



GLOBAL INSTITUTIONAL PROFILES PROJECT

Data Collection Guidebook

SECTION 3 – DATA DEFINITIONS

We seek to use data definitions that are internationally defined and well-understood in public-sector institutions. These definitions may not be familiar in your country or region, but we have carefully selected the data elements and definitions to represent data that is valid and internationally comparable.

Definitions are in general sourced from the *OECD Frascati Manual 2002* or the *UNESCO Institute for Statistics, International Standard Classification of Education - ISCED 2011*.

An updated version of the *Frascati Manual* is available at http://www.oecd-ilibrary.org/science-and-technology/frascati-manual-2015_9789264239012-en.

International Standard Classification of Education may be accessed here:

<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

These publications are publicly available for download in multiple languages.

NUMBERS OF PEOPLE

Many staff and students operate on a part-time basis, in which case headcount is a poor indication of actual volumes. When we count numbers of people we standardize the data as the equivalent of a single person studying or occupied on a full-time basis. This is not always easy to calculate but avoids the problem of numbers being artificially increased by many part-time counts.

All statistics regarding people (staff and students) should therefore be reported as Full Time Equivalents (FTE). One FTE may be thought of as one-person year.

One staff member working half the hours of one full time employee will be counted as 0.5 FTE

If students normally take 12 modules for a full year's course, then a student taking six modules over a year is 0.5 FTE

In some universities, students operate on the highly flexible approach to credit hours. You should report the FTE of 1 year's equivalence of credit hours.

For example, in a 3 year Bachelor's degree program that requires 120 credit hours to complete, a student who is on-track to complete their first year at full time equivalence will complete 40

credit hours. A student that is enrolled for 60 credit hours in their first year is counted as 1.5 FTE.

Care should be taken not to count the same student multiple times. For example, in the field “Undergraduate new student intake,” numbers should only be reported for students who are being enrolled in the university in that year, and students who are re-entering for other years should be excluded.

Additionally, we are asking for enrollments, not completions, so you should report the FTE based on the number of credit hours or modules that have been enrolled, not the number that have been completed.

For “Research-only staff” no attempt should be made to assign FTE based upon the ratio of work load. By definition 100% of their workload will be research.

YEAR

The ‘year’ in a university may be related to the calendar or seasons. Some university years are different from their financial years. We recognize that the ‘year’ will vary from one institution to another around the world.

The “Year” used in the 2023 survey is defined as follows:

The calendar year January to December 2021

The academic year (2020-2021) that ended in 2021

The financial year that ended in 2021

MONEY

All monetary values should be reported in the currency you selected at your initial registration. If you wish to change this please contact your data editor.

Monetary values should not include loans (unless they have been forgiven); nor should it include money carried forward from previous years.

Monetary values may vary year to year based on the award of large multi-year contracts and grants. To provide more year-to-year consistency, we recommend that where possible, you split the value of these contracts and grants over the years they are intended to cover. However, care should be taken to consistently report this from one data collection year to the next.

CATEGORIES

There is one “OVERALL” section and 6 subject level categories.

In the “OVERALL” section you will submit data about your institution as a whole. This is not an automatically calculated sum of the different categories. You are required to enter the data manually. It is essential that you complete the OVERALL section as completely as possible, even if the same data is not available for the other categories.

We recognize that reporting of information for various subject areas within your institution is not precise and that there may be some overlap between each subject area. We do not, therefore, expect that the OVERALL information will be an exact aggregate of the subject areas. Please ensure that it is an accurate representation of your institution as a whole.

The subject categories are:

- ARTS & HUMANITIES
- CLINICAL, PRE-CLINICAL & HEALTH
- ENGINEERING & TECHNOLOGY
- LIFE SCIENCES
- PHYSICAL SCIENCES
- SOCIAL SCIENCES

Detailed breakdowns into the narrow subject areas that make up each broad subject category are available in Section 4 — [Subject Categories](#). Region specific mapping guidelines are available in the Regional Support Materials section of the main support page. As we recognize that academic institutions are complex organizations whose activities are not easily categorized into subject areas, these breakdowns are intended as a guideline only. Approximations are acceptable, and even a limited amount of overlaps between sub-categories are permitted, albeit discouraged. It is, however, very important that these overlaps are not doubly accounted for in the OVERALL section.

CAVEAT STATEMENTS

The data collection tool allows for the submission of statements that explain or clarify submitted data. Statements entered must pertain to the year the submitted data represents, not the year the data is being collected.

DATA FIELD DEFINITIONS

Number of academic staff:

This is the FTE number of staff that are employed for an academic post. Typically they will have a post such as: lecturer, reader, assistant/associate professor or professor.

Notes:

- *This should include permanent staff and staff that are employed on a long-term contract basis.*
- *This will NOT include: non-teaching 'fellows' (the term varies across countries), researchers (only doing research), post-doctoral researchers, research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure of the institution or students (of all levels).*
- *This will NOT include staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff.*

Of which are international/overseas origin

The FTE number of “academic staff” (see above) whose nationality is different from the country in which your institution is based.

This will NOT include naturalized citizens.

Of which are women

The FTE number of “academic staff” (see above) that are women.

Number of research staff:

This is the FTE number of people who are employed only to perform research. Typically they will not have a permanent post at a university; often they are contracted specifically for purposes of doing research or similar activity.

Notes:

- *This will include researchers, research fellows and post-doctoral researchers.*
- *This will NOT include professors, lecturers, clinicians, technical staff, PhD students, or other students*
- *No attempt should be made to assign FTE based upon the ratio of work load.*

Number of students:

This is the FTE number of students of all programs that lead to a degree, certificate, institutional credit or other qualification. It will include students of all years of study.

Notes:

- *Typically, these will be undergraduate and postgraduate students who are studying for Higher Education programs such as Bachelors, Masters or Doctoral or other equivalent degrees or components of those programs.*
- *It will include visiting/exchange students who are studying for programs that result in credits at your institution (i.e. incoming students). But it will not include exchange students who are currently studying at another institution (i.e. outgoing exchange students, who are not currently studying for credits at your institution)*
- *It will NOT include students who are not currently active.*
- *It will NOT include post-doctoral students.*

Of which are international/overseas origin

The FTE number of “students” (see above) whose nationality is different from the country in which your institution is based.

This will not include naturalized citizens.

Of which are women

The FTE number of “students” (see above) that are women.

Undergraduate - new student intake

This is the FTE number of students entering the institution, or this level of education, for the first time during this year for a taught program that is the first significant stage of your institution’s academic program.

Notes:

- *This will only include significant programs; typically they will be 3 or more years in length.*
- *This will include students for Bachelors and other equivalent degrees*
- *This is the equivalent to [UNESCO ISCED-2011 Level 6](#).*
- *This will include students who are entering the institution for the first time, and those who are entering this level of education for the first time (e.g. those students who are moving from a lower level of education to a bachelors degree)*
- *This will include students studying for a Master’s or diplom (or other equivalent) program where the Bachelor’s degree is included as part of the course and results in a single qualification.*
- *This will NOT include students doing a master’s degree or other post-graduate degree (except as part of a joint bachelor’s program as listed above), PhD students, or students of programs for occupational skills*
- *Note on double reporting: In the case that students studying a joint bachelor’s/master’s degree program that receive 2 qualifications (e.g. Bachelor’s Degree AND a Master’s degree) you should ONLY report the Bachelor’s component and the Master’s component should be ignored. In the case that a single qualification is awarded then this qualification should be reported even if it is a Master’s degree. Remember that we are asking for the “a taught program that is the first significant stage of your institution’s academic program”.*

Number of undergraduate degrees awarded

(Number of Bachelor degrees awarded)

This is the number of degrees awarded during this year for a taught program that is the first significant stage of your institution's academic program.

Notes:

- *This will only include significant programs; typically they will be 3 or more years in length.*
- *This will include Bachelors and other equivalent degrees*
- *This is the equivalent to [UNESCO ISCED-2011 Level 6](#).*
- *This will include Master's or diplom (or other equivalent) degree where the Bachelor's degree is included as part of the course and results in a single qualification.*
- *This will NOT include individual Master's degree, PhDs, or programmes for occupational skills.*

Master or equivalent – new student intake:

The FTE number of students entering the institution, or this level of education, for the first time during this year at the level of a master's or equivalent degree program.

Notes:

- *This is the equivalent to [UNESCO ISCED-2011 Level 7](#).*
- *These programs typically lead to an advanced academic or professional qualification. Usually they are the second degree in tertiary education and they will have a "Bachelor's" or equivalent degree as an entry requirement.*
- *Some examples include: MA, MEng, MS, MSc and MBA.*
- *Master's degrees may be course based or research based. Research based programs that lead to a doctoral qualification should not be included.*
- *This will only include significant programs; typically they will require two years or more of study, but in some regions may be one year in length.*
- *This will include students who are entering the institution at this level for the first time and those who are moving from a lower level of education.*
- *Programs of five or more year's duration preparing for a first degree/qualification should be included in this level if equivalent to master level program in terms of the complexity of content. This will include students studying for "diplom" or other equivalent program. This is sometimes referred to as a "long first degree".*

- This will NOT include “Integrated Masters” degrees (such as MChem, MEng or MPharm) where the program is the equivalent to an Undergraduate degree in terms of complexity and content. For further information, please see UNESCO ISCED-2011 Level 7.

Number of Master’s degrees awarded:

This is number of Master’s or equivalent degrees awarded during this year.

Notes:

- This is the equivalent to [UNESCO ISCED-2011 Level 7](#).
- These programs typically lead to an advanced academic or professional qualification. Usually, they are the second degree in tertiary education and they will have a “Bachelor’s” or equivalent degree as an entry requirement.
- Some examples include: MA, MEng, MS, MSc and MBA.
- Master’s degrees may be course based or research based. Research based programs that lead to a doctoral qualification should not be included.
- In the case of a single program that awards two distinct qualifications, e.g. a bachelors and masters degree; only the Masters (or equivalent) degree should be reported as part of this field. The Bachelor’s degree component should be counted in the Number of undergraduate degrees awarded field.
- Degrees awarded for programs of five or more year’s duration preparing for a first degree/qualification should be included in this level if equivalent to master level program in terms of the complexity of content. This will include students studying for “diplom” or other equivalent program. This is sometimes referred to as a “long first degree”.
- This will NOT include “Integrated Masters” degrees (such as MChem, MEng or MPharm) where the program is the equivalent to an Undergraduate degree in terms of complexity.

Doctoral – new student intake

The FTE number of Doctoral (PhD and equivalent) students admitted in this year. These programmes are devoted to advanced study and original research and will lead to an advanced research qualification.

Notes:

- *This is the equivalent to [UNESCO ISCED-2011 Level 8](#).*
- *This will include advanced degrees that include a significant taught component such as a Medical Doctorate, Doctor of Law or Doctor of Engineering and other equivalents.*
- *This will NOT include Master's degree (including research-based Master's degree or Master of Philosophy or other equivalent).*

Number of Doctorates awarded

This is number of advanced research degrees (PhD and equivalent) awarded during this year.

Notes:

- *This is the equivalent to [UNESCO ISCED-2011 Level 8](#).*
- *This will include advanced degrees that include a significant taught component such as a Medical Doctorate, Doctor of Law or Doctor of Engineering and other equivalents.*
- *This will NOT include Master's degree (including research-based Master's degree or Master of Philosophy or other equivalent).*

Institutional income

The overall income (in your pre-selected currency) of your institution during this year.

Notes:

- *This should include all forms of income such as: general university funds, grant income, contract income, teaching income, donations, investments and commercialization.*
- *This will include “Research income” (see below).*

Research income

This is the amount of income (in your pre-selected currency) that your institution has acquired during this year specifically for purposes of conducting research.

Notes:

- *These may be short-term contracts or longer-term research units.*
- *It will NOT include general funding for your institution, income that is generated by your institution (e.g. donations, investments or commercialization) or teaching income.*
- *This will include “Research income from industry and commerce” (see below)*

Research income from industry and commerce

This is the amount of research income you acquired from industry or other commercial entities.

Notes:

- *It will NOT include general funding for your institution, income that is generated by your institution (e.g. donations, investments or commercialization), income from teaching or income generated from public sources (government and charities).*