For example, this field will contain 'Natural and mathematical sciences' where broad_subject_group is equal to 9.

fpe (IPFPE)

140. This field shows the nominal full person equivalence (FPE) associated with the jacs_code code, or the hecos_code code where possible. The concept of FPE student numbers is defined in full on the HESA website.[28]

student_data_collection = DDB

141. Fpe is equal to Z_SUBJFPE.

student_data_collection = HESASTU or HESASAR

142. Fpe is equal to XFPE01.

student_data_collection = ILR

143. For 2023-24 and before (base_academic_year ≤ 2023), the FPE associated with the jacs_code 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. For records taken from the 2010-11 ILR, HQ_PERS1 (H33), HQ_PERS2 (H34) and HQ_PERS3 (H35) are used instead of PCFLDCS, PCSLDCS and PCTLDCS.

[28] See Definitions: Students | HESA.

144. For 2024-25 and later (base_academic_year ≥ 2024), the FPE associated with the hecos_code code is derived using the percentages returned to the DfE in the 'Higher Education Classification of Subjects return'.[29] Where percentages were not returned to the DfE in this return, we assume an equal split between each value of hecos_code for this learning aim.

cah3_fpe (IPCAH3FPE)

145. This field shows the nominal full person equivalence (FPE) associated with the cah3_group code. It is calculated on the same basis as fpe, but refers to cah3_group level rather than jacs_code or hecos_code level. The concept of FPE student numbers is defined in full on the HESA website.

student_data_collection = DDB

146. Cah3_fpe is calculated using Z_SUBJFPE, which records the latest apportioned FPE associated with each HECoS subject (hecos_code). Z_SUBJFPE is aggregated to give the FPE associated with each CAH3 subject (cah3_group).

student_data_collection = HESASTU or HESASAR

147. Cah3_fpe is equal to XFPE01.

student_data_collection = ILR

148. Cah3_fpe is calculated using fpe, which records the latest apportioned FPE associated with each HECoS subject (hecos_code) or JACS code (jacs_code). Fpe is aggregated to give the FPE associated with each CAH3 subject (cah3_group).

subject_weighting (SUBWT)

149. Subject_weighting is calculated as cah3_fpe divided by 100.

is_intercalating (IPINTERCALATE)

150. This field indicates whether the student is studying on an intercalated year from a medical, dentistry or veterinary course.

student_data_collection = DDB

Value	Description	Definition
1	The year of study is an intercalated year	INTERCALATION = 01 in the latest student course session
0	The year of study is not an intercalated year	Otherwise

[29] See Further education and training providers community - HECoS Collection is now live for OfS providers.

student_data_collection = HESASTU

Value	Description	Definition
1	The year of study is an intercalated year	(base_academic_year ≥ 2013 and INTERCALATE = 01) or (base_academic_year ≤ 2012 and COURSEAIM = H24)
0	The year of study is not an intercalated year	Otherwise

student_data_collection = HESASAR or ILR

151. This field is not calculated.

Calculation of FTE for ILR records

152. The full-time equivalence (FTE) is calculated for each student record. The concept of full-time equivalent student numbers is defined in full on the HESA website.[30] Where STULOAD is available (from either the HESA or ILR returns), this is used as the measure of FTE. However, STULOAD may be absent for ILR records. Where this has occurred, we have implemented the approach of deriving FTE from the student number data published by the OfS. Information on this approach, including a technical description of the algorithms used, can be found on the OfS website.[31]

153. The following fields have been calculated for the purpose of institutional performance measures: student_numbers_title_hours (IPTITLEHRS), student_numbers_title_credits (IPTITLECREDITS), prior_learning_adjustment (IPPRIORLEARNADJ), student_numbers_qualification_hours (IPQUALHOURS), student_numbers_end_date (IPENDDATE), student_numbers_days_studied (IPAYDAYSSTUDIED), student_numbers_average_hours_per_day (IPAVHOURSPERDAY) and student_numbers_hours_per_year (IPHOURSPERAYR). With the exception of prior_learning_adjustment, which is defined below, these fields have been calculated on the same basis as the student numbers technical document. The definitions for these fields can be found in the technical document, where each variable is prefixed by 'SN' rather than 'IP'.

154. All fields related to the calculation of FTE for absent values of STULOAD are only calculated where student_data_collection is equal to ILR.

prior_learning_adjustment (IPPRIORLEARNADJ)

student_data_collection = HESASTU or HESASAR or DDB

155. This field is not calculated.

student_data_collection = ILR

156. The funding adjustment for prior learning, expressed as a decimal value. In years where PRIORLEARNFUNDADJ does not exist, prior_learning_adjustment has been set to 1.

Value	Definition
1	base_academic_year ≥ 2024 and PRIORLEARNFUNDADJ = BLANK
PRIORLEARNFUNDADJ/100	base_academic_year > 2016 and PRIORLEARNFUNDADJ > 0
0	base_academic_year > 2016 and PRIORLEARNFUNDADJ = 0
1	Otherwise

[30] See Definitions: Students | HESA.

[31] See Student numbers for regulatory purposes - Office for Students.

student_load_case (IPSTULOADCASE)

student_data_collection = HESASTU or HESASAR or DDB

157. This field is not calculated.

student_data_collection = ILR

158. This field defines the method used in calculating the FTE.

Value	Description	Definition
0	An existing, non-blank STULOAD value will be used	detailed_level ≠ FE and STULOAD ≠ *BLANK*
1	student_numbers_qualification_hours will be used in calculating FTE	detailed_level ≠ FE and STULOAD = *BLANK* and student_numbers_qualification_hours ≠ MISSING
2	STULOAD will be assigned to 25	detailed_level ≠ FE and STULOAD = *BLANK* and student_numbers_qualification_hours = *BLANK*
3	An existing, non-blank STULOAD value will be used	detailed_level = FE and STULOAD ≠ *BLANK*
4	STULOAD will be assigned to 10	detailed_level = FE and STULOAD = *BLANK*

student_load (IPSTULOAD)

159. This field shows the FTE associated with the student's study.

student_data_collection = DDB

160. student_load is equal to Z_STULOAD_CYC.

student_data_collection = HESASTU

161. student_load is equal to STULOAD.

student_data_collection = HESASAR

162. This field shows the sum of the student's FTE for the reporting period. student_load is equal to XSTULOAD01.

student_data_collection = ILR

Value	Description	Definition
Value of STULOAD	An existing, non-blank STULOAD value exists in the source dataset.	student_load_case in (0, 3)
*(student_numbers_hours_per_year / 540) * 100*	student_numbers_qualification_hours has been used to successfully deduce this record's FTE	student_load_case = 1
25	There is not enough information in student_numbers_qualification_hours to deduce a STULOAD for this higher education record	student_load_case = 2
10	There is not enough information in student_numbers_qualification_hours to deduce a STULOAD for this further education record	student_load_case = 4

Fields used to describe student characteristics

birth_date (IPBIRTHDATE)

163. This field shows the date of birth of the student.

student_data_collection = DDB, HESASTU or HESASAR

164. birth_date is equal to BIRTHDTE.

student_data_collection = ILR

165. birth_date is equal to DATEOFBIRTH. For records taken from the 2010-11 ILR, ST_DOB (L11) is used instead of DATEOFBIRTH.

engagement_starting_age (IPSTARTAGE)

This is a key field

166. This field contains the age of a student (based on birth_date) at 31 August in the academic year they commence their studies. Where birth_date is missing, engagement_starting_age is set to 99.

engagement_starting_age_group (IPSTARTAGEBAND)

This is a key field

167. This field indicates the age category of the student at 31 August in the academic year they commence their studies.

Value	Description	Definition
U	Unknown	birth_date = *BLANK* or Year of birth_date = 9999 or engagement_starting_age < 10
U21	Under 21 years on entry	engagement_starting_age < 21 and not above
21_25	21 to 25 years on entry	engagement_starting_age ≥ 21 and engagement_starting_age < 26
26_30	26 to 30 years on entry	engagement_starting_age ≥ 26 and engagement_starting_age < 31
31_40	31 to 40 years on entry	engagement_starting_age ≥ 31 and engagement_starting_age < 41

Value	Description	Definition
41_50	41 to 50 years on entry	engagement_starting_age ≥ 41 and engagement_starting_age < 51
51+	51 years and over on entry	Otherwise

student_sex (IPSEX)

This is a key field

168. This field indicates the sex of the student.

student_data_collection = DDB

169. For records where base_academic_year = 2022, if SEXID was returned as either blank or 99, we carry forward the value of student_sex calculated in 2021-22 (base_academic_year = 2021) for the same instance. This is calculated by using instance linking, described in paragraphs 266-299.

170. Note that code 12 should only be used for a third sex that is legally recognised by another country - this will recognise the scenarios where, for example, an international student/staff member has a legal sex other than male or female.

Value	Description	Definition
2	Female	SEXID = 10
1	Male	SEXID = 11
9	Other sex	SEXID = 12
0	Unknown	SEXID in (96, 99)

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
1	Male	SEXID = 1
2	Female	SEXID = 2
9	Other sex	Otherwise

Note: For records taken from the 2011-12 HESA Student record and earlier, GENDER is used instead of SEXID.

student_data_collection = ILR

Value	Description	Definition
1	Male	SEX = M
2	Female	SEX = F
9	Other sex	Otherwise

Note: For records taken from the 2010-11 ILR, ST_SEX (L13) is used instead of SEX.

unimputed_student_sex (IPSEXRAW)

student_data_collection = DDB

171. For records where base_academic_year = 2022 and student_sex is carried forward from where base_academic_year = 2021 for the same instance, the value of student_sex calculated with the 2022-23 data is recorded as unimputed_student_sex.

student_data_collection = HESASTU, HESASAR or ILR

172. This field is not calculated.

reported_disability_type (IPDISABLETYPE)

This is a key field

173. This field indicates the type of disability the student has reported.

student_data_collection = DDB

Value	Description	Definition
COG	The student has cognitive or learning difficulties	Z_DISABILITYGRP1 = 05
MH	The student has a mental health condition	Z_DISABILITYGRP1 = 07
MULTI	The student has multiple or other impairments	Z_DISABILITYGRP1 in (04, 10, 11)
NONE	The student has no disability reported or an unknown disability type	Z_DISABILITYGRP1 in (01, Z9)
PHY	The student has a sensory, medical or physical impairment	Z_DISABILITYGRP1 in (02, 03, 06, 08)
SOC	The student has a social or communication impairment	Z_DISABILITYGRP1 = 09

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
COG	The student has cognitive or learning difficulties	DISABLE in (11, 51)
MH	The student has a mental health condition	DISABLE in (06, 55)
MULTI	The student has multiple or other impairments	DISABLE in (05, 08, 96)
NONE	The student has no disability reported or an unknown disability type	DISABLE in (00, 97, 98, 99, *BLANK*)
PHY	The student has a sensory, medical or physical impairment	DISABLE in (02, 03, 04, 07, 54, 56, 57, 58)
SOC	The student has a social or communication impairment	DISABLE in (10, 53)

student_data_collection = ILR

Value	Description	Definition
COG	The student has cognitive or learning difficulties	(base_academic_year ≥ 2015 and LLDDCAT in (3, 10, 11, 12, 13, 94, 96)) or (base_academic_year < 2015 and LLDD_LD in (1, 2, 10, 11, 19, 90, 97) and LLDD_DS in (98, 99, *BLANK*))
MH	The student has a mental health condition	(base_academic_year ≥ 2015 and LLDDCAT = 9) or (base_academic_year < 2015 and LLDD_DS = 7 and LLDD_LD in (98, 99, *BLANK*))
MULTI	The student has multiple or other impairments	(base_academic_year ≥ 2015 and LLDDCAT in (2, 18, 97)) or (base_academic_year < 2015 and LLDD_DS = 90, 97 or (LLDD_DS not in (98, 99, *BLANK*) and LLDD_LD not in (98, 99, *BLANK*)))
NONE	The student has no disability reported or an unknown disability type	(base_academic_year ≥ 2015 and LLDDCAT in (98, 99, *BLANK*)) or (base_academic_year < 2015 and LLDD_DS = 98, 99, *BLANK* and LLDD_LD = 98, 99, *BLANK*)
PHY	The student has a sensory, medical or physical impairment	(base_academic_year ≥ 2015 and LLDDCAT in (4, 5, 6, 7, 16, 93, 95)) or (base_academic_year < 2015 and LLDD_DS in (1, 2, 3, 4, 5, 8, 9) and

Value	Description	Definition
		LLDD_LD in (98, 99, *BLANK*))
SOC	The student has a social or communication impairment	(base_academic_year ≥ 2015 and LLDDCAT in (1, 8, 14, 15, 17)) or (base_academic_year < 2015 and (LLDD_DS in (6, 10) and LLDD_LD in (98, 99, *BLANK*)) or (LLDD_LD = 20 and LLDD_DS in (98, 99, *BLANK*)))

Notes:

- Where the student has multiple types of learning difficulty, disability or health problem, the value of LLDDCAT with an associated value of PRIMARYLLDD = 1 is used.
- Where LLDDType has been returned as LD, LLDD_LD contains the respective value of LLDDCode. Where LLDDType has been returned as DS, LLDD_DS contains the respective value of LLDDCode.
- For records taken from the 2010-11 ILR, ST_DISEF (L15) is used instead of LLDD_DS and ST_LDIFF (L16) is used instead of LLDD_LD.

is_reported_disabled (IPDISABLE)

This is a key field

174. This field indicates whether the student has a disability reported.

student_data_collection = DDB

Value	Description	Definition
Y	Disability reported	Z_DISABILITYMRK = 1
N	No disability reported	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
Y	Disability reported	DISABLE not in (00, 97, 98, 99, *BLANK*)
N	No disability reported	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
Y	Disability reported	DISABLE not in (00, *BLANK*)
N	No disability reported	Otherwise

student_data_collection = ILR

Value	Description	Definition
Y	Disability reported	LLDDHEALTHPROB = 1 or LLDDCAT not in (98, 99, *BLANK*) or LLDD_DS not in (98, 99, *BLANK*) or LLDD_LD not in (98, 99, *BLANK*)
N	No disability reported	Otherwise

Notes:

- LLDDCAT is only used from 2015-16 onwards. Where the student has multiple types of learning difficulty, disability or health problem, the value of LLDDCAT with an associated value of PRIMARYLLDD = 1 is used.
- LLDD_DS and LLDD_LD are only used before 2015-16. Where LLDDType has been returned as LD, LLDD_LD contains the respective value of LLDDCode. Where LLDDType has been returned as DS, LLDD_DS contains the respective value of LLDDCode.
- For records taken from the 2011-12 ILR, LLDDIND is used instead of LLDDHEALTHPROB.
- For records taken from the 2010-11 ILR, ST_DISAB (L14) is used instead of LLDDHEALTHPROB, and ST_DISEF (L15) is used instead of LLDD_DS and ST_LDIFF (L16) is used instead of LLDD_LD.

student_ethnicity (lPETHNICDETAIL)

175. This field indicates the student's ethnicity, split into 16 groups.

student_data_collection = DDB

176. For records where base_academic_year = 2022, if ETHNIC was returned as either blank or 999, we carry forward the value of student_ethnicity calculated in 2021-22 (base_academic_year=2021) for the same instance. This is calculated by using instance linking, described in paragraphs 266-299.

Value	Description	Definition
A_01	Asian – Bangladeshi or Bangladeshi British	ETHNIC = 100
A_02	Asian – Chinese or Chinese British	ETHNIC = 101
A_03	Asian – Indian or Indian British	ETHNIC = 103

Value	Description	Definition
A_04	Asian – Pakistani or Pakistani British	ETHNIC = 104
A_05	Any other Asian background	ETHNIC in (102, 119)
B_01	Black – African or African British	ETHNIC = 120
B_02	Black – Caribbean or Caribbean British	ETHNIC = 121
B_03	Any other Black Background	ETHNIC = 139
M_01	Mixed or multiple ethnic groups – White or White British and Asian or Asian British	ETHNIC = 140
M_02	Mixed or multiple ethnic groups – White or White British and Black African or Black African British	ETHNIC = 141
M_03	Mixed or multiple ethnic groups – White or White British and Black Caribbean or Caribbean British	ETHNIC = 142
M_04	Any other Mixed or Multiple ethnic background	ETHNIC = 159
O_01	Other ethnic group	ETHNIC in (180, 899)
O_02	Gypsy, Roma, Traveller, Irish Traveller, Showman or Showwoman	ETHNIC in (163, 164, 165, 168, 170)
W_04	White	ETHNIC in (160, 161, 162, 166, 167, 169, 179)
U	Refused, Unknown, Prefer not to say or not collected	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
A_01	Asian or Asian British – Bangladeshi	ETHNIC = 33
A_02	Asian or Asian British - Chinese	ETHNIC = 34
A_03	Asian or Asian British - Indian	ETHNIC = 31
A_04	Asian or Asian British - Pakistani	ETHNIC = 32
A_05	Asian or Asian British - other	ETHNIC = 39
B_01	Black or black British - African	ETHNIC = 22
B_02	Black or black British - Caribbean	ETHNIC = 21
B_03	Black or black British - other	ETHNIC = 29
M_01	Mixed - white and Asian	ETHNIC = 43
M_02	Mixed - white and black African	ETHNIC = 42
M_03	Mixed - white and black Caribbean	ETHNIC = 41
M_04	Mixed - other	ETHNIC = 49
O_01	Other ethnic group	ETHNIC in (50, 80)
O_02	Gypsy or Traveller	ETHNIC in (14, 15)
W_04	White	ETHNIC in (10, 11, 12, 13, 16, 19)
U	Refused, unknown or not collected	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
A_01	Asian or Asian British – Bangladeshi	ETHNIC = 33
A_02	Asian or Asian British - Chinese	ETHNIC = 34
A_03	Asian or Asian British - Indian	ETHNIC = 31
A_04	Asian or Asian British - Pakistani	ETHNIC = 32
A_05	Asian or Asian British - other	ETHNIC = 39
B_01	Black or black British - African	ETHNIC = 22
B_02	Black or black British - Caribbean	ETHNIC = 21
B_03	Black or black British - other	ETHNIC = 29
M_01	Mixed - white and Asian	ETHNIC = 43
M_02	Mixed - white and black African	ETHNIC = 42
M_03	Mixed - white and black Caribbean	ETHNIC = 41
M_04	Mixed - other	ETHNIC = 49
O_01	Other ethnic group	ETHNIC in (50, 80)
O_02	Gypsy or Traveller	ETHNIC in (14, 15)
W_04	White	ETHNIC in (10, 11, 12, 13, 19)
U	Refused, unknown or not collected	Otherwise

student_data_collection = ILR

Value	Description	Definition
A_01	Asian or Asian British - Bangladeshi	ETHNICITY in (11, 41)
A_02	Asian or Asian British - Chinese	ETHNICITY in (18, 42)
A_03	Asian or Asian British - Indian	ETHNICITY in (12, 39)
A_04	Asian or Asian British - Pakistani	ETHNICITY in (13, 40)
A_05	Asian or Asian British - other	ETHNICITY in (14, 43)
B_01	Black or black British - African	ETHNICITY in (15, 44)
B_02	Black or black British - Caribbean	ETHNICITY in (16, 45)
B_03	Black or black British - other	ETHNICITY in (17, 46)
M_01	Mixed - white and Asian	ETHNICITY in (19, 37)
M_02	Mixed - white and black African	ETHNICITY in (20, 36)
M_03	Mixed - white and black Caribbean	ETHNICITY in (21, 35)
M_04	Mixed - other	ETHNICITY in (22, 38)
O_01	Other ethnic group	ETHNICITY in (47, 98)
O_02	Gypsy or Traveller	ETHNICITY = 33
W_04	White	ETHNICITY in (23, 24, 25, 31, 32, 34)
U	Refused or unknown	Otherwise

Note: For records taken from the 2010-11 ILR, ST_ETHNI (L12) is used instead of ETHNICITY.

unimputed_student_ethnicity (IPETHNICDETAILRAW)

student_data_collection = DDB

177. For records where base_academic_year = 2022 and student_ethnicity is carried forward from where base_academic_year = 2021 for the same instance, the value of student_ethnicity calculated with the 2022-23 data is recorded as unimputed_student_ethnicity.

student_data_collection = HESASTU, HESASAR or ILR

178. This field is not calculated.

broad_student_ethnicity (IPETHNIC)

This is a key field

179. This field indicates the student's ethnicity to a broad level.

180. For records where base_academic_year = 2022, if ETHNIC was returned as either blank or 999, we carry forward the value of broad_student_ethnicity calculated in 2021-22 (base_academic_year = 2021) for the same instance. This is calculated by using instance linking, described in paragraphs 266-299.

Value	Description	Definition
A	Asian	student_ethnicity in (A_01, A_02, A_03, A_04, A_05)
B	Black	student_ethnicity in (B_01, B_02, B_03)
M	Mixed	student_ethnicity in (M_01, M_02, M_03, M_04)
O	Other	student_ethnicity in (O_01, O_02)
W	White	student_ethnicity in (W_04)
U	Refused, unknown or not collected	student_ethnicity = U

unimputed_broad_student_ethnicity (IPETHNICRAW)

student_data_collection = DDB

181. For records where base_academic_year = 2022 and broad_student_ethnicity is carried forward from where base_academic_year = 2021 for the same instance, the value of broad_student_ethnicity calculated with the 2022-23 data is recorded as unimputed_broad_student_ethnicity.

student_data_collection = HESASTU, HESASAR or ILR

182. This field is not calculated.

socioeconomic_class_source (IPSECTYPE)

student_data_collection = DDB

183. This field indicates whether the socioeconomic classification of the student is based on the occupation of the student or on the occupation of their parent, depending upon the student's age at the start of their course. socioeconomic_class_source is only applicable for UK-domiciled, full-time or apprenticeship, undergraduate students who applied via UCAS.

184. For records where base_academic_year = 2022, if SEC was returned as either blank or 09, we use the value of SEC returned in 2021-22 (base_academic_year = 2021) for the same instance in the algorithm below. This is calculated by using instance linking, described in paragraphs 266-299.

Value	Description	Definition
M	The student is aged 21+ and is assigned a SEC value based on the student's occupation	SEC ≠ *BLANK* and engagement_starting_age ≥ 21 and UCASSCHEMECODE ≠ *BLANK* and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and mode_of_study in (FT, APPR)
Y	The student is under 21 and is assigned a SEC value based on the parent's occupation	SEC ≠ *BLANK* and 10 ≤ engagement_starting_age < 21 and UCASSCHEMECODE ≠ *BLANK* and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and mode_of_study in (FT, APPR)
NA	The student is not assigned a SEC value	The student is not assigned a SEC value

student_data_collection = HESASTU

185. This field indicates whether the socioeconomic classification of the student is based on the occupation of the student or on the occupation of their parent, depending upon the student's age at the start of their course. socioeconomic_class_source is only applicable for UK-domiciled, full-time or apprenticeship, undergraduate students who applied via UCAS.

186. This field is calculated for years 2015-16 onwards. For earlier years socioeconomic_class_source is blank. To ensure the data is of sufficient quality for its primary applications within the OfS functions related to access and participation, population restrictions for this field have been applied based on the data quality framework.[32]

Value	Description	Definition
M	The student is aged 21+ and is assigned a SEC value based on the student's occupation	base_academic_year ≥ 2015 and SEC ≠ *BLANK* and 21 ≤ engagement_starting_age and UCASAPPID ≠ *BLANK* and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and mode_of_study in (FT, APPR)
Y	The student is under 21 and is assigned a SEC value based on the parent's occupation	base_academic_year ≥ 2015 and SEC ≠ *BLANK* and 10 ≤ engagement_starting_age < 21 and UCASAPPID ≠ *BLANK* and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and mode_of_study in (FT, APPR)
NA	The student is not assigned a SEC value	base_academic_year ≥ 2015 and not above
BLANK	This field is not calculated for this academic year	base_academic_year < 2015

student_data_collection = HESASAR and ILR

187. This field is not calculated.

unimputed_socioeconomic_class_source (IPSECTYPERAW)

student_data_collection = DDB

188. For records where base_academic_year = 2022 and socioeconomic_class_source is calculated with the value of SEC returned in 2021-22, the value of

[32] Available at Differences in student outcomes - further characteristics - Office for Students.

socioeconomic_class_source calculated with the value of SEC returned in 2022-23 is recorded as unimputed_socioeconomic_class_source.

student_data_collection = HESASTU, HESASAR or ILR

189. This field is not calculated.

socioeconomic_class (IPSEC)

This is a key field

190. This field indicates the socioeconomic classification of the student based on the occupation of the student if they are aged 21 or over at the start of their course, or it is based on the occupation of their parent if the student is under 21 at the start of their course. If the parent or guardian is retired or unemployed, this is based on their most recent occupation.

student_data_collection = DDB

191. For records where base_academic_year = 2022, if SEC was returned as either blank or 09, we use the value of SEC returned in 2021-22 (base_academic_year = 2021) for the same instance in the algorithm below, and to calculate socioeconomic_class_source as described in paragraph 173. This is calculated by using instance linking, described in paragraphs 266-299.

Value	Description	Definition
Value of SEC	The student is assigned their SEC value	socioeconomic_class_source in (M, Y)
NA	Not applicable	socioeconomic_class_source = NA

student_data_collection = HESASTU

192. This field is calculated for years 2015-16 onwards. For earlier years socioeconomic_class is blank.

Value	Description	Definition
01	Higher managerial and professional occupations	socioeconomic_class_source in (M, Y) and SEC = 1
02	Lower managerial and professional occupations	socioeconomic_class_source in (M, Y) and SEC = 2
03	Intermediate occupations	socioeconomic_class_source in (M, Y) and SEC = 3

Value	Description	Definition
04	Small employers and own account workers	socioeconomic_class_source in (M, Y) and SEC = 4
05	Lower supervisory and technical occupations	socioeconomic_class_source in (M, Y) and SEC = 5
06	Semi-routine occupations	socioeconomic_class_source in (M, Y) and SEC = 6
07	Routine occupations	socioeconomic_class_source in (M, Y) and SEC = 7
08	Never worked and long-term unemployed	socioeconomic_class_source in (M, Y) and SEC = 8
09	Not classified	socioeconomic_class_source in (M, Y) and SEC = 9
NA	Not applicable	socioeconomic_class_source = NA
BLANK	This field is not calculated for this academic year	socioeconomic_class_source = *BLANK*

student_data_collection = HESASAR or ILR

193. This field is not calculated.

unimputed_socioeconomic_class (IPSECRAW)

student_data_collection = DDB

194. For records where base_academic_year = 2022 and socioeconomic_class is calculated with the value of SEC returned in 2021-22, the value of socioeconomic_class calculated with the value of SEC returned in 2022-23 and unimputed_socioeconomic_class_source is recorded as unimputed_socioeconomic_class.

student_data_collection = HESASTU, HESASAR or ILR

195. This field is not calculated.

parental_education (IPPARED)

student_data_collection = DDB

196. This field indicates whether a student's parents had any higher education qualifications when the student started their studies.

