Technical algorithms for institutional performance measures

Access and participation indicators, methodology and rebuild descriptions

Enquiries to providermetrics@officeforstudents.org.uk

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Contents

Purpose

1. This document is one of a series of technical documentation that provides detail of the definitions and methodology used by the Office for Students (OfS) in construction of institutional performance measures[1]. Wherever possible we have used consistent definitions and approaches in order to minimise burden on providers in understanding our approaches. This document provides a description of the indicators currently used by the OfS for the purposes of the access and participation data resources. It supplements, and should be read alongside the following documents:

    - 'Technical algorithms for institutional performance measures: Core algorithms'
    - 'User guide for access and participation data resources'.

Enquiries and feedback

2. Enquiries regarding the access and participation data resources should be raised with providermetrics@officeforstudents.org.uk, 0117 931 7230. Any other 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.

Access and participation data resources

3. The indicators described by this document have been defined for the purposes of the access and participation data resources, and include methodologies for each stage of the student lifecycle:

    a. Access indicators.

    b. Continuation indicators.

    c. Attainment indicators, looking at degree outcomes and graduates awarded first or upper second class honours.

    d. Progression indicators, looking at graduates in highly-skilled employment or higher-level study.

4. While these indicator definitions are aligned to and consistent with those used for the monitoring of condition B3[2] for the purposes of ongoing registration with the OfS, and used in the Teaching Excellence and Student Outcomes Framework (TEF) 2018-19 subject-level pilot, there are some differences between their coverage and scope. These differences are outlined within this document.

[1] See www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

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

5. 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 1 are reported in the access and participation data resources at both individual provider level and for the sector as a whole (where the sector includes 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 1: Student characteristics considered within 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 also referred to elsewhere as BAME[3]) Aggregation of Asian, mixed, other and white Aggregation of black, mixed, other and white Aggregation of Asian, black, other and white

[3] Black, Asian and minority ethnic

Student characteristic	Attributes considered
	Aggregation of Asian, black, mixed and white
Disability[4]	Disabled Not known to be disabled
Disability type[5]	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 (2015, IMD) *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

[4] Disability information included within 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.

[5] As footnote 4.

Student characteristic	Attributes considered
	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 2011-12 and 2016-17*	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 *Based on English-domiciled students*	ABMO and IMD quintile 1 or 2 ABMO and IMD quintile 3, 4 or 5 White and IMD quintile 1 or 2 White and IMD quintile 3, 4 or 5
Interaction of sex and English Index of Multiple Deprivation *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

Comparisons of attributes

6. For the access lifecycle stage, we compare data for 18 year-olds within higher education to data for 18 year-olds in the population for ethnicity, POLAR4 and IMD student characteristics. For ethnicity and POLAR4, we compare to the UK population, whereas for IMD we compare to 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 within the population
    - the upper and lower limits of a 95 percent confidence interval for the percentage point gap (see paragraph 13)
    - statistical significance of the percentage point gap (see paragraph 9)
    - ratio of the proportion of 18 year-old students with a particular attribute at the provider and 18 year-olds within the population.

7. 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 paragraph 13)
    - statistical significance of the percentage point gap (see paragraph 10)
    - 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 11).

Statistical significance tests

8. Across the student lifecycle, we perform a number of statistical tests to determine whether 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 below.

9. 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, to the proportion of 18 year-olds in the population with the same attribute; as described in paragraph 6. We carry out a continuityadjusted chi-square test (two-tailed) at the 95 per cent significance level using the Bonferroni correction as described in paragraphs 14 to 15.

10. 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 14 to 15.

11. 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 14 to 15.

12. 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[6] method at the 95 per cent significance level using the Bonferroni correction as described in paragraphs 14 to 15.

13. 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 using the Clopper-Pearson[6] method at the 95 per cent significance level using the Bonferroni correction as described in paragraphs 14 to 15.

14. 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 8 to 13, is that only one comparison will be made. If multiple comparisons are made then the number of comparisons which 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, 2001[7]): the Bonferroni correction has been used to do this.

15. 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:

    - For the access lifecycle stage, the maximum number of comparisons in a single characteristic (5), is considered for each mode (2), level of study (4), year (5 in-year comparisons, plus 2 across year comparisons gives a total of 7) leading to 280 comparisons;

    - For the continuation and progression lifecycle stages, the maximum number of comparisons in a single characteristic (16), is considered for each mode (2), level of study

[6] Clopper, C. J.; Pearson, E. S. “The Use of Confidence or Fiducial Limits Illustrated in the Case of the Binomial.” Biometrika *(*1934), 26, 404–413.

