

		HE qualifications obtained by level, class of first degree and institution		
		2005/06	2006/07	2007/08
Total HE qualifications obtained		5685	6125	6120
First degree	Total first degree	3425	3705	1835
	First class	450	500	300
	Upper second	1680	1865	1535
	Lower second	775	820	355
	Third class/ Pass	125	140	225
	Unclassified	395	385	130
Higher degree	Total higher degree	1795	1800	3770
	Doctorate	330	375	495
	Other higher degree	1465	1420	1945
Other postgraduate	Total other post-graduate	415	440	815
	PGCE	275	245	120
	Other post-graduate quals	135	195	390
Other undergraduate	Total other under-graduate	50	175	160
	Professional Graduate Certificate in Education			0
	Foundation degree	0	0	45
	HND/DipHE (#9)	10	15	0
	Other under-graduate quals	45	160	115

Data protection

In order to comply with the provisions of the Data Protection Act 1998 and the Human Rights Act 1998, HESA implements a strategy in published and released tabulations designed to minimise the risk of disclosure of personal information about any individual. The tabulations in this volume are derived from the HESA non-statutory populations¹ and may differ slightly from those published by related statutory bodies or in National Statistics publications. This strategy involves rounding all numbers to the nearest multiple of 5. A summary of this strategy is as follows:

1. 0, 1, 2 are rounded to 0
2. All other numbers are rounded to the nearest multiple of 5

So for example 3 is represented as 5, 22 is represented as 20, 3286 is represented as 3285 while 0, 20, 55, 3510 remain unchanged.

This rounding strategy is also applied to total numbers; the consequence of this is that the sum of numbers in each row or column rarely matches the total shown precisely. Note that subject level data calculated by apportionment is also rounded in accordance with this strategy.

Average values, proportions and FTE values prepared by HESA are not usually affected by the above strategy, and are calculated on precise raw numbers.

Percentages calculated on populations which contain 52 or fewer individuals are suppressed and represented as ‘.’ as are averages based on populations of 7 or fewer.

Change in population definition

The full set of students included in the HESA data collection is adjusted to produce the HESA Standard Registration Population (SRP), for example by the exclusion of students of dormant status during the entire reporting year. A detailed account of the SRP may be found in the definitions section of this volume. The SRP forms the basis for HESA reporting of student data. From 2007/08 onwards, the definition of the SRP has been changed to exclude two further subsets of students.

One of these subsets is very small, around 40 in total in 2007/08 spread across many institutions, and comprises students intermitting for a year to serve as sabbatical officers of student unions; their exclusion from the SRP has no material impact on statistical analysis or year-on-year comparisons, even at the institutional level.

The other newly excluded subset comprises students returned as ‘writing-up’. These are largely graduate students whose programmes of study have been completed, but whose theses or dissertations are still in preparation.

The exclusion of these students brings the SRP more closely into line with funding and fee arrangements, and in general produces a better measure of activity levels in institutions. However, the number of writing-up students is substantial, nearly 50,000 in 2007/08, and the validity of some year-on-year comparisons depends on making an appropriate adjustment to allow for the change in definition. Regardless of their previous mode of study, sabbaticals and writing-up students were included with part-time students when totals were disaggregated by mode of study for years prior to 2007/08. So year-on-year comparisons involving only full-time students are valid without adjustment, but where part-time numbers, or totals across both modes, are compared, adjustment is necessary. This also applies to percentages where sabbatical and writing-up numbers would previously have been included in the numerator or denominator or both.