TEF Year Four metrics

Technical algorithms

Contents

Purpose

1. This document details the algorithms applied to the 2008-09 to 2016-17 individualised student records collected annually by the Higher Education Statistics Agency (HESA) or the Education and Skills Funding Agency, which are used to calculate the Teaching Excellence and Student Outcomes Framework (TEF) Year Four metrics.

2. This document is aimed at readers with in-depth knowledge of the HESA, HESA alternative provider or Individualised Learner Record (ILR) student data. Readers are advised to have copies of the following to hand when using this document:

   • 'HESA Student Record Coding Manual 2016-17' and prior years

   • 'HESA AP Student Record Coding Manual 2016-17' and prior year

   • 'Specification of the Individualised Learner Record for 2016 to 2017' and prior years.

Using the individualised files

3. When working through this document it is necessary to use the individualised files TEFY4_YY_XXXXXXXX_IND.csv, where XXXXXXXX denotes the UK Provider Reference Number (UKPRN) and YY denotes the year of the individualised data. For example, YY = 14 for data primarily sourced from a 2014-15 HESA, HESA alternative provider or ILR student record. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

File name of individualised file	Base year	Information contained
TEFY4_12_XXXXXXXX_IND.csv	2012-13	Year 1 of the part-time continuation metrics
TEFY4_13_XXXXXXXX_IND.csv	2013-14	Year 2 of the part-time continuation metrics Year 1 of the full-time continuation metrics
TEFY4_14_XXXXXXXX_IND.csv	2014-15	Year 3 of the part-time continuation metrics Year 2 of the full-time continuation metrics Year 1 of the employment and destinations metrics Year 1 of the student satisfaction metrics Context statistics
TEFY4_15_XXXXXXXX_IND.csv	2015-16	Year 3 of the full-time continuation metrics Year 2 of the employment and destinations metrics Year 2 of the student satisfaction metrics Context statistics
TEFY4_16_XXXXXXXX_IND.csv	2016-17	Year 3 of the employment and destinations metrics Year 3 of the student satisfaction metrics Context statistics

4. The data contained within each individualised file covers both:

a. All records returned by a provider (identified using the TEFUKPRNRC column) in that year, regardless of where the student spent the majority of their first year.

b. All data returned by any provider in that year where we have identified that the student spent the majority of their first year at a provider (identified using the TEFUKPRNTF column, and TEFUKPRNRC will show the provider where the student was registered).

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

5. Where no higher education records are found for a year for your provider, the individualised file will be empty.

6. The individualised files each contain one record for each instance of higher education-level study in a subject area in an academic year. For example, a student who is studying for a first degree in biology in 2015-16 will have one record for that instance and will count as one full-person equivalent (FPE, a headcount measure). A student who is studying for a degree in mathematics and physics in 2015-16 will have two records for that instance: one for each subject area, with each assigned an FPE value of a half (their single headcount for the instance being apportioned equally across the number of subject areas in which they are studying).

7. TEF Year Four includes two supplementary metrics which are derived from the Department for Education's Longitudinal Education Outcomes (LEO) dataset, which links 2009-10, 2010-11 and 2011-12 HESA and ILR student records with graduates' tax and benefits data held by HM Revenue and Customs and the Department for Work and Pensions in 2013-14, 2014-15 and 2015-16 respectively. To ensure that no provider is able to identify any individual student's contribution (or lack thereof) to the LEO-based metrics, the Office for Students (OfS) is unable to supply any student-level data on these metrics. While this document details the algorithms used to identify the denominator population of the LEO-based metrics, the OfS is unable to include individualised files relating to the 2009-10, 2010-11 and 2011-12 base years in which the results of this categorisation would be shown.

8. Similarly, National Student Survey (NSS) response data is collected by a third party and any data supplied to providers within the individualised files cannot disclose the responses given by an individual student. The OfS is bound to protect the anonymity of responses, so while algorithms are detailed within this document, a number are not shown in the individualised files.

Fields used in the generation of all the core metrics

TEFSOURCE

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

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

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

TEFCOMDATE

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

TEFPLANENDDATE

TEFSOURCE = HESASTU and HESAAP

13. This field is not calculated.

TEFSOURCE = ILR

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

TEFACTENDDATE

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

TEFACTENDDATEXX

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

TEFSTULOAD

TEFSOURCE = HESASTU and ILR

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

TEFSOURCE = HESAAP

19. This field shows the sum of the student instance FTE for the reporting period. TEFSTULOAD is equal to XSTULOAD01.

TEFLOCSDY

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

22. This field is not calculated.

TEFBIRTHDATE

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

TEFPOSTCODE

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

TEFUKPRNRC

27. This field shows the UKPRN of the provider where the student is registered in this academic year. If a provider has been involved in a merger between 2005-06 and 15 August 2018, the TEFUKPRNRC value shown will reflect the provider's UKPRN as it existed on 15 August 2018.

TEFUKPRNTC (not shown in the individualised files)

28. This field shows the UKPRN of the provider where the student spends the majority of this academic year. It is calculated using the method described in paragraphs 29 to 39. If a provider has been involved in a merger between 2005-06 and 15 August 2018, the TEFUKPRNTC value shown will reflect the provider's UKPRN as it existed on 15 August 2018.

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

29. To set TEFUKPRNTC for the HESA student record for 2007-08 and later (only modules where MODSTAT ≠ 4 are included), for each combination of instance and teaching provider calculate:

    a. FTE taught at the registering provider (REGFTE) = sum of FTE × ((1 – PCOLAB)/100).

    b. FTE taught elsewhere (FRANFTE) = sum of FTE × (PCOLAB/100).

30. If REGFTE is greater than or equal to the largest value of FRANFTE then TEFUKPRNTC = UKPRN. Otherwise, TEFUKPRNTC = TINST associated with the largest value of FRANFTE.

31. Where the FTE taught elsewhere is equally split between two or more providers, set TEFUKPRNTC = Unknown.

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

32. To set TEFUKPRNTC for the HESA student record for 2006-07 and earlier, for students recorded on the separate Student record and Module record, for each combination of instance and teaching provider calculate:

    a. FTE taught at the registering provider (REGFTE) = sum of FTE × ((1 – PCOLAB)/100).

    b. FTE taught elsewhere (FRANFTE) = sum of FTE × (PCOLAB/100).

33. If REGFTE is greater than or equal to the largest value of FRANFTE then TEFUKPRNTC = UKPRN. Otherwise, TEFUKPRNTC = TINST associated with the largest value of FRANFTE.

34. Where the FTE taught elsewhere is equally split between two or more providers, set TEFUKPRNTC = Unknown.

35. To set TEFUKPRNTC for the HESA student record for 2006-07 and earlier, for students recorded on the 'Combined student/module' record:

a. If PCOLAB ≤ 50 then set TEFUKPRNTC = UKPRN.

b. Else if PCOLAB > 50 and TINST2 = BLANK then set TEFUKPRNTC = UKPRN associated with the value of TINST1.

c. Else if PCOLAB > 50 then set TEFUKPRNTC = Unknown.

TEFSOURCE = HESAAP

36. For the HESA alternative provider student record, this is set as UKPRN, except where the provider has been involved in a merger between 2005-06 and 15 August 2018.

TEFSOURCE = ILR

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

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

Note: For records taken from the 2010-11 ILR or earlier, QA_PRVPT (A22) is used instead of PARTNERUKPRN, and HQ_PCOLB (H32) is used instead of PCOLAB.

38. Where the FTE taught elsewhere is equally split between two or more providers, set TEFUKPRNTC = Unknown.

39. For records taken from the 2007-08 ILR and earlier, TEFUKPRNTC is set as UKPRN, except where the provider has been involved in a merger between 2005-06 and 15 August 2018.

TEFUKPRNTF

40. This field shows the UKPRN of the provider where the student spends the majority of their first year (or 2005-06, whichever is later). The information is taken from the HESA student record or ILR record in the year of their start date, displaying the value of TEFUKPRNTC. For example, if TEFCOMDATE is 1 September 2012 then TEFUKPRNTF displays the value of TEFUKPRNTC as calculated using 2012-13 HESA or ILR data. If a provider has been involved in a merger between 2005-06 and 15 August 2018, the TEFUKPRNTF value shown will reflect the provider's UKPRN as it existed on 15 August 2018.

TEFCOUNTRY

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

Value	Description	Definition
E	Teaching provider based in England	TEFUKPRNTF indicates a provider based in England
W	Teaching provider based in Wales	TEFUKPRNTF indicates a provider based in Wales
S	Teaching provider based in Scotland	TEFUKPRNTF indicates a provider based in Scotland
N	Teaching provider based in Northern Ireland	TEFUKPRNTF indicates a provider based in Northern Ireland
Unknown	Otherwise	Otherwise

TEFINTERCALATE

TEFSOURCE = HESASTU

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

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

TEFSOURCE = HESAAP and ILR

43. This field is not calculated.

TEFAIMTYPE

TEFSOURCE = HESASTU and HESAAP

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

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

TEFSOURCE = ILR

45. This field is not calculated.

TEFAWARDTYPE

TEFSOURCE = HESASTU and HESAAP

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

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

TEFSOURCE = ILR

47. This field is not calculated.

TEFLEVEL

48. This field allocates course and qualification aims to a broad level of study for the base year, for use in the continuation and student satisfaction metrics. TEFEMPLEVEL in paragraphs 87 to 88 allocates students to level of study for use in the employment and destinations metrics.

