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Cylchlythyr | Circular

Higher Education Data Requirements 2014/15

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This circular informs institutions of the higher education (HE) data used to calculate funding allocations and maximum fee grant allocations; to monitor progress towards the Corporate Strategy targets; to monitor equality and diversity; to monitor Initial Teacher Training (ITT) provision leading to Qualified Teacher Status (QTS); to monitor fee grant payments; for publication; for provision to Estyn and Coleg Cymraeg Cenedlaethol; and to inform policy.

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Introduction

1. This circular informs institutions of the higher education (HE) data used for the following purposes:

   - the calculation of funding allocations;
   - the calculation of maximum fee grant allocations;
   - monitoring progress towards the Corporate Strategy targets;
   - monitoring equality and diversity;
   - monitoring Initial Teacher Training (ITT) provision leading to Qualified Teacher Status (QTS) and providing data to Estyn about ITT (QTS) provision;
   - monitoring the payment of tuition fee grant;
   - providing data to Coleg Cymraeg Cenedlaethol about Welsh medium provision;
   - publication; and,
   - informing policy.

   A description of the data extracted from the Higher Education Statistics Agency (HESA) student record for end of year monitoring at higher education institutions (HEIs) is not included in this circular. Instead Annex K of the circular W13/32HE: Higher Education Students Early Statistics (HESES) Survey 2013/14 should be referred to for details of the data extracted. The extraction criteria will also be published in the End of Year Monitoring (EYM) of higher education enrolments circular for 2013/14 due to be published in September 2014.

2. HEFCW is currently consulting on the approach to funding in 2015/16 and subsequent years. Therefore it should be noted that any assumptions about data and methods used to allocate funding set out in this circular may change during the 2015/16 funding round. For more details please refer to circular W14/33HE: Consultation on our approach to funding in 2015/16 and subsequent years.

Sources of Data

3. The Higher Education Funding Council for Wales (HEFCW) uses data from its own surveys, from the Welsh Government (WG) Lifelong Learning Wales Record (LLWR), data collected by HESA and data provided by the Student Loans Company (SLC) in carrying out the purposes described in paragraph 1 above. Other data such as Universities and Colleges Admissions Service (UCAS) data, and National Student Survey (NSS) data are also used to inform policy and provide information about the HE sector in Wales.

4. HEFCW collects data from HEIs and further education institutions (FEIs) in Wales through:

- the higher education students early statistics (HESES) survey;
- the EYM survey (FEIs only) and;
- the student, finance and Corporate Strategy targets forecasts requests (HEIs only).

5.   The WG LLWR record provides student and qualifications data for FEIs in Wales.

6.   HESA collects data from all HEIs in the UK on:

- student activity, including destinations of leavers;
- the Key Information Set (KIS);
- finance;
- higher education business and community interaction (HEBCI);
- staff; and,
- estates management.

7.   Readers of this circular are assumed to be familiar with the HESES and EYM surveys, the HESA records and surveys (HEIs only), the 2014 Research Excellence Framework (REF) (HEIs only) and the LLWR (FEIs only). The latest HESES, EYM and forecasts circulars are available on the HEFCW website (www.hefcw.ac.uk); the latest HESA data manuals are available on the HESA website (www.hesa.ac.uk); REF circulars are available on the REF website (www.ref.ac.uk); and the latest LLWR manuals are available on the WG website (www.wales.gov.uk). Links to the HEFCW circulars and these websites can also be found in the 'Working with Higher Education Providers', 'Data collection, surveys and calculations' area of the HEFCW website.

Ensuring the accuracy of HESA data

8.   For 2003/04 funding allocations onwards, HESA data used in the allocation of teaching and postgraduate research (PGR) training funding have been subject to confirmation by HEIs that HEFCW have correctly extracted the data from the HESA records. Until the calculation of the 2012/13 funding allocations, HEIs were not able to make amendments to data during the confirmation process if their HESA data were incorrect. In 2012/13 some of the criteria for inclusion in the funding allocations changed with the introduction of the new fee regime and the public investment fund (PIF) and so institutions were allowed to make changes to some of the data extracted from the HESA student record. This will continue for data used in 2015/16 teaching and PGR funding allocations.

9.   Although HEFCW are currently accepting amendments to some of the HESA data used for funding, it is important that HEIs are confident that all their HESA data are correct before final returns are made to HESA and the data are signed off. HEIs should take note of any discrepancies in their HESA data that have been found in past years, including those flagged up

as part of the data quality analysis carried out by HEFCW, issues found in institutions' own scrutiny of the summaries output by the HESA Information Reporting Interface Service (IRIS) and problems that HESA have brought to their attention. In particular, HEIs should ensure that they study in detail the check documentation produced by HESA when they commit their data and make any necessary amendments as a result before signing off the data.

10. For those data verifications where amendments are not accepted, if there is an error in an HEI's HESA data, and this error would lead to the HEI being allocated funding greater than that to which it is entitled, the HEI will be expected to notify HEFCW so that the funding can be adjusted accordingly. For 2015/16 funding, this is likely to only apply to data used in the PGR training funding allocation.

11. HESA data are also used in the calculation of the indicators contained within the annual [Performance Indicators in Higher Education in the UK](#) (PIs) publication for HEIs. HESA produce PIs on behalf of all the HE Funding Councils of the UK. In the past, amendments to data have been accepted and used in the calculation of the PIs. However, it is expected that the data supplied and signed off to HESA are correct, so that data can be used to calculate PIs without further amendment.

Ensuring the accuracy of LLWR data

12. For 2007/08 funding allocations onwards, LLWR data used in the allocation of teaching funding have been subject to confirmation by FEIs that HEFCW have correctly extracted the data from the month 5 freeze of the LLWR. Until the calculation of the 2012/13 funding allocations, FEIs were not able to make amendments to data during the confirmation process if their LLWR data were incorrect. However, amendments were allowed for data used in the 2012/13 funding allocations, under the condition that the amendment was also made to the LLWR in time for the month 8 freeze. This will continue for LLWR data used in 2015/16 funding allocations, again with amendments to the confirmations being expected to be made to the 2013/14 LLWR data in time for the month 8 freeze. Although amendments are currently being accepted, it is still important that FEIs are confident that their LLWR data are correct before returns are made to WG so that complete data is available in time for the month 5 freeze. FEIs should note any discrepancies in their LLWR data found during the confirmation process in previous years or problems that HEFCW have brought to their attention, and ensure that LLWR data take account of these so that data are fit for purpose. See also Annex A, paragraph 5.

13. Further guidance relating to the completion of the HE fields on the LLWR for FEIs has been included in the LLWR manual. FEIs should ensure that they read this guidance prior to submitting HE data to the LLWR.

Data used in Funding Allocations

14. The credit-based teaching funding allocations for part-time (PT) undergraduate (UG) and PT postgraduate taught (PGT) provision are based on data returned on the HESES survey. Per capita and premium funding is also allocated for PT UG and both PT and full-time (FT) PGT provision. Funding for full-time (FT) undergraduate (UG) and PGCE provision consists of per capita and the expensive subjects premium. For 2014/15, premiums comprised:
    - Part-time premium;
    - Access and retention premium (PT UG only);
    - Disability premium (PT and PGT only);
    - Welsh medium premium (PT and PGT only);
    - Expensive subjects premium (clinical medicine and dentistry and Conservatoire Performance Element, FT UG only).

    This circular assumes that the same premiums are being allocated with respect to the same groups of students for 2015/16 though it should be noted that this may change pending the funding consultation outcomes (see paragraph 2).

15. The access and retention, disability, Welsh medium and expensive subjects premiums and the per capita allocation are based on retrospective data taken from the HESA student record for HEIs. For HE students at FEIs, the access and retention premium and per capita allocation are based on data taken from the LLWR; the Welsh medium and disability premiums are based on data collected directly from FEIs. The expensive subjects premium is not allocated to FEIs.

16. Data collected on the EYM survey for FEIs or end of year data extracted from the HESA student record for HEIs are used to calculate any adjustment to teaching funding at the end of the academic year. Details of the end of year data extracted from the HESA record are contained within Annex K of the HESES and EYM circulars (see paragraph 1) and are not reproduced here.

17. More information on data used in teaching funding, including the premium and per capita elements, is set out in Annex A.

18. The Quality Research (QR) funding allocation for 2015/16 will be based on data returned to the 2014 REF, which is due to be published in December 2014. More information on data used in research funding is set out in Annex B.

19. The PGR training allocation is based on retrospective data taken from the HESA student record. Further information on the HESA fields used is provided in Annex C.

Data used to calculate the Maximum Fee Grant

20. Data used in the calculation of the maximum fee grant are taken from the HESA student record. Data are used to calculate conversion rates to apply to assumed new entrants, to estimate the fee grant commitment for continuing students. Further information on the HESA fields used is provided in Annex D.

