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Cylchlythyr Circular

End of Year Monitoring of Higher Education Enrolments 2010/11

Date: 17 June 2011
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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in Wales
Response by: 05 August 2011
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This circular requests institutions to return aggregated student data to enable HEFCW to calculate any adjustments to 2010/11 funding; monitor information on initial teacher training courses leading to qualified teacher status; and establish final numbers of students and credit values for the academic year 2010/11.

This document is available online, in large print, Braille, on CD and on audio CD and cassette. Should you or someone you know require this in an alternative format, please contact us on (029) 2068 2225 or email info@hefcw.ac.uk.

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Introduction

1 This Circular requests institutions to return aggregated student data to enable the Higher Education Funding Council for Wales (HEFCW) to:

a) calculate the adjustment to 2010/11 funding where institutions, after allowances for offset, have not recruited to their funded numbers;

b) monitor information on initial teacher training (ITT) courses leading to qualified teacher status (QTS);

c) establish final numbers of students and credit values for the academic year 2010/11.

Survey Data

2 Higher education institutions (HEIs) are requested to return numbers of all higher education (HE) students together with credit values. Further Education Institutions (FEIs) are requested to return numbers and credit values of HE students registered on prescribed HE courses (see Annex B) for which HEFCW funding has been made available directly.

Main Changes for 2010/11

3 The EYM 2010/11 survey is similar to the EYM 2009/10 survey. The main changes made since the EYM 2009/10 survey are:

a) Clarification about the definition of the full-time mode of study has been included. See Annex E, paragraphs 1, 2 and 3. As part of this, an additional column has been added to the table containing the maximum of fundable credit values per course in Annex H, paragraph 13 to specify the normal duration of a full-time course for each qualification.

b) The split of secondary ITT (QTS) into shortage and non-shortage subjects has been removed on all tables collecting data by ASC or collecting data about ITT (QTS) provision. See Annex I, paragraph 3.

c) Some minor amendments have been made to the HESA/HESES and HESA/EYM mappings. See Annex K, paragraph 9 (addition of ‘and SBJPCNT’) and paragraph 12 (addition of M26 into undergraduate).

d) Workbooks provided to institutions for completion will be saved in Excel 2007. They were previously saved in Excel 2003. See Annex L.

e) There are some minor amendments to the description of the usage of data by HEFCW in Annex N.

f) The title of Table 5 has been amended to better reflect what is being collected. See Annex O.

g) SOCRATES/ERASMUS is now referred to as ERASMUS throughout the circular.

h) EC has been changed to EU throughout the circular.

i) A hard copy of the signed verifications is no longer required. From 2010/11 either a scanned copy of the signed verifications returned by email or a hard copy returned by post will be acceptable. See paragraph 12.

Contents

4 This Circular provides:

a) notes of guidance on completion of the EYM 2010/11 survey;

b) definitions of the various categories used to classify students;

c) copies of the survey tables which will be distributed in Excel 2007 workbooks for institutions to complete and return.

5 The contents of the annexes are as follows:

Annex A	Notes of Guidance
Annex B	Definition of a Recognised HE Qualification
Annex C	Definition of Residential Status and Eligibility for Mainstream Funding
Annex D	Definition of ASCs
Annex E	Definition of Mode of Study
Annex F	Definition of Level of Study
Annex G	Rules for Counting Registrations
Annex H	Rules for Counting Credit Values
Annex I	Table Descriptions
Annex J	Column Descriptions of the Tables
Annex K	HESA/HESES and HESA/EYM Mappings
Annex L	Workbook Notes
Annex M	Validation Checks
Annex N	Usage of Data by HEFCW
Annex O	Printed tables for completion by all institutions directly funded by HEFCW

Adjustment of 2010/11 Funding

6 For the purposes of calculating any adjustment to 2010/11 funding (for both full-time and part-time students), credit values resulting from modules for which students registered up to and including, as well as after, 1 November will be used and the number of credit values associated with modules from which students withdraw will be deducted.

Return of Data

7 Completed workbooks should be returned by e-mail to Rachael Gray at hestats@hefcw.ac.uk no later than **5 August 2011**.

8 Institutions are encouraged to begin to prepare their returns well before 5 August 2011 so that only final adjustments need to be made before dispatch of the completed return. It is important that returns are made on time if adjustments to funding for 2010/11 are to be determined in September 2011. **HEFCW reserves the right to enter its own estimates of student registrations and associated credit values for institutions which fail to return the survey on time or where data are considered to be of insufficient quality**.

9 When data are returned, they go through a validation and credibility checking process. Once any subsequent queries have been resolved, data are sent out to institutions for verification. The process will follow the timetable outlined below.

5 August 2011	EYM return deadline
23 August 2011	EYM verifications sent to institutions
13 September 2011	EYM verifications return deadline

10 In the event of a deadline being missed by more than three working days, a letter will be faxed to the head of the institution concerned reminding them that HEFCW reserves the right to enter its own estimates of student registrations and associated credit values for institutions which fail to return the survey on time and indicating that HEFCW intends to do this if immediate action is not taken. Failure to return the data or verification report within two working days will result in a letter from the Chief Executive of HEFCW to the head of the institution stating the figures that will be used in place of the institution's own data.

11 Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.

12 For 2010/11 we will no longer be requiring a hard copy of the signed verifications. Signed verifications can either be returned by scanning them and emailing them to us or by posting a hard copy.

13 Any queries about the return should be directed to Rachael Gray (telephone 029 2068 2243, e-mail hestats@hefcw.ac.uk).

Notes of Guidance

1 These notes of guidance apply to all institutions which receive funding from HEFCW directly.

Tables to be completed

2 Copies of tables to be completed are provided at Annex O. Institutions will be sent the relevant tables in EXCEL 2007 workbooks by e-mail.

3 Descriptions of the tables are provided in Annex I.

Classification of provision

4 The survey collects information on both student registrations and associated credit values.

5 For student registrations, only those that are counted as completions as defined in Annex G are to be returned. They are classified according to residential and fundability status (Annex C), ASC (Annex D), mode of study (Annex E) and level of study (Annex F).

6 For credit values, data relating to home and EU fundable registrations are collected. The information is categorised into level of study, mode of study and ASC. Credit values are returned split into those associated with student registrations up to and including 1 November 2010 and credit values associated with new student registrations between 2 November 2010 and 31 July 2011. The numbers of non-completed credits are also collected and the total assumed completed credit values are calculated in the workbook. Annex H contains guidance on returning credit values.

7 Annex K contains HESA/HESES and HESA/EYM mappings. These should be regarded as indicative not definitive.

Franchised students

8 The term ‘franchise’, also referred to as ’outreach’, in HE in Wales, refers to an HE course taught at an institution (the franchisee) which is not directly in receipt of funding from HEFCW for that course, and for which quality assurance is provided by another Welsh institution (the franchisor). Students taught at institutions in Wales may be registered at the franchisee or franchisor institution. However, students registered at institutions outside Wales, with a Welsh institution providing quality assurance, are not included within the definition of franchised students and should **not** be included in the return.

Institutions may only count students and associated credit values franchised to institutions outside Wales if the Council has been notified of these courses and has agreed to their inclusion.

9 Students taught on the basis of a franchise agreement, referred to as 'franchised out' students, should be included in the return by the franchisor as part of their numbers of registered students or credit values. Part-time undergraduate franchised out assumed completed registrations are included in Tables 3 and 4 as a separate category. Credit values relating to part-time franchised out students should also be returned as a subset of total completed credit values in Table 1c, under the column headed 'Franchised Out Credit Values' (see Annex J).

Distance learning students

10 Distance learning students are those that are students of the reporting institution, where staff employed by the reporting institution are responsible for providing teaching or supervision, but who are located away from the reporting institution and are not part of a franchising arrangement with another institution or organisation. Such students should be counted in the same way as other students who are based at the reporting institution.

Joint courses

11 Students on courses which are run jointly by two or more institutions, and which are not the subject of a franchising arrangement, should be counted in proportion to the number of credits associated with delivery at each institution.

ITT (QTS) provision at Centres of Teacher Education

12 For the purposes of returning data on HESES and EYM surveys, partner institutions in Centres of Teacher Education will have nominated a lead financial institution. This lead institution will return all ITT (QTS) provision associated with the Centre of Teacher Education on this survey. The other partner institution will not return ITT (QTS) provision on any of the tables requested in this return. As the process of transferring places between institutions within a Centre is not yet complete, for 2010/11, two sets of the table that collects ITT (QTS) information (Table 2a) will be collected from the lead institution, one set for each member of the Centre. On the other EYM tables, the lead institution should include all ITT (QTS) provision associated with the Centre, both at the lead and the other partner institution.

Definition of a Recognised HE Qualification

1 A recognised HE qualification is one which is awarded on the successful completion of a prescribed course of HE. Such qualifications include any postgraduate or undergraduate degree, including foundation degree, accredited HE diploma or HE certificate, including HND and HNC. Other professional or vocational qualifications may be included provided they are generally recognised as HE qualifications. Such qualifications, for example, college certificates, should only be included if they are validated by the University of Wales, the University of Glamorgan, Cardiff University, the Open University, Swansea University, Bangor University, Aberystwyth University or are included (or awaiting inclusion) within the Qualifications and Credit Framework (QCF).

2 Courses, modules or units which enable credit to be obtained towards recognised HE qualifications (as defined above) also fall within the definition of recognised HE courses for the purpose of this survey. This includes programmes or individual courses which include foundation study as an integral part of a longer programme which leads to, or provides credit towards, a recognised HE award, provided the student has registered for the longer programme.

3 For FEIs, only those HE qualifications included in the FEI's portfolio of courses, as agreed with HEFCW, are recognised.

Definition of Residential Status and Eligibility for Mainstream Funding

Home and EU students

1 Home and EU students are those domiciled in the UK or EU (excluding those domiciled in the Channel Islands or the Isle of Man) or who are otherwise entitled to pay home fees, as defined in the Education (Fees and Awards) (Wales) Regulations 2008 (SI 2008 No. 1259), as amended.

2 The Education (Fees and Awards) (Wales) Regulations 2008 (SI 2008 No. 1259) can be found on the Office of Public Sector Information (OPSI) web-site, www.opsi.gov.uk, under 'Legislation', 'Original', 'UK', 'Statutory Instruments'.

3 Where reference is made to total home and EU students, this relates to the sum of those eligible and ineligible for mainstream funding as defined in paragraphs 4 and 5 below.

Eligible for mainstream funding – home and EU fundable

4 Home and EU students are eligible for mainstream funding unless their place is considered ineligible as described in paragraph 5 below. Where a course is self-financing but open (i.e. other candidates who are suitably qualified may be enrolled), then the additional students may be returned as eligible for mainstream funding.

Ineligible for mainstream funding – home and EU non-fundable

5 Home and EU students ineligible for mainstream funding are those who may pay a home fee but whose place is not considered eligible for HEFCW mainstream funding. This category covers those on full cost or self-financing courses where:

a) the student place is being funded from public sources other than HEFCW. For example, WAG, NHS, GEST, Home Office;

b) the student place is funded from private sources;

c) The students are postgraduate research students who are not in 2008 RAE units of assessment (UoAs) included in the QR funding model for 2010/11;

d) The student place is funded by WEFO, including through its foundation degree project;

e) The student place is funded through UHOVI funding.

