Rebuilding student outcome and experience measures used in OfS regulation

2023 rebuild instructions

Contents

Introduction

1. The Office for Students (OfS) constructs and publishes a standard set of student outcome and experience data measures for use in our regulation. They inform our regulatory judgements for the following purposes:

    a. Regulating access and participation through registration condition A1.[1]

    b. Regulating student outcomes through registration condition B3, and for risk-based monitoring of quality and standards more generally.[2]

    c. Assessments through the Teaching Excellence Framework (TEF).[3]

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 groups:

    - access to higher education study

    - continuation in, and completion of, the study of higher education qualifications

    - student views and perceptions of different aspects of their higher education experience

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

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

3. Student outcome and experience indicators are produced in the same way for each provider we regulate, using available national datasets and consistent definitions and approaches to data. They provide one part of the evidence used in our regulatory processes. Any judgements that the OfS makes about a provider's performance will take into account the context of that provider.

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[1] The OfS registration conditions are described in the Regulatory framework for higher education in England, and its amendments, at www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/.

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

[3] See regulatory advice 22: Guidance on the Teaching Excellence Framework 2023 at www.officeforstudents.org.uk/publications/regulatory-advice-22-guidance-on-the-teaching-excellence-framework-2023/.

4. We have published interactive data dashboards and associated data files. These use data definitions and approaches which follow from our 2022 consultation on the construction of the student outcome and experience measures used in OfS regulation.[4] To date, these include:

   a. The student outcomes data dashboard showing the measures of continuation, completion and progression outcomes used to inform our regulation of condition B3.[5]

   b. The TEF data dashboard showing the measures of student experience, and continuation, completion and progression outcomes used to inform the TEF assessments we are undertaking in 2023.[6]

   c. A data dashboard showing the sector distributions of student outcome and experience measures.[7]

   d. A data dashboard showing information about the size and shape of each provider's student population.[8]

   e. The access and participation data dashboards.[9]

5. We expect to update each of the data resources listed in paragraph 4 with the most recent data as it becomes available. This means that we may publish one or more updates each year, broadly as follows:

Table 1: Anticipated update schedule for different data resources

Data resources	Anticipated update schedule
Student outcomes	Update continuation and completion measures in spring to incorporate the most recent Higher Education Statistics Agency (HESA) and Individualised Learner Record (ILR) student records used in their construction.
	Update progression measures in summer to incorporate the most recent Graduate Outcomes survey responses used in their construction.
Sector distributions	Update continuation and completion measures in spring to incorporate the most recent HESA and ILR student records used in their construction.
	Update progression measures in summer to incorporate the most recent Graduate Outcomes survey responses used in their construction.
	Update student experience measures in autumn to incorporate the most recent National Student Survey responses used in their construction.

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[4] See www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/outcome-and-experience-data/.

[5] See www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/.

[6] See www.officeforstudents.org.uk/data-and-analysis/TEF-data-dashboard/.

[7] See www.officeforstudents.org.uk/data-and-analysis/sector-distribution-of-student-outcomes-and-experience-measures-data-dashboard/.

[8] See www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/.

[9] See www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/.

Data resources	Anticipated update schedule
Size and shape	Update in spring to incorporate the most recent HESA and ILR student records used in the construction of size and shape of provision data.
Access and participation	Update access, continuation, completion and achievement measures in spring to incorporate the most recent HESA and ILR student records used in their construction. Update progression measures in summer to incorporate the most recent Graduate Outcomes survey responses used in their construction.

6. Through updates to data resources we may also incorporate any:

   a. Approved data amendments made to the data previously used in published student outcome and experience indicators.

   b. Changes that result of a change to a provider's ownership, legal form or corporate structure. For example, a merger of a provider with another.

   c. Changes to a provider's registration status with the OfS. For example, the inclusion of student outcome and experience indicators for a provider that has been newly registered by the OfS.

7. To communicate which data has been used to construct data resources published at any given time, we use a version identifier that is associated with the calendar year and coverage of the source data used in the construction of student outcome and experience measures at different points within that year. For example, version identifier 2023-1, refers to the data used for the first publication of 2023, in spring 2023, which incorporates an additional year of HESA and ILR student records but does not yet have an additional year of Graduate Outcomes survey responses available for use. We expect to update Table 2 below to describe the source data incorporated into any subsequent releases during 2023.

Table 2: Version identifiers used in relation to 2023 publications of student outcome and experience measures, and their associated coverage of source data

Version	Approved data amendments	Changes to provider status	HESA and ILR data	National Student Survey	Graduate Outcomes survey	Used in relation to which data resources?
2023-1	As at 15 December 2022	Up to 20 March 2023	2009-10 to 2021-22	Surveyed in spring 2019 to spring 2022.	2017-18 to 2019-20 qualifiers	Spring 2023 dashboard publications (access and participation, student outcomes, size and shape of provision, sector distributions)

Version	Approved data amendments	Changes to provider status	HESA and ILR data	National Student Survey	Graduate Outcomes survey	Used in relation to which data resources?
2023-2	As at 5 May 2023	Up to 6 June 2023	2009-10 to 2021-22	Surveyed in spring 2019 to spring 2022	2017-18 to 2020-21 qualifiers	Summer 2023 dashboard publications (access and participation, student outcomes, sector distributions)

8. The remainder of this document provides information for higher education providers about the steps that they can take to reproduce (or rebuild) the indicator, split indicator and benchmark values we publish in respect of the data indicators listed in paragraph 2.

9. In doing so, it assumes that all of the data sources required for the construction of different measures are already available and all of the data resources listed in paragraph 4 have been updated. Prior to this becoming true, measures which are yet to be updated will remain available based on the previous year's data descriptions and definitions, defined according to the previous year's 'Description and definition of student outcome and experience measures'[10] document. For the purposes of publications during 2023 this means:

a. When considering this document with respect to publications of the access and participation, student outcomes and sector distributions data dashboards in spring 2023, progression indicators will not yet have been updated to incorporate responses to the 2020-21 Graduate Outcomes (GO) survey. Until summer 2023 they will only cover a three-year time series (GO responses for the 2017-18, 2018-19 and 2019-20 surveys), as described in the 'Description and definition of student outcome and experience measures' document published in September 2022. In summer 2023 we expect to update the progression indicators to cover the four-year time series described in this document.

b. Following a review of the National Student Survey[11] we have published a consultation on publication of results of the revised NSS.[12] Any update to the student experience measures published within the TEF and sector distributions data dashboards during 2023 is expected to incorporate the outcomes of this consultation in its construction of those measures. Until such time, the student experience measures published in these data resources – and the TEF data dashboard as a whole – remain unchanged from those published in September 2022 and described in the 'Description and definition of student outcome and experience measures' document published in September 2022. Users may also refer to the 'Rebuild instructions for September 2022 data resources' document for the accompanying rebuild

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[10] See www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/

[11] See www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/review-of-the-nss/.

[12] See www.officeforstudents.org.uk/publications/consultation-on-changes-to-the-national-student-survey/

instructions for student experience measures.[13] We would expect to publish revised descriptions and definitions of the student experience measures to be used as future TEF indicators, and accompanying rebuild instructions, separately from this document, alongside any such update.

Who is this document for?

10. This document is intended to aid providers to understand the definitions and approaches we have used in our publication of the interactive data dashboards described in paragraph 4. It helps to ensure the transparency of our regulatory approaches by setting out the steps that can be taken to understand how a provider's own students have been categorised according to our data definitions.

11. This document is aimed at readers within a provider who have reason to access individualised student-level data within their normal working responsibilities, and who have access to the individualised student data files that we have supplied to providers via the OfS portal. Knowledge of the student data records that have been collected annually by the Higher Education Statistics Agency (HESA) or the Education and Skills Funding Agency (ESFA) may also be beneficial.

Guidance for using this document

12. This document assumes familiarity with the concepts and definitions described in our 'Description of student outcome and experience measures used in OfS regulation' document. When using this document, readers are advised to consider this document alongside the following resources, available at www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures:

    • Description of student outcome and experience measures used in OfS regulation: Definition of measures and methods used to construct and present them.

    • Technical algorithms for student outcome and experience measures March 2023.

13. The individualised student data files that we have supplied to each provider contain data relating to their own students and show how those students have been categorised according to the technical algorithms we have defined. When used in combination with the rebuild instructions provided in this document, the individualised student data files allow providers to determine how each student contributes (or not) to student outcome and experience data indicators, as well as the nature of that contribution. The same individualised files can be used across our regulatory approaches for regulating student outcomes and access and participation, and the TEF.

14. We will release updated individualised files which incorporate more recent data as it becomes available, in line with the anticipated update schedule described at paragraph 5. In doing so, the naming convention for zip files containing the individualised files will include the calendar year in which they were released to providers, as well as the version number within that

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[13] See www.officeforstudents.org.uk/data-and-analysis/student-outcome-and-experience-measures/documentation/

calendar year. For example, files labelled with '2023-1' would correspond to data underpinning spring updates to the published data resources, whereas those labelled with '2023-2' would normally correspond to data underpinning summer updates.

15. It is therefore intended that this document will support providers to reproduce the values that we have published through the interactive data dashboards and associated data files described in paragraph 4.

16. By understanding how students have been categorised, we anticipate that it will also support providers to explore the data at more or less granular levels of detail than those being used by the OfS, if they wish to do so. While the instructions given in this document focus on how to rebuild the student populations used in our regulation of student outcomes and access and participation, and the TEF, the individualised files, and the derived fields included within them, are intentionally designed to be flexible. This means that if providers wish to understand the issues or contributions of specific groups that they have defined for their own interests, they can organise their students into such groups by following many of the steps described in this document. For example:

    a. If a provider wished to consider student outcomes at course or department level, they would be able to do so by making use of the course identifiers included in the individualised files.

    b. The student characteristics included in the individualised files can facilitate an understanding of student outcomes for characteristics at a more granular or intersectional level.

    c. While our student outcome and experience measures are reported as a binary indicator, our construction of these indicators collates information from a wider profile of student outcome categories (which act as a series of building blocks for the indicator). For example, to construct the continuation indicators we separately identify students who gained a qualification, from those who continued in the study of a qualification, or transferred to another provider, or became absent from higher education. We include these building blocks in the individualised files, making it possible to consider outcomes at a more granular level of detail.

    d. While the scope and coverage of our measures is specifically defined, the derived fields we use in the construction of the measures often have broader coverage. For example, while each measure covers a given time series, or the progression measures cover UK-domiciled students only, it is possible to look at some outcomes in earlier years covered by the individualised files, and to consider rates of progression for non-UK domiciled students.

17. In addition, by sharing information with providers to help them understand how we use data, we also hope to improve the focus, quality and integrity of the data we require them to submit annually to designated data body or the ESFA.

18. This document is structured to first provide an understanding of the individualised student data files we have made available to providers, and how these can be used to select the students that contribute to some of the key student populations considered by our approaches to regulating student outcomes and access and participation, and by the TEF. We then include three sections that each contain step by step instructions for:

a. Rebuilding the denominators, numerators and indicator (and split indicator) values for each student outcome and experience measure.

    i. Access

    ii. Continuation

    iii. Completion

    iv. Degree outcomes

    v. Progression (including the response rates relevant to construction and reporting of this measure).

b. Calculating the benchmark value for each student outcome and experience measure.

c. Calculating gaps and ratios for measures reported in the access and participation data dashboards.

d. Rebuilding the data that accompanies the student outcome and experience measures, including data about the size and shape of higher education provision.

