

Cylchlythyr | Circular

Higher Education Data Requirements 2015/16

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in
Wales
Response by: No response required
Contact: Name: Liz Heal
Telephone: 029 2068 2231
Email: hestats@hefcw.ac.uk

This circular informs institutions of the higher education (HE) data used to calculate funding 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); for publication; for provision to Estyn and Coleg Cymraeg Cenedlaethol; for the HESA student record data quality analysis 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;
 - 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;
 - providing data to Coleg Cymraeg Cenedlaethol about Welsh medium provision;
 - publication;
 - analysing HESA student record data quality; 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 [W14/40HE: Higher Education Students Early Statistics Survey 2014/15](#) 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 2014/15 due to be published in September 2015.

2. Funding methods for 2016/17 are not final at the time of publication of this circular. Therefore it should be noted that any assumptions about data and methods used to allocate funding set out in this circular are based on those used for 2015/16 funding which may change for 2016/17.

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).

In addition, in 2015, a survey of international enrolments and trans-national education (TNE) provision was carried out on a pilot basis. A description of the data included in that survey and the report subsequently produced is not included in this circular. Technical details for any future such surveys and reports will be provided alongside the survey or report.

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 (gov.wales). 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. The funding methods and data to be used for 2016/17 funding are not yet final, however, if data used for 2016/17 funding are equivalent to those used for 2015/16 then we will not allow changes, if there are any changes to the

methods of extraction or the data used then it is likely that changes would be allowed.

9. 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 credibility reports and 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.
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 any LLWR data used in 2016/17 funding allocations, again with amendments to the confirmations being expected to be made to the 2014/15 LLWR data in time for the month 8 freeze. It should be noted that funding methods and data to be used for 2016/17 funding are not yet final. 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. FEIs with HEFCW directly funded provision have been contacted separately with proposals for changing the way that higher education data are reported for FEIs, so that data come through HESA returns rather than the LLWR. The proposals will not affect data included in any funding allocation calculations for 2016/17.

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 for 2015/16 were based on data returned on the HESES survey. The source of these data for any future allocations of credit-based teaching funding may change and there is a HESES consultation currently taking place which proposes ceasing to collect credit based data on HESES (HEFCW circular [W15/20HE](#)). Per capita funding was also allocated for PT UG and both PT and full-time (FT) PGT provision and premium funding was allocated for PT UG and PT PGT provision. Funding for full-time (FT) undergraduate (UG) and PGCE provision consisted of per capita and the expensive subjects premium. For 2015/16, premiums comprised:

- Access and retention premium (PT UG only);
- Disability premium (PT UG, PT PGT and PGR);
- Welsh medium premium (PT UG and PT PGT only);
- Expensive subjects premium (clinical medicine and dentistry and Conservatoire Performance Element, FT UG only).

This circular assumes that per capita funding and the same premiums are being allocated with respect to the same groups of students for 2016/17 though it should be noted that this may change pending any changes made to funding methods for 2016/17 (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 was based on data returned to the 2014 REF and data collected in the HESA 2013/14 student and staff records. This circular sets out the QR funding method as for 2015/16 in Annex B. However the QR funding allocation method for 2016/17 is yet to be finalised as indicated in paragraph 2, so it should be noted that the method set out in Annex B may change.
19. The PGR training allocation for 2015/16 was 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 monitor Corporate Strategy targets

20. 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.

21. A description of each of these targets and the data used to monitor them is included in Annex D. A number of these targets have also been included in institutions' fee plans for 2016/17.

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

22. 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 E.

Data provided to Coleg Cymraeg Cenedlaethol

23. 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 F.

Data used to monitor equality and diversity

24. 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 G.

Data used for publication

25. HEFCW publish statistical reports on an ad hoc basis. Details of the data used in any statistical reports will be included with the report.
26. HE participation rates for Wales are published. The latest figures are for 2009/10. Data used in calculating the participation rates are described within the circular. An update of this circular is due out at the end of 2015.
27. All of these publications can be accessed from the ['About Higher Education in Wales'](#), ['Statistics'](#) area of the HEFCW website.

HESA student record data quality analysis

28. HEFCW provides a summary (referred to as the 'HESA data quality analysis') to each institution of its data compared with the sector's data for a variety of fields which are used for funding, analysis and monitoring, which is designed to aid improvement of the quality of the student record and to be useful to both HEFCW and institutions.
29. These summaries are intended to complement the credibility reports (formerly check documentation) which are provided by HESA when institutions submit their student record and to allow institutions to compare their data with that for the sector.
30. The summaries produced by HEFCW, are included in the IRIS output so institutions can see their own data for the current year and historic data for both their institution and for the sector. Summaries with sector data for the latest year are issued to institutions later in the year after sector data has been signed off and provided to us by HESA.
31. Further information on the fields used in the HESA data quality analysis can be found in Annex H.

Other uses of data

32. 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.
33. 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.
34. 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. Some whole HEI sector forecasts information is published.
35. 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

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

Contents

37. 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
Annex D:	Data used for monitoring the Corporate Strategy targets
Annex E:	Data used for analysis of ITT (QTS) provision and provided to Estyn
Annex F:	Data provided to Coleg Cymraeg Cenedlaethol
Annex G:	Data used for publication and monitoring
Annex H:	Data provided to institutions in the HESA student record data quality analysis

Further information

38. 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 2014/15 academic year that may potentially be used in 2016/17 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 2016/17 teaching funding allocations, data to be used will depend on the HESES consultation and the final methods decided upon for 2016/17. Potential sources are the HESES 2015/16 survey, the 2014/15 HESA student record or LLWR. For the Welsh medium premium, allocations have been based on the previous two years' data, and so for 2016/17, data will also potentially come from the 2013/14 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, if used in funding allocations, 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, or data are collected via the HESA student record rather than the LLWR, 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 any allocations to ensure that HEFCW has correctly extracted the data. Where funding methods have changed or data that are not equivalent to those used in previous years are extracted for use in allocations, it is likely that 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 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. 2014/15 academic year LLWR data used in funding will be that taken from the December 2015 (month 5) freeze supplied by WG. HEFCW plan to provide FEIs with a summary of their 2014/15 academic year data in November 2015 (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. 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 was allocated in 2015/16 for part-time and postgraduate taught provision only. Funding was 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. Depending on the outcome of the HESES consultation and the finalisation of funding methods for 2016/17, any data used in the calculation of credit-based funding could come from either HESES or HESA data.
9. After the grant announcement is made in spring each year, for any credit-based funding allocations, 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'](#) area of the HEFCW website.

