

## TEF Year Three metrics workbooks: rebuild document

1. The TEF Year Three metrics workbooks contain a number of worksheets. This document details how some of the data in the TEF1718\_XXXXXXXX.xlsx workbook can be rebuilt from the five individualised files we provide (TEF1718\_YY\_XXXXXXXX\_IND.csv, where XXXXXXXX denotes the combined UKPRN and name of the provider and YY denotes the year of the individualised data – for example, YY = 14 for data primarily sourced from a 2014-15 HESA/ILR data return). It also gives explanations of the data contained in each of the worksheets, described in order of the workbook structure below.

### Important notes

2. The individualised files provided this year are at **subject level**, meaning one 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: values must be weighted by TEFFPE in order to derive a true figure. For example, to derive the headcount of full-time first degree students in a particular year, select the TEFUKPRN for your provider, TEFCONTEXTPOP = 1, TEFMODE = FT and TEFLEVEL=DEG. Sum the TEFFPE for the resulting records and divide by 100.
3. Additionally, there are two worksheets within the TEF Year Three metrics workbooks which contain supplementary metrics derived from the Department for Education's Longitudinal Education Outcomes (LEO) dataset. The LEO dataset links 2010-11 HESA and ILR student records with graduates' 2014-15 financial year tax and benefits data held by HMRC and DWP. To ensure that no provider is able to identify any individual student's contribution (or lack thereof) to the LEO-based metrics, HEFCE are unable to supply any student-level data on these metrics. Consequently, an individualised file for 2010-11 data returns is not available and it is not therefore possible to rebuild figures shown in the 'Supplementary metrics and splits' and 'Supplementary metrics detail' worksheets using the individualised files.

### Contextual data

4. This worksheet contains tables of contextual data for the provider. Figures in these tables can be rebuilt from the 2013-14, 2014-15 and 2015-16 individualised files by selecting TEFUKPRN equals your provider, TEFCONTEXTPOP = 1, TEFMODE = FT or PT and the relevant filter from the table below. Figures are presented as an average across the context period considered, and can be rebuilt by averaging the three years of data<sup>1</sup> for each category:

Category	Filter to apply in individualised file
Overall	Headcount = TEFFPE / 100

<sup>1</sup> This can be rebuilt from the individualised files by summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt the number of years divided by is the larger of the number of years with FT or PT data.

	FTE = (TEFSTULOAD / 100) * (TEFFPE / 100)
Level of study	TEFLEVEL = PUGD, PUGO for PG / UG boundary, DEG for First degree OUG for Other undergraduate
Age	TEFCONTEXTAGE = U21 for Under 21 21_30 for 21 to 30 30+ for Over 30
Ethnicity	TEFETHNIC = W for White B for Black A for Asian O for Other U for Unknown
Sex	TEFSEX = 1 for Male 2 for Female 9 for Other
Disability	TEFDISABLE = Y for Yes N for No
Entry qualifications	TEFTARGRP = HE for HE-level H for High tariff M for Medium tariff L for Low tariff NONE for Non-tariff NONUK for Non-UK students
Domicile	TEFDOM = E, S, W, N for UK OEU for Other EU OTHER for Non-EU
Local students	TEFLOCAL = Y for Yes N for No
POLAR	TEFCONTEXTAGE = U21 and TEFPOLAR = 1, 2, 3, 4, 5
English IMD (EIMD)/ Scottish IMD (SIMD)/ Welsh IMD (WIMD)/	TEFIMD = 1, 2, 3, 4, 5

Northern Ireland IMD (NIMD)		
Welsh Communities First	(Welsh providers only) TEFCF = Y for Yes N for No	
Welsh medium	(Welsh providers only) TEFWM = N for 0 to 5 5PLUS for 5 to 40 40PLUS for Over 40	
Subject of study	Sum (TEFFPE / 100) for the relevant subject (TEFSBJ_CAH2 = the values shown below)	
	Medicine and dentistry	CAH01-01
	Nursing	CAH02-01
	Pharmacology, toxicology and pharmacy	CAH02-02
	Subjects allied to medicine not otherwise specified	CAH02-03
	Biosciences	CAH03-01
	Sport and exercise sciences	CAH03-02
	Psychology	CAH04-01
	Veterinary sciences	CAH05-01
	Agriculture, food and related studies	CAH06-01
	Physics and astronomy	CAH07-01
	Chemistry	CAH07-02
	Physical, material and forensic sciences	CAH07-03
	General and others in sciences	CAH08-01
	Mathematical sciences	CAH09-01
	Engineering	CAH10-01
	Technology	CAH10-02
	Computing	CAH11-01
	Geographical and environmental studies	CAH12-01
	Architecture, building and planning	CAH13-01
Humanities and liberal arts (non-specific)	CAH14-01	
Sociology, social policy and anthropology	CAH15-01	
Economics	CAH15-02	