19. Readers can navigate through this document using the clickable links provided in the contents page and throughout the document.

Enquires and feedback

20. For enquiries regarding the rebuild instructions described in this document, and to give feedback, contact providermetrics@officeforstudents.org.uk.

Understanding the individualised student data files

21. All of the student outcome and experience measures we construct, and data on the size and shape of provision at higher education providers, are based on individualised HESA and ILR student data returns that have been collected by HESA and the ESFA. They are linked as appropriate to:

    a. Responses to the Graduate Outcomes (GO) survey.

    b. Responses to the National Student Survey (NSS).

    c. Information drawn from the Department for Education (DfE) national pupil database (NPD).[14]

    d. Classifications produced by the OfS and other bodies, such as classifications of employment outcomes and occupations, deprivation measures, higher education participation, and outcomes propensity.

22. The individualised student data files that we have supplied to each provider are intended to maximise the transparency of our approaches and include as much information as possible. However, we will always prioritise the privacy of individual students and compliance with data protection legislation, and this means that there are some cases in which it is not possible for us to share certain data at an individualised level:

    a. For data protection reasons, we are only able to share individualised student data with a student's registering provider. Depending on the types of teaching arrangements that a provider has, this means that it is not possible to rebuild indicators and split indicators within certain views of a provider's student populations.[15]

    b. It is not always possible to include linked data from other sources within the individualised files. Details of individual students' responses to the NSS, which are strictly confidential and must be anonymised when they are made available to providers. This means that it is not possible to rebuild student experience measures.

23. Table 3 summarises the extent to which the different views of a provider's student population, used in our regulatory approaches, can be rebuilt from the information available within the individualised student data shared with a student's registering provider.

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[14] The Department for Education does not accept responsibility for any inferences or conclusions derived from the NPD data by third parties.

[15] Our 'Description of student outcome and experience measures used in OfS regulation' document describes our consideration of the populations of students who are:

- Either taught or registered at the provider (or both) – used in our regulation of student outcomes and the TEF
- Taught at the provider – used in our regulation of student outcomes
- Associated with the provider through partnership arrangements (subcontractual partnerships, or validation-only) – used in our regulation of student outcomes
- Registered at the provider – used in the access and participation data dashboard.

Table 3: Teaching arrangements relevant to each view of a provider's student population and whether they are included in individualised files for the registering provider

Nature of the teaching arrangement	Provider views of student populations to which the teaching arrangement is relevant				Included in individualised files for the registering provider?
	Taught or registered	Taught	Partnerships	Registered	
The provider registering the student is also teaching them directly	✓	✓	✗	✓	Yes
The provider does not register the student but teaches the student (subcontracted in)	✓	✓	✗	✗	No
The provider is registering but not teaching the student (subcontracted out)	✓	✗	✓	✓	Yes
The provider does not register or teach the student, but the student is studying for an award of that provider	✗	✗	✓	✗	No

24. The access and participation data dashboard reports only on the population of students registered at a provider, meaning that the measures and populations can be entirely rebuilt from the individualised files released to that provider. To support providers to rebuild the populations of students that are reported in the TEF and student outcomes data dashboards, where other teaching arrangements are included, we have released additional files to the registering provider. These additional files have been created with the intention that where appropriate data sharing agreements are in place, the registering provider can share these files with its partner providers to support them to more fully rebuild indicators across each view of a provider's student population. It follows that, if appropriate data sharing agreements are not in place, or a partner provider is not registered with the OfS, it will not be possible to access individualised student data. We describe the additional files we have released, in the Naming conventions of the individualised files provided section of this document.

25. For the avoidance of doubt, we have confirmed that student outcome measures constructed for the partnerships view of a provider's student populations will not be included in assessments through the TEF, nor prioritised in our regulation of student outcomes in the first year of operation of our new approach. We have also confirmed that we will not publish this view within our data dashboards in the first year, but we anticipate that it would be published in later years. Sharing information about student outcomes associated with higher education provision delivered through partnership arrangements is intended to support transparency in our approach and, through providers liaising with their partners, the identification of any data quality issues.

Using the individualised files

26. The individualised files contain sensitive personal data items. For data protection reasons, student-level data cannot be made publicly available, and providers must ensure that access to and use of individualised student-level data complies with the General Data Protection Regulation.

27. Each individualised file contains all years of available data. Each row of those files will generally relate to a student's engagement with the provider in respect of each subject they study towards the award of a qualification in a given academic year. Information about the subjects studied is based on level 3 of the Common Aggregation Hierarchy (CAH3), meaning a student will have one row of data for each different CAH3 subject associated with their qualification.[16]

28. The individualised files are provided in a .CSV format. For users opening the individualised files in Microsoft Excel, users may wish to put the data into a pivot table, to filter and summarise the data to best effect.

29. All of the student outcome and experience measures we construct, and data on the size and shape of provision at higher education providers, report on student headcounts. To facilitate users to rebuild student headcounts from a file that is one row of data per CAH3 subject, we provide a column called 'SUBWT' on the individualised files that users can sum over. This column apportions the student headcount across the different rows of data that relate to them, according to the proportion of their course associated with the CAH3 subject for each row. In the rebuild instructions that follow, this sum over the column 'SUBWT' step is always included.

30. This means that counting the number of rows in the file would not represent an accurate count of the number of students, and hence would not reproduce OfS calculations: it would instead be a count of the number of unique CAH3 subjects studied by students.

Naming conventions of the individualised files provided

31. This section describes the individualised files that are provided to a provider that registers their own students. There are three kinds of individualised files for each registering provider (where the registering provider's UKPRN is used in place of 'XXXX' in the file naming conventions described below):

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[16] See www.hesa.ac.uk/support/documentation/hecos/cah.

a. A **core file**, **IND_XXXX_Core**, which contains students registered at the provider. It includes student identifiers and the fields used throughout the remainder of this document to rebuild populations. This file is always made available to the registering provider.

b. A **supplementary file**, **IND_XXXX_Supplementary_registering_XXXX**, which replicates the core file, but also includes any raw HESA or ILR fields, and any interim fields created by the OfS that are used in the derivation of the core fields included in the core individualised file. Where possible, it also includes fields which have been linked to HESA and ILR data from other data sources. This file is always made available to the registering provider.

c. **Additional files** take two forms which are intended to support understanding and data sharing across partner providers (where appropriate data sharing agreements are in place). They contain students registered at the provider who are associated with other providers through certain partnership arrangements. They will exist if the registering provider has any partnership arrangements where students are either:

   i. Registered by the provider and taught elsewhere, at another provider, under a subcontractual partnership arrangement (subcontracted out). These files are labelled **IND_XXXX_Supplementary_teaching_YYYY**, where the subcontractual partner provider's UKPRN is used in place of 'YYYY'.

   ii. Registered by the provider, but another provider (who is not the teaching provider) acts as the awarding body for the qualification that the students are studying (validation-only). These files are labelled **IND_XXXX_Supplementary_validating_YYYY**, where the validation-only partner provider's UKPRN is used in place of 'YYYY'.

32. We also make available two other files to help providers understand whether there is data for any partnership arrangement (where the registering provider's UKPRN is used in place of 'XXXX' in the file naming conventions described below). The intention of these files is to communicate to providers whether students registered at other providers are contributing to their indicators and to help initiate discussions on the sharing of individualised files from its partner providers, where the appropriate data sharing agreements are in place:

a. **IND_XXXX_Notes**. This has been created for each registering provider, to summarise the different types of partnership arrangements for its students and the numbers of students associated with each type. Where there is more than one row of data contained with this file, additional files have been created, as described in paragraph 31.c.

b. **Partnerships_summary_XXXX**. This workbook contains a summary of the student headcounts that are registered at other providers but inform the calculation of student outcome measures for the provider.

33. An illustrative example of the individualised files that would be available to a registering provider with partnership arrangements is provided at Annex A.

Rebuilding student outcome and experience measures from individualised files

34. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild the denominators, numerators and indicator values.

    a. The **denominator** is the total number of students in the population for which we are measuring outcomes or experiences.

    b. The **numerator** is the number of students who achieve the outcome or experience in question.

    c. The **indicator value** is calculated in percentage terms as the numerator divided by the denominator. This is the rate at which students have achieved the outcome or experience in question, expressed as a point estimate providing a factual representation of the actual population of students present at a particular provider at a particular time.

35. The approach to rebuilding student outcome and experience measures is consistent across our regulation of student outcomes and access and participation, and the TEF, but there are differences in the student populations that each function considers.[17] Table 4 shows how these student populations can be rebuilt, and this table will be referred to throughout the rebuild instructions in this section.

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[17] For further information about how the student populations differ in our regulation of student outcomes and the TEF, refer to the section 'Structure and reporting' of the document 'Description of student outcome and experience indicators used in OfS regulation' at www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/.

Table 4: Rebuilding key student populations for our regulation of student outcomes, the TEF and access and participation

Student population		Relevant to…			Rebuild instructions
		Student outcomes?	**TEF?**	**Access and participation?**	
Initial population restrictions	UK domiciled undergraduates (access and participation only)	✗	✗	✓	DFAPAPPEXCL = 0
View of a provider's student population (where XXXXXXXX is the UKPRN of the provider)	Registered	✗	✗	✓	IPUKPRNRC = XXXXXXXX
	Taught or registered	✓	✓	✗	IPUKPRNRC = XXXXXXXX or IPUKPRNTC = XXXXXXXX **Additional files from partner providers may be required.**
	Taught	✓	✗	✗	IPUKPRNTC = XXXXXXXX **Additional files from partner providers may be required.**
	Partnership	✓	✗	✗	(IPUKPRNRC = XXXXXXXX and IPUKPRNTC ≠ XXXXXXXX) or (IPAWARDBOD = XXXXXXXX and IPUKPRNRC ≠ XXXXXXXX and IPUKPRNTC ≠ XXXXXXXX) **Additional files from partner providers may be required.**
Mode of study	Full-time	✓	✓	✓	IPSTARTMODE = FT
	Part-time	✓	✓	✓	IPSTARTMODE = PT
	Apprenticeship	✓	✓	✓	IPSTARTMODE = APPR
Level of study	All undergraduates	✓	✓	✓	IPLEVEL = DEG, OUG, PUGD

Student population		Relevant to…			Rebuild instructions
		Student outcomes?	TEF?	Access and participation?	
	All postgraduates	✓	✗	✗	IPLEVEL = PUGO, OPGT, OPGR, PGTM, PGCE, PHD
	Other undergraduate	✓	✗	✓	IPLEVEL= OUG
	First degree	✓	✗	✓	IPLEVEL= DEG
	Undergraduate with postgraduate components	✓	✗	✓	IPLEVEL= PUGD
	Other postgraduate	✓	✗	✗	IPLEVEL= PUGO, OPGT, OPGR
	PGCE	✓	✗	✗	IPLEVEL= PGCE
	Postgraduate taught masters'	✓	✗	✗	IPLEVEL= PGTM
	Postgraduate research	✓	✗	✗	IPLEVEL= PHD

36. All of the student outcome and experience measures that inform our regulation of student outcomes and the TEF are based on the available data across the four most recent student cohorts that are relevant to the measure in question. Measures that inform our regulation of access and participation, are based on the six most recent student cohorts that are relevant to the measure in question.