[7] Benjamini, Yoav; Yekutieli, Daniel. “The control of the false discovery rate in multiple testing under dependency.” Ann. Statist. 29 (2001), no. 4, 1165--1188. doi:10.1214/aos/1013699998

(4), year (5 in-year comparisons, plus 2 across year comparisons gives a total of 7) leading to 896 comparisons;

- For the attainment lifecycle stage, the maximum number of comparisons in a single characteristic (16), is considered for each mode (2), level of study (3), year (5 in-year comparisons, plus 2 across year comparisons gives a total of 7) leading to 672 comparisons;

16. Across all the lifecycle stages this gives a total number of comparisons of 2,744. For a twotailed 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 percent. We intend to refine this approach over the next year.

Rounding and suppression

17. The data has been rounded as follows:

- numerators and denominators have been rounded to the nearest 10
- indicators and their confidence intervals have been rounded to the nearest 5 when the denominator rounds to 50 or less, rounded to the nearest 1 when the denominator rounds to 1000 or less, or to the nearest 0.1 otherwise
- gaps and their confidence intervals have been rounded in the same way as indicators as described above, but based on the student group with the smallest denominator
- ratios have been rounded to the nearest 0.1
- 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 5 for 'Black', 'Asian', 'Mixed' ethnic groups and rounded to the nearest 1 for the 'White' and all POLAR4 and IMD quintiles.

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

- 'N' where, after rounding to the nearest 10, there are 20 or fewer students in the population
- 'N/A' where the provider did not report any students in the population, or did not participate in the survey
- '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 – this is equivalent to 68 per cent for fulltime students and 59.5 per cent for part-time students)
- 'DP' indicated suppression for data protection reasons. This is applied where the numerator is two or less 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.

19. Should a comparison involve one or more attributes that have been suppressed, the comparison will also be suppressed.

Free school meals (FSM) measure

20. 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 2011-12 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 (AP) academies, including AP Free Schools. Since pupils are generally 15 years old at the beginning of KS4, the academic year 2016-17 is the earliest year that a full cohort of young entrants (under 21 on entry) are able to be tracked back to the NPD.

21. Consequently, FSM measures are only reported for the most recent two years of the time series (2016-17 and 2017-18), and only for the first two stages of the student lifecycle which are access and continuation. These measures are currently experimental; the OfS is actively exploring the use of FSM measures within access and participation plans and associated data resources.

Apprenticeship students

22. All apprenticeship students are counted within the indicators as full-time students, with their level of study identified according to the level of study of the component higher education qualification that sits within the apprenticeship standard (or framework).

Coverage of the data resources

23. The coverage of each indicator is discussed in detail within the indicator-specific definitions given below. In broad terms, the access and participation data resources cover UK-domiciled undergraduate entrants registered at English higher education providers. Providers are included within the data resources if they are registered by the OfS, where indicators reflect the numbers and outcomes of students registered at that provider: students taught by one provider on behalf of another, under sub-contractual arrangements, are not included in the data of the teaching provider.

Indicator definitions

'Access' indicator

24. The access indicators described at paragraphs 25 to 37 are 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 entrant cohorts.

25. This indicator expresses the number of entrants with a particular attribute as a percentage of all entrants, and where possible, referenced to the UK population of 18 year olds that possess the same attribute.

Coverage of the access indicator

26. 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).

27. The indicator covers students entering higher education:

- between 1 August 2013 and 31 July 2014 (Year 1 of the time series)
- between 1 August 2014 and 31 July 2015 (Year 2)
- between 1 August 2015 and 31 July 2016 (Year 3)
- between 1 August 2016 and 31 July 2017 (Year 4)
- between 1 August 2017 and 31 July 2018 (Year 5).

Presentation of the access indicator

28. 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.

29. For the characteristics of ethnicity and POLAR4 quintile, 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 population[8] of 18 year-olds that 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 gap[9].
- 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 30

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 recorded in another provider's HESA or ILR data for the same activity.
d. Students on a subject knowledge enhancement (SKE) course.

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[8] Or, in the case of attributes related to a student's IMD quintile, the English 18 year old population.

[9] This is calculated using a binomial proportions confidence interval.

e. Students on a course which is taught primarily outside the UK.

