

## Annex A: Glossary

### **Access and Participation Statement**

A statement published by a provider that sets out their commitment to widening participation and fair access. Providers in England that do not have an Access Agreement approved by the Director of Fair Access are required to publish an Access and Participation Statement to be eligible for a TEF Year Two rating.

### **Access Agreement**

An Access Agreement (providers in England) sets out how an institution will sustain or improve access and student success, which includes retention, attainment and employability. Access Agreements are approved by the Director for Fair Access.

### **Additional evidence**

Evidence on teaching and learning quality included in the provider submission. Additional evidence can be quantitative or qualitative and should address the criteria.

### **Aspects of quality**

Areas of teaching and learning quality in which criteria are articulated against which providers will be assessed. These are: Teaching Quality, Learning Environment, and Student Outcomes and Learning Gain.

### **Assessment framework**

The assessment framework sets out how judgements about excellence will be made. It refers to the aspects of quality, the criteria, the nature of the evidence and how the evidence will be assessed against the criteria to determine the ratings.

### **Benchmark**

The benchmark is a weighted sector average where weightings are based on the characteristics of the students at the provider. A unique benchmark is calculated for each provider, metric and split: it is calculated solely from the data returns informing the metric derivations.

### **Contextual data**

Data on the nature and operating context of a provider, such as their size, location and student population, which is used by assessors in interpreting performance against the core metrics and additional evidence but does not itself form the basis of any judgement about excellence.

### **Core metrics**

Measures deriving from national surveys and data returns which have been defined, benchmarked and reported as a key part of the evidence used in TEF assessments.

For each provider, there are six core metrics, reported separately for the provider's full-time and part-time students, and averaged over three years.

**Criteria**

Statements against which assessors will make judgements.

**Eligibility**

The requirements that must be met in order for providers to be eligible to receive a TEF rating.

**Flag**

Metrics include flags when the difference between the indicator and the benchmark is significant and material (see other definitions). Flags denote either a positive or a negative difference.

**Higher education provider**

A higher education provider (or provider) is an organisation that delivers higher education. A provider can be an awarding body or deliver higher education on behalf of another awarding body. The term encompasses higher education institutions, further education colleges and alternative providers.

**Indicator**

The provider's value for a particular metric, expressed as a proportion, such as the percentage of students that indicated they were satisfied with teaching and learning.

**Initial hypothesis**

The TEF rating initially assigned to a provider by TEF assessors, based on their metrics only. This initial hypothesis may be modified by the additional evidence.

**Learning Environment**

One of the aspects of quality (see other definition). Learning Environment is described in the main text.

**Material difference**

In relation to the metrics, a provider's indicator is considered to be materially different from the benchmark if the difference is at least two percentage points.

**Provider submission**

The provider submission is prepared and submitted by a provider and used by assessors to inform their TEF judgement. A provider submission can contain information on a provider's mission and characteristics, contextual information that explains performance against the metrics and additional evidence to support the

case for excellence. The additional evidence should address the criteria and can be qualitative or quantitative.

### **Provisional TEF award**

A TEF rating given to a provider that opts into the TEF but who does not have suitable metrics to inform assessment. These providers meet all other eligibility requirements and are prevented from achieving a rating above the first level on procedural grounds.

### **Significant difference**

In relation to the metrics, a provider's indicator is considered to be significantly different from the benchmark if the Z-score (see other definition) is  $\pm 1.96$ . This is a measure of statistical significance.

### **Splits**

Categories by which core metrics are sub-divided in order to show how a provider performs with respect to different student groups and/or in different years.

### **Statement of findings**

A brief, high level written statement that outlines the reason for the rating awarded to a particular provider.

### **Student Outcomes and Learning Gain**

One of the aspects of quality (see other definition). Student Outcomes and Learning Gain is described in the main text.

### **Suitable metrics**

The minimum set of core metrics required to be eligible to make a provider submission and receive a TEF rating of Bronze, Silver or Gold.

### **Teaching provider**

The provider where a student spends the majority of their first year. For franchised provision, students are included in the metrics of the teaching provider.

### **Teaching Quality**

One of the aspects of quality (see other definition). Teaching Quality is described in the main text.

### **TEF assessor**

TEF assessors consider the evidence available to them and make a provisional judgement about the TEF rating a provider should receive. The provisional outcome

is recommended to the TEF Panel. Assessors are experts in teaching and learning or students.

### **TEF award**

A TEF award is made up of the TEF rating (see other definition) and a brief statement of findings. TEF Year Two awards are valid for up to three years.

### **TEF Panel**

The TEF Panel is the decision-making body for TEF assessments. It will be responsible for reviewing the judgements made by TEF assessors and deciding the final rating a provider will receive.

### **TEF ratings**

A TEF rating is the level of excellence achieved by a provider under the TEF. There are three possible ratings: Bronze, Silver and Gold.

### **Transnational education**

Awards of UK degree-awarding bodies delivered overseas. Transnational education is out-of-scope for the TEF in Year Two.

### **Quality assessment**

Quality assessment is a collective term used to refer to arrangements for ensuring higher education providers meet baseline expectations for academic quality and standards. There are different arrangements in operation in different parts of the UK and, in some parts, for different types of providers but in all cases, expectations are underpinned by the UK Quality Code for Higher Education.

