

Information Toolkit for Higher Education Governors

November 2010



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Introduction

This is the second edition of the Information Toolkit for higher education (HE) governors. It includes a selection of the wide range of information available to assist governors in meeting their obligations in respect of steering and monitoring the overall strategic direction of their institution. The information in this edition of the Toolkit is based mainly on data for 2008/09 collated by the Higher Education Statistics Agency (HESA).

The Toolkit is in two parts:

Part 1 provides a selection of graphical reports covering a wider range of higher education activity. These illustrate the positioning, and in some instances the performance, of Welsh higher education institutions within a UK context and at a particular point in time.

Part 2 sets out details of a range of useful data and information resources, either produced by HEFCW or available more widely. Where appropriate, we have included links to the websites containing the information.

In future editions of the Toolkit we will also include reports on the HE sector's, and individual institution's, performance to date against the high level *For Our Future*¹ target measures included in our Corporate Strategy 2010-11 to 2012-13.

It is important to emphasise that the material presented here is just a distillation of the totality of data available to, and used by, institutions. We recognise that the primary responsibility for the provision of such information to their governing body members rests with the institutions. We also recognise that governing bodies have a particular responsibility for ensuring that there are adequate processes in place to enable them to monitor and evaluate the performance and effectiveness of their own institutions, especially in relation to their strategic plan objectives and associated key performance indicators. An institution's Mission and Vision, and starting point, are all material factors for governing bodies to consider when reviewing its current positioning. This Toolkit will, hopefully, provide a basis for better informed questions and understanding by governors.

The graphical reports in Part 1 showing Welsh higher education institutions (HEIs) in a UK context represent only a snapshot of the information that is available to institutions. They are not intended to replace the detailed performance review and analysis which HE governing bodies should be undertaking of their institutions on a regular basis. Indeed, we know that many governing bodies in Wales already regularly review their institution's progress and performance on various measures; benchmark their performance against comparable peer group institutions; and monitor trends in performance over time.

¹ *For Our Future* is the Welsh Assembly Government's strategy for higher education, published December 2009

Because we hold or have ready access to much of the HE data available, and because we use a range of this data to inform our assessment of institutional risk, we consider it to be useful to provide governors each year with a small selection of this high level information, particularly that relating to the context of institutions in Wales relative to all other UK institutions. We have generated the graphical reports in this Toolkit based on data that are readily available to institutions.

There are a number of important areas that do not lend themselves readily to direct measurement using data or graphical representation or comparative reporting, but that nonetheless are of interest to HE governors with respect to their broader responsibilities for monitoring the performance of their institutions. A few are highlighted here.

On leadership, governance and management issues, HE governors need assurances about the adequacy of arrangements at their respective institutions for assessing and addressing the training, information and development needs of both governors and senior staff. In this regard governors should note key sources of useful advice, information and training and development opportunities, in particular from the Committee of University Chairs (CUC) and the Leadership Foundation for Higher Education (LFHE).

On quality assurance, governors will be aware that the Quality Assurance Agency (QAA) regularly conducts institutional reviews. This is the process by which the QAA examines the current and future management of the quality and standards of institutions' academic provision. We have included in Part 2 of the Toolkit a summary of the current QAA institutional review outcomes for each Welsh institution. The full set of UK HE review reports can be found on the QAA's website at: <http://www.qaa.ac.uk/reviews/reports/instIndex.asp>.

Contact details and/or website references for the CUC, LFHE, QAA, and for various other useful data and information sources, are included in Part 2.

Part 1: Graphical reports - Welsh higher education institutions in UK context

N.B. The Higher Education Statistics Agency (HESA) data sets which underpin these graphs are obtainable via the Higher Education Information Database (heidi) web-based management information service, to which all UK HEIs can subscribe.

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Summary higher education sector financial performance 2005/06 to 2008/09, Wales and UK

	Wales HE sector				UK HE sector			
	2005/06	2006/07	2007/08	2008/09	2005/06	2006/07	2007/08	2008/09
Total Income	£926m	£1,003m	£1,092m	£1,172m	£19,528m	£21,255m	£23,365m	£25,274m
Operating surplus	£12.7m	£23.1m	£30.0m	£22.0m	£160.9m	£217.6m	£488.2m	£329.9m
as % of total income	1.38%	2.30%	2.75%	1.88%	0.82%	1.02%	2.09%	1.31%
Historic cost surplus	£26.0m	£29.6m	£43.3m	£32.2m	£500.1m	£605.5m	£858.3m	£598.5m
as % of total income	2.81%	2.95%	3.96%	2.75%	2.56%	2.85%	3.67%	2.37%
TRAC operating deficit	(£59m)	(£50m)	(£46m)	(£68m)	(£1,291m)	(£1,394m)	(£1,276m)	(£1,543m)
as % of total income	(6.4%)	(5.0%)	(4.2%)	(5.8%)	(6.6%)	(6.6%)	(5.4%)	(6.1%)
Cash flow from operating activities as % of total income	4.02%	2.99%	5.46%	5.07%	4.83%	5.48%	5.97%	6.60%
Net liquidity as number of days' expenditure	96	84	98	100	66	73	85	84
External borrowings as % of total income	8.48%	8.08%	9.49%	10.40%	17.50%	17.63%	18.89%	18.73%
Discretionary reserves excl FRS 17 as % of total income	45.27%	44.82%	43.16%	42.72%	40.61%	40.95%	44.00%	43.38%

Source: HESA Finance Record (definitions overleaf) – 2007-08 figures adjusted for prior year accounting adjustments

Summary higher education sector financial performance 2005/06 to 2008/09, Wales and UK

HE Finance data definitions

Total income

The total income from all sources for the year.

Operating surplus / (deficit)

The surplus/ (deficit) on continuing operations after depreciation of assets and before profit / (loss) on disposal of fixed assets and tax.

Historic cost surplus / (deficit)

The historic surplus or deficit is the operating surplus adjusted for:-

- Any profit (loss) on the disposal of fixed assets
- The HEI's own share of any joint venture or associate entity surplus (/deficit)
- Taxation
- Exceptional items (e.g. significant redundancy or reorganisation costs)
- Transfers to or from reserves within specific endowments
- The realisation of any gains (losses) on the revaluation of property from previous years
- The difference between the historic cost depreciation charge for the year and the actual charge for the year calculated on the revalued asset amount.

Transparent Approach to Costing (TRAC) operating deficit

TRAC adjustments are made to the published accounts results to reflect the full economic cost of capital employed and the cost of maintaining infrastructure at current insured values (as opposed to their historic cost); these two adjustments result in the UK HEI sector showing a significant 'TRAC-adjusted' deficit.

Cash flow from operating activities

This is the amount of cash (as opposed to surplus or deficit) which is generated from the day-to-day activities of the institution. Some cost activities (e.g. depreciation) do not physically 'consume' cash.

Net liquidity as number of days' expenditure

This measure shows how many days' worth of normal expenditure on HEI activities could be covered by the amount of readily available cash (either in the bank or on short term deposit, and less any overdrafts held with banks).

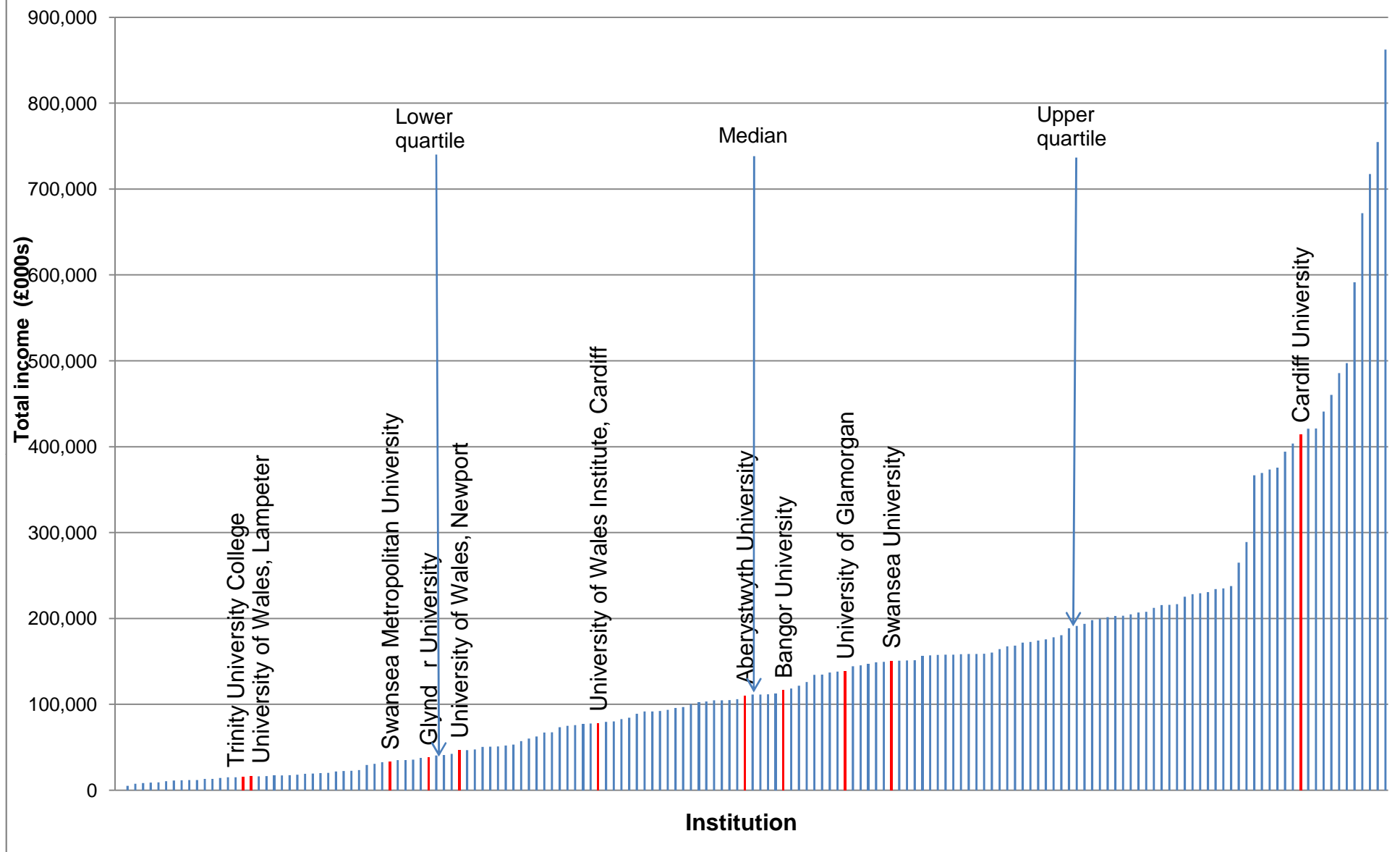
External borrowings

Some institutions borrow on a long term basis to fund major activities such as capital expenditure on buildings or equipment; others are able to finance such projects from their normal activities. When borrowing does take place, this ratio can help identify the level of burden placed on the institution and its ability to service its debt (i.e. the interest and capital repayments on the amounts borrowed).

Discretionary reserves

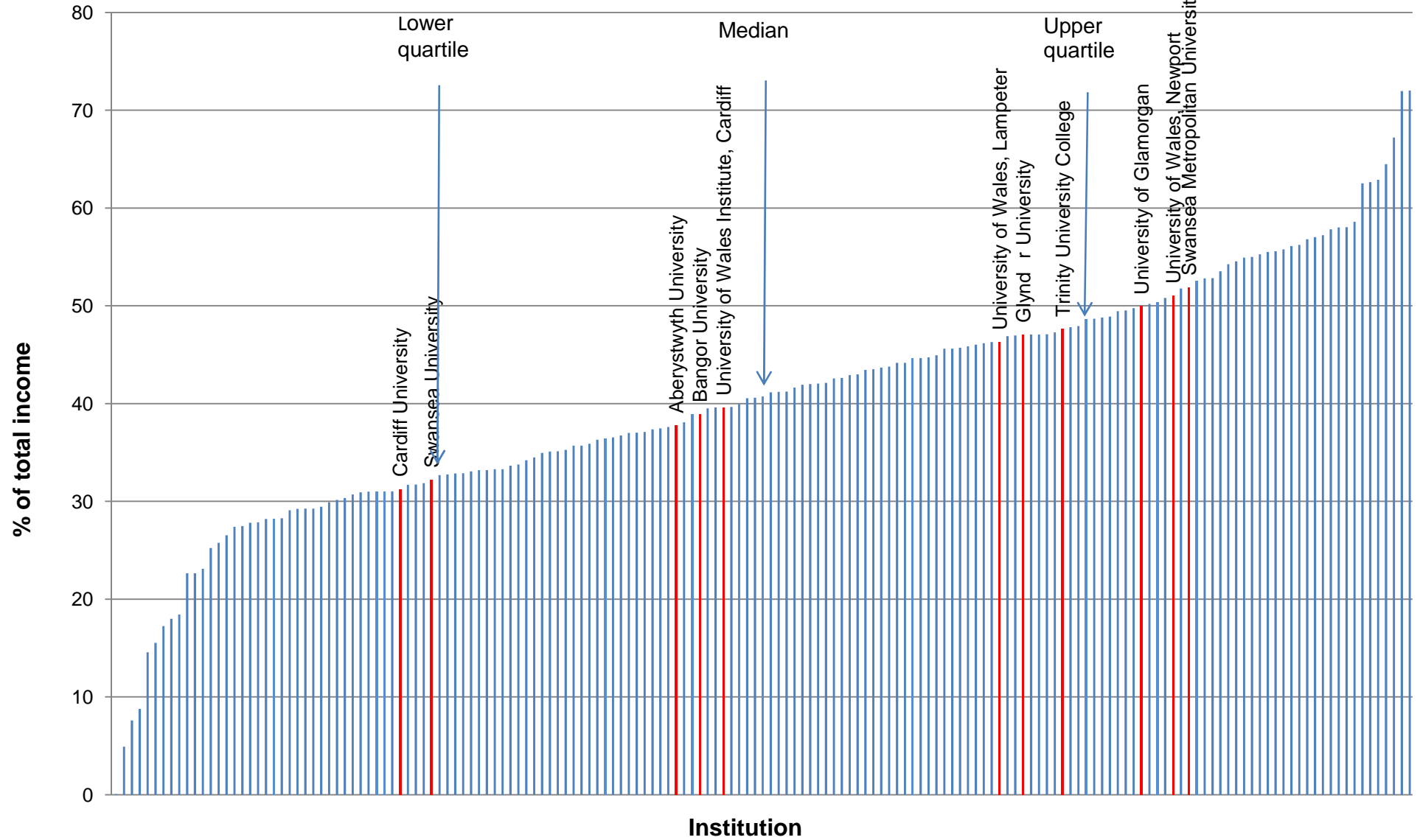
These reserves are primarily accumulated over time from the surpluses generated from the normal activities of the institution, and generally represent the long-term financial viability to fund future activities. The 'FRS17' adjustment (which reflects the current estimated value of the pensions deficit) is excluded from this figure.

Total income UK HEIs (group and share of joint ventures) 2008/09

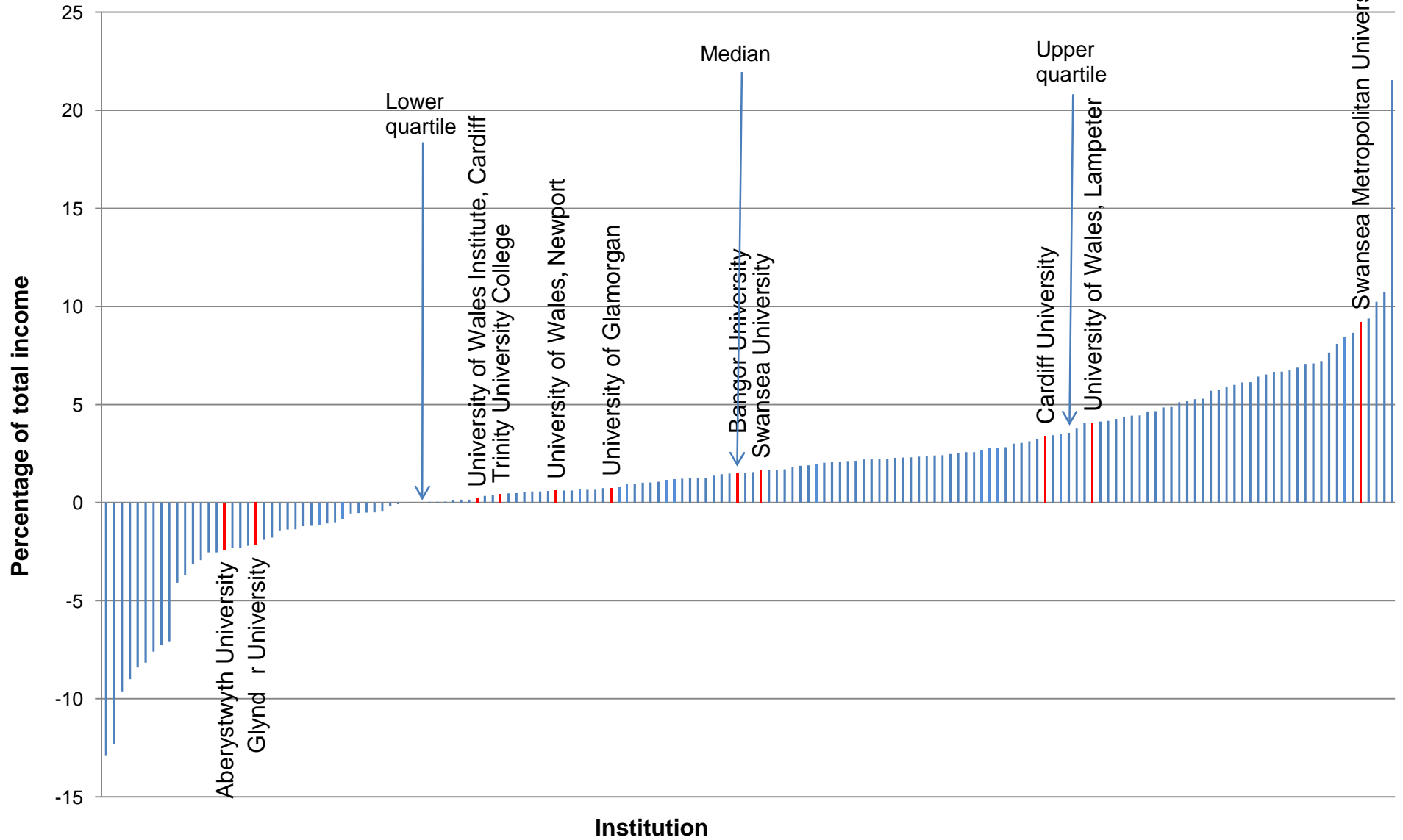


Note: The institution with the highest total income (£1.140 billion) has been excluded to bring the graph to a readable scale.

