

Office for  
Students

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# ILR training – student engagement and outcome (part two)

Wednesday 19 August 2020

# What we will cover

- Definitions of key fields
- What we use these for
- What we expect from providers in determining these
- Evidence that should be kept
- Common issues found
- Examples
- Improving data quality
- Any questions?

# Fields we will cover

- TYPEYR
- YEARSTU
- FUNDLEV
- FUNDCOMP
- Outcome
- Outgrade.

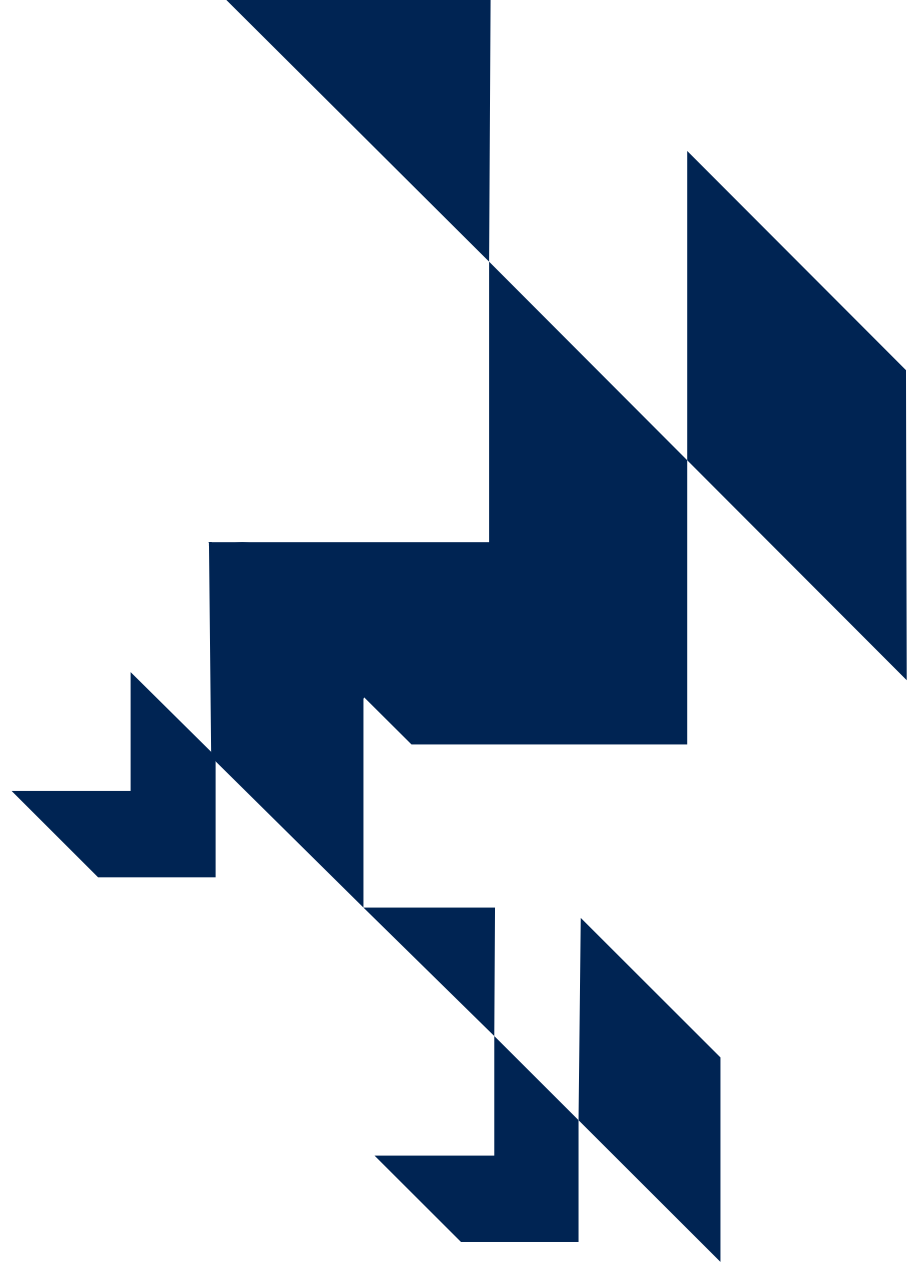
# What we use this data for

TYPEYR ,FUNDLEV and FUNDCOMP are used in the allocation of funding.

YEARSTU is used to derive the National Student Survey (NSS) target population.

Outcome and Outgrade are used in performance indicators, including in the OfS's access and participation data dashboard, to determine student attainment.

# Key fields



# Reporting activity recap

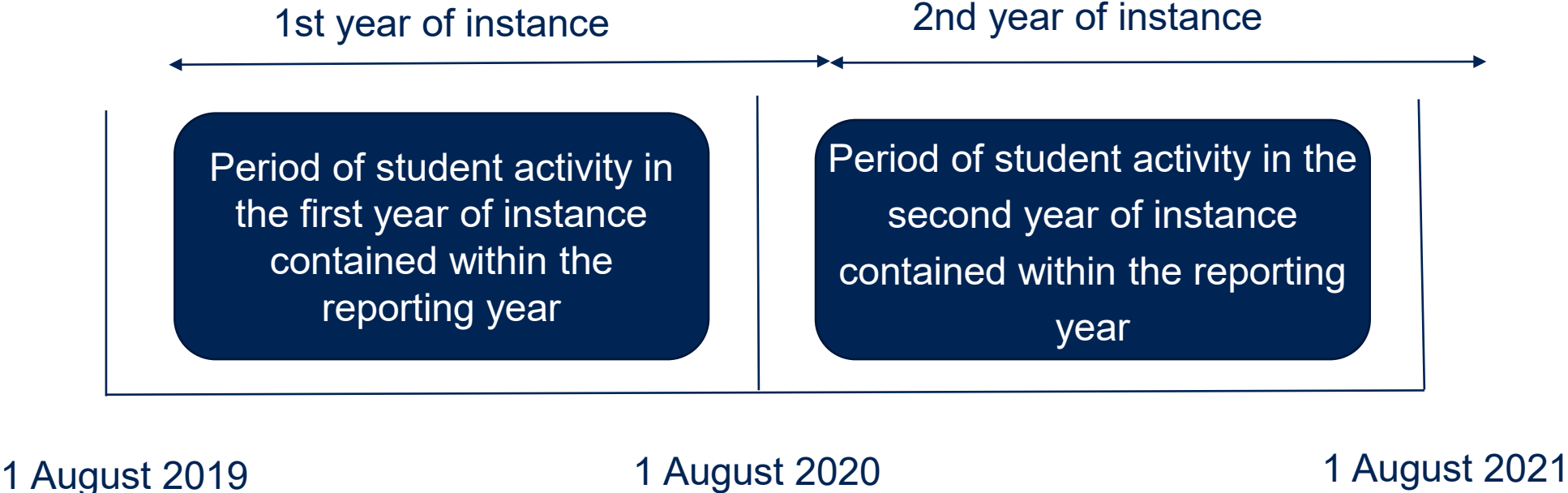
- Academic year (also known as 'reporting year'):
  - 1 August to 31 July.
- Instance:
  - a coherent engagement with the provider by a student aiming towards the award of one or more qualifications, or of credit.
- Year of instance:
  - the first year begins when the student starts studying towards the qualification(s)
  - the second and subsequent years start on or near the anniversary of this date.

# TYPEYR

Identifies whether the student is on a standard or non-standard year of instance.

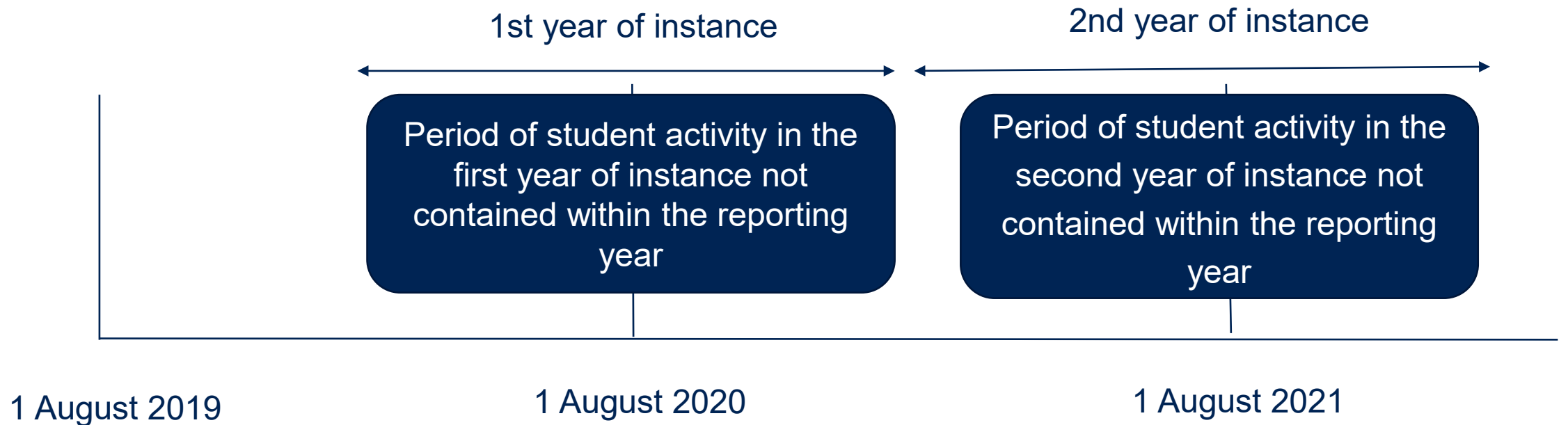
- Should reflect whether planned activity in the year of instance falls within one academic year or spans academic years
- Is usually consistent from year to year but may be non-standard in the first year(s) of a course and then standard in the final year
- Should not be changed to reflect a student withdrawing
- Would strongly encourage only using TYPEYR=1 and 2.
  - TYPEYR = 3, 4 and 5 have been removed from the 2020-21 specification.

# Standard year – TYPEYR = 1

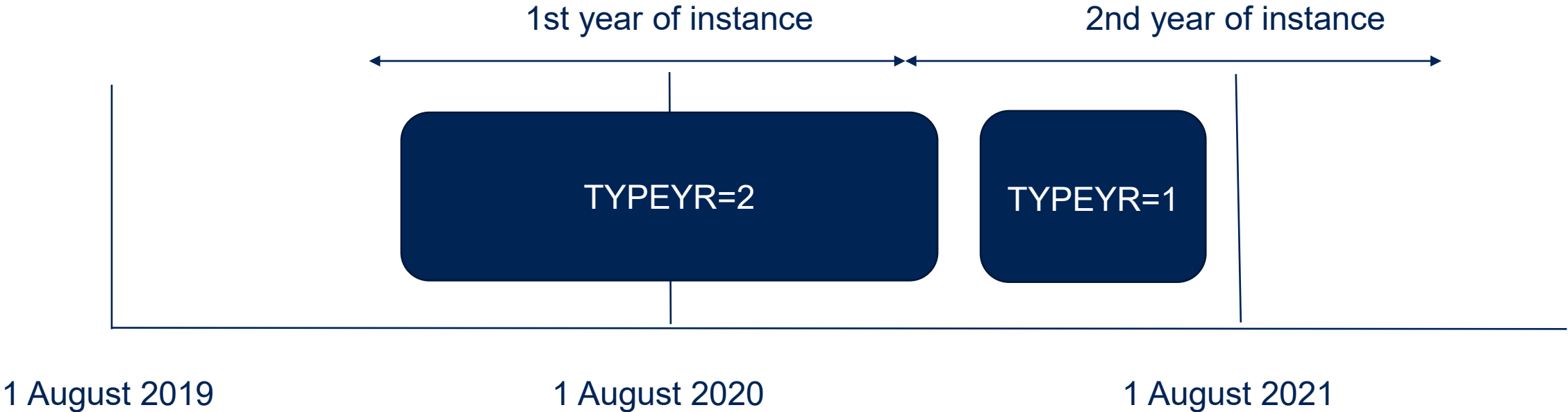




# Non-standard year – TYPEYR = 2



# Mixed TYPEYR



# Common issues and good practice

## Common issues:

- TYPEYR definition not understood
- codes 3, 4 and 5 used and then not incremented appropriately.

## Good practice:

- assign TYPEYR for the course
- do not use codes 3, 4 or 5.

# YEARSTU

The year number that the student is in since enrolling for a course leading to the student's qualification aim.

- Should not be incremented for periods of dormancy
- Should be incremented when a student repeats a year.

# FUNDLEV

Indicates the level and length of the course.

- Courses should be coded as postgraduate when the normal entry requirement is an undergraduate degree
- Courses should be coded as long when the student is required to attend for 45 weeks or more within the year of instance
- Evidence of the level and length of courses should be maintained.

# FUNDCOMP

Records completion status for the year of instance consistent with the OfS Higher Education Students Early Statistics (HESES) definition.

- Not the same as CompStatus
- For 2019-20 the OfS will not be using this field, except to exclude students who are not in the HESES population (FUNDCOMP=9)
- Otherwise providers can return whatever valid value minimises burden and may wish to return FUNDCOMP=3 for all other higher education students
- We expect to require FUNDCOMP in 2020-21.

# FUNDCOMP for 2020-21

- To be counted as a completion (FUNDCOMP=1) a student must complete all the modules they intended to complete in the year of course within 13 months of the start of the year of course
- To complete a module, the student must either undergo the final assessment of the module or pass the module, where this can be achieved without undergoing the final assessment
- Where the year of course is not yet completed, but the student has not failed to complete e.g. withdrawn, FUNDCOMP=3 should be returned. This would apply to most students who start later in the academic year and so have not finished their year of course at the R14 deadline.

# FUNDCOMP for 2020-21

- Requires providers to know:
  - at the start of the year of course - what modules the student intends to complete
  - if the student formally changes mode what the revised intentions are
  - whether the intended modules are passed and the date they were passed
  - for modules failed, whether the student attempted the final assessment and when.
- Sufficient evidence of these aspects should be maintained
- Providers may find it most straightforward to record when all module assessments are due and submitted by each student.



# Common issues and good practice

## Common issues:

- FUNDCOMP definition not understood
- insufficient detail of assessment attempts available to determine FUNDCOMP.

## Good practice:

- adequate training and support to staff determining FUNDCOMP
- FUNDCOMP=3 (not determined) only used for students on non-standard years
- records of students' assessment marks clearly differentiate between non-submission and a submitted assessment with zero grade.

# Outcome

Indicates whether the student achieved the learning aim, achieved partially or had no success.

- Providers should ensure records of awards are updated promptly to enable this field to be completed accurately
- Partial achievement (code 2) should be indicated where higher education students achieve an award at a lower academic level than their learning aim
- Evidence that awards or non-achievement has been determined by the awarding body should be kept.

# Outgrade

The examination grade awarded to the learner for the learning aim.

- Providers should ensure records of awards are updated promptly to enable this field to be completed accurately
- Evidence that awards or non-achievement has been determined by the awarding body should be kept.

# Examples: Outgrade and Outcome

A student completes learning towards an higher education qualification in June 2020. The awarding body meets in September 2020 and awards the qualification. Outcome=1 should be returned to show that the learning aim was achieved, with Outgrade recording the grade awarded.

A student aiming for an HND is awarded a HNC when they leave the provider part way through their second year of study. Outcome=2 should be returned to show that they have achieved an award at a lower academic level than the qualification they were aiming for. Outgrade should record the grade of the qualification awarded.

# Common issues and good practice

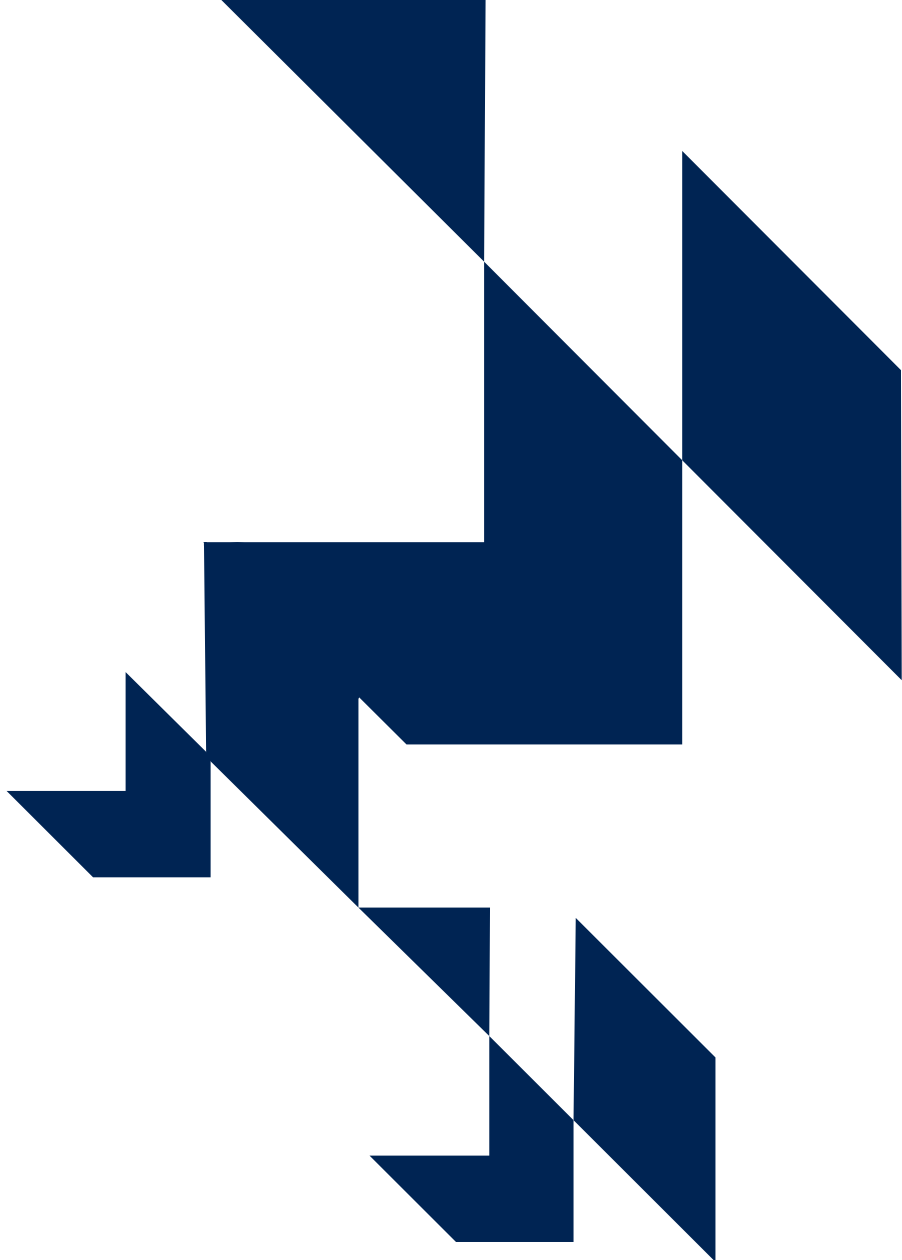
## Common issues:

- provider unable to evidence the award was conferred – evidence that modules were passed is not sufficient.

## Good practice:

- robust processes to update student record systems to record awards promptly
- evidence showing the award, grade and date of award is maintained.

# Data quality



# Validation and internal checks

Could include:

- comparisons between TYPEYR and LearnStartDate
- checks to ensure YEARSTU is incremented
- checks where FUNDLEV differs for students on the same course
- checks to ensure that FUNDCOMP=9 is returned when students are not in the HESES population
- check Outgrade is populated.