37. Table 5 shows the relevant years to select for each measure, and this table will be referred to throughout the rebuild instructions in this section.

Table 5: Identifying relevant years for each measure

Measure	For measures informing…		Rebuild instructions
Access	Access and participation		IPBASEYEAR = 2016, 2017, 2018, 2019, 2020, 2021
Continuation	Access and participation	Full-time or apprenticeship	IPBASEYEAR = 2015, 2016, 2017, 2018, 2019, 2020
		Part-time	IPBASEYEAR = 2014, 2015, 2016, 2017, 2018, 2019
	TEF and student outcomes	Full-time or apprenticeship	IPBASEYEAR = 2017, 2018, 2019, 2020
		Part-time	IPBASEYEAR = 2016, 2017, 2018, 2019
Completion	Access and participation	Full-time or apprenticeship	IPBASEYEAR = 2012, 2013, 2014, 2015, 2016, 2017
		Part-time	IPBASEYEAR = 2010, 2011, 2012, 2013, 2014, 2015
	TEF and student outcomes	Full-time or apprenticeship	IPBASEYEAR = 2014, 2015, 2016, 2017
		Part-time	IPBASEYEAR = 2012, 2013, 2014, 2015
Degree outcomes	Access and participation		IPBASEYEAR = 2016, 2017, 2018, 2019, 2020, 2021
Progression	Access and participation, TEF and student outcomes		IPBASEYEAR = 2017, 2018, 2019, 2020

38. In the instructions that follow, users will be asked to consider whether they wish to rebuild the overall indicator or a split indicator:

a. For the measures that inform regulation of student outcomes or the TEF:

i. **overall indicators** represent the aggregate of all of the relevant years shown in Table 5: users should select **all** of the years shown in Table 5 to rebuild these and, in the instructions that follow, **skip** the step 'Select the split indicator'.

ii. **time series split indicators** represent the relevant years shown in Table 5 being reported separately: users should select **one** of the relevant years shown in Table 5 in turn to rebuild these and, in the instructions that follow, **skip** the step 'Select the split indicator'.

iii. other types of **split indicators** represent the aggregate of all of the relevant years shown in Table 5: users should select **all** of the years shown in Table 5 to rebuild these but, in the instructions that follow, must **apply** the step 'Select the split indicator'.

b. For measures that inform regulation of access and participation, all indicators (whether overall or split indicators) are reported as:

i. A six-year time series: users should select **one** of the relevant years shown in Table 5 in turn to rebuild these.

ii. An aggregate of the most recent four years of the time series: users should select all four of the most recent years shown in Table 5 to rebuild these.

iii. An aggregate of the most recent two years of the time series: users should select both of the most recent years shown in Table 5 to rebuild these.

39. The rebuild instructions for the split indicators are described in Annex B: Rebuilding student and course characteristics.

Identifying courses in scope for TEF indicators

40. This section provides instructions for identifying courses that are in scope for the TEF indicators from the individualised files.

41. The scope of a TEF assessment is wider than the scope of a provider's TEF indicators, on account of differences or limitations of underlying data to support the construction of consistent and meaningful student outcome and experience measures.[18] All a provider's undergraduate courses, and the students on those courses, are within the scope of a TEF assessment. However, while the following students and courses are optional for a provider to include in its TEF submission, they are not included within the scope of the TEF indicators:

a. Validated-only undergraduate courses, where a provider is responsible for granting the awards to students registered and taught by other providers, whether or not those providers are registered with the OfS.

b. Transnational education (TNE) courses at undergraduate level, delivered to students outside the UK whether through partnership arrangements or not.

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[18] See 'Regulatory advice 22: Guidance on the Teaching Excellence Framework (TEF) 2023' at www.officeforstudents.org.uk/publications/regulatory-advice-22-guidance-on-the-teaching-excellence-framework-2023/.

c. Higher education modules or credit-bearing courses at undergraduate level that do not lead to the award of a qualification.

42. Table 6 provides instructions on how to identify courses in scope of the TEF indicators. The steps help users to identify and count specific undergraduate student populations from the individualised files. There are also some optional steps to restrict to more specific populations, such as mode of study and student characteristics.[19] Course identifiers have been included in the individualised files and providers can use these in conjunction with the steps described in Table 6 if they wish to identify individual courses as in or out of scope for the TEF indicators.[20]

Table 6: Steps to identify courses in scope for TEF indicators

Step	Description	Rebuild instructions
1: Select the undergraduate student population Additional files from partner providers may be required.	Student was actively studying and aiming for a higher education qualification, mainly in the UK.	IPLEVELBROAD = UG and IPHECAT = 4, 5[21]
2: Select the relevant academic years **(optional step)**	The student outcome and experience measures used as the TEF indicators each make use of four years of data, so the coverage of each measure is influenced by the available years and coverage of the data it relies on. The most recent years of available data correspond to different academic years depending on the measure in question.	IPBASEYEAR = YYYY (where YYYY is the academic year. For example, the 2019-20 academic year is defined by IPBASEYEAR = 2019) Refer to the 'Rebuild instructions: [Name of relevant measure]' sections of this document for the years relevant to each measure.
3: Select the mode of study **(optional step)**	Full-time, part-time or apprenticeship	Refer to Table 4

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[19] Table 6 describes the selection required to identify apprenticeship students at undergraduate level. The TEF indicators include data on apprenticeships where applicable, but the guidance on the TEF describes that the TEF panel will only consider evidence relating to apprenticeships where it is included in a provider's submission.

[20] For records taken from HESA Student or Student alternative data returns, the individualised files include COURSEID and CTITLE as course identifiers. For records taken from the ILR, these are LEARNAIMREF and QUAL_TIT.

[21] In some limited circumstances it is possible for dormant students, identified by IPHECAT = 3, to fall in scope of the NSS target list and the resulting student experience measures. As these students are out of scope for all other measures, we do not list them here.

Step	Description	Rebuild instructions
4: Select the level of study **(optional step)**	All undergraduates	Refer to Table 4
5: Select the split indicator **(optional step)**	Student or course type characteristic	Refer to Annex B
6: Count the number of students		Sum of SUBWT

43. Instructions for rebuilding the denominators, numerators and indicator values for each of the different TEF indicators follow through later sections of this document. In each case they represent a subset of the population described in Table 6, to focus on the population which is relevant to the indicator in question. For example, to rebuild the continuation measures requires taking the subset of the populations shown in Table 6 which corresponds to an entrant population.

44. It should be noted that the individualised files and other data sources also give providers the opportunity to identify some of the students and courses described in paragraph as out of scope of the TEF indicators but optional for a provider to include in its TEF submission. Table 7 provides instructions on how to identify certain undergraduate courses which are out of scope of the TEF indicators.

Table 7: Identifying certain undergraduate courses out of scope for TEF indicators but optionally in scope for TEF assessment

Description of students or courses out of scope of TEF indicators	Data sources and instructions for identifying these students
Student was registered at a UK provider, but is mainly or wholly studying abroad	Identify from individualised files (additional files from partner providers may be required) using: IPLEVELBROAD = UG and IPHECAT = 1 Identify from the HESA aggregate offshore record (AOR) using: TYPE = 1, 2, 3 and LEVEL = C, H, I, J[22]
Student was mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	Identify from individualised files (additional files from partner providers may be required) using: IPLEVELBROAD = UG and IPHECAT = 2

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[22] See www.hesa.ac.uk/collection/c20052/a/level.

Description of students or courses out of scope of TEF indicators	Data sources and instructions for identifying these students
Student was mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical[23]	Identify from individualised files (additional files from partner providers may be required) using: IPLEVELBROAD = UG and IPHECAT = 3
Validated-only undergraduate courses	Identify from individualised files (additional files from partner providers will be required) using: IPLEVELBROAD = UG and IPAWARDBOD = XXXXXXXX and IPUKPRNRC ≠ XXXXXXXX and IPUKPRNTC ≠ XXXXXXXX (where XXXXXXXX is the UKPRN of the validation-only provider)

Identifying courses in scope for access and participation indicators

45. In broad terms, the access and participation data resources cover UK-domiciled undergraduate students registered at English higher education providers which can be identified in the individualised student data using DFAPAPPEXCL=0. A six-year time series of each indicator is reported within each mode and level of study. In addition, we also include an aggregate of the latest two and four years of the time series.

Rebuild instructions: Access measures

Access measures are used in the **access and participation data dashboard.**

Providers can rebuild access measures in full.

46. In this section, there are two tables:

a. Table 8 describes the steps involved in rebuilding the denominator, numerator and split indicator values for the access measures reported in the access and participation data dashboard.

b. Table 9 provides population restrictions required to identify the denominator used to calculate access proportions for different split indicators. Note that some access split indicators are additionally restricted to 18-year-old populations.

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[23] It is not possible for a student to be counted as an entrant if they are recorded on a dormant or sabbatical mode of study in their year of entry, so these students are out of scope of continuation and completion measures. The Graduate Outcomes target list only includes students who have been awarded a postgraduate research degree from a dormant mode of study, meaning that dormant students are out of scope of progression measures. Similarly, students who are recorded on a dormant mode of study will not normally be included in the National Student Survey target list, but may do in some limited circumstances.

47. For further information about the construction of the access measure, refer to section 'Indicator definitions: Access to higher education measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 8: Steps involved in rebuilding the access measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the years of data relevant to the measure	Refer to Table 5 and paragraph 38
6	Identify students in the **denominator** of the chosen split indicator and calculate the denominator	Refer to Table 9, then IPACCEXCL=0 and sum of SUBWT
7	Identify students in the **numerator** of the chosen split indicator, and calculate the numerator	Of students in the denominator, refer to Annex B, then sum of SUBWT
8	Calculate the **indicator value**	(Numerator ÷ denominator) x 100

Table 9: Population restrictions to identify the denominator for calculating access proportions for different split indicators

Split indicator type	Population restriction rebuild instruction
ABCS quintile	IPDOM = E, N, S, W and Access: IPACCABCS ≠ 999, BLANK Continuation: IPCONABCS ≠ 999, BLANK Completion: IPCOMPABCS ≠ 999, BLANK Progression: IPPROGABCS ≠ 999, BLANK
Age on entry	No population restriction
Deprivation quintile (IMD 2019)	IPIMDNATION = E1, E2, E3, E4, E5 For 18-year-old split indicators: IPIMDNATION = E1, E2, E3, E4, E5 and IPSTARTAGE = 18
Deprivation quintile (IMD 2015)	IPDOM = E and IPIMDHISTORIC ≠ UNKNOWN, NA For 18-year-old split indicators: IPDOM = E and IPIMDHISTORIC ≠ UNKNOWN, NA and IPSTARTAGE = 18

Split indicator type	Population restriction rebuild instruction
Disability	No population restriction
Disability type	No population restriction
Eligibility for free school meals	IPFSMPOP = 1
Ethnicity	IPETHNIC ≠ U For 18-year-old split indicators: IPETHNIC ≠ U and IPSTARTAGE = 18
POLAR4 quintile	IPSTARTAGEBAND = U21 and IPPOLAR4 ≠ UNKNOWN, NA For 18-year-old split indicators: IPPOLAR4 ≠ UNKNOWN, NA and IPSTARTAGE = 18
Sex	IPSEX ≠ 9 For 18-year-old split indicators: IPSEX ≠ 9 and IPSTARTAGE = 18
TUNDRA (MSOA)	IPSTARTAGEBAND = U21 and IPDOM = E and IPTUNDRALOOKUP ≠ UNKNOWN, NA For 18-year-old split indicators: IPTUNDRALOOKUP ≠ UNKNOWN, NA and IPDOM = E and IPSTARTAGE = 18
Intersection of POLAR4 quintile and ethnicity	IPSTARTAGEBAND = U21 and IPPOLAR4 ≠ UNKNOWN, NA and IPETHNIC ≠ U
Intersection of POLAR4 quintile and sex	IPSTARTAGEBAND = U21 and IPPOLAR4 ≠ UNKNOWN, NA and IPSEX ≠ 9
Intersection of deprivation quintile (IMD 2019) and ethnicity	IPIMDNATION = E1, E2, E3, E4, E5 and IPETHNIC ≠ U
Intersection of deprivation quintile (IMD 2019) and sex	IPIMDNATION = E1, E2, E3, E4, E5 and IPSEX ≠ 9

Rebuild instructions: Continuation measures

> Continuation measures are used in the **access and participation data dashboard, student outcomes data dashboard**, and the **TEF data dashboard**.
>
> Providers can rebuild continuation measures in full (additional files from partner providers may be required).

