Rebuilding student outcome and experience measures used by the OfS

2026 rebuild instructions

Enquiries to providermetrics@officeforstudents.org.uk

Publication date 12 November 2026

Contents

Introduction **3**

Who is this document for and what does it cover? 6
Changes to this document 6
Guidance for using this document 6
Enquires and feedback 9

Understanding the individualised student data files **10**

Using the individualised files 12
Naming conventions of the individualised files provided 13

Rebuilding student outcome and experience measures from individualised files **14**

Identifying courses in scope for TEF indicators 18
Identifying courses in scope for access and participation indicators 20
Rebuild instructions: Access measures 21
Rebuild instructions: Continuation measures 23
Rebuild instructions: Completion measures 24
Rebuild instructions: Degree outcomes measures 25
Rebuild instructions: Progression measures 25
Rebuild instructions: Use of skills measure 27
Rebuild instructions: Student earnings measures 27
Rebuild instructions: Student experience measures 29

Rebuilding benchmark values from individualised files **32**

Rebuild instructions: Benchmark values 32

Rebuilding the split overview in the TEF data dashboard **34**

Rebuilding gaps and ratios for access and participation **36**

Rebuilding the data that accompanies the indicators from individualised files **37**

Rebuild instructions: Data about the size and shape of higher education provision 37
Rebuild instructions: Student numbers 37
Rebuild instructions: Size and shape of provision 40
Rebuild instructions: Partnerships summary and partnerships detail 42
Rebuild instructions: Data about the reporting of interim study activities 45
Rebuild instructions: Numbers of students excluded from populations due to unknown characteristics 46

Annex A: Example of individualised files available for partnership arrangements **48**

Annex B: Rebuilding student and course characteristics **50**

Annex C: Rebuilding the sufficient data flag **61**

Conditions to determine sufficiency 61

List of tables

Table 1: Version identifiers used in relation to 2026 publications of student outcome and experience measures, and their associated coverage of source data 5
Table 2: Teaching arrangements relevant to each view of a provider's student population and whether they are included in individualised files for the lead provider 11
Table 3: Rebuilding key student populations for our regulation of student outcomes, the TEF and access and participation 15
Table 4: Identifying relevant years for each measure 17
Table 5: Steps to identify courses in scope for TEF indicators 19
Table 6: Identifying certain undergraduate courses out of scope for TEF indicators but optionally in scope for TEF assessment 20
Table 7: Steps involved in rebuilding the access measure 21
Table 8: Population restrictions to identify the denominator for calculating access proportions for different split indicators 21
Table 9: Steps involved in rebuilding the continuation measure 23
Table 10: Steps involved in rebuilding the completion measure 24
Table 11: Steps involved in rebuilding the degree outcomes measure 25
Table 12: Steps involved in rebuilding the progression measure 26
Table 13: Steps involved in rebuilding the survey response rate for progression measures 26
Table 14: Steps involved in rebuilding the use of skills measure 27
Table 15: Steps involved in constructing the earnings measure 28
Table 16: Earnings thresholds by tax year (median pre-tax income for UK 25- to 29-year-olds) 28
Table 17: Look up of the shorthand name of the NSS themes for use in rebuild instructions 29
Table 18: Steps involved in calculating the student experience measures 30
Table 19: Steps involved in calculating the survey response rate for student experience measures 31
Table 20: Steps involved in rebuilding the benchmark value 33
Table 21: Steps involved in rebuilding the split overview 34
Table 22: Steps involved in rebuilding gaps and ratios 36
Table 23: Rebuilding the count and percentage for data on student numbers 38
Table 24: Level of study categories derived from the AOR 40
Table 25: Rebuilding the count and percentage for data on the size and shape of provision 40
Table 26: Additional population restrictions for selected student or course characteristics to calculate the 'known and applicable' percentages for data on the size and shape of provision 42
Table 27: Calculating the count and percentage for the data on partnership arrangements 43
Table 28: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken any interim study 45
Table 29: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken significant interim study 46
Table 30: Rebuilding the numbers of students excluded from denominator populations due to unknown characteristics 47
Table 31: Population restrictions for students with unknown characteristics 47

Introduction

1. The Office for Students (OfS) constructs and publishes a standard set of student outcome and experience data measures for use in our regulation. They inform our regulatory judgements for the following purposes:

    a. Regulating access and participation through registration condition A1.[1]

    b. Regulating student outcomes through registration condition B3, and for risk-based monitoring of quality and standards more generally.[2]

2. As part of the new approach to assessing quality, which is currently being consulted on, all measures in the TEF dashboard would be considered in cyclical quality assessments. This includes in relation to whether the minimum requirements set out in the B conditions of registration are met.

3. We construct data indicators as numerical measures that help us to understand the outcomes and experiences that a provider delivers for its students at different stages of the student lifecycle in higher education. The same measures are reported on within sector-level analyses of student outcomes, experiences, or student demographic groups:

    - access to higher education
    - continuation in, and completion of, the study of higher education qualifications
    - student views and perceptions of different aspects of their higher education experience
    - achievement and the awards made to higher education students at the end of their studies
    - progression into the labour market and other destinations after leaving higher education.
    - use of skills learned during studies after leaving higher education.
    - earnings three years after leaving higher education.

4. Student outcome and experience indicators are produced in the same way for each provider we regulate, using available national datasets and consistent definitions and approaches to data. They provide one part of the evidence used in our regulatory processes. Any judgements that the OfS makes about a provider's performance will take into account the context of that provider.

[1] The OfS registration conditions are described in the Regulatory framework for higher education in England, and its amendments, at Regulatory framework for higher education in England - Office for Students.

[2] As set out in the revised ongoing conditions of registration B1, B2, B4 and B5, which came into effect from 1 May 2022, and the revised initial and ongoing condition of registration B3, which came into effect from 3 October 2022.

5. We have published interactive data dashboards and associated data files. These use data definitions and approaches which follow from our 2022 consultation on the construction of the student outcome and experience measures used in OfS regulation.[3] These include:

    a. The student outcomes data file showing the measures of continuation, completion and progression outcomes used to inform our current regulation of condition B3.[4]

    b. A data dashboard showing information about the size and shape of each provider's student population including information about the size and shape of the student population for subcontractual partnerships by lead provider and delivery partner.[5]

    c. The access and participation data dashboards.[6]

6. We have published an interactive data dashboard and associated data files which follow from our 2026 consultation on the future quality system.

    a. The **TEF dashboard**. The current version is a further development of the revised dashboard introduced earlier in the year which integrates data used for the assessment of minimum requirements for student outcomes. It is intended to support the consultation on a revised approach to assessing and rating quality and reflects consultation proposals for the data that would be used in future integrated quality assessments. It includes measures of continuation, completion, progression, use of skills, earnings and student experience for registered providers, including for provision delivered through partnership arrangements.

    b. This data is not currently being used for regulation. We no longer maintain a separate student outcomes dashboard, but the data we will use for the regulation of student outcomes (condition B3) – until changes resulting from the consultation are made – is published alongside the TEF dashboard (paragraph 5a above).

    c. As part of the new approach to assessing quality, which is currently being consulted on, all measures in the TEF dashboard would be considered in cyclical quality assessments. This includes in relation to whether the minimum requirements set out in the B conditions of registration are met. We expect to update each of the data resources listed in paragraph 5 with the most recent data as it becomes available, and to update the TEF data in 2027 to reflect consultation outcomes. The TEF dashboard and associated data files reflect the proposals set out in the consultation on a revised approach to assessing and rating quality. They also reflect some changes that were decided following the initial consultation on our future approach to quality regulation.

[3] See Outcome and experience data - Office for Students.

[4] See Student outcomes data dashboard - Office for Students.

[5] See Size and shape of provision data dashboard - Office for Students.

[6] See Access and participation data dashboard - Office for Students.

Further information on the proposed changes is available in the consultation document. We would welcome feedback on these changes, as well as the proposed data and dashboard. You can respond to the proposals until **28 January 2027**.

See Reforms to quality regulation - Office for Students.

7. Whenever we publish the data listed in paragraphs 5 and 6, we may also incorporate any updates to data resources, including:

   a. Approved data amendments made to the data previously used in published student outcome and experience indicators.

   b. Changes that result of a change to a provider's ownership, legal form or corporate structure. For example, a merger of a provider with another.

   c. Changes to a provider's registration status with the OfS. For example, the inclusion of student outcome and experience indicators for a provider that has been newly registered by the OfS.

8. To communicate which data has been used to construct data resources published at any given time, we use a version identifier that is associated with the calendar year and coverage of the source data used in the construction of student outcome and experience measures at different points within that year. For example, version identifier 2023-1, referred to the data used for the first publication of 2023, in spring 2023, which incorporated an additional year of designated data body (DDB) and Individualised Learner Record (ILR) student records but did not yet have an additional year of Graduate Outcomes survey responses available for use. The version identifier 2023-2 was then used to refer to the second publication of 2023, in summer 2023, which added in the latest year of Graduate Outcomes data that was available by that point.

9. The version identifier 2026-2 is used to refer to the publications in autumn 2026 which incorporates student outcomes data used for current B3 assessment, access and participation data, and new TEF data.

Table 1: Version identifiers used in relation to 2026 publications of student outcome and experience measures, and their associated coverage of source data

Version	Approved data amendments	Changes to provider status	DDB and ILR data	National Student Survey	Graduate Outcomes survey	Used in relation to which data resources?
2026-1	As at 23 April 2026	Up to 23 April 2026	2010-11 to 2024-25	Surveyed in spring 2023 to spring 2025	2017-18 to 2022-23 qualifiers	Spring 2026 publication of the size and shape of provision data dashboard.

Version	Approved data amendments	Changes to provider status	DDB and ILR data	National Student Survey	Graduate Outcomes survey	Used in relation to which data resources?
2026-2	As at 13 August 2026	Up to 5 October 2026	2015-16 to 2024-25	Surveyed in spring 2023 to spring 2026	2020-21 to 2023-24 qualifiers	Autumn 2026 publication of student outcome, access and participation, new TEF data

10. The remainder of this document provides information for higher education providers about the steps that they can take to reproduce (or rebuild) the indicator, split indicator and benchmark values we publish in respect of the data indicators listed in paragraph 3.

Who is this document for and what does it cover?

11. This document intends to aid providers' understanding of the definitions and approaches we have used in our publication of the interactive data dashboards described in paragraphs 5 and 6. It helps to ensure the transparency of our regulatory approaches by setting out the steps that can be taken to understand how a provider's own students have been categorised according to our data definitions.

12. This document is aimed at readers within a provider who have reason to access individualised student-level data within their normal working responsibilities, and who have access to the individualised student data files that we have supplied to providers via the OfS portal. Knowledge of the student data records that have been collected annually by the designated data body (DDB) or the Department for Education (DfE)[7], may also be beneficial.

Changes to this document

13. We are currently moving to a new data system which will help us streamline our delivery of data insights and improve our publications for you. As part of this, we have updated our documentation with clearer field names. This is our first step towards being able to provide a single source of technical documentation to underpin multiple data publications.

14. If you have any questions or feedback about the changes to this document, please get in touch at providermetrics@officeforstudents.org.uk.

Guidance for using this document

15. This document assumes familiarity with the concepts and definitions described in our 'Description of student outcome and experience measures used by the OfS' document. Readers are advised to consider this document alongside the following resources:

[7] Following the closure of the Education and Skills Funding Agency on 31 March 2025, its functions have been transferred to the DfE including the collection of the ILR.

- Description of student outcome and experience measures used by OfS: Definition of measures and methods used to construct and present them.[8]

- Technical algorithms for student outcome and experience measures.[9]

16. The individualised student data files that we have supplied to each provider contain data relating to their own students and show how those students have been categorised according to the technical algorithms we have defined. When used in combination with the rebuild instructions provided in this document, the individualised student data files allow providers to determine how each student contributes (or not) to student outcome and experience data indicators, as well as the nature of that contribution. The same individualised files can be used across our current regulatory approaches for regulating student outcomes, access and participation, and the proposed indicators for the future quality assessment system.

17. We will release updated individualised files which incorporate more recent data as it becomes available. In doing so, the naming convention for zip files containing the individualised files will include the calendar year in which they were released to providers, as well as the version number within that calendar year.

18. This document therefore intends to support providers in reproducing the values that we have published through the interactive data dashboards and associated data files described in paragraph 5 and 6.

19. By understanding how students have been categorised, we anticipate that it will also support providers to explore the data at more or less granular levels of detail than those being used by the OfS, if they wish to do so. While the instructions given in this document focus on how to rebuild the student populations used in our current regulation of student outcomes, access and participation, and the proposed indicators for the future quality assessment system, the individualised files, and the derived fields included within them, are intentionally designed to be flexible. This means that if providers wish to understand the issues or contributions of specific groups that they have defined for their own interests, they can organise their students into such groups by following many of the steps described in this document. For example:

    a. If a provider wished to consider student outcomes at course or department level, they would be able to do so by making use of the course identifiers included in the individualised files.

    b. The student characteristics included in the individualised files can facilitate an understanding of student outcomes for characteristics at a more granular or intersectional level.

    c. While our student outcome and experience measures are reported as a binary indicator, our construction of these indicators collates information from a wider profile of student outcome categories (which act as a series of building blocks for the indicator). For example, to construct the continuation indicators we separately identify students who gained a qualification, from those who continued in the study of a qualification, or

[8] Available at Documents describing our measures and definitions - Office for Students.

