Rebuilding student outcome and experience measures used in OfS regulation

2026 rebuild instructions

Enquiries to providermetrics@officeforstudents.org.uk

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The technical information outlined in this document applies to the size and shape of provision dashboard and our other student outcomes and experience dashboards updated **from May 2026**.

For technical information relating to dashboards published **up to March 2026**, please refer to the 2025 version of this document.[1]

[1] Available in the 'Archive' section at Documents describing our measures and definitions - Office for Students

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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.[2]

   b. Regulating student outcomes through registration condition B3, and for risk-based monitoring of quality and standards more generally.[3]

   c. Assessments through the Teaching Excellence Framework (TEF).[4]

2. 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 as key performance measures for the OfS, and 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.

3. 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.

4. 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.[5] To date, these include:

[2] 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.

[3] 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.

[4] See regulatory advice 22: Guidance on the Teaching Excellence Framework 2023 at Regulatory advice 22: Guidance on the Teaching Excellence Framework 2023 - Office for Students.

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

a. The student outcomes data dashboard showing the measures of continuation, completion and progression outcomes used to inform our regulation of condition B3.[6]

b. The TEF data dashboard showing the measures of student experience, and continuation, completion and progression outcomes which were used to inform the TEF assessments undertaken in 2023.[7]

c. An updated TEF data dashboard with updated student outcome and experience measures, which may be used in future TEF assessments and to inform ongoing provider enhancement activity.[8]

d. A data dashboard showing the sector distributions of student outcome and experience measures.[9]

e. 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.[10]

f. The access and participation data dashboards.[11]

g. The subcontractual partnership student outcomes dashboard showing the measures of continuation, completion and progression outcomes by lead provider and delivery partner.[12]

5. We expect to update each of the data resources listed in paragraph 4 with the most recent data as it becomes available. This means that we may publish one or more updates each year.

6. Through updates to data resources we may also incorporate any:

   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.

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

[7] See Workbook: TEF_data_dashboard_TEF2023.

[8] See TEF data dashboard - Office for Students.

[9] See Sector distribution of student outcomes and experience measures data dashboard - Office for Students.

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

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

[12] See Subcontractual partnership student outcomes dashboard - Office for Students.

7. As a consequence of the OfS changing its technology base, we have taken the opportunity to refine some of the implementation of algorithms. This might mean minor changes in some of our student outcomes data, as we have improved the processing of the data.

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 2026-1 is used to refer to the publication of the size and shape of provision data dashboard in May 2026, which incorporates the 2024-25 DDB and ILR student, as set out in Table 1.

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.

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 2.

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 paragraph 4. 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)[13], 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. The technical algorithms for student outcome and experience measures have been recently updated to reflect the new names.[14] We have also included a mapping between the old and new field names in Annex C of the technical algorithms and in a separate csv file.[15]

15. 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

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

    - Description of student outcome and experience measures used in OfS regulation: Definition of measures and methods used to construct and present them.[16]

    - Technical algorithms for student outcome and experience measures.[17]

17. 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 regulatory approaches for regulating student outcomes, access and participation, and the TEF.

18. 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. For example, files labelled with '2023-1' would typically

[13] 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.

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

[15] See 'Student outcome and experience fields names mapping', available at Description and definition of student outcome and experience measures - Office for Students.

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

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

correspond to data underpinning spring updates to the published data resources, whereas those labelled with ‘2023-2’ would normally correspond to data underpinning summer updates.

19. 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 4.

20. 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 regulation of student outcomes, access and participation, and the TEF, 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 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.

21. 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.

22. 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 approaches to regulating student outcomes and access and participation, and by the TEF. 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. Student experience (including the response rates relevant to construction and reporting of this measure).

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

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.

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

Enquires and feedback

24. 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

25. 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).[18]

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

26. 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.[19]

    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.

27. 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.

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

[19] 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 TEF
- Taught at the provider – used in our regulation of student outcomes
- Associated with the provider through partnership arrangements (subcontractual partnerships, or validation-only) – used in our regulation of student outcomes
- Registered at the provider – used in the access and participation data dashboard.

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	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

28. The access and participation data dashboard reports only on the population of students registered at a lead[20] 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 TEF and student outcomes data dashboards, where other teaching arrangements are included, we have released additional files to the lead 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

[20] 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.

individualised student data. We describe the additional files we have released, in the Naming conventions of the individualised files provided section of this document.