Value	Description	Definition
1	Yes	PARED = 01
2	No	PARED = 02
7	No response given	PARED = 03
8	Not known	PARED = 97
9	Prefer not to say	PARED = 98
NA	Not available	PARED in (*BLANK*, 99)

student_data_collection = HESASTU

197. This field is calculated for years 2012-13 onwards. For earlier years parental_education is blank.

Value	Definition
Value of PARED	base_academic_year ≥ 2012 and PARED ≠ *BLANK*
NA	base_academic_year ≥ 2012 and PARED = *BLANK*
BLANK	base_academic_year < 2012

student_data_collection = HESASAR or ILR

198. This field is not calculated.

is_care_experienced

199. This field indicates whether the student is care experienced. Is_care_experienced is only applicable for UK-domiciled undergraduate students who started their studies in the academic year 2014-15 or later.

200. This field is calculated for years 2014-15 onwards. For earlier years is_care_experienced is blank. To ensure the data is of sufficient quality for its primary applications within the OfS functions related to access and participation, population restrictions for this field have been applied based on the data quality framework.[33]

student_data_collection = DDB

201. For records where base_academic_year = 2022, if Z_CARELEAVER_EP was returned as either blank, Z9 or 99, we use the value of CARELEAVER returned in 2021-22 (base_academic_year = 2021) for the same instance in the algorithm below. This is calculated by using instance linking, described in paragraphs 266-299.

Value	Description	Definition
0	Not care experienced	Z_CARELEAVER_EP in (05, 09) and

[33] Available at Differences in student outcomes - further characteristics - Office for Students.

Value	Description	Definition
		app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
1	Care experienced	Z_CARELEAVER_EP in (01, 02, 03, 04, 06, 07) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
99	Not known	Z_CARELEAVER_EP in (08, 97, 98) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014 and not above
BLANK	Not available	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
0	Not care experienced	CARELEAVER in (05, 09) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
1	Care experienced	CARELEAVER in (02, 03, 04, 06, 07) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
99	Not known	CARELEAVER in (08, 97, 98, 99) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014 and not above
BLANK	Not available	Otherwise

student_data_collection = HESASAR or ILR

202. This field is not calculated.

is_care_experienced_unimputed

Student_data_collection = DDB

203. For records where base_academic_year = 2022 and is_care_experienced is calculated with the value of CARELEAVER returned in 2021-22 for the same instance, the value of is_care_experienced calculated with the 2022-23 data is recorded as is_care_experienced_unimputed.

student_data_collection = HESASTU, HESASAR or ILR

204. This field is not calculated.

care_leaver_status (IPCARELEAVER)

205. This field indicates the detailed care lever status of the student. care_leaver_status is only applicable for UK-domiciled undergraduate students who started their studies in the academic year 2014-15 or later.

206. This field is calculated for years 2014-15 onwards. For earlier years care_leaver_status is blank. To ensure the data is of sufficient quality for its primary applications within the OfS functions related to access and participation, population restrictions for this field have been applied based on the data quality framework.[34]

student_data_collection = DDB

207. For records where base_academic_year = 2022, if Z_CARELEAVER_EP was returned as either blank, Z9 or 99, we use the value of CARELEAVER returned in 2021-22 (base_academic_year = 2021) for the same instance in the algorithm below. This is calculated by using instance linking, described in paragraphs 266 – 299.

Value	Description	Definition
05	Not a care leaver	Z_CARELEAVER_EP in (05, 09) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
99	Not known	Z_CARELEAVER_EP = 97 and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and

[34] Available at Differences in student outcomes - further characteristics - Office for Students.

Value	Description	Definition
		engagement_start_date ≥ 1 August 2014
Value of *Z_CARELEAVER_EP*	Value of Z_CARELEAVER_EP	Z_CARELEAVER_EP not in (*BLANK*, 99, Z9) and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014 and not above
NA	Not available	Otherwise

student_data_collection = HESASTU

Value	Definition
Value of CARELEAVER	base_academic_year ≥ 2014 and CARELEAVER ≠ *BLANK* and app_exclusion_reason = 0 and level_aggregate_1 in (DEG, OUG, PUGD) and engagement_start_date ≥ 1 August 2014
NA	base_academic_year ≥ 2014 and not above
BLANK	base_academic_year < 2014

student_data_collection = HESASAR or ILR

208. This field is not calculated.

care_leaver_status_unimputed (IPCARELEAVERRAW)

student_data_collection = DDB

209. For records where base_academic_year = 2022 and care_leaver_status is calculated with the value of CARELEAVER returned in 2021-22 for the same instance, the value of care_leaver_status calculated with the 2022-23 data is recorded as care_leaver_status_unimputed.

student_data_collection = HESASTU, HESASAR or ILR

210. This field is not calculated.

sexual_orientation (IPSEXORT)

This is a key field

211. This field indicates the student's sexual orientation based on their own self-assessment.

student_data_collection = DDB

Value	Description	Definition
10	Bisexual	SEXORT = 10
11	Gay or lesbian	SEXORT = 11
12	Heterosexual or straight	SEXORT = 12
19	Other sexual orientation	SEXORT = 19
98	Prefer not to say	SEXORT = 98
NA	Not available	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
10	Bisexual	base_academic_year ≥ 2015 and SEXORT = 01
11	Gay or lesbian	base_academic_year ≥ 2015 and SEXORT in (02, 03)
12	Heterosexual or straight	base_academic_year ≥ 2015 and SEXORT = 04
19	Other sexual orientation	base_academic_year ≥ 2015 and SEXORT = 05
98	Prefer not to say	base_academic_year ≥ 2015 and SEXORT = 98
NA	Not available	base_academic_year ≥ 2015 and not above
BLANK	This field is not calculated for this academic year	base_academic_year < 2015

student_data_collection = HESASAR

Value	Description	Definition
10	Bisexual	base_academic_year ≥ 2020 and SEXORT = 01

Value	Description	Definition
11	Gay or lesbian	base_academic_year ≥ 2020 and SEXORT in (02, 03)
12	Heterosexual or straight	base_academic_year ≥ 2020 and SEXORT = 04
19	Other sexual orientation	base_academic_year ≥ 2020 and SEXORT = 05
98	Prefer not to say	base_academic_year ≥ 2020 and SEXORT = 98
NA	Not available	base_academic_year ≥ 2020 and not above
BLANK	This field is not calculated for this academic year	base_academic_year < 2020

ILR

212. This field is not calculated.

home_postcode (IPPOSTCODE)

student_data_collection = DDB

213. This field shows the postcode of the student's permanent or home address prior to entry to the course. home_postcode is equal to PERMADDPOSTCODE.

student_data_collection = HESASTU or HESASAR

214. This field shows the postcode of the student's permanent or home address prior to entry to the course. home_postcode is equal to POSTCODE.

student_data_collection = ILR

215. This field shows the postcode prior to enrolment. home_postcode is equal to POSTCODEPRIOR. For records taken from the 2010-11 ILR, ST_POSTC (L17) is used instead of POSTCODEPRIOR.

home_travel_to_work_area (IPHOMETTWA)

216. This field shows the 2011 travel to work area code in which the student's home postcode is located.

Value	Description	Definition
Travel to work area code of home postcode	Travel to work area of home postcode	is_uk_domiciled = 1 and home_postcode can be mapped to a travel to work area

Value	Description	Definition
UNKNOWN	Travel to work area of home postcode not known	Otherwise

student_domicile (IPDOM)

This is a key field

217. This field indicates whether the student's domicile is a country in the UK, an EU country or elsewhere.

student_data_collection = DDB

218. This field uses the DDB derived field Z_PERMADDPROVGRP4 (for 2024-25 and later) or Z_PERMADDGRP4 (for 2023-24 and before).

Value	Description	Definition
E	England	Z_PERMADDPROVGRP4 = 01 or Z_PERMADDGRP4 = 01
N	Northern Ireland	Z_PERMADDPROVGRP4 = 02 or Z_PERMADDGRP4 = 02
S	Scotland	Z_PERMADDPROVGRP4 = 03 or Z_PERMADDGRP4 = 03
W	Wales	Z_PERMADDPROVGRP4 = 04 or Z_PERMADDGRP4 = 04
EU	European Union	Z_PERMADDPROVGRP4 =06 or Z_PERMADDGRP4 = 06
OTHER	Other international	Z_PERMADDPROVGRP4 =05, 07 or Z_PERMADDGRP4 = 05, 07
UNKNOWN	Unknown domicile	Otherwise

student_data_collection = HESASTU or HESASAR

219. This field uses the HESA derived field XDOMHM01.

Value	Description	Definition
E	England	XDOMHM01 = 1
S	Scotland	XDOMHM01 = 2
W	Wales	XDOMHM01 = 3
N	Northern Ireland	XDOMHM01 = 4
EU	European Union	XDOMHM01 = 6
OTHER	Other international	XDOMHM01 = 5, 7
UNKNOWN	Unknown domicile	Otherwise

student_data_collection = ILR

Value	Description	Definition
E	England	DOMICILE = XF or (DOMICILE in (XJ, XK, GB) and (home_postcode is in England or ((home_postcode = *BLANK* or home_postcode begins ZZ) and provider_country = E))) or (DOMICILE in (ZZ, *BLANK*) and home_postcode is in England)
S	Scotland	DOMICILE = XH or (DOMICILE in (XJ, XK, GB) and (home_postcode is in Scotland or ((home_postcode = *BLANK* or home_postcode begins ZZ) and provider_country = S))) or (DOMICILE in (ZZ, *BLANK*) and home_postcode is in Scotland
W	Wales	DOMICILE = XI or (DOMICILE in (XJ, XK, GB) and (home_postcode is in Wales or ((home_postcode = *BLANK* or home_postcode begins ZZ) and provider_country = W))) or (DOMICILE in (ZZ, *BLANK*) and home_postcode is in Wales)
N	Northern Ireland	DOMICILE = XG or (DOMICILE in (XJ, XK, GB) and (home_postcode is in Northern Ireland or ((home_postcode = *BLANK* or

Value	Description	Definition
		home_postcode begins ZZ) and provider_country = N))) or (DOMICILE in (ZZ, *BLANK*) and home_postcode 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 home_postcode = *BLANK* or home_postcode invalid
OTHER	Other international	Otherwise

Note: For records taken from the 2010-11 ILR, ST_DOMIC (L24) is used and ST_DOMIC = XK is assigned to student_domicile = OTHER. In addition, Croatia (DOMICILE = HR) will only count as student_domicile = EU from 2013-14 onwards.

is_uk_domiciled (IPUKFLAG)

220. This field indicates whether the student's domicile is in the UK.

Value	Description	Definition
1	Student is domiciled in the UK	student_domicile in (E, S, W, N)
0	Student is not known to be domiciled in the UK	Otherwise

adult_he_quintile (IPADULTHEQ)

221. This field shows, for UK-domiciled students only (is_uk_domiciled = 1), the Adult HE 2011 quintile of the student's 2011 Middle Super Output Area (for England and Wales), 2011 Intermediate Zone (for Scotland) or 2011 Super Output Area (for Northern Ireland) on entry. The Adult HE 2011 measure assigns a quintile to an area based on the proportion of adults from that area that held a higher education qualification at the point of the 2011 census. Further detail of the methodology can be found on our website.[35]

222. Values are assigned as one to five, with one being the quintile with the lowest Adult HE rate. Unknown or invalid postcodes are instead set as adult_he_quintile = UNKNOWN. Students not domiciled in the UK are set as adult_he_quintile = NA. Further information about the terminology used in census geography can be found on the Office for National Statistics' website.[36]

[35] Available at About POLAR and Adult HE - Office for Students.

[36] See [ARCHIVED CONTENT] Census geography - Office for National Statistics.

polar4_quintile (IPPOLAR4)

This is a key field

223. This field shows, for UK-domiciled students only (is_uk_domiciled = 1), the young higher education participation rate quintile of the student's 2011 Middle Super Output Area (for England and Wales), 2011 Intermediate Zone (for Scotland) or 2011 Super Output Area (for Northern Ireland) on entry. The Participation of Local Areas (POLAR4) measure is used to assign the quintiles. Further detail of the methodology can be found on our website.[37]

224. Postcodes (home_postcode) are assigned as one to five, with one being the quintile of lowest participation rate. Unknown or invalid postcodes are instead set as polar4_quintile = UNKNOWN. Students not domiciled in the UK are set as polar4_quintile = NA. Further information about the terminology used in census geography can be found on the Office for National Statistics' website.[38]

tundra_msoa_quintile (IPTUNDRALOOKUP)

This is a key field

225. This field shows, for students with a home postcode (home_postcode) in England, the young higher education participation rate quintile of the student's 2011 Middle Super Output Area (MSOA); the Tracking underrepresentation by area (TUNDRA) measure is used. TUNDRA utilises the tracking of state-funded mainstream school pupils in England to calculate the young participation in each MSOA; however, this lookup field is assigned regardless of the state-school status of the record.

226. Postcodes (home_postcode) are assigned as 1 to 5, with 1 being the quintile of lowest participation rate. Students with unknown or invalid home postcodes are attributed tundra_msoa_quintile = UNKNOWN and students whose home postcodes are not in England are attributed tundra_msoa_quintile = NA. Further information about the terminology used in census geography can be found on the Office for National Statistics' website.[39]

home_imd_quintile_by_nation (IPIMDNATION)

This is a key field

[37] Available at About POLAR and Adult HE - Office for Students.

[38] See [ARCHIVED CONTENT] Census geography - Office for National Statistics.

[39] See [ARCHIVED CONTENT] Census geography - Office for National Statistics.

227. This field shows the Index of Multiple Deprivation (IMD) quintile of a student as well as the UK nation whose measure has been used to attribute their quintile. Values take the form as shown below where X is from one to five, one being the quintile of highest deprivation.

228. IMD is a relative measure of deprivation and has been calculated separately for each UK nation. As such, the IMD quintile of a student from one UK nation is not comparable with that of a student from a different UK nation.

Value	Description
E[X]	For students with a home postcode (home_postcode) in England, the English Index of Multiple Deprivation 2025 quintile
W[X]	For students with a home postcode (home_postcode) in Wales, the Welsh Index of Multiple Deprivation 2025 quintile
S[X]	For students with a home postcode (home_postcode) in Scotland, the Scottish Index of Multiple Deprivation 2020 quintile
N[X]	For students with a home postcode (home_postcode) in Ireland, the Northern Ireland Multiple Deprivation Measure 2017 quintile
UNKNOWN	Unknown or invalid home postcode (home_postcode) for students domiciled in the UK
NA	Student is not domiciled in the UK

historic_home_imd_quintile_by_nation (IPIMDHISTORIC)

229. This field uses a superseded version of the Index of Multiple Deprivation measure for one or more devolved administrations. Whilst this field has been provided for context, home_imd_quintile_by_nation should be used in preference to historic_home_imd_quintile_by_nation.

230. Values are one to five, with one being the quintile of highest deprivation.

Value	Description
E[X]	For students with a home postcode (home_postcode) in England, the English Index of Multiple Deprivation 2019 quintile
W[X]	For students with a home postcode (home_postcode) in Wales, the Welsh Index of Multiple Deprivation 2019 quintile
S[X]	For students with a home postcode (home_postcode) in Scotland, the Scottish Index of Multiple Deprivation 2020 quintile
N[X]	For students with a home postcode (home_postcode) in Ireland, the Northern Ireland Multiple Deprivation Measure 2017 quintile
UNKNOWN	Unknown or invalid home postcode (home_postcode) for students domiciled in the UK
NA	Student is not domiciled in the UK

idaci_quintile (IPIDACI)

231. This field shows the 2019 Income Deprivation Affecting Children Index (IDACI) quintile of a student for students with a home postcode (home_postcode) in England. The index is based

on all children aged 0 to 15 living in income deprived families. Further information about the IDACI measure can be found on GOV.UK.[40]

232. Values are assigned as one to five, with one being the quintile of highest deprivation. Students with unknown or invalid home postcodes are attributed idaci_quintile = UNKNOWN and students whose home postcodes are not in England are attributed idaci_quintile = NA. Further information about the terminology used in census geography can be found on the Office for National Statistics' website.[41]

abcs_access_quintile (IPACCABCS), abcs_continuation_quintile (IPCONABCS), abcs_completion_quintile (IPCOMPABCS), abcs_progression_quintile (IPPROGABCS) and abcs_nss_quintile

This is a key field

233. These fields contain the associations between characteristics of students (ABCS) quintiles for access (abcs_access_quintile), continuation (abcs_continuation_quintile), completion (abcs_completion_quintile), progression (abcs_progression_quintile) and NSS (abcs_nss_quintile). The ABCS methodology identifies groups of students by how likely they are to receive a positive outcome in the relevant measure based on a set of student characteristics. More information about ABCS and the student characteristics used can be found on our website.[42]

234. ABCS quintiles for continuation, completion, progression and NSS are calculated separately for full-time and part-time students. For full-time and apprenticeship students (linked_engagement_starting_mode = FT or linked_engagement_starting_mode = APPR), the full-time ABCS grouping is used. For part-time students (linked_engagement_starting_mode = PT), the part-time ABCS grouping is used. Where a student was in the relevant ABCS population, the field will either contain the values 1 to 5, corresponding to the relevant ABCS quintile, or it will contain the value 999 where a student was not able to be linked to a quintile. If a student was not in this population, the field will be blank.

[40] See English indices of deprivation 2019 - GOV.UK.

[41] See [ARCHIVED CONTENT] Census geography - Office for National Statistics

[42] See Associations between characteristics of students - Office for Students.

Fields used to describe the location of study

study_location_postcode (IPLOCPOSTCODE)

235. This field shows the student's location of study postcode.

student_data_collection = DDB

236. For providers in England:

    a. We sum the STUDYPROPORTION of each venue (VENUEID) for which VENUEUKPRN matches the majority teaching provider identified in teaching_ukprn. Where there is more than one student course session associated with the engagement in the academic year, we use RPSTULOAD to weight the summed STUDYPROPORTION across the student course sessions.

237. Then study_location_postcode is set as the postcode of the venue (POSTCODE) with the largest summed STUDYPROPORTION in the academic year. Where there is more than one student course session associated with the engagement in the academic year, this is the sum of the weighted values described above.

238. In the event of a tie between venues with the same summed STUDYPROPORTION, study_location_postcode is set to Unknown.

239. For providers in Scotland, Wales and Northern Ireland:

    a. We sum the STUDYPROPORTION of each venue (VENUEID) associated with the latest student course session in the academic year.

240. Then study_location_postcode is set as the postcode of the venue (POSTCODE) with the largest summed STUDYPROPORTION.

241. In the event of a tie between venues with the same summed STUDYPROPORTION, study_location_postcode is set to Unknown.

student_data_collection = HESASTU

242. Where a student is taught at the registering provider (teaching_ukprn = registering_ukprn), this field shows the postcode of the campus (CAMPID) with which a student's study is associated.

243. Where the student is taught at another provider (teaching_ukprn ≠ registering_ukprn), we decide whether to use the legal or contact postcode (as shown on the UK Register of Learning Providers) of the teaching provider as follows. We consider the distance between term-time postcode (TTPCODE) and the legal and contact postcodes (based on the postcodes associated with UKPRN) across all non-distance learning students for each unique combination of teaching and registering provider in that year. Whichever of the legal and contact postcode has the lowest median distance across these students is used as the location of teaching. For 2020-21 onwards, this is supplemented by data from the delivery organisation and location dataset. Where a delivery organisation (DELORG) matches the teaching provider for a student on a given course, the PCODELOC for that course and

delivery organisation is used. In either of these cases the UKPRN of the teaching provider is equal to teaching_ukprn before teaching_ukprn has been adjusted to take into account mergers involving the provider in question.

244. Where we are unable to find a location of study postcode, study_location_postcode is set to Unknown.

student_data_collection = HESASAR

245. Where a student is taught at the registering provider (teaching_ukprn = registering_ukprn), the following methodology is used. For the 2019-20 HESA Student Alternative record and later, the postcode of the campus (determined by CAMPID) is used where it is available. Where this is unavailable, and in all other years, it shows the postcode of the location (see paragraph 232) in which the course was taught. If neither of these pieces of information are available, the legal postcode associated with the UKPRN of the registering provider (registering_ukprn) is used.

246. For the 2014-15 HESA Student Alternative record data, LOCATION is used for the postcode of the location in which the course was taught. For the 2015-16 HESA Student Alternative record data onwards, the location identifier (LOCATION) associated with the most recent instance period in the year is used.

247. Where the student is taught at another provider (teaching_ukprn ≠ registering_ukprn), the legal postcode of the teaching provider is used (based on the postcode associated with teaching_ukprn). For 2020-21 onwards, this is supplemented by data from the delivery organisation and location dataset. Where a delivery organisation (DELORG) matches the teaching provider for a student on a given course, the PCODELOC for that course and delivery organisation is used. The value of DELORG is matched to the value of teaching_ukprn before teaching_ukprn has been adjusted to take into account mergers involving the provider in question.

248. Where we are unable to find a location of study postcode, study_location_postcode is set to Unknown.

student_data_collection = ILR

249. For the 2015-16 ILR return and later, it shows the value of HEPOSTCODE where it exists and does not begin with ZZ, or DELLOCPOSTCODE otherwise. For the 2010-11 ILR return, it shows QA_PCWRK (A23). For all other years, it shows DELLOCPOSTCODE.

250. Where we are unable to find a location of study postcode, study_location_postcode is set to Unknown.

location_of_study (IPLOCSDY)

251. This field shows the location of study.

student_data_collection = HESASTU

252. location_of_study is equal to LOCSDY.

student_data_collection = HESASAR

253. This field is set to the LOCSDY associated with the most recent active instance period in the year.

student_data_collection = ILR or DDB

254. This field is not calculated.

is_distance_learner (IPDL)

This is a key field

255. This field indicates whether a student is a distance learning student.

student_data_collection = DDB

Value	Description	Definition
1	The student is a distance learning student	Z_DISTANCE = 1
0	The student is not known to be a distance learning student	Otherwise

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
1	The student is a distance learning student	location_of_study in (6, 9)
0	The student is not known to be a distance learning student	Otherwise

student_data_collection = ILR

Value	Description	Definition
1	The student is a distance learning student	study_location_postcode begins ZZ
0	The student is not known to be a distance learning student	Otherwise

study_travel_to_work_area (IPSTUDYTTWA)

256. This field shows the 2011 travel to work area code in which the student's location of study postcode is located. For distance learning students, their home postcode is used instead. For more information on travel to work areas, see the ONS website.[43]

Value	Description	Definition
Value of home_travel_to_work_area	Distance learning student	is_distance_learner = 1

[43] See Census 2021 geographies - Office for National Statistics.

Value	Description	Definition
Travel to work area code of location of study postcode	Travel to work area code of location of study postcode	study_location_postcode can be mapped to a travel to work area and not above
UNKNOWN	Travel to work area of location of study postcode not known	Otherwise

term_time_travel_to_work_area (IPTTPCODETTWA)

257. This field shows the 2011 travel to work area code in which the student's term-time postcode is located.

student_data_collection = DDB or HESASTU

Value	Description	Definition
Travel to work area code of term-time postcode	Travel to work area of term-time postcode	TTPCODE can be mapped to a travel to work area
UNKNOWN	Travel to work area of term-time postcode not known	Otherwise

student_data_collection = HESASAR

258. This field is not calculated.

student_data_collection = ILR

Value	Description	Definition
Travel to work area code of term-time postcode	Travel to work area of term-time postcode	POSTCODE can be mapped to a travel to work area
UNKNOWN	Travel to work area of term-time postcode not known	Otherwise

Note: This field is only defined where student_data_collection = ILR for base years greater than or equal to 2014.

study_location_type (IPSTUDYLOCTYPE)

This is a key field

259. This field indicates the proximity of a student's location of study to their address prior to entry. It also identifies distance learners and accounts for UK and non-UK-domiciled students.

