

Cylchlythyr | Circular

Higher Education Students Early Statistics Survey 2015 – Consultation on Changes

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in
Wales
Response by: 9 October 2015
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This consultation sets out proposals for changes to the 2015/16 higher education students early statistics (HESES) survey.

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Introduction

1. This consultation sets out proposals for changes to the 2015/16 higher education students early statistics (HESES) survey.
2. We have reviewed our annual HESES survey in light of changes to funding methods and usage of data, and are proposing a number of changes.

Background

3. In July and August 2015 we carried out a review of higher education data collections. We consulted with institutions as part of that review and also gathered information from institutions during our annual data workshop. As part of that review and consultation we gathered some initial views and feedback about the HESES survey. Annex A contains a summary of the responses.
4. We considered these responses alongside our review of the survey and we have a number of proposals for changes to the survey which are presented in this consultation.
5. Annex B contains the tables collected on the most recent survey, that for 2014/15, which can be found here: [HESES14](#). Annex C contains the proposed tables for the 2015/16 HESES survey. It is expected that respondents to this consultation are familiar with the HESES survey.
6. This consultation contains proposals for changes to the tables, definitions and guidance and the timetable for returns, and a number of questions relating to the proposals. The changes apply to both higher education institutions (HEIs) and further education institutions (FEIs) with HEFCW directly funded provision.
7. HEFCW are also undertaking a review of the way in which FEIs return data. This includes a proposal that HEFCW directly funded FEIs return data to HESA rather than on the Welsh Government Lifelong Learning Wales Record (LLWR). If that proposal is accepted, once FEIs start returning data via HESA the elements relating to HESA data below will apply to FEIs as well.

Summary of proposed changes

8. We are proposing to make the following changes to the tables compared to the 2014/15 survey (see paragraphs 11 to 42 below):
 - Cease collection of Tables 1, 2b, 3, 5, 6, 7 and 9.
 - Collect less information on Table 2a, so that only data about new entrants is collected.

- Add a sub-table to Table 4b which collects information about students in their fourth year at the institution.
9. We are proposing to make the following changes to the definitions and guidance (see paragraphs 43 to 50 below):
- Include a new annex with a summary guide to HESES for those new to the survey.
 - Include guidance about overseas students in the sandwich year out definition.
 - Clarify the reporting requirements for franchises and partnership arrangements outside Wales.
 - Clarify the reporting requirements for provision that is franchised out for only part of the year.
 - Improve the guidance for returning fundability status and non-completion status.
 - Include guidance about how we will use HESA data in place of collecting data on HESES.
10. Other changes we are proposing (see paragraphs 54 to 58):
- Changing the return date of the HESES survey to later in the year, with a new deadline in December, with the exception of the return of initial teacher training (ITT) leading to qualified teacher status (QTS) data which will be requested in November.
 - That ITT (QTS) providers return data about provision delivered at their institution only. This means that we would no longer require the lead financial institutions of the Centres of Teacher Education to return data for all partners in the Centre.

Proposed changes to tables

Table 1

11. Table 1 collects data about credit values for home and EU fundable part-time undergraduate and postgraduate taught students. The table has five columns. Columns 1 to 3 collect credits arising from registrations between 1 August and 1 November, predicted credit values arising from new registrations between 1 August and 1 November and estimated credit values associated with non-completions after 1 November. The fourth column shows overall completed credit values (columns 1 plus 2 minus 3) and column 5 collects the number of credit values in column 4 which are franchised out.
12. The data from this table are used to calculate credit-based teaching funding allocations for part-time provision. We are proposing to change our source of data used for calculating any credit based teaching funding by instead of using early year HESES data, for HEIs, using data from the HESA student record. For example, for 2015/16 funding, 2014/15 HESES

data were used to calculate credit-based teaching funding. If HESA data were used instead, it would have been taken from the 2013/14 HESA student record. For FEIs, we propose to use the data returned on the HEFCW end of year monitoring (EYM) survey, which, under the proposals, would be the EYM 2014/15 survey for 2016/17 funding.

13. This change would mean that data used in funding calculations would be two years behind the year the funding was being calculated for instead of one year. However, most of the data would reflect actual completions of credit values (reported at the end of the year on HESA for HEIs or on the EYM survey for FEIs) rather than estimated completions (made in-year in November on HESES). The exception to this would be credit values for modules that finish in the next reporting year, where it is not known at the end of the academic year whether these modules have been completed. In these cases, for HEIs, we would estimate the completion status of those modules with unknown completion status using data for modules with known completion status. The responses from HEIs to the data collection review consultation indicated that numbers of completed part-time credit values are difficult to estimate, primarily because of modules starting after 1 November. Using HESA data means that this element of uncertainty is reduced.
14. Relying on HESA for credit value data instead of collecting HESES data for HEIs means that institutions will have to scrutinise their student data during submission to HESA with this new use of the data in mind. The credit values that would be used in place of those collected on Table 1 are those presented in the end of year monitoring (EYM) extraction of data from the HESA student record. For 2014/15, the EYM tables are being signed off as part of the HESA Information Reporting Interface Service (IRIS) and these are the data that would be used in funding calculations for 2016/17 under this proposal. Institutions will have the opportunity to discuss any amendments to the data in these tables as part of the sign-off process.
15. The proposal here is to cease to collect credit value data on HESES, so that credit value data used in any credit-based teaching funding calculations would come from the HESA student record for HEIs or the EYM survey for FEIs. If the methods of allocating funds for 2016/17 proposed to institutions include the calculation of credit-based funding, then we will propose that HESA data are used instead of HESES data in any calculations. If the funding methods for 16/17 are finalised such that this proposal is not accepted, so that HESES data should continue to be used, then data from Table 1 would be required and Table 1 would need to be collected for 2015/16, albeit at a later date than the main HESES survey.
16. **Questions:**
 - a. Does using HESA data (for HEIs) or EYM survey data (for FEIs) instead of HESES data cause any issues for you? For example,

- because the data are two years retrospective to the year for which funding will be calculated, or because of any data quality concerns?
- b. If 2016/17 funding methods are finalised so that credit value data for credit-based teaching funding should continue to come from HESES, would you be able to provide these data as part of a HESES supplementary survey in January/February 2015?
 - c. Do you have any other comments on this proposal?

Tables 2a and 2b

17. Tables 2a and 2b collect data about full-time ITT (QTS) provision for registrations between 1 August and 1 November. Table 2a collects data about all registrations, new entrants and a forecast of those gaining QTS, for undergraduate and PGCE students, by phase of the course (primary or secondary) and subject of study for secondary phase registrations. Table 2b breaks down the full-time undergraduate data by phase of the course, length of course and the year of the course.
18. The new entrant data in Table 2a are used to input into the calculation of intake targets and so are not a candidate for removal from the survey. The other two columns of Table 2a, whilst useful indicators, are used less now that teaching funding for full-time ITT (QTS) primarily comes through tuition fees rather than HEFCW funding. Accordingly, we are proposing that we drop these two columns and instead get this information from HESA data for the previous year, as and when it is required.
19. Data in Table 2b have been used to calculate progression rates in the funding model for ITT (QTS) in previous years. Again, as the primary funding source for teaching is now tuition fees, these data, though used to monitor ITT (QTS) provision, are no longer used in funding and so we propose to no longer collect this table. We will instead rely on previous year's data from the HESA student record and will extract these data as and when required.
20. Given that there may be changes to the way in which ITT (QTS) provision is managed in future, it could be the case that additional information is required in future. Where possible we will get this from the HESA student record. However, it is possible that we may have to collect additional ITT (QTS) data in future.
21. **Questions:**
 - a. Does using HESA data instead of HESES data for those data that are proposed to no longer be collected cause any issues for you? For example, because the latest data will now be one year prior to that available previously, or because of any data quality concerns?
 - b. Do you have any other comments on this proposal?

Table 3

22. Table 3 collects data about completed home and fundable full-time undergraduate medicine and dentistry registrations by the year of the course and by whether the year is clinical or non-clinical.
23. We have used data from Table 3 in the past in the medical and dental funding models, for example, to calculate progression rates for medical and dental students. Given the move to funding primarily through tuition fees for full-time undergraduate students, we propose that this table is no longer collected and that equivalent data when needed are taken from the HESA student record for the previous year.
24. **Questions:**
 - a. Does using HESA data instead of HESES data for medical and dental provision by year of course cause any issues for you? For example, because the latest data will now be one year prior to that available previously, or because of any data quality concerns?
 - b. Do you have any other comments on this proposal?

Table 4a

25. Table 4a collects data about completed registrations by level of study, mode of study, whether undergraduate provision is franchised out or not and residential and fundability status.
26. We are not proposing any changes to Table 4a. The data collected give us an overall in-year picture of HE provision. This is used to monitor expected changes in the make-up of the sector, including the scale of provision not fundable by HEFCW. The data are also supplied to Welsh Government (WG) to complement their predictions of the size of the sector and the draw on the student support budget in future.
27. We will review the guidance relating to the data returned on this table to ensure that everything we expect to be counted is included in the table.
28. **Questions:**
 - a. Are there any areas of difficulty in returning data for this particular table (please also see proposals relating definitions and guidance in paragraphs 43 to 50 below)?
 - b. Do you have any other comments relating to Table 4a?

Table 4b

29. Table 4b collects data relating to full-time undergraduate and PGCE (QTS) students that started in academic year 2012/13 or later, by the year the student is at the institution, level of study, academic subject category, residential status and whether the provision is franchised out or not. The

data are used to enable us to monitor and estimate expenditure on fee grant and the level of fee income coming into institutions. It is important to have these data in-year to inform the latest estimates and to monitor, for example, the transfer of fee grant from WG to HEFCW and the assumptions used in the calculation of that transfer.

30. Currently, the table is split into three sub-tables each collecting data for the year the student is at the institution, so there is a table for new entrants, a table for students in their second year at the institution and a table for students in their third year at the institution. We are proposing to add a table for students in their fourth year at the institution in order to cover all cohorts under the new fee regime in 2015/16.
31. **Questions:**
 - a. Are there any areas of difficulty in returning data for this particular table?
 - b. Do you have any other comments relating to Table 4b?

Table 5

32. Table 5 collects data for home and EU fundable completed registrations by mode of study, level of study and academic subject category. This has been used in the past to cross check credit value data supplied by subject and to monitor changes in provision by subject area. We are proposing to no longer collect this table and instead rely on HESA student record data to get the latest picture of subject provision at an institution, which will be for the previous year.
33. **Questions:**
 - a. Does using HESA data instead of HESES data to get information about subject of study cause any issues for you? For example, because the latest data will be now be one year prior to that available previously, or because the subject profile of your institution changes significantly year on year, or because of any data quality concerns?
 - b. Do you have any other comments on this proposal?

Table 6

34. Table 6 collects data about home and EU fundable undergraduate ERASMUS and non-ERASMUS year out students, for six different categories. These data have been used to monitor year-long placements, exchanges and study abroad.
35. From 2013/14, HESA have collected additional data about the mobility of students on the student record and we are proposing that we no longer collect Table 6 but instead rely on the data collected by HESA which we will extract as and when required.

36. Questions:

- a. Does using HESA data instead of HESES data to get mobility data cause any issues for you? For example, because the latest data will now be one year prior to that available previously or because of any data quality concerns?
- b. Do you have any other comments on this proposal?

Table 7

37. Table 7 collects data about Performance Element provision at University of South Wales. These data have been used in the funding model for part-time provision and to monitor Performance Element provision. We propose to cease collecting this table and rely on HESA data for data relating to this area.

38. Questions:

- a. Does using HESA data instead of HESES data to get data about Performance Element provision cause any issues for you? For example, because the latest data will now be one year prior to that available previously or because of any data quality concerns?
- b. Do you have any other comments on this proposal?

Table 8

39. Table 8 collects data about UHOVI provision at University of South Wales. We are not proposing any changes to this table and will collect it for one more year whilst Phase 2 of the scheme is continuing. When UHOVI provision is mainstreamed in 2016/17, we will no longer collect this table.

Table 9

40. Table 9 collects data about trans-national education (TNE) and any other provision that is not returned on the main HESES tables. We collect similar TNE information on the student forecasts return requested in July each year and propose that we rely on that for estimates of future activity and matching with financial forecasts and use the HESA aggregate offshore record for the latest confirmed data in this area. We will be investigating any data returned in the category of provision that is not overseas (columns 5 and 6 on Table 9) to see if there is provision that should be returned on the other HESES tables and if there is additional guidance needed to enable this.

41. A separate TNE in-year survey collecting 2014/15 in-year data was carried out in spring 2015 to provide information for the sector. This was carried out for the first time by HEFCW on a pilot basis as a part of a wider survey on international student data. It was done in consultation with Universities Wales and based on demand expressed by international offices in the

sector. This collected more detailed information about TNE provision than that currently available to the sector. We are asking international offices whether they found the information gathered from this survey, and the report that was produced which also used HESA data, useful to them. We will use the responses from the international offices, alongside the responses to the recent data collection review consultation in reviewing the collection of these data for the sector in the future, therefore the survey is not being considered as part of this review.

42. Questions:

- a. Does using HESA and forecast data instead of HESES data to get information about TNE information cause any issues for you? For example, because the latest confirmed data will now be one year prior to that available previously or because of any data quality concerns?
- b. Do you have any other comments on this proposal?

Proposed changes to definitions and guidance

43. Comments received in the data collection review consultation indicated that, for those new to HESES, the survey was not very accessible. Together with the proposed changes to the survey which will cut down on the information collected, we propose to address this by including a new annex in the survey circular which will be a summary guide to completing HESES.
44. There were several areas mentioned in the data collection review that institutions considered needed more guidance, for example, fundability status, completion status and UHOVI students. We will review the guidance given for these areas and make clarifications where necessary. In addition, we will be reviewing all the definitions in the circular to make sure they are clear. Some areas currently not clearly defined include overseas students on a sandwich year out and the reporting requirements for franchises and partnership arrangements outside Wales and partial franchises where the student is franchised out for only part of the year. We will be including additional guidance for these areas.
45. Other aspects questioned on the consultation responses were why there was a need for rounding to 0.5, whether the number of academic subject categories (ASCs) can be reduced and if 1 November was still the best census date.
46. Regarding the requirement to round to 0.5 in returning data, we are not proposing to change this. Under the proposals, in returning data on the HESES survey, the return of 0.5 will represent a partial completion for a full-time taught registration.

47. Regarding the number of ASCs, there are no plans to change the ASC groupings for HESES 2016/17. However, ASCs may be an area for future review in relation to funding methods.
48. Regarding the census date, for those tables proposed to be retained on HESES, it is only relevant to the ITT (QTS) table which proposes to collect new entrant registrations between 1 August and 1 November. In monitoring performance against ITT (QTS) targets, and setting the next year's targets, those that start the course and are still there by 1 November are used. We will continue to use the 1 November census date where relevant in any extraction of data from HESES that aims to be equivalent to HESES data or is part of the EYM data extraction, and for the EYM survey for FEIs.
49. In addition to the particular areas above, we will be reviewing the whole of the definitions and guidance to ensure that they are as clear as possible. It should also be noted that we will not necessarily be reducing the guidance in the HESES survey circular as it will be used to extract data from HESA that we will be using in place of the HESES data and for end of year monitoring and so needs to remain in the document.
50. **Questions:**
 - a. Are there any other areas where you think further guidance needs to be provided?
 - b. Are there any definitions that are not clear to you?
 - c. Do you have any other comments on the definitions and guidance?

HESA guidance

51. As a result of the proposed changes to the data being collected on HESES, we will have less information at the time of HESES and will consequently, for HEIs, have to use HESA to get some of the data no longer being collected. Much of it will be available as part of the end of year monitoring data (whether extracted from HESA for HEIs or collected directly from FEIs), such as credit value data (Table 1), registrations on ITT (QTS) courses (Table 2a) and registrations by subject of study (Table 5). However, other data will be extracted from the HESA student record, as and when needed, including:
 - Data about registrations on ITT (QTS) courses by length of course and year of study (Table 2b).
 - Data about medicine and dentistry students and students on intercalated years (Table 3).
 - Data about mobility of students (Table 6).
 - Data about Performance Element provision at the University of South Wales (Table 7).

In addition, data about TNE provision (Table 9) will be extracted from the HESA aggregate offshore record.

52. For these areas, where we feel it is necessary, we will be including some guidance in the HESES 2015/16 circular about returning data to HESA in 2015/16. In formulating this guidance, we will be looking at 2013/14 and 2014/15 HESA data and comparing it to HESES returns to see if there are areas where the two data sets are different and whether there are issues that can be addressed with additional guidance or whether differences are due to the different timing of returns or differences in definitions. To extract equivalent data from HESA, we will be using the mapping from HESA to HESES set out in Annex K of the HESES circular.
53. To facilitate these additional uses of HESA data we will be considering what extra tables of data might be appropriate to include as part of the IRIS output provided to institutions at the time of submission of data to HESA.

Other proposed changes

54. We propose to change the return date of the HESES survey to later in the year, with a new deadline in December, with the exception of ITT (QTS) data which will be requested to be returned by mid-November. The period for verification would be shorter to accommodate this, however, there will be fewer tables to verify.
55. A draft timetable is below. This is a guide only which may be subject to change depending on the outcomes of this consultation:

Issue of HESES circular	2 November 2015
Return of ITT (QTS) new entrant data	9 November 2015
Verifications of ITT (QTS) data sent to institutions	11 November 2015
Verifications return deadline for ITT (QTS) data	20 November 2015
Return of HESES survey	10 December 2015
Verifications sent to institutions	6 January 2015
Verifications return deadline	22 January 2015

56. This timetable means that the return of ITT (QTS) data is very soon after the issue of the circular. Given this, if the survey goes ahead as proposed, we will issue the ITT (QTS) table template earlier than 2 November to give institutions enough time to complete the return by the proposed date of 9 November.
57. We are also proposing that providers of ITT (QTS) information return provision delivered at their institution only. This means that for the North & Mid Wales and the South East Wales ITT Centres of Teacher Education, we would no longer require the lead financial institutions of the Centres to return data for all partners in the Centre. Instead each partner institution in the Centre would return provision that takes place at their institution.

58. Questions:

- a. Do you have any comments on the proposed changes to the timeline of returns?
- b. Will the return of ITT (QTS) provision by the partner delivering the provision rather than by the lead financial institution cause any difficulties?
- c. Do you have any other general comments about the proposals in this consultation or the HESES survey?

Responses to the consultation

59. We are requesting that responses to this consultation are returned by **9 October 2015**, to Hannah Falvey, hestats@hefcw.ac.uk.

Next steps

60. Once we receive responses to this consultation, we will consider them and use them in drafting the HESES circular for 2015/16. All proposals in this consultation are subject to the outcomes of the review. A summary of the responses will be included in the HESES 2015/16 circular.
61. It should be noted that we reserve the right to reintroduce the collection of any information or introduce new collection requirements in future HESES surveys if we can demonstrate a need for data that are not available through HESA because they are not collected, are not of high enough quality or for which HESA data are not timely enough for the particular purpose. However, we will endeavour to keep our data requirements to a minimum and will aim to use data already available through HESA in the first instance.

Further information

62. For further information, please contact Hannah Falvey, hestats@hefcw.ac.uk, 029 2068 2240.

Data collection review consultation responses – HESES survey

1. As part of the data collection review consultation, institutions were asked to answer the following questions relating to the HESES survey:

- a. Is there information requested on the return that is difficult to obtain or difficult to estimate? If so please specify what this is and why there is difficulty.

Responses indicated that information was not necessarily difficult to obtain, but that estimation could be difficult. Areas of difficulty were:

- Enrolments after 1 November and mid-year cohorts.
- Part-time enrolments.
- Provision at franchise partners.
- Trans-national education activity (Table 9).
- Late registering overseas students and postgraduate research students.
- Enrolments on extramural/short courses, since these students may register for courses at any point in the year.

Other comments included:

- Estimation relies on actual data from the previous session.
- The TNE data returned was exactly as that returned on the July forecasts data.
- There are challenges in populating projections related to delivery outside the UK where the institution must rely on projections from partners for late-year enrolment levels.
- We would always prefer to use actual data rather than educated guesses.
- November data will not necessarily match end of year equivalent data.

- b. Is it clear to you what the data collected are used for? If not, please describe the areas you are unsure about.

Responses to this question indicated that it was clear what the data were for, with some additional comments:

- I don't understand why we have to sign off worksheets in the EYM where these are not collected as part of HESES e.g. full time completed credits.
- We can see no reason for this (Table 9) to be collected in this survey, especially with the limitations of what is actually sent.

- c. Do you have enough time to complete the survey by the deadline date? If not, why not?

For some aspects, institutions reported that there was enough time to complete the survey, e.g. completing the survey for full-time enrolments was straightforward. Other aspects and clashes with other returns caused difficulties, for example:

- Timing is tight because coincides with other HESA returns, in particular HESA Staff.
- Collating data post-enrolment is always tight time-wise, particularly if there have been significant changes to the year's HESES spec.
- The timing of the Circular for software changes means that we are inevitably late in submitting.
- Data related to part-time additional enrolment and associated projections can be more time-consuming.

- d. Would you consider that any of the data you return are not fit for the purpose described in Annex N of the circular? For example, does the timing mean that the estimates are not of good quality or that you have insufficient information to make a good quality return. If the answer is yes, please describe the data and the issues encountered.

In general, institutions considered most of the data returned fit for purpose. There were some areas of concern, these included the TNE data and estimates for part-time students.

- e. Do you have any comments on the guidance given and definitions used? For example, is the guidance clear or are there areas where it could be clearer? Are there enough examples given in the guidance? Do the definitions match what happens in practice?

Responses indicated that the guidance was generally found to be clear. However, it was noted by a number of institutions that the guidance was not very accessible to those new to the return or to higher education. One institution commented that there was scope to provide more detail in relation to partial completions and uncompleted credit.

- f. Do you have any difficulties in completing and returning the template to HEFCW?

Issues reported under this question related to difficulties in completing the template due to timing of the release of the circular and subsequent updates from the software supplier and a question about why the post decimal value needs to be limited in some cells.

- g. Do you use the HESES survey data for internal purposes and if so, what do you use and what do you use it for?

Some use is made in universities of the HESES return, including:

- Used in our financial modelling and end of year expected completions to inform the following year recruitment targets.
- Not specifically the Tables from the HESES, however we do use the same snapshot to process our internal data.
- Limited use is made of HESES return itself for internal purposes aside from reporting on current full-time recruitment levels and targets for any additional part-time activity.
- We use the HESES data as a basis for our Planning round and student number and tuition fee forecasting.
- We don't tend to quote HESES data but we do use EYM data where appropriate.

h. Do you have any other comments or suggestions in relation to the HESES survey?

Comments returned included:

- Are estimations still required/worthwhile? It would be much simpler for institutions to provide their actual students. If HEFCW are then interested in non-completion this data could be derived from historic, end of year, HESA data.
- As was discussed at the last UW Students Return Group meeting it no longer seems relevant to provide module credit data in this survey. This point seems to have been accepted for the Student Number Forecasts exercise.
- The removal of Table 9 as it serves no obvious purpose at this point in the year.
- In general the survey operates fairly well, although there may be scope for further rationalisation – e.g. reduce requirements to provide headcounts for part-time enrolments and request solely credit values. In addition there is a long-standing issue of how the worksheets for part-time credits include and show franchised out provision and reports uncompleted franchised out credit.
- We would question the value in collecting the part time credits as the funding amount is so small, would it not be better to use actual data from previous year's HESA return.
- In reality we are working on HESA student return right up until the end of October or early November so the HESES timescale is very tight. We would suggest either moving the return to December or reducing the verification period which serves little purpose.
- The majority of the HESES return is no longer a driver for funding. Would it be appropriate to move to end-of-year reporting only, with corrections to funding made in the following year. There are already estimations regarding completion rates included in the HESES process, so it is not a fixed data set.

Additional input from the data workshop:

2. Other areas of difficulty in estimation were future enrolments of bite-sized provision and the attachment of modules to PGT students and professional programmes in-year. The amount of data collected at HESES was questioned given that most of it is not used in funding. The duplication of effort for ITT (QTS) returns to Welsh Government and HEFCW was also highlighted.
3. Some of the detail of the guidance was highlighted. Including:
 - The funded/non-funded guidance is not very clear.
 - There is a lack of guidance about UHOVI
 - Why is there rounding to 0.5 or 1 only in HESES?
 - Returning completed registrations is at odds with other registration counts, e.g. SLC and other HEFCW returns.
 - How should a student who is both franchised and studying through direct delivery be returned?
 - Can the number of ASCs be changed (ASCs will have to remapped to the new subject coding system).
 - Is 1 November still the best census date?

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	1a: Pre-clinical/non-clinical Medicine	UG			0	
Clinical & Pre-clinical/non-clinical Subjects		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	Subjects & Professions Allied to Medicine	UG			0	
		PGT			0	
ASC 3	Science	UG			0	
		PGT			0	
ASC 4	Engineering & Technology	UG			0	
		PGT			0	
ASC 5	Built Environment	UG			0	
		PGT			0	
ASC 6	Mathematical Sciences, IT and computing	UG			0	
		PGT			0	
ASC 7	Business & Management	UG			0	
		PGT			0	
ASC 8	Social Sciences	UG			0	
		PGT			0	
ASC 9	Humanities	UG			0	
		PGT			0	
ASC 10	Art, Design and Performing Arts	UG			0	
		PGT			0	
ASC 11	11a: ITT (QTS) Primary	UG			0	
Education		PGT			0	
	11a: ITT (QTS) Secondary	UG			0	
		PGT			0	
	11b: Non-QTS	UG			0	
		PGT			0	
Total	UG	0	0	0	0	0
	PGT	0	0	0	0	0
Total		0	0	0	0	0

Contains formulae

HESES 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	0.0	0.0	0.0
		PGT	0.0	0.0	0.0
Total		UG degree	0.0	0.0	0.0
		PGT	0.0	0.0	0.0
Total			0.0	0.0	0.0

Contains formulae

HESES 2014/15

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)										Total
		Year 1				Year 2			Year 3		Year 4	
		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	
Undergraduate	Primary											0.0
	Secondary											0.0

Do not complete
Contains formulae

HESES 2014/15

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

HESES 2014/15

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.

HESES 2014/15

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) 4
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
Total	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.

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

Proposed tables for HESES 2015/16

Table 1: Student Registrations

Mode: All Modes

Institution:

Code:

Level of study		Assumed completed registrations in academic year 2015/16											
		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.

Proposed tables for HESES 2015/16


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

Mode: Full-time

Institution:

Code:

Phase	Subject	Level	New entrant registrations between 1 August 2015 and 1 November 2015
			2
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	0.0	
	PGT	0.0	
Total	UG degree	0.0	
	PGT	0.0	
Total		0.0	

 Contains formulae

Proposed tables for HESES 2015/16

Table 3: Full-time Undergraduate and PGCE Home and EU Fundable Registrations - New Entrants and students in their second, third or fourth year at the institution

Mode: Full-time

Institution:

Code:

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - 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 2015/16 - 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 2015/16 - 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

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - students in their fourth 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

Proposed tables for HESES 2015/16
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Table 4: 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			