

## Cylchlythyr | Circular

# Higher Education Students Early Statistics Survey 2014/15

**Date:** 22 October 2014  
**Reference:** W14/40HE  
**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education colleges in  
Wales  
**Response by:** 24 November 2014 (whole survey)  
10 November 2014 (Tables 2a and 2b)  
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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 of students under the new fee regime; make estimations of fee grant costs; monitor medicine, dentistry and teacher training provision and ERASMUS and other year abroad registrations; monitor Performance Element provision and the UHOVI scheme; and monitor registrations at overseas partners and campuses.

If you require this document in an alternative accessible format, please telephone us on (029) 2068 2225 or email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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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 provision to institutions for the academic year 2015/16;
  - b) Have early indications of the number of students in the academic year 2014/15;
  - c) Make an estimate of the fee grant costs to HEFCW for the 2014/15 and 2015/16 academic years;
  - d) Monitor Initial Teacher Training (ITT) provision leading to Qualified Teacher Status (QTS), inform the allocation of intake quotas to Centres of Teacher Education for 2015/16 and calculate the expected number of students for 2015/16;
  - e) Monitor full-time undergraduate Medicine and Dentistry provision for 2014/15 and calculate the expected number of students for 2015/16;
  - f) Monitor Performance Element provision at the University of South Wales for 2014/15;
  - g) Monitor undergraduate students on a year abroad in 2014/15, 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;
  - h) Monitor the numbers of registrations and associated credits on the Universities Heads of the Valleys Institute (UHOVI) scheme for 2014/15;
  - i) Monitor provision delivered overseas and other provision not in the HESES population in 2014/15.

## **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 part-time 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 2014/15**

3. There have been a number of changes to the HESES survey since the 2013 survey. The main changes made since the HESES 2013 survey are:
  - a) Credit value data for full-time postgraduate taught provision that was collected on Table 1a last year is no longer being collected;
  - b) Estimates of registrations on full-time undergraduate courses that have a compressed first year, collected on Table 8 last year, are no longer being requested;
  - c) Table 2c that last year collected information about part-time ITT (QTS) provision at the Open University in Wales is no longer being collected;
  - d) A new table has been included, Table 8, which collects data about registrations and credit values for students on Phase 2 of the UHOVI scheme for 2014/15 and also the percentage of undergraduate students that are on the scheme or from the five UHOVI unitary authorities, in order to carry out interim monitoring of targets. See Annex G paragraph 10, Annex H paragraph 14, Annex I paragraph 9 and Annex J paragraphs 53 to 56;
  - e) Table 4b, which previously collected data about home and EU fundable full-time undergraduate and PGCE new entrants and students in their second year at the institution, now also collects data about students in their third year at the institution. See Annex G paragraphs 24 and 25, Annex I paragraph 6 and Annex J paragraphs 23 to 38;
  - f) The definition of the sandwich year out mode of study has been updated to reflect the student support regulations. See Annex E, paragraph 4;
  - g) The definitions and criteria used in the extraction of data from the HESA student record for HEIs have been updated to reflect any changes to the tables for 2014/15. See Annex K;
  - h) Annex N, which outlines the use HEFCW makes of the data collected, has been updated to reflect the changes made to the survey tables;
  - i) For ITT (QTS) provision collected on Tables 2a and 2b the return date has been moved to a week earlier than last year. This is to ensure that timely data are available to use in the calculation of ITT (QTS) intake targets for 2015/16. For the whole survey, the return date has been moved compared to last year to give an additional week to submit the survey. See paragraph 14 below.

## Contents

4. This circular provides:
  - a) Notes of guidance on completion of the HESES 2014/15 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 and Funding Status
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	Fundability Status Reference Grid
Annex P	Printed Tables for Completion by all Institutions Directly Funded by HEFCW

## Survey date

6. The HESES 2014 survey date is 1 November 2014. 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 2014, and credit values associated with forecast new student registrations between 2 November 2014 and 31 July 2015. 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 2015/16 for part-time provision, forecasts of credit values resulting from modules relating to students who are expected to register after 1 November 2014 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 ITT (QTS) tables (Tables 2a and 2b) should be returned by email to Rachael Clifford at [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk) no later than **10 November 2014** and completed workbooks for the whole survey should be returned by e-mail to no later than **24 November 2014**.
9. Only institutions that are the lead financial partner for an ITT (QTS) Centre of Teacher Education should return Tables 2a and 2b by 10 November and data for all institutions in the Centre should be returned by the lead financial partner. These are Cardiff Metropolitan University, University of Wales Trinity Saint David and Bangor University. No other institution is required to return Tables 2a and 2b by 10 November 2014. The survey submitted on 24 November should include any Tables 2a and 2b that have already been submitted.
10. Institutions are encouraged to begin to prepare their returns well before the return date so that only final adjustments need to be made before dispatch of the completed returns.
11. It is important that the ITT (QTS) tables are returned on time so that information can be used by HEFCW in their calculations of intake targets for each Centre, and that these targets can be notified to institutions at the earliest possible opportunity. It should be noted that WG will be passed these data.
12. It is important that the whole survey return is made on time so that estimates of fee grant costs and funding allocations for 2015/16 can be determined in spring 2015, and, given the later return date this year, to ensure that HEFCW has sufficient time to complete the checking process prior to sending out verifications for sign off.
13. We request that institutions **let us know as soon as possible**, and before the return dates of 10 November 2014 for ITT (QTS) information or 24 November 2014 for the whole survey, **if they envisage that they will have difficulty returning the required information or if they will have difficulty meeting the timetable** given in paragraph 14. **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.**
14. 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.

**Tables 2a and 2b:**

10 November 2014	Return deadline
13 November 2014	Verifications sent to institutions
20 November 2014	Verifications return deadline

**All HESES tables:**

24 November 2014	Return deadline
18 December 2014	Verifications sent to institutions
8 January 2015	Verifications return deadline

15. In the event of a deadline being missed by more than three working days, the head of the institution concerned will be emailed 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.
16. 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.
17. Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.
18. HESA and LLWR data used for per capita, premium 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.

22 January 2015	HESA/LLWR confirmations sent to institutions
12 February 2015	HESA/LLWR confirmations return deadline
19. In addition, end of year data used to monitor 2013/14 teaching funding allocations for HEIs and conversion rates data used in the calculation of the maximum fee grant, extracted from the HESA student record, 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. Conversion rates data will be collected directly from FEIs.
20. Any queries should be directed to Rachael Clifford (telephone 029 2068 2243, e-mail [hestats@hefcw.ac.uk](mailto: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 P. 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 and students in their second or third year at the institution (Annex G).
- 6 For credit values, data relating to home and EU fundable registrations that are part-time are collected. The information is categorised into level of study and ASC. On Tables 1 and 7 Credit values are returned split into those associated with student registrations up to and including 1 November 2014 and credit values associated with forecast new student registrations between 2 November 2014 and 31 July 2015. 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, though categorisation into fundability status depends on the location of the student.