UK 18 year-old populations for contextual access data

31. There are three 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 2.

32. 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 2017, and in the 2017-18 academic year a provider has 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 2: Contextual populations

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 ONS and national statistical bodies. Proportions of each ethnicity calculated from census 2011, and applied to populations in each year.
Deprivation	English IMD quintiles	English population of 18 year-olds living in each Index of Multiple Deprivation (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[9].

Sources

33. The UK population of 18 year-olds in each year from 2013 to 2017 is required for each of the contextual metrics. These population estimates are publically available and sourced from the various statistical bodies in each devolved nation:

    a. England and Wales: Sourced from ONS. Population estimates are published by single year of age, at Lower Super Output Area (LSOA 2011) geography.

    b. Northern Ireland: Sourced from NISRA. 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 & Wales. These populations have been calculated by combining the published estimates by single year of age at Parliamentary Constituency,

[9] POLAR4 available on OfS website https://www.officeforstudents.org.uk/data-and-analysis/polarparticipation-of-local-areas/

and the published estimates by broad age band at SOA. This is the method that was used in creating POLAR4.

c. Scotland: Sourced from NRS. Population estimates are published by single year of age at Data Zone 2011 level for the years 2011 to present.

34. The populations of 18 year-olds living in each IMD quintile in England have been derived, for each year from 2013 to 2017. Only England is considered, since the other devolved nations' IMDs are not exactly equivalent to the English IMD.

35. In order to derive the population estimates for POLAR4 quintile:

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.

a. England & Wales: POLAR4 is published at Middle Layer Super Output Area (MSOA 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 living in each quintile in each year.

b. Northern Ireland: POLAR4 is calculated at Super Output Area (SOA 2011), so population estimates can be linked directly, then aggregated as above.

c. Scotland: POLAR4 is calculated at Intermediate Zone (IZ 2001). Population estimates are available at Data Zone (DZ 2011) (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 NSPD[10]) 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.

36. In order to derive the population estimates for ethnicity census 2011 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.

37. The processes described in paragraphs 33 to 36 result in the population estimates shown in table 3.

Table 3: Population estimates of 18 year olds in each year

Country / characteristic	Split	2013	2014	2015	2016	2017
UK / POLAR4	Quintile 1	143,616	144,510	145,361	140,422	139,000
	Quintile 2	148,555	149,275	150,666	146,512	144,332

[10] ONS Postcode Directory, available online: http://geoportal.statistics.gov.uk/

	Quintile 3	152,819	153,588	155,329	152,189	150,671
	Quintile 4	154,771	155,201	156,195	153,784	153,194
	Quintile 5	175,865	177,765	179,826	178,765	178,648
England / IMD	Quintile 1	141,770	143,896	146,743	142,757	142,718
	Quintile 2	130,788	133,917	134,143	132,023	130,722
	Quintile 3	123,711	123,441	125,141	122,938	121,115
	Quintile 4	123,638	124,427	124,242	122,773	122,045
	Quintile 5	130,303	130,072	130,762	128,427	128,533
UK / Ethnic group	Asian	63,728	64,221	64,756	63,533	63,122
	Black	27,624	27,848	28,077	27,553	27,383
	Mixed	24,480	24,673	24,885	24,412	24,256
	Other	8,186	8,249	8,320	8,161	8,108
	White	651,607	655,347	661,339	648,013	642,976

‘Continuation’ indicators

38. The continuation indicators described at paragraphs 39 to 52 are based solely on the individualised student data captured in the HESA and ILR student records.

39. The continuation indicators cover UK-domiciled entrants registered at the higher education provider in question. The continuation outcomes 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).

Presentation of the continuation indicator

40. In addition to the data items described in paragraph 6, the access and participation data resources present information on the continuation indicator for each attribute that includes:

    - Numerator of the indicator – the number of entrants with the attribute in question who continue in UK higher education or completed their studies.

- 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.
- The upper and lower limits of a 95 percent confidence interval for the indicator value.

Full-time continuation indicator

41. 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 which is one year and 14 days after their commencement date. Undergraduate students who qualify at undergraduate or postgraduate level on or before the census date, are still studying at the same provider on the census date, or are studying at higher education level at another provider on the census date are deemed to have continued. All other students are deemed non-continuers.

42. 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 the dates of 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.