Value	Description	Definition
L_01	The student is UK-domiciled, not a distance learner and their location of study is in the same travel to work area as their address prior to entry	is_uk_domiciled = 1 and home_travel_to_work_area = study_travel_to_work_area and

Value	Description	Definition
		home_travel_to_work_area ≠ UNKNOWN and study_travel_to_work_area ≠ UNKNOWN and is_distance_learner ≠ 1
D_00	The student is a non-UK-domiciled distance learner	is_uk_domiciled = 0 and is_distance_learner = 1 and not above
D_01	The student is a UK-domiciled distance learner	is_uk_domiciled = 1 and is_distance_learner = 1 and not above
M_00	The student is non-UK-domiciled and not a distance learner	is_uk_domiciled = 0 and not above
M_01	The student is UK-domiciled, not a distance learner and their location of study is not in the same travel to work area as their address prior to entry	is_uk_domiciled = 1 and home_travel_to_work_area ≠ study_travel_to_work_area and home_travel_to_work_area ≠ UNKNOWN and study_travel_to_work_area ≠ UNKNOWN and not above
U	Study location type not known	Otherwise

is_commuter (IPCOMMUTE)

260. This field indicates whether a student commutes to their location of study; a commuter is defined as a non-distance learner whose term-time address is not local to their location of study. For students on industrial placements or on a year abroad, it is not known whether the student commutes and this field is set to U.

student_data_collection = DDB

Value	Description	Definition
Y	The student commutes to their location of study	term_time_travel_to_work_area ≠ study_travel_to_work_area and study_travel_to_work_area ≠ UNKNOWN and term_time_travel_to_work_area ≠ UNKNOWN and

Value	Description	Definition
		PLACEMENT ≠ 01 and STUDYABROAD ≠ 01 and is_distance_learner ≠ 1
N	The student does not commute to their location of study	(term_time_travel_to_work_area = study_travel_to_work_area and study_travel_to_work_area ≠ UNKNOWN and term_time_travel_to_work_area ≠ UNKNOWN and PLACEMENT ≠ 01 and STUDYABROAD ≠ 01) or is_distance_learner = 1
U	It is unknown whether the student commutes	Otherwise

student_data_collection = HESASTU or ILR

Value	Description	Definition
Y	The student commutes to their location of study	term_time_travel_to_work_area ≠ study_travel_to_work_area and study_travel_to_work_area ≠ UNKNOWN and term_time_travel_to_work_area ≠ UNKNOWN and location_of_study not in (D, T) and is_distance_learner ≠ 1
N	The student does not commute to their location of study	(term_time_travel_to_work_area = study_travel_to_work_area and study_travel_to_work_area ≠ UNKNOWN and term_time_travel_to_work_area ≠ UNKNOWN and location_of_study not in (D, T)) or is_distance_learner = 1
U	It is unknown whether the student commutes	Otherwise

Note: This field is only defined for base years greater than or equal to 2014.

student_data_collection = HESASAR

261. This field is not calculated.

Fields used to derive populations of students

is_he (OFSHE)

262. This field determines whether a student could be counted as a higher education student for any OfS purpose. It is designed to align the coverage of different student records. The following are excluded:

- students duplicated across different student returns
- incoming exchange students
- students that left within two weeks without any award
- students that are not on a higher education aim
- students on subject knowledge enhancement (SKE) courses
- records in the ILR that are an apprentice standard 'wrapper' programme aim
- ILR records which have been closed to correct an incorrect LEARNPLANENDDATE.

student_data_collection = DDB

Value	Description	Definition
1	Student is counted as a higher education student	level_aggregate_2 ≠ NA and is_duplicate = 0 and INCOMINGEXCHANGE = *BLANK* and (engagement_end_date = *BLANK* or engagement_end_date – engagement_start_date > 14 or awarded_level_aggregate_2 ≠ NA)
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
1	Student is counted as a higher education student	level_aggregate_2 ≠ NA and is_duplicate = 0 and EXCHANGE not in (2, 4, 8, 9, A, G, O) and TTCID not in (E, F) and (engagement_end_date = *BLANK* or

Value	Description	Definition
		engagement_end_date – engagement_start_date > 14 or awarded_level_aggregate_2 ≠ NA)
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
1	Student is counted as a higher education student	level_aggregate_2 ≠ NA and is_duplicate = 0 and EXCHIND ≠ 1 and TTCID ≠ F and (engagement_end_date = *BLANK* or engagement_end_date – engagement_start_date > 14 or awarded_level_aggregate_2 ≠ NA)
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

Note: The EXCHIND associated with the most recent active instance period in the year is used.

student_data_collection = ILR

Value	Description	Definition
1	Student is counted as a higher education student	level_aggregate_2 ≠ NA and LEARNAIMREF ≠ ZPROG001 and is_duplicate = 0 and LEARNDELFAM_SOF1 not in (017, 020) and LEARNDELFAM_SOF2 not in (017, 020) and (engagement_end_date = *BLANK* or engagement_end_date – engagement_start_date > 14 or OUTCOME in (1, 2, 4, 5, 6, 7, 8)) and

Value	Description	Definition
		(base_academic_year < 2013 or (base_academic_year ≥ 2013 and (COMPSTATUS not in (3, 4) or WITHDRAWREASON ≠ 40 or LEARNACTENDDATE ≠ 1 August 20YY)))
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

Note: For records taken from the 2010-11 ILR, QA_FEHE1 (A11A) and QA_FEHE2 (A11B) are used instead of LEARNDELFAM_SOF1 and LEARNDELFAM_SOF2. Incoming Erasmus students are not identifiable within 2013-14 and later ILR records, where 017 and 020 are no longer available for use in LEARNDELFAM_SOF1/2. ILR records with COMPSTATUS = 3 and WITHDRAWREASON = 40 will have the value of COMPSTATUS changed for later years up to and including 2023-24.

he_category (IPHECAT)

This is a key field

263. This field categorises students into key subsets of the higher education population for the purposes of understanding student lifecycle indicators.

student_data_collection = DDB

Value	Description	Definition
1	Student is registered at a UK provider but is mainly studying abroad	is_he = 1 and (COLPROVTYPEID = 02 or Z_PRINONUK = 01)
2	Student is mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	is_he = 1 and level_aggregate_1 in (UGCREDIT, PGCREDIT) and not above
3	Student is mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical	is_he = 1 and (mode_of_study = OTH) and not above
4	Student is mainly studying in the UK and is writing up on a qualification aim	is_he = 1 and mode_of_study in (WUPFT, WUPPT)

Value	Description	Definition
		and not above
5	Student is mainly studying in the UK and is actively studying on a qualification aim	is_he = 1 and not above
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
1	Student is registered at a UK provider but is mainly studying abroad	is_he = 1 and (EXCHANGE = Z or location_of_study = S)
2	Student is mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	is_he = 1 and level_aggregate_1 in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and not above
3	Student is mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical	is_he = 1 and (REDUCEDI = 04 or mode_of_study = OTH) and not above
4	Student is mainly studying in the UK and is writing up on a qualification aim	is_he = 1 and mode_of_study in (WUPFT, WUPPT) and not above
5	Student is mainly studying in the UK and is actively studying on a qualification aim	is_he = 1 and not above
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
1	Student is registered at a UK provider but is mainly studying abroad	is_he = 1 and location_of_study = S

Value	Description	Definition
2	Student is mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	is_he = 1 and level_aggregate_1 in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and not above
3	Student is mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical	is_he = 1 and mode_of_study = OTH and not above
4	Student is mainly studying in the UK and is writing up on a qualification aim	is_he = 1 and mode_of_study in (WUPFT, WUPPT) and not above
5	Student is mainly studying in the UK and is actively studying on a qualification aim	is_he = 1 and not above
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

student_data_collection = ILR

Value	Description	Definition
2	Student is mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	is_he = 1 and level_aggregate_1 in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC)
5	Student is mainly studying in the UK and is actively studying on a qualification aim	is_he = 1 and not above
0	Student is not counted as a higher education student as they are excluded by one of the clauses in paragraph 248	Otherwise

is_duplicate (IPDUP)

264. This field indicates students in the DDB's Student or legacy data collections, or in the ILR, who we believe also exist in another provider's student record. Duplicated records will be discarded from the indicator populations to avoid double counting. A record is flagged as a duplicate if two courses studied by the same student have all of the following information in common:

    - taught at the same provider

- at the same level (for instance HNDs, HNCs, first degrees, foundation degrees, PGCEs or diplomas)
- in the same subject (based on JACS Level 1 subject hierarchy, or CAH1 for records where only HECoS is available)
- of the same mode (using mode_of_study)
- overlapping by a month (or, if one of the courses is less than a month's duration, by an overlap equal to the shortest course's length).

265. Person-based linking is used in order to identify duplicates between providers, as described in paragraphs 263-265.

Value	Definition
1	Student appears to exist in another provider's student record
0	No duplicates found using the criteria listed in paragraph 250.

is_active_at_anniversary (IPACTANN)

266. This field determines whether the student was actively studying at any point in the academic year on or after the anniversary of the day 15 days after their starting date.

student_data_collection = DDB

Value	Description	Definition
1	The student was actively studying in the academic year on or after the anniversary of the day 15 days after their starting date	engagement_start_date < 17 July 20YY+1 and for any student course session in the academic year: (SCSENDDATE ≥ anniversary_plus_15_days or SCSENDDATE = *BLANK*) and ((Z_INACTFROMSCS ≥ anniversary_plus_15_days and Z_INACTFROMSCS > SCSSTARTDATE) or (Z_INACTTOSCS < 31 July 20YY+1 and (Z_INACTTOSCS < SCSENDDATE or SCSENDDATE = *BLANK*)))
0	The student was not actively studying in the academic year on or after the	Otherwise

Value	Description	Definition
	anniversary of the day 15 days after their starting date	

student_data_collection = HESASTU, HESASAR, or ILR

267. This field is not calculated.

is_duplicate_in_academic_year (IPAYDUP)

This is a key field

268. This field determines whether the student record is used in calculations of student headcounts where we count each student's year of programme of study once. It ensures that similar activity is counted in a similar way irrespective of when it occurs. It primarily de-duplicates activity for students on non-standard academic years so that each student record is counted once and only once for each year of programme of study.

student_data_collection = DDB

Value	Description	Definition
1	The student has been recorded with a starting date beyond the current academic year	engagement_start_date > 16 July 20YY+1
1	The student left within 14 days of their starting date without an award, or they had no activity in the academic year more than 14 days after the anniversary of their start date.	(engagement_end_date ≠ *BLANK* and engagement_end_date < 1 August 20YY) or is_active_at_anniversary = 0 or (engagement_end_date ≠ *BLANK* and engagement_end_date ≤ engagement_start_date + 14 and is_he ≠ 1)
0	The student record is used in calculations of student headcounts where we count each student's year of programme of study once	Otherwise

student_data_collection = HESASTU

Value	Description	Definition
1	The student has been recorded with a starting date beyond the current academic year	engagement_start_date > 16 July 20YY+1
1	The student left their course within 14 days of their anniversary or within 14 days of their starting date without an award	engagement_end_date ≠ *BLANK* and (engagement_end_date < 1 August 20YY or ((engagement_end_date < anniversary_plus_15_days or

Value	Description	Definition
		engagement_end_date ≤ engagement_start_date + 14) and (engagement_start_date < 17 July 20YY or is_he ≠ 1 or engagement_end_date > engagement_start_date + 14))) and not above
1	The student is on a non-standard academic year and has suspended studies	engagement_end_date = *BLANK* and TYPEYR in (2, 3, 4, 5) and NOTACT in (1, 2) and not above
0	The student record is used in calculations of student headcounts where we count each student's year of programme of study once	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
1	The student has been recorded with a starting date beyond the current academic year	engagement_start_date > 16 July 20YY+1
1	The student left their course or ended their instance period within 14 days of their anniversary or within 14 days of their starting date without an award	(engagement_end_date ≠ *BLANK* or PERIODEND < anniversary_plus_15_days) and (engagement_end_date < 1 August 20YY or ((engagement_end_date < anniversary_plus_15_days or engagement_end_date ≤ engagement_start_date + 14) and (engagement_start_date < 17 July 20YY or is_he ≠ 1 or engagement_end_date > engagement_start_date + 14))) and not above

Value	Description	Definition
0	The student record is used in calculations of student headcounts where we count each student's year of programme of study once	Otherwise

Note: The PERIODEND associated with the latest active instance period using the same methodology as HESA for XPSR01.[44]

student_data_collection = ILR

Value	Description	Definition
1	The student has been recorded with a starting date beyond the current academic year	engagement_start_date > 16 July 20YY + 1
1	The student left their course within 14 days of their anniversary or within 14 days of their starting date without an award	engagement_end_date ≠ *BLANK* and (engagement_end_date < 1 August 20YY or ((engagement_end_date < anniversary_plus_15_days or engagement_end_date ≤ engagement_start_date + 14) and (engagement_start_date < 17 July 20YY or is_he ≠ 1 or engagement_end_date > engagement_start_date + 14))) and not above
0	The student record is used in calculations of student headcounts where we count each student's year of programme of study once	Otherwise

population_type (IPCONTEXTPOP)

This is a key field

269. This field indicates whether a student should be counted towards contextual information.

270. population_type is calculated once per student at mode and broad level. This means that the following deduplication is applied:

[44] See XPSR01_2.11.1 | HESA.

a. A student is only counted once per registering_ukprn, mode_of_study and level_aggregate_2 for each base_academic_year.

271. If the student appears multiple times at a single combination of mode_of_study and level_aggregate_2, the record with the highest level (according to numeric_academic_level) is prioritised.

272. If there are multiple records at the highest level, the record with the lowest non-zero population_type value is prioritised (population_type = 1 is prioritised over population_type = 2, etc.).

273. If there are still multiple records, the record is chosen consistently by considering identifiers UKPRN, HUSID, SID, LEARNREFNUMBER, AIMSEQNUMBER and NUMHUS alphabetically.

274. A student may fall into multiple populations, for example a student on a one year course could count towards the entrant and qualifier population. To account for this, the contextual population is constructed as follows:

a. For the all student population, values 1, 2, 3 and 4 are used.

275. For the entrant population, values 1 and 2 are used.

276. For the qualifier population, values 1, 3 and 5 are used.

student_data_collection = DDB

Value	Description	Definition
1	The student is counted in the entrant and qualifier contextual populations	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1
2	The student is counted in the entrant contextual population but not the qualifier contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1 and not above
3	The student is counted in the qualifier contextual population but not the entrant contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and not above

Value	Description	Definition
4	The student is counted in the contextual population, but not as a qualifier or entrant	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and not above
5	The student is counted in the qualifier contextual population, but not in the all students or entrant contextual populations	he_category in (1, 2, 3, 4, 5) and awarded_level_aggregate_2 ≠ NA and not above
0	The student is not counted in the contextual population	Not above or Student is not counted towards the contextual population after deduplication (see paragraph 256)

Note: The DDB Student data model requires that PGR students transferring to a new provider as part of a collaborative provision arrangement be treated as entrants to a new engagement at the new provider. The engagement start date, engagement_start_date, must be returned as the date that reporting responsibility transferred to the new provider. Reporting under the legacy HESA data models did not include this requirement for PGR students in these arrangements.[45]

student_data_collection = HESASTU

Value	Description	Definition
1	The student is counted in the all student, entrant and qualifier contextual populations	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and ((engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1) or (COLFROMPROV ≠ *BLANK* and COLFROMDATE ≥ 17 July 20YY and COLFROMDATE < 17 July 20YY+1 and (engagement_end_date = *BLANK* or engagement_end_date – COLFROMDATE > 14 days)))
2	The student is counted in the all student and entrant contextual populations but not the qualifier contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and ((engagement_start_date ≥ 17 July 20YY and

[45] See HESA - Experts in higher education data and analysis.

Value	Description	Definition
		engagement_start_date < 17 July 20YY+1) or (COLFROMPROV ≠ *BLANK* and COLFROMDATE ≥ 17 July 20YY and COLFROMDATE < 17 July 20YY+1 and (engagement_end_date = *BLANK* or engagement_end_date – COLFROMDATE > 14 days))) and not above
3	The student is counted in the all student and qualifier contextual populations but not the entrant contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and not above
4	The student is counted in the all student contextual population, but not in the qualifier or entrant contextual populations	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and not above
5	The student is counted in the qualifier contextual population but not the entrant or all student contextual populations	he_category in (1, 2, 3, 4, 5) and awarded_level_aggregate_2 ≠ NA and not above
0	The student is not counted in the contextual population	Not above or Student is not counted towards the contextual population after deduplication (see paragraph 256)

student_data_collection = HESASAR

Value	Description	Definition
1	The student is counted in the all student, entrant and qualifier contextual populations	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1

Value	Description	Definition
2	The student is counted in the all student and entrant contextual populations but not the qualifier contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1 and not above
3	The student is counted in the all student and qualifier contextual populations but not the entrant contextual population	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and awarded_level_aggregate_2 ≠ NA and not above
4	The student is counted in the all student contextual population, but not in the qualifier or entrant contextual populations	he_category in (1, 2, 5) and is_duplicate_in_academic_year = 0 and not above
5	The student is counted in the qualifier contextual population but not the entrant or all student contextual populations	he_category in (1, 2, 3, 4, 5) and awarded_level_aggregate_2 ≠ NA and not above
0	The student is not counted in the contextual population	Not above or Student is not counted towards the contextual population after deduplication (see paragraph 256)

student_data_collection = ILR

Value	Description	Definition
1	The student is counted in the all student, entrant and qualifier contextual populations	he_category in (2, 5) and is_duplicate_in_academic_year = 0 and engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1 and OUTCOME in (1, 2, 4, 5, 6, 7, 8) and awarded_level_aggregate_2 ≠ NA
2	The student is counted in the all student and entrant contextual populations but not the qualifier contextual population	he_category in (2, 5) and is_duplicate_in_academic_year = 0 and engagement_start_date ≥ 17 July 20YY and

Value	Description	Definition
		engagement_start_date < 17 July 20YY+1 and not above
3	The student is counted in the all student and qualifier contextual populations but not the entrant contextual population	he_category in (2, 5) and is_duplicate_in_academic_year = 0 and OUTCOME in (1, 2, 4, 5, 6, 7, 8) and awarded_level_aggregate_2 ≠ NA and not above
4	The student is counted in the all student contextual population, but not in the qualifier or entrant contextual populations	he_category in (2, 5) and is_duplicate_in_academic_year = 0 and not above
5	The student is counted in the qualifier contextual population but not the entrant or all student contextual populations	he_category in (2, 5) and OUTCOME in (1, 2, 4, 5, 6, 7, 8) and awarded_level_aggregate_2 ≠ NA and not above
0	The student is not counted in the contextual population	Not above or Student is not counted towards the contextual population after deduplication (see paragraph 256)

Note: For records taken from the 2011-12 ILR, OUTCOMEIND is used instead of OUTCOME, and for the 2010-11 ILR, QA_OUTCO (A35) is used instead of OUTCOME.

app_exclusion_reason (DFAPAPPEXCL)

This is a key field

277. This field is only relevant to the construction of the access and participation data dashboard. This field should only be used in conjunction with he_category, or a derived field which uses he_category in its derivation. We anticipate that a restriction on he_category = 2, 3, 4, or 5 would be appropriate for most use cases.

278. This field indicates previous students who would have fallen within the broad scope of access and participation plans, which cover UK-domiciled undergraduate students. For the associated OfS registration condition and other purposes, ‘qualifying persons’ on ‘qualifying courses’ are prescribed by regulations made under the Higher Education and Research Act 2017. The current regulations are The Higher Education (Fee Limit Condition) (England) Regulations 2017 (SI 2017/1189).

Value	Description	Definition
0	The student would be in scope of access and participation plans	is_uk_domiciled = 1 and level_aggregate_1 in (DEG, OUG, PUGD)
1	The student would not be in scope of access and participation plans	Otherwise

qualifier_type (IPQUALIFIER)

279. This field indicates whether the student qualified at higher education-level.

student_data_collection = HESASTU or HESASAR or DDB

Value	Description	Definition
1	Student was not mainly studying abroad and qualified with a higher education-level qualification	he_category in (2, 3, 4, 5) and awarded_level_aggregate_1 not in (PGCREDIT, UGCREDIT, NA, FE)
2	Student was not mainly studying abroad and qualified with higher education-level credit or modules	he_category in (2, 3, 4, 5) and awarded_level_aggregate_1 in (PGCREDIT, UGCREDIT)
3	Student was mainly studying abroad and qualified at higher education-level	he_category = 1 and awarded_level_aggregate_1 not in (NA, FE)
0	Student was not in the higher education population, has not qualified, or qualified with a further education level qualification	Otherwise

student_data_collection = ILR

Value	Description	Definition
1	Student qualified with a higher education-level qualification	he_category in (2, 5) and OUTCOME in (1, 2, 4, 5, 6, 7, 8) and awarded_level_aggregate_1 not in (PGCREDIT, UGCREDIT, NA, FE)
2	Student qualified with higher education-level credit or modules	he_category in (2, 5) and OUTCOME in (1, 2, 4, 5, 6, 7, 8) and awarded_level_aggregate_1 in (PGCREDIT, UGCREDIT)
0	Student was not in the higher education population, has not qualified, or qualified with a further education level qualification	Otherwise

Note: For records taken from the 2011-12 ILR, OUTCOMEIND is used instead of OUTCOME, and for the 2010-11 ILR, QA_OUTCO (A35) is used instead of OUTCOME.

undergraduate_qualifier_type (IPUGQUALIFIER)

280. This field indicates whether the student qualified at undergraduate level. It excludes students who qualified at undergraduate level but were studying at postgraduate level.

Value	Description	Definition
1	Student was not mainly studying abroad and qualified with an undergraduate-level qualification	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, OUG, PUGD) and level_aggregate_2 = UG
2	Student was not mainly studying abroad and qualified with undergraduate-level credit or modules	qualifier_type = 2 and awarded_level_aggregate_1 = UGCREDIT and level_aggregate_2 = UG
3	Student was mainly studying abroad and qualified at undergraduate level	qualifier_type = 3 and awarded_level_aggregate_2 = UG and level_aggregate_2 = UG
0	Student was not in the higher education population or did not qualify at undergraduate level	Otherwise

Data linking

281. For some fields it is necessary to link data between years of student data or between data sources. We employ two methods for data linking: person-based linking and instance linking.

Person-based linking

282. Person-based linking enables us to link data between years of student data and between different data sources.

283. We carry out person-based linking by linking data by combinations of first names, surname, date of birth, sex and (where available) home postcode and prior educational establishment. Spelling errors and other typographical errors (e.g. in dates) are taken into account.

284. Person-based linking can be used to link between student data and other sources of data (such as the National Pupil Database) or between different years, providers or instances of study within student data. It is based on characteristics specific to the student, such as their name, rather than information determined by what the student is studying.

Instance linking

engagement_linking_issue (IPINSTANCETYPE)

285. This field identifies records that could negatively impact the derivation of a student instance.

student_data_collection = HESASTU or HESASAR or DDB

286. This field is set to 0.

student_data_collection = ILR

Value	Description	Definition
1	Record could negatively impact the derivation of a student instance	engagement_end_date < 1 August 20YY and engagement_end_date ≠ BLANK and OUTCOME ≠ 1 and (WITHDRAWREASON ≠ 40 or engagement_start_date ≠ engagement_end_date or base_academic_year < 2015)
0	Otherwise	Otherwise

287. The derivation of a student instance could be negatively affected by records that have an end date that falls before the academic year of data. When this occurs, only information that could improve the outcome of the student or improve the derivation of the student instance are kept. The rationales for this are:

    a. The coverage of the ILR provider support manual states that in addition to students on learning aims that are actively studying in the academic year, aims that were completed in

the previous academic year where the outcome was not known should also be recorded. Where records are reported with an end date that falls before the academic year of data, without a successful completion outcome, they are not used because any extra data would not improve the outcome recorded for the student previously.

288. There is guidance in the ILR provider support manual that describe approaches to correcting errors in the return for students that are actively studying in the previous academic year. These include reporting the end date as the same day as the start date, and where the field WITHDRAWREASON contains code 40, learner has transferred to a new learning aim with the same provider. Where students are not recorded in this way, they are not used because any extra data would not improve the derivation of a student instance.

289. From 2015-16, the ILR provider support manual states that component aims that are part of a traineeship or apprenticeship programme aim which are completed in previous years are returned in each data return until the student finishes the programme aim. As these completed component aims repeat information that was available in previous reporting periods, they are not used in the derivation of a student instance.

linked_engagement_id (IPINSTANCEID)

290. This field is an identifier for a student instance. The field is designed to record the coherent engagement of a student with the provider aiming towards the award, qualification(s) or credit. The use of this field allows a student instance to be tracked across academic years.

student_data_collection = DDB

291. For students reported through the DDB's Student record (2022-23 or later), a student instance (equivalent to an engagement in DDB Student data) is uniquely identified by the combination of UKPRN, SID and NUMHUS. This data collection validates this year-on-year linking mechanism. Linked_engagement_id is defined as the concatenation of registering_ukprn, SID and NUMHUS, separated by |, for example, 99999999|000123456789|ABCDEF12345.

student_data_collection = HESASTU or HESASAR

292. For students recorded in the legacy HESA student or HESA student alternative data collections, a student instance is uniquely identified by the combination of UKPRN, HUSID and NUMHUS. These data collections validate this year-on-year linking mechanism. Linked_engagement_id is defined as the concatenation of registering_ukprn, HUSID and NUMHUS, separated by |, for example, 99999999|000123456789|ABCDEF12345.

student_data_collection = ILR

293. For students recorded in the ILR, there are no analogous identifiers that are validated which enable a student or a student instance to be reliably tracked across academic years. This field derives an identifier that is designed to broadly follow the definition of a student instance described by the designated data body (or an engagement in DDB Student data for 2022-23 onwards). Where a student has engagement_linking_issue = 1, linked_engagement_id is defined as the concatenation of UKPRN, LEARNREFNUMBER, AIMSEQNUMBER and base_academic_year, separated by |, for example, 99999999|000123456789|01|2019. Where base_academic_year is 2012 or before, UPIN is also concatenated onto

linked_engagement_id. For all other students, engagement_linking_issue = 0, the following derivation applies.

294. To link students we use person-based linking which is described above in paragraphs 263-265. This is referred to as the ‘linked student identifier’ in this algorithm. Using this method rather than LEARNREFNUMBER allows us to track students where a LEARNREFNUMBER changes due to a merger.

295. We define a student instance in the ILR as a coherent engagement with the provider on a specific learning aim reference. Per linked student identifier, there may be multiple student instances where a student studies multiple learning aims over time or even in the same year. In this algorithm, each unique student instance is defined by a number which increments by one from one. This number is referred to as the ‘student instance identifier’ in this algorithm.

296. Where a unique student instance has a reporting gap of more than two academic years, the student instance identifier is incremented after the reporting gap.

297. Linked_engagement_id is defined as the concatenation of registering_ukprn, the linked student identifier and the student instance identifier, separated by |. So that students can be more easily identified based on the originally submitted data, the linked student identifier has been transformed into the concatenation of UKPRN, LEARNREFNUMBER and base_academic_year from the first time the student instance appears in the data for the provider, separated by |. For example, the linked_engagement_id takes the form 99999999|<99999999|0123456789|2019>|1, where values within these signs ‘<>’ are the linked student identifier.

Worked example

298. The worked example below describes three students - A, B and C:

- Student A studies a single learning aim consistently over three academic years. All records are assigned the same linked_engagement_id.

- Student B studies two learning aims, X and Y over the three academic year period. In 2017-18, they are studying both X and Y at the same time. The LEARNREFNUMBER changes, but the linked student identifier identifies them as the same individual. For each of the learning aims, they are assigned a different student instance identifier and therefore this student has two different values of linked_engagement_id.

