

## Annex B

## Analysis of part-time higher education provision in Wales 2008/09 to 2017/18

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## 1. Introduction

1. Part-time provision in Wales has varied in volume, what is studied, how it is studied and who studies it, over the past 10 years. This analysis aims to show what part-time provision looks like and how it has changed in the past 10 years.
2. The data used for this analysis have primarily been taken from the Higher Education Statistics Agency (HESA) student records<sup>1</sup> from 2008/09 to 2017/18 and HESA destinations of leavers from higher education (DLHE) surveys<sup>2</sup> for 2008/09 to 2016/17. Higher education institutions (HEIs) in the UK return data on the student record and, from 2016/17, further education institutions (FEIs) in Wales that are directly funded by HEFCW have also returned information on the HESA student record for their higher education (HE) provision. HEIs and the directly funded FEIs are collectively referred to as HE providers in this document. Any provision that HEIs franchise out to an FEI partner will be included in this analysis as the HEI returns that provision on their HESA student record.
3. Prior to 2016/17, Welsh FEIs returned individual student data on the Welsh Government Lifelong Learning Wales Record (LLWR) and aggregate student data to HEFCW on the end of year monitoring (EYM) return. Data from the LLWR are not included in the analysis in this report, as the necessary level of detail needed for the analysis is not available. However, overall numbers taken from the EYM have been included in Chart 3 below to provide context. This means that analysis relating to provision that took place prior to 2016/17 excludes between 500 and 1,000 part-time students per year that studied at directly funded FEIs.
4. The analysis includes some UK comparisons and it should be noted that directly funded provision at FEIs in the rest of the UK is not included in this analysis as it is not returned on the HESA student record. In particular, a large proportion of HE in Scotland takes place at FEIs (26% of new entrants to HE in 2017/18<sup>3</sup> were at FEIs and 34% of all enrolments at FEIs were studying part-time in 2017/18). In addition, provision at providers in England that return data on the HESA alternative providers' record is not included here.
5. The definition of part-time that HESA use in their publications is used in this analysis. Full-time provision is defined as provision that is returned as full-time or sandwich according to funding body definitions<sup>4</sup>, plus other provision returned as full-time or sandwich that has an expected length of study of 24 weeks or more for the year. Part-time provision is all other provision where the student is not dormant, on sabbatical or solely writing up (generally used for postgraduate research students). The populations used are the HESA standard registration population (to count enrolments) and the HESA session population (to count full-time equivalents – see paragraph 6 below)<sup>5</sup>.

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<sup>1</sup> Details of the HESA student records can be found [here](#).

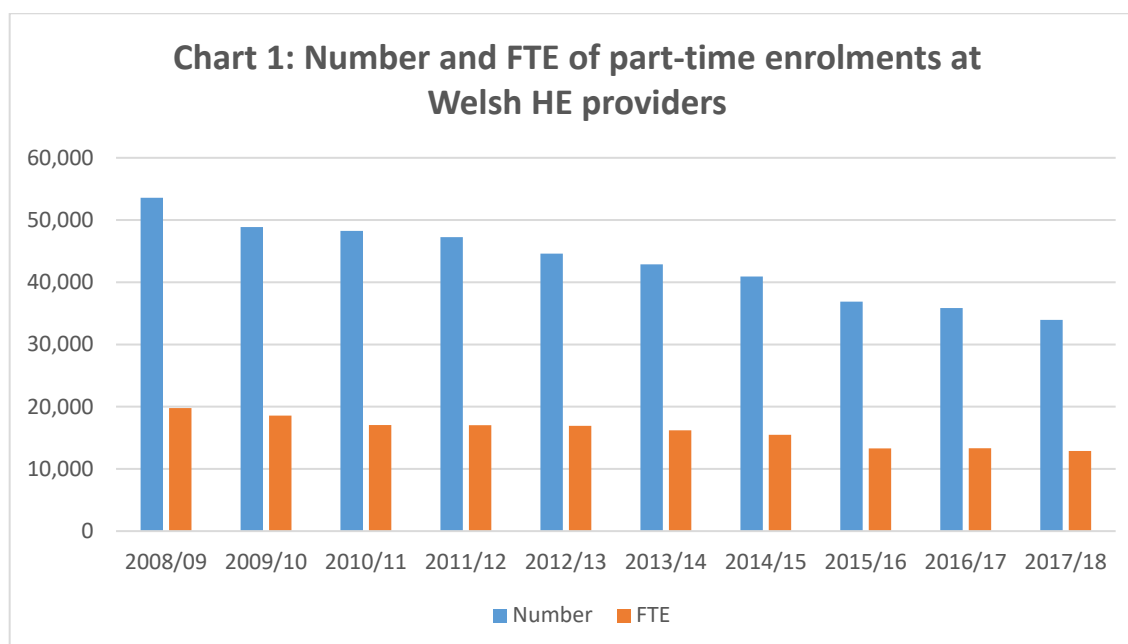
<sup>2</sup> Details of the HESA DLHE surveys can be found [here](#).

<sup>3</sup> [Higher Education Students and Qualifiers at Scottish Institutions 2017-18](#)

<sup>4</sup> Mode of study is defined in HEFCW's higher education students early statistics (HESES) survey - HEFCW circular [W18/28HE](#).

<sup>5</sup> [HESA derived fields](#) include the definitions for the populations used.

6. At a sector level, both the number of enrolments and the full-time equivalent (FTE<sup>6</sup>) of students studying part-time have decreased between 2008/09 and 2017/18. In 2017/18, there were 33,950 part-time student enrolments, a decrease of 21% from 42,890 in 2013/14 and a decrease of 37% from 53,580 in 2008/09. Similarly, FTE decreased by 21% from 2013/14 to 2017/18 and by 35% from 2008/09. (Chart 1)



Source: HESA student record

7. There has also been a large decrease in part-time enrolments across the whole of the UK with a reduction in enrolments of 17% between 2013/14 and 2017/18 and 42% between 2008/09 and 2017/18. In contrast, full-time enrolments have increased in Wales by 1.5% and 18%, and across the UK by 9% and 20%, respectively. The figures are shown in the table below.

**Table 1: Enrolments and FTE by mode of study in Wales and the UK**

Mode of study	Location of study	2008/09		2013/14		2017/18		% change 2013/14 to 2017/18		% change 2008/09 to 2017/18	
		Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE
PT	Wales	53,580	19,790	42,890	16,215	33,950	12,885	-20.8%	-20.5%	-36.6%	-34.9%
	UK	856,020	307,650	603,325	234,310	498,545	198,745	-17.4%	-15.2%	-41.8%	-35.4%
FT	Wales	80,990	76,905	94,250	89,510	95,630	89,440	1.5%	-0.1%	18.1%	16.3%
	UK	1,540,035	1,466,100	1,696,030	1,620,450	1,844,545	1,764,505	8.8%	8.9%	19.8%	20.4%
Total	Wales	134,565	97,245	137,135	106,205	129,580	103,025	-5.5%	-3.0%	-3.7%	5.9%
	UK	2,396,055	1,782,900	2,299,355	1,863,550	2,343,090	1,974,595	1.9%	6.0%	-2.2%	10.8%
Proportion part-time	Wales	40%	20%	31%	15%	26%	13%	-16%	-18%	-34%	-39%
	UK	36%	17%	26%	13%	21%	10%	-19%	-20%	-40%	-42%

Source: HESA student record

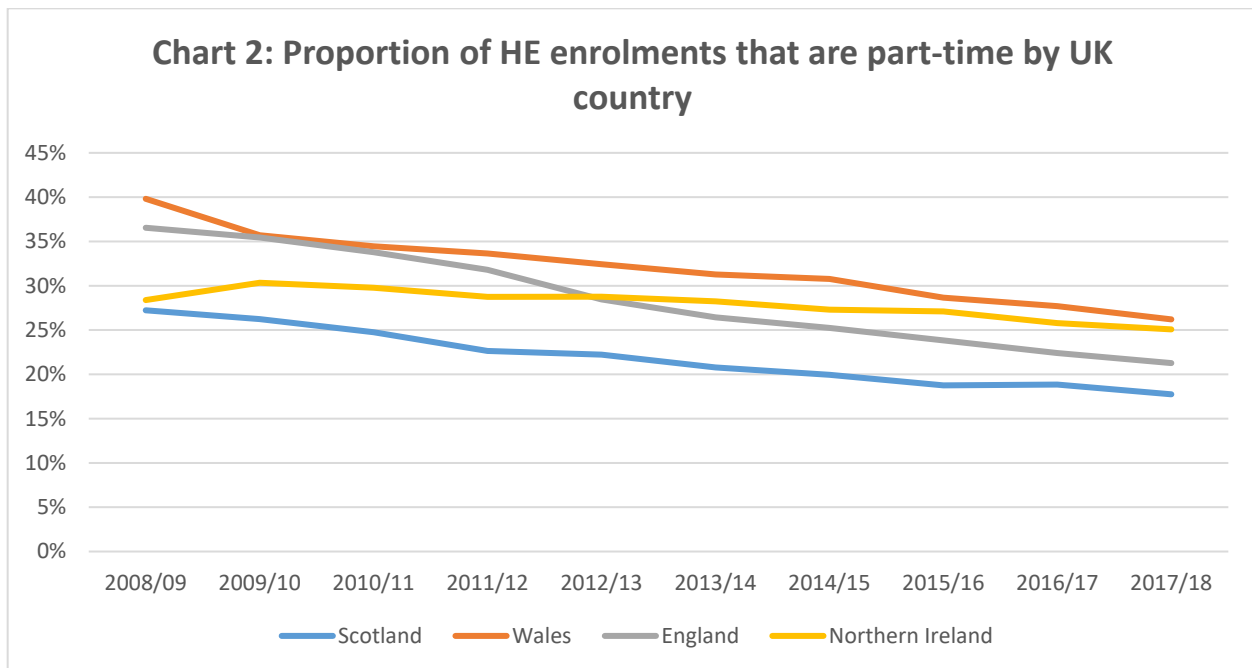
FT = full-time; PT = part-time

Note: In this table, total FTE includes a small volume of FTE that is classified as 'Other'. This is FTE associated with writing up students. This FTE is not shown in the FT and PT counts.

<sup>6</sup> Full-time equivalent (FTE) measures activity compared to a full-time equivalent course. For example, an undergraduate degree taken over six years on a part-time basis would have an FTE of 0.5 in each year, compared to a full-time undergraduate degree taken over three years, which would have an FTE of 1 in each year.



8. Table 1 also shows the proportion of enrolments and FTE that were part-time in each of the three years. The proportion that were part-time, both in terms of enrolments and FTE, was highest in Wales in each of the three years. Both for Wales and for the UK as a whole, the proportion of enrolments taken on a part-time basis reduced over the three years, (34% reduction for Wales and 40% for the UK). The chart below shows the change in the proportion of enrolments that were part-time across the 10 year time period for Wales and the other countries of the UK. In all years, the proportion that were part-time in Wales was the highest of the four countries. It should be noted that the large proportion of HE in Scotland undertaken in FEIs (see paragraph 4) is not included here.

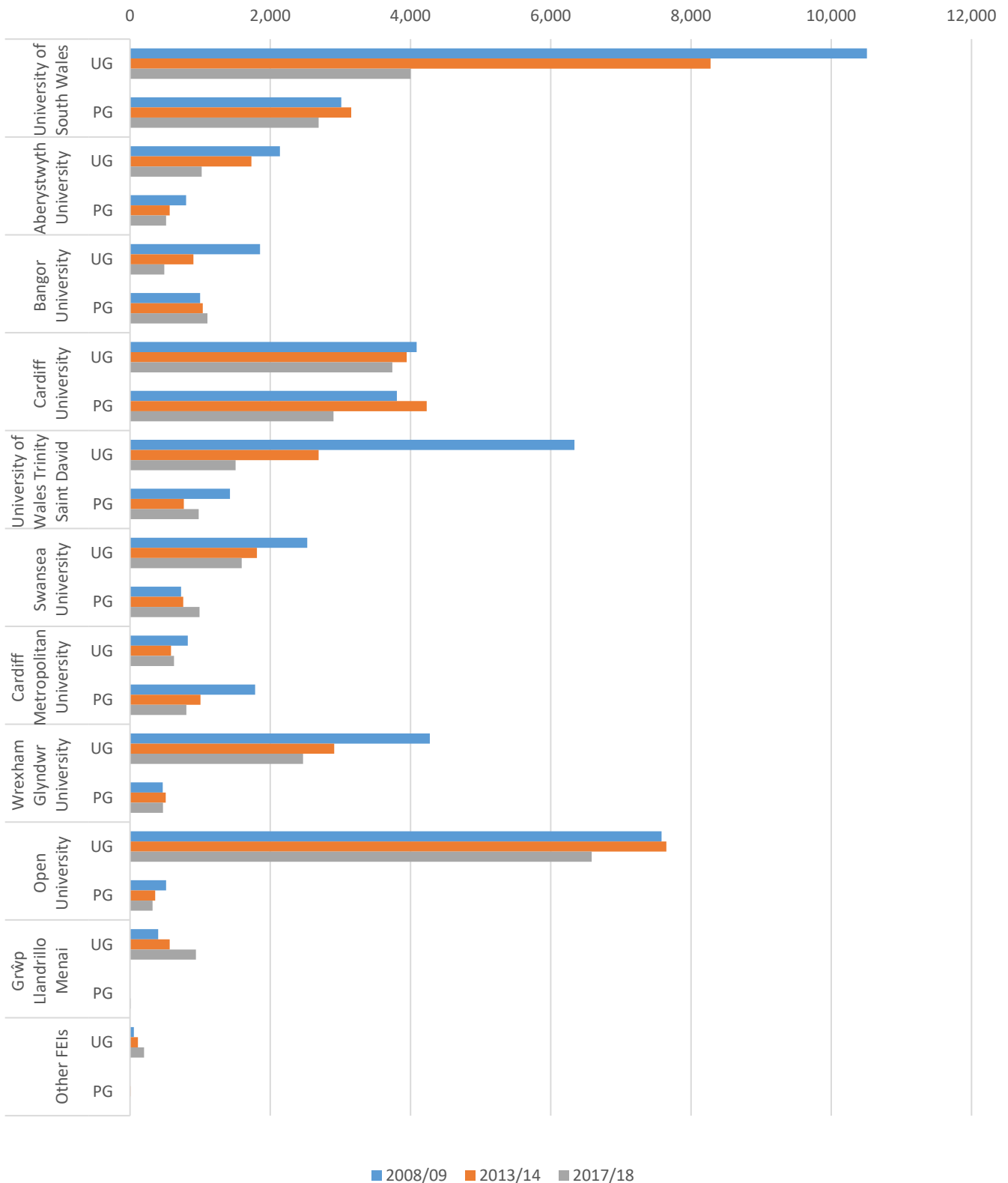


Source: HESA student record

9. Charts 3 and 4 below show the changes in part-time enrolments and part-time FTEs between 2008/09, 2013/14 and 2017/18 for individual HEIs. Chart 3 also shows Grŵp Llandrillo Menai (the largest directly funded FEI) and other directly funded FEIs grouped. All HEIs have experienced a decrease in enrolments, with particularly large decreases in part-time undergraduate enrolments seen at University of South Wales<sup>7</sup> and University of Wales Trinity Saint David. The distribution of FTEs between HEIs has also changed over the period with the proportion at the Open University in Wales increasing and the proportion at University of South Wales decreasing. For FEIs, part-time enrolments have increased between 2008/09 and 2017/18.

<sup>7</sup> See paragraph 10 for information about the University Heads of the Valleys Institute, which was part of University of South Wales.

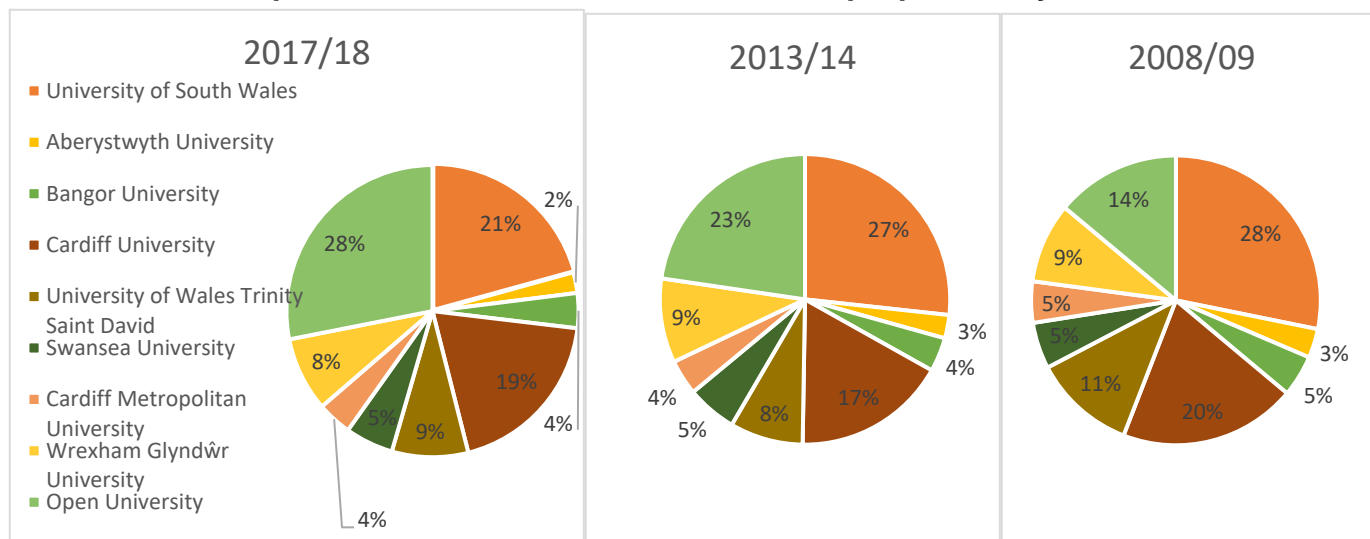
**Chart 3: Numbers of part-time HE enrolments at Welsh HE providers by level of study**



Source: HESA student record

Note: Data for FEIs were collected on the HESA student record from 2016/17 onwards. Data for 2008/09 and 2013/14 for FEIs have been taken from the HEFCW end of year monitoring (EYM) returns. In 2013/14, Coleg Sir Gâr merged with University of Wales Trinity Saint David. For the purposes of this chart only, HE students at Coleg Sir Gâr in 2008/09, taken from the EYM, have been added to University of Wales Trinity Saint David.

**Chart 4: FTE of part-time enrolments at Welsh HEIs – proportion by HEI**



Source: HESA student record (FE colleges excluded)

10. Between 2009/10 and 2015/16, the University of South Wales (and formerly University of Glamorgan and the University of Wales, Newport, which merged to become University of South Wales) were involved in the Universities Heads of the Valleys Institute (UHOVI) project. This aimed to increase participation in higher education, particularly through part-time study, by offering courses in local colleges in the Heads of the Valley area in South East Wales. In 2009/10, there were 60 part-time undergraduate entrants and 115 full-time undergraduate entrants to the scheme. In 2015/16, the number of UHOVI scheme entrants to part-time and full-time undergraduate courses was 1,385 and 355 respectively. These entrants are included in the enrolment counts presented in this report.
11. There have been variations in the intensity of study over the 10 year period. The proportion of part-time undergraduate students studying at an intensity of less than 25% went from 40% in 2008/09 to 41% in 2013/14 to 37% in 2017/18, and the proportion of those studying at an intensity of 50% to 75% went from 34% to 28% to 36%. This increase in FTE intensity between 2013/14 and 2017/18 coincides with the introduction of the tuition fee loan for part-time undergraduate students in 2014/15, which is restricted to those studying at an intensity of 25% and over.
12. The intensity of study analysis is complicated by the fact that some students' pattern of study is not on a standard academic year basis, for example, a year of study might be from January to December and not between August and July. As the HESA record is collected on an academic year basis this means that some students that are studying on a non-academic standard year have only part of their FTE counted in the academic year at the start and end of their course. For example, they may start in March 2018 and finish in February 2019 and do 20% of an FTE between March 2018 and July 2018 and 30% of an FTE between August 2018 and February 2019. This means that as a new entrant their intensity of study would be counted as 20% instead of 50% as only the FTE in the first academic year is considered. An analysis of FTE intensity is contained in Section 8 and attempts to mitigate for this issue.
13. To put the findings of this report in context, it is worth noting that over the 10 year time period being studied, the general population with qualifications of levels 4 and above increased. Figures from StatsWales<sup>8</sup> show that there was a 24% increase in the

<sup>8</sup> [Population with level 4 qualifications](#)

proportion of adults aged 18 to 64 with qualifications levels 4 to 6 and an increase of 70% in the proportion with qualifications levels 7 and 8, between December 2008 and December 2017.

14. At the time of carrying out this analysis, we had not received the HESA student record data for 2018/19. The 2018/19 record will give us information about changes that have occurred since the introduction of the new student support arrangements<sup>9</sup> for part-time undergraduate students in 2018/19. In the meantime, we have in-year data for 2018/19, taken from the higher education students early statistics (HESES) survey. A summary for part-time undergraduates is shown below. It should be noted that the data are in-year estimates and do not show actual recruitment. The analysis indicates there will be an increase in part-time undergraduate completed enrolments in 2018/19 compared to 2017/18, which would be the first predicted increase since 2013/14. Further work would need to be done to investigate the causes of any increases that are realised.

**Table 2: Change in estimated part-time undergraduate completed enrolments - 2013/14 to 2018/19**

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number of part-time undergraduate enrolments	29,275	27,030	23,925	21,905	19,855	20,660
Year on year change		-8%	-11%	-8%	-9%	4%

Source: HESES survey

15. The analysis below describes the students and provision in more detail. Data relate to provision at Welsh HE providers (HEIs and FEIs) from 2016/17 and Welsh HEIs prior to 2016/17, unless otherwise stated. Note that we have now updated some of this analysis with 2018/19 data in the final section of this report (section 18). All analysis was carried out before data for 2019/20 became available.

## 2. Characteristics of part-time students

16. Part-time students in Wales are, in general, older and more likely to be female than their full-time counterparts. They are also more likely to be from near where they are studying and therefore there are fewer students from outside Wales studying part-time than full-time in Wales. The ethnicity of part-time students also differs from full-time students in that the proportion of part-time students that are Black, Asian and Minority Ethnic (BAME) is lower than for full-time students. One factor in this is the lower proportion of BAME in the population in Wales than England and the much higher proportion of full-time students that are from the rest of the UK.

### Age

17. In 2017/18, around half of part-time undergraduate new entrants were aged 30 or over. For part-time postgraduates 72% were aged 30 or over. In contrast, 89% of full-time undergraduate new entrants were under 30 and 83% of full-time postgraduate new entrants were under 30.

<sup>9</sup> [Changes to student support 2018/19](#)

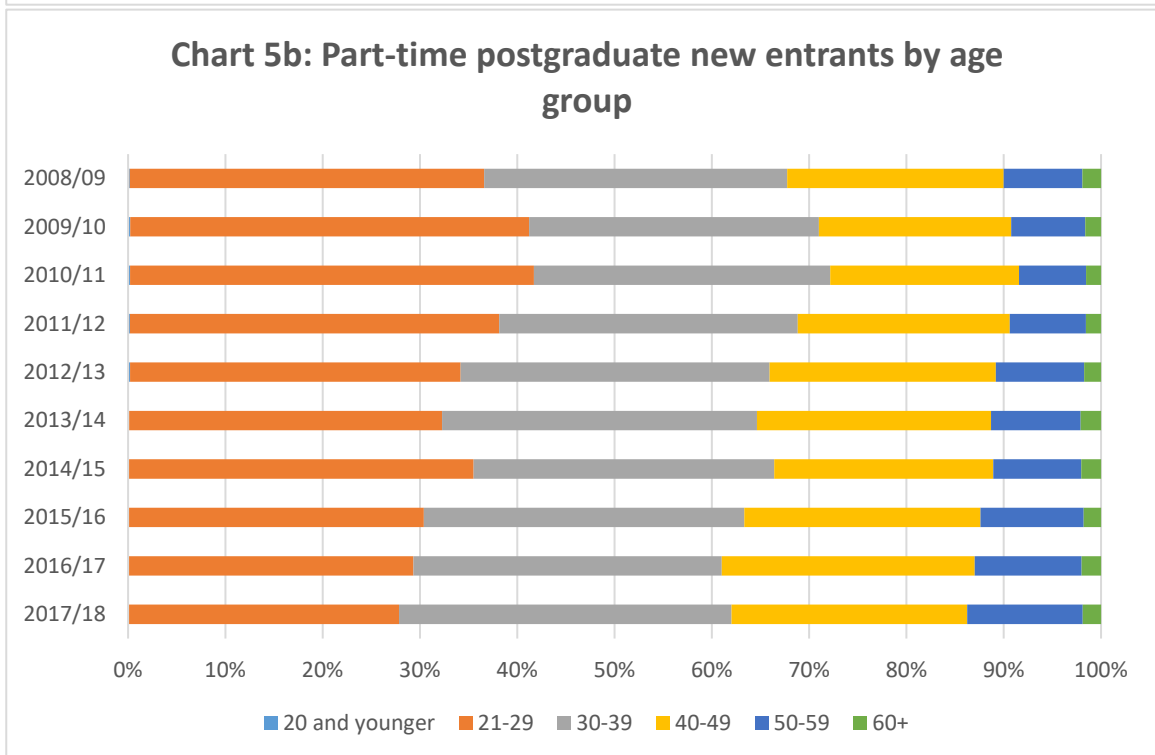
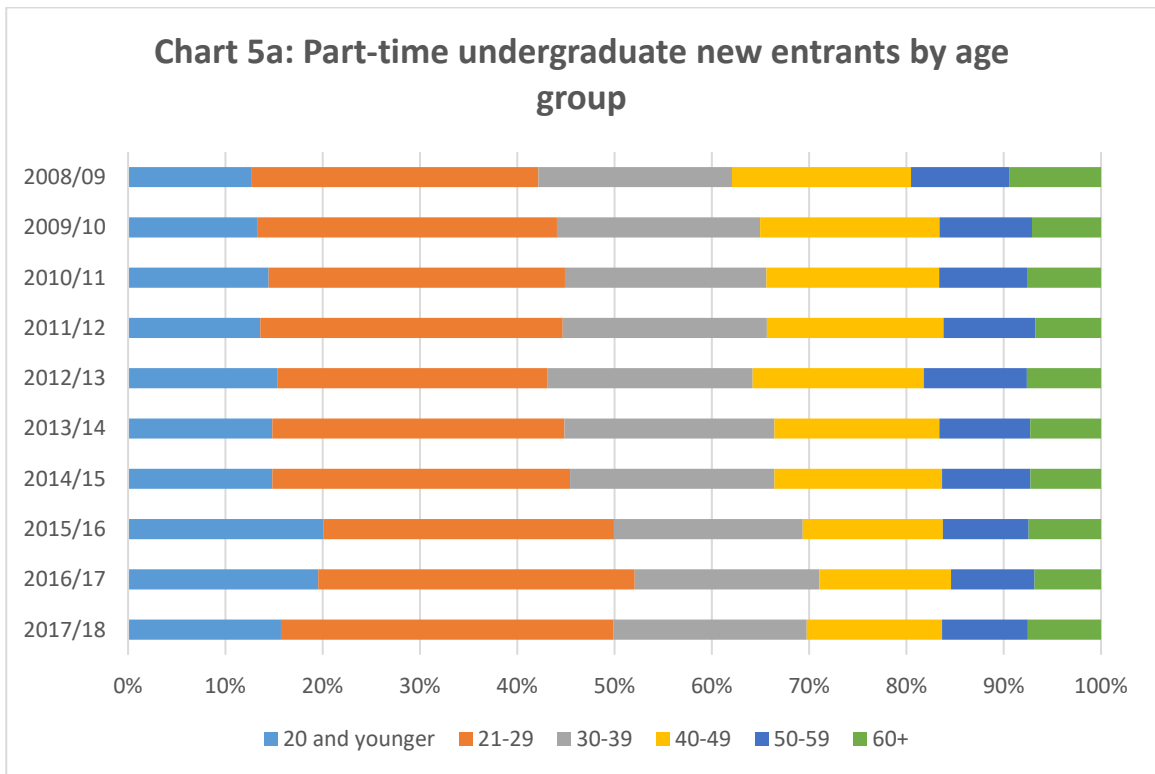
**Table 3: Proportion of new entrants in each age group by mode and level of study 2017/18**

Age	Undergraduate			Postgraduate		
	Part-time	Full-time	Total	Part-time	Full-time	Total
Total number:	14,465	30,735	45,205	5,550	10,845	16,395
20 and younger	16%	70%	52%	0%	1%	1%
21-29	34%	19%	24%	28%	82%	64%
30-39	20%	7%	11%	34%	12%	19%
40-49	14%	3%	7%	24%	3%	10%
50-59	9%	1%	4%	12%	1%	5%
60+	8%	0%	3%	2%	0%	1%
Total	100%	100%	100%	100%	100%	100%

Source: HESA student record

Note: Age is as at 31<sup>st</sup> August 2017. Therefore, age is that reached on the last birthday before that date. A small number of entrants (25 in total) with unknown age are included in the numbers, but not in the calculation of the percentages.

18. Across the 10 year period, there have been changes in the age make-up of the part-time student population. The two charts below show the distribution across time.

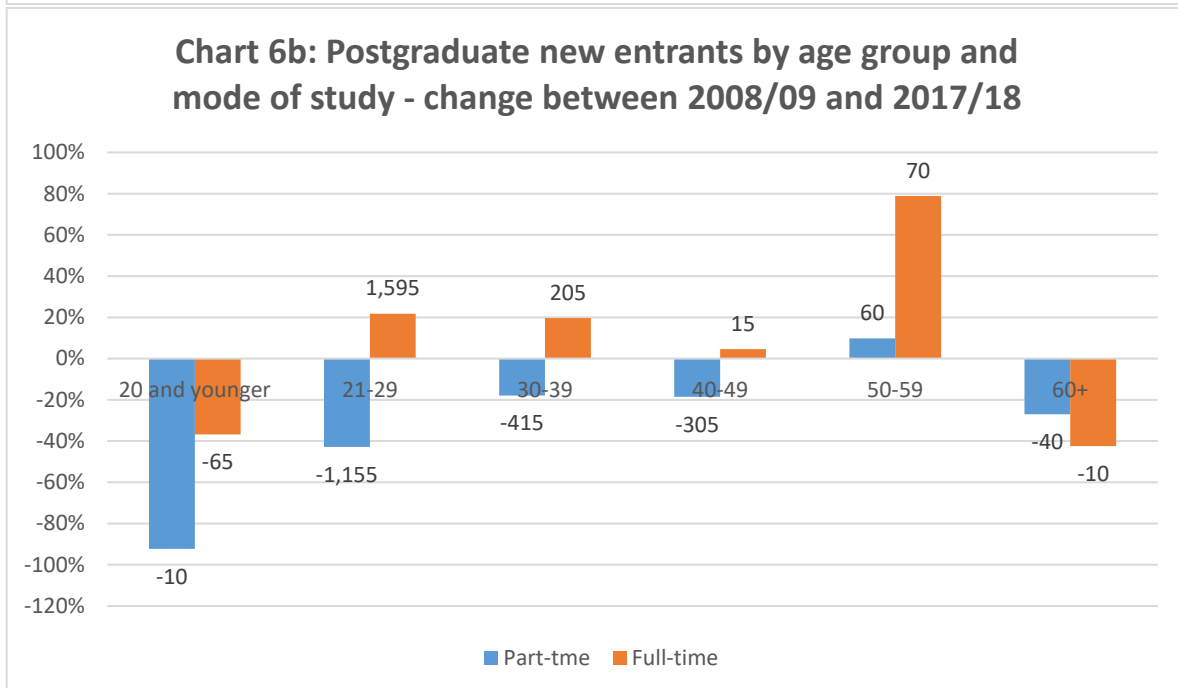
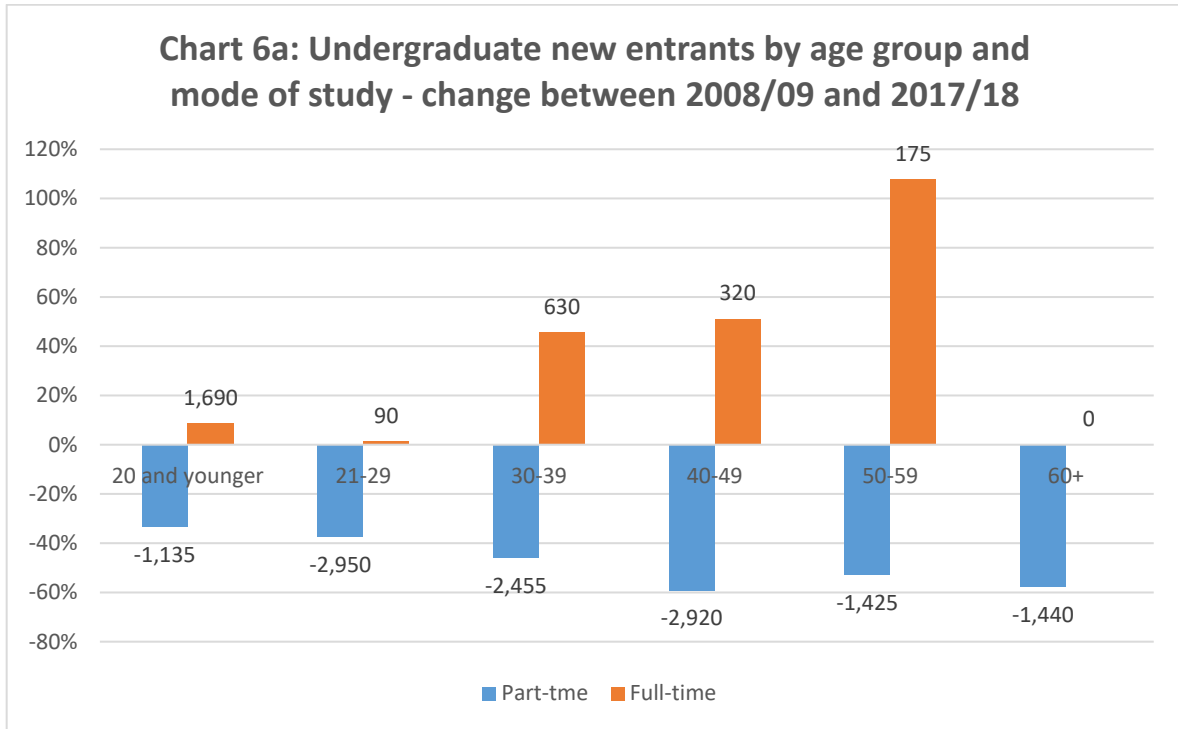


Source: HESA student record

Note: Age is as at 31<sup>st</sup> August 2017. Therefore, age is that reached on the last birthday before that date. New entrants with unknown age are excluded.

19. There was a general trend towards part-time undergraduate entrants becoming younger between 2008/09 and 2017/18, with 50% or more being under 30 years of age from 2015/16 onwards and 42% being under 30 years of age in 2008/09. This differed to full-time undergraduate entrants where between 89% and 94% were under 30 across the 10 year period, with some indication of an increase in older entrants (a high of 4% being aged 40 or over in 2017/18). Chart 6a below shows how greater percentage decreases were seen in the older age groups for part-time study while for full-time study greater percentage increases were seen in older age groups.

20. For part-time postgraduates, a different trend was seen, with the age of new entrants increasing over time. In 2008/09, 37% were under 30, in 2017/18, 28% were under 30. For full-time postgraduates, little change was seen over the 10 year period with the proportion under 30 varying between 82% and 84%. Chart 6b below shows the greater percentage decreases between 2008/09 and 2017/18 for younger age groups for part-time study with a more variable picture for full-time study.



Source: HESA student record

Notes: Age is as at 31<sup>st</sup> August 2017. Therefore, age is that reached on the last birthday before that date. Numbers represent the change.

## Gender

21. Gender is collected as three categories on the HESA student record, Male, Female and Other. The number of new entrants with Other gender is not included in the time series analysis as numbers reported are very small in earlier years.
22. In 2017/18, 61% and 64% of part-time undergraduate and postgraduate new entrants respectively were female. There was also a gender disparity in full-time study, with 53% of undergraduate new entrants and 55% of postgraduate new entrants being female. Of all female undergraduate new entrants (full-time and part-time), 35% chose to study part-time while the figure for males was less at 28%. For postgraduate new entrants, the picture is similar with 37% of females and 29% of males choosing to study part-time. The percentages for other gender were higher than males and females for undergraduate provision (49% choosing to study part-time) but lower for postgraduate provision (13%). However, the overall number of new entrants recorded as other gender is small (50 in total in 2017/18).