[9] Available at Documents describing our measures and definitions - Office for Students.

transferred to another provider, or became absent from higher education. We include these building blocks in the individualised files, making it possible to consider outcomes at a more granular level of detail.

d. While the scope and coverage of our measures is specifically defined, the derived fields we use in the construction of the measures often have broader coverage. For example, while each measure covers a given time series, or the progression measures cover UK-domiciled students only, it is possible to look at some outcomes in earlier years covered by the individualised files, and to consider rates of progression for non-UK domiciled students.

20. In addition, by sharing information with providers to help them understand how we use data, we also hope to improve the focus, quality and integrity of the data we require them to submit annually to the designated data body or the DfE.

21. This document provides an understanding of the individualised student data files we have made available to providers, and how these can be used to select the students that contribute to some of the key student populations considered by our current approaches to regulating student outcomes and access and participation, and the proposed future quality assessment system. We then include four sections that each contain step by step instructions for:

    a. Rebuilding the denominators, numerators and indicator (and split indicator) values for each student outcome and experience measure.

        i. Access

        ii. Continuation

        iii. Completion

        iv. Degree outcomes

        v. Progression (including the response rates relevant to construction and reporting of this measure)

        vi. Use of skills (including the response rates relevant to construction and reporting of this measure)

        vii. Student experience (including the response rates relevant to construction and reporting of this measure).[10]

        viii. Earnings.[11]

    b. Calculating the benchmark value for each student outcome and experience measure.

[10] Note that neither student experience nor earnings measures can be rebuilt, as the individual level data they are based on cannot be shared.

[11] Note that neither student experience nor earnings measures can be rebuilt, as the individual level data they are based on cannot be shared.

c. Calculating gaps and ratios for measures reported in the access and participation data dashboards.

d. Rebuilding the data that accompanies the student outcome and experience measures, including data about the size and shape of higher education provision.

22. Readers can navigate through this document using the clickable links provided in the contents page and throughout the document.

Enquires and feedback

23. For enquiries regarding the rebuild instructions described in this document, and to give feedback, contact providermetrics@officeforstudents.org.uk.

Understanding the individualised student data files

24. All of the student outcome and experience measures we construct, and data on the size and shape of provision at higher education providers, are based on individualised DDB and ILR student data returns that have been collected by the DDB and the DfE. They are linked as appropriate to:

    a. Responses to the Graduate Outcomes (GO) survey.

    b. Responses to the National Student Survey (NSS).

    c. Information drawn from the Department for Education (DfE) national pupil database (NPD).[12]

    d. The Longitudinal Education Outcomes (LEO) dataset.

    e. Classifications produced by the OfS and other bodies, such as classifications of employment outcomes and occupations, deprivation measures, higher education participation, and outcomes propensity.

25. The individualised student data files that we supply to each provider are intended to maximise the transparency of our approaches and include as much information as possible. However, we will always prioritise the privacy of individual students and compliance with data protection legislation, and this means that there are some cases in which it is not possible for us to share certain data at an individualised level:

    a. For data protection reasons, we are only able to share individualised student data with a student's registering provider. Depending on the types of teaching arrangements that a provider has, this means that it is not possible to rebuild indicators and split indicators within certain views of a provider's student populations.[13]

    b. It is not always possible to include linked data from other sources within the individualised files. This includes details of individual students' responses to the NSS, which are strictly confidential and must be anonymised when they are made available to providers. This means that it is not possible to rebuild student experience measures. Similarly, LEO data, which is used to calculate earnings, cannot be shared.

[12] The Department for Education does not accept responsibility for any inferences or conclusions derived from the NPD data by third parties.

[13] Our 'Description of student outcome and experience measures used in OfS regulation' document describes our consideration of the populations of students who are:

- Either taught or registered at the provider (or both) – used in our regulation of student outcomes and the new TEF approach
- Taught at the provider – used in our current regulation of student outcomes and the new TEF approach
- Associated with the provider through partnership arrangements (subcontractual partnerships, or validation-only) – used in our current regulation of student outcomes and the new TEF approach
- Registered at the provider – used in the access and participation data dashboard.

26. Table 2 summarises the extent to which the different views of a provider's student population, used in our regulatory approaches, can be rebuilt from the information available within the individualised student data shared with a student's registering provider.

Table 2: Teaching arrangements relevant to each view of a provider's student population and whether they are included in individualised files for the lead provider

Nature of the teaching arrangement	Provider views of student populations to which the teaching arrangement is relevant					Included in individualised files for the lead provider?
	Taught or registered	Taught	Partnerships (Subcontracted out)	Partnerships (Validating)	Registered	
The provider registering the student is also teaching them directly	✓	✓	×	×	✓	Yes
The provider does not register the student but teaches the student (subcontracted in)	✓	✓	×	×	×	No
The provider is registering but not teaching the student (subcontracted out)	✓	×	✓	×	✓	Yes
The provider does not register or teach the student, but the student is studying for an award of that provider	×	×	×	✓	×	No

27. The access and participation data dashboard reports only on the population of students registered at a lead[14] provider, meaning that the measures and populations can be entirely rebuilt from the individualised files released to that provider. To support providers to rebuild the populations of students that are reported in the new TEF and student outcomes data, where other teaching arrangements are included, we have released additional files to the lead

[14] In a subcontractual partnerships, students are enrolled at and receive their qualification from a **lead provider** – in this context, a university or college registered with the Office for Students (OfS) – but taught for some or all of their course at another institution – the **delivery partner**, which might be registered or unregistered with the OfS.

provider. These additional files have been created with the intention that where appropriate data sharing agreements are in place, the lead provider can share these files with its partner providers to support them to more fully rebuild indicators across each view of a provider's student population. It follows that, if appropriate data sharing agreements are not in place, or a lead partner provider is not registered with the OfS, it will not be possible to access individualised student data. We describe the additional files we have released, in the Naming conventions of the individualised files provided section of this document.

28. Sharing information about student outcomes associated with higher education provision delivered through partnership arrangements is intended to support transparency in our approach and, through providers liaising with their partners, the identification of any data quality issues.

Using the individualised files

29. The individualised files contain sensitive personal data items. For data protection reasons, student-level data cannot be made publicly available, and providers must ensure that access to and use of individualised student-level data complies with the General Data Protection Regulation.

30. Each individualised file contains all years of available data. Each row of those files will generally relate to a student's engagement with the provider in respect of each subject they study towards the award of a qualification in a given academic year. Information about the subjects studied is based on level 3 of the Common Aggregation Hierarchy (CAH3), meaning a student will have one row of data for each different CAH3 subject associated with their qualification.[15]

31. The individualised files are provided in a .CSV format. For users opening the individualised files in Microsoft Excel, users may wish to put the data into a pivot table, to filter and summarise the data to best effect.

32. All of the student outcome and experience measures we construct, and data on the size and shape of provision at higher education providers, report on student headcounts. To facilitate users to rebuild student headcounts from a file that is one row of data per CAH3 subject, we provide a column called 'subject_weighting' on the individualised files that users can sum over. This column apportions the student headcount across the different rows of data that relate to them, according to the proportion of their course associated with the CAH3 subject for each row. In the rebuild instructions that follow, this sum over the column 'subject_weighting' step is always included.

33. This means that counting the number of rows in the file would not represent an accurate count of the number of students, and hence would not reproduce OfS calculations: it would instead be a count of the number of unique CAH3 subjects studied by students.

[15] See Cah | HESA.

Naming conventions of the individualised files provided

34. This section describes the individualised files that are provided to a provider that registers their own students. There are three kinds of individualised files for each lead provider (where the year of release is used in place of the 'YYYY', the version number is used in place of the 'V' and the lead provider's UKPRN is used in place of 'XXXX' in the file naming conventions described below):

    a. A **core file**, **XXXX_IND_YYYY_V_Core**, which contains students registered at the provider. It includes student identifiers and the fields used throughout the remainder of this document to rebuild populations. This file is always made available to the lead provider.

    b. A **supplementary file**, **XXXX_IND_YYYY_V_Supplementary_registering**, which replicates the core file, but also includes any raw DDB or ILR fields, and any interim fields created by the OfS that are used in the derivation of the core fields included in the core individualised file. Where possible, it also includes fields which have been linked to DDB and ILR data from other data sources. This file is always made available to the lead provider.

    c. **Additional files** take two forms which are intended to support understanding and data sharing across partner providers (where appropriate data sharing agreements are in place). They contain students registered at the provider who are associated with other providers through certain partnership arrangements. They will exist if the lead provider has any partnership arrangements where students are either:

        i. Registered by the provider and taught elsewhere, at another provider, under a subcontractual partnership arrangement (subcontracted out). These files are labelled **XXXX_ZZZZ IND_YYYY_V_Supplementary_teaching**, where the subcontractual partner provider's UKPRN is used in place of 'ZZZZ'.

        ii. Registered by the provider, but another provider (who is not the teaching provider) acts as the awarding body for the qualification that the students are studying (validation-only). These files are labelled **XXXX_ZZZZ_IND_YYYY_V_Supplementary_validating**, where the validation-only partner provider's UKPRN is used in place of 'ZZZZ'.

35. An illustrative example of the individualised files that would be available to a lead provider with partnership arrangements is provided at Annex A.

Rebuilding student outcome and experience measures from individualised files

36. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild the denominators, numerators and indicator values.

    a. The **denominator** is the total number of students in the population for which we are measuring outcomes or experiences.

    b. The **numerator** is the number of students who achieve the outcome or experience in question.

    c. The **indicator value** is calculated in percentage terms as the numerator divided by the denominator. This is the rate at which students have achieved the outcome or experience in question, expressed as a point estimate providing a factual representation of the actual population of students present at a particular provider at a particular time.

37. The approach to rebuilding student outcome and experience measures is consistent across our regulation of student outcomes and access and participation, and the new TEF data, but there are differences in the student populations that each function considers.[16] Table 3 shows how these student populations can be rebuilt, and this table will be referred to throughout the rebuild instructions in this section.

38. Details about the fields used within the rebuild instructions column can be found within the 'Technical algorithms for student outcome and experience measures' document.[17]

[16] For further information about how the student populations differ in our current regulation of student outcomes and the new TEF data, refer to the section 'Structure and reporting' of the document 'Description of student outcome and experience indicators used in OfS regulation' at Documents describing our measures and definitions - Office for Students.

[17] Available at Documents describing our measures and definitions - Office for Students.

Table 3: Rebuilding key student populations for our regulation of student outcomes, the TEF and access and participation

Student population		Relevant to…			Rebuild instructions
		Student outcomes?	TEF?	Access and participation ?	
Initial population restrictions	UK domiciled undergraduates (access and participation only)	×	×	✓	app_exclusion_reason = 0
View of a provider's student population (where XXXXXXXX is the UKPRN of the provider)	Registered	×	×	✓	registering_ukprn = XXXXXXXX
	Taught or registered	✓	✓		registering_ukprn = XXXXXXXX or teaching_ukprn = XXXXXXXX Additional files from partner providers may be required.
	Taught	✓	✓	×	teaching_ukprn = XXXXXXXX Additional files from partner providers may be required.
	Partnership	✓	×	×	(registering_ukprn = XXXXXXXX and teaching_ukprn ≠ XXXXXXXX) or (awarding_body = XXXXXXXX and registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX) Additional files from partner providers may be required.
	Subcontracted out	×	✓	✓	(registering_ukprn = XXXXXXXX and teaching_ukprn ≠ XXXXXXXX)
	Validated	×	✓	×	(awarding_body = XXXXXXXX and registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX) Additional files from partner providers may be required.
Mode of study	Full-time	✓	✓	✓	linked_engagement_starting_mode = FT
	Part-time	✓	✓	✓	linked_engagement_starting_mode = PT

Student population		Relevant to…			Rebuild instructions
		Student outcomes?	TEF?	Access and participation ?	
	Apprenticeship	✓	✓	✓	linked_engagement_starting_mode = APPR
Level of study	All undergraduates	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD
	All postgraduates	✓	×	×	level_aggregate_1 = PUGO, OPGT, OPGR, PGTM, PGCE, PHD
	Other undergraduate	✓	➲ For study outcomes	✓	level_aggregate_1= OUG
	First degree	✓	✓ For study outcomes	✓	level_aggregate_1= DEG
	Undergraduate with postgraduate components	✓	➲ For study outcomes	✓	level_aggregate_1= PUGD
	Other postgraduate	✓	×	×	level_aggregate_1= PUGO, OPGT, OPGR
	PGCE	✓	×	×	level_aggregate_1= PGCE
	Postgraduate taught masters’	✓	×	×	level_aggregate_1= PGTM
	Postgraduate research	✓	×	×	level_aggregate_1= PHD

39. All of the student outcome and experience measures that inform our regulation of student outcomes, access and participation and the new TEF data are based on the available data across the four most recent student cohorts that are relevant to the measure in question.

40. Table 4 shows the relevant years to select for each measure, and this table will be referred to throughout the rebuild instructions in this section.

