Annex A: Technical definitions

Amendments to fields used in the generation of Table 1

1.   The indicators shown in Table 1 are largely based on the same methodology as was used in the first publication of the higher education indicators for further education colleges, 'Widening participation and non-continuation indicators for further education colleges: Overview of trends' HEFCE (2012/20). There have been some methodological changes which are detailed in Annex C. An updated specification for the methodology used to produce this publication can be found in Annex D.

2.   The new fields from the Individualised Learner Record (ILR) added to the methodology this year in relation to Table 1 are detailed in Table A1 below.

Table A1: New ILR fields used in the generation of Table 1

Field code	Description	Name	Data set
H45	Qualification on entry	HQ_QUENT	HE
H33	Percentage taught in first LDCS subject	HQ_PERS1	HE
H34	Percentage taught in second LDCS subject	HQ_PERS2	HE
H35	Percentage taught in third LDCS subject	HQ_PERS3	HE
LEARNDIRECT_CODE	Second subject (if given) associated with the learning aim	LDCS_CO2	Learning Aim Database
LEARNDIRECT_CODE	Third subject (if given) associated with the learning aim	LDCS_CO3	Learning Aim Database

Note: LDCS = Learn Direct Classification System

New derived fields used in the generation of Table 1

Table A2: New derived fields used in the generation of Table 1

Field name	Description
LUPDIFF	Length of the course in years
EXCL32	Duplicate student

LUPDIFF

3.   LUPDIFF is created by taking the ceiling value of the difference between the expected end date and the start date divided by 365. The term 'ceiling value' means that if the difference divided by 365 is a decimal then the value will always be rounded up.

EXCL32

4.   As per the description in paragraph 2 of Annex C.

Amendments to derived fields used in the generation of Table 1

5.   Five new awarding bodies have been added to the list of recognised awarding bodies for this analysis. They are BISHOPG, IFS, UCLES, UCPMARJN and UCOUMBRI. One, UCE, has been removed.

HESACAT

6.   This field assigns a student to a grouping based on their highest qualification held on entry to their programme of study. We consider 21 groupings of qualifications held on entry. The derivation of this field has been amended to account for the addition of the qualification on entry field HQ_QUENT.

Value	Description	Definition
HE	HE qualification	HQ_QUAL_ = 01, 02, 03, 04, 05, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30,31 or
		HQ_QUENT = DUK, DZZ, D80, MUK, M41, M80, M90, MZZ, H71, M71, M2X, HUK, HZZ, JUK, H11, H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90
AASSCE	A-levels/AS-levels/Scottish Highers, with or without Vocational Certificates of Education	HQ_QUAL_ = 37, 38, 39, 40, 44 or
		HQ_QUENT = P41, P42, P46, P47, P50, P51, P53, P69, P65, P68, P80, P70, P91, P92
ACC_FND	Foundation or Access course	HQ_QUAL_ = 29, 43, 44, 45, 48, 72 or
		HQ_QUENT = J49, X00, X01
BACC	Baccalaureate	HQ_QUAL_ = 42, 47 or HQ_QUENT = P62, P63
OTHERS	Other qualifications not included elsewhere	HQ_QUAL_ = 55, 56, 57, 94, 97 or HQ_QUENT = Q51, Q52, Q80, R51, R52, R80, X04
NONE	No previous qualification	HQ_QUAL_ = 92, 93, 98 or HQ_QUENT = X02, X03, X05
UNKNOWN	Highest qualification on entry is not known or not provided	HQ_QUAL_ = 99 or Otherwise or HQ_QUENT = X06

LPN_MARKER

7.   There are two separate widening participation indicators for 2010-11 data: one using the POLAR2 methodology (as in HEFCE 2012/20) and another using the new POLAR3 methodology published by HEFCE in September 2012.

PIAGE

8.   This field assigns a student to an age group. The approach is consistent with the UK HE Performance Indicators (PIs), giving indicators for young students (those aged under 21 at 30 September 2010) and mature students (those aged 21 or over on 30 September 2010). This definition is similar to the one used previously; however, the key year in defining whether a student was less than 21 at the start of their course is now 1989.

Value	Description	Definition
U	Unknown	ST_DOB = blank or 30/12/9999 or ST_DOB > 30 September 2000
Y	Young student	ST_DOB > 30 September 1989
M	Mature student	ST_DOB ≤ 30 September 1989

PILEVEL

9.   There has only been a minor amendment to account for QUALTYP=9115.

Value	Description	Definition
DEG	A first degree course	ENG_LEVE = H and QUAL_TYP = 0394, 1406, 1407, 1408, 1409, 9000, 9002, 9107, E007 and AWARD_BO identifies a recognised awarding body
OUG	An other undergraduate course	ENG_LEVE = H and (QUAL_TYP = 9112, 9111, 9110, 9115 or QUAL_TYP = 0031, 0032) and AWARD_BO identifies a recognised awarding body, as defined at paragraph 8.
HEO	An other HE course	ENG_LEVE = H and QUAL_TYP = 0125, 0126, 9111, 9112, 9113, 9103, E008, 1411, 1412, 0393, 1410, 2001, 9100, 9101, 9109 and AWARD_BO identifies a recognised awarding body, as defined at paragraph 8.
NHE	Not a HE course	Otherwise.

PIMODE

10.   Some of the data contain a mode that is returned as either missing or '99'. In this scenario the mode is derived from the start date, expected end date and qualification type, fields QA_ST_DA, QA_EXP_E and QUAL_TYP respectively. The table below demonstrates how the mode is derived using these fields.

Value	Description	Definition
FT	Full-time	HQ_MHESE = 01, 02 or
		(HQ_MHESE = 99,blank and
		(LUPDIFF = 1 or
		(LUPDIFF = 2 and QUAL_TYP = 0394, 1406, 1407, 1408, 1412, 1409, 9000, 9002, 9107, E007, 9110, 0032, 1411, E008, 1427, 9112) or
		(LUPDIFF = 3 and QUAL_TYPE = 0394, 1406, 1407, 1408, 1409, 9000, 1411, E008, 1412, 9002, 9107, E007, 1427)))
PT	Part-time	HQ_MHESE = 03 or
		(HQ_MHESE = 99,blank and
		((LUPDIFF = 2 and QUAL_TYP ≠ 0394, 1406, 1407, 1408, 1412, 1409, 9000, 9002, 9107, E007, 9110, 0032, 1411, E008, 1427, 9112) or
		(LUPDIFF = 3 and QUAL_TYPE ≠ 0394, 1406, 1407, 1408, 1409, 9000, 1411, E008, 1412, 9002, 9107, E007, 1427) or LUPDIFF > 3))
OT	Other	Otherwise

Amendments to Table 2 fields

11.   As with Table 1, minor amendments have been made to Table 2. With the exception of one additional variable, added to Table 2 this year and defined below, all of the variables that are affected have already been specified in the previous section. If you wish to update the derived fields used in Table 2, please refer to the Table 1 amendments.

EXCL64

12.   This exclusion flag indicates when a student has been removed because they appear to have more one record within an institution. This is determined using the linking methodology described in Annex E.

Annex B: Fields used in the generation and methodology of Table E1

Individualised Learner Record (ILR) fields used in the generation of Table E1

13.   Table B1 is a list of all of the ILR fields that are used in the creation of Table E1. The fields that are used from the Higher Education in Further Education Destination of Leavers from Higher Education (DLHE in FE) data are in Table B4 and the derived fields used in Table E1 are shown in Table B5.