TEFSOURCE = HESASTU and HESAAP

Value	Description	Definition
PHD	PhD and MPhil	COURSEAIM = D00, D01, E00, L00
PGT	Postgraduate taught masters'	COURSEAIM = M00, M01, M02, M10, M11, M50
PGCE	PGCE	COURSEAIM = M71
OPG	Other postgraduate	COURSEAIM = D90, L80, L90, L91, L99, E40, E43, E90, M16, M40, M41, M42, M43, M44, M45, M70, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99

PUGD	Degrees including a postgraduate component	COURSEAIM = M22, M26, M28, H50 or
		(COURSEAIM = H16 and
		    (REGBODY = 01, 14, 30 or REGBODY1 = 01, 14, 30 or REGBODY2 = 01, 14, 30 or
		        ((REGBODY = 02 or REGBODY1 = 02 or REGBODY2 = 02) and
		           at least one XJACS01 for the instance = A200, A400))) or
		TEFINTERCALATE = 1 and not above

PUGO	Other qualifications with a postgraduate component	COURSEAIM = H60, H61, H62, H71, H78, I60, I61, I81
DEG	First degree	COURSEAIM = H00, H11, H12, H16, H18, H22, H23, I00, I11, I12, I16 and not above
OUG	Other undergraduate	COURSEAIM = H41, H42, H43, H70, H72, H76, H79, H80, H81, H88, H90, H91, H99, I70, I71, I72, I73, I74, I76, I78, I79, I80, I90, I91, I99, J10, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, J90, J99, C20, C30, C41, C42, C43, C77, C78, C80, C90, C99
OTH	Other	Otherwise

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

TEFSOURCE = ILR

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

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

TEFLEVELXX

49. This field allocates course and qualification aims to a broad level of study for the year denoted by XX. It is calculated on the same basis as TEFLEVEL. For example, TEFLEVEL16 is the broad level of study for 2016-17. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX), or if the teaching provider has not registered the student in the current year.

TEFCRSELGTH

TEFSOURCE = HESASTU and HESAAP

50. This field is not calculated.

TEFSOURCE = ILR

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

TEFCRSELGTHXX

TEFSOURCE = HESASTU and HESAAP

52. This field is not calculated.

TEFSOURCE = ILR

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

TEFMODE

54. This field allocates students to mode of study, for use in the continuation and student satisfaction metrics. TEFEMPMODE in paragraphs 85 to 86 allocates students to mode of study for use in the employment and destinations metrics.

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition

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

PT	Part-time	Otherwise

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

TEFMODEXX

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

TEFENTRANT

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

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

TEFQUALIFIER

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

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

TEFDUP

58. This field indicates students in the HESA, HESA alternative provider or ILR record who we believe also exist in another provider's HESA, HESA alternative provider or ILR record, and should be discarded from the various TEF populations. This is flagged if two courses studied by the same student are found to be:

- at the same provider (based on a combination of registering and teaching provider)

- at the same level (for instance HNDs, HNCs, first degrees, foundation degrees, PGCEs or Diplomas)

- in the same subject (based on Joint Academic Coding System Level 1 subject hierarchy)

- of the same mode (full-time, sandwich year-out or part-time)

- overlapping by a month (or, if one of the courses is less than a month's duration, by an overlap equal to the shortest course's length).

Value	Description
1	Student appears to exist in another provider's HESA, HESA alternative provider or ILR record and this record will be discarded from the various TEF populations
0	No duplicates found using the criteria listed in paragraph 58

TEFDOM

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition

E	England	DOMICILE = XF or
		(DOMICLE = XJ, XK, GB and
		      (TEFPOSTCODE is in England or
		         ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and
		TEFCOUNTRY = E)))

S	Scotland	DOMICILE = XH or
		(DOMICLE = XJ, XK, GB and
		      (TEFPOSTCODE is in Scotland or
		         ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and
		TEFCOUNTRY = S)))

W	Wales	DOMICILE = XI or
		(DOMICLE = XJ, XK, GB and
		      (TEFPOSTCODE is in Wales or
		         ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and
		TEFCOUNTRY = W)))

N	Northern Ireland	DOMICILE = XG or
		(DOMICLE = XJ, XK, GB and
		    (TEFPOSTCODE is in Northern Ireland or
		        ((TEFPOSTCODE = BLANK or TEFPOSTCODE begins ZZ) and
		TEFCOUNTRY = N)))

OEU	Other EU	DOMICILE = AI, AN, AQ, AT, AW, AX, BE, BG, BL, BM, BQ, CH, CW, CY, CZ, DE, DK, EE, ES, EU, FI, FK, FO, FR, GF, GI, GL, GP, GR, GS, HR, HU, IC, IE, IO, IS, IT, KY, LI, LT, LU, LV, MF, MQ, MS, MT, NC, NL, NO, PF, PL, PM, PN, PT, RE, RO, SE, SH, SI, SK, SX, TC, TF, VG, WF, XA, XD, XE, YT
OTHER	Not EU	Otherwise

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

Fields used in the generation of the continuation metrics

Linking between years

60. In the continuation metrics for a given base year, we need to link to HESA, HESA alternative provider and ILR data for the following year (for full-time students), and to HESA, HESA alternative provider and ILR data for the previous year, following year and following year plus one (for part-time students).

61. We link student data across years (both to data from a provider and from other providers) by combinations of first names, surname, date of birth, gender and (where available) home postcode and prior educational establishment (that is, the equivalent data linking method that HESA adopts for UK Performance Indicators). Spelling errors and other typographical errors (e.g. in dates) are taken into account.

62. We link each record in the base year to every record we can find for that student in each year's data, and consider only one record per student, mode and level at each provider using the method described in TEFCONEXCL256 in paragraph 74.

TEFCONEXCL1

63. This field indicates students excluded from the continuation metrics population as they are not full-time or part-time with a sufficiently high FTE.

Value	Description	Definition
0	The student was studying full-time or part-time with an intensity of at least 30%	TEFMODE = FT or (TEFMODE = PT and TEFSTULOAD ≥ 30)
1	The student was not studying full-time or part-time with an intensity of at least 30%	Otherwise

TEFCONEXCL2

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

Value	Description	Definition
0	The student was an entrant, and did not leave their course early	TEFENTRANT = 1 and ((TEFMODE = FT and (TEFACTENDDATE = BLANK or TEFACTENDDATE ≥ 1 December 20YY)) or (TEFMODE = PT and (TEFACTENDDATE = BLANK or TEFACTENDDATE – TEFCOMDATE ≥ 50 days)))
1	The student was not an entrant	Otherwise

TEFCONEXCL4

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

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

TEFEXCHIND

TEFSOURCE = HESASTU and ILR

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

TEFSOURCE = HESAAP

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

TEFEXCHANGE

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

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition
0	The student was not an incoming Erasmus student	LEARNDELFAM_SOF1 ≠ 017, 020 and LEARNDELFAM_SOF2 ≠ 017, 020
1	Otherwise	Otherwise

Note: For records taken from the 2010-11 ILR and earlier, QA_FEHE1 (A11A) and QA_FEHE2 (A11B) are used instead of LEARNDELFAM_SOF1 and LEARNDELFAM_SOF2. Incoming ERASMUS students are not identifiable within 2013-14 and later ILR records, where 017 and 020 are no longer available for use in LEARNDELFAM_SOF1/2.

TEFCONEXCL8

69. This field indicates students excluded from the continuation metrics population as they are in one of the following categories:

- on a subject knowledge enhancement course

- an incoming visiting and exchange student from outside the UK

- on an instance where the whole of the course is outside the UK

- on an instance where the student has spent, or will spend, more than eight weeks in the UK but the course is primarily outside the UK

- on an instance where the student is studying mainly overseas as part of a collaborative course between their UK higher education provider and an overseas higher education provider.

TEFSOURCE = HESASTU and HESAAP

Value	Description	Definition
1	The student meets at least one of the exclusion criteria listed in paragraph 69	TTCID = E, F or TEFEXCHANGE = 1 or TEFLOCSDY = S
0	Otherwise	Otherwise

TEFSOURCE = ILR

Value	Description	Definition
1	The student meets at least one of the exclusion criteria listed in paragraph 69	TEFEXCHANGE = 1
0	Otherwise	Otherwise

TEFCONEXCL16

70. This field indicates students excluded from the continuation metrics population as they are not on an undergraduate course (for full-time students) or a first degree (for part-time students). Also excluded are students aiming for credits or no formal qualification.

