

Office for
Students



Technical algorithms for institutional performance measures

Regulatory indicators, methodology and
rebuild descriptions

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Introduction

Purpose

1. This is one of a series of technical documents that provide details of the definitions and methods used by the Office for Students' (OfS) in constructing institutional performance measures¹. Wherever possible we have used consistent definitions and approaches, to minimise the burden on higher education providers of understanding these. This document provides a technical description of the indicators underpinning the OfS's functions related to:
 - a. The assessment of registration condition B3² for the purpose of initial registration and ongoing monitoring.
 - b. The regulation of access and participation.
2. This document relates to the institutional performance indicators produced in March 2020 in support of these two OfS functions. While the indicator definitions included herein are largely aligned and consistent across these two uses, there remain some differences in coverage, scope or presentation. Throughout this document, content that is relevant only to the assessment of registration condition B3 is highlighted **green**, while content that is relevant only to access and participation (A&P) data resources is highlighted **mauve**.
3. This document supplements and should be read alongside the following documents:
 - 'Technical algorithms for institutional performance measures: Core algorithms'.
 - (for registration condition B3 purposes), 'Condition B3: baselines for student outcomes indicators'.
 - (for access and participation purposes), 'Access and participation data resources: Dashboard user guide' and 'Access and participation data resources: Supporting data user guide'.
4. It also includes rebuild instructions which can be applied to individualised student data files that were shared with providers via the OfS portal.
5. The indicators described by this document cover each stage of the student lifecycle:
 - access indicators
 - continuation indicators

¹ See www.officeforstudents.org.uk/data-and-analysis/institutional-performance-measures/technical-documentation/.

² See www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/.

- completion indicators³
- attainment indicators, looking at degree outcomes and graduates awarded first or upper second class honours.
- progression indicators, looking at:
 - graduates in highly skilled employment or higher-level study
 - graduates in highly skilled employment or postgraduate-level study.

Enquiries and feedback

6. Enquiries regarding the methods described in this document should be raised with providermetrics@officeforstudents.org.uk, 0117 931 7230.
7. Any other questions about the role of this data in relation to a provider's registration with the OfS should be directed to registration@officeforstudents.org.uk. Questions about the role of this data in relation to a provider's access and participation plans should be directed to app@officeforstudents.org.uk.

³ While a description of the completion indicator is included here, the detailed algorithms which are used to calculate it will be published separately in due course.

Alignment of indicator definitions across OfS regulatory uses

8. A number of OfS functions make use of similar institutional performance measures, which are constructed from individualised student data returns. These functions currently include our regulation of access and participation⁴, and of quality and standards through the initial registration and ongoing monitoring of registration condition B3. We expect to continue using some or all of these measures within the evidence base supporting a revised Teaching Excellence and Student Outcomes Framework (TEF).
9. As of March 2020, many of the indicators described in paragraph 5 (and defined further throughout the remainder of this document) are used in relation to both access and participation and registration condition B3⁵. Wherever possible we have kept the definitions of the indicators the same to aid clarity. However, there are a number of places where the different purposes of the indicators make it necessary to vary the definitions. Table 1 details the key coverage and definitional issues in each use.

Table 1: Comparison of indicator definitions across OfS regulatory uses

	Assessment and monitoring of condition B3	Access and participation data resources
Provider coverage	Students registered at the higher education provider in question	Students registered at the higher education provider in question
Student coverage: access indicators	Not included	UK-domiciled undergraduates only
Student coverage: continuation indicators (full- and part-time)	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK-domiciled undergraduates only
Student coverage: completion indicators	All students (UK, EU and non-EU, undergraduates and postgraduates)	Not included
Student coverage: degree outcomes indicators	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK-domiciled undergraduates only
Student coverage: progression indicators	UK-domiciled only	UK-domiciled undergraduates only
Indicator definition: progression indicators	Highly skilled employment or postgraduate study, and (for monitoring only) highly skilled employment or higher-level study	Highly skilled employment or higher-level study
Granularity	Time series within each mode and level of study, characteristics	Time series within each mode, level and characteristic

⁴ See www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-data-and-its-findings/.

⁵ See supporting documents at www.officeforstudents.org.uk/publications/registration-key-themes-and-analysis/.

	Assessment and monitoring of condition B3	Access and participation data resources
	based on aggregate of available data from the whole time series	
Time series included: access indicators and degree outcomes indicators	Five years (2014-15 to 2018-19)	Five years (2014-15 to 2018-19)
Time series included: continuation indicators	Five years (2013-14 to 2017-18 for full-time, 2012-13 to 2016-17 for part-time)	Five years (2013-14 to 2017-18 for full-time, 2012-13 to 2016-17 for part-time)
Time series included: progression indicators	Five years (2012-13 to 2016-17)	Five years (2012-13 to 2016-17)

Apprenticeship students

10. Throughout the OfS's regulatory uses of institutional performance measures, all apprenticeship students are counted within the indicators as full-time students. For registration condition B3 purposes, the outcomes of apprenticeships students are reported separately. In access and participation data resources, an apprenticeship students' level of study attributed to the level of study of the component higher education qualification that sits within the apprenticeship standard (or framework).

Coverage of the indicators

11. The coverage of each institutional performance measure is discussed in detail in the indicator-specific definitions given below. Throughout, the indicators reflect the numbers and outcomes of students registered at the provider in question. Students taught by one provider on behalf of another, under sub-contractual arrangements, are only included in the data of the registering provider, they are not included in the data of the teaching provider.
12. In broad terms, the access and participation data resources cover UK-domiciled undergraduate students registered at English higher education providers. Providers are included in the access and participation data resources if they are registered by the OfS.
13. The indicators informing registration condition B3 aim to include all students registered at English higher education providers. The progression indicators, where coverage of all students is not possible, are the only measures limited to UK-domiciled students. , The institutional performance measures described in this document are considered in an assessment of registration condition B3 undertaken within the initial registration process, and reviewed regularly within the OfS's ongoing monitoring of registered providers.

Key principles of access and participation data resources

Student characteristics

14. The access and participation data resources are intended to allow users to explore and understand patterns identified by these indicators for a range of student characteristics, and to consider combinations of the different attributes that may exist for a given characteristic. The characteristics and attributes listed in Table 2 are reported in the access and participation data resources, both at individual provider level and for the sector as a whole (consisting of all English providers). In each case, they are reported on separately for each stage of the student lifecycle and for each mode and level of study, across a five-year time series.

Table 2: Student characteristics and attributes in the access and participation data resources

Student characteristic	Attributes considered
Participation of Local Areas classification (POLAR4) Based on young students (aged under 21 in year of entry to higher education programme)	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the lowest rate of participation and quintile 5 has the highest) Aggregation of quintiles 1 and 2 Aggregation of quintiles 3, 4 and 5 Aggregation of quintiles 2, 3, 4 and 5 Aggregation of quintiles 1, 3, 4 and 5 Aggregation of quintiles 1, 2, 4 and 5 Aggregation of quintiles 1, 2, 3 and 5 Aggregation of quintiles 1, 2, 3 and 4
Ethnicity	Asian Black Mixed Other White Aggregation of Asian, black, mixed and other (ABMO) ⁶ Aggregation of Asian, mixed, other and white Aggregation of black, mixed, other and white Aggregation of Asian, black, other and white Aggregation of Asian, black, mixed and white
Disability*	Disabled Not known to be disabled

⁶ Also referred to as 'black, Asian and minority ethnic'.

Student characteristic	Attributes considered
Disability type*	Cognitive or learning difficulties Mental health condition No known disability type Other or multiple impairments Sensory, medical or physical impairment Social or communication impairment
Age (on 31 August in the student's year of entry to higher education programme)	Young (under 21) Mature (21 and over) Aged 21 to 25 Aged 26 to 30 Aged 31 to 40 Aged 41 to 50 Aged 51 and over
Sex	Female Male
English Index of Multiple Deprivation (IMD) (2015) Based on English-domiciled students	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the highest level of deprivation and quintile 5 has the lowest) Aggregation of quintiles 1 and 2 Aggregation of quintiles 3, 4 and 5 Aggregation of quintiles 2, 3, 4 and 5 Aggregation of quintiles 1, 3, 4 and 5 Aggregation of quintiles 1, 2, 4 and 5 Aggregation of quintiles 1, 2, 3 and 5 Aggregation of quintiles 1, 2, 3 and 4
English Index of Multiple Deprivation (2019) – experimental Based on English-domiciled students	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the highest level of deprivation and quintile 5 has the lowest) Aggregation of quintiles 1 and 2 Aggregation of quintiles 3, 4 and 5 Aggregation of quintiles 2, 3, 4 and 5 Aggregation of quintiles 1, 3, 4 and 5 Aggregation of quintiles 1, 2, 4 and 5 Aggregation of quintiles 1, 2, 3 and 5 Aggregation of quintiles 1, 2, 3 and 4
Eligibility for free school meals (FSM) Based on young students who were in Key Stage 4 (KS4) in England and recorded in the Department for Education's National Pupil Database between 2009-10 and 2017-18	Eligible for free school meals during their schooling Not eligible for free school meals during their schooling
Interaction of ethnicity and English Index of Multiple Deprivation (2015 version only)	ABMO and IMD quintile 1 or 2 ABMO and IMD quintile 3, 4 or 5

Student characteristic	Attributes considered
Based on English-domiciled students	White and IMD quintile 1 or 2 White and IMD quintile 3, 4 or 5
Interaction of sex and English Index of Multiple Deprivation (2015 version only) Based on English-domiciled students	Female and IMD quintile 1 or 2 Female and IMD quintile 3, 4 or 5 Male and IMD quintile 1 or 2 Male and IMD quintile 3, 4 or 5
Interaction of ethnicity and POLAR4 classification Based on young students (aged under 21 in year of entry to higher education programme)	ABMO and POLAR4 quintile 1 or 2 ABMO and POLAR4 quintile 3, 4 or 5 White and POLAR4 quintile 1 or 2 White and POLAR4 quintile 3, 4 or 5
Interaction of sex and POLAR4 classification Based on young students (aged under 21 in year of entry to higher education programme)	Female and POLAR4 quintile 1 or 2 Female and POLAR4 quintile 3, 4 or 5 Male and POLAR4 quintile 1 or 2 Male and POLAR4 quintile 3, 4 or 5

* Disability information included in the access and participation resources has been recorded on the basis of the student's own self-assessment. Changes in the number of students in this category may occur as a result of changes in data reporting.

Comparisons of attributes

15. For the access lifecycle stage, we compare data for 18-year-olds in higher education with data for 18-year-olds in the population for the student characteristics ethnicity, POLAR4, IMD and sex. For ethnicity, POLAR4 and sex we compare with the UK population, whereas for IMD we compare with the English population. The data resources include:

- percentage point gap between the proportion of 18-year-old students with a particular attribute at the provider and 18-year-olds in the population
- the upper and lower limits of a 95 per cent confidence interval for the percentage point gap (see paragraphs 21 to 25)
- statistical significance of the percentage point gap (see paragraphs 17 to 19)
- ratio of the proportion of 18-year-old students with a particular attribute at the provider and 18-year-olds in the population.

16. For the continuation, attainment and progression lifecycle stages, within each student characteristic, we compare data for the different student attributes. The data resources include:

- percentage point gap between the two attributes being compared
- the upper and lower limits of a 95 per cent confidence interval for the percentage point gap (see paragraphs 21 to 25)
- statistical significance of the percentage point gap (see paragraphs 17 to 19)
- ratio of the two attributes being compared

- change in percentage point gap from year 1 to year 5 and from year 4 to year 5 within the five-year time series
- statistical significance of the change in percentage point gap from year 1 to year 3 and from year 4 to year 5 (see paragraph 20).

