

ILR data used in TEF year 3

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Topics covered in this presentation

- Overview of TEF Year 3 metrics and data used
- More detail on the ILR fields used in TEF Year 3
- Data Checking Tool output
- How to find out more

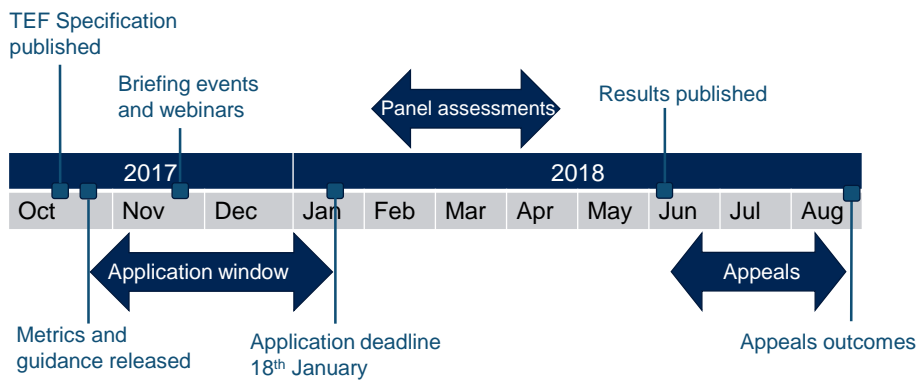
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Expectations for TEF Year 4

- Like TEF Year 3
- Subject level pilot

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TEF Year 3 timeline



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The assessment framework

Aspects of quality:	Teaching Quality	Learning Environment	Student Outcomes and Learning Gain
Criteria:	Teaching quality criteria	Learning environment criteria	Student outcomes and learning gain criteria
Evidence:			
• Core and split metrics	Teaching; Assessment and feedback (NSS)	Academic support (NSS); Continuation (HESA/ILR data)	Employment / Highly skilled employment or further study (DLHE)
	Split metrics		
• Submission and supplementary metrics	Provider submission		
	Grade inflation (provider declaration)		Sustained employment / Above median earnings or further study (LEO)
Outcome:	TEF award & Statement of findings		

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TEF Year 3 metrics

Core metrics:

1. Teaching on my course (NSS)
2. Assessment and Feedback (NSS)
3. Academic support (NSS)
4. Continuation
5. Employment or further study (DLHE)
6. Highly skilled employment or further study (DLHE)

Supplementary metrics:

1. Sustained employment or further study (LEO)
2. Above median earnings threshold or further study (LEO)
3. Grade inflation (self-declared by providers with DAPs)

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Metrics – data sources

NSS-based metrics (Student satisfaction)

- 2015, 2016 and 2017 NSS
- Questions grouped into scales, average agreement to the scale
- Includes international students studying in the UK

Continuation

- FT UK entrants in 2012-13, 2013-14 and 2014-15
- PT UK entrants in 2011-12, 2012-13 and 2013-14

DLHE (Employment/further study)

- 2013-14, 2014-15 and 2015-16 UK domiciled qualifiers, 6 months after leaving
- Percentage employed or in further study
- Highly skilled: defined as SOC 1-3

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The workbook – Core metrics

Number of years of suitable metrics:	3
Majority mode of study:	Full-time
Part-time accounts for 35% or more of provision by headcount:	Yes

	Core metrics						Year†			Splits differ?
	Denominator	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)	Z-score	Flag	1	2	3	
Full-time headcount: 285 (62%)										
The teaching on my course	130	90.2	*	84.8	5.4	2.0				No
Assessment and feedback	130	87.0	*	78.0	9.0	2.7		+		No
Academic support	130	88.2	*	83.6	4.6	1.6				Yes
Continuation	529	86.6		84.2	2.3	1.9			++	Yes
Employment or further study	181	90.6		92.7	-2.1	-1.1	R			No
Highly skilled employment or further study	181	72.9		70.2	2.7	0.9	R			Yes
Part-time headcount: 175 (38%)										
The teaching on my course	57	87.3		85.0	2.2	0.5				No
Assessment and feedback	57	83.4		75.3	8.1	1.6			+	Yes
Academic support	57	85.9		79.9	6.1	1.3			+	Yes
Continuation	157	84.1		82.3	1.8	0.6			N	No
Employment or further study	147	96.6		98.2	-1.6	-1.1				No
Highly skilled employment or further study	147	70.1		78.4	-8.4	-2.6	-		-	No

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The benchmarking factors

Factor	NSS	Continuation	Employment or further study	Highly skilled employment or further study	Sustained employment	Above median earnings threshold
Subject of study	✓ (33 groups)	✓ (9 groups)	✓ (9 groups)	✓ (33 groups)	✓ (33 groups)	✓ (33 groups)
Entry qualifications		✓ (full time only, 28 groups)	✓ (4 groups)	✓ (4 groups)	✓ (Full-time only, 4 groups)	✓ (4 groups)
Age on entry	✓	✓	✓	✓	✓ (Full-time only)	✓ (Part-time only)
Ethnicity	✓ (full time only)	✓	✓	✓	✓	✓
Sex			✓	✓	✓ (Full-time only)	✓
Disability	✓			✓		✓
POLAR 3		✓		✓		✓
Level	✓ (full time only)	✓ (full time only)	✓	✓	✓	✓
Year	✓					

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Symbols

+ **-** Significantly above/below benchmark (at 1.96 standard deviation and 2 percentage point level)

++ **--** Significantly above/below benchmark (at 3 standard deviation and 3 percentage point level)

***** **!** Indicator value in the top/bottom 10% of absolute performance

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A metric is not reportable if:

- ×No students in the population (N/A)
- ×There are fewer than 10 students (N)
- ×The NSS or DLHE response rate was too low (R)
- ×There is insufficient data for benchmarking (SUP)
- ×Data protection suppression (DP)

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Contextual data

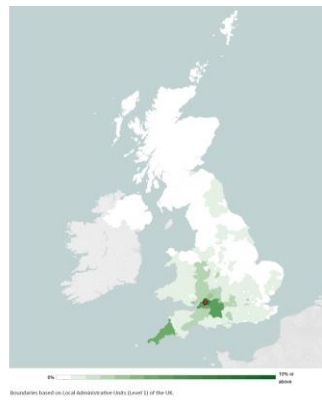
Contextual data and maps will help the assessors understand the size, nature and context of the provider; but do not directly impact the assessment.

The workbook contains a breakdown of students by (averaged over last 3 years):

Subject	Tariff
Level	Domicile
Age	Local students
Ethnicity	POLAR and IMD
Sex	
Disability	

Two maps indicate where students were prior to entry; and after completion

University of North Bristol: Student domicile prior to entry



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Key ILR fields - General

- Level - based on our derived field **HEFQAIM**:
 - **QUAL_TYP**
 - **ENG_LEVE**
 - **AWARD_BO_UKPRN**
- Mode:
 - **MODESTUD**

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Key ILR fields - General

- Where student is taught in their first year:
 - **PARTNERUKPRN** and **PCOLAB** (for students registered at your college but sub-contracted out)
 - Do not record in ILR students sub-contracted in
 - For those sub-contracted in, we use the HESA data of the registering institution

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Key ILR fields – Student satisfaction

- Population for indicator – undergraduates who responded to the NSS:
 - Those in NSS target list who responded
 - Level and Mode (as above)
- Student satisfaction flag:
 - Responses to NSS questions 1-12 (NSS16 and earlier), or questions 1-4 and 8-14 (NSS17)

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Key ILR fields – Continuation

- Population for indicator – UK-domiciled undergraduate entrants:
 - Mode (as above) and **STULOAD**
 - Level (as above)
 - **LEARNSTARTDATE, LEARNACTENDDATE**
 - **DOMICILE**

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Key ILR fields – Continuation

- Continuation indicator – continued/qualified, transferred or inactive:
 - Level (as above)
 - **OUTCOME**
 - **LEARNPLANENDDATE, LEARNACTENDDATE**
 - Looks at same ILR fields in the year (or two years) following entry for continuation
 - Looks at HESA/ILR fields (across all kinds of providers) in the year (or two years) following entry for transfers

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Key ILR fields – Employment/further study

- Population for indicator – UK-domiciled undergraduates who responded to DLHE and available for work/study:
 - Those in DLHE target list who responded
 - **DOMICILE**
 - Level (as above)
 - **STATUS, MIMPACT, ALLACT1-8**

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Key ILR fields – Employment/further study

- Employment/further study flag:
 - **STATUS, MIMPACT, ALLACT1-8**
 - Highly skilled employment/further study flag also uses **SOCDLHE2010**

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Key ILR fields – supplementary metrics

- Grade inflation population – first degree qualifiers who are taught at the registering provider:
 - **OUTCOME**
 - Level (as above)
 - Where student is taught (as above)
- Degree classification:
 - **OUTGRADE**

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Key ILR fields – supplementary metrics

- LEO population – UK-domiciled undergraduates who achieved their qualification:
 - **DOMICILE**
 - **OUTCOME**
 - Level (as above)

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Key ILR fields – Benchmarking factors and splits

- Subject:
 - **LDCS_CO1-3**
 - **PCFLDCS, PCSLDCS, PCTLDCS**
- Entry qualifications:
 - **QUALENT2/3**
 - OfS calculation of tariff points
 - OfS identification of A-level, BTEC National and International Baccalaureate grades

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Key ILR fields – Benchmarking factors and splits

- Age:
 - DATEOFBIRTH
 - LEARNSTARTDATE
- Ethnicity:
 - ETHNICITY

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Key ILR fields – Benchmarking factors and splits

- Sex:
 - SEX
- Disability:
 - LLDDHEALTHPROB, LLDDCAT, LLDD_DS, LLDD_LD
- POLAR and IMD:
 - DOMICILE
 - POSTCODEPRIOR

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Key ILR fields – Context statistics and maps

- Population is undergraduates in most recent 3 years of data – uses:
 - **HEFQAIM**
 - Mode and Level (as above)
 - **LEARNSTARTDATE, LEARNPLANENDDATE, LEARNACTENDDATE**
- Level, Age, Ethnicity, Sex, Disability – as above

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Key ILR fields – Context statistics and maps

- Tariff, POLAR and IMD, Subjects – as above
- Domicile – **DOMICILE**
- Local students:
 - **DOMICILE**
 - **POSTCODEPRIOR**
 - **HEPOSTCODE** or **DELLOCPOSTCODE**
- Maps:
 - Student domicile prior to entry: **POSTCODEPRIOR**
 - Graduate employment locations: **EMPPCODE**

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Data Checking Tool output - Student characteristics data summary

- No specific TEF information but covers many of the fields used in things like benchmarking
- Screenshot shows QVALENT3 summary – other sheets are similar to this one
- Data quality issues here could impact TEF or any other use of ILR data talked about today
- Check distribution across each value looks sensible – and pay particular attention to the number of unknowns

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Data Checking Tool output - Student characteristics data summary

	All students		All UG students		UK domiciled UG students		All PG students	
	Headcount	Percentage of total	Headcount	Percentage of total	Headcount	Percentage of total	Headcount	Percentage of total
Baccalaureate	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other Level 3 qualifications	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Foundation course	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Access course	0	0.0%	0	0.0%	0	0.0%	0	0.0%
HE: Postgraduate level	0	0.0%	0	0.0%	0	0.0%	0	0.0%
HE: First degree level	0	0.0%	0	0.0%	0	0.0%	0	0.0%
HE: Other undergraduate level	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No formal qualifications	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other qualifications (unknown level, or below level 3)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown*	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Totals	0		0		0		0	

How to find out more

Email tefmetrics@officeforstudents.org.uk

Links

TEF Year 3 metrics rebuild document and technical document: TBC

TEF Year 3 metrics webinar: TBC

The TEF Specification: www.gov.uk/government/collections/teaching-excellence-framework



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