

Annex A

General definitions

1. This annex provides definitions of the terms used in constructing the indicators. Data have been taken mainly from the Higher Education Statistics Agency (HESA) database, with some information from the Universities and Colleges Admissions Services (UCAS). In general, where information is available through HESA that database has been used. Where data are not currently held on the HESA database, or where the information on that database is incomplete, we have used the UCAS database. The websites for HESA and UCAS both contain details of the information they collect.

Coverage of tables

2. All students included in the tables are those whose normal residence is in the United Kingdom, excluding the Channel Islands and the Isle of Man. This information comes primarily from the HESA POSTCODE field, with the DOMICILE field used if there is no valid postcode supplied. If neither field supplies valid information, it is assumed that the student is resident in the UK.

Age

3. Many of the tables are split between young and mature students, defined as follows:

- young** students are those who are under 21 at 30 September of the academic year in which they are recorded as entering the institution. So for students recorded as entering an institution in 2000-01, young students are those born after 30 September 1979
- mature** students are those who are 21 or over, also at 30 September of the academic year in which they are recorded as entering the institution.

4. For the employment benchmarks, the mature group has been split further into those who are under 25 and those over 25 at 30 September of their academic year of entry to the institution.

5. Students whose date of birth is not given, or whose date of birth suggests that they are 10 years or under, are allocated to age group 'unknown'. For tables which provide information about young students, mature students, and all students, this means that the numbers under 'All students' are not necessarily the sum of 'Young students' and 'Mature students'.

6. These definitions are used to tie in with the UCAS definitions. Social Class data (see below), in particular, are collected differently for young and mature students on the UCAS forms.

Mode of study

7. **Full-time** students are those recorded as studying full-time at an institution, or on thick or thin sandwich courses, provided that the length of the course is at least 24 weeks.

8. **Part-time** students are those recorded as studying part-time, or full-time on courses lasting less than 24 weeks.

Level of study

9. The level of study is taken from the qualification aim of the student. Only undergraduate students are included in Tables T1 to T7 at present. **Degree** students are those studying for any type of first degree; **other undergraduates** are those studying for diplomas, certificates and other undergraduate courses. The codes for qualification aims (HESA field QUALAIM, as coded for the 2000-01 return) used to define the levels are shown in Table A1.

TableA1

	QUALAIMcodes
Degree	19,20,21,22,23,24
Other undergraduate	25,26,27,29,30,31,32,41,42,43,44,45,51, 52,61,97

Type of school

10. School type is taken from UCAS records, and the definitions follow those used in UCAS publications. All schools or colleges that are not 'independent' are assumed to be state schools. This means that students from sixth-form or further education colleges, for example, are included as being from state schools.

Social Classes

11. The information on Social Class is also taken from the UCAS record. If the information is missing on that record, then the information from the HESA record definition is based on parental occupations, which are reclassified using the Standard Occupational Classification. The classifications used are:

- Social Class I Professional
- Social Class II Intermediate
- Social Class III N Skilled non-manual
- Social Class III M Skilled manual
- Social Class IV Semi-skilled
- Social Class V Unskilled

The performance indicator is the proportion of entrants from Social Classes III M, IV and V, that is, the proportions whose parents are in skilled manual, semi-skilled or unskilled occupations.

Low participation neighbourhoods

12. This definition uses work carried out into the rates of participation in higher education of young people. Further details are provided in Annex A2.

13. Areas for which the participation rate is less than two-thirds of the UK average rate have been defined as **low participation neighbourhoods**. Students have been allocated to these neighbourhoods on the basis of their postcodes, using the Super Profiles classification.

Entrants/starters

14. Tables T1 to T4 provide information about **entrants** to an institution. These are defined as students who started a programme of study at that institution during the academic year of interest. This is based on the date of commencement of the student's study (HESA field COMDATE). While most entrants go into the first year of a programme of study, some will start on the second, or later, year of programme, for example if they transfer from another institution.

15. Entrants who are recorded as leaving before 1 December have not been included in the calculations, unless the record contains important information such as a qualification. Although the rules on returnees such as students to HESA have been tightened, it has been agreed that students leaving this early in their studies should be disregarded for the purposes of the PIs.

16. Table T5 is based on **starters** at an institution. The concept of a starter has been used to be consistent with the method of projecting outcomes. Students at a particular institution are defined as starters if they are full-time degree students who have not been studying at that institution full-time for a degree in either of the two years prior to the academic year of interest. This means that students who were on a diploma course in the previous year at the current institution, and have transferred to a degree course in the current year, will count as starters (unless they had been on a degree course there in either of the two previous years). Such students will not necessarily count as entrants. On the other hand, a student who has spent one year at an institution on a degree course, then spends a year out of studies but comes back onto a different degree course, will not be counted as a starter, but may be counted as an entrant.

Qualifications obtained

17. In looking at progression statistics, we have looked at students obtaining a qualification. We have generally distinguished between students obtaining a degree and those obtaining some other undergraduate qualification. The population for the employment indicator has been defined as all home students graduating with a first degree. And for the research indicators, we have looked at the number of students awarded doctorate degrees by research.

18. This information on qualifications comes from the 'Qualification obtained' fields, QUAL1 and QUAL2, using the codes given in Table A2. For progression purposes, we have also assumed that students with an FDS record have a qualification, and that students who found subsequently on a postgraduate course have qualified.

Table A2

	QUAL1/QUAL2
Degree	19,20,21,22,23,24
Other undergraduate	25,26,27,29,30,31,32,41,42,43,44,45
Doctorate	02

Disabled students

19. The definition of disability used for the performance indicator is based on the HESA field DISALL. This field records whether a student is in receipt of the Disabled Students' Allowance (DSA). The indicator is the proportion of students in receipt of DSA, i.e. the proportion of students with DISALL=4.

Employed/unemployed

20. In the First Destination Survey, new graduates were asked what their main activity was, and also whether any secondary activity was. Those who gave a main activity of working, whether full-time, part-time, temporary, permanent, paid or unpaid, were all classified as **employed**.

21. Those who said their main activity was seeking employment, and whose secondary activity was either seeking employment, or none, were counted as **unemployed**.

22. Graduates who said their main activity was seeking employment, but gave a secondary activity of working, studying, or professional preparation, were excluded from both indicators.

23. Table A3 summarises these definitions in terms of HESA fields ACTONE and ACTTWO.

TableA3

	ACTONE	ACTTWO
Employed	01,02,03	any
Unemployed	05	07,09
Excluded	05	01,02,03,04,05,06
Studying	04	any
Not available for work	06	any

Differences from HESA statistics

24. Although the tables in this publication are largely based on data collected by HESA, the statistics differ from those that have been published by HESA in a number of respects. For example, the number of home first degree full-time entrants is shown in Table T1 in this publication as 281,196, whereas the HESA reference volume, 'Students in Higher Education Institutions (2000-01)' reports the number of UK domiciled first degree first year full-time students as 287,325 (Table 1b). The main differences are as follows:

- a. The 'UK domiciled' students reported by HESA include students domiciled in the Channel Islands and the Isle of Man. The tables in this publication exclude students from these areas.
- b. This publication uses HESA records that have been corrected by institutions following HEFCE monitoring exercises, and the consultation on performance indicators.
- c. The HESA referenced date for age is 31 August; for these tables the referenced date is 30 September.
- d. Where post code, entry qualification, Social Class or school type data are missing or incomplete on the HESA record, we have taken information from files supplied by UCAS.