21. The maximum fee grant is monitored using data from the SLC. Fee grant paid to each institution will be compared to the maximum fee grant allocated. Latest published information can be found in HEFCW circular W13/29HE: Maximum fee grant - guidance and allocations for 2014/15.

Data used to monitor Corporate Strategy targets

22. Data used to monitor progress towards the Corporate Strategy targets are taken from the HESA student and finance records; the HESA DLHE survey; the published UK HE PIs; the LLWR; and the HESA HEBCI survey. Other sources, such as the National Student Survey (NSS), the Quality Assurance Agency (QAA) institutional review outcomes, the 2014 REF outcomes and the HEFCW institutional risk review process are also used.

    The targets monitored using these data are:

    - Widening access;
    - Participation;
    - Retention;
    - Part-time;
    - National Student Survey;
    - Welsh medium;
    - Overseas students;
    - Quality;
    - Initial Teacher Training;
    - Employment;
    - Employability;
    - Continuing Professional Development;
    - Collaborative Research Income;
    - Research Council income;
    - REF;
    - Reconfiguration and collaboration; and,
    - Governance.

23. A description of each of these targets and the data used to monitor them is included in Annex E. A number of these targets have also been included in institutions' fee plans for 2015/16.

Data used to monitor ITT (QTS) provision and ITT (QTS) data provided to Estyn

24.   Each year, information relating to initial teacher training (ITT) leading to qualified teacher status (QTS) is published. This contains tables of data for institutions with ITT (QTS) provision, taken from the HESA student record and DLHE survey. This information is also passed to Estyn (Her Majesty's Inspectorate for Education and Training in Wales) under a data sharing agreement, together with data relating to new entrants to ITT (QTS) courses. The fields and criteria used to extract the data presented in the published tables plus the data relating to new entrants are detailed in Annex F.

Data provided to Coleg Cymraeg Cenedlaethol

25.   HEFCW provide data each year, under a data sharing agreement, to Coleg Cymraeg Cenedlaethol. The fields and criteria used to extract the data are detailed in Annex G.

Data used to monitor equality and diversity

26.   HEFCW currently use HESA data to monitor the ethnicity, disability status, gender and age of students and staff at Welsh HEIs. A summary of the data is published on the HEFCW website under 'About Higher Education in Wales', 'Statistics', 'Equality and Diversity Statistics'. Further information on the fields used is in Annex H.

Data used for publication

27.   HEFCW publish statistical reports on an ad hoc basis. Details of the data used in any statistical reports will be included with the report.

28.   HE participation rates for Wales are published. The latest figures are for 2006/07. Data used in calculating the participation rates are described within the circular. An update of this circular is due out in Autumn 2014.

29.   All of these publications can be accessed from the 'About Higher Education in Wales', 'Statistics' area of the HEFCW website.

Other uses of data

30. Any of the data described may be used to inform policy. In particular, data on students taught in whole or part through the medium of Welsh and staff who teach or who are able to teach through the medium of Welsh will be used to inform policy on Welsh medium provision; and data relating to students at directly funded FEIs or franchised to FEIs from HEIs will be used to inform policy on HE in FEIs.

31. The data described are also used by WG in their analysis of the higher education sector, including analysis published in their statistical bulletins and data presented on the [StatsWales](#) website. In addition, though data about FE level students are out of the scope of this circular, it should be noted that numbers of students on Welsh for Adults courses or other FE courses at HEIs are used by WG in their analysis and for publication.

32. Data relating to forecast student numbers and forecasts of Corporate Strategy targets at HEIs are collected through the forecasts requests circulars. These data are used for HEFCW's internal monitoring and planning processes and are not published or used in funding calculations at an institutional level, though may be used to monitor and estimate potential fee grant commitments. Some whole HEI sector forecasts information is published.

33. It should be noted that although this circular details HESA/LLWR fields used by HEFCW, any of the fields that institutions return on the HESA records, for HEIs, or the LLWR, for FEIs, may be used in future for funding, for monitoring purposes, to inform policy or for publication. Therefore, it is important that all HESA/LLWR fields are completed fully and accurately to show a fair picture of the provision and activity at the institution.

Audit

34. All data used for funding and monitoring is potentially subject to audit. A new audit process for higher education data has recently been introduced, details can be found in circular [W14/11HE: Audit of Higher Education Data 2014/15 to 2017/18](#).

Contents

35. The contents of the annexes are as follows:

Annex A:	Data used in teaching funding allocations
Annex B:	Data used in research funding allocations
Annex C:	Data used in the PGR training funding allocation

Further information

36.   Any significant updates to the information contained in this circular prior to next year's publication of this circular, will be communicated to data contacts at institutions. Any queries regarding this circular should be directed to Liz Heal (email hestats@hefcw.ac.uk, telephone 029 2068 2231).

Data used in teaching funding allocations

1. The descriptions below refer to HESA and LLWR data that relate to the 2013/14 academic year that we plan to use in 2015/16 funding calculations. Institutions should note that the assumptions about what data will be included in the calculation of allocations and which allocations will be made are subject to change. See paragraph 2 of the introduction.

2. For 2015/16 teaching funding allocations, data will be taken from the HESES 2014/15 survey, the 2013/14 HESA student record or LLWR, and, for the Welsh medium premium, where allocations are based on the previous two years' data, additionally the 2012/13 HESA student record. Using HESA and LLWR data enables premium and per capita allocations to be calculated with the minimum need to collect additional data from institutions.

3. For FEIs only, data not available from the LLWR about modules taught through the medium of Welsh or students in receipt of Disabled Students' Allowance (DSA), will be collected directly from FEIs. If, in future, additional or improved information is collected by WG on the LLWR which enable data relating to DSA, or Welsh medium provision to be extracted and used in funding allocations, FEIs will be notified of the change and the extraction criteria to be used.

4. Institutions will have the opportunity to check the HESA/LLWR data to be used in the allocations to ensure that HEFCW has correctly extracted the data. HEIs will also have the opportunity to change their data if they wish to do so because the data were incorrectly reported, on the confirmations for premium funding. FEIs will also have the opportunity to change data extracted from the LLWR, however, as described in paragraph 12 of the introduction of this circular, they will be expected to make any changes made to the confirmations to the month 8 freeze of the LLWR.

5. HESA data are finalised and signed off before HEFCW receive the data, therefore HEIs should ensure that these data are correct during the submission process to HESA. 2013/14 academic year LLWR data used in funding will be that taken from the December 2014 (month 5) freeze supplied by WG. HEFCW will be providing FEIs with a summary of their 2013/14 academic year data in November 2014 (month 4 freeze), prior to the December freeze. FEIs are expected to have used this opportunity to review their data, to ensure that data used for funding allocations are correct.

6. If two years' data are used in the calculation of allocations, any changes made by institutions to the first year's data in the previous year's funding round will automatically be included in the calculation, however, no further changes to the data due to incorrect reporting by the institution will be allowed.

7. Particular care should be taken in completing the HESA and LLWR fields detailed below which are used in calculating funding allocations. However,

institutions should ensure that **all** fields of the HESA student record or the LLWR are completed accurately and that the over-use of null or default values is avoided.

Formula element of teaching funding

Credit–based teaching funding

8. Credit-based funding is allocated only for part-time and postgraduate taught provision. Funding is calculated using completed credit values associated with home and EU students eligible for HEFCW funding, returned on the HESES survey, and funded credit values allocated to the institution. For the calculation of 2015/16 funding, this will be HESES data and funded credit values for 2014/15. In addition, funding and funded credits for performance element provision at the University of South Wales are calculated outside the teaching model.

9. After the grant announcement is made in spring each year, an individualised Excel workbook is sent to each institution showing how the funded credits were calculated in the teaching model. An example of the workbook and details of each of the steps taken in the model are available on the ['Working with Higher Education Providers', Data collection, surveys and calculations', 'Funding calculations'](#) are of the HEFCW website.

Premium and per capita funding

10. Data used to calculate premium and per capita funding are extracted from the HESA student record and the LLWR, and for FEIs, for the disability and Welsh medium premiums, data collected directly from FEIs.

11. If a student is following more than one course and has two or more records fitting the criteria to be included in the calculation of the per capita or a premium allocation, the student is counted only once. On the HESA student record and the LLWR, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping only one instance per student identifier INSTANCE.HUSID on the HESA student record, or the first occurrence only of LEARN_ID (LP02/LA02) on the LLWR.

12. Prior to keeping the first instance or occurrence, the data are sorted by mode (full-time first) and level (postgraduate first), so that if a student has multiple instances with different modes and levels, a full-time instance is kept in the dataset over a part-time instance and a postgraduate instance is kept over an undergraduate instance. In addition, for the access and retention premium, if a student has more than one instance with different postcodes in the entry profile, and the postcodes are in different areas, the instance with a postcode in a Communities First area will be used in the calculation of any postcode related aspects of the premium (i.e. any instance with a Communities First postcode will be kept in preference to any other instance). Similarly, for the disability premium, if there are multiple instances with not all being in receipt of DSA, the

instance in receipt of DSA is given priority. For the expensive subjects premium, if a student has two instances fitting the criteria to be included, the instance with the earliest commencement date is kept in preference.

