ILR training – student engagement and outcome (part one)

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OfS

Thursday 13 August 2020

What we will cover

- Definitions of key fields

- What we use these for

- What we expect from providers in determining these

- Evidence that should be kept

- Common issues found

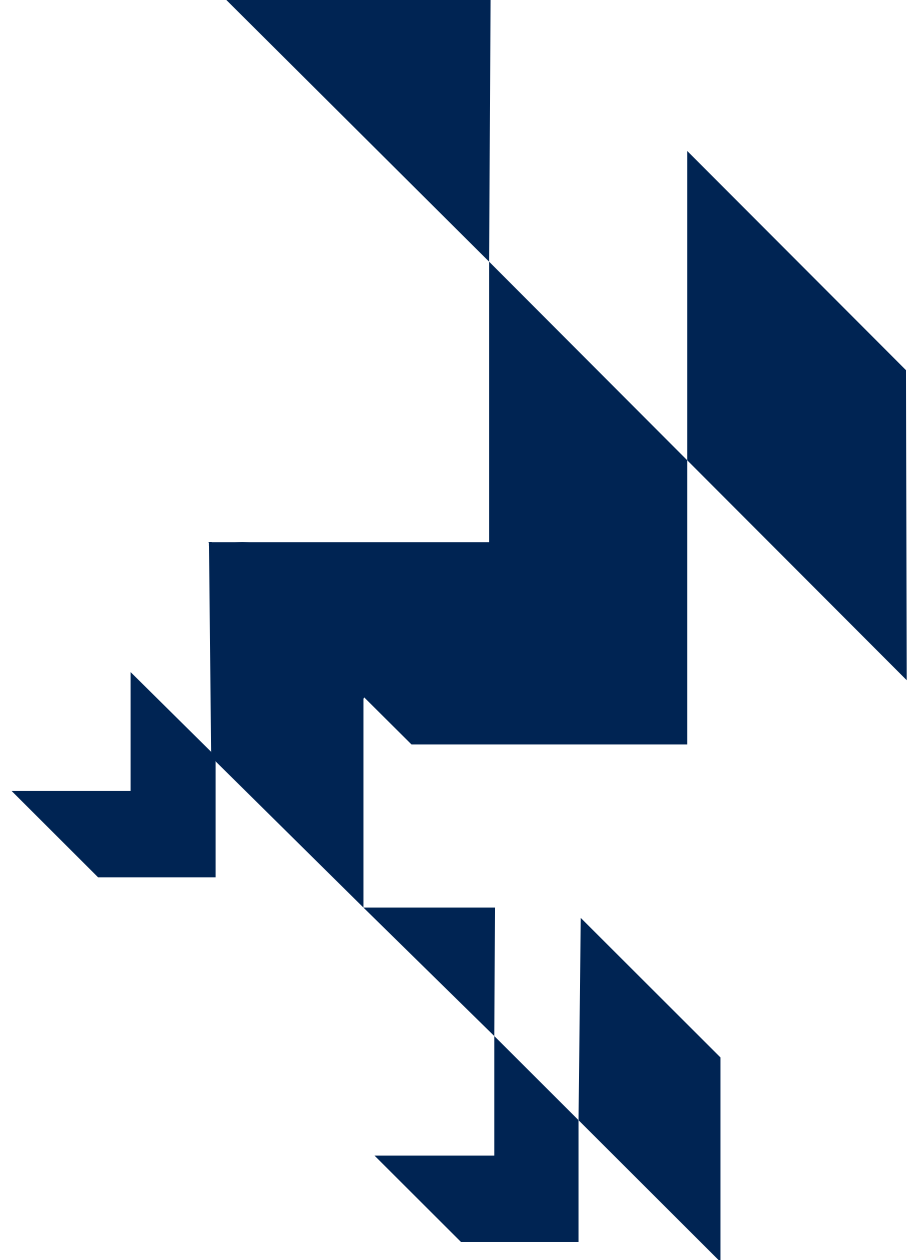- Examples

- Improving data quality

- Any questions?

Fields we will cover

- LearnStartDate

- LearnPlanEndDate

- LearnActEndDate

- MODESTUD

- STULOAD.

In part two (Wednesday 19 August 2020) we will cover:

- TYPEYR

- YEARSTU

- FUNDLEV

- Outcome

- Outgrade

- FUNDCOMP.

# Key fields

What we use this data for

LearnStartDate and LearnActEndDate are used in performance indicators, including in the OfS's access and participation data dashboard, particularly for continuation. They are also used in the allocation of funding.

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

MODESTUD is used to derive the mode of study across all OfS analysis.

STULOAD is used in the calculation of student numbers for OfS registration fees and other regulatory processes such as university title and degree awarding powers applications.

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Key fields
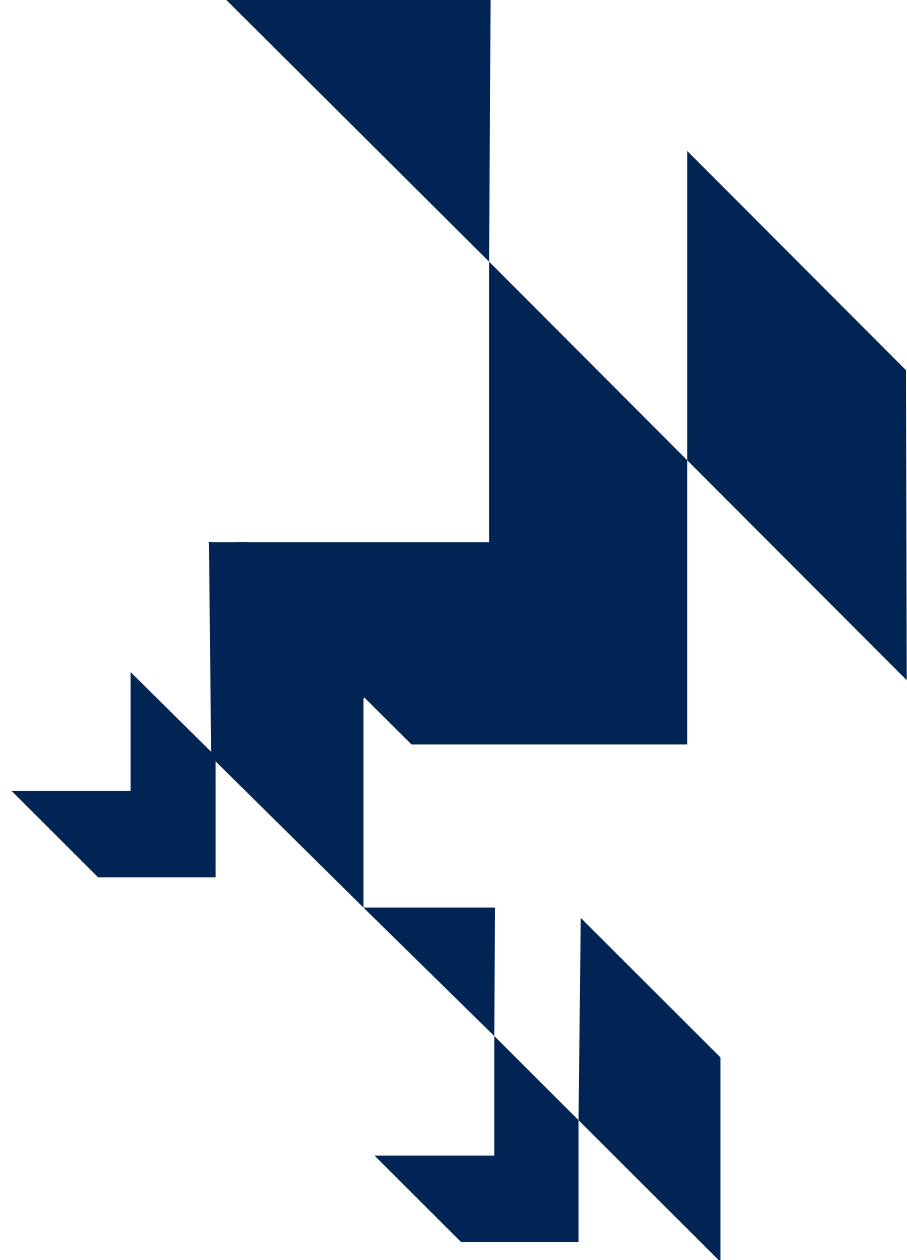
Reporting activity

- Academic year (also known as 'reporting year'):
  - 1 August to 31 July

- Instance:
  - a coherent engagement with the provider by a student aiming towards the award of one or more qualifications, or of credit

- Year of instance:
  - the first year begins when the student starts studying towards the qualification(s)
  - the second and subsequent years start on or near the anniversary of this date.

LearnStartDate

The date on which learning for the learning aim began.

- Should reflect when the student started learning

- Do not use default term dates

- Should be accurate to within a week

- Evidence should be maintained. Registers are preferable if available. Otherwise course timetables and evidence of the date of enrolment may give some assurance.

LearnPlanEndDate

The date by which the provider expects the student to complete the learning related to this learning aim.

- Should be entered at the start of the learning aim and not updated

- Students can study beyond the date returned

- Should include the scheduled exam period but not resits or exam boards.

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LearnActEndDate

The dates the learner completed the learning activities necessary to achieve the learning aim, or the date the learner withdrew.

- Should reflect when the student stopped learning activities

- Should include the scheduled exam period but not resits or exam boards

- For students who withdraw, should be when they ceased learning activities – not the date withdrawal was requested or processed

- Can be backdated to the previous year

- Evidence should be maintained. Registers are preferable if available.

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Examples: LearnStartDate, LearnPlanEndDate and LearnActEndDate

A student enrols on a two year HND in September 2018.

- They attend an enrolment event on 4 September and teaching activity starts 10 September, which the student attends. **LearnStartDate should be 10 September 2018.**

- The course is due to finish on 19 June 2020. **LearnPlanEndDate is 19 June 2020.**

- The student undertakes the whole course and sits their final exam as planned on 19 June 2020. **LearnActEndDate is 19 June 2020.**

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Examples: LearnStartDate, LearnPlanEndDate and LearnActEndDate

Another student enrols on to the same course in September 2018.

- Although teaching activity starts 10 September, the student is does not attend the first three weeks of classes and attends their first class 1 October 2018. **LearnStartDate should be 1 October 2018**

- The course is still due to finish on 19 June 2020. **LearnPlanEndDate is 19 June 2020.**

- The student manages to catch up with the rest of the course and sits their final exam as planned on 19 June 2020. **LearnActEndDate is 19 June 2020.**

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Examples: LearnStartDate, LearnPlanEndDate and LearnActEndDate

A student enrols on a three year degree in October 2019.

- They attend an enrolment event on 2 October and they attend the first lecture on 7 October. **LearnStartDate is 7 October 2019.**

- The course is due to finish on 27 May 2022. **LearnPlanEndDate is 27 May 2022.**

- Over the Christmas break the student decides to withdraw and this processed by the college on 15 January 2020. The student's last date of attendance/engagement was 13 December 2019. **LearnActEndDate is 13 December 2019.**

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Examples: LearnStartDate, LearnPlanEndDate and LearnActEndDate

A student enrols on a three year degree in October 2017.

- They attend the first lecture on 9 October. **LearnStartDate is 9 October 2017.**

- The course is due to finish on 27 May 2020. **LearnPlanEndDate is 27 May 2020.**

- The student sits their final exams in May 2020 but fails one and is required to resit it in August 2020. They resit the exam and pass it. **LearnActEndDate is 27 May 2020.**

Another student on the same course fails all of their final exams and is required to return the following year to repeat the year. Their **LearnActEndDate is 27 May 2020** and a new aim should then be opened to cover their repeat year.

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Common issues and good practice

Common issues:

- generic start date returned when students started later than their cohort

- use of generic course/term end dates for LearnActEndDate

- date withdrawal processed incorrectly recorded as LearnActEndDate

- insufficient evidence of start and end dates.

Good practice:

- withdrawals and non-engagement identified and acted upon promptly

- cases where students do not re-enrol identified and acted upon promptly

- registers reviewed regularly.

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Questions?
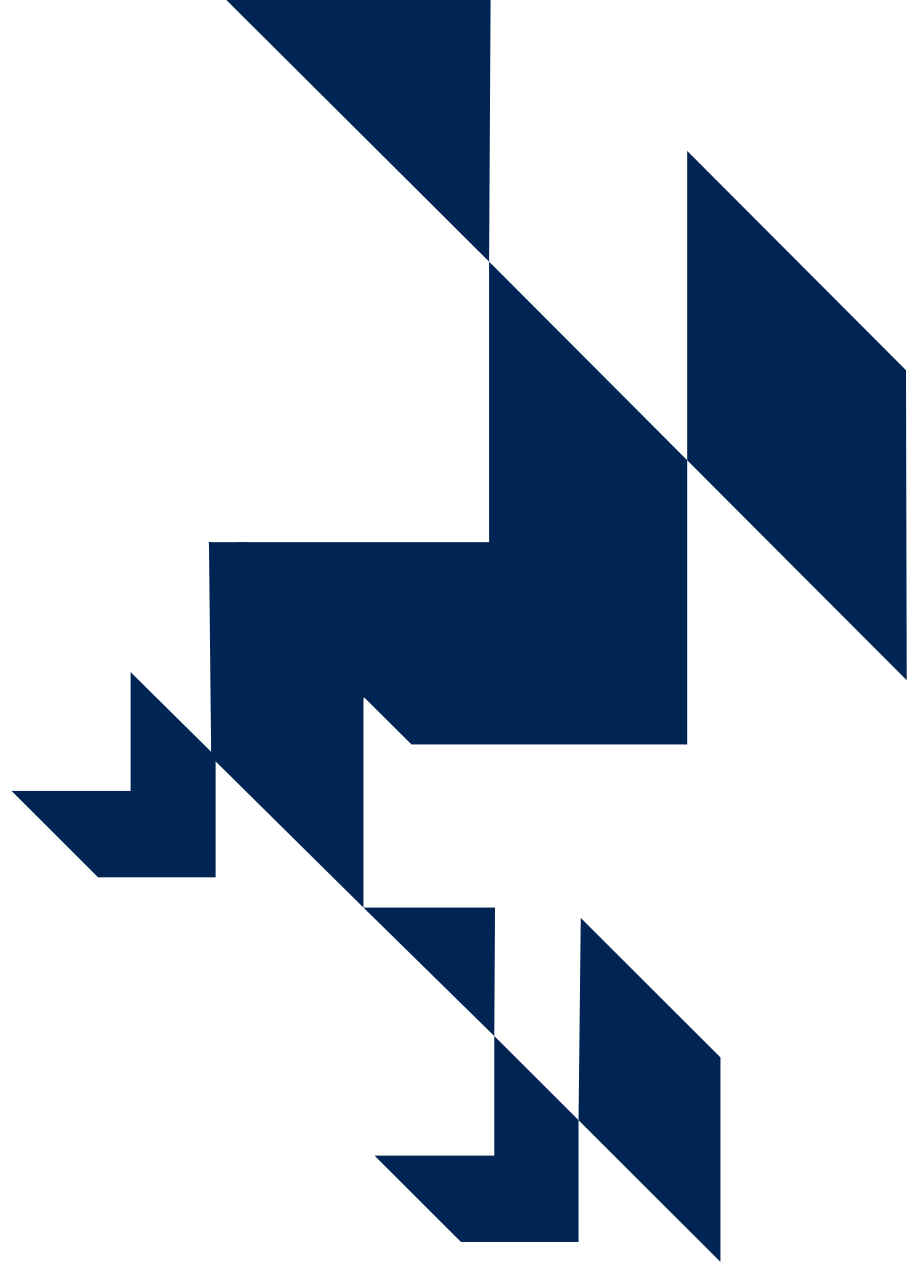
MODESTUD

Mode of study, as defined in Higher Education Students Early Statistics (HESES) guidance.

Students should meet all three conditions to be returned as full-time:

- normally required to attend for at least 24 weeks within the year of instance
- during which they are expected to undertake periods of study of on average at least 21 hours per week
- full-time fees are chargeable for the course for the year.

The full definition is in Annex H of HESES19.

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MODESTUD

- Should be the mode at the end of the year of instance, or on 31 July if the year of instance continues into the following academic year

- Should not be amended if a student withdraws so does not study for 24 weeks, for example

- Records of the mode the student is enrolled on, and any changes in mode, should be maintained.

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STULOAD

The full-time equivalence of the learner (for this record) during the reporting year 1 August to 31 July.

- Full-time, full year students would normally have STULOAD=100

- Part-time full-time equivalence (FTE) should normally be determined based on the number of credits studied compared to a related full-time course

- Should be reduced for students that withdraw, suspend studies or transfer part way through the year

- Records of how STULOAD has been determined should be kept.

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Examples: STULOAD

A student is studying part-time. They intend to study for three years with 80 credits in each year. Students on the full-time course with the same qualification aim study for two years with 120 credits in each year. STULOAD should be 66 for year one and 67 for years two and three. Note that STULOAD is set so that the total is 200, as for a full-time student studying for two years.

A student intends to study full-time for one year from September 2019 to June 2020 but withdraws in January 2020, having studied 12 of the expected 30 weeks of the course academic year. STULOAD would initially have been set at 100 but should be reduced to 40 to reflect the student's withdrawal.

Common issues and good practice

Common issues:

- mode of study changed for students that withdraw

- STULOAD 100 returned for students starting part way through the academic year

- STULOAD not reduced to record withdrawals

- insufficient evidence to support field values returned.

Good practice:

- mode of study clearly documented including on enrolment forms or equivalent

- records kept to show how STULOAD has been determined for withdrawals.

Data quality
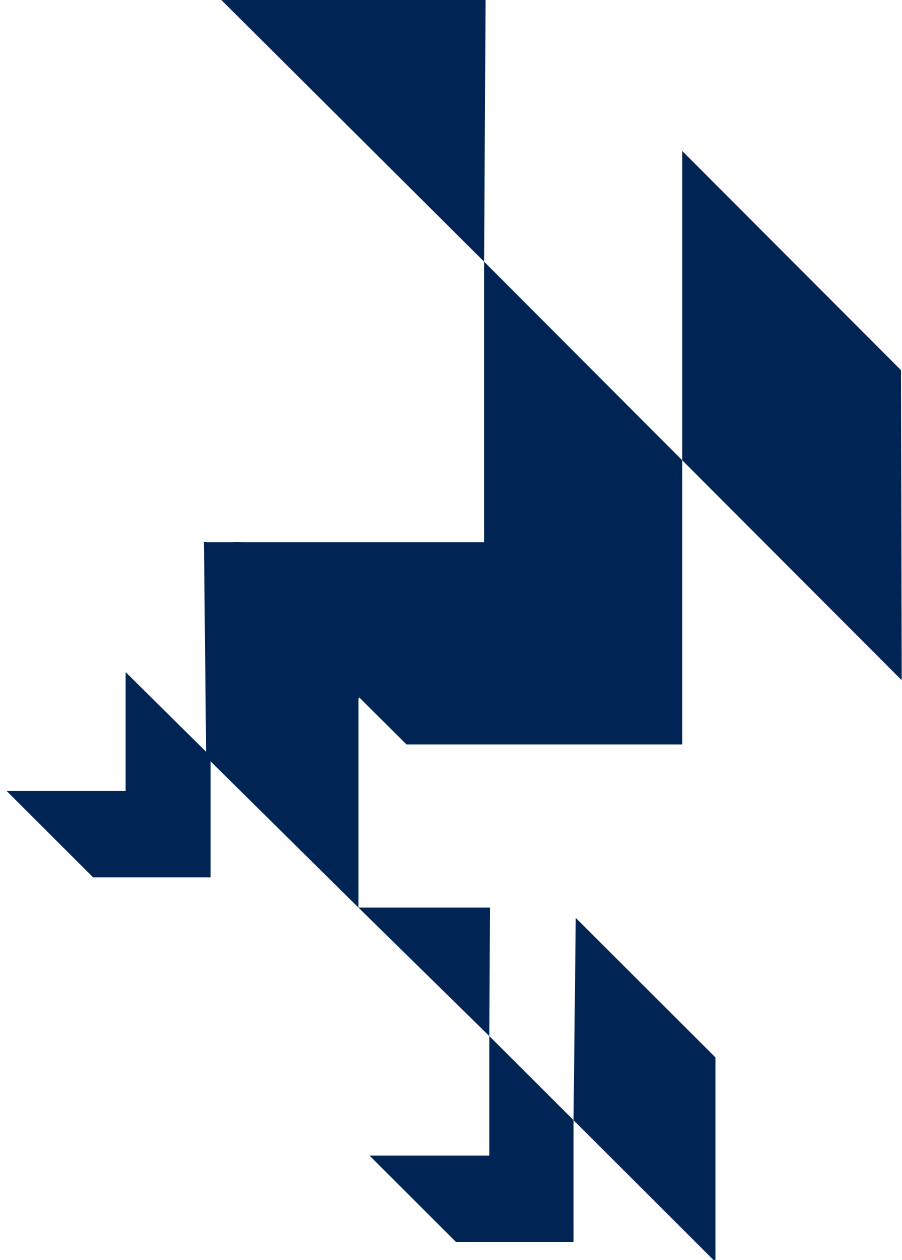
Validation and internal checks

Could include:

- check late LearnStartDates against registers

- double-checks of LearnActEndDate for students that withdraw

- checks that students with LearnActEndDate early in the academic year enrolled and were active

- Double-checking of STULOAD for students who withdraw

- validation checks comparing LearnActEndDate and STULOAD

- checks of STULOAD for students starting part way through the academic year.
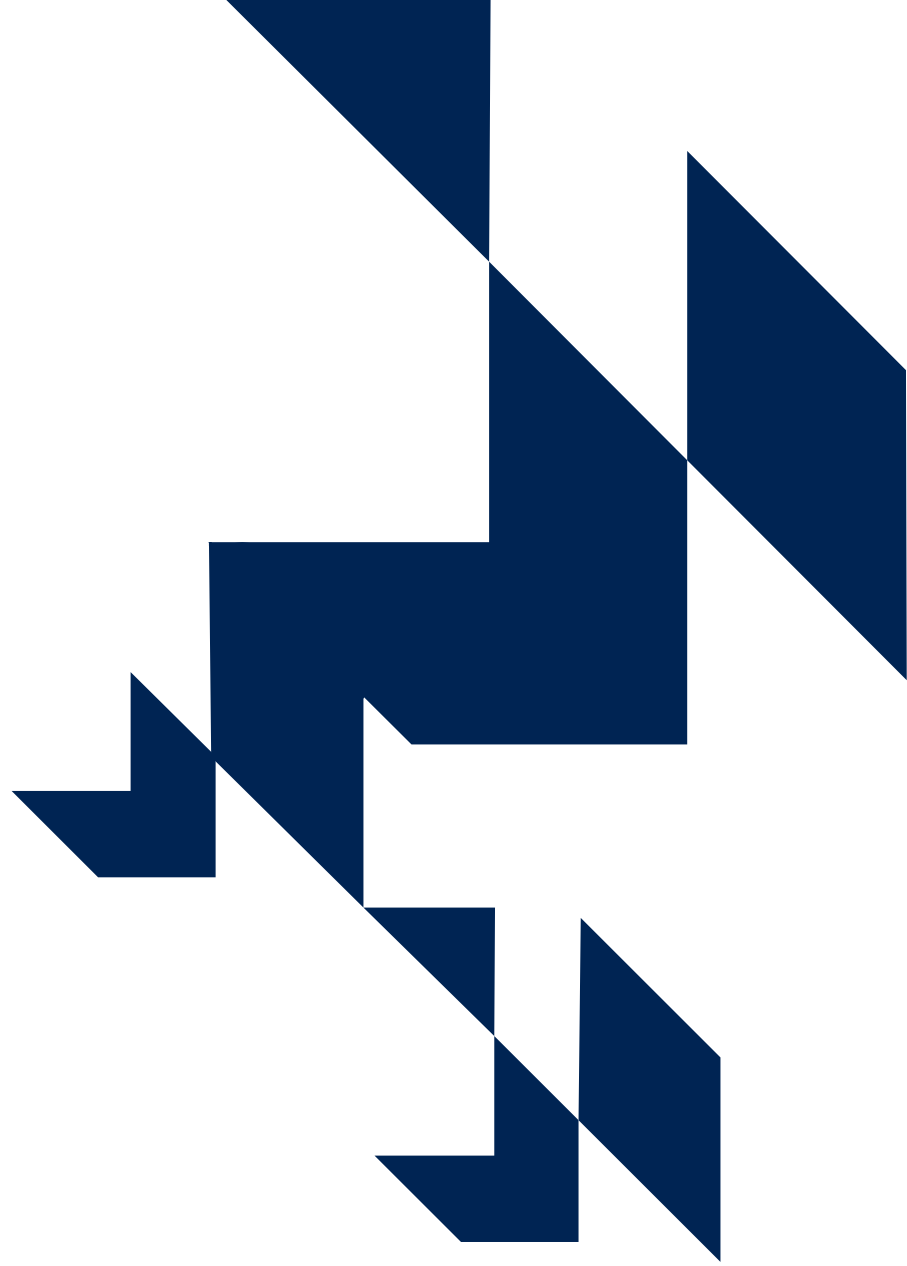
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The data checking tool

Queries relevant to this data include:

- unexpected start and end dates

- unexpected STULOAD values, for example:
  - records with a STULOAD of 5 or less
  - records with a STULOAD greater than 150
  - students that appear to have withdrawn part way through their year returned with STULOAD = 100
  - part-time students returned with an unexpectedly high STULOAD.

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Questions?

Thank you for listening

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