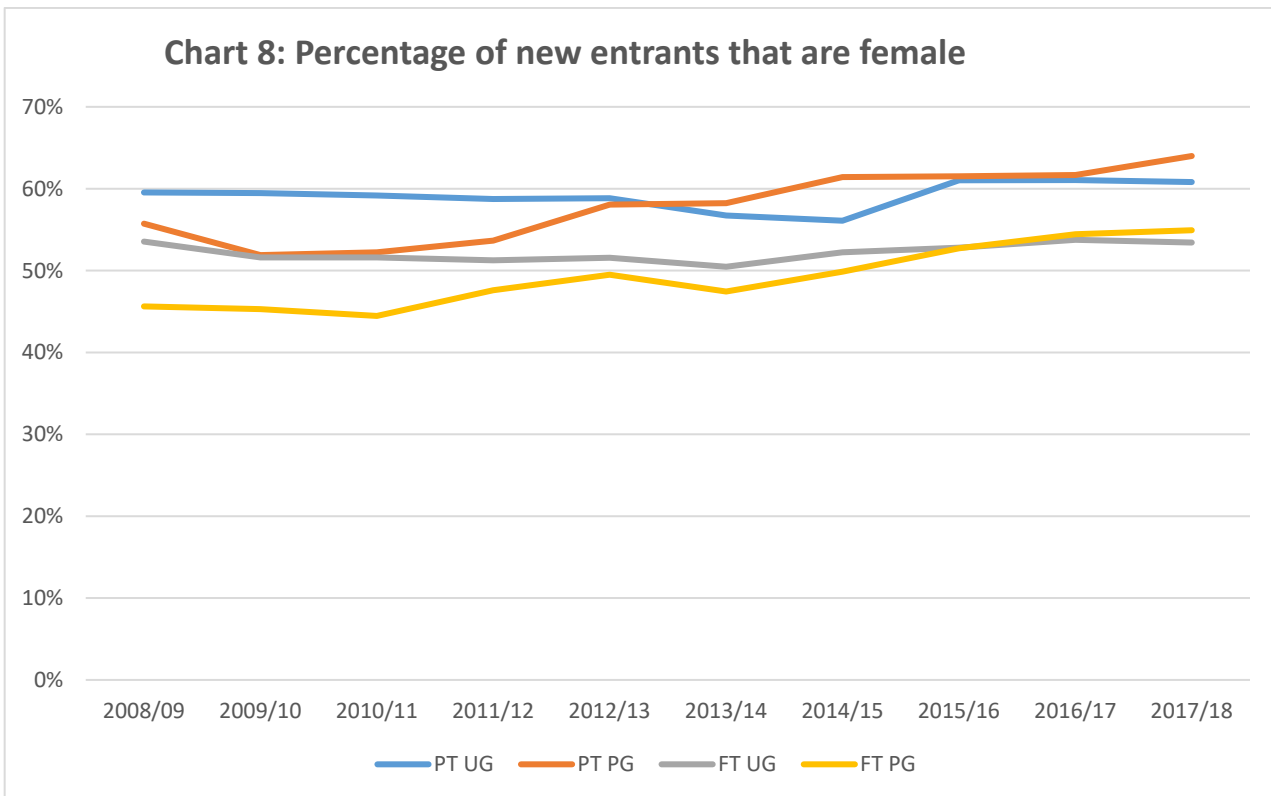
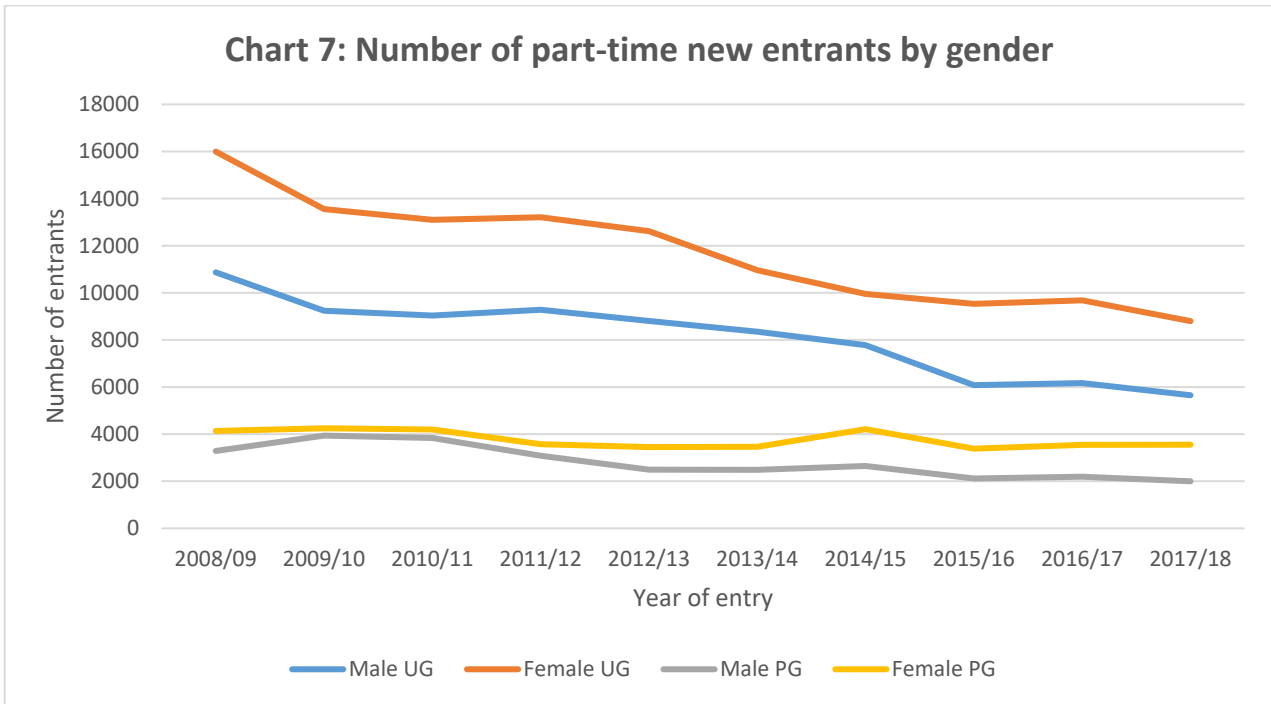
**Table 4: Proportion of part-time new entrants that are female and proportion part-time by gender 2017/18**

Gender	Part-time			Full-time			% part-time		
	UG	PG	Total	UG	PG	Total	UG	PG	Total
Male	5,650	1,995	7,650	14,295	4,875	19,170	28%	29%	29%
Female	8,800	3,555	12,350	16,420	5,955	22,375	35%	37%	36%
Other	20	0	20	20	15	30	49%	13%	38%
Total	14,465	5,550	20,020	30,735	10,845	41,580	32%	34%	32%
% female	61%	64%	62%	53%	55%	54%			

Source: HESA student record

23. The picture has changed over time for part-time postgraduate new entrants with an increase in the proportion that are female. For undergraduate new entrants the proportion has varied but differs little between the end and the start of the 10 year period. In terms of which mode of study females chose in 2008/09, 52% of undergraduate new entrants and 50% of postgraduate new entrants studied part-time, greater percentages than the 35% and 37% seen in 2017/18. Equivalent figures for males were 46% and 40% in 2008/09 compared to 28% and 29% in 2017/18. The charts below illustrate the changes over time.





Source: HESA student record

#### Disability

- 10% of both undergraduate and postgraduate part-time entrants declared themselves disabled in 2017/18. This compares to 13% of full-time undergraduate entrants and 9% of full-time postgraduate entrants in 2017/18.

25. Of all undergraduate new entrants that declared themselves as disabled in 2017/18, 26% studied part-time. This compares to 33% of entrants without a disability. The only group of entrants more likely to be studying part-time were those with two or more conditions and/or disabling medical conditions (54%). The proportion of disabled students in receipt of disabled students' allowance (DSA) was 17% for part-time undergraduate entrants and 36% for full-time undergraduate entrants. The table below gives more detail.

**Table 5a: Undergraduate new entrants by disability 2017/18**

Disability	Undergraduate					
	Part-time	Full-time	Total	% part-time in receipt of DSA	% full-time in receipt of DSA	% part-time
No known disability	12,995	26,590	39,585			33%
Two or more conditions and/or disabling medical conditions	300	255	555	24%	56%	54%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	445	1,750	2,195	21%	46%	20%
A social/communication condition such as Asperger's syndrome/other autistic spectrum disorder	30	265	295	13%	48%	10%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	140	375	515	11%	21%	27%
A mental health condition, such as depression, schizophrenia or anxiety disorder	265	995	1,255	13%	21%	21%
A physical condition or mobility issues, such as difficulty using arms or using a wheelchair or crutches	80	100	180	10%	37%	45%
Deaf or a serious hearing condition	65	75	140	11%	38%	45%
Blind or a serious visual condition uncorrected by glasses	25	40	65	12%	49%	38%
A disability, condition or medical condition that is not listed above	125	290	415	10%	17%	30%
Total with a disability	1,475	4,145	5,620	17%	36%	26%
Total	14,465	30,735	45,205			32%
% with a disability	10%	13%	12%			

Source: HESA student record

26. Of all postgraduate new entrants that declared themselves disabled in 2017/18, 36% studied part-time, with a similar proportion for entrants without a disability (34%). Those entrants who were deaf or had a serious hearing condition had a slightly higher proportion (51%) of studying part-time than full-time, and as for part-time undergraduates, those entrants with two or more conditions and/or disabling medical conditions had a high proportion studying part-time (47%). The proportion of part-time entrants in receipt of DSA was 26%, compared to full-time entrants at 36%. The table below gives more detail. It should be noted that numbers are small in some categories.

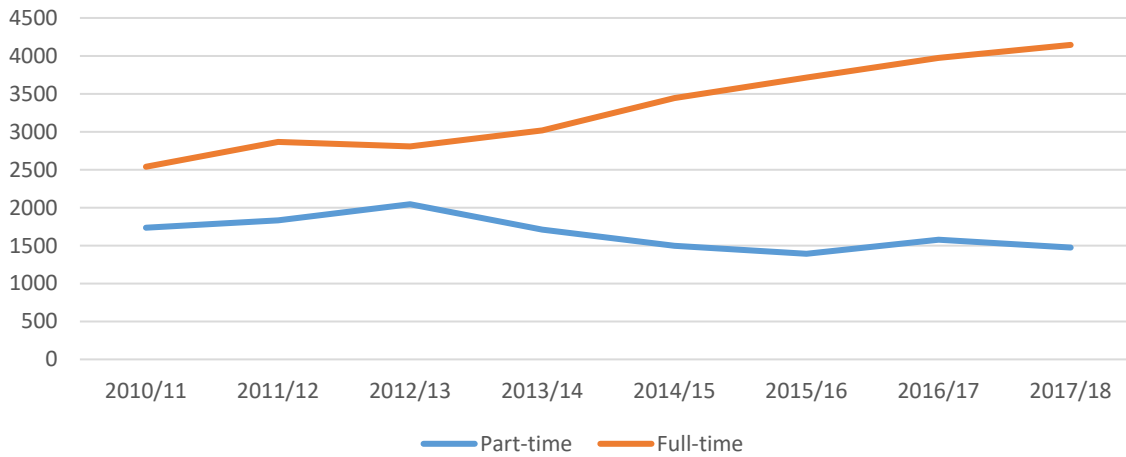
**Table 5b: Postgraduate new entrants by disability 2017/18**

Disability	Postgraduate					
	Part-time	Full-time	Total	% part-time in receipt of DSA	% full-time in receipt of DSA	% part-time
No known disability	5,015	9,885	14,900			34%
Two or more conditions and/or disabling medical conditions	55	60	115	28%	38%	47%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	205	370	575	38%	54%	36%
A social/communication condition such as Asperger's syndrome/other autistic spectrum disorder	20	45	60	22%	49%	30%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	85	125	210	13%	22%	40%
A mental health condition, such as depression, schizophrenia or anxiety disorder	80	215	295	19%	15%	27%
A physical condition or mobility issues, such as difficulty using arms or using a wheelchair or crutches	30	40	70	32%	38%	41%
Deaf or a serious hearing condition	25	25	55	4%	12%	51%
Blind or a serious visual condition uncorrected by glasses	5	15	15	50%	62%	24%
A disability, condition or medical condition that is not listed above	35	65	100	17%	23%	36%
<b>Total with a disability</b>	<b>535</b>	<b>960</b>	<b>1,495</b>	<b>26%</b>	<b>36%</b>	<b>36%</b>
<b>Total</b>	<b>5,550</b>	<b>10,845</b>	<b>16,395</b>			<b>34%</b>
<b>% with a disability</b>	<b>10%</b>	<b>9%</b>	<b>9%</b>			

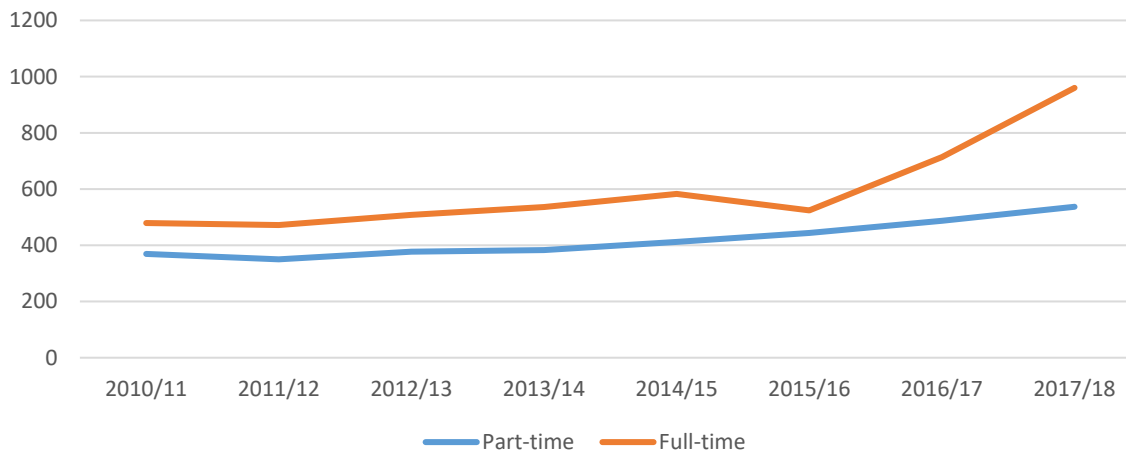
Source: HESA student record

27. The proportion of new entrants that declared themselves disabled went up in all modes and levels between 2010/11 and 2017/18. This could be due to a number of factors, such as increased participation, better reporting or a greater inclination to disclose.
28. Charts 9a and 9b below show the change in the number of new entrants declaring themselves disabled over time. For all modes and levels, except part-time undergraduate, the number declaring themselves disabled increased.

**Chart 9a: Disabled undergraduate new entrants by mode of study**



**Chart 9b: Disabled postgraduate new entrants by mode of study**

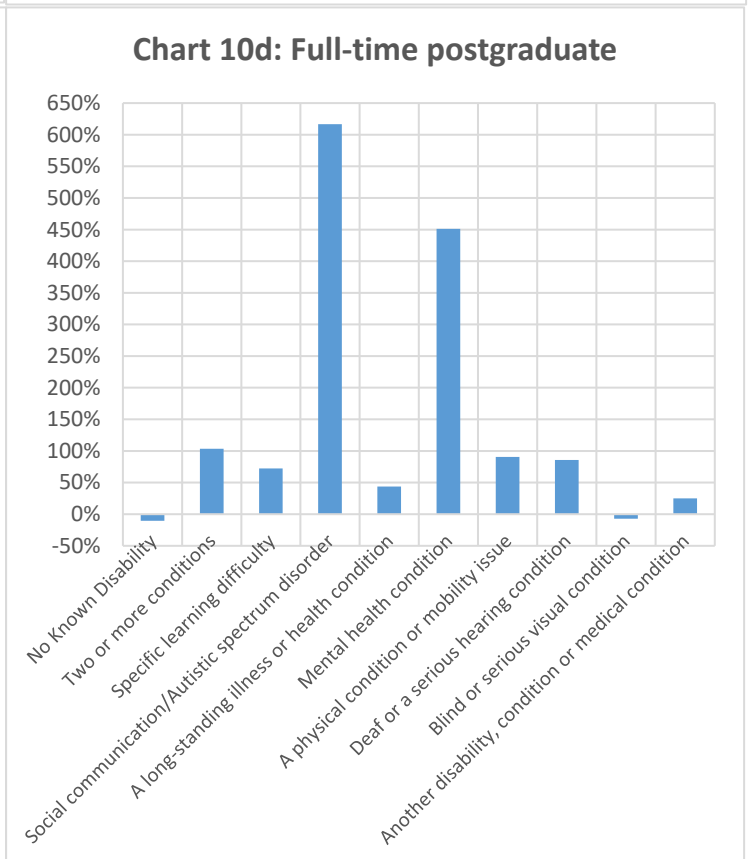
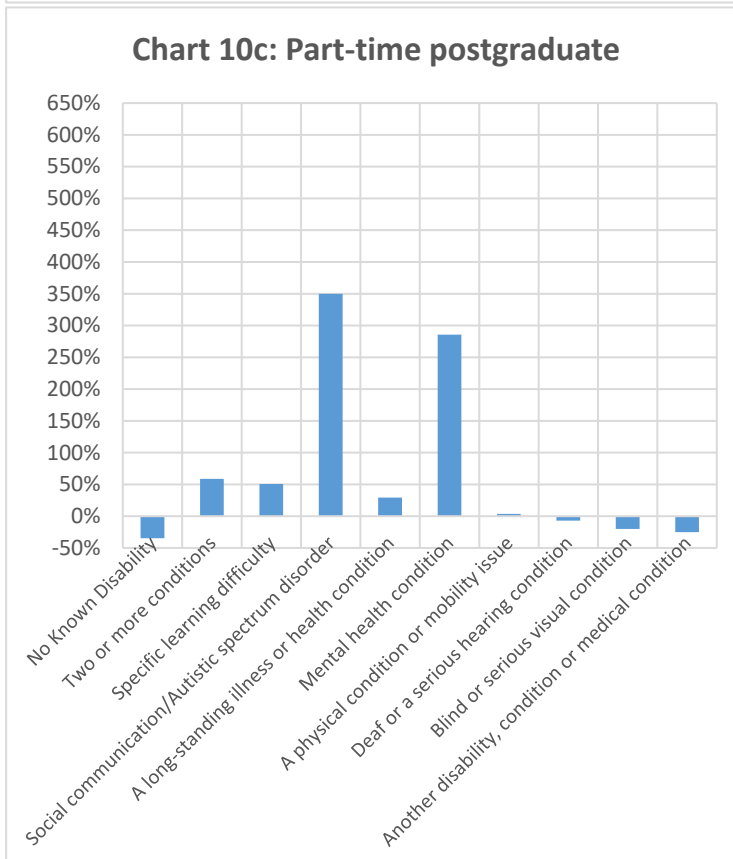
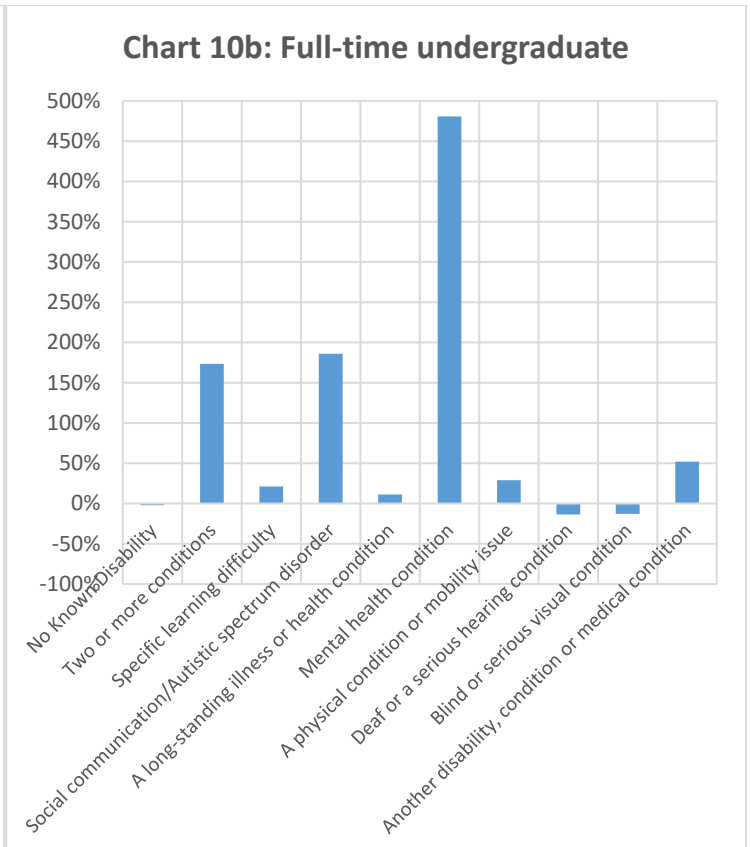
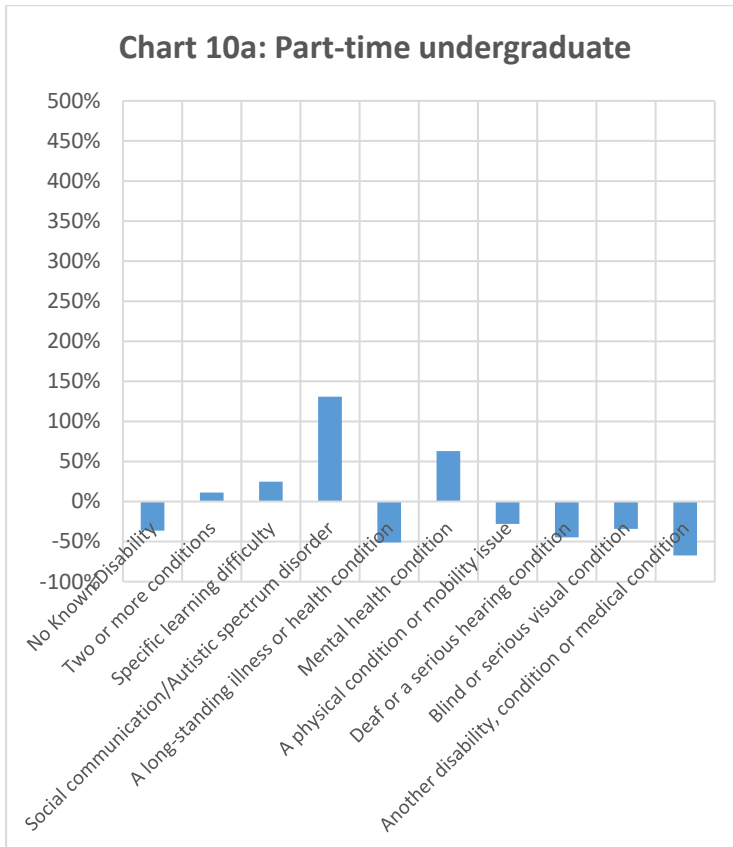


Source: HESA student record

Note: the coding frame for disability changed in 2010/11 and prior to that, the data contained a high proportion of unknown values. Therefore, data for 2010/11 onwards only are included in the analysis.

29. Charts 10a to 10d below look at the percentage change between 2010/11 and 2017/18 by type of disability, by mode and level of study. In all modes and levels large increases were seen in entrants declaring themselves to have a Social communication/Autistic spectrum disorder or a Mental health condition, though numbers were still relatively small for the Social communication/Autistic spectrum disorder group in all but full-time undergraduate entrants.

**Charts 10a to 10d: % change in new entrants by type of disability declared 2010/11 to 2017/18**



Source: HESA student record

Note: the coding frame for disability changed in 2010/11 and prior to that, the data contained a high proportion of unknown values. Therefore, data for 2010/11 onwards only are included in the analysis.

## Ethnicity

30. Ethnicity data is collected using a coding frame based on the 2011 census and is only collected for UK domiciled students.
31. 6.5% of part-time undergraduate UK domiciled new entrants to Welsh HE providers in 2017/18 had a black, Asian or minority ethnic (BAME) ethnicity. This compares to 15.7% for full-time undergraduate UK domiciled new entrants. Equivalent figures for postgraduate new entrants were 12.1% and 11.4% respectively. In the general population in Wales, the proportion that have a BAME ethnicity is 4.4% and in the UK, the proportion is 12.8% (figures taken from the 2011 census<sup>10</sup>). The majority of UK domiciled part-time undergraduate entrants in Wales are Welsh domiciles (94% in 2017/18) while nearly a third of UK domiciled part-time postgraduate entrants are domiciles from outside Wales (32%). Accordingly, it would be expected that the proportion of part-time undergraduate entrants that have a BAME ethnicity would be nearer the Wales figure and the proportion for part-time postgraduate entrants would be nearer the UK figure.
32. The table below shows the proportion in each ethnicity for part-time and full-time undergraduate and postgraduate entrants, and the proportion that chose to study part-time for each ethnicity.

**Table 6: Proportion of UK domiciled new entrants by level of study, mode of study and ethnicity, and proportion that are part-time 2017/18**

Ethnicity	Undergraduate			Postgraduate			Proportion part-time		
	Part-time	Full-time	Total	Part-time	Full-time	Total	UG	PG	Total
Total number:	12,310	25,865	38,175	5,105	5,380	10,485	32%	49%	36%
White	94%	84%	87%	88%	89%	88%	34%	48%	37%
Black	1.5%	3.5%	2.9%	2.4%	3.2%	2.8%	16%	42%	22%
Asian	2.4%	8.2%	6.4%	6.9%	4.5%	5.7%	12%	59%	21%
Mixed	1.7%	3.0%	2.6%	1.5%	2.5%	2.0%	21%	36%	23%
Other	0.9%	1.0%	1.0%	1.3%	1.2%	1.3%	31%	50%	36%

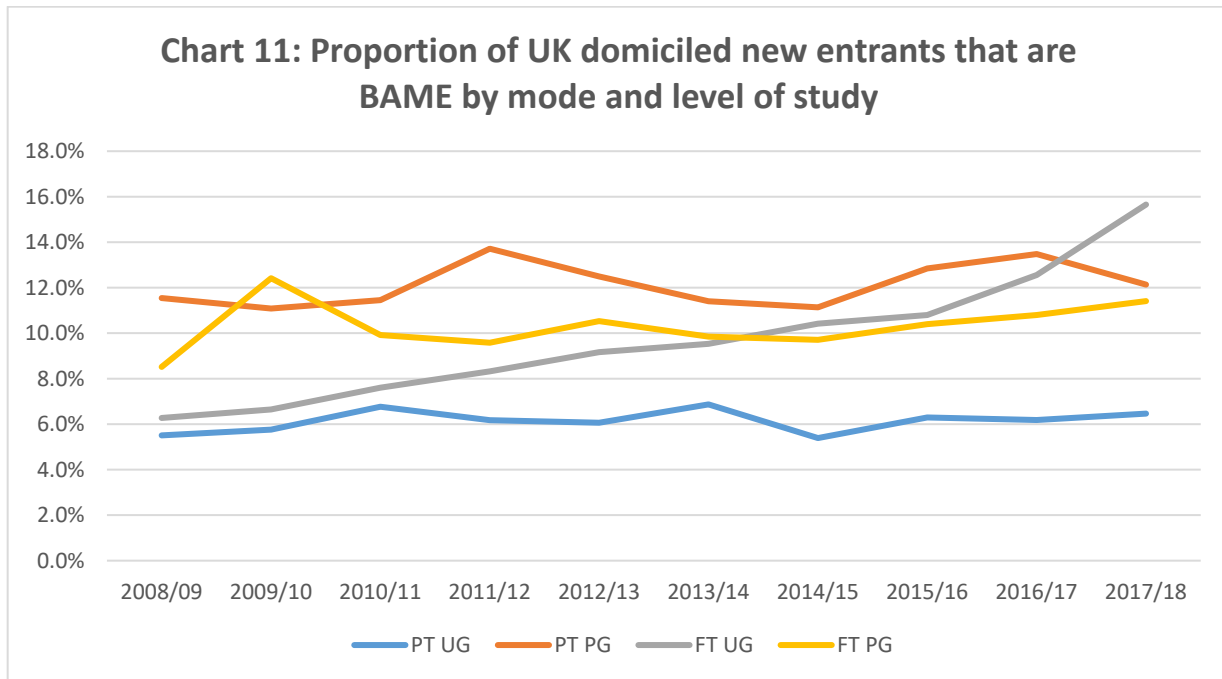
Source: HESA student record

Note: New entrants with unknown ethnicity are excluded from the percentage calculations. Proportions of unknowns for each mode and level category range from 1% to 4%.

33. The proportion of UK domiciled entrants at Welsh HE providers that chose to study part-time in 2017/18 was 32% for undergraduate study and 49% for postgraduate study. However, the proportions for undergraduates varied by ethnicity and varied from just 12% for those with Asian ethnicity to 34% for those with white ethnicity. There was also variation for postgraduate study, though the pattern seen was not the same. For postgraduate study, those with Asian ethnicity had the highest proportion choosing to study part-time at 59%.
34. Over the 10 year period from 2008/09 to 2017/18, the proportion of UK domiciled part-time new entrants to Welsh HE providers with BAME ethnicity increased for both undergraduate (from 5.5% to 6.5%) and postgraduate (from 11.5% to 12.1%).

<sup>10</sup>[Census 2011 Key Statistics table KS201UK](#)

35. The chart below shows the proportions of new entrants with BAME ethnicity for each mode and level.



Source: HESA student record

36. The distribution of the new entrant population through Wales differs by ethnicity. Table 7 shows the location of study by ethnicity grouping. High level groups, with undergraduate and postgraduate new entrants together, are used because of small numbers in some categories. Location of study is determined by the home address of the student for distance learners, the campus attended of the provider for those attending the provider and the partner institution attended for those studying under a franchise arrangement. This means that there are entrants shown in the table as studying outside of Wales where study takes place through distance learning at a Welsh provider or at campuses outside Wales.
37. The data show that 62% of entrants with a BAME ethnicity studied in South East Wales (including Cardiff and Newport), with the proportion of new entrants who have a BAME ethnicity being highest in Cardiff (14%). There is also a large proportion of those studying outside of Wales who have a BAME ethnicity (30%).

**Table 7: Ethnicity of UK domiciled part-time new entrants by region of location of study 2017/18**

Region of location of study	Ethnicity				% BAME	% of BAME total
	White	BAME	Unknown	Total		
Cardiff	3,815	625	200	4,635	14%	45%
Newport	755	65	10	825	8%	5%
Swansea	2,075	150	105	2,330	7%	11%
South East Wales (excl. Cardiff and Newport)	3,125	165	85	3,370	5%	12%
South West Wales (excl. Swansea)	1,075	20	20	1,115	2%	1%
Mid Wales	780	25	35	840	3%	2%
North Wales	3,385	130	80	3,595	4%	9%
Outside Wales	485	205	20	710	30%	15%
<b>Total</b>	<b>15,490</b>	<b>1,375</b>	<b>555</b>	<b>17,415</b>	<b>8%</b>	<b>100%</b>

Source: HESA student record

Note: % BAME is out of those with known ethnicity.

South East Wales includes Caerphilly, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff and Merthyr Tydfil.

South West Wales includes Carmarthenshire, Pembrokeshire and Neath Port Talbot.

Mid Wales includes Powys and Ceredigion.

North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.

Outside Wales includes a small number (5) whose location within Wales cannot be determined.

38. A second table, showing the domicile of students for the high level ethnicity groups for 2017/18 is shown below. This shows the majority of students with a BAME ethnicity came from South East Wales (48%). There was also a high proportion of students from the rest of the UK that had a BAME ethnicity (19%). For comparison purposes, the proportion of the Welsh BAME population that are from South East Wales is 67%.

**Table 8: Ethnicity of UK domiciled part-time new entrants by region of domicile 2017/18**

Region of domicile	Ethnicity				% BAME	% of BAME total
	White	BAME	Unknown	Total		
Cardiff	2,075	435	130	2,640	17%	32%
Newport	465	75	20	560	14%	5%
Swansea	1,250	100	35	1,385	7%	7%
South East Wales (excl. Cardiff and Newport)	4,040	150	115	4,300	4%	11%
South West Wales (excl. Swansea)	1,915	50	75	2,040	3%	4%
Mid Wales	825	25	30	885	3%	2%
North Wales	3,015	100	80	3,195	3%	7%
Wales - unknown	25	5	5	35	20%	0%
Other UK	1,875	435	60	2,370	19%	32%
<b>Total</b>	<b>15,490</b>	<b>1,375</b>	<b>555</b>	<b>17,415</b>	<b>8%</b>	<b>100%</b>

Source: HESA student record

Note: % BAME is out of those with known ethnicity.

South East Wales includes Caerphilly, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff and Merthyr Tydfil.

South West Wales includes Carmarthenshire, Pembrokeshire and Neath Port Talbot.

Mid Wales includes Powys and Ceredigion.

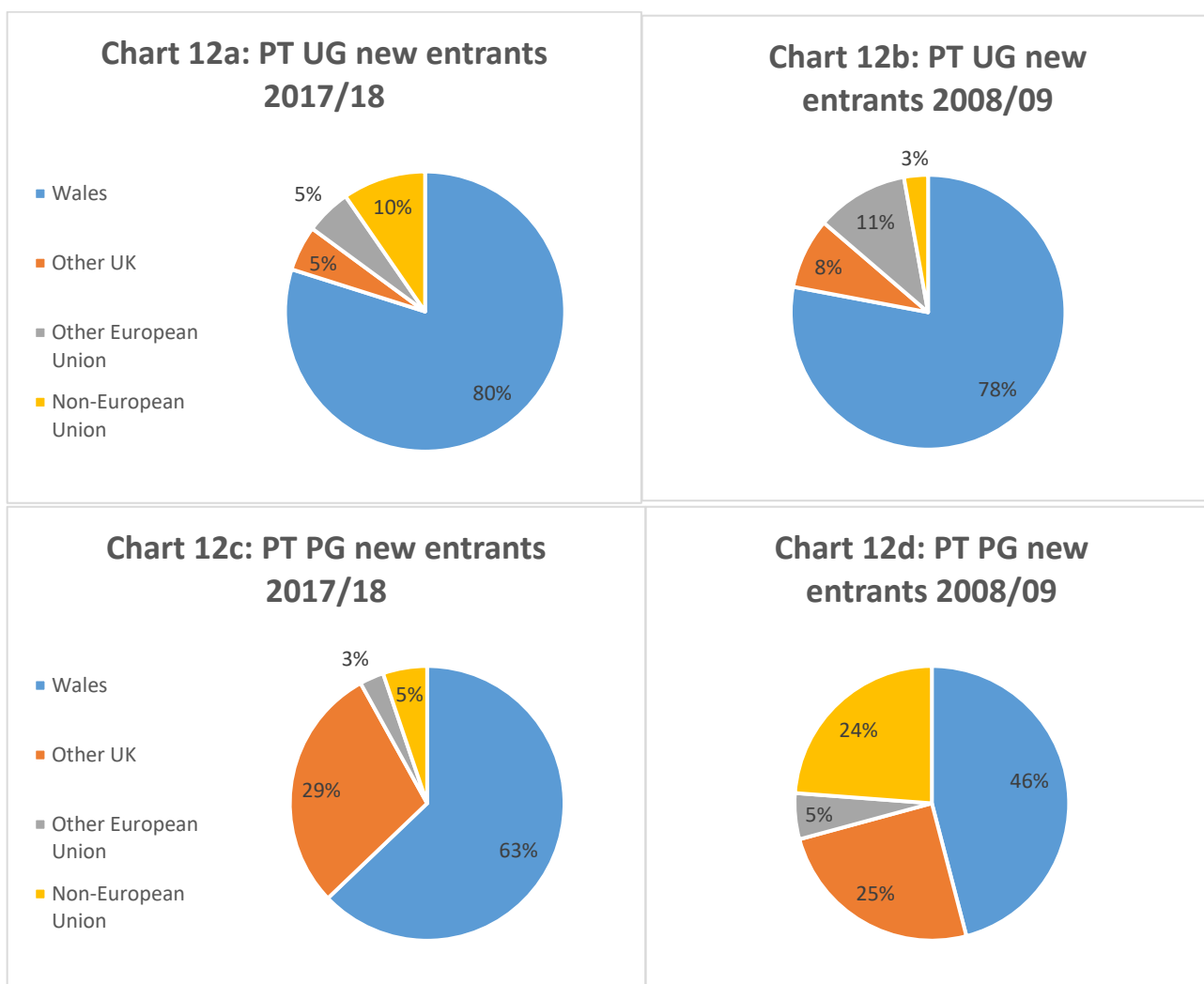
North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.



## Domicile

39. Overall, most part-time entrants are Welsh domiciles, however, the mix of domiciles differs between undergraduate and postgraduate provision. For part-time undergraduate new entrants in both 2008/09 and 2017/18, the majority are from Wales (78% and 80% respectively). The proportion from outside the EU increased between 2008/09 and 2017/18 from 3% to 10% while the proportion from the EU outside the UK decreased from 11% to 5%. Similarly, for part-time postgraduate new entrants, the largest proportion were from Wales in both 2008/09 and 2017/18, rising from 46% in 2008/09 to 63% in 2017/18. The proportion from the EU fell from 5% to 3%, and the proportion from outside the EU fell from 24% to 5%.

**Charts 12a to 12d – Part-time new entrants 2008/09 and 2017/18 by domicile**



Source: HESA student record

### 3. Qualification aims

40. In 2017/18, the majority of part-time new entrant enrolments (60%) were studying for undergraduate qualifications other than a degree (49% in terms of FTE). The majority of the rest of the enrolments were studying for a first degree (13%) or a PGT qualification (26%) (20% and 29% of FTE respectively).

41. Table 9 shows the qualifications that were studied by part-time new entrants in 2008/09 and 2017/18. In both years, the biggest group of enrolments was Other UG (45% of part-time provision in 2008/09 and 40% in 2017/18). In terms of FTE, the biggest group was Other UG in 2008/09 (34%) and PGT (30%) in 2017/18. In both years, most provision that comes under the Other UG category is undergraduate credits: 76% of enrolments and 62% of FTE in 2008/09; 70% of enrolments and 55% of FTE in 2017/18.

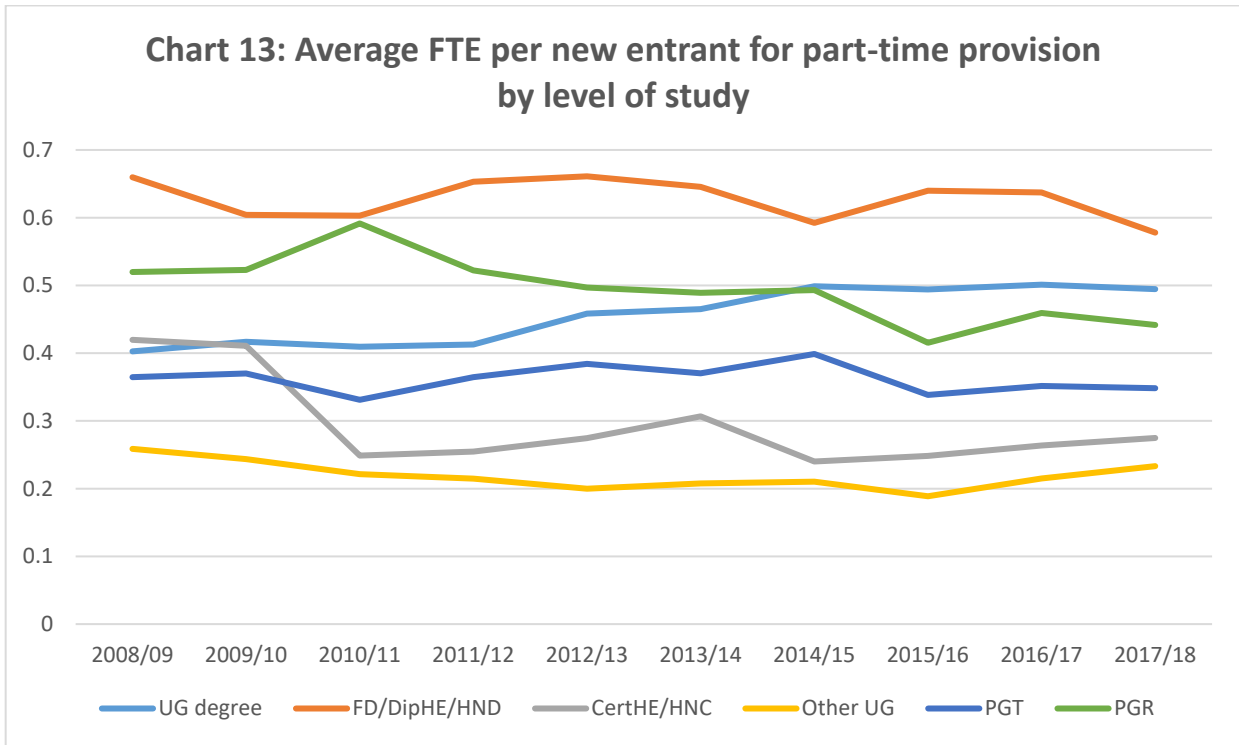
**Table 9: Number and FTE of part-time new entrants by level of study**

Level of study	2008/09			2017/18			Percentage change 2008/09 to 2017/18		
	Number of new entrants	FTE	Average FTE per entrant	Number of new entrants	FTE	Average FTE per entrant	Number of new entrants	FTE	Average FTE per entrant
UG degree	3,280	1,320	0.40	2,520	1,245	0.49	-23%	-6%	23%
FD/DipHE/HND	980	645	0.66	625	360	0.58	-36%	-44%	-12%
CertHE/HNC	7,065	2,965	0.42	3,260	895	0.27	-54%	-70%	-35%
Other UG	15,540	4,020	0.26	8,065	1,880	0.23	-48%	-53%	-10%
PGT	7,045	2,570	0.36	5,215	1,815	0.35	-26%	-29%	-4%
PGR	380	195	0.52	340	150	0.44	-11%	-24%	-15%
<b>Total</b>	<b>34,285</b>	<b>11,715</b>	<b>0.34</b>	<b>20,020</b>	<b>6,350</b>	<b>0.32</b>	<b>-42%</b>	<b>-46%</b>	<b>-7%</b>

Source: HESA student record

Note: UG = undergraduate, FD = foundation degree, DipHE = diploma of HE, HND = Higher National Diploma, CertHE = certificate of HE, HNC = Higher National Certificate, PGT = postgraduate taught, PGR = postgraduate research

42. The average FTE per part-time new entrant dropped in every level of study between 2008/09 and 2017/18 except for undergraduate degree where it increased from 0.40 to 0.49. The decrease in the average FTE could imply that students are taking longer to complete their qualifications, that is, they are doing less volume of study each year. An increase in the average FTE can imply that students are taking less time to complete their qualification. It is worth noting that the drop in UG degree enrolments is less than for other undergraduate study. Overall, the total number of entrants fell by 42% while the FTE fell by 46%. The chart below shows the average FTE for each category for each year over the 10 year period.



