TEF 2018-19 Subject-level pilot metrics

Technical algorithms

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# Purpose

1. This document details the algorithms applied to the 2008-09 to 2016-17 individualised student records collected annually by the Higher Education Statistics Agency (HESA) or the Education and Skills Funding Agency, which are used to calculate the Teaching Excellence and Student Outcomes Framework (TEF) 2018-19 Subject-level pilot metrics.
2. This document is aimed at readers with in-depth knowledge of the HESA, HESA alternative provider or Individualised Learner Record (ILR) student data. Readers are advised to have copies of the following to hand when using this document:
* ‘HESA Student Record Coding Manual 2016-17’ and prior years
* ‘HESA AP Student Record Coding Manual 2016-17’ and prior year
* ‘Specification of the Individualised Learner Record for 2016 to 2017’ and prior years.

### Using the individualised files

1. When working through this document it is necessary to use the individualised files TEF1819PILOT\_YY\_XXXXXXXX\_IND.csv, where XXXXXXXX denotes the UK Provider Reference Number (UKPRN) and YY denotes the year of the individualised data. For example, YY = 14 for data primarily sourced from a 2014-15 HESA, HESA alternative provider or ILR student record. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

|  |  |  |
| --- | --- | --- |
| File name of individualised file | Base year | Information contained |
| TEF1819PILOT\_12\_XXXXXXXX\_IND.csv | 2012-13 | Year 1 of the part-time continuation metrics |
| TEF1819PILOT\_13\_XXXXXXXX\_IND.csv | 2013-14 | Year 2 of the part-time continuation metricsYear 1 of the full-time continuation metrics |
| TEF1819PILOT\_14\_XXXXXXXX\_IND.csv | 2014-15 | Year 3 of the part-time continuation metrics Year 2 of the full-time continuation metricsYear 1 of the employment and destinations metricsYear 1 of the student satisfaction metrics Context statistics  |
| TEF1819PILOT\_15\_XXXXXXXX\_IND.csv | 2015-16 | Year 3 of the full-time continuation metrics Year 2 of the employment and destinations metricsYear 2 of the student satisfaction metricsContext statistics |
| TEF1819PILOT\_16\_XXXXXXXX\_IND.csv | 2016-17 | Year 3 of the employment and destinations metricsYear 3 of the student satisfaction metricsContext statistics |

1. The data contained within each individualised file covers both:
	1. All records returned by a provider (identified using the TEFUKPRNRC column) in that year, regardless of where the student spent the majority of their first year.
	2. All data returned by any provider in that year where we have identified that the student spent the majority of their first year at a provider (identified using the TEFPILOTUKPRNTF column, and TEFUKPRNRC will show the provider where the student was registered).

For some providers, this means the individualised file will contain a mix of HESA, HESA alternative provider and ILR data.

1. Where no higher education records are found for a year for your provider, the individualised file will be empty.
2. The individualised files each contain one record for each instance of higher education-level study in a subject area in an academic year. For example, a student who is studying for a first degree in biology in 2015-16 will have one record for that instance and will count as one full-person equivalent (FPE, a headcount measure). A student who is studying for a degree in mathematics and physics in 2015-16 will have two records for that instance: one for each subject area, with each assigned an FPE value of a half (their single headcount for the instance being apportioned equally across the number of subject areas in which they are studying).
3. TEF 2018-19 Subject-level pilot includes two supplementary metrics which are derived from the Department for Education’s Longitudinal Education Outcomes (LEO) dataset, which links 2009-10, 2010-11 and 2011-12 HESA and ILR student records with graduates’ tax and benefits data held by HM Revenue and Customs and the Department for Work and Pensions in years 2013-14, 2014-15 and 2015-16 respectively. To ensure that no provider is able to identify any individual student’s contribution (or lack thereof) to the LEO-based metrics, the Office for Students (OfS) is unable to supply any student-level data on these metrics. While this document details the algorithms used to identify the denominator population of the LEO-based metrics, the OfS is unable to include individualised files relating to the 2009-10, 2010-11 and 2011-12 base years in which the results of this categorisation would be shown.
4. Similarly, National Student Survey (NSS) response data is collected by a third party and any data supplied to providers within the individualised files cannot disclose the responses given by an individual student. The OfS is bound to protect the anonymity of responses, so while algorithms are detailed within this document, a number are not shown in the individualised files.
5. The production of metrics at both provider level and subject level means that data protection compliance requires a further assessment of TEF metrics in order to determine whether or not they are reportable. To prevent the disclosure of personal data, it is sometimes necessary to apply secondary suppression to TEF metrics to avoid the scenario in which data suppression implemented at the subject level (because of population sizes, response rates or insufficient benchmarking data) is rendered ineffective by the comparison of that subject’s metrics with the provider-level and other subject-level metrics. The OfS has taken a pragmatic approach to the data protection suppressions applied, with the objective of minimising the levels of non-reportable data arising from data protection suppression. However, it should be noted that in designing the data protection suppression approach that has been applied, the requirements of data protection legislation have been paramount.
6. If a core metric or any of the supplementary data has a numerator that differs from the denominator by no more than two students, then it will be deemed **partially reportable**. The metric’s denominator, flag, difference from benchmark and associated Z-score, and any very high or very low absolute value marker, will be the only metric information that is shown: to do otherwise risks disclosing information on outcomes for individual students within the cohort. If a provider has only one subject with a core metric or supplementary data deemed partially reportable, and has no subjects with the same metric non-reportable, a secondary suppression is required. In these cases, that metric will be restricted to be partially reportable (meaning that only the limited metric information listed previously will be shown) in another of the provider’s smallest subjects: where possible, out-of-scope subjects will be selected for this suppression.
7. If a split metric does not meet the requirement to be reportable because it has a numerator that differs from the denominator by no more than two students, or the split has a denominator of fewer than five students, then that split metric will be partially reportable in its entirety: only limited metric information will be shown for any of the attributes in the same split (specifically, the metric’s flag, difference from benchmark and associated Z-score, and any very high or very low absolute value marker). For example, partial suppression of the disability split metric referring to disabled students would also lead to the partial suppression of the corresponding split metric referring to students without a disability. In the subject-level metrics it has usually been necessary to implement a secondary suppression: to partially suppress the affected split in at least one other subject area that the provider delivers. In selecting a subject area for secondary suppression, out-of-scope subjects will be used wherever possible.

# Fields used in the generation of all the core metrics

## TEFSOURCE

1. This field indicates whether the record is taken from the HESA student record, HESA alternative provider student record or ILR.

|  |  |
| --- | --- |
| Value | Definition |
| HESASTU | Record is taken from the HESA student record |
| HESAAP | Record is taken from the HESA alternative provider student record |
| ILR | Record is taken from the ILR |

1. Where an algorithm cannot be applied in the same way to each TEFSOURCE, this will be indicated in the description of each algorithm.

## TEFCOMDATE

### TEFSOURCE = HESASTU and HESAAP

1. This field shows the start date of the instance. TEFCOMDATE is equal to COMDATE.

### TEFSOURCE = ILR

1. This field shows the learning start date. TEFCOMDATE is equal to LEARNSTARTDATE. For records taken from the 2010-11 ILR and earlier, QA\_ST\_DA (A27) is used instead of LEARNSTARTDATE.

## TEFPLANENDDATE

### TEFSOURCE = HESASTU and HESAAP

1. This field is not calculated.

### TEFSOURCE = ILR

1. This field shows the learning planned end date. TEFPLANENDDATE is equal to LEARNPLANENDDATE. For records taken from the 2010-11 ILR and earlier, QA\_EXP\_E (A28) is used instead of LEARNPLANENDDATE.

## TEFACTENDDATE

### TEFSOURCE = HESASTU and HESAAP

1. This field shows the end date of the instance. TEFACTENDDATE is equal to ENDDATE.

### TEFSOURCE = ILR

1. This field shows the learning actual end date. TEFACTENDDATE is equal to LEARNACTENDDATE. For records taken from the 2010-11 ILR and earlier, QA\_EN\_DA (A31) is used instead of LEARNACTENDDATE.

## TEFACTENDDATEXX

1. This field shows the end date as returned in the year denoted by XX, for use in the continuation metrics. It is calculated on the same basis as TEFACTENDDATE. For example, TEFACTENDDATE14 is the end date as returned in 2014-15. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX) or if the teaching provider has not registered the student in the current year.

## TEFSTULOAD

### TEFSOURCE = HESASTU and ILR

1. This field shows the student instance FTE. The concept of FTE – full-time equivalent – student numbers is defined in full at <https://www.hesa.ac.uk/support/definitions/students>. TEFSTULOAD is equal to STULOAD. For records taken from the 2010-11 ILR and earlier, HQ\_FTEHE (H17) is used instead of STULOAD.

### TEFSOURCE = HESAAP

1. This field shows the sum of the student instance FTE for the reporting period. The concept of FTE – full-time equivalent – student numbers is defined in full at <https://www.hesa.ac.uk/support/definitions/students>. TEFSTULOAD is equal to XSTULOAD01.

## TEFLOCSDY

### TEFSOURCE = HESASTU

1. This field shows the location of study. TEFLOCSDY is equal to LOCSDY.

### TEFSOURCE = HESAAP

1. This field shows the location of study. It shows the LOCSDY associated with the most recent instance period in the year.

### TEFSOURCE = ILR

1. This field is not calculated.

## TEFBIRTHDATE

### TEFSOURCE = HESASTU and HESAAP

1. This field shows the date of birth of the student. TEFBIRTHDATE is equal to BIRTHDTE.

### TEFSOURCE = ILR

1. This field shows the date of birth of the student. TEFBIRTHDATE is equal to DATEOFBIRTH. For records taken from the 2010-11 ILR and earlier, ST\_DOB (L11) is used instead of DATEOFBIRTH.

## TEFPOSTCODE

### TEFSOURCE = HESASTU and HESAAP

1. This field shows the postcode of the student's permanent or home address prior to entry to the course. TEFPOSTCODE is equal to POSTCODE.

### TEFSOURCE = ILR

1. This field shows the postcode prior to enrolment. TEFPOSTCODE is equal to POSTCODEPRIOR. For records taken from the 2010-11 ILR and earlier, ST\_POSTC (L17) is used instead of POSTCODEPRIOR.

## TEFUKPRNRC

1. This field shows the UKPRN of the provider where the student is registered in this academic year. If a provider has been involved in a merger between 2005-06 and 26 September 2018, the TEFUKPRNRC value shown will reflect the provider’s UKPRN as it existed on 26 September 2018.

## TEFUKPRNTC (not shown in the individualised files)

1. This field shows the UKPRN of the provider where the student spends the majority of this academic year. It is calculated using the method described in paragraphs 32-42. If a provider has been involved in a merger between 2005-06 and 26 September 2018, the TEFUKPRNTC value shown will reflect the provider’s UKPRN as it existed on 26 September 2018.

### TEFSOURCE = HESASTU (records taken from 2007-08 HESA and later)

1. To set TEFUKPRNTC for the HESA student record for 2007-08 and later (only modules where MODSTAT ≠ 4 are included):

For each combination of instance and teaching provider calculate:

* 1. FTE taught at the registering provider (REGFTE) = sum of FTE × ((1 – PCOLAB)/100)
	2. FTE taught elsewhere (FRANFTE) = sum of FTE × (PCOLAB/100)
1. If REGFTE is greater than or equal to the largest value of FRANFTE then TEFUKPRNTC = UKPRN. Otherwise, TEFUKPRNTC = TINST associated with the largest value of FRANFTE.
2. Where the FTE taught elsewhere is equally split between two or more providers, then set TEFUKPRNTC = Unknown.

### TEFSOURCE = HESASTU (records taken from 2006-07 HESA and earlier)

1. To set TEFUKPRNTC for the HESA student record for 2006-07 and earlier, for students recorded on the separate Student record and Module record:

For each combination of instance and teaching provider calculate:

* 1. FTE taught at the registering provider (REGFTE) = sum of FTE × ((1 – PCOLAB)/100)
	2. FTE taught elsewhere (FRANFTE) = sum of FTE × (PCOLAB/100)
1. If REGFTE is greater than or equal to the largest value of FRANFTE then TEFUKPRNTC = UKPRN. Otherwise, TEFUKPRNTC = TINST associated with the largest value of FRANFTE.
2. Where the FTE taught elsewhere is equally split between two or more providers, then set TEFUKPRNTC = Unknown.
3. To set TEFUKPRNTC for the HESA student record for 2006-07 and earlier, for students recorded on the Combined student/module record:
	1. If PCOLAB ≤ 50 then set TEFUKPRNTC = UKPRN.
	2. Else if PCOLAB > 50 and TINST2 = BLANK then set TEFUKPRNTC = UKPRN associated with the value of TINST1.
	3. Else if PCOLAB > 50 then set TEFUKPRNTC = Unknown.

### TEFSOURCE = HESAAP

1. For the HESA alternative provider student record, this is set as UKPRN, except where the provider has been involved in a merger between 2005-06 and 26 September 2018.

### TEFSOURCE = ILR

1. For records taken from the 2008-09 ILR and later, TEFUKPRNTC is set as follows:

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Value of PARTNERUKPRN | Student spent the majority of their first year at the provider recorded in PARTNERUKPRN | PCOLAB > 50 andPARTNERUKPRN ≠ 0, BLANK |
| Value of UKPRN | Otherwise | Otherwise |

Note: For records taken from the 2010-11 ILR or earlier, QA\_PRVPT (A22) is used instead of PARTNERUKPRN, and HQ\_PCOLB (H32) is used instead of PCOLAB.

1. Where the FTE taught elsewhere is equally split between two or more providers, set TEFUKPRNTC = Unknown.
2. For records taken from the 2007-08 ILR and earlier, TEFUKPRNTC is set as UKPRN, except where the provider has been involved in a merger between 2005-06 and 26 September 2018.

## TEFPILOTUKPRNTF

1. This field shows the UKPRN of the provider where the student spends the majority of their time being taught in the first two years. All of the TEF metrics and contextual data is based upon this teaching provider. The two years that are considered are the first academic year of data the student is recorded in (or 2005-06, whichever is later) and the academic year of data that immediately follows this. When calculating a majority, each year is considered equivalent, irrespective of the intensity of study. In an individual academic year of data, the method of identifying where the student spends the majority of their time being taught is as described for TEFUKPRNTC.
2. In cases where the student has no second academic year of data, their taught provider is set to the registering provider. The only exception to this rule is where the student has obtained a qualification during their first academic year. In these cases, the taught provider is set to where the student spends the majority of their time being taught in that one academic year. .
3. To identify whether a student obtained a qualification during the first academic year of data, where the TEFSOURCE = HESASTU, XPQUAL01 = 1 is used. Where TEFSOURCE = ILR, OUTCOME = 1, 6, 7.
4. For all new entrants in 2016-17 there is no second academic year of data to consider. This is because when the TEF 2018-19 Subject-level pilot metrics were created, there was not any 2017-18 academic year data available.
5. This new approach of identifying the taught provider for TEF purposes has been taken so that the assigned teaching provider does not subsequently change for a student that contributes to any TEF metric. However, it may cause some inconsistences when the latest academic year (2016-17) of contextual data is considered in comparison to earlier years. This approach differs to previous iterations of TEF metrics, where the taught provider considered only where the student was taught in the majority of their first year.
6. The table below shows the assignment of TEFPILOTUKPRNTF based on information from the first two years. It considers a registering provider, which is the provider who is responsible for returning data for the student and two teaching providers; teaching provider A and teaching provider B, which are both different from the registering provider. Where there is no clear majority, the students teaching provider is assigned to the registering provider.

|  |  |  |  |
| --- | --- | --- | --- |
| Taught in the first year | Taught in the second year | Qualification obtained in the first year | TEFPILOTUKPRNTF assigned |
| Registering provider | Registering provider | Information not used in this case | Registering provider |
| Teaching provider A | Registering provider | Information not used in this case | Registering provider |
| Registering provider | Teaching provider A | Information not used in this case | Registering provider |
| Teaching provider A | Teaching provider A | Information not used in this case | Teaching provider A |
| Teaching provider A | Teaching provider B | Information not used in this case | Registering provider |
| Registering provider | N/A | Qualification obtained | Registering provider |
| Teaching provider A | N/A | Qualification obtained  | Teaching provider A |
| Teaching provider A | N/A | Qualification not obtained | Registering provider |

If a provider has been involved in a merger between 2005-06 and 26 September 2018, the TEFPILOTUKPRNTF value shown will reflect the provider’s UKPRN as it existed on 26 September 2018.