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

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

TEFCONEXCL32

71. This field indicates students excluded from the continuation metrics population as they are a part-time student who was active on a full-time or part-time first degree course in the year prior to entry, at any provider.

TEFCONEXCL64

72. This field indicates students excluded from the continuation metrics population as they are a part-time first degree student undertaking and active on more than one course of higher education at any higher education provider, at any level (postgraduate or undergraduate) or mode of study (full-time or part-time), and a duration of at least 50 days.

TEFCONEXCL128

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

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

TEFCONEXCL256

74. This calculation is carried out after linking students to their records in subsequent years' HESA or ILR data. Within the linking process it is possible to generate one-to-many or many-to-many matches for a student. Where a student has more than one record at the provider (using TEFUKPRNTF) with the same TEFMODE and broad level of study (first degree or other undergraduate), the following hierarchy is used to determine which record is kept in the continuation metrics population:

- keep records not excluded for at least one of TEFCONEXCL1-128 in preference to those that are excluded for at least one of those reasons

- keep the record that has the most favourable continuation outcome (TEFCONINDFULL = CONTORQUAL over TEFCONINDFULL = TRANSFER, and TEFCONINDFULL = TRANSFER over TEFCONINDFULL = INACTIVE).

TEFCONEXCL512

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

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

TEFCONEXCL

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

Value	Description	Definition
1	The student was not studying full-time or part-time with an intensity of at least 30%	TEFCONEXCL1 = 1
2	The student was not an entrant	TEFCONEXCL2 = 1
4	The student was not UK-domiciled	TEFCONEXCL4 = 1
8	The student is excluded for other reasons	TEFCONEXCL8 = 1
16	The student was not registered on a first degree or other undergraduate degree course	TEFCONEXCL16 = 1
32	Part-time student registered on a first degree course in the year prior to entry	TEFCONEXCL32 = 1
64	Part-time student active on more than one higher education course at any higher education provider	TEFCONEXCL64 = 1
128	Student recorded in another provider's HESA or ILR data for the same activity	TEFCONEXCL128 = 1
256	Student with more than one record at the provider with the same TEFMODE and broad level	TEFCONEXCL256 = 1
512	Student not in one of the three most recent continuation cohorts	TEFCONEXCL512 = 1
0	Otherwise	None of the above

77. The field is computed as (1 × TEFCONEXCL1) + (2 × TEFCONEXCL2) + … + (256 × TEFCONEXCL256) + (512 × TEFCONEXCL512). The reasons which contributed to the exclusion can therefore be determined. For example, if TEFCONEXCL = 13, the only possible combination of

exclusion criteria that sums to 13 is TEFCONEXCL1, TEFCONEXCL4 and TEFCONEXCL8: thus the student was excluded on the basis that in the base year they were not studying full-time or part-time with a sufficiently high FTE, they were not UK-domiciled and they were an incoming or visiting exchange (or similarly excluded, based on paragraph 69) student.

TEFCONQUAL

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition
PHD	PhD and MPhil	TEFQUALIFIER = 1 and TEFLEVEL = PHD
PGT	Postgraduate taught masters'	TEFQUALIFIER = 1 and TEFLEVEL = PGT
PGCE	PGCE	TEFQUALIFIER = 1 and TEFLEVEL = PGCE
OPG	Other postgraduate	TEFQUALIFIER = 1 and TEFLEVEL = OPG
PUGD	Degrees including a postgraduate component	TEFQUALIFIER = 1 and TEFLEVEL = PUGD
PUGO	Other qualifications with a postgraduate component	TEFQUALIFIER = 1 and TEFLEVEL = PUGO
DEG	First degree	TEFQUALIFIER = 1 and TEFLEVEL = DEG
OUG	Other undergraduate	TEFQUALIFIER = 1 and TEFLEVEL = OUG
OTH	Other	Otherwise

TEFCONQUALXX

79. This field allocates the qualification awarded to the student during the reporting year to a broad grouping for the year denoted by XX. It is calculated on the same basis as TEFCONQUAL. For example, TEFCONQUAL15 is the broad qualification awarded for 2015-16. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX), or if the teaching provider has not registered the student in the current year.

TEFCONACTIVEXX

80. This fields indicates whether the student was active in the year denoted by XX. For example, TEFCONACTIVE16 indicates the student was active in 2016-17. Note that this field is not shown in an individualised file where a student is registered at another provider in the year denoted by XX (TEFUKPRNRC ≠ TEFUKPRNRCXX), or if the teaching provider has not registered the student in the current year.

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

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

TEFCONINDFULL (not shown in the individualised files)

81. This field indicates whether a student continued or qualified, transferred to another provider or was inactive in higher education in the year following entry (for full-time students), or two years following entry (for part-time students). In the algorithms for TEFCONINDFULL directly below, YY+1 denotes the year following entry, and YY+2 denotes two years following entry.

82. For full-time students (TEFMODE = FT), it is calculated using the following algorithm:

Value	Description	Definition
CONTORQUAL	The student continued on an instance of higher education study, or qualified, at the same provider	(TEFCONQUAL = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG) or ((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and TEFUKPRNRC = TEFUKPRNRCYY+1 and TEFLEVELYY+1 = PUGD, PUGO, DEG, OUG and TEFMODEYY+1 = FT, PT and TEFCONACTIVEYY+1 = 1) or ((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATE YY+1 ≥ 1 December 20YY+1) and TEFUKPRNRC = TEFUKPRNRCYY+1 and TEFLEVELYY+1 = PHD, PGT, PGCE, OPG and TEFMODEYY+1 = FT, PT, WUP and

		TEFCONACTIVEYY+1 = 1) or
		(TEFACTENDDATEYY+1 ≠ BLANK and
		TEFACTENDDATEYY+1 < 1 December 20YY+1 and
		TEFUKPRNRC = TEFUKPRNRCYY+1 and
		TEFCONQUALYY+1 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG)
TRANSFER	The student transferred to an instance of higher education study registered at another provider	((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and
		TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and
		TEFLEVELYY+1 = PUGD, PUGO, DEG, OUG and
		TEFMODEYY+1 = FT, PT and
		TEFCONACTIVEYY+1 = 1) or
		((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and
		TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and
		TEFLEVELYY+1 = PHD, PGT, PGCE, OPG and
		TEFMODEYY+1 = FT, PT, WUP and
		TEFCONACTIVEYY+1 = 1) or
		(TEFACTENDDATEYY+1 ≠ BLANK and
		TEFACTENDDATEYY+1 < 1 December 20YY+1 and
		TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and
		TEFCONQUALYY+1 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG)
		and not above
INACTIVE	The student did not continue or qualify at the same provider, or transfer to another provider, and is considered to be inactive in higher education in the year following entry	Otherwise

83. For part-time students (TEFMODE = PT), it is calculated using the following algorithm:

Value	Description	Definition
CONTORQUAL	The student continued on an instance of higher education study, or qualified, at the same provider	(TEFCONQUAL = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG) or (TEFCONQUALYY+1 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG and TEFUKPRNRC = TEFUKPRNRCYY+1) or ((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and TEFUKPRNRC = TEFUKPRNRCYY+1 and TEFLEVELYY+1 = PHD, PGT, PGCE, OPG and TEFMODEYY+1 = FT, PT, WUP and TEFCONACTIVEYY+1 = 1) or ((TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 ≥ 1 December 20YY+2) and TEFUKPRNRC = TEFUKPRNRCYY+2 and TEFLEVELYY+2 = PUGD, PUGO, DEG, OUG and TEFMODEYY+2 = FT, PT and TEFCONACTIVEYY+2 = 1) or ((TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 ≥ 1 December 20YY+2) and TEFUKPRNRC = TEFUKPRNRCYY+2 and TEFLEVELYY+2 = PHD, PGT, PGCE, OPG and TEFMODEYY+2 = FT, PT, WUP and TEFCONACTIVEYY+2 = 1) or (TEFACTENDDATEYY+2 ≠ BLANK and TEFACTENDDATEYY+2 < 1 December 20YY+2 and TEFUKPRNRC = TEFUKPRNRCYY+2 and TEFCONQUALYY+2 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG)
TRANSFER	The student transferred to an instance of higher education study registered at another provider	(TEFCONQUALYY+1 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG and TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and TEFUKPRNRC ≠ TEFUKPRNRCYY+2) or ((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and TEFLEVELYY+1 = PUGD, PUGO, DEG, OUG and

