

Annex A

Data sources and definitions

Maps

1. All HEIs in England that returned data to HESA for 2009-10 are included, except the University of Buckingham which is a private university.
2. Campuses of HEIs are plotted on the map if they are identified on the HESA 2009-10 campus return and 2009-10 student return. Some campuses are located too close together to be plotted separately on the map, but are listed separately in the legend. Institutions may not have separately identified campuses where they are within the same city/town.
3. Those FECs that satisfied one or both of the following criteria are included:
 - returned students studying a prescribed course of HE to the 2009-10 ILR
 - identified as a teaching institution on the HESA 2009-10 student record by the HEI with which the students are registered.
4. FECs have been plotted according to the location of the majority of HE provision; this may differ from the main location of FE provision.
5. The names of institutions are those current on 1 August 2011. Institutional mergers have also been applied as at 1 August 2011. Where institutions have merged since submission of the 2009-10 HESA student data, we have identified the merged institution as a separate campus of the main institution.

Student numbers

6. Students have been included in this publication if they are registered at an HEI or FEC in England, and are studying for a recognised HE qualification. Students have only been included if they are **taught by** an HEI, FEC or other provider in England. Those students who are registered in England, but taught outside England are **not** included in this publication.
7. Information is derived from the HESA 2009-10 student return and the FE Data Service's 2009-10 individualised learner record (ILR) F04 return.
8. Numbers of students registered at HEIs are based on the HESA standard HE registration population. Numbers registered at FECs are from the ILR, and the population has been defined so as to mirror that used in HEIs. Only those students in the HESA HE session population are included in the full-time equivalent (FTE) numbers. Similarly, the definitions of this population have been applied to the ILR for FTE numbers at FECs.
 - **Session population** – this includes all HE enrolments active at any point in the academic year 1 August 2009 to 31 July 2010. The session population is used to derive FTE numbers.

- **Standard registration population** – this restricts the session population to only count students once for each year of a course, with students counted as they start the year. Students who leave within two weeks of their start date, and are on a course of more than two weeks' duration, are excluded from the population.

Further details about the standard registration and session populations can be found on the HESA web-site, www.hesa.ac.uk.

9. Individuals can be taught through collaborative arrangements at two or more institutions. In order to count provision against both institutions, student counts have been divided between teaching institutions in proportion to the percentage of time taught at each. This results in counts of **full person equivalents (FPEs)**. The same methodology has been applied where students are studying more than one subject on a course. Using FPEs gives a more accurate measure of provision than using headcounts, where the student would have to be arbitrarily assigned to one of the teaching institutions, and/or to one of the subjects.

10. We have excluded duplicate records from the data. In particular, if a student is returned by an HEI and taught by an FEC, and is also returned by that college, we have excluded the college's return from their data. We have adopted this approach because in most cases this will have arisen due to errors in the ILR.

11. Where students are returned by the same institution more than once, as studying for the same qualification in the same subject, we have counted them as no more than one student FPE, and no more than one FTE.

12. The geographical variables are determined by where a student is taught, **not** where a student is registered. If an HEI campus is specified, its geographical location is used. Some HEIs have additional campuses in different regions to that of the main campus – these have been asterisked on the student number graph.

13. Students that are registered at an HEI but are taught at another institution (franchised students) are identified separately in the data in the region of the teaching institution. This includes students funded through a model 2 Lifelong Learning Network (LLN). The institution through which the model 2 LLN student is funded is listed as the registering institution; the institution at which they are taught is listed as the teaching institution.

14. Following a review of indirect funding routes we no longer fund HE through HEFCE-recognised funding consortia, and institutions that were previously part of these consortia selected new funding routes from 2009-10. The student data in this publication reflects the choices that institutions have made. Therefore, if member institutions have chosen to remain as indirectly funded through an institution, the students will be recorded in the same way as franchised students.

15. Students that are registered at an HEI but are taught by an unknown institution in the UK (those listed in HESA field 'TINST' = 4001, 4003 or 4004) are identified separately in the data. As we have no information about the teaching institution, the students are assigned to the region of the registering HEI, on the assumption that institutions are more likely to have links with organisations and businesses in the local region.

16. Students who are registered at an HEI and study via distance learning are also identified separately in the data. These students are assigned to the region of their domicile, because this is where the teaching is taking place. Distance learners domiciled outside England are therefore not included in this publication.

17. Students on a sandwich year out have been allocated 0.5 FTE.

18. All student numbers (FPEs and FTEs) presented in this publication have been rounded to the nearest five. Totals are calculated based on unrounded values, and then rounded to the nearest five accordingly. For this reason, the sum of the values given in a table may not be equal to the total shown in that table. Similarly, percentages have been rounded to the nearest whole per cent, and therefore may not sum to 100.

HE students taught at HEIs: characteristics

19. The information about HE students taught at HEIs is derived from the HESA 2009-10 student return.

20. Groupings for mode and level of study have been derived using HESA definitions.

21. HESA allows one of three entries for gender: male; female; and indeterminate. We have not shown 'indeterminate' on the graph of students' gender, as the proportion of students returned as indeterminate in each of the English regions is 0 per cent when rounded to the nearest whole per cent.

22. There are three groupings for the age of students on entry: under 21; 21-24 year-olds; and 25 and over. Students whose date of birth was not recorded on the HESA record have been assigned to 'under 21'.

23. The graph displaying the proportion of students in receipt of Disabled Students' Allowance (DSA) has been calculated from those students who are eligible for DSA.

HE students taught at HEIs: subjects

24. The subject data are derived from the HESA 2009-10 student record, using HESA standard subject groupings.

25. The graph displays percentage of HE student **FTEs** by subject. We have used FTEs here to give a more accurate measure of the volume of student activity in a particular subject. FPEs do not take account of whether a student is studying on a full-time or part-time basis. If we were to express the graph in FPEs, a subject that has a high proportion of part-time students may appear to account for more provision in a region than is necessarily the case.

HE students taught at FECs: characteristics

26. The students counted in this section are those HE students taught at FECs, and include students registered at an HEI and taught by an FEC (franchised students), as well as those registered and taught by an FEC.

27. The information about franchised students registered at an HEI is derived from the HESA 2009-10 student return as in paragraphs 19 to 23 of this annex. The information about HE students registered and taught by an FEC is derived from the 2009-10 ILR data, and the groupings are defined so as to mirror those used for HEIs.

HE students taught at FECs: subjects

28. The subject data are derived by mapping the three learndirect subject codes from the 2009-10 ILR data on to HESA's Joint Academic Coding System, and then using the HESA standard subject groupings as for HEIs.

Flows of young, full-time, first degree students between regions

29. These graphs look at the home region and the region of study of young, full-time, first degree students taught at HEIs. We have restricted this analysis to these particular students because this is the most mobile group of students, and the group for whom we have the best data on domicile.

30. The data are derived from the HESA 2009-10 student record. 'Young' is defined as under 21 on year of entry. The 'home' region is the student's home prior to entry to higher education – for young students this would normally be their parents' or guardians' home.

31. The graphs are as follows:

a. **Percentage of young, full-time, first degree HEI taught students from each region who study at HEIs in that region** (in the 'Background to higher education' section). The number of students studying in their home region is expressed as a percentage of the total number of students from that region.

b. **Flow of young, full-time, first degree HEI taught students into and out of regions** (in the 'Background to higher education' section). For each region, the difference between the number of students entering the region to study from elsewhere in England, and those leaving the region to study at an HEI elsewhere in England, is expressed as a percentage of the total number of students from that region. A positive value indicates that the region takes in more students than it exports to other regions.

c. **Where do young students at [region] HEIs in 2009-10 come from?** The home region data are used as above, but taking into account students from the rest of the UK and from overseas.

d. **Where in England do young students from [region] study?** This gives the breakdown by region of institution for students whose home is in the given region.

Income to HEIs

Total income by source

32. These data are taken from Table 1 of the HESA 2009-10 finance record. Total income includes income attributable to a share in joint ventures. 'Funding bodies grant' includes grant from the Training and Development Agency for Schools, and grants for FE provision, as well as that from HEFCE. 'Other income' includes endowment and investment income.

HEFCE recurrent grants

33. These data are taken from Table 1 of 'Recurrent grants for 2009-10: final allocations' (HEFCE 2009/42).

34. Funding for those students who are taught under a franchise arrangement flows through the registering institution – in most cases this will be an HEI. However, the student numbers are (in this publication) shown against the teaching institution – in most cases an FEC.

Performance of HEIs

Performance indicators for participation and non-continuation

35. Performance indicators are taken from tables T1a and T3a of 'Performance indicators in higher education in the UK 2009-10' published by HESA and found at www.hesa.ac.uk under Performance indicators. Institution

names used in that publication have been kept. Data are shown for young (under 21 on year of entry), full-time, first degree entrants only.

a. **Low-participation neighbourhoods.** This is taken from Table 1a, and is the percentage of young, full-time, first degree students entering an institution in 2009-10 whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in higher education.

b. **Non-continuation one year after entry.** This is taken from Table 3a, and is the percentage of young, full-time, first degree students entering an institution in 2006-07 who were not registered on an HE programme with any UK HEI in 2009-10.

36. Some institutions in the graph are asterisked:

- The following institution has changed its name in 2009-10: Ravensbourne College of Design and Communication changed to Ravensbourne.
- The data for the University of Sheffield relating to non-continuation of mature full-time other undergraduate entrants in 2008-09 and mature full-time first degree entrants in 2007-08 were distorted by a particular group of students who opt to undertake additional work experience before returning to the institution for completion of a professionally accredited award. This had an impact on the non-continuation data used to produce table T3d in the 2009-10 performance indicators publication and T3a and T3c in the 2008-09 publication. As a result, their data were excluded from tables T3d and T4a in the 2009-10 publication.

Research Assessment Exercise 2008 staff volume – 2* and above

37. The graphs show the total FTE number of Category A staff that were submitted to the 2008 RAE and notionally assigned to quality levels 2* and above within the quality profile, and the proportion of these by broad subject area. The units of assessment to which institutions in the region submitted are mapped to five broad subject areas as follows:

Broad subject area	Unit of assessment number
Medicine	1-13; 15
Science and engineering subjects	14; 16-29; 44
Social sciences	30-32; 34-36; 38-43; 46
Arts and humanities	33; 37; 47-67
Education	45