## TEFPILOTCOUNTRY

1. This field indicates whether the teaching provider is based in England, Wales, Scotland or Northern Ireland.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| E | Teaching provider based in England | TEFPILOTUKPRNTF indicates a provider based in England |
| W | Teaching provider based in Wales | TEFPILOTUKPRNTF indicates a provider based in Wales |
| S | Teaching provider based in Scotland | TEFPILOTUKPRNTF indicates a provider based in Scotland |
| N | Teaching provider based in Northern Ireland | TEFPILOTUKPRNTF indicates a provider based in Northern Ireland |

## TEFINTERCALATE

### TEFSOURCE = HESASTU

1. This field indicates whether the year of instance is intercalating from a medical, dentistry or veterinary course.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | The year of instance is an intercalated year (records taken from 2013-14 HESA and later) | INTERCALATE = 01 |
| 1 | The year of instance is an intercalated year (records taken from 2012-13 HESA and earlier) | COURSEAIM = H24 |
| 0 | The year of instance is not an intercalated year | Otherwise |

### TEFSOURCE = HESAAP and ILR

1. This field is not calculated.

## TEFAIMTYPE

### TEFSOURCE = HESASTU and HESAAP

1. This field indicates whether the course aim is for credits or is unspecified.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| CREDIT | Course aim is credits | COURSEAIM = D90, E90, L90, L91, M90, M91, H90, H91, I90, I91, J90, C90 |
| UNSPEC | Course aim is unspecified | COURSEAIM = M99, H99, I99, J99, C99 |
| NA | Course aim does not apply | COURSEAIM = Z99 |
| OTH | Otherwise | Otherwise |

### TEFSOURCE = ILR

1. This field is not calculated.

## TEFAWARDTYPE

### TEFSOURCE = HESASTU and HESAAP

1. This field indicates whether the qualification awarded is for credits or is unspecified.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| CREDIT | Course aim is credits | XQOBTN01 = D90, E90, L90, L91, M90, M91, H90, H91, I90, I91, J90, C90 |
| OTH | Otherwise | Otherwise |

### TEFSOURCE = ILR

1. This field is not calculated.

## TEFPILOTAWARD\_DETAIL

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | XQOBTN01 = D00, D01, L00 |
| OPGR | Other postgraduate research | XQOBTN01 = D90, L80, L90, L91, L99 |
| PGTM | Postgraduate taught masters | XQOBTN01 = M00, M01, M02, M10, M11, M50 |
| PGCE | PGCE | XQOBTN01 = H71, M71 |
| OPGT | Other postgraduate taught | XQOBTN01 = E00, E40, E43, E90, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99 |
| INTM | Integrated masters | XQOBTN01 = H22, M22, M26, M28 |
| MEDVETDENT | Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with the GMC, GDC (as a dentist) or the RCVS | XQOBTN01 = H16 and  (REGBODY = 01, 14, 30 or REGBODY1 = 01, 14, 30 or REGBODY2 = 01, 14, 30 or ((REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02) and  at least one XJACS01 for the instance = A200, A400)) |
| PUGD | Degrees including a postgraduate component | XQOBTN01 = H50 |
| PUGO | Other qualifications with a postgraduate component | XQOBTN01 = H60, H61, H62, H72, H78, H81, H88, I60, I61, I71, I72, I73, I81 |
| DEG | First degree | XQOBTN01 = H00, H11, H12, H16, H18, H23, H24, I00, I11, I12, I16 and not above |
| FOU | Foundation degree | XQOBTN01 = J10, J16 |
| HND | HND | XQOBTN01 = J30 |
| HNC | HNC | XQOBTN01 = C30 |
| UGDIP | Undergraduate diploma | XQOBTN01 = J20, J26, J41 |
| OUG | Other undergraduate | XQOBTN01 = H41, H42, H43, H70, H76, H79, H80, H90, H91, H99, I70, I74, I76, I78, I79, I80, I90, I91, I99, J42, J43, J45, J76, J80, J90, J99, C20, C41, C42, C43, C77, C78, C80, C90, C99 |
| NONE | No qualification awarded | XQOBTN01 = \_\_\_ |
| FE | Not higher education | Otherwise |

### TEFSOURCE = ILR

1. This field is not calculated.

## TEFPILOTLEVEL\_DETAIL

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | COURSEAIM = D00, D01, L00 |
| OPGR | Other postgraduate research | COURSEAIM = D90, L80, L90, L91, L99 |
| PGTM | Postgraduate taught masters | COURSEAIM = M00, M01, M02, M10, M11, M50 |
| PGCE | PGCE | COURSEAIM = H71, M71 |
| OPGT | Other postgraduate taught | COURSEAIM = E00, E40, E43, E90, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99 |
| INTM | Integrated masters | COURSEAIM = H22, M22, M26, M28 |
| MEDVETDENT | Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with the GMC, GDC (as a dentist) or the RCVS | COURSEAIM = H16 and  (REGBODY = 01, 14, 30 or REGBODY1 = 01, 14, 30 or REGBODY2 = 01, 14, 30 or ((REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02) and  at least one XJACS01 for the instance = A200, A400)) |
| PUGD | Degrees including a postgraduate component | COURSEAIM = H50 |
| PUGO | Other qualifications with a postgraduate component | COURSEAIM = H60, H61, H62, H72, H78, H81, H88, I60, I61, I71, I72, I73, I81 |
| DEG | First degree | COURSEAIM = H00, H11, H12, H16, H18, H23, H24, I00, I11, I12, I16 and not above |
| FOU | Foundation degree | COURSEAIM = J10, J16 |
| HND | HND | COURSEAIM = J30 |
| HNC | HNC | COURSEAIM = C30 |
| UGDIP | Undergraduate diploma | COURSEAIM = J20, J26, J41 |
| OUG | Other undergraduate | COURSEAIM = H41, H42, H43, H70, H76, H79, H80, H90, H91, H99, I70, I74, I76, I78, I79, I80, I90, I91, I99, J42, J43, J45, J76, J80, J90, J99, C20, C41, C42, C43, C77, C78, C80, C90, C99 |
| FE | Not higher education | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | HEFQAIM = HIGHER |
| PGTM | Postgraduate taught masters | HEFQAIM = MASTER |
| PGCE | PGCE | HEFQAIM = PGCE |
| OPGT | Other postgraduate taught | HEFQAIM = PGDIP, PGOTHER |
| INTM | Integrated masters | HEFQAIM = ENHANCED |
| DEG | First degree | HEFQAIM = FIRST |
| FOU | Foundation degree | HEFQAIM = FOUDEG |
| HND | HND | HEFQAIM = HND |
| HNC | HNC | HEFQAIM = HNC |
| UGDIP | Undergraduate diploma | HEFQAIM = DIPHE, DTLLS, DET |
| OUG | Other undergraduate | HEFQAIM = CERTED, UGOTHER |
| FDBC | Foundation degree bridging course | HEFQAIM = FDBC |
| FE | Not higher education | Otherwise |

## TEFPILOTLEVEL

1. This field allocates course and qualification aims to a broad level of study for the base year for use in the pilot continuation metrics.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | TEFPILOTLEVEL\_DETAIL = PHD |
| OPGR | Other postgraduate research | TEFPILOTLEVEL\_DETAIL = OPGR |
| PGTM | Postgraduate taught masters | TEFPILOTLEVEL\_DETAIL = PGTM |
| PGCE | PGCE | TEFPILOTLEVEL\_DETAIL = PGCE |
| OPGT | Other postgraduate taught | TEFPILOTLEVEL\_DETAIL = OPGT |
| PUGD | Degrees including a postgraduate component | TEFPILOTLEVEL\_DETAIL = INTM, MEDVETDENT, PUGD |
| PUGO | Other qualifications with a postgraduate component | TEFPILOTLEVEL\_DETAIL = PUGO |
| DEG | First degree | TEFPILOTLEVEL\_DETAIL = DEG |
| OUG | Other undergraduate | TEFPILOTLEVEL\_DETAIL = FOU, HND, HNC, UGDIP, OUG |
| OTH | Other | Otherwise |

## TEFPILOTLEVELXX

1. This field allocates course and qualification aims to a broad level of study for the year denoted by XX. It is calculated on the same basis as TEFPILOTLEVEL. For example, TEFPILOTLEVEL16 is the broad level of study for 2016-17. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX) or if the teaching provider has not registered the student in the current year.

## TEFLEVEL

1. This field allocates course and qualification aims to a broad level of study for the base year, for use in the student satisfaction metrics. TEFEMPLEVEL in paragraphs 97-98 allocates students to level of study for use in the employment/destinations metrics.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | COURSEAIM = D00, D01, E00, L00 |
| PGT | Postgraduate taught masters | COURSEAIM = M00, M01, M02, M10, M11, M50 |
| PGCE | PGCE | COURSEAIM = M71 |
| OPG | Other postgraduate | COURSEAIM = D90, L80, L90, L91, L99, E40, E43, E90, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99 |
| PUGD | Degrees including a postgraduate component | COURSEAIM = M22, M26, M28, H50 or(COURSEAIM = H16 and  (REGBODY = 01, 14, 30 or REGBODY1 = 01, 14, 30 or REGBODY2 = 01, 14, 30 or ((REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02) and at least one XJACS01 for the instance = A200, A400))) orTEFINTERCALATE = 1 and not above |
| PUGO | Other qualifications with a postgraduate component | COURSEAIM = H60, H61, H62, H71, H78, I60, I61, I81 |
| DEG | First degree | COURSEAIM = H00, H11, H12, H16, H18, H22, H23, I00, I11, I12, I16 and not above |
| OUG | Other undergraduate | COURSEAIM = H41, H42, H43, H70, H72, H76, H79, H80, H81, H88, H90, H91, H99, I70, I71, I72, I73, I74, I76, I78, I79, I80, I90, I91, I99, J10, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, J90, J99, C20, C30, C41, C42, C43, C77, C78, C80, C90, C99 |
| OTH | Other | Otherwise |

Note: For records taken from the HESA alternative provider record, the TEFINTERCALATE clause does not apply.

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | HEFQAIM = HIGHER |
| PGT | Postgraduate taught masters | HEFQAIM = MASTER |
| PGCE | PGCE | HEFQAIM = PGCE and QUAL\_TYP ≠ 9115 |
| OPG | Other postgraduate | HEFQAIM = PGDIP, PGOTHER |
| PUGD | Degrees including a postgraduate component | HEFQAIM = ENHANCED |
| PUGO | Other qualifications with a postgraduate component | HEFQAIM = PGCE and QUAL\_TYP = 9115 |
| DEG | First degree | HEFQAIM = FIRST |
| OUG | Other undergraduate | HEFQAIM = DIPHE, CERTED, FOUDEG, DET, DTLLS, HNC, HND, UGOTHER |
| OTH | Other | Otherwise |

Note: The calculation of HEFQAIM is based on the HEIFES comparison technical document (or HEIFES re-creation technical document) for the relevant year. These can be found at http://webarchive.nationalarchives.gov.uk/20180319114240/http://www.hefce.ac.uk/data/indstudata/.

## TEFCRSELGTH

### TEFSOURCE = HESASTU and HESAAP

1. This field is not calculated.

### TEFSOURCE = ILR

1. This field contains the number of years that the qualification aim is expected to last. If a student’s planned end date falls within the first 14 days of a second year of study, the number of years is taken as one. Otherwise, it is rounded up to the nearest whole number. TEFCRSELGTH is the difference in years between TEFCOMDATE and TEFPLANENDDATE. For example, a course with TEFCOMDATE = 1 October 2014 and TEFPLANENDDATE = 5 January 2016 will have TEFCRSELGTH = 2.

## TEFCRSELGTHXX

### TEFSOURCE = HESASTU and HESAAP

1. This field is not calculated.

### TEFSOURCE = ILR

1. This field contains the number of years that the qualification aim is expected to last, rounded up to the nearest whole number, for the year denoted by XX. It is calculated on the same basis as TEFCRSELGTH. For example, TEFCRSELGTH12 is the length of course for 2012-13. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX) or if the teaching provider has not registered the student in the current year.

## TEFMODE

1. This field allocates students to mode of study, for use in the continuation and student satisfaction metrics. TEFEMPMODE in paragraphs 95-96 allocates students to mode of study for use in the employment and destinations metrics.

### TEFSOURCE = HESASTU

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FT | Full-time | XMODE01 = 1, 2 |
| PT | Part-time | XMODE01 = 3 |
| WUP | Writing-up | XMODE01 = 4 |
| OTH | Other | Otherwise |

### TEFSOURCE = HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FT | Full-time | XMODE02 = 1, 2 and XINACT01 = 0 |
| PT | Part-time | XMODE02 = 3 and XINACT01 = 0 |
| WUP | Writing-up | XMODE02 = 4 and XINACT01 = 0 |
| OTH | Other | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FT | Full-time | MODESTUD = 01, 02 or (MODESTUD = 99, BLANK and  (TEFCRSELGTH = 1 or  (TEFCRSELGTH ≤ 2 and HEFQAIM = HIGHER, FIRST, FOUDEG, DIPHE, HND) or  (TEFCRSELGTH ≤ 3 and HEFQAIM = HIGHER, FIRST) or (TEFCRSELGTH ≤ 4 and HEFQAIM = ENHANCED))) |
| PT | Part-time | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, HQ\_MHESE (H14) is used instead of MODESTUD. The calculation of HEFQAIM is based on the HEIFES comparison technical document (or HEIFES re-creation technical document) for the relevant year. These can be found at http://webarchive.nationalarchives.gov.uk/20180319114240/http://www.hefce.ac.uk/data/indstudata/.

## TEFMODEXX

1. This field allocates students to mode of study for the year denoted by XX, for use in the continuation metrics. It is calculated on the same basis as TEFMODE. For example, TEFMODE14 is the mode of study for 2014-15. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX) or if the teaching provider has not registered the student in the current year.

## TEFENTRANT

1. This field indicates whether the student is an entrant.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is an entrant | TEFCOMDATE ≥ 1 August 20YY and TEFCOMDATE < 1 August 20YY+1 |
| 0 | Otherwise | Otherwise |

## TEFQUALIFIER

1. This field indicates whether the student qualified with an higher education-level qualification.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student qualified with an higher education-level qualification | XPQUAL01 = 1 and TEFEMPLEVEL ≠ OTH |
| 0 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student qualified with an higher education-level qualification | (OUTCOME = 1, 6, 7 or(OUTCOME = 4, 5, 8 and TEFACTENDDATE ≤ TEFPLANENDDATE + 14 and TEFPLANENDDATE ≠ BLANK))and TEFEMPLEVEL ≠ OTH |
| 0 | Otherwise | Otherwise |

Note: For records taken from the 2011-12 ILR, OUTCOMEIND is used instead of OUTCOME, and for the 2010-11 ILR and earlier, QA\_OUTCO (A35) is used instead of OUTCOME.

## TEFDUP

1. This field indicates students in the HESA, HESA alternative provider or ILR record who we believe also exist in another provider’s HESA, HESA alternative provider or ILR record, and should be discarded from the various TEF populations. This is flagged if two courses studied by the same student are found to be:
* at the same provider (based on a combination of registering and teaching provider)
* at the same level (for instance HNDs, HNCs, first degrees, foundation degrees, PGCEs or Diplomas)
* in the same subject (based on Joint Academic Coding System Level 1 subject hierarchy)
* of the same mode (full-time, sandwich year-out or part-time)
* overlapping by a month (or, if one of the courses is less than a month’s duration, by an overlap equal to the shortest course’s length)

|  |  |
| --- | --- |
| Value | Description |
| 1 | Student appears to exist in another provider’s HESA, HESA alternative provider or ILR record and this record will be discarded from the various TEF populations |
| 0 | No duplicates found using the criteria listed in paragraph 68 |

## TEFPILOTDOM

1. This field indicates whether the student is domiciled in the UK, other EU countries or elsewhere.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| E | England | XDOMHM01 = 1 |
| S | Scotland | XDOMHM01 = 2 |
| W | Wales | XDOMHM01 = 3 |
| N | Northern Ireland | XDOMHM01 = 4 |
| OEU | Other EU | XDOMHM01 = 6 |
| OTHER | Not EU | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| E | England | DOMICILE = XF or (DOMICLE = XJ, XK, GB and (TEFPOSTCODE is in England or  ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and TEFPILOTCOUNTRY = E))) |
| S | Scotland | DOMICILE = XH or(DOMICLE = XJ, XK, GB and  (TEFPOSTCODE is in Scotland or ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and TEFPILOTCOUNTRY = S))) |
| W | Wales | DOMICILE = XI or(DOMICLE = XJ, XK, GB and  (TEFPOSTCODE is in Wales or ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and TEFPILOTCOUNTRY = W))) |
| N | Northern Ireland | DOMICILE = XG or(DOMICLE = XJ, XK, GB and  (TEFPOSTCODE is in Northern Ireland or ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and TEFPILOTCOUNTRY = N))) |
| OEU | Other EU | DOMICILE = AI, AN, AQ, AT, AW, AX, BE, BG, BL, BM, BQ, CH, CW, CY, CZ, DE, DK, EE, ES, EU, FI, FK, FO, FR, GF, GI, GL, GP, GR, GS, HR, HU, IC, IE, IO, IS, IT, KY, LI, LT, LU, LV, MF, MQ, MS, MT, NC, NL, NO, PF, PL, PM, PN, PT, RE, RO, SE, SH, SI, SK, SX, TC, TF, VG, WF, XA, XD, XE, YT |
| OTHER | Not EU | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, ST\_DOMIC (L24) is used and ST\_DOMIC = XK is assigned to TEFPILOTDOM = OTHER. In addition, Croatia (DOMICILE = HR) will only count as TEFPILOTDOM = OEU from 2013-14 onwards.

# Fields used in the generation of the continuation metrics

### Linking between years

1. In the continuation metrics for a given base year, we need to link to HESA, HESA alternative provider and ILR data for the following year (for full-time students), and to HESA, HESA alternative provider and ILR data for the previous year, following year and following year plus one (for part-time students).
2. We link student data across years (both to data from a provider and from other providers) by combinations of first name(s), surname, date of birth, gender and (where available) home postcode and prior educational establishment (that is, the equivalent data linking method that HESA adopt for UK Performance Indicators). Spelling errors and other typographical errors (e.g. in dates) are taken into account.
3. We link each record in the base year to every record we can find for that student in each year’s data, and consider only one record per student, mode and level at each provider using the method described in TEFPILOTCONEXCL256 in paragraph 83.

## TEFPILOTCONEXCL1

1. This field indicates students excluded from the continuation metrics population as they are not full-time or part-time.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was studying full-time or part-time | TEFMODE = FT, PT |
| 1 | The student was not studying full-time or part-time | Otherwise |

## TEFPILOTCONEXCL2

1. This field indicates students excluded from the continuation metrics population as they are not entrants or have left their course early.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was an entrant, and did not leave their course early | TEFCOMDATE ≥ 18 July 20YY and TEFCOMDATE < 18 July 20YY+1 and (TEFACTENDDATE = BLANK or  TEFACTENDDATE – TEFCOMDATE ≥ 14 days) |
| 1 | The student was not an entrant | Otherwise |

## TEFPILOTCONEXCL4

1. This field indicates students excluded from the continuation metrics population as they are not UK-domiciled.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was UK-domiciled. | TEFPILOTDOM = E, S, W, N |
| 1 | The student was not UK-domiciled. | Otherwise |

## TEFEXCHIND

### TEFSOURCE = HESASTU and ILR

1. This field is not calculated for HESA or ILR.

### TEFSOURCE = HESAAP

1. This field shows the student’s involvement in specific exchange programmes. It shows the EXCHIND associated with the most recent instance period in the year.

## TEFEXCHANGE

1. This field indicates students who are incoming visiting and exchange students from outside the UK.

### TEFSOURCE = HESASTU

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student is an incoming visiting or exchange student from outside the UK | EXCHANGE = 2, 4, 8, 9, A, G, Z |
| 1 | Otherwise | Otherwise |

### TEFSOURCE = HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student is an incoming visiting or exchange student from outside the UK | TEFEXCHIND = 1 |
| 1 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was not an incoming Erasmus student | LEARNDELFAM\_SOF1 ≠ 017, 020 and LEARNDELFAM\_SOF2 ≠ 017, 020 |
| 1 | Otherwise | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, QA\_FEHE1 (A11A) and QA\_FEHE2 (A11B) are used instead of LEARNDELFAM\_SOF1 and LEARNDELFAM\_SOF2. Incoming ERASMUS students are not identifiable within 2013-14 and later ILR records, where 017 and 020 are no longer available for use in LEARNDELFAM\_SOF1/2.

## TEFPILOTCONEXCL8

1. This field indicates students excluded from the continuation metrics population as they are in one of the following categories:
* on a subject knowledge enhancement course
* an incoming visiting and exchange student from outside the UK
* on an instance where the whole of the course is outside the UK
* on an instance where the student has spent, or will spend, more than eight weeks in the UK but the course is primarily outside the UK
* on an instance where the student is studying mainly overseas as part of a collaborative course between their UK higher education provider and an overseas higher education provider

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student meets at least one of the exclusion criteria listed in paragraph 79 | TTCID = E, F or TEFEXCHANGE = 1 or TEFLOCSDY = S |
| 1 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student meets at least one of the exclusion criteria listed in paragraph 79 | TEFEXCHANGE = 1 |
| 1 | Otherwise | Otherwise |

## TEFPILOTCONEXCL16

1. This field indicates students excluded from the continuation metrics population as they are aiming for credits or no formal qualification.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was registered on a first degree or other undergraduate course | (TEFMODE = FT, PT and TEFPILOTLEVEL = DEG, OUG, PUGD, PUGO and  TEFAIMTYPE ≠ CREDIT, UNSPEC, NA) |
| 1 | Otherwise | Otherwise |

Note: For records taken from the ILR, the TEFAIMTYPE clause does not apply

## TEFPILOTCONEXCL32

1. This field indicates students excluded from the continuation metrics population as they were active on a course in the year prior to entry, at the same level (grouping DEG with PUGD and OUG with PUGO) and provider.

## TEFPILOTCONEXCL128

1. This field excludes students who appear to have been recorded in another provider’s HESA or ILR data for the same activity.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | Student recorded in another provider’s HESA or ILR data for the same activity | TEFDUP = 1 |
| 1 | Otherwise | Otherwise |

## TEFPILOTCONEXCL256

1. This calculation is carried out after linking to other years’ HESA or ILR data. Within the linking process it is possible to generate one-to-many or many-to-many matches for a student. Where a student has more than one record at the provider (using TEFPILOTUKPRNTF) with the same TEFMODE and TEFPILOTLEVEL, the following hierarchy is used to determine which record is kept in the continuation metrics population:
* keep records not excluded for at least one of TEFPILOTCONEXCL1-128 in preference to those that are excluded for at least one of those reasons
* keep the record that has the most favourable continuation outcome (TEFPILOTCONINDFULL = CONTORQUAL over TEFPILOTCONINDFULL = TRANSFER, and TEFPILOTCONINDFULL = TRANSFER over TEFPILOTCONINDFULL = INACTIVE)

## TEFPILOTCONEXCL512

1. This field excludes students who do not count in the continuation metric for a particular base year as they are not part of the three most recent continuation cohorts.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | Student in one of the three most recent continuation cohorts | (TEFMODE = FT in 2013-14, 2014-15 or 2015-16 HESA/HESA alternative provider or ILR base year data) or(TEFMODE = PT in 2012-13, 2013-14 or 2014-15 HESA/HESA alternative provider or ILR base year data) |
| 1 | Otherwise | Otherwise |

## TEFPILOTCONEXCL

1. This field indicates whether the student will be included in the continuation metrics calculation. For students excluded from the calculation, TEFPILOTCONEXCL contains the sum of all applicable values from the table below. Students included in the calculation have TEFPILOTCONEXCL = 0.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | The student was not studying full-time or part-time | TEFPILOTCONEXCL1 = 1 |
| 2 | The student was not an entrant | TEFPILOTCONEXCL2 = 1 |
| 4 | The student is not UK-domiciled | TEFPILOTCONEXCL4 = 1 |
| 8 | The student is excluded for other reasons | TEFPILOTCONEXCL8 = 1 |
| 16 | The student was not registered on a first degree or other undergraduate degree course | TEFPILOTCONEXCL16 = 1 |
| 32 | The student was active on a course at the same level and same provider in the year prior to entry | TEFPILOTCONEXCL32 = 1 |
| 64 | This exclusion reason does not exist for TEF 2018-19 Subject-level pilot metrics | N/A |
| 128 | Student recorded in another provider’s HESA or ILR data for the same activity | TEFPILOTCONEXCL128 = 1 |
| 256 | Student with more than one record at the provider with the same TEFMODE and TEFPILOTLEVEL | TEFPILOTCONEXCL256 = 1 |
| 512 | Student not in one of the three most recent continuation cohorts | TEFPILOTCONEXCL512 = 1 |
| 0 | Otherwise | None of the above |

1. The field is computed as (1 × TEFPILOTCONEXCL1) + (2 × TEFPILOTCONEXCL2) + … ..+ (512 × TEFPILOTCONEXCL512). The reasons that contributed to the exclusion can therefore be determined.

## TEFPILOTCONQUAL

1. This field allocates the qualification awarded to the student during the reporting year to a broad grouping, for use in the employment and destinations metrics.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | TEFPILOTAWARD\_DETAIL = PHD |
| OPGR | Other postgraduate research | TEFPILOTAWARD\_DETAIL = OPGR and TEFAWARDTYPE ≠ CREDIT |
| PGTM | Postgraduate taught masters | TEFPILOTAWARD\_DETAIL = PGTM |
| PGCE | PGCE | TEFPILOTAWARD\_DETAIL = PGCE |
| OPGT | Other postgraduate taught | TEFPILOTAWARD\_DETAIL = OPGT and TEFAWARDTYPE ≠ CREDIT |
| PUGD | Degrees including a postgraduate component | TEFPILOTAWARD\_DETAIL = INTM, MEDVETDENT, PUGD |
| PUGO | Other qualifications with a postgraduate component | TEFPILOTAWARD\_DETAIL = PUGO |
| DEG | Degree | TEFPILOTAWARD\_DETAIL = DEG |
| OUG | Other undergraduate | TEFPILOTAWARD\_DETAIL = FOU, HND, HNC, UGDIP, OUG andTEFAWARDTYPE ≠ CREDIT |
| OTH | Other | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | TEFQUALIFIER = 1 and TEFPILOTLEVEL = PHD |
| OPGR | Other postgraduate research | TEFQUALIFIER = 1 and TEFPILOTLEVEL = OPGR |
| PGTM | Postgraduate taught masters | TEFQUALIFIER = 1 and TEFPILOTLEVEL = PGTM |
| PGCE | PGCE | TEFQUALIFIER = 1 and TEFPILOTLEVEL = PGCE |
| OPGT | Other postgraduate taught | TEFQUALIFIER = 1 and TEFPILOTLEVEL = OPGT |
| PUGD | Degrees including a postgraduate component | TEFQUALIFIER = 1 and TEFPILOTLEVEL = PUGD |
| PUGO | Other qualifications with a postgraduate component | TEFQUALIFIER = 1 and TEFPILOTLEVEL = PUGO |
| DEG | Degree | TEFQUALIFIER = 1 and TEFPILOTLEVEL = DEG |
| OUG | Other undergraduate | TEFQUALIFIER = 1 and TEFPILOTLEVEL = OUG |
| OTH | Other | Otherwise |

## TEFPILOTCONACTIVEXX

1. This fields indicates whether the student was active in the year denoted by XX. For example, TEFPILOTCONACTIVE16 indicates the student was active in 2016-17. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX) or if the teaching provider has not registered the student in the current year.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is active in the year denoted by XX | TEFSTULOADXX ≠ 0, BLANK or TYPEYRXX ≠ 1, BLANK |
| 0 | Otherwise | Otherwise |

Note: For records taken from the HESA alternative provider return, the TYPEYRXX clause does not apply

## TEFPILOTCONCENSUS1

1. This field indicates the date one year and 14 days after the start of the student’s instance

## TEFPILOTCONCENSUS2

1. This field indicates the date two years and 14 days after the start of the student’s instance

## TEFPILOTCONINDFULL (not shown in the individualised files)

1. This field indicates whether a student continued or qualified, transferred to another provider or was inactive in HE in the year following entry (for full-time students), or two years following entry (for part-time students). In the algorithms for TEFPILOTCONINDFULL directly below, YY+1 denotes the year following entry, and YY+2 denotes two years following entry.
2. For full-time undergraduate students (TEFMODE = FT and TEFPILOTLEVEL = DEG, OUG, PUGD, PUGO), it is calculated using the following algorithm:

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| QUALIFIED | The student qualified on an instance of higher education study at the same provider. | (TEFPILOTCONQUAL = PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO, PUGD)or(TEFACTENDDATEYY+1 ≠ BLANK and  TEFACTENDDATEYY+1 ≤ TEFPILOTCONCENSUS1 and  TEFUKPRNRC = TEFUKPRNRCYY+1 and  TEFPILOTCONQUALYY+1 = PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO, PUGD)or(TEFCOMDATEYY+1 ≤ TEFPILOTCONCENSUS1 and TEFUKPRNRC = TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+1 = FT, PT, WUP and TEFPILOTCONACTIVEYY+1 = 1 and (TEFACTENDDATEYY+1 = BLANK or  TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14 or TEFPILOTCONQUALYY+1 = PHD, OPGR, PGTM, PGCE, OPGT)) |
| CONTINUING | The student continued on an instance of higher education study at the same provider. | (TEFCOMDATEYY+1 ≤ TEFPILOTCONCENSUS1 and  TEFUKPRNRC = TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PUGD, PUGO, DEG, OUG and  TEFMODEYY+1 = FT, PT and  TEFPILOTCONACTIVEYY+1 = 1 and (TEFACTENDDATEYY+1 = BLANK or (TEFACTENDDATEYY+1 ≥ TEFPILOTCONCENSUS1 and (TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14 or TEFPILOTCONQUALYY+1=PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO,  PUGD)))) |
| TRANSFER | The student transferred to an instance of higher education study registered at another provider. | (TEFCOMDATEYY+1 ≤ TEFPILOTCONCENSUS1 and TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and  TEFPILOTCONQUALYY+1 = PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO, PUGD)or(TEFCOMDATEYY+1 ≤ TEFPILOTCONCENSUS1 and  (TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14) and TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PUGD, PUGO, DEG, OUG and  TEFMODEYY+1 = FT, PT and  TEFPILOTCONACTIVEYY+1 = 1)or(TEFCOMDATEYY+1 ≤ TEFPILOTCONCENSUS1 and (TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14) and  TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+1 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+1 = 1) |
| INACTIVE | The student did not continue or qualify at the same provider, or transfer to another provider, and is considered to be inactive in higher education in the year following entry. | Otherwise |

1. For part-time undergraduate students (TEFMODE = PT and TEFPILOTLEVEL = DEG, OUG, PUGD, PUGO), it is calculated using the following algorithm:

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| QUALIFIED | The student qualified on an instance of higher education study at the same provider. | TEFPILOTCONQUAL = PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUGor(TEFPILOTCONQUALYY+1 = PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG and  TEFUKPRNRC = TEFUKPRNRCYY+1)or((TEFACTENDDATEYY+2 ≠ BLANK and  TEFACTENDDATEYY+2 ≤ TEFPILOTCONCENSUS2) and  TEFUKPRNRC=TEFUKPRNRCYY+2 and  TEFPILOTCONQUALYY+2 = PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG)or((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14) and  TEFUKPRNRC = TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+1 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+1 = 1)or(TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and  TEFUKPRNRC = TEFUKPRNRCYY+2 and  TEFPILOTLEVELYY+2 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+2 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+2 = 1 and (TEFACTENDDATEYY+2 = BLANK or  TEFACTENDDATEYY+2 - TEFCOMDATEYY+2 ≥ 14 or  TEFPILOTCONQUALYY+2 = PHD, OPGR, PGTM, PGCE, OPGT)) |
| CONTINUING | The student continued on an instance of higher education study at the same provider. | (TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and  TEFUKPRNRC = TEFUKPRNRCYY+2 and  TEFPILOTLEVELYY+2 = PUGD, PUGO, DEG, OUG and TEFMODEYY+2 = FT, PT and  TEFPILOTCONACTIVEYY+2 = 1 and (TEFACTENDDATEYY+2 = BLANK or  (TEFACTENDDATEYY+2 ≥ TEFPILOTCONCENSUS2 and (TEFACTENDDATEYY+2 - TEFCOMDATEYY+2 ≥ 14 or TEFPILOTCONQUALYY+2 = PHD, OPGR, PGTM, PGCE, OPGT, PUGD, PUGO, DEG, OUG))))or(TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and  TEFUKPRNRC = TEFUKPRNRCYY+2 and  TEFPILOTLEVELYY+2 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+2 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+2 = 1 and (TEFACTENDDATEYY+2 ≥ TEFPILOTCONCENSUS2 and TEFPILOTCONQUALYY+2 = DEG, OUG, PUGD, PUGO)) |
| TRANSFER | The student transferred to an instance of higher education study registered at another provider. | (TEFPILOTCONQUALYY+1 = PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO, PUGD and TEFUKPRNRC ≠ TEFUKPRNRCYY+1)or(TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and  TEFPILOTCONQUALYY+2 = PHD, OPGR, PGTM, PGCE, OPGT, DEG, OUG, PUGO, PUGD)or(TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PUGD, PUGO, DEG, OUG and  TEFMODEYY+1 = FT, PT and  TEFPILOTCONACTIVEYY+1 = 1 and  (TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14))or(TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and  TEFPILOTLEVELYY+1 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+1 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+1 = 1 and  (TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 - TEFCOMDATEYY+1 ≥ 14))or(TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and  TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and  TEFPILOTLEVELYY+2 = PUGD, PUGO, DEG, OUG and TEFMODEYY+2 = FT, PT and TEFPILOTCONACTIVEYY+2 = 1 and (TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 - TEFCOMDATEYY+2 ≥ 14))or(TEFCOMDATEYY+2 ≤ TEFPILOTCONCENSUS2 and  TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and  TEFPILOTLEVELYY+2 = PHD, OPGR, PGTM, PGCE, OPGT and TEFMODEYY+2 = FT, PT, WUP and  TEFPILOTCONACTIVEYY+2 = 1 and (TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 - TEFCOMDATEYY+2 ≥ 14)) |
| INACTIVE | The student did not continue or qualify at the same provider, or transfer to another provider, and is considered to be inactive in higher education in the year following entry. | Otherwise |

## TEFPILOTCONIND

1. This field indicates whether a student continued or qualified, or transferred to another provider or was inactive in higher education in the year following entry (for full-time students), or two years following entry (for part-time students).

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| CONTORQUAL | The student continued on an instance of higher education study, or qualified, at the same provider. | TEFPILOTCONINDFULL = CONTINUING, QUALIFIED |
| TRANORINACTIVE | The student transferred to an instance of higher education study registered at another provider or the student did not continue or qualify at the same provider. | TEFPILOTCONINDFULL = TRANSFER, INACTIVE |
| BLANK | Otherwise | Otherwise |

# Fields used in the generation of the employment and destinations metrics

## TEFEMPMODE

1. This field allocates students to mode of study, for use in the employment and destinations metrics.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FT | Full-time | XQMODE01 = 1 |
| PT | Part-time | XQMODE01 = 2 |
| OTH | Other | Otherwise |

### TEFSOURCE = ILR

1. Calculated on the same basis as TEFMODE (see paragraph 64).

## TEFEMPLEVEL

1. This field allocates the qualification awarded to the student during the reporting year to a broad grouping, for use in the employment and destinations metrics.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| PHD | PhD and MPhil | XQOBTN01 = D00, D01, E00, L00 and COURSEAIM ≠ H16 |
| PGT | Postgraduate taught masters | XQOBTN01 = M00, M01, M02, M10, M11, M50 and COURSEAIM ≠ H16 |
| PGCE | PGCE | XQOBTN01 = M71 and COURSEAIM ≠ H16 |
| OPG | Other postgraduate | XQOBTN01 = L80, E40, E43, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88 and COURSEAIM ≠ H16 |
| PUGD | Degrees including a postgraduate component | XQOBTN01 = M22, M26, M28, H50, H24 or(XQOBTN01 = H16 and  (REGBODY = 01, 14, 30 or REGBODY1 = 01, 14, 30 or REGBODY2 = 01, 14, 30 or ((REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02)  and at least one XJACS01 for the instance = A200, A400))) or (COURSEAIM = H16 and XQOBTN01 = D00, D01, E00, L00, M00, M01, M02, M10, M11, M50, M71, L80, E40, E43, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88) |
| PUGO | Other qualifications with a postgraduate component | XQOBTN01 = H60, H61, H62, H71, H78, I60, I61, I81 |
| DEG | First degree | XQOBTN01 = H00, H11, H12, H16, H18, H22, H23, I00, I11, I12, I16 and not above |
| OUG | Other undergraduate | XQOBTN01 = H41, H42, H43, H70, H72, H76, H79, H80, H81, H88, I70, I71, I72, I73, I74, I76, I78, I79, I80, J10, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, C20, C30, C41, C42, C43, C77, C78, C80 |
| OTH | Other | Otherwise |

### TEFSOURCE = ILR

1. Calculated on the same basis as TEFLEVEL (see paragraph 59).

## TEFEMPXPDLHE

1. This field indicates whether the student is counted in the Destinations of Leavers from Higher Education (DLHE) target population. Where TEFSOURCE = HESASTU and HESAAP, this field is equal to XPDLHE02.