Source: HESA student record

43. The qualification being aimed for also varied by provider. Table 10 shows where each level of qualification was being studied. Some qualifications were concentrated in particular providers, for example, 74% of UG degrees being studied were at the Open University in Wales, while 52% of CertHE/HNCs were being studied at Cardiff University. The majority of postgraduate provision was also at Cardiff University. In total, 68% of part-time new entrants were at four universities, University of South Wales, Cardiff University, Wrexham Glyndwr University and the Open University in Wales. Chart 4 in the introduction shows these totals in terms of FTEs.

**Table 10: Part-time new entrants by level of study and provider, 2017/18**

Provider	Number of new entrants						
	UG degree	FD/ DipHE/ HND	CertHE/ HNC	Other UG	PGT	PGR	Total
University of South Wales	260	225	280	1,640	1,350	35	3,785
Aberystwyth University	5	5	540	20	205	20	790
Bangor University	35	0	0	190	475	30	730
Cardiff University	25	30	1,710	1,450	1,550	125	4,885
University of Wales Trinity Saint David	85	85	120	480	385	50	1,210
Swansea University	90	40	55	1,090	450	40	1,765
Cardiff Metropolitan University	10	15	15	410	360	35	845
Wrexham Glyndŵr University	120	90	130	1,710	250	10	2,310
Open University in Wales	1,875	115	260	295	180	0	2,720
Grŵp Llandrillo Menai	15	20	100	705	10	0	845
Grŵp Colegau NPTC Group of Colleges	0	0	55	0	0	0	55
Gower College Swansea	0	0	0	80	0	0	80
<b>Total</b>	<b>2,520</b>	<b>625</b>	<b>3,260</b>	<b>8,065</b>	<b>5,215</b>	<b>340</b>	<b>20,020</b>

	Percentage of each level of study in each provider						
University of South Wales	10%	36%	9%	20%	26%	10%	19%
Aberystwyth University	0%	1%	17%	0%	4%	5%	4%
Bangor University	1%	0%	0%	2%	9%	9%	4%
Cardiff University	1%	5%	52%	18%	30%	36%	24%
University of Wales Trinity Saint David	3%	14%	4%	6%	7%	15%	6%
Swansea University	4%	7%	2%	13%	9%	11%	9%
Cardiff Metropolitan University	0%	2%	0%	5%	7%	11%	4%
Wrexham Glyndŵr University	5%	14%	4%	21%	5%	3%	12%
Open University in Wales	74%	18%	8%	4%	3%	0%	14%
Grŵp Llandrillo Menai	1%	3%	3%	9%	0%	0%	4%
Grŵp Colegau NPTC Group of Colleges	0%	0%	2%	0%	0%	0%	0%
Gower College Swansea	0%	0%	0%	1%	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HESA student record

#### 4. Socio-economic disadvantage and participation in the area the student is from

44. The area the student is from can be determined using their postcode on entry. The number and proportion of new entrants from the lower two quintiles of the Welsh Index of Multiple Deprivation 2014 (WIMD)<sup>11</sup> are used to measure socio-economic disadvantage for Welsh domiciles. The number and proportion of students from low participation neighbourhoods, being areas in the bottom 40% of areas as defined by the proportion of working age adults with HE level qualifications (as measured using Census 2011 data), are used to measure levels of participation in the UK.

<sup>11</sup> [Index of Multiple Deprivation](#)

Postgraduate provision is excluded from this analysis as they may have started their higher education study from a different home location.

45. Table 11 below shows the number and proportion of Welsh domiciled new entrants from the lowest quintile (WIMD1) and lowest two quintiles (WIMD12) of the WIMD by level of study and mode of study, and the proportion that are part-time.
46. The figures show that within each level of study, the proportion of Welsh domiciled part-time new entrants that are from WIMD12 is higher than full-time for UG degree only, with the proportion for the other undergraduate categories being the same or less. The overall proportion of Welsh domiciled undergraduate new entrants that are part-time is 45%, whereas the proportion from WIMD1 areas that are part-time is 40%, and for WIMD12 the proportion is 42%, indicating that entrants from WIMD1 and WIMD12 areas are more likely to be studying full-time

**Table 11: Welsh domiciled undergraduate new entrants in the lowest two quintiles of the WIMD, by mode and level of study, 2017/18**

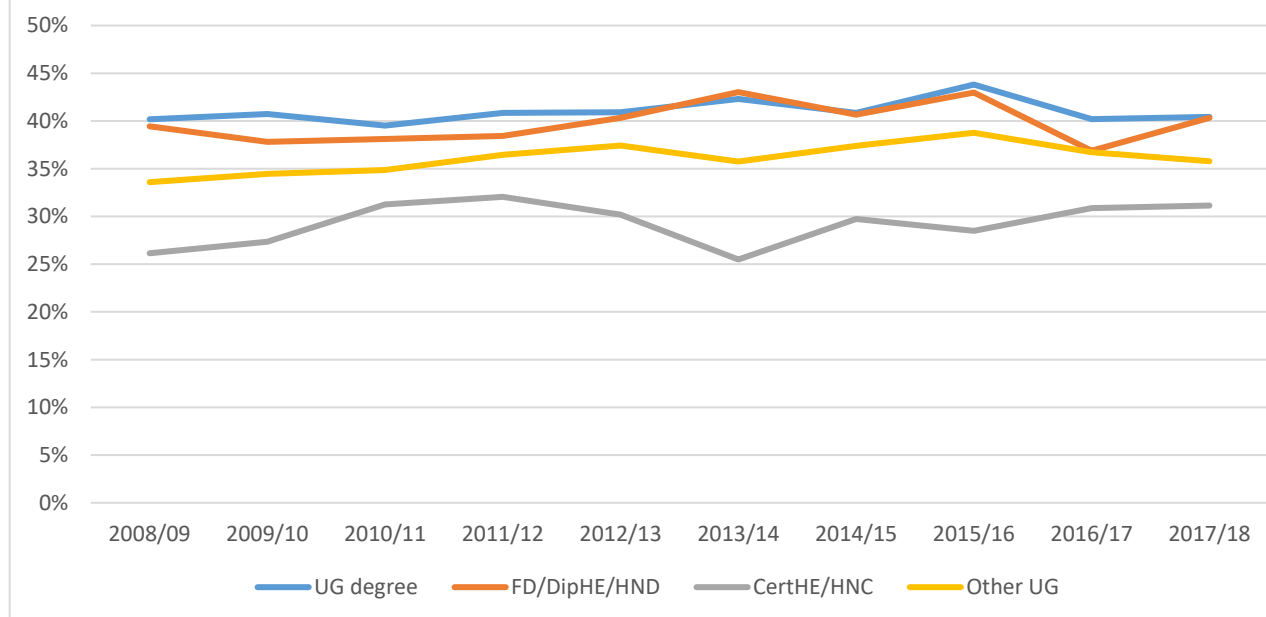
Mode of study	Level of study	Number in WIMD1	Number in WIMD12	Total with a known postcode	% in WIMD1	% in WIMD12	% that are part-time		
							WIMD1	WIMD12	Total
PT	UG degree	450	985	2,435	18%	40%	18%	19%	18%
	FD/DipHE/HND	95	225	555	17%	40%	17%	21%	25%
	CertHE/HNC	445	910	2,915	15%	31%	61%	66%	79%
	Other UG	900	2,015	5,625	16%	36%	95%	95%	95%
	<b>Total</b>	<b>1,885</b>	<b>4,130</b>	<b>11,530</b>	<b>16%</b>	<b>36%</b>	<b>40%</b>	<b>42%</b>	<b>45%</b>
FT	UG degree	2,065	4,330	11,425	18%	38%			
	FD/DipHE/HND	455	845	1,645	28%	51%			
	CertHE/HNC	285	460	780	36%	59%			
	Other UG	45	95	265	17%	36%			
	<b>Total</b>	<b>2,850</b>	<b>5,730</b>	<b>14,115</b>	<b>20%</b>	<b>41%</b>			

Source: HESA student record

Note: students with a postcode that can't be mapped are excluded from the analysis (around 55 students). WIMD1 = lowest quintile, WIMD12 = lowest two quintiles.

47. The proportions of part-time new entrants that are in WIMD12 has increased marginally over the past ten years, as shown in Chart 14 below. WIMD 2014 is used in all years for comparison purposes. It might be expected that the proportion is around 40% if the new entrants are representative of the population. The chart shows that this has only been the case for UG degree and FD/DipHE/HND.

**Chart 14: Proportion of Welsh domiciled part-time undergraduate new entrants that are from the lowest two quintiles of the WIMD by level of study**



Source: HESA student record

48. Table 12 below shows numbers from low participation areas (as defined in paragraph 44), by undergraduate level of study. Only Welsh and English domiciled students are included in this instance as Census 2011 data for England and Wales is used to map postcodes to areas of low participation. The data show a similar picture to the WIMD analysis in that the proportion from low participation areas for CertHE/HNC and Other UG are both below what might be expected. UG degree and FD/DipHE/HND new entrants have a slightly higher percentage from low participation areas than might be expected.

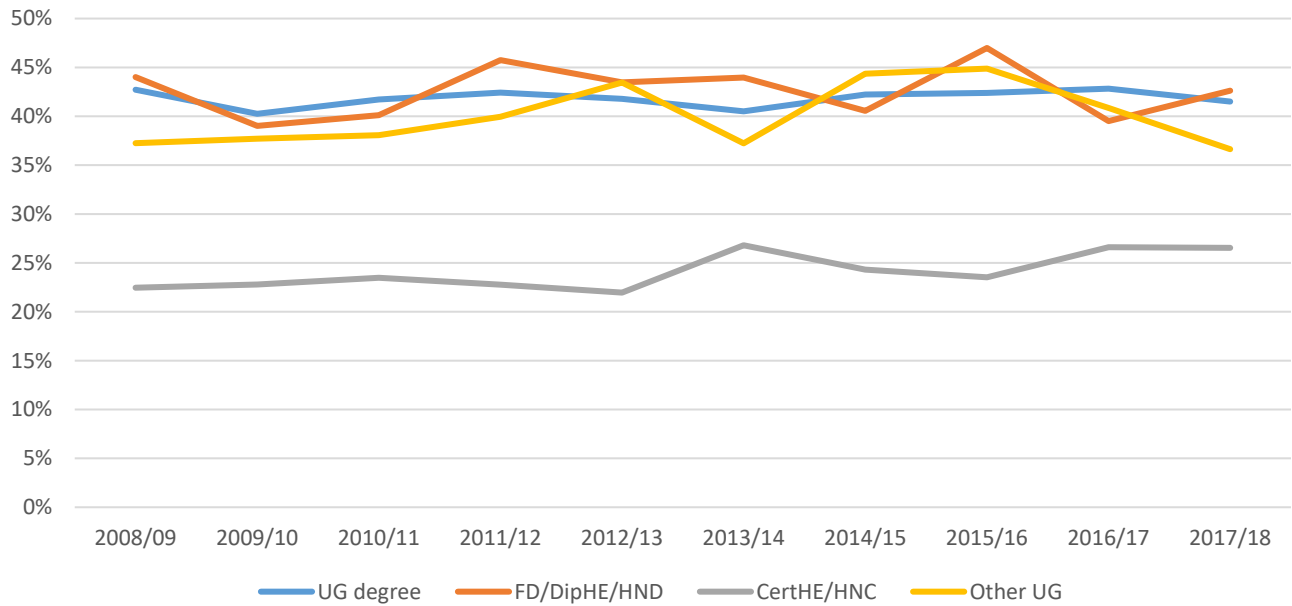
**Table 12: Welsh and English domiciled undergraduate part-time new entrants from low participation areas, 2017/18, by level of study**

Level of study	Total new entrants	New entrants from low participation areas	
		Number	%
UG degree	2,500	1,040	42%
FD/DipHE/HND	615	265	43%
CertHE/HNC	3,165	840	27%
Other UG	6,010	2,200	37%
<b>Total</b>	<b>12,290</b>	<b>4,340</b>	<b>35%</b>

Source: HESA student record

49. Chart 15 shows the proportions from low participation areas over for the past ten years. There is variation across the years, with only CertHE/HNC entrants showing an overall increase over time.

**Chart 15: Proportion of Welsh and English domiciled part-time undergraduate new entrants from low participation areas by level of study**



Source: HESA student record

50. Table 13 compares part-time and full-time new entrants. This analysis is restricted further to new entrants aged 21 and over. This is because the measure generally used for young full-time participation is the POLAR<sup>12</sup> mapping, while the definition used in paragraph 44 is generally used for part-time and mature students. The data show that of the total number of students, the proportion that are part-time is 58% while the proportion that are part-time of the entrants from low participation areas is 53%. This means that entrants to part-time courses are less likely to have come from low participation areas in 2017/18 than entrants to full-time courses.

<sup>12</sup> POLAR

**Table 13: Welsh and English domiciled undergraduate new entrants aged 21 and over from low participation areas, 2017/18, by mode and level of study**

Mode of study	Level of study	Total new entrants	New entrants from low participation areas		% that are part-time	
			Number	%	Of total	Of those from low participation areas
PT	UG degree	2,220	925	42%	31%	32%
	FD/DipHE/HND	545	235	43%	39%	33%
	CertHE/HNC	2,795	710	25%	64%	48%
	Other UG	4,905	1,785	36%	95%	94%
	<b>Total</b>	<b>10,465</b>	<b>3,655</b>	<b>35%</b>	<b>58%</b>	<b>53%</b>
FT	UG degree	4,840	1,940	40%		
	FD/DipHE/HND	850	480	56%		
	CertHE/HNC	1,550	760	49%		
	Other UG	285	115	40%		
	<b>Total</b>	<b>7,525</b>	<b>3,290</b>	<b>44%</b>		

Source: HESA student record

Note: a small number of entrants with unknown age (15) are included in the count of part-time new entrants.

## 5. Cross border flows

51. Part-time students are less likely to travel across borders within the UK than full-time students. However, there is still some movement of students. Table 14 below shows the cross border flows for UK domiciled students attending UK providers. A large majority (over 90%) of each domicile group stay in their own country to study. For Wales, Scotland and Northern Ireland, the majority of those not studying in their own country, study in England.

**Table 14: Cross border flow of UK domiciled part-time undergraduate new entrants 2017/18**

Country of provider	Domicile of undergraduate new entrant								
	Number of entrants					Proportion in each country of provider			
	England	Scotland	Wales	Northern Ireland	Total	England	Scotland	Wales	Northern Ireland
England	82,160	605	815	230	83,810	98%	4%	7%	5%
Scotland	565	15,275	35	45	15,925	1%	96%	0%	1%
Wales	735	15	11,555	5	12,310	1%	0%	93%	0%
Northern Ireland	170	25	10	4,345	4,550	0%	0%	0%	94%
<b>Total</b>	<b>83,630</b>	<b>15,920</b>	<b>12,420</b>	<b>4,625</b>	<b>116,595</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HESA student record

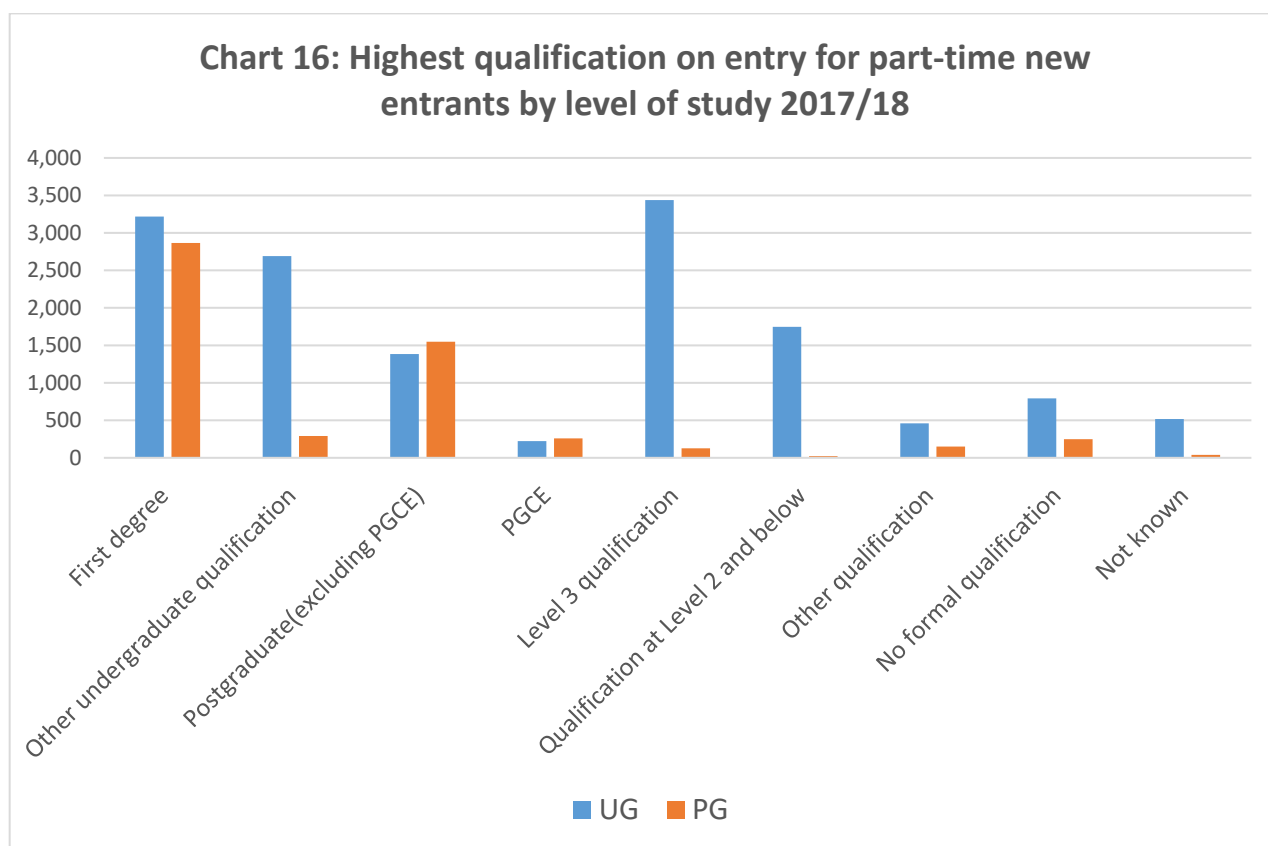
## 6. Qualifications on entry

52. The majority of part-time undergraduate entrants in 2017/18 (53%) already had a higher education qualification on entry to their study (23% had a first degree, 19% had



an other undergraduate qualification and 12% had a postgraduate qualification (including PGCE)). A quarter were qualified to level 3<sup>13</sup>, and the remaining 22% had qualifications at level 2 and below, other qualifications or no qualifications.

53. For postgraduate new entrants in 2017/18, 90% had undergraduate (57%) or postgraduate (33%) qualifications on entry to their study. Chart 16 shows the numbers for each level of study.
54. In relation to qualifications on entry, the picture for part-time undergraduate entrants is very different to that for full-time students. Most full-time entrants to undergraduate study have level 3 qualifications (74%) with only 14% having an HE level qualification, with some of these entrants studying for undergraduate qualifications at a higher level than the one they hold, as might be expected. For postgraduates, 97% have HE qualifications.



Source: HESA student record

55. Only a small number of entrants had an access course<sup>14</sup> as their highest qualification on entry. In total, for all modes of study, this comprised 875 entrants in 2017/18, of whom 80 were studying part-time and 77% of these 80 were studying for other undergraduate courses. In contrast, for full-time entrants, 92% of entrants with an access course as their highest qualification on entry were studying for an UG degree.

<sup>13</sup> Level 3 qualifications are equivalent to A levels and level 2 qualifications are equivalent to GCSEs. Level 4 qualifications and above are higher education level qualifications. More information can be found [here](#).

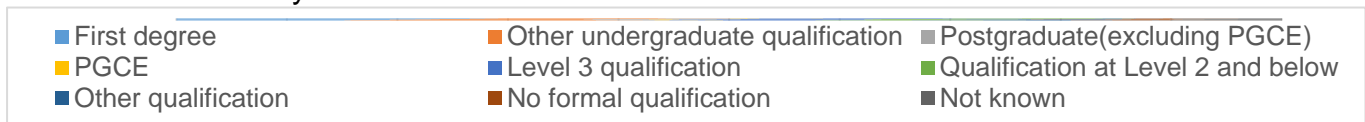
<sup>14</sup> Access courses are designed as a route into higher education for applicants without the formal qualifications required for the course.

56. Over the past 10 years, qualifications on entry have varied. For part-time undergraduate entrants, the proportion with an HE qualification, out of those with a known qualification, has varied around the 50% mark over the period overall. The proportions with either a first degree or a level 3 qualification increased, while those with lower level qualifications (Level 2 and below, other qualifications and no qualifications) decreased. Looking in more detail, by the different type of undergraduate qualification being aimed for, those studying for CertHE/HNCs or Other UG qualifications are most likely to have an HE qualification on entry. The proportion of entrants with HE qualifications on entry has gone down over time for UG degrees and FD/DipHE/HNDs. Charts 17a to 17f show the change over time.
57. For part-time postgraduate taught new entrants, the proportion with a first degree on entry increased. For part-time postgraduate research new entrants, the proportion with a postgraduate qualification on entry increased over the period.

**Charts 17a to 17f: Part-time undergraduate new entrants by level of study and qualifications on entry**



Qualification on entry:



Source: HESA student record

## 7. Type of provision studied

58. This analysis breaks provision down into four types of provision: at the provider, including campuses of the provider; at a partner, including franchise and other collaborative provision; distance learning at the OU; and distance learning at other providers. It should be noted that a student is returned as distance learning by a provider on the HESA student record if the whole of their course is taken through distance learning. A student is considered to be at a partner where they are at the partner for the academic year. The proportions in each category for 2017/18 are shown in Table 15. All enrolments, whether new or continuing, are shown in this table.

**Table 15: Numbers and proportions of all part-time enrolments in each type of provision 2017/18**

Type of provision	Number of enrolments		Proportion of enrolments	
	Undergraduate	Postgraduate	Undergraduate	Postgraduate
Distance learning - OU	6,585	320	28%	3%
Distance learning - other provider	635	1,875	3%	17%
At a partner	2,130	45	9%	0%
At the provider	13,820	8,545	60%	79%
<b>Total</b>	<b>23,170</b>	<b>10,785</b>	<b>100%</b>	<b>100%</b>

Source: HESA student record

59. The majority of both undergraduate (60%) and postgraduate (79%) part-time enrolments in 2017/18 attended the provider. For undergraduate study, 28% of enrolments studied through distance learning at the OU and for postgraduate study, 17% of enrolments were distance learning at providers other than the OU.
60. Table 16 shows the distribution of the types of provision between different providers for new entrants only. Most providers have most of their provision at the provider, which includes all campuses of the provider. University of South Wales has the largest proportion which is delivered at a partner (26% of its provision). In addition to the OU in Wales, for which all provision is delivered via distance learning, University of Wales Trinity Saint David has a high proportion delivered via distance learning (34%).

**Table 16: Part-time new entrants by type of provision and provider, 2017/18**

Provider	Number of new entrants				Percentage by category		
	At the provider	At a partner	Distance learning	Total	At the provider	At a partner	Distance learning
University of South Wales	2,365	1,000	420	3,785	62%	26%	11%
Aberystwyth University	660	15	110	790	84%	2%	14%
Bangor University	730	0	0	730	100%	0%	0%
Cardiff University	4,580	5	295	4,885	94%	0%	6%
University of Wales Trinity Saint David	735	65	410	1,210	61%	5%	34%
Swansea University	1,750	0	15	1,765	99%	0%	1%
Cardiff Metropolitan University	805	15	25	845	96%	2%	3%
Wrexham Glyndŵr University	2,135	140	40	2,310	92%	6%	2%
Open University in Wales	0	0	2,720	2,720	0%	0%	100%
Grŵp Llandrillo Menai	845	0	0	845	100%	0%	0%
Grŵp Colegau NPTC Group of Colleges	55	0	0	55	100%	0%	0%
Gower College Swansea	70	0	10	80	86%	0%	14%
<b>Total</b>	<b>14,735</b>	<b>1,240</b>	<b>4,045</b>	<b>20,020</b>	<b>74%</b>	<b>6%</b>	<b>20%</b>

Source: HESA student record

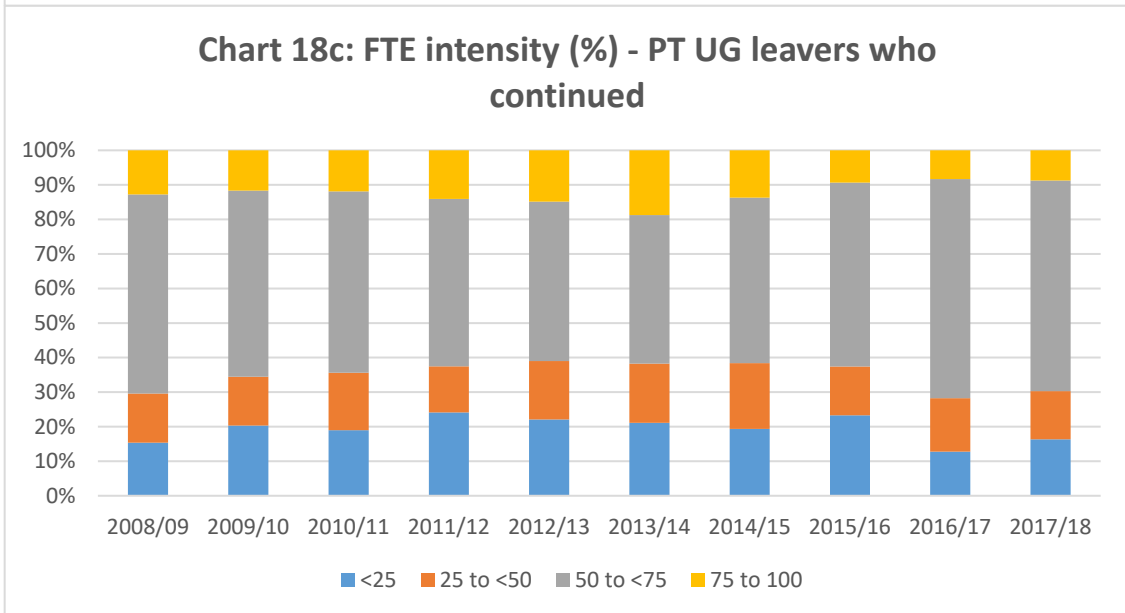
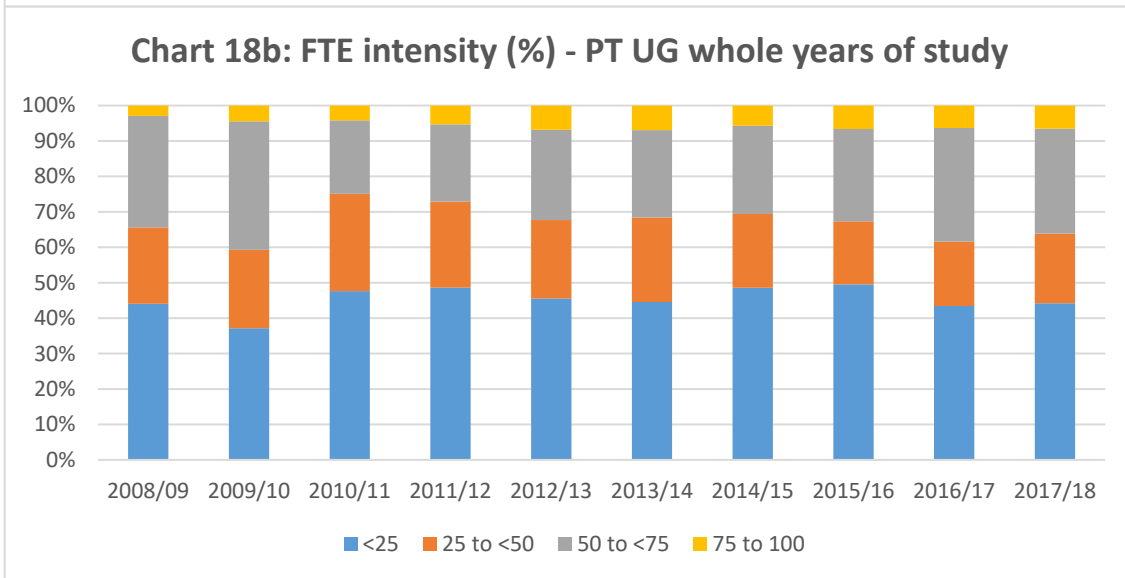
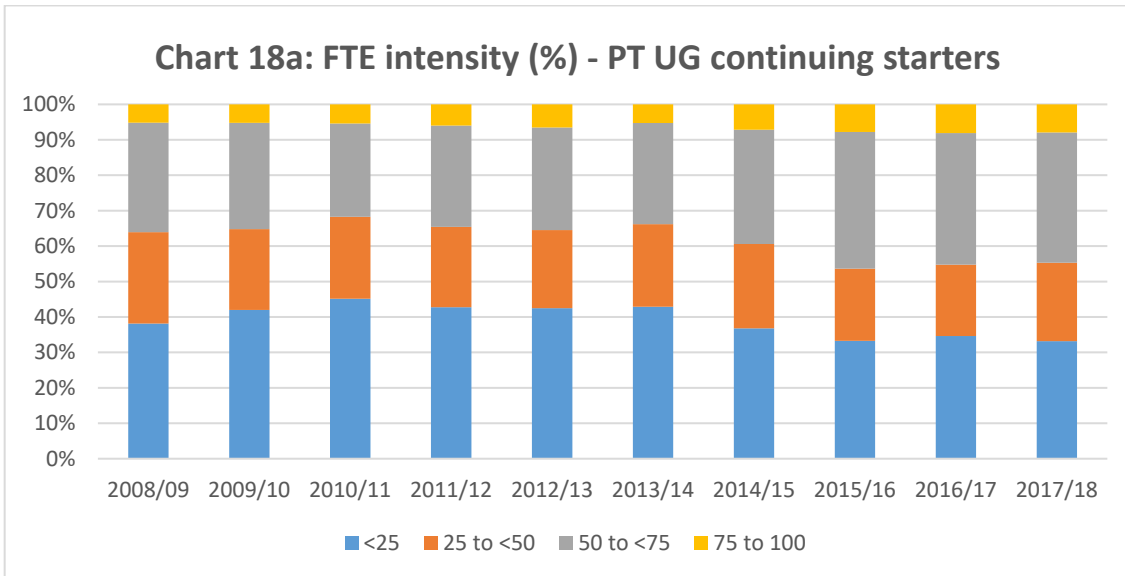
## 8. Intensity of study and full-time equivalence

61. Intensity of study is based on the FTE of all enrolments and has been categorised into four categories, below 25%, 25% to below 50%, 50% to below 75% and 75% and above. Since 2014/15, a student must be studying for at least 25% of an FTE to receive a tuition fee loan.

62. In paragraph 12 of the introduction, a potential issue with looking at FTE intensity was highlighted, in that part-time courses can start at any point and so by looking at FTE on an academic year basis, for those whose year of study starts and finishes in a different academic year, their FTE for a year might be under-reported in the first and last academic year they are active. In order to see if there is any effect of this, the analysis has been carried out by grouping into three types of year, continuing starters, whole years of study and leavers who continued. The definitions are below:

- Continuing starters: these are enrolments that started in an academic year and did not leave in that same year, and so were expected to continue into the following academic year.
- Whole years of study: these are enrolments who started and left in the same academic year or both continued from a previous academic year and continued into the next academic year.
- Leavers who continued: these are enrolments who left in the academic year, who had continued from the previous academic year.

63. Charts 18a to 18c below show the proportions by FTE intensity for each of these three groups, for part-time undergraduate enrolments, for 2008/09 to 2017/18.

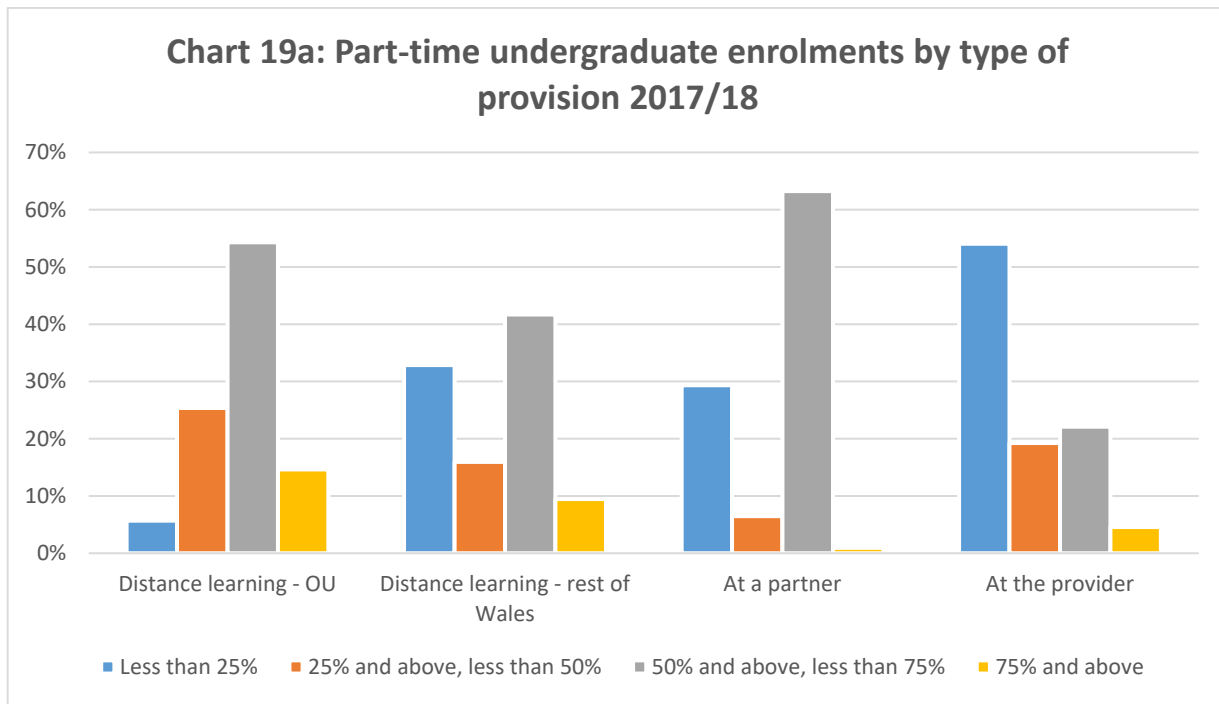


Source: HESA student record

64. The charts show that while the starters and whole years categories are not dissimilar in the proportions of FTE intensity, the leavers category has higher proportions of students studying at a higher intensity. This means that in looking at enrolments as a

whole, we may be over-estimating the FTE intensity for the first two categories and under-estimating the FTE for the final category. For the purposes of the analysis below, the FTE intensity categories are not further split, to allow for a simple analysis, however, the above limitations should be noted.

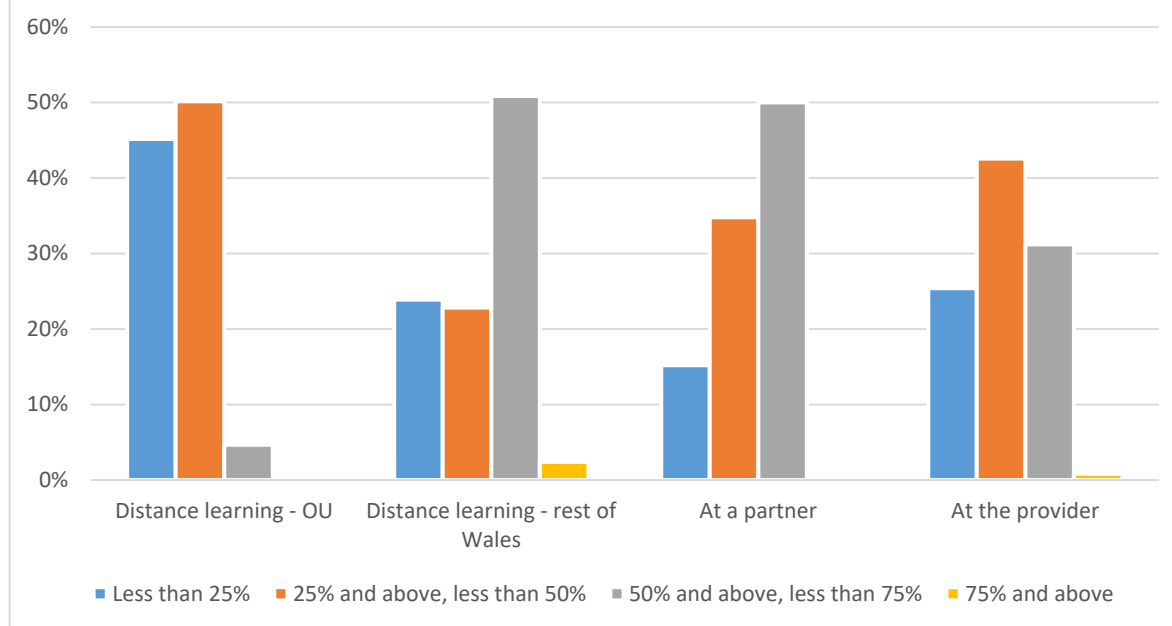
65. Charts 19a and 19b show the number and percentage in each of FTE intensity categories for the different types of study, as defined in paragraph 62, for 2017/18.



Source: HESA student record

66. Chart 19a shows that the intensity of study for part-time undergraduate study differed depending on the type of provision, with the majority of distance learning at the OU being at or above 50% intensity and distance learning at other providers being more mixed in intensity. Provision offered at a partner through a franchise arrangement was primarily at an intensity at or above 50%, with nearly a third being less than 25%. More than half of provision delivered at the provider was at an intensity of less than 25% with the majority of the rest between 25% and 75% intensity.

**Chart 19b: Part-time postgraduate enrolments by type of provision 2017/18**



67. The intensity of study for different types of postgraduate provision follows a different pattern to that for undergraduate provision. For distance learning provision at the OU, 95% of provision was of an intensity of less than 50%. For other types of provision, the majority was between 25% and 75% intensity. There was very little provision at an intensity of 75% or above.
68. The threshold for student support for part-time undergraduates is 25%, and this was introduced in 2014/15. Table 17 below looks at whether the proportion of part-time undergraduate new entrants studying at an intensity of less than 25% and exactly 25% has changed over time.

