

Annex A

TEF Year Three: Full metrics descriptions

Metrics based on the National Student Survey (NSS)		
Applicable to all NSS-based metrics:		
<p>Coverage</p> <p>The NSS is targeted at all final year undergraduates, non-final year students on flexible provision or who change their study plans may also be included in participating providers. The response rate in 2017 was 68%.</p> <p>The NSS covers UK, other EU and non-EU students.</p>		
<p>Exclusions</p> <p>Students who did not reach the final year of their course in any of the three most recent years.</p> <p>Students not aiming for an undergraduate level qualification, or aiming for a qualification of 1 FTE or lower.</p> <p>Students who were not on a full- or part-time mode of study.</p>		
<p>Year 1 (students surveyed during spring...) 2015</p>	<p>Year 2 2016</p>	<p>Year 3 2017</p>
<p>Benchmark factors: Subject of study, Age on entry, Ethnicity (full-time only), Disability, Level of study (full-time only), Year of cohort</p>		
'Teaching quality' metric		
<p>This metric is based on student's responses to NSS questions 1 to 4 which cover the NSS scale 'Teaching on my course'. In 2015 and 2016 these were as follows.</p> <ul style="list-style-type: none"> 1 – Staff are good at explaining things. 2 – Staff have made the subject interesting. 3 – Staff are enthusiastic about what they are teaching. 4 – The course is intellectually stimulating. <p>In 2017, the questions were as follows.</p> <ul style="list-style-type: none"> 1 – Staff are good at explaining things. 2 – Staff have made the subject interesting. 3 – The course is intellectually stimulating. 		

3 – My course has challenged me to achieve my best work.

Students indicate their agreement with each statement on a five-point scale. Across the four questions, total agreement by each student is calculated as the percentage of responses that are 'Agree' or 'Strongly agree'. Questions marked with N/A or not answered are ignored.

Example data

Student	Q1	Q2	Q3	Q4	Percentage agree
A	Strongly agree	Strongly agree	Agree	Neither	75
B	Strongly agree	Strongly agree	Agree	N/A	100
C	Strongly agree	Agree	Agree	Disagree	75
D	Strongly agree	Agree	Disagree	Disagree	50
E	Agree	Disagree	N/A	N/A	50

In this example, the total percentage agreement for the provider would be 70% (the sum of percentages divided by the number of students).

'Assessment and feedback' metric

This metric is based on student's responses to NSS questions which cover the NSS scale 'Assessment and Feedback'.

In 2015 and 2016 these were questions 5 to 9 as follows.

5 – The criteria used in marking have been clear in advance.

6 – Assessment arrangements and marking have been fair.

7 – Feedback on my work has been prompt.

8 – I have received detailed comments on my work.

9 – Feedback on my work has helped me clarify things I did not understand.

In 2017, the 'Assessment and Feedback' questions were numbers 8 to 11 as follows.

8 – The criteria used in marking have been clear in advance.

9 – Marking and assessment has been fair.

10 – Feedback on my work has been timely.

11 – I have received helpful comments on my work.

Students indicate their agreement with each statement on a five-point scale. Across the five questions for metrics based on the 2015 or 2016 NSS, or four questions for the 2017 NSS, total agreement by each student is calculated as the percentage of responses that are 'Agree' or 'Strongly agree'. Questions marked with N/A or not answered are ignored.

'Academic support' metric

This metric is based on student's responses to NSS questions which cover the NSS scale 'Academic Support'. In 2015 and 2016 these were questions 10 to 12 as follows.

10 – I have received sufficient advice and support with my studies.

11 – I have been able to contact staff when I needed to.

12 – Good advice was available when I needed to make study choices.

In 2017, the ‘Academic Support’ questions were numbers 12 to 14 as follows.

12 – I have been able to contact staff when I needed to.

13 – I have received sufficient advice and guidance in relation to my course.

14 – Good advice was available when I needed to make study choices

Students indicate their agreement with each statement on a five-point scale. Across the three questions, total agreement by each student is calculated as the percentage of responses that are ‘Agree’ or ‘Strongly agree’. Questions marked with N/A or not answered are ignored.

Metrics based on HESA/ILR data

‘Continuation’ metric: Full-time

This metric tracks students from the year they enter a higher education (HE) provider to the following academic year. Students who qualify at undergraduate or postgraduate level, continue at the same HE provider, or are studying at HE level at another provider are deemed to have continued. All other students are deemed non-continuers.

In order to be counted as continuing, the student must either have qualified or be recorded as actively studying on an HE course on the relevant HESA/ILR dataset. Students who transfer to a provider who does not submit data to HESA /ILR will be counted as non-continuers.

Further detail can be found on the [HESA website](#).

Coverage

This metric includes all UK-domiciled students who are included in one of the relevant HESA/ILR datasets and registered as entrants on HE Level 4, 5 and 6⁵ programmes.

Exclusions

EU and non-EU international students.

Students not registered on a first degree or other undergraduate course.

Students recorded in another provider’s HESA/ILR data for the same activity.

Students with more than one record at a provider with the same mode and level of study.