Table B1: ILR fields used in the generation of Table E1

Field code	Description	Name	Data set
L03	Learner reference number	ST_REF	Learner
L01	Contract/Allocation provider number	ST_UPIN	Learner
L24	Country of domicile	ST_DOMIC	Learner
L11	Date of birth	ST_DOB	Learner
L12	Ethnicity	ST_ETHNI	Learner
L13	Sex	ST_SEX	Learner
H11	Highest qualification on entry	HQ_QUAL_	HE
H45	Qualification on entry	HQ_QUENT	HE
H39	UCAS tariff points	HQ_UCATP	HE
A27	Learning start date	QA_ST_DA	Learning aim
A28	Learning planned end date	QA_EXP_E	Learning aim
H14	Mode applicable to HEIFES	HQ_MHESE	HE
ENGLAND_ FE_HE_ STATUS_CODE	England FE/HE status	ENG_LEVE	Learning Aim Database
LEARNING_ AIM_TYPE_ CODE	Learning aim type	QUAL_TYP	Learning Aim Database
AWARDING_ BODY_CODE	Awarding body code	AWARD_BO	Learning Aim Database
H33	Percentage taught in first LDCS subject	HQ_PERS1	HE
H34	Percentage taught in second LDCS subject	HQ_PERS2	HE

H35	Percentage taught in third LDCS subject	HQ_PERS3	HE
LEARNDIRECT_ CODE	Learn Direct code	LDCS_CO1	Learning Aim Database
LEARNDIRECT_CODE	Second subject (if given) associated with the learning aim	LDCS_CO2	Learning Aim Database
LEARNDIRECT_CODE	Third subject (if given) associated with the learning aim	LDCS_CO3	Learning Aim Database

Note: FE = further education; HE = higher education; HEIFES = Higher Education in Further Education: Students survey; LDCS = Learn Direct Classification System

Table B4: DLHE fields used in the generation of Table E1

Description	Name	Data set
The UK provider reference number	UKPRN	DLHE
DLHE population flag	XPDLHE01	DLHE
Employment circumstances	EMPCIR	DLHE
Mode of study	MODSTUDY	DLHE
Method used to complete the survey	METHOD	DLHE

Table B5: Derived fields used in the generation of Table E1

Description	Name
Gender	GENDER
Ethnicity	ETHNIC
Age of student on entry to the course	PIAGE
Year of entry onto the course	YEAR_ST
Month of entry onto the course	MONTH_ST
Categorisation of EMPCIR fields	WORKSTUDY
Employment indicator	EMP_IND
Exclusion flag for non full-time students	EXCL1
Exclusion flag for non UK domiciled students	EXCL4
Duplicate student	EXCL32
Length of the course in years	LUPDIFF
Mode of study	PIMODE

Subject of study	PISUBG
Highest qualification held on entry	HESACAT
Highest employment category qualification held on entry	EMPCAT
Institution identifier	HESAINST
Responded to survey	RESPONSE

Fields used in this table that appear in Table 1 or Table 2 will not be detailed unless there is a change to the definition of the field for Table E1.

GENDER

Value	Description	Definition
1	Male	ST_SEX = 'M'
2	Female	ST_SEX = 'F'
9	Indeterminate	Otherwise

ETHNIC

Value	Description	Definition
A	ASIAN	ST_ETHNIC = 11, 12, 13, 14, 18
B	BLACK	ST_ETHNIC = 15, 16, 17
W	WHITE	ST_ETHNIC = 23, 24, 25
O	OTHER	ST_ETHNIC = 19, 20, 21, 22, 98
U	UNKNOWN	Otherwise

MONTH_ST

14.   The month the student entered onto the course taken from QA_ST_DA.

YEAR_ST

15.   The academic year the student entered on to the course taken from QA_ST_DA. If MONTH_ST = 1,2,3,4,5,6,7 then YEAR_ST is the year prior to the calendar year of entry.

PIAGE

16.   This is the age of the person on the 30 September of the year of entry onto a course. The field QA_ST_DA is used to define the year that a course was commenced.

Value	Description	Definition
U	Unknown	ST_DOB = blank or 30/12/9999 or ST_DOB > 30 September YEAR_ST – 10
Y	Young student	ST_DOB > 30 September (YEAR_ST – 21)
M	Mature student	Otherwise

WORKSTUDY

Value	Description	Definition
W	Working or studying or both	EMPCIR = 01, 02, 03, 15 or
		(EMPCIR = 13, 14 ,17and MODSTUDY = 1, 2) or
		(EMPCIR = 11, 12 and MODSTUDY = 1)
U	Unemployed and seeking work	EMPCIR = 11, 12 and MODSTUDY ≠ 1
N	Not available for work or study, or no information supplied	(EMPCIR =17, 13, 14 and MODSTUDY ≠ 1, 2) or
		EMPCIR = 10, 16
X	Question not answered	EMPCIR = 'XX'
T	Student was in the target population but did not respond to the survey.	EMPCIR = BLANK

EMP_IND

Value	Description	Definition
Y	Working or studying or both	WORKSTUDY = W
N	Unemployed and seeking work	WORKSTUDY = U
U	Not available for work or study, or no information supplied or question not answered	WORKSTUDY = N, X

EMPCAT

Value	Description	Definition
PTSNK	Tariff points not known	HESACAT = PTSNK
TAR160	Tariff points less than or equal to 160	HESACAT = TAR100, TAR160, BACC
TAR200	Tariff points greater than 160 but less than or equal to 200	HESACAT = TAR200
TAR230	Tariff points greater than 200 but less than or equal to 230	HESACAT = TAR230
TAR290	Tariff points greater than 230 but less than or equal to 290	HESACAT = TAR290
TAR290+	Tariff points greater than 290	HESACAT = TAR320, TAR350, TAR380, TAR420, TAR480, TAR480+
ACCFND	Foundation or access course	HESACAT = ACC_FND
BTEC/ONC	VCEs, VCEs and A-levels or Highers, ONC or OND	HESACAT = GNVQ/NVQ, BTEC/ONC
HE	Higher education qualification	HESACAT = HE
UNKNOWN	Unknown or other qualifications	HESACAT = NONE, OTHERS, UNKNOWN

Note: VCE = Vocational Certificate of Education, ONC = Ordinary National Certificate, OND = Ordinary National Diploma

RESPONSE

Value	Description
1	Responded to the DLHE in FE survey
0	Did not respond to the DLHE in FE survey

Annex C: Methodological definitions and amendments

1.   The majority of the methodological principles remain unchanged, and can be found at www.hefce.ac.uk/pubs/year/2012/201220/. The data for this publication were previewed in early 2013. Table 1 was produced using data from two iterations of the Participation of Local Areas (POLAR) classification system, POLAR2 and POLAR3, whereas previously it was produced using only POLAR2.

Methodological amendments to Tables 1 and 2

2.   Students in the Individualised Learner Record (ILR) that we believe also exist on the Higher Education Statistics Agency (HESA) record are removed. This is implemented if two courses by the same student, using the linking methodology found in Annex E, are found to be:

- at the same level (for instance both 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 (part-time or full-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)

- recorded in the HESA record as franchised out to be taught at the further education college.

3.   There has been a methodological change in how a student who is studying for a qualification across more than one subject is treated. Previously they were recorded with the first subject code (LDCS_CO1) only. Now they are split between the different Learn Direct Classification System codes that have been returned. So, for example, if a student has two such codes then the student will appear twice, under two different subjects, with the equivalent HQ_PERS field as the weighting.

4.   If over 50 per cent of an institutions data, for any given benchmarking factor, are coded with the 'unknown' category, then the institution will be excluded from the benchmarking calculation. Having a high proportion of a benchmarking factor as 'unknown' is atypical, causing the benchmarking calculation to become unfairly weighted and its results less reliable.

Methodological definitions relating to Table E1

5.   Table E1 considers the population of full-time students who obtained a qualification from a course of prescribed higher education in 2010-11, having been registered at a HEFCE-funded further education college. It shows the proportion of these qualifiers who reported that they were working or studying (or both) six months after leaving higher education. The proportions are provided separately for those students obtaining first degrees and other undergraduate qualifications.

