

Cylchlythyr | Circular

Consultation on changes to the Higher Education Students Early Statistics (HESES) survey for 2022/23

Date: 08 September 2022
Reference: W22/33HE
To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in Wales
Response by: 14 October 2022
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This circular provides a consultation on proposed changes to the Higher Education Students Early Statistics (HESES) survey for implementation in 2022/23.

Responses should be sent to hestats@hefcw.ac.uk by 14 October 2022.

If you require this document in an alternative accessible format, please email info@hefcw.ac.uk.



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Introduction

1. This circular provides a consultation on proposed changes to the Higher Education Students Early Statistics (HESES) survey for implementation in 2022/23.

Background

2. The HESES survey currently collects data about higher education registrations and credit values from higher education providers in Wales that are directly funded by HEFCW. The survey takes place on an annual basis in November (for Initial Teacher Education (ITE) provision leading to qualified teacher status (QTS)) and January (all provision) and collects aggregate data about the current academic year. We are reviewing the survey for 2022/23 for a number of reasons. Firstly, the data collected on HESES is used in teaching funding allocations and we are in the process of reviewing our teaching funding methodology. Secondly, we need to review what we collect and what we use it for from time to time to ensure that the data being collected are fit for purpose and that we are collecting data from providers in the least burdensome way that still meets our needs. Thirdly, the HESA student record is undergoing a major change under the Data Futures programme and we need to take account of that in the HESES survey guidance.
3. Readers of and responders to this consultation are assumed to be familiar with the [HESES survey for 2021/22](#), [the end of year monitoring of higher education enrolments \(EYM\) for 2021/22](#) the [HESA student record for 2021/22](#), the [Data Futures programme](#), the [HESA student record](#) to be collected under Data Futures from 2022/23 and the [teaching funding review](#).
4. The current (2021/22) HESES survey is being used as a starting point for the review. As well as an introductory section, the current contents of the survey are:

Annex		Included in the consultation?
Annex A	Summary guide to the HESES 2021/22 survey	
Annex B	Definition of a recognised HE qualification	✓
Annex C	Distance learning, campuses, subsidiaries, franchises and other collaborative arrangements	✓
Annex D	Definition of residential and funding status	✓
Annex E	Definition of ASCs and ITE (QTS) specialist subjects	✓
Annex F	Definition of mode of study	✓
Annex G	Definition of level of study	✓
Annex H	Rules for counting registrations	✓
Annex I	Rules for counting credit values	
Annex J	Table and column descriptions	✓
Annex K	HESA/HESES mappings and end of year monitoring data extraction criteria	✓
Annex L	Workbook notes	
Annex M	Validation checks	
Annex N	Usage of data by HEFCW	✓

Annex O	Funding status reference grid	✓
Annex P	Sample copies of tables for completion by all providers directly funded by HEFCW	✓

5. This consultation is proposing changes to the content of the introduction and to Annexes B to H, J, K and N to P, and asks a number of questions about those proposed changes. The other annexes either contain information that is a summary of the information in the other annexes (Annex A) or information relating to the return of the tables, such as notes on the workbook (Annex L) or details of validation undertaken (Annex M) and so will be written once the content of HESES for 2022/23 is finalised, and are not included in the consultation. The exception to this is Annex I which provides guidance on returning credit values, which we are proposing to remove. This is as a result of [stage two of the teaching funding review](#). In the review, we asked a question about using credit value data from HESES or EYM in the new proposed credit based teaching funding method. As a result of the responses, and in order to reduce burden for providers and HEFCW, we have decided that credit value data to be used in credit based teaching funding for 2023/24 will be taken from EYM and not HESES, and therefore we are proposing that credit value information is no longer collected on HESES. Information about the extraction of EYM credit value data for 2023/24 teaching funding will be made available in due course.
6. We have not relabelled the annexes for the consultation, in order to keep the referencing consistent, but intend to relabel them Annexes A to O in the final version of HESES. Annex H also contains a number of examples which we will be updating once we have finalised the content of HESES, and so are not updated as part of this consultation.
7. We are not proposing to change the layout of the survey, and will be continuing with the current format of an introduction then a series of annexes containing guidance and tables for completion.
8. A summary of the changes proposed to the content of the introduction and Annexes B to H, J, K and N to P is below together with the questions posed for the introduction and for each Annex. Following that, in Appendix A, are the introduction and annexes included in the consultation in their entirety, containing the proposed changes.
9. Annex K contains a mapping of HESA data to HESES and the EYM data extraction. This is based on the new student record being implemented for 2022/23 for which data will be available to us after the end of the 2022/23 academic year. As such, the mapping will be provisional when HESES is finalised and published for 2022/23, given that we will have limited data to test the mapping up to that point. There will be further testing and input from providers after HESES is published which means that the mapping is likely to be refined and updated. We will communicate any updates to providers, with the aim of publishing a final mapping in the EYM 2022/23 circular due to be published in summer 2023.

10. Providers should also note that the mapping in Annex K is likely to change to accommodate the availability of in-year student data in 2024/25 and there will be a separate consultation about that in future.
11. There may be further changes to HESES prior to publication which are not detailed in this consultation. This may be, for example, where a reference to a Student Finance Wales Information Notice not yet issued at the time of consultation is included, or where further information regarding the [Taith](#) scheme is available and needs to be included in the guidance.

Proposed changes and consultation questions

12. In this section, the underlined headings refer to the headings in the HESES survey for the parts of the survey that are under review.

Introduction

13. The introduction contains a description of the HESES survey, information about changes that have been made since the previous HESES survey, instructions for returning data and the dates that that data and verifications have to be returned by.
14. We have updated the introduction to remove the paragraphs describing how to return data exceptionally during the COVID19 pandemic as this is no longer needed. Should another pandemic or similar exceptional nationwide situation occur, we will provide guidance in the introduction. Some general guidance about exceptional nationwide situations is proposed for Annex C.
15. The main changes section has not been updated as this will be done once HESES 2022/23 is finalised post-consultation.
16. References to the collection of credit value data have been removed. Please see the annexes below for further information on the removal of credit value information from the collection.
17. As the information collected on the survey has been reduced, we propose to keep the dates of return of the survey similar to last year, as follows, taken forward to 2022/23:

Tables 2a to 2c:

18 November 2022	Return deadline
23 November 2022	Verifications sent to providers
2 December 2022	Verifications return deadline

All HESES tables:

13 January 2023	Return deadline
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20 January 2023
6 February 2023

Verifications sent to providers
Verifications return deadline

18. We have added some clarifications around deadlines and verification (paragraphs 11 to 14).
19. We have included some information about verifications containing HESA student data to be used in funding allocations to be signed off through the Information Reporting Interface Service (IRIS) as part of the HESA submission process, rather than through a separate process (paragraphs 16 and 17). The link to the data requirements circular for 2021/22 in paragraph 17, which will be published in September 2022, will be updated in the published HESES circular.

Questions:

1. Do you envisage any problem with the proposed deadlines? If so, please describe the problem and how you think it could be resolved.
2. Are the clarifications about deadlines helpful? If not, what additional clarification or information about deadlines would be useful?
3. Is there any other information you would like to see included in the introduction? If so, what information?
4. Do you have any other comments or questions about the introduction?

Annex B - Definition of a recognised HE qualification

20. This annex describes which qualifications can be included on the HESES survey. Some minor changes are proposed.
21. An updated link to the Credit and Qualifications framework for Wales (CQFW) documentation has been included. Clarification has been added on the inclusion of stand alone modules, such as micro-credential modules, and the guidance also clarifies that providers that are not directly funded but have specifically designated courses do not need to complete a HESES survey.

Questions:

5. Does the clarification relating to stand alone modules give sufficient guidance relating to these type of modules? If anything is unclear, please elaborate.
6. Do you have any other comments or questions about the guidance contained in this annex?

Annex C - Distance learning, campuses, subsidiaries, franchises and other collaborative arrangements

22. This annex gives information about how students can be counted as eligible for HEFCW funding based on their location of study. We are proposing to change the guidance relating to the pandemic to be more general and cover any exceptional nationwide situations. We have also tidied up some of the wording for clarification.

Questions:

7. Are there any aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
8. Do you have any other comments or questions about the guidance contained in this annex?

Annex D - Definition of residential and funding status

23. This annex provides the definition of residential and funding status. The main change here is how the different categories are described. We propose that 'home and eligible EU' is now referred to as 'home' and 'Island, overseas and non-eligible EU' is referred to as 'overseas'. These changes are to simplify the labelling and to recognise that the fee status of various groups of students has changed over the past couple of years. 'Home' includes any student entitled to pay a home fee, whether they are domiciled in the UK or elsewhere, so will include Island students and any continuing EU students, along with any other students regarded as home students in the regulations. 'Overseas' will include most students from outside the UK, including new entrant EU students who are not entitled to pay home fees.
24. The annex also contains some additional information about students who have recently been able to be considered to be home students, with references to the regulations and Student Finance Wales Information Notices added. Other minor updates have been made to remove examples which are no longer current, to remove the guidance relating to the micro-credentials pilot for 2021/22, and to update the fundability criteria for postgraduate research students.

Questions:

9. Is the guidance clear in relation to what is included in 'home' and 'overseas'? If not, why not?
10. Are there any other examples of schemes or funding sources it would be useful to include in the guidance for those ineligible for HEFCW funding (paragraph 8)? If so, please specify.
11. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
12. Do you have any other comments or questions about the guidance contained in this annex?

Annex E - Definition of ASCs and ITE (QTS) specialist subjects

25. This annex has been updated to refer to cost groups instead of academic subject categories (ASCs), with the title also updated. Cost groups are the new subject groupings to replace ASCs proposed as part of the [teaching funding review](#). Guidance has been updated where necessary to relate to cost groups rather than ASCs. It is proposed that there will be a table showing a summary of the cost groups mappings by the Common Aggregate Hierarchy (CAH) level 3 groupings.

The proposed table is in the Annex, but is not populated yet as the Higher Education Classification of Subjects (HECoS) codes to cost group mapping has not been finalised and is pending the outcomes of [stage two of the teaching funding review](#). The link to the mapping from HECoS codes to cost groups is also not updated and currently links to the HECoS codes to ASCs mapping. This will be updated once the cost group mapping is finalised.

26. Other proposed changes made to this annex, under 'Apportionment of student registrations between cost group groupings on Table 3', are the removal of guidance relating to Initial Teacher Education (ITE) and Major/minor or balanced combinations, and an update to the guidance for returning medicine, dentistry and conservatoire performance element provision. The ITE section under this heading is being removed as we are proposing to no longer have a separate category for this provision in the collection of registrations data on Table 3 given that ITE (QTS) is no longer the responsibility of HEFCW. The section dealing with Major/minor or balanced combinations is being removed as we are not collecting cost group information in sufficient detail on Table 3 for this to be relevant. We are also proposing to remove the guidance relating to the apportionment of part-time undergraduate credit values between ASCs as we are no longer collecting this information.

Questions:

- 13. Are the updates relating to cost groups clear? If not, why not?
- 14. Will the proposed table be helpful? If not, why not, and what would be useful instead?
- 15. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
- 16. Do you have any other comments or questions about the guidance contained in this annex?

Annex F - Definition of mode of study

27. Annex F gives a definition of mode of study, with related guidance. Some minor clarifications to the guidance have been made.

Questions:

- 17. Are there any other qualifications it would be useful to include in the table at paragraph 3 of the annex, or any qualifications for which the information given is not accurate? If so, what are they?
- 18. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
- 19. Do you have any other comments or questions about the guidance contained in this annex?

Annex G - Definition of level of study

28. Annex G gives a definition of level of study. Clarification has been included in the undergraduate non-degree category about courses that lead to HE level credit.

