ILR Training Webinar

Office for Students

OfS

18 July 2019

What we will cover:

- Higher education definition and LARS
- Student characteristics
- Student activity
- Higher education learning delivery
- Apprenticeships
- Calculating student numbers
- Recording sub-contractual and collaborative provision
- Improving data quality
- Any questions?

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Use of the ILR by the OfS

- The OfS has a wide range of uses for ILR fields including analysis, performance indicators, funding, counting student numbers, and determining the NSS and graduate outcomes populations.

- We use more than the fields in the Higher education learning delivery entity.

- In slides discussing particular fields we have indicated in the top right-hand corner the main uses of that field. This is not exhaustive but should help you to understand what we use the data for.
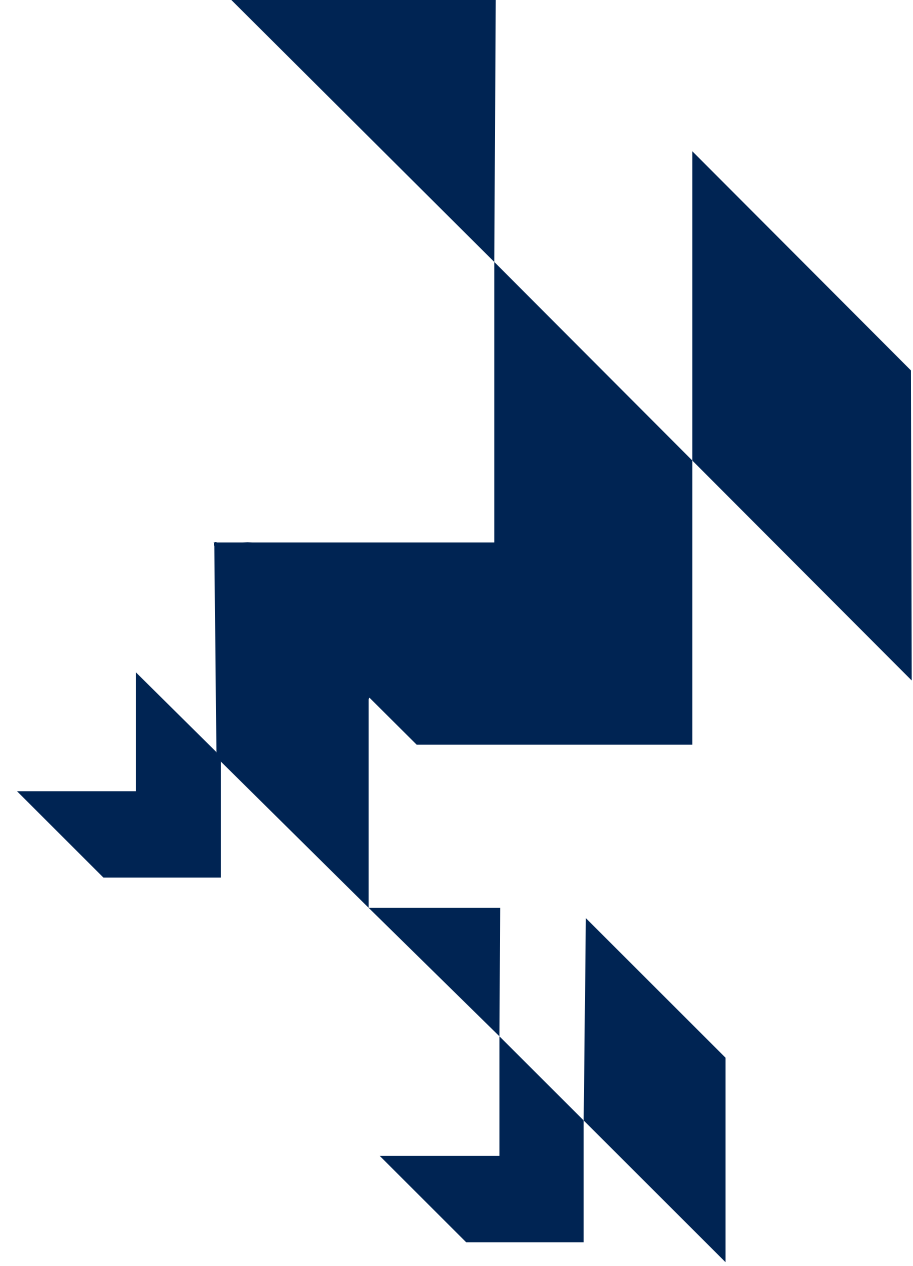
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~~HEIFES19~~ HESES19

- Throughout the webinar we refer to the HEIFES18 guidance. Please note that from this autumn HEIFES will be replaced by HESES however you should see very little change.

A higher education provider registered, or applying to register, with the Office for Students (OfS) in the 'Approved (fee cap)' category, and seeking the benefits of such registration for the 2020-21 academic year, must complete a data survey to inform the calculation of OfS grants for that year. These are as follows:

- *For a provider that has students registered in the 2019-20 academic year, the 2019 Higher Education Students Early Statistics (HESES19) survey.* **Unlike previous years, there will not be a separate Higher Education in Further Education: Students (HEIFES) survey for further education and sixth form colleges and academies***.*

- *For a provider that does not have students registered in the 2019-20 academic year, the Higher Education Students Forecast 2020-21 (HESF20) survey.*

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Higher Education definition and LARS

Higher Education definitions we use (1)

General

A 'course of higher education' as defined in Schedule 6 of the Education Reform Act 1988

Recognised Higher Education for OfS funding purposes (1)

HEIFES18 Annex B paragraph 1:

"a. Includes courses that are designated under the Education (Student Support) Regulations 2011 and other courses that lead to qualifications meeting the standards at Level 4 and above of the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, or credit towards such a qualification that is itself at Level 4 or above.

b. Excludes courses (and credit towards such courses) leading to qualifications in the Register of Regulated Qualifications, unless they are courses designated under the Education (Student Support) Regulations 2011."