## TEFEMPSOCDLHE

1. This field indicates the Standard Occupational Classification 2010 and is equal to SOCDLHE2010.

## TEFEMPEXCL1

1. This field indicates students excluded from the employment and destinations metrics population as they are not counted in the DLHE target population.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | Student is counted in the DLHE target population | TEFEMPXPDLHE = 1 |
| 1 | Student is not counted in the DLHE target population | Otherwise |

## TEFPILOTEMPEXCL2

1. This field indicates students excluded from the employment and destinations metrics population as they are not UK-domiciled.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was UK-domiciled. | TEFPILOTDOM = E, S, W, N |
| 1 | The student was not UK-domiciled. | Otherwise |

## TEFEMPEXCL4

1. This field indicates students excluded from the employment and destinations metrics population as they were not awarded an undergraduate level qualification.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was awarded an undergraduate qualification | TEFEMPLEVEL = PUGD, PUGO, DEG, OUG |
| 1 | Otherwise | Otherwise |

## TEFEMPEXCL8

1. This field excludes students who appear to have been recorded in another provider’s HESA or ILR data for the same activity.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student recorded in another provider’s HESA or ILR data for the same activity | TEFDUP = 1 |
| 0 | Otherwise | Otherwise |

## TEFEMPEXCL16

1. This field excludes students who do not count in the employment and destinations metrics for a particular base year as they are not part of the three most recent cohorts.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | Student in three most recent cohorts | Student in 2014-15, 2015-16 or 2016-17 HESA/HESA alternative provider or ILR base year data |
| 1 | Otherwise | Otherwise |

## TEFPILOTEMPEXCL32

1. This field excludes postgraduate students who have been surveyed in the DLHE after being awarded an undergraduate qualification.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student studying at postgraduate level | TEFPILOTLEVEL = PHD, OPGR, PGTM, PGCE, OPGT |
| 0 | Otherwise | Otherwise |

## TEFPILOTEMPEXCL

1. This field indicates whether the student will be included in the population for the DLHE response rate calculation. For students excluded from the calculation, TEFPILOTEMPEXCL contains the sum of all applicable values from the table below. Students included in the calculation have TEFPILOTEMPEXCL = 0.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is not counted in the DLHE target population | TEFEMPEXCL1 = 1 |
| 2 | The student was not UK-domiciled | TEFPILOTEMPEXCL2 = 1 |
| 4 | The student was not awarded an undergraduate qualification | TEFEMPEXCL4 = 1 |
| 8 | Student recorded in another provider’s HESA or ILR data for the same activity | TEFEMPEXCL8 = 1 |
| 16 | Student not in three most recent cohorts | TEFEMPEXCL16 = 1 |
| 32 | The student is studying at postgraduate level | TEFPILOTEMPEXCL32 = 1 |
| 0 | Otherwise | None of the above |

1. The field is computed as (1 × TEFEMPEXCL1) + (2 × TEFPILOTEMPEXCL2) + (4 × TEFEMPEXCL4) + (8 × TEFEMPEXCL8) + (16 × TEFEMPEXCL16) + (32 × TEFPILOTEMPEXCL32). The reasons which contributed to the exclusion can therefore be determined. For example, if TEFPILOTEMPEXCL = 3, the only possible combination of exclusion criteria that sums to three is TEFEMPEXCL1 and TEFPILOTEMPEXCL2: thus the student was excluded on the basis that in the base year they were not counted in the DLHE target population and they were not UK-domiciled.

## TEFEMPRESPONSE

1. This field indicates whether the student responded to the DLHE survey. It includes those who have died but were included in the target population, and those who have explicitly refused to provide information.

|  |  |
| --- | --- |
| Value | Description |
| 1 | Responded to the DLHE survey |
| 0 | Did not respond to the DLHE survey |

## TEFEMPACT

1. This field shows the employment activity of a student and is calculated using exactly the same method as the HESA derived field XACTIV02 for the year in question. For example, the full specification for 2016-17 can be found on HESA’s website at [https://www.hesa.ac.uk/collection/c16018/derived-fields](file:///%5C%5Chefce%5CASDPROJECTS%5CTEF%5C2018%5CDocumentation%5CAlgorithms%20in%20development%5CDocuments%20returned%20from%20HCW%5Cwww.hesa.ac.uk%5Ccollection%5Cc16018%5Cderived-fields).

## TEFPILOTEMPINDPOP

1. This field indicates whether the student is included in the population for the employment/destinations metrics.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is included in the population for the employment and destinations metrics | TEFPILOTEMPEXCL = 0 and TEFEMPACT = 01, 02, 03, 04, 05, 06, 07, 08, A, B, C, D, E, F |
| 0 | Student is not included in the population for the employment and destinations metrics | Otherwise |

## TEFEMPIND

1. This field indicates the student’s main activity as recorded in the DLHE.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| WORK\_HIGHSKILL | Highly skilled employment | (TEFEMPACT = 01, 02, 03, A, B, C or (TEFEMPACT = D and (EMPCIR = 01, 03 or MODSTUDY = 2))) andTEFEMPSOCDLHE\* = 1, 2, 3 |
| WORK\_OTHER | Non-highly skilled employment | (TEFEMPACT = 01, 02, 03, A, B, C or (TEFEMPACT = D and ((MODSTUDY = 2 and EMPCIR = 01, 03) or (TYPEQUAL ≠ 01, 02, 03, 04, and (EMPCIR = 01, 03 or MODSTUDY = 2)))))and not above |
| STUDY\_PHD | Primarily studying (postgraduate level study) | TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 01 and not above |
| STUDY\_PGT | Primarily studying (postgraduate level study) | TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 02 and not above |
| STUDY\_OPG | Primarily studying (postgraduate level study) | TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 03 and not above |
| STUDY\_DEG | Primarily studying (postgraduate level study) | TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 04 and not above |
| STUDY\_OTHER | Primarily studying (other level study) | TEFEMPACT = 04, 05, 06, D, E and not above |
| UNEMPLOYED | Unemployed or due to start work | TEFEMPACT = 07, 08, F |
| OTHER | Not available for work or study, or no information supplied  | TEFEMPACT = 09, G, O |
| NOANSWER | Ineligibility or explicit refusal | Otherwise |

\* The first character of TEFEMPSOCDLHE is used.

## TEFPILOTEMPINDNUM

1. This field indicates whether a student progressed into highly skilled work or further study at a higher level, as determined from their response to the DLHE survey.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student progressed to highly skilled work or further study at a higher level | TEFPILOTEMPINDPOP = 1 and ((TEFEMPLEVEL = OUG and TEFEMPIND = WORK\_HIGHSKILL, STUDY\_PHD, STUDY\_PGT, STUDY\_OPG, STUDY\_DEG) or (TEFEMPLEVEL = DEG, PUGO, PUGD and TEFEMPIND = WORK\_HIGHSKILL, STUDY\_PHD, STUDY\_PGT, STUDY\_OPG)) |
| 0 | Student did not progress to highly skilled work or further study at a higher level | Otherwise |

# Fields used in the generation of student satisfaction metrics

## TEFNSSEXCL1

1. This field indicates students excluded from the student satisfaction metrics population as they do not meet the NSS eligibility criteria.

|  |  |
| --- | --- |
| Value | Description |
| 0 | The student was included in the NSS target list |
| 1 | The student was not included in the NSS target list |

## TEFNSSEXCL2

1. This field indicates students excluded from the student satisfaction metrics population as they were not aiming for undergraduate level qualification, or were not on a full-time or part-time mode.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | The student was aiming for an undergraduate level qualification and was on a full-time or part-time mode | TEFLEVEL = PUGD, PUGO, DEG, OUG andTEFMODE = FT, PT |
| 1 | Otherwise | Otherwise |

## TEFNSSEXCL4

1. This field excludes students who do not count in the student satisfaction metrics for a particular base year as they are not part of the three most recent cohorts.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 0 | Student in three most recent cohorts | Student in 2014-15, 2015-16 or 2016-17 HESA/HESA alternative provider or ILR base year data |
| 1 | Otherwise | Otherwise |

## TEFNSSEXCL8

1. This field excludes records that have been suppressed in that year’s NSS results.

|  |  |
| --- | --- |
| Value | Description |
| 1 | Record has been suppressed |
| 0 | Otherwise |

## TEFNSSEXCL

1. This field indicates whether the student will be included in the population for the NSS response rate calculation. For students excluded from the calculation, TEFNSSEXCL contains the sum of all applicable values from the table below. Students included in the calculation have TEFNSSEXCL = 0.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is not counted in the NSS target list | TEFNSSEXCL1 = 1 |
| 2 | The student was not aiming for an undergraduate level qualification, or was not on a full-time or part-time mode | TEFNSSEXCL2 = 1 |
| 4 | Student was not in three most recent cohorts | TEFNSSEXCL4 = 1 |
| 8 | Record has been suppressed | TEFNSSEXCL8 = 1 |
| 0 | Otherwise | None of the above |

1. The field is computed as (1 × TEFNSSEXCL1) + (2 × TEFNSSEXCL2) + (4 × TEFNSSEXCL4) + (8 × TEFNSSEXCL8). The reasons which contributed to the exclusion can therefore be determined. For example, if TEFNSSEXCL = 3, the only possible combination of exclusion criteria that sums to three is TEFNSSEXCL1 and TEFNSSEXCL2: thus the student was excluded on the basis that in the base year they were not counted in the NSS target list and they were not aiming for an undergraduate level qualification, or were not on a full-time or part-time mode.

### Linking to previous years for intercalating students in student satisfaction metrics (TEFSOURCE = HESASTU only)

1. For students who have intercalated (TEFINTERCALATE = 1) within the same provider in the year of their inclusion in the NSS target list, the field TEFPILOTSBJ\_CAH2 (see paragraph 154) identifies the subject area of their intercalated year. For the purposes of benchmarking the student satisfaction metrics, it is necessary to attribute these students instead to the subject area of their overall programme of study, i.e. the subject area of the programme from which they have intercalated. To do this, we have linked intercalating students who fall within the NSS target list back to their HESA student record for the previous year. The field TEFPILOTINTSBJ\_CAH2 shows whether the subject area of the previous year maps to the Common Aggregation Hierarchy level 2 code that identifies medicine and dentistry (code CAH01-01) or veterinary sciences (code CAH05-01).
2. Students intercalating from subject areas which do not map to medicine and dentistry or veterinary sciences codes are shown as TEFPILOTINTSBJ\_CAH2 = N/A, and those who were not intercalating are shown as TEFPILOTINTSBJ\_CAH2 = NONE. Benchmarking calculations replace the subject identified by TEFPILOTSBJ\_CAH2 with that shown in TEFPILOTINTSBJ\_CAH2 only when the student is apportioned wholly (identified where TEFPILOTINTFPE = 100) to TEFPILOTINTSBJ\_CAH2 = CAH01-01, CAH05-01.

## TEFNSSQX (not shown in the individualised files)

1. This field indicates the response given to Question X in the NSS. For example, TEFNSSQ8 indicates the response given to Question 8 in the NSS.

|  |  |
| --- | --- |
| Value | Description |
| 0 | Question not answered, response not determined, or insufficient number of questions answered in survey to count as a response to the survey as a whole |
| 1 | Definitely disagree |
| 2 | Mostly disagree |
| 3 | Neither agree nor disagree |
| 4 | Mostly agree |
| 5 | Definitely agree |
| 6 | Not applicable |

## TEFNSSRESPONSE (not shown in the individualised files)

1. This field indicates whether the student responded to the NSS.

|  |  |
| --- | --- |
| Value | Description |
| 1 | Responded to the NSS with a sufficient number of questions answered to count as a response to the survey as a whole |
| 0 | Did not respond to the NSS |

## TEFNSSRESPX (not shown in the individualised files)

1. This field indicates whether the student responded to Question X in the NSS. For example, TEFNSSRESP2 indicates whether the student responded to Question 2 in the NSS.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student responded to Question X | TEFNSSEXCL = 0 and TEFNSSQX = 1, 2, 3, 4, 5 |
| 0 | Student did not respond to Question X | Otherwise |

## TEFNSSAGREEX (not shown in the individualised files)

1. This field indicates whether the student mostly or definitely agreed with Question X in the NSS. For example, TEFNSSAGREE4 indicates whether the student mostly or definitely agreed with Question 4 in the NSS.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student mostly or definitely agreed with Question X | TEFNSSEXCL = 0 and TEFNSSQX = 4, 5 |
| 0 | Student did not mostly or definitely agree with Question X | Otherwise |

## TEFNSSCOUNTTEACH (not shown in the individualised files)

1. This field indicates whether the student’s response can be counted in the student satisfaction metrics for ‘the teaching on my course’ (Questions 1 to 4 on the NSS). Students are excluded if there is no response to all questions on this scale.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘the teaching on my course’ | TEFNSSRESPONSE = 1 and(TEFNSSRESP1 ≠ 0 orTEFNSSRESP2 ≠ 0 orTEFNSSRESP3 ≠ 0 orTEFNSSRESP4 ≠ 0) |
| 0 | Student’s response is not counted in the student satisfaction metrics for ‘the teaching on my course’ | Otherwise |

## TEFNSSCOUNTASSESS (not shown in the individualised files)

1. This field indicates whether the student’s response can be counted in the student satisfaction metrics for ‘assessment and feedback’ (Questions 5 to 9 in NSS16 and earlier, Questions 8 to 11 from NSS17). Students are excluded if there is no response to all questions on this scale.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘assessment and feedback’ (for responses taken from NSS16 and earlier) | TEFNSSRESPONSE = 1 and(TEFNSSRESP5 ≠ 0 orTEFNSSRESP6 ≠ 0 orTEFNSSRESP7 ≠ 0 orTEFNSSRESP8 ≠ 0 orTEFNSSRESP9 ≠ 0) |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘assessment and feedback’ (for responses taken from NSS17 onwards) | TEFNSSRESPONSE = 1 and(TEFNSSRESP8 ≠ 0 orTEFNSSRESP9 ≠ 0 orTEFNSSRESP10 ≠ 0 orTEFNSSRESP11 ≠ 0) |
| 0 | Student’s response is not counted in the student satisfaction metrics for ‘assessment and feedback’ | Otherwise |

## TEFNSSCOUNTACAD (not shown in the individualised files)

1. This field indicates whether the student’s response can be counted in the student satisfaction metrics for ‘academic support’ (Questions 10 to 12 in NSS16 and earlier, Questions 12 to 14 from NSS17). Students are excluded if there is no response to all questions on this scale.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘academic support’ (for responses taken from NSS16 and earlier) | TEFNSSRESPONSE = 1 and(TEFNSSRESP10 ≠ 0 orTEFNSSRESP11 ≠ 0 orTEFNSSRESP12 ≠ 0) |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘academic support’ (for responses taken from NSS17 onwards) | TEFNSSRESPONSE = 1 and(TEFNSSRESP12 ≠ 0 orTEFNSSRESP13 ≠ 0 orTEFNSSRESP14 ≠ 0) |
| 0 | Student’s response is not counted in the student satisfaction metrics for ‘academic support’ | Otherwise |

## TEFPILOTNSSCOUNTLRES (not shown in the individualised files)

1. This field indicates whether the student’s response can be counted in the student satisfaction metrics for ‘learning resources’ (Questions 16 to 18 in NSS16 and earlier, Questions 18 to 20 from NSS17). Students are excluded if there is no response to all questions on this scale.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘learning resources’ (for responses taken from NSS16 and earlier) | TEFNSSRESPONSE = 1 and(TEFNSSRESP16 ≠ 0 orTEFNSSRESP17 ≠ 0 orTEFNSSRESP18 ≠ 0) |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘learning resources’ (for responses taken from NSS17 onwards) | TEFNSSRESPONSE = 1 and(TEFNSSRESP18 ≠ 0 orTEFNSSRESP19 ≠ 0 orTEFNSSRESP20 ≠ 0) |
| 0 | Student’s response is not counted in the student satisfaction metrics for ‘learning resources’ | Otherwise |

## TEFPILOTNSSCOUNTSVOC (not shown in the individualised files)

1. This field indicates whether the student’s response can be counted in the student satisfaction metrics for ‘student voice’ (Questions 23 to 25 from NSS17). Students are excluded if there is no response to all questions on this scale.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student’s response is counted in the student satisfaction metrics for ‘student voice’ (for responses taken from NSS17 onwards) | TEFNSSRESPONSE = 1 and(TEFNSSRESP23 ≠ 0 orTEFNSSRESP24 ≠ 0 orTEFNSSRESP25 ≠ 0) |
| 0 | Student’s response is not counted in the student satisfaction metrics for ‘student voice’ | Otherwise |

# Fields used in the generation of supplementary metrics

## TEFPILOTGIQUALPOP

1. This field indicates whether the student is included in the population of first degree qualifiers taught and registered at the teaching provider, who are in scope for the provider declaration of grade inflation data. For student data taken from the HESA student record or the ILR, this field is available for each year of data from 2008-09 to 2016-17. For student data taken from the HESA alternative provider student record this field is available from 2014-15 to 2016-17.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the population of first degree qualifiers taught and registered at the teaching provider | TEFPILOTUKPRNTF = TEFUKPRNRC and XPQUAL01 = 1 andXQLEV501 = 3 andTEFDUP = 0 |
| 0 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the population of first degree qualifiers taught and registered at the teaching provider | TEFPILOTUKPRNTF = TEFUKPRNRC and OUTCOME = 1 andTEFLEVEL = PUGD, DEG andTEFDUP = 0 |
| 0 | Otherwise | Otherwise |

Note: For records taken from the 2011-12 ILR and earlier, OUTCOMEIND is used instead of OUTCOME.

## XCLASSF01

### TEFSOURCE = HESASTU and HESAAP

1. From 2014-15 onwards, this is the HESA derived field XCLASSF01. Prior to 2014-15, this field was not calculated by HESA and we have calculated it using exactly the same method as HESA have in later years.

### TEFSOURCE = ILR

1. This field is not calculated.

## TEFGIDEGCLASS

1. This field indicates the degree classification awarded to first degree students.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FIRST | First class honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 01  |
| 2\_1 | Upper second class honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 02  |
| OTH\_HONOURS | Other classifications of honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 03, 04, 05, 06, 09  |
| UNCLASS | Unclassified degree awards  | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) data and not above |
| NA |  | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| FIRST | First class honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and OUTGRADE = FI  |
| 2\_1 | Upper second class honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and OUTGRADE = SU |
| OTH\_HONOURS | Other classifications of honours degree | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and OUTGRADE = SL, SE, TH, FO |
| UNCLASS | Unclassified awards after following an honours  | (TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and not above |
| NA |  | Otherwise |

## TEFPILOTLEOQUALPOP (not shown in the individualised files)

1. This field indicates whether the student is included in the population for the pilot LEO metrics.

### TEFSOURCE = HESAAP

1. TEFPILOTLEOQUALPOP is set to 0 for all records in all years.

### TEFSOURCE = HESASTU

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the population for the pilot LEO metrics | XPQUAL01 = 1 andXINSTC01 = E, S, W and TEFPILOTDOM = E, S, W, N and XQLEV501 = 3, 4 and TEFPILOTLEVEL = PUGD, PUGO, DEG, OUG andstudent in 2009-10, 2010-11 or 2011-12 data andTEFDUP = 0 |
| 0 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the population for the pilot LEO metrics | OUTCOME = 1, 4 andTEFPILOTDOM = E, S, W, N and TEFPILOTLEVEL = PUGD, PUGO, DEG, OUG and student in 2009-10, 2010-11 or 2011-12 data andTEFDUP = 0 |
| 0 | Otherwise | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, QA\_OUTCO (A35) is used instead of OUTCOME.

# Fields used in the generation of benchmarks, context statistics and other splits

## TEFANNIV

### TEFSOURCE = HESASTU and HESAAP

1. This field is not calculated.

### TEFSOURCE = ILR

1. This field contains the anniversary of the start date (TEFCOMDATE) during the academic year.

## TEFXPSR

1. This field indicates whether the student is included in the standard higher education registration population.

### TEFSOURCE = HESASTU and HESAAP

1. This is the HESA derived field XPSR01.

### TEFSOURCE = ILR

1. This field is equivalent to the HESA derived field XPSR01. See <https://www.hesa.ac.uk/collection/c16051/derived-fields/> for further information.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the standard higher education registration population | HEFQAIM ≠ OTHER and TEFMODE ≠ BLANK and MSTUFEE ≠ 71 and (TEFACTENDDATE ≥ 1 August 20YY or TEFACTENDDATE = BLANK) and(TEFCOMDATE ≤ 31 July 20YY+1 or TEFCOMDATE = BLANK) and ((TEFACTENDDATE = BLANK and TYPEYR ≠ 5) or  (TEFACTENDDATE ≠ BLANK and (TEFACTENDDATE > TEFANNIV + 14 or TEFCOMDATE = BLANK or TEFPLANENDDATE – TEFCOMDATE ≤ 14))) |
| 0 | Otherwise | Otherwise |

Note: The calculation of HEFQAIM is based on the HEIFES comparison technical document (or HEIFES re-creation technical document) for the relevant year. These can be found at http://webarchive.nationalarchives.gov.uk/20180319114240/http://www.hefce.ac.uk/data/indstudata/.

## TEFPILOTCONTEXTPOP

1. This field indicates whether the student is included in the context statistics population.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is counted in the context statistics population | TEFXPSR = 1 and TEFPILOTLEVEL = PUGD, PUGO, DEG, OUG andTEFAIMTYPE ≠ CREDIT, NA andTEFMODE = FT, PT andstudent in 2014-15, 2015-16 or 2016-17 data andTEFDUP = 0 |
| 0 | Otherwise | Otherwise |

Note: For records taken from the ILR, the TEFAIMTYPE clause does not apply

## TEFYEAR\_ST

1. The academic year the student entered on to the course taken from TEFCOMDATE. If the month of TEFCOMDATE is between January and July, then TEFYEAR\_ST is the year prior to the calendar year of entry.

## TEFPILOTCONTEXTAGEBAND

1. This field indicates the age band of the student at 30 September in the year they commence their studies, for use in the context statistics.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| U | Unknown | TEFBIRTHDATE = BLANK or Year of TEFBIRTHDTE = 9999 or TEFBIRTHDATE > 30 September TEFYEAR\_ST - 10 |
| U21 | Under 21 on entry | TEFBIRTHDATE > 30 September TEFYEAR\_ST - 21 |
| 21\_25 | Between 21 and 25 on entry | TEFBIRTHDATE ≤ 30 September TEFYEAR\_ST - 21 andTEFBIRTHDATE > 30 September TEFYEAR\_ST – 26 |
| 26\_30 | Between 26 and 30 on entry | TEFBIRTHDATE ≤ 30 September TEFYEAR\_ST - 26 andTEFBIRTHDATE > 30 September TEFYEAR\_ST - 31 |
| 31\_40 | Between 31 and 40 on entry | TEFBIRTHDATE ≤ 30 September TEFYEAR\_ST - 31 andTEFBIRTHDATE > 30 September TEFYEAR\_ST - 41 |
| 41\_50 | Between 41 and 50 on entry | TEFBIRTHDATE ≤ 30 September TEFYEAR\_ST - 41 andTEFBIRTHDATE > 30 September TEFYEAR\_ST - 51 |
| 51+ | 51 and over on entry | Otherwise |

## TEFJACS

1. This field shows the full four-digit Joint Academic Coding System (JACS) code that has been assigned to the student’s programme of study.

### TEFSOURCE = HESASTU and HESAAP

1. TEFJACS is equal to XJACS01.

### TEFSOURCE = ILR

1. The Learn Direct codes used to identify subject areas of study for students returned to the ILR (LDCS\_CO1, LDCS\_CO2, LDCS\_CO3) have been mapped to full 4-digit JACS codes.

## TEFFPE

1. This field shows the nominal FPE associated with this TEFJACS code. The concept of FPE – full-person equivalent – student numbers is defined in full at <https://www.hesa.ac.uk/support/definitions/students>.

### TEFSOURCE = HESASTU and HESAAP

1. TEFFPE is equal to XFPE01.

### TEFSOURCE = ILR

1. The FPE associated with this TEFJACS code is derived using PCFLDCS, PCSLDCS and PCTLDCS. Where PCFLDCS, PCSLDCS and PCTLDCS do not sum to 1, TEFFPE has been scaled to reflect this. For records taken from the 2010-11 ILR and earlier, HQ\_PERS1 (H33), HQ\_PERS2 (H34) and HQ\_PERS3 (H35) are used instead of PCFLDCS, PCSLDCS and PCTLDCS.

## TEFSBJ\_CAH2

1. This field shows which of the published Common Aggregation Hierarchy level 2 codes the TEFJACS code maps to. Where we cannot map to a subject, we set TEFSBJ\_CAH2 = CAH23-01. The mapping of JACS to the Common Aggregation Hierarchy codes can be found at <https://www.hesa.ac.uk/innovation/hecos>.

|  |  |
| --- | --- |
| Value | Description |
| CAH01-01 | Medicine and dentistry |
| CAH02-01 | Nursing |
| CAH02-02 | Pharmacology, toxicology and pharmacy |
| CAH02-03 | Subjects allied to medicine not otherwise specified |
| CAH03-01 | Biosciences |
| CAH03-02 | Sport and exercise sciences |
| CAH04-01 | Psychology |
| CAH05-01 | Veterinary sciences |
| CAH06-01 | Agriculture, food and related studies |
| CAH07-01 | Physics and astronomy |
| CAH07-02 | Chemistry |
| CAH07-03 | Physical, material and forensic sciences |
| CAH08-01 | General and others in sciences |
| CAH09-01 | Mathematical sciences |
| CAH10-01 | Engineering |
| CAH10-02 | Technology |
| CAH11-01 | Computing |
| CAH12-01 | Geographical and environmental studies |
| CAH13-01 | Architecture, building and planning |
| CAH14-01 | Humanities and liberal arts (non-specific) |
| CAH15-01 | Sociology, social policy and anthropology |
| CAH15-02 | Economics |
| CAH15-03 | Politics |
| CAH15-04 | Health and social care |
| CAH16-01 | Law |
| CAH17-01 | Business and management |
| CAH18-01 | Communications and media |
| CAH19-01 | English studies |
| CAH19-02 | Celtic studies |
| CAH19-03 | Languages, linguistics and classics |
| CAH20-01 | History and archaeology |
| CAH20-02 | Philosophy and religious studies |
| CAH21-01 | Creative arts and design |
| CAH22-01 | Education and teaching |
| CAH23-01 | Combined and general studies |

\* Note: For benchmarking purposes, Celtic studies is grouped into CAH19-03: Languages, linguistics and classics.

## TEFSBJ\_CAH3

1. This field shows which of the published Common Aggregation Hierarchy level 3 codes the TEFJACS code maps to. Where we cannot map to a subject, we set TEFSBJ\_CAH3 = CAH23-01-01. The mapping of JACS to the Common Aggregation Hierarchy codes can be found at <https://www.hesa.ac.uk/innovation/hecos>.

## TEFSBJ\_CAH3\_NAME

1. This field shows the name of the published Common Aggregation Hierarchy level 3 subject that the TEFJACS code maps to. The names of the Common Aggregation Hierarchy codes are included in the mapping of JACS to the Common Aggregation Hierarchy, which can be found at <https://www.hesa.ac.uk/innovation/hecos>.

## TEFPILOTSBJ\_CAH2

1. The subjects assessed in the TEF 2018-19 Subject-level pilot are based on an amended version of level 2 of the Common Aggregation Hierarchy (CAH2). See Annex A of the ‘TEF subject-level pilot guide’[[1]](#footnote-1) for the version of CAH2 to be tested in this year’s pilot. This field shows which of the amended CAH2 codes the TEFJACS code maps to. Where we cannot map to a subject, we set TEFPILOTSBJ\_CAH2 = CAH23-01.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| CAH02-03 | Medical sciences | (TEFSBJ\_CAH3 = CAH02-03-07, CAH02-03-09, CAH02-03-10, CAH02-03-11) or  (TEFSBJ\_CAH3 = CAH02-03-12 and  TEFJACS = B140, B290, B610, B900, C862, C570) |
| CAH02-04 | Allied health subjects | (TEFSBJ\_CAH3 = CAH02-03-01, CAH02-03-02, CAH02-03-03, CAH02-03-04, CAH02-03-05, CAH02-03-06, CAH02-03-08) or (TEFSBJ\_CAH3 = CAH02-03-12 and  TEFJACS = B000, B600, B620, B630, B690, B780, B950, B960, B990) |
| CAH07-03 | General, combined and forensic studies | TEFSBJ\_CAH2 = CAH08-01 orTEFSBJ\_CAH3 = CAH07-03-01, CAH07-03-04 |
| CAH10-02 | Materials and technology | TEFSBJ\_CAH3 = CAH07-03-03 |
| CAH12-01 | Geography, earth and environmental studies | TEFSBJ\_CAH3 = CAH07-03-02 |
| CAH19-01 | English studies | TEFSBJ\_CAH3 = CAH19-03-10 |
| CAH20-01 | History and archaeology | TEFSBJ\_CAH3 = CAH19-03-09 |
| CAH19-03 | Languages and area studies | TEFSBJ\_CAH2 = CAH19-02 |
| CAH21-01 | Creative arts and design | TEFSBJ\_CAH3 = CAH21-01-01, CAH21-01-02, CAH21-01-03, CAH21-01-08, CAH21-01-09 |
| CAH21-02 | Performing arts | TEFSBJ\_CAH3 = CAH21-01-04, CAH21-01-05, CAH21-01-06, CAH21-01-07 |
| CAH23-01 | Combined and general studies | TEFSBJ\_CAH2 = CAH14-01 |
| Value of TEFSBJ\_CAH2 | Same as the TEFSBJ\_CAH2 description | Otherwise |

## TEFPILOTSBJ\_CAH2\_NAME

1. This field shows the name of the amended Common Aggregation Hierarchy level 2 subject that are being used in the TEF 2018-19 Subject-level.

## TEFPILOTMULTICAH2

1. This field shows whether a student is on a multidisciplinary subject.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Student is on a multidisciplinary subject | The student has two or more different TEFPILOTSBJ\_CAH2 values, or has at least one TEFJACS = ’Y000’ |
| 0 | Otherwise | Otherwise |

## TEFPILOTSBJ\_9GRP

1. This field shows the nine groupings of amended CAH2 subjects that are used in the benchmarking of the continuation and the employment or further study metrics.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| SBJ1 | Medical and health sciences | TEFPILOTSBJ\_CAH2 = CAH01-01, CAH02-01, CAH02-02, CAH05-01 |
| SBJ8 | Allied health subjects  | TEFPILOTSBJ\_CAH2 = CAH03-02, CAH02-03, CAH02-04, CAH04-01 |
| SBJ2 | Engineering and technology | TEFPILOTSBJ\_CAH2 = CAH10-01, CAH10-02, CAH11-01 |
| SBJ3 | Natural sciences | TEFPILOTSBJ\_CAH2 = CAH06-01, CAH07-02, CAH09-01, CAH03-01, CAH07-03, CAH07-01, CAH08-01 |
| SBJ4 | Social sciences | TEFPILOTSBJ\_CAH2 = CAH15-04, CAH12-01, CAH15-02, CAH15-01 |
| SBJ5 | Business law and architecture | TEFPILOTSBJ\_CAH2 = CAH13-01, CAH16-01, CAH17-01 |
| SBJ6 | Creative arts and design | TEFPILOTSBJ\_CAH2 = CAH21-01, CAH21-02 |
| SBJ7 | Humanities (including general and combined) | TEFPILOTSBJ\_CAH2 = CAH15-03, CAH19-01, CAH19-02, CAH19-03, CAH20-01, CAH20-02, CAH18-01, CAH14-01, CAH23-01 |
| SBJ9 | Education and training | TEFPILOTSBJ\_CAH2 = CAH22-01 |

## TEFPILOTDOM\_QUINTILE

1. This field is an experimental field which may require refinement in future iterations. It uses the three most recent years of data. It shows the quintile of the distance between the student’s domicile location (from TEFPOSTCODE) and their teaching provider’s location (from TEFPILOTLOCPOSTCODE). Values are 1 to 5, with 1 being the quintile of lowest distances. Unknown or invalid postcodes are instead set as TEFPILOTDOM\_QUINTILE = UNKNOWN, students not included in the contextual data population are set as TEFPILOTDOM\_QUINTILE = NA.

## TEFPILOTEMP\_QUINTILE

1. This field is an experimental field which may require refinement in future iterations. It uses the three most recent years of data. It shows the quintile of the distance between the student’s employer location, as returned in the DLHE (from EMPPCODE), and their teaching provider’s location (from TEFPILOTLOCPOSTCODE). Values are 1 to 5, with 1 being the quintile of lowest distances. Unknown or invalid postcodes are instead set as TEFPILOTEMP\_QUINTILE = UNKNOWN, students not included in the employment/destinations metric population are set as TEFPILOTEMP\_QUINTILE = NA.

## TEFPILOTHSEMP\_QUINTILE

1. This field is an experimental field which may require refinement in future iterations. It uses the three most recent years of data. It shows the proportion of highly skilled to non-highly skilled employment quintile of the student’s NUTS3 area on entry to this instance. The proportions are derived from DLHE responses from the sector. Values are 1 to 5, with 1 being the quintile of lowest proportion. Unknown or invalid postcodes are instead set as TEFPILOTHSEMP\_QUINTILE = UNKNOWN, students who are not included in the employment/destinations metric population or do not gain employment are set as TEFPILOTHSEMP\_QUINTILE = NA.