48. Table 10 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the continuation measures reported in the student outcomes data dashboard, the TEF data dashboard and the access and participation data dashboard.

49. For further information about the construction of the continuation measure, refer to section 'Indicator definitions: Continuation measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 10: Steps involved in rebuilding the continuation measure

Step	Description		Rebuild instructions
1	Select the relevant view of a provider's student population		Refer to Table 4
2	Select the mode of study		Refer to Table 4
3	Select the level of study		Refer to Table 4
4	Select the split indicator		Refer to Annex B
5	Select the years of data relevant to the measure		Refer to Table 5 and paragraph 38
6	Identify students in the **denominator** of the measure and calculate the denominator	Full-time or apprenticeship	IPENTRANTEXCL = 0 and IPCONINDFULL_Y1 ≠ TRANSFER, then sum of SUBWT
		Part-time	IPENTRANTEXCL = 0 and IPCONINDFULL_Y2 ≠ TRANSFER, then sum of SUBWT
7	Identify students in the **numerator** of the measure, and calculate the numerator	Full-time or apprenticeship	Of students in the denominator, IPCONINDFULL_Y1 = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of SUBWT
		Part-time	Of students in the denominator, IPCONINDFULL_Y2 = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of SUBWT

Step	Description	Rebuild instructions
8	Calculate the **indicator value**	(Numerator ÷ denominator) x 100

Rebuild instructions: Completion measures

> Completion measures are used in the **access and participation data dashboard, student outcomes data dashboard**, and **TEF data dashboard**.
>
> Providers can rebuild completion measures in full (additional files from partner providers may be required).

50. Table 11 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the completion measures reported in the student outcomes data dashboard, the TEF data dashboard and the access and participation data dashboard.

51. For further information about the construction of the completion measure, refer to section 'Indicator definitions: Completion measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 11: Steps involved in rebuilding the completion measure

Step	Description		Rebuild instructions
1	Select the relevant view of a provider's student population		Refer to Table 4
2	Select the mode of study		Refer to Table 4
3	Select the level of study		Refer to Table 4
4	Select the split indicator		Refer to Annex B
5	Select the years of data relevant to the measure		Refer to Table 5 and paragraph 38
6	Identify students in the **denominator** of the measure and calculate the denominator	Full-time or apprenticeship	IPENTRANTEXCL = 0 and IPCONINDFULL_Y4 ≠ TRANSFER, then sum of SUBWT
		Part-time	IPENTRANTEXCL = 0 and IPCONINDFULL_Y6 ≠ TRANSFER, then sum of SUBWT
7	Identify students in the **numerator** of the measure, and calculate the numerator	Full-time or apprenticeship	Of students in the denominator, IPCONINDFULL_Y4 = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of SUBWT
		Part-time	Of students in the denominator, IPCONINDFULL_Y6 = QUALIFIED, CONTINUING, TRANSFER_COLLAB,

Step	Description	Rebuild instructions
		QUALIFIED_PGRDORM, then sum of SUBWT
8	Calculate the **indicator value**	(Numerator ÷ denominator) x 100

Rebuild instructions: Degree outcomes measures

Degree outcomes measures are used in the **access and participation data dashboard**.

Providers can rebuild degree outcomes measures in full.

52. Table 12 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the attainment measures reported in the access and participation data dashboard.

53. For further information about the construction of the degree outcomes measure, refer to section 'Indicator definitions: Degree outcomes measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 12: Steps involved in rebuilding the degree outcomes measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 5 and paragraph 38
6	Identify students in the **denominator** of the measure and calculate the denominator	IPDOQUALPOP = 1 and IPLEVEL = DEG, PUGD, then sum of SUBWT
7	Identify students in the **numerator** of the measure, and calculate the numerator	Of students in the denominator, IPDODEGCLASS = FIRST, 2_1, then sum of SUBWT
8	Calculate the **indicator value**	(Numerator ÷ denominator) x 100

Rebuild instructions: Progression measures

Progression measures are used in the **access and participation data dashboard**, **student outcomes data dashboard**, and the **TEF data dashboard**.

Providers can rebuild progression measures in full (additional files from partner providers may be required).

54. In this section, there are two different sets of instructions:

   a. Table 13 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the progression measures reported in the student outcomes data dashboard, the TEF data dashboard and the access and participation data dashboard.

   b. Table 14 describes the steps involved in calculating the GO survey response rate.

55. For further information about the construction of the progression measure, refer to section 'Indicator definitions: Progression measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 13: Steps involved in rebuilding the progression measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 5 and paragraph 38
6	Identify students in the **denominator** of the measure and calculate the denominator	IPEMPINDPOP = 1, then sum of SUBWT
7	Identify students in the **numerator** of the measure, and calculate the numerator	Of students in the denominator, sum of the calculation: IPEMPINDNUM x SUBWT
8	Calculate the **indicator value**	(Numerator ÷ denominator) x 100

Table 14: Steps involved in rebuilding the survey response rate for progression measures

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 5 and paragraph 38
6	Identify students in the **denominator of the survey response rate** and calculate the denominator	IPEMPEXCL = 0, then sum of SUBWT
7	Identify students in the **numerator of the survey response rate** and calculate the numerator	Of students in the denominator, restrict to IPEMPRRNUM = 1, then sum of SUBWT
8	Calculate the **survey response rate**	(Numerator ÷ denominator) x 100

Rebuild instructions: Student experience measures

Student experience measures are used in the **TEF data dashboard**.

Providers cannot rebuild student experience measures.

Following a review of the National Student Survey we have published a consultation on publication of results of the revised NSS. Any update to the student experience measures published within the TEF and sector distributions data dashboards during 2023 is expected to incorporate the outcomes of that consultation in its construction of those measures.

Until such time, the student experience measures published in these data resources – and the TEF data dashboard as a whole – remain unchanged from those published in September 2022, and described in full in the 'Description and definition of student outcome and experience measures' document published in September 2022. Users may also refer to the 'Rebuild instructions for September 2022 data resources' document for the accompanying rebuild instructions.

We would expect to publish revised descriptions and definitions of the student experience measures to be used as future TEF indicators, and accompanying rebuild instructions, separately from this document, alongside any such update. Consequently, we do not include rebuild instructions for the student experience measures within this document.

Rebuilding benchmark values from individualised files

56. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild the **benchmark** values. These are calculated in percentage terms for each provider as a weighted sector average which takes account of that provider's particular mix of students. Benchmarks give information about the values that the sector overall might have achieved for the indicator if the characteristics included in the benchmarking factors are the only ones that are important. They are reported in the student outcomes data dashboard, and the TEF data dashboard. Users may find it helpful to refer to the worked example of benchmarking calculations in Annex F of our 'Description of student outcome and experience measures used in OfS regulation' document.

57. The sector averages used to construct the benchmark values are made available to providers. This file contains the sector average for each unique combination of the benchmarking factors, for each of the indicators and split indicators constructed for all student outcome and experience measures.

Rebuild instructions: Benchmark values

Benchmark values are used in the **student outcomes data dashboard**, and **TEF data dashboard**.

58. Providers can rebuild benchmark values in full (additional files from partner providers may be required). Individualised files released in 2023 will contain information derived from the NPD as well as students' Association Between Characteristics of Students (ABCS) quintiles.

59. For student outcome measures, we use ABCS quintiles as a benchmarking factor. It has been necessary to suppress information in the sector averages data file released alongside the student outcomes and TEF data dashboards, where there is a risk of disclosing sensitive data. In that data file, the following suppression codes are used:

    a. [none]: there are fewer than two students in the denominator.

    b. [low]: there are fewer than 10 students in the denominator.

    c. [DPL]: data has been suppressed for data protection reasons, due to the denominator being fewer than 10 and a numerator that is less than or equal to two.

    d. [DPH]: data has been suppressed for data protection reasons, due to the denominator being fewer than 10 and a numerator that is greater than two but is within two of the denominator.

60. Definitions of the fields we derive in respect of all benchmarking factors, including the ABCS quintiles, can be found within our technical algorithms document, and this document describes the steps involved in calculating benchmark values using those fields.[24]

61. The instructions that follow assume that sector averages are available without suppression and that three additional fields are included in individualised student data files. These three additional fields are IPCONBENCHGROUPID (relevant to continuation indicators), IPCOMPBENCHGROUPID (relevant to completion indicators) and IPPROGBENCHGROUPID (relevant to progression indicators). These fields are described in our technical algorithms document and are intended as a unique identifier (when combined with IPSTARTMODE) to allow users to join the individualised data onto the sector averages data.

62. Table 15 contains the steps involved in rebuilding the benchmark value where the individualised data has been joined with the sector averages data.

Table 15: Steps involved in rebuilding the benchmark value

Step	Description	Rebuild instructions
1	Select the same populations as relevant to the measure to identify students in the **denominator** of the measure and calculate the denominator	Apply steps 1 to 6 from… Continuation: Refer to Table 10 Completion: Refer to Table 11 Progression: Refer to Table 13
2	Depending on the selected split indicator, use the appropriate sector average value for the indicator or split indicator to calculate the **numerator** for the benchmark calculation	Of students in the denominator, sum of the calculation: (Sector average ÷ 100) x SUBWT The sector average is stored as a percentage and is divided by 100 to translate the value into a proportion.
3	Calculate the **benchmark value**	(Numerator ÷ denominator) x 100

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[24] See fields named 'IPACCABCS', 'IPCONABCS', 'IPCOMPABCS', 'IPPROGABCS' within the 'Technical algorithms for student outcome and experience measures: September 2022 core algorithms' document at www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/.

Rebuilding gaps and ratios for access and participation

Gaps and ratios are relevant to the **access and participation data dashboard.**

Using files shared with providers in 2023, providers can rebuild gaps and ratios for the **continuation, completion, degree outcomes** and **progression** lifecycle stages presented in the access and participation dashboard in full.