	Politics	CAH15-03
	Health and social care	CAH15-04
	Law	CAH16-01
	Business and management	CAH17-01
	Communications and media	CAH18-01
	English studies	CAH19-01
	Celtic studies	CAH19-02
	Languages, linguistics and classics	CAH19-03
	History and archaeology	CAH20-01
	Philosophy and religious studies	CAH20-02
	Creative arts and design	CAH21-01
	Education and teaching	CAH22-01
	Combined and general studies	CAH23-01

5. The totals across each category may not always match due to the differing population, the differing treatment of unknowns in each category or where the average values have been rounded to the nearest five.

## Core metrics

6. This worksheet contains the core metrics and other key information taken from the 'Core metrics and splits' worksheet.

## Core metrics and splits

7. This worksheet contains:

- All core metrics, separately for full-time and part-time students
- A headcount of full-time and part-time students, used in setting the majority mode<sup>2</sup>
- The splits for each metric
- Whether any of the flags on the split metrics are different from the flag on the core metric
- How many years of suitable metrics a provider has
- Whether part-time accounts for 35 per cent or more of provision by headcount.

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<sup>2</sup> This can be rebuilt from the 2013-14, 2014-15 and 2015-16 individualised files by selecting TEFCONTEXTPOP = 1 and TEFMODE = FT or PT, then summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt the number of years divided by is the larger of the number of years with FT or PT data.

## Splits

8. To calculate the numerators and denominators for the split metrics, filter to the following values in addition to those for the core metrics:

Split	Individualised files to use or filter to apply in individualised file
Years	<p>For student satisfaction and employment/destinations metrics use the individualised file for:            2013-14 for Year 1            2014-15 for Year 2            2015-16 for Year 3</p> <p>For full-time continuation metrics use the individualised file for:            2012-13 for Year 1            2013-15 for Year 2            2014-15 for Year 3</p> <p>For part-time continuation metrics use the individualised file for:            2011-12 for Year 1            2012-13 for Year 2            2013-14 for Year 3</p>
Level of study	<p>For student satisfaction and continuation metrics: TEFLEVEL =            PUGD, PUGO for PG/UG boundary            DEG for First degree            OUG for Other UG</p> <p>For employment/destinations metrics: TEFEMPLEVEL =            PUGD, PUGO for PG/UG boundary            DEG for First degree            OUG for Other UG</p>
Age	<p>For full-time metrics: TEFCONTEXTAGE =            U21 for Young            21_30, 30+ for Mature</p> <p>For part-time metrics: TEFCONTEXTAGE =            U21, 21_30 for Young            30+ for Mature</p>
POLAR	<p>For providers in England and Wales: TEFCONTEXTAGE = U21            and TEFPOLAR =            1, 2 for Yes            3, 4, 5 for No</p>
National IMD	<p>For providers in England, Scotland and Northern Ireland:            TEFIMD =</p>

	1, 2 for Yes 3, 4, 5 for No  For providers in Wales: TEFIMD = 1 or TEFCF = Y for Yes TEFIMD = 2, 3, 4, 5 and TEFCF = N for No
Ethnicity	TEFETHNIC = W for White A, B, O for BME
Disabled	TEFDISABLE = Y for Yes N for No
Sex	TEFSEX = 1 for Male 2 for Female
Welsh medium	For Welsh providers only: TEFWM = N for 0 to 5 5PLUS for 5 to 40 40PLUS for Over 40
Domicile	TEFDOM = E, S, W, N for UK OEU for OtherEU OTHER for NonEU

## Metrics detail worksheets

9. These worksheets contain all the figures that are used in the calculation of the core metrics and splits in the key worksheets.

### Metrics detail\_Populations

10. This worksheet contains the numerators and denominators that inform the calculation of the indicators used in the significance flags in the 'Core metrics and splits' worksheet. Most figures can be rebuilt from the individualised files by selecting the values specified below.

### Student satisfaction

11. Note that due to the commitments given to students when completing the NSS, only the derived fields that indicate inclusion in the NSS response rate population (TEFNSSEXCL1, TEFNSSEXCL2, TEFNSSEXCL4, TEFNSSEXCL8 and TEFNSSEXCL) are shown in the individualised files. Nevertheless full instructions have been included here on the calculation of these metrics.

12. Using the 2013-14, 2014-15 and 2015-16 data (which corresponds to NSS15, NSS16 and NSS17 respectively), the values specified below are selected for the relevant mode (TEFMODE = FT or PT) and level (TEFLEVEL in DEG, OUG, PUGD, PUGO) and where TEFUKPRN equals your provider.

#### The teaching on my course

Denominator of the core metric: TEFNSSEXCL= 0 and TEFNSSCOUNTTEACH = 1

Numerator of the core metric: filter to TEFNSSEXCL= 0 and TEFNSSCOUNTTEACH = 1 and sum (total agreements to questions in that scale / total number of responses to questions in that scale)

#### Assessment and feedback

Denominator of the core metric: TEFNSSEXCL= 0 and TEFNSSCOUNTASSES = 1

Numerator of the core metric: filter to TEFNSSEXCL= 0 and TEFNSSCOUNTASSES = 1 and sum (total agreements to questions in that scale / total number of responses to questions in that scale)

#### Academic support

Denominator of the core metric: TEFNSSEXCL= 0 and TEFNSSCOUNTACAD = 1

Numerator of the core metric: filter to TEFNSSEXCL= 0 and TEFNSSCOUNTACAD = 1 and sum (total agreements to questions in that scale / total number of responses to questions in that scale)

#### **Continuation**

13. Using the 2012-13, 2013-14 and 2014-15 individualised files (for full-time students) or 2011-12, 2012-13 and 2013-14 individualised files (for part-time students), select the values specified below for the relevant mode (TEFMODE = FT or PT) and where TEFUKPRN equals your provider.

Denominator of the core metric: TEFCONEXCL = 0

Numerator of the core metric: TEFCONEXCL = 0 and TEFCONINDFULL = CONTORQUAL, TRANSFER

Note: For data protection reasons, HEFCE are unable to include the full detail of a student's continuation outcome in the case of transfer to another provider. TEFCONINDFULL has not been included in individualised files for this reason. Providers

can instead consider the TEFCONIND variable, but should note that this will not re-create the continuation metric precisely.

### **Employment/destinations**

14. Using the 2013-14, 2014-15 and 2015-16 individualised files, select the values specified below for the relevant mode (TEFEMPMODE = FT or PT) and level (TEFEMPLEVEL in DEG, OUG, PUGD, PUGO) and where TEFUKPRN equals your provider.

#### Employment or further study

Denominator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1

Numerator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1 and TEFEMPIND = WORK\_HIGHSKILL, WORK\_OTHER, STUDY

#### Highly skilled employment

Denominator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1

Numerator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1 and TEFEMPIND = WORK\_HIGHSKILL, STUDY

### **NSS and DLHE response rates**

15. For the student satisfaction and employment/destination metrics to be reportable, a response rate threshold for the NSS and DLHE must be met. For the NSS, this is 50 per cent. 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.

#### NSS response rate

Select the values specified below where TEFUKPRN equals your provider.

Denominator: TEFNSSEXCL = 0

Numerator: TEFNSSEXCL = 0 and TEFNSSRESPONSE = 1

#### DLHE response rate

This is calculated separately for full-time and part-time students (TEFEMPMODE = FT or PT). Select the values specified below where TEFUKPRN equals your provider.

Denominator: TEFEMPEXCL = 0



Numerator: TEFEMPEXCL = 0 and TEFEMPRESPONSE = 1

### **Metrics detail\_Indicator (a)**

16. This worksheet shows the indicators that inform the calculation of the significance flags in the 'Core metrics and splits' worksheet. These figures can be rebuilt from the 'Metrics detail\_Populations' worksheet.

### **Metrics detail\_Benchmark (b)**

17. This worksheet shows the benchmarks that inform the calculation of the significance flags in the 'Core metrics and splits' worksheet. It also shows the provider's contribution to the benchmark.

### **Metrics detail\_Difference (a - b)**

18. This worksheet shows the differences between the indicators and benchmarks that inform the calculation of the significance flags in the 'Core metrics and splits' worksheet. These figures in this worksheet are formulaically calculated (and therefore can be rebuilt) from the 'Metrics detail\_Indicators (a)' and 'Metrics detail\_Benchmark (b)' worksheets.

### **Metrics detail\_Z-score**

19. This worksheet shows both the z-scores (that is, the number of standard deviations between the indicator and the benchmark) and the standard deviations that are used to inform the calculation of the significance flags in the 'Core metrics and splits' worksheet.

### **BME breakdown**

20. Where significant differences (i.e. different flags) exist within the BME group in the metrics splits then the breakdown of the flags across Black, Asian and Other students will be displayed in this worksheet.