6.   The information shown in Table E1 is calculated using responses to the Higher Education in Further Education Destination of Leavers from Higher Education survey.

This survey collects information about the destination of leavers from higher education six months after they gained their qualification.

7.   The results are based on full-time UK-domiciled students who gained a qualification in 2010-11. All such students make up the 'eligible population'.

8.   Some individuals within the eligible population have been removed to form the base population, on which the indicator and its sector-adjusted average are calculated. These individuals are those who explicitly refused to answer the survey, who did not answer the questions relating to their employment circumstances, or who have died since leaving higher education.

9.   Context statistics have been provided in relation to the eligible population. These are intended to contextualise any differences in size between the eligible and base populations, which may not be within the control of the institution. These statistics describe the proportion of qualifiers who reported that they were permanently or temporarily unable to work because of such issues as sickness, caring responsibilities or travel, and the proportion who refused to take part in the survey.

10.   The changes to methodology described in paragraphs 2 to 4 of this annex have also been applied to Table E1.

Annex D: Full specification for Table 1 and Table 2

1.   This annex contains an updated version of 'Annex C – Technical definitions' from HEFCE 2012/20, to incorporate the changes that have been detailed in Annex A into a full technical specification for Table 1 and Table 2.

Individualised Learner Record fields used in the generation of Table 1

2.   The indicators provided in Table 1 are the proportions of young full-time undergraduate entrants at an institution who have been denoted as being from a low-participation neighbourhood (LPN) on the basis of their home postcode. The generation of Table 1 relies on our ability to define the population of interest and to determine whether individual students within it come from an LPN.

3.   The implementation of this methodology refers to variables extracted from the Data Service's 2010-11 Individualised Learner Record (ILR) dataset. Table D1 below describes these variables and the manner in which we will refer to them in the following descriptions.

4.   Details and definitions of fields extracted from the ILR are available in ILR documentation made available by the Information Authority, at www.theia.org.uk/ilr/ilrdocuments/.

Table D1: ILR fields used in the generation of Table 1

Field code	Description	Name	Data set
L03	Learner reference number	ST_REF	Learner
L01	Contract/Allocation provider number	ST_UPIN	Learner
L24	Country of domicile	ST_DOMIC	Learner
A11A	Source of funding	QA_FEHE1	Learning aim
A11B	Source of funding	QA_FEHE2	Learning aim
L11	Date of birth	ST_DOB	Learner
L17	Home postcode	ST_POSTC	Learner
H11	Highest qualification on entry	HQ_QUAL_	HE
H39	UCAS tariff points	HQ_UCATP	HE
A27	Learning start date	QA_ST_DA	Learning aim
A28	Learning planned end date	QA_EXP_E	Learning aim
A31	Learning actual end date	QA_EN_DA	Learning aim
H14	Mode applicable to HEIFES	HQ_MHESE	HE
ENGLAND_ FE_HE_ STATUS_CODE	England FE/HE status	ENG_LEVE	Learning Aim Database

LEARNING_ AIM_TYPE_ CODE	Learning aim type	QUAL_TYP	Learning Aim Database
LEARNING_ AIM_TITLE	Learning aim title	QUAL_TIT	Learning Aim Database
AWARDING_ BODY_CODE	Awarding body code	AWARD_BO	Learning Aim Database
A35	Learning outcome	QA_OUTCO	Learning aim
LEARNDIRECT_ CODE	Learn direct code	LDCS_CO1	Learning Aim Database

Note: FE = further education; HE = higher education; HEIFES = Higher Education in Further Education: Students survey

Derived fields used in the generation of Table 1

5.   Paragraphs 7 to 30 of this annex provide details of the fields that we have derived from the underlying 2010-11 ILR data to generate Table 1. These derived fields are listed in Table D2 below.

Table D2: Derived fields used to generate Table 1

Field name	Description	Paragraph
ILRKEY	Unique learner instance identifier	7
PILEVEL	Level of study	8
LUPDIFF	Length of the course in years	11
PIMODE	Mode of study	12
PIAGE	Age at 30 September in year of entry	13
PISUBG	Subject area of study	14
HESACAT	Highest qualification held on entry	17
POLAR	POLAR quintiles identifier	19
LPN_MARKER	POLAR marker identifier	21
SUBWT	Student headcount identifier	22
EXCL1	Exclusion criterion identifier – mode of study	23
EXCL2	Exclusion criterion identifier – commencement of study	24
EXCL4	Exclusion criterion identifier – pre-course domicile	25
EXCL8	Exclusion criterion identifier – incoming or visiting exchange students	26

EXCL16	Exclusion criterion identifier – level of study	27
EXCL32	Duplicate student	28
EXCLUDE	Exclusion criteria summary	29

Note: POLAR = Participation of Local Areas

6.   Note that in paragraphs 7 to 30, definitions are given in a hierarchical manner. Thus, if a student's record satisfies the first criterion listed in a definition they have been assigned to the first category, regardless of whether or not they also satisfy criteria listed later in the definition.

ILRKEY

7.   This field uniquely identifies instances of study within the 2010-11 ILR return. Each unique record within the ILR in 2010-11 is assigned a unique ILRKEY.

PILEVEL

8.   This field assigns a student to a level of study. The allocation of level of study requires the identification of recognised awarding bodies for higher education (HE) qualifications: largely UK higher education institutions (HEIs) with the power to award degrees, together with Edexcel and the Scottish Qualifications Authority where the qualification aim is a Higher National Certificate (HNC) or Higher National Diploma (HND).

9.   Below is a list of the valid awarding bodies:

APU, ASTONUNI, BATHSPA, BCUNIV, BIRKBECK, BNU, BOLTONIN, BRUNEL, BU, CAF, CITY, CU, DMU, DU, EDGEHU, HAUC, HUAVA, HUDDU, HULLU, J9162, J9236, KCL, KINGSTON, LANU, LEEDU, LHU, LJM, LMU, LONDON, LONDONMU, LOUUI, LU, MIDU, MMU, NTU, OBU, OU, PU, RAM, RCA, RCM, ROYAGCOL, SALFU, SBU, SHU, SSU, STAFFU, TVU, UAL, UCANTCC, UCCA, UCLAN, UEA, UEL, UK, UNEWCAST, UNIBRI, UNIEXE, UNORTH, UOB, UOBATH, UOBEDS, UOCHESTR, UOCHICH, UODE, UOG, UOGLOS, UOGREENW, UOH, UOK, UOLE, UOM, UON, UONORTON, UOPLY, UORG, UOS, UOSH, UOST, UOSX, UOSY, UOT, UOW, UOWAR, UOWINCH, UOWR, UOY, UW, UWE, WU, YORKSTJO, BISHOPG, IFS, UCLES, UCPMARJN, UCOUMBRI.

10.   Other values of AWARD_BO are not classed as recognised awarding bodies for the purposes of this analysis.

Value	Description	Definition
DEG	A first degree course	ENG_LEVE = H and QUAL_TYP = 0394, 1406, 1407, 1408, 1409, 9000, 9002, 9107, E007 and AWARD_BO identifies a recognised awarding body, as defined at paragraph 9.
OUG	An other undergraduate course	ENG_LEVE = H and (QUAL_TYP = 9112, 9111, 9110, 9115 or QUAL_TYP = 0031, 0032) and AWARD_BO identifies a recognised awarding body, as defined at paragraph 9.
HEO	An other HE course	ENG_LEVE = H and QUAL_TYP = 0125, 0126, 9111, 9112, 9113, 9103, E008, 1411, 1412, 0393, 1410, 2001, 9100, 9101, 9109 and AWARD_BO identifies a recognised awarding body, as defined at paragraph 9.
NHE	Not a HE course	Otherwise

LUPDIFF

11.   LUPDIFF is created by taking the ceiling value of the difference between the expected end date and the start date divided by 365. By 'ceiling value' it is meant that if the difference divided by 365 is a decimal then the value will always be rounded up.

