Data day concerns

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WONKHE

Key data

National Student Survey

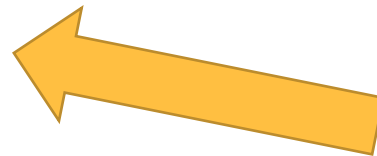GRADUATE OUTCOMES

HESA (UKPI)
Non-Continuation*

Office for Students — HESES

UKPIs are no more
OfS will likely use a new cut of
HESA or HESES data

Other data of interest

UC/\S

TRAC

DfE LEO

AdvanceHE/HEPI SAES

HESA
Student
Staff
Finance
UKBCI
Estates
Unistats

Data sources: In a nutshell

HESA
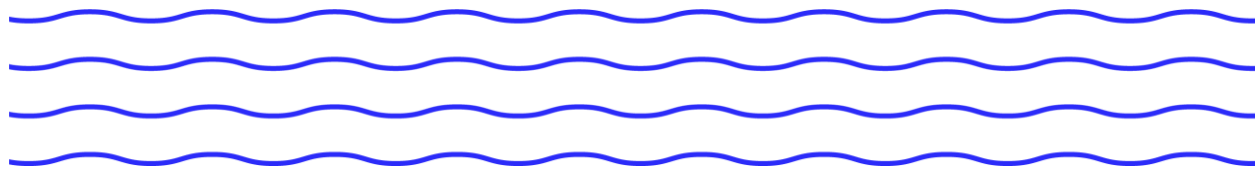
Gold-standard data on students, graduates, staff, finances, estates, and business/community interaction.

UCAS

Data on each recruitment cycle – released at set points each year.

Office for Students (OfS)

Data used in regulation – often published as open data. Area based measures. Complex dashboards. NSS (with four national regulators)

SLC

Data about student fee and maintenance loans.

ONS

Survey data on students and the wider workforce. Detailed data on place

DfE, other governments

LEO data on graduate destinations. Survey data – student expenditure and income survey.

League tables

Compiled from numerous data sources (including specially collected data).

Other sources

General medical council. Other agencies Various think tanks. House of commons library. Other government departments.

The OfS Dashboard

REGULATION IS EASY!

Basically OfS looks out for flashing lights, and waits for other people (including your provider, and students) to tell it when something goes wrong.

There are a range of interventions – including investigations, fines, and exceptionally sanctioning recruitment, degree awarding powers, or university title – that OfS can use.

Most data sources shown here are tweaked and repurposed by OfS for regulatory purposes.

