

**Office for  
Students**



# **Technical algorithms for institutional performance measures**

**OfS registration condition B3 indicators,  
methodology and rebuild instructions**

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# Purpose

1. This document is one of a series of technical documentation that provides details of the definitions and methods used by the Office for Students' (OfS) in construction of institutional performance measures. Wherever possible we have used consistent definitions and approaches in order to minimise burden on providers in understanding our approaches. This document provides a technical description of the indicators underpinning the OfS's assessment of registration condition B3<sup>1</sup> for the purpose of initial registration. It relates to the condition B3 indicators produced in March 2019.
2. This document describes the methods for continuation, degree outcomes and professional employment or postgraduate study indicators used in relation to registration condition B3. It supplements, and should be read alongside the document 'Technical algorithms for institutional performance measures: Core algorithms' ([www.officeforstudents.org.uk/media/1b177289-43f8-41df-bad8-5eb8bab31acc/ofs-core-algorithms.pdf](http://www.officeforstudents.org.uk/media/1b177289-43f8-41df-bad8-5eb8bab31acc/ofs-core-algorithms.pdf)). It also includes rebuild instructions which can be applied to individualised student data files that were shared with providers via our portal to support understanding of the access and participation data resources, which can also be used to rebuild the condition B3 indicators. While a description of the completion indicator is included here, the detailed algorithms which are used to calculate it will be published separately in due course.
3. Enquiries regarding the methods described in this document should be raised with [providermetrics@officeforstudents.org.uk](mailto:providermetrics@officeforstudents.org.uk), 0117 931 7230. Any other questions about the role of this data in relation to a provider's registration with the OfS should be directed to [registration@officeforstudents.org.uk](mailto:registration@officeforstudents.org.uk).
4. All apprenticeship students are counted within the indicators as full-time students.

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<sup>1</sup> See [www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/](http://www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/)

# Indicator definitions

## ‘Continuation’ indicator definition

5. The continuation indicators described at paragraphs 6 to 18 are based solely on the individualised student data captured in the Higher Education Statistics Agency (HESA)<sup>2</sup> and Individualised Learner Record (ILR) student records.
6. The continuation indicators cover all entrants registered at the higher education provider, including UK, other EU and non EU international students. The continuation outcomes are reported separately for entrants at each of the following levels:
  - postgraduate research
  - postgraduate taught masters
  - postgraduate certificate in education (PGCE)
  - other postgraduate
  - undergraduate courses with postgraduate elements<sup>3</sup>
  - first degree
  - other undergraduate
  - apprenticeship (full-time only).

## Full-time continuation indicator

7. This indicator tracks students from the date they enter a higher education provider to their activity a year later. The continuation indicator is based on student activity on a census date which is one year and 14 days after their commencement date. Undergraduate students who qualify at undergraduate or postgraduate level on or before the census date or are still studying at higher education level at any provider on the census date are deemed to have continued. Postgraduate students who qualify at postgraduate level on or before the census date or are still studying at postgraduate level at any provider on the census date are deemed to have continued. All other students are deemed non-continuers.
8. To align with the census date period of one year and 14 days, an entrant year cohort is defined based on those students starting courses between the dates of 18 July and the following 17

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<sup>2</sup> Including both the HESA student record and the HESA AP student record.

<sup>3</sup> Examples of undergraduate course with postgraduate elements include: integrated undergraduate/postgraduate taught masters degrees on the enhanced/extended pattern; pre-registration medical degrees regulated by the General Medical Council; pre-registration dentistry degrees regulated by the General Dental Council; and other graduate or postgraduate diplomas, certificates or degrees at levels 5 and 6 where a level 5 or 6 qualification is a pre-requisite for course entry.

July. This allows the activity of all students in this cohort on their census date to be determined in the following data reporting period.

9. To be counted as continuing, the student must either have qualified or be recorded as actively studying on a higher education course in the relevant HESA or ILR datasets. Students who transfer to a provider that does not submit data to HESA or ILR will be counted as non-continuers.

#### **Coverage of the full-time continuation indicator**

10. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered as entrants on higher education programmes.
11. The full-time continuation indicator covers students entering higher education:
  - between 18 July 2012 and 17 July 2013 (defines Year 1 of the time series)
  - between 18 July 2013 and 17 July 2014 (Year 2)
  - between 18 July 2014 and 17 July 2015 (Year 3)
  - between 18 July 2015 and 17 July 2016 (Year 4)
  - between 18 July 2016 and 17 July 2017 (Year 5).

