CHME Report on Hospitality Higher Education in the UK, 2011

Institute of Hospitality

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1   Introduction

There has perhaps never been a more important time to assess the state of play in relation to hospitality higher education (HHE). The HE sector is undergoing major change. While superficially one is tempted to say the changes are solely to do with funding arrangements, the de facto implications of the changes to the funding mechanism are prone to alter the entire nature of HE in the UK. A snap-shot of hospitality HE is then very timely.

This report provides baseline data on four key areas: the provision of hospitality higher education (data on courses and institutions), students in HHE (data on enrolments), hospitality graduates (data on destination of HE leavers) and finally, academic staff in hospitality. All data barring those relating to the provision of HHE were provided (for a fee) by the Higher Education Statistics Agency (HESA).

As will become apparent, despite this being the most up-to-date and comprehensive overview of HHE, numerous issues regarding data accuracy remain. This is inevitable once the source of the data and definitional issues have been understood. Consequently, one of the key messages this report delivers is the difficulty in accessing reliable and accurate data on HHE; something that initially one would imagine is uncomplicated turns out to be far less straightforward than a cursory glance might suggest and considerable caution must be taken when seeking to interpret the available data. A comprehensive appendix provides further information on data sources and definitions.

2   Headline Items

- Overview of those institutions that offer hospitality higher education: page 6

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3   Institutions Offering Hospitality Courses

A list of institutions offering undergraduate hospitality courses (including foundation degrees) to start in 2011 is presented in Table 1[1]. The list was derived from UCAS's website and includes universities as well as further education institutions. In total 64 institutions offered HE courses in hospitality at undergraduate level. For a review of courses that fall within the generic category 'hospitality' see Section 4.

Table 1   **Institutions offering hospitality HE courses at undergraduate level to start in 2011**

Bedford College
University College Birmingham
Blackburn College
Blackpool and the Fylde College
The University of Bolton
Bournemouth University
Bradford College
University of Brighton
University of Wales Institute, Cardiff
University of Central Lancashire
Chichester College
Colchester Institute
Cornwall College
University of Derby
Ealing, Hammersmith and West London College
Edinburgh Napier University
European Business School, London
Glasgow Caledonian University
The University of Gloucestershire
University of Greenwich
Grimsby Institute of Further and Higher Education
Guildford College of Further and Higher Education
Highbury College
UHI Millennium Institute
The University of Huddersfield
Leeds Metropolitan University
Liverpool Community College
Coleg Llandrillo Cymru
The London College, UCK
London Metropolitan University
London South Bank University

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[1] UCAS have included this year a search for 'Home/EU' and 'International' applicants. Both searches provided the same results. The specific search term was 'all hospitality courses'.

Loughborough College
The Manchester Metropolitan University
Middlesex University
Neath Port Talbot College
Newcastle College
New College Nottingham
North East Worcestershire College
North Lindsey College
Northumbria University
Norwich City College of Further and Higher Education
Oxford Brookes University
University of Plymouth
University of Portsmouth
Queen Margaret University, Edinburgh
Robert Gordon University
The University of Salford
Sheffield Hallam University
South Devon College
Staffordshire University
Stratford upon Avon College
The University of Strathclyde
University Campus Suffolk
University of Sunderland
University of Surrey
Thames Valley University
University of Ulster
University of the West of Scotland
Walsall College
Warrington Collegiate
West Cheshire College
Westminster Kingsway College
University of Wolverhampton
University of Worcester

Source: www.ucas.com (Accessed 31.10.10)

3.1 Institutional Rankings

Having provided the above overview of institutions offering HE courses in hospitality the report turns to institutional rankings. Admittedly, there is some debate as to the validity of such rankings. Nevertheless, for the sake of comprehensiveness it was decided to include some selected rankings in this report. The reader interested in the method behind the compilation of the respective ranking is directed to the relevant web pages of

the organisation that compiles the ranking. Further education institutions are not included in these rankings.

The university rankings begin with data from The Sunday Times University Guide 2010. Institutions included in Table 2 are based on institutions that appear in Table 1(where data are available)[2].

Table 2   **The Sunday Times University Guide 2010**

University[3]	Student Satisfaction	Heads' /peer assessments (100)	Research Quality (200)	A/AS-level/Higher points (250)	Employment (100)	Firsts/2:1s awarded (100)	Students/staff ratio (100)	Dropout rate	Total	Rank
Bournemouth University	149	23	82	142	69	57	48	5	575	68
Edinburgh Napier University	152	21	69	144	72	62	55	3	578	64
Glasgow Caledonian University	159	19	75	162	60	67	48	-10	580	63
Leeds Metropolitan University	111	21	77	127	62	53	47	3	500	97
London South Bank University	140	14	56	88	56	54	37	-10	435	115
Middlesex University	105	21	82	95	46	51	43	-14	428	117
Northumbria University	158	23	80	143	72	54	49	-5	575	68
Oxford Brookes University	168	28	110	149	63	66	54	6	644	50
Queen Margaret University, Edinburgh	157	21	34	159	67	65	50	-9	544	79
Robert Gordon University	164	20	77	163	85	55	56	0	620	54
Sheffield Hallam University	134	25	102	131	60	61	55	9	578	64
Staffordshire University	156	19	40	113	68	53	57	3	509	95
Thames Valley University	123	12	42	95	52	50	82	-4	453	106
The Manchester Metropolitan University	136	26	108	131	52	57	51	-14	546	78
The University of Bolton	133	12	44	102	46	53	53	-26	417	120
The University of Gloucestershire	154	16	43	115	51	56	61	22	518	88
The University of Huddersfield	163	19	79	128	56	52	61	-2	556	75
The University of Salford	138	25	118	123	56	55	54	-11	558	73

[2] Data from The Guardian have not been included as these do not cover hospitality specifically.

[3] Of all universities the University of Oxford was ranked first with a total score of 943, Southampton Solent University was ranked last (out of 122 universities) with a score of 400.

University	Student Satisfaction	Heads' /peer assessments (100)	Research Quality (200)	A/AS-level/Higher points (250)	Employment (100)	Firsts/2:1s awarded (100)	Students/staff ratio (100)	Dropout rate	Total	Rank
The University of Strathclyde	163	31	123	194	73	71	52	-10	698	39
University College Birmingham	165	17	0	110	43	42	38	0	415	121
University of Brighton	154	25	118	136	57	58	50	8	607	57
University of Central Lancashire	167	20	98	134	58	50	49	-1	575	68
University of Derby	153	19	24	114	52	47	53	-17	445	112
University of Greenwich	170	15	71	104	57	45	44	6	512	91
University of Plymouth	151	25	109	132	51	61	62	2	593	61
University of Portsmouth	174	24	112	134	47	52	53	3	599	60
University of Sunderland	174	15	70	110	56	50	60	-16	519	87
University of Surrey	164	30	129	175	76	65	59	13	712	33
University of Ulster	165	25	124	131	58	61	63	-11	616	55
University of Wales Institute, Cardiff	160	19	70	126	55	52	50	-13	520	85
University of Worcester	148	14	19	116	59	48	50	-21	434	116

Source: http://extras.timesonline.co.uk/stug/universityguide.php [accessed 03.11.2010]

Table 3(following page) was compiled using the subject term "Hospitality, Leisure, Recreation and Tourism" that features as part of The Times Good University Guide 2011. Only those institutions are included in Table 3 that feature in Table 1. By way of contrast with the data in Table 3, the University of Oxford came out on top, and London South Bank at the bottom of the institutional ranking table (see below).

