

Cylchlythyr | Circular

End of Year Monitoring of Higher Education Enrolments 2014/15

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in Wales
Response by: 11 November 2015
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This circular requests further education institutions to return data to enable HEFCW to calculate any adjustments to 2014/15 funding and establish final numbers of students and credit values at further education institutions for 2014/15. It also gives definitions and guidance to higher education institutions about the end of year data that are extracted from the 2014/15 HESA student record via the HESA Information Reporting Interface Service (IRIS) to calculate any adjustments to 2014/15 funding, monitor information on initial teacher training courses and establish final numbers of students and credit values at higher education institutions for 2014/15.

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



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Introduction

1. This circular requests further education institutions to return data to enable HEFCW to calculate any adjustments to 2014/15 funding and establish final numbers of students and credit values at further education institutions for 2014/15. It also gives definitions and guidance to higher education institutions about the end of year data that are extracted from the 2014/15 Higher Education Statistics Agency (HESA) student record via the HESA Information Reporting Interface Service (IRIS) to calculate any adjustments to 2014/15 funding, monitor information on initial teacher training courses and establish final numbers of students and credit values at higher education institutions for 2014/15.

Survey data

2. FEIs are requested to return numbers and credit values of HE students registered on prescribed HE courses (see Annex B) for which HEFCW funding has been made available directly.

Main changes for 2014/15

3. The EYM 2014/15 survey is similar to the EYM 2013/14 survey. The main changes made since the EYM 2013/14 survey are:
 - a) Table 2b that last year collected information about part-time ITT (QTS) provision at the Open University in Wales is no longer being collected;
 - b) The definition of the sandwich year out mode of study has been updated to reflect the student support regulations. See Annex E, paragraph 4;
 - c) 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;
 - d) Annex N, which outlines the use HEFCW makes of the data collected, has been updated to reflect the changes made to the survey tables;
 - e) Annex O has been updated to include an Island and overseas domicile column for completeness;
 - f) The process for extraction and signing of EYM data for HEIs has changed. See paragraph 6. The responsibility for the return of ITT (QTS) provision for ITT Centres of Teacher Education has also changed as a consequence. See Annex A, paragraph 23.

Contents

4. This circular provides:
 - a) Notes of guidance on completion of the EYM 2014/15 survey for FEIs;
 - b) Definitions of the various categories used to classify students;
 - c) Information about the criteria we will use to extract end of year monitoring data from the 2014/15 HESA student record for HEIs;
 - d) Copies of the survey tables which will be distributed in Excel 2007 workbooks for FEIs 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 Directly Funded FEIs and that will be created for HEIs

Process for extracting end of year monitoring data from the HESA student record

6. Up to 2013/14 data, EYM data extracted from the HESA student record through IRIS was provided to HEIs for information only. When final signed off data was received from HESA, we extracted the EYM data again and carried out a separate verification process. For 2014/15 data onwards we are requesting that HEIs sign off the EYM data presented in the final IRIS output from their 2014/15 HESA student record submission. Details about the process have been provided to HEIs separately. The deadline for return of the signed off data is 13 November 2015.

Adjustment of 2014/15 funding

7. For the purposes of calculating any adjustment to 2014/15 funding, credit based teaching funding is recalculated using end of year data. Credit values (for part-time postgraduate and undergraduate students), resulting from modules for which students registered up to and including, as well as after, 1 November will be used and the number of credit values associated with modules from which students withdraw will be deducted. For FEIs, data collected on this survey will be used, for HEIs it will be data extracted from the HESA student record. Any adjustment will be notified to institutions (both FEIs and HEIs) in early 2016.

Return of data for FEIs

8. Completed workbooks should be returned by email to Rachael Clifford at hestats@hefcw.ac.uk no later than **11 November 2015**.
9. FEIs are encouraged to begin to prepare their returns well before 11 November 2015 so that only final adjustments need to be made before dispatch of the completed return. **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.**
10. 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 FEIs for verification. The process will follow the timetable outlined below.

11 November 2015	EYM return deadline
18 November 2015	EYM verifications sent to FEIs
2 December 2015	EYM verifications return deadline
11. In the event of a deadline being missed by more than three working days, 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.
12. Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.
13. We do not require a hard copy of the signed verifications. Signed verifications can either be returned by scanning them and emailing them to us at hestats@hefcw.ac.uk or by posting a hard copy.

Further information / responses to

14. Any queries about the return for FEIs or the process of extracting HESA data for HEIs should be directed to Rachael Clifford (telephone 029 2068 2243, email hestats@hefcw.ac.uk).

Notes of guidance

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

Tables to be completed

- 2 Copies of tables to be completed by FEIs and that will be created by the extraction of HESA data for HEIs are provided at Annex P. FEIs will be sent the relevant tables in EXCEL 2007 workbooks by email.
- 3 Descriptions of the tables are provided in Annex I.
- 4 Throughout this circular, information or data 'returned' or 'collected' on the EYM survey should also be understood to mean extracted by HEFCW from the HESA student record for HEIs.

Classification of provision

- 5 The survey collects information on both student registrations and associated credit values.
- 6 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).
- 7 For credit values, data relating to home and EU fundable registrations are collected. The information is categorised into level of study, mode of study and ASC. Credit values are returned split into those associated with student registrations up to and including 1 November 2014 and credit values associated with 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.
- 8 Annex K contains definitions and criteria that will be used to extract data from the HESA student record for HEIs.

Distance learning students

- 9 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.

- 10 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.
- 11 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.
- 12 Distance learning that takes place outside the UK is excluded from the main HESES/EYM population and excluded from the EYM return. Data relating to such provision will have been returned on Table 9 of HESES 2014/15 and also on the HESA aggregate offshore record.
- 13 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

- 14 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.
- 15 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 on the EYM 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. Any agreement will have taken place during the return of the HESES survey. Undergraduate franchised out assumed completed registrations are included in Tables 3 and 4 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 1b, under the column headed 'Franchised Out Credit Values' (see Annex J).

- 16 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.
- 17 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/EYM population and are excluded from the EYM return.
- 18 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.
- 19 Provision at campuses outside the UK is not included in the main HESES/EYM population, however, provision that is returned on the HESA aggregate offshore record will have also been returned in Table 9 of the HESES survey. The provision is excluded from the EYM return.
- 20 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.
- 21 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.
- 22 A reference grid which provides a look up to help categorise students by fundability status is at Annex O.

ITT (QTS) provision at Centres of Teacher Education

- 23 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. In previous EYM returns and in the data extraction of EYM data from HESA carried out after HEFCW received final signed off data, this lead institution has returned all ITT (QTS) provision associated with the Centre of Teacher Education. The other partner institution has not returned ITT (QTS) provision on any of the tables requested in this return. This is changing for 2014/15, for the extraction of EYM data via IRIS for 2014/15 for HEIs, data will be shown against the delivering institution only and so each institution's EYM tables will contain only data for provision delivered by that institution.

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.

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, 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 Universities Heads of the Valleys Institute (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.

ASC	Name	JACS Subject Codes	JACS Description
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 4, depends on the assigned subject of qualification aim, with the following exceptions:

Initial Teacher Training

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

Medicine and Dentistry

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

Major/Minor or Balanced Combinations

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

Apportionment of credit values between ASCs

- 6 Full-time, sandwich and part-time registrations recorded on a credit value basis in Tables 1a and 1c 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 In Table 1b, for sandwich year out students on placements or language years abroad, ASCs should be assigned in whichever ASC is considered most relevant.
- 8 Credit values relating to ASC 11a full-time undergraduate and postgraduate taught and ASC 1 full-time undergraduate (including intercalated years), must not be distributed across other ASCs; all should be returned in ASC 11a or

ASC 1 as appropriate. Credit values relating to individual modules of courses other than medicine and dentistry or ITT (QTS) courses should not be assigned to ASC 1 or ASC 11a.

Definition of mode of study

Full-time

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

Full-time sandwich year out

- 4 Students are classified as registered for sandwich year out study if:
 - they are registered at an educational establishment;
 - they are pursuing studies where their course falls within the definition of sandwich provided in 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.

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) out-going exchange students, including ERASMUS students.

Excluded are:

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

- 3 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/EYM population and are excluded from the EYM return.

- 4 Provision that is delivered outside the UK, at an overseas campus or otherwise, is not included in the main HESES/EYM population, however, any such provision that is returned on the HESA aggregate offshore record will also have been returned on Table 9 of the HESES survey. The provision is excluded from the EYM return.

- 5 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 3 and 4 under both full-time or sandwich and part-time. The corresponding credit values can be returned in Tables 1a or 1b, and Table 1c. 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.
- 6 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.
- 7 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.
- 8 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.
- 9 Institutions are asked to identify the number of registered students who complete the year of study. This is all eligible students who are registered within the academic year minus those who do not complete, or are expected to not complete. Any transfers between ASCs, modes or levels of study should be included. Paragraphs 10 to 17 below describe those registrations that should be considered non-completions.

Non-completions

- 10 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.

- 11 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.
- 12 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.
- 13 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.
- 14 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. However, at the return date of the EYM survey, such students will be classified as non-completions, according to the definition above, as they will not have taken the required assessment, and it will not yet be known whether they will take the assessment after the end of the academic year and complete. Paragraph 15 below explains how estimates of the numbers of such students who will eventually go on to complete can be included in the EYM return as completions.
- 15 At the return date of the EYM, it will be known if students who did not complete due to non-attendance at examinations, or non-participation in other assessment procedures, are eligible to take part in further assessment after the end of the academic year in order to complete. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete. Institutions should use the proportion of these students who did complete in the previous year, to estimate the number of such students who will complete for 2014/15. (See example viii) below.) Institutions must keep auditable evidence to show the basis of their calculations. Where the student has failed to take part in required assessment procedures and there is no alternative arrangement to assess the student, they should be counted as a non-completion.
- 16 Some non-completions can be included as partial completions, and these are described in paragraph 17 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.
- 17 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.

Examples

18 Below are some examples of how registrations should be returned.

- 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.
- 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.
- 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 EYM 2014/15 as 0.5 of a full-time completed registration in Tables 3 and 4. In 2015/16 and 2016/17, she should be returned in Tables 3 and 4 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. Of the 45 students, 2 changed subject in November 2014, to study physics instead of mathematics, and 1 withdrew from the course in January 2015. Assumed completed registrations in mathematics returned in Tables 3 and 4 of EYM 2014/15 would be 42.
- v) 15 students enrol for a full-time HND in engineering that starts on 5 October 2014 and finishes on 1 July 2016. One student withdrew in December of the first year of study, so 14 completed registrations are returned on EYM 2014/15. 2 of the 14 students who completed the first year of study changed their mode of study to part-time for the final half of the course. Therefore, on EYM 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 course that starts on 1 February 2015 and finishes on 31 July 2017. He should be included as a full-time registration in Tables 3 and 4 on EYM 2014/15, 2015/16 and 2016/17.
- vii) 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 whilst UoA 55 has 2 classified FTE Category A staff. 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.
- viii) 100 students enrol for a full-time first degree course that starts on 1 October 2014. 4 students withdrew in December 2014. Of the 96 who were still in attendance at the end of the academic year, 10 did not sit the end of year examinations (although they had completed all assessments due for the first semester). Of these, 6 were eligible to take resit examinations as personal circumstances had meant they could not take the original examinations. In the previous year, out of 8 students who did not take the end of year examinations, but were eligible to take the resit examinations, 7 went on to actually take the resit examinations (88 per cent).

Therefore, the number of assumed completed registrations relating to this course returned on EYM 2014/15 would be 93.5. This consists of 86 students who sat the end of year examinations; plus 4 who did not take the end of year examinations and were not eligible to take resit examinations, but who were counted as partial completions as they completed the first semester (a total of $4 \times 0.5 = 2$ completions); plus an estimate of 5 students who completed by taking the resit examinations (88 per cent of 6 who were eligible); plus an estimate of 1 student who was eligible to take the resit examinations, but did not, who was counted as a partial completion as they had completed the first semester (counted as 0.5 of a completion).

- ix) 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.

- x) 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.
- xiii) 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 the EYM.

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, should be included in this return.
- 2 Credit values , for part-time provision were used as the volume measure for funding in 2014/15, though on the EYM return credit values relating to all undergraduate and postgraduate taught provision are returned. The numbers of credit values associated with enrolments are calculated by multiplying the total number of enrolments on each module, unit or course by the number of achievable credit values associated with the module, unit or course. For example, if 50 students are registered on a module from which 10 credit values may be achieved, the number of credit values to be recorded is 500. Credit values to be recorded are the credit values associated with the module, unit or course being pursued, not those successfully achieved.
- 3 All credit based data returned should conform to the Credit and Qualifications Framework for Wales (CQFW), except that the level of study should be that of the overall qualification aim and not that of the unit or module, if different. Institutions must not record more than the maximum permitted number of fundable credit values, as shown in paragraph 13 below, for each student over the course as a whole, unless a year of study or part of a year of study is repeated where a student has not progressed to the next year of study (see paragraph 10 below).
- 4 Where an institution has not formally allocated CQFW credit values to elements of its programmes, then notional credit values should be returned on the basis of the CQFW standard. This is 120 credit values for one academic year of HE experience for full-time undergraduates, apart from HNCs, for which the standard is 150 credit values; 180 credit values for postgraduates with one full 12 month year of HE, for example, an MSc with dissertation; and 120 credit values for postgraduate courses of less than a full 12 months, for example, a postgraduate diploma without a dissertation. In this context, it will be helpful to note the CQFW definition of the study year in terms of notional learning time: 1,200 hours for undergraduates (academic year); 1,800 hours for postgraduates (12 month year). (See CQFW Credit Specification and Guidance, paragraph 32.)
- 5 Each module or unit must be assigned to the academic year in which the module or unit started, and all credit values associated with that module or unit shown in HESES/EYM 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 through a formal process at the outset of the module(s). It is not a requirement that there is such a process in place, however, in order to exclude these credits from the return, this process must be in place. If there is no process in place, credits relating to students who do not take the assessment for a credit bearing module should continue to be included in columns 1 or 2 and column 3 of the credit value tables as appropriate. This will generally apply to students taking continuing education type provision who are not aiming for an HE qualification and have no intention from the outset of gaining credit that can be counted towards one. See examples xiv) and xv) 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 3 year degree with a repeat year becomes a 4 year degree equivalent to 480 fundable credit values). Credit values associated with students repeating a full year on a full-time basis, where the student has not progressed to the next year of study, should be counted. Similarly, credit values associated with students repeating a semester or part of the year on a part-time basis who have not progressed to the next year of study and are not taking any modules relating to the next year of study should be counted. However, credit values associated with repeat modules where the student has progressed to the next year of study must **not** be counted, unless the credit values associated with the module were counted as not completed in the previous year. In such cases, where credit values associated with a repeat module are counted, the maximum number of credit values over the whole course should not exceed those listed in paragraph 13. See examples ix) and x) below.
- 11 Sandwich year out modules should be recorded as 120 credit values.

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

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

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

Postgraduate taught courses with dissertations

- 14 Credit values relating to the dissertation element of full-time postgraduate taught courses should be returned on the full-time credit values table only.
- 15 Where the dissertation part of the postgraduate taught course starts in the same academic year as the course started, all credit values associated with the course should be returned within that academic year. For example, if a one year full-time postgraduate taught course starts in September 2014 and finishes in August 2015, and the dissertation associated with that course is started in June 2015, then a student on the course will be returned as a full-time registration on Tables 3 and 4 of EYM 2014/15 and 180 credit values will be returned on Table 1a of EYM 2014/15.

- 16 If the dissertation is started in the academic year following that in which the course was started, the credit values associated with the dissertation should be returned in the academic year in which the dissertation was started. For example, if a one year full-time postgraduate taught course starts in October 2014 and finishes in October 2015 and the dissertation associated with the course is started in August 2015, then a student on the course will be returned as a full-time registration on Tables 3 and 4 of EYM 2014/15, 120 credit values will be returned on Table 1a of EYM 2014/15, and 60 credit values, those associated with the dissertation, will be returned on Table 1a of EYM 2015/16. The student will **not** be returned as a registration on EYM 2015/16.
- 17 Students on one year full-time postgraduate taught courses with a dissertation should always be included as one full-time registration only with up to 180 credit values in total for the course, irrespective of when the dissertation is started.

Non-completions

- 18 A module or unit and the credit values associated with it are counted as completed if all assessment required for that module or unit has been undertaken. Otherwise, the module or unit and the credits associated with it should be counted as not completed. Paragraph 22 below describes how some non-completions may be returned as partial completions.
- 19 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.
- 20 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. However, at the return date of the EYM survey, these credit values will be classified as not completed, according to the definition above, as the student will not have taken part in the required assessment for the module, and it will not yet be known whether they will take the assessment after the end of the academic year. Paragraph 21 below explains how estimates of the numbers of such credit values can be included in the return as completed.
- 21 At the return date of the EYM, it will be known if students who did not complete a module due to non-attendance at examinations, or non-participation in other

assessment procedures, are eligible to take part in further assessment after the end of the year in order to complete the module. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete the module. Institutions should use the proportion of these students who did complete the module in the previous year, to estimate the number of such students who will complete the module for 2014/15, and therefore the number of credit values associated with them that should be counted as completed. (See example viii) below.) Institutions must keep auditable evidence to show the basis of their calculations. Where assessment procedures for a module or unit have not taken place, and there is no alternative arrangement to assess the student for that particular module or unit, the credit values associated with the module or unit should be counted as not completed.

- 22 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

- 23 Below are some examples of how credit values should be returned.
- 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 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 1c. Those relating to modules/units commencing between 1 August 2015 and 31 July 2016 would be recorded in column 1 of Table 1c of EYM 2013/14; and those relating to modules/units started between 1 August 2014 and 31 May 2015 would be recorded in column 1 of Table 1c of EYM 2014/15.

- iii) A student enrolls for a full-time HND 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 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 EYM 2015/16. The overall total number of fundable credit values for the course as a whole recorded in EYM 2014/15 and 2015/16 should not exceed 240 credit values.
- iv) A student enrolls on a full-time one year undergraduate diploma starting in April 2015, leading to 120 credit values in total, with 70 credit values relating to modules started before 1 August 2015, and 50 credit values relating to modules started on or after 1 August 2015. He would be returned as one full-time registration in Tables 3 and 4 of EYM 2014/15. The 70 credit values associated with modules started in the 2014/15 academic year would be returned in column 2 of Table 1a of EYM 2014/15 and the 50 credit values associated with the modules/units started in the 2015/16 academic year would be shown in column 1 of Table 1a of EYM 2015/16. He has been returned as one full-time registration, with 120 credits in total.
- v) 30 students enrol for a full-time undergraduate degree course in chemistry (ASC 3) that starts on 1 October 2014 and finishes on 1 July 2015. 3 of the students change course to chemical engineering (ASC 4) after 1 November 2014 and 1 student drops out halfway through the first year. The modules that the students take in the first year are year-long and count for 120 credit values in total. In column 1 of Table 1a, $30 \times 120 = 3,600$ credit values are returned in ASC 3. In column 2, $3 \times 120 = 360$ credit values are returned as a negative number in ASC 3, and $3 \times 120 = 360$ credit values are returned in ASC 4. In column 3, 60 credit values are returned in ASC 3. The total assumed completed credit values associated with these 30 students would be 3,180 in ASC 3 and 360 in ASC 4.
- vi) 40 students registered for a full-time economics degree course enrol on a year long econometrics module (ASC 6). 6 students 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 should be shown in ASC 6 in column 1 of Table 1a, 180 credit values should be shown in ASC 8 in column 2 of Table 1a and 180 credit values should be shown as a negative number in column 2 of ASC 6.
- vii) 10 students enrol for a part-time distance learning course in English starting in May 2013. The first module of the course, which is worth 20 credit values, starts in May 2013 and finishes in October 2013. In the previous year, out of 12 students starting the equivalent module, 2 students withdrew from the

module in August, having taken no assessment for the module. In EYM 2014/15, in column 2 of Table 1c, $10 \times 20 = 200$ credit values are returned in ASC 9. In column 3, an estimate of the number of credit values not completed after the end of the academic year, based on the previous year's data, calculated as $2/12 \times 10 \times 20 = 40$, is returned in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 160.

- viii) 55 students enrol on a year long business studies module starting in October 2014 as part of a full-time first degree course. The module is worth 20 credit values and is assessed by examination at the end of the year. 2 students withdrew two months after the module had started. Of the 53 who were still in attendance at the end of the academic year, 6 did not sit the end of year examination. Of these, 4 were eligible to take a resit examination for the module as personal circumstances had meant they could not take the original examination. In the previous year, out of 8 students who did not take the end of year examination, but were eligible to take the resit examination, 5 went on to actually take the resit examination (63 per cent).

Therefore, the total number of assumed completed credit values relating to this module returned on EYM 2014/15 would be 1,030 (1,100 credit values returned in column 1 of Table 1a and 70 credit values returned in column 3 of Table 1a). This consists of credit values relating to the 47 students who took the examination at the end of the module ($47 \times 20 = 940$ credit values); plus credit values relating to the 2 students who did not take the end of year examination and were not eligible to take the resit examination, but who partially completed the module as they completed the first four months ($2 \times 20 \times 0.5 = 20$ credit values); plus credit values relating to an estimate of 3 students who completed the module by taking the resit examinations (63 per cent of 4 students who were eligible = 3, $3 \times 20 = 60$ credit values); plus credit values relating to an estimate of 1 student who was eligible to take the resit examinations, but did not, who partially completed the module as they completed the first four months ($1 \times 20 \times 0.5 = 10$ credit values).

- ix) 23 students enrol for a two year full-time HND course starting in September 2014. In the first year of the course, 10 modules, each worth 12 credit values, are taken by all students. 1 student drops out of one of the first year modules and therefore fails to complete the module. However, the student successfully completes all other first year modules and is eligible to progress to the second year of the course as long as they repeat the module they did not complete in the first year. In the first year of the course, 108 assumed completed credit values are returned on EYM 2014/15 for this student (relating to 9 completed modules at 12 credits each). In the second year of the course, 132 assumed completed credit values are returned for this student on EYM 2015/16. This consists of 120 credit values associated with modules for the second year of the course, plus 12 credit values relating to the repeat first year module. The total number of credit values returned for this student over the two years is 240.

- x) 57 students enrol for a full-time first degree course in October 2014. 1 student failed 3 out of 6 modules taken in the first year and did not progress to the second year of the course. All modules were worth 20 credits each. The student retook the 3 failed first year modules in the 2015/16 academic year on a part-time basis with the intention of eventually resuming full-time study for the second year of the course. In the first year of the course, 120 completed credit values would be returned on Table 1a of EYM 2014/15 for the student. For the year in which the student repeated the 3 failed modules, 60 credit values would be returned, on Table 1c of EYM 2015/16. For the second year of the course (the student's third year at the institution), 120 credit values would be returned on Table 1a of EYM 2016/17. For the third year of the course (the student's fourth year at the institution), 120 credit values would be returned on EYM 2017/18. The number of credit values returned in total for this student over the whole course, which has taken the equivalent of 3.5 full-time years, would be 420.
- xi) 10 students enrol on a part-time undergraduate distance learning course in Social Science starting in September 2013. The first year of the course consists of 1 module worth 40 credit values which finishes in June 2014. 7 students successfully complete the module and 2 students drop out of the module in December 2013. 1 student completes all assessments required up to January 2014 and achieves 20 credits, but then does not carry on due to personal reasons. This student re-enrols in September 2014, repeating the whole of the module undertaken in the previous year, and successfully completes the module along with 15 other students. In Table 1c of EYM 2013/14, the number of completed credits returned for this module in column 4 would be 280 (7 x 40). In Table 1c of EYM 2014/15, the number of completed credits returned for this module in column 4 would be 640 (16 x 40).
- xii) A student starts a full-time undergraduate degree course in October 2014. The first year of the course consists of 6 year long modules each worth 20 credits. The student takes all assessments for all modules apart from for 1 module for which she completed 3 out of 4 assessments required for the module, all of which were due at the end of the 2014/15 academic year. The student passes all modules and progresses to the next academic year. The number of completed credits associated with this student in column 4 of Table 1a of EYM 2014/15 would be 110; 100 for the 5 modules for which all assessment was taken; and 10 credits for the module for which all assessment required was not taken, which was counted as a partial completion as the student had attended for more than four months.
- xiii) A student starts a full-time undergraduate degree course in September 2014 which consists of 8 modules in the first year. The student successfully completes 7 of the 8 modules, but, although he takes all assessment due, fails the eighth module. The student is allowed to progress to the second year of the course but has to resit an exam for the eighth module at the end of the second year. As he is only doing the assessment for the eighth module in the second year, and the credits for the module have been

counted in the first year of the course, no credits for this module are counted in 2015/16.

- xiv) 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. Of the 6 students who declared they would not take the exam, 1 changed their mind and sat the exam in December. Therefore, in column 1 of Table 1c of EYM 2014/15, 180 credits are returned, relating to the 18 students that took the exam.

- xv) A part-time course, consisting of 1 module worth 20 credits, starts in October 2014 and finishes 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 1c, relating to the 15 students on the module. The credits relating to those that did not submit the coursework are returned as non-completions in column 3.

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 14 to 17). For the Centres of Teacher Education, where there are two partners in the Centre, on all tables, each partner should return data relating to their own ITT (QTS) provision (see Annex A, paragraph 23).
- 2 Tables 1a, 1b, 1c, 3 and 4 are to be returned directly to HEFCW by FEIs. Tables 1a, 1b, 1c, 2, 3, 4 and 5 will be created by HEFCW from the extraction of HESA student record data for HEIs.
- 3 Tables 1a, 1b and 1c correspond to the three categories of mode of study defined in Annex E. These tables are mutually exclusive and together should sum to the total number of credit values associated with home and EU fundable registrations for the academic year 2014/15. Credit values are required by ASC and level of study.

Table 1a	Full-time 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.
Table 1b	Sandwich year out home and EU fundable registrations for the academic year 2014/15 in terms of credit values.
Table 1c	Part-time 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.

- 4 Table 2 collects 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, each partner should only return data relating to the provision that they deliver.

- Table 2 Home and EU fundable registrations in ASC 11a broken down by phase (primary or secondary), level of study and subject of study, together with an additional column for 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.
- 5 Table 3 requests information on all assumed completed registrations.
- Table 3 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 Table 4 requests information on assumed completed home and EU fundable registrations.
- Table 4 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 3, by level of study, for full-time, sandwich year out and part-time study respectively.
- 7 Table 5 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 5 (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 data returned here are a subset of those returned in Tables 1a and 1c.
- Table 5 (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 4 in ASC 10.

Column descriptions of the tables

Directly funded HEIs and FEIs

- 1 In all tables, franchised out students and associated credit values should be returned by the franchisor only (see Annex A, paragraphs 14 to 17) and included in all relevant columns. For the Centres of Teacher Education, where there are two partners in the Centre, on all tables, each partner should return data relating to their own ITT (QTS) provision (see Annex A, paragraph 23).
- 2 Data returned in Tables 1a, 1b, 1c, 2 and credit value data returned in Table 5 must be whole numbers. Data returned in Tables 3 and 4 and registration data returned in Table 5 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.
- 3 Tables 1a, 1b, 1c, 3 and 4 are to be returned directly to HEFCW by FEIs. Tables 1a, 1b, 1c, 2, 3, 4 and 5 will be created by HEFCW from the extraction of HESA student record data for HEIs.

Tables 1a, 1b and 1c – full-time, sandwich year out and part-time credit values

- 4 These tables request data on credit values for home and EU fundable undergraduate and postgraduate taught students, but not 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 3 and 4 as non-completions may be shown as completing modules or credit values in Tables 1a, 1b and 1c. Similarly, final year students on non-standard academic year courses may be excluded from Tables 3 and 4 but credit values for modules relating to those students may be recorded in Tables 1a, 1b and 1c.
- 5 Each table has four principal columns.
- 6 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2013 and 1 November 2014 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2014.
- 7 **Column 2:** Numbers of credit values arising from new registrations on modules, units or courses after 1 November 2014. Figures recorded here should be inclusive of any transfers after 1 November 2014.

- 8 **Column 3:** 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 18 to 22.
- 9 **Column 4:** This shows the overall assumed completed credit values 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.
- 10 Table 1c has one additional column.
- 11 **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 14 to 17 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 2 – ITT (QTS) home and EU fundable full-time student registrations (ASC 11a)

- 12 **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.
- 13 **Column 2:** Numbers of home and EU fundable full-time registrations that complete their studies and gain QTS at the end of the academic year 2014/15, consistent with column 1.

Table 3 – full-time, sandwich year out and part-time registrations

- 14 Table 3 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 and fundability status. Registrations should be returned in accordance with the guidelines set out in Annex G.
- 15 There are four principal columns.
- 16 **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.
- 17 **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.

- 18 **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.
- 19 **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 4 - full-time, sandwich year out and part-time home and EU fundable registrations by ASC

- 20 Table 4 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.
- 21 **Columns 1a to 1f:** Numbers of completed full-time home and EU fundable registrations for not franchised out undergraduate degree and non-degree, 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.
- 22 **Columns 2a to 2f:** Numbers of completed sandwich year out home and EU fundable registrations for not franchised out undergraduate degree and non-degree, 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.
- 23 **Columns 3a to 3f:** Numbers of completed part-time home and EU fundable registrations for not franchised out undergraduate degree and non-degree, 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.
- 24 **Columns 4a to 4c:** This shows the overall number of assumed 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, and 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 5 – full-time and part-time home and EU fundable credit values and registrations for Performance Element provision in ASC 10

- 25 Table 5 requests information about Performance Element provision in ASC 10 at the University of South Wales.

Credit Values:

- 26 **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.
- 27 **Column 2:** Numbers of credit values arising from new registrations on modules, units or courses after 1 November 2014. Figures recorded here should be inclusive of any transfers after 1 November 2014.
- 28 **Column 3:** 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 18 to 22.
- 29 **Column 4:** This shows the overall assumed completed credit values 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.

Registrations:

- 30 **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.
- 31 **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.
- 32 **Columns 4a and 4b:** This shows the overall assumed number of completed home and EU fundable registrations for undergraduate and postgraduate taught provision, respectively. Column 4a is the sum of columns 1a and 3a; column 4b is the sum of columns 1e and 3e. The calculations are done automatically in the spreadsheet.

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

- 1 This annex provides mappings which HEFCW will use to extract 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/EYM rules must be followed when completing the HESES/EYM returns. It should not be assumed that students fall into a particular HESES/EYM category solely on the basis of the coding of HESA fields shown in this annex. The mappings show the name of the relevant HESA field in the form of ENTITY.FIELDNAME. Guidance relating to the HESA fields can be found in the HESA coding manuals, available at www.hesa.ac.uk.

HESES/EYM population

- 3 The following categories of students are excluded from the HESES/EYM 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 INSTANCE.COMDATE in 2014/15 plus two weeks

HESES/EYM categorisation

Residential status and eligibility for mainstream funding

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

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

- 6 Home and EU new entrants 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:

	COURSESUBJECT.SBJCA
Pre-clinical medicine	A100
Clinical medicine	A300

Pre-clinical dentistry	A200
Clinical dentistry	A400

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

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

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

Primary phase	INSTANCE.ITTPHSC = 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
	INSTANCE.YEARPRG
Year 1	01
Year 2	02
Year 3	03
Year 4	04

Credits

- 11 Credit values, taken from MODULE.CRDTPTS, are assigned to ASCs according to the JACS codes of the module, returned in MODULESUBJECT.MODSBJ, and the respective proportions in each subject, returned in MODULESUBJECT.MODSBJP, using the mapping in Annex D. Exceptions to this are medicine and dentistry courses and ITT (QTS) courses. Modules can only be assigned to these subjects if the course is medicine and dentistry or ITT (QTS). 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.LOCSY = 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 of HESES 2014/15) and continuing students (for the purposes of Table 8 of HESES 2014/15) 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
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 Table 2 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
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ERASMUS and non-ERASMUS year abroad registrations

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

ERASMUS exchange out, 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
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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 2 of EYM:

Those who complete on or before 1 November 2014 and are on a standard academic year	INSTANCE.ENDDATE ≤ 01112014 and INSTANCE.FUNDCOMP = 1 and INSTANCE.TYPEYR = 1
Those who started on or before 1 November 2014	INSTANCE.COMDATE ≤ 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	STUDENTONMODULE.MODOUT ≠ 5

basis

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
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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
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- 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
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- 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
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- 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
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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 of HESES 2014/15, 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 EYM 2014/15 return will be emailed to data contacts at individual FEIs.
- 2 The email will contain an Excel workbook saved in Excel 2007 and prefixed with a four character code identifying the FEI, as follows.

Workbook name	Tables included
____EYM.xlsx	Tables 1 to 4

- 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 EYM workbook. This summary worksheet contains a comparison of HESES and EYM data for credit values and registrations for 2009/10 to 2014/15, where data have been collected, and a summary of the average number of credit values per registration. 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 Rachael Clifford (hestats@hefcw.ac.uk, 029 2068 2243) for assistance.
- 6 It is advisable to make a backup copy of the blank workbooks before attempting to edit any of the tables.
- 7 Institutions must not attempt to change the structure of the workbook by adding or deleting worksheets, rows or columns, or by overwriting or deleting any formulae. Worksheets contain information critical to loading of the data and it is essential that the structure of the workbook is not changed in any way.
- 8 Each workbook should be saved in Excel on completion, using the same filename and extension as that originally supplied. Names of the individual worksheets must not be changed.
- 9 The workbook includes a number of validation checks (see Annex M). Institutions should ensure their data pass all validation checks before the workbooks are returned.
- 10 The name of the person completing the tables and the date of completion must be entered in the workbook, in the boxes provided. This information, once entered in the worksheet containing Table 1a, is automatically completed in the worksheets containing Tables 1b to 4.

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

Validation checks

- 1 A number of validation checks have been built into the Excel workbook containing Tables 1 to 4 (see Annex P) and these are listed in paragraphs 3 to 8 below. The validation checks can be found to the right of the corresponding tables.
- 2 If data pass a particular validation check, a validation cell above the table will read 'Validation #: OK'; if data fail, the validation cell will read 'Validation #: Failure' (# denotes the particular validation check). If there is a validation failure, the cell causing the error will read 'ERROR' and be highlighted in red in the relevant validation check to the right of the table.
- 3 **Validation check 1:** In Tables 1a, 1b, 1c, if there is an entry in column 3, there must be an entry in column 1, column 2 or both columns 1 and 2.
- 4 **Validation check 2:** In Tables 1a, 1b, 1c, values entered in columns 1, 2 and 3 must be whole numbers.
- 5 **Validation check 3:** In Table 1c, values entered in column 5 must be zero.
- 6 **Validation check 4:** In Tables 3 and 4, for each level and ASC, franchised out registrations must be zero.
- 7 **Validation check 5:** In Tables 3 and 4, all values entered must be to no more than 1 decimal place and must be a multiple of 0.5.
- 8 **Validation check 6:** In Table 4 for each mode and level, total registrations = the corresponding total home and EU fundable registrations in Table 3.
- 9 In addition to the above validation checks, some of the tables contain credibility checks, displayed beside the validation checks to the right of the tables. In previous years, EYM data have been compared to the same academic year's HESES data. However, HESES 2014/15 collected a more limited set of credit value data than is being collected on EYM 2014/15. Therefore, where HESES credit value data are not available for comparisons of full-time and sandwich year out data, data from EYM 2013/14 are used instead. FEIs are invited to check and comment on instances where a CHECK message occurs.
- 10 **Credibility check 7:** In Tables 1a, 1b and 1c for each level of study and ASC, percentage increase/decrease between HESES14/EYM13 and EYM14 > 25%, for column 4 credit values.
- 11 **Credibility check 8:** In Table 3, for each level of study, mode of study and fundability status, percentage increase/decrease between HESES14 and EYM14 > 25%.

- 12 **Credibility check 9:** In Table 4, for each level of study, mode of study and ASC, percentage increase/decrease between HESES14 and EYM14 > 25%.
- 13 As well as the validation and credibility checks incorporated into the workbook, a worksheet showing summary data for 2009/10 to 2014/15 is included (see Annex L, paragraph 4). In this worksheet, values 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.
- 14 Once data are returned to HEFCW, further checks are undertaken.

Usage of data by HEFCW

- 1 The two main reasons for collecting data through the EYM survey is to provide data to monitor funding allocations and to provide a comprehensive end of year picture for the sector. An outline of the reasons for collecting the data on each table is given below.

Tables 1a, 1b and 1c

- 2 Tables 1a, 1b and 1c collect data relating to credit values for all modes of study and levels of study apart from postgraduate research. Credit values for part-time provision collected on EYM 2014/15 are used as the basis for calculating any adjustment to credit-based teaching funding allocations for the 2014/15 academic year.
- 3 Credit-based teaching funding allocations for 2014/15 were calculated separately for part-time postgraduate taught, part-time undergraduate (not franchised out) and part-time undergraduate franchised out levels of study. Credit values associated with home and EU fundable registrations are collected, by ASC, in these three categories. Additionally, credits values associated with full-time provision are collected though do not relate to credit-based funding allocations.
- 4 Collecting credit values data for all levels of study, modes of study and ASCs ensures that HEFCW has a complete picture of the number of credit values associated with home and EU fundable registrations relating to modules for the whole of the academic year.

Table 2

- 5 Data collected on Table 2 are used to predict and monitor the number of teachers qualifying with QTS in each phase, level of study and subject.

Tables 3 and 4

- 6 Tables 3 and 4 collect data relating to registrations. Table 3 collects data on all completed registrations for the year. The data are used to gain a complete, up to date picture of the size of the sector and also of the scale of provision that is not fundable by HEFCW.
- 7 Table 4 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.

- 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 5

- 9 Data collected on Table 5 will be used to monitor Performance Element provision at the University of South Wales.

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

Notes:

F = fundable

NF = non-fundable

IO = Island and overseas

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

¹Other 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.

²For example, Phase 2 of the UHOVI scheme.

³A 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.

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

Printed tables for completion by Directly Funded FEIs and that will be created for HEIs

EYM 2014/15

Table 1a: Home and EU Fundable Credit Values

Mode: Full-time

Institution:

Code:

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

EYM 2014/15

Table 1b: Home and EU Fundable Credit Values

Mode: Sandwich Year Out

Institution:

Code:

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

Sandwich Year Out are counted at 120 credit values per registration.

EYM 2014/15

Table 1c: Home and EU Fundable Credit Values

Mode: Part-time

Institution:

Code:

ASC			Level	Credit Values between 1 August 2014 and 1 November 2014	Credit Values after 1 November 2014 in AY 2014/15	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2014/15 Col (1) + (2) - (3)	Total Assumed Completed 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			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	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

EYM 2014/15

Table 2: 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	Number of registrations gaining QTS (of those in column 1)
			1	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 Secondary Education	UG degree	0.0	0.0
		PGT	0.0	0.0
	Total	UG degree	0.0	0.0
	PGT	0.0	0.0	
Total		0.0	0.0	

EYM 2014/15

Table 3: Student Registrations

Mode: All Modes

Institution:

Code:

Level of study		Total 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

Each sandwich year out registration is counted as 1.

EYM 2014/15

Table 4: Home and EU Fundable Student Registrations

Mode: All Modes
 Institution:
 Code:

ASC		Total 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	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		

Each sandwich year out registration is counted as 1.

EYM 2014/15

Table 5: Art, Design and Performing Arts - Home and EU Fundable Performance Element Registrations and Credit Values

Mode: Full-time and Part-time

Institution:

Code:

Full-time

ASC	Level	Credit Values between 1 August 2014 and 1 November 2014	Credit Values after 1 November 2014 in AY 2014/15	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2014/15 Col (1) + (2) - (3)
		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 1a.

Part-time

ASC	Level	Credit Values between 1 August 2014 and 1 November 2014	Credit Values after 1 November 2014 in AY 2014/15	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2014/15 Col (1) + (2) - (3)
		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 1c.

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

Registrations returned in this table are a subset of those returned in ASC 10, Table 4.