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# How we will regulate student outcomes

## Revised condition B3

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# What we will cover today

- Focus on implementation
- The revised condition
- Prioritisation
- What this would mean in practice: engagement and assessment.
- Data dashboards
- Further resources

# Revised Condition B3 – effective 3 October 2022

B3.3 Without prejudice to the principles and requirements provided for by any other condition of registration and the scope of B3.1, the provider must deliver positive outcomes for students on its **higher education courses**.

B3.4 For the purposes of this condition, delivering positive outcomes means that either:

- a. in the OfS's judgement, the **outcome data** for each of the **indicators** and **split indicators** are at or above the relevant **numerical thresholds**; or

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- b. to the extent that the provider does not have **outcome data** for each of the **indicators** and **split indicators** that are at or above the relevant **numerical thresholds**, the OfS otherwise judges that:
  - i. the provider's **context** justifies the **outcome data**; and/or
  - ii. this is because the OfS does not hold any data showing the provider's numerical performance against the **indicator** or **split indicator**; and/or
  - iii. this is because the OfS does hold this data but the data refers to fewer than the **minimum number of students**.

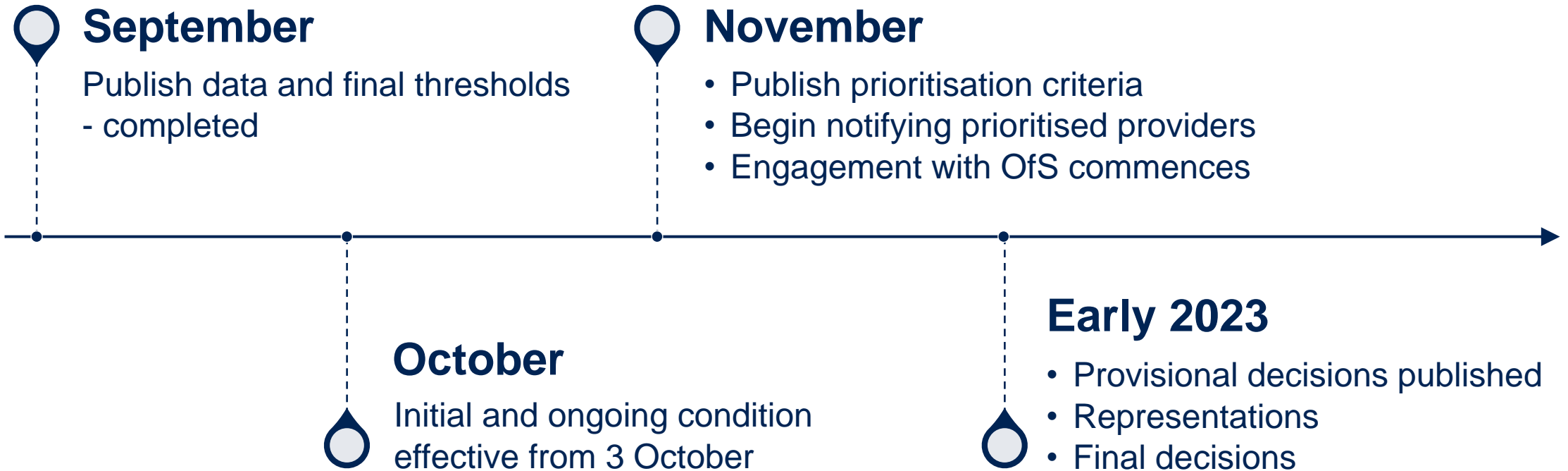
Above threshold –  
no further action

Below threshold –  
consideration of  
provider context

# Why this is important



# Expected timeline



# Prioritisation – our approach

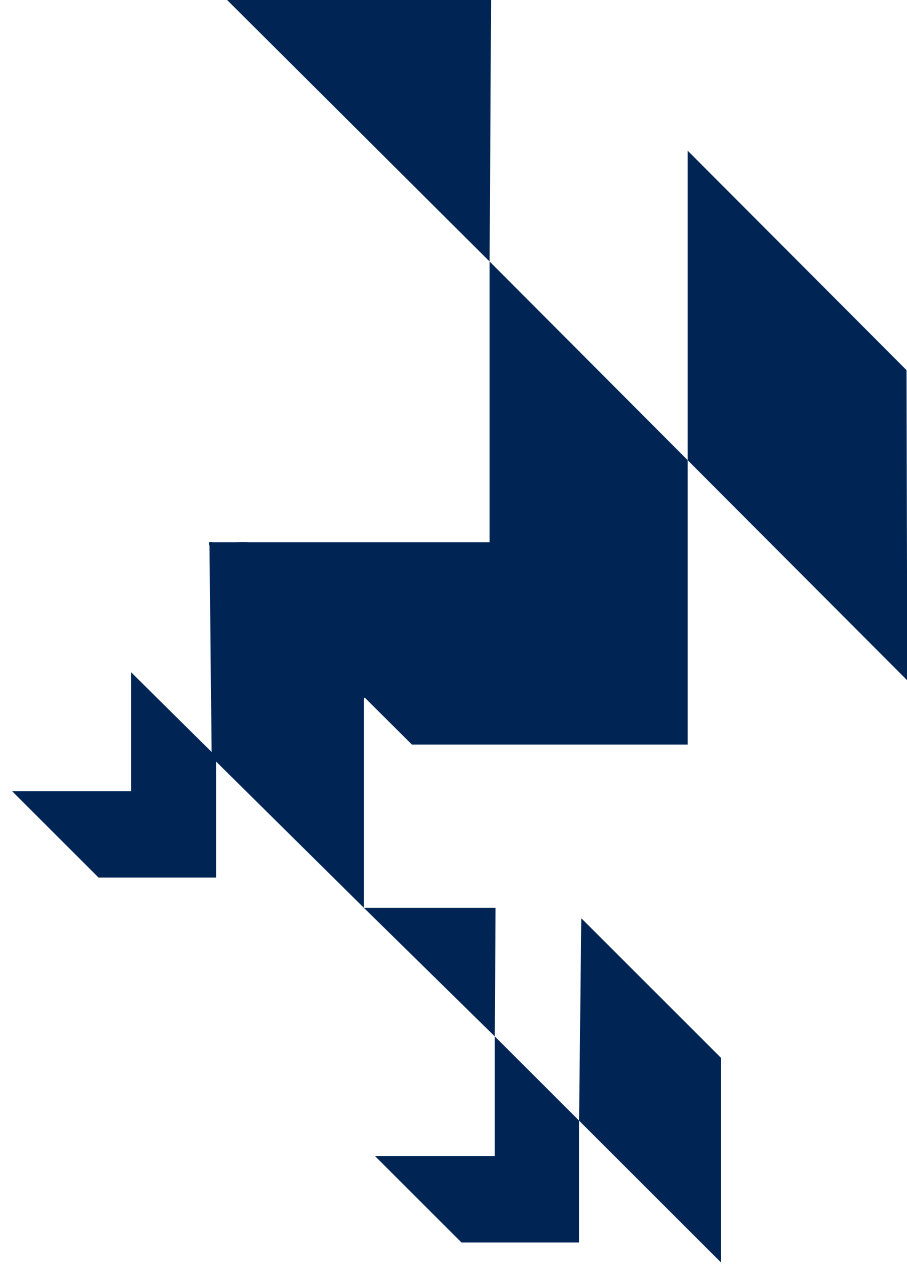
## Categories

- Outcome measures, modes and levels of study we wish to prioritise
- Any focus on split indicators e.g. subjects, student characteristics or other themes
- Number of cases to include in an assessment cycle

## Providers

- Number of students affected by below threshold performance in prioritised categories
- Distance from threshold in prioritised categories
- Statistical certainty
- Number of indicators / split indicators below threshold but not in prioritised categories

# Question and answers



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# What would this mean in practice