		TEFMODEYY+1 = FT, PT and TEFCONACTIVEYY+1 = 1) or ((TEFACTENDDATEYY+1 = BLANK or TEFACTENDDATEYY+1 ≥ 1 December 20YY+1) and TEFUKPRNRC ≠ TEFUKPRNRCYY+1 and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and TEFLEVELYY+1 = PHD, PGT, PGCE, OPG and TEFMODEYY+1 = FT, PT, WUP and TEFCONACTIVEYY+1 = 1) or ((TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 ≥ 1 December 20YY+2) and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and TEFLEVELYY+2 = PUGD, PUGO, DEG, OUG and TEFMODEYY+2 = FT, PT and TEFCONACTIVEYY+2 = 1) or ((TEFACTENDDATEYY+2 = BLANK or TEFACTENDDATEYY+2 ≥ 1 December 20YY+2) and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and TEFLEVELYY+2 = PHD, PGT, PGCE, OPG and TEFMODEYY+2 = FT, PT, WUP and TEFCONACTIVEYY+2 = 1) or (TEFACTENDDATEYY+2 ≠ BLANK and TEFACTENDDATEYY+2 < 1 December 20YY+2 and TEFUKPRNRC ≠ TEFUKPRNRCYY+2 and TEFCONQUALYY+2 = PHD, PGT, PGCE, OPG, PUGD, PUGO, DEG, OUG)
INACTIVE	The student did not continue or qualify at the same provider, or transfer to another provider, and is considered to be inactive in higher education in the year following entry	Otherwise

TEFCONIND

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

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

Fields used in the generation of the employment and destinations metrics

TEFEMPMODE

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

86. Calculated on the same basis as TEFMODE (see paragraph 54).

TEFEMPLEVEL

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

88. Calculated on the same basis as TEFLEVEL (see paragraph 48).

TEFEMPXPDLHE

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

TEFEMPSOCDLHE

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

TEFEMPEXCL1

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

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

TEFEMPEXCL2

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

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

TEFEMPEXCL4

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

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

TEFEMPEXCL8

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

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

TEFEMPEXCL16

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

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

TEFEMPEXCL

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

Value	Description	Definition
1	Student is not counted in the DLHE target population	TEFEMPEXCL1 = 1
2	The student was not UK-domiciled	TEFEMPEXCL2 = 1
4	The student was not awarded an undergraduate qualification	TEFEMPEXCL4 = 1
8	Student recorded in another provider's HESA or ILR data for the same activity	TEFEMPEXCL8 = 1
16	Student not in three most recent cohorts	TEFEMPEXCL16 = 1
0	Otherwise	None of the above

97. The field is computed as $(1 \times \text{TEFEMPEXCL1}) + (2 \times \text{TEFEMPEXCL2}) + (4 \times \text{TEFEMPEXCL4}) + (8 \times \text{TEFEMPEXCL8}) + (16 \times \text{TEFEMPEXCL16})$. The reasons which contributed to the exclusion can therefore be determined. For example, if TEFEMPEXCL = 3, the only possible combination of exclusion criteria that sums to three is TEFEMPEXCL1 and TEFEMPEXCL2: thus the student was excluded on the basis that in the base year they were not counted in the DLHE target population and they were not UK-domiciled.

TEFEMPRESPONSE

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

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

TEFEMPACT

99. This field shows the employment activity of a student and is calculated using exactly the same method as the HESA derived field XACTIV02 for the year in question. For example, the full specification for 2016-17 can be found on HESA's website at https://www.hesa.ac.uk/collection/c16018/derived-fields.

TEFEMPINDPOP

100.   This field indicates whether the student is included in the population for the employment and destinations metrics.

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

TEFEMPIND

101.   This field indicates the student's main activity as recorded in the DLHE.

Value	Description	Definition
WORK_HIGHSKILL	Highly skilled employment	(TEFEMPACT = 01, 02, 03, A, B, C or (TEFEMPACT = D and (EMPCIR = 01, 03 or MODSTUDY = 2))) and TEFEMPSOCDLHE* = 1, 2, 3
WORK_OTHER	Non-highly skilled employment	(TEFEMPACT = 01, 02, 03, A, B, C or (TEFEMPACT = D and ((MODSTUDY = 2 and EMPCIR = 01, 03) or (TYPEQUAL ≠ 01, 02, 03, 04, and (EMPCIR = 01, 03 or

		MODSTUDY = 2))))) and not above
STUDY_PHD	Primarily studying (postgraduate level study)	TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 01 and not above
STUDY_PGT	Primarily studying (postgraduate level study)	TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 02 and not above
STUDY_OPG	Primarily studying (postgraduate level study)	TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 03 and not above
STUDY_DEG	Primarily studying (postgraduate level study)	TEFEMPACT = 04, 05, 06, D, E and TYPEQUAL = 04 and not above
STUDY_OTHER	Primarily studying (other level study)	TEFEMPACT = 04, 05, 06, D, E and not above
UNEMPLOYED	Unemployed or due to start work	TEFEMPACT = 07, 08, F
OTHER	Not available for work or study, or no information supplied	TEFEMPACT = 09, G, O
NOANSWER	Ineligibility or explicit refusal	Otherwise

* The first character of TEFEMPSOCDLHE is used.

Fields used in the generation of student satisfaction metrics

TEFNSSEXCL1

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

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

TEFNSSEXCL2

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

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

TEFNSSEXCL4

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

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

TEFNSSEXCL8

105. This field excludes records that have been suppressed in that year's NSS results.

Value	Description
1	Record has been suppressed
0	Otherwise

TEFNSSEXCL

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

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

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

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

108. For students who have intercalated (TEFINTERCALATE = 1) within the same provider in the year of their inclusion in the NSS target list, the field TEFSBJ_CAH2 (see paragraph 137) identifies the subject area of their intercalated year. For the purposes of benchmarking the student satisfaction metrics, it is necessary to attribute these students instead to the subject area of their overall programme of study, i.e. the subject area of the programme from which they have intercalated. To do this, we have linked intercalating students who fall within the NSS target list back to their HESA student record for the previous year. The field TEFINTSBJ_CAH2 shows whether the subject area of the previous year maps to the Common Aggregation Hierarchy level 2 codes that identify medicine and dentistry (code CAH01-01) or veterinary sciences (code CAH05-01).

109. Students intercalating from subject areas which do not map to medicine and dentistry or veterinary sciences codes are shown as TEFINTSBJ_CAH2 = N/A, and those who were not intercalating are shown as TEFINTSBJ_CAH2 = NONE. Benchmarking calculations replace the subject identified by TEFSBJ_CAH2 with that shown in TEFINTSBJ_CAH2 only when the student is apportioned wholly (identified where TEFINTFPE = 100) to TEFINTSBJ_CAH2 = CAH01-01, CAH05-01.

TEFNSSQX (not shown in the individualised files)

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

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

TEFNSSRESPONSE (not shown in the individualised files)

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

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

TEFNSSRESPX (not shown in the individualised files)

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

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

TEFNSSAGREEX (not shown in the individualised files)

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

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

TEFNSSCOUNTTEACH (not shown in the individualised files)

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

Value	Description	Definition
1	Student's response is counted in the student satisfaction metrics for 'the teaching on my course'	TEFNSSRESPONSE = 1 and (TEFNSSRESP1 ≠ 0 or TEFNSSRESP2 ≠ 0 or TEFNSSRESP3 ≠ 0 or

		TEFNSSRESP4 ≠ 0)
0	Student's response is not counted in the student satisfaction metrics for 'the teaching on my course'	Otherwise

TEFNSSCOUNTASSESS (not shown in the individualised files)

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

Value	Description	Definition
1	Student's response is counted in the student satisfaction metrics for 'assessment and feedback' (for responses taken from NSS16 and earlier)	TEFNSSRESPONSE = 1 and (TEFNSSRESP5 ≠ 0 or TEFNSSRESP6 ≠ 0 or TEFNSSRESP7 ≠ 0 or TEFNSSRESP8 ≠ 0 or TEFNSSRESP9 ≠ 0)
1	Student's response is counted in the student satisfaction metrics for 'assessment and feedback' (for responses taken from NSS17 onwards)	TEFNSSRESPONSE = 1 and (TEFNSSRESP8 ≠ 0 or TEFNSSRESP9 ≠ 0 or TEFNSSRESP10 ≠ 0 or TEFNSSRESP11 ≠ 0)
0	Student's response is not counted in the student satisfaction metrics for 'assessment and feedback'	Otherwise

TEFNSSCOUNTACAD (not shown in the individualised files)

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

Value	Description	Definition
1	Student's response is counted in the student satisfaction metrics for 'academic support' (for responses taken from NSS16 and earlier)	TEFNSSRESPONSE = 1 and (TEFNSSRESP10 ≠ 0 or TEFNSSRESP11 ≠ 0 or TEFNSSRESP12 ≠ 0)
1	Student's response is counted in the student satisfaction metrics for 'academic support' (for responses taken from NSS17 onwards)	TEFNSSRESPONSE = 1 and (TEFNSSRESP12 ≠ 0 or TEFNSSRESP13 ≠ 0 or TEFNSSRESP14 ≠ 0)
0	Student's response is not counted in the student satisfaction metrics for 'academic support'	Otherwise

Fields used in the generation of supplementary metrics

TEFGIQUALPOP

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

TEFSOURCE = HESASTU and HESAAP

Value	Description	Definition
1	Student is counted in the population of first degree qualifiers taught and registered at the teaching provider	TEFUKPRNTF = TEFUKPRNRC and XPQUAL01 = 1 and XQLEV501 = 3 and TEFDUP = 0
0	Otherwise	Otherwise