Rank	Institution	Student Satisfaction	Research Quality	Entry Standards	Graduate Prospects
1	Oxford	85	4	532	83
113	London South Bank	72	0	192	59

Table 3   **TimesOnline Good University Guide 2011: Hospitality, Leisure, Sport, Recreation and Tourism**

Institution	Student Satisfaction	Research Quality	Entry Standards	Graduate Prospects	Overall Score
Surrey	85	3	348	70	100
Southampton	75	2	n/a	87	92
Central Lancs	82	2	216	66	87
Bournemouth	77	2	287	67	84
Brighton	83	2	240	52	84
Sheffield Hallam	79	2	248	49	83
Plymouth	82	2	229	40	78
Hertfordshire	75	2	222	54	78
Strathclyde	83	n/a	325	53	75
Sunderland	78	2	231	36	75
Cardiff, UWIC	78	2	220	38	73
Manchester Met	65	2	233	51	73
Salford	81	2	178	41	73
Oxford Brookes	78	n/a	297	59	72
Robert Gordon	79	n/a	256	69	72
Queen Margaret	n/a	n/a	252	63	70
Ulster	89	n/a	225	34	67
Gloucestershire	75	n/a	228	64	67
Edinburgh Napier	75	n/a	265	52	66
Bedfordshire	78	1	165	25	65
Portsmouth	78	n/a	248	44	65
Glasgow Caledonian	72	n/a	299	39	65
University College Birmingham	80	n/a	222	40	63
Leeds Met	68	n/a	252	57	63
Thames Valley	78	n/a	194	51	63
Derby	73	n/a	214	44	60
Greenwich	67	n/a	249	47	60
Huddersfield	66	n/a	235	45	59
Chichester	78	n/a	237	7	56
Middlesex	67	n/a	139	44	52

The National Student Survey (NSS) is a census of students in their final year of a course leading to undergraduate credits or qualifications across the UK. The National Student Survey is commissioned by the Higher Education Funding Council for England (HEFCE) and conducted by Ipsos MORI. The results of the NSS are available on www.unitstats.com.

Again, we stumble across a lack of a specific focus on hospitality in the dataset. When this search term is entered into the unistats database the proxy "Tourism, Transport and Travel" appears if data were available at this level. If not, the broader category "Business and Administrative Studies" appears. Clearly then these data must be read with a great degree of caution in terms of how representative they are for hospitality per se. The list in Table 4 draws on the institutions that appeared under the UCAS search in Table 1.

Table 4   **The National Student Survey 2010[4]**

Institution	Number of students	UCAS points achieved (average)	% with a job or doing further study	% of employed with graduate job	% students satisfied
University College Birmingham	965	200	82	59	81
Blackpool and the Fylde College	insufficient data	insufficient data	insufficient data	insufficient data	insufficient data
The University of Bolton	415	200	85	40	84
Bournemouth University	895	290	76	59	70
University of Brighton	440	240	87	33	74
University of Wales Institute, Cardiff	460	240	75	39	79
University of Central Lancashire	710	190	86	63	83
Chichester College	135	230	80	25	80
Colchester Institute	insufficient data	insufficient data	insufficient data	insufficient data	insufficient data

[4] For first degree full time studies

Institution	Number of students	UCAS points achieved (average)	% with a job or doing further study	% of employed with graduate job	% students satisfied
University of Derby	245	170	75	35	77
Ealing, Hammersmith and West London College	insufficient data	insufficient data	insufficient data	insufficient data	insufficient data
Edinburgh Napier University	435	288	80	60	68
Glasgow Caledonian University	495	insufficient data	88	34	77
The University of Gloucestershire	420	220	85	70	78
University of Greenwich	400	220	83	55	89
Grimsby Institute of Further and Higher Education	220	insufficient data	insufficient data	insufficient data	94
Guildford College of Further and Higher Education	85	insufficient data	95	40	insufficient data
UHI Millennium Institute	5	insufficient data	insufficient data	insufficient data	not taking part
The University of Huddersfield	235	230	85	60	84
Leeds Metropolitan University	1935	250	77	52	76
London Metropolitan University	515	220	66	45	47
London South Bank University	1540	160	68	43	84
Loughborough College	90	insufficient data	88	50	insufficient data
The Manchester Metropolitan University	850	220	83	51	58
Middlesex University	3195	150	71	39	83
Newcastle College	65	insufficient data	95	30	insufficient data
Norwich City College of Further and Higher Education	130	insufficient data	insufficient data	insufficient data	79
Oxford Brookes University	425	300	87	51	86
University of Plymouth	385	220	82	55	75
University of Portsmouth	140	235	80	40	86
Queen Margaret University, Edinburgh	325	269	85	55	not taking part
Robert Gordon University	220	270	95	55	79

Institution	Number of students	UCAS points achieved (average)	% with a job or doing further study	% of employed with graduate job	% students satisfied
The University of Salford	290	120	74	30	72
Sheffield Hallam University	1085	240	81	42	80
South Devon College	insufficient data	insufficient data	insufficient data	insufficient data	insufficient data
Staffordshire University	960	190	81	61	81
The University of Strathclyde	230	355	87	50	86
University Campus Suffolk	190	200	95	30	59
University of Sunderland	1260	200	83	33	80
University of Surrey	340	330	95	60	85
Thames Valley University	425	180	86	35	69
University of Ulster	240	240	89	35	96
University of the West of Scotland	160	261	85	25	not taking part
Westminster Kingsway College	100	280	insufficient data	insufficient data	insufficient data
University of Wolverhampton	215	180	90	45	87

This concludes the section on institutional rankings. While methodological queries as to their compilation exist, if prospective students use these rankings as a basis for making decisions as to which institution to attend, it is improbable that these rankings will be ignored by higher education institutions.

4   Information on Courses

UCAS provides a search facility on its website for prospective students[5]. A search was conducted on its website using the subject terms 'hospitality' and 'hotel' (both subject terms provided by UCAS). A search under 'hospitality' resulted in 222 courses. The same search using 'hotel' resulted in just 30 courses[6]. Table 5 provides an overview of the number of courses for 2011 under each course type. Some comments to Table 5 are necessary:

- The courses comprise Degrees, HNDs and Foundation Degrees
- The subject search term does not necessarily correspond to course title. So, for example, the subject search term 'Hospitality Management' results in two courses with the titles: 'International Hospitality and Events Management' and 'International Hospitality Management' at University of Wales Institute, Cardiff, for example.
- Number of courses does not normally equal number of institutions as derivatives of courses are offered at the same institution but counted separately (for example the entry for 'hospitality studies' at The Manchester Metropolitan University results in no less than fifteen separate courses).

Table 5   **An overview of UCAS hospitality courses for 2011**

Subject Term	2011	2006
Hospitality on its own as a single subject	38	18
Hospitality Management	156	218
Hospitality Studies	48	33
International Hospitality	12	10
International Hospitality Business Management	5	4
International Hospitality Management	25	33
All Hospitality Courses[7]	221	325

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[5] www.ucas.com Website accessed 24.01.2011

[6] The search distinguishes between UK/EU applicants and International applicants. However, the results remained the same, irrespective of applicant provenance.

[7] Will not equal sum of individual courses as this is a separate search term. This includes combinations of hospitality with other subjects, such as, for example, Hospitality and Tourism Management.

Table 6   **An overview of UCAS hotel courses for 2011**

Subject Term	2011	2006
Hotel Catering	13	5
Hotel Management	32	32
Hotel Services Management	17	10
International Hotel	2	5
International Hotel Management	7	5
All Hotel Courses[8]	30	26

A comparison with figures from the previous CHME report 'A Review of Hospitality Management Education in the UK 2006' reveals that the number of hospitality courses is in decline. This has largely been brought about it seems by a decrease in the number of 'hospitality management' courses. Interestingly, 'hospitality studies' has seen a marked increase in the number of courses available. The picture for 'hotel' courses is more stable, and in fact an overall slight increase is noticeable in most hotel courses.

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[8] Will not equal sum of individual courses as this is a separate search term. This includes combinations of hospitality with other subjects, such as, for example, Hospitality and Tourism Management.

5   Information on Students

The report now focuses on hospitality students. Initially attention is on applicants and accepts on hospitality courses. Subsequently the focus turns to enrolled students followed by the destination of hospitality qualifiers. While a comparison of data from CHME's 2006 report would have been useful, due to the change in JACS definitions which classifies students (see also below), any comparison would be very misleading and has therefore not been undertaken.

5.1   Applicants and Accepts

UCAS collect data on HE applicants and accepts. The data in Table 7 were compiled from data available on UCAS's website. The Accepts figures in Table 7 include All Degree Accepts, Clearing Degree Accepts, All HND Accepts, Clearing HND Accepts. Alas, while UCAS provides data on applicants and accepts back to 1996, because of the move from JACS 1.7 (which does not include hospitality) to JACS 2.0 in 2007 only two years' worth of data are presented here[9].

Table 7   **Applicants and Accepts on Hospitality, Leisure, Tourism and Transport 2008-2009**

Hospitality, Leisure, Tourism and Transport (N8)	2008	2009
All Applicants	8193	9630
Degree Accepts	7935	8667
HND Accepts	687	663
All Accepts	8622	9330

Data from www.ucas.com

5.2   Enrolled Students

Data were obtained from HESA on student enrolments and HE qualifiers in Hospitality, Leisure, Tourism and Transport for Joint Academic Coding Scheme (JACS) N8 which comprises data on hospitality students[10]. . To obtain precise data on whether a student is undertaking a hospitality or tourism course, for example, institutions need to submit

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[9] Prior to 2007 hospitality courses were largely subsumed in JACS code N221 'Hotel and Catering', itself a derivation of what used to be HESA Codes. However, data at the 4-digit level are not available on UCAS' website, i.e. it was not possible to conduct a search for N221. Importantly, N8 includes Event Management whose specific JACS code is N820.

[10] HESA rounding requirements mean percentage totals rarely add up to 100.

subject data at 4 digit JACS level (see Table 7). However, it is not compulsory for institutions to do so. If the data have been submitted at 2 digit JACS level, two zeros are effectively appended to the end of the code and they will fall within the more generic 4 digit JACS code ending "00", i.e. N800. Importantly, the JACS code N8 is broken down as per Table 8 below:

Table 8   **Subjects that fall within JACS code N8**

4-digit JACS
(N800) Hospitality, leisure, tourism & transport
(N810) Travel management
(N820) Event management
(N830) Tourism
(N831) Tourism studies
(N832) Tourism management
(N850) Transport studies
(N851) Land travel
(N852) Sea travel
(N853) Air travel
(N860) Hospitality
(N861) Hospitality studies
(N862) Hospitality management
(N870) Recreation, sport & leisure studies
(N890) Hospitality, leisure, tourism & transport not elsewhere classified

For the purposes of further analysis, unless clarified otherwise, **Hospitality will be defined as to include**:

- N860 Hospitality
- N862 Hospitality management

This selection excludes N800 'Hospitality, Leisure, Tourism and Transport' which represents a large proportion of the data (of the enrolled N8 student population of 27,847 for 2008/09 35% fell into the category N800). However, as there is no indication as to those who were actually hospitality students, to include them in any further analysis could be potentially very misleading.   For similar reasons N890 has also not been included in the analysis although by comparison the number of students in this category is very small (0.8% of the 2008/09 N8 population). Hospitality Studies has been excluded from any further analysis as the data received from HESA indicated only six enrolments in 2007/08 – 2008/09 (see also Table 9).

The total population of students enrolled on JACS subject 'N8', according to HESA records for 2007/08 was 24,940. For 2008/09 the corresponding figure is 27,847; an increase of 11.66%. However, when we look at Hospitality the figures show a slight decrease of 4.4% (see Table 9).

Table 9   **Hospitality Students 2007/08-2008/09**

	2007/08	2008/09
(N860) Hospitality	1640	1375
(N861) Hospitality studies	0	5
(N862) Hospitality management	1565	1690
Total	*3205*	*3070*

Data supplied by HESA

Having provided an overview of the scope of the enrolment data, the report now moves to a more detailed analysis of enrolled students according to key demographic variables. Firstly, focus is on year of programme (indicates the year number of the programme that the student is currently studying).

Table 10   **Enrolments by year of study**

	Year of programme	Academic year	
		2007/08	2008/09
(N860) Hospitality	1	680	475
	2	350	390
	3	330	250
	4	265	245
	5 and over	10	15
(N862) Hospitality management	1	695	820
	2	360	385
	3	335	315
	4	155	140
	5 and over	0	5

Data supplied by HESA

It is interesting to note that according to Table 10 the number of enrolments in year one for N860 Hospitality decreased by 43% between 2007/08 and 2008/09. By way of contrast, the number of students enrolled on N862 Hospitality Management increased by 18% (it should be remembered that some of these differences may be down to changes in reporting by individual institutions).

Table 11   **Enrolments by Level of Study 2007/08 – 2008/09**

		Academic year	
	Level	*2007/08*	*2008/09*
(N860) Hospitality	Masters	160	120
	First Degree	1145	985
	Foundation Degree	165	150
	HND	125	75
	Other Undergraduate	35	45
(N862) Hospitality management	Doctorate	5	0
	Masters	255	375
	Other Postgraduate	5	5
	First Degree	1060	1065
	Foundation Degree	130	140
	HND	90	80
	Other Undergraduate	20	15

Data supplied by HESA

In terms of a comparison between Hospitality and Hospitality Management, Table 11 indicates that the latter is proving an increasingly popular option for students. While enrolments on HNDs went down in 2008/09 for Hospitality Management the number of students enrolled on Masters programmes increased substantially. The number of students enrolled on first degrees remained fairly constant. Hospitality witnessed a decrease in the number of enrolled students from 2007/08 to 2008/09 apart from an increase in those enrolled on 'other undergraduate' courses. That said, the total number of enrolled students on a Hospitality programme for 2007-2009 was 3,010 whereas for Hospitality Management it was 3,265; a small absolute difference.

Table 12 shows the sample distributed by mode of study. Unsurprisingly, the vast majority of students were studying full-time or on a sandwich programme, i.e. a course that included a year's placement. Enrolments on sandwich programmes have declined slightly from 2007/08 to 2008/09. Nonetheless, the ratio of sandwich to full time students was still 1.3:1 in 2008/09 (Hospitality and Hospitality Management combined).

Table 12   **Enrolments by Mode of Study**

		Academic year	
	Mode of Study	*2007/08*	*2008/09*
(N860) Hospitality	Full Time	395	385
	Part Time	120	90
	Sandwich	1120	895
(N862) Hospitality management	Full Time	635	790
	Part Time	175	160
	Sandwich	715	675
	Other	40	65

Data supplied by HESA

In terms of the distribution of enrolled students by age group it is evident that the majority of students are younger than twenty-five years of age (87% in 07/08 and 85% in 08/09 for Hospitality; 78% in 07/08 as well as in 08/09 for Hospitality Management). Unsurprisingly, this proportion fell for Masters students: fifty-six percent of hospitality Masters students were younger than 25 years of age (2007/08 + 2008/09).

Table 13   **Enrolments by Age Group**

		2007/08	%	2008/09	%
(N860) Hospitality	17 years and under	5	0.3	5	0.4
	18-20	735	44.7	570	41.5
	21-24	685	41.6	590	42.9
	25-29	125	7.6	130	9.5
	30 years and over	95	5.8	80	5.8
(N860) Hospitality Total		*1645*	*100.0*	*1375*	*100.0*
(N862) Hospitality management	17 years and under	5	0.3	5	0.3
	18-20	565	36.1	610	36.2
	21-24	655	41.9	695	41.2
	25-29	195	12.5	220	13.1
	30 years and over	145	9.3	155	9.2
(N862) Hospitality management Total		*1565*	*100.0*	*1685*	*100.0*

Data supplied by HESA

An analysis of HESA data by gender indicates a predominance of females over males. In 2007/08 62.7% of hospitality students were female. In 2008/09 the figures were broadly similar: 72.3% of hospitality students were female. This predominance exacerbates national trends (57% female students in 2007/08; see www.hesa.ac.uk 'subject of study' data table.)