**Table 17: Part-time undergraduate entrants by FTE intensity 2008/09 to 2017/18**

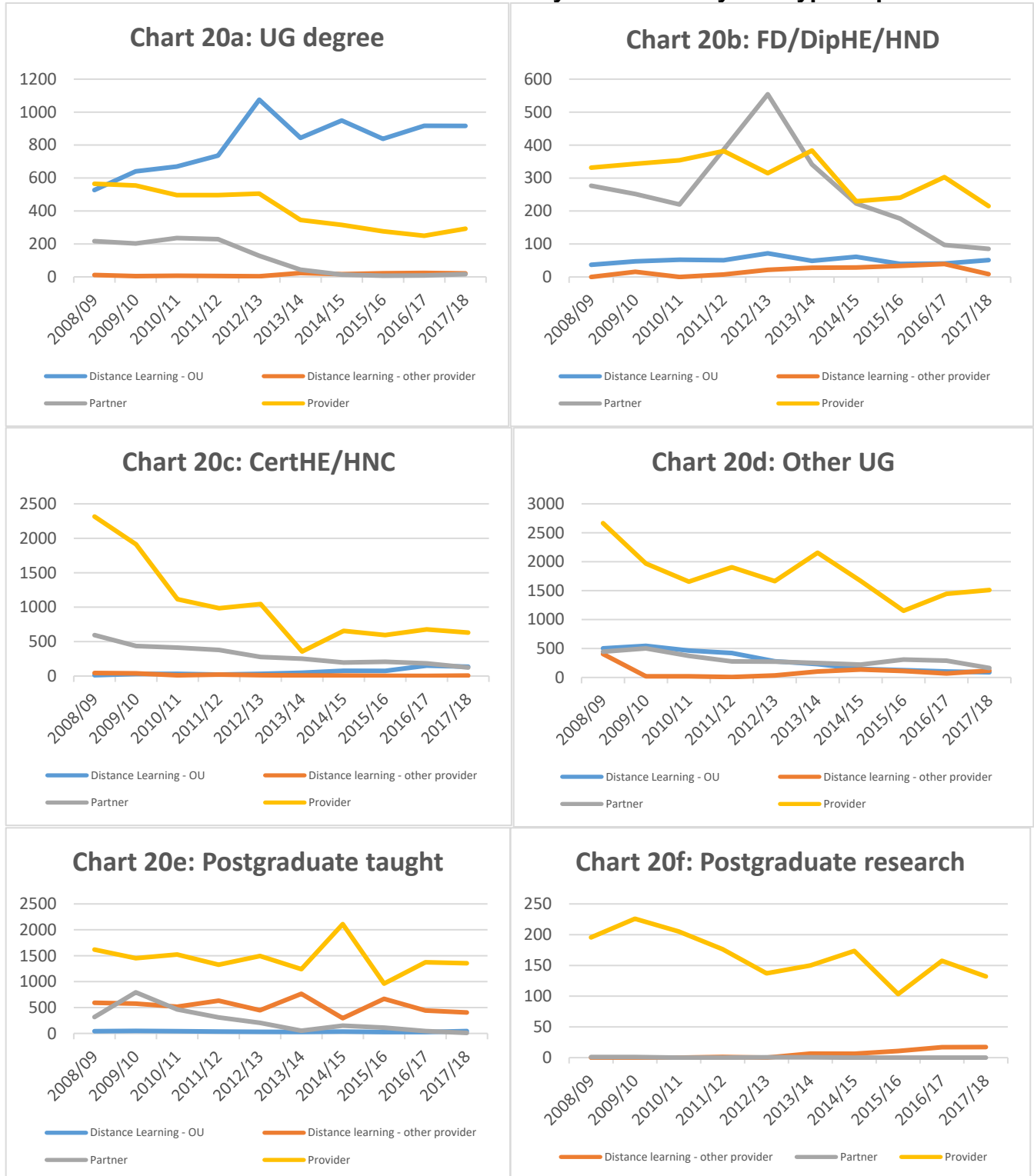
Year	FTE intensity				Percentage by FTE intensity		
	Less than 25%	Exactly 25%	Over 25%	Total	Less than 25%	Exactly 25%	Over 25%
2008/09	11,085	1,070	14,710	26,865	41.3%	4.0%	54.8%
2009/10	9,850	1,245	11,700	22,795	43.2%	5.5%	51.3%
2010/11	11,925	2,030	8,180	22,135	53.9%	9.2%	36.9%
2011/12	12,400	1,920	8,160	22,485	55.2%	8.5%	36.3%
2012/13	11,230	1,725	8,480	21,435	52.4%	8.1%	39.6%
2013/14	10,535	1,570	7,205	19,310	54.6%	8.1%	37.3%
2014/15	9,995	1,375	6,375	17,740	56.3%	7.7%	35.9%
2015/16	8,945	1,290	5,380	15,620	57.3%	8.3%	34.4%
2016/17	8,230	1,220	6,410	15,855	51.9%	7.7%	40.4%
2017/18	7,665	1,200	5,600	14,465	53.0%	8.3%	38.7%

Source: HESA student record



69. The table shows that the proportions of those with exactly 25% increased between 2008/09 and 2010/11, but then remained around 8% from 20011/12 onwards. The proportions that were less than or more than 25% fluctuated more, however, there did not seem to be a particular pattern over time from 2011/12.
70. The next set of charts looks at part-time new entrant FTE and how it has changed over time by the level of study and the type of provision.

**Charts 20a to 20f: Part-time new entrant FTE by level of study and type of provision**



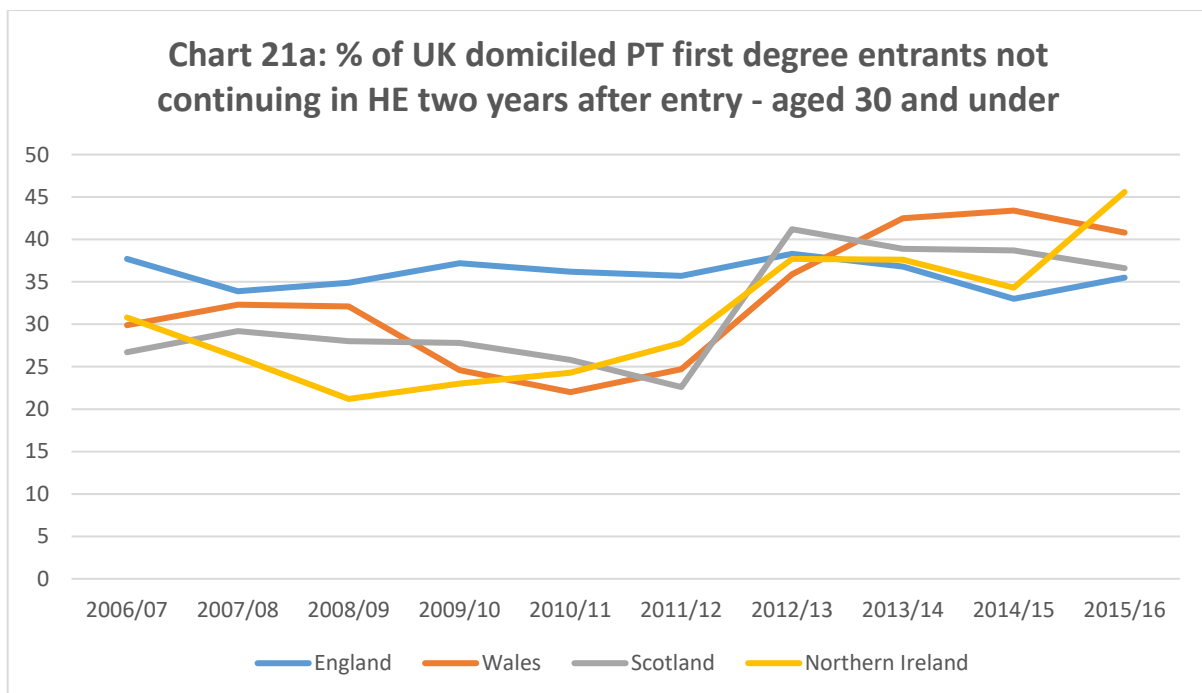
Source: HESA student record

71. The charts show that the majority of the decrease in provision over the past 10 years is in provision at the provider followed by provision at a partner. Distance learning FTE at the OU has increased in UG degree, FD/DipHE/HND and CertHE/HNC provision over the 10 year period.

## 9. Retention

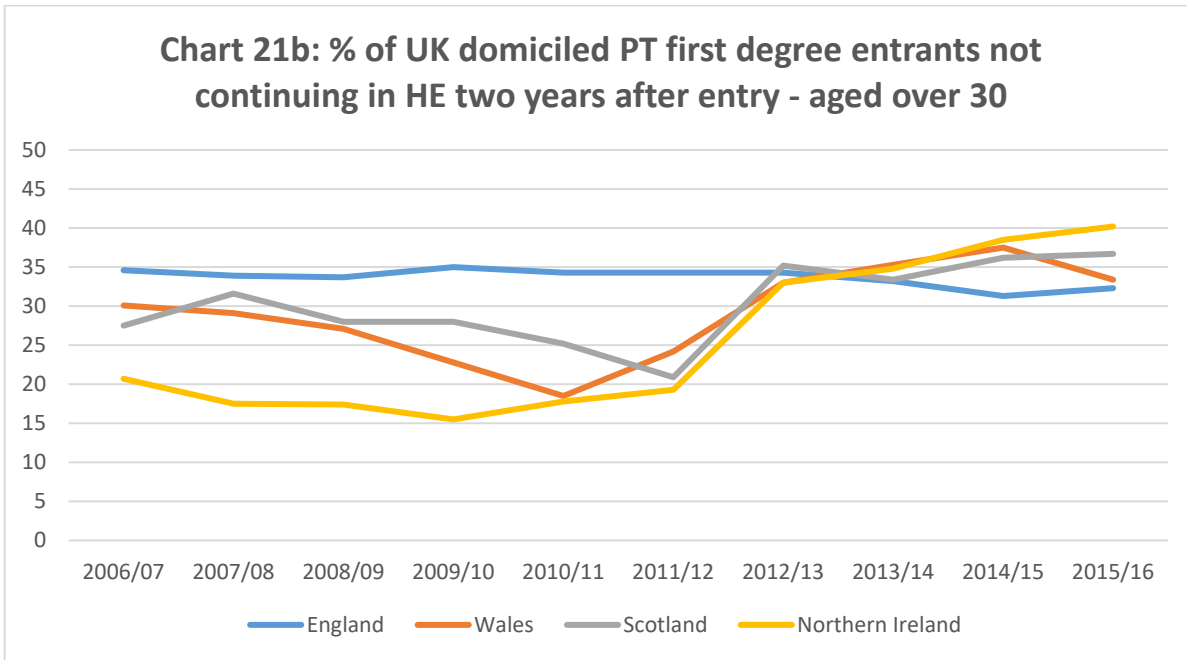
72. Retention and completion can be looked at in a number of ways. It can be staying until the end of the year, completing the course or module whatever the result, or successfully completing the course or module.

73. The HESA UK performance indicators<sup>15</sup> look at non-continuation of part-time first degree entrants, two years after entry, for those expected to continue, split into those aged 30 and under and those aged over 30. The figures for the past ten years are shown in the chart below, for the four countries of the UK. The year in the chart refers to the year of entry, so, for example, 2015/16 refers to entrants in 2015/16 and the analysis looks at if they were still there in 2017/18. It should be noted that from 2012/13 onwards, the Open University was split into the four countries of the UK in the calculation of the indicators. It was included as an England only provider before that which could be the reason for the change seen for Wales, Scotland and Northern Ireland in 2012/13.



Source: HESA performance indicators

<sup>15</sup> Further information about the PIs can be found on the HESA website [here](#).

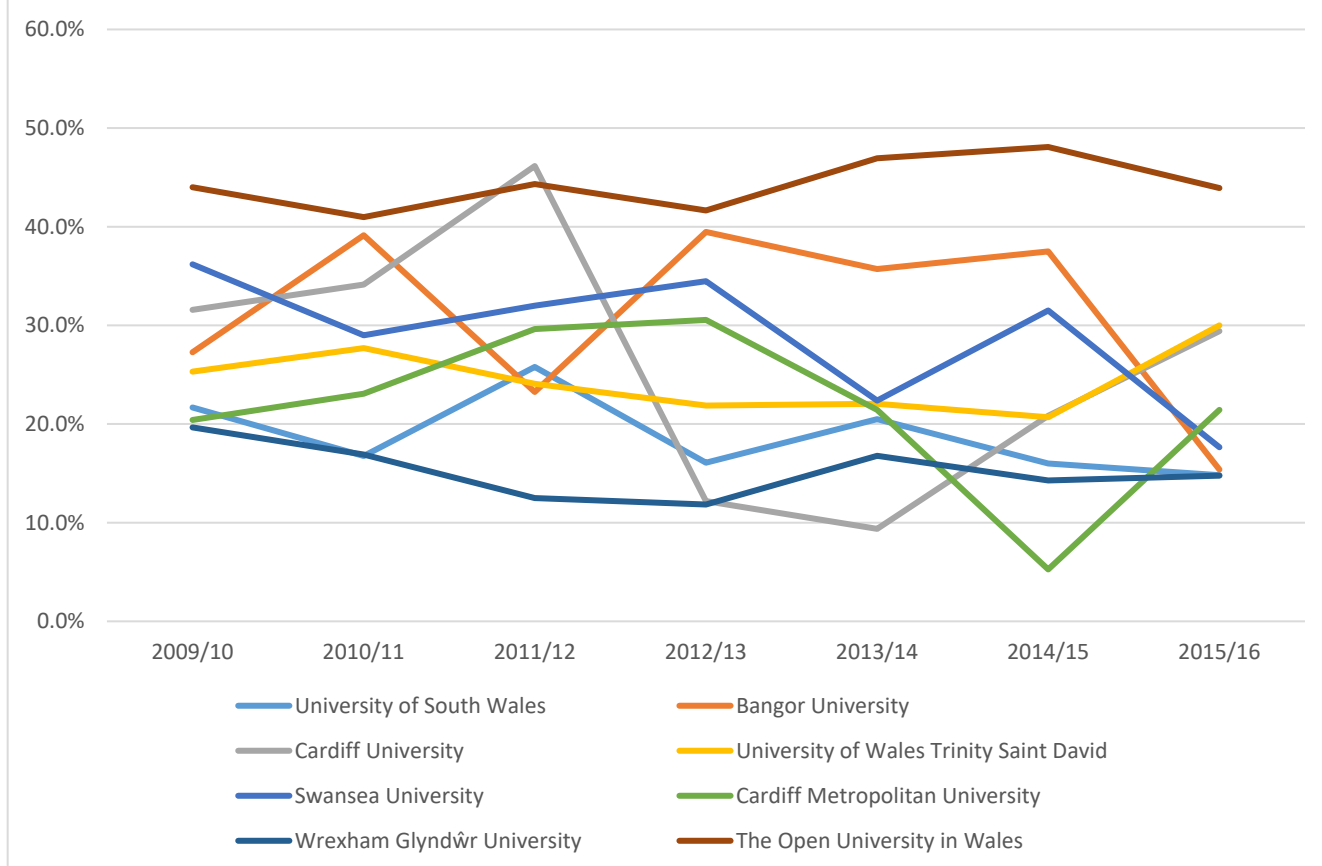


Source: HESA performance indicators

74. A further analysis, taken from HEFCW's corporate strategy target figures<sup>16</sup>, shows the same analysis over time for each Welsh provider, for all ages, including the OU in Wales, which has been split out for Wales in all years for the purpose of this analysis. Chart 21c shows the percentage not in HE. It can be seen that, for a number of providers, the indicator is volatile. For Cardiff University, Cardiff Metropolitan University and Bangor University, numbers are small ( $\leq 50$  in each year). For the OU in Wales, the percentage not in HE, and therefore non-continuation, is consistently high (between 40% and 50% in each year). The two other largest providers, both with more than 100 entrants analysed in all years (Wrexham Glyndŵr University and the University of South Wales) had lower non-continuation rates.

<sup>16</sup> [HEFCW corporate strategy](#)

**Chart 21c: % of UK domiciled PT first degree entrants not continuing in HE two years after entry, all ages, by HEI**



Source: HEFCW corporate strategy targets

Note: Aberystwyth University is not included as numbers are small.

75. These data only look at part-time first degree and do not split the data by type of delivery (distance learning, at a partner etc) or other factors. The underlying PI data are available for analysis and additional investigation can look at whether the PI can be further split by appropriate categories.
76. Table 18 looks at where part-time new entrants are at the end of the first year of their course for 2017/18. Completion status relates to getting to the end of the year having completed required assessments, whether successful or not, and is defined in the HESES survey<sup>17</sup>. Of those with known completion status, the percentage that completed the year varied by level of study, ranging from 73% of UG degree new entrants completing the year to 96% of entrants studying for a CertHE or HNC. A column showing the equivalent percentages for full-time provision is included in the table. This shows that whilst overall the proportion of completions is similar at 91% for part-time provision and 92% for full-time provision, there are differences by level of study. Those studying for a first degree on a full-time basis were more likely to complete the year, while those studying for a CertHE/HNC on a part-time basis were more likely to complete the year. For postgraduate study, those studying part-time were less likely to complete the year.

<sup>17</sup> [HESES survey 2017/18](#)

**Table 18: Completion status of part-time new entrants at end of the academic year 2017/18**

Level of study	Completion status				Percentage in each category			% completed out of completed+not completed	% completed out of completed+not completed - FT students
	Completed the year	Did not complete the year	Year not yet completed	Total	Completed the year	Did not complete the year	Year not yet completed		
UG degree	1,190	450	880	2,520	47%	18%	35%	73%	94%
FD/DipHE/HND	475	80	65	625	76%	13%	11%	85%	87%
CertHE/HNC	3,005	115	145	3,260	92%	3%	4%	96%	60%
Other UG	6,340	315	1,175	7,830	81%	4%	15%	95%	94%
PGT	3,500	495	1,135	5,125	68%	10%	22%	88%	93%
PGR	130	25	185	340	38%	7%	55%	84%	93%
Total	14,635	1,480	3,580	19,700	74%	8%	18%	91%	92%

Source: HESA student record

Note: enrolments not in the HESES population (320 enrolments) are excluded from this table. Year not yet completed is where a student's year of study spans academic years and therefore is continuing at the end of the academic year.

77. Table 19 looks at the same information by type of provision. PGR is not presented in Table 19 as the majority of provision is at the provider.
78. Splitting the completion status down by type of provision shows that distance learning had lower completion rates than provision either at a partner or at the provider, with distance learning provision at the OU having particularly low completion rates. However, it should be noted that there is a relatively high proportion of provision at the OU that spans academic years for which completion status is not yet known in 2017/18, as it will be reported in a subsequent academic year. If distance learning is not included, part-time and full-time completion rates become more similar.

**Table 19: Completion status of part-time new entrants at end of the academic year by type of provision 2017/18 (PGR excluded)**

Level of study	Type of provision	Total	Percentage in each category			% completed out of completed+ not completed
			Completed the year	Did not complete the year	Year not yet completed	
UG degree	Distance Learning - OU	1,875	34%	21%	45%	62%
	Distance learning - other provider	30	81%	19%	0%	81%
	At a partner	35	100%	0%	0%	100%
	At the provider	580	84%	10%	7%	90%
FD/DipHE/HND	Distance Learning - OU	115	30%	25%	45%	54%
	Distance learning - other provider	35	89%	11%	0%	89%
	At a partner	140	89%	11%	0%	89%
	At the provider	330	85%	10%	5%	89%
CertHE/HNC	Distance Learning - OU	260	30%	16%	54%	66%
	Distance learning - other provider	10	60%	40%	0%	60%
	At a partner	230	90%	10%	0%	90%
	At the provider	2,760	98%	2%	0%	98%
Other UG	Distance Learning - OU	295	44%	20%	35%	68%
	Distance learning - other provider	270	58%	4%	38%	94%
	At a partner	810	97%	3%	0%	97%
	At the provider	6,460	82%	3%	15%	96%
PGT	Distance Learning - OU	180	38%	16%	46%	70%
	Distance learning - other provider	945	60%	11%	29%	84%
	At a partner	10	100%	0%	0%	100%
	At the provider	3,995	72%	9%	19%	89%
Total		19,360	75%	8%	18%	91%

Source: HESA student record

Note: enrolments not in the HESSES population (320 enrolments) are excluded from this table. Year not yet completed is where a student's year of study spans academic years and therefore is continuing at the end of the academic year.

79. Table 20 shows the percentage completing for all years of study, by year of study. It should be noted that this is not all one cohort, it is different cohorts in the same year of study (2017/18). It should also be noted that these figures show completion status of those that started the year and does not show drop out after completing a year, i.e. does not account for those that complete a year but don't come back the next year as expected. As might be expected, as time goes by, students are less likely in general to complete the year, though there are variations by level of study.

**Table 20: Percentage that completed at the end of the academic year out of part-time students with known completion status 2017/18**

Level of study	% completed out of completed + not completed by year of student					
	New entrant	Year 2	Year 3	Year 4	Year 5	Year 6
UG degree	73%	79%	75%	81%	78%	75%
FD/DipHE/HND	85%	92%	96%	89%	71%	
CertHE/HNC	96%	97%	97%	96%	97%	
Other UG	95%	95%	90%	86%		
PGT	88%	93%	94%	91%	93%	97%
PGR	84%	85%	92%	80%	83%	77%
Total	91%	90%	86%	84%	81%	78%

Source: HESA student record

Note: These figures relate to different cohorts in 2017/18, not the same cohort over time. Where the total with known completion status is less than 20, percentages are not shown

80. Table 21 shows the variation over time for new entrants in the proportion completing out of those with known completion status. There is some variation over the years, with the highest levels seen at the beginning and end of the period overall.

**Table 21: Percentage that completed at the end of the academic year out of part-time new entrants with known completion status**

Level of study	% completed out of completed + not completed									
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
UG degree	82%	74%	75%	74%	72%	68%	65%	69%	70%	73%
FD/DipHE/HND	87%	86%	84%	78%	79%	81%	79%	79%	85%	85%
CertHE/HNC	96%	95%	95%	91%	96%	92%	97%	97%	97%	96%
Other UG	89%	81%	81%	85%	81%	91%	92%	93%	94%	95%
PGT	91%	89%	86%	82%	83%	88%	88%	89%	92%	88%
PGR	94%	86%	87%	77%	72%	88%	63%	89%	86%	84%
Total	90%	85%	85%	84%	84%	88%	89%	90%	91%	91%

Source: HESA student record

81. Table 22 looks at this from a different perspective and analyses only those that were active in 2017/18 and left in 2017/18, and looks at whether they successfully achieved their qualification. The majority of those who left achieved their intended qualification (67%) and overall 86% achieved a qualification even if not the qualification they were aiming for. Within the different levels of study, there are some variations. CertHE/HNC students were the most likely to gain a lower level qualification and in most cases this was the gain of credits. The proportion of PGR students gaining any qualification was low at 33%.

**Table 22: Part-time students who left in 2017/18 by level of study, and qualification achieved**

Level of study	Qualification aim unspecified?	Gained aimed for qualification	Gained a lower level qualification	Didn't gain a qualification	Total	% gained aimed for qualification	% gained a qualification
UG degree		920	185	170	1,275	72%	87%
FD/DipHE/HND		560	40	80	685	82%	88%
CertHE/HNC		835	1,380	355	2,570	33%	86%
Other UG		3,815	680	640	5,135	74%	88%
	Unspecified	0	0	2,050	2,050		
PGT		3,220	330	665	4,215	76%	84%
	Unspecified	0	0	80	80		
PGR		40	5	85	130	29%	33%
Total		9,385	2,620	4,130	16,135	58%	74%
Total excl. unspecified qualification aim		9,385	2,620	2,000	14,005	67%	86%

Source: HESA student record

Notes: Qualification aim is unspecified when the aim is returned as 'Taught work at level X with an unspecified qualification aim', where X is the relevant level of study.

Where a student gained credits, this is counted as gaining a qualification. Where the qualification aim was credits, if the credits gained were at a lower level, this is counted as having gained a lower level qualification.

## 10. Qualifications achieved

82. In 2017/18, using HESA definitions, part-time students achieved 7,300 qualifications, including interim qualifications. In addition, 6,010 students achieved HE credits only. Table 23 shows the numbers of qualifications obtained by qualification and type of provision. Most qualifications were obtained through study at the provider (64%), with 25% through distance learning and 11% at a partner. Most qualifications obtained through distance learning were UG degrees (primarily at the OU) and PGT qualifications (primarily at other providers). Qualifications obtained at partners were primarily non-degree undergraduate qualifications (91%) and the majority of qualifications obtained through study at the provider were PGT (56%), with about half of these being Master's qualifications.



**Table 23: Qualifications obtained through part-time study 2017/18**

Qualification obtained	Type of provision					% in each type of provision			
	Distance learning - OU	Distance learning - other provider	At a partner	At the provider	Total	Distance learning - OU	Distance learning - other provider	At a partner	At the provider
UG degree	425	45	40	570	1,080	39%	4%	4%	53%
FD/DipHE/HND	50	45	175	430	700	7%	7%	25%	61%
CertHE/HNC	140	15	305	620	1,075	13%	1%	28%	58%
Other UG	40	110	230	235	615	6%	18%	38%	38%
PGT	80	895	25	2,620	3,625	2%	25%	1%	72%
PGR	0	15	5	185	210	0%	7%	3%	90%
Total	730	1,125	785	4,660	7,300	10%	15%	11%	64%

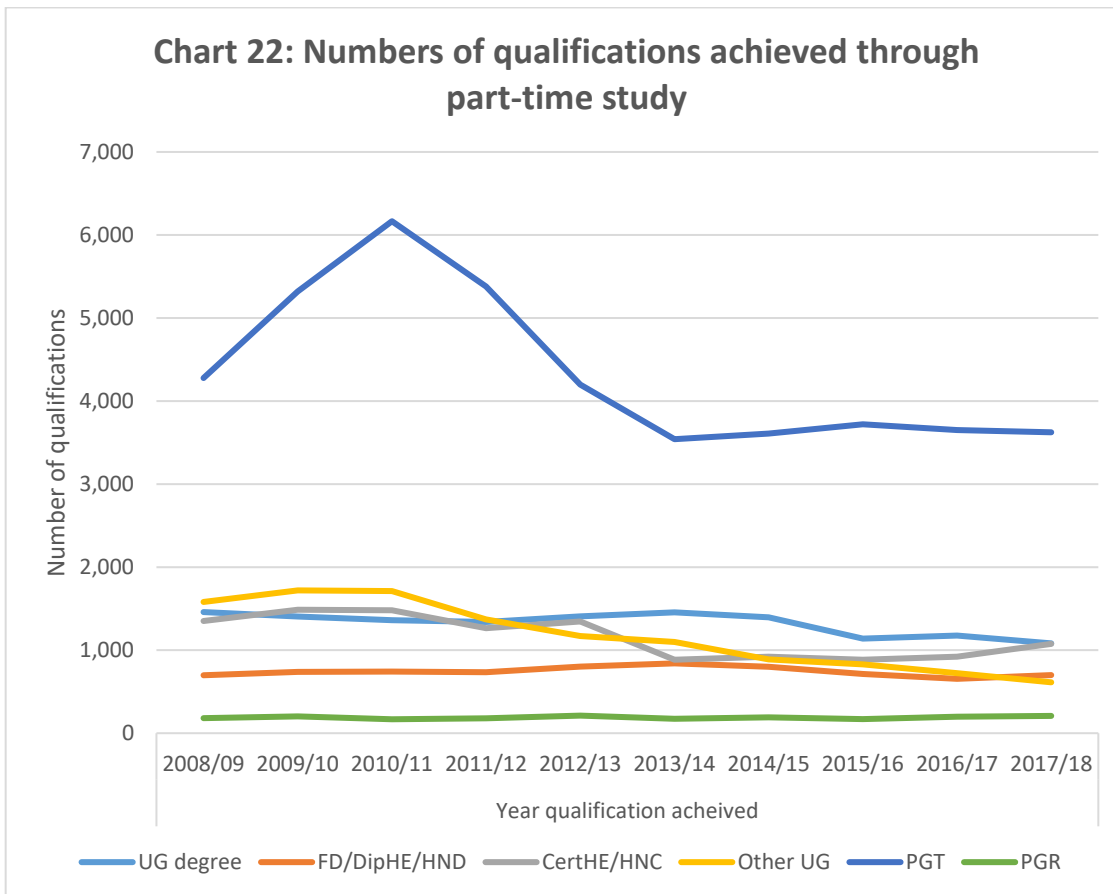
Source: HESA student record

83. The table and chart below look at the trend in qualifications achieved over the past 10 years. There is no change in the number of FD/DipHE/HNDs achieved between 2008/09 and 2017/18 and the number of PGR qualifications achieved has increased by 15%. For UG degree, CertHE/HNC, Other UG and PGT the numbers of qualifications achieved have all decreased.

**Table 24: Qualifications obtained through part-time study 2008/09, 2013/14 and 2017/18**

Qualification obtained	Year qualification achieved			% change 2008/09 to 2013/14	% change 2008/09 to 2017/18
	2008/09	2013/14	2017/18		
UG degree	1,460	1,455	1,080	0%	-26%
FD/DipHE/HND	700	840	700	20%	0%
CertHE/HNC	1,350	885	1,075	-34%	-20%
Other UG	1,580	1,100	615	-31%	-61%
PGT	4,280	3,540	3,625	-17%	-15%
PGR	180	175	210	-4%	15%
Total	9,545	7,995	7,300	-16%	-24%

Source: HESA student record



Source: HESA student record

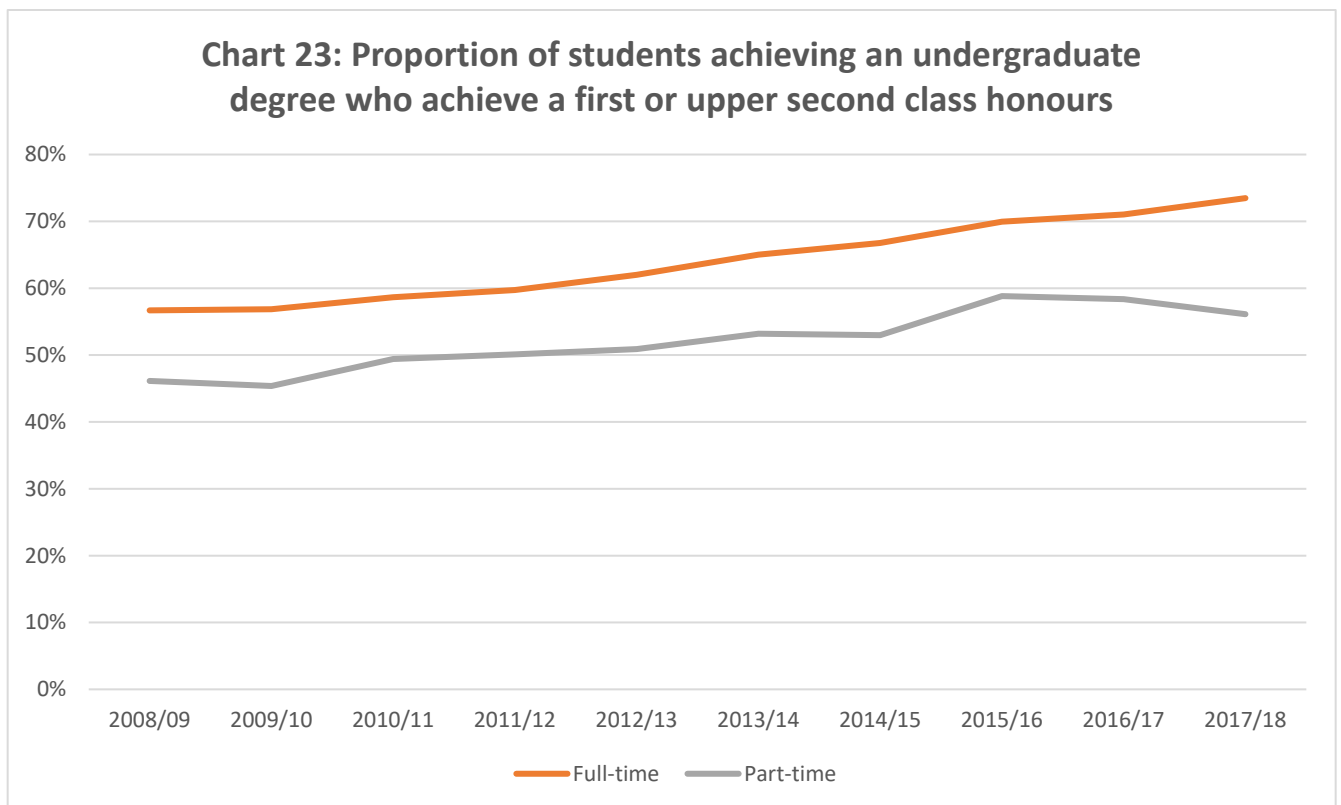
84. Looking at the class of undergraduate degree awarded and comparing full-time with part-time study, Table 25 below shows that there are some differences between modes of study in the class of degree awarded. For full-time study, the proportion of students gaining a degree in 2017/18 that were awarded a first class degree was 26%, compared to 24% for part-time students. For upper second class honours degrees the proportion is 47% for full-time students and 32% for part-time students. A closer look at the proportions being awarded either a first or second class honours shows that this difference is seen across most subjects, with the proportions in Engineering & Technology and Architecture, building and planning, Business and administrative studies and Mass communications and documentation having higher proportions for part-time. The difference is also seen across most providers, with University of Wales Trinity Saint David having a higher proportion awarded a first or upper second class honours for part-time students.
85. The Office for Students has carried out an analysis<sup>18</sup> of grade inflation in first degrees, which concluded that for UK domiciled full-time first degrees the growing proportion of first and upper second class degrees awarded cannot be fully explained by factors linked with degree attainment. Chart 23 below looks at the difference in the proportion of first and upper second class degrees awarded over time and shows that the proportion has gone up overall for both full-time and part-time students. However, for full-time students the proportion has risen year on year while for part-time students the proportion rose between 2008/09 and 2015/16 but then decreased to 2017/18. In all years the proportion of first and upper second honours classifications was lower for part-time than for full-time. In Table 25 and Chart 23, medicine and dentistry have been excluded, as undergraduate degrees in these subjects are not classified.

<sup>18</sup> [OfS grade inflation analysis](#)

**Table 25: Students achieving undergraduate degrees in 2017/18 - degree class awarded by mode of study**

Class of undergraduate degree	Number achieving degrees			Proportion awarded class		
	Full-time	Part-time	Total	Full-time	Part-time	Total
First class honours	5,455	265	5,720	26%	24%	26%
Upper second class honours	9,750	340	10,095	47%	32%	46%
Lower second class honours	4,500	245	4,745	22%	23%	22%
Third class honours	730	115	845	4%	11%	4%
Unclassified honours/Pass/Ordinary degree	260	110	370	1%	10%	2%
<b>Total</b>	<b>20,700</b>	<b>1,080</b>	<b>21,780</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: HESA student record



Source: HESA student record

86. Table 26 looks at how long students took to gain their qualification, for those students that gained the qualification they were aiming for and excludes the gain of credits. Therefore, the population of students in the following two tables is different to that used in Tables 22, 23 and 24 above. Further detail on the two populations can be found in Annex B. Table 26 looks at length of time to achieve the qualification by the level of qualification obtained and the type of study, for qualifications gained in 2017/18, where students were actively studying, achieved qualifications and left in 2017/18. It shows that for all qualifications apart from Other UG, those distance learning with the OU took the most time to gain their qualification, with other types of provision generally being more similar to each other.

**Table 26: Average time taken to achieve qualification by students gaining the qualification aimed for, by type of provision, 2017/18**

Level of qualification gained	Type of provision	Number of students	Average amount of time in years
UG degree	Distance Learning - OU	365	6.1
	Distance learning - other provider	45	3.7
	Partner	40	3.2
	Provider	465	3.6
FD/DipHE/HND	Distance Learning - OU	35	5.1
	Distance learning - other provider	45	1.7
	Partner	130	2.6
	Provider	315	2.2
CertHE/HNC	Distance Learning - OU	135	2.0
	Distance learning - other provider	5	-
	Partner	265	1.7
	Provider	430	1.5
Other UG	Distance Learning - OU	35	1.1
	Distance learning - other provider	110	1.5
	Partner	220	1.8
	Provider	195	1.3
PGT	Distance Learning - OU	75	2.9
	Distance learning - other provider	700	2.2
	Partner	15	1.0
	Provider	1,855	2.1
PGR	Distance learning - other provider	15	7.8
	Partner	5	-
	Provider	165	6.6

Source: HESA student record

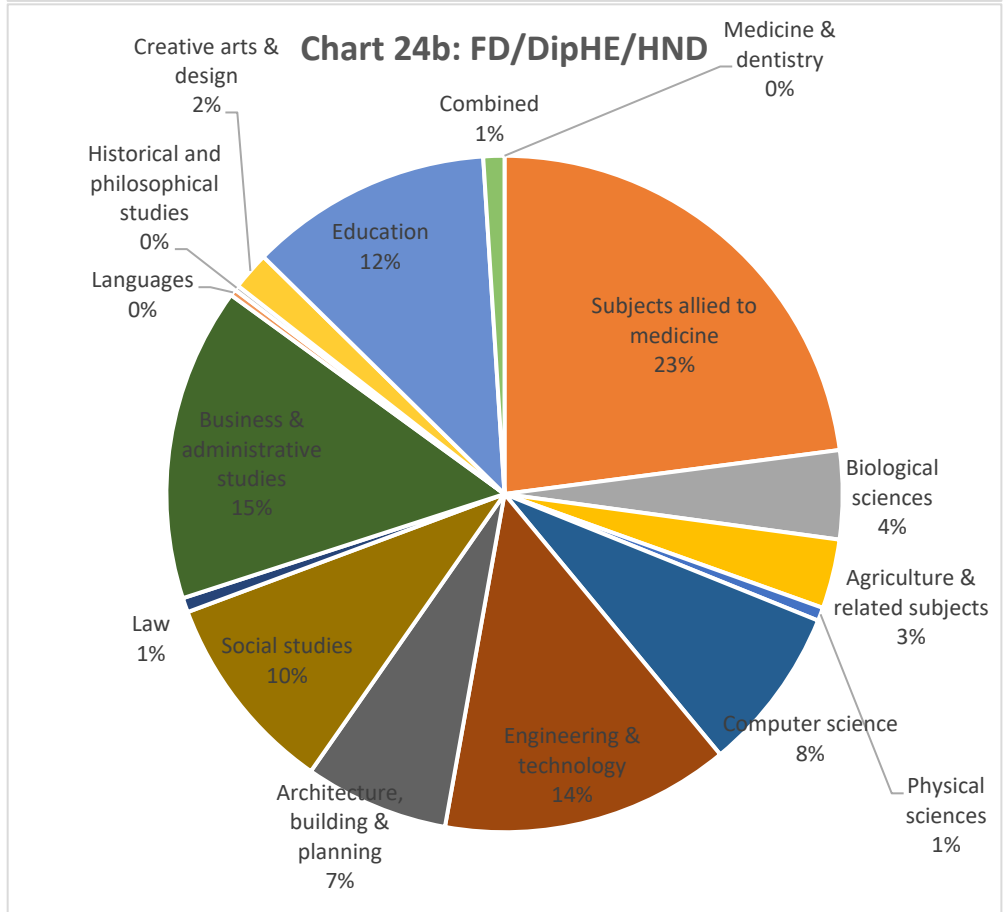
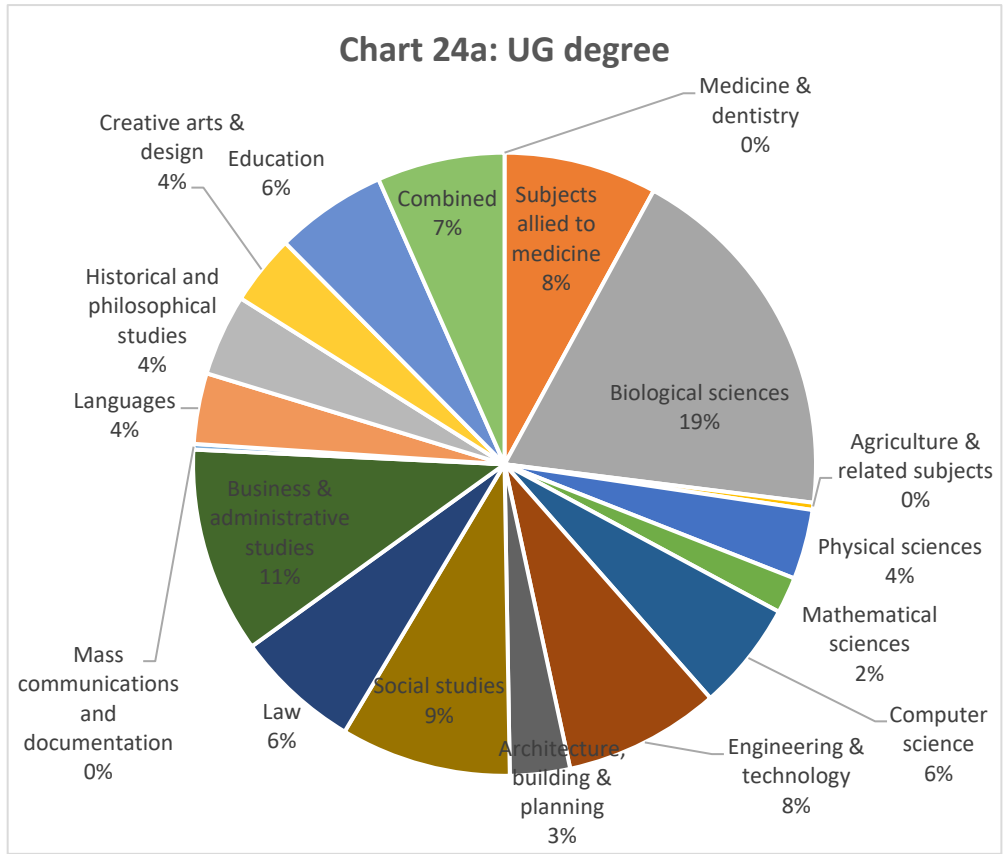
Note: the average amount of time in years is calculated by comparing the date of commencement of study to the date of ending the study.

