

Business Studies and other KAC subject rankings

compiled from the data given in <http://education.guardian.co.uk>

Subject	Rank/Total	Percent. Position (1-100)	Guardian teaching score/100	Teaching inspection score/6	Spend score/10	Student:staff ratio score/6	Job prospects score/10	Value added score/6	Entry score/10	Inclusive-ness/6
KAC- School of Social Sciences										
Archaeology	20/25	80th	64	6	3	3	5	6	5	4
Business.	58/114	51st	57	5	1	4	6	5	5	2
History	73/94	78th	56	4	3	5	4	4	6	2
Psychology	73/97	75th	57	5	2	4	5	4	6	2
Sociology	59/92	64th	57	n/a	2	n/a	9	5	6	2
Sports Science	25/44	57th	61	5	2	4	8	3	6	3
KAC – All other subjects										
American Studies	30/31	97th	52	3	2	5	3	5	6	3
Drama	69/84	82nd	50	4	1	3	4	4	7	3
Education	32/75	43rd	69	6	2	4	10	4	7	2
English	67/97	69th	56	4	2	5	3	5	6	3
Media Studies	65/74	88th	56	3	2	6	6	3	7	2
Theology and Religious Studies	16/42	38th	66	6	3	5	4	4	7	3

Business.	58/114	51st	57	5	1	4	6	5	5	2
Quartile position		2nd/3rd	2nd/3rd	2nd	3 rd-4th	2nd-3rd	3rd	1st	3rd	3rd

Quartile in which at least 2/3rds of the relevant scores fall.

Notes:

- In the case of *Business*, the scores are identical with the college immediately above us in the list (*Canterbury Christchurch University College*) so I have to assume that the only difference between position 57 and position 58 is that we come later in the list alphabetically. On the basis of a joint 57th, we could justifiably claim to have (just) made it into the top half of the table.
- The King Alfred's overall position is **93 /119** (78th percentile) and is based on 12 subjects.

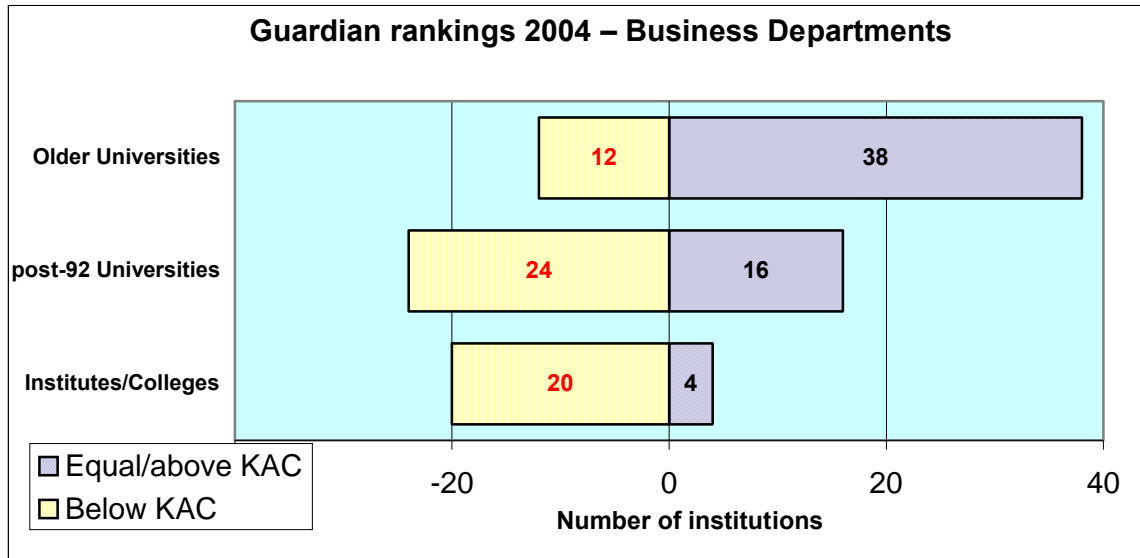
93.	King Alfred's Col	58.79	12
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The entry for Sociology seems strange! Does it refer to Social Care Studies?

- The 3rd column (giving a percentile position from 1-100) is my own calculation to view the relativities.
- A little recognition would be appreciated!

Mike Hart
29th May, 2004

Chart comparing KAC-Business with other types of colleges



Local Competitors

College	Teaching Score	Ranked position
Southampton University	66	17
Oxford Brookes	65	21
Surrey University	63	27
Bournemouth	58	54
King Alfred's	57	58
Portsmouth University	55	75
Southampton Institute	50	100
Farnborough College of Technology	unlisted – regarded as part of University of Surrey?	
University College, Chichester	unlisted – department too small/new?	

How the numbers were crunched

Pay attention, this is the science bit...

Rosa Scoble and Jimmy Leach
Tuesday May 25, 2004

The tables are compiled in association with EducationGuardian.co.uk by Campus ü, an applied research department at Brunel University. The rankings are compiled from official information published on universities and HE colleges. This includes teaching assessment scores from visits by Quality Assurance Agency (QAA) inspectors to departments during the last 10 years. Other scores are derived from figures published or provided by the Higher Education Statistics Agency (HESA) and by higher education funding councils.

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.

Guardian teaching score

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

- Teaching quality assessment (TQA)
- Entry qualification
- Spend per student
- Student:staff ratio (SSR)
- Value added score
- Student destinations (ie employment scores)
- Inclusiveness

From that, we weighted the data 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.

We have only ranked institutions which have a significant number of students in the subjects (10 or more). We know that this involves eliminating some institutions which also teach in 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.

We have also excluded incredible data from our tables (that is data that isn't actually credible, rather than anything that made us gasp). For example, we have generally excluded student:staff ratios which appeared to exceed 50:1, or which were less than 5:1, unless there was a good reason for retaining them (for example, because it is known that a particular subject attracts a particularly generous student:staff ratio). In cases where we have excluded an item, we have normally re-calculated its overall score in line with its other scores.

Changes

Since the publication of last year's tables, there have been a number of developments in the collection, calculation and interpretation of data and we have changed the weighting of the indicators as a result. The Guardian scores are now made up in the following manner:

Indicator

TQA - 2003 weighting: 40%; 2004 weighting: 22%

Entry qualifications - 2003 weighting: 10%; 2004 weighting: 15%

Spent per student - 2003 weighting: 10%; 2004 weighting: 15%

SSR - 2003 weighting: 10%; 2004 weighting: 15%

Value-added - 2003 weighting: 15%; 2004 weighting: 10%

Student destinations - 2003 weighting: 15%; 2004 weighting: 15%

Inclusiveness - 2003 weighting: n/a; 2004 weighting: 8%

What do they mean?

Teaching Quality Assessment (TQA)

The TQA scores were calculated by the QAA and each subject was awarded a score out of a possible total of 24. Some of these reports are up to 10 years old, but we have retained them because it is the only time that university departments were considered at roughly the same time - that is, it's the only time that universities were compared, like for like. Individual departments have had TQA reports since then (and you'd do well to investigate that too at www.qaa.org.uk), but these are done on an individual basis and we have, therefore, not used them. We recognise that this approach has its limitations, but we think it's the fairest available.

The scores themselves are grouped by bands where scores under 13 are in band 0 (attracting no points) and scores from 13 and above are grouped in pairs. Band six is the highest band grouping TQA score - 23 and 24. For inspections where assessors expressed results in terms of satisfactory/highly satisfactory and excellent, we allocated departments judged as satisfactory/highly satisfactory in band four, and in band six those judged as excellent.

Entry qualifications

All qualifications for new entry students are now expressed in tariff points, a system which 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.

Student:staff ratios

Student:staff ratios are calculated by cost centre and include all courses in the cost centre

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 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. 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.

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%.

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, we shall do our best to correct them on our website (www.EducationGuardian.co.uk).

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.