Higher Education definitions we use (2)

Recognised Higher Education for OfS funding purposes (2)

- Covers more aims than the definition in HEIFES17

- HEIFES18 definition takes effect from 2019-20 funding

- Complete LearnDelFAMType of SOF using HEIFES18 definition i.e. as if the aim was 'recognised HE' in 2018-19 funding

- Be careful not to set FUNDLEV, FUNDCOMP, MODESTUD as 'Not in HEIFES population' for newly fundable aims

LARS

The Learning Aim Reference Service database

We use LARS to find and classify HE and to flag which aims are recognised for OfS funding purposes

- Fields we use include:
  - Learning Aim Ref
  - Learning Aim Title
  - Learning Aim Type
  - Level (also shown as NVQ Level V2)
  - UKPRN of Awarding Org
  - LDCS codes

- Ensure new qualifications are added in good time
- Check values of LARS fields are correct for the aim

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Student characteristics
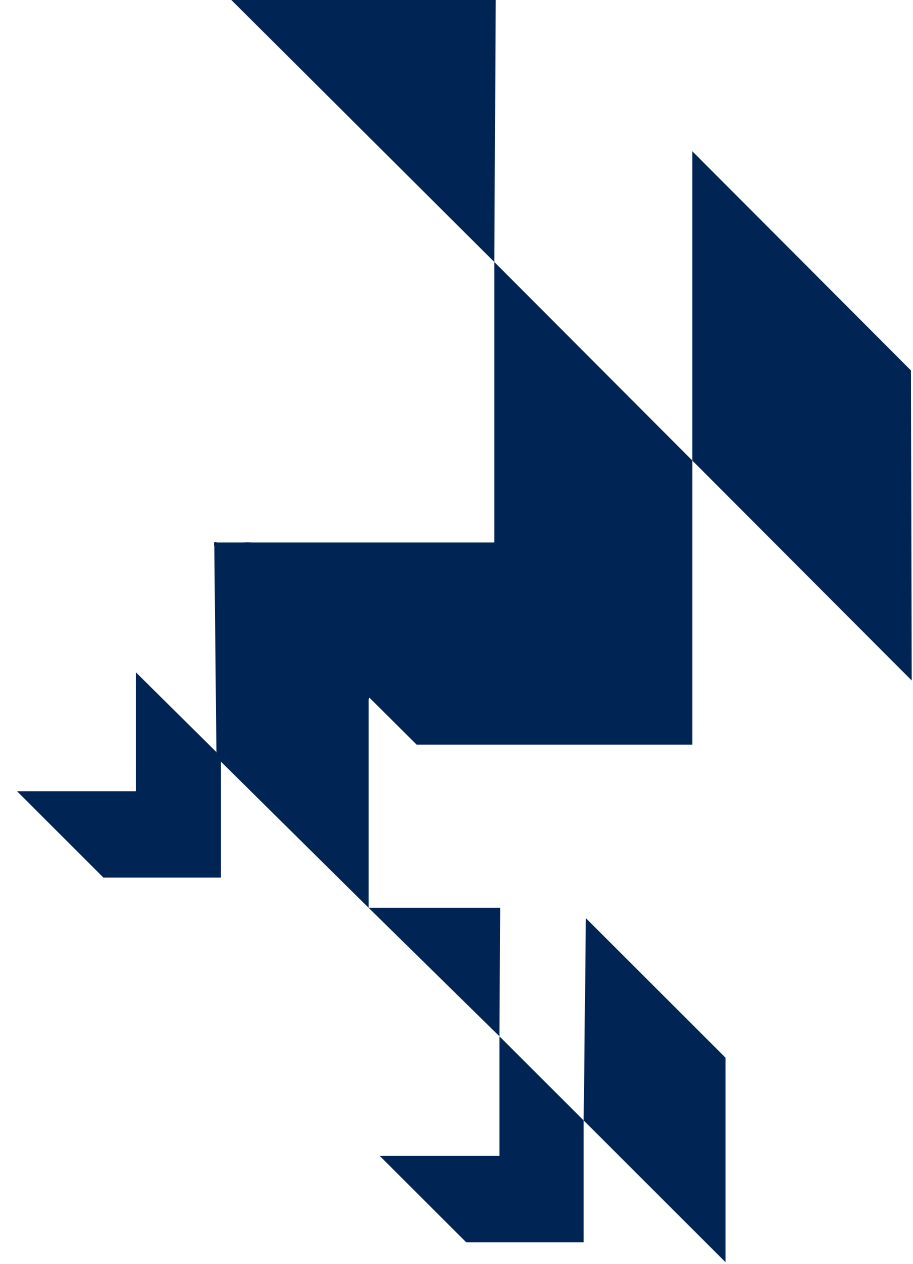
Student characteristics

Personal identifiers used for linking and analysis

- Family Name

- Given Names

- Date of Birth

- Sex

- Ethnicity

- Health and disability

- Postcode before entry

- Domicile

- Highest qualification on entry

- Learner reference number

- Previous learner reference number

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FamilyName

The surname or family name of the learner.

- This field should be consistent with identity documents
- This field should not include maiden names for example Mary Jones - nee Smith / Mary Jones - was Smith

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GivenNames

The forenames (first names) of the learner.

- This field should be consistent with identity documents including all middle names
- Nicknames or 'preferred' names should be avoided

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DateOfBirth

The date of birth of the learner.

- Use the date format YYYY-MM-DD

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Sex and ethnicity

The legal sex of the learner.

The ethnic origin of the learner, based on the 2011 census.

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Health and disability

- LearnFAMType - DLA
  - To indicate if the learner is in receipt of disabled students allowance

- LLDDHealthProb
  - Whether the learner considers that they have a learning difficulty, disability or health problem

- LLDDCat
  - The nature of the learner's disability, learning difficulty and/or health problem

- PrimaryLLDD
  - The most significant or primary learning difficulty, disability or health problem, that impacts on the learner's education

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PostcodePrior

Linking
Student premium funding
Analysis
Performance indicators and benchmarking

The postcode of the student's permanent or home address prior to entry to the course.

- The field is completed when the learner first enrols on a programme of learning with a provider. It should **not be updated** if the learner moves house during this programme of learning (which includes between teaching years if the programme of learning extends over more than one teaching year)

- Learners who were not resident in the UK prior to the start of learning (and therefore do not have a UK postcode prior to enrolment) must return a postcode of ZZ99 9ZZ

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Domicile

This field holds the country code of the student's permanent or home address prior to entry to the course. It is not necessarily the correspondence address of the student.

- The separate country codes XF, XG, XH, XI must be used, but if domicile is known to be United Kingdom but the individual country is not known, XK must be used. The code GB is invalid for domicile but must be used for **Nationality**. The codes XF, XG, XH, XI, XK are invalid for **Nationality**.

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QUALENT3

Student premium funding
Performance indicators and benchmarking
Analysis

This field indicates the highest qualification that a student holds on entry, not necessarily that applicable for entry to the course.

- Where a student holds multiple different qualifications at the same level, don't just pick one type of qualification instead ensure that the appropriate code is used to indicate there are multiple types.

- For international qualifications colleges should seek advice from the UK NARIC (**www.naric.org.uk**) about the relative level, and code the qualification accordingly. This information can then be used to assign a generic '(x)80' code at the appropriate level.

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LearnRefNumber

The provider's reference number for the learner as assigned by the provider.

- The learner reference number must be retained for the learner for any period of study with the provider and must not be re-used for a different learner.

- A single learner reference number should be used for each learner and providers should work towards eliminating the use of more than one learner reference number for the same person.

- Providers must not include personal data that could be used to identify a learner in the learner reference number.
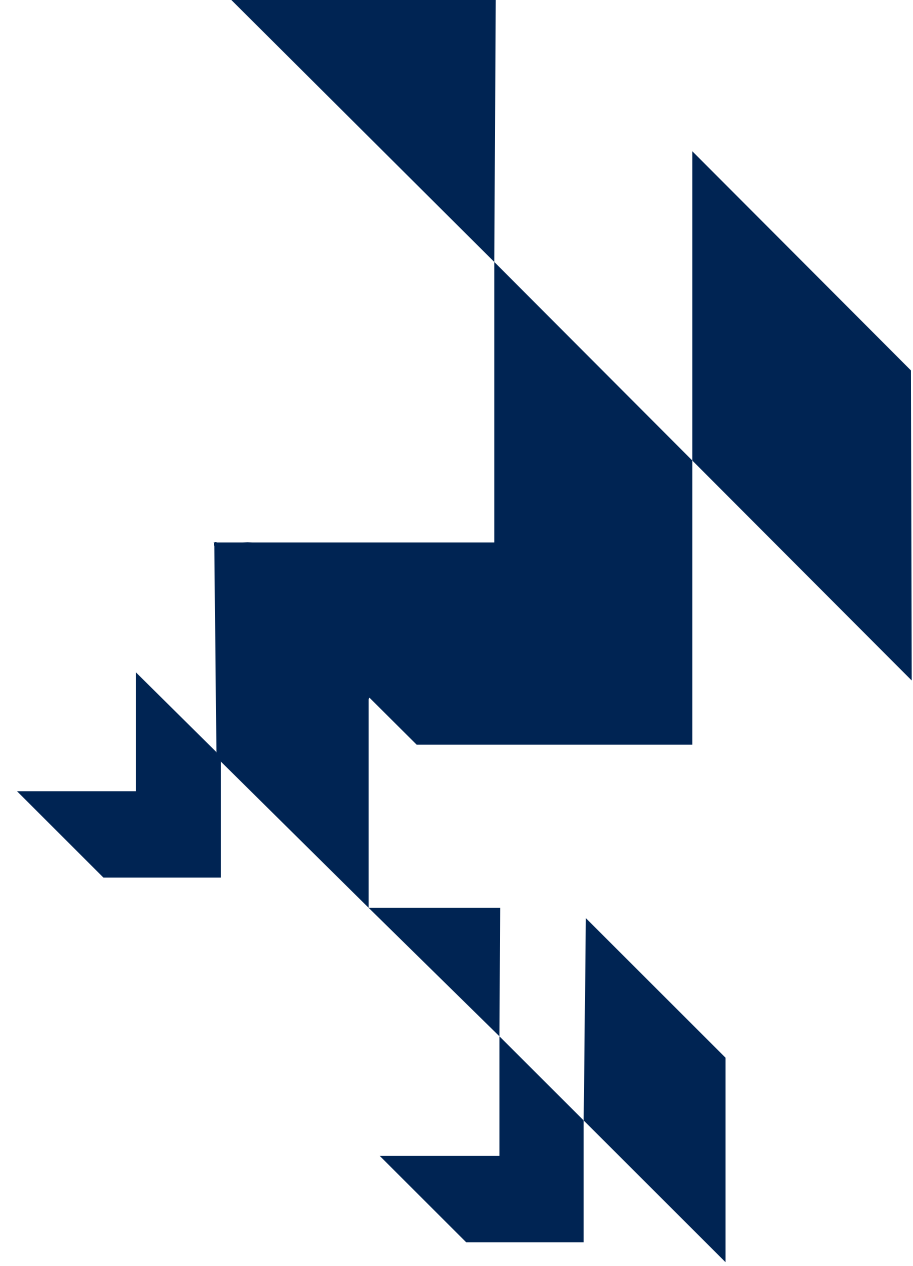
PrevLearnRefNumber

The provider's reference number for the learner in the previous year if different from the current teaching year.

- This field should only be completed for learners for whom a different learner reference number was recorded in the previous teaching year e.g. because of a change to a new MI system or after a merger

- In subsequent years this field must be updated to remove the data which was recorded in the previous year

- Used to link records where LearnRefNumber has had to change

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Student activity

Student activity

Fields used to report student engagement with a course

- Type of year
- Start date
- End date
- Planned end date
- Student full-time equivalence

- Achievement
- Grade achieved for the learning aim

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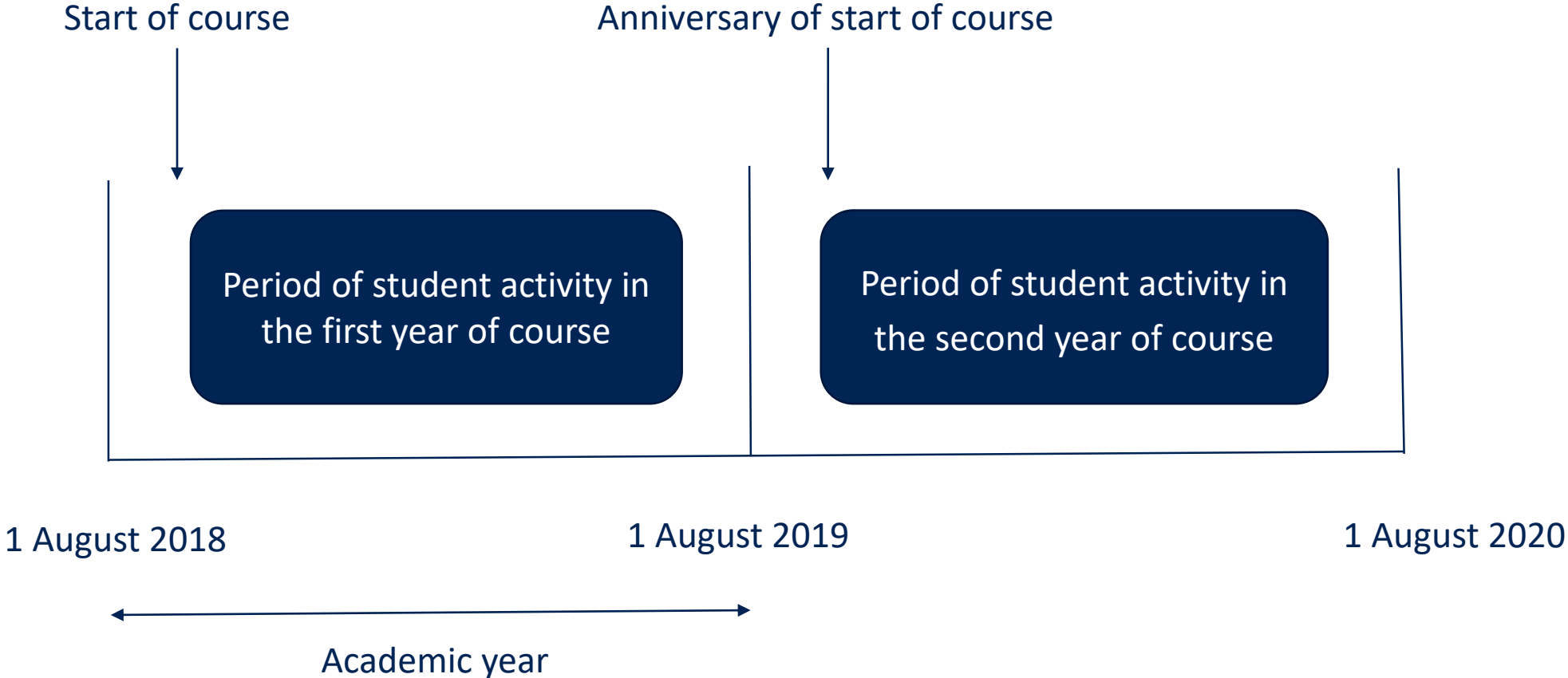
Reporting activity

Academic year (also known as 'reporting year')

- 1 August to 31 July

Year of course (also known as 'Year of programme of study' and 'Year of instance')

- Students study towards courses over a period of time, which can be split into one or more years of course. The first year begins when the student starts studying towards the qualification; the second and subsequent years start on or near the anniversary of this date. (HEIFES18 Annex C)
- A year means 12 months

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Reporting activity

Start of course

Anniversary of start of course

Period of student activity in the first year of course

Period of student activity in the second year of course

1 August 2018

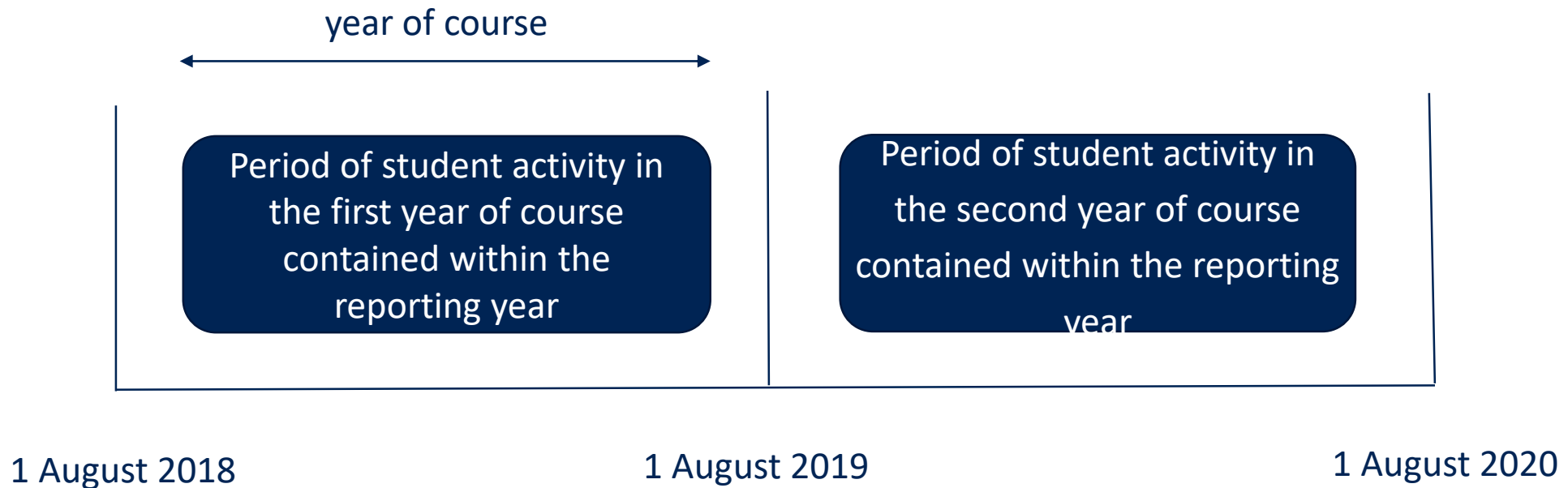1 August 2019

1 August 2020
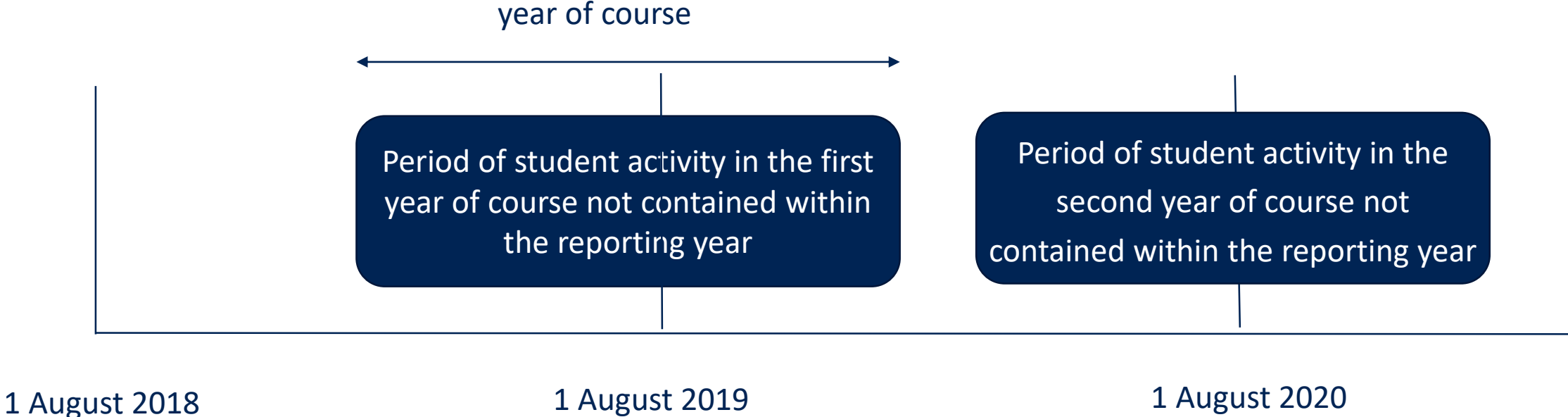
Academic year

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TYPEYR

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

- To show the relationship between the student's year and the reporting year (i.e. differentiate between standard and non-standard academic years), to ensure consistent counting of students

Standard year – TYPEYR = 1

year of course

Period of student activity in the first year of course contained within the reporting year

Period of student activity in the second year of course contained within the reporting year

1 August 2018

1 August 2019

1 August 2020

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Non-standard year – TYPEYR = 2

TYPEYR

- TYPEYR should be determined for each year of study from the anniversary of the students start date and may change depending on the course structure.
  - For example a 15 month course, starting in January will be TYPEYR=2 in the first year and TYPEYR=1 in the second (the last 3 months)
- TYPEYR should not be changed if a student withdraws
- For ease of coding the OfS is only interested in whether a course year is standard (TYPEYR=1) or non-standard (TYPEYR=2). TYPEYR=3, 4 or 5 are permissible values for non-standard years but add a degree of complexity not required by the OfS

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LearnStartDate

The date on which the student's engagement with the learning aim began.

- Student specific – if a student starts a course late then this date should reflect the date that student started their engagement and not the generic cohort start date

- Should not be changed – this is the date when the student begins the course and not each year of the course

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LearnPlanEndDate

The expected end date of the learning aim.

- To calculate expected length of the course.

- Should not be changed – this is the date when the student originally plans to complete the course by

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LearnActEndDate

Counting student numbers
Performance indicators
Graduate outcomes population
Analysis

The date of last engagement for a student with the structured part of the course, either as they have completed or withdrawn.

- Should only be returned when the students engagement with course has ended.

- Student specific – the last date of engagement should be returned and not the withdrawal date.

- Generic term or cohort dates should not be used.

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LearnActEndDate

- Every effort should be made to return students correct end date at the time of submission e.g. if a student doesn't return in September the date of last engagement in June should be returned for that reporting year

- Ensure your student record systems and processes require prompt reporting of disengagement

Dormancy

Where a student takes an agreed break in learning the learner's record should be completed as follows:

Field name	Data returned
Employment outcome	Data not returned
Completion status	6
Learning actual end date	Date of last learning activity for the aim
Withdrawal reason	Data not returned
Outcome	3
Outcome grade	Data not returned

Further guidance can be found in section 5.4 – 'Recording breaks in learning, transfers and restarts' of the Provider support manual

STULOAD

Student instance FTE representing the college's best academic judgement of the full-time equivalence of the student's activity (for this record) during the reporting year 01 August to 31 July.

- Full-time, full year students would normally be returned as 100 and part-time students returned as a proportion of an equivalent full-time course.

- All students following a course would initially be assumed to have the same FTE.

- Adjustments should be made for individual students if their activity deviates from the expected activity, for example they withdraw part way through the year.

- This field reports full-time FTE as 100 where HEIFES expect 1.0

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STULOAD

- Note that this is reported by academic year which may differ from year of course. So for example a student beginning a full-time 2 year course in January would usually have:
  - STULOAD=50 in reporting year 1
  - STULOAD=100 in reporting year 2 (made up of the remaining 50 from the first year of course and the first 50 of the second year of course
  - STULOAD=50 in reporting year 3 – which gives a total of 200 as expected but spread over 3 reporting years
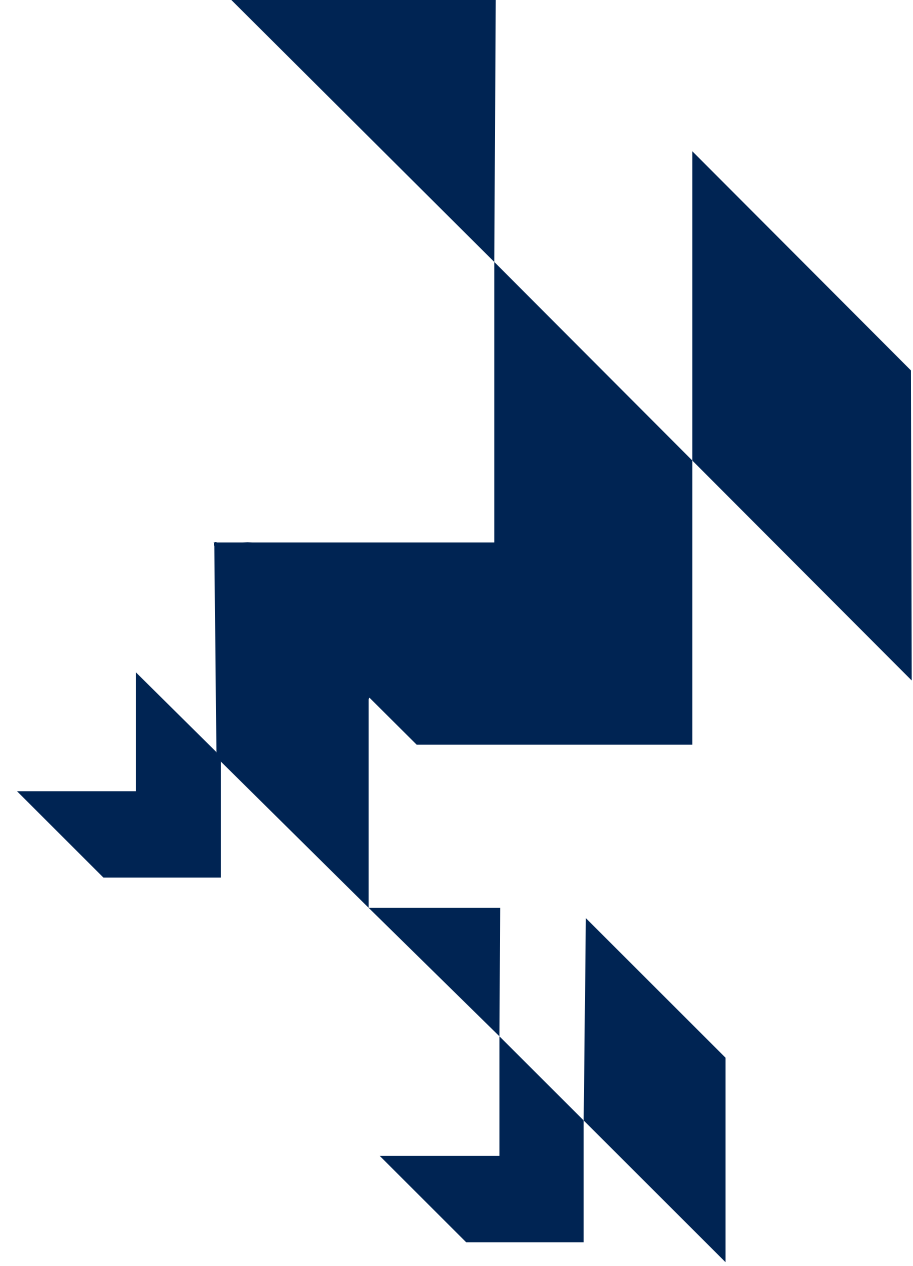
Outcome

Indicates whether the student achieved the learning aim they were aiming for, achieved it partially or had no success.

Outgrade

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

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HE learning delivery

Higher education learning delivery

Fields of particular interest in the higher education entity

- Funding completion status (FUNDCOMP)

- Mode of study (MODESTUD)

- Funding level of study (FUNDLEV)

- Year of student on the course (YEARSTU)

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FUNDCOMP

Records the learner's funding completion status with respect to that year of course

- This field represents a higher education concept which does not have a further education equivalent and is NOT the same as CompStatus.

- READ Annex D of the HEIFES guidance: https://www.officeforstudents.org.uk/media/50904af3-9d6e-4bba-8c49-782ec268aaf7/ofs2018__39.pdf

FUNDCOMP

The definition of this field was determined to distance the allocation of funding from student achievement.

- To be counted as a completion (FUNDCOMP=1) a student must complete all the modules they intended to complete in the year of course within 13 months of the start of the year of course.

- To complete a module, the student must either undergo the final assessment of the module or pass the module, where this can be achieved without undergoing the final assessment.

FUNDCOMP

- FUNDCOMP should be determined for each year of course and not the course overall.

- Where the year of course is not yet completed, but the student has not failed to complete e.g. withdrawn, FUNDCOMP=3 should be returned. This would apply to most students who start later in the academic year and so have not finished their year of course at the R14 deadline.

- FUNDCOMP=3 should not be used for standard year students and should not be used to mean 'unknown' where there are internal delays in reporting marks

- Mark systems should include a unique indicator of a non-submission to differentiate from a submitted assessment that scored zero.

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FUNDCOMP

- Completion status cannot be determined by progression as academic rules for progression may not meet the FUNDCOMP criteria. In some cases, providers' regulations allow credit to be given because of the level attained in other modules: this would not be treated as completion for funding purposes, even though the college may allow the student to progress.

- Submission of the final assessment within 13 months is non-negotiable even where there are mitigating circumstances. It can however include extensions or re-submissions if they fall within that period.

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MODESTUD

Records the mode of study for the year of course, as defined by the OfS

- READ Annex H of the HEIFES guidance: https://www.officeforstudents.org.uk/media/50904af3-9d6e-4bba-8c49-782ec268aaf7/ofs2018__39.pdf

- A year of course is considered full-time if a student undertakes study, tuition and placement that averages 21 hours for 24 weeks of the year AND is charged a full-time fee

- Except for sandwich year out students everything else is part-time if it does not meet all of the full-time criteria

- Should not be changed if the student withdraws as it is based on the student's study intentions

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FUNDLEV

Records the funding level of the course, as defined by the OfS

- Take care to differentiate between students on standard and long years of courses
- FUNDLEV=99 will exclude students from the HEIFES re-creation and is often used incorrectly

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YEARSTU

To indicate the number of years that the student has been studying for on the course

- Should be incremented for every year of study

- In cases where a student has to repeat a year, this field should be incremented

- This field should not be incremented for periods of dormancy; for example, if a student becomes dormant after their first year of study, and remains out of the system for one year, on resuming their studies this field would be returned as 2

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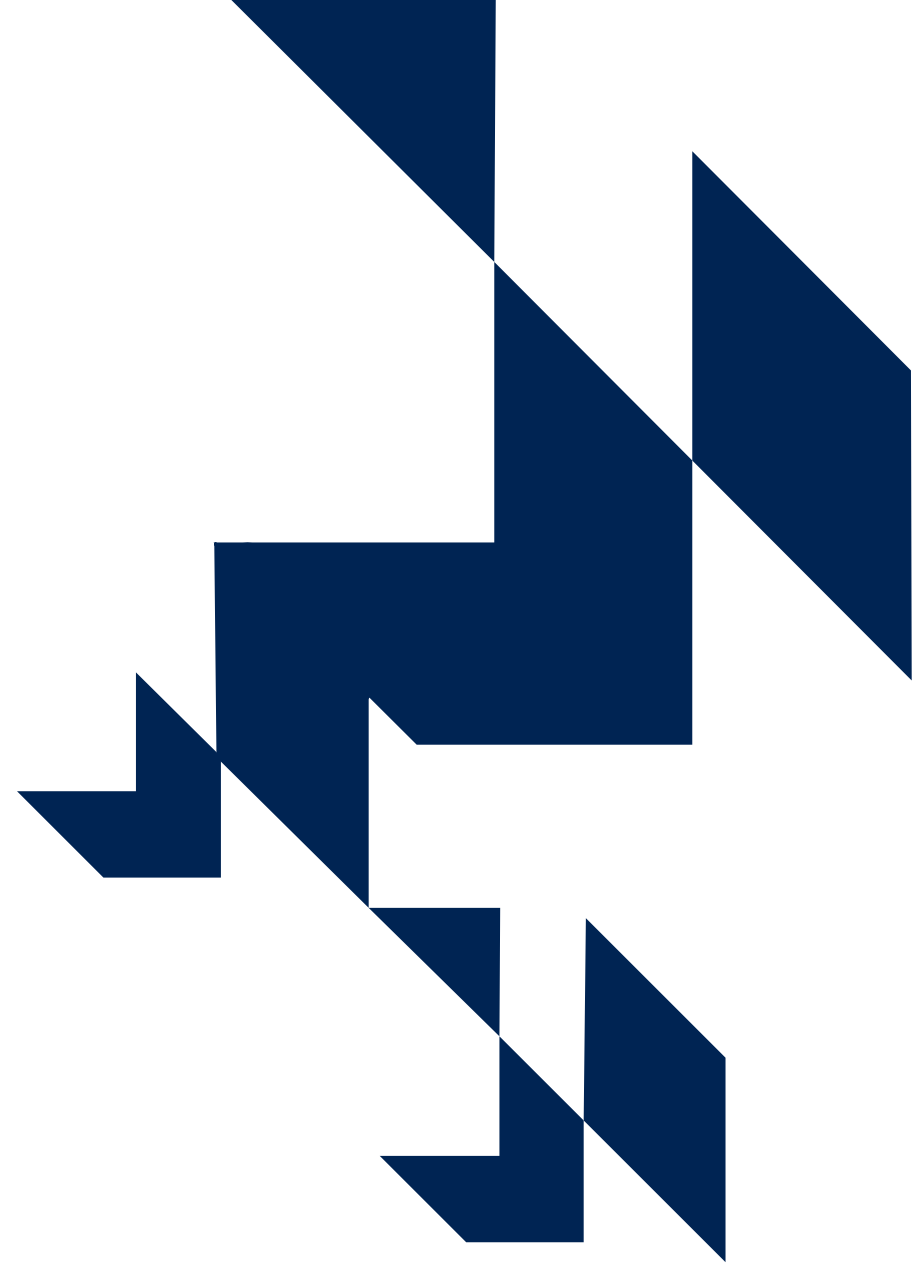
Apprenticeships

Apprenticeships (1)

Key fields used

- PROGTYPE

    10, 20, 21, 22, 23, 25

- LEARNDELFAM_SOF

    105: Education and Skills Funding Agency (ESFA) – Adult

- STDCODE, FWORKCODE, PWAYCODE, EMPID

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Apprenticeships (2)

Some data quality issues

- The higher education components sometimes being recorded as regular non-Apprenticeship OfS-fundable higher education

- Double counting across sub-contractual partners

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Apprenticeships (3)

What about the providers that also submit to HESA?

- Generally need to record the higher education component on both HESA Student/HESA AP Student and ILR returns

- Fields used in HESA Student/HESA AP Student
  - Generally only has the component aims
  - INITIATIVES and PROGTYPE (HESA Student only) identify the Apprentices
  - FUNDCODE (HESA Student only) must be completed with respect to OfS funding rules, not ESFA funding rules

Calculating student numbers
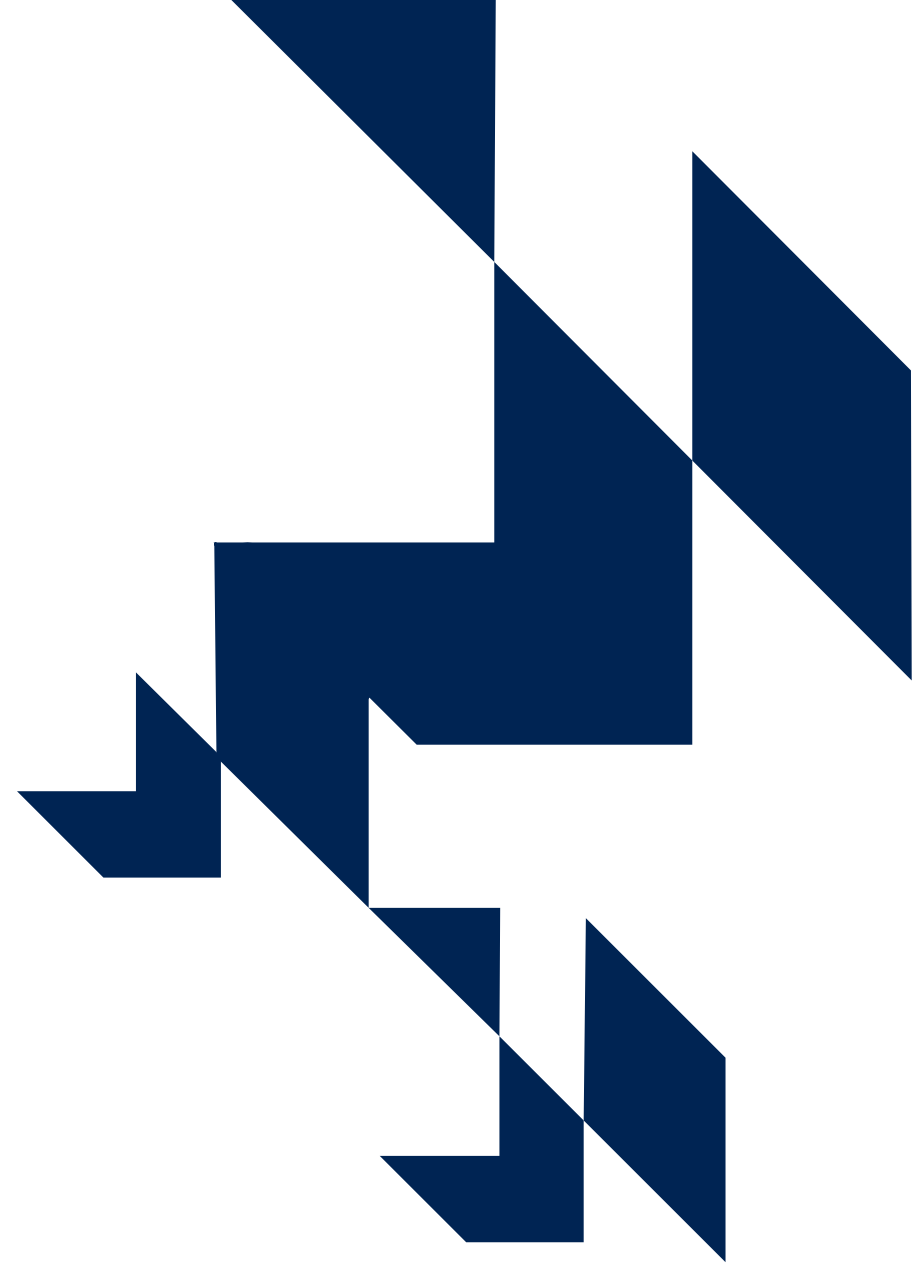
Calculating student numbers

We calculate student numbers for several regulatory purposes, including setting registration fees and assessing applications for degree awarding powers and university or university college title.

It is a measure of FTE, not a headcount.

Where we do not have a STULOAD, we make an estimation of FTE using data from the ILR, LARS and from the Ofqual register.

Calculating student numbers

- PlanLearnHours

- PriorLearnFundAdj

- CompStatus

- WithdrawReason

PlanLearnHours

Total planned timetabled hours for learning activities for the teaching year.

Per learner, not per learning aim.

Per academic year (1 August to 31 July), not per learning aim.

PlanLearnHours used to calculate FE FTE for some records.

We do not look at FE FTE for registration fees, but do for applications for university or university college title.

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PriorLearnFundAdj

Funding adjustment for prior learning.

Should record the proportion of this learning aim to still be delivered (not the amount already delivered).

Only used when we are estimating STULOAD.

If not returned, then we may be overcounting FTE.

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CompStatus

An indication of the degree of completion of the learning activities leading to the learning aim. Not the same as FUNDCOMP.

Code	Definition
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
6	Learner has temporarily withdrawn from the aim due to an agreed break in learning

WithdrawReason

The reason why the learner has withdrawn from the learning aim.

Collected for all learning aims that have a completion status of 3: 'the learner has withdrawn from the learning activities leading to the learning aim.'

Identifying ILR amendments: CompStatus and WithdrawReason

Used in combination with other fields to identify ILR records which have been closed to correct an incorrect learning aim reference, funding model or learning planned end date.

| Field	Code	Definition
CompStatus	3	The learner has withdrawn from the learning activities leading to the learning aim
WithdrawReason	40	Learner has transferred to a new learning aim with the same provider

See section 5.1 of the provider support manual.

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Student numbers: useful documents

An overview of the method and technical document for the calculation of student numbers are both available from the OfS website:

https://www.officeforstudents.org.uk/data-and-analysis/student-number-data/

Recording subcontractual and collaborative provision
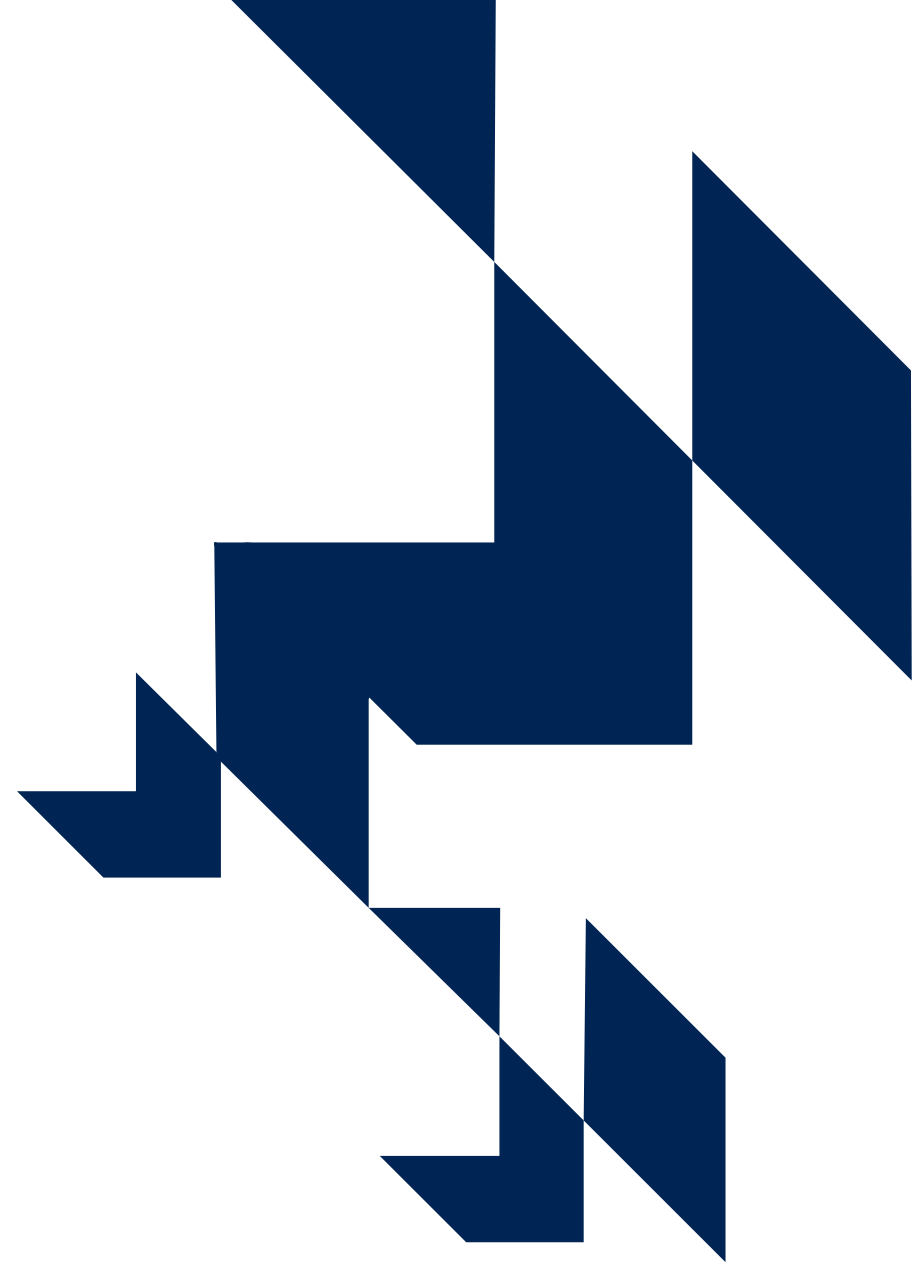
Subcontractual relationships

As a general rule:

DO include your subcontracted-out students.

DO NOT include:

- Learners subcontracted-in from a HEI for provision at level 4 or above

- Learners undertaking HE provision who are subcontracted-in from another FE college.

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Recording subcontracted-out or collaborative provision

PartnerUKPRN:

The UKPRN of the partner organisation which is delivering the teaching.

PCOLAB:

The percentage of this learning aim which is delivered by the partner organisation.

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Recording learning location

DelLocPostCode:

The postcode at which the learning, or majority of learning, is delivered.

HEPostCode:

If not recorded above, then here you should record the postcode of the HE centre or college where the learner undertakes tuition.

Where a student is studying via distance learning **both** of these fields should be completed with ZZ99 9ZZ

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Improving quality

Data verification

Improving quality – data verification

- We aim to assist colleges in enhancing the quality of the R14 data before submission to the Education and Skills Funding Agency (ESFA) through the ILR data checking tool.

- Colleges should submit the XML that they intend to submit to the ESFA to the data checking tool and a number of outputs and queries will be generated to help with the checking of the data.

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Data checking tools

- The HEIFES comparison output uses the ILR data submitted to re-create the HEIFES tables and provide a comparison between the aggregate in-year data you supplied to the OfS with the end of year data supplied in the ILR to the ESFA

- The Data Quality Checks output highlights areas where unlikely combinations of field values have been returned e.g. FUNDCOMP=3 returned when TYPEYR=1

- The Student characteristics output highlights the proportions of students returned with particular characteristics for your information and checking

- The NSS target list output provides year on year comparisons of the National Student Survey for you to check

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Data checking tool - outputs

A package of outputs is provided to colleges via the OfS portal on submission of an XML. Each output consist of three files:

- Overall summary – .xlsx

- Individualised file – .csv

- Data verification queries - .rtf

Technical documents are provided for all outputs on the OfS website -
https://www.officeforstudents.org.uk/data-and-analysis/data-checking-tools/

Data checking tool - outputs

Output	Description and purpose
HEIFES comparison	Comparison between the HEIFES return and ILR data to highlight differences
Student characteristics data summary	Summarises fields used in institutional performance metrics and benchmarks for information and checking
Student numbers data summary	A summary of the full-time equivalent student numbers by level of study, to be used for various regulatory purposes for information and checking
NSS target list	A provisional target list of students to be included in the 2020 NSS, for checking and to encourage preparation of contact details
Graduate outcomes target list	A provisional target list of students to be included in the 2018-19 Graduate Outcomes survey, for checking and to encourage preparation of contact details

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Individualised files

- These contain details of all relevant fields for all students (including FE) used to create the related overall summary file for the output

- The technical documents should be used alongside the individualised file to rebuild the data in the overall summary file

- Details on how to use the individualised file are available on the OfS website - https://www.officeforstudents.org.uk/data-and-analysis/supplying-data/working-with-individualised-files/

- Familiarity with the individualised file is essential for addressing the DVQs and identifying data errors

Data checking tool- queries

- Data verification queries (DVQs) are generated from the outputs to highlight areas of the data that colleges should review.

- These include:
  - differences where the ILR data has been compared to other data sources
  - areas of concern over the quality of the data
  - areas of concern over the correct coding of fields

- As well as being available in the outputs package on the portal the OfS will email the student data contact with a copy of the DVQs and ask for a response

- There may be legitimate reasons for the areas highlighted in which case the college should provide an explanation. However where there is no plausible explanation the difference may indicate data errors.

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Data checking tools

- To gain most from the verification exercise an early submission to the data checking tool is advised as this will give time for an iterative process of queries, responses and amendments before the ILR R14 deadline

- Lack of engagement with the ILR verification and failure to respond to the DVQ email queries are flags that are used by the OfS in determining providers risk ratings

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