TEFSOURCE = ILR

Value	Description	Definition
1	Student is counted in the population of first degree qualifiers taught and registered at the teaching provider	TEFUKPRNTF = TEFUKPRNRC and OUTCOME = 1 and TEFLEVEL = PUGD, DEG and TEFDUP = 0
0	Otherwise	Otherwise

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

XCLASSF01

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

119.   This field is not calculated.

TEFGIDEGCLASS

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

TEFSOURCE = HESASTU and HESAAP

Value	Description	Definition
FIRST	First class honours degree	(TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 01
2_1	Upper second class honours degree	(TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 02

Value	Description	Definition
OTH_HONOURS	Other classifications of honours degree	(TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and XCLASSF01 = 03, 04, 05, 06, 09
UNCLASS	Unclassified degree awards	(TEFLEVEL = DEG, PUGD or TEFEMPLEVEL = DEG, PUGD) and not above
NA		Otherwise

TEFSOURCE = ILR

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

TEFLEOQUALPOP (not shown in the individualised files)

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

TEFSOURCE = HESAAP

122.   TEFLEOQUALPOP is set to 0 for all records in all years.

TEFSOURCE = HESASTU

Value	Description	Definition
1	Student is counted in the population for the LEO metrics	XPQUAL01 = 1 and XINSTC01 = E, S, W and TEFDOM = E, S, W, N and XQLEV501 = 3, 4 and TEFLEVEL = PUGD, PUGO, DEG, OUG and student in 2009-10, 2010-11 or 2011-12 data and TEFDUP = 0
0	Otherwise	Otherwise

TEFSOURCE = ILR

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

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

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

TEFANNIV

TEFSOURCE = HESASTU and HESAAP

123.   This field is not calculated.

TEFSOURCE = ILR

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

TEFXPSR

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

TEFSOURCE = HESASTU and HESAAP

126.   This is the HESA derived field XPSR01.

TEFSOURCE = ILR

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

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

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

TEFCONTEXTPOP

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

Value	Description	Definition
1	Student is counted in the context statistics population	TEFXPSR = 1 and TEFLEVEL = PUGD, PUGO, DEG, OUG and TEFAIMTYPE ≠ CREDIT, NA and TEFMODE = FT, PT and student in 2014-15, 2015-16 or 2016-17 data and TEFDUP = 0
0	Otherwise	Otherwise

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

TEFYEAR_ST

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

TEFCONTEXTAGE

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

Value	Description	Definition
U	Unknown	TEFBIRTHDATE = BLANK or Year of TEFBIRTHDTE = 9999 or TEFBIRTHDATE > 30 September TEFYEAR_ST - 10
U21	Under 21 on entry	TEFBIRTHDATE > 30 September TEFYEAR_ST - 21
21_30	Between 21 and 30 on entry	TEFBIRTHDATE ≤ 30 September TEFYEAR_ST - 21 and TEFBIRTHDATE > 30 September TEFYEAR_ST - 31
30+	Over 30 on entry	Otherwise

TEFJACS

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

TEFSOURCE = HESASTU and HESAAP

132.   TEFJACS is equal to XJACS01.

TEFSOURCE = ILR

133.   The Learn Direct codes used to identify subject areas of study for students returned to the ILR (LDCS_CO1, LDCS_CO2, LDCS_CO3) have been mapped to full 4-digit JACS codes.

TEFFPE

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

TEFSOURCE = HESASTU and HESAAP

135.   TEFFPE is equal to XFPE01.

TEFSOURCE = ILR

136.   The FPE associated with this TEFJACS code is derived using PCFLDCS, PCSLDCS and PCTLDCS. Where PCFLDCS, PCSLDCS and PCTLDCS do not sum to 1, TEFFPE has been scaled to reflect this. For records taken from the 2010-11 ILR and earlier, HQ_PERS1 (H33), HQ_PERS2 (H34) and HQ_PERS3 (H35) are used instead of PCFLDCS, PCSLDCS and PCTLDCS.

TEFSBJ_CAH2

137.   This field shows which of the Common Aggregation Hierarchy level 2 codes the TEFJACS code maps to. Where we cannot map to a subject, we set TEFSBJ_CAH2 = CAH23-01. The mapping of JACS to the Common Aggregation Hierarchy codes can be found at https://www.hesa.ac.uk/innovation/hecos.

Value	Description
CAH01-01	Medicine and dentistry
CAH02-01	Nursing
CAH02-02	Pharmacology, toxicology and pharmacy
CAH02-03	Subjects allied to medicine not otherwise specified
CAH03-01	Biosciences
CAH03-02	Sport and exercise sciences
CAH04-01	Psychology
CAH05-01	Veterinary sciences
CAH06-01	Agriculture, food and related studies

CAH07-01	Physics and astronomy
CAH07-02	Chemistry
CAH07-03	Physical, material and forensic sciences
CAH08-01	General and others in sciences
CAH09-01	Mathematical sciences
CAH10-01	Engineering
CAH10-02	Technology
CAH11-01	Computing
CAH12-01	Geographical and environmental studies
CAH13-01	Architecture, building and planning
CAH14-01	Humanities and liberal arts (non-specific)
CAH15-01	Sociology, social policy and anthropology
CAH15-02	Economics
CAH15-03	Politics
CAH15-04	Health and social care
CAH16-01	Law
CAH17-01	Business and management
CAH18-01	Communications and media
CAH19-01	English studies
CAH19-02	Celtic studies
CAH19-03	Languages, linguistics and classics
CAH20-01	History and archaeology
CAH20-02	Philosophy and religious studies
CAH21-01	Creative arts and design
CAH22-01	Education and teaching

CAH23-01	Combined and general studies

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

TEFSBJ_CAH3

138.   This field shows which of the Common Aggregation Hierarchy level 3 codes the TEFJACS code maps to. Where we cannot map to a subject, we set TEFSBJ_CAH3 = CAH23-01-01. The mapping of JACS to the Common Aggregation Hierarchy codes can be found at https://www.hesa.ac.uk/innovation/hecos.

TEFSBJ_9GRP

139.   This field shows the nine groupings of Common Aggregation Hierarchy level 2 subjects that are used in the benchmarking of the continuation and the employment or further study metrics.

Value	Description	Definition
SBJ1	Medical and health sciences	TEFSBJ_CAH2 = CAH01-01, CAH02-01, CAH02-02, CAH05-01
SBJ8	Allied health subjects	TEFSBJ_CAH2 = CAH03-02, CAH02-03, CAH04-01
SBJ2	Engineering and technology	TEFSBJ_CAH2 = CAH10-01, CAH10-02, CAH11-01
SBJ3	Natural sciences	TEFSBJ_CAH2 = CAH06-01, CAH07-02, CAH09-01, CAH03-01, CAH07-03, CAH07-01, CAH08-01
SBJ4	Social sciences	TEFSBJ_CAH2 = CAH15-04, CAH12-01, CAH15-02, CAH15-01
SBJ5	Business law and architecture	TEFSBJ_CAH2 = CAH13-01, CAH16-01, CAH17-01
SBJ6	Creative arts and design	TEFSBJ_CAH2 = CAH21-01
SBJ7	Humanities (including general and combined)	TEFSBJ_CAH2 = CAH15-03, CAH19-01, CAH19-02, CAH19-03, CAH20-01, CAH20-02, CAH18-01, CAH14-01, CAH23-01
SBJ9	Education and training	TEFSBJ_CAH2 = CAH22-01

Linking to other data sources for entry qualification information

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

141. We have linked ILR data with other data sources (any provider's ILR data and schools' National Pupil Database (NPD) data) to derive students' UCAS tariff points and Level 3 grade combinations for the purposes of assigning them to entry qualification benchmarking groups.

142. We link to ILR and NPD data from 2002-03 to the academic year prior to the ILR return in question inclusive to find prior qualifications and grades achieved for students recorded in the ILR (for example, for students in the 2016-17 ILR return, we link to ILR and NPD data from 2002-03 to 2015-16 inclusive). We link to ILR and NPD data by combinations of first names, surname, date of birth, gender and (where available) home postcode and prior educational establishment. Spelling errors and other typographical errors (e.g. in dates) will be taken into account. For data protection reasons the TEFQUALENT3, TEFQUALENT2, TEFTARIFF, TEFGRADECOMB, TEFENTQUALGRP and TEFEMPENTQUAL fields are not displayed in the individualised files (TEFY4_YY_XXXXXXX_IND.csv) where TEFSOURCE = ILR.

143. The algorithms that follow make reference to the variables QUALTYPE and QUALGRADE. These variables are defined at https://www.hesa.ac.uk/collection/c16051/qualsonentry. The Learning Aim References recorded in ILR data have been mapped to the relevant QUALTYPE, and grades to the appropriate QUALGRADE.