PIMODE

12.   Some of the data contain a mode that is returned as either missing or '99'. In this scenario the mode is derived from the start date, expected end date and qualification type, fields QA_ST_DA, QA_EXP_E and QUAL_TYP respectively. The table below demonstrates how the mode is derived using these fields.

Value	Description	Definition
FT	Full-time	HQ_MHESE = 01, 02 or
		(HQ_MHESE = 99,blank and
		(LUPDIFF = 1 or
		(LUPDIFF = 2 and QUAL_TYP = 0394, 1406, 1407, 1408, 1412, 1409, 9000, 9002, 9107, E007, 9110, 0032, 1411, E008, 1427, 9112) or
		(LUPDIFF = 3 and QUAL_TYPE = 0394, 1406, 1407, 1408, 1409, 9000, 1411, E008, 1412, 9002, 9107, E007, 1427)))
PT	Part-time	HQ_MHESE = 03 or
		(HQ_MHESE = 99,blank and
		((LUPDIFF = 2 and QUAL_TYP ≠ 0394, 1406, 1407, 1408, 1412, 1409, 9000, 9002, 9107, E007, 9110, 0032, 1411, E008, 1427, 9112) or

		(LUPDIFF = 3 and QUAL_TYPE ≠ 0394, 1406, 1407, 1408, 1409, 9000, 1411, E008, 1412, 9002, 9107, E007, 1427) or LUPDIFF > 3))
OT	Other	Otherwise

PIAGE

13.   This field assigns a student to an age group. In an approach consistent with the UK HE performance indicators (PIs), we consider indicators for young students (aged under 21 at 30 September 2010) and mature students (aged 21 or over on 30 September 2010).

Value	Description	Definition
U	Unknown	ST_DOB = blank or 30/12/9999 or ST_DOB > 30 September 2000
Y	Young student	ST_DOB > 30 September 1989
M	Mature student	ST_DOB ≤ 30 September 1989

PISUBG

14.   The Learn Direct codes used to identify subject areas of study for students returned to the ILR have been aligned to the 19 broad groupings of subject area used for high-level analysis by the Higher Education Statistics Agency (HESA).

15.   For the purposes of this analysis we have reduced HESA's broad groupings into 18 subject areas, by incorporating the veterinary science grouping into that of medicine and dentistry. This approach gives groupings that are consistent with those used in the generation of the UK HE PIs.

16.   A student record is assigned to one of the broad subject areas of study on the basis of the Learn Direct codes (ILR field name LDCS_CO1, LDCS_CO2 or LDCS_CO3) returned in that student record. Those Learn Direct codes are mapped to the appropriate grouping of subject area of study and assigned one of the values 1 to 3, 5 to 9 or A to J. These values and groupings are described in the table that follows:

Value	Description
1	Medicine and dentistry and veterinary sciences
2	Subjects allied to medicine
3	Biological sciences
5	Agriculture and related sciences
6	Physical sciences
7	Mathematical sciences
8	Computer sciences
9	Engineering and technology
A	Architecture, building and planning
B	Social studies
C	Law
D	Business and administrative studies
E	Mass communications and documentation
F	Languages
G	Historical and philosophical studies
H	Creative arts and design
I	Education
J	Combined subjects

HESACAT

17.   This field assigns a student to a grouping of their highest qualification on entry to their programme of study. We consider 21 groupings of qualifications held on entry. The derivation of this field has been amended to account for the addition of the qualification on entry field HQ_QUENT.

Value	Description	Definition
HE	HE qualification	HQ_QUAL_ = 01, 02, 03, 04, 05, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31 or
		HQ_QUENT = DUK, DZZ, D80, MUK, M41, M80, M90, MZZ, H71, M71, M2X, HUK, HZZ, JUK, H11, H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90
AASSCE	A-levels/AS-levels/Scottish Highers, with or without	HQ_QUAL_ = 37, 38, 39, 40, 44 or

	Vocational Certificates of Education	HQ_QUENT = P41, P42, P46, P47, P50, P51, P53, P69, P65, P68, P80, P70, P91, P92
ACC_FND	Foundation or Access course	HQ_QUAL_ = 29, 43, 44, 45, 48, 72 or HQ_QUENT = J49, X00, X01
BACC	Baccalaureate	HQ_QUAL_ = 42, 47 or HQ_QUENT = P62, P63
OTHERS	Other qualifications not included elsewhere	HQ_QUAL_ = 55, 56, 57, 94, 97 or HQ_QUENT = Q51, Q52, Q80, R51, R52, R80, X04
NONE	No previous qualification	HQ_QUAL_ = 92, 93, 98 or HQ_QUENT = X02, X03, X05
UNKNOWN	Highest qualification on entry is not known or not provided	HQ_QUAL_ = 99 or Otherwise or HQ_QUENT = X06

18.   For students who held A-levels, AS-levels, Scottish Highers, GNVQ or BTEC, with or without Vocational Certificates of Education, as their highest qualification on entry (that is, if HESACAT = AASSCE), further granularity is required and the value of HESACAT is reassigned according to the following definition.

Value	Description	Definition
33 – NK	Unknown or not applicable tariff score	HQ_UCATP = ., 0
81 – 1-100	001 to 100 tariff points	HQ_UCATP ≤ 100
82 – 101-160	101 to 160 tariff points	HQ_UCATP ≤ 160
83 – 161-200	161 to 200 tariff points	HQ_UCATP ≤ 200
84 – 201-230	201 to 230 tariff points	HQ_UCATP ≤ 230
85 – 231-260	231 to 260 tariff points	HQ_UCATP ≤ 260
86 – 261-290	261 to 290 tariff points	HQ_UCATP ≤ 290
87 – 299-999	291 to 999 tariff points	HQ_UCATP > 290

POLAR

19.   Two iterations of the HEFCE Participation of Local Areas (POLAR) classification, POLAR2 and POLAR3 are used in the analysis of participation of young people in HE. Further details on the POLAR classifications can be found on the HEFCE web-site at www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/.

20.   The classification organises students into five quintiles on the basis of their home postcode, where each quintile represents 20 per cent of the UK young cohort. The quintiles are ordered from '1' (those areas with the lowest young participation in HE) to '5'

(those areas with the highest young participation in HE). This field takes one of the values '1' to '5' which identifies the POLAR2 or POLAR3 quintile the student has been assigned to. The field has the value 'unknown' if the student's home postcode is not known or invalid and no assignment has been possible.

LPN_MARKER

21. There are two separate Widening Participation indicators for 2010-11 data, using POLAR2 and POLAR3. Both POLAR2 and POLAR3 markers are shown on the individualised file labelled LPN_POLAR2 and LPN_POLAR3.

Value	Description	Definition
U	The student's home postcode cannot be assigned to a POLAR2/POLAR3 quintile (the postcode is not provided, not valid or not included within the most recent postcode directories).	POLAR2/POLAR3= blank
Y	The student has been assigned to POLAR2/POLAR3 quintile '1' on the basis of their home postcode: they are denoted as being from an LPN.	POLAR2/POLAR3= 1
N	The student has not been assigned to POLAR2/POLAR3 quintile '1' on the basis of their home postcode: they are not denoted as being from an LPN.	Otherwise

SUBWT

22. In most cases this will contain a value of 1. However, where students study more than one subject area as part of their course (for example, a BSc in Engineering with Management) the student will be represented as two rows in the data, each weighted to represent the proportion of the award that is in each subject area, derived from the LDCS_COx fields.

EXCL1

23. This field identifies students who meet the exclusion criterion relating to mode of study. Students who were not studying full-time have been excluded from the population of interest.

Value	Description	Definition
0	The student was studying full-time.	PIMODE = FT
1	The student was not studying full-time.	Otherwise

EXCL2

24. This field identifies students who meet the exclusion criterion relating to commencement of study: students who were not an entrant have been excluded from the

population of interest. In particular, entrants who were recorded as leaving on or before 1 December 2010 have not been included in the population of interest.