Using files shared with providers in 2023, providers can rebuild gaps and ratios for the **access** lifecycle stage that do not compare with reference proportions in the population. In order to rebuild gaps and ratios that compare with reference proportions in the population, providers should refer to data presented in Annex I of the 'Description of student outcome and experience measures used in OfS regulation' document.[25]

63. For further information about the presentation of gaps and ratios in the access and participation dashboard, refer to section 'Elements included in the presentation of student outcome and experience measures' of our 'Description of student outcome and experience measures used in OfS regulation' document.

64. The instructions that follow require the calculation of split indicator values (indicator 1 and indicator 2). Please refer to the rebuild tables for the relevant measure.

65. Table 16 contains the steps involved in rebuilding the gaps and ratios.

Table 16: Steps involved in rebuilding gaps and ratios

Step	Description	Rebuild instructions
1	Calculate indicator 1	Use relevant rebuild table for selected measure, mode, level, year and split indicator type
		Example: Using 'Table 10: Steps involved in rebuilding the continuation measure', calculate the continuation indicator for young (under 21) full-time undergraduates in year 6
2	Calculate indicator 2 (comparison group)	Use same rebuild table for selected measure, mode, level, year and split indicator type
		Example: Using 'Table 10: Steps involved in rebuilding the continuation measure', calculate the continuation indicator for mature (21 and over) full-time undergraduates in year 6
3	Calculate gap or ratio	Gap: Indicator 1 – Indicator 2
		Ratio: Indicator 1 ÷ Indicator 2

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[25] Published at www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/

Rebuilding the data that accompanies the indicators from individualised files

66. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild data that we have made available to support understanding of the student outcome and experience measures. This section includes instructions for:

   a. Data about the size and shape of higher education provision.

   b. Reporting of interim study activities to the GO survey.

Rebuild instructions: Data about the size and shape of higher education provision

This section is relevant to the **size and shape of provision data dashboard**.[26]

Providers can rebuild size and shape of provision data in full (additional files from partner providers may be required).

67. There are three different parts to the size and shape of provision data, and this document describes how to rebuild each part in turn:

   a. Student numbers

   b. Partnership arrangements

   c. Size and shape of provision by student and course characteristics.

68. For further information about the data about the size and shape of higher education provision, refer to section 'Data about the size and shape of higher education provision' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Rebuild instructions: Student numbers

69. Table 17 describes the steps involved in rebuilding the counts of student numbers shown in this part of the size and shape of provision data dashboard. It summarises the different types of provision delivered by a provider, and for each type, the student numbers at each level of study.

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[26] These instructions were updated in June 2023 to correct a methodological oversight concerning the identification of the qualifiers population defined for the purposes of providing contextual information. Qualifying students who are not included in the all students contextual population for a given year (on account of their course following an academic year which spans multiple HESA or ILR reporting periods, for example) are now identified distinctly, to inform reporting of the qualifiers contextual population. For the avoidance of doubt, this issue does not impact on qualifier populations defined for other purposes (such as construction of progression or degree outcome measures).

Table 17: Rebuilding the count and percentage for data on student numbers

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files, unless otherwise specified)
1	Restrict to the population of the table. **Additional files from partner providers may be required.**	Students are either taught or registered by the provider	IPUKPRNRC = XXXXXXXX or IPUKPRNTC = XXXXXXXX (where XXXXXXXX is the UKPRN of the provider)
2	Select the cohort	All students	IPCONTEXTPOP = 1, 2, 3, 4
		Entrants	IPCONTEXTPOP = 1, 2
		Qualifiers	IPCONTEXTPOP = 1, 3, 5
3	Select the type of provision	Full-time students studying mainly in the UK	IPHECAT ≠ 1 and IPSTARTMODE = FT
		Part-time students studying mainly in the UK	IPHECAT ≠ 1 and IPSTARTMODE = PT
		Apprenticeship students studying mainly in the UK	IPHECAT ≠ 1 and IPSTARTMODE = APPR
		Students studying mainly abroad	IPHECAT = 1
		Offshore transnational education (TNE)	Identify from the HESA aggregate offshore record using TYPE = 1, 2, 3, 4, 5 [27]
4	Select the years of data relevant to the data		For the four year aggregate: IPBASEYEAR = 2018, 2019, 2020, 2021 For a single year, select one of IPBASEYEAR = 2018, 2019, 2020, 2021 as appropriate
5	Select the level of study	All undergraduates	IPLEVEL = DEG, OUG, PUGD

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[27] See www.hesa.ac.uk/collection/c20052/a/type.

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files, unless otherwise specified)
	For levels of study for offshore TNE, refer to Table 18.	All other undergraduate	IPLEVEL= OUG
		Other undergraduate level 4	IPLEVEL= OUG and IPLEVELNUM = 0, 4
		Other undergraduate level 5+	IPLEVEL = OUG and IPLEVELNUM = 5, 6
		First degree	IPLEVEL= DEG
		Undergraduate with postgraduate components	IPLEVEL= PUGD
		All postgraduates	IPLEVEL = PUGO, OPGT, OPGR, PGTM, PGCE, PHD
		Other postgraduate	IPLEVEL= PUGO, OPGT, OPGR
		PGCE	IPLEVEL= PGCE
		Postgraduate taught masters'	IPLEVEL= PGTM
		Postgraduate research	IPLEVEL= PHD
		Unspecified qualification aim	IPLEVEL= UGUNSPEC, PGUNSPEC
		Credit or modules	IPLEVEL= UGCREDIT, PGCREDIT
6	Calculate the **count of students**		Sum of SUBWT
7	Calculation the **percentage of students**	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of SUBWT
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of SUBWT

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files, unless otherwise specified)
		Calculate the percentage of students	(Numerator ÷ denominator) x 100

70. Data on offshore TNE is sourced from the HESA aggregate offshore record (AOR). Table 18 shows how the levels of study recorded on the AOR dataset have been mapped to the levels of study reported.

Table 18: Level of study categories derived from the AOR

Level of study reported	Level of study recorded in the AOR dataset
All undergraduates	Level = C, H, I, J
Other undergraduate	Level = J, C
First degree	Level = H, I
All postgraduates	Level = D, E, L, M
Postgraduate taught masters'	Level = M
Postgraduate taught doctorates	Level = E
Postgraduate research	Level = D, L

Rebuild instructions: Partnership arrangements

71. Table 19 describes the steps involved in rebuilding the counts of student numbers shown in the partnerships part of the size and shape of provision data dashboard. It summarises the different types of partnership arrangements a provider has, and for each type, the student numbers at each mode and broad level of study.

Table 19: Calculating the count and percentage for the data on partnership arrangements

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
1	Restrict to the population of the table	Students studying mainly in the UK and is aiming for a qualification aim	(IPHECAT = 5 and IPAYDUP = 0) or (IPHECAT in (3, 4, 5) and IPCONTEXTPOP = 5)
2	Select the cohort	All students	IPCONTEXTPOP = 1, 2, 3, 4
		Entrants	IPCONTEXTPOP = 1, 2
		Qualifiers	IPCONTEXTPOP = 1, 3, 5

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
3	Select the type of partnership (where XXXXXXX is the UKPRN of the provider)	All taught or registered by this provider **Additional files from partner providers may be required.**	IPUKPRNRC = XXXXXXX or IPUKPRNTC = XXXXXXX
		Registered and taught by this provider **No additional files from partner providers are required.**	IPUKPRNRC = XXXXXXX and IPUKPRNTC = XXXXXXX
		Only registered by this provider (subcontracted out) **No additional files from partner providers are required.**	IPUKPRNRC = XXXXXXX and IPUKPRNTC ≠ XXXXXXX
		Only taught by this provider (subcontracted in) **Additional files from partner providers will be required.**	IPUKPRNRC ≠ XXXXXXX and IPUKPRNTC = XXXXXXX
		Only validated by this provider **Additional files from partner providers will be required.**	IPUKPRNRC ≠ XXXXXXX and IPUKPRNTC ≠ XXXXXXX and IPAWARDBOD = XXXXXXX
4	Select the years of data relevant to the data		For the four year aggregate: IPBASEYEAR = 2018, 2019, 2020, 2021 For a single year, select one of IPBASEYEAR = 2018, 2019, 2020, 2021 as appropriate
5	Select the mode and level of study	Full-time undergraduates	IPSTARTMODE = FT and IPLEVELBROAD = UG
		Part-time undergraduates	IPSTARTMODE = PT and IPLEVELBROAD = UG
		Apprenticeship undergraduates	IPSTARTMODE = APPR and IPLEVELBROAD = UG

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
		Full-time postgraduates	IPSTARTMODE = FT and IPLEVELBROAD = PGT, PGR
		Part-time postgraduates	IPSTARTMODE = PT and IPLEVELBROAD = PGT, PGR
		Apprenticeship postgraduates	IPSTARTMODE = APPR and IPLEVELBROAD = PGT, PGR
6	Calculate the **count of students**		Sum of SUBWT
7	Calculation the **percentage of students**	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of SUBWT
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of SUBWT
		Calculate the percentage of students	(Numerator ÷ denominator) x 100

Rebuild instructions: Size and shape of provision

72. Table 20 describes the steps involved in rebuilding the counts of student numbers shown in the size and shape of provision part of the size and shape of provision data dashboard. It summarises different student and course characteristics, and for each characteristic, the student numbers at each mode and broad level of study.

Table 20: Rebuilding the count and percentage for data on the size and shape of provision

Step	Description		Rebuild instructions
1	Restrict to the population of the table (where XXXXXXXX is the UKPRN of the provider)	Students studying mainly in the UK and is aiming for a qualification aim and are either taught or registered by the provider	((IPHECAT = 5 and IPAYDUP = 0) or (IPHECAT in (3, 4, 5) and IPCONTEXTPOP = 5)) and (IPUKPRNRC = XXXXXXXX or IPUKPRNTC = XXXXXXXX) **Additional files from partner providers may be required.**
2	Select the cohort	All students	IPCONTEXTPOP = 1, 2, 3, 4
		Entrants	IPCONTEXTPOP = 1, 2
		Qualifiers	IPCONTEXTPOP = 1, 3, 5

Step	Description		Rebuild instructions
3	Select the years of data relevant to the data[28]		For the four year aggregate: IPBASEYEAR = 2018, 2019, 2020, 2021
			For a single year, select one of IPBASEYEAR = 2018, 2019, 2020, 2021 as appropriate
4	Select the mode and level of study	Full-time undergraduates	IPSTARTMODE = FT and IPLEVELBROAD = UG
		Part-time undergraduates	IPSTARTMODE = PT and IPLEVELBROAD = UG
		Apprenticeship undergraduates	IPSTARTMODE = APPR and IPLEVELBROAD = UG
		Full-time postgraduates	IPSTARTMODE = FT and IPLEVELBROAD = PGT, PGR
		Part-time postgraduates	IPSTARTMODE = PT and IPLEVELBROAD = PGT, PGR
		Apprenticeship postgraduates	IPSTARTMODE = APPR and IPLEVELBROAD = PGT, PGR
5	Select a student or course characteristic		See Annex B
6	Calculate the **count of students**		Sum of SUBWT
7	Calculate the **percentage of students**[29]	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of SUBWT
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of SUBWT
		Calculate the percentage of students	(Numerator ÷ denominator) x 100
8	Calculate the percentage of a 'known and applicable' student population	Identify students in the denominator (applying any restrictions listed in Table 21 below) and calculate the denominator.	For each unique combination of steps 2, 3 and 4, sum of SUBWT

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[28] Note that within the years listed here, data for ABCS progression and geography of employment quintiles is only reported for the years for which we have GO survey data. See paragraph 9 for further information.

[29] The percentages shown by default on the size and shape dashboard are as a percentage of the total taught or registered population. Note for data protection reasons, no percentage is shown for the 'Eligibility for free school meals'. Users should view the percentage of 'known and applicable' for this characteristic.

Step	Description	Rebuild instructions
	Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of SUBWT
	Calculate the percentage 'known and applicable students'	(Numerator ÷ denominator) x 100

73. Table 21 lists the additional population restrictions for the denominators required for rebuilding the 'known and applicable' percentages. If a characteristic is not listed, no additional population restrictions are used in the calculation of this percentage.

Table 21: Additional population restrictions for selected student or course characteristics to calculate the 'known and applicable' percentages for data on the size and shape of provision

Student or course characteristic	Additional population restriction rebuild instruction
Course type	IPLEVEL = DEG
Age on entry	IPSTARTAGEBAND ≠ U
Ethnicity	IPDOM = E, S, W, N and IPETHNIC ≠ U
Association Between Characteristics of Students (ABCS)	IPDOM = E, S, W, N and ABCS continuation: IPCONABCS = 1, 2, 3, 4, 5 ABCS completion: IPCOMPABCS = 1, 2, 3, 4, 5 ABCS progression: IPPROGABCS = 1, 2, 3, 4, 5
Sexual orientation	IPSEXORT = 01, 02, 03, 04, 05
Deprivation quintile (IMD)	IPDOM = E, S, W, N and Providers in England: IPIMDNATION = E1, E2, E3, E4, E5 Providers in Scotland: IPIMDNATION = S1, S2, S3, S4, S5 Providers in Wales: IPIMDNATION = W1, W2, W3, W4, W5 Providers in Northern Ireland: IPIMDNATION = N1, N2, N3, N4, N5
Domicile	IPDOM ≠ UNKNOWN
Eligibility for free school meals	IPFSMPOP = 1
Geography of employment quintile	IPEMPINDPOP = 1 and IPGOQUINTILE = 1, 2, 3, 4, 5
Socio-economic background	IPSEC = 1, 2, 3, 4, 5, 6, 7, 8

Student or course characteristic	Additional population restriction rebuild instruction
Study location	IPDL = 1 or IPSTUDYLOCTYPE = M_00, M_01, L_01
TUNDRA (MSOA)	IPDOM = E and IPTUNDRALOOKUP = 1, 2, 3, 4, 5

Rebuild instructions: Data about the reporting of interim study activities

This section is relevant to the **access and participation data dashboard, student outcomes data dashboard**, and **TEF data dashboard**.

Providers can rebuild this in full (additional files from partner providers may be required).

74. In this section, there are two different sets of instructions:

   a. Table 22 describes the steps involved in calculating the proportion of students who counted negatively towards the progression indicator but reported they had undertaken **any** interim study reported in the student outcomes data dashboard and the TEF data dashboard.

   b. Table 23 describes the steps involved in calculating the proportion of students who counted negatively towards the progression indicator but reported they had undertaken **significant** interim study reported in the student outcomes data dashboard and the TEF data dashboard.

75. For further information about the data about the reporting of interim study activities, refer to section 'Data about the reporting of interim study activities' of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table 22: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken any interim study

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	IPBASEYEAR = 2017, 2018, 2019, 2020
6	Identify students in the denominator of the progression measure	IPEMPINDPOP = 1

Step	Description	Rebuild instructions
7	Identify students who counted negatively towards the progression measure, who reported they had undertaken any interim study	Of students in the denominator, restrict to IPGOINTSTUDY = FT, PT, OTH, then sum of the calculation: (1 – IPEMPINDNUM) x SUBWT
8	Calculate the **proportion of students who counted negatively towards the progression indicator but reported they had undertaken any interim study**	(Result of step 7 ÷ result of step 6) x 100

Table 23: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken significant interim study

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 4
2	Select the mode of study	Refer to Table 4
3	Select the level of study	Refer to Table 4
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	IPBASEYEAR = 2017, 2018, 2019, 2020
6	Identify students in the denominator of the progression measure and calculate the denominator	IPEMPINDPOP = 1, then sum of SUBWT
7	Identify students who counted negatively towards the progression measure, who reported they had undertaken any interim study	Of students in the denominator, restrict to IPGOSIGINTSTUDY = 01, then sum of the calculation: (1 – IPEMPINDNUM) x SUBWT
8	Calculate the **proportion of students who counted negatively towards the progression indicator but reported they had undertaken significant interim study**	(Result of step 7 ÷ result of step 6) x 100

Annex A: Example of individualised files available for partnership arrangements

76. This example provides an illustration of the individualised files that would be available to a provider with a range of partnership arrangements. In this example:

   a. Provider A registers and teaches most of their students directly, but they have a subcontractual partnership arrangement with Provider B for a small number of their courses, through which Provider B teaches some of Provider A's students. All of the students they register or teach are studying for an award from Provider A.

   b. Provider B registers their own students, but also teaches some students on behalf of Provider A. The students who are registered with Provider B are all studying for an award from Provider A.

   c. Provider A is therefore acting in a validation-only capacity with respect to the students who are registered with Provider B.

   d. Providers A and B all have the appropriate data sharing agreements in place.

77. Table A1 demonstrates the individualised files that would be available to each provider in this example, and provides an indication of which files could be shared with each other.

Table A1: Illustrative example of individualised files available

Provider	Nature of teaching arrangement	Students are available in which providers individualised file?	Potential for data sharing?
A	The provider registering the student is also teaching them directly	IND_ProviderA_Core.csv IND_ProviderA_ Supplementary_registering _ ProviderA.csv	Does not need to be shared with another provider.
	The provider does not register the student but teaches the student (subcontracted in)	Not applicable.	Not applicable.
	The provider is registering but not teaching the student (subcontracted out)	IND_ProviderA_Core.csv IND_ProviderA_ Supplementary_registering _ ProviderA.csv	Does not need to be shared with another provider.
		IND_ProviderA_ Supplementary_teaching_ ProviderB.csv	This is not available to provider B unless provider A shares it with them.
	The provider does not register or teach the student, but the student is studying for an	IND_ProviderB_ Supplementary_validating_ ProviderA.csv	This is not available to provider A unless

Provider	Nature of teaching arrangement	Students are available in which providers individualised file?	Potential for data sharing?
	award of that provider (validation-only)		provider B shares it with them.
B	The provider registering the student is also teaching them directly	IND_ProviderB_Core.csv IND_ProviderB_ Supplementary_registering _ ProviderA.csv	Does not need to be shared with another provider.
		IND_ProviderB_ Supplementary_validating_ ProviderA.csv	This is not available to provider A unless provider B shares it with them.
	The provider does not register the student but teaches the student (subcontracted in)	IND_ProviderA_ Supplementary_teaching_ ProviderB.csv	This is not available to provider B unless provider A shares it with them.
	The provider is registering but not teaching the student (subcontracted out)	Not applicable.	Not applicable.
	The provider does not register or teach the student, but the student is studying for an award of that provider (validation-only)	Not applicable.	Not applicable.

Annex B: Rebuilding student and course characteristics

This annex provides information about the student and course characteristics used:

- In the definition of split indicators for the student outcome and experience measures reported through the **access and participation data dashboard, student outcomes data dashboard** and the **TEF data dashboard**.

- In the definition of data about the size and shape of provision part of the **size and shape of provision data dashboard**.

78. The different student and course characteristics which are used in the construction of split indicators or data about the size and shape of provision are detailed in Table B1.[30] It describes the rebuild instructions for each attribute of each characteristic we report, and whether these apply in respect of the split indicators used in regulation of student outcomes and access and participation, and the TEF, or the data about the size and shape of provision.

79. For more information about the student and course characteristics detailed in Table B1, please refer to Annex B of our 'Description of student outcome and experience measures used in OfS regulation' document.

Table B1: Rebuilding the student and course characteristics

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
ABCS quintile (for the access, continuation, completion and progression measures only, and only for UK-domiciled students on undergraduate courses)	Quintile 1	✓	✓	✓	✓	IPDOM = E, N, S, W and Access: IPACCABCS = 1 Continuation: IPCONABCS = 1 Completion: IPCOMPABCS = 1 Progression: IPPROGABCS = 1
	Quintile 2 to 3	✓	✓	✓	✓	IPDOM = E, N, S, W and Access: IPACCABCS = 2, 3 Continuation: IPCONABCS = 2, 3 Completion: IPCOMPABCS = 2, 3 Progression: IPPROGABCS = 2, 3
	Quintile 4 to 5	✓	✓	✓	✓	IPDOM = E, N, S, W and Access: IPACCABCS = 4, 5 Continuation: IPCONABCS = 4, 5 Completion: IPCOMPABCS = 4, 5 Progression: IPPROGABCS = 4, 5
	Quintile 2	✗	✗	✓	✓	IPDOM = E, N, S, W and Access: IPACCABCS = 2 Continuation: IPCONABCS = 2 Completion: IPCOMPABCS = 2 Progression: IPPROGABCS = 2
	Quintile 3	✗	✗	✓	✓	IPDOM = E, N, S, W and Access: IPACCABCS = 3 Continuation: IPCONABCS = 3

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[30] This refers only to the section of data named 'size and shape of provision' within the size and shape of provision data dashboard.

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	**TEF split indicators**	**A&P split indicators**	**Size and shape of provision**	
						Completion: IPCOMPABCS = 3 Progression: IPPROGABCS = 3
	Quintile 4	✘	✘	✔	✔	IPDOM = E, N, S, W and Access: IPACCABCS = 4 Continuation: IPCONABCS = 4 Completion: IPCOMPABCS = 4 Progression: IPPROGABCS = 4
	Quintile 5	✘	✘	✔	✔	IPDOM = E, N, S, W and Access: IPACCABCS = 5 Continuation: IPCONABCS = 5 Completion: IPCOMPABCS = 5 Progression: IPPROGABCS = 5
	Unknown or not applicable	✘	✘	✘	✔	IPDOM = E, N, S, W and Access: IPACCABCS = 999, BLANK Continuation: IPCONABCS = 999, BLANK Completion: IPCOMPABCS = 999, BLANK Progression: IPPROGABCS = 999, BLANK
Age on entry (on 31 August in the student's year of entry to higher education programme)	Young (under 21 years)	✔	✔	✔	✔	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = U21
	21 to 30 years	✔	✔	✘	✔	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 21_25, 26_30
	31 years and over	✔	✔	✘	✔	IPSTARTAGEBAND = 31_40, 41_50, 51+
	Under 25 years	✔	✘	✘	✔	IPLEVEL = PUGO, OPGT, OPGR, PGTM, PGCE, PHD and IPSTARTAGE < 25
	25 to 30 years	✔	✘	✘	✔	IPLEVEL = PUGO, OPGT, OPGR, PGTM, PGCE, PHD and IPSTARTAGE ≥ 25 and IPSTARTAGE < 31
	21 to 25 years	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 21_25
	26 to 30 years	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 26_30
	31 to 40 years	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 31_40
	41 to 50 years	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 41_50
	51 years and over	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 51+
	Mature (21 and over)	✘	✘	✔	✘	IPLEVEL = DEG, OUG, PUGD and IPSTARTAGEBAND = 21_25, 26_30, 31_40, 41_50, 51+
	Unknown	✘	✘	✘	✔	IPSTARTAGEBAND = U
Course length	Less than one year	✘	✘	✘	✔	IPCRSELGTHGRP = '<1'
	1 year	✘	✘	✘	✔	IPCRSELGTHGRP = 1
	2 years	✘	✘	✘	✔	IPCRSELGTHGRP = 2
	3 years or more	✘	✘	✘	✔	IPCRSELGTHGRP = '3+'
Course type	Other undergraduate level 4	✔	✔	✘	✘	IPLEVEL = OUG and IPLEVELNUM = 0, 4
	Other undergraduate level 5+	✔	✔	✘	✘	IPLEVEL = OUG and IPLEVELNUM = 5, 6
	First degree with integrated foundation year	✔	✔	✘	✔	IPSTARTMODE = FT and IPLEVEL = DEG and IPFOUNDYEAR = 1
Deprivation quintile (IMD)	Quintile 1 to 2	✔	✔	✔	✔	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E1, E2 Providers in Northern Ireland: IPIMDNATION = N1, N2 Providers in Scotland: IPIMDNATION = S1, S2 Providers in Wales: IPIMDNATION = W1, W2
	Quintile 3 to 5	✔	✔	✔	✔	IPDOM = E, N, S, W and

