

# Business Department Rankings, 2005

**Business:**

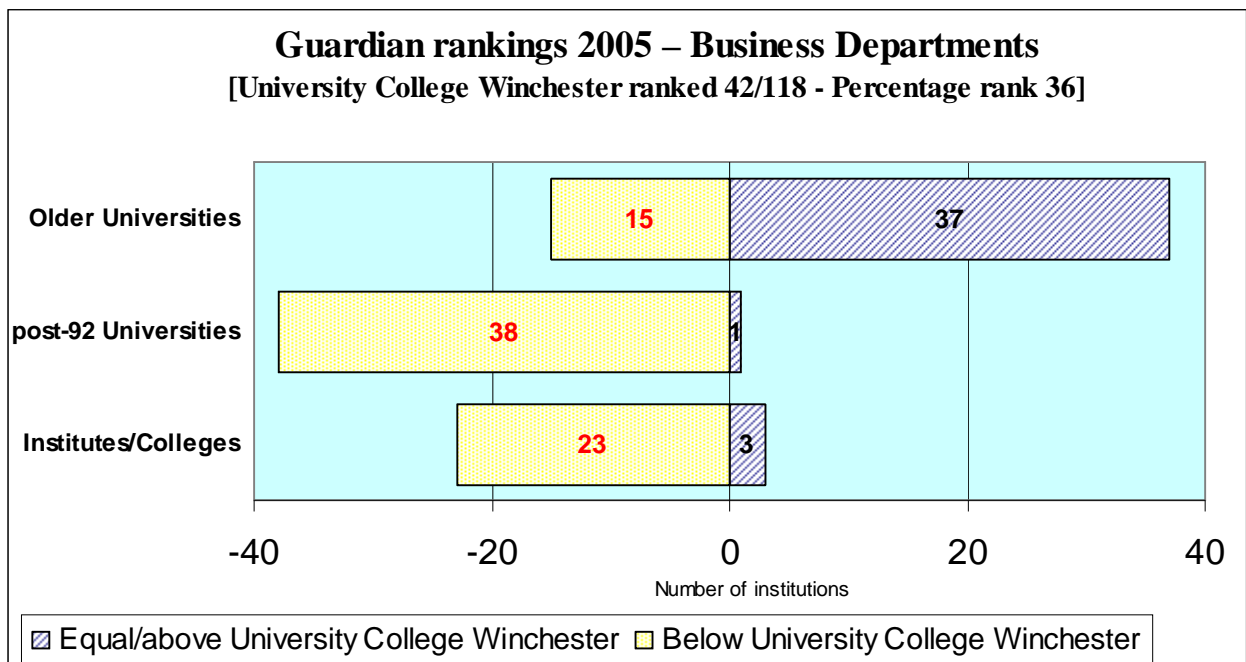
<http://education.guardian.co.uk/universityguide2005/table/0,-5163883,00.html?chosen=Uni%2520Col%2520Winchester&tariff=0&start=108&index=2&view=0&alpha=0>

**General:**

<http://education.guardian.co.uk/universityguide2005/0,15903,1455246,00.html>

[Source : Guardian:

Publication date: Tuesday April 19<sup>th</sup>, 2005



## Regional Analysis

| <b>Regional Analysis</b><br>(Southern Central England) | <b>Points</b> | <b>Position</b><br>(out of 118) |
|--|---------------|---------------------------------|
| Reading  | 70            | 15 <sup>th</sup>                |
| Southampton  | 67            | 20 <sup>th</sup>                |
| Surrey   | 64            | 31 <sup>st</sup>                |
| <b>University College, Winchester</b>                  | <b>61</b>     | <b>42<sup>nd</sup></b>          |
| Bournemouth  | 60            | 44 <sup>th</sup>                |
| Oxford Brookes   | 60            | 45 <sup>th</sup>                |
| Brighton   | 58            | 54 <sup>th</sup>                |
| Portsmouth   | 55            | 78 <sup>th</sup>                |
| Southampton Institute                                  | 54            | 115 <sup>th</sup>               |



|     |  |                  |
|-----|--|------------------|
| 32. | <a href="#">South Bank</a>                       | 63 4 1 5 6 6 4 6 |
| 33. | <a href="#">Exeter</a>                           | 63 5 2 4 8 3 8 1 |
| 34. | <a href="#">Napier</a>                           | 63 4 1 5 7 6 5 3 |
| 35. | <a href="#">Sussex</a>                           | 63 - 1 - 9 4 7 3 |
| 36. | <a href="#">Edinburgh</a>                        | 62 5 2 3 6 5 9 1 |
| 37. | <a href="#">Writtle Col</a>                      | 62 4 1 6 - 6 4 2 |
| 38. | <a href="#">Queen Mary, London</a>               | 62 5 2 4 7 3 6 4 |
| 39. | <a href="#">East Anglia</a>                      | 62 5 2 3 6 4 9 2 |
| 40. | <a href="#">Essex</a>                            | 61 5 1 4 9 3 6 2 |
| 41. | <a href="#">Strathclyde</a>                      | 61 5 2 4 6 6 6 1 |
| 42. | Uni Col Winchester                               | 61 5 1 5 5 6 5 2 |
| 43. | <a href="#">Wales, Lampeter</a>                  | 61 3 1 5 7 6 5 3 |
| 44. | <a href="#">Bournemouth</a>                      | 60 4 1 4 8 5 6 2 |
| 45. | <a href="#">Oxford Brookes</a>                   | 60 4 1 4 8 4 6 3 |
| 46. | <a href="#">Newcastle</a>                        | 60 5 2 3 7 4 8 1 |
| 47. | <a href="#">Abertay Dundee Uni</a>               | 59 4 2 4 6 6 5 3 |
| 48. | <a href="#">Westminster</a>                      | 59 4 1 4 6 5 5 5 |
| 49. | Kent   | 59 4 1 4 8 4 6 2 |
| 50. | <a href="#">Wales, Swansea</a>                   | 59 4 1 4 8 4 6 2 |
| 51. | <a href="#">London Institute</a>                 | 58 4 1 4 6 3 7 4 |
| 52. | <a href="#">Sheffield</a>                        | 58 5 2 3 6 4 8 1 |
| 53. | <a href="#">Central England</a>                  | 58 4 1 4 6 5 5 4 |
| 54. | <a href="#">Brighton</a>                         | 58 5 1 4 6 5 5 2 |
| 55. | <a href="#">Trinity &amp; All Saints College</a> | 58 5 1 4 6 5 5 2 |
| 56. | <a href="#">Kingston</a>                         | 57 4 1 4 8 4 4 4 |
| 57. | <a href="#">Lincoln</a>                          | 57 5 1 4 6 4 5 3 |
| 58. | <a href="#">Salford</a>                          | 57 5 1 4 6 4 5 3 |
| 59. | <a href="#">Northumbria Uni at Newcastle</a>     | 57 4 1 4 8 3 6 2 |
| 60. | <a href="#">Aberdeen</a>                         | 57 4 1 4 7 4 6 2 |
| 61. | <a href="#">University College London</a>        | 57 2 2 4 7 3 8 3 |
| 62. | <a href="#">Liverpool</a>                        | 57 5 1 3 6 4 7 2 |
| 63. | <a href="#">St Mary's Col</a>                    | 56 4 1 4 9 4 4 2 |
| 64. | <a href="#">Central Lancashire</a>               | 56 4 1 4 7 4 5 3 |
| 65. | <a href="#">North-East Wales Institute of HE</a> | 56 6 1 4 4 4 5 3 |
| 66. | <a href="#">Dundee</a>                           | 56 5 1 3 7 4 6 2 |
| 67. | <a href="#">Bolton Institute of HE</a>           | 56 5 1 4 4 5 4 5 |
| 68. | <a href="#">Plymouth</a>                         | 56 4 2 4 7 4 5 2 |
| 69. | <a href="#">Glamorgan</a>                        | 56 4 1 4 6 6 4 3 |
| 70. | <a href="#">Stirling</a>                         | 56 4 1 4 6 4 7 1 |
| 71. | <a href="#">Gloucestershire</a>                  | 56 5 1 4 7 3 5 2 |
| 72. | <a href="#">Ulster</a>                           | 56 4 1 4 6 5 6 1 |
| 73. | <a href="#">Paisley</a>                          | 56 4 2 4 5 5 5 3 |

|      |   |                  |
|------|---|------------------|
| 74.  | <a href="#">Nottingham Trent</a>                      | 56 3 2 4 7 4 6 2 |
| 75.  | <a href="#">Glasgow Caledonian</a>                    | 55 4 1 4 6 4 6 2 |
| 76.  | <a href="#">Hertfordshire</a>                         | 55 4 2 4 6 3 5 4 |
| 77.  | <a href="#">Swansea Institute of HE</a>               | 55 5 1 4 7 3 4 3 |
| 78.  | <a href="#">Portsmouth</a>                            | 55 4 1 4 7 4 5 2 |
| 79.  | <a href="#">Middlesex</a>                             | 55 4 1 3 6 5 4 6 |
| 80.  | <a href="#">Thames Valley</a>                         | 55 4 1 4 6 3 4 6 |
| 81.  | <a href="#">APU</a>                                   | 55 4 1 4 6 4 5 3 |
| 82.  | <a href="#">Canterbury Christ Church Uni Col</a>      | 55 4 1 4 6 6 4 2 |
| 83.  | <a href="#">Wales, Aberystwyth</a>                    | 55 5 1 3 6 4 6 2 |
| 84.  | <a href="#">Derby</a>                                 | 54 4 1 4 7 4 4 3 |
| 85.  | <a href="#">De Montfort</a>                           | 54 4 1 4 6 3 5 4 |
| 86.  | <a href="#">Uni Col Northampton</a>                   | 54 4 1 4 5 6 4 3 |
| 87.  | <a href="#">Hull</a>                                  | 54 4 1 3 7 3 7 2 |
| 88.  | <a href="#">Wolverhampton</a>                         | 54 4 1 4 5 5 4 4 |
| 89.  | <a href="#">Staffordshire</a>                         | 54 3 1 4 6 5 5 3 |
| 90.  | <a href="#">Greenwich</a>                             | 54 4 1 3 6 5 4 5 |
| 91.  | <a href="#">Teesside</a>                              | 53 4 1 4 7 3 5 2 |
| 92.  | <a href="#">Manchester Metropolitan</a>               | 53 4 1 4 6 4 5 2 |
| 93.  | <a href="#">West of England</a>                       | 53 4 1 4 5 5 5 2 |
| 94.  | <a href="#">Wales Institute, Cardiff</a>              | 53 4 1 4 7 4 4 2 |
| 95.  | <a href="#">Leeds Metropolitan</a>                    | 53 4 1 4 6 3 5 3 |
| 96.  | <a href="#">Sunderland</a>                            | 53 4 1 4 6 4 4 3 |
| 97.  | <a href="#">Huddersfield</a>                          | 52 3 1 4 6 4 5 3 |
| 98.  | <a href="#">Wales, Bangor</a>                         | 52 5 2 3 5 4 5 2 |
| 99.  | <a href="#">Wales, Newport</a>                        | 52 3 1 4 5 4 5 4 |
| 100. | <a href="#">East London</a>                           | 52 4 1 4 5 2 4 6 |
| 101. | Uni Coll Chester                                      | 52 4 1 4 5 4 5 2 |
| 102. | <a href="#">Liverpool John Moores</a>                 | 51 3 1 4 7 4 4 2 |
| 103. | <a href="#">Luton</a>                                 | 50 4 1 3 5 4 4 5 |
| 104. | Roehampton  | 50 3 1 5 5 3 4 3 |
| 105. | <a href="#">Sheffield Hallam</a>                      | 50 4 1 3 6 4 5 2 |
| 106. | <a href="#">Coventry</a>                              | 50 3 2 2 6 5 5 4 |
| 107. | <a href="#">Buckinghamshire Chilterns Uni Col</a>     | 49 4 1 3 5 4 4 4 |
| 108. | Bell Col of Tech                                      | 49 3 1 5 5 - 4 2 |
| 109. | <a href="#">Bath Spa Uni Col</a>                      | 48 4 1 3 5 4 5 2 |
| 110. | <a href="#">Uni Col Worcester</a>                     | 48 4 1 4 5 3 4 2 |
| 111. | <a href="#">Robert Gordon</a>                         | 48 3 1 3 6 5 5 1 |
| 112. | Birmingham Col of Food,<br>Tourism & Creative Studies | 47 4 1 1 7 3 6 3 |
| 113. | <a href="#">Edge Hill Col of HE</a>                   | 45 5 1 3 3 4 4 2 |
| 114. | <a href="#">Liverpool Hope Col</a>                    | 44 3 1 2 8 3 4 2 |

|      |  |    |   |   |   |   |   |   |   |
|------|--|----|---|---|---|---|---|---|---|
| 115. | <a href="#">Southampton Institute</a>        | 44 | 3 | 1 | 2 | 6 | 4 | 4 | 3 |
| 116. | <a href="#">St Martin's Col</a>              | 43 | 3 | 1 | 3 | 5 | 3 | 5 | 1 |
| 117. | <a href="#">York St John Col</a>             | 41 | 4 | 1 | 1 | 6 | 4 | 4 | 2 |
| 118. | <a href="#">Col of St Mark &amp; St John</a> | 41 | 4 | 1 | 1 | 5 | 5 | 4 | 2 |

# How the tables are compiled

**Jimmy Leach**

**Tuesday April 19, 2005**

The tables are compiled in association with the Guardian by Campus Pi, an applied research department at Brunel University. The rankings are compiled from official information published on universities and higher education colleges. The scores are derived from figures published or provided by the Higher Education Statistics Agency (HESA).

## Checking our figures

Two consultations with academic institutions have taken place. One, feedback on subject areas listed for institutions; the other feedback on HESA data. All universities have, therefore, had the chance to check their data, but we will make any further necessary changes to our table online. Email [education.editor@guardianunlimited.co.uk](mailto:education.editor@guardianunlimited.co.uk) if you wish to notify us of any corrections you wish us to make.

## Guardian teaching score

In constructing the Guardian teaching score for each subject, we used the following items of data:

A staff score: based on the teaching staff in each subject

Entry qualification : What it takes to get in

Spend per student: How much they pay out on teaching you

Student:staff ratio : How many there are of them to each of you

Value added score: How well they convert your middling A-levels into a splendid degree

Student destinations : Will you get a job?

Inclusiveness: How well do they recruit ethnic, disabled and mature students?

You'll note that the scores are either marked out of six or 10. These are actually bands, which we use to maintain the relative value of the indicators in different subjects. Different subjects tend to have intrinsic characteristics, therefore subjects like medicine would have lower staff/student ratios due to the need for more dedicated teaching. To use the indicators' absolute values would make it virtually impossible to produce an overall table for the institutions, since their position would be dependent on what subjects they teach, rather than on how well they teach it. The number of bands is influenced by the spread of the data. For example, if a particular score tends to have most of the data grouped together, then it would be necessary to have more bands to discern between the best and the worst, otherwise you would have most institutions in the same band.

Using those scores, we weighted the data (see below) to build up a final score to show how we rank the student experience for each university. Note that we don't include research funding, figures from the research assessment exercise or data in that line - this is supposed to be a ranking for undergraduates, not a health check for the university as a whole.

We have only ranked institutions that have a significant number of students in the subjects (10 or more). We know this involves eliminating some institutions that also teach the particular subject (and which may teach very well), but we felt that it would be inappropriate to make statistical calculations based on very small numbers.

In cases where up to two items of data are missing for an institution in a particular subject, we calculate those items, normally based on the value of the other five or six items, in order to produce the Guardian teaching score, although we do not publish that extra data.

Where there is incredible data from our tables (that is data that isn't actually credible, rather than anything that made us gasp) we have allocated a score in the nearest (ie highest or lowest) band.

## **Changes and weightings**

Since the publication of last year's tables, we have changed the nature of some of the indicators and changed the weightings of those indicators as a results. Which means, importantly, that you can't really compare this year's table to last year's. Although people will, no matter what we say.

The weightings for the Guardian scores are now made up in the following manner:

**Teacher score** - Not included in 2004, 2005 weighting: 15%  
**Entry qualifications** - 2004 weighting: 10%; 2005 weighting: 20%  
**Spend per student** - 2004 weighting: 15%; 2005 weighting: 10%  
**Student:staff ratio** - 2004 weighting: 15%; 2005 weighting: 20%  
**Value-added** - 2004 weighting: 10%; 2005 weighting: 10%  
**Student destinations** - 2004 weighting: 15%; 2005 weighting: 17%  
**Inclusiveness** - 2004 weighting: 8%; 2005 weighting: 8%

## **What do they mean?**

### **The teacher score**

For the last few years, we have included the Teaching Quality Assessment scores, which were calculated by the Quality Assurance Agency for higher education, where each subject was awarded a score out of a possible 24. This year, however, as some of these scores are now up to a dozen years out of date, we have decided to discard them. We have, therefore, replaced them with a measure of staff quality weighted by staff grade, qualifications and teaching/research split. The score is a ratio based on the teaching academic staff's seniority and qualifications.

Teaching staff are weighted according to their seniority and qualifications and compared with an expected standard of "lecturer" with first degree qualifications to produce a ratio. A ratio of one would broadly indicate that, on average, all staff are at lecturer level and have a first degree qualification.

### **Entry qualifications**

All qualifications for new entry students are now expressed in tariff points, a system that is still in its infancy and not all types of qualifications are included. Therefore, we only consider average tariff points for GCE A/AS-levels and Scottish Highers and Advanced Highers. It is envisaged that once the system is more mature more qualifications will be included in the calculations.

Compared to the old credit method, the new tariff point system has the advantage of not having a maximum number of achievable points (30 in the credit system). The absence of a cap allows better representation for institutions that have highly qualified students.

### **Spend per student**

Included in this indicator is expenditure per cost centre on operating costs such as central libraries, information services and central computers. All costs are calculated per student and used by all courses in the broad categories. The financial data we use is from 2002/03

### **Student:staff ratio**

Student:staff ratios are calculated by cost centre and include all courses in the cost centre . See the subject mapping explainer for details on which courses will appear under which subjects.



### **Value-added**

Value-added is an attempt to give some idea of the conversion rates of a university - whether students with low grades, for example, go on to get good degrees. The value-added is calculated as a percentage of 1st/2.1s awarded over the average tariff points of new entrants. In order not to penalise institutions with very high entry qualifications, a maximum tariff point is set. The maximum tariff point will be the upper quartile of the subject's average tariff points. Value-added has been reduced in weighting because of the introduction of tariff points and, therefore, the inability to track students as in previous tables.

### **Student destinations**

This is a measure of the level of employment for universities in different subjects. Last year, we used the SOC (Standard Occupational Classification) groups, which define a destination as "graduate employment" - that is employment for which you ordinarily need a degree. Burger flipping doesn't count. This year we have broadened that definition to include students going on to further study.

### **Inclusiveness**

Inclusiveness is a new indicator that records the ability of the institution, at subject level, to attract students from under-represented groups. This indicator combines the percentage of mature students, the percentage of ethnic minorities and the percentage of disabled students. Figures for disabled students are collected at institutional level and, therefore, the same percentage will be used in the calculations for all subjects. Mature students and ethnic minorities will both represent 3% of the overall 8% weighting, while disabled students will represent 2% of the overall 8%.

### **Tariff tables**

Unlike previous years, we have divided the tables up by tariff bands to make your research that little bit easier. Each university has an average number of tariff points for which it will accept a student and the tables are divided into five to reflect that. So if you are expecting to get exams worth 220 tariff points, for example, you can look at universities that accept students within a tariff band of 160 to 240 points. The tables on the site can be divided into tariff point bands of:

Under 80 points  
80 to 159  
160 to 239  
240 to 319  
320 to 400  
400 and above

You should note that not all subjects will have institutions that fall into all these categories. It's not quite that tidy. We don't show the actual tariff averages since this is what universities accepted in the past and may have changed slightly since. This is meant as a guide to help you investigate the universities you should be aiming for - those that are realistic targets.

Where there are no tariff points (institutions don't always send us all of the data), average institutional points will be used. Where no average institutional tariff points are available the following process is used:

- if an institution is present in the overall tables - its position will be used to estimate the band in which it could fall
- if the institution is not present in the overall tables - its position in the subject will be used to estimate the band in which it could fall.

This process is used only to attribute a band in the band tables.

And if you've no idea what the tariff points might be for your expected grades, we can even help you with that - see the tariff bands article.

### **Institutional scores**

Institutional scores are calculated as the average of all subject level scores. Institutions with less than five subjects will not be included.

### **And a caveat**

With regard to data provided by HESA, it should be noted that HESA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

These tables involve more than 100,000 calculations in all. With help from HESA and from the institutions themselves, we have tried to make the tables as accurate and meaningful as possible. We recognise that we may not have done full justice to some institutions in some subjects, and if errors or omissions are notified to us (you can email us at [education.editor@guardianunlimited.co.uk](mailto:education.editor@guardianunlimited.co.uk)), we shall do our best to correct them as soon as possible.

One university, London Metropolitan, has profound disagreements with the methodology of these tables and has refused us permission to use its data. You won't find the university in the tables, therefore, but remember that that doesn't mean it doesn't teach the courses in question. Other universities, such as Birkbeck, which do some undergraduate courses, but are largely postgraduate are also excluded, as is the Open University which teaches in such a different manner that the data for those courses is incompatible and comparisons invalid.

### **University tables 2005**

[Who comes top in your subject?](#)

#### **The methodology**

19.04.2005: [How the tables are compiled](#)

19.04.2005: [Subject headings: Where does your course appear?](#)

19.04.2005: [The data: Where it comes from and what it means](#)

# The data: Where it comes from and what it means

**Jimmy Leach**  
Tuesday April 19, 2005

All the data is taken from the 2003/04 records held by the Higher Education Statistics Agency (HESA), apart from items 12, 13, 14 and 15, which are taken from 2002/03 returns.

The tables themselves are then made up from that data aggregated and weighted, as explained in the methodology article. But, as with all statistics, it is important to know what data we are using, in order to understand quite how we came up with the end result.

## Data specification and definitions

All data taken from 2003/04 HESA records except for Items 12, 13, 14 and 15, which are taken from 2002/03 Destinations of Leavers from HE return.

### Item 1

Total number of student enrolments by level of study (postgraduate, first degree, other undergraduate) and Guardian subject grouping 2003/04.

This data item has been extracted from the HESA student record.

#### Filters:

Standard Registration Population (XPSR01)

### Item 2

Total full-time equivalent of student enrolments by level of study (postgraduate, first degree, other undergraduate, FE) and Guardian subject grouping. The FTE follows the definition used with the student staff ratio calculation.

This data item has been extracted from the HESA student record.

#### Filters:

HE and FE Session Population (XPSES01)

Excluding wholly franchised students (FRNCHACT code 3)

Students on industrial placement (Location of study (LOCSDY) code D) have FTE reduced by half.

### Item 3

First degree students by gender and subject grouping, with percentage female.

This data item has been extracted from the HESA student record.

Percentages based upon 52 or less students have been suppressed.

#### Filters:

Standard Registration Population (XPSR01)

Level of study: first degree

### Item 4

First degree students by mode of study and subject grouping, with percentage part-time.

This data item has been extracted from the HESA student record.

Percentages based upon 52 or less students have been suppressed.

**Filters:**

Standard Registration Population (XPSR01)

Level of study: First degree

**Item 5**

Full-time, first-year, first degree students by age group (20 and under, 21 and over, unknown) and subject grouping, with percentage mature (21 and over).

This data item has been extracted from the HESA student record and relates to age as at August 31 2003. Percentages are calculated on all full-time, first degree students of known age.

Percentages based upon 52 or less students have been suppressed.

**Filters:**

Standard Registration Population (XPSR01)

First-year students: Date of commencement of studies (COMDATE) falls within the 2003/04 academic year

Level of study: First degree

Mode of study: Full-time and sandwich

**Item 6**

UK domiciled first degree students by ethnicity (white, non-white, unknown) and subject grouping 2003/04, with percentage non-white. This data item has been extracted from the HESA student record. Percentages are calculated on all UK domiciled, first degree students of known ethnicity. · UK domiciled students are defined as such by reference to field 12 Domicile

· non-white students are those recorded under the following codes of field 14 Ethnicity:

21 Black or Black British - Caribbean

22 Black or Black British - African

29 Other Black background

31 Asian or Asian British - Indian

32 Asian or Asian British - Pakistani

33 Asian or Asian British - Bangladeshi

34 Chinese or Other Ethnic background - Chinese

39 Other Asian background

41 Mixed - White and Black Caribbean

42 Mixed - White and Black African

43 Mixed - White and Asian

49 Other Mixed background

80 Other Ethnic background

Percentages based upon 52 or less students have been suppressed.

**Filters:**

Standard Registration Population (XPSR01)

Level of study: First degree

Domicile: UK

**Item 7**

First degree students by disability (no known disability, disabled, unknown) 2003/04, with percentage disabled. This data item has been extracted from the HESA student record. Percentages are calculated on all first degree students of known disability status.

Percentages based upon 52 or less students have been suppressed.

**Filters:**

Standard Registration Population (XPSR01)

Level of study: First degree

**Item 8**

First degree students by domicile (UK, other EU, non-EU) and subject grouping 2003/04, with percentage other EU and percentage non-EU. This data item has been extracted from the HESA student record. Overseas domiciled students are defined as such by reference to field 12 Domicile using all non-UK country codes, as listed in the HESA student record coding manual.

• Codes 1782 (not known) and 1783 (stateless) are mapped to UK unknown or overseas unknown according to fee eligibility (FEEELIG)

Percentages based upon 52 or less students have been suppressed. **Filters:**

Standard Registration Population (XPSR01)

Level of study: First degree

**Item 9**

First degree qualifiers by class of first degree (first and upper seconds, other classified, unclassified) and subject grouping 2003/04, with percentage firsts and upper seconds.

This data item has been extracted from the HESA student record. The percentage is calculated from classified first degrees only. Percentages based upon 52 or less students have been suppressed.

**Filters:**

Qualifications obtained population (XPQUAL01)

Level of qualification obtained: First degree

Classified first degrees only (field 39 CLASS codes 01, 02, 03, 04, 05, 06, 09)

**Item 10**

Average total tariff point scores of full-time first-year, first degree students holding A/AS-levels only by subject grouping 2003/04. These figures are extracted from the student record, using field 198, Total tariff score (TOTALTS). The average total tariff point score is given for each Guardian subject grouping.

Average scores are calculated on a weighted basis for constituent subjects within combination subjects of qualification aim, using the apportioned registration numbers (FPE) as described at the end of this document.

**Filters:**

Standard Registration Population (XPSR01)

First-year students: Date of commencement of studies (COMDATE) falls within the 2003/04 academic year

Level of study: first degree

Mode of study: full-time and sandwich

Year of programme 0 (zero) students are excluded from the analysis

Students recorded as having 000 (zero) total tariff score are excluded from the analysis

Highest qualification on entry (field 21 QUALENT2): code 40

Sum of fields 178 GCEAN and 174 GCEASN>0 AND sum of the number of all remaining tariff qualifications=0

Note that advanced extension awards are not taken into account when establishing highest qualification on entry.

Averages are suppressed where the base population is seven or less.

**Item 11**

Average total tariff point scores of full-time first-year, first degree students holding Highers/Advanced Highers only by Guardian subject grouping 2003/04 (Scottish HEIs only).

These figures are extracted from the student record, using field 198, Total tariff score (TOTALTS). The average total tariff point score is given for each Guardian subject grouping.

Average scores are calculated on a weighted basis for constituent subjects within combination subjects of qualification aim, using the apportioned registration numbers as described at the end of this document.

For an illustration of the weighted average methodology please see Item 10 above.

**Filters:**

Standard Registration Population (XPSR01)

First-year students: Date of commencement of studies (COMDATE) falls within the 2003/04 academic year

Level of study: first degree

Mode of study: full-time and sandwich

Year of programme 0 (zero) students are excluded from the analysis

Students recorded as having 000 (zero) total tariff score are excluded from the analysis

Highest qualification on entry (field 21 QUALENT2): code 40

Sum of fields 188 SHN and 186 SAHN>0 AND sum of the number of all remaining tariff qualifications=0

Note that advanced extension awards are not taken into account when establishing highest qualification on entry.

Averages are suppressed where the base population is seven or less.

**Item 12**

Destinations of UK-domiciled full-time, first degree graduates and leavers by activity and subject groupings.

**Filters:**

Destinations of leavers from HE target population

Excluding explicit refusals

Mode of study for DLHE: Full-time

Level of qualification obtained: First degree

Domicile of student (DOMICILE) is a valid UK country code:

2826 United Kingdom unknown

3826 Channel Islands

4826 Isle of Man

5826 England

6826 Wales

7826 Scotland

8826 Northern Ireland

**Employment categories**

In the DLHE survey leavers are able to report separately what they are doing in relation to both employment and study and a matrix of possible outcomes is constructed. This matrix is used to define the key categories of outcomes, such as employed and unemployed.

As leavers report separately what they are doing in relation to employment and further study, it is possible to be involved in either employment only, further study only or employment and

further study. Therefore, where the terms employment and further study are used, it is important to note that:

- employment includes those in employment only, and those in both employment and further study
- further study includes those in further study only, and those in both employment and further study.

### **Item 13**

UK domiciled full-time, first degree graduates entering employment (including those working and studying) by Standard Occupational Classification (SOC) groups (SOC groups one to three, other SOC groups, unknown) by subject groupings, with percentage in SOC groups one to three.

These figures are extracted from the Destinations of Leavers from HE record using field 5 employment circumstances (EMPCIR).

Entering employment comprises categories one to five of EMPCIR or categories A to D of activity as defined above. This is irrespective of whether a student is studying as well as working.

#### **SOC major groups 1 to 3 are:**

Managers and senior officials  
Professional occupations  
Associate professional and technical occupations

#### **Filters:**

Destinations of Leavers from HE target population  
Excluding explicit refusals  
Mode of study for DLHE: Full-time  
Level of qualification obtained: First degree  
Domicile of student (DOMICILE) is a valid UK country code:  
2826 United Kingdom Unknown  
3826 Channel Islands  
4826 Isle of Man  
5826 England  
6826 Wales  
7826 Scotland  
8826 Northern Ireland

Percentages are suppressed where the base population is 52 or less.

### **Item 14**

UK domiciled full-time, first degree graduates entering employment (including those working and studying) by whether the qualification was required for the job and subject grouping.

These figures are extracted from the Destinations of Leavers from HE record using field 5 Employment circumstances (EMPCIR).

Entering employment comprises categories 01 to 05 of EMPCIR or categories A to D of Activity as defined above. This includes those who were working irrespective of whether they were studying at the same time.

Qualification required for the job uses field 15 (QUALREQ). Note that this is not a core field and therefore telephone interviewers are not obliged to ask for this information.

#### **Qualification required for the job entries are:**

Formal requirement

Expected  
Advantage  
No  
Don't know  
Unknown (question not answered)

**Filters:**

Destinations of Leavers from HE target population  
Excluding explicit refusals  
Mode of study for DLHE: Full-time  
Level of qualification obtained: First degree  
Domicile of student (DOMICILE) is a valid UK country code:  
2826 United Kingdom Unknown  
3826 Channel Islands  
4826 Isle of Man  
5826 England  
6826 Wales  
7826 Scotland  
8826 Northern Ireland

**Item 15**

Average salaries of UK domiciled full-time first degree graduates entering full-time paid employment by client specified subject grouping 2002/03.

Full-time paid employment comprises those recorded as '01' in field 5 Employment circumstances (EMPCIR). This includes those who were in full-time paid work irrespective of whether they were studying at the same time.

Salary uses field 14 (SALARY). Note that this is not a core field and therefore telephone interviewers are not obliged to ask for this information.

**Filters:**

Destinations of Leavers from HE target population  
Excluding explicit refusals  
Mode of study for DLHE: Full-time  
Level of qualification obtained: First degree  
Excluding unknown or zero salary  
Domicile of student (DOMICILE) is a valid UK country code:  
2826 United kingdom Unknown  
3826 Channel Islands  
4826 Isle of Man  
5826 England  
6826 Wales  
7826 Scotland  
8826 Northern Ireland

Averages are suppressed where the base population is seven or less.

**Item 16**

Teaching/teaching and research staff numbers by cost centre, highest qualification held and academic employment function.

Data is based on the HESA staff contract population and uses full person equivalents (FPE).

Highest qualification held grouped as follows:

Doctorate  
Other higher degree  
Other postgraduate



First degree  
Other undergraduate  
Other qualifications  
No qualifications  
Unknown

**Filters:**

HESA Staff Contract Population  
Academic staff  
Academic employment function is teaching or teaching and research

**Item 17**

Teaching/teaching and research staff numbers by cost centre, grade group and academic employment function.

Data is based on the HESA Staff Contract Population and uses Full Person Equivalents (FPE).

Grade grouped as follows:

Professors  
Senior lecturers and researchers  
Lecturers  
Researchers  
Other grades

**Filters:**

HESA Staff Contract Population  
Academic staff  
Academic employment function is teaching or teaching and research

**Item 18**

Student Staff Ratios by cost centre 2003/04  
Student numbers - numerator

The student numbers used in the SSR are FTEs. These are calculated as follows:

• Population filter:  
This is the HESA Session HE and FE populations (see population definitions below).

Calculated as:

- sum of (Student FTE (STULOAD)/100) by cost centre. These data draw upon the cost centre/ proportion fields (fields 100 to 147) in the HESA Student Record
- these are calculated for all students except those who are recorded as being on industrial placement for the whole year (field 71 "Location of Study", code D) and those who are recorded as on wholly franchised courses (field 161 "Collaboration/franchising", code three)
- the FTEs of students who are recorded as being on industrial placement for the whole year (field 71 "Location of study", code D) are reduced by half
- these elements of FTEs are then summed to obtain total figures for each institution and cost centre.

**Staff numbers - denominator**

The staff numbers used in the SSR are also FTEs. They are calculated as follows:

**Filters:**

Data is based on the HESA Staff Contracts Session  
Population  
Academic staff  
Academic employment function is teaching or teaching and research.

Note: SSRs have been suppressed in cases where the total student FTE (numerator) was less than eight or where the total staff FTE (denominator) was less than or equal to two.

Some data is the same as we requested from HESA for the tables first produced in 2004:

Total expenditure by cost centre (academic departments only) and type 2002/03  
Taken from the 2002/03 HESA Finance Record  
Categories of Expenditure  
Staff Costs

Academic staff includes costs in respect of academic staff, defined as staff whose primary function is teaching and/or research, paid from within the budgets of academic departments and allocated to the appropriate cost centre.

Other staff includes costs in respect of all other staff paid from within the budgets of academic departments and allocated to the appropriate cost centre.

### **Other operating costs**

Depreciation includes depreciation costs on equipment capitalised according to where the assets being depreciated are located.

Other operating expenses include costs in respect of payments to non-contracted staff or individuals, all other non-staff costs, equipment that has not been depreciated, expenditure on maintenance contracts and telephone costs (calls, rental and non-capitalised equipment) if not charged to departments.

Interest payable includes costs in respect of interest payable on premises, residences and catering operations and other expenditure.

### **Expenditure activities**

#### **Academic departmental cost centres**

This includes all expenditure directly incurred by or on behalf of academic departments, which is not reimbursable by research councils or other bodies in respect of work carried out on their behalf. There are 40 departmental cost centres to which this expenditure can be attributed. They are:

- 01 Clinical medicine
- 02 Clinical dentistry
- 03 Veterinary science
- 04 Anatomy and physiology
- 05 Nursing and paramedical studies
- 06 Health and community studies
- 07 Psychology and behavioural sciences
- 08 Pharmacy
- 09 Pharmacology
- 10 Biosciences
- 11 Chemistry
- 12 Physics
- 13 Agriculture and forestry
- 14 Earth, marine and environmental sciences
- 15 General sciences
- 16 General engineering
- 17 Chemical engineering
- 18 Mineral, metallurgy and materials engineering
- 19 Civil engineering
- 20 Electrical, electronic and computer engineering

- 21 Mechanical, aero and production engineering
- 22 Other technologies
- 23 Architecture, built environment and planning
- 24 Mathematics
- 25 Information technology and systems sciences
- 26 Catering and hospitality management
- 27 Business and management studies
- 28 Geography
- 29 Social studies
- 30 Librarianship, communication and media studies
- 31 Language based studies
- 32 Humanities
- 33 Design and creative arts
- 34 Education
- 35 French, Spanish and German modern languages
- 36 Other modern languages
- 37 Archaeology
- 38 Sports science and leisure studies
- 39 Computer software engineering
- 41 Continuing education

**Expenditure on Central Libraries and Information Services 2002/03**

These data is derived in the same way as the Resources Volume Table 10.

**Expenditure on Central Computers and Computer Networks 2002/03**

These data is derived in the same way as the Resources Volume Table 10.

**Analysed by Mike Hart / 23.05.2005**