29. 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

30. 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.

31. 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.[21]

32. 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.

33. 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.

34. 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.

Naming conventions of the individualised files provided

35. 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):

[21] See Cah | HESA.

a. A **core file**, **IND_YYYY_V_Core_XXXX**, 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**, **IND_YYYY_V_Supplementary_registering_XXXX**, 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 **IND_YYYY_V_Supplementary_teaching_XXXX_ZZZZ**, 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 **IND_YYYY_V_Supplementary_validating_XXXX_ZZZZ**, where the validation-only partner provider's UKPRN is used in place of 'ZZZZ'.

36. We also make available a partnership summary to help providers understand whether there is data for any partnership arrangement (these files are labelled **Partnerships_summary_XXXX** where the lead provider's UKPRN is used in place of 'XXXX'). This workbook contains a summary of the student headcounts that are registered at other providers but inform the calculation of student outcome measures for the provider. The intention of these files is to communicate to providers whether students registered at other providers are contributing to their indicators and to help initiate discussions on the sharing of individualised files from its partner providers, where the appropriate data sharing agreements are in place.

37. 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

38. 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.

39. The approach to rebuilding student outcome and experience measures is consistent across our regulation of student outcomes and access and participation, and the TEF, but there are differences in the student populations that each function considers.[22] Table 3 shows how these student populations can be rebuilt, and this table will be referred to throughout the rebuild instructions in this section.

40. Details about the fields used within the rebuild instructions column can be found within the 'Technical algorithms for student outcome and experience measures' document.[23]

[22] For further information about how the student populations differ in our regulation of student outcomes and the TEF, 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.

[23] 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.
Mode of study	Full-time	✓	✓	✓	linked_engagement_starting_mode = FT
	Part-time	✓	✓	✓	linked_engagement_starting_mode = PT
	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	✓	×	✓	level_aggregate_1= OUG

Student population		Relevant to…			Rebuild instructions
		Student outcomes?	TEF?	Access and participation?	
	First degree	✓	×	✓	level_aggregate_1= DEG
	Undergraduate with postgraduate components	✓	×	✓	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

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

42. 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 = 2019, 2020, 2021, 2022, 2023, 2024
Continuation	Access and participation	Full-time or apprenticeship	base_academic_year = 2018, 2019, 2020, 2021, 2022, 2023
		Part-time	base_academic_year = 2017, 2018, 2019, 2020, 2021, 2022
	TEF and student outcomes	Full-time or apprenticeship	base_academic_year = 2020, 2021, 2022, 2023
		Part-time	base_academic_year = 2019, 2020, 2021, 2022
Completion	Access and participation	Full-time or apprenticeship	base_academic_year = 2015, 2016, 2017, 2018, 2019, 2020
		Part-time	base_academic_year = 2013, 2014, 2015, 2016, 2017, 2018
	TEF and student outcomes	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 = 2019, 2020, 2021, 2022, 2023, 2024
Progression	Access and participation		base_academic_year = 2018, 2019, 2020, 2021, 2022, 2023
	TEF and student outcomes		base_academic_year = 2020, 2021, 2022, 2023
Student experience	TEF		nss_student_data_year = 2021, 2022, 2023, 2024

43. 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 TEF:

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 six-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.

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

Identifying courses in scope for TEF indicators

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

46. The scope of a TEF assessment is wider than the scope of a provider's TEF indicators, on account of differences or limitations of underlying data to support the construction of consistent and meaningful student outcome and experience measures.[24] All a provider's undergraduate courses, and the students on those courses, are within the scope of a TEF assessment.

[24] See 'Regulatory advice 22: Guidance on the Teaching Excellence Framework (TEF) 2023' at Regulatory advice 22: Guidance on the Teaching Excellence Framework 2023 - Office for Students.

However, while the following students and courses are optional for a provider to include in its TEF submission, they are not included within the scope of the TEF indicators:

a. Validated-only undergraduate courses, where a provider is responsible for granting the awards to students registered and taught by other providers, whether or not those providers are registered with the OfS.

b. Transnational education (TNE) courses at undergraduate level, delivered to students outside the UK whether through partnership arrangements or not.

c. Higher education modules or credit-bearing courses at undergraduate level that do not lead to the award of a qualification.

47. Table 5 provides instructions on how to identify courses in scope of the TEF indicators. The steps help users to identify and count specific undergraduate 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.[25] 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.[26]

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

Step	Description	Rebuild instructions
1: Select the undergraduate 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.	level_aggregate_2 = UG and he_category = 4, 5 [27]
2: 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

[25] Table describes the selection required to identify apprenticeship students at undergraduate level. The TEF indicators include data on apprenticeships where applicable, but the guidance on the TEF describes that the TEF panel will only consider evidence relating to apprenticeships where it is included in a provider's submission.

[26] 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.

[27] 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.

Step	Description	Rebuild instructions
		years relevant to each measure.
3: Select the mode of study (optional step)	Full-time, part-time or apprenticeship	Refer to Table 3
4: Select the level of study (optional step)	All undergraduates	Refer to Table 3
5: Select the split indicator (optional step)	Student or course type characteristic	Refer to Annex B
6: Count the number of students		Sum of subject_weighting

48. 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.

49. 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[28]
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

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

Description of students or courses out of scope of TEF indicators	Data sources and instructions for identifying these students
Student was mainly studying in the UK and is aiming for a qualification but is dormant or sabbatical[29]	Identify from individualised files (additional files from partner providers may be required) using: level_aggregate_2 = UG and he_category = 3
Validated-only undergraduate courses	Identify from individualised files (additional files from partner providers will be required) using: level_aggregate_2 = UG and awarding_body = XXXXXXXX and registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX (where XXXXXXXX is the UKPRN of the validation-only provider)

Identifying courses in scope for access and participation indicators

50. 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 six-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.

Rebuild instructions: Access measures

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

Providers can rebuild access measures in full.

51. 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.

52. 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 in OfS regulation’ document.

[29] 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.

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 43
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: 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:

Split indicator type	Population restriction rebuild instruction
	broad_student_ethnicity ≠ U and engagement_starting_age = 18
POLAR4 quintile	engagement_starting_age_group = U21 and polar4_quintile ≠ UNKNOWN, NA For 18-year-old split indicators: polar4_quintile ≠ UNKNOWN, NA 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 POLAR4 quintile and ethnicity	engagement_starting_age_group = U21 and polar4_quintile ≠ UNKNOWN, NA and broad_student_ethnicity ≠ U
Intersection of POLAR4 quintile and sex	engagement_starting_age_group = U21 and polar4_quintile ≠ UNKNOWN, NA and student_sex ≠ 0, 9
Intersection of deprivation quintile (IMD 2019) and ethnicity	home_imd_quintile_by_nation = E1, E2, E3, E4, E5 and broad_student_ethnicity ≠ U
Intersection of deprivation quintile (IMD 2019) 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 dashboard**, **subcontractual partnership student outcomes dashboard** and the **TEF data dashboard**.

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

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

54. To rebuild student outcomes data for a given delivery partner as shown in the subcontractual student outcomes dashboard, 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 9.

55. 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 in OfS regulation' 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 43
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 dashboard**, **subcontractual partnership student outcomes dashboard** and **TEF data dashboard**.

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

56. 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.

57. To rebuild student outcomes data for a given delivery partner as shown in the subcontractual student outcomes dashboard, 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 10.

58. 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 in OfS regulation' 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 43
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.

59. 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.

60. 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 in OfS regulation' 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 43
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 dashboard**, **subcontractual partnership student outcomes dashboard** and the **TEF data dashboard**.

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

61. 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 dashboard, 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.

62. To rebuild student outcomes data for a given delivery partner as shown in the subcontractual student outcomes dashboard, 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 12 and 13.

63. 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 in OfS regulation' 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 43
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 43
6	Identify students in the denominator of the survey response rate and calculate the denominator	go_progression_exclusion = 0, then sum of subject_weighting

Step	Description	Rebuild instructions
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: 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.[30]

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.

64. As described in paragraph 26, 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.

65. 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 14.

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

Table 14: 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
Organisation and management	org
Learning resources	res
Student voice	voc

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

    a. Table 15 describes the steps involved in calculating the denominator, numerator and indicator (and split indicator) values for the student experience measures.

    b. Table 16 describes the steps involved in calculating the survey response rate.

67. For further information about the construction of the student experience measure, refer to paragraphs 61 to 72 of our 'Description of student outcomes and experience measures used in OfS regulation' document.

Table 15: 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 43
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 14)
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

Step	Description	Rebuild instructions
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 14)
10	Calculate the indicator value	(Numerator ÷ denominator) x 100

Table 16: 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 43
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

68. 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 in OfS regulation' document.

69. 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**.

70. 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.

71. 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 and TEF data dashboards, 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.

    d. [DPH]: data has been suppressed for data protection reasons, due to the denominator being fewer than 10 and a numerator that is greater than two but is within two of the denominator.

72. 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.[31]

73. 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.

74. Table 17 contains the steps involved in rebuilding the benchmark value where the individualised data has been joined with the sector averages data.

Table 17: 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 Student experience: Refer to Table 15
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

[31] 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.

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.

75. 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 in OfS regulation' document.

76. 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.

77. Table 18 contains the steps involved in rebuilding the gaps and ratios.

Table 18: 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 6
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 6
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

78. 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**[32] 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).

79. There are three 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. Partnership arrangements

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

80. 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 in OfS regulation' document.

Rebuild instructions: Student numbers

81. Table 19 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 of provision delivered by a provider, and for each type, the student numbers at each level of study.

[32] 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).

Table 19: 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 [33]
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 20.	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

[33] 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

82. Data on offshore TNE is sourced from the DDB aggregate offshore record (AOR). Table 20 shows how the levels of study recorded on the AOR dataset have been mapped to the levels of study reported.

Table 20: 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: Partnership arrangements

83. Table 21 describes the steps involved in rebuilding the counts of student numbers shown in the partnerships part of the size and shape of provision data dashboard. It 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.

Table 21: 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
3	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	registering_ukprn = XXXXXXXX and teaching_ukprn ≠ XXXXXXXX

Step	Description	Categories included as student number counts	Rebuild instructions (within individualised files)
		providers are required.	
		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
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: Size and shape of provision

84. Table 22 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 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 22.

Table 22: 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[34]		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
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

[34] 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
		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[35]	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 23 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

86. Table 23 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 23: 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

[35] 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.

Student or course characteristic	Additional population restriction rebuild instruction
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
Socio-economic 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: Data about the reporting of interim study activities

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

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

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

a. Table 24 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 25 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.

88. 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 in OfS regulation' document.

Table 24: 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 25: 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:

Step	Description	Rebuild instructions
		(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).

89. 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.

90. Table 26 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 26: 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 43
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 27
7	Calculate the headcount	Sum subject_weighting

Table 27: 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 POLAR4 quintile and ethnicity **Based on young students (aged under 21 in year of entry to higher education programme)**	engagement_starting_age_group = U21 and (polar4_quintile = UNKNOWN or broad_student_ethnicity = U)
Intersection of POLAR4 quintile and sex **Based on young students (aged under 21 in year of entry to higher education programme)**	engagement_starting_age_group = U21 and (polar4_quintile = UNKNOWN or student_sex = 0)
Intersection of deprivation quintile (IMD 2019) 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 2019) 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	IND_2026_1_Core_ProviderA.csv IND_2026_1_Supplementary_registering_ProviderA.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)	IND_2026_1_Core_ProviderA.csv IND_2026_1_Supplementary_registering_ProviderA.csv	Does not need to be shared with another provider.
		IND_2026_1_Supplementary_teaching_ProviderA_ProviderB.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)	IND_2026_1_Supplementary_validating_ProviderB_ProviderA.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	IND_2026_1_Core_ProviderB.csv IND_2026_1_Supplementary_registering_ProviderB.csv	Does not need to be shared with another provider.
		IND_2026_1_Supplementary_validating_ProviderB_ProviderA.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)	IND_2026_1_Supplementary_teaching_ProviderA_ProviderB.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 dashboard** 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.[36] 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 in OfS regulation' 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 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: abcs_progression_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: 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: 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 Continuation: abcs_continuation_quintile = 2

[36] 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	
						Completion: abcs_completion_quintile = 2 Progression: abcs_progression_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
	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
	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
	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
	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

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	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 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

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 = 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
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

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	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
	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	×	×	×	✓	broad_entry_qualifications = 5

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	higher, or 2 A-levels and 1 BTEC					
	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
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
	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
Level of study[37]	Other undergraduate	×	✓	×	×	level_aggregate_1 = OUG

[37] 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	
	First degree	×	✓	×	×	level_aggregate_1 = DEG
	Undergraduate with postgraduate components	×	✓	×	×	level_aggregate_1 = PUGD
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
Participation of Local Areas (POLAR4) quintile **Based on young students (aged under 21 in year of entry to higher education programme)**	Quintile 1 to 2	×	×	✓	×	polar4_quintile = 1, 2 and engagement_starting_age_group = U21
	Quintile 3 to 5	×	×	✓	×	polar4_quintile = 3, 4, 5 and engagement_starting_age_group = U21
	Quintile 1	×	×	✓	×	polar4_quintile = 1 and engagement_starting_age_group = U21
	Quintile 2	×	×	✓	×	polar4_quintile = 2 and engagement_starting_age_group = U21
	Quintile 3	×	×	✓	×	polar4_quintile = 3 and engagement_starting_age_group = U21
	Quintile 4	×	×	✓	×	polar4_quintile = 4 and engagement_starting_age_group = U21
	Quintile 5	×	×	✓	×	polar4_quintile = 5 and engagement_starting_age_group = U21
	All other quintiles except 1	×	×	✓	×	polar4_quintile = 2, 3, 4, 5 and engagement_starting_age_group = U21
	All other quintiles except 2	×	×	✓	×	polar4_quintile = 1, 3, 4, 5 and engagement_starting_age_group = U21
	All other quintiles except 3	×	×	✓	×	polar4_quintile = 1, 2, 4, 5 and engagement_starting_age_group = U21
	All other quintiles except 4	×	×	✓	×	polar4_quintile = 1, 2, 3, 5 and engagement_starting_age_group = U21
	All other quintiles except 5	×	×	✓	×	polar4_quintile = 1, 2, 3, 4 and engagement_starting_age_group = U21
Sex	Female	✓	✓	✓	✓	student_sex = 2
	Male	✓	✓	✓	✓	student_sex = 1
	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

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	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
	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

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	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 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

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
						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
	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	✓	×	×	×	awarding_body = XXXXXXXX and registering_ukprn ≠ XXXXXXXX and teaching_ukprn ≠ XXXXXXXX

Characteristic	Attribute	Used in…				Rebuild instructions
		Student outcomes split indicators	TEF split indicators	A&P split indicators	Size and shape of provision	
	Taught	✓	✓	×	×	teaching_ukprn = XXXXXXXX
Year of study type	Sandwich year	×	×	×	✓	is_sandwich_year = 1
Year[38]	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
	Year 5	×	×	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
	Year 6	×	×	✓	×	base_academic_year = YYYY, where Y is the first relevant year for the measure
Intersection of POLAR4 quintile and ethnicity **Based on young students (aged under 21 in year of entry to higher education programme)**	Quintile 1 or 2 and all ethnicities except white	×	×	✓	×	polar4_quintile = 1, 2 and broad_student_ethnicity ≠ W, U and engagement_starting_age_group = U21
	Quintiles 1 or 2 and white	×	×	✓	×	polar4_quintile = 1, 2 and broad_student_ethnicity = W and engagement_starting_age_group = U21
	Quintiles 3, 4, or 5 and all ethnicities except white	×	×	✓	×	polar4_quintile = 3, 4, 5 and broad_student_ethnicity ≠ W, U and engagement_starting_age_group = U21
	Quintiles 3, 4, or 5 and white	×	×	✓	×	polar4_quintile = 3, 4, 5 and broad_student_ethnicity = W and engagement_starting_age_group = U21
Intersection of POLAR4 quintile and sex **Based on young students (aged under 21 in year of entry to higher education programme)**	Quintiles 1 or 2 and female	×	×	✓	×	polar4_quintile = 1, 2 and student_sex = 2 and engagement_starting_age_group = U21
	Quintiles 1 or 2 and male	×	×	✓	×	polar4_quintile = 1, 2 and student_sex = 1 and engagement_starting_age_group = U21
	Quintiles 3, 4, or 5 and female	×	×	✓	×	polar4_quintile = 3, 4, 5 and student_sex = 2 and engagement_starting_age_group = U21
	Quintiles 3, 4, or 5 and male	×	×	✓	×	polar4_quintile = 3, 4, 5 and student_sex = 1 and engagement_starting_age_group = U21
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

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