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

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

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

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

147.   This field categorises students, where the student has A-levels, Scottish Highers, Scottish Advanced Highers or an International Baccalaureate on entry (QUALTYPEZZ = A, DA, V, V2, 9U, AN, H, AH, IE, IB) or BTECs on entry (QUALTYPEZZ = 0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ), into groups according to the highest grades for these qualification types.

148.   Where qualifications for the student have identical subjects, we identify the qualification type which results in the highest value of tariff points and discard those duplicates with a lower value of tariff points.

149.   Hashes and lowercase letters are stripped out from qualification grades as they do not affect the assignment of tariff points so can be disregarded for the purposes of this calculation.

150.   Where a 'double award' is taken each of the two grades is treated separately. Likewise where an A-level and an AS-level are treated as a combined award, each of the two grades is treated separately as an A-level and AS-level respectively.

Value	Definition
AAAA	Student has at least 4 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A*, A*, A*, A*); (A*, A*, A*, A); (A*, A*, A, A); (A*, A, A, A); (A, A, A, A)
AAAA	Student has at least 4 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A)
AAAA	Student has at least 6 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, A, A)
AAA	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A*, A*, A*); (A*, A*, A); (A*, A, A); (A, A, A) and not above

AAA	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, A) and not above
AAA	Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, A) and not above
AAB	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, A, B); (A*, A*, B); (A*, A, B)
AAB	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, B)
AAB	Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, A, B); (A, A, A, A, C); (A, A, A, B, B)
AAC	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, A, C); (A*, A*, C); (A*, A, C)
AAC	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, A, C)
ABB	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, B, B); (A*, B, B)
ABB	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, B, B)
ABB	Student has at least 5 x QUALTYPEZZ = H

	of which the highest QUALGRADEZZ are in the following combinations: (A, A, A, B, C); (A, A, A, C, C); (A, A, B, B, B); (A, A, B, B, C)
ABC/BBB	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, B, C); (B, B, B); (A*, B, C)
ABC/BBB	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, B, C); (B, B, B)
ABC/BBB	Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, B, C, C); (A, B, B, B, C); (A, B, B, C, C); (A, B, B, B, B); (B, B, B, B, B)
ACC/BBC	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (A, C, C); (B, B, C); (A*, C, C)
ACC/BBC	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (A, C, C); (B, B, C)
ACC/BBC	Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations: (A, A, C, C, C); (A, B, C, C, C); (B, B, B, B, C); (B, B, B, C, C)
BCC/CCC	Student has at least 3 x QUALTYPEZZ = A, V of which the highest QUALGRADEZZ are in the following combinations: (B, C, C); (C, C, C)
BCC/CCC	Student has at least 3 x QUALTYPEZZ = AH of which the highest QUALGRADEZZ are in the following combinations: (B, C, C); (C, C, C)
BCC/CCC	Student has at least 5 x QUALTYPEZZ = H of which the highest QUALGRADEZZ are in the following combinations:

	(A,C,C,C,C); (B,B,C,C,C); (B,C,C,C,C); (C,C,C,C,C)
BACC	Student has at least 1 x QUALTYPEZZ = IE of which the highest QUALGRADEZZ is at least 24 points, or student has at least 1 x QUALTYPEZZ = IB of which the highest QUALGRADEZZ is one of (H3, H4, H5, H6, H7), and not above
BTECDDD	Student has a combination of QUALTYPEs and QUALGRADEs listed in Table 2 and not above
BTECP	Student has at least 1 x QUALTYPEZZ = (0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ) of which QUALTYPEZZ is at least a pass grade and not above
OTHER	Otherwise

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

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

QUALTYPE = B, B3, B5, BD, BU, 8C	QUALTYPE = B, B3, B5, BD, BU, 8C	QUALTYPE = B, B3, B5, BD, BU, 8C
D*, S	D*, S	D*, S
D*, S	D*, S	D
D*, S	D	D
D	D	D
QUALTYPE = BZ, 7C	QUALTYPE = BZ, 7C	
D*D*, SS	D*D*, SS	
D*D*, SS	D*D, SD	
D*D*, SS	DD	
D*D, SD	D*D, SD	
D*D, SD	DD	
DD	DD	
QUALTYPE = BE, EE		
DDD		

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

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

TEFSOURCE = HESASTU and HESAAP

152.   TEFQUALENT3 is equal to QUALENT3.

TEFSOURCE = ILR

153.   TEFQUALENT3 is set as follows and uses both QUALENT3 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 141 to 143.

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

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

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

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

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

157.	TEFQUALENT2 is set as follows and uses both QUALENT2 and the detailed qualification types and grades found from linking to the ILR and NPD, as described in paragraphs 14141 to 143.

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

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

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

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

Value	Description	Definition
HEPG	Higher education: Postgraduate level	(TEFQUALENT3 = DUK, DZZ, D80, M41, M44, M71, M80, M90, MUK, MZZ, H71 or (TEFQUALENT2 = 1, 2, 3, 4, 5, 01, 02, 03, 04, 05 and TEFQUALENT3 = BLANK))
HEFD	Higher education: First degree level	(TEFQUALENT3 = M2X, H11, HUK, HZZ, JUK or (TEFQUALENT2 = 10, 11 and TEFQUALENT3 = BLANK)) and not above
HEOUG	Higher education: Other undergraduate level	(TEFQUALENT3 = H80, J10, J20, J30, J48, J80, C20, C30, C44, C80, C90 or (TEFQUALENT2 = 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31 and TEFQUALENT3 = BLANK)) and not above
See paragraph 159	Level 3 qualification with combinations of A-levels, Scottish Advanced	TEFGRADECOMB ≠ OTHER, BACC, BTECDDD, BTECP and not above

	Highers or Scottish Highers	
BACC (for base years prior to 2013-14)	Baccalaureate	(TEFQUALENT3 = P62, P63 or (TEFQUALENT2 = 47 and TEFQUALENT3 = BLANK) or TEFGRADECOMB = BACC) and not above

BACC (for base years from 2013-14 onwards)	Baccalaureate	(TEFQUALENT3 = P62, P63 or
		    (TEFQUALENT2 = 47 and TEFQUALENT3 = BLANK) or
		TEFGRADECOMB = BACC or
		    ((Tariff points resulting from QUALTYPEZZ = IB, ID, IS > 0.5 × TEFTARIFF) or
		    (Tariff points resulting from QUALTYPEZZ = IE, ID, IS, IB, IC, IX > 15 and
		    Tariff points resulting from QUALTYPEZZ = IE, ID, IS, IB, IC, IX
		    ≥ Tariff points resulting from QUALTYPEZZ = 0B, 1B, 1C, 2B, 2C, 3B, 3C, 4B, 4C, 5B, 5C, 6B, 6C, 7B, 7C, 8B, 8C, 9B, 9C, B, B1, B2, B3, B4, B5, B6, B7, BB, BD, BE, BF, BI, BJ, BT, BU, BV, BW, BX, BY, BZ, EE, EF, EY, PJ))) and not above

BTEC/ONCH	BTEC/ONC – high graded	TEFGRADECOMB = BTECDDD and not above
BTEC/ONCL	BTEC/ONC – lower graded	TEFGRADECOMB = BTECP and not above
BTEC/ONCO	BTEC/ONC – other	TEFQUALENT2 = 41 and TEFQUALENT3 = BLANK and not above
See paragraph 160	Other Level 3 qualifications (with tariff)	(TEFQUALENT3* = P (excluding P62, P63) or (TEFQUALENT2 = 39, 40 and TEFQUALENT3 = BLANK)) and TEFTARIFF > 0 and not above
GNVQ/NVQ	GNVQ/NVQ	(TEFQUALENT2 = 37, 38 and TEFQUALENT3 = BLANK) and not above
FOUND	Foundation course	(TEFQUALENT3 = J49 or (TEFQUALENT2 = 29, 43, 72 and TEFQUALENT3 = BLANK)) and not above

ACCESS	Access course	(TEFQUALENT3 = X00, X01 or
		(TEFQUALENT2 = 44, 45, 48 and TEFQUALENT3 = BLANK)) and not above
LEV3	Other Level 3 qualifications (without tariff)	(TEFQUALENT3* = P (excluding P62, P63) or
		(TEFQUALENT2 = 39, 40 and TEFQUALENT3 = BLANK)) and not above
NONE	No formal qualifications	(TEFQUALENT3 = X02, X03, X05 or
		(TEFQUALENT2 = 92, 93, 98 and TEFQUALENT3 = BLANK)) and not above
OTHERS	Other qualifications (unknown level, or below level 3)	(TEFQUALENT3* = Q, R, X04 or
		(TEFQUALENT2 = 55, 56, 57, 94, 97 and TEFQUALENT3 = BLANK)) and not above
UNKNOWN	Unknown qualifications	Otherwise

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

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

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

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

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

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

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

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

TEFPOLAR

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

TEFIMD

163.   This field shows:

a. For students domiciled in England (TEFDOM = E) at teaching providers in England (TEFCOUNTRY = E), the English Index of Multiple Deprivation 2015 quintile.

b. For students domiciled in Wales (TEFDOM = W) at teaching providers in Wales (TEFCOUNTRY = W), the Welsh Index of Multiple Deprivation 2014 quintile.

c. For students domiciled in Scotland (TEFDOM = S) at teaching providers in Scotland (TEFCOUNTRY = S), the Scottish Index of Multiple Deprivation 2016 quintile.

d. For students domiciled in Northern Ireland (TEFDOM = N) at teaching providers in Northern Ireland (TEFCOUNTRY = N), the Northern Ireland Multiple Deprivation Measure 2017 quintile.

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

TEFCF

TEFSOURCE = HESASTU

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

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

TEFSOURCE = ILR and HESAAP

165.   This field is not calculated. All records are set to 'NA'.

TEFSEX

166.   This field indicates the sex of the student.

TEFSOURCE = HESASTU and HESAAP

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

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

TEFSOURCE = ILR

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

Note: For records taken from the 2010-11 ILR and earlier, ST_SEX (L13) is used instead of SEX.

TEFDISABLE

167.   This field indicates whether the student is disabled.

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition
Y	The student is disabled	LLDDHEALTHPROB = 1 or LLDDCAT ≠ 98, 99, BLANK or LLDD_DS ≠ 98, 99, BLANK or LLDD_LD ≠ 98, 99, BLANK
N	The student is not disabled	Otherwise

Notes:

- LLDDCAT is only used from 2015-16 onwards. In the individualised file TEF1819_YY_XXXXXXX_IND.csv we will display the primary health problem where one is returned. Where a student has more than one health problem recorded but none of them is flagged as the primary health problem, we will display '3' if they are all learning difficulties and '2' otherwise.
- LLDD_DS and LLDD_LD are only used before 2015-16.
- For records taken from the 2011-12 ILR, LLDDIND is used instead of LLDDHEALTHPROB and LLDD_DS and LLDD_LD are instead held as LLDDTYPE1, LLDDTYPE2 and LLDDCODE1, LLDDCODE2.
- For records taken from the 2010-11 ILR and earlier, ST_DISAB (L14) is used instead of LLDDHEALTHPROB, and ST_DISEF (L15) is used instead of LLDD_DS and ST_LDIFF (L16) is used instead of LLDD_LD.

TEFETHNIC

168.   This field indicates the student's ethnicity.

TEFSOURCE = HESASTU and HESAAP

Value	Description	Definition
A	Asian	ETHNIC = 31, 32, 33, 34, 39

B	Black	ETHNIC = 21, 22, 29
W	White	ETHNIC = 10, 11, 12, 13, 14, 15, 19
O	Other	ETHNIC = 41, 42, 43, 49, 50, 80
U	Unknown	Otherwise

TEFSOURCE = ILR

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

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

TEFTARGRP

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

Value	Description	Definition
HE	Higher education-level entry qualifications	TEFDOM = E, W, S, N and (TEFENTQUALGRP = HEPG, HEFD, HEOUG or TEFQUALENT3 = J49 or TEFQUALENT2 = 29)
H	High tariff	TEFDOM = E, W, S, N and TEFTARIFF > 390 and not above
M	Medium tariff	TEFDOM = E, W, S, N and 280 ≤ TEFTARIFF ≤ 390 and not above
L	Low tariff	TEFDOM = E, W, S, N and

		0 < TEFTARIFF < 280 and not above
NONE	Non-tariff bearing	TEFDOM = E, W, S, N and not above
NONUK	Not a UK domiciled student	Otherwise

TEFHOMETTWA

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

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

TEFLOCATION

TEFSOURCE = HESASTU and ILR

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

TEFSOURCE = HESAAP

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

TEFLOCPOSTCODE

173. This field shows the student's location of study postcode.

TEFSOURCE = HESASTU

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

TEFSOURCE = HESAAP

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

TEFSOURCE = ILR

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

TEFDL

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

TEFSOURCE = HESASTU and HESAAP

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

TEFSOURCE = ILR

Value	Description	Definition
1	The student is a distance learning student	TEFLOCPOSTCODE begins ZZ
0	Otherwise	Otherwise

TEFSTUDYTTWA

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

Value	Description	Definition
TEFHOMETTWA	Distance learning student	TEFDOM = E, S, W, N and TEFDL = 1
Travel to work area code of location of study postcode	Not a distance learning student	TEFDOM = E, S, W, N and TEFLOCPOSTCODE can be mapped to a travel to work area and not above
UNKNOWN	Otherwise	Otherwise

TEFLOCAL

179. This field indicates local and distance learning students.

Value	Description	Definition
Y	The student is local or distance learning	TEFDOM = E, S, W, N and TEFHOMETTWA = TEFSTUDYTTWA and TEFHOMETTWA ≠ UNKNOWN and TEFSTUDYTTWA ≠ UNKNOWN
N	The student is not local or distance learning	TEFDOM = E, S, W, N and TEFHOMETTWA ≠ TEFSTUDYTTWA and TEFHOMETTWA ≠ UNKNOWN and TEFSTUDYTTWA ≠ UNKNOWN
U	Otherwise	Otherwise

TEFWM

TEFSOURCE = HESASTU

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

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

TEFSOURCE = HESAAP and ILR

181.   This field is not calculated. All records are set to 'NA'.

Annex A: TEF Year Four metrics workbooks – rebuild document

1. The Teaching Excellence and Student Outcomes Framework (TEF) Year Four metrics workbooks contain a number of worksheets. This document details how some of the data in the TEFY4_XXXXXXXX.xlsx workbook can be rebuilt from the individualised files we provide (TEFY4_YY_UKPRN_IND.csv, where UKPRN denotes the provider's UKPRN, XXXXXXXX denotes the combined UKPRN and name of the provider and YY denotes the year of the individualised data – for example, YY = 14 for data primarily sourced from a 2014-15 Higher Education Statistics Agency or Individualised Learner Record data return). It also gives explanations of the data contained in each of the worksheets, described in order of the workbook structure below.

Notes

1. The individualised files provided are at **subject level**, meaning one student will have one row of data for every different subject they are studying. This means that simply summing all the rows in a file for a particular field will give an inflated result: values must be weighted by TEFFPE in order to derive a true figure. For example, to derive the headcount of full-time first degree students in a particular year, select the TEFUKPRNTF for the provider, TEFCONTEXTPOP = 1, TEFMODE = FT and TEFLEVEL=DEG. Sum the TEFFPE for the resulting records and divide by 100.

2. Additionally, there are two worksheets within the TEF Year Four metrics workbooks which contain supplementary metrics derived from the Department for Education's Longitudinal Education Outcomes (LEO) dataset. The LEO dataset links 2009-10, 2010-11 and 2011-12 Higher Education Statistics Agency and Individualised Learner Record student records with graduates' 2013-14, 2014-15 and 2015-16 financial year tax and benefits data held by HM Revenue and Customs and the Department for Work and Pensions. To ensure that no provider is able to identify any individual student's contribution (or lack thereof) to the LEO-based metrics, the Office for Students is unable to supply any student-level data on these metrics. Consequently, an individualised file for 2009-10, 2010-11 and 2011-12 data returns is not available and it is not therefore possible to rebuild figures shown in the 'Supplementary metrics and splits' and 'Supplementary metrics detail' worksheets using the individualised files.

Contextual data

2. This worksheet contains tables of contextual data for the provider. Figures in these tables can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFUKPRNTF equals the provider, TEFCONTEXTPOP = 1, TEFMODE = FT or PT and the

relevant filter from the table below. Figures are presented as an average across the context period considered, and can be rebuilt by averaging the three years of data for each category [1]:

Category	Filter to apply in individualised file
Overall	Headcount = TEFFPE / 100 FTE = calculate (TEFSTULOAD / 100) * (TEFFPE / 100) for each row and then sum across all rows
Level of study	TEFLEVEL = PUGD, PUGO for PG-UG boundary, DEG for First degree OUG for Other undergraduate
Age	TEFCONTEXTAGE = U21 for Under 21 21_30 for 21 to 30 30+ for Over 30
Ethnicity	TEFETHNIC = W for White B for Black A for Asian O for Other U for Unknown
Sex	TEFSEX = 1 for Male 2 for Female 9 for Other
Disability	TEFDISABLE = Y for Yes N for No
Entry qualifications	TEFTARGRP = HE for higher education-level H for High tariff M for Medium tariff L for Low tariff NONE for Non-tariff NONUK for Non-UK students
Domicile	TEFDOM = E,S,W,N for UK OEU for Other EU OTHER for Non-EU
Local students	TEFLOCAL =

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[1] This can be rebuilt from the individualised files by summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt, the number of years divided by is the larger of the number of years with full-time (FT) or part-time (PT) data.

	Y for Yes N for No
POLAR	TEFCONTEXTAGE = U21 and TEFPOLAR = 1 2 3 4 5
English, Scottish, Welsh or Northern Ireland Index of Multiple Deprivation	TEFIMD = 1, 2, 3, 4, 5
Welsh Communities First	(Welsh teaching providers only) TEFCF = Y for Yes N for No
Welsh medium	(Welsh teaching providers only) TEFWM = N for 0 to 5 5PLUS for 5 to 40 40PLUS for Over 40
Subject of study	Sum (TEFFPE / 100) for the relevant subject (TEFSBJ_CAH2 = the values shown below) CAH01-01 Medicine and dentistry CAH02-01 Nursing CAH02-02 Pharmacology, toxicology and pharmacy CAH02-03 Subjects allied to medicine not otherwise specified CAH03-01 Biosciences CAH03-02 Sport and exercise sciences CAH04-01 Psychology CAH05-01 Veterinary sciences CAH06-01 Agriculture, food and related studies CAH07-01 Physics and astronomy CAH07-02 Chemistry CAH07-03 Physical, material and forensic sciences CAH08-01 General and others in sciences CAH09-01 Mathematical sciences CAH10-01 Engineering CAH10-02 Technology CAH11-01 Computing CAH12-01 Geographical and environmental studies CAH13-01 Architecture, building and planning CAH14-01 Humanities and liberal arts (non-specific) CAH15-01 Sociology, social policy and anthropology CAH15-02 Economics CAH15-03 Politics

	CAH15-04 Health and social care
	CAH16-01 Law
	CAH17-01 Business and management
	CAH18-01 Communications and media
	CAH19-01 English studies
	CAH19-02 Celtic studies
	CAH19-03 Languages, linguistics and classics
	CAH20-01 History and archaeology
	CAH20-02 Philosophy and religious studies
	CAH21-01 Creative arts and design
	CAH22-01 Education and teaching
	CAH23-01 Combined and general studies

3. The totals across each category may not always match because of differing populations, the differing treatment of unknowns in each category or average values being rounded to the nearest five. In categories where unknowns are not included in the workbook, percentages also do not include unknowns in their calculation.

Core metrics

4. This worksheet contains the core metrics and other key information taken from the 'Core metrics and splits' worksheet.

Core metrics and splits

5. This worksheet contains:

- all core metrics, separately for full-time and part-time students

- a headcount of full-time and part-time students, used in setting the majority mode[2]

- the splits for each metric

- Whether any of the flags on the split metrics are different from the flag on the core metric

- how many years of suitable metrics a provider has

- whether part-time accounts for 35 per cent or more of provision by headcount.

Splits

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

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[2] This can be rebuilt from the 2014-15, 2015-16 and 2016-17 individualised files by selecting TEFCONTEXTPOP = 1 and TEFMODE = FT or PT, then summing the three years of data and dividing by the number of years for which there are students. For the avoidance of doubt the number of years divided by is the larger of the number of years with FT or PT data.

Split	Individualised files to use or filter to apply in individualised file
Years	For student satisfaction and employment and destinations metrics use the individualised file for: 2014-15 for Year 1 2015-16 for Year 2 2016-17 for Year 3 For full-time continuation metrics use the individualised file for: 2013-14 for Year 1 2014-15 for Year 2 2015-16 for Year 3 For part-time continuation metrics use the individualised file for: 2012-13 for Year 1 2013-14 for Year 2 2014-15 for Year 3
Level of study	For student satisfaction and continuation metrics: TEFLEVEL = PUGD, PUGO for PG-UG boundary DEG for First degree OUG for Other UG For employment and destinations metrics: TEFEMPLEVEL = PUGD, PUGO for PG-UG boundary DEG for First degree OUG for Other UG
Age	For full-time metrics: TEFCONTEXTAGE = U21 for Young 21_30, 30+ for Mature For part-time metrics: TEFCONTEXTAGE = U21,21_30 for Young 30+ for Mature
POLAR	TEFCONTEXTAGE = U21 and TEFPOLAR = 1,2 for Q1 or Q2 3, 4, 5 for Q3, Q4 or Q5
National IMD	For teaching providers in England, Scotland and Northern Ireland: TEFIMD = 1,2 for Q1 or Q2 3, 4, 5 for Q3, Q4 or Q5 For teaching providers in Wales: TEFIMD = 1 or TEFCF = Y for Q1 or CF TEFIMD = 2, 3, 4, 5 and TEFCF = N for Q2, Q3, Q4 or Q5
Ethnicity	TEFETHNIC = W for White A, B, O for black and minority ethnic (BME)

Disabled	TEFDISABLE = Y for Yes N for No
Sex	TEFSEX = 1 for Male 2 for Female
Welsh medium	For Welsh teaching providers only: TEFWM = N for 0 to 5 5PLUS for 5 to 40 40PLUS for Over 40
Domicile	TEFDOM = E, S, W, N for UK OEU for Other EU OTHER for Non-EU

Metrics detail worksheets

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

Metrics detail_Populations

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

Student satisfaction

9. Note that to honour the commitments given to students when completing the NSS, only the derived fields that indicate inclusion in the NSS response rate population (TEFNSSEXCL1, TEFNSSEXCL2, TEFNSSEXCL4, TEFNSSEXCL8 and TEFNSSEXCL) are shown in the individualised files. Nevertheless full instructions have been included here for the calculation of these metrics.

10. Using the 2014-15, 2015-16 and 2016-17 data (which corresponds to NSS16, NSS17 and NSS18 respectively), the values specified below are selected for the relevant mode (TEFMODE = FT or PT) and level (TEFLEVEL in DEG, OUG, PUGD, PUGO) and where TEFUKPRNTF equals the provider.

The teaching on my course

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

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

Assessment and feedback

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

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

Academic support

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

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

Continuation

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

Continuation

Denominator of the core metric: TEFCONEXCL = 0

Numerator of the core metric: TEFCONEXCL = 0 and TEFCONINDFULL = CONTORQUAL, TRANSFER

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

Employment and destinations

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

Employment or further study

Denominator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1

Numerator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1 and TEFEMPIND = WORK_HIGHSKILL, WORK_OTHER, STUDY_DEG, STUDY_OPG, STUDY_PGT, STUDY_OTHER, STUDY_PHD

Highly skilled employment

Denominator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1

Numerator of the core metric: TEFEMPEXCL = 0 and TEFEMPINDPOP = 1 and TEFEMPIND = WORK_HIGHSKILL, STUDY_DEG, STUDY_OPG, STUDY_PGT, STUDY_OTHER, STUDY_PHD

NSS and DLHE response rates

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

NSS response rate

Select the values specified below where TEFUKPRNTF equals the provider.

Denominator: TEFNSSEXCL = 0

Numerator: TEFNSSEXCL = 0 and TEFNSSRESPONSE = 1

DLHE response rate

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

Denominator: TEFEMPEXCL = 0

Numerator: TEFEMPEXCL = 0 and TEFEMPRESPONSE = 1

Metrics detail_Indicator (a)

14. This worksheet shows the indicators that inform the calculation of the significance flags in the 'Core metrics and splits' worksheet. These figures can be rebuilt from the 'Metrics detail_Populations' worksheet.

Metrics detail_Benchmark (b)

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

Metrics detail_Difference (a - b)

16. This worksheet shows the differences between the indicators and benchmarks that inform the calculation of the significance flags in the 'Core metrics and splits' worksheet. These figures in this worksheet are formulaically calculated (and therefore can be rebuilt) from the 'Metrics detail_Indicators (a)' and 'Metrics detail_Benchmark (b)' worksheets.

Metrics detail_Z-score

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

BME breakdown

18. Where significant differences (i.e. different flags) exist within the BME group in the metrics splits, the breakdown of the flags across black, Asian and other students will be displayed in this worksheet.

Supplementary grade inflation

19. Using the 2014-15, 2015-16 and 2016-17 individualised files for a provider with degree awarding powers, select the values specified below for the relevant level (TEFEMPLEVEL in DEG, PUGD), where TEFUKPRNTF equals the provider and TEFGIQUALPOP = 1.

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

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

Annex B: Worked example of benchmarking

1. The Teaching Excellence and Student Outcomes Framework (TEF) Year Four metrics are benchmarked using a well-established methodology developed in relation to the UK Performance Indicators for higher education and also used in the publication of National Student Survey outcomes. A full explanation of the benchmarking methodology is provided on the HESA website[3]. This document provides a fictional and simplified worked example to illustrate the calculation of a benchmark.

Calculating benchmarks

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

Step one – the provider

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

Table B1: Calculating the provider indicator

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

Step two – the sector

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

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[3] See www.hesa.ac.uk/data-and-analysis/performance-indicators/benchmarks.

Table B2: Calculating the sector indicator

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

Step three – calculating the provider specific benchmark

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

Table B3: Calculating the provider's benchmark

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

Step four – significance flagging

6. The provider's indicator (94.3 per cent) can now be compared with the weighted sector benchmark (94.7 per cent). The provider's continuation rate is still lower than the rate

observed for students with similar characteristics across the sector. The next step is to establish if this difference is significant and material: this process is described at paragraphs 5.58 to 5.64 of the 'Teaching Excellence and Student Outcomes Framework specification', available at www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification.