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# Information Toolkit for Higher Education Governors

2016



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# Introduction

This is the seventh annual edition of the Information Toolkit for higher education (HE) governors. It includes a selection of the wide range of information available to assist governors in meeting their obligations in respect of steering and monitoring the overall strategic direction of their institution. The information in this edition of the Toolkit is based mainly on data for the 2014/15 academic year collated by the Higher Education Statistics Agency (HESA). As this is the information source for this publication, it only covers institutions that submit all their data to HESA. However, HE providers, as defined by the HE (Wales) Act 2016, will be wider.

In early 2016, the new HEIDI plus (HEIDI +) reporting tool became populated and available for use. Where possible, we intend to use HEIDI + to produce the next toolkit, in 2017.

The Toolkit is in two parts:

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

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

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

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

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

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

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

On quality assurance, governors will be aware that the Quality Assurance Agency (QAA) regularly conducts institutional reviews. This is the process by which the QAA examines the current and future management of the quality and standards of institutions' academic provision. We have included in Part 1 of the Toolkit a summary of the current QAA institutional review outcomes for each Welsh institution ('Students and quality', p.30).

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

### **A note on how to interpret the graphs**

The performance of each Welsh HEI is highlighted within each graph. To improve readability zero values and extreme values have been removed (from graphs but not calculations). There are also other changes to the format of the graphs compared with those presented in previous documents, to assist in presentation (quartiles are now highlighted horizontally in green) and to ease the transition to HEIDI + as the data source for next year.

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

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

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Graphs / Tables	Data source	Page
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Summary higher education sector financial performance 2009/10 to 2014/15, Wales and UK

	Wales HE sector						UK HE sector					
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Total Income	£1,235m	£1,244m	£1,274m	£1,273m	£1,377m	£1,419m	£26,679m	£27,434m	£27,768m	£29,001m	£30,582m	£32,535m
Operating surplus	£36.1m	£36.9m	£30.0m	£16.1m	£43.5m	£43.8m	£822.9m	£1,201.0m	£1,03.4m	£1,083.4m	£1,176.1m	£1,358.7m
as % of total income	2.93%	2.96%	2.35%	1.26%	3.16%	3.09%	3.08%	4.38%	3.97%	3.73%	3.85%	4.18%
Historic cost surplus	£37.8m	£52.3m	£37.1m	£13.1m	£45.6m	£47.7m	£920.3m	£1,492.7m	£1,300.6m	£1,371.9m	£1,488.9m	£1,739.9m
as % of total income	3.06%	4.21%	2.91%	1.02%	3.31%	3.36%	3.45%	5.44%	4.68%	4.73%	4.87%	5.35%
TRAC operating deficit	(£62m)	(£56m)	(£64m)	(£85m)	(£67m)	(£90m)	(£1,151m)	(£659m)	(£893m)	(£1,068m)	(£1,072m)	(£1,091m)
as % of total income	(5.0%)	(4.53%)	(5.02%)	(6.68%)	(4.85%)	(6.34%)	(4.3%)	(2.40%)	(3.21%)	(3.68%)	(3.50%)	(3.35%)
Cash flow from operating activities as % of total income	9.38%	6.34%	4.46%	4.71%	7.53%	6.37%	8.03%	9.00%	7.59%	8.01%	8.17%	7.93%
Net liquidity as number of days' expenditure	115	123	122	116	114	107	97	108	117	124	127	133
External borrowings as % of total income	11.97%	11.75%	11.16%	11.93%	13.27%	16.84%	18.91%	19.61%	21.02%	21.83%	23.34%	24.93%
Discretionary reserves excl FRS 17 as % of total income	43.77%	48.07%	49.72%	50.82%	51.94%	53.29%	41.91%	50.47%	56.85%	60.49%	62.84%	66.34%

# Summary higher education sector financial performance 2009/10 to 2014/15, Wales and UK

## HE Finance data definitions

### **Total income**

The total income from all sources for the year.