Island and overseas students

6 Island and overseas students are those domiciled outside the UK or EU, or resident in the Channel Islands or the Isle of Man, who are not entitled to pay a home fee.

Definition of ASCs

1 JACS subject codes are used to assign ASCs. The next page shows a mapping from JACS code to ASCs. The guidance given in paragraphs 2 to 5 should be used to assign registrations to ASCs. The guidance given in paragraphs 6 to 8 should be used to assign credit values to ASCs.

ASC	Name	JACS Subject Codes	JACS Description
1	Clinical and Pre-clinical Subjects* 1a 1b 1c 1d	All A codes	 Pre-clinical Medicine Clinical Medicine Pre-clinical Dentistry Clinical Dentistry
2	Subjects and Professions Allied to Medicine	B codes excluding: B2 L5 codes	Subjects Allied to Medicine (excluding Pharmacology, Toxicology and Pharmacy) Social Work
3	Science	All F codes All C codes All D codes B2 codes	Physical Sciences Biological Sciences Agriculture and Related Subjects Pharmacology, Toxicology and Pharmacy
4	Engineering and Technology	All H codes All J codes	Engineering Technologies
5	Built Environment	All K codes	Architecture, Building and Planning
6	Mathematical Sciences, IT and Computing	All G codes L140	Mathematical and Computer Sciences Econometrics
7	Business and Management	All N codes	Business and Administrative Studies
8	Social Sciences	All L codes excluding: L5, L140 All M codes	Social Studies (excluding Social Work and Econometrics) Law
9	Humanities	All P codes All Q codes All R and T codes All V codes W8	Mass Communications and Documentation Linguistics, Classics and Related Studies Languages and Related Studies Historical and Philosophical Studies Imaginative Writing
10	Art, Design and Performing Arts	All W codes excluding: W8	Creative Arts and Design (excluding Imaginative Writing)
11	Education* 11a ITT (QTS) 11b Non-QTS	 Any ITT leading to QTS All X Codes	 Any ITT leading to QTS Education

*split into sub-categories.

Apportionment of student registrations between ASCs

2 The distribution of student registrations between ASCs for all levels of study, including postgraduate research, returned in Table 4, depends on the assigned subject of qualification aim, with the following exceptions:

Initial Teacher Training

3 All undergraduate and postgraduate taught registrations on full-time, or part-time if at the OU in Wales, ITT courses leading to QTS must be wholly assigned to ASC 11a (Education ITT (QTS)) irrespective of their JACS codes. ASC 11a should contain all and only those students on courses of ITT for primary or secondary teachers which lead to QTS upon successful completion. Courses of ITT for teachers in adult and further education and in-service training for teachers should be recorded under ASC 11b (Education non-QTS).

Medicine and Dentistry

4 All full-time undergraduate registrations on courses in medicine and dentistry (including those on intercalated years) must be wholly assigned to ASC 1, irrespective of their JACS codes. Registrations on part-time and postgraduate courses in medicine and dentistry can be wholly or partly assigned to ASC 1. Courses other than medicine or dentistry should not be assigned to ASC 1, either in part or in whole.

Major/Minor or Balanced Combinations

5 Where JACS codes indicate a major/minor or balanced combination of subjects split between two or more ASCs, the students should be allocated to the ASCs pro rata to the notional subject weightings and the resulting numbers must be rounded to whole numbers which, in total, show the correct number of student registrations.

Apportionment of credit values between ASCs

6 Full-time, sandwich and part-time registrations recorded on a credit value basis in Tables 1a and 1c are to be recorded according to the ASC of the subject taught in the course, module or unit and **not** the subject of the overall qualification aim of the students. This will generally correspond to the JACS code for subject area of study returned on the module entity of the HESA student record - see Annex K.

7 In Table 1b, for sandwich year out students on placements or language years abroad, ASCs should be assigned in whichever ASC is considered most relevant.

8 Credit values relating to quota controlled subjects, ASC 11a full-time undergraduate and postgraduate taught, ASC 11a part-time postgraduate taught (at the OU in Wales only) and ASC 1 full-time undergraduate (including

intercalated years), must not be distributed across other ASCs; all should be returned in ASC 11a or ASC 1 as appropriate. Credit values relating to individual modules of courses other than medicine and dentistry or ITT (QTS) courses should not be assigned to ASC 1 or ASC 11a.

Definition of Mode of Study

Full-time

1 Students are classified as registered for full-time study if:

- they are registered at an educational establishment;
- they are pursuing studies;
- they are normally required to attend (whether at premises of the establishment or otherwise) for periods of a minimum of 24 weeks; and
- a whole full-time regulated fee is chargeable for the current year of the programme of study; or
- they are in the final year of a full-time course in which they attend for less than 24 weeks.

2 This includes all full-time, sandwich, placement and language year abroad students other than those falling within the definition of 'Full-time Sandwich Year Out' below.

3 Full-time students will normally be studying for a qualification at the credit value rate described in Annex H, paragraph 13, i.e. studying for the number of credit values for their qualification over the time period specified for a full-time student.

Full-time sandwich year out

4 Students are classified as registered for sandwich year out study if:

- they are registered at an educational establishment;
- they are pursuing studies where their course falls within the definition of sandwich provided in Regulation 2(9) of the Education (Student Support) Regulations 2008 (SI 2008 No. 529) as amended, or they are full-time on a language year abroad; and
- in the current academic year, the fees chargeable are approximately half the whole full-time fees that would otherwise be charged if the student were classified as full-time.

Part-time

5 Students are classified as registered for part-time study if:

- they are registered at an educational establishment;
- they are pursuing studies; and
- they do not meet the requirements to be either full-time or full-time sandwich year out.

6 Mainstreamed Continuing Education (CE) Students should be classified as part-time.

Definition of Level of Study

1 For the purpose of this survey, credit values should be allocated to the level of study of the overall qualification aim of the student.

Undergraduate degree

2 Undergraduate degree students are those aiming for a first degree.

Undergraduate non-degree

3 Undergraduate non-degree is defined as all undergraduate level courses which lead to a qualification other than a first degree. In general, such courses will be the equivalent of up to two years' full-time study, but the length of the course is not a defining factor when classifying courses as degree or non-degree. The relevant factor is whether the course enables the student to achieve a first degree or some other qualification - it is the latter which are classified as non-degree. Students on all programmes below first degree level should be classified as undergraduate non-degree even if the title of the qualification includes the word 'degree'. In particular, foundation degrees should be classified as non-degree.

4 Both full-time and part-time courses leading to certificates for the teaching of further education, returned in ASC 11b, should be treated as undergraduate courses regardless of the course or qualification aim returned to HESA or on the LLWR.

Postgraduate

5 Postgraduate students are those on courses which require as a normal condition of entry that entrants be already qualified at degree level. There are two groups of postgraduate, postgraduate taught and postgraduate research.

Postgraduate Taught

6 Postgraduate taught students are those attending courses which are mainly taught even though part of the course may include a dissertation. It includes all students on postgraduate degrees which are not mainly by research.

7 PGCE courses are to be included as taught postgraduate courses provided that they lead to QTS.

Postgraduate Research

8 Postgraduate research students are those attending courses which are mainly research although these may contain some formal teaching.

Rules for Counting Registrations

1 Only students who meet the following criteria are to be included in this return:

a) they are registered. A registration is considered as a binding undertaking to pay a fee to an institution (unless the fee has been waived) as opposed to an acceptance of a place;
b) they are aiming to obtain a recognised HE qualification as defined in Annex B;
c) they are studying at least 3 per cent of a full-time equivalent (FTE), or approximately one week of study.

2 Included are:

a) new enrolments;
b) students re-registering for second or subsequent years of their study;
c) students on non-accredited HE courses only where the Council has been notified of these courses and has agreed to their inclusion;
d) students registered at FEIs, who are pursuing prescribed HE qualifications as defined in Annex B, only if their courses are eligible for mainstream funding from HEFCW either directly, or, through a franchise/outreach agreement (data to be returned only by the institution which franchises out the course);
e) out-going exchange students, including ERASMUS students.

Excluded are:

a) incoming exchange students, including ERASMUS, TEMPUS or Junior Year Abroad (JYA) students.
b) PGR students whose only activity during the year being counted is writing up a thesis or similar piece of work.

3 No full-time or sandwich student should be counted twice in the same academic year; nor should full-time or sandwich students who are registered for the main and an additional qualification offered within a single course be counted twice. However, students who are registered for two separate courses, where one is full-time or sandwich, and the other is part-time, may be included in Tables 3 and 4 under both full-time or sandwich and part-time. The corresponding credit values can be returned in Tables 1a or 1b, and Table 1c. For these purposes, a part-time course should be considered to be separate if the ability to follow that course is not dependent on concurrent enrolment on the full-time course and the student continues to meet all of the study requirements of the main course without increasing the length of the main course. For both full-time and part-time courses which lead to more than one qualification, only a single registration should be returned.

4 Those students who are following programmes of study which do not coincide with the academic year (1 August to 31 July) should be counted once only for each period of up to 12 months of study. They should normally be counted in the year in which the first registration occurs and in the years including the anniversaries of the first registration.

5 Full-time programmes in which the final year does not fit the usual criterion to be full-time in terms of length, i.e. the final year is less than 24 weeks, but the student has not changed their mode of study, should be returned as full-time for the whole of the programme. See examples i) and vi) below.

6 Where students repeat a full year on a full-time basis, and have not progressed to the next year of study, they should be counted as a full-time student. Where a student repeats a year or part of a year on a part-time basis, and there has been no progression to the next year of the course, the student should be returned as a part-time student. In both cases, the total length of their course will increase by one year.

7 Institutions are asked to identify the number of registered students who complete the year of study. This is all eligible students who are registered within the academic year minus those who do not complete, or are expected to not complete. Any transfers between ASCs, modes or levels of study should be included. Paragraphs 8 to 15 below describe those registrations that should be considered non-completions.

Non-completions

8 Non-completions occur where students do not complete their studies due to withdrawal, dropout, or failure to complete the year of study or take part in required assessment procedures. A registered student should generally be considered to be actively pursuing studies unless the institution has been formally notified of the student's withdrawal from the course. However, non-attendance for examinations generally indicates a student's failure to complete the year of study.

9 Completion status is determined on a year of study basis, not on a course basis. For example, a first degree student who takes all assessments required for the first year is counted as a completion for that year.

10 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.

11 Students who sit examinations at the end of the course or year of study and fail them are deemed to have completed their studies and should **not** be included as non-completions.

12 Students who do not take part in all or some of the required assessment procedures for the year of study, can complete by being assessed after the end of the academic year in order to enable them to progress to the next year or

graduate. This will be, for example, where a student who did not sit the original examination within the year because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework after the end of the academic year, by agreement with the institution. However, at the return date of the EYM survey, such students will be classified as non-completions, according to the definition above, as they will not have taken the required assessment, and it will not yet be known whether they will take the assessment after the end of the academic year and complete. Paragraph 13 below explains how estimates of the numbers of such students who will eventually go on to complete can be included in the EYM return as completions.

13 At the return date of the EYM, it will be known if students who did not complete due to non-attendance at examinations, or non-participation in other assessment procedures, are eligible to take part in further assessment after the end of the academic year in order to complete. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete. Institutions should use the proportion of these students who did complete in the previous year, to estimate the number of such students who will complete for 2010/11. (See example viii) below.) Institutions must keep auditable evidence to show the basis of their calculations. Where the student has failed to take part in required assessment procedures and there is no alternative arrangement to assess the student, they should be counted as a non-completion.

14 Some non-completions can be included as partial completions, and these are described in paragraph 15 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.

15 For **full-time taught** courses only, registrations are considered as having partially completed in the following cases:

a) *Where the course is semesterised, if*
- individual modules are presented on a semester basis; and
- the student has not withdrawn before the end of the semester in which the modules start; and
- the student has taken part in all assessment procedures required for the modules pursued that take place during or immediately after the end of the semester;

then, even if there is additional assessment of the work undertaken during the semester that falls at the end of the year of study, the student can be counted as a partial completion.

b) *Where the course is not semesterised, if*
- the student has not withdrawn in the first four months of attendance; and
- the student has taken part in all assessment procedures required for all modules started in the first four months, that take place during the first four months; and

- there is auditable evidence to show that the student was still in attendance at the end of the four months;

then, even if there is additional assessment of the work undertaken during the first four months that takes place at the end of the year of study, the student can be counted as a partial completion.

Examples

16 Below are some examples of how registrations should be returned.

i) A student enrols on a full-time undergraduate course that starts on 1 October 2009 and finishes on 31 January 2011. He should be included in HESES/EYM 2009/10 as a full-time registration; and as a full-time registration again in HESES/EYM 2010/11 as even though he attends for less than 24 weeks, he has not changed his mode of study and is still registered as a full-time student.

ii) A student enrols for a full-time PhD in April 2009 and completes the programme in March 2012. She should be counted as a registration in HESES/EYM 2008/09, 2009/10 and 2010/11. She is counted three times, once for each 12 month period of full-time study, in the academic year in which she first registered and in the two subsequent academic years containing the anniversary of the first registration.

iii) A student enrols for a semesterised full-time undergraduate course that normally starts on 1 October 2010 and finishes on 30 June 2012. She completes the first semester of the first year but drops out in the second semester due to personal reasons. She rejoins the course in the 2011/12 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2012/13 academic year. She should be returned in EYM 2010/11 as 0.5 of a full-time completed registration in Tables 3 and 4. In 2011/12 and 2012/13, she should be returned in Tables 3 and 4 as a full-time registration.

iv) 45 students enrol for a full-time undergraduate degree course in mathematics that starts on 1 October 2010 and finishes on 1 July 2013. Of the 45 students, 2 changed subject in November 2010, to study physics instead of mathematics, and 1 withdrew from the course in January 2011. Assumed completed registrations in mathematics returned in Tables 3 and 4 of EYM 2010/11 would be 42.

v) 15 students enrol for a full-time HND in engineering that starts on 5 October 2010 and finishes on 1 July 2012. One student withdrew in December of the first year of study, so 14 completed registrations are returned on EYM 2010/11. 2 of the 14 students who completed the first year of study changed their mode of study to part-time for the final half of the course. Therefore, on EYM 2011/12, 12 assumed completed registrations are returned as full-time and 2 assumed completed registrations are returned as part-time along with the registrations already on the part-time course.

vi) A student enrols for a full-time 30 month course that starts on 1 February 2011 and finishes on 31 July 2013. He should be included as a full-time registration in Tables 3 and 4 on EYM 2010/11, 2011/12 and 2012/13.

vii) An institution has 10 home and EU postgraduate research students, 3 in departments submitted to UoA 54 and 7 in departments submitted to UoA 55 in the 2008 RAE. UoA 54 has 4 classified FTE Category A staff whilst UoA 55 has 2 classified FTE Category A staff. The students in the department submitted to UoA 54 would be returned as fundable, whilst those in the department submitted to UoA 55 would be returned as non-fundable.

viii) 100 students enrol for a full-time first degree course that starts on 1 October 2010. 4 students withdrew in December 2010. Of the 96 who were still in attendance at the end of the academic year, 10 did not sit the end of year examinations (although they had completed all assessments due for the first semester). Of these, 6 were eligible to take resit examinations as personal circumstances had meant they could not take the original examinations. In the previous year, out of 8 students who did not take the end of year examinations, but were eligible to take the resit examinations, 7 went on to actually take the resit examinations (88 per cent).

Therefore, the number of assumed completed registrations relating to this course returned on EYM 2010/11 would be 93.5. This consists of 86 students who sat the end of year examinations; plus 4 who did not take the end of year examinations and were not eligible to take resit examinations, but who were counted as partial completions as they completed the first semester (a total of 4 x 0.5 = 2 completions); plus an estimate of 5 students who completed by taking the resit examinations (88 per cent of 6 who were eligible); plus an estimate of 1 student who was eligible to take the resit examinations, but did not, who was counted as a partial completion as they had completed the first semester (counted as 0.5 of a completion).

ix) 23 students enrol for a full-time first degree course. 2 students fail the first year and do not progress onto the second year of the course, instead, they repeat the whole of their first year on a full-time basis. They would be returned as a registration four times, twice for the first year of their course and once each for the second and third years of the course.

x) 57 students enrol for a full-time first degree course starting in October 2009. 2 students fail the first year. The first student failed 2 modules out of a total of 10 modules and so was eligible to progress to the second year providing the 2 failed modules were retaken alongside the second year modules. This student would be returned as a full-time student three times, once for the first year of the course in 2009/10, once for the second year of the course in 2010/11 and once for the third year of the course in 2011/12. The second student failed 5 of the 10 modules taken in the first year and did not progress to the second year of the course. He retook the 5 failed first year modules on a part-time basis in the 2010/11 academic year with the intention of resuming full-time study for the second year of the course in 2011/12. He would be

returned as a full-time student for the first year of the course in 2009/10, as a part-time student in his second year at the institution in 2010/11, and as a full-time student in the second and third years of the course (in his third and fourth year at the institution) in 2011/12 and 2012/13.

xiii) 23 students enrol for a course taught by a franchise partner of a Welsh HEI, for which the Welsh HEI provides quality assurance. The partner is based outside of Wales and the arrangement has not been approved by HEFCW. The 23 students would not be included as fundable registrations on the EYM.

Rules for Counting Credit Values

1 Only credit values associated with modules, units or courses relating to registrations that are eligible to be counted as defined in Annex G, that are home and EU fundable, should be included in this return.

2 Credit values are used as the volume measure for funding all undergraduate and postgraduate taught provision. The numbers of credit values associated with enrolments are calculated by multiplying the total number of enrolments on each module, unit or course by the number of achievable credit values associated with the module, unit or course. For example, if 50 students are registered on a module from which 10 credit values may be achieved, the number of credit values to be recorded is 500. Credit values to be recorded are the credit values associated with the module, unit or course being pursued, not those successfully achieved.

3 All credit based data returned should conform to the Credit and Qualifications Framework for Wales (CQFW), except that the level of study should be that of the overall qualification aim and not that of the unit or module, if different. Institutions must not record more than the maximum permitted number of fundable credit values, as shown in paragraph 13 below, for each student over the course as a whole, unless a year of study or part of a year of study is repeated where a student has not progressed to the next year of study (see paragraph 10 below).

4 Where an institution has not formally allocated CQFW credit values to elements of its programmes, then notional credit values should be returned on the basis of the CQFW standard. This is 120 credit values for one academic year of HE experience for full-time undergraduates, apart from HNCs, for which the standard is 150 credit values; 180 credit values for postgraduates with one full 12 month year of HE, for example, an MSc with dissertation; and 120 credit values for postgraduate courses of less than a full 12 months, for example, a postgraduate diploma without a dissertation. In this context, it will be helpful to note the CQFW definition of the study year in terms of notional learning time: 1,200 hours for undergraduates (academic year); 1,800 hours for postgraduates (12 month year). (See CQFW Credit Specification and Guidance, paragraph 32.)

5 Each module or unit must be assigned to the academic year in which the module or unit started, and all credit values associated with that module or unit shown in HESES/EYM in that academic year only. In this way each credit value will be counted once only, even if the module or unit spans two academic years.

6 Each credit value should be ascribed to the ASC of the subject taught in the module or unit rather than the subject of the qualification aim of the student. For

example, a mathematics module for business students will generally be ascribed to ASC 6, Mathematical Sciences, IT and Computing, not ASC 7, Business and Management. The ASC identified will generally correspond to the JACS code on the module entity of the HESA student record for the subject area of study - see Annex D. However, the level of study of the credit should be assumed to be that of the qualification aim of the student.

7 If a course is not yet modularised, notional credit values based on the maximum numbers that can be claimed over the course as a whole should be returned, held in the ASC of the course.

8 Only modules essential for the award of the qualification should be counted. Optional or elective modules not essential to the award of the qualification must **not** be counted.

9 If part-time students are taking module(s) which are credit bearing but on a not for credit basis, and this is the only study they are undertaking in the reporting year, then the credits associated with these modules can be excluded from the return provided the intention of the student not to take the assessment has been recorded through a formal process at the outset of the module(s). It is not a requirement that there is such a process in place, however, in order to exclude these credits from the return, this process must be in place. If there is no process in place, credits relating to students who do not take the assessment for a credit bearing module should continue to be included in columns 1 or 2 and column 3 of the credit value tables as appropriate. This will generally apply to students taking continuing education type provision who are not aiming for an HE qualification and have no intention from the outset of gaining credit that can be counted towards one. See examples xiv) and xv) below.

10 Where students repeat a year on a full-time or part-time basis, the length of the course is effectively increased and the maximum number of funded credit values increases accordingly (for example, a 3 year degree with a repeat year becomes a 4 year degree equivalent to 480 fundable credit values). Credit values associated with students repeating a full year on a full-time basis, where the student has not progressed to the next year of study, should be counted. Similarly, credit values associated with students repeating a semester or part of the year on a part-time basis who have not progressed to the next year of study and are not taking any modules relating to the next year of study should be counted. However, credit values associated with repeat modules where the student has progressed to the next year of study must **not** be counted, unless the credit values associated with the module were counted as not completed in the previous year. In such cases, where credit values associated with a repeat module are counted, the maximum number of credit values over the whole course should not exceed those listed in paragraph 13. See examples ix) and x) below.

11 Sandwich year out modules should be recorded as 120 credit values. The numbers shown will be reduced in the funding model by multiplying by 0.5.

12 Where a student studying for a full-time course is also studying for a part-time course which is eligible to be counted, as described in paragraph 3 of Annex G, then the credit values relating to modules of the part-time course should also be counted.

13 The total numbers of credit values recorded as fundable for each course should not exceed the following:

Qualification	**Fundable Credit Values**	**Normal duration if full-time**
Professional doctorate	540	3 years
First degree with integrated Master's	480	4 years
First degree, plus sandwich or other year out (as returned on HESES/EYM) First degree, plus sandwich year out (as used for funding purposes)	480 (year out included as 120 credits) 420 (HEFCW to apply 0.5 weighting for sandwich year out)	4 years (including 1 sandwich or other year out)
First degree	360	3 years
Foundation degree (with conversion module(s))	240 (+36)	2 years (+ duration of module)
HND	240	2 years
HNC	150	1 year
Master's degree with dissertation	180	1 year (whole 12 months)
Cert HE	120	1 year
Postgraduate diploma	120	1 year
PGCE	120	1 year
Most minor qualifications	60	6 months

If institutions have courses which do not fit into the categories shown above, they should contact HEFCW for advice.

Postgraduate taught courses with dissertations

14 Credit values relating to the dissertation element of full-time postgraduate taught courses should be returned on the full-time credit values table only.

15 Where the dissertation part of the postgraduate taught course starts in the same academic year as the course started, all credit values associated with the course should be returned within that academic year. For example, if a one year full-time postgraduate taught course starts in September 2010 and finishes in August 2011, and the dissertation associated with that course is started in June 2011, then a student on the course will be returned as a full-time registration on Tables 3 and 4 of EYM 2010/11 and 180 credit values will be returned on Table 1a of EYM 2010/11.

16 If the dissertation is started in the academic year following that in which the course was started, the credit values associated with the dissertation should be returned in the academic year in which the dissertation was started. For example, if a one year full-time postgraduate taught course starts in October 2010 and finishes in October 2011 and the dissertation associated with the course is started in August 2011, then a student on the course will be returned as a full-time registration on Tables 3 and 4 of EYM 2010/11, 120 credit values will be returned on Table 1a of EYM 2010/11, and 60 credit values, those associated with the dissertation, will be returned on Table 1a of EYM 2011/12. The student will **not** be returned as a registration on EYM 2011/12.

17 Students on one year full-time postgraduate taught courses with a dissertation should always be included as one full-time registration only with up to 180 credit values in total for the course, irrespective of when the dissertation is started.

Non-completions

18 A module or unit and the credit values associated with it are counted as completed if all assessment required for that module or unit has been undertaken. Otherwise, the module or unit and the credits associated with it should be counted as not completed. Paragraph 22 below describes how some non-completions may be returned as partial completions.

19 Where a student withdraws or drops out of their course having completed some modules or units, or continues but withdraws or drops out of some modules or units, only the credit values associated with those modules or units that were not completed should be included as non-completions. Credit values associated with the completed modules or units should **not** be included as non-completions.

20 Credit values associated with students who do not take part in all or some of the required assessment procedures for a module or unit for the year of study, can be counted as completed if the student is assessed after the end of the academic year in order to enable the student to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination for the module or unit within the year, because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework for the module or unit after the end of the academic year, by agreement with the institution. However, at the return date of the EYM survey, these credit values will be classified as not completed, according to the definition above, as the student will not have taken part in the required assessment for the module, and it will not yet be known whether they will take the assessment after the end of the academic year. Paragraph 20 below explains how estimates of the numbers of such credit values can be included in the return as completed.

21 At the return date of the EYM, it will be known if students who did not complete a module due to non-attendance at examinations, or non-participation in other

assessment procedures, are eligible to take part in further assessment after the end of the year in order to complete the module. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete the module. Institutions should use the proportion of these students who did complete the module in the previous year, to estimate the number of such students who will complete the module for 2010/11, and therefore the number of credit values associated with them that should be counted as completed. (See example viii) below.) Institutions must keep auditable evidence to show the basis of their calculations. Where assessment procedures for a module or unit have not taken place, and there is no alternative arrangement to assess the student for that particular module or unit, the credit values associated with the module or unit should be counted as not completed.

22 For **full-time taught** courses only, credit values for non-completed modules may be returned as partially completed in the following cases:

a) *Where the course is semesterised, if*
- all assessments due for the module during the semester in which the module starts have been undertaken;

then, even if there is additional assessment for the module at the end of the year of study, credit values relating to the module for the first semester can be counted as completed.

b) *Where the course is not semesterised, if*
- all assessments due for the module in the first four months of attendance have been undertaken; and
- there is auditable evidence that the student was still in attendance at the end of the four months;

then, even if there is additional assessment for the module at the end of the year of study, half the credit values associated with the module can be returned as completed.

Examples

23 Below are some examples of how credit values should be returned.

i) A student enrols for a part-time postgraduate diploma course on 1 October 2009 and completes his programme on 30 September 2011. The number of credit values associated with modules/units commenced in the period 1 October 2009 to 31 July 2010 would appear in HESES/EYM 2009/10; the credit values associated with modules/units commenced in the period 1 August 2010 to 31 July 2011 would appear in HESES/EYM 2010/11; and those associated with modules/units commencing in the period 1 August 2011 to 30 September 2011 (if any) would appear in HESES/EYM 2011/12.

ii) A student enrols for a part-time course on 1 June 2011 and completes the programme on 31 May 2013. The credit values to be recorded in HESES/EYM 2010/11 would be those associated with modules/units

commenced between 1 June 2011 and 31 July 2011 and would be recorded in column 2 of Table 1c. Those relating to modules/units commencing between 1 August 2011 and 31 July 2012 would be recorded in column 1 of Table 1c of HESES/EYM 2011/12; and those relating to modules/units started between 1 August 2012 and 31 May 2013 would be recorded in column 1 of Table 1c of HESES/EYM 2012/13.

iii) A student enrols for a full-time HND on 1 October 2010 and finishes on 30 June 2012. All credit values associated with modules/units started in the period 1 October 2010 to 31 July 2011 would be recorded in HESES/EYM 2010/11 and all credit values associated with modules/units started in the period 1 August 2011 to 30 June 2012 would be recorded in HESES/EYM 2011/12. The overall total number of fundable credit values for the course as a whole recorded in HESES/EYM 2010/11 and 2011/12 should not exceed 240 credit values.

iv) A student enrols on a full-time one year undergraduate diploma starting in April 2011, leading to 120 credit values in total, with 70 credit values relating to modules started before 1 August 2011, and 50 credit values relating to modules started on or after 1 August 2011. He would be returned as one full-time registration in Tables 3 and 4 of EYM 2010/11. The 70 credit values associated with modules started in the 2010/11 academic year would be returned in column 2 of Table 1a of EYM 2010/11 and the 50 credit values associated with the modules/units started in the 2011/12 academic year would be shown in column 1 of Table 1a of EYM 2011/12. He has been returned as one full-time registration, with 120 credits in total.

v) 30 students enrol for a full-time undergraduate degree course in chemistry (ASC 3) that starts on 1 October 2010 and finishes on 1 July 2013. 3 of the students change course to chemical engineering (ASC 4) after 1 November 2010 and 1 student drops out halfway through the first year. The modules that the students take in the first year are year-long and count for 120 credit values in total. In column 1 of Table 1a, 30 x 120 = 3,600 credit values are returned in ASC 3. In column 2, 3 x 120 = 360 credit values are returned as a negative number in ASC 3, and 3 x 120 = 360 credit values are returned in ASC 4. In column 3, 60 credit values are returned in ASC 3. The total assumed completed credit values associated with these 30 students would be 3,180 in ASC 3 and 360 in ASC 4.

vi) 40 students registered for a full-time economics degree course enrol on a year long econometrics module (ASC 6). 6 students transfer to a social science module (ASC 8) after 1 November, while remaining on the same economics degree course. Each module is worth 30 credit values. 1,200 credit values should be shown in ASC 6 in column 1 of Table 1a, 180 credit values should be shown in ASC 8 in column 2 of Table 1a and 180 credit values should be shown as a negative number in column 2 of ASC 6.

vii) 10 students enrol for a part-time distance learning course in English starting in May 2011. The first module of the course, which is worth 20 credit values, starts in May 2011 and finishes in October 2011. In the previous year, out of

12 students starting the equivalent module, 2 students withdrew from the module in August, having taken no assessment for the module. In EYM 2010/11, in column 2 of Table 1c, 10 x 20 = 200 credit values are returned in ASC 9. In column 3, an estimate of the number of credit values not completed after the end of the academic year, based on the previous year's data, calculated as 2/12 x 10 x 20 = 40, is returned in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 160.

viii) 55 students enrol on a year long business studies module starting in October 2010 as part of a full-time first degree course. The module is worth 20 credit values and is assessed by examination at the end of the year. 2 students withdrew two months after the module had started. Of the 53 who were still in attendance at the end of the academic year, 6 did not sit the end of year examination. Of these, 4 were eligible to take a resit examination for the module as personal circumstances had meant they could not take the original examination. In the previous year, out of 8 students who did not take the end of year examination, but were eligible to take the resit examination, 5 went on to actually take the resit examination (63 per cent).

Therefore, the total number of assumed completed credit values relating to this module returned on EYM 2010/11 would be 1,030 (1,100 credit values returned in column 1 of Table 1a and 70 credit values returned in column 3 of Table 1a). This consists of credit values relating to the 47 students who took the examination at the end of the module (47 x 20 = 940 credit values); plus credit values relating to the 2 students who did not take the end of year examination and were not eligible to take the resit examination, but who partially completed the module as they completed the first four months (2 x 20 x 0.5 = 20 credit values); plus credit values relating to an estimate of 3 students who completed the module by taking the resit examinations (63 per cent of 4 students who were eligible = 3, 3 x 20 = 60 credit values); plus credit values relating to an estimate of 1 student who was eligible to take the resit examinations, but did not, who partially completed the module as they completed the first four months (1 x 20 x 0.5 = 10 credit values).

ix) 23 students enrol for a two year full-time HND course starting in September 2010. In the first year of the course, 10 modules, each worth 12 credit values, are taken by all students. 1 student drops out of one of the first year modules and therefore fails to complete the module. However, the student successfully completes all other first year modules and is eligible to progress to the second year of the course as long as they repeat the module they did not complete in the first year. In the first year of the course, 108 assumed completed credit values are returned on EYM 2010/11 for this student (relating to 9 completed modules at 12 credits each). In the second year of the course, 132 assumed completed credit values are returned for this student on EYM 2011/12. This consists of 120 credit values associated with modules for the second year of the course, plus 12 credit values relating to the repeat first year module. The total number of credit values returned for this student over the two years is 240.

x) 57 students enrol for a full-time first degree course in October 2010. 1 student failed 3 out of 6 modules taken in the first year and did not progress to the second year of the course. All modules were worth 20 credits each. The student retook the 3 failed first year modules in the 2011/12 academic year on a part-time basis with the intention of eventually resuming full-time study for the second year of the course. In the first year of the course, 120 completed credit values would be returned on Table 1a of EYM 2010/11 for the student. For the year in which the student repeated the 3 failed modules, 60 credit values would be returned, on Table 1c of EYM 2011/12. For the second year of the course (the student's third year at the institution), 120 credit values would be returned on Table 1a of EYM 2012/13. For the third year of the course (the student's fourth year at the institution), 120 credit values would be returned on EYM 2013/14. The number of credit values returned in total for this student over the whole course, which has taken the equivalent of 3.5 full-time years, would be 420.

xi) 10 students enrol on a part-time undergraduate distance learning course in Social Science starting in September 2009. The first year of the course consists of 1 module worth 40 credit values which finishes in June 2010. 7 students successfully complete the module and 2 students drop out of the module in December 2009. 1 student completes all assessments required up to January 2010 and achieves 20 credits, but then does not carry on due to personal reasons. This student re-enrols in September 2010, repeating the whole of the module undertaken in the previous year, and successfully completes the module along with 15 other students. In Table 1c of EYM 2009/10, the number of completed credits returned for this module in column 4 would be 280 (7 x 40). In Table 1c of EYM 2010/11, the number of completed credits returned for this module in column 4 would be 640 (16 x 40).

xii) A student starts a full-time undergraduate degree course in October 2010. The first year of the course consists of 6 year long modules each worth 20 credits. The student takes all assessments for all modules apart from for 1 module for which she completed 3 out of 4 assessments required for the module, all of which were due at the end of the 2010/11 academic year. The student passes all modules and progresses to the next academic year. The number of completed credits associated with this student in column 4 of Table 1a of EYM 2010/11 would be 110; 100 for the 5 modules for which all assessment was taken; and 10 credits for the module for which all assessment required was not taken, which was counted as a partial completion as the student had attended for more than four months.

xiii) A student starts a full-time undergraduate degree course in September 2010 which consists of 8 modules in the first year. The student successfully completes 7 of the 8 modules, but, although he takes all assessment due, fails the eighth module. The student is allowed to progress to the second year of the course but has to resit an exam for the eighth module at the end of the second year. As he is only doing the assessment for the eighth module in the second year, and the credits for the module have been

counted in the first year of the course, no credits for this module are counted in 2011/12.

xiv) A part-time module worth 10 credits starts in October 2010, finishing in December 2010. 23 students enrol on the module, which is the only module they are taking in the year, and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 6 students declare that they will not be taking the exam and so will be taking the module on a not for credit basis Of the 6 students who declared they would not take the exam, 1 changed their mind and sat the exam in December. Therefore, in column 1 of Table 1c of EYM 2010/11, 180 credits are returned, relating to the 18 students that took the exam.

xv) A part-time course, consisting of 1 module worth 20 credits, starts in October 2010 and finishes in May 2011. 15 students enrol on the course, some of whom are not intending to submit the coursework due in December and in May. 300 credits are returned in column 1 of Table 1c, relating to the 15 students on the module. The credits relating to those that did not submit the coursework are returned as non-completions in column 3.

Table Descriptions

Directly funded HEIs and FEIs

1 In all tables, franchised out students and associated credit values should be returned by the franchisor only (see Annex A, paragraphs 8 and 9). For the Centres of Teacher Education, on all tables, only the lead financial institution should return data relating to ITT (QTS) provision (see Annex A, paragraph 12).

2 Tables 1a, 1b and 1c correspond to the three categories of mode of study defined in Annex E. These tables are mutually exclusive and together should sum to the total number of credit values associated with home and EU fundable registrations for the academic year 2010/11. Credit values are required by ASC and level of study.

Table 1a	Full-time home and EU fundable registrations for the academic year 2010/11 in terms of the credit values associated with the modules, units or courses started in the current academic year.
Table 1b	Sandwich year out home and EU fundable registrations for the academic year 2010/11 in terms of credit values.
Table 1c	Part-time home and EU fundable registrations for the academic year 2010/11 in terms of the credit values associated with the modules, units or courses started in the current academic year, including credit values associated with CE students, Community University of North Wales students and students on Ufi courses.

3 Table 2a collects information about full-time ITT (QTS) registrations between 1 August 2010 and 1 November 2010 inclusive. For institutions that are part of Centres of Teacher Education, the lead financial institution should return these tables for the whole Centre. For 2010/11, some provision has not yet fully transferred between partners in the Centre, therefore, the lead institution must complete two sets of Table 2a, one for each member of the Centre.

Table 2a	Home and EU fundable registrations in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with an additional column for numbers gaining QTS. Within the 24 secondary subjects it should be noted that: i. Mathematics includes Statistics; ii. Physical Education includes Movement Studies and Dance.

4 Table 2b collects information about part-time ITT (QTS) registrations and associated credit values for the academic year 2010/11. This table is to be completed only by the OU in Wales.

Table 2b (registrations)	Home and EU fundable registrations in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with an additional column for numbers gaining QTS.
Table 2b (credit values)	Home and EU fundable credit values in ASC 11a broken down by phase (primary or secondary), level of study and subject of study. Within the 24 secondary subjects it should be noted that: i. Mathematics includes Statistics; ii. Physical Education includes Movement Studies and Dance.

5 Table 3 requests information on all assumed completed registrations.

Table 3	Completed student registrations for the academic year 2010/11 by level of study, mode of study and residential status and eligibility for mainstream funding.

6 Table 4 requests information on assumed completed home and EU fundable registrations.

Table 4	Completed home and EU fundable student registrations for the academic year 2010/11 by level of study, mode of study and ASC. The data returned here must, in total, match the data returned in columns 1a, 2a and 3a of Table 3, by level of study, for full-time, sandwich year out and part-time study respectively.

7 Table 5 requests information about performance element provision at the University of Glamorgan. This table is only to be completed by University of Glamorgan.

Table 5 (credit values)	Full-time and part-time home and EU fundable registrations for the academic year 2010/11, by level of study, in terms of the credit values associated with the modules, units or courses started in the current academic year, that are part of the performance element provision in ASC 10. The data returned here are a subset of those returned in Tables 1a and 1c.
Table 5 (registrations)	Completed home and EU fundable student registrations for the academic year 2010/11 by level of study and mode of study, that are part of the performance element provision in ASC 10. The data returned here are a subset of the data returned in columns 1a, 1c, 3a and 3c of Table 4 in ASC 10.

8 Table 6 requests information about education related credit value provision funded by the release of ITT (QTS) places (referred to as ASC 11b (ringfenced) in the 2010/11 recurrent grant circular). This should include only that provision included in the proposals provided by institutions to HEFCW in response to the request set out in HEFCW's letter of 17 May 2007, that has been agreed by HEFCW, or any update to this subsequently agreed with HEFCW. This table is only to be completed by those HEIs that have such provision.

Table 6	Full-time, sandwich year out and part-time home and EU fundable registrations for the academic year 2010/11 in terms of the completed credit values associated with the modules, units or courses started in the current academic year, for provision funded through the funding transferred from ITT (QTS) provision, by level of study and ASC. The data returned here are a subset of those returned in Tables 1a, 1b and 1c.

Column Descriptions of the Tables

Directly funded HEIs and FEIs

1 In all tables, franchised out students and associated credit values should be returned by the franchisor only (see Annex A, paragraphs 8 and 9) and included in all relevant columns. For the Centres of Teacher Education, on all tables, only the lead financial institution should return data relating to ITT (QTS) provision (see Annex A, paragraph 12).

2 Data returned in Tables 1a, 1b, 1c, 2a, 2b, 6 and credit value data returned in Table 5 must be whole numbers. Data returned in Tables 3 and 4 and registration data returned in Table 5 may be returned to one decimal place, where full-time taught partial completions are included as 0.5 of a completion. However, institutions should note that where there has been apportionment of registrations between ASCs, figures must be rounded to whole numbers as described in Annex D, paragraph 5.

Tables 1a, 1b and 1c – full-time, sandwich year out and part-time credit values

3 These tables request data on credit values for home and EU fundable undergraduate and postgraduate taught students, but not postgraduate research students. The credit values should be returned in accordance with the guidelines set out in Annex H. Note that some students excluded from Tables 3 and 4 as non-completions may be shown as completing modules or credit values in Tables 1a, 1b and 1c. Similarly, final year students on non-standard academic year courses may be excluded from Tables 3 and 4 but credit values for modules relating to those students may be recorded in Tables 1a, 1b and 1c.

4 Each table has four principal columns.

5 **Column 1**: Numbers of credit values arising from registrations on modules, units or courses between 1 August 2010 and 1 November 2010 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2010.

6 **Column 2**: Numbers of credit values arising from new registrations on modules, units or courses after 1 November 2010. Figures recorded here should be inclusive of any transfers after 1 November 2010.

7 **Column 3**: Numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2010. Credit values returned in column 3 are a subset of those returned in columns 1 and 2. Non-completions are defined in Annex H, paragraphs 18 to 22.

8 **Column 4**: This shows the overall assumed completed credit values to be used in the calculations of the main teaching funding arising from registrations on modules, units or courses for the academic year 2010/11. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.

9 Table 1c has one additional column.

10 **Column 5**: Numbers of assumed completed credit values associated with students franchised out between 1 August 2010 and 31 July 2011 inclusive. See Annex A, paragraphs 8 and 9 for more details. Credit values returned here should be net of all known or predicted transfers and non-completions, consistent with column 4, and are a subset of the data returned in column 4.

Table 2a – ITT (QTS) home and EU fundable full-time student registrations (ASC 11a)

11 **Column 1**: Numbers of home and EU fundable full-time registrations between 1 August 2010 and 1 November 2010 inclusive, broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2010.

12 **Column 2**: Numbers of home and EU fundable full-time registrations that complete their studies and gain QTS at the end of the academic year 2010/11, consistent with column 1.

Table 2b – ITT (QTS) home and EU fundable part-time student registrations (ASC 11a)

Registrations:

13 **Column 1**: Numbers of home and EU fundable part-time registrations between 1 August 2010 and 1 November 2010 inclusive, broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2010.

14 **Column 2**: Number of home and EU fundable part-time registrations after 1 November 2010, broken down by subject of study, for ASC 11a. Figures recorded here should be inclusive of any transfers after 1 November 2010.

15 **Column 3**: Numbers of home and EU fundable part-time registrations that complete their studies and gain QTS by the end of the academic year 2010/11, consistent with columns 1 and 2.

Credit Values:

16 **Column 1**: Numbers of home and EU fundable part-time credit values arising from registrations between 1 August 2010 and 1 November 2010 inclusive,

broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2010.

17 **Column 2**: Numbers of home and EU fundable part-time credit values arising from new registrations after 1 November 2010 broken down by subject of study, for ASC 11a. Figures recorded here should be inclusive of any transfers after 1 November 2010.

Table 3 – full-time, sandwich year out and part-time registrations

18 Table 3 requests data on assumed completed registrations for the academic year 2010/11 for all students by mode of study, level of study and residential status and eligibility for mainstream funding. Registrations should be returned in accordance with the guidelines set out in Annex G.

19 There are four principal columns.

20 **Column 1**: Numbers of completed full-time registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

21 **Column 2**: Numbers of completed sandwich year out registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

22 **Column 3**: Numbers of completed part-time registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known or predicted transfers, withdrawals and dropouts.

23 **Column 4**: This shows the overall number of assumed completed registrations. It is the sum of columns 1, 2 and 3, split into home and EU fundable, home and EU non-fundable and Island and overseas. The calculation is done automatically in the spreadsheet.

Table 4 - full-time, sandwich year out and part-time home and EU fundable registrations by ASC

24 Table 4 requests data on assumed completed registrations for the academic year 2010/11 for home and EU fundable students only, by mode of study, level of study and ASC. Registrations should be returned in accordance with the guidelines set out in Annex G.

25 **Columns 1a to 1d**: Numbers of completed full-time home and EU fundable registrations for undergraduate degree, undergraduate non-degree, postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

26 **Columns 2a to 2d**: Numbers of completed sandwich year out home and EU fundable registrations for undergraduate degree, undergraduate non-degree,

postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

27 **Columns 3a to 3d**: Numbers of completed part-time home and EU fundable registrations for undergraduate (not including franchised out), undergraduate franchised out, postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

28 **Columns 4a to 4c**: This shows the overall number of assumed completed home and EU fundable registrations for undergraduate, postgraduate taught and postgraduate research provision, respectively. Column 4a is the sum of columns 1a, 1b, 2a, 2b, 3a and 3b; column 4b is the sum of columns 1c, 2c and 3c; and column 4c is the sum of columns 1d, 2d and 3d. The calculations are done automatically in the spreadsheet.

Table 5 – full-time and part-time home and EU fundable credit values and registrations for performance element provision in ASC 10

29 Table 5 requests information about Performance Element provision in ASC 10 at the University of Glamorgan.

Credit Values:

30 **Column 1**: Numbers of credit values arising from registrations on modules, units or courses between 1 August 2010 and 1 November 2010 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2010.

31 **Column 2**: Numbers of credit values arising from new registrations on modules, units or courses after 1 November 2010. Figures recorded here should be inclusive of any transfers after 1 November 2010

32 **Column 3**: Numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2010. Credit values returned in column 3 are a subset of those returned in columns 1 and 2. Non-completions are defined in Annex H, paragraphs 18 to 22.

33 **Column 4**: This shows the overall assumed completed credit values to be used in the calculations of the main teaching funding arising from registrations on modules, units or courses for the academic year 2010/11. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.

Registrations:

34 **Columns 1a and 1c**: Numbers of completed full-time home and EU fundable registrations for undergraduate degree and postgraduate taught provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

35 **Columns 3a and 3c**: Numbers of completed part-time home and EU fundable registrations for undergraduate (not including franchised out) and postgraduate taught provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

36 **Columns 4a and 4b**: This shows the overall assumed number of completed home and EU fundable registrations for undergraduate and postgraduate taught provision, respectively. Column 4a is the sum of columns 1a and 3a; column 4b is the sum of columns 1c and 3c. The calculations are done automatically in the spreadsheet.

Table 6 – full-time, sandwich year out and part-time credit values for provision funded by the release of ITT (QTS) places

37 Table 6 requests information about education related credit value provision funded by the release of ITT (QTS) places.

38 **Column 1**: This shows the overall assumed number of completed full-time home and EU fundable credit values, to be used in the monitoring of provision funded by the release of ITT (QTS) places, arising from registrations on modules, units or courses for the academic year 2010/11. The data are a subset of those returned in Table 1a, column 4.

39 **Column 2**: This shows the overall assumed number of completed sandwich year out home and EU fundable credit values, to be used in the monitoring of provision funded by the release of ITT (QTS) places, arising from registrations on modules, units or courses for the academic year 2010/11. The data are a subset of those returned in Table 1b, column 4.

40 **Column 3**: This shows the overall assumed number of completed part-time home and EU fundable credit values, to be used in the monitoring of provision funded by the release of ITT (QTS) places, arising from registrations on modules, units or courses for the academic year 2010/11. The data are a subset of those returned in Table 1c, column 4.

HESA/HESES and HESA/EYM Mappings

1 This annex provides mappings which HEFCW will use to analyse HESA data and provide information on a comparable basis to those collected on the HESES and EYM surveys. These mappings should be regarded as indicative **not** definitive. It should be noted that in some cases it is not possible to define HESES categories entirely in terms of HESA fields. In particular, where students follow non-standard academic years and patterns of study within the institution are not the same from year to year, there may be discrepancies in comparisons made. The mapping relates to the new HESA student record, the first collection of which was at the end of 2007/08. Therefore, this mapping may need to be amended in future years once data collected on the new record have been analysed over a number of years.

2 In all cases, the HESES/EYM rules must be followed when completing the HESES/EYM returns. It should not be assumed that students fall into a particular HESES/EYM category solely on the basis of the coding of HESA fields shown in this annex. The mappings show the name of the relevant HESA field in the form of ENTITY.FIELDNAME. Guidance relating to the HESA fields can be found in the HESA coding manuals, available at www.hesa.ac.uk.

HESES/EYM population

3 The following categories of students are excluded from the HESES population:

Students not studying towards a recognised HE qualification aim or a credit that can be counted towards one	COURSE.COURSEAIM = All P, Q, R, S, X codes and C99, H99, I99, J99, L99, M99.
Dormant or sabbatical students	INSTANCE.MODE = 51, 63, 64
Incoming exchange students	INSTANCE.EXCHANGE = 2, 4, 8, 9, A
Students studying for less than 3% FTE	INSTANCE.STULOAD < 3
Specific exclusions	INSTANCE.FUNDCOMP = 9

4 The following students, though in the population, will not be counted as registrations for HESES/EYM (some credit values associated with these students may be counted where a module is started in 2010/11):

Writing up students	INSTANCE.MODE = 43, 44
Students in their final year attending a course which follows a non-standard academic year	INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31072011 and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2010/11

HESES/EYM categorisation

Residential status and eligibility for mainstream funding

5 Students will be categorised into residential status and eligibility for funding as follows:

Home and EU fundable	INSTANCE.FUNDCODE = 1
Home and EU non-fundable	INSTANCE.FUNDCODE = 2 and INSTANCE.FEEELIG = 1, 3
Island and overseas	Otherwise

Assignment to ASCs

Registrations

6 Full-time registrations will be assigned to ASCs on the basis of the JACS codes shown in COURSESUBJECT.SBJCA and the proportions in each subject shown in COURSESUBJECT.SBJPCNT, with the exceptions of full-time undergraduate medicine and dentistry (ASC 1) and undergraduate and postgraduate taught ITT (QTS) (ASC 11a). The mapping between JACS codes and ASCs shown in Annex D will be used.

7 Full-time undergraduate medicine and dentistry registrations will be assigned using the first subject of study given only, as they can not be split between ASCs. ASCs will be assigned as follows:

	COURSESUBJECT.SBJCA
Pre-clinical medicine	A100
Clinical medicine	A300
Pre-clinical dentistry	A200
Clinical dentistry	A400

8 Full-time undergraduate medical and dental registrations will be further categorised as follows:

Registrations on intercalated years	COURSE.COURSEAIM = H24
	INSTANCE.YEARPRG
Year 0	00
Year 1	01
Year 2	02
Year 3	03
Year 4	04

9 Registrations will be assigned to ASC 11a, ITT (QTS), where COURSE.TTCID = 1. Registrations will be further categorised as follows:

Primary phase	INSTANCE.ITTPHSC = 15 to 19, 53, 61-65
Secondary phase	INSTANCE.ITTPHSC = 24 to 26, 55 to 57 Subject of study will be assigned using COURSESUBJECT.SBJCA and COURSESUBJECT.SBJPCNT
Gained QTS	QUALIFICATIONSAWARDED.OUTCOME = 1
	INSTANCE.YEARPRG
Year 1	01
Year 2	02
Year 3	03
Year 4	04

Credits

10 Credit values, taken from MODULE.CRDTPTS, are assigned to ASCs according to the JACS codes of the module, returned in MODULESUBJECT.MODSBJ, and the respective proportions in each subject, returned in MODULESUBJECT.MODSBJP, using the mapping in Annex D. Exceptions to this are medicine and dentistry courses and ITT (QTS) courses. Modules can only be assigned to these subjects if the course is medicine and dentistry or ITT (QTS).

Mode of study

11 Mode of study is categorised as follows:

Full-time	INSTANCE.MODE = 01, 52, 53 or INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE ≠ 1
Full-time sandwich year out	INSTANCE.MODE = 23, 24 and INSTANCE.LOCSDY = D, E, F, G and INSTANCE.SPECFEE = 1
Part-time	Otherwise

Level of study

12 Level of study is categorised as follows:

Undergraduate degree (full-time and sandwich only)	COURSE.COURSEAIM = H00, H11, H16, H18, H22, H23, H24, I00, I11, I16, M22, M26 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID ≠ 1
Undergraduate non-degree (full-time and sandwich only)	COURSE.COURSEAIM = All other H codes except H99, All other I codes except I99, All J codes except J99, All C codes except C99
Undergraduate (part-time only)	COURSE.COURSEAIM = All H codes except H99, All I codes except I99, All J codes except J99, All C codes except C99, M22, M26 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID ≠ 1
Postgraduate taught	COURSE.COURSEAIM = All E codes, All other M codes except M99 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID = 1
Postgraduate research	COURSE.COURSEAIM = All L and D codes except L99

New entrants

13 New entrants are categorised as follows:

New entrants	INSTANCE.YEARPRG = 01

14 This coding assumes that patterns of study on courses including an integrated foundation year are similar from year to year.

15 In addition to the above criteria, ITT (QTS) registrations, for the purposes of Tables 2a and 2c, will be categorised as new entrants where INSTANCE.COMDATE is after 31 July 2010.

Students franchised out

16 Part-time students that are franchised out are counted as those that have all modules taught at another institution:

Franchised out registrations	MODULE.PCOLAB = 100 for all modules taken

ERASMUS registrations

17 ERASMUS students on whole year placement on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories are categorised as follows:

ERASMUS exchange out, placement, language assistant or combination of these categories registrations	INSTANCE.SPECFEE = 3

Registrations up to 1 November

18 The following registrations will be assumed to be those registrations up to the 1 November, counted on Tables 2a, 2b and 2c of HESES and Tables 2a and 2b of EYM:

Those who complete on or before 1 November 2010 and are on a standard academic year	INSTANCE.ENDDATE ≤ 01112010 and INSTANCE.FUNDCOMP = 1 and INSTANCE.TYPEYR = 1
Those who started on or before 1 November 2010	INSTANCE.COMDATE ≤ 01112010

Registrations after 1 November

19 The following registrations will be assumed to be those registrations after 1 November, counted on Table 2c of HESES and Table 2b of EYM:

Those who started after 1 November 2010	INSTANCE.COMDATE > 01112010

Completions

20 Registrations that are eligible to be counted on HESES/EYM are assumed to be completed as follows:

Registrations that completed the year of programme, or have yet to complete but not failed to complete	INSTANCE.FUNDCOMP = 1, 3

21 For full-time taught students eligible to be counted on HESES/EYM, registrations will be assumed to fit the definition of a partial completion as follows, and will be counted at 0.5:

Registrations that partially completed the year of programme	INSTANCE.FUNDCOMP = 4

Assignment of credit values to columns in Tables 1a, 1b and 1c

22 For all columns of data, modules will be counted if they fit the following criteria.

Modules started in 2010/11	STUDENTONMODULE.MODSTAT = 2, 3
Module is countable	STUDENTONMODULE.MODCOUNT = 2
Module is not on a not-for-credit basis	STUDENTONMODULE.MODOUT ≠ 5

The number of credit points counted will be taken from MODULE.CRDTPTS.

Column 1

23 Credit values for modules associated with the following registrations, that were started in the 2010/11 academic year, will be assumed to be in column 1 of Tables 1a, 1b and 1c:

Those who started on or before 1 November 2010	INSTANCE.COMDATE ≤ 01112010

Column 2

24 Credit values for modules associated with the following registrations, will be assumed to be in column 2 of Tables 1a, 1b and 1c:

Those who started after 1 November 2010	INSTANCE.COMDATE > 01112010

Column 3

25 Credit values included in columns 1 and 2 will be counted as not completed where:

Modules not completed	STUDENTONMODULE.MODOUT = 4, A, B or STUDENTONMODULE.MODOUT = 3 and mode of study is part-time

26 Credit values included in columns 1 and 2 will be assumed to be partially completed, and counted at 0.5, where:

Modules assumed partially completed	STUDENTONMODULE.MODOUT = 3 and mode of study is full-time or sandwich

27 Proportions in each module outcome for modules with known outcomes will be used to estimate the number of credit values associated with modules coded with unknown outcome (STUDENTONMODULE.MODOUT = 6) that are not completed and these will also be counted in column 3.

Column 4

28 Column 4 credit values will be calculated as columns 1 plus 2 minus column 3.

Column 5 (Table 1c)

29 Franchised out modules for part-time students are counted as those not taught by the institution:

Franchised out modules	MODULE.PCOLAB > 0

30 The number of credit values counted as franchised out for part-time students is calculated as:

Franchised out credit values	MODULE.PCOLAB x MODULE.CRDTPTS

Workbook Notes

1 An Excel workbook containing spreadsheet versions of the tables to complete for the EYM 2010/11 return will be e-mailed to data contacts at individual institutions.

2 The e-mail will contain an Excel workbook saved in Excel 2007 and prefixed with a four character code identifying the institution, as follows.

Workbook name	Tables included
____EYM.xlsx	Tables 1 to 6

3 Each table is contained in a separate worksheet within the workbook and worksheets are named after the relevant table.

4 In addition to the worksheets containing the tables to be completed, a worksheet containing a summary of the information returned on the tables together with data from previous years, is included in the EYM workbook. This summary worksheet contains a comparison of HESES and EYM data for 2004/05 to 2010/11 and a summary of the average number of credit values per registration, returned on the HESES and EYM surveys for 2004/05 to 2010/11. The tables presented in this worksheet are for information only and no data should be entered in this table.

5 If the workbooks are corrupt or unreadable please contact Sheba Ziyenge (hestats@hefcw.ac.uk, 029 2068 2262) for assistance.

6 It is advisable to make a backup copy of the blank workbooks before attempting to edit any of the tables.

7 Institutions must not attempt to change the structure of the workbook by adding or deleting worksheets, rows or columns, or by overwriting or deleting any formulae. Worksheets contain information critical to loading of the data and it is essential that the structure of the workbook is not changed in any way.

8 Each workbook should be saved in Excel on completion, using the same filename and extension as that originally supplied. Names of the individual worksheets must not be changed. If the workbook is not saved in Excel 2007, institutions should ensure that the software has not used a different file extension by default.

9 The workbook includes a number of validation checks (see Annex M). Institutions should ensure their data pass all validation checks before the workbooks are returned.

10 The name of the person completing the tables and the date of completion must be entered in the workbook, in the boxes provided. This information, once entered in the worksheet containing Table 1a, is automatically completed in the worksheets containing Tables 1b to 6.

11 The completed workbooks should be returned by e-mail to hestats@hefcw.ac.uk. We will confirm receipt of e-mail returns.

Validation Checks

1 A number of validation checks have been built into the Excel workbook containing Tables 1 to 6 (see Annex O) and these are listed in paragraphs 3 to 12 below. The validation checks can be found to the right of the corresponding tables.

2 If data pass a particular validation check, a validation cell above the table will read 'Validation #: OK'; if data fail, the validation cell will read 'Validation #: Failure' (# denotes the particular validation check). If there is a validation failure, the cell causing the error will read 'ERROR' and be highlighted in red in the relevant validation check to the right of the table.

3 **Validation check 1**: In Tables 1a, 1b, 1c and 5, if there is an entry in column 3, there must be an entry in column 1, column 2 or both columns 1 and 2.

4 **Validation check 2**: In Tables 1a, 1b, 1c, 5 and 6 values entered in columns 1, 2 and 3 must be whole numbers.

5 **Validation check 3**: In Table 1c, values entered in column 5 must be whole numbers.

6 **Validation check 4**: In Table 1c, for each level and ASC, franchised out credit values (column 5) ≤ total credit values (column 4).

7 **Validation check 5**: In Table 2a for each level and ASC, registrations gaining QTS (column 2) ≤ registrations between 1 August and 1 November (column 1).

8 **Validation check 6**: In Table 2b (registrations) for each level and ASC, registrations gaining QTS (column 3) ≤ registrations for 2010/11 (column 1 & column 2).

9 **Validation check 7**: In Tables 3 and 4 and for registration data in Table 5, all values entered must be to no more than 1 decimal place and must be a multiple of 0.5.

10 **Validation check 8**: In Table 4 for each mode and level, total registrations = the corresponding total home and EU fundable registrations in Table 3.

11 **Validation check 9**: In Table 5, for each level, assumed completed credit values or registrations ≤ assumed completed credit values or registrations in ASC 10, Tables 1a, 1c and 3, for full-time and part-time respectively.

12 **Validation check 10**: In Table 6, for each level and ASC, assumed completed credit values (columns 1, 2, 3) ≤ assumed completed credit values in Tables

1a, 1b and 1c (column 4), for full-time, sandwich year out and part-time respectively.

13 In addition to the above validation checks, some of the tables contain credibility checks, displayed beside the validation checks to the right of the tables. Institutions are invited to check and comment on instances where a CHECK message occurs.

14 **Credibility check 11**: In Tables 1a, 1b and 1c for each level of study and ASC, percentage increase/decrease between HESES10 and EYM10 > 25%, for column 4 credit values.

15 **Credibility check 12**: In Table 3, for each level of study, mode of study and fundability status, percentage increase/decrease between HESES10 and EYM10 > 25%.

16 **Credibility check 13**: In Table 4, for each level of study, mode of study and ASC, percentage increase/decrease between HESES10 and EYM10 > 25%.

17 As well as the validation and credibility checks incorporated into the workbook, a worksheet showing summary data for 2004/05 to 2010/11 is included (see Annex L, paragraph 4). In this worksheet, values returned on HESES and EYM are compared and the average number of credit values per registration is calculated. The information provided in this worksheet can be used by institutions to help identify general patterns of over- or under-prediction at HESES and analyse their estimates of non-completions. We expect institutions to look at this worksheet as part of their overall check of their return before it is submitted to HEFCW.

18 Once data are returned to HEFCW, further checks are undertaken. For example, to cross check data returned on Table 6 with provision agreed by HEFCW.

Usage of Data by HEFCW

1 The primary reason for collecting data through the EYM survey is to provide data to monitor funding allocations. An outline of the reasons for collecting the data on each table is given below.

Tables 1a, 1b and 1c

2 Tables 1a, 1b and 1c collect data relating to credit values for all modes of study and levels of study apart from postgraduate research. Credit values collected on EYM 2010/11 are used as the basis for calculating any adjustment to teaching funding allocations for the 2010/11 academic year.

3 For full-time and sandwich provision, funding allocations are calculated separately for undergraduate degree, undergraduate non-degree and postgraduate taught levels of study. Credit values associated with home and EU fundable registrations are collected, by ASC, in these three categories.

4 For part-time provision, funding allocations are calculated separately for undergraduate (not franchised out), undergraduate franchised out and postgraduate taught. Credit values associated with home and EU fundable registrations are collected, by ASC, in each of these three categories.

5 Collecting credit values data for all ASCs ensures that HEFCW has a complete picture of the number of credit values associated with home and EU fundable registrations relating to modules for the whole of the academic year.

Tables 2a and 2b

6 Data collected on Tables 2a and 2b are used to predict and monitor the number of teachers qualifying with QTS in each phase, level of study and subject.

Tables 3 and 4

7 Tables 3 and 4 collect data relating to registrations. Table 3 collects data on all completed registrations for the year. The data are used to gain a complete, up to date picture of the size of the sector and also of the scale of provision that is not fundable by HEFCW.

8 Table 4 collects data for home and EU fundable registrations only, by ASC. The data collected here are used to look at patterns in student recruitment and to provide data to inform policy about particular subject areas. The data are also used to monitor the number of credit values returned in the survey, per registration.

Table 5

9 Data collected on Table 5 will be used to monitor Performance Element provision at the University of Glamorgan.

Table 6

10 Data collected on Table 6 will be used to monitor provision funded through the release of ITT (QTS) places into education related provision.

Annex O

Printed Tables for Completion by All Institutions Directly Funded by HEFCW

EYM 2010/11

Table 1a: Home and EU Fundable Credit Values

Mode: Full-time
Institution:
Code:

ASC			Level	Credit Values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2010/11 Col (1) + (2) - (3)
				1	2	3	4
ASC 1 Clinical & Pre-clinical Subjects	1a: Pre-clinical Medicine		UG degree				0
			UG non-degree				0
			PGT				0
	1b: Clinical Medicine		UG degree				0
			UG non-degree				0
			PGT				0
	1c: Pre-clinical Dentistry		UG degree				0
			UG non-degree				0
			PGT				0
	1d: Clinical Dentistry		UG degree				0
			UG non-degree				0
			PGT				0
ASC 2 Subjects & Professions Allied to Medicine			UG degree				0
			UG non-degree				0
			PGT				0
ASC 3 Science			UG degree				0
			UG non-degree				0
			PGT				0
ASC 4 Engineering & Technology			UG degree				0
			UG non-degree				0
			PGT				0
ASC 5 Built Environment			UG degree				0
			UG non-degree				0
			PGT				0
ASC 6 Mathematical Sciences, IT and computing			UG degree				0
			UG non-degree				0
			PGT				0
ASC 7 Business & Management			UG degree				0
			UG non-degree				0
			PGT				0
ASC 8 Social Sciences			UG degree				0
			UG non-degree				0
			PGT				0
ASC 9 Humanities			UG degree				0
			UG non-degree				0
			PGT				0
ASC 10 Art, Design and Performing Arts			UG degree				0
			UG non-degree				0
			PGT				0
ASC 11 Education	11a: ITT (QTS)	Primary	UG				0
			PGT				0
	11a: ITT (QTS)	Secondary	UG				0
			PGT				0
	11b: Non-QTS		UG degree				0
			UG non-degree				0
			PGT				0
Total			UG degree	0	0	0	0
			UG non-degree	0	0	0	0
			PGT	0	0	0	0
Total				0	0	0	0

EYM 2010/11

Table 1b: Home and EU Fundable Credit Values

Mode: Sandwich Year Out
Institution:
Code:

ASC			Level	Credit Values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2010/11 Col (1) + (2) - (3)
				1	2	3	4
ASC 1 Clinical & Pre-clinical Subjects	1a: Pre-clinical Medicine		UG degree				0
			UG non-degree				0
			PGT				0
	1b: Clinical Medicine		UG degree				0
			UG non-degree				0
			PGT				0
	1c: Pre-clinical Dentistry		UG degree				0
			UG non-degree				0
			PGT				0
	1d: Clinical Dentistry		UG degree				0
			UG non-degree				0
			PGT				0
ASC 2 Subjects & Professions Allied to Medicine			UG degree				0
			UG non-degree				0
			PGT				0
ASC 3 Science			UG degree				0
			UG non-degree				0
			PGT				0
ASC 4 Engineering & Technology			UG degree				0
			UG non-degree				0
			PGT				0
ASC 5 Built Environment			UG degree				0
			UG non-degree				0
			PGT				0
ASC 6 Mathematical Sciences, IT and computing			UG degree				0
			UG non-degree				0
			PGT				0
ASC 7 Business & Management			UG degree				0
			UG non-degree				0
			PGT				0
ASC 8 Social Sciences			UG degree				0
			UG non-degree				0
			PGT				0
ASC 9 Humanities			UG degree				0
			UG non-degree				0
			PGT				0
ASC 10 Art, Design and Performing Arts			UG degree				0
			UG non-degree				0
			PGT				0
ASC 11 Education	11a: ITT (QTS)	Primary	UG				0
			PGT				0
	11a: ITT (QTS)	Secondary	UG				0
			PGT				0
	11b: Non-QTS		UG degree				0
			UG non-degree				0
			PGT				0
Total			UG degree	0	0	0	0
			UG non-degree	0	0	0	0
			PGT	0	0	0	0
Total				0	0	0	0

Sandwich Year Out are counted at 120 credit values per registration.

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Table 1c: Home and EU Fundable Credit Values

Mode: Part-time
Institution:
Code:

ASC			Level	Credit Values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2010/11 Col (1) + (2) - (3)	Total Assumed Completed Franchised Out Credit Values (of those in column 4)
				1	2	3	4	5
ASC 1 Clinical & Pre-clinical Subjects	1a: Pre-clinical Medicine		UG				0	
			PGT				0	
	1b: Clinical Medicine		UG				0	
			PGT				0	
	1c: Pre-clinical Dentistry		UG				0	
			PGT				0	
	1d: Clinical Dentistry		UG				0	
			PGT				0	
ASC 2 Subjects & Professions Allied to Medicine			UG				0	
			PGT				0	
ASC 3 Science			UG				0	
			PGT				0	
ASC 4 Engineering & Technology			UG				0	
			PGT				0	
ASC 5 Built Environment			UG				0	
			PGT				0	
ASC 6 Mathematical Sciences, IT and computing			UG				0	
			PGT				0	
ASC 7 Business & Management			UG				0	
			PGT				0	
ASC 8 Social Sciences			UG				0	
			PGT				0	
ASC 9 Humanities			UG				0	
			PGT				0	
ASC 10 Art, Design and Performing Arts			UG				0	
			PGT				0	
ASC 11 Education	11a: ITT (QTS)	Primary	UG				0	
			PGT				0	
	11a: ITT (QTS)	Secondary	UG				0	
			PGT				0	
	11b: Non-QTS		UG				0	
			PGT				0	
Total			UG	0	0	0	0	0
			PGT	0	0	0	0	0
Total				0	0	0	0	0

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Table 2a: Home and EU Fundable ITT (QTS) Student Registrations

Mode: Full-time
Institution:
Code:

Phase	Subject	Level	Registrations between 1 August 2010 and 1 November 2010	Number of registrations gaining QTS (of those in column 1)
			1	2
Primary Education		UG degree		
		PGT		
Secondary Education	Information Technology	UG degree		
		PGT		
	Design and Technology	UG degree		
		PGT		
	French	UG degree		
		PGT		
	German	UG degree		
		PGT		
	Italian	UG degree		
		PGT		
	Spanish	UG degree		
		PGT		
	Other Modern Languages	UG degree		
		PGT		
	Welsh	UG degree		
		PGT		
	Mathematics	UG degree		
		PGT		
	Biology	UG degree		
		PGT		
	Chemistry	UG degree		
		PGT		
	General/Integrated Science	UG degree		
		PGT		
	Physics	UG degree		
		PGT		
	Other Science	UG degree		
		PGT		
	Music	UG degree		
		PGT		
	Religious Education	UG degree		
		PGT		
	Art	UG degree		
		PGT		
	Business Studies	UG degree		
		PGT		
	Drama	UG degree		
		PGT		
	English	UG degree		
		PGT		
	Geography	UG degree		
		PGT		
	History	UG degree		
		PGT		
	Physical Education	UG degree		
		PGT		
	Other (Specify)	UG degree		
		PGT		
	Total Secondary Education	UG degree	0.0	0.0
		PGT	0.0	0.0
Total		UG degree	0.0	0.0
		PGT	0.0	0.0
Total			0.0	0.0

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Table 2b: Home and EU Fundable ITT (QTS) Student Registrations and Associated Credit Values

Mode: Part-time
Institution:
Code:

Phase	Subject	Level	Registrations between 1 August 2010 and 1 November 2010	Registrations after 1 November 2010 in AY 2010/11	Number of registrations gaining QTS (of those in columns 1 & 2)
			1	2	3
Primary Education		UG degree			
		PGT			
Secondary Education	Information Technology	UG degree			
		PGT			
	Design and Technology	UG degree			
		PGT			
	French	UG degree			
		PGT			
	German	UG degree			
		PGT			
	Italian	UG degree			
		PGT			
	Spanish	UG degree			
		PGT			
	Other Modern Languages	UG degree			
		PGT			
	Welsh	UG degree			
		PGT			
	Mathematics	UG degree			
		PGT			
	Biology	UG degree			
		PGT			
	Chemistry	UG degree			
		PGT			
	General/Integrated Science	UG degree			
		PGT			
	Physics	UG degree			
		PGT			
	Other Science	UG degree			
		PGT			
	Music	UG degree			
		PGT			
	Religious Education	UG degree			
		PGT			
	Art	UG degree			
		PGT			
	Business Studies	UG degree			
		PGT			
	Drama	UG degree			
		PGT			
	English	UG degree			
		PGT			
	Geography	UG degree			
		PGT			
	History	UG degree			
		PGT			
	Physical Education	UG degree			
		PGT			
	Other (Specify)	UG degree			
		PGT			
	Total Secondary Education	UG degree	0.0	0.0	0.0
		PGT	0.0	0.0	0.0
Total		UG degree	0.0	0.0	0.0
		PGT	0.0	0.0	0.0
Total			0.0	0.0	0.0

Phase	Subject	Level	Credit values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11
			1	2
Primary Education		UG degree		
		PGT		
Secondary Education	Information Technology	UG degree		
		PGT		
	Design and Technology	UG degree		
		PGT		
	French	UG degree		
		PGT		
	German	UG degree		
		PGT		
	Italian	UG degree		
		PGT		
	Spanish	UG degree		
		PGT		
	Other Modern Languages	UG degree		
		PGT		
	Welsh	UG degree		
		PGT		
	Mathematics	UG degree		
		PGT		
	Biology	UG degree		
		PGT		
	Chemistry	UG degree		
		PGT		
	General/Integrated Science	UG degree		
		PGT		
	Physics	UG degree		
		PGT		
	Other Science	UG degree		
		PGT		
	Music	UG degree		
		PGT		
	Religious Education	UG degree		
		PGT		
	Art	UG degree		
		PGT		
	Business Studies	UG degree		
		PGT		
	Drama	UG degree		
		PGT		
	English	UG degree		
		PGT		
	Geography	UG degree		
		PGT		
	History	UG degree		
		PGT		
	Physical Education	UG degree		
		PGT		
	Other (Specify)	UG degree		
		PGT		
	Total Secondary Education	UG degree	0.0	0.0
		PGT	0.0	0.0
Total		UG degree	0.0	0.0
		PGT	0.0	0.0
Total			0.0	0.0

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Table 3: Student Registrations

Mode: All Modes
Institution:
Code:

Level of study	Total assumed completed registrations in academic year 2010/11											
	Full-time			Sandwich Year Out			Part-time			Total		
	Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas
	Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable	
	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Undergraduate degree										0.0	0.0	0.0
Undergraduate non-degree										0.0	0.0	0.0
Undergraduate (not franchised out)										0.0	0.0	0.0
Undergraduate franchised out										0.0	0.0	0.0
Undergraduate total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Postgraduate taught										0.0	0.0	0.0
Postgraduate research										0.0	0.0	0.0
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Do not complete
Contains formulae

Each sandwich year out registration is counted as 1.

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Table 4: Home and EU Fundable Student Registrations

Mode: All Modes
Institution:
Code:

ASC		Total assumed completed registrations in academic year 2010/11														
		Full-time				Sandwich Year Out				Part-time				Total		
		Undergraduate degree	Undergraduate non-degree	Postgraduate taught	Postgraduate research	Undergraduate degree	Undergraduate non-degree	Postgraduate taught	Postgraduate research	Undergraduate (not franchised out)	Undergraduate franchised out	Postgraduate taught	Postgraduate research	Undergraduate	Postgraduate taught	Postgraduate research
		1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d	4a	4b	4c
1	Clinical and Pre-clinical Medicine and Dentistry													0.0	0.0	0.0
2	Subjects and Professions Allied to Medicine													0.0	0.0	0.0
3	Science													0.0	0.0	0.0
4	Engineering and Technology													0.0	0.0	0.0
5	Built Environment													0.0	0.0	0.0
6	Mathematical Sciences, IT and Computing													0.0	0.0	0.0
7	Business and Management													0.0	0.0	0.0
8	Social Sciences													0.0	0.0	0.0
9	Humanities													0.0	0.0	0.0
10	Art, Design and Performing Arts													0.0	0.0	0.0
11aa	Education ITT (QTS) Primary													0.0	0.0	0.0
11ab	Education ITT (QTS) Secondary													0.0	0.0	0.0
11b	Education (Non-QTS)													0.0	0.0	0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Each sandwich year out registration is counted as 1.

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Table 5: Art, Design and Performing Arts - Home and EU Fundable Performance Element Registrations and Credit Values

Mode: Full-time and Part-time
Institution:
Code:

Full-time

ASC	Level	Credit Values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2010/11 Col (1) + (2) - (3)
		1	2	3	4
ASC 10 Art, Design and Performing Arts - performance element	UG degree				0
	PGT				0
Total		0	0	0	0

Credit values returned in this table are a subset of those returned in ASC 10, Table 1a.

Part-time

ASC	Level	Credit Values between 1 August 2010 and 1 November 2010	Credit Values after 1 November 2010 in AY 2010/11	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2010/11 Col (1) + (2) - (3)
		1	2	3	4
ASC 10 Art, Design and Performing Arts - performance element	UG degree				0
	PGT				0
Total		0	0	0	0

Credit values returned in this table are a subset of those returned in ASC 10, Table 1c.

Full-time and Part-time

ASC	Assumed completed registrations in academic year 2010/11					
	Full-time		Part-time		Total	
	Undergraduate degree	Postgraduate taught	Undergraduate (not franchised out)	Postgraduate taught	Undergraduate	Postgraduate taught
	1a	1c	3a	3c	4a	4b
ASC 10 Art, Design and Performing Arts - performance element					0	0

Registrations returned in this table are a subset of those returned in ASC 10, Table 4.

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Table 6: Home and EU Fundable Credit Values Relating to Places Released by ITT (QTS) Reconfiguration

Mode: All modes
Institution:
Code:

ASC			Level	Assumed Completed Credit Values AY 2010/11 - Full-time	Assumed Completed Credit Values AY 2010/11 - Sandwich Year Out	Assumed Credit Values AY 2010/11 - Part-time
				1	2	3
ASC 1 Clinical & Pre-clinical Subjects	1a: Pre-clinical Medicine		UG degree UG non-degree PGT			
	1b: Clinical Medicine		UG degree UG non-degree PGT			
	1c: Pre-clinical Dentistry		UG degree UG non-degree PGT			
	1d: Clinical Dentistry		UG degree UG non-degree PGT			
ASC 2 Subjects & Professions Allied to Medicine			UG degree UG non-degree PGT			
ASC 3 Science			UG degree UG non-degree PGT			
ASC 4 Engineering & Technology			UG degree UG non-degree PGT			
ASC 5 Built Environment			UG degree UG non-degree PGT			
ASC 6 Mathematical Sciences, IT and computing			UG degree UG non-degree PGT			
ASC 7 Business & Management			UG degree UG non-degree PGT			
ASC 8 Social Sciences			UG degree UG non-degree PGT			
ASC 9 Humanities			UG degree UG non-degree PGT			
ASC 10 Art, Design and Performing Arts			UG degree UG non-degree PGT			
ASC 11 Education	11a: ITT (QTS)	Primary	UG PGT			
	11a: ITT (QTS)	Secondary	UG PGT			
	11b: Non-QTS		UG degree UG non-degree PGT			
Total			UG degree UG non-degree PGT			
Total				0	0	0