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
						Providers in England: IPIMDNATION = E3, E4, E5 Providers in Northern Ireland: IPIMDNATION = N3, N4, N5 Providers in Scotland: IPIMDNATION = S3, S4, S5 Providers in Wales: IPIMDNATION = W3, W4, W5
	Quintile 1	✗	✗	✓	✓	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E1 Providers in Northern Ireland: IPIMDNATION = N1 Providers in Scotland: IPIMDNATION = S1 Providers in Wales: IPIMDNATION = W1
	Quintile 2	✗	✗	✓	✓	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E2 Providers in Northern Ireland: IPIMDNATION = N2 Providers in Scotland: IPIMDNATION = S2 Providers in Wales: IPIMDNATION = W2
	Quintile 3	✗	✗	✓	✓	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E3 Providers in Northern Ireland: IPIMDNATION = N3 Providers in Scotland: IPIMDNATION = S3 Providers in Wales: IPIMDNATION = W3
	Quintile 4	✗	✗	✓	✓	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E4 Providers in Northern Ireland: IPIMDNATION = N4 Providers in Scotland: IPIMDNATION = S4 Providers in Wales: IPIMDNATION = W4
	Quintile 5	✗	✗	✓	✓	IPDOM = E, N, S, W and Providers in England: IPIMDNATION = E5 Providers in Northern Ireland: IPIMDNATION = N5 Providers in Scotland: IPIMDNATION = S5 Providers in Wales: IPIMDNATION = W5
	All other quintiles except 1	✗	✗	✓	✗	IPDOM = E, N, S, W and IPIMDNATION = E2, E3, E4, E5
	All other quintiles except 2	✗	✗	✓	✗	IPDOM = E, N, S, W and IPIMDNATION = E1, E3, E4, E5
	All other quintiles except 3	✗	✗	✓	✗	IPDOM = E, N, S, W and IPIMDNATION = E1, E2, E4, E5
	All other quintiles except 4	✗	✗	✓	✗	IPDOM = E, N, S, W and IPIMDNATION = E1, E2, E3, E5
	All other quintiles except 5	✗	✗	✓	✗	IPDOM = E, N, S, W and IPIMDNATION = E1, E2, E3, E4
	Unknown or not applicable	✗	✗	✗	✓	IPIMDNATION = UNKNOWN, NA or Providers in England: IPIMDNATION = X1, X2, X3, X4, X5 where X = W, S, N Providers in Northern Ireland: IPIMDNATION = X1, X2, X3, X4, X5 where X = E, S, W Providers in Scotland: IPIMDNATION = X1, X2, X3, X4, X5 where X = N, E, W Providers in Wales: IPIMDNATION = X1, X2, X3, X4, X5 where X = E, S, N
Deprivation quintile (IMD 2015)	Quintile 1 to 2	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1, 2

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
Based on English-domiciled students	Quintile 3 to 5	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 3, 4, 5
	Quintile 1	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1
	Quintile 2	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 2
	Quintile 3	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 3
	Quintile 4	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 4
	Quintile 5	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 5
	All other quintiles except 1	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 2, 3, 4, 5
	All other quintiles except 2	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1, 3, 4, 5
	All other quintiles except 3	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1, 2, 4, 5
	All other quintiles except 4	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1, 2, 3, 5
	All other quintiles except 5	✗	✗	✓	✗	IPDOM = E and IPIMDHISTORIC = 1, 2, 3, 4
Disability	Disability reported	✓	✓	✓	✗	IPDISABLE = Y
	No disability reported	✓	✓	✓	✗	IPDISABLE = N
Disability type	Cognitive or learning difficulties	✗	✗	✓	✓	IPDISABLETYPE = COG
	Mental health conditions	✗	✗	✓	✓	IPDISABLETYPE = MH
	Multiple or other impairments	✗	✗	✓	✓	IPDISABLETYPE = MULTI
	Sensory, medical or physical impairments	✗	✗	✓	✓	IPDISABLETYPE = PHY
	Social or communication impairments	✗	✗	✓	✓	IPDISABLETYPE = SOC
	No disability reported or unknown disability type	✗	✗	✓	✓	IPDISABLETYPE = NONE
Domicile	UK	✓	✓	✗	✓	IPDOM = E, N, S, W
	Non-UK	✓	✓	✗	✗	IPDOM = EU, OTHER
	EU	✗	✗	✗	✓	IPDOM = EU
	Other international	✗	✗	✗	✓	IPDOM = OTHER
	Unknown	✗	✗	✗	✓	IPDOM = UNKNOWN
Eligibility for free school meals **For undergraduate students aged under 21 years on entry who were found in the NPD KS4 data in 2009-10 or later**	Eligible	✓	✓	✓	✓	IPFSMPOP = 1 and IPFSMSTATE = 1
	Not eligible	✓	✓	✓	✓	IPFSMPOP = 1 and IPFSMSTATE = 0
Entry qualifications	A-levels (AAA or higher)	✗	✗	✗	✓	IPENTQUALBROAD = 1
	A-levels (ABB or higher)	✗	✗	✗	✓	IPENTQUALBROAD = 2
	A-levels (BCC or higher) or international baccalaureate	✗	✗	✗	✓	IPENTQUALBROAD = 3
	A-levels (CDD or higher)	✗	✗	✗	✓	IPENTQUALBROAD = 4
	A-levels (DDD or lower, other Level 3 at 105 tariff points or higher, or 2 A-levels and 1 BTEC	✗	✗	✗	✓	IPENTQUALBROAD = 5
	Higher education level qualifications on entry	✗	✗	✗	✓	IPENTQUALBROAD = 6
	BTECs (at least DDM), or 1 A-level and 2 BTECs	✗	✗	✗	✓	IPENTQUALBROAD = 7
	BTECs (lower than DDM)	✗	✗	✗	✓	IPENTQUALBROAD = 8
	Other qualifications reported by non-UK domiciled students	✗	✗	✗	✓	IPENTQUALBROAD = 9
	Access and foundation courses, or other Level 3 at 65 tariff points or higher	✗	✗	✗	✓	IPENTQUALBROAD = 10

Characteristic	Attribute	Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	Rebuild instructions
	None, unknown or other entry qualifications	✗	✗	✗	✓	IPENTQUALBROAD = 11
Ethnicity (for UK-domiciled students only)	Asian	✓	✓	✓	✓	IPDOM = E, N, S, W and IPETHNIC = A
	Black	✓	✓	✓	✓	IPDOM = E, N, S, W and IPETHNIC = B
	Mixed	✓	✓	✓	✓	IPDOM = E, N, S, W and IPETHNIC = M
	Other	✓	✓	✓	✓	IPDOM = E, N, S, W and IPETHNIC = O
	White	✓	✓	✓	✓	IPDOM = E, N, S, W and IPETHNIC = W
	Unknown or not applicable	✗	✗	✗	✓	IPDOM ≠ E, N, S, W or IPETHNIC = U
	All ethnicities except Asian	✗	✗	✓	✗	IPDOM = E, N, S, W and IPETHNIC ≠ A, U
	All ethnicities except black	✗	✗	✓	✗	IPDOM = E, N, S, W and IPETHNIC ≠ B, U
	All ethnicities except mixed	✗	✗	✓	✗	IPDOM = E, N, S, W and IPETHNIC ≠ M, U
	All ethnicities except other	✗	✗	✓	✗	IPDOM = E, N, S, W and IPETHNIC ≠ O, U
	All ethnicities except white	✗	✗	✓	✗	IPDOM = E, N, S, W and IPETHNIC ≠ W, U
Geography of employment quintile (for the progression measure only)	Quintile 1	✓	✓	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 1
	Quintile 2 to 3	✓	✓	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 2, 3
	Quintile 4 to 5	✓	✓	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 4, 5
	Quintile 2	✗	✗	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 2
	Quintile 3	✗	✗	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 3
	Quintile 4	✗	✗	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 4
	Quintile 5	✗	✗	✗	✓	IPEMPINDPOP = 1 and IPGOQUINTILE = 5
	Unknown or not applicable	✗	✗	✗	✓	IPGOQUINTILE = BLANK
Level of study[31]	Other undergraduate	✗	✓	✗	✗	IPLEVEL = OUG
	First degree	✗	✓	✗	✗	IPLEVEL = DEG
	Undergraduate with postgraduate components	✗	✓	✗	✗	IPLEVEL = PUGD
OfS funding status	Not recognised for OfS funding purposes	✗	✗	✗	✓	IPOFSFUNDAIM = 0
	Recognised for OfS funding purposes	✗	✗	✗	✓	IPOFSFUNDAIM = 1 or IPSOURCE = HESASTU, HESASAR
Participation of Local Areas (POLAR4) quintile Based on young students (aged under 21 in year of entry to higher education programme)	Quintile 1 to 2	✗	✗	✓	✗	IPPOLAR4 = 1, 2 and IPSTARTAGEBAND = U21
	Quintile 3 to 5	✗	✗	✓	✗	IPPOLAR4 = 3, 4, 5 and IPSTARTAGEBAND = U21
	Quintile 1	✗	✗	✓	✗	IPPOLAR4 = 1 and IPSTARTAGEBAND = U21
	Quintile 2	✗	✗	✓	✗	IPPOLAR4 = 2 and IPSTARTAGEBAND = U21
	Quintile 3	✗	✗	✓	✗	IPPOLAR4 = 3 and IPSTARTAGEBAND = U21
	Quintile 4	✗	✗	✓	✗	IPPOLAR4 = 4 and IPSTARTAGEBAND = U21
	Quintile 5	✗	✗	✓	✗	IPPOLAR4 = 5 and IPSTARTAGEBAND = U21
	All other quintiles except 1	✗	✗	✓	✗	IPPOLAR4 = 2, 3, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 2	✗	✗	✓	✗	IPPOLAR4 = 1, 3, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 3	✗	✗	✓	✗	IPPOLAR4 = 1, 2, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 4	✗	✗	✓	✗	IPPOLAR4 = 1, 2, 3, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 5	✗	✗	✓	✗	IPPOLAR4 = 1, 2, 3, 4 and IPSTARTAGEBAND = U21
Sex	Female	✓	✓	✓	✓	IPSEX = 2
	Male	✓	✓	✓	✓	IPSEX = 1
	Other sex	✗	✗	✗	✓	IPSEX = 9
Sexual orientation	Heterosexual	✗	✗	✗	✓	IPSEXORT = 04

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	Lesbian, gay or bisexual (LGB)	✘	✘	✘	✔	IPSEXORT = 01, 02, 03
	Not heterosexual or LGB	✘	✘	✘	✔	IPSEXORT = 05
	Information refused, unknown or not applicable	✘	✘	✘	✔	All other values of IPSEXORT not used above
Socio-economic background	Higher managerial, administrative and professional occupations	✘	✘	✘	✔	IPDOM = E, S, W, N and IPSEC = 1, 2
	Intermediate occupations	✘	✘	✘	✔	IPDOM = E, S, W, N and IPSEC = 3, 4
	Never worked and long-term unemployed	✘	✘	✘	✔	IPDOM = E, S, W, N and IPSEC = 8
	Routine and manual occupations	✘	✘	✘	✔	IPDOM = E, S, W, N and IPSEC = 5, 6, 7
	Unknown or not applicable	✘	✘	✘	✔	IPDOM ≠ E, S, W, N or IPSEC = 9, NA, BLANK
Study location	Distance learning	✘	✘	✘	✔	IPDL = 1
	Local to address prior to entry	✘	✘	✘	✔	IPDL ≠ 1 and IPSTUDYLOCTYPE = L_01
	Not local to address prior to entry	✘	✘	✘	✔	IPDL ≠ 1 and IPSTUDYLOCTYPE = M_00, M_01
	Unknown	✘	✘	✘	✔	IPDL ≠ 1 and IPSTUDYLOCTYPE ≠ L_01, M_00, M_01
Subject of study: Business and management	Business and management	✔	✔	✘	✔	IPSBJ_CAH2 = CAH17-01
Subject of study: Design, and creative and performing arts	Creative arts and design	✔	✔	✘	✔	IPSBJ_CAH2 = CAH25-01
	Performing arts	✔	✔	✘	✔	IPSBJ_CAH2 = CAH25-02
Subject of study: Education and teaching	Education and teaching	✔	✔	✘	✔	IPSBJ_CAH2 = CAH22-01
Subject of study: Engineering, technology and computing	Engineering	✔	✔	✘	✔	IPSBJ_CAH2 = CAH10-01
	Materials and technology	✔	✔	✘	✔	IPSBJ_CAH2 = CAH10-03
	Computing	✔	✔	✘	✔	IPSBJ_CAH2 = CAH11-01
Subject of study: Humanities and languages	English studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH19-01
	Languages and area studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH19-02, CAH19-04
	History and archaeology	✔	✔	✘	✔	IPSBJ_CAH2 = CAH20-01
	Philosophy and religious studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH20-02
	Combined and general studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH23-01
	Media, journalism and communications	✔	✔	✘	✔	IPSBJ_CAH2 = CAH24-01
Subject of study: Law and social sciences	Sociology, social policy and anthropology	✔	✔	✘	✔	IPSBJ_CAH2 = CAH15-01
	Economics	✔	✔	✘	✔	IPSBJ_CAH2 = CAH15-02
	Politics	✔	✔	✘	✔	IPSBJ_CAH2 = CAH15-03
	Health and social care	✔	✔	✘	✔	IPSBJ_CAH2 = CAH15-04
	Law	✔	✔	✘	✔	IPSBJ_CAH2 = CAH16-01
Subject of study: Medicine, dentistry and veterinary sciences	Medicine and dentistry	✔	✔	✘	✔	IPSBJ_CAH2 = CAH01-01
	Veterinary sciences	✔	✔	✘	✔	IPSBJ_CAH2 = CAH05-01
Subject of study: Natural and built environment	Agriculture, food and related studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH06-01
	Architecture, building and planning	✔	✔	✘	✔	IPSBJ_CAH2 = CAH13-01
	Geography, earth and environmental studies	✔	✔	✘	✔	IPSBJ_CAH2 = CAH26-01
Subject of study: Natural and mathematical sciences	Biosciences	✔	✔	✘	✔	IPSBJ_CAH2 = CAH03-01
	Sport and exercise sciences	✔	✔	✘	✔	IPSBJ_CAH2 = CAH03-02
	Physics and astronomy	✔	✔	✘	✔	IPSBJ_CAH2 = CAH07-01
	Chemistry	✔	✔	✘	✔	IPSBJ_CAH2 = CAH07-02
	General, applied and forensic sciences	✔	✔	✘	✔	IPSBJ_CAH2 = CAH07-04

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	**TEF split indicators**	**A&P split indicators**	**Size and shape of provision**	
	Mathematical sciences	✓	✓	✗	✓	IPSBJ_CAH2 = CAH09-01
Subject of study: Nursing, allied health and psychology	Pharmacology, toxicology and pharmacy	✓	✓	✗	✓	IPSBJ_CAH2 = CAH02-02
	Nursing and midwifery	✓	✓	✗	✓	IPSBJ_CAH2 = CAH02-04
	Medical sciences	✓	✓	✗	✓	IPSBJ_CAH2 = CAH02-05
	Allied health	✓	✓	✗	✓	IPSBJ_CAH2 = CAH02-06
	Psychology	✓	✓	✗	✓	IPSBJ_CAH2 = CAH04-01
TUNDRA (MSOA) **Based on young students (aged under 21 in year of entry to higher education programme) who attended state-funded mainstream schools in England**	Quintile 1 to 2	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 1, 2 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 1, 2 and IPSTARTAGEBAND = U21
	Quintile 3 to 5	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 3, 4, 5 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 3, 4, 5 and IPSTARTAGEBAND = U21
	Quintile 1	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 1 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 1 and IPSTARTAGEBAND = U21
	Quintile 2	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 2 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 2 and IPSTARTAGEBAND = U21
	Quintile 3	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 3 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 3 and IPSTARTAGEBAND = U21
	Quintile 4	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 4 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 4 and IPSTARTAGEBAND = U21
	Quintile 5	✗	✗	✓	✓	For size and shape of provision: IPDOM = E and IPTUNDRALOOKUP = 5 For access and participation: IPDOM = E and IPTUNDRALOOKUP = 5 and IPSTARTAGEBAND = U21

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	All other quintiles except 1	✗	✗	✓	✗	IPDOM = E and IPTUNDRALOOKUP = 2, 3, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 2	✗	✗	✓	✗	IPDOM = E and IPTUNDRALOOKUP = 1, 3, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 3	✗	✗	✓	✗	IPDOM = E and IPTUNDRALOOKUP = 1, 2, 4, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 4	✗	✗	✓	✗	IPDOM = E and IPTUNDRALOOKUP = 1, 2, 3, 5 and IPSTARTAGEBAND = U21
	All other quintiles except 5	✗	✗	✓	✗	IPDOM = E and IPTUNDRALOOKUP = 1, 2, 3, 4 and IPSTARTAGEBAND = U21
	Unknown or not applicable	✗	✗	✗	✓	IPDOM ≠ E or IPTUNDRALOOKUP = UNKNOWN, NA
Type of partnership (where XXXXXXXX is the UKPRN of the provider)	Taught and registered	✗	✓	✗	✗	IPUKPRNRC = XXXXXXXX and IPUKPRNTC = XXXXXXXX
	Taught only (subcontracted in)	✗	✓	✗	✗	IPUKPRNRC ≠ XXXXXXXX and IPUKPRNTC = XXXXXXXX
	Registered only (subcontracted out)	✗	✓	✗	✗	IPUKPRNRC = XXXXXXXX and IPUKPRNTC ≠ XXXXXXXX
	Validation only	✗	✓	✗	✗	IPAWARDBOD = XXXXXXXX and IPUKPRNRC ≠ XXXXXXXX and IPUKPRNTC ≠ XXXXXXXX
	Taught	✗	✓	✗	✗	IPUKPRNTC = XXXXXXXX
Year of study type	Sandwich year	✗	✗	✗	✓	IPSANDWICH = 1
Intersection of POLAR4 quintile and ethnicity Based on young students (aged under 21 in year of entry to higher education programme)	Quintile 1 or 2 and all ethnicities except white	✗	✗	✓	✗	IPPOLAR4 = 1, 2 and IPETHNIC ≠ W, U and IPSTARTAGEBAND = U21
	Quintiles 1 or 2 and white	✗	✗	✓	✗	IPPOLAR4 = 1, 2 and IPETHNIC = W and IPSTARTAGEBAND = U21
	Quintiles 3, 4, or 5 and all ethnicities except white	✗	✗	✓	✗	IPPOLAR4 = 3, 4, 5 and IPETHNIC ≠ W, U and IPSTARTAGEBAND = U21
	Quintiles 3, 4, or 5 and white	✗	✗	✓	✗	IPPOLAR4 = 3, 4, 5 and IPETHNIC = W and IPSTARTAGEBAND = U21
Intersection of POLAR4 quintile and sex Based on young students (aged under 21 in year of entry to higher education programme)	Quintiles 1 or 2 and female	✗	✗	✓	✗	IPPOLAR4 = 1, 2 and IPSEX = 2 and IPSTARTAGEBAND = U21
	Quintiles 1 or 2 and male	✗	✗	✓	✗	IPPOLAR4 = 1, 2 and IPSEX = 1 and IPSTARTAGEBAND = U21
	Quintiles 3, 4, or 5 and female	✗	✗	✓	✗	IPPOLAR4 = 3, 4, 5 and IPSEX = 2 and IPSTARTAGEBAND = U21
	Quintiles 3, 4, or 5 and male	✗	✗	✓	✗	IPPOLAR4 = 3, 4, 5 and IPSEX = 1 and IPSTARTAGEBAND = U21
Intersection of deprivation quintile (IMD 2019) and ethnicity **Based on English-domiciled students**	Quintiles 1 or 2 and all ethnicities except white	✗	✗	✓	✗	IPIMDNATION = E1, E2 and IPETHNIC ≠ W, U
	Quintiles 1 or 2 and white	✗	✗	✓	✗	IPIMDNATION = E1, E2 and IPETHNIC = W
	Quintiles 3, 4, or 5 and all ethnicities except white	✗	✗	✓	✗	IPIMDNATION = E3, E4, E5 and IPETHNIC ≠ W, U
	Quintiles 3, 4, or 5 and white	✗	✗	✓	✗	IPIMDNATION = E3, E4, E5 and IPETHNIC = W
Intersection of deprivation quintile (IMD 2019) and sex Based on English-domiciled students	Quintiles 1 or 2 and female	✗	✗	✓	✗	IPIMDNATION = E1, E2 and IPSEX = 2
	Quintiles 1 or 2 and male	✗	✗	✓	✗	IPIMDNATION = E1, E2 and IPSEX = 1
	Quintiles 3, 4, or 5 and female	✗	✗	✓	✗	IPIMDNATION = E3, E4, E5 and IPSEX = 2
	Quintiles 3, 4, or 5 and male	✗	✗	✓	✗	IPIMDNATION = E3, E4, E5 and IPSEX = 1