# Data Dictionary: Detailed descriptions of university statistics variables included in cluster analyses and their data sources

| **Variable name** | **Variable label** | **Description of variable and how it was derived** | **University environment** | **Rationale for inclusion in cluster analyses** | **Data owner** | **Original dataset name** | **URL from which data obtained** | **Data reuse licence** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UKPRN | UK Provider Reference Number | UK Provider Reference Number (UKPRN). The UKPRN is a unique number allocated to providers after successful UK Register of Learning Providers (UKRLP) registration. This is an 8-digit number that always start with a 1. The UKRLP is the portal for government departments, agencies, learners, and employers to share key information about learning providers. This variable has not been amended from that provided by HESA. | N/A – identifier variable only | N/A – identifier variable only | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Institution\_2009\_10 | Institution Name | Name of institution used by HESA as at 2009/10 HESA return. This variable has not been amended from that provided by HESA. | N/A – identifier variable only | N/A – identifier variable only | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Russell\_Group\_KB | Russell Group University | Binary variable representing whether the University was part of the Russell Group or not as reported in the Guardian 2012 league table.  Note from Guardian about data owner: "The university tables and data are provided by Higher Education Statistical Authority (HESA) Ltd." | N/A – identifier variable only | N/A – identifier variable only | Higher Education Statistics Agency (HESA) | Guardian Tables 2012.xls | https://www.theguardian.com/news/datablog/2011/may/17/university-guide-2012-data-guardian#data | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social1\_HESA\_StudentFemale\_KB | Proportion of female students | Proportion of female students (undergraduate and postgraduate) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by averaging the number of males and females across the three years, then dividing the raw number of females across the three years by the number of males+females across the three years (unknown/other gender data were therefore not included in totals for calculating proportions). HESA note: Students of indeterminate gender are included in total figures but not in separate breakdowns. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social2\_HESA\_StudentNoDisability\_KB | Proportion of students with no known disabilities | Proportion of students (undergraduate and postgraduate) reporting that they do not have a disability in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by averaging the disability figures across the three years, then dividing the raw 'No known disability' figure across the three years by the 'Known to have a disability'+'No known disability' figures across the three years (unknown data were therefore not included in totals for calculating proportions, so there may be disabled/non-disabled students not captured by this). HESA note: No known disability includes students who indicated that they do not have a disability. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social\_HESA\_StudentWhite\_KB | Proportion of White ethnicity students | Proportion of UK-domiciled students (undergraduate and postgraduate) reporting that they are of a White ethnicity in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw 'White' figures across the three years by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' across the three years (unknown data were therefore not included in totals for calculating proportions). HESA note: Students whose ethnicity is not known include those who have been coded 'information refused'. White includes White and Irish Traveller. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. | N/A – not included in cluster analyses due to redundancy of information when including other ethnicity variables | N/A – not included in cluster analyses due to redundancy of information when including other ethnicity variables | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social3\_HESA\_StudentBlack\_KB | Proportion of Black ethnicity students | Proportion of UK-domiciled students (undergraduate and postgraduate) reporting that they are of a Black ethnicity in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw 'Black' figures across the three years by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' across the three years (unknown data were therefore not included in totals for calculating proportions). HESA note: Students whose ethnicity is not known include those who have been coded 'information refused'. Black includes Black or Black British - Caribbean, Black or Black British - African, and other Black background. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social4\_HESA\_StudentAsian\_KB | Proportion of Asian ethnicity students | Proportion of UK-domiciled students (undergraduate and postgraduate) reporting that they are of an Asian ethnicity in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw 'Asian' figures across the three years by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' across the three years (unknown data were therefore not included in totals for calculating proportions). HESA note: Students whose ethnicity is not known include those who have been coded 'information refused'. Asian includes Asian or Asian British - Indian, Asian or Asian British - Pakistani, Asian or Asian British - Bangladeshi, Chinese, and other Asian background. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-18 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social5\_HESA\_StudentOtherMixed\_KB | Proportion of Other (including mixed) ethnicity students | Proportion of UK-domiciled students (undergraduate and postgraduate) reporting that they are of an Other (including mixed) ethnicity in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw 'Other (including mixed)' figures across the three years by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' across the three years (unknown data were therefore not included in totals for calculating proportions). HESA note: Students whose ethnicity is not known include those who have been coded 'information refused'. Other (including mixed) includes mixed - White and Black Caribbean, mixed - White and Black African, mixed - White and Asian, other mixed background, and other ethnic background. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social6\_HESA\_StudentUnder20\_KB | Proportion of students aged 20 and under | Proportion of students (undergraduate and postgraduate) reporting that they are aged 20 and under in each institution from 2009/10 HESA return. Variable calculated by dividing the raw '20 and under' figures by the sum of figures for '20 and under', '21-24', '25-29' and '30 and over' (unknown data were therefore not included in totals for calculating proportions). HESA note: Figures include only those students whose age is known. Age is as at 31 August in the reporting period. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social7\_HESA\_StudentUK\_KB | Proportion of UK domiciled students | Proportion of students from a UK domicile in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw number of total UK domiciled HE enrolments averaged across the three years by the number of Total UK domiciled HE enrolments+Total Other EU domiciled HE enrolments+Non-EU HE enrolments averaged across the three years. HESA note: United Kingdom domiciled students are those whose normal residence prior to commencing their programme of study was in the UK, and for the purposes of this publication include Guernsey, Jersey and the Isle of Man. (Officially, the Crown Dependencies of Guernsey, Jersey and the Isle of Man are not part of the UK or the EU.). Total UK domicile includes Guernsey, Jersey, the Isle of Man and UK domicile region unknown. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 The Queen's University of Belfast misreported 280 part-time UK domicile students as non-European Union domicile - this has now been manually corrected in the final environment data set. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social8\_HESA\_StudentStateSchool\_KB | Proportion of young undergraduate students who went to state school | Proportion of full-time undergraduate students reporting that they went to a state school in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the 'Percentage from state schools or colleges' variable by 100 (this percentage variable is only based on known data) averaged across the three years. HESA note: All schools or colleges that are not denoted ‘independent’ are assumed to be state schools. This means that students from sixth-form or further education colleges, for example, are included as being from state schools. All schools in Northern Ireland are also treated as state schools. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). Full-time students only were focused on because: (1) young students represent most of the LSYPE respondents; (2) it was anticipated that the reasons mature students would go to university would be different to young people (e.g. they could be attending due to work), so this could affect the meaning of the social class data; and (3) a large amount of the part-time data is missing. | Higher Education Statistics Agency (HESA) | UK Performance Indicators 2009-10 - Widening participation.zip (Widening Participation 2009/10 HESA record);  UK Performance Indicators 2008-09 - Widening participation.zip (Widening Participation 2008/09 HESA record); UK Performance Indicators 2007-08 - Widening Participation.zip (Widening Participation 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2009-10-widening-participation; https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2008-09-widening-participation; https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2007-08-widening-participation | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social9\_HESA\_StudentNotLowPOLAR\_KB | Proportion of young undergraduate students not from a low participation neighbourhood | Proportion of full-time undergraduate students NOT from low participation neighbourhoods (based on POLAR2) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. The variable included in the cluster analysis is only based on known data. HESA note: The POLAR2 method is based on the Higher Education (HE) participation rates of people who were aged 18 between 2000 and 2004 and entered a HE course in a UK HE provider or GB further education college, aged 18 or 19, between academic years 2000/01 and 2005/06. It draws on data provided by the Higher Education Statistics Agency, the Learning and Skills Council, the Universities and Colleges Admissions Service, the other UK funding bodies and HM Revenue & Customs. The POLAR2 classification is formed by ranking 2001 Census Area Statistics wards by their young participation rates for the combined 2000 to 2004 cohorts. This gives five young participation quintile groups (qYPR) of areas ordered from '1' (those wards with the lowest participation) to '5' (those wards with the highest participation), each representing 20 per cent of UK young cohort. Students have been allocated to the neighbourhoods on the basis of their postcode. Those students whose postcode falls within wards with the lowest participation (quintile 1) are denoted as being from a low participation neighbourhood. The POLAR low participation measure is based on a UK wide classification of areas into participation bands. The relatively high (in UK terms) participation rate in Scotland coupled with the very high proportion of HE that occurs in Further Education colleges means that the figures for Scottish HE providers could, when viewed in isolation, misrepresent their contribution to widening participation. Therefore, low participation data has not been produced within the UK Performance Indicators for HE providers in Scotland from 2007/08. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). Full-time students only were focused on because: (1) young students represent most of the LSYPE respondents; (2) it was anticipated that the reasons mature students would go to university would be different to young people (e.g. they could be attending due to work), so this could affect the meaning of the social class data; and (3) a large amount of the part-time data is missing. | Higher Education Statistics Agency (HESA) | UK Performance Indicators 2009-10 - Widening participation.zip (Widening Participation 2009/10 HESA record);  UK Performance Indicators 2008-09 - Widening participation.zip (Widening Participation 2008/09 HESA record); UK Performance Indicators 2007-08 - Widening Participation.zip (Widening Participation 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2009-10-widening-participation; https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2008-09-widening-participation; https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2007-08-widening-participation | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social10\_HESA\_StudentNotLowNSSEC\_KB | Proportion of young undergraduate students from more advantaged social background | Proportion of full-time undergraduate students NOT from NS-SEC classes 4, 5, 6 & 7 in each institution averaged across the 2007/08 and 2009/10 HESA returns. Variable calculated by first dividing the percentage of students from NS-SEC classes 4,5,6 & 7 variables by 100 for 2007/08 and 2009/10, then averaging across the two years. These values were then subtracted from 1. These variables are only based on known data. Data only for 2007/08 and 2009/10 for the following reason - HESA note: For applicants up to and including the 2007/08 academic year and for the 2009/10 academic year, UCAS asked: "If you are under 21, please give the occupation of your parent, step-parent or guardian who earns the most. If he or she is retired or unemployed, give their most recent occupation. If you are 21 or over, please give your own occupation." The information on socio-economic classification is taken from the National Statistics Socio-Economic Classification (in technical terms, HESA field SEC). The classifications used are: 1=Higher managerial and professional occupations; 2=Lower managerial and professional occupations; 3=Intermediate occupations; 4=Small employers and own account workers; 5=Lower supervisory and technical occupations; 6=Semi-routine occupations; 7=Routine occupations. The UK performance indicator is the proportion of students from NS-SEC classes 4 to 7 out of those from NS-SEC classes 1 to 7. NS-SEC class 8, long-term unemployed or never worked, has been included with unknown classification for the purposes of the UK Performance Indicators. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). Full-time students only were focused on because: (1) young students represent most of the LSYPE respondents; (2) it was anticipated that the reasons mature students would go to university would be different to young people (e.g. they could be attending due to work), so this could affect the meaning of the social class data; and (3) a large amount of the part-time data is missing. | Higher Education Statistics Agency (HESA) | UK Performance Indicators 2009-10 - Widening participation.zip (Widening Participation 2009/10 HESA record); UK Performance Indicators 2007-08 - Widening Participation.zip (Widening Participation 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2009-10-widening-participation; https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2007-08-widening-participation | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social11\_HESA\_StudentMobilityMover\_KB | Proportion of students who moved away to live at university | Proportion of students who moved away to university based on data reported in 2009/10 HESA return. The original data is drawn from a raw bespoke HESA Student HESA record data set with postcode data used to create a distance variable. A typology of student mobility was developed by Donnelly and Gamsu (2018), which combines distance and whether or not students stay at home. Students who were living in another form of accommodation (provider-maintained property, other rented accommodation, private-sector halls, private rented housing) were coded as ‘movers’. The typology was applied to all universities and made available here: https://www.suttontrust.com/our-research/home-and-away-student-mobility (Permission granted by Dr Michael Donnelly [PI of that project] to use this data set). Variable calculated by averaging the percentage of short, medium and long distance movers, then dividing by 100. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). Moving away to live at university, as a form of student mobility, plays a role in their social capital. | Higher Education Statistics Agency (HESA) | DATA: STUDENT MOBILITY BY UNIVERSITY (adapted from Students in Higher Education 2009/10 HESA record) | https://www.suttontrust.com/our-research/home-and-away-student-mobility | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social12\_HESA\_StaffFemale\_KB | Proportion of female academic staff | Proportion of female academic staff (excluding atypical) in each institution from 2009/10 HESA return. Variable calculated by dividing the raw number of females by the number of males+females (unknown/other gender data were therefore not included in totals for calculating proportions). HESA note: Staff of indeterminate gender, plus those whose gender is not known, are included in total figures but not in separate breakdowns. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social13\_HESA\_StaffNoDisability\_KB | Proportion of academic staff with no known disabilities | Proportion of academic staff (excluding atypical) reporting that they do not have a disability in each institution from 2009/10 HESA return. Variable calculated by dividing the raw 'Known to have a disability' figure by the 'Known to have a disability'+'No known disability' (unknown data were therefore not included in totals for calculating proportions, so there may be disabled/non-disabled students not captured by this). Some universities appear to have reported the number of 'no known disability' figures within the unknown figures, so for these universities this variable has been coded as missing (otherwise the number of those with a disability will be inflated). HESA note: No known disability includes those members of staff that reported they have no known disability. In 2009/10 The University of Edinburgh reported 7,610 (98%) staff as question not answered. These have been grouped into disability status unknown. Therefore, this variable has been coded as missing for this institution. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social\_HESA\_StaffWhite\_KB | Proportion of White ethnicity academic staff | Proportion of academic staff (excluding atypical) reporting that they are of a White ethnicity in each institution from 2009/10 HESA return. Variable calculated by dividing the raw 'White' figures by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' (unknown data were therefore not included in totals for calculating proportions). HESA note: White includes the HESA valid entries of white - British, White - Irish, White - Scottish, Irish Traveller and Other White background. | N/A – not included in cluster analyses due to redundancy of information when including other ethnicity variables | N/A – not included in cluster analyses due to redundancy of information when including other ethnicity variables | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social14\_HESA\_StaffBlack\_KB | Proportion of Black ethnicity academic staff | Proportion of academic staff (excluding atypical) reporting that they are of a Black ethnicity in each institution from 2009/10 HESA return. Variable calculated by dividing the raw 'Black' figures by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' (unknown data were therefore not included in totals for calculating proportions). HESA note: Black includes Black or Black British - Caribbean, Black or Black British - African and Other Black background. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social15\_HESA\_StaffAsian\_KB | Proportion of Asian ethnicity academic staff | Proportion of academic staff (excluding atypical) reporting that they are of an Asian ethnicity in each institution from 2009/10 HESA return. Variable calculated by dividing the raw 'Asian' figures by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' (unknown data were therefore not included in totals for calculating proportions). HESA note: Asian includes Asian or Asian British - Indian, Asian or Asian British - Pakistani, Asian or Asian British - Bangladeshi, Chinese and Other Asian background. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social16\_HESA\_StaffOtherMixed\_KB | Proportion of Other (including mixed) ethnicity academic staff | Proportion of academic staff (excluding atypical) reporting that they are of an Other (including mixed) ethnicity in each institution from 2009/10 HESA return. Variable calculated by dividing the raw 'Other (including mixed)' figures by the sum of figures for 'White', 'Black', 'Asian' and 'Other (including mixed)' (unknown data were therefore not included in totals for calculating proportions). HESA note: Other (including mixed) includes Mixed - White and Black Caribbean, Mixed - White and Black African, Mixed - White and Asian, Other Mixed background and Other Ethnic background. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Social | Individuals whose demographic backgrounds differ markedly from the demographics of other students and staff in the university they attend may experience differential treatment that affects their outcomes (see, for example, Harper, 2015, who noted that Black men in predominantly White universities in the USA face microaggressions which could affect their performance). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Social\_4\_Cluster\_KB | Social Environment | This variable uses a numerical value to indicate a category that the university is part of based on the ‘social’ environment of the university. The following variables have been converted to z-scores, then analysed using a k-means cluster analysis to look for similarities in universities in terms of ‘social’ variables (e.g. gender, disability, ethnicity, age, POLAR2, SEC, mobility type, domicile). This analysis obtained four separate groups of universities that have distinct characteristics: Social1\_HESA\_StudentFemale\_KB; Social2\_HESA\_StudentNoDisability\_KB; Social3\_HESA\_StudentBlack\_KB; Social4\_HESA\_StudentAsian\_KB; Social5\_HESA\_StudentOtherMixed\_KB; Social6\_HESA\_StudentUnder20\_KB; Social7\_HESA\_StudentUK\_KB; Social8\_HESA\_StudentStateSchool\_KB; Social9\_HESA\_StudentNotLowPOLAR\_KB; Social10\_HESA\_StudentNotLowNSSEC\_KB; Social11\_HESA\_StudentMobilityMover\_KB; Social12\_HESA\_StaffFemale\_KB; Social13\_HESA\_StaffNoDisability\_KB; Social14\_HESA\_StaffBlack\_KB; Social15\_HESA\_StaffAsian\_KB; Social16\_HESA\_StaffOtherMixed\_KB. | Social | N/A – variable is outcome of cluster analysis | See individual variables above | See individual variables above | See individual variables above | See individual variables above |
| Cultural1\_NSS\_Teaching\_KB | National Student Survey (NSS) Teaching subscale score | Average of the proportion of respondents answering between 1-5 for Q01 Q02 Q03 Q04 (The teaching on my course subscale) on the NSS in 2010, 2011, and 2012. Where data are missing for one of these years or some of the data were aggregated across two years. Therefore, data have only been averaged where there are non-aggregated and non-missing data for 2010, 2011 and 2012 for that institution. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of teaching quality, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Office for Students (OfS) (formerly Higher Education Funding Council for England (HEFCE)) | NSS\_taught\_all.zip; NSSFullTime1\_candidate.zip; NSSFullTime1.xls | https://webarchive.nationalarchives.gov.uk/20180319122046/http://www.hefce.ac.uk/lt/nss/results/2012/; https://webarchive.nationalarchives.gov.uk/20180319122413/http://www.hefce.ac.uk/lt/nss/results/2011/; https://webarchive.nationalarchives.gov.uk/20180319130804/http://www.hefce.ac.uk/lt/nss/results/2010/ | NSS data are public sector information licensed under the [Open Government Licence v3.0](https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/). |
| Cultural2\_NSS\_Assess\_KB | National Student Survey (NSS) Assessment and Feedback subscale score | Average of the proportion of respondents answering between 1-5 for Q05 Q06 Q07 Q08 Q09 (Assessment and feedback subscale) on the NSS in 2010, 2011, and 2012. Where data are missing for one of these years or some of the data were aggregated across two years. Therefore, data have only been averaged where there are non-aggregated and non-missing data for 2010, 2011 and 2012 for that institution. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of teaching quality, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Office for Students (OfS) (formerly Higher Education Funding Council for England (HEFCE)) | NSS\_taught\_all.zip; NSSFullTime1\_candidate.zip; NSSFullTime1.xls | https://webarchive.nationalarchives.gov.uk/20180319122046/http://www.hefce.ac.uk/lt/nss/results/2012/; https://webarchive.nationalarchives.gov.uk/20180319122413/http://www.hefce.ac.uk/lt/nss/results/2011/; https://webarchive.nationalarchives.gov.uk/20180319130804/http://www.hefce.ac.uk/lt/nss/results/2010/ | NSS data are public sector information licensed under the [Open Government Licence v3.0](https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/). |
| Cultural3\_RAE\_KB | Average institutional Research Assessment Exercise (RAE) 2008 score | Average RAE score from 2008 ranging from 0-4 (4=world-leading). Score was calculated by Times Higher Education (THE) using the following methodology: "The overall average score is the “grade-point average” (GPA) of the institution’s quality profile. To find the GPA, the percentage of staff within an institution to receive a 4\* grade is multiplied by 4, the percentage of staff to receive a 3\* is multiplied by 3, the percentage of staff to receive a 2\* is multiplied by 2 and the percentage of staff to receive a 1\* is multiplied by 1; the results are added together and divided by 100 to give an average score of between 0 and 4. Staff who are unclassified receive a score of 0 and do not feature in the calculation." This variable has not been amended from that downloaded. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of research activity, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Office for Students (OfS) (formerly Higher Education Funding Council for England (HEFCE)) | THE\_Table\_of\_Excellence.xls | https://www.timeshighereducation.com/features/research-assessment-exercise-rae-results-2008/404786.article?sectioncode=26&storycode=404786&c=2 | RAE 2008 scores are public sector information licensed under the [Open Government Licence v3.0](https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/). |
| Cultural4\_Guardian\_Career\_KB | Proportion of students who find graduate employment within 6 months | Average career prospects across 2010, 2011, and 2012 Guardian league tables. Employability assessed as the proportion of graduates who find graduate-level employment – and/or study at a Higher Education (HE) or professional level – within six months of graduation. Career prospects variables were already calculated based on HESA data for the Guardian league tables for 2010, 2011 and 2012. The variable included in the cluster analysis was calculated by averaging the scores for 2010, 2011 and 2012. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905  Note from Guardian about data owner: "The university tables and data are provided by Higher Education Statistical Authority (HESA) Ltd." | Cultural | Measures of student success convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | unitables2010final copy.xls; University tables 2011.xls; Guardian Tables 2012.xls | https://www.theguardian.com/news/datablog/2009/jun/02/universityguide-choosingadegree; https://www.theguardian.com/education/datablog/2010/jun/15/university-tables-spreadsheet; https://www.theguardian.com/news/datablog/2011/may/17/university-guide-2012-data-guardian#data | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural5\_Guardian\_ValueAdded\_KB | *Guardian* value-added score | Average value-added score (out of 10) across 2010, 2011, and 2012 Guardian league tables. Guardian description: "Based upon a sophisticated indexing methodology that tracks students from enrolment to graduation, qualifications upon entry are compared with the award that a student receives at the end of their studies. Each full-time student is given a probability of achieving a first or 2:1, based on the qualifications that they enter with or the total percentage of good degrees expected for the student in their department. If they manage to earn a good degree, then they score points that reflect how difficult it was to do so (in fact, they score the reciprocal of the probability of getting a first or 2:1). Thus, an institution that takes in lots of students with low-entry qualifications – who are less likely to achieve firsts or 2:1s – will score highly in the value-added measure if the number of students doing so exceeds expectations." Value-added score variables were already calculated based on HESA data for the Guardian league tables for 2010, 2011 and 2012. The variable included in the cluster analysis was calculated by averaging the scores for 2010, 2011 and 2012. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905  Note from Guardian about data owner: "The university tables and data are provided by Higher Education Statistical Authority (HESA) Ltd." | Cultural | Measures of teaching quality, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | unitables2010final copy.xls; University tables 2011.xls; Guardian Tables 2012.xls | https://www.theguardian.com/news/datablog/2009/jun/02/universityguide-choosingadegree; https://www.theguardian.com/education/datablog/2010/jun/15/university-tables-spreadsheet; https://www.theguardian.com/news/datablog/2011/may/17/university-guide-2012-data-guardian#data | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural6\_Guardian\_EntryTariff\_KB | Entry tariff (Universities and Colleges Admissions Service [UCAS]) points | Average UCAS tariff points (higher score = higher entry standard) of entrants across 2010, 2011, and 2012 Guardian league tables. Guardian description: "Average tariffs are determined by taking the total tariff points of first-year, first-degree, full-time entrants who were aged under 21 at the start of their course, if the qualifications that they entered with can all be expressed using the tariff system. Caveat: This measure seeks to approximate the aptitude of a prospective student’s classmates. However, some institutions run access programmes that admit students on the basis that their potential aptitude is not represented by their lower tariff scores. Such institutions can expect to see lower average tariffs – but higher value-added scores." Tariff variables were already calculated based on HESA/UCAS data for the Guardian league tables for 2010, 2011 and 2012. The variable included in the cluster analysis was calculated by averaging the scores for 2010, 2011 and 2012. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905  Note from Guardian about data owner: "The university tables and data are provided by Higher Education Statistical Authority (HESA) Ltd." | Cultural | Measures of academic selectivity, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Universities and Colleges Admissions Service (UCAS) | unitables2010final copy.xls; University tables 2011.xls; Guardian Tables 2012.xls | https://www.theguardian.com/news/datablog/2009/jun/02/universityguide-choosingadegree; https://www.theguardian.com/education/datablog/2010/jun/15/university-tables-spreadsheet; https://www.theguardian.com/news/datablog/2011/may/17/university-guide-2012-data-guardian#data | UCAS data are licensed subject to the terms of the [Creative Commons Attribution 4.0 International Public License](https://creativecommons.org/licenses/by/4.0/legalcode). |
| Cultural7\_HESA\_StudentDoctorate\_KB | Proportion of students obtaining doctorate | Proportion of doctorates obtained across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by dividing the raw number of doctorates obtained each year averaged across the three years by the total number of qualifications obtained averaged across the three years. HESA note: Doctorate includes doctorate degrees obtained/not obtained primarily through research and New Route PhD. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of research activity, such as this, make up one of the dimensions of status differentiation of universities (Boliver, 2015). These dimensions convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural8\_HESA\_StudentGoodDegree\_KB | Proportion of students obtaining a ‘good degree’ | Proportion of students obtaining a ‘good’ degree (1st or 2:1 degree classification) out of all the grades obtained for a first degree across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by summing number of 1st and 2:1 grades obtained averaged across the three years, then dividing this by 1st+2:1+2:2+3rd/pass grades obtained averaged across the three years. HESA note: The classification of a first degree indicates the qualification class obtained. Certain qualifications obtained at first degree level are not subject to classification of award, notably medical and general degrees. These, together with ordinary degrees and aegrotat qualifications have been included within Unclassified. Third class honours, fourth class honours and the pass have been aggregated as Third/pass. Lower second and undivided second class honours have been aggregated as Lower second. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2009/10 the University of Portsmouth misreported 360 classifications as third class/pass. Therefore, the number of third class/pass awards are artificially inflated. The correct figures are as follows: First Class = 350, Upper second = 1,855, Lower second = 1,630, Third class/pass = 495 and unclassified = 65. The variable has been amended to reflect these correct figures. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of student success convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural9\_HESA\_StudentPG\_KB | Proportion of postgraduate students | Proportion of students studying a postgraduate qualification in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. HESA note: Postgraduate courses are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate in Education (PGCE at level M) (unless shown separately) and professional qualifications) which usually require a first degree as an entry qualification (i.e. already qualified at level H). Variable calculated by dividing the raw number of students studying a postgraduate qualification averaged across the three years by the total number of students enrolled averaged across the three years (includes undergraduate, postgraduate and Further Education students). Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science misreported 305 full-time other undergraduate visiting students as non-exchange students. As a result these students appear in the institution's other undergraduate figures, where they would normally have been excluded from the HESA session and standard registration populations - this has been corrected in the variable by removing these 305 students for the LSE record. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures about the levels/types/number of students studying at the university convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural10\_HESA\_StudentFE\_KB | Proportion of Further Education students | Proportion of students studying a Further Education (FE) level qualification in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. HESA note: FE programmes of study includes Diplomas, Certificates and National Vocational Qualification (NVQ)/Scottish Vocational Qualification (SVQ) at level 3 and below, A/AS levels, Advanced Highers/Highers (Scotland), GCSEs, Intermediates (Scotland), Higher Education Access courses, Welsh for Adults and other qualifications below higher education level. Variable calculated by dividing the raw number of students studying a FE qualification averaged across the three years by the total number of students enrolled averaged across the three years (includes undergraduate, postgraduate and FE students). Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures about the levels/types/number of students studying at the university convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural11\_HESA\_StudentTotal\_KB | Total number of students | Number of students from all domiciles (including all study types: undergraduate, postgraduate and Further Education students) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by averaging the raw number of total enrolments across the three years. Excludes those registered as studying wholly overseas. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science misreported 305 full-time other undergraduate visiting students as non-exchange students. As a result these students appear in the institution's other undergraduate figures, where they would normally have been excluded from the HESA session and standard registration populations - this has been corrected in the variable by removing these 305 students for the LSE record. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures about the levels/types/number of students studying at the university convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | HESA\_Student\_2009\_10.zip (Students in Higher Education 2009/10 HESA record); HESA\_Student\_2008\_09.zip (Students in Higher Education 2008/09 HESA record); HESA\_Student\_2007\_08.zip (Students in Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/students-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/students-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/students-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural12\_HESA\_StaffDoctorate\_KB | Proportion of academic staff with doctorate | Proportion of academic staff (excluding atypical) whose highest qualification is a doctorate in each institution from 2009/10 HESA return (no data on this from 2007/08 and 2008/09). Variable calculated by first summing the different highest qualifications for full-time and part-time staff, then dividing the number of doctorates by all of the qualification options added together (Doctorate+Other higher degree+Other postgraduate qualification+First degree+Other undergraduate qualification+Other). Unknown qualifications have been excluded from the calculation. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures related to the academic staff and their contracts convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). The proportion of staff with a doctorate indicates whether they are more likely to be recruited for teaching or research purposes, and therefore potentially how much time they have available to support students. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural13\_HESA\_StaffTeachingOnly\_KB | Proportion of academic staff who are on teaching only contracts | Proportion of academic staff (excluding atypical) whose contracts of employment state that they are employed only to undertake teaching in each institution averaged across the 2007/08, 2008/09 and 2009/10. Variable calculated by first averaging the raw number of teaching only academic staff across the three years, then dividing this by the number of teaching only+teaching and research+research only+neither teaching nor research academic staff averaged across the three years. HESA note: The academic employment function of a member of staff relates to the academic contract of employment and not the actual work undertaken. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures related to the academic staff and their contracts convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). The proportion of academic staff who are on teaching only contracts indicates whether they are more likely to be recruited for teaching or research purposes, and therefore potentially how much time they have available to support students. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural14\_HESA\_StaffAcadTurnover\_KB | Proportion of academic staff turnover | Proportion of academic staff for whose contracts ended out of the overall number of academic staff in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the number of academic staff on full-time and part-time contracts across each year that precedes these HESA returns (2006/07, 2007/08, 2008/09) and summing these values, then averaging the number of academic leavers in 2007/08, 2008/09 and 2009/10 on full-time and part-time contracts and summing these values, then dividing the average number of leavers by the average number of academic staff. HESA note: Leavers are academic members of staff for whom all contracts ended on or after 1st December in the previous reporting period and before of on 1st December in the current reporting period. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures related to the academic staff and their contracts convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). The proportion of academic staff turnover indicates whether there is more likely to be continuity in support provided across the time that students are studying. This is likely to impact on the support that staff can provide students. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural15\_Complete\_StudentDegreeComp\_KB | Percentage of degree completions | Complete University Guide description: "A measure of the completion rate of first-degree undergraduates studying at the university. HESA calculated the expected outcomes for a cohort of students based on what happened to students in the current year. The figures show the percentage of students who were expected to complete their course or transfer to another institution. This measure of completion is a projection based on a snapshot of data, so it's vulnerable to statistical fluctuations." Degree completion score variables were already calculated based on HESA data for the league tables for 2010, 2011 and 2012. The variable included in the cluster analysis was calculated by averaging the scores for 2010, 2011 and 2012. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Cultural | Measures of student success convey an understanding about the culture of the university in terms of their priorities and focus (e.g. whether it is teaching-focused or a research-intensive institution; whether it emphasises employability outcomes; whether it is a specialist institution; etc.). | Higher Education Statistics Agency (HESA) | Complete\_University\_Guide\_University\_League\_Table\_2010.csv; Complete\_University\_Guide\_University\_League\_Table\_2011.csv; Complete\_University\_Guide\_University\_League\_Table\_2012.csv | https://www.thecompleteuniversityguide.co.uk/league-tables/rankings | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Cultural\_4\_Cluster\_KB | Cultural Environment | This variable uses a numerical value to indicate a category that the university is part of based on the ‘cultural’ environment of the university. The following variables have been converted to z-scores, then analysed using a k-means cluster analysis to look for similarities in universities in terms of ‘cultural’ variables (e.g. research activity, teaching quality, academic selectivity, and wider activities). This analysis obtained four separate groups of universities that have distinct characteristics: Cultural1\_NSS\_Teaching\_K; Cultural2\_NSS\_Assess\_KB; Cultural3\_RAE\_KB; Cultural4\_Guardian\_Career\_KB; Cultural5\_Guardian\_ValueAdded\_KB; Cultural6\_Guardian\_EntryTariff\_KB; Cultural7\_HESA\_StudentDoctorate\_KB; Cultural8\_HESA\_StudentGoodDegree\_KB; Cultural9\_HESA\_StudentPG\_KB; Cultural10\_HESA\_StudentFE\_KB; Cultural11\_HESA\_StudentTotal\_KB; Cultural12\_HESA\_StaffDoctorate\_KB; Cultural13\_HESA\_StaffTeachingOnly\_KB; Cultural14\_HESA\_StaffAcadTurnover\_KB; Cultural15\_Complete\_StudentDegreeComp\_KB. | Cultural | N/A – variable is outcome of cluster analysis | See individual variables above | See individual variables above | See individual variables above | See individual variables above |
| Economic1\_Guardian\_SSR\_KB | Student-to-staff ratio: Academic staff | Average student-staff ratio (SSR) across 2010, 2011, and 2012 Guardian league tables. According to HESA, SSR is based on full-time equivalent (FTE) data for staff and students. The FTE for Higher Education and Further Education students are summed, then divided by the FTE for academic 'teaching only’ and ‘teaching and research’ staff. SSR variables were already calculated based on HESA data for the Guardian league tables for 2010, 2011 and 2012. The variable included in the cluster analysis was calculated by averaging the scores for 2010, 2011 and 2012. Guardian note: SSRs compare the number of staff teaching a subject with the number of students studying it, to get a ratio where a low SSR is treated positively in the league tables. Year-on-year inconsistency and extreme values at either end of the spectrum have caused several SSRs to be suppressed or spread over two years. This measure includes only staff who are contracted to spend a significant portion of their time teaching. It excludes those classed as “research only” but includes researchers who also teach, even though at research-intensive universities research can take up a significant proportion of their time. It follows that the simple ratio of the number of staff to students does not accurately reflect teaching intensity and also does not reveal who is performing the teaching. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905  Note from Guardian about data owner: "The university tables and data are provided by Higher Education Statistical Authority (HESA) Ltd." | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | unitables2010final copy.xls; University tables 2011.xls; Guardian Tables 2012.xls | https://www.theguardian.com/news/datablog/2009/jun/02/universityguide-choosingadegree; https://www.theguardian.com/education/datablog/2010/jun/15/university-tables-spreadsheet; https://www.theguardian.com/news/datablog/2011/may/17/university-guide-2012-data-guardian#data | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic2\_HESA\_SSRLab\_KB | Student-to-staff ratio: Laboratory / engineering / building / IT / medical / technicians / nurses staff | Ratio of students to Laboratory, engineering, building, IT & medical technicians (including nurses) staff (coded 3A within the Managerial, professional and technical staff activity group, non-academic) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the full-time equivalent (FTE) of these staff across the three years, then summing the FTE for Further Education and Higher Education (HE) students, then dividing the student FTE by the FTE for staff. HESA note: The Standard Occupational Classification (SOC) provides a national standard for categorising occupational information.... However, some difficulties emerge in the direct application of SOC for occupational coding within the HE sector.... The classification of occupations within higher education has therefore necessitated the development of a variant of the national standard that is relevant for the HE sector. This enables the classification of job titles found within the HE sector to fall into one of 13 broad occupational activities. In certain analyses these 13 activities may also be assigned to one of four activity groups. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science over-reported around 300 postgraduate research students as having an FTE of 1.0. These should have been reported with an FTE of between 0.1 and 0.2 - this has been accounted for by removing 2008/09 HESA FTE data for LSE and only averaging across the other two years instead. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic3\_HESA\_SSRWelfare\_KB | Student-to-staff ratio: Student welfare workers / careers advisors / vocational training instructors / personnel planning officers staff | Ratio of students to Student welfare workers, careers advisers, vocational training instructors, personnel & planning officers staff (coded 3B within the Managerial, professional and technical staff activity group, non-academic) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the full-time equivalent (FTE) of these staff across the three years, then summing the FTE for Further Education and Higher Education (HE) students, then dividing the student FTE by the FTE for staff. HESA note: The Standard Occupational Classification (SOC) provides a national standard for categorising occupational information.... However, some difficulties emerge in the direct application of SOC for occupational coding within the HE sector.... The classification of occupations within higher education has therefore necessitated the development of a variant of the national standard that is relevant for the HE sector. This enables the classification of job titles found within the HE sector to fall into one of 13 broad occupational activities. In certain analyses these 13 activities may also be assigned to one of four activity groups. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science over-reported around 300 postgraduate research students as having an FTE of 1.0. These should have been reported with an FTE of between 0.1 and 0.2 - this has been accounted for by removing 2008/09 HESA FTE data for LSE and only averaging across the other two years instead. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic4\_HESA\_SSRSports\_KB | Student-to-staff ratio: Artistic / media / public relations / marketing / sports occupations staff | Ratio of students to Artistic, media, public relations, marketing & sports occupations staff (coded 3C within the Managerial, professional and technical staff activity group, non-academic) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the full-time equivalent (FTE) of these staff across the three years, then summing the FTE for Further Education and Higher Education (HE) students, then dividing the student FTE by the FTE for staff. HESA note: The Standard Occupational Classification (SOC) provides a national standard for categorising occupational information.... However, some difficulties emerge in the direct application of SOC for occupational coding within the HE sector.... The classification of occupations within higher education has therefore necessitated the development of a variant of the national standard that is relevant for the HE sector. This enables the classification of job titles found within the HE sector to fall into one of 13 broad occupational activities. In certain analyses these 13 activities may also be assigned to one of four activity groups. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science over-reported around 300 postgraduate research students as having an FTE of 1.0. These should have been reported with an FTE of between 0.1 and 0.2 - this has been accounted for by removing 2008/09 HESA FTE data for LSE and only averaging across the other two years instead. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic5\_HESA\_SSRLibrary\_KB | Student-to-staff ratio: Library assistants / clerks / general administrative assistants staff | Ratio of students to Library assistants, clerks & general administrative assistants staff (coded 4A within the Clerical staff activity group, non-academic) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the full-time equivalent (FTE) of these staff across the three years, then summing the FTE for Further Education and Higher Education (HE) students, then dividing the student FTE by the FTE for staff. HESA note: The Standard Occupational Classification (SOC) provides a national standard for categorising occupational information.... However, some difficulties emerge in the direct application of SOC for occupational coding within the HE sector.... The classification of occupations within higher education has therefore necessitated the development of a variant of the national standard that is relevant for the HE sector. This enables the classification of job titles found within the HE sector to fall into one of 13 broad occupational activities. In certain analyses these 13 activities may also be assigned to one of four activity groups. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science over-reported around 300 postgraduate research students as having an FTE of 1.0. These should have been reported with an FTE of between 0.1 and 0.2 - this has been accounted for by removing 2008/09 HESA FTE data for LSE and only averaging across the other two years instead. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic6\_HESA\_SSRCare\_KB | Student-to-staff ratio: Caretakers / residential wardens / sports leisure attendants / nursery nurses / care occupations staff | Ratio of students to Caretakers, residential wardens, sports & leisure attendants, nursery nurses & care occupations staff (coded 6 within the Manual staff activity group, non-academic) in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. Variable calculated by first averaging the full-time equivalent (FTE) of these staff across the three years, then summing the FTE for Further Education and Higher Education (HE) students, then dividing the student FTE by the FTE for staff. HESA note: The Standard Occupational Classification (SOC) provides a national standard for categorising occupational information.... However, some difficulties emerge in the direct application of SOC for occupational coding within the HE sector.... The classification of occupations within higher education has therefore necessitated the development of a variant of the national standard that is relevant for the HE sector. This enables the classification of job titles found within the HE sector to fall into one of 13 broad occupational activities. In certain analyses these 13 activities may also be assigned to one of four activity groups. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science over-reported around 300 postgraduate research students as having an FTE of 1.0. These should have been reported with an FTE of between 0.1 and 0.2 - this has been accounted for by removing 2008/09 HESA FTE data for LSE and only averaging across the other two years instead. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Student-to-staff ratios indicate whether universities appear to have more or less economic resources available for students to access. High SSRs could impact negatively on students’ education outcomes (i.e. there are fewer staff available to support students with their learning), employability skills (i.e. there may be fewer staff available to help students seek out opportunities for placements and employment, and/or to help them understand how best to seek out graduate-level jobs once they have completed university), or their wellbeing (i.e. there may be less support in place to provide counselling and/or extra-curricular activities to maintain high levels of wellbeing in students). | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic7\_HESA\_ExpendAcadDept\_KB | Expenditure (£000s): Academic departments | Spend (£) in thousands on academic departments in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes all expenditure incurred by or on behalf of academic departments (including departments of continuing education), and expenditure incurred in connection with special and short courses which is not reimbursable by research councils or other bodies in respect of work carried out on their behalf. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much universities appear to be investing in students directly or indirectly. Lower spend on academic departments could mean that courses are not as beneficial for students’ learning, and could therefore impact negatively on their education outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic8\_HESA\_ExpendAcadServPerStudent\_KB | Expenditure (£000s): Academic services (per student) | Spend (£) in thousands per student on academic services in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes expenditure incurred by centralised academic services such as the library and learning resource centres, central computers and computer networks (including maintenance and operating costs), expenditure on centrally run museums, galleries and observatories, and any other general academic services not covered elsewhere. Variable calculated by averaging the raw costs on this activity across the three years, then dividing by the total number of students in that institution. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. In 2008/09 the London School of Economics and Political Science misreported 305 full-time other undergraduate visiting students as non-exchange students. As a result these students appear in the institution's other undergraduate figures, where they would normally have been excluded from the HESA session and standard registration populations - this has been corrected for this variable by removing these 305 students for the LSE record. In 2009/10 The University of Bolton misreported £568K of expenditure in Central administration and services. This should have been reported in Total academic services. The correct figures are as follows: Total academic services: staff costs academic £126K, staff costs other £1,365K, other operating expenses £925K, depreciation £0, Total £2,416K. The total figure has been updated for this institution to calculate this variable. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Spend indicates how much universities appear to be investing in students directly or indirectly. Lower spend on academic services could mean that centralised services are not as beneficial for students’ learning, and could therefore impact negatively on their education outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic9\_HESA\_ExpendPremises\_KB | Expenditure (£000s): Premises | Spend (£) in thousands on premises in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes all expenditure incurred (whether centrally or departmentally) on the management of premises (including academic buildings, central academic services, art centres, institution’s health service premises, pavilions, sports buildings, etc) and on roads and grounds, except residences and catering. Repairs and maintenance expenditure includes the maintenance of premises including the pay of staff involved (including estates administrative staff) and maintenance provision charges. Other expenditure includes rates (the uniform business rate charged by local authorities), payments made for the rental of premises, recurrent costs of energy, water and sewerage, depreciation of all buildings except residential, catering and conference buildings, costs of insuring all premises and their contents, cost of cleaning (i.e. salaries, wages and materials, and payments in respect of contract cleaning) and the cost of portering and security services. Where the heading Premises appears this includes Repairs and maintenance plus Other expenditure as defined above. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much universities appear to be investing in students directly or indirectly. Lower spend on premises could mean that the university environment is less desirable, which could negatively impact on student wellbeing, and subsequent education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic10\_HESA\_ExpendResid\_KB | Expenditure (£000s): Residences/ catering operations | Spend (£) in thousands on residences and catering operations in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes the gross expenditure incurred in providing the residence, catering and any conference operations, including the cost of maintenance of residential and catering premises, salaries and any other identifiable costs relating to these operations. The depreciation costs and financing costs of these operations are included in the appropriate categories of expenditure. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much universities appear to be investing in students directly or indirectly. Lower spend on residences / catering operations could mean that there is less access to services that enhance the student experience and student wellbeing. This could therefore impact negatively on their subsequent education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic11\_HESA\_ExpendResGrants\_KB | Expenditure (£000s): Research grants contracts | Spend (£) in thousands on residences and catering operations in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes the total of the direct costs attributed to research grants and contracts. Research grants and contracts cover externally sponsored research carried out by the institution or its subsidiary undertaking for which directly related expenditure has been incurred. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much universities appear to be investing in students directly or indirectly. Lower spend on research grants could mean that the university is not benefiting from current research equipment or advanced, innovative and pioneering research that could be used to enhance teaching and learning. This could therefore impact negatively on their education outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic12\_HESA\_ExpendGenEduc\_KB | Expenditure (£000s): General educational expenditure | Spend (£) in thousands on general education expenditure in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes expenditure incurred on examinations, fellowships, scholarships, prizes and other expenditure of a general educational nature. It includes the direct costs of examinations for example of external examiners, salaries, printing, etc. Also included are fee remission and provisions for bad debts in respect of unpaid fees and the following items that cannot be appropriately charged elsewhere: educational publications, public lectures, concerts and exhibitions, subscriptions and contributions to learned societies and similar bodies, contributions to representative bodies and agencies, works of art, contributions to the institution's Press, research projects not returned under other heads, representation at conferences, explorations and expeditions, administration of non-departmental arts centres, widening participation activity and student recruitment costs from home and overseas. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much whether universities appear to be investing in students directly or indirectly. Lower general educational expenditure could mean there are fewer opportunities for events that enhance the student experience and student wellbeing. This could therefore impact negatively on their subsequent education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic13\_HESA\_Facilities\_KB | Expenditure (£000s): Staff/student facilities | Spend (£) in thousands on staff and student facilities in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes expenditure incurred on the provision of facilities and amenities for the use of students and/or staff, e.g. Careers Advisory Service, all grants to student societies, emoluments to wardens of halls of residence, accommodation office, athletic and sporting facilities (excluding maintenance) and the institution’s health service. Variable calculated by averaging the raw costs for expenditure on this activity across the three years. Dartington College of Arts merged with University College Falmouth in 2007/08 but continued to make separate returns for that collection year. Therefore, data reported separately for DCA in 2007/08 was summed/collated with data for UCF to form a single entry for UCF before this was averaged across the 3 years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Expenditure indicates how much whether universities appear to be investing in students directly or indirectly. Lower expenditure on facilities could mean there less access to services that enhance the student experience and support student wellbeing (e.g. maintenance of sporting facilities and counselling services). This could therefore impact negatively on their subsequent education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic14\_HESA\_EndowIncome\_KB | Endowment and investment income (£000s) | Income (£) in thousands from endowment and investment sources in each institution averaged across the 2007/08, 2008/09 and 2009/10 HESA returns. This includes income from specific endowment asset investments, general endowment asset investments, other investment income and other interest receivable. Any net credit from pension scheme assets and from interest on pension scheme liabilities are included in this category. Variable calculated by averaging the raw income figures for this activity across the three years. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Economic | Universities with more endowment and investment income are more likely to have access to funds that can be invested in services and infrastructure than can benefit students’ learning. This can positively impact on students’ education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_Staff\_2009\_10.zip (Staff in Higher Education 2009/10 HESA record); HESA\_Resources\_2008\_09.zip (Resources of Higher Education 2008/09 HESA record); HESA\_Resources\_2007\_08.zip (Resources of Higher Education 2007/08 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/staff-2009-10; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2008-09; https://www.hesa.ac.uk/data-and-analysis/publications/resources-2007-08 | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Economic\_4\_Cluster\_KB | Economic Environment | This variable uses a numerical value to indicate a category that the university is part of based on the ‘economic’ environment of the university. The following variables have been converted to z-scores, then analysed using a k-means cluster analysis to look for similarities in universities in terms of ‘economic’ variables (e.g. economic support available to be successful - resources available: the wealth, income and spending of universities). This analysis obtained four separate groups of universities that have distinct characteristics: Economic1\_Guardian\_SSR\_KB; Economic2\_HESA\_SSRLab\_KB; Economic3\_HESA\_SSRWelfare\_KB; Economic4\_HESA\_SSRSports\_KB; Economic5\_HESA\_SSRLibrary\_KB; Economic6\_HESA\_SSRCare\_KB; Economic7\_HESA\_ExpendAcadDept\_KB; Economic8\_HESA\_ExpendAcadServPerStudent\_KB; Economic9\_HESA\_ExpendPremises\_KB; Economic10\_HESA\_ExpendResid\_KB; Economic11\_HESA\_ExpendResGrants\_KB; Economic12\_HESA\_ExpendGenEduc\_KB; Economic13\_HESA\_Facilities\_KB; Economic14\_HESA\_EndowIncome\_KB. | Economic | N/A – variable is outcome of cluster analysis | See individual variables above | See individual variables above | See individual variables above | See individual variables above |
| Physical1\_HESA\_Sites\_KB | Total number of non-residential sites | Number of non-residential sites in each institution averaged across the 2008/09 and 2009/10 HESA returns. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Access to green and blue spaces, and heritage, is particularly beneficial for the wellbeing of individuals from certain backgrounds (see, for example, https://whatworkswellbeing.org: *Drivers of wellbeing inequality*; and *Places, spaces, people and wellbeing*. These reports highlight the benefits of green space for those of a lower socio-economic status). Poor wellbeing has the potential for negatively impacting on education and employment outcomes (see, for example, Frijters et al., 2014 and Hale & Viner, 2018). Therefore, access to these spaces at university might play a role in students’ education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical2\_HESA\_GroundTotal\_KB | Total area (hectares): Grounds area | Total grounds area for the whole estate in hectares in each institution averaged across the 2008/09 and 2009/10 HESA returns. Covers the total hectarage of grounds (including residential areas) regularly maintained by the Higher Education (HE) provider. Includes the area of surface level car parks, highways, operational farmland, listed or heritage areas and areas of ground water e.g. ponds, lakes and rivers, which are the maintenance responsibility of the provider. Excludes space allocated under Playing fields area, farmland held for investment or primarily commercial purposes and space which is left fallow (e.g. development sites, non-maintained woodland etc.) and any areas of water maintained by others e.g. Department for the Environment, British Waterways Board etc. The footprints of buildings are not included. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Access to green and blue spaces, and heritage, is particularly beneficial for the wellbeing of individuals from certain backgrounds (see, for example, https://whatworkswellbeing.org: *Drivers of wellbeing inequality*; and *Places, spaces, people and wellbeing*. These reports highlight the benefits of green space for those of a lower socio-economic status). Poor wellbeing has the potential for negatively impacting on education and employment outcomes (see, for example, Frijters et al., 2014 and Hale & Viner, 2018). Therefore, access to these spaces at university might play a role in students’ education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical3\_HESA\_GroundWater\_KB | Total area (hectares): Water | Total grounds area which is water in hectares in each institution averaged across the 2008/09 and 2009/10 HESA returns. Covers surface area of water forms owned or managed by the Higher Education provider to the nearest 0.1ha for the total estate. Only includes non-treated water sources and therefore excludes fountains and other treated water features. Includes sustainable drainage systems (SUDS), but excludes water tanks for the storage of rain water or 'grey water'. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Access to green and blue spaces, and heritage, is particularly beneficial for the wellbeing of individuals from certain backgrounds (see, for example, https://whatworkswellbeing.org: *Drivers of wellbeing inequality*; and *Places, spaces, people and wellbeing*. These reports highlight the benefits of green space for those of a lower socio-economic status). Poor wellbeing has the potential for negatively impacting on education and employment outcomes (see, for example, Frijters et al., 2014 and Hale & Viner, 2018). Therefore, access to these spaces at university might play a role in students’ education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical4\_HESA\_GroundHeritage\_KB | Total area (hectares): Listed/ heritage sites | Total grounds area of landscaping which has listed or heritage status in hectares in each institution averaged across the 2008/09 and 2009/10 HESA returns. Covers area of landscaping owned or managed by the Higher Education provider with a Conservation Area/Listed Status or within English Heritage, Historic Scotland, CADW in Wales, The Register of Parks and Gardens, or The Register of Landscapes of Special Historic Interest. This may include areas within listed buildings, such as quadrangles, but only if they have been listed separately. Data rounded to the nearest 0.1 ha. Figures for the whole estate. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Access to green and blue spaces, and heritage, is particularly beneficial for the wellbeing of individuals from certain backgrounds (see, for example, https://whatworkswellbeing.org: *Drivers of wellbeing inequality*; and *Heritage and wellbeing*. These reports highlight that access to heritage is beneficial, but particularly for those already low in wellbeing). Poor wellbeing has the potential for negatively impacting on education and employment outcomes (see, for example, Frijters et al., 2014 and Hale & Viner, 2018). Therefore, access to these spaces at university might play a role in students’ education and employment outcomes. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical5\_HESA\_PlayingFields\_KB | Total area (hectares): Playing fields | Total playing fields area in hectares in each institution averaged across the 2008/09 and 2009/10 HESA returns. Covers total playing fields area for the whole estate. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Engagement in physical activity, such as sports and dance, might be beneficial for wellbeing, as it can cultivate social connections to reduce loneliness (see, for example, https://whatworkswellbeing.org: *Sport, dance & young people*). Therefore, access to facilities might better enable this engagement. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical6\_HESA\_Cycle\_KB | Number of cycle spaces | Total number of cycle spaces for the whole estate in each institution averaged across the 2008/09 and 2009/10 HESA returns. Variable calculated by averaging the figures across the two years. HESA note: Most data items in the Estates management record are optional for HE providers to return, although the majority of HE providers have submitted data in each year of collection. A number of data items are mandatory for HE providers in England, Wales and Northern Ireland to return and are highlighted below. The entire collection is optional for HE providers in Scotland, although they are encouraged to contribute to and make use of the information. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Engagement in physical activity, such as sports and dance, might be beneficial for wellbeing, as it can cultivate social connections to reduce loneliness (see, for example, https://whatworkswellbeing.org: *Sport, dance & young people*). Therefore, access to facilities might better enable this engagement. | Higher Education Statistics Agency (HESA) | HESA\_EMS\_2009\_10.zip (Estates Management 2009/10 HESA record); ems\_2008-09.xls (Estates Management 2008/09 HESA record) | https://www.hesa.ac.uk/data-and-analysis/publications/estates-2009-10; https://www.hesa.ac.uk/files/ems\_2008-09.xls | HESA open data are published under the [Creative Commons Attribution 4.0 International (CC BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. |
| Physical7\_Times\_SportFacilities\_KB | Number of different sports facilities | The Times Good University Guide 2011 has a table of university sporting facilities based on a survey by University and College Sport (now part of British Universities and Colleges Sports [BUCS]) in 2007. As part of this survey there was an indication of whether the university has the following sport facilities: sports hall, swimming pool, Squash courts, Climbing wall, indoor tennis courts, fitness facilities, winter grass pitches, cricket pitches, artificial turf pitches. The variable included in the cluster analysis is the count of how many of these facilities the university had. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Engagement in physical activity, such as sports and dance, might be beneficial for wellbeing, as it can cultivate social connections to reduce loneliness (see, for example, https://whatworkswellbeing.org: *Sport, dance & young people*). Therefore, access to facilities might better enable this engagement. | University and College Sport | Table of university sporting facilities | N/A (The Times Good University Guide 2011) | There is no licence for this data set, because the organisation ‘University and College Sport’ was the data owner and it no longer exists. |
| Physical8\_Times\_SportClubs\_KB | Number of sports with student clubs | The Times Good University Guide 2011 has a table of university sporting facilities based on a survey by University and College Sport (now part of British Universities and Colleges Sports [BUCS]) in 2007. The variable included in the cluster analysis is the number of different sports with student clubs based on the response to this survey. Any missing data have been replaced with the mean score for the variable to enable the cluster analysis to be performed, consistent with the approach used by Boliver (2015): https://doi.org/10.1080/03054985.2015.1082905 | Physical | Engagement in physical activity, such as sports and dance, might be beneficial for wellbeing, as it can cultivate social connections to reduce loneliness (see, for example, https://whatworkswellbeing.org: *Sport, dance & young people*). Therefore, access to clubs might better enable this engagement. | University and College Sport | Table of university sporting facilities | N/A (The Times Good University Guide 2011) | There is no licence for this data set, because the organisation ‘University and College Sport’ was the data owner and it no longer exists. |
| Physical\_4\_Cluster\_KB | Physical Environment | This variable uses a numerical value to indicate a category that the university is part of based on the ‘physical’ environment of the university. The following variables have been converted to z-scores, then analysed using a k-means cluster analysis to look for similarities in universities in terms of ‘physical’ variables (e.g. physical environment: green and blue space, sports, universities with attractive grounds). This analysis obtained four separate groups of universities that have distinct characteristics: Physical1\_HESA\_Sites\_KB; Physical2\_HESA\_GroundTotal\_KB; Physical3\_HESA\_GroundWater\_KB; Physical4\_HESA\_GroundHeritage\_KB; Physical5\_HESA\_PlayingFields\_KB; Physical6\_HESA\_Cycle\_KB; Physical7\_Times\_SportFacilities\_KB; Physical8\_Times\_SportClubs\_KB. | Physical | N/A – variable is outcome of cluster analysis | See individual variables above | See individual variables above | See individual variables above | See individual variables above |