Averages based on 7 or fewer individuals are suppressed.

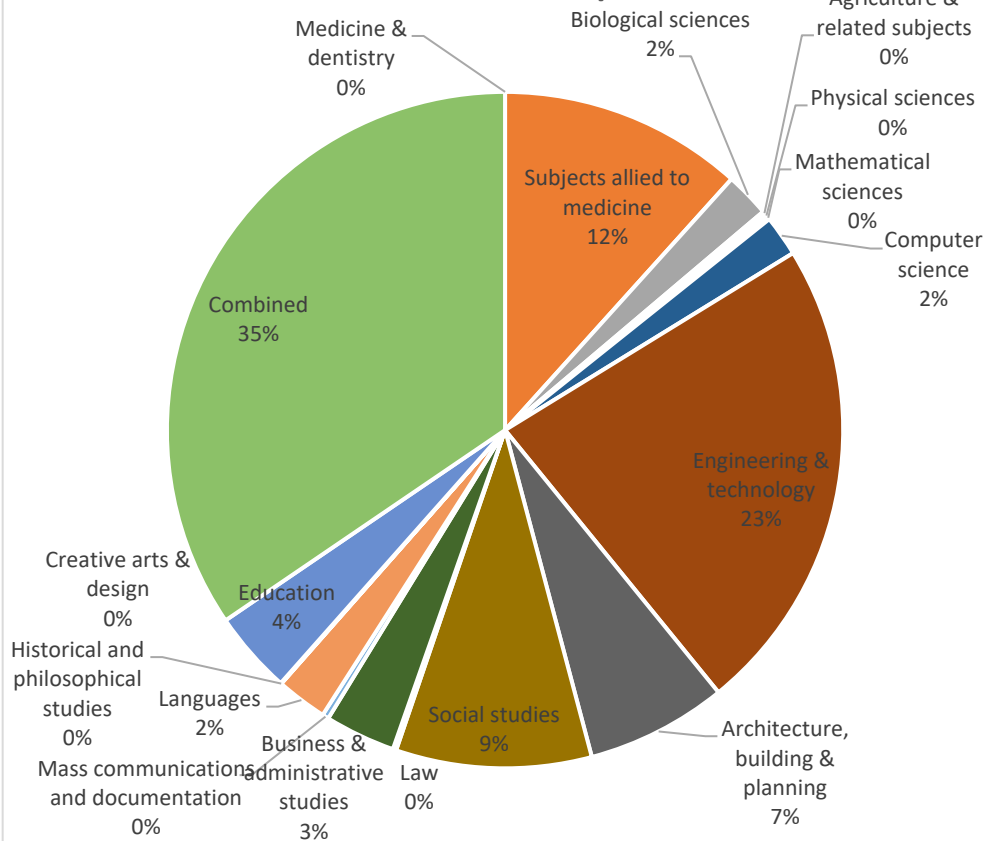
## 11. Subjects studied by part-time students

87. The distribution of subjects studied by part-time new entrants in terms of FTE, for 2017/18, by level of study, is shown in the pie charts below. This varies between levels of study and differs from the subjects studied by full-time new entrants in 2017/18 (Table 27 below).

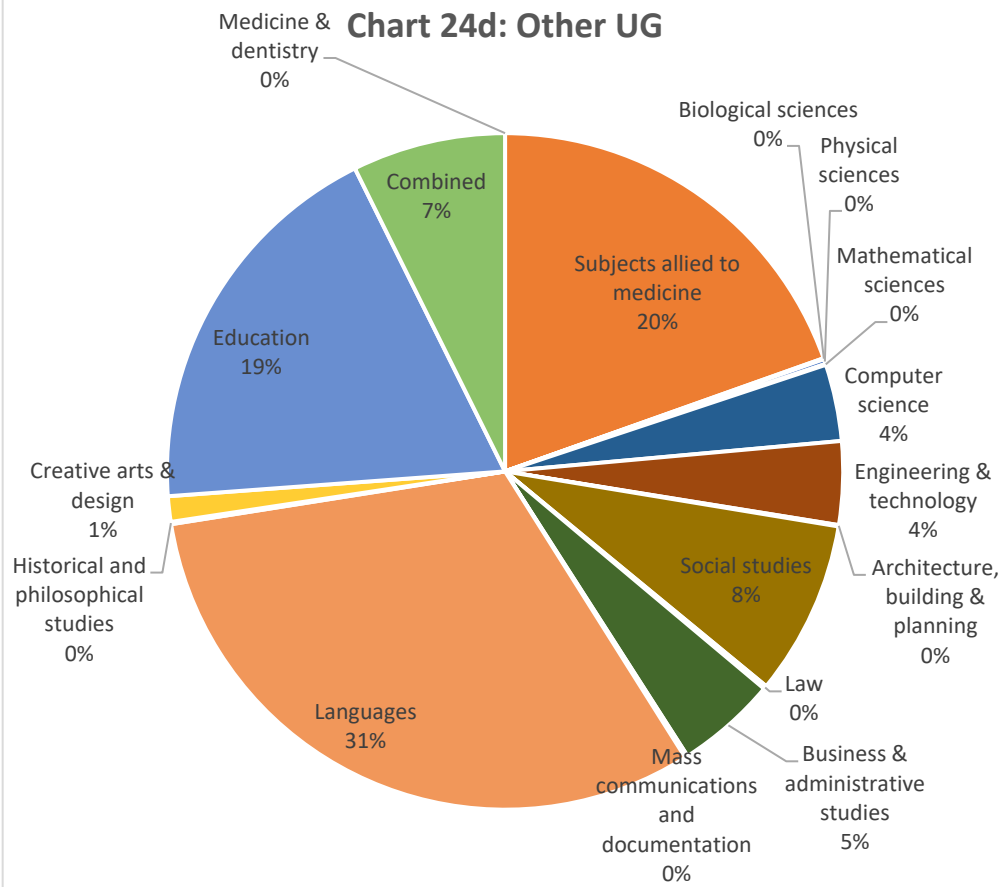
**Charts 24a to 24f: Part-time new entrant FTE by subject of study and level of study, 2017/18**



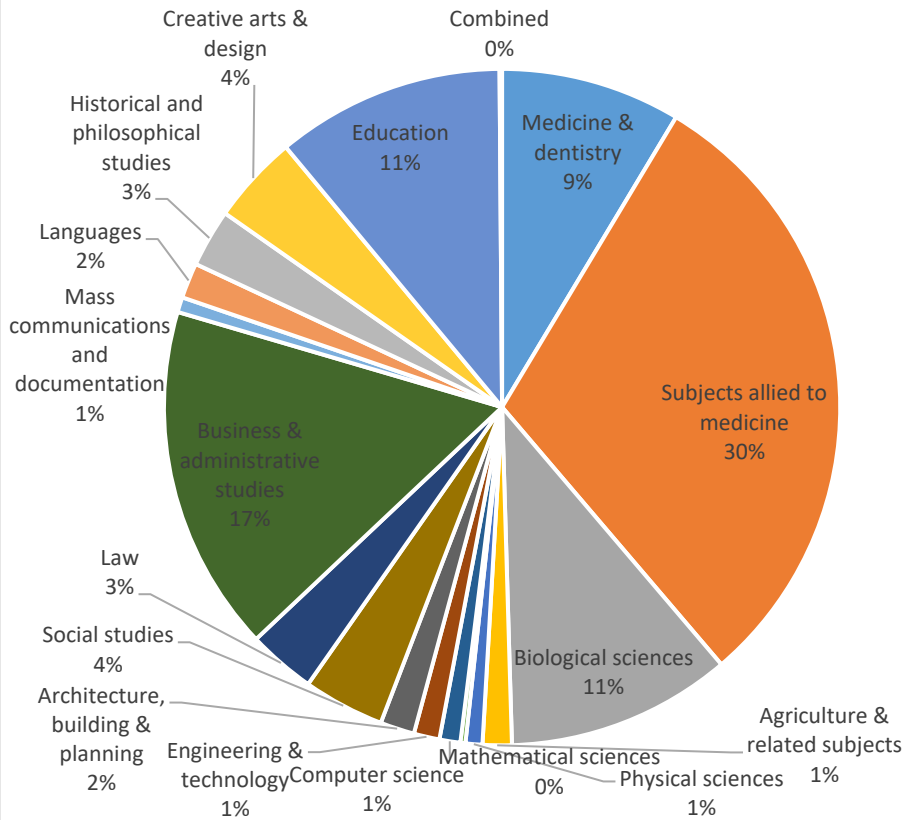
**Chart 24c: CertHE/HNC**



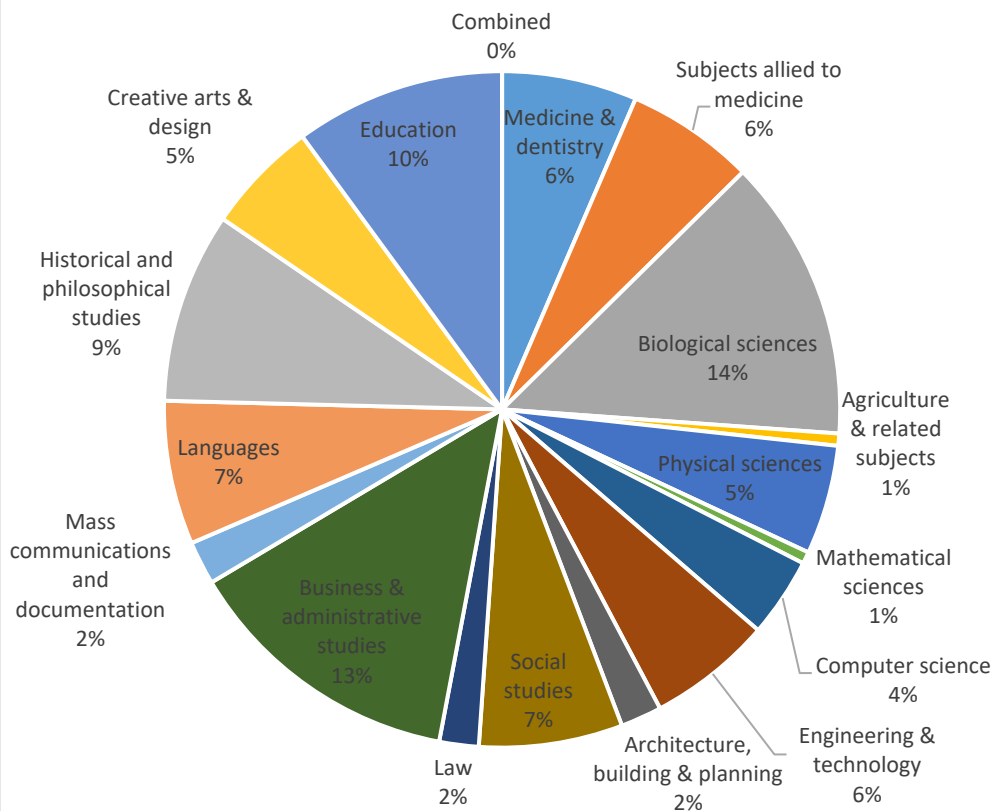
**Chart 24d: Other UG**



**Chart 24e: PGT**



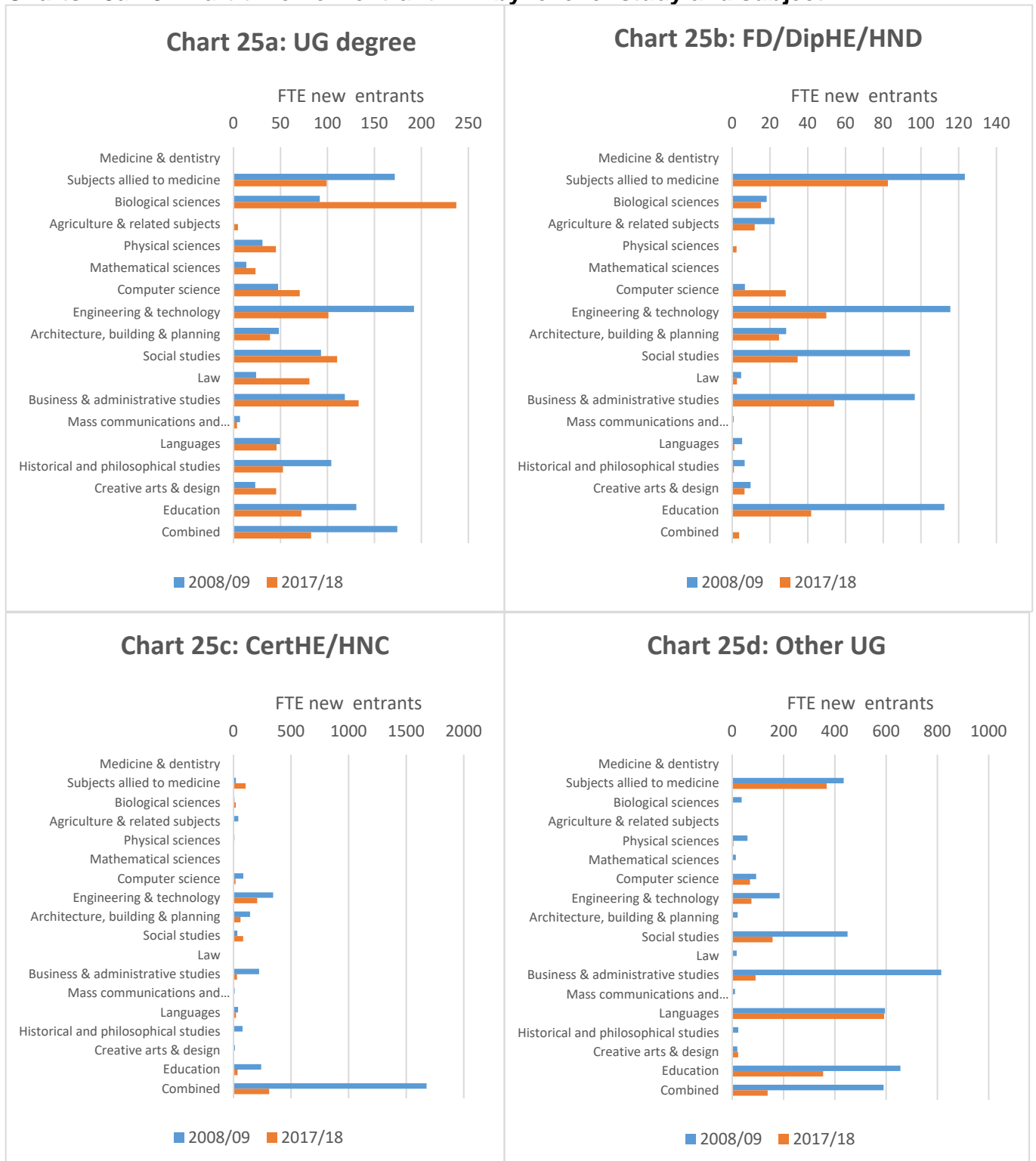
**Chart 24f: PGR**



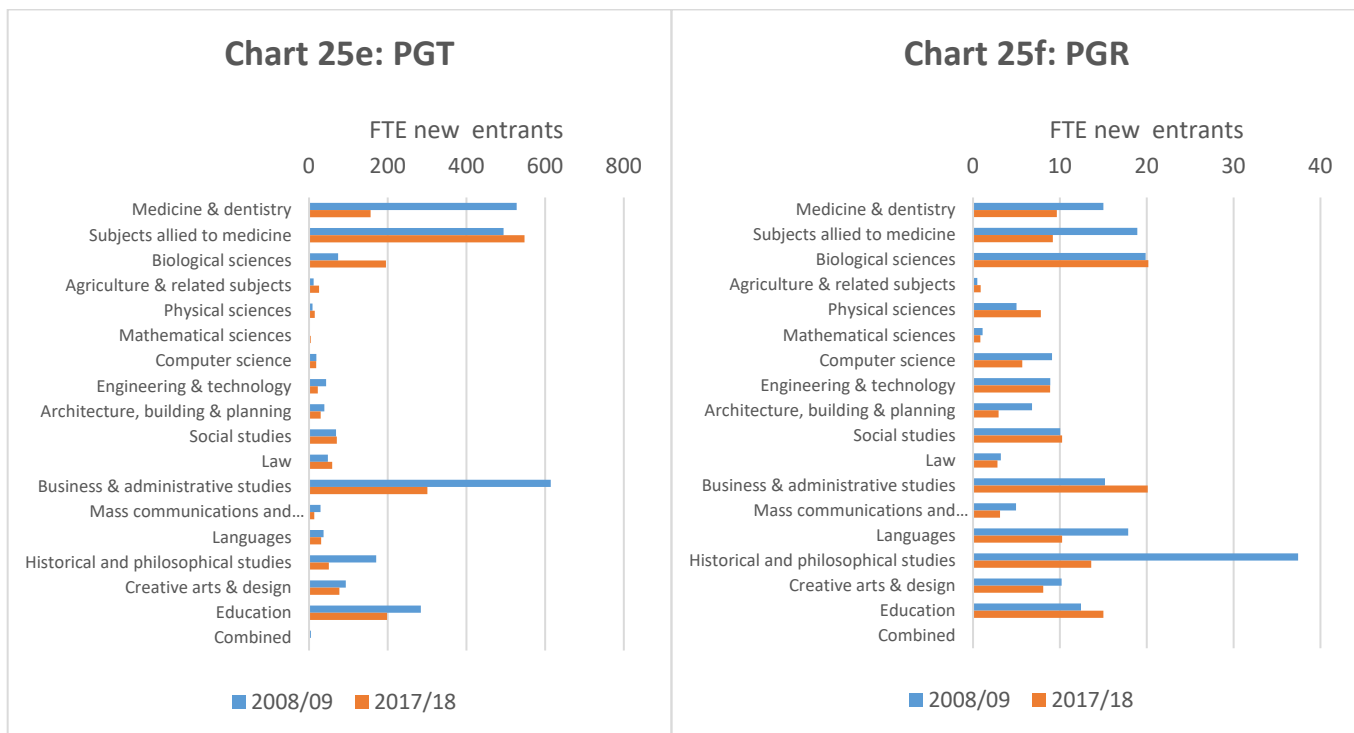
Source: HESA student record

88. The charts below show the change in the distribution of subjects studied between 2008/09 and 2017/18, for part-time new entrant FTE by level of study.

**Charts 25a-25f: Part-time new entrant FTE by level of study and subject**







Source: HESA student record

89. The charts show that there have been some changes in subject mix over the past 10 years in all levels of study. Part-time new entrant FTE has decreased in general, but in some subjects, the decreases have been particularly high. For UG degree provision, Biological sciences was the most studied subject in 2017/18, while in 2008/09 it was Engineering and technology closely followed by Subjects allied to medicine and Combined subjects. For FD/DipHE/HND provision, though still the five subjects with the most provision in 2017/18, there were large decreases in Subjects allied to medicine, Engineering and technology, Social studies, Business and administrative studies and Education. There was an increase in Computer science.
90. For CertHE/HNC new entrants the majority of the decrease was in Combined subjects. For Other UG provision, there were decreases in a number of subjects, the decrease in Business and administrative subjects being particularly large. For PGT provision, both Medicine and dentistry and Business and administrative studies had large volumes of FTE in 2008/09, which reduced in 2017/18. There was also a large number of FTE in Subjects allied to medicine in 2008/09, which remained high, and increased, in 2017/18. For PGR new entrants, Historical and philosophical studies had the largest volume of FTE in 2008/09, but this decreased substantially in 2017/18 when Business and administrative studies and Biological Sciences were the subjects with the largest FTE.
91. Table 27 shows for each level of study and subject group, the proportion of new entrants that are part-time and the proportion that are female. It is noticeable that only in the Science, technology, engineering and mathematics (STEM) group, for both full-time and part-time study, proportions that are female are less than 50%. In the STEM group, only full-time other UG entrants (56%) and part-time PGT entrants (60%) have a proportion greater than 50% that are female out of a small number. In the two other subject groups, females are disproportionately represented, particularly in the Medical subject group, in both full-time and part-time study.

**Table 27: New entrants by level, mode and subject group of study, and proportions part-time and female, 2017/18**

Level of study	Subject Group	Number of enrolments			% Female	
		Full-time	Part-time	% Part-time	Full-time	Part-time
UG degree	Medical	3,450	235	6%	78%	85%
	STEM	9,565	975	9%	38%	46%
	Other	13,210	1,310	9%	58%	62%
	<b>UG degree Total</b>	<b>26,225</b>	<b>2,520</b>	<b>9%</b>	<b>53%</b>	<b>58%</b>
FD/DipHE/HND	Medical	105	115	52%	76%	59%
	STEM	695	195	22%	28%	29%
	Other	1,115	315	22%	72%	70%
	<b>FD/DipHE/HND Total</b>	<b>1,915</b>	<b>625</b>	<b>25%</b>	<b>56%</b>	<b>55%</b>
CertHE/HNC	Medical	90	185	67%	95%	79%
	STEM	45	470	91%	29%	15%
	Other	1,785	2,605	59%	43%	63%
	<b>CertHE/HNC Total</b>	<b>1,920</b>	<b>3,260</b>	<b>63%</b>	<b>45%</b>	<b>57%</b>
Other UG	Medical	45	1,940	98%	91%	79%
	STEM	75	670	90%	56%	19%
	Other	555	5,450	91%	68%	63%
	<b>Other UG Total</b>	<b>675</b>	<b>8,065</b>	<b>92%</b>	<b>68%</b>	<b>64%</b>
PGT	Medical	480	2,030	81%	65%	73%
	STEM	2,205	785	26%	44%	60%
	Other	6,730	2,400	26%	59%	60%
	<b>PGT Total</b>	<b>9,420</b>	<b>5,215</b>	<b>36%</b>	<b>56%</b>	<b>65%</b>
PGR	Medical	190	45	19%	58%	59%
	STEM	840	100	11%	42%	38%
	Other	390	195	33%	53%	53%
	<b>PGR Total</b>	<b>1,425</b>	<b>340</b>	<b>19%</b>	<b>47%</b>	<b>49%</b>
Total	Medical	4,365	4,550	51%	76%	76%
	STEM	13,430	3,200	19%	39%	38%
	Other	23,785	12,270	34%	58%	63%
	<b>Total</b>	<b>41,580</b>	<b>20,020</b>	<b>32%</b>	<b>54%</b>	<b>62%</b>

Source: HESA Student Record

Note: Medical = Medicine, Dentistry & Subjects allied to medicine

STEM = Biological sciences, Veterinary sciences, Agriculture, Physical Sciences, Mathematical sciences, Computer sciences, Engineering & technology

Other = all other subjects

92. Tables 28a and 28b look at where activity in each of the subject groups takes place, for part-time new entrant FTE. The location of study is taken to be the location of the campus attended for provider based provision, the location of the partner for provision taken at a partner and the home address of the student for distance learning provision. Provision taking place outside Wales is accounted for by distance learning and campuses outside Wales.

**Table 28a: Part-time undergraduate new entrant FTE by subject group and location of study 2017/18**

Subject group	Total FTE	Proportion of FTE in each location of study					
		Cardiff	South East Wales (excl. Cardiff)	South West Wales	Mid Wales	North Wales	Outside Wales
Medicine & dentistry	0						
Subjects allied to medicine	655	11%	38%	26%	0%	25%	0%
Biological sciences	275	15%	38%	20%	9%	19%	0%
Agriculture & related subjects	20	-	-	-	-	-	-
Physical sciences	55	17%	36%	15%	4%	29%	0%
Mathematical sciences	25	9%	46%	21%	5%	19%	0%
Computer science	185	16%	21%	17%	3%	43%	1%
Engineering & technology	430	1%	26%	26%	1%	46%	0%
Architecture, building & planning	125	6%	44%	24%	0%	27%	0%
Social studies	385	14%	28%	27%	5%	25%	1%
Law	90	15%	35%	27%	12%	11%	0%
Business & administrative studies	310	6%	53%	17%	1%	19%	4%
Mass communications and documentation	10	-	-	-	-	-	-
Languages	660	66%	3%	7%	5%	19%	0%
Historical and philosophical studies	55	19%	26%	32%	6%	16%	1%
Creative arts & design	75	22%	20%	26%	4%	28%	0%
Education	505	11%	23%	17%	6%	41%	2%
Combined	535	61%	13%	18%	2%	6%	0%
<b>Total</b>	<b>4,385</b>	<b>25%</b>	<b>26%</b>	<b>20%</b>	<b>4%</b>	<b>25%</b>	<b>1%</b>

Source: HESA student record

South East Wales includes Caerphilly, Newport, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff and Merthyr Tydfil.

South West Wales includes Swansea, Carmarthenshire, Pembrokeshire and Neath Port Talbot.

North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.

93. The spread of subjects across the regions of Wales is not uniform. Some subjects are concentrated in particular regions, while some regions have very little of particular subjects taking place there.
94. For part-time undergraduate entrants, about 25% of the FTE takes place in Cardiff. A proportionately larger share of Languages and Combined provision takes place in Cardiff, with 66% and 61% of the total FTE respectively, but only 1% of the total FTE of Engineering and Technology provision takes place there. Only a small amount of provision takes place in Mid Wales overall (4%) but 12% of the Law FTE takes place there. 26% of the overall FTE is delivered in South East Wales, excluding Cardiff. However, while South East Wales delivers only 3% of the Languages FTE, it delivers over 40% of the FTE for Architecture, building and planning (44%), Mathematical Sciences (46%) and Business and administrative studies (53%). In South West Wales, only 7% of Languages FTE takes place there, but 20% of the FTE overall. In North Wales, 25% of the FTE overall is studied there, but 46% of Engineering and technology FTE, 43% of Computer Science and 41% of Education. It should be noted in looking at this analysis that the numbers are small in some of the subject groups.

**Table 28b: Part-time postgraduate new entrant FTE by subject group and location of study 2017/18**

Subject group	Total FTE	Proportion of FTE in each location of study					
		Cardiff	South East Wales (excl. Cardiff)	South West Wales	Mid Wales	North Wales	Outside Wales
Medicine & dentistry	165	69%	0%	0%	0%	1%	30%
Subjects allied to medicine	555	40%	13%	15%	0%	13%	20%
Biological sciences	215	29%	40%	4%	1%	14%	13%
Agriculture & related subjects	25	1%	0%	2%	7%	72%	18%
Physical sciences	20	25%	15%	31%	3%	3%	24%
Mathematical sciences	5	-	-	-	-	-	-
Computer science	25	45%	18%	14%	0%	23%	0%
Engineering & technology	30	33%	21%	21%	2%	17%	6%
Architecture, building & planning	35	89%	6%	3%	0%	0%	2%
Social studies	80	49%	10%	24%	2%	7%	9%
Law	60	61%	15%	11%	1%	3%	9%
Business & administrative studies	320	31%	31%	15%	2%	14%	7%
Mass communications and documentation	15	-	-	-	-	-	-
Languages	40	41%	9%	17%	17%	6%	9%
Historical and philosophical studies	65	23%	4%	14%	7%	11%	40%
Creative arts & design	85	62%	11%	7%	9%	12%	0%
Education	215	26%	20%	17%	2%	14%	21%
Combined	0	12%	16%	50%	8%	16%	0%
<b>Total</b>	<b>1,965</b>	<b>40%</b>	<b>18%</b>	<b>12%</b>	<b>2%</b>	<b>12%</b>	<b>16%</b>

Source: HESA student record

South East Wales includes Caerphilly, Newport, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff and Merthyr Tydfil.

South West Wales includes Swansea, Carmarthenshire, Pembrokeshire and Neath Port Talbot.

Mid Wales includes Powys and Ceredigion.

North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.

Outside Wales includes a small number (5) whose location within Wales cannot be determined.

95. For part-time postgraduate entrants, the overall FTE is more concentrated in Cardiff than for undergraduate provision (40%), and a larger percentage is based outside Wales (16%). The FTE also tends to be concentrated in particular subjects, with Medicine and Dentistry, Subjects allied to medicine, Biological sciences, Business & administrative studies and Education accounting for 75% of the total FTE of part-time postgraduate new entrants.
96. Medicine and dentistry provision is concentrated in Cardiff (69%), with most of the rest taking place outside Wales. 40% of Biological sciences and 31% of Business and administrative studies provision takes place in South East Wales, excluding Cardiff, with most of the rest of that provision taking place in Cardiff. 40% of Subjects allied to medicine provision takes place in Cardiff with the rest of the FTE fairly evenly spread between South East Wales, excluding Cardiff, South West Wales and North Wales. Mid Wales has a low proportion of the postgraduate new entrant FTE overall (2%) though has 17% of the Languages provision, which has a small 40 FTE total.

## 12. Welsh fluency and Welsh medium provision

97. Data about Welsh speaking ability is collected on the HESA student record, for Welsh domiciles in Welsh HE providers only. The reporting is based on a self-assessment by the student and so is not a formal measurement of Welsh speaking ability.
98. Of those Welsh domiciled new entrants studying part-time in 2017/18, 13% were fluent Welsh speakers and 15% were Welsh speakers but not fluent. The proportions did not differ by level of study looking at undergraduate and postgraduate as two groups though there were some variations between qualifications within level of study (see Chart 27 below). Analysis using data from the Welsh language use survey 2013-15<sup>19</sup> estimates the proportion of the population of Wales who speak Welsh fluently to be 11% and the proportion who speak Welsh but not fluently to be 12%.
99. For full-time Welsh domiciled new entrants, 17% were reported as being fluent in Welsh and 16% were reported as Welsh speakers but not fluent. Of the total new entrant fluent Welsh speakers, just over a third (36%) chose to study part-time in 2017/18. For non-fluent Welsh speakers, the figure was 41% and for non-Welsh speakers, the figure was 44%. It should be noted that a higher proportion of unknown values for Welsh speaking ability was returned for part-time students (14%) compared to full-time students (1%). Figures are shown in Table 29 below.

**Table 29: Welsh domiciled new entrants' Welsh speaking ability by mode of study 2017/18**

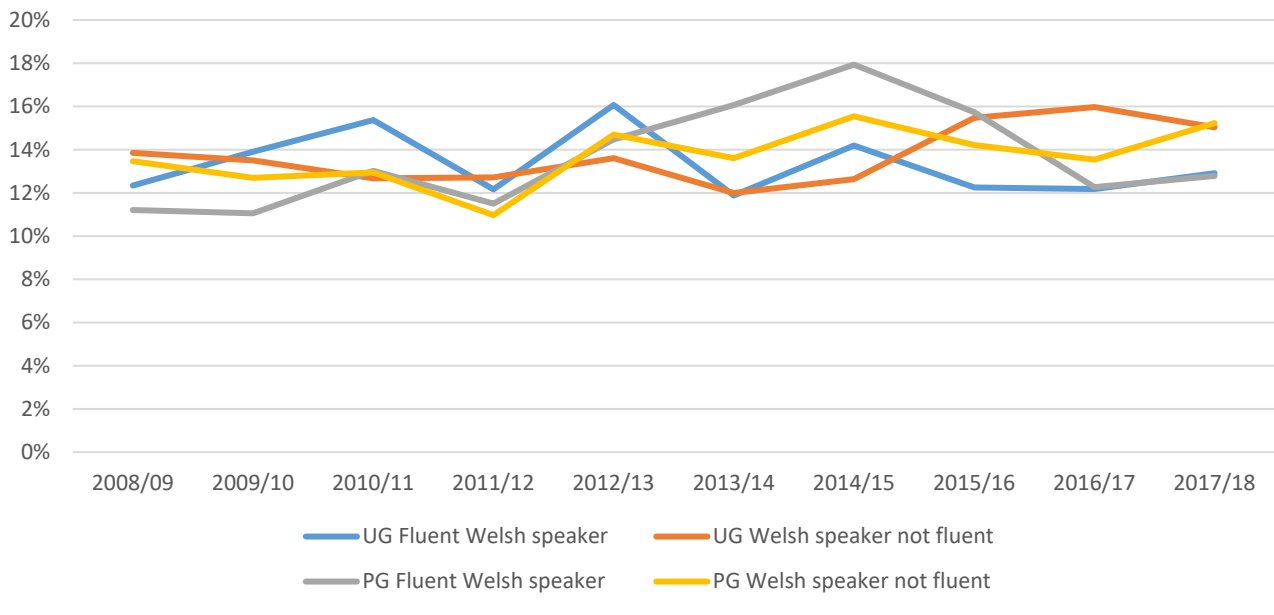
Welsh speaking ability	Number of new entrants			Percentage of total with known ability			Percentage part-time
	Full-time	Part-time	Total	Full-time	Part-time	Total	
Fluent	2,910	1,660	4,565	17%	13%	15%	36%
Not fluent	2,825	1,945	4,770	16%	15%	16%	41%
Not a Welsh speaker	11,595	9,280	20,875	67%	72%	69%	44%
Unknown	215	2,165	2,380				91%
Total	17,545	15,045	32,595	100%	100%	100%	46%

Source: HESA student record

100. The chart below shows there were some variations over the past 10 years with the proportion with some Welsh speaking ability showing a general increase.

<sup>19</sup> [Welsh language use in Wales, 2013-2015](#)

**Chart 26: Proportion of part-time Welsh domiciled new entrants with some Welsh speaking ability by level of study**



Source: HESA student record

101. The volume of provision taken through the medium of Welsh is shown in Table 30 below, for Welsh domiciled students. The proportion of students taking some of their provision through the medium of Welsh is small for part-time new entrants, at 3% for postgraduate provision and 4% for undergraduate provision. For full-time provision, the proportions are higher, at 18% for postgraduate provision and 11% for undergraduate provision.
102. For part-time provision, the majority of Welsh medium activity takes place as provision at the provider. This is also the case for full-time provision where all Welsh medium provision takes place at the provider.
103. Most part-time provision with some Welsh medium activity has a proportion of more than 75% through the medium of Welsh, with the next largest group being those with 25% or less of their provision through the medium of Welsh. In contrast, for full-time provision, the majority have 25% or less of their activity through the medium of Welsh.

**Table 30: Welsh domiciled new entrants by mode, level and proportion of activity through the medium of Welsh 2017/18**

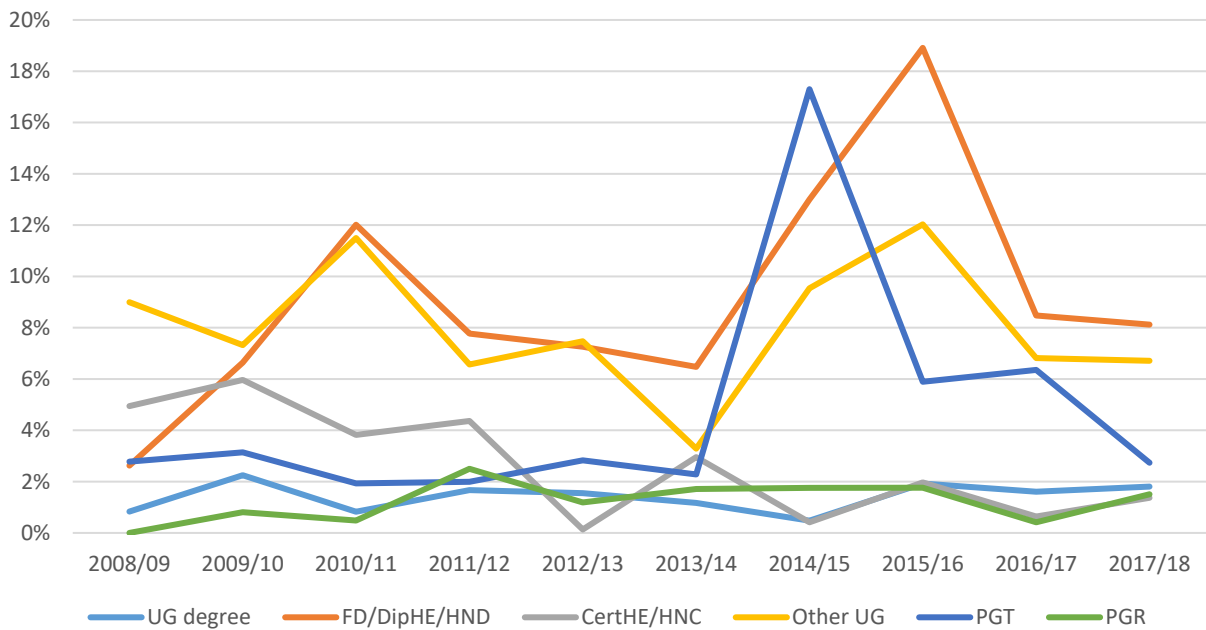
Mode of study	Level of study	Type of provision	Number with no Welsh medium activity	Number by proportion of activity through the medium of Welsh					Percentage with some provision through the medium of Welsh
				>0% and ≤ 25%	>25% and ≤ 50%	>50% and ≤ 75%	>75%	Total	
PT	PG	DL - OU	180	0	0	0	0	0	0%
		DL - other	280	0	10	0	0	10	4%
		Provider	2,940	40	10	5	30	80	3%
		<b>Total</b>	<b>3,395</b>	<b>40</b>	<b>20</b>	<b>5</b>	<b>30</b>	<b>95</b>	<b>3%</b>
	UG	DL - OU	2,480	55	5	0	0	60	2%
		DL - other	275	0	0	0	30	30	10%
		Partner	1,165	0	0	0	0	0	0%
		Provider	7,125	55	90	15	265	420	6%
		<b>Total</b>	<b>11,050</b>	<b>110</b>	<b>90</b>	<b>15</b>	<b>295</b>	<b>510</b>	<b>4%</b>
	FT	PG	DL - other	25	0	0	0	0	0
Partner			0	0	0	0	0	0	-
Provider			2,780	335	45	45	170	595	18%
<b>Total</b>			<b>2,805</b>	<b>335</b>	<b>45</b>	<b>45</b>	<b>170</b>	<b>595</b>	<b>18%</b>
UG		DL - other	35	0	0	0	0	0	0%
		Partner	970	0	0	0	0	0	0%
		Provider	11,580	700	385	120	355	1,565	12%
		<b>Total</b>	<b>12,580</b>	<b>700</b>	<b>385</b>	<b>120</b>	<b>355</b>	<b>1,565</b>	<b>11%</b>
<b>Total</b>			<b>29,835</b>	<b>1,185</b>	<b>545</b>	<b>185</b>	<b>845</b>	<b>2,760</b>	<b>8%</b>

Source: HESA student record

Notes: DL = distance learning, PT = part-time, FT = full-time, PG = postgraduate, UG = undergraduate, OU = Open University. Welsh language courses are included.