HESA provides data on its website (www.hesa.ac.uk) on first year domiciled HE students by ethnicity. According to these data, the ethnic breakdown is as follows: White: 83%, Black: 6%, Asian:8% and 'Other' 3%. Comparing these figures with those in Table 14 we can see that hospitality attracts students with an ethnic background in roughly similar proportions to these national figures. Interestingly, the proportions vary to a degree year on year, so to take just a single year as a benchmark of ethnicity can be potentially quite misleading.

Table 14 **Enrolments by ethnicity (UK domiciled)**[11]

		2007/08	%	2008/09	%
(N860) Hospitality	White	895	84.0	655	78.0
	Black	55	5.2	65	7.7
	Asian	85	8.0	85	10.1
	Other (including mixed ethnicity)	30	2.8	35	4.2
(N860) Hospitality Total		*1065*	*100.0*	*840*	*100.0*
(N862) Hospitality management	White	830	84.3	805	82.6
	Black	45	4.6	50	5.1
	Asian	85	8.6	85	8.7
	Other (including mixed ethnicity)	25	2.5	35	3.6
(N862) Hospitality management Total		*985*	*100.0*	*975*	*100.0*

Data supplied by HESA

This concludes the section on students enrolled on subjects that fall within the N8 JACS code. The data have provided a snapshot of the breakdown of N8 students by key demographic variables. It can only be hoped that JACS codes remain static for the foreseeable future as this would provide a more solid basis for future trend analyses.

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[11] 'Unknowns' and 'non-UK domiciled' have been omitted from this table

6   Leavers/Qualifiers

Moving from enrolments to HE qualifiers, data were again supplied by HESA, this time from its Destination of Leavers from Higher Education (DLHE) survey[12]. The DLHE target population contains all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August 2007 to 31 July 2008 and 1 August 2008 to 31 July 2009 (for the respective 2007/08 and 2008/09 academic years) as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses; see also Appendix B for further information). Similar to data on enrolments, the data were based on JACS code N8 at the 4 digit level.

HESA has certain information (gender and ethnicity for example) on the student population prior to sending out the DLHE survey. This means that some of the following data relate not solely to those who responded to the DLHE survey but to leavers in general. Where the data relate specifically to destination of employment/economic activity they comprise solely respondents to the survey. The data on qualifiers hence comprises three categories:

- Responded to DLHE survey
- In DLHE target population but didn't respond to survey
- Not in DLHE target population

The figures for each category are broken down in Table 15.

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[12] Please note that destinations data is not collected for all students leaving HEIs. Those included in the DLHE survey are:

- United Kingdom (UK) and European Union (EU) domiciled students.
- Students who obtained doctorates, masters, postgraduate bachelors degrees, PGCE's, postgraduate diplomas and certificates, first degrees (excluding intercalated degrees), Diploma of Higher Education, Certificate of Higher Education, HND or HNC.
- Those who study at least part of the programme of study within the UK.

Table 15   **Destination of Leavers Population**

2008/09	Responded to DLHE survey	4525
	In DLHE target population but didn't respond to survey	1470
	Not in DLHE target population	2175
2008/09 Total		8170
2007/08	Responded to DLHE survey	3965
	In DLHE target population but didn't respond to survey	1700
	Not in DLHE target population	2115
2007/08 Total		7780
Total		15950

Data supplied by HESA

Table 16   **Qualifiers 2007/08 and 2008/09**

	2007/08	%	2008/09	%
(N800) Hospitality, leisure, tourism & transport	3210	41.2	3135	38.3
(N810) Travel management	150	1.9	135	1.7
(N820) Event management	710	9.1	930	11.4
(N830) Tourism	270	3.5	225	2.8
(N831) Tourism studies	5	0.1	5	0.1
(N832) Tourism management	475	6.1	685	8.4
(N850) Transport studies	185	2.4	160	2.0
(N852) Sea travel	100	1.3	65	0.8
(N853) Air travel	140	1.8	205	2.5
(N860) Hospitality	485	6.2	465	5.7
(N861) Hospitality studies	n.a.	n.a.	5	0.1
(N862) Hospitality management	540	6.9	550	6.7
(N870) Recreation, sport & leisure studies	1485	19.1	1555	19.0
(N890) Hospitality, leisure, tourism & transport not elsewhere classified	40	0.5	60	0.7
Total	7795	100.0	8180	100.0

Data supplied by HESA

According to Table 17 the majority of leavers of hospitality higher education were younger than 25 years of age (Hospitality = 72%; Hospitality Management = 59%). Nonetheless, while this is in itself not surprising, perhaps turned on its head, the fact that over 40% of qualifiers from Hospitality Management were in fact older than 24 years of age is (these figures include postgraduate students).

<p align="center">Table 17   **Qualifiers by Age**</p>

		2007/08	%	2008/09	%
(N860) Hospitality	18-20	20	4.1	10	2.2
	21-24	365	75.3	325	69.9
	25-29	75	15.5	95	20.4
	30 years and over	25	5.2	35	7.5
(N860) Hospitality Total		485	100.0	465	100.0
(N862) Hospitality management	18-20	25	4.6	25	4.5
	21-24	340	63.0	300	54.5
	25-29	115	21.3	155	28.2
	30 years and over	60	11.1	70	12.7
(N862) Hospitality management Total		540	100	550	100.0

<p align="right">Data supplied by HESA</p>

There is a clear predominance of females on hospitality programmes, with programmes approximately being made up of two thirds females. While the proportion of females has gone down between 2007/08 and 2008/09 the shift is too small to conclude that any major shift in this gender imbalance is occurring. As a matter of interest, the gender split is no smaller for tourism. Based on the JACS code N832 (Tourism Management), females made up 69% of qualifiers in 2008/09. For N820 (Event Management) the imbalance was even greater and stood at 75% females.

<p align="center">Table 18   **Qualifiers by Gender**</p>

		2007/08	%	2008/09	%
(N860) Hospitality	Female	320	66	300	65
	Male	165	34	165	35
(N862) Hospitality management	Female	345	64	340	62
	Male	195	36	210	38

<p align="right">Data supplied by HESA</p>

Between 2007/08 and 2008/09 we have seen an increase of qualifiers at Masters level; both for Hospitality as well as for Hospitality Management. The figures for qualifiers at First Degree and HND level have gone down, though more dramatically for HND qualifiers. In particular the decrease in HND qualifiers in Hospitality between 2007/08 and 2008/09 is stark (Table 19).

Table 19   **Qualifiers by Level of Study**

	Level of study	2007/08	%	2008/09	%
(N860) Hospitality	Masters	50	10.3	80	17.0
	Other postgraduate	5	0.9	10	2.1
	First degree	335	69.1	310	65.9
	Foundation degree	40	8.2	30	6.4
	HND	40	8.2	15	3.2
	Other undergraduate	15	3.1	25	5.3
(N860) Hospitality Total		485	99.9	470	99.9
(N862) Hospitality management	Masters	95	17.5	120	21.8
	Other postgraduate	15	2.8	10	1.8
	First degree	330	61.1	335	60.8
	Foundation degree	45	8.3	45	8.2
	HND	35	6.5	20	3.6
	Other undergraduate	20	3.7	20	3.6
(N862) Hospitality management Total		540	99.9	550	99.9

Data supplied by HESA

Table 20 illustrates the main industries (Standard Industrial Classification, SIC) hospitality graduates entered after graduating (the data relate to the time period of six months after graduating). Unsurprisingly, and reassuringly perhaps, the largest employer is Accommodation and Food Service Activities. Clearly, data on destination of leavers by SIC are not as plentiful as for the other categories (see the explanation of the various populations that comprise DLHE data in Table 15). Therefore, all that can reasonably be said about the destination of leavers of hospitality programmes is that they enter numerous industries, in roughly equal numbers, apart from the hospitality industry which predominates. If one is to take out the 'not applicable' category, the proportion of graduates entering the hospitality industry rises dramatically (69% of Hospitality graduates in 2008/09; 58% of Hospitality Management graduates in 2008/09).

Table 20   **Qualifiers by Standard Industrial Classification**

	SIC	07/08	%	08/09	%
(N860) Hospitality	(C) Manufacturing	5	1.1	0	0.0
	(G) Wholesale and retail trade; repair of motor vehicles and motorcycles	10	2.4	10	2.6
	(I) Accommodation and food service activities	110	26.5	90	23.2
	(K) Financial and insurance activities	0	0.0	5	1.3
	(M) Professional, scientific and technical activities	5	1.2	5	1.3
	(N) Administrative and support service activities	15	3.6	5	1.3
	(P) Education	5	1.2	5	1.3
	(Q) Human health and social work activities	5	1.2	5	1.3
	(R) Arts, entertainment and recreation	5	1.2	5	1.3
	Not applicable	255	61.4	255	66.2
(N860) Hospitality Total		415	99.9	385	99.9
(N862) Hospitality management	(C) Manufacturing	5	1.1	5	1.0
	(G) Wholesale and retail trade; repair of motor vehicles and motorcycles	15	3.2	15	3.1
	(I) Accommodation and food service activities	95	20.4	95	19.8
	(J) Information and communication	5	1.1	5	1.0
	(K) Financial and insurance activities	5	1.1	0	0.0
	(L) Real estate activities	5	1.1	0	0.0
	(M) Professional, scientific and technical activities	10	2.2	5	1.0
	(N) Administrative and support service activities	15	3.2	20	4.2
	(P) Education	5	1.1	5	1.0
	(Q) Human health and social work activities	5	1.1	5	1.0
	(R) Arts, entertainment and recreation	5	1.1	10	2.1
	Not applicable	295	63.4	315	65.6
(N862) Hospitality management Total		465	99.9	480	100.0

Data supplied by HESA

Over the last two years the graduate labour market is said to have got tighter. However, for Hospitality graduates the proportion of those assumed to be unemployed did not increase significantly between 2007/08 and 2008/09 (4.3% to 4.5%). The picture is not as stable for Hospitality Management graduates. Here the figures of those assumed to be

unemployed six months after graduation rose from 4.1% in 2007/08 to 10.9% in 2008/09. In fact, despite overall good response rates to the DLHE survey (Table 15), there may be an element of self-reporting bias in the survey in terms of those without work being less likely to respond. It is a sobering thought that six months after graduating just over half of hospitality graduates were in full-time paid work.

Table 21 **Qualifiers by Economic Activity[13]**

		2007/08	%	2008/09	%
(N860) Hospitality	Full-time paid work only (including self-employed)	140	59.6	120	54.5
	Part-time paid work only	10	4.3	10	4.5
	Work and further study	15	6.4	15	6.8
	Further study only	45	19.1	45	20.5
	Assumed to be unemployed	10	4.3	10	4.5
	Not available for employment	10	4.0	10	4.5
	Other	0	0.0	5	2.3
	Explicit refusal	5	2.1	5	2.3
		235	99.8	220	100.0
(N862) Hospitality management	Full-time paid work only (including self-employed)	135	55.1	130	56.5
	Part-time paid work only	15	6.1	15	6.5
	Work and further study	20	8.2	0	0.0
	Further study only	35	14.3	20	8.7
	Assumed to be unemployed	10	4.1	25	10.9
	Not available for employment	20	8.2	15	6.5
	Other	5	2.0	20	8.7
	Explicit refusal	5	2.0	5	2.2
		245	100.0	230	100.0

The discussion now moves to HESA's graduate marker, in other words, an assessment of whether graduates were in graduate commensurate employment. Evidently there will always be tension surrounding what should count as a graduate job and what should not. Perhaps more importantly in relation to this data set is that these data refer to employment six months after graduating. It can be assumed that the uptake of graduate employment is initially at least related to time elapsed since graduation: the longer the period since graduating the higher the likelihood to be in graduate commensurate employment given career progression. This should be acknowledged when interpreting these results.

[13] Data on 'not applicable' respondents has been excluded from the analysis.

The split between graduate and non-graduate jobs is almost equal in proportion. While there appears to have been an increase in graduate employment for Hospitality students from 2007/08 to 2008/09, the majority of graduates in both 2007/08 and 2008/09 in Hospitality Management were regarded as not being in graduate level employment six months after graduating. Compared to graduates of JACS code N800 overall the figures for hospitality students are broadly similar. Forty-seven percent of 2007/08 and 2008/09 N800 graduates were in non-graduate jobs six months after graduating.

Table 22   **Qualifiers by Graduate Employment Marker[14]**

		2007/08	%	2008/09	%
(N860) Hospitality	Graduate	75	46.9	80	55.2
	Non-Graduate	85	53.1	65	44.8
	Total	160	100.0	145	100.0
(N862) Hospitality management	Graduate	80	47.1	75	45.5
	Non-Graduate	90	52.9	90	54.5
	Total	170	100.0	165	100.0

Data supplied by HESA

Table 23 cross tabulates data on the graduate employment marker and ethnicity. Given low cell counts data have been aggregated across both academic years 2007/08 and 2008/09. Similarly, the data in Table 23 are aggregated across all N800 categories and are therefore representative of tourism, hospitality and events as a whole. What is perhaps most surprising is the low level of Asian students who go on to graduate level employment (33%). That said, none of the ethnic groups reaches 50% in terms of finding graduate level employment. Also, DLHE data only comprises UK and EU domiciled students.

Table 23   **Qualifiers by Graduate Employment Marker and Ethnicity**

	Graduate	Non-graduate	Total	% Graduate
White	2105	2300	4405	47.8
Black	80	115	195	41.1
Asian	90	180	270	33.3
Other (incl. mixed ethnicity)	65	90	155	41.9
Unknown	55	65	120	45.8
Non-UK domicile	270	275	545	49.5
	2665	3025	5690	46.8

Data supplied by HESA

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[14] These figures do not take 'unknowns' or 'not applicable' data into account.

A further cross-tabulation was undertaken according to graduate employment marker and firm size (Table 24). Again, given low cell counts and the resulting concerns about data reliability the analysis was taken across both academic years 2007/08 and 2008/09 as well as for JACS code N800. It may come as a surprise that graduates were more likely to be in a graduate job if they were in a small or medium-sized enterprise (SME) than if they were employed by a large organisation.

Table 24   **Qualifiers by Graduate Employment and Firm Size**

Firm size	Graduate	Non-graduate	Total	% Graduate
1 to 49	650	585	1235	52.6
50 to 249	410	370	780	52.6
250 or more	945	1260	2205	42.9
	2005	2215	4220	

Data supplied by HESA

To gain a better understanding of the relationship between SMEs and hospitality graduate employment data were analysed that drew solely on destination of leavers by employer size. These are presented in Table 25 below. These data relate to the aggregate across both academic year's 2007/08 and 2008/09. It is clear from the data that six months after graduating the majority of Hospitality graduates in employment are employed in SMEs, while the converse is true for Hospitality Management graduates. This distinction would be masked of course if we were to focus solely on 'hospitality' graduates as an aggregate of all hospitality courses. In fact, the percentage of the aggregate of 'Hospitality', 'Hospitality Management' and 'Hospitality Studies' qualifiers in large organisations six months after graduating is 47%.

Table 25   **Qualifiers by Employment Size**

		No.	%
Hospitality	1 to 49	65	28.3
	50 to 249	55	23.9
	250 or more	110	47.8
Hospitality Total		230	100.0
Hospitality Management	1 to 49	70	18.9
	50 to 249	70	18.9
	250 or more	230	62.2
Hospitality Management Total		370	100.0

Data supplied by HESA

7 Academic staff with an academic discipline in Hospitality, Leisure, Tourism and Transport

The data in this section were also obtained from HESA. Academic staff are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HE institutions. Academic discipline is a four character code which is used to designate the subject or subjects appropriate to that staff member's academic qualification, not necessarily the academic subject in which that staff member may currently be teaching or researching (for further details please see Appendix C). As such, this overview relates to academics with an academic background in Hospitality, Leisure, Tourism and Transport (HLTT), not necessarily academics who happen to now find themselves teaching hospitality at university. Having said this, one may assume that the majority of academics with a background in one of the N800 subjects would in fact be teaching in tourism, hospitality, leisure or transport.

Table 26   **Staff with academic discipline in HLTT by gender**

	2007/08	2008/09
Female	140	210
Male	150	215
Total	*290*	*425*

Data supplied by HESA

There is an almost equal gender split amongst N800 staff. There is also a clear increase in the absolute number of staff. This could be down to improved reporting procedures but also, at least in part, could indicate that an increasing number of staff who teach hospitality in fact have an academic background in hospitality.

Table 27   **Staff with an academic discipline in HLTT by age**

	2007/08	%	2008/09	%
21-25	5	2	10	2
26-30	30	11	40	10
31-35	45	16	60	14
36-40	55	19	75	18
41-45	50	18	65	15
46-50	40	14	75	18
51-55	30	11	45	11
56-60	25	9	35	8
61-65	5	2	10	2
66 years and over	0	0	5	1
Total	285	100	420	100

Data supplied by HESA

No significant change in age profile is discernible between 2007/08 and 2008/09. Roughly half of staff (56%) were older than forty in 2008/09; the figure for 2007/08 was 52%. The distribution of the age profile is in fact fairly symmetrical as can be seen in Figure 1.

Figure 1 Age distribution of staff
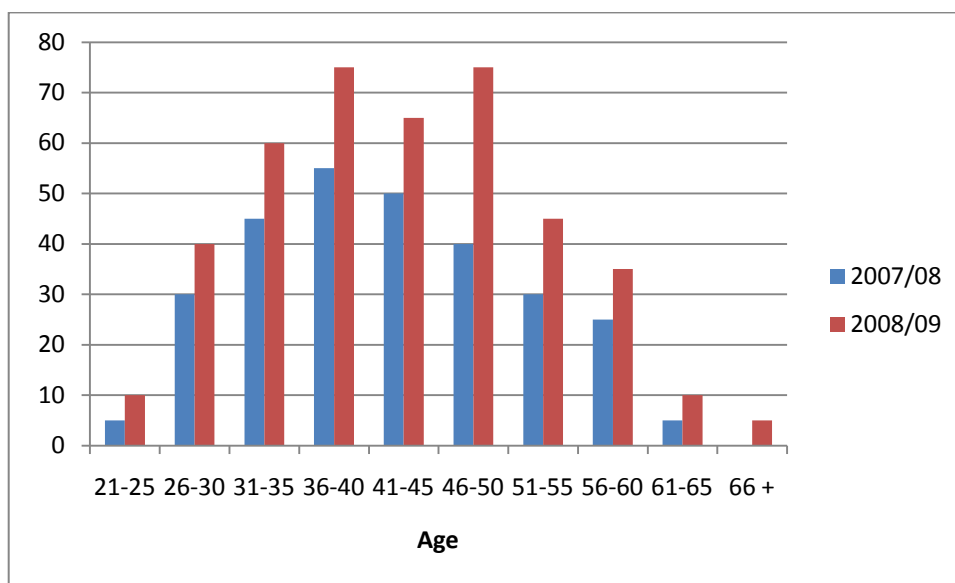
Data on academic staff by ethnicity indicate a strong prevalence of staff of white ethnicity. This is in line with the general distribution of ethnicity within the UK. According to the 2001 census 92.1% of the population were of white ethnic origin[15].

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[15] http://www.statistics.gov.uk/cci/nugget.asp?id=273 (accessed 29.10.09)

Table 28   **Academic Staff by Ethnicity**

|	2007/08	%	2008/09	%
White	265	93.0	385	92.8
Black	5	1.8	5	1.2
Asian	10	3.5	20	4.8
Other (including mixed ethnicity)	5	1.8	5	1.2
Total	285	100.0	415	100.0

Data supplied by HESA

According to Table 29 the proportion of staff with Doctorates actually declined slightly between 2007/08 and 2008/09. Approximately 20% of academic staff with an academic background in HLTT hold a first degree as their highest qualification, almost the same proportion as those with Doctorates in other words. The majority therefore hold some form of postgraduate qualification (approximately 56%), albeit not including Doctorates. The same data have been revised for clarity and presented in Figure 2.

Table 29   **Academic Staff by Highest Qualification Held**

	2007/08	%	2008/09	%
Doctorate	70	24.6	95	22.9
Other Higher Degree	125	43.9	180	43.4
PGCE	5	1.8	5	1.2
Other Postgraduate qualification (including professional)	15	5.3	25	6.0
First Degree	55	19.4	85	20.5
First Degree with Qualified Teacher Status (QTS)	5	1.8	10	2.4
Diploma of HE	5	1.8	5	1.2
HND/HNC	5	1.8	10	2.4
Total	285	100.1	415	100.0

Data supplied by HESA

Figure 2 Highest Qualification Held
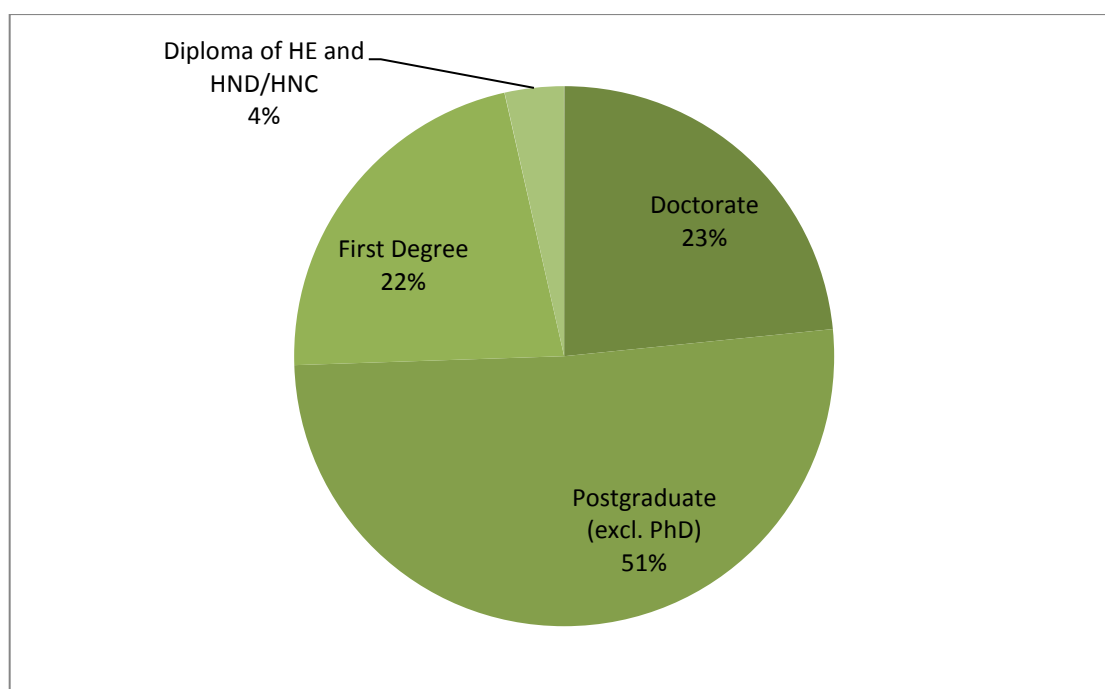
The final data to be presented on academic staff relate to mode of employment (full time or part time) and terms of employment (fixed term or permanent contract). As can be seen in Table 30 just over a quarter of staff work part-time. There is minimal variation between 2007/08 and 2008/09. Data were also analysed according to terms of employment (open-ended/permanent and fixed term, see Table 31). Over 80% of staff are in fact on open-ended or permanent contracts. A cross-tabulation was then conducted, not broken down by academic year, on terms of employment and mode of employment (Table 32). It is evident from this analysis that part-time staff were more likely to be on fixed term contracts (44%) than full time members of staff (9%).

Table 30   **Academic staff by mode of employment**

	2007/08	%	2008/09	%
Full-time	210	72.4	310	72.9
Part-time	80	27.6	115	27.1
Total	290		425	

Table 31   **Academic staff by terms of employment**

	2007/08	%	2008/09	%
Open-ended/Permanent	235	81.0	350	82.4
Fixed-term contract	55	19.0	75	17.6
	290		425	

Data supplied by HESA

Table 32   **Cross-tabulation terms and mode of employment**

	Full time	Part time	*Total row*
Open-ended/Permanent	470	110	*580*
Fixed Term	45	85	*130*
Total column	*515*	*195*	*710*

Data supplied by HESA

Similar cross-tabulations were conducted on gender and terms of employment and here it was found that whereas 20% of females were on fixed-term contracts, the figure for males was 17%. Likewise, a further cross-tabulation was conducted on ethnicity and terms of employment. Here it was found that 16% of academics of White ethnic origin were on fixed-term contracts, while the corresponding figure for all other ethnic groups combined was 38%. This would seem to indicate that discrimination exists in relation to terms of employment depending on ethnicity and the reasons for this merit further investigation. It should however be borne in mind that the absolute figures of academic staff with an ethnic background other than White is low.

8   Conclusion

This report has provided a valuable resource for those who seek baseline data on hospitality higher education. The reader will acknowledge the 'data difficulties' present in the report, and yet it represents the most comprehensive collation of data on hospitality higher education in the UK. As such it should provide a valuable resource either as a source of reference or as a platform for further investigation.

The current climate in HE is one of change. On the assumption that key definitions in official statistics do not change however, it will be intriguing at best, perplexing at worst, to see how hospitality higher education continues to develop in the coming years.

Key findings from the report include:

- There has been a slight decline in enrolments between 2007/08 and 2008/09 but we cannot say for sure whether the decline is real, or whether it is down to changes in individual institutions' reporting.

- The popularity of HNDs is on the wane, whereas Masters courses are increasing in popularity.

- There has been a decline in the number of students undertaking sandwich programmes although most students still undertake a sandwich placement.

- Unsurprisingly, the majority of hospitality graduates who are in employment six months after graduating are working in hospitality.

- Six months after graduating hospitality graduates are as likely to be in a graduate as much as in non-graduate-level employment. Interestingly, graduates who were employed in a small or medium-sized enterprise were in fact more likely to be in graduate level employment.

- The majority of staff (56%) with an academic discipline in Hospitality, Leisure, Tourism and Transport hold some form of postgraduate qualification. The proportion of staff with doctorates (23%) is only slightly higher than the proportion of staff whose highest qualification is a first degree (22%).

- Part time staff are far more likely than full time staff to be on fixed term contracts.

A final comment aimed at policy-makers is perhaps necessary. One of the frustrations that arises when trying to compare statistics and potentially recognise trends are changes in data definitions which make meaningful comparisons largely impossible. It can only be hoped that the current Joint Academic Coding Scheme (JACS) has more permanence in this respect than the previous versions of it had.

Appendix A: Definitions: Students in Higher Education Institutions 2007/08-2008/09

Coverage

In general, the HESA Student record is collected in respect of all students registered at a reporting higher education institution (HEI) who follow courses that lead to the award of a qualification(s) or institutional credit, excluding those registered as studying wholly overseas. The data specification of the record uses the term 'instance' to describe a student's engagement with the institution, which, because a student can have more than one instance of engagement, will exceed the number of students. Unless stated otherwise, student data is based on an instance of engagement. Postdoctoral students are not included in the HESA Student record.

The reporting period for the 2008/09 HESA Student record is 1 August 2008 to 31 July 2009.

Higher education (HE) students for the purpose of HESA's data collection are those students on courses for which the level of instruction is above that of level 3 of the Qualifications and Curriculum Authority (QCA) National Qualifications Framework (NQF) (e.g. courses at the level of Certificate of HE and above).

Excluded from this population are:

1. dormant students (those who have ceased studying but have not formally de-registered)
2. incoming visiting and exchange students
3. students where the whole of the programme of study is outside of the UK
4. *students on sabbatical*, and*
5. *writing-up students*.*

* For comparability, the data for this enquiry is based on the 2006/07 standard registration population definition which includes writing-up and sabbatical students. The 2007/08 and 2008/09 standard registration population automatically excludes these students.

Mode of study

Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of study.

Sandwich students are those enrolled on a sandwich course, irrespective of whether they are in attendance at the institution or engaged in industrial training. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week for a minimum of 24 weeks study/placement.

Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

Other modes of study includes those students on FE continuous delivery.

Writing-up and sabbatical students are those who are normally expected to submit a thesis to the institution for examination, have completed the work of their course and are not making significant demands on institutional resources, plus those on sabbatical.

Level of study

Level of study is taken from the course aim of the student.

HESA classifies courses according to a framework which aligns with the framework for HE qualifications in England, Wales and Northern Ireland (FHEQ), the Scottish Credit and Qualifications Framework (SCQF) (of which the framework for qualifications of HE institutions in Scotland is a constituent part) and the International Standard Classification of Education (ISCED) and Bologna frameworks. Details are available at www.hesa.ac.uk/C07051/a/COURSEAIM. It includes level M for taught masters degrees, and level H for honours degrees.

Postgraduate courses are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate in Education (PGCE at level M) and professional qualifications) which usually require a first degree as an entry qualification (i.e. already qualified at level H).

Higher degree (research) includes doctorate and masters degrees studied primarily through research.

Higher degree (taught) includes doctorate and masters degrees not studied primarily through research, and postgraduate bachelors degrees at level M.

Other postgraduate includes postgraduate diplomas, certificates and professional qualifications, Postgraduate Certificate in Education (PGCE at level M), institutional postgraduate credits and no formal postgraduate qualifications.

Postgraduate Certificate in Education are those PGCE qualifications which are pitched beyond level H.

First degree includes first degrees (including eligibility to register to practice with a health or social care or veterinary statutory regulatory body), first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.

Other undergraduate includes qualification aims below degree level, including, but not limited to, PGCE at level H (unless shown separately), foundation degrees (unless shown separately), diplomas in HE (including those with eligibility to register to practice with a health or social care regulatory body), Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ levels 4 and 5, post-degree diplomas and certificates at undergraduate level, professional qualifications at undergraduate level, other undergraduate diplomas and certificates including post-registration health and social care courses, other formal HE qualifications of less than degree standard, institutional undergraduate credit and no formal undergraduate qualifications.

Professional Graduate Certificate in Education are those PGCE qualifications which are pitched at level H.

Foundation degrees (e.g. FdA, FdSc) were introduced to provide vocational HE qualifications at level I.

Further education programmes of study includes Diplomas, Certificates and NVQ/SVQs at level 3 and below, 'A'/'AS' levels, Advanced Highers/Highers (Scotland), GCSEs, Intermediates (Scotland), HE Access courses, Welsh for Adults and other qualifications below HE level.

Age

Age is as at 31 August of the reporting year.

Gender

From 2007/08 the specification for student gender falls within the scope of the Aligned Data Definitions adopted by the Information Standards Board (ISB) for education, skills and children's services (escs).

Ethnicity

Students domiciled in England, Wales, Scotland, Northern Ireland, Guernsey, Jersey and the Isle of Man are required to report their ethnic origin. However, HESA advises that the figures reported in analyses may not be representative of the total student population because ethnic origin information is only required from this subset. (This subset also excludes certain FE, Incoming visiting and exchange, and Dormant status students.)

The ethnic category groupings are:

White includes:

White

Irish Traveller.

Other (including mixed) includes:

Mixed - White and Black Caribbean

Mixed - White and Black African

Mixed - White and Asian

Other mixed background

Other ethnic background.

Not known includes:

Not known

Information refused.

Year of course/programme

This field indicates the year number of the course that the student is currently studying. This could be different from the year of student if the student has changed course or re-taken a year.

Subject areas

The first review of a selection of subject areas resulted in the implementation of a revision of the JACS subject codes for 2007/08. The full listing of JACS2 can be found at www.hesa.ac.uk/jacs2.

Additionally, a procedure of apportionment is used. Under apportionment, each student instance is, where necessary, divided in a way that in broad-brush terms reflects the pattern of a split course. This is analogous to the use of FTE calculations (with a variation for initial teacher training (ITT) students).

From 2007/08, for split courses not involving an ITT component, institutions assign their own percentages based on a broad assessment of the relative contribution of subjects to a course, rather than detailed analysis of the contributions of subjects to individual students' courses of study. It is therefore expected that most institutions will apply the same percentages to all courses and only vary this where there is a substantially different subject split. For institutions in England, Northern Ireland and Wales the listed standard percentages are recommended, and in Scotland obligatory:

- Balanced 50% for each of the two subjects
- Major - Minor 67% and 33%
- Triple 34%, 33% and 33%.

The sum of the proportion allocated to each subject studied on a course must equal 100.

Principal subjects

Data restricted to (N8) Hospitality, leisure, tourism and transport

Although subject areas provide a broad-brush framework for presenting information, a more detailed breakdown to the 159 JACS principal subjects is used in some tables. Again, a process of apportionment is necessary, and the procedure is consistent with that used for subject areas.

4 digit JACS subject

We have supplied the other subjects within this subject group to ensure fullness of data, as the level of data supplied by UCAS to institutions for the HESA returns is not fully representative of student numbers in subjects below Principal Subject Level at this time. In simple terms this may mean that some students studying a specific 4-digit subject have actually been classified at a higher level grouping.

e.g. some students studying N240 Retail Management may actually be classified as N200 Management Studies.

Appendix B: Definitions: DLHE 2007/08 – 2008/09

Where definitions are aligned with those of student enrolments (e.g. level of study) please refer to Appendix A.

The HESA Student record is collected in respect of all students registered in the reporting institution who follow programmes of study leading to the award of a qualification or institutional credit. The Destinations of Leavers from Higher Education (DLHE) record supplements the Student record in so far as it is linked to it and collects information about what those completing their HE experience, and respond to the DLHE questionnaire, go on to do.

Reference dates – 2007/08

The reference dates for this DLHE return were 14 April 2008 (if the leaver obtained the qualification between 1 August 2007 and 31 December 2007) and 12 January 2009 (if the leaver obtained the qualification between 1 January 2008 and 31 July 2008).

Reference dates – 2008/09

The reference dates for this DLHE return were 20 April 2009 (if the leaver obtained the qualification between 1 August 2008 and 31 December 2008) and 11 January 2010 (if the leaver obtained the qualification between 1 January 2009 and 31 July 2009).

Coverage

The **HESA Destinations of Leavers from Higher Education (DLHE) target population** contains all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August to 31 July as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses). Awards from dormant status are not included in the target population. Relevant qualifications exclude professional qualifications. Officially, the Crown Dependencies of Guernsey, Jersey and the Isle of Man are not part of the UK or the EU. However, they are grouped with and assumed to be part of the UK in the HESA DLHE record.

The data specifications of the Student and DLHE records use the term 'instance' to describe a student's engagement with the institution, which, because a student can have more than one instance of engagement, will exceed the number of students. Unless stated otherwise, DLHE data is based on an instance of engagement.

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. From 2007/08 the aggregations reflect the Standard Industrial Classification economic activity sections as summarised in the UK Standard Industrial Classification of Economic Activities 2007 (SIC 2007). Full details are available from www.statistics.gov.uk/methods_quality/sic/downloads/SIC2007explanatorynotes.pdf.

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 DLHE 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.

Employment circumstances and Study circumstances

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.

Study circumstances describes whether the leaver was involved in study, training or research on the census date, and if so, if it was full-time or part-time. **Not in study/Not studying** includes not in study, training or registered as a research student.

Activity describes the employment category of the leaver based on the values in the Matrix of Employment circumstances and Study circumstances:

Full-time paid work only (including self-employed)	A
Part-time paid work only	B
Voluntary/unpaid work only	C
Work and further study	D
Further study only	E
Assumed to be unemployed	F
Not available for employment	G
Other	O
Explicit refusal	X

Employment

Employment only includes those graduates who reported that they were in full-time paid work (including self-employed/freelance), part-time paid work, voluntary or unpaid work, and who were not also in study, training or research.

Full-time employment only includes those who reported that they were in full-time paid work (including self-employed/freelance) and who were not also in study, training or research.

Combination of work and further study includes those who reported that they were in full-time paid work (including self-employed/freelance), part-time paid work, voluntary or unpaid work, and who were also in full-time or part-time study, training or research.

In certain analyses the following groupings of employment category are used:

Work only includes those who reported that they were in full-time paid work only (including self-employed), part-time paid work only plus voluntary/unpaid work only.

Work (including work and further study) includes those who reported that they were in full-time paid work only (including self-employed), part-time paid work only, voluntary/unpaid work only plus work and further study.

Employment overseas includes full-time paid work only (including self-employed), part-time paid work only, voluntary/unpaid work only plus work and further study.

Unemployment

Assumed to be unemployed includes those students who gave their employment circumstances as unemployed and looking for employment, further study or training, and who were also either in part-time study, training or research or not studying, plus those who were due to start a job within the next month and who were also either in part-time study, training or research or not studying.

Further study

Further study only includes those who gave their employment circumstances as temporarily sick or unable to work/looking after the home or family, not employed but not looking for employment, further study or training, or something else and who were also either in full-time or part-time study, training or research, plus those who were due to start a job within the next month or unemployed and looking for employment, further study or training and who were also in full-time study, training or research.

Study (including work and further study) includes those who reported that they were in work and further study plus further study only.

Appendix C: Staff Definitions 2007/08 – 2008/09

Where there is an overlap with student enrolment definitions please see Appendix A (e.g. ethnicity etc.)

Coverage

The staff record provides data in respect of the characteristics of members of all academic and non-academic staff employed under a contract of employment by a higher education institution (HEI) in the UK. **Academic staff** are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HE institutions. They also include vice-chancellors, medical practitioners, dentists, veterinarians and other health care professionals who undertake lecturing or research activities.

Mode of employment

Full-time staff are those whose contracts state that their mode of employment is full-time. This includes staff who work full-time for part of a year and term-time only staff who work full-time during the term.

Part-time staff are those staff that work anything less than full-time. This includes **atypical** (unless shown separately) where institutions were unable to assign staff contracts to either the full-time or the part-time category.

Mode of employment is an attribute of the contract, not the person. Therefore, a person will be counted as wholly part-time, even if they hold a number of part-time contracts that sum to one FTE. The FPE allocated to the full-time category will only reflect the people that hold a full-time contract. This is consistent with the treatment of other attributes of the contract.

Terms of employment

Terms of employment describes the type of contract(s) a member of staff has with the institution at the date the data is returned to HESA, or date of leaving if earlier.

Permanent staff are those who are employed on a contract of employment that states the member of staff as permanent or on an open-ended contract. This includes term-time only staff who are employed on an open-ended contract.

Fixed-term contract staff are those employed for a fixed period of time or have an end date on their contract of employment. This includes staff on rolling fixed-term contracts.

Age

Age is as at 31 August in the reporting period.

Academic staff are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HE institutions. They also include vice-chancellors, medical practitioners, dentists, veterinarians and other health care professionals who undertake lecturing or research activities. All academic staff fall into group 2A of the SOC classification, regardless of their discipline (e.g. science, engineering, social sciences, humanities, languages).

Gender

This field identifies the gender of the member of staff.

Highest Qualification Held

The Highest qualification held field is used to indicate the highest qualification held by the member of staff.

Academic discipline

Data restricted to (N8) Hospitality, leisure, tourism and transport

Academic discipline is a four character code which is used to designate the subject or subjects appropriate to that staff member's academic qualification, **not necessarily the academic subject in which that staff member may currently be teaching or researching**.