A&P

PLAN MONITORING AND REPORTING

HESA

REGISTRATION REQUIREMENTS

OTHER METRICS, NOTIFICATIONS, REPORTABLE EVENTS

NSS — National Student Survey   HESA

B3

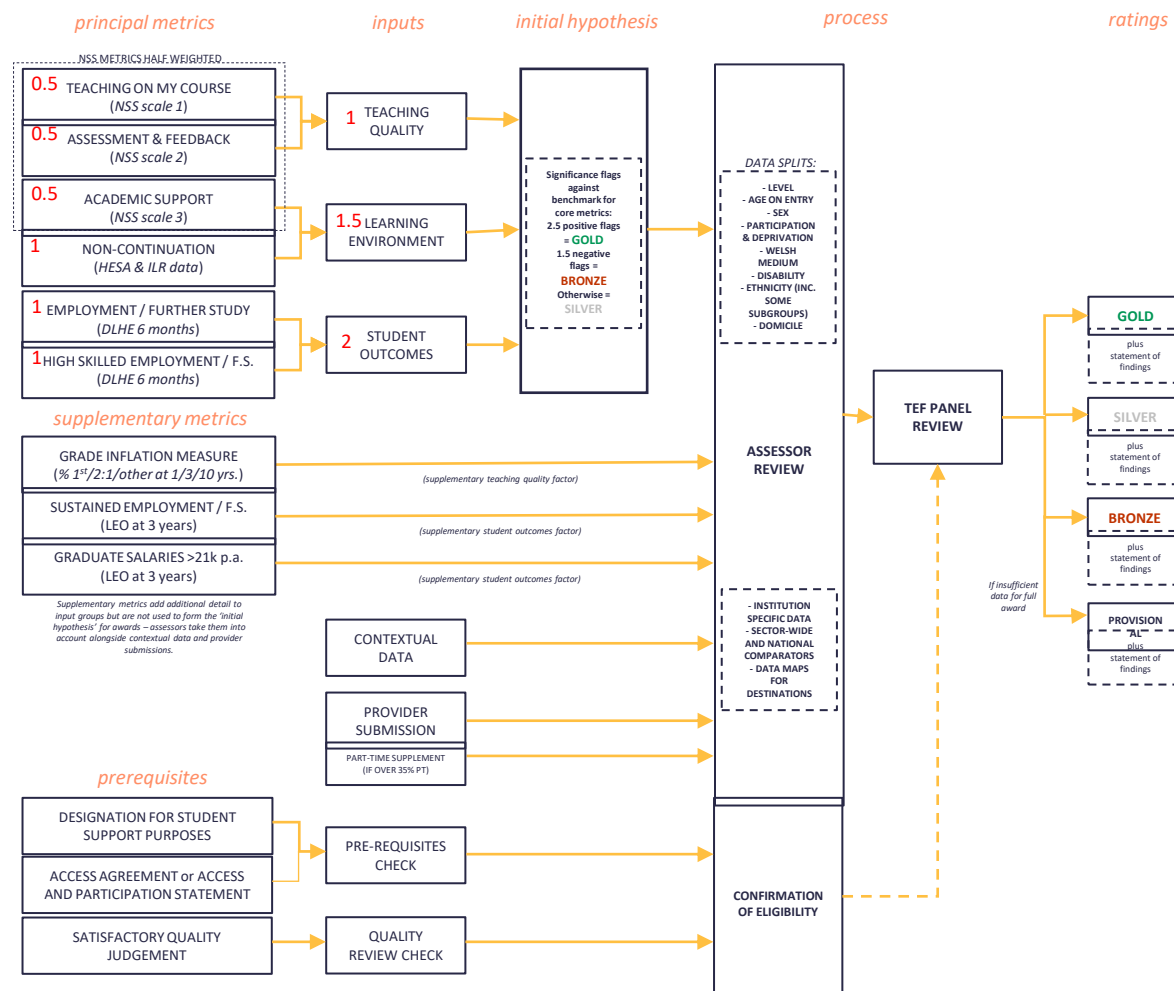B3 BASELINE

GRADUATE OUTCOMES

TEF

GOLD

SILVER

BRONZE

REQUIRES IMPROVEMENT

GRADUATE OUTCOMES

NSS — National Student Survey

TEF: The (outgoing) Incredible Machine

principal metrics | inputs | initial hypothesis | process | ratings

NSS METRICS HALF WEIGHTED

0.5 TEACHING ON MY COURSE (*NSS scale 1*)

0.5 ASSESSMENT & FEEDBACK (*NSS scale 2*)

0.5 ACADEMIC SUPPORT (*NSS scale 3*)

1 NON-CONTINUATION (*HESA & ILR data*)

1 EMPLOYMENT / FURTHER STUDY (*DLHE 6 months*)

1 HIGH SKILLED EMPLOYMENT / F.S. (*DLHE 6 months*)

1 TEACHING QUALITY

1.5 LEARNING ENVIRONMENT

2 STUDENT OUTCOMES

Significance flags against benchmark for core metrics:
2.5 positive flags = **GOLD**
1.5 negative flags = **BRONZE**
Otherwise = SILVER

DATA SPLITS:
- LEVEL
- AGE ON ENTRY
- SEX
- PARTICIPATION & DEPRIVATION
- WELSH MEDIUM
- DISABILITY
- ETHNICITY (INC. SOME SUBGROUPS)
- DOMICILE

ASSESSOR REVIEW

TEF PANEL REVIEW

GOLD
plus statement of findings

SILVER
plus statement of findings

BRONZE
plus statement of findings

PROVISIONAL
plus statement of findings

If insufficient data for full award

supplementary metrics

GRADE INFLATION MEASURE (% 1st/2:1/other at 1/3/10 yrs.)

SUSTAINED EMPLOYMENT / F.S. (LEO at 3 years)

GRADUATE SALARIES >21k p.a. (LEO at 3 years)

(supplementary teaching quality factor)

(supplementary student outcomes factor)

(supplementary student outcomes factor)

Supplementary metrics add additional detail to input groups but are not used to form the 'initial hypothesis' for awards – assessors take them into account alongside contextual data and provider submissions.