43. To be counted positively, 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 negatively.

Coverage of the full-time continuation indicator

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

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

- between 18 July 2012 and 17 July 2013 (Year 1 of the time series)
- 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 from the full-time continuation indicator

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

f. Students on a subject knowledge enhancement (SKE) course.

g. Students on a course which is taught primarily outside the UK.

Part-time continuation indicator

47. 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 which is two years and 14 days after their commencement date. Students who qualify at undergraduate or postgraduate level on or before the census date, are still studying at the same provider on the census date, or are studying at higher education level at another provider on the census date are deemed to have continued. All other students are deemed noncontinuers.

48. To align with the census date period of two years and 14 days, an entrant year cohort is defined based on those students starting courses between the dates of 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 subsequent data reporting period that is two years afterwards.

49. To be counted positively, the student must either have qualified or be recorded as actively studying on a higher education course in the relevant HESA or ILR dataset. Students who transfer to a provider that does not submit data to HESA or ILR will be counted negatively.

Coverage of the part-time continuation indicator

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

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

- between 18 July 2011 and 17 July 2012 (Year 1 of the time series)
- between 18 July 2012 and 17 July 2013 (Year 2)
- between 18 July 2013 and 17 July 2014 (Year 3)
- between 18 July 2014 and 17 July 2015 (Year 4)
- between 18 July 2015 and 17 July 2016 (Year 5).

Exclusions from the part-time continuation indicator

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

f. Students on a subject knowledge enhancement (SKE) course.

g. Students on a course which is taught primarily outside the UK.

‘Attainment’ indicator (degree outcomes and percentage awarded first or upper second)

53. Paragraphs 54 to 58 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.

54. 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

55. This indicator considers 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 UK-domiciled leavers who were registered at the higher education provider in question, whether or not that provider was using their own degree awarding powers.

56. The indicator covers students leaving higher education:

- between 1 August 2013 and 31 July 2014 (Year 1 of the time series)
- between 1 August 2014 and 31 July 2015 (Year 2)
- between 1 August 2015 and 31 July 2016 (Year 3)
- between 1 August 2016 and 31 July 2017 (Year 4)
- between 1 August 2017 and 31 July 2018 (Year 5).

Presentation of the attainment indicator

57. In addition to the data items described in paragraph 6, the access and participation data resources present information on the attainment indicator for each attribute that includes:

- 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.
- 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.
- The upper and lower limits of a 95 percent confidence interval for the indicator value.

Exclusions from the attainment indicator 58

The following exclusions apply:

a. EU and non-EU international students.

b. Students who were not awarded an undergraduate Level 6+ degree qualification with an honours classification.

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

‘Progression’ indicator (highly-skilled employment or higher level study)

59. Paragraphs 59 to 67 provide a description of this indicator, which is based on the Destinations of Leavers in Higher Education (DLHE) survey. The description given here applies equally to full-time and part-time qualifying cohorts.

60. This indicator expresses the number of UK-domiciled leavers who say they are in highly-skilled (also referred to elsewhere as professional) employment or studying at a higher level (or both) as a percentage of all those who are working or studying or seeking work approximately six months after leaving. All other categories are excluded from the denominator for this indicator.

61. Leavers are asked to indicate their current activity, selecting from eight categories. They are then asked to indicate the most important activity. In table 4 below the responses that are included in the progression indicator are highlighted (those in white or yellow are included in the denominator; those in yellow are included in the numerator). The responses that are excluded from the indicator are shaded in grey.

62. 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 SOC mapping protocol (SOC2010)[11]. For this indicator, jobs that are coded in SOC major groups 1-3 are counted as highly-skilled.

63. 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 a higher level than the qualification that they had recently obtained. In responses that have identified the further study as a ‘professional qualification’, the OfS have considered the range of associated courses that have been returned: there is a wide range of provision that has been recorded as a ‘professional qualification’, spanning multiple levels of the Framework for Higher Education Qualifications (FHEQ) as well as qualifications at levels 3 and below. In order to inform our decision on how to treat professional qualifications (as identified by HESA variable TYPEQUAL with valid entry 06[12]) we have also linked some historical DLHE data to HESA and ILR data, the majority of students were studying at a lower level. We have therefore excluded professional qualifications from the definition of progression to higher level study. As the data landscape evolves with the implementation of the Graduate Outcomes survey and the opportunity to make use of linked data to understand graduate’s further study outcomes we intends to keep this indicator definition under review.

