

# Census 2001

## One Number Census Quality Assurance information: Quality Assurance themes

### Students

#### Problems

The ONC quality assurance strategy included a comparison of the full time student population enumerated in the Census against administrative sources, including Higher Education Statistics Agency (HESA) and Learning Skills Council (LSC) data. Generally the counts of full time students compared well with the comparator data. However, there were areas where the QA panel expressed concerns over the enumeration of full time students. Often when the ONC population estimates of persons aged 20-24 looked low in comparison to the diagnostic ranges a specific note was made to pay particular attention to the student charts (produced as standard) that compared the 2001 Census counts, adjusted for underenumeration, with the comparator data for full time students. An example of these charts can be seen in the illustrative ONC Quality Assurance pack at [www.statistics.gov.uk/census2001/pdfs/onc\\_qa\\_pack.pdf](http://www.statistics.gov.uk/census2001/pdfs/onc_qa_pack.pdf)

If the QA panel believed that the ONC estimates for students looked inconsistent with expectations then several actions were undertaken to look at students in more detail.

#### Actions

##### 1) Enumeration of halls of residence

One area of further work undertaken was to look at the enumeration of students in halls of residences. The Census Coverage Survey did not cover large communal establishments such as halls of residences and hence attention was focused at QA meetings on areas with a large number of students.

Analysis to supplement the Census Coverage Survey was carried out for each individual area,

identifying students enumerated at halls of residences, and adjusting their numbers if there was evidence of under-enumeration. Evidence was gathered from university websites and by e-mail/telephone contact with university accommodation officers to obtain detailed information on the accommodation and likely population on Census day of students at halls of residences. Reference was also made to Census enumerator field material to see how many forms for a particular hall of residence may have been issued. In addition, Communal Establishment individual forms were examined to confirm address details.

The evidence provided from individual university establishments was used to calculate a threshold that was used to decide whether a student adjustment was required or not. It was agreed by the QA panel that student adjustments should be considered where the number of "missing" students was 100 or more for a particular hall of residence and the notional response rate (calculated by comparing recorded students with indicative numbers of students) was below 75%.

Following the student halls of residence analysis, 40 of the 376 LADs had student adjustments made. For each of these 40 LADs, adjustments were made to the communal establishment population, in 10 of these LADs adjustments were also made to the private household population. This was because some of the halls of residence had been classified, not necessarily incorrectly, as households by the Census enumerators rather than as Communal Establishments. These households collectively formed the halls of residence.

A list of the LADs that received student adjustments as a result of the halls of residence analysis is outlined on the next page:

LAD code	LAD	EA code	Establishment(s)
00GF	Telford and Wrekin	KC	Harper Adams University College
41UG	Stafford	KF	Staffordshire University
00FK	Derby	KI	Derby University
00FN	Leicester	KL	Leicester University
31UC	Charnwood	KL	Loughborough University
00CQ	Coventry	KO	Coventry University
00CN	Birmingham	KP	Birmingham University, Central England University & Birmingham College of Food
00KA	Luton	KV	Luton University
09UC	Mid Bedfordshire	KV	Cranfield University
00BK	Westminster	LA	Westminster University
00AM	Hackney	LB	Westminster University
00AU	Islington	LB	North London University
00BG	Tower Hamlets	LB	London University, London Guildhall University
00BJ	Wandsworth	LD	London Institute, Surrey University
00AL	Greenwich	LI	Greenwich University
00AK	Enfield	LL	Middlesex University
00AQ	Harrow	LM	Brunel University, Harrow School
00CJ	Newcastle-upon-Tyne	NC	Newcastle-upon-Tyne University, Northumbria University
00CM	Sunderland	ND	Sunderland University
20UE	Durham	NE	Durham University
30UQ	Wyre	NH	Myerscough College
30UK	Preston	NI	Central Lancashire University
00CX	Bradford	NK	Bradford College
00DA	Leeds	NL	Leeds Metropolitan University
00FF	York	NM	College of Ripon & York St Johns
00FA	Kingston upon Hull	NN	Hull University, Humberside University
00BY	Liverpool	NU	John Moores University, Liverpool University, Liverpool Hope University
00BR	Salford	NW	Salford University
00BN	Manchester	NX	Manchester University, Manchester Metropolitan University, UMIST
00HG	Plymouth	SC	Plymouth University
18UH	Teignbridge	SC	College of St Mark & St John
00MS	Southampton	SJ	Southampton Institute, Southampton University
00MR	Portsmouth	SK	Portsmouth University
43UG	Runnymede	SO	London University
43UD	Guildford	SP	Surrey University
00ML	Brighton	SR	Brighton University, Sussex University
00PT	Cardiff	WC	Cardiff University
00NX	Swansea	WD	Swansea Institute
00NQ	Ceredigion	WE	University of Wales Aberystwyth
00NL	Wrexham	WF	North East Wales Institute

All areas with higher education establishments were subjected to a halls of residence analysis.

### 2) Patient record inflation due to students

Further work to look at the apparent differences between the ONC estimates and the diagnostic ranges in some Local Authorities involved looking into the possibility that students (both home and international) do not de-register from the GP patient records when they leave university. This would inflate the patient record figures (one of the administrative comparator data sources used in the QA process) which may potentially inflate the diagnostic ranges. In order to try and address this issue the Department of Health was contacted to discuss the patient record data.

On contact with the Department of Health, it was confirmed that list inflation for patient record data is very likely to occur in university towns and cities. The QA panel judged that based on this evidence, this will explain a great deal of the difference between the ONC and the diagnostic ranges in the following LADs:

LAD code	LAD	EA code	EA
29UC	Canterbury	SV	Eastern Kent
38UC	Oxford	KS	Oxon
12UB	Cambridge	EB	Cambridgeshire
18UC	Exeter	SB	North Devon
00HG	Plymouth	SC	South Devon & Teignbridge
00HA	Bath and North East Somerset	SE	Avon
00AR	Havering	LN	Bexley & Havering
00BY	Liverpool	NU	Liverpool

### 3) Regional student analysis

The HESA and LSC data used as comparators in the QA process give counts of full time students at place of study rather than home address. However, the 2001 Census enumerated students at their term-time address. HESA data also assigns students to the administrative centre of the university rather than where the students are actually studying. In some cases a university campus is located in a different Local Authority to the administrative centre (for instance the University of Bath has a campus in Swindon) but the HESA data will include the students in the Local Authority where the administrative centre is. Initial comparisons of full time students were conducted at the Estimation Area (EA) level. Some areas reviewed in the QA meeting appeared to show a lower number of students enumerated by the Census than the comparator data.

Many students reside in a different Local Authority to the one in which they study and it was therefore questioned whether the apparent difference seen in some areas was because students were travelling across the borders to study. Also, some of the difference between the Census and the HESA data could be accounted for by the definitions imposed by the comparator data as to where students are counted. It

was agreed therefore that a larger geographical comparison would need to be done to try and capture cross border flows of students.

### Actions

Seven regional charts of full time students were produced that compared the HESA and LSC data to the ONC estimates. These captured all 101 EAs and hence all 376 LADs. These regional charts did not replace the EA level student charts but were used in conjunction with them and were made available to the QA panel.

### Results

The regional charts produced provided a more reliable comparison between the HESA and LSC data and the ONC estimates to look at cross boarder flows when used in conjunction with the EA level full time student charts. No adjustments were deemed to be necessary following review of these regional charts but the panel agreed that this analysis was a key part of the QA process for students. These regional student analyses may be published if permission is given by the agencies providing the data.