CONTEXTUAL DATA

PROVIDER SUBMISSION

PART-TIME SUPPLEMENT (IF OVER 35% PT)

- INSTITUTION SPECIFIC DATA
- SECTOR-WIDE AND NATIONAL COMPARATORS
- DATA MAPS FOR DESTINATIONS

prerequisites

DESIGNATION FOR STUDENT SUPPORT PURPOSES

ACCESS AGREEMENT or ACCESS AND PARTICIPATION STATEMENT

SATISFACTORY QUALITY JUDGEMENT

PRE-REQUISITES CHECK

QUALITY REVIEW CHECK

CONFIRMATION OF ELIGIBILITY

The proposed Educational Excellence Framework: a visual guide

How the recommendations and proposals could be brought together

Dimensions	Educational Experience		Educational Outcomes	
Aspects	Teaching and Learning Environment	Student Satisfaction	Educational Gains	Graduate Outcomes
Evidence Nationally comparable metrics (provider and subject level)		Metrics and splits for Student satisfaction measures (NSS)		Metrics and splits for: Employment or further study and salary measures (GO, LEO) Continuation (HESA) Differential degree attainment (HESA/ILR)
Provider submission	Institutionally determined evidence, including addressing subject variability	Response to metrics, including subject variability, and institutionally determined evidence	Institutionally determined evidence, including addressing subject variability	Response to metrics, including subject variability, and institutionally determined evidence
Student submission	Student evidence, including addressing subject variability	Student evidence, including addressing subject variability	Student evidence, including addressing subject variability	Student evidence, including addressing subject variability
Judgements	Rating names: Meets UK quality requirements, Commended, Highly Commended, Outstanding			
Aspect ratings	Rating	Rating	Rating	Rating
Overall rating	Overall provider rating			
Statement of findings	Statement from the assessment panel, giving reasons for its aspects rating and overall rating, including reference to any limiting factors applied (e.g. subject variability not sufficiently addressed)			

Figure 5. 2017 method and 2018 method starting-point diagram showing net total value of flagged metrics
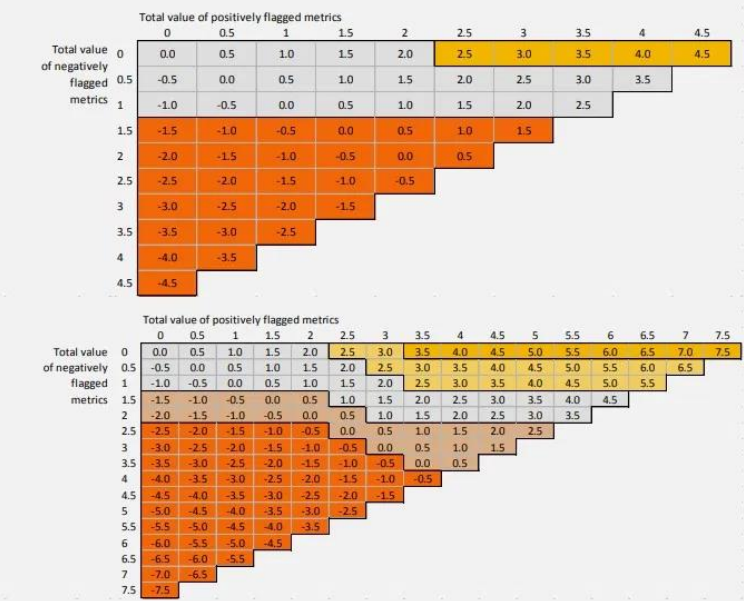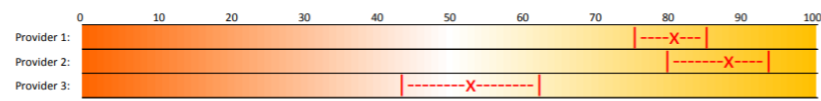
Figure 8. Illustrative example of a graded-scale Step 1a output with confidence intervals

Proposals from Pearce

NEW TEF: pending consultation

- Once every four years
- Half of the evidence now derived from **narrative submissions** (provider and optional student – OfS can carry out validation checks)
- Bronze, Silver, Gold – and "requires improvement"
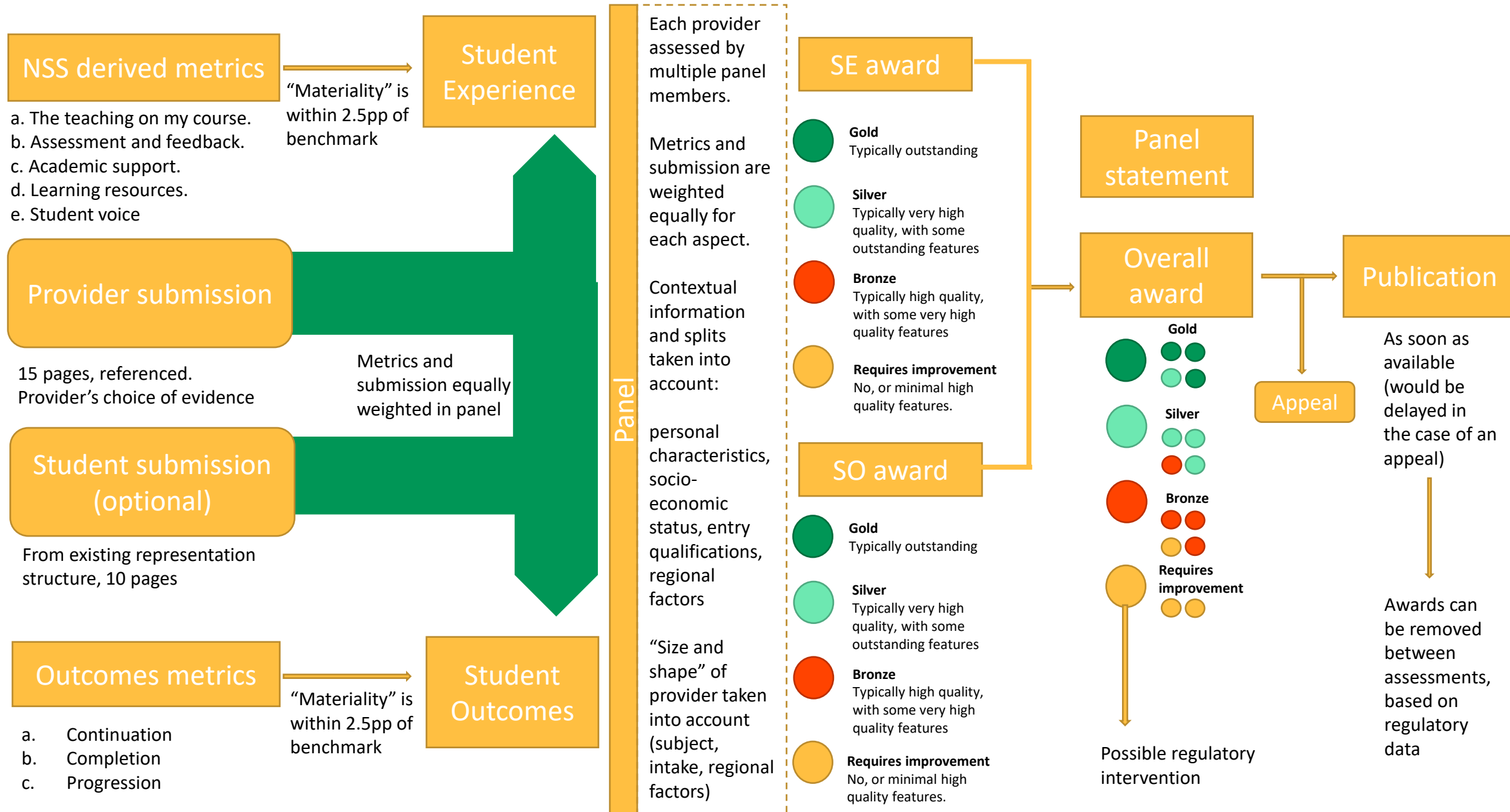
Measures
- NSS: *teaching, assessment, support, learning resources, student voice*
- B3: *"good outcome", continuation, completion*
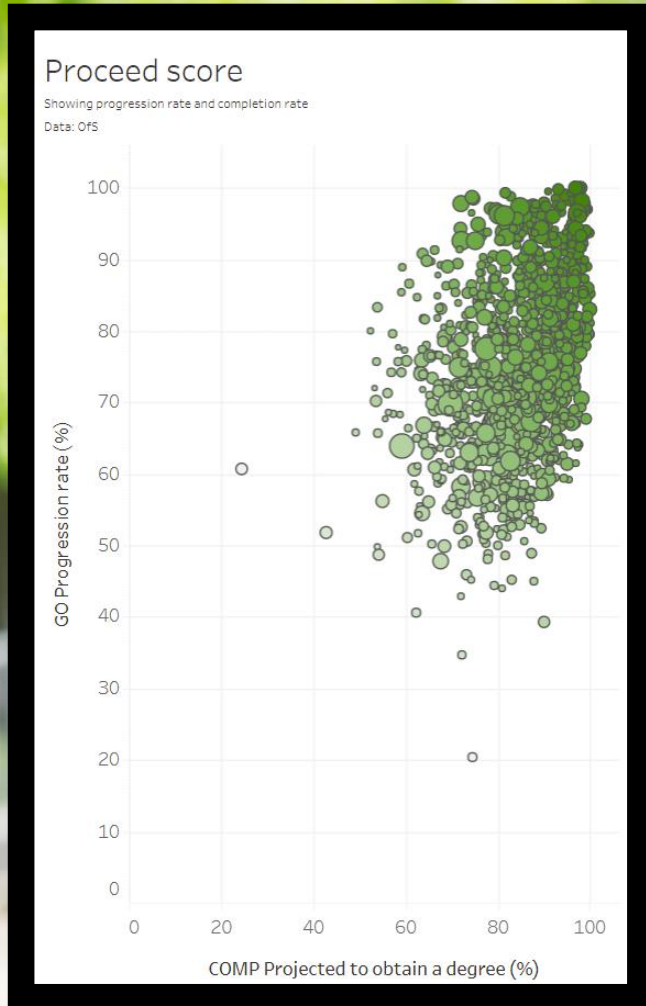- All use benchmarks (unlike B3)

Disaggregated by:
- mode

Splits
- Subject and level of study
- Student characteristics (ABCs)
- Year of entry, year of qualification, course types, partnerships

NSS derived metrics

a. The teaching on my course.
b. Assessment and feedback.
c. Academic support.
d. Learning resources.
e. Student voice

→ "Materiality" is within 2.5pp of benchmark → **Student Experience**

Provider submission

Metrics and submission equally weighted in panel

15 pages, referenced. Provider's choice of evidence

Student submission (optional)

From existing representation structure, 10 pages

Outcomes metrics

a. Continuation
b. Completion
c. Progression

→ "Materiality" is within 2.5pp of benchmark → **Student Outcomes**

Panel

Each provider assessed by multiple panel members.

Metrics and submission are weighted equally for each aspect.

Contextual information and splits taken into account:

personal characteristics, socio-economic status, entry qualifications, regional factors

"Size and shape" of provider taken into account (subject, intake, regional factors)

SE award

● **Gold** Typically outstanding

● **Silver** Typically very high quality, with some outstanding features

● **Bronze** Typically high quality, with some very high quality features

● **Requires improvement** No, or minimal high quality features.

SO award

● **Gold** Typically outstanding

● **Silver** Typically very high quality, with some outstanding features

● **Bronze** Typically high quality, with some very high quality features

● **Requires improvement** No, or minimal high quality features.

Panel statement

Overall award

Gold

Silver

Bronze

Requires improvement

Possible regulatory intervention

Publication

As soon as available (would be delayed in the case of an appeal)

Appeal

Awards can be removed between assessments, based on regulatory data

The B3 bear necessities

Proceed score
Showing progression rate and completion rate
Data: OfS

OfS monitors data on:
- Student continuation
- Student completion
- Student progression

If one of these data sources dips below a baseline (eg less than 60 per cent of graduates get a "good" outcome) then OfS can step in with investigations, then fines and other sanctions.

The baselines are *not* benchmarked (so if your provider recruits lots of non-traditional students they are less likely to meet the baseline).

Decisions can be made with respect to "groups" of students (so subject, ethnicity, sex, mode…)

NSS in a nutshell

Keeping students ~~satisfied~~ something

Survey of final year students (conducted Jan-March of last year of study). Response rate usually around 80 per cent (very good for a survey like this).

27 questions on many aspects of student life – learning, resources, representation, assessment... plus an overall question which is the one you see everywhere.

Currently under review after a gloriously unhinged rant from Michelle (and Iain) at DfE during lockdown.

Unlikely to change much (LOL). Maybe a few new questions (eg on Freedom of Speech). The word satisfaction will not be used.

Data released by DfE
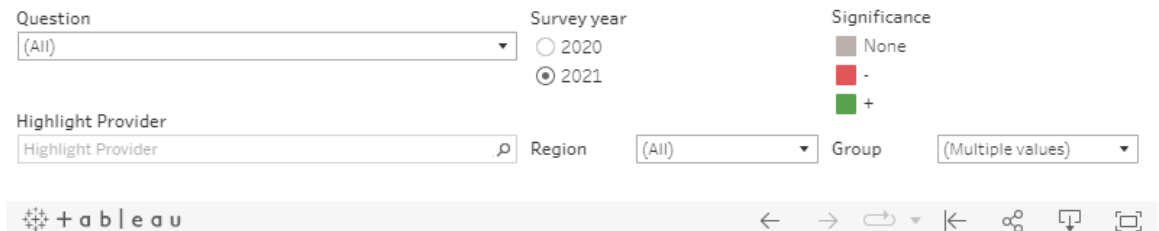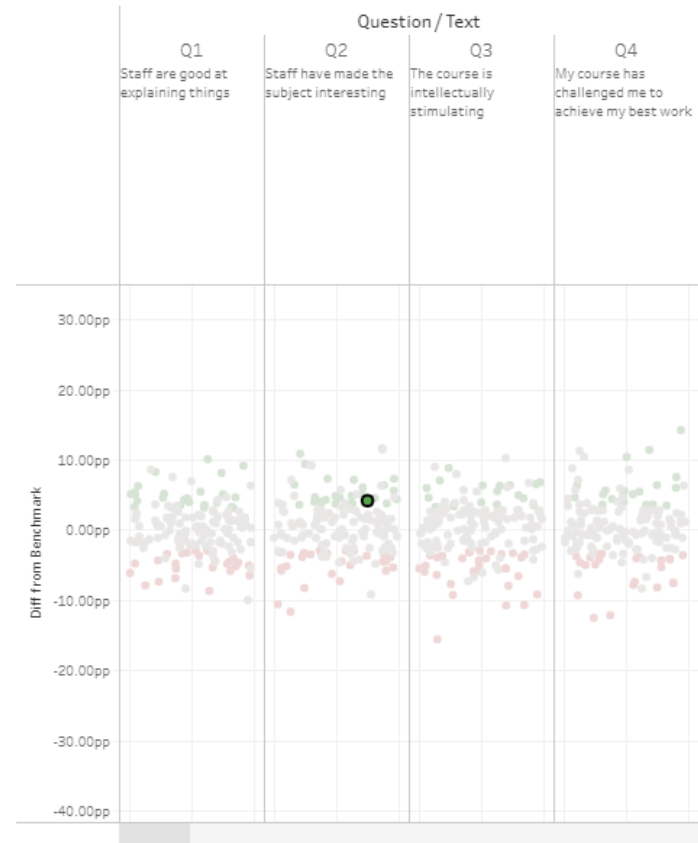
LEO – longitudinal educational outcomes. Based on mapping administrative data from DWP/HMRC to HESA student records.

Participation measures (HESA recut) – **HEIP** more like LEO approach

Exam results (much later, but in depth)

Education exports

GLMS, SEIS, other bits
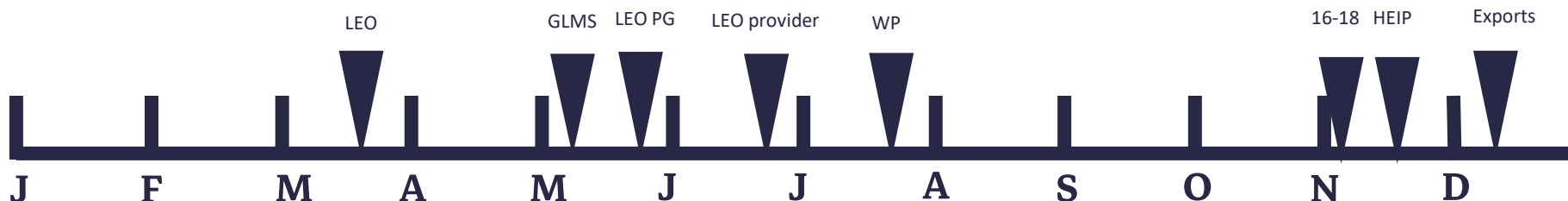
| | LEO | | GLMS | LEO PG | LEO provider | | WP | | | | 16-18 | HEIP | Exports |

J   F   M   A   M   J   J   A   S   O   N   D

https://wonkhe.com/blogs/life-with-leo-summer-2021-release/
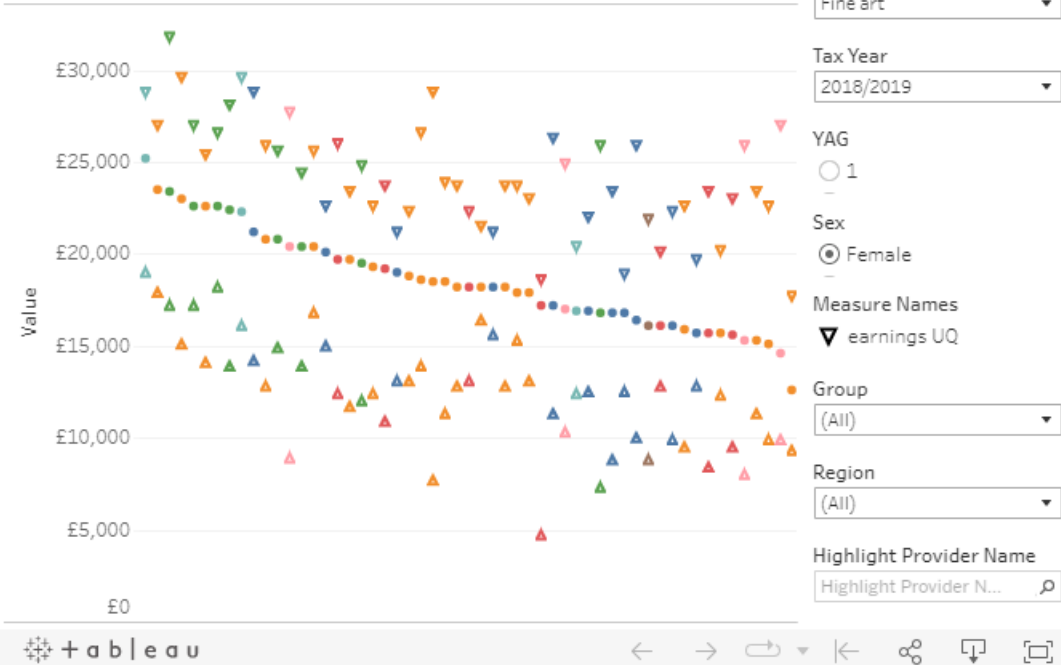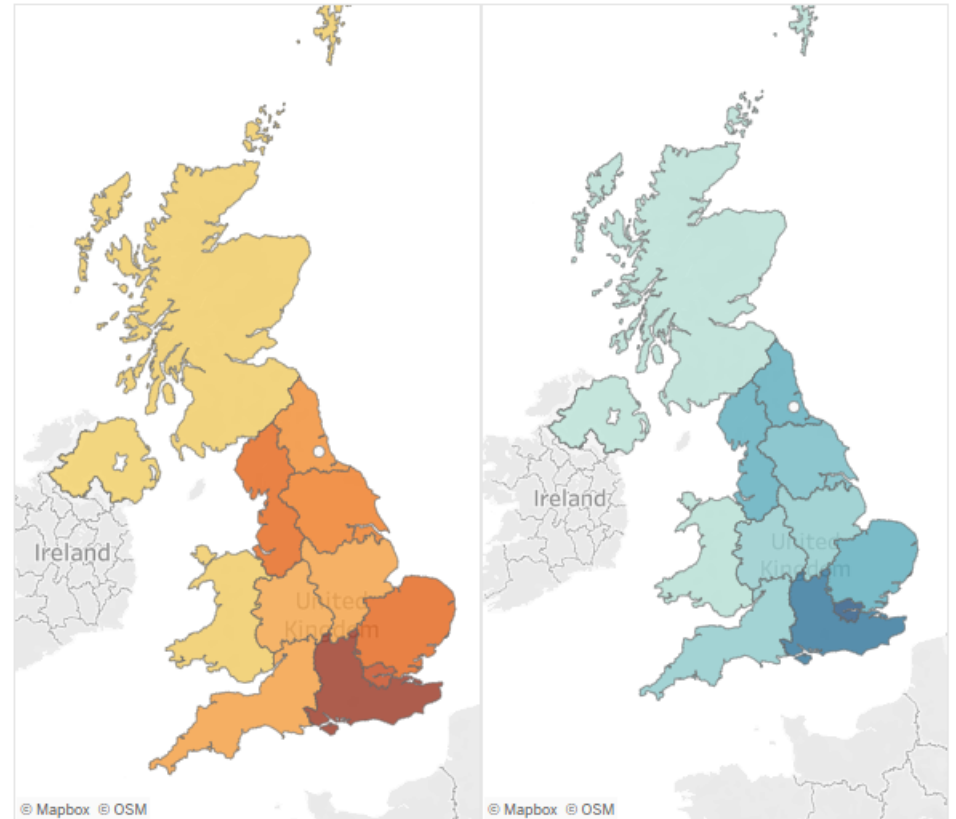
What is...
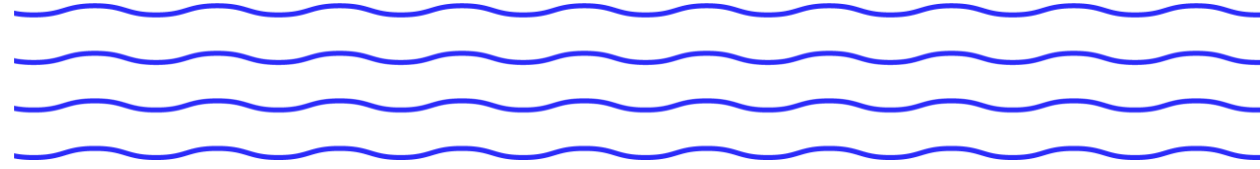
A student?

Who counts?

Enrolled, placed, active?

UG, PG, FT, PT?

Fee-paying? Loan-taking?

A course?

Seeing study

Length – sandwich, intercalation?

Level – UG, PG, Foundation, HTQ?

A subject?

.... or subject area

Who has decided? How? Why?

CAH, JACS, HECOS, Cost Centre?

Proportions?

A provider?

And what is it like?

Registered?

Old HEFCE?

Degree-awarding? Groups?

Key concepts
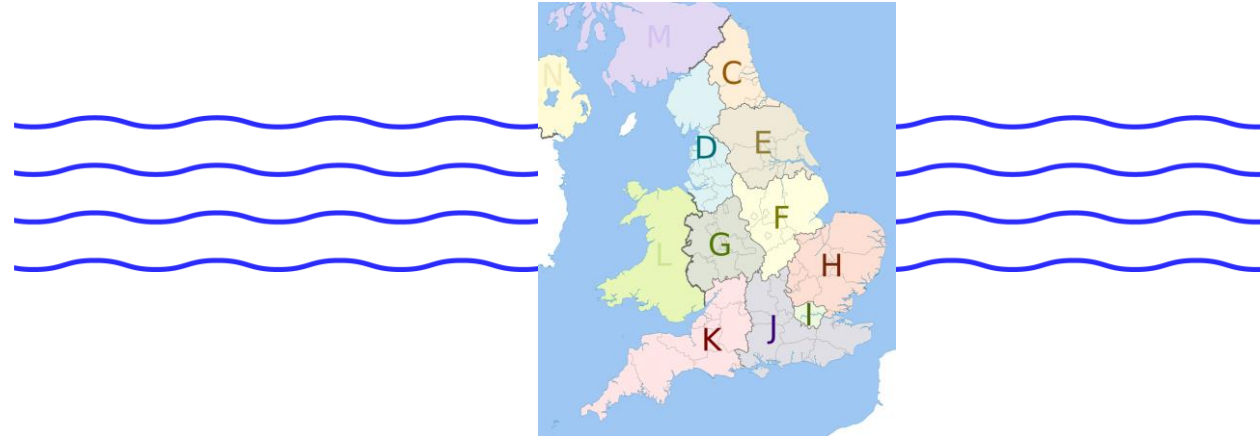
A year
12 months of pain

An academic year is September-August

A cohort is a group of students that all started in the same academic year.

It is NOT safe to assume all of a cohort is in the same year.

A region
Brexit means Brexit

Official data (eg on recruitment, graduates) usually comes linked to NUTS1 (Now ITL1) codes: Scotland, Wales, NI, and 9 English regions.

Wales, Scotland, and NI are NOT regions!

Below that: UTLA and LTLA (and TTWA if you must)

UCAS Codes
A00

Used because UCAS defines a provider differently – in practice mappable but not trivial to do.

The UKPRN
Eight figures of truth

Administered by the government (UKLRP)

Doesn't always deal well with mergers.

(Formerly "HESAcode")

Common pitfalls

DEFINITIONS	IDENTIFIERS	ROUNDING	TIMING

What the data is

What it refers to

Does 2+2 = 5?

When does it cover

The label is not enough:

- how is it counted?

- how credible is it?

- who does it include?

The name is not enough:

- Who does it refer to?

- Who did it refer to last time?

- What else do we know about them?

- does rounding make small figures unreliable?

- How are small figures presented?

- How are these used in proportions?

- Academic year?

- Financial year (which one)?

- UCAS cycle?

- Cohort?

Working with data

KEY POINTS

Download .csv or .xlsx where you can – dashboards are not the best for independent analysis

Be clear about the question you are asking (including definitions, years etc)

Use column filters (Excel, Google Sheets) to drill down into complex sets. Tableau public is free if you want to try something more visual.

Join data using identifier codes (your old-fashioned VLOOKUP) where you can. It feels like a slog but it is often worth adding codes if there are none.

Document as you go! Use column titles sensibly. Don't be afraid to break down complex operations into single steps.

Check your work. Ideally have someone else check your work.