[11] www.hesa.ac.uk/support/documentation/industrial-occupational

[12] See https://www.hesa.ac.uk/collection/c16018/a/typequal

Table 4: DLHE responses that are included in the progression indicator

(Those responses shown in white and yellow are included in the denominator; those highlighted in yellow are included in the numerator). The responses that are excluded from the indicator are shaded in grey)

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
		XX Ineligibility or explicit refusal	N/A	N/A	N/A
Working fulltime	Engaged in fulltime study, training or research **or** Engaged in parttime further study, training or research	03 Primarily in work and also studying	SOC 1-3	All	All
			Other	All	All
	Otherwise	01 Full-time work	SOC 1-3	All	All
			Other	All	All
Working parttime	Engaged in fulltime study, training or research **or** Engaged in parttime further study, training or research	03 Primarily in work and also studying	SOC 1-3	All	All
			Other	All	All
	Otherwise		SOC 1-3	All	All

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
		02 Part-time work	Other	All	All
Unemployed and looking for work		08 Unemployed		All	All
Due to start a job in the next month	Working full-time	01 Full-time work	SOC 1-3	All	All
			Other	All	All
	Engaged in fulltime further study, training or research, provided that 'Working fulltime' has not been selected.	05 Full-time study		Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research
				PhD	01 – Higher degree, mainly by research
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate
				Other undergraduate	04 – First degree
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree
				All	Other
	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
			Other	All	N/A
	Otherwise	07 Due to start work		All	N/A

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
Engaged in full-time further study, training or research	Working full-time **or** Working parttime	04 Primarily studying and also in work		Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research
				PhD	01 – Higher degree, mainly by research
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate
				Other undergraduate	04 – First degree

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree
				All	Other
	Otherwise	05 Full-time study		Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research
				PhD	01 – Higher degree, mainly by research
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate
				Other undergraduate	04 – First degree
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree
				All	Other
Engaged in part-time further study, training or research	Working full-time **or** Working parttime	04 Primarily studying and also in work		Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research
				PhD	01 – Higher degree, mainly by research
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate
				Other undergraduate	04 – First degree
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree
				All	Other
	Otherwise	06 Part-time study		Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE, postgraduate taught masters	01 – Higher degree, mainly by research
				PhD	01 – Higher degree, mainly by research
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components, other postgraduate, PGCE	02 – Higher degree, mainly by taught course

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Level of qualification recently obtained	Type of qualification (TYPEQUAL)
				Postgraduate taught masters, PhD	02 – Higher degree, mainly by taught course
				Other undergraduate, first degree, undergraduate qualifications containing postgraduate components	03 – Postgraduate diploma or certificate
				Other postgraduate, PGCE, postgraduate taught masters, PhD	03 – Postgraduate diploma or certificate
				Other undergraduate	04 – First degree
				First degree, undergraduate qualifications containing postgraduate components other postgraduate, PGCE, postgraduate taught masters, PhD	04 – First degree
				All	Other
Taking time out in order to travel		09 Other			
Something else		09 Other			

Coverage of the progression indicator

64. This indicator includes all UK-domiciled leavers who are included in the relevant HESA and ILR datasets, and have been awarded full higher education qualifications and 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:

    - First degree
    - Other undergraduate
    - Undergraduate including a postgraduate component
    - All undergraduates (the total of the three levels listed above).

65. 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).

Presentation of the progression indicator

66. In addition to the data items described in paragraph 6, the access and participation data resources present information on the progression indicator for each attribute that includes:

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

Exclusions from the progression indicator

67. The following exclusions apply:

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

Alignment of indicator definitions across OfS regulatory uses

68. The indicators described in paragraphs 25 to 67 have been defined with regard to the purposes of the access and participation data resources. A number of the indicators are similar to those used for the monitoring of condition B3[14] for the purposes of ongoing registration with the OfS, and used in the TEF 2018-19 subject-level pilot. Wherever possible we have kept the definitions of the indicators the same in order to reduce confusion. However, there are a number of places where the different purposes of the indicators mean that it is necessary to vary the definitions, Table 5 details the key coverage and definitional issues in each use.