### **Z-score**

In relation to the metrics, the Z-score denotes the number of standard deviations that a provider's indicator is from the benchmark and is used as a measure of statistical difference.

## Annex B: TEF delivery timetable

Activity	Date
Response to Technical Consultation is published	Sept 2016
<ul style="list-style-type: none"> <li>Guidance for providers is published</li> <li>Providers' core and split metrics are made available for them to preview</li> <li>Applications window opens</li> </ul>	Late Oct 2016
Provider briefing events	Mid Nov – early Dec 2016
Application window closes	Late Jan 2017
Assessment takes place	Feb – May 2017
TEF ratings are announced	End of May 2017
Appeals window opens	June 2017
Appeals window closes	June 2017
Results of appeals published	July 2017

## Annex C: Eligibility for the TEF in Year Two

This Annex provides further detail on the acceptable forms of Quality Assurance review for TEF Year Two. This builds on the eligibility requirements set out in the **Eligibility, pre-requisites and provisional TEF awards section**.

### Quality requirement

For TEF Year Two, providers in England and Northern Ireland who are subject to the new Annual Provider Review (APR) process will have their eligibility for TEF determined by their review outcome.

Providers who receive one of the following review outcomes by May 2017 will be eligible to receive a TEF award:

- a. **Meets requirements**
- b. **Meets requirements with conditions**
- c. **Pending**

We have included “pending” as an acceptable outcome for TEF Year Two purposes, in recognition that the APR is a new framework and therefore we may expect to see providers classed as “pending” who may subsequently prove, after further investigation, to have no substantive issues. However, as noted in the section covering withdrawals, any provider who is subsequently investigated under the Unsatisfactory Quality Scheme with an outcome of “Serious issues found” will have their previous TEF award removed.

Some providers in England will have an APR in mid to late 2017. To ensure that these providers are not unfairly excluded from TEF Year Two, providers in this category will be initially judged based on their previous quality review result to determine whether or not they are eligible for TEF. By the time TEF Year Three results are announced we expect these providers will have an outcome of “Meets Requirements”, “Meets requirements with conditions” or will remain in the “development” category. Those who remain in the development category will have their previous TEF award withdrawn (see the **Withdrawal of a TEF award section for further details**).

For providers in England and Northern Ireland who do not have an APR outcome by May 2017, for Alternative Providers and for providers in Scotland and Wales, the following quality assurance reviews will be accepted for TEF:

In England:

- Higher Education Review (HER) (2013 – 2016)
- Higher Education Review Plus (HER Plus) (2014-2015)
- Higher Education Review (Alternative Providers) (HER AP) (2015-ongoing)

- Institutional Audit (2007 to 2011)
- Institutional Review of higher education institutions in England and Northern Ireland (IRENI) (2011-13)
- Integrated Quality and Enhancement Review (IQER) (2007-2012)
- Review of College Higher Education for further education colleges (RCHE) (2012-13)
- Review for Educational Oversight (REO) (2012-2015)
- Review for Specific Course Designation (RSCD) (2013-2015)
- Review for Specific Course Designation (Adapted) (RSCD Adapted) (2013-2015)
- General Osteopathic Council Review

Providers must also demonstrate that their most recent interaction to assess their quality was positive. Therefore, for providers who are subject to them, positive outcomes from the following types of annual quality monitoring will be necessary in order to be eligible for the TEF:

- HER (AP) Annual Monitoring
- REO Annual Monitoring
- RSCD Annual Monitoring
- SCD Annual Monitoring

In Wales:

- External quality assessment review undertaken by an organisation on the European Quality Assurance Register (2017-18 onwards)
- Higher Education Review Wales (HER -W) (2015-2016)
- Institutional Review Wales (IR Wales) (2007-2014)
- Review for Educational Oversight (REO) (2012-2015)
- Review for Specific Course Designation (RSCD) (2013-2015)

In Northern Ireland:

- Higher Education Review Northern Ireland (HER NI) (2015)
- Integrated Quality and Enhancement Review Northern Ireland (IQER NI) (Developmental engagement 2010-2012; Summative Review 2013-2015)
- Institutional Audit (2007 to 2011)

In Scotland:

- Enhancement-led institutional review (ELIR) (2012-2016)

Providers with a 'requires improvement to meet UK expectations' or 'does not meet UK expectations' quality assurance judgement for HER, HER Plus, HERW, IRENI and RCHE will not be eligible for the TEF unless the provider has effectively addressed recommendations arising from the review and has a judgment amended to a positive through the relevant procedures, specific for each method on or before 1 May 2017.

The same is true for providers who received a 'limited confidence', 'no confidence' or 'reliance cannot be placed' judgement in their IQER, IRW, REO, RSCD and RSCD (adapted).

Providers must also demonstrate that they are continuing to maintain high quality standards of teaching and learning. Therefore, if cause for concern is found within a provider's annual monitoring processes or if a concern investigation is upheld, then the provider will not be eligible for TEF. This includes:

- Providers with published negative judgements ("serious issues found") as an outcome of HEFCE's Unsatisfactory Quality Scheme.
- Providers who received a conclusion of "making progress but further improvement is required" or "not making acceptable progress" following annual monitoring for educational oversight and/or specific course designation purposes will not be eligible for TEF until they have completed QA follow up activity which results in a published satisfactory outcome on or before 1 May 2017.