Table 4: Identifying relevant years for each measure

Measure	For measures informing…		Rebuild instructions
Access	Access and participation		base_academic_year = 2021, 2022, 2023, 2024
Continuation	Access and participation, student outcomes and TEF	Full-time or apprenticeship	base_academic_year = 2020, 2021, 2022, 2023
		Part-time	base_academic_year = 2019, 2020, 2021, 2022
Completion	Access and participation, student outcomes and TEF	Full-time or apprenticeship	base_academic_year = 2017, 2018, 2019, 2020
		Part-time	base_academic_year = 2015, 2016, 2017, 2018
Degree outcomes	Access and participation		base_academic_year = 2021, 2022, 2023, 2024
Progression	Access and participation, student outcomes and TEF		base_academic_year = 2020, 2021, 2022, 2023
Use of skills	TEF		base_academic_year = 2020, 2021, 2022, 2023
Student experience	TEF		nss_student_data_year = 2021, 2022, 2023, 2024
Earnings	TEF		base_academic_year = 2015, 2016, 2017, 2018

41. In the instructions that follow, users will be asked to consider whether they wish to rebuild the overall indicator or a split indicator:

    a. For the measures that inform regulation of student outcomes or the new TEF data:

i. **Overall indicators** represent the aggregate of all of the relevant years shown in Table 4: users should select **all** of the years shown in Table 4 to rebuild these and, in the instructions that follow, **skip** the step 'Select the split indicator'.

ii. **Time series split indicators** represent the relevant years shown in Table 4 being reported separately: users should select **one** of the relevant years shown in Table 4 in turn to rebuild these and, in the instructions that follow, **skip** the step 'Select the split indicator'. For time series split indicators, Year 1 represents the oldest year within the time series.

iii. Other types of **split indicators** represent the aggregate of all of the relevant years shown in Table 4: users should select **all** of the years shown in Table 4 to rebuild these but, in the instructions that follow, must **apply** the step 'Select the split indicator'.

b. For measures that inform regulation of access and participation, all indicators (whether overall or split indicators) are reported as:

i. A four-year time series: users should select **one** of the relevant years shown in Table 4 in turn to rebuild these.

ii. An aggregate of the most recent four years of the time series: users should select all four of the most recent years shown in Table 4 to rebuild these.

iii. An aggregate of the most recent two years of the time series: users should select both of the most recent years shown in Table 4 to rebuild these.

42. The rebuild instructions for the split indicators are described in Annex B: Rebuilding student and course characteristics.

Identifying courses in scope for TEF indicators

43. This section provides instructions for identifying courses that are in scope for the TEF indicators from the individualised files.

44. Table 5 provides instructions on how to identify courses in scope of the TEF indicators. The steps help users to identify and count student populations from the individualised files. There are also some optional steps to restrict to more specific populations, such as mode of study and student characteristics. Course identifiers have been included in the individualised files and providers can use these in conjunction with the steps described in Table 5 if they wish to identify individual courses as in or out of scope for the TEF indicators.[18]

[18] For records taken from the DDB's Student, legacy Student or Student alternative data returns, the individualised files include courseid and ctitle as course identifiers. For records taken from the ILR, these are learnaimref and qual_tit.

Table 5: Steps to identify courses in scope for TEF indicators

Step	Description	Rebuild instructions
1: Select the relevant student population Additional files from partner providers may be required.	Student was actively studying and aiming for a higher education qualification, mainly in the UK. Undergraduate for post-study and experience, all students for continuation/completion	level_aggregate_2 = UG (where applicable) and he_category = 4, 5 [19]
2: Select the relevant view of a provider's student population	Refer to Table 3	Refer to Table 3
3: Select the relevant academic years **(optional step)**	The student outcome and experience measures used as the TEF indicators each make use of four years of data, so the coverage of each measure is influenced by the available years and coverage of the data it relies on. The most recent years of available data correspond to different academic years depending on the measure in question.	base_academic_year = YYYY (where YYYY is the academic year. For example, the 2019-20 academic year is defined by base_academic_year = 2019) Refer to the 'Rebuild instructions: [Name of relevant measure]' sections of this document for the years relevant to each measure.
4: Select the mode of study **(optional step)**	Full-time, part-time or apprenticeship	Refer to Table 3
5: Select the level of study **(optional step)**		Refer to Table 3
6: Select the split indicator **(optional step)**	Student or course type characteristic	Refer to Annex B
7: Count the number of students		Sum of subject_weighting

45. Instructions for rebuilding the denominators, numerators and indicator values for each of the different TEF indicators follow through later sections of this document. In each case they represent a subset of the population described in Table 5, to focus on the population which is relevant to the indicator in question. For example, to rebuild the continuation measures requires taking the subset of the populations shown in Table 5 which corresponds to an entrant population.

[19] In some limited circumstances it is possible for dormant students, identified by he_category = 3, to fall in scope of the NSS target list and the resulting student experience measures. As these students are out of scope for all other measures, we do not list them here.

46. It should be noted that the individualised files and other data sources also give providers the opportunity to identify some of the students and courses described in paragraph 46 as out of scope of the TEF indicators but optional for a provider to include in its TEF submission. Table 6 provides instructions on how to identify certain undergraduate courses which are out of scope of the TEF indicators.

Table 6: Identifying certain undergraduate courses out of scope for TEF indicators but optionally in scope for TEF assessment

Description of students or courses out of scope of TEF indicators	Data sources and instructions for identifying these students
Student was registered at a UK provider, but is mainly or wholly studying abroad	Identify from individualised files (additional files from partner providers may be required) using: level_aggregate_2 = UG and he_category = 1 Identify from the DDB aggregate offshore record (AOR) using: TYPE = 1, 2, 3 and LEVEL = C, H, I, J[20]
Student was mainly studying in the UK and is aiming for credit or modular provision rather than a qualification	Identify from individualised files (additional files from partner providers may be required) using: level_aggregate_2 = UG and he_category = 2
Student was mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical[21]	Identify from individualised files (additional files from partner providers may be required) using: level_aggregate_2 = UG and he_category = 3

Identifying courses in scope for access and participation indicators

47. In broad terms, the access and participation data resources cover UK-domiciled undergraduate students registered at English higher education providers which can be identified in the individualised student data using app_exclusion_reason = 0. A four-year time series of each indicator is reported within each mode and level of study. In addition, we also include an aggregate of the latest two and four years of the time series.

[20] See Aggregate offshore 2020/21 - Level of provision | HESA.

[21] It is not possible for a student to be counted as an entrant if they are recorded on a dormant or sabbatical mode of study in their year of entry, so these students are out of scope of continuation and completion measures. The Graduate Outcomes target list only includes students who have been awarded a postgraduate research degree from a dormant mode of study, meaning that dormant students are out of scope of progression measures. Similarly, students who are recorded on a dormant mode of study will not normally be included in the National Student Survey target list, but may do in some limited circumstances.

Rebuild instructions: Access measures

Access measures are used in the **access and participation data dashboard.**

Providers can rebuild access measures in full.

48. In this section, there are two tables:

    a. Table 7 describes the steps involved in rebuilding the denominator, numerator and split indicator values for the access measures reported in the access and participation data dashboard.

    b. Table 8 provides population restrictions required to identify the denominator used to calculate access proportions for different split indicators. Note that some access split indicators are additionally restricted to 18-year-old populations.

49. For further information about the construction of the access measure, refer to section 'Indicator definitions: Access to higher education measures' of our 'Description of student outcome and experience measures used by the OfS' document.

Table 7: Steps involved in rebuilding the access measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
5	Identify students in the denominator of the chosen split indicator and calculate the denominator	Refer to Table 8, then access_exclusion=0 and sum of subject_weighting
6	Identify students in the numerator of the chosen split indicator, and calculate the numerator	Of students in the denominator, refer to Annex B, then sum of subject_weighting
7	Calculate the indicator value	(Numerator ÷ denominator) x 100

Table 8: Population restrictions to identify the denominator for calculating access proportions for different split indicators

Split indicator type	Population restriction rebuild instruction
Overall	No population restriction
ABCS quintile	student_domicile = E, N, S, W and Access: abcs_access_quintile ≠ 999, BLANK Continuation: abcs_continuation_quintile ≠ 999, BLANK Completion:

Split indicator type	Population restriction rebuild instruction
	abcs_completion_quintile ≠ 999, BLANK Progression: abcs_progression_quintile ≠ 999, BLANK
Age on entry	No population restriction
Deprivation quintile (IMD 2025)	home_imd_quintile_by_nation = E1, E2, E3, E4, E5 For 18-year-old split indicators: home_imd_quintile_by_nation = E1, E2, E3, E4, E5 and engagement_starting_age = 18
Deprivation quintile (IMD 2019)	historic_home_imd_quintile_by_nation = E1, E2, E3, E4, E5 For 18-year-old split indicators: historic_home_imd_quintile_by_nation = E1, E2, E3, E4, E5 and engagement_starting_age = 18
Disability	No population restriction
Disability type	No population restriction
Eligibility for free school meals	in_free_school_meal_population = 1
Ethnicity	broad_student_ethnicity ≠ U For 18-year-old split indicators: broad_student_ethnicity ≠ U and engagement_starting_age = 18
Sex	student_sex ≠ 0, 9 For 18-year-old split indicators: student_sex ≠ 0, 9 and engagement_starting_age = 18
TUNDRA (MSOA)	engagement_starting_age_group = U21 and student_domicile = E and tundra_msoa_quintile ≠ UNKNOWN, NA For 18-year-old split indicators: tundra_msoa_quintile ≠ UNKNOWN, NA and student_domicile = E and engagement_starting_age = 18
Intersection of deprivation quintile (IMD 2025) and ethnicity	home_imd_quintile_by_nation = E1, E2, E3, E4, E5 and broad_student_ethnicity ≠ U
Intersection of deprivation quintile (IMD 2025) and sex	home_imd_quintile_by_nation = E1, E2, E3, E4, E5 and student_sex ≠ 0, 9

Rebuild instructions: Continuation measures

Continuation measures are used in the **access and participation data dashboard, student outcomes data** and the **TEF data dashboard**.

Providers can rebuild continuation measures in full (additional files from partner providers may be required).

50. Table 9 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the continuation measures reported in the student outcomes data, the TEF data dashboard and the access and participation data dashboard.

51. For further information about the construction of the continuation measure, refer to section 'Indicator definitions: Continuation measures' of our 'Description of student outcome and experience measures used by OfS' document.

Table 9: Steps involved in rebuilding the continuation measure

Step	Description		Rebuild instructions
1	Select the relevant view of a provider's student population		Refer to Table 3
2	Select the mode of study		Refer to Table 3
3	Select the level of study		Refer to Table 3
4	Select the split indicator		Refer to Annex B
5	Select the years of data relevant to the measure		Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the measure and calculate the denominator	Full-time or apprenticeship	entrant_exclusion = 0 and continuation_outcome_after_1_year ≠ TRANSFER, then sum of subject_weighting
		Part-time	entrant_exclusion = 0 and continuation_outcome_after_2_years ≠ TRANSFER, then sum of subject_weighting
7	Identify students in the numerator of the measure, and calculate the numerator	Full-time or apprenticeship	Of students in the denominator, continuation_outcome_after_1_year = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of subject_weighting
		Part-time	Of students in the denominator, continuation_outcome_after_2_years = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of subject_weighting
8	Calculate the indicator value		(Numerator ÷ denominator) x 100

Rebuild instructions: Completion measures

Completion measures are used in the **access and participation data dashboard, student outcomes data** and **TEF data dashboard**.

Providers can rebuild completion measures in full (additional files from partner providers may be required).

52. Table 10 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the completion measures reported in the student outcomes data dashboard, the TEF data dashboard and the access and participation data dashboard.

53. For further information about the construction of the completion measure, refer to section 'Indicator definitions: Completion measures' of our 'Description of student outcome and experience measures used by the OfS' document.

Table 10: Steps involved in rebuilding the completion measure

Step	Description		Rebuild instructions
1	Select the relevant view of a provider's student population		Refer to Table 3
2	Select the mode of study		Refer to Table 3
3	Select the level of study		Refer to Table 3
4	Select the split indicator		Refer to Annex B
5	Select the years of data relevant to the measure		Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the measure and calculate the denominator	Full-time or apprenticeship	entrant_exclusion = 0 and continuation_outcome_after_4_years ≠ TRANSFER, then sum of subject_weighting
		Part-time	entrant_exclusion = 0 and continuation_outcome_after_6_years ≠ TRANSFER, then sum of subject_weighting
7	Identify students in the numerator of the measure, and calculate the numerator	Full-time or apprenticeship	Of students in the denominator, continuation_outcome_after_4_years = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of subject_weighting
		Part-time	Of students in the denominator, continuation_outcome_after_6_years = QUALIFIED, CONTINUING, TRANSFER_COLLAB, QUALIFIED_PGRDORM, then sum of subject_weighting
8	Calculate the indicator value		(Numerator ÷ denominator) x 100

Rebuild instructions: Degree outcomes measures

Degree outcomes measures are used in the **access and participation data dashboard**.

Providers can rebuild degree outcomes measures in full.

54. Table 11 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the attainment measures reported in the access and participation data dashboard.

55. For further information about the construction of the degree outcomes measure, refer to section 'Indicator definitions: Degree outcomes measures' of our 'Description of student outcome and experience measures used by the OfS' document.