Questions:

20. Is the additional guidance relating to courses that lead to HE level credit clear? If not, why not?
21. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
22. Do you have any other comments or questions about the guidance contained in this annex?

Annex H - Rules for counting registrations

29. This annex gives guidance about counting registrations. Some minor clarifications to wording have been included in paragraphs 1 and 2. We have deleted '2c) students on non-accredited HE courses only where HEFCW has been notified of these courses and has agreed to their inclusion' from the list of inclusions in the return, as we believe this category is no longer relevant. We have updated paragraph 26 which details how a fluent Welsh speaker would be identified on the HESA student record.
30. We have not yet updated the examples in this annex and will do that when we publish HESES after the consultation responses have been taken into account.

Questions:

23. Are there any unintended consequences of removing '2c) students on non-accredited HE courses only where HEFCW has been notified of these courses and has agreed to their inclusion' from the list of inclusions? If so, what are they?
24. What scenarios would you like to see worked as examples in this annex?
25. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
26. Do you have any other comments or questions about the guidance contained in this annex?

Annex I - Rules for counting credit values

31. Annex I gives the rules for counting credit values. We are proposing to remove this annex as we will no longer be collecting credit value information on HESES. An annex relating to credit values will be included in the EYM circular for 2022/23.

Questions:

27. Do you have any comments on the removal of this annex?

Annex J - Table and column descriptions

32. Annex J describes what is being collected on the tables requested on the HESES survey.
33. We are proposing to simplify Table 1 so that there is no breakdown of undergraduate registrations into undergraduate degree and non-degree and no further split of the two undergraduate categories into franchised out and non-franchised out. This means that only three rows of data are collected, one each for undergraduate, postgraduate taught and postgraduate research.
34. We are proposing to add a column to Table 2a to collect data about overseas students who are on ITE (QTS) courses, at the request of the Welsh Government. This is a count of new entrants only and the breakdown regarding training to teach through the medium of Welsh and Welsh fluency is not requested. We are also proposing to add a row to the list of subject specialisms to collect Physics and Chemistry as a joint specialism.
35. We are proposing to simplify Table 3 so that it still collects undergraduate and PGCE (QTS) provision but collects both together rather than separately. We have also changed the column headings to be more descriptive regarding residential status, and updated the rows to collect cost group groupings instead of ASC groupings.
36. We are proposing to cease collection of Table 4.

Questions:

28. Does the proposed addition of an overseas column on Table 2a cause any difficulties for the return of data? If it does, please explain why.
29. Is there a preferred location of the additional row of data to be added to Tables 2a to 2c to collect the joint specialism of Physics and Chemistry? For example, is this better placed at the end of the list of specialisms (as currently proposed for Tables 2a to 2c in Annex P) so as not to interfere with any systems set up to export the data in the order currently in the table. Please also let us know if there is no preferred location, or if the order of the specialisms is unimportant.
30. Do the simplifications of Tables 1 and 3 cause any difficulties for the return of data? If so, please explain why.
31. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
32. Do you have any other comments or questions about the guidance contained in this annex?

Annex K - HESA/HESES mappings and end of year monitoring data extraction criteria

37. Annex K gives a set of mappings from the HESA student record data to the HESES and EYM definitions, and is used in the end of year extraction of data. We have made extensive updates to this annex to reflect the introduction of a new student record for 2022/23 under the Data Futures programme. We do not yet

have a complete dataset to try the proposed mapping out on and therefore it is work in progress. There are also some areas we need to give further consideration to such as fully flexible courses (as defined in the HESA record) and intercalation. We will publish it as a provisional version in HESES 2022/23, with the aim of refining and updating if necessary throughout the year, and will publish a final version in the EYM circular for 2022/23 in summer 2023.

Questions:

33. We welcome any comments on the mappings presented in Annex K. If there is anything you think we have got wrong or if there is a mapping where it is not clear why we are using the particular fields we are using, or if you have any other queries or comments, please provide details and also any alternative suggestions where appropriate.
34. Are there any other aspects of the guidance in this annex that are not clear to you? If so, which parts of the guidance, and why?
35. Do you have any other comments or questions about the guidance contained in this annex?

Annex N - Usage of data by HEFCW

38. This annex has been updated to reflect the changes made to the tables.

Questions:

36. Is this annex useful, and is there anything else you would like to see included in this annex? If so, what would you like to see included?

Annex O - Funding status reference grid

39. This has been updated to reflect the changes in the rest of the HESES guidance.

Questions:

37. Is the reference grid useful? If not, why not?
38. Are there any other reference grids or summary tables relating to the guidance in the HESES annexes that it would be useful to have? If so, what aspects of the guidance would you like to see covered?

Annex P - Sample copies of tables for completion by all providers directly funded by HEFCW

40. Annex P contains the proposed set of tables for HESES 2022/23, as described in the guidance.

Questions:

39. Do you have any other comments on the tables, such as about the format, layout and ease of use, not already included in your comments for Annex J?

Questions about the HESES survey overall

41. The HESES survey has been undertaken for many years, with a number of reviews and revisions along the way. As well as the questions posed about each annex above, we would like any other feedback you have about the survey.
42. We are trying to make the sign off process easier by requesting an alternative authorised signatory for HESES in our audit of authorised signatories to take place in the autumn, for when the first authorised signatory is not available.
43. We are also aiming to cease collection of HESES once in-year data is available through the HESA student record in 2024/25. Once HEFCW is part of the Commission for Tertiary Education and Research (CTER), we intend to explore better technological solutions for the return of data, for the HESES survey and other data collections and verifications, instead of using a spreadsheet format.

Questions:

40. Do you have any other comments on the guidance contained in HESES not included in your answers to the previous questions?
41. Is there any other guidance you would like to see included in the HESES circular? If there is, please identify the areas where you would like to see additional guidance.

Timeline

44. Shortly after publication of this consultation, on 13 September 2022, we will be holding a data workshop for providers. This consultation will be discussed at that workshop. This will be an opportunity for providers to ask questions about our proposals and highlight any issues for further consideration. We will use the feedback from the workshop and the responses to this consultation in finalising the HESES survey for 2022/23.
45. We expect to publish the HESES 2022/23 survey in early November 2022.

Further information / responses to

46. Consultation responses should be sent to hestats@hefcw.ac.uk by **14 October 2022**.
47. For further information please contact Hannah Falvey (tel 029 2085 9720; email HEStats@hefcw.ac.uk).

HEFCW circular W22/33HE: Appendix A – proposed HESES survey 2022/23 for consultation

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Cylchlythyr | Circular

Higher Education Students Early Statistics Survey 2022/23

Date: XX November 2022
Reference: W22/XXHE
To: Heads of higher education institutions in Wales
Principals of directly-funded further education institutions in Wales
Response by: 13 January 2023 (whole survey)
18 November 2022 (Tables 2a to 2c)
Contact: Name: James Morgan
Telephone: 029 2085 9724
Email: hestats@hefcw.ac.uk

This circular requests higher education providers to return aggregated student data to enable HEFCW to have early indications of student numbers; monitor recruitment of students covered by the fee and access plans; and enable Welsh Government to monitor and plan the intake to Initial Teacher Education Partnerships.

If you require this document in an alternative accessible format, please email info@hefcw.ac.uk.



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Introduction

1. This circular requests higher education institutions and further education institutions with higher education provision (known collectively as higher education (HE) providers) that are funded directly by the Higher Education Funding Council for Wales (HEFCW) to return aggregated student data to enable HEFCW to:
 - a) Have early indications of the number of students in the academic year 2022/23;
 - b) Monitor recruitment of full-time (FT) undergraduate (UG) and postgraduate certificate in education (PGCE) students covered by the fee and access plans;
 - c) Provide Welsh Government with data to monitor and plan the intake to Initial Teacher Education (ITE) Partnerships.

Main changes for 2022/23

2. This section will be completed once HESES 2022/23 is finalised post-consultation.

Survey data

3. HE providers that are directly funded by HEFCW are requested to return numbers of HE students. These are students registered on prescribed HE courses leading to recognised HE qualifications (see Annex B).

Contents

4. This circular provides:
 - a) Guidance and definitions for the various categories used to classify students;
 - b) Rules for counting registrations;
 - c) Details of the criteria we will use to extract data from the HESA student record for end of year monitoring and to get information collected on previous HESES surveys;
 - d) Copies of the survey tables which will be distributed in Excel 2016 workbooks for providers to complete and return.

5. The contents of the annexes are as follows:

Annex		Page number
Annex A	Summary guide to the HESES 2022/23 survey	
Annex B	Definition of a recognised HE qualification	
Annex C	Distance learning, campuses, subsidiaries, franchises and other collaborative arrangements	
Annex D	Definition of residential and funding status	
Annex E	Definition of cost groups and ITE (QTS) specialist subjects	
Annex F	Definition of mode of study	
Annex G	Definition of level of study	
Annex H	Rules for counting registrations	
Annex I	<i>Removed</i>	
Annex J	Table and column descriptions	
Annex K	HESA/HESES mappings and end of year monitoring data extraction criteria	
Annex L	Workbook notes	
Annex M	Validation checks	
Annex N	Usage of data by HEFCW	
Annex O	Funding status reference grid	
Annex P	Sample copies of tables for completion by all providers directly funded by HEFCW	

Return of data

- Providers are required to notify student registrations for the whole year, apart from on Table 2a, which collects ITE (QTS) registrations between 1 August 2022 and 1 November 2022 inclusive for full-time registrations at HE providers who are part of ITE Partnerships; and Tables 2b and 2c which collect ITE (QTS) registrations between 1 August 2022 and 1 November 2022 inclusive for part-time and part-time employment based registrations at the Open University in Wales.
- Completed ITE (QTS) tables (Table 2a to 2c) should be returned by email to James Morgan at hestats@hefcw.ac.uk no later than **18 November 2022**. Completed workbooks for the whole survey, should be returned by email to James Morgan at hestats@hefcw.ac.uk no later than **13 January 2023**.
- On Tables 2a to 2c, providers with ITE (QTS) provision should return provision delivered at their institution only. Providers that do not have ITE (QTS) new entrants in 2022/23 are not required to return Tables 2a to 2c by 18 November 2022.
- Providers are encouraged to begin to prepare their returns well before the return date so that only final adjustments need to be made before dispatch of the completed returns.
- We will pass the ITE (QTS) tables to Welsh Government and the Education Workforce Council (EWC). It is important that they are returned on time so that

information can be used by Welsh Government to monitor and inform planning for teacher education provision.

11. It is important that the whole survey return is made on time so that early indications of numbers of students for 2022/23 are available, and to ensure that HEFCW has sufficient time to complete the checking process prior to sending out verifications for sign off.
12. We request that providers **let us know as soon as possible**, and before the return dates of 18 November 2022 for ITE (QTS) information or 13 January 2023 for the whole survey, **if they envisage that they will have difficulty returning the required information or if they will have difficulty meeting the timetable** given in paragraph 12. This includes ensuring that the authorised signatory, or the alternative authorised signatory, is available to sign off the verifications by the due dates. **HEFCW reserves the right to enter its own estimates of student registrations for providers which fail to return the survey or sign off the data on time, or where data are considered to be of insufficient quality.**
13. When data are returned, they go through a validation and credibility checking process. Once any subsequent queries have been resolved, data are sent out to authorised signatories at providers for verification. The process will follow the timetable outlined below.