## Annex D: Metrics quick reference table

Aspect	Metric	Source	Target Group	Int'l Stud	Data years (part time)			Benchmark Factors						
					1	2	3	Subject of study	Entry qual.	Age on entry	Ethnicity	Sex	Disability	POLAR
Teaching Quality	Teaching on my course	NSS	Final year HE students	Yes	2014	2015	2016	yes		yes	yes	yes	yes	
Teaching Quality	Assessment and feedback	NSS	Final year HE students	Yes	2014	2015	2016	yes		yes	yes	yes	yes	
Learning Environment	Academic support	NSS	Final year HE students	Yes	2014	2015	2016	yes		yes	yes	yes	yes	
Learning Environment	Non-Continuation	HESA ILR	First year HE students	No	2011/12 (2010/11)	2012/13 (2011/12)	2013/14 (2012/13)	yes	yes	Yes (full time only)				
Student Outcomes and Learning Gain	Employment or further study	DLHE	HE leavers	No	2012/13	2013/14	2014/15	yes	yes	yes	yes	yes		
Student Outcomes and Learning Gain	Highly skilled employment or further study	DLHE	HE leavers	No	2012/13	2013/14	2014/15	yes	yes	yes	yes	yes	yes	yes

## Annex E: Full metrics descriptions

Teaching Quality	Teaching on My Course	NSS																																				
<p>This metric is based on student's responses to NSS questions 1 to 4 which cover the NSS scale 'Teaching on my course'.</p> <p>1 - Staff are good at explaining things.</p> <p>2 - Staff have made the subject interesting.</p> <p>3 - Staff are enthusiastic about what they are teaching.</p> <p>4 - The course is intellectually stimulating.</p> <p>Students indicate their agreement with each statement on a 5 point scale. Across the 4 questions, total agreement by each student is calculated as the percentage of responses that are 'agree' or 'strongly agree'. Questions marked with N/A or not answered are ignored.</p> <p><b>Example Data</b></p> <table><tr><th>Student</th><th>Q1</th><th>Q2</th><th>Q3</th><th>Q4</th><th>Percentage Agree</th></tr><tr><td>A</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>Neither</td><td>75</td></tr><tr><td>B</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>N/A</td><td>100</td></tr><tr><td>C</td><td>Strongly Agree</td><td>Agree</td><td>Agree</td><td>Disagree</td><td>75</td></tr><tr><td>D</td><td>Strongly Agree</td><td>Agree</td><td>Disagree</td><td>Disagree</td><td>50</td></tr><tr><td>E</td><td>Agree</td><td>Disagree</td><td>N/A</td><td>N/A</td><td>50</td></tr></table> <p>In this example, the total percentage agreement for the provider would be 70% (the sum of percentages divided by the number of students).</p>			Student	Q1	Q2	Q3	Q4	Percentage Agree	A	Strongly Agree	Strongly Agree	Agree	Neither	75	B	Strongly Agree	Strongly Agree	Agree	N/A	100	C	Strongly Agree	Agree	Agree	Disagree	75	D	Strongly Agree	Agree	Disagree	Disagree	50	E	Agree	Disagree	N/A	N/A	50
Student	Q1	Q2	Q3	Q4	Percentage Agree																																	
A	Strongly Agree	Strongly Agree	Agree	Neither	75																																	
B	Strongly Agree	Strongly Agree	Agree	N/A	100																																	
C	Strongly Agree	Agree	Agree	Disagree	75																																	
D	Strongly Agree	Agree	Disagree	Disagree	50																																	
E	Agree	Disagree	N/A	N/A	50																																	
<p><b>Coverage</b></p> <p>The NSS is targeted at all final year undergraduates, students on flexible provision or who change their study plans are included in other years in participating providers. The response rate in 2016 was 72%.</p> <p>The NSS covers UK, other EU and non-EU students</p>																																						
<p><b>Exclusions</b></p> <p>Students who do not reach the final year of their course</p> <p>Students whose programmes are less than or equal to 1 FTE</p>																																						
<p><b>Year 1</b> (students surveyed in...)</p> <p>2014</p>	<p><b>Year 2</b></p> <p>2015</p>	<p><b>Year 3</b></p> <p>2016</p>																																				
<p><b>Benchmark factors:</b> Subject of Study, Age on Entry, Ethnicity, Sex, Disability</p>																																						

Teaching Quality	Assessment and Feedback	NSS																																										
<p>This metric is based on student’s responses to NSS questions 5 to 9 which cover the NSS scale ‘Assessment and Feedback’.</p> <p>5 - The criteria used in marking have been clear in advance.</p> <p>6 - Assessment arrangements and marking have been fair.</p> <p>7 - Feedback on my work has been prompt.</p> <p>8 - I have received detailed comments on my work.</p> <p>9 - Feedback on my work has helped me clarify things I did not understand.</p> <p>Students indicate their agreement with each statement on a 5 point scale. Across the 5 questions, total agreement by each student is calculated as the percentage of responses that are ‘agree’ or ‘strongly agree’. Questions marked with N/A or not answered are ignored.</p> <p style="text-align: center;"><b>Example Data</b></p> <table><tr><th>Student</th><th>Q5</th><th>Q6</th><th>Q7</th><th>Q8</th><th>Q9</th><th>Percentage Agree</th></tr><tr><td>A</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>Neither</td><td>Agree</td><td>100</td></tr><tr><td>B</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>N/A</td><td>Disagree</td><td>75</td></tr><tr><td>C</td><td>Strongly Agree</td><td>Agree</td><td>Agree</td><td>Disagree</td><td>N/A</td><td>75</td></tr><tr><td>D</td><td>Strongly Agree</td><td>Agree</td><td>Disagree</td><td>Disagree</td><td>Strongly Agree</td><td>60</td></tr><tr><td>E</td><td>Agree</td><td>Disagree</td><td>N/A</td><td>N/A</td><td>Agree</td><td>67</td></tr></table> <p>In this example, the total percentage agreement for the provider would be 71% (the sum of percentages divided by the number of students).</p>			Student	Q5	Q6	Q7	Q8	Q9	Percentage Agree	A	Strongly Agree	Strongly Agree	Agree	Neither	Agree	100	B	Strongly Agree	Strongly Agree	Agree	N/A	Disagree	75	C	Strongly Agree	Agree	Agree	Disagree	N/A	75	D	Strongly Agree	Agree	Disagree	Disagree	Strongly Agree	60	E	Agree	Disagree	N/A	N/A	Agree	67
Student	Q5	Q6	Q7	Q8	Q9	Percentage Agree																																						
A	Strongly Agree	Strongly Agree	Agree	Neither	Agree	100																																						
B	Strongly Agree	Strongly Agree	Agree	N/A	Disagree	75																																						
C	Strongly Agree	Agree	Agree	Disagree	N/A	75																																						
D	Strongly Agree	Agree	Disagree	Disagree	Strongly Agree	60																																						
E	Agree	Disagree	N/A	N/A	Agree	67																																						
<p><b>Coverage</b></p> <p>The NSS is targeted at all final year undergraduates, students on flexible provision or who change their study plans are included in other years in participating providers. The response rate in 2016 was 72%.</p> <p>The NSS covers UK, other EU and non-EU students</p>																																												
<p><b>Exclusions</b></p> <p>Students who do not reach the final year of their course</p> <p>Students whose programmes are less than or equal to 1 FTE</p>																																												
<p><b>Year 1</b> (students surveyed in...)</p> <p>2014</p>	<p><b>Year 2</b></p> <p>2015</p>	<p><b>Year 3</b></p> <p>2016</p>																																										
<p><b>Benchmark factors:</b> Subject of Study, Age on Entry, Ethnicity, Sex, Disability</p>																																												

Learning Environment	Academic Support	NSS																														
<p>This metric is based on student’s responses to NSS questions 10 to 12 which cover the NSS scale “Academic Support”.</p> <p>10 - I have received sufficient advice and support with my studies.</p> <p>11 - I have been able to contact staff when I needed to.</p> <p>12 - Good advice was available when I needed to make study choices.</p> <p>Students indicate their agreement with each statement on a 5 point scale. Across the 3 questions, total agreement by each student is calculated as the percentage of responses that are “agree” or “strongly agree”. Questions marked with N/A or not answered are ignored.</p> <p style="text-align: center;"><b>Example Data</b></p> <table><tr><th>Student</th><th>Q10</th><th>Q11</th><th>Q12</th><th>Percentage Agree</th></tr><tr><td>A</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>100</td></tr><tr><td>B</td><td>Strongly Agree</td><td>Strongly Agree</td><td>Agree</td><td>100</td></tr><tr><td>C</td><td>Strongly Agree</td><td>Agree</td><td>Agree</td><td>100</td></tr><tr><td>D</td><td>Strongly Agree</td><td>Agree</td><td>Disagree</td><td>67</td></tr><tr><td>E</td><td>Agree</td><td>Disagree</td><td>N/A</td><td>50</td></tr></table> <p>In this example, the total percentage agreement for the provider would be 83% (the sum of percentages divided by the number of students).</p>			Student	Q10	Q11	Q12	Percentage Agree	A	Strongly Agree	Strongly Agree	Agree	100	B	Strongly Agree	Strongly Agree	Agree	100	C	Strongly Agree	Agree	Agree	100	D	Strongly Agree	Agree	Disagree	67	E	Agree	Disagree	N/A	50
Student	Q10	Q11	Q12	Percentage Agree																												
A	Strongly Agree	Strongly Agree	Agree	100																												
B	Strongly Agree	Strongly Agree	Agree	100																												
C	Strongly Agree	Agree	Agree	100																												
D	Strongly Agree	Agree	Disagree	67																												
E	Agree	Disagree	N/A	50																												
<p><b>Coverage</b></p> <p>The NSS is targeted at all final year undergraduates, students on flexible provision or who change their study plans are included in other years in participating providers. The response rate in 2016 was 72%.</p> <p>The NSS covers UK, other EU and non-EU students</p> <p><b>Exclusions</b></p> <p>Students who do not reach the final year of their course</p> <p>Students whose programmes are less than or equal to 1 FTE</p>																																
<b>Year 1</b> (students surveyed in...)	<b>Year 2</b>	<b>Year 3</b>																														
2014	2015	2016																														
<p><b>Benchmark factors:</b> Subject of Study, Age on Entry, Ethnicity, Sex, Disability</p>																																

Learning Environment	Non-Continuation	HESA/ILR
<p>This metric tracks students from the year they enter an HE provider to the following year (for full-time students) or the following two years (for part-time students). Students who continue at the same HE provider or who are studying at HE level at another provider are deemed to have continued, all other students deemed non-continuers.</p> <p>In order to be counted as continuing, the student must appear with a qualifying activity on the relevant HESA/ILR dataset. Students who transfer to a provider who does not submit data to HESA /ILR will be counted as non-continuers.</p> <p>Further detail can be found on the <a href="#">HESA website</a>.</p>		
<p><b>Coverage</b></p> <p>This metric includes all UK-domiciled students who are included in the relevant HESA/ILR datasets and registered on HE Level 4, 5 and 6 programmes (Level 6 only for Part Time).</p> <p><b>Exclusions</b></p> <p>EU and Non-EU international students</p> <p>Part time students who are studying at less than 30% intensity or at Level 4 or 5.</p>		
<p><b>Year 1</b> students entering HE in</p> <p>FT 2011/12</p> <p>PT 2010/11</p>	<p><b>Year 2</b></p> <p>FT 2012/13</p> <p>PT 2011/12</p>	<p><b>Year 3</b></p> <p>FT 2013/14</p> <p>PT 2012/13</p>
<p><b>Benchmark factors:</b> Subject of Study, Age on Entry (full time only), Entry Qualifications</p>		

Student Outcomes and Learning Gain	Employment or Further Study	DLHE
<p>This employment indicator is based on the Destinations of Leavers in Higher Education (DLHE) survey and expresses the number of UK domiciled leavers who say they are working or studying (or both) as a percentage of all those who are working or studying or seeking work at 6 months after leaving. All other categories are excluded from this indicator.</p> <p>Leavers are asked to indicate their current activity, selecting from 8 categories. They are then asked to indicate the most important activity. In the table below (adapted from <a href="#">HESA</a>) the responses that are included in the 'Employment or Further Study' metric are highlighted (those in white or blue are included in the denominator; those in blue are included in the numerator). The responses that are excluded from the indicator are shaded in grey. The indicator is therefore those leavers in categories 1 to 6 divided by those leavers in categories 1 to 8.</p>		
Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category
		XX Ineligibility or explicit refusal
Working full-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	03 Primarily in work and also studying
	Otherwise	01 Full-time work
Working part-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	03 Primarily in work and also studying
	Otherwise	02 Part-time work
Unemployed and looking for work		08 Unemployed
Due to start a job in the next month	Working full-time	01 Full-time work
	Engaged in full-time further study, training or research, provided that Working full-time has not been selected.	05 Full-time study
	Working part-time, provided that Working full-time AND Engaged in full-time further study, training or research have not been selected.	02 Part-time work
	Otherwise	07 Due to start work
Engaged in full-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work
	Otherwise	05 Full-time study
Engaged in part-time further study, training	Working full-time OR Working part-time	04 Primarily studying and also in work

Student Outcomes and Learning Gain		Employment or Further Study		DLHE	
	or research	Otherwise	06 Part-time study		
	Taking time out in order to travel		09 Other		
	Something else		09 Other		
Further detail can be found on the <a href="#">HESA website</a> .					
<b>Coverage</b>					
This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have been awarded full Level 4, 5 or 6 qualifications.					
<b>Exclusions</b>					
EU and Non-EU international students					
Students who did not gain a HE qualification					
<b>Year 1</b> Students leaving in...		<b>Year 2</b>		<b>Year 3</b>	
2012/13		2013/14		2014/15	
<b>Benchmark factors:</b> Subject of Study, Entry Qualifications, Age on Entry, Ethnicity, Sex					

Student Outcomes and Learning Gain	Highly Skilled Employment or Further Study	DLHE
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This employment indicator is based on the Destinations of Leavers in Higher Education (DLHE) survey and expresses the number of UK domiciled leavers who say they are in highly skilled employment or studying (or both) as a percentage of all those who are working or studying or seeking work at approximately 6 months after leaving. All other categories are excluded from this indicator.

Leavers are asked to indicate their current activity, selecting from 8 categories. They are then asked to indicate the most important activity. In the table below (adapted from [HESA](#)) the responses that are included in the 'Employment or Further Study' metric are highlighted (those in white blue are included in the denominator; those in blue are included in the numerator). The responses that are excluded from the indicator are shaded in grey.

Those who indicate they are in employment are asked to provide further detail about that employment including a Job title. That job title is mapped to the [Standard Occupational Classification](#) (SOC). For this metric, jobs that are coded in SOC groups 1-3 are counted as highly skilled.

The indicator is therefore those leavers in categories 1 to 6 (where employment is in SOC 1-3) divided by those leavers in categories 1 to 8

Most important activity (MIMPACT)	If any other activity includes (ALLACT)	Derived activity category	SOC group
		XX Ineligibility or explicit refusal	
Working full-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3
			Other
	Otherwise	01 Full-time work	SOC 1-3
			Other
Working part-time	Engaged in full-time study, training or research OR Engaged in part-time further study, training or research	03 Primarily in work and also studying	SOC 1-3
			Other
	Otherwise	02 Part-time work	SOC 1-3
			Other
Unemployed and looking for work		08 Unemployed	
Due to start a job in the next month	Working full-time	01 Full-time work	SOC 1-3
			Other
	Engaged in full-time further study, training or research, provided that Working full-time has not been selected.	05 Full-time study	
	Working part-time, provided that Working full-time AND Engaged in full-time further study, training	02 Part-time work	SOC 1-3



Student Outcomes and Learning Gain		Highly Skilled Employment or Further Study		DLHE	
		or research have not been selected.		Other	
		Otherwise	07 Due to start work		
	Engaged in full-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work		
		Otherwise	05 Full-time study		
	Engaged in part-time further study, training or research	Working full-time OR Working part-time	04 Primarily studying and also in work		
		Otherwise	06 Part-time study		
	Taking time out in order to travel		09 Other		
	Something else		09 Other		
<b>Coverage</b>					
This metric includes all UK-domiciled leavers who are included in the relevant HESA/ILR datasets and have awarded full Level 4, 5 or 6 qualifications.					
<b>Exclusions</b>					
EU and Non-EU international students					
Students who did not gain a HE qualification					
<b>Year 1</b> Students leaving in...		<b>Year 2</b>		<b>Year 3</b>	
2012/13		2013/14		2014/15	
<b>Benchmark factors:</b> Subject of Study, Entry Qualifications, Age on Entry, Ethnicity, Sex, Disability, POLAR.					

## Annex F: Example of benchmarking

### Calculating Benchmarks

In this fictional example, benchmarks for the non-continuation metrics are calculated using 2 benchmarking factors, Age (Young and Not Young) and Subject of Study (Agriculture, Maths and History). That means that for this indicator, there are 6 possible distinct benchmarking groups, set out in the table below.

### Step One – The Provider

This provider has 1,090 full time students studying Agriculture and Maths. The table below shows the provider's students, split across the 6 benchmarking groups. Overall the provider has a non-continuation rate of 5.7%. This is effectively a weighted average of the rates for each category. Note that the rate for Young Maths students is particularly high but is outweighed by the greater number of students in categories with a lower rate, such as Young Agriculture.

Provider			
Age Category	Subject Category	No. Students	% Non-Continuation
Young	Agriculture	500	5.0%
Young	History	0	N/A
Young	Maths	150	8.0%
Not Young	Agriculture	400	6.0%
Not Young	History	0	N/A
Not Young	Maths	40	2.0%
Total		1,090	Provider indicator 5.7%

### Step Two – The Sector

There are 210,500 full time students across the whole sector. The table below shows all students, split across the 6 benchmarking categories. Overall the sector has a non-continuation rate of 3.4%. This is driven by the low rates for Young History students, and the small student numbers for the higher rate Agriculture.

Sector			
Age Category	Subject Category	No. Students	% Non-Continuation
Young	Agriculture	20,000	5.0%
Young	History	80,000	1.0%
Young	Maths	95,000	5.0%
Not Young	Agriculture	5,000	6.0%
Not Young	History	6,500	2.0%
Not Young	Maths	4,000	2.0%
Total		210,500	Sector Indicator 3.4%

### Step Three – Calculating the provider specific benchmark

So far the sector's non-continuation rates are weighted against the numbers of students in the sector in each category. In the table below, the sector's non-continuation rates are weighted to reflect the students in the provider. This results in a weighted sector benchmark of 5.3% for this provider. This is higher 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).

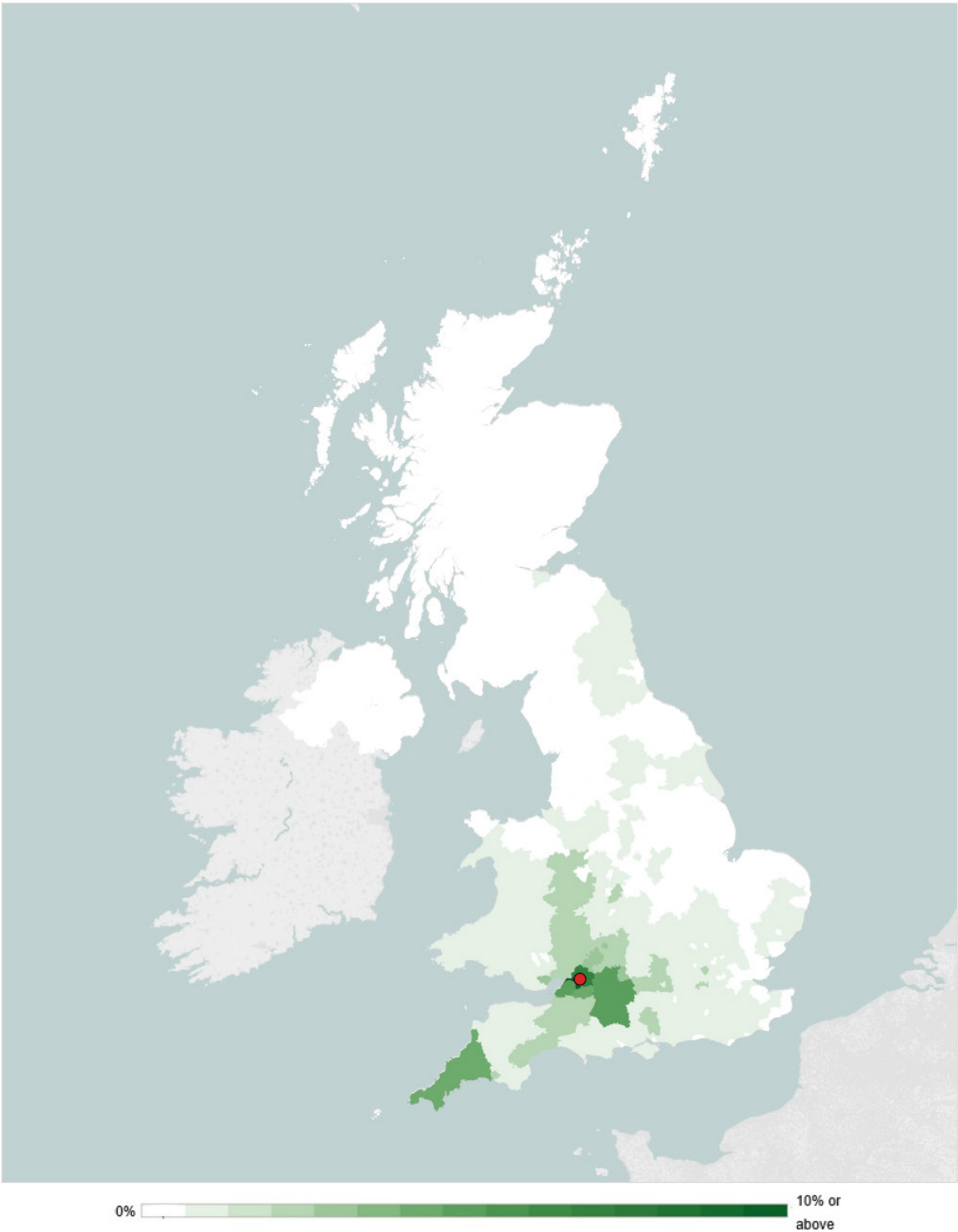
Age Category	Subject Category	Provider	Sector	Weighted Sector
		% students (a)	% Non-Continuation (b)	a*b
Young	Agriculture	45.9%	5.0%	2.3%
Young	History	0.0%	1.0%	0.0%
Young	Maths	13.8%	5.0%	0.7%
Not Young	Agriculture	36.7%	6.0%	2.2%
Not Young	History	0.0%	2.0%	0.0%
Not Young	Maths	3.7%	2.0%	0.1%
Total		100%	Sector Indicator 3.4%	<b>Benchmark</b> <b>5.3%</b>

### Step Four – Significance Flagging

The provider's indicator (5.7%) can now be compared with the weighted sector benchmark (5.3%). The provider's rate is still higher 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 (see **Contextual data and metrics section**).

# Annex G: Example Contextual Maps

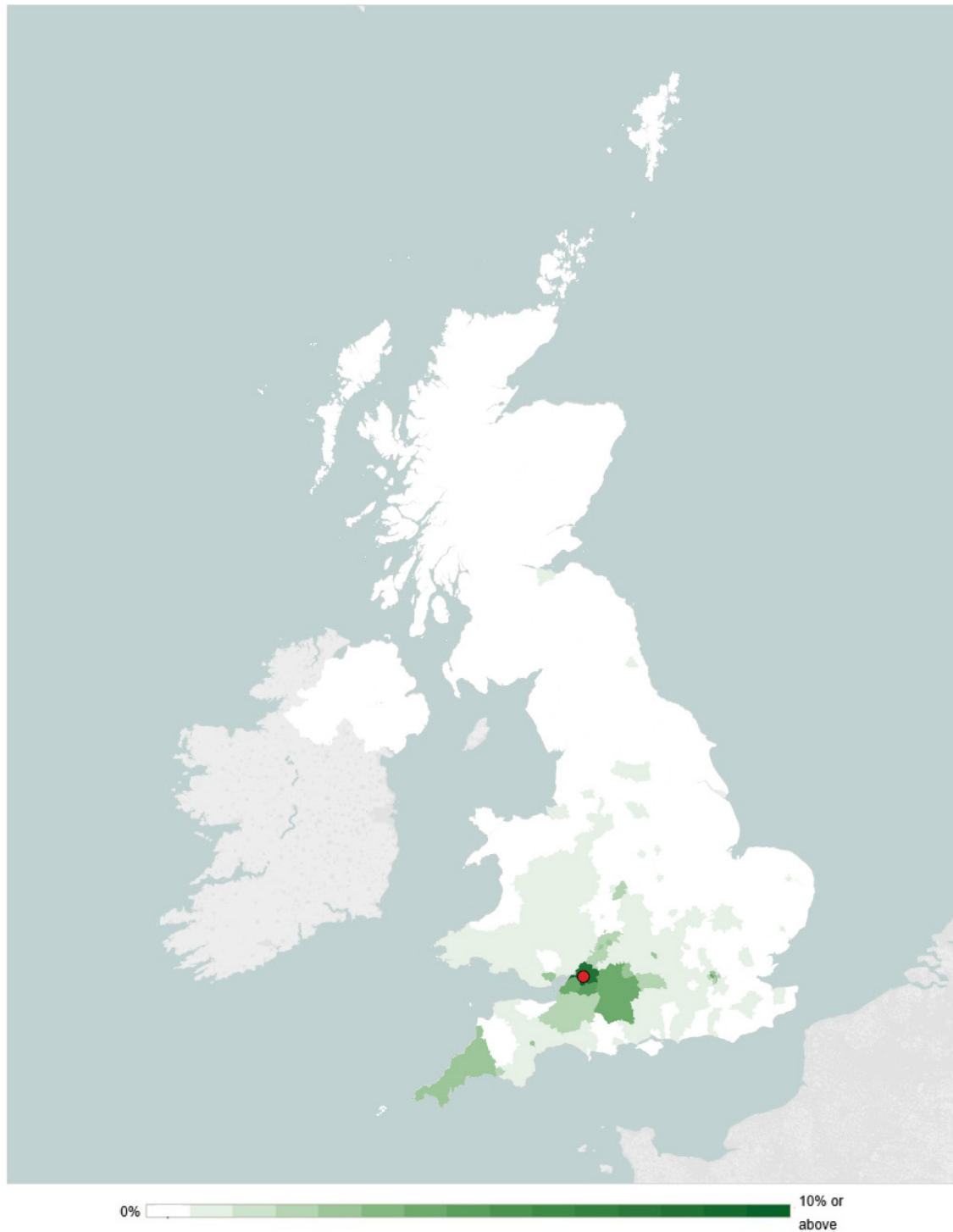
University of North Bristol  
Student domicile prior to entry



Boundaries based on Local Administrative Units (Level 1) of the UK.

## University of North Bristol

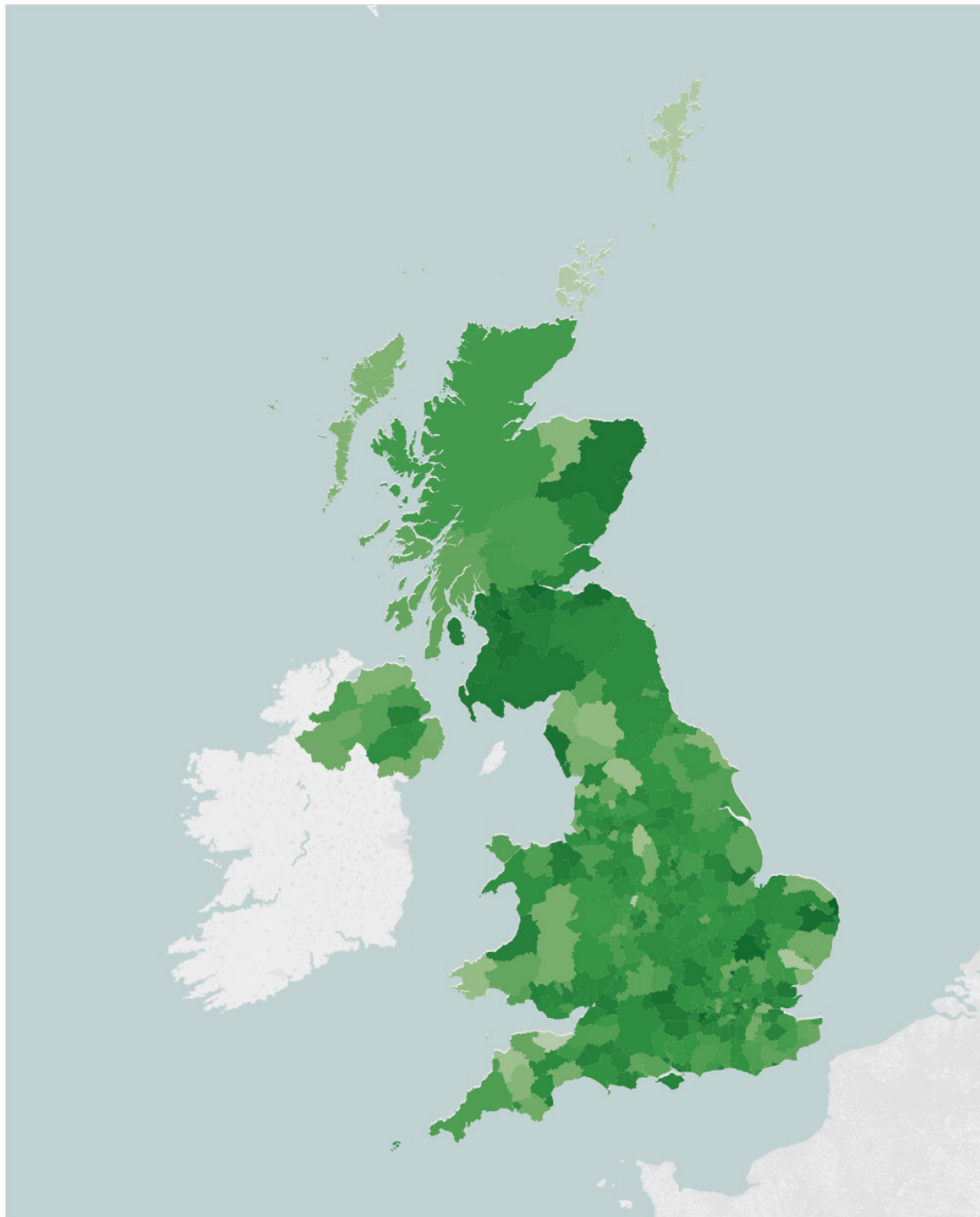
Graduate employment locations



Boundaries based on Local Administrative Units (Level 1) of the UK.

## Sector wide

Proportions of employed graduates in high-skilled jobs



55.0% 90.0%

Boundaries based on Local Administrative Units (Level 1) of the UK.