- Student C studies a single learning aim, Z, but has data reported in 2014-15, 2017-18 and 2018-19. There is a gap of two academic years between 2014-15 and 2017-18. Therefore, despite studying a single learning aim overall, this would be treated as two separate student instances; one instance covering the activity in 2014-15, and another instance covering the activity in 2017-18 and 2018-19, each with a different linked_engagement_id.

299. In the worked example, we also demonstrate how each of these three students would be assigned a linked student identifier, based on the concatenation of UKPRN, LEARNREFNUMBER and base_academic_year from the first time the student instance appears in the data for the provider.

Student	Linked student identifier	LEARNREF NUMBER	LEARN AIMREF	Academic year	Student instance identifier	linked_engagement_id
A	UKPRN |1|2016	1	W	2016-17	1	registering_ukprn |UKPRN|1|2016|1
A	UKPRN |1|2016	1	W	2017-18	1	registering_ukprn |UKPRN|1|2016|1
A	UKPRN |1|2016	1	W	2018-19	1	registering_ukprn |UKPRN|1|2016|1
B	UKPRN |2|2016	2	X	2016-17	1	registering_ukprn |UKPRN|2|2016|1
B	UKPRN |2|2016	2	X	2017-18	1	registering_ukprn |UKPRN|2|2016|1
B	UKPRN |2|2016	3	Y	2017-18	2	registering_ukprn |UKPRN|2|2016|2
B	UKPRN |2|2016	3	Y	2018-19	2	registering_ukprn |UKPRN|2|2016|2
C	UKPRN |4|2014	4	Z	2014-15	1	registering_ukprn |UKPRN|4|2014|1
C	UKPRN |4|2014	4	Z	2017-18	2	registering_ukprn |UKPRN|4|2014|2
C	UKPRN |4|2014	4	Z	2018-19	2	registering_ukprn |UKPRN|4|2014|2

Linking between learning aims when the learning aim has changed

300. In the ILR, information recorded may change as a result of either a change in circumstances of the learner or a change to the learning aim reference they are studying. We take these scenarios into account in the derivation of linked_engagement_id in the following way.

301. There is explicit guidance in the ILR provider support manual that describe scenarios where a learning aim reference could change, which we have incorporated in our derivation of the student instance identifier. Each scenario is described in the table below, alongside how they are identified in the data:

#	Scenario	How to identify it in the data
A	Correcting an incorrect learning aim reference	WITHDRAWREASON = 40, learner has transferred to a new learning aim with the same provider
B	Correcting a learning planned end date that is significantly incorrect	WITHDRAWREASON = 40, learner has transferred to a new learning aim with the same provider
C	Recording where a student transfers to a different apprenticeship with the same provider	WITHDRAWREASON = 40, learner has transferred to a new learning aim with the same provider
D	Learner takes an agreed break in learning	COMPSTATUS = 6, learner has temporarily withdrawn from the aim due to an agreed break in learning

#	Scenario	How to identify it in the data
E	Where a learner is recorded in subsequent years by different providers due to a provider merger	WITHDRAWREASON = 47, learner has transferred to another provider due to merger

302. Where any of these scenarios occur for linked student identifiers, we link across all learning aim references within the academic year and the next academic year for each linked student identifier. When making the link, for scenarios which can be identified in the data by WITHDRAWREASON = 40, the engagement_start_date of the linked learning aim reference must be the same day or up to and including 30 days later than the engagement_end_date of the learning aim recorded with a WITHDRAWREASON = 40. For the other scenarios the engagement_start_date of the linked learning aim reference must be the same day or later than the engagement_end_date of the learning aim it is being linked from.

303. Once we have identified all possible links between learning aim references, we prioritise linking on only the closest match in the following order:

    a. The learning aim reference is the same between the linked learning aim reference and the aim that has been recorded with one of the scenarios listed above.

304. The numeric level of study (according to the higher education qualifications framework) of the linked learning aim reference that is closest to the equivalent of the aim that has been recorded with one of the scenarios listed above. In scenarios where there is a tie break and there are two linked learning aims which are equally close, priority is given to linked learning aims where the numeric level of study has increased.

305. The lowest difference between the engagement_start_date of the linked learning aim reference and the engagement_end_date of the learning aim recorded with one of the scenarios listed above.

306. The lowest difference between the academic year of data of the linked learning aim reference and the academic year recorded with one of the scenarios listed above.

307. Where we link across learning aims, we do not link the same learning aim reference more than once per linked student identifier to avoid student instances overlapping. This means that at times, the linking may not prioritise the best choice of learning aim, because that aim has already been used. For example, if a student were studying two courses at the same time, and they took an agreed break from learning from both courses and then consequently return to study two courses again, the algorithm would make sure that this remained as two student instance identifiers.

308. Once linked, the student instance identifier is adjusted and linked_engagement_id is defined in the same way as for those students that are not affected by either a change in circumstances of the learner or a change to the learning aim reference they are studying. It is the concatenation of registering_ukprn, the linked student identifier and the student instance identifier, separated by |. So that students can be more easily identified based on the originally submitted data, the linked student identifier has been transformed into the concatenation of UKPRN, LEARNREFNUMBER and base_academic_year from the first time

the student instance appears in the data for the provider, separated by |. For example, the linked_engagement_id takes the form 99999999|<99999999|0123456789|2019>|1, where values within the signs '<>' are the linked student identifier.

Worked example

309. The worked example below describes two students - A and B:

310. Student A studies learning aim X, but on 1 October 2018, a change of circumstance is recorded with WITHDRAWREASON = 40 in academic year 2018-19. After linking to other activity of that student within the data recorded in 2018-19 and 2019-20, there are three potential learning aims to link on:

- Learning aim W is not linked, because the start date of that course is before the end date of the learning aim with WITHDRAWREASON = 40.
- Learning aim X could be linked. The learning aims match, the start date of the course is within 30 days of the end date of the learning aim with WITHDRAWREASON = 40 and the numeric level of study is the same. This aim exists in both the 2018-19 and 2019-20 academic year.
- Learning aim Y could be linked. The learning aims do not match, the start date of the course is within 30 days of the end date of the learning aim with WITHDRAWREASON = 40, and the numeric level of study increases to 6.

311. For student A we link to learning aim X in 2018-19 rather than learning aim Y because priority is given to links where the learning aim matches. It is chosen over learning aim X in 2019-20 because this is the earliest academic year.

312. Student B studies learning aim X, but on 6 October 2018, they take an agreed break in learning, which is recorded with COMPSTATUS = 6 in academic year 2018-19. After linking to other activity of that student within the data recorded in 2018-19 and 2019-20, there are two potential learning aims to link on:

- Learning aim Z could be linked. The learning aims do not match, the start date of the course is after the end date of the learning aim with COMPSTATUS = 6, but the numeric level of study is lower by one.
- Learning aim Y could be linked. The learning aims do not match, the start date of the course is after the end date of the learning aim with COMPSTATUS = 6, but the numeric level of study is higher by one.

313. For student B we link to learning aim Y rather than learning aim Z. Since both had the same start date and both changed numeric level of study by one, priority was given on the basis that the numeric level of study increased for Y, whereas it decreased for Z.

Instances to be linked:

Student	LEARNAIMREF	End date	Numeric level of study	Data change flagged	Academic year
A	X	01 Oct 2018	5	WITHDRAWREASON = 40	2018-19

Student	LEARNAIMREF	End date	Numeric level of study	Data change flagged	Academic year
B	X	06 Oct 2018	5	COMPSTATUS = 6	2018-19

Possible links:

Student	LEARNAIMREF	Start date	Numeric level of study	Academic year	Link made?	Priority order
A	W	30 Sep 2018	5	2018-19	No	N/A
A	X	06 Oct 2018	5	2018-19	Yes	1
A	Y	10 Oct 2018	6	2018-19	Yes	3
A	X	06 Oct 2018	5	2019-20	Yes	2
B	Z	09 Sep 2019	4	2019-20	Yes	2
B	Y	09 Sep 2019	6	2019-20	Yes	1

Tracking instances across data sources

314. Where a provider has switched between reporting student data in the ILR to the designated data body (via the DDB's Student record or legacy data collections), or vice versa, the instance identifier has been tracked across data sources in the following way.

315. We use the linked student identifier to identify whether the student is present in higher education in the year preceding the change of data source and the first year the change of data source occurred. In these cases, the student instances are linked where the level_aggregate_1 is consistent and the engagement_start_date of the year preceding the change of data source and the engagement_start_date of the first year of the change of data source occurred is within 30 days inclusive in either direction. If there is a tie, priority is given based on where the engagement_start_dates are most similar.

316. Linked_engagement_id is defined in the same way as described above based on the student_data_collection of the first year the change of data source occurred. For example, if the provider switched between reporting student data in the ILR to reporting student data to the designated data body, linked_engagement_id is defined (depending on the academic year in question) following the method for student_data_collection = HESASTU or HESASAR or DDB described above, because that represents the source of data after the change of data source happened.

linked_engagement_learning_aim (IPINSTANCELEARNAIMREF)

317. This field contains the learning aim reference (LEARNAIMREF) associated with linked_engagement_id.

student_data_collection = HESASTU or HESASAR or DDB

318. This field is set to BLANK.

student_data_collection = ILR

319. This field contains the LEARNAIMREF from the latest year of data available per student instance, linked_engagement_id. In the scenarios described by the linked_engagement_id algorithm where a student instance identifier is linked across multiple learning aim references, this means that linked_engagement_learning_aim may not be the same as LEARNAIMREF.

linked_engagement_end_date (IPINSTANCEACTENDDATE)

320. This field contains the end date associated with linked_engagement_id.

student_data_collection = HESASTU or HESASAR or DDB

321. This field is set to engagement_end_date, except in the scenario where the provider has switched from returning student data to the designated data body to returning ILR data and students have been linked across. In these scenarios, at the point the link has been made, we have assumed that engagement_end_date would not reflect where a student has stopped learning and hence we set linked_engagement_end_date to BLANK.

student_data_collection = ILR

322. This field is set to engagement_end_date, except in the scenarios described by linked_engagement_id algorithm where a student instance identifier is linked across multiple learning aim references. The guidance in the ILR provider support manual is explicit that LEARNACTENDDATE is reported in all of these scenarios. In these scenarios, LEARNACTENDDATE would not reflect where a student has stopped learning. Therefore, for students affected by one of these scenarios, we have ignored engagement_end_date and hence set linked_engagement_end_date to BLANK. In the scenario where the provider has switched from returning ILR data to returning data to the designated data body and students have been linked across, at the point the link has been made linked_engagement_end_date is also set to BLANK.

linked_engagement_preentrant_row (IPINSTANCEEXCL_PREENTROW)

323. This field identifies records associated with a student instance that occur before the student is first declared as an entrant (when entrant_exclusion = 0). This field is set to 1 where this is the case. Otherwise, it set to 0.

Fields used for entry qualification information

Linking to other data sources for entry qualification information

324. To generate accurate information on student entry qualification, we have linked the designated data body (DDB) Student record, the DDB's legacy data collections (the Student record and Student Alternative data) and ILR data with other data sources (any provider's ILR data and schools' National Pupil Database (NPD) data) to derive students' UCAS tariff points and Level 3 grade combinations for the purposes of assigning them to entry qualification groups. For ILR data it is necessary to link information with other data sources to find entry qualification information (_LINKED algorithms). DDB Student data and legacy data collections contain entry qualification information, which we use to derive the XXXX_DDB fields listed below (_DDB algorithms). However, for students in DDB Student data and legacy data collections we also calculate XXXX_LINKED fields for two reasons, using the same method as for ILR data. Firstly, in cases of incomplete DDB Student data we can still derive entry qualifications by linking it to other sources. Secondly, linking DDB Student data can correct for inconsistencies and reduces the likelihood of underestimating entry qualifications. Following this, the entry_qualifications_source algorithm selects which version should be used (as it returns the highest entry qualification information).

325. For all fields in this section, XXXX_DDB shows the unlinked version, applicable only to records from the DDB's Student record and legacy data collections. XXXX_LINKED shows the linked version, applicable to all records from all sources (DDB Student record and legacy data collections, and the ILR). XXXX (no suffix) is chosen from between these two fields according to the value of entry_qualifications_source for DDB Student record and legacy data collections. For ILR data, XXXX is always equal to XXXX_LINKED.

326. We link to ILR and NPD data, from 2002-03 to the academic year prior to the DDB Student record, legacy Student or Student Alternative record, or ILR return in question, inclusive, to find prior qualifications and grades achieved for students recorded in the DDB Student record or ILR. For example, for students in the 2024-25 DDB Student record or ILR return, we link to ILR and NPD data from 2002-03 to 2023-24 inclusive. We use person-based linking, as described in paragraphs 263-265. The DfE does not accept responsibility for any inferences or conclusions derived from the NPD data by third parties.

327. The algorithms that follow make reference to the variables QUALTYPEID and ENTRYQUALAWARDRESULT.[46] The Learning Aim References recorded in ILR data have been mapped to the relevant QUALTYPEIDs, and grades to the appropriate ENTRYQUALAWARDRESULT.

entry_qualifications_tariff (IPTARIFF)

328. This field shows the number of UCAS tariff points that are generated by the student's entry qualifications. It is calculated using the same method as the DDB derived field Z_TARIFF for

[46] These variables are defined at EntryQualificationAward 24056 | HESA.

2024-25. The full specification for Z_TARIFF in 2024-25 can be found on the HESA website.[47] Entry_qualifications_tariff is capped at 9998.

329. For DDB Student record and legacy data collections, this field will match either entry_qualifications_tariff_ddb or entry_qualifications_tariff_linked depending on entry_qualifications_source. For ILR data it will match entry_qualifications_tariff_linked.

entry_qualifications_tariff_ddb (IPTARIFF_DDB)

330. This field is as above in entry_qualifications_tariff, but uses entry qualification data as returned in the DDB Student record and legacy data collections.

entry_qualifications_tariff_linked (IPTARIFF_LINKED)

331. This field is as above in entry_qualifications_tariff, but uses entry qualification data supplemented by linking to other data sources.

detailed_entry_qualifications (IPQUALENT3)

332. This field categorises students according to their highest qualification on entry using HIGHESTQOE or QUALENT3. For DDB Student record or legacy data collections, this field will match either detailed_entry_qualifications_ddb or detailed_entry_qualifications_linked depending on entry_qualifications_source. For ILR data it will match detailed_entry_qualifications_linked.

detailed_entry_qualifications_ddb (IPQUALENT3_DDB)

333. This field categorises students according to their highest qualification on entry using HIGHESTQOE or QUALENT3 (where they exist).

student_data_collection = DDB

334. Detailed_entry_qualifications_ddb is equal to HIGHESTQOE.

student_data_collection = HESASTU or HESASAR

335. Detailed_entry_qualifications_ddb is equal to QUALENT3.

student_data_collection = ILR

336. This field is not calculated.

detailed_entry_qualifications_linked (IPQUALENT3_LINKED)

student_data_collection = DDB

337. Detailed_entry_qualifications_linked is set as follows and uses both HIGHESTQOE and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 294-297.

[47] See Engagement_Z_TARIFF 24056 | HESA.

Value	Description	Definition
Value of HIGHESTQOE	The highest qualification on entry is higher education, a foundation course or an International Baccalaureate	HIGHESTQOE = D0000, D0001, D0002, M0000, M0001, M0009, M0012, M0016, M0021, M0022, H0000, H0001, H0002, H0013, H0016, M0002, I0000, J0000, J0002, J0003, J0008, J0009, J0010, C0000, C0001, C0007, C0008, C0010 or (HIGHESTQOE = P0008, P0009 and entry_qualifications_grades_linked not in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA, AAB, AAC, ABB, ABC, ACC, BBB, BBC, BCC, CCC, CCD, CDD, DDD, Below DDD))
P0016	The highest qualification on entry is at Level 3 and attracts tariff points	entry_qualifications_tariff_linked > 0 and (HIGHESTQOE ≠ *BLANK* or (HIGHESTQOE = BLANK and historic_detailed_entry_qualifications_ddb = BLANK)) and not above
P0014	The highest qualification on entry is at Level 3 and does not attract tariff points	At least one QUALTYPEID exists and (HIGHESTQOE ≠ *BLANK* or (HIGHESTQOE = BLANK and historic_detailed_entry_qualifications_ddb = BLANK)) and not above
Value of HIGHESTQOE	The highest qualification on entry is at Level 3 and its tariff points cannot be determined, or it is below Level 3	HIGHESTQOE ≠ *BLANK* and not above
BLANK	Otherwise	Otherwise

student_data_collection = HESASTU, HESASAR or ILR

338. Detailed_entry_qualifications_linked is set as follows and uses both QUALENT3 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 300-303.

Value	Description	Definition
Value of QUALENT3	The highest qualification on entry is higher education, a foundation course or an International Baccalaureate	QUALENT3 = DUK, DZZ, D80, MUK, MZZ, M41, M44, M71, M80, M90, HUK, HZZ, H11, H71, H80, M2X, JUK, J10, J20, J30, J48, J49, J80, C20, C30, C44, C80, C90 or (QUALENT3 = P62, P63 and entry_qualifications_grades_linked not in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA, AAB, AAC, ABB, ABC, ACC, BBB, BBC, BCC, CCC, CCD, CDD, DDD, Below DDD))

Value	Description	Definition
P94	The highest qualification on entry is at Level 3 and attracts tariff points	entry_qualifications_tariff_linked > 0 and (QUALENT3 ≠ *BLANK* or (QUALENT2 = *BLANK* and QUALENT3 = *BLANK*)) and not above
P92	The highest qualification on entry is at Level 3 and does not attract tariff points	At least one QUALTYPE exists and (QUALENT3 ≠ *BLANK* or (QUALENT2 = *BLANK* and QUALENT3 = *BLANK*)) and not above
Value of QUALENT3	The highest qualification on entry is at Level 3 and its tariff points cannot be determined, or it is below Level 3	QUALENT3 ≠ *BLANK* and not above
BLANK	Otherwise	Otherwise

Note: For records taken from the 2010-11 ILR, HQ_QUENT (H45) is used instead of QUALENT3. QUALENT2 only exists in ILR data for years up to and including 2012-13, so clauses involving QUALENT2 are ignored for ILR records in subsequent years.

historic_detailed_entry_qualifications (IPQUALENT2)

339. This field categorises students according to their highest qualification on entry using QUALENT2. For records from the DDB's Student record and legacy Student and Student Alternative data collections, this field will match either historic_detailed_entry_qualifications_ddb or historic_detailed_entry_qualifications_linked depending on entry_qualifications_source. For ILR data it will match historic_detailed_entry_qualifications_linked.

historic_detailed_entry_qualifications_ddb (IPQUALENT2_DDB)

340. This field categorises students according to their highest qualification on entry using QUALENT2 (where it exists).

student_data_collection = HESASTU

341. Historic_detailed_entry_qualifications_ddb is equal to QUALENT2 for students in 2013-14 and earlier data, or equal to XQUALENT2 for students in 2014-15 data onwards.

student_data_collection = DDB, HESASAR or ILR

342. This field is not calculated.

historic_detailed_entry_qualifications_linked (IPQUALENT2_LINKED)

343. Historic_detailed_entry_qualifications_linked is set as follows and uses both QUALENT2 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 300-303.

student_data_collection = HESASTU, HESASAR or DDB

Value	Description	Definition
Value of QUALENT2	The highest qualification on entry is higher education, a foundation course, an ONC or OND (including BTEC and Scottish Qualifications Authority (SQA) equivalents) or an International Baccalaureate	(QUALENT2 in (01, 02, 03, 04, 05, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 43, 72) or (QUALENT2 in (41, 47) and entry_qualifications_grades_linked not in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA, AAB, AAC, ABB, ABC, ACC, BBB, BBC, BCC, CCC, CCD, CDD, DDD, Below DDD))) and detailed_entry_qualifications_ddb = *BLANK*
39	The highest qualification on entry is at Level 3 and may attract tariff points	At least one QUALTYPE exists and detailed_entry_qualifications_ddb = *BLANK* and not above
Value of QUALENT2	The highest qualification on entry is at Level 3 and its tariff points cannot be determined, or it is below Level 3	detailed_entry_qualifications_ddb = *BLANK* and QUALENT2 ≠ *BLANK* and not above
BLANK	Otherwise	Otherwise

Note: QUALENT2 does not exist in DDB data from 2022-23 onwards, so historic_detailed_entry_qualifications_linked will be blank for DDB records.

student_data_collection = ILR

Value	Description	Definition
Value of QUALENT2	The highest qualification on entry is higher education, a foundation course, an ONC or OND (including BTEC and SQA equivalents) or an International Baccalaureate	(QUALENT2 in (01, 02, 03, 04, 05, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 43, 72) or (QUALENT2 in (41, 47) and entry_qualifications_grades_linked not in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA, AAB, AAC, ABB, ABC, ACC, BBB, BBC, BCC, CCC, CCD, CDD, DDD, Below DDD))) and detailed_entry_qualifications_linked = *BLANK*

Value	Description	Definition
39	The highest qualification on entry is at Level 3 and may attract tariff points	At least one QUALTYPE exists and detailed_entry_qualifications_linked = *BLANK* and not above
Value of QUALENT2	The highest qualification on entry is at Level 3 and its tariff points cannot be determined, or it is below Level 3	detailed_entry_qualifications_linked = *BLANK* and QUALENT2 ≠ *BLANK* and not above
BLANK	Otherwise	Otherwise

Note: For records taken from the 2010-11 ILR, HQ_QUAL_ (H11) is used instead of QUALENT2. QUALENT2 only exists in ILR data for years up to and including 2012-13, so historic_detailed_entry_qualifications_linked will be blank for ILR records in all subsequent years.

entry_qualifications_grades (IPGRADECOMB)

344. This field categorises students, where the student has A-levels, Scottish Highers, Scottish Advanced Highers or an International Baccalaureate on entry (QUALTYPEID[48] = A, RE, RN, RW, DA, D1, V, V2, 9U, AN, H, AH, IE, IB, IS, ID, IC, IX), or BTECs on entry (QUALTYPEID = 28, 58, 59, 0A, 0B, 1A, 1B, 1BO, 1BP, 1BQ, 1BR, 1BS, 1BT, 1BU, 1BV, 1BW, 1BX, 1BY, 1BZ, 1C, 1CA, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 7T, 7U, 7V, 7Z, 8B, 8C, 8I, 9B, 9C, 9D, ABZMN, ADZPQ, AFIZE, AKQDF, ANRWL, ANZGX, AQWKX, ASTIA, AUPXN, AVMOX, B, B0, B1, B2, B3, B4, B5, B6, B7, BA, BAOLO, BB, BBUCS, BC, BCGTE, BD, BDGQP, BE, BF, BFTHF, BI, BLKPP, BNAHZ, BOTJL, BQ, BR, BT, BU, BUXER, BUYUK, BV, BW, BX, BXEMA, BY, BYKTM, BZ, CAWKV, CAWLV, CEYMJ, CFBRG, CHEXA, CIUSE, CMWAJ, CNFIP, CTMPV, CVJOV, CWBTR, D2, D4, D5, D9, DCTYB, DGFVS, DRTNJ, DX, DY, DYPBP, DZ, EBFIQ, EE, EF, EFXOM, ESYFH, EY, EYXRH, EZYTR, FFAUG, FJ, FL, FMKXE, FORHW, FN, FP, FQ, FSAAL, FSROU, FU, FV, FW, FX, FZ, G1, G3, G4, G5, G9, GEBJT, GFHWN, GHGNX, GIIJS, GJ, GK, GNJIQ, GPRUK, GWQLA, GYSZT, GZPBZ, GZQWW, HDXSF, HFGDS, HHBBD, HIFMU, HJMCO, HKEDK, HLOLU, HOLKB, HOMJT, HORPI, HQBVZ, IGZUY, IKJCS, IODOW, ISGTA, IUGVT, IUIIW, IUVBK, IVTOA, JANWV, JAUFF, JBCAZ, JBCJN, JBSAP, JCPJM, JFQPU, JILNC, JLZPI, JMHTB, JMVAM, JQMAQ, JWPML, JZZKM, KAJZA, KAJZA, KBCEX, KBHBJ, KETZL, KFNWL, KHJZF, KROHS, KUQTB, KWKAL, KWSZM, LDBFA, LGIVM, LIYHV, LLGTO, LLMPW, LMTEQ, LRNIB, LXNPU, MOGKT, MOUDJ, MTBNY, MYBVW, MYRRC, MZHKF, MZSYN, NAOFC, NEVTC, NJWCU, NNNQV, NNXVP, NQHFD, NTZNL, NWTAY, NXHEX, OARII, OEFGM, OGCLN, OHDUI, OKAAK, OMBMU, OUBQV, OULHQ, OVTAF, OXWRR, PAHMV, PELOL, PEQMB, PIAHK, PJ, PJDBE, PK, PLMBE, PM, PN, PNYPS, PPZIA, PSBEV, PVQSK, PX, PY, PZ, Q1, Q2, Q3, Q4, Q5, Q9, QA, QACXI, QB, QC, QCFB9D, QCFBC, QCFBD, QCFBED, QCFBSD, QD, QE, QF, QFXFU, QGZVH, QH, QJ, QK, QL, QM, QMWPQ, QX, QYKQR, RCPFJ, RSHPZ, RTTSO, RUQUJ, RVFIT, SDORN, SDVMQ, SEJPT, SGMUP, SGTWR, SHOXD, SJRWY, SNIPN, SSJPY, SXDKN, TDMKU, TFESG, TFJNN, TGXLU, TISTG, TNFZK, TUAIZ, TXOGQ, UAVKR, UBGYW, UFCEN, UURAC, UZRFY, VBLVB, VBTQP, VDVGE, VHNMT, VUKZS, WALDN, WGYYY, WHNGJ, WHWVP, WKTXV, WPADO, WPTVZ, WQZSI, WUJKR,

[48] Variable QUALTYPE for student_data_collection = HESASTU, HESASAR or ILR.

WXOID, WZGPI, XAPUZ, XGNTG, XMNXW, XNMLN, XNXZE, XQGRS, XQMQK, XRDYP, XRSPN, XZOSZ, YEUMH, YEVYK, YIZOA, YJWYB, YKWFN, YRODD, YTPOL, YUSDW, ZALIC, ZBRDD, ZENZD, ZGJAY, ZJYGK, ZKUKI, ZLLZU, ZOMPG, ZSMTC), into groups according to the highest grades for these qualification types.

