

# Cylchlythyr | Circular

## Higher Education Data Requirements 2018/19

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**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education institutions  
in Wales  
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This circular informs higher education providers of the higher education data used to calculate funding allocations; to monitor progress towards the Corporate Strategy targets; to monitor equality and diversity; for publication; for provision to Coleg Cymraeg Cenedlaethol; for the HESA student record data quality analysis; to monitor part-time fee waivers and to inform policy.

If you require this document in an alternative accessible format, please email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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## Introduction

1. This circular informs higher education providers (HEPs) 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;
  - providing data to Coleg Cymraeg Cenedlaethol about Welsh medium provision;
  - publication;
  - analysing HESA student record data quality;
  - monitoring part-time fee waivers; and,
  - informing policy.

In this circular, HEPs comprise further education institutions (FEIs) providing higher education and higher education institutions (HEIs).

A description of the data extracted from the Higher Education Statistics Agency (HESA) student record via the HESA Information Reporting Interface Service (IRIS) for end of year monitoring is not included in this circular. Instead Annex K of the circular [W18/16HE: End of Year Monitoring of Higher Education Enrolments 2017/18](#) should be referred to for details of the data extracted.

2. Funding methods for 2019/20 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 2018/19 funding which may change for 2019/20.

## Sources of Data

3. The Higher Education Funding Council for Wales (HEFCW) uses data from its own surveys, data collected by HESA, data provided by the Student Loans Company (SLC) and data from the National Student Survey (NSS) in carrying out the purposes described in paragraph 1 above. Other data such as Universities and Colleges Admissions Service (UCAS) data are also used to inform policy and provide information about the HE sector in Wales.
4. HEFCW collects data from HEPs in Wales through:
  - the higher education students early statistics (HESES) survey; and
  - the student and finance forecasts requests (HEIs only).
5. HESA collects data from all HEIs in the UK on:
  - student activity, including destinations of leavers;

- information for students through the Unistats return (formerly known as the Key Information Set (KIS));
  - finance;
  - higher education business and community interaction (HEBCI);
  - staff; and,
  - estates management.
6. Since the 2016/17 academic year, HESA collects the following data from Welsh FEIs providing HE directly funded by HEFCW:
- student activity, including destinations of leavers;
  - information for students through the Unistats return (formerly known as the Key Information Set (KIS));
7. Prior to 2016/17, data from Welsh FEIs providing HE directly funded by HEFCW was collected on the Welsh Government (WG) Lifelong Learning Wales Record (LLWR). Any data analysis relating to the 2015/16 academic year and before for FEIs is based on LLWR data.
8. Readers of this circular are assumed to be familiar with the HESES and EYM surveys, the HESA records and surveys, and the 2014 Research Excellence Framework (REF) (HEIs only). The latest HESES, EYM and forecasts circulars are available on the HEFCW website ([www.hefcw.ac.uk](http://www.hefcw.ac.uk)); the latest HESA data manuals are available on the HESA website ([www.hesa.ac.uk](http://www.hesa.ac.uk)) and REF circulars are available on the REF website ([www.ref.ac.uk](http://www.ref.ac.uk)). Links to the HEFCW circulars and these websites can also be found in the '[Working with Higher Education Providers](#)', '[Data collection, surveys and calculations](#)' area of the HEFCW website.

### **Ensuring the accuracy of data - HEIs**

9. HESA data used in the allocation of teaching and postgraduate research (PGR) training funding are subject to confirmation by HEIs that HEFCW have correctly extracted the data from the HESA records. In general, HEIs are not permitted to make amendments to data during the confirmation process if their HESA data are incorrect. The exception to this is when there are changes to the methods of extraction or the data used in funding, or where a different source of data is used. In these cases, it is likely that we will allow amendments in the first year of the changes. The funding methods and data to be used for 2019/20 funding are not yet final so it is possible there will be changes to methods and data. HEIs will be informed once methods and data being used are finalised whether or not amendments to data will be allowed during the confirmation process.
10. 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 HEIs' own scrutiny of the summaries output by IRIS, problems that HESA or HEFCW have brought to their attention, and issues and errors found through internal or external audits. In particular, HEIs should ensure that they study in detail the web reports produced by HESA when they commit their data and make any necessary amendments as a result before signing off the data to ensure their data are credible.

11. For those data confirmations 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.

### **Ensuring the accuracy of data - FEIs**

12. Data used in the allocation of teaching funding are subject to confirmation by FEIs that HEFCW have correctly extracted the data from the HESA records. In general, FEIs are not permitted to make amendments to data during the confirmation process if their HESA data are incorrect. The exception to this is when there are changes to the methods of extraction or the data used in funding change, or where a different source of data is used. In these cases, it is likely that we will allow amendments in the first year of the changes. This is the second year that FEIs have submitted data to HESA, the previous source being the LLWR record, and we are not expecting to allow FEIs to make amendments to their data at the confirmation stage as we did last year because of the change in source of data. The funding methods and data to be used for 2019/20 funding are not yet final so it is possible there will be changes to methods and data. FEIs will be informed once methods and data being used are finalised whether or not amendments to data will be allowed for this reason during the confirmation process.
13. It is important that FEIs are confident that all their data are correct before final returns are made to HESA and the data are signed off. In submitting their 2017/18 HESA data, FEIs should be mindful of any areas of poor data quality in their 2016/17 return including any issues brought to their attention by HESA and HEFCW. They should ensure that any issues are addressed in their 2017/18 returns to HESA and that data can be used for the purposes described in this circular. FEIs should take note of any discrepancies flagged up as part of the data quality analysis carried out by HEFCW, issues found in FEIs' own scrutiny of the summaries output by IRIS and those found through internal or external audits. In particular, FEIs should ensure that they study in detail the web reports produced by HESA when they commit their data and make any necessary amendments as a result before signing off the data to ensure their data are credible.
14. For those data confirmations where amendments are not accepted, if there is an error in an FEI's HESA data, and this error would lead to the FEI

being allocated funding greater than that to which it is entitled, the FEI will be expected to notify HEFCW so that the funding can be adjusted accordingly.

### **Data used in Funding Allocations**

15. The credit-based teaching funding allocations for part-time (PT) undergraduate (UG) provision for 2018/19 were based on 2016/17 EYM data extracted from the HESA student record. Per capita funding was allocated for all modes and taught levels of study. Premium funding was allocated as follows:

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

This circular assumes:

- that the credit-based teaching funding allocations for PT UG provision for 2019/20 will be based on 2017/18 EYM data extracted from the HESA student record, (see paragraph 17), and,
- that per capita funding and the same premiums are being allocated with respect to the same groups of students for 2019/20 as in 2018/19.

It should be noted that this may change pending any changes made to funding methods for 2019/20 (see paragraph 2).

16. 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.
17. End of year data extracted from the HESA student record are used to calculate any adjustment to teaching funding at the end of the academic year to which the funding relates. For example, EYM data relating to the 2017/18 academic year will be used to calculate the 2019/20 credit based teaching funding allocations, but EYM data relating to the 2019/20 academic year will be used to calculate any adjustment required to the 2019/20 credit based funding. Details of the end of year data extracted from the HESA record are contained within Annex K of the EYM circular (see paragraph 1) and are not reproduced here.
18. More information on data used in teaching funding, including the premium and per capita elements, is set out in Annex A.

19. The Quality Research (QR) funding allocation for 2018/19 was the same as that for 2015/16, 2016/17 and 2017/18 which was based on data returned to the 2014 REF and data extracted from the HESA 2013/14 student and staff records. This circular sets out the QR funding method as for 2015/16, 2016/17, 2017/18 and 2018/19 in Annex B. However, the QR funding allocation method for 2019/20 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.
20. The PGR training allocation for 2018/19 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 and measures**

21. HEFCW's Corporate Strategy<sup>1</sup> covering the period 2017 to 2020 includes an objective to
  - develop measures by which to monitor the performance and delivery of higher education providers including publication where appropriate.