- 9 If the student is home and EU and is located within Wales, or is Welsh domiciled and located outside Wales, then the student can be returned as home and EU fundable, provided they fit the other criteria to be fundable given in Annex C. Home and EU students located outside Wales that are not Welsh domiciled should be returned as home and EU non-fundable.
- 10 If a student located outside Wales regularly travels to a campus of the institution, or other premises owned or hired by the institution, that is located in Wales for lectures, tutorials or other teaching or academic requirements, and this makes up the majority of activity for the year being returned, then it is likely that the student is not a distance learning student for that year. If the student spends the majority of the year being returned away from the institution and most academic activity takes place by online or postal correspondence, then the student should be considered to be a distance learning student for that year.
- 11 Distance learning that takes place outside the UK is excluded from the main HESES population, however data relating to such provision should be returned on Table 9. See Annex I, paragraph 10. These data will also be returned on the HESA aggregate offshore record.
- 12 A year out as part of a sandwich course, exchange scheme or other placement scheme should not be considered to be distance learning.

### **Franchises, other collaborative arrangements and campuses outside Wales**

- 13 The term 'franchise' 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 may be registered for the course at the franchisee or franchisor institution. For FT UG courses, funding may be in the form of the tuition fee which could either be provided directly to the franchisee or passed to the franchisee by the franchisor. In all cases the franchisor will return student related data to HESA and HEFCW on behalf of the franchisee.
- 14 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 home and EU fundable students or credit values only if the franchisee is in Wales and is a publicly funded institution. If the franchise arrangement is outside Wales or is with a non-publicly funded institution then any home and EU students and associated credit values should be returned as non-fundable. Institutions may only count Welsh domiciled students and associated credit values franchised to institutions outside Wales or to non-publicly funded institutions as fundable if HEFCW has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 22 and 23 below. Undergraduate franchised out assumed completed

registrations are included in Tables 4a and 5 as a separate category. Credit values relating to part-time home and EU fundable franchised out students should also be returned as a subset of total completed credit values in Table 1, under the column headed 'Franchised Out Credit Values' (see Annex J).

- 15 If students are part of a franchise arrangement and the franchisee delivers the provision through distance learning, the guidance for franchise arrangements should be followed first and then the guidance relating to distance learning arrangements should be followed in categorising students by fundability status.
- 16 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 non-publicly funded colleges where the institution provides quality assurance or validating arrangements only and does not provide any funding to that college, are not in the main HESES population. Any students that are returned on the HESA student record or the HESA aggregate offshore record, but are not in the main HESES population should be included on Table 9. See Annex I, paragraph 10.
- 17 Where an institution has a campus outside Wales, but in the UK, only home and EU students based at that campus that are Welsh domiciled should be returned as fundable, provided they fit the criteria to be fundable in Annex C. Other students at the campus should be returned as home and EU non-fundable or Island and overseas as appropriate. If a non-Welsh domiciled home and EU student is based at both a campus of the institution in Wales and a campus outside Wales, then in the year of return, they should only be returned as fundable if they spend the majority of their time at the campus in Wales.
- 18 Provision at campuses outside the UK is not included in the main HESES population, however, provision that is returned on the HESA aggregate offshore record should be returned in Table 9. See Annex I, paragraph 10.
- 19 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.
- 20 Where institutions are not clear about how to return students based outside Wales or provision that is part of a franchising or other collaborative arrangement, they should contact HEFCW for further guidance.
- 21 A reference grid which provides a look up to help categorise students by fundability status is at Annex O.
- 22 Where institutions wish to seek approval to count Welsh domiciled students and associated credit values franchised to institutions outside Wales or to non-publicly funded institutions as fundable, they should submit evidence outlining why they think the provision should be fundable, including:

- Details of any franchise arrangement, for example, the organisation franchised to, and if it is with a non-publicly funded institution, why it is with that particular institution and not a publicly funded institution.
- If there are other partners involved, why funding is not available from elsewhere.
- If the provision is bespoke provision for a particular partner, how the course is run so that it is not a closed course.
- The numbers and credits involved by mode, level and domicile.
- Any other relevant information to support the provision being HEFCW-fundable.

23 The request should be submitted to Hannah Falvey at [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk). Submissions will be considered by HEFCW's Funding Group at the earliest opportunity. Note that any provision submitted for approval should only be returned as fundable on HESES if confirmation has been received from HEFCW.

### **ERASMUS and year abroad registrations**

24 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 or sandwich year out undergraduates on the other survey tables.

25 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**

26 In determining their projections for enrolments to PGCE ITT provision leading to QTS, relevant institutions should bear in mind the intake targets set by 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**

- 27 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 2014/15 and in the calculation of estimated fee grant and income for 2015/16. Therefore, each institution in each Centre is required to return counts of new entrants and students in their second or third year at the institution 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 Wales Trinity Saint David, the University of South Wales, 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.

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## Definition of Residential and Fundability Status

### 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 Education (Fees and Awards) (Wales) Regulations 2007 (SI 2007 No. 2310), as amended by the Student Fees (Qualifying Courses and Persons) (Wales) Regulations 2011 (SI 2011 No. 691) and the Education (Student Fees, Awards, Qualifying Courses and Persons) (Wales) Regulations 2013 (SI 2013 No. 1792).
- 2 The above regulations and amendments can be found on the National Archives UK legislation website, [www.legislation.gov.uk](http://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 fundable and non-fundable as defined in paragraphs 6 and 7 below. 'HEFCW funding' referred to below does not include funding for special initiatives or schemes (e.g. Phase 2 of the UHOVI scheme) even if the funding is administered and paid to institutions by HEFCW.
- 4 In referring to funding for a student place below we mean funding for course costs that are not covered by the tuition fee. For the purposes of the guidance below, bodies such as WG, NHS and the Home Office, where providing funding for a place, would be considered to be a public body and not an employer.
- 5 A reference grid which provides a look up to help categorise students by fundability status is at Annex O.

### Eligible for HEFCW funding – home and EU fundable

- 6 Home and EU students are eligible for HEFCW funding unless their place is considered ineligible as described in paragraph 7 below. Where a course is self-financing (i.e. the course is financed by a particular employer or organisation) but open (i.e. other candidates who are suitably qualified may be enrolled), then any additional students that the finance does not cover may be returned as eligible for HEFCW funding.

### Ineligible for HEFCW funding – home and EU non-fundable

- 7 Home and EU students ineligible for HEFCW funding are those who may pay a home fee but whose place is not considered eligible for any available HEFCW funding (for example, per capita funding). This category covers those based outside Wales who are not Welsh domiciled, those at franchises outside Wales or with non-publicly funded institutions, those on full cost or self-financing courses and those on courses funded by other public funding, where:

- a) Funding for the student place, or for FT UG/PGCE new-regime students, the tuition fee, is paid from a public source and not directly by the student (via loan/grant or, for example, themselves, their employer or other private source). For example, WG, NHS, Home Office;
- b) For part-time and PGT and old-regime FT UG students, if the student place is funded from private sources;
- c) For all students, the student is based at a campus outside Wales or is distance learning outside Wales, and the student is not Welsh domiciled;
- d) For all students, the student is part of a franchise based outside Wales, or a franchise with a non-publicly funded institution, unless HEFCW has agreed that the provision is fundable;
- e) For all students, the student place is 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;
- f) The student place is funded by the Welsh European Funding Office (WEFO) through the European Social Fund's Higher Skills Wales programme which comprises Foundation Degrees, Work Based Learning, Access to Masters and Knowledge Economy Skills Scholarships;
- g) The student place is funded through Phase 2 of the UHOVI scheme and the provision has not been mainstreamed;
- h) The students are postgraduate research students who are not in 2008 RAE units of assessment (UoAs) included in the QR funding model for 2014/15. 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 W14/18HE 'HEFCW's Funding Allocations 2014/15'.

### **Island and overseas students**

- 8 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.

<b>ASC</b>	<b>Name</b>	<b>JACS Subject Codes</b>	<b>JACS Description</b>
1	Clinical and Pre-clinical/non-clinical Subjects* 1a  1b 1c  1d	All A codes	Pre-clinical/non-clinical Medicine Clinical Medicine Pre-clinical/non-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 Part-time registrations recorded on a credit value basis in Table 1 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 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, study 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 12, 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 Part 1 (2)(6) of The Education (Student Support) (Wales) Regulations 2013 (SI 2013 No. 3177) as amended for 2014 in The Education (Student Support) (Wales) (Amendment) Regulations 2014 (SI 2014 No. 1712), or they are full-time on a study or placement year abroad; and
  - in the current academic year, the fees chargeable are: for those students under the old fee regime that started before 1 September 2012, approximately half the whole full-time fees that would otherwise be charged if the student were classified as full-time; and for those students starting after 1 September 2012 who are under the new fee regime, the fees for sandwich

years out and study or placement years abroad as set out by Student Finance Wales (in 2014/15, £1,800 for a work placement year of a sandwich course and £1,350 for a year studying abroad or on an ERASMUS work placement abroad).

### **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.

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## 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 agreement (data to be returned only by the institution which franchises out the course);
  - e) outgoing 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 Where registrations are 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 non-publicly funded colleges where the institution provides quality assurance or validating arrangements only and does not provide any funding to that college, are not in the main HESES population.
  
- 4 Provision that is delivered outside the UK, at an overseas campus or otherwise, is not included in the main HESES population, however, any such provision that is returned on the HESA aggregate offshore record should be returned in Table 9. See Annex I, paragraph 10.
  
- 5 There may be some students who are returned on the HESA student record that are not in the main HESES population. Registrations associated with such students are included in the 'Other students' category on Table 9. Those

registrations that are excluded because they don't fit the criteria in paragraph 1 or because they are incoming exchange or writing up should not be included in the 'Other students' category on Table 9. Where registrations are returned against the 'Other students' category, a brief description of the provision should be included in the box provided to the right of the table.

- 6 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 part-time credit values can be returned in Table 1. 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.
- 7 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.
- 8 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.
- 9 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.
- 10 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 11 to 18 below describe those registrations that should be considered non-completions. An exception to this is the registration data returned on Table 8, which collects data about students on Phase 2 of the UHOVI scheme. Registrations returned on that table relate to individual headcounts and are not reduced for non-completions.

## Non-completions

- 11 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.
- 12 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.
- 13 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.
- 14 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.
- 15 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.
- 16 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 or EYM data extracted from the HESA student record and the HESES survey in previous years to determine if estimates made at HESES were reasonable, and if necessary adjust their methods.
- 17 Some non-completions can be included as partial completions, and these are described in paragraph 18 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.

18 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 and students in their second or third year at the institution – full-time undergraduate and PGCE (QTS)**

19 Data relating to new entrants and students in their second or third year at the institution for full-time undergraduate and PGCE (QTS) provision are collected. On Table 4b, these data are collected in order to provide data to monitor estimated fee grant and income for 2014/15 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 2015/16, for students under the new fee regime. New entrants are also collected on Tables 2a and 8. For the purposes of Table 8, continuing students are those that are not counted as new entrants.

20 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 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 .

- 21 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.
- 22 Students in the second year at the institution are defined for this survey as students that are in their second year of study at the institution and are registered for a prescribed HE course leading to a recognised HE qualification. These will be students who were counted as a new entrant in the previous year, including those that:
- are retaking the first year of a course;
  - have transferred in from another course;
  - are starting the first year of a course after completing an integral foundation year.
- 23 If a student is on a course such that the second year of the course spans two academic years, they should only be counted as a student in their second year at the institution in the academic year containing the start of the second year of their programme of study.
- 24 Students in the third year at the institution are defined for this survey as students that are in their third year of study at the institution and are registered for a prescribed HE course leading to a recognised HE qualification. These will be students who were counted as a student in their second year in the previous year, including those that:
- are retaking the second year of a course;
  - have transferred in from another course.
- 25 If a student is on a course such that the third year of the course spans two academic years, they should only be counted as a student in their third year at the institution in the academic year containing the start of the third year of their programme of study.

### *Split of home and EU residential status (Table 4b)*

- 26 Data relating to home and EU new entrants and students in their second or third year at the institution are requested broken down into Welsh & EU residential status and other home residential status. For the purposes of returning data on Table 4b, 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**

- 27 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 2013 and finishes on 31 January 2015. He should be included in HESES/EYM 2013/14 as a full-time registration; and as a full-time registration again in HESES/EYM 2014/15 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 2013 and completes the programme in March 2016. She should be counted as a registration in HESES/EYM 2012/13, 2013/14 and 2014/15. 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 2014 and finishes on 30 June 2016. 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 2015/16 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2016/17 academic year. She should be returned in HESES 2014/15 as 0.5 of a full-time completed registration in Tables 4a, 4b (as a new entrant) and 5. In 2015/16 she should be returned on Table 4b as a student in their second year at the institution. In 2015/16 and 2016/17 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 2014 and finishes on 1 July 2017

(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 2014/15, 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 2014 and finishes on 1 July 2016. 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 2014/15. The actual number of withdrawals was 1, so 14 assumed completed registrations are returned on EYM 2014/15. 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 2015/16, 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 2015 and finishes on 31 July 2017. He should be included as a full-time registration in Tables 4a, 4b (as a new entrant) and 5 on HESES 2014/15, and again as a full-time registration in Tables 4a and 5 on HESES 2015/16 and HESES 2016/17 and as a full-time registration in Table 4b (as a student in their second year at the institution) in 2015/16.
- vii) A student starts a full-time HND course in 2012 and completes the course gaining an HND in 2014. He then goes on to do a top-up year at the same institution in order to gain a degree and completes this in 2015. He would be counted as an undergraduate non-degree new entrant in Table 4b on HESES 2012/13 only, and **not** counted as a new entrant in Table 4b of HESES 2014/15.
- 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 2015 and finishing in April 2016. In the previous year, out of 15 students starting in May 2014, 2 dropped out in August 2014. 9 assumed completed registrations would be returned on Tables 4a, 4b and 5 of HESES 2014/15, 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 2013. 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 2013/14, once for the second year of the course in 2014/15 and once for the third year of the course in 2015/16. 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 2014/15 academic year with the intention of resuming full-time study for the second year of the course in 2015/16. He would be returned as a full-time student for the first year of the course in 2013/14, as a part-time student in his second year at the institution in 2014/15, 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 2015/16 and 2016/17.
- xii) 23 students enrol for a course taught by a collaborative partner of a Welsh HEI, based outside Wales, for which the Welsh HEI provides quality assurance only. The 23 students would not be included as registrations on Tables 1 to 8 of HESES. If they are included in the HESA student record or the HESA aggregate offshore record then they would be returned on Table 9.

### 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 part-time, should be included in this return, with the exception of of part-time credits returned on Table 8 that relate to UHOVI provision, which will be non-fundable. Credit values associated with full-time and sandwich provision are no longer requested to be returned. Credit values relating to registrations that are outside the HESES population should not be returned.
- 2 Credit values are used as the volume measure for funding 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 12 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 table 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 viii), ix) and x) 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 (though not returned on HESES). 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 12. See examples vi) and vii) 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 6 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:

<b>Qualification</b>	<b>Fundable Credit Values</b>	<b>Normal duration if full-time</b>
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 considered full-time and not returned as part-time credits.

### **Non-completions**

- 14 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. It should be noted that for Table 8 of the survey, which collects data about students on Phase 2 of the UHOVI scheme, credit values returned should not be reduced for non-completions.

- 15 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.
- 16 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.
- 17 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.
- 18 For the purposes of returning credit values on the HESA student record, for **full-time and sandwich 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 required 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 required 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

- 19 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 2013 and completes his programme on 30 September 2015. The number of credit values associated with modules/units commenced in the period 1 October 2013 to 31 July 2014 would appear in HESES/EYM 2013/14; the credit values associated with modules/units commenced in the period 1 August 2014 to 31 July 2015 would appear in HESES/EYM 2014/15; and those associated with modules/units commencing in the period 1 August 2015 to 30 September 2015 (if any) would appear in HESES/EYM 2015/16.
- ii) A student enrolls for a part-time course on 1 June 2015 and completes the programme on 31 May 2017. The credit values to be recorded in HESES/EYM 2014/15 would be those associated with modules/units commenced between 1 June 2015 and 31 July 2015 and would be recorded in column 2 of Table 1. Those relating to modules/units commencing between 1 August 2015 and 31 July 2016 would be recorded in column 1 of Table 1 of HESES/EYM 2015/16; and those relating to modules/units started between 1 August 2016 and 31 May 2017 would be recorded in column 1 of Table 1 of HESES/EYM 2016/17.
- iii) A student enrolls for a part-time HNC on 1 October 2014 and finishes on 30 June 2016. All credit values associated with modules/units started in the period 1 October 2014 to 31 July 2015 would be recorded in HESES/EYM 2014/15 and all credit values associated with modules/units started in the period 1 August 2015 to 30 June 2016 would be recorded in HESES/EYM 2015/16. The overall total number of fundable credit values for the course as a whole recorded in HESES/EYM 2014/15 and 2015/16 should not exceed 150 credit values.
- iv) 30 students enrol for a part-time undergraduate degree course in English (ASC 9) that starts on 1 October 2014 and finishes on 1 July 2020. 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 1,  $30 \times 60 = 1,800$  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.

- v) 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 1, 180 credit values would be shown in ASC 8 in column 2 of Table 1 and 180 credit values would be shown in ASC 6 in column 2 of ASC 6 as a negative number.
- vi) 10 students enrol for a part-time distance learning course in English starting in May 2015. The first module of the course, which is worth 20 credit values, starts in May 2015 and finishes in October 2015. 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 2014/15, in column 2 of Table 1,  $10 \times 20 = 200$  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  $\frac{3}{12} \times 10 \times 20 = 50$ , is returned in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 150.
- vii) 57 students enrol for a part-time first degree course in October 2014. 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 2015/16 academic year with the intention of resuming study for the remainder of the course in 2016/17. In the first year of the course, 60 completed credit values would be returned on Table 1 of HESES 2014/15 for the student. For the year in which the student repeated the 2 failed modules, 40 credit values would be returned, on Table 1 of HESES 2015/16. For the second year of the course (the student's third year at the institution), 60 credit values would be returned on Table 1 of HESES 2016/17, 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.
- viii) A part-time module worth 10 credits starts in October 2014, finishing in December 2014. 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 1 of HESES 2014/15, 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 1 of EYM 2014/15, 180 credits are returned.

- ix) A part-time course, consisting of 1 module worth 20 credits, starts in October 2014, finishing in May 2015. 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 1 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.
- x) A part-time module worth 15 credits starts in January 2015, finishing in June 2015. 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 2016, 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 1 of HESES 2015/16. 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 1 of HESES 2015/16.

## 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 13 to 15). 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 27). On Table 4b, each partner of the Centres of Teacher Education should return the provision taking place at their own institution.

2 Table 1 collects data about part-time provision as defined in Annex E and contains the total number of credit values associated with part-time home and EU fundable registrations for the academic year 2014/15. Credit values are required by ASC and level of study.

Table 1 Part-time undergraduate and postgraduate taught home and EU fundable registrations for the academic year 2014/15 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 2014 and 1 November 2014 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 2014/15, 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 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 2014/15, 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.
- 5 Table 4a requests information on all assumed completed registrations.
- Table 4a Completed student registrations for the academic year 2014/15 by level of study (with undergraduate split into degree and non-degree), mode of study, whether franchised out or not (undergraduate only) and residential and fundability status.
- 6 Tables 4b and 5 request information on assumed completed home and EU fundable registrations.
- Table 4b Completed home and EU fundable student registrations that are full-time undergraduate or PGCE (QTS) new entrants or students in their second or third year of study at the institution for the academic year 2014/15 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 2014/15 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.
- 7 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.

- 8 Table 7 requests information about home and EU fundable Performance Element provision at the University of South Wales. This table is only to be completed by the University of South Wales.

Table 7 (credit values) Full-time and part-time home and EU fundable registrations for the academic year 2014/15, 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 part-time data returned here are a subset of those returned in Table 1.

Table 7 (registrations) Completed home and EU fundable student registrations for the academic year 2014/15 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 and 3e of Table 5 in ASC 10.

- 9 Table 8 requests information about students on Phase 2 of the UHOVI scheme at University of South Wales. This table is only to be completed by University of South Wales.

Table 8 Full-time new entrant and continuing student registrations and part-time student registrations on foundation degrees and in total, in terms of headcount of individuals for the academic year 2014/15.

Part-time student registrations in terms of credit values associated with foundation degrees and in total, for the academic year 2014/15.

Percentage of undergraduate student registrations, in terms of headcount of individuals, that are from the five UHOVI unitary authorities (Caerphilly, Rhondda Cynon Taf, Merthyr Tydfil, Blaenau Gwent and Torfaen) and/or are on Phase 2 of the UHOVI scheme, for the academic year 2014/15.

10 Table 9 requests information about registrations that are outside the HESES population.

Table 9 Estimated completed registrations for the academic year 2014/15 for students that do not fit the criteria to be in the HESES population. The data returned here must not also be included on any of the HESES Tables 1 to 8. Data are split by those studying at overseas campuses, other students that are based overseas and an 'Other students' category. A box is provided to the right of the table to give a brief description of any provision included in the 'Other students' category.

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## 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 13 to 15) 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 27). 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 1, 2a, 2b, 6 and 8 and credit value data returned in Table 7 must be whole numbers. Data returned in Tables 3, 4a, 4b, 5, 9 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.

### Table 1 – part-time credit values

- 3 This table requests data on credit values for home and EU fundable part-time students, (excluding 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 Table 1. 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 Table 1.
- 4 The table has five columns.
- 5 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2014 and 1 November 2014 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2014.
- 6 **Column 2:** Predicted numbers of credit values arising from forecast new registrations on modules, units or courses after 1 November 2014. Figures recorded here should be predictions after allowance for transfers after 1 November 2014.
- 7 **Column 3:** Estimated numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2014. 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 14 to 18.

- 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 2014/15. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.
- 9 **Column 5:** Numbers of assumed completed credit values associated with students franchised out between 1 August 2014 and 31 July 2015 inclusive. See Annex A, paragraphs 13 to 15 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)**

- 10 **Column 1:** Numbers of home and EU fundable full-time registrations between 1 August 2014 and 1 November 2014 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 2014.
- 11 **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.
- 12 **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 2014/15, consistent with column 1.

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

- 13 **Columns 1 to 4:** Home and EU fundable full-time undergraduate registrations between 1 August 2014 and 1 November 2014 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.
- 14 **Column 5:** This shows the overall number of home and EU fundable full-time undergraduate registrations between 1 August 2014 and 1 November 2014. It is the sum of columns 1 to 4. The calculation is done automatically in the spreadsheet.

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

- 15 **Columns 1 to 7:** Home and EU fundable full-time undergraduate assumed completed registrations for the academic year 2014/15 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.

- 16 **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**

- 17 Table 4a requests data on assumed completed registrations for the academic year 2014/15 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.
- 18 There are four principal columns.
- 19 **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.
- 20 **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.
- 21 **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.
- 22 **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 registrations – new entrants and students in their second or third year at the institution**

- 23 Table 4b requests data on assumed completed new entrants and students in their second or third year at the institution for the academic year 2014/15 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 and students in their second or third year at the institution should be returned in accordance with the guidelines set out in Annex G.

- 24 **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.
- 25 **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.
- 26 **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.
- 27 **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.
- 28 **Column 5:** Total number of completed home and EU new entrants. The calculation is done automatically in the spreadsheet.
- 29 **Columns 6a to 6c:** Number of completed registrations for students in their second year at the institution 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.
- 30 **Columns 7a to 7c:** Number of completed registrations for students in their second year at the institution 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.
- 31 **Columns 8a to 8c:** Number of completed registrations for students in their second year at the institution 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.
- 32 **Columns 9a to 9c:** Number of completed registrations for students in their second year at the institution 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.
- 33 **Column 10:** Total number of completed registrations for students in their second year at the institution. The calculation is done automatically in the spreadsheet.
- 34 **Columns 11a to 11c:** Number of completed registrations for students in their third year at the institution 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.

- 35 **Columns 12a to 12c:** Number of completed registrations for students in their third year at the institution 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.
- 36 **Columns 13a to 13c:** Number of completed registrations for students in their third year at the institution 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.
- 37 **Columns 14a to 14c:** Number of completed registrations for students in their third year at the institution 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.
- 38 **Column 15:** Total number of completed registrations for students in their third year at the institution. 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**

- 39 Table 5 requests data on assumed completed registrations for the academic year 2014/15 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.
- 40 **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.
- 41 **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.
- 42 **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.
- 43 **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**

- 44 **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 2014/15 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 2014/15, 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**

- 45 Table 7 requests information about Performance Element provision in ASC 10 at the University of South Wales.

##### Credit Values:

- 46 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2014 and 1 November 2014 inclusive, by mode and level of study. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2014.
- 47 **Column 2:** Predicted numbers of credit values arising from forecast new registrations on modules, units or courses after 1 November 2014, by mode and level of study. Figures recorded here should be predictions after allowance for transfers after 1 November 2014.
- 48 **Column 3:** Estimated numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2014, 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 2014/15, 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 and 3e:** Numbers of completed part-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.
- 52 **Columns 4a and 4b:** This shows the overall assumed number of completed home and EU fundable registrations for undergraduate degree and postgraduate taught provision, respectively. Column 4a is the sum of columns 1a and 3a; column 4b is the sum of columns 1e and 3e. The calculations are done automatically in the spreadsheet.

**Table 8 – registrations and credit values on Phase 2 of the UHOVI scheme**

- 53 Table 8 requests information about students on Phase 2 of the UHOVI scheme and the percentage of undergraduate students that are on the scheme or are from the five UHOVI unitary authorities, at the University of South Wales. This table is only to be completed by University of South Wales.
- 54 **Column 1:** Numbers of assumed home and EU registrations for full-time undergraduate new entrants, full-time undergraduate continuing students, full-time undergraduate students in total (calculated automatically in the spreadsheet), part-time foundation degrees and part-time undergraduate students in total, in terms of headcount of individuals.
- 55 **Column 2:** Numbers of assumed home and EU credit values associated with part-time foundation degrees and part-time students in total.
- 56 **Column 3:** Percentage of undergraduate student registrations, in terms of headcount of individuals, that are from the five UHOVI unitary authorities (Caerphilly, Rhondda Cynon Taf, Merthyr Tydfil, Blaenau Gwent and Torfaen) and/or are on Phase 2 of the UHOVI scheme.

**Table 9 – Registrations outside the HESES population**

- 57 Table 9 requests information about registrations that are outside the HESES population, by type of provision.
- 58 **Column 1:** Numbers of completed full-time and sandwich year out registrations by level of study for students based at an overseas campus. Figures should be net of all known and predicted transfers, withdrawals and dropouts.

- 59 **Column 2:** Numbers of completed part-time registrations by level of study for students based at an overseas campus. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 60 **Column 3:** Numbers of completed full-time and sandwich year out registrations by level of study for students based overseas but not at an overseas campus. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 61 **Column 4:** Numbers of completed part-time registrations by level of study for students based overseas but not at an overseas campus. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 62 **Column 5:** Numbers of completed full-time and sandwich year out registrations by level of study for students outside the HESES population not already included in columns 1 and 3. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 63 **Column 6:** Numbers of completed part-time registrations by level of study for students outside the HESES population not already included in columns 2 and 4. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 64 **Column 7:** This shows the overall assumed number of completed full-time and sandwich year out registrations outside the HESES population. Column 7 is the sum of columns 1, 3 and 5. The calculations are done automatically in the spreadsheet.
- 65 **Column 8:** This shows the overall assumed number of completed part-time registrations outside the HESES population. Column 8 is the sum of columns 2, 4 and 6. The calculations are done automatically in the spreadsheet.
- 66 **Description box:** The box to the right of the table gives a description of any provision included in the 'Other students' category.

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

- 1 This annex provides mappings which HEFCW will use to extract EYM data from the HESA student record. 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 extracted for the 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](http://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 = 4, G
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 2014/15):

Writing up students	INSTANCE.MODE = 43, 44
Students in their final year attending a course which follows a non-standard academic year	INSTANCE.TYPEYR = 2 and INSTANCE.ENDDATE ≤ 31072015 and INSTANCE.ENDDATE ≤ anniversary of

## 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 and students in their second year at the institution (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.SBJPCNT, 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:

---

	<b>COURSESUBJECT.SBJCA</b>
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	INSTANCE.INTERCALATE = 01
	<b>INSTANCE.YEARPRG</b>
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 = 53, 61-65
Secondary phase	INSTANCE.ITTPHSC = 55 to 57 Subject of study will be assigned using COURSESUBJECT.SBJCA and COURSESUBJECT.SBJPCNT
Gained QTS	QUALIFICATIONSAWARDED.OUTCOME = 1
	<b>INSTANCE.YEARPRG</b>
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). For postgraduate medicine courses, if the module subject MODULESUBJECT.MODSBJ is coded as A900 or A990, then the credits will be included in the non-clinical medicine category (ASC 1a).

### Mode of study

12 Mode of study is categorised as follows:

Full-time	INSTANCE.MODE = 01 or INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE ≠ 1, 2
Full-time sandwich year out	INSTANCE.MODE = 23, 24 and INSTANCE.LOCSDY = D, E, T, U and INSTANCE.SPECFEE = 1, 2
Part-time	Otherwise

### Level of study

13 Level of study is categorised as follows:

Undergraduate degree	COURSE.COURSEAIM = H00, H11, H16, H18, H22, H23, H50, I00, I11, I16, M22, M26, M28
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 and students in their second or third year at the institution

14 New entrants and students in their second or third year (for the purposes of Table 4b) and continuing students (for the purposes of Table 8) at the institution are categorised as follows:

New entrants	INSTANCE.YEARSTU = 1
Students in their second year at the institution	INSTANCE.YEARSTU = 2
Students in their third year at the institution	INSTANCE.YEARSTU = 3

---

institution	
Continuing students	INSTANCE.YEARSTU ≠ 1

---

- 15 New entrants and students in their second or third year at the institution 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, BE, BG, HR, 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 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 or work placement year abroad are categorised as follows:

---

ERASMUS exchange out, work placement out, language assistant or combination of these categories of registrations	INSTANCE.LOCSDY = T and MOBILITY.MOBScheme = 03
Non-ERASMUS study year abroad registrations	INSTANCE.LOCSDY = T and MOBILITY.MOBScheme ≠ 03 and MOBILITY.MOBTYPe = 01
Non-ERASMUS work placement year abroad	INSTANCE.LOCSDY = T and MOBILITY.MOBScheme ≠ 03 and MOBILITY.MOBTYPe = 02, 03

---

## Registrations up to 1 November

- 19 The following registrations will be assumed to be those registrations up to 1 November, counted on Tables 2a and 2b of HESES and Table 2a of EYM:

---

Those who complete on or before 1 November 2014 and are on a standard academic year	INSTANCE.ENDDATE $\leq$ 01112014 and INSTANCE.FUNDCOMP = 1 and INSTANCE.TYPEYR = 1
Those who started on or before 1 November 2014	INSTANCE.COMDATE $\leq$ 01112014

---

## Completions

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

---

Registrations that completed the year of programme	INSTANCE.FUNDCOMP = 1
--	-----------------------

---

- 21 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
--	-----------------------

---

- 22 Proportions in each completion status category for registrations with known completion status will be used to estimate the number of completed and partially completed registrations for those registrations with unknown completion status (INSTANCE.FUNDCOMP = 3, students are yet to complete but have not failed to complete) and these will be added to the count of completed registrations.

## Assignment of credit values to columns in Tables 1 (HESES), 1a, 1b and 1c (EYM)

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

---

Modules started in 2014/15	STUDENTONMODULE.MODSTAT = 2, 3
Module is countable	STUDENTONMODULE.MODCOUNT = 2
Module is not on a not-for-credit basis	STUDENTONMODULE.MODOUT $\neq$ 5

---

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

Column 1

- 24 Credit values for modules associated with the following registrations, that were started in the 2014/15 academic year, will be assumed to be in column 1:

---

Those who started on or before 1 November 2014	INSTANCE.COMDATE ≤ 01112014
---	-----------------------------

---

Column 2

- 25 Credit values for modules associated with the following registrations, will be assumed to be in column 2:

---

Those who started after 1 November 2014	INSTANCE.COMDATE > 01112014
--	-----------------------------

---

Column 3

- 26 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
-----------------------	--

---

- 27 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
--	---

---

- 28 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

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

Column 5 (Table 1 of HESES, Table 1c of EYM)

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

---

Franchised out modules	MODULE.PCOLAB > 0
------------------------	-------------------

---

- 31 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
------------------------------	--------------------------------

---

**Performance Element provision**

- 32 Registrations and credit values at the University of South Wales will be considered to be Performance Element provision where INSTANCE.CAMPID = B.

**Phase 2 of the UHOVI scheme and students that are domiciled in the five UHOVI unitary authorities**

- 33 Registrations and credits values at University of South Wales will be considered to be part of Phase 2 of the UHOVI scheme if they are coded with INSTANCE.INITIATIVES = 7. Those in the five UHOVI unitary authorities will be identified where ENTRYPROFILE.POSTCODE is in Caerphilly, Rhondda Cynon Taf, Merthyr Tydfil, Blaenau Gwent or Torfaen. Foundation degree students will be considered to be those where COURSE.COURSEAIM = J10 or J16.

**Students outside the HESES population**

- 34 The headcount of students returned on the HESA Aggregate Offshore Record are assumed to be included on Table 9, and will be categorised as follows:

---

Students based at an overseas campus	TYPE = 1 and LEVEL ≠ F
Other students based overseas	TYPE ≠ 1 and LEVEL ≠ F

---

- 35 Data will be broken down into level of study, where:

---

Undergraduate degree	LEVEL = H, I
Undergraduate non-degree	LEVEL = J, C
Postgraduate taught	LEVEL = E, M
Postgraduate research	LEVEL = D, L

---

- 36 Students that are included in the 'Other students' category on Table 9 that are not in the HESES population will be considered to be those students returned on the HESA student record that fit the criteria to be included in the HESES population, apart from being coded as not being in the HESES population, i.e. where INSTANCE.FUNDCOMP = 9.
- 37 We plan to refine the extraction of information from the HESA student record in future to better identify those not in the HESES population.

---

## Workbook Notes

- 1 An Excel workbook containing spreadsheet versions of the tables to complete for the HESES 2014/15 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.

<b>Workbook name</b>	<b>Tables included</b>
____HESES.xlsx	Tables 1 to 9

- 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 2008/09 to 2014/15, 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 Cerys Morgan (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 1, is automatically completed in the worksheets containing Tables 2a to 9.

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

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## Validation Checks

- 1 A number of validation checks have been built into the Excel workbook containing Tables 1 to 9 (see Annex P) and these are listed in paragraphs 3 to 17 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 1 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 1 and 7, credit values entered in columns 1, 2 and 3 must be whole numbers.
- 5 **Validation check 3:** In Table 1, values entered in column 5 must be whole numbers.
- 6 **Validation check 4:** In Table 1, 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 3, the total across all years (including intercalated students) = full-time undergraduate registrations shown in ASC 1, Table 5 (columns 1a and 1c).
- 11 **Validation check 9:** In Tables 4a, 4b, 5, 7 and 9 all values entered must be to no more than 1 decimal place and must be a multiple of 0.5.
- 12 **Validation check 10:** In Table 4b, for each undergraduate level of study and ASC, home and EU fundable registrations of new entrants plus students in their second or third year at the institution  $\leq$  corresponding totals by ASC for full-time undergraduate registrations in Table 5, excluding ITT (QTS).

- 13 **Validation check 11:** In Table 5 for each mode and level, total registrations = the corresponding total home and EU fundable registrations in Table 4a.
- 14 **Validation check 12:** In Table 6, total registrations  $\leq$  total undergraduate registrations returned in Table 5 (columns 1a, 1c, 2a and 2c).
- 15 **Validation check 13:** In Table 7, for each level, assumed completed credit values or registrations  $\leq$  assumed completed credit values or registrations in ASC 10, Tables 1 and 5, for postgraduate and part-time.
- 16 **Validation check 14:** In Table 8, all values entered that relate to registrations and credit values must be whole numbers.
- 17 **Validation check 15:** In Table 8, percentage values must be entered to no more than one decimal place.
- 18 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. HESES 2013/14 data are used for comparison purposes. Institutions are invited to check and comment on instances where a CHECK message occurs.
- 19 **Credibility check 16:** In Table 1 for each level of study and ASC, percentage increase/decrease between HESES13 and HESES14  $> 25\%$ , for column 4 credit values.
- 20 **Credibility check 17:** In Table 4a, for each level of study and ASC, percentage increase/decrease between HESES13 and HESES14  $> 25\%$ .
- 21 **Credibility check 18:** In Table 4b, for new entrants, for each level of study and mode of study, percentage increase/decrease between HESES13 and HESES14  $> 25\%$ .
- 22 **Credibility check 19:** In Table 5, for each level of study, mode of study and ASC, percentage increase/decrease between HESES13 and HESES14  $> 25\%$ .
- 23 As well as the validation and credibility checks incorporated into the workbook, a worksheet showing summary data for 2008/09 to 2014/15 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.
- 24 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 and fee income estimates; 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.

### Table 1

- 2 Table 1 collects data relating to credit values for part-time students. Credit values collected on HESES 2014/15 are used as the basis for calculating teaching funding allocations relating to these students for the 2015/16 academic year.
- 3 Funding allocations will be calculated separately for 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 three categories.

### Tables 2a, 2b and 3

- 4 Data collected on Table 2a 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 part-time provision.
- 8 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 registrations that are new entrants or students in their second or third year at the institution. 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 2014/15 and inform the estimates of HEFCW fee grant costs and fee income for 2015/16.
- 10 Proportions of students already qualified to degree level, who are generally not eligible for a fee grant, with some exceptions, will be estimated using data from other sources. Similarly, where differential fees will be charged 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 in cases where they would have started prior to 1 September 2012 and still be under the old fee regime.

**Table 6**

- 11 Data collected on Table 6 will be used to monitor 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**

- 12 Data collected on Table 7 will be used to monitor Performance Element provision at the University of South Wales.

**Table 8**

- 13 Data collected on Table 8 will be used for interim monitoring of targets relating to credit values and registrations which are part of Phase 2 of the UHOVI scheme and the percentage of undergraduate enrolments which are part of the UHOVI scheme or are from the five UHOVI unitary authorities, at the University of South Wales.

**Table 9**

- 14 Data collected on Table 9 will be used to monitor provision that takes place overseas and other provision that is outside the HESES population, to provide input into the analysis of institutions' financial position and get a better picture of all activity taking place at institutions.

**Fundability Status Reference Grid**

## Summary of funding rules by location of study and fee regime

### Home and EU PT/PGT and old regime FT UG students

	In Wales		In UK outside Wales		Outside UK
	Welsh domicile	Other home and EU domicile	Welsh domicile	Other home and EU domicile	All domiciles
Distance learning	F	F	F	NF	NF & NR
At institution's campus	F	F	F	NF	NF & NR
Franchise to publicly funded institution	F	F	NF	NF	NF & NR
Franchise to non-publicly funded institution	NF	NF	NF	NF	NF & NR
Other collaborative arrangements/partnerships <sup>1</sup>	NF & NR	NF & NR	NF & NR	NF & NR	NF & NR
Any location with place funded from other sources or as part of a specific scheme <sup>2</sup> or the place is on a closed course <sup>3</sup>	NF	NF	NF	NF	NF & NR

### Home and EU new regime FT UG/PGCE students

	In Wales		In UK outside Wales		Outside UK
	Welsh domicile	Other home and EU domicile	Welsh domicile	Other home and EU domicile	All domiciles
Distance learning - fees paid through grants/loans or by student/employer	F	F	F	NF	NF & NR
At institution's campus - fees paid through grants/loans or by student/employer	F	F	F	NF	NF & NR
Franchise to publicly funded institution - fees paid through grants/loans or by student/employer	F	F	NF	NF	NF & NR
Franchise to non-publicly funded institution - fees paid through grants/loans or by student/employer	NF	NF	NF	NF	NF & NR
Other collaborative arrangements/partnerships <sup>1</sup> - fees paid through grants/loans or by student/employer	NF & NR	NF & NR	NF & NR	NF & NR	NF & NR
Any location with fees paid by a public body other than HEFCW or funded as part of a specific scheme <sup>2</sup> or the place is on a closed course <sup>3</sup>	NF	NF	NF	NF	NF & NR

#### Notes:

F = fundable

NF = non-fundable

NR = non-returnable on HESES (but included in Table 9 if returned to HESA)

<sup>1</sup>Other collaborative arrangements/partnerships include partnerships with institutions or organisations not owned by the Welsh HEI, that are not franchising arrangements, for example partnerships with non-publicly funded colleges where the institution provides quality assurance or validating arrangements only and does not provide any funding to that college.

<sup>2</sup>For example, Phase 2 of the UHOVI scheme.

<sup>3</sup>A course is closed if the costs of that course are met by a particular company or organisation and the course is not open to all those suitably qualified.

Island and overseas students will be coded as such in all categories and will be non-returnable in the same categories as home and EU students.

For joint courses, only provision belonging to the Welsh institution should be considered for inclusion on HESES. The rules above should be applied to that provision.

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

## HESES 2014/15

Table 1: Home and EU Fundable Credit Values

Mode: Part-time

Institution:

Code:

ASC	Level	Credit Values between 1 August 2014 and 1 November 2014	Forecast of Credit Values after 1 November 2014 in AY 2014/15	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2014/15 Col (1) + (2) - (3)	Franchised Out Credit Values (of those in column 4)
		1	2	3	4	5
ASC 1 Clinical & Pre-clinical/ non-clinical Subjects	1a: Pre-clinical/non-clinical Medicine	UG			0	
		PGT			0	
	1b: Clinical Medicine	UG			0	
		PGT			0	
	1c: Pre-clinical/non-clinical Dentistry	UG			0	
		PGT			0	
	1d: Clinical Dentistry	UG			0	
		PGT			0	
ASC 2	UG				0	
Subjects & Professions Allied to Medicine	PGT				0	
ASC 3	UG				0	
Science	PGT				0	
ASC 4	UG				0	
Engineering & Technology	PGT				0	
ASC 5	UG				0	
Built Environment	PGT				0	
ASC 6	UG				0	
Mathematical Sciences, IT and computing	PGT				0	
ASC 7	UG				0	
Business & Management	PGT				0	
ASC 8	UG				0	
Social Sciences	PGT				0	
ASC 9	UG				0	
Humanities	PGT				0	
ASC 10	UG				0	
Art, Design and Performing Arts	PGT				0	
ASC 11 Education	11a: ITT (QTS) Primary	UG			0	
		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 2014/15

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

Mode: Full-time

Institution:

Code:

Phase	Subject	Level	Registrations between 1 August 2014 and 1 November 2014	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

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

Mode: Full-time

Institution:

Code:

Level	Phase	Registrations between 1 August 2014 and 1 November 2014 (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

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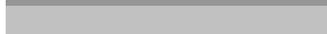
Table 3: Home and EU Fundable Undergraduate Medicine and Dentistry Registrations

Mode: Full-time

Institution:

Code:

ASC	Assumed completed registrations in academic year 2014/15 (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

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Table 4a: Student Registrations

Mode: All Modes

Institution:

Code:

Level of study		Assumed completed registrations in academic year 2014/15											
		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 Registrations - New Entrants and students in their second or third year at the institution

Mode: Full-time  
 Institution:  
 Code:

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2014/15 - new entrants												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/non-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
11aa	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

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2014/15 - students in their second year at the institution												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)	
		6a	6b	6c	7a	7b	7c	8a	8b	8c	9a	9b	9c	10
1	Clinical and Pre-clinical/non-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
11aa	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

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2014/15 - students in their third year at the institution												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)	
		11a	11b	11c	12a	12b	12c	13a	13b	13c	14a	14b	14c	15
1	Clinical and Pre-clinical/non-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
11aa	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

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Table 5: Home and EU Fundable Student Registrations

Mode: All Modes

Institution:

Code:

ASC		Assumed completed registrations in academic year 2014/15																				
		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							
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/non-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.

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**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 2014/15 (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	

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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:

**Part-time**

ASC	Level	Credit Values between 1 August 2014 and 1 November 2014	Forecast of Credit Values after 1 November 2014 in AY 2014/15	Estimated Number of Credit Values Not Completed (of those in columns 1 & 2)	Assumed Credit Values AY 2014/15
		1	2	3	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 2014/15					
	Full-time		Part-time		Total	
	Undergraduate degree	Postgraduate taught	Undergraduate degree	Postgraduate taught	Undergraduate degree	Postgraduate taught
	1a	1e	3a	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

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**Table 8: Home and EU undergraduate registrations and credit values for students on Phase 2 of the UHOVI scheme & percentage of undergraduate students that are domiciled in the 5 UHOVI unitary authorities****Mode: All****Institution:****Code:**

Mode of study		Assumed registrations (headcount of individuals) 2014/15	Assumed credit values 2014/15	Percentage of assumed registrations out of total number of assumed undergraduate registrations 2014/15 (%)
		1	2	3
Full-time	New entrants			
	Continuing students			
	Total	0		
Part-time	Foundation degree students			
	Total			
All	Students domiciled in the 5 UHOVI UAs and/or part of the UHOVI scheme			

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**Table 9: Student registrations outside the HESES population**

**Mode: All modes**

**Institution:**

**Code:**

Level of study	Assumed completed registrations in academic year 2014/15							
	Overseas Campus Students		Other Overseas Based Students		Other Students (please include commentary)		Total	
	Full-time and sandwich year out	Part-time	Full-time and sandwich year out	Part-time	Full-time and sandwich year out	Part-time	Full-time and sandwich year out	Part-time
	1	2	3	4	5	6	7	8
Undergraduate degree							0.0	0.0
Undergraduate non-degree							0.0	0.0
Postgraduate taught							0.0	0.0
Postgraduate research							0.0	0.0
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Please include information here on students included in the 'Other Students' category:

Contains formulae

Each sandwich year out registration is counted as 1.