Definitions

1. Coverage

Higher education (HE) students are those students on programmes that are of a standard that is higher than the Advanced Level of the General Certificate of Education, the Higher Grade of the Scottish Certificate of Education, or the BTEC or SCOTVEC National Certificate/Diploma.

The **HESA FDS Target Population** includes all students reported to HESA for the reporting period **1 August 1995 to 31 July 1996** as obtaining relevant qualifications (see Section 2 below) and whose study was primarily full-time (including sandwich students and those writing up theses). This definition of full-time is different from that used in the Individualised Student Record. In particular, writing-up students **are included** in the definition of full-time on the First Destination return, but **not** on the Individualised Student Record.

(N.B. The data published in *Reference Volume: First Destinations of Students Leaving Higher Education Institutions 1994/95* contained data about those students obtaining qualifications during the 10 month period 1 October 1994 to 31 July 1995. Care should therefore be taken in making comparisons between this volume and the 1994/95 version as changes may be due to this change in coverage.)

The **HESA First Destination Survey (FDS) Target Population** therefore contains all HE students for whom first destination data was expected. However, the figures contained in this volume reflect the destinations of only the students for whom data was provided to HESA by institutions. Approximately 82.7% of students for whom first destination information was expected had data returned to HESA.

The **Reference Date** for the FDS was 31 December 1996. Institutions were asked to report the destinations of qualifiers in the Target Population which had been firmly determined by this date and which took effect no later than 31 March 1997.

Relevant qualifications for the First Destination return are postgraduate degrees, Postgraduate Certificates in Education (PGCE), first degrees (excluding intercalated degrees), Diplomas of Higher Education, Certificates of Higher Education, Higher National Diplomas or Higher National Certificates.

In the **tables**, ”not applicable” is represented by N/A.

2. Level of Qualification Obtained

Postgraduate qualifications include doctorate degrees, masters degrees, higher bachelors degrees and PGCEs. In a number of the tables doctorate degrees and PGCEs have been tabulated separately; masters degrees and higher bachelors degrees have been combined to form the category “Other Postgraduate Degrees”.

First degrees include first degrees, first degrees with Qualified Teacher Status/registration with the General Teaching Council for Scotland, enhanced first degrees and first degrees obtained concurrently with diplomas.

Other undergraduate includes all higher education qualifications not included above that are within the scope of this return.

3. Domicile

UK domiciled students are those normally resident in the United Kingdom, including those living in the Channel Islands or Isle of Man.

Of those students from **Overseas**, **Other EU** students are those normally resident in countries which were European Union members as at 1 December 1995. **Other Overseas** includes students whose normal place of residence prior to commencing their programme of study was outside the EU.

Domicile data was supplied to HESA in the form of postcodes (UK domiciled students) or country codes. Postcodes were mapped to counties and UK nations following consultation with Geoplan Postcode Marketing. Countries were mapped to geographical regions following consultation with Department for Education and Employment statisticians and the British Council. Where no data was supplied about the student’s domicile, their fee status was used to determine whether their domicile was UK, Other EU or Other Overseas.

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4. Age

Age on completion is age as at 31 July 1996.

5. Subject Areas

Qualifications obtained have been aggregated to 19 broad **subject areas**. The relationship of the academic content of the qualification to the 19 subject areas has been compiled according to the following rules:

- a qualification in a single subject is allocated to its area.
- if a combination of two subjects lies within one area, the qualification is allocated to that area.
- if a combination of two subjects lies within more than one area, with a major/minor split, the qualification is allocated to the area relating to the major part of study.
- if a combination of two subjects lies within more than one area, with an equal split, the qualification is allocated to the Combined area.

It should be noted that as an exception to the above rules, all subject combinations containing Initial Teacher Training (ITT) as any part of the combination are included in the Education subject area.

6. Ethnicity

Ethnicity categories are those used in the 1991 Census of Population (Source: Office of Population Censuses and Surveys). For continuing students, where the information is not already known, institutions have the option of recording the student's ethnic group as not yet sought. As a result, some institutions have not returned ethnicity data for some of their students. In addition, students may choose not to reveal their ethnicity. HESA therefore advises that the figures reported in this volume are derived from a subset which may not be representative of the total student population.

7. Disability

For continuing students, where the information is not already known, institutions have the option of recording the student's disability status as not yet sought. As a result, some institutions have not returned disability data for some of their students. In addition, students are not obliged to report a disability. HESA therefore advises that the figures reported in this volume are derived from a subset which may not be representative of the total student population.

8. Location of Institution

The location of an institution to a geographical region relates only to the administrative centre of that institution. There may be students registered at institutions who are studying in regions other than that of the administrative centre of the institution.

The Open University is counted as a wholly English institution. The administrative centre is located in England, although The Open University teaches throughout the UK.

9. First Destination

All former students for whom first destination data was supplied reported a main activity (i.e. a respondent's first destination could not be given as "unknown"). The main activities specified by HESA, and therefore the codes into which respondents reported principal activity needed to be assigned, were:

01 Entered work (paid or unpaid, including voluntary work)
02 Returned to/remained with previous employer
03 Self-employed
04 Entered study or training
05 Seeking employment or training
06 Not available for employment, study or training
07 Overseas student returning overseas (no other information available)

A respondent could also have a secondary activity.

Codes available were:

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01 Full-time employment (paid or unpaid, including voluntary work)
02 Part-time employment (paid or unpaid, including voluntary work)
03 Self-employed
04 Full-time further study or training
05 Part-time further study or training
06 Professional preparation time, e.g. portfolio preparation
07 Looking for a job or course
09 No other activity

It should be noted that, in compiling the tables in this volume, unless otherwise stated below, the destination of a respondent has been taken to be their main activity.

The definition of **employed/employment** includes main activity codes 01, 02 and 03.

The definition of **unemployed** under **seeking employment/training** (Tables 2a - 2i) is those students with 05 as their main activity and 07 or 09 as their secondary activity. **Assumed to be unemployed** (Tables 7a and 7b) is defined in the same way.

The definition of **other activity** under **seeking employment/training** (Tables 2a - 2i) is those students with 05 as their main activity and 01, 02, 03, 04, 05 or 06 as their secondary activity.

10. The Standard Occupational Classification

The **Standard Occupational Classification** (SOC) was developed as an interdepartmental standard for coding occupational information in official survey and census sources, and to facilitate the job matching/placing activities of the Employment Service. An expanded version of the SOC has been created for use in coding the occupational information contained in the survey of first destinations of qualifiers from HE institutions. This classification is termed the SOC(FDS). As far as possible, comparability with other SOC based data sources is provided at the **major group** level.

11. The Standard Industrial Classification

The **Standard Industrial Classification** of Economic Activities (SIC) provides a framework for the collection, tabulation, presentation and analysis of data about economic activities. The present version (SIC(92)) is aligned with similar classifications in all member states of the European Union and is obligatory in all cases where the UK is required to transmit statistics broken down by economic activity to the European Commission.

Standard industry codes for economic activity are used to describe the relationship between the inputs and outputs of such activity. In cases where multiple activities take place, classification usually relates to the single most important activity. In the case of first destination statistics, this will usually be the most important activity undertaken by an employer (or self-employed person). Economic activities are measured by enquiring into the nature of an employer's (or self-employed person's business).

12. Notes to Table 7

In response to institutional queries with regard to the HESA FDS Target Population, response rates have been produced separately for UK and Overseas domicile. For those students domiciled in the UK, response rates have also been produced separately for full-time and writing-up modes of study.

It should be noted that response rates for those students coded as writing-up may be lower than those coded as full-time. This is due to the inclusion of writing-up students who were previously part-time and for whom a FDS return was not required.

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