We are currently consulting<sup>2</sup> on what national measures for higher education performance we should use to do this. Part of the transition towards compiling a new set of measures, and one of the principles for selecting these new measures is to

- maintain continuity with previous measures where this makes sense.

Once the new measures have been decided upon, we will provide HEPs with information about the data and extraction methods used and those relating to student data will be included in the IRIS output.

HEFCW will continue to monitor the targets from the previous Corporate Strategy for the year 2017/18. In addition, targets monitored using HESA student record data will be included in IRIS 2017/18. For 2018/19, for HEPs own use, we will continue to include the targets from the previous corporate strategy in IRIS.

22. Data used to monitor progress towards the targets in our previous Corporate Strategy<sup>3</sup> are taken from the HESA student and finance records; the HESA DLHE survey; the published UK HE PIs; and the HESA

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<sup>1</sup>[www.hefcw.ac.uk/documents/publications/corporate\\_documents/HEFCW%20Corporate%20Strategy%202017-20%20English.pdf](http://www.hefcw.ac.uk/documents/publications/corporate_documents/HEFCW%20Corporate%20Strategy%202017-20%20English.pdf)

<sup>2</sup>[www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2018/W18%2015HE%20National%20measures%20for%20higher%20education%20performance.pdf](http://www.hefcw.ac.uk/documents/publications/circulars/circulars_2018/W18%2015HE%20National%20measures%20for%20higher%20education%20performance.pdf)

<sup>3</sup>[www.hefcw.ac.uk/documents/publications/corporate\\_documents/HEFCW%20Corporate%20Strategy%202013%2014%20to%202016%2017.pdf](http://www.hefcw.ac.uk/documents/publications/corporate_documents/HEFCW%20Corporate%20Strategy%202013%2014%20to%202016%2017.pdf)

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. Data for FEIs are included in a subset of the targets and, prior to 2016/17, were either taken from the EYM or collected directly from the FEIs; for 2016/17 onwards these data are taken from HESA.

The targets monitored using these data are:

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

23. A description of each of these targets and the data used to monitor them is included in Annex D.

### **Data provided to Coleg Cymraeg Cenedlaethol**

24. 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 E.

### **Data used to monitor equality and diversity**

25. HEFCW currently use HESA data to monitor the ethnicity, disability status, gender and age of students at Welsh HEPs 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 F.

## **Data used for publication**

26. HEFCW publish statistical reports on an ad hoc basis. Details of the data used in any statistical reports will be included with the report. Publications can be accessed from the ['About Higher Education in Wales', 'Statistics'](#) area of the HEFCW website.

## **HESA student record data quality analysis**

27. HEFCW provides a summary (referred to as the 'HESA data quality analysis') to each HEP 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 HEPs.
28. These summaries are intended to complement the credibility reports which are provided by HESA when HEPs submit their student record and to allow HEPs to compare their data with that for the sector.
29. The summaries produced by HEFCW, are included in the IRIS output so HEPs can see their own data for the current year and historic data for both their HEP and for the sector. Summaries with sector data for the latest year are issued to HEPs later in the year after sector data have been signed off and provided to HEFCW by HESA.
30. Further information on the fields used in the HESA data quality analysis can be found in Annex G.

## **Part-time fee waiver**

31. Data used to monitor the actual value of part-time fee waivers claimed by HEPs under the HEFCW scheme are extracted from the HESA student record via the IRIS system. Data extracted via the IRIS system will be signed off by HEPs to confirm the data are correct. The process for last year can be found in [W17/22HE: The HEFCW part-time undergraduate fee waiver scheme](#). The equivalent circular for this year is due to be published in August 2018. Details of the data extracted for HEPs to sign off can be found in Annex H.

## **Income analysis**

32. As part of the work carried out to monitor income at Welsh HEPs, data relating to student numbers and FTE at Welsh HEPs were used. A summary of the data is included in the IRIS output. Details of the criteria used to extract the data can be found in Annex I.

## Other uses of data

33. Any of the data described may be used to inform policy. In particular, data on students taught in whole or in 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. Data relating to students at directly funded FEIs or franchised to FEIs from HEIs will be used to inform policy on HE in FEIs. We also use data to monitor information submitted on the fee and access plans and annual monitoring returns.
34. HESA data are used in the calculation of the indicators contained within the annual [Performance Indicators in Higher Education in the UK](#) (PIs) publication. HESA produce PIs on behalf of all the HE funding and regulatory bodies of the UK. HEPs should be mindful of the fields used in the calculation of the PIs when returning HESA student data as errors could potentially lead to suppression of PIs in the published tables.
35. 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.
36. Data relating to forecast student numbers are collected through the forecasts requests circular. These data are used for HEFCW's internal monitoring and planning processes and are not published or used in funding calculations at provider level.
37. It should be noted that although this circular details HESA fields used by HEFCW, any of the fields that HEPs return on the HESA records may be used in future for funding, for monitoring purposes, to inform policy or for publication, and are also used by other organisations. For example, in the calculation of the Teaching Excellence Framework (TEF) metrics. Therefore, it is important that all HESA fields are completed fully and accurately to show a fair picture of the provision and activity at the HEP.

## Audit

38. All data used for funding and monitoring are potentially subject to audit. Details of the audit process for higher education data, used until 2017/18, can be found in circular [W14/11HE: Audit of Higher Education Data 2014/15 to 2017/18](#). Details of the process from 2018/19 onwards will be published in September.

## Use of HESA derived fields

39. Where HESA derived fields have been used they are shown in the coding details in each relevant section of the Annexes that follow. All HESA derived fields are capitalised and begin with the letter X. [HESA derived](#)

[field specifications for the 2017/18 student record](#) are published on the HESA website. Where a derived field has been used, the algorithm used to derive the field from the original HESA record fields is also displayed.

## Contents

40. 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 targets in HEFCW's previous Corporate Strategy
Annex E:	Data provided to Coleg Cymraeg Cenedlaethol
Annex F:	Data used for publication and monitoring
Annex G:	Data provided to higher education providers in the HESA student record data quality analysis
Annex H:	Data used for monitoring the part-time undergraduate fee waiver scheme
Annex I:	Data used in income analysis

## Further information

41. 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 HEPs. Any queries regarding this circular should be directed to Liz Heal (email [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk), telephone 029 2085 9722).

### Data used in teaching funding allocations

1. The descriptions below refer to HESA data that relate to the 2017/18 academic year that may potentially be used in 2019/20 funding calculations. HEPs 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. Assuming that funding in 2019/20 follows a similar method of allocation as for 2018/19, then for 2019/20 teaching funding allocations, data will be extracted from the 2017/18 HESA student record. For the Welsh medium premium, where allocations are based on the previous two years' data, additionally data from the 2016/17 HESA student record will be used. Using HESA data enables premium and per capita allocations to be calculated with the minimum need to collect additional data from HEPs.
3. HEPs will have the opportunity to check the HESA 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, or a different source of data is used, it is likely that HEPs 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.
4. HESA data are finalised and signed off before HEFCW receive the data, therefore HEPs should ensure that these data are correct during the submission process to HESA.
5. If two years' data are used in the calculation of allocations, any changes made by HEPs 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 HEP will be allowed.
6. Particular care should be taken in completing the HESA fields detailed below. However, HEPs should ensure that **all** fields of the HESA student record are completed accurately and that the over-use of null or default values is avoided.

### Formula element of teaching funding

#### Credit-based teaching funding

7. Credit-based funding was allocated in 2018/19 for part-time undergraduate provision only. Funding was calculated using completed credit values associated with home and EU students eligible for HEFCW funding, from the 2016/17 EYM extracted from the 2016/17 HESA student record, and funded

credit values allocated to the HEP. Depending on the finalisation of funding methods for 2019/20, it is likely that data used in the calculation of credit-based funding will be extracted from the 2017/18 HESA student record.

8. After the grant announcement is made each year, for any credit-based funding allocations, an individualised Excel workbook is sent to each HEP 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**

9. Data used to calculate premium and per capita funding, if allocated, are extracted from the HESA student record. The descriptions below refer to 2018/19 funding methods, but as applied to 2017/18 data.
10. 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, 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.
11. Prior to keeping the first instance, 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.
12. 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 2015 and finishes in December 2017, 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.

13. 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 the 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.
14. In each of the per capita and premium funding allocations, subject to the criteria for being counted in paragraphs 10 to 12, students must be:
  - home and EU fundable;
  - not incoming exchange; and,
  - active within the reporting period.
15. Additional criteria apply for each of the funding allocations and these are detailed below.
16. The extraction of data from the HESA record is carried out using a SAS program. Algorithms for 2019/20 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 2019.
17. The criteria show the name of the relevant HESA field in the form of ENTITY.FIELDNAME.

### Per capita funding

18. In addition to the criteria described in paragraph 14, 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
19. 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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and  INSTANCE.COMDATE ≤ 31/07/18 and  INSTANCE.ENDDATE ≥ 01/08/17 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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 ≤ 31/07/18 and  INSTANCE.ENDDATE = blank</p>
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

### Access and retention premium

20. In addition to the criteria described in paragraph 14, 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

21. 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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and  INSTANCE.COMDATE ≤ 31/07/18 and  INSTANCE.ENDDATE ≥ 01/08/17 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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 ≤ 31/07/18 and  INSTANCE.ENDDATE = blank</p>

Part-time mode of study	INSTANCE.MODE = 02, 25, 31
Undergraduate	COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28  OR  COURSE.COURSEAIM = M71 and TTCID ≠ 1

22. 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.

Determine year of course:

First year	INSTANCE.COMDATE ≥ 01/08/17 and INSTANCE.COMDATE ≤ 31/07/18
Second year or above	Otherwise

Determine length of course:

One year	INSTANCE.UNITLGTH = 1 and $52 * \text{INSTANCE.SPLENGTH} \leq 52$  OR  $\text{INSTANCE.UNITLGTH} = 2$ and $\text{integer}(\text{INSTANCE.SPLENGTH} / 12) * 52 + \text{remainder}(\text{INSTANCE.SPLENGTH}, 12) * 4 \leq 52$  OR  $\text{INSTANCE.UNITLGTH} = 3$ and $\text{INSTANCE.SPLENGTH} \leq 52$  OR  $\text{INSTANCE.UNITLGTH} = 4$ and $\text{integer}(\text{INSTANCE.SPLENGTH} / 5) \leq 52$  OR  $\text{INSTANCE.UNITLGTH} = 5$  OR  $\text{INSTANCE.COMDATE} \geq 01/08/17$ and $\text{INSTANCE.COMDATE} \leq 31/07/18$ and $\text{INSTANCE.SPLENGTH} = \text{blank}$ or $\text{INSTANCE.UNITLGTH} = 9$ and $\text{INSTANCE.ENDDATE} \geq 01/08/17$ and $\text{INSTANCE.ENDDATE} \leq 31/07/18$ and $\text{INSTANCE.ENDDATE} \neq \text{blank}$
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Two or more years	<p>INSTANCE.UNITLGTH = 1 and <math>52 * \text{INSTANCE.SPLENGTH} &gt; 52</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH} = 2</math> and <math>\text{integer}(\text{INSTANCE.SPLENGTH}/12) * 52 + \text{remainder}(\text{INSTANCE.SPLENGTH}, 12) * 4 &gt; 52</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH} = 3</math> and <math>\text{INSTANCE.SPLENGTH} &gt; 52</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH} = 4</math> and <math>\text{integer}(\text{INSTANCE.SPLENGTH} / 5) &gt; 52</math></p> <p>OR</p> <p><math>\text{INSTANCE.COMDATE} \geq 01/08/17</math> and <math>\text{INSTANCE.COMDATE} \leq 31/07/18</math> and <math>\text{INSTANCE.SPLENGTH} = \text{blank}</math> or <math>\text{INSTANCE.UNITLGTH} = 9</math> and <math>\text{INSTANCE.ENDDATE} = \text{blank}</math> and <math>\text{INSTANCE.TYPEYR} = 1</math></p>
Unknown	$\text{INSTANCE.SPLENGTH} = \text{blank}$ or $\text{INSTANCE.UNITLGTH} = 9$ (and not already categorised)

Determine retention status:

Retained	$\text{INSTANCE.FUNDCOMP} = 1, 4$
Not retained	$\text{INSTANCE.FUNDCOMP} = 2$
Status unknown	$\text{INSTANCE.FUNDCOMP} = 3, 9$

23. 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
24. 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.
25. 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 for each value of  $\text{INSTANCE.TYPEYR}$ . These proportions are then applied to first years on a one year course with unknown retention status. If the number of students already categorised as first year students on a one year course with a known retention status in a particular  $\text{INSTANCE.TYPEYR}$  is less than 20, then the

overall proportions in each of the two retention categories for part-time students at the HEP are calculated and applied. However, if the number of part-time students at the HEP to be used for this is less than 20, then the proportions in each of the two categories for each INSTANCE.TYPEYR across the sector for part-time students are calculated and applied.

26. 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 the number of students 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) in a particular INSTANCE.TYPEYR is less than 20 then the overall proportions in each of the two retention categories for part-time students at the HEP are calculated and applied. However, if the number of part-time students at the HEP to be used for this is less than 20, then the proportions in each of the two categories for each INSTANCE.TYPEYR across the sector for part-time students are calculated and applied.
27. In calculating proportions, data for instances not included in the population, but which finished in 2017/18 after a one year non-standard academic year course starting in 2016/17 are included. These are only included in order to estimate the retention status of first years on one year courses.
28. 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.
29. For the Communities First element, eligible students are categorised, using the home postcode of the student (ENTRYPROFILE.POSTCODE), into those that come from Communities First areas and those that are from other areas. 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. Information relating to the 52 Communities First cluster areas can be found on the ['Community safety and social inclusion', 'Communities First'](#) area of the StatsWales website.
30. For the low participation element, eligible students are included in the calculation if their home postcode (ENTRYPROFILE.POSTCODE) is in an area where there is a low proportion of working age adults with HE level qualifications as defined in the 2001 Census.
31. The Communities First programme has now ended and 2001 Census data is now out of date, however we will continue to use these data until the funding method is changed.

32. 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 Office for Students (OfS) website.
33. Additionally, the number of Communities First students as a percentage of Welsh domiciled students is calculated in order to categorise HEPs into two bands based on their proportion in Communities First areas.

The following coding applied to the HESA student record is used to determine Welsh domiciled students:

Welsh domiciled	<p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 3</p> <p>AND</p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in Wales using the HEFCW postcode database</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to the HESA postcode database</p> <p>OR</p> <p>The outward part (first four digits) of ENTRYPROFILE.POSTCODE is mappable to the HESA postcode database</p> <p>OR</p> <p>ENTRYPROFILE.POSTCODE is present but not mappable to the HESA postcode database</p> <p>AND</p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in Wales using the HEFCW postcode database</p>
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## Disability premium

34. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the disability premium are those who are:
- in receipt of DSA
  - full-time and part-time postgraduate research or part-time undergraduate
  - studying for at least 10 credit values for HEIs (8.3% FTE for PGR students)
  - in any year of study.
35. For HEIs, the following coding applied to the HESA student record is used to extract the data:

Home and EU HEFCW fundable	INSTANCE.FUNDCODE = 1
At least 10 credit values (or 8.3% FTE for PGR students)	MODULE.CRDTPTS ≥ 10 (summed over all modules the student is taking) (INSTANCE.STULOAD ≥ 8.3)
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and  INSTANCE.COMDATE ≤ 31/07/18 and  INSTANCE.ENDDATE ≥ 01/08/17 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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 ≤ 31/07/18 and  INSTANCE.ENDDATE = blank</p>
Part-time mode of study if undergraduate	INSTANCE.MODE = 02, 25, 31 (where undergraduate)
Active mode of study if postgraduate research	INSTANCE.MODE = 01, 02, 23, 24, 25, 31 (where postgraduate research)
In receipt of DSA	INSTANCE.DISALL = 4
Undergraduate	COURSE.COURSEAIM = all C, H, I, J codes (excluding C99, H99, I99, J99), M22, M26, M28 or COURSE.COURSEAIM = M71 and COURSE.TTCID ≠ 1
Postgraduate research	COURSE.COURSEAIM = all D, L codes (excluding L99)

### Welsh Medium Premium

36. 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.
37. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the Welsh medium premium are those who are:
- part-time undergraduate
  - in any year of study.
38. 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

<p>Active 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course</p>	<p>INSTANCE.TYPEYR = 1 and  INSTANCE.COMDATE ≤ 31/07/18 and  INSTANCE.ENDDATE ≥ 01/08/17 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank  and  INSTANCE.ENDDATE &gt; anniversary of INSTANCE.COMDATE in  2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank  and  INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in  2017/18 + 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 ≤ 31/07/18 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, (excluding C99, H99, I99, J99)  M22, M26, M28</p>
<p>At least 2 credits of module are Welsh medium</p>	<p>MODULE.MODLANG = 1 and  MODULE.LANGPCNT x MODULE.CRDTPTS ≥ 2</p>
<p>Not Welsh language or literature, unless on an ITT (QTS) course</p>	<p>MODULESUBJECT.MODSBJ ≠ Q560, Q561</p> <p>OR</p> <p>MODULESUBJECT.MODSBJ = Q560, Q561 and COURSE.TTCID = 1</p>

Countable module started in the 2017/18 academic year	STUDENTONMODULE.MODCOUNT ≠ 1 STUDENTONMODULE.MODSTAT = 2, 3
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39. 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.
40. 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, HEPs will have the opportunity to see the exclusions during the confirmation process.

### Expensive subjects premium

41. 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.
42. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the expensive subjects premium are those who are:
- full-time and sandwich
  - undergraduate
  - studying for clinical medicine or dentistry modules or Performance Element provision
  - in any year of study.
43. 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 2017/18 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, 3 and INSTANCE.LOCSDY = D, E, T, U <b>OR</b> STUDENTONMODULE.MODOUT = 3 <b>then</b> MODULE.CRDTPTS = 0.5 x MODULE.CRDTPTS  If INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE = 1, 2, 3 and INSTANCE.LOCSDY = D, E, T, U <b>AND</b> STUDENTONMODULE.MODOUT = 3 <b>then</b> MODULE.CRDTPTS = 0.25 x MODULE.CRDTPTS

44. Credits eligible for the expensive subjects premium are then identified:

Clinical medicine and dentistry	All credits associated with modules associated with courses where the first AND second returned subject of the course is clinical medicine or dentistry  if COURSE.SBJCA1 = A3, A4 AND COURSE.SBJCA2 = A3, A4 then eligible credits = MODULE.CRDTPTS  All credits associated with modules associated with courses where the first OR second returned subject of the course is clinical medicine or dentistry multiplied by the proportion of the course which is clinical medicine or dentistry  If COURSE.SBJCA1 = A3, A4 and COURSE.SBJCA2 ≠ A3, A4 then eligible credits=MODULE.CRDTPTS x COURSE.SBJPCNT1  if COURSE.SBJCA1 ≠ A3, A4 and COURSE.SBJCA2 = A3, A4 then eligible credits=MODULE.CRDTPTS x COURSE.SBJPCNT2
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. The formula and data used to calculate 2018/19 QR funding were the same as those used to calculate 2015/16, 2016/17 and 2017/18 QR funding. Therefore the method and data described below are those used to calculate the 2015/16, 2016/17, 2017/18 and 2018/19 QR funding. The method for 2019/20 funding may be subject to change as outlined in paragraphs 2 and 19 of the introduction.
3. 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.
4. Data used to calculate 2015/16 QR funding were taken from the 2014 REF and from the 2013/14 HESA student and staff records. The data taken from the 2013/14 HESA student and staff records were not updated when calculating 2016/17, 2017/18 or 2018/19 QR funding.
5. HEIs should be aware that decisions on the method and the data to be used for 2019/20 funding are yet to be finalised. Refer to paragraphs 2 and 19 of the introduction.

### Research students

6. All students included in the HESA standard registration population<sup>1</sup> studying higher degrees through research who were actively studying on 1 December 2013 and were assigned to a UoA submitted to the REF 2014 were included in the calculation of 2015/16 QR funding. To be included in the calculation of 2015/16 QR funding, UoAs were also required to meet volume and sustainability thresholds– see paragraph 3 above.
7. The HESA derived field XMODE01<sup>2</sup> has been used to determine whether a student is full-time or part-time.
8. 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 INSTANCE.STULOAD field on the HESA student record.

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

<sup>2</sup> [https://www.hesa.ac.uk/C13051/Derived\\_field\\_specifications](https://www.hesa.ac.uk/C13051/Derived_field_specifications)

9. 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.
10. 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.
11. 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 study<sup>3</sup>.
12. 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 01/08/13 to 31/07/14 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/13 or blank and  INSTANCE.COMDATE ≤ 31/07/14  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> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">INSTANCE.ENDDATE &gt; anniversary of</p>

<sup>3</sup> <https://www.hesa.ac.uk/collection/c13051/a/uoa2014>

	<p>INSTANCE.COMDATE in 2013/14 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2013/14 + 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
Higher degree (research)	INSTANCE.COURSEAIM = D00, D01, L00
Active on 1 December 2013	INSTANCE.ENDDATE ≥ 01/12/13 or blank and INSTANCE.COMDATE ≤ 01/12/13
Full-time	<p><u>Using HESA derived field:</u></p> <p>XMODE01 = 1, 2</p> <p><u>Alternatively using HESA record fields:</u></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 or null and INSTANCE.SPLENGTH is null</p>
Part-time	<p><u>Using HESA derived field:</u></p> <p>XMODE01 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH &lt; 24</p>

	<p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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13. UoA is determined using REF\_DATA.UOA2014. Full-time equivalent (FTE) students in each UoA are then calculated:

Full-time FTE	1*REF_DATA.UOAPCNT/100
Part-time FTE	(INSTANCE.STULOAD/100) * (REF_DATA.UOAPCNT/100)

14. Only data for UoAs which were submitted to the REF2014 were included in the calculation of QR funding. To be included in the calculation of 2015/16 QR funding, UoAs were also required to meet volume and sustainability thresholds – see paragraph 3 above.

### Research assistants

15. All research only academic staff recorded as a research assistant in the PERSON.RESAST field on the HESA staff record who were employed on a contract which was active on the census date of 31 October 2013 and the contract was assigned to one or more cost centres which map to one or more UoAs which were submitted to the REF 2014 were included in the calculation of 2015/16, 2016/17, 2017/18 and 2018/19 QR funding. To be included in the calculation of 2015/16 QR funding, UoAs were also required to meet volume and sustainability thresholds – see paragraph 3 above.
16. 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 ACTIVITY.CCPROP field on the HESA staff record.
17. The contract FTE in each cost centre is mapped to UoAs using the mapping available on the HESA website.
18. FTEs for cost centres which map to more than one UoA are split into UoAs using the current academic discipline of the staff member.
19. 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 2013	CONTRACT.STARTCON ≤ 01/10/2013 or blank and CONTRACT.ENDCON ≥ 01/10/2013 or blank
Academic contract that is research only	CONTRACT.ACEMPFUN = 2
Research assistant	PERSON.RESAST = 1

20. 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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21. Cost centres are mapped to UoAs using the mapping available on the HESA website<sup>4</sup>.

22. 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

23. FTEs for these cost centres are split into UoA using the staff member's current academic discipline (PERSON.CURACCDIS1). The FTEs are allocated:

Cost centre	PERSON. CURACCDIS1	UoA mapped to using PERSON. 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

<sup>4</sup> <https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards>

This was done on a subjective basis and HEIs had the opportunity to amend data used in funding accordingly.

24. FTEs for UoAs with multiple submissions are split between the submissions using the staff member's current academic discipline (PERSON.CURACCDIS1). The FTEs are allocated:

<b>UoA</b>	<b>PERSON.CURACCDIS1</b>	<b>MSUB mapped to using PERSON.CURACCDIS1</b>
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

HEIs had the opportunity to amend data used in funding accordingly.

25. Only data for UoAs which were submitted to the REF2014 were included in the calculation of QR funding. To be included in the calculation of 2015/16 QR funding, UoAs were also required to meet volume and sustainability thresholds – see paragraph 3 above.

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## 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 2017/18, with the 2018/19 funding methodology applied. HEIs 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 2019/20. These UoAs will be determined once funding methods for 2019/20 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. The fundability status of PGR students recorded in the 2017/18 HESA student record by HEIs will be based on REF 2014 UoAs eligible for inclusion in 2017/18 QR funding (as outlined in the guidance issued in Annex D of [W17/31HE: Higher Education Students Early Statistics Survey 2017/18](#)). It may be the case that fewer UoAs will be eligible for 2019/20 funding, therefore, all home and EU fundable PGR students will be extracted from the 2017/18 data and once QR funding methods are finalised for 2019/20, any further fundability criteria related to changes in UoA eligibility will be applied.
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 2015 and finishes in December 2017, 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	INSTANCE.FUNDCODE = 1
Not incoming exchange	INSTANCE.EXCHANGE ≠ 4, G
Active 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.TYPEYR = 1 and  INSTANCE.COMDATE ≤ 31/07/18 and  INSTANCE.ENDDATE ≥ 01/08/17 or blank</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.TYPEYR = 2 and  INSTANCE.ENDDATE ≤ 31/07/18 and INSTANCE.ENDDATE ≠ blank and  INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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>

	INSTANCE.TYPEYR = 2 and INSTANCE.COMDATE ≤ 31/07/18 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 E 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.

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## Data used for monitoring the targets in HEFCW's previous Corporate Strategy

1. As outlined in paragraph 21 of the introduction, HEFCW is currently developing a new set of national measures with which to monitor the performance and delivery of higher education providers. However, as part of the transition towards this, and in the interests of maintaining continuity with previous measures where this makes sense, HEFCW will continue to monitor the measures from the previous Corporate Strategy for the year 2017/18.
2. HEFCW's previous Corporate Strategy covered the period 2013 to 2017 and contains a set of seventeen targets devised to measure performance of the sector. Performance is measured using data returned on HESA records and surveys, HESA HE performance indicators (PIs), 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 data used in monitoring these targets and the criteria used to extract the data are detailed below.

3. 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, and for FEIs: Widening Access, Participation, Part-time and Welsh medium.

Using HESA derived fields:

Standard HESA registration population	XPSR01 = 1
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Alternatively using HESA record fields:

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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/17 or blank and  INSTANCE.COMDATE ≤ 31/07/18  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 &gt; anniversary of  INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of  INSTANCE.COMDATE in 2017/18 + 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 students primarily studying abroad	Instance.LOCSDY ≠ S

## Widening Access

4. 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%)

5. The Welsh Government realigned the Communities First programme in April 2012 into 52 cluster areas. Information 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 (WIMD) was most recently updated in 2014, however as this was issued part way through the corporate strategy period, for the purposes of comparison we continue to use the data from WIMD 2011. Information relating to the WIMD 2011 can be found on the ['Community safety and social inclusion', 'Welsh Index of Multiple Deprivation', 'Archive', 'WIMD 2011'](#) area of the [StatsWales](#) website. Postcodes are mapped to these geographic areas annually using HEFCW's postcode database and emailed to institutional data contacts for use in calculating this target. Although the Communities First programme has now ended and WIMD 2011 has been superseded, we continue to use this data as this was used to set the baseline against which the target was set.
6. 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.
7. In addition to the coding presented in paragraph 3, the following coding is applied to the HESA student record to extract the data for Welsh domiciles:

Welsh domiciled	<p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to Wales on the HESA postcode database</p> <p>OR</p> <p>The outward part (first four digits) of ENTRYPROFILE.POSTCODE is mappable to Wales on the HESA postcode database</p> <p>OR</p> <p>ENTRYPROFILE.POSTCODE is present but not mappable to the HESA postcode database (but the student is studying at an HEI in Wales)</p>
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8. 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.

### Participation

9. 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%).

10. 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 OfS website. Postcodes are mapped to these geographic areas annually using HEFCW's postcode database and emailed to institutional data contacts for use in calculating this

target. Although POLAR 3 has been updated to POLAR 4, and Census 2001 data is now out of date we continue to use this data as this was used to set the baseline against which the target was set.

11. 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.
12. The following coding is applied to the HESA student record to extract the data:

UK domiciled	<p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 1, 2, 3, 4</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to the UK on the HESA postcode database</p> <p>OR</p> <p>The outward part (first four digits) of ENTRYPROFILE.POSTCODE is mappable to the UK on the HESA postcode database</p> <p>OR</p> <p>ENTRYPROFILE.POSTCODE is present but not mappable to the HESA postcode database</p>
Young	(INSTANCE.COMDATE-STUDENT.BIRTHDTE)/365.25 < 21
Mature	(INSTANCE.COMDATE-STUDENT.BIRTHDTE)/365.25 ≥ 21
Full-time	<p><u>Using HESA derived fields:</u></p> <p>XMODE01 = 1, 2</p> <p><u>Alternatively using HESA record fields:</u></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 or null and INSTANCE.SPLENGTH is null</p>
Part-time	<p><u>Using HESA derived fields:</u></p> <p>XMODE01 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH &lt; 24</p>

	<p>OR</p> <p>INSTANCE.UNITLGTH = 2 and  (integer(INSTANCE.SPLENGTH / 12)*52 +  remainder(INSTANCE.SPLENGTH,12)*4) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and  INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and  integer(INSTANCE.SPLENGTH / 5) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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13. 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.

### 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 [Performance Indicators](#) area of the HESA website) derived from data collected on the HESA student record, for HEIs. 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 and Welsh FEIs:

The student is part-time	<p><u>Using HESA derived fields:</u></p> <p>XMODE01 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and 52* INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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19. 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).

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

### National Student Survey

21. 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.

22. 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:

Include only modules started in the 2017/18 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	MODULE.LANGPCNT /100 x MODULE.CRDTPTS (where MODULE.CRDTPTS ≠ 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.

## Overseas Students

28. 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).

29. For the purposes of this target, in addition to those students included in the standard HESA registration population as identified in paragraph 3 above, incoming exchange students are also included.

Include 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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/17 or blank and INSTANCE.COMDATE ≤ 31/07/18 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 &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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 students primarily studying abroad	Instance.LOCSDY ≠ S

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 HEIs in London and the South East of England	<p><u>Using HESA derived fields:</u></p> <p>XINSTG01 ≠ H, J</p> <p>(Lookup tables derive county and region using ONS data based on the postcodes of institutional headquarters)</p>
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32. Of the students extracted using these criteria, those from overseas are identified using:

Overseas	<p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 7</p> <p><u>Alternatively using HESA record fields:</u></p> <p>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)</p>
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33. For the purposes of this target 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 HEIs in Wales is compared with the same figure for the whole of the UK, excluding HEIs 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 2017 and 1 November 2017 and not leaving before 1 November 2017	INSTANCE.COMDATE ≥ 01/08/17 AND INSTANCE.COMDATE ≤ 01/11/17 AND INSTANCE.ENDDATE > 01/11/17 or blank
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
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, 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. Data used to monitor this target are taken from the HESA DLHE survey. The DLHE survey has been replaced by the Graduate Outcomes (GO) survey. GO surveys students 15 months after graduating unlike DLHE, which surveyed students 6 months after graduating. Leavers in 2016/17 were the final cohort to be surveyed for DLHE and leavers in 2017/18 will be the first cohort to be surveyed for GO. First GO results will not be available until December 2019.

### 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. The data used to monitor this target are also taken from the DLHE survey. Please refer to paragraph 43 above.

### Continuing Professional Development

46. 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%).

47. 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**

48. 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%).

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

### **Research Council Income**

50. 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).

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

### **Research Excellence Framework**

52. 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.

53. Data are taken from the REF 2014.

### **Reconfiguration and Collaboration**

54. 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.

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

## **Risk status of HEIs**

56. The governance target is defined as:

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

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

## 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 the 2016/17 data supplied, and assumes there will be no difference to the 2017/18 data supply, 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:

Using HESA derived fields:

Standard HESA registration population	XPSR01 = 1
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Alternatively using HESA record fields:

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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/17 or blank and            INSTANCE.COMDATE ≤ 31/07/18            AND</p> <p>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 &gt; anniversary of            INSTANCE.COMDATE in 2017/18 + 14 days</p>

	<p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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
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4. These students are further categorised by subject and the corresponding subject proportions, 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 ≥ 01/08/2017

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

8. These credits are categorised further by module subject and corresponding proportion, and the mode and level of the student:

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 ≤ 01/12/17 and CONTRACT.ENDCON ≥ 01/12/17
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 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. We are currently reviewing statistical information published on our website.

### Performance Indicators

2. PIs are calculated and published by HESA on behalf of the HE funding and regulatory bodies 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 [Performance Indicators](#) area of the HESA website, which also includes details of how the indicators are calculated. The latest indicators available are for 2016/17.

### Equality and diversity monitoring

3. HEFCW uses HESA data to monitor the ethnicity, disability status, gender and age of students at Welsh HEPs 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. In 2017, staff and student populations used in this analysis were revised to be in line with HESA publications. The presentation of this information is being developed and may change. Therefore the descriptions below are those currently used with 2016/17 data but as applied to 2017/18 data. If the extraction methodology changes, details will be published with the equality and diversity monitoring at the above link.

### Students

4. Population at Welsh HEPs:

Using HESA derived fields:

Standard HESA registration population	XPSR01 = 1
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Alternatively using HESA record fields:

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 01/08/17 to 31/07/18 and not in the final academic year of a non-standard academic year course	<p>INSTANCE.ENDDATE ≥ 01/08/17 or blank and INSTANCE.COMDATE ≤ 31/07/18 AND</p> <p>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 &gt; anniversary of INSTANCE.COMDATE in 2017/18 + 14 days</p> <p>OR</p> <p>INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2017/18 + 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

5. For the analysis of the ethnicity of students, only UK domiciled students at Welsh HEPs have been included. UK domiciled students have been selected for the analysis of ethnicity of students as recording ethnicity is not compulsory for non-UK domiciled students. For the purposes of this analysis, the Channel Islands and the Isle of Man are considered to be part of the UK.

UK domiciled	<p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 1, 2, 3, 4, 5</p> <p><u>Alternatively using HESA record fields:</u></p>
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	<p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to the UK on the HESA postcode database</p> <p>OR</p> <p>The outward part (first four digits) of ENTRYPROFILE.POSTCODE is mappable to the UK on the HESA postcode database</p> <p>OR</p> <p>ENTRYPROFILE.POSTCODE is present but not mappable to the HESA postcode database</p>
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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.

### Staff

7. Population at Welsh HEIs:

Contract counted within 1 December population	<p>CONTRACT.MOEMP ≠ 6 and CONTRACT.TERMS ≠ 3 and CONTRACT.STARTCON ≤ 01/12/17, blank and CONTRACT.ENDCON ≥ 01/12/17, blank and CONTRACT.CONFTE &gt; 0</p>
Person counted within atypical population (individuals who have <b>only</b> atypical contracts within the reporting period)	<p>CONTRACT.TERMS = 3 and CONTRACT.MOEMP ≠ 6 for all contracts</p>
Academic	<p>CONTRACT.ACEMPFUN = 1, 2, 3, 9</p>

8. 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.

9. Summaries are shown separately for all staff and for academic staff only. Summaries are also shown separately for staff on atypical and non-atypical contracts
10. For non-atypical staff contracts, full-person equivalents<sup>5</sup> are counted. This means that a staff member with both academic and non-academic non-atypical contracts active on 1 December of the reporting period will be counted in both academic and non-academic staff counts in proportion to the contract FTE for these contracts.

**Example 1:** a full-time staff member has two non-atypical contracts active on 1 December of the reporting period, an academic contract with a contract FTE of 80% and a non-academic contract with a contract FTE of 20%. The person is counted as 0.8 in the counts of academic staff and 0.2 in the counts of non-academic staff.

**Example 2:** a part-time member of staff has two non-atypical contracts active on 1 December of the reporting period, an academic contract with a contract FTE of 35% and a non-academic contract with a contract FTE of 5%. The person is counted as 0.875 (35/40) in the counts of academic staff and 0.125 (5/35) in the counts of non-academic staff.

11. Individuals who have only academic atypical contracts within the reporting period are counted in the atypical staff counts as 1. From 2015/16 collection onwards, atypical non-academic staff are no longer included in the coverage of the HESA staff record.
12. Individuals with both atypical and non-atypical contracts are only counted in proportion to their non-atypical contracts active on 1 December in the reporting period.

**Example 3:** a full-time member of staff has four contracts. They have two non-atypical contracts active on 1 December of the reporting period, an academic contract with FTE 50%, and a non-academic contract with FTE 30%. They also have a non-atypical academic contract which started in January of the reporting period with FTE 15% and an atypical academic contract with FTE 5%. They will be counted as 0.625 (50/80) in the academic staff counts and 0.375 (30/80) in the non-academic staff counts.

### Other characteristics

13. 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. HEFCW analyses the proportions of unknown values in these fields annually and is keeping under review the possibility of publishing these data.

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<sup>5</sup> <https://www.hesa.ac.uk/support/definitions/staff#staff-full-person-equivalent>

## Data provided to higher education providers in the HESA student record data quality analysis

1. The HESA data quality analysis was designed to aid improvement of the quality of the student record. 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 23 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 OfS 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
Table 23:	Enrolments where major source of funding is either 13, Welsh Government or 31, Departments of Health/NHS/Social care

3. 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
Full-time (includes sandwich)	<u>Using HESA derived fields:</u> XMODE01 = 1, 2

	<p><u>Alternatively using HESA record fields:</u></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><u>Using HESA derived fields:</u></p> <p>XMODE01 = 3, 4, 5, 6</p> <p><u>Alternatively using HESA record fields:</u></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 &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and (integer(INSTANCE.SPLENGTH / 12)*52 + remainder(INSTANCE.SPLENGTH,12)*4) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and integer(INSTANCE.SPLENGTH / 5) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
Postgraduate research	<p><u>Using HESA derived fields:</u></p> <p>XLEV501= 1</p> <p><u>Alternatively using HESA record fields:</u></p> <p>COURSE.COURSEAIM = D00, D01, D90, L00, L80, L90, L91, L99</p>
Postgraduate taught	<p><u>Using HESA derived fields:</u></p> <p>XLEV501 = 2</p> <p><u>Alternatively using HESA record fields:</u></p> <p>COURSE.COURSEAIM = E00, E40, E43, E90, M00, M01, M02, M10, M11, M16, M40, M41, M42, M43, M44, M45, M50, M70, M71, M72, M73, M76, M78, M79, M80, M86, M88, M90, M91, M99</p>
Undergraduate first degree	<p><u>Using HESA derived fields:</u></p>

	<p>XLEV501 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>COURSE.COURSEAIM = M22, M26, M28, H00, H11, H12, H16, H18, H22, H23, H50, I00, I11, I12, I16</p>
Undergraduate non-degree	<p><u>Using HESA derived fields:</u></p> <p>XLEV501 = 4</p> <p><u>Alternatively using HESA record fields:</u></p> <p>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, I78, 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</p>

**Table 1 - Postcodes**

4. 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**

5. 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
Ethnicity refused	STUDENT.ETHNIC = 98

**Table 3 - Proportion of module taught through Welsh**

6. 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 2018/19) are shown separately to those not fitting the criteria used for the Welsh medium premium. (In 2018/19 the Welsh medium premium was awarded in respect of PT UG students only).
7. 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.
8. 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 36 to 40 of Annex A

**Table 4 - Coding of non-standard academic years**

9. There are two tables in this section.
10. 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 2018 and not leaving before 31 July 2018.

Enrolments starting between 1 January 2018 and 31 July 2018 and not leaving within the 2017/18 academic year	INSTANCE.COMDATE ≥ 01/01/2018 and INSTANCE.COMDATE ≤ 31/07/2018 and INSTANCE.ENDDATE = blank
Enrolments expected to end within the 2017/18 academic year and are coded on a course that is contained within the 2017/18 academic year	INSTANCE.COMDATE + INSTANCE.YEARLGTH X 7 ≤ 31/07/2018 and INSTANCE.TYPEYR = 1
Enrolments NOT expected to end within the 2017/18 academic year and are coded on a course that is contained within the 2017/18 academic year	INSTANCE.COMDATE + INSTANCE.YEARLGTH X 7 > 31/07/2018 and INSTANCE.TYPEYR = 1
Enrolments coded on a course that is NOT contained within the 2017/18 academic year	INSTANCE.TYPEYR = 2

11. 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 3
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 2017/18 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 2017/18 academic year	INSTANCE.YEARLGTH ≥ 40 and INSTANCE.TYPEYR = 1
Enrolments coded on a course that is NOT contained within the 2017/18 academic year	INSTANCE.TYPEYR = 2

**Table 5 - Average FTE/credits per enrolment**

12. 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, 3  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, 3 and INSTANCE.LOCSDY = D, E, T, U</p>
Part-time (active modes only)	<p><u>Using HESA derived fields:</u></p> <p>XMODE01= 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>INSTANCE.MODE = 31</p> <p>OR</p> <p>INSTANCE.MODE = 02, 25 AND</p> <p>INSTANCE.UNITLGTH = 1 and</p>

	<p>52* INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 2 and  (integer(INSTANCE.SPLENGTH / 12)*52 +  remainder(INSTANCE.SPLENGTH,12)*4) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 3 and  INSTANCE.SPLENGTH &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 4 and  integer(INSTANCE.SPLENGTH / 5) &lt; 24</p> <p>OR</p> <p>INSTANCE.UNITLGTH = 5</p>
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**Table 6 - Data linked to previous academic year data using OfS linking**

13. 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 OfS person identifier, how many have not retained the same HUSID and, of these, how many have transferred to a different HEP.
14. The OfS person identifier is derived from information on personal attributes other than HUSID, such as name, date of birth and postcode.
15. This table is not available in the IRIS output as OfS cannot create the OfS person identifier for the latest year until after the student record has been submitted and signed off.
16. Students are shown in the figures for the HEP attended in the latest year.

Different HUSID	STUDENT.HUSID (previous academic year) ≠ STUDENT.HUSID (current academic year)
Different HUSID and different HEP	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**

17. 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**

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 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, 12

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**

19. 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)**

20. 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 = 08, 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**

21. 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**

22. 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 3 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**

23. 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**

24. 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, 99 or blank
Unknown religion or belief	STUDENT.RELBLF = 99 or blank
Religion or belief refused	STUDENT.RELBLF = 98

**Table 15 - Sexual orientation**

25. 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**

26. 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 and not studying institutional credits or unspecified qualification aims.

Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M73, 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 LA, SAAS, DfE(NI) or SLC or mix of student and LA, SAAS, DfE(NI) 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**

27. 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 and 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 3.
Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M73, 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, or blank
SSN present	INSTANCE.SSN ≠ blank
SSN missing	INSTANCE.SSN = blank

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

28. 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 3.
Undergraduate or PGCE	COURSE.COURSEAIM = all C, H, I, J codes, M22, M26, M28, M71, M73, 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, or blank
GROSSFEE present	INSTANCE.GROSSFEE ≠ blank

**Table 19 - Care leaver**

29. This table shows whether care leaver status is known or not known for undergraduate or PGCE enrolments returned with a full student record, applying through UCAS and starting between 1 August 2013 and 31 July 2014 or UK or EU domiciled enrolments with a full student record, starting on or after 1 August 2014.
30. For enrolments starting between 1 August 2013 and 31 July 2014:

Undergraduate or PGCE	COURSE.COURSEAIM = all H, I, J, C codes, M22, M26, M28, M71, M73, M88
Applying through UCAS	ENTRY_PROFILE.UCASAPPID ≠ blank
Starting between 1 August 2013 and 31 July 2014	INSTANCE.COMDATE ≥ 01/08/2013 and INSTANCE.COMDATE ≤ 31/07/2014

31. Or for enrolments starting on or after 1 August 2014:

UK or EU domiciled	ENTRYPROFILE.DOMICILE = XL, XK, XI, XH, XG, XF, IM, GG, JE, AT, AX, BE, BG, CZ, DE, DK, EE, ES, EU, FI, FR, GF, GI, GP, GR, HR, HU, IC, IE, IT, LT, LU, LV, MQ, MT, NL, PL, PT, RE, RO, SE, SI, SK, XA, XC or YT
Starting on or after 1 August 2014	INSTANCE.COMDATE ≥ 01/08/2014

32. Care leaver status is categorised:

Known care leaver status	ENTRY_PROFILE.CARELEAVER = 04, 05
Unknown care leaver status	ENTRY_PROFILE.CARELEAVER = 99, blank

**Table 20 - Mobility experiences**

33. 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 3.
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34. The first table looks at the average, maximum and minimum number of mobility experiences per enrolment.
35. 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

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

Between 1 and 24 weeks	MOBILITY.MOBDURA $\neq$ 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

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

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

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

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

### Table 21 - Parental education

39. This table shows whether parental education is known, not known or refused for UK, Channel Islands and Isle of Man domiciled full-time undergraduate 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 3
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
Not students on intercalating courses	INSTANCE.INTERCALATE ≠ 01
Known parental education	ENTRY_PROFILE.PARED = 1, 2
Unknown parental education	ENTRY_PROFILE.PARED = 8 or blank
Parental education refused	ENTRY_PROFILE.PARED = 9
No response on parental education	ENTRY_PROFILE.PARED = 7

**Table 22 - APEL**

40. 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

**Table 23 - Enrolments where major source of funding is either 13, Welsh Government or 31, Departments of Health/NHS/Social care**

41. This table looks at HE student enrolments where the major source of funding is either 13, Welsh Government or 31, Departments of Health/NHS/Social care by

the following subject groups: Nursing, Subjects allied to Medicine, all other subjects.

Full student record	INSTANCE.REDUCEDI = 00
Major source of funding is Welsh Government or Departments of Health/NHS/Social care	COURSE.MSFUND = 13, 31
Nursing	XJACS201 = B7
Subjects allied to Medicine (excluding Nursing)	XJACS201= B codes AND XJACS201 ≠ B7
All other subjects	XJACS201 ≠ B codes

## Data used for monitoring the part-time undergraduate fee waiver scheme

1. HEFCW's part-time undergraduate fee waiver scheme offers grants to HEPs that waive fees for certain part-time students.
2. Following the introduction of the Welsh Government part-time tuition fee loans scheme in 2014/15, all new eligible part-time students, studying at or above 25% FTE have access to financial support for higher education. HEFCW's part-time fee waiver scheme was amended to support those HEPs providing financial support for certain groups of students not eligible for the Welsh Government scheme. HEFCW retained its previous fee waiver scheme criteria for eligible students that commenced their studies prior to 1 September 2014, but introduced a new fee waiver scheme criteria for eligible students that commenced their studies on or after 1 September 2014 studying below 25% FTE (fewer than 30 credits). The maximum fee waiver amounts are £1,200 and £875 respectively for the two groups.
3. Funding is initially paid on the basis of claims made by HEPs, but amounts are validated and adjusted as necessary once HESA data are available the following year. The HESA data are extracted through the IRIS system and signed off by HEPs. The criteria below are used to extract the data from the student record. The criteria applying to the two schemes that differ between the schemes are shown separately, with common criteria under 'All students' below.

### Students commencing prior to September 2014

Students commenced study prior to 1 September 2014	INSTANCE.COMDATE < 01Sep2014
Below 50% intensity	INSTANCE.STULOAD < 50
50% intensity or above	INSTANCE.STULOAD ≥ 50
Above the maximum fee waiver amount	INSTANCE.FEEWAIVEAMT > 1200

### Students commencing on or after September 2014

Students commenced study on or after 1 September 2014	INSTANCE.COMDATE ≥ 01Sep2014
Below 25% intensity	INSTANCE.STULOAD < 25
25% intensity or above	INSTANCE.STULOAD ≥ 25
Above the maximum fee waiver amount	INSTANCE.FEEWAIVEAMT > 875

All students

Students identified as in receipt of a fee waiver	INSTANCE.FEEWAIVETYPE = 01, 02, 03 or INSTANCE.FEEWAIVEAMT > 0
Reason fee waived	Jobseeker: INSTANCE.FEEWAIVETYPE = 01  Benefits: INSTANCE.FEEWAIVETYPE = 02  Discretionary: INSTANCE.FEEWAIVETYPE = 03
Mode of study	Other: INSTANCE.MODE = 01  Or INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE ≠ 1, 2, 3  Or INSTANCE.MODE = 23, 24 and INSTANCE.LOCSDY = D, E, T, U and INSTANCE.SPECFEE = 1, 2, 3  Part-time: Otherwise
Level of study	First degree: COURSE.COURSEAIM = H00, H11, H12, H16, H18, H22, H23, H50, I00, I11, I12, I16, M22, M26, M28  Foundation degree/HND/DipHE: COURSE.COURSEAIM = J10, J16, J20, J26, J30  Other UG: All other H, I, J, C codes  Not UG or not credit bearing: Otherwise
Highest qualification on entry	First degree or higher: ENTRYPROFILE.QUALENT3 = DUK, DZZ, D80, MUK, M41, M44, M80, M90, MZZ, M71, M2X, H71, HUK, HZZ, H11, JUK  Foundation degree/HND/DipHE or

	<p>higher: ENTRYPROFILE.QUALENT3 = J10, J20, J30 (plus includes first degree or higher)</p> <p>Undergraduate: ENTRYPROFILE.QUALENT3 = H80, J48, J49, J80, C20, C30, C44, C80, C90 (plus foundation degree/HND/DipHE and higher)</p> <p>Other non-HE, no qualification or not known: Otherwise (included in 'Other')</p>
Not Welsh domiciled	<p><u>Where <b>NOT</b>:</u></p> <p><u>Using HESA derived fields:</u></p> <p>XDOMHM01 = 3</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to Wales on the HESA postcode database</p> <p>OR</p> <p>The outward part (first four digits) of ENTRYPROFILE.POSTCODE is mappable to Wales on the HESA postcode database</p> <p>OR</p> <p>ENTRYPROFILE.POSTCODE is present but not mappable to the HESA postcode database (but the student is studying at an HEI in Wales)</p>
Non-fundable	INSTANCE.FUNDCODE ≠ 1
Number of credit points less than 10	Count of MODULE.CRDTPTS per instance, where STUDENTONMODULE.MODSTAT ≠ 2, 3 < 10

## Data used in income analysis

- As part of the work carried out to monitor income at Welsh HEPs, HEFCW has used student number and FTE data from the HESA student record. A summary of these data is included in the IRIS output. The criteria used for extraction are below:

Table A - FT UG/PGCE home and EU HEFCW-fundable new entrant enrolments by domicile

HESA standard registration population	<p><u>Using HESA derived field:</u> XPSR01 = 1</p> <p>(See Annex D paragraph 3 for the HESA record fields used to derive this)</p>
Welsh/EU domiciles	<p><u>Using HESA derived field:</u> XDOMHM01 = 3, 6</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in Wales</p> <p>OR</p> <p>ENTRYPROFILE.DOMICILE = a valid EU code</p>
Rest of UK domiciles	HEFCW-fundable students not coded with XDOMHM01 = 3, 6
HEFCW-fundable	INSTANCE.FUNDCODE = 1
New entrants	INSTANCE.YEARSTU = 1
Full-time	<p><u>Using HESA derived field:</u></p> <p>XMODE01 = 1, 2</p> <p><u>Alternatively using HESA record fields:</u></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><math>\text{INSTANCE.UNITLGTH} = 2</math> and  <math>(\text{integer}(\text{INSTANCE.SPLENGTH} / 12) * 52 + \text{remainder}(\text{INSTANCE.SPLENGTH}, 12) * 4) \geq 24</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH} = 3</math> and  <math>\text{INSTANCE.SPLENGTH} \geq 24</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH} = 4</math> and  <math>\text{integer}(\text{INSTANCE.SPLENGTH} / 5) \geq 24</math></p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH}</math> is null and  <math>\text{INSTANCE.SPLENGTH}</math> is not null</p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH}</math> is not null and  <math>\text{INSTANCE.SPLENGTH}</math> is null</p> <p>OR</p> <p><math>\text{INSTANCE.UNITLGTH}</math> is 9 or null and  <math>\text{INSTANCE.SPLENGTH}</math> is null</p>
Undergraduate/PGCE	<p>All H, I, J, C codes and M22, M26, M28</p> <p>Or</p> <p>TTCID = 1</p>

Table B - FT UG/PGCE home and EU HEFCW-fundable enrolments by domicile and assumed fee regime

2. Coding is as above except new entrants are not used and students are categorised into old and new fee regime using the following code;

New regime	$\text{INSTANCE.YEARSTU} = 1, 2, 3, 4, 5, 6$
Old regime	$\text{INSTANCE.YEARSTU} \geq 7$

Table C - Total FTE broken down by domicile and fundability status

Using HESA derived fields:

HESA session population	XPSES01 = 1
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Alternatively using HESA record fields:

Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Not dormant, on sabbatical or writing up	INSTANCE.MODE ≠ 51, 63, 64
Studying at HE level	COURSE.COURSEAIM = all C, D, E, H, I, J, L, M codes
Active 01/08/17 to 31/07/18	INSTANCE.ENDDATE ≥ 01/08/17 or blank and INSTANCE.COMDATE ≤ 31/07/18
Not students primarily studying abroad	Instance.LOCSYD ≠ S

Plus the following criteria:

Full-time equivalent	FTE = INSTANCE.STULOAD/100
Domicile	<p><b>Home and EU:</b></p> <p><u>Using HESA derived fields:</u> XDOMHM01 = 1, 2, 3, 4, 6</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in Wales</p> <p>OR</p> <p>ENTRYPROFILE.DOMICILE = a valid EU code</p> <p><b>Overseas:</b></p> <p><u>Using HESA derived fields:</u> XDOMHM01 = 7</p> <p><u>Alternatively using HESA record fields:</u></p> <p>ENTRYPROFILE.DOMICILE = a non-EU code (non-EU codes are all codes apart from: UK; other EU codes; and not known where INSTANCE.FEEELIG</p>

	= 1, 3)
Fundability status	HEFCW-fundable: INSTANCE.FUNDCODE = 1  Non-fundable: Otherwise