Tŷ Afon, Ffordd Bedwas
Bedwas, Caerffili,
CF83 8WT

Tŷ Afon, Bedwas Road
Bedwas, Caerphilly
CF83 8WT

www.hefcw.ac.uk

Cyngor Cyllido Addysg
Uwch Cymru
**Higher Education Funding
Council for Wales**

hefcw

Cylchlythyr | Circular

Higher Education Data Requirements 2023/24 HESA Data Futures – Final Update

Date:	17 October 2023
Reference:	W23/27HE
To:	Heads of higher education institutions in Wales
	Principals of directly-funded further education institutions in Wales
Response by:	22 December 2023
Contact:	Name: Rachael Clifford
	Telephone: 029 2085 9721
	Email: hestats@hefcw.ac.uk

This circular provides an update to previous circulars in this series, to include changes due to the implementation of HESA Data Futures for 2022/23 data collection.

The circular informs higher education providers of the higher education data used to calculate funding allocations; to monitor National Measures; to monitor equality and diversity; for publication; for provision to Coleg Cymraeg Cenedlaethol; for the HESA student record data quality analysis; to monitor part-time fee waivers, degree apprenticeships, PGT Master's bursary schemes and Research Wales Innovation Fund data; and to inform policy.

Providers are invited to comment on the mappings included in this document.

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

Noddir gan **Lywodraeth Cymru**
Sponsored by **Welsh Government**

Introduction

1.	This circular informs higher education providers (HEPs) of the higher education (HE) data used for the following purposes:

- the calculation of funding allocations;
- monitoring National Measures;
- monitoring equality and diversity;
- providing data to Coleg Cymraeg Cenedlaethol about Welsh medium provision;
- publications;
- analysing HESA student record data quality;
- monitoring part-time fee waivers;
- monitoring degree apprenticeships;
- monitoring PGT Master's bursaries;
- informing policy.

	In this circular, HEPs comprise further education institutions (FEIs) providing higher education and higher education institutions (HEIs).

2.	The mappings in the annexes are, where applicable, based on the new student record data being collected under the Jisc and Higher Education Statistics Agency (HESA) Data Futures programme from 2022/23 data collection year. We published a provisional set of mappings in April, which were untested, and the mappings contained in this circular are an update on those mappings. The mappings presented have been tested on data returned to the Jisc during the submission process of the HESA student record. Therefore, although these mappings have been tested to some extent, it is only on incomplete data at the time of publication. We welcome any feedback that providers have on the mappings in the annexes, either during the submission process so that we can make immediate changes to the Information Reporting Interface Service (IRIS) programs as necessary, or to feed into our review of these mappings ready for next year. Any comments that providers have should be sent to hestats@hefcw.ac.uk. Mappings for the end of year monitoring data extraction are contained in Annex K of the End of Year Monitoring (EYM) circular W23/26HE. Comments on that mapping are also welcomed. Any significant changes to the mappings either in this document or in the EYM circular, made during the submission process, will be communicated to providers.

3.	Should there be any major problems with the data extractions during the submission process, for example, issues with the mapping, the IRIS system or issues at individual providers, which mean that some or all of the IRIS outputs are not usable, then there is a possibility of re-extraction post-collection. If this is likely, we will inform providers.

4.	Funding methods for teaching funding for 2024/25 are not final at the time of publication of this circular and some allocation methods may change. The funding methods included in this circular are those for 2023/24. It is assumed for the sake of extraction of data that the funding methods will remain the same for 2024/25. However, 2024/25 funding allocations will be allocated once the Higher Education

Funding Council for Wales (HEFCW) is part of the Commission for Tertiary Education and Research (CTER) and so methods could change.

5.   The mappings relating to student data in this circular have been prepared using the HESA Data Futures annual data return structure, a further revision will be made ahead of the introduction of the in-year data collection.

Main changes for 2022/23 compared to 2021/22

6.   The main changes included in this circular compared to W22/37HE: Higher Education Data Requirements 2022/23, comprise:

- All annexes that include student data have been updated to refer to changes resulting from the implementation of the HESA Data Futures 2022/23 student collection.
- The annex that covered the extraction of full-time equivalent (FTE) data previously used for the Transparent Approach to Costing (Teaching) (TRAC(T)), has been removed.
- The annexes relating to the PGT Master's incentivisation bursaries and the 60+ bursaries have been combined.

Sources of Data

7.   HEFCW uses data from its own surveys, data collected by HESA and data from the National Student Survey (NSS) in carrying out the purposes described in paragraph 1 above. Other data such as Universities and Colleges Admissions Service (UCAS) data are also used to inform policy and provide information about the HE sector in Wales.

8.   HEFCW collects data from HEPs in Wales through:

- the higher education students early statistics (HESES) survey; and
- the student and finance forecasts requests (HEIs only).

9.   Jisc collects data from all HEIs in the UK on the HESA records on:

- student activity, including graduate outcomes;
- information for students through the Unistats return;
- finance;
- higher education business and community interaction (HE-BCI);
- staff; and,
- estates management.

10.   Jisc collects the following data on the HESA records from Welsh FEIs providing HE directly funded by HEFCW:

- student activity, including graduate outcomes;
- information for students through the Unistats return.

11. Readers of this circular are assumed to be familiar with the HESES and EYM surveys, the HESA records and surveys to include implementation of HESA Data Futures, the IRIS system and the 2021 Research Excellence Framework (REF) (HEIs only). The latest HESES, EYM and forecasts circulars are available on the [data collection page of the HEFCW website](); the latest HESA data manuals are available on the [HESA website]() and REF circulars are available on the [REF 2021 website](). Links to the HEFCW circulars can also be found in the [publications page]() of the HEFCW website.

Ensuring the accuracy of data

12. HESA data used in the allocation of funding are subject to confirmation by HEPs that HEFCW have correctly extracted the data from the HESA records. In general, HEPs are not permitted to make amendments to data during the confirmation process if their HESA data are incorrect. The exception to this is when there are changes to the methods of extraction or the data used in funding, or where a different source of data is used. In these cases, we will allow amendments to the extracted data at the confirmation stage. Amendments to HESA student record data will be allowed during the confirmation process, for 2022/23 data, given the major change that the student record data collection has gone through. Any amendments should be accompanied by an explanation.

13. It is important that HEPs are confident that all their HESA data are correct before final returns are made to HESA and the data are signed off. HEPs should take note of any discrepancies in their HESA data that have been found in past years, including those flagged up as part of any data quality analyses carried out by HEFCW, issues found in HEPs' own scrutiny of the summaries output by IRIS, problems that HESA or HEFCW have brought to their attention, and issues and errors found through internal or external audits. In particular, HEPs should ensure that they study in detail the reports produced by HESA when they commit their data and make any necessary amendments as a result before signing off the data to ensure their data are credible. We recognise that 2022/23 is the first year of operation of the new HESA data platform, with extensive changes to the data collection resulting from the Data Futures programme, so we will work with providers and Jisc to provide advice and guidance to ensure data quality is maintained.

14. A number of confirmation reports are made available in the [IRIS]() system and are required to be signed off and returned to HEFCW after the HESA student record submission for 2022/23 has been signed off on 22 November 2023. To reduce the number of separate data verifications conducted during the year, most of the returns that require sign-off via a confirmation report are being processed through IRIS. Providers should note that given this is the first year of producing IRIS outputs under the new HESA student record, we may need to rerun the IRIS outputs if any amendments to the IRIS programs are made. If any reruns fall after a provider's final sign off of the HESA data, then we will notify the provider that a new set of IRIS outputs is available. We will keep providers informed of any reruns and advise that if you sign off data earlier than the sign off deadline, then you

should await confirmation from HEFCW that there aren't any further updates to the IRIS outputs before signing them off.

15. Details of the IRIS return process, components requiring sign-off and associated deadlines will be made available on the IRIS web page and through the EYM 2022/23 circular. The full HEFCW data collection schedule is available via our website.

16. The deadline for sign off of the IRIS outputs is outlined in the EYM circular and is 19 January 2024. If providers think they will have any difficulty in meeting this deadline, they should contact us. Providers should note that the sign off deadline for the HESA student record contained in the EYM circular is 3 November. Since publication of the EYM circular, the sign off deadline has been extended to 22 November.

17. For those data confirmations where amendments are not accepted, if there is an error in an HEP's HESA data, and this error would lead to the HEP being allocated funding greater than that to which it is entitled, the HEP will be expected to notify HEFCW so that the funding can be adjusted accordingly.

Coding of subjects

18. The Higher Education Classification of Subjects (HECoS), which replaced the previous system, the Joint Academic Coding System (JACS), was implemented in the 2019/20 HESA student record.

19. The HECoS coding system, mappings between JACS and HECoS, the CAH and mappings between HECoS and CAH and between JACS and CAH are all available on the HECoS webpage. Information relating to the mapping of HECoS codes to HEFCW Academic Subject Categories (ASCs) is available on the HEFCW website.