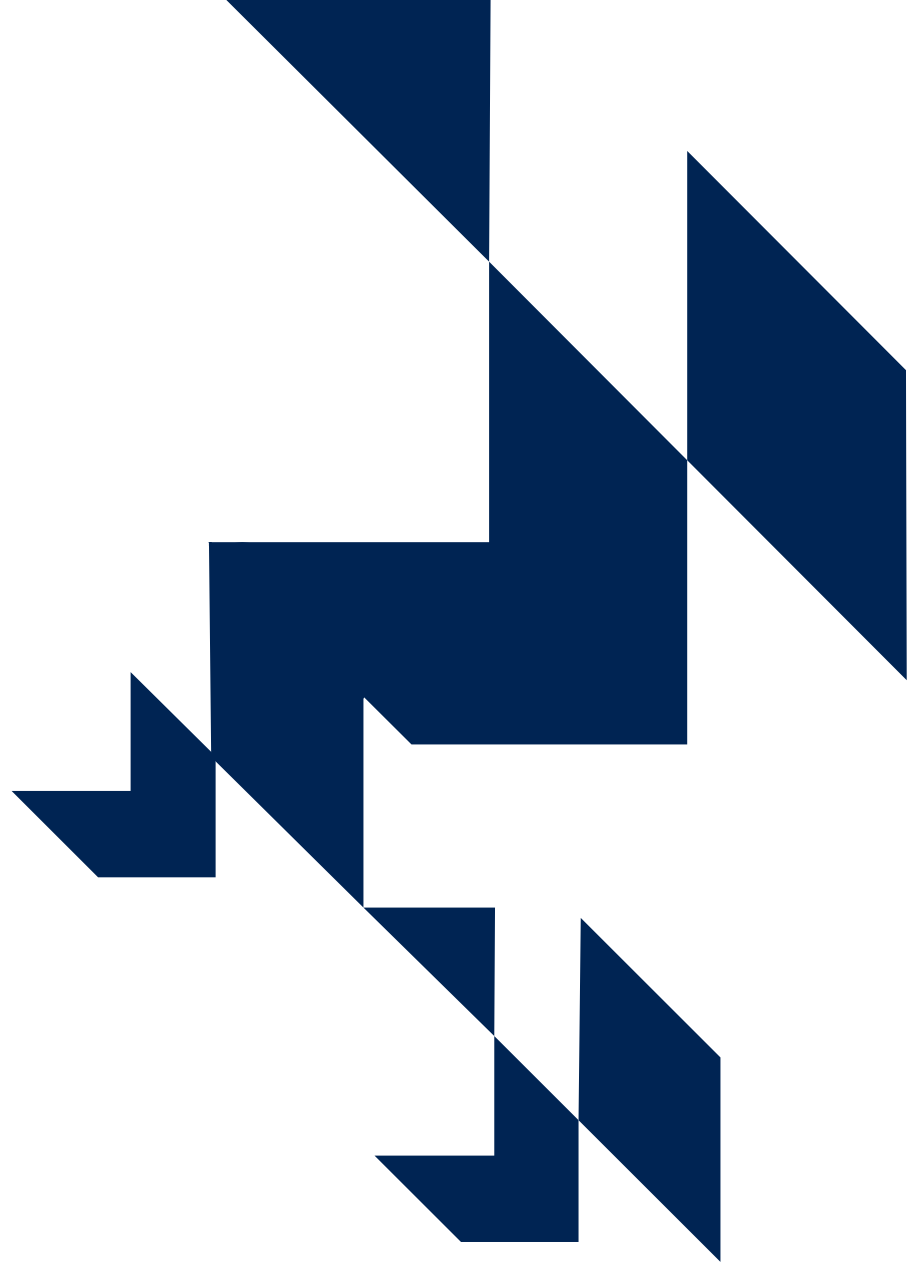
# The data checking tool

Queries relevant to this data include:

- unexpected TYPEYR
- unexpected FUNDCOMP (in 2020-21)
- YEARSTU has not been incremented from the previous year.



**Questions?**



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# Thank you for listening

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