Tables 2a to 2c:

18 November 2022	Return deadline
23 November 2022	Verifications sent to providers
2 December 2022	Verifications return deadline

All HESES tables:

13 January 2023	Return deadline
20 January 2023	Verifications sent to providers
7 February 2023	Verifications return deadline

14. In the event of a deadline being missed without prior agreement, we will contact the HESES data contact and/or authorised signatory to request an explanation. If a deadline is missed by more than three working days, without prior agreement, we will email the head of the provider, reminding them that HEFCW reserves the right to enter its own estimates of student registrations for providers which fail to return the survey on time and indicating that HEFCW intends to do this if immediate action is not taken. Failure to return the data or verification report within two working days of the email will result in a letter from the Chief Executive of HEFCW to the head of the provider stating the figures that will be used in place of the provider's own data.
15. We do not require a hard copy of the signed verifications. Signed verifications should be returned by emailing them to James Morgan at hestats@hefcw.ac.uk. Prior to returning the signed verifications to HEFCW, providers must have undertaken sufficient checks to be satisfied that the returned data are accurate. Data anomalies queried by HEFCW must have been corrected or, if genuine, must

have an associated explanation. Any changes that are made to the verification before signing and returning, that are not already made to the Excel format, should also be submitted in an Excel format.

16. Each subsequent deadline should be met regardless of any delay in meeting the preceding deadline.
17. In previous years, HESA data used for funding purposes, that were extracted from the student record, have also been sent to providers, to sign off and confirm that the data have been correctly extracted by HEFCW. This year, we are aiming, where possible, to use data extracted and signed off as part of the 2021/22 Information Reporting Interface Service (IRIS) process¹ when providers make a submission to HESA, in funding allocations, rather than doing this as a separate exercise. Providers should note that the teaching funding review, for changes to be implemented in 2023/24, has not yet concluded and so the data extractions at IRIS may need to be supplemented with additional data extractions once the methods for teaching funding for 2023/24 are finalised. If this is the case, then the sign off process for any additional data needed, not already signed off as part of the IRIS data extraction process, will follow the timetable below.

3 February 2023	HESA confirmations sent to providers
24 February 2023	HESA confirmations return deadline

18. Data extracted from the HESA student record for other funding purposes, such as for the calculation of allocations relating to PGT Master's bursaries, the part-time fee waiver scheme or research funding related to postgraduate research students will also be verified as part of the IRIS data extraction. Further details are provided in [the EYM circular](#) and the data requirements circular for 2021/22.
19. Providers are reminded that data returned to HEFCW on the HESES survey, including methods used to calculate any estimates included in the returned figures, may be subject to an external audit carried out by HEFCW or by contractors working on HEFCW's behalf. The systems and processes used to generate HESES data are in the scope of providers' internal audits.

Future developments

20. The [Statistics and Data area](#) of the HEFCW website is being developed. If providers have suggestions of what they would like to see included, they should contact HEFCW at hestats@hefcw.ac.uk.

Further information

21. Any queries should be directed to James Morgan (telephone 029 2085 9724, email hestats@hefcw.ac.uk).

¹ www.hefcw.ac.uk/en/statistics-and-data/hesa-information-reporting-interface-service-iris/

Summary guide to the HESES 2022/23 survey

This annex will be finalised once the rest of the content of HESES 2022/23 is finalised post-consultation.

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Definition of a recognised HE qualification

- 1 A recognised HE qualification is one which is awarded on the successful completion of a prescribed course of HE. Such qualifications include any postgraduate or undergraduate degree, including foundation degree, accredited HE diploma or HE certificate, including HND and HNC. Other professional or vocational qualifications may be included provided they are generally recognised as HE qualifications. Such qualifications, for example, college certificates, are only considered recognised if they are validated by Aberystwyth University, Bangor University, Cardiff Metropolitan University, Cardiff University, Swansea University, the Open University, the University of South Wales, the University of Wales, the University of Wales Trinity Saint David, Wrexham Glyndŵr University or are included (or awaiting inclusion) within the Credit and Qualifications Framework for Wales ([CQFW](#)).
- 2 Courses, modules or units which enable credit to be obtained towards recognised HE qualifications (as defined above) also fall within the definition of recognised HE courses for the purpose of this survey. This includes programmes or individual courses which include foundation study as an integral part of a longer programme which leads to, or provides credit towards, a recognised HE award, provided the student has registered for the longer programme. It also includes stand alone modules that are credit bearing and are at HE level (level 4 and above on the CQFW), where that credit can potentially be accumulated over time to achieve an HE qualification, such as micro-credential modules.
- 3 For directly funded FEIs that are not also regulated, prescribed courses of HE that lead to a recognised HE qualification are those included in the FEI's portfolio of courses, as agreed with HEFCW. For directly funded FEIs that are regulated there is no requirement to have an agreed portfolio. Where a directly funded FEI has any specifically designated courses in addition to its directly funded courses, it should treat these as prescribed HE courses that lead to a recognised HE qualification. Providers that are not directly funded by HEFCW, that have specifically designated courses, do not need to return a HESES survey.

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

- 1 Distance learning provision that takes place in the UK, and provision at campuses, wholly owned subsidiaries and franchises that are within the UK should be returned on the HESES survey. Provision that takes place outside the UK is not included in the coverage of the HESES survey but for HEIs will be included in HESA's aggregate offshore record. Students on study or placement years or part years abroad as part of their course are treated as if their provision is where they normally study when they are not abroad for the purposes of returning data.
- 2 There may be circumstances where providers are delivering courses using different methods of delivery to usual as a result of exceptional nationwide situations such as the Covid-19 pandemic, to ensure the safety of students and staff and in response to Welsh Government guidance. This may mean, for example, that a course is delivered using a mixture of on-site provision and distance learning, whereas in normal years it was delivered wholly on-site. If the delivery method of a course has been changed solely because of an exceptional nationwide situation, the course should be considered to be delivered via the original intended method of delivery. For example, students on a full-time course that is delivered via online learning for all or part of the year of study because of a pandemic, would not be considered to be distance learning for the purposes of this survey. Conversely, students on a part-time course, designed to be delivered via distance learning, and for which there is no intention of reverting to on-site delivery when special measures are no longer in place, should be considered to be distance learning students for the purposes of this survey.
- 3 Where providers are not clear about whether they should consider students to be distance learning for the purposes of this survey, given an exceptional nationwide situation, they should contact HEFCW for advice.
- 4 It should be noted that the guidance provided in paragraph 8 about non-Welsh domiciled home distance learners based outside Wales, is intended to apply to courses that are designed to be delivered through distance learning and not to courses that have a distance learning element in place solely due to an exceptional nationwide situation.
- 5 Providers should also contact HEFCW for further guidance where they are not clear about how to return students based outside Wales or provision that is part of a franchising or other collaborative arrangement.
- 6 A reference grid which provides a look up to help categorise students by fundability status based on their location of study is at Annex O.

Distance learning students

- 7 Distance learning students are students registered with the reporting provider, where staff employed by the reporting provider are responsible for providing all teaching or supervision, but who are located away from the reporting provider and are not part of a franchising or other collaborative arrangement with another provider or organisation. Such students should be counted in the same way as other students who are based at the reporting provider, though categorisation into fundability status depends on the location of the student. It should be noted that courses that are designed to be taken in person, but have an online learning element, would not be considered to be distance learning.
- 8 If the student is a home student and is located within Wales, or is Welsh domiciled and located outside Wales within the UK, then the student can be returned as home fundable, provided they fit the other criteria to be fundable given in Annex D. Home students located outside Wales within the UK that are not Welsh domiciled should be returned as home non-fundable, unless agreement has been sought and granted to include such students as home fundable. Providers may only return data relating to home students that are distance learning and located outside Wales, and are not Welsh domiciles, as home fundable if HEFCW has been notified of the courses these students are on and has agreed that these students should be fundable. Details of how to go about getting this agreement are in paragraphs 30 to 32 below.
- 9 If a student located outside Wales regularly travels to a campus of the provider, or other premises owned or hired by the provider, that is located in Wales for lectures, tutorials or other teaching or academic requirements, and this makes up the majority of activity for the year being returned, then it is likely that the student is not a distance learning student for that year. If the student spends the majority of the year being returned away from the provider and most academic activity takes place by online or postal correspondence, then the student should be considered to be a distance learning student for that year.
- 10 Distance learning that takes place outside the UK is excluded from the main HESES population and should not be returned on the survey. For HEIs, data relating to these students will be returned on the HESA aggregate offshore record.
- 11 A year out as part of a sandwich course, exchange scheme or other placement scheme should not be considered to be distance learning. In these cases, the student should be considered to be attending the place of study normally attended when not on their year out in order to determine their fundability status.

Campuses

Campuses based in Wales

- 12 Students based at campuses in Wales should be returned as home fundable, home non-fundable or overseas as appropriate.

Campuses based outside Wales in the UK

- 13 Where an provider has a campus outside Wales, but in the UK, only home students based at that campus that are Welsh domiciled should be returned as fundable, provided they fit the criteria to be fundable in Annex D. Other students at the campus should be returned as home non-fundable or overseas as appropriate. If a non-Welsh domiciled home student is based at both a campus of the provider in Wales and a campus outside Wales within the UK, then in the year of return, they should only be returned as fundable if they spend the majority of their time at the campus in Wales.
- 14 Agreement can be sought to include home non-fundable students based at a campus outside Wales, but in the UK, as fundable. Providers may only return data relating to home students that are based at a campus of the provider that is located outside Wales, and are not Welsh domiciles, as home fundable if HEFCW has been notified of the courses these students are on and has agreed that these students should be fundable. Details of how to go about getting this agreement are in paragraphs 30 to 32 below.

Campuses based outside the UK

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

Wholly owned subsidiary bodies

- 16 Providers may consist of one legal entity or have a group structure where one or more providers are wholly owned subsidiaries of a 'parent' provider that are each legal entities in their own right.
- 17 Wholly owned subsidiaries are considered to be campuses of the parent provider for the purposes of this survey.

Franchises

- 18 The term 'franchise' refers to an HE course taught under a sub-contractual arrangement at a provider (the franchisee) which is not directly in receipt of funding from HEFCW for that course, for which quality assurance is provided by another Welsh provider (the franchisor) and for which funding is passed to the franchisee by the franchisor in order to provide the taught course. Students should be registered as students of the franchisor and this can be by registering for the course at the franchisor or franchisee provider. For FT UG courses,

funding may be in the form of the tuition fee which could either be provided directly to the franchisee or passed to the franchisee by the franchisor.

- 19 Data relating to students taught on the basis of a franchise agreement, referred to as 'franchised out' students, should be included in any data returns by the franchisor on behalf of the franchisee.
- 20 If students are part of a franchise arrangement and the franchisee delivers the provision through distance learning, the guidance for franchise arrangements should be followed first and then the guidance relating to distance learning arrangements should be followed in categorising students by fundability status.

Franchises based in Wales

- 21 If the franchisee is in Wales and is a publicly funded provider (i.e. is an HEI or FEI in receipt of funding council or government funding) then the franchised out students should be included in the HESES return by the franchisor. The students will be included as home fundable or non-fundable or overseas as appropriate according to the definitions in Annex D.
- 22 If the franchise arrangement is with a non-publicly funded provider in Wales, then any student data should be returned as home non-fundable or overseas on the HESES return. Providers may only return data relating to Welsh domiciled students franchised to non-publicly funded providers in Wales as home fundable if HEFCW has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 29, 31 and 32 below.

Franchises based outside Wales within the UK

- 23 If the franchise arrangement is outside Wales within the UK with a publicly or non-publicly funded provider, then any student data should be returned as home non-fundable or overseas on the HESES return. Providers may only return data relating to Welsh domiciled students franchised to providers outside Wales as fundable if HEFCW has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 29, 31 and 32 below.

Franchises outside the UK

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

Partial franchises

- 25 Where students are part of franchise arrangement where they are only franchised out for part of the year, they should be returned as franchised out if the majority of their provision for the year is franchised out, otherwise they should be returned as non-franchised out. In analysing HESA data we may

make a more detailed split of provision that is wholly or partially franchised out for both registrations and credit values. More details are in Annex K, paragraphs 24, 25, and 40.

Other collaborative arrangements

- 26 If students are on courses which are run jointly by two or more Welsh providers, where activity takes place at both or all providers, which are not the subject of a franchising or validating arrangement, they should be counted by each provider in proportion to the number of credits associated with delivery at each provider. If the course is run jointly between a Welsh provider and a provider outside Wales, then only the provision delivered at the Welsh provider should be returned by the Welsh provider.
- 27 Students taught as part of other collaborative arrangements, where no activity takes place at the returning provider, with providers or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, are not in the HESES population. These may be, for example, partnerships with non-publicly funded or publicly funded colleges where the provider provides quality assurance or validating arrangements only and does not provide any funding to that college. If providers have students that are returned on the HESA student record, but do not fit the criteria to be in the HESES population, they should contact HEFCW to be certain that they are not being excluded from HESES in error.
- 28 A validating arrangement is where a university is responsible for the academic standards and quality of a programme which is monitored alongside its own programmes, but the partner develops, delivers and assesses the programme leading to a university award.

Approval to count students as fundable

- 29 Where providers wish to seek approval to return data related to Welsh domiciled students franchised to providers outside Wales within the UK or to non-publicly funded providers within the UK as fundable, they should submit evidence outlining why they think the provision should be fundable, including:
- Details of any franchise arrangement, for example, the organisation franchised to, and if it is with a non-publicly funded provider, why it is with that particular provider and not a publicly funded provider.
 - If there are other partners involved, why funding is not available from elsewhere.
 - If the provision is bespoke provision for a particular partner, how the course is run so that it is not a closed course run just for that partner.
 - The numbers and credits involved by mode, level and domicile.
 - Any other relevant information to support the provision being HEFCW-fundable.
- 30 Where providers wish to seek approval to return data relating to home domiciled students, that are not Welsh domiciled, that are distance learning but

are located in the UK outside Wales or are based at campuses in the UK outside Wales, as fundable, they should submit evidence outlining why they think the provision should be fundable, including:

- Details of the course the students are studying for, including subject and qualification aim.
- The numbers and credits for all students on the course, by domicile (Welsh/other home/overseas).
- Reasons why allowing non-Welsh domiciled students that are based outside Wales to be returned as fundable will benefit Wales and/or the local region.
- Any other relevant information to support the provision being HEFCW-fundable.

- 31 Requests should be submitted to Hannah Falvey at hestats@hefcw.ac.uk. Submissions will be considered by HEFCW's Data and Analysis Group at the earliest opportunity and on a case by case basis. In looking at the evidence, we will consider how approving the request might improve recruitment and financial viability, raise the provider's profile and/or increase the diversity of the student body. We will also consider the balance of student numbers and funding by domicile and location, and how the provision contributes to the promotion of HE. Any questions about the process should be directed to hestats@hefcw.ac.uk. Note that any provision submitted for approval should only be returned as fundable on HESES if confirmation has been received from HEFCW.
- 32 Any approvals granted through this process will be reviewed after three years. Providers will be expected to provide additional information to inform the review when requested. If there is any material change in the provision that approval has been given for, including significant increases in numbers, whether three years has passed or not, then providers must resubmit a request for approval.

Definition of residential and funding status

Home students

- 1 Home students are those domiciled in the UK, those domiciled in the EU who are eligible to be treated as home students, and those who are otherwise entitled to pay home fees. For EU students this will be those continuing students who started before 1 August 2021, who were previously treated as home students, plus any new entrants starting on or after 1 August 2021 who are entitled to pay home fees as defined in the recent legislation. Those who are otherwise entitled to pay home fees will include EEA and Swiss nationals who meet the requirements of the regulations, students from Crown dependencies, and students from Ukraine and Afghanistan who meet the requirements of the regulations. Students who are entitled to pay home fees are defined in the Education (Fees and Awards) (Wales) Regulations 2007 (SI 2007 No. 2310) as amended. The amendments relating to the changes for EU and other students starting on or after 1 August 2021 can be found in the Education (Student Finance) (Miscellaneous Amendments) (Wales) (EU Exit) Regulations 2021 (SI 2021 No. 481). Other recent amendments made in 2021 and 2022, including those relating to students from Crown Dependencies, Ukrainian nationals and Afghan nationals are included in the Education (Student Fees, Awards and Support) (Amendment) (Wales) Regulations 2021, the Education (Student Finance) (Miscellaneous Amendments) (Wales) Regulations 2022, the Education (Student Finance) (Eligibility for Ukrainian Nationals and Family Members) (Miscellaneous Amendments) (Wales) Regulations 2022 and the Education (Postgraduate Student Support) (Miscellaneous Amendments) (Wales) Regulations 2022.
- 2 We would also like to draw your attention to Student Finance Wales information notices from 2021 and 2022 that contain information about changes to home fee status made in the regulations, these are SFWIN [01/2021](#), SFWIN [02/2021](#), SFWIN [03/2021](#), SFWIN [08/2021](#), SFWIN [01/2022](#), SFWIN [04/2022](#) and SFWIN [06/2022](#). The Student Finance Wales information notices can be found at: [Information Notices - Policy information - Student Finance Wales, Practitioners](#).
- 3 The above regulations and amendments can be found on the National Archives UK legislation website, www.legislation.gov.uk, under 'Browse Legislation', 'Wales', 'Wales Statutory Instruments'.
- 4 Where reference is made to total home students, this relates to the sum of those fundable and non-fundable as defined in paragraphs 7 and 8 below. 'HEFCW funding' referred to below does not include funding for special initiatives or schemes even if the funding is administered and paid to providers by HEFCW.

- 5 In referring to funding for a student place below, we mean funding for course costs that are not covered by the tuition fee. For the purposes of the guidance below, bodies such as Welsh Government, Health Education and Improvement Wales (HEIW), NHS and the Home Office, where providing funding for places on a course that is run to train people that work in that body and the whole course or a large proportion of the course is funded by the body, would be considered to be a public body and not an employer. If an individual were to be employed by a body that would be considered a public body, and the body were to pay for the individual's place on a course then it would be considered to be the employer and the place would be considered to be funded by the student's employer. For home FT UG/PGCE students, the source of the tuition fee payment is also taken into account when determining fundability status (see paragraph 8e below).
- 6 In following the guidance in this annex, providers should take note of the guidance relating to any changes in delivery method because of an exceptional nationwide situation, outlined in Annex C, paragraphs 2 to 4, A reference grid which provides a look up to help categorise students by fundability status is at Annex O.

Eligible for HEFCW funding – home fundable

- 7 Home students are eligible for HEFCW funding unless their place is considered ineligible as described in paragraph 8 below. Where a course is self-financing (i.e. the course is financed by a particular employer or organisation) but open (i.e. other candidates who are suitably qualified may be enrolled), then any additional students that the finance does not cover may be returned as eligible for HEFCW funding.

Ineligible for HEFCW funding – home non-fundable

- 8 Home students ineligible for HEFCW funding are those who may pay a home fee but whose place is not considered eligible for any available HEFCW funding (for example, per capita funding). Students should be considered non-fundable where any of the following apply:

Based on location of the student:

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

Based on the funding source or the responsible body:

- c) The student place is on a self-financing course that is closed, i.e. the course is not open to any suitably qualified candidate, for example, courses specifically for particular employers;
- d) The student place is funded through the continuation of European funding or replacements for such funding;
- e) Funding for the student place, or for FT UG/PGCE students, the tuition fee, is paid from a public source and not directly by the student (via loan/grant or, for example, themselves, their employer or other private source such as a parent or sponsor). For example, places on the National MA Education (Wales) programme funded by Welsh Government, places funded by Welsh Government through Personal Learning Accounts and places funded by HEIW, NHS or the Home Office;
- f) For part-time and PGT students, if the student place is funded from private sources such as a parent or sponsor;
- g) Funding for the student place is provided through a specific HEFCW scheme, for example, the degree apprenticeship scheme (see circular [W22/14HE](#) for details of eligibility for the degree apprenticeship scheme);
- h) The place is the responsibility of a public body other than HEFCW, e.g. Welsh Government for ITE (QTS) entrants from 2019/20 or HEIW for nursing students. For places on courses where the responsible body is HEIW, but the student is not eligible for bursary funding because they have not committed to working in Wales for two years following completion of their course, then the student can be counted as fundable;

Based on alignment with research funding criteria:

- i) The students are postgraduate research students who are not in 2021 REF units of assessment (UoAs) included in the QR funding model for 2022/23. Details of the UoAs included in the QR funding model for each institution can be found in Annex A of HEFCW circular [W22/27HE](#) 'HEFCW's Funding Allocations 2022/23';

Based on other criteria:

- j) The student is studying on a course at a directly funded but not regulated FEI that is not listed in its agreed portfolio with HEFCW and the course is a specifically designated course.

Overseas students

- 9 Overseas students are those domiciled outside the UK who are not entitled to pay a home fee. This will include the majority of EU students that started on or after 1 August 2021. In addition, any UK-domiciled students who are not entitled to pay a home fee should be included in this category.

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Definition of cost groups and ITE (QTS) specialist subjects

- 1 HECoS codes of the course and modules are used to assign cost groups. The mapping from HECoS codes to cost groups is available on the [HEFCW website](#). Below is a summary of the level 3 [common aggregation hierarchy](#) (CAH) codes included in each cost group. Level 3 CAH is a categorisation of HECoS codes, grouped into related subjects. Some level 3 CAH are split between cost groups and where this is the case, they are included in both cost groups and a split indicated.

Cost group	Level 3 CAH
1 Quota subjects: 1a: Clinical medicine Clinical dentistry Veterinary medicine and dentistry (not used) 1b: Conservatoire performance element	<i>Table to be populated once cost group mapping is finalised.</i>
2	
3	
4	
5	

Apportionment of student registrations between cost group groupings on Table 3

- 2 For the distribution of student registrations between cost group groupings on Table 3, registrations on full-time undergraduate courses in medicine and dentistry or registrations on courses at the Royal Welsh College of Music and Drama (conservatoire performance element), must be wholly assigned to the appropriate cost group grouping, irrespective of the HECoS codes of the qualification. No other registrations should be assigned in whole or in part to the medicine, dentistry or conservatoire performance element groupings. For medicine and dentistry, this includes both the clinical and pre-clinical/non-clinical parts of the course and any intercalated years. Provision that is not a medicine or dentistry course, or not at the Royal College of Music and Drama should not be assigned to the medicine, dentistry or conservatoire performance element groupings in whole or in part.

ITE (QTS) secondary education specialist subjects

- 3 Each year, the Welsh Government set national intake targets for ITE (QTS) for the different phases (primary and secondary) and levels of study (undergraduate degree and PGCE). Within these national level targets, the Education Workforce Council (EWC) assigns intake targets for each ITE

Partnership (except the Open University in Wales) by level of study (undergraduate degree and PGCE) and, for secondary education, specialist subject. The specialist subjects for 2022/23 are listed in Tables 2a to 2c in Annex P. Targets for each ITE Partnership can be found on the [Education Workforce Council \(EWC\) website](#).

- 4 For registrations in secondary education, if a course is joint between specialist subjects, and the ITE Partnership that the provider belongs to has intake targets in both subjects, then registrations should be split between the two specialisms and counted as 0.5 in each specialism. If a course is such that it is in a specialist subject with another subject that is not a specialism, then registrations on that course should be returned wholly against the specialist subject. If there is no split into two specialist subjects, then registrations must be returned as whole numbers.

Definition of mode of study

Full-time

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

Qualification	Credit Values	Normal duration if full-time
Professional doctorate	540	3 years
First degree with integrated Master's	480	4 years
First degree with integrated foundation year	360 for the degree element plus up to 120 for the foundation year	4 years
First degree, plus sandwich or other year out	480 (year out included as 120 credits)	4 years (including 1 sandwich or other year out)
First degree	360	3 years
Foundation degree (with conversion module(s))	240 (+36)	2 years (+ duration of module)
HND	240	2 years

HNC	120	1 year
Master's degree with dissertation	180	1 year (whole 12 months)
Cert HE	120	1 year
Postgraduate diploma	120	1 year
PGCE	120	1 year
PGCert	60	6 months to 1 year
Most minor qualifications	60	6 months

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

Full-time sandwich year out

- 5 Students are classified as registered for sandwich year out study if all of the following apply:
- a) they are pursuing studies where their course falls within the definition of sandwich provided in Schedule 1 6(1) of The Education (Student Support) (Wales) Regulations 2018 (SI 2018 No. 191), or they are full-time on a study or placement year abroad; and
 - b) for home students, the fees chargeable for sandwich years out and study or placement years abroad are:
 - Regulated fees of up to £1,350 for undergraduates on courses provided in conjunction with overseas institutions (whether or not taken under the Erasmus+, Taith or Turing programmes) where study at the home institution is for less than 10 weeks.
 - Regulated fees of up to £1,800 for undergraduates on sandwich years out that are not Erasmus+, Taith or Turing years abroad where study at the home institution is for less than 10 weeks.
- 6 If a student follows the same pattern of study as other students on a sandwich year out on their course and would be considered to be on a sandwich year out other than that they are an overseas student and are therefore not subject to regulated fees, then they should be counted as sandwich year out.

Part-time

- 7 Students are classified as registered for part-time study if they do not meet the requirements to be either full-time or full-time sandwich year out. If a part-time student is on a placement or is spending time abroad as part of the course, the student should still be returned as part-time.

Definition of level of study

Undergraduate degree

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

Undergraduate non-degree

- 2 Undergraduate non-degree is defined as all undergraduate level courses which lead to a qualification other than a first degree, or lead to HE level credit at levels 4, 5 or 6 of CQFW that can be accumulated to achieve an HE qualification. In general, such courses will be the equivalent of up to two years' full-time study, but the length of the course is not a defining factor when classifying courses as degree or non-degree. The relevant factor is whether the course enables the student to achieve a first degree or some other qualification or credit that can be accumulated towards a qualification - it is the latter two categories which are classified as non-degree. Students on all programmes below first degree level should be classified as undergraduate non-degree even if the title of the qualification includes the word 'degree'. In particular, foundation degrees should be classified as non-degree.
- 3 Both full-time and part-time courses leading to certificates for the teaching of further education, should be treated as undergraduate courses regardless of the course or qualification aim returned to HESA.

Postgraduate

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

Postgraduate Taught

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

Postgraduate Research

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

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Rules for counting registrations

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

Excluded are:

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

Students registered for more than one qualification or course

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

under both full-time or sandwich and part-time. For these purposes, a part-time course should be considered to be separate if the ability to follow that course is not dependent on concurrent enrolment on the full-time course and the student continues to meet all of the study requirements of the main course without increasing the length of the main course. For both full-time and part-time courses which lead to more than one qualification, only a single registration should be returned.

Non-standard academic years

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

Example 1: A student enrolls for a full-time PhD in April 2020 and completes the programme in March 2023. She should be counted as a registration in HESES/EYM 2019/20, 2020/21 and 2021/22. She is counted three times, once for each 12 month period of full-time study, in the academic year in which she first registered and in the two subsequent academic years containing the anniversary of the first registration.

Final year of full-time study

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

Example 2: A student enrolls on a full-time undergraduate course that starts on 1 October 2020 and finishes on 31 January 2022. He should be included in HESES/EYM 2020/21 as a full-time registration; and as a full-time registration again in HESES/EYM 2021/22 as even though he attends for less than 24 weeks, he has not changed his mode of study and is still registered as a full-time student.

Example 3: A student enrolls for a full-time 30 month undergraduate course that starts on 1 February 2021 and finishes on 31 July 2023. He should be included as a full-time registration in Table 1 and Table 3 (as a new entrant) on HESES 2020/21, and again as a full-time registration on Table 1 on HESES 2021/22 and HESES 2022/23; and on Table 3 as a continuing student in both 2021/22 and 2022/23.

Repeated years of study

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

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

Completions and non-completions

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

from the HESA student record and the HESES survey in previous years to determine if estimates made at HESES were reasonable, and if necessary adjust their methods.

- 14 Some non-completions can be included as partial completions, and these are described in paragraph 15 below. Where registrations fall into the definition of partial completions, they should be included in the total returned as 0.5 of a completion.

- 15 For **full-time and sandwich taught** courses only, registrations are considered as having partially completed in the following cases:

a) *Where the course is semesterised, if*

- individual modules are presented on a semester basis; and
- the student has not withdrawn before the end of the semester in which the modules start; and
- the student has taken part in all assessment procedures required for the modules pursued that take place during or immediately after the end of the semester;

then, even if there is additional assessment of the work undertaken during the semester that falls at the end of the year of study, that the student does not undertake, the student can be counted as a partial completion.

b) *Where the course is not semesterised, if*

- the student has not withdrawn in the first four months of attendance; and
- the student has taken part in all assessment procedures required for all modules started in the first four months, that take place during the first four months; and
- there is auditable evidence to show that the student was still in attendance at the end of the four months;

then, even if there is additional assessment of the work undertaken during the first four months that takes place at the end of the year of study, that the student does not undertake, the student can be counted as a partial completion.

Example 4: A student enrolls for a semesterised full-time undergraduate course that normally starts on 1 October 2020 and finishes on 30 June 2022. She completes the first semester of the first year but drops out in the second semester due to personal reasons. She rejoins the course in the 2021/22 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2022/23 academic year. She should be returned in HESES 2020/21 as 0.5 of a full-time completed registration in Table 1 and Table 3 (as a new entrant). In 2021/22 and 2022/23 she should be returned on Table 3 as a continuing student at the provider. In 2021/22 and 2022/23 she should be returned on Table 1 as a full-time registration.

Example 5: 45 students enrol for a full-time undergraduate degree course in mathematics that starts on 1 October 2021 and finishes on 1 July 2024 (cohort 2). In the previous year, 51 students enrolled on the course (cohort 1). Of the 51 students, 3 changed subject in November, to study physics instead of mathematics, and 1 withdrew from the course in December. For cohort 2, on Tables 1 and 3 of HESES 2021/22, assumed completed registrations in mathematics would be 41, calculated as $45 - 3$ (i.e. $3/51 \times 45$) $- 1$ (i.e. $1/51 \times 45$) = 41. 3 registrations would be added to those already included for physics and 1 registration would not be included on any of the tables.

Example 6: 15 students enrol for a full-time HND in engineering that starts on 5 October 2020 and finishes on 1 July 2022. Based on data from previous years, 2 students are estimated to withdraw in the first year of study. Therefore, 13 assumed completed full-time registrations are returned on HESES 2020/21. The actual number of withdrawals was 1, so 14 assumed completed registrations are counted on EYM 2020/21. Two of the 14 students who completed the first year of the full-time course decide to change their mode of study to part-time for the final half of the course. Therefore, on HESES 2021/22, 12 assumed completed registrations are returned as full-time, and 2 assumed completed registrations are returned as part-time, along with the registrations already on the part-time course.

Example 7: 10 students enrol for an undergraduate diploma starting in May 2022 and finishing in April 2023. In the previous year out of 15 students starting in May 2021, 2 dropped out in August 2021. 9 assumed completed registrations would be returned on Tables 1 and 3 of HESES 2021/22 calculated as $10 - 1$ (i.e. $2/15 \times 10$).

Example 8: 23 students enrol for a full-time first degree course. 2 students fail the first year and do not progress onto the second year of the course, instead, they repeat the whole of their first year on a full-time basis. They would be returned as a registration four times, twice for the first year of their course and once each for the second and third years of the course.

Example 9: 57 students enrol for a full-time first degree course starting in October 2021. 2 students fail the first year. The first student failed 2 modules out of a total of 10 modules and so was eligible to progress to the second year providing the 2 failed modules were retaken alongside the second year modules. This student would be returned as a full-time student three times, once for the first year of the course in 2021/22, once for the second year of the course in 2022/23 and once for the third year of the course in 2023/24.

The second student failed 5 of the 10 modules taken in the first year and did not progress to the second year of the course. He retook the 5 failed first year modules on a part-time basis in the 2022/23 academic year with the intention of resuming full-time study for the second year of the course in 2023/24. He would be returned as a full-time student for the first year of the course in 2021/22, as a part-time student in his second year at the institution in 2022/23, and as a full-time student in the second and third

years of the course (in his third and fourth year at the institution) in 2023/24 and 2024/25.

New entrants and continuing students – home undergraduate and PGCE (QTS) – Table 3

- 16 Data relating to undergraduate and PGCE (QTS) new entrants and continuing students are collected on Table 3.

New entrants

- 17 For the purposes of returning data on Table 3, new entrants are defined as students that are in their first year of study and are registered for a prescribed HE course leading to a recognised HE qualification. This includes:

- students undertaking a foundation year (year 0) as an integrated part of an HE course;
- students entering directly into year 2 or a subsequent year of a course.

Not included as new entrants are:

- students who have already completed an integral foundation year (year 0);
- students retaking the first year of a course;
- students transferring from another course after spending their first year at the provider on the original course;
- students who have completed an HND or foundation degree who take a top-up year to study for a degree at the same provider;
- students who resume study after a period of inactivity.

- 18 If a student is on a course such that the first year of the course spans two academic years, they should only be counted as a new entrant in the academic year containing the start of their first year at the provider.

Example 10: A student starts a full-time HND course in October 2019 and completes the course gaining an HND in 2021. He then goes on to do a top-up year at the same provider in order to gain a degree and completes this in 2022. He would be counted as an undergraduate non-degree new entrant in Table 3 on HESES 2019/20 only, and **not** counted as a new entrant in Table 3 of HESES 2021/22.

Continuing students

- 19 Students returned as continuing students on Table 3, are defined for this survey as students that are in their second or further year of study at the provider and are registered for a prescribed HE course leading to a recognised HE qualification. This will include those that:

- are retaking the first year of a course;

- have transferred in from another course after spending their first year at the provider on the original course;
 - are starting the first year of a course after completing an integral foundation year.
- 20 If a student is on a course such that the year of the course spans two academic years, they should only be counted in the academic year containing the anniversary of their start date.

Split of home residential status and eligibility for funding status

- 21 Data relating to home new entrants and continuing students are requested broken down into home residential status (Welsh), home residential status (EU) and home residential status (other). For the purposes of returning data on Table 3, residential status should be based on residential status as assessed for fees purposes. Where this is unknown, domicile, based on the home postcode of the student for UK students or country for EU students, can be used instead. This will generally be the domicile as returned on the HESA student record. For example, if a student is known to be a home student, but it is not known whether the student was assessed as having Welsh residential status or other home residential status, then domicile, based on the home postcode of the student, should be used. In the context of this table, only EU students who are considered to be home students should be returned. This will generally be those that started before 1 August 2021, plus any other EU students eligible to be counted as home students.
- 22 Data are also requested split into fundable and non-fundable. These categories follow the definitions in Annex D with the exception that HEIW/NHS-funded students should be **excluded** from the registration count.

ITE (QTS) new entrants – Tables 2a to 2c

- 23 New entrants to ITE (QTS) courses collected on Tables 2a to 2c are defined slightly differently to those returned on Table 3. For the purposes of Tables 2a to 2c only, students transferring to an ITE (QTS) course should be included as new entrants and students entering directly into year 2 or a subsequent year of an ITE (QTS) course should not be included as new entrants.
- 24 If a student is on a course such that the first year of the course spans two academic years, they should only be counted as a new entrant in the academic year containing the start of the first year of their programme of study.

Teaching through the medium of Welsh and Welsh fluency – Tables 2a to 2c

- 25 Of the new entrants on Tables 2a to 2c, providers should identify those training to teach through the medium of Welsh that are on a course that leads to a formal certificate of bilingual education or on a course that does not lead to a formal certificate in bilingual education but is designed to enable students to

teach bilingually. This is equivalent to students who are training to teach through the medium of Welsh whose courses are returned with codes 01 or 02 of the bilingual ITT marker field (Course.BITTM) on the course entity of the HESA student record.

- 26 Within the total number of new entrants and the number of new entrants that are training to teach through the medium of Welsh, the number who are fluent in Welsh and those who speak Welsh but are not fluent is collected. This is according to the same definitions as those used to collect the information on the HESA student record in the language proficiency entity. A fluent Welsh speaker would be identified where the language proficiency identifier (LanguageProficiency.LANGPROFICIENCYID) is 01 (Welsh), the proficiency type (LanguageProficiency.PROFICIENCYTYPE) is 02 (speak) and the proficiency level (LanguageProficiency.PROFICIENCYLEVEL) = 01 (fluent).

Rules for counting credit values

This annex is proposed to be removed as credit values are not being collected.

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Table and column descriptions

Directly funded HEIs and FEIs

- 1 In all tables, data relating to franchised out students should be returned by the franchisor only (see Annex C, paragraph 19) and included in all relevant columns. On all tables, each HE partner of an ITE Partnership should return only the provision taking place at their own provider. Providers are reminded that full-time home ITE (QTS) students and part-time home ITE (QTS) students on the employment based scheme at the Open University in Wales, that entered study in 2019/20 and subsequent years should be returned as non-fundable on the tables as they are the responsibility of Welsh Government. Part-time ITE (QTS) students at the Open University in Wales that are not part of the employment based scheme can be returned as fundable.
- 2 Data returned in Tables 1 and 3 may be returned to one decimal place, where full-time taught partial completions are included as 0.5 of a completion.
- 3 Data returned on Tables 2a to 2c must be whole numbers unless secondary education registrations have been split between specialist subjects, as described in Annex E, paragraph 4, when 0.5 can be returned against each subject. Secondary education totals must be whole numbers.

Table 1

- 4 Table 1 requests information on all assumed completed student registrations for the academic year 2022/23 by level of study, mode of study and residential and fundability status. Registrations should be returned in accordance with the guidelines set out in Annex H.
- 5 The table has four principal columns.
 - **Column 1:** Numbers of completed full-time registrations, split into home fundable, home non-fundable and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
 - **Column 2:** Numbers of completed sandwich year out registrations, split into home fundable, home non-fundable and overseas. Figures should be net of all known and predicted transfers, withdrawals and dropouts.
 - **Column 3:** Numbers of completed part-time registrations, split into home fundable, home non-fundable and overseas. Figures should be net of all known or predicted transfers, withdrawals and dropouts.
 - **Column 4:** This shows the overall number of assumed completed registrations. It is the sum of columns 1, 2 and 3, split into home

fundable, home non-fundable and overseas EU. The calculation is done automatically in the spreadsheet.

Table 2a

- 6 Table 2a collects information about full-time ITE (QTS) new entrant registrations between 1 August 2022 and 1 November 2022 inclusive. These registrations are not fundable by HEFCW. The table collects information by:
- Phase (secondary or primary)
 - Level of study (undergraduate degree or PGCE for primary phase, PGCE for secondary phase)
 - Specialist subject of study for secondary phase
 - Whether the student is training to teach through the medium of Welsh
 - Whether the student is a fluent Welsh speaker
 - Whether the student is a home or overseas student
- 7 Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2022. Those registrations repeating the first year of the course should be excluded from the table.
- 8 The table has nine columns:
- **Columns 1a, 1b, 1c, 1d:** Number of home new entrants split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 1d is the sum of columns 1a, 1b and 1c and is calculated automatically in the table.
 - **Columns 2a, 2b, 2c, 2d:** Number of home new entrants that are training to teach through the medium of Welsh split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 2d is the sum of columns 2a, 2b and 2c and is calculated automatically in the table.
 - **Column 3:** Number of overseas new entrants.

Table 2b

- 9 Table 2b collects information about home part-time ITE (QTS) new entrant registrations at the Open University in Wales between 1 August 2022 and 1 November 2022 inclusive. These registrations are those not on the employment based scheme and are fundable by HEFCW, subject to meeting the definitions relating to fundability status in Annex D. The table collects information by:
- Phase (secondary or primary)
 - Level of study (undergraduate degree or PGCE for primary phase, PGCE for secondary phase)
 - Specialist subject of study for secondary phase

- Whether the student is training to teach through the medium of Welsh
 - Whether the student is a fluent Welsh speaker
- 10 Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2022. Those registrations repeating the first year of the course should be excluded from the table.
- 11 The table has eight columns:
- **Columns 1a, 1b, 1c, 1d:** Number of new entrants split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 1d is the sum of columns 1a, 1b and 1c and is calculated automatically in the table.
 - **Columns 2a, 2b, 2c, 2d:** Number of new entrants that are training to teach through the medium of Welsh split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 2d is the sum of columns 2a, 2b and 2c and is calculated automatically in the table.

Table 2c

- 12 Table 2c collects information about home part-time employment based ITE (QTS) new entrant registrations at the Open University in Wales between 1 August 2022 and 1 November 2022 inclusive. These registrations are not fundable by HEFCW. The table collects information by:
- Phase (secondary or primary)
 - Level of study (undergraduate degree or PGCE for primary phase, PGCE for secondary phase)
 - Specialist subject of study for secondary phase
 - Whether the student is training to teach through the medium of Welsh
 - Whether the student is a fluent Welsh speaker
- 13 Figures should be net of all known transfers, withdrawals and dropouts occurring up to 1 November 2022. Those registrations repeating the first year of the course should be excluded from the table.
- 14 The table has eight columns:
- **Columns 1a, 1b, 1c, 1d:** Number of new entrants split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 1d is the sum of columns 1a, 1b and 1c and is calculated automatically in the table.

- **Columns 2a, 2b, 2c, 2d:** Number of new entrants that are training to teach through the medium of Welsh split into whether the entrant is fluent in Welsh, speaks Welsh but is not fluent, and does not speak Welsh or the information is not known/not collected. Column 2d is the sum of columns 2a, 2b and 2c and is calculated automatically in the table.

Table 3

- 15 Table 3 requests information on assumed completed home fundable and non-fundable (**excluding** those funded by the HEIW/NHS) registrations that are full-time/sandwich year out or part-time, undergraduate or PGCE (QTS), at the institution for the academic year 2022/23. Data are collected by whether the student is a new entrant or continuing at the provider, cost group grouping (for full-time/sandwich year out provision), level of study, fundability status and residential status. The data returned here are a subset of those returned in Table 1. Registrations should be returned in accordance with the guidelines set out in Annex H. Figures should be net of all known and predicted transfers, withdrawals and dropouts. There are three cost group groupings used for full-time/sandwich year out provision, cost group 1/2 for clinical and non-clinical/pre-clinical medicine, cost group 1/2 for clinical and non-clinical/pre-clinical dentistry and cost group 1-5 for all other provision.
- 16 Students from the EU included in this table should only be those with home residential status.
- 17 The table is split into two subtables collecting data about completed registrations.
 - New entrants – columns 1 to 4
 - Continuing students – columns 5 to 8
- 18 The columns contained within each of these subtables are described below.
 - **Columns 1a, 5a:** Number of completed HEFCW-fundable registrations that have home residential status and are from Wales.
 - **Columns 1b, 5b:** Number of completed HEFCW non-fundable registrations (other than those funded by HEIW/NHS) that have home residential status and are from Wales.
 - **Columns 2a, 6a:** Number of completed HEFCW-fundable registrations that have home residential status and are from the EU.
 - **Columns 2b, 6b:** Number of completed HEFCW non-fundable registrations (other than those funded by HEIW/NHS) that have home residential status and are from the EU.
 - **Columns 3a, 7a:** Number of completed HEFCW-fundable registrations that have home residential status and are not from Wales or the EU.

- **Columns 3b, 7b:** Number of completed HEFCW non-fundable registrations (other than those funded by HEIW/NHS) that have home residential status and are not from Wales or the EU.
- **Columns 4, 8:** Total number of completed home registrations. The calculation is done automatically in the spreadsheet.

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HESA/HESES mappings and end of year monitoring data extraction criteria (provisional)

- 1 This annex provides mappings which HEFCW will use to extract EYM and other data from the HESA student record, including as part of the HESA Information Reporting Interface Service (IRIS) process. The mappings to extract EYM data include the mapping for credit value data for all taught modes and levels of study. This annex also provides mappings used to analyse HESA data to provide information on a comparable basis to that collected or previously collected on the HESES survey. It should be noted that in some cases it is not possible to define HESES categories entirely in terms of HESA fields. In particular, where students follow non-standard academic years and patterns of study within the institution are not the same from year to year, there may be discrepancies in comparisons made.
- 2 In all cases, the HESES rules must be followed when completing the HESES returns. In coding student data for the HESA student record, where fields ask for funding council definitions to be used then it is those contained in this circular that should be used. However, it should not be assumed that students fall into a particular HESES category solely on the basis of the coding of HESA fields as there may be cases where only an approximate match of definitions can be made.
- 3 The mappings show the name of the relevant HESA field in the form of Entity.FIELDNAME. Guidance relating to the HESA fields can be found in the HESA student record coding manual, available at [HESA student record 2022/23 coding manual](#).
- 4 The mapping in this annex is based on the new student record data being collected under the Data Futures programme from 2022/23. As such, these mappings have not been tested on a complete student dataset and should be considered provisional. Should providers have any concerns over the mappings in this annex, they should contact HEFCW. Should there be any changes to the mappings shown below, either as a result of feedback from providers or to refine the mappings as more information is known, we will let providers know, when we know of any change. A final mapping to be applied in IRIS for 2022/23 will be included in the end of year monitoring (EYM) circular to be published in the summer of 2023. Providers can also inform us during the submission process, after the publication of EYM, if they have any further concerns. If any further changes to the mapping are then deemed necessary, after the EYM circular is published, we will inform providers.
- 5 In the following guidance, where we refer to a student or students, we mean a student on distinct engagement.

HESES/EYM population

- 6 Students are excluded from the HESES/EYM population under the following circumstances:

Writing up or dormant for the whole academic year	SessionStatus.STATUSCHANGEDTO = 02, 04 and SessionStatus.STATUSVALIDFROM ≤ 2022-07-31
Incoming exchange students	Engagement.INCOMINGEXCHANGE = 01, 02, 03 ,04
Students not studying for at least 3% FTE	ReferencePeriodStudentLoad.RPSTULOAD < 3.0

- 7 The following students, though in the population, will not be counted as registrations for HESES/EYM (some credit values associated with these students may be counted where a module is started in 2022/23):

Students in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Leaver.ENGENDDATE ≤ 2023-07-31 and Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks
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HESES/EYM categorisation

Residential status and eligibility for mainstream funding

- 8 Students will be categorised into residential status and eligibility for funding for each student course session as follows:

Home fundable	FundingBody.FUNDINGBODY = 5017
Home non-fundable	Engagement.FEEELIG = 1, 3 and FundingBody.FUNDINGBODY ≠ 5017
Overseas	Otherwise

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

- 10 Home undergraduate and PGCE registrations will be further categorised by residential status, using domicile as a proxy, into home residential status (Welsh), home residential status (EU) and home residential status (other). In doing this for Table 3 of HESES, registrations will also be categorised by funding eligibility categories, HEFCW-fundable and non-fundable, with HEIW/NHS-funded students excluded. Home ITE (QTS) students that entered study in 2019/20 and subsequent years are expected to have been returned on the HESA student record as non-fundable.

Assignment to cost groups

Registrations

- 11 Full-time registrations will be assigned to cost groups on the basis of the HECoS codes shown in QualificationSubject.QUALSUBJECT and the proportions in each subject shown in QualificationSubject.QUALPROPORTION. The mapping between HECoS codes and cost groups given in Annex E will be used.
- 12 Where postgraduate medicine or dentistry provision is coded using the general HECoS codes 100271 (medicine) and 100268 (dentistry), it will be assumed to be non-clinical.

Full-time undergraduate medicine and dentistry provision

- 13 Full-time undergraduate medicine and dentistry registrations will be assumed to be in clinical or non-clinical based on QualificationSubject.QUALSUBJECT and QualificationSubject.QUALPROPORTION. The clinical part of only those registrations that are 100% in a combination of the HECoS codes in the table below will be included as full-time undergraduate clinical medicine or dentistry in cost group 1. Students on courses coded as both non-clinical and clinical medicine or dentistry will be categorised into non-clinical (cost group 2) or clinical (cost group 1) based on the proportion returned in each. For example, if each year of the medical course is 40% non-clinical and 60% clinical then 0.4 will be counted as a non-clinical registration and 0.6 as a clinical registration. cost groups will be assigned as follows:

	QualificationSubject.QUALSUBJECT	Cost group
Non-clinical medicine	<i>Dependent on final cost group mapping</i>	2
Clinical medicine	<i>Dependent on final cost group mapping</i>	1
Non-clinical dentistry	<i>Dependent on final cost group mapping</i>	2
Clinical dentistry	<i>Dependent on final cost group mapping</i>	1

- 14 Intercalated years will be identified where
StudentCourseSession.INTERCALATION = 01.

Undergraduate and postgraduate taught ITE (QTS)

- 15 Registrations will be assumed to be ITE (QTS), where Course.TTCID = 01.
Registrations will be further categorised as follows:

Primary teaching	StudentAccreditationAim.STUACCID = 20201, 20206, 20207, 20208, 20209, 20212
Secondary teaching	StudentAccreditationAim.STUACCID = 20202, 20203, 20204, 20205, 20211 Subject of study will be assigned using QualificationSubject.QUALSUBJECT and QualificationSubject.QUALPROPORTION
Gained QTS	QualificationAwardAccreditation.QUALAWARD ACCID = 20201, 20202, 20203, 20204, 20205, 20206, 20207, 20208, 20209, 20211, 20212

- 16 If a secondary programme has a subject attached to it which is not in the list of subject specialisms, then the registration will be proportioned amongst those that are in the list, with the non-specialist subject not included in the apportionment. For example, if a qualification is equally split between three subjects and only two are subject specialisms, then in the analysis, the registration would be split equally between the two subjects that are subject specialisms.

Credits

- 17 Credit values, taken from Module.CRDTPTS, are assigned to cost groups according to the HECoS codes of the module, returned in ModuleSubject.MODSBJ, and the respective proportions in each subject, returned in ModuleSubject.MODPROPORTION, using the mapping linked to in Annex E.
- 18 Exceptions to this are medicine and dentistry courses and conservatoire provision at the Royal Welsh College of Music and Drama returned by the University of South Wales. Modules will be assigned to medicine and dentistry (cost group 1 for clinical and cost group 2 for nonclinical/pre-clinical) only where the course is in medicine or dentistry. Conservatoire provision will be all and only those modules associated with courses at the Royal Welsh College of Music Drama campus of the University of South Wales identified using Venue.VENUEID.

Mode of study

- 19 Mode of study is categorised as follows:

Full-time	StudentCourseSession.SCSMODE = 01 and StudentCourseSession.PLACEMENT ≠ 01, 02
Full-time sandwich year out (assumed £1,800 fee)	StudentCourseSession.SCSMODE = 01 and StudentCourseSession.PLACEMENT = 01, 02 and StudentCourseSession.STUDYABROAD ≠ 01
Full-time sandwich year out (assumed £1,350 fee)	StudentCourseSession.SCSMODE = 01 and StudentCourseSession.PLACEMENT = 01, 02 and StudentCourseSession.STUDYABROAD = 01
Part-time	Otherwise

Level of study

- 20 Level of study is categorised as follows:

Undergraduate degree	Qualification.QUALCAT = H0003, H0004, H0005, H0009, I0001, M0002
Undergraduate non-degree	Qualification.QUALCAT = All other H, I, J and C codes or Qualification.QUALCAT = M0016 and Course.TTCID ≠ 01
Postgraduate taught (including PGCE (QTS))	Qualification.QUALCAT = All E codes, All other M codes except Qualification.QUALCAT = M0016 and Course.TTCID ≠ 01 or Qualification.QUALCAT = H0013 and Course.TTCID = 01
Postgraduate taught (PGCE (QTS))	Qualification.QUALCAT = M0016 and Course.TTCID = 01 or Qualification.QUALCAT = H0013 and Course.TTCID = 01
Postgraduate research	Qualification.QUALCAT = All D and L codes

New entrants and continuing students

- 21 New entrants and continuing students (Table 3 of HESES) are categorised as follows:

New entrants	Engagement.ENGSTARTDATE ≥ 2022-08-01
Continuing students	Engagement.ENGSTARTDATE < 2022-08-01

- 22 New entrants and continuing students will be considered home fundable or non-fundable according to the criteria in paragraph 8. HEIW/NHS students will be identified and excluded using FundingBody.FUNDINGBODY = 5006, 5055. They will be further categorised into residential status, using domicile as a proxy, as follows:

Home residential status (Welsh)	EntryProfile.PERMADDCOUNTRY = XI.
Home residential status (EU)	EntryProfile.PERMADDCOUNTRY = AT, BE, BG, HR, XA, CZ, DK, EE, EU, FI, AX, FR, GF, GP, MQ, YT, RE, DE, GR, HU, IE, IT, LV, LT, LU, MT, NL, PL, PT, RO, SK, SI, ES, IC, SE
Home residential status (other)	Otherwise

- 23 For the purposes of Tables 2a to 2c of HESES, ITE (QTS) registrations will be counted as new entrants as follows:

New entrants	StudentCourseSession.YEARPRG = 01 and Engagement.ENGSTARTDATE ≥ 2022-08-01
--------------	--

Students franchised out

- 24 Part-time and full-time students that are franchised out are counted as those studying on modules taught at another institution. Students on partial franchises are returned as franchised out if the majority of their activity for the year is franchised out (see paragraph 25, Annex C). The table below shows what will be counted as franchised out registrations in our HESES/EYM data extractions:

Wholly franchised out registrations	ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION = 100 for all modules started in the academic year (ModuleInstance.MODINSTSTARTDATE ≥ 2022-08-01)
Partially franchised out registrations (where resulting proportion ≥ 50%)	ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0 for at least one module started in the academic year

	(ModuleInstance.MODINSTSTARTDATE ≥ 2022-08-01)
	Proportion of registration franchised out = Sum of Module.CRDTPTS x ModuleDeliveryRole.MDRPROPORTION over all modules started in the academic year with ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0, divided by total credit points over all modules started in the academic year

- 25 In analysing franchised out data, the proportions may also be used to determine what volume of registration activity is franchised out to get a more accurate view of the extent of franchise provision. Further guidance on franchised out credit values is in paragraph 40 below.

Welsh speaking ability and teaching through the medium of Welsh

- 26 Of ITE (QTS) new entrants, it will be assumed that those training to teach through the medium of Welsh are on a course that is identified as providing training to teach through the medium of Welsh, using the Bilingual ITT marker (Course.BITTM), as follows:

Training to teach through the medium of Welsh	Course.BITTM = 01, 02
--	-----------------------

- 27 ITE (QTS) entrants and ITE (QTS) entrants who are training to teach through the medium of Welsh are categorised into Welsh speaking ability, for the purposes of Tables 2a to 2c of HESES/EYM, as follows:

Fluent in Welsh	LanguageProficiency.LANGUAGEPROFICIENCYID = 01 and LanguageProficiency.PROFICIENCYTYPE = 02 and LanguageProficiency.PROFICIENCYLEVEL = 01
Welsh speaker not fluent	LanguageProficiency.LANGUAGEPROFICIENCYID = 01 and LanguageProficiency.PROFICIENCYTYPE = 02 and LanguageProficiency.PROFICIENCYLEVEL ≠ 01
Not a Welsh speaker/ not known/not collected	Otherwise

Higher level and degree apprenticeships

- 28 Though not collected separately on HESES, we will extract data for registrations that are studying for an HE qualification as part of a higher level apprenticeship (HLA) or a degree apprenticeship funded through the HEFCW scheme, identified as follows:

Those who are studying as part of an HLA	StudentInitiative.STUINITID = 004
Those who are studying as part of a degree apprenticeship under the HEFCW scheme	StudentInitiative.STUINITID = 020

Registrations up to 1 November

- 29 New entrant registrations up to 1 November, counted on Tables 2a to 2c of HESES and EYM will be identified as follows:

Those who started on or before 1 November 2022	StudentCourseSession.YEARPRG = 01 and Engagement.ENGSTARTDATE ≥ 2022-08-01 and Engagement.ENGSTARTDATE ≤ 2022-11-01
Excluding those that withdraw, dropout or transfer to another course	StudentCourseSession.SCSENDDATE ≤ 2022-11-01 and StudentCourseSession.RSNSCSEND = 01, 02, 03 or StudentCourseSession.RSNSCSEND = 04 and QualificationAwardAccreditation.QUALAWARDACCID ≠ 20201, 20202, 20203, 20204, 20205, 20206, 20207, 20208, 20209, 20211, 20212

Completions

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

Registrations that completed the year of programme	FundingAndMonitoring.FUNDCOMP = 01
--	------------------------------------

- 31 For full-time and sandwich year out taught students eligible to be counted on HESES/EYM, registrations will be assumed to fit the definition of a partial completion as follows, and will be counted at 0.5:

Registrations that partially completed the year of programme	FundingAndMonitoring.FUNDCOMP = 04
--	------------------------------------

- 32 Proportions in each completion status category for registrations with known completion status will be used to estimate the number of completed and partially completed registrations for those registrations with unknown completion status (FundingAndMonitoring.FUNDCOMP = 03, student course session not yet completed, but has not failed to complete) and these will be added to the count of completed registrations.

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

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

Module started in 2022/23	ModuleInstance.MODINSTSTARTDATE ≥ 2022-08-01
Module is countable	ModuleInstance.MODCOUNT = 02
Module is not on a not-for-credit basis	ModuleInstance.MODULEOUTCOME ≠ 04

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

Column 1

- 34 Credit values for modules associated with the following registrations, that were started in the 2022/23 academic year, will be assumed to be in column 1:

Those who started on or before 1 November 2022	Engagement.ENGSTARTDATE ≤ 2022-11-01
--	--------------------------------------

Column 2

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

Those who started after 1 November 2022	ENGSTARTDATE > 2022-11-01
---	---------------------------

Column 3

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

Modules not completed	ModuleInstance.MODULEOUTCOME = 03 or
-----------------------	---

ModuleInstance.MODULEOUTCOME = 02 and mode of study is part-time

- 37 Full-time credit values included in columns 1 and 2 will be assumed to be partially completed, and counted at 0.5, where:

Modules assumed partially completed	ModuleInstance.MODULEOUTCOME = 02 and mode of study is full-time or sandwich
-------------------------------------	--

- 38 Proportions in each module outcome for modules with known outcomes will be used to estimate the number of credit values associated with modules coded with unknown outcome (ModuleInstance.MODULEOUTCOME = 05, 06) that are not completed and these will also be counted in column 3.

Column 4

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

Columns 5a and 5b (Table 1c of EYM)

- 40 Franchised out modules for part-time registrations are counted as those not taught by the provider and credit values are split between those wholly franchised out, and those that are partially franchised out as defined below.

Wholly franchised out credit values	Sum of Module.CRDTPTS for all modules, where ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION = 100
Partially franchised out credit values	Sum of Module.CRDTPTS x ModuleDeliveryRole.MDRPROPORTION over all modules with ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0 that are not wholly franchised out as above

Performance Element provision

- 41 Registrations and modules at the University of South Wales will be considered to be part of conservatoire performance element provision where and only where Venue.VENUEID is the identifier for the Royal Welsh College of Music and Drama.

Students outside the HESES/EYM population

- 42 Providers return a headcount split into dormant students, students continuing study, students successfully completing and students who have withdrawn, on the HESA aggregate offshore record. We will include all headcount numbers other than the

dormant students in the count against each category for our 2022/23 analysis below.

- 43 The headcount of students returned on the HESA aggregate offshore record that are based outside the UK, and will be categorised as follows:

Students based at a campus outside the UK	TYPE = 1 and LEVEL ≠ F
Other students based outside the UK	TYPE ≠ 1 and LEVEL ≠ F

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

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

- 45 Included in the total headcount will be the sum of HEADCOUNTSCS, HEADCOUNTSSC and HEADCOUNTSW.

Workbook notes

This annex will be finalised once the rest of the content of HESES 2022/23 is finalised post-consultation.

DRAFT

Validation checks

This annex will be finalised once the rest of the content of HESES 2022/23 is finalised post-consultation.

DRAFT

Usage of data by HEFCW

- 1 The primary reasons for collecting data through the HESES survey are to have an early indication of student numbers for 2022/23; to monitor funding allocations; to provide ITE (QTS) data to Welsh Government to plan and monitor ITE intake targets; and to inform monitoring and policy decisions in instances where data are not yet available from other sources, for example, the HESA student record. An outline of the reasons for collecting the data on each table is given below.

Table 1

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

Tables 2a to 2c

- 3 Data collected on Tables 2a to 2c are used by Welsh Government and the Education Workforce Council to monitor recruitment against intake targets and in the analysis and future planning of ITE (QTS) provision. Information about overseas students is collected to gain information about the full extent of ITE (QTS) provision.

Table 3

- 4 Table 3 collects data relating to full-time and part-time undergraduate and PGCE (QTS) home registrations separately for new entrants and continuing students. The data are collected split by cost group grouping (for full-time/sandwich year out), residential status and whether fundable or non-fundable. HEIW/NHS-funded students are excluded from the table.
- 5 The data are split by these categories in order to get estimated figures for students under the full-time fee regime and to be able to estimate tuition fee income for different areas of provision. These figures will be used to monitor estimates of numbers of students and fee income for full-time students, including by comparing to data from other sources such as Welsh Government student forecasts, the SLC, the HESA student record and institutions' fee and access plans. Medicine and dentistry are split in the table and figures returned will be used to monitor changes in medicine recruitment given the additional funded places allocated from 2018/19.

- 6 We want to understand sooner about the changes happening in part-time undergraduate entrants, using the part-time data collected on Table 3, particularly given the review of teaching funding.
- 7 We will also monitor numbers of EU students that are still counted as home students for both full-time and part-time study and associated estimates of fee income for full-time students.

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Funding status reference grid

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Summary of funding rules by location of study 2022/23

Annex O

PT/PGT students

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

FT UG/PGCE students

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

Notes:

F = home fundable

NF = home non-fundable

O = overseas

NR = non-returnable on HESES/EYM

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

²For example, the HEFCW-funded degree apprenticeship scheme.

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

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

Shaded cells imply that approval can be sought to include students as fundable.

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

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HESES 2022/23

Table 1: Student Registrations

Mode: All Modes

Provider:

Code:

Level of study	Assumed completed registrations in academic year 2022/23											
	Full-time			Sandwich Year Out			Part-time			Total		
	Home		Overseas	Home		Overseas	Home		Overseas	Home		Overseas
	Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable	
	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Undergraduate										0.0	0.0	0.0
Postgraduate taught										0.0	0.0	0.0
Postgraduate research										0.0	0.0	0.0
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Each sandwich year out registration is counted as 1.

Table 2a: Home and overseas ITE (QTS) Student Registrations - New Entrants

Mode: Full-time

Provider:

Code:

Phase	Subject	Level	Registrations between 1 August 2022 and 1 November 2022				Registrations between 1 August 2022 and 1 November 2022				Registrations between 1 August 2022 and 1 November 2022 Overseas new entrants
			Home new entrants				Home new entrants training to teach through the medium of Welsh				
			Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants	Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants training to teach through the medium of Welsh	
			1a	1b	1c	1d	2a	2b	2c	2d	3
Primary Education		UG degree				0.0				0.0	
		PGT				0.0				0.0	
Secondary Education	Information Technology	PGT				0.0				0.0	
	Design and Technology	PGT				0.0				0.0	
	French	PGT				0.0				0.0	
	German	PGT				0.0				0.0	
	Italian	PGT				0.0				0.0	
	Spanish	PGT				0.0				0.0	
	Other Modern Languages	PGT				0.0				0.0	
	Welsh	PGT				0.0				0.0	
	Mathematics	PGT				0.0				0.0	
	Biology	PGT				0.0				0.0	
	Chemistry	PGT				0.0				0.0	
	Physics	PGT				0.0				0.0	
	Music	PGT				0.0				0.0	
	Religious Education	PGT				0.0				0.0	
	Art	PGT				0.0				0.0	
	Business Studies	PGT				0.0				0.0	
	Drama	PGT				0.0				0.0	
	English	PGT				0.0				0.0	
	Geography	PGT				0.0				0.0	
	History	PGT				0.0				0.0	
	Physical Education	PGT				0.0				0.0	
	Outdoor Education	PGT				0.0				0.0	
	Physics and Chemistry	PGT				0.0				0.0	
	Other (please specify)	PGT				0.0				0.0	
		Total	PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total		UG degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Table 2b: Home ITE (QTS) Student Registrations - New Entrants (Open University in Wales only)

Mode: Part-time (not employment based)

Provider:

Code:

Phase	Subject	Level	Registrations between 1 August 2022 and 1 November 2022 Total new entrants				Registrations between 1 August 2022 and 1 November 2022 New entrants training to teach through the medium of Welsh			
			Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants	Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants training to teach through the medium of Welsh
			1a	1b	1c	1d	2a	2b	2c	2d
Primary Education		UG degree				0.0				0.0
		PGT				0.0				0.0
Secondary Education	Information Technology	PGT				0.0				0.0
	Design and Technology	PGT				0.0				0.0
	French	PGT				0.0				0.0
	German	PGT				0.0				0.0
	Italian	PGT				0.0				0.0
	Spanish	PGT				0.0				0.0
	Other Modern Languages	PGT				0.0				0.0
	Welsh	PGT				0.0				0.0
	Mathematics	PGT				0.0				0.0
	Biology	PGT				0.0				0.0
	Chemistry	PGT				0.0				0.0
	Physics	PGT				0.0				0.0
	Music	PGT				0.0				0.0
	Religious Education	PGT				0.0				0.0
	Art	PGT				0.0				0.0
	Business Studies	PGT				0.0				0.0
	Drama	PGT				0.0				0.0
	English	PGT				0.0				0.0
	Geography	PGT				0.0				0.0
	History	PGT				0.0				0.0
	Physical Education	PGT				0.0				0.0
	Outdoor Education	PGT				0.0				0.0
	Physics and Chemistry	PGT				0.0				0.0
	Other (please specify)	PGT				0.0				0.0
	Total	PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total		UG degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Table 2c: Home ITE (QTS) Student Registrations - New Entrants (Open University in Wales only)

Mode: Employment based

Provider:

Code:

Phase	Subject	Level	Registrations between 1 August 2022 and 1 November 2022 Total new entrants				Registrations between 1 August 2022 and 1 November 2022 New entrants training to teach through the medium of Welsh			
			Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants	Fluent Welsh speakers	Welsh speakers not fluent	Not Welsh speaking/not known/not collected	Total new entrants training to teach through the medium of Welsh
			1a	1b	1c	1d	2a	2b	2c	2d
Primary Education		UG degree				0.0				0.0
		PGT				0.0				0.0
Secondary Education	Information Technology	PGT				0.0				0.0
	Design and Technology	PGT				0.0				0.0
	French	PGT				0.0				0.0
	German	PGT				0.0				0.0
	Italian	PGT				0.0				0.0
	Spanish	PGT				0.0				0.0
	Other Modern Languages	PGT				0.0				0.0
	Welsh	PGT				0.0				0.0
	Mathematics	PGT				0.0				0.0
	Biology	PGT				0.0				0.0
	Chemistry	PGT				0.0				0.0
	Physics	PGT				0.0				0.0
	Music	PGT				0.0				0.0
	Religious Education	PGT				0.0				0.0
	Art	PGT				0.0				0.0
	Business Studies	PGT				0.0				0.0
	Drama	PGT				0.0				0.0
	English	PGT				0.0				0.0
	Geography	PGT				0.0				0.0
	History	PGT				0.0				0.0
	Physical Education	PGT				0.0				0.0
	Outdoor Education	PGT				0.0				0.0
	Physics and Chemistry	PGT				0.0				0.0
	Other (please specify)	PGT				0.0				0.0
	Total	PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total		UG degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
		PGT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

HESES 2022/23

Table 3: Full-time, sandwich year out and part-time undergraduate and PGCE (QTS) home registrations - New entrants and continuing students at the provider (HEIW/NHS funded students excluded)

Mode: All modes

Provider:

Code:

Mode of study	Cost group		Assumed completed home registrations in academic year 2022/23 - new entrants						
			Home residential status (Welsh)		Home residential status (EU)		Home residential status (other)		Total
			HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable	
			1a	1b	2a	2b	3a	3b	4
Full-time and sandwich year out	CG 1/2	Clinical and Pre-clinical/non-clinical Medicine							0.0
	CG 1/2	Clinical and Pre-clinical/non-clinical Dentistry							0.0
	CG 1-5	All other provision							0.0
Part-time	All cost groups								0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0	0.0

Mode of study	Cost group		Assumed completed home registrations in academic year 2022/23 - continuing students						
			Home residential status (Welsh)		Home residential status (EU)		Home residential status (other)		Total
			HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable	
			5a	5b	6a	6b	7a	7b	8
Full-time and sandwich year out	CG 1/2	Clinical and Pre-clinical/non-clinical Medicine							0.0
	CG 1/2	Clinical and Pre-clinical/non-clinical Dentistry							0.0
	CG 1-5	All other provision							0.0
Part-time	All cost groups								0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0	0.0

Contains formulae

Each sandwich year out registration is counted as 1.