Data used in teaching funding allocations

20. The credit-based teaching funding allocations for part-time (PT) undergraduate (UG) provision for 2023/24 were based on 2021/22 credit value data taken from the end of year monitoring data extraction. Per capita funding for 2023/24 was allocated for all modes and taught levels of study and the disability premium was allocated for all modes and levels of study, including PGR. All other premium funding was allocated as follows:

- Access and retention premium (PT UG only);
- Welsh medium premium (PT and FT UG only);
- Expensive subjects premium (clinical medicine and dentistry and Conservatoire Performance Element, FT UG only);
- Higher cost subjects premium (non-clinical medicine and dentistry, science & engineering and technology, and mathematical sciences, IT and computing, FT UG only).

This circular assumes:

- that the credit-based teaching funding allocations for PT UG provision for 2024/25 will be based on 2022/23 EYM credit value data and
- that per capita funding and the same premiums are being allocated with respect to the same groups of students for 2024/25 as in 2023/24, for the purposes of presenting information in this circular.

21. It should be noted that these assumptions may change.

22. The access and retention, disability, Welsh medium, expensive subjects and higher cost subjects premiums and the per capita allocation are based on retrospective data taken from the HESA student record.

23. End of year data extracted from the HESA student record are used to calculate any adjustment to teaching funding at the end of the academic year to which the funding relates. For example, EYM data relating to the 2022/23 academic year will be used to calculate any adjustment required to the 2022/23 credit based funding. Details of the end of year data extracted from the HESA record are contained within Annex K of the EYM circular (see paragraph 1) and are not reproduced here.

24. More information on data used in teaching funding, including the premium and per capita elements, is set out in Annex A.

25. The sign off procedure for data used in the per capita and premium funding for 2024/25 is built into the IRIS process. Any other data required to be used in the teaching or other funding allocations for 2024/25, not available in the IRIS outputs, will be verified and signed off separately.

Data used in research funding allocations

26. HEFCW implemented a new funding methodology for the 2022/23 QR funding allocation, following the outcomes of the consultation on implementing new research funding methods (W22/23HE). The new methodology is based on data returned to REF 2021 and data extracted from the 2018/19, 2019/20 and 2020/21 HESA finance record. As with the previous QR funding method, all input data are frozen, therefore this circular sets out the QR funding method as for 2022/23 in Annex B.

27. HEFCW also implemented a new funding methodology for the 2022/23 PGR training allocation, following the outcomes of the consultation on implementing new research funding methods (W22/23HE). The 2024/25 PGR allocation using the new methodology will be based on retrospective data taken from the 2022/23 HESA student record. Further information on the HESA fields used is provided in Annex C. As outlined below in paragraph 25, we intend to continue to obtain sign off of as much data as possible via the IRIS process, and there will be a sign off for PGR in the 2022/23 IRIS process.

Data provided to Coleg Cymraeg Cenedlaethol

28.   HEFCW provides data each year, under a data sharing agreement, to Coleg Cymraeg Cenedlaethol. Additionally from 2020/21, in collaboration with the Coleg Cymraeg Cenedlaethol, monitoring has been carried out on the coding structure and return of Welsh medium provision on the HESA student record. This data is also summarised and included in IRIS. The fields and criteria used to extract both sets of data are detailed in Annex D.

Data used to monitor equality and diversity

29.   HEFCW currently uses HESA data to monitor the ethnicity, disability, gender and age of students at Welsh HEPs and staff at Welsh HEIs.

30.   In autumn 2023, we will be publishing a race equality monitoring report. This report takes a more in depth look at ethnicity data than the standard equality monitoring referred to above.

31.   A summary of the data for both these analyses is published on the HEFCW website. Further information on the fields used is in Annex E.

Data used for publication

32.   HEFCW publishes statistical reports on an ad hoc basis. Details of the data used in any statistical reports will be included with the report. Publications can be accessed from the HEFCW reports area of the HEFCW website.

HESA student record data quality analysis

33.   HEFCW provides a summary (referred to as the 'HESA data quality analysis') to each HEP of its data for a variety of fields which are used for funding, analysis and monitoring, which is designed to aid improvement of the quality of the student record and to be useful to both HEFCW and HEPs.

34.   These summaries are intended to complement the reports which are provided by HESA when HEPs submit their student record.

35.   The summaries produced by HEFCW, are included in the IRIS output so HEPs can see their own data for the current year and historic data for both their HEP and for the sector. In the past, these summaries with sector data for the latest year were issued to HEPs later in the year. However we now only provide this output through IRIS. This means that HEPs will not see the sector total for the current year until they receive the IRIS output for next HESA reporting year.

36.   In many instances changes relating to HESA Data Futures do not allow for a consistent time series into 2022/23. The 2022/23 analysis will still aim to capture data quality aspects such as where data is not known or not available as far as is practical using HESA Data Futures data. A consultation exercise will be carried

out in 2024 to set the scope and derivation of the full suite of data quality analysis based on HESA Data Futures concepts and coding, therefore the 2022/23 outputs should be treated as interim.

37.   Further information on the fields used in the HESA data quality analysis can be found in Annex F.

Part-time fee waiver

38.   From 2022/23 funding, data used in the allocation of the part-time fee waiver scheme have been extracted from the HESA student record. The extraction was added to the IRIS system for 2021/22 and data extracted via the IRIS system will be signed off by HEPs to confirm the data are correct. The process for 2022/23 allocations can be found in circular HEFCW part-time undergraduate fee waiver scheme (W22/30HE). Details of the data extracted for HEPs to sign off can be found in Annex G.

39.   Data used to monitor the actual value of part-time fee waivers claimed by HEPs under the HEFCW scheme are extracted from the HESA student record via the IRIS system. Data extracted via the IRIS system will be signed off by HEPs to confirm the data are correct. The process for 2022/23 monitoring can be found in circular HEFCW part-time undergraduate fee waiver scheme (W23/18HE). HEPs should note that the sign off deadline shown in that circular of 14 December 2023 has changed to 19 January 2024, in line with all other IRIS outputs that need to be signed off. Details of the data extracted for HEPs to sign off can be found in Annex G.

Income analysis

40.   As part of the work carried out to monitor income at Welsh HEPs, data relating to student numbers and FTE at Welsh HEPs were used. A summary of the data is included in the IRIS output for information. Details of the criteria used to extract the data can be found in Annex H.

National measures

41.   Data used to monitor national measures are taken from the HESA student, staff, finance and aggregate offshore records; the HESA DLHE and graduate outcomes (GO) surveys; the published UK HE PIs; and the HESA HEBCI survey. Other sources, such as the National Student Survey (NSS), the Quality Assurance Agency (QAA) and the Office of the Independent Adjudicator (OIA) are also used. Data for FEIs are included in a subset of the measures and these data are taken from the HESA student record, the HESA DLHE and GO surveys; the published UK HE PIs, the NSS, the QAA and the OIA.

       The measures monitored using these data are:

       •   Widening access;

- Participation;
- Retention;
- Part-time;
- National Student Survey;
- Welsh medium;
- Student mobility;
- Quality;
- Complaints
- Employment;
- Graduate employment;
- Continuing Professional Development;
- Total HE-BCI income per FTE of academic staff;
- Spin off activity;
- Start - up activity (graduate);
- Research Staff;
- PGR students;
- PhDs awarded;
- Research income;
- EU/Overseas students;
- EU/Overseas staff;
- Transnational education.

42. A description of each of these measures and the data used to monitor them is included in Annex I.

43. Other areas which are monitored and included in the list of national measures include

- Diversity of the student population;
- REF impact outcomes;
- REF outcomes;
- Financial health;
- Estates;
- Senior staff pay and gender pay gap;
- Equality and diversity staff data

but individual measures are not specified, instead these are areas which are already analysed more widely and published by HEFCW. Information on where to find these analyses can also be found in Annex I.

44. The HESA student record based measures are extracted via the IRIS system and will be signed off by HEPs to confirm the data are correct.

45. Both the participation and retention measures were monitored using data collected on the HESA student record, calculated and published by HESA as UK performance indicators. HESA announced that 2022 would be the last year that PIs would be published, but did plan to review existing indicators for inclusion in Official statistics or Open data. We have obtained 2021/22 data for the retention UKPI, and HESA plan to review the situation with respect to UKPIs for the longer term. It is possible that we will be undertaking work to develop new participation

and retention measures dependent on HESA's timescales and outcomes of this review.

Data used for monitoring degree apprenticeships

46.	Circular W22/14HE announced funding arrangements for degree apprenticeships in Wales starting in 2022/23 and provided more information on the submission process for HEPs. Circular W22/32HE requested monitoring information for apprenticeships allocated in 2022/23. The in-year information returned under this request was used to monitor the number of apprentices being recruited and to calculate the funding for those apprentices for 2022/23. It was also used to monitor and publish data about the characteristics of apprentices, and shared with Welsh Government to track progress and compliance with delivery priorities. All published and shared data were aggregated and anonymised.