Value	Description	Definition
0	The student was an entrant in 2010-11.	QA_ST_DA ≥ 1 August 2010and QA_ST_DA < 1 August 2011 and QA_EN_DA ≠ blank and not ≤ 1 December 2010 and QA_EXP_E ≠ blank and not ≤ 1 December 2010
1	The student was not an entrant in 2010-11.	Otherwise

EXCL4

25. This field identifies students who meet the exclusion criterion relating to their domicile prior to the commencement of study: students who were not domiciled in the UK prior to beginning their course have been excluded from the population of interest.

Value	Description	Definition
0	The student was UK-domiciled.	ST_DOMIC = 399, 099, 299, 599, XF, XG, XH, XI
1	The student was not UK-domiciled.	Otherwise

EXCL8

26. This field identifies students who meet the exclusion criterion relating to incoming or visiting exchange students: students who were incoming Erasmus students have been excluded from the population of interest.

Value	Description	Definition
0	The student was not an incoming Erasmus student.	QA_FEHE1 ≠ 017, 020 or QA_FEHE2 ≠ 017, 020
1	The student was an Erasmus student.	Otherwise

EXCL16

27. This field identifies students who meet the exclusion criterion relating to their level of study. Students who were not registered on a first degree or other undergraduate programme of study have been excluded from the population of interest.

Value	Description	Definition
0	The student was registered on a first degree or other undergraduate course.	PILEVEL = DEG, OUG

1	The student was not registered on a first degree or other undergraduate course.	PILEVEL = HEO

EXCL32

28.   As per the description in paragraph 2 of Annex C.

EXCLUDE

29.   This field summarises the five exclusion criteria described in paragraphs 23 to 28 into one value which can be used to determine an individual student's inclusion or exclusion from the population of interest. Students who have a value of 1 recorded in any of the EXCL fields are excluded from the population of interest. This field will enable identification of the exclusion criterion or combination of criteria which have been satisfied to lead to their exclusion.

30.   The field is computed as $(1 \times EXCL1) + (2 \times EXCL2) + \ldots + (32 \times EXCL32)$. The reason(s) which contributed to the exclusion can therefore be determined. For example, if EXCLUDE = 13, the only possible combination of exclusion criteria that sums to 13 is EXCL1, EXCL4 and EXCL8: thus the student was excluded on the basis that in 2010-11 they were not studying full-time, they were not UK-domiciled and they were an incoming or visiting exchange student.

ILR and HESA fields used in the generation of Table 2

31.   The indicators provided in Table 2 are the proportions of full-time undergraduate entrants at an institution in 2009-10 who have been observed to become absent from HE in the year following entry.

32.   The population of entrants registered at FECs are tracked from 2009-10 to 2010-11, and the table provides information about where the students were in that year following entry. The generation of Table 2 relies on our ability to define the population of interest and to determine whether, in the following year, individuals falling within that population continue at the same institution (whether on the same course or elsewhere in the institution), transfer to another institution, or become absent from HE completely. Some students may qualify at the end of their first year, either with a first degree or with another undergraduate qualification, and the methodology includes such students with those who continue at the same institution.

33.   Implementation of this methodology draws reference to variables extracted from the 2009-10 and 2010-11 ILR datasets. Table D3 below describes these variables and the manner in which we will refer to them in the following descriptions. ILR fields shown in Table D3 with a suffix of _2010 relate specifically to the 2010-11 ILR data. Fields with no such suffix relate to fields drawn from the 2009-10 ILR.

Table D3: ILR fields used in the generation of Table 2

Field code	Description	Name	Data set
L03	Learner reference number	ST_REF and ST_REF_2009	Learner

L01	Contract/Allocation provider number	ST_UPIN and ST_UPIN_2009	Learner
L24	Country of domicile	ST_DOMIC	Learner
A11A	Source of funding	QA_FEHE1	Learning aim
A11B	Source of funding	QA_FEHE2	Learning aim
L11	Date of birth	ST_DOB	Learner
L17	Home postcode	ST_POSTC	Learner
H11	Highest qualification on entry	HQ_QUAL_	HE
H39	UCAS tariff points	HQ_UCATP	HE
A27	Learning start date	QA_ST_DA and QA_ST_DA_2009	Learning aim
A28	Learning planned end date	QA_EXP_E and QA_EXP_E_2009	Learning aim
A31	Learning actual end date	QA_EN_DA and QA_EN_DA_2009	Learning aim
H14	Mode applicable to HEIFES	HQ_MHESE and HQ_MHESE_2009	HE
ENGLAND_ FE_HE_ STATUS_CODE	England FE/HE status	ENG_LEVE and ENG_LEVE_2009	Learning Aim Database
LEARNING_ AIM_TYPE_ CODE	Learning aim type	QUAL_TYP and QUAL_TYP_2009	Learning Aim Database
LEARNING_ AIM_TITLE	Learning aim title	QUAL_TIT and QUAL_TIT_2009	Learning Aim Database
AWARDING_ BODY_CODE	Awarding body code	AWARD_BO and AWARD_BO_2009	Learning Aim Database
A35	Learning outcome	QA_OUTCO and QA_OUTCO_2009	Learning aim
LEARNDIRECT_ CODE	Learn direct code	LDCS_CO1 and LDCS_CO1_2009	Learning Aim Database

Note: HEIFES = Higher Education in Further Education: Students survey, FE = further education.

34.   Details and definitions of fields extracted from the ILR are available in ILR documentation made available by the Information Authority, at www.theia.org.uk/ilr/ilrdocuments/.

35.   Implementation of the methodology also refers to variables extracted from the 2010-11 HESA dataset. In identifying students whose continuation outcome was to transfer to another institution, we have sought to include any transfers to study registered at HEIs. Students' 2009-10 ILR data have therefore been linked to 2010-11 ILR records and the 2010-11 HESA individualised student records, to ensure a thorough consideration of continuation outcomes.

36.   Table D4 below describes the HESA variables and the manner in which we will refer to them in the following descriptions. All fields shown in this table relate specifically to the 2010-11 HESA student data.

Table D4: HESA fields used in the generation of Table 2

Field code	Description	Name	Entity
UKPRN	UK provider reference number	UKPRN	Institution
INSTID	HESA institution identifier	HESAINST	HESA-derived field
TYPEYR	Type of instance year	TYPEYR	Instance
STULOAD	Student instance full-time equivalence	STULOAD	Instance
ENDDATE	End date of instance	DATELEFT	Instance
XMODE01[†]	Mode of study	XMODE01	HESA-derived field
XLEV501[†]	Level of study –five-way split	XLEV501	HESA-derived field
XQLEV501[†]	Level of qualification obtained –five-way split	XQLEV501	HESA-derived field
XQOBTN01[†]	Highest qualification obtained	XQOBTN01	HESA-derived field

37.   Details and definitions of fields extracted from the HESA student records are available from the HESA student record coding manuals, at www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mnl=11051. The specifications of the HESA-derived fields (marked with [†] in Table C4) in relation to 2011-12 HESA data are available at www.hesa.ac.uk/index.php?option=com_content&task=view&id=2479&Itemid=233. Derivations of the derived fields we have considered in this analysis for 2010-11 should be consistent with those for 2011-12.

38.   The method used to track students from one year to the next is described at Annex D. It is the same as that used by HESA in the generation of the UK HE PIs.

Derived fields used in the generation of Table 2

39.   Paragraphs 41 to 61 provide details of the fields that we have derived from the underlying 2009-10 and 2010-11 ILR data, and from 2010-11 HESA student data, to use in generating Table 2. These derived fields are listed in Table C5 below. Derived fields with a suffix of _2010 relate specifically to information derived from the 2010-11 ILR or

HESA data. Derived fields with no such suffix relate to information derived from the 2009-10 ILR.

Table D5: Derived fields used to generate Table 2

Field name	Description	Paragraph
ILRKEY and ILRKEY_2010	Unique ILR learner instance identifier	41
PRIKEY_2010	Unique HESA learner instance identifier	42
PILEVEL and PILEVEL_2010	Level of study	43
PIMODE	Mode of study	47
LUPDIFF	Length of the course in years	48
PIAGE	Age at 30 September in year of entry	49
PISUBG	Subject area of study	50
HESACAT	Highest qualification held on entry	51
OUTCOME_2010	Continuation outcome classification	52
SUBWT	Student headcount identifier	53
EXCL1	Exclusion criterion identifier – mode of study	54
EXCL2	Exclusion criterion identifier – commencement of study	55
EXCL4	Exclusion criterion identifier – pre-course domicile	56
EXCL8	Exclusion criterion identifier – incoming or visiting exchange students	57
EXCL16	Exclusion criterion identifier – level of study	58
EXCL32	To remove duplicate student records	59
EXCL64	To remove duplicate student records within an institution	60
EXCLUDE	Exclusion criteria summary	61

40.   Note that in paragraphs 41 to 61, definitions are given in a hierarchical manner. That is, if a student's record satisfies the first criterion listed in a definition they have been assigned to the first category, regardless of whether or not they also satisfy criteria listed later in the definition.

ILRKEY and ILRKEY_2010

41.   The definition of these fields is consistent with the definition given in paragraph 7 of this annex, with the exception that ILRKEY is derived from the 2009-10 ILR data. ILRKEY_2010 is derived from the 2010-11 ILR data.

PRIKEY_2010

42.   This field uniquely identifies learner instances of study within the 2010-11 HESA student record return. Each unique record within the HESA student record in 2010-11 is assigned a unique PRIKEY_2010.

PILEVEL_2010

43.   The definition of PILEVEL_2010 is consistent with the definition given in paragraphs 8 to 10 of this annex.

PILEVEL

44.   This field assigns a student to a level of study. The allocation of level of study requires the identification of recognised awarding bodies for HE qualifications: largely UK HEIs with the power to award degrees, together with Edexcel and the Scottish Qualifications Authority where the qualification aim is an HNC or HND.

45.   The identification is made on the basis of the ILR field name AWARD_BO in 2009-10 ILR data. Recognised awarding bodies are defined by the following valid entries to that field:

> APU, ASTONUNI, BATHSPA, BCUNIV, BIRKBECK, BNU, BOLTONIN, BRUNEL, BU, CAF, CITY, CU, DMU, DU, EDGEHU, HAUC, HUAVA, HUDDU, HULLU, J9162, J9236, KCL, KINGSTON, LANU, LEEDU, LHU, LJM, LMU, LONDON, LONDONMU, LOUUI, LU, MIDU, MMU, NTU, OBU, OU, PU, RAM, RCA, RCM, ROYAGCOL, SALFU, SBU, SHU, SSU, STAFFU, TVU, UAL, UCANTCC, UCCA, UCE, UCLAN, UEA, UEL, UK, UNEWCAST, UNIBRI, UNIEXE, UNORTH, UOB, UOBATH, UOBEDS, UOCHESTR, UOCHICH, UODE, UOG, UOGLOS, UOGREENW, UOH, UOK, UOLE, UOM, UON, UONORTON, UOPLY, UORG, UOS, UOSH, UOST, UOSX, UOSY, UOT, UOW, UOWAR, UOWINCH, UOWR, UOY, UW, UWE, WU, YORKSTJO, BISHOPG, IFS, UCLES, UCPMARJN, UCOUMBRI.

46.   Other values of AWARDING_BO are not classed as recognised awarding bodies for the purposes of this analysis.

Value	Description	Definition
DEG	A first degree course	ENG_LEVE = H and QUAL_TYP = 0394, 1406, 1407, 1408, 1409, 9000, 9002, 9107, E007 and AWARD_BO identifies a recognised awarding body, as defined at paragraph 45.
OUG	An other undergraduate course	ENG_LEVE = H and (QUAL_TYP = 9112, 9111, 9110 or QUAL_TYP = 0031, 0032) and AWARD_BO identifies a recognised awarding body, as defined at paragraph 45.

HEO	An other HE course	ENG_LEVE = H and QUAL_TYP = 0125, 0126, 9111, 9112, 9113, 9103, E008, 1411, 1412, 0393, 1410, 2001, 9100, 9101, 9109 and AWARD_BO identifies a recognised awarding body, as defined at paragraph 45.
NHE	Not a HE course	Otherwise

PIMODE

47. The definition of this field is consistent with the definition given in paragraph 12 of this annex, where it has been defined on the basis of 2009-10 ILR data.

LUPDIFF

48. The definition of this field is consistent with the definition given in paragraph 11 of this annex, where it has been defined on the basis of 2009-10 ILR data.

PIAGE

49. This field assigns a student to an age group. In an approach consistent with the UK HE PIs, we consider indicators for young students (those aged under 21 at 30 September 2009) and mature students (those aged 21 or over on 30 September 2009).

Value	Description	Definition
U	Unknown	ST_DOB = blank or 30/12/9999 or ST_DOB > 30 September 1999
Y	Young student	ST_DOB > 30 September 1988
M	Mature student	ST_DOB ≤ 30 September 1988

PISUBG

50. The definition of this field is consistent with the definition given in paragraphs 14 to 16 of this annex, where it has been defined on the basis of 2009-10 ILR data.

HESACAT

51. The definition of this field is consistent with the definition given in paragraphs 17 to 18of this annex, where it has been defined on the basis of 2009-10 ILR data.

OUTCOME_2010

52. This field provides a summary of an individual student's continuation outcome in the year following their entry to full-time undergraduate study registered at an FEC. This continuation outcome might be: continuing either on the same course or elsewhere in the institution; transferring to another institution; or becoming absent from HE completely. Some students may qualify at the end of their first year, either with a first degree or with

another undergraduate qualification, and the definition includes such students with those who continue at the same institution.

Value	Description	Definition
Continue or qualify at the same institution	The student continued on an instance of HE study, or qualified, at the same registering institution.	**(**PILEVEL = DEG, OUG **and** QA_OUTCO = 1, 6, 7**)** **or** **(**PILEVEL = DEG, OUG **and** QA_EXP_E = QA_EN_DA **and** QA_EXP_E ≠ NULL **and** QA_OUTCO = 4, 5**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO_2010 = 1, 6, 7 **and** QA_EN_DA_2010 ≠ NULL **and** QA_EN_DA_2010 ≤ 1 December 2010 **and** ST_UPIN = ST_UPIN_2010**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO_2010 = 1, 2, 4, 5, 6, 7, 9 **and (**QA_EN_DA_2010 = NULL **or** QA_EN_DA_2010 >= 1 August 2010**) and** ST_UPIN = ST_UPIN_2009**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO2010 = 3 **and** QA_EN_DA_2010 ≥ 1 December 2010 **and** ST_UPIN = ST_UPIN_2010**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO_2010 = 0 **and (**QA_EN_DA_2010 = NULL **or** QA_EN_DA_2010≥ 1 December 2010**) and** ST_UPIN = ST_UPIN_2010**)**
Transfer	The student transferred to an instance of HE study registered at another institution.	**(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO_2010 = 1, 6, 7 **and** QA_EN_DA_2010 ≠ NULL **and** QA_EN_DA_2010 ≤ 1 December 2010 **and** ST_UPIN ≠ ST_UPIN_2010**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and**

		QA_OUTCO_2010 = 1, 2, 4, 5, 6, 7, 9 **and** (QA_EN_DA_2010 = NULL **or** QA_EN_DA_2010 >= 1 August 2010**) and** ST_UPIN ≠ ST_UPIN_2010**)** **or** **(**PILEVEL_2010= DEG, OUG, HEO **and** QA_OUTCO2010 = 3 **and** QA_EN_DA_2010 ≥ 1 December 2010 **and** ST_UPIN ≠ ST_UPIN_2010**)** **or** **(**PILEVEL_2010 = DEG, OUG, HEO **and** QA_OUTCO_2010 = 0 **and** **(**QA_EN_DA_2010 = NULL **or** QA_EN_DA_2010 ≥ 1 December 2010**) and** ST_UPIN ≠ ST_UPIN_2010**)** **or** **(**PRIKEY_2010 ≠ NULL **and** XMODE01 = 1, 2, 3 **and** XLEV501 = 1, 2, 3, 4 **and** **(**STULOAD > 0 **or** TYPEYR ≠ 1**) and** **(**DATELEFT ≠ NULL **or** DATELEFT ≥ 1 December 2010**))** **or** **(**PRIKEY_2010 ≠ NULL **and (**DATELEFT ≠ NULL **or** DATELEFT ≥ 1 December 2010**) and** XQLEV501 = 1, 2, 3, 4 **and** XQOBTN01 ≠ D90, E90, L90, L91, M90, M91, H90, H91, I90, I91, J90, C90, L99, M99, H99, I99, J99, C99, X99**)** **or** **(**PRIKEY_2010 ≠ NULL **and (**DATELEFT ≠ NULL **or** DATELEFT ≥ 1 December 2010**) and** XQOBTN01 = H24**)**
Inactive	The student did not continue or qualify at the same institution, or transfer to another institution, and is considered to be inactive in HE in the year following entry.	Otherwise

SUBWT

53.   The definition of this field is consistent with the definition given in paragraph 22 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL1

54.   The definition of this field is consistent with the definition given in paragraph 23 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL2

55.   The definition of this field is consistent with the definition given in paragraph 24 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL4

56.   The definition of this field is consistent with the definition given in paragraph 25 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL8

57.   The definition of this field is consistent with the definition given in paragraph 26 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL16

58.   The definition of this field is consistent with the definition given in paragraph 27 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL32

59.   The definition of this field is consistent with the definition given in paragraph 28 of this annex, where it has been defined on the basis of 2009-10 ILR data.

EXCL64

60.   This is an exclusion flag to indicate when a student has been removed because they appear to have more one record within the same institution. This is done using the linking methodology described in Annex E.

EXCLUDE

61.   The definition of this field is consistent with the definition given in paragraphs 29 to 29 of this annex, where it has been defined on the basis of 2009-10 ILR data.

Annex E: Outline of overall linking process

1.	In generating Table 2, we have linked the students in the 2009-10 Individualised Learner Record (ILR) to the 2010-11 ILR and the 2010-11 Higher Education Statistics Agency (HESA) student data. The method used for this is also used by HESA in the generation of the higher education Performance Indicators, which require students to be linked across years. It requires all available HESA and ILR records to be linked.

Outline of method used to link ILR student records

2.	The first step in the overall process is to link all available ILR records. A unique longitudinal identifier is created for each individual that appears at any point in the ILR records. This identifier is created as follows.

3.	All students in an ILR record (year X) are matched to the following record (year X+1) using a number of match processes:

   i.	Records matched on gender, surname, first names, institution attended and either same postcodes and mistyped birth dates, or same birth dates and mistyped postcodes.

   ii.	Records matched on gender, birth date, surname, first name and postcode, with a restriction on common surnames.

   iii.	Records matched on gender, birth date, first name, postcode and an allowance for a misspelt non-common surname.

   iv.	Records matched on UCAS number and same birth dates (with an allowance for typing errors), or same surnames, or same postcodes.

4.	These four matching processes are also used to internally match records belonging to the same student within a single academic year's ILR record. This internal matching is done for both year X and year X+1.

5.	The identified matches are then resolved so that a single person identifier exists for year X and year X+1.

6.	The process is repeated for matching between all pairs of years (X+1 and X+2, X and X+2, and so on).

7.	The final step is to resolve all found links across all the years to produce a single ILR longitudinal identifier.

Outline of method used to link HESA student records

8.	Then, all available HESA student records are linked and a unique longitudinal identifier is created for each individual who appears at any point in the HESA student records using a similar process.

9.	All students in a HESA individualised student record (year X) are matched to the following record (year X+1) using five match processes:

    v. Records with matching HUSID, HESAINST and NUMHUS (HIN linked).

    vi. Records matched on gender, birth date, first name and surname, with restriction for common names and an allowance for maiden name changes and spelling errors.

    vii. Records matched on HUSID and either postcode, birth date, surname or first name.

    viii. Records matched on HESAINST, HUSID, gender and surname with potential spelling errors or maiden name changes.

    ix. Records matched on birth date, gender and first part of postcode. A combination of first name, HUSID and second part of postcode is further used to eliminate and select potential matches.

10.   The steps outlined in paragraphs 4 to 7 are repeated in respect of the HESA student records, to produce a single HESA longitudinal identifier.

Outline of method used to link ILR student records to HESA student records

11.   Once all available records are linked within the HESA and ILR data, the two sets of identifiers are combined. We are able to link across the two data sources in a similar manner to that described, using the information obtained by linking ILR and HESA records.

12.   All students in an ILR record (for year X) are matched to a HESA individualised record using processes consistent with match processes ii to iv described at paragraph 3. It is assumed that the HESA longitudinal identifier cannot be reduced any further, but the ILR longitudinal identifier can. This means that if, through the linking of HESA and ILR records, two HESA identifiers are found to relate to the same person, these identifiers remain as separate individuals. However if two ILR identifiers are found to relate to the same person, they are combined to create a single identifier.

Annex F: Definition of terms

Purpose

1.   This annex defines and explains the terminology that is used throughout the main body of this document as well as its supporting tables. It provides definitions of terms such as 'registered', 'young', 'first degree', 'sector-adjusted average', 'participation' and 'non-continuation', which are used extensively throughout the document.

2.   The definitions provided below make reference to a number of student and course characteristics, defined using variables collected in the Data Service's Individualised Learner Record (ILR) and in the Higher Education Statistics Agency (HESA) individualised student record[1]. Algorithms and data definitions relating to these characteristics, and the ILR and HESA variables associated with them, are provided at Annexes A, B, C and D.

Terms relating to characteristics of the course or provision

Taught and registered provision

3.   'Registered' provision is that for which a given institution or provider is fully accountable. All aspects of finance, administration and quality relating to the students engaged in this provision are the responsibility of the institution registering the student. Included within these responsibilities is the requirement for the registering institution to return data on the student to the appropriate bodies. For example, in the case of students registered at a further education college (FEC), the FEC is required to return data on those students to the Data Service in its collection of the ILR.

4.   Under a franchising arrangement, a student undertakes provision that is delivered by one provider on behalf of another. In many cases in higher education (HE), these arrangements involve an FEC delivering provision that has been franchised to it by a partner higher education institution (HEI). The student 'belongs' to the HEI as the registering institution: the HEI receives any funding associated with the student (and passes on a proportion to the partner FEC), is ultimately responsible for administration and quality, and is required to return data on the student to the HESA student data collection and the appropriate HE funding body. The student is taught by the FEC as the teaching institution.

5.   In many cases FECs have registered students for whom they are fully accountable and students whom they teach on behalf of an HEI. 'Taught' provision is delivered by a given institution or provider, whether or not that institution is fully accountable for some or all of the provision. All those students who a given institution teaches (regardless of where they are registered) form the 'taught' population of that institution.

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[1] Full descriptions of the variables collected in the Data Service's ILR are available at www.theia.org.uk/ilr/ilrdocuments/ under ILR Specification (for the academic year of interest).

Full descriptions of the variables collected in the HESA individualised student records are available at www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mnl=12051, under 'Field list and detail' for the academic year of interest.

<u>Levels of study</u>

6.   HE students are those students on courses for which the level of instruction is above that of A-levels, Scottish Highers or Advanced Highers.

7.   Within HE, a student's level of study is defined on the basis of the student's recorded learning aim. The information provided in this publication is restricted to consider only those studying at undergraduate level. Three categorisations of students studying at undergraduate level are considered:

   a.   'First degree' refers to an honours or ordinary degree programme of study (such as a BA or BSc). The coverage of this term includes four-year sandwich courses, extended first degrees (such as integrated masters programmes) and programmes leading towards eligibility to register with a statutory regulatory body (such as the General Teaching Council). Note that the term 'first' in this context does not imply that it is necessarily an individual learner's first instance of study on a degree programme.

   b.   'Other undergraduate' refers to qualification aims equivalent to and below first degree level. The coverage of this term includes, but is not limited to, foundation degrees, Diplomas and Certificates of Higher Education (DipHE and CertHE), Higher National Certificates and Diplomas (HNC and HNDs), and Diplomas of Teaching in the Lifelong Learning Sector.

   c.   'Undergraduate' refers to the combination of first degree and other undergraduate qualification aims, to provide coverage of the entirety of provision at this level.

<u>Full-time mode of study</u>

8.   Information is provided about students at an institution who were studying full-time in the year of entry. Full-time students are those recorded as studying full-time at an institution, or on 'thick' or 'thin' sandwich courses, provided that the length of the course is at least 24 weeks.

Terms relating to characteristics of the student

<u>Entrants</u>

9.   Tables 1 and 2 provide information about full-time entrants to institutions. These are defined as students who started a full-time programme of study at an institution during the academic year of interest. The definition of a student as an entrant is based on the commencement date of the student's study. While most entrants go into the first year of a programme of study, some may start on a later year of the programme, for example if they transfer from another institution.

10.   Entrants recorded as leaving before 1 December have not been included in the calculations, unless the record contains important information such as a qualification. It has been agreed that students leaving this early in their studies should be disregarded for the purposes of measures such as the UK HE performance indicators published by HESA.

<u>Destination of Leavers from Higher Education in Further Education population</u>

11.   The Higher Education in Further Education Destination of Leavers from Higher Education (HE in FE DLHE) survey population includes all UK- and EU-domiciled students who qualified from a course of prescribed HE between 1 September 2010 and 31 August 2011. More detail

about the eligible population for the HE in FE DLHE survey can be found on the HESA web-site at www.hesa.ac.uk/content/view/2379/#populationE1.

Age

12.   Young students are those who are aged under 21 on 30 September of the academic year in which they are recorded as entering the institution. Thus, of those students entering an institution in 2010-11, those born after 30 September 1989 are young.

13.   Mature students are those who are aged 21 or over on 30 September of the academic year in which they are recorded as entering the institution.

Low-participation neighbourhoods

14.   The Participation of Local Areas (POLAR) classification is based on rates of young participation in HE. Two of its iterations, POLAR2 and POLAR3, are used in this report.

15.   The POLAR2 and POLAR3 classifications are formed by ranking Census Area Statistics wards by their young participation rates. This gives five young participation quintile groups of areas ordered from '1' (those wards with the lowest participation) to '5' (those wards with the highest participation), each representing 20 per cent of the UK's young cohort. Students have been allocated to neighbourhoods on the basis of their home postcode. Those students whose postcode falls within wards with the lowest participation (quintile 1) are denoted as being from a low-participation neighbourhood.

16.   More information on the POLAR2 and POLAR3 classifications and the files used in the mapping can be found on the HEFCE web-site at www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/.

Terms relating to data provided in Table 1, Table 2 and Table E1

Participation and non-continuation

17.   Annex D describes the principles of the methodology used to produce the data in Table 1 and Table 2, and provides further information regarding our approach to publishing these data. The terms 'participation' and 'non-continuation' can be better understood by considering them in the context of the data provided in this report, and hence by referring to Annex D.

Employment circumstances

18.   Annex B describes the principles of the methodology used to produce the data in Table E1, and provides further information regarding our approach to publishing these data. The term 'employment circumstances' can be better understood by considering it in the context of the data provided in this report, and hence by referring to Annex B2.

Sector-adjusted averages

19.   The interpretation of the indicators is supported through the provision of sector-adjusted averages[2]. An institution's likelihood of recruiting widening participation students, or of retaining the students it recruits, is affected by a number of factors, and the sector-adjusted averages take into account the institution's student profile as it relates to some of these factors. They are

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[2] Sector-adjusted averages are the equivalents to the benchmarks published within the UK HE PIs.

intended to help avoid direct comparisons between institutions with very different student profiles. For the purposes of the indicators provided in this document, the sector-adjusted averages are calculated across all UK HEIs and all English FECs. To compare an institution's outcomes to the whole sector, including both English FECs and UK HEIs, the sector-adjusted average should be used in preference to the overall sector average.

20.   The sector-adjusted averages are not targets, and will change from one year to the next if the overall value of the characteristic changes. If no factors were accounted for in calculating the sector-adjusted average, each institution would have the same sector-adjusted average: the overall sector average. A number of factors are accounted for, such as the impact of variations in the subject area of study, students' ages and highest qualifications held on entry, so the values are those that might be expected of an institution's indicator if they were to reflect the sector averages after taking such factors into account. Sector-adjusted averages identify the figure that might be expected for an institution if no factors other than those allowed for were important. Where differences do exist, this may be due to the institution's performance, or due to some other factor which is not included in the sector-adjusted average.

21.   Two symbols are used in the tables to show whether the difference between the indicator and the sector-adjusted average is significant: that is, where there is sufficient variation to be noteworthy. A plus sign indicates that the institution's indicator is significantly better than its sector-adjusted average, and a minus sign indicates that the indicator is significantly worse than its sector-adjusted average. Such markers should be taken as an invitation to the institution to investigate possible causes for the differences that have been identified. If neither symbol is used, the institution can say that its indicator is similar to the sector average, allowing for subject areas of study, students' ages and their highest qualifications on entry.

Location-adjusted averages

22.   Location-adjusted averages[3] are included alongside the original sector-adjusted averages. These location-adjusted averages take account of where an institution's students come from, as well as their subject and entry qualifications, and try to measure the effect of location on the indicator.

23.   The difference between the two adjusted averages will show how much effect the region of origin of an institution's students has on the indicator. Small differences of no more than 1 or 2 per cent suggest there is little effect: either the institution recruits nationally, or it recruits locally from a region which is similar to the average of the UK as a whole. Larger differences mean that the geographical effect seems to be important.

24.   Which adjusted average is used will depend on the context. Both adjusted averages provide information about the institution, and together they can shed light on why an indicator takes a certain value. In deciding whether two institutions are similar, it is the original sector-adjusted average that is most informative – differences between the location-adjusted averages of two institutions may only indicate that they are in different parts of the country. Institutions which do better against the location-adjusted average than against the original one can point out that where their students come from is affecting their results. An institution that does better

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[3] Location-adjusted averages are the original sector-adjusted averages, further adjusted based on the location of an institution's students' home regions.

against its original sector-adjusted average than against the location-adjusted average may note that, although much of its success in recruiting students from low-participation neighbourhoods, for example, is because of its location, nevertheless it is still taking in large numbers from such areas. In both cases institutions should examine their results critically.

Factors used in the 2009-10 and 2010-11 sector-adjusted averages

Factor	Applicable tables
Subject of study	1,2,E1
Entry qualifications	1,2,E1
Age on entry	2, E1
Region of domicile	1
Ethnicity	E1
Gender	E1

25.   For technical details on how the adjusted averages are calculated, please refer to the HESA web-site at
www.hesa.ac.uk/index.php?option=com_content&task=view&id=2059&Itemid=141.