Benchmark factors: Subject of study, Entry qualifications, Age on entry, Ethnicity, POLAR, Level of study

Year 1 (HE entrants in...)

Year 2

Year 3

⁵ Throughout this annex references to Level 6 qualifications should be taken to include integrated masters qualifications.

2012-13	2013-14	2014-15
'Continuation' metric: Part-time		
<p>This metric tracks students from the year they enter a HE provider to the two following academic years. Students who qualify at undergraduate or postgraduate level within these two years, continue at the same HE provider, or are studying at HE level at another provider in the second of the two years are deemed to have continued. All other students are deemed non-continuers.</p> <p>In order to be counted as continuing, the student must either have qualified or be recorded as actively studying on an HE course on the relevant HESA/ILR dataset. Students who transfer to a provider who does not submit data to HESA /ILR will be counted as non-continuers.</p> <p>Further detail can be found on the HESA website</p>		
<p>Coverage</p> <p>This metric includes all UK-domiciled students who are included in one of the relevant HESA/ILR datasets and registered as entrants on HE Level 6 programmes.</p> <p>Exclusions</p> <p>EU and non-EU international students.</p> <p>Students not registered on a Level 6 programme.</p> <p>Students who are studying at less than 30% intensity.</p> <p>Students who were registered on a first degree course in the year prior to entry.</p> <p>Students active on more than one HE course at any provider.</p> <p>Students recorded in another provider's HESA/ILR data for the same activity.</p> <p>Students with more than one record at a provider with the same mode and level of study.</p>		
Year 1 (HE entrants in...)	Year 2	Year 3
2011-12	2012-13	2013-14
Benchmark factors: Subject of study, Age on entry, Ethnicity, POLAR		
Metrics based on DLHE		
'Employment or further study' metric		
<p>This employment indicator is based on the Destinations of Leavers in Higher Education (DLHE) survey, and expresses the number of UK-domiciled leavers who say they are working or studying (or both) as a percentage of all those who are working or studying or seeking work at six months after leaving. All other categories are excluded from this indicator.</p> <p>Leavers are asked to indicate their current activity, selecting from eight categories. They are then asked to indicate the most important activity. In the table below (adapted from HESA) the responses that are included in the 'Employment or Further Study' metric are highlighted (those cells of the table below in white or blue are included in the denominator; those in blue are included in the numerator). The responses that are excluded from the indicator are shaded in grey. The indicator is therefore</p>		

those leavers in categories 1 to 6 divided by those leavers in categories 1 to 8.

Further detail can be found on the [HESA website](#).

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category
		XX Ineligibility or explicit refusal
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
	Otherwise	01 Full-time work
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
	Otherwise	02 Part-time work
Unemployed and looking for work		08 Unemployed
Due to start a job in the next month	Working full-time	01 Full-time work
	Engaged in full-time further study, training or research, provided that Working full-time has not been selected.	05 Full-time study
	Working part-time, provided that Working full-time AND Engaged in full-time further study, training or research have not been selected.	02 Part-time work
	Otherwise	07 Due to start work
Engaged in full-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work
	Otherwise	05 Full-time study
Engaged in part-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work
	Otherwise	06 Part-time study
Taking time out in order to travel		09 Other
Something else		09 Other

Coverage

This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have been awarded full Level 4, 5 or 6 qualifications.

Exclusions

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 who are recorded in another provider’s ILR data for the same activity.

Year 1 (Students leaving in...)	Year 2	Year 3
2013-14	2014-15	2015-16

Benchmark factors: Subject of study, Entry qualifications, Age on entry, Ethnicity, Sex, Level of study

‘Highly skilled employment or further study’ metric

This employment indicator is based on the Destinations of Leavers in Higher Education (DLHE) survey. It expresses the number of UK-domiciled leavers who say they are in highly skilled employment or studying (or both) as a percentage of all those who are working or studying or seeking work at approximately six months after leaving. All other categories are excluded from this indicator.

Leavers are asked to indicate their current activity, selecting from eight categories. They are then asked to indicate the most important activity. In the table below (adapted from [HESA](#)) the responses that are included in the ‘Employment or Further Study’ metric are highlighted (those in white are included in the denominator; those in blue are included in the numerator). The responses that are excluded from the indicator are shaded in grey.

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 [Standard Occupational Classification](#) (SOC). For this metric, jobs that are coded in SOC major groups 1-3 are counted as highly skilled.

The indicator is therefore those leavers in categories 1 to 6 (where employment is in SOC 1-3) divided by those leavers in categories 1 to 8.

Further detail can be found on the [HESA website](#).

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group
		XX Ineligibility or explicit refusal	
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
			Other
	Otherwise	01 Full-time work	SOC 1-3
			Other

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
			Other
	Otherwise	02 Part-time work	SOC 1-3
			Other
Unemployed and looking for work		08 Unemployed	
Due to start a job in the next month	Working full-time	01 Full-time work	SOC 1-3
			Other
	Engaged in full-time further study, training or research, provided that Working full-time has not been selected.	05 Full-time study	
	Working part-time, provided that Working full-time AND Engaged in full-time further study, training or research have not been selected.	02 Part-time work	SOC 1-3
			Other
	Otherwise	07 Due to start work	
Engaged in full-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work	
	Otherwise	05 Full-time study	
Engaged in part-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work	
	Otherwise	06 Part-time study	
Taking time out in order to travel		09 Other	
Something else		09 Other	

Coverage

This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have been awarded full Level 4, 5 or 6 qualifications.

Exclusions

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 who are recorded in another provider's ILR data for the same activity.

Year 1 (Students leaving in...)	Year 2	Year 3
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2013-14	2014-15	2015-16
<p>Benchmark factors: Subject of study, Entry qualifications, Age on entry, Ethnicity, Sex, Disability, POLAR, Level of study</p>		
<p>Supplementary metrics based on LEO</p>		
<p>'Sustained employment or further study' metric</p>		
<p>This metric is based on the Longitudinal Education Outcomes dataset (LEO), which links higher education and tax data together to chart the transition of graduates from higher education to the workplace. The LEO dataset links information about students, including their personal characteristics, their education (including schools, colleges and higher education providers attended as well as courses taken and qualifications achieved), their employment and income, and any benefits claimed. The metric considers the proportion of qualifiers in sustained employment or further study three years after graduation.</p> <p>The Department for Education's definition of sustained employment is consistent with definitions used for 16-19 accountability, and the outcome-based success measures published for adult further education. The definition of sustained employment three years after graduation looks at employment activity captured by PAYE in the six-month October 2014 to March 2015 period, and at any 2014-15 self-assessment tax form stating that a graduate has received income from self-employment during that tax year.</p> <p>A 2010-11 graduate is counted as being in sustained employment three years after graduation if they were in paid PAYE employment for at least one day a month in five out of six months between October 2014 and March 2015, or have returned a 2014-15 self-assessment form stating that they received income from self-employment. If they are employed in all five months from October to February, but do not have a PAYE employment record for March, then they must have an additional employment record in April to be considered as being in sustained employment.</p> <p>'Sustained employment' is taken together with further study in the definition of TEF metrics: the numerator counts all graduates identified as being in sustained employment or further study. A graduate is defined as being in further study if they have a valid higher education study record at any UK publicly funded higher education institution or any English alternative provider or further education college in the HESA and ILR Student Records in the 2014-15 tax year. The further study does not have to be at postgraduate level to be counted.</p> <p>Further detail can be found on the gov.uk website.</p>		
<p>Coverage</p> <p>This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have been awarded full Level 4, 5 or 6 qualifications.</p> <p>Exclusions</p> <p>EU and non-EU international students.</p> <p>Students who were not awarded an undergraduate Level 4, 5 or 6 qualification.</p> <p>Students who are recorded in another provider's ILR data for the same activity.</p> <p>Students at providers in Northern Ireland, or at providers who were not required to return HESA or ILR data in 2010-11.</p>		

Students without a HMRC or DWP tax or benefits record in any year, or the small minority of students whose personal characteristics data was not sufficiently complete to enable linking to HMRC or DWP records.		
Year 1 (Students leaving in...)	Year 2	Year 3
NONE	NONE	2010-11
Benchmark factors: Subject of study, Entry qualifications (full-time only), Age on entry (full-time only), Ethnicity, Sex (full-time only), Level of study		
'Above median earnings' metric		
<p>This metric is based on the Longitudinal Education Outcomes dataset (LEO), which links higher education and tax data together to chart the transition of graduates from higher education to the workplace. The LEO dataset links information about students, including their personal characteristics, their education (including schools, colleges and higher education providers attended as well as courses taken and qualifications achieved), their employment and income, and any benefits claimed. The metric considers the proportion of qualifiers in sustained employment that are earning over the median salary for 25-29 year-olds, or are in further study.</p> <p>Qualifiers in sustained employment or further study are defined as in the description of the Sustained Employment or Further Study metric above. It is the sustained employment or further study population who form the denominator of this metric, with the exception of students who only have self-assessed employment earnings, who are excluded from the denominator. The numerator includes graduates within this denominator population whose PAYE earnings exceed £21,000.</p> <p>Further detail can be found on the gov.uk website.</p>		
<p>Coverage</p> <p>This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have been awarded full Level 4, 5 or 6 qualifications.</p> <p>Exclusions</p> <p>EU and non-EU international students.</p> <p>Students who were not awarded an undergraduate Level 4, 5 or 6 qualification.</p> <p>Students who are recorded in another provider's ILR data for the same activity.</p> <p>Students at providers in Northern Ireland, or at providers who were not required to return HESA or ILR data in 2010-11.</p> <p>Students without a HMRC or DWP tax or benefits record in any year, or the small minority of students whose personal characteristics data was not sufficiently complete to enable linking to HMRC or DWP records.</p> <p>Students who were not in Sustained Employment or Further Study three years after graduation.</p> <p>Students who had no PAYE earnings recorded.</p>		
Year 1 (Students leaving in...)	Year 2	Year 3
NONE	NONE	2010-11

Benchmark factors: Subject of study, Entry qualifications, Age on entry (part-time only), Ethnicity, Sex, Disability, POLAR, Level of study