345. Where qualifications for the student have identical subjects, we identify the qualification type that results in the highest value of tariff points and discard those duplicates with a lower value of tariff points.

346. Hashes and lowercase letters are stripped out from qualification grades (as are 'P' and 'NC' from the end of qualification grades for reformed A-levels and 'Q' from the end of 'DQ' grades), as they do not affect the assignment of tariff points.

347. Where a 'double award' is taken, each of the two grades is treated separately. Likewise, where an A-level and an AS-level are treated as a combined award, each of the two grades is treated separately as an A-level and AS-level respectively.

348. For DDB Student data and legacy data collections, this field will match either entry_qualifications_grades_ddb or entry_qualifications_grades_linked depending on entry_qualifications_source. For ILR data it will match entry_qualifications_grades_linked.

The A-level groups

Group	A-levels (best 3 or 4)	Scottish AH (best 3 or 4)	Scottish H (best 5 or 6)
A*A*A*A*	A*A*A*A*	None	None
A*A*A*A	A*A*A*A	None	None
A*A*AA	A*A*AA	None	None
A*AAA	A*AAA	None	None
AAAA	AAAA	AAAA	AAAAAA
A*A*A*	A*A*A*	None	None
A*A*A	A*A*A	None	None
A*AA	A*AA	None	None
AAA	AAA	AAA	AAAAA
AAB	A*A*B, A*AB, A*A*D, AAB	AAB	AAAAB, AAAAC, AAAAP, AAABB
AAC	A*A*C, A*AC, A*A*E, A*AD, AAC	AAC	AAABC, AAABP, AAABD, AAACC, AAACP, AAAPP
ABB	A*BB, ABB	ABB	AAAAD, AABBB, AABBC, AABBP
ABC	A*BC, A*AE, A*BD, AAD, ABC	AAD, ABC	AAACD, AAAPD, AABBD, AABCC, AABCP, AABPP, AAADD, AABCD, AABPD
ACC	A*CC, A*BE, A*CD, AAE, ABD, ACC	ABD, ACC	AABDD, AACCD, AACPD, AAPPD, ABBCD, ABBPD, ABCCC, ABCCP, ABCPP, ABPPP, AACDD, AAPDD, ABBDD, ABCCD, ABCPD, ABPPD

Group	A-levels (best 3 or 4)	Scottish AH (best 3 or 4)	Scottish H (best 5 or 6)
BBB	BBB	BBB	ABBBB, ABBBC, ABBBP, BBBBB, ABBBD, ABBCC, ABBCP, ABBPP
BBC	BBC	BBC	AACCC, AACCP, AACPP, AAPPP, BBBBC, BBBBP, BBBBD, BBBCC, BBBCP, BBBPP, BBBCD, BBBPD
BCC	A*CE, A*DD, ABE, ACD, BBD, BCC	ACD, BBD, BCC	ACCCC, ACCCP, ACCPP, ACPPP, PPPP, BBCCC, BBCCP, BBCPP, BBPPP, AADDD, ABCDD, ABPDD, BBBDD, ACCCD, ACCPD, ACPPD, APPPD, BBCCD, BBCPD, BBPPD, BCCCC, BCCCP, BCCPP, BCPPP, BPPPP
CCC	A*DE, ACE, ADD, BBE, BCD, CCC	ADD, BCD, CCC	ABDDD, ACCDD, ACPDD, APPDD, BBCDD, BBPDD, BCCCD, BCCPD, BCPPD, BPPPD, CCCCC, CCCCP, CCCPP, CCPPP, CPPPP, PPPPP
CCD	A*EE, ADE, BCE, BDD, CCD	BDD, CCD	ACDDD, APDDD, BBDDD, BCCDD, BCPDD, BPPDD, CCCCD, CCCPD, CCPPD, CPPPD, PPPPD, ADDDD, BCDDD, BPDDD, CCCDD, CCPDD, CPPDD, PPPDD
CDD	AEE, BDE, CCE, CDD	CDD	BDDDD, CCDDD, CPDDD, PPDDD
DDD	BEE, CDE, DDD	DDD	CDDDD, PDDDD, DDDDD
Below DDD	Total A-levels ≥ 3 and not above	Total Scottish AH ≥ 3 and not above	Total Scottish H ≥ 5 and not above

The BACC group

Group	Definition
BACC	**student_data_collection=HESASTU, HESASAR, ILR** QUALENT3 = P62, P63 or (QUALENT2 = 47 and QUALENT3 = *BLANK*) or Student has at least 1 x QUALTYPE = IE of which the highest QUALGRADEZZ is at least 24 points, or (Student has only QUALTYPE in (IB, IE, IS, ID, IC, IX) and (total tariff points for these QUALTYPEs > 0 or student has at least 1 x QUALTYPE = IE of which the highest QUALGRADEZZ is 1 to 23 points) or total IB points (i.e. total tariff points from QUALTYPEs in (IB, IS, ID) plus tariff points from best QUALTYPE in (IC, IX)) > 0.5 × entry_qualifications_tariff)

Group	Definition
	and not above **student_data_collection=DDB** HIGHESTQOE = P0008, P0009 or Student has at least 1 x QUALTYPEID = 1E of which the highest ENTRYQUALAWARDRESULTZZ is at least 24 points, or (Student has only QUALTYPEID in (IB, IE, IS, ID, IC, IX)) and (total tariff points for these QUALTYPEIDs > 0 or student has at least 1 x QUALTYPEID = IE of which the highest ENTRYQUALAWARDRESULTZZ is 1 to 23 points) or total IB points (i.e. total tariff points from QUALTYPEIDs in (IB, IS, ID) plus tariff points from best QUALTYPEID in (IC, IX)) > 0.5 x entry_qualifications_tariff) and not above

The BTEC groups

In the tables that follow we have referred to the variable QUALTYPEID. For student_data_collection = HESASTU, HESASAR or ILR this should be read as QUALTYPE.

Triple BTEC

Group	QUALTYPEID = B, B1, B7, BE, BF, BR, BW, EE, 5C, Q5, PX, QX
BTECD*D*D*	D*D*D*, SSS
BTECD*D*D	D*D*D, SSD
BTECD*DD	D*DD, SDD
BTECDDD	DDD
BTECDDM	DDM
BTECDMM	DMM
BTECMMM and below	Not above

Double and single BTEC

Group	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1
BTECD*D*D*	D*D*, SS	D*, S
BTECD*D*D	D*D*, SS	D
BTECD*D*D	D*D, SD	D*, S
BTECD*DD	D*D, SD	D
BTECD*DD	DD	D*, S
BTECDDD	DD	D
BTECDDM	DD	M

Group	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1
BTECDDM	DM	D
BTECDDM	D*D*, SS	M
BTECDDM	D*D, SD	M
BTECDDM	DM	D*, S
BTECDMM	DM	M
BTECDMM	MM	D
DMM	MM	D*, S
BTECMMM and below	Not above	Not above

Three single BTECs

Group	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1
BTECD*D*D*	D*, S	D*, S	D*, S
BTECD*D*D	D*, S	D*, S	D
BTECD*DD	D*, S	D	D
BTECDDD	D	D	D
BTECDDM	D*, S	D*, S	M
BTECDDM	D*, S	D	M
BTECDDM	D	D	M
BTECDMM	D*, S	M	M
BTECDMM	D	M	M
BTECMMM and below	Not above	Not above	Not above

Two double BTECs or one double and one 90-credit BTEC

Group	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C or QUALTYPEID = BZ, 7C
BTECD*D*D*	D*D*, SS	D*D*, SS
BTECD*D*D*	D*D*, SS	D*D, SD
BTECD*D*D	D*D*, SS	DD
BTECD*D*D	D*D*, SS	DM
BTECD*D*D	D*D, SD	D*D, SD
BTECD*DD	D*D, SD	DD
BTECD*DD	D*D, SD	DM
BTECDDD	DD	DD
BTECDDD	DD	DM

Group	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C or QUALTYPEID = BZ, 7C
BTECDDM	D*D*, SS	MM
BTECDDM	D*D*, SS	MP
BTECDDM	D*D, SD	MM
BTECDDM	D*D, SD	MP
BTECDDM	DD	MM
BTECDDM	DD	MP
BTECDDM	DM	DM
BTECDMM	DM	MM
BTECDMM	DM	MP
BTECMMM and below	Not above	Not above

One double and one 90-credit BTEC

Group	QUALTYPEID = 4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN	QUALTYPEID = 8I, Q2, Q3, PY
BTECD*D*D*	D*D*, SS	D*, S
BTECD*D*D	D*D*, SS	D
BTECD*D*D	D*D, SD	D*, S
BTECD*DD	D*D, SD	D
BTECD*DD	DD	D*, S
BTECDDD	DD	D
BTECDDM	D*D*, SS	M
BTECDDM	D*D, SD	M
BTECDDM	DD	M
BTECDDM	DM	D*, S
BTECDDM	DM	D
BTECDMM	DM	M
BTECMMM and below	Not above	Not above

Two single and one 90-credit BTEC

Group	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = BZ, 7C
BTECD*D*D*	D*, S	D*, S	D*D*, SS
BTECD*D*D*	D*, S	D*, S	D*D, SD
BTECD*D*D	D*, S	D*, S	DD
BTECD*D*D	D*, S	D*, S	DM

Group	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = BZ, 7C
BTECD*D*D	D*, S	D	D*D, SD
BTECD*DD	D*, S	D	DD
BTECD*DD	D*, S	D	DM
BTECDDD	D	D	DD
BTECDDD	D	D	DM
BTECDDM	D*, S	D*, S	MM
BTECDDM	D*, S	D*, S	MP
BTECDDM	D*, S	D	MM
BTECDDM	D*, S	D	MP
BTECDDM	D	D	MM
BTECDDM	D	D	MP
BTECDDM	D	M	DM
BTECDMM	D	M	MM
BTECDMM	D	M	MP
BTECMMM and below	Not above	Not above	Not above

Group	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = B, B3, B5, BD, BE, BU, EY, 8C, Q1	QUALTYPEID = 8I, Q2, Q3, PY
BTECD*D*D*	D*, S	D*, S	D*, S
BTECD*D*D	D*, S	D*, S	D
BTECD*D*D	D*, S	D	D*, S
BTECD*DD	D*, S	D	D
BTECDDD	D	D	D
BTECDDM	D*, S	D*, S	M
BTECDDM	D*, S	D	M
BTECDDM	D	D	M
BTECDDM	D	M	D
BTECDMM	D	M	M
BTECMMM and below	Not above	Not above	Not above

Two 90-credit BTECs

Group	QUALTYPEID = BZ, 7C	QUALTYPEID = BZ, 7C
BTECD*D*D*	D*D*, SS	D*D*, SS
BTECD*D*D	D*D*, SS	D*D, SD
BTECD*D*D	D*D, SD	D*D, SD

Group	QUALTYPEID = BZ, 7C	QUALTYPEID = BZ, 7C
BTECD*D*D	D*D*, SS	DD
BTECD*DD	D*D, SD	DD
BTECDDD	D*D*, SS	DM
BTECDDD	D*D, SD	DM
BTECDDD	DD	DD
BTECDDM	DD	DM
BTECDDM	D*D*, SS	MM
BTECDDM	D*D, SD	MM
BTECDDM	DD	MM
BTECDDM	DM	DM
BTECDMM	DM	MM
BTECMMM and below	Not above	Not above
Group	QUALTYPEID = 8I, Q2, Q3, PY	QUALTYPEID = 8I, Q2, Q3, PY
BTECD*D*D*	D*, S	D*, S
BTECD*D*D	D*, S	D
BTECDDD	D	D
BTECDDM	D*, S	M
BTECDDM	D	M
BTECMMM and below	Not above	Not above
Group	QUALTYPEID = BZ, 7C	QUALTYPEID = 8I, Q2, Q3, PY
BTECD*D*D*	D*D*, SS	D*, S
BTECD*D*D	D*D, SD	D*, S
BTECD*D*D	D*D*, SS	D
BTECD*D*D	DD	D*, S
BTECD*DD	D*D, SD	D
BTECDDD	DD	D
BTECDDM	D*D*, SS	M
BTECDDM	D*D, SD	M
BTECDDM	DD	M
BTECDDM	MM	D*, S
BTECDDM	MM	D
BTECDDM	DM	D*, S
BTECDDM	DM	D
BTECDMM	DM	M
BTECMMM and below	Not above	Not above

The mixed A-levels and BTECs groups

Group	Grade exists	Grade exists	Grade exists	Grade exists
2A1B	QUALTYPEID in (A, V)	QUALTYPEID in (A, V)	QUALTYPEID in (4C, B, B0, B2, B6, BV, BE, EF, 6C, Q4, PN)	
2A1B	QUALTYPEID in (A, V)	QUALTYPEID in (A, V)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)
2A1B	QUALTYPEID in (A, V)	QUALTYPEID in (A, V)	QUALTYPEID in (8I, BZ, 7C, Q2, Q3, PY)	
2A1B	QUALTYPEID in (A, V)	QUALTYPEID in (A, V)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)	
1A2B	QUALTYPEID in (A, V)	QUALTYPEID in (4C, B, B0, B2, B6, BE, BV, EF, 6C, Q4, PN)		
1A2B	QUALTYPEID in (A, V)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)	
1A2B	QUALTYPEID in (A, V)	QUALTYPEID in (8I, BZ, 7C, Q2, Q3, PY)	QUALTYPEID in (B, B3, B5, BD, BE, BU, EY, 8C, Q1)	

The Other Level 3 group

Group	Definition
OTHL3	At least one QUALTYPEID exists with a non-fail valid grade and not above

The No Level 3 group

Group	Definition
NOL3	Otherwise

entry_qualifications_grades_ddb (IPGRADECOMB_DDB)

349. This field is as above in entry_qualifications_grades, but uses entry qualification data as returned in the DDB's Student record or legacy data collections (Student and Student Alternative).

entry_qualifications_grades_linked (IPGRADECOMB_LINKED)

350. This field is as above in entry_qualifications_grades, but uses entry qualification data supplemented by linking to other data sources.

entry_qualifications_group (IPENTQUALGRP)

351. This field contains the broad grouping of the student's highest qualification on entry.

352. For DDB Student, and legacy HESA data, this field will match either entry_qualifications_group_ddb or entry_qualifications_group_linked depending on entry_qualifications_source. For ILR data it will match entry_qualifications_group_linked.

Value	Description	Definition
HEPG	Higher education: Postgraduate level	detailed_entry_qualifications in (D0000, D0001, D0002, M0000, M0001, M0009, M0012, M0016, M0021, M0022, H0013) or detailed_entry_qualifications in (DUK, DZZ, D80, M41, M44, M71, M80, M90, MUK, MZZ, H71) or (historic_detailed_entry_qualifications in (01, 02, 03, 04, 05) and detailed_entry_qualifications = *BLANK*)
HEFD	Higher education: First degree level	detailed_entry_qualifications in (H0000, H0001, H0002, I0000, M0002) or detailed_entry_qualifications in (M2X, H11, HUK, HZZ, JUK) or (historic_detailed_entry_qualifications in (10, 11) and detailed_entry_qualifications = *BLANK*) and not above
HEOUG	Higher education: Other undergraduate level	detailed_entry_qualifications in (C0000, C0001, C0007, C0008, H0016, J0000, J0002, J0003, J0008, J0010, C0010, C0004, J0007) or detailed_entry_qualifications in (H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90) or (historic_detailed_entry_qualifications in (12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31) and detailed_entry_qualifications = *BLANK*) and not above
Value of entry_qualifications_grades	Level 3 qualification with combinations of A-levels, Scottish Advanced Highers, Scottish Highers,	entry_qualifications_grades in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA, AAB, AAC, ABB, ABC, ACC, BBB, BBC, BCC, CCC, CCD, CDD, DDD, Below DDD, BACC, BTECD*D*D*,

Value	Description	Definition
	International Baccalaureate, BTEC Nationals or A-levels mixed with BTEC Nationals	BTECD*D*D, BTECD*DD, BTECDDD, BTECDDM, BTECDMM, BTECMMM and below, 2A1B, 1A2B) and not above
BTECL	BTEC – lower graded	Student has at least 1 x QUALTYPEID in (the list of BTEC QUALTYPEIDs in paragraph 320) for which ENTRYQUALAWARDRESULTZZ is at least a pass grade or Student has at least 1 x QUALTYPE in (the list of BTEC QUALTYPEIDs in paragraph 320) for which QUALGRADEZZ is at least a pass grade and not above
BTECO	BTEC – other	historic_detailed_entry_qualifications = 41 and detailed_entry_qualifications = *BLANK* and not above
See paragraph 323	Other Level 3 qualifications (with tariff)	(detailed_entry_qualifications* = P (excluding P0008, P0009, P62, P63) or (historic_detailed_entry_qualifications in (39, 40) and detailed_entry_qualifications = *BLANK*)) and entry_qualifications_tariff > 0 and not above
GNVQ/NVQ	GNVQ/NVQ	historic_detailed_entry_qualifications in (37, 38) and detailed_entry_qualifications = *BLANK* and not above
FOUND	Foundation course	detailed_entry_qualifications = J0009 or detailed_entry_qualifications = J49 or (historic_detailed_entry_qualifications in (29, 43, 72) and detailed_entry_qualifications = *BLANK*)

Value	Description	Definition
		and not above
ACCESS	Access course	detailed_entry_qualifications in (X0000, X0001) or detailed_entry_qualifications in (X00, X01) or (historic_detailed_entry_qualifications in (44, 45, 48) and detailed_entry_qualifications = *BLANK*) or student has at least 1 x QUALTYPEID in (LD, Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9, YA, YB, YC, YD, YF) for which ENTRYQUALAWARDRESULTZZ is at least a pass grade or student has at least 1 x QUALTYPE in (LD, Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9, YA, YB, YC, YD, YF) for which QUALGRADEZZ is at least a pass grade and not above
LEV3	Other Level 3 qualifications (without tariff)	detailed_entry_qualifications* = P (excluding P0008, P0009, P62, P63) or (historic_detailed_entry_qualifications in (39, 40) and detailed_entry_qualifications = *BLANK*) and not above
NONE	No formal qualification	detailed_entry_qualifications in (X0002, X0004) or detailed_entry_qualifications in (X02, X03, X05) or (historic_detailed_entry_qualifications in (92, 93, 98) and detailed_entry_qualifications = *BLANK*) and not above

Value	Description	Definition
OTHERS	Other qualifications (unknown level, or below level 3)	student_domicile in (E, N, S, W) and (detailed_entry_qualifications* in (Q, R) or detailed_entry_qualifications = X0003 or detailed_entry_qualifications = X04 or (historic_detailed_entry_qualifications in (55, 56, 57, 94, 97) and detailed_entry_qualifications = *BLANK*)) and not above
OTHERS_NONUKDOM	Non-UK-domiciled students with other qualifications (unknown level, or below level 3)	student_domicile not in (E, N, S, W) and (detailed_entry_qualifications* in (Q, R) or detailed_entry_qualifications = X0003 or detailed_entry_qualifications = X04 or (historic_detailed_entry_qualifications in (55, 56, 57, 94, 97) and detailed_entry_qualifications = *BLANK*)) and not above
UNKNOWN	Unknown qualifications	Otherwise

* the first character of detailed_entry_qualifications is used

353. For students with ‘Other Level 3 qualifications (with tariff)’ as their highest qualification on entry, further granularity is required and the value of entry_qualifications_group is assigned as follows:

Value	Definition
>115	entry_qualifications_tariff > 115
>105	entry_qualifications_tariff > 105 and not above
>90	entry_qualifications_tariff > 90 and not above
>80	entry_qualifications_tariff > 80 and not above
>65	entry_qualifications_tariff > 65 and not above

Value	Definition
>40	entry_qualifications_tariff > 40 and not above
>0	entry_qualifications_tariff > 0 and not above

entry_qualifications_group_ddb (IPENTQUALGRP_DDB)

354. This field is as above in entry_qualifications_group, but uses entry qualification data as returned in the DDB's Student record or legacy data collections (HESA Student and Student Alternative records). In addition, any instances of historic_detailed_entry_qualifications, detailed_entry_qualifications or entry_qualifications_grades in the main algorithm should be replaced by historic_detailed_entry_qualifications_ddb, detailed_entry_qualifications_ddb or entry_qualifications_grades_ddb respectively.

entry_qualifications_group_linked (IPENTQUALGRP_LINKED)

355. This field is as above in entry_qualifications_group, but uses entry qualification data supplemented by linking to other data sources. In addition, any instances of historic_detailed_entry_qualifications, detailed_entry_qualifications or entry_qualifications_grades in the main algorithm should be replaced by historic_detailed_entry_qualifications_linked, detailed_entry_qualifications_linked or entry_qualifications_grades_linked respectively.

entry_qualifications_source (IPL3SOURCE)

student_data_collection = HESASTU or HESASAR or DDB

356. This field shows whether the DDB's Student data (or legacy data collections) Level 3 qualifications on entry data, or the linked ILR and NPD Level 3 qualifications data, was used to inform entry qualification derived fields. entry_qualifications_source = DDB if the DDB's Student data or legacy data collections have been used, entry_qualifications_source = ILRNPD if the linked data has been used.

    a. Where entry_qualifications_grades_ddb is not equal to OTHL3 or NOL3, or entry_qualifications_grades_linked is not equal to OTHL3 or NOL3, then the source we use for all entry qualification information is the one that has the highest value of entry_qualifications_grades according to the list in entry_qualifications_grades above.

357. Otherwise, the source we use is that with the highest value of entry_qualifications_tariff.

358. However, if both are missing tariff points or have zero tariff points, then we choose a source that has OTHL3 over NOL3.

359. Where there is a tie when comparing entry_qualifications_grades or entry_qualifications_tariff in each source, we use the DDB Student data and legacy data collections.

student_data_collection = ILR

360. This field is set to ILRNPD.

broad_entry_qualifications (IPENTQUALBROAD)

This is a key field

361. broad_entry_qualifications assigns a broad grouping of entry qualifications for use in benchmarking.

Value	Description	Definition
1	A-levels (AAA or higher)	entry_qualifications_group in (A*A*A*A*, A*A*A*A, A*A*AA, A*AAA, AAAA, A*A*A*, A*A*A, A*AA, AAA)
2	A-levels (ABB or higher)	entry_qualifications_group in (AAB, ABB, AAC)
3	A-levels (BCC or higher) or international baccalaureate	entry_qualifications_group in (BBB, ABC, BBC, BCC, ACC, BACC)
4	A-levels (CDD or higher)	entry_qualifications_group in (CCC, CCD, CDD)
5	A-levels (DDD or lower), other Level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	entry_qualifications_group in (DDD, Below DDD, 2A1B, >115, >105)
6	Higher education level	entry_qualifications_group in (HEFD, HEOUG, HEPG)
7	BTECs (at least DDD), or one A-level and two BTECs	entry_qualifications_group in (BTECD*D*D*, BTECD*D*D, BTECD*DD, BTECDDD, 1A2B)
8	BTECs (DDM or lower)	entry_qualifications_group in (BTECDDM, BTECDMM, BTECMMM and below, BTECL, BTECO)
9	Unspecified qualifications held by non-UK domiciled students	entry_qualifications_group = OTHERS_NONUKDOM
10	Access or foundation courses, or other Level 3 qualification (65 tariff points or higher)	entry_qualifications_group in (ACCESS, FOUND, GNVQ/NVQ, LEV3, >90, >80, >65)
11	None, unknown or other entry qualifications	entry_qualifications_group in (>40, >0, OTHERS, NONE, UNKNOWN)

Fields used for determining students' eligibility for free school meals at key stage 4

Linking to the National Pupil Database for determining students' eligibility for free school meals at key stage 4

362. A student's eligibility for free school meals (FSM) can be used as an individual measure of disadvantage. To generate information on students' FSM eligibility, we have linked DDB Student, legacy HESA Student and Student Alternative and ILR data with schools' NPD data using person-based linking, as described in paragraphs 263-265. We link to NPD School Census data at key stage 4, from 2009-10 onwards. This has information on pupils attending maintained schools in England. From spring 2013-14, this includes local authority maintained Pupil Referral Units and alternative provision academies, including alternative provision free schools. The DfE does not accept responsibility for any inferences or conclusions derived from the NPD data by third parties.

in_free_school_meal_population (IPFSMPOP)

This is a key field

363. This field indicates whether a student is included in the population of students whose indicators are broken down by FSM eligibility status. This will include students who are under 21 on commencement of their studies and who were successfully linked to records from the NPD.

had_free_school_meals (IPFSMSTATE)

This is a key field

364. This field indicates whether a student was ever recorded as eligible for free school meals on census day in any termly or annual census in the previous six years, up to the student's current year at key stage 4.

Fields used in the definition of an entrant

entrant_exclusion_1 (IPENTRANTEXCL1)

365. This field indicates that a student is excluded from the entrant populations as they are not part of the relevant higher education category.

Value	Description	Definition
0	The student was actively studying mainly in the UK, and may be writing up at the end of their year	he_category in (4, 5)
1	The student is not part of the relevant higher education category	Otherwise

entrant_exclusion_2 (IPENTRANTEXCL2)

366. This field indicates that a student is excluded from the entrant population as they were not an entrant in the base year. For students on the legacy HESA Student record, PGR students transferring to a new provider as part of a collaborative provision arrangement are treated as an entrant at the new provider.

student_data_collection = DDB

Value	Description	Definition
0	The student started their course in the base year	engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1
1	The student did not start their course in the base year	Otherwise

Note: PGR students transferring to a new provider as part of a collaborative arrangement should be given a new engagement start date, so they should be counted as entrants at the new provider by our definition. See guidance on the HESA website.[49]

student_data_collection = HESASTU

Value	Description	Definition
0	The student started their course in the base year	(engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1) or (COLFROMPROV ≠ *BLANK* and COLFROMDATE ≥ 17 July 20YY and COLFROMDATE < 17 July 20YY+1 and

[49] See HESA - Experts in higher education data and analysis.