104. Chart 27 shows that provision through the medium of Welsh has varied over the past ten years by level of study for part-time entrants, with no particular pattern to be seen. Undergraduate provision that isn't a degree and PGT provision have the highest levels of Welsh medium provision and there are peaks in proportions in some years.

**Chart 27: Proportion of part-time new entrants with some study through the medium of Welsh by level of study**



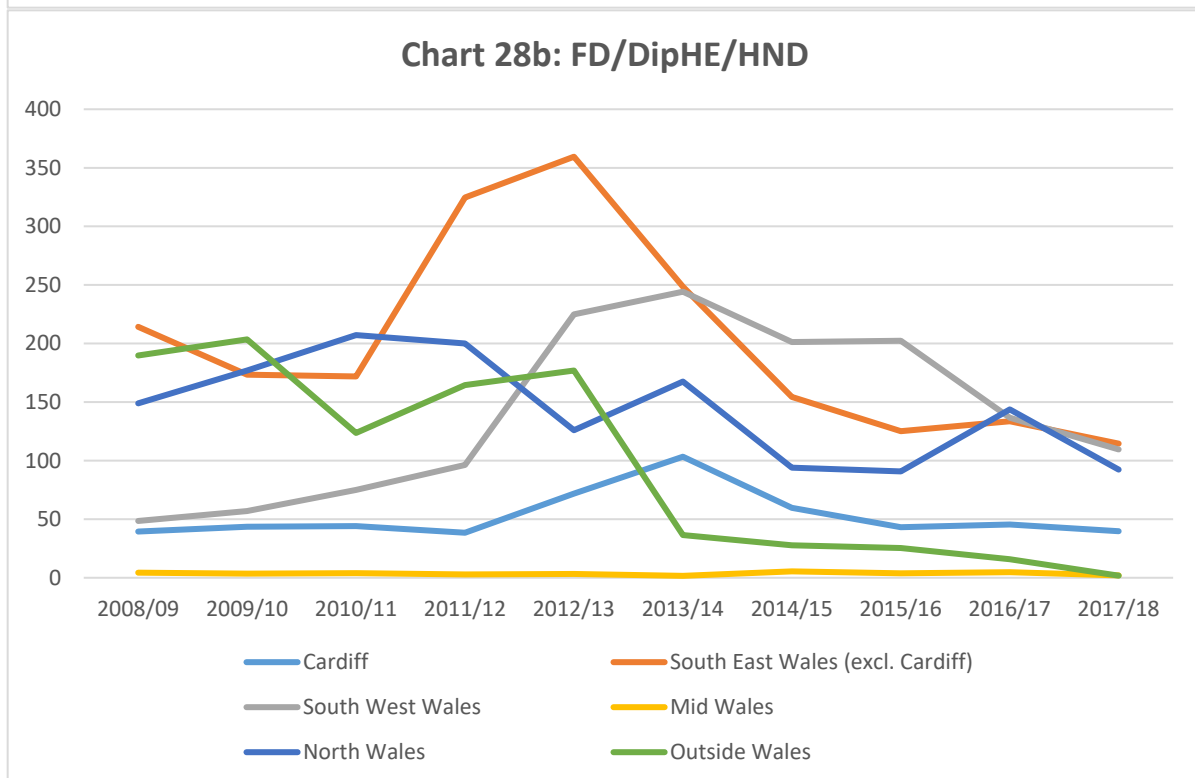
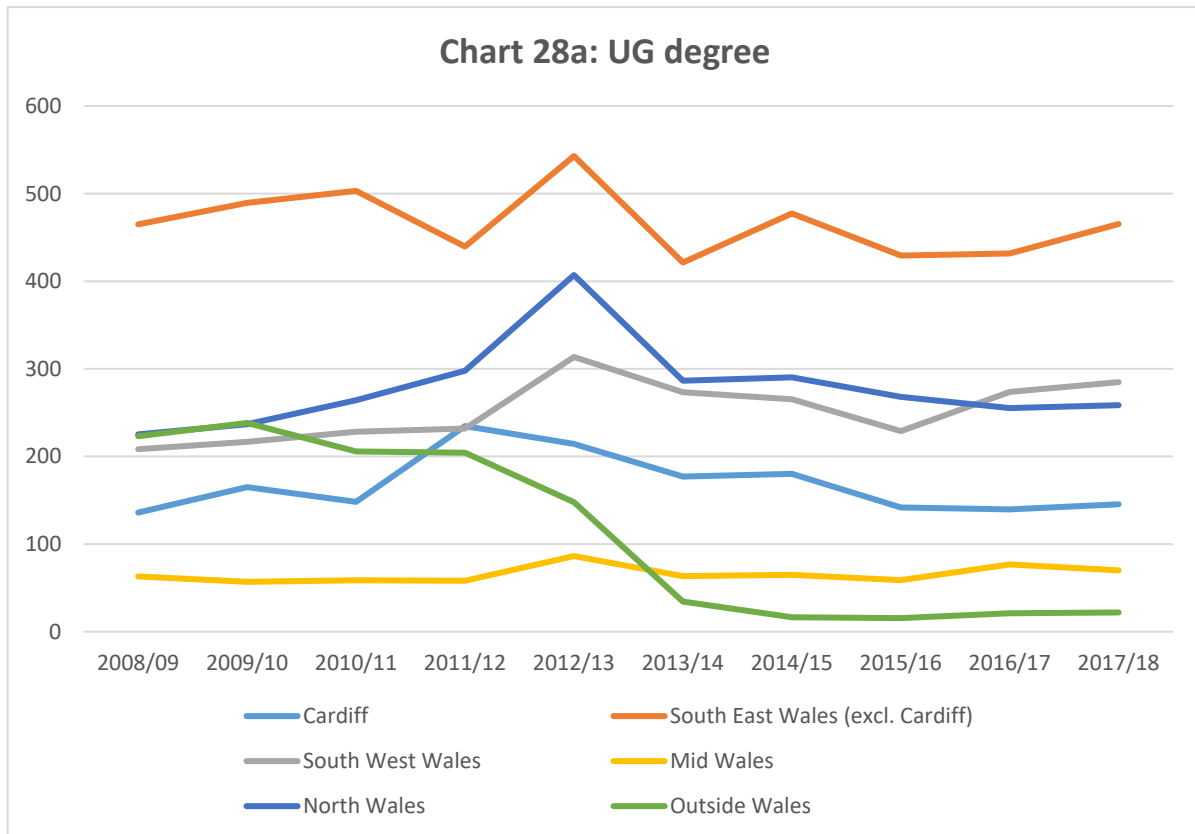
Source: HESA student record

### 13. Where students study and where they are from

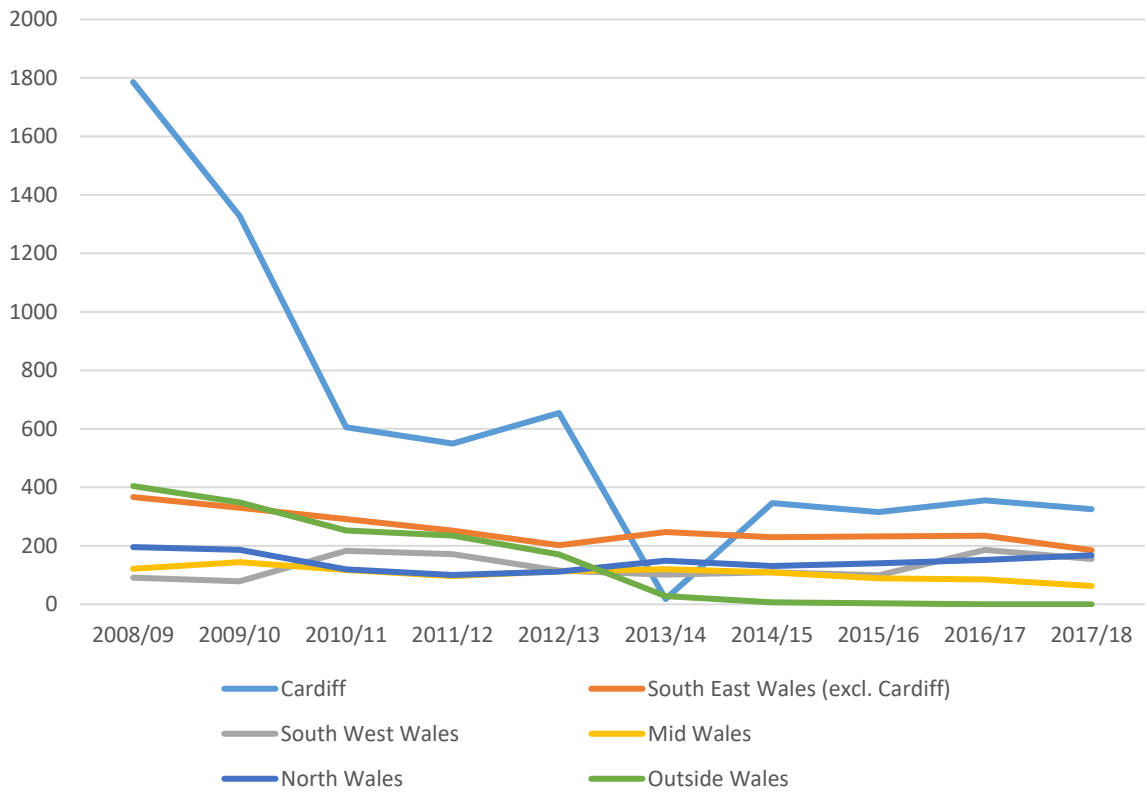
105. The charts below show where students studied in each of the 10 years, by level of study. In this analysis, the location of study for distance learning students is at their home address on entry to study. The location for students at a partner is the partner location. For those at the provider, it is the relevant campus of the provider.
106. The charts show that the degree of decrease and the amount of provision offered differs by location. Each location would not be expected to have the same amount of provision given differing demographics though some locations have lost relatively more provision over the 10 year period than others.



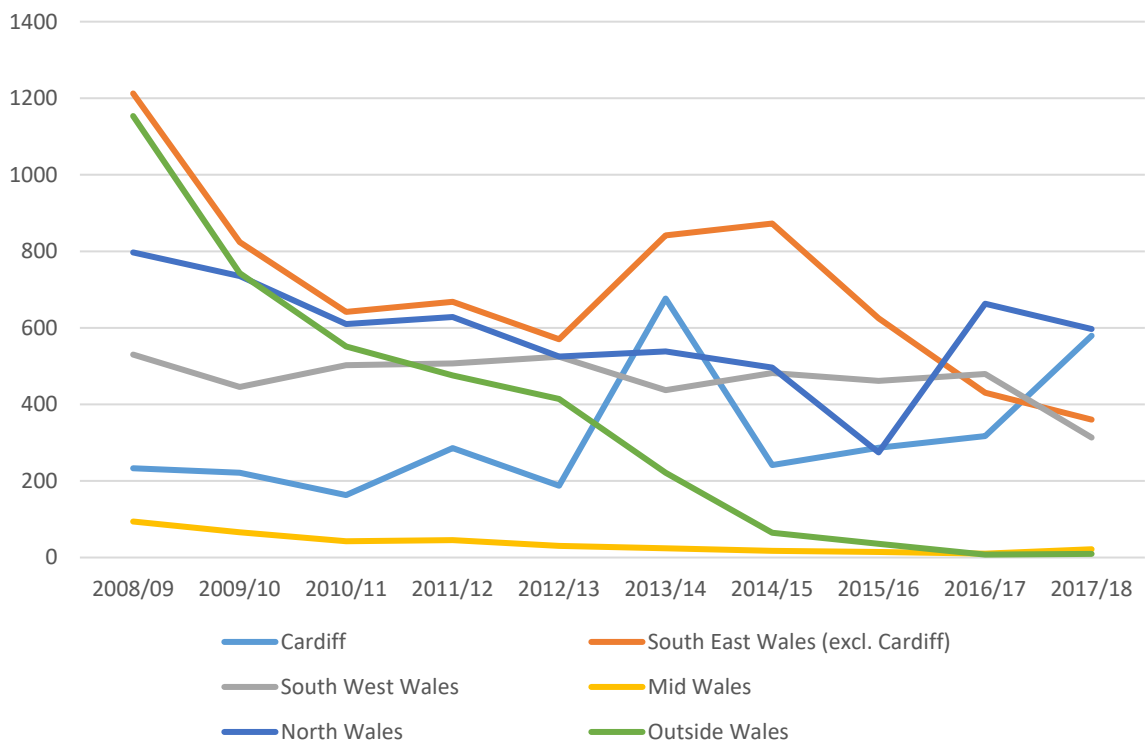
**Charts 28a – 28f: Part-time new entrant FTE by region of location of study**



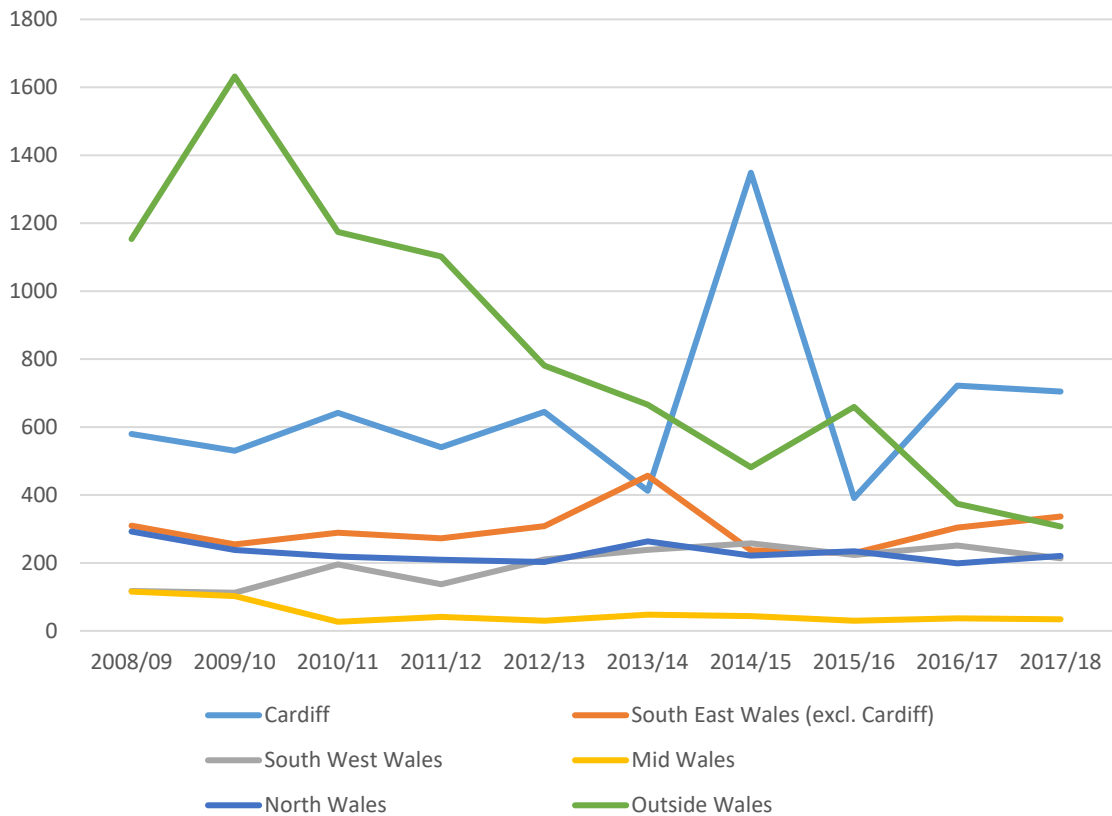
**Chart 28c: CertHE/HNC**



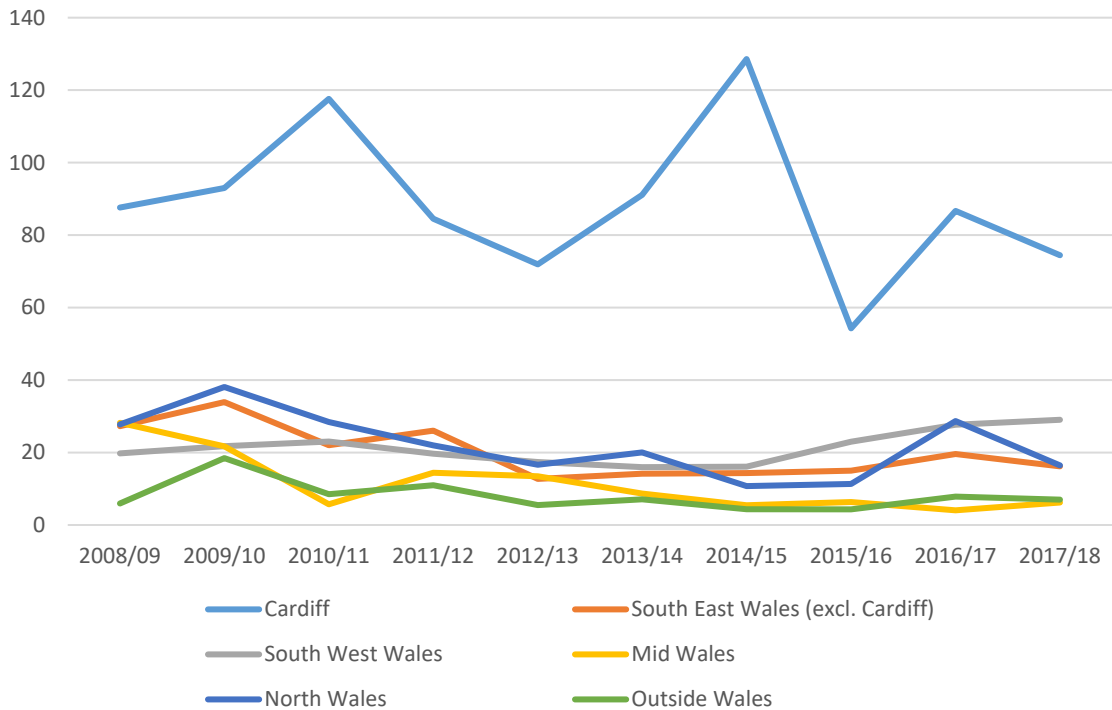
**Chart 28d: Other UG**



**Chart 28e: PGT**



**Chart 28f: PGR**



Source: HESA student record

Note: South East Wales includes Caerphilly, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff, Merthyr Tydfil and Newport.

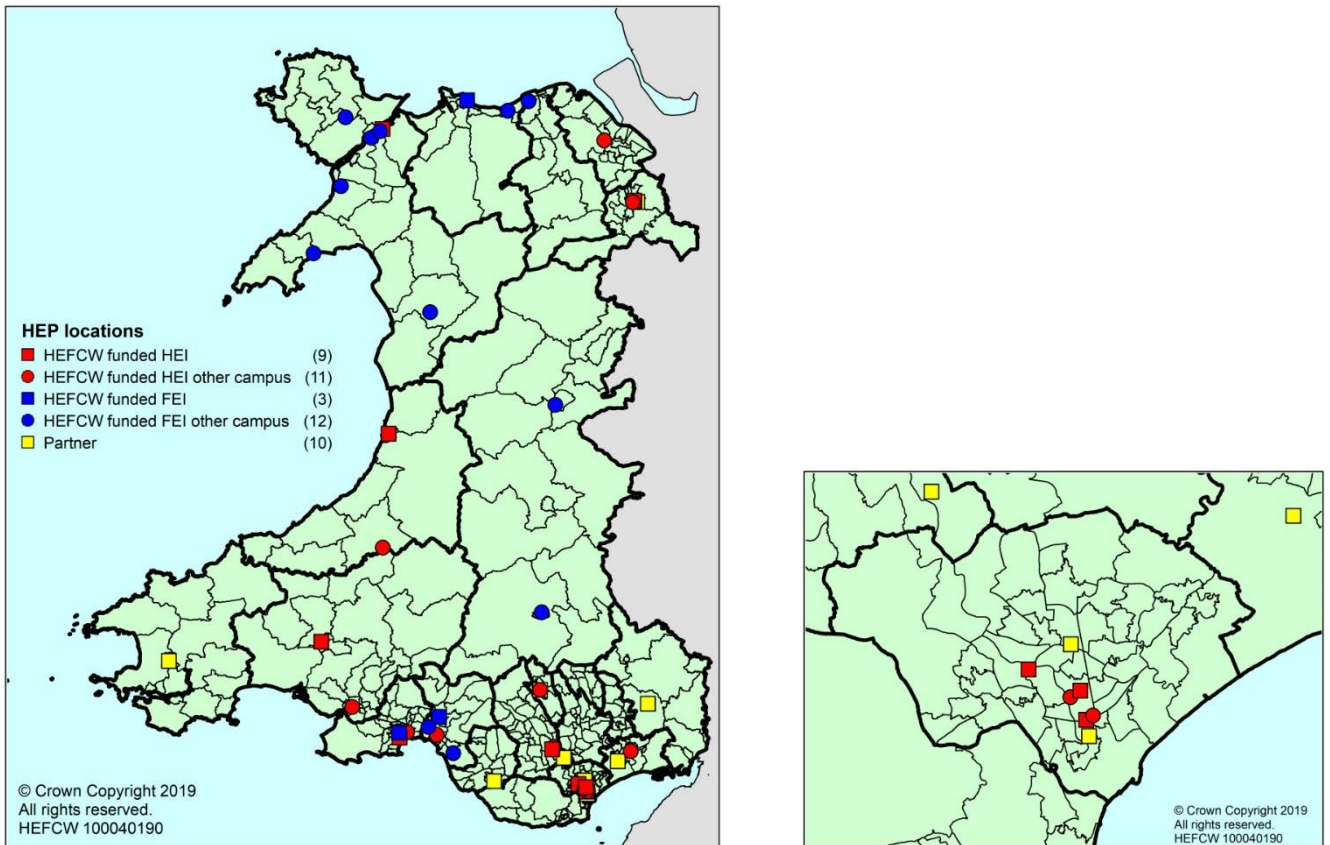
South West Wales includes Carmarthenshire, Pembrokeshire, Neath Port Talbot and Swansea.

Mid Wales includes Powys and Ceredigion.

North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.

107. Map 1 below shows where providers of HE, including separate campuses and franchise locations, are located, to provide context to the analysis in this section. The locations are also shown on the other maps in this section. The inset map in all the maps below shows locations in Cardiff.

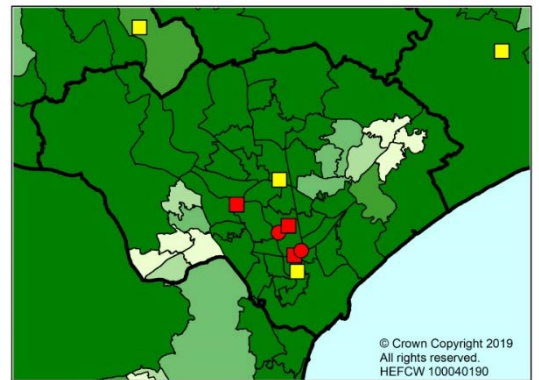
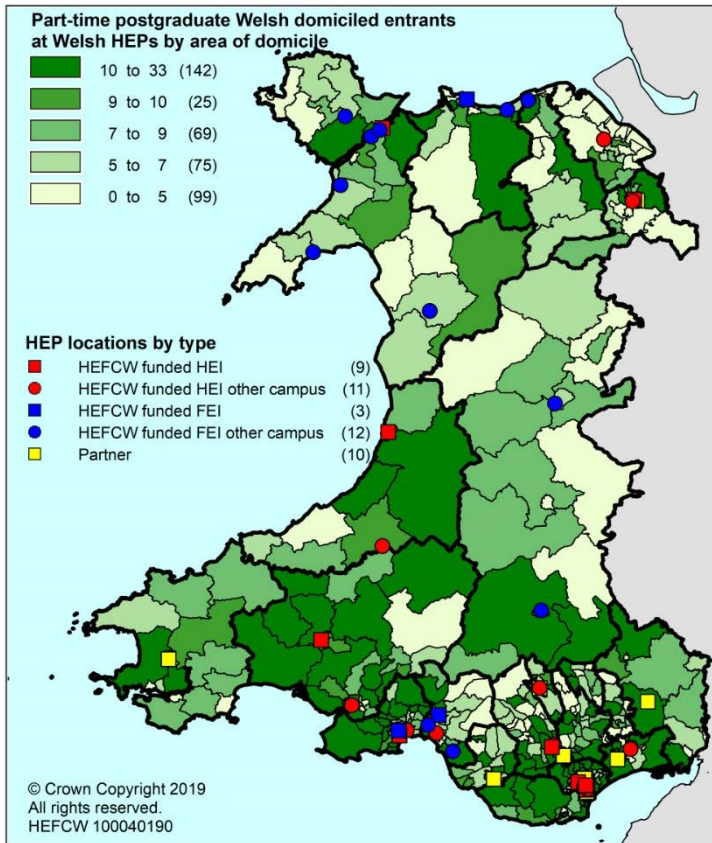
**Map 1: Location of providers of higher education in Wales**



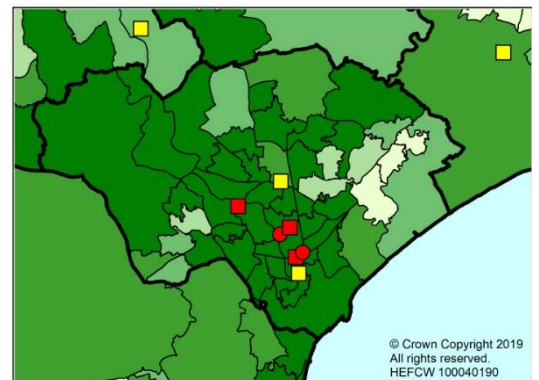
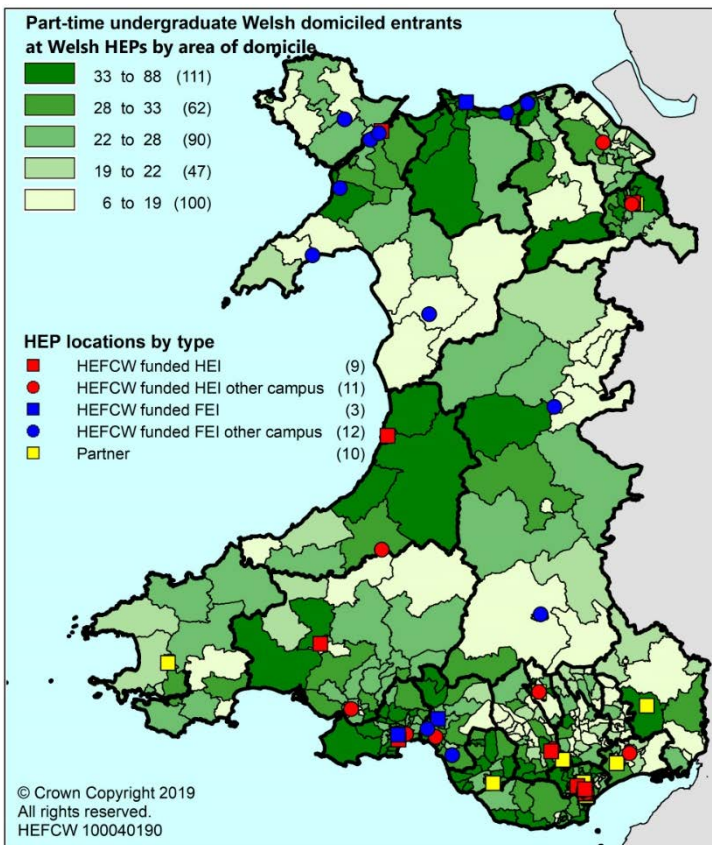
108. Maps 2 and 3 below show where Welsh domiciled part-time entrants come from in Wales, split into postgraduate and undergraduate study. The shades of green on the map represent the density of students, with darker shades having higher density. The divisions into area are based on the middle super output areas from the census geography<sup>20</sup> used by the Office for National Statistics.

<sup>20</sup> [ONS census geography](#)

**Map 2: Part-time postgraduate Welsh domiciled new entrants by area of domicile**



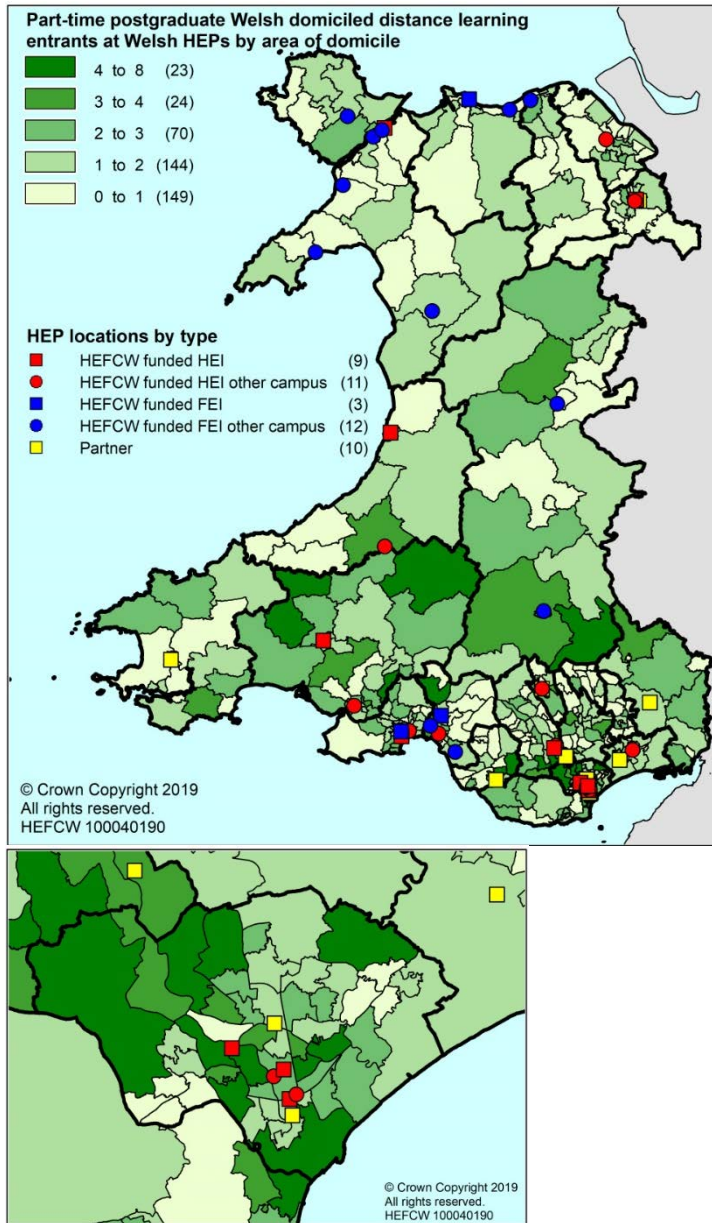
**Map 3: Part-time undergraduate Welsh domiciled new entrants by area of domicile**



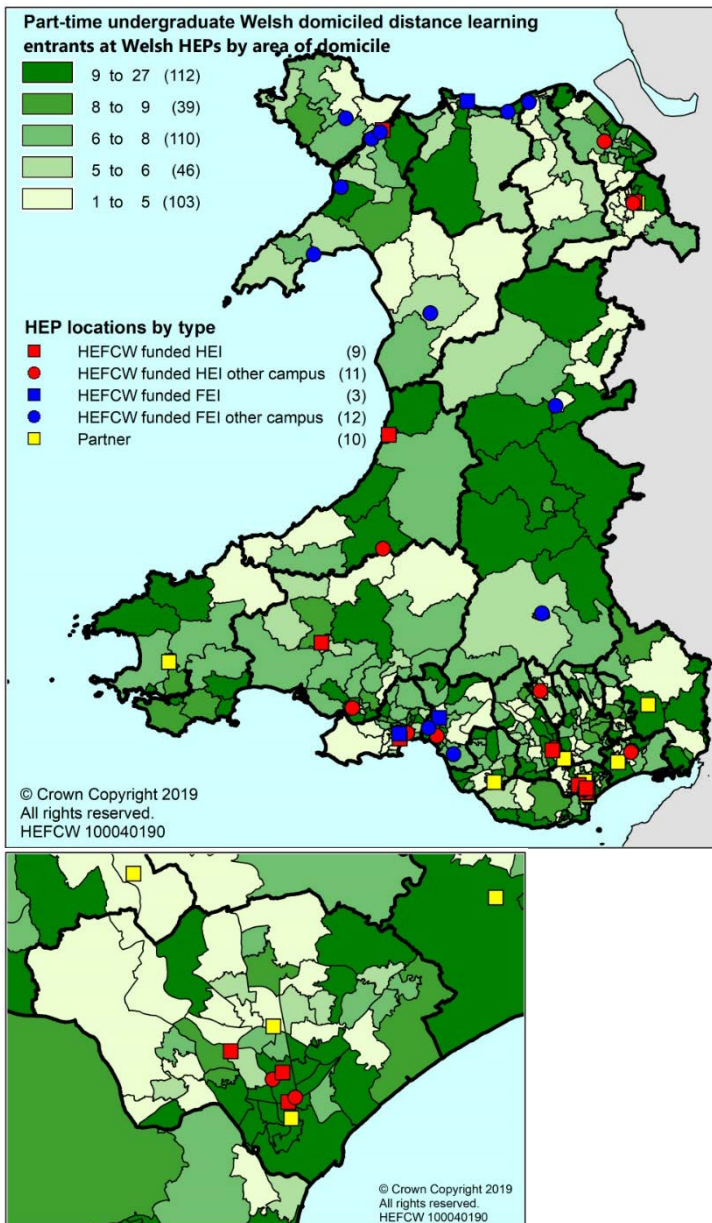


109. Maps 4 and 5 below show, for Welsh domiciled part-time distance learning entrants only, where they study (this being the same as where they reside on entry to their course), split by postgraduate and undergraduate. For undergraduate study in particular, there does seem to be some areas that are denser with distance learner entrants that are further away from where providers are located.

**Map 4: Part-time postgraduate Welsh domiciled distance learning entrants by area of domicile**

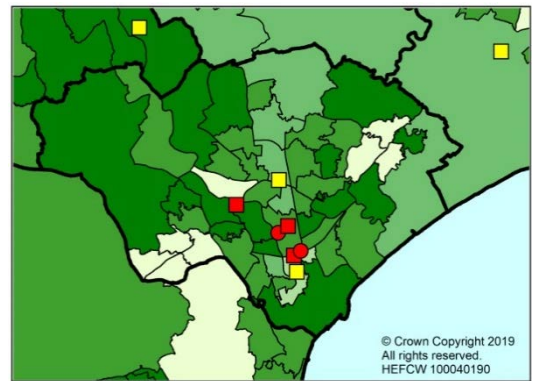
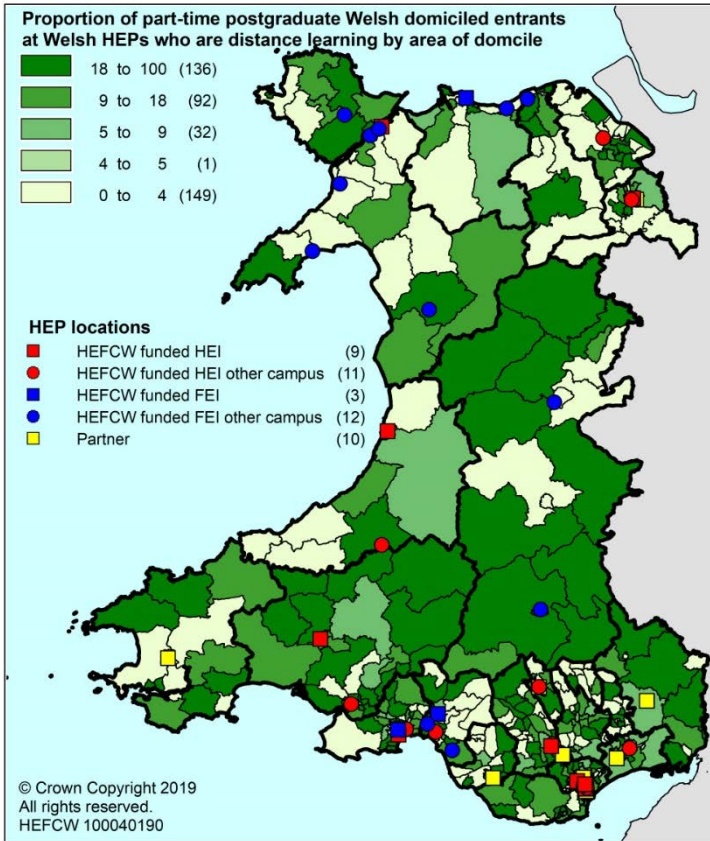


**Map 5: Part-time undergraduate Welsh domiciled distance learning entrants by area of domicile**

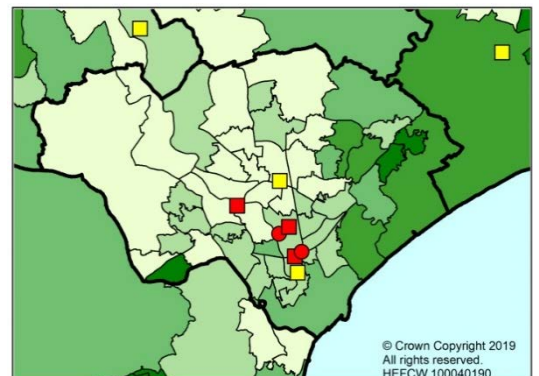
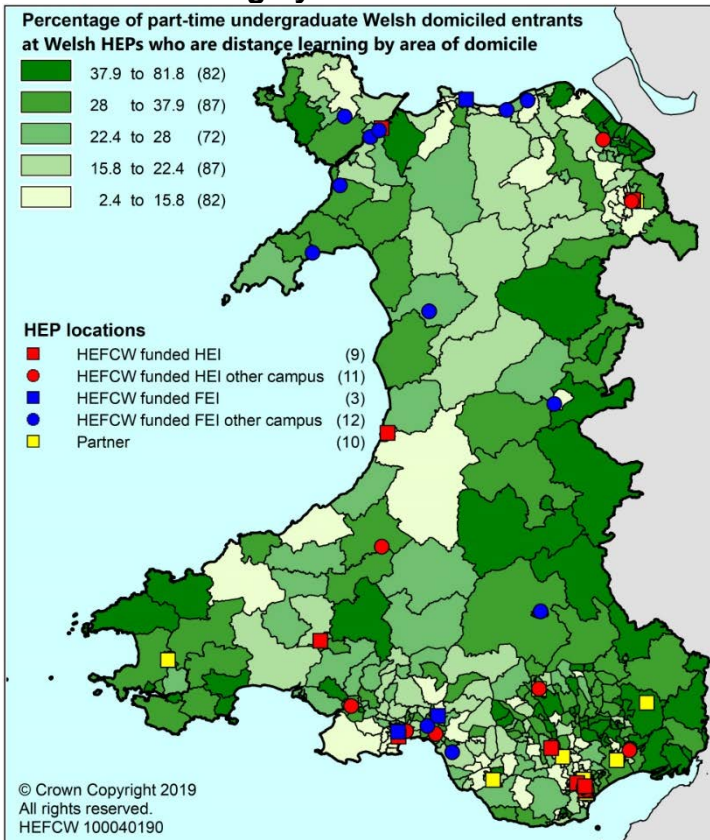


110. In order to look at this more closely, the following two maps show, for each middle super output area, the proportion of entrants from the area that are studying through distance learning. Below the maps is a table which looks at the same information but at the higher level of unitary authority.