# Linking to other data sources for entry qualification information

### TEFSOURCE = HESASTU and HESAAP

1. Linking to other data sources is not required for entry qualification information.

### TEFSOURCE = ILR

1. We have linked ILR data with other data sources (any provider’s ILR data and schools’ National Pupil Database (NPD) data) to derive students’ UCAS tariff points and Level 3 grade combinations for the purposes of assigning them to entry qualification benchmarking groups.
2. We link to ILR and NPD data from 2002-03 to the academic year prior to the ILR return in question inclusive to find prior qualifications and grades achieved for students recorded in the ILR (for example, for students in the 2016-17 ILR return, we link to ILR and NPD data from 2002-03 to 2015-16 inclusive). We link to ILR and NPD data by combinations of first name(s), surname, date of birth, gender and (where available) home postcode and prior educational establishment. Spelling errors and other typographical errors (e.g. in dates) will be taken into account. For data protection reasons the TEFQUALENT3, TEFQUALENT2, TEFTARIFF, TEFGRADECOMB, TEFENTQUALGRP and TEFEMPENTQUAL fields are not displayed in the individualised files (TEF1819PILOT\_YY\_XXXXXXX\_IND.csv) where TEFSOURCE = ILR.
3. The algorithms that follow make reference to the variables QUALTYPE and QUALGRADE. These variables are defined at <https://www.hesa.ac.uk/collection/c16051/qualsonentry>. The Learning Aim References recorded in ILR data have been mapped to the relevant QUALTYPE, and grades to the appropriate QUALGRADE.

## TEFTARIFF (not shown in the individualised files where TEFSOURCE = ILR)

1. This field shows the number of UCAS tariff points that are generated by the student’s entry qualifications.

### TEFSOURCE = HESASTU and HESAAP

1. TEFTARIFF is equal to XTARIFF. For 2009-10 we instead use XTARIFF04, and for 2008-09 we instead use XTARIFF03.

### TEFSOURCE = ILR

1. TEFTARIFF is derived from linked data. TOTALTS is not used. It is calculated using the same method as the HESA derived field XTARIFF for 2016-17. The full specification for XTARIFF in 2016-17 can be found on HESA’s website at: <https://www.hesa.ac.uk/collection/c16051/derived-fields/>. TEFTARIFF is capped at 9998.

## TEFGRADECOMB (not shown in the individualised files where TEFSOURCE = ILR)

1. This field categorises students, where the student has A-levels, Scottish Highers, Scottish Advanced Highers or an International Baccalaureate on entry (QUALTYPEZZ = A, DA, V, V2, 9U, AN, H, AH, IE, IB) or BTECs on entry (QUALTYPEZZ = 0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ), into groups according to the highest grades for these qualification types.
2. Where qualifications for the student have identical subjects, we identify the qualification type which results in the highest value of tariff points and discard those duplicates with a lower value of tariff points.
3. Hashes and lower case letters are stripped out from qualification grades as they do not affect the assignment of tariff points so can be disregarded for the purposes of this calculation.
4. Where a 'double-award' is taken each of the two grades is treated separately. Likewise where an A-level and an AS-level are treated as a combined award each of the two grades is treated separately as an A-level and AS-level respectively.

|  |  |
| --- | --- |
| Value | Definition |
| AAAA | Student has at least 4 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A\*, A\*, A\*, A\*); (A\*, A\*, A\*, A); (A\*, A\*, A, A); (A\*, A, A, A); (A, A, A, A) |
| AAAA | Student has at least 4 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A) |
| AAAA | Student has at least 6 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, A, A) |
| AAA | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A\*, A\*, A\*); (A\*, A\*, A); (A\*, A, A); (A, A, A) and not above |
| AAA | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, A) and not above |
| AAA | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, A) and not above |
| AAB | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, A, B); (A\*, A\*, B); (A\*, A, B)  |
| AAB | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, B) |
| AAB | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, B); (A, A, A, A, C); (A, A, A, B, B) |
| AAC | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, A, C); (A\*, A\*, C); (A\*, A, C) |
| AAC | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, C) |
| ABB | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, B, B); (A\*, B, B) |
| ABB | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, B, B) |
| ABB | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, B, C); (A, A, A, C, C); (A, A, B, B, B); (A, A, B, B, C) |
| ABC/BBB | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, B, C); (B, B, B); (A\*, B, C) |
| ABC/BBB | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, B, C); (B, B, B) |
| ABC/BBB | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, B, C, C); (A, B, B, B, C); (A, B, B, C, C); (A, B, B, B, B); (B, B, B, B, B) |
| ACC/BBC | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, C, C); (B, B, C); (A\*, C, C) |
| ACC/BBC | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, C, C); (B, B, C) |
| ACC/BBC | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, C, C, C); (A, B, C, C, C); (B, B, B, B, C); (B, B, B, C, C) |
| BCC/CCC | Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (B, C, C); (C, C, C) |
| BCC/CCC | Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (B, C, C); (C, C, C) |
| BCC/CCC | Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A,C,C,C,C); (B,B,C,C,C); (B,C,C,C,C); (C,C,C,C,C) |
| BACC | Student has at least 1 x QUALTYPEZZ = IE of which the highest QUALGRADEZZ is at least 24 points, or student has at least 1 x QUALTYPEZZ = IB of which the highest QUALGRADEZZ is one of (H3, H4, H5, H6, H7), and not above |
| BTECDDD | Student has a combination of QUALTYPEs and QUALGRADEs listed in Table 3 below and not above |
| BTECP | Student has at least 1 x QUALTYPEZZ = (0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ) of which QUALTYPEZZ is at least a pass grade and not above |
| OTHER | Otherwise |

Note: where ZZ is 1 to 10, within each family of level three qualifications.

|  |
| --- |
| Combinations of QUALTYPE and QUALGRADE considered to identify BTEC attainment equivalent to or higher than DDD |
| **QUALTYPE = B, B1, B7, BF, BW, 5C** |  |  |
| D\*D\*D\*, SSS |  |  |
| D\*D\*D, SSD |  |  |
| D\*DD, SDD |  |  |
| DDD |  |  |
| **QUALTYPE = 4C, B, B2, B6, BV, 6C** | **QUALTYPE = B, B3, B5, BD, BU, 8C** |  |
| D\*D\*, SS | D\*, S |  |
| D\*D\*, SS | D |  |
| D\*D, SD | D\*, S |  |
| D\*D, SD | D |  |
| DD | D\*, S |  |
| DD | D |  |
| **QUALTYPE = B, B3, B5, BD, BU, 8C** | **QUALTYPE = B, B3, B5, BD, BU, 8C** | **QUALTYPE = B, B3, B5, BD, BU, 8C** |
| D\*, S | D\*, S | D\*, S |
| D\*, S | D\*, S | D |
| D\*, S | D | D |
| D | D | D |
| **QUALTYPE = BZ, 7C** | **QUALTYPE = BZ, 7C** |  |
| D\*D\*, SS | D\*D\*, SS |  |
| D\*D\*, SS | D\*D, SD |  |
| D\*D\*, SS | DD |  |
| D\*D, SD | D\*D, SD |  |
| D\*D, SD | DD |  |
| DD | DD |  |
| **QUALTYPE = BE, EE** |  |  |
| DDD |  |  |

## TEFQUALENT3 (not shown in the individualised files where TEFSOURCE = ILR)

1. This field categorises students according to their highest qualification on entry using QUALENT3 (where it exists).

### TEFSOURCE = HESASTU and HESAAP

1. TEFQUALENT3 is equal to QUALENT3.

### TEFSOURCE = ILR

1. TEFQUALENT3 is set as follows and uses both QUALENT3 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 162-164.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Value of QUALENT3 | The highest qualification on entry is higher education, a foundation course or an International Baccalaureate | QUALENT3 = DUK, DZZ, D80, MUK, MZZ, M41, M44, M71, M80, M90, HUK, HZZ, H11, H71, H80, M2X, JUK, J10, J20, J30, J48, J49, J80, C20, C30, C44, C80, C90 or (QUALENT3 = P62, P63 and TEFGRADECOMB = OTHER) |
| P94 | The highest qualification on entry is at Level 3 and attracts tariff points | TEFTARIFF ˃ 0 and QUALENT3 ≠ BLANK and not above |
| P92 | The highest qualification on entry is at Level 3 and does not attract tariff points | At least one QUALTYPEZZ exists and QUALENT3 ≠ BLANK and not above |
| Value of QUALENT3 | The highest qualification on entry is at Level 3 and tariff points cannot be determined, or is below Level 3 | QUALENT3 ≠ BLANK and not above |
| BLANK | Otherwise | Otherwise |

Note: For records taken from the 2010-11 ILR, HQ\_QUENT (H45) is used instead of QUALENT3.

## TEFQUALENT2 (not shown in the individualised files where TEFSOURCE = ILR)

1. This field categorises students according to their highest qualification on entry using QUALENT2 (where it exists).

### TEFSOURCE = HESASTU

1. TEFQUALENT2 is equal to QUALENT2 for students in 2013-14 and earlier data, or equal to XQUALENT2 for students in 2014-15 data onwards.

### TEFSOURCE = HESAAP

1. Neither QUALENT2 or XQUALENT2 exists, therefore TEFQUALENT2 is blank.

### TEFSOURCE = ILR

1. TEFQUALENT2 is set as follows and uses both QUALENT2 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 162-164.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Value of QUALENT2 | The highest qualification on entry is higher education, a foundation course, an ONC or OND (including BTEC and SQA equivalents) or an International Baccalaureate | (QUALENT2 = 1, 2, 3, 4, 5, 01, 02, 03, 04, 05, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 43, 72 or (QUALENT2 = 41, 47 and TEFGRADECOMB = OTHER)) and TEFQUALENT3 = BLANK |
| 39 | The highest qualification on entry is at Level 3 and may attract tariff points | At least one QUALTYPEZZ exists and TEFQUALENT3 = BLANK and not above |
| Value of QUALENT2 | The highest qualification on entry is at Level 3 and tariff points cannot be determined, or is below Level 3 | TEFQUALENT3 = BLANK and QUALENT2 ≠ BLANK and not above |
| BLANK | Otherwise | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, HQ\_QUAL\_ (H11) is used instead of QUALENT2. Single digit values of QUALENT2 are preceded by a blank.

## TEFENTQUALGRP (not shown in the individualised files where TEFSOURCE = ILR)

1. This field contains the broad grouping of the student’s highest qualification on entry for use in the benchmarking of the continuation and employment and destination metrics. It is an intermediate field which is used in the definition of TEFEMPENTQUAL.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| HEPG | HE: Postgraduate level | (TEFQUALENT3 = DUK, DZZ, D80, M41, M44, M71, M80, M90, MUK, MZZ, H71 or(TEFQUALENT2 = 1, 2, 3, 4, 5, 01, 02, 03, 04, 05 and TEFQUALENT3 = BLANK))  |
| HEFD | HE: First degree level | (TEFQUALENT3 = M2X, H11, HUK, HZZ, JUK or(TEFQUALENT2 = 10, 11 and TEFQUALENT3 = BLANK)) and not above |
| HEOUG | HE: Other undergraduate level | (TEFQUALENT3 = H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90 or(TEFQUALENT2 = 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31 and TEFQUALENT3 = BLANK)) and not above |
| See paragraph 180 below | Level 3 qualification with combinations of A-levels, Scottish Advanced Highers or Scottish Highers | TEFGRADECOMB ≠ OTHER, BACC, BTECDDD, BTECP and not above |
| BACC (for base years prior to 2013-14) | Baccalaureate | (TEFQUALENT3 = P62, P63 or(TEFQUALENT2 = 47 and TEFQUALENT3 = BLANK) orTEFGRADECOMB = BACC)and not above |
| BACC (for base years from 2013-14 onwards) | Baccalaureate | (TEFQUALENT3 = P62, P63 or (TEFQUALENT2 = 47 and TEFQUALENT3 = BLANK) or TEFGRADECOMB = BACC or( (Tariff points resulting from QUALTYPEZZ = IB, ID, IS > 0.5 × TEFTARIFF) or (Tariff points resulting from QUALTYPEZZ = IE, ID, IS, IB, IC, IX > 15 and  Tariff points resulting from QUALTYPEZZ = IE, ID, IS, IB, IC, IX ≥ Tariff points resulting from QUALTYPEZZ = 0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ)))and not above |
| BTEC/ONCH | BTEC/ONC – high graded | TEFGRADECOMB = BTECDDD and not above |
| BTEC/ONCL | BTEC/ONC – lower graded | TEFGRADECOMB = BTECP and not above |
| BTEC/ONCO | BTEC/ONC – other | TEFQUALENT2 = 41 and TEFQUALENT3 = BLANK and not above |
| See paragraph 181 below | Other Level 3 qualifications (with tariff) | (TEFQUALENT3\* = P (excluding P62, P63) or(TEFQUALENT2 = 39, 40 and TEFQUALENT3 = BLANK)) and TEFTARIFF > 0 and not above |
| GNVQ/NVQ | GNVQ/NVQ | (TEFQUALENT2 = 37, 38 and TEFQUALENT3 = BLANK) and not above |
| FOUND | Foundation course | (TEFQUALENT3 = J49 or (TEFQUALENT2 = 29, 43, 72 and TEFQUALENT3 = BLANK)) and not above |
| ACCESS | Access course | (TEFQUALENT3 = X00, X01 or(TEFQUALENT2 = 44, 45, 48 and TEFQUALENT3 = BLANK)) and not above |
| LEV3 | Other Level 3 qualifications (without tariff) | (TEFQUALENT3\* = P (excluding P62, P63) or(TEFQUALENT2 = 39, 40 and TEFQUALENT3 = BLANK)) and not above |
| NONE | No formal qualifications | (TEFQUALENT3 = X02, X03, X05 or (TEFQUALENT2 = 92, 93, 98 and TEFQUALENT3 = BLANK)) and not above |
| OTHERS | Other qualifications(unknown level, or below level 3)  | (TEFQUALENT3\* = Q, R, X04 or (TEFQUALENT2 = 55, 56, 57, 94, 97 and TEFQUALENT3 = BLANK)) and not above |
| UNKNOWN | Unknown qualifications | Otherwise  |

\* the first character of TEFQUALENT3 is used. Single digit values of TEFQUALENT2 are preceded by a blank.

1. For students with ‘Level 3 qualifications with combinations of A-levels, Scottish Advanced Highers or Scottish Highers’, as their highest qualification on entry, further granularity is required and the value of TEFENTQUALGRP is assigned as follows:

|  |  |
| --- | --- |
| Value | Definition |
| AAAA | TEFGRADECOMB = AAAA |
| AAA | TEFGRADECOMB = AAA |
| AAB | TEFGRADECOMB = AAB |
| AAC | TEFGRADECOMB = AAC |
| ABB | TEFGRADECOMB = ABB |
| ABC/BBB | TEFGRADECOMB = ABC/BBB |
| ACC/BBC | TEFGRADECOMB = ACC/BBC |
| BCC/CCC | TEFGRADECOMB = BCC/CCC |

1. For students with ‘Other Level 3 qualifications (with tariff)’ as their highest qualification on entry, further granularity is required and the value of TEFENTQUALGRP is assigned as follows:

|  |  |
| --- | --- |
| Value | Definition |
| >290 | TEFTARIFF > 290 |
| >260 | TEFTARIFF > 260 |
| >230 | TEFTARIFF > 230 |
| >200 | TEFTARIFF > 200 |
| >160 | TEFTARIFF > 160 |
| >100 | TEFTARIFF > 100 |
| >0 | TEFTARIFF > 0 |

## TEFEMPENTQUAL (not shown in the individualised files where TEFSOURCE = ILR)

1. This field contains the grouping of the student’s highest qualification on entry for use in the benchmarking of the employment and destinations metrics.

|  |  |
| --- | --- |
| Value | Definition |
| HE | TEFENTQUALGRP = HEPG, HEFD, HEOUG |
| ABB+ | TEFENTQUALGRP = AAAA, AAA, AAB, AAC, ABB |
| NONE | TEFENTQUALGRP = NONE, UNKNOWN |
| OTHERS | Otherwise |

## TEFPILOTPOLAR

1. This field shows, for UK-domiciled students only (TEFPILOTDOM = E, S, W, N), the young higher education participation rate (POLAR4) quintile of the student’s 2011 Middle Super Output Area (for England and Wales), 2001 Intermediate Zone (for Scotland) or 2011 Super Output Area (for Northern Ireland) on entry to this instance. Values are 1 to 5, with 1 being the quintile of lowest participation rate. Unknown or invalid postcodes are instead set as TEFPILOTPOLAR = UNKNOWN, students not domiciled in the UK are set as TEFPILOTPOLAR = NA. Further information the terminology used in census geography can be found at <https://www.ons.gov.uk/methodology/geography/ukgeographies/censusgeography>.

## TEFPILOTIMD

1. This field shows:
	1. For students domiciled in England (TEFPILOTDOM = E) at teaching providers in England (TEFPILOTCOUNTRY = E), the English Index of Multiple Deprivation 2015 quintile.
	2. For students domiciled in Wales (TEFPILOTDOM = W) at teaching providers in Wales (TEFPILOTCOUNTRY = W), the Welsh Index of Multiple Deprivation 2014 quintile.
	3. For students domiciled in Scotland (TEFPILOTDOM = S) at teaching providers in Scotland (TEFPILOTCOUNTRY = S), the Scottish Index of Multiple Deprivation 2016 quintile.
	4. For students domiciled in Northern Ireland (TEFPILOTDOM = N) at teaching providers in Northern Ireland (TEFPILOTCOUNTRY = N), the Northern Ireland Multiple Deprivation Measure 2017 quintile.

Values are 1 to 5, with 1 being the quintile of highest deprivation. Unknown or invalid postcodes for students domiciled in the relevant country are instead set as TEFPILOTIMD = UNKNOWN, students not domiciled in the relevant country are set as TEFPILOTIMD = NA.

## TEFPILOTCF

### TEFSOURCE = HESASTU

1. For students domiciled in Wales (TEFPILOTDOM = W) at teaching providers in Wales (TEFPILOTCOUNTRY = W), this field indicates whether the student is from a Communities First area.

|  |  |
| --- | --- |
| Value | Description |
| Y | Student is from a Communities First area |
| N | Student is not from a Communities First area |
| NA | Otherwise |

### TEFSOURCE = ILR and HESAAP

1. This field is not calculated. All records are set to ‘NA’.

## TEFSEX

1. This field indicates the sex of the student.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Male | SEXID = 1 |
| 2 | Female | SEXID = 2 |
| 9 | Other | Otherwise |

Note: For records taken from the 2011-12 Student record and earlier, GENDER is used instead of SEXID.

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | Male | SEX = M |
| 2 | Female | SEX = F |
| 9 | Other | Otherwise |

Note: for records taken from the 2010-11 ILR and earlier, ST\_SEX (L13) is used instead of SEX.

## TEFDISABLE

1. This field indicates whether the student is disabled.

### TEFSOURCE = HESASTU

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Y | The student is disabled | DISABLE ≠ 00, 97, 98, 99, BLANK |
| N | The student is not disabled | Otherwise |

### TEFSOURCE = HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Y | The student is disabled | DISABLE ≠ 00, BLANK |
| N | The student is not disabled | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Y | The student is disabled | LLDDHEALTHPROB = 1 orLLDDCAT ≠ 98, 99, BLANK orLLDD\_DS ≠ 98, 99, BLANK orLLDD\_LD ≠ 98, 99, BLANK |
| N | The student is not disabled | Otherwise |

Notes:

* LLDDCAT is only used from 2015-16 onwards. In the individualised file TEF1819\_YY\_XXXXXXX\_IND.csv we will display the primary health problem where one is returned. Where a student has more than one health problem recorded but none of them is flagged as the primary health problem, we will display ‘3’ if they are all learning difficulties and ‘2’ otherwise.
* LLDD\_DS and LLDD\_LD are only used before 2015-16.
* For records taken from the 2011-12 ILR, LLDDIND is used instead of LLDDHEALTHPROB and LLDD\_DS and LLDD\_LD are instead held as LLDDTYPE1, LLDDTYPE2 and LLDDCODE1, LLDDCODE2.
* For records taken from the 2010-11 ILR and earlier, ST\_DISAB (L14) is used instead of LLDDHEALTHPROB, and ST\_DISEF (L15) is used instead of LLDD\_DS and ST\_LDIFF (L16) is used instead of LLDD\_LD.

## TEFETHNIC

1. This field indicates the student’s ethnicity.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| A | Asian | ETHNIC = 31, 32, 33, 34, 39 |
| B | Black | ETHNIC = 21, 22, 29 |
| W | White | ETHNIC = 10, 11, 12, 13, 14, 15, 19 |
| O | Other | ETHNIC = 41, 42, 43, 49, 50, 80 |
| U  | Unknown | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| A | Asian | ETHNICITY = 11, 12, 13, 14, 18, 39, 40, 41, 42, 43 |
| B | Black | ETHNICITY = 15, 16, 17, 44, 45, 46 |
| W | White | ETHNICITY = 23, 24, 25, 31, 32, 33, 34 |
| O | Other | ETHNICITY = 19, 20, 21, 22, 35, 36, 37, 38, 47, 98 |
| U  | Unknown | Otherwise |

Note: For records taken from the 2010-11 ILR and earlier, ST\_ETHNI (L12) is used instead of ETHNICITY.

## TEFPILOTTARGRP

1. This field indicates the broad tariff grouping of the student.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| HE | Higher education-level entry qualifications | TEFPILOTDOM = E, W, S, N and (TEFENTQUALGRP = HEPG, HEFD, HEOUG or TEFQUALENT3 = J49 or TEFQUALENT2 = 29) |
| H | High tariff | TEFPILOTDOM = E, W, S, N and TEFTARIFF > 390 and not above |
| M | Medium tariff | TEFPILOTDOM = E, W, S, N and 280 ≤ TEFTARIFF ≤ 390 and not above |
| L | Low tariff | TEFPILOTDOM = E, W, S, N and 0 < TEFTARIFF < 280 and not above |
| NONE  | Non-tariff bearing | TEFPILOTDOM = E, W, S, N and not above |
| NONUK | Not a UK domiciled student | Otherwise |

## TEFPILOTHOMETTWA

1. This field shows the 2011 travel to work area code in which the student’s home postcode is located. For more information on travel to work areas, see <https://www.ons.gov.uk/methodology/geography/ukgeographies/censusgeography>.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Travel to work area code of home postcode | Home postcode is known | TEFPILOTDOM = E, S, W, N and TEFPOSTCODE can be mapped to a travel to work area |
| UNKNOWN | Otherwise | Otherwise |

## TEFLOCATION

### TEFSOURCE = HESASTU and ILR

1. This field is not calculated for HESA or ILR.

### TEFSOURCE = HESAAP

1. This field shows the student’s location identifier. For the 2014-15 HESA alternative provider data, it shows the value of LOCATION. For the 2015-16 and 2016-17 HESA alternative provider data, it shows the location identifier (LOCATION) associated with the most recent instance period in the year.

## TEFPILOTLOCPOSTCODE

1. This field shows the student’s location of study postcode.

### TEFSOURCE = HESASTU

1. For the HESA student record, it shows the either the postcode of the campus (CAMPID) with which a student instance is associated (where TEFPILOTUKPRNTF = TEFUKPRNRC) or the legal postcode of the provider (as shown on the UK Register of Learning Providers) where the student spends the majority of their first year (or 2005-06, whichever is later) (where TEFPILOTUKPRNTF ≠ TEFUKPRNRC).

### TEFSOURCE = HESAAP

1. For the HESA alternative provider student record, it shows the postcode of the location (TEFLOCATION) in which the course was taught.

### TEFSOURCE = ILR

1. For the 2015-16 and 2016-17 ILR return, it shows the value of HEPOSTCODE where it exists, or DELLOCPOSTCODE otherwise. For the 2010-11 ILR return and earlier, it shows QA\_PCWRK (A23). For all other years, it shows DELLOCPOSTCODE.

## TEFPILOTDL

1. This field indicates whether a student is a distance learning student.

### TEFSOURCE = HESASTU and HESAAP

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | The student is a distance learning student | TEFLOCSDY = 6, 9 |
| 0 | Otherwise | Otherwise |

### TEFSOURCE = ILR

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| 1 | The student is a distance learning student | TEFPILOTLOCPOSTCODE begins ZZ |
| 0 | Otherwise | Otherwise |

## TEFPILOTSTUDYTTWA

1. This field shows the 2011 travel to work area code in which the student’s location of study postcode is located. For distance learning students, their home postcode is used instead. For more information on travel to work areas, see <https://www.ons.gov.uk/methodology/geography/ukgeographies/censusgeography>.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| TEFPILOTHOMETTWA | Distance learning student | TEFPILOTDOM = E, S, W, N and TEFPILOTDL = 1 |
| Travel to work area code of location of study postcode | Not a distance learning student | TEFPILOTDOM = E, S, W, N andTEFPILOTLOCPOSTCODE can be mapped to a travel to work area and not above |
| UNKNOWN | Otherwise | Otherwise |

## TEFPILOTLOCAL

1. This field indicates local and distance learning students.

|  |  |  |
| --- | --- | --- |
| Value | Description | Definition |
| Y | The student is local or distance learning | TEFPILOTDOM = E, S, W, N andTEFPILOTHOMETTWA = TEFPILOTSTUDYTTWA andTEFPILOTHOMETTWA ≠ UNKNOWN andTEFPILOTSTUDYTTWA ≠ UNKNOWN |
| N | The student is not local or distance learning | TEFPILOTDOM = E, S, W, N andTEFPILOTHOMETTWA ≠ TEFPILOTSTUDYTTWA andTEFPILOTHOMETTWA ≠ UNKNOWN andTEFPILOTSTUDYTTWA ≠ UNKNOWN |
| U | Otherwise | Otherwise |

## TEFPILOTWM

### TEFSOURCE = HESASTU

1. This field indicates students with at least five credits and at least 40 credits taught through the medium of Welsh in the year, and is applicable to Welsh teaching providers only (TEFPILOTCOUNTRY = W). For any queries regarding this field, please contact Hannah Falvey at the Higher Education Funding Council for Wales on hestats@hefcw.ac.uk.

|  |  |
| --- | --- |
| Value | Description |
| 5PLUS | The student has at least five credits taught through the medium of Welsh in the year and less than 40 |
| 40PLUS | The student has at least 40 credits taught through the medium of Welsh in the year |
| N | Otherwise |

### TEFSOURCE = HESAAP and ILR

1. This field is not calculated. All records are set to ‘NA’.

# Annex A: TEF 2018-19 Subject-level pilot metrics workbooks – rebuild document

1. The Teaching Excellence and Student Outcomes Framework (TEF) 2018-19 Subject-level pilot metrics workbooks contain a number of worksheets. This document details how some of the data in the provider-level workbook (TEFPilot1819\_Provider\_XXXXXXXX.xlsx, where XXXXXXXX denotes the combined UKPRN and name of the provider) and subject-level workbooks (TEFPilot1819\_XXXXXXXX.xlsx, where XXXXXXXX denotes the combined UKPRN and name of the provider and the subject code and name) can be rebuilt from the individualised files we provide (TEF1819PILOT\_YY\_UKPRN\_IND.csv, where UKPRN denotes the provider’s UKPRN, and YY denotes the year of the individualised data – for example, YY = 14 for data primarily sourced from a 2014-15 Higher Education Statistics Agency or Individualised Learner Record data return). It also gives explanations of the data contained in each of the worksheets.

Notes

1. The individualised files provided are at **subject level**, meaning one student will have one row of data for every different subject they are studying. This means that simply summing all the rows in a file for a particular field will give an inflated result: values must be weighted by TEFFPE in order to derive a true figure. For example, to derive the headcount of full-time first degree students in a particular year, select the TEFPILOTUKPRNTF for the provider, TEFPILOTCONTEXTPOP = 1, TEFMODE = FT and TEFPILOTLEVEL=DEG. Sum the TEFFPE for the resulting records and divide by 100.
2. Additionally, the TEF 2018-19 Subject-level pilot metrics include two which have been derived from the Department for Education’s Longitudinal Education Outcomes (LEO) dataset. The LEO dataset links 2009-10, 2010-11 and 2011-12 Higher Education Statistics Agency and Individualised Learner Record student records with graduates’ 2013-14, 2014-15 and 2015-16 financial year tax and benefits data held by HM Revenue and Customs and the Department for Work and Pensions. To ensure that no provider is able to identify any individual student’s contribution (or lack thereof) to the LEO-based metrics, the Office for Students is unable to supply any student-level data on these metrics. Consequently, an individualised file for 2009-10, 2010-11 and 2011-12 data returns is not available and it is not therefore possible to rebuild the ‘sustained employment or further study’, or ‘above median earnings threshold or higher study’ metrics using the individualised files.

## Provider contextual data

1. This worksheet contains tables of contextual data for the provider. Apart from the table displaying the breakdown of employment and higher study destinations, figures in these tables can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFPILOTUKPRNTF equals the provider, TEFPILOTCONTEXTPOP = 1, TEFMODE = FT or PT and the relevant filter from tables A1, A2 and A3 below. Figures are presented as an average across the context period considered, and can be rebuilt by averaging the available years of data for each category[[2]](#footnote-2).

Table A1: Overall student numbers

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Overall | Headcount = TEFFPE / 100FTE = calculate (TEFSTULOAD / 100) \* (TEFFPE / 100) for each row and then sum across all rows |

Table A2: Student numbers by category

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Level of study  | TEFPILOTLEVEL = PUGD, PUGO for PG-UG boundary, DEG for First degreeOUG for Other undergraduate |
| Age  | TEFPILOTCONTEXTAGEBAND = U21 for Under 2121\_25 for 21 to 2526\_30 for 26 to 3031\_40 for 31 to 4041\_50 for 41 to 5051+ for 51 and over |
| Ethnicity | TEFETHNIC = W for WhiteB for BlackA for AsianO for OtherU for Unknown |
| Sex | TEFSEX = 1 for Male2 for Female9 for Other |
| Disability | TEFDISABLE = Y for YesN for No |
| Entry qualifications | TEFPILOTTARGRP = HE for higher education-levelH for High tariffM for Medium tariffL for Low tariffNONE for Non-tariffNONUK for Non-UK students |
| Domicile | TEFPILOTDOM = E for EnglandN for Northern IrelandS for ScotlandW for Wales OEU for Other EUOTHER for Non-EU |
| POLAR | TEFPILOTCONTEXTAGEBAND = U21 and TEFPILOTPOLAR = 12345  |
| National Index of Multiple Deprivation (IMD) | TEFPILOTIMD = 1, 2, 3, 4, 5  |
| Distance from domicile | TEFPILOTDOM\_QUINTILE = 12345 |
| Local students | TEFPILOTLOCAL = Y for YesN for No |
| Distance to employment | TEFPILOTEMP\_QUINTILE = 12345 |
| Areas of highly skilled employment | TEFPILOTHSEMP\_QUINTILE =12345 |
| Welsh Communities First | (Welsh teaching providers only) TEFPILOTCF = Y for YesN for No  |
| Welsh medium | (Welsh teaching providers only) TEFPILOTWM =N for 0 to 55PLUS for 5 to 4040PLUS for Over 40 |

Table A3: Subject of study by CAH2

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Subject of study | Sum (TEFFPE / 100) for the relevant subject (TEFPILOTSBJ\_CAH2 = the values shown below)CAH01-01 Medicine and dentistryCAH02-01 Nursing and midwiferyCAH02-02 Pharmacology, toxicology and pharmacyCAH02-03 Medical sciencesCAH02-04 Allied healthCAH03-01 BiosciencesCAH03-02 Sport and exercise sciencesCAH04-01 PsychologyCAH05-01 Veterinary sciencesCAH06-01 Agriculture, food and related studiesCAH07-01 Physics and astronomyCAH07-02 ChemistryCAH07-03 General, applied and forensic sciencesCAH09-01 Mathematical sciencesCAH10-01 EngineeringCAH10-02 Materials and technologyCAH11-01 ComputingCAH12-01 Geography, earth and environmental studiesCAH13-01 Architecture, building and planningCAH15-01 Sociology, social policy and anthropologyCAH15-02 EconomicsCAH15-03 PoliticsCAH15-04 Health and social careCAH16-01 LawCAH17-01 Business and managementCAH18-01 Media, journalism and communicationsCAH19-01 English studiesCAH19-03 Languages and area studiesCAH20-01 History and archaeologyCAH20-02 Philosophy and religious studiesCAH21-01 Creative arts and designCAH21-02 Performing artsCAH22-01 Education and teachingCAH23-01 Combined and general studies |

1. The totals across each category may not always match the sum of its component parts. This is because of differing population definitions, the differing categorisations of students with a characteristic ‘unknown’, or average values being rounded to the nearest five. In categories where are ‘unknowns’ are not included in the workbook, they are also omitted from the calculation of the percentages shown.
2. The breakdown of employment and higher study destinations can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFPILOTUKPRNTF equals the provider, TEFPILOTEMPINDPOP = 1, TEFEMPMODE = FT or PT and the relevant filter from table A4 below. Figures are presented as the aggregate across of student numbers across the three years covered by the ‘highly-skilled employment or higher study’ metric, and can be rebuilt by summing the available years of data for each category (or the number of contributing years, which may be less):

Table A4: Breakdown of employment and higher study destinations by level of study

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Number of students working in highly skilled employment | TEFPILOTEMPINDNUM = 1 TEFEMPIND = WORK\_HIGHSKILL andTEFEMPLEVEL = PUGD, PUGO for PG-UG boundary, DEG for First degreeOUG for Other undergraduate |
| Number of students in further study at a higher level | TEFPILOTEMPINDNUM = 1TEFEMPIND = STUDY\_PHD, STUDY\_PGT, STUDY\_OPG, STUDY\_DEG andTEFEMPLEVEL = PUGD, PUGO for PG-UG boundary, DEG for First degreeOUG for Other undergraduate |

## Subject contextual data

1. This worksheet contains tables of contextual data for an individual subject. Figures in these tables can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files in the same way as in the provider contextual data worksheet and by additionally selecting TEFPILOTSBJ\_CAH2 equals the subject in question. The relevant filters from tables A1, A2 and A4 above can then be applied in the same way. Figures are presented as an average across the context period considered and can be rebuilt by averaging the available years of data for each category[[3]](#footnote-3) or, for the breakdown of employment and higher study destinations, by summing across the available years of data.
2. There is additional contextual data provided at subject-level, for which there is not a direct equivalent included in the provider-level contextual data:
	1. Numbers of entrants and qualifiers per year
	2. Industries of employment among employed graduates
	3. Student numbers with multiple CAH2 provision
	4. Subject of study by CAH3 within this CAH2.
3. Tables A5 to A8 provide the instructions for rebuilding the four sets of contextual data described in paragraph 6.a to 6.d. In each case, this will require selecting TEFPILOTUKPRNTF equals the provider, TEFPILOTCONTEXTPOP = 1, TEFMODE = FT or PT and additionally TEFPILOTSBJ\_CAH2.

Table A5: Numbers of entrants and qualifiers per year

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Number of entrants | TEFENTRANT = 1 |
| Number of qualifiers | TEFQUALIFIER = 1 |

Table A6: Industries of employment among employed graduates

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Standard Industrial Classification (SIC) name  | TEFQUALIFIER = 1TEFPILOTEMPEXCL = 0 TEFPILOTEMPINDPOP = 1 TEFEMPIND = WORK\_OTHER, WORK\_HIGHSKILL |

1. The breakdown showing industries of employment among the employed graduates of a given subject at a given provider, shows the ten UK industries – as measured by the Standard Industrial Classification of Economic Activities (SIC) – in which the largest numbers of students gained employment. This information can be rebuilt by applying the filters shown in Table A6, and summarising by the SIC codes or names included in the individualised files. In identifying the ten largest industries, headcounts are an average based on the available years of data within the 2014-15, 2015-16 and 2016-17 individualised files. Industries in which fewer than three graduates are employed are excluded from the analysis, all other industries are ranked in order of size. If graduates are employed across a wider range of industries, only the ten largest are selected, others will be omitted from the distribution shown.

Table A7: Student numbers with multiple CAH2 provision

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Wholly contained within this CAH2 | TEFPILOTMULTICAH2 = 0  |
| Across multiple CAH2’s | TEFPILOTMULTICAH2 = 1 |

Table A8: Subject of study by CAH3 within this CAH2

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Subject of study by CAH3 | For the mapping of CAH2 to CAH3 subjects, reference Annex A of the TEF Subject-level pilot guide (at <https://www.officeforstudents.org.uk/publications/teaching-excellence-and-student-outcomes-framework-subject-level-pilot-guide/>)The JACS codes used to define the ‘Medical sciences’ and ‘Allied health’ CAH2 subjects are detailed in the definition of TEFPILOTSBJ\_CAH2.  |

## Courses contextual data

1. This figures in this worksheet can be rebuilt by using the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFPILOTUKPRNTF equals the provider, TEFPILOTCONTEXTPOP = 1 and TEFPILOTSBJ\_CAH2 equals the subject in question. Instead of summing FPE / 100 to derive the headcount for a course, it is the count of the number of rows in the individualised file once filtered for that particular course, mode of study (TEFMODE) and level of study (TEFPILOTLEVEL). When TEFSOURCE = HESA or HESAAP, the Course Identifier is found in the individualised file in COURSEID and the Course Title is found in CTITLE. When TEFSOURCE = ILR, the Course Identifier is found in LEARNAIMREF and the Course Title in QUAL\_TIT.
2. Having applied all the necessary filters for a particular course, to derive the List of other subjects the course spans, remove the filter on TEFPILOTSBJ\_CAH2. The Registering provider (where different to the taught provider) will be found in TEFUKPRNRC.

## Metrics summaries, including core and split metrics

1. The TEF metrics workbooks for both provider-level and subject-level assessment contain the following worksheets, which are consistently defined and are described in paragraphs 14 to 27:
	1. Step 1a
	2. Core metrics and splits
	3. Metrics detail\_Indicator (a)
	4. Metrics detail\_Populations
	5. Metrics detail\_Benchmark (b)
	6. Metrics detail\_Difference (a-b)
	7. Metrics detail\_Z-score.
2. In addition to the worksheets listed in paragraph 11.a to 11.g, a **provider**-level workbook also contains:
	1. Supplementary attainment data
	2. Subject metrics summary.
3. In addition to the worksheets listed in paragraph 11.a to 11.g, a **subject**-level workbook also contains:
	1. Provider metrics summary.

### Step 1a, Core metrics and splits, Subject metrics summary and Provider metrics summary

1. These worksheets each contain the profile of flags for all of the core metrics at the relevant level (subject or provider), shown separately for full-time and part-time students. They also contain information on:
* the headcount of full-time and part-time students, used in setting the majority mode[[4]](#footnote-4) for a provider or subject
* whether part-time accounts for 35 per cent or more of provision by headcount.
1. The Step 1a and Provider metrics summary worksheets also contain information on the construction of the starting point for the initial hypothesis, including the values of positive and negative flags, as well as the year-split metric flags. The Core metrics and splits worksheet also contain the splits for each metric, as well as an indication of whether any of the split metric flags are different from the flag on the core metric.

#### Splits

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

|  |  |
| --- | --- |
| Split | Individualised files to use or filter to apply in individualised file |
| Years | For student satisfaction and employment and destinations metrics use the individualised file for:2014-15 for Year 12015-16 for Year 22016-17 for Year 3For full-time continuation metrics use the individualised file for:2013-14 for Year 12014-15 for Year 22015-16 for Year 3For part-time continuation metrics use the individualised file for:2012-13 for Year 12013-14 for Year 22014-15 for Year 3 |
| Level of study | For student satisfaction and continuation metrics: TEFPILOTLEVEL = PUGD, PUGO for PG-UG boundaryDEG for First degreeOUG for Other UGFor employment and destinations metrics: TEFEMPLEVEL =PUGD, PUGO for PG-UG boundaryDEG for First degreeOUG for Other UG |
| Age | For full-time metrics: TEFPILOTCONTEXTAGEBAND =U21 for Young21\_25, 26\_30, 31\_40, 41\_50, 51+ for MatureFor part-time metrics: TEFPILOTCONTEXTAGEAGEBAND =U21, 21\_25, 26\_30 for Young31\_40, 41\_50, 51+ for Mature |
| POLAR | TEFPILOTCONTEXTAGEBAND = U21 and TEFPILOTPOLAR = 1,2 for Q1 or Q23, 4, 5 for Q3, Q4 or Q5  |
| National IMD | For teaching providers in England, Scotland and Northern Ireland: TEFPILOTIMD = 1,2 for Q1 or Q23, 4, 5 for Q3, Q4 or Q5For teaching providers in Wales: TEFPILOTIMD = 1 or TEFPILOTCF = Y for Q1 or CFTEFPILOTIMD = 2, 3, 4, 5 and TEFPILOTCF = N for Q2, Q3, Q4 or Q5 |
| Ethnicity | TEFETHNIC = W for White A, B, O for black and minority ethnic (BME)B for BlackA for AsianO for Other |
| Disabled | TEFDISABLE = Y for YesN for No |
| Sex | TEFSEX = 1 for Male2 for Female |
| Welsh medium  | For Welsh teaching providers only: TEFPILOTWM = N for 0 to 5 credits5PLUS for 5 to 40 credits40PLUS for Over 40 credits |
| Domicile | TEFPILOTDOM =E, S, W, N for UKOEU for Other EUOTHER for Non-EU |

### Metrics detail worksheets

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

#### Metrics detail\_Populations

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

##### Student satisfaction

1. Note that to honour the commitments given to students when completing the NSS, only the derived fields that indicate inclusion in the NSS response rate population (TEFNSSEXCL1, TEFNSSEXCL2, TEFNSSEXCL4, TEFNSSEXCL8 and TEFNSSEXCL) are shown in the individualised files. Nevertheless full instructions have been included here for the calculation of these metrics.
2. Using the 2014-15, 2015-16 and 2016-17 data (which corresponds to NSS16, NSS17 and NSS18 respectively), the values specified below are selected for the relevant mode (TEFMODE = FT or PT) and level (TEFPILOTLEVEL in DEG, OUG, PUGD, PUGO) and where TEFPILOTUKPRNTF equals the provider. Note that for Student voice and Learning resources only NSS17 and NSS18 are used to derive the metrics.

The teaching on my course

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

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

Assessment and feedback

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

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

Student voice

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

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

Academic support

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

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

Learning resources

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

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

##### Continuation

1. Using the 2013-14, 2014-15 and 2015-16 individualised files (for full-time students) or 2012-13, 2013-14 and 2014-15 individualised files (for part-time students), select the values specified below for the relevant mode (TEFMODE = FT or PT) and where TEFPILOTUKPRNTF equals the provider.

Continuation

Denominator of the core metric: TEFPILOTCONEXCL = 0

Numerator of the core metric: TEFPILOTCONEXCL = 0 and TEFPILOTCONINDFULL = CONTORQUAL, TRANSFER

Note: For data protection reasons, the Office for Students is unable to include the full detail of a student’s continuation outcome in the case of transfer to another provider. TEFPILOTCONINDFULL has not been included in individualised files for this reason. Providers can instead consider the TEFPILOTCONIND variable, but should note that this will not re-create the continuation metric precisely.

##### Employment and destinations

1. Using the 2014-15, 2015-16 and 2016-17 individualised files, select the values specified below for the relevant mode (TEFEMPMODE = FT or PT) and level (TEFEMPLEVEL in DEG, OUG, PUGD, PUGO) and where TEFPILOTUKPRNTF equals the provider.

Highly skilled employment or higher study

Denominator of the core metric: TEFPILOTEMPEXCL = 0 and TEFPILOTEMPINDPOP = 1

Numerator of the core metric: TEFPILOTEMPEXCL = 0 and TEFPILOTEMPINDPOP = 1 and TEFPILOTEMPINDNUM = 1

##### NSS and DLHE response rates

1. For the student satisfaction and employment and destination metrics to be reportable, a response rate threshold for the National Student Survey (NSS) and Destinations of Leavers from Higher Education survey (DLHE) must be met. For the NSS, this is 50 per cent. For the DLHE, this is 85 per cent of the target, which is equivalent to 68 per cent for full time students and 59.5 per cent for part time students.

NSS response rate

Select the values specified below where TEFPILOTUKPRNTF equals the provider.

Denominator: TEFNSSEXCL = 0

Numerator: TEFNSSEXCL = 0 and TEFNSSRESPONSE = 1

DLHE response rate

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

Denominator: TEFPILOTEMPEXCL = 0

Numerator: TEFPILOTEMPEXCL = 0 and TEFEMPRESPONSE = 1

#### Metrics detail\_Indicator (a)

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

#### Metrics detail\_Benchmark (b)

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

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

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

#### Metrics detail\_Z-score

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

### Supplementary attainment data

1. The figures in these tables can only be rebuilt for years 2014-15 onwards. Using the 2014-15 and 2016-17 individualised files for a provider with degree awarding powers, select the values specified below where TEFPILOTUKPRNTF equals the provider, TEFPILOTGIQUALPOP = 1 and TEFEMPLEVEL = PUGD, DEG.

Table A9: Profile of undergraduate degree qualifications awarded at level 6+

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| First class honours degree (1st)  | TEFGIDEGCLASS = FIRST  |
| Upper Second class honours degree (2:1) | TEFGIDEGCLASS = 2\_1 |
| An honours degree classification of Lower Second (2:2), Undivided Second, Third, Fourth, or Pass | TEFGIDEGCLASS = OTH\_HONOURS |
| Unclassified degree awards | TEFGIDEGCLASS = UNCLASS |

Note: Figures in the workbook have been rounded to the nearest 5.

Table A10: Entry qualifications tariff for qualifying cohorts

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| HE-level  | TEFPILOTTARGRP = HE |
| High tariff | TEFPILOTTARGRP = H |
| Medium tariff | TEFPILOTTARGRP = M |
| Low tariff | TEFPILOTTARGRP = L |
| Non-tariff | TEFPILOTTARGRP = NONE |
| Non-UK students | TEFPILOTTARGRP = NONUK |

Table A11: Degrees classified as 1st or 2:1 by split

1. In order to rebuild the figures in this table, select the values specified below where TEFPILOTUKPRNTF equals the provider, TEFPILOTGIQUALPOP = 1, TEFEMPLEVEL = PUGD, DEG and additionally TEFEMPMODE = FT or PT. For the denominator, select TEFGIDEGCLASS = FIRST, 2\_1, OTH\_HONOURS.

|  |  |
| --- | --- |
| Category | Filter to apply in individualised file |
| Overall | No additional filter required |
| Level of study | TEFEMPLEVEL =PUGD for PG-UG boundaryDEG for First degree |
| Age | For full-time: TEFPILOTCONTEXTAGEBAND =U21 for Young21\_25, 26\_30, 31\_40, 41\_50, 51+ for MatureFor part-time: TEFPILOTCONTEXTAGEAGEBAND =U21, 21\_25, 26\_30 for Young31\_40, 41\_50, 51+ for Mature |
| POLAR | TEFPILOTCONTEXTAGEBAND = U21 and TEFPILOTPOLAR = 1,2 for Q1 or Q23, 4, 5 for Q3, Q4 or Q5 |
| National IMD | For teaching providers in England, Scotland and Northern Ireland: TEFPILOTIMD = 1,2 for Q1 or Q23, 4, 5 for Q3, Q4 or Q5For teaching providers in Wales: TEFPILOTIMD = 1 or TEFPILOTCF = Y for Q1 or CFTEFPILOTIMD = 2, 3, 4, 5 and TEFPILOTCF = N for Q2, Q3, Q4 or Q5 |
| Ethnicity | TEFETHNIC = W for White A, B, O for black and minority ethnic (BME)B for BlackA for AsianO for Other |
| Disabled | TEFDISABLE = Y for YesN for No |
| Sex | TEFSEX = 1 for Male2 for Female |
| Welsh medium  | For Welsh teaching providers only: TEFPILOTWM = N for 0 to 5 credits5PLUS for 5 to 40 credits40PLUS for Over 40 credits |
| Domicile | TEFPILOTDOM =E, S, W, N for UKOEU for Other EUOTHER for Non-EU |

# Annex B: Worked example of benchmarking

1. The Teaching Excellence and Student Outcomes Framework (TEF) 2018-19 Subject-level pilot metrics are benchmarked using a well-established methodology developed in relation to the UK Performance Indicators for higher education and also used in the publication of National Student Survey outcomes. A full explanation of the benchmarking methodology is provided on the HESA website[[5]](#footnote-5). This document provides a fictional and simplified worked example to illustrate the calculation of a benchmark.

## Calculating benchmarks

1. In this fictional example, benchmarks for the continuation metrics are calculated using two benchmarking factors: age (young and mature), and subject of study (agriculture, maths and history). That means that for this metric, there are six possible distinct benchmarking groups, set out in table B1.

### Step one – the provider

1. This provider has 1,090 full time students studying agriculture and maths. Table B1 shows the provider’s students, split across the six benchmarking groups. Overall the provider has a continuation rate of 94.3 per cent. This is effectively a weighted average of the rates for each category. Note that the rate for young maths students is particularly low but is outweighed by the greater number of students in categories with a higher rate, such as young agriculture.

#### Table B1: Calculating the provider indicator

|  |
| --- |
| Provider |
| Age category | Subject category | Number of students | Continuation rate |
| Young | Agriculture | 500 | 95.0% |
| Young | History | 0 | N/A |
| Young | Maths | 150 | 92.0% |
| Mature | Agriculture | 400 | 94.0% |
| Mature | History | 0 | N/A |
| Mature | Maths | 40 | 98.0% |
|  |  |  | **Provider indicator** |
| **Total** |  | **1,090** | **94.3%** |

### Step two – the sector

1. There are 210,500 full time students across the whole sector. Table B2 shows all students, split across the six benchmarking categories. Overall the sector has a continuation rate of 96.6 per cent. This is driven by the high rates for young history students, and the small student numbers for the lower rate agriculture.

#### Table B2: Calculating the sector indicator

|  |
| --- |
| Sector |
| Age category | Subject category | Number of students | Continuation rate |
| Young | Agriculture | 20,000  | 95.0% |
| Young | History | 80,000  | 99.0% |
| Young | Maths | 95,000  | 95.0% |
| Mature | Agriculture | 5,000  | 94.0% |
| Mature | History | 6,500  | 98.0% |
| Mature | Maths | 4,000  | 98.0% |
|  |  |  | **Sector indicator**  |
| **Total** |  | **210,500**  | **96.6%** |

### Step three – calculating the provider specific benchmark

1. So far the sector’s continuation rates are weighted against the numbers of students in the sector in each category. In table B3, the sector’s continuation rates are weighted to reflect the students in the provider. This results in a weighted sector benchmark of 94.7 per cent for this provider. This is lower than the sector original since it no longer reflects the rates for history students (because the provider has no history students) and has given agriculture a much higher weighting (reflecting that the provider has a higher proportion of agriculture students than the sector as a whole).

#### Table B3: Calculating the provider’s benchmark

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Provider | Sector | Weighted sector |
| Age category | Subject category | Proportion of students (a) | Continuation rate (b) | a\*b |
| Young | Agriculture | 45.9% | 95.0% | 43.6% |
| Young | History | 0.0% | 99.0% | 0.0% |
| Young | Maths | 13.8% | 95.0% | 13.1% |
| Mature | Agriculture | 36.7% | 94.0% | 34.5% |
| Mature | History | 0.0% | 98.0% | 0.0% |
| Mature | Maths | 3.7% | 98.0% | 3.6% |
|  |  |  | **Sector indicator**  | **Provider benchmark**  |
| **Total** |  | **100%** | **96.6%** | **94.7%** |

### Step four – significance flagging

1. The provider’s indicator (94.3 per cent) can now be compared with the weighted sector benchmark (94.7 per cent). The provider’s continuation rate is still lower than the rate observed for students with similar characteristics across the sector. The next step is to establish if this difference is significant and material: this process is described at paragraphs 5.58 to 5.64 of the ‘Teaching Excellence and Student Outcomes Framework specification’, available at [www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification](http://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification).



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

1. See www.officeforstudents.org.uk/advice-and-guidance/teaching/subject-level-pilot-year-two-2018-19/. [↑](#footnote-ref-1)
2. This can be rebuilt from the individualised files by summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt, the number of years divided by is the larger of the number of years with full-time (FT) or part-time (PT) data. [↑](#footnote-ref-2)
3. ibid [↑](#footnote-ref-3)
4. This can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFPILOTCONTEXTPOP = 1 and TEFMODE = FT or PT, then summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt the number of years divided by is the larger of the number of years with FT or PT data. [↑](#footnote-ref-4)
5. See [www.hesa.ac.uk/data-and-analysis/performance-indicators/benchmarks](https://www.hesa.ac.uk/data-and-analysis/performance-indicators/benchmarks). [↑](#footnote-ref-5)