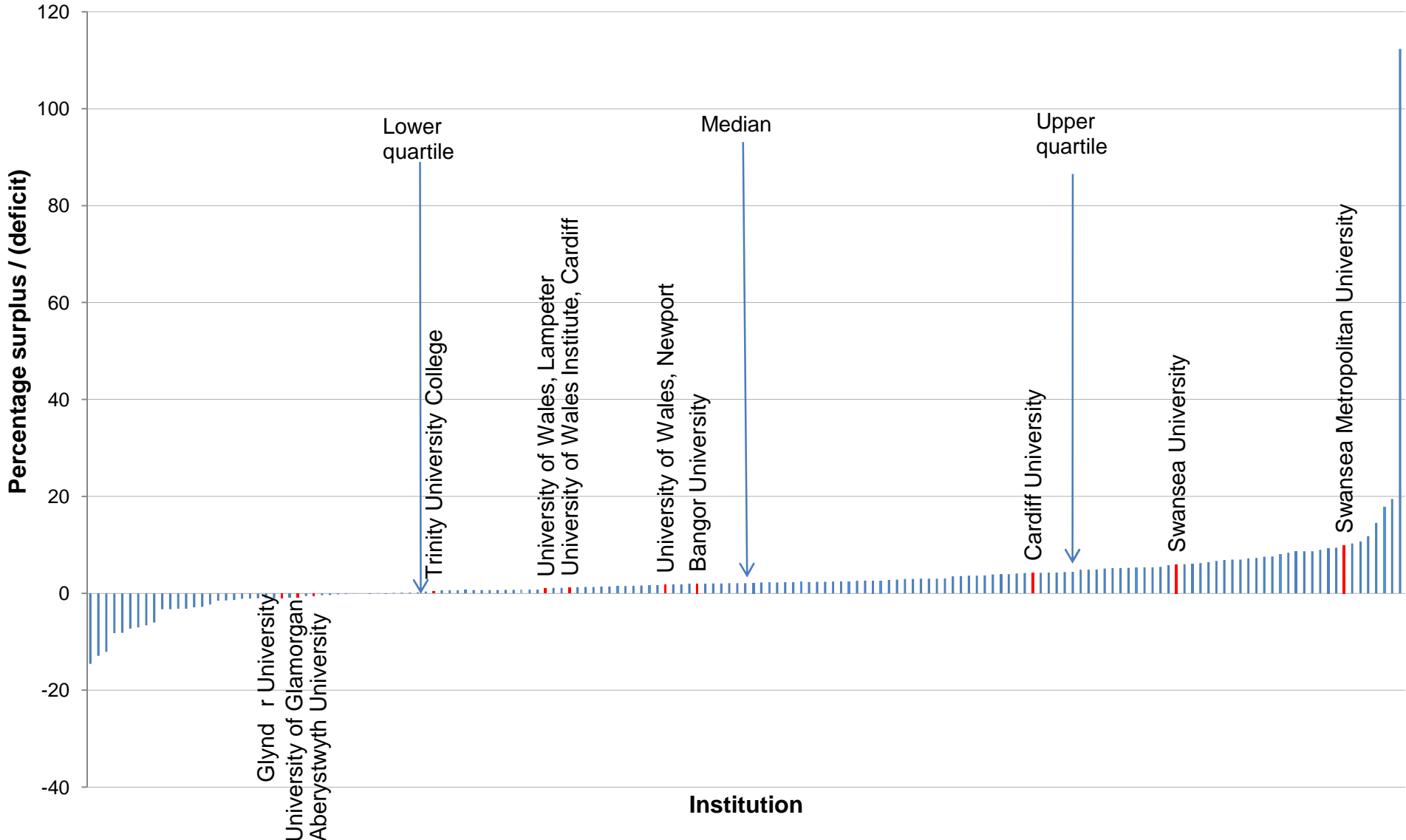
Funding Council grant as % of total income (including investment and endowment income) 2008/09



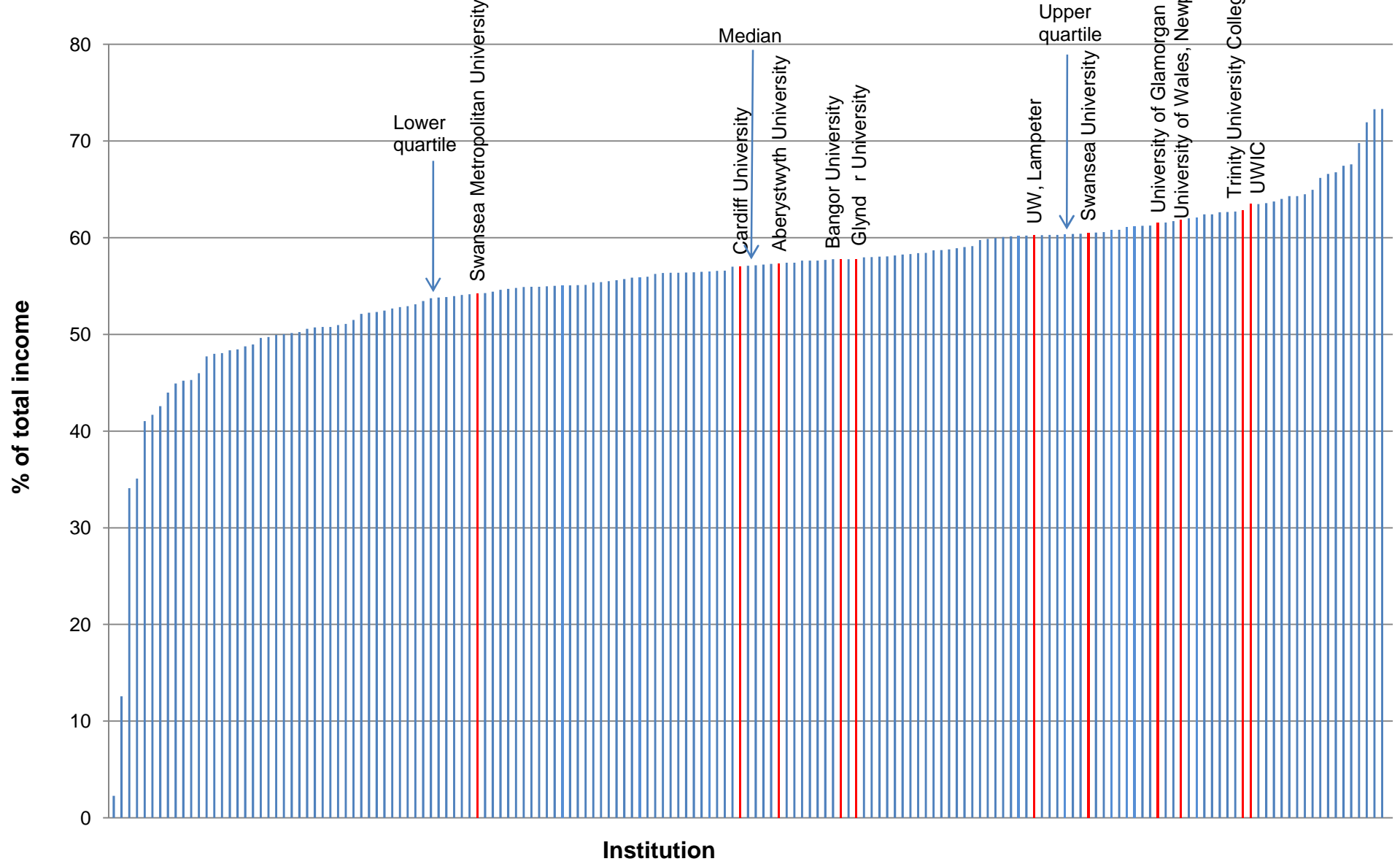
Operating surplus/(deficit) as % of total income (excluding exceptional income and costs) 2008/09

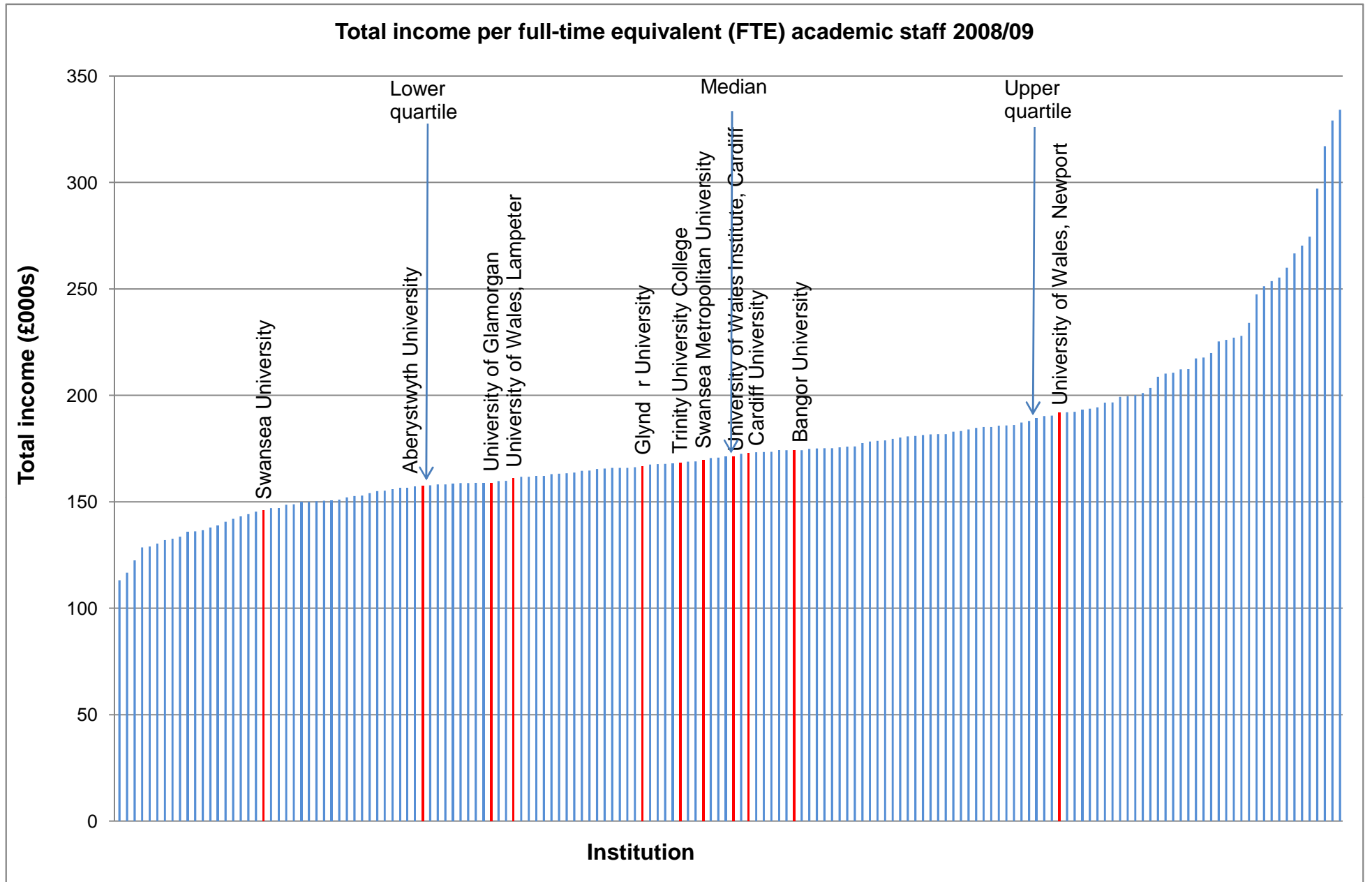


Historical cost surplus/(deficit), after taxation, as % of total income 2008/09



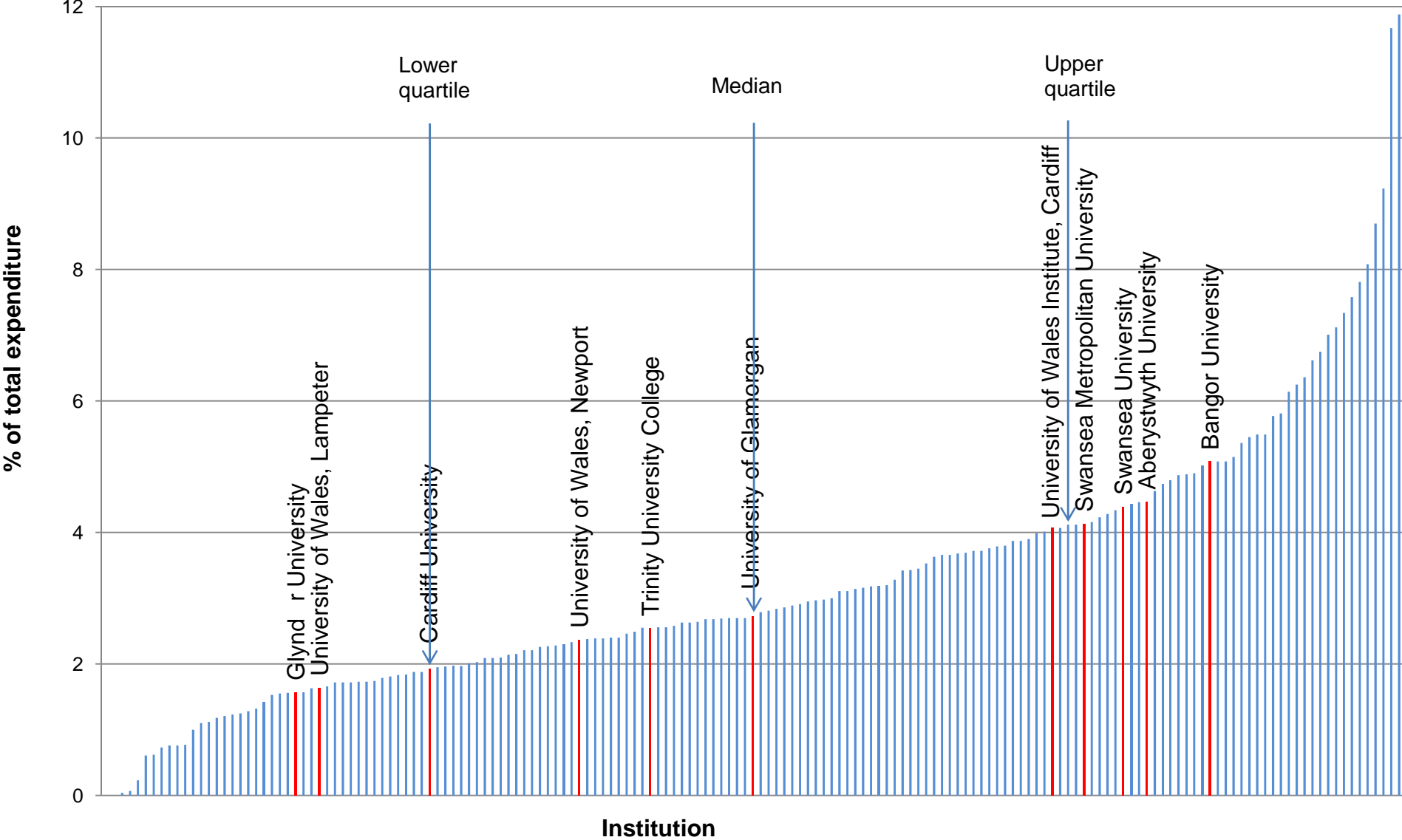
Staff costs as % of total income 2008/09

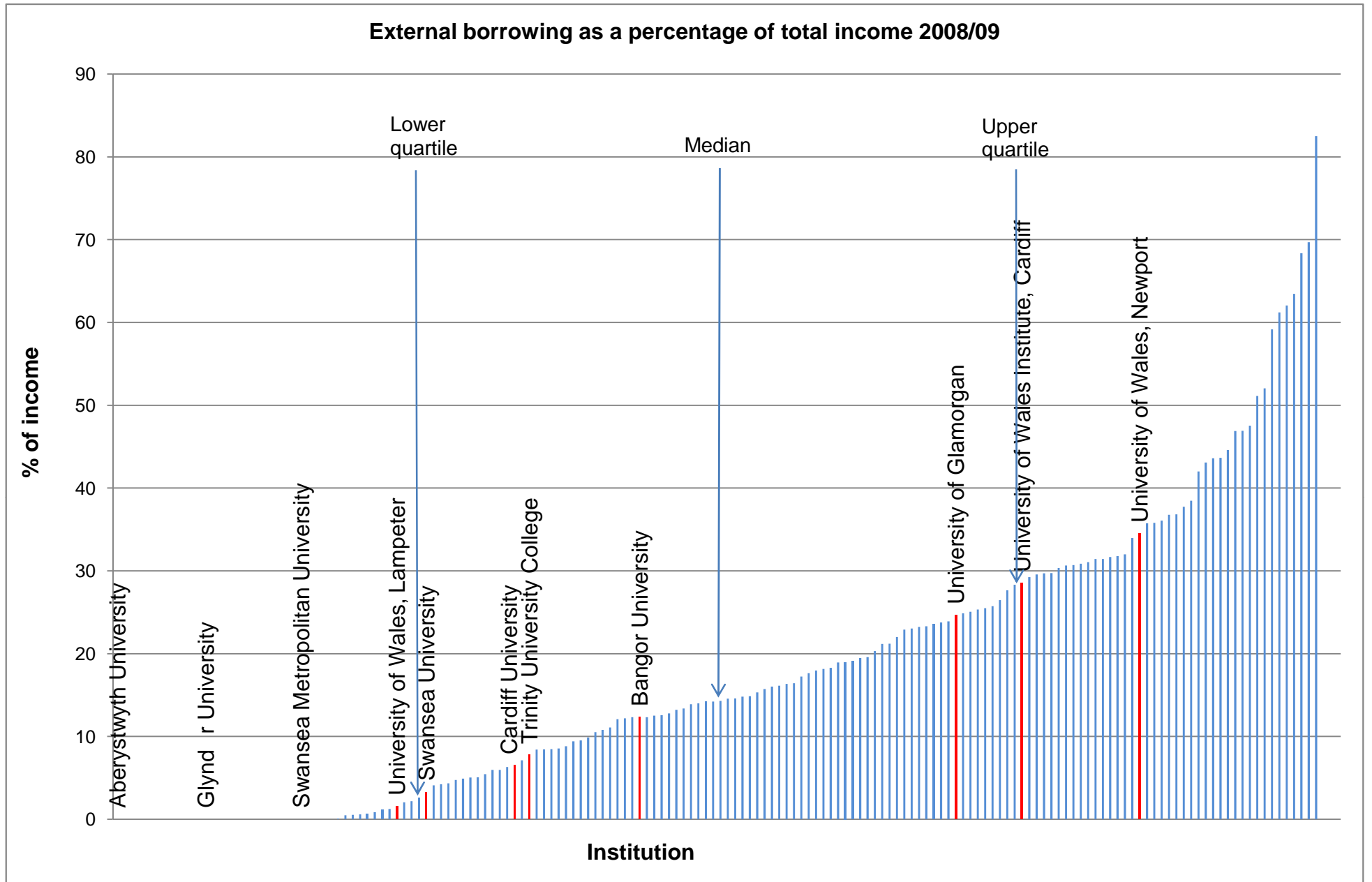




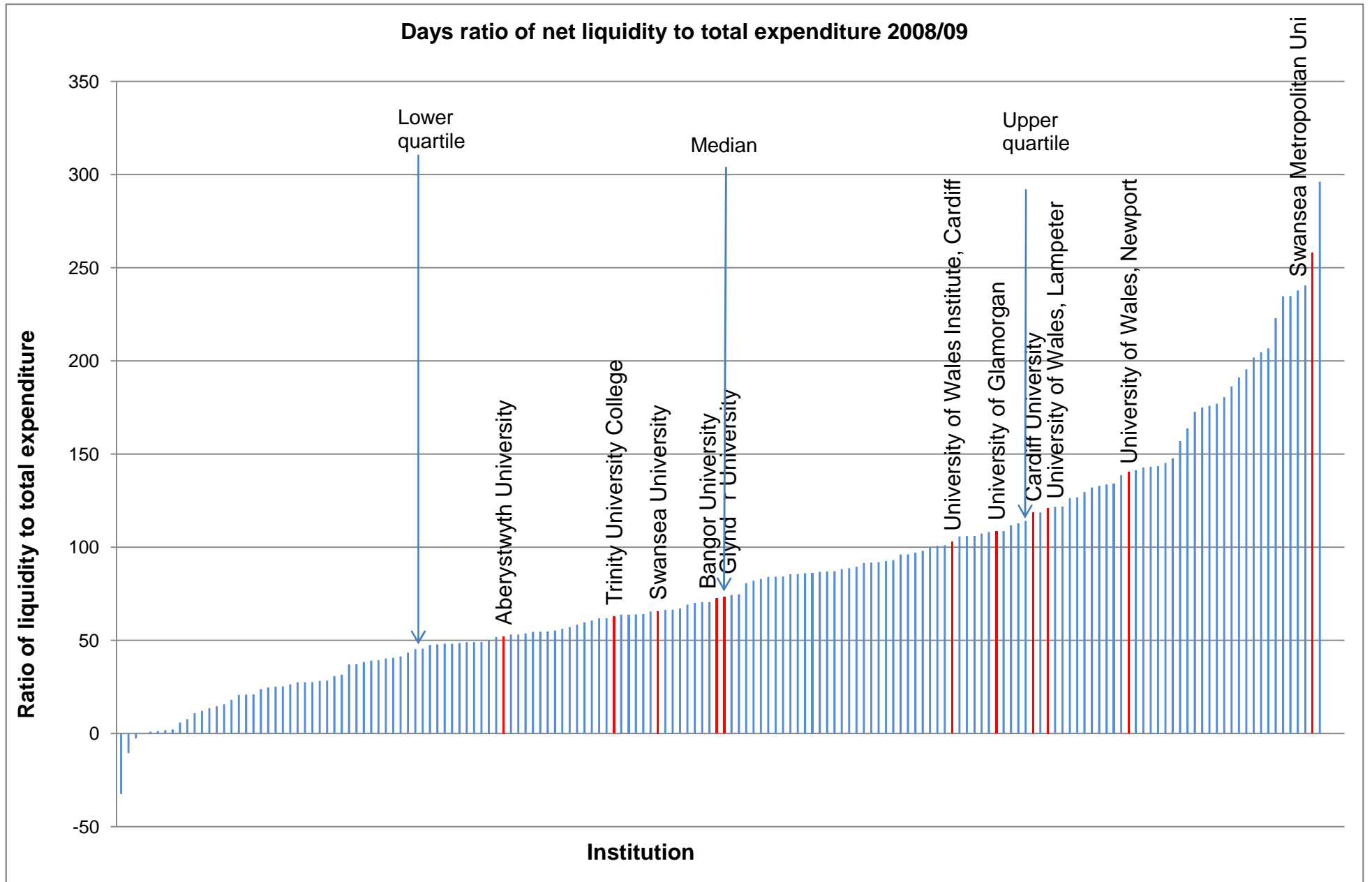
Note: Two institutions with large figures (£1,621k and £878k respectively) have been excluded to bring the graph to a readable to scale.