Engagement and assessment

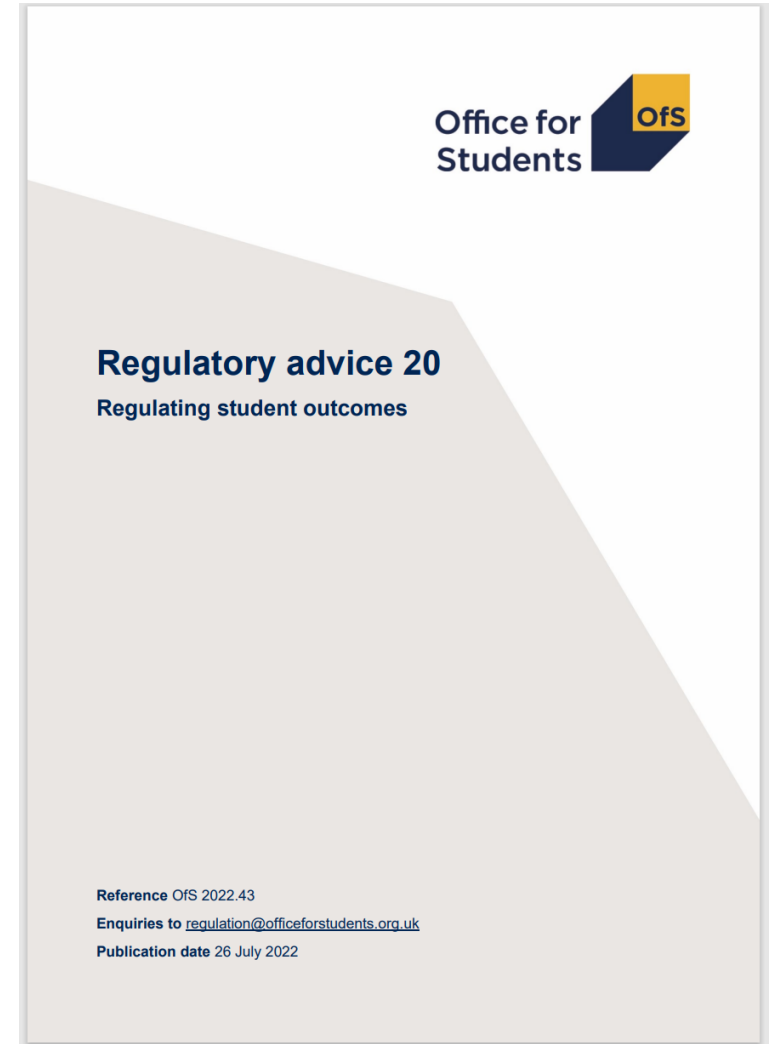


# Overview of process (RA20)

Selection and scope of assessment.

Then four step process:

1. Using the OfS's existing information
2. Engaging with a provider
3. Making provisional decision
4. Final decision



# What this means in practice

## Informing selected providers

- We will write to provider's accountable officer
- Tell provider the scope of assessment and the outcomes of our assessment of existing OfS information.





# What this means in practice

## Engaging with a provider

- Normally a four-week timescale
- Providers invited to submit relevant information which may justify performance below a threshold
- May result in conclusion of activity or provisional decision.

# Considering context – examples in RA20

## Historical performance

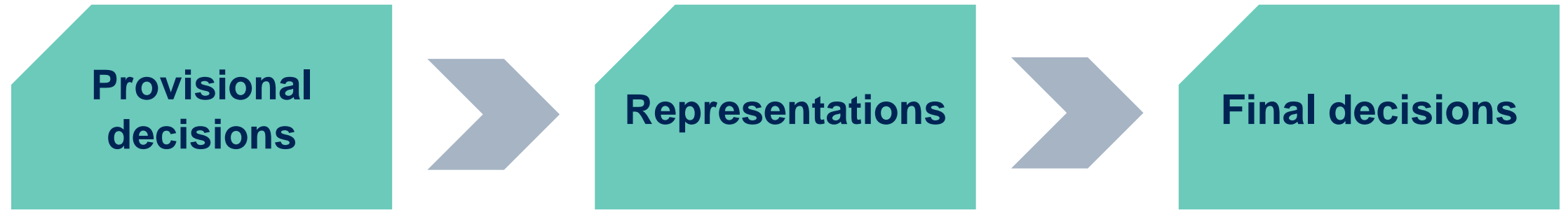
- Benchmark values
- Factors outside a provider's control
- Particular course or profession attributes

## Provider actions

- Is the course still running?
- Actions a provider has already taken to improve its performance
- Provider's plans to improve its performance

# What this means in practice

Decision making – provisional and final



# The regulatory interventions

- 1 Specific ongoing condition
- 2 Monetary penalty
- 3 Suspension
- 4 Vary / revoke authorisation for degree awarding powers
- 5 Deregistration

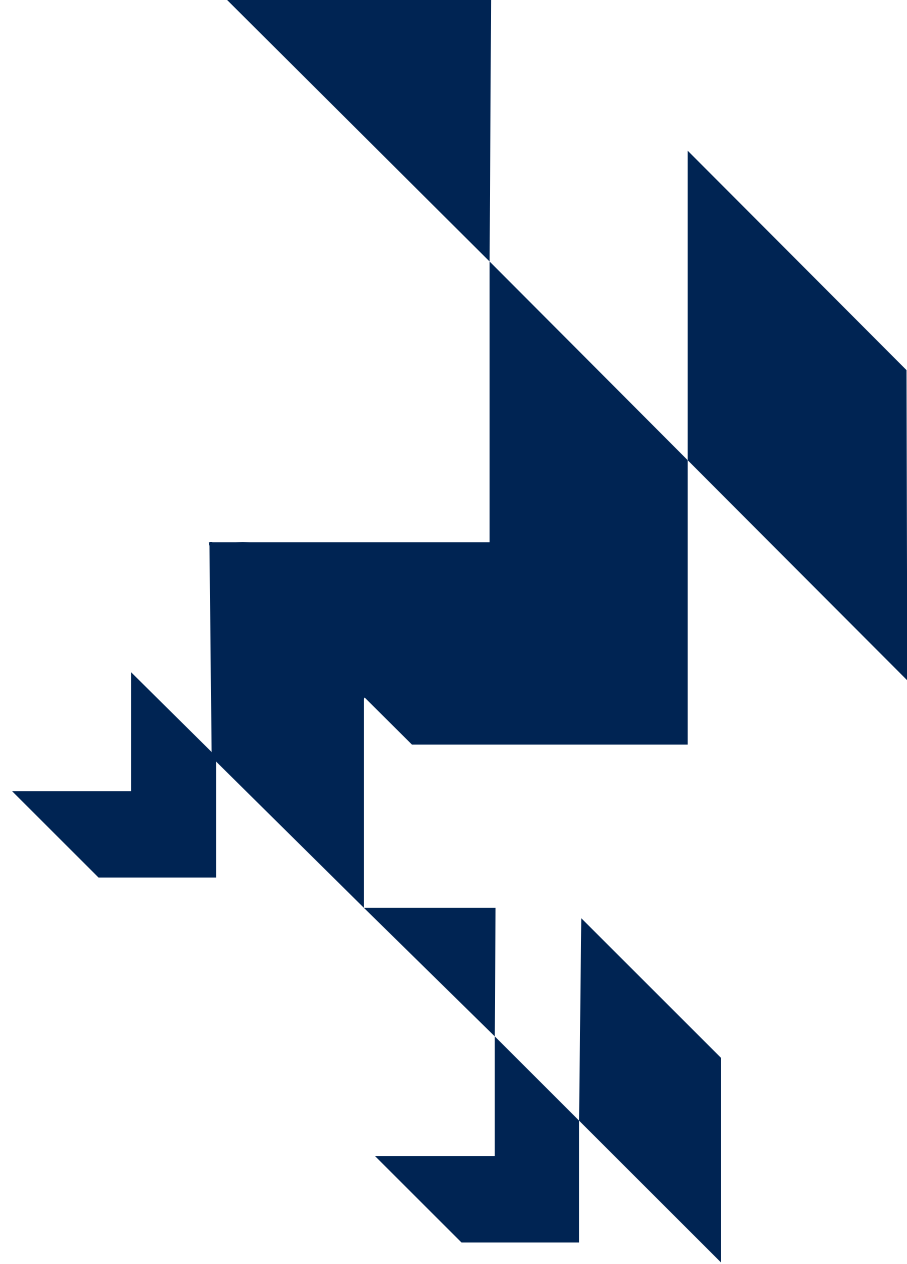
# What this means in practice

## Providers not selected

- No formal engagement with OfS for this assessment cycle
- Consider how to engage with the data internally
- Have regard to contextual considerations of action taken by providers.



# Question and answers





# Resources and information

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# Provider dashboard

Performance below a numerical threshold does not mean that a provider is not meeting the OfS's minimum expectations. We only make a judgement that a provider is not compliant only after considering the context in which it is operating. This means that we may find that a provider with performance below a numerical threshold is delivering positive outcomes for its students. We have not yet made any judgements relating to this provider.

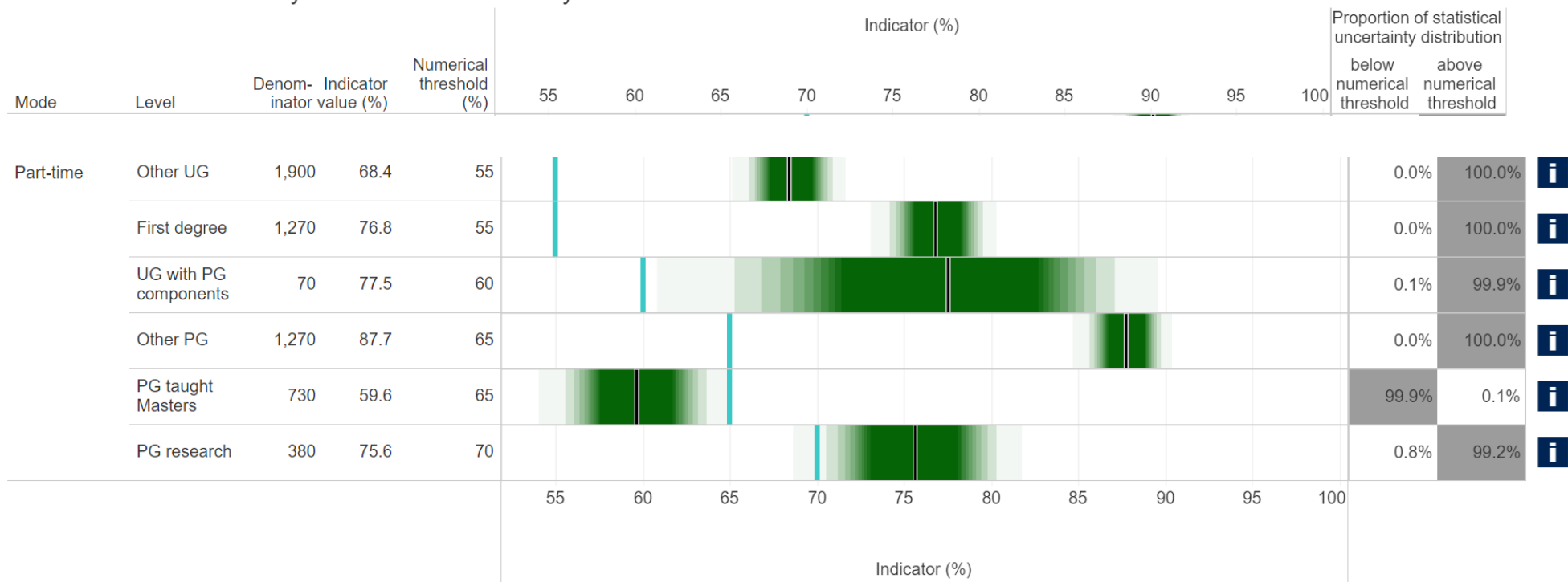
Continuation

Completion

Progression

## Fictional provider (Taught or registered students)

### Continuation outcomes by mode and level of study



Example: fictional provider data for part-time continuation

# Understanding the data

## Student outcomes data dashboard: Build a query

[Return to overview](#)

Provider:	1. Show me data for <input type="text" value="Fictional provider"/>
View of provider population:	2. Show me data for students who are <input type="text" value="Taught or registered"/> by this provider.
Measure:	3. Show me the <input type="text" value="Continuation"/> outcomes for these students.
Mode and level of study:	4. Click the yellow button to select a mode of study (full-time, part-time or apprenticeship) and a level of study. <div style="display: flex; align-items: center; margin-top: 10px;"><div style="background-color: #f9c94f; padding: 5px 15px; border: 1px solid #ccc; margin-right: 10px;">Select a mode and level of study <small>(opens pop-up window)</small></div><div style="border: 1px solid #ccc; padding: 5px; margin-left: 10px;">Current selection: Mode of study: <b>Full-time</b> Level of study: <b>First degree</b></div></div>
Population size:	5. Show me indicators with a population of at least: <input type="text" value="0"/> <input type="range" value="0"/> <input type="button" value="↩"/> <input type="button" value="▶"/>
Uncertainty distribution below threshold:	6. Show me indicators where the proportion of the statistical uncertainty distribution that is below the numerical threshold is at least: <input type="text" value="0%"/> <input type="range" value="0%"/> <input type="button" value="↩"/> <input type="button" value="▶"/>
Visualisation:	7. Show me a visualisation with: <input checked="" type="radio"/> Indicator values only <input type="radio"/> Difference from benchmark values only
Split indicators:	8. Show me indicators for these characteristics: <input type="text" value="(All)"/>
<div style="display: flex; justify-content: space-around; align-items: center;"><div style="background-color: #f9c94f; padding: 10px 20px; border: 1px solid #ccc;">Submit query</div><div style="border: 1px solid #ccc; padding: 5px 20px; font-weight: bold;">This query will result in 59 rows of data</div></div>	

# Understanding the data

## Student outcomes data dashboard: detailed view

[Return to overview](#)
[Help guide](#)

← [Build a query](#) or use the control panel below to filter the data

Select which visualisation to show:

- Indicator values only
- Difference from benchmark values only

Select a view of a provider's student population:

- Taught or registered
- Taught
- Partnership

Select a provider:

Select split indicator type(s):

Show indicators with a population (denominator) of at least:

Show indicators where the proportion of the statistical uncertainty distribution below numerical threshold is at least:

Select a mode and level of study

Current selection: **Full-time First degree**

Performance below a numerical threshold does not mean that a provider is not meeting the OFS's minimum expectations. We only make a judgement that a provider is not compliant only after considering the context in which it is operating. This means that we may find that a provider with performance below a numerical threshold is delivering positive outcomes for its students. We have not yet made any judgements relating to this provider.

Continuation

Completion

Progression

### Fictional provider (Taught or registered, Full-time, First degree students)

Continuation outcomes by subject, student and study characteristic

Split indicator type	Split indicator	Denominator	Indicator value (%)	Indicator (%)							Proportion of statistical uncertainty distribution		Benchmark value (%)	Contribution to own benchmark (%)				
				60	65	70	75	80	85	90	95	100				below numerical threshold	above numerical threshold	
Overall indicator	Overall indicator	18,900	90.1											0.0%	100.0%	90.9	2.9	<a href="#">i</a>
Time series	Year 1 (earliest)	4,620	90.6											0.0%	100.0%	91.4	3.2	<a href="#">i</a>
	Year 2	4,810	89.7											0.0%	100.0%	90.6	4.6	<a href="#">i</a>
	Year 3	4,580	90.4											0.0%	100.0%	90.9	3.3	<a href="#">i</a>
	Year 4 (most recent)	4,890	89.6											0.0%	100.0%	90.5	3.5	<a href="#">i</a>
Type of partnership	Taught by this provider	17,550	90.7											0.0%	100.0%	91.1	3.0	<a href="#">i</a>
	Only registered by this provider (subcontracted out)	1,350	82.3											1.7%	98.3%	83.2	21.3	<a href="#">i</a>

# Understanding the data – size and shape

Student numbers
Partnership arrangements
Size and shape of provision
Help guide

Select a provider

\*All OfS registered pr... ▾

Select units

Count ▾

Select cohort

Entrants

Qualifiers

All students

Select year

2020 - 21 ▾

Select a mode and level of study

(All) ▾

Select a student or course characteristic

(All) ▾

\*All OfS registered providers

See data as bar charts

This sheet shows a summary of student numbers at \*All OfS registered providers in each year between 2017-18 and 2020-21.

The profile of student numbers can be considered for different cohorts (entrants, qualifiers or all students) as both counts and percentages.

Please use the filters provided to choose the information you want to look at. Counts are rounded to the nearest 10, percentages are calculated from unrounded numbers before being shown to 1 decimal place.

Number of **students** in each breakdown of mode and level of study, by student and course characteristics

Student or course characteristic	Attribute	Full-time undergraduates	Part-time undergraduates	Apprenticeship undergraduates	Full-time postgraduates	Part-time postgraduates	Apprenticeship postgraduates
<b>Course length</b>	1 year	40,410	8,450	1,100	233,290	26,450	340
	2 years	52,270	26,240	15,620	90,750	76,620	6,840
	3 years or more	1,371,140	174,320	31,600	75,490	80,850	7,130
	Less than 1 year	340	3,010	240	10	2,490	40
<b>Course type</b>	First degree with integrated foundation year	153,800	[N/A]	[N/A]	[N/A]	[N/A]	[N/A]
<b>OfS funding status</b>	Not recognised for OfS funding purposes	4,420	9,620	6,020	80	60	[DPL]
	Recognised for OfS funding purposes	1,459,750	202,400	42,540	399,470	186,360	14,350
<b>Subject of study (detailed)</b>	Agriculture, food and related studies	10,930	730	410	1,700	1,270	10
	Allied health	43,380	11,770	2,200	12,230	10,830	320
	Architecture, building and planning	26,060	5,110	5,090	11,500	5,680	440
	Biosciences	39,620	2,480	140	9,620	2,210	20
	Business and management	260,680	27,300	10,970	91,630	25,210	9,690
	Chemistry	14,150	390	210	4,260	170	[DPL]

# Other resources

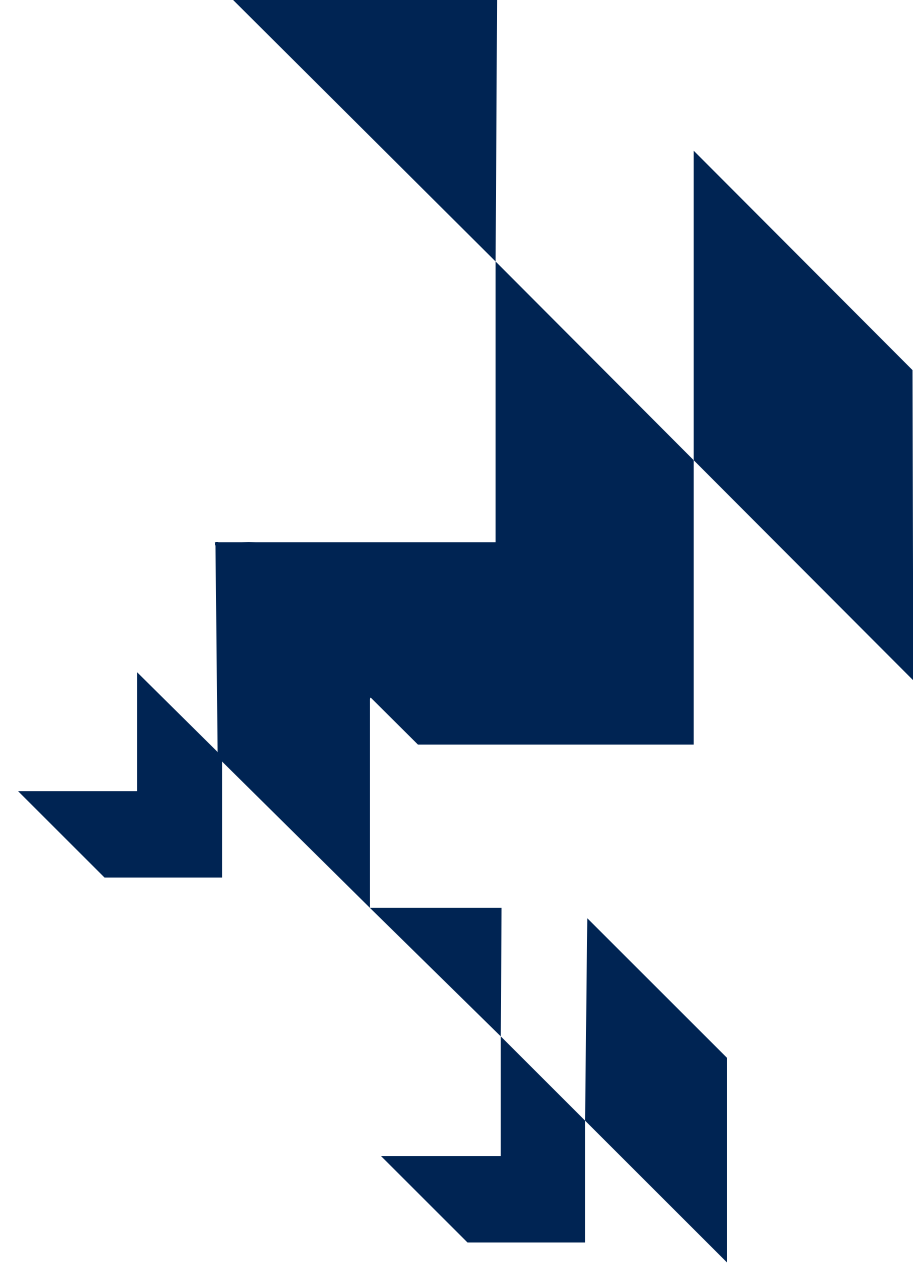
[Regulatory advice 20: Regulating student outcomes \(officeforstudents.org.uk\)](#)

[Indicator descriptions and definitions](#)

## Contact us:

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# Thank you for listening

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