Premium and per capita funding

10. Data used to calculate premium and per capita funding, if allocated, 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. The descriptions below refer to 2015/16 funding methods, but as applied to 2014/15 data.
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 2016/17 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 2016.
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 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≥ 01/08/14 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p>

	OR INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/15 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 1/8/14 to 31/7/15	STARTDTE (LA09) ≤ 31/07/2015 and TERMDATE (LA30) ≥ 01/08/2014 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

<p>Active 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course</p>	<p>INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≥ 01/08/14 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE = blank</p>
<p>Part-time mode of study</p>	<p>INSTANCE.MODE = 02, 25, 31</p>
<p>Undergraduate</p>	<p>COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28</p> <p>OR</p> <p>COURSE.COURSEAIM = M71 and TTCID ≠ 1</p>

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

<p>Home and EU HEFCW fundable Learning Activity</p>	<p>MAIN_STR (LA11) = 2</p>
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Learning Activity Active 1/8/14 to 31/7/15	STARTDTE (LA09) ≤ 31/07/2015 and TERMDATE (LA30) ≥ 01/08/2014 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 ≥ 01/08/14 and INSTANCE.COMDATE ≤ 31/07/15
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

	<p>INSTANCE.COMDATE ≥ 01/08/14 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.SPLENGTH = blank or INSTANCE.UNITLGTH = 9 and INSTANCE.ENDDATE ≥ 01/08/14 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank</p>
Two or more years	<p>INSTANCE.UNITLGTH = 1 and 52*INSTANCE.SPLENGTH > 52</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and integer(INSTANCE.SPLENGTH/12)*52 + remainder(INSTANCE.SPLENGTH,12)*4 > 52</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH > 52</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH /5) > 52</p> <p>OR</p> <p>INSTANCE.COMDATE ≥ 01/08/14 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.SPLENGTH = blank or INSTANCE.UNITLGTH = 9 and INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 1</p>
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 2014/15 after a one year non-standard academic year course starting in 2013/14 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) \geq 01/08/14 and TERMD_LP (LP55) \geq 01/08/14 and TERMD_LP (LP55) \leq 31/07/15 and not all values of COMPSTAT (LA31) = 3
First year of one year course - not retained	Earliest STARTDTE (LA09) \geq 01/08/14 and TERMD_LP (LP55) \geq 01/08/14 and TERMD_LP (LP55) \leq 31/07/15 and all values of COMPSTAT (LA31) = 3
First year of two years or more course	Earliest STARTDTE (LA09) \geq 01/08/14 and TERMD_LP (LP55) \geq 31/07/15 or = blank
Second or further year of two years or more course	Earliest STARTDTE (LA09) $<$ 01/08/14

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 [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

<p>Active 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course</p>	<p>INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/14 and INSTANCE.ENDDATE ≥ 01/08/15 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE = blank</p>
<p>Part-time mode of study if undergraduate or postgraduate taught</p> <p>Active mode of study if postgraduate research</p>	<p>INSTANCE.MODE = 02, 25, 31 (where COURSE.COURSEAIM = all C, E, H, I, J, M codes (excluding C99, H99, I99, J99 M99)</p> <p>INSTANCE.MODE = 01, 02, 23, 24, 25, 31 (where not undergraduate or postgraduate taught)</p>
<p>In receipt of DSA</p>	<p>INSTANCE.DISALL = 4</p>

Undergraduate, postgraduate taught or postgraduate research	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes, excluding C99, H99, I99, J99, L99, M99
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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 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≥ 01/08/14 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in</p>

	<p>2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE = blank</p>
Part-time mode of study	INSTANCE.MODE = 02, 31
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	<p>MODULESUBJECT.MODSBJ ≠ Q560, Q561</p> <p>OR</p> <p>MODULESUBJECT.MODSBJ = Q560, Q561 and COURSE.TTCID = 1</p>
Module started in the 2014/15 academic year	STUDENTONMODULE.MODSTAT = 2, 3

43. If modules are partly Welsh language or literature then only the part of the module that is not 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
Students studying 3% or more FTE	INSTANCE.STULOAD ≥ 3
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 2014/15 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 and MODULESUBJECT.MODSBJ = W

Data used in research funding allocations

1. Only HEIs are eligible for research funding.

QR funding

2. In the consultation on our approach to funding in 2015/16 and subsequent years ([circular W14/33HE](#)) we indicated that we did not intend to make any fundamental changes to the QR funding method in 2015/16, other than to take into account the outcomes of the 2014 REF which would mean that we might need to adjust some of the formula parameters as they had been set on the basis of the 2008 Research Assessment Exercise (RAE).
3. The method described below is that used to calculate the 2015/16 QR funding. The method for 2016/17 funding may be subject to change as outlined in paragraphs 2 and 18 of the introduction.
4. Details of the QR funding method for 2015/16 can be found on the '[About Higher Education in Wales](#)', '[Funding Higher Education in Wales](#)' area of the website.
5. Research assistants and research students are included in the existing QR funding method as minor volume measures. As data on research assistants and research students were not collected in REF 2014 it was necessary to use data extracted from the HESA 2013/14 staff and student records, and to map staff data from cost centres to REF 2014 UoAs in the 2015/16 funding method. The descriptions below refer to 2015/16 funding methods, but as applied to 2014/15 data.

Research students

6. All students included in the HESA standard registration population¹ studying higher degrees through research who are actively studying on 1 December 2014 and are assigned to a UoA submitted to the REF 2014 may be included in the calculation of 2016/17 QR funding.
7. Students are counted once. If a student is recorded on more than one instance in the HESA student record then a full-time instance will be kept in preference to a part-time occurrence, and then a Doctorate will be kept in preference to a Masters degree.
8. The HESA derived field XMODE01² has been used to determine whether a student is full-time or part-time.

¹ <https://www.hesa.ac.uk/content/view/2880>

² <https://www.hesa.ac.uk/derivedZipFolder.php?filename=C14051.zip>

9. Full-time students are counted as 1 full-time equivalent (FTE) and part-time students are counted as a proportion of a FTE as indicated by the STULOAD field on the HESA student record.
10. If a student is allocated to more than one UoA then the student's FTE is apportioned to each UoA using the percentage returned in the UOAPCNT field on the HESA student record.
11. The HESA standard registration population excludes dormant, incoming visiting and exchange students, postdoctoral student instances, instances where the whole of the programme of study is outside of the UK, instances where the student spends more than 8 weeks in the UK but the study programme is primarily outside the UK, and writing up students or students on sabbatical. Also excluded from the population are those students on a course of more than two weeks duration who leave within two weeks of their start date, or the anniversary of their start date.
12. The UoA for a student is that to which the student's supervisor was returned to the REF 2014 or if the supervisor was not allocated to a UoA, that which is closest in academic content to their subject of study³.
13. If a student is following more than one course and has two records fitting the criteria to be included in the QR calculation, 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, and then Doctorates in preference to Masters degrees.

Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Not dormant, on sabbatical or writing up	INSTANCE.MODE ≠ 43, 44, 51, 63, 64
Active 01/08/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/14 or blank and INSTANCE.COMDATE ≤ 31/07/15 AND</p> <p style="padding-left: 40px;">INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = blank, 1</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 2 and INSTANCE.NOTACT = blank</p>

³ www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnI=13051&href=a^ ^UOA2014.html

	<p>OR</p> <p>INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p>
Not NCTL Subject Knowledge Enhancement	COURSE.TTCID ≠ F
Not students primarily studying abroad	INSTANCE.LOCSDY ≠ S
Higher degree (research)	INSTANCE.COURSEAIM = D00, D01, L00
Active on 1 December 2014	INSTANCE.ENDDATE ≥ 01/12/14 or blank and INSTANCE.COMDATE ≤ 1/12/14
Full-time	<p>INSTANCE.MODE = 01, 23, 24</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and</p>

	<p>INSTANCE.SPLENGTH \geq 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) \geq 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH is null and INSTANCE.SPLENGTH is not null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is not null and INSTANCE.SPLENGTH is null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is 9 or null and INSTANCE.SPLENGTH is null</p>
Part-time	<p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>

14. UoA is determined using REF_DATA.UOA2014. Full-time equivalent (FTE) students in each UoA are then calculated:

Full-time FTE	$1 * \text{REF_DATA.UOAPCNT} / 100$
Part-time FTE	$(\text{INSTANCE.STULOAD} / 100) * (\text{REF_DATA.UOAPCNT} / 100)$

15. Only data for UoAs which were submitted to the REF2014 may be included in the calculation of QR funding.
16. Institutions should be aware that decisions on the method and the data to be used for 2016/17 funding are yet to be finalised. Refer to paragraph 2 and 18 of the introduction.

Research assistants

17. All research only academic staff recorded as a research assistant in the RESAST field on the HESA staff record who were employed on a contract which was active on the census date of 31 October 2014 and the contract is assigned to one or more cost centres which map to one or more UoAs which were submitted to the REF 2014 may be included in the calculation of 2016/17 QR funding.
18. If a contract is assigned to more than one cost centre then the contract FTE is apportioned to each cost centre using the percentage returned in the CCPROP field on the HESA staff record.
19. The contract FTE in each cost centre is mapped to UoAs using the mapping available on the HESA website.
20. FTEs for cost centres which map to more than one UoA are split into UoAs using the current academic discipline of the staff member.
21. FTEs for UoAs in which multiple submissions were submitted are split across multiple submissions using the current academic discipline of the staff member.

Contract active on 31 October 2014	$\text{CONTRACT.STARTCON} \leq 01/10/2014$ or blank and $\text{CONTRACT.ENDCON} \geq 01/10/2014$ or blank
Academic contract that is research only	$\text{CONTRACT.ACEMPFUN} = 2$
Research assistant	$\text{PERSON.RESAST} = 1$

22. Contract FTE is allocated to cost centres using proportion in cost centre:

FTE in each cost centre	(CONTRACT.CONFTE/100) * (ACTIVITY.CCPROP/100)
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23. Cost centres are mapped to UoAs using the mapping available on the HESA website⁴.

24. The following cost centres map to more than one UoA:

Cost centre	Maps to multiple UoAs
102 Clinical Dentistry	2 Public health, Health Services and Primary Care 3 Allied Health Professions, Dentistry, Nursing and Pharmacy
111 Earth, marine & environmental sciences	7 Earth Systems and Environmental Sciences 17 Geography, Environmental Studies and Archaeology
127 Anthropology & development studies	5 Biological Sciences 24 Anthropology and Development Studies

25. FTEs for these cost centres are split into UoA using the staff member's current academic discipline (PERSON.CURACCDIS1). This is done on a subjective basis and institutions will have the opportunity to amend data used in funding accordingly. The FTEs are allocated:

Cost centre	PERSON.CURACCDIS1	UoA mapped to using CURACCDIS1
102 Clinical Dentistry	Any (In 2013/14 data, there were no values of CURACCDIS1 which appeared to map to UoA 2)	3 Allied Health Professions, Dentistry, Nursing and Pharmacy
111 Earth, marine & environmental sciences	Any except F8 (In 2013/14 data, other than F8 there were no CURACCDIS1 values which appeared to map to UoA 17)	7 Earth Systems and Environmental Sciences
	F8 - Physical geographical sciences	17 Geography, Environmental Studies and Archaeology

26. FTEs for UoAs with multiple submissions are split between the submissions using the staff member's current academic discipline (PERSON.CURACCDIS1). Institutions will have the opportunity to amend data to be used in funding accordingly. The FTEs are allocated:

⁴

https://www.hesa.ac.uk/dox/circulars/Cost_Centres/HESA_mapping_of_old_Cost_Centres_to_new_Cost_Centres_to_REF_UoAs.pdf

UoA	PERSON.CURACCDIS1	MSUB mapped to using CURACCDIS1
3 Allied Health Professions, Dentistry, Nursing and Pharmacy	Any (There are no values of CURACCDIS1 which appear to map to Nursing)	A Allied Health professions
	None	B Nursing
16 Architecture, Built Environment and Planning	Any except K1 (Other than K1 there are no CURACCDIS1 values which appear to map to Architecture)	A Planning and Geography
	K1 Architecture	B Architecture
28 Modern Languages and Linguistics	Any (There are no values of CURACCDIS1 which appear to map to Celtic Studies)	A Modern Languages and Linguistics
	None	B Celtic Studies

27. Only data for UoAs which were submitted to the REF2014 may be included in the calculation of QR funding.
28. Institutions should be aware that decisions on the method and the data to be used for 2016/17 funding are yet to be finalised. Refer to paragraph 2 and 18 of the introduction.

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 2014/15, with the 2015/16 funding methodology applied. 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 2016/17. These UoAs will be determined once funding methods for 2016/17 are finalised.
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. As the fundability status of PGR students recorded in the 2014/15 HESA student record will be based on RAE 2008 UoAs (as outlined in the guidance issued in Annex C of [W14/40HE: Higher Education Students Early Statistics Survey 2014/15](#)) all Home and EU PGR students will be extracted from the 2014/15 data and once funding methods are finalised guidance will be issued to institutions to enable them to pick out which students should be included.
5. 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.
6. 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.

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

Home and EU HEFCW fundable (plus Home and EU HEFCW non-fundable – see paragraph 4)	<p>INSTANCE.FUNDCODE = 1</p> <p>OR</p> <p>INSTANCE.FUNDCODE = 2 and INSTANCE.FEEELIG ≠ 2</p>
Not incoming exchange	<p>INSTANCE.EXCHANGE ≠ 4, G</p>
Active 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≥ 01/08/14 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≠ blank and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01,02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH =</p>

	01-42 OR INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/15 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)

9. 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

10. 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 for monitoring the Corporate Strategy targets

1. The HEFCW Corporate Strategy for the period 2013-14 to 2015-16 has been extended to cover 2016-17. The Strategy 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 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/14 or blank and INSTANCE.COMDATE ≤ 31/07/15 AND</p> <p>INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = blank, 1(+ 3, 4 for UK HEIs)</p> <p>OR</p> <p>INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 2 and INSTANCE.NOTACT = blank</p> <p>OR</p> <p>INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days and INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p>
Not NCTL Subject Knowledge Enhancement	Course.TTCID ≠ F
Not students primarily studying abroad	Instance.LOCSY ≠ 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 2016/17 (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', 'Archive', 'WIMD 2011'](#) 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
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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 2016/17 (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 [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	$(\text{INSTANCE.COMDATE} - \text{STUDENT.BIRTHDTE}) / 365.25 < 21$
Mature	$(\text{INSTANCE.COMDATE} - \text{STUDENT.BIRTHDTE}) / 365.25 \geq 21$
Full-time	<p>INSTANCE.MODE = 01, 23, 24</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and $52 * \text{INSTANCE.SPLENGTH} \geq 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and $(\text{integer}(\text{INSTANCE.SPLENGTH} / 12) * 52 + \text{remainder}(\text{INSTANCE.SPLENGTH}, 12) * 4) \geq 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and $\text{INSTANCE.SPLENGTH} \geq 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and $\text{integer}(\text{INSTANCE.SPLENGTH} / 5) \geq 24$</p>

	<p>OR</p> <p>INSTANCE.UNITLGTH is null and INSTANCE.SPLENGTH is not null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is not null and INSTANCE.SPLENGTH is null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is 9 or null and INSTANCE.SPLENGTH is null</p>
Part-time	<p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and $52 * \text{INSTANCE.SPLENGTH} < 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and $(\text{integer}(\text{INSTANCE.SPLENGTH} / 12) * 52 + \text{remainder}(\text{INSTANCE.SPLENGTH}, 12) * 4) < 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and $\text{integer}(\text{INSTANCE.SPLENGTH} / 5) < 24$</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>

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 2016/17 (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 2016/17 (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 the HESA 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	<p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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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 2016/17, 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 2014/15 academic year	STUDENTONMODULE.MODSTAT = 2, 3
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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
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26. Credits through the medium of Welsh are calculated:

Welsh medium credits	$\text{MODULE.LANGPCNT} / 100 \times \text{MODULE.CRDTPTS}$ (where MODULE.CRDTPTS \neq null, 999)
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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
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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)
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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
HEFCW fundable	INSTANCE.FUNDCODE = 1
Starting between 1 August 2014 and 1 November 2014 and not leaving before 1 November 2014 (institutions other than the OU in Wales)	INSTANCE.COMDATE ≥ 01/08/14 AND INSTANCE.COMDATE ≤ 01/11/14 AND INSTANCE.ENDDATE > 01/11/14 or blank
Starting between 1 August 2014 and 31 July 2015 (OU in Wales)	INSTANCE.COMDATE ≥ 01/08/14 AND INSTANCE.COMDATE ≤ 31/07/15
Full-time	INSTANCE.MODE = 01

39. Students are categorised into undergraduate or postgraduate certificate in education using the following:

Postgraduate 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 = 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, T9, 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 2014/15: 14 April 2015 (if the leaver obtained the qualification between 1 August 2014 and 31 December 2014) and 12 January 2016 (if the leaver obtained the qualification between 1 January 2015 and 31 July 2015).

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 2016/17 (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 on intercalating courses	INSTANCE.INTERCALATE ≠ 01
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
HE qualification awarded (excludes awards for visiting students, post-registration health and social care awards, professional qualifications for serving schoolteachers, awards of credit, includes research based higher	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,

degrees awarded from dormant status)	C41, C42, C43, C77, C78, C80 and INSTANCE.MODE ≠ 63, 64 OR QUALIFICATIONS_AWARDED.QUAL = D00, D01, L00 and INSTANCE.MODE = 63, 64
Left in the reporting year (for 2014/15 leavers)	INSTANCE.ENDDATE > 31/07/14 and INSTANCE.ENDDATE ≤ 31/07/15

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 learner days delivered by Welsh higher education institutions for continuing professional development will rise from 202,498 in 2011/12 to 226,000 in 2016/17 (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 2016/17 (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 are taken from the REF 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 2016/17.

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

- 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 2014/15 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 2014	INSTANCE.COMDATE ≤ 01/11/14 INSTANCE.ENDDATE > 01/11/14 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

- In addition, destination information relating to the ITT (QTS) students extracted from the HESA student record will be extracted from the 2014/15 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 > 31/07/14 and INSTANCE.ENDDATE < 01/08/15

- 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 2014
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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 2014/15 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 1/8/14 to 31/7/15 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/14 or blank and INSTANCE.COMDATE ≤ 31/07/15 AND INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = blank, 1</p> <p>OR</p> <p>INSTANCE.ENDDATE = blank and INSTANCE.TYPEYR = 2 and INSTANCE.NOTACT = blank</p> <p>OR</p> <p>INSTANCE.ENDDATE > anniversary of INSTANCE.COMDATE in 2014/15 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2014/15 + 14 days AND</p>

	<p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH = 01, 02</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and INSTANCE.SPLENGTH = 01-14</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5 and INSTANCE.SPLENGTH = 01-42</p>
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, mode of study and level of study:

Subject of study	COURSESUBJECT.SBJCA and COURSESUBJECT.SBJPCNT
Mode of study	INSTANCE.MODE
Level of study	INSTANCE.COURSEAIM

5. 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 ≥ 01/08/2014

6. 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
--	--

7. 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
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Number of credits through the medium of English	(100 - STUDENTONMODULE.LANGPCNT) x MODULE.CRDTPTS / 100
---	---

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

Cost centre	MODULESUBJECT.COSTCN
Subject of study	MODULESUBJECT.MODSBJ and MODULESUBJECT.MODSBJP
Mode of study	INSTANCE.MODE
Level of study	INSTANCE.COURSEAIM

Staff

9. 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 ≤ 01/12/14 and CONTRACT.ENDCON ≥ 01/12/14
Academic staff	CONTRACT.ACEMPFUN ≠ 4

10. 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, EYM and 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 2013/14.

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 2014/15.

Students

5. Population at Welsh HEIs:

Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 1/8/14 to 31/7/15	INSTANCE.COMDATE ≤ 31/07/15 and INSTANCE.ENDDATE ≥ 01/08/14 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	<p>CONTRACT.CONFTE > 0 and CONTRACT.STARTCON ≤ 31/07/15 and CONTRACT.ENDCON ≥ 01/08/14</p> <p>OR</p> <p>CONTRACT.STARTCON ≤ 31/07/15 and CONTRACT.ENDCON is blank</p> <p>OR</p> <p>CONTRACT.STARTCON is blank and CONTRACT.ENDCON ≥ 01/08/14</p>
UK, Guernsey, Jersey or Isle of Man 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 will have only been collected for three years, it may not be possible to publish data due to small numbers and/or data quality issues.

HESA student record data quality analysis

1. The HESA data quality analysis was designed to aid improvement of the quality of the student record and therefore a large number of the tables included in this analysis look at proportions of valid and unknown entries recorded in selected fields, other tables look at data recently introduced to the record or at areas which have previously been known to have coding issues within the sector.

2. Currently there are 22 tables included in the analysis:

Table 1:	Postcodes
Table 2:	Ethnicity
Table 3:	Proportion of module taught through Welsh
Table 4:	Coding of non-standard academic years
Table 5:	Average FTE/credits per enrolment
Table 6:	Data linked to previous academic year data using HEFCE linking
Table 7:	Non-completion of current year of programme of study
Table 8:	Enrolments where the student did not complete the current year of programme of study and left the institution by reason for leaving
Table 9:	Welsh fluency
Table 10:	Disabled Students' Allowance (DSA)
Table 11:	Outcome of module
Table 12:	Highest qualification on entry
Table 13:	Gender identity
Table 14:	Religion or belief
Table 15:	Sexual orientation
Table 16:	Student support number by major source of tuition fees
Table 17:	Student support number for post September 2012 fee regime students
Table 18:	Gross fee and net fee of post September 2012 fee regime students
Table 19:	Care leaver
Table 20:	Mobility experiences
Table 21:	Parental education
Table 22:	APEL

3. Where HESA derived fields have been used in this analysis they are quoted in the left hand column of the tables below. All HESA derived fields are capitalised and begin with the letter X. [HESA derived field specifications for the 2014/15 record](#) are published on the HESA website. Where a derived field has been used, algorithms using the original fields continue to be displayed in the right hand columns in the tables below.

4. In most tables the data are presented for HE level student enrolments returned with a full student record by mode and level as described below. Where this is not the case details are provided in the relevant sections that follow.

Student returned with a full student record	INSTANCE.REDUCEDI = 00
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<p>Full-time (includes sandwich)</p> <p>XMODE01 = 1, 2</p>	<p>INSTANCE.MODE = 01, 23, 24</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH is null and INSTANCE.SPLENGTH is not null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is not null and INSTANCE.SPLENGTH is null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is 9, null and INSTANCE.SPLENGTH is null</p>
<p>Part-time (this also includes dormant, sabbatical, and writing up)</p> <p>XMODE01 = 3, 4, 5, 6</p>	<p>INSTANCE.MODE = 31, 43, 44, 51, 63, 64</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH < 24</p> <p>OR</p>

	<p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
Postgraduate research XLEV501= 1	COURSE.COURSEAIM = D00, D01, D90, L00, L80, L90, L91, L99
Postgraduate taught XLEV501 = 2	COURSE.COURSEAIM = E00, E40, E43, E90, M00, M01, M02, M10, M11, M16, M40, M41, M42, M43, M44, M45, M50, M70, M71, M72, M76, M78, M79, M80, M86, M88, M90, M91, M99
Undergraduate first degree XLEV501 = 3	COURSE.COURSEAIM = M22, M26, M28, H00, H11, H12, H16, H18, H22, H23, H50, I00, I11, I12, I16
Undergraduate non- degree XLEV501 = 4	COURSE.COURSEAIM = H41, H42, H43, H60, H61, H62, H70, H71, H72, H76, H78, H79, H80, H81, H88, H90, H91, H99, I60, I61, I70, I71, I72, I73, I74, I76, I79, I80, I81, I90, I91, I99, J10, J16, J20, J26, J30, J41, J42, J43, J45, J76, J80, J90, J99, C20, C30, C41, C42, C43, C77, C78, C80, C90, C99

Table 1 - Postcodes

- The postcode prior to entry of the course for UK domiciled HE level enrolments returned with a full student record is categorised into three categories, valid, invalid or missing.

UK domiciled	ENTRYPROFILE.DOMCILE = XK, XF, XI, XH, XG
Valid postcode	ENTRYPROFILE.POSTCODE matches a postcode on the HEFCW postcode database
Invalid postcode	ENTRYPROFILE.POSTCODE does not match a postcode on the HEFCW postcode database and is not blank
Postcode missing	ENTRYPROFILE.POSTCODE is blank

Table 2 - Ethnicity

6. Ethnicity for UK domiciled HE level enrolments returned with a full student record is categorised into three categories, known ethnicity, unknown ethnicity or ethnicity refused.

UK domiciled	ENTRYPROFILE.DOMCILE = XK, XF, XI, XH, XG
Known ethnicity	STUDENT.ETHNIC = 10, 15, 21, 22, 29, 31, 32, 33, 34, 39, 41, 42, 43, 49, 50, 80
Unknown ethnicity	STUDENT.ETHNIC = 90, 99 or blank
Ethnicity refused	STUDENT.ETHNIC = 98

Table 3 - Proportion of module taught through Welsh

7. For HE level students returned with a full student record enrolled on modules with some proportion taught through the medium of Welsh, total Welsh medium credit values per student are aggregated into bands and those which fit the criteria used for the Welsh medium premium (as for 2015/16) are shown separately to those not fitting the criteria used for the Welsh medium premium. (In 2015/16 the Welsh medium premium was awarded in respect of PT UG and PT PGT students only).
8. The bandings are: less than 2 credits, 2 credits and less than 10 credits, 10 credits and less than 20 credits, 20 credits and less than 40 credits and 40 credits or more.
9. Manual exclusions made during the calculation of the Welsh medium premium for modules which are considered to be Welsh language or Welsh literature but are not coded as such have not been applied in this table.

Module taught through the medium of Welsh	MODULE.MODLANG=1
Welsh medium credit values	MODULE.LANGPCNT / 100 x MODULE.CRDTPTS
Fit the criteria used for the Welsh medium premium	Refer to paragraphs 40 to 45 of Annex A

Table 4 - Coding of non-standard academic years

10. There are two tables in this section.
11. The first table looks at how HE level enrolments returned with a full student record on non-standard academic year courses are coded in the field INSTANCE.TYPEYR for those students commencing after 1 January 2015 and not leaving before 31 July 2015.

Enrolments starting between 1 January 2015 and 31 July 2015 and not leaving within the 2014/15 academic year	INSTANCE.COMDATE ≥ 01/01/2015 and INSTANCE.COMDATE ≤ 31/07/2015 and INSTANCE.ENDDATE = blank
Enrolments expected to end within the 2014/15 academic year and are coded on a course that is contained within the 2014/15 academic year	INSTANCE.COMDATE + INSTANCE.YEARLGTH X 7 ≤ 31/07/2015 and INSTANCE.TYPEYR = 1
Enrolments NOT expected to end within the 2014/15 academic year and are coded on a course that is contained within the 2014/15 academic year	INSTANCE.COMDATE + INSTANCE.YEARLGTH X 7 > 31/07/2015 and INSTANCE.TYPEYR = 1
Enrolments coded on a course that is NOT contained within the 2014/15 academic year	INSTANCE.TYPEYR = 2

12. The second table looks at how HE level enrolments returned with a full student record on full-time masters qualification aims are coded in the field INSTANCE.TYPEYR.

Full-time	As outlined in paragraph 4
Masters	COURSE.COURSEAIM = L00, M00, M01, M10, M11
Enrolments with an expected year length of less than 40 weeks coded as being on a course that is contained within the 2014/15 academic year	INSTANCE.YEARLGTH < 40 and INSTANCE.TYPEYR = 1
Enrolments with an expected year length of 40 weeks or more coded as being on a course that is contained within the 2014/15 academic year	INSTANCE.YEARLGTH ≥ 40 and INSTANCE.TYPEYR = 1
Enrolments coded on a course that is NOT contained within the 2014/15 academic year	INSTANCE.TYPEYR = 2

Table 5 - Average FTE/credits per enrolment

13. This table looks at HE level enrolments returned with a full student record with an active mode of study and full-time equivalence (FTE) > 0 and shows the average, maximum and minimum FTE and credits per enrolment. Enrolments on a sandwich year out are shown separately from other full-time enrolments and dormant, sabbatical and writing up enrolments are excluded from part-time.

FTE > 0	INSTANCE.STULOAD > 0
Full-time (excluding sandwich year out)	INSTANCE.MODE = 01 OR INSTANCE.MODE = 23, 24 AND INSTANCE.SPECFEE ≠ 1, 2 OR INSTANCE.LOCSDY ≠ D, E, T, U OR INSTANCE.MODE = 02, 25 AND INSTANCE.UNITLGTH = 1 and

	<p>52* INSTANCE.SPLENGTH ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) ≥ 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH is null and INSTANCE.SPLENGTH is not null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is not null and INSTANCE.SPLENGTH is null</p> <p>OR</p> <p>INSTANCE.UNITLGTH is 9, null and INSTANCE.SPLENGTH is null</p>
Sandwich year out	<p>INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE = 1, 2 and INSTANCE.LOCSDY = D, E, T, U</p>
Part-time (active modes only) XMODE01= 3	<p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) < 24</p>

	<p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) < 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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Table 6 - Data linked to previous academic year data using HEFCE linking

14. This table looks at all HE level students (not just those returned with a full student record) who are enrolled in the latest academic year and in the previous academic year when linked using the HEFCE person identifier, how many have not retained the same HUSID and, of these, how many have transferred to a different institution.
15. The HEFCE person identifier is derived from information on personal attributes other than HUSID, such as name, date of birth and postcode.
16. This table is not available in the IRIS output as HEFCE cannot create the HEFCE person identifier for the latest year until after the student record has been submitted and signed off.
17. Students are shown in the figures for the institution attended in the latest year.

Different HUSID	STUDENT.HUSID (previous academic year) ≠ STUDENT.HUSID (current academic year)
Different HUSID and different institution	STUDENT.HUSID (previous academic year) ≠ STUDENT.HUSID (current academic year) AND INSTITUTION.UKPRN (previous academic year) ≠ INSTITUTION.UKPRN (currents academic year)

Table 7 - Non-completion of current year of programme of study

18. This table looks at HE level enrolments returned with a full student record where the current year of the programme of study was not completed and shows how many were still active, suspended studies or left the institution.

Enrolments not completing the current year of programme	INSTANCE.FUNDCOMP = 2
Enrolments leaving institution	INSTANCE.RSNEND ≠ blank OR INSTANCE.ENDDATE ≠ blank
Suspended or dormant enrolments	INSTANCE.NOTACT ≠ blank OR INSTANCE.MODE = 63, 64
Enrolments still active	INSTANCE.RSNEND = blank and INSTANCE.ENDDATE = blank and INSTANCE.NOTACT = blank and INSTANCE.MODE ≠ 63, 64

Table 8 - Enrolments where the student did not complete the current year of programme of study and left the institution by reason for leaving

19. This table looks at HE level enrolments returned with a full student record where the current year of the programme of study was not completed and the student left the institution by reason for leaving.

Enrolments not completing the current year of programme and left the institution	INSTANCE.FUNDCOMP = 2 and INSTANCE.RSNEND ≠ blank OR INSTANCE.ENDDATE ≠ blank
Successful completion of course	INSTANCE.RSNEND = 01
Academic failure/left in bad standing/not permitted to progress	INSTANCE.RSNEND = 02
Transferred to another institution	INSTANCE.RSNEND = 03
Personal or other reasons	INSTANCE.RSNEND = 04, 05, 06, 07, 10, 11
Written off after lapse of time	INSTANCE.RSNEND = 08
Exclusion	INSTANCE.RSNEND = 09

Completion of course – result unknown	INSTANCE.RSNEND = 98
Unknown	INSTANCE.RSNEND = 99

Table 9 - Welsh fluency

20. Welsh speaker status for Welsh domiciled HE level enrolments returned with a full student record is categorised into two categories, known Welsh speaker status and unknown Welsh speaker status.

Welsh domiciled	ENTRY_PROFILE.DOMICILE = XI
Known Welsh speaker status	STUDENT.WELSSP ≠ 9, blank
Unknown Welsh speaker status	STUDENT.WELSSP = 9 or blank

Table 10 - Disabled Students' Allowance (DSA)

21. This table looks at HE level enrolments returned with a full student record for disabled students and shows whether they are in receipt of disabled students' allowance or not.

Disabled	STUDENT.DISABLE = 01, 02, 03,04, 05, 06, 07,08, 09, 10, 11, 51, 53, 54, 55, 56, 57, 58, 96
In receipt of DSA	INSTANCE.DISALL = 4
Not in receipt of DSA	INSTANCE.DISALL = 5
Information on DSA not known/not sought	INSTANCE.DISALL = 9

Table 11 - Outcome of module

22. This table looks at the outcome of the module for all HE students enrolled on modules (not just students returned with a full student record).

Students enrolled on modules	MODULE.MODID ≠ blank and STUDENT_ON_MODULE.MODOUT ≠ 9
Completion gained full credit	STUDENT_ON_MODULE.MODOUT = 1
Completion did not gain credit / credit unknown	STUDENT_ON_MODULE.MODOUT = 2, C
Partial completion	STUDENT_ON_MODULE.MODOUT = 3
Did not complete	STUDENT_ON_MODULE.MODOUT = 4, A, B

Taken on a not-for-credit basis	STUDENT_ON_MODULE.MODOUT = 5
Outcome not yet known	STUDENT_ON_MODULE.MODOUT = 6

Table 12 - Highest qualification on entry

23. This table shows whether the highest qualification on entry is known or not known for HE level enrolments returned with a full student record or with a low credit-bearing record. The data are split by full-time and part-time as described in paragraph 4 but are further split into whether or not the enrolment is an initial teacher training (ITT) course leading to qualified teacher status (QTS).

Full student record or low credit bearing record	INSTANCE.REDUCEDI = 00, 01
ITT (QTS)	COURSE.TTCID = 1
Non-ITT (QTS)	COURSE.TTCID ≠ 1
Known highest qualification on entry	ENTRY_PROFILE.QUALENT3 ≠ X06 or blank
Unknown highest qualification on entry	ENTRY_PROFILE.QUALENT3 = X06 or blank

Table 13 - Gender identity

24. This table shows whether gender identity is known, not known or refused for HE level enrolments returned with a full student record.

Known gender identity	STUDENT.GENDERID = 01, 02
Unknown gender identity	STUDENT.GENDERID ≠ 01, 02, 98
Gender identity refused	STUDENT.GENDERID = 98

Table 14 - Religion or belief

25. This table shows whether religion or belief is known, not known or refused for HE level enrolments returned with a full student record.

Known religion or belief	STUDENT.RELBLF ≠ 98 or blank
Unknown religion or belief	STUDENT.RELBLF = blank
Religion or belief refused	STUDENT.RELBLF = 98

Table 15 - Sexual orientation

26. This table shows whether sexual orientation is known, not known or refused for HE level enrolments returned with a full student record.

Known sexual orientation	STUDENT.SEXORT ≠ 98 or blank
Unknown sexual orientation	STUDENT.SEXORT = blank
Sexual orientation refused	STUDENT.SEXORT = 98

Table 16 - Student support number by major source of tuition fees

27. This table looks at whether the student support number (SSN) is provided and what major source of tuition fees is recorded for undergraduate or PGCE enrolments returned with a full student record, eligible to pay home fees, not studying institutional credits or unspecified qualification aims.

Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M88
Not studying institutional credits or unspecified qualification aims	COURSE.COURSEAIM ≠ C90, C99, H90, H99, I90, I99, J90, J99
Eligible to pay home fees	INSTANCE.FEEELIG ≠ 2, 3
SSN present	INSTANCE.SSN ≠ blank
SSN missing	INSTANCE.SSN = blank
No award or financial backing	INSTANCE.MSTUFEE = 01
Supported by LEA, SAAS, DELNI or SLC or mix of student and LEA, SAAS, DELNI or SLC	INSTANCE.MSTUFEE = 02, 03, 04, 52, 53, 54
Other source of tuition fee	INSTANCE.MSTUFEE ≠ 01, 02, 03, 04, 52, 53, 54, 98, 99
No fees	INSTANCE.MSTUFEE = 98
Source of tuition fee is not known	INSTANCE.MSTUFEE = 99

Table 17 - Student support number for post September 2012 fee regime students

28. This table looks at whether the student support number (SSN) is provided for full-time undergraduate or PGCE enrolments returned with a full student record, following the post September 2012 fee regime, who are eligible to pay home fees or eligibility to pay home fees is not assessed and not incoming exchange.

Full-time	As outlined in paragraph 4.
Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M88
Post September 2012 fee regime	INSTANCE.FEEREGIME = 20
Eligible to pay home fees or eligibility to pay home fees is not assessed	INSTANCE.FEEELIG = 1, 3
Not incoming exchange	INSTANCE.EXCHANGE = N, Y, Z
SSN present	INSTANCE.SSN ≠ blank
SSN missing	INSTANCE.SSN = blank

Table 18 - Gross fee and net fee of post September 2012 fee regime students

29. Average, maximum and minimum GROSSFEE and NETFEE is provided for full-time undergraduate or PGCE enrolments returned with a full student record, following the post September 2012 fee regime, who are eligible to pay home fees or eligibility to pay home fees is not assessed and are not incoming exchange and GROSSFEE is not missing.

Full-time	As outlined in paragraph 4.
Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M88
Post September 2012 fee regime	INSTANCE.FEEREGIME = 20
Eligible to pay home fees or eligibility to pay home fees is not assessed	INSTANCE.FEEELIG = 1, 3
Not incoming exchange	INSTANCE.EXCHANGE = N, Y, Z
GROSSFEE present	INSTANCE.GROSSFEE ≠ blank

Table 19 - Care leaver

30. This table shows whether care leaver status is known, not known or refused for undergraduate enrolments returned with a full student record, applying through UCAS and starting on or after 1 August 2013.

Undergraduate or PGCE	COURSE.COURSEAIM = all H, I, J, C codes, M22, M26, M28, M71, M88*
Applying through UCAS	ENTRY_PROFILE.UCASAPPID ≠ blank
Starting on or after 1 August 2013	INSTANCE.COMDATE ≥ 01/08/2013
Known care leaver status	ENTRY_PROFILE.CARELEAVER = 01, 02, 03, 04, 05
Unknown care leaver status	ENTRY_PROFILE.CARELEAVER ≠ 01, 02, 03, 04, 05, 98
Care leaver status refused	ENTRY_PROFILE.CARELEAVER = 98

*COURSEAIMs M71 and M88 have not been included in the IRIS output for this table, this will be corrected when the data quality analysis is issued later in the year with the 2014/15 sector data.

Table 20 - Mobility experiences

31. There are five tables in this section. They look at information about the mobility experiences of full-time HE student enrolments returned with a full student record with one or more mobility experiences per enrolment.

Full-time	As outlined in paragraph 4.
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32. The first table looks at the average, maximum and minimum number of mobility experiences per enrolment.
33. The second table looks at the location of the mobility experience.

Abroad for the whole year	INSTANCE.LOCSDY = T
Abroad for a proportion of the year	INSTANCE.LOCSDY = U

34. The third table looks at the duration of the mobility experience.

Between 1 and 24 weeks	MOBILITY.MOBDURA ≠ 0 or blank and MOBILITY.MOBDURA < 25
Between 25 and 52 weeks	MOBILITY.MOBDURA > 24 and MOBILITY.MOBDURA < 53
More than 52 weeks	MOBILITY.MOBDURA > 52

35. The fourth table looks at the type of mobility experience.

Studying abroad	MOBILITY.MOBTYPE = 01
Working abroad	MOBILITY.MOBTYPE = 02
Volunteering	MOBILITY.MOBTYPE = 03

36. The fifth table looks at the mobility experience scheme.

Institutional scheme	MOBILITY.SCHEME = 01
Sandwich scheme	MOBILITY.SCHEME = 02
ERASMUS scheme	MOBILITY.SCHEME = 03
Other scheme	MOBILITY.SCHEME = 04

Table 21 - Parental education

37. This table shows whether parental education is known, not known or refused for UK, Channel Islands and Isle of Man domiciled full-time HE student enrolments returned with a full student record or a dormant student record, applying through UCAS starting after 31 July 2008 on specific course aims.

UK, CI or IoM domiciled	ENTRY_PROFILE.DOMCILE = XF, XG, XH, XI, XK, XL, GG, JE, IM
Full-time	As outlined in paragraph 4
Full student record or dormant student record	INSTANCE.REDUCEDI = 00, 04
Applying through UCAS	ENTRY_PROFILE.UCASAPPID ≠ blank
Starting after 31 July 2008	INSTANCE.COMDATE > 31/07/2008
Specific COURSEAIM	COURSE.COURSEAIM = M22, M26, M28, H00, H11, H16, H18, H22, H23, I00, I11, I16, J10, J16, J20, J26, J30, C20, C30
Known parental education	ENTRY_PROFILE.PARED = 1, 2
Unknown parental education	ENTRY_PROFILE.PARED = 8 or blank
Parental education	ENTRY_PROFILE.PARED = 9

refused	
No response on parental education	ENTRY_PROFILE.PARED = 7

Table 22 - APEL

38. This table looks at the APEL status of the module for all HE students enrolled on modules (not just students returned with a full student record).

Students enrolled on modules	MODULE.MODID ≠ blank and STUDENT_ON_MODULE.MODOUT ≠ 9
Taken through APEL	STUDENT_ON_MODULE.APEL = 1
APEL only	STUDENT_ON_MODULE.APEL = 2
Not taken/available through APEL	STUDENT_ON_MODULE.APEL = 3