47.	Data used to monitor the end of year picture for the number of students enrolled on degree apprenticeships at HEPs are extracted from the HESA student record via the IRIS system and will be signed off by HEPs to confirm the data are correct. Details of the data extracted for HEPs to sign off can be found in Annex J.

48.	The HESA data provided in the IRIS system will be used to verify the data that were collected directly during the 2022/23 academic year which were used to allocate funding. It is possible that adjustments to funding will be required. If this is the case, information on how adjustments to funding will be implemented will be communicated with HEPs separately.

Data used for monitoring PGT Master's incentivisation bursary schemes for STEMM and Welsh medium provision and the PGT Master's bursary scheme for students aged 60 or over

49.	The funding for PGT Master's incentivisation bursary schemes is allocated to HEPs to provide to Welsh, Island and eligible EU domiciled Master's students entering study, undertaking a Master's degree in science, technology, engineering, mathematics or medicine, also known as 'STEMM' and/or undertaking their Master's through the medium of Welsh. The funding was announced in HEFCW circular W19/27HE and the scheme was intended to be run as a three-year pilot starting in 2019/20. The funding for a PGT Master's bursary scheme for students aged 60 or over is allocated to HEPs to provide to Welsh, Island and eligible EU domiciled Master's students entering study, aged 60 or over.

50.	The extraction of data used in the bursary schemes for 2023/24 was added to the IRIS system for 2021/22 and will be signed off by HEPs to confirm the data are correct in 2022/23 also. The details of the schemes in 2023/24 are in HEFCW circular W23/16HE.

51.	We are also monitoring the number of PGT Master's students starting in 2022/23, included in the calculation of the 2022/23 funding, through the IRIS system, as in previous years. The details of the schemes in 2023/24 are in HEFCW circular W22/13HE. We require sign off of the numbers to confirm the data have been

correctly extracted and reflect the recruited number of PGT Master's students studying STEMM and/or studying through the medium of Welsh and/or aged 60 or over. The extracted data will be used to calculate adjustments to funding where the recruitment of PGT Master's students is less than the estimated recruitment used in the calculation of funding.

52. As the scheme for those aged 60 or over is demand led, and all those entitled to receive a bursary should do so, we will be using the extracted data to calculate any adjustments to funding where the recruitment of PGT Master's students aged 60 or over is different to the estimated recruitment used in the calculation of funding.

53. Details of the data extracted for HEPs to sign off can be found in Annex K.

Data used in the calculation of Research Wales Innovation Fund (RWIF)

54. Circular W22/41HE reports on the consultation outcomes for the 2022 review of the Research Wales Innovation Fund (RWIF) and confirms the allocation methodology and other updated RWIF requirements to be introduced in 2023/24. Data used in the allocation is described in Annex L.

Data used in the calculation of Race equality funding and Well-being and health funding

55. Circular W22/25HE announced race equality funding allocations for 2022/23 and circular W22/29HE announced Well-being and health, including mental health, strategy implementation allocations for 2022/23. Circular W23/01HE announced an additional allocation for Well-being and health in 2022/23. Both the race equality and the well-being and health allocations use the same data from the HESA student record which is described in Annex M. The data will be available in the 2022/23 IRIS system and will be signed off by HEPs to confirm the data are correct.

Data used in the calculation of Targeted Employability Support (TES) funding

56. Circular W23/15HE use in the allocation of funding for 2024/25 will be included in the IRIS system for 2022/23 to be signed off by HEPs to confirm the data are correct. Details of the data extracted for HEPs to sign off can be found in Annex N.

Other uses of data

57. Any of the data described may be used to inform policy. In particular, data on students taught in whole or in part through the medium of Welsh, and staff who teach or who are able to teach through the medium of Welsh will be used to inform policy on Welsh medium provision. Data relating to students at directly funded FEIs or franchised to FEIs from HEIs will be used to inform policy on HE in FEIs.

58. HESA operate a [fixed database facility](#) which provides HEPs with the opportunity to make post-collection amendments to a dataset following closure of the live data collection. This facility is separate to the main data collection process, is subject to a charge and is only available at the express authorisation of HEFCW. The fixed database is open for some time after the corresponding live data collection has closed, therefore providers should be aware that data they submit to the fixed database may not be used immediately and may only appear in future analysis of time series.

59. The data described are also used by WG in their analysis of the higher education sector, including analysis published in their statistical bulletins and data presented on the [StatsWales](#) website.

60. Data relating to forecast student numbers are collected through the forecasts requests circular which is available on the [HEFCW data collection webpage](#) on the HEFCW website. These data are used for HEFCW's internal monitoring and planning processes and are not published at provider level.

61. It should be noted that although this circular details HESA fields used by HEFCW, any of the fields that HEPs return on the HESA records may be used in future for funding, for monitoring purposes, to inform policy or for publication, and are also used by other organisations. Therefore, it is important that all HESA fields are completed fully and accurately to show a fair picture of the provision and activity at the HEP.

Audit

62. All data used for funding and monitoring are potentially subject to audit. Details of the most recent audit process for higher education data can be found in circular [W18/33HE: Audit of Higher Education Data 2018/19 to 2021/22](#) and further detail of the internal and external audit are included on the [HEFCW data audit webpage](#).

63. 2021/22 was the last year in the current cycle of external auditing of HE data. HEFCW has not set up a new contract for the external audits. The external audit process will become the responsibility of the Commission for Tertiary Education and Research (CTER), when the process will be reviewed.

64. As an interim measure, in place of the external audits, and until the process is reviewed by CTER, members of the statistics team in HEFCW will meet with data contacts at each provider separately, where we will discuss items such as data quality and previous audit findings.

Use of HESA derived fields

65. Where HESA derived fields have been used they are shown in the coding details in each relevant section of the annexes that follow. All HESA derived fields for the student record are shown in the format **Entity.Z_FIELDNAME**, and for the staff record in the format Xfieldname. HESA derived fields specifications for the 2022/23 [student record](#) and [staff record](#) are published on the HESA website.

Where a derived field has been used, the algorithm used to derive the field from the original HESA record fields is available via the HESA website.

Contents

66.   The contents of the annexes are as follows:
Annex A: Data used in teaching funding allocations
Annex B: Data used in research funding allocations
Annex C: Data used in the PGR training funding allocation
Annex D: Data provided to Coleg Cymraeg Cenedlaethol
Annex E: Data used for publication and monitoring
Annex F: Data provided to higher education providers in the HESA student record data quality analysis
Annex G: Data used for allocating and monitoring the part-time undergraduate fee waiver scheme
Annex H: Data used in income analysis
Annex I: Data used for monitoring national measures
Annex J: Data used for monitoring and adjustment of degree apprenticeship funding
Annex K: Data used for allocating and monitoring PGT Master's bursary schemes
Annex L: Data used in the calculation of Research Wales Innovation Fund
Annex M: Data used in the calculation of Race equality funding and Well-being and health funding
Annex N: Data used in targeted employability support allocations

Further information

67.   Providers are welcome to contact us if they need any further clarity or have comments on the mappings outlined in the annexes. Paragraph 2 notes that these mappings have not been tested on a complete student dataset and that any further updates required will be communicated to providers.

68.   Any queries regarding this circular should be directed to Rachael Clifford (hestats@hefcw.ac.uk, 029 2085 9721).

Data used in teaching funding allocations

1. The descriptions below refer to HESA data that relate to the 2022/23 academic year that may potentially be used in 2024/25 funding calculations. HEPs should note that the assumptions about what data will be included in the calculation of allocations and which allocations will be made are subject to change, particularly as HEFCW will be part of CTER from 1 April 2024.

2. Assuming that for 2024/25 funding a similar method of data extraction will be used in allocations as for 2023/24, then for 2024/25 teaching funding allocations, other than for part-time undergraduate credit based funding, data will be extracted from the 2022/23 HESA student record. For the Welsh medium premium, where allocations are based on the previous two years' data, additionally data from the 2021/22 HESA student record will be used. Using HESA data enables premium and per capita allocations to be calculated with the minimum need to collect additional data from HEPs.

3. HEPs will have the opportunity to check the HESA data to be used in any allocations to ensure that HEFCW has correctly extracted the data as further described in paragraphs 13 to 17 of the introduction.

4. HESA data are finalised and signed off before HEFCW receive the data, therefore HEPs should ensure that these data are reviewed and corrected during the submission process to HESA to ensure data accuracy for on-going use. All data extractions included in this annex are available through the HESA Information Reporting Interface Service (IRIS) to aid with checking through the HESA submission process. To reduce the number of separate data verifications conducted during the year, most of the returns that require sign-off via a confirmation report are being processed through IRIS. Further detail can be found in paragraphs 15 and 16 of the introduction of this circular.

5. If two years' data are used in the calculation of allocations, any changes made by HEPs to the first year's data in the previous year's funding round will automatically be included in the calculation, however, no further changes to the previous year's data due to incorrect reporting by the HEP will be allowed.

6. Particular care should be taken in completing the HESA fields detailed below. However, HEPs should ensure that **all** fields of the HESA student record are completed accurately and that the over-use of null, default values or not available is avoided.

Formula element of teaching funding

Credit–based teaching funding

7. Credit-based funding was allocated in 2023/24 for part-time undergraduate provision only. Funding was calculated using completed credit values associated

with home students eligible for HEFCW funding, using 2021/22 credit value data taken from the 2021/22 EYM data extraction, and funded credit values allocated to the HEP. For 2024/25, EYM data extracted from the 2022/23 HESA record will be used to calculate funding.

8.   After the grant announcement is made each year, for any credit-based funding allocations, an individualised Excel workbook is sent to each HEP showing how the funded credits were calculated in the teaching model. An example of the workbook and details of each of the steps taken in the model are available in the Funding calculations page of the [HEFCW website](#).

Premium and per capita funding

9.   Data used to calculate premium and per capita funding, if allocated, are extracted from the HESA student record. The descriptions below refer to 2023/24 funding methods, as the 2024/25 methods are not yet finalised, but as applied to 2022/23 data.

10.   If a student is following more than one course and has two or more records fitting the criteria to be included in the calculation of the per capita or a premium allocation, the student is counted only once. On the HESA student record, this means that only one engagement of each student is kept, all other engagements for the student are excluded. This exclusion is carried out after applying all other criteria to the data, by keeping only one engagement per student identifier Student.SID on the HESA student record.

11.   Prior to keeping the first engagement, the data are sorted by mode (full-time first) and level (postgraduate first), so that if a student has multiple engagements with different modes and levels, a full-time engagement is kept in the dataset over a part-time engagement and a postgraduate engagement is kept over an undergraduate engagement. In addition, for the access and retention premium, if a student has more than one engagement with different postcodes in the entry profile, and the postcodes are in different areas, the engagement with a postcode in quintile 1 or 2 of the [Welsh Index of Multiple Deprivation](#) 2019 (WIMD19) will be used in the calculation of any postcode related aspects of the premium (i.e. any engagement with a WIMD19 postcode will be kept in preference to any other engagement). Similarly, for the disability premium, if there are multiple engagements with not all being in receipt of DSA, the engagement in receipt of DSA is given priority. For the expensive subjects premium, if a student has two engagements fitting the criteria to be included, the engagement with the earliest commencement date is kept in preference. Where module information is used in an extraction, any duplicate modules are excluded. Given that the structure of the new student record is different to that previously collected, the method of exclusion of multiple engagements, student course sessions and modules for students is being reviewed and if there are any changes, we will inform providers.

12.   If a student is taking a course which contains years of study which do not follow the standard academic year of 1 August to 31 July, then the student will be counted once in each year of study only, and not in each academic year in which they are active. This will be done by excluding the student from the data extract for

the final academic year in which they are active. For example, if a student is following a full-time three year degree course which starts in January 2020 and finishes in December 2022, the student will be active in four academic years, but will only be counted three times for the purposes of inclusion in the calculation of the premium and per capita funding allocations. They will be counted in the first three academic years in which they are active and excluded in the final academic year in which they are active.

13. In excluding those on a non-standard academic year in their final year of study, the date the student left is compared to their date of commencement. If they leave within the anniversary of the date of commencement plus two weeks then they are excluded in that academic year, unless the two week period is identifiable as a separate year of study.

14. In each of the per capita and premium funding allocations, subject to the criteria for being counted in paragraphs 10 to 13, students must be:

    - HEFCW fundable;
    - not incoming exchange; and,
    - active within the reporting period.

15. Additional criteria apply for each of the funding allocations and these are detailed below.

16. The extraction of data from the HESA record is carried out using a SAS program. Algorithms for 2024/25 funding allocations, based on the SAS program for each of the funding allocations will be available in the Funding calculations page on the [HEFCW website](#) in 2024.

17. The criteria show the name of the relevant HESA field in the form of **Entity.FIELDNAME** with HESA derived fields of the form **Entity.Z_FIELDNAME**

Per capita funding

18. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of per capita funding are those who are:

    - undergraduate or postgraduate taught;
    - full-time or part-time;
    - studying for at least 10 credit values;
    - in any year of study.

19. The following criteria applied to the HESA student record are used to extract the data:

HEFCW fundable	FundingBody.FUNDINGBODY = 5017
At least 10 credit values	Module.CRDTPTS ≥ 10 (summed over all modules the student is taking)

Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Active 01/08/22 to 31/07/23 and not in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Engagement.ENGSTARTDATE ≤ 2023_07_31 and Engagement.ENGEXPECTEDENDDATE ≥ 2022_08_01 **or** blank **and not** Leaver.ENGENDDATE ≤ 2023-07-31 **and** Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks
Active mode of study	StudentCourseSession.SCSMODE = 01, 02, 31
Undergraduate or postgraduate taught	Qualification.QUALCAT = all C, E, H, I, J, M codes

Access and retention premium

20. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the access and retention premium are those who are:

    - Undergraduate;
    - studying for at least 10 credit values;
    - part-time;
    - in any year of study.

21. The following criteria applied to the HESA student record are used to extract the data:

HEFCW fundable	FundingBody.FUNDINGBODY = 5017
At least 10 credit values	Module.CRDTPTS ≥ 10 (summed over all modules the student is taking)
Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Active 01/08/22 to 31/07/23 and not in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Engagement.ENGSTARTDATE ≤ 2023_07_31 **and** Engagement.ENGENDDATE ≥ 2022_08_01 **or** blank **and not** Leaver.ENGENDDATE ≤ 2023-07-31 **and** Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks

Part-time mode of study	StudentCourseSession.SCSMODE = 02, 31
Undergraduate	Qualification.QUALCAT = all C, H, I, J codes M0002 **or** Qualification.QUALCAT = M0016, H0013 **and** Course.TTCID ≠ 01

22. A retention element is included in the premium. This requires students to be categorised by year of course and length of course, and for those on one year courses, whether they were retained or not. The following coding is used to categorise students.

Determine year of course:

First year	Engagement.ENGSTARTDATE ≥ 2022_08_01 **and** Engagement.ENGSTARTDATE ≤ 2023_07_31
Second year or above	Otherwise

Determine length of course:

One year	Engagement.ENGEXPECTEDENDDATE – Engagement.ENGSTARTDATE ≤ 365
Two or more years	Engagement.ENGEXPECTEDENDDATE – Engagement.ENGSTARTDATE > 365
Unknown	Engagement.ENGEXPECTEDENDDATE is blank

Determine retention status:

Retained	FundingAndMonitoring.FUNDCOMP = 01, 04
Not retained	FundingAndMonitoring.FUNDCOMP = 02
Status unknown	FundingAndMonitoring.FUNDCOMP = 03

23. Students are then categorised into the following four categories for funding, plus an unknown category:

   - First year on one year course – retained;
   - First year on one year course – not retained;
   - First year of two years or more course;
   - Second or further year of two years or more course.

24. Those students in the unknown category are either first years on a one year course who have unknown retention status or are first years on an unknown length

course with unknown retention status. Estimation has to be used to categorise these two types of students.

25. HESAREPORTYR is a HEFCW-created field that identifies whether the course year is contained within the HESA reporting year 1 August – 31 July. A course is considered to be contained within the HESA reporting year ifStudentCourseSession.SCSSTARTDATE ≥ 2022-08-01 and StudentCourseSession.SCSENDDATE ≤ 2023-07-31 (HESAREPORTYR = 1). If StudentCourseSession. SCSSTARTDATE ≥ 2022-08-01 and StudentCourseSession. SCSENDDATE is > 2023-07-31 or blank then the course academic year is not contained within the HESA reporting year (HESAREPORTYR = 2).

26. For the first type of unknowns, for those already categorised as first year students on a one year course with a known retention status, the proportion in each of the two retention categories is calculated for each value of HESAREPORTYR. These proportions are then applied to first years on a one year course with unknown retention status. If the number of students already categorised as first year students on a one year course with a known retention status for a particular HESAREPORTYR value is less than 20, then the overall proportions in each of the two retention categories for part-time students at the HEP are calculated and applied. However, if the number of part-time students at the HEP to be used for this is less than 20, then the proportions in each of the two categories for each value of HESAREPORTYR across the sector for part-time students are calculated and applied.

27. A similar method is used for the second type of unknowns. For those already categorised as first year students (either on a one year course and retained, on a one year course and not retained or on a two years or more course), the proportion in each of the three categories is calculated for each HESAREPORTYR value. These proportions are then applied to first years on an unknown length course with unknown retention status. If the number of students already categorised as first year students (either on a one year course and retained, on a one year course and not retained or on a two years or more course) for a particular HESAREPORTYR value is less than 20 then the overall proportions in each of the two retention categories for part-time students at the HEP are calculated and applied. However, if the number of part-time students at the HEP to be used for this is less than 20, then the proportions in each of the two categories for each value of HESAREPORTYR across the sector for part-time students are calculated and applied.

28. In calculating proportions, data for engagements not included in the population, but which finished in 2022/23 after a one year non-standard academic year course starting in 2021/22 are included. These are only included in order to estimate the retention status of first years on one year courses.

29. Eligible students are further categorised in order to calculate two elements of the access and retention premium. The first element is based on students domiciled in deprived areas and the second element is based on students from low

participation areas. Each element is calculated separately and students can be included in the calculation of more than one element.

30. For the deprived element, eligible students are categorised, using the home postcode of the student (EntryProfile.PERMADDPOSTCODE), into those that come from areas that map to quintiles 1 or 2 of the Welsh Index of Multiple Deprivation 2019 (WIMD19) and those that are from other areas.

31. For the low participation element, eligible students are included in the calculation if their home postcode (EntryProfile.PERMADDPOSTCODE) is in an area where there is a low proportion of working age adults with HE level qualifications as defined in the 2021 Census. Due to the relevant highest level of qualification 2021 census data for Scotland and Northern Ireland being unavailable, low participation for part-time undergraduates will be based on England and Wales only for 2024/25 funding.

32. Lists of postcodes in WIMD19 quintiles 1 or 2 and low participation areas are available on the Postcode data page of the HEFCW website. More information about low participation classifiers can be found on the Young participation by area page of the Office for Students (OfS) website.

33. Additionally, the number of WIMD19 quintiles 1 and 2 students as a percentage of Welsh domiciled students is calculated in order to categorise HEPs into two bands based on the proportion of eligible students who have a home postcode in a deprived area.

    The following coding applied to the HESA student record is used to determine Welsh domiciled students:

Welsh domiciled	Engagement.Z_PERMADDGRP4 = 04 **and** EntryProfile.PERMADDPOSTCODE is a valid postcode mappable to a ward in Wales using the HEFCW postcode database

Disability premium

34. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the disability premium are those who are:

    - in receipt of DSA
    - studying at any mode or level of study
    - studying for at least 10 credit values for HEIs (8.3% FTE for PGR students)
    - in any year of study.

35. For HEIs, the following coding applied to the HESA student record is used to extract the data:

HEFCW fundable	FundingBody.FUNDINGBODY = 5017
At least 10 credit values (or 8.3% FTE for PGR students)	Module.CRDTPTS ≥ 10 (summed over all modules the student is taking) (Engagement.Z_STULOAD_CYC ≥ 8.3)
Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Active 01/08/22 to 31/07/23 and not in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Engagement.ENGSTARTDATE ≤ 2023_07_31 **and** Engagement.ENGEXPECTEDENDDATE ≥ 2022_08_01 **or** blank **and not** Leaver.ENGENDDATE ≤ 2023-07-31 **and** Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks
Active mode of study	StudentCourseSession.SCSMODE = 01, 02, 31
In receipt of DSA	StudentFinancialSupport.FINSUPTYPE = 100
Undergraduate or Postgraduate	Qualification.QUALCAT = all C, D, E, H, I, J, L, M, codes

Welsh Medium Premium

36. The Welsh medium premium is calculated using the number of credits taught through the medium of Welsh. Modules studied by students fitting the inclusion criteria, where at least 2 credits of the module are studied through the medium of Welsh are included, averaged over two years. Welsh language or literature modules are **not** eligible for premium funding, unless a HEFCW-fundable student is taking the module as part of an ITE course leading to QTS.

37. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the Welsh medium premium are those who are:

- part-time undergraduate or full-time undergraduate studying credits that are eligible to receive the expensive subjects premium or higher cost subjects premium.
- in any year of study.

38. The following coding applied to the HESA student record is used to extract the data:

HEFCW fundable	FundingBody.FUNDINGBODY = 5017
Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Active 01/08/22 to 31/07/23 and not in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Engagement.ENGSTARTDATE ≤ 2021_07_31 **and** Engagement.ENGEXPECTEDENDDATE ≥ 2022_08_01 or blank **and not** Leaver.ENGENDDATE ≤ 2023-07-31 **and** Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks
Part-time mode of study	StudentCourseSession.SCSMODE = 02, 31
Undergraduate	Qualification.QUALCAT = all C, H, I, J, M0002 **or** Qualification.QUALCAT = M0016, H0013 **and** Course.TTCID ≠ 01
At least 2 credits of module are Welsh medium	Module.MODLANGID = 01 **and** ModuleInstance.LANGPCNT x Module.CRDTPTS ≥ 2
Not Welsh language, Welsh literature or Welsh studies, unless on an ITT (QTS) course	ModuleSubject.MODSBJ ≠ 100333, 101163, 100335 **or** ModuleSubject.MODSBJ = 100333, 101163, 100335 **and** Course.TTCID = 01
Countable module started in the 2022/23 academic year	ModuleInstance.MODCOUNT ≠ 01 **and** ModuleInstance.MODINSTSTARTDATE ≥ 2022_08_01
If full-time, in subjects that are eligible for the expensive or higher cost subjects premiums	ModuleSubject.MODSBJ maps to ASCs 1a, 1c, 3, 4, 6 (for the higher cost subjects premium) or Modules counted in the expensive subjects premium (see extraction criteria below)

39. If modules are partly Welsh language or literature then only the part of the module that is not Welsh language or literature is counted. E.g. if a 10 credit module is

100% Welsh medium and the module subject is 50% Welsh language and 50% in another subject then only 5 credits would be counted as Welsh medium.

40. After eligible data have been extracted, they may be subject to further manual exclusions if the modules are considered to be Welsh language or literature but have not been coded as such. However, HEPs will have the opportunity to see the exclusions during the confirmation process.

Expensive subjects premium

41. The expensive subjects premium is calculated using the number of credits in expensive subjects for modules associated with full-time undergraduate students that fit the criteria for inclusion. If a module is returned more than once for a student, then the module is counted only once.

42. In addition to the criteria described in paragraph 14, students eligible to be included in the calculation of the expensive subjects premium are those who are:

- full-time and sandwich
- undergraduate
- studying for clinical medicine or dentistry modules or Performance Element provision
- in any year of study.

43. The following coding applied to the HESA student record is used to extract the data:

HEFCW fundable	FundingBody.FUNDINGBODY = 5017
Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Students studying 3% or more FTE	Engagement.Z_STULOAD_CYC ≥ 3
Full-time and sandwich	StudentCourseSession.SCSMODE = 01
Undergraduate	Qualification.QUALCAT = all C, H, I, J codes M0002 **or** Qualification.QUALCAT = M0016, H0013 **and** Course.TTCID ≠ 1
Completed countable modules that started in the 2022/23 academic year	ModuleInstance.MODULEOUTCOME = 01, 02 **and** ModuleInstance.MODCOUNT = 02 **and** ModuleInstance.MODINSTSTARTDATE ≥ 2022_08_01
Count of credits reduced for	If StudentCourseSession.PLACEMENT = 01, 02 **or**

sandwich year out and partial completions	ModuleInstance.MODULEOUTCOME = 02 **then** Module.CRDTPTS = 0.5 x Module.CRDTPTS If StudentCourseSession.PLACEMENT = 01, 02 **and** ModuleInstance.MODULEOUTCOME = 02 **then** Module.CRDTPTS = 0.25 x Module.CRDTPTS

44. Credits eligible for the expensive subjects premium are then identified:

Clinical medicine and dentistry	Credits attributable to the proportion of the course which is clinical medicine or dentistry for credits associated with modules associated with courses where the first OR second returned subject of the course is clinical medicine or dentistry AND the corresponding second or first returned subject of the course IS pre-clinical medicine or dentistry If QualificationSubject.QUALSUBJECT1 = 100266, 100267, 101309, 101324, 101325, 101327, 101331, 101334, 101336, 101337, 101339 **and** QualificationSubject.QUALSUBJECT2 = 100275, 100276 **then** eligible credits=Module.CRDTPTS x QualificationSubject.QUALPROPORTION1 if QualificationSubject.QUALSUBJECT1 = 100275, 10027 **and** QualificationSubject.QUALSUBJECT2 = 100266, 100267, 101309, 101324, 101325, 101327, 101331, 101334, 101336, 101337, 101339 **then** eligible credits=Module.CRDTPTS x QualificationSubject.QUALPROPORTION2
Performance Element provision	CourseRole.COURSEROLEHESAID = 10007793 **and** Venue.VENUEID = "Royal Welsh College of Music & Drama ID"

45. For more information about HECoS subject codes refer to paragraphs 18 to 19 of the introduction.

Higher cost subjects premium

46. The higher cost subjects premium uses total assumed completed credit values for home fundable full-time and sandwich year out students will be taken from Tables 1a and 1b of the EYM 2022/23 return. Descriptions of how data will be extracted from the 2022/23 HESA student record are available in Annex K of the 2022/23 EYM circular.

47. Sandwich year out credits are counted as half.

48. Credits which are in the following ASCs are included in the allocation, funded at different units of funding according to which ASC grouping they are in:

Non-clinical Medicine and Dentistry	ASCs 1a, 1c
Science and Engineering and Technology	ASCs 3, 4
Mathematical Sciences, IT and Computing	ASC 6

Data used in research funding allocations

1.   Only HEIs are eligible for research funding.

QR funding

2.   HEFCW implemented a new funding methodology for the 2022/23 QR funding allocation, following the outcomes of the consultation on implementing new research funding methods (W22/23HE). More information on the new method, and how it differs from the previous method is available in W22/24HE: HEFCW's research funding method from AY 2022/23.

3.   Data used to calculate 2022/23 QR funding were taken from REF 2021 and from the 2018/19, 2019/20 and 2020/21 HESA finance record.

4.   Since the implementation of the previous QR funding method, following REF 2014, all input data were frozen. This approach will be adopted in the new QR funding method implemented in 2022/23. Therefore the following description, although relating to the 2022/23 QR allocation, remains the same for the 2023/24 and 2024/25 QR allocations.

5.   Only data for UoAs which were submitted to the REF 2021 were included in the calculation of QR funding. To be included in the calculation of 2022/23 QR funding, UoAs were also required to meet volume and sustainability thresholds – see Annex A of W22/24HE referred to in paragraph 2 above.

Charity income

6.   Average charity income, awarded through an open competitive process, from the three most recent years of the HESA Finance record, were used in the 2022/23 QR funding method. Charity income (open competitive process) was mapped from HESA cost centres to REF 2021 UoAs to which the institution made a submission. The mapping was provided by UKRI and is available on the HEFCW website.

7.   HEIs were requested to verify the charity income (open competitive process) data and allowed to amend the data, as the mapping provided by UKRI did not completely reflect the charity income (open competitive process) which had been submitted to REF 2021 UoAs.

Data used in the PGR training funding allocation

1. HEFCW implemented a new funding methodology for the 2022/23 PGR training funding allocation, following the outcomes of the consultation on implementing new research funding methods (W22/23HE). More information on the new method, and how it differs from the previous method is available in W22/24HE: HEFCW's research funding method from AY 2022/23.

2. Only HEIs are eligible for PGR training funding. Data used in the calculation of PGR training funding are taken from the HESA student record. The description below refers to HESA student record data collected in 2022/23, with the 2022/23 funding methodology applied.

3. Students eligible to be included in the calculation of PGR funding are those in REF 2021 units of assessment (UoAs) that were included in the 2022/23 QR funding model.

4. The students must be:
    *   home fundable
    *   studying for PGR qualifications
    *   not incoming exchange and
    *   active within the reporting period

5. The fundability status of PGR students recorded by HEIs in the 2022/23 HESA student record is based on the regulations in place at that time. This means that there are only two cohorts of EU students (those starting in 2021/22 and those starting in 2022/23) that will be ineligible in the data used, because of their EU status as not HEFCW fundable (not including students from Ireland). As the data are being used as a proxy for 2024/25, a further two cohorts of EU starters should be excluded and this is reflected in the coding shown below.

6. If a student is following more than one course and has two or more records fitting the criteria to be included in the calculation of the PGR allocations, the student is counted only once. On the HESA student record, this means that only one engagement of each student is kept, all other engagements for the student are excluded. This exclusion is carried out after applying all other criteria to the data. If there are multiple engagements with different course aims the engagement with the highest level of course aim will be kept in the dataset.

7. The following coding is applied to the HESA student record to extract the data.

HEFCW fundable in 2024/25	EU new entrants became ineligible for home fees status in AY 2021/22, and CI/IoM all cohorts become home students in 2022/23 FundingBody.FUNDINGBODY = 5017

	Except where 2019_08_01 ≤ Engagement.ENGSTARTDATE ≤ 2021_07_31 **and** Engagement.Z_PERMADDGRP4 = 06 **and** Engagement.Z_PERMADDCOUNTRY ≠ IE EU domiciled starters in 2019/20 and 2020/21 are a proxy for two cohorts of EU students who will be non-fundable in 2024/25, but which are not non-fundable in the 2022/23 data.
Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04
Active 01/08/22 to 31/07/23	Engagement.ENGSTARTDATE ≤ 2023_07_31 **and** Leaver.ENGENDDATE ≥ 2022_08_01 **or** blank **and** StudentCourseSession.Z_ACTSCS_CYC = 1 **and** Engagement.Z_STULOAD_CYC ≠ 0
Excluding writing up for entire academic year	StudentCourseSession.Z_STATUSSCS_CYC ≠ 04
Postgraduate research	Qualification.QUALCAT = all D codes, all L codes

8. The students are further categorised into UoAs using SupervisorAllocation.REF2021UNITOFASSESSMENT. Where a student is split across two or more UoAs, the student is counted in each UoA at the proportion returned in SupervisorAllocation.SUPALLPROP. The UoA is then used to categorise students into subject groups which attract different levels of funding, based on Academic Subject Category (ASC). The table to follow shows the mapping.

Subject group	ASCs	UoAs
1	1b, 1d	1, 2, 3 (split), 4 (split)
2	1a, 1c, 3, 4, 6	3 (split), 4 (split), 5, 6, 7, 8, 9, 10, 11, 12, 14 (split), 15 (split), 24 (split)
3	All other ASCs	3 (split), 13, 14 (split), 15 (split), 16, 17, 18, 19, 20, 21, 22, 23, 24 (split), 25, 26, 27, 28, 29, 30, 31, 32, 33, 34

9. UoAs 3, 4, 14, 15 and 24 are split across subject groups. This is done using the HECoS code of the course, returned in QualificationSubject.QUALSUBJECT. The HECoS codes of the courses the students in UoAs 3, 4, 14, 15 and 24 are taking

are mapped to ASCs using the mapping in Annex E of HESES and then categorised into subject group 1, 2 or 3.

10. Student FTE is then summed by UoA and subject group for use in the PGR training allocation.

Data provided to Coleg Cymraeg Cenedlaethol

1. Data relating to Welsh medium provision for HEIs are provided to the Coleg Cymraeg Cenedlaethol each year through a data sharing agreement. The data provided are extracted from the HESA student record and relate to students that have some Welsh medium teaching, the Welsh speaking proficiency of students and modules delivered in whole or in part through the medium of Welsh.

2. The description below relates to the 2021/22 data extracted, and assumes there will be no difference to the 2022/23 data supply aside from the changes in the mapping to HESA Data Futures. However as the data requirements of the Coleg develop, these criteria and the categorisation of data may change.

3. The following criteria are used to extract students from the HESA student record:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1

4. Those that have some teaching through the medium of Welsh are extracted using the following:

Students with at least one module with some proportion through the medium of Welsh	Module with some proportion through medium of Welsh: Module.MODLANGID = 01 **and** ModuleInstance.LANGPCNT > 0

5. These students are further categorised by subject and the corresponding subject proportions, mode of study and level of study:

Subject of the qualification	QualificationSubject.QUALSUBJECT and QualificationSubject.QUALPROPORTION
Mode of study	Engagement.Z_MODEGRP1
Level of study	Engagement.Z_LEVELGRP1

6. Students extracted using the criteria in paragraph 3 are further categorised by Welsh language proficiency with new entrants shown as a separate category:

Welsh speaker language proficiency	LanguageProficiency.LANGPROFICIENCYID=01 Categorised further using: LanguageProficiency.PROFICIENCYTYPE and

	LanguageProficiency.PROFICIENCYLEVEL
New entrants	Engagement.ENGSTARTDATE ≥ 2022-08-01

7. The following criteria are used to extract modules that are taught in whole or part through the medium of Welsh associated with students extracted using the criteria in paragraph 3:

Modules with some proportion through the medium of Welsh	Module.MODLANGID = 01 **and** ModuleInstance.LANGPCNT>0

8. The number of credits through the medium of Welsh and English for each module taught in whole or part through the medium of Welsh is calculated as:

Number of credits through the medium of Welsh	(ModuleInstance.LANGPCNT /100) x Module.CRDTPTS
Number of credits through the medium of English	(100 – (ModuleInstance.LANGPCNT/100)) x Module.CRDTPTS

9. These credits are categorised further by module subject and corresponding proportion, and the mode and level of the student:

Subject of study	ModuleSubject.MODSBJ and ModuleSubject.MODPROPORTION
Mode of study	Engagement.Z_MODEGRP1
Level of study	Engagement.Z_LEVELGRP1

10. Additionally, HEFCW are working with Coleg Cymraeg Cenedlaethol to produce a guidance document to assist providers in coding and returning Welsh medium module data to the HESA student record.

11. To aid further discussions with providers relating to Welsh medium module coding and to monitor any changes over time, a further data analysis has been carried out and the following criteria are used to extract data from the HESA student record:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1

12. Modules that have some teaching through the medium of Welsh are extracted using the following:

Module is taught through the medium of Welsh	Module.MODLANGID = 01

13. Modules are summarised into grouped categories of the percentage of the module that is taught through the medium of Welsh using:

Percentage of the module that is taught through the medium of Welsh	ModuleInstance.LANGPCNT

14. Counts of number of modules identified as being taught through the medium of Welsh, and enrolments on those modules are categorised further by module subject and associated percentage, and the mode and level of the student:

Subject of study	ModuleSubject.MODSBJ and ModuleSubject.MODPROPORTION
Initial Teacher Education	Course.TTCID=01
Mode of study	Engagement.Z_MODEGRP1
Level of study	Engagement.Z_LEVELGRP1

Data used for publication and monitoring

1. Below are descriptions of some of the key publications, including data that will be published electronically as part of HEFCW's responsibility to monitor equality and diversity. We continue to review statistical information published on our website.

Equality and diversity monitoring

2. HEFCW uses HESA data to monitor the ethnicity, disability status, gender and age of students at Welsh HEPs and staff at Welsh HEIs. A summary of the analysis is published on the HEFCW website.

Students

3. Population at Welsh HEPs:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1

4. For the analysis of the ethnicity of students, only UK domiciled students at Welsh HEPs have been included. UK domiciled students have been selected for the analysis of ethnicity of students as recording ethnicity is not required for non-UK domiciled students. For the purposes of this analysis, the Channel Islands and the Isle of Man are considered to be part of the UK.

UK domiciled	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05

5. The student population is categorised into ethnic group using the Student.ETHNIC field, into disability status using the Disability.DISABILITY field, Disabled Students' Allowance using StudentFinancialSupport.FINSUPTYPE = 100, and into gender using the Student.SEXID field and into age group using the Student.BIRTHDTE field.

Staff

6. Population at Welsh HEIs:

Contract counted within 1 December population	Contract.MOEMP ≠ 6 **and** Contract.TERMS ≠ 3 **and** Contract.STARTCON ≤ 2022-12-01, blank **and** Contract.ENDCON ≥ 2022-12-01, blank **and**

	Contract.CONFTE > 0
Person counted within atypical population (individuals who have **only** atypical contracts within the reporting period)	Contract.TERMS = 3 **and** Contract. MOEMP ≠ 6 for all contracts
Academic	Contract.ACEMPFUN = 1, 2, 3, 9

7. The staff population is categorised into ethnic group using the Person.ETHNIC field, into disability status using the Person.DISABLE field, into gender using the Person.SEXID field and into age group using the Person.BIRTHDTE field.

8. Summaries are shown separately for all staff and for academic staff only. Summaries are also shown separately for staff on atypical and non-atypical contracts.

9. For non-atypical staff contracts, full-person equivalents are counted. This means that a staff member with both academic and non-academic non-atypical contracts active on 1 December of the reporting period will be counted in both academic and non-academic staff counts in proportion to the contract FTE for these contracts.

    Example 1: a full-time staff member has two non-atypical contracts active on 1 December of the reporting period, an academic contract with a contract FTE of 80% and a non-academic contract with a contract FTE of 20%. The person is counted as 0.8 in the counts of academic staff and 0.2 in the counts of non-academic staff.

    Example 2: a part-time member of staff has two non-atypical contracts active on 1 December of the reporting period, an academic contract with a contract FTE of 35% and a non-academic contract with a contract FTE of 5%. The person is counted as 0.875 (35/40) in the counts of academic staff and 0.125 (5/35) in the counts of non-academic staff.

10. Individuals who have only academic atypical contracts within the reporting period are counted in the atypical staff counts as 1. From 2015/16 collection onwards, atypical non-academic staff are no longer included in the coverage of the HESA staff record.

11. Individuals with both atypical and non-atypical contracts are only counted in proportion to their non-atypical contracts active on 1 December in the reporting period.

    Example 3: a full-time member of staff has four contracts. They have two non-atypical contracts active on 1 December of the reporting period, an academic contract with FTE 50%, and a non-academic contract with FTE 30%. They also have a non-atypical academic contract which started in January of the reporting period with FTE 15% and an atypical academic contract with FTE 5%. They will

be counted as 0.625 (50/80) in the academic staff counts and 0.375 (30/80) in the non-academic staff counts.

Race equality monitoring

12.   We recently consulted on data to be monitored annually in a new race equality monitoring report (W22/28HE). This report takes a more in depth look than our standard equality and diversity monitoring referred to above, and uses data from UCAS and HESA staff and student records. We will be monitoring this data at an individual institutional level, but we will publish on the HEFCW website at Wales sector level only shortly.

13.   There are eleven sets of data to be monitored annually, grouped into four categories: pre-entry; access, retention and success – students; access, retention and success – staff, and governance.

Applicants, applications, offer rates and placed applicants

14.   For applications we will monitor:

the number, proportion, annual percentage change in number and annual percentage point change in the proportion, of UCAS applications to full-time undergraduate courses from UK domiciled applicants from Asian, black, mixed, white and other ethnic backgrounds.

15.   For applicants we will monitor:

the number, proportion, annual percentage change in number and annual percentage point change in the proportion, of UK domiciled UCAS applicants to full-time undergraduate courses from Asian, black, mixed, white and other ethnic backgrounds.

16.   For the offer rate we will monitor:

the unexplained gap between the offer rate for UK domiciled applicants to undergraduate courses for full-time UCAS applicants from Asian, black, mixed, white and other ethnic backgrounds.

17.   For placed applicants we will monitor:

the number, proportion, annual percentage change in number and annual percentage point change in the proportion, of UK domiciled UCAS placed applicants to full-time undergraduate courses from Asian, black, mixed, white and other ethnic backgrounds.

Data for applications, applicants and offer rates are from the 30 June deadline, and data for placed applicants are from the end of cycle. Sector level data are available on the UCAS Undergraduate sector-level end of cycle data resources

2021 page, at the 2021 entry UCAS Undergraduate reports by sex, area background, and ethnic group link at the bottom of the page.

Entrants, retention and degree outcomes

18. For entrants we will monitor:

the number, proportion, annual percentage change in number and annual percentage point change in the proportion, of UK domiciled entrants to full-time and part-time undergraduate courses from Asian, black, mixed, white and other ethnic backgrounds.

19. The population of UK domiciled undergraduate entrants are identified from the HESA student record as follows:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1
Entrants during 2022/23	Engagement.ENGSTARTDATE ≥ 2022-08-01
UK domiciled	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05
Undergraduate	Engagement.Z_LEVELGRP1 = 02

20. The student population is categorised into ethnic group using Engagement.Z_ETHNICGRP2.

21. For retention we will monitor:

the unexplained gap between the proportion of entrants from Asian, black, mixed, white and other ethnic backgrounds who are present in higher education:

a) one year following year of entry, for full-time undergraduate UK domiciled entrants
b) two years following year of entry, for part-time first degree UK domiciled entrants.

22. Years of entry 2015/16 to 2019/20 for full-time entrants, and 2014/15 to 2018/19 for part-time entrants were monitored using data collected on the HESA student record, calculated and published by HESA as UK performance indicators, and then disaggregated into ethnic groups. At the present time, there are no updates to the UK PIs which were published for the last time in 2022.

23. HESA have supplied us with the 2021/22 underlying data calculated for the retention UKPI, which we will be adding to the analysis in due course. HESA plan to review the situation with respect to UKPIs for the longer term, but there are no

immediate plans to replace them. Therefore we will be developing a new retention measure .

24. For degree outcomes we will monitor:

the unexplained gap in degree outcomes between students from Asian, black, mixed, white and other ethnic backgrounds, for UK domiciled students studying full- and/or part-time for:

a) First class honours
b) Upper second class honours
c) Lower second class honours
d) Third class honours
e) Unclassified

The population of UK-domiciled first degree qualifiers obtaining each classification are identified from the HESA student record as follows:

HESA qualifications obtained population	Engagement.Z_POPQUAL_CYC = 1
Obtained a first degree	Engagement.Z_QLEVELGRP2_CYC = 03
UK domiciled	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05

25. The population of qualifiers attaining a first degree is categorised into ethnic group using Engagement.Z_ETHNICGRP2 and classification attained is identified using Engagement.Z_QCLASSGRP1_CYC.

Staff, staff terms of employment, staff grade and governors

26. For staff we will monitor:

the number, proportion, annual percentage change in number and annual percentage point change in the proportion, of staff from Asian, black, mixed, white and other ethnic backgrounds.

27. The population of staff are identified from the HESA staff record as those in the 1 December contract population or the atypical population and are identified as academic or non-academic as outlined in paragraph 6 above.

28. Staff are categorised into ethnic groups using the Person.ETHNIC field.

29. Summaries are shown for academic non-atypical, academic atypical and non-academic staff. Numbers are either full person equivalents for those in the 1 December contract population, or counted as 1 for those in the atypical population. This is explained in paragraphs 9 to 11 above.

30. For terms of employment we will monitor:

    the unexplained gap between the proportion of staff from Asian, black, mixed, white and other ethnic backgrounds on permanent terms of employment.

31. In addition to the staff population outlined in paragraphs 28 to 30 above, terms of employment are identified using the Contract.TERMS field. Atypical staff are not employed on either an Open-ended/Permanent contract or a Fixed-term contract so are not included in this analysis.

32. For grade we will monitor:

    the unexplained gap between the proportion of staff from Asian, black, mixed, white and other ethnic backgrounds in each grade group.

33. In addition to the staff population outlined in paragraphs 28 to 30 above, grade is identified using the Contract.LEVELS field. Grades are aggregated into the following five groups:

Group 1: Senior managers	Contract.LEVELS= all A, B, C, D and E codes
Group 2: Professors	Contract.LEVELS= F1
Group 3: Management / budget responsibility, experts	Contract.LEVELS= F2, I0
Group 4: Staff responsibility, limited / no management responsibility, team budget / no budget responsibility	Contract.LEVELS= J0, K0, L0
Group 5: No staff or budget responsibility, little or no experience	Contract.LEVELS= M0, N0, O0, P0

34. For different groups of staff, there is likely to be more or less in a particular grade group therefore the data were aggregated further to avoid small cell values and the possibility of data disclosure, as follows:

Academic non-atypical	Group 1 & 2 Group 3 Group 4 & 5 Very small numbers in Groups 1 & 5.
Academic atypical	Group 1, 2 & 3 Group 4 Group 5

	Very small numbers in Groups 1, 2, & 3.
Non-academic	Group 1, 3 & 4 Group 5 Professor is an academic position so non-academics are not in Group 2. Very small numbers in Groups 1 & 3.

Governance

35. For governors we will monitor:

the number and proportion of governors from Asian, black, mixed, white and other ethnic backgrounds.

36. In the HESA staff record governors are identified as follows:

Governor	Person.GOVFLAG = 1

Data provided to higher education providers in the HESA student record data quality analysis

1. The HESA data quality analysis was designed to aid improvement of the quality of the student record. Therefore a large number of the tables included in this analysis look at proportions of valid and unknown entries recorded in selected fields. Other tables look at data recently introduced to the record or at areas which have previously been known to have coding issues within the sector.

2. We intend to carry out a review of the data quality analyses provided via the HESA IRIS system to ensure it is still useful and appropriate to both HEFCW and providers. In the meantime this Annex maps existing analyses using HESA Data Futures coding to allow for a comparison of the analyses from legacy data through to data futures. It may be that the exact same mapping for 2022/23 that was used in previous years cannot be carried out, if so, the structure of the IRIS output tables will be adjusted to account for this and a break in the time series and changes will be noted.

3. Currently there are 22 tables included in the analysis:

Table 1:   Postcodes
Table 2:   Ethnicity
Table 3:   Proportion of module taught through Welsh
Table 4:   Coding of non-standard academic years
Table 5:   Average FTE/credits per engagement
Table 6:   *No longer available*
Table 7:   Non-completion of latest student course session
Table 8:   Enrolments where the student did not complete the current engagement and left the institution by reason for leaving
Table 9:   Welsh fluency
Table 10:   Disabled Students' Allowance (DSA)
Table 11:   Outcome of module
Table 12:   Highest qualification on entry
Table 13:   Gender identity
Table 14:   Religion or belief
Table 15:   Sexual orientation
Table 16:   Student support number by major source of tuition fees
Table 17:   Student support number
Table 18:   Student fees
Table 19:   Care leaver
Table 20:   Mobility experiences
Table 21:   Parental education
Table 22:   APEL
Table 23   Engagements where the body responsible for allocating funding is either Welsh Government, Health Education and Improvement Wales, or Departments of Health/NHS/Social care

4. In the majority of tables the data are presented for HE level student engagements by mode and level as described below. Previous mappings additionally made use of the field INSTANCE.REDUCEDI to be able to exclude students who were not returned with a full student record. An equivalent field is not available for 2022/23 data, where instead coverage is included for each entity/field, and so is brought out specifically as 'Coverage' in each Table section.

Full-time	Engagement.Z_MODEGRP1 =01
Part-time	Engagement.Z_MODEGRP1 =02
Postgraduate research	Engagement.Z_LEVELGRP2 = 01
Postgraduate taught	Engagement.Z_LEVELGRP2 = 02
Undergraduate first degree	Engagement.Z_LEVELGRP2 = 03
Undergraduate non-degree	Engagement.Z_LEVELGRP2 = 04

Table 1 - Postcodes

5. The postcode prior to entry of the course for UK domiciled HE level engagements returned as meeting the coverage for the EntryProfile.PERMADDCOUNTRY postcode field is categorised into three categories, valid, invalid or missing.

Coverage	All EntryProfile entities where: EntryProfile.PERMADDCOUNTRY = XF, XG, XH, XI, XK, XL, GG, JE or IM except where: Engagement.INCOMINGEXCHANGE exists **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE <= 14 days and Leaver.RSNENGEND = 03, 05, 11, 12)
UK domiciled	EntryProfile.PERMADDCOUNTRY = XF, XG, XH, XI, XK
Valid postcode	EntryProfile.PERMADDPOSTCODE matches a postcode on the HEFCW postcode database

Invalid postcode	EntryProfile.PERMADDPOSTCODE does not match a postcode on the HEFCW postcode database and is ≠ ZZ99 9ZZ or blank
Postcode not known or missing	EntryProfile.PERMADDPOSTCODE is = ZZ99 9ZZ or blank

Table 2 - Ethnicity

6.   Ethnicity for UK domiciled HE level engagments returned as meeting the coverage for the Student.ETHNIC field, is categorised into four categories, known ethnicity, unknown ethnicity, prefer not to say or not available.

Coverage	EntryProfile.PERMADDCOUNTRY = XF, XG, XH, XI, XK, XL, GG, JE, IM except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE <= 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Known ethnicity	Student.ETHNIC ≠ 997, 998, 999
Ethnicity not known	Student.ETHNIC = 997
Prefer not to say	Student.ETHNIC = 998
Not available	Student.ETHNIC = 999

Table 3 - Proportion of module taught through Welsh – to be revised using final 2022/23 delivery

7.   This output will be revised once final delivery data has been received and will be sent to providers directly. In the meantime, data quality of Welsh medium data can be checked using the Welsh Medium Premium data output.

8.   For HE level students enrolled on modules with some proportion taught through the medium of Welsh, total Welsh medium credit values per student are aggregated into bands and those which fit the criteria used for the Welsh medium premium (as for 2023/24) are shown separately to those not fitting the criteria used for the Welsh medium premium. In 2023/24 the Welsh medium premium was

awarded in respect of PT UG students and FT UG students that were eligible for the expensive and higher cost subjects premiums.

9.   The bandings are: less than 2 credits, 2 credits and less than 10 credits, 10 credits and less than 20 credits, 20 credits and less than 40 credits and 40 credits or more.

10.   Manual exclusions made during the calculation of the Welsh medium premium for modules which are considered to be Welsh language or Welsh literature but are not coded as such have not been applied in this table.

Coverage	All units of study where: Engagement.INCOMINGEXCHANGE does not exist **and** Qualification.QUALCAT starts with E, M, H, I, J or C.
Module taught through the medium of Welsh	Module.MODLANGID = 01
Welsh medium credit values	(ModuleInstance.LANGPCNT /100) x Module.CRDTPTS
Fit the criteria used for the Welsh medium premium	Refer to paragraphs 35 to 39 of Annex A

Table 4 - Coding of non-standard academic years

11.   There are two tables in this section.

12.   The first table looks at how HE level engagements for students commencing after 1 January 2023 and not leaving before 31 July 2023 are coded.

Engagements starting between 1 January 2023 and 31 July 2023 and not leaving within the 2022/23 academic year	Engagement.ENGSTARTDATE ≥ 2023-01-01 **and** Engagement.ENGSTARTDATE ≤ 2023-07-31 **and** Leaver.RSNENGEND does not exist
Not on a fully flexible course	Course.FULLYFLEX ≠ 01
Engagements expected to end within the 2022/23 academic year	Engagement.ENGEXPECTEDENDDATE ≤ 202307-31
Engagements NOