

# Cylchlythyr | Circular

## Higher Education Students Early Statistics Survey 2015/16

**Date:** 11 November 2015  
**Reference:** W15/25HE  
**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education colleges in  
Wales  
**Response by:** 15 December 2015  
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This circular requests institutions to return aggregated student data to enable HEFCW to have early indications of student numbers; monitor recruitment of students under the new fee regime; make estimates of fee grant costs; inform the allocation of intake quotas to Centres of Teacher Education; and monitor Phase 2 of the UHOVI scheme. It also reports on the responses to the consultation that took place as part of the review of the HESSES survey.

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



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## Introduction

1. Since 2014/15, the HESES survey has been through a review, which included consulting with institutions about the proposed changes (see HEFCW circular [W15/20HE](#)). A number of changes have been made to the survey, in particular, the amount of data requested has been reduced and the guidance and definitions have been updated where necessary. This circular reports on the responses to the consultation and requests institutions to return aggregated student data to enable the Higher Education Funding Council for Wales (HEFCW) to:
  - a) Have early indications of the number of students in the academic year 2015/16;
  - b) Make an estimate of the fee grant costs for the 2015/16 and 2016/17 academic years;
  - c) Inform the allocation of intake quotas to Centres of Teacher Education for 2016/17;
  - d) Monitor the numbers of registrations and associated credits on Phase 2 of the Universities Heads of the Valleys Institute (UHOVI) scheme for 2015/16;
  - e) Enable special arrangements to apply for the Open University (OU) in Wales.

## Review of HESES

2. The consultation with institutions asked a number of questions and proposed a significant number of changes to the tables collected. All HEIs responded and the responses are summarised in Annex Q. In general, institutions were content with the proposed changes and the tables collected in this survey are those proposed in the consultation.
3. Credit value data previously collected on Table 1 of HESES are normally used to calculate credit based teaching funding allocations. In the consultation we proposed that end of year monitoring (EYM) data, collected from FEIs directly or extracted from the Higher Education Statistics Agency (HESA) student record for HEIs, be used in place of HESES data. The consultation also indicated that, should funding methods for 2016/17 be finalised such that this proposal is not accepted and HESES credit value data are required for funding calculations, then data from Table 1 would be required to be collected for 2015/16, in a supplementary survey in January/February. Institutions should therefore be aware that this is a possibility, pending decisions about the 2016/17 funding arrangements.

## Main changes for 2015/16

4. There have been a significant number of changes to the HESES survey since the 2014 survey. The main changes made since the HESES 2014 survey are:
  - a) Data collected on this survey will no longer be used to calculate funding allocations;
  - b) Credit value data collected on Table 1 in 2014/15 are no longer being collected. The exception to this is the OU in Wales from which credit value data will be collected under special arrangements that will apply to the OU in Wales only. The reasons for this are explained in more detail in Annex O along with additional guidance for the OU in Wales;
  - c) Table 2a which collected data about registrations on initial teacher training (ITT) leading to qualified teacher status (QTS) courses between 1 August and 1 November now only collects data about new entrants;
  - d) Table 2b which collected data by year of study for ITT (QTS) provision is no longer being collected;
  - e) Table 3 that last year collected information about medicine and dentistry registrations is no longer being collected;
  - f) Table 4b, which previously collected data about home and EU fundable full-time (FT) undergraduate (UG) and PGCE new entrants and students in their second or third year at the institution, now also collects data about students in their fourth year at the institution. See Annex H paragraphs 17 to 23, and Annex J paragraphs 9 to 11;
  - g) Table 5, which previously collected student registration data by academic subject category (ASC) is no longer being collected;
  - h) Table 6, which previously collected data about year abroad registrations is no longer being collected;
  - i) Table 7, which previously collected data about Performance Element provision at University of South Wales is no longer being collected;
  - j) Table 9, which collected data about student registrations outside the HESES population is no longer being collected;
  - k) A new annex has been included that gives an overview of the survey and the definitions used (Annex A);
  - l) The definitions of full-time and sandwich year out modes of study have been updated and clarified. See Annex F;

- m) Definitions and guidance relating to distance learning, franchises and other partnership arrangements, including relating to provision that is franchised out for only part of the year have been clarified and updated. See Annex C;
- n) Definitions and guidance relating to fundability status (Annex D) have been updated and clarified;
- o) Data about ITT (QTS) provision is being collected from each delivering institution and not just from the lead financial institution in each Centre of Teacher Education;
- p) Guidance on the return of ITT (QTS) subject specialisms has been included. See paragraphs 6 and 7, Annex E;
- q) 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 2015/16 and to provide additional information for data which will now be extracted from the HESA record instead of collected on HESES. See Annex K;
- r) Annex N, which outlines the use HEFCW makes of the data collected, has been updated to reflect the changes made to the survey tables;
- s) An annex summarising the responses to the consultation has been included at Annex Q;
- t) The Excel workbooks that we send out for completion will be saved in Excel 2010. Previously they have been saved in Excel 2007;
- u) The timetable for returning data has changed since last year with a later deadline for returning the survey. See paragraph 15 below;
- v) We are now requesting that signed verifications are returned to us electronically and have removed the option to return signed tables in hard copy by post. See paragraph 17 below.

## **Survey data**

5. Higher education institutions (HEIs) and further education institutions (FEIs) that are directly funded by HEFCW are requested to return numbers of all higher education (HE) students. For FEIs, these are students registered on prescribed HE courses (see Annex B) for which HEFCW funding has been made available directly.

## Contents

6. This circular provides:
- a) Guidance and definitions for the various categories used to classify students;
  - b) Rules for counting registrations and credit values. Though credit value data are being collected in a much more limited way on this survey than they have been previously, guidance is provided for the return of UHOVI data;
  - c) Details of the criteria we will use to extract data from the HESA student record for end of year monitoring and to get information that we no longer collect on the HESES survey;
  - d) Details of the special arrangements for the OU in Wales;
  - e) Copies of the survey tables which will be distributed in Excel 2010 workbooks for institutions to complete and return.
7. The contents of the annexes are as follows:

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## Return of data

8. Institutions are required to notify student registrations for the whole year, apart from on Table 2 which collects ITT (QTS) registrations between 1 August 2015 and 1 November 2015 inclusive. Associated credit values are collected for UHOVI provision on Table 4 for University of South Wales only.
9. The completed ITT (QTS) table (Table 2) should be returned by email to Rachael Clifford at [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk) no later than **9 November 2015** and completed workbooks for the whole survey should be returned by email to Rachael Clifford at [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk) no later than **15 December 2015**.
10. On Table 2, institutions with ITT (QTS) provision should return provision delivered at their institution only, and not provision for a whole Centre of Teacher Education. No other institutions are required to return Table 2 by 9 November 2015. The survey submitted on 15 December 2015 should include any Table 2 that has already been submitted.
11. Institutions are encouraged to begin to prepare their returns well before the return date so that only final adjustments need to be made before dispatch of the completed returns.
12. It is important that the ITT (QTS) tables are returned on time so that information can be used by HEFCW in their calculations of intake targets for each Centre, and that these targets can be notified to institutions at the earliest possible opportunity. It should be noted that WG will be passed these data.
13. It is important that the whole survey return is made on time so that estimates of fee grant costs can be determined and so that early indications of numbers of students for 2015/16 are available, and, given the later return date this year, to ensure that HEFCW has sufficient time to complete the checking process prior to sending out verifications for sign off.
14. We request that institutions **let us know as soon as possible**, and before the return dates of 9 November 2015 for ITT (QTS) information or 15 December 2015 for the whole survey, **if they envisage that they will have difficulty returning the required information or if they will have difficulty meeting the timetable** given in paragraph 15. **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.**
15. When data are returned, they go through a validation and credibility checking process. Once any subsequent queries have been resolved, data are sent out to institutions for verification. The process will follow the timetable outlined below.

**Table 2:**

9 November 2015	Return deadline
11 November 2015	Verifications sent to institutions
20 November 2015	Verifications return deadline

**All HESES tables:**

15 December 2015	Return deadline
7 January 2016	Verifications sent to institutions
25 January 2016	Verifications return deadline

16. In the event of a deadline being missed by more than three working days, the head of the institution concerned will be emailed reminding them that HEFCW reserves the right to enter its own estimates of student registrations 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.
17. Signed verifications should be returned by scanning them and emailing them to us. We do not require a hard copy of the signed verifications.
18. Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.
19. HESA and LLWR data used for per capita, premium and PGR funding purposes are also sent to institutions, to confirm that the data have been correctly extracted from the records by HEFCW. The process follows the timetable below.

27 January 2016	HESA/LLWR confirmations sent to institutions
17 February 2016	HESA/LLWR confirmations return deadline

20. Institutions are reminded that data returned to HEFCW on the HESES survey, including methods used to calculate any estimates included in the returned figures, are in the scope of the HEFCW external data audit. The systems and processes used to generate HESES data are in the scope of the institution's internal audits.
21. Any queries should be directed to Rachael Clifford (telephone 029 2068 2243, email [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk)). This circular has been substantially rewritten since the previous version, we therefore also welcome comments on the definitions and guidance or anything else included in this circular.

### Summary guide to the HESES 2015/16 survey

- 1 The HESES 2015/16 survey requests institutions to complete four tables. Not all institutions will return data in all tables. Table 1 is collected from all institutions; Table 2 only from those with full-time ITT (QTS) provision; Table 3 only from those with FT UG/PGCE provision; and Table 4 is collected only from University of South Wales. Some additional information about credit values will be collected from the OU in Wales and this is described in more detail in paragraph 26 below.
- 2 This annex gives a summary of the information that needs to be returned and the definitions used. All survey data should be returned according to the guidance and criteria contained in Annexes B to P which provide further detail to the overview given here.

#### HESES population

- 3 The following students should be **included** in the HESES survey:
  - Registered students (i.e. those that have a binding undertaking to pay a fee to an institution (unless the fee has been waived)).
  - Students aiming to obtain a recognised HE qualification.
  - Students studying for at least three per cent of a full-time equivalent or approximately one week of study.
  - Students based in the UK who are part of distance learning or franchise arrangements or who are based at campuses of the institution in the UK.
  - Outgoing exchange students.
  - Students on a year out or part of a year out as part of their course
- 4 Student who should be **excluded** from the HESES survey are:
  - Incoming exchange students.
  - Students whose only activity during the year is writing up a thesis or similar piece of work.
  - Students franchised in from other institutions.
  - Students franchised to institutions outside the UK.
  - Students at campuses outside the UK.
  - Students who are distance learning outside the UK.
  - Students whose provision is part of a validation arrangement only.
  - Students who are dormant for the whole year.

#### Old and new tuition fee regime

- 5 In this document, old and new tuition fee regimes are referred to. The new fee regime came into effect in 2012 for new FT UG/PGCE students. Under the new fee regime, where an approved fee plan is in place, institutions can charge

students a tuition fee of up to £9,000 per year. Under the old fee regime, in 2011/12, a fee of up to £3,375 could be charged. The fees of up to £9,000 have replaced most of the funding that HEFCW used to allocate using data relating to FT UG/PGCE students.

### **Distance learning, campuses, franchises and other collaborative arrangements**

- 6 Institutions are responsible for returning HESES data for all their distance learning, campus and franchised out provision in the UK. Distance learning provision outside the UK and provision delivered at campuses or partners outside the UK should be excluded from the HESES return. For HEIs, such provision will be included on the HESA aggregate offshore record.
- 7 Definitions used in this circular to return data, defined more fully in Annex C, are:
  - **Distance learning:** 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.
  - **Campuses:** Students based at campuses other than the main campus(es) should be counted in the same way as students at the main campus(es) though categorisation into fundability status depends on the location of the campus.
  - **Franchise:** this 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 should be registered as students of the franchisor and this can be by registering for the course at the franchisor or franchisee 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.

A franchise can be with publicly funded or non-publicly funded institutions in Wales or in the rest of the UK. Whether the franchisee institution is publicly funded or not and the location of the franchisee institution affect the categorisation of students into fundability status.

Where a student is franchised out for only part of the year, they should be returned as franchised out if the majority of their provision for the year is franchised out.

- **Other collaborative arrangements:** If students are on courses which are run jointly by two or more institutions, where activity takes place at both or all institutions, which are not the subject of a franchising or validating arrangement, they should be counted by each institution in proportion to the number of credits associated with delivery at that institution.

Students taught as part of other collaborative arrangements, where no activity takes place at the returning institution, with institutions or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, are not in the HESES population. These may be, 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.

A validating arrangement is where a university is responsible for the academic standards and quality of a programme which is monitored alongside its own programmes, but the partner develops, delivers and assesses the programme leading to a university award.

### **Mergers and wholly owned subsidiary bodies**

- 8 Merged institutions must make one return to HESES only. Where institutions merge and form a group so that some institutions are subsidiaries of another institution (the 'parent') then the parent institution will make one return to the HESES survey that includes all the relevant group provision. This will be the case whether or not the subsidiaries are legal entities in their own right. Wholly owned subsidiaries are considered to be campuses of the parent institution for the purposes of this survey.
- 9 Interim arrangements for merged institutions can be agreed with HEFCW for the first year of reporting to facilitate the return of data, for example, HEFCW can provide a breakdown of any comparative data into the pre-merged institutions.

### **Residential and funding status**

- 10 Students are categorised into three types of residential and funding status, home and EU fundable, home and EU non-fundable and Island and overseas. Home and EU students are those with UK or EU residency or who are otherwise entitled to pay home fees as set out in the fees regulations (Annex D gives more details). The three definitions are summarised below. In referring to funding for a student place, for all categories of student, this would be funding for course costs that are not covered by the tuition fee. For FT UG/PGCE students under the new regime, the source of the tuition fee is also taken into account.

- **Home and EU fundable:** a home and EU student would be fundable by HEFCW unless the student's place receives funding from other sources or for new regime students, if the tuition fee is paid for by a public source other than HEFCW. A fundable student would be included in funding calculations carried out by HEFCW as appropriate.
- **Home and EU non-fundable:** if a home and EU student's place is funded from sources other than HEFCW, or for new regime students, if the tuition fee is paid from a public source, for example, the NHS, WG or the Welsh European Funding Office (WEFO), the student would be returned as non-fundable. A student would also be returned as non-fundable if the course they are on is run only for a particular group of students and is not open to anyone who is suitable qualified to apply (referred to as a 'closed' course).

There are also conditions on location of provision which, if not met, mean that home and EU students are returned as non-fundable. Home and EU students franchised to non-publicly funded institutions in the UK or publicly funded institutions that are outside Wales within the UK should be returned as non-fundable unless agreement has been made with HEFCW that Welsh domiciled students on these courses can be returned as fundable.

Home and EU distance learning students where the student is based outside Wales within the UK, and the student is not Welsh-domiciled, should be returned as non-fundable.

Home and EU students at campuses outside Wales within the UK should be returned as non-fundable unless they are Welsh domiciled.

- **Island and overseas:** these are students who are domiciled outside the EU, including students from the Isle of Man and the Channel Islands.

- 11 Annex P contains a grid which provides a look up to aid categorisation into fundability status.

### **Academic subject categories and ITT (QTS) specialist subjects**

- 12 On Table 3, registrations are split into academic subject categories (ASCs). These are based on the JACS code of the course. Registrations can be split between ASCs except for full-time undergraduate medicine and dentistry registrations and full-time ITT (QTS) registrations which must only be returned in ASCs 1 and 11a respectively. Annex E gives more detail and the mapping from JACS codes to ASCs.
- 13 On Table 2, students studying secondary education ITT (QTS) courses are split by specialist subject. If a course is joint between subjects and the Centre of Teacher Education that the institution belongs to has intake targets in both

subjects, then registrations should be split between the two specialist subjects. If a course is such that it is in a specialist subject with another subject that is not a specialism then registrations should be returned wholly against the specialist subject.

### **Mode of Study**

14 The mode of study of a student is determined by how much time they spend studying, whether the student is charged a certain level of fee and whether or not they are on a year out as part of their course. Annex F gives the full definition. There are three modes of study:

- **Full-time:** a full-time student is 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 fee is chargeable for the current year of the programme of study (which will be a regulated fee for home and EU UG/PGCE students of £9,000 or £3,465 depending on whether they are in the new or old regime respectively).

An exception to this is if the student is in the final year of a full-time course in which they attend for less than 24 weeks in which case it may be that a whole fee is not charged;

- **Full-time sandwich year out:** for a student to be classified as sandwich year out, their course should fit the definition of sandwich provided in Part 1 (2)(6) of The Education (Student Support) (Wales) Regulations 2015 (SI 2015 No. 54) as amended in The Education (Student Support) (Wales) (Amendment) Regulations 2015 (SI 2015 No. 173), or they should be full-time on a study or placement year abroad. In addition the fees chargeable are, for those under the old regime, approximately half the whole full-time fees, and for those under the new regime, regulated fees of £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.

If a student follows the same pattern of study as other students on a sandwich year out on their course and would be considered to be on a sandwich year out other than that they are an Island and overseas student and are therefore not subject to regulated fees, then they should be counted as sandwich year out;

- **Part-time:** any student not classified as full-time or full-time sandwich year out should be classified as part-time on the survey.

### **Level of Study**

15 The level of study of a student is determined by the qualification they are aiming for. Recognised HE qualifications are defined in Annex B. There are four levels of study defined: undergraduate non-degree; undergraduate degree;

postgraduate taught; and postgraduate research, some of which are further split into franchised out and non-franchised out in the returned data:

- **Undergraduate non-degree:** all undergraduate level courses which lead to a qualification other than a first degree. For example, foundation degrees, HNCs and qualifications leading to certificates for the teaching of further education are non-degree courses.
- **Undergraduate degree:** undergraduate degree students are those aiming for a first degree. This includes degree courses with an integrated Master's year or an integrated foundation year.
- **Postgraduate taught:** postgraduate taught courses are those which require as a normal condition of entry that entrants be already qualified at degree level. Those courses that are mainly taught even though part of the course may include a dissertation are included as postgraduate taught. PGCE courses leading to QTS are included.
- **Postgraduate research:** These are postgraduate courses that are mainly research.

16 Full definitions are given in Annex G.

### **Completion status**

17 On Tables 1 and 3 of the survey, only completed or partially completed registrations are counted and non-completions are excluded. Completion status is determined on a year of study basis, not on a course basis. Completion status is defined as follows:

- **Non-completions** are where students do not complete their studies due to withdrawal or dropout, or fail to take part in required assessment procedures for the year.
- **Completions** are all eligible students who are registered or expected to register within the academic year minus those who are expected to not complete. Any transfers between ASCs, modes or levels of study should be included.
- **Partial completions:** some full-time and sandwich students on taught courses that are non-completions can be counted as 0.5 of a completion if they meet certain criteria. If the course is semesterised, this is that the first semester is completed and if the course is not semesterised, that the first four months are completed. The exact criteria can be found in paragraph 15 of Annex H.

### Estimation

18 As the survey is carried out in-year, the number of students registered or expected to register that will not complete will have to be estimated. In general,

estimates should be based on the proportion of non-completions in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if institutions believe these would provide more accurate estimates.

### **New entrants**

- 19 New entrants are collected on Table 2 for ITT (QTS) students, on Table 3 for FT UG/PGCE students and on Table 4 for students on the UHOVI scheme.
- **ITT (QTS) students** – this is students in their first year of the programme of study, collected for those at the institution between 1 August and 1 November inclusive. This excludes students resitting the first year of the course and students entering into the second or a further year of the programme of study.
  - **FT UG/PGCE students** – the definition includes those students who start at the institution in the academic year, regardless of the year of programme they start on.
  - **UHOVI scheme students** – the definition includes those students who start at the institution in the academic year, regardless of the year of programme they start on.
- 20 Table 3 also collects numbers of students in other years at the institution. In each case, the year refers to the year of the student at the institution, regardless of the year of the programme of study that they are on. For continuing students collected on Table 4, these are students who are not classified as new entrants.

### **Table descriptions**

- 21 **Table 1** collects data about all countable registrations, by mode and level of study, including a split of the undergraduate levels of study into franchised out and non-franchised out. There are columns for home and EU fundable, home and EU non-fundable and Island and overseas students. This table aims to have a complete in-year picture of the expected provision at an institution for the year. Data can be returned to one decimal place where full-time taught partial completions are included as 0.5 of a completion.
- 22 **Table 2** collects data about full-time FT UG/PGCE new entrant registrations on ITT (QTS) courses for each institution delivering such courses. Data are collected by phase of study (primary or secondary) and by specialist subject for the secondary phase. Registrations are split into UG and PGCE provision. Data are used to inform intake targets for Centres of Teacher Education in each phase and specialist subject. Data are returned as whole numbers or to the nearest 0.5 if a course includes two specialist subjects.
- 23 **Table 3** collects information about FT UG/PGCE students in their first, second, third or fourth year at the institution. These are the students that will be under

the new fee regime introduced in 2012/13 whereby FT UG/PGCE students can be charged up to £9,000 per year. Data are collected by ASC, level of study (undergraduate non-degree, undergraduate degree and PGCE (QTS)) and by whether the provision is franchised out or not. Data are further split into Welsh/EU residential status and other home residential status in order to reflect the different arrangements for tuition fee support for the two groups. There are four sub-tables, one for each year at the institution. Data can be returned to one decimal place where partial completions are included as 0.5 of a completion.

- 24 **Table 4** is returned by University of South Wales only and collects information about home and EU undergraduate provision that is part of Phase 2 of the UHOVI scheme. The data collected relate to the targets to be met as part of the funding agreement for the scheme. These are headcounts of new entrant and continuing full-time students, headcounts of part-time students, in total and for foundation degrees, assumed credit values for part-time students, in total and for foundation degrees, and the percentage of undergraduate registrations who are domiciled in the five UHOVI unitary authorities and/or are part of the UHOVI scheme. Student and credit value data are returned as whole numbers, the percentage figure can be returned to one decimal place.

### **The OU in Wales**

- 25 The OU in Wales is the only institution in Wales that has only part-time provision. Therefore there are special arrangements in place for data collection. Part-time credit value data that were collected on previous HESES surveys will continue to be collected for the OU in Wales to monitor changes in their provision and to inform and monitor funding allocations. Further guidance that relates to the OU in Wales is included at Annex O.

### **HESA data**

- 26 Annex K gives the criteria by which HEFCW will extract data from the HESA student record for HEIs. Much of the data previously collected on HESES will now be extracted from the HESA student record, along with end of year monitoring data and so particular attention should be given to the fields described in the annex.

### **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.

### **Distance learning, campuses, subsidiaries, franchises and other collaborative arrangements**

- 1 Distance learning provision that takes place in the UK, and provision at campuses, wholly owned subsidiaries and franchises that are within the UK should be returned on the HESES survey. Provision that takes place outside the UK is not included in the coverage of the HESES survey but for HEIs will be included in HESA's aggregate offshore record. Students on study or placement years or part years abroad as part of their course are treated as if their provision is where they normally study when they are not abroad for the purposes of returning data.
- 2 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.
- 3 A reference grid which provides a look up to help categorise students by fundability status based on their location of study is at Annex P.

### **Distance learning students**

- 4 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.
- 5 If the student is home and EU and is located within Wales, or is Welsh domiciled and located outside Wales within the UK, then the student can be returned as home and EU fundable, provided they fit the other criteria to be fundable given in Annex D. Home and EU students located outside Wales within the UK that are not Welsh domiciled should be returned as home and EU non-fundable.
- 6 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.

- 7 Distance learning that takes place outside the UK is excluded from the main HESES population and should not be returned on the survey. For HEIs, data relating to these students will be returned on the HESA aggregate offshore record.
- 8 A year out as part of a sandwich course, exchange scheme or other placement scheme should not be considered to be distance learning. In these cases, the student should be considered to be attending the place of study normally attended when not on their year out in order to determine their fundability status.

## **Campuses**

### Campuses based in Wales

- 9 Students based at campuses in Wales should be returned as home and EU fundable, home and EU non-fundable or Island and overseas as appropriate.

### Campuses based outside Wales in the UK

- 10 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 D. 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 within the UK, 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.

### Campuses based outside the UK

- 11 Provision at campuses outside the UK is not included in the HESES population, however, such provision should be included by HEIs on the HESA aggregate offshore record.

## **Wholly owned subsidiary bodies**

- 12 Institutions may consist of one legal entity or have a group structure where one or more institutions are wholly owned subsidiaries of a 'parent' institution that are each legal entities in their own right.
- 13 Wholly owned subsidiaries are considered to be campuses of the parent institution for the purposes of this survey.

## **Franchises**

- 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 should be registered as students of the franchisor and this can be by registering for the course at the franchisor or franchisee 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.

- 15 Data relating to students taught on the basis of a franchise agreement, referred to as 'franchised out' students, should be included in any data returns by the franchisor on behalf of the franchisee. Undergraduate franchised out assumed completed registrations are categorised separately in Tables 1 and 3.
- 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.

#### Franchises based in Wales

- 17 If the franchisee is in Wales and is a publicly funded institution (i.e. is an HEI or FEI in receipt of funding council or government funding) then the franchised out students should be included in the HESES return by the franchisor. The students will be included as home and EU fundable or non-fundable or Island and overseas as appropriate according to the definitions in Annex D.
- 18 If the franchise arrangement is with a non-publicly funded institution in Wales then any student data should be returned as home and EU non-fundable or Island and overseas on the HESES return. Institutions may only return data relating to Welsh domiciled students franchised to non-publicly funded institutions in Wales as home and EU fundable if HEFCW has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 25 and 26 below.

#### Franchises based outside Wales within the UK

- 19 If the franchise arrangement is outside Wales within the UK with a publicly or non-publicly funded institution then any student data should be returned as home and EU non-fundable or Island and overseas on the HESES return. Institutions may only return data relating to Welsh domiciled students franchised to institutions outside Wales as fundable if HEFCW has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 25 and 26 below.

#### Franchises outside the UK

- 20 Data relating to franchises outside the UK should not be returned on the HESES survey, however, such provision should be included by HEIs on the HESA aggregate offshore record.

### Partial franchises

- 21 Where students are part of franchise arrangement where they are only franchised out for part of the year, they should be returned as franchised out if the majority of their provision for the year is franchised out, otherwise they should be returned as non-franchised out. In analysing HESA data we may make a more detailed split of provision that is wholly or partially franchised out for both registrations and credit values. More details are in Annex K, paragraphs 21 and 22.

### **Other collaborative arrangements**

- 22 If students are on courses which are run jointly by two or more Welsh institutions, where activity takes place at both or all institutions, which are not the subject of a franchising or validating arrangement, they should be counted by each institution 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 by the Welsh institution.
- 23 Students taught as part of other collaborative arrangements, where no activity takes place at the returning institution, with institutions or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, are not in the HESES population. These may be, 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. If institutions have students that are returned on the HESA student record, but do not fit the criteria to be in the HESES population, they should contact HEFCW to be certain that they are not being excluded from HESES in error.
- 24 A validating arrangement is where a university is responsible for the academic standards and quality of a programme which is monitored alongside its own programmes, but the partner develops, delivers and assesses the programme leading to a university award.

### **Approval to count students as fundable**

- 25 Where institutions wish to seek approval to return data related to Welsh domiciled students franchised to institutions outside Wales within the UK or to non-publicly funded institutions within the UK as fundable, they should submit evidence outlining why they think the provision should be fundable, including:
- Details of any franchise arrangement, for example, the organisation franchised to, and if it is with a non-publicly funded institution, why it is with that particular institution and not a publicly funded institution.
  - If there are other partners involved, why funding is not available from elsewhere.

- If the provision is bespoke provision for a particular partner, how the course is run so that it is not a closed course run just for that partner.
- The numbers and credits involved by mode, level and domicile.
- Any other relevant information to support the provision being HEFCW-fundable.

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

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## Definition of residential and funding status

### Home and EU students

- 1 Home and EU students are those domiciled in the UK or EU (excluding those domiciled in the Channel Islands or the Isle of Man) or who are otherwise entitled to pay home fees, as defined in the Education (Fees and Awards) (Wales) Regulations 2007 (SI 2007 No. 2310), as amended by the Student Fees (Qualifying Courses and Persons) (Wales) Regulations 2011 (SI 2011 No. 691) and the Education (Student Fees, Awards, Qualifying Courses and Persons) (Wales) Regulations 2013 (SI 2013 No. 1792).
- 2 The above regulations and amendments can be found on the National Archives UK legislation website, [www.legislation.gov.uk](http://www.legislation.gov.uk), under 'Browse Legislation', 'Wales Statutory Instruments'.
- 3 Where reference is made to total home and EU students, this relates to the sum of those fundable and non-fundable as defined in paragraphs 6 and 7 below. 'HEFCW funding' referred to below does not include funding for special initiatives or schemes (e.g. Phase 2 of the UHOVI scheme) even if the funding is administered and paid to institutions by HEFCW.
- 4 In referring to funding for a student place below we mean funding for course costs that are not covered by the tuition fee. For the purposes of the guidance below, bodies such as WG, NHS and the Home Office, where providing funding for places on a course that is run to train people that work in that body and the whole course or a large proportion of the course is funded by the body, would be considered to be a public body and not an employer. If an individual were to be employed by a body that would be considered a public body, and the body were to pay for the individual's place on a course then it would be considered to be the employer and the place would be considered to be funded by the student's employer. For home and EU FT UG/PGCE students under the new tuition fee regime, the source of the tuition fee payment is also taken into account when determining fundability status (see paragraph 7f below).
- 5 A reference grid which provides a look up to help categorise students by fundability status is at Annex P.

### 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). Students should be considered non-fundable where any of the following apply:

### Based on location of the student:

- a) The student is based at a campus outside Wales within the UK or is distance learning outside Wales within the UK, and the student is not Welsh domiciled;
- b) The student is part of a franchise based outside Wales within the UK, or a franchise with a non-publicly funded institution, unless the student is Welsh domiciled and HEFCW has agreed that the provision is fundable;

### Based on the funding source:

- c) 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;
- d) 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;
- e) The student place is funded through Phase 2 of the UHOVI scheme and the provision has not been mainstreamed;
- f) 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;
- g) For part-time and PGT and old-regime FT UG students, if the student place is funded from private sources;

### Based on alignment with research funding criteria:

- h) The students are postgraduate research students who are not in 2014 REF units of assessment (UoAs) included in the QR funding model for 2015/16. 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 W15/09HE 'HEFCW's Funding Allocations 2015/16'.

**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 and ITT (QTS) specialist subjects**

- 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.

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

\*split into sub-categories.

## **Apportionment of student registrations between ASCs**

- 2 The distribution of student registrations between ASCs on Table 3 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 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. 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 or to 0.5 where partial completions are included (see Annex H, paragraph 15) which, in total, show the correct number of completed student registrations.

## **ITT (QTS) secondary education specialist subjects**

- 6 Each year, the Welsh Government assign intake targets for ITT (QTS) to different phases (primary and secondary), modes of study (undergraduate degree and PGCE) and, for secondary education, specialist subjects. The specialist subjects for 2015/16 are listed in Table 2 in Annex R. Centres of Teacher Education have been informed of their intake targets in HEFCW circulars [W14/45HE](#) (secondary intake targets 2015/16) and [W14/44HE](#) (primary intake targets 2015/16).
- 7 For registrations in secondary education, if a course is joint between specialist subjects, and the Centre of Teacher Education that the institution belongs to has intake targets in both subjects, then registrations should be split between the two specialisms and counted as 0.5 in each specialism. If a course is such that it is in a specialist subject with another subject that is not a specialism then registrations on that course should be returned wholly against the specialist subject. If there is no split into two specialist subjects, then registrations must be returned as whole numbers.

## Definition of mode of study

### Full-time

- 1 Students are classified as registered for full-time study if:
  - a) they are normally required to attend (whether at premises of the establishment or otherwise) for periods of a minimum of 24 weeks; **and**
  - b) a whole full-time fee is chargeable for the current year of the programme of study (which will be a regulated fee for home and EU UG/PGCE students); **or**
  - c) they are in the final year of a full-time course in which they attend for less than 24 weeks.
  
- 2 Full-time regulated fees for home and EU UG/PGCE students are:
  - a) Regulated fees of up to £9,000 for undergraduates and PGCE (QTS) students who started after 1 September 2012;
  - b) Regulated fees of up to £3,465 for undergraduates and PGCE (QTS) students who started before 1 September 2012.
  
- 3 Full-time students will normally be studying for a qualification at the credit value rate shown below, i.e. studying for the number of credit values for their qualification over the time period specified for a full-time student. Exceptions to this will be where a student repeats a year of study or part of a year of study where a student has not progressed to the next year of study. Where students repeat a year on a full-time or part-time basis, the length of the course is effectively increased and the number of credit values increases accordingly.

Qualification	Credit Values	Normal duration if full-time
Professional doctorate	540	3 years
First degree with integrated Master's	480	4 years
First degree with integrated foundation year	360 for the degree element plus up to 120 for the foundation year	4 years
First degree, plus sandwich or other year out	480 (year out included as 120 credits)	4 years (including 1 sandwich or other year out)
First degree	360	3 years
Foundation degree	240	2 years

(with conversion module(s))	(+36)	(+ 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

- 4 This includes all full-time, sandwich, placement, study and language year abroad students other than those falling within the definition of full-time sandwich year out below.

#### **Full-time sandwich year out**

- 5 Students are classified as registered for sandwich year out study if all of the following apply:
- a) 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 2015 (SI 2015 No. 54) as amended in The Education (Student Support) (Wales) (Amendment) Regulations 2015 (SI 2015 No. 173), or they are full-time on a study or placement year abroad; and
  - b) for home and EU students, the fees chargeable are:
    - for those students under the old fee regime that started before 1 September 2012, a regulated fee of approximately half the whole full-time fees that would otherwise be charged if the student were classified as full-time;
    - 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:
      - Regulated fees of up to £1,350 for undergraduates who started after 1 September 2012 on courses provided in conjunction with overseas institutions (whether or not taken under the Erasmus+ programme), where study at the home institution is for less than 10 weeks.
      - Regulated fees of up to £1,800 for undergraduates who started after 1 September 2012 on sandwich years out that are not Erasmus+ years abroad where study at the home institution is for less than 10 weeks.

- 6 If a student follows the same pattern of study as other students on a sandwich year out on their course and would be considered to be on a sandwich year out other than that they are an Island and overseas student and are therefore not subject to regulated fees, then they should be counted as sandwich year out.

**Part-time**

- 7 Students are classified as registered for part-time study if they do not meet the requirements to be either full-time or full-time sandwich year out.

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## Definition of level of study

### Undergraduate degree

- 1 Undergraduate degree students are those aiming for a first degree. This includes integrated degree/Master's courses or degree courses that have an integrated foundation year. In both cases the activity should be classified as undergraduate degree in every year of the course including the Master's and foundation years respectively.

### Undergraduate non-degree

- 2 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.
- 3 Both full-time and part-time courses leading to certificates for the teaching of further education, returned in ASC 11b, should be treated as undergraduate courses regardless of the course or qualification aim returned to HESA or on the LLWR.

### Postgraduate

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

#### *Postgraduate Taught*

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

*Postgraduate Research*

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

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## Rules for counting registrations

- 1 Only students who meet the following criteria are to be included in this return:
  - a) they are registered. A registration is considered as a binding undertaking to pay a fee to an institution (unless the fee has been waived) as opposed to an acceptance of a place;
  - b) they are aiming to obtain a recognised HE qualification as defined in Annex B;
  - c) they are studying at least 3 per cent of a full-time equivalent (FTE), or approximately one week of study.
  
- 2 Included are:
  - a) new enrolments;
  - b) students re-registering for second or subsequent years of their study;
  - c) students on non-accredited HE courses only where HEFCW has been notified of these courses and has agreed to their inclusion;
  - d) students registered at FEIs, who are pursuing prescribed HE qualifications as defined in Annex B, only if their courses are eligible for mainstream funding from HEFCW either directly, or, through a franchise agreement (data are returned only by the institution which franchises out the course);
  - e) outgoing exchange students, including Erasmus+ students;
  - f) distance learning in the UK;
  - g) students franchised to other institutions in the UK;
  - h) students at campuses in the UK.

Excluded are:

- a) incoming exchange students, including Erasmus+ or Junior Year Abroad (JYA) students;
- b) students whose only activity during the year being counted is writing up a thesis or similar piece of work;
- c) distance learners outside the UK;
- d) students franchised to institutions outside the UK;
- e) students at campuses outside the UK;
- f) students whose provision is part of a validating arrangement only;
- g) students who are dormant for the whole year.

### Students registered for more than one qualification or course

- 3 No full-time or sandwich student should be counted twice in the same academic year; nor should full-time or sandwich students who are registered for the main and an additional qualification offered within a single course be counted twice. However, students who are registered for two separate courses, where one is full-time or sandwich, and the other is part-time, may be included in Table 1 under both full-time or sandwich and part-time. 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.

### **Non-standard academic years**

- 4 Those students who are following programmes of study which do not coincide with the academic year (1 August to 31 July) should be counted once only for each period of up to 12 months of study. They should normally be counted in the year in which the first registration occurs and in the years including the anniversaries of the first registration.

**Example 1:** A student enrolls for a full-time PhD in April 2014 and completes the programme in March 2017. She should be counted as a registration in HESES/EYM 2013/14, 2014/15 and 2015/16. 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.

### **Final year of full-time study**

- 5 Full-time programmes in which the final year does not fit the usual criterion to be full-time in terms of length, i.e. the final year is less than 24 weeks, but the student has not changed their mode of study, should be returned as full-time for the whole of the programme.

**Example 2:** A student enrolls on a full-time undergraduate course that starts on 1 October 2014 and finishes on 31 January 2016. He should be included in HESES/EYM 2014/15 as a full-time registration; and as a full-time registration again in HESES/EYM 2015/16 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.

**Example 3:** A student enrolls for a full-time 30 month undergraduate course that starts on 1 February 2016 and finishes on 31 July 2018. He should be included as a full-time registration in Table 1 and Table 3 (as a new entrant) on HESES 2015/16, and again as a full-time registration in Tables 1 and 3 on HESES 2016/17 and HESES 2017/18. On Table 3 as a student in their second year at the institution in 2016/17 and as a student in their third year at the institution in 2017/18.

### **Repeated years of study**

- 6 Where students repeat a full year on a full-time basis, and have not progressed to the next year of study, they should be counted as a full-time student. Where a student repeats a year or part of a year on a part-time basis, and there has been no progression to the next year of the course, the student should be

returned as a part-time student. In both cases, the total length of their course will increase by one year.

### **Completions and non-completions**

- 7 In Tables 1 and 3, institutions are asked to identify the number of registered students who complete the year of study. This is all eligible students who are registered or expected to register within the academic year minus those who are expected to not complete. Any transfers between ASCs, modes or levels of study should be included.
- 8 Non-completions occur where students do not complete their studies due to withdrawal, dropout, or failure to complete the year of study or take part in required assessment procedures. A registered student should generally be considered to be actively pursuing studies unless the institution has been formally notified of the student's withdrawal from the course. However, non-attendance for examinations generally indicates a student's failure to complete the year of study.
- 9 Completion status is determined on a year of study basis, not on a course basis. For example, a first degree student who takes all assessments required for the first year is counted as a completion for that year.
- 10 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.
- 11 Students who sit examinations at the end of the course or year of study and fail them are deemed to have completed their studies and should **not** be included as non-completions.
- 12 Students who do not take part in all or some of the required assessment procedures for the year of study, can complete by being assessed after the end of the academic year in order to enable them to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination within the year because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework after the end of the academic year, by agreement with the institution. Estimates of the number of registrations expected to complete in this way should be included in the number of completions returned in the tables.
- 13 At the return date of HESES, the number of students registered or expected to register that will not complete will have to be estimated. In general, estimates should be based on the proportion of non-completions in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if institutions believe these would provide more accurate estimates. It is not expected that institutions will assess whether each individual will complete, rather that a robust method will be used in calculating estimates. It is expected that institutions will examine the data returned on the end of year monitoring of higher education enrolments

(EYM) survey (FEIs) or EYM data extracted from the HESA student record (HEIs) and the HESES survey in previous years to determine if estimates made at HESES were reasonable, and if necessary adjust their methods.

- 14 Some non-completions can be included as partial completions, and these are described in paragraph 15 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.
- 15 For **full-time and sandwich taught** courses only, registrations are considered as having partially completed in the following cases:
- a) *Where the course is semesterised, if*
- individual modules are presented on a semester basis; and
  - the student has not withdrawn before the end of the semester in which the modules start; and
  - the student has taken part in all assessment procedures required for the modules pursued that take place during or immediately after the end of the semester;
- then, even if there is additional assessment of the work undertaken during the semester that falls at the end of the year of study, the student can be counted as a partial completion.
- b) *Where the course is not semesterised, if*
- the student has not withdrawn in the first four months of attendance; and
  - the student has taken part in all assessment procedures required for all modules started in the first four months, that take place during the first four months; and
  - there is auditable evidence to show that the student was still in attendance at the end of the four months;
- then, even if there is additional assessment of the work undertaken during the first four months that takes place at the end of the year of study, the student can be counted as a partial completion.

**Example 4:** A student enrolls for a semesterised full-time undergraduate course that normally starts on 1 October 2015 and finishes on 30 June 2017. 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 2016/17 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2017/18 academic year. She should be returned in HESES 2015/16 as 0.5 of a full-time completed registration in Table 1 and Table 3 (as a new entrant). In 2016/17 and 2017/18 she should be returned on Table 3 as a student in their second and third year respectively at the institution. In 2016/17 and 2017/18 she should be returned on Table 1 as a full-time registration.

**Example 5:** 45 students enrol for a full-time undergraduate degree course in mathematics that starts on 1 October 2015 and finishes on 1 July 2018 (cohort 2). In the previous year, 51 students enrolled on the course (cohort 1). Of the 51 students, 3 changed subject in November, to study physics instead of mathematics, and 1 withdrew from the course in December. For cohort 2, on Tables 1 and 3 of HESES 2015/16, assumed completed registrations in mathematics would be 41, calculated as  $45 - 3$  (i.e.  $3/51 \times 45$ )  $- 1$  (i.e.  $1/51 \times 45$ ) = 41. 3 registrations would be added to those already included for physics and 1 registration would not be included on any of the tables.

**Example 6:** 15 students enrol for a full-time HND in engineering that starts on 5 October 2015 and finishes on 1 July 2017. Based on data from previous years, 2 students are estimated to withdraw in the first year of study. Therefore, 13 assumed completed full-time registrations are returned on HESES 2015/16. The actual number of withdrawals was 1, so 14 assumed completed registrations are returned on EYM 2015/16. Two of the 14 students who completed the first year of the full-time course decide to change their mode of study to part-time for the final half of the course. Therefore, on HESES 2016/17, 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.

**Example 7:** 10 students enrol for an undergraduate diploma starting in May 2016 and finishing in April 2017. In the previous year out of 15 students starting in May 2015, 2 dropped out in August 2015. 9 assumed completed registrations would be returned on Tables 1 and 3 of HESES 2015/16 calculated as  $10 - 1$  (i.e.  $2/15 \times 10$ ).

**Example 8:** 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.

**Example 9:** 57 students enrol for a full-time first degree course starting in October 2014. 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 2014/15, once for the second year of the course in 2015/16 and once for the third year of the course in 2016/17. 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 2015/16 academic year with the intention of resuming full-time study for the second year of the course in 2016/17. He would be returned as a full-time student for the first year of the course in 2014/15, as a part-time student in his second year at the institution in 2015/16, 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 2016/17 and 2017/18.

## UHOVI headcounts

- 16 Table 4, which collects data about students on Phase 2 of the UHOVI scheme requests registrations to be returned on an individual headcount basis, therefore each UHOVI student should be counted only once, without any adjustment for non-completions.

## New entrants and students in their second to fourth year at the institution – full-time undergraduate and PGCE (QTS)

- 17 Data relating to students in their first four years at the institution for full-time undergraduate and PGCE (QTS) provision are collected on Table 3. These data are collected in order to provide data to monitor estimated fee grant and income for 2015/16 and to provide data to use in estimating the total fee grant and income relating to full-time undergraduate and PGCE (QTS) provision for Welsh institutions in 2016/17, for students under the new fee regime. New entrants are also collected on Tables 2 and 4. For the purposes of Table 4, continuing students are those that are not considered to be new entrants.

### Tables 3 and 4

- 18 For the purposes of returning data on Tables 3 and 4, new entrants are defined as students that are in their first year of study. This includes:
- students undertaking a foundation year (year 0) as an integrated part of an HE course;
  - students entering directly into year 2 or a subsequent year of a course.

### Not included as new entrants are:

- students who have already completed an integral foundation year (year 0);
  - students retaking the first year of a course;
  - students transferring from another course after spending their first year at the institution on the original course;
  - students who have completed an HND or foundation degree who take a top-up year to study for a degree at the same institution;
  - students who resume study after a period of inactivity.
- 19 If a student is on a course such that the first year of the course spans two academic years, they should only be counted as a new entrant in the academic year containing the start of their first year at the institution.

**Example 10:** A student starts a full-time HND course in 2013 and completes the course gaining an HND in 2015. He then goes on to do a top-up year at the same institution in order to gain a degree and completes this in 2016. He would be counted as an undergraduate non-degree new entrant in Table 3 on HESES 2013/14 only, and **not** counted as a new entrant in Table 3 of HESES 2015/16.

- 20 Students in the second year at the institution are defined for this survey as students that are in their second year of study at the institution and are registered for a prescribed HE course leading to a recognised HE qualification. These will be students who were counted as a new entrant in the previous year, including those that:
- are retaking the first year of a course;
  - have transferred in from another course after spending their first year at the institution on the original course;
  - are starting the first year of a course after completing an integral foundation year.
- 21 If a student is on a course such that the second year of the course spans two academic years, they should only be counted as a student in their second year at the institution in the academic year containing the anniversary of their start date.
- 22 Students in the third or fourth year at the institution are defined for this survey as students that are in their third or fourth year of study respectively at the institution and are registered for a prescribed HE course leading to a recognised HE qualification. These will be students who were counted as a student in their second or third year respectively in the previous year, including those that:
- are retaking the second or third year of a course respectively;
  - have transferred in from another course after spending their first two or three years respectively at the institution on the original course.
- 23 If a student is on a course such that the third or fourth year of the course spans two academic years, they should only be counted as a student in their third or fourth year respectively at the institution in the academic year containing the second or third anniversary of their start date.
- Split of home and EU residential status (Table 3)**
- 24 Data relating to home and EU new entrants and students in their second to fourth year at the institution are requested broken down into Welsh & EU residential status and other home residential status. For the purposes of returning data on Table 3, residential status should be based on residential status as assessed for fees purposes. Where this is unknown, domicile, based on the home postcode of the student for UK students or country for EU students, can be used instead. This will generally be the domicile as returned on the HESA student record or on the LLWR. For example, if a student is known to be a home student, but it is not known whether the student was assessed as having Welsh residential status or other home residential status, then domicile, based on the home postcode of the student, should be used.

## **Table 2 – ITT (QTS)**

- 25 New entrants to ITT (QTS) courses in ASC 11a are defined slightly differently. For the purposes of Table 2 only, students transferring to an ITT (QTS) course should be included as new entrants and students entering directly into year 2 or a subsequent year of an ITT (QTS) course should not be included as new entrants .
- 26 If a student is on a course such that the first year of the course spans two academic years, they should only be counted as a new entrant in the academic year containing the start of the first year of their programme of study.

### **Rules for counting credit values**

- 1 The guidance contained in this annex has in the past been used to complete HESES tables collecting data about fundable credit values. In the four tables collected on HESES for 2015/16, credit values are only collected as part of the return of data by University of South Wales about Phase 2 of the UHOVI scheme in Table 4. The guidance below should be used to return the credit values information relating to part-time students asked for on Table 4.
- 2 It should be noted that credit values are used as the volume measure for funding part-time provision. These were previously taken from the HESES return. It is likely that end of year monitoring data extracted from the HESA student record will be used in future, however, this is not final at the time of publication of this circular and so there is a possibility that a supplementary return of part-time credit value data may be requested from institutions at a later date. If this is the case, then we will provide full guidance to institutions at the time of the request.
- 3 Annex K contains details of how we will extract credit value data from the HESA record at the end of the 2015/16 academic year in autumn 2016. These criteria will also be in the 2015/16 EYM circular guidance that will be issued in 2016. Those criteria will also be used by FEIs in returning their EYM data for 2015/16.
- 4 The OU in Wales will be providing additional credit value information to HEFCW outside of this return and further guidance on the return of data for the OU in Wales can be found in Annex O.

### **Counting UHOVI credit values**

- 5 Only credit values associated with modules, units or courses relating to registrations that are eligible to be counted as defined in Annex H, should be returned. The UHOVI table asks for information about undergraduate credit values only and credit values returned are not adjusted for non-completions.
- 6 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.
- 7 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.

- 8 The total numbers of credit values recorded for each course should not exceed that shown in the table in paragraph 3 of Annex F, 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 14 below). If there are courses which do not fit into the categories in the table, HEFCW should be contacted for advice.
- 9 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 guidance](#) and [QAA frameworks document](#).)
- 10 Each module or unit must be assigned to the academic year in which the module or unit started, and all credit values associated with that module or unit shown in HESES in that academic year only. In this way each credit value will be counted once only, even if the module or unit spans two academic years.
- 11 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.
- 12 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.

### **Modules taken on a not for credit basis**

- 13 If part-time students are taking module(s) which are credit bearing but on a not for credit basis, and this is the only study they are undertaking in the reporting year, then the credits associated with these modules can be excluded from the return provided the intention of the student not to take the assessment has been recorded at the outset of the module(s). For HESES purposes, where the module has not yet started by the return date, an estimate of those who intend not to take any assessment can be made and the associated credits excluded from the return, but only where there is a formal process in place to record the students intentions for those modules. It is not a requirement that there is such a process in place, however, in order to exclude these credits from the return, this process must be in place. This will generally apply to students taking continuing education type provision who are not aiming for a HE qualification aim and have no intention from the outset of gaining credit that can be counted towards one.

## Repeated years

- 14 Where students repeat a year on a full-time or part-time basis, the length of the course is effectively increased and the number of values increases accordingly (for example, a part-time degree usually lasting six years where 60 credits are taken per year with a repeat year becomes a seven year degree equivalent to 420 fundable credit values). Credit values associated with students repeating a full year on a full-time basis, where the student has not progressed to the next year of study, should be counted. Similarly, credit values associated with students repeating a semester or part of the year on a part-time basis who have not progressed to the next year of study and are not taking any modules relating to the next year of study, should be counted. However, credit values associated with repeat modules where the student has progressed to the next year of study must **not** be counted, unless the credit values associated with the module were counted as not completed in the previous year. In such cases, where credit values associated with a repeat module are counted, the maximum number of credit values over the whole course should not exceed those listed in paragraph 3 of Annex F.
- 15 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 H, then the credit values relating to modules of the part-time course should be counted.

## Examples

- 16 Below are some examples of how credit values should be returned.

**Example 1:** A student enrolls for a part-time course on 1 March 2015 and completes the programme on 28 February 2017. The credit values to be recorded in HESES 2015/16 on Table 4 would be those associated with modules/units commenced between 1 March 2015 and 31 July 2015.

**Example 2:** A student enrolls for a part-time HNC on 1 October 2014 and finishes on 30 June 2016. All credit values associated with modules/units started in the period 1 October 2014 to 31 July 2015 would be recorded in HESES 2014/15 and all credit values associated with modules/units started in the period 1 August 2015 to 30 June 2016 would be recorded in HESES 2015/16. The overall total number of fundable credit values for the course as a whole recorded in HESES 2014/15 and 2015/16 should not exceed 150 credit values.

## Table and column descriptions

### Directly funded HEIs and FEIs

- 1 In all tables, data relating to franchised out students should be returned by the franchisor only (see Annex C, paragraph 15) and included in all relevant columns. On all tables, each partner of a Centre of Teacher Education should return only the provision taking place at their own institution.
- 2 Data returned in Tables 1 and 3 may be returned to one decimal place, where full-time taught partial completions are included as 0.5 of a completion. In Table 3, completed registrations can be apportioned between ASCs, however, figures must be rounded to whole numbers or the nearest multiple of 0.5, as described in Annex E, paragraph 5.
- 3 Data returned on Table 2 must be whole numbers unless secondary education registrations have been split between specialist subjects, as described in Annex E, paragraph 7, when 0.5 can be returned against each subject. Secondary education totals within each level of study (undergraduate degree or PGCE) must be whole numbers.
- 4 Registration and credit value data returned on Table 4 must be whole numbers. Percentage data returned on Table 4 can be returned to one decimal place.

### Table 1

- 5 Table 1 requests information on all assumed completed student registrations for the academic year 2015/16 by level of study (with undergraduate split into degree and non-degree), mode of study, whether the registration is franchised out or not (undergraduate only) and residential and fundability status. Registrations should be returned in accordance with the guidelines set out in Annex H.
- 6 The table has four principle columns.
  - **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.
  - **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.

- **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.
- **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 2

- 7 Table 2 collects information about home and EU fundable full-time ITT (QTS) new entrant registrations in ASC 11a between 1 August 2015 and 1 November 2015 inclusive. The column is broken down by:
- Phase (secondary or primary)
  - Level of study (undergraduate degree or PGCE)
  - Specialist subject of study for secondary phase. Within the 24 secondary subjects it should be noted that:
    - i. Mathematics includes Statistics;
    - ii. Physical Education includes Movement Studies and Dance.
- 8 Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2015. Those registrations repeating the first year of the course should be excluded from the table.

## Table 3

- 9 Table 3 requests information on assumed completed home and EU fundable registrations that are full-time undergraduate or PGCE (QTS) new entrants or students in their second to fourth year of study at the institution for the academic year 2015/16 by year of student at the institution, ASC, level of study, whether franchised out or not and residential status. The data returned here are a subset of those returned in Table 1. Registrations should be returned in accordance with the guidelines set out in Annex H. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
- 10 The table is split into four subtables collecting data about completed registrations in each year of the student at the institution.
- New entrants – columns 1 to 5
  - Students in their second year at the institution – columns 6 to 10
  - Students in their third year at the institution – columns 11 to 15
  - Students in their fourth year at the institution – columns 16 to 20
- 11 The columns contained within each of these subtables are described below.

- **Columns 1, 6, 11, 16:** Number of completed registrations that have Welsh or EU residential status and are not franchised out, split by level of study.
- **Columns 2, 7, 12, 17:** Number of completed registrations that have Welsh or EU residential status and are franchised out, split by level of study.
- **Columns 3, 8, 13, 18:** Number of completed registrations that have home residential status other than Welsh and are not franchised out, split by level of study.
- **Columns 4, 9, 14, 19:** Number of completed registrations that have home residential status other than Welsh and are franchised out, split by level of study.
- **Columns 5, 10, 15, 20:** Total number of completed home and EU registrations. The calculation is done automatically in the spreadsheet.

#### **Table 4**

12 Table 4 requests information about undergraduate students on Phase 2 of the UHOVI scheme and the percentage of undergraduate students that are on the scheme or are from the five UHOVI unitary authorities, at University of South Wales, in 2015/16. This table is only to be completed by University of South Wales. Any students and associated credit values funded by the European Social Fund (ESF) should be excluded from the count of students on Phase 2 of the UHOVI scheme. The table has three columns:

- **Column 1:** Numbers of assumed home and EU registrations for full-time undergraduate new entrants, full-time undergraduate continuing students, full-time undergraduate students in total (calculated automatically in the spreadsheet), part-time foundation degrees and part-time undergraduate students in total, in terms of headcount of individuals.
- **Column 2:** Numbers of assumed home and EU credit values associated with registrations on part-time foundation degrees and part-time registrations in total.
- **Column 3:** Percentage of undergraduate student registrations, in terms of headcount of individuals, that are from the five UHOVI unitary authorities (Caerphilly, Rhondda Cynon Taf, Merthyr Tydfil, Blaenau Gwent and Torfaen) and/or are on Phase 2 of the UHOVI scheme.

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## HESA/HESES mappings and end of year monitoring data extraction criteria

- 1 This annex provides mappings which HEFCW will use to extract EYM and other data from the HESA student record, including as part of the HESA Information Reporting Interface Service (IRIS) process. The mappings to extract EYM data include the mapping for credit value data. Guidance about the criteria for returning credit value data other than for UHOVI data and data returned by the OU in Wales is not provided in this circular but will be in the EYM circular when it is published in 2016. This annex also provides mappings used to analyse HESA data to provide information on a comparable basis to that collected or previously collected on the HESES survey. It should be noted that in some cases it is not possible to define HESES and EYM categories entirely in terms of HESA fields. In particular, where students follow non-standard academic years and patterns of study within the institution are not the same from year to year, there may be discrepancies in comparisons made.
- 2 In all cases, the HESES rules must be followed when completing the HESES returns. In coding student data for the HESA student record, where fields ask for funding council definitions to be used then it is those contained in this circular that should be used. However, it should not be assumed that students fall into a particular HESES category solely on the basis of the coding of HESA fields as there may be cases where only an approximate match of definitions can be made.
- 3 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 student record coding manual, available at [www.hesa.ac.uk](http://www.hesa.ac.uk).

### HESES/EYM population

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

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

- 5 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 2015/16):

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 ≤ 31072016 and INSTANCE.ENDDATE ≤ anniversary of INSTANCE.COMDATE in 2015/16 plus two weeks

### HESES/EYM categorisation

#### Residential status and eligibility for mainstream funding

- 6 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

- 7 In using this coding to categorise home and EU students as non-fundable, we are assuming that where INSTANCE.FEEELIG is 3 that the student is home and EU, as eligibility of Island and overseas students is likely to have been assessed in order to inform the level of fee charged. This could lead to some students being categorised as home and EU non-fundable where in fact they should be Island and overseas. Institutions should pay regard to the coding of this field in order to ensure that students are correctly categorised.

- 8 Home and EU full-time undergraduate and PGCE registrations will be further categorised by residential status, using domicile as a proxy (see paragraph 19 below), into Welsh and EU residential status and other UK residential status.

### Assignment to ASCs

#### Registrations

- 9 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 full-time undergraduate and PGCE ITT (QTS) (ASC 11a). The mapping between JACS codes and ASCs shown in Annex E will be used.

- 10 Where postgraduate medicine or dentistry provision is coded using any A9 JACS code, it will be assumed to be non-clinical medicine.

*Full-time undergraduate medicine and dentistry provision*

- 11 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 in returning data on the HESES survey. Students on courses coded as both non-clinical and clinical medicine or dentistry will be categorised into non-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 non-clinical medicine). ASCs will be assigned as follows:

	<b>COURSESUBJECT.SBJCA</b>
Non-clinical medicine	A100
Clinical medicine	A300
Non-clinical dentistry	A200
Clinical dentistry	A400

- 12 Year of programme will be assigned as follows:

Registrations on intercalated years	INSTANCE.INTERCALATE = 01
Year of programme	<b>INSTANCE.YEARPRG</b>
Year 0	00
Year 1	01
Year 2	02
Year 3	03
Year 4	04

*Full-time undergraduate and postgraduate taught ITT (QTS) (ASC 11a)*

- 13 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 (with manual adjustments if necessary to ensure that subjects are counted against the

correct specialisms where the course includes more than one subject)

Gained QTS QUALIFICATIONSAWARDED.OUTCOME = 1

Year of programme	<b>INSTANCE.YEARPRG</b>
Year 1	01
Year 2	02
Year 3	03
Year 4	04

### Credits

- 14 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 E.
- 15 Exceptions to this are medicine and dentistry courses and ITT (QTS) courses. Modules will 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 using any A9 JACS code, then the credits will be included in the non-clinical medicine category (ASC 1a).

### **Mode of study**

- 16 Mode of study is categorised as follows:

Full-time	INSTANCE.MODE = 01 or INSTANCE.MODE = 23, 24 and INSTANCE.SPECFEE ≠ 1, 2, 3
Full-time sandwich year out	INSTANCE.MODE = 23, 24 and INSTANCE.LOCSY = D, E, T, U and INSTANCE.SPECFEE = 1, 2, 3
Part-time	Otherwise

### **Level of study**

- 17 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, 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 (including PGCE (QTS))	COURSE.COURSEAIM = All E codes, All other M codes except M99 or COURSE.COURSEAIM = M71 and INSTANCE.TTCID = 1 or COURSE.COURSEAIM = H71 and INSTANCE.TTCID = 1
Postgraduate taught (PGCE (QTS))	COURSE.COURSEAIM = M71 and INSTANCE.TTCID = 1 or 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 to fourth year or continuing at the institution**

- 18 New entrants (Tables 3 and 4 of HESES) and students in their second to fourth year (Table 3 of HESES) and continuing students (Table 4 of HESES) 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
Students in their fourth year at the institution	INSTANCE.YEARSTU = 4
Continuing students	INSTANCE.YEARSTU ≠ 1

- 19 New entrants and students in their second to fourth year at the institution will be considered home and EU fundable where INSTANCE.FUNDCODE = 1 (see paragraph 6) 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

- 20 For the purposes of Table 2 of HESES, ITT (QTS) registrations will be counted as new entrants as follows:

New entrants	INSTANCE.YEARPRG = 01 and INSTANCE.YEARSTU = 1
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### Students franchised out

- 21 Part-time and full-time students that are franchised out are counted as those studying on modules taught at another institution. In previous HESES returns, guidance has not been clear about how to return registrations that are partially franchised out, that have only some modules or parts of some modules franchised out to other institutions. The guidance has been clarified so that students on partial franchises can be returned as franchised out if the majority of their activity for the year is franchised out (see paragraph 21, Annex C). The table below shows what will be counted as franchised out in our HESES/EYM data extractions:

Wholly franchised out registrations	FRANIND = 1 and MODULE.PCOLAB = 100 for all modules taken
Partially franchised out registrations (where resulting proportion $\geq$ 50%)	FRANIND = 1 and MODULE.PCOLAB > 100 for at least one module taken  Proportion of registration franchised out = Sum of MODULE.CRDTPTS x MODULE.PCOLAB over all modules with FRANIND = 1 and PCOLAB > 0, divided by total credit points over all modules

- 22 In analysing franchised out data, the proportions may also be used to determine what volume of registration activity is franchised out to get a more accurate view of the extent of franchise provision. However, institutions are not expected to do this in returning data to HESES.

### Erasmus+ and non-Erasmus+ year abroad registrations

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

Erasmus+ exchange out, work placement out, language assistant or combination of these categories of registrations	INSTANCE.LOCSYD = T and MOBILITY.MOBScheme = 03
Non-Erasmus+ study year abroad registrations	INSTANCE.LOCSYD = T and MOBILITY.MOBScheme $\neq$ 03 and MOBILITY.MOBTYP = 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

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

Those who complete on or before 1 November 2015 and are on a standard academic year	INSTANCE.ENDDATE ≤ 01112015 and INSTANCE.FUNDCOMP = 1 and INSTANCE.TYPEYR = 1
Those who started on or before 1 November 2015	INSTANCE.COMDATE ≤ 01112015

### Completions

- 25 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
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- 26 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
--	-----------------------

- 27 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 1a, 1b and 1c (EYM)

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

Modules started in 2015/16	STUDENTONMODULE.MODSTAT = 2, 3
Module is countable	STUDENTONMODULE.MODCOUNT = 2
Module is not on a not-for-credit basis	STUDENTONMODULE.MODOUT ≠ 5

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

Column 1

- 29 Credit values for modules associated with the following registrations, that were started in the 2015/16 academic year, will be assumed to be in column 1:

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Those who started on or before 1 November 2015	INSTANCE.COMDATE ≤ 01112015
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Column 2

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

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Those who started after 1 November 2015	INSTANCE.COMDATE > 01112015
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Column 3

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

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

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Modules assumed partially completed	STUDENTONMODULE.MODOUT = 3 and mode of study is full-time or sandwich
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- 33 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

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

Column 5 (Table 1c of EYM)

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

Franchised out modules	MODULE.FRANIND = 1 and MODULE.PCOLAB > 0
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- 36 For franchised out modules, 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**

- 37 Registrations at the University of South Wales will be considered to be Performance Element provision where INSTANCE.CAMPID = B and the course subject JACS code maps to ASC 10. Credit values will be considered to be Performance Element where INSTANCE.CAMPID = B and the JACS code of the module maps to ASC 10.

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

- 38 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. Any students that are also ESF funded (COURSE.MSFUND = 46) will be excluded. 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.
- 39 Registrations and credit values will be taken as those prior to any exclusion of non-completions.

### **Students outside the HESES population**

- 40 The headcount of students returned on the HESA aggregate offshore record that are based outside the UK, 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

- 41 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

- 42 Students that are not in the HESES population, but are based in the UK, 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. Where we find that institutions are returning significant numbers of these on the HESA student record we will discuss with the institution concerned why these students are considered not to be in the HESES population.

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## Workbook notes

- 1 An Excel workbook containing spreadsheet versions of the tables to complete for the HESES 2015/16 return will be emailed to data contacts at individual institutions.
- 2 The email will contain an Excel workbook saved in Excel 2010 and prefixed with a four character code identifying the institution, as follows.

<b>Workbook name</b>	<b>Tables included</b>
____HESES.xlsx	Tables 1 to 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 HESES workbook. This summary worksheet contains a comparison of HESES and EYM data for 2009/10 to 2015/16, where data have been collected. The tables presented in this worksheet are for information only and no data should be entered in this table.
- 5 If the workbooks are corrupt or unreadable please contact Lydia Bennett (hestats@hefcw.ac.uk, 029 2068 2262) for assistance.
- 6 It is advisable to make a backup copy of the blank workbooks before attempting to edit any of the tables.
- 7 Institutions must not attempt to change the structure of the workbook by adding or deleting worksheets, rows or columns, or by overwriting or deleting any formulae. Worksheets contain information critical to loading of the data and it is essential that the structure of the workbook is not changed in any way.
- 8 Each workbook should be saved in Excel on completion, using the same filename and extension as that originally supplied. Names of the individual worksheets must not be changed.
- 9 The workbook includes a number of validation checks (see Annex M). Institutions should ensure their data pass all validation checks before the workbooks are returned.
- 10 The date of completion must be entered in the workbook in the box provided. This information, once entered in the worksheet containing Table 1, is automatically completed in the worksheets containing Tables 2 to 4.

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

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## Validation checks

- 1 A number of validation checks have been built into the Excel workbook containing Tables 1 to 4 (see Annex R) and these are listed in paragraphs 3 to 6 below. The validation checks can be found to the right of the corresponding tables.
- 2 If data pass a particular validation check, a validation cell above the table will read 'Validation #: OK'; if data fail, the validation cell will read 'Validation #: Failure' (# denotes the particular validation check). If there is a validation failure, the cell causing the error will read 'ERROR' and be highlighted in red in the relevant validation check to the right of the table.
- 3 **Validation check 1:** In Tables 1, 2 and 3 all values entered must be to no more than 1 decimal place and must be a multiple of 0.5.
- 4 **Validation check 2:** In Table 3, totals for undergraduate degree and non-degree home and EU fundable registrations of new entrants plus students in their second to fourth year at the institution  $\leq$  corresponding totals for full-time undergraduate degree and non-degree home and EU fundable registrations in Table 1.
- 5 **Validation check 3:** In Table 4, all values entered that relate to registrations and credit values must be whole numbers.
- 6 **Validation check 4:** In Table 4, percentage values must be entered to no more than one decimal place.
- 7 In addition to the above validation checks, some of the tables contain credibility checks, displayed beside the validation checks to the right of the tables. HESES 2014/15 data are used for comparison purposes. Institutions are invited to check and comment on instances where a CHECK message occurs.
- 8 **Credibility check 5:** In Table 1, for each mode and level of study, percentage increase/decrease between HESES14 and HESES15  $> 25\%$ .
- 9 **Credibility check 6:** In Table 3, for new entrants and students in their second and third years at the institution, for each mode of study, level of study and ASC, percentage increase/decrease between HESES14 and HESES15  $> 25\%$ .
- 10 ITT (QTS) HESES data from 2014/15 are also included in Table 2 to the right of the table collecting data, for information and to aid checking.
- 11 As well as the validation and credibility checks incorporated into the workbook, a worksheet showing summary registration data for 2009/10 to 2015/16 is included (see Annex L, paragraph 4). In this worksheet, data returned on HESES and EYM are compared. 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.

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

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## Usage of data by HEFCW

- 1 The primary reasons for collecting data through the HESES survey are to provide data to have an early indication of student numbers for 2015/16; to monitor funding allocations, fee grant costs estimates and fee income estimates; and to inform monitoring and policy decisions in instances where data are not yet available from other sources, for example, the HESA student record. An outline of the reasons for collecting the data on each table is given below.

### Table 1

- 2 Table 1 collects data relating to all completed registrations for the year. The data are used to gain a complete picture of the size of the sector and the scale of provision that is not fundable by HEFCW. The data in Table 1 are used to complement the WG predictions of the size of the sector and the draw on the student support budget in future. This information can be taken from the HESA record but it is currently not timely enough for these purposes.
- 3 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 2

- 4 Data collected on Table 2 are used to inform decisions by WG about which subjects are a priority and to inform the allocation of WG intake quotas to the Centres of Teacher Education for the following academic year. The data are also used to monitor recruitment against target and to determine if any penalties need to be applied.

### Table 3

- 5 Table 3 collects data relating to full-time undergraduate and PGCE (QTS) home and EU fundable registrations that are new entrants or students in their second to fourth year at the institution. The data are collected split by whether or not the student is franchised out, by level of study (within undergraduate), by ASC and by residential status. The data are split by these categories in order to get estimated figures for students eligible for fee grant support and to be able to distinguish areas of provision being charged different fees. These figures, along with data from other sources such as the WG student forecasts, the SLC, HESA and institutions' fee plans, will be used to monitor the estimated fee grant costs and fee income for 2015/16 and inform the estimates of fee grant costs and fee income for 2016/17.

- 6 Proportions of students already qualified to degree level, who are generally not eligible for a fee grant, with some exceptions, will be estimated using data from other sources. Similarly, where differential fees will be charged within a category collected on this table, estimated proportions from other sources will be used to split numbers in the cells to inform the overall estimation of fee grant costs to HEFCW. An estimate will also be made of the number of students who are studying for a top-up year to a degree at an institution other than the institution where they studied their HND or foundation degree in order to exclude these students from the calculation of the estimate of the fee grant in cases where they would have started prior to 1 September 2012 and still be under the old fee regime.
- 7 Several institutions return information about differing fee levels for different subjects on their fee plans and so in order to aid the process of estimating fee grant and fee income for the sector, information is collected by ASC.

**Table 4**

- 8 Data collected on Table 4 will be used for interim monitoring of targets relating to credit values and registrations which are part of Phase 2 of the UHOVI scheme and the percentage of undergraduate enrolments which are part of the UHOVI scheme or are from the five UHOVI unitary authorities, at the University of South Wales. Once the scheme is mainstreamed, we will no longer collect these data.

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## Open University in Wales

- 1 The OU in Wales is in a unique position in that it is the only institution in Wales to provide exclusively part-time provision. In consulting with institutions on the proposed changes to the HESES survey, the OU responded that it would prefer to continue to return part-time credit value data to HEFCW. This was due to the differences they are seeing year on year in their part-time numbers and the fact that they are more reliant on part-time funding from HEFCW than other institutions.
- 2 We have therefore agreed to collect part-time credit value data from the OU in Wales only and will collect this in January 2016. The data will be collected on a table based on Table 1 from HESES 2014/15. The guidance on the return of credit values updated for 2015/16 is included below along with a description of the table. We will be using the data collected to monitor and inform part-time funding allocations for 2016/17 for the OU in Wales only.
- 3 A part-time credit value table template (Table A) will be sent to the OU in December to be completed by mid-January.
- 4 It should be noted that should a supplementary part-time credit value table be collected from all institutions (see paragraph 3 of the Introduction) then that will supersede the collection of Table A from the OU.

### Guidance for returning credit values

- 5 Only credit values associated with modules, units or courses relating to registrations that are eligible to be counted as defined in Annex H, that are home and EU fundable and are part-time, should be included in Table A.
- 6 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.
- 7 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. Credit values must not exceed the maximum permitted number of fundable credit values, as shown in paragraph 3 of Annex F, 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 16 below).

If there are courses which do not fit into the categories in the table, HEFCW should be contacted for advice.

- 8 Where CQFW credit values have not been formally allocated to elements of 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 guidance](#) and [QAA frameworks document](#).)
- 9 The level of study of the credit should be assumed to be that of the qualification aim of the student.
- 10 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 Table A 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.
- 11 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.
- 12 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.

**Example 1:** A student enrolls for a part-time course on 1 February 2016 and completes the programme on 31 May 2018. The credit values to be recorded in HESES/EYM 2015/16 would be those associated with modules/units commenced between 1 February 2016 and 31 July 2016 and would be recorded in column 2 of Table A. Those relating to modules/units commencing between 1 August 2016 and 31 July 2017 would be recorded in column 1 of Table A of HESES/EYM 2016/17; and those relating to modules/units started between 1 August 2017 and 31 May 2018 would be recorded in column 1 of Table A of HESES/EYM 2017/18.

**Example 2:** A student enrolls for a part-time HNC on 1 October 2014 and finishes on 30 June 2016. All credit values associated with modules/units started in the period 1 October 2014 to 31 July 2015 would be recorded in HESES/EYM 2014/15 and all credit values associated with modules/units started in the period 1 August 2015 to 30 June 2016 would be recorded in HESES/EYM 2015/16. The overall total number of fundable credit values for the course as a whole recorded in HESES/EYM 2014/15 and 2015/16 should not exceed 150 credit values.

## Apportionment of credit values between ASCs

- 13 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. This will generally correspond to the JACS code returned on the module entity of the HESA student record - see Annex K. 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 JACS to ASC mapping given in Annex E should be used to categorise credit values into ASCs based on the JACS code of the module.
- 14 Credit values relating to ASC 11a must not be distributed across other ASCs; all should be returned in ASC 11a. Credit values relating to individual modules of courses other than medicine and dentistry or ITT (QTS) courses should not be assigned to ASC 1 or ASC 11a.

**Example 3:** 30 students enrol for a part-time undergraduate degree course in English (ASC 9) that starts on 1 October 2015 and finishes on 1 July 2021. Based on previous year's data, 2 of the students are estimated to change course to business studies (ASC 7). The modules that the students take in the first year are year-long and count for 60 credit values in total. In column 1 of Table A,  $30 \times 60 = 1,800$  credit values are returned in ASC 9. In column 2,  $2 \times 60 = 120$  credit values are returned as a negative number in ASC 9, and  $2 \times 60 = 120$  credit values are returned in ASC 7. The total assumed completed credit values associated with these 30 students would be 1,680 in ASC 9 and 120 in ASC 7.

**Example 4:** 40 students register for a part-time economics degree course enrol on a year-long econometrics module (ASC 6). Based on the previous year's data, it is estimated that 6 will transfer to a social science module (ASC 8) after 1 November, while remaining on the same economics degree course. Each module is worth 30 credit values. 1,200 credit values would be shown in ASC 6 in column 1 of Table A, 180 credit values would be shown in ASC 8 in column 2 of Table A and 180 credit values would be shown in ASC 6 in column 2 of ASC 6 as a negative number.

## Modules on a not for credit basis

- 15 If part-time students are taking module(s) which are credit bearing but on a not for credit basis, and this is the only study they are undertaking in the reporting year, then the credits associated with these modules can be excluded from the return provided the intention of the student not to take the assessment has been recorded at the outset of the module(s). For HESSES purposes, where the module has not yet started by the return date, an estimate of those who intend not to take any assessment can be made and the associated credits excluded from the return, but only where there is a formal process in place to record the students intentions for those modules. It is not a requirement that there is such a process in place, however, in order to exclude these credits from the return, this process must be in place. If there is no process in place, credits relating to students who do not take the assessment for a credit bearing module should

continue to be included in columns 1 or 2 and column 3 of the credit value table as appropriate. The actual number of credits relating to students who declared their intention and subsequently did not take the assessment can be excluded from the end of year monitoring return. This will generally apply to students taking continuing education type provision who are not aiming for a HE qualification aim and have no intention from the outset of gaining credit that can be counted towards one.

**Example 5:** A part-time module worth 10 credits starts in October 2015, finishing in December 2015. 23 students enrol on the module, which is the only module they are taking in the year, and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 6 students declare that they will not be taking the exam and so will be taking the module on a not for credit basis. 170 credits are returned in column 1 of Table A, relating to the 17 students who intend taking the assessment for the course. Of the 6 students who declared they would not take the exam, 1 changes their mind and sits the exam in December. Therefore, in column 1 of Table A, 180 credits are returned.

**Example 6:** A part-time course, consisting of 1 module worth 20 credits, starts in February 2016, finishing in July 2016. 15 students enrol on the course, some of whom are not intending to submit the coursework due in July. 300 credits are returned in column 1 of Table A relating to the 15 students on the module. The credits relating to those that do not submit the coursework are returned as non-completions in column 3.

**Example 7:** A part-time module worth 15 credits starts in January 2016, finishing in June 2016. 10 students enrol on the module and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 9 students declare that they intend to take the exam. 3 of the 10 students subsequently do not take the exam. For the same module in January 2017, 20 new students are predicted to enrol on the module. Therefore, 18 students are predicted to declare they are taking the exam ( $9/10 \times 20 = 18$ ) and  $18 \times 15 = 270$  credits are returned in column 2 of Table A. 6 students ( $3/10 \times 20$ ) are predicted not to take the exam, therefore 4 ( $6 - 2$ )  $\times 15 = 60$  credits are returned as non-completions in column 3 of Table A.

### Repeated years

- 16 Where students repeat a year, the length of the course is effectively increased and the maximum number of fundable credit values increases accordingly (for example, a part-time degree usually lasting six years where 60 credits are taken per year with a repeat year becomes a seven year degree equivalent to 420 fundable credit values). Credit values associated with students repeating a 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 3 of Annex F.

### **Non-completions**

- 17 A module or unit and the credit values associated with it are counted as completed if all assessment required for that module or unit has been undertaken. Otherwise, the module or unit and the credits associated with it should be counted as not completed.
- 18 Where a student withdraws or drops out of their course having completed some modules or units, or continues but withdraws or drops out of some modules or units, only the credit values associated with those modules or units that were not completed should be included as non-completions. Credit values associated with the completed modules or units should **not** be included as non-completions.
- 19 Credit values associated with students who do not take part in all or some of the required assessment procedures for a module or unit for the year of study, can be counted as completed if the student is assessed after the end of the academic year in order to enable the student to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination for the module or unit within the year, because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework for the module or unit after the end of the academic year, by agreement with the institution. The number of credit values expected to be completed in this way should not be included in the number of non-completions returned in the tables.
- 20 As the request for data is in-year, the number of credit values not completed will have to be estimated. In general, estimates should be based on the proportion of non-completed credit values in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if institutions believe these would provide more accurate estimates. It is not expected that institutions will assess whether each individual will complete a module or unit, rather that a robust method will be used in calculating estimates. It is expected that end of year data extracted from HESA student record and data from the HESES survey in previous years will be examined to determine if estimates made at HESES were reasonable, and if methods need to be adjusted.

**Example 8:** 10 students enrol for a part-time course in English starting in May 2016. The first module of the course, which is worth 20 credit values, starts in May 2016 and finishes in October 2016. In the previous year, out of 12 students starting the equivalent module, 1 withdrew from the module in June and 2 withdrew from the module in August, having taken no assessment for the module. In column 2 of Table A,  $10 \times 20 = 200$  credit values are returned in ASC 9. In column 3, an estimate of the number of credit values not completed, based on previous years' data, calculated as  $3/12 \times 10 \times 20 = 50$ , is returned in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 150.

**Example 9:** 57 students enrol for a part-time first degree course in October 2015. 1 student fails 2 out of 3 modules taken in the first year and does not progress to the second year of the course. All modules are worth 20 credits each. The student retakes the 2 failed first year modules in the 2016/17 academic year with the intention of resuming study for the remainder of the course in 2017/18. In the first year of the course, 60 completed credit values would be returned on Table A for 2015/16 for the student. For the year in which the student repeated the 2 failed modules, 40 credit values would be returned, on Table A for 2016/17. For the second year of the course (the student's third year at the institution), 60 credit values would be returned on Table A for 2017/18, and similarly, 60 credit values would be returned for each subsequent year. The number of credit values returned in total for this student over the whole course, assuming they took 60 credits per year for the rest of the course and did not repeat any more modules, which has taken seven years, would be 400.

### Part-time credit value table (Table A)

- 21 Table A collects part-time undergraduate and postgraduate taught home and EU fundable registrations for the academic year 2015/16 in terms of the credit values associated with the modules, units or courses started in the current academic year.
- 22 Credit values are returned split into those associated with part-time home and EU fundable student registrations up to and including 1 November 2015, and credit values associated with forecast new student registrations between 2 November 2015 and 31 July 2016. The numbers of non-completed credits are also collected and the total assumed completed credit values are calculated in the workbook.
- 23 The data are categorised into level of study and ASC. Data are returned as whole numbers. Note that some students excluded from the registration table (Table 1) as non-completions may be shown as completing modules or credit values in Table A. Similarly, final year students on non-standard academic year courses may be excluded from Table 1 but credit values for modules relating to those students may be recorded in Table A.
- 24 The table has four columns:

- 25 **Column 1:** Numbers of credit values arising from registrations on modules, units or courses between 1 August 2015 and 1 November 2015 inclusive. Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2015.
- 26 **Column 2:** Predicted numbers of credit values arising from forecast new registrations on modules, units or courses after 1 November 2015. Figures recorded here should be predictions after allowance for transfers after 1 November 2015.
- 27 **Column 3:** Estimated numbers of credit values associated with non-completions of modules, units or courses, after 1 November 2015. Credit values returned in column 3 are a subset of those returned in columns 1 and 2.
- 28 **Column 4:** This shows the overall assumed completed credit values to be used in the calculations of the main teaching funding arising from registrations on modules, units or courses for the academic year 2015/16. It is the sum of columns 1 and 2, minus column 3. The calculation is done automatically in the spreadsheet.

**Funding status reference grid**

## Summary of funding rules by location of study and fee regime 2015/16

## Annex P

### 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 <sup>1</sup>	NF & NR	NF & NR	IO & NR	NF & NR	NF & NR	IO & NR	NF & NR
Any location with place funded from other sources or as part of a specific scheme <sup>2</sup> or the place is on a closed course <sup>3</sup>	NF	NF	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 <sup>1</sup> - 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 <sup>2</sup> or the place is on a closed course <sup>3</sup>	NF	NF	IO	NF	NF	IO	NF & NR

#### Notes:

F = home and EU fundable

NF = home and EU non-fundable

IO = Island and overseas

NR = non-returnable on HESES/EYM

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

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

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

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.

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## Summary of responses to HESES consultation

- 1 The HESES survey was reviewed in 2015 as part of an overall review of data collection. As part of the review, institutions were consulted on proposals for changes to HESES which included reducing the amount of information collected on HESES and putting more reliance on data collected on the HESA student record for HEIs or on the EYM survey for FEIs. In particular, it was proposed that credit value data were no longer collected on HESES and that data taken from the EYM extraction from the HESA student record or the EYM survey were used for funding purposes instead. This proposal was subject to finalisation of the funding arrangements for 2016/17, with the possibility of collection of a supplementary table in January/February requesting credit value data from all institutions (see paragraph 3 of the Introduction).
- 2 The proposals in the consultation were, in general, acceptable to those who responded. We have therefore implemented the proposals from the consultation in the HESES 2015/16 survey.
- 3 Below is a summary of the responses given by institutions to the consultation. The full proposals and consultation questions can be found in circular [W15/20HE](#). In the summary of each proposal, the table numbers refer to the tables collected on HESES 2014/15 (circular [W14/40HE](#)).

### Proposed changes to HESES tables

#### Table 1

- 4 The first proposal was to cease to collect credit value data on HESES, so that credit value data used in any credit-based teaching funding calculations would come from the HESA student record for HEIs or the EYM survey for FEIs. This change was subject to the finalisation of funding methods for 2016/17.

#### Questions:

- a. Does using HESA data (for HEIs) or EYM survey data (for FEIs) instead of HESES data cause any issues for you? For example, because the data are two years retrospective to the year for which funding will be calculated, or because of any data quality concerns?
  - b. If 2016/17 funding methods are finalised so that credit value data for credit-based teaching funding should continue to come from HESES, would you be able to provide these data as part of a HESES supplementary survey in January/February 2016?
  - c. Do you have any other comments on this proposal?
- 5 Other than the OU in Wales, institutions were supportive of this proposal. Special arrangements have been put in place to accommodate the OU's

concerns about the removal of Table 1 (see Annex O). Institutions reported they were able to return data as part of a HESES supplementary survey. One institution noted that they needed as much lead in time as possible so they could make arrangements with their software supplier. There were no other comments on the proposal.

### **Tables 2a and 2b**

- 6 The proposal was to remove Table 2b from the survey and reduce the amount of ITT (QTS) information collected on Table 2a. Information no longer collected would be taken from the HESA student record instead.

Questions:

- a. Does using HESA data instead of HESES data for those data that are proposed to no longer be collected cause any issues for you? For example, because the latest data will now be one year prior to that available previously, or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 7 This proposal was accepted. One institution commented that information used by HEFCW could be incorporated in the IRIS signoff process.

### **Table 3**

- 8 We proposed to remove this table and take equivalent data when needed from the HESA student record.

Questions:

- a. Does using HESA data instead of HESES data for medical and dental provision by year of course cause any issues for you? For example, because the latest data will now be one year prior to that available previously, or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 9 This proposal was accepted and there were no comments.

### **Table 4a**

- 10 No changes were proposed for Table 4a.

Questions:

- a. Are there any areas of difficulty in returning data for this particular table (please also see proposals relating definitions and guidance)?
  - b. Do you have any other comments relating to Table 4a?
- 11 Some areas that institutions indicated they would like clarification on were the definitions relating to distance learning and franchise and other partner provision, both in and outside the UK. A question was raised about whether the values allowed (0.5, 1) should be aligned with the SLC funding arrangements (0.25, 0.5, 1).

#### **Table 4b**

- 12 We proposed adding a sub-table for students in their fourth year at the institution in order to cover all cohorts under the new fee regime in 2015/16.

##### Questions:

- a. Are there any areas of difficulty in returning data for this particular table?
  - b. Do you have any other comments relating to Table 4b?
- 13 A question was asked about whether it was necessary to collect subject information on this table. An explanation is provided in Annex N, paragraphs 5 to 7.

#### **Table 5**

- 14 We proposed that this table no longer be collected and that HESA student record data be relied upon to get a summary of subject breakdown for registrations.

##### Questions:

- a. Does using HESA data instead of HESES data to get information about subject of study cause any issues for you? For example, because the latest data will be now be one year prior to that available previously, or because the subject profile of your institution changes significantly year on year, or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 15 This was accepted.

#### **Table 6**

- 16 We proposed that HESA student record data, in particular the mobility entity, be used in place of the data collected on this table and that this table no longer be collected.

##### Questions:

- a. Does using HESA data instead of HESES data to get mobility data cause any issues for you? For example, because the latest data will now be one year prior to that available previously or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 17 Institutions accepted this proposal with no issues highlighted.

### **Table 7**

- 18 We proposed to cease collecting this table and rely on HESA data for data relating to Performance Element provision at University of South Wales.

#### Questions:

- a. Does using HESA data instead of HESES data to get data about Performance Element provision cause any issues for you? For example, because the latest data will now be one year prior to that available previously or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 19 This proposal was accepted with a note that the way this is reported in IRIS needs to be considered.

### **Table 8**

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

- 21 This was accepted.

### **Table 9**

- 22 We proposed no longer collecting this table, but with some investigation of what has been returned there before to ensure that nothing was being missed off the main HESES tables.

#### Questions:

- a. Does using HESA and forecast data instead of HESES data to get information about transnational education (TNE) cause any issues for you? For example, because the latest confirmed data will now be one year prior to that available previously or because of any data quality concerns?
  - b. Do you have any other comments on this proposal?
- 23 This proposal was accepted. One institution had concerns about the definitions and guidance for TNE provision and how they related to the HESES survey.

### **Proposed changes to definitions and guidance**

- 24 We proposed to include an additional annex which summarised the whole of the HESES guidance, so that the guidance was more accessible to those new to HESES. We also proposed improving the guidance for several areas of HESES.

Questions:

- a. Are there any other areas where you think further guidance needs to be provided?
- b. Are there any definitions that are not clear to you?
- c. Do you have any other comments on the definitions and guidance?

25 Comments received included:

1. Can clarification on where a foundation year can be offered and on the full-time definition be included?
2. Can we have clear IRIS mappings for any data extracted from HESA instead of being collected on HESES?
3. Can more data be included in the IRIS sign-off process?

**Proposed changes to timeline and ITT (QTS) return**

- 26 We proposed that the circular publication and return date be moved to later in the year and that for ITT (QTS) returns, each institution returns provision relating to their institution only, and not for any other member of a Centre if they are the lead financial institution of the Centre.

Questions:

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

- 27 Both the timeline and the return of ITT (QTS) data were accepted. One institution noted that the deadline of 9 November for the return of ITT (QTS) data follows very closely after the HESA student record signoff and that it is the same people involved in returning both. One institution asked if the change to the return of ITT (QTS) provision would affect the ITT (QTS) corporate strategy target.

- 28 We also received comments about other data collection aspects not directly related to the proposals or the HESES return and they are not included here.

**Sample copies of tables for completion by all institutions  
directly funded by HEFCW**

HESES 2015/16

Table 1: Student Registrations

Mode: All Modes

Institution:

Code:

Level of study		Assumed completed registrations in academic year 2015/16											
		Full-time			Sandwich Year Out			Part-time			Total		
		Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas	Home and EU		Island and overseas
		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable	
		1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Not franchised out	Undergraduate degree										0.0	0.0	0.0
	Undergraduate non-degree										0.0	0.0	0.0
Franchised out	Undergraduate degree										0.0	0.0	0.0
	Undergraduate non-degree										0.0	0.0	0.0
Undergraduate total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Postgraduate taught											0.0	0.0	0.0
Postgraduate research											0.0	0.0	0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Each sandwich year out registration is counted as 1.

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

Mode: Full-time

Institution:

Code:

Phase	Subject	Level	New entrant registrations between 1 August 2015 and 1 November 2015
			2
Primary Education		UG degree	
		PGT	
Secondary Education	Information Technology	UG degree	
		PGT	
	Design and Technology	UG degree	
		PGT	
	French	UG degree	
		PGT	
	German	UG degree	
		PGT	
	Italian	UG degree	
		PGT	
	Spanish	UG degree	
		PGT	
	Other Modern Languages	UG degree	
		PGT	
	Welsh	UG degree	
		PGT	
	Mathematics	UG degree	
		PGT	
	Biology	UG degree	
		PGT	
	Chemistry	UG degree	
		PGT	
	General/Integrated Science	UG degree	
		PGT	
	Physics	UG degree	
		PGT	
	Other Science	UG degree	
	PGT		
Music	UG degree		
	PGT		
Religious Education	UG degree		
	PGT		
Art	UG degree		
	PGT		
Business Studies	UG degree		
	PGT		
Drama	UG degree		
	PGT		
English	UG degree		
	PGT		
Geography	UG degree		
	PGT		
History	UG degree		
	PGT		
Physical Education	UG degree		
	PGT		
Other (Specify)	UG degree		
	PGT		
Total	UG degree	0.0	
	PGT	0.0	
Total	UG degree	0.0	
	PGT	0.0	
Total		0.0	

 Contains formulae

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

Mode: Full-time  
 Institution:  
 Code:

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - new entrants											Total	
		Welsh and EU residential status						Other home residential status						
		Not franchised out			Franchised out			Not franchised out			Franchised out			
		Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree		PGCE (QTS)
		1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5
1	Clinical and Pre-clinical/non-clinical Medicine and Dentistry													0.0
2	Subjects and Professions Allied to Medicine													0.0
3	Science													0.0
4	Engineering and Technology													0.0
5	Built Environment													0.0
6	Mathematical Sciences, IT and Computing													0.0
7	Business and Management													0.0
8	Social Sciences													0.0
9	Humanities													0.0
10	Art, Design and Performing Arts													0.0
11aa	Education ITT (QTS) Primary													0.0
11ab	Education ITT (QTS) Secondary													0.0
11b	Education (Non-QTS)													0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - students in their second year at the institution											Total	
		Welsh and EU residential status						Other home residential status						
		Not franchised out			Franchised out			Not franchised out			Franchised out			
		Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree		PGCE (QTS)
		6a	6b	6c	7a	7b	7c	8a	8b	8c	9a	9b	9c	10
1	Clinical and Pre-clinical/non-clinical Medicine and Dentistry													0.0
2	Subjects and Professions Allied to Medicine													0.0
3	Science													0.0
4	Engineering and Technology													0.0
5	Built Environment													0.0
6	Mathematical Sciences, IT and Computing													0.0
7	Business and Management													0.0
8	Social Sciences													0.0
9	Humanities													0.0
10	Art, Design and Performing Arts													0.0
11aa	Education ITT (QTS) Primary													0.0
11ab	Education ITT (QTS) Secondary													0.0
11b	Education (Non-QTS)													0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - students in their third year at the institution											Total	
		Welsh and EU residential status						Other home residential status						
		Not franchised out			Franchised out			Not franchised out			Franchised out			
		Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree		PGCE (QTS)
		11a	11b	11c	12a	12b	12c	13a	13b	13c	14a	14b	14c	15
1	Clinical and Pre-clinical/non-clinical Medicine and Dentistry													0.0
2	Subjects and Professions Allied to Medicine													0.0
3	Science													0.0
4	Engineering and Technology													0.0
5	Built Environment													0.0
6	Mathematical Sciences, IT and Computing													0.0
7	Business and Management													0.0
8	Social Sciences													0.0
9	Humanities													0.0
10	Art, Design and Performing Arts													0.0
11aa	Education ITT (QTS) Primary													0.0
11ab	Education ITT (QTS) Secondary													0.0
11b	Education (Non-QTS)													0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Academic Subject Category		Assumed completed home and EU fundable registrations in academic year 2015/16 - students in their fourth year at the institution											Total	
		Welsh and EU residential status						Other home residential status						
		Not franchised out			Franchised out			Not franchised out			Franchised out			
		Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree	PGCE (QTS)	Undergraduate degree	Undergraduate non-degree		PGCE (QTS)
		16a	16b	16c	17a	17b	17c	18a	18b	18c	19a	19b	19c	20
1	Clinical and Pre-clinical/non-clinical Medicine and Dentistry													0.0
2	Subjects and Professions Allied to Medicine													0.0
3	Science													0.0
4	Engineering and Technology													0.0
5	Built Environment													0.0
6	Mathematical Sciences, IT and Computing													0.0
7	Business and Management													0.0
8	Social Sciences													0.0
9	Humanities													0.0
10	Art, Design and Performing Arts													0.0
11aa	Education ITT (QTS) Primary													0.0
11ab	Education ITT (QTS) Secondary													0.0
11b	Education (Non-QTS)													0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Do not complete  
 Contains formulae

**HESES 2015/16**

For completion by the University of South Wales only

**Table 4: Home and EU undergraduate registrations and credit values for students on Phase 2 of the UHOVI scheme & percentage of undergraduate students that are domiciled in the 5 UHOVI unitary authorities****Mode: All****Institution:****Code:**

Mode of study		Assumed registrations (headcount of individuals) 2015/16	Assumed credit values 2015/16	Percentage of assumed registrations out of total number of assumed undergraduate registrations 2015/16 (%)
		1	2	3
Full-time	New entrants			
	Continuing students			
	Total	0		
Part-time	Foundation degree students			
	Total			
All	Students domiciled in the 5 UHOVI UAs and/or part of the UHOVI scheme			