Value	Description	Definition
		(engagement_end_date = *BLANK* or engagement_end_date – COLFROMDATE > 14 days))
1	The student did not start their course in the base year	Otherwise

Note: COLFROMDATE and COMFROMPROV only used in 2015-16 onwards.

student_data_collection = HESASAR or ILR

Value	Description	Definition
0	The student started their course in the base year	engagement_start_date ≥ 17 July 20YY and engagement_start_date < 17 July 20YY+1
1	The student did not start their course in the base year	Otherwise

entrant_exclusion_4 (IPENTRANTEXCL4)

367. In the event that a student is studying multiple instances at the same provider, in the same calendar year, our student outcome and experience measures will only count each student as an entrant a maximum of once per year, provider, and broad level of study. We prioritise active records with the earliest start date.

368. For each record, we check whether the student was actively studying at the same provider at the same broad level (as determined by level_aggregate_2) at any point in the previous 365 days. We link instances within the 365 day period using person-based linking as described in paragraphs 263-265, and we check for both:

    a. active records in the same academic year that have an earlier engagement_start_date value, and

369. active records in the previous academic year with either a blank engagement_end_date, or an engagement_end_date within 365 days of the engagement_start_date of the record in the base year.

370. A record is defined as active for these purposes if:

    a. is_he = 1, and

371. mode_of_study ≠ OTH (records with student_data_collection equal to HESASTU, HESASAR and DDB only), and

372. REDUCEDI ≠ 04 (records with student_data_collection equal to HESASTU only).

373. If we find a record with active study at the same provider at the same broad level in the previous 365 days, this field is set to 1, otherwise it will be set to 0.

374. If the student has another record in the same academic year with the same engagement_start_date, and no prior records in the past 365 days, then the following precedence is applied:

    - The record that has entrant_exclusion_1 = 0 is taken.
    - If there is more than one record with entrant_exclusion_1 = 0, the active record (defined according to paragraph 342) is taken.
    - If there is more than one active record, the record with the highest level of study (using numeric_academic_level) is taken.
    - If there is more than one record with the highest level of study, the record without an end date is taken (using engagement_end_date).
    - If there are still multiple records at the highest level of study, the record with the latest end date is taken (using engagement_end_date).
    - If there are still multiple records at the highest level of study and the same highest/blank end dates, the mode of study (mode_of_study) is taken into account. Records are prioritised in the following order:
        - Apprentice (mode_of_study = APPR)
        - Full-time (mode_of_study = FT)
        - Part-time (mode_of_study = PT)
    - Writing up, previously full-time (mode_of_study = WUPFT).
    - Writing up, previously part-time (mode_of_study = WUPPT).
    - If there are still multiple records, the record with the highest student_load is taken.

375. If there are multiple records after applying all these rules, the final tie breaks are chosen consistently by taking the first identifier alphabetically. Identifiers UKPRN, LEARNREFNUMBER and AIMSEQNUMBER, as well as LEARNAIMREF, are used for ILR records, and UKPRN, SID/HUSID and NUMHUS are used for DDB and legacy HESA records.

376. We note that when a student changes **course** within the same level of study during their first year of study, this will not always result in a provider submitting multiple student records for that individual (for example, from BSc Mathematics to BSc Economics, from an HNC to an HND programme, or from a course involving a sandwich year to one that does not). This means that these sorts of course changes are not often evidenced within legacy HESA Student data returns, which report only the course that a student was studying at the end of the data reporting period. It follows that they cannot trigger entrant_exclusion_4 = 1.

377. When a student changes **provider** during their first year then this will normally result in both of the providers at which the student registers returning student data about that student. If that data indicates that the time spent at one of those providers was less than two weeks, this

would result in the student being excluded from all student outcome and experience measures in relation to study at that provider (see entrant_exclusion_2). If the data shows that the student spent at least two weeks at each provider, that student would contribute to the entrant populations of both the provider they changed from and the provider they changed to. This is because the previous study we identify for that student in the previous calendar year was not at the same registering provider.

entrant_exclusion (IPENTRANTEXCL)

This is a key field

378. This field indicates whether the student will be included in the entrant populations.

379. Students included in the entrant population have entrant_exclusion = 0. For students excluded from the entrant population, entrant_exclusion contains the sum of all applicable values from the table below. The field is computed as (1 × entrant_exclusion_1) + (2 × entrant_exclusion_2) + (4 × entrant_exclusion_4). The reasons that contributed to the exclusion can therefore be determined.

Value	Description	Definition
1	The student was not part of the relevant higher education category	entrant_exclusion_1 = 1
2	The student was not an entrant in the base year	entrant_exclusion_2 = 1
4	The student was active in the previous 365 days at the same provider and broad level	entrant_exclusion_4 = 1
0	Otherwise	None of the above

Fields used in the generation of the access indicators

380. This section is only relevant to the construction of the access and participation data dashboard.

access_exclusion (IPACCEXCL)

This is a key field

381. This field indicates whether the student will be included in the access indicators calculation. For students excluded from the calculation, access_exclusion contains the sum of all applicable values from the table below. Students included in the calculation have access_exclusion = 0. The field is computed as (entrant_exclusion) + (8 × is_intercalating). The reasons that contributed to the exclusion can therefore be determined.

Value	Description	Definition
Value of entrant_exclusion	The student was not in the entrant population	entrant_exclusion
8	The student was intercalating in the base year	is_intercalating = 1
0	Otherwise	None of the above

Fields used in the generation of the continuation and completion indicators

Linking between years

382. In the continuation and completion indicators for a given base year, we need to link data from the DDB's Student (or legacy Student and Student Alternative records) and the ILR to other years of data to evaluate outcomes. We link student data across years and providers using person-based linking, described in paragraphs 263-265.

383. A number of the fields used in the generation of the continuation and completion outcomes described by this document are calculated for multiple years of the student data. Where a field is determined in the same way for each year following the base year, the field name is suffixed with _Y[x] where x is a number. This denotes that the field is calculated in the same way for each year, but the data used is from x years following the current academic year (e.g. _1 where data is used one year following the base year). Where fields are only calculated for subsequent years of data, but not in the base year, the definition will be stated with the year suffix included (_[x]).

384. The fields in this section are used in the calculation of both continuation and completion indicators but for different years.

continuation_awarded_level (IPCONQUAL)

385. This field allocates the level of qualification awarded to the student during the reporting year for use in the assessment of continuation and completion outcomes.

Value	Description	Definition
Value of awarded_level_aggregate_1	Student was awarded a HE qualification in the reporting year	qualifier_type in (1, 2, 3)
OTH	Other	Otherwise

is_continuation_active (IPCONACTIVE)

386. This field indicates whether the student was actively studying for the purpose of continuation and completion indicators.

387. The associated fields, is_continuation_active_Y[X], have the same definition as that described here, but the data used is from X years following base_academic_year. For example, is_continuation_active_Y1 indicates the student was active in the year following the current academic year. See the 'Linking between years' section (paragraphs 352-354) for more detail.

student_data_collection = HESASTU or ILR

Value	Description	Definition
1	Student is active	student_load not in (0, *BLANK*) or

Value	Description	Definition
		(provider_country = S and TYPEYR not in (1, *BLANK*))
0	Student is not active	Otherwise

student_data_collection = HESASAR

Value	Description	Definition
1	Student is active	student_load not in (0, *BLANK*)
0	Student is not active	Otherwise

student_data_collection = DDB

Value	Description	Definition
1	Student is active	Z_ACT_CYC = 1
0	Student is not active	Otherwise

continuation_valid_modes (IPCONVALIDMODE)

388. This field indicates the permitted modes for study at different levels that can be considered as active study for continuation and completion purposes.

Value	Description	Definition
APPR FT PT WUPFT WUPPT	Apprenticeship, full-time, part-time and writing up are valid modes	level_aggregate_1 in (PHD, OPGR, PGTM, PGCE, OPGT)
APPR FT PT	Only apprenticeship, full-time and part-time are valid modes	Otherwise

continuation_census_after_[x]_year(s) (IPCONCENSUS_YX)

389. This field indicates the anniversary of the date 15 days after the student's start date such that it lies within the academic year x years following the base year.

continuation_outcome_after_[x]_year(s) (IPCONINDFULL_YX)

This is a key field

390. This field indicates the continuation and completion outcome of a student on their census date x year(s) and 15 days after entry. For example, continuation_outcome_after_1_year indicates the outcome of a student on their census date one year and 15 days after entry.

391. The criteria described by continuation_outcome_after_[x]_year(s) represent a hierarchy of outcome categories from positive to negative, with a student assigned to the first, most positive outcome category that they satisfy. For the avoidance of doubt, this remains the case

in the event that a student generates multiple student records in any of the linked years, as a result of changing course or provider.

392. The clauses below that apply to continuation and completion outcomes in the base year (the year the student started their studies) are applied to each and every record for the student in the base year, which is denoted Yb in the algorithm below. If the base year clause is satisfied for any record in the base year, then all relevant records in the base year for that student will be categorised in the same way.

393. For example, if a record satisfies the definition for qualified from higher education study at the same provider in the base year, then all records in the base year for that student at the same provider will be categorised in the same way, unless the engagement_start_date for the record falls after the qualification was awarded.

394. Similarly, if a record satisfies the definition for active on or qualified from higher education study at another provider in the base year, only other records in the base year for that student corresponding to prior study at a different provider will be categorised as such. Prior study is identified by comparing engagement_start_date values and different providers are identified by comparing registering_ukprn values.

395. The clauses below that apply to continuation and completion outcomes in the interim year(s) (between the year the student started their studies and the year in which the census lies) are applied to each and every interim year, which are denoted Yi in the algorithm below. If the interim year clause is satisfied for any of the interim years, then the relevant field value will be attributed. The outcomes that are evaluated, and the interim years that apply to each are:

    - continuation_outcome_after_1_year does not have any interim years.
    - For continuation_outcome_after_2_years, the interim year is Y1.
    - For continuation_outcome_after_4_years, the interim years are Y1, Y2, and Y3.
    - For continuation_outcome_after_6_years, the interim years are Y1, Y2, Y3, Y4, and Y5.

396. This means that any student that satisfies the definition of a qualifier (see continuation_awarded_level) and was recorded as being awarded a qualification on or before the relevant continuation or completion measure census date, will count as a positive outcome on the measure in question. For the avoidance of doubt, this includes the award of exit qualifications (including where these are captured in ILR data through the recording of the student's outcome as 'partial achievement' and 'learning activities complete but the outcome is not yet known').

Value	Description	Definition
QUALIFIED	The student qualified from higher education study at the same provider in the base year	continuation_awarded_level_Yb in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and registering_ukprn = registering_ukprn_Yb

Value	Description	Definition
QUALIFIED	The student qualified from higher education study at the same provider in an interim year	continuation_awarded_level_Yi in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and registering_ukprn = registering_ukprn_Yi
QUALIFIED	The student qualified from higher education study at the same provider within x year(s) and 15 days after their entry to higher education	engagement_end_date_Y[x] ≠ *BLANK* and engagement_end_date_Y[x] ≤ continuation_census_after_[x]_year(s) and registering_ukprn = registering_ukprn_Y[x] and continuation_awarded_level_Y[x] in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG)
CONTINUING	The student was active on higher education study at the same provider x year(s) and 15 days after their entry to higher education	engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and registering_ukprn = registering_ukprn_Y[x] and level_aggregate_1_Y[x] in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and continuation_valid_modes_Y[x] contains mode_of_study_Y[x] and is_continuation_active_Y[x] = 1 and (engagement_end_date_Y[x] = *BLANK* or (engagement_end_date_Y[x] ≥ continuation_census_after_[x]_year(s) and (engagement_end_date_Y[x] - engagement_start_date_Y[x] > 14 or (continuation_awarded_level_Y[x] in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG))))) and not above
TRANSFER_COLLAB	The student transferred to another provider as part of a collaborative supervision arrangement in the base year	**Not calculated for student_data_collection = ILR** **student_data_collection = HESASTU, HESASAR** registering_ukprn_Yb = registering_ukprn and

Value	Description	Definition
		COLTOPROV_Yb ≠ *BLANK* and COLTODATE_Yb ≤ continuation_census_after_[x]_year(s) **student_data_collection = DDB** registering_ukprn_Yb = registering_ukprn and INTENDEDDESTINATION_Yb ≠ *BLANK* and RSNENGEND_Yb = 12 and engagement_end_date ≠ *BLANK*
TRANSFER_COLLAB	The student transferred to another provider as part of a collaborative supervision arrangement in an interim year	**Not calculated for student_data_collection = ILR** **student_data_collection = HESASTU, HESASAR** registering_ukprn_Yi = registering_ukprn and COLTOPROV_Yi ≠ *BLANK* and COLTODATE_Yi ≤ continuation_census_after_[x]_year **student_data_collection = DDB** registering_ukprn_Yi = registering_ukprn and INTENDEDDESTINATION_Yi ≠ *BLANK* and RSNENGEND_Yi = 12 and engagement_end_date ≠ *BLANK* and engagement_end_date_Yi ≤ continuation_census_after_[x]_year(s)
TRANSFER_COLLAB	The student transferred to another provider as part of a collaborative supervision arrangement within x year(s) and 15 days after their entry to higher education	**Not calculated for student_data_collection = ILR** **student_data_collection = HESASTU, HESASAR** registering_ukprn_Y[x] = registering_ukprn and COLTOPROV_Y[x] ≠ *BLANK* and COLTODATE_Y[x] ≤ continuation_census_after_[x]_year(s)

Value	Description	Definition
		student_data_collection = DDB INTENDEDDESTINATION_Y[x] ≠ *BLANK* and RSNENGEND_Y[x] = 12 and engagement_end_date ≠ *BLANK* and engagement_end_date_Y[x] ≤ continuation_census_after_[x]_year(s) and not above
QUALIFIED_PGRDORM	The student was a research student and qualified from a dormant state in the data reporting year in which the census falls (x year(s) and 15 days after their entry to higher education)	engagement_end_date_Y[x] ≠ *BLANK* and registering_ukprn = registering_ukprn_Y[x] and continuation_awarded_level_Y[x] in (PHD, OPGR) and not above
TRANSFER	The student was active on or qualified from higher education study at another provider in the base year	registering_ukprn_Yb ≠ registering_ukprn and continuation_awarded_level_Yb in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) or (level_aggregate_1_Yb in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and continuation_valid_modes_Yb contains mode_of_study_Yb and is_continuation_active_Yb = 1 and (engagement_end_date_Yb = *BLANK* or engagement_end_date_Yb - engagement_start_date_Yb > 14 days))
TRANSFER	The student was active on higher education study at another provider in an interim year	registering_ukprn_Yi ≠ registering_ukprn and level_aggregate_1_Yi in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and continuation_valid_modes_Yi contains mode_of_study_Yi and is_continuation_active_Yi = 1 and

Value	Description	Definition
		(engagement_end_date_Yi = *BLANK* or engagement_end_date_Yi - engagement_start_date_Yi > 14)
TRANSFER	The student was active on higher education study at another provider within x year(s) and 15 days after their entry to higher education	registering_ukprn_Y[x] ≠ registering_ukprn and engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and level_aggregate_1_Y[x] in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and continuation_valid_modes_Y[x] contains mode_of_study_Y[x] and (engagement_end_date_Y[x] = *BLANK* or engagement_end_date_Y[x] - engagement_start_date_Y[x] > 14)
TRANSFER	The student qualified from higher education study at another provider in an interim year	registering_ukprn ≠ registering_ukprn_Yi and continuation_awarded_level_Yi in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG)
TRANSFER	The student qualified from higher education study at another provider within x year(s) and 15 days after their entry to higher education	registering_ukprn ≠ registering_ukprn_Y[x] and engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and continuation_awarded_level_Y[x] in (PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG) and not above
PENDING	The student has completed their studies with an unknown result at the same provider in the base year	**Not calculated for student_data_collection =l LR** **student_data_collection = HESASTU, HESASAR** RSNEND_Yb = 98 and registering_ukprn = registering_ukprn_Yb **student_data_collection = DDB** RSNENGEND_Yb = 98 and engagement_end_date_Yb ≠ *BLANK* and registering_ukprn = registering_ukprn_Yb

Value	Description	Definition
PENDING	The student has completed their studies with an unknown result at the same provider in an interim year	**Not calculated for student_data_collection = ILR** **student_data_collection = HESASTU, HESASAR** RSNEND_Yi = 98 and registering_ukprn = registering_ukprn_Yi **student_data_collection = DDB** RSNENGEND_Yi = 98 and engagement_end_date_Yi ≠ *BLANK* and registering_ukprn = registering_ukprn_Yi
PENDING	The student has completed their studies with an unknown result within x year(s) and 15 days after their entry to higher education	**Not calculated for student_data_collection = ILR** **student_data_collection = HESASTU, HESASAR** engagement_end_date_Y[x] ≠ *BLANK* and engagement_end_date_Y[x] ≤ continuation_census_after_[x]_year(s) and registering_ukprn = registering_ukprn_Y[x] and RSNEND = 98 **student_data_collection = DDB** engagement_end_date_Y[x] ≠ *BLANK* and engagement_end_date_Y[x] ≤ continuation_census_after_[x]_year(s) and registering_ukprn = registering_ukprn_Y[x] and RSNENGEND = 98 and not above
QUALIFIED_CREDIT	The student qualified from study for credit at the same provider in the base year	registering_ukprn = registering_ukprn_Yb and continuation_awarded_level_Yb in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC)
QUALIFIED_CREDIT	The student qualified from study for credit at the same provider in an interim year	registering_ukprn = registering_ukprn_Yi and continuation_awarded_level_Yi in

Value	Description	Definition
		(UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC)
QUALIFIED_CREDIT	The student qualified from study for credit at the same provider within x year(s) and 15 days after their entry to higher education	registering_ukprn = registering_ukprn_Y[x] and (engagement_end_date_Y[x] ≠ *BLANK* and engagement_end_date_Y[x] ≤ continuation_census_after_[x]_year(s)) and continuation_awarded_level_Y[x] in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and not above
CONTINUING_CREDIT	The student was active on study for credit at the same provider x year(s) and 15 days after their entry to higher education	registering_ukprn = registering_ukprn_Y[x] and engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and level_aggregate_1_Y[x] in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and continuation_valid_modes_Y[x] contains mode_of_study_Y[x] and is_continuation_active_Y[x] = 1 and (engagement_end_date_Y[x] = *BLANK* or (engagement_end_date_Y[x] ≥ continuation_census_after_[x]_year(s) and (engagement_end_date_Y[x] - engagement_start_date_Y[x] >14 or continuation_awarded_level_Y[x] in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC)))) and not above
TRANSFER_CREDIT	The student was active on or qualified from study for credit at another provider in the base year	registering_ukprn ≠ registering_ukprn_Yb and continuation_awarded_level_Yb in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) or (level_aggregate_1_Yb in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and

Value	Description	Definition
		continuation_valid_modes_Yb contains mode_of_study_Yb and is_continuation_active_Yb = 1 and (engagement_end_date_Yb = *BLANK* or engagement_end_date_Yb - engagement_start_date_Yb > 14 days))
TRANSFER_CREDIT	The student was active on study for credit at another provider in an interim year	registering_ukprn ≠ registering_ukprn_Yi and level_aggregate_1_Yi in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and continuation_valid_modes_Yi contains mode_of_study_Yi and is_continuation_active_Yi = 1 and (engagement_end_date_Yi = *BLANK* or engagement_end_date_Yi - engagement_start_date_Yi > 14)
TRANSFER_CREDIT	The student was active on study for credit at another provider within x year(s) and 15 days after their entry to higher education	registering_ukprn ≠ registering_ukprn_Y[x] and engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and level_aggregate_1_Y[x] in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and continuation_valid_modes_Y[x] contains mode_of_study_Y[x] and is_continuation_active_Y[x] = 1 and (engagement_end_date_Y[x] = *BLANK* or engagement_end_date_Y[x] - engagement_start_date_Y[x] > 14)
TRANSFER_CREDIT	The student qualified from study for credit at another provider in an interim year	registering_ukprn ≠ registering_ukprn_Yi and continuation_awarded_level_Yi in (UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC)
TRANSFER_CREDIT	The student qualified from study for credit at another provider within x year(s) and 15 days after their	registering_ukprn ≠ registering_ukprn_Y[x] and engagement_start_date_Y[x] ≤ continuation_census_after_[x]_year(s) and continuation_awarded_level_Y[x] in

Value	Description	Definition
	entry to higher education	(UGCREDIT, UGUNSPEC, PGCREDIT, PGUNSPEC) and not above
INACTIVE	The student did not continue or qualify at the same provider, or transfer to another provider, and is considered to be inactive in higher education x year(s) and 15 days after their entry to higher education	Otherwise

Fields used in the generation of student experience indicators

397. This section is only relevant to the construction of TEF data. The fields described in this section apply only to student data from the 2021-22 academic year (base_academic_year = 2021) onwards, which correspond to final year students surveyed for the National Student Survey (NSS) in the spring of 2023 (i.e. during the 2022-23 academic year) and later. The 2023 NSS was the first year of the survey with revised questions, following public consultation in 2022.

nss_response_suppressed (IPNSSSUPP)

398. This field indicates that a student's NSS response has been suppressed.

Value	Description
1	Response has been suppressed
0	Response has not been suppressed

in_nss_target_list (IPNSSTARGETPOP)

399. This field is set to 1 where a student is in the target population for the NSS, and 0 otherwise.

in_nss_response_rate_denominator (IPNSSRESRATEEXCL)

This is a key field

400. This field indicates whether the student is included in the denominator of the response rate calculation for the student experience indicators.

Value	Description	Definition
1	The student is included in the denominator of the response rate calculation	nss_response_suppressed = 0 and in_nss_target_list = 1 and he_category in (2, 3, 4, 5)
0	The student is not included in the denominator of the response rate calculation	Otherwise

is_valid_nss_response (IPNSSRESPONSE)

This is a key field

401. This field indicates whether the student responded to the NSS.

Value	Description
1	Responded to the NSS with a sufficient number of questions answered to count as a response to the survey as a whole
0	Did not respond to the NSS

nss_indicator_population_exclusion (IPNSSINDEXCL)

This is a key field

402. This field indicates whether the student is included in the denominator for the student experience indicator.

Value	Description	Definition
0	The student is included in the indicator population	in_nss_response_rate_denominator = 1 and is_valid_nss_response = 1
1	The student is not included in the indicator population	Otherwise

nss_student_data_year (IPNSSLINKYEAR)

403. This field indicates the academic year used for student and course characteristics when deriving the student experience indicators. For records in the NSS target population, this will equal base_academic_year (the year from which the target list was drawn) unless:

    a. The student was dormant in the base year, or

404. The student was on a clinical medical, dental, or veterinary science qualification but taking an intercalating year in the base year.

405. In these cases, we:

    a. Take all fields related to the NSS target population from the record in the year from which the target list was drawn (base_academic_year).

406. Link to the record for the same instance of study in the last academic year in which that student instance was active, to obtain all other student and course characteristics used in the calculation of the student experience measures (up to two years prior to base_academic_year). If the student instance was not active in either of the two prior years, the record is not linked and the student is not included in the NSS population.

nss_q[x]_response_value (IPNSSQX)

407. This field indicates the response given to item x in the NSS. For example, nss_q8_response_value indicates the response given to Question 8 in the NSS. Note that the

wording of the four-point response scale varies by question, but we have described the options as “Very negative”, “Negative”, “Positive” and “Very positive” below, for generality.

Value	Description
0	Question not answered, response not determined, or insufficient number of questions answered in survey to count as a response to the survey as a whole
1	Very negative
2	Negative
3	Positive
4	Very positive
6	Not applicable

nss_[theme]_valid_responses (IPNSSRESPQ[theme]), nss_[theme]_positive_responses (IPNSSPOSITIVEQ[theme]) and nss_[theme]_negative_responses (IPNSSNEGATIVEQ[theme])

408. Student experience measures are calculated based on NSS questions grouped into themes that address various aspects of the student experience. These fields summarise information from NSS responses across each theme.

These are key fields

409. The following table outlines the different themes and associated questions across the NSS. As described in the NSS quality report for 2024, we reviewed our approach to the number of themes that questions are grouped into and have not made any changes to these areas for NSS 2024.[50] The algorithms for each theme set out here align with this approach.

Theme name	Description	Questions used
TEACH	The teaching on my course	1, 2, 3, 4
LEARN	Learning opportunities	5, 6, 7, 8, 9
ASSES	Assessment and feedback	10, 11, 12, 13, 14
ACAD	Academic support	15, 16
ORG	Organisation and management	17, 18
RES	Learning resources	19, 20, 21
VOC	Student voice	22, 23, 24

[50] See NSS data: quality report - Office for Students.

410. For each theme, the following fields are calculated:

    a. nss_[theme]_valid_responses is the count of questions in that theme which had a valid response.

411. nss_[theme]_positive_responses is the count of questions in that theme to which the student gave one of the two positive response options.

412. nss_[theme]_negative_responses is the count of questions in that theme to which the student gave one of the two negative response options.

413. For all fields the student must be in the indicator population in order to attract a non-zero value (nss_indicator_population_exclusion = 0).

Field	Description	Value
nss_[theme]_valid_responses	Count of questions in each theme [theme] which had a valid response	nss_indicator_population_exclusion = 0 and nss_q[x]_response_value in (1, 2, 3, 4)
nss_[theme]_positive_responses	Count of questions in the theme [theme] to which the student responded positively or very positively	nss_indicator_population_exclusion = 0 and nss_q[x]_response_value in (3, 4)
nss_[theme]_negative_responses	Count of questions in the theme [theme] to which the student responded negatively or very negatively	nss_indicator_population_exclusion = 0 and nss_q[x]_response_value in (1, 2)

Fields used in the generation of degree outcome indicators

414. This section is only relevant to the construction of the access and participation data dashboard.

z_qclass_cyc_with_reallocation

415. This field gives the reallocated value of Z_QCLASS_CYC. Values are reallocated when the student left their studies during this reporting period, but the outcome of the degree was not known at the time that they left. Where applicable, the value of Z_QCLASS_CYC is taken from the subsequent student return. The previous and subsequent values of the fields mentioned in the table below are identified by the 'instance linking' method described in paragraph 270.

student_data_collection = DDB

Value	Description	Definition
Value of Z_QCLASS_CYC from subsequent student return	Student left their studies during this reporting period, but the outcome of the degree was not known at the time that they left	RSNENGEND = 98 and subsequent value of Z_QCLASS_CYC ≠ Z9, BLANK and subsequent value of RSNENGEND = 01
RETURNING_RECORD	The value of Z_QCLASS_CYC has been re-allocated to a previous record	Z_QCLASS_CYC ≠ Z9, BLANK and RSNENGEND = 01 and previous value of RSNENGEND = 98
Value of Z_QCLASS_CYC	Otherwise	Otherwise

student_data_collection = HESASTU or HESASAR

416. This field is not calculated.

student_data_collection = ILR

417. This field is not calculated.

is_z_qclass_cyc_reallocated

418. This field indicates whether Z_QCLASS_CYC has been reallocated.

student_data_collection = DDB

Value	Description	Definition
1	The record has had a value of Z_QCLASS_CYC assigned to it from the subsequent student return	Z_QCLASS_CYC ≠ z_qclass_cyc_with_reallocation and Z_QCLASS_CYC ≠ BLANK

Value	Description	Definition
-1	The record has had a value of Z_QCLASS_CYC removed from it	z_qclass_cyc_with_reallocation = RETURNING_RECORD
0	No reallocation has been done	Not above

student_data_collection = HESASTU or HESASAR

419. This field is not calculated.

student_data_collection = ILR

420. This field is not calculated.

degree_class (IPDODEGCLASS)

This is a key field

421. This field indicates the degree classification awarded to first degree qualifiers. For student data taken from the legacy HESA Student record or the ILR, this field is available from 2011-12.

student_data_collection = DDB

Value	Description	Definition
FIRST	First class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and z_qclass_cyc_with_reallocation = 0001
2_1	Upper second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and z_qclass_cyc_with_reallocation = 0002
2_2	Lower second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and z_qclass_cyc_with_reallocation = 0003
THIRD	Third class honours degree	qualifier_type = 1 and

Value	Description	Definition
		awarded_level_aggregate_1 in (DEG, PUGD) and z_qclass_cyc_with_reallocation = 0004
UNCLASS	Unclassified degree awards	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and not above
NA	No degree awarded	Otherwise

student_data_collection = HESASTU or HESASAR

Value	Description	Definition
FIRST	First class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and XCLASSF01 = 01
2_1	Upper second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and XCLASSF01 = 02
2_2	Lower (or undivided) second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and XCLASSF01 in (03, 04)
THIRD	Third class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and XCLASSF01 = 05
OTH_HONOURS	Other classifications of honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and XCLASSF01 in (06, 09)
UNCLASS	Unclassified degree awards	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and not above
NA	No degree awarded	Otherwise

Note: For 2013-14 and earlier, we have calculated XCLASSF01 ourselves on the same basis as HESA; otherwise the HESA derived field XCLASSF01 is used.

student_data_collection = ILR

Value	Description	Definition
FIRST	First class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and OUTGRADE = FI
2_1	Upper second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and OUTGRADE = SU
2_2	Lower (or undivided) second class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and OUTGRADE in (SL, SE)
THIRD	Third class honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and OUTGRADE = TH
OTH_HONOURS	Other classifications of honours degree	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and OUTGRADE = FO
UNCLASS	Unclassified degree awards	qualifier_type = 1 and awarded_level_aggregate_1 in (DEG, PUGD) and not above
NA	No degree awarded	Otherwise

is_degree_outcomes_duplicate (IPDODUP)

422. This field chooses the best outcome (based on the highest degree_class) for each person per provider, broad level of study (determined by level_aggregate_2) and broad level of qualification awarded (determined by awarded_level_aggregate_2) in the academic year.

423. If there is more than one record in the academic year with the same best outcome, then the record with the latest end date is taken (determined by engagement_end_date). If there are

still multiple records with the same best outcome and latest end date, the record is chosen consistently by alphabetical ordering on the returning provider's UKPRN, followed by LEARNREFNUMBER or HUSID or SID, and AIMSEQNUMBER or NUMHUS.

in_degree_outcomes_population (IPDOQUALPOP)

This is a key field

424. This field indicates whether the student is included in the population of first degree qualifiers who are in scope for the degree outcome indicators.

Value	Description	Definition
1	Student is in scope for the degree outcome indicators	is_degree_outcomes_duplicate = 0 and degree_class ≠ (UNCLASS, NA) and undergraduate_qualifier_type = 1
0	Student is not in scope for the degree outcome indicators	Otherwise

Fields used in the generation of the progression indicators

in_go_target_list (IPEMPXPGO)

425. This field indicates whether the student is counted in the Graduate Outcomes (GO) survey target population and is only calculated for years for which GO responses are available. The target population does not include cases where it is known that the graduate has died or is suffering a serious illness.

student_data_collection = DDB

426. This field is equal to Z_POPGO_CYC.

student_data_collection = HESASTU or HESASAR

427. This field is equal to XPGO01.

student_data_collection = ILR

428. A student is counted in the GO survey target population if they satisfy all of the following conditions:

    - They are pursuing a higher education level course and obtained a higher education qualification during the reporting period 1 August to 31 July of the relevant year.
    - The learning outcome has been achieved and results are known (according to OUTCOME).
    - The learning actual end date (LEARNACTENDDATE) is known and falls in one of the survey cohorts.
    - The learner is active in the relevant year (STULOAD > 0).

    Where there are multiple student records, the record with the highest qualification aim is used.

soc_2020 (IPEMPSOC2020)

429. This field indicates the occupation in which the graduate is employed, as classified according to the 2020 Standard Occupational Classification, maintained by the Office for National Statistics. Graduates' responses to the Graduate Outcomes survey (in particular those detailing their job title and duties) are used to derive an appropriate SOC 2020 code, identifying the graduates' occupations.

430. For graduates either self-employed or working for an employer (but not both), this field is equivalent to the SOC code recorded in the HESA derived fields, XBUS2020SOC and XEMP2020SOC, respectively.

431. For self-employed graduates who are also working for an employer, this field is populated as follows:

- If only one of the recorded SOC codes identifies professional employment, soc_2020 takes this value.
- If neither or both SOC codes indicate professional employment, the SOC code shown in soc_2020 is the one associated with the graduate's most important employment activity during the census week, as determined by MIMPACT.
- If neither or both SOC codes indicate professional employment and the activity that the graduate considered to be their most important was not related to employment, then soc_2020 takes the value of XEMP2020SOC where it is populated and XBUS2020SOC otherwise.

go_progression_exclusion_1 (IPEMPEXCL1)

432. This field indicates where students are excluded from the progression indicator population as they are not counted in the GO target population.

Value	Description	Definition
0	The student is counted in the Graduate Outcomes target population	in_go_target_list = 1
1	The student is not counted in the Graduate Outcomes target population	Otherwise

go_progression_exclusion_2 (IPEMPEXCL2)

433. This field indicates where students are excluded from the progression indicator population as they are not domiciled in the UK.

Value	Description	Definition
0	The student was domiciled in the UK	is_uk_domiciled = 1
1	The student was not domiciled in the UK	Otherwise

go_progression_exclusion_4 (IPEMPEXCL4)

434. This field indicates where students are excluded from the progression indicator population as they are not part of the relevant higher education population.

Value	Description	Definition
0	The student was part of the relevant higher education population	he_category in (2, 3, 4, 5)
1	The student was not part of the relevant higher education population	Otherwise

go_progression_exclusion (IPEMPEXCL)

This is a key field

435. This field indicates whether the student will be included in the progression indicators calculation.

436. For students excluded from the calculation, go_progression_exclusion contains the sum of all applicable values from the table below. The field is computed as (1 × go_progression_exclusion_1) + (2 × go_progression_exclusion_2) + (4 × go_progression_exclusion_4). The reasons that contributed to the exclusion can therefore be determined. Students included in the calculation have go_progression_exclusion = 0.

437. Students with go_progression_exclusion = 2 are excluded as they were not UK-domiciled prior to entry, but not excluded for any other reason. Subsequent fields are derived and populated for this group of students to better allow providers to understand their progression outcomes should they wish to do so.

Value	Description	Definition
1	Student is not counted in the GO target population	go_progression_exclusion_1 = 1
2	The student was not UK-domiciled	go_progression_exclusion_2 = 1
4	The student was not part of the relevant higher education population	go_progression_exclusion_4 = 1
0	Otherwise	None of the above

is_valid_go_response (IPEMPRESPONSE)

438. This field indicates whether the graduate responded to the Graduate Outcomes survey. Full and partial responses count as a response. Graduates known to have died or to be suffering a serious illness have been retrospectively removed from the graduate outcomes target population. Those who have explicitly refused to provide information are included in the target population but will take the value is_valid_go_response = 0.

Value	Description	Definition
1	Responded to the Graduate Outcomes survey	ZRESPSTATUS in (03, 04)
0	Did not respond to the Graduate Outcomes survey	Otherwise

in_go_response_rate_numerator (IPEMPRRNUM)

This is a key field

439. This field indicates whether the graduate is included in the numerator of the response rate calculation for the progression indicators.

Value	Description	Definition
1	The graduate is included in the numerator of the response rate calculation	is_valid_go_response = 1 and go_progression_exclusion =0
2	The graduate responded to the survey but is not included in the progression indicators because they were not UK-domiciled	is_valid_go_response = 1 and go_progression_exclusion = 2
0	The graduate is otherwise not included in the numerator of the response rate calculation	Otherwise

is_working (IPEMPWORK)

440. This field indicates whether the graduate reported that they were working during the census week.

Value	Description	Definition
1	The graduate reported that they were working during the census week	ALLACT01 = 1 or ALLACT02 = 1 or ALLACT03 = 1 or ALLACT04 = 1 or ALLACT05 = 1
0	The graduate did not report that they were working during the census week	Otherwise

work_type (IPEMPWORKTYPE)

441. For graduates employed during the census week, this field shows the type of employment the graduate was undertaking.

Value	Description	Definition
Professional	The graduate was in professional employment during the census week	is_working = 1 and soc_2020* in (1, 2, 3)

Value	Description	Definition
Non-professional	The graduate was in non-professional employment during the census week	is_working = 1 and soc_2020* in (4, 5, 6, 7, 8, 9)
SOC Missing	The graduate was employed during the census week but had a missing SOC code	is_working = 1 and soc_2020* in ($, 0, *BLANK*)
NA	The graduate was not employed during the census week	is_working = 0

* The first character of soc_2020 is used.

is_studying (IPEMPSTUDY)

442. This field indicates whether the graduate reported that they were studying during the census week.

Value	Description	Definition
1	The graduate reported that they were studying during the census week	ALLACT06 = 1
0	The graduate did not report that they were studying during the census week	Otherwise

is_travelling_retired_caring (IPEMPTRC)

443. This field indicates whether the graduate reported that they were travelling, retired, or caring for someone during the census week.

Value	Description	Definition
1	The graduate reported that they were travelling, retired, or caring for someone during the census week	ALLACT07 = 1 or ALLACT08 = 1 or ALLACT09 = 1
0	The graduate did not report that they were travelling, retired, or caring for someone during the census week	Otherwise

is_unemployed (IPEMPUNEMPLOYED)

444. This field indicates whether the graduate reported that they were unemployed during the census week.

Value	Description	Definition
1	The graduate reported that they were unemployed during the census week	ALLACT10 = 1
0	The graduate did not report that they were unemployed during the census week	Otherwise

is_doing_something_else (IPEMPOTHACT)

445. This field indicates whether the graduate reported that they were doing something else during the census week.

Value	Description	Definition
1	The graduate reported that they were doing something else during the census week	ALLACT11 = 1
0	The graduate did not report that they were doing something else during the census week	Otherwise

in_progression_population (IPEMPINDPOP)

This is a key field

446. This field indicates whether the student is included in the population for the progression indicators.

Value	Description	Definition
1	The student responded to the survey and is included in the population for the progression indicators	in_go_response_rate_numerator = 1 and progression_activity ≠ UNKNOWN
2	The student responded to the survey but is not included in the population for the progression indicators because they were not UK-domiciled	in_go_response_rate_numerator = 2 and progression_activity ≠ UNKNOWN
0	The student is otherwise not included in the population for the progression indicators	Otherwise

progression_activity (IPEMPIND)

447. This field indicates the graduate's activity during the census week that is determined for the purposes of the progression indicator.

Value	Description	Definition
PRO_EMP	Professional employment	go_progression_exclusion in (0, 2) and work_type = Professional and ((is_studying = 0 and is_travelling_retired_caring = 0) or MIMPACT not in (06, 07, 08, 09))
FURTHER_STUDY	Primarily studying	go_progression_exclusion in (0, 2) and is_studying = 1 and

Value	Description	Definition
		(MIMPACT = 06 or (work_type in (NA, Non-professional, SOC Missing) and (is_travelling_retired_caring = 0 or (is_travelling_retired_caring = 1 and MIMPACT not in (07, 08, 09))))) and not above
OTHER_POSITIVE	Other activity considered positively	go_progression_exclusion in (0, 2) and is_travelling_retired_caring = 1 and ((work_type in (NA, Non-professional, SOC Missing) and is_studying = 0) or MIMPACT = 07, 08, 09) and not above
NON_PRO_EMP	Non-professional employment	go_progression_exclusion in (0, 2) and work_type = Non-professional and is_studying = 0 and is_travelling_retired_caring = 0 and not above
EMP_SOC_MISSING	Employment with missing SOC code	go_progression_exclusion in (0, 2) and work_type in (SOC, Missing) and is_studying = 0 and is_travelling_retired_caring = 0 and not above
UNEMPLOYED	Unemployed or due to start work	go_progression_exclusion in (0, 2) and is_unemployed = 1 and MIMPACT = 10 and not above
OTHER_NEGATIVE	Other activity considered negatively	go_progression_exclusion in (0, 2) and is_doing_something_else = 1 and

Value	Description	Definition
		MIMPACT = 11 and not above
UNKNOWN	Unknown activity	go_progression_exclusion in (0, 2) and is_valid_go_response = 1 and not above

go_missing_soc_weight (IPEMPSOCWEIGHT)

448. This field indicates, for a graduate in employment with a missing SOC code, the extent to which the graduate contributes as a positive outcome in the numerator of the progression indicator. It is a weighting derived from the population of graduates at the provider with the graduate's mode of study (linked_engagement_starting_mode) and broad level of study (awarded_level_aggregate_2), who reported being employed (is_working = 1), with no other positive outcomes (is_studying = 0 and is_travelling_retired_caring = 0). go_missing_soc_weight shows the proportion of this cohort that entered professional employment (work_type = Professional). The weighting is calculated separately for those in the progression indicator population (with go_progression_exclusion = 0) and students who were not UK-domiciled but would otherwise have been in the indicator population (with go_progression_exclusion = 2); this field is only populated for these groups.

progression_numerator (IPEMPINDNUM)

This is a key field

449. The field indicates whether the graduate has an activity that is counted positively in the progression indicator and is used to calculate the numerator of the indicator. This field is calculated for graduates included in the progression indicator population (those with in_progression_population = 1) and for non-UK domiciled students who would otherwise have been included in the progression indicator population (those with in_progression_population=2).

Value	Description	Definition
1	The graduate has an activity that is counted positively in the progression indicator	in_progression_population in (1, 2) and progression_activity in (PRO_EMP, FURTHER_STUDY, OTHER_POSITIVE)
Value of go_missing_soc_weight	The graduate has an activity that is counted partially positively in the progression indicator	in_progression_population in (1, 2) and go_missing_soc_weight ≠ *BLANK* and

Value	Description	Definition
		progression_activity = EMP_SOC_MISSING
0	The graduate does not have an activity that is counted positively in the progression indicator	Otherwise

interim_study_mode (IPGOINTSTUDY)

450. This field indicates the mode of the graduate's interim study since completing their course.

Value	Description	Definition
FT	The graduate engaged in at least one instance of full-time interim study	FURSTU = 01 and (PREVINTENSITY1 = 01 or PREVINTENSITY2 = 01 or PREVINTENSITY3 = 01) and PREVINTENSITY1 ≠ 02 and PREVINTENSITY2 ≠ 02 and PREVINTENSITY3 ≠ 02
PT	The graduate engaged in at least one instance of interim study; all their interim study was part-time or not reported as either part-time or full-time	FURSTU = 01 and (PREVINTENSITY1 = 02 or PREVINTENSITY2 = 02 or PREVINTENSITY3 = 02) and PREVINTENSITY1 ≠ 01 and PREVINTENSITY2 ≠ 01 and PREVINTENSITY3 ≠ 01
OTH	The graduate engaged in other interim study (either a combination of full-time and part-time study, or interim study of unknown intensity)	FURSTU = 01 and not above
NA	The graduate did not engage in interim study	Otherwise

had_significant_interim_study (IPGOSIGINTSTUDY)

451. This field indicates whether the graduate engaged in significant interim study since completing their course. This field is calculated for graduates included in the progression indicator population (those with in_progression_population = 1) and for non-UK domiciled

students who would otherwise have been included in the progression indicator population (those with in_progression_population=2).

452. For years 2018-19 onwards this is the HESA derived field XINTSTUDY. The specification for XINTSTUDY can be found on the HESA website.[51]

453. For 2017-18 this field is calculated using the same method as XINTSTUDY using the following algorithm.

Value	Description	Definition
01	The graduate engaged in significant interim study	in_progression_population in (1, 2) and (PREVTYPEQUAL1 in (01, 02, 03, 04, 05, 06) or PREVTYPEQUAL2 in (01, 02, 03, 04, 05, 06) or PREVTYPEQUAL3 in (01, 02, 03, 04, 05, 06)) and (PREVINTENSITY1 = 01 or PREVINTENSITY2 = 01 or PREVINTENSITY3 = 01)
02	The graduate did not engage in significant interim study	in_progression_population in (1, 2) and not above
BLANK	This field is not calculated	Otherwise

activity_is_meaningful (IPGOMEAN)

454. This field indicates the degree to which the graduate agrees or disagrees with the statement: My current activity/study/work is meaningful.

Value	Description	Definition
1	The graduate strongly disagrees with the statement	in_go_target_list = 1 and ((ACTMEAN = 01) or (ACTMEAN = *BLANK* and STUMEAN = 01) or (ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = 01))
2	The graduate disagrees with the statement	in_go_target_list = 1 and ((ACTMEAN = 02) or (ACTMEAN = *BLANK* and STUMEAN = 02) or

[51] See XINTSTUDY_1.1.2 | HESA.

Value	Description	Definition
		(ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = 02))
3	The graduate neither agrees nor disagrees with the statement	in_go_target_list = 1 and ((ACTMEAN = 03) or (ACTMEAN = *BLANK* and STUMEAN = 03) or (ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = 03))
4	The graduate agrees with the statement	in_go_target_list = 1 and ((ACTMEAN = 04) or (ACTMEAN = *BLANK* and STUMEAN = 04) or (ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = 04))
5	The graduate strongly agrees with the statement	in_go_target_list = 1 and ((ACTMEAN = 05) or (ACTMEAN = *BLANK* and STUMEAN = 05) or (ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = 05))
U	Unknown	in_go_target_list = 1 and ACTMEAN = *BLANK* and STUMEAN = *BLANK* and WRKMEAN = *BLANK*

on_track (IPGOONTRACK)

455. This field indicates the degree to which the graduate agrees or disagrees with the statement: My current activity/study/work fits with my future plans.

Value	Description	Definition
1	The graduate strongly disagrees with the statement	in_go_target_list = 1 and ((ACTONTRACK = 01) or (ACTONTRACK = *BLANK* and STUONTRACK = 01) or (ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = 01))
2	The graduate disagrees with the statement	in_go_target_list = 1 and (

Value	Description	Definition
		(ACTONTRACK = 02) or (ACTONTRACK = *BLANK* and STUONTRACK = 02) or (ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = 02))
3	The graduate neither agrees nor disagrees with the statement	in_go_target_list = 1 and ((ACTONTRACK = 03) or (ACTONTRACK = *BLANK* and STUONTRACK = 03) or (ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = 03))
4	The graduate agrees with the statement	in_go_target_list = 1 and ((ACTONTRACK = 04) or (ACTONTRACK = *BLANK* and STUONTRACK = 04) or (ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = 04))
5	The graduate strongly agrees with the statement	in_go_target_list = 1 and ((ACTONTRACK = 05) or (ACTONTRACK = *BLANK* and STUONTRACK = 05) or (ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = 05))
U	Unknown	in_go_target_list = 1 and ACTONTRACK = *BLANK* and STUONTRACK = *BLANK* and WRKONTRACK = *BLANK*

utilising_studies (IPGOSKILLS)

456. This field indicates the degree to which the graduate agrees or disagrees with the statement: I am utilising what I learnt during my studies in my current activity/study/work.

Value	Description	Definition
1	The graduate strongly disagrees with the statement	in_go_target_list = 1 and ((ACTSKILLS = 01) or (ACTSKILLS = *BLANK* and STUSKILLS = 01)

Value	Description	Definition
		or (ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = 01))
2	The graduate disagrees with the statement	in_go_target_list = 1 and ((ACTSKILLS = 02) or (ACTSKILLS = *BLANK* and STUSKILLS = 02) or (ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = 02))
3	The graduate neither agrees nor disagrees with the statement	in_go_target_list = 1 and ((ACTSKILLS = 03) or (ACTSKILLS = *BLANK* and STUSKILLS = 03) or (ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = 03))
4	The graduate agrees with the statement	in_go_target_list = 1 and ((ACTSKILLS = 04) or (ACTSKILLS = *BLANK* and STUSKILLS = 04) or (ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = 04))
5	The graduate strongly agrees with the statement	in_go_target_list = 1 and ((ACTSKILLS = 05) or (ACTSKILLS = *BLANK* and STUSKILLS = 05) or (ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = 05))
U	Unknown	in_go_target_list = 1 and ACTSKILLS = *BLANK* and STUSKILLS = *BLANK* and WRKSKILLS = *BLANK*

graduate_location (IPGOLOCATION)

457. This field contains the location of the graduate based on the information they reported in their GO response. The graduate's location is mapped to either a 9-digit code travel to work area (TTWA) code or, for postgraduate research graduates only, a broad region of the UK as

defined by the International Territorial Levels, level 1 (ITL 1). The graduation's location is determined using fields such as EMPPCODE and BUSEMPPCODE and is supplemented using information from EMPCITY and BUSEMPCITY for employed graduates. Various information is used for those in further study. Where no other information is available, the graduate's home postcode (home_postcode) is used to determine their location. Further information on the methodology can be found in Annex B of the OfS report 'a geography of employment and earnings' available on our website.[52]

458. Where the location of the graduate cannot be determined, this field is set to UNKNOWN.

459. For graduates living abroad, this field is set to ABROAD.

geography_of_employment_quintile (IPGOQUINTILE)

This is a key field

460. This field contains the quintile of the graduate's location (TTWA or broad region) as determined by graduate_location. Quintile 1 indicates that the graduate lives in an area with the lowest rates of positive outcomes, whereas quintile 5 indicates that the graduate lives in an area with the highest rates of positive outcomes. Further information on the methodology can be found in the OfS report 'A geography of employment and earnings'.[53]

461. For graduates living abroad, the assigned quintile is based on the average positive outcome rate (see paragraph 429) of all graduates living abroad who were awarded the same broad level of qualification (awarded_level_aggregate_2). For awarded_level_aggregate_2 = UG, PGR or PGT, this field is set to quintile 5, 4 or 3, respectively.

462. Where the location of the graduate cannot be determined, the assigned quintile is based on the average positive outcome rate (see paragraph 429) of all such graduates who were awarded the same broad level of qualification (awarded_level_aggregate_2). For awarded_level_aggregate_2 = UG this field is set to quintile 3 and for awarded_level_aggregate_2 = PGR or PGT this field is set to quintile 1.

geography_of_employment_positive_outcome_rate (IPGOEMPINDRATE)

463. This field contains the positive outcome rate of the graduate's location (TTWA or broad region) as determined by graduate_location. This rate is used to create the quintiles in geography_of_employment_quintile. Further information on the methodology can be found in the OfS report 'a geography of employment and earnings' available on our website.[54]

464. For graduates living abroad, or where the location of the graduate cannot be determined, this field is blank.

[52] Available at A geography of employment and earnings – Office for Students.

[53] Available at A geography of employment and earnings – Office for Students.

[54] Available at A geography of employment and earnings – Office for Students.

Fields used to link to sector averages

465. This section describes fields that can be used to link student records with the sector averages that are used in benchmarking calculations. It can be used in conjunction with the sector averages document to find the contribution to benchmark for individual students.[55]

continuation_benchmarking_group_id (IPCONBENCHGROUPID)

466. This field contains a unique identifier for the benchmarking group that the student belongs to for the continuation measure. It is only populated for undergraduates in the denominator population for the continuation indicator.

completion_benchmarking_group_id (IPCOMPBENCHGROUPID)

467. This field contains a unique identifier for the benchmarking group that the student belongs to for the completion measure. It is only populated for undergraduates in the denominator population for the completion indicator.

progression_benchmarking_group_id (IPPROGBENCHGRO.UPID)

468. This field contains a unique identifier for the benchmarking group that the student belongs to for the progression measure. It is only populated for undergraduates in the denominator population for the progression indicator.

nss_benchmarking_group_id (IPNSSBENCHGROUPID)

469. This field contains a unique identifier for the benchmarking group that the student belongs to for the student experience measures. It is only populated for undergraduates in the denominator population for at least one of the student experience indicators.

[55] Available at Documents describing our measures and definitions - Office for Students.

Fields derived from Student Loans Company data

Linking to Student Loans Company data

470. We can obtain information about the estrangement status of the student and their household residual income (HRI) from Student Loans Company (SLC) data. To obtain such information, we have linked DDB Student, legacy HESA Student and Student Alternative and ILR data with SLC data using person-based linking, as described in paragraphs 263-265. We link to SLC data from 2010-11 onwards. SLC does not accept responsibility for any inferences or conclusions derived from the SLC data by third parties.

ever_been_estranged

This is a key field

471. This field indicates if the student has ever been recorded as estranged in SLC data.

Value	Description	Definition
1	The student is estranged (in any year)	This student has at least one SLC record at this provider in any year that indicates they are estranged
0	The student is not estranged (in any year)	This student has at least one SLC record at this provider in any year that indicates they are not estranged and not above
BLANK	Otherwise	Otherwise

in_ever_estrangement_population

This is a key field

472. This field indicates whether the student is counted in the ever estranged population.

Value	Description	Definition
1	The student is counted in the ever estranged population	student_domicile = E, W, N and age_at_year_start < 25 and ever_been_estranged ≠ BLANK
0	The student is not counted in the ever estranged population	Otherwise

dependency_status

This is a key field

473. This field shows whether the student was recorded in SLC data as being financially independent from or financially dependent on their parent(s)/guardian(s).

Value	Description	Definition
Independent	Student is financially independent from their parent(s)/guardian(s)	SLC data for this year indicates that this student is financially independent
Dependent	Student is financially dependent on their parent(s)/guardian(s)	SLC data for this year indicates that this student is financially dependent
BLANK	Otherwise	Otherwise

household_income_on_entry

This is a key field

474. This fields shows the Household Residual Income as recorded in the SLC data for this student. It will display the earliest value found in SLC data for this student, i.e. it will not necessarily display the value for this year. For students who are financially dependent on parent(s)/guardian(s) (dependency_status = Dependent), household residual income is based on parental income. For students who are financially independent (dependency_status = Independent), it is based on their own income, and their partner's if they have one.

Annex A: Fields included in individualised files

1. Not all of the fields described in this document can be included in individualised files. This is primarily due to data protection. Providers can be supplied with the data that they have submitted, but may not be able to view individualised data that is supplemented by data from sources such as the NSS.

2. The table below details which fields may be available in providers' individualised files. Whilst we aim to keep individualised files in a consistent format, please be aware that occasionally, individualised files produced for different purposes may only contain fields that are relevant to that purpose.

Field	Included in core individualised file	Included in supplementary individualised file
student_data_collection	Yes	Yes
base_academic_year	Yes	Yes
record_id	Yes	Yes
registering_ukprn	Yes	Yes
teaching_ukprn	Yes	Yes
provider_country	No	Yes
engagement_start_date	Yes	Yes
engagement_start_date_anniversary	No	Yes
anniversary_plus_15_days	No	Yes
engagement_planned_end_date	No	Yes
engagement_end_date	No	Yes
is_dentistry	No	No
numeric_academic_level	Yes	Yes
detailed_level	No	Yes
is_funding_recognised_he	Yes	Yes
level_aggregate_1	Yes	Yes
level_aggregate_2	Yes	Yes
z_qlevel_cyc_with_reallocation	No	Yes
is_z_qlevel_cyc_reallocated	No	Yes
numeric_academic_level_awarded	No	Yes
detailed_level_awarded	No	Yes
awarded_level_aggregate_1	Yes	Yes
awarded_level_aggregate_2	No	Yes
awarding_body	Yes	Yes
is_apprentice	No	Yes

Field	Included in core individualised file	Included in supplementary individualised file
is_htq	Yes	Yes
expected_course_length	No	Yes
expected_course_length_grouped	Yes	Yes
mode_of_study	No	Yes
linked_engagement_substantive_mode	No	No
linked_engagement_starting_mode	Yes	Yes
linked_engagement_has_foundation_year	Yes	Yes
is_sandwich_year	Yes	Yes
jacs_code	No	No
hecos_code	No	No
cah2_group	Yes	Yes
cah2_group_name	Yes	Yes
cah3_group	Yes	Yes
cah3_group_name	Yes	Yes
cah1_group	No	Yes
cah1_group_name	No	Yes
broad_subject_group	Yes	Yes
broad_subject_group_name	Yes	Yes
fpe	No	No
cah3_fpe	No	Yes
subject_weighting	Yes	Yes
is_intercalating	No	Yes
prior_learning_adjustment	No	No
student_load_case	No	No
student_load	No	Yes
birth_date	No	Yes
engagement_starting_age	Yes	Yes
engagement_starting_age_group	Yes	Yes
student_sex	Yes	Yes
unimputed_student_sex	Yes	Yes
reported_disability_type	Yes	Yes
is_reported_disabled	Yes	Yes
student_ethnicity	No	Yes
unimputed_student_ethnicity	No	Yes
broad_student_ethnicity	Yes	Yes

Field	Included in core individualised file	Included in supplementary individualised file
unimputed_broad_student_ethnicity	Yes	Yes
socioeconomic_class_source	No	Yes
unimputed_socioeconomic_class_source	No	Yes
socioeconomic_class	Yes	Yes
unimputed_socioeconomic_class	Yes	Yes
parental_education	No	Yes
care_leaver_status	No	Yes
care_leaver_status_unimputed	No	Yes
is_care_experienced	No	Yes
is_care_experienced_unimputed	No	Yes
sexual_orientation	Yes	Yes
religious_belief	No	No
home_postcode	No	Yes
home_travel_to_work_area	No	Yes
student_domicile	Yes	Yes
is_uk_domiciled	No	Yes
adult_he_quintile	Yes	Yes
polar4_quintile	Yes	Yes
tundra_msoa_quintile	Yes	Yes
home_imd_quintile_by_nation	Yes	Yes
historic_home_imd_quintile_by_nation	Yes	Yes
idaci_quintile	Yes	Yes
abcs_access_quintile	Yes	Yes
abcs_continuation_quintile	Yes	Yes
abcs_completion_quintile	Yes	Yes
abcs_progression_quintile	Yes	Yes
abcs_nss_quintile	No	No
study_location_postcode	No	Yes
location_of_study	No	No
is_distance_learner	Yes	Yes
study_travel_to_work_area	No	Yes
term_time_travel_to_work_area	No	Yes
study_location_type	Yes	Yes
is_commuter	No	Yes
is_he	No	Yes

Field	Included in core individualised file	Included in supplementary individualised file
he_category	Yes	Yes
is_duplicate	No	Yes
is_active_at_anniversary	No	Yes
is_duplicate_in_academic_year	Yes	Yes
population_type	Yes	Yes
app_exclusion_reason	Yes	Yes
qualifier_type	No	Yes
undergraduate_qualifier_type	No	Yes
linked_engagement_id	No	Yes
linked_engagement_end_date	No	No
linked_engagement_preentrant_row	No	Yes
entry_qualifications_tariff	No	No
entry_qualifications_tariff_ddb	No	No
entry_qualifications_tariff_linked	No	No
detailed_entry_qualifications	No	No
detailed_entry_qualifications_ddb	No	No
detailed_entry_qualifications_linked	No	No
historic_detailed_entry_qualifications	No	No
historic_detailed_entry_qualifications_ddb	No	No
historic_detailed_entry_qualifications_linked	No	No
entry_qualifications_grades	No	No
entry_qualifications_grades_ddb	No	No
entry_qualifications_grades_linked	No	No
entry_qualifications_group	No	Yes
entry_qualifications_group_ddb	No	No
entry_qualifications_group_linked	No	No
entry_qualifications_source	No	No
broad_entry_qualifications	Yes	Yes
in_free_school_meal_population	Yes	Yes
had_free_school_meals	Yes	Yes
entrant_exclusion_1	No	Yes
entrant_exclusion_2	No	Yes
entrant_exclusion_4	No	Yes
entrant_exclusion	Yes	Yes
access_exclusion	Yes	Yes

Field	Included in core individualised file	Included in supplementary individualised file
continuation_awarded_level	No	No
is_continuation_active	No	No
continuation_census_after_1_year	No	Yes
continuation_census_after_2_years	No	Yes
continuation_census_after_4_years	No	Yes
continuation_census_after_6_years	No	Yes
continuation_valid_modes	No	No
continuation_outcome_after_1_year	Yes	Yes
continuation_outcome_after_2_years	Yes	Yes
continuation_outcome_after_4_years	Yes	Yes
continuation_outcome_after_6_years	Yes	Yes
nss_response_suppressed	No	No
in_nss_target_list	No	No
nss_student_data_year	No	No
in_nss_response_rate_denominator	No	No
is_valid_nss_response	No	No
nss_indicator_population_exclusion	No	No
nss_acad_positive_responses	No	No
nss_acad_negative_responses	No	No
nss_acad_valid_responses	No	No
nss_assess_positive_responses	No	No
nss_assess_negative_responses	No	No
nss_assess_valid_responses	No	No
nss_res_positive_responses	No	No
nss_res_negative_responses	No	No
nss_res_valid_responses	No	No
nss_org_positive_responses	No	No
nss_org_negative_responses	No	No
nss_org_valid_responses	No	No
nss_learn_positive_responses	No	No
nss_learn_negative_responses	No	No
nss_learn_valid_responses	No	No
nss_voc_positive_responses	No	No
nss_voc_negative_responses	No	No
nss_voc_valid_responses	No	No

Field	Included in core individualised file	Included in supplementary individualised file
nss_teach_positive_responses	No	No
nss_teach_negative_responses	No	No
nss_teach_positive_responses	No	No
nss_q1_response_value	No	No
nss_q2_response_value	No	No
nss_q3_response_value	No	No
nss_q4_response_value	No	No
nss_q5_response_value	No	No
nss_q6_response_value	No	No
nss_q7_response_value	No	No
nss_q8_response_value	No	No
nss_q9_response_value	No	No
nss_q10_response_value	No	No
nss_q11_response_value	No	No
nss_q12_response_value	No	No
nss_q13_response_value	No	No
nss_q14_response_value	No	No
nss_q15_response_value	No	No
nss_q16_response_value	No	No
nss_q17_response_value	No	No
nss_q18_response_value	No	No
nss_q19_response_value	No	No
nss_q20_response_value	No	No
nss_q21_response_value	No	No
nss_q22_response_value	No	No
nss_q23_response_value	No	No
nss_q24_response_value	No	No
nss_q25_response_value	No	No
nss_q26_response_value	No	No
nss_q27_response_value	No	No
z_qclass_cyc_with_reallocation	No	Yes
is_z_qclass_cyc_reallocated	No	Yes
degree_class	Yes	Yes
is_degree_outcomes_duplicate	No	No
in_degree_outcomes_population	Yes	Yes

Field	Included in core individualised file	Included in supplementary individualised file
in_go_target_list	No	Yes
soc_2020	No	Yes
go_progression_exclusion_1	No	Yes
go_progression_exclusion_2	No	Yes
go_progression_exclusion_4	No	Yes
go_progression_exclusion	Yes	Yes
is_valid_go_response	No	Yes
in_go_response_rate_numerator	Yes	Yes
is_working	No	Yes
work_type	No	Yes
is_studying	No	Yes
is_travelling_retired_caring	No	Yes
is_unemployed	No	Yes
is_doing_something_else	No	Yes
in_progression_population	Yes	Yes
progression_activity	No	Yes
go_missing_soc_weight	No	Yes
progression_numerator	Yes	Yes
interim_study_mode	Yes	Yes
had_significant_interim_study	Yes	Yes
activity_is_meaningful	No	Yes
on_track	No	Yes
utilising_studies	No	Yes
graduate_location	No	Yes
geography_of_employment_quintile	Yes	Yes
geography_of_employment_positive_outcome_rate	No	No
continuation_benchmarking_group_id	No	Yes
completion_benchmarking_group_id	No	Yes
progression_benchmarking_group_id	No	Yes
ever_been_estranged	No	No
in_ever_estrangement_population	No	No
dependency_status	No	No
household_income_on_entry	No	No

Annex B: Updates to algorithms since last published

1. The table below lists substantive changes made to the algorithms in this document since the May 2026 publication of this document.

2. In addition to the substantive changes we have also made minor corrections and clarifications to a number of the documented algorithms.

3. As noted in the introduction, as a consequence of the OfS changing its technology base, we have recently updated the field names throughout the document. The changes to field names are not included in the table below, but a mapping of old field names to new ones have been included in Annex C.

Field(s)	student_data_collection	Nature of the update
z_qlevel_cyc_with_reallocation is_z_qlevel_cyc_reallocated z_qclass_cyc_with_reallocation is_z_qclass_cyc_reallocated	DDB	New algorithms added to enable us to deal more effectively with situations where a student left their studies in this reporting period but the outcome of the degree was not known at the time they left.
numeric_academic_level_awarded detailed_level_awarded	DDB	Change to use z_qlevel_cyc_with_reallocation instead of Z_QLEVEL_CYC.
degree_class	DDB	Change to use z_qclass_cyc_with_reallocation instead of Z_QCLASS_CYC.
prior_learning_adjustment	ILR	Change to ensure that null values of PRIORLEARNFUNDADJ are being treated correctly.
religious_belief	DDB, HESASTU and HESASAR	New algorithm added.
abcs_nss_quintile	All	New algorithm added.
ever_been_estranged in_ever_estrangement_population dependency_status household_income_on_entry	All	New algorithms added related to our use of SLC data.

Annex C: Field names mapping

1. From 2026 onwards, we are using the new field names listed below in our technical documentation and individualised files outputs. A mapping between the old field names and new field names is provided here for reference and is also available in csv format on our website.[56]

Old field name	New field name
DFAPAPPEXCL	app_exclusion_reason
IPACCABCS	abcs_access_quintile
IPACCEXCL	access_exclusion
IPACTANN	is_active_at_anniversary
IPACTENDDATE	engagement_end_date
IPADULTHEQ	adult_he_quintile
IPANNIV	engagement_start_date_anniversary
IPANNIV15	anniversary_plus_15_days
IPAPPRENTICE	is_apprentice
IPAVHOURSPERDAY	student_numbers_average_hours_per_day
IPAWARD_DETAIL	detailed_level_awarded
IPAWARDBOD	awarding_body
IPAWARDBOD_NAME	awarding_body_name
IPAWARDLEVEL	awarded_level_aggregate_1
IPAWARDLEVELBROAD	awarded_level_aggregate_2
IPAWARDLEVELNUM	numeric_academic_level_awarded
IPAYDAYSSTUDIED	student_numbers_days_studied
IPAYDUP	is_duplicate_in_academic_year
IPBASEYEAR	base_academic_year
IPBIRTHDATE	birth_date
IPCAH3FPE	cah3_fpe
IPCARELEAVER	care_leaver_status
IPCARELEAVERRAW	care_leaver_status_unimputed
IPCOMDATE	engagement_start_date
IPCOMMUTE	is_commuter
IPCOMPABCS	abcs_completion_quintile
IPCOMPBENCHGROUPID	completion_benchmarking_group_id
IPCONABCS	abcs_continuation_quintile
IPCONACTIVE	is_continuation_active
IPCONBENCHGROUPID	continuation_benchmarking_group_id
IPCONCENSUS_Y1	continuation_census_after_1_year
IPCONCENSUS_Y2	continuation_census_after_2_years
IPCONCENSUS_Y4	continuation_census_after_4_years
IPCONCENSUS_Y6	continuation_census_after_6_years

[56] Available from Description and definition of student outcome and experience measures - Office for Students.

Old field name	New field name
IPCONINDFULL_Y1	continuation_outcome_after_1_year
IPCONINDFULL_Y2	continuation_outcome_after_2_years
IPCONINDFULL_Y4	continuation_outcome_after_4_years
IPCONINDFULL_Y6	continuation_outcome_after_6_years
IPCONQUAL	continuation_awarded_level
IPCONTEXTPOP	population_type
IPCONVALIDMODE	continuation_valid_modes
IPCOUNTRY	provider_country
IPCRSELGTH	expected_course_length
IPCRSELGTHGRP	expected_course_length_grouped
IPDAYSSTUDIED	days_studied
IPDENT	is_dentistry
IPDISABLE	is_reported_disabled
IPDISABLETYPE	reported_disability_type
IPDL	is_distance_learner
IPDODEGCLASS	degree_class
IPDODUP	is_degree_outcomes_duplicate
IPDOM	student_domicile
IPDOQUALPOP	in_degree_outcomes_population
IPDUP	is_duplicate
IPEMPEXCL	go_progression_exclusion
IPEMPEXCL1	go_progression_exclusion_1
IPEMPEXCL2	go_progression_exclusion_2
IPEMPEXCL4	go_progression_exclusion_4
IPEMPIND	progression_activity
IPEMPINDNUM	progression_numerator
IPEMPINDPOP	in_progression_population
IPEMPOTHACT	is_doing_something_else
IPEMPRESPONSE	is_valid_go_response
IPEMPRRNUM	in_go_response_rate_numerator
IPEMPSOC2020	soc_2020
IPEMPSOCWEIGHT	go_missing_soc_weight
IPEMPSTUDY	is_studying
IPEMPTRC	is_travelling_retired_caring
IPEMPUNEMPLOYED	is_unemployed
IPEMPWORK	is_working
IPEMPWORKTYPE	work_type
IPEMPXPGO	in_go_target_list
IPENDDATE	student_numbers_end_date
IPENTQUALBROAD	broad_entry_qualifications
IPENTQUALGRP	entry_qualifications_group
IPENTQUALGRP_DDB	entry_qualifications_group_ddb
IPENTQUALGRP_LINKED	entry_qualifications_group_linked
IPENTRANTEXCL	entrant_exclusion

Old field name	New field name
IPENTRANTEXCL1	entrant_exclusion_1
IPENTRANTEXCL2	entrant_exclusion_2
IPENTRANTEXCL4	entrant_exclusion_4
IPETHNIC	broad_student_ethnicity
IPETHNICDETAIL	student_ethnicity
IPETHNICDETAILRAW	unimputed_student_ethnicity
IPETHNICRAW	unimputed_broad_student_ethnicity
IPFOUNDYEAR	linked_engagement_has_foundation_year
IPFPE	fpe
IPFSMPOP	in_free_school_meal_population
IPFSMSTATE	had_free_school_meals
IPGOEMPINDRATE	geography_of_employment_positive_outcome_rate
IPGOINTSTUDY	interim_study_mode
IPGOLOCATION	graduate_location
IPGOMEAN	activity_is_meaningful
IPGOONTRACK	on_track
IPGOQUINTILE	geography_of_employment_quintile
IPGOSIGINTSTUDY	had_significant_interim_study
IPGOSKILLS	utilising_studies
IPGRADECOMB	entry_qualifications_grades
IPGRADECOMB_DDB	entry_qualifications_grades_ddb
IPGRADECOMB_LINKED	entry_qualifications_grades_linked
IPHECAT	he_category
IPHECOS	hecos_code
IPHOMETTWA	home_travel_to_work_area
IPHOURSPERAYR	student_numbers_hours_per_year
IPHTQ	is_htq
IPIDACI	idaci_quintile
IPIMDHISTORIC	historic_home_imd_quintile_by_nation
IPIMDNATION	home_imd_quintile_by_nation
IPINSTANCEACTENDDATE	linked_engagement_end_date
IPINSTANCEEXCL_PREENTROW	linked_engagement_preentrant_row
IPINSTANCEID	linked_engagement_id
IPINSTANCELEARNAIMREF	linked_engagement_learning_aim
IPINSTANCETYPE	engagement_linking_issue
IPINTERCALATE	is_intercalating
IPJACS	jacs_code
IPL3SOURCE	entry_qualifications_source
IPLEVEL	level_aggregate_1
IPLEVELBROAD	level_aggregate_2
IPLEVELNUM	numeric_academic_level
IPLOCPOSTCODE	study_location_postcode
IPLOCSDY	location_of_study
IPMODE	mode_of_study

Old field name	New field name
IPNSSBENCHGROUPID	nss_benchmarking_group_id
IPNSSINDEXCL	nss_indicator_population_exclusion
IPNSSLINKYEAR	nss_student_data_year
IPNSSNEGATIVEQACAD	nss_acad_negative_responses
IPNSSNEGATIVEQASSES	nss_assess_negative_responses
IPNSSNEGATIVEQLEARN	nss_learn_negative_responses
IPNSSNEGATIVEQORG	nss_org_negative_responses
IPNSSNEGATIVEQRES	nss_res_negative_responses
IPNSSNEGATIVEQTEACH	nss_teach_negative_responses
IPNSSNEGATIVEQVOC	nss_voc_negative_responses
IPNSSPOSITIVEQACAD	nss_acad_positive_responses
IPNSSPOSITIVEQASSES	nss_assess_positive_responses
IPNSSPOSITIVEQLEARN	nss_learn_positive_responses
IPNSSPOSITIVEQORG	nss_org_positive_responses
IPNSSPOSITIVEQRES	nss_res_positive_responses
IPNSSPOSITIVEQTEACH	nss_teach_positive_responses
IPNSSPOSITIVEQVOC	nss_voc_positive_responses
IPNSSQ1	nss_q1_response_value
IPNSSQ10	nss_q10_response_value
IPNSSQ11	nss_q11_response_value
IPNSSQ12	nss_q12_response_value
IPNSSQ13	nss_q13_response_value
IPNSSQ14	nss_q14_response_value
IPNSSQ15	nss_q15_response_value
IPNSSQ16	nss_q16_response_value
IPNSSQ17	nss_q17_response_value
IPNSSQ18	nss_q18_response_value
IPNSSQ19	nss_q19_response_value
IPNSSQ2	nss_q2_response_value
IPNSSQ20	nss_q20_response_value
IPNSSQ21	nss_q21_response_value
IPNSSQ22	nss_q22_response_value
IPNSSQ23	nss_q23_response_value
IPNSSQ24	nss_q24_response_value
IPNSSQ25	nss_q25_response_value
IPNSSQ26	nss_q26_response_value
IPNSSQ27	nss_q27_response_value
IPNSSQ3	nss_q3_response_value
IPNSSQ4	nss_q4_response_value
IPNSSQ5	nss_q5_response_value
IPNSSQ6	nss_q6_response_value
IPNSSQ7	nss_q7_response_value
IPNSSQ8	nss_q8_response_value
IPNSSQ9	nss_q9_response_value

Old field name	New field name
IPNSSRESPONSE	is_valid_nss_response
IPNSSRESPQACAD	nss_acad_valid_responses
IPNSSRESPQASSES	nss_assess_valid_responses
IPNSSRESPQLEARN	nss_learn_valid_responses
IPNSSRESPQORG	nss_org_valid_responses
IPNSSRESPQRES	nss_res_valid_responses
IPNSSRESPQTEACH	nss_teach_valid_responses
IPNSSRESPQVOC	nss_voc_valid_responses
IPNSSRESRATEEXCL	in_nss_response_rate_denominator
IPNSSSUPP	nss_response_suppressed
IPNSSTARGETPOP	in_nss_target_list
IPOFSFUNDAIM	is_funding_recognised_he
IPOFSQAIM	detailed_level
IPPARED	parental_education
IPPLANENDDATE	engagement_planned_end_date
IPPOLAR4	polar4_quintile
IPPOSTCODE	home_postcode
IPPRIORLEARNADJ	prior_learning_adjustment
IPPROGABCS	abcs_progression_quintile
IPPROGBENCHGROUPID	progression_benchmarking_group_id
IPQUALENT2	historic_detailed_entry_qualifications
IPQUALENT2_DDB	historic_detailed_entry_qualifications_ddb
IPQUALENT2_LINKED	historic_detailed_entry_qualifications_linked
IPQUALENT3	detailed_entry_qualifications
IPQUALENT3_DDB	detailed_entry_qualifications_ddb
IPQUALENT3_LINKED	detailed_entry_qualifications_linked
IPQUALHOURS	student_numbers_qualification_hours
IPQUALIFIER	qualifier_type
IPRECID	record_id
IPSANDWICH	is_sandwich_year
IPSBJ_BROAD	broad_subject_group
IPSBJ_BROAD_NAME	broad_subject_group_name
IPSBJ_CAH1	cah1_group
IPSBJ_CAH1_NAME	cah1_group_name
IPSBJ_CAH2	cah2_group
IPSBJ_CAH2_NAME	cah2_group_name
IPSBJ_CAH3	cah3_group
IPSBJ_CAH3_NAME	cah3_group_name
IPSEC	socioeconomic_class
IPSECRAW	unimputed_socioeconomic_class
IPSECTYPE	socioeconomic_class_source
IPSECTYPERAW	unimputed_socioeconomic_class_source
IPSEX	student_sex
IPSEXORT	sexual_orientation

Old field name	New field name
IPSEXRAW	unimputed_student_sex
IPSOURCE	student_data_collection
IPSTARTAGE	engagement_starting_age
IPSTARTAGEBAND	engagement_starting_age_group
IPSTARTMODE	linked_engagement_starting_mode
IPSTUDYLOCTYPE	study_location_type
IPSTUDYTTWA	study_travel_to_work_area
IPSTULOAD	student_load
IPSTULOADCASE	student_load_case
IPSUBSTMODE	linked_engagement_substantive_mode
IPTARIFF	entry_qualifications_tariff
IPTARIFF_DDB	entry_qualifications_tariff_ddb
IPTARIFF_LINKED	entry_qualifications_tariff_linked
IPTITLECREDITS	student_numbers_title_credits
IPTITLEHRS	student_numbers_title_hours
IPTTPCODETTWA	term_time_travel_to_work_area
IPTUNDRALOOKUP	tundra_msoa_quintile
IPUGQUALIFIER	undergraduate_qualifier_type
IPUKFLAG	is_uk_domiciled
IPUKPRNRC	registering_ukprn
IPUKPRNRC_NAME	registering_provider_name
IPUKPRNTC	teaching_ukprn
IPUKPRNTC_NAME	teaching_provider_name
OFSHE	is_he
SUBWT	subject_weighting

List of abbreviations

Term	Meaning
ABCS	Associations between characteristics of students
CAH	Common Aggregation Hierarchy
DDB	Designated data body
DfE	Department for Education
FHEQ	Framework for higher education qualifications
FPE	Full person equivalence
FSM	Free school meals
FTE	Full-time equivalence
GO	Graduate Outcomes (survey)
HECoS	Higher Education Classification of Subjects
HESA	Higher Education Statistics Agency
HNC	Higher National Certificate
HND	Higher National Diploma
ILR	Individualised Learner Record
IMD	Index of Multiple Deprivation
ITT	Initial teaching training
JACS	Joint Academic Coding System
LDCS	Learn Direct Class System
MSOA	Middle Layer Super Output Area
NPD	National Pupil Database
NSS	National Student Survey
NVQ	National Vocational Qualification
OfS	Office for Students
ONC	Ordinary National Certificate
OND	Ordinary National Diploma
ONS	Office for National Statistics
PGCE	Postgraduate Certificate in Education
POLAR	Participation of local areas (classification)
SKE	Subject knowledge enhancement (courses)
SLC	Student Loans Company
SOC	Standard Occupational Classification
SQA	Scottish Qualifications Authority

Term	Meaning
TEF	Teaching Excellence Framework
TTWA	Travel to work area
TUNDRA	Tracking underrepresentation of areas
UCAS	Universities and Colleges Admissions Service

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