#### **Exclusions of the full-time continuation indicator**

12. The following exclusions apply:
  - a. Students not active for at least 14 days from their commencement date.
  - b. Students registered at the same provider studying at the same level<sup>4</sup> in the year prior to entry.
  - c. Students recorded in another provider's HESA or ILR data for the same activity.
  - d. Students on a subject knowledge enhancement (SKE) course.
  - e. Students on a course which is primarily outside the UK.
  - f. If, in the year of entry being assessed, a student has more than one record at a provider with the same mode and level of study, only one record will contribute to the continuation rate. It will be the record with the most positive continuation outcome that is retained.

#### **Part-time continuation indicator**

13. This indicator tracks students from the date they enter a higher education provider to their activity two years later. The continuation indicator is based on student activity on a census date which is two years and 14 days after their commencement date. Undergraduate students who qualify at undergraduate or postgraduate level on or before the census date or are still studying

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<sup>4</sup> Where level of study is defined as postgraduate, first degree (including undergraduate courses with postgraduate elements) or other undergraduate.

at higher education level at any provider on the census date are deemed to have continued. Postgraduate students who qualify at postgraduate level on or before the census date or are still studying at postgraduate level at any provider on the census date are deemed to have continued. All other students are deemed non-continuers.

14. To align with the census date period of one year and 14 days, an entrant year cohort is defined based on those students starting courses between the dates of 18 July and the following 17 July. This allows the activity of all students in this cohort on their census date to be determined in the data reporting period that follows by two years.
15. To be counted as continuing, the student must either have qualified or be recorded as actively studying on a higher education course in the relevant HESA or ILR datasets. Students who transfer to a provider that does not submit data to HESA or ILR will be counted as non-continuers.

### **Coverage of the part-time continuation indicator**

16. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered as entrants on higher education programmes.
17. The part-time continuation indicator covers students entering higher education:
  - between 18 July 2011 and 17 July 2012 (defines Year 1 of the time series)
  - between 18 July 2012 and 17 July 2013 (Year 2)
  - between 18 July 2013 and 17 July 2014 (Year 3)
  - between 18 July 2014 and 17 July 2015 (Year 4)
  - between 18 July 2015 and 17 July 2016 (Year 5).

### **Exclusions of the part-time continuation indicator**

18. The following exclusions apply:
  - a. Students not active for at least 14 days from their commencement date.
  - b. Students registered at the same provider studying at the same level<sup>5</sup> in the year prior to entry.
  - c. Students recorded in another provider's HESA or ILR data for the same activity.
  - d. Students on a subject knowledge enhancement (SKE) course.
  - e. Students on a course which is primarily outside the UK.

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<sup>5</sup> Where level of study is defined as postgraduate, first degree (including undergraduate courses with postgraduate elements) or other undergraduate.

- f. If, in the year of entry being assessed, a student has more than one record at a provider with the same mode and level of study, only one record will contribute to the continuation rate. It will be the record with the most positive continuation outcome that is retained.

## **‘Completion’ indicator definition: full- and part-time**

19. Paragraphs 20 to 35 provide a broad description of this indicator, which is based solely on the individualised student data captured in the HESA<sup>6</sup> and ILR student records. The detailed algorithms which are used to calculate the completion indicator are not included in this document and will be published separately in due course. The description given here applies equally to full-time and part-time cohorts.
20. This indicator is experimental. Consequently, it has been produced at a more aggregate level than the other indicators, and considers only a single snapshot of academic year 2017-18 (rather than a time series). In future, the OfS intends to generate the completion indicator as a time series, and to report the measure at a more granular level.
21. The completion indicator estimates the proportion of students likely to complete the higher education qualification they are studying, on the basis of student withdrawal rates in the most recent year for which data is available. Completion in this context is defined as achieving at least the qualification level<sup>7</sup> originally aimed for.
22. The indicator is created by identifying the students who withdraw from higher education study at the provider in question in the most recent year for which data is available (currently academic year 2017-18), without completing at least the qualification level originally aimed for. This group of withdrawing students is divided into cohorts, each defined by the year in which they started their programme of study. The withdrawing students in each cohort are then divided by the number of students who started in the corresponding cohort entry year. For example, the number of 2012-13 starters who withdrew in 2016-17 is divided by the number of 2012-13 starters. The resulting cohort proportions are added together to give a withdrawal indicator. Subtracting the withdrawal indicator from 100 per cent gives the completion indicator.
23. A student is considered to have withdrawn in 2017-18 if:
  - a. they are recorded in 2017-18 HESA or ILR student records with a date of leaving the programme of study that falls within the 2017-18 academic year; or
  - b. 2017-18 is the second consecutive year in which the student has been recorded as dormant.
24. A worked example of the completion indicator calculation is given in paragraphs 29 to 35.

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<sup>6</sup> Including both the HESA student record and the HESA AP student record.

<sup>7</sup> According to the levels defined within the Framework for Higher Education Qualifications (FHEQ), see [www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks](http://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks)

### **Coverage of the completion indicator**

25. This indicator includes all students who are included in one of the relevant HESA or ILR datasets and registered on higher education programmes, including UK, other EU and non EU international students.
26. A student's mode and level of study is determined from the HESA or ILR dataset for the academic year in which they commenced their programme of study. The completion indicator includes students on higher education programmes at all levels, and reports the measure separately for students at each of the following levels:
- postgraduate (covering postgraduate research, postgraduate taught masters, PGCE and other postgraduate)
  - undergraduate (covering undergraduate courses with postgraduate elements, first degree and other undergraduate).
27. The completion indicator covers students withdrawing from higher education in academic year 2017-18 only.

### **Exclusions of the completion indicator**

28. The following exclusions apply:
- a. Students recorded in another provider's HESA or ILR data for the same activity.
  - b. Students whose programme of study ended less than 14 days after it commenced.
  - c. Students whose programme of study commenced before the provider's first data return, or before the start of the 2011-12 academic year.



### Worked example of the completion indicator

29. In this simple example, assume that Provider A only delivers full-time undergraduate education.

30. Provider A has 200 students whose student records indicate that they have withdrawn from the higher education qualification they were studying during the 2017-18 academic year. In all cases, the students can be matched to a HESA/ILR student record in the academic year in which they commenced their programme of study that identifies their mode and level of study as full-time undergraduate.

31. Table 1 shows the distribution of the withdrawing students by type of withdrawal and the year in which they had commenced studying.

**Table 1: Distribution of the withdrawing students by type of withdrawal and the year in which they had commenced studying**

Type of withdrawal during 2017-18	Of which, number who had commenced their programme of study in:							Total
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Left with no award	10	10	10	10	10	10	10	70
Left with lower award	5	10	0	10	5	10	5	45
Dormancy	10	10	15	20	10	10	10	85
<b>Total</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>40</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>200</b>

32. Table 2 shows the total number of full-time undergraduate students who started studying at the provider in each of the relevant academic years.

**Table 2: Total number of full-time undergraduate students who started studying at the provider in each of the relevant academic years**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total starting population (full-time undergraduate)	2,500	2,500	2,000	2,000	2,500	2,000	2,000

33. Table 3 shows the withdrawal proportions calculated for each cohort.

**Table 3: Withdrawal proportions calculated for each cohort**

Type of withdrawal during 2017-18	Cohort withdrawal proportions						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Left with no award	0.4% (=10÷2,500)	0.4% (=10÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)	0.4% (=10÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)
Left with lower award	0.2% (=5÷2,500)	0.4% (=10÷2,500)	0% (=0÷2,000)	0.5% (=10÷2,000)	0.2% (=5÷2,500)	0.5% (=10÷2,000)	0.25% (=5÷2,000)
Dormancy	0.4% (=10÷2,500)	0.4% (=10÷2,500)	0.75% (=15÷2,000)	1.0% (=20÷2,000)	0.4% (=0÷2,500)	0.5% (=10÷2,000)	0.5% (=10÷2,000)
<b>Total cohort withdrawal proportion</b>	<b>1.0%</b> (=25÷2,500)	<b>1.2%</b> (=25÷2,500)	<b>1.25%</b> (= 25 ÷ 2,000)	<b>2.0%</b> (=25÷2,000)	<b>1.0%</b> (=25÷2,500)	<b>1.5%</b> (=25÷2,000)	<b>1.25%</b> (=25÷2,000)

34. The 2017-18 withdrawal indicator is then the sum of the total cohort withdrawal proportions: **9.2%** = 1.0% + 1.2% + 1.25% + 2.0% + 1.0% + 1.5% + 1.25%.