Table 5 Variations in indicator coverage or scope, by OfS regulatory use

	Access and participation data resources	Monitoring of condition B3	TEF 2018-19 subject-level pilot
Provider coverage	Students registered at the higher education provider in question	Students registered at the higher education provider in question	Students taught[15] at the higher education provider in question
Student coverage: access indicators	UK domiciled undergraduates only	Not included	Not included
Student coverage: continuation indicators (full- and part-time)	UK domiciled undergraduates only	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK domiciled undergraduates only
Student coverage: attainment indicators	UK domiciled undergraduates only	All students (UK, EU and non-EU, undergraduates and postgraduates)	All undergraduates (UK, EU and non-EU)
Student coverage: progression indicators	UK domiciled undergraduates only	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK domiciled undergraduates only

[14] See www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/

[15] Normally, the teaching provider is the provider where the student spends the majority of their first two years. If there is no majority, the student is considered to be taught at the registering provider.

	Access and participation data resources	Monitoring of condition B3	TEF 2018-19 subject-level pilot
Indicator definition: progression indicators	Highly-skilled employment or higher level study	Professional employment or postgraduate study, and highly-skilled employment or higher level study	Highly-skilled employment or higher level study
Granularity	Time series within each mode, level and characteristic	Time series within each mode and level of study, characteristics based on aggregate of available data from the whole time series	Time series within each mode of study, level of study and characteristics based on aggregate of available data from the whole time series
Time series included: access indicators and/or attainment indicators	5 years (2013-14 to 2017-18)	5 years (2013-14 to 2017-18)	5 years (2012-13 to 2016-17)
Time series included: continuation indicators	5 years (2012-13 to 2016-17 for full-time, 2011-12 to 2015-16 for part-time)	5 years (2012-13 to 2016-17 for full-time, 2011-12 to 2015-16 for part-time)	3 years (2013-14 to 2015-16 for full-time, 2012-13 to 2014-15 for part-time)
Time series included: progression indicators	5 years (2012-13 to 2016-17)	5 years (2012-13 to 2016-17)	3 years (2014-15 to 2016-17)

Rebuild instructions

69. This section details how the indicators used in the access and participation data resources can be rebuilt from individualised student data. 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 publically 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.

70. The individualised files are provided as a separate file for each academic year, with a 2-digit prefix (e.g. 13 corresponds to academic year 2013-14). In the metrics files, 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 2013-14, while for part-time continuation metrics it is 2011-12). For details see the heading titled 'Coverage of the indicator' in the relevant section of this document.

71. In all cases, the access, 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 a five-year time series.

72. All populations throughout the access and participation data resources are limited to UKdomiciled undergraduates (using DFAPAPPEXCL = 0).

Notes

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, B3MONFPE values must be summed and divided by 100, before rounding to the nearest 5.

Identifying student characteristics and attributes

73. The student characteristics, and the attributes, can be rebuilt using the filters and variables described in Table 6. Filters highlighted in yellow identify the limitations that apply to the wider scope of the student characteristic under consideration.

Table 6: Filters to identify student characteristics and attributes

Student characteristic (identified by SplitType variable)	Filter to identify the different attributes of the characteristic
Age (on entry to higher education programme) *SplitType = AgeOnCommencement*	B3MONAGEBAND31AUG = **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
Participation of Local Areas classification (POLAR4) *SplitType = POLAR4Quintile*	B3MONPOLAR4 ≠ **UNKNOWN** and B3MONAGEBAND31AUG = **U21** and B3MONPOLAR4 = **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 POLAR4Q 1345 **1, 2, 4, 5** for POLAR4Q 1245 **1, 2, 3, 5** for POLAR4Q 1235 **1, 2, 3, 4** for POLAR4Q 1234 B3MONPOLAR4 ≠ **UNKNOWN** and B3MONBIRTHDATE in the year that equates to B3MONYEAR_ST–18 and B3MONPOLAR4 = **1** for POLAR4Q1_Age18 **2** for POLAR4Q2_Age18 **3** for POLAR4Q3_Age18 **4** for POLAR4Q4_Age18 **5** for POLAR4Q5_Age18

