

Cylchlythyr | Circular

Higher Education Students Early Statistics Survey 2012/13

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in
Wales
Response by: **12 November 2012**
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This circular requests institutions to return aggregated student data to enable HEFCW to make allocations of funds for teaching; have early indications of student numbers; monitor recruitment against the maximum student number; make estimations of fee grant costs; monitor medicine, dentistry and teacher training provision; and model funding options for ERASMUS and other year abroad registrations.

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Introduction

1. This circular requests institutions to return aggregated student data to enable the Higher Education Funding Council for Wales (HEFCW) to:
 - a) Make its allocation of funds for teaching for part-time and postgraduate taught provision to institutions for the academic year 2013/14;
 - b) Have early indications of the number of students in the academic year 2012/13;
 - c) Make an estimate of the fee grant costs to HEFCW for the 2013/14 academic year;
 - d) Carry out initial monitoring of recruitment against the maximum student number in 2012/13;
 - e) Monitor Initial Teacher Training (ITT) provision leading to Qualified Teacher Status (QTS), inform the allocation of intake quotas to Centres of Teacher Education for 2013/14 and calculate the expected number of students for 2013/14;
 - f) Monitor full-time undergraduate Medicine and Dentistry provision and calculate the expected number of students for 2013/14;
 - g) Monitor Performance Element provision at the University of Glamorgan;
 - h) Model funding options for 2013/14 for undergraduate students on a year abroad, comprising ERASMUS registrations on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories; and undergraduate students on a non-ERASMUS study or work placement year abroad.

Survey data

2. Higher education institutions (HEIs) and further education institutions (FEIs) are requested to return numbers of all higher education (HE) students together with associated credit values for some categories of students. For FEIs, these are students registered on prescribed HE courses (see Annex B) for which HEFCW funding has been made available directly.

Main changes for 2012/13

3. There have been a number of changes to the HESES survey since the 2011 survey. The main changes made since the HESES 2011 survey are:
 - a) The categories of study for undergraduate provision have been expanded on Tables 4a and 5. Both full-time and part-time modes of study are now requested by whether the provision is degree or non-degree and by whether the provision is franchised out or not. This is in line with the information requested for the strategic planning student forecast requests. See Annex I, paragraphs 6 and 7;
 - b) There are a reduced number of categories to return data against on Table 4b. We no longer require the split into whether a student is already qualified to degree level, and the level of study categories have been reduced so that only undergraduate degree, undergraduate non-degree and PGCE (QTS) categories are included. See Annex I, paragraph 7;
 - c) The table that previously collected data on ERASMUS registrations, Table 6, now also collects data about undergraduate students on a non-ERASMUS study or work placement year abroad. See Annex A, paragraphs 15 and 16 and Annex I, paragraph 8;
 - d) Table 8 of HESES 2011/12, which collected data about ringfenced provision released as part of ITT reconfiguration, is no longer requested to be returned;
 - e) Foundation degree places funded through the One Wales scheme or the European Social Fund's Higher Skills Wales programme have been added to the list of provision which is not HEFCW-fundable. See Annex C, paragraph 5;
 - f) A new version of the Joint Academic Coding System (JACS3) has been implemented for the 2012/13 HESA student record. Accordingly, Academic Subject Category (ASC) 6, Mathematical Sciences, IT and Computing, has been updated to include principal JACS codes G (Mathematical Sciences) and the new JACS code I, Computer Sciences. See Annex D, paragraph 1;
 - g) Annex K, which gives information about HESA to HESES mappings and criteria used for the HESA end of year data extraction, has been updated to reflect the changes to Tables 4a, 4b, 5 and 6;
 - h) As the end of year monitoring (EYM) survey was not collected for HEIs in 2011/12, credibility checks included in the electronic version of the workbook for completion by HEIs have been changed so that comparisons between years for HEIs are made between HESES 2012 and HESES 2011. For FEIs, all comparisons are between HESES 2012 and EYM 2011 except for those on Table 4b, which are

between HESES 2012 and HESES 2011 as new entrant data were not collected on EYM 2011. See Annex M, paragraphs 19 to 25;

- i) Annex N, which outlines the use HEFCW makes of the data collected, has been updated to reflect the changes made to the survey tables;
- j) The summary table provided with the electronic version of the workbook for completion by institutions, now has a section that shows a time series of registrations returned on previous EYM and HESES surveys. The sections showing a summary of credit values taken from columns 1 and 2 of Tables 1a and 1b have been removed.

Contents

4. This circular provides:

- a) Notes of guidance on completion of the HESES 2012/13 survey;
- b) Definitions of the various categories used to classify students;
- c) Copies of the survey tables which will be distributed in Excel 2007 workbooks for institutions to complete and return.

5. The contents of the annexes are as follows:

Annex A	Notes of Guidance
Annex B	Definition of a Recognised HE Qualification
Annex C	Definition of Residential Status and Eligibility for Mainstream Funding
Annex D	Definition of ASCs
Annex E	Definition of Mode of Study
Annex F	Definition of Level of Study
Annex G	Rules for Counting Registrations
Annex H	Rules for Counting Credit Values
Annex I	Table Descriptions
Annex J	Column Descriptions of the Tables
Annex K	HESA/HESES Mappings and End of Year Monitoring Data Extraction Criteria
Annex L	Workbook Notes
Annex M	Validation Checks
Annex N	Usage of Data by HEFCW
Annex O	Printed tables for completion by all institutions directly funded by HEFCW

Survey date

6. The HESES 2012 survey date is 1 November 2012. Institutions are required to notify student registrations for the whole year. Credit values should be returned split into those associated with student registrations up to and including 1 November 2012, and credit values associated with forecast new student registrations between 2 November 2012 and 31 July 2013. In addition, estimates of the numbers of credit values that will not be completed are required.
7. For the purpose of calculating the funding allocations for 2013/14 for part-time and PGT provision (excluding full-time PGCE (QTS)), forecasts of credit values resulting from modules relating to students who are expected to register after 1 November 2012 will be added to those for students that are already registered. The numbers of credit values associated with modules from which students are forecast to withdraw will be deducted from the total.

Return of data

8. Completed workbooks should be returned by e-mail to Jonathan Digby-North at hestats@hefcw.ac.uk no later than **12 November 2012**.
9. Institutions are encouraged to begin to prepare their returns well before 12 November 2012 so that only final adjustments need to be made before dispatch of the completed return. It is important that returns are made on time so that estimates of fee grant costs and funding allocations for 2013/14 can be determined in Spring 2013.
10. We request that institutions **let us know as soon as possible**, and before the return date of 12 November 2012, **if they envisage that they will have difficulty returning the required information or if they will have difficulty meeting the timetable** given in paragraph 11. **HEFCW reserves the right to enter its own estimates of student registrations and associated credit values for institutions which fail to return the survey on time or where data are considered to be of insufficient quality.**
11. When data are returned, they go through a validation and credibility checking process. Once any subsequent queries have been resolved, data are sent out to institutions for verification. The process will follow the timetable outlined below

12 November 2012	HESES return deadline
12 December 2012	HESES verifications sent to institutions
4 January 2013	HESES verifications return deadline

12. In the event of a deadline being missed by more than three working days, a letter will be faxed to the head of the institution concerned reminding them that HEFCW reserves the right to enter its own estimates of student registrations and associated credit values for institutions which fail to return the survey on time and indicating that HEFCW intends to do this if immediate action is not taken. Failure to return the data or verification report within two working days will result in a letter from the Chief Executive of HEFCW to the head of the institution stating the figures that will be used in place of the institution's own data.
13. We do not require a hard copy of the signed verifications. Signed verifications can either be returned by scanning them and emailing them to us or by posting a hard copy.
14. Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.
15. HESA and LLWR data used for per capita, premium, Public Investment Fund (PIF) and PGR funding purposes are also sent to institutions, to confirm that the data have been correctly extracted from the records by HEFCW. The process follows the timetable below.

21 January 2013	HESA/LLWR confirmations sent to institutions
11 February 2013	HESA/LLWR confirmations return deadline

16. In addition, end of year data used to monitor 2011/12 teaching funding allocations for HEIs and data used in the final monitoring of the 2011/12 maximum student number for HEIs and FEIs, taken from the HESA student record 2011/12 for HEIs or the LLWR 2011/12 for FEIs, will be sent to institutions for verification. Verifications for these areas will be sent to institutions at around the same time as the per capita and other funding data confirmations

Further information / responses to

17. Any queries should be directed to Jonathan Digby-North (telephone 029 2068 2243, email hestats@hefcw.ac.uk).

Notes of Guidance

- 1 These notes of guidance apply to all institutions which receive funding from HEFCW directly.

Tables to be completed

- 2 Copies of tables to be completed are provided at Annex O. Institutions will be sent the relevant tables in EXCEL 2007 workbooks by e-mail.
- 3 Descriptions of the tables are provided in Annex I.

Classification of provision

- 4 The survey collects information on both student registrations and associated credit values.
- 5 For student registrations, only those that are counted as completions as defined in Annex G are to be returned. They are classified according to residential and fundability status (Annex C), ASC (Annex D), mode of study (Annex E) and level of study (Annex F), with further classifications for new entrants (Annex G).
- 6 For credit values, data relating to home and EU fundable registrations that are postgraduate (excluding full-time PGCE (QTS)) or part-time are collected. The information is categorised into level of study, mode of study and ASC. Credit values are returned split into those associated with student registrations up to and including 1 November 2012 and credit values associated with forecast new student registrations between 2 November 2012 and 31 July 2013. The numbers of non-completed credits are also collected and the total assumed completed credit values are calculated in the workbook. Annex H contains guidance on returning credit values.
- 7 Annex K contains HESA/HESES mappings and end of year monitoring extraction criteria for HEIs. The mappings should be regarded as indicative not definitive.

Distance learning students

- 8 Distance learning students are those that are students of the reporting institution, where staff employed by the reporting institution are responsible for providing all teaching or supervision, but who are located away from the reporting institution and are not part of a franchising or other collaborative arrangement with another institution or organisation. Such students should be counted in the same way as other students who are based at the reporting institution.

Franchises and other collaborative arrangements

- 9 The term 'franchise', also referred to as 'outreach', in HE in Wales, refers to an HE course taught at an institution (the franchisee) which is not directly in receipt of funding from HEFCW for that course, for which quality assurance is provided by another Welsh institution (the franchisor) and for which funding is passed to the franchisee by the franchisor in order to provide the taught course. Students taught at institutions may be registered at the franchisee or franchisor institution.
- 10 Students taught on the basis of a franchise agreement, referred to as 'franchised out' students, should be included in the return by the franchisor as part of their numbers of registered HEFCW-fundable students or credit values only if the franchisee is in Wales. Undergraduate franchised out assumed completed registrations are included in Tables 4a and 5 as a separate category. Credit values relating to part-time franchised out students should also be returned as a subset of total completed credit values in Table 1b, under the column headed 'Franchised Out Credit Values' (see Annex J). If the franchise arrangement is outside Wales then the students and associated credit values should be returned as non-fundable. Institutions may only count students and associated credit values franchised to institutions outside Wales as HEFCW-fundable if HEFCW has been notified of these courses and has agreed to their inclusion.
- 11 Students taught as part of other collaborative arrangements with institutions or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, for example partnerships with private colleges where the institution provides quality assurance or validating arrangements only and does not provide any funding to that college, and does not return the students on the HESA student record, should not be included in the HESES return on any of the tables.
- 12 If students are on courses which are run jointly by two or more institutions, which are not the subject of a franchising or validating arrangement, they should be counted in proportion to the number of credits associated with delivery at each institution. If the course is run jointly between a Welsh institution and an institution outside Wales, then only the provision delivered at the Welsh institution should be returned.
- 13 Where an institution has a campus in the UK, outside Wales, which is wholly owned by the institution, the institution should treat students at that campus in the same way as students at campuses within Wales. We will monitor the extent of provision delivered in this way.
- 14 It should be noted that the guidance contained here is current and so relates to 2012/13. Where institutions are not clear about how to return students whose provision is part of a franchising or other collaborative arrangement, or if the changes to this section affect the fundability status of provision previously returned on the HESES survey, they should contact HEFCW for further guidance.

ERASMUS and year abroad registrations

- 15 For the purposes of this survey, full-time undergraduate ERASMUS registrations returned on Table 6 are those who are on a whole year exchange out, on a whole year work placement out, who are on a whole year out on a placement as a language assistant or some combination of these categories which amount to a whole consecutive year, as part of the EU Lifelong Learning Programme ERASMUS scheme. It is these ERASMUS students only that should be included in the ERASMUS categories on Table 6. These students will also have been returned as full-time undergraduates on the other survey tables.
- 16 For the purposes of this survey, registrations on a non-ERASMUS year abroad returned on Table 6 are defined as those students who go abroad to study for a whole year or who are on a work placement abroad for a whole year as part of their course. This includes students studying any subject who go abroad to study or work for a whole year that are not part of the ERASMUS scheme. These students will also have been returned as sandwich year out or full-time undergraduates on the other survey tables.

PGCE ITT provision

- 17 In determining their projections for enrolments to PGCE ITT provision leading to QTS, relevant institutions should bear in mind the intake targets set by the Welsh Government (WG). Institutions are reminded that any WG funding which may be allocated to institutions for Training Grants is on the basis of numbers of students on these courses up to the intake targets (including any changes agreed subsequently by the WG through their brokering service). Institutions which run PGCE (FE) courses should ensure that in considering course availability and recruitment they fully take into account information from WG on the likely coverage of any incentives which might be made available for a particular academic year, in terms of overall numbers or individual subject numbers. For both PGCE ITT leading to QTS and PGCE (FE), providers will be aware that the availability of incentives in a particular academic year does not imply the availability of incentives beyond that year.

ITT (QTS) provision at Centres of Teacher Education

- 18 For the purposes of returning data on HESES and EYM surveys, where Centres of Teacher Education include two partner institutions, a lead financial institution will have been nominated. This lead institution will return all ITT (QTS) provision associated with the Centre of Teacher Education on this survey in all Tables except for Table 4b. The other partner institution will not return ITT (QTS) provision on any of the tables except for Table 4b. Two sets of the tables that collect ITT (QTS) information (Tables 2a and 2b) will be collected from the lead institution, one set for each member of the Centre. On the other HESES tables, apart from Table 4b, the lead institution should include all ITT (QTS) provision associated with the Centre, both at the lead and the other partner institution. Data collected on Table 4b will be used for monitoring estimated fee grant and income for 2012/13, for initial monitoring of the maximum student number for 2012/13 and in the calculation of estimated fee

grant and income for 2013/14. Therefore, each institution in each Centre is required to return counts of new entrants for their own institution only in this table.

Definition of a Recognised HE Qualification

- 1 A recognised HE qualification is one which is awarded on the successful completion of a prescribed course of HE. Such qualifications include any postgraduate or undergraduate degree, including foundation degree, accredited HE diploma or HE certificate, including HND and HNC. Other professional or vocational qualifications may be included provided they are generally recognised as HE qualifications. Such qualifications, for example, college certificates, should only be included if they are validated by the University of Wales, the University of Glamorgan, Cardiff University, the Open University, Swansea University, Bangor University, Aberystwyth University, Cardiff Metropolitan University, Glyndŵr University or are included (or awaiting inclusion) within the Qualifications and Credit Framework (QCF).
- 2 Courses, modules or units which enable credit to be obtained towards recognised HE qualifications (as defined above) also fall within the definition of recognised HE courses for the purpose of this survey. This includes programmes or individual courses which include foundation study as an integral part of a longer programme which leads to, or provides credit towards, a recognised HE award, provided the student has registered for the longer programme.
- 3 For FEIs, only those HE qualifications included in the FEI's portfolio of courses, as agreed with HEFCW, are recognised.

Definition of Residential Status and Eligibility for Mainstream Funding

Home and EU students

- 1 Home and EU students are those domiciled in the UK or EU (excluding those domiciled in the Channel Islands or the Isle of Man) or who are otherwise entitled to pay home fees, as defined in the Assembly Learning Grants and Loans (Higher Education) (Wales) (No. 2) Regulations 2011 (SI 2011 No. 886), as amended for 2012.
- 2 The Assembly Learning Grants and Loans (Higher Education) (Wales) (No. 2) Regulations 2011 (SI 2011 No. 886) and amendments (SI 2012 No. 14 and SI 2012 No. 1156) can be found on the National Archives UK legislation website, www.legislation.gov.uk, under 'Browse Legislation', 'Wales Statutory Instruments'.
- 3 Where reference is made to total home and EU students, this relates to the sum of those eligible and ineligible for mainstream funding as defined in paragraphs 4 and 5 below.

Eligible for mainstream funding – home and EU fundable

- 4 Home and EU students are eligible for mainstream funding unless their place is considered ineligible as described in paragraph 5 below. Where a course is self-financing but open (i.e. other candidates who are suitably qualified may be enrolled), then the additional students may be returned as eligible for mainstream funding. Places on a self-financing course that is closed, i.e. the course is not open to any suitably qualified candidate, for example, courses specifically for particular employers, would not be considered to be fundable.

Ineligible for mainstream funding – home and EU non-fundable

- 5 Home and EU students ineligible for mainstream funding are those who may pay a home fee but whose place is not considered eligible for HEFCW mainstream funding. This category covers those on full cost or self-financing courses where:
 - a) The student place is being funded from public sources other than HEFCW. For example, WG, NHS, Home Office;
 - b) The student place is funded from private sources;
 - c) The students are postgraduate research students who are not in 2008 RAE units of assessment (UoAs) included in the QR funding model for 2012/13. These are those UoAs that have at least 3 classified FTE

Category A staff and meet a combined volume and quality threshold. Details of the UoAs included in the QR funding model for each institution can be found in Annex C of HEFCW circular W12/10HE 'HEFCW's Funding Allocations 2012/13';

- d) The student place is funded by WEFO, including through its foundation degree project, or is a foundation degree place funded through the One Wales scheme or the European Social Fund's Higher Skills Wales programme;
- e) The student place is funded through UHOVI funding;
- f) The student place is part of the Welsh for Adults Tutors' course scheme.

Island and overseas students

- 6 Island and overseas students are those domiciled outside the UK or EU, or resident in the Channel Islands or the Isle of Man, who are not entitled to pay a home fee.

Definition of ASCs

- 1 JACS subject codes are used to assign ASCs. The next page shows a mapping from JACS code to ASCs. The guidance given in paragraphs 2 to 5 should be used to assign registrations to ASCs. The guidance given in paragraphs 6 to 8 should be used to assign credit values to ASCs.

ASC	Name	JACS Subject Codes	JACS Description
1	Clinical and Pre-clinical Subjects* 1a 1b 1c 1d	All A codes	Pre-clinical Medicine Clinical Medicine Pre-clinical Dentistry Clinical Dentistry
2	Subjects and Professions Allied to Medicine	B codes excluding: B2 L5 codes	Subjects Allied to Medicine (excluding Pharmacology, Toxicology and Pharmacy) Social Work
3	Science	All F codes All C codes All D codes B2 codes	Physical Sciences Biological Sciences Agriculture and Related Subjects Pharmacology, Toxicology and Pharmacy
4	Engineering and Technology	All H codes All J codes	Engineering Technologies
5	Built Environment	All K codes	Architecture, Building and Planning
6	Mathematical Sciences, IT and Computing	All G codes All I codes L140	Mathematical Sciences Computer Sciences Econometrics
7	Business and Management	All N codes	Business and Administrative Studies
8	Social Sciences	All L codes excluding: L5, L140 All M codes	Social Studies (excluding Social Work and Econometrics) Law
9	Humanities	All P codes All Q codes All R and T codes All V codes W8	Mass Communications and Documentation Linguistics, Classics and Related Subjects Languages and Related Subjects Historical and Philosophical Studies Imaginative Writing
10	Art, Design and Performing Arts	All W codes excluding: W8	Creative Arts and Design (excluding Imaginative Writing)
11	Education* 11a ITT (QTS) 11b Non-QTS	Any ITT leading to QTS All X Codes	Any ITT leading to QTS Education

*split into sub-categories.

Apportionment of student registrations between ASCs

- 2 The distribution of student registrations between ASCs for all levels of study, including postgraduate research, returned in Table 5, depends on the assigned subject of qualification aim, with the following exceptions:

Initial Teacher Training

- 3 All undergraduate and postgraduate taught registrations on full-time, or part-time if at the OU in Wales, ITT courses leading to QTS must be wholly assigned to ASC 11a (Education ITT (QTS)) irrespective of their JACS codes. ASC 11a should contain all and only those students on courses of ITT for primary or secondary teachers which lead to QTS upon successful completion. Courses of ITT for teachers in adult and further education and in-service training for teachers should be recorded under ASC 11b (Education non-QTS).

Medicine and Dentistry

- 4 All full-time undergraduate registrations on courses in medicine and dentistry (including those on intercalated years) must be wholly assigned to ASC 1, irrespective of their JACS codes. Registrations on part-time and postgraduate courses in medicine and dentistry can be wholly or partly assigned to ASC 1. Courses other than medicine or dentistry should not be assigned to ASC 1, either in part or in whole.

Major/Minor or Balanced combinations

- 5 Where JACS codes indicate a major/minor or balanced combination of subjects split between two or more ASCs, the students should be allocated to the ASCs pro rata to the notional subject weightings and the resulting numbers must be rounded to whole numbers which, in total, show the correct number of student registrations.

Apportionment of credit values between ASCs

- 6 Full-time and part-time registrations recorded on a credit value basis in Tables 1a and 1b are to be recorded according to the ASC of the subject taught in the course, module or unit and **not** the subject of the overall qualification aim of the students. This will generally correspond to the JACS code for subject area of study returned on the module entity of the HESA student record - see Annex K.
- 7 Credit values relating to ASC 11a part-time postgraduate taught (at the OU in Wales only) must not be distributed across other ASCs; all should be returned in ASC 11a. Credit values relating to individual modules of courses other than medicine and dentistry or ITT (QTS) courses should not be assigned to ASC 1 or ASC 11a.

Definition of Mode of Study

Full-time

- 1 Students are classified as registered for full-time study if:
 - they are registered at an educational establishment;
 - they are pursuing studies;
 - they are normally required to attend (whether at premises of the establishment or otherwise) for periods of a minimum of 24 weeks; and
 - a whole full-time regulated fee is chargeable for the current year of the programme of study; or
 - they are in the final year of a full-time course in which they attend for less than 24 weeks.
- 2 This includes all full-time, sandwich, placement and language year abroad students other than those falling within the definition of 'Full-time Sandwich Year Out' below.
- 3 Full-time students will normally be studying for a qualification at the credit value rate described in Annex H, paragraph 13, i.e. studying for the number of credit values for their qualification over the time period specified for a full-time student.

Full-time sandwich year out

- 4 Students are classified as registered for sandwich year out study if:
 - they are registered at an educational establishment;
 - they are pursuing studies where their course falls within the definition of sandwich provided in Regulation 2(6) of the Assembly Learning Grants and Loans (Higher Education) (Wales) (No. 2) Regulations 2011(SI 2011 No. 886), as amended for 2012, or they are full-time on a language year abroad; and
 - in the current academic year, the fees chargeable are approximately half the whole full-time fees that would otherwise be charged if the student were classified as full-time.

Part-time

- 5 Students are classified as registered for part-time study if:
 - they are registered at an educational establishment;
 - they are pursuing studies; and
 - they do not meet the requirements to be either full-time or full-time sandwich year out.
- 6 Mainstreamed Continuing Education (CE) Students should be classified as part-time.

Definition of Level of Study

- 1 For the purpose of this survey, credit values should be allocated to the level of study of the overall qualification aim of the student.

Undergraduate degree

- 2 Undergraduate degree students are those aiming for a first degree.

Undergraduate non-degree

- 3 Undergraduate non-degree is defined as all undergraduate level courses which lead to a qualification other than a first degree. In general, such courses will be the equivalent of up to two years' full-time study, but the length of the course is not a defining factor when classifying courses as degree or non-degree. The relevant factor is whether the course enables the student to achieve a first degree or some other qualification - it is the latter which are classified as non-degree. Students on all programmes below first degree level should be classified as undergraduate non-degree even if the title of the qualification includes the word 'degree'. In particular, foundation degrees should be classified as non-degree.
- 4 Both full-time and part-time courses leading to certificates for the teaching of further education, returned in ASC 11b, should be treated as undergraduate courses regardless of the course or qualification aim returned to HESA or on the LLWR.

Postgraduate

- 5 Postgraduate students are those on courses which require as a normal condition of entry that entrants be already qualified at degree level. There are two groups of postgraduate, postgraduate taught and postgraduate research.

Postgraduate Taught

- 6 Postgraduate taught students are those attending courses which are mainly taught even though part of the course may include a dissertation. It includes all students on postgraduate degrees which are not mainly by research.
- 7 PGCE courses are to be included as taught postgraduate courses provided that they lead to QTS.

Postgraduate Research

- 8 Postgraduate research students are those attending courses which are mainly research although these may contain some formal teaching.

Rules for Counting Registrations

- 1 Only students who meet the following criteria are to be included in this return:
 - a) they are registered. A registration is considered as a binding undertaking to pay a fee to an institution (unless the fee has been waived) as opposed to an acceptance of a place;
 - b) they are aiming to obtain a recognised HE qualification as defined in Annex B;
 - c) they are studying at least 3 per cent of a full-time equivalent (FTE), or approximately one week of study.

- 2 Included are:

- a) new enrolments;
- b) students re-registering for second or subsequent years of their study;
- c) students on non-accredited HE courses only where HEFCW has been notified of these courses and has agreed to their inclusion;
- d) students registered at FEIs, who are pursuing prescribed HE qualifications as defined in Annex B, only if their courses are eligible for mainstream funding from HEFCW either directly, or, through a franchise/outreach agreement (data to be returned only by the institution which franchises out the course);
- e) out-going exchange students, including ERASMUS students.

Excluded are:

- a) incoming exchange students, including ERASMUS, TEMPUS or Junior Year Abroad (JYA) students;
- b) PGR students whose only activity during the year being counted is writing up a thesis or similar piece of work.

- 3 No full-time or sandwich student should be counted twice in the same academic year; nor should full-time or sandwich students who are registered for the main and an additional qualification offered within a single course be counted twice. However, students who are registered for two separate courses, where one is full-time or sandwich, and the other is part-time, may be included in Tables 4a and 5 under both full-time or sandwich and part-time. The corresponding credit values can be returned in Tables 1a (if postgraduate taught provision) and Table 1b. For these purposes, a part-time course should be considered to be separate if the ability to follow that course is not dependent on concurrent enrolment on the full-time course and the student continues to meet all of the study requirements of the main course without increasing the length of the main course. For both full-time and part-time courses which lead to more than one qualification, only a single registration should be returned.

- 4 Those students who are following programmes of study which do not coincide with the academic year (1 August to 31 July) should be counted once only for each period of up to 12 months of study. They should normally be counted in the year in which the first registration occurs and in the years including the anniversaries of the first registration.
- 5 Full-time programmes in which the final year does not fit the usual criterion to be full-time in terms of length, i.e. the final year is less than 24 weeks, but the student has not changed their mode of study, should be returned as full-time for the whole of the programme. See examples i) and vi) below.
- 6 Where students repeat a full year on a full-time basis, and have not progressed to the next year of study, they should be counted as a full-time student. Where a student repeats a year or part of a year on a part-time basis, and there has been no progression to the next year of the course, the student should be returned as a part-time student. In both cases, the total length of their course will increase by one year.
- 7 Institutions are asked to identify the number of registered students who complete the year of study. This is all eligible students who are registered or expected to register within the academic year minus those who are expected to not complete. Any transfers between ASCs, modes or levels of study should be included. Paragraphs 8 to 15 below describe those registrations that should be considered non-completions.

Non-completions

- 8 Non-completions occur where students do not complete their studies due to withdrawal, dropout, or failure to complete the year of study or take part in required assessment procedures. A registered student should generally be considered to be actively pursuing studies unless the institution has been formally notified of the student's withdrawal from the course. However, non-attendance for examinations generally indicates a student's failure to complete the year of study.
- 9 Completion status is determined on a year of study basis, not on a course basis. For example, a first degree student who takes all assessments required for the first year is counted as a completion for that year.
- 10 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.
- 11 Students who sit examinations at the end of the course or year of study and fail them are deemed to have completed their studies and should **not** be included as non-completions.
- 12 Students who do not take part in all or some of the required assessment procedures for the year of study, can complete by being assessed after the end of the academic year in order to enable them to progress to the next year or graduate. This will be, for example, where a student who did not sit the original

examination within the year because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework after the end of the academic year, by agreement with the institution. Estimates of the number of registrations expected to complete in this way should be included in the number of completions returned in the tables.

- 13 At the return date of HESES, the number of students registered or expected to register that will not complete will have to be estimated. In general, estimates should be based on the proportion of non-completions in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if institutions believe these would provide more accurate estimates. It is not expected that institutions will assess whether each individual will complete, rather that a robust method will be used in calculating estimates. It is expected that institutions will examine the data returned on the end of year monitoring of higher education enrolments (EYM) survey and the HESES survey in previous years to determine if estimates made at HESES were reasonable, and if necessary adjust their methods.
- 14 Some non-completions can be included as partial completions, and these are described in paragraph 15 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.
- 15 For **full-time and sandwich taught** courses only, registrations are considered as having partially completed in the following cases:
- a) *Where the course is semesterised, if*
- individual modules are presented on a semester basis; and
 - the student has not withdrawn before the end of the semester in which the modules start; and
 - the student has taken part in all assessment procedures required for the modules pursued that take place during or immediately after the end of the semester;
- then, even if there is additional assessment of the work undertaken during the semester that falls at the end of the year of study, the student can be counted as a partial completion.
- b) *Where the course is not semesterised, if*
- the student has not withdrawn in the first four months of attendance; and
 - the student has taken part in all assessment procedures required for all modules started in the first four months, that take place during the first four months; and
 - there is auditable evidence to show that the student was still in attendance at the end of the four months;
- then, even if there is additional assessment of the work undertaken during the first four months that takes place at the end of the year of study, the student can be counted as a partial completion.

New entrants

16 For the purposes of this survey, only new entrant data relating to full-time undergraduate and PGCE (QTS) students are collected. These data are collected in order to carry out initial monitoring of the maximum student number for 2012/13; to provide data to monitor estimated fee grant and income for 2012/13; and to provide data to use in estimating the total fee grant and income relating to full-time undergraduate and PGCE (QTS) provision for Welsh institutions in 2013/14. New entrants are defined for this survey as students that are in their first year of study and are registered for a prescribed HE course leading to a recognised HE qualification. This includes:

- students undertaking a foundation year (year 0) as an integrated part of the HE course;
- students entering directly into year 2 or a subsequent year of a course.

Not included as new entrants are:

- students who have already completed an integral foundation year (year 0);
- students retaking the first year of a course;
- students transferring between courses;
- students who have completed an HND or foundation degree who take a top-up year to study for a degree at the same institution;
- students who resume study after a period of inactivity.

New entrants to ITT (QTS) courses in ASC 11a are defined slightly differently. For the purposes of Tables 2a and 2c only, students transferring to an ITT (QTS) course should be included as new entrants and students entering directly into year 2 or a subsequent year of an ITT (QTS) course should not be included as new entrants .

17 If a student is on a course such that the first year of the course spans two academic years, they should only be counted as a new entrant in the academic year containing the start of the first year of their programme of study.

Split of home and EU residential status

18 Home and EU new entrant data are requested broken down into Welsh & EU residential status and other home residential status. For the purposes of returning data on this table, residential status should be based on residential status as assessed for fees purposes. Where this is unknown, domicile, based on the home postcode of the student for UK students or country for EU students, can be used instead. This will generally be the domicile as returned on the HESA student record or on the LLWR. For example, if a student is known to be a home student, but it is not known whether the student was assessed as having Welsh residential status or other home residential status, then domicile, based on the home postcode of the student, should be used.

Examples

- 19 Below are some examples of how registrations should be returned. Note that some of the examples assume that the HESES survey will continue to be collected in future. Where the EYM survey is referred to this is the EYM data collection for FEIs and the extract from HESA for HEIs. Examples iv), v) and ix) show how non-completion and transfer rates may be estimated.
- i) A student enrolls on a full-time undergraduate course that starts on 1 October 2011 and finishes on 31 January 2013. He should be included in HESES/EYM 2011/12 as a full-time registration; and as a full-time registration again in HESES/EYM 2012/13 as even though he attends for less than 24 weeks, he has not changed his mode of study and is still registered as a full-time student.
 - ii) A student enrolls for a full-time PhD in April 2011 and completes the programme in March 2014. She should be counted as a registration in HESES/EYM 2010/11, 2011/12 and 2012/13. She is counted three times, once for each 12 month period of full-time study, in the academic year in which she first registered and in the two subsequent academic years containing the anniversary of the first registration.
 - iii) A student enrolls for a semesterised full-time undergraduate course that normally starts on 1 October 2012 and finishes on 30 June 2014. She completes the first semester of the first year but drops out in the second semester due to personal reasons. She rejoins the course in the 2013/14 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2014/15 academic year. She should be returned in HESES 2012/13 as 0.5 of a full-time completed registration in Tables 4a, 4b and 5. In 2013/14 and 2014/15 she should be returned on Tables 4a and 5 as a full-time registration.
 - iv) 45 students enrol for a full-time undergraduate degree course in mathematics that starts on 1 October 2012 and finishes on 1 July 2015 (cohort 2). In the previous year, 51 students enrolled on the course (cohort 1). Of the 51 students, 3 changed subject in November, to study physics instead of mathematics, and 1 withdrew from the course in December. For cohort 2, on Tables 4a, 4b and 5 of HESES 2012/13, assumed completed registrations in mathematics would be 41, calculated as $45 - 3$ (i.e. $3/51 \times 45$) $- 1$ (i.e. $1/51 \times 45$) = 41. 3 registrations would be added to those already included for physics and 1 registration would not be included on any of the tables.
 - v) 15 students enrol for a full-time HND in engineering that starts on 5 October 2012 and finishes on 1 July 2014. Based on data from previous years, 2 students are estimated to withdraw in the first year of study. Therefore, 13 assumed completed full-time registrations are returned on HESES 2012/13. The actual number of withdrawals was 1, so 14 assumed completed registrations are returned on EYM 2012/13. Two of the 14 students who completed the first year of the full-time course decide to change their mode

of study to part-time for the final half of the course. Therefore, on HESES 2013/14, 12 assumed completed registrations are returned as full-time, and 2 assumed completed registrations are returned as part-time, along with the registrations already on the part-time course.

- vi) A student enrolls for a full-time 30 month undergraduate course that starts on 1 February 2013 and finishes on 31 July 2015. He should be included as a full-time registration in Tables 4a, 4b and 5 on HESES 2012/13, and again as a full-time registration in Tables 4a and 5 on HESES 2013/14 and HESES 2014/15.
- vii) A student starts a full-time HND course in 2010 and completes the course gaining an HND in 2012. He then goes on to do a top-up year at the same institution in order to gain a degree and completes this in 2013. He would be counted as an undergraduate non-degree new entrant in Table 4b on HESES 2010/11 only, and **not** counted as a new entrant in Table 4b of HESES 2012/13.
- viii) An institution has 10 home and EU postgraduate research students, 3 in departments submitted to UoA 54 and 7 in departments submitted to UoA 55 in the 2008 RAE. UoA 54 has 4 classified FTE Category A staff and the UoA meets the quality and volume threshold to be included in the calculation of QR funding, whilst UoA 55 has 2 classified FTE Category A staff and does not meet the quality and volume threshold. The students in the department submitted to UoA 54 would be returned as fundable, whilst those in the department submitted to UoA 55 would be returned as non-fundable.
- ix) 10 students enrol for an undergraduate diploma starting in May 2013 and finishing in April 2014. In the previous year, out of 15 students starting in May 2012, 2 dropped out in August 2012. 9 assumed completed registrations would be returned on Tables 4a, 4b and 5 of HESES 2012/13, calculated as $10 - 1$ (i.e. $2/15 \times 10$).
- x) 23 students enrol for a full-time first degree course. 2 students fail the first year and do not progress onto the second year of the course, instead, they repeat the whole of their first year on a full-time basis. They would be returned as a registration four times, twice for the first year of their course and once each for the second and third years of the course.
- xi) 57 students enrol for a full-time first degree course starting in October 2011. 2 students fail the first year. The first student failed 2 modules out of a total of 10 modules and so was eligible to progress to the second year providing the 2 failed modules were retaken alongside the second year modules. This student would be returned as a full-time student three times, once for the first year of the course in 2011/12, once for the second year of the course in 2012/13 and once for the third year of the course in 2013/14. The second student failed 5 of the 10 modules taken in the first year and did not progress to the second year of the course. He retook the 5 failed first year modules on a part-time basis in the 2012/13 academic year with the intention of resuming full-time study for the second year of the course in 2013/14. He would be

returned as a full-time student for the first year of the course in 2011/12, as a part-time student in his second year at the institution in 2012/13, and as a full-time student in the second and third years of the course (in his third and fourth year at the institution) in 2013/14 and 2014/15.

- xii) 23 students enrol for a course taught by a franchise partner of a Welsh HEI, for which the Welsh HEI provides quality assurance. The partner is based outside of Wales and the arrangement has not been approved by HEFCW. The 23 students would not be included as fundable registrations on HESES.

Rules for Counting Credit Values

- 1 Only credit values associated with modules, units or courses relating to registrations that are eligible to be counted as defined in Annex G, that are home and EU fundable and are postgraduate taught (excluding full-time PGCE (QTS)) or part-time, should be included in this return. Credit values associated with full-time and sandwich undergraduate and PGCE (QTS) provision are no longer requested to be returned.
- 2 Credit values are used as the volume measure for funding postgraduate taught (excluding full-time PGCE (QTS)) and part-time provision. The numbers of credit values associated with enrolments are calculated by multiplying the total number of enrolments on each module, unit or course by the number of achievable credit values associated with the module, unit or course. For example, if 50 students are registered on a module from which 10 credit values may be achieved, the number of credit values to be recorded is 500. Credit values to be recorded are the credit values associated with the module, unit or course being pursued, not those successfully achieved.
- 3 All credit based data returned should conform to the Credit and Qualifications Framework for Wales (CQFW), except that the level of study should be that of the overall qualification aim and not that of the unit or module, if different. Institutions must not record more than the maximum permitted number of fundable credit values, as shown in paragraph 13 below, for each student over the course as a whole, unless a year of study or part of a year of study is repeated where a student has not progressed to the next year of study (see paragraph 10 below).
- 4 Where an institution has not formally allocated CQFW credit values to elements of its programmes, then notional credit values should be returned on the basis of the CQFW standard. This is 120 credit values for one academic year of HE experience for full-time undergraduates, apart from HNCs, for which the standard is 150 credit values; 180 credit values for postgraduates with one full 12 month year of HE, for example, an MSc with dissertation; and 120 credit values for postgraduate courses of less than a full 12 months, for example, a postgraduate diploma without a dissertation. In this context, it will be helpful to note the CQFW definition of the study year in terms of notional learning time: 1,200 hours for undergraduates (academic year); 1,800 hours for postgraduates (12 month year). (See CQFW Credit Specification and Guidance, paragraph 32.)
- 5 Each module or unit must be assigned to the academic year in which the module or unit started, and all credit values associated with that module or unit shown in HESES in that academic year only. In this way each credit value will be counted once only, even if the module or unit spans two academic years.

- 6 Each credit value should be ascribed to the ASC of the subject taught in the module or unit rather than the subject of the qualification aim of the student. For example, a mathematics module for business students will generally be ascribed to ASC 6, Mathematical Sciences, IT and Computing, not ASC 7, Business and Management. The ASC identified will generally correspond to the JACS code on the module entity of the HESA student record for the subject area of study – see Annex D. However, the level of study of the credit should be assumed to be that of the qualification aim of the student.
- 7 If a course is not yet modularised, notional credit values based on the maximum numbers that can be claimed over the course as a whole should be returned, held in the ASC of the course.
- 8 Only modules essential for the award of the qualification should be counted. Optional or elective modules not essential to the award of the qualification must **not** be counted.
- 9 If part-time students are taking module(s) which are credit bearing but on a not for credit basis, and this is the only study they are undertaking in the reporting year, then the credits associated with these modules can be excluded from the return provided the intention of the student not to take the assessment has been recorded at the outset of the module(s). For HESES purposes, where the module has not yet started by the return date, an estimate of those who intend not to take any assessment can be made and the associated credits excluded from the return, but only where there is a formal process in place to record the students intentions for those modules. It is not a requirement that there is such a process in place, however, in order to exclude these credits from the return, this process must be in place. If there is no process in place, credits relating to students who do not take the assessment for a credit bearing module should continue to be included in columns 1 or 2 and column 3 of the credit value tables as appropriate. The actual number of credits relating to students who declared their intention and subsequently did not take the assessment can be excluded from the end of year monitoring return. This will generally apply to students taking continuing education type provision who are not aiming for a HE qualification aim and have no intention from the outset of gaining credit that can be counted towards one. See examples ix), x) and xi) below.
- 10 Where students repeat a year on a full-time or part-time basis, the length of the course is effectively increased and the maximum number of funded credit values increases accordingly (for example, a part-time degree usually lasting six years where 60 credits are taken per year with a repeat year becomes a seven year degree equivalent to 420 fundable credit values). Credit values associated with students repeating a full year on a full-time basis, where the student has not progressed to the next year of study, should be counted. Similarly, credit values associated with students repeating a semester or part of the year on a part-time basis who have not progressed to the next year of study and are not taking any modules relating to the next year of study, should be counted. However, credit values associated with repeat modules where the student has progressed to the next year of study must **not** be counted, unless the credit values associated with the module were counted as not completed in

the previous year. In such cases, where credit values associated with a repeat module are counted, the maximum number of credit values over the whole course should not exceed those listed in paragraph 13. See examples vii) and viii) below.

- 11 Where a student studying for a full-time course is also studying for a part-time course which is eligible to be counted, as described in paragraph 3 of Annex G, then the credit values relating to modules of the part-time course should be counted.
- 12 The total numbers of credit values recorded as fundable for each course should not exceed the following:

Qualification	Fundable Credit Values	Normal duration if full-time
Professional doctorate	540	3 years
First degree with integrated Master's	480	4 years
First degree, plus sandwich or other year out (as returned on HESES/EYM)	480 (year out included as 120 credits)	4 years (including 1 sandwich or other year out)
First degree, plus sandwich year out (as used for funding purposes)	420 (HEFCW to apply 0.5 weighting for sandwich year out)	
First degree	360	3 years
Foundation degree (with conversion module(s))	240 (+36)	2 years (+ duration of module)
HND	240	2 years
HNC	150	1 year
Master's degree with dissertation	180	1 year (whole 12 months)
Cert HE	120	1 year
Postgraduate diploma	120	1 year
PGCE	120	1 year
Most minor qualifications	60	6 months

If institutions have courses which do not fit into the categories shown above, they should contact HEFCW for advice.

Postgraduate taught courses with dissertations

- 13 Credit values relating to the dissertation element of full-time postgraduate taught courses (excluding PGCE (QTS)) should be returned on the full-time credit values table only.
- 14 Where the dissertation part of the postgraduate taught course starts in the same academic year as the course started, all credit values associated with the course should be returned within that academic year. For example, if a one year full-time postgraduate taught course starts in September 2012 and finishes

in August 2013, and the dissertation associated with that course is started in June 2013, then a student on the course will be returned as a full-time registration on Tables 4a and 5 of HESES 2012/13 and 180 credit values will be returned on Table 1a of HESES 2012/13.

- 15 If the dissertation is started in the academic year following that in which the course was started, the credit values associated with the dissertation should be returned in the academic year in which the dissertation was started. For example, if a one year full-time postgraduate taught course starts in October 2012 and finishes in October 2013 and the dissertation associated with the course is started in August 2013, then a student on the course will be returned as a full-time registration on Tables 4a and 5 of HESES 2012/13, 120 credit values will be returned on Table 1a of HESES 2012/13, and 60 credit values, those associated with the dissertation, will be returned on Table 1a of HESES 2013/14. The student will **not** be returned as a registration on HESES 2013/14.
- 16 Students on one year full-time postgraduate taught courses with a dissertation should always be included as one full-time registration only with up to 180 credit values in total for the course, irrespective of when the dissertation is started.

Non-completions

- 17 A module or unit and the credit values associated with it are counted as completed if all assessment required for that module or unit has been undertaken. Otherwise, the module or unit and the credits associated with it should be counted as not completed. Paragraph 21 below describes how some non-completions may be returned as partial completions.
- 18 Where a student withdraws or drops out of their course having completed some modules or units, or continues but withdraws or drops out of some modules or units, only the credit values associated with those modules or units that were not completed should be included as non-completions. Credit values associated with the completed modules or units should **not** be included as non-completions.
- 19 Credit values associated with students who do not take part in all or some of the required assessment procedures for a module or unit for the year of study, can be counted as completed if the student is assessed after the end of the academic year in order to enable the student to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination for the module or unit within the year, because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework for the module or unit after the end of the academic year, by agreement with the institution. The number of credit values expected to be completed in this way should not be included in the number of non-completions returned in the tables.
- 20 At the return date of HESES, the number of credit values not completed will have to be estimated. In general, estimates should be based on the proportion

of non-completed credit values in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if institutions believe these would provide more accurate estimates. It is not expected that institutions will assess whether each individual will complete a module or unit, rather that a robust method will be used in calculating estimates. It is expected that institutions will examine the data returned on the EYM survey (or end of year data extracted from HESA data) and the HESES survey in previous years to determine if estimates made at HESES were reasonable, and if necessary adjust their methods.

- 21 For **full-time postgraduate taught** courses only, credit values for non-completed modules may be returned as partially completed in the following cases:
- a) *Where the course is semesterised, if*
 - all assessments due for the module during the semester in which the module starts have been undertaken;then, even if there is additional assessment for the module at the end of the year of study, credit values relating to the module for the first semester can be counted as completed.
 - b) *Where the course is not semesterised, if*
 - all assessments due for the module in the first four months of attendance have been undertaken; and
 - there is auditable evidence that the student was still in attendance at the end of the four months;then, even if there is additional assessment for the module at the end of the year of study, half the credit values associated with the module can be returned as completed.

Examples

- 22 Below are some examples of how credit values should be returned. Note that some of the examples assume that the HESES survey will continue to be collected in future. Where the EYM survey is referred to this is the EYM data collection for FEIs and the extract from HESA for HEIs. Examples v), vi) and vii) show how non-completion and transfer rates may be estimated.
- i) A student enrolls for a part-time postgraduate diploma course on 1 October 2011 and completes his programme on 30 September 2013. The number of credit values associated with modules/units commenced in the period 1 October 2011 to 31 July 2012 would appear in HESES/EYM 2011/12; the credit values associated with modules/units commenced in the period 1 August 2012 to 31 July 2013 would appear in HESES/EYM 2012/13; and those associated with modules/units commencing in the period 1 August 2013 to 30 September 2013 (if any) would appear in HESES/EYM 2013/14.
 - ii) A student enrolls for a part-time course on 1 June 2013 and completes the programme on 31 May 2015. The credit values to be recorded in

HESES/EYM 2012/13 would be those associated with modules/units commenced between 1 June 2013 and 31 July 2013 and would be recorded in column 2 of Table 1b. Those relating to modules/units commencing between 1 August 2013 and 31 July 2014 would be recorded in column 1 of Table 1b of HESES/EYM 2013/14; and those relating to modules/units started between 1 August 2014 and 31 May 2015 would be recorded in column 1 of Table 1b of HESES/EYM 2014/15.

- iii) A student enrolls for a part-time HNC on 1 October 2012 and finishes on 30 June 2014. All credit values associated with modules/units started in the period 1 October 2012 to 31 July 2013 would be recorded in HESES/EYM 2012/13 and all credit values associated with modules/units started in the period 1 August 2013 to 30 June 2014 would be recorded in HESES/EYM 2013/14. The overall total number of fundable credit values for the course as a whole recorded in HESES/EYM 2012/13 and 2013/14 should not exceed 150 credit values.
- iv) A student enrolls on a full-time one year postgraduate diploma starting in April 2013, leading to 120 credit values in total, with 70 credit values relating to modules started before 1 August 2013, and 50 credit values relating to modules started on or after 1 August 2013. He would be returned as one full-time registration in Tables 4a and 5 of HESES 2012/13. The 70 credit values associated with modules started in the 2012/13 academic year would be returned in column 2 of Table 1a of HESES 2012/13 and the 50 credit values associated with the modules/units started in the 2013/14 academic year would be shown in column 1 of Table 1a of HESES 2013/14. He has been returned as one full-time registration, with 120 credits in total.
- v) 30 students enrol for a part-time undergraduate degree course in English (ASC 9) that starts on 1 October 2012 and finishes on 1 July 2018. Based on previous year's data, 2 of the students are estimated to change course to business studies (ASC 7). The modules that the students take in the first year are year-long and count for 60 credit values in total. In column 1 of Table 1b, $30 \times 60 = 1,800$ credit values are returned in ASC 9. In column 2, $2 \times 60 = 120$ credit values are returned as a negative number in ASC 9, and $2 \times 60 = 120$ credit values are returned in ASC 7. The total assumed completed credit values associated with these 30 students would be 1,680 in ASC 9 and 120 in ASC 7.
- vi) 40 students registered for a part-time economics degree course enrol on a year long econometrics module (ASC 6). Based on the previous year's data, it is estimated that 6 will transfer to a social science module (ASC 8) after 1 November, while remaining on the same economics degree course. Each module is worth 30 credit values. 1,200 credit values would be shown in ASC 6 in column 1 of Table 1b, 180 credit values would be shown in ASC 8 in column 2 of Table 1b and 180 credit values would be shown in ASC 6 in column 2 of Table 1b as a negative number.
- vii) 10 students enrol for a part-time distance learning course in English starting in May 2013. The first module of the course, which is worth 20 credit values,

starts in May 2013 and finishes in October 2013. In the previous year, out of 12 students starting the equivalent module, 1 withdrew from the module in June and 2 withdrew from the module in August, having taken no assessment for the module. In HESES 2012/13, in column 2 of Table 1b, $10 \times 20 = 200$ credit values are returned in ASC 9. In column 3, an estimate of the number of credit values not completed, based on previous years data, calculated as $3/12 \times 10 \times 20 = 50$, is returned in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 150.

- viii) 57 students enrol for a part-time first degree course in October 2012. 1 student fails 2 out of 3 modules taken in the first year and does not progress to the second year of the course. All modules are worth 20 credits each. The student retakes the 2 failed first year modules in the 2013/14 academic year with the intention of resuming study for the remainder of the course in 2014/15. In the first year of the course, 60 completed credit values would be returned on Table 1b of HESES 2012/13 for the student. For the year in which the student repeated the 2 failed modules, 40 credit values would be returned, on Table 1b of HESES 2013/14. For the second year of the course (the student's third year at the institution), 60 credit values would be returned on Table 1b of HESES 2014/15, and similarly, 60 credit values would be returned for each subsequent year. The number of credit values returned in total for this student over the whole course, assuming they took 60 credits per year for the rest of the course and did not repeat any more modules, which has taken seven years, would be 400.
- ix) A part-time module worth 10 credits starts in October 2012, finishing in December 2012. 23 students enrol on the module, which is the only module they are taking in the year, and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 6 students declare that they will not be taking the exam and so will be taking the module on a not for credit basis. 170 credits are returned in column 1 of Table 1b of HESES 2012/13, relating to the 17 students who intend taking the assessment for the course. Of the 6 students who declared they would not take the exam, 1 changes their mind and sits the exam in December. Therefore, in column 1 of Table 1b of EYM 2012/13, 180 credits are returned.
- x) A part-time course, consisting of 1 module worth 20 credits, starts in October 2012, finishing in May 2013. 15 students enrol on the course, some of whom are not intending to submit the coursework due in December and in May. 300 credits are returned in column 1 of Table 1b relating to the 15 students on the module. The credits relating to those that do not submit the coursework are returned as non-completions in column 3.
- xi) A part-time module worth 15 credits starts in January 2013, finishing in June 2013. 10 students enrol on the module and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 9 students declare that they intend to take the exam. 3 of the 10 students subsequently do not take the exam. For the same module in January 2014, 20 new students are predicted to enrol on

the module. Therefore, 18 students are predicted to declare they are taking the exam ($9/10 \times 20 = 18$) and $18 \times 15 = 270$ credits are returned in column 2 of Table 1b of HESES 2013/14. 6 students ($3/10 \times 20$) are predicted not to take the exam, therefore $4 (6 - 2) \times 15 = 60$ credits are returned as non-completions in column 3 of Table 1b of HESES 2013/14.

Table Descriptions

Directly funded HEIs and FEIs

- 1 In all tables, franchised out students and associated credit values should be returned by the franchisor only (see Annex A, paragraphs 9 and 10). For the Centres of Teacher Education, where there are two partners in the Centre, on all tables except Table 4b, only the lead financial institution should return data relating to ITT (QTS) provision (see Annex A, paragraph 18). On Table 4b, each partner of the Centres of Teacher Education should return the provision taking place at their own institution.
- 2 Tables 1a and 1b correspond to the full-time and part-time modes of study defined in Annex E. These tables are mutually exclusive and together should sum to the total number of credit values associated with postgraduate (excluding full-time PGCE (QTS)) and part-time home and EU fundable registrations for the academic year 2012/13. Credit values are required by ASC and level of study.

Table 1a Full-time postgraduate taught (excluding PGCE (QTS)) home and EU fundable registrations for the academic year 2012/13 in terms of the credit values associated with the modules, units or courses started in the current academic year.

Table 1b Part-time undergraduate and postgraduate taught home and EU fundable registrations for the academic year 2012/13 in terms of the credit values associated with the modules, units or courses started in the current academic year, including credit values associated with CE students, Community University of North Wales students and students on Ufi courses.

- 3 Tables 2a and 2b collect information about full-time ITT (QTS) registrations between 1 August 2012 and 1 November 2012 inclusive. For institutions that are part of Centres of Teacher Education, where there are two partners in the Centre, the lead financial institution should return these tables for the whole Centre. For 2012/13, the lead institution must complete two sets of Tables 2a and 2b, one for each member of the Centre.

- Table 2a Home and EU fundable registrations in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with additional columns for new entrants and numbers gaining QTS. Within the 24 secondary subjects it should be noted that:
- i. Mathematics includes Statistics;
 - ii. Physical Education includes Movement Studies and Dance.
- Table 2b Home and EU fundable undergraduate registrations in ASC 11a from column 1 of Table 2a within primary and secondary education. Data are collected for each year of the course. Registrations on 2 year, 3 year and 4 year courses should be identified separately for each year of the course.
- 4 Table 2c collects information about part-time ITT (QTS) registrations and associated credit values for the academic year 2012/13. This table is to be completed only by the OU in Wales.
- Table 2c (registrations) Home and EU fundable registrations in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with additional columns for new entrants and numbers gaining QTS.
- Table 2c (credit values) Home and EU fundable credit values in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with an additional column for credit values associated with new entrants.
- Within the 24 secondary subjects it should be noted that:
- i. Mathematics includes Statistics;
 - ii. Physical Education includes Movement Studies and Dance.
- 5 Table 3 requests information on assumed completed medicine and dentistry registrations.
- Table 3 Completed home and EU fundable full-time undergraduate medicine and dentistry (ASC 1) registrations for the academic year 2012/13, by year of the course. The data returned here must, in total, match the data returned in column 1a of Table 5 in ASC 1.
- 6 Table 4a requests information on all assumed completed registrations.

- Table 4a Completed student registrations for the academic year 2012/13 by level of study (with undergraduate split into degree and non-degree), mode of study, whether franchised out or not (undergraduate only) and residential status and eligibility for mainstream funding.
- 7 Tables 4b and 5 request information on assumed completed home and EU fundable registrations.
- Table 4b Completed home and EU fundable student registrations who are full-time undergraduate or PGCE (QTS) new entrants for the academic year 2012/13 by ASC, level of study, whether franchised out or not and residential status. The data returned here, for provision other than ITT (QTS) provision in those Centres of Teacher Education with two partners, are a subset of those returned in Table 4a.
- Table 5 Completed home and EU fundable student registrations for the academic year 2012/13 by level of study (with undergraduate split into degree and non-degree), mode of study, whether franchised out or not (undergraduate only) and ASC. The data returned here must, in total, match the data returned in columns 1a, 2a and 3a of Table 4a, by level of study, for full-time, sandwich year out and part-time study respectively.
- 8 Table 6 requests information on assumed completed home and EU fundable full-time undergraduate ERASMUS registrations on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a year out as some consecutive combination of these categories. Also requested on Table 6 is the number of assumed completed home and EU fundable full-time or sandwich year out undergraduate registrations on a non-ERASMUS study or work placement year abroad for a whole year.
- Table 6 Completed home and EU fundable full-time undergraduate ERASMUS registrations, on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories, plus completed home and EU fundable full-time or sandwich year out undergraduate registrations on a non-ERASMUS study or work placement year abroad. The data returned here are a subset of those returned in Table 5.
- 9 Table 7 requests information about home and EU fundable Performance Element provision at the University of Glamorgan. This table is only to be completed by the University of Glamorgan.

Table 7 (credit values)	Full-time and part-time home and EU fundable registrations for the academic year 2012/13, by level of study, in terms of the credit values associated with the modules, units or courses started in the current academic year, that are part of the Performance Element provision in ASC 10. The postgraduate and part-time data returned here are a subset of those returned in Tables 1a and 1b.
Table 7 (registrations)	Completed home and EU fundable student registrations for the academic year 2012/13 by level of study and mode of study, that are part of the Performance Element provision in ASC 10. The data returned here are a subset of the data returned in columns 1a, 1e, 3a, 3b and 3e of Table 5 in ASC 10.

Column Descriptions of the Tables

Directly funded HEIs and FEIs

- 1 In all tables, franchised out students and associated credit values should be returned by the franchisor only (see Annex A, paragraphs 9 and 10) and included in all relevant columns. For the Centres of Teacher Education, where there are two partners in the Centre, on all tables, except Table 4b, only the lead financial institution should return data relating to ITT (QTS) provision (see Annex A, paragraph 18). On Table 4b, each partner of the Centres of Teacher Education should return the provision taking place at their own institution.
- 2 Data returned in Tables 1a, 1b, 2a, 2b, 2c, 6 and credit value data returned in Table 7 must be whole numbers. Data returned in Tables 3, 4a, 4b, 5 and registration data returned in Table 7 may be returned to one decimal place, where full-time taught partial completions are included as 0.5 of a completion. However, institutions should note that where there has been apportionment of registrations between ASCs, figures must be rounded to whole numbers as described in Annex D, paragraph 5.

Tables 1a and 1b – full-time postgraduate taught and part-time credit values

- 3 These tables request data on credit values for home and EU fundable postgraduate taught (excluding full-time PGCE (QTS)) and part-time students, but not full-time and sandwich undergraduate, full-time PGCE (QTS) and postgraduate research students. The credit values should be returned in accordance with the guidelines set out in Annex H. Note that some students excluded from Tables 4a and 5 as non-completions may be shown as completing modules or credit values in Tables 1a and 1b. Similarly, final year students on non-standard academic year courses may be excluded from Tables 4a and 5 but credit values for modules relating to those students may be recorded in Tables 1a and 1b.
- 4 Each table has four principal columns.
- 5 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2012 and 1 November 2012 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2012.
- 6 **Column 2:** Predicted numbers of credit values arising from forecast new registrations on modules, units or courses after 1 November 2012. Figures recorded here should be predictions after allowance for transfers after 1 November 2012.

- 7 **Column 3:** Estimated numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2012. Credit values returned in column 3 are a subset of those returned in columns 1 and 2. Non-completions are defined in Annex H, paragraphs 17 to 21.
- 8 **Column 4:** This shows the overall assumed completed credit values to be used in the calculations of the main teaching funding arising from registrations on modules, units or courses for the academic year 2012/13. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.
- 9 Table 1c has one additional column.
- 10 **Column 5:** Numbers of assumed completed credit values associated with students franchised out between 1 August 2012 and 31 July 2013 inclusive. See Annex A, paragraphs 9 and 10 for more details. Credit values returned here should be net of all known or predicted transfers and non-completions, consistent with column 4, and are a subset of the data returned in column 4.

Table 2a – ITT (QTS) home and EU fundable full-time student registrations (ASC 11a)

- 11 **Column 1:** Numbers of home and EU fundable full-time registrations between 1 August 2012 and 1 November 2012 inclusive, broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2012.
- 12 **Column 2:** Numbers of home and EU fundable full-time new entrant registrations consistent with column 1. Those registrations repeating the first year of the course should be excluded from this column.
- 13 **Column 3:** Numbers of home and EU fundable full-time registrations forecast to complete their studies and gain QTS at the end of the academic year 2012/13, consistent with column 1.

Table 2b – ITT (QTS) home and EU fundable full-time undergraduate registrations by year and length of course (ASC 11a)

- 14 **Columns 1 to 4:** Home and EU fundable full-time undergraduate registrations between 1 August 2012 and 1 November 2012 inclusive, broken down into primary and secondary education for each year of the course and by total length of the course. The data returned here must match data returned in column 1 of Table 2a.
- 15 **Column 5:** This shows the overall number of home and EU fundable full-time undergraduate registrations between 1 August 2012 and 1 November 2012. It is the sum of columns 1 to 4. The calculation is done automatically in the spreadsheet.

Table 2c – ITT (QTS) home and EU fundable part-time student registrations (ASC 11a)

Registrations:

- 16 **Column 1a:** Numbers of home and EU fundable part-time registrations between 1 August 2012 and 1 November 2012 inclusive, broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2012.
- 17 **Column 2a:** Predicted number of home and EU fundable part-time registrations after 1 November 2012, broken down by subject of study, for ASC 11a. Figures recorded here should be predictions after allowance for transfers after 1 November 2012.
- 18 **Column 3a:** Numbers of home and EU fundable part-time new entrant registrations consistent with columns 1 and 2. Those registrations repeating the first year of the course should be excluded from this column.
- 19 **Column 4a:** Numbers of home and EU fundable part-time registrations forecast to complete their studies and gain QTS at the end of the academic year 2012/13, consistent with columns 1 and 2.

Credit Values:

- 20 **Column 1b:** Numbers of home and EU fundable part-time credit values arising from registrations between 1 August 2012 and 1 November 2012 inclusive, broken down by subject of study, for ASC 11a. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2012.
- 21 **Column 2b:** Predicted numbers of home and EU fundable part-time credit values arising from forecast new registrations after 1 November 2012 broken down by subject of study, for ASC 11a. Figures recorded here should be predictions after allowance for transfers after 1 November 2012.
- 22 **Column 3b:** Number of credit values associated with home and EC fundable part-time new entrant registrations, consistent with columns 1 and 2. Those credit values associated with registrations repeating the first year of the course should be excluded from this column.

Table 3 – medicine and dentistry registrations by year of course (ASC 1)

- 23 **Columns 1 to 7:** Home and EU fundable full-time undergraduate assumed completed registrations for the academic year 2012/13 included in ASC 1 of column 1a of Table 5 recorded by year of the course with preliminary year (year 0) students shown separately. Intercalated students registered at Cardiff University and studying there should be shown in column 7 (registrations on intercalated year). Students returning from intercalated study should be shown in the sub-column 5b.

- 24 **Column 8:** This shows the overall number of home and EU fundable full-time undergraduate assumed completed registrations. It is the sum of columns 1 to 7. The calculation is done automatically in the spreadsheet.

Table 4a – full-time, sandwich year out and part-time registrations

- 25 Table 4a requests data on assumed completed registrations for the academic year 2012/13 for all students by mode of study, level of study (with undergraduate split into degree and non-degree), whether the registration is franchised out or not and residential status and eligibility for mainstream funding. Registrations should be returned in accordance with the guidelines set out in Annex G.
- 26 There are four principal columns.
- 27 **Column 1:** Numbers of completed full-time registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 28 **Column 2:** Numbers of completed sandwich year out registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 29 **Column 3:** Numbers of completed part-time registrations, split into home and EU fundable, home and EU non-fundable and Island and overseas. Figures should be net of all known or predicted transfers, withdrawals and dropouts.
- 30 **Column 4:** This shows the overall number of assumed completed registrations. It is the sum of columns 1, 2 and 3, split into home and EU fundable, home and EU non-fundable and Island and overseas. The calculation is done automatically in the spreadsheet.

Table 4b – full-time undergraduate and PGCE (QTS) home and EU fundable new entrant registrations

- 31 Table 4b requests data on assumed completed new entrants for the academic year 2012/13 for full-time undergraduate and PGCE (QTS) students by ASC, level of study, whether or not they are franchised out and residential status. The data are a subset of those returned on Table 4a. New entrants should be returned in accordance with the guidelines set out in Annex G.
- 32 **Columns 1a to 1c:** Number of completed new entrants that have Welsh or EU residential status and are not franchised out, split by level of study. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 33 **Columns 2a to 2c:** Number of completed new entrants that have Welsh or EU residential status and are franchised out, split by level of study. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

- 34 **Columns 3a to 3c:** Number of completed new entrants that have home residential status other than Welsh and are not franchised out, split by level of study. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 35 **Columns 4a to 4c:** Number of completed new entrants that have home residential status other than Welsh and are franchised out, split by level of study. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 36 **Column 5:** Total number of completed home and EU new entrants. The calculation is done automatically in the spreadsheet.

Table 5 – full-time, sandwich year out and part-time home and EU fundable registrations by ASC

- 37 Table 5 requests data on assumed completed registrations for the academic year 2012/13 for home and EU fundable students only, by mode of study, level of study (with undergraduate split into degree and non-degree), whether the registration is franchised out or not and ASC. Registrations should be returned in accordance with the guidelines set out in Annex G.
- 38 **Columns 1a to 1f:** Numbers of completed full-time home and EU fundable registrations for franchised out undergraduate degree and non-degree, not franchised out undergraduate degree and non-degree, postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 39 **Columns 2a to 2f:** Numbers of completed sandwich year out home and EU fundable registrations for franchised out undergraduate degree and non-degree, not franchised out undergraduate degree and non-degree, postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 40 **Columns 3a to 3f:** Numbers of completed part-time home and EU fundable registrations for franchised out undergraduate degree and non-degree, not franchised out undergraduate degree and non-degree, postgraduate taught and postgraduate research provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 41 **Columns 4a to 4c:** This shows the overall assumed number of completed home and EU fundable registrations for undergraduate, postgraduate taught and postgraduate research provision, respectively. Column 4a is the sum of columns 1a to 1d, 2a to 2d, 3a to 3d; column 4b is the sum of columns 1e, 2e and 3e; and column 4c is the sum of columns 1f, 2f and 3f. The calculations are done automatically in the spreadsheet.

Table 6 – ERASMUS and non-ERASMUS year abroad registrations

- 42 **Column 1:** Total number of assumed completed home and EU fundable full-time undergraduate ERASMUS registrations on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories for the academic year 2012/13 consistent with columns 1a and 1c of Table 5; plus total number of assumed completed home and EU fundable full-time undergraduate non-ERASMUS study or work placement year abroad registrations for the academic year 2012/13, consistent with columns 1a to 1d and 2a to 2d of Table 5. Registrations for ERASMUS exchange year out registrations, work placement year out registrations, language assistants, year out registrations as a consecutive combination of exchange, work placement or language assistant and non-ERASMUS study and work placement year abroad registrations are shown in separate rows.

Table 7 – full-time and part-time home and EU fundable credit values and registrations for Performance Element provision in ASC 10

- 43 Table 7 requests information about Performance Element provision in ASC 10 at the University of Glamorgan.

Credit Values:

- 44 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2012 and 1 November 2012 inclusive, by mode and level of study. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2012.
- 45 **Column 2:** Predicted numbers of credit values arising from forecast new registrations on modules, units or courses after 1 November 2012, by mode and level of study. Figures recorded here should be predictions after allowance for transfers after 1 November 2012.
- 46 **Column 3:** Estimated numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2012, by mode and level of study. Credit values returned in column 3 are a subset of those returned in columns 1 and 2. Non-completions are defined in Annex H, paragraphs 17 to 21.
- 49 **Column 4:** This shows the overall assumed completed credit values arising from registrations on modules, units or courses for the academic year 2012/13, by mode and level of study. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.

Registrations:

- 50 **Columns 1a and 1e:** Numbers of completed full-time home and EU fundable registrations for undergraduate degree and postgraduate taught provision,

respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

- 51 **Columns 3a/3b and 3e:** Numbers of completed part-time home and EU fundable registrations for undergraduate (not including franchised out) and postgraduate taught provision, respectively. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 52 **Columns 4a and 4b:** This shows the overall assumed number of completed home and EU fundable registrations for undergraduate and postgraduate taught provision, respectively. Column 4a is the sum of columns 1a and 3a/3b; column 4b is the sum of columns 1e and 3e. The calculations are done automatically in the spreadsheet.

HESA/HESES Mappings and End of Year Monitoring Data Extraction Criteria

- 1 This annex provides mappings which HEFCW will use to extract data from the HESA student record to get information on a comparable basis to those previously collected on the EYM survey. It also provides mappings used to analyse HESA data and provide information on a comparable basis to those collected on the HESES survey for those data not collected at EYM. It should be noted that in some cases it is not possible to define HESES and EYM categories entirely in terms of HESA fields. In particular, where students follow non-standard academic years and patterns of study within the institution are not the same from year to year, there may be discrepancies in comparisons made.
- 2 In all cases, the HESES rules must be followed when completing the HESES returns. It should not be assumed that students fall into a particular HESES category solely on the basis of the coding of HESA fields shown in this annex. The mappings show the name of the relevant HESA field in the form of ENTITY.FIELDNAME. Guidance relating to the HESA fields can be found in the HESA coding manuals, available at www.hesa.ac.uk.

HESES/EYM population

- 3 The following categories of students are excluded from the HESES population:

Students not studying towards a recognised HE qualification aim or a credit that can be counted towards one	COURSE.COURSEAIM = All P, Q, R, S, X codes and C99, H99, I99, J99, L99, M99.
Dormant or sabbatical	INSTANCE.MODE = 51, 63, 64
Incoming exchange students	INSTANCE.EXCHANGE = 2, 4, 8, 9, A
Students studying for less than 3% FTE	INSTANCE.STULOAD < 3
Specific exclusions	INSTANCE.FUNDCOMP = 9

- 4 The following students, though in the population, will not be counted as registrations for HESES/EYM (some credit values associated with these students may be counted where a module is started in 2012/13):

Writing up students	INSTANCE.MODE = 43, 44
Students in their final year attending a course which follows	INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31072013 and

a non-standard academic year $INSTANCE.ENDDATE \leq$ anniversary of
 INSTANCE.COMDATE in 2012/13 plus
 two weeks

HESES/EYM categorisation

Residential status and eligibility for mainstream funding

- 5 Students will be categorised into residential status and eligibility for funding as follows:

Home and EU fundable	INSTANCE.FUNDCODE = 1
Home and EU non-fundable	INSTANCE.FUNDCODE = 2 and INSTANCE.FEEELIG = 1, 3
Island and overseas	Otherwise

- 6 Home and EU new entrants (as returned on HESES) will be further categorised into residential status by using domicile as a proxy for residential status (see paragraph 15 below):

Assignment to ASCs

Registrations

- 7 Full-time registrations will be assigned to ASCs on the basis of the JACS codes shown in COURSESUBJECT.SBJCA and the proportions in each subject shown in COURSESUBJECT.SBJCNT, with the exceptions of full-time undergraduate medicine and dentistry (ASC 1) and undergraduate and postgraduate taught ITT (QTS) (ASC 11a). The mapping between JACS codes and ASCs shown in Annex D will be used.
- 8 Full-time undergraduate medicine and dentistry registrations will be assumed to be those with all course subjects of study in JACS codes A as they cannot be split between ASCs. Students on courses coded as both pre-clinical and clinical medicine or dentistry will be categorised into pre-clinical or clinical based on the year of programme (e.g. if a course is coded as 50% A100 and 50% A300 then if the first year of the course is known to be pre-clinical, then students in the first year will be coded as pre-clinical medicine). ASCs will be assigned as follows:

	COURSESUBJECT.SBJCA
Pre-clinical medicine	A100
Clinical medicine	A300
Pre-clinical dentistry	A200
Clinical dentistry	A400

- 9 Full-time undergraduate medical and dental registrations will be further categorised as follows:

Registrations on intercalated years	COURSE.COURSEAIM = H24
	INSTANCE.YEARPRG
Year 0	00
Year 1	01
Year 2	02
Year 3	03
Year 4	04

- 10 Registrations will be assigned to ASC 11a, ITT (QTS), where COURSE.TTCID = 1. Registrations will be further categorised as follows:

Primary phase	INSTANCE.ITTPHSC = 15 to 19, 53, 61-65
Secondary phase	INSTANCE.ITTPHSC = 24 to 26, 55 to 57 Subject of study will be assigned using COURSESUBJECT.SBJCA and COURSESUBJECT.SBJCNT
Gained QTS	QUALIFICATIONSAWARDED.OUTCOME = 1
	INSTANCE.YEARPRG
Year 1	01
Year 2	02
Year 3	03
Year 4	04

Credits

- 11 Credit values, taken from MODULE.CRDTPTS, are assigned to ASCs according to the JACS codes of the module, returned in MODULESUBJECT.MODSBJ, and the respective proportions in each subject, returned in MODULESUBJECT.MODSBJP, using the mapping in Annex D. Exceptions to this are medicine and dentistry courses and ITT (QTS) courses. Modules can only be assigned to these subjects if the course is medicine and dentistry or ITT (QTS).

Mode of study

- 12 Mode of study is categorised as follows:

Full-time	INSTANCE.MODE = 01, 52, 53 or INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE ≠ 1
Full-time sandwich year out	INSTANCE.MODE = 23, 24 and INSTANCE.LOCSDY = D, E and INSTANCE.SPECFEE = 1
Part-time	Otherwise

Level of study

13 Level of study is categorised as follows:

Undergraduate degree	COURSE.COURSEAIM = H00, H11, H16, H18, H22, H23, H24, I00, I11, I16, M22, M26
Undergraduate non-degree	COURSE.COURSEAIM = All other H codes except H99 and except H71 where INSTANCE.TTCID=1 and mode is part- time, All other I codes except I99, All J codes except J99, All C codes except C99 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID ≠ 1
Postgraduate taught	COURSE.COURSEAIM = All E codes, All other M codes except M99 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID = 1 or (part-time only) COURSE.COURSEAIM = H71 and INSTANCE.TTCID = 1
Postgraduate research	COURSE.COURSEAIM = All L and D codes except L99

New entrants

14 New entrants are categorised as follows:

New entrants	INSTANCE.YEARSTU = 01
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15 New entrants will be considered home and EU fundable where
INSTANCE.FUNDCODE = 1 (see paragraph 5) and will be further categorised
into residential status, using domicile as a proxy, as follows:

Welsh and EU residential status	ENTRYPROFILE.DOMICILE = XI, AT,
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BE, BG, XA, CZ, DK, EE, EU, FI, AX, FR, GF, GP, MQ, RE, DE, GR, HU, IE, IT, LV, LT, LU, MT, NL, PL, PT, RO, SK, SI, ES, IC, SE.

Other home residential status Otherwise

- 16 In addition to the criteria in paragraph 14 above, ITT (QTS) registrations, for the purposes of Tables 2a and 2c only, will be counted as new entrants if INSTANCE.YEARPRG = 01.

Students franchised out

- 17 Part-time and full-time students that are franchised out are counted as those that have all modules taught at another institution:

Franchised out registrations MODULE.PCOLAB = 100 for all modules taken

ERASMUS and non-ERASMUS year abroad registrations

- 18 ERASMUS undergraduate students on whole year placement on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories, and undergraduate non-ERASMUS study years abroad are categorised as follows:

ERASMUS exchange out, placement out, language assistant or combination of these categories registrations	INSTANCE.SPECFEE = 3
Non-ERASMUS study year abroad registrations	INSTANCE.MODE = 52, 53 and INSTANCE.SPECFEE ≠ 3 Or INSTANCE.SPECFEE = 2 and Or INSTANCE.LOCSDY = F and INSTANCE.SPECFEE ≠ 3

- 19 Note that for study year abroad registrations, some students may have been coded as sandwich year out with INSTANCE.SPECFEE = 1. Therefore, the mapping above is not exact as it is not possible to determine whether these students are abroad. Also note that non-ERASMUS work placement years abroad are not currently identifiable on the HESA student record.

Registrations up to 1 November

- 20 The following registrations will be assumed to be those registrations up to 1 November, counted on Tables 2a, 2b and 2c of HESSES and Tables 2a and 2b of EYM:

Those who complete on or before 1 November 2012 and are on a standard academic year	INSTANCE.ENDDATE ≤ 01112012 and INSTANCE.FUNDCOMP = 1 and INSTANCE.TYPEYR = 1
Those who started on or before 1 November 2012	INSTANCE.COMDATE ≤ 01112012

Registrations after 1 November

- 21 The following registrations will be assumed to be those registrations after 1 November, counted on Table 2c of HESES and Table 2b of EYM:

Those who started after 1 November 2012	INSTANCE.COMDATE > 01112012
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Completions

- 22 Registrations that are eligible to be counted on HESES/EYM are assumed to be completed as follows:

Registrations that completed the year of programme, or have yet to complete but not failed to complete	INSTANCE.FUNDCOMP = 1, 3
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- 23 For full-time and sandwich year out taught students eligible to be counted on HESES/EYM, registrations will be assumed to fit the definition of a partial completion as follows, and will be counted at 0.5:

Registrations that partially completed the year of programme	INSTANCE.FUNDCOMP = 4
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- 24 Where completion status is not known (students are yet to complete but have not failed to complete), estimation methods may be used to estimate the number of students that go on to complete.

Assignment of credit values to columns in Tables 1a and 1b

- 25 For all columns of data, modules will be counted if they fit the following criteria.

Modules started in 2012/13	STUDENTONMODULE.MODSTAT = 2, 3
Module is countable	STUDENTONMODULE.MODCOUNT = 2
Module is not on a not-for-credit basis	STUDENTONMODULE.MODOUT ≠ 5

The number of credit points counted will be taken from MODULE.CRDTPTS.

Column 1

- 26 Credit values for modules associated with the following registrations, that were started in the 2012/13 academic year, will be assumed to be in column 1 of Tables 1a and 1b:

Those who started on or before 1 November 2012	INSTANCE.COMDATE ≤ 01112012
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Column 2

- 27 Credit values for modules associated with the following registrations, will be assumed to be in column 2 of Tables 1a and 1b:

Those who started after 1 November 2012	INSTANCE.COMDATE > 01112012
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Column 3

- 28 Credit values included in columns 1 and 2 will be counted as not completed where:

Modules not completed	STUDENTONMODULE.MODOUT = 4, A, B or STUDENTONMODULE.MODOUT = 3 and mode of study is part-time
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- 29 Credit values included in columns 1 and 2 will be assumed to be partially completed, and counted at 0.5, where:

Modules assumed partially completed	STUDENTONMODULE.MODOUT = 3 and mode of study is full-time or sandwich
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- 30 Proportions in each module outcome for modules with known outcomes will be used to estimate the number of credit values associated with modules coded with unknown outcome (STUDENTONMODULE.MODOUT = 6) that are not completed and these will also be counted in column 3.

Column 4

- 31 Column 4 credit values will be calculated as columns 1 plus 2 minus column 3.

Column 5 (Table 1b)

- 32 Franchised out modules for part-time students are counted as those not taught by the institution:

Franchised out modules	MODULE.PCOLAB > 0
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- 33 The number of credit values counted as franchised out for part-time students is calculated as:

Franchised out credit values	MODULE.PCOLAB x MODULE.CRDTPTS
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Workbook Notes

- 1 An Excel workbook containing spreadsheet versions of the tables to complete for the HESES 2012/13 return will be e-mailed to data contacts at individual institutions.
- 2 The e-mail will contain an Excel workbook saved in Excel 2007 and prefixed with a four character code identifying the institution, as follows.

Workbook name	Tables included
____HESES.xlsx	Tables 1 to 7

- 3 Each table is contained in a separate worksheet within the workbook and worksheets are named after the relevant table.
- 4 In addition to the worksheets containing the tables to be completed, a worksheet containing a summary of the information returned on the tables together with data from previous years, is included in the HESES workbook. This summary worksheet contains a comparison of HESES and EYM data for credit values and registrations for 2006/07 to 2012/13, where data have been collected. The tables presented in this worksheet are for information only and no data should be entered in this table.
- 5 If the workbooks are corrupt or unreadable please contact John Wheeler (hestats@hefcw.ac.uk, 029 2068 2262) for assistance.
- 6 It is advisable to make a backup copy of the blank workbooks before attempting to edit any of the tables.
- 7 Institutions must not attempt to change the structure of the workbook by adding or deleting worksheets, rows or columns, or by overwriting or deleting any formulae. Worksheets contain information critical to loading of the data and it is essential that the structure of the workbook is not changed in any way.
- 8 Each workbook should be saved in Excel on completion, using the same filename and extension as that originally supplied. Names of the individual worksheets must not be changed.
- 9 The workbook includes a number of validation checks (see Annex M). Institutions should ensure their data pass all validation checks before the workbooks are returned.
- 10 The name of the person completing the tables and the date of completion must be entered in the workbook, in the boxes provided. This information, once entered in the worksheet containing Table 1a, is automatically completed in the worksheets containing Tables 1b to 7.

- 11 The completed workbooks should be returned by e-mail to hestats@hefcw.ac.uk. We will confirm receipt of e-mail returns.

Validation Checks

- 1 A number of validation checks have been built into the Excel workbook containing Tables 1 to 7 (see Annex O) and these are listed in paragraphs 3 to 18 below. The validation checks can be found to the right of the corresponding tables.
- 2 If data pass a particular validation check, a validation cell above the table will read 'Validation #: OK'; if data fail, the validation cell will read 'Validation #: Failure' (# denotes the particular validation check). If there is a validation failure, the cell causing the error will read 'ERROR' and be highlighted in red in the relevant validation check to the right of the table.
- 3 **Validation check 1:** In Tables 1a, 1b and 7, if there is an entry in column 3, there must be an entry in column 1, column 2 or both columns 1 and 2.
- 4 **Validation check 2:** In Tables 1a, 1b and 7, credit values entered in columns 1, 2 and 3 must be whole numbers.
- 5 **Validation check 3:** In Table 1b, values entered in column 5 must be whole numbers.
- 6 **Validation check 4:** In Table 1b, for each level and ASC, franchised out credit values (column 5) \leq total credit values (column 4).
- 7 **Validation check 5:** In Table 2a for each level and ASC, new entrants (column 2) \leq registrations between 1 August and 1 November (column 1).
- 8 **Validation check 6:** In Table 2a for each level and ASC, forecast registrations gaining QTS (column 3) \leq registrations between 1 August and 1 November (column 1).
- 9 **Validation check 7:** In Table 2b, the primary and secondary totals = the corresponding totals of Table 2a (column 1) for undergraduate provision.
- 10 **Validation check 8:** In Table 2c (registrations) for each level and ASC, new entrants (column 3) \leq registrations for 2012/13 (column 1 & column 2).
- 11 **Validation check 9:** In Table 2c (registrations) for each level and ASC, forecast registrations gaining QTS (column 4) \leq registrations for 2012/13 (column 1 & column 2).
- 12 **Validation check 10:** In Table 2c (credit values) for each level and ASC, new entrant credit values (column 3) \leq total credit values for 2012/13 (column 1 & column 2).

- 13 **Validation check 11:** In Table 3, the total across all years (including intercalated students) = full-time undergraduate registrations shown in ASC 1, Table 5 (columns 1a and 1c).
- 14 **Validation check 12:** In Tables 4a, 4b and 5, all values entered must be to no more than 1 decimal place and must be a multiple of 0.5.
- 15 **Validation check 13:** In Table 4b, for each undergraduate level of study and ASC, home and EU fundable new entrant registrations \leq corresponding totals by ASC for full-time undergraduate registrations in Table 5, excluding ITT (QTS).
- 16 **Validation check 14:** In Table 5 for each mode and level, total registrations = the corresponding total home and EU fundable registrations in Table 4a.
- 17 **Validation check 15:** In Table 6, total registrations \leq total undergraduate registrations returned in Table 5 (columns 1a, 1c, 2a and 2c).
- 18 **Validation check 16:** In Table 7, for each level, assumed completed credit values or registrations \leq assumed completed credit values or registrations in ASC 10, Tables 1a, 1b and 5, for postgraduate and part-time.
- 19 In addition to the above validation checks, some of the tables contain credibility checks, displayed beside the validation checks to the right of the tables. In previous years, HESES data have been compared to the previous academic year's EYM data. However, EYM data were not collected for HEIs in 2011/12, therefore, for HEIs, HESES data from 2011/12 are used instead. EYM 2011/12 data are used for comparison purposes for FEIs (except for Table 4b). Institutions are invited to check and comment on instances where a CHECK message occurs.
- 20 **Credibility check 17:** In Tables 1a and 1b for each level of study and ASC, percentage increase/decrease between EYM/HESES11 and HESES12 $> 25\%$, for column 4 credit values.
- 21 **Credibility check 18:** In Table 4a, for each level of study and ASC, percentage increase/decrease between EYM/HESES11 and HESES12 $> 25\%$.
- 22 **Credibility check 19:** In Table 4b, for each level of study and mode of study, percentage increase/decrease between HESES11 and HESES12 $> 25\%$.
- 23 **Credibility check 20:** In Table 5, for each level of study, mode of study and ASC, percentage increase/decrease between EYM/HESES11 and HESES12 $> 25\%$.
- 24 As well as the validation and credibility checks incorporated into the workbook, a worksheet showing summary data for 2006/07 to 2012/13 is included (see Annex L, paragraph 4). In this worksheet, credit values and registrations returned on HESES and EYM are compared and the average number of credit values per registration is calculated. The information provided in this worksheet

can be used by institutions to help identify general patterns of over- or under-prediction at HESES and analyse their estimates of non-completions. We expect institutions to look at this worksheet as part of their overall check of their return before it is submitted to HEFCW.

- 25 Once data are returned to HEFCW, further checks are undertaken. For example, to ensure ITT (QTS) provision is returned in cells where intake quota places have been allocated or to cross check that PGR registrations are returned in ASCs which match up with fundable UoAs.

Usage of Data by HEFCW

- 1 The primary reasons for collecting data through the HESES survey are to provide data to calculate and/or monitor funding allocations, fee grant costs estimates, fee income estimates and maximum student numbers; and to inform monitoring and policy decisions in instances where data are not yet available from other sources, for example, the HESA student record. An outline of the reasons for collecting the data on each table is given below.

Tables 1a and 1b

- 2 Tables 1a and 1b collect data relating to credit values for postgraduate taught students (excluding full-time PGCE (QTS)) and part-time undergraduate students. Credit values collected on HESES 2012/13 are used as the basis for calculating teaching funding allocations relating to these groups of students for the 2013/14 academic year.
- 3 Funding allocations will be calculated separately for full-time postgraduate taught (excluding PGCE (QTS)), part-time postgraduate taught, part-time undergraduate (not franchised-out) and part-time undergraduate franchised out provision. Credit values associated with home and EU fundable registrations are collected, by ASC, in these four categories.

Tables 2a, 2b, 2c and 3

- 4 Data collected on Tables 2a and 2c are used to predict and monitor the number of teachers qualifying with QTS in each phase, level of study and subject, and to inform decisions by WG about which subjects are a priority. Data collected on Tables 2a and 2b are used to inform the allocation of WG intake quotas to the Centres of Teacher Education for the following academic year.
- 5 Data collected on Tables 2b and 3 are used to calculate the expected number of students on full-time undergraduate ITT (QTS) courses and full-time undergraduate medicine and dentistry courses, respectively. The data collected on these tables, together with equivalent data from previous years, are used to calculate progression rates of students on such courses from year to year. These progression rates are then used in conjunction with the intake quotas allocated to each Centre to calculate the total expected number of students for the following year.

Tables 4a and 5

- 6 Tables 4a and 5 collect data relating to registrations. Table 4a collects data on all completed registrations for the year. The data are used to gain a complete picture of the size of the sector and the scale of provision that is not fundable by HEFCW. The data in Table 4a are used to complement the WG predictions of the size of the sector and the draw on the student support budget in future.

This information can be taken from the HESA record but it is currently not timely enough for these purposes.

- 7 Table 5 collects data for home and EU fundable registrations only, by ASC. The data collected here are used to look at patterns in student recruitment and to provide data to inform policy about particular subject areas. The data are also used to monitor the number of credit values returned in the survey, per registration, for postgraduate taught (excluding PGCE (QTS)) and part-time provision.
- 8 This year, categories of undergraduate provision are collected broken down into degree and non-degree and by whether the registration is franchised out or not. This is to enable us to monitor levels of provision within undergraduate and monitor any changes in franchised provision available.

Table 4b

- 9 Table 4b collects data relating to full-time undergraduate and PGCE (QTS) home and EU fundable new entrant registrations. The data are collected split by whether or not the student is franchised out, by level of study (within undergraduate), by ASC and by residential status. The data are split by these categories in order to get estimated figures for students eligible for fee grant support and to be able to distinguish areas of provision being charged different fees. These figures, along with data from other sources such as the WG student forecasts, the SLC, HESA and institutions' fee plans, will be used to monitor the estimated HEFCW fee grant costs and fee income for 2012/13 and inform the estimates of HEFCW fee grant costs and fee income for 2013/14.
- 10 Proportions of students already qualified to degree level, who are generally not eligible for a fee grant, with some exceptions, were collected last year on this table, in order to inform estimates of fee grant costs. This year we will estimate these proportions using data from other sources.
- 11 Similarly, where differential fees will be charged in 2013/14 within a category collected on this table, estimated proportions from other sources will be used to split numbers in the cells to inform the overall estimation of fee grant costs to HEFCW. An estimate will also be made of the number of students who are studying for a top-up year to a degree at an institution other than the institution where they studied their HND or foundation degree in order to exclude these students from the calculation of the estimate of the fee grant.
- 12 Data returned on this table will also be used in the initial monitoring of over-recruitment against the maximum student number for 2012/13 (see also HEFCW circulars W11/41HE 'Control of student numbers: final numbers and guidance for 2011/12 and future arrangements' and W12/14HE 'Strategic Reallocation of Student Numbers 2013/14 - Outcomes').

Table 6

- 13 Data collected on Table 6 will be used to model funding options for full-time undergraduate ERASMUS registrations on a whole year exchange out, on a whole year work placement out, on a whole year placement as a language assistant or on a whole year out as some consecutive combination of these categories; or on a full-time or sandwich year out undergraduate non-ERASMUS whole year study or work placement abroad.

Table 7

- 14 Data collected on Table 7 will be used to monitor Performance Element provision at the University of Glamorgan.

**Printed Tables for Completion by all Institutions Directly Funded by
HEFCW**

HESES 2012/13

Table 1a: Postgraduate Taught (excluding PGCE) Home and EU Fundable Credit Values

Mode: Full-time

Institution:

Code:

ASC		Level	Credit Values between 1 August 2012 and 1 November 2012	Forecast of Credit Values after 1 November 2012 in AY 2012/13	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2012/13 Col (1) + (2) - (3)
			1	2	3	4
ASC 1	Clinical & 1a: Pre-clinical Medicine	PGT				0
	Pre-clinical 1b: Clinical Medicine	PGT				0
	Subjects 1c: Pre-clinical Dentistry	PGT				0
	1d: Clinical Dentistry	PGT				0
ASC 2	Subjects & Professions Allied to Medicine	PGT				0
ASC 3	Science	PGT				0
ASC 4	Engineering & Technology	PGT				0
ASC 5	Built Environment	PGT				0
ASC 6	Mathematical Sciences, IT and computing	PGT				0
ASC 7	Business & Management	PGT				0
ASC 8	Social Sciences	PGT				0
ASC 9	Humanities	PGT				0
ASC 10	Art, Design and Performing Arts	PGT				0
ASC 11	Education 11b: Non-QTS	PGT				0
Total		PGT	0	0	0	0

Contains formulae

HESES 2012/13

Table 1b: Home and EU Fundable Credit Values

Mode: Part-time

Institution:

Code:

ASC		Level	Credit Values between 1 August 2012 and 1 November 2012	Forecast of Credit Values after 1 November 2012 in AY 2012/13	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2012/13 Col (1) + (2) - (3)	Franchised Out Credit Values (of those in column 4)
			1	2	3	4	5
ASC 1	1a: Pre-clinical Medicine	UG				0	
Clinical & Pre-clinical Subjects		PGT				0	
	1b: Clinical Medicine	UG				0	
		PGT				0	
	1c: Pre-clinical Dentistry	UG				0	
		PGT				0	
	1d: Clinical Dentistry	UG				0	
		PGT				0	
ASC 2	Subjects & Professions Allied to Medicine	UG				0	
		PGT				0	
ASC 3	Science	UG				0	
		PGT				0	
ASC 4	Engineering & Technology	UG				0	
		PGT				0	
ASC 5	Built Environment	UG				0	
		PGT				0	
ASC 6	Mathematical Sciences, IT and computing	UG				0	
		PGT				0	
ASC 7	Business & Management	UG				0	
		PGT				0	
ASC 8	Social Sciences	UG				0	
		PGT				0	
ASC 9	Humanities	UG				0	
		PGT				0	
ASC 10	Art, Design and Performing Arts	UG				0	
		PGT				0	
ASC 11	11a: ITT (QTS) Primary	UG				0	
Education		PGT				0	
	11a: ITT (QTS) Secondary	UG				0	
		PGT				0	
	11b: Non-QTS	UG				0	
		PGT				0	
Total		UG	0	0	0	0	0
		PGT	0	0	0	0	0
Total			0	0	0	0	0

Contains formulae

HESES 2012/13

Table 2a: Home and EU Fundable ITT (QTS) Student Registrations

Mode: Full-time

Institution:

Code:

Phase	Subject	Level	Registrations between 1 August 2012 and 1 November 2012	New entrants (of those in column 1)	Forecast registrations gaining QTS (of those in column 1)	
			1	2	3	
Primary Education		UG degree PGT				
Secondary Education	Information Technology	UG degree PGT				
	Design and Technology	UG degree PGT				
	French	UG degree PGT				
	German	UG degree PGT				
	Italian	UG degree PGT				
	Spanish	UG degree PGT				
	Other Modern Languages	UG degree PGT				
	Welsh	UG degree PGT				
	Mathematics	UG degree PGT				
	Biology	UG degree PGT				
	Chemistry	UG degree PGT				
	General/Integrated Science	UG degree PGT				
	Physics	UG degree PGT				
	Other Science	UG degree PGT				
	Music	UG degree PGT				
	Religious Education	UG degree PGT				
	Art	UG degree PGT				
	Business Studies	UG degree PGT				
	Drama	UG degree PGT				
	English	UG degree PGT				
	Geography	UG degree PGT				
	History	UG degree PGT				
	Physical Education	UG degree PGT				
	Other (Specify)	UG degree PGT				
		Total	UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0
	Total		UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0
Total			0.0	0.0	0.0	

Contains formulae

HESES 2012/13

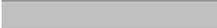
Table 2b: Home and EU Fundable ITT (QTS) Student Registrations

Mode: Full-time

Institution:

Code:

Level	Phase	Registrations between 1 August 2012 and 1 November 2012 (as returned in column 1 of Table 2a)										
		Year 1				Year 2			Year 3		Year 4	Total
		1 year course	2 year course	3 year course	4 year course	2 year course	3 year course	4 year course	3 year course	4 year course		
		1a	1b	1c	1d	2a	2b	2c	3a	3b	4	5
Undergraduate	Primary											0.0
	Secondary											0.0

 Do not complete
 Contains formulae

HESES 2012/13
For completion by the Open University in Wales only

Table 2c: Home and EU Fundable ITT (QTS) Student Registrations and Associated Credit Values

Mode: Part-time
Institution:
Code:

Phase	Subject	Level	Registrations between 1 August 2012 and 1 November 2012	Forecast of Registrations after 1 November 2012 in AY 2012/13	New Entrants (of those in columns 1 & 2)	Forecast registrations gaining QTS (of those in columns 1 & 2)	
			1a	2a	3a	4a	
Primary Education		UG degree PGT					
Secondary Education	Information Technology	UG degree PGT					
	Design and Technology	UG degree PGT					
	French	UG degree PGT					
	German	UG degree PGT					
	Italian	UG degree PGT					
	Spanish	UG degree PGT					
	Other Modern Languages	UG degree PGT					
	Welsh	UG degree PGT					
	Mathematics	UG degree PGT					
	Biology	UG degree PGT					
	Chemistry	UG degree PGT					
	General/Integrated Science	UG degree PGT					
	Physics	UG degree PGT					
	Other Science	UG degree PGT					
	Music	UG degree PGT					
	Religious Education	UG degree PGT					
	Art	UG degree PGT					
	Business Studies	UG degree PGT					
	Drama	UG degree PGT					
	English	UG degree PGT					
	Geography	UG degree PGT					
	History	UG degree PGT					
	Physical Education	UG degree PGT					
	Other (Specify)	UG degree PGT					
	Total		UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
	Total		UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
	Total			0.0	0.0	0.0	0.0

Phase	Subject	Level	Credit values between 1 August 2012 and 1 November 2012	Forecast of Credit Values after 1 November 2012 in AY 2012/13	Credit Values associated with New Entrants (of those in columns 1 & 2)	
			1b	2b	3b	
Primary Education		UG degree PGT				
Secondary Education	Information Technology	UG degree PGT				
	Design and Technology	UG degree PGT				
	French	UG degree PGT				
	German	UG degree PGT				
	Italian	UG degree PGT				
	Spanish	UG degree PGT				
	Other Modern Languages	UG degree PGT				
	Welsh	UG degree PGT				
	Mathematics	UG degree PGT				
	Biology	UG degree PGT				
	Chemistry	UG degree PGT				
	General/Integrated Science	UG degree PGT				
	Physics	UG degree PGT				
	Other Science	UG degree PGT				
	Music	UG degree PGT				
	Religious Education	UG degree PGT				
	Art	UG degree PGT				
	Business Studies	UG degree PGT				
	Drama	UG degree PGT				
	English	UG degree PGT				
	Geography	UG degree PGT				
	History	UG degree PGT				
	Physical Education	UG degree PGT				
	Other (Specify)	UG degree PGT				
	Total		UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0
	Total		UG degree PGT	0.0 0.0	0.0 0.0	0.0 0.0
	Total			0.0	0.0	0.0

Contains formulae

HESES 2012/13

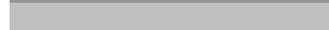
Table 3: Home and EU Fundable Undergraduate Medicine and Dentistry Registrations

Mode: Full-time

Institution:

Code:

ASC	Assumed completed registrations in academic year 2012/13 (as returned on Table 5)								
	Year 0 Total	Year 1 Total	Year 2 Total	Year 3 Total	Year 4		Year 5 Total	Registrations on intercalated year	Total
					Total	Of which are returners from intercalated year			
1	2	3	4	5a	5b	6	7	8	
1a - Pre-clinical Medicine									0.0
1b - Clinical Medicine									0.0
1c - Pre-clinical Dentistry									0.0
1d - Clinical Dentistry									0.0

 Do not complete
 Contains formulae

HESES 2012/13

Table 4a: Student Registrations

Mode: All Modes

Institution:

Code:

Level of study		Assumed completed registrations in academic year 2012/13											
		Full-time			Sandwich Year Out			Part-time			Total		
		Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas
		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable	
		1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Not franchised out	Undergraduate degree										0.0	0.0	0.0
	Undergraduate non-degree										0.0	0.0	0.0
Franchised out	Undergraduate degree										0.0	0.0	0.0
	Undergraduate non-degree										0.0	0.0	0.0
Undergraduate total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Postgraduate taught											0.0	0.0	0.0
Postgraduate research											0.0	0.0	0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Each sandwich year out registration is counted as 1.

Table 4b: Full-time Undergraduate and PGCE Home and EU Fundable New Entrants

Mode: Full-time

Institution:

Code:

Academic Subject Category		Assumed completed home and EU fundable new entrant registrations in academic year 2012/13											Total	
		Welsh and EU residential status						Other home residential status						
		Not franchised out			Franchised out			Not franchised out			Franchised out			
		Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree		PGCE (QTS)
		1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5
1	Clinical and Pre-clinical Medicine and Dentistry													0.0
2	Subjects and Professions Allied to Medicine													0.0
3	Science													0.0
4	Engineering and Technology													0.0
5	Built Environment													0.0
6	Mathematical Sciences, IT and Computing													0.0
7	Business and Management													0.0
8	Social Sciences													0.0
9	Humanities													0.0
10	Art, Design and Performing Arts													0.0
11a	Education ITT (QTS) Primary													0.0
11ab	Education ITT (QTS) Secondary													0.0
11b	Education (Non-QTS)													0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Do not complete
Contains formulae

HESES 2012/13

Table 5: Home and EU Fundable Student Registrations

Mode: All Modes
 Institution:
 Code:

ASC		Assumed completed registrations in academic year 2012/13																				
		Full-time						Sandwich Year Out						Part-time						Total		
		Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Undergraduate	Postgraduate taught	Postgraduate research
		Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree			Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree			Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree					
1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	4a	4b	4c		
1	Clinical and Pre-clinical Medicine and Dentistry																		0.0	0.0	0.0	
2	Subjects and Professions Allied to Medicine																		0.0	0.0	0.0	
3	Science																		0.0	0.0	0.0	
4	Engineering and Technology																		0.0	0.0	0.0	
5	Built Environment																		0.0	0.0	0.0	
6	Mathematical Sciences, IT and Computing																		0.0	0.0	0.0	
7	Business and Management																		0.0	0.0	0.0	
8	Social Sciences																		0.0	0.0	0.0	
9	Humanities																		0.0	0.0	0.0	
10	Art, Design and Performing Arts																		0.0	0.0	0.0	
11aa	Education ITT (QTS) Primary																		0.0	0.0	0.0	
11ab	Education ITT (QTS) Secondary																		0.0	0.0	0.0	
11b	Education (Non-QTS)																		0.0	0.0	0.0	
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Contains formulae

Each sandwich year out registration is counted as 1.

HESES 2012/13

Table 6: Home and EU Fundable Undergraduate ERASMUS Exchange, Work Placement and Language Assistant Year Out, and Non-ERASMUS Study and Work Placement Year Abroad Registrations

Mode: Full-time

Institution:

Code:

	Assumed completed registrations in academic year 2012/13 (as returned on Table 5)
	1
ERASMUS exchange year out	
ERASMUS work placement year out	
ERASMUS language assistant placement year out	
ERASMUS year out - combination of the above	
Non-ERASMUS study year abroad	
Non-ERASMUS work placement year abroad	

HESES 2012/13

For completion by the University of Glamorgan only

Table 7: Art, Design and Performing Arts - Home and EU Fundable Performance Element Registrations and Credit Values

Mode: Full-time and Part-time

Institution:

Code:

Full-time

ASC	Level	Credit Values between 1 August 2012 and 1 November 2012	Forecast of Credit Values after 1 November 2012 in AY 2012/13	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2012/13
		1	2	3	4 Col (1) + (2) - (3)
ASC 10 Art, Design and Performing Arts - performance element	UG degree PGT				0 0
Total		0	0	0	0

Credit values returned in this table for PGT are a subset of those returned in ASC 10, Table 1a.

Part-time

ASC	Level	Credit Values between 1 August 2012 and 1 November 2012	Forecast of Credit Values after 1 November 2012 in AY 2012/13	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2012/13
		1	2	3	4 Col (1) + (2) - (3)
ASC 10 Art, Design and Performing Arts - performance element	UG degree PGT				0 0
Total		0	0	0	0

Credit values returned in this table are a subset of those returned in ASC 10, Table 1b.

Full-time and Part-time

ASC	Assumed completed registrations in academic year 2012/13					
	Full-time		Part-time		Total	
	Undergraduate degree	Postgraduate taught	Undergraduate (not franchised out)	Postgraduate taught	Undergraduate	Postgraduate taught
	1a	1e	3a/3b	3e	4a	4b
ASC 10 Art, Design and Performing Arts - performance element					0.0	0.0

Registrations returned in this table are a subset of those returned in ASC 10, Table 5.

Contains formulae