### **Operating surplus / (deficit)**

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

### **Historic cost surplus / (deficit)**

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

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

### **Transparent Approach to Cost (TRAC) operating deficit**

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

### **Cash flow from operating activities**

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

### **Net liquidity as number of days' expenditure**

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

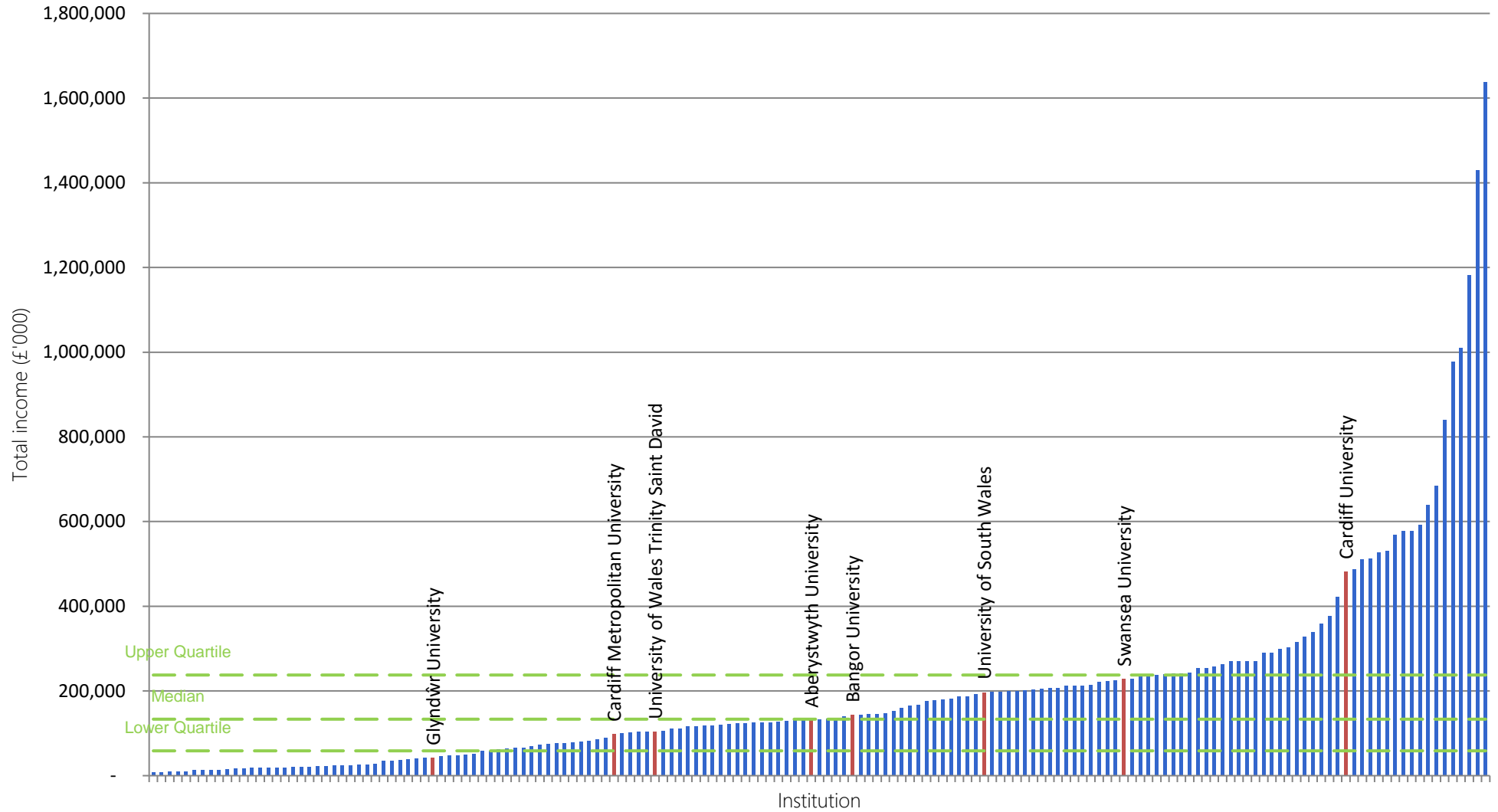
### **External borrowings**

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

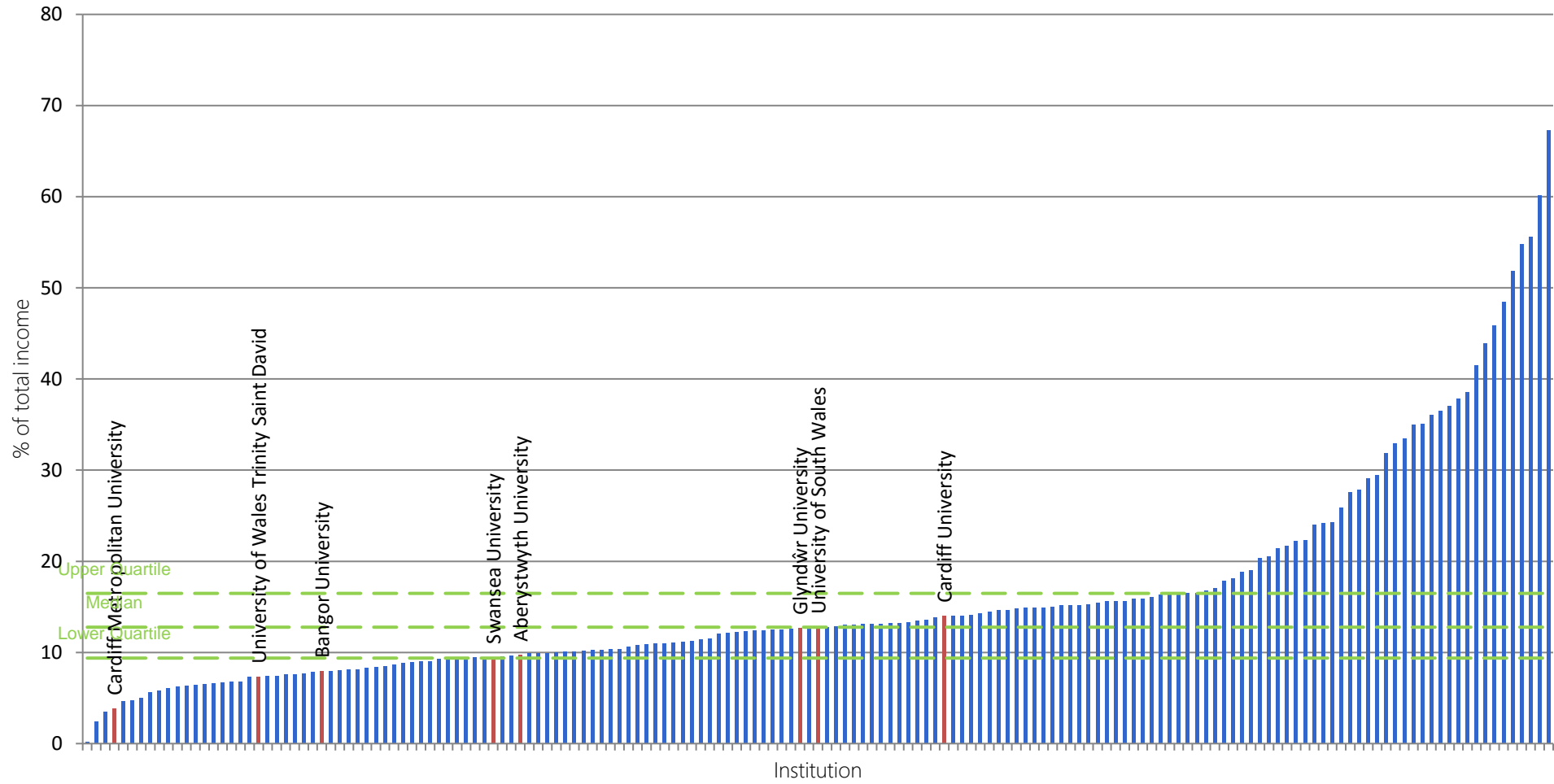
### **Discretionary reserves**

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

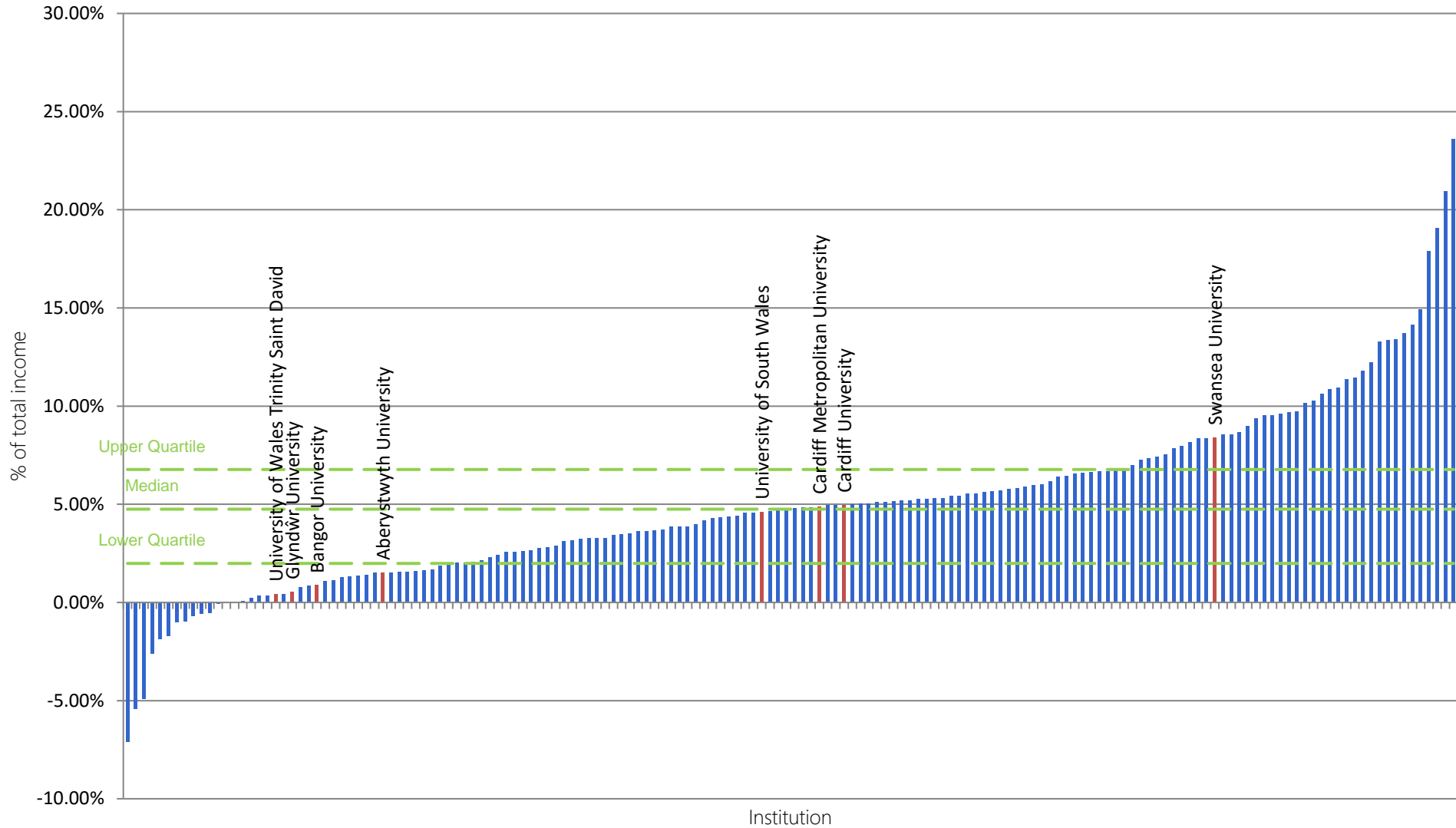
# Total income UK HEIs 2014/15



# Funding body grant as % of total income 2014/15

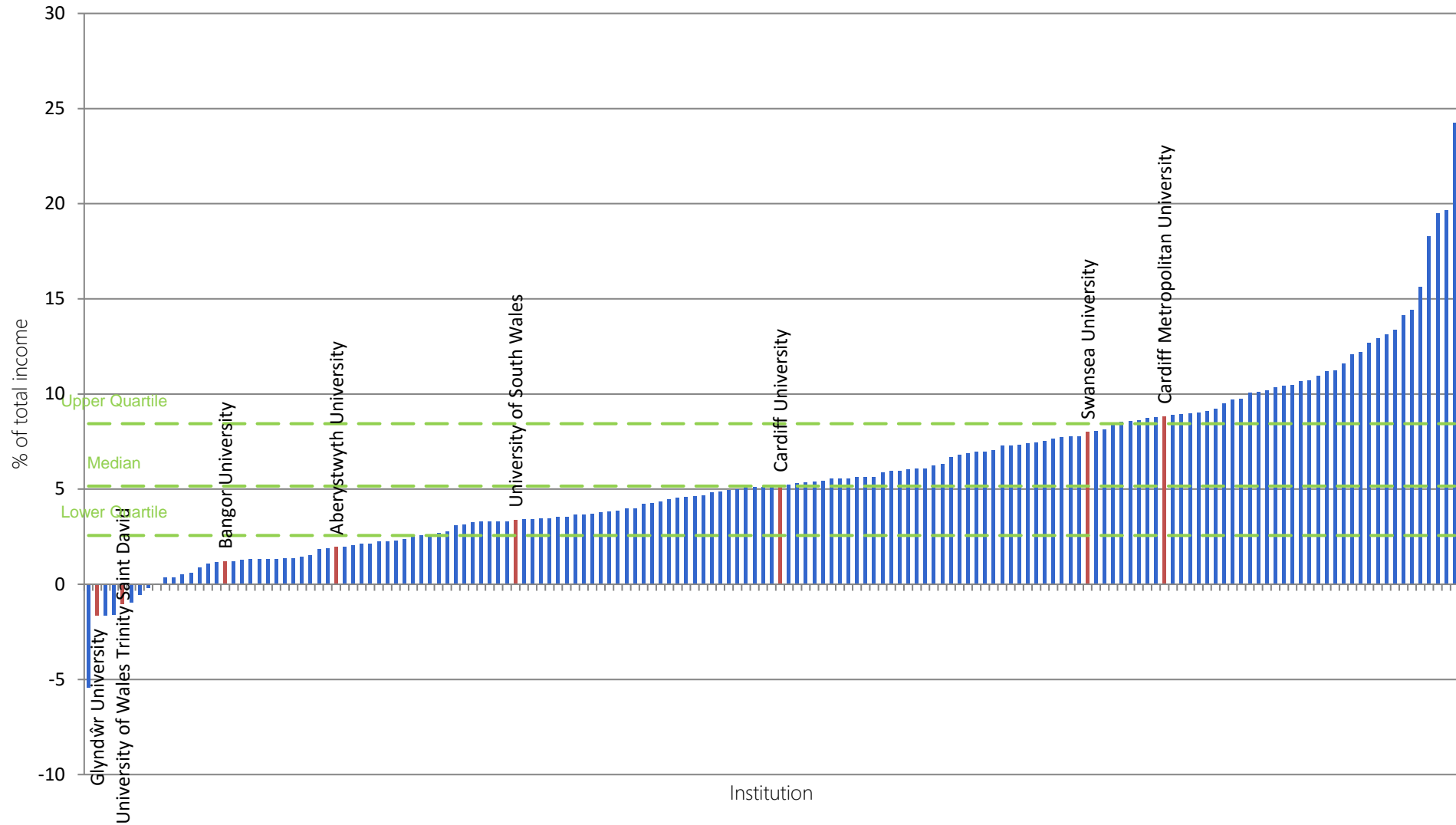


# Operating surplus/(deficit) as % of total income 2014/15



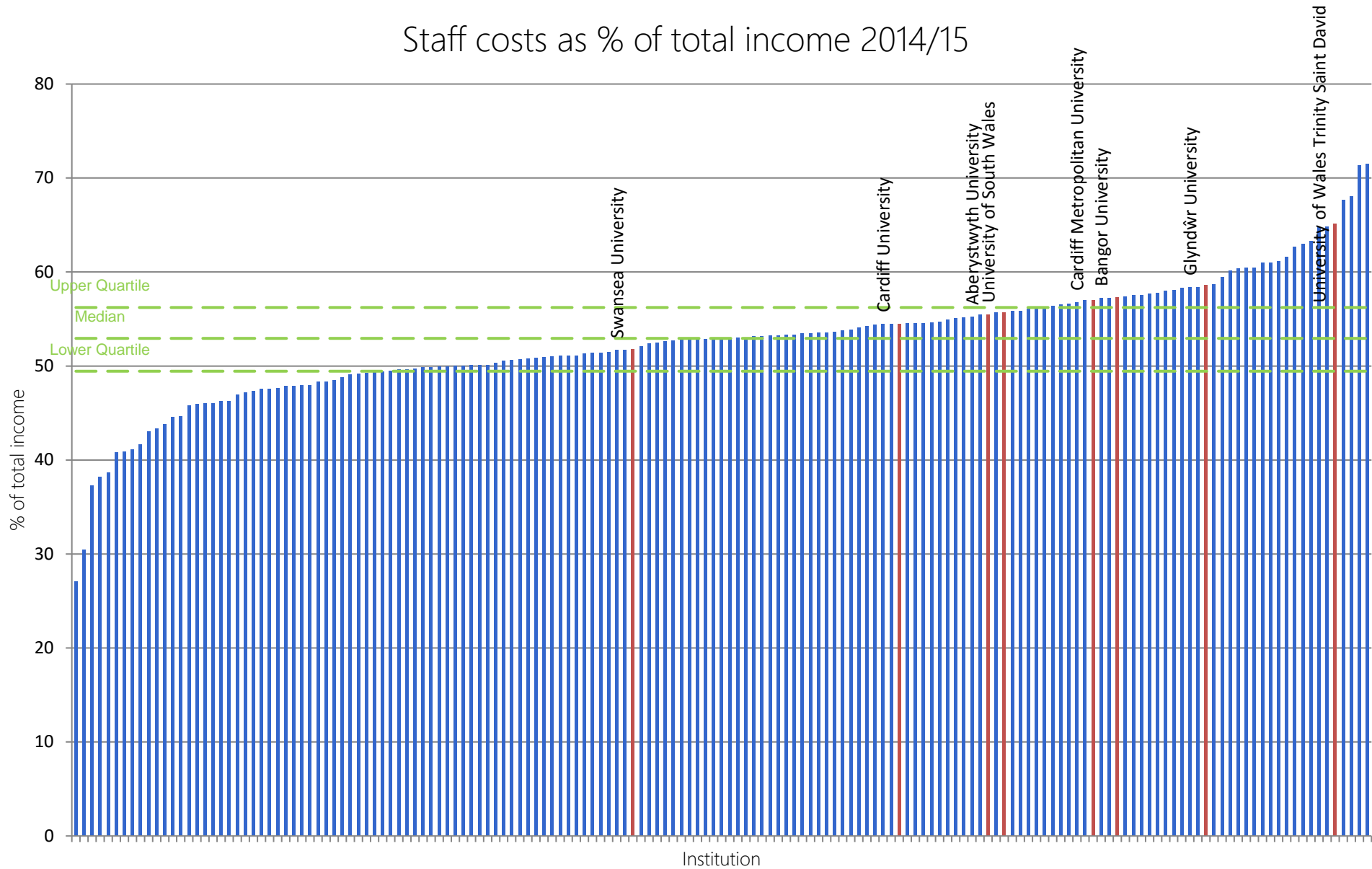
Excluded: University of Wales (central functions) (-25.36)

# Historic cost surplus/(deficit),after taxation, as % of total income 2014/15



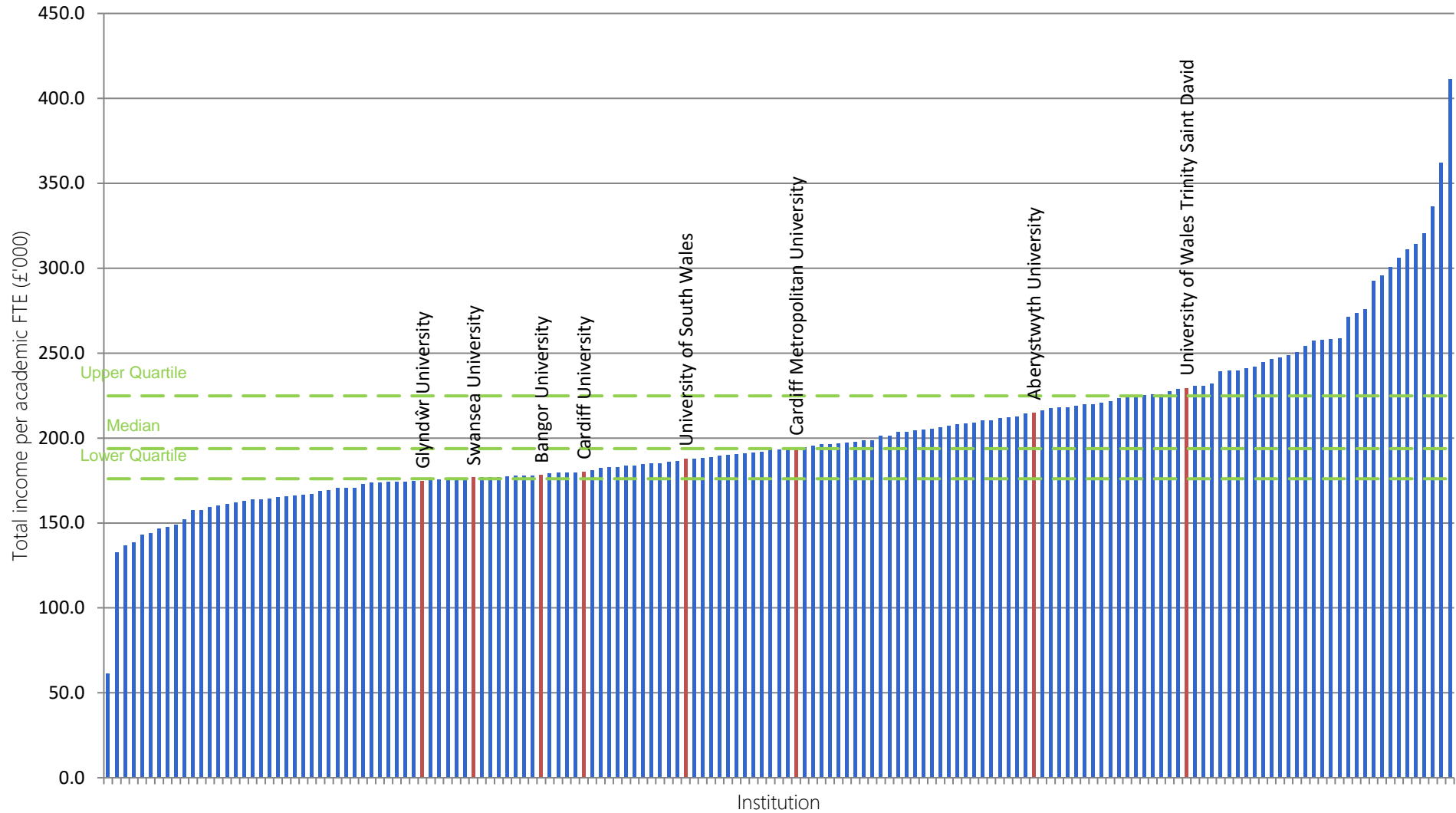
Excluded: London Metropolitan University (59.5), University of Wales (central functions) (-23.12)

# Staff costs as % of total income 2014/15



Excluded: Conservatoire for Dance and Drama (2.41), University of the Highlands and Islands (9.91)

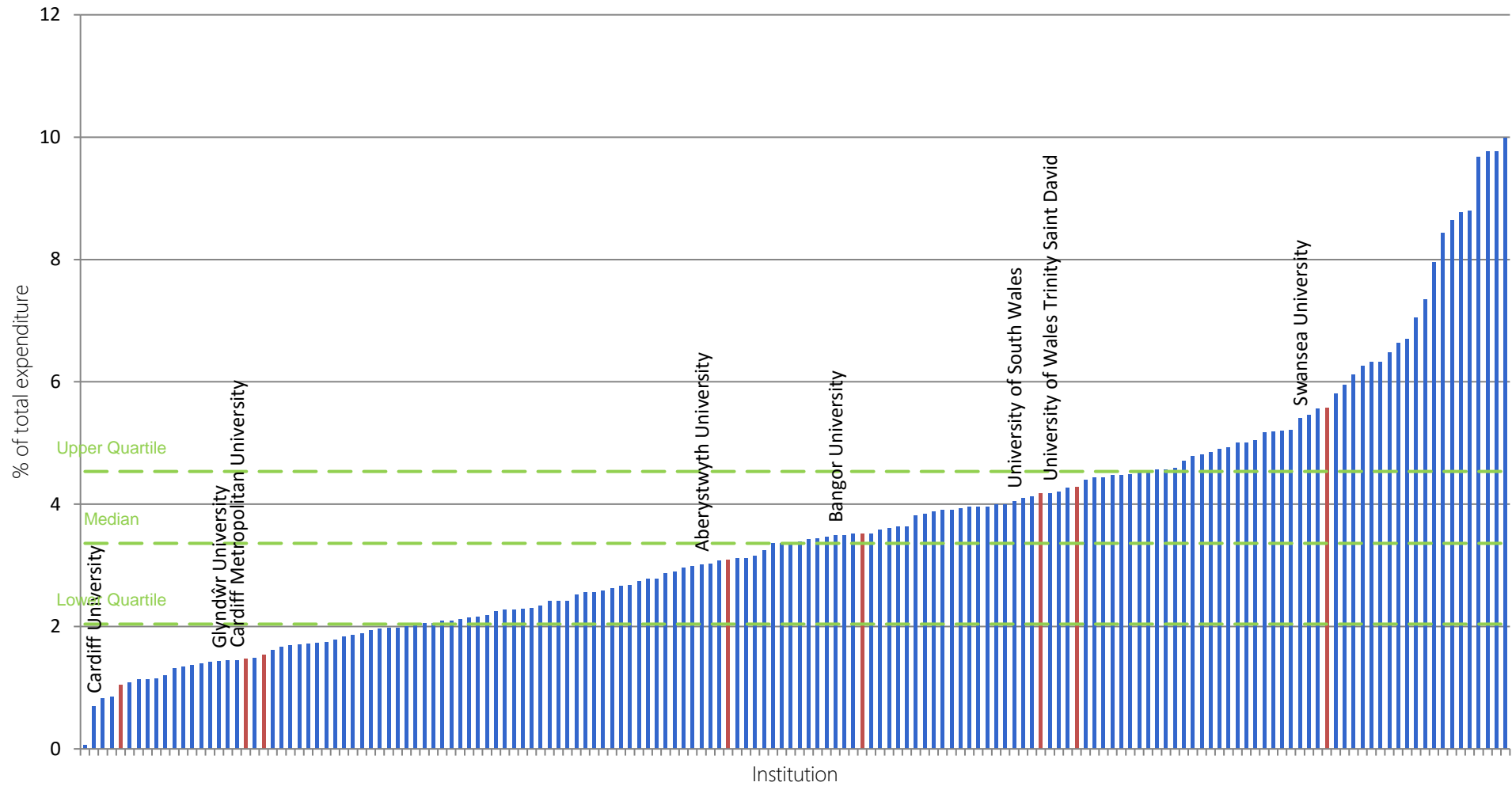
# Total income per full-time equivalent (FTE) academic staff member 2014/15



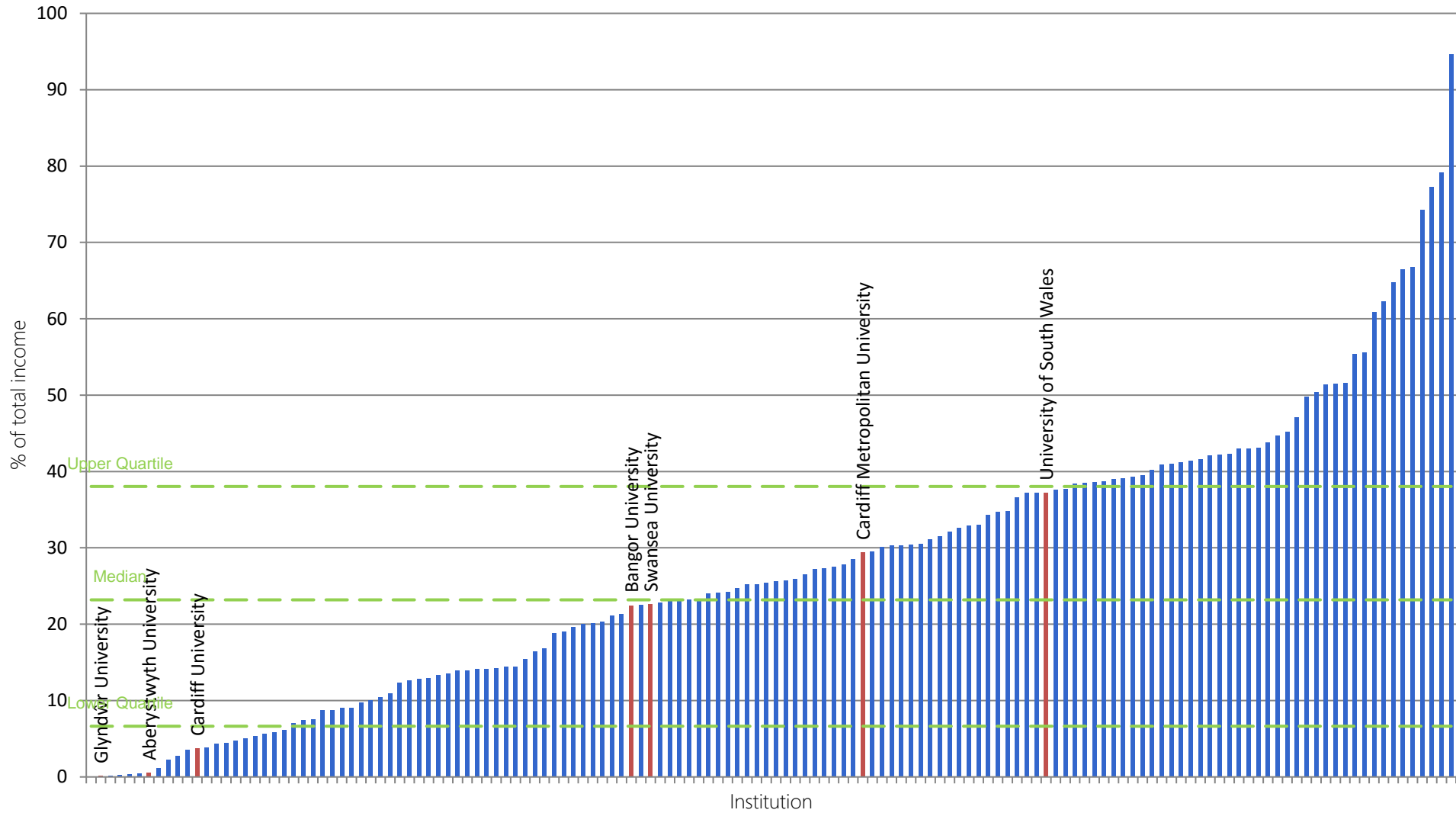
Excluded: London Business School (1258.1), University of London (institutes and activities) (2185.8), University of Highlands and Islands (3116)



# Premises cost (repairs & maintenance) as % of total expenditure 2014/15



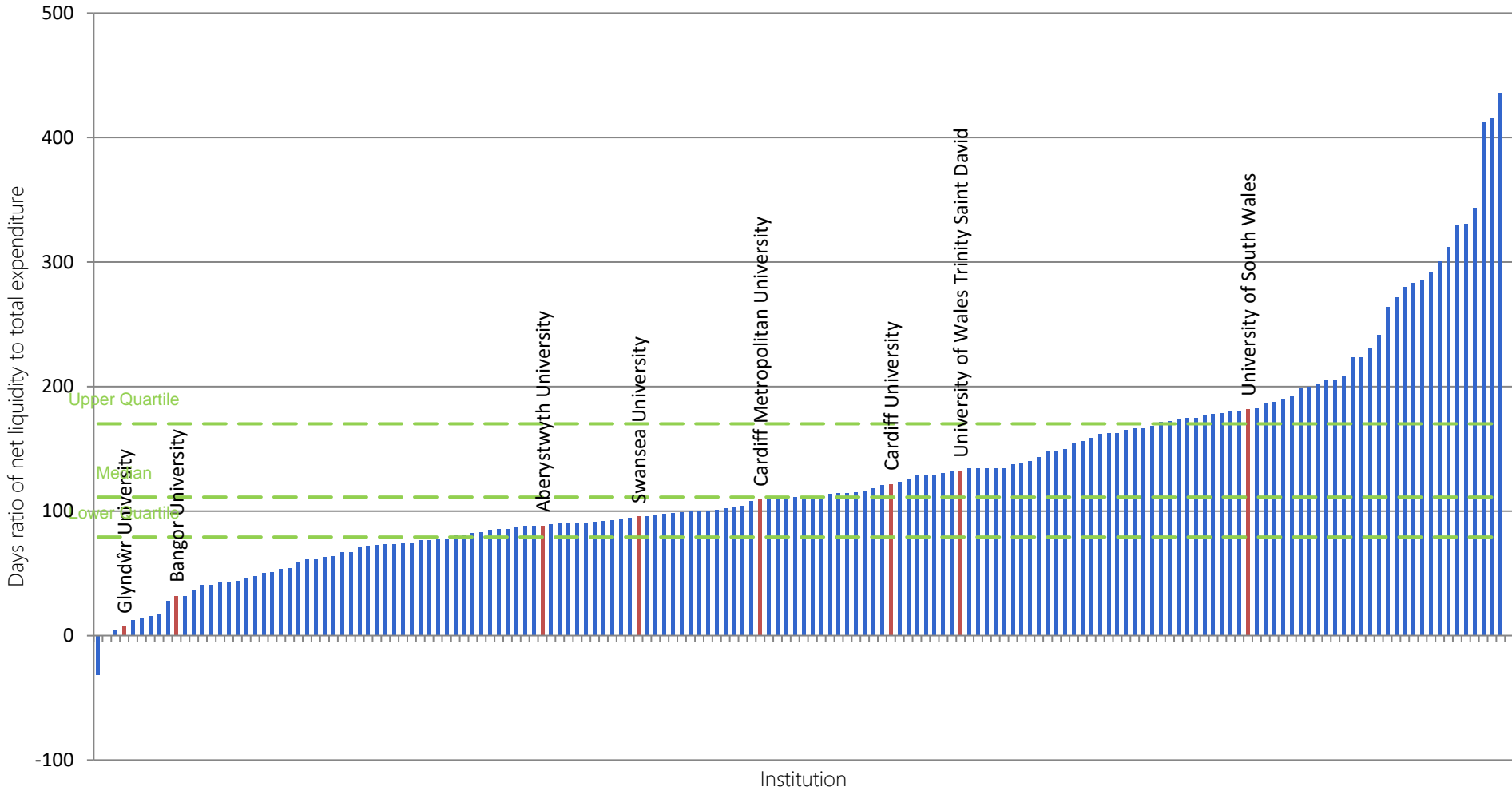
# External borrowing as % of total income 2014/15



Excluded: University of Wales (central functions) (0), University of Wales Trinity St David (0), University of Northampton (182.39)

# Days ratio of net liquidity to total expenditure (excluding depreciation)

2014/15

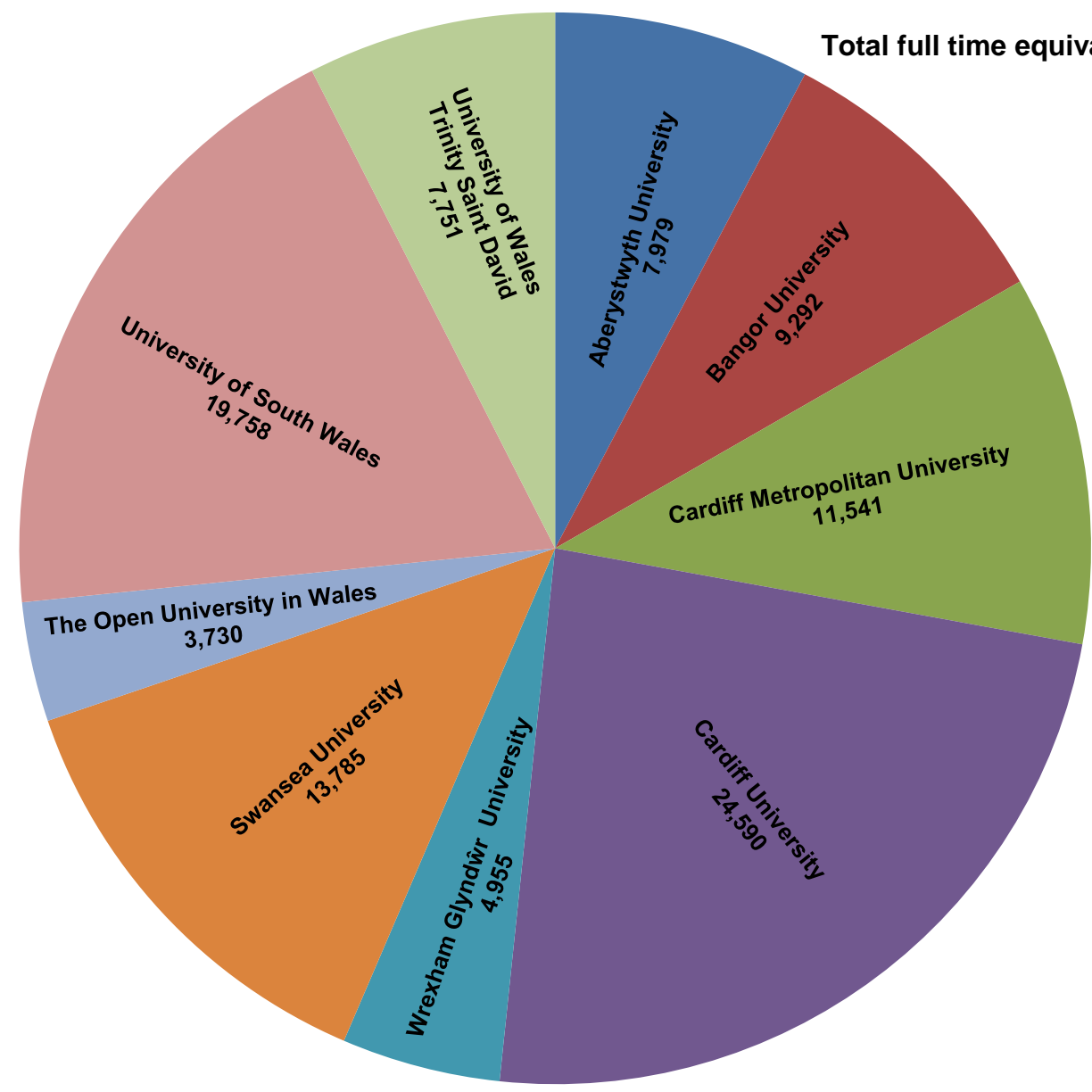


Excluded: University of Northampton (652.06)

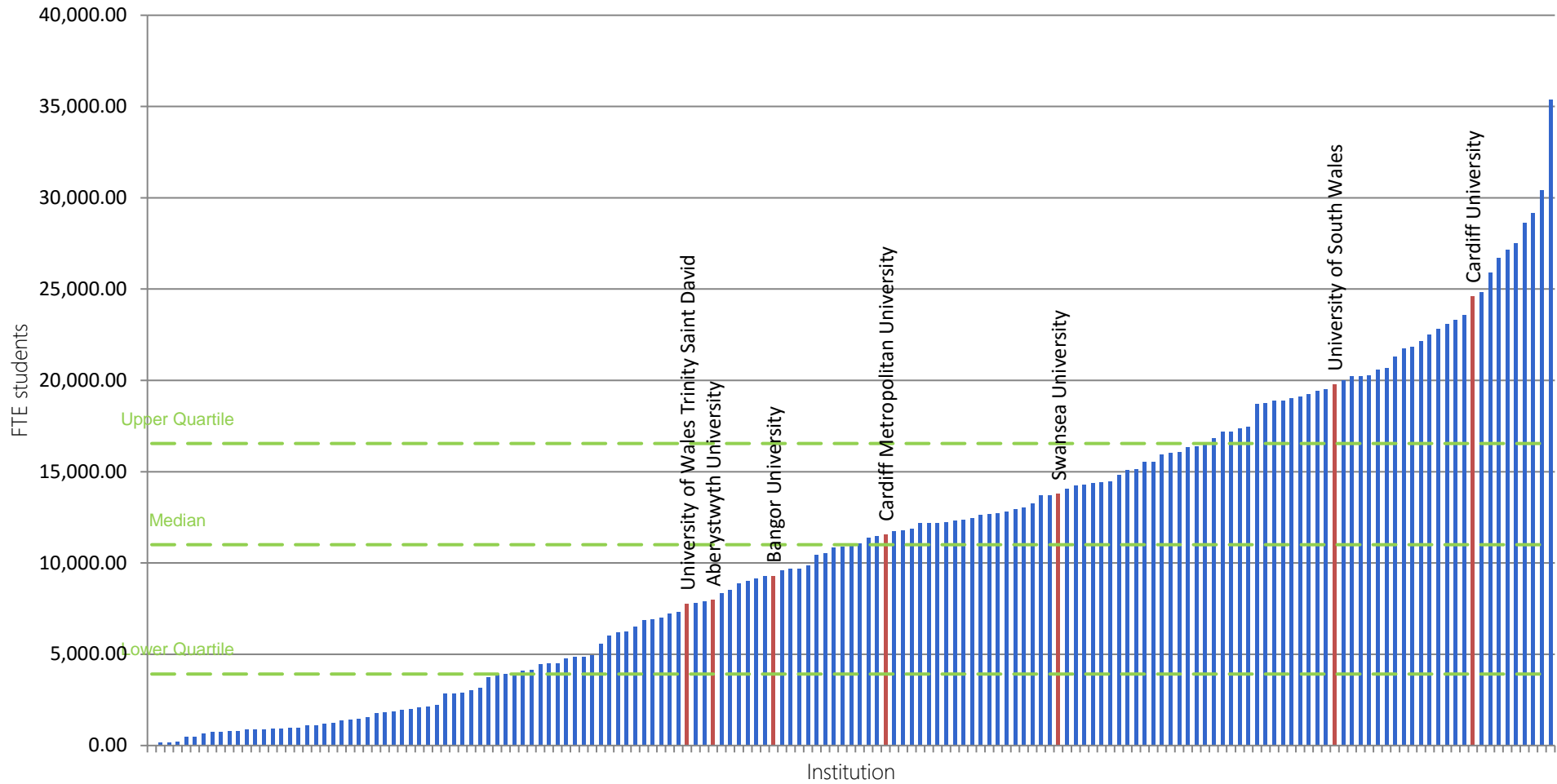
## Summary full-time equivalent (FTE) student numbers at Welsh HE institutions 2014/15

Institution	Full-time undergraduate	Part-time undergraduate	Full-time postgraduate	Part-time postgraduate	Total FTE
Cardiff University	17,714	705	4,099	2,072	24,590
University of South Wales	14,723	2,779	1,211	1,044	19,758
Swansea University	11,105	594	1,501	585	13,785
Cardiff Metropolitan University	8,101	240	2,560	639	11,541
Bangor University	6,997	302	1,625	368	9,292
Aberystwyth University	6,865	227	668	219	7,979
University of Wales Trinity Saint David	5,729	934	728	360	7,751
Glyndŵr University	3,380	1,004	341	231	4,955
The Open University in Wales	0	3,634	3	93	3,730
<b>Total:</b>	<b>74,614</b>	<b>10,420</b>	<b>12,736</b>	<b>5,611</b>	<b>103,381</b>

Total full time equivalent (FTE): 103,381

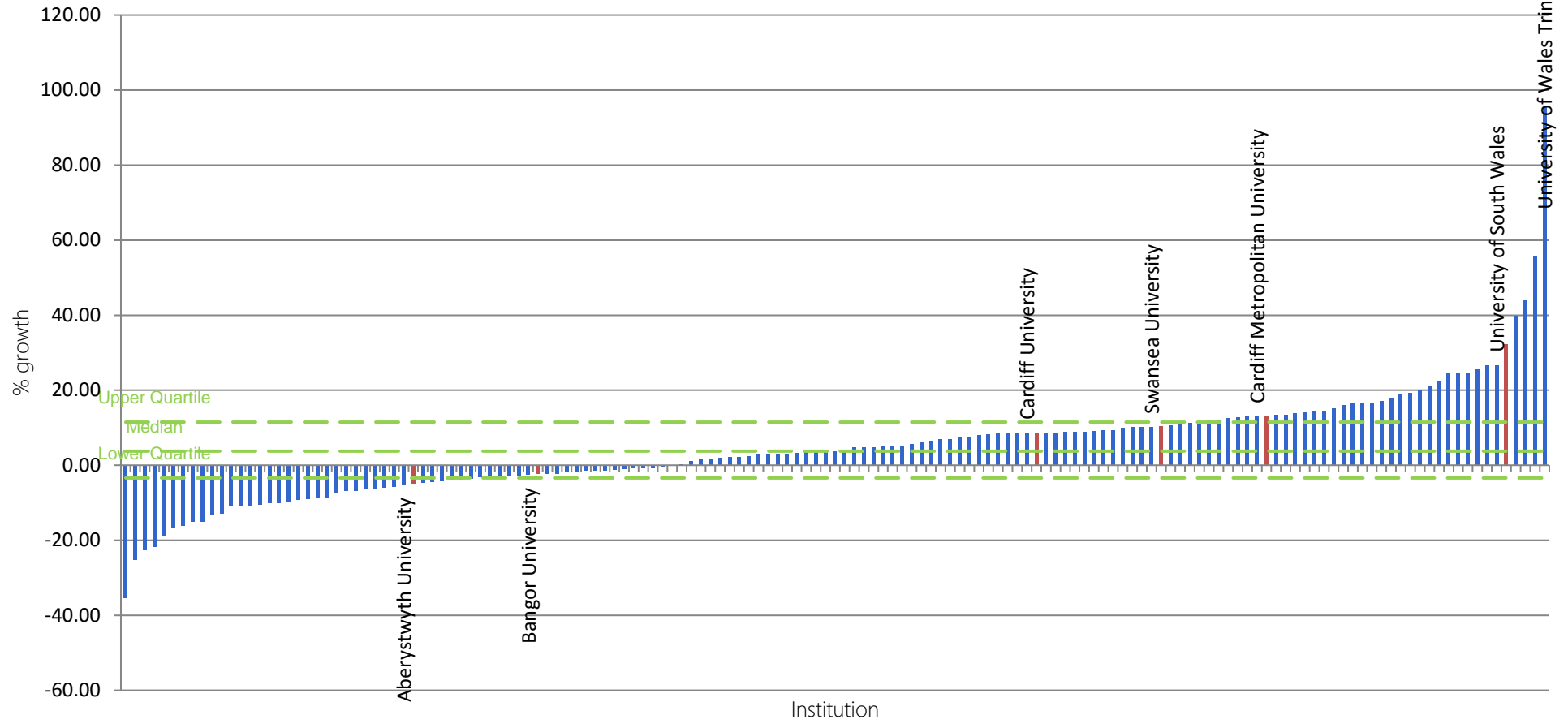


# Full-time equivalent (FTE) students at UK HEIs 2014/15



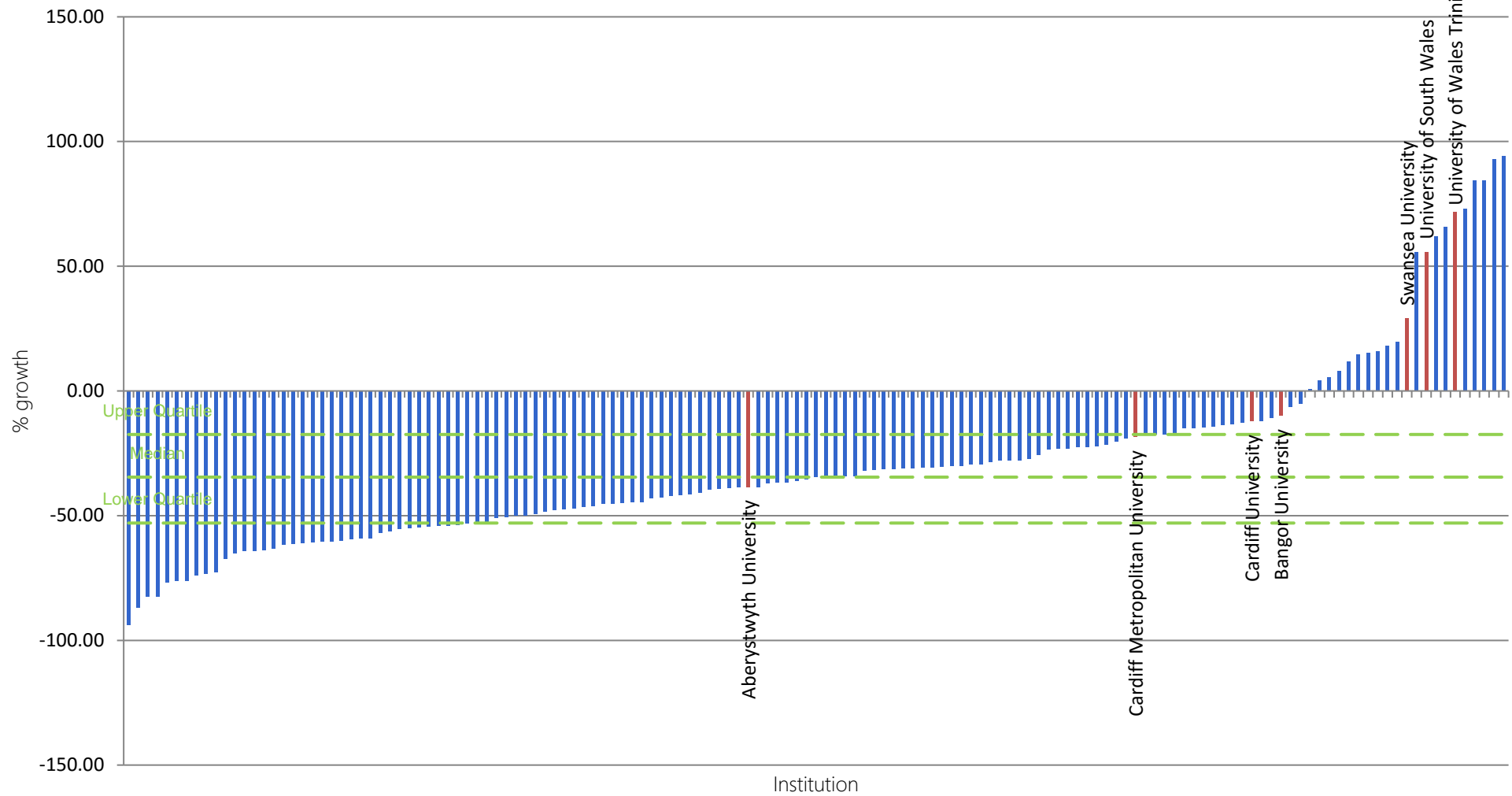
Excluded: Open University in England (55,213)

# Full-time equivalent (FTE) student percentage growth at each UK HEI 2010/11 to 2014/15 (full-time undergraduate)



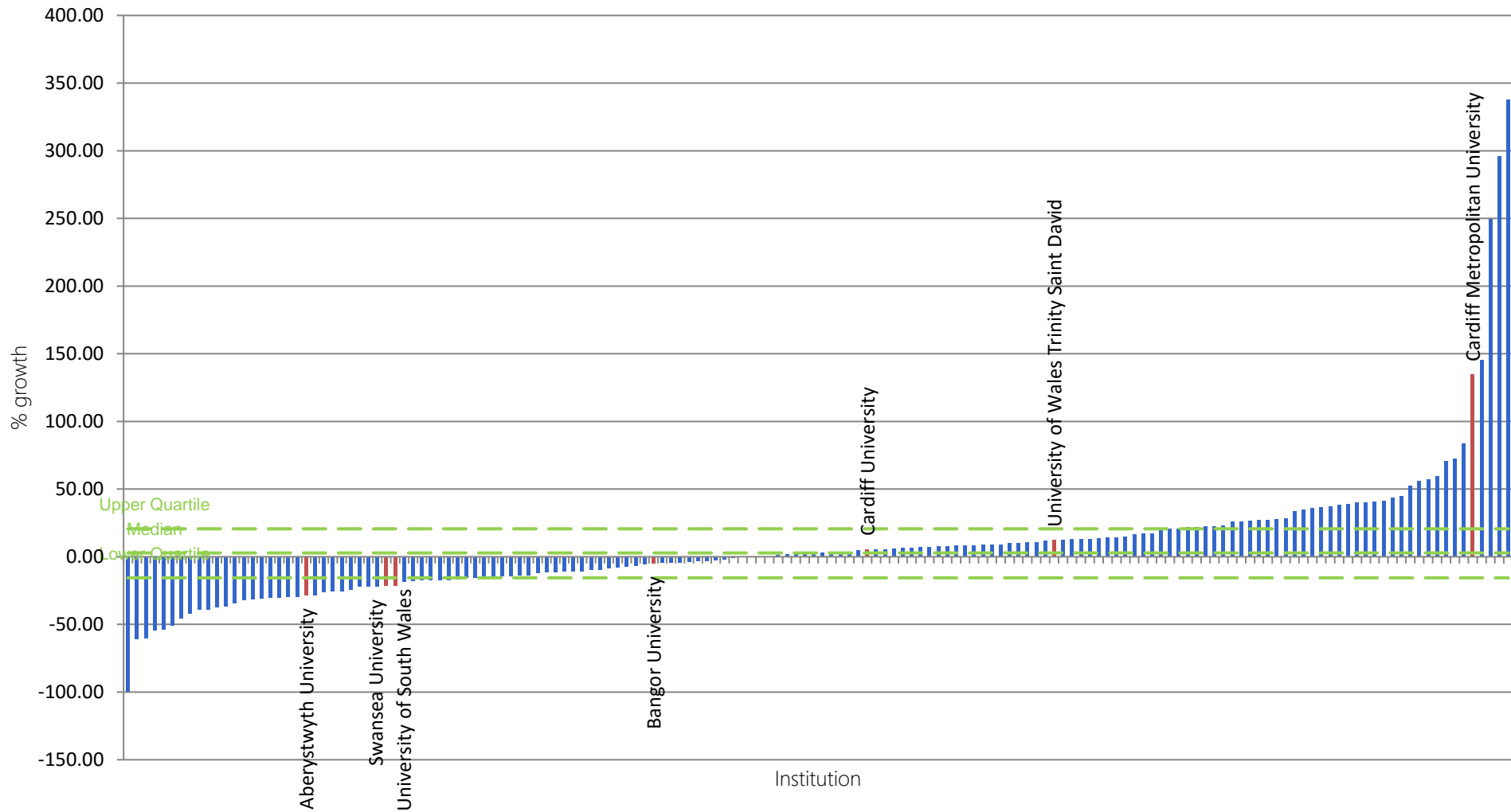
Excluded: Birkbeck College (1075.53), Open University in Scotland (-99.99)

# Full-time equivalent (FTE) student percentage growth at each UK HEI 2010/11 to 2014/15 (part-time undergraduate)



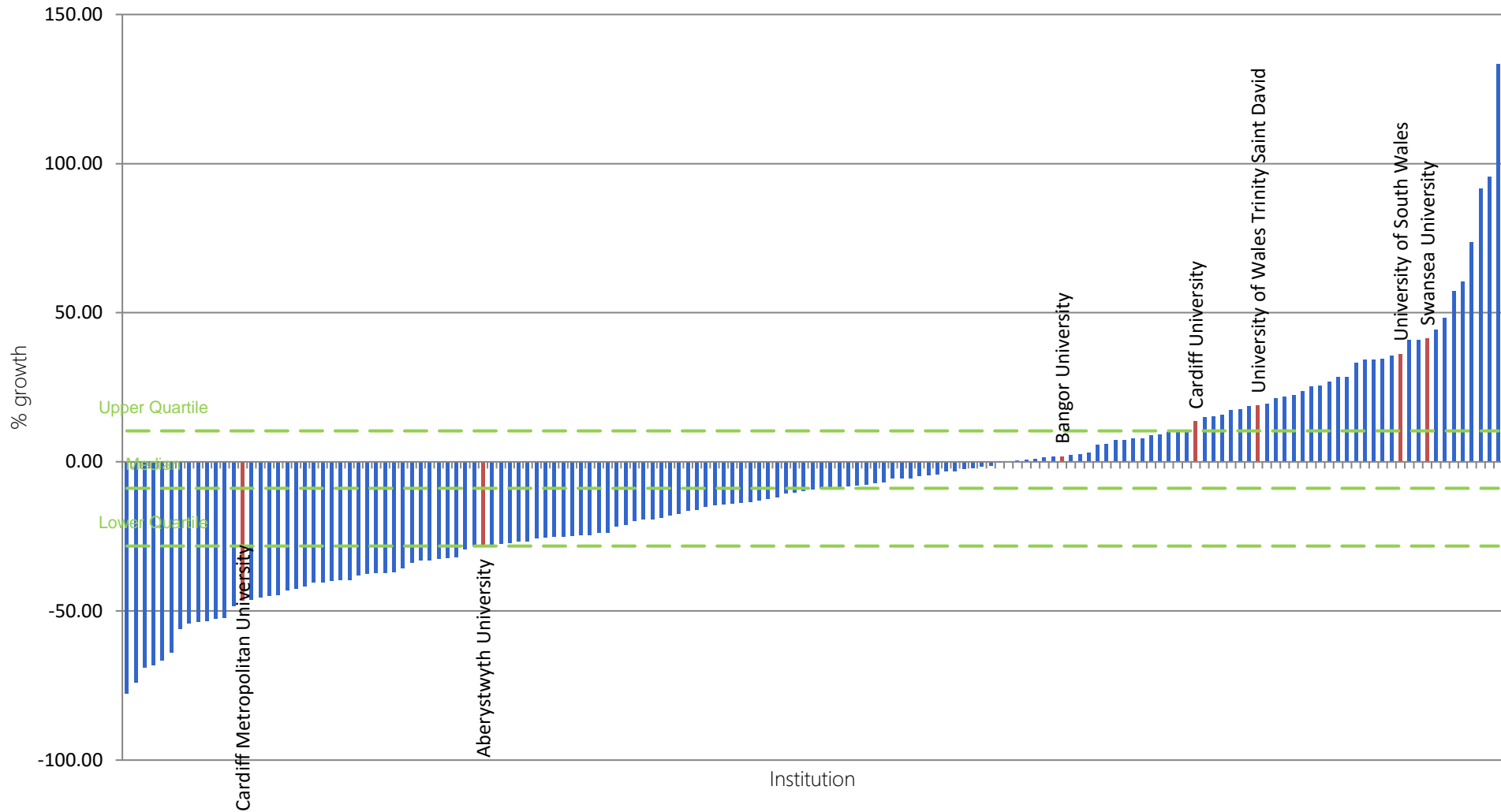


# Full-time equivalent (FTE) student percentage growth at each UK HEI 2010/11 to 2014/15 (full-time postgraduate)



Excluded: Rose Bruford College (539.71)

# Full-time equivalent (FTE) student percentage growth at each UK HEI 2010/11 to 2014/15 (part-time postgraduate)



Excluded: Ravensbourne (3089), Harper Adams University (191.83), Royal Northern College of Music (207.2)

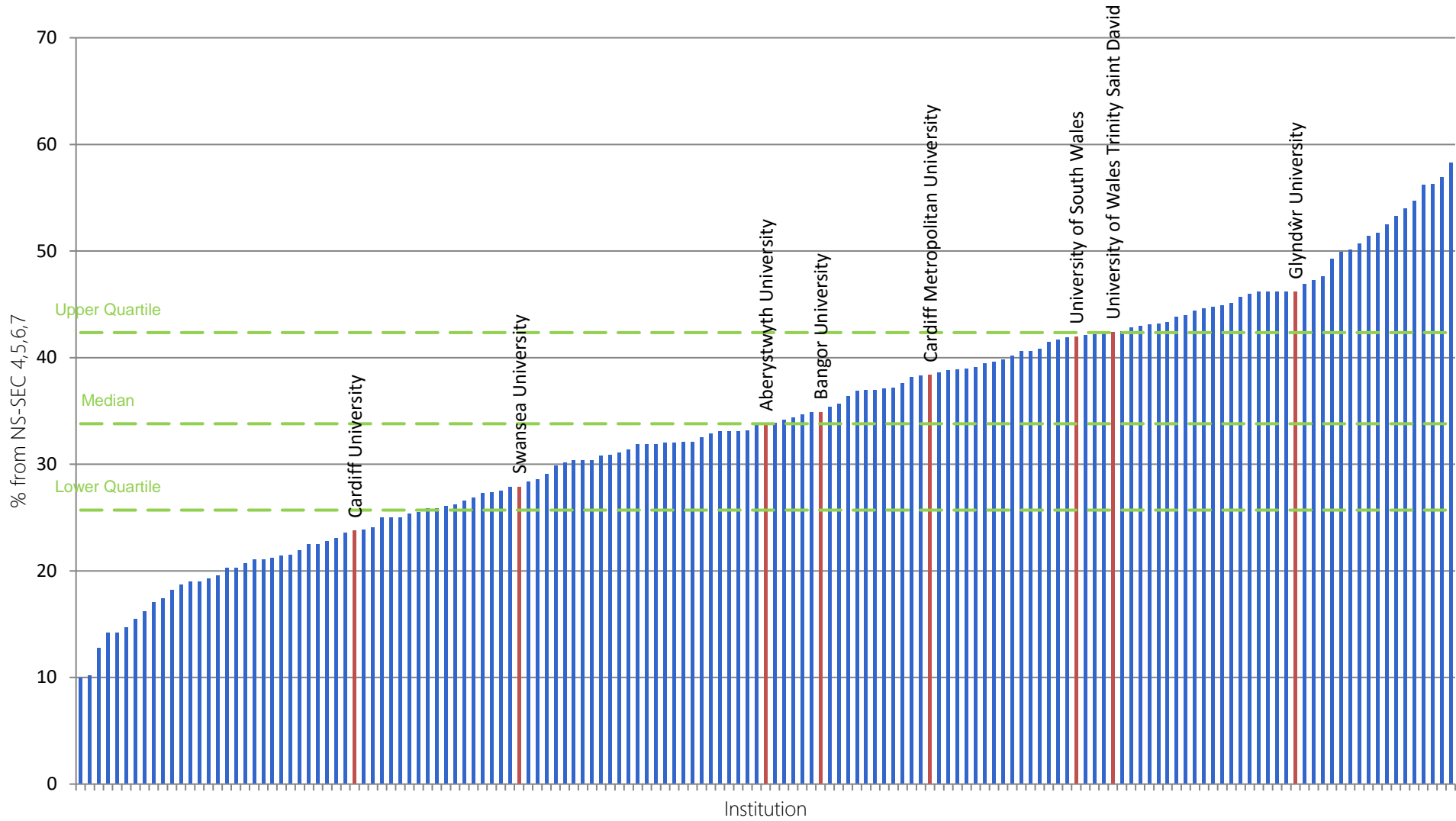
# Young full-time first degree entrants from National Statistics Socioeconomic Classification categories 4 to 7, 2014/15

	Percentage from NS-SEC classes 4,5,6 & 7	Benchmark (%)	Standard deviation (%)	+/-
<b>Total UK</b>	33			
<b>Total England</b>	33.4			
<b>Total Northern Ireland</b>	38.5			
<b>Total Scotland</b>	27.2			
<b>Total Wales</b>	32.6			
Cardiff University	23.8	27.1	0.73	-
Swansea University	27.9	33.8	0.90	-
Aberystwyth University	33.8	35.9	1.27	
Bangor University	34.9	37.5	1.23	
Cardiff Metropolitan University	38.4	40.5	1.08	
University of South Wales	42.0	38.5	1.08	+
University of Wales Trinity Saint David	42.4	41.0	1.75	
Glyndŵr University	46.2	41.8	3.17	

+/- shows that the indicator is significantly better/worse than its benchmark. Welsh institutions are ordered by % value.

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# Percentage full-time young first degree entrants from NS-SEC 4,5,6,7 2014/15



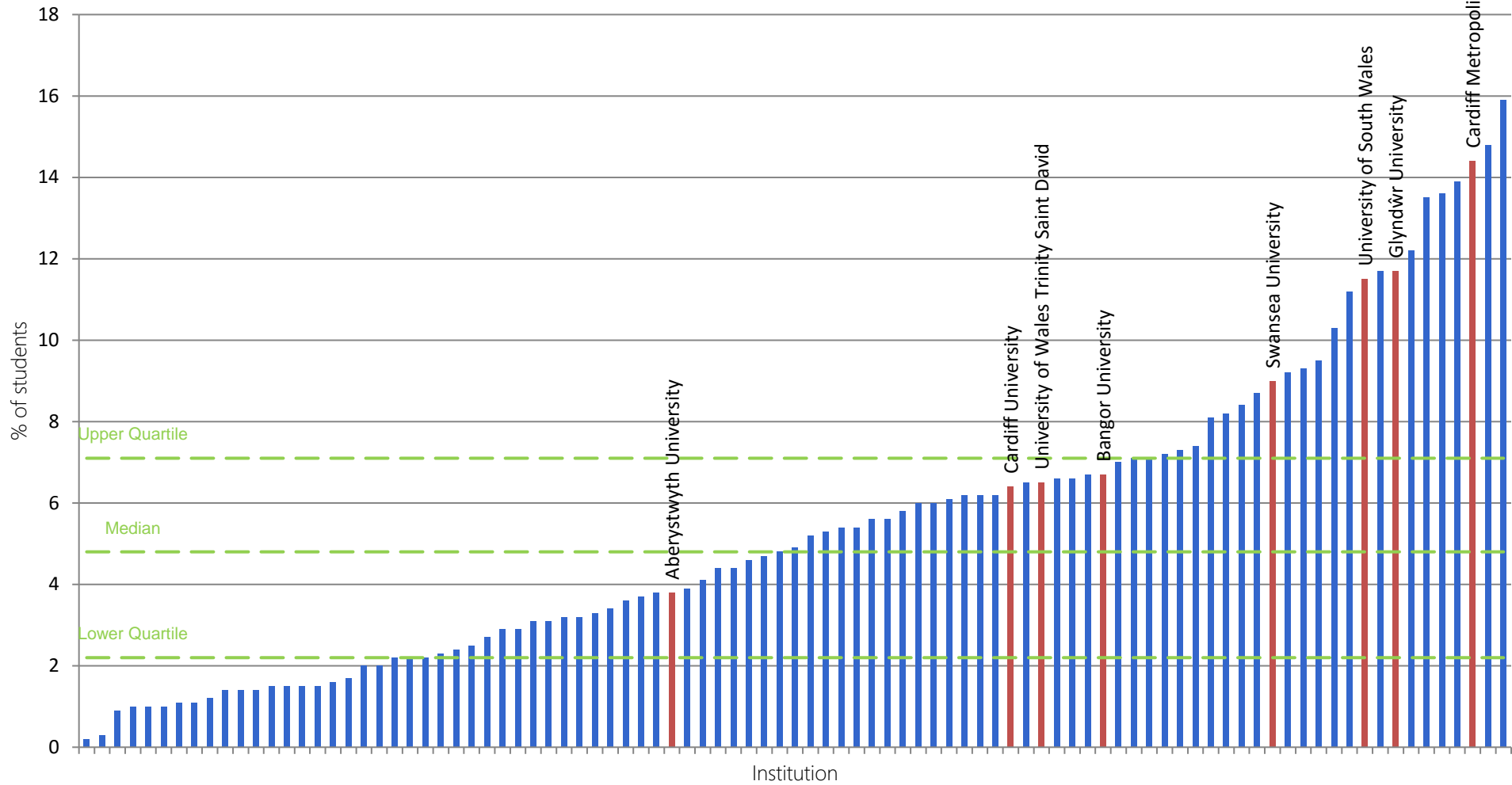
Part-time undergraduate mature entrants with no previous higher education and from low participation neighbourhoods, 2014/15

	Percentage with no previous HE & from low participation neighbourhood (POLAR3)	Benchmark (%)	Standard deviation (%)	+/-
<b>Total UK (excluding Scotland)</b>	8			
<b>Total England</b>	7.7			
<b>Total Northern Ireland</b>	6.8			
<b>Total Wales</b>	11			
Aberystwyth University	3.8	6.6	0.94	
Cardiff University	6.4	4.9	0.52	
University of Wales Trinity Saint David	6.5	9.3	0.83	
Bangor University	6.7	8.0	1.58	
Swansea University	9.0	8.8	0.73	
The University of South Wales	11.5	11.0	0.41	
Glyndŵr University	11.7	8.5	0.86	+
Cardiff Metropolitan University	14.4	7.9	1.61	+

+/- shows that the indicator is significantly better/worse than its benchmark. Welsh institutions are ordered by % value.

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# Percentage part-time undergraduate mature entrants with no previous higher education and from low-participation neighbourhoods 2014/15



Excluded: University of Liverpool (25)

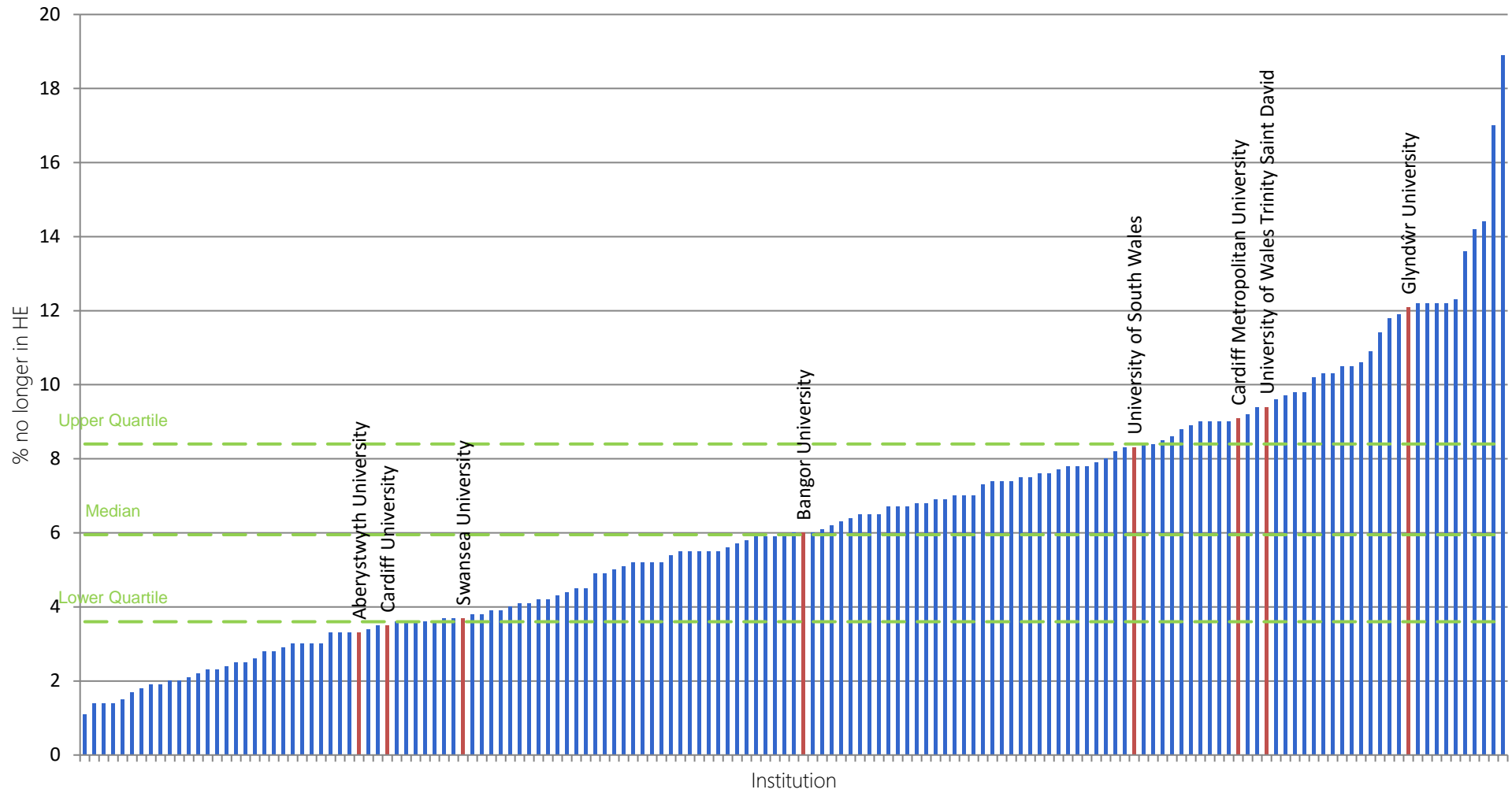
Full-time undergraduate, first degree, young entrants non-continuation following year of entry (2014/15)

	Percent no longer in HE (%)	Benchmark (%)	Standard deviation (%)	+/-
<b>Total UK</b>	6			
<b>Total England</b>	5.9			
<b>Total Northern Ireland</b>	6.3			
<b>Total Scotland</b>	6.7			
<b>Total Wales</b>	5.8			
Aberystwyth University	3.3	6.2	0.49	
Cardiff University	3.5	3.9	0.32	
Swansea University	3.7	5.9	0.42	
Bangor University	6.0	6.6	0.55	
The University of South Wales	8.3	8.3	0.47	
Cardiff Metropolitan University	9.1	8.1	0.60	
University of Wales Trinity Saint David	9.4	9.4	0.76	
Glyndŵr University	12.1	9.6	1.32	

+/- shows that the indicator is significantly better/worse than its benchmark. Welsh institutions are ordered by % value.

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# Full-time undergraduate first degree young entrants non-continuation rate following year of entry 2014/15





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

Institution	Year	Outcome
Aberystwyth University	April 2016	Meets UK expectations
Bangor University	May 2012	Confidence*
Cardiff University	April 2014	Meets UK expectations §
Cardiff Metropolitan University	May 2014	Meets UK expectations §
Glyndŵr University	March 2013	Meets UK expectations §
Swansea University	May 2014	Meets UK expectations § (With the enhancement of student learning opportunities at the University being commended.)
University of South Wales	April-May 2015	Meets UK expectations§ §
University of Wales Trinity Saint David	June 2015	Meets UK expectations§
Grŵp Llandrillo Menai	March 2016	Meets UK expectations (with the enhancement of student learning opportunities being commended)
Neath Port Talbot Group	March 2016	Requires improvement to meet UK expectations for the enhancement of student learning opportunities. Meets expectations in the other areas.

### Outcome definitions

\* Confidence can be placed in the soundness of the institution's current and likely future management of the quality of its academic programmes and the academic standards of its awards; and (ii) Confidence can reasonably be placed in the soundness of the institution's present and likely future management of the quality of the learning opportunities available to students.

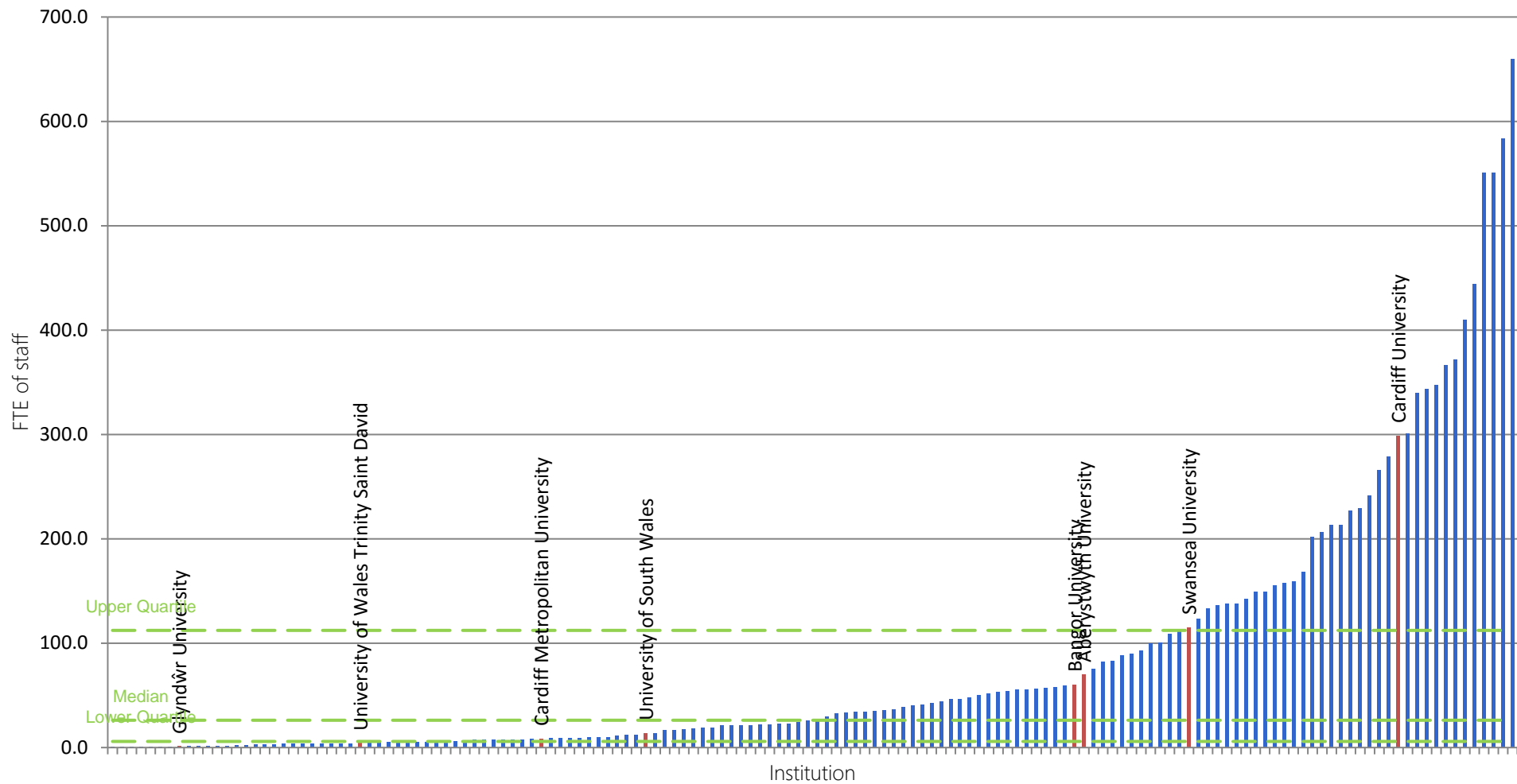
§ The QAA has revised the wording of their outcomes from 'confidence' ratings to judgements made against meeting UK expectations in relation to:

- The setting and maintenance of the academic standards of awards at the provider
- The quality of student learning opportunities.
- The quality of the information about learning opportunities.
- The enhancement of student learning opportunities

### Notes

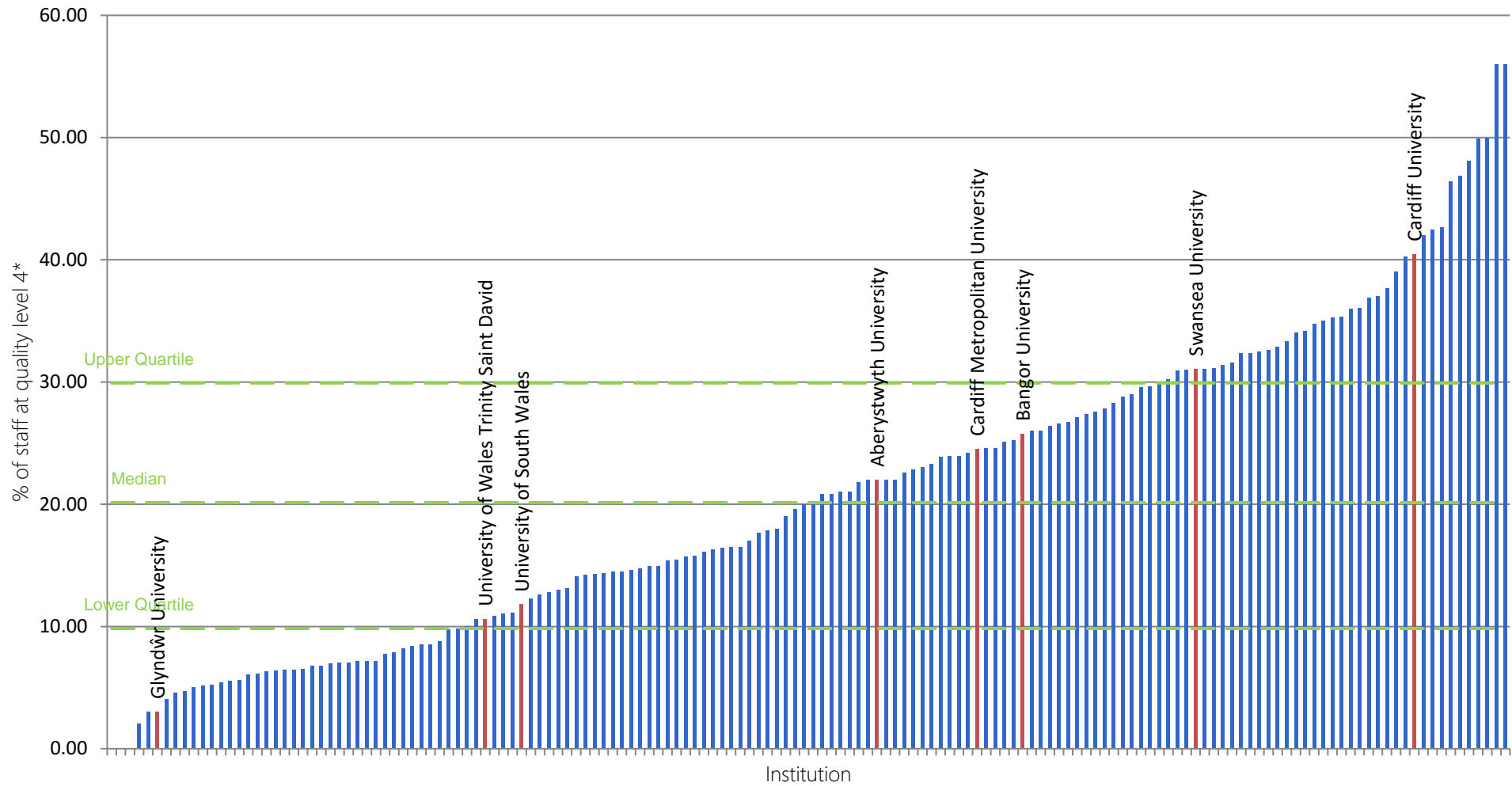
The full set of UK HE review reports can be found on the QAA's website at: [www.qaa.ac.uk/reviews-and-reports](http://www.qaa.ac.uk/reviews-and-reports)

# Research Excellence Framework (REF) 2014: Full-time equivalent (FTE) Category A staff quality level 4\*

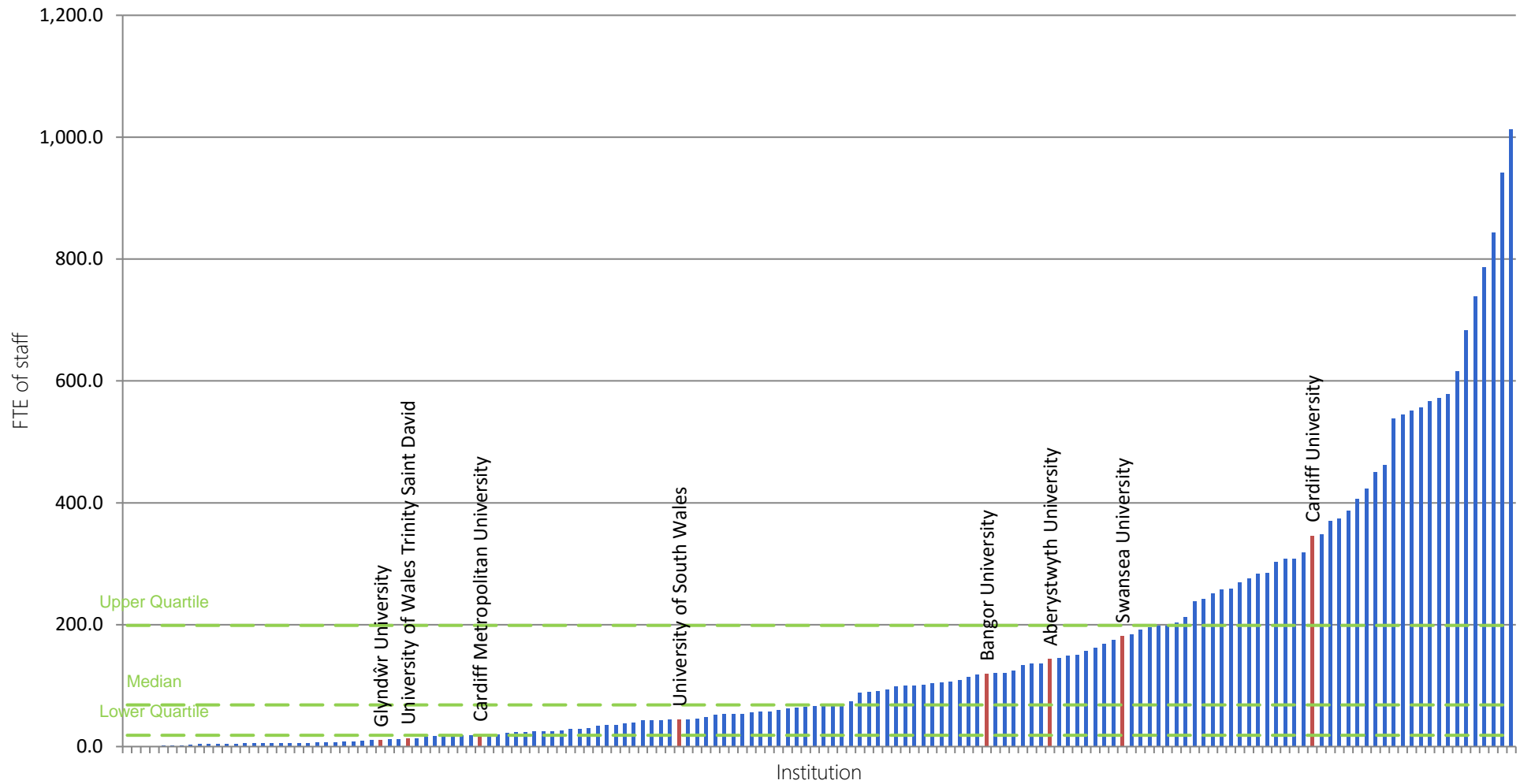


Excluded: University of Cambridge (977.1), University of College London (1094.2), University of Oxford (1158.1)

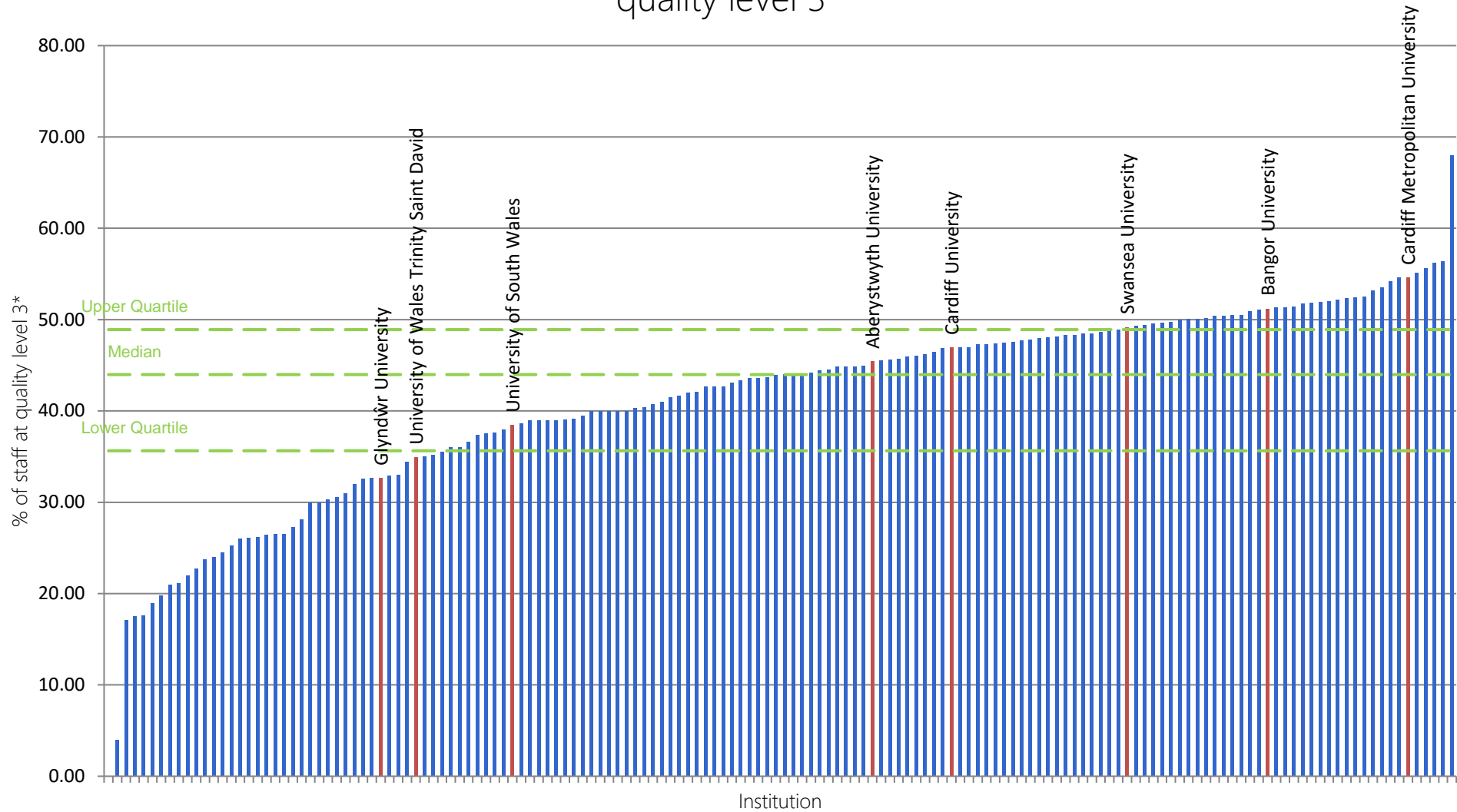
# Research Excellence Framework (REF) 2014: Proportion of Category A staff quality level 4\*



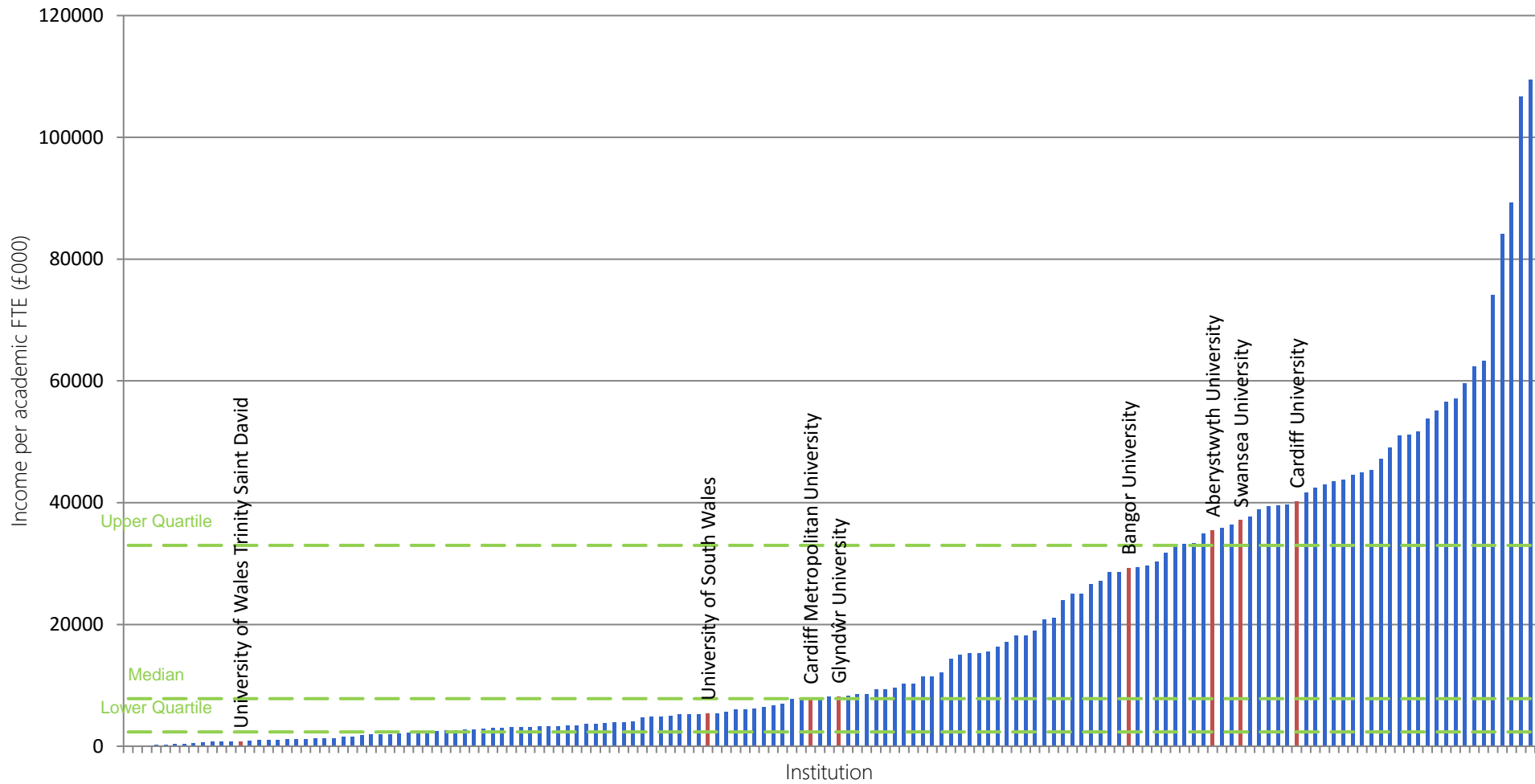
# Research Excellence Framework (REF) 2014: Full-time equivalent (FTE) Category A staff quality level 3\*



# Research Excellence Framework (REF) 2014: Proportion of Category A staff - quality level 3\*

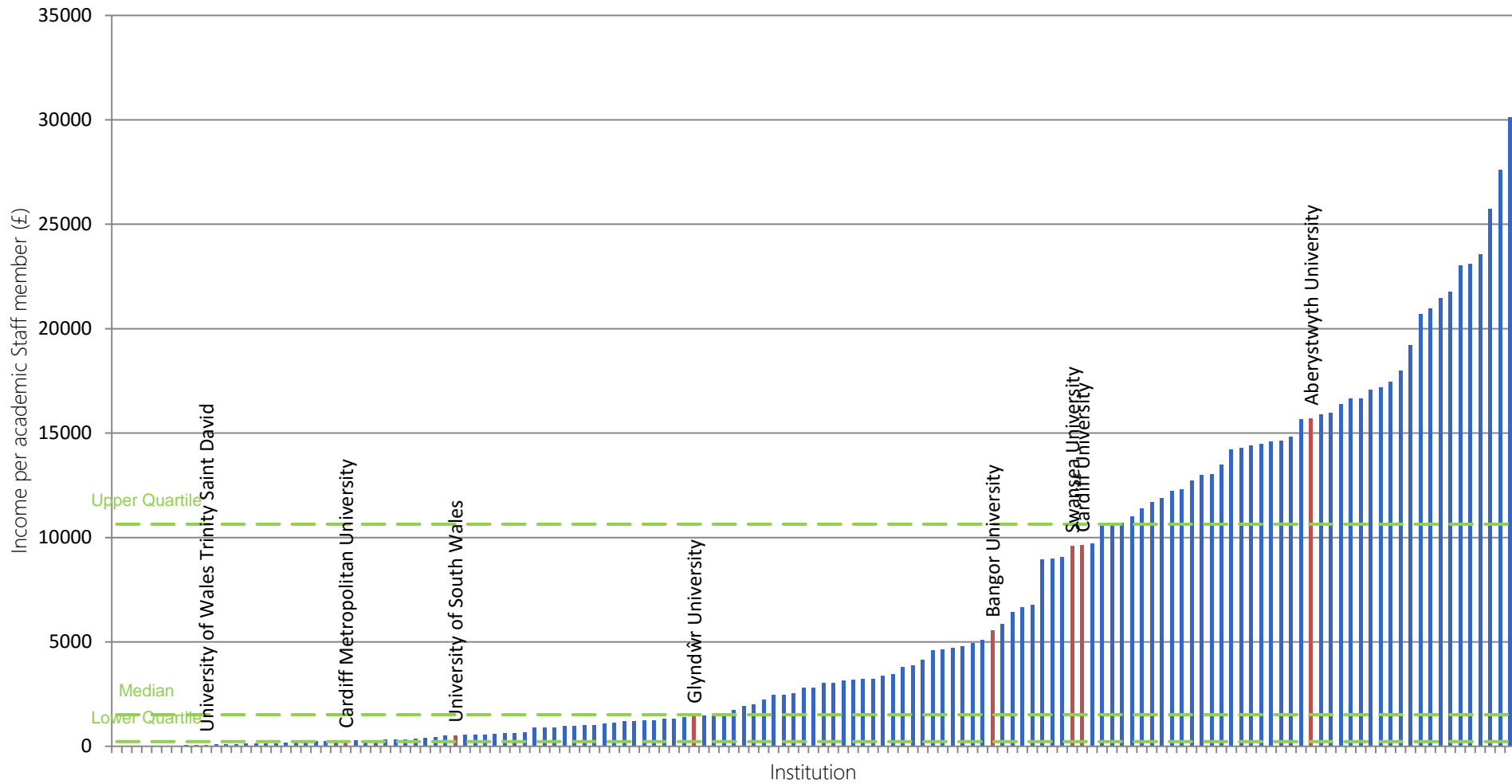


# Total external research income, excluding QR, per full-time equivalent (FTE) academic staff member 2014/15



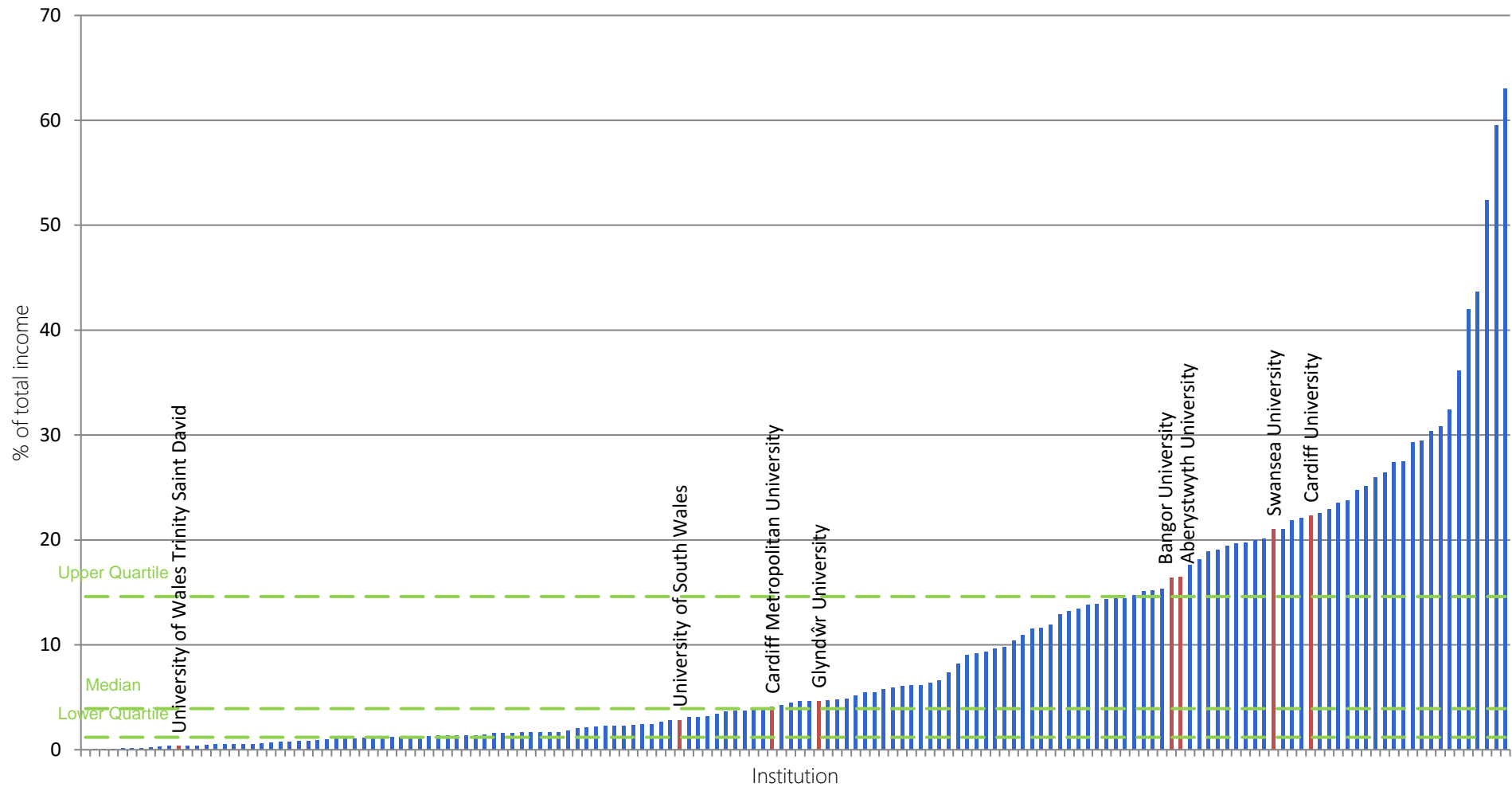
Excluded: University of Highlands and Islands (450242), London School of Hygiene and tropical Medicine (131047), Liverpool School of Tropical Medicine (178975)

# Total Research Council income per full-time equivalent (FTE) academic staff member 2014/15



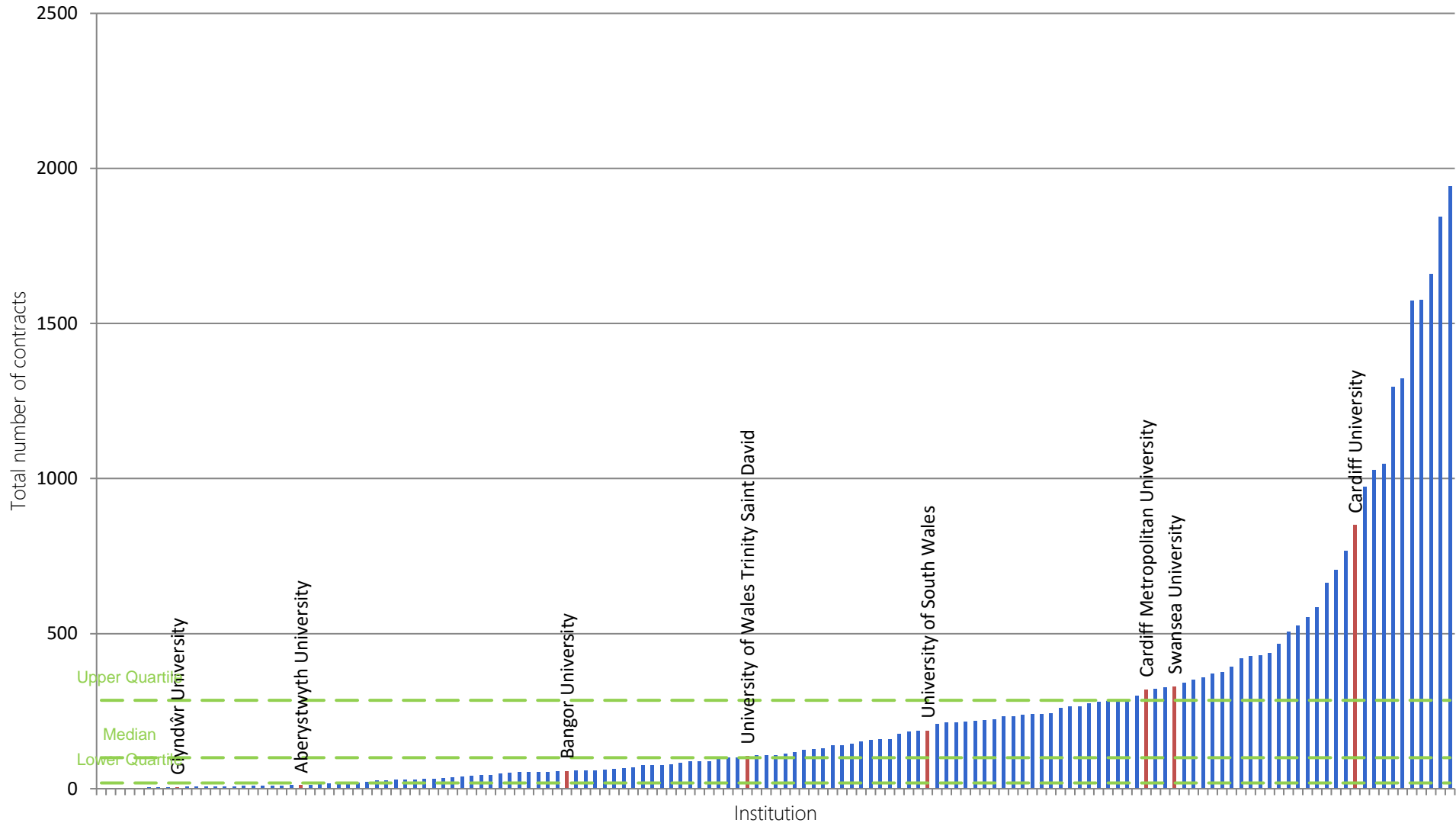
Excluded: University of Highlands and Islands (143,879)

# Total value of externally-sponsored research as a percentage of total income 2014/15



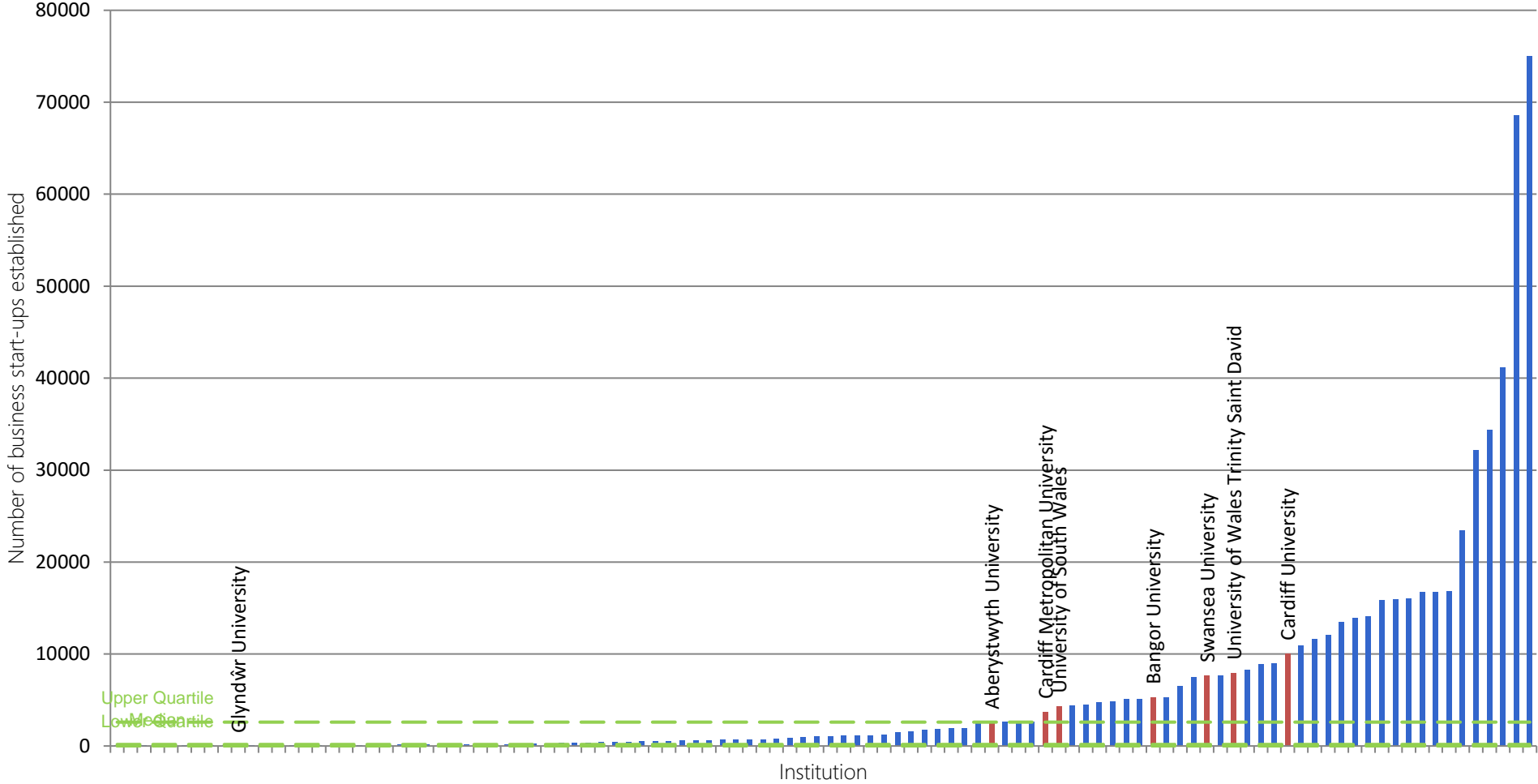


# Total number of HEI consultancy contracts 2014/15



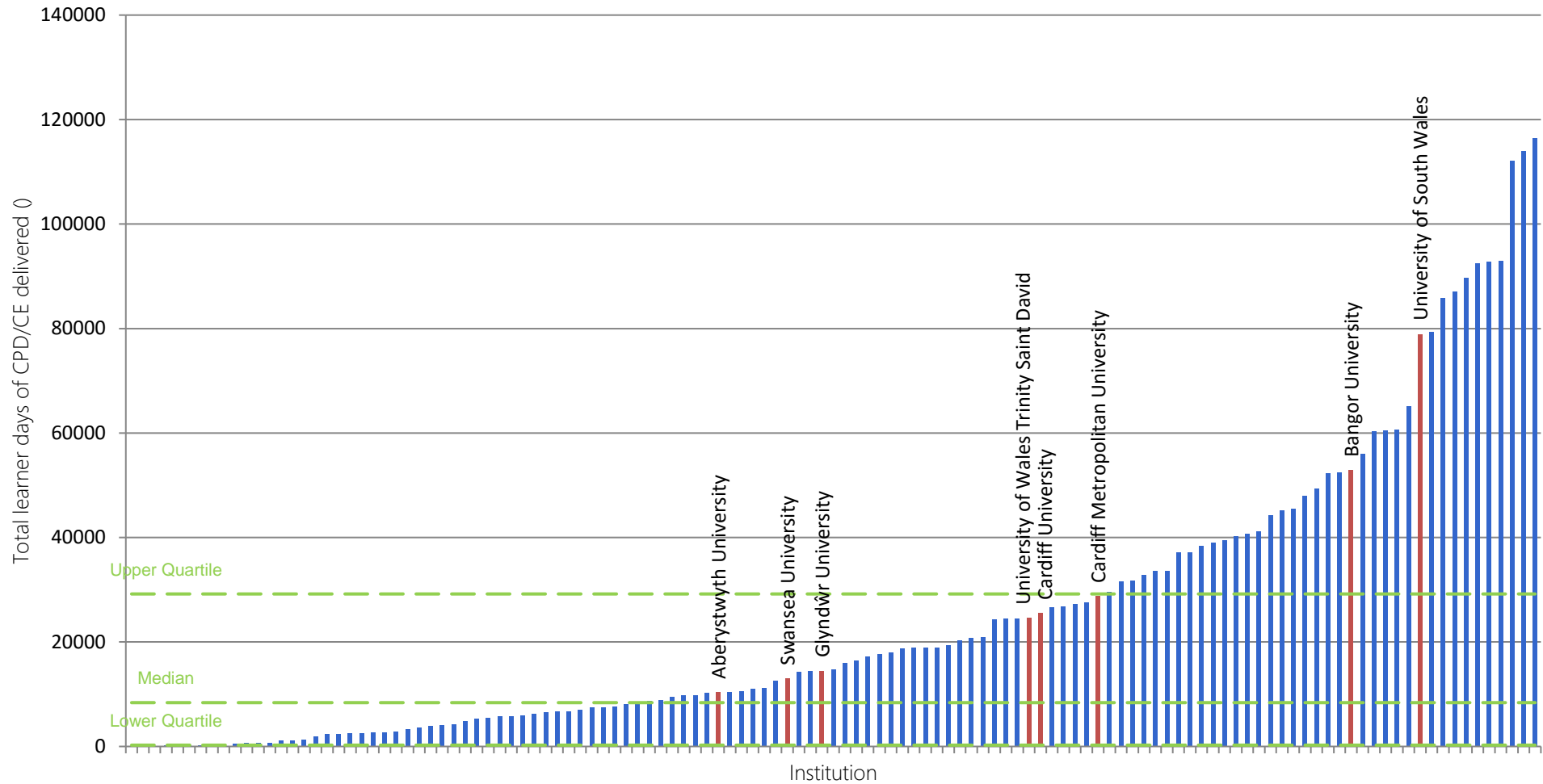
Excluded: University of Liverpool (16,454), Coventry University (9,151), SRVC (11,284), University of Northampton (11,325), University of Durham (11,852), Queen Mary University of London 2,259)

# Total number of graduate business start-ups 2014/15



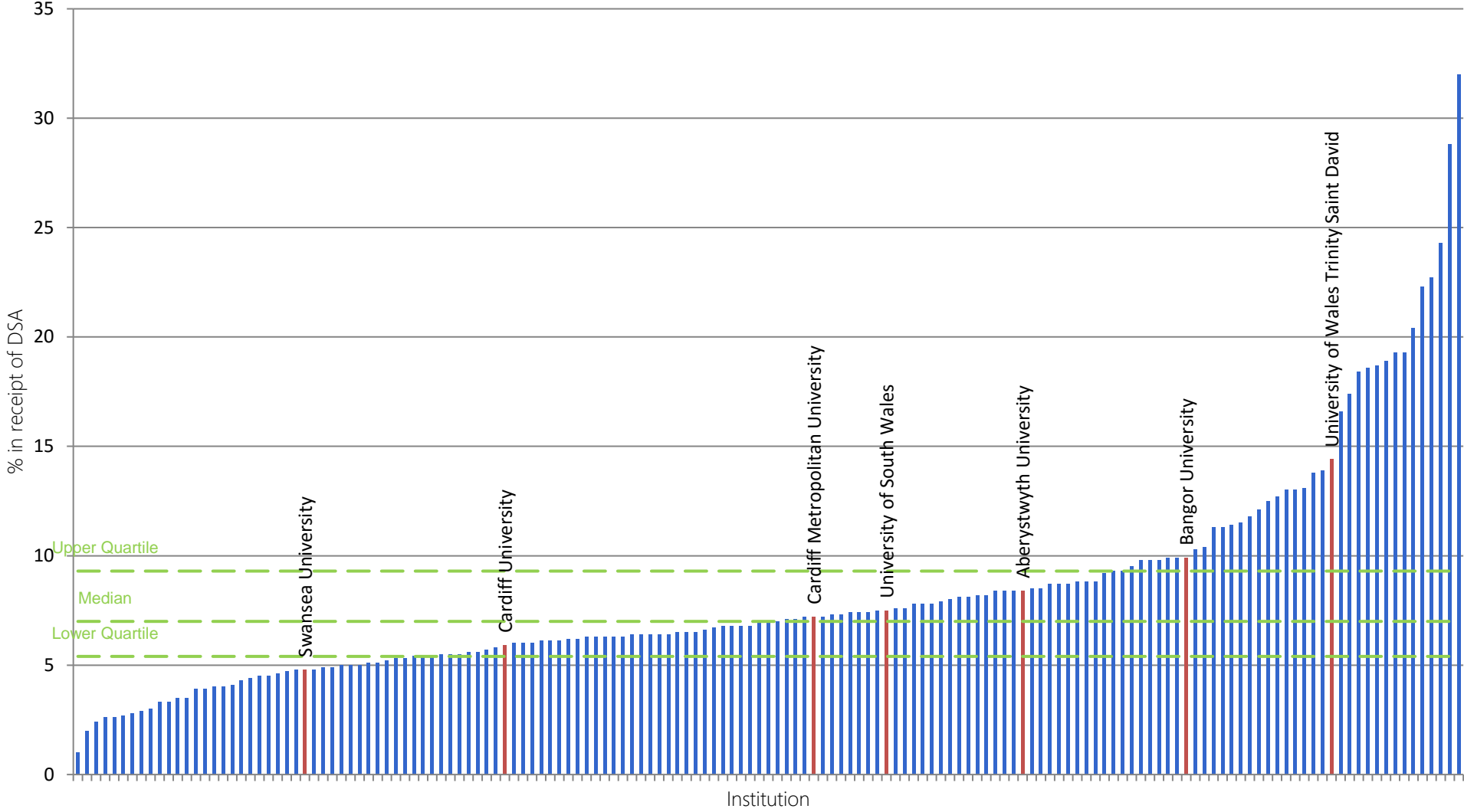
Excluded: University of Edinburgh (282,584), University of the West of England, Bristol (97,082)

# Total learner days of CPD/CE courses delivered 2014/15

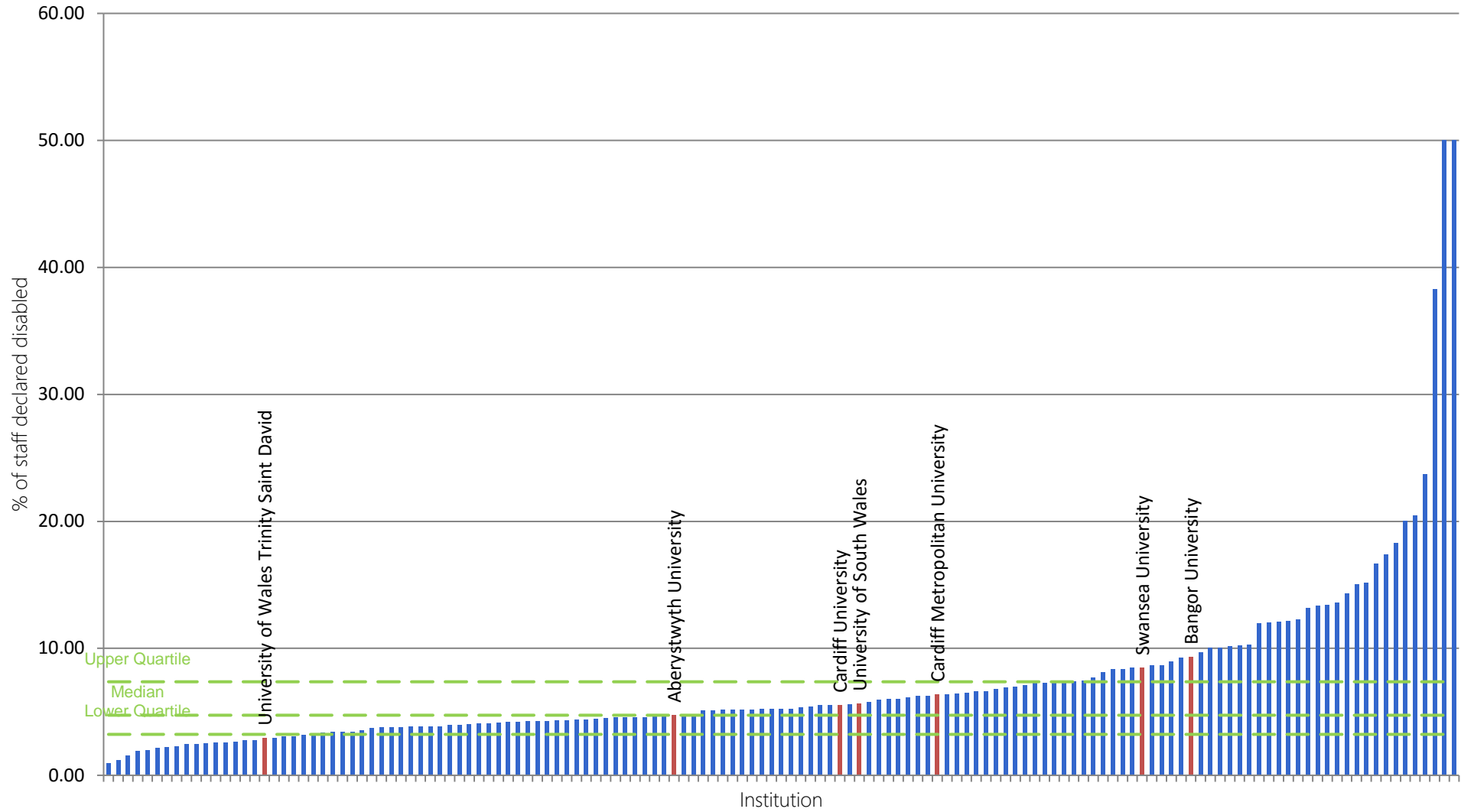


Excluded: University of London (Institutes and activities) (251,883), Anglia Ruskin University (364,563), Imperial College of Science, Technology and Medicine (184,978)

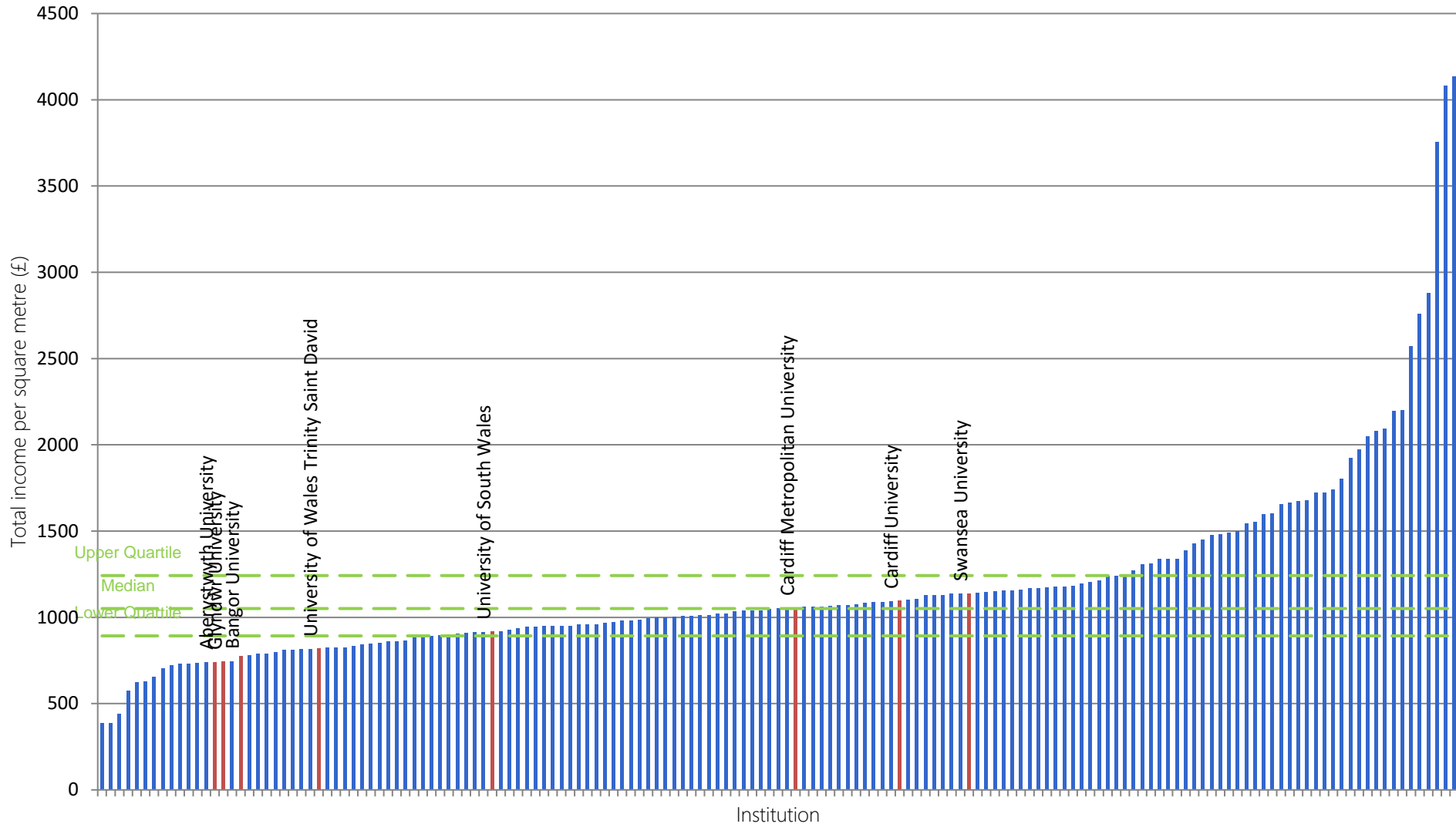
# Percent of full-time undergraduate students who are in receipt of DSA 2014/15



# Percentage of staff declared disabled 2014/15

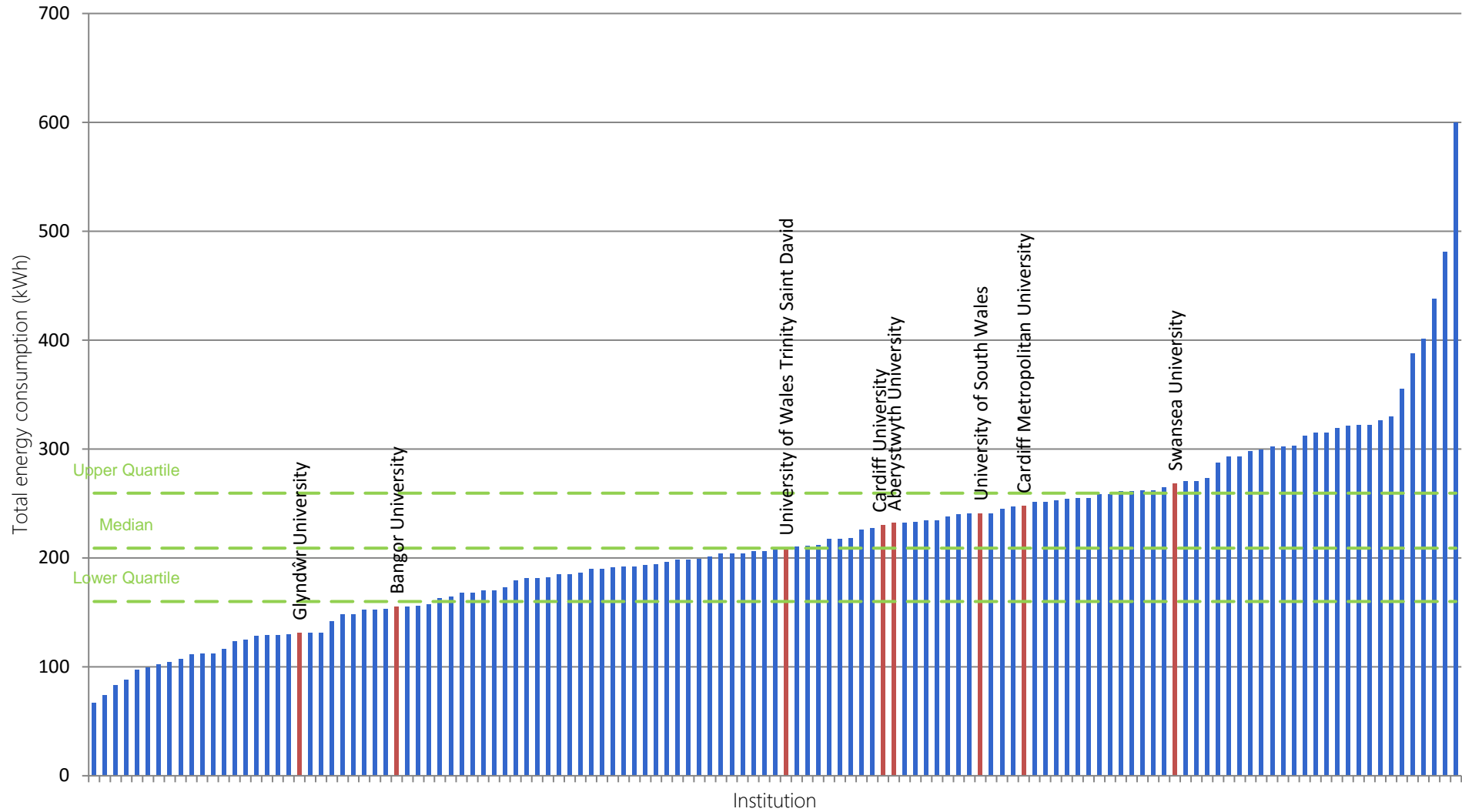


# Total income per square metre (gross) 2014/15

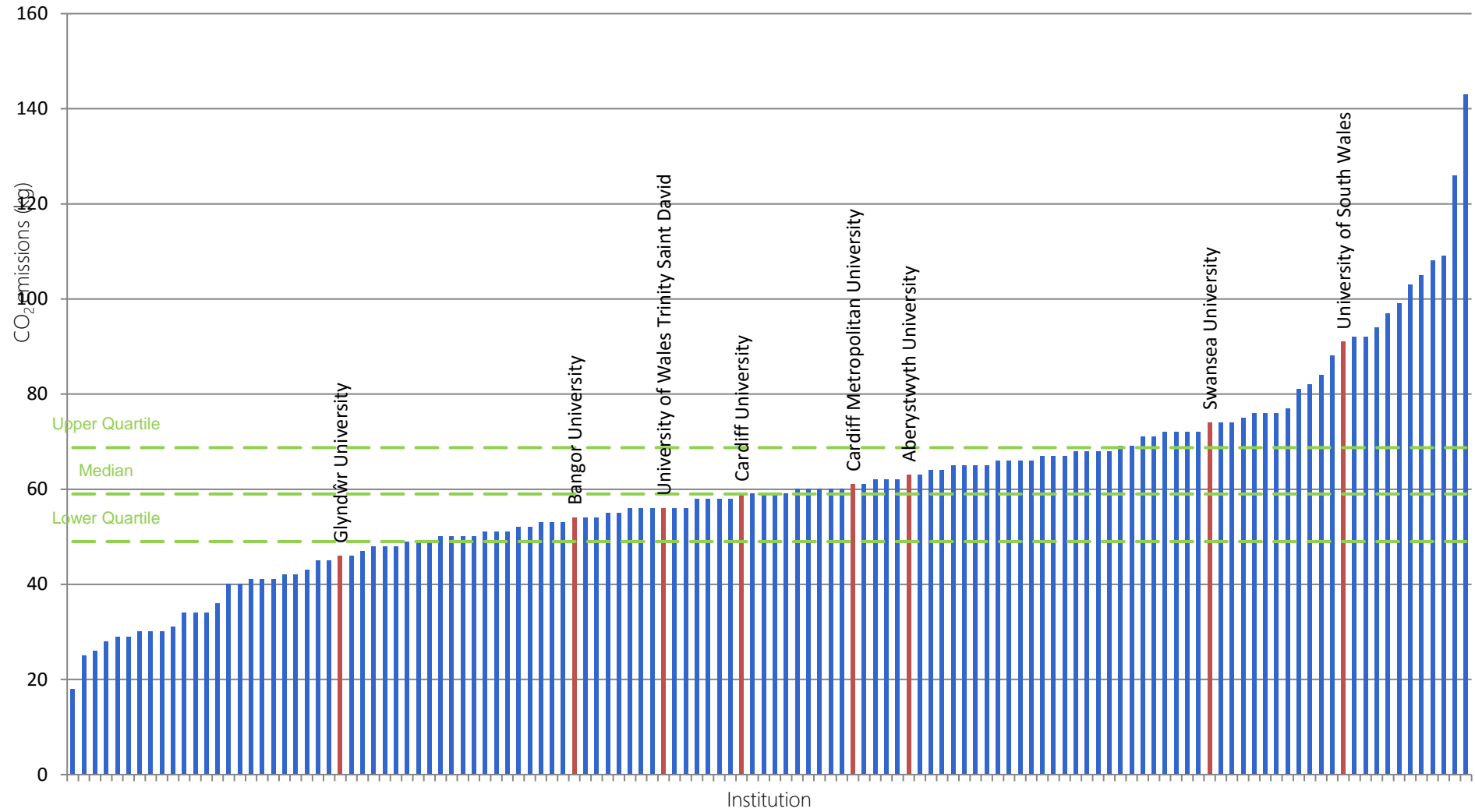


Excluded: London School of Hygiene and Tropical Medicine (6652.21)

# Total energy consumption (kWh) per square metre (residential) 2014/15

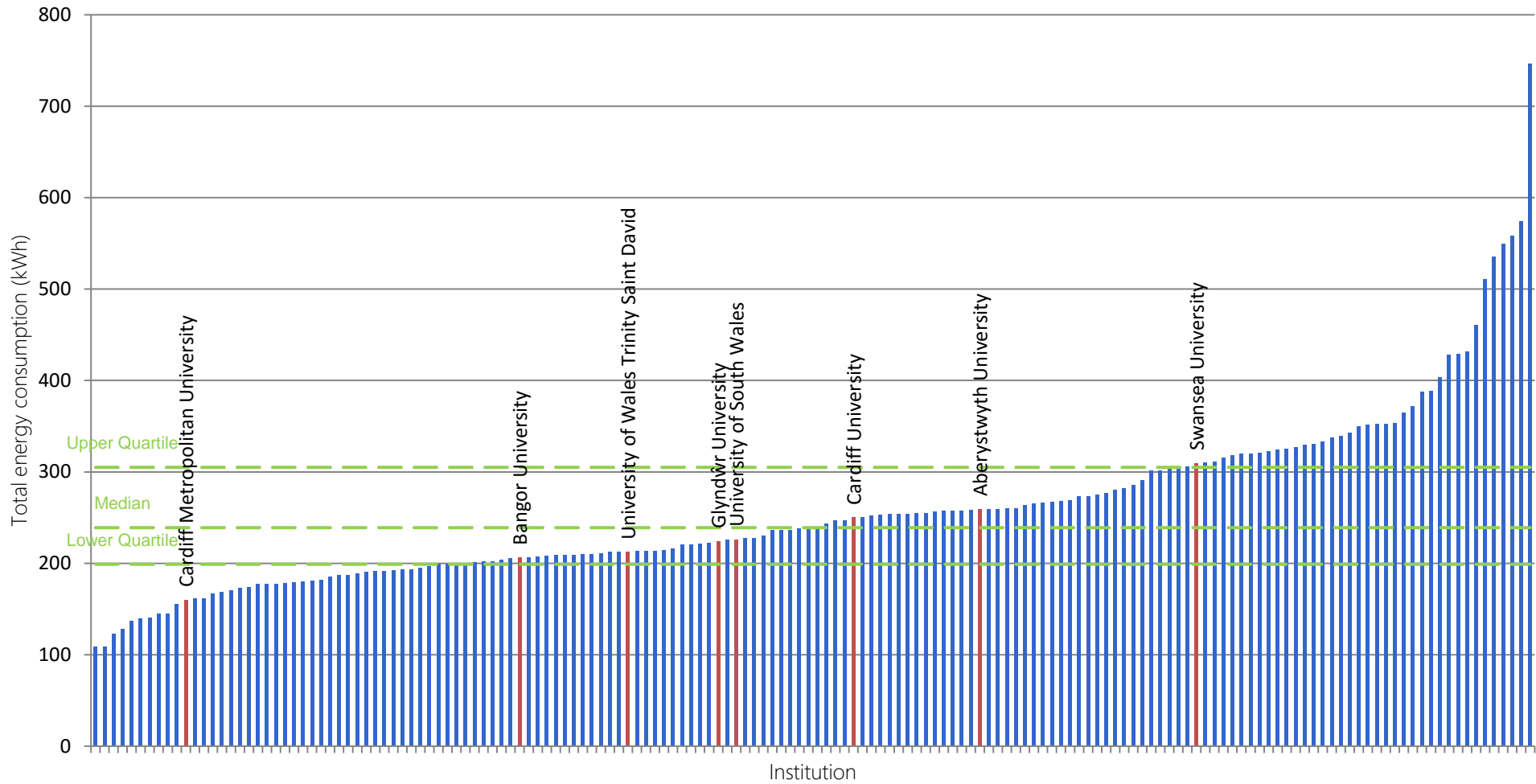


# CO<sub>2</sub> emissions per square metre (residential) 2014/15

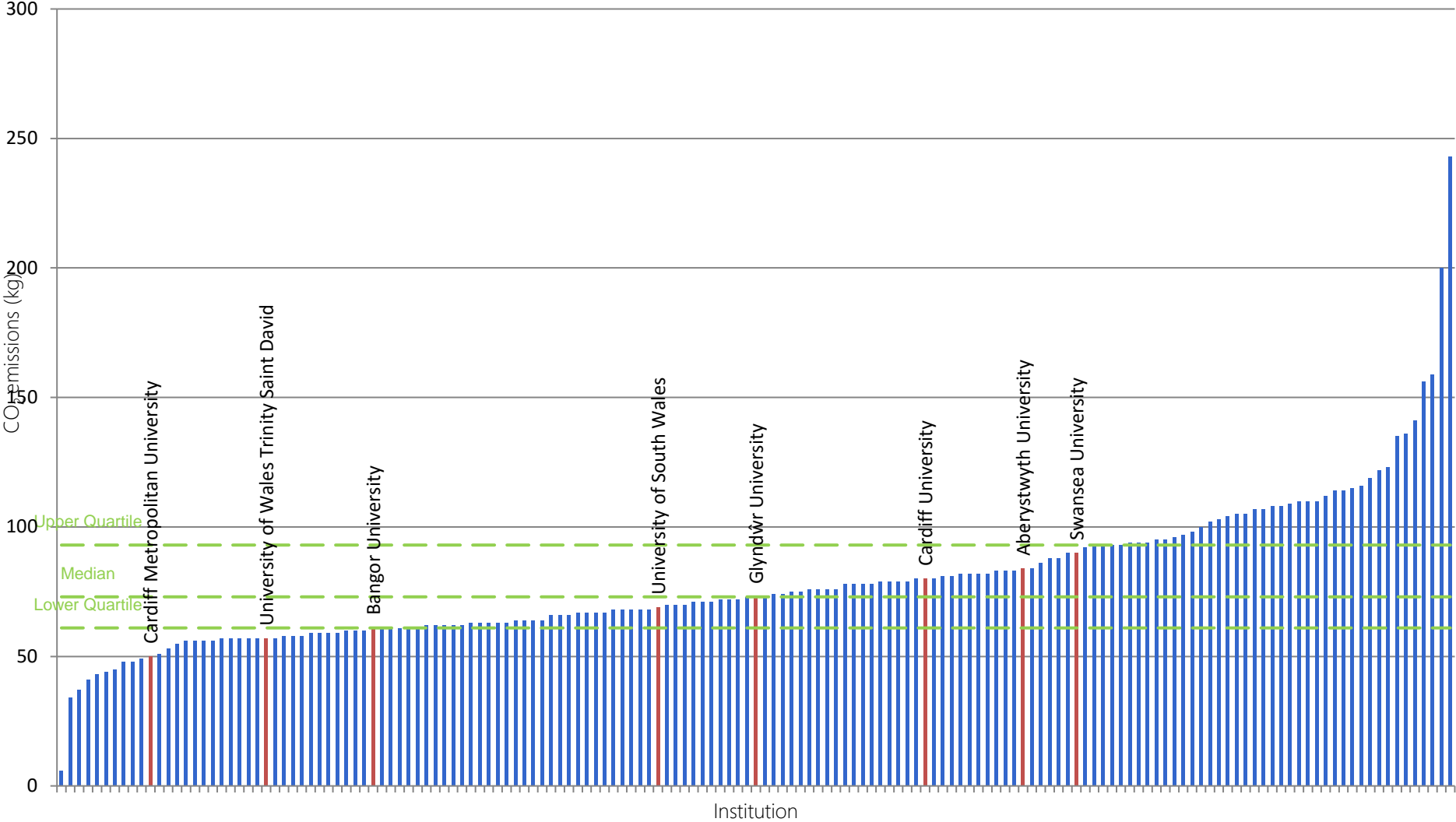




# Total energy consumption (kWh) per square metre (non-residential) 2014/15



# CO<sub>2</sub> emissions per square metre (non-residential) 2014/15



## Part 2: Data and information resources

### 2.1 Resources produced or collated by HEFCW

Description of Data / Information	Source	Availability
<p><b>Financial health analysis</b></p> <p>Summary data and analysis on financial position at each HEI in Wales based on:</p> <p>i) five-year financial forecasts, submitted annually</p> <p>ii) audited financial statements (statutory accounts)</p>	<p>i) five-year financial forecasts from each HEI</p> <p>ii) statutory accounts from each HEI</p>	<p>Forecasts: HEFCW internal use + HE governing body use.</p> <p>Published audited accounts. The majority of UK HEIs which are members of BUFDG publish their annual report and financial statements on the BUFDG website (<a href="http://www.bufdg.ac.uk">www.bufdg.ac.uk</a>) (resources &gt; financial statements).</p>
<p><b>Analysis of financial position of the HE sector</b></p> <p>Detailed financial metrics for each HEI in Wales drawn from institutions' statutory accounts.</p>	<p>HEIs' statutory accounts for last 3 years.</p>	<p>Published annually as Circular on HEFCW website (Publications &gt; Circulars) (<a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>)</p>
<p><b>Profiles of HE institutions in Wales</b></p> <p>Brief summary text about each HEI in Wales (history, mission, academic structure), followed by summary statistics showing total students by mode.</p>	<p>Text drafted by each HEI within parameters set by HEFCW.</p> <p>HEIs' statutory accounts.</p> <p>HEFCW End of Year Monitoring (EYM) student data returns.</p>	<p>Published on HEFCW website (About Higher Education in Wales &gt; Higher education institutions) (<a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>)</p>
<p><b>Funding Statistics</b></p> <p>Data used by HEFCW in the calculation of teaching and research funding.</p>	<p>HEFCW funding allocations &amp; adjustments</p>	<p>Available from HEFCW on request.</p>

Description of Data / Information	Source	Availability
<p><b>Equality &amp; Diversity data, Welsh HE</b></p> <p>Annually produced sector-level data and accompanying analysis of key E&amp;D collected through HESA:</p> <ul style="list-style-type: none"> <li>- Age Monitoring Returns</li> <li>- Disability Monitoring Returns</li> <li>- Ethnicity Monitoring Returns</li> <li>- Gender Monitoring Returns</li> </ul>	HESA data	<p>Published on HEFCW website (About Higher Education in Wales &gt; Statistics &gt; Equality and diversity statistics)</p> <p>(<a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>)</p>

## 2.2 Resources available UK-wide

Description of Data / Information	Source	Availability
<p><b>Governance website</b> (hosted on Leadership Foundation for Higher Education (LFHE) website)</p> <p>and</p> <p><b>Committee of University Chairs (CUC) website</b></p> <p>These websites contain key resource for governors, council members and others interested in governance in higher education. Publications available to download include:</p> <ul style="list-style-type: none"> <li>• Higher Education Code of Governance</li> <li>• Role of governing body in strategy and measuring performance</li> <li>• Governing bodies equality and diversity handbook</li> <li>• Handbook for Members of Audit Committees in Higher Education Institutions</li> <li>• 'What is an Effective and High Performing Governing Body?' (summary of existing research and data sources)</li> </ul>	<p>Various research and evaluation projects commissioned by LFHE &amp; CUC</p>	<p>Governance website (<a href="http://www.lfhe.ac.uk/governance">www.lfhe.ac.uk/governance</a>)</p> <p>CUC website (<a href="http://www.universitychairs.ac.uk">www.universitychairs.ac.uk</a>)</p>

Description of Data / Information	Source	Availability
<ul style="list-style-type: none"> <li>• A Framework for Identifying Governing Body Effectiveness in Higher Education</li> <li>• ‘Getting to Grips With’ series of guidance documents on Being a governor; Risk; Audit; Finance; Academic Standards, Quality and the Student Experience; Research and Knowledge Transfer; Human Resource Management; Internationalism; and Estates and Infrastructure</li> <li>• ‘The Role and Influence of the Secretary in UK Higher Education Governing Bodies’</li> </ul>		
<p><b>Performance Indicators in higher education</b></p> <p>Annual comparative data (produced on behalf of the UK funding bodies) on the performance of institutions in:</p> <ul style="list-style-type: none"> <li>- widening access (including disability)</li> <li>- student retention</li> <li>- learning and teaching outcomes</li> <li>- research output</li> <li>- employment of graduates.</li> </ul> <p>Designed to provide reliable information on the nature and performance of the HE sector in the UK and a consistent set of measures of this performance. Includes sector benchmark data (i.e. sector average, adjusted for each institution to take into account some of the factors which contribute to the differences between them).</p>	<p>Based on data collected by HESA, though adjusted in some respects.</p>	<p>HESA website (Products &amp; Statistics &gt; Performance Indicators) (<a href="http://www.hesa.ac.uk">www.hesa.ac.uk</a>)</p> <p>Various downloadable tables and charts, at individual HEI and sector level.</p>
<p><b>HESA (and heidi database tool)</b></p> <p>Detailed data collected annually from HEIs covering:</p> <ul style="list-style-type: none"> <li>- students</li> <li>- staff</li> <li>-financial information (accounts)</li> </ul>	<p>Data collected by HESA on-line from HEIs</p>	<p>HESA website (<a href="http://www.hesa.ac.uk">www.hesa.ac.uk</a>)</p> <p>Various tables. Summary information available free.</p> <p>Detailed interrogation of HESA data possible via the heidi database tool.</p>

Description of Data / Information	Source	Availability
<ul style="list-style-type: none"> <li>- performance indicators [see separate entry]</li> <li>- destination of HE leavers</li> <li>- estates management statistics</li> </ul> <p>The heidi website database tool (to which most HEIs in Wales subscribe) allows more detailed interrogation of HESA data (pre-defined reports as well as facility to produce bespoke reports).</p>		
<p><b>Leadership Foundation for Higher Education (LFHE)</b>  The LFHE provides support and advice on leadership, governance and management for all the UK HEIs.</p>	-	<p><a href="http://www.lfhe.ac.uk">www.lfhe.ac.uk</a></p> <p>The LFHE website contains details of support available and information on its training and development programme, events and research projects.</p>
<p><b>Welsh Government ‘StatsWales’ website</b></p> <p>HE reports (all with a Welsh focus), mainly drawn from HESA data. Summary statistical bulletins, and various detailed data tables with sorting and charting options. Coverage includes:</p> <ul style="list-style-type: none"> <li>- Student data (enrolments; qualifications obtained; cross-border flows; Welsh domiciled)</li> <li>- ITT data</li> <li>- Staff &amp; finance data (e.g. income and expenditure of Welsh sector)</li> <li>- Destination of leavers (Welsh domiciled and students attending Welsh HEIs)</li> <li>- Performance Indicators</li> </ul>	For HE data, mainly HESA	<p>StatsWales website (<a href="http://www.wales.gov.uk/topics/statistics/t/heme/post16ed/higher-educa/?lang=en">www.wales.gov.uk/topics/statistics/t/heme/post16ed/higher-educa/?lang=en</a>)</p>
<p><b>National Assembly for Wales – Members’ Research Service</b></p>	Various data sources	<p>Links to various research papers and ‘quick guides’ produced by the Members’ Research Service.</p> <p>(<a href="http://www.assemblywales.org/research">www.assemblywales.org/research</a>)</p>

Description of Data / Information	Source	Availability
<p><b>Quality Assurance Agency (QAA) institutional reviews</b></p> <p>The QAA conducts <a href="#">reviews</a> of HEIs and publishes <a href="#">reports</a> detailing the findings. The reports highlight good practice and contain recommendations to help institutions improve quality.</p>	<p>QAA institutional review outcomes</p>	<p>QAA website (<a href="http://www.qaa.ac.uk">www.qaa.ac.uk</a>)</p>
<p><b>National Student Survey</b></p> <p>Annual survey of student opinions on their course (targeted at final year undergraduates). They are also given the opportunity to comment on their student learning experience as a whole at their institution. The outcomes help to inform prospective students' choices and enable participating institutions to identify strengths and areas for improvement. Data published includes overall HEI and subject level satisfaction ratings.</p>	<p>Annual student survey questionnaire</p>	<p>Published on unistats website (<a href="http://www.unistats.com">www.unistats.com</a>)</p>
<p><b>Destination of Leavers from Higher Education survey</b></p> <p>Annual survey of proportion of graduates in work and further study six months after graduation, benchmarked for institutional factors known to affect graduate employment outcomes.</p>	<p>Annual survey (HESA)</p>	<p>Published on the websites of HESA (<a href="http://www.hesa.ac.uk">www.hesa.ac.uk</a>) and unistats (<a href="http://www.unistats.com">www.unistats.com</a>)</p>
<p><b>Higher Education-Business and Community Interaction (HE-BCI) Survey</b></p> <p>Annual survey on knowledge exchange, covering:</p> <ul style="list-style-type: none"> <li>- research-based interactions</li> <li>- intellectual property</li> <li>- consultancy and services</li> <li>- spin-off company formation</li> </ul>	<p>Survey, undertaken by HEFCE on behalf of a broad range of stakeholders</p>	<p>Published on HEFCE website (<a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>)</p>

Description of Data / Information	Source	Availability
<ul style="list-style-type: none"> <li>- social, community and cultural activities</li> <li>- regeneration</li> <li>- education and continuing professional development</li> </ul>		
<p><b>Research Excellence Framework (REF) 2014 outcomes</b></p>	REF 2014	Published on REF2014 website ( <a href="http://www.ref.ac.uk">www.ref.ac.uk</a> )
<p><b>Sustainability Trigger Metrics</b></p> <p>A set of data (x16 trigger metrics) offering a high level view of HEIs' direction of travel' with respect to long-term sustainability. Cover the key resources of money, people, equipment and buildings. The trigger metrics complement institutional framework information.</p>	All data used is from HESA and other publicly available sources.	<p>Further details on the Transparent Approach to Costing (TRAC) methodology can be found on HEFCE's website. This also includes links to a number of TRAC-related reports, including the Financial Sustainability Strategy Group's (FSSG) report <i>Assessing the sustainability of higher education institutions</i> (June 2011) and the Research Council's response to the Wakeham Review, <i>Efficiency 2011-15: Ensuring Excellence with Impact</i></p> <p>(<a href="http://www.hefce.ac.uk/whatwedo/lgm/trac/">www.hefce.ac.uk/whatwedo/lgm/trac/</a>)</p> <p>HESA website, via the heidi + database tool. (<a href="http://www.hesa.ac.uk">www.hesa.ac.uk</a>)</p>
<p><b>UCAS</b></p> <p>Various application and applicant data available to download via statistical enquiry tool, data tables and annual data sets on full-time undergraduate (FTUG) student applications. HEIs are able to interrogate UCAS database for more detailed application and applicant information about their particular institution.</p>	UCAS applications	UCAS website ( <a href="http://www.ucas.ac.uk">www.ucas.ac.uk</a> )
<p><b>UCEA</b></p> <p>UCEA (Universities &amp; Colleges Employers Association) represents UK higher education institutions, providing</p>	Publications and working group reports	UCEA website contains various publications and reports, including <i>An Insider's Guide to Finance and Accounting in Higher Education</i> and <i>The Financial Health and Sustainability of the HE Sector</i> .



Description of Data / Information	Source	Availability
advice and guidance on employment, reward and human resources practice.		( <a href="http://www.ucea.ac.uk/en/publications/index.cfm">www.ucea.ac.uk/en/publications/index.cfm</a> )
<p><b>Patterns and trends in UK Higher Education</b></p> <p>An annual series of publications produced by UUK looking at trends in UK higher education.</p>	UUK-commissioned research (most data from HESA)	<p>UUK website (Publications)</p> <p>(<a href="http://www.universitiesuk.ac.uk/highereducation/Documents/2013/PatternsAndTrendsInUKHigherEducation2013.pdf">www.universitiesuk.ac.uk/highereducation/Documents/2013/PatternsAndTrendsInUKHigherEducation2013.pdf</a>)</p> <p>Can also be purchased from UUK as hard copy report.</p>
<p><b>Office of the Independent Adjudicator for Higher Education (OIA)</b></p> <p>The OIA operates a free, independent complaints scheme for students who have exhausted their institution's complaints processes. All higher education institutions in England and Wales are required to comply with the rules of the OIA's scheme. The OIA is not a regulator, but from time to time publishes recommendations about how it deals with complaints and what constitutes good practice.</p>	OIA student complaints reviews	<a href="http://www.oiahe.org.uk/">www.oiahe.org.uk/</a>
<b>Various university 'league tables'</b>	Various national newspapers, using a variety of measures	<p>Produced and published by various newspapers.</p> <p>Searchable online via various newspaper and media websites (e.g. Sunday Times and Times; Guardian; etc.)</p>

## Glossary

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

TRAC	Transparent Approach to Costing
UG	Undergraduate
UUK	Universities UK
UW	University of Wales