English Index of Multiple Deprivation (2015, IMD) *SplitType = EnglishIMDQuintile*	B3MONIMD ≠ **UNKNOWN** and B3MONDOM = **E** and B3MONIMD = **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 **1, 2, 3, 5** for IMDQ1235 **1, 2, 3, 4** for IMDQ1234 B3MONIMD ≠ **UNKNOWN** and B3MONDOM = **E** and B3MONBIRTHDATE in the year that equates to B3MONYEAR_ST–18 and B3MONIMD = **1** for IMDQ1_Age18 **2** for IMDQ2_Age18 **3** for IMDQ3_Age18 **4** for IMDQ4_Age18 **5** for IMDQ5_Age18
Ethnicity *SplitType = Ethnicity*	B3MONETHNIC ≠ **U** and B3MONETHNIC = **A** for Asian **B** for Black **M** for Mixed **O** for Other **W** for White **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 B3MONETHNIC ≠ **U** and B3MONBIRTHDATE in the year that equates to B3MONYEAR_ST–18 and B3MONETHNIC = **A** for Asian_Age18 **B** for Black_Age18 **M** for Mixed_Age18 **O** for Other_Age18 **W** for White_Age18
Disability *SplitType = Disability*	B3MONDISABLE = **Y** for Disabled **N** for NoKnownDisability
Disability type *SplitType = DisabilityType*	B3MONDISABLETYPE = **COG** for CognitiveAndLearning **MH** for MentalHealth **MULTI** for MultipleImpairments **PHY** for SensoryMedicalAndPhysical **SOC** for SocialAndCommunication **NONE** for NoKnownDisabilityType

Sex *SplitType = Sex*	B3MONSEX = **1** for Male **2** for Female
Eligibility for free school meals *SplitType = FSMEligibility*	B3MONAGEBAND31AUG = **U21** and B3MONFSMPOP = **1** and FSM_STATE = **1** for EligibleForFSM **0** for NotEligibleForFSM
Interaction of ethnicity and English Index of Multiple Deprivation *SplitType = Int_IMDEthnicity*	B3MONDOM = **E** and B3MONETHNIC ≠ **U** and B3MONIMD ≠ **NA UNKNOWN** and B3MONIMD IMDQ12_ ABMO = **1, 2** and B3MONETHNIC = **A, B, M, O** for B3MONIMD = IMDQ B3MONIMD ABMO = **3, 4, 5** and B3MONETHNIC = **A, B, M, O** for B3MONIMD IMDQ345_W = **1, 2** and B3MONETHNIC = **W** for B3MONIMD IMDQ12_White **3, 4, 5** and B3MONETHNIC = **W** for
Interaction of ethnicity and POLAR4 classification *SplitType = Int_POLAREthnicity*	B3MONAGEBAND31AUG = **U21** and B3MONETHNIC ≠ **U** and B3MONPOLAR ≠ **U** and B3MONPOLAR = POLAR4Q12_ ABMO = **1, 2** and B3MONETHNIC = **A, B, M, O** for B3MONPOLAR = POLAR4Q345_ ABMO = **3, 4 ,5** and B3MONETHNIC = **A, B, O** for B3MONPOLAR = POLAR4Q12_White = **1, 2** and B3MONETHNIC = **W** for B3MONPOLAR = POLAR4Q345_White = **3, 4, 5** and B3MONETHNIC = **W** for
Interaction of sex and English Index of Multiple Deprivation *SplitType = Int_IMDSex*	B3MONDOM = **E** and B3MONSEX ≠ **9** and B3MONIMD ≠ **NA, UNKNOWN** and B3MONIMD = **1, 2** and B3MONSEX = **1** for IMDQ12_Male B3MONIMD = **3, 4, 5** and B3MONSEX = **1** for IMDQ345_Male B3MONIMD = **1, 2** and B3MONSEX = **2** for IMDQ12_Female B3MONIMD = **3, 4, 5** and B3MONSEX = **2** for IMDQ345_ Female
Interaction of sex and POLAR4 classification *SplitType = Int_POLARSex*	B3MONAGEBAND31AUG = **U21** and B3MONSEX ≠ **9** and B3MONPOLAR ≠ **U** and B3MONPOLAR = **1, 2** and B3MONSEX = **1** for POLAR4Q12_Male B3MONPOLAR = **3, 4, 5** and B3MONSEX = **1** for POLAR4Q345_Male B3MONPOLAR = **1, 2** and B3MONSEX = **2** for POLAR4Q12_Female B3MONPOLAR = **3, 4, 5** and B3MONSEX = **2** for POLAR4Q345_Female

Access

74. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode (using B3MONMODE and B3MONAPPRENTICE, and B3MONLEVEL respectively). Full-time students can be identified using B3MONMODE = FT or B3MONAPPRENTICE = 1, and part-time students with B3MONMODE = PT and B3MONAPPRENTICE ≠ 1. Access indicators are reported separately for entrants at each of the following levels:

    - First degree, defined by B3MONLEVEL = DEG
    - Other undergraduate, defined by B3MONLEVEL = OUG
    - Undergraduate including a postgraduate component, defined by B3MONLEVEL = PUGD, PUGO
    - All undergraduate students, defined by B3MONLEVEL = DEG, OUG, PUGD, PUGO.

75. Restrict further, to students included in the access indicator populations, using B3MONACCEXCL = 0.

Denominator of the indicator: DFAPAPPEXCL = 0 and B3MONACCEXCL = 0 and all students in scope for the SplitType (using the highlighted filters in Table 6)
Numerator of the indicator: DFAPAPPEXCL = 0 and B3MONACCEXCL = 0 and students with the attribute (using the filters in Table 6)

Continuation

76. 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 6.

Denominator of the indicator: DFAPAPPEXCL = 0 and B3MONCONEXCL = 0

Numerator of the indicator: DFAPAPPEXCL = 0 and B3MONCONEXCL = 0 and B3MONCONINDFULL = CONTINUING, QUALIFIED, TRANSFER

Note: for data protection reasons, B3MONCONINDFULL is not included in the individualised files; hence recreation of this numerator is not possible.

Full-time continuation

77. Full-time students can be identified using B3MONMODE = FT or B3MONAPPRENTICE = 1.

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

    - First degree, defined by B3MONLEVEL = DEG
    - Other undergraduate, defined by B3MONLEVEL = OUG
    - Undergraduate including a postgraduate component, defined by B3MONLEVEL = PUGD, PUGO
    - All undergraduate students, defined by B3MONLEVEL = DEG, OUG, PUGD, PUGO.

Part-time continuation

79. Part-time students can be identified using B3MONMODE = PT and B3MONAPPRENTICE ≠ 1.

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

    - First degree, defined by B3MONLEVEL = DEG
    - Other undergraduate, defined by B3MONLEVEL = OUG
    - Undergraduate including a postgraduate component, defined by B3MONLEVEL = PUGD, PUGO
    - All undergraduate students, defined by B3MONLEVEL = DEG, OUG, PUGD, PUGO.

Attainment

81. 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 B3MONEMPLEVEL = DEG, PUGD) who were awarded classified degrees. Full-time students can be identified using B3MONEMPMODE = FT or B3MONAPPRENTICE = 1, and part-time students with B3MONEMPMODE = PT and

    B3MONAPPRENTICE ≠ 1. Restrict further, to students with the attribute in question, using the filters in Table 6.

Denominator of the indicator: DFAPAPPEXCL = 0 and B3MONDOQUALPOP = 1 and B3MONDODEGCLASS ≠ UNCLASS, NA

Numerator of the indicator: DFAPAPPEXCL = 0 and B3MONDOQUALPOP = 1 and B3MONDODEGCLASS = FIRST, 2_1

Progression

82. 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 B3MONEMPMODE = FT or B3MONAPPRENTICE = 1, and part-time students with B3MONEMPMODE = PT and B3MONAPPRENTICE ≠ 1. Progression indicators are reported separately for leavers at each of the following levels:

    - First degree, defined by B3MONEMPLEVEL = DEG
    - Other undergraduate, defined by B3MONEMPLEVEL = OUG
    - Undergraduate including a postgraduate component, defined by B3MONEMPLEVEL = PUGD, PUGO
    - All undergraduate students, defined by B3MONEMPLEVEL = DEG, OUG, PUGD, PUGO.
    -

Denominator of the indicator: DFAPAPPEXCL = 0 and B3MONEMPEXCL = 0 and B3MONEMPINDPOP = 1

Numerator of the indicator: DFAPAPPEXCL = 0 and B3MONEMPEXCL = 0 and B3MONEMPINDPOP = 1 and B3MONHSEMPHLSTUDY= 1

DLHE response rates

83. For the progression indicators to be reportable, a response rate threshold for the Destinations of Leavers from Higher Education survey (DLHE) must be met. For the DLHE, this is 85 per cent of the target, which is 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 paragraph 82 above).

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

Denominator: DFAPAPPEXCL = 0 and B3MONEMPEXCL = 0

Numerator: DFAPAPPEXCL = 0 and B3MONEMPEXCL = 0 and B3MONEMPRESPONSE = 1

List of abbreviations

ABMO	Asian, black, mixed and other
AP	Alternative Provision
BAME	Black, Asian and minority ethnic
DLHE	Destination of Leavers from Higher Education
DZ	Data Zone
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
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