35. The 2017-18 completion indicator is then  $100\% - 9.2\% = \mathbf{90.8\%}$ .

## **‘Degree outcomes (percentage awarded first or upper second)’ indicator definition: full- and part-time**

36. Paragraphs 37 to 40 provide a description of this indicator, which is based solely on the individualised student data captured in the HESA<sup>8</sup> and ILR student records. The description given here applies equally to full-time and part-time qualifying cohorts.
37. This indicator expresses the number of leavers from Level 6+ undergraduate degrees who were awarded ‘first’ or ‘upper second (2:1)’ degree classifications as a percentage of all those leavers from Level 6+ undergraduate degrees who were awarded classified degrees. Level 6+ degrees awarded without an honours classification are excluded from the denominator for this indicator.

### **Coverage of the degree outcomes (percentage awarded first or upper second) indicator**

38. This indicator includes all leavers who are included in the relevant HESA and ILR datasets and have been awarded Level 6+ undergraduate degree qualifications within the honours classification. It considers all leavers who were registered at the higher education provider in question, whether or not that provider was using their own degree awarding powers, and includes UK, other EU and non EU international students
39. The indicator covers students leaving higher education in academic year:
- 2013-14 (defines Year 1 of the time series)
  - 2014-15 (Year 2)
  - 2015-16 (Year 3)
  - 2016-17 (Year 4)
  - 2017-18 (Year 5).

### **Exclusions of the degree outcomes (percentage awarded first or upper second) indicator**

40. The following exclusions apply:
- a. Students who were not awarded an undergraduate Level 6+ degree qualification.
  - b. Students who are recorded in another provider’s ILR data for the same activity.

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<sup>8</sup> Including both the HESA student record and the HESA AP student record.

## **‘Professional employment or postgraduate study’ indicator definition: full- and part-time**

41. Paragraphs 42 to 49 provide a description of this progression indicator, which is based on the Destinations of Leavers in Higher Education (DLHE) survey. The description given here applies equally to full-time and part-time qualifying cohorts. It refers to graduate progression into ‘professional employment’: this terminology is interchangeable with that of ‘highly-skilled employment’, as used to describe metrics within the Teaching Excellence and Student Outcomes Framework (TEF), and with ‘professional or managerial job’ as used to describe employment outcomes reported on the Discover Uni website.
42. This indicator expresses the number of UK-domiciled leavers who say they are in professional employment or studying at postgraduate level (or both) as a percentage of all those who are working or studying or seeking work at approximately six months after leaving. All other categories are excluded from the denominator for this indicator.
43. Leavers are asked to indicate their current activity, selecting from eight categories. They are then asked to indicate the most important activity. In Table 4 below (adapted from HESA<sup>9</sup>) the responses that are included in the ‘Professional employment or postgraduate study’ indicator are highlighted (those in white or yellow are included in the denominator; those in yellow are included in the numerator). The responses that are excluded from the indicator are shaded in grey.
44. Those who indicate they are in employment are asked to provide further detail about that employment including a job title, their duties and employer. That job is mapped to the Standard Occupational Classification (SOC2010)<sup>10</sup>. For this indicator, jobs that are coded in SOC major groups 1-3 are counted as professional.
45. Those who indicate they are in further study are asked to provide further detail about the type of qualification they are aiming for. This is used to determine whether the further study was at postgraduate level.
46. The indicator is therefore those leavers in categories 01 to 06 (where employment is in SOC 1-3, or further study is at postgraduate level) divided by those leavers in categories 01 to 08. Further detail can be found on the HESA website<sup>11</sup>.

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<sup>9</sup> See [www.hesa.ac.uk/data-and-analysis/performance-indicators/definitions](http://www.hesa.ac.uk/data-and-analysis/performance-indicators/definitions)

<sup>10</sup> See [www.hesa.ac.uk/support/documentation/industrial-occupational](http://www.hesa.ac.uk/support/documentation/industrial-occupational)

<sup>11</sup> See [www.hesa.ac.uk/data-and-analysis/performance-indicators/employment](http://www.hesa.ac.uk/data-and-analysis/performance-indicators/employment)

**Table 4: DLHE responses that are included in the ‘professional employment or postgraduate study’ indicator**

(Those responses shown in white and yellow are included in the denominator; those highlighted in yellow are included in the numerator. The responses that are excluded from the indicator are shaded in grey.)

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Type of qualification (TYPEQUAL)
		XX Ineligibility or explicit refusal	N/A	N/A
Working full-time	Engaged in full-time study, training or research <b>or</b> Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3	All
			Other	All
	Otherwise	01 Full-time work	SOC 1-3	All
			Other	All
Working part-time	Engaged in full-time study, training or research <b>or</b> Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3	All
			Other	All
	Otherwise	02 Part-time work	SOC 1-3	All
			Other	All
Unemployed and looking for work		08 Unemployed	All	All
Due to start a job in the next month	Working full-time	01 Full-time work	SOC 1-3	All
			Other	All

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Type of qualification (TYPEQUAL)
	Engaged in full-time further study, training or research, provided that 'Working full-time' has not been selected.	05 Full-time study	All	01 – Higher degree, mainly by research
	02 – Higher degree, mainly by taught course			
	03 – Postgraduate diploma or certificate			
Engaged in full-time further study, training or research	Working part-time, provided that Working full-time <b>and</b> 'Engaged in full-time further study, training or research' has not been selected.	02 Part-time work	SOC 1-3	N/A
	Otherwise		Other	All
	07 Due to start work	All	All	
Engaged in full-time further study, training or research	Working full-time <b>or</b> Working part-time	04 Primarily studying and also in work	All	01 – Higher degree, mainly by research
				02 – Higher degree, mainly by taught course
				03 – Postgraduate diploma or certificate
				Other

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Type of qualification (TYPEQUAL)
	Otherwise	05 Full-time study	All	01 – Higher degree, mainly by research 02 – Higher degree, mainly by taught course 03 – Postgraduate diploma or certificate Other
Engaged in part-time further study, training or research	Working full-time or Working part-time	04 Primarily studying and also in work	All	01 – Higher degree, mainly by research 02 – Higher degree, mainly by taught course 03 – Postgraduate diploma or certificate Other
	Otherwise	06 Part-time study	All	01 – Higher degree, mainly by research 02 – Higher degree, mainly by taught course 03 – Postgraduate diploma or certificate



Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group	Type of qualification (TYPEQUAL)
				Other
Taking time out in order to travel		09 Other		
Something else		09 Other		

## Coverage of the professional employment or postgraduate study indicator

47. This indicator includes all UK-domiciled leavers who are included in the relevant HESA and ILR datasets, and have been awarded full higher education qualifications and responded to the DLHE survey. It considers all leavers who were registered at the higher education provider in question, and reports employment outcomes separately for leavers obtaining qualifications at each of the following levels:

- postgraduate research
- postgraduate taught masters
- PGCE
- other postgraduate
- undergraduate courses with postgraduate elements
- first degree
- other undergraduate
- apprenticeship (full-time only).

48. The indicator covers students leaving higher education in academic year:

- 2012-13 (defines Year 1 of the time series)
- 2013-14 (Year 2)
- 2014-15 (Year 3)
- 2015-16 (Year 4)
- 2016-17 (Year 5).

### **Exclusions of the professional employment or postgraduate study indicator**

49. The following exclusions apply:

- a. EU and non-EU international students.
- b. Students who are not counted in the DLHE target population.
- c. Students who were not awarded a postgraduate or an undergraduate qualification, at level 4 or higher.
- d. Students who are recorded in another provider's ILR data for the same activity.

# Alignment of indicator definitions across OfS regulatory uses

50. The indicators described in paragraphs 6 to 49 have been defined with regard to the assessment and monitoring of condition B3 for the purposes of initial and ongoing registration with the OfS. A number of the indicators are similar to those used within the access and participation data resources<sup>12</sup>, and used in the TEF 2018-19 subject-level pilot. Wherever possible we have kept the definitions of the indicators the same to aid clarity. However, there are a number of places where the different purposes of the indicators mean that it is necessary to vary the definitions, Table 5 details the key coverage and definitional issues in each use.

**Table 5: Variations in indicator coverage or scope, by OfS regulatory use**

	<b>Assessment and monitoring of condition B3</b>	<b>Access and participation data resources</b>	<b>TEF 2018-19 subject-level pilot</b>
Provider coverage	Students registered at the higher education provider in question	Students registered at the higher education provider in question	Students taught <sup>13</sup> at the higher education provider in question
Student coverage: access indicators	Not included	UK domiciled undergraduates only	Not included
Student coverage: continuation indicators (full- and part-time)	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK domiciled undergraduates only	UK domiciled undergraduates only
Student coverage: completion indicators	All students (UK, EU and non-EU, undergraduates and postgraduates)	Not included	Not included
Student coverage: degree outcomes indicators	All students (UK, EU and non-EU, undergraduates and postgraduates)	UK domiciled undergraduates only	All undergraduates (UK, EU and non-EU)

<sup>12</sup> See [www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/](http://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/)

<sup>13</sup> Normally, the teaching provider is the provider where the student spends the majority of their first two years. If there is no majority, the student is considered to be taught at the registering provider.

	<b>Assessment and monitoring of condition B3</b>	<b>Access and participation data resources</b>	<b>TEF 2018-19 subject-level pilot</b>
Student coverage: progression indicators	UK domiciled undergraduates only	UK domiciled undergraduates only	UK domiciled undergraduates only
Indicator definition: progression indicators	Professional employment or postgraduate study, and (for monitoring only) highly-skilled employment or higher level study	Highly-skilled employment or higher level study	Highly-skilled employment or higher level study
Granularity	Time series within each mode and level of study, characteristics based on aggregate of available data from the whole time series	Time series within each mode, level and characteristic	Time series within each mode of study, level of study and characteristics based on aggregate of available data from the whole time series
Time series included: access indicators and/or degree outcomes indicators	5 years (2013-14 to 2017-18)	5 years (2013-14 to 2017-18)	5 years (2012-13 to 2016-17)
Time series included: continuation indicators	5 years (2012-13 to 2016-17 for full-time, 2011-12 to 2015-16 for part-time)	5 years (2012-13 to 2016-17 for full-time, 2011-12 to 2015-16 for part-time)	3 years (2013-14 to 2015-16 for full-time, 2012-13 to 2014-15 for part-time)
Time series included: progression indicators	5 years (2012-13 to 2016-17)	5 years (2012-13 to 2016-17)	3 years (2014-15 to 2016-17)

## Rebuild instructions

51. This section details how the indicators used in the assessment and monitoring of condition B3 for the purposes of initial and ongoing registration with the OfS can be rebuilt from individualised student data. It uses algorithms defined in 'Technical algorithms for institutional performance measures: Core algorithms' throughout.
52. Individualised student data files were supplied to providers in February 2019 in support of the access and participation data resources released at that time. These files contain data relating to a provider's own students and shows how they have been categorised according to the algorithms defined in 'Technical algorithms for institutional performance measures: Core algorithms'. The individualised files are provided as a separate file for each academic year, with a 2-digit prefix (e.g. 13 corresponds to academic year 2013-14).
53. In all cases, the continuation, attainment and progression indicators are each shown separately for full- and part-time cohorts, and for the levels of study described within the indicator definitions described by this document. Each student characteristic, for each combination of mode and level of study, is shown as an aggregate drawing on data from across the five-year time series.

### Note:

The individualised files provided are at **subject level**, meaning a 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: to derive a headcount as shown in the metrics, B3MONFPE values must be summed and divided by 100, before rounding to the nearest 5.

## Identifying student characteristics

54. The student characteristics can be rebuilt using the filters and variables described in Table 6.

**Table 6: Filters to identify student characteristics and attributes**

Student characteristic	Filter to identify the different attributes of the characteristic
Age (on entry to higher education programme)	For full-time indicators: B3MONCONTEXTAGE = <b>U21</b> for Young <b>21_30, 30+</b> for Mature For part-time indicators: B3MONCONTEXTAGE= <b>U21, 21_30</b> for Young <b>30+</b> for Mature
Participation of Local Areas classification (POLAR4)	B3MONPOLAR4 ≠ <b>UNKNOWN</b> and B3MONDOM = <b>E, S, W or N</b> and B3MONCONTEXTAGE = <b>U21</b> and B3MONPOLAR4 = <b>1, 2</b> for POLAR4 Q1 or Q2 <b>3, 4, 5</b> for POLAR4 Q3, Q4 or Q5

Student characteristic	Filter to identify the different attributes of the characteristic
English Index of Multiple Deprivation (2015, IMD)	B3MONIMD $\neq$ <b>UNKNOWN</b> and B3MONDOM = <b>E, S, W or N</b> and B3MONIMD = <b>1, 2</b> for IMD Q1 or Q2 <b>3, 4, 5</b> for IMD Q3, Q4 or Q5
Ethnicity	B3MONETHNIC $\neq$ <b>U</b> and B3MONDOM = <b>E, S, W or N</b> and B3MONETHNIC = <b>W</b> for White <b>A, B, M, O</b> for BME
Disability	B3MONDISABLE = <b>Y</b> for Disabled <b>N</b> for NoKnownDisability
Sex	B3MONSEX = <b>1</b> for Male <b>2</b> for Female
Domicile	B3MONDOM = <b>E, N, S, W</b> for UK <b>OEU</b> for Other EU <b>OTHER</b> for Non-EU

## Continuation

55. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode as below. If necessary restrict further, to students with the attribute in question, using the filters in Table 6.

Denominator of the indicator: B3MONCONEXCL = 0

Numerator of the indicator: B3MONCONEXCL = 0 and B3MONCONINDFULL = CONTINUING, QUALIFIED, TRANSFER

*Note: for data protection reasons, B3MONCONINDFULL is not included in the individualised files (it's inclusion would risk revealing that an individual has transferred to a different higher education provider); hence precise recreation of this numerator is not possible. Applying B3MONCONIND = CONTORQUAL will give a recreation that includes all successful outcomes other than TRANSFER.*

## Full-time continuation

56. Full-time students can be identified using B3MONMODE = FT or B3MONAPPRENTICE = 1.

57. Continuation outcomes are reported separately for entrants at each of the following levels:

- postgraduate research, defined by B3MONLEVEL = PHD
- postgraduate taught masters, defined by B3MONLEVEL = PGTM

- PGCE, defined by B3MONLEVEL = PGCE
- other postgraduate, defined by B3MONLEVEL = OPGR, OPGT
- first degree, defined by B3MONLEVEL = DEG
- other undergraduate, defined by B3MONLEVEL = OUG
- undergraduate courses with postgraduate elements, defined by B3MONLEVEL = PUGD, PUGO
- apprenticeship, defined by B3MONAPPRENTICE = 1.

### Part-time continuation

58. Part-time students can be identified using B3MONMODE = PT and B3MONAPPRENTICE ≠ 1.

59. Continuation outcomes are reported separately for entrants at each of the following levels:

- postgraduate research, defined by B3MONLEVEL = PHD
- postgraduate taught masters, defined by B3MONLEVEL = PGTM
- PGCE, defined by B3MONLEVEL = PGCE
- other postgraduate, defined by B3MONLEVEL = OPGR, OPGT
- first degree, defined by B3MONLEVEL = DEG
- other undergraduate, defined by B3MONLEVEL = OUG
- undergraduate courses with postgraduate elements, defined by B3MONLEVEL = PUGD, PUGO
- apprenticeship, defined by B3MONAPPRENTICE = 1.

### Degree outcomes

60. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode. Outcomes are only reported for undergraduate degree qualifiers (level 6+, identified using B3MONEMPLEVEL = DEG, PUGD) who were awarded classified degrees. Full-time students can be identified using B3MONEMPMODE = FT or B3MONAPPRENTICE = 1, and part-time students with B3MONEMPMODE = PT and B3MONAPPRENTICE ≠ 1. If necessary restrict further, to students with the attribute in question, using the filters in Table 6.

Denominator of the indicator: B3MONDOQUALPOP = 1 and B3MONDODEGCLASS ≠ UNCLASS, NA

Numerator of the indicator: B3MONDOQUALPOP = 1 and B3MONDODEGCLASS = FIRST, 2\_1



## Professional employment or postgraduate study

61. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode. Full-time students can be identified using B3MONEMPMODE = FT or B3MONAPPRENTICE = 1, and part-time students with B3MONEMPMODE = PT and B3MONAPPRENTICE ≠ 1. Progression indicators are reported separately for leavers at each of the following levels:

- postgraduate research, defined by B3MONEMPLEVEL = PHD
- postgraduate taught masters, defined by B3MONEMPLEVEL = PGTM
- PGCE, defined by B3MONEMPLEVEL = PGCE
- other postgraduate, defined by B3MONEMPLEVEL = OPGR, OPGT
- first degree, defined by B3MONEMPLEVEL = DEG
- other undergraduate, defined by B3MONEMPLEVEL = OUG
- undergraduate courses with postgraduate elements, defined by B3MONEMPLEVEL = PUGD, PUGO
- apprenticeship, defined by B3MONAPPRENTICE = 1.

Denominator of the indicator: B3MONEMPEXCL = 0 and B3MONEMPINDPOP = 1

Numerator of the indicator: B3MONEMPEXCL = 0 and B3MONEMPINDPOP = 1 and B3MONHSEMPPGSTUDY= 1

## DLHE response rates

62. For the progression indicators to be reportable, a response rate threshold for the Destinations of Leavers from Higher Education survey (DLHE) must be met. 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. Firstly, select students from the relevant year of individualised student data who have studied at the relevant level and the relevant mode.

This is calculated separately for full-time and part-time students at each level of study.

Denominator: B3MONEMPEXCL = 0

Numerator: B3MONEMPEXCL = 0 and B3MONEMPRESPONSE = 1

## Contextual data

63. Contextual data for a provider is considered alongside the indicators used in assessment of registration condition B3. The contextual data used here is similar to that produced and used for the purposes of the Teaching Excellence and Student Outcomes Framework (TEF). It is

reported as annual average student numbers (based on full-time equivalent student numbers), shown separately for undergraduate and postgraduate populations.

64. Figures in the contextual data tables can be rebuilt from individualised student data for 2015-16 through to 2017-18, by selecting those records for which:

- B3MONUKPRNRC equals the provider;
- B3MONCONTEXTPOP = 1;
- B3MONMODE = FT or PT;
- B3MONLEVEL = PHD, OPGR, PGTM, PGCE, OPGT for the postgraduate population; or B3MONLEVEL = PUGD, PUGO, DEG, OUG or B3MONAPPRENTICE=1 for the undergraduate population; and
- the relevant filter from the table below is satisfied.

Figures are presented as an annual average across the 2015-16 to 2017-18 context period considered, and can be rebuilt by averaging the data for each category by the maximum number of years for which the provider has data<sup>14</sup>

Category	Filter to apply
Overall	Headcount = B3MONFPE / 100 FTE = calculate (B3MONSTULOAD / 100) * (B3MONFPE / 100) for each row and then sum across all rows
Level of study	B3MONLEVEL = PHD for Postgraduate research PGTM for Postgraduate taught masters PGCE for PGCE OPGT, OPGR for Other postgraduate PUGD, PUGO for Undergraduate courses with postgraduate elements, DEG for First degree OUG for Other undergraduate
Age	B3MONCONTEXTAGE = U21 for Under 21 21_30 for 21 to 30 30+ for Over 30
Ethnicity	B3MONETHNIC = W for White B for Black A for Asian O for Other

<sup>14</sup> 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.

Category	Filter to apply
	U for Unknown
Sex	B3MONSEX = 1 for Male 2 for Female 9 for Other
Disability	B3MONDISABLE = Y for Yes N for No
Entry qualifications	B3MONTARGRP = HE for higher education-level H for High tariff M for Medium tariff L for Low tariff NONE for Non-tariff NONUK for Non-UK students
Domicile	B3MONDOM = E, S, W, N for UK OEU for Other EU OTHER for Non-EU
Local students	B3MONLOCAL = Y for Yes N for No
POLAR	B3MONCONTEXTAGE = U21 and B3MONPOLAR4 = 1, 2, 3, 4, 5
English, Scottish, Welsh or Northern Ireland Index of Multiple Deprivation	B3MONIMD = 1, 2, 3, 4, 5
Subject of study	Sum FTE for the relevant subject (B3MONSBJ_OFSCAH2 = the values shown below) CAH01-01 Medicine and dentistry CAH02-01 Nursing and Midwifery CAH02-02 Pharmacology, toxicology and pharmacy CAH02-03 Medical Sciences CAH02-04 Allied health subjects 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 General, applied and forensic sciences

Category	Filter to apply
	CAH09-01 Mathematical sciences CAH10-01 Engineering CAH10-02 Materials and technology CAH11-01 Computing CAH12-01 Geography, earth and environmental studies CAH13-01 Architecture, building and planning 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 Media, journalism and communications CAH19-01 English studies CAH19-03 Languages and area studies CAH20-01 History and archaeology CAH20-02 Philosophy and religious studies CAH21-01 Creative arts and design CAH21-02 Performing arts CAH22-01 Education and teaching CAH23-01 Combined and general studies



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