Table 11: Steps involved in rebuilding the degree outcomes measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the measure and calculate the denominator	in_degree_outcomes_population = 1 and level_aggregate_1 = DEG, PUGD, then sum of subject_weighting
7	Identify students in the numerator of the measure, and calculate the numerator	Of students in the denominator, degree_class = FIRST, 2_1, then sum of subject_weighting
8	Calculate the indicator value	(Numerator ÷ denominator) x 100

Rebuild instructions: Progression measures

Progression measures are used in the **access and participation data dashboard**, **student outcomes data** and the **TEF data dashboard**.

Providers can rebuild progression measures in full (additional files from partner providers may be required).

56. In this section, there are two different sets of instructions:

    a. Table 12 describes the steps involved in rebuilding the denominator, numerator and indicator (and split indicator) values for the progression measures reported in the student

outcomes data, the TEF data dashboard and the access and participation data dashboard.

b. Table 13 describes the steps involved in calculating the GO survey response rate.

57. For further information about the construction of the progression measure, refer to section 'Indicator definitions: Progression measures' of our 'Description of student outcome and experience measures used by the OfS' document.

Table 12: Steps involved in rebuilding the progression measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the measure and calculate the denominator	in_progression_population = 1, then sum of subject_weighting
7	Identify students in the numerator of the measure, and calculate the numerator	Of students in the denominator, sum of the calculation: progression_numerator x subject_weighting
8	Calculate the indicator value	(Numerator ÷ denominator) x 100

Table 13: Steps involved in rebuilding the survey response rate for progression measures

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the survey response rate and calculate the denominator	go_progression_exclusion = 0, then sum of subject_weighting
7	Identify students in the numerator of the survey response rate and calculate the numerator	Of students in the denominator, restrict to in_go_response_rate_numerator = 1, then sum of subject_weighting
8	Calculate the survey response rate	(Numerator ÷ denominator) x 100

Rebuild instructions: Use of skills measure

The use of skills measure is used in the TEF data dashboard. Providers can rebuild it in full (additional files from partner providers may be required).

58. In this section, there are two sets of instructions:

    a. Table 14 describes the steps for rebuilding the denominator, numerator and indicator (and split indicator) values for the use of skills measure reported in the TEF data dashboard.

    b. The survey response rate for the use of skills measure is the same as the one calculated for the progression measures. Refer to Table 13.

59. For more information about how the use of skills measure is built, refer to section 'Indicator definitions: 'Use of skills' of our 'Description of student outcome and experience measures used by the OfS' document.[22]

Table 14: Steps involved in rebuilding the use of skills measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
6	Identify students in the denominator of the measure and calculate the denominator	in_progression_population = 1 and utilising_studies ≠ 'U' (and not blank), then sum of subject_weighting
7	Identify students in the numerator of the measure, and calculate the numerator	Of students in the denominator, restrict to utilising_studies = '4' or '5', then sum of subject_weighting
8	Calculate the indicator value	(Numerator ÷ denominator) x 100

Rebuild instructions: Student earnings measures

Student earnings measures are used in the **TEF data dashboard**.

Providers cannot rebuild student earnings measures.

60. As described in paragraph 25, it is not possible for providers to rebuild student earnings measures because details of individual students' LEO data cannot be shared. Nevertheless, to

[22] Available from Documents describing our measures and definitions - Office for Students.

ensure the transparency of our approach we provide definitions of the fields we derive, and this document describes the steps involved in calculating student earnings measures using those fields.

Table 15: Steps involved in constructing the earnings measure

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3 (undergraduate levels only: first degree, other undergraduate, undergraduate with postgraduate components)
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Qualifiers in the 2015-16 to 2018-19 academic years
6	Identify students eligible for the measure	in_earnings_undergraduate_population = 1
7	Identify students in the denominator and calculate the denominator	Cannot be rebuilt by providers. Of eligible students, those matched to LEO data who, in the third tax year after graduation, were either in further study or had a sustained employment or self-employment earnings record. Then sum of subject_weighting
8	Identify students in the numerator and calculate the numerator	Cannot be rebuilt by providers. Of students in the denominator, those in further study in the third tax year after graduation, or with earnings at or above the threshold (Table [16]) in any of the first, second or third tax years after graduation. Then sum of subject_weighting
9	Calculate the indicator value	(Numerator ÷ denominator) x 100

Table 16: Earnings thresholds by tax year (median pre-tax income for UK 25- to 29-year-olds)

Tax year	Threshold
2017-18	£22,800
2018-19	£23,900
2019-20	£24,800
2020-21	£25,200
2021-22	£26,200
2022-23	£27,700

Rebuild instructions: Student experience measures

Student experience measures are used in the **TEF data dashboard**.

Providers cannot rebuild student experience measures.

Due to the changes to the NSS introduced by the 2023 survey, the student experience measures in the TEF dashboard (published for the first time in summer 2024) are not directly comparable to previous ones constructed from responses to earlier years of the NSS. For this reason, the TEF dashboard only presents student experience measures calculated from the 2023 survey onwards.

As described in the NSS quality report for 2024, we reviewed our approach to publication response rate thresholds, benchmarking, and to the number of themes that questions are grouped into and have not made any changes to these areas for NSS 2024 (compared to NSS 2023). The student experience measures published in the TEF dashboard (based on 2023 and later NSS responses) align with these approaches.[23]

The previous student experience measures (derived from NSS responses through to 2022 and used in TEF 2023) are described in full in the 'Description and definition of student outcome and experience measures' document published in September 2022.

61. As described in paragraph 25, it is not possible for providers to rebuild student experience measures because details of individual students' responses to the NSS are strictly confidential and must be anonymised when they are made available to providers. Nevertheless, to ensure the transparency of our approach we provide definitions of the fields we derive in respect to the NSS responses within our technical algorithms document, and this document describes the steps involved in calculating student experience measures using those fields.

62. The instructions that follow in this section can be equally applied to each of the NSS themes used in the construction of student experience measures. The fields used in the instructions include a placeholder for the name of the theme using the look up in Table 17.

Table 17: Look up of the shorthand name of the NSS themes for use in rebuild instructions

Student experience measure	Shorthand name of theme used in fields within the rebuild instructions
The teaching on my course	teach
Learning opportunities	learn
Assessment and feedback	assess
Academic support	acad

[23] See NSS data: quality report - Office for Students.

Student experience measure	Shorthand name of theme used in fields within the rebuild instructions
Learning resources	res
Student voice	voc

63. In this section, there are two different sets of instructions:

    a. Table 18 describes the steps involved in calculating the denominator, numerator and indicator (and split indicator) values for the student experience measures.

    b. Table 19 describes the steps involved in calculating the survey response rate.

64. For further information about the construction of the student experience measure, refer to our 'Description of student outcomes and experience measures used in OfS regulation' document.

Table 18: Steps involved in calculating the student experience measures

Step	Description	Rebuild instructions
1	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
2	Identify students in the denominator population for the measure	is_valid_nss_response = 1 and nss_indicator_population_exclusion = 0 and nss_[theme]_valid_responses > 0 (where [theme] is the shorthand of the theme in Table 17)
3	Identify the year of data required for assigning student and course characteristics to each student in the denominator population	Identify the instance of study in nss_student_data_year and use the student and course characteristics from this record for steps 4 to 8. For students who were not dormant or intercalating in their penultimate year of study, nss_student_data_year will be the same as base_academic_year (the year of the target list).
4	Select the relevant view of a provider's student population	Refer to Table 3
5	Select the mode of study	Refer to Table 3
6	Select the level of study	Refer to Table 3
7	Select the split indicator	Refer to Annex B
8	Calculate the denominator	Sum of subject_weighting
9	Identify students in the numerator of the measure and calculate the numerator	Of students in the denominator, sum of the calculation: (nss_[theme]_positive_responses ÷ nss_[theme]_valid_responses) x subject_weighting (where [theme] is the shorthand of the theme in Table 17)

Step	Description	Rebuild instructions
10	Calculate the indicator value	(Numerator ÷ denominator) x 100

Table 19: Steps involved in calculating the survey response rate for student experience measures

Step	Description	Rebuild instructions
1	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
2	Identify students in the denominator of the survey response rate	in_nss_response_rate_denominator = 1
3	Identify the year of data required for assigning student and course characteristics to each student in the denominator	Identify the instance of study in nss_student_data_year and use the student and course characteristics from this record for steps 4 to 8. For students who were not dormant or intercalating in their penultimate year of study, nss_student_data_year will be the same as base_academic_year (the year of the target list).
4	Select the relevant view of a provider's student population	Refer to Table 3
5	Select the mode of study	Refer to Table 3
6	Select the level of study	Refer to Table 3
7	Select the split indicator	Refer to Annex B
8	Identify students in the denominator of the survey response rate and calculate the denominator	Sum of subject_weighting
9	Identify students in the numerator of the survey response rate and calculate the numerator	Of students in the denominator, restrict to is_valid_nss_response = 1, then sum of subject_weighting
10	Calculate the survey response rate	(Numerator ÷ denominator) x 100

Rebuilding benchmark values from individualised files

65. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild the **benchmark** values. These are calculated in percentage terms for each provider as a weighted sector average which takes account of that provider's particular mix of students. Benchmarks give information about the values that the sector overall might have achieved for the indicator if the characteristics included in the benchmarking factors are the only ones that are important. They are reported in the student outcomes data dashboard, and the TEF data dashboard. Users may find it helpful to refer to the worked example of benchmarking calculations in Annex F of our 'Description of student outcome and experience measures used by the OfS' document.

66. The sector averages used to construct the benchmark values are made available to providers. This file contains the sector average for each unique combination of the benchmarking factors, for each of the indicators and split indicators constructed for all student outcome and experience measures.

Rebuild instructions: Benchmark values

Benchmark values are used in the **student outcomes data dashboard** and **TEF data dashboard**.

67. Providers can rebuild benchmark values in full (additional files from partner providers may be required). Individualised files contain information derived from the NPD as well as students' Association Between Characteristics of Students (ABCS) quintiles.

68. For student outcome measures, we use ABCS quintiles as a benchmarking factor. It has been necessary to suppress information in the sector averages data file released alongside the student outcomes data and TEF data dashboard, where there is a risk of disclosing sensitive data. In that data file, the following suppression codes are used:

    a. [none]: there are fewer than two students in the denominator.

    b. [low]: there are fewer than 10 students in the denominator.

    c. [DPL]: data has been suppressed for data protection reasons, due to the denominator being fewer than 10 and a numerator that is less than or equal to two.

69. Definitions of the fields we derive in respect of all benchmarking factors, including the ABCS quintiles, can be found within our technical algorithms document, and this document describes the steps involved in calculating benchmark values using those fields.[24]

[24] See fields named 'abcs_access_quintile', 'abcs_continuation_quintile', 'abcs_completion_quintile', 'abcs_progression_quintile' within the 'Technical algorithms for student outcome and experience measures' document at Documents describing our measures and definitions - Office for Students.

70. The instructions that follow assume that sector averages are available without suppression and that three additional fields are included in individualised student data files. These three additional fields are continuation_benchmarking_group_id (relevant to continuation indicators), completion_benchmarking_group_id (relevant to completion indicators) and progression_benchmarking_group_id (relevant to progression indicators). These fields are described in our technical algorithms document and are intended as a unique identifier (when combined with linked_engagement_starting_mode) to allow users to join the individualised data onto the sector averages data.

71. Table 20 contains the steps involved in rebuilding the benchmark value where the individualised data has been joined with the sector averages data.

Table 20: Steps involved in rebuilding the benchmark value

Step	Description	Rebuild instructions
1	Select the same populations as relevant to the measure to identify students in the denominator of the measure and calculate the denominator	Apply steps 1 to 6 from… Continuation: Refer to Table 9 Completion: Refer to Table 10 Progression: Refer to Table 12 Use of skills: Refer to Table 14 Student experience: Refer to Table 18
2	Depending on the selected split indicator, use the appropriate sector average value for the indicator or split indicator to calculate the numerator for the benchmark calculation	Of students in the denominator, sum of the calculation: (Sector average ÷ 100) x subject_weighting The sector average is stored as a percentage and is divided by 100 to translate the value into a proportion.
3	Calculate the benchmark value	(Numerator ÷ denominator) x 100

Rebuilding the split overview in the TEF data dashboard

The split overview in the TEF data dashboard shows the number of splits falling into each performance category.

72. Providers can rebuild the numbers in this table using the data files (undergraduate study outcomes csv file and the post-study and student experience csv file) made available alongside the dashboard.

73. Select a measure using the INDICATOR_NAME field.

74. Select a mode using the MODE field.

75. Count the number of split indicators as per the rebuild instructions below. The ‘Overall’ split should be excluded. Note, the counts are done in a particular order as detailed by the order column. Once a split meets a definition it is no longer counted for any other column.

Table 21: Steps involved in rebuilding the split overview

Column in dashboard	Rebuild instructions	Order
Materially below benchmark	MATERIALLY_BELOW_BENCH>=80 OR SUPP_REASON= '[DPL]'	3 1
Below/in line with benchmark	MATERIALLY_BELOW_BENCH+INLINE_WITH_BENCH>=80	7
Broadly in line with benchmark	INLINE_WITH_BENCH>=80	4
In line with/above benchmark	INLINE_WITH_BENCH+MATERIALLY_ABOVE_BENCH>=80	8
Materially above benchmark	MATERIALLY_ABOVE_BENCH>=80 OR HIGH_BENCHMARK = 'Yes' AND MATERIALLY_BELOW_BENCH <80	5 2
Undetermined	(MATERIALLY_BELOW_BENCH+INLINE_WITH_BENCH>=80 AND INLINE_WITH_BENCH+MATERIALLY_ABOVE_BENCH>=80)	6

Column in dashboard	Rebuild instructions	Order
	OR ELSE	9
Below B3 threshold	Using the Student outcomes csv file filter to: POPULATION_TYPE=’ TaughtOrRegistered_(TorR) LEVEL = ‘First Degree’, ‘Other Undergraduate’, ‘UndergraduateWithPostgraduateComponents’ and the relevant INDICATOR_NAME and MODE AND BELOW_THRESHOLD>=80 OR SUPP_REASON = '[DPL]'	N/A

Rebuilding gaps and ratios for access and participation

Gaps and ratios are relevant to the **access and participation data dashboard.**

Using files shared with providers in 2026, providers can rebuild gaps and ratios for the **access, continuation, completion, degree outcomes** and **progression** lifecycle stages presented in the access and participation dashboard in full.

76. For further information about the presentation of gaps and ratios in the access and participation dashboard, refer to section 'Elements included in the presentation of student outcome and experience measures' of our 'Description of student outcome and experience measures used by the OfS' document.

77. The instructions that follow require the calculation of split indicator values (indicator 1 and indicator 2). Please refer to the rebuild tables for the relevant measure.

78. Table 22 contains the steps involved in rebuilding the gaps and ratios.

Table 22: Steps involved in rebuilding gaps and ratios

Step	Description	Rebuild instructions
1	Calculate indicator 1	Use relevant rebuild table for selected measure, mode, level, year and split indicator type Example: Using 'Table 9: Steps involved in rebuilding the continuation measure', calculate the continuation indicator for young (under 21) full-time undergraduates in year 4
2	Calculate indicator 2 (comparison group)	Use same rebuild table for selected measure, mode, level, year and split indicator type Example: Using 'Table 9: Steps involved in rebuilding the continuation measure', calculate the continuation indicator for mature (21 and over) full-time undergraduates in year 4
3	Calculate gap or ratio	Gap: Indicator 1 – Indicator 2 Ratio: Indicator 1 ÷ Indicator 2

Rebuilding the data that accompanies the indicators from individualised files

79. Throughout the instructions that follow in this section of the document, we describe the steps required to rebuild data that we have made available to support understanding of the student outcome and experience measures. This section includes instructions for:

    a. Data about the size and shape of higher education provision.

    b. Reporting of interim study activities to the GO survey.

Rebuild instructions: Data about the size and shape of higher education provision

This section is relevant to the **size and shape of provision data dashboard**[25] and the **subcontractual partnership size and shape of provision data resources**.

Providers can rebuild size and shape of provision data in full (additional files from partner providers may be required).

80. There are four different parts to the size and shape of provision data, and this document describes how to rebuild each part in turn:

    a. Student numbers

    b. Size and shape of provision by student and course characteristics

    c. Partnerships summary

    d. Partnerships detail.

81. For further information about the data about the size and shape of higher education provision, refer to section 'Data about the size and shape of higher education provision' of our 'Description of student outcome and experience measures used by the OfS' document.

Rebuild instructions: Student numbers

82. Table 23 describes the steps involved in rebuilding the counts of student numbers shown in this part of the size and shape of provision data dashboard. It summarises the different types

[25] These instructions were updated in June 2023 to correct a methodological oversight concerning the identification of the qualifiers population defined for the purposes of providing contextual information. Qualifying students who are not included in the all students contextual population for a given year (on account of their course following an academic year which spans multiple DDB or ILR reporting periods, for example) are now identified distinctly, to inform reporting of the qualifiers contextual population. For the avoidance of doubt, this issue does not impact on qualifier populations defined for other purposes (such as construction of progression or degree outcome measures).

of provision delivered by a provider, and for each type, the student numbers at each level of study.

Table 23: Rebuilding the count and percentage for data on student numbers

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files, unless otherwise specified)
1	Restrict to the population of the table. Additional files from partner providers may be required.	Students are either taught or registered by the provider	registering_ukprn = XXXXXXXX or teaching_ukprn = XXXXXXXX (where XXXXXXXX is the UKPRN of the provider)
2	Select the cohort	All students	population_type = 1, 2, 3, 4
		Entrants	population_type = 1, 2
		Qualifiers	population_type = 1, 3, 5
3	Select the type of provision	Full-time students studying mainly in the UK	he_category ≠ 1 and linked_engagement_starting_mode = FT
		Part-time students studying mainly in the UK	he_category ≠ 1 and linked_engagement_starting_mode = PT
		Apprenticeship students studying mainly in the UK	he_category ≠ 1 and linked_engagement_starting_mode = APPR
		Students studying mainly abroad	he_category = 1
		Offshore transnational education (TNE)	Identify from the DDB aggregate offshore record using TYPE = 1, 2, 3, 4, 5 [26]
4	Select the years of data relevant to the data		For the four year aggregate: base_academic_year = 2021, 2022, 2023, 2024 For a single year, select one of base_academic_year = 2021, 2022, 2023, 2024 as appropriate
5	Select the level of study For levels of study for offshore TNE, refer to Table 24.	All undergraduates	level_aggregate_1 = DEG, OUG, PUGD
		All other undergraduate	level_aggregate_1= OUG
		Other undergraduate level 4	level_aggregate_1= OUG and numeric_academic_level = 0, 4 and is_htq = 0

[26] See Aggregate offshore 2020/21 - Type of activity | HESA.

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files, unless otherwise specified)
		Other undergraduate level 5+	level_aggregate_1 = OUG and numeric_academic_level = 5, 6 and is_htq = 0
		Other undergraduate higher technical qualifications (HTQs)	level_aggregate_1 = OUG and is_htq = 1
		First degree	level_aggregate_1= DEG
		Undergraduate with postgraduate components	level_aggregate_1= PUGD
		All postgraduates	level_aggregate_1 = PUGO, OPGT, OPGR, PGTM, PGCE, PHD
		Other postgraduate	level_aggregate_1= PUGO, OPGT, OPGR
		PGCE	level_aggregate_1= PGCE
		Postgraduate taught masters'	level_aggregate_1= PGTM
		Postgraduate research	level_aggregate_1= PHD
		Unspecified qualification aim	level_aggregate_1= UGUNSPEC, PGUNSPEC
		Credit or modules	level_aggregate_1= UGCREDIT, PGCREDIT
6	Calculate the count of students		Sum of subject_weighting
7	Calculation the percentage of students	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of subject_weighting
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of subject_weighting
		Calculate the percentage of students	(Numerator ÷ denominator) x 100

83. Data on offshore TNE is sourced from the DDB aggregate offshore record (AOR). Table 24 shows how the levels of study recorded on the AOR dataset have been mapped to the levels of study reported.

Table 24: Level of study categories derived from the AOR

Level of study reported	Level of study recorded in the AOR dataset
All undergraduates	Level = C, H, I, J
Other undergraduate	Level = J, C
First degree	Level = H, I
All postgraduates	Level = D, E, L, M
Postgraduate taught masters'	Level = M
Postgraduate taught doctorates	Level = E
Postgraduate research	Level = D, L

Rebuild instructions: Size and shape of provision

84. Table 25 describes the steps involved in rebuilding the counts of student numbers shown in the size and shape of provision part of the size and shape of provision data dashboard. It summarises different student and course characteristics, and for each characteristic, the student numbers at each mode and broad level of study.

85. To rebuild the size and shape of provision data for a given delivery partner as shown in the subcontractual partnership size and shape of provision data resources, registering providers should first filter to records in their individualised data where teaching_ukprn equals that of the delivery partner's UKPRN, then follow steps 2 to 8 in Table 25.

Table 25: Rebuilding the count and percentage for data on the size and shape of provision

Step	Description		Rebuild instructions
1	Restrict to the population of the table (where XXXXXXXX is the UKPRN of the provider)	Students studying mainly in the UK and is aiming for a qualification aim and are either taught or registered by the provider	((he_category = 5 and is_duplicate_in_academic_year = 0) or (he_category in (3, 4, 5) and population_type = 5)) and (registering_ukprn = XXXXXXXX or teaching_ukprn = XXXXXXXX) Additional files from partner providers may be required.
2	Select the cohort	All students	population_type = 1, 2, 3, 4
		Entrants	population_type = 1, 2
		Qualifiers	population_type = 1, 3, 5
3	Select the years of data relevant to the data[27]		For the four-year aggregate: base_academic_year = 2021, 2022, 2023, 2024 For a single year, select one of base_academic_year = 2021, 2022, 2023, 2024 as appropriate

[27] Note that within the years listed here, data for ABCS progression and geography of employment quintiles is only reported for the years for which we have GO survey data. See paragraph 10.b for further information.

Step	Description		Rebuild instructions
4	Select the mode and level of study	Full-time undergraduates	linked_engagement_starting_mode = FT and level_aggregate_2 = UG
		Part-time undergraduates	linked_engagement_starting_mode = PT and level_aggregate_2 = UG
		Apprenticeship undergraduates	linked_engagement_starting_mode = APPR and level_aggregate_2 = UG
		Full-time postgraduates	linked_engagement_starting_mode = FT and level_aggregate_2 = PGT, PGR
		Part-time postgraduates	linked_engagement_starting_mode = PT and level_aggregate_2 = PGT, PGR
		Apprenticeship postgraduates	linked_engagement_starting_mode = APPR and level_aggregate_2 = PGT, PGR
5	Select a student or course characteristic		See Annex B
6	Calculate the count of students		Sum of subject_weighting
7	Calculate the percentage of students[28]	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of subject_weighting
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of subject_weighting
		Calculate the percentage of students	(Numerator ÷ denominator) x 100
8	Calculate the percentage of a 'known and applicable' student population	Identify students in the denominator (applying any restrictions listed in Table 26 below) and calculate the denominator.	For each unique combination of steps 2, 3 and 4, sum of subject_weighting
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of subject_weighting
		Calculate the percentage 'known and applicable students'	(Numerator ÷ denominator) x 100

[28] The percentages shown by default on the size and shape dashboard are as a percentage of the total taught or registered population. Note for data protection reasons, no percentage is shown for the 'Eligibility for free school meals'. Users should view the percentage of 'known and applicable' for this characteristic.

86. Table 26 lists the additional population restrictions for the denominators required for rebuilding the 'known and applicable' percentages. If a characteristic is not listed, no additional population restrictions are used in the calculation of this percentage.

Table 26: Additional population restrictions for selected student or course characteristics to calculate the 'known and applicable' percentages for data on the size and shape of provision

Student or course characteristic	Additional population restriction rebuild instruction
Course type	level_aggregate_1 = DEG
Age on entry	engagement_starting_age_group ≠ U
Ethnicity	student_domicile = E, S, W, N and broad_student_ethnicity ≠ U
Sex	student_sex ≠ 0
Association Between Characteristics of Students (ABCS)	student_domicile = E, S, W, N and ABCS continuation: abcs_continuation_quintile = 1, 2, 3, 4, 5 ABCS completion: abcs_completion_quintile = 1, 2, 3, 4, 5 ABCS progression: abcs_progression_quintile = 1, 2, 3, 4, 5
Sexual orientation	sexual_orientation = 10, 11, 12, 19
Deprivation quintile (IMD)	student_domicile = E, S, W, N and Providers in England: home_imd_quintile_by_nation = E1, E2, E3, E4, E5 Providers in Scotland: home_imd_quintile_by_nation = S1, S2, S3, S4, S5 Providers in Wales: home_imd_quintile_by_nation = W1, W2, W3, W4, W5 Providers in Northern Ireland: home_imd_quintile_by_nation = N1, N2, N3, N4, N5
Domicile	student_domicile ≠ UNKNOWN
Eligibility for free school meals	in_free_school_meal_population = 1
Geography of employment quintile	in_progression_population = 1 and geography_of_employment_quintile = 1, 2, 3, 4, 5
Socioeconomic background	socioeconomic_class = 01, 02, 03, 04, 05, 06, 07, 08
Study location	is_distance_learner = 1 or study_location_type = M_00, M_01, L_01
TUNDRA (MSOA)	student_domicile = E and tundra_msoa_quintile = 1, 2, 3, 4, 5

Rebuild instructions: Partnerships summary and partnerships detail

87. Table 27 describes the steps involved in rebuilding the counts of student numbers shown in the partnerships summary and partnerships detail tabs. The partnerships summary summarises the different types of partnership arrangements a provider has, and for each type, the student numbers at each mode and broad level of study. The partnerships detail

shows, for each lead and delivery providers combination, the student numbers at each mode and broad level of study.

Table 27: Calculating the count and percentage for the data on partnership arrangements

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
1	Restrict to the population of the table	Students studying mainly in the UK and is aiming for a qualification aim	(he_category = 5 and is_duplicate_in_academic_year = 0) or (he_category in (3, 4, 5) and population_type = 5)
2	Select the cohort	All students	population_type = 1, 2, 3, 4
		Entrants	population_type = 1, 2
		Qualifiers	population_type = 1, 3, 5
3a	Partnerships summary tab: select the type of partnership (where XXXXXXXX is the UKPRN of the provider)	All taught or registered by this provider Additional files from partner providers may be required.	registering_ukprn = XXXXXXXX or teaching_ukprn = XXXXXXXX
		Registered and taught by this provider No additional files from partner providers are required.	registering_ukprn = XXXXXXXX and teaching_ukprn = XXXXXXXX
		Only registered by this provider (subcontracted out) No additional files from partner providers are required.	registering_ukprn = XXXXXXXX and teaching_ukprn ≠ XXXXXXXX
		Only taught by this provider (subcontracted in) Additional files from partner providers will be required.	registering_ukprn ≠ XXXXXXXX and teaching_ukprn = XXXXXXXX
		Only validated by this provider Additional files from partner providers will be required.	registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX and awarding_body = XXXXXXXX
3b	Partnerships detail tab:	Delivery (teaching) providers will require additional files from	registering_ukprn = XXXXXXXX and teaching_ukprn = ZZZZZZZZ

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
	select the lead provider and delivery partner (where XXXXXXXX is the UKPRN of the lead provider and ZZZZZZZZ is the UKPRN of the delivery partner)	registering partner(s).	
4	Select the years of data relevant to the data		For the four-year aggregate: base_academic_year = 2021, 2022, 2023, 2024 For a single year, select one of base_academic_year = 2021, 2022, 2023, 2024 as appropriate
5	Select the mode and level of study	Full-time undergraduates	linked_engagement_starting_mode = FT and level_aggregate_2 = UG
		Part-time undergraduates	linked_engagement_starting_mode = PT and level_aggregate_2 = UG
		Apprenticeship undergraduates	linked_engagement_starting_mode = APPR and level_aggregate_2 = UG
		Full-time postgraduates	linked_engagement_starting_mode = FT and level_aggregate_2 = PGT, PGR
		Part-time postgraduates	linked_engagement_starting_mode = PT and level_aggregate_2 = PGT, PGR
		Apprenticeship postgraduates	linked_engagement_starting_mode = APPR and level_aggregate_2 = PGT, PGR
6	Calculate the count of students		Sum of subject_weighting
7	Calculation the percentage of students	Identify students in the denominator and calculate the denominator	For each unique combination of steps 2, 3 and 4, sum of subject_weighting
		Identify students in the numerator and calculate the numerator	Of students in the denominator, apply step 5, then sum of subject_weighting
		Calculate the percentage of students	(Numerator ÷ denominator) x 100

Rebuild instructions: Data about the reporting of interim study activities

This section is relevant to the **student outcomes data** and **TEF data dashboard**.

Providers can rebuild this in full (additional files from partner providers may be required).

88. In this section, there are two different sets of instructions:

    a. Table 28 describes the steps involved in calculating the proportion of students who counted negatively towards the progression indicator but reported they had undertaken **any** interim study reported in the student outcomes data dashboard and the TEF data dashboard.

    b. Table 29 describes the steps involved in calculating the proportion of students who counted negatively towards the progression indicator but reported they had undertaken **significant** interim study reported in the student outcomes data dashboard and the TEF data dashboard.

89. For further information about the data about the reporting of interim study activities, refer to section 'Data about the reporting of interim study activities' of our 'Description of student outcome and experience measures used by the OfS' document.

Table 28: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken any interim study

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Progression lines in Table 4
6	Identify students in the denominator of the progression measure	in_progression_population = 1
7	Identify students who counted negatively towards the progression measure, who reported they had undertaken any interim study	Of students in the denominator, restrict to had_significant_interim_study = FT, PT, OTH, then sum of the calculation: (1 – progression_numerator) x subject_weighting
8	Calculate the proportion of students who counted negatively towards the progression indicator but reported they had undertaken any interim study	(Result of step 7 ÷ result of step 6) x 100

Table 29: Rebuilding the proportion of students who counted negatively towards the progression indicator but reported they had undertaken significant interim study

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the split indicator	Refer to Annex B
5	Select the years of data relevant to the measure	Refer to Progression lines in Table 4
6	Identify students in the denominator of the progression measure and calculate the denominator	in_progression_population = 1, then sum of subject_weighting
7	Identify students who counted negatively towards the progression measure, who reported they had undertaken any interim study	Of students in the denominator, restrict to had_significant_interim_study = 01, then sum of the calculation: (1 – progression_numerator) x subject_weighting
8	Calculate the proportion of students who counted negatively towards the progression indicator but reported they had undertaken significant interim study	(Result of step 7 ÷ result of step 6) x 100

Rebuild instructions: Numbers of students excluded from populations due to unknown characteristics

This section is relevant to the **access and participation data dashboard**

Providers can rebuild this in full (additional files from partner providers may be required).

90. Due to elevated numbers of unknown values for ethnicity and sex within the 2022-23 DDB Student (22056) record, we have calculated headcounts of students excluded from denominator populations due to unknown values, for each measure within the access and participation dataset. These are available within the tooltips in the access and participation data dashboard and as an additional column within the accompanying data files.

91. Table 30 describes the steps involved in calculating these figures, for the sex and ethnicity split types and each intersection involving either sex or ethnicity. Equivalent headcounts have not been calculated for other split types.

Table 30: Rebuilding the numbers of students excluded from denominator populations due to unknown characteristics

Step	Description	Rebuild instructions
1	Select the relevant view of a provider's student population	Refer to Table 3
2	Select the mode of study	Refer to Table 3
3	Select the level of study	Refer to Table 3
4	Select the years of data relevant to the measure	Refer to Table 4 and paragraph 41
5	Identify students in the denominator of the overall indicator for the measure	Refer to: Access - Table 7, step 5 Continuation - Table 9, step 6 Completion - Table 10, step 6 Attainment - Table 11, step 6 Progression - Table 12, step 6
6	Identify students with an unknown value for the split indicator type	Refer to Table 31
7	Calculate the headcount	Sum subject_weighting

Table 31: Population restrictions for students with unknown characteristics

Split indicator type	Rebuild instruction for population with an unknown characteristic
Sex	student_sex = 0
Ethnicity	broad_student_ethnicity = U
Intersection of deprivation quintile (IMD 2025) and ethnicity **Based on English-domiciled students**	student_domicile = E and (home_imd_quintile_by_nation = UNKNOWN or broad_student_ethnicity = U)
Intersection of deprivation quintile (IMD 2025) and sex **Based on English-domiciled students**	student_domicile = E and (home_imd_quintile_by_nation = UNKNOWN or student_sex = 0)

Annex A: Example of individualised files available for partnership arrangements

1. This example provides an illustration of the individualised files that would be available to a provider with a range of partnership arrangements. In this example:

    a. Provider A registers and teaches most of their students directly, but they have a subcontractual partnership arrangement with Provider B for a small number of their courses, through which Provider B teaches some of Provider A's students. All of the students they register or teach are studying for an award from Provider A.

    b. Provider B registers their own students, but also teaches some students on behalf of Provider A. The students who are registered with Provider B are all studying for an award from Provider A.

    c. Provider A is therefore acting in a validation-only capacity with respect to the students who are registered with Provider B.

    d. Providers A and B all have the appropriate data sharing agreements in place.

2. Table A1 demonstrates the individualised files that would be available to each provider in this example, and provides an indication of which files could be shared with each other.

Table A1: Illustrative example of individualised files available

Provider	Nature of teaching arrangement	Students are available in which providers individualised file?	Potential for data sharing?
A	The provider registering the student is also teaching them directly	ProviderA_IND_2026_1_Core.csv ProviderA_IND_2026_1_Supplementary_registering.csv	Does not need to be shared with another provider.
	The provider does not register the student but teaches the student (subcontracted in)	Not applicable.	Not applicable.
	The provider is registering but not teaching the student (subcontracted out)	ProviderA_IND_2026_1_Core.csv ProviderA_IND_2026_1_Supplementary_registering.csv	Does not need to be shared with another provider.
		ProviderA_ProviderB_IND_2026_1_Supplementary_teaching.csv	This is not available to provider B unless provider A shares it with them.
	The provider does not register or teach the student, but the student is studying for an award of that provider (validation-only)	ProviderB_ProviderA IND_2026_1_Supplementary_validating.csv	This is not available to provider A unless provider B shares it with them.

Provider	Nature of teaching arrangement	Students are available in which providers individualised file?	Potential for data sharing?
B	The provider registering the student is also teaching them directly	ProviderB_IND_2026_1_Core.csv ProviderB_IND_2026_1_Supplementary_registering.csv	Does not need to be shared with another provider.
		ProviderB_ProviderA_IND_2026_1_Supplementary_validating_ .csv	This is not available to provider A unless provider B shares it with them.
	The provider does not register the student but teaches the student (subcontracted in)	ProviderA_ ProviderB IND_2026_1_Supplementary_teaching_.csv	This is not available to provider B unless provider A shares it with them.
	The provider is registering but not teaching the student (subcontracted out)	Not applicable.	Not applicable.
	The provider does not register or teach the student, but the student is studying for an award of that provider (validation-only)	Not applicable.	Not applicable.

Annex B: Rebuilding student and course characteristics

This annex provides information about the student and course characteristics used:

- In the definition of split indicators for the student outcome and experience measures reported through the **access and participation data dashboard, student outcomes data** and the **TEF data dashboard**.
- In the definition of data about the size and shape of provision part of the **size and shape of provision data dashboard**.

1. The different student and course characteristics which are used in the construction of split indicators or data about the size and shape of provision are detailed in Table B1.[29] It describes the rebuild instructions for each attribute of each characteristic we report, and whether these apply in respect of the split indicators used in regulation of student outcomes and access and participation, and the TEF, or the data about the size and shape of provision.

2. For more information about the student and course characteristics detailed in Table B1, please refer to Annex B of our 'Description of student outcome and experience measures used by the OfS' document.

Table B1: Rebuilding the student and course characteristics

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
ABCS quintile **(for the access, continuation, completion student experience and progression measures only, and only for UK-domiciled students on undergraduate courses)**	Quintile 1	✓	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 1 Continuation: abcs_continuation_quintile = 1 Completion: abcs_completion_quintile = 1 Progression and use of skills: abcs_progression_quintile = 1 Student experience: abcs_nss_quintile=1
	Quintile 2 to 3	✓	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 2, 3 Continuation: abcs_continuation_quintile = 2, 3 Completion: abcs_completion_quintile = 2, 3 Progression and use of skills: abcs_progression_quintile = 2, 3
	Quintile 4 to 5	✓	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 4, 5 Continuation: abcs_continuation_quintile = 4, 5 Completion: abcs_completion_quintile = 4, 5 Progression and use of skills: abcs_progression_quintile = 4, 5
	Quintile 2	×	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 2

[29] This refers only to the section of data named 'size and shape of provision' within the size and shape of provision data dashboard.

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
						Continuation: abcs_continuation_quintile = 2 Completion: abcs_completion_quintile = 2 Progression: abcs_progression_quintile = 2 Student experience : abcs_nss_quintile=2
	Quintile 3	×	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 3 Continuation: abcs_continuation_quintile = 3 Completion: abcs_completion_quintile = 3 Progression: abcs_progression_quintile = 3 Student experience : abcs_nss_quintile=3
	Quintile 4	×	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 4 Continuation: abcs_continuation_quintile = 4 Completion: abcs_completion_quintile = 4 Progression: abcs_progression_quintile = 4 Student experience : abcs_nss_quintile=4
	Quintile 5	×	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 5 Continuation: abcs_continuation_quintile = 5 Completion: abcs_completion_quintile = 5 Progression: abcs_progression_quintile = 5 Student experience : abcs_nss_quintile=5
	Unknown or not applicable	×	×	×	✓	level_aggregate_1 = DEG, OUG, PUGD and student_domicile = E, N, S, W and Access: abcs_access_quintile = 999, BLANK Continuation: abcs_continuation_quintile = 999, BLANK Completion: abcs_completion_quintile = 999, BLANK Progression: abcs_progression_quintile = 999, BLANK
Age on entry **(on 31 August in the student's year of entry to higher education programme)**	Young (under 21 years)	✓	✓	✓	✓	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = U21
	21 to 30 years	✓	✓	×	✓	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 21_25, 26_30
	31 years and over	✓	✓	×	✓	engagement_starting_age_group = 31_40, 41_50, 51+
	Under 25 years	✓	×	×	✓	level_aggregate_1 = PUGO, OPGT, OPGR, PGTM, PGCE, PHD and engagement_starting_age < 25
	25 to 30 years	✓	×	×	✓	level_aggregate_1 = PUGO, OPGT, OPGR, PGTM, PGCE, PHD and engagement_starting_age ≥ 25 and engagement_starting_age < 31

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	21 to 25 years	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 21_25
	26 to 30 years	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 26_30
	31 to 40 years	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 31_40
	41 to 50 years	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 41_50
	51 years and over	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 51+
	Mature (21 and over)	×	×	✓	×	level_aggregate_1 = DEG, OUG, PUGD and engagement_starting_age_group = 21_25, 26_30, 31_40, 41_50, 51+
	Unknown	×	×	×	✓	engagement_starting_age_group = U
Course length	Less than one year	×	×	×	✓	expected_course_length = '<1'
	1 year	×	×	×	✓	expected_course_length = 1
	2 years	×	×	×	✓	expected_course_length = 2
	3 years or more	×	×	×	✓	expected_course_length = '3+'
Course type: other undergraduate	Other undergraduate level 4	✓	✓	×	×	level_aggregate_1 = OUG and numeric_academic_level = 0, 4
	Other undergraduate level 5+	✓	✓	×	×	level_aggregate_1 = OUG and numeric_academic_level = 5, 6
	Higher technical qualifications	✓	✓	×	✓	level_aggregate_1 = OUG and is_htq = 1
Course type: foundation year	First degree with integrated foundation year	✓	✓	×	✓	linked_engagement_starting_mode = FT and level_aggregate_1 = DEG and linked_engagement_has_foundation_year = 1
Deprivation quintile (IMD 2025)	Quintile 1 to 2	✓	✓	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E1, E2 Providers in Northern Ireland: home_imd_quintile_by_nation = N1, N2 Providers in Scotland: home_imd_quintile_by_nation = S1, S2 Providers in Wales: home_imd_quintile_by_nation = W1, W2
	Quintile 3 to 5	✓	✓	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E3, E4, E5 Providers in Northern Ireland: home_imd_quintile_by_nation = N3, N4, N5 Providers in Scotland: home_imd_quintile_by_nation = S3, S4, S5 Providers in Wales: home_imd_quintile_by_nation = W3, W4, W5
	Quintile 1	×	×	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E1 Providers in Northern Ireland: home_imd_quintile_by_nation = N1 Providers in Scotland: home_imd_quintile_by_nation = S1

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
						Providers in Wales: home_imd_quintile_by_nation = W1
	Quintile 2	×	×	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E2 Providers in Northern Ireland: home_imd_quintile_by_nation = N2 Providers in Scotland: home_imd_quintile_by_nation = S2 Providers in Wales: home_imd_quintile_by_nation = W2
	Quintile 3	×	×	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E3 Providers in Northern Ireland: home_imd_quintile_by_nation = N3 Providers in Scotland: home_imd_quintile_by_nation = S3 Providers in Wales: home_imd_quintile_by_nation = W3
	Quintile 4	×	×	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E4 Providers in Northern Ireland: home_imd_quintile_by_nation = N4 Providers in Scotland: home_imd_quintile_by_nation = S4 Providers in Wales: home_imd_quintile_by_nation = W4
	Quintile 5	×	×	✓	✓	student_domicile = E, N, S, W and Providers in England: home_imd_quintile_by_nation = E5 Providers in Northern Ireland: home_imd_quintile_by_nation = N5 Providers in Scotland: home_imd_quintile_by_nation = S5 Providers in Wales: home_imd_quintile_by_nation = W5
	All other quintiles except 1	×	×	✓	×	student_domicile = E, N, S, W and home_imd_quintile_by_nation = E2, E3, E4, E5
	All other quintiles except 2	×	×	✓	×	student_domicile = E, N, S, W and home_imd_quintile_by_nation = E1, E3, E4, E5
	All other quintiles except 3	×	×	✓	×	student_domicile = E, N, S, W and home_imd_quintile_by_nation = E1, E2, E4, E5
	All other quintiles except 4	×	×	✓	×	student_domicile = E, N, S, W and home_imd_quintile_by_nation = E1, E2, E3, E5
	All other quintiles except 5	×	×	✓	×	student_domicile = E, N, S, W and home_imd_quintile_by_nation = E1, E2, E3, E4
	Unknown or not applicable	×	×	×	✓	home_imd_quintile_by_nation = UNKNOWN, NA or Providers in England: home_imd_quintile_by_nation = X1, X2, X3, X4, X5 where X = W, S, N Providers in Northern Ireland: home_imd_quintile_by_nation = X1, X2, X3, X4, X5 where X = E, S, W Providers in Scotland: home_imd_quintile_by_nation = X1, X2, X3, X4, X5 where X = N, E, W Providers in Wales: home_imd_quintile_by_nation = X1, X2, X3, X4, X5 where X = E, S, N

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
Deprivation quintile (IMD 2019) **Based on English-domiciled students**	Quintile 1 to 2	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1, E2
	Quintile 3 to 5	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E3, E4, E5
	Quintile 1	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1
	Quintile 2	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E2
	Quintile 3	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E3
	Quintile 4	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E4
	Quintile 5	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E5
	All other quintiles except 1	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E2, E3, E4, E5
	All other quintiles except 2	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1, E3, E4, E5
	All other quintiles except 3	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1, E2, E4, E5
	All other quintiles except 4	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1, E2, E3, E5
	All other quintiles except 5	×	×	✓	×	student_domicile = E and historic_home_imd_quintile_by_nation = E1, E2, E3, E4
Disability	Disability reported	✓	×	✓	×	is_reported_disabled = Y
	No disability reported	✓	×	✓	×	is_reported_disabled = N
Disability type	Cognitive or learning difficulties	×	✓	✓	✓	reported_disability_type = COG
	Mental health conditions	×	✓	✓	✓	reported_disability_type = MH
	Multiple or other impairments	×	✓	✓	✓	reported_disability_type = MULTI
	Sensory, medical or physical impairments	×	✓	✓	✓	reported_disability_type = PHY
	Social or communication impairments	×	✓	✓	✓	reported_disability_type = SOC
	No disability reported or unknown disability type	×	✓	✓	✓	reported_disability_type = NONE
Domicile	UK	✓	✓	×	✓	student_domicile = E, N, S, W
	Non-UK	✓	✓	×	×	student_domicile = EU, OTHER
	EU	×	×	×	✓	student_domicile = EU
	Other international	×	×	×	✓	student_domicile = OTHER
	Unknown	×	×	×	✓	student_domicile = UNKNOWN
Eligibility for free school meals **For undergraduate students aged under 21 years on entry who were found in the NPD KS4 data in 2009-10 or later**	Eligible	✓	✓	✓	✓	in_free_school_meal_population = 1 and had_free_school_meals = 1
	Not eligible	✓	✓	✓	✓	in_free_school_meal_population = 1 and had_free_school_meals = 0
Entry qualifications	A-levels (AAA or higher)	×	×	×	✓	broad_entry_qualifications = 1
	A-levels (ABB or higher)	×	×	×	✓	broad_entry_qualifications = 2

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	A-levels (BCC or higher) or international baccalaureate	×	×	×	✓	broad_entry_qualifications = 3
	A-levels (CDD or higher)	×	×	×	✓	broad_entry_qualifications = 4
	A-levels (DDD or lower, other Level 3 at 105 tariff points or higher, or 2 A-levels and 1 BTEC	×	×	×	✓	broad_entry_qualifications = 5
	Higher education level qualifications on entry	×	×	×	✓	broad_entry_qualifications = 6
	BTECs (at least DDM), or 1 A-level and 2 BTECs	×	×	×	✓	broad_entry_qualifications = 7
	BTECs (lower than DDM)	×	×	×	✓	broad_entry_qualifications = 8
	Other qualifications reported by non-UK domiciled students	×	×	×	✓	broad_entry_qualifications = 9
	Access and foundation courses, or other Level 3 at 65 tariff points or higher	×	×	×	✓	broad_entry_qualifications = 10
	None, unknown or other entry qualifications	×	×	×	✓	broad_entry_qualifications = 11
	High entry qualifications	×	✓	×	×	broad_entry_qualifications = 1, 2, 3, 4, 5, 7
	Medium entry qualifications	×	✓	×	×	broad_entry_qualifications = 6, 9
	Low or unknown entry qualifications	×	✓	×	×	broad_entry_qualifications = 8, 10, 11
Ethnicity (for UK-domiciled students only)	Asian	✓	✓	✓	✓	student_domicile = E, N, S, W and broad_student_ethnicity = A
	Black	✓	✓	✓	✓	student_domicile = E, N, S, W and broad_student_ethnicity = B
	Mixed	✓	✓	✓	✓	student_domicile = E, N, S, W and broad_student_ethnicity = M
	Other	✓	✓	✓	✓	student_domicile = E, N, S, W and broad_student_ethnicity = O
	White	✓	✓	✓	✓	student_domicile = E, N, S, W and broad_student_ethnicity = W
	Unknown or not applicable	×	×	×	✓	student_domicile ≠ E, N, S, W or broad_student_ethnicity = U
	All ethnicities except Asian	×	×	✓	×	student_domicile = E, N, S, W and broad_student_ethnicity ≠ A, U
	All ethnicities except black	×	×	✓	×	student_domicile = E, N, S, W and broad_student_ethnicity ≠ B, U
	All ethnicities except mixed	×	×	✓	×	student_domicile = E, N, S, W and broad_student_ethnicity ≠ M, U
	All ethnicities except other	×	×	✓	×	student_domicile = E, N, S, W and broad_student_ethnicity ≠ O, U
	All ethnicities except white	×	×	✓	×	student_domicile = E, N, S, W and broad_student_ethnicity ≠ W, U
Geography of employment quintile (for the progression measure only)	Quintile 1	✓	✓	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 1
	Quintile 2 to 3	✓	✓	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 2, 3
	Quintile 4 to 5	✓	✓	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 4, 5

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	Quintile 2	×	×	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 2
	Quintile 3	×	×	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 3
	Quintile 4	×	×	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 4
	Quintile 5	×	×	×	✓	in_progression_population = 1 and geography_of_employment_quintile = 5
	Unknown or not applicable	×	×	×	✓	geography_of_employment_quintile = BLANK
Geography of earnings quintile (for the earnings measure only)	Quintile 1	×	✓	×	×	in_earnings_population = 1 and geography_of_earnings_quintile = 1
	Quintile 2 to 3	×	✓	×	×	in_earnings_population = 1 and geography_of_earnings_quintile = 2, 3
	Quintile 4 to 5	×	✓	×	×	in_earnings_population = 1 and geography_of_earnings_quintile = 4, 5
Level of study[30]	Other undergraduate	×	✓	×	×	level_aggregate_1 = OUG
	First degree	×	✓	×	×	level_aggregate_1 = DEG
	Undergraduate with postgraduate components	×	✓	×	×	level_aggregate_1 = PUGD
Named partner **(where XXXXXXXX is the UKPRN of the provider)**	Named partner	×	✓	×	×	teaching_ukprn= XXXXXXXX and registering_ukprn= ZZZZZZZZ (for taught population) registering_ukprn= XXXXXXXX and teaching_ukprn= ZZZZZZZZ (for subcontracted out population) awarding_body = XXXXXXXX and registering_ukprn= ZZZZZZZZ (for validating population)
Named partner-year **(where XXXXXXXX is the UKPRN of the provider)**	Named partner – YYYY	×	✓	×	×	teaching_ukprn= XXXXXXXX and registering_ukprn= ZZZZZZZZ and base_academic_year = YYYY, where Y is the relevant year for the measure (for taught population) registering_ukprn= XXXXXXXX and teaching_ukprn= ZZZZZZZZ and base_academic_year = YYYY, where Y is the relevant year for the measure (for subcontracted out population) awarding_body = XXXXXXXX and registering_ukprn= ZZZZZZZZ and base_academic_year = YYYY, where Y is the relevant year for the measure (for validating population)
OfS funding status	Not recognised for OfS funding purposes	×	×	×	✓	is_funding_recognised_he = 0
	Recognised for OfS funding purposes	×	×	×	✓	is_funding_recognised_he = 1 or student_data_collection = HESASTU, HESASAR, DDB
Sex	Female	✓	✓	✓	✓	student_sex = 2
	Male	✓	✓	✓	✓	student_sex = 1

[30] Level of study is included as a split indicator for measures relating to the TEF. For student outcomes and access and participation, the level of study is included in the indicator definition. For more information please see the 'Structure and reporting' section of our 'Description of student outcome and experience measures used in OfS regulation' document published at Documents describing our measures and definitions - Office for Students.

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	Unknown	×	×	×	✓	student_sex = 0
Sexual orientation	Heterosexual	×	×	×	✓	sexual_orientation = 12
	Lesbian, gay or bisexual (LGB)	×	×	×	✓	sexual_orientation = 10, 11
	Not heterosexual or LGB	×	×	×	✓	sexual_orientation = 19
	Information refused, unknown or not applicable	×	×	×	✓	All other values of sexual_orientation not used above
Socio-economic background	Higher managerial, administrative and professional occupations	×	×	×	✓	student_domicile = E, S, W, N and socioeconomic_class = 01, 02
	Intermediate occupations	×	×	×	✓	student_domicile = E, S, W, N and socioeconomic_class = 03, 04
	Never worked and long-term unemployed	×	×	×	✓	student_domicile = E, S, W, N and socioeconomic_class = 08
	Routine and manual occupations	×	×	×	✓	student_domicile = E, S, W, N and socioeconomic_class = 05, 06, 07
	Unknown or not applicable	×	×	×	✓	student_domicile ≠ E, S, W, N or socioeconomic_class = 09, NA, BLANK
Study location	Distance learning	×	×	×	✓	is_distance_learner = 1
	Local to address prior to entry	×	×	×	✓	is_distance_learner ≠ 1 and study_location_type = L_01
	Not local to address prior to entry	×	×	×	✓	is_distance_learner ≠ 1 and study_location_type = M_00, M_01
	Unknown	×	×	×	✓	is_distance_learner ≠ 1 and study_location_type ≠ L_01, M_00, M_01
Subject of study: Business and management	Business and management	✓	✓	×	✓	cah2_group = CAH17-01
Subject of study: Design, and creative and performing arts	Creative arts and design	✓	✓	×	✓	cah2_group = CAH25-01
	Performing arts	✓	✓	×	✓	cah2_group = CAH25-02
Subject of study: Education and teaching	Education and teaching	✓	✓	×	✓	cah2_group = CAH22-01
Subject of study: Engineering, technology and computing	Engineering	✓	✓	×	✓	cah2_group = CAH10-01
	Materials and technology	✓	✓	×	✓	cah2_group = CAH10-03
	Computing	✓	✓	×	✓	cah2_group = CAH11-01
Subject of study: Humanities and languages	English studies	✓	✓	×	✓	cah2_group = CAH19-01
	Languages and area studies	✓	✓	×	✓	cah2_group = CAH19-02, CAH19-04
	History and archaeology	✓	✓	×	✓	cah2_group = CAH20-01
	Philosophy and religious studies	✓	✓	×	✓	cah2_group = CAH20-02
	Combined and general studies	✓	✓	×	✓	cah2_group = CAH23-01

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	Media, journalism and communications	✓	✓	×	✓	cah2_group = CAH24-01
Subject of study: Law and social sciences	Sociology, social policy and anthropology	✓	✓	×	✓	cah2_group = CAH15-01
	Economics	✓	✓	×	✓	cah2_group = CAH15-02
	Politics	✓	✓	×	✓	cah2_group = CAH15-03
	Health and social care	✓	✓	×	✓	cah2_group = CAH15-04
	Law	✓	✓	×	✓	cah2_group = CAH16-01
Subject of study: Medicine, dentistry and veterinary sciences	Medicine and dentistry	✓	✓	×	✓	cah2_group = CAH01-01
	Veterinary sciences	✓	✓	×	✓	cah2_group = CAH05-01
Subject of study: Natural and built environment	Agriculture, food and related studies	✓	✓	×	✓	cah2_group = CAH06-01
	Architecture, building and planning	✓	✓	×	✓	cah2_group = CAH13-01
	Geography, earth and environmental studies	✓	✓	×	✓	cah2_group = CAH26-01
Subject of study: Natural and mathematical sciences	Biosciences	✓	✓	×	✓	cah2_group = CAH03-01
	Sport and exercise sciences	✓	✓	×	✓	cah2_group = CAH03-02
	Physics and astronomy	✓	✓	×	✓	cah2_group = CAH07-01
	Chemistry	✓	✓	×	✓	cah2_group = CAH07-02
	General, applied and forensic sciences	✓	✓	×	✓	cah2_group = CAH07-04
	Mathematical sciences	✓	✓	×	✓	cah2_group = CAH09-01
Subject of study: Nursing, allied health and psychology	Pharmacology, toxicology and pharmacy	✓	✓	×	✓	cah2_group = CAH02-02
	Nursing and midwifery	✓	✓	×	✓	cah2_group = CAH02-04
	Medical sciences	✓	✓	×	✓	cah2_group = CAH02-05
	Allied health	✓	✓	×	✓	cah2_group = CAH02-06
	Psychology	✓	✓	×	✓	cah2_group = CAH04-01
TUNDRA (MSOA) **Based on young students (aged under 21 in year of entry to higher education programme) who attended state-funded mainstream schools in England**	Quintile 1 to 2	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 1, 2 For access and participation: student_domicile = E and tundra_msoa_quintile = 1, 2 and engagement_starting_age_group = U21
	Quintile 3 to 5	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 3, 4, 5

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
						For access and participation: student_domicile = E and tundra_msoa_quintile = 3, 4, 5 and engagement_starting_age_group = U21
	Quintile 1	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 1 For access and participation: student_domicile = E and tundra_msoa_quintile = 1 and engagement_starting_age_group = U21
	Quintile 2	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 2 For access and participation: student_domicile = E and tundra_msoa_quintile = 2 and engagement_starting_age_group = U21
	Quintile 3	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 3 For access and participation: student_domicile = E and tundra_msoa_quintile = 3 and engagement_starting_age_group = U21
	Quintile 4	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 4 For access and participation: student_domicile = E and tundra_msoa_quintile = 4 and engagement_starting_age_group = U21
	Quintile 5	×	×	✓	✓	For size and shape of provision: student_domicile = E and tundra_msoa_quintile = 5 For access and participation: student_domicile = E and tundra_msoa_quintile = 5 and engagement_starting_age_group = U21
	All other quintiles except 1	×	×	✓	×	student_domicile = E and tundra_msoa_quintile = 2, 3, 4, 5 and engagement_starting_age_group = U21
	All other quintiles except 2	×	×	✓	×	student_domicile = E and tundra_msoa_quintile = 1, 3, 4, 5 and engagement_starting_age_group = U21
	All other quintiles except 3	×	×	✓	×	student_domicile = E and tundra_msoa_quintile = 1, 2, 4, 5 and engagement_starting_age_group = U21

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	All other quintiles except 4	×	×	✓	×	student_domicile = E and tundra_msoa_quintile = 1, 2, 3, 5 and engagement_starting_age_group = U21
	All other quintiles except 5	×	×	✓	×	student_domicile = E and tundra_msoa_quintile = 1, 2, 3, 4 and engagement_starting_age_group = U21
	Unknown or not applicable	×	×	×	✓	student_domicile ≠ E or tundra_msoa_quintile = UNKNOWN, NA
Type of partnership **(where XXXXXXXX is the UKPRN of the provider)**	Taught and registered	✓	×	×	×	registering_ukprn = XXXXXXXX and teaching_ukprn = XXXXXXXX
	Taught only (subcontracted in)	✓	×	×	×	registering_ukprn ≠ XXXXXXXX and teaching_ukprn = XXXXXXXX
	Registered only (subcontracted out)	✓	×	×	×	registering_ukprn = XXXXXXXX and teaching_ukprn ≠ XXXXXXXX
	Validation only	✓	×	×	×	a and registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX
	Taught	✓	×	×	×	teaching_ukprn = XXXXXXXX
Year of study type	Sandwich year	×	×	×	✓	is_sandwich_year = 1
Year[31]	Year 1	✓	✓	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
	Year 2	✓	✓	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
	Year 3	✓	✓	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
	Year 4	✓	✓	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
Intersection of deprivation quintile (IMD 2025) and ethnicity **Based on English-domiciled students**	Quintiles 1 or 2 and all ethnicities except white	×	×	✓	×	home_imd_quintile_by_nation = E1, E2 and broad_student_ethnicity ≠ W, U
	Quintiles 1 or 2 and white	×	×	✓	×	home_imd_quintile_by_nation = E1, E2 and broad_student_ethnicity = W
	Quintiles 3, 4, or 5 and all ethnicities except white	×	×	✓	×	home_imd_quintile_by_nation = E3, E4, E5 and broad_student_ethnicity ≠ W, U
	Quintiles 3, 4, or 5 and white	×	×	✓	×	home_imd_quintile_by_nation = E3, E4, E5 and broad_student_ethnicity = W
Intersection of deprivation quintile (IMD 2025) and sex **Based on English-domiciled students**	Quintiles 1 or 2 and female	×	×	✓	×	home_imd_quintile_by_nation = E1, E2 and student_sex = 2
	Quintiles 1 or 2 and male	×	×	✓	×	home_imd_quintile_by_nation = E1, E2 and student_sex = 1
	Quintiles 3, 4, or 5 and female	×	×	✓	×	home_imd_quintile_by_nation = E3, E4, E5 and student_sex = 2
	Quintiles 3, 4, or 5 and male	×	×	✓	×	home_imd_quintile_by_nation = E3, E4, E5 and student_sex = 1

[31] To identify the relevant years for a measure to rebuild the Year split indicators, please refer to Table 4.

Annex C: Rebuilding the sufficient data flag

Please note that the outlined approach is subject to consultation. Further information can be found in Annex C of the consultation document.

The sufficient data flag indicates whether there is sufficient data available to meaningfully assess and rate a provider for student experience, student outcomes or both for the TEF. The sufficient data flag is shown in the TEF dashboard and also made available as a data file. Whether a provider has sufficient data is evaluated separately for post-study and study outcomes measures and for student experience themes.

Conditions to determine sufficiency

For a provider to have sufficient data, the data needs to meet the following conditions in at least one study mode (full-time, part-time, apprenticeship).

- **Condition (a):** The mode of study must represent a sufficient share of the provider's students.
  - For student experience measures, the mode must account for at least 25 per cent per cent of the provider's total students for that measure.
- **Condition (b):** The benchmark comparison must be determinable, meaning there is at least 80 per cent statistical confidence that the provider falls into one of three benchmark zones (materially above, broadly in line with, or materially below), or into an adjacent pair of zones. If no such conclusion reaches 80 per cent, the comparison is inconclusive and the measure cannot be used.

1. Student experience

Providers can rebuild the student experience flag using the data files made available alongside the dashboard (the post-study and student experience CSV file) and the size and shape CSV file downloadable from the size and shape webpage.

Condition (a) is evaluated using the unrounded size and shape data for a provider.

Table C1: Deriving sufficiency Condition (a)

Step	Description	Rebuild instructions
1	Select the relevant population.	UKPRN = XXXXXXXX and CHARACTERISTIC = 'Course length' and *COHORT = 'Qualifiers' and BASE_YEAR = '4 year aggregate' *Note: in the rare cases when qualifier data is unavailable, entrant data is used.
2	Select courses longer than one year.	ATTRIBUTE = '2 years' or ATTRIBUTE = '3 years or more'
3	For each provider, calculate the proportion of undergraduate qualifiers in each mode who are on courses longer than one year. A mode of study passes Condition (a) if this proportion is ≥25% of the provider's overall total.	(FT_UG_COUNT / overall total count) x 100 >= 25 or (PT_UG_COUNT / overall total count) x 100 >= 25 or (APPR_UG_COUNT / overall total count) x 100 >= 25 then TRUE otherwise FALSE

Condition (b) is evaluated using the post-study and student experience table.

Determinability follows the rules below:

- A theme is determinable if at least 80 per cent confidence falls in a single benchmark zone (materially above, in line with, or materially below) or in exactly one adjacent pair of zones.
- Data protection suppression codes ([DPL]) are treated as automatically determinable. Suppression codes [low] and [RR] are treated as not determinable.

Table C2: Deriving sufficiency Condition (b)

Step	Description	Rebuild instructions
1	Select the relevant population.	POPULATION_TYPE = 'Taught or Registered' and SPLIT_IND_TYPE = 'Overall'
2	Select a student experience theme	INDICATOR_NAME = 'TeachingOnCourse' or INDICATOR_NAME = 'LearningOpportunities' or INDICATOR_NAME = 'AssessmentAndFeedback' or INDICATOR_NAME = 'AcademicSupport' or INDICATOR_NAME = 'LearningResources' or INDICATOR_NAME = 'StudentVoice'
3	Select a mode of study	MODE = 'Full-time' or MODE = 'Part-time' or MODE = 'Apprenticeship'
4	Identify determinability per provider/mode/theme.	SUPP_REASON IN ('[DPL]') then TRUE SUPP_REASON IN ('[low]','[RR]') then FALSE MATERIALLY_ABOVE_BENCH >= 80 then TRUE INLINE_WITH_BENCH >= 80 then TRUE

Step	Description	Rebuild instructions
		MATERIALLY_BELOW_BENCH >= 80 then TRUE MATERIALLY_BELOW_BENCH + INLINE_WITH_BENCH >= 80 and INLINE_WITH_BENCH + MATERIALLY_ABOVE_BENCH < 80 then TRUE INLINE_WITH_BENCH + MATERIALLY_ABOVE_BENCH >= 80 and MATERIALLY_BELOW_BENCH + INLINE_WITH_BENCH < 80 then TRUE otherwise FALSE

Student experience sufficiency rule: A provider has sufficient data if, in at least one mode, the mode passes Condition (a) and at least three of the six NSS themes pass Condition (b).

2. Post-study and study outcomes

For post-study and study outcomes, Condition (b) is evaluated first then Condition (a) is assessed.

Condition (b): Determinability is assessed for five measures: continuation, completion, progression, use of skills, and earnings using the Taught or Registered population and the Overall split.

For each provider/mode/measure, determinability is assessed as follows:

- Shared rule for all five measures: a measure is determinable if at least 80 per cent statistical confidence falls in a single benchmark zone (materially above, in line with, or materially below), or if at least 80 per cent confidence falls in exactly one adjacent pair of zones.
- For continuation, completion, and progression measures: data protection suppression codes ([DPL]) are treated as automatically determinable. Suppression codes [low] and [RR] are treated as not determinable.
- For use of skills and earnings measures: if the denominator is below 23, the measure is automatically not determinable.

Condition (a): For each provider, mode and measure, the determinable denominator (only students from rows flagged as determinable) is calculated. The determinable mode share is then calculated using the determinable denominator for the mode expressed as a percentage of the provider's total denominator for that measure across all modes. A mode passes Condition (a) if this share is ≥33 per cent.

Student outcomes sufficiency rule: A provider is student outcomes-sufficient if, in at least one mode, all three of the following hold:

- Continuation is ratable (passes both conditions)
- Progression is ratable
- At least one other post-study measure (use of skills or earnings) is ratable.

Where multiple modes exist, the mode with the best combination of sufficiency and determinable share is selected.

© The Office for Students copyright 2026

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

www.nationalarchives.gov.uk/doc/open-government-licence/version/3/