13. If a student is taking a course which contains years of study which do not follow the standard academic year of 1 August to 31 July, then the student will be counted once in each year of study only, and not in each academic year in which they are active. This will be done by excluding the student from the data extract for the final academic year in which they are active. For example, if a student is following a full-time three year degree course which starts in January 2012 and finishes in December 2014, the student will be active in four academic years, but will only be counted three times for the purposes of inclusion in the calculation of the premium and per capita funding allocations. They will be counted in the first three academic years in which they are active and excluded in the final academic year in which they are active.

14. In excluding those on a non-standard academic year in their final year of study, the date the student left is compared to their date of commencement. If they leave within the anniversary of date of commencement plus two weeks then they are excluded in that academic year, unless the two week period is identifiable as a separate year of study.

15. In each of the per capita and premium funding allocations, subject to the criteria for being counted in paragraphs 11 to 13, students must be:

- home and EU fundable;
- not incoming exchange; and,
- active within the reporting period.

16. Additional criteria apply for each of the funding allocations and these are detailed below.

17. The extraction of data from the HESA and LLWR records is carried out using a SAS program. Algorithms for 2015/16 funding allocations, based on the SAS program for each of the funding allocations will be available on the HEFCW website under 'Working with Higher Education Providers', Data collection, surveys and calculations', 'Funding calculations' in early 2015.

18. The criteria show the name of the relevant HESA field in the form of ENTITY.FIELDNAME.

Per capita funding

19. In addition to the criteria described in paragraph 15, students eligible to be included in the calculation of per capita funding are those who are:

- undergraduate or postgraduate taught
- full-time or part-time
- studying for at least 10 credit values
- in any year of study

20. For HEIs, the following criteria applied to the HESA student record are used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
At least 10 credit values	MODULE.CRDTPTS ≥ 10 (summed over all modules the student is taking)
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/13 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank
Active mode of study	INSTANCE.MODE = 01, 02, 23, 24, 25, 31
Undergraduate or postgraduate taught	COURSE.COURSEAIM = all C, E, H, I, J, M codes, excluding C99, H99, I99, J99, M99

21. For FEIs, the following coding applied to the LLWR is used to extract the data:

Home and EU HEFCW fundable Learning Activity	MAIN_STR (LA11) = 2
HE level Learning Programme	TYPE_LPG (LP17) = 51, 52, 53, 54, 55, 56, 57, 58, 59 or COURSEAIM (HE14) = all C, E, H, I, J, M codes, excluding C99, H99, I99, J99, M99
Learning Activity Active 1/8/13 to 31/7/14	STARTDTE (LA09) ≤ 31/07/2014 and TERMDATE (LA30) ≥ 01/08/2013 or = blank

LP = Learning Programme dataset, LA = Learning Activity dataset, HE = HE dataset, number indicates the number of the field on the record

Access and retention premium

22. In addition to the criteria described in paragraph 15, students eligible to be included in the calculation of the access and retention premium are those who are:

  - Undergraduate
  - studying for at least 10 credit values
  - Part-time
  - in any year of study

23. For HEIs, the following criteria applied to the HESA student record are used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
At least 10 credit values	MODULE.CRDTPTS ≥ 10 (summed over all modules the student is taking)
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/13 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank
Part-time mode of study	INSTANCE.MODE = 02, 31
Undergraduate	COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28 or COURSE.COURSEAIM = M71 and TTCID ≠ 1

24. For FEIs, the following coding applied to the LLWR is used to extract the data:

Home and EU HEFCW fundable Learning Activity	MAIN_STR (LA11) = 2
Learning Activity Active 1/8/13 to 31/7/14	STARTDTE (LA09) ≤ 31/07/2014 and TERMDATE (LA30) ≥ 01/08/2013 or = blank
Part-time mode of study	MODE_ATT (LP07) = 09 or MODE_ATT (HE13) = 03
Undergraduate HE level Learning Programme	TYPE_LPG (LP17) = 51, 52, 53, 55, 56, 57, 58, 59 or COURSEAIM (HE14) = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M71

LP = Learning Programme dataset, LA = Learning Activity dataset, HE = HE dataset, number indicates the number of the field on the record

25. A retention element is included in the premium. This requires students to be categorised by year of course and length of course, and for those on one year courses, whether they were retained or not. The following coding is used to categorise students in HEIs.

Determine year of course:

First year	INSTANCE.COMDATE ≥ 01/08/13 and INSTANCE.COMDATE ≤ 31/07/14
Second year or above	Otherwise

Determine length of course:

One year	INSTANCE.UNITLGTH = 1 and 52*INSTANCE.SPLENGTH ≤ 52 OR INSTANCE.UNITLGTH = 2 and integer(INSTANCE.SPLENGTH /12)*52 +remainder(INSTANCE.SPLENGTH,12)*4 ≤ 52 OR INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH ≤ 52 OR INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH /5) ≤ 52 OR INSTANCE.UNITLGTH = 5 OR INSTANCE.COMDATE ≥ 01/08/13 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.SPLENGTH = blank or INSTANCE.UNITLGTH = 9 and INSTANCE.ENDDATE ≥ 01/08/13 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank
Two or more years	INSTANCE.UNITLGTH = 1 and 52*INSTANCE.SPLENGTH > 52 OR INSTANCE.UNITLGTH = 2 and integer(INSTANCE.SPLENGTH/12)*52 +remainder(INSTANCE.SPLENGTH,12)*4 > 52 OR INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH > 52 OR

	INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH /5) > 52 OR INSTANCE.COMDATE ≥ 01/08/13 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.SPLENGTH = blank or INSTANCE.UNITLGTH = 9 and INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 1
Unknown	INSTANCE.SPLENGTH = blank or INSTANCE.UNITLGTH = 9 (and not already categorised)

Determine retention status:

Retained	INSTANCE.FUNDCOMP = 1,4
Not retained	INSTANCE.FUNDCOMP = 2
Status unknown	INSTANCE.FUNDCOMP = 3, 9

26. Students are then categorised into the following four categories for funding, plus an unknown category.

- First year on one year course - retained
- First year on one year course - not retained
- First year of two years or more course
- Second or further year of two years or more course

27. Those students in the unknown category are either first years on a one year course who have unknown retention status or are first years on an unknown length course with unknown retention status. Estimation has to be used to categorise these two types of students.

28. For the first type of unknowns, for those already categorised as first year students on a one year course with a known retention status, the proportion in each of the two retention categories is calculated by INSTANCE.TYPEYR. These proportions are then applied to first years on a one year course with unknown retention status. If there are no data in a particular INSTANCE.TYPEYR, then the overall PT proportions are calculated and applied.

29. A similar method is used for the second type of unknowns. For those already categorised as first year students (either on a one year course and retained, on a one year course and not retained or on a two years or more course), the proportion in each of the three categories is calculated by INSTANCE.TYPEYR. These proportions are then applied to first years on an unknown length course with unknown retention status. If there are no data in a particular INSTANCE.TYPEYR then the overall PT proportions are calculated and applied.

30. In calculating proportions, data for instances not included in the population, but which finished in 2013/14 after a one year non-standard academic year course starting in 2012/13 are included. These are only included in order to estimate the retention status of first years on one year courses.

31. For FEIs, the following coding is used to categorise students:

First year of one year course - retained	Earliest STARTDTE (LA09) ≥ 01/08/13 and TERMD_LP (LP55) ≥ 01/08/13 and TERMD_LP (LP55) ≤ 31/07/14 and not all values of COMPSTAT (LA31) = 3
First year of one year course - not retained	Earliest STARTDTE (LA09) ≥ 01/08/13 and TERMD_LP (LP55) ≥ 01/08/13 and TERMD_LP (LP55) ≤ 31/07/14 and all values of COMPSTAT (LA31) = 3
First year of two years or more course	Earliest STARTDTE (LA09) ≥ 01/08/13 and TERMD_LP (LP55) ≥ 31/07/14 or = blank
Second or further year of two years or more course	Earliest STARTDTE (LA09) < 01/08/13

32. For both HEIs and FEIs, eligible students are further categorised in order to calculate two elements of the access and retention premium. The first element is based on students domiciled in Communities First areas and the second element is based on students from low participation areas. Each element is calculated separately and students can be included in the calculation of more than one element.

33. For the Communities First element, eligible students are categorised, using the home postcode of the student (HESA record field ENTRYPROFILE.POSTCODE for HEIs and LLWR Learning Programme postcode field POST_SLP (LP09) for FEIs), into those that come from Communities First areas and those that are from other areas. Up to 2013/14 funding, Communities First areas have corresponded to the 100 most deprived electoral divisions according to the Welsh index of multiple deprivation 2000, the pockets of deprivation, imaginative proposals and new areas as identified by the WG. For 2014/15 funding onwards the 52 Communities First cluster areas identified by WG in 2012 are used.. Those in the Communities First areas are included in the calculation of the Communities First element of the access and retention premium.

34. For the low participation element, eligible students are included in the calculation if their home postcode (HESA record field ENTRYPROFILE.POSTCODE for HEIs and LLWR Learning Programme postcode field POST_SLP (LP09) for FEIs) is in an area where there is a low proportion of working age adults with HE level qualifications as defined in the 2001 Census.

35. Lists of postcodes in Communities First areas and low participation areas are available on the 'Working with Higher Education Providers', 'Data collection, surveys and calculations', 'Funding calculations' area of the HEFCW website. More information about low participation classifiers can be found on the 'What we do', 'Widening participation', 'Our research', 'POLAR' area of the HEFCE website.

36. Additionally, the number of Communities First students as a percentage of Welsh domiciled students is calculated in order to categorise institutions into two bands based on their proportion in Communities First areas. Welsh domiciled students are those whose home postcode (HESA record field ENTRYPROFILE.POSTCODE for HEIs and LLWR Learning Programme domicile field DOMICILE (LP08) for FEIs) is in Wales.

Disability premium

37. In addition to the criteria described in paragraph 15, students eligible to be included in the calculation of the disability premium are those who are:

- in receipt of DSA
- postgraduate or part-time undergraduate
- studying for at least 10 credit values for HEIs (8.3% FTE for PGR students)
- in any year of study.

38. For HEIs, the following coding applied to the HESA student record is used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
At least 10 credit values (or 8.3% FTE for PGR students)	MODULE.CRDTPTS ≥ 10 (summed over all modules the student is taking) (INSTANCE.STULOAD ≥ 8.3)
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/13 and INSTANCE.ENDDATE ≥ 01/08/14 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank

Part-time mode of study if undergraduate	INSTANCE.MODE = 02, 31 (where COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28 or COURSE.COURSEAIM = M71 and TTCID ≠ 1)
Active mode of study if postgraduate	INSTANCE.MODE = 01, 02, 23, 24, 25, 31 (where not undergraduate)
In receipt of DSA	INSTANCE.DISALL = 4
Undergraduate or postgraduate	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes, excluding C99, H99, I99, J99, L99, M99

39. For FEIs, data relating to students in receipt of DSA are not currently available from the LLWR, therefore, data are collected directly from FEIs to use in calculating the premium.

Welsh Medium Premium

40. The Welsh medium premium is calculated using the number of credits taught through the medium of Welsh. Modules studied by students fitting the inclusion criteria, where at least 2 credits of the module are studied through the medium of Welsh are included, averaged over two years. Welsh language or literature modules are **not** eligible for premium funding, unless the student is taking the module as part of an ITT course leading to QTS.

41. In addition to the criteria described in paragraph 15, students eligible to be included in the calculation of the Welsh medium premium are those who are:

- postgraduate taught or part-time undergraduate
- in any year of study.

42. For HEIs, the following coding applied to the HESA student record is used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/13 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and

	INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank
Part-time mode of study if undergraduate	INSTANCE.MODE = 02, 31 (where COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28 or COURSE.COURSEAIM = M71 and TTCID ≠ 1)
Active mode of study if postgraduate	INSTANCE.MODE = 01, 02, 23, 24, 25, 31 (where not undergraduate)
Undergraduate or postgraduate taught	COURSE.COURSEAIM = all C, E, H, I, J, M codes, excluding C99, H99, I99, J99, M99
At least 2 credits of module are Welsh medium	MODULE.MODLANG = 1 and MODULE.LANGPCNT x MODULE.CRDTPTS ≥ 2
Not Welsh language or literature, unless on an ITT (QTS) course	MODULESUBJECT.MODSBJ ≠ Q560, Q561 or MODULESUBJECT.MODSBJ = Q560, Q561 and COURSE.TTCID = 1
Module started in the 2013/14 academic year	STUDENTONMODULE.MODSTAT = 2, 3

43. If modules are partly Welsh language or literature then only the part of the module that is Welsh language or literature is counted. E.g. if a 10 credit module is 100% Welsh medium and the module subject is 50% Welsh language and 50% in another subject then only 5 credits would be counted as Welsh medium.

44. After eligible data have been extracted, they may be subject to further manual exclusions if the modules are considered to be Welsh language or literature but have not been coded as such. However, institutions will have the opportunity to see the exclusions during the confirmation process.

45. For FEIs, data relating to modules taught through the medium of Welsh are not currently available from the LLWR, therefore, data are collected directly from FEIs to use in calculating the premium.

Expensive subjects premium

46. The expensive subjects premium is calculated using the number of credits in expensive subjects for modules associated with full-time undergraduate students that fit the criteria for inclusion. If a module is returned more than once for a student, then the module is counted only once.

47. In addition to the criteria described in paragraph 15, students eligible to be included in the calculation of the expensive subjects premium are those who are:

    - full-time and sandwich
    - undergraduate
    - clinical medicine or dentistry modules or Performance Element provision
    - in any year of study.

48. For HEIs, the following coding applied to the HESA student record is used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/13 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank
Full-time and sandwich	INSTANCE.MODE = 01, 23, 24
Undergraduate	COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99) M22, M26, M28 or COURSE.COURSEAIM = M71 and TTCID ≠ 1

Completed countable modules that started in the 2013/14 academic year	STUDENTONMODULE.MODOUT = 1, 2, 3 and STUDENTONMODULE.MODCOUNT = 2 and STUDENTONMODULE.MODSTAT = 2, 3
Count of credits reduced for sandwich year out and partial completions	If INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE = 1, 2 and INSTANCE.LOCSDY = D, E, T, U **OR** STUDENTONMODULE.MODOUT = 3 then MODULE.CRDTPTS = 0.5 x MODULE.CRDTPTS

If INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE = 1, 2 and INSTANCE.LOCSDY = D, E, T, U **AND** STUDENTONMODULE.MODOUT = 3 then MODULE.CRDTPTS = 0.25 x MODULE.CRDTPTS |

49. Modules are then further categorised into subject groups using MODULESUBJECT.MODSBJ to determine which are eligible for the expensive subjects premium. MODULESUBJECT.MODSBJP is used to split modules where the module is in more than one subject.

Clinical medicine and dentistry	MODULESUBJECT.MODSBJ = A3, A4
Performance Element provision	INSTITUTION.UKPRN = 10007793 and INSTANCE.CAMPID = B

Data used in research funding allocations

1.   Only HEIs are eligible for research funding.

QR funding

2.   The outcomes of the 2014 REF will be published in December 2014, and will be available to inform QR funding allocations for 2015/16 onwards. We are currently consulting on our approach to funding in 2015/16 and subsequent years and it is proposed to operate the existing QR funding method using the outcomes of the 2014 REF. However, to do so, it will be necessary to adjust some of the parameters of the existing method, as they were set on the basis of the outcomes of the 2008 RAE. Further information on the QR funding method for 2015/16 will be communicated when it becomes available.

3.   Details of the QR funding method for 2014/15 can be found on the 'About Higher Education in Wales', 'Funding Higher Education in Wales' area of the website.

Data used in the PGR training funding allocation

1.   Only HEIs are eligible for PGR training funding. Data used in the calculation of PGR training funding are taken from the HESA student record. The description below refers to HESA student record data collected in 2013/14 that will be used in 2015/16 funding calculations. Institutions should note that these assumptions are subject to change. See paragraph 2 of the introduction.

2.   Students eligible to be included in the calculation of PGR funding are those in REF 2014 units of assessment (UoAs) that will be included in the QR funding model for 2015/16. These UoAs will be determined after REF 2014 results are published in December 2014.

3.   The students must be:

   - home and EU fundable
   - studying for PGR qualifications
   - not incoming exchange
   - active within the reporting period and
   - on the first three years full-time or full-time equivalent of the postgraduate research programme of study (note however that MPhil students are only fundable for the first two years full-time or full-time equivalent study).

4.   If a student is following more than one course and has two or more records fitting the criteria to be included in the calculation of the PGR allocations, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data. If there are multiple instances with different course aims the instance with the highest level of course aim will be kept in the dataset.

5.   If a student is taking a course which contains years of study which do not follow the standard academic year of 1 August to 31 July, then the student will be counted once in each year of study, and not in each academic year in which they are active. For example, if a student is following a full-time three year PhD course which starts in January 2013 and finishes in December 2015, the student will be active in four academic years, but will only be counted three times for the purposes of inclusion in the calculation of the PGR funding allocations. They will be counted in the first three academic years in which they are active and excluded in the final academic year in which they are active.

6.   In excluding those on a non-standard academic year in their final year of study, the date the student left is compared to their date of commencement. If they leave within the anniversary of date of commencement plus two weeks then they are excluded in that academic year, unless the two week period is identifiable as a separate year of study.

7. The following coding is applied to the HESA student record to extract the data.

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/13 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE = blank
Active mode of study	INSTANCE.MODE = 01, 02, 31 and INSTANCE.STULOAD ≠ 0
Postgraduate research	COURSE.COURSEAIM = all D codes, all L codes, excluding L99
First 3 years if full-time, first 6 years if part-time (2 years full-time, 4 years part-time if MPhil)	INSTANCE.YEARSTU = 1, 2, 3, (full-time) INSTANCE.YEARSTU = 1, 2, 3, 4, 5, 6 (part-time) (MPhil taken to be where COURSE.COURSEAIM = L codes)

8. The students are further categorised into UoAs using REFData.UOA2014. Where a student is split across two or more UoAs, the student is counted in each UoA at the proportion returned in REFData.UOAPCNT. The UoA is then used to categorise students into subject groups which attract different levels of funding, based on Academic Subject Category (ASC). The table below shows the mapping.

Subject group	ASCs	UoAs
1	1b, 1d	1, 2, 3 (split), 4 (split)
2	1a, 1c, 3, 4, 6	3 (split), 4 (split), 5 to 15, 17 (split), 26 (split)
3	All other ASCs	3 (split), 16, 17 (split), 18 to 25, 26 (split) 27 to 36

9. UoAs 3, 4, 17 and 26 are split across subject groups. This is done using the JACS code of the course aim, returned in COURSE.SBJCA. The JACS codes of the courses the students in UoAs 3, 4, 17 and 26 are taking are mapped to ASCs using the mapping in Annex D of HESES and then categorised into subject group 1, 2 or 3. Only students on dentistry or psychiatry, neuroscience and clinical psychology courses with JACS codes mapped to ASCs 1b or 1d are included in subject group 1.

Data used in the calculation of maximum fee grant allocations

1. The maximum fee grant allocations for 2016/17 will be calculated using the 2015/16 allocations as a basis with the addition of a cohort. This means that the allocation will cover five cohorts of students, those starting in each of 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17. In order to do this, we calculate conversion rates from year 1 to year 2, year 1 to year 3, year 1 to year 4 and year 1 to year 5 from the latest HESA student data and apply these to the assumed numbers of new entrants in each year that were used to calculate the maximum fee grant in each of the starting cohort years, or for 2012/13 were used in the calculation of the maximum student number.

2. For HEIs, the conversion rate from new entrant to second year of student is calculated as completions plus estimated completions for students in their second year (INSTANCE.YEARSTU = 2) in 2013/14 divided by completions plus estimated completions for new entrants (INSTANCE.YEARSTU = 1) in 2012/13. The rate from new entrant to third, fourth or fifth year of student is calculated in the same way but using students in their third year in 2013/14 and new entrants in 2011/12, students in their fourth year in 2013/14 and new entrants in 2010/11 and students in their fifth year in 2013/14 and new entrants in 2009/10.

3. The same criteria is applied for 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 with the exception of the coding for sandwich year out and for INSTANCE.YEARSTU and with some exclusions in 2009/10 for UHOVI students and to amend known data errors. At verification of 2013/14 data used in the calculation of conversion rates, further adjustments may be made to the year 1 to year 5 conversion rate calculation to take account of students that don't qualify for a fifth year of fee grant, for example those who have taken more than one resit year.

4. If a student is following more than one course and has two or more records fitting the criteria to be included, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping only one instance per student identifier INSTANCE.HUSID on the HESA student record.

5. For FEIs, data to calculate the conversion rates are collected directly from the institution as data available from the LLWR are not currently suitable to use.

6. The criteria and fields shown below will be used to extract data from the HESA student record.

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 2, 4, 8, 9, A (2009/10 to 2012/13) INSTANCE.EXCHANGE ≠ 4, G (2013/14)
Active 1/8/Y1 to 31/7/Y2 and not in the final academic year of a non-standard academic year course	INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/Y2 and INSTANCE.ENDDATE ≥ 01/08/Y1 or blank *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/Y2 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in Y1/Y2 + 14 days *OR* INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/Y2 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in Y1/Y2 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02 or INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14 or INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42 *OR* INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/Y2 and INSTANCE.ENDDATE = blank
Full-time or sandwich mode of study	INSTANCE.MODE = 01, 23, 24, 52, 53 (sandwich year out counted as 0.5 where INSTANCE.MODE = 23, 24 and INSTANCE.LOCSDY = D, E (plus F, G in 2009/10, plus T, U in 2013/14) and INSTANCE.SPECFEE = 1 (plus 2 in 2013/14))
Studying for greater than 3% FTE	INSTANCE.STULOAD ≥ 3
Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes except C99, H99, I99, J99 COURSE.COURSEAIM = M22, M26, M28 or COURSE.COURSEAIM = M71 and COURSE.TTCID = 1 or COURSE.TTCID = 1
New entrants (2009/10, 2010/11, 2011/12 and 2012/13)	INSTANCE.YEARSTU = 1
Second year of	INSTANCE.YEARSTU = 2

student (2013/14)	
Third year of student (2013/14)	INSTANCE.YEARSTU = 3
Fourth year of student (2013/14)	INSTANCE.YEARSTU = 4
Fifth year of student (2013/14)	INSTANCE.YEARSTU = 5
Completions	INSTANCE.FUNDCOMP = 1 or INSTANCE.FUNDCOMP = 4 (partial completion counted as 0.5, applied after sandwich year out reduced to 0.5)
Estimated completions	INSTANCE.FUNDCOMP = 3 multiplied by proportion of total students with known completion status that are completed (count of INSTANCE.FUNDCOMP = 1 plus 0.5 of INSTANCE.FUNDCOMP = 4 divided by count of INSTANCE.FUNDCOMP = 1, 2, 3, 4)

Data used for monitoring the Corporate Strategy targets

1.   The HEFCW Corporate Strategy for the period 2013-14 to 2015-16 contains a set of targets devised to measure performance of the sector against key strategic themes. The targets are designed to monitor progress towards specific outcomes outlined under these themes. Performance is measured using data returned on HESA records and surveys, HESA HE performance indicators (PIs), the LLWR, data collected from HEFCW directly funded FEIs, HEFCW end of year monitoring of higher education students survey, data for HE in FEIs in UK, the QAA Institutional Review outcomes, the NSS, the Research Excellence Framework (REF) and the HEFCW institutional risk review process. The seventeen targets cover the following areas:

   - Widening access;
   - Participation;
   - Retention;
   - Part-time;
   - National Student Survey;
   - Welsh medium;
   - Overseas students;
   - Quality;
   - Initial Teacher Training;
   - Employment;
   - Employability;
   - Continuing Professional Development;
   - Collaborative Research Income;
   - Research Council Income;
   - Research Excellence Framework;
   - Reconfiguration and Collaboration; and
   - Governance.

   The HESA and LLWR data used in monitoring these targets and the criteria used to extract the data are detailed below.

2.   The following coding is applied to the HESA student record to extract the data for Welsh HEIs (UK HEIs for the Overseas and Part-time students targets) for the following measures: Widening Access, Participation, Part-time, Welsh medium, Overseas students and Initial Teacher Training.

Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Not dormant, on sabbatical or writing up	INSTANCE.MODE ≠ 43, 44, 51, 63, 64
Studying at HE level	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.ENDDATE ≥ 01/08/13 or blank and INSTANCE.COMDATE ≤ 31/07/14 AND INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = blank, 1(+ 3, 4 for UK HEIs) OR INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 2 and INSTANCE.NOTACT = blank OR INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days OR INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and (INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02) or (INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14) or (INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42)
Not NCTL Subject Knowledge Enhancement	Course.TTCID ≠ F
Not students primarily studying abroad	Instance.LOCSDY ≠ S

Widening Access

3.   The Widening Access target is defined as follows:

A rise in the proportion of all Welsh domiciled students studying higher education courses at higher education institutions and further education institutions in Wales who are domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in Communities First cluster areas, from 20.1% in 2011/12 to 22.4% in 2015/16 (a rise of 11.6%)

The Welsh Government realigned the Communities First programme in April 2012 into 52 cluster areas. Data relating to these Communities First cluster areas can be found on the 'Community safety and social inclusion', 'Communities First' area of the StatsWales website. The Welsh Index of Multiple Deprivation was most recently updated in 2011. Data relating to the

Welsh Index of Multiple Deprivation can be found ['Community safety and social inclusion', 'Welsh Index of Multiple Deprivation'](#) area of the StatsWales website.

4. If a student is following more than one course and has two records fitting the criteria to be included in the monitoring of the target, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping the first occurrence only of each student identifier INSTANCE.HUSID on the HESA student record, with any full-time occurrence being kept in the dataset in preference to a part-time occurrence.

5. In addition to the coding presented in paragraph 2, the following coding is applied to the HESA student record to extract the data for Welsh domiciles:

Welsh domiciled	ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in Wales

6. Of the students extracted using these criteria, those in the 20% of areas that are the most deprived according to the Welsh Index of Multiple Deprivation or in Communities First cluster areas are then identified using the ENTRYPROFILE.POSTCODE field on the HESA student record.

7. For directly funded HE activity at FEIs in Wales, data for this target are collected directly from FEIs.

Participation

8. The participation target is defined as follows:

   An increase in the proportion of all UK domiciled students studying higher education courses at higher education institutions and further education institutions in Wales who are from UK low participation areas from 33.2% in 2011/12 to 35.3% in 2015/16 (a rise of 6.3%).

9. For young full-time students, low participation neighbourhoods are those 40% of areas that have the lowest participation as defined by POLAR3. For mature full-time and all part-time students, low participation neighbourhoods are those 40% of areas that have the lowest participation as defined by the proportion of working age adults with HE level qualifications (as measured using Census 2001 data). Information on POLAR3 and the proportion of adults with HE level qualifications can be found on the ['What we do', 'Widening participation', 'Our research', 'POLAR'](#)area of the HEFCE website.

10. If a student is following more than one course and has two records fitting the criteria to be included in the monitoring of the target, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping the first occurrence only of each student identifier INSTANCE.HUSID on the HESA

student record, with any full-time occurrence being kept in the dataset in preference to a part-time occurrence.

11. The following coding is applied to the HESA student record to extract the data for Welsh HEIs:

UK domiciled	ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in the UK
Young	(INSTANCE.COMDATE-STUDENT.BIRTHDTE)/365.25 < 21
Mature	(INSTANCE.COMDATE-STUDENT.BIRTHDTE)/365.25 ≥ 21
Full-time	INSTANCE.MODE = 01, 23, 24 OR INSTANCE.MODE = 02, 25 AND INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH ≥ 24 OR INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) ≥ 24 OR INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH ≥ 24 OR INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) ≥ 24 OR INSTANCE.UNITLGTH is null and INSTANCE.SPLENGTH is not null OR INSTANCE.UNITLGTH is not null and INSTANCE.SPLENGTH is null OR INSTANCE.UNITLGTH is 9, null and INSTANCE.SPLENGTH is null
Part-time	INSTANCE.MODE = 31 OR INSTANCE.MODE = 02, 25 AND INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH < 24 OR INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) < 24 OR INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24 OR

	INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) < 24 OR INSTANCE.UNITLGTH = 5

12. Of the students extracted using these criteria, those counted as being in a low participation area are then identified using the ENTRYPROFILE.POSTCODE field on the HESA student record.

13. For directly funded HE activity at FEIs in Wales, data for this target are collected directly from FEIs.

Retention

14. The retention target is defined as:

   a) a decrease in the percentage of full-time undergraduate students no longer in higher education following year of entry from 9.2% in 2011/12 to 8.2% in 2015/16 (a drop of 10.7%); and
   b) a decrease in the percentage of part-time first degree students no longer in higher education two years following year of entry from 33.7% in 2011/12 to 30.1% in 2015/16 (a drop of 10.7%).

15. The target is monitored using PI Tables 3a, 3d and 3e of the HE PIs (published on the 'Products & Statistics', 'Performance Indicators' area of theHESA website) derived from data collected on the HESA student record. The populations are full-time undergraduate UK domiciled entrants and part-time first degree UK domiciled entrants.

Part-time

16. The part-time student target is defined as:

   The percentage change in the number of part-time students attending higher education courses in Welsh higher education institutions and further education institutions to be equal to, or greater than, the comparable figure for the UK.

17. If a student is following more than one course and has two records fitting the criteria to be included in the monitoring of the target, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping the first occurrence of each student identifier INSTANCE.HUSID on the HESA student record.

18. The following coding is applied to the HESA student record to extract the data for UK HEIs:

The student is part-time	INSTANCE.MODE = 31
	OR
	INSTANCE.MODE = 02, 25
	AND
	INSTANCE.UNITLGTH = 1 and
	52* INSTANCE.SPLENGTH < 24
	OR
	INSTANCE.UNITLGTH = 2 and
	(integer(INSTANCE.SPLENGTH / 12)*52 +
	remainder(INSTANCE.SPLENGTH,12)*4) < 24
	OR
	INSTANCE.UNITLGTH = 3 and
	INSTANCE.SPLENGTH < 24
	OR
	INSTANCE.UNITLGTH = 4 and
	integer(INSTANCE.SPLENGTH / 5) < 24
	OR
	INSTANCE.UNITLGTH = 5

19. For directly funded HE activity at FEIs in Wales data for this target is taken from the HEFCW end of year monitoring of higher education students survey.

20. Data for HE at FEIs in Scotland, Northern Ireland and England are taken from data collected in these countries equivalent to the higher education students early statistics survey (HESES).

21. To measure whether the target has been met, the percentage change in the number of part-time students since the previous year for institutions in Wales is compared with the same figure for the whole of the UK.

National Student Survey

22. The student satisfaction target is defined as follows:

The three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question will be equal to, or greater than, the comparative score for the UK.

This target is measured using data taken from the NSS.

Welsh Medium

23. The Welsh medium target is defined as follows:

The number of students studying higher education courses at higher education institutions and further education institutions in Wales undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from 4,335 in 2011/12 to 5,600 in 2015/16, including a rise from 2,269 to 3,030 in the number of those studying at least 40 credits per annum.

24. The following coding is applied to the HESA student record to extract the data for Welsh HEIs:

Include only modules taken in the 2013/14 academic year	STUDENTONMODULE.MODSTAT = 2, 3

25. Of the students extracted using these criteria, those taking modules through the medium of Welsh are identified using:

Taking a module through Welsh	MODULE.MODLANG = 1 and MODULE.LANGPCNT > 0

26. Credits through the medium of Welsh are calculated:

Welsh medium credits	MODULE.LANGPCNT /100 x MODULE.CRDTPTS (where MODULE.CRDTPTS ≠ null, 999)

27. The total number of Welsh medium credits being studied by each student is summed. If a student is following more than one course fitting the criteria to be included in the monitoring of the target, the credits for all these courses are summed for each unique student identifier INSTANCE.HUSID. The number of students studying at least 5 credits and the number studying at least 40 credits through the medium of Welsh is then calculated.

28. For FEIs in Wales, data collected directly about Welsh medium provision are used in this target.

Overseas Students

29. The overseas target is defined as follows:

The percentage change year on year in the number of overseas students attending higher education courses in Welsh higher education institutions will be equal to, or greater than, the comparable figure for UK higher education institutions (excluding London and the South East of England).

30. If a student is following more than one course and has two records fitting the criteria to be included in the monitoring of the target, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping the first occurrence only of each student identifier INSTANCE.HUSID on the HESA student record, choosing any occurrence with an overseas domicile over an occurrence coded with a non-overseas or unknown domicile.

31. The following criteria are applied to the HESA student record to extract the data for UK HEIs:

Exclude institutions in London and the South East of England	Lookup tables derive county and region using ONS data based on the postcodes of institutional headquarters

32. Of the students extracted using these criteria, those from overseas are identified using:

Overseas	ENTRYPROFILE.DOMICILE = a non-EU code (non-EU codes are all codes apart from: UK; other EU codes; and not known where INSTANCE.FEEELIG = 1, 3)

33. For the purposes of this target, incoming exchange students are included, and the Channel Islands and the Isle of Man are considered to be part of the UK.

34. To measure whether the target has been met, the percentage change in the number of overseas students since the previous year for institutions in Wales is compared with the same figure for the whole of the UK, excluding institutions in London and the South East of England.

Quality

35. The quality target is defined as:

   All institutions being reviewed in the Corporate Strategy period to meet the UK thresholds for quality and standards in the QAA Institutional Review.

Initial Teacher Training

36. The initial teacher training target is defined as:

   Welsh Government intake targets for ITT undergraduate primary, postgraduate primary, undergraduate secondary, postgraduate secondary priority and postgraduate secondary other subjects to be met annually.

37. If a student is following more than one course and has two or more records fitting the criteria to be included in the count of ITT intake students, the student is counted only once. On the HESA student record this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping only one instance per student identifier INSTANCE.HUSID on the HESA student record.

38. The following coding is applied to the HESA student record to extract the data for Welsh HEIs:

On an ITT (QTS) course	COURSE.TTCID = 1
Starting between 1 August 2013 and 1 November 2013 and not leaving before 1 November	INSTANCE.COMDATE ≥ 01/08/13 AND INSTANCE.COMDATE ≤ 01/11/13

2013 (institutions other than the OU in Wales)	AND INSTANCE.ENDDATE = blank or INSTANCE.ENDDATE > 01/11/13
Starting between 1 August 2013 and 31 July 2014 (OU in Wales)	INSTANCE.COMDATE ≥ 01/08/13 AND INSTANCE.COMDATE ≤ 31/07/14
Full-time (institutions other than the OU in Wales)	INSTANCE.MODE = 01
Part-time (OU in Wales)	INSTANCE.MODE = 02, 31

39. Students are categorised into undergraduate or post-graduate certificate in education using the following:

Post-graduate certificate in education	COURSE.COURSEAIM = M71 (or H71 for the OU in Wales)
Undergraduate	All other COURSE.COURSEAIM codes

40. Students are categorised into Primary or Secondary phase using the following:

Primary	INSTANCE.ITTPHSC = 51- 53, 61- 65
Secondary	INSTANCE.ITTPHSC = 55 - 57

41. Secondary phase students are categorised into priority or non-priority subjects using the following:

Priority	COURSE.SBJCA (first one or two characters of first returned subject) = F1, F3, G1, R1, R2, R3, R4, R9, Q5, I
Non-priority	Otherwise

Employment

42. The employment target is defined as:

The proportion of leavers from Welsh higher education institutions obtaining undergraduate qualifications through full-time or part-time study who were employed, studying or both six months after leaving will be equal to, or greater than, the UK proportion.

43. The target is monitored using the PI in Table E1 of the HE PIs (published on the HESA website www.hesa.ac.uk) derived from data collected on the HESA DLHE survey. The base population is all home-domiciled respondents to the survey who are classed as working and/or studying or as unemployed and seeking work. The reference dates for the DLHE survey are, for example, for a leaver in 2013/14: 15 April 2014 (if the leaver obtained the qualification

between 1 August 2013 and 31 December 2013) and 12 January 2015 (if the leaver obtained the qualification between 1 January 2014 and 31 July 2014).

Employability

44.   The employability target is defined as:

The proportion of leavers who were working or working and studying who were working in a managerial/professional job six months after leaving to rise from 67.5% in 2010/11 to 72.7% in 2015/16 (a rise of 7.7%).

45.   Only HEIs are included in this target. Those fitting the following criteria who responded to the HESA DLHE survey are included:

Not students primarily studying abroad	INSTANCE.LOCSDY ≠ S
Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Home or EU domiciled	ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in UK or ENTRYPROFILE.DOMICILE = a valid EU code or INSTANCE.FEEELIG ≠ 2 (when both ENTRYPROFILE.POSTCODE and ENTRYPROFILE.DOMICILE are not known)
Student has left the instance	INSTANCE.RSNEND is not 05 or null
Student was not awarded a qualification from dormant status	INSTANCE.MODE not 63 or 64
HE qualification awarded (excludes intercalated degrees, awards for visiting students, post-registration health and social care awards, professional qualifications for serving schoolteachers, awards of credit)	QUALIFICATIONS_AWARDED.QUAL = D00, D01, E00, E40, E43, L00, L80, M00, M01, M02, M10, M11, M16, M22, M26, M28, M40, M41, M42, M43, M44, M45, M50, M70, M71, M78, M79, M80, M86, M88, H00, H11, H16, H18, H22, H23, H41, H42, H43, H50, H60, H61, H62, H70, H71, H78, H79, H80, H81, H88, I00, I11, I16, I60, I61, I70, I71, I74, I79, I80, I81, J10, J16, J20, J26, J30, J41, J42, J43, J45, J80, C20, C30, C41, C42, C43, C77, C78, C80 and INSTANCE.INTERCALATE ≠ 01
Left in the reporting year (for 2013/14 leavers)	INSTANCE.ENDDATE > 31/07/13 and INSTANCE.ENDDATE ≤ 31/07/14

46.   In addition to the above, if a student has more than one instance meeting the above criteria then the record with the highest qualification is retained.

47. The following criteria are applied to data collected in the DLHE survey to calculate the target:

Student responded to the survey	STUDENT.STATUS ≠ 07, 08 and STUDENT.MIMPACT ≠ X
Students working or working and studying	STUDENT.MIMPACT = 1, 2 or STUDENT.MIMPACT = 4, 5, 6 and any of STUDENT.ALLACT1–ALLACT8 = 1, 2
Students in managerial/professional jobs	First character of EMPLOYMENT.SOCDLHE2010 is 1, 2, 3

Continuing Professional Development

48. The continuing professional development target is defined as:

The total number of learners day delivered by Welsh higher education institutions for continuing professional development will rise from 202,498 in 2011/12 to 226,000 in 2015/16 (a rise of 11.6%).

49. Data for the total number of learner days of Continuing Professional Development (CPD)/Continuing Education (CE) courses being delivered are taken from part B, Table 2, item 3f of the HEBCI survey.

Collaborative Research Income

50. The collaborative research income target is defined as:

The total amount of income from collaborative research involving both public funding and funding from business will rise from £65,294k in 2011/12 to £72,000k in 2015/16 (a rise of 10.3%).

51. Data for total collaborative research income are taken from part B, Table 1, item 1e of the HEBCI survey.

Research Council Income

52. The Research Council Income target is defined as:

The annual percentage change in income from Research Councils will exceed the comparable figure for UK higher education institutions (excluding institutions in the 'golden triangle' of Oxford, Cambridge and London).

53. The data are taken from Table 5b of the HESA Finance Statistics Record. The Open University is included as a wholly English university for the purposes of this indicator.

Research Excellence Framework

54. The research excellence framework target is defined as:

   An increased proportion of research submitted to REF by Welsh higher education institutions will achieve 3* and 4* in the Research Excellence Framework 2014 from a baseline of 35% at 3* and 14% at 4*in the 2008 Research Assessment Exercise.

55. Data will be taken from the research excellence framework which is due to report in December 2014.

Reconfiguration and Collaboration

56. The reconfiguration and collaboration target is defined as:

   At least 75% of the Welsh higher education institutions to have an annual income in excess of the UK median, with no institution to be in the lower quartile by 2015/16.

57. The data are taken from Table 1 of the HESA Finance Statistics Record. The Open University is included as a wholly English university for the purposes of this indicator.

Risk status of HEIs

58. The governance target is defined as:

   No higher education institution to be classified as 'high risk' in accordance with HEFCW institutional risk review processes.

59. The classifications are taken from the HEFCW institutional risk review process.

Data used for analysis of ITT (QTS) provision and provided to Estyn

Initial Teacher Training statistical information

1. ITT statistical information is published by HEFCW each year. Tables showing information for each HEI with ITT (QTS) provision are produced using data from the HESA student and DLHE survey records and are subject to verification by HEIs. Institutions are permitted to make changes to the data to be published if they find there are errors in the data they submitted to HESA. The following criteria will be used in extracting data from the 2013/14 HESA student record:

On an initial teacher training course	COURSE.TTCID = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Enrolled on instance on 1 November 2013	INSTANCE.COMDATE ≤ 01/11/13 INSTANCE.ENDDATE > 01/11/13 or blank
Not dormant or on sabbatical	INSTANCE.MODE ≠ 51, 63, 64
Primary or Secondary phase	INSTANCE.ITTPHSC = 53, 55, 56, 57, 61, 62, 63, 64, 65

2. In addition, destination information relating to the ITT (QTS) students extracted from the HESA student record will be extracted from the 2013/14 HESA DLHE survey using the following criteria:

UK or EU domiciled	ENTRYPROFILE.POSTCODE is a valid UK postcode or ENTRYPROFILE.DOMCILE is an EU domicile
Not deceased	INSTANCE.RSNEND ≠ 05
Left in the academic year	INSTANCE.ENDDATE > 31/07/13 and INSTANCE.ENDDATE < 01/08/14

3. The following fields are used in categorising the data.

Level of study	COURSE.COURSEAIM
Phase (primary/secondary)	INSTANCE.ITTPHSC
Secondary subject area	COURSESUBJECT.SBJCA
New entrants	INSTANCE.YEARPRG INSTANCE.COMDATE
Postgraduate entry qualifications	ENTRYPROFILE.PGCECLSS
Welsh medium students	COURSE.BITTM
Students gaining QTS	QUALIFICATIONSAWARDED.OUTCOME
Students in their final year	INSTANCE.YEARPRG INSTANCE.SPLENGTH

	INSTANCE.ENDDATE INSTANCE.UNITLGTH
Degree classification of those gaining QTS	QUALIFICATIONSAWARDED.CLASS
Age	STUDENT.BIRTHDTE
Gender	STUDENT.SEXID
Ethnicity	STUDENT.ETHNIC
Disability status of students	STUDENT.DISABLE
Students in receipt of DSA	INSTANCE.DISALL
Employed as a teacher or seeking a teaching post	TEACHING.EMPLDTEACH (D), TEACHING.SEEKTEACH (D)
Location of employment	EMPLOYMENT.EMPPCODE (D)
Tariff score	Provided by HESA defined and calculated using a combination of fields QUALIFICATIONSONENTRY.QUALTYPE and QUALIFICATIONSONENTRY.QUALGRADE

(D) = DLHE survey field

Data provided to Estyn

4.   The ITT performance information extracted above are provided to Estyn each year along with additional information relating to new entrants, under a data sharing agreement. New entrants only are extracted using the criteria in paragraph 1 plus the criteria below:

New entrants	INSTANCE.YEARPRG = 1 INSTANCE.COMDATE > 31 July 2013

5.   The following fields are used in categorising the data:

Level of study	COURSE.COURSEAIM
Phase (primary/secondary)	INSTANCE.ITTPHSC
Secondary subject area	COURSESUBJECT.SBJCA
Age	STUDENT.BIRTHDTE
Highest qualification on entry	ENTRYPROFILE.QUALENT2, ENTRYPROFILE.QUALENT3
Disability of students with a known disability	STUDENT.DISABLE
Unitary Authority (Welsh domiciles)	ENTRYPROFILE.POSTCODE
Country (non-Welsh domiciles)	ENTRYPROFILE.POSTCODE, ENTRYPROFILE.DOMICILE, INSTANCE.FEEELIG

Data provided to Coleg Cymraeg Cenedlaethol

1.   Data relating to Welsh medium provision for HEIs are provided to Coleg Cymraeg Cenedlaethol each year through a data sharing agreement. The data provided are extracted from the HESA student and staff records and relate to students that have some Welsh medium teaching, the Welsh speaking status of students, modules delivered in whole or in part through the medium of Welsh and whether staff teach or are able to teach through the medium of Welsh. The description below relates to data from the 2013/14 records and is based on the latest data supplied to the Coleg, however, as the data requirements of the Coleg develop, these criteria and the categorisation of data may change.

Students

2.   The following criteria are used to extract students from the HESA student record:

Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Not dormant, on sabbatical or writing up	INSTANCE.MODE ≠ 43, 44, 51, 63, 64
Studying at HE level	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes
Active 1/8/13 to 31/7/14 and not in the final academic year of a non-standard academic year course	INSTANCE.ENDDATE ≥ 01/08/13 or blank and INSTANCE.COMDATE ≤ 31/07/14 AND INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = blank, 1 OR INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 2 and INSTANCE.NOTACT = blank OR INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2013/14 + 14 days OR INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 14 days and (INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02) or (INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14) or (INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42)
Not students primarily studying abroad	Instance.LOCSDY ≠ S

3. Those that have some teaching through the medium of Welsh are extracted using the following:

Students with at least one module with some proportion through the medium of Welsh	MODULE.MODLANG = 1 and STUDENTONMODULE.LANGPCNT > 0

4. These students are further categorised by subject, cost centre, mode of study and level of study:

Cost centre	COURSESUBJECT.SBJCA mapped to cost centre, and COURSESUBJECT.SBJPCNT
Subject of study	COURSESUBJECT.SBJCA and COURSESUBJECT.SBJPCNT
Mode of study	INSTANCE.MODE
Level of study	INSTANCE.COURSEAIM

5. The JACS subject code to cost centre mapping will be made available on the HEFCW website under 'Working with Higher Education Providers', 'Data collection, surveys and calculations', 'Other external data guidance'.

6. Students extracted using the criteria in paragraph 2 are further categorised by Welsh speaker status with new entrants shown as a separate category:

Welsh speaker status categorisation	STUDENT.WELSSP
New entrants	INSTANCE.COMDATE ≥ 01/08/2013

7. The following criteria are used to extract modules that are taught in whole or part through the medium of Welsh associated with students extracted using the criteria in paragraph 2:

Modules with some proportion through the medium of Welsh	MODULE.MODLANG = 1 and STUDENTONMODULE.LANGPCNT > 0

8. The number of credits through the medium of Welsh and English for each module taught in whole or part through the medium of Welsh is calculated as:

Number of credits through the medium of Welsh	STUDENTONMODULE.LANGPCNT x MODULE.CRDTPTS / 100
Number of credits through the medium of English	(100 - STUDENTONMODULE.LANGPCNT) x MODULE.CRDTPTS / 100

9. These credits are categorised further by module subject and cost centre and the mode and level of the student:

Cost centre	MODULESUBJECT.COSTCN and MODULESUBJECT.MODSBJP
Subject of study	MODULESUBJECT.MODSBJ and MODULESBJECT.MODSBJP

| Mode of study | INSTANCE.MODE |
| Level of study | INSTANCE.COURSEAIM |

Staff

10. The following criteria are used to extract academic staff from the HESA staff record:

| Staff with an active contract on 1 December | CONTRACT.TERMS ≠ 3 and CONTRACT.STARTCON ≤ 01/12/13 and CONTRACT.ENDCON ≥ 01/12/13 |
| Academic staff | CONTRACT.ACEMPFUN ≠ 4 |

11. They are categorised by whether they teach or are able to teach through the medium of Welsh and by cost centre using the following fields:

Teaching through the medium of Welsh	CONTRACT.TCHWLH
Ability to teach through the medium of Welsh	PERSON.ABLWELSH
Cost centre	ACTIVITY.CCENTRE and ACTIVITY.CCPROP

Data used for publication and monitoring

1. HESES, EYMand HESA/LLWR data are all used in HEFCW publications. Below are descriptions of some of the key publications, including data that will be published electronically as part of HEFCW's responsibility to monitor equality and diversity.

Performance Indicators – HEIs only

2. PIs are calculated and published by HESA on behalf of the funding councils of each of the countries of the UK. HESA and Universities and Colleges Admissions Service (UCAS) data are used in the calculation of the PIs. PIs are produced annually and published on the 'Products & Statistics', 'Performance Indicators' area of the HESA website, , which also includes details of how the indicators are calculated. The latest indicators available are for 2012/13*.*

Statistics for Funding and Funding Enrolments

3. *Statistics for Funding* and *Funding Enrolments* publications contain summaries of data used in funding and data returned on the EYM surveys*.* The latest publications on the website are out of date. However, we plan to publish some updates to these statistics soon.

Equality and diversity monitoring

4. HEFCW use HESA data to monitor the ethnicity, disability status, gender and age of students and staff at Welsh HEIs. A summary of the analysis is published on the 'About Higher Education in Wales', 'Statistics', Equality and diversity statistics'area of the HEFCW website. The following criteria and fields will be used to categorise the data for 2013/14.

Students

5. Population at Welsh HEIs:

Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/13 to 31/7/14	INSTANCE.COMDATE ≤ 31/07/14 INSTANCE.ENDDATE ≥ 01/08/13 or blank
Not dormant or on sabbatical	INSTANCE.MODE ≠ 51, 63, 64
Undergraduate or postgraduate	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes
Not NCTL Subject Knowledge Enhancement	Course.TTCID ≠ F

Not students primarily studying abroad	Instance.LOCSDY ≠ S
UK domiciled (for ethnicity monitoring only)	ENTRYPROFILE.POSTCODE is a valid UK postcode
A full record is returned (for ethnicity and disability monitoring only)	INSTANCE.REDUCEDI = 00

6. The student population is categorised into ethnic group using the STUDENT.ETHNIC field, into disability status using the STUDENT.DISABLE and INSTANCE.DISALL fields, into gender using the STUDENT.SEXID field and into age group using the STUDENT.BIRTHDTE field.

7. If a student is following more than one course and has two records fitting the criteria to be included in the analysis, the student is counted only once. On the HESA student record, this means that only one instance of each student is kept, all other instances for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping the first occurrence of each student identifier INSTANCE.HUSID on the HESA student record, with any full-time occurrence being kept in preference to a part-time occurrence and any occurrence with a higher level of study being kept in preference to an occurrence with a lower level of study.

Staff

8. Population at Welsh HEIs:

A member of staff on the person table has an active contract at some point during the academic year on the contract table	CONTRACT.CONFTE > 0 and CONTRACT.STARTCON ≤ 31/07/14 and CONTRACT.ENDCON ≥ 01/08/13 or CONTRACT.STARTCON ≤ 31/07/14 and CONTRACT.ENDCON is blank or CONTRACT.STARTCON is blank and CONTRACT.ENDCON ≥ 01/08/13
UK nationality (for ethnicity monitoring only)	PERSON.NATION = GB, GG, JE, XL, IM

9. The staff population is categorised into ethnic group using the PERSON.ETHNIC field, into disability status using the PERSON.DISABLE field, into gender using the PERSON.SEX field and into age group using the PERSON.BIRTHDTE field. Summaries are shown separately for all staff and for academic staff only. Academic staff are identified using CONTRACT.ACEMPFUN.

Other characteristics

10. In 2012/13, new fields were introduced in the student and staff records collecting information relating to gender identity, sexual orientation and religion and belief, and in the staff record only, parental leave. We will be analysing the

information gathered in these fields but as completion of these fields is optional, and has only been collected for two years, it may not be possible to publish data due to small numbers and/or data quality issues.