**Map 6: Proportion of part-time postgraduate Welsh domiciled entrants who are distance learning by area of domicile**



**Map 7: Proportion of part-time undergraduate Welsh domiciled entrants who are distance learning by area of domicile**





**Table 31: Proportion of distance learners by unitary authority domicile of new entrants 2017/18**

Region of domicile	Local authority of domicile	New entrant enrolments				Proportion distance learning	
		Undergraduate		Postgraduate		New entrant enrolments	
		Distance learning	Total	Distance learning	Total	Undergraduate	Postgraduate
South East Wales	Cardiff	345	1,935	105	705	18%	15%
	Blaenau Gwent	55	170	5	55	34%	5%
	Bridgend	150	775	20	155	20%	12%
	Caerphilly	150	460	25	195	33%	12%
	Merthyr Tydfil	50	170	10	70	28%	13%
	Monmouthshire	110	235	15	80	47%	16%
	Newport	130	380	15	185	34%	9%
	Rhondda Cynon Taff	205	715	40	270	28%	15%
	Torfaen	85	210	10	70	40%	11%
	Vale of Glamorgan	125	500	25	170	25%	15%
	<b>Total (excl. Cardiff)</b>	<b>1,060</b>	<b>3,615</b>	<b>155</b>	<b>1,250</b>	<b>29%</b>	<b>13%</b>
<b>Total</b>	<b>1,405</b>	<b>5,550</b>	<b>260</b>	<b>1,955</b>	<b>25%</b>	<b>13%</b>	
South West Wales	Carmarthenshire	165	620	45	235	27%	19%
	Neath Port Talbot	145	565	25	130	26%	18%
	Pembrokeshire	145	380	15	105	38%	13%
	Swansea	185	1,060	40	325	17%	12%
	<b>Total</b>	<b>640</b>	<b>2,630</b>	<b>120</b>	<b>800</b>	<b>24%</b>	<b>15%</b>
Mid Wales	Ceredigion	65	325	10	70	20%	11%
	Powys	140	370	25	120	38%	20%
	<b>Total</b>	<b>205</b>	<b>695</b>	<b>30</b>	<b>190</b>	<b>29%</b>	<b>17%</b>
North Wales	Conwy	110	585	5	105	19%	7%
	Denbighshire	80	450	10	80	18%	10%
	Flintshire	140	405	15	85	34%	16%
	Gwynedd	115	410	5	105	27%	6%
	Isle of Anglesey	50	190	10	55	26%	16%
	Wrexham	100	610	10	110	16%	7%
	<b>Total</b>	<b>590</b>	<b>2,655</b>	<b>50</b>	<b>540</b>	<b>22%</b>	<b>9%</b>
Wales - unknown	0	25	5	10	0%	-	
Other UK	35	755	635	1,615	5%	39%	
Other EU	5	765	20	160	0%	13%	
Overseas	5	1,390	35	290	0%	11%	
<b>Total</b>	<b>2,885</b>	<b>14,465</b>	<b>1,160</b>	<b>5,555</b>	<b>20%</b>	<b>21%</b>	

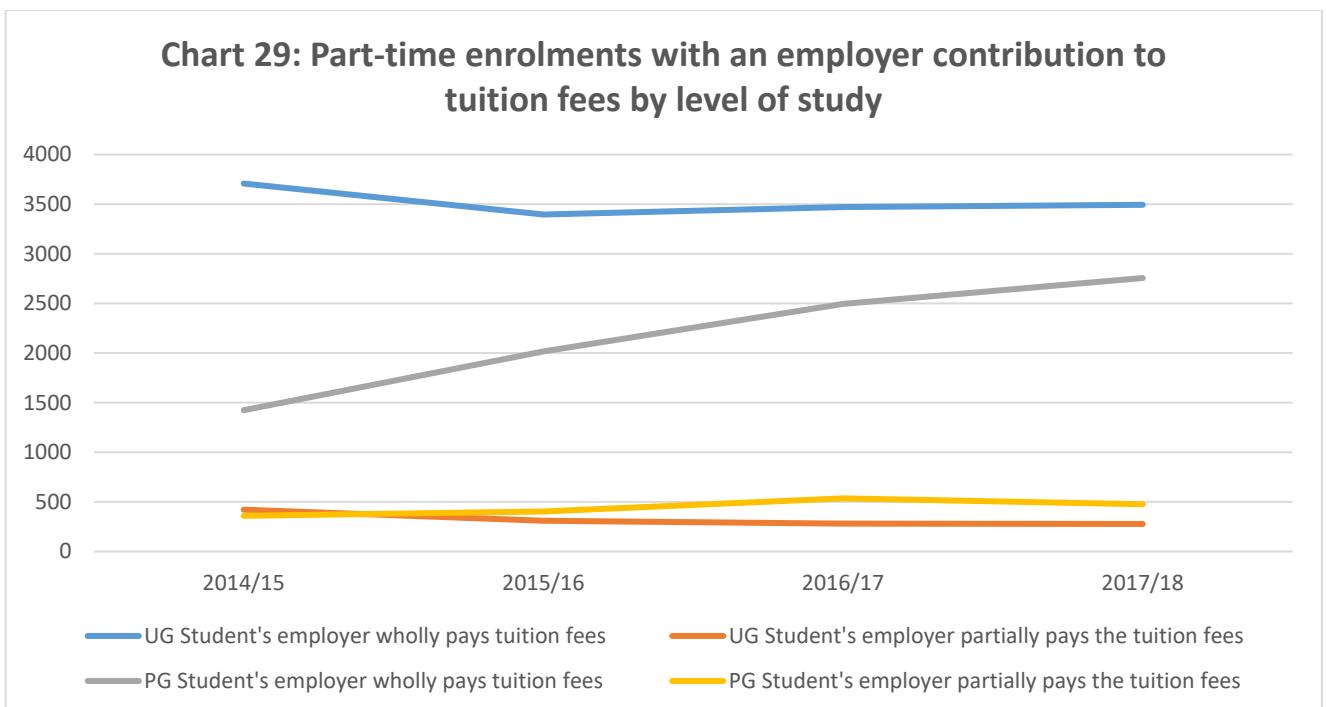
Source: HESA student record

111. Table 31 shows that for some unitary authorities, there are higher proportions of enrolments who are studying through distance learning. For undergraduate study, the highest is Monmouthshire with 47% of new entrants studying through distance learning, followed by Torfaen on 40% and Pembrokeshire and Powys on 38%. None of these four unitary authorities has universities or university campuses but they do have some partner and FEI provision. In contrast, those unitary authorities with the least distance learning are Cardiff (18%), Swansea (17%), Denbighshire (18%) and Wrexham (16%). All of these except Denbighshire have universities and Denbighshire has a number of FEI campuses. For postgraduate study, numbers are small and there is less variation between unitary authorities. Overall, for Welsh domiciles, postgraduates are less likely to have studied by distance learning than

undergraduates. For postgraduate new entrants from the rest of the UK, a large proportion (39%) study through distance learning.

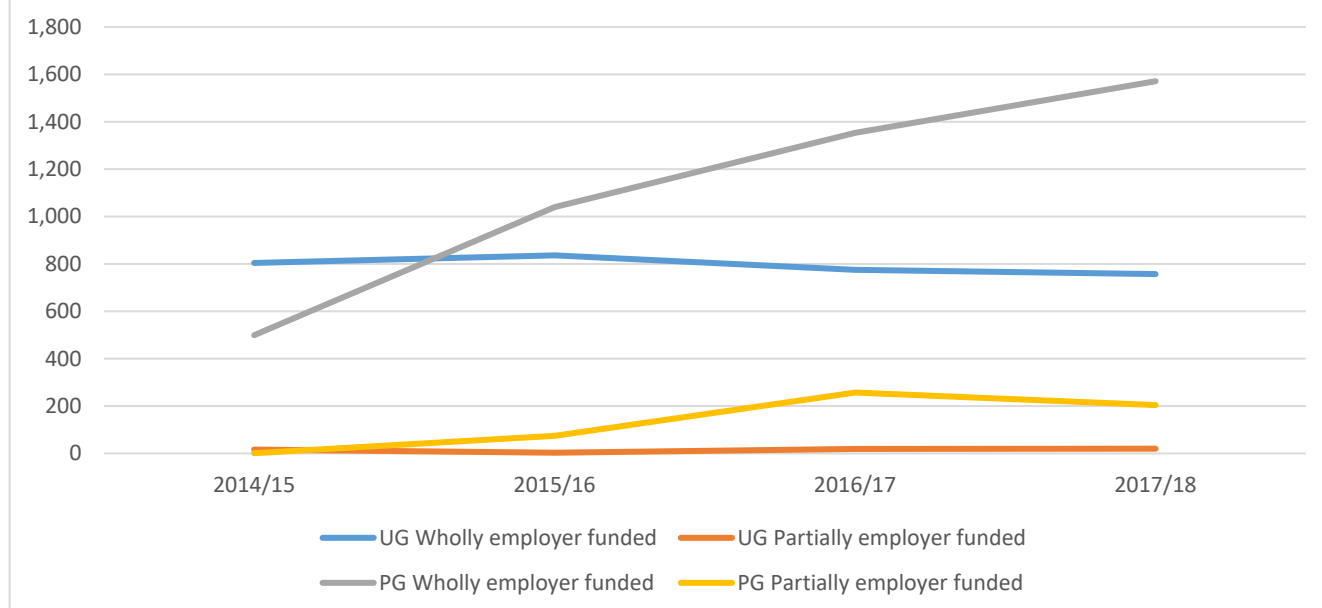
#### 14. Employer support while studying

- 112. The HESA student record collects information about employer funding for places and for tuition fees for part-time provision. The information has been collected since 2014/15.
- 113. It should be noted that the data collected in these two fields on the HESA record may not be a comprehensive picture of the funding for places and fees paid by employers as the information will only be known by providers if the employer pays the funding directly to them and not if it goes through the student first.
- 114. The data show that while more tuition fees and places are funded by employers for undergraduate study, there is little change over time. For postgraduate study, the number of tuitions fees paid and places funded wholly by employers has gone up over the four years that data have been collected. There is less partial funding of places and tuition fees, and for both places and tuition fees, the number for postgraduate study is greater than for undergraduate study. All enrolments are used in this analysis as the numbers are small in some categories.



Source: HESA student record

**Chart 30: Part-time enrolments with an employer contribution to funding of place by level of study**



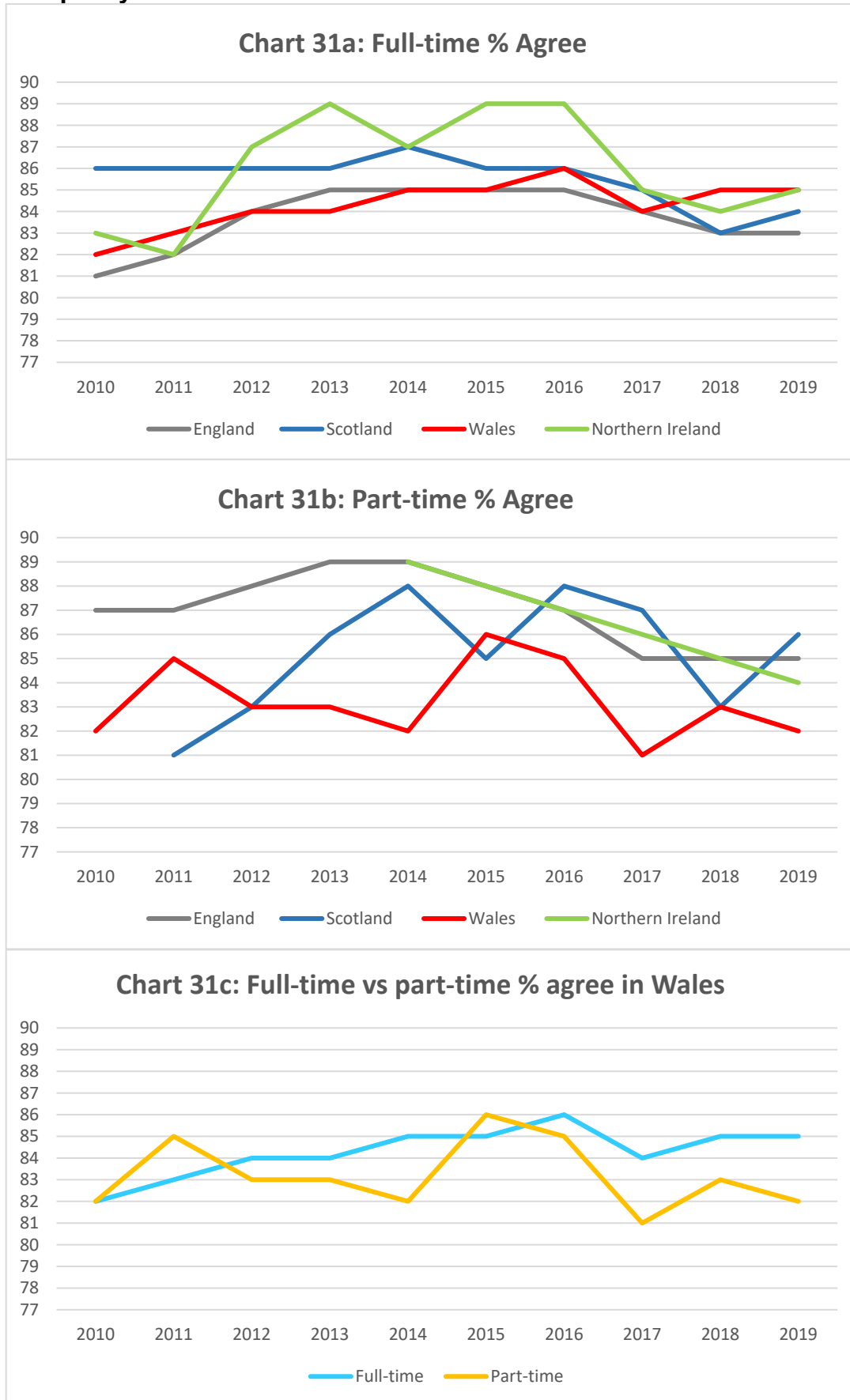
Source: HESA student record

## 15. Satisfaction of part-time learners

115. The National Students' Survey (NSS)<sup>21</sup> is an annual survey of undergraduate students in their final year of study. The survey asks 27 questions of students including a question about the overall satisfaction with the quality of their course. At the time of compiling this report, the 2019 NSS was the latest survey. Charts 31a to 31c show the outcomes of the overall satisfaction question for the past 10 surveys in terms of the percentage agreeing with the statement 'Overall, I am satisfied with the quality of the course'. The year included in the charts relates to the year the survey was conducted. For example, those in their final year in the 2018/19 academic year were surveyed in 2019.
116. For part-time students, over the 10 year period, the level of satisfaction is volatile, starting and ending on around the same level of satisfaction (82%) and ranging between 81% and 86%. For full-time students, satisfaction has generally increased over the ten year period, from 82% to 85%. For part-time provision, satisfaction in Wales is generally lower than in the other UK countries. Comparing the satisfaction of full- and part-time students in Chart 31c shows that part-time students were less satisfied than full-time students in all years apart from 2010, 2011 and 2015.

<sup>21</sup> [About the NSS](#)

**Charts 31a to 31c: Proportion agreeing with the question: ‘Overall, I am satisfied with the quality of the course’**



Source: NSS survey

Note: Results for part-time students for 2010 (Northern Ireland and Scotland), 2011 (Northern Ireland) and 2013 (Northern Ireland) do not meet the publication threshold.

## 16. Destinations on leaving

117. The HESA destinations of leavers from higher education (DLHE) survey collects data about the destinations of leavers six months after leaving. The latest data available at time of analysis are for 2016/17. For 2017/18 leavers onwards, data will instead be collected about activity 15 months after leaving on the HESA Graduate Outcomes (GO) survey.
118. Table 32 below shows the activity undertaken by UK and EU domiciled leavers in 2016/17 who responded to the DLHE survey and obtained their qualifications through part-time study. The majority of respondents were in work or in work as well as studying six months after leaving (88%). Very few (2%) were unemployed, 6% were only studying and 5% were doing something else. This picture varies by the level of study with those having gained a FD/HND/DipHE or an HNC/CertHE the most likely to be continuing to study (37% and 28% respectively).

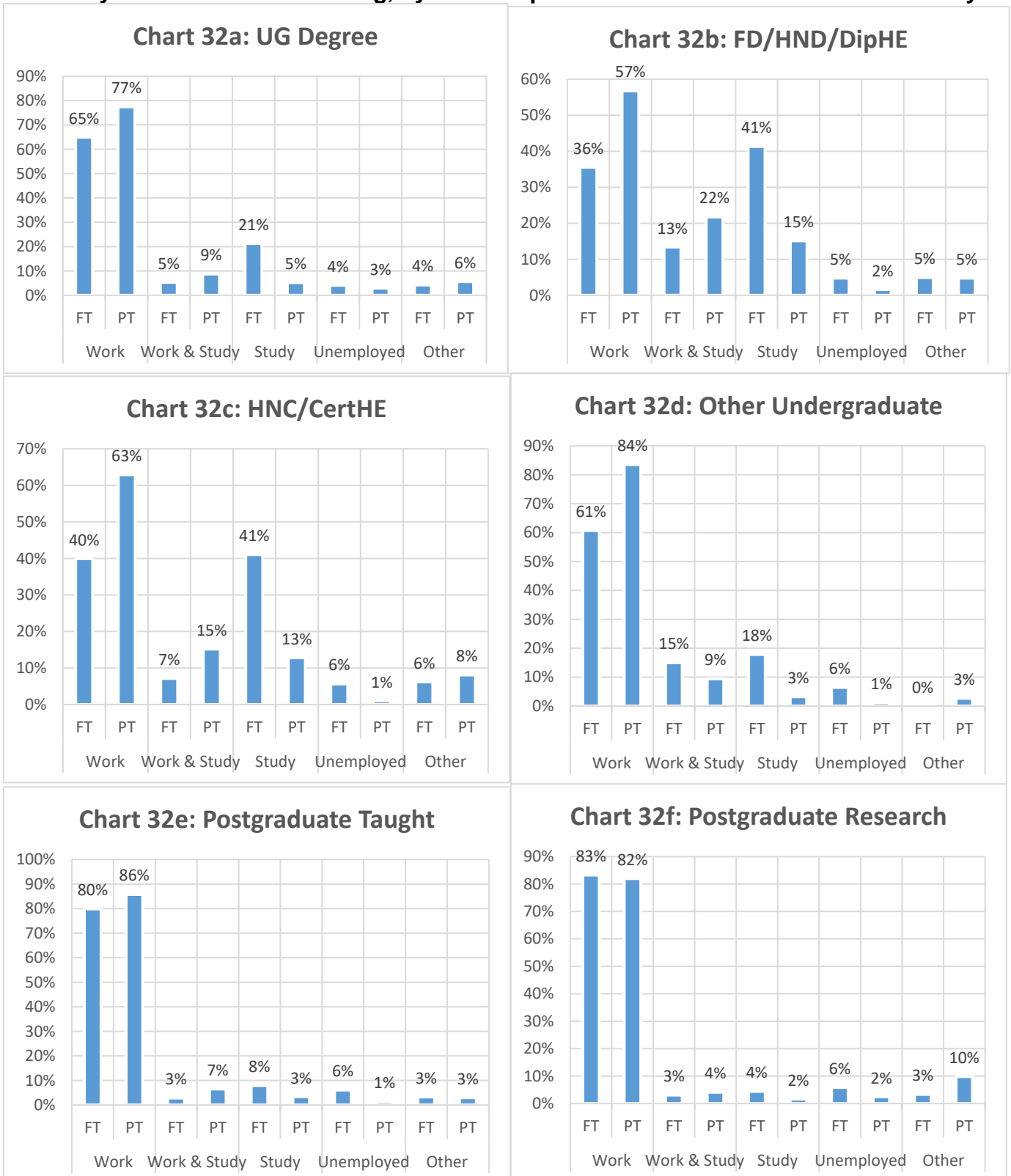
**Table 32: Activity of UK and other EU domiciled 2016/17 leavers from part-time study six months after leaving by level of study**

Level of Study	Number of respondents	Activity six months after leaving				
		Work	Work and Study	Study	Unemployed	Other
First Degree	710	77%	9%	5%	3%	6%
FD/HND/DipHE	375	57%	22%	15%	2%	5%
HNC/CertHE	505	63%	15%	13%	1%	8%
Other Undergraduate	340	84%	9%	3%	1%	3%
Postgraduate Taught	1,550	86%	7%	3%	1%	3%
Postgraduate Research	120	82%	4%	2%	2%	10%
<b>Total</b>	<b>3,605</b>	<b>78%</b>	<b>10%</b>	<b>6%</b>	<b>2%</b>	<b>5%</b>

Source: HESA student record, HESA DLHE survey

119. Charts 32a to 32f below show the activity undertaken by 2016/17 leavers, six months after leaving, by level of study and mode of study. Overall, respondents who studied part-time were more likely to be working six months after leaving than respondents who studied full-time. As for part-time respondents, full-time respondents were most likely to go on to further study if they obtained a FD/HND/DipHE or an HNC/CertHE, with part-time respondents more likely to be working at the same time.

**Charts 32a to 32f – UK and other EU domiciled leavers from higher education 2016/17 – activity six months after leaving, by level of qualification obtained and mode of study**



Source: HESA student record, HESA DLHE survey  
 Notes: FT = full-time, PT = part-time.

120. Table 33 shows the activity six months after leaving by type of provision for leavers who studied part-time. Leavers from the OU were less likely to be working than other leavers, but were more likely to be studying or doing something else. Those most likely to be working six months after leaving (including those working and studying) were those that were studying at a partner.

**Table 33: Destinations of 2016/17 UK and other EU domiciled leavers by type of provision and activity six months after leaving for respondents that studied part-time**

Type of provision	Activity						Percentage in each activity				
	Work	Work and Study	Study	Unemployed	Other	Total	Work	Work and Study	Study	Unemployed	Other
DL - OU	255	45	35	15	35	390	66%	12%	9%	4%	9%
DL - other provider	360	40	25	5	15	440	81%	9%	5%	1%	4%
Partner Provider	450	55	15	10	10	545	83%	10%	3%	2%	2%
Total	1,730	215	150	30	105	2,230	78%	10%	7%	1%	5%
Total	2,795	360	225	60	165	3,605	78%	10%	6%	2%	5%

Source: HESA student record, HESA DLHE survey

Notes: DL = distance learning

121. Table 34 looks at those respondents that were in work or in work and studying six months after leaving, and whether they were working for their employer before their study, during their study or both before and during their study by mode of study. The figures show that 80% of those who had studied part-time and answered the question had been working for the employer they were with six months after leaving, before or during their study. For full-time study, the figure was 28%.

**Table 34: UK and other EU domiciled leavers in work six months after leaving, by whether they were previously employed by their employer, by mode of study, 2016/17**

Previously employed?	Number of DLHE respondents			Proportion by category		
	Full-time	Part-time	Total	Full-time	Part-time	Total
Yes: before my programme of study	350	420	770	3%	15%	6%
Yes: during my programme of study	1,625	465	2,090	16%	16%	16%
Yes: before & during my programme of study	905	1,395	2,305	9%	49%	17%
No	7,535	575	8,105	72%	20%	61%
<i>No response to the question</i>	1,930	300	2,230			
Total respondents to the question	10,410	2,855	13,270	100%	100%	100%
<i>Total</i>	12,345	3,155	15,500			

Source: HESA student record, HESA DLHE survey

122. Looking again at only those who were working, or working and studying, the location of employment six months after leaving for respondents who studied part-time was primarily in Wales (74% of leavers). For full-time study, the figure was 59%. The majority of part-time leavers that were working were in graduate level jobs (86%) with the equivalent figure at 69% for full-time leavers. As might be expected the higher the level of study, the more likely that the job was graduate level, although those leavers with other undergraduate qualifications also had high proportions of graduate level jobs, perhaps reflecting the level of qualification on entry (see paragraph 52 above).

123. For those students that attended Welsh providers but were employed in England six months after leaving, a higher proportion of part-time leavers were in graduate jobs (91%) than those employed in Wales (85%). This was also true for full-time study.

**Table 35: Location of employment for UK and other EU domiciled leavers in work or work and study, 2016/17**

Location of Employment	Level of Study	Graduate level job			Total			Proportion graduate level		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Wales	UG degree	3,545	390	3,935	5,520	480	6,000	64%	81%	66%
	FD/HND/DipHE	80	160	240	245	235	480	33%	68%	50%
	HNC/CertHE	55	240	295	195	350	540	29%	69%	55%
	Other UG	65	250	320	80	300	380	86%	83%	84%
	PGT	955	885	1,840	1,055	920	1,975	91%	96%	93%
	PGR	160	60	220	160	60	225	98%	97%	98%
	<b>Wales Total</b>	<b>4,865</b>	<b>1,985</b>	<b>6,850</b>	<b>7,255</b>	<b>2,345</b>	<b>9,600</b>	<b>67%</b>	<b>85%</b>	<b>71%</b>
England	First Degree	2,645	95	2,740	3,790	120	3,910	70%	81%	70%
	FD/HND/DipHE	25	45	70	55	55	110	44%	79%	62%
	HNC/CertHE	25	35	55	55	45	100	42%	75%	57%
	Other UG	20	10	30	25	10	35	78%	-	85%
	PGT	365	420	785	425	435	855	86%	97%	92%
	PGR	105	30	135	110	35	145	96%	91%	95%
	<b>England Total</b>	<b>3,175</b>	<b>640</b>	<b>3,815</b>	<b>4,455</b>	<b>700</b>	<b>5,155</b>	<b>71%</b>	<b>91%</b>	<b>74%</b>
<b>Other UK</b>	<b>75</b>	<b>35</b>	<b>105</b>	<b>110</b>	<b>40</b>	<b>145</b>	<b>68%</b>	<b>87%</b>	<b>73%</b>	
<b>Other EU</b>	<b>235</b>	<b>40</b>	<b>275</b>	<b>315</b>	<b>40</b>	<b>360</b>	<b>74%</b>	<b>100%</b>	<b>77%</b>	
<b>Outside EU</b>	<b>160</b>	<b>25</b>	<b>190</b>	<b>195</b>	<b>30</b>	<b>225</b>	<b>82%</b>	<b>93%</b>	<b>84%</b>	
<b>Not Known</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total</b>	<b>8,520</b>	<b>2,730</b>	<b>11,250</b>	<b>12,345</b>	<b>3,155</b>	<b>15,500</b>	<b>69%</b>	<b>86%</b>	<b>73%</b>	
<b>Proportion in Wales</b>	<b>57%</b>	<b>73%</b>	<b>61%</b>	<b>59%</b>	<b>74%</b>	<b>62%</b>				

Source: HESA student record, HESA DLHE survey

Note: A graduate level job is one which is in Standard Occupational Classification 2010 (SOC) major groupings: Managers, directors and senior officials; Professional occupations; Associate professional and technical occupations.

124. Table 36 below shows, for those working or working and studying, the location of employment broken down into regions of Wales and the location of study. The proportions highlighted in green show where the location of study is the same as location of employment. Cardiff as a location of study has the smallest proportion working there six months after leaving (39%) with a further 19% working in the rest of South East Wales. Those that studied there were also the most likely to be working outside Wales. As might be expected, South West Wales, the only region that doesn't border England, has the lowest proportion working outside of Wales.



**Table 36: Location of employment for UK and other EU domiciled leavers from part-time study six months after leaving 2016/17 by location of study**

Location of Study	Location of employment									Percentage by location of study
	Cardiff	South East Wales	South West Wales	Mid Wales	North Wales	Other UK	Outside UK	Unknown	Total respondents	
<b>Number:</b>										
Cardiff	225	110	30	5	15	160	15	5	565	18%
South East Wales (excl. Cardiff)	155	555	75	20	5	155	15	0	985	31%
South West Wales	30	60	455	45	0	35	0	0	630	20%
Mid Wales	0	5	5	50	0	15	0	0	80	3%
North Wales	5	5	10	25	405	125	15	25	620	20%
Outside Wales	0	0	5	0	0	245	20	0	275	9%
<b>Total</b>	<b>415</b>	<b>735</b>	<b>585</b>	<b>150</b>	<b>430</b>	<b>740</b>	<b>70</b>	<b>30</b>	<b>3,155</b>	<b>100%</b>

**Proportion:**

Cardiff	39%	19%	5%	1%	3%	28%	3%	1%	100%
South East Wales (excl. Cardiff)	16%	56%	8%	2%	1%	16%	2%	0%	100%
South West Wales	5%	10%	72%	7%	0%	6%	0%	0%	100%
Mid Wales	3%	5%	6%	63%	1%	20%	3%	0%	100%
North Wales	1%	1%	2%	4%	66%	20%	2%	4%	100%
Outside Wales	0%	1%	1%	0%	1%	89%	8%	0%	100%
<b>Total</b>	<b>13%</b>	<b>23%</b>	<b>18%</b>	<b>5%</b>	<b>14%</b>	<b>23%</b>	<b>2%</b>	<b>1%</b>	<b>100%</b>

Source: HESA student record, HESA DLHE survey

Notes: those studying outside Wales are distance learning or are at other UK campuses of Welsh providers. South East Wales includes Caerphilly, Newport, Torfaen, Monmouthshire, Blaenau Gwent, Vale of Glamorgan, Bridgend, Rhondda Cynon Taff and Merthyr Tydfil. South West Wales includes Swansea, Carmarthenshire, Pembrokeshire and Neath Port Talbot. Mid Wales includes Powys and Ceredigion. North Wales includes Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey and Wrexham.

## 17. How part-time provision is funded

125. For over 15 years, HEFCW funding for teaching part-time provision has been primarily allocated on a credit basis with additional funding allocated on a per capita basis and in relation to particular areas such as access and retention, disability and Welsh medium. The latest allocation at time of analysis was for academic year 2019/20. At the time of publication the 2020/21 allocation<sup>22</sup> is the latest, though it is not included in the analysis.
126. Credit based funding is calculated by multiplying the number of funded credit values in each level of study (undergraduate not franchised out, undergraduate franchised out and postgraduate taught) by a unit of funding for the academic subject category (ASC) the credit values are in. Each ASC has a different unit of funding, which can change year on year. However, the relativities between units of funding remain the same year on year. The lowest value unit of funding is ASC 8 – social sciences. This is the base unit of funding which the units of funding of the other ASCs are relative to.

<sup>22</sup> [HEFCW circular W20/20HE](#)

127. Table 37 shows the level of credit based teaching funding provided, for part-time undergraduate and postgraduate taught provision, over the past ten years, and Chart 33 plots the same data. Undergraduate credit based funding is split between franchised out and non-franchised out provision. The base unit of funding is also included in the table.
128. More information about how the funding model works for the latest year shown in this report (2019/20) can be found in HEFCW's 2019/20 funding allocations circular<sup>23</sup>. In the credit based model, franchised out provision is a priority and the allocations reflect how the amount of franchised out provision has decreased at a faster rate than provision at the provider.

**Table 37: Part-time credit based teaching funding by level of study**

Funding year	Credit based allocation (£)				Base level unit of funding (£)	
	Undergraduate non-franchised out	Undergraduate franchised out	Postgraduate taught	Total	Undergraduate	Postgraduate taught
2008/09	22,389,601	8,126,644	8,248,633	38,764,877	18.13	10.25
2009/10	22,734,445	7,909,889	8,312,707	38,957,041	18.31	10.35
2010/11	23,744,645	7,246,551	7,925,461	38,916,657	17.71	10.01
2011/12	20,953,675	6,872,314	7,243,892	35,069,880	15.56	8.79
2012/13	19,166,388	5,768,469	6,779,375	31,714,232	14.66	8.28
2013/14	19,666,052	4,584,603	6,758,032	31,008,687	14.35	8.11
2014/15	18,520,454	3,933,390	6,172,112	28,625,956	13.40	7.57
2015/16	17,829,782	3,447,863	6,459,149	27,736,794	13.16	7.43
2016/17	17,677,039	3,810,544	0	21,487,583	13.16	0
2017/18	16,657,380	3,631,767	0	20,289,147	13.16	0
2018/19	16,404,654	3,324,292	0	19,728,946	13.16	0
2019/20	18,514,090	2,627,773	0	21,141,863	13.16	0
% change 2008/09 to 2015/16	-20%	-58%	-22%	-28%	-27%	-28%
% change 2008/09 to 2019/20	-17%	-68%		-45%	-27%	

Source: HEFCW funding allocations, as issued to providers in the annual funding agreements.

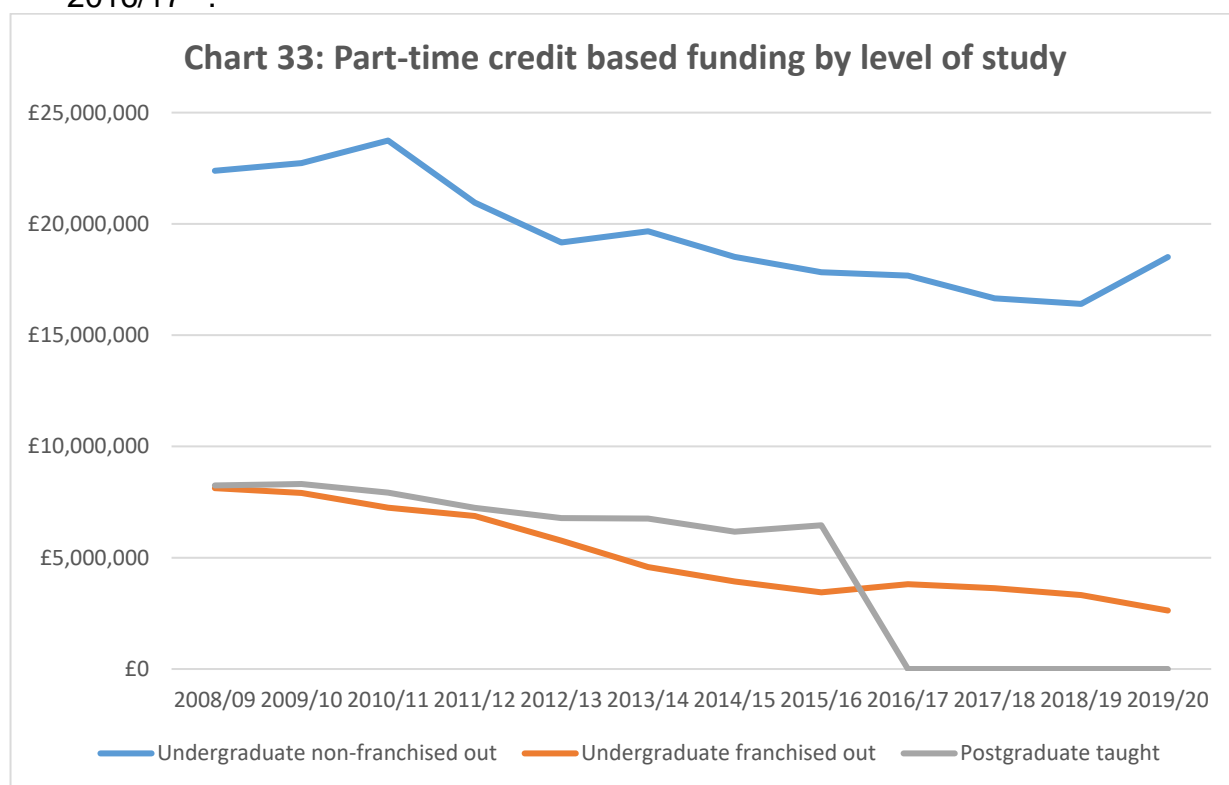
Note: Funding for the OU in Wales is included from 2010/11 onwards

129. Up to 2011/12, credit based funding was also allocated to full-time undergraduate provision. In 2012/13, a new fee regime was introduced for full-time undergraduate students. This meant that more income was obtained through fees for these students and that credit based funding for full-time undergraduate provision was removed from 2012/13 onwards. Supplementary funding for full-time undergraduate provision was provided instead, for subjects that the new £9,000 maximum fee did not cover. This was done on a gradually declining basis as new cohorts of full-time undergraduates came under the new fee regime. The 2012/13 allocations circular explains this in more detail<sup>24</sup>. In 2014/15, credit based funding was no longer allocated for full-time

<sup>23</sup> [HEFCW circular W19/14HE](#)

<sup>24</sup> [HEFCW circular W12/10HE](#)

postgraduate taught provision, and in 2016/17 credit based funding for part-time postgraduate taught provision was also no longer allocated. This related to affordability and is explained more in HEFCW's funding allocations circulars for 2014/15<sup>25</sup> and 2016/17<sup>26</sup>.



Source: HEFCW funding allocations, as issued to providers in the annual funding agreements.

Note: Funding for the OU in Wales is included from 2010/11 onwards

130. The latest units of funding for each academic subject category are shown in Table 38.

**Table 38: Part-time undergraduate units of funding per credit value 2019/20**

Academic Subject Category		Unit of Funding per credit value (£)
1	Medicine and Dentistry	38.20
2	Subjects and Professions Allied to Medicine	26.47
3	Science	30.09
4	Engineering and Technology	33.87
5	Built Environment	26.83
6	Mathematical Sciences, IT & Computing	23.74
7	Business and Management	14.83
8	Social Sciences	13.16
9	Humanities	18.67
10	Art, Design and Performing Arts	23.33
11a	Education: Initial Teacher Training (QTS)	26.89
11b	Education: Non-QTS	22.78

Source: HEFCW Funding allocations 2019/20

<sup>25</sup> [HEFCW circular W14/18HE](#)

<sup>26</sup> [HEFCW circular W16/16HE](#)

131. The teaching funding allocated for 2019/20 for part-time undergraduate provision in addition to the credit based funding comprised per capita funding, allocated as £5 per student headcount; Access and Retention premium funding, allocated on the basis of measures of disadvantage and participation; Disability premium funding, allocated according to the number of students in receipt of Disabled Students' Allowance (DSA); and Welsh medium premium funding, allocated on the basis of the number of credits taken through Welsh. Further information on how these funding streams are allocated can be found in the 2019/20 allocations circular<sup>27</sup>.
132. These funding streams have been allocated for part-time undergraduate provision prior to and from 2008/09, with the exception of the Access and Retention premium which replaced the Widening Access premium in 2011/12. Additionally, from 2011/12 up to 2014/15, a part-time premium was allocated. Part-time postgraduate taught provision funding allocated in 2019/20 consisted of per capita funding only. Part-time postgraduate taught provision also had disability premium and Welsh medium premium funding allocated up to 2015/16, and the part-time premium from 2011/12 to 2014/15. The disability premium was allocated for postgraduate research provision in all years, and as this was not split between full-time and part-time in the allocations, the small amount of funding included in Table 39 is for both part-time and full-time.
133. The rates for these streams of funding varied across the years. The rates can be found in the relevant funding allocations circulars (see footnotes 22 to 28). The part-time per capita and premium funding for 2013/14 onwards is shown in Table 39. Earlier years are not shown as premium and per capita funding cannot be split between part-time and full-time provision until 2012/13 and part-time funding cannot be split into undergraduate and postgraduate until 2013/14.

**Table 39: Part-time per capita and premium funding 2013/14 to 2019/20**

		£						
Level of study	Funding stream	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
UG	Per capita	277,070	130,245	119,865	116,120	107,080	103,095	94,610
	WA / A&R premium	5,202,966	5,418,387	5,085,889	5,311,812	5,233,186	4,997,280	4,560,177
	Disability premium	201,000	209,700	204,900	195,900	156,900	165,000	155,400
	Welsh medium premium	264,825	218,016	145,172	130,562	204,432	159,836	64,128
	Part-time premium	3,982,675	2,218,747	0	0	0	0	0
	Total	9,928,536	8,195,095	5,555,825	5,754,394	5,701,598	5,425,211	4,874,314
PGT	Per capita	86,330	45,290	41,900	40,025	38,830	39,040	38,675
	Disability premium	86,100	91,800	83,400	27,000	30,000	35,400	34,500
	Welsh medium premium	17,700	12,964	10,504	0	0	0	0
	Part-time premium	668,806	617,211	0	0	0	0	0
	Total	858,936	767,266	135,804	67,025	68,830	74,440	73,175
<b>Total</b>		<b>10,787,472</b>	<b>8,962,361</b>	<b>5,691,629</b>	<b>5,821,419</b>	<b>5,770,428</b>	<b>5,499,651</b>	<b>4,947,489</b>

Source: HEFCW funding allocations

Note: PGT funding includes disability premium for FT and PT PGR provision

134. Total teaching funding for both full-time and part-time provision is shown in Table 40. Given the major change in funding seen in 2012/13, with increased fee income for full-

<sup>27</sup> [HEFCW circular W19/14HE](#)

time undergraduates replacing some of the HEFCW funding, years previous to 2012/13 should not be compared to 2012/13 onwards. Furthermore, given the addition of cohorts of full-time undergraduates into the new fee regime from 2012/13 onwards to a fairly steady state by 2014/15, years 2012/13 and 2013/14 should not be compared to later years. The table should be looked at in conjunction with the notes below the table and further information can be obtained from the funding allocation circulars for each year. Links to those not already referenced elsewhere in this section are in the footnote below<sup>28</sup>. It should also be noted that from 2016/17 to 2018/19, funding reductions were applied to total teaching and research funding of £24.5m, £22.5m and £12.5m respectively. As the reductions did not relate to specific streams of funding they are not shown here, though potentially would have had an impact on the amount of funding available for funding part-time provision. Further information can be found in the funding allocations circulars for those years.

135. As full-time undergraduate fees gradually replaced more of the HEFCW funding to providers, some streams of strategic funding were removed from HEFCW's allocations. The Open University in Wales is a solely part-time provider and from 2014/15, it received mitigation funding to offset the loss in funding, as it wasn't offset by full-time undergraduate fee income. Credit based, per capita and premium funding for the Open University in Wales is included in the figures presented in this section from 2010/11 onwards, when it was mainstreamed, with the mitigation funding only shown in Table 40. From 2005/06 to 2009/10 HEFCW funded the Open University in Wales via ringfenced funding.

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<sup>28</sup>HEFCW circulars: [W08/15HE](#), [W09/08HE](#), [W10/10HE](#), [W11/12HE](#), [W13/09HE](#), [W15/09HE](#), [W17/11HE](#), [W18/10HE](#)

**Table 40: Total teaching funding 2008/09 to 2019/20**

Year	Part-time			Full-time			Total per capita and premium where not split by mode	Total
	Credit based	Per capita, premiums and other	Total	Credit based	Per capita, premiums and other	Total		
2008/09	38,765			230,910			12,471	282,146
2009/10	38,957			234,131			12,599	285,688
2010/11	38,917			221,636			15,908	276,461
2011/12	35,070			203,823			19,579	258,472
2012/13	31,714	16,174	47,888	6,852	81,301	88,152		136,040
2013/14	31,009	10,787	41,796	6,954	48,593	55,547		97,343
2014/15	28,626	9,791	38,417	0	15,608	15,608		54,025
2015/16	27,737	8,816	36,553	0	15,083	15,083		51,636
2016/17	21,488	7,477	28,964	0	15,100	15,100		44,064
2017/18	20,289	7,426	27,715	0	14,990	14,990		42,705
2018/19	19,729	7,155	26,884	0	17,270	17,270		44,154
2019/20	21,142	6,603	27,745	0	21,409	21,409		49,154

Source: HEFCW funding allocations

Notes: Premium funding includes Widening Access, Access and Retention, Disability, Welsh Medium and part-time premiums for the relevant years for part-time provision. For full-time provision it includes Widening Access, Access and Retention, Disability, Welsh Medium, Expensive Subjects, Priority Subjects and Higher Cost Subjects premiums for the relevant years.

Other includes part-time OU mitigation funding as described in paragraph 135, other mitigation funding included in part-time in 2015/16 and supplementary funding for Conservatoire provision under full-time for 2018/19 and 2019/20.

ERASMUS fee compensation funding for full-time undergraduate provision and the part-time undergraduate fee waiver are not included.

The OU in Wales is included from 2010/11 onwards.

136. In addition to the funding allocations described above, part-time fee waiver funding is also allocated to providers to provide fee waivers to part-time undergraduates who fit certain criteria, for example, receiving certain types of benefits. Fee loans were introduced in 2014/15 for part-time undergraduate students studying at or above 25% FTE. This meant that more students were receiving support through the student support system and less were applying for a part-time fee waiver under the HEFCW scheme. Given the change to the student support available, the eligibility criteria for the fee waiver for those starting on or after 1 September 2014 also changed. For those starting before 1 September 2014, they have to be studying below 50% FTE, for those starting after 1 September 2014, they have to be studying below 25% FTE. More information about the current scheme can be found in the part-time fee waiver circular<sup>29</sup>. The table below shows the amounts allocated for the scheme from 2008/09 to 2019/20. As the scheme is paid on the basis of an estimated need and then adjusted in the next year to reflect actual payments, adjustments in 2018/19 led to a negative net payment of fee waiver funding. In addition, no payments were made to providers in 2016/17, due to the timing of estimates and adjustments, though fee waivers were awarded to students in that year.

<sup>29</sup> [HEFCW circular W19/28HE](#)

**Table 41: Payments of part-time fee waiver funding 2008/09 to 2019/20**

Year of payment	Part-time fee waiver payment (£)
2008/09	604,388
2009/10	768,534
2010/11	497,781
2011/12	383,385
2012/13	490,586
2013/14	389,393
2014/15	112,558
2015/16	42,364
2017/18	44,030
2018/19	-1,127
2019/20	35,906

*Source: HEFCW funding allocations*

137. The funding allocations shown do not necessarily represent all streams of HEFCW funding that could be used towards funding part-time provision, as providers are able to use most of the funding provided by HEFCW as a block grant.

## 18. What changed in 2018/19?

138. This analysis was carried out when the 2017/18 HESA student record data was the latest data available. Since then, the 2018/19 HESA student record has become available and this section aims to look at some of the analysis carried out up to 2017/18 and update it to 2018/19.

139. Table 42 shows the number and FTE of new entrants by mode and level of study for 2018/19, with a comparison to 2008/09 and 2017/18.

**Table 42: New entrant enrolments and FTE by mode, level and year**

Mode	Level	2008/09		2017/18		2018/19		Percentage change 2008/09 to 2018/19		Percentage change 2017/18 to 2018/19	
		Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE
PT	UG	26,865	8,950	14,465	4,385	15,630	4,805	-42%	-46%	8%	10%
	PGT	7,045	2,570	5,215	1,815	5,790	2,100	-18%	-18%	11%	16%
	PGR	380	195	340	150	310	140	-18%	-29%	-8%	-7%
FT	UG	27,825	26,395	30,735	28,615	30,405	28,185	9%	7%	-1%	-2%
	PGT	8,030	8,015	9,420	7,725	9,825	7,950	22%	-1%	4%	3%
	PGR	1,005	805	1,425	1,115	1,445	1,100	44%	37%	1%	-1%
Total		71,145	46,930	61,600	43,820	63,405	44,300	-11%	-6%	3%	1%
% PT		48%	25%	32%	14%	34%	16%				

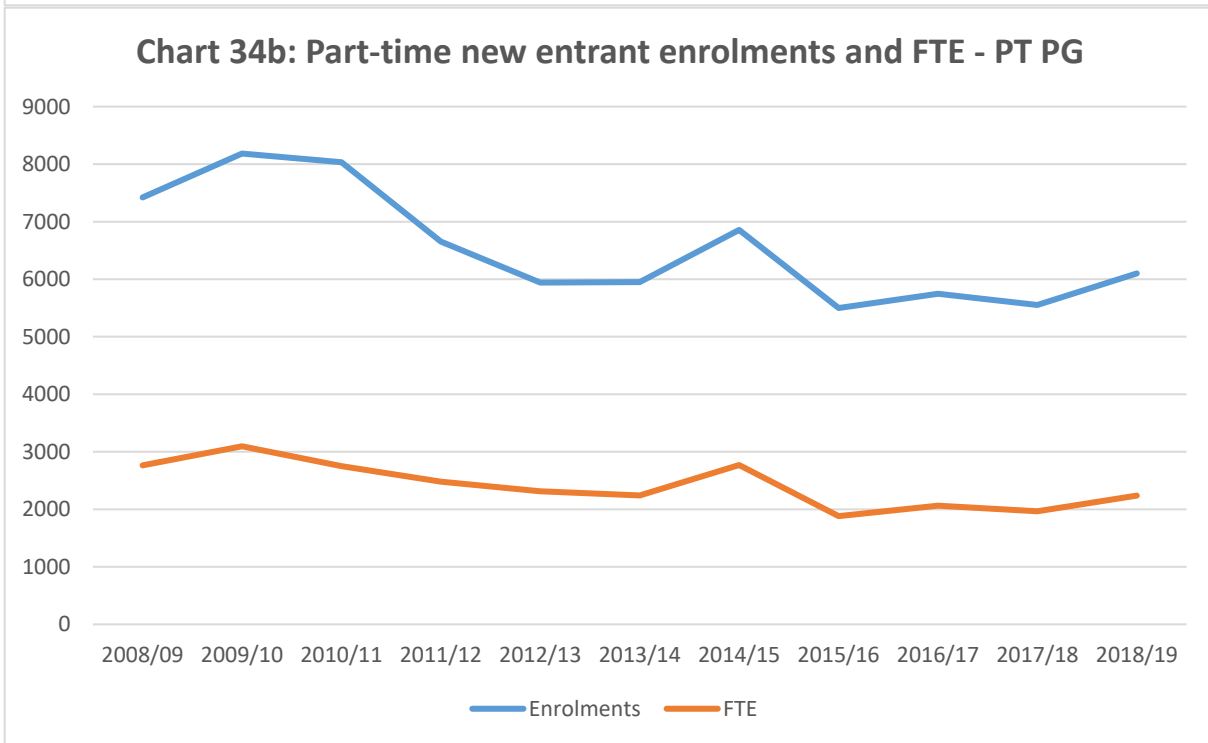
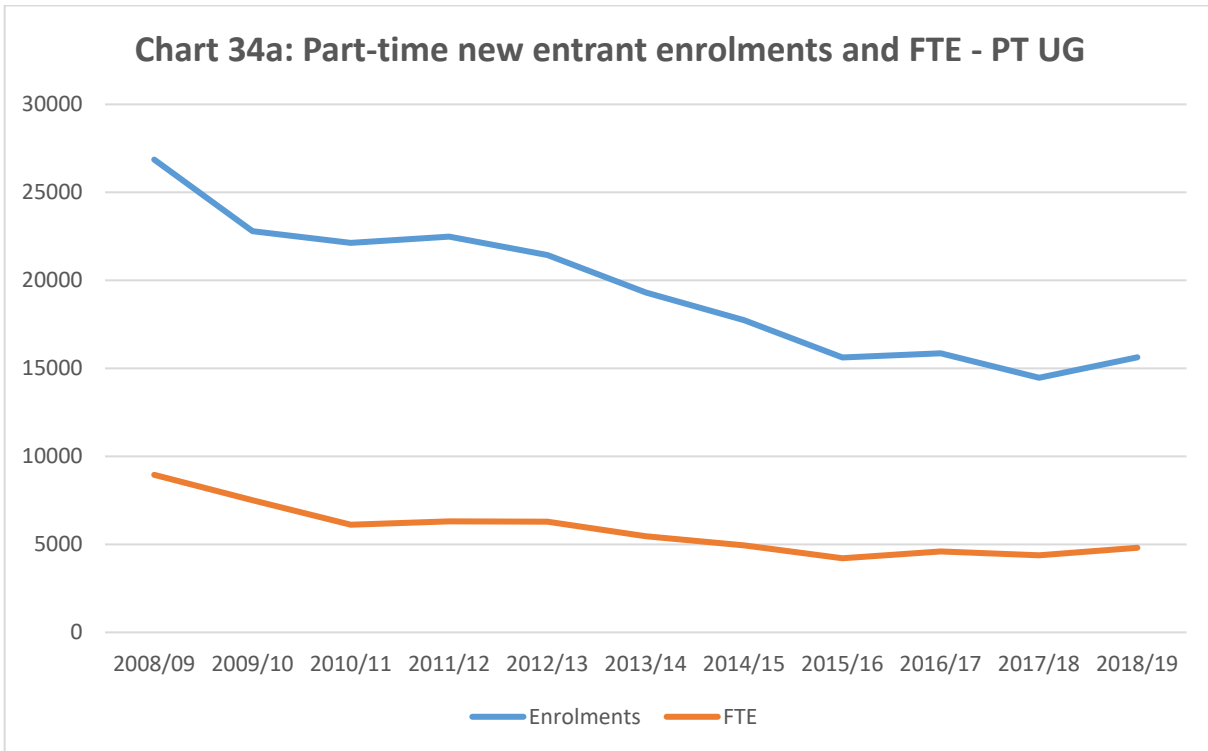
Source: HESA student record

FT = full-time; PT = part-time

Note: In this table, total FTE includes a small volume of FTE that is classified as 'Other'. This is FTE associated with writing up students. This FTE is not shown in the FT and PT counts.

140. In 2018/19, the number of part-time enrolments and FTE went up compared to 2017/18 after a general decline across the period for the previous 10 years, in undergraduate and postgraduate taught levels of study. The higher increase in FTE compared to enrolments means that the average FTE per enrolment also increased. Postgraduate research enrolments and FTE both decreased in 2018/19 compared to 2017/18. Changes seen in full-time provision are proportionally smaller, and there is a net increase in provision overall between 2017/18 and 2018/19. Charts 34a and 34b show the changes year on year for part-time provision, split into undergraduate and postgraduate.





Source: HESA student record

141. The increase in 2018/19 coincides with the introduction of an enhanced package of student support for part-time undergraduate and postgraduate taught students. More information can be found on the Student Finance Wales website<sup>30</sup>.
142. Looking more closely at the increase in part-time undergraduate provision, the increase is not seen uniformly across all undergraduate levels of study. Table 43 below shows the change between 2017/18 and 2018/19 by undergraduate level of study.

<sup>30</sup> [Student Finance Wales](#)

**Table 43: Part-time new entrant enrolments and FTE by level, 2017/18 and 2018/19**

Level	2017/18		2018/19		Percentage change 2017/18 to 2018/19	
	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE
UG degree	2,520	1,245	3,660	1,855	45%	49%
FD/DipHE/HND	625	360	620	345	0%	-5%
CertHE/HNC	3,260	895	3,335	910	2%	2%
Other UG	8,065	1,880	8,015	1,700	-1%	-10%
PGT	5,215	1,815	5,790	2,100	11%	16%
PGR	340	150	310	140	-8%	-7%
<b>Total</b>	<b>20,020</b>	<b>6,350</b>	<b>21,730</b>	<b>7,045</b>	<b>9%</b>	<b>11%</b>

Source: HESA student record

143. The change between 2017/18 and 2018/19 is seen primarily in undergraduate degree provision, with a 45% increase in new entrants in 2018/19 compared to 2017/18.
144. The change between 2017/18 and 2018/19 is further concentrated in distance learning provision at the Open University as can be seen in Table 44 below. Interestingly, for distance learning at the OU, while enrolments between 2008/09 and 2018/19 have fallen overall by 10%, the FTE has increased by 76%. This means that the number of people studying is down overall, but more activity is taking place.

**Table 44: Part-time new entrant enrolments and FTE by type of provision, level and year**

Mode	Level	2008/09		2017/18		2018/19		Percentage change 2008/09 to 2018/19		Percentage change 2017/18 to 2018/19	
		Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE	Enrolments	FTE
DL - OU	UG	4,205	1,080	2,540	1,190	3,790	1,895	-10%	76%	49%	59%
	PG	215	45	180	45	220	60	2%	46%	22%	35%
DL - other provider	UG	1,315	460	345	155	220	105	-83%	-77%	-36%	-33%
	PG	1,395	590	980	420	1,030	455	-26%	-23%	5%	8%
Partner	UG	3,095	1,535	1,215	390	985	335	-68%	-78%	-19%	-14%
	PG	880	315	20	10	5	5	-99%	-99%	-76%	-64%
Provider	UG	18,250	5,880	10,365	2,650	10,635	2,470	-42%	-58%	3%	-7%
	PG	4,935	1,815	4,370	1,485	4,845	1,715	-2%	-5%	11%	15%
<b>Total</b>		<b>34,285</b>	<b>11,715</b>	<b>20,020</b>	<b>6,350</b>	<b>21,730</b>	<b>7,045</b>	<b>-37%</b>	<b>-40%</b>	<b>9%</b>	<b>11%</b>

Source: HESA student record

Notes: DL = distance learning

145. The changes to part-time undergraduate student support in 2018/19 meant that more support was available for those studying at 25% FTE or more compared to the changes introduced in 2014/15. Similarly, for PGT Master's courses, additional support was available from 2018/19 onwards.

146. The analysis in Table 17 was repeated for 2018/19 to see if there were any changes in intensity of study in 2018/19 compared to 2017/18. There were small changes in the proportions in each FTE intensity group, with the proportion in the less than 25% intensity group decreasing by 0.9 percentage points from 53.0% to 52.1%; the proportion in the exactly 25% intensity group decreasing by 0.2 percentage points from 8.3% to 8.1%; the proportion in the over 25% intensity group increasing by 1.0 percentage points from 38.7% to 39.7%. Further analysis in future years will be carried out to see if there is any pattern emerging.
147. Looking at the analysis that was carried out for Table 9 and Chart 13 and using the data in Table 43 for 2018/19, the average FTE by level of study in each year was calculated for new entrants to look at whether the average FTE changed in 2018/19. Table 45 shows the changes.

**Table 45: Average FTE of part-time new entrant enrolments by level, 2008/09, 2017/18 and 2018/19**

Level	Average FTE per enrolment			Percentage change	
	2008/09	2017/18	2018/19	2008/09 to 2018/19	2017/18 to 2018/19
UG degree	0.40	0.49	0.51	25.9%	2.5%
FD/DipHE/HND	0.66	0.58	0.55	-16.0%	-4.1%
CertHE/HNC	0.42	0.27	0.27	-35.0%	-0.7%
Other UG	0.26	0.23	0.21	-18.1%	-9.2%
PGT	0.36	0.35	0.36	-0.6%	4.1%
PGR	0.52	0.44	0.45	-13.5%	1.8%
<b>Total</b>	<b>0.34</b>	<b>0.32</b>	<b>0.32</b>	<b>-5.1%</b>	<b>2.2%</b>

Source: HESA student record

148. Between 2017/18 and 2018/19, there was a small increase overall in the average FTE, by level, there were increases in UG degree (2.5%), PGT (4.1%) and PGR (1.8%) provision. The non-degree undergraduate categories saw decreases in the average FTE of 4.1 % for FD/DipHE/HND, 0.7% (CertHE/HNC) and 9.2% (Other UG). This and the analysis above for 2018/19, suggest that there is a pattern of increased activity per year for UG degree students, and this can be monitored further once data for future years are available.

## 19. Conclusions

149. This analysis is by no means a comprehensive study of part-time provision in Wales, and does not attempt to explain the reasons behind the findings of the analysis. It does, however, provide some information to consider for HEFCW's forthcoming review of teaching funding which includes a review of part-time teaching funding.
150. Further analysis will be carried out as more years of data become available and as the funding review demands, and will include an analysis of the changes in patterns of study as the student support arrangements are embedded.

## Appendix A to Annex B: Populations and definitions

### Data fields used

For the analysis of HESA student data, HESA fields along with HESA derived fields have been used. Below are links to these fields for each year (note that for 2008/09 to 2010/11, derived field specifications are not available on the HESA website):

2008/09 – [HESA fields](#)  
2009/10 – [HESA fields](#)  
2010/11 – [HESA fields](#)  
2011/12 – [HESA fields](#), [HESA derived fields](#)  
2012/13 – [HESA fields](#), [HESA derived fields](#)  
2013/14 – [HESA fields](#), [HESA derived fields](#)  
2014/15 – [HESA fields](#), [HESA derived fields](#)  
2015/16 – [HESA fields](#), [HESA derived fields](#)  
2016/17 – [HESA fields](#), [HESA derived fields](#)  
2017/18 – [HESA fields](#), [HESA derived fields](#)  
2018/19 – [HESA fields](#), [HESA derived fields](#)

For the analysis of the HESA destinations of leavers from higher education (DLHE) survey, links to the fields and derived fields are below:

2016/17 – [HESA fields](#), [HESA derived fields](#)

### Populations used

The HESA standard registration population (XPSR01, used for enrolments), HESA session population (XPSES01, used for FTE), HESA qualifications obtained population (XPQUAL01, used for those obtaining qualifications) and the DLHE population, i.e. those surveyed in the DLHE survey (XPDLHE01) are used in analysis. These are defined in the HESA derived fields.

#### Number of enrolments

A count of the number of instances, using XPSR01 = 1.

#### Number of FTEs

A count of INSTANCE.STULOAD divided by 100, using XPSES01 = 1.

#### Qualifications obtained population

A count of the number instances, using XPQUAL01.

#### Qualifications of leavers

A count of those that were active in the final year and left, using XPSES01= 1 and INSTANCE.ENDDATE ≠ blank.

#### New entrants

An enrolment is counted as a new entrant where INSTANCE.YEARSTU = 1.

### Destinations of UK and EU leavers

A count of responses where XPDLHE02 = 1 and XDOMHM01 = 1, 2, 3, 4, 6 and XACTIV02 ≠ XX, to exclude those that explicitly refused, were ineligible to return data or are deceased.

### **Definitions used**

The references to data fields are in the format ENTITY.FIELDNAME for those on the HESA student record and in the DLHE survey data. Derived fields start with an 'X'.

#### Mode of study

Mode of study is defined as:

Part-time	XMODE01 = 3
Full-time	XMODE01 = 1, 2
Other	XMODE01 = 4, 5, 6

#### Level of study and qualification aim

The level of study groupings are:

Undergraduate	XLEV301 = 2
Postgraduate	XLEV301 = 1

#### *Undergraduate breakdown:*

UG degree	XLEV501 = 3
FD/DipHE/HND	XLEV501 = 4 and COURSE.COURSEAIM = J10, J16, J20, J26, J30
CertHE/HNC	XLEV501 = 4 and COURSE.COURSEAIM = C20, C30
Other UG	XLEV501 = 4 otherwise

#### *Postgraduate breakdown:*

PGT	XLEV501 = 2
PGR	XLEV501 = 1

#### Age groups

Age groups are defined as follows (applied in order to that the previous groups are excluded from each subsequent group):

Unknown age	XAGEA01 = 99
60+	XAGEA01 ≥ 60
50-59	XAGEA01 ≥ 50
40-49	XAGEA01 ≥ 40
30-39	XAGEA01 ≥ 30
21-29	XAGEA01 ≥ 21
20 and younger	XAGEA01 ≥ 1

#### Gender

Gender is defined as:

Male	STUDENT.SEXID = 1
Female	STUDENT.SEXID = 2
Other	STUDENT.SEXID = 3

### Disability

The disability categories are defined as:

No known disability	STUDENT.DISABLE = 00
Two or more conditions and/or disabling medical conditions	STUDENT.DISABLE = 08
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	STUDENT.DISABLE = 51
A social/communication condition such as Asperger's syndrome/other autistic spectrum disorder	STUDENT.DISABLE = 53
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	STUDENT.DISABLE = 54
A mental health condition, such as depression, schizophrenia or anxiety disorder	STUDENT.DISABLE = 55
A physical condition or mobility issues, such as difficulty using arms or using a wheelchair or crutches	STUDENT.DISABLE = 56
Deaf or a serious hearing condition	STUDENT.DISABLE = 57
Blind or a serious visual condition uncorrected by glasses	STUDENT.DISABLE = 58
A disability, condition or medical condition that is not listed above	STUDENT.DISABLE = 96

### Ethnicity

Ethnicity is defined as:

White	STUDENT.ETHNIC = 10, 11, 12, 13, 14, 15, 19
Black	STUDENT.ETHNIC = 21, 22, 29
Asian	STUDENT.ETHNIC = 31, 32, 33, 34, 39
Mixed	STUDENT.ETHNIC = 41, 42, 43, 49
Other	STUDENT.ETHNIC = 50, 80
Unknown	STUDENT.ETHNIC = 90, 98

### Region of location of study

Region of location of study is determined by the home address of the student for distance learners, the campus attended of the provider for those attending the provider and the partner institution attended for those studying under a franchise arrangement. This means that there are entrants shown as studying outside of Wales where study takes place through distance learning at a Welsh provider or at campuses outside Wales. Distance learning criteria is applied before franchise criteria which is applied before provider campus criteria. This means that distance learners are always counted at their home address, franchised out provision is counted at the franchise provider unless it is distance learning and students based at the provider are counted at the relevant campus if they are not distance learning or franchised out.

Cardiff	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C681 or MODULE.TINST = 100034450, 10042790 or INSTITUTION.UKPRN = 10007814, 10007854 or
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	INSTITUTION.UKPRN = 10007793 and INSTANCE.CAMPID = B, C
Newport	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C680 or MODULE.TINST = 10009724 or INSTITUTION.UKPRN = 10007793 and INSTANCE.CAMPID = G
Swansea	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C670 or MODULE.TINST = 10030408 or INSTITUTION.UKPRN = 10007855, 10030408 or INSTITUTION.UKPRN = 10007793 and INSTANCE.CAMPID = E or INSTITUTION.UKPRN = 10007858 and INSTANCE.CAMPID = S
South East Wales (excl. Cardiff and Newport)	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C676, C678, C679, C677, C673, C672, C674, C675 or MODULE.TINST = 10010418, 10008119, 10008912, 10065967, 10008914, 10009619, 10007862 or INSTITUTION.UKPRN = 10007793 and INSTANCE.CAMPID = H, A, D
South West Wales (excl. Swansea)	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C669, C668, C671 or MODULE.TINST = 10009614, 10007834 or INSTITUTION.UKPRN = 10007858 and INSTANCE.CAMPID = A, C or INSTITUTION.UKPRN = 10009614 and INSTANCE.CAMPID = P, A, L
Mid Wales	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C666, C667 or INSTITUTION.UKPRN = 10007856 or INSTITUTION.UKPRN = 10007858 and INSTANCE.CAMPID = B or INSTITUTION.UKPRN = 10009614 and INSTANCE.CAMPID = D, B
North Wales	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 = 3 and XDOMUC01 = C664, C663, C662, C661, C660, C665 or MODULE.TINST = 10007857, 10007820, 10041295 or INSTITUTION.UKPRN = 10007857 and INSTANCE.CAMPID = A, W or INSTITUTION.UKPRN = 10007820 and INSTANCE.CAMPID = E, H, F, J, D, G, B, A, C or INSTITUTION.UKPRN = 10007833 and INSTANCE.CAMPID = A, B
Outside Wales	INSTANCE.LOCSDY = 6, 9 and XDOMHM01 ≠ 3 or MODULE.TINST = 4002, 4004, 10000528, 10002340, 10003284, 10005057, 10008653 or INSTITUTION.UKPRN = 10007833 and INSTANCE.CAMPID = C or

	INSTITUTION.UKPRN = 10007858 and INSTANCE.CAMPID = L, I
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### Domicile and region of domicile

Domicile is defined as:

Wales	XDOMHM01 = 3
England	XDOMHM01 = 1
Scotland	XDOMHM01 = 2
Northern Ireland	XDOMHM01 = 4
European Union	XDOMHM01 = 6
Non-European Union	XDOMHM01 = 5, 7
Unknown	XDOMHM01 = 8

Other UK	XDOMHM01 = 1, 2, 4
UK	XDOMHM01 = 1, 2, 3, 4

Wales region of domicile is defined as:

<b>Region group</b>	<b>Local authority</b>	<b>XDOMUC01</b>
Cardiff	Cardiff	C681
Newport	Newport	C680
Swansea	Swansea	C670
South East Wales (excl. Cardiff and Newport)	Blaenau Gwent, Bridgend, Caerphilly, Merthyr Tydfil, Monmouthshire, Rhondda Cynon Taff, Torfaen, Vale of Glamorgan	C677, C672, C676, C675, C679, C674, C678, C673
South West Wales (excl. Swansea)	Carmarthenshire, Pembrokeshire, Neath Port Talbot	C669, C668, C671
Mid Wales	Powys, Ceredigion	C666, C667
North Wales	Flintshire, Denbighshire, Conwy, Gwynedd, Isle of Anglesey, Wrexham	C664, C663, C662, C661, C660, C665
Wales unknown	Not classified elsewhere and XDOMHM01 = 3	

### WIMD and low participation areas

Home postcode ENTRYPROFILE.POSTCODE is mapped to a low participation area for UK domiciles or the bottom one or two quintiles of the [Welsh index of multiple deprivation](#) (WIMD 2014) for Welsh domiciles

Students are in a low participation area if their home postcode is in the 40% of areas that have the lowest participation as defined by the proportion of working age adults with HE level qualifications (as measured using Census 2001 data).

### Cross border flows

Country of provider is defined as:

England	XINSTC01 = E
Scotland	XINSTC01 = S



Wales XINSTC01 = W  
 Northern Ireland XINSTC01 = N  
 The Open University (INSTITUTION.UKPRN = 10007773) is split between the four countries using INSTANCE.CAMPID

Qualification on entry

Qualification on entry is defined as:

First degree	XQUALENT01 = C
Other undergraduate	XQUALENT01 = D
Postgraduate (excl. PGCE)	XQUALENT01 = A
PGCE	XQUALENT01 = B
Level 3 qualification	XQUALENT01 = F
Qualification at Level 2 and below	XQUALENT01 = G
Other qualification	XQUALENT01 = E
No qualification	XQUALENT01 = H
Not known	XQUALENT01 = I, J

Type of provision

Type of provision is defined by:

Distance learning - OU	INSTITUTION.UKPRN = 10007773 and INSTANCE.LOCSDY = 6, 9
Distance learning – other provider	INSTITUTION.UKPRN ≠ 10007773 and INSTANCE.LOCSDY = 6, 9
At a partner	MODULE.TINST ≠ blank, for at least one module
At the provider	Otherwise

Intensity of study

Starters/leavers grouping:

Continuing starters INSTANCE.ENDDATE is blank and  
INSTANCE.COMDATE ≥ 01/08/Y

Leavers who continued INSTANCE.ENDDATE ≠ blank and  
INSTANCE.COMDATE < 01/08/Y

Whole years of study Otherwise

(where Y is the first calendar year in the academic year, e.g. 2017 for 2017/18)

FTE intensity calculation:

$$FTE = \text{INSTANCE.STULOAD}/100$$

Retention and completion

Completion status is defined by:

Completed the year INSTANCE.FUNDCOMP = 1  
 Did not complete the year INSTANCE.FUNDCOMP = 2, 4  
 Year not yet completed INSTANCE.FUNDCOMP = 3  
 Excluded from the analysis INSTANCE.FUNDCOMP = 9

In the completion status analysis, year of student is categorised using  
 INSTANCE.YEARSTU.

Leavers (INSTANCE.ENDDATE ≠ blank) by qualification achieved are categorised as:

Gained a lower level qualification	<p>COURSE.COURSEAIM ≠ QUALIFICATIONSAWARDED.QUAL and (carried out in order below)</p> <p>COURSEAIM = D codes and QUAL ≠ D codes            COURSEAIM = E codes and QUAL ≠ E or D codes            COURSEAIM = L0, M0, M1, M2 codes and QUAL ≠ L0, M0, M1, M2, E, D codes            COURSEAIM = L, M codes and QUAL ≠ L, M, E, D codes            COURSEAIM = H00, H1, H22, H23 codes and QUAL ≠ H00, H1, H22, H23, L, M, E, D codes            QUAL = H90 and COURSEAIM ≠ C, J, I codes            COURSEAIM = H codes and QUAL ≠ H, L, M, E, D codes            COURSEAIM = I00, I1 codes and QUAL ≠ I00, I1, H, L, M, E, D codes            QUAL = I90 and COURSEAIM ≠ C, J codes            COURSEAIM = I and QUAL ≠ I, H, L, M, E, D codes            COURSEAIM = J1, J2, J3 codes and QUAL ≠ J1, J2, J3, I, H, L, M, E, D codes            QUAL = J90 and COURSEAIM ≠ C codes            COURSEAIM = J and QUAL ≠ J, I, H, L, M, E, D codes            COURSEAIM = C2, C3 codes and QUAL ≠ C2, C3, J, I, H, L, M, E, D codes            QUAL = C90            COURSEAIM = C and QUAL ≠ C, J, I, H, L, M, E, D codes</p>
Gained aimed for qualification	<p>COURSE.COURSEAIM = QUALIFICATIONSAWARDED.QUAL or            COURSE.COURSEAIM ≠ QUALIFICATIONSAWARDED.QUAL and not categorised as gaining a lower level qualification</p>
Didn't gain a qualification	<p>QUALIFICATIONSAWARDED.QUAL = blank</p>
Aiming for an unspecified qualification	<p>COURSE.COURSEAIM = M99, H99, J99, C99</p>

Qualification achieved

Qualification achieved is defined as:

UG degree	XQLEV501 = 3
Foundation degree/DipHE/HND	XQLEV501 = 4 and XQOBTN01 = J10, J16, J20, J26, J30
CertHE/HNC	XQLEV501 = 4 and XQOBTN01 = C20, C30
Other UG	XQLEV501 = 4 otherwise
PGT	XQLEV501 = 2
PGR	XQLEV501 = 1

### Degree class

Degree class is defined as:

First class honours	QUALIFICATIONSAWARDED.CLASS = 01
Upper second class honours	QUALIFICATIONSAWARDED.CLASS = 02
Lower second class honours	QUALIFICATIONSAWARDED.CLASS = 03
Third class honours	QUALIFICATIONSAWARDED.CLASS = 05
Unclassified/Pass/Ordinary degree	Otherwise

### Time to complete qualifications

Average amount of time in years is calculated as:

$(\text{INSTANCE.ENDDATE} - \text{INSTANCE.COMDATE}) / 365.25$ , summed over all instances in the level/type of provision category, divided by the number of instances in the category.

### Subject of study

Subject of study is defined as:

Medicine & dentistry	XJACSA01 = 1
Subjects allied to medicine	XJACSA01 = 2
Biological sciences	XJACSA01 = 3
Agriculture & related subjects	XJACSA01 = 5
Physical sciences	XJACSA01 = 6
Mathematical sciences	XJACSA01 = 7
Computer science	XJACSA01 = 8
Engineering & technology	XJACSA01 = 9
Architecture, building & planning	XJACSA01 = A
Social studies	XJACSA01 = B
Law	XJACSA01 = C
Business & administrative studies	XJACSA01 = D
Mass communications and documentation	XJACSA01 = E
Languages	XJACSA01 = F
Historical and philosophical studies	XJACSA01 = G
Creative arts & design	XJACSA01 = H
Education	XJACSA01 = I
Combined	XJACSA01 = J

Subject group is defined as:

Medical      XJACSA01 = 1, 2  
STEM        XJACSA01 = 3 to 9  
Other        Otherwise

### Welsh fluency and Welsh medium

Welsh speaking ability is defined as:

Fluent Welsh speaker      STUDENT.WELSSP = 1  
Welsh speaker not fluent      STUDENT.WELSSP = 2  
Not a Welsh speaker      STUDENT.WELSSP = 3  
Unknown      STUDENT.WELSSP = 9

Proportion of activity through the medium of Welsh is calculated as:

Number of credits through the medium of Welsh, summed over all modules for an instance	STUDENTONMODULE.LANGPCNT/100 x MODULE.CRDTPTS
Number of credits in total, summed over all modules for an instance	MODULE.CRDTPTS
Proportion through the medium of Welsh for an instance	Number of credits through the medium of Welsh for the instance / total number of credits for the instance

### Employer support

Contribution to funding for the place is defined by:

Wholly employer funded      INSTANCE.EMPFUND = 01  
Partially employer funded      INSTANCE.EMPFUND = 02

Contribution to tuition fees is defined by:

Employer wholly pays tuition fees      INSTANCE.EMPFEES = 01  
Employer partially pays tuition fees      INSTANCE.EMPFEES = 02

### Destinations on leaving

Activity of UK and other EU leavers:

Work      XACTIV02 = 01, 02  
Work and Study      XACTIV02 = 03, 04  
Study      XACTIV02 = 05, 06  
Unemployed      XACTIV02 = 07, 08  
Other      XACTIV02 = 09

Mode of study of leaver:

Full-time      XQMODE01 = 1  
Part-time      XQMODE01 = 2

Level of qualification obtained by leaver:

First degree      XDLEV501 = 3  
Foundation degree/HND/DipHE      XDLEV501 = 4 and XQOBTN01 in J10, J16, J20, J26, J30  
HNC/CertHE      XDLEV501 = 4 and XQOBTN01 in C20, C30  
Other undergraduate      XDLEV501 = 4 otherwise  
Postgraduate taught      XDLEV501 = 2  
Postgraduate research      XDLEV501 = 1

Whether previously employed by their employer:

Yes: before my programme of study      EMPLOYMENT.PREVEM = 1  
 Yes: during my programme of study      EMPLOYMENT.PREVEM = 2  
 Yes: before & during my programme of study      EMPLOYMENT.PREVEM = 3  
 No      EMPLOYMENT.PREVEM = 4

Location of employment:

Location	Wales region	XLOCUC01/XLOCGR01
Wales	Cardiff	XLOCUC01 = C681
	South East Wales	XLOCUC01 = C677, C672, C676, C675, C679, C674, C678, C673, C680
	South West Wales	XLOCUC01 = C669, C668, C671, C670
	Mid Wales	XLOCUC01 = C666, C667
	North Wales	XLOCUC01 = C664, C663, C662, C661, C660, C665
	Wales unknown	XLOCUC01 = Otherwise, and XLOCGR01 = XI
England		XLOCGR01 = A, B, D, E, F, G, H, J, K, XF
Other UK		XLOCGR01 = XK, XH, XG
Other EU		XLOCGR01 = GREU,
Outside EU		XLOCGR01 = Z, GRAF, GRAS, GRAU, GRME, GRNA, GROE, GRSA
Not known		XLOCGR01 = NOTK

Graduate level job:

Graduate level      XSOCD2 = 1, 2, 3  
 Not graduate level      XSOCD2 = 4, 5, 6, 7, 8, 9, A

For further information about how the data in each table and chart were derived please contact Hannah Falvey at [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk).