

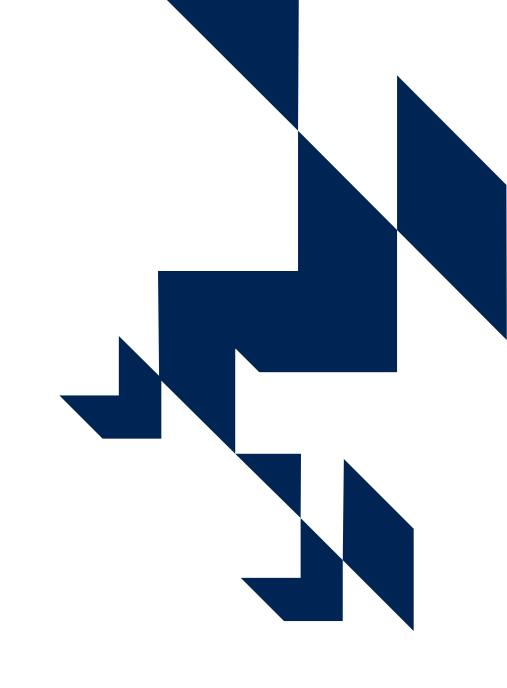
# OfS access and participation data resources

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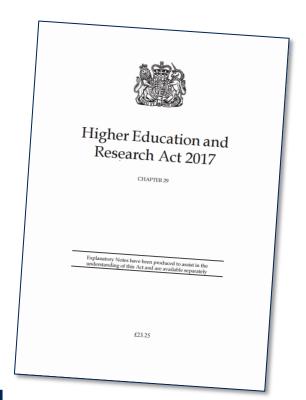
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## Regulating access and participation



#### **HERA 2017**

- a. protect the institutional autonomy of English HE providers
- b. promote quality, and greater choice and opportunities for students, in the provision of HE
- c. encourage competition between English HE providers in connection with the provision of HE where that competition is in the interests of students and employers, while also having regard to the benefits for students and employers resulting from collaboration between such providers
- d. promote value for money in the provision of HE
- e. promote equality of opportunity in connection with access to and participation in HE
- f. use the OfS's resources in an efficient, effective and economic way
- g. regulatory activities should be
  - I. transparent, accountable, proportionate and consistent, and
  - II. targeted only at cases in which action is needed.



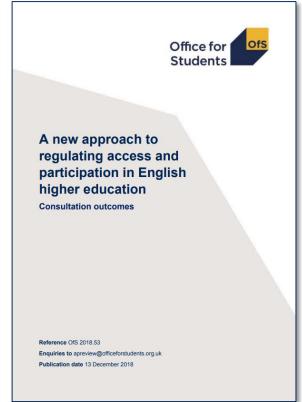


#### Fair access and participation

'Our regulatory framework enables the Director for Fair Access and Participation to develop a bold new approach to supporting social mobility, and equality and diversity, through higher education.

We will be radical and ambitious to make sure we deliver on the promise of higher education as an engine for social mobility, and a gateway to a better life for those who undertake it.'







#### **Access and Participation Plans**

- Expectation of closing gaps between different student groups, and improving practice, by 2024-25
  - core student groups for which, at the national level, there are large gaps in outcomes
  - other student groups known to be vulnerable but for which we have limited data
- Honest, rigorous and public analysis of gaps across the student lifecycle
- Credible plans to deliver the objectives
  - Theory of change
  - Evidence-based measures
  - Investment underpinning the measures
  - Evaluation and continuous improvement
- Risk-based monitoring and intervention



### Student groups that are underrepresented in at least one stage of the student lifecycle

#### Core student groups:

- POLAR 4 Q1
- IMD Q1
- BAME
- Disabled
- Mature students
- Care leavers

#### Additional student groups:

- Carers
- Gypsy, Roma and Travellers
- Estranged students
- Refugees
- Children from military service families



### Access and participation data resources

Purpose, features and use



#### Purpose of A&P data resources

- To enable OfS, providers, students, prospective students and the wider public to see in an open and transparent way where equality of opportunity is and is not being delivered across the HE sector
- Improve consistency, availability and quality of data at each stage in the student lifecycle
- Effective regulation underpinned by data, through easy-to-understand formats that are publicly available
- Establish meaningful targets and milestones; monitor progress on access and participation; support effective evaluation



#### Sector-level data resources

- Effective practice resources and evaluation toolkits
  - data and analysis related to target groups
- Association Between Characteristics of Students (ABCS)
  - multidimensional measure grouping students by how likely they are to achieve an outcome based on a set of their characteristics
  - currently experimental: access and full-time continuation

#### TUNDRA

- area-based measure using tracking of state-funded mainstream school pupils in England to calculate young participation
- currently experimental: not an individual measure but aims to help outreach programmes identify and target geographic areas of low participation more effectively



#### Provider-level data resources: A&P dashboard

- Tool for transparent evaluation of provider performance in A&P
- Allows comparisons between student groups and their peers to identify gaps in outcomes
- Measures for each stage of the student life cycle: access; continuation; attainment; progression
- Provider and sector level
- Uses last five years of data (will differ by lifecycle stage and mode of study), based on students registered at the provider
- Outcomes in absolute terms



#### Provider-level data resources: A&P dashboard

#### Gaps over time for the following characteristics:

- Age
- Disability
- Ethnicity
- Free school meals
- Gender
- IMD
- POLAR4
- Gender interacted with POLAR4, and with IMD
- Ethnicity interacted with POLAR4, and with IMD



#### How the dashboard is used: OfS

- Enables assessment of individual provider gaps in outcomes, and performance in addressing gaps over time
- Critical to provider level regulation of registration condition A1
  - Used in the assessment of providers' access and participation plans for 2020-21
  - Will be used to measure progress in delivery of 2020-21 plans
  - Will be used in assessment and monitoring of future plans
- Provides sector level overview of key gaps in outcomes for different student groups
- Enables assessment of overall performance in delivering OfS KPMs



#### How the dashboard is used: providers

- Access and participation plan assessment of performance underpins entire plan
- Helps to determine strategic aims and objectives
- Often provides a baseline for outcomes focussed targets
- Annual update enables assessment of any new gaps emerging as well as progress against milestones/targets – informs annual impact reports to OfS
- Supporting data files allow sophisticated intersectional analysis
- Allows provider to compare its performance with its peer providers and with sector as a whole



#### **Developments**

- Dashboard user experience and functionality
- Additional and enhanced characteristics within data resources
  - intersections and population referencing
  - free school meals
  - household residual income
  - no parental HE
  - NS-SEC
  - care leavers
- Improving alignment and wider challenges in the data landscape
  - Graduate Outcomes survey
  - transparency information condition





#### Thank you for listening

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