Statistical significance tests in access and participation data

17. Across the student lifecycle, we perform a number of statistical tests to determine whether the comparisons we have made in the data are statistically significant. Where a comparison is not flagged as statistically significant, it does not mean that there is no difference, only that we do not have enough information to be confident that the difference is important and is not the result of chance and random variation. We also calculate confidence intervals for indicators of, and gaps between, outcomes (continuation rates, attainment rates, progression rates) for different student attributes where appropriate. These are described in paragraphs 21 to 25.
18. In the access stage of the student lifecycle we perform statistical tests within each year of the five-year time series. These compare the proportion of 18-year-old entrants at a provider with a particular attribute, or for all English providers as a whole, with the proportion of 18-year-olds in the population with the same attribute, as described in paragraph 6. We carry out a continuity-adjusted chi-square test (two-tailed) at the 95 per cent significance level using the Bonferroni correction, as described in paragraphs 23 to 25.
19. In the continuation, attainment and progression stages of the student lifecycle we perform statistical tests within each year of the five-year time series. For each provider, and for all English providers as a whole, we compare differences (or gaps) in outcomes between different attributes of a student characteristic. These are carried out using a test for independent means (unpooled) with a two-tailed t-test at the 95 per cent significance level using the Bonferroni correction, as described in paragraphs 23 to 25.
20. In the continuation, attainment and progression stages of the student lifecycle we also perform statistical tests to compare the change in gap between outcomes for different student attributes across the five-year time series. We compare the change in gap from year 1 to year 5, and from year 4 to year 5 at each provider, and for all English providers as a whole. These are carried out using a test for independent means (unpooled) with a two-tailed t-test at the 95 per cent significance level using the Bonferroni correction, as described in paragraphs 23 to 25.
21. Finally, the continuation, attainment and progression stages of the student lifecycle also include the calculation of confidence intervals for the indicators (or rates) for different student attributes within each year of the five-year time series. These binomial confidence limits are calculated using the Clopper-Pearson method⁷ at the 95 per cent significance level using the Bonferroni correction, as described in paragraphs 23 to 25.
22. Within all lifecycle stages we calculate confidence intervals for those percentage point gaps calculated in that lifecycle stage. These binomial confidence limits are once again calculated

⁷ Clopper, CJ, and Pearson, ES, 'The use of confidence or fiducial limits illustrated in the case of the binomial', *Biometrika* (1934), no 26, pp404-413.

using the Clopper-Pearson method at the 95 per cent significance level using the Bonferroni correction, as described in paragraphs 23 to 25.

23. It is expected that users of the access and participation data resources will wish to make comparisons between the attributes of a student characteristic, at each stage of the student life cycle. The assumption underlying the calculation of both the statistical significance tests, and the confidence intervals referenced in paragraphs 17 to 22, is that only one comparison will be made. If multiple comparisons are made, then the number of comparisons that show a significant difference at the 95 per cent significance level is overestimated. To overcome this, an adjustment is made to the calculation to control the false discovery rate (Benjamini and Yekutieli, 2001⁸): the Bonferroni correction has been used to do this.
24. Implementation of the Bonferroni correction has sought to ensure that there is no more than a 5 per cent error rate across all of the comparisons within each student characteristic at a provider. We have determined the number of comparisons as follows:
 - a. For the access lifecycle stage, the maximum number of comparisons in a single characteristic (five), is considered for each mode (two), level of study (four) and year (five in-year comparisons, plus two across-year comparisons gives a total of seven), leading to 280 comparisons;
 - b. For the continuation and progression lifecycle stages, the maximum number of comparisons in a single characteristic (16), is considered for each mode (two), level of study (four), year (five in-year comparisons, plus two across-year comparisons gives a total of seven) leading to 896 comparisons;
 - c. For the attainment lifecycle stage, the maximum number of comparisons in a single characteristic (16), is considered for each mode (two), level of study (three), year (five in-year comparisons, plus two across year comparisons gives a total of seven) leading to 672 comparisons.
25. Across all the lifecycle stages this gives a total number of comparisons of 2,744. For a two-tailed test at the 95 per cent significance level, this leads to a corrected critical value of 0.999990889 for use in the statistical tests. For simplicity we have assumed that all comparisons are independent and chosen to use the same correction for all characteristics and all providers, and note that this means that in most cases the error rate is much lower than 5 per cent. We intend to refine this approach over the next year.

Rounding and suppression of access and participation data

26. The data has been rounded as follows:
 - a. Numerators and denominators have been rounded to the nearest 10.

⁸ Benjamini, Yoav, and Yekutieli, Daniel, 'The control of the false discovery rate in multiple testing under dependency', *The Annals of Statistics* 29 (2001), no 4, 1165–1188, doi:10.1214/aos/1013699998.

- b. Indicators and their confidence intervals have been rounded to the nearest five when the denominator rounds to 50 or less, rounded to the nearest one when the denominator rounds to 1,000 or less, or to the nearest 0.1 otherwise.
 - c. Gaps and their confidence intervals have been rounded in the same way as indicators, but based on the student group with the smallest denominator.
 - d. Ratios have been rounded to the nearest 0.1.
 - e. Rate per 10,000 population figures (access lifecycle stage only) have been rounded to the nearest 10 for the 'Other' ethnic group, rounded to the nearest five for 'Black', 'Asian' and 'Mixed' ethnic groups and rounded to the nearest one for the 'White' and all POLAR4 and IMD quintiles.
27. Any data point that is not reportable will be replaced with a symbol to indicate why, as follows:
- a. 'N' where, after rounding to the nearest 10, there are 20 or fewer students in the population.
 - b. 'N/A' where the provider did not report any students in the population, or did not participate in the survey.
 - c. 'R' for the progression indicators where the provider participated in the Destination of Leavers from Higher Education (DLHE) survey but has not met the response rate threshold required (85 per cent of the target response rate, equivalent to 68 per cent for full-time students and 59.5 per cent for part-time students).
 - d. 'DP' in the case of suppression for data protection reasons. This is applied where the numerator is two or lower, or differs from the denominator by no more than two students. The FSM measure has been more heavily suppressed due the sensitivity of this data.
28. Should a comparison involve one or more attributes that have been suppressed, the comparison will also be suppressed.

Free school meals measure

29. The FSM measure is based on the population of students matched to the Department for Education's National Pupil Database (NPD) who were identified as having ever been eligible for FSM in school. The NPD census for KS4 covers pupils attending maintained schools in England, and censuses for academic years from 2009-10 to the latest, have been matched to HESA and ILR student records. From academic year 2013-14, the NPD data includes local authority maintained Pupil Referral Units and alternative provision academies, including alternative provision free schools. Since pupils are generally 15 years old in their last year of KS4, the academic year 2014-15 is the earliest year that a full cohort of young entrants (under 21 on entry) can be tracked back to the NPD.
30. Consequently, FSM measures are reported for the first two stages of the student lifecycle, which are access and continuation. For the access lifecycle stage the full five-year time series is reported. In the continuation lifecycle stage, for full-time students the latest four years (2014-15 to 2017-18) are reported, and for part-time students the latest three years (2014-15 to 2016-17) are reported.

Key principles of registration condition B3 data

Student and course characteristics

31. The indicators used in initial registration and ongoing monitoring of registration condition B3 are constructed to show a provider's performance in aggregate, over a time series for each year in that timeseries (for the number of years up to a five-year period for which indicators can be derived from available student data), as well as across 'split indicators'. The split indicators show the performance within each indicator broken down for students from different demographic groups. The characteristics and attributes listed in Table 3 are reported as the registration condition B3 split indicators for each provider.

Table 3: Student characteristics and attributes in the registration condition B3 data split indicators

Student characteristic	Attributes considered
Participation of Local Areas classification (POLAR4) Based on young students (aged under 21 in year of entry to higher education programme)	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the lowest rate of participation and quintile 5 has the highest)
Ethnicity	White Aggregation of Asian, black, mixed and other ⁹
Disability*	Disabled Not known to be disabled
Age (on 31 August in the student's year of entry to higher education programme)	Young (under 21) Mature (21 and over)
Sex	Female Male
English Index of Multiple Deprivation (IMD) (2015) Based on English-domiciled students	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the highest level of deprivation and quintile 5 has the lowest)
English Index of Multiple Deprivation (2019) – experimental Based on English-domiciled students	Individual quintiles 1, 2, 3, 4 and 5 (where quintile 1 has the highest level of deprivation and quintile 5 has the lowest)
Domicile	UK EU Non-EU

* Disability information included in the access and participation resources has been recorded on the basis of the student's own self-assessment. Changes in the number of students in this category may occur as a result of changes in data reporting.

32. As well as the split indicators, the institutional performances measures used for registration condition B3 show the indicators separately for each mode of study (full or part-time).

⁹ Also referred to as 'black, Asian and minority ethnic'.

Continuation and progression indicators are also broken down to show outcomes at different levels of study as follows:

- Other undergraduate
- First degree
- Undergraduate course with postgraduate elements
- Other postgraduate
- PGCE
- Postgraduate taught masters
- Postgraduate research

Contextual data

33. The indicators used in initial registration and ongoing monitoring of registration condition B3 are supported by a set contextual data which shows, in broad terms, the size and shape of the provider's student population. The OfS's consideration of registration condition B3 takes careful account of a provider's context and this data provides one aspect of such context. The data is reported as annual average student numbers, shown separately for undergraduate and postgraduate populations. It includes data describing the type of provision (including mode, level and subject of study), students' qualifications held on entry to higher education and student demographic characteristics.

Rounding and suppression of registration condition B3 data

34. Indicators and response rates included in registration condition B3 data have been rounded to the nearest 0.1.

35. Any data point that is not reportable will be replaced with a symbol to indicate why, as follows:

- a. 'N' where there are fewer than 10 students in the population.
- b. 'N/A' where the provider did not report any students in the population, or did not participate in the survey.
- c. 'DP' in the case of suppression for data protection reasons. This is applied where the numerator is two or lower, or differs from the denominator by no more than two students.

36. Any data point that refers to a population that has not met the response rate threshold required for the DLHE survey (85 per cent of the target response rate, equivalent to 68 per cent for full-time students and 59.5 per cent for part-time students) will be shaded grey.

Indicator definitions

'Access' indicator

37. The access indicators described in paragraphs 38 to 52 are based solely on the individualised student data captured in the Higher Education Statistics Agency (HESA) student records¹⁰ and Education and Skills Funding Agency's individualised learner record (ILR). The description given here applies equally to full-time and part-time entrant cohorts.
38. This indicator expresses the number of entrants with a particular attribute as a percentage of all entrants, referenced where possible to the UK population of 18-year-olds who possess the same attribute.

Coverage of the access indicator

39. The access indicators cover UK-domiciled entrants registered at the higher education provider in question, and are reported separately for entrants at each of the following levels:
- first degree
 - other undergraduate
 - undergraduate including a postgraduate component
 - all undergraduates (the total of the three levels listed above).
40. The indicator covers students entering higher education:
- between 1 August 2014 and 31 July 2015 (Year 1 of the time series)
 - between 1 August 2015 and 31 July 2016 (Year 2)
 - between 1 August 2016 and 31 July 2017 (Year 3)
 - between 1 August 2017 and 31 July 2018 (Year 4)
 - between 1 August 2018 and 31 July 2019 (Year 5).

Presentation of the access indicator

41. In addition to the data items described in paragraph 15, the access and participation data resources present information on the access indicator for each attribute that includes:
- numerator of the indicator – the number of entrants with the attribute in question
 - denominator of the indicator – the total number of entrants
 - indicator (as a percentage) – the proportion of entrants with the attribute in question, calculated as the numerator divided by the denominator.

¹⁰ Including both the HESA student record and the HESA alternative provider student record.

42. For the characteristics of ethnicity, POLAR4 quintile and sex, the access indicator is also referenced to the UK population in the following ways. The characteristic of English IMD quintile is similarly referenced to the English population.

- rate per 10,000 population – the number of 18-year-old entrants with the attribute in question relative to the UK population¹¹ of 18-year-olds who possess the same attribute
- gap, for the attribute in question, between the provider’s distribution of 18-year-olds and the population distribution of 18-year-olds
- the upper and lower limits of a 95 per cent confidence interval for this gap¹²
- ratio, for the attribute in question, of the provider’s distribution of 18-year-olds to the population distribution of 18-year-olds.

Exclusions from the access indicator

43. The following exclusions apply:

- EU and non-EU international students
- students not active for at least 14 days from their commencement date
- students recorded in another provider’s HESA or ILR data for the same activity
- students on a subject knowledge enhancement (SKE) course
- students on a course which is taught primarily outside the UK.

UK 18-year-old populations for contextual access data

44. There are four student characteristics for which we are also reporting the ‘rate per 10,000 population’ as a contextual measure that draws from UK population totals for that characteristic. The student characteristics and associated populations are illustrated in Table 3.

45. The contextual data is reported in terms of the number of entrants with each attribute per 10,000 of the wider population who also have this attribute. For example, if there were 50,000 Asian 18-year-olds in the UK in 2018, and in the 2018-19 academic year a provider had 500 18-year-old entrants who were Asian, then the provider’s rate per 10,000 population would be 100 ‘per 10,000 UK population of 18-year-olds’.

Table 4: Summary of contextual access data

Characteristic	Description	Contextual population definition
Ethnicity	Broad ethnic group (Asian, black, mixed, other, white)	UK population of 18-year-olds of each ethnic group. Annual population totals obtained from the Office for National Statistics (ONS) and national statistical bodies. Proportions of each ethnicity calculated from the 2011 census, and applied to populations in each year.

¹¹ Or, in the case of attributes related to a student’s IMD quintile, the English 18-year-old population.

¹² See Clopper and Pearson, ‘The use of confidence or fiducial limits illustrated in the case of the binomial’.

Characteristic	Description	Contextual population definition
Deprivation	English IMD quintiles	English population of 18-year-olds living in each IMD quintile. Annual populations by area obtained from ONS. Quintile allocation of each area obtained from latest IMD.
Participation	POLAR4 quintiles	UK population of 18-year-olds living in each POLAR4 quintile. Annual populations by area obtained from ONS and national statistical bodies. Quintile allocation of each area obtained from POLAR4 classification of areas ¹³ .
Sex	Sex (female and male only)	UK population of 18-year-olds of each sex. Annual population estimates from the ONS.

Sources

46. The UK population of 18-year-olds in each year from 2014 to 2018 is required for each of the contextual metrics. These population estimates are publicly available and sourced from the various statistical bodies in each devolved nation:
- England and Wales: Sourced from ONS. Population estimates are published by single year of age, at Lower Super Output Area (LSOA 2011) geography.
 - Northern Ireland: Sourced from the Northern Ireland Statistics and Research Agency. Population estimates by single year of age have been calculated at Super Output Area (SOA 2011). This geography level is broadly equivalent to LSOA in England and Wales. These populations have been calculated by combining the published estimates by single year of age at parliamentary constituency level, and the published estimates by broad age band at SOA level. This is the method that was used in creating POLAR4.
 - Scotland: Sourced from National Records of Scotland. Population estimates are published by single year of age at Data Zone 2011 level for the years 2001 to present.
 - All UK: ONS population estimates by sex cover all UK nations.
47. The populations of 18-year-olds living in each IMD quintile in England have been derived, for each year from 2014 to 2018. Only England is considered, since the other devolved nations' IMDs are not exactly equivalent to the English IMD.
48. The IMD is published at LSOA 2011 level, so can be linked by area code with population estimates to find the total number of 18-year-olds in each quintile.
49. In order to derive the population estimates for POLAR4 quintile:
- England and Wales: POLAR4 is published at Middle Layer Super Output Area level 2011. LSOA 2011 nests exactly within this geography, so a lookup can be used to aggregate 18-year-old population estimates to the larger geography. POLAR4 quintiles can then be linked by area code to find the total number of 18-year-olds in each quintile in each year.

¹³ POLAR4 available on OfS website at www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/.

- b. Northern Ireland: POLAR4 is calculated at SOA 2011, so population estimates can be linked directly, then aggregated as above.
- c. Scotland: POLAR4 is calculated at Intermediate Zone (IZ 2001) level. Population estimates are available at Data Zone (DZ 2011) level (smaller than Intermediate Zones). These geographies do not nest exactly, so split areas must be addressed. This occurs when a DZ 2011 straddles two or more IZ 2001 areas – in this case, the population of the DZ 2011 needs to be apportioned between the IZ 2001 areas. This has been done by counting the number of postcodes (in the National Statistics Postcode Directory¹⁴) in each DZ 2011 that fall into multiple IZ 2001, and using the resulting proportional split as a proxy for the distribution of the population of 18-year-olds. POLAR4 quintiles can then be attached to population estimates, and totals found as above.
50. To derive the population estimates for ethnicity, 2011 census data is used to estimate the ethnic population breakdowns of each nation. These proportions are then applied to population estimates of 18-year-olds in each year. This method assumes that the relative proportions of each ethnicity have not changed since 2011.
51. Population estimates by sex are published for the UK overall by the ONS; no further processing is required.
52. The processes described in paragraphs 46 to 51 result in the population estimates shown in annex A.

‘Continuation’ indicator definition

53. The continuation indicators described at paragraphs 54 to 69 are based solely on the individualised student data captured in the HESA and ILR student records.
54. The continuation indicators cover entrants registered at the higher education provider, with outcomes reported separately for entrants at each of the following levels:
- postgraduate research
 - postgraduate taught masters
 - postgraduate certificate in education (PGCE)
 - other postgraduate
 - undergraduate courses with postgraduate elements¹⁵

¹⁴ Available at <http://geoportal.statistics.gov.uk/>.

¹⁵ Examples of undergraduate course with postgraduate elements include: integrated undergraduate-postgraduate taught masters degrees on the enhanced or extended pattern; pre-registration medical degrees regulated by the General Medical Council; pre-registration dentistry degrees regulated by the General Dental Council; and other graduate or postgraduate diplomas, certificates or degrees at Levels 5 and 6 where a Level 5 or 6 qualification is a pre-requisite for course entry.

- first degree
- other undergraduate
- all undergraduates (the total of the three levels listed above)
- apprenticeship (full-time only).

55. The continuation indicators included in the access and participation data resources cover UK-domiciled undergraduate entrants.

56. The continuation indicators used in assessment and monitoring of registration condition B3 include all UK, EU and non-EU international students.

Full-time continuation indicator

57. This indicator tracks students from the date they enter a higher education provider to their activity a year later. The continuation indicator is based on student activity on a census date one year and 14 days after their commencement date. Undergraduate students who qualify at undergraduate or postgraduate level on or before the census date or are still studying at higher education level at any provider on the census date are deemed to have continued.

Postgraduate students who qualify at postgraduate level on or before the census date or are still studying at postgraduate level at any provider on the census date are deemed to have continued. All other students are deemed non-continuers.

58. To align with the census date period of one year and 14 days, an entrant year cohort is defined based on those students starting courses between 18 July and the following 17 July. This allows the activity of all students in this cohort on their census date to be determined in the following data reporting period.

59. To be counted as continuing, the student must either have qualified or be recorded as actively studying on a higher education course in the relevant HESA or ILR datasets. Students who transfer to a provider that does not submit data to HESA or ILR will be counted as non-continuers.

Coverage of the full-time continuation indicator

60. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered as entrants on higher education programmes.

61. The full-time continuation indicator covers students entering higher education:

- between 18 July 2013 and 17 July 2014 (defines Year 1 of the time series)
- between 18 July 2014 and 17 July 2015 (Year 2)
- between 18 July 2015 and 17 July 2016 (Year 3)
- between 18 July 2016 and 17 July 2017 (Year 4)
- between 18 July 2017 and 17 July 2018 (Year 5).

Exclusions of the full-time continuation indicator

62. The following exclusions apply:

- students not active for at least 14 days from their commencement date
- students registered at the same provider studying at the same level¹⁶ in the year prior to entry
- students recorded in another provider's HESA or ILR data for the same activity
- students on a SKE course
- students on a course which is primarily outside the UK
- duplicate records for students who, in the year of entry being assessed, have more than one record at a provider with the same mode and level of study; only the record with the most positive continuation outcome will contribute to the continuation rate.

Part-time continuation indicator

63. This indicator tracks students from the date they enter a higher education provider to their activity two years later. The continuation indicator is based on student activity on a census date two years and 14 days after their commencement date. Undergraduate students who qualify at undergraduate or postgraduate level on or before the census date or are still studying at higher education level at any provider on the census date are deemed to have continued.

Postgraduate students who qualify at postgraduate level on or before the census date or are still studying at postgraduate level at any provider on the census date are deemed to have continued. All other students are deemed non-continuers.

64. To align with the census date period of one year and 14 days, an entrant year cohort is defined based on those students starting courses between 18 July and the following 17 July. This allows the activity of all students in this cohort on their census date to be determined in the data reporting period that follows by two years.

65. To be counted as continuing, the student must either have qualified or be recorded as actively studying on a higher education course in the relevant HESA or ILR datasets. Students who transfer to a provider that does not submit data to HESA or ILR will be counted as non-continuers.

Coverage of the part-time continuation indicator

66. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered as entrants on higher education programmes.

67. The part-time continuation indicator covers students entering higher education:

- between 18 July 2012 and 17 July 2013 (defines Year 1 of the time series)

¹⁶ Where level of study is defined as postgraduate, first degree (including undergraduate courses with postgraduate elements) or other undergraduate.

- between 18 July 2013 and 17 July 2014 (Year 2)
- between 18 July 2014 and 17 July 2015 (Year 3)
- between 18 July 2015 and 17 July 2016 (Year 4)
- between 18 July 2016 and 17 July 2017 (Year 5).

Exclusions of the part-time continuation indicator

68. The following exclusions apply:

- a. EU and non-EU international students
- b. students not active for at least 14 days from their commencement date
- c. students registered at the same provider studying at the same level in the year prior to entry
- d. students recorded in another provider's HESA or ILR data for the same activity
- e. students on a SKE course
- f. students on a course which is primarily outside the UK
- g. duplicate records for students who, in the year of entry being assessed, have more than one record at a provider with the same mode and level of study; only the record with the most positive continuation outcome will contribute to the continuation rate.

Presentation of the continuation indicator

69. The OfS's institutional performance measures present information on the continuation indicator that includes:

- denominator of the indicator – the total number of entrants with the attribute in question
- indicator, the continuation rate (as a percentage) – calculated as the numerator divided by the denominator

70. For access and participation data resources, the data items described in paragraph 16 are also available, along with:

- numerator of the indicator – the number of entrants with the attribute in question who continue in UK higher education or completed their studies
- the upper and lower limits of a 95 per cent confidence interval for the indicator value

'Completion' indicator definition: full- and part-time

71. Paragraphs 72 to 85 provide a broad description of this indicator, which is based solely on the individualised student data captured in the HESA and ILR student records. The detailed algorithms used to calculate the completion indicator are not included in this document and will

be published separately in due course. The description given here applies equally to full-time and part-time cohorts.

72. This indicator is experimental. Consequently, it has been produced at a more aggregate level than the other indicators, and is available only for the years 2016-17, 2017-18 and 2018-19. In future, the OfS intends to refine the methodology and will also seek to report the measure at a more granular level.
73. The completion indicator estimates the proportion of students likely to complete the higher education qualification they are studying for, on the basis of student withdrawal rates in the most recent year for which data is available. Completion in this context is defined as achieving at least the qualification level originally aimed for¹⁷.
74. The indicator is created for each year by identifying the students who withdraw from higher education study at the provider in question in that year, without completing at least the qualification level originally aimed for. This group of withdrawing students is divided into cohorts, each defined by the year in which they started their programme of study. The withdrawing students in each cohort are then divided by the number of students who started in the corresponding cohort entry year. For example, for the indicator based on withdrawals in 2016-17, the number of 2012-13 starters who withdrew in 2016-17 is divided by the number of 2012-13 starters, the number of 2013-14 starters who withdrew in 2016-17 is similarly divided by the number of 2013-14 starters, and so on. The resulting cohort proportions are added together to give a withdrawal indicator. Subtracting the withdrawal indicator from 100 per cent gives the completion indicator.
75. A student is considered to have withdrawn in a given year if either of the following applies:
- they are recorded in the HESA or ILR student records with a date of leaving the programme of study that falls within that academic year
 - that is the second consecutive year in which the student has been recorded as dormant.
76. A worked example of the completion indicator calculation is given in paragraphs 81 to 85.

Coverage of the completion indicator

77. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered on higher education programmes, including UK, other EU and non EU international students.
78. A student's mode and level of study is determined from the HESA or ILR dataset for the academic year in which they commenced their programme of study. The completion indicator includes students on higher education programmes at all levels, and reports the measure separately for students at each of the following levels:
- postgraduate (covering postgraduate research, postgraduate taught masters, PGCE and other postgraduate)

¹⁷ According to the levels defined in the Framework for Higher Education Qualifications – see www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks.

- undergraduate (covering undergraduate courses with postgraduate elements, first degree and other undergraduate).

79. The completion indicator covers students withdrawing from higher education in academic years 2016-17, 2017-18 and 2018-19 only. For each year of the indicator, student data returns from the six previous academic years are used in the calculation. For example, calculation of the completion indicator for 2016-17 uses data from the period 2010-11 to 2016-17, whereas calculation of the indicator for 2018-19 uses data from 2012-13 to 2018-19.

Exclusions of the completion indicator

80. The following exclusions apply:

- students recorded in another provider's HESA or ILR data for the same activity
- students whose programme of study ended less than 14 days after it commenced
- students whose programme of study commenced before the provider's first data return, or before the start of the academic year that falls 7 years prior to the year of the indicator.

Worked example of the completion indicator

In this simple example, assume that Provider A only delivers full-time undergraduate education.

Provider A has 200 students whose student records indicate that they have withdrawn from the higher education qualification they were studying during the 2017-18 academic year. In all cases, the students can be matched to a HESA/ILR student record in the academic year in which they commenced their programme of study that identifies their mode and level of study as full-time undergraduate.

81. Table 5 shows for the worked example the distribution of the withdrawing students by type of withdrawal and the year in which they had commenced studying.

Table 5: Distribution of the withdrawing students by type of withdrawal and the year in which they had commenced studying

Type of withdrawal during 2017-18	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	Total
Left with no award	10	10	10	10	10	10	10	70
Left with lower award	5	10	0	10	5	10	5	45
Dormancy	10	10	15	20	10	10	10	85
Total	25	30	25	40	25	30	25	200

82. Table 6 shows the total number of full-time undergraduate students who started studying at the provider in each of the relevant academic years.

Table 6: Total number of full-time undergraduate students who started studying at the provider in each of the relevant academic years

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total starting population (full-time undergraduate)	2,500	2,500	2,000	2,000	2,500	2,000	2,000

83. Table 7 shows the withdrawal proportions calculated for each cohort.

Table 7: Withdrawal proportions calculated for each cohort

Type of withdrawal during 2017-18	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort
Left with no award	0.4% (=10÷2,500)	0.4% (=10÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)	0.4% (=10÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)
Left with lower award	0.2% (=5÷2,500)	0.4% (=10÷2,500)	0% (=0÷2,000)	0.5% (=10÷2,000)	0.2% (=5÷2,500)	0.5% (=10÷2,000)	0.25% (=5÷2,000)
Dormancy	0.4% (=10÷2,500)	0.4% (=10÷2,500)	0.75% (=15÷2,000)	1.0% (=20÷2,000)	0.4% (=10÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)
Total cohort withdrawal proportion	1.0% (=25÷2,500)	1.2% (=30÷2,500)	1.25% (=25÷2,000)	2.0% (=40÷2,000)	1.0% (=25÷2,500)	1.5% (=30÷2,000)	1.25% (=25÷2,000)

84. The 2017-18 withdrawal indicator is then the sum of the total cohort withdrawal proportions:
 $9.2\% = 1.0\% + 1.2\% + 1.25\% + 2.0\% + 1.0\% + 1.5\% + 1.25\%$.

85. The 2017-18 completion indicator is then $100\% - 9.2\% = 90.8\%$.

'Attainment' indicator (degree outcomes, percentage awarded first or upper second) definition: full- and part-time

86. Paragraphs 87 to 92 provide a description of this indicator, which is based solely on the individualised student data captured in the HESA and ILR student records. The description given here applies equally to full-time and part-time qualifying cohorts.

87. This indicator expresses the number of leavers from Level 6+ undergraduate degrees who were awarded 'first' or 'upper second' (2:1) degree classifications as a percentage of all those leavers from Level 6+ undergraduate degrees who were awarded classified degrees. Level 6+ degrees awarded without an honours classification are excluded from the denominator for this indicator.

Coverage of the attainment indicator

88. This indicator includes all leavers who are included in the relevant HESA and ILR datasets and have been awarded Level 6+ undergraduate degree qualifications within the honours classification. It considers all leavers who were registered at the higher education provider in question, whether or not that provider was using its own degree awarding powers, and includes UK, EU and non-EU international students.

89. The indicator covers students leaving higher education in academic year:

- between 1 August 2014 and 31 July 2015 (defines Year 1 of the time series)
- between 1 August 2015 and 31 July 2016 (Year 2)
- between 1 August 2016 and 31 July 2017 (Year 3)
- between 1 August 2017 and 31 July 2018 (Year 4)
- between 1 August 2018 and 31 July 2019 (Year 5).

Exclusions of the attainment indicator

90. The following exclusions apply:

- EU and non-EU international students
- students who were not awarded an undergraduate Level 6+ degree qualification
- students who are recorded in another provider's HESA or ILR data for the same activity.

Presentation of the attainment indicator

91. The OfS's institutional performance measures present information on the attainment indicator that includes:

- denominator of the indicator – the total number of Level 6+ undergraduate degree leavers with the attribute in question who were awarded a classified honours degree
- indicator, the attainment rate (as a percentage) – calculated as the numerator divided by the denominator

92. For access and participation data resources, the data items described in paragraph 16 are also available, along with:

- numerator of the indicator – the number of Level 6+ undergraduate degree leavers with the attribute in question who were awarded a first or upper second honours degree classification
- the upper and lower limits of a 95 per cent confidence interval for the indicator value.

'Progression' indicators definition: full- and part-time

93. Two variants of the progression indicator used by the OfS institutional performance measures.

- highly skilled employment or postgraduate study
- highly skilled employment or higher-level study.

94. In both cases, we refer to graduate progression into 'highly skilled employment': this terminology is interchangeable with that of 'professional employment', and with 'professional or managerial job' as used to describe employment outcomes reported on the Discover Uni website.
95. The difference between these variants, as their names suggest, lies in the nature of the further study that would count positively towards the indicator. The progression of students studying at 'other undergraduate' level (level 4 or 5 of the Framework for Higher Education Qualifications) to a level 6 qualification (for example a top-up from a foundation degree to a Bachelors award) will not be counted positively in the highly skilled employment or postgraduate study indicator as the level 6 qualification is not postgraduate study. Such progression would be counted positively in the highly skilled employment or higher-level study indicator as the level 6 qualification is higher than that which the student recently obtained.
96. Paragraphs 97 to 108 provide a further description of these indicators, which are currently based on the DLHE survey¹⁸. The description applies equally to full-time and part-time qualifying cohorts.
97. The indicators express the number of UK-domiciled leavers who say they are studying at postgraduate or a higher level (depending on the variant being used) or are in highly skilled employment (or both) as a percentage of all those who are working, studying or seeking work approximately six months after leaving. All other categories are excluded from the denominator for these indicators.
98. Leavers are asked to indicate their current activity, selecting from eight categories. They are then asked to indicate the most important activity. Annex B (adapted from HESA¹⁹) identifies the responses that are included in the progression indicator.
99. Those who indicate they are in employment are asked to provide further detail about that employment, including a job title. That job title is mapped to the DLHE Standard Occupational Classification (SOC) mapping protocol (SOC2010)²⁰. For this indicator, jobs that are coded in SOC major groups 1 to 3 are counted as highly skilled.
100. Those who indicate they are in further study are asked to provide further detail about the type of qualification they are aiming for (and the name of the course on which they were registered). The information on the type of qualification is used to determine whether the further study was at postgraduate level, or at a higher level than the qualification that they had recently obtained, depending on the indicator variant that is being used.

¹⁸ The DLHE survey was conducted for the final time for higher education qualifiers in academic year 2016-17. The OfS intends to transition to the use of the Graduate Outcomes survey in its institutional performance measures and expects to consult on the definitions to be used later in 2020.

¹⁹ See www.hesa.ac.uk/data-and-analysis/performance-indicators/definitions.

²⁰ See www.hesa.ac.uk/support/documentation/industrial-occupational.

101. In DLHE responses that have identified the further study as a 'professional qualification', the OfS has considered the range of associated courses that have been returned: a wide range of provision has been recorded as a 'professional qualification', spanning multiple levels of the Framework for Higher Education Qualifications as well as qualifications at Levels 3 and below. To inform our decision on how to treat professional qualifications (as identified by HESA variable TYPEQUAL with valid entry 06²¹), we have also linked some historical DLHE data to HESA and ILR data. The majority of students were studying at a lower level than recently obtained. We have therefore excluded professional qualifications from the definition of progression to higher level study. As the data landscape evolves with the operation of the Graduate Outcomes survey and the opportunity to make use of linked data to understand graduates' further study outcomes, we intend to keep this indicator definition under review.
102. The indicator is the number of leavers in categories 01 to 06 (where employment is in SOC 1 to 3, or further study is at a higher level or at postgraduate level) divided by that of leavers in categories 01 to 08. Further detail can be found on the HESA website²².
103. The access and participation data resources use the highly-skilled employment or higher level study variant of the progression indicator.
104. The progression indicator currently used for the assessment and monitoring of registration condition B3 is the highly skilled employment or postgraduate study variant. To date, the OfS has only assessed progression to highly skilled employment or postgraduate study with reference to students who have qualified with an award at first degree level or higher. The indicator has not been assessed with reference to students studying at 'other undergraduate' level for the reason given in paragraph 95. This may mean that this indicator is not reflecting the full extent of positive outcomes that students may achieve.

Coverage of the progression indicator

105. This indicator includes all UK-domiciled leavers who are included in the relevant HESA and ILR datasets, have been awarded full higher education qualifications and have responded to the DLHE survey. It considers all leavers who were registered at the higher education provider in question, and reports employment outcomes separately for leavers obtaining qualifications at each of the following levels:

- postgraduate research
- postgraduate taught masters'
- other postgraduate
- undergraduate courses with postgraduate elements
- first degree
- other undergraduate

²¹ See www.hesa.ac.uk/collection/c16018/a/typequal.

²² See www.hesa.ac.uk/data-and-analysis/performance-indicators/employment.

- undergraduate including a postgraduate component
- all undergraduates (the total of the three levels listed above)
- apprenticeship (full-time only)

106. The indicator covers students leaving higher education:

- between 1 August 2012 and 31 July 2013 (Year 1 of the time series)
- between 1 August 2013 and 31 July 2014 (Year 2)
- between 1 August 2014 and 31 July 2015 (Year 3)
- between 1 August 2015 and 31 July 2016 (Year 4)
- between 1 August 2016 and 31 July 2017 (Year 5).

Exclusions from the progression indicator

107. The following exclusions apply:

- EU and non-EU international students
- students who are not counted in the DLHE target population
- students who were not awarded an undergraduate Level 4, 5 or 6 qualification
- students recorded in another provider's HESA or ILR data for the same activity.

Presentation of the progression indicator

108. The OfS's institutional performance measures present information on the progression indicator that includes:

- denominator of the indicator – the total number of leavers with the attribute in question who contributed to the calculation of the indicator
- indicator, the progression rate (as a percentage) – calculated as the numerator divided by the denominator

109. For access and participation data resources, the data items described in paragraph 16 are also available, along with:

- numerator of the indicator – the number of leavers with the attribute in question who progressed to highly-skilled employment or postgraduate or higher-level study
- the upper and lower limits of a 95 per cent confidence interval for the indicator value
- corresponding DLHE response rate – calculated for leavers with the characteristic in question.

Rebuild instructions

110. This section details how individualised student data can be used to rebuild the indicators used in the assessment and monitoring of OfS registration condition B3 and in access and participation data resources. It uses algorithms defined in 'Technical algorithms for institutional performance measures: Core algorithms' throughout.

Data protection

Individualised student data has been supplied only to individual providers, containing data relating only to their own students. For data protection reasons, this level of data cannot be made publicly available. For users accessing these resources as published on the OfS website, the following section is for information only, and will not enable rebuilding of the indicators.

111. Individualised student data files were prepared in **March 2020** for release to providers in support of the access and participation data resources released at that time. These files contain data relating to a provider's own students and shows how they have been categorised according to the algorithms defined in 'Technical algorithms for institutional performance measures: Core algorithms'. The individualised files are provided as a separate file for each academic year, with a two-digit prefix (e.g. '14' corresponds to academic year 2014-15).

112. In the access and participation data resources and B3 indicator workbooks, the values for indicators in Year 1 to Year 5 will correspond to different academic years depending on the lifecycle stage (e.g. Year 1 for access metrics is 2014-15, while for part-time continuation metrics it is 2012-13). For details see the heading titled 'Coverage of the indicator' in the relevant section of this document.

113. In all cases, the continuation, attainment and progression indicators are each shown separately for full- and part-time cohorts, and for the levels of study described within the indicator definitions described by this document. Each student characteristic, for each combination of mode and level of study, is shown as follows:

- for assessment and monitoring of condition B3, as an aggregate drawing on data from across the five-year time series
- for the access and participation data resources, for each year in the five-year time series.

Note

The individualised files provided are at **subject level**, meaning a student will have one row of data for every different subject they are studying. This means that simply summing all the rows in a file for a particular field will give an inflated result: to derive a headcount as shown in the metrics, IPFPE values must be summed and divided by 100. Headcounts in the access and participation data resources will then be rounded to the nearest 10.

Identifying student characteristics

114. The student characteristics can be rebuilt using the filters and variables described in Table 9. Filters highlighted in yellow identify the limitations that apply to the wider scope of the student characteristic under consideration.

Table 9: Filters to identify student characteristics and attributes

Student characteristic	Assessment and monitoring of condition B3	Access and participation data resources
Age (on entry to higher education programme) SplitType = AgeOnCommencement	For full-time indicators: IPAGEBAND = U21 for Young 21_25, 26_30, 31_40, 41_50, 51+ for Mature For part-time indicators: IPAGEBAND= U21, 21_25, 26_30 for Young 31_40, 41_50, 51+ for Mature	IPAGEBAND = U21 for Young_Under21 21_25, 26_30, 31_40, 41_50, 51+ for Mature_Age21andOver 21_25 for Age21_25 26_30 for Age26_30 31_40 for Age31_40 41_50 for Age41_50 51+ for Age51andOver
Disability SplitType = Disability	IPDISABLE = Y for Disabled N for NoKnownDisability	IPDISABLE = Y for Disabled N for NoKnownDisability
Disability type SplitType = DisabilityType	Not currently used.	IPDISABLETYPE = COG for CognitiveAndLearning MH for MentalHealth MULTI for MultipleImpairments PHY for SensoryMedicalAndPhysical SOC for SocialAndCommunication NONE for NoKnownDisabilityType
Domicile	IPDOM = E, N, S, W for UK OEU for Other EU OTHER for Non-EU	Not currently used.
English IMD (2015) SplitType = EnglishIMDQuintile_2015	IPIMD ≠ UNKNOWN and IPDOM = E and IPIMD = 1, 2 for IMD Q1 or Q2 3, 4, 5 for IMD Q3, Q4 or Q5	IPIMD ≠ UNKNOWN and IPDOM = E and IPIMD = 1 for IMDQ1 2 for IMDQ2 3 for IMDQ3 4 for IMDQ4 5 for IMDQ5 1, 2 for IMDQ1_2 3, 4, 5 for IMDQ3_5 1, 3, 4, 5 for IMDQ1345 1, 2, 4, 5 for IMDQ1245

Student characteristic	Assessment and monitoring of condition B3	Access and participation data resources
		<p>1, 2, 3, 5 for IMDQ1235 1, 2, 3, 4 for IMDQ1234 IPIMD ≠ UNKNOWN and IPDOM = E and IPAGE18 = 1 and IPIMD =</p> <p>1 for IMDQ1_Age18 2 for IMDQ2_Age18 3 for IMDQ3_Age18 4 for IMDQ4_Age18 5 for IMDQ5_Age18</p>
<p>English IMD (2019), experimental</p> <p>SplitType = EnglishIMDQuintile_2019</p>	<p>Not currently used.</p>	<p>IPIMDEXPERIMENTAL ≠ UNKNOWN and IPDOM = E and IPIMDEXPERIMENTAL =</p> <p>1 for IMDQ1</p> <p>2 for IMDQ2 3 for IMDQ3 4 for IMDQ4 5 for IMDQ5</p> <p>1, 2 for IMDQ1_2 3, 4, 5 for IMDQ3_5 1, 3, 4, 5 for IMDQ1345 1, 2, 4, 5 for IMDQ1245 1, 2, 3, 5 for IMDQ1235 1, 2, 3, 4 for IMDQ1234</p> <p>IPIMDEXPERIMENTAL ≠ UNKNOWN and IPDOM = E and IPAGE18 = 1 and IPIMDEXPERIMENTAL =</p> <p>1 for IMDQ1_Age18 2 for IMDQ2_Age18 3 for IMDQ3_Age18 4 for IMDQ4_Age18 5 for IMDQ5_Age18</p>
<p>Ethnicity</p> <p>SplitType = Ethnicity</p>	<p>IPETHNIC ≠ U and IPDOM = E, S, W or N and IPETHNIC =</p> <p>W for White A, B, M, O for BME</p>	<p>IPETHNIC ≠ U and IPETHNIC =</p> <p>A for Asian B for Black M for Mixed O for Other W for White</p> <p>A, B, M, O for ABMO A, B, M, W for ABMW A, B, O, W for ABOW A, M, O, W for AMOW B, M, O, W for BMOW</p> <p>IPETHNIC ≠ U and IPAGE18 = 1 and IPETHNIC =</p> <p>A for Asian_Age18 B for Black_Age18</p>

Student characteristic	Assessment and monitoring of condition B3	Access and participation data resources
Free school meals eligibility SplitType = FSMEligibility	Not currently used.	M for Mixed_Age18 O for Other_Age18 W for White_Age18 IPAGEBAND = U21 and IPFSMPOP = 1 and IPFSMSTATE = 1 for EligibleForFSM 0 for NotEligibleForFSM
POLAR4 classification SplitType = POLAR4Quintile	IPPOLAR4 ≠ UNKNOWN and IPDOM = E, S, W or N and IPAGEBAND = U21 and IPPOLAR4 = 1, 2 for POLAR4 Q1 or Q2 3, 4, 5 for POLAR4 Q3, Q4 or Q5	IPPOLAR4 ≠ UNKNOWN and IPAGEBAND = U21 and IPPOLAR4 = 1 for POLAR4Q1 2 for POLAR4Q2 3 for POLAR4Q3 4 for POLAR4Q4 5 for POLAR4Q5 1, 2 for POLAR4Q1_2 3, 4, 5 for POLAR4Q3_5 2, 3, 4, 5 for POLAR4Q2345 1, 3, 4, 5 for POLAR4Q1345 1, 2, 4, 5 for POLAR4Q1245 1, 2, 3, 5 for POLAR4Q1235 1, 2, 3, 4 for POLAR4Q1234 IPPOLAR4 ≠ UNKNOWN and IPAGE18 = 1 and IPPOLAR4 = 1 for POLAR4Q1_Age18 2 for POLAR4Q2_Age18 3 for POLAR4Q3_Age18 4 for POLAR4Q4_Age18 5 for POLAR4Q5_Age18
Sex SplitType = Sex	IPSEX = 1 for Male 2 for Female	IPSEX ≠ 9 and IPSEX = 1 for Male 2 for Female IPSEX ≠ 9 and IPAGE18 = 1 and IPSEX = 1 for Male_Age18 2 for Female_Age18
Interaction of ethnicity and English IMD SplitType = Int_IMDEthnicity	Not currently used.	IPDOM = E and IPETHNIC ≠ U and IPIMD ≠ NA, UNKNOWN and IPIMD = 1, 2 and IPETHNIC = A, B, M, O for IMDQ12_ABMO IPIMD = 3, 4, 5 and IPETHNIC = A, B, M, O for IMDQ345_ABMO IPIMD = 1, 2 and IPETHNIC = W for IMDQ12_White IPIMD = 3, 4, 5 and IPETHNIC = W for IMDQ345_White

Student characteristic	Assessment and monitoring of condition B3	Access and participation data resources
Interaction of ethnicity and POLAR4 classification SplitType = Int_POLAREthnicity	Not currently used.	IPAGEBAND = U21 and IPETHNIC ≠ U and IPPOLAR4 ≠ U and IPPOLAR4 = 1, 2 and IPETHNIC = A, B, M, O for POLAR4Q12_ABMO IPPOLAR4 = 3, 4, 5 and IPETHNIC = A, B, M, O for POLAR4Q345_ABMO IPPOLAR4 = 1, 2 and IPETHNIC = W for POLAR4Q12_White IPPOLAR4 = 3, 4, 5 and IPETHNIC = W for POLAR4Q345_White
Interaction of sex and English IMD SplitType = Int_IMDSex	Not currently used.	IPDOM = E and IPSEX ≠ 9 and IPIMD ≠ NA, UNKNOWN and IPIMD = 1, 2 and IPSEX = 1 for IMDQ12_Male IPIMD = 3, 4, 5 and IPSEX = 1 for IMDQ345_Male IPIMD = 1, 2 and IPSEX = 2 for IMDQ12_Female IPIMD = 3, 4, 5 and IPSEX = 2 for IMDQ345_Female
Interaction of sex and POLAR4 classification SplitType = Int_POLARSex	Not currently used.	IPAGEBAND = U21 and IPSEX ≠ 9 and IPPOLAR4 ≠ U and IPPOLAR4 = 1, 2 and IPSEX = 1 for POLAR4Q12_Male IPPOLAR4 = 3, 4, 5 and IPSEX = 1 for POLAR4Q345_Male IPPOLAR4 = 1, 2 and IPSEX = 2 for POLAR4Q12_Female IPPOLAR4 = 3, 4, 5 and IPSEX = 2 for POLAR4Q345_Female

Access

115. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode (using IPMODE and IPAPPRENTICE, and IPLEVEL respectively). Full-time students can be identified using IPMODE = FT or IPAPPRENTICE = 1, and part-time students with IPMODE = PT and IPAPPRENTICE ≠ 1. Access indicators are reported separately for entrants at each of the following levels:

- first degree, defined by IPLEVEL = DEG
- other undergraduate, defined by IPLEVEL = OUG
- undergraduate including a postgraduate component, defined by IPLEVEL = PUGD, PUGO
- all undergraduate students, defined by IPLEVEL = DEG, OUG, PUGD, PUGO.

Population restrictions

- apply DFAPAPPEXCL = 0 for access and participation data resources
- denominator of the indicator: IPACCEXCL = 0 and all students in scope for the SplitType (using the highlighted filters in Table 6)
- numerator of the indicator: IPACCEXCL = 0 and students with the attribute (using the filters in Table 9).

Continuation

116. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode as below. Restrict further, to students with the attribute in question, using the filters in Table 9.

Full-time continuation

117. Full-time students can be identified using IPMODE = FT or IPAPPRENTICE = 1.

118. Continuation outcomes are reported separately for entrants at each of the following levels:

- postgraduate research, defined by IPLEVEL = PHD
- postgraduate taught masters, defined by IPLEVEL = PGTM
- PGCE, defined by IPLEVEL = PGCE
- other postgraduate, defined by IPLEVEL = OPGR, OPGT
- first degree, defined by IPLEVEL = DEG
- other undergraduate, defined by IPLEVEL = OUG
- undergraduate including a postgraduate component, defined by IPLEVEL = PUGD, PUGO
- all undergraduate students, defined by IPLEVEL = DEG, OUG, PUGD, PUGO.
- apprenticeship, defined by IPAPPRENTICE = 1

Part-time continuation

119. Part-time students can be identified using IPMODE = PT and IPAPPRENTICE ≠ 1.

120. Outcomes are reported separately for entrants at each of the following levels:

- postgraduate research, defined by IPLEVEL = PHD
- postgraduate taught masters, defined by IPLEVEL = PGTM
- PGCE, defined by IPLEVEL = PGCE

- other postgraduate, defined by IPLEVEL = OPGR, OPGT
- first degree, defined by IPLEVEL = DEG
- other undergraduate, defined by IPLEVEL = OUG
- undergraduate including a postgraduate component, defined by IPLEVEL = PUGD, PUGO
- all undergraduate students, defined by IPLEVEL = DEG, OUG, PUGD, PUGO
- apprenticeship, defined by IPAPPRENTICE = 1.

Population restrictions

Either:

- apply IPHEENTITYFLAG = 1 for assessment and monitoring of condition B3.
- apply DFAPAPPEXCL = 0 for access and participation data resources.

Then:

- denominator of the indicator: IPCONEXCL = 0.
- numerator of the indicator: IPCONEXCL = 0 and IPCONINDFULL = CONTINUING, QUALIFIED, TRANSFER, QUALIFIED_L, CONTINUING_L, TRANSFER_L.

Note: For data protection reasons, IPCONINDFULL is not included in the individualised files; hence recreation of this numerator is not possible.

Attainment (degree outcomes)

121. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode. Outcomes are only reported for undergraduate degree qualifiers (level 6+, identified using IPAWARDLEVEL = DEG, PUGD) who were awarded classified degrees. Full-time students can be identified using IPEMPMODE = FT or IPAPPRENTICE = 1, and part-time students with IPEMPMODE = PT and IPAPPRENTICE ≠ 1. If necessary restrict further, to students with the attribute in question, using the filters in Table 9.

Population restrictions

Either:

- apply IPHEENTITYFLAG = 1 for assessment and monitoring of condition B3
- apply DFAPAPPEXCL = 0 and IPUGBASEQUALPOP = 1 for access and participation data resources

Then:

- denominator of the indicator: IPDOQUALPOP = 1 and IPDODEGCLASS ≠ UNCLASS, NA
- numerator of the indicator: IPDOQUALPOP = 1 and IPDODEGCLASS = FIRST, 2_1

Progression (highly skilled employment or higher-level study)

122. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode. Full-time students can be identified using IPEMPMODE = FT or IPAPPRENTICE = 1, and part-time students with IPEMPMODE = PT and IPAPPRENTICE ≠ 1. Progression indicators are reported separately for leavers at each of the following levels:

- first degree, defined by IPAWARDLEVEL = DEG.
- other undergraduate, defined by IPAWARDLEVEL = OUG.
- undergraduate including a postgraduate component, defined by IPAWARDLEVEL = PUGD, PUGO.
- all undergraduate students, defined by IPAWARDLEVEL = DEG, OUG, PUGD, PUGO.

Population restrictions

- apply DFAPAPPEXCL = 0 for access and participation data resources.
- denominator of the indicator: IPUGBASEQUALPOP = 1 and IPEMPEXCL = 0 and IPEMPINDPOP = 1.
- numerator of the indicator: IPUGBASEQUALPOP = 1 and IPEMPEXCL = 0 and IPEMPINDPOP = 1 and IPHSEMPHLSTUDY= 1.

Progression (highly skilled employment or postgraduate level study)

123. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode. Full-time students can be identified using IPEMPMODE = FT or IPAPPRENTICE = 1, and part-time students with IPEMPMODE = PT and IPAPPRENTICE ≠ 1. Progression indicators are reported separately for leavers at each of the following levels:

- postgraduate research, defined by IPAWARDLEVEL = PHD
- postgraduate taught masters, defined by IPAWARDLEVEL = PGTM
- PGCE, defined by IPAWARDLEVEL = PGCE
- other postgraduate, defined by IPAWARDLEVEL = OPGR, OPGT

- first degree, defined by IPAWARDLEVEL = DEG
- other undergraduate, defined by IPAWARDLEVEL = OUG
- undergraduate including a postgraduate component, defined by IPAWARDLEVEL = PUGD, PUGO
- apprenticeship, defined by IPAPPRENTICE = 1.

Population restrictions

- apply IPHEENTITYFLAG = 1 for assessment and monitoring of condition B3
- denominator of the indicator: IPEMPEXCL = 0 and IPEMPINDPOP = 1
- numerator of the indicator: IPEMPEXCL = 0 and IPEMPINDPOP = 1 and IPHSEMPPGSTUDY= 1

DLHE response rates

124. For the progression indicators to be reportable, a response rate threshold for the DLHE must be met. This is 85 per cent of the target, equivalent to 68 per cent for full-time students and 59.5 per cent for part-time students. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode (as at paragraphs 122 and 123).

125. This is calculated separately for full-time and part-time students at each level of study.

Population restrictions

Either:

- apply IPHEENTITYFLAG = 1 for assessment and monitoring of condition B3
- apply DFAPAPPEXCL = 0 and IPUGBASEQUALPOP = 1 for access and participation data resources

Then:

- denominator of the response rate: IPEMPEXCL = 0
- numerator of the response rate: IPEMPEXCL = 0 and IPEMPRESPONSE = 1

Contextual data used alongside the indicators in assessment of registration condition B3

126. Contextual data for a provider is considered alongside the indicators used in assessment of registration condition B3. It is reported as annual average student numbers (based on full-time

equivalent student numbers), shown separately for undergraduate and postgraduate populations.

127. Figures in the contextual data tables can be rebuilt from individualised student data for 2016-17 through to 2018-19, by selecting those records for which all the following are true:

- IPUKPRNRC equals the provider
- IPCONTEXTPOP = 1
- IPHEENTITYFLAG=1
- IPMODE = FT or PT
- IPLEVEL = PHD, OPGR, PGTM, PGCE, OPGT for the postgraduate population; or IPLEVEL = PUGD, PUGO, DEG, OUG or IPAPPRENTICE=1 for the undergraduate population
- the relevant filter from Table 10 is satisfied.

128. Figures are presented as an annual average across the 2016-17 to 2018-19 context period considered, and can be rebuilt by averaging the data for each category by the maximum number of years for which the provider has data²³.

Table 10: Categories used in contextual data alongside the indicators in assessment of registration condition B3

Category	Filter to apply
Overall	Headcount = IPFPE / 100 FTE = calculate (IPSTULOAD / 100) * (IPFPE / 100) for each row and then sum across all rows
Level of study	IPLEVEL = PHD for Postgraduate research PGTM for Postgraduate taught masters PGCE for PGCE OPGT, OPGR for Other postgraduate PUGD, PUGO for Undergraduate courses with postgraduate elements DEG for First degree OUG for Other undergraduate
Age	IPAGEBAND = U21 for Under 21 21_25, 26_30 for 21 to 30 31_40, 41_50, 51+ for Over 30
Ethnicity	IPETHNIC = W for White

²³ For the avoidance of doubt, the number of years divided by is the larger of the number of years with full-time or part-time data.

Category	Filter to apply
	B for Black A for Asian O for Other U for Unknown
Sex	IPSEX = 1 for Male 2 for Female 9 for Other
Disability	IPDISABLE = Y for Yes N for No
Entry qualifications	IPTARGRP = HE for higher education level H for High-tariff M for Medium-tariff L for Low-tariff NONE for Non-tariff NONUK for Non-UK students
Domicile	IPDOM = E, S, W, N for UK OEU for Other EU OTHER for Non-EU
Local students	IPLOCAL = Y for Yes N for No
POLAR	IPAGEBAND = U21 and IPPOLAR4 = 1, 2, 3, 4, 5
English, Scottish, Welsh or Northern Ireland Index of Multiple Deprivation	IPIMD = 1, 2, 3, 4, 5
Subject of study	Sum IPFTE for the relevant subject (IPSBJ_CAH2 = the values shown below) CAH01-01 Medicine and dentistry CAH02-02 Pharmacology, toxicology and pharmacy CAH02-04 Nursing and midwifery CAH02-05 Medical sciences CAH02-06 Allied health CAH03-01 Biosciences CAH03-02 Sport and exercise sciences CAH04-01 Psychology CAH05-01 Veterinary sciences CAH06-01 Agriculture, food and related studies CAH07-01 Physics and astronomy CAH07-02 Chemistry

Category	Filter to apply
	CAH07-04 General, applied and forensic sciences
	CAH09-01 Mathematical sciences
	CAH10-01 Engineering
	CAH10-03 Materials and technology
	CAH11-01 Computing
	CAH26-01 Geography, earth and environmental studies
	CAH13-01 Architecture, building and planning
	CAH15-01 Sociology, social policy and anthropology
	CAH15-02 Economics
	CAH15-03 Politics
	CAH15-04 Health and social care
	CAH16-01 Law
	CAH17-01 Business and management
	CAH24-01 Media, journalism and communications
	CAH19-01 English studies
	CAH19-02 Celtic studies
	CAH19-04 Languages and area studies
	CAH20-01 History and archaeology
	CAH20-02 Philosophy and religious studies
	CAH25-01 Creative arts and design
	CAH25-02 Performing arts
	CAH22-01 Education and teaching
	CAH23-01 Combined and general studies

Annex A: Population estimate data

1. Table A1 details the population estimates used as contextual information in the access and participation data.

Table A1: 18 year old population estimates by characteristic

Characteristic (country)	Split	2014	2015	2016	2017	2018
POLAR4 (UK)	Quintile 1	144,374	145,198	140,273	138,862	134,210
	Quintile 2	149,275	150,667	146,517	144,329	140,442
	Quintile 3	153,591	155,334	152,197	150,672	146,708
	Quintile 4	155,191	156,191	153,765	153,190	149,710
	Quintile 5	177,908	179,988	178,920	178,792	175,926
IMD2015 (England)	Quintile 1	143,896	146,743	142,757	142,718	140,511
	Quintile 2	133,917	134,143	132,023	130,722	127,375
	Quintile 3	123,441	125,141	122,938	121,115	117,999
	Quintile 4	124,427	124,242	122,773	122,045	118,917
	Quintile 5	130,072	130,762	128,427	128,533	125,434
IMD2019 (England)	Quintile 1	142,462	144,598	140,591	140,333	137,321
	Quintile 2	133,667	134,285	131,958	130,791	127,430
	Quintile 3	125,864	127,163	125,072	123,036	120,379
	Quintile 4	124,039	124,639	123,109	122,352	119,427
	Quintile 5	129,721	130,346	128,188	128,621	125,679
Ethnic group (UK)	Asian	64,221	64,756	63,533	63,122	61,639
	Black	27,848	28,077	27,553	27,383	26,744
	Mixed	24,673	24,885	24,412	24,256	23,687
	Other	8,249	8,320	8,161	8,108	7,917
	White	655,347	661,339	648,013	642,976	627,008
Sex (UK)	Female	377,544	383,393	375,458	372,465	362,219
	Male	402,795	403,985	396,213	393,380	384,777

2. The data tabulated in Table A1 has been visualised in Figures A1 to A5.

Figure A1: Proportions of UK 18 year olds living in POLAR4 quintile areas

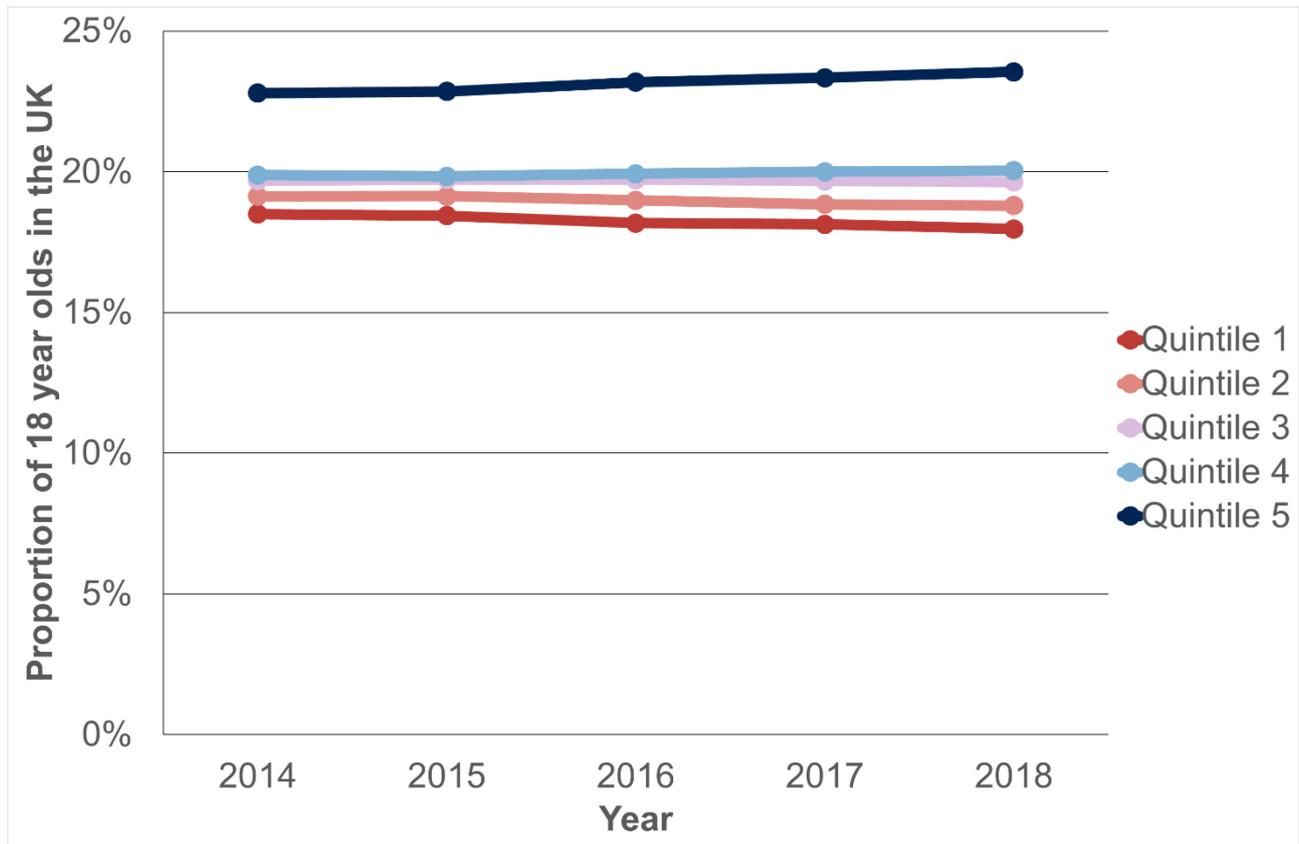


Figure A2: Proportions of 18 year olds in England living in IMD2015 quintile areas

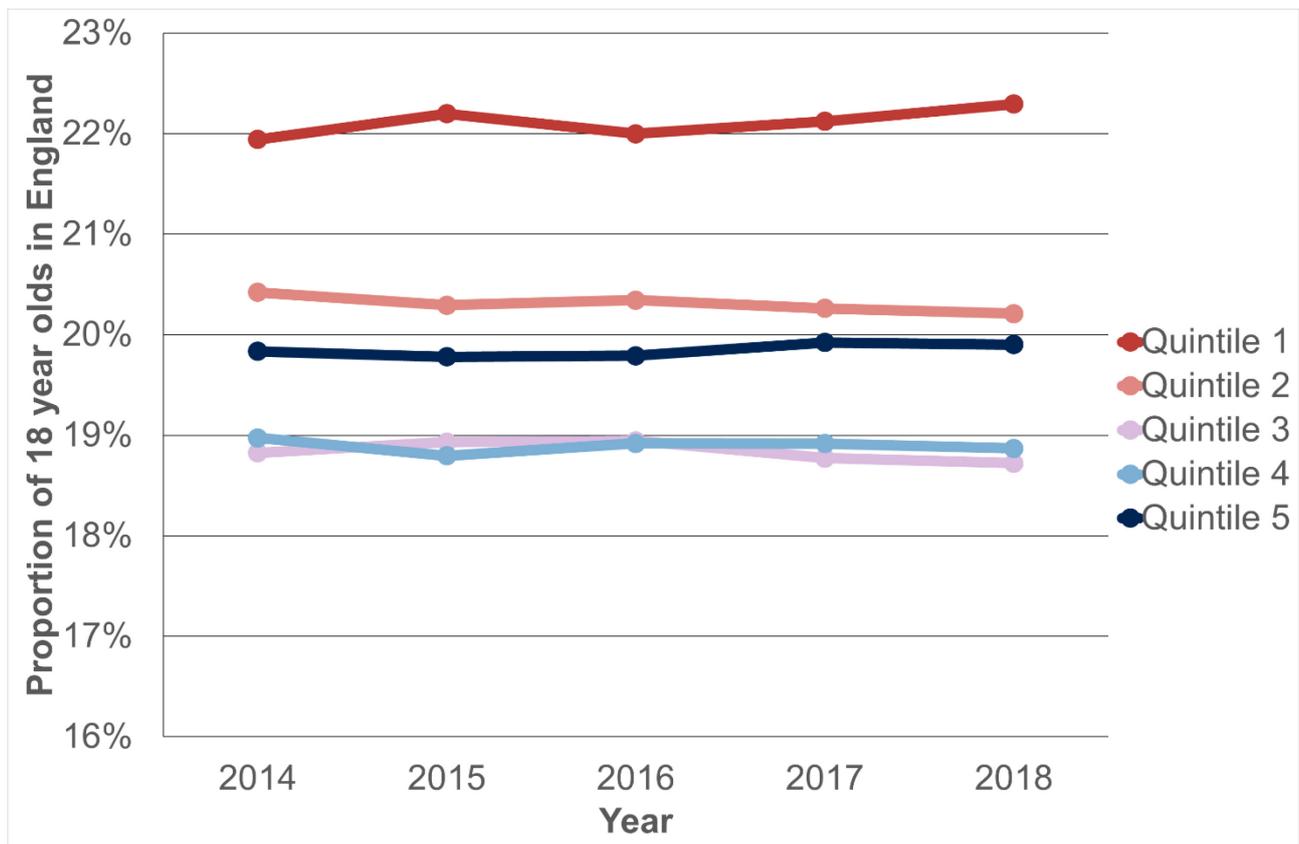


Figure A3: Proportions of 18 year olds in England living in IMD2019 quintile areas

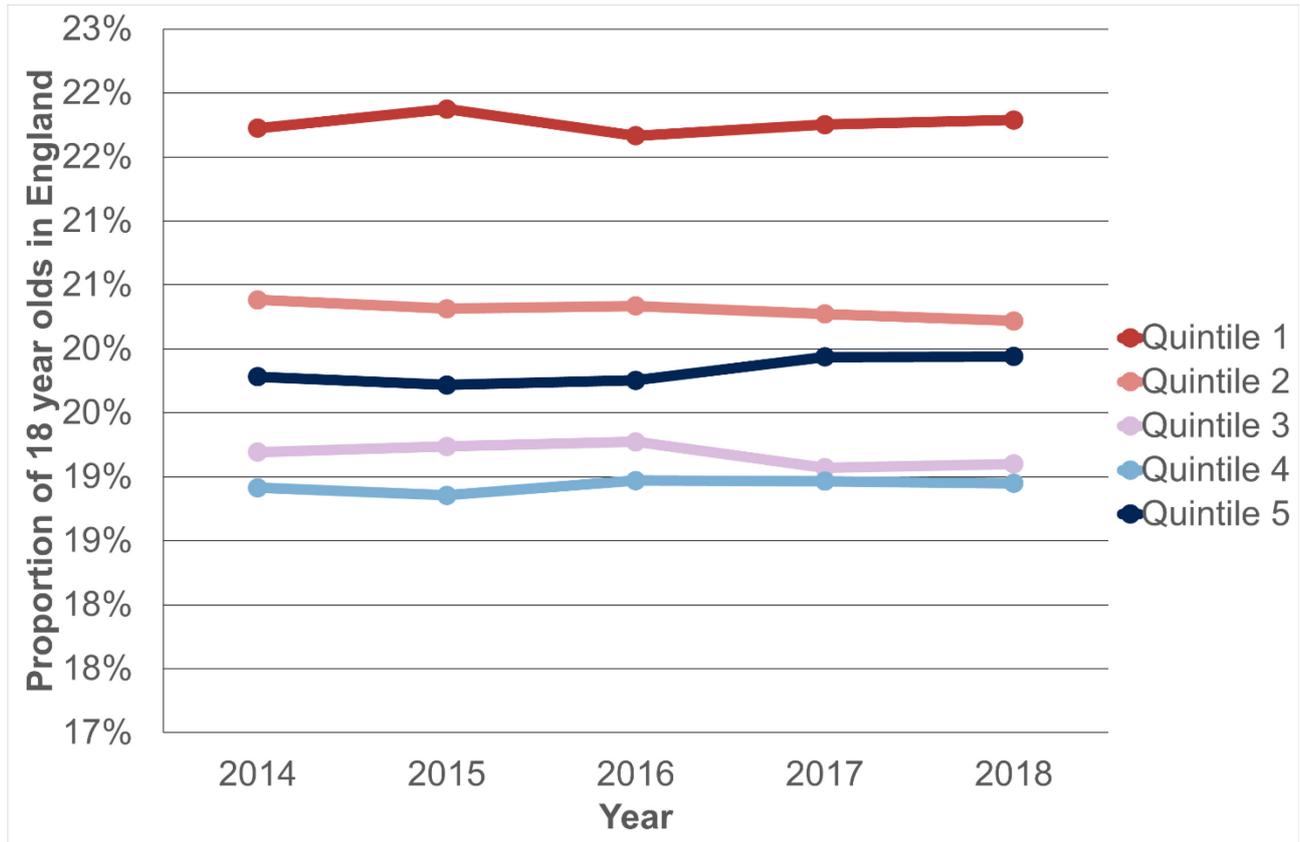


Figure A4: Proportion of UK 18 year olds from different ethnic groups

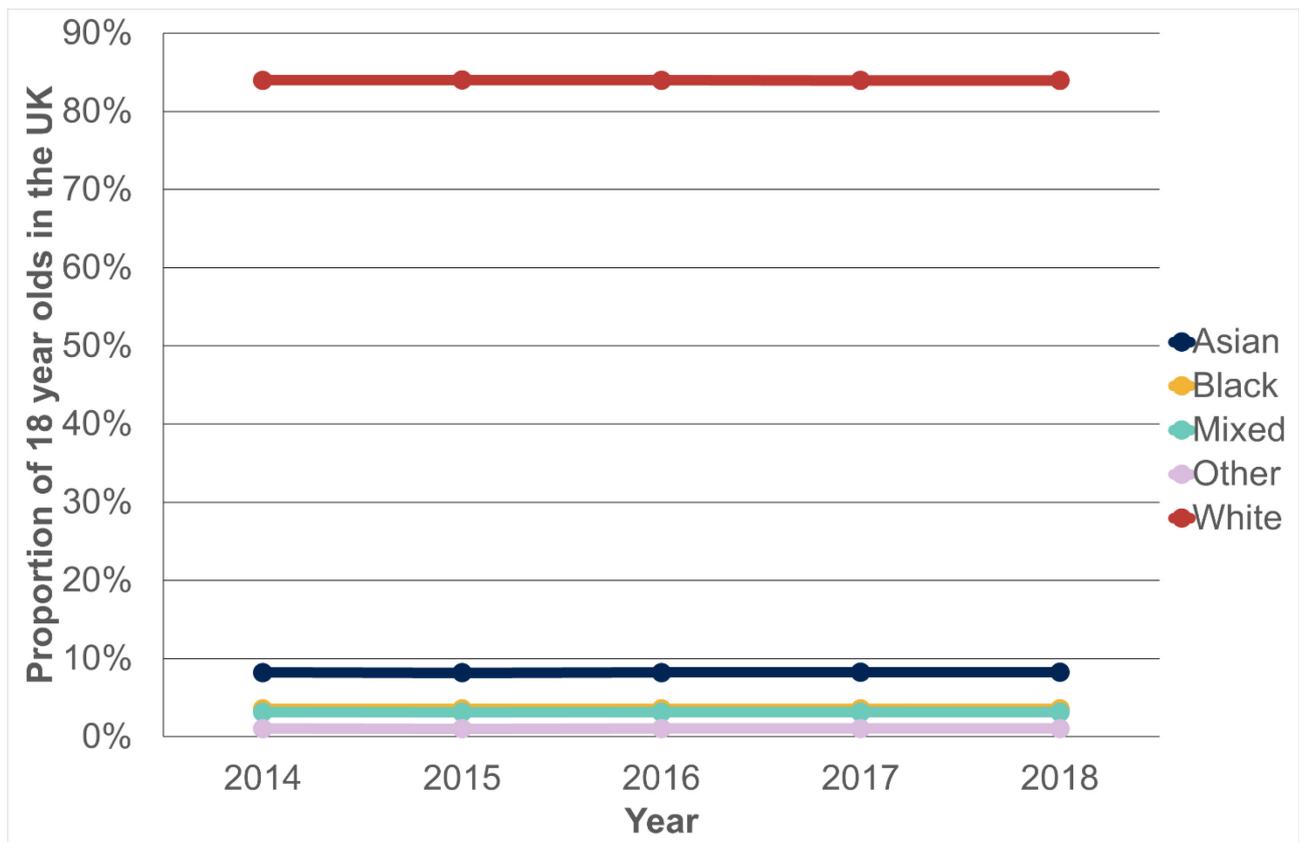
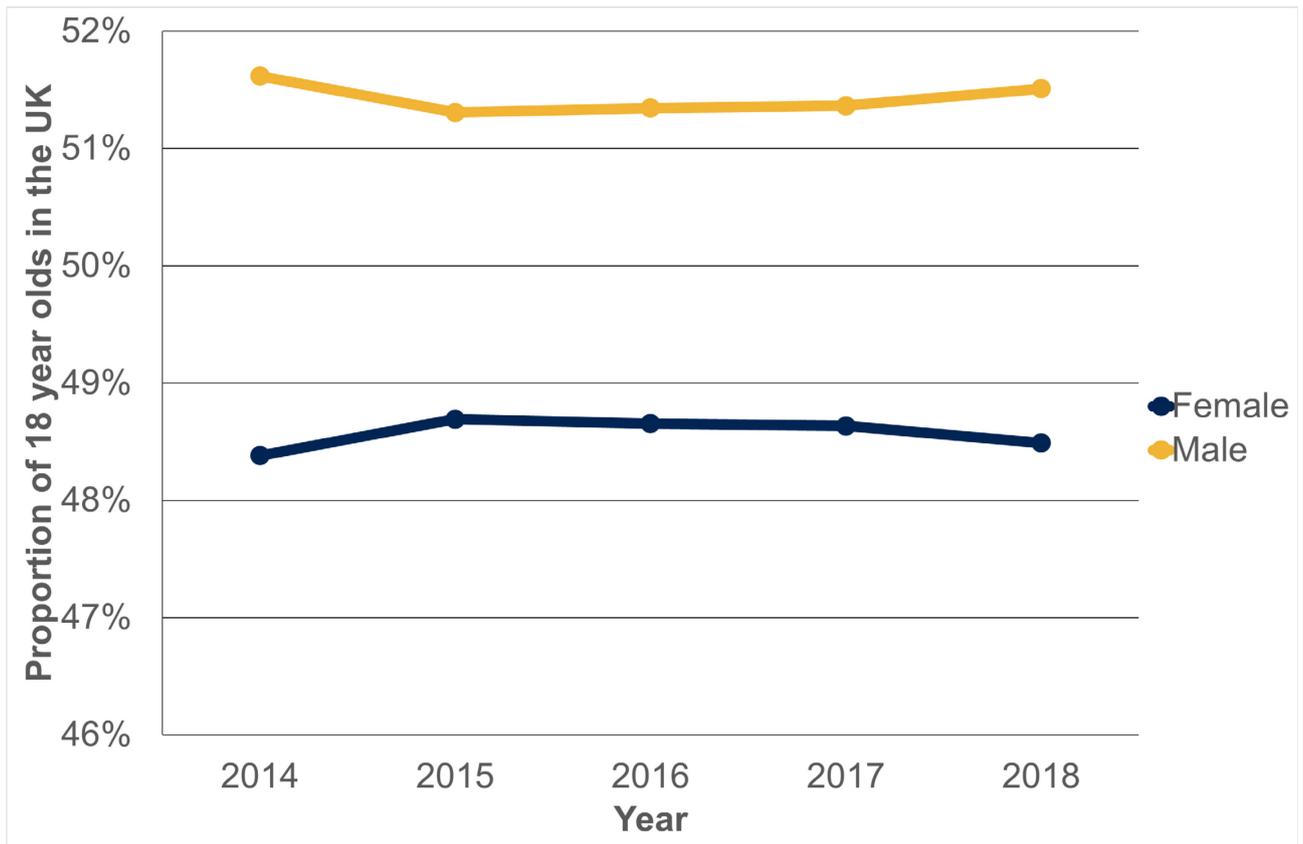


Figure A5: Proportion of UK 18 year olds by sex



Annex B: DHLE responses that are included in the progression indicators

3. The responses that are excluded from the indicators are shaded in grey. Responses shown in white are included in the denominator but excluded from the numerator. The final two columns of the table show whether the response is included in the numerator for the:

- highly skilled employment or higher-level study (HSHL) indicator.
- highly-skilled employment or postgraduate study (HSPG) indicator

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
		XX Ineligibility or explicit refusal	N/A	N/A	N/A	N/A	N/A
Working full-time	Engaged in full-time study, training or research or Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3	All	All	Yes	Yes
			Other	All	All	No	No
	Otherwise	01 Full-time work	SOC 1-3	All	All	Yes	Yes
			Other	All	All	No	No
Working part-time	Engaged in full-time study, training or research or Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3	All	All	Yes	Yes
			Other	All	All	No	No
	Otherwise		SOC 1-3	All	All	Yes	Yes
			Other	All	All	No	No

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL	
		02 Part-time work	Other	All	All	No	No	
Unemployed and looking for work		08 Unemployed	All	All	All	No	No	
Due to start a job in the next month	Working full-time	01 Full-time work	SOC 1-3	All	All	Yes	Yes	
			Other	All	All	No	No	
	Engaged in full-time further study, training or research, provided that 'Working full-time' has not been selected.	05 Full-time study	All	Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters		01 – Higher degree, mainly by research	Yes	Yes
				PhD		01 – Higher degree, mainly by research	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE		02 – Higher degree, mainly by taught course	Yes	Yes
				Postgraduate taught masters, PhD		02 – Higher degree, mainly by taught course	Yes	No
Other undergraduate, first degree, undergraduate qualifications containing postgraduate components		03 – Postgraduate diploma or certificate	Yes	Yes				

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate	Yes	No
				Other undergraduate	04 – First degree	No	Yes
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree	No	No
				All	Other	No	No
	Working part-time, provided that Working full-time and 'Engaged in full-time further study, training or research' has not been selected.	02 Part-time work	SOC 1-3	All	N/A	Yes	Yes
			Other	All	N/A	No	No
	Otherwise	07 Due to start work	All	All	N/A	No	No
Engaged in full-time further study, training or research	Working full-time or Working part-time	04 Primarily studying and also in work	All	Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research	Yes	Yes

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
				PhD	01 – Higher degree, mainly by research	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course	Yes	Yes
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate	Yes	Yes
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate	Yes	No
				Other undergraduate	04 – First degree	No	Yes
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree	No	No
				All	Other	No	No

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
	Otherwise	05 Full-time study	All	Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research	Yes	Yes
				PhD	01 – Higher degree, mainly by research	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course	Yes	Yes
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate	Yes	Yes
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate	Yes	No
				Other undergraduate	04 – First degree	No	Yes

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree	No	No
				All	Other	No	No
Engaged in part-time further study, training or research	Working full-time or Working part-time	04 Primarily studying and also in work	All	Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research	Yes	Yes
				PhD	01 – Higher degree, mainly by research	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course	Yes	Yes
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course	Yes	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate	Yes	Yes

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate	Yes	No
				Other undergraduate	04 – First degree	No	Yes
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree	No	No
				All	Other	No	No
	Otherwise	06 Part-time study	All	Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research	Yes	Yes
				PhD	01 – Higher degree, mainly by research	No	No
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course	Yes	Yes
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course	No	No

Most important activity (MIMPACT)	If any other activity included (ALLACT)	Derived activity category	SOC group	Level of qualification obtained	Type of qualification (TYPEQUAL)	Included in numerator for HSPG	Included in numerator for HSHL
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate	Yes	Yes
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate	No	No
				Other undergraduate	04 – First degree	No	Yes
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree	No	No
				All	Other	No	No
Taking time out in order to travel		09 Other				N/A	N/A
Something else		09 Other				N/A	N/A

List of abbreviations

ABMO	Asian, black, mixed and other
AP	Alternative Provider
A&P	Access and Participation
BAME	Black, Asian and minority ethnic
DLHE	Destination of Leavers from Higher Education
DZ	Data Zone
EU	European Union
FHEQ	Framework for Higher Education Qualifications
FSM	Free School Meals
HESA	Higher Education Statistics Agency
ILR	Individualised Learner Record
IMD	Index of Multiple Deprivation
IZ	Intermediate Zone
KS4	Key Stage 4
LSOA	Lower Super Output Area
MSOA	Middle Layer Super Output Area
NPD	National Pupil Database
OfS	Office for Students
ONS	Office for National Statistics
PGCE	Post Graduate Certificate in Education
POLAR4	Participation of Local Areas version 4
SOA	Super Output Area
SKE	Subject Knowledge Enhancement
SOC	Standard Occupational Classification
TEF	Teaching Excellence and Student Outcomes Framework



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