Premises cost (repairs and maintenance) as % of total expenditure 2008/09





Note: One institution with a large percentage (204%) has been excluded to bring the graph to a readable scale.



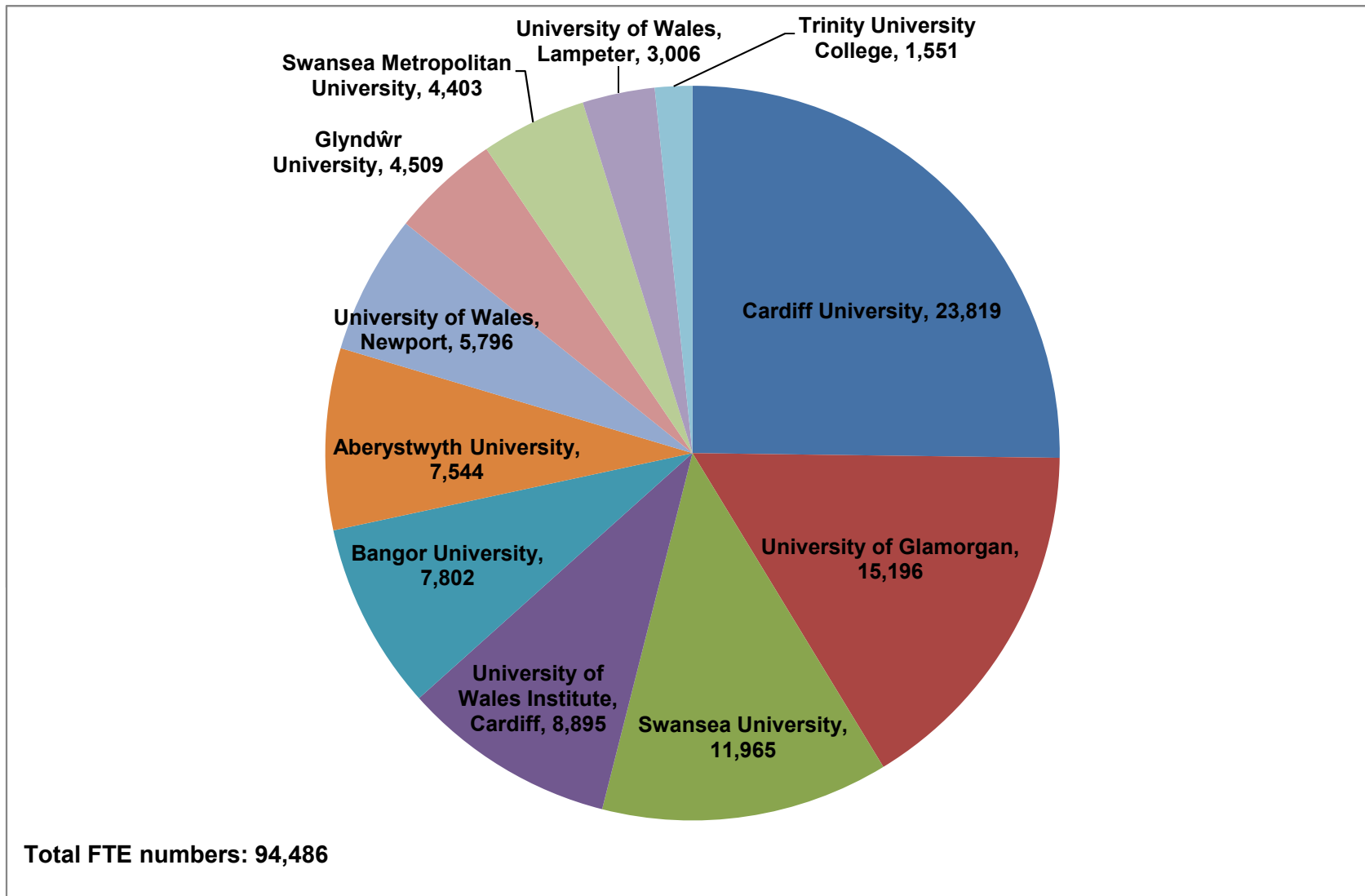
Note: One institution with a high ratio (651 days) has been excluded to bring the graph to a readable scale.

Summary full-time equivalent (FTE) student numbers at Welsh HE institutions 2008/09

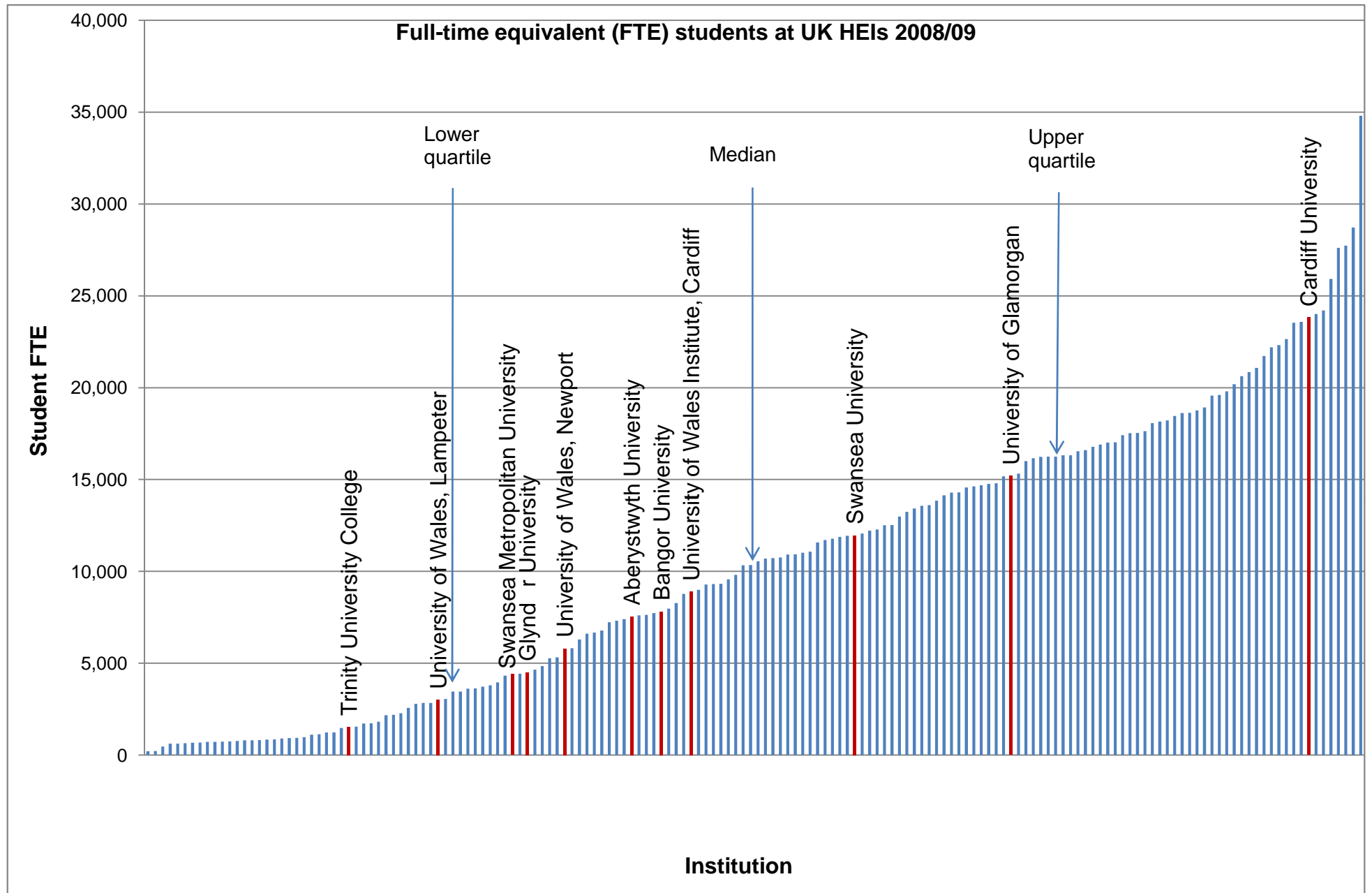
Institution	Full-time undergraduate	Part-time undergraduate	Full-time postgraduate	Part-time postgraduate	Total FTE:
Cardiff University	16,212	2,021	3,686	1,900	23,819
University of Glamorgan	10,705	2,620	1,112	760	15,196
Swansea University	9,126	574	1,503	762	11,965
University of Wales Institute, Cardiff	6,925	412	1,024	534	8,895
Bangor University	5,798	472	1,085	447	7,802
Aberystwyth University	6,135	390	757	261	7,544
University of Wales, Newport	3,191	1,845	406	354	5,796
Glyndŵr University	2,393	1,563	345	208	4,509
Swansea Metropolitan University	3,024	620	455	304	4,403
University of Wales, Lampeter	1,105	766	695	440	3,006
Trinity University College	1,092	284	130	46	1,551
Totals:	65,705	11,565	11,200	6,017	94,486

Source: HESA student record

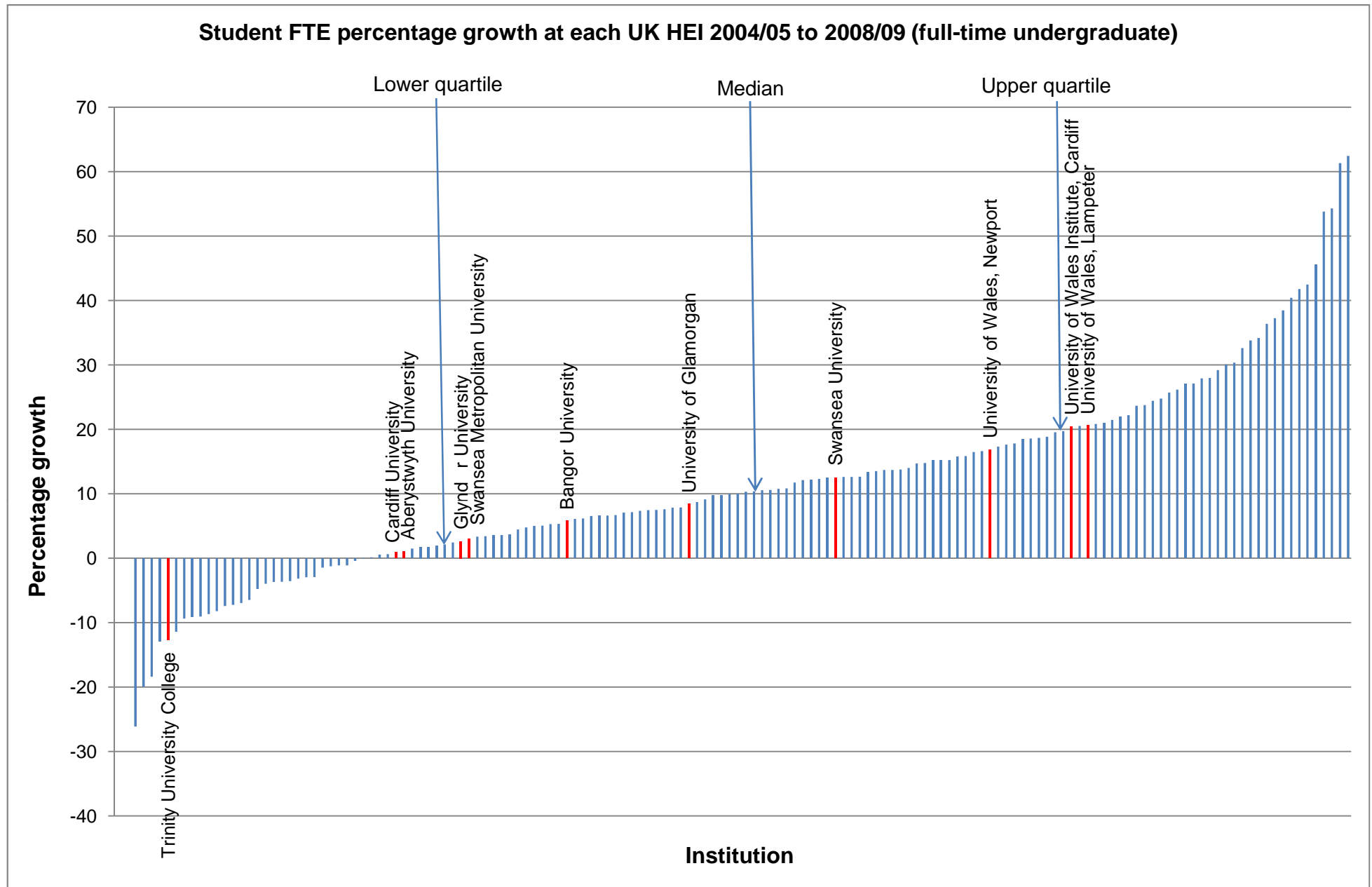
FTE student numbers at Welsh HEIs 2008/09



Source: HESA student record

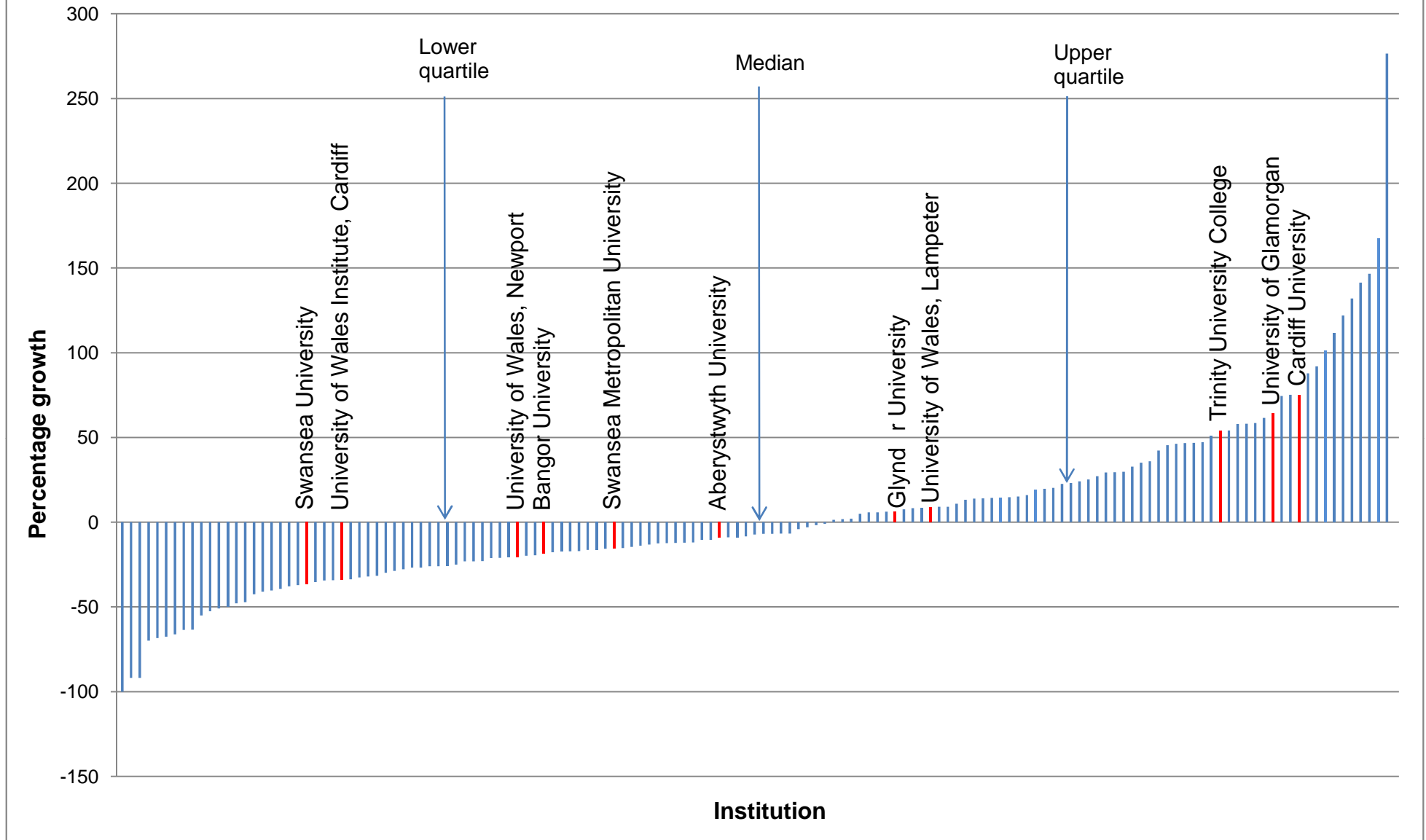


Note: The institution with the highest FTE student numbers (67,854) has been excluded to bring the graph to a readable scale.

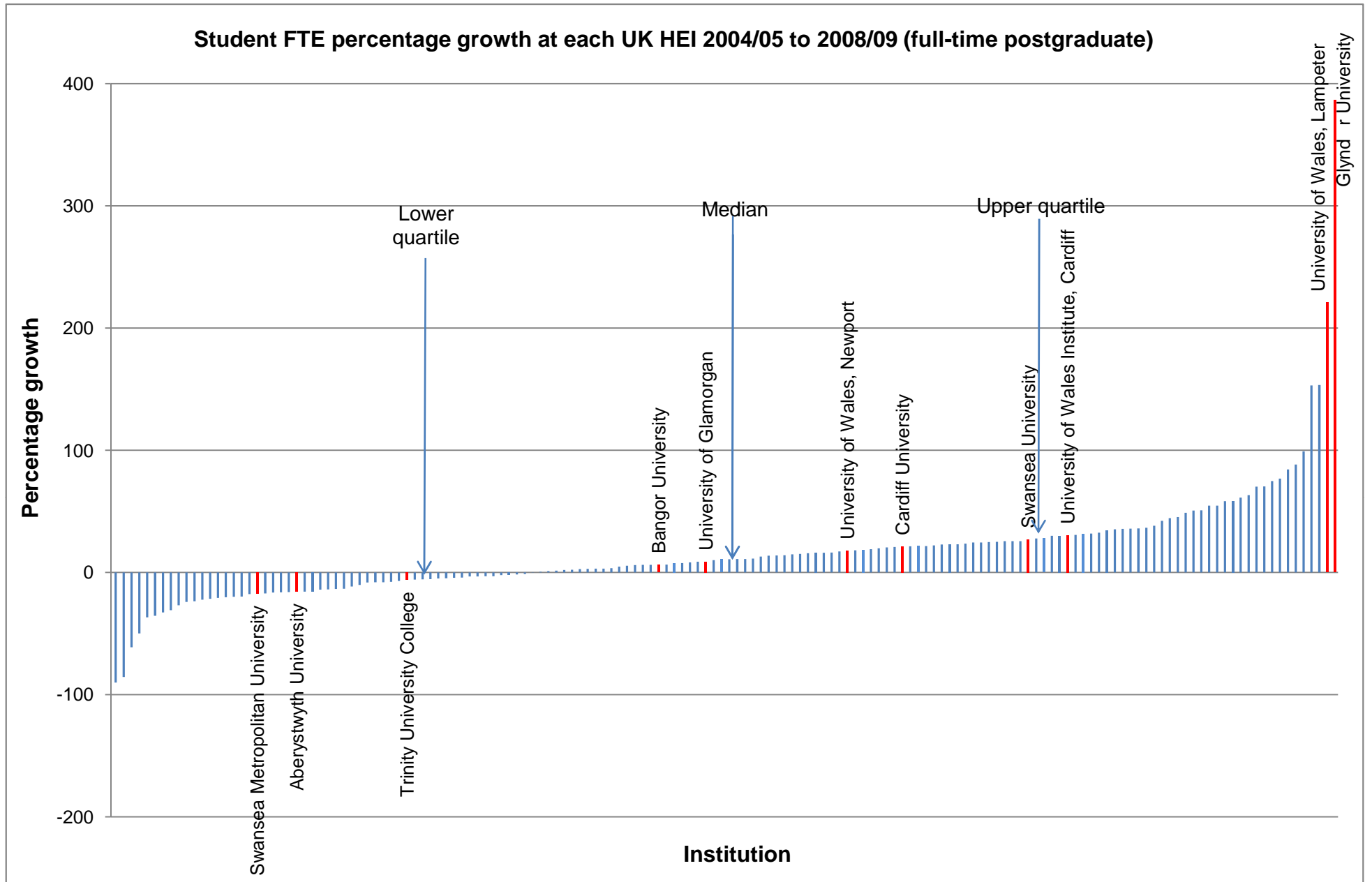


Note: Two institutions with large percentage increases (3,783 and 378) have been excluded to bring the graph to a readable scale. Two institutions which returned incomplete data for the period have also been excluded.

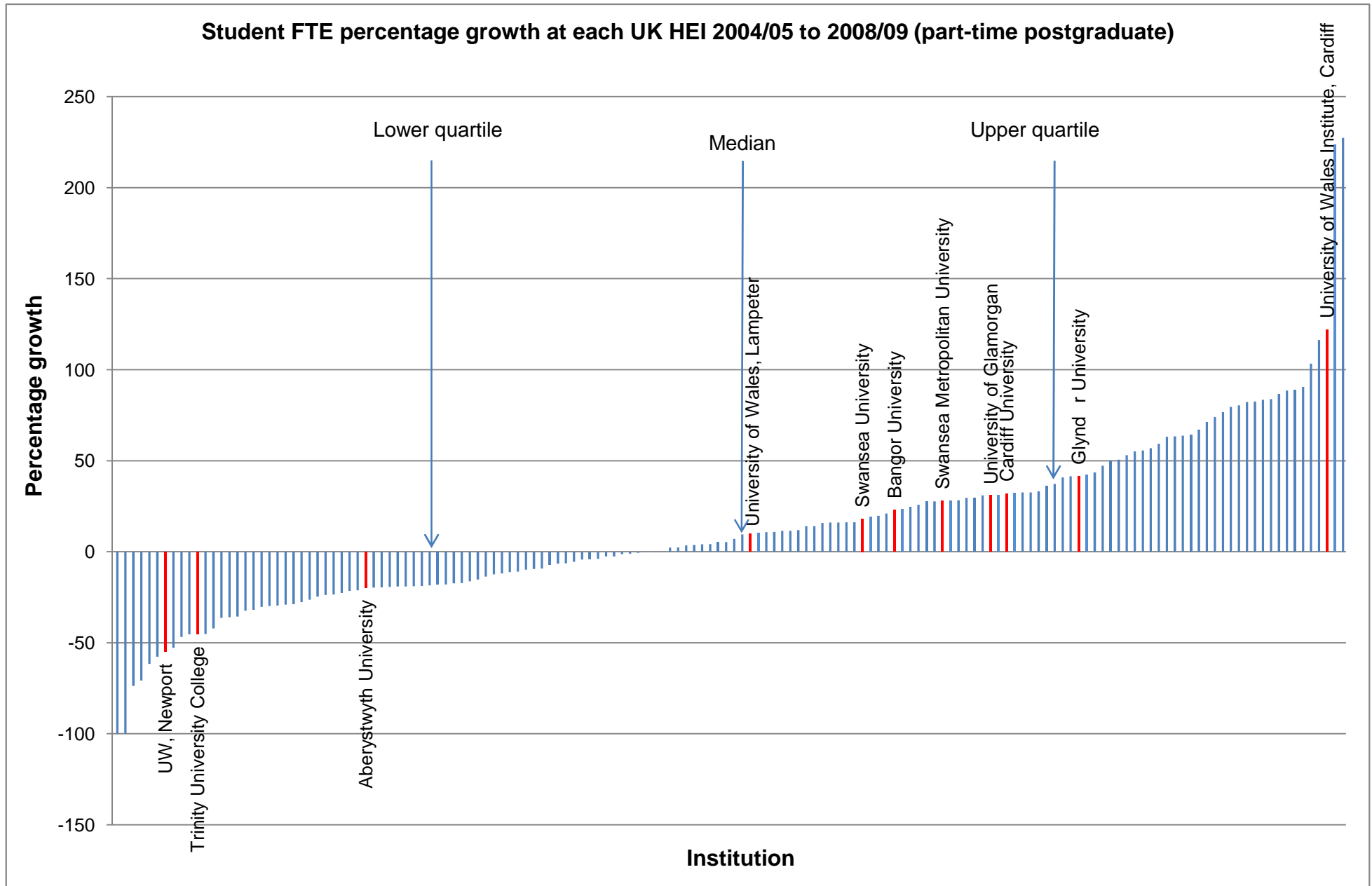
Student FTE percentage growth at each UK HEI 2004/05 to 2008/09 (part-time undergraduate)



Note: One institution with a large percentage increase (554) has been excluded to bring the graph to a readable scale. Thirteen institutions with no provision of data have also been excluded.



Note: One institution with a large percentage increase (620) has been excluded to bring the graph to a readable scale.



Note: Three institutions with large percentage increases (426, 491 and 967) have been excluded to bring the graph to a readable scale. Two institutions with no provision of data have also been excluded.

Participation of under-represented groups in higher education:

Young full-time first degree entrants from National Statistics Socio-economic Classification categories 4 to 7, 2008/09

	From age-adjusted NS-SEC classes 4, 5, 6 & 7		
	<i>Percent from NS-SEC classes 4,5,6 & 7</i>	<i>Benchmark (%)</i>	<i>Standard deviation (%) +/-</i>
Total Wales	32.5	-	-
Aberystwyth University	33.3	33.9	1.19
Bangor University	33.5	35.5	1.26
Cardiff University	22.9	26.2	0.74 -
University of Wales Institute, Cardiff	38.4	37.7	1.29
University of Glamorgan	39.1	37.6	1.24
Glynd ũr University	54.5	42.0	3.85 +
University of Wales, Lampeter	32.5	35.5	4.76
University of Wales, Newport	43.4	38.8	2.18
Swansea Metropolitan University	40.6	40.7	2.01
Swansea University	31.9	33.1	1.04
Trinity University College	43.4	39.5	3.14

+/- Shows that the indicator is significantly better/worse than its benchmark

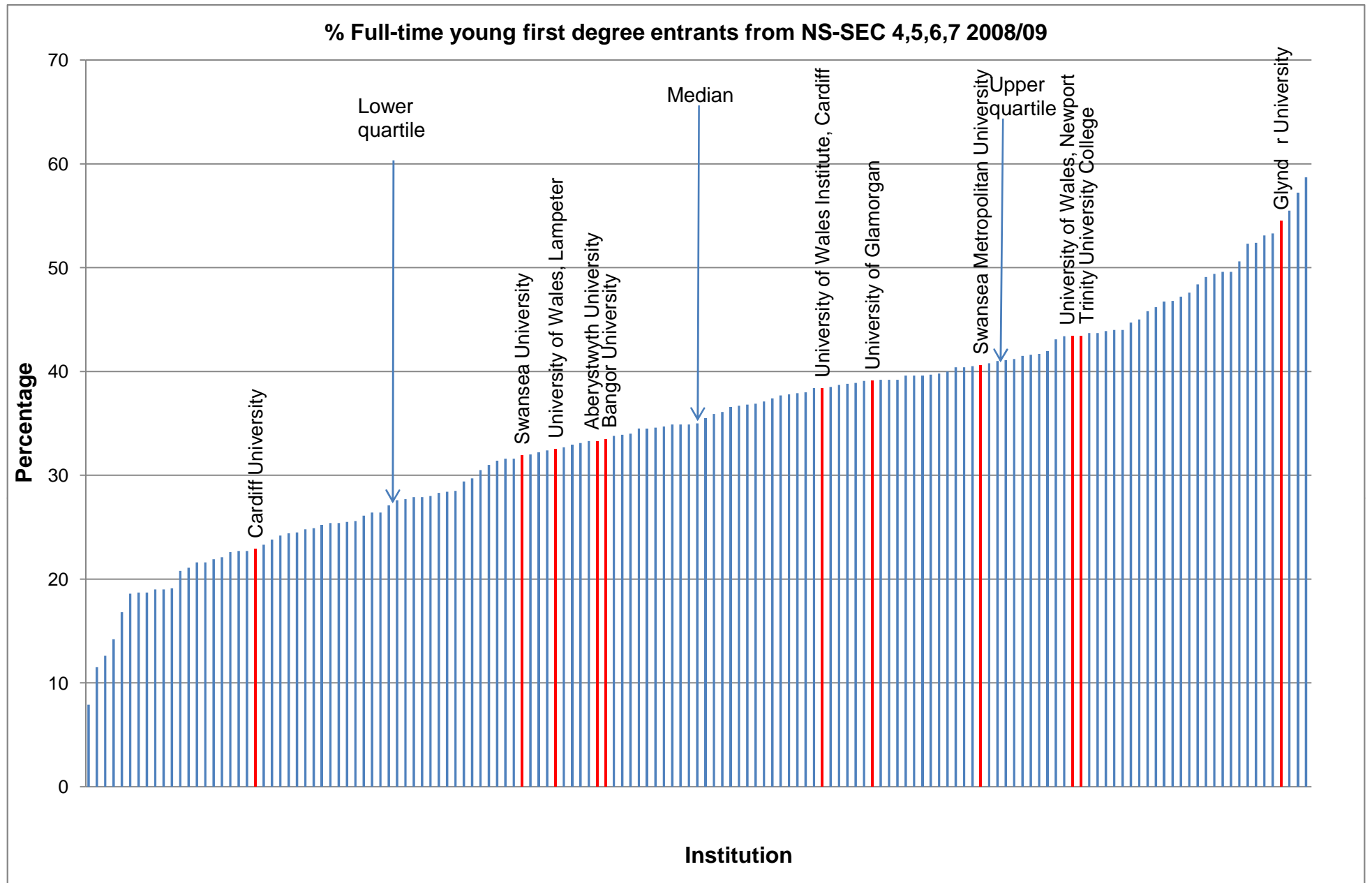
Source: Performance Indicators in Higher Education in the UK (via HESA), Table 1Ai

Note: UCAS changed the question that informs NS-SEC for the majority of applicants for the 2008/09 academic year. The change in question between 2007/08 and 2008/09 has had an impact on the NS-SEC indicators, causing the proportion of students classified as 'unknown' and those classified as falling into NS-SEC groups 4 to 7 to rise. Given these differences and the lack of any significant external changes to the system, the change in question means that the NS-SEC data for 2008/09 is not comparable with that published previously. More details can be found at:

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1683&Itemid=141

For further details about how the benchmarks and standard deviations are calculated, see 'Technical notes and detailed information' on the HESA website at:

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1690&Itemid=141



Note: Nine institutions with small numbers of full-time first degree entrants, for whom the PI was not calculated, are excluded from the graph.

Participation of under-represented groups in higher education:

Part-time undergraduate mature entrants with no previous higher education and from low participation neighbourhoods, 2008/09

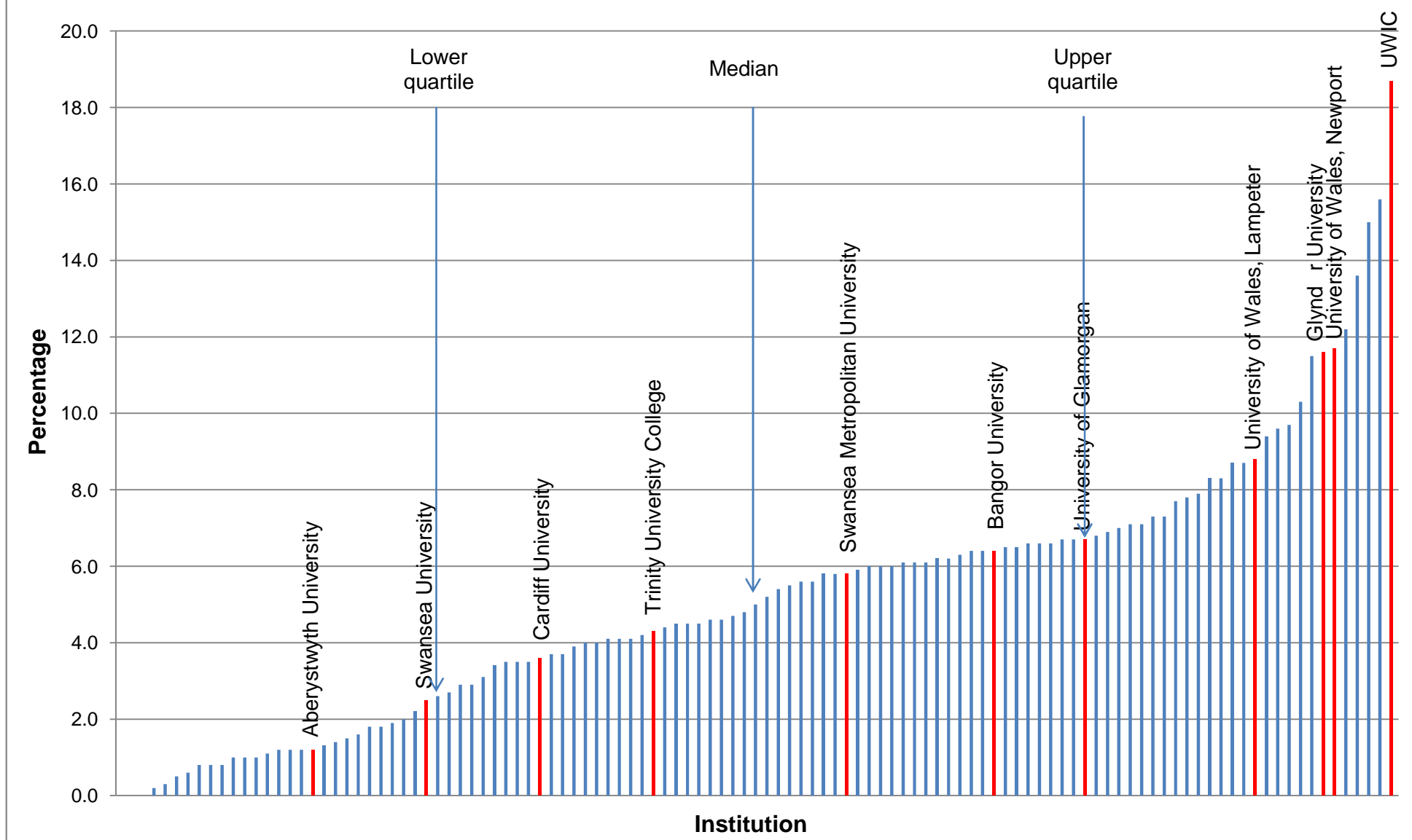
	<i>Percent with no previous HE & from low part. neighb'd (POLAR2)</i>	<i>Benchmark (%)</i>	<i>Standard deviation (%) +/-</i>
Total Wales	6.8	-	-
Aberystwyth University	1.2	4.6	0.64 -
Bangor University	6.4	9.4	1.15
Cardiff University	3.6	3.4	0.37
University of Wales Institute, Cardiff	18.7	11.1	1.70 +
University of Glamorgan	6.7	7.1	0.50
Glyndwr University	11.6	8.6	0.77 +
University of Wales, Lampeter	8.8	9.0	0.73
University of Wales, Newport	11.7	9.3	0.57
Swansea Metropolitan University	5.8	6.0	0.89
Swansea University	2.5	4.4	0.57
Trinity University College	4.3	8.1	1.18 -

+/- Shows that the indicator is significantly better/worse than its benchmark

Source: Performance Indicators in Higher Education in the UK (via HESA), Table 2B

For further details about how the benchmarks and standard deviations are calculated, see 'Technical notes and detailed information' on the HESA website at :
http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1690&Itemid=141

% Part-time undergraduate mature entrants with no previous HE and from a low-participation neighbourhood 2008/09



Note: Does not include Scottish institutions since PIs not provided for these.

Retention:**Full-time undergraduate, first degree, young entrants non-continuation following year of entry (2007/08)**

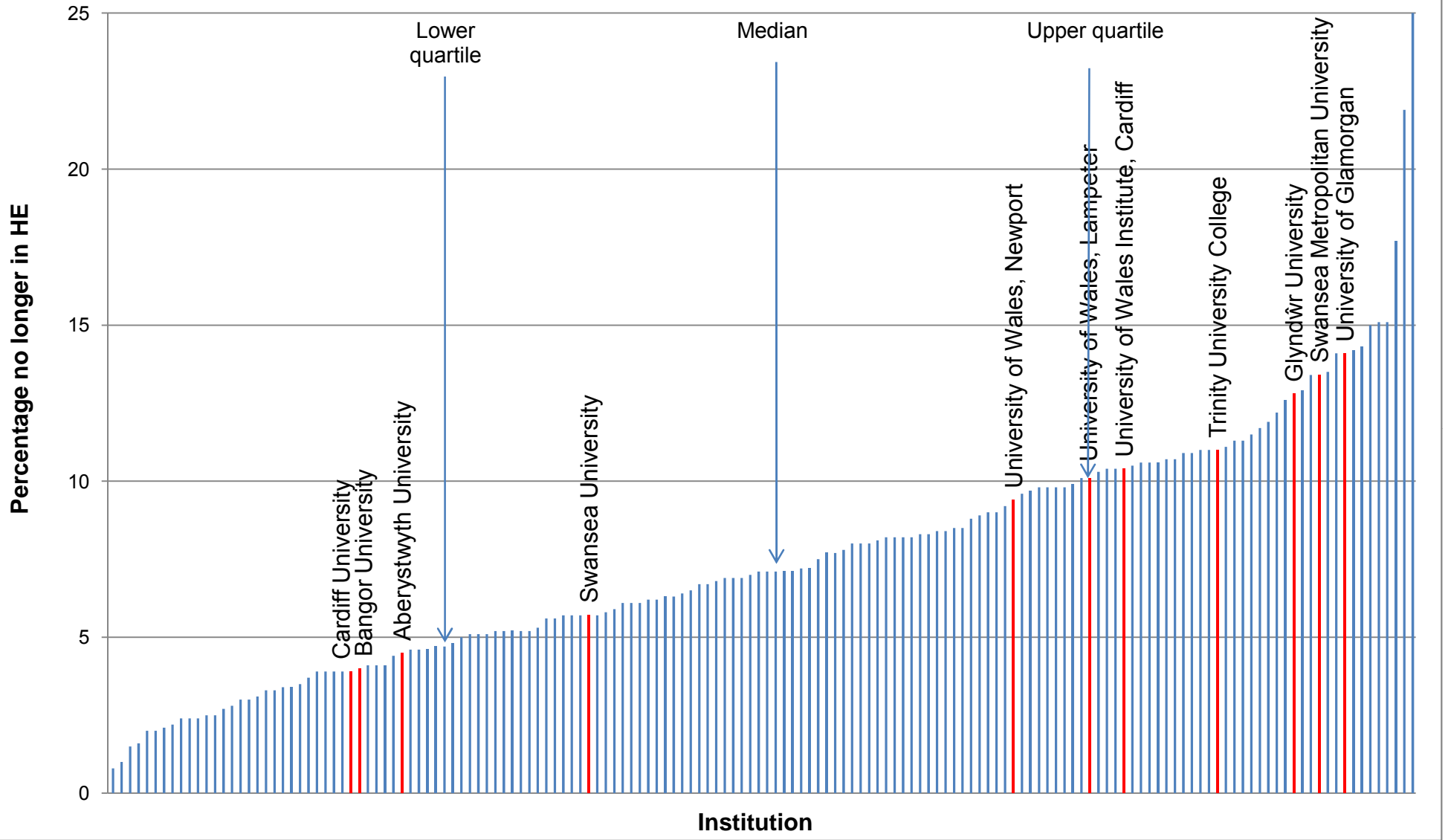
	Young entrants			
	<i>Percent no longer in HE</i>	<i>Benchmark (%)</i>	<i>Standard deviation (%)</i>	<i>+/-</i>
Total Wales	7.4	-	-	
Aberystwyth University	4.5	7.0	0.58	
Bangor University	4.0	7.7	0.57	+
Cardiff University	3.9	4.4	0.36	
University of Wales Institute, Cardiff	10.4	9.1	0.66	
University of Glamorgan	14.1	10.2	0.64	-
Glyndŵr University	12.8	10.8	1.65	
University of Wales, Lampeter	10.1	10.5	2.30	
University of Wales, Newport	9.4	9.9	1.02	
Swansea Metropolitan University	13.4	10.6	1.15	
Swansea University	5.7	7.0	0.49	
Trinity University College	11.0	8.4	1.61	

+/- Shows that the indicator is significantly better/worse than its benchmark

Source: Performance Indicators in Higher Education in the UK (via HESA), Table 3A

For further details about how the benchmarks and standard deviations are calculated, see 'Technical notes and detailed information' on the HESA website at : http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1690&Itemid=141

Full-time undergraduate first degree young entrants non-continuation following year of entry 2007/08



Current Quality Assurance Agency (QAA) institutional review outcomes for institutions in Wales

Institution	Year	Outcome
Aberystwyth University	April 2007	Confidence*
Bangor University	April 2007	Confidence*
Cardiff University	May 2008	Confidence*
University of Glamorgan	November 2008	Confidence*
Glyndŵr University (as NEWI)	March 2007	Confidence**
University of Wales, Newport	November 2004	Confidence*
University of Wales, Lampeter	May 2007	Limited confidence [†]
Swansea Metropolitan University	March 2009	Confidence*
Swansea University	May 2008	Confidence*
Trinity University College	November 2006	Confidence*
University of Wales Institute, Cardiff	March 2008	Confidence*
University of Wales	May 2004	Limited confidence [†]

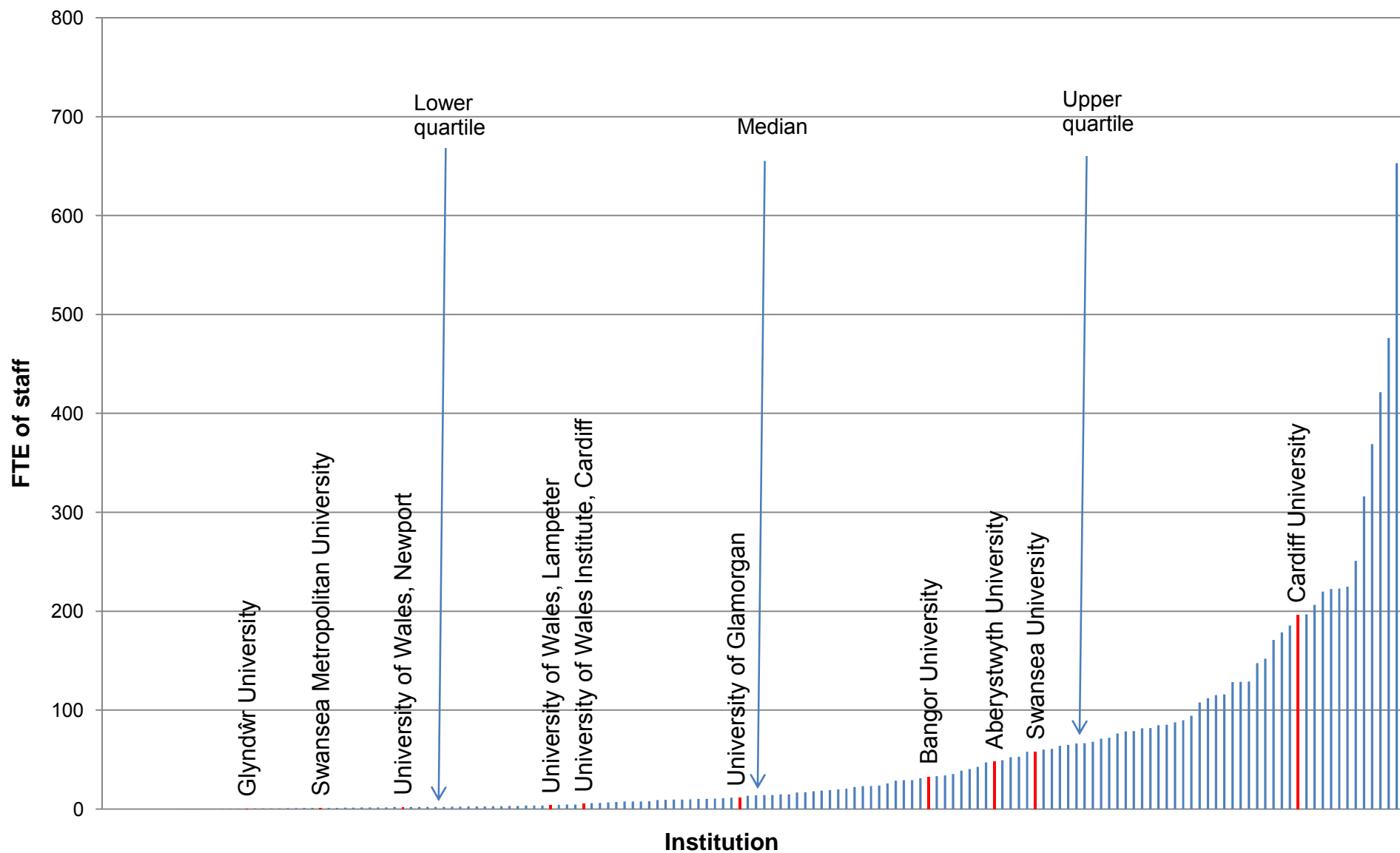
Outcome definitions:

*Confidence can be placed in the soundness of the institution's current and likely future management of the quality of its academic programmes and the academic standards of its awards.

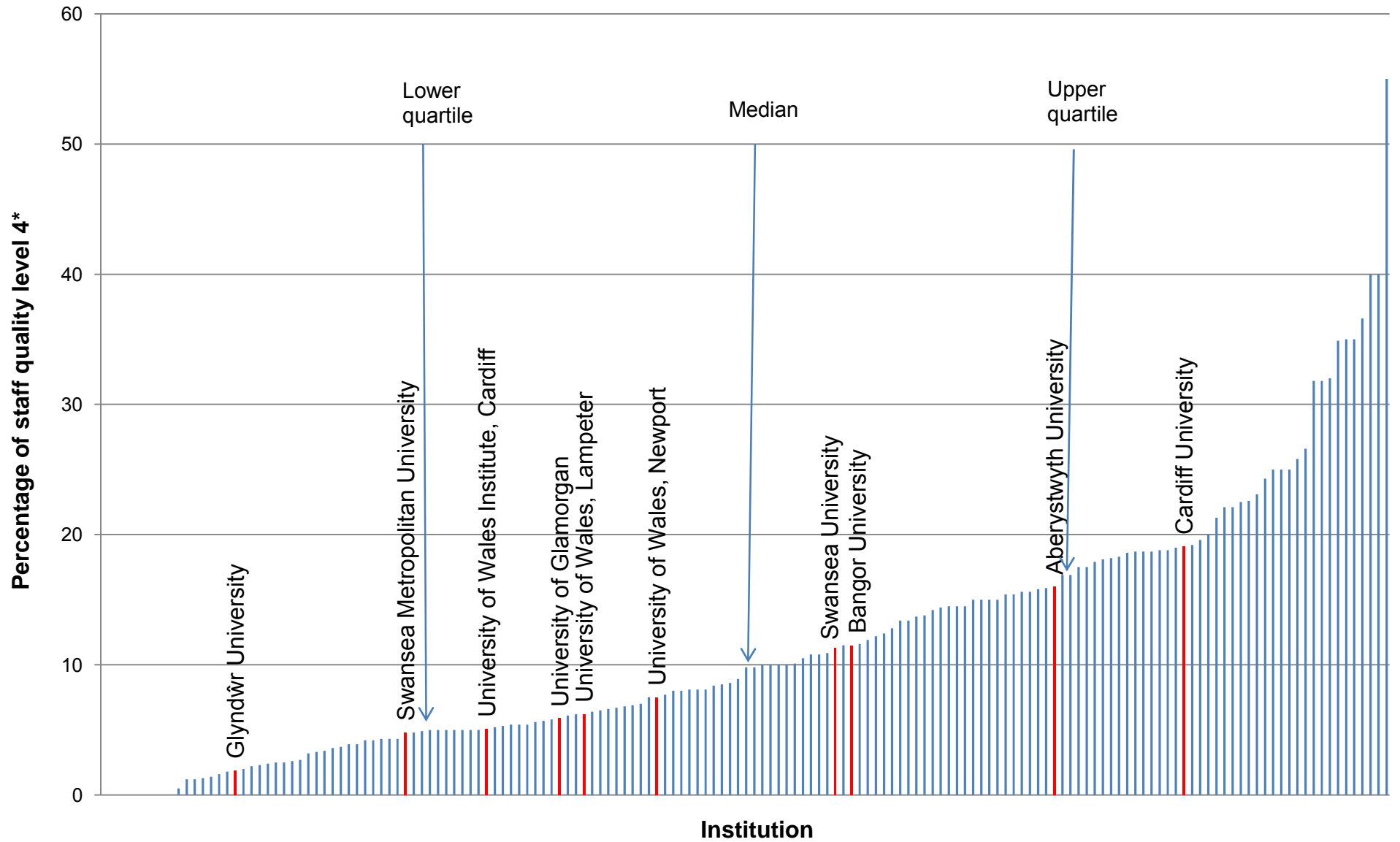
** Confidence can be placed in the soundness of the Institute's current and likely future management of the quality of its programmes and of the academic standards of the *associated* awards.

[†] Limited confidence can be (reasonably) placed in the soundness of the University's present and likely future management of the quality of its programmes and of the academic standards of its awards.

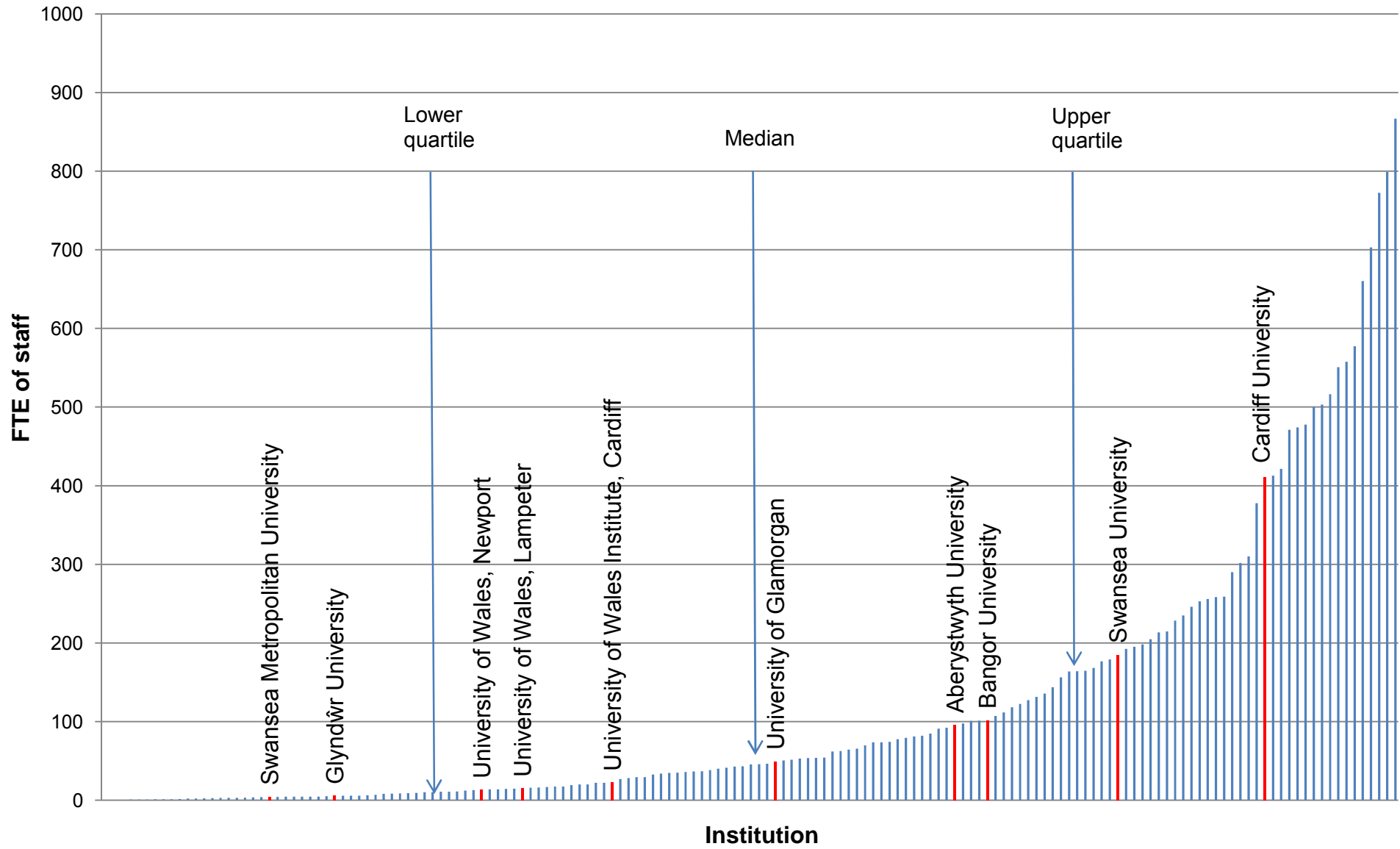
Research Assessment Exercise (RAE) 2008: Full-time equivalent (FTE) Category A staff quality level 4*



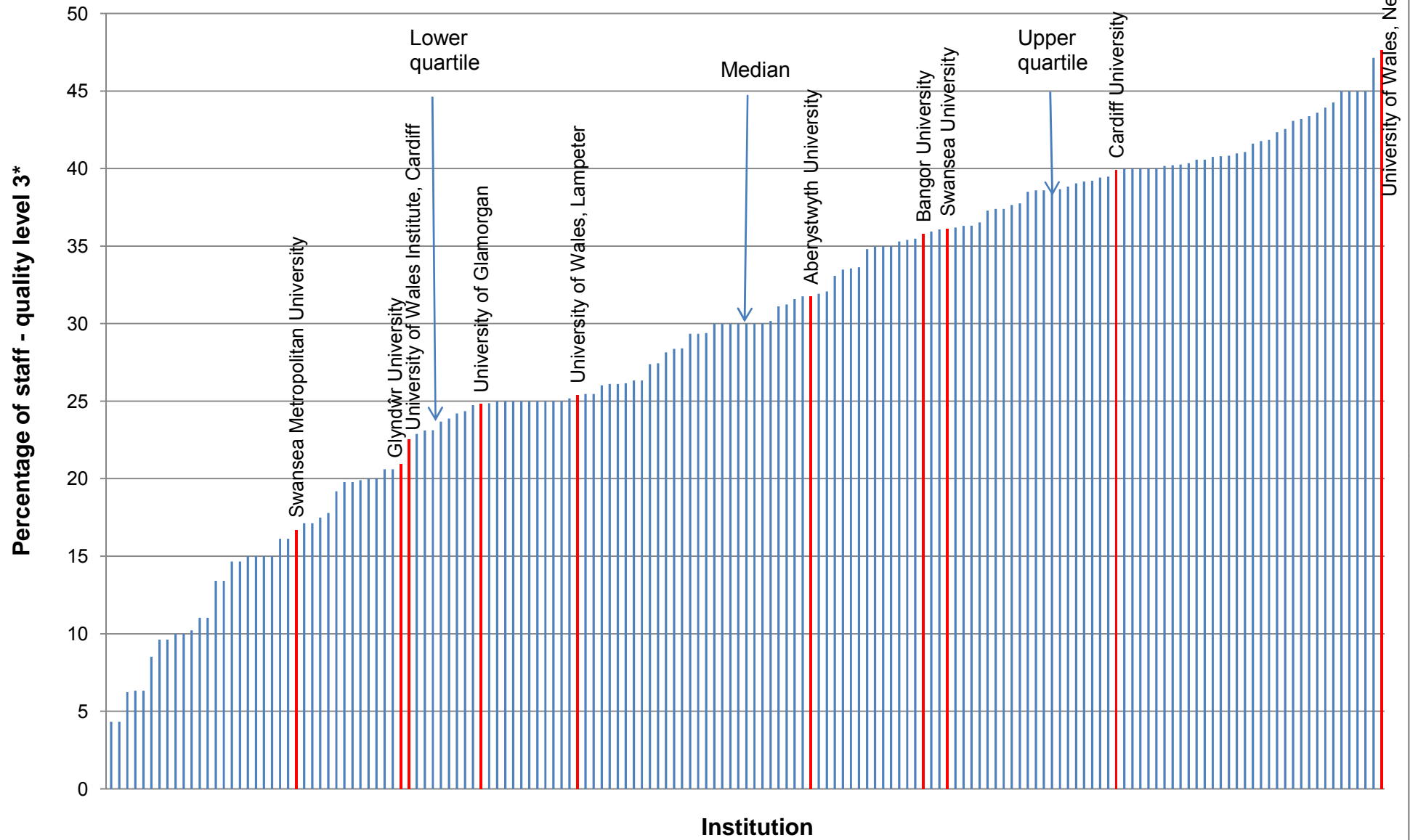
Research Assessment Exercise (RAE) 2008: Proportion of Category A staff quality level 4*



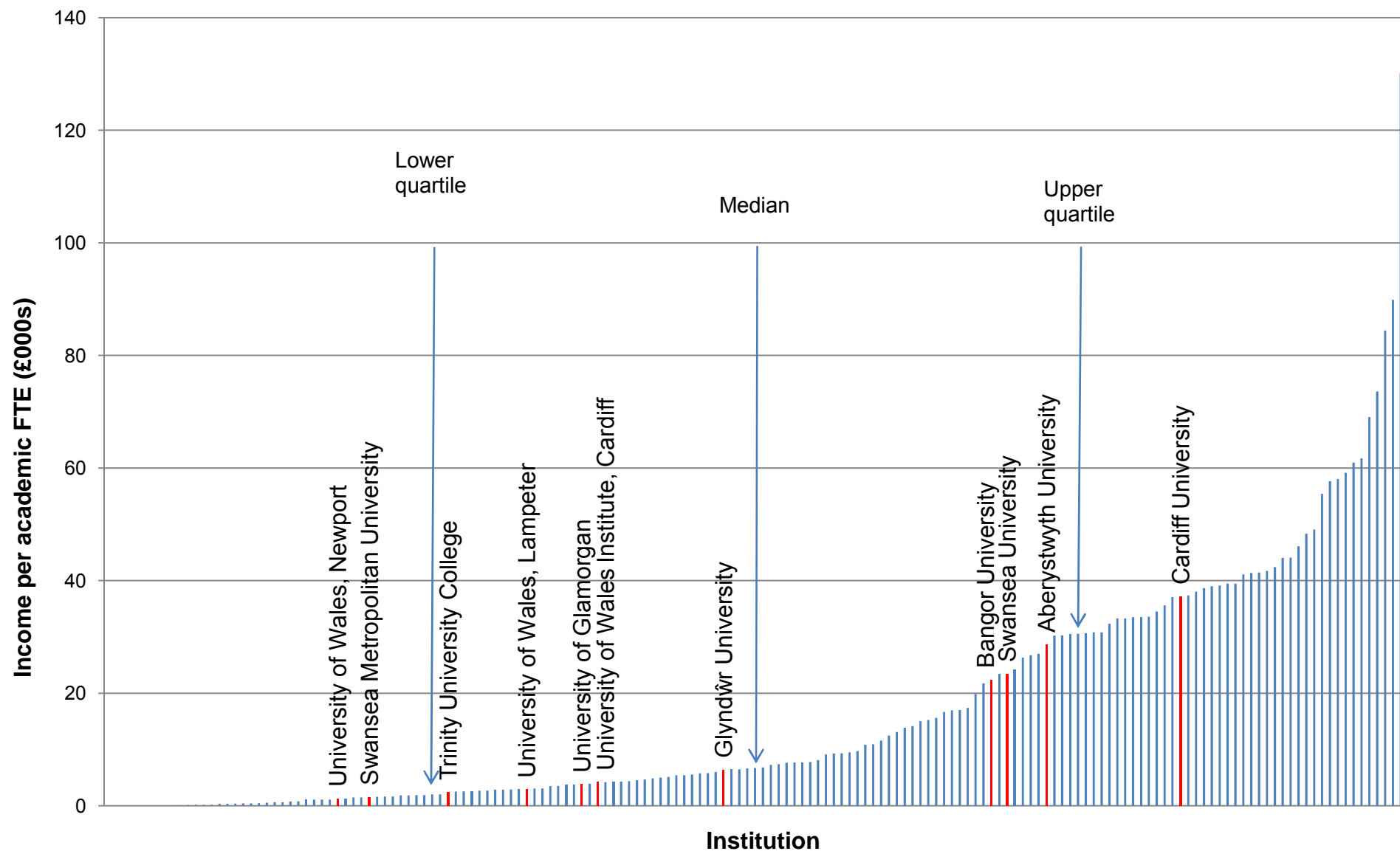
Research Assessment Exercise (RAE) 2008: Full-time equivalent (FTE) Category A staff quality level 3*



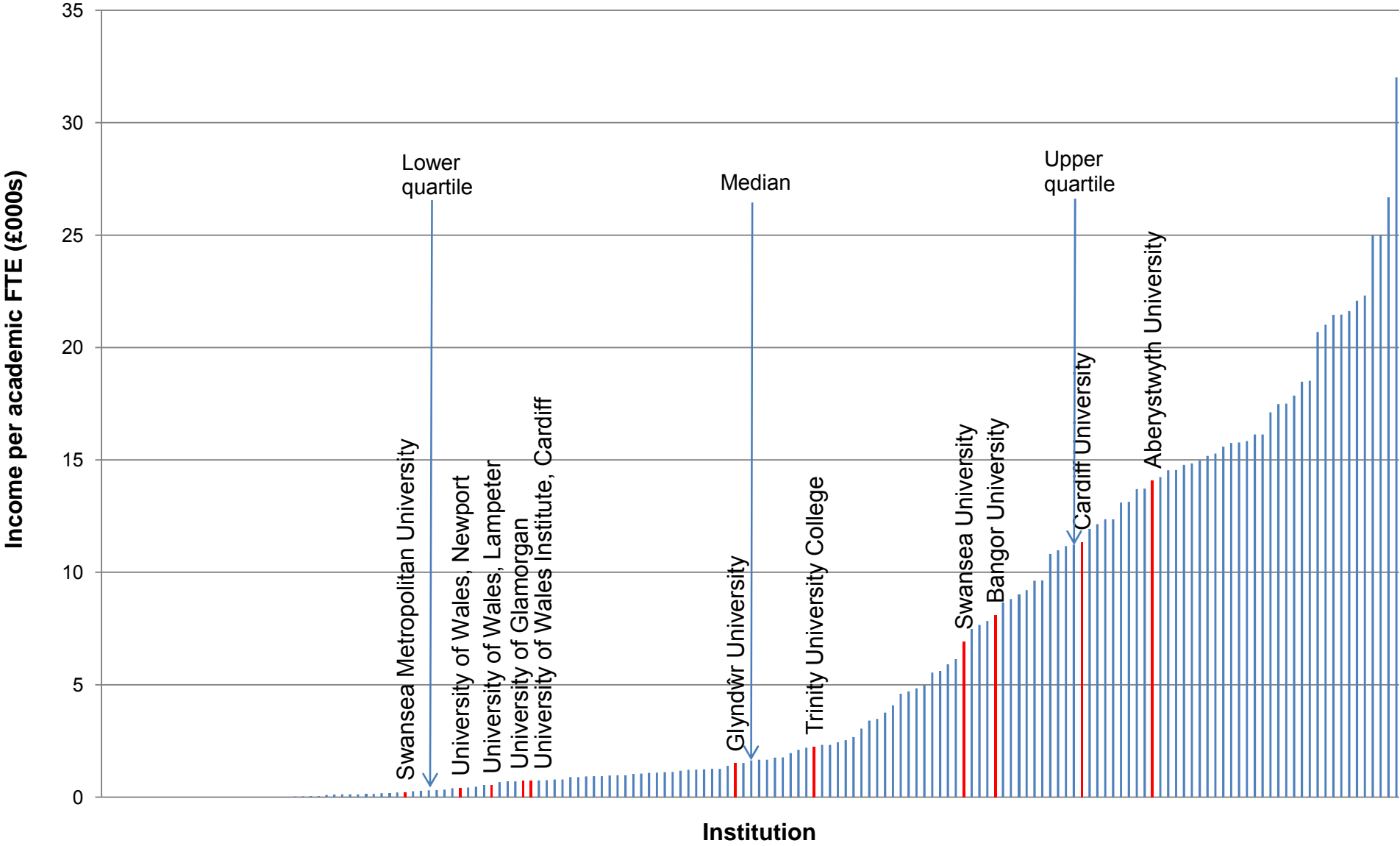
Research Assessment Exercise (RAE) 2008: Proportion of Category A staff - quality level 3*



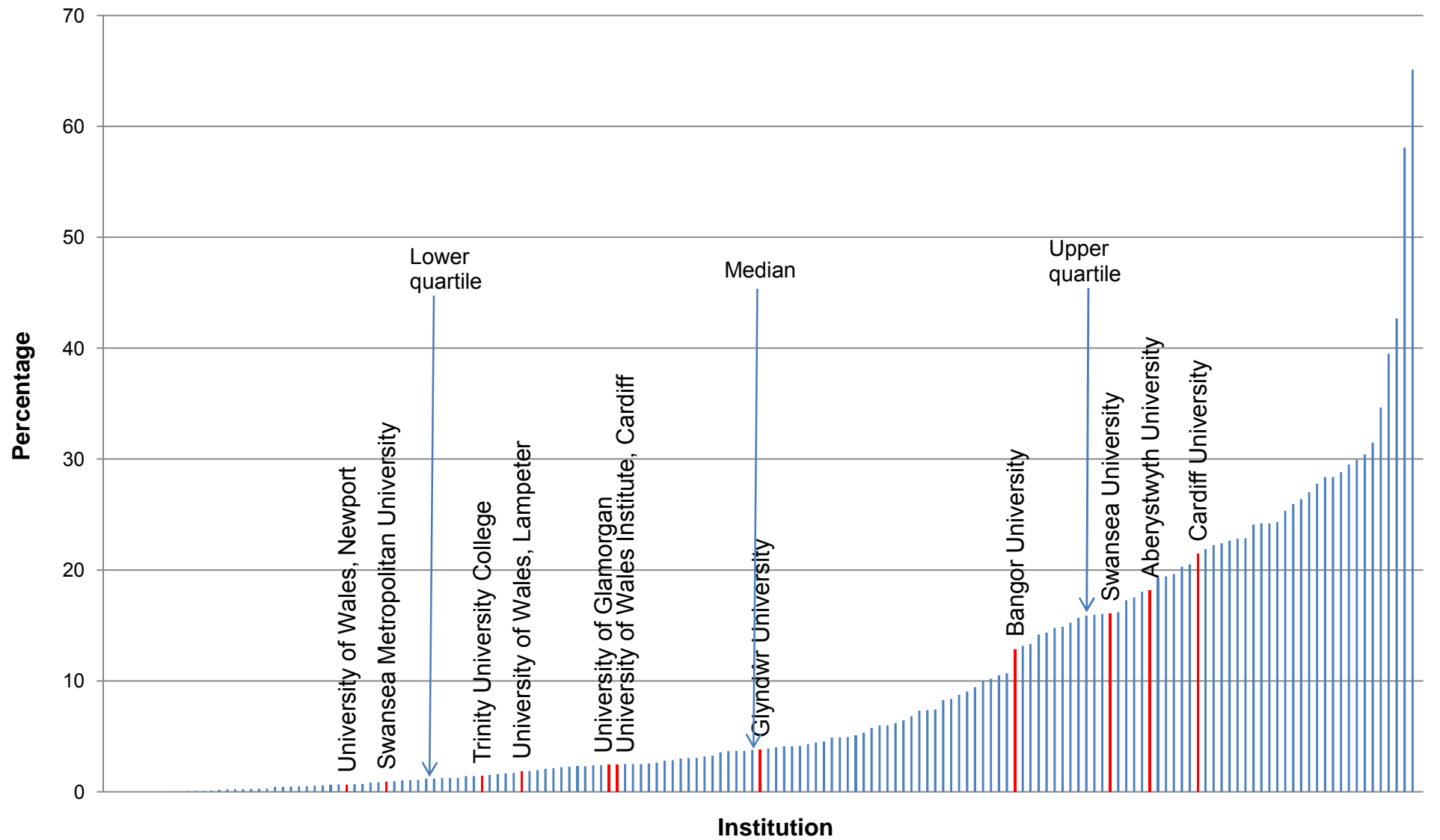
Total external research income (excluding QR) per full-time equivalent (FTE) academic staff 2008/09

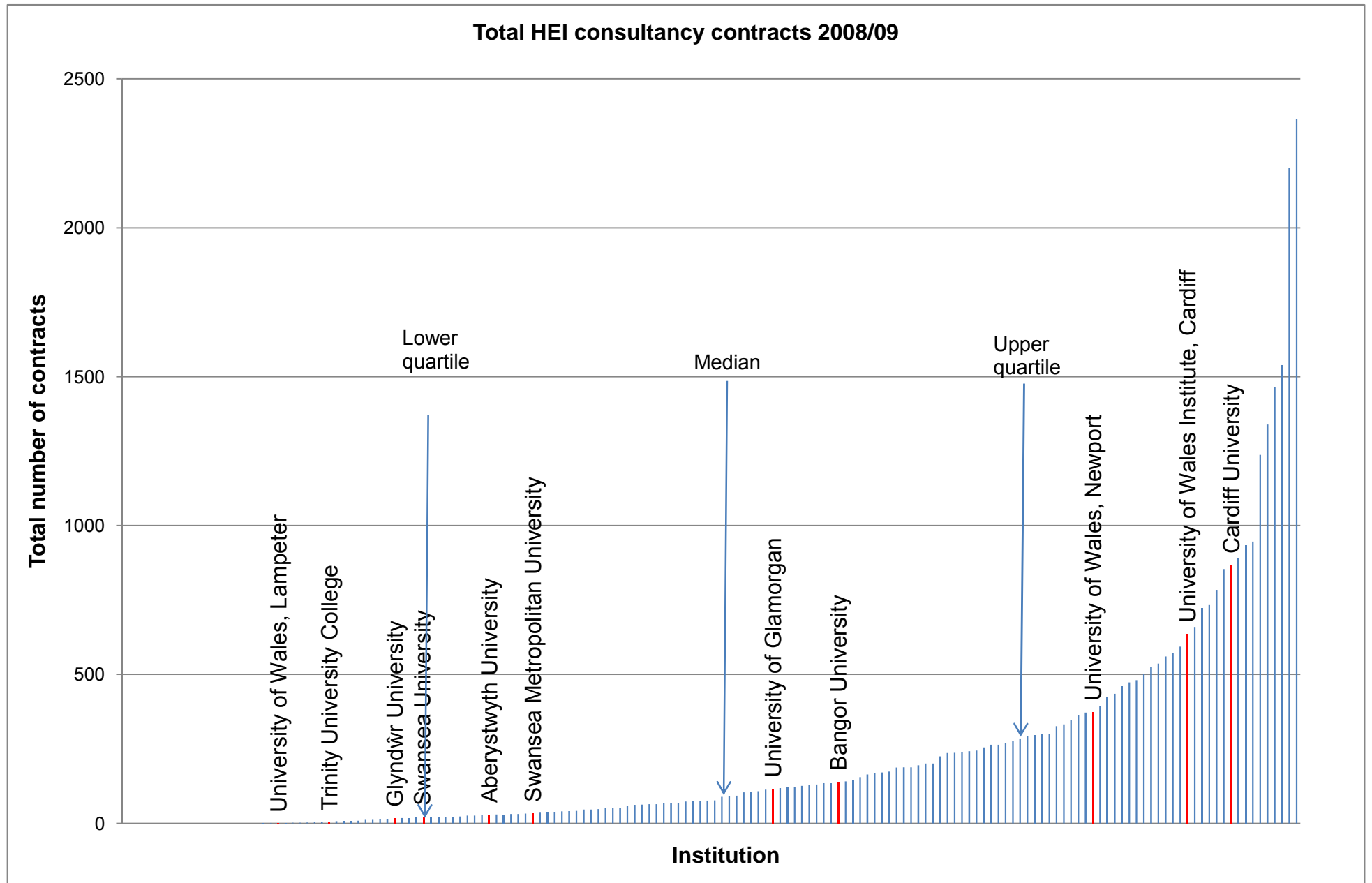


Total Research Council income per full-time equivalent (FTE) academic staff 2008/09

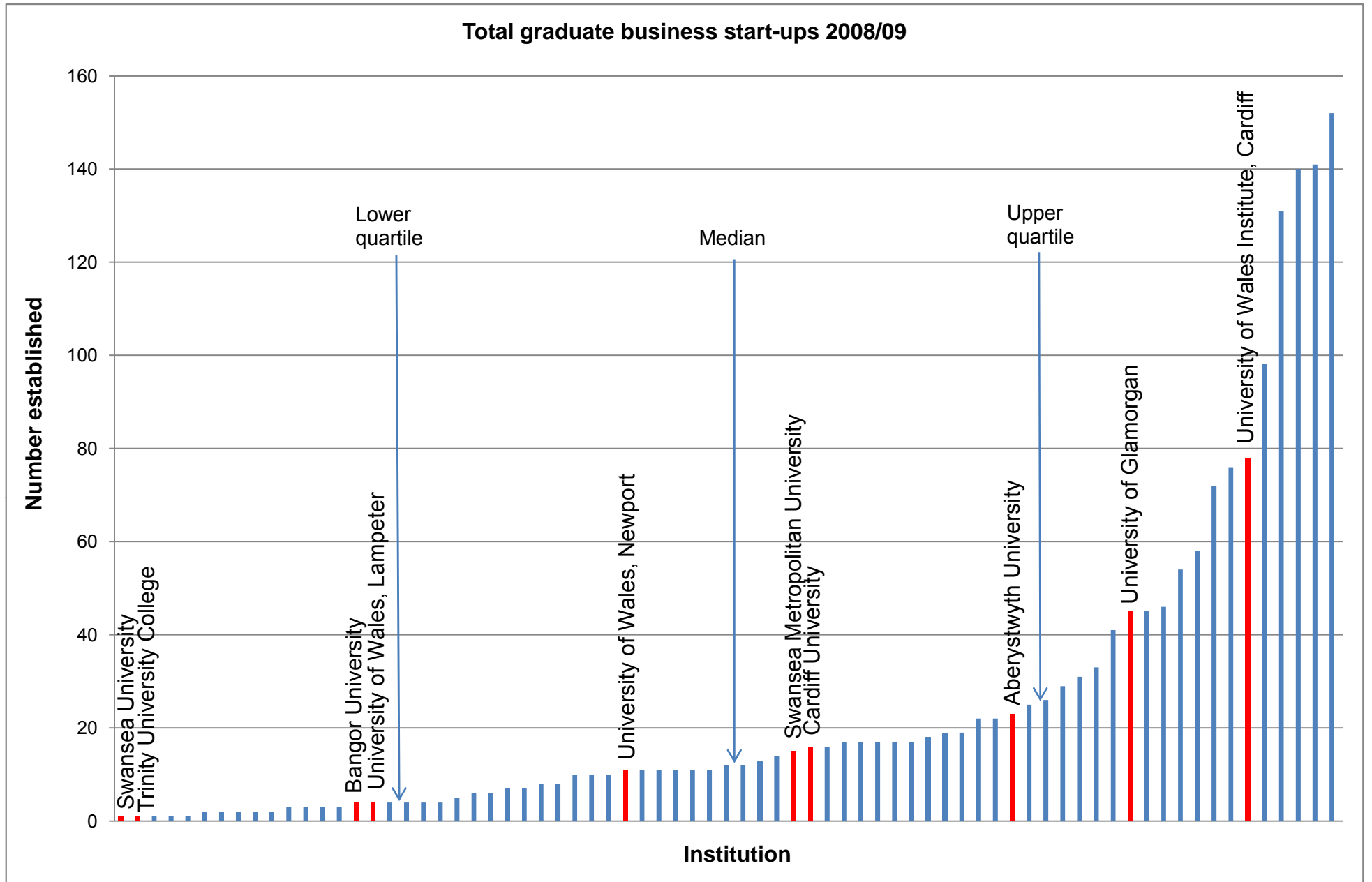


Total value of externally sponsored research as a percentage of total income 2008/09

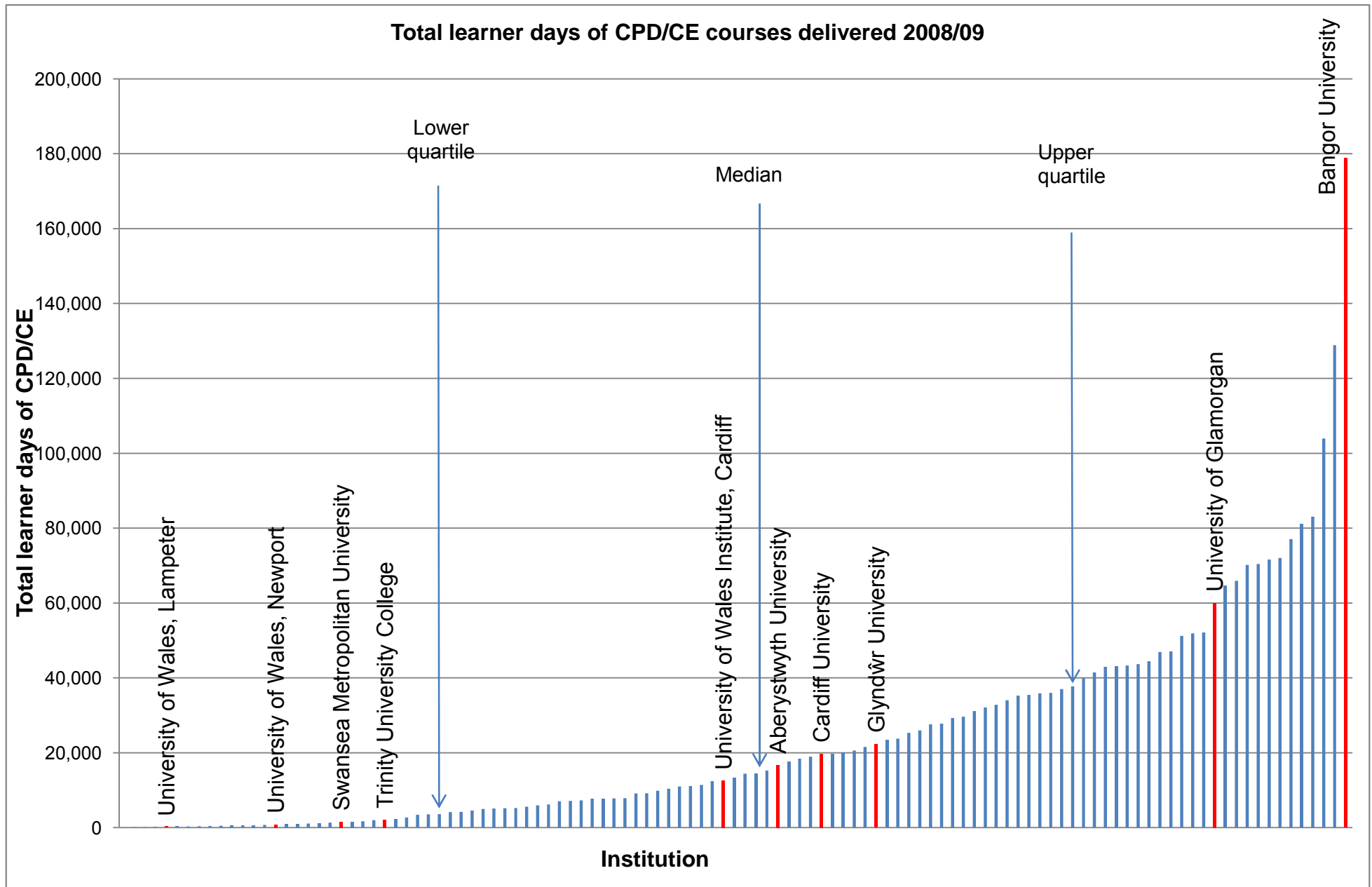




Note: Three institutions with large figures (15,439; 7,992; and 3,853) have been excluded to bring the graph to a readable scale.

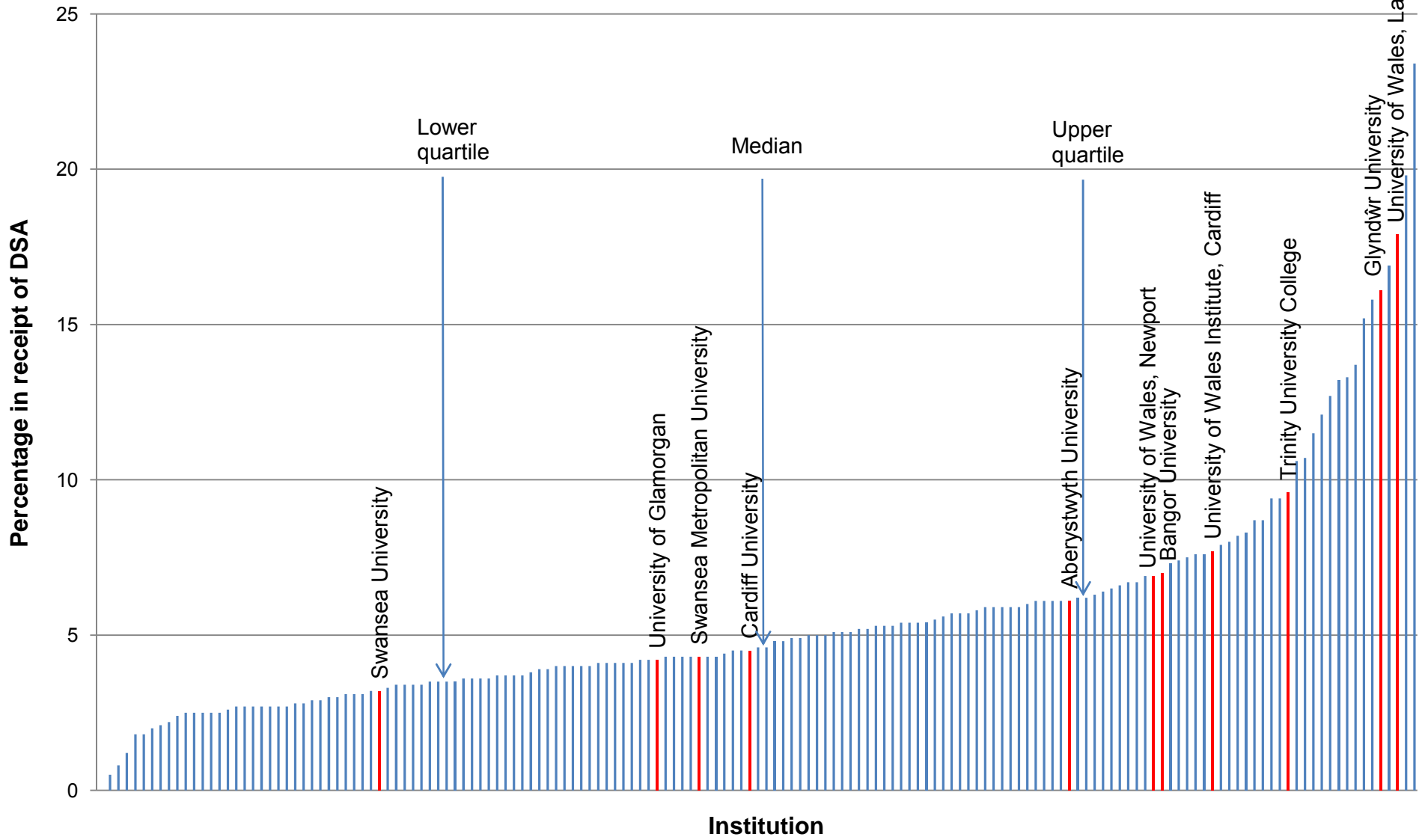


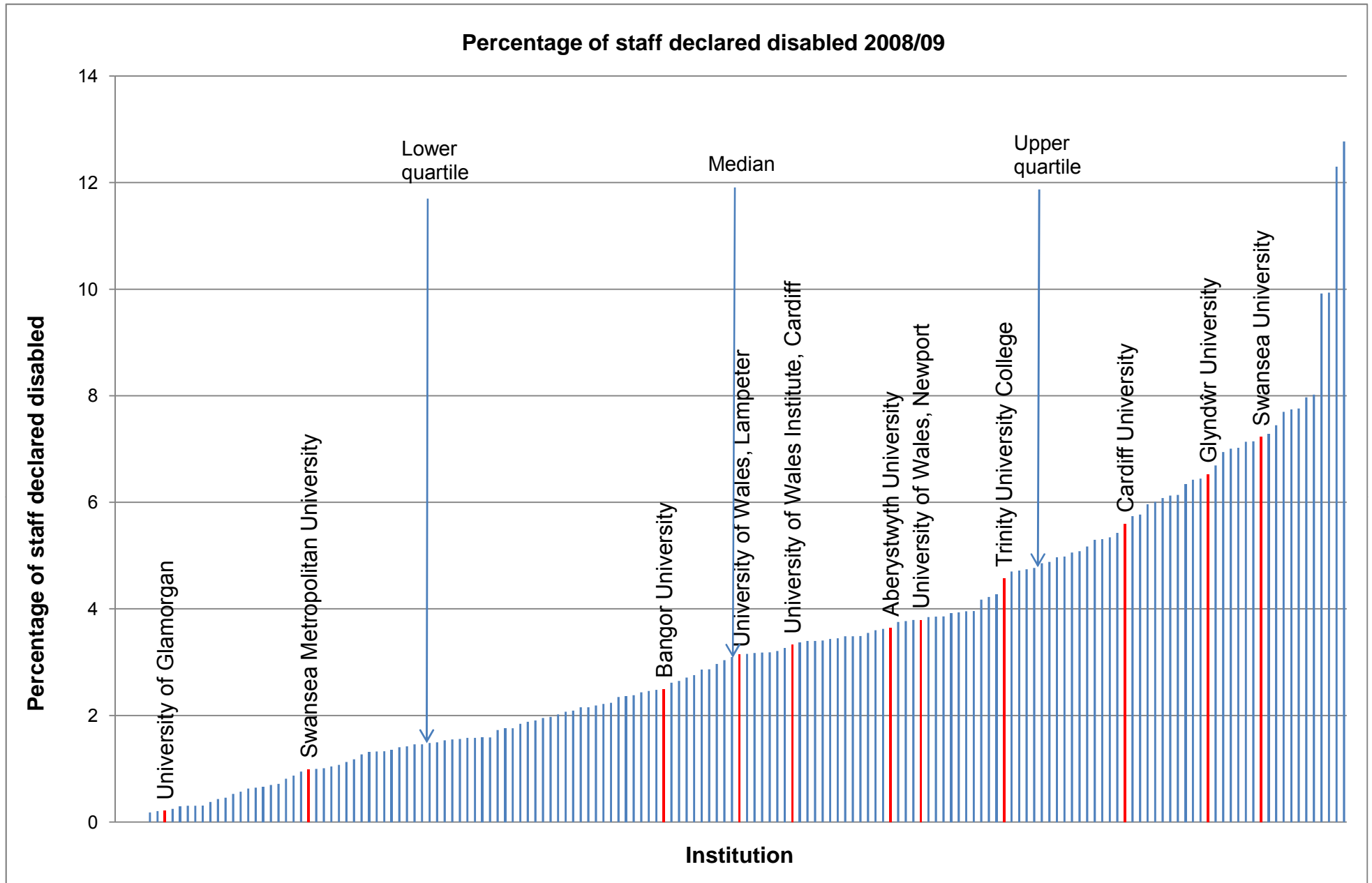
Note: 92 institutions with zero business start ups (including Glyndŵr University) have been excluded.
 One institution with a large figure (227) has been excluded to bring the graph to a readable scale.



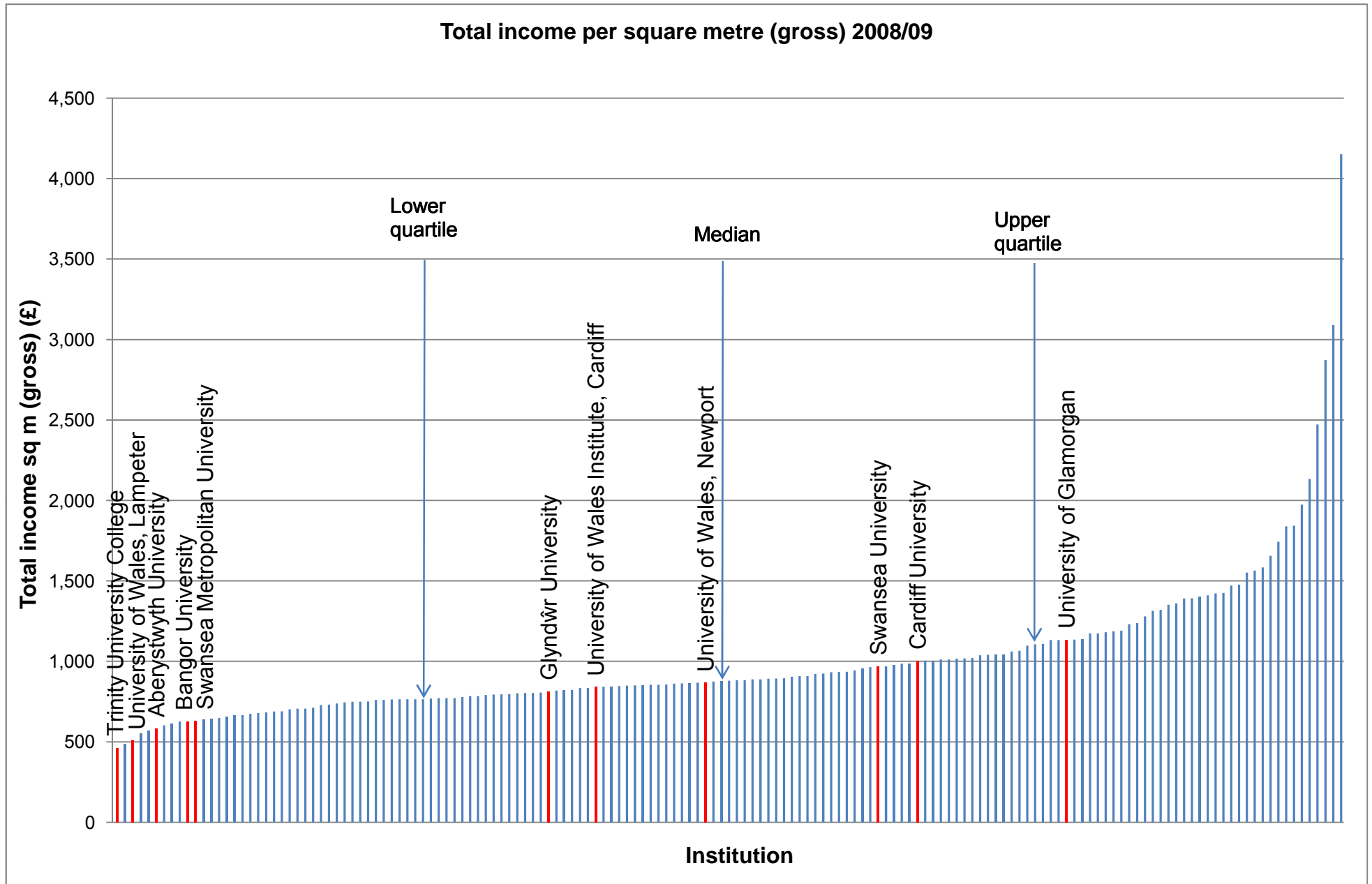
Note: 48 Institutions with no learner days (including Swansea University) have been removed.
 Four institutions have been excluded to bring the graph to a readable scale (between 242,291 and 357,864 days).

Percentage of full-time undergraduate students in receipt of Disabled Students' Allowance 2008/09

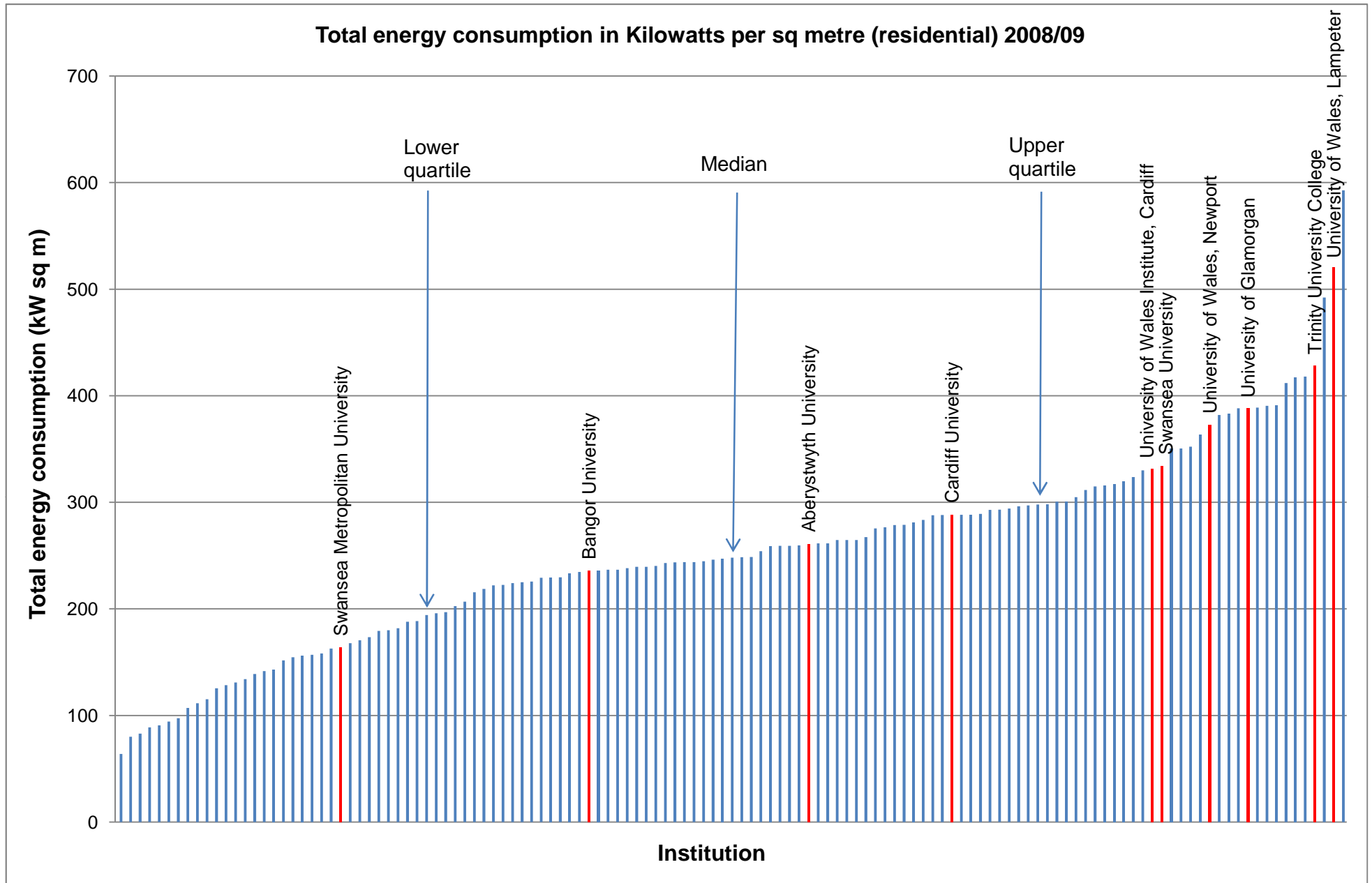




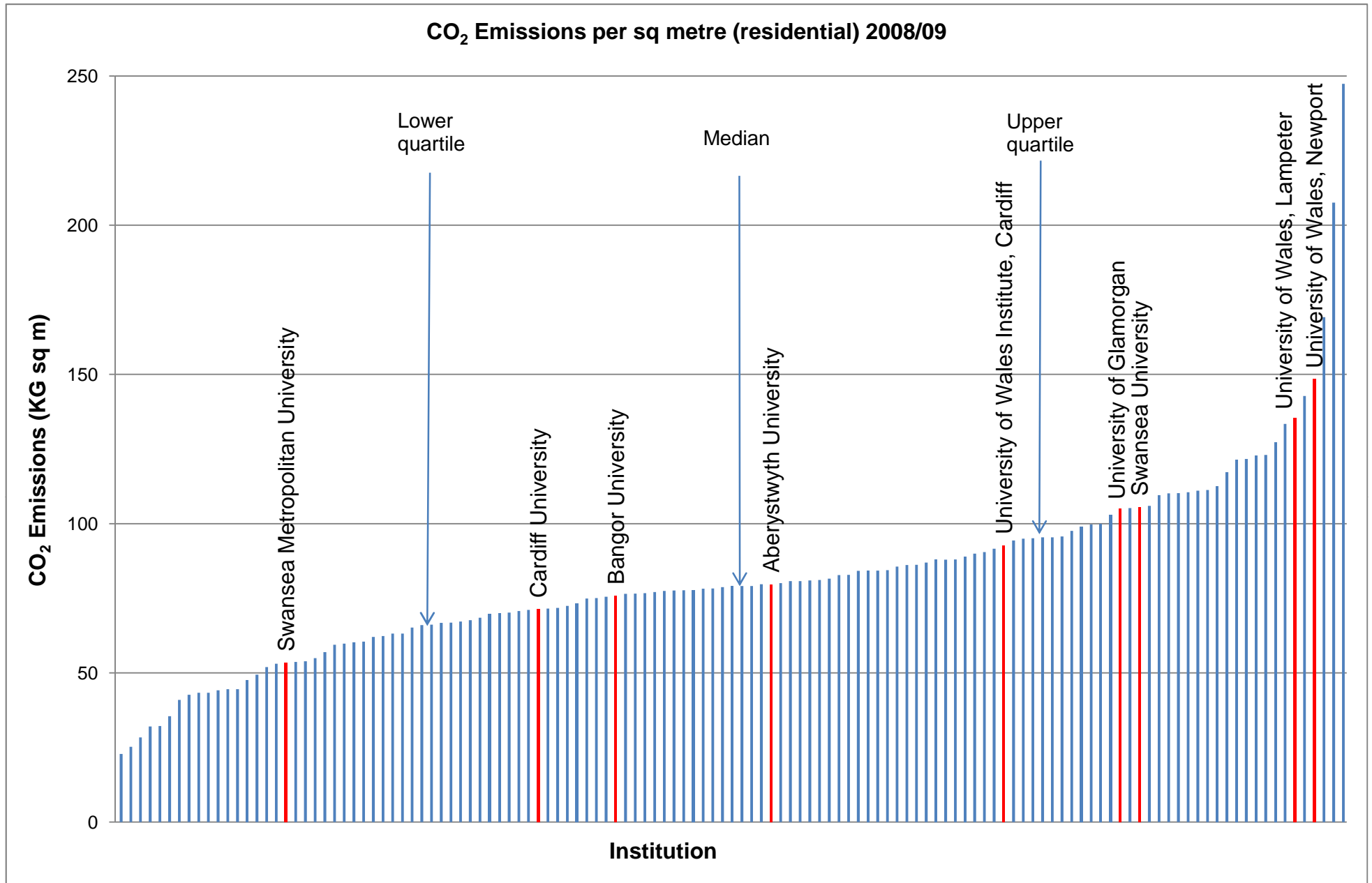
Note: Three institutions have been excluded due to unreliable data.



Note: Data are not available for all institutions, therefore the percentiles do not reflect the whole sector.

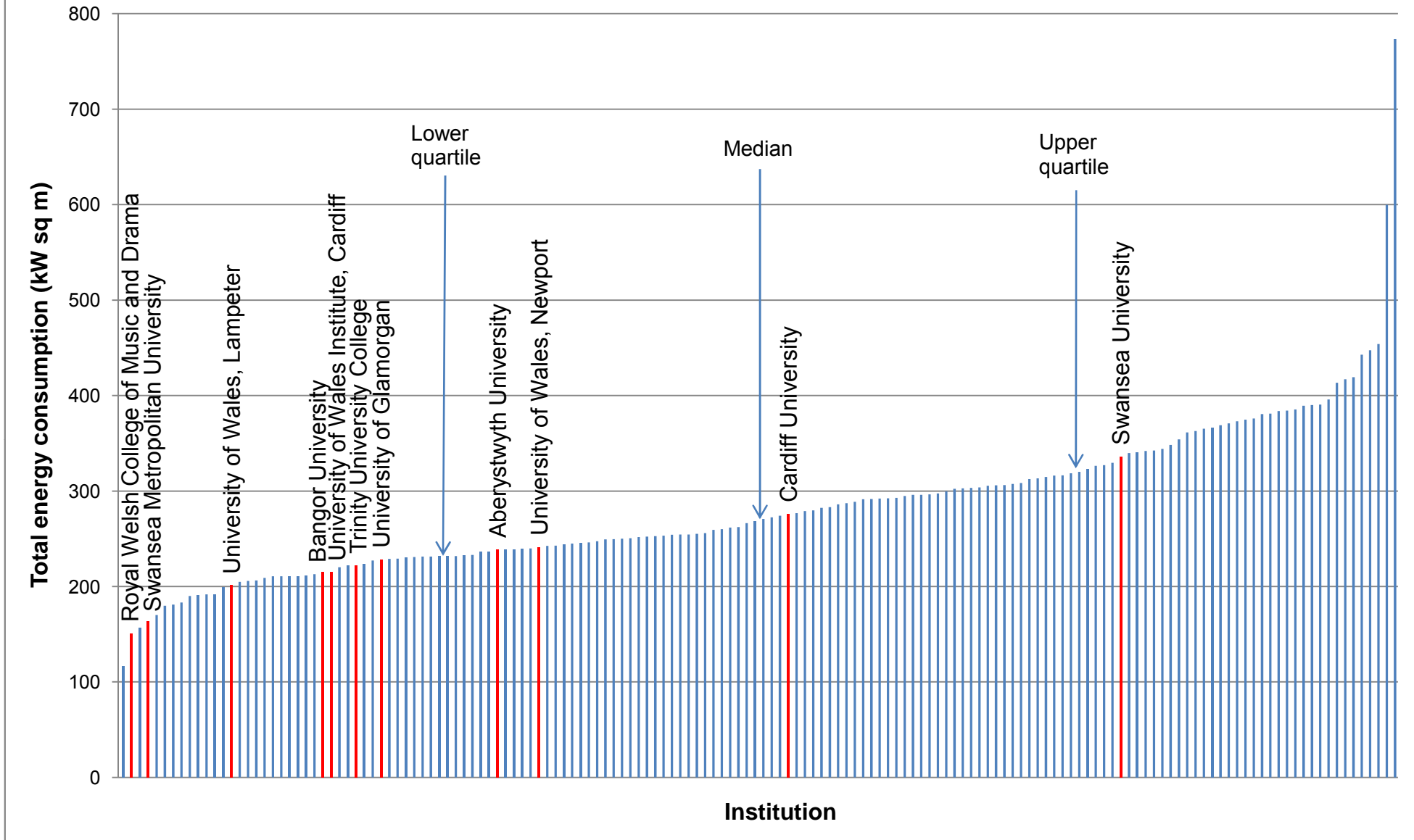


Note: Data are not available for all institutions, therefore the percentiles do not reflect the whole sector.

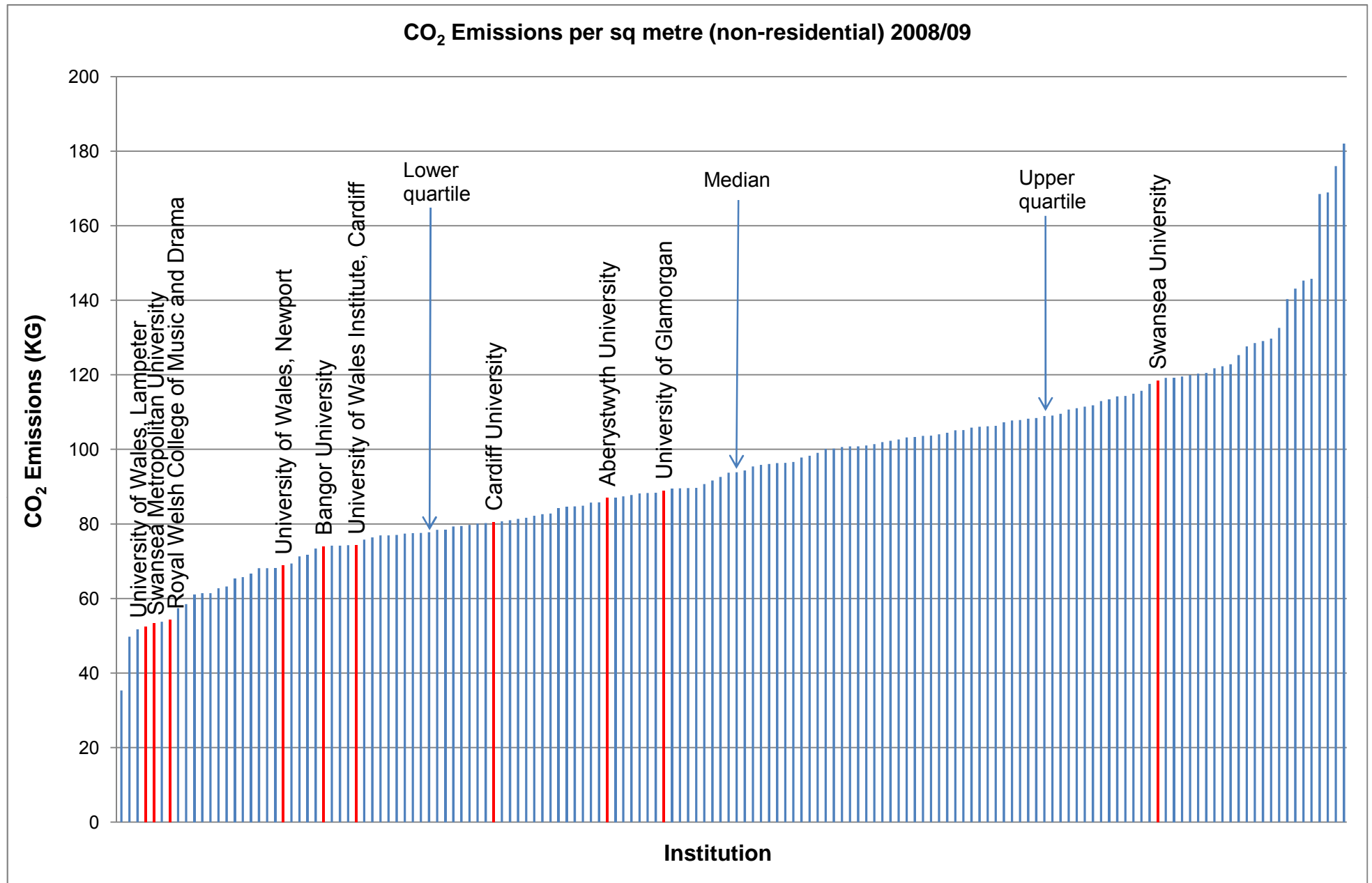


Note: Data are not available for all institutions, therefore the percentiles do not reflect the whole sector. One institution with a high figure (492.8) has been excluded to bring the graph to a readable scale.

Total energy consumption in Kilowatts per sq metre (non-residential) 2008/09



Notes: (i) Data are not available for all institutions (including Glyndŵr University); (ii) RWCMD is part of the Glamorgan Group but submits its own EMS returns.



Notes: (i) Data not available for all institutions (including Glyndŵr University and Trinity College Carmarthen);
(ii) One institution with a high figure has been excluded. (iii) RWCMD submits its own EMS returns.

2. Data and information resources

2.1 Resources produced or collated by HEFCW

Description of Data / Information	Source	Availability
For Our Future target measures	HESA data; forecast data provided by each HEI; other data sources (including National Student Survey and Census population data).	The 12 <i>For Our Future</i> target measures are described in HEFCW's Corporate Strategy 2010-11 to 2012-13, available on our website at: www.hefcw.ac.uk/publications/corporate_documents/corporate_strategy.aspx In future we will be publishing annually on our website details of performance information on the targets for both individual HEIs and the sector as a whole.
Financial health analysis Summary data and analysis on financial position at each HEI in Wales based on: i) five-year financial forecasts, submitted annually ii) audited financial statements (statutory accounts)	i) five-year financial forecasts from each HEI; ii) statutory accounts from each HEI	Forecasts: HEFCW internal use + HE governing body use. Published audited accounts. The majority of UK HEIs which are members of BUFDG publish their annual report and financial statements on the BUFDG website (Resources > Financial Statements) (www.bufdg.ac.uk)
Analysis of financial position of the HE sector Detailed financial metrics for each HEI in Wales drawn from institutions' statutory accounts.	HEIs' statutory accounts for last 3 years.	Published annually as Circular on HEFCW website (Publications > Circulars) (www.hefcw.ac.uk)
Profiles of HE sector in Wales	Text drafted by each HEI within parameters set	Published on HEFCW website (About Higher Education in Wales > Higher education institutions)

Description of Data / Information	Source	Availability
Brief summary text about each HEI in Wales (history, mission, academic structure), followed by summary statistics showing numbers of students by mode; income and expenditure; and enrolments by mode of attendance and level of study.	by HEFCW. HEIs' statutory accounts. HEFCW End of Year Monitoring (EYM) student data returns.	www.hefcw.ac.uk
<p>Participation rates for Welsh students in HE within the UK</p> <p>Annual publication. Information on and analysis of participation rates in HE, displayed by Unitary Authority, showing how participation levels vary with age, mode of study and gender across Wales. Comparison between participation rates for each group within each Unitary Authority also included. Includes series of maps and charts.</p>	Data collected by HESA; the Welsh Assembly Government; the Learning and Skills Council; and the Scottish Funding Council	Published on HEFCW website (About Higher Education in Wales > Statistics > Participation rates) (www.hefcw.ac.uk).
<p>Funding Allocations</p> <p>Annual publication. Details of the teaching, research and capital grants made by HEFCW to HEIs and directly funded FECs in Wales.</p>	HEFCW funding allocations & adjustments	Published annually on HEFCW website (Publications > HEFCW reports and statistics) (www.hefcw.ac.uk)
<p>Funding Enrolments</p> <p>Annual publication. Details of student enrolments and associated credit values on HE courses in Wales.</p>	HEFCW End of Year Monitoring (EYM) enrolment data	Published annually on HEFCW website (Publications > HEFCW reports and statistics) (www.hefcw.ac.uk)
<p>Equality & Diversity data, Welsh HE</p>	HESA data	Published on HEFCW website (About Higher Education in Wales > Statistics > Equality and

Description of Data / Information	Source	Availability
<p>Annually produced sector-level data and accompanying analysis of key E&D collected through HESA:</p> <ul style="list-style-type: none"> - Age Monitoring Returns - Disability Monitoring Returns - Ethnicity Monitoring Returns - Gender Monitoring Returns 		<p>diversity statistics)</p> <p>(www.hefcw.ac.uk)</p>
<p>Comparison of funding in England and Wales</p> <p>For each of the five years 2003/04 to 2007/08 we produced reports estimates of the shortfalls in funding higher education, principally the gap between Wales and England.</p>	<p>Grant in aid allocations from published accounts of HEFCW and HEFCE; FTE fundable students; HESA finance data</p>	<p>Published on HEFCW website (Publications > HEFCW reports and statistics > Funding studies)</p> <p>(www.hefcw.ac.uk)</p>
<p>Special studies</p> <p>Periodically HEFCW carries out a special study on matters relating to higher education in Wales.</p>	<p>Various</p>	<p>Published on HEFCW website (About Higher Education in Wales > Statistics > HEFCW special studies)</p> <p>(www.hefcw.ac.uk)</p>

2.2 Resources available UK-wide

Description of Data / Information	Source	Availability
<p>Governance website (hosted on Leadership Foundation for Higher Education website)</p> <p>and</p> <p>Committee of University Chairs (CUC) website</p> <p>These websites contain key resource for governors, council members and others interested in governance in higher education. A wide range of publications and reports are available to download, including:</p> <ul style="list-style-type: none"> • CUC Guide for Members of Higher Education Governing Bodies in the UK (incorporating Governance Code of Practice and General Principles) • Key Performance Indicators project • Governing bodies, equality and diversity handbook • Appointing Heads of HEIs: A Resource for Governors • Handbook for Members of Audit Committees in Higher Education Institutions • 'What is an Effective and High Performing 	<p>Various research and evaluation projects commissioned by LFHE & CUC</p>	<p>Governance website (www.lfhe.ac.uk/governance)</p> <p>CUC (www.bcu.ac.uk/cuc)</p>

Description of Data / Information	Source	Availability
<p>Governing Body?' (summary of existing research and data sources)</p> <ul style="list-style-type: none"> • 'Getting to Grips With' series of guidance documents on Risk; Audit; Finance; Human Resource Management; and Estates and Infrastructure • 'The Role and Influence of the Secretary in UK Higher Education Governing Bodies' 		
<p>Performance Indicators in higher education</p> <p>Annual comparative data (produced on behalf of the UK funding bodies) on the performance of institutions in:</p> <ul style="list-style-type: none"> - widening access (including disability) - student retention - learning and teaching outcomes - research output - employment of graduates. <p>Designed to provide reliable information on the nature and performance of the HE sector in the UK and a consistent set of measures of this performance. Includes sector benchmark data (i.e. sector average, adjusted for each institution to take into account some of the factors which contribute to the differences between them).</p>	<p>Based on data collected by HESA, though adjusted in some respects.</p>	<p>HESA website (www.hesa.ac.uk)</p> <p>Various downloadable tables and charts, at individual HEI and sector level.</p>

Description of Data / Information	Source	Availability
<p>HESA (and heidi database tool)</p> <p>Detailed data collected annually from HEIs covering:</p> <ul style="list-style-type: none"> - students - staff -financial information (accounts) - performance indicators [see separate entry] - destination of HE leavers - equality & diversity <p>The heidi website database tool (to which most HEIs in Wales subscribe) allows more detailed interrogation of HESA data (pre-defined reports as well as facility to produce bespoke reports).</p>	<p>Data collected by HESA on-line from HEIs</p>	<p>HESA website (www.hesa.ac.uk)</p> <p>Various tables. Summary information available free.</p> <p>Detailed interrogation of HESA data possible via the heidi database tool.</p>
<p>Leadership Foundation for Higher Education (LFHE)</p> <p>The LFHE provides support and advice on leadership, governance and management for all the UK HEIs.</p>	<p>-</p>	<p>www.lfhe.ac.uk</p> <p>The LFHE website contains details of support available and information on its training and development programme, events and research projects.</p>
<p>Welsh Assembly Government 'StatsWales' website</p> <p>HE reports (all with a Welsh focus), mainly drawn from HESA data. Summary statistical bulletins, and various detailed data tables with sorting and charting options. Coverage includes:</p> <ul style="list-style-type: none"> - Student data (enrolments; qualifications obtained; cross-border flows; Welsh domiciled) 	<p>For HE data, mainly HESA</p>	<p>StatsWales website (www.wales.gov.uk/topics/statistics/theme/post16ed/higher-educat/?lang=en)</p>

Description of Data / Information	Source	Availability
<ul style="list-style-type: none"> - ITT data - Staff & finance data (e.g. income and expenditure of Welsh sector) - Destination of leavers (Welsh domiciled and students attending Welsh HEIs) - Performance Indicators 		
<p>National Assembly for Wales – Members’ Research Service</p> <p>In Figures: Higher Education Research Paper, June 2009</p>	<p>Various data sources</p>	<p>Links to various briefing documents produced by the Members’ Research Service, including the ‘In Figures’ series of reports.</p> <p>www.assemblywales.org/bus-home/bus-assembly-publications-research/bus-assembly-publications-research-publications/bus-assembly-publications-culture.htm</p>
<p>Estate Management Statistics</p> <p>Established in 1999 on behalf of HE funding bodies to provide HE sector with standardized property information to help managers understand current performance, promote sharing of best practice and drive improvements.</p> <p>In 2008-09 HESA was asked to take on the responsibility for EMS, with funding coming through the subscriptions of institutions in the same way as other data streams</p> <p>Data for 2009-10 onwards is to be collected by HESA, with data published through heidi.</p>	<p>Data from HEIs</p>	<p>HESA, (www.hesa.ac.uk), via heidi</p>

Description of Data / Information	Source	Availability
<p>Quality Assurance Agency (QAA) institutional reviews</p> <p>Works with HEIs to define the quality of learning opportunities and academic standards. Carry out institutional reviews which identify how institutions manage and implement these standards and assure quality of provision which they award. Publish reports on reviews of universities and colleges of higher education and higher education courses (individual HEI reports, and some overview reports).</p>	<p>QAA institutional review outcomes</p>	<p>QAA website (www.qaa.ac.uk)</p>
<p>National Student Survey</p> <p>Annual survey of student opinions on their course (targeted at final year undergraduates). They are also given the opportunity to comment on their student learning experience as a whole at their institution. The outcomes help to inform prospective students' choices and enable participating institutions to identify strengths and areas for improvement. Data published includes overall HEI and subject level satisfaction ratings.</p>	<p>Annual student survey questionnaire</p>	<p>Published on unistats website (www.unistats.com)</p>
<p>Destination of Leavers from Higher Education survey</p> <p>Annual survey of proportion of graduates in work and further study six months after graduation, benchmarked for institutional factors known to affect graduate employment outcomes.</p>	<p>Annual survey (HESA)</p>	<p>Published on the websites of HESA (www.hesa.ac.uk) and unistats (www.unistats.com)</p>

Description of Data / Information	Source	Availability
<p>Higher Education-Business and Community Interaction (HE-BCI) Survey</p> <p>Annual survey on knowledge exchange, covering:</p> <ul style="list-style-type: none"> - research-based interactions - intellectual property - consultancy and services - spin-off company formation - social, community and cultural activities - regeneration - education and continuing professional development 	<p>Figures for the academic year 2008/09 are taken from the 2009 Survey which was collected by HESA for the first time. (Previously data was collected by HEFCE.)</p>	<p>HESA website, via the heidi database tool.</p> <p>www.hesa.ac.uk</p>
<p>Research Assessment Exercise (RAE) 2008 outcomes</p>	<p>RAE 2008</p>	<p>Published on RAE2008 website</p> <p>www.rae.ac.uk</p>
<p>Sustainability Trigger Metrics</p> <p>A set of data (x16 trigger metrics) offering a high level view of HEIs 'direction of travel' with respect to long-term sustainability. Cover the key resources of money, people, equipment and buildings. The trigger metrics complement institutional framework information.</p>	<p>All data used is from HESA and other publicly available sources.</p>	<p>HESA website, via the heidi database tool.</p> <p>www.hesa.ac.uk</p> <p>Also, see Financial Sustainability Strategy Group's (FSSG) report of December 2008 on sustainability of learning and teaching in English higher education, available on HEFCE's website at:</p> <p>www.hefce.ac.uk/Finance/funding/he/trac/fssg/</p>
<p>UCAS</p> <p>Various application and applicant data available to download via statistical enquiry tool, data tables and annual data sets on FTUG student applications. HEIs are able to interrogate UCAS database for more detailed application and applicant information about their particular institution.</p>	<p>UCAS applications</p>	<p>UCAS website</p> <p>www.ucas.ac.uk</p>

Description of Data / Information	Source	Availability
<p>Patterns of higher education institutions in the UK</p> <p>An annual series of publications produced by UUK with the support of GuildHE and the UK Higher Education Europe Unit, looking at trends in UK higher education.</p> <p>The ninth edition was published in September 2009.</p>	<p>UUK-commissioned research (most data from HESA)</p>	<p>UUK website (Publications) (www.universitiesuk.ac.uk)</p> <p>Can also be purchased from UUK as hard copy report.</p>
<p>Office of the Independent Adjudicator for Higher Education (OIA)</p> <p>The OIA operates a free, independent complaints scheme for students who have exhausted their institution's complaints processes. All higher education institutions in England and Wales are required to comply with the rules of the OIA's scheme. The OIA is not a regulator, but from time to time it publishes recommendations about how they deal with complaints and what constitutes good practice.</p>	<p>OIA student complaints reviews</p>	<p>www.oiahe.org.uk/index.asp</p>
<p>Various university 'league tables'</p>	<p>Various national newspapers, using a variety of measures</p>	<p>Produced and published by various newspapers. Searchable on line via various newspaper and media websites (e.g. THE; Guardian; BBC; etc.)</p>

Glossary

BUFDG	British Universities Finance Directors Group
CPD/CE	Continuing Professional Development/Continuing Education
CUC	Committee of University Chairs
DSA	Disabled Students' Allowance
EYM	End of Year Monitoring
FE	Further Education
FEIs	Further Education institutions
FT	Full-time
FTE	Full-Time Equivalent
HE	Higher Education
HEBCI	Higher Education-Business and Community Interaction survey
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
heidi	Higher Education Information Database for Institutions
HEIs	Higher education institutions
HESA	Higher Education Statistics Agency
ITT	Initial teacher training
JISC	Joint Information Systems Committee
KPI	Key Performance Indicator
LFHE	Leadership Foundation for Higher Education
NS-SEC	National Statistics Socio-economic Classification
OIA	Office of the Independent Adjudicator for Higher Education
PG	Postgraduate
PT	Part-time
QAA	Quality Assurance Agency
QR	Quality Research
RAE	Research Assessment Exercise
RC	Research Councils
TRAC	Transparent Approach to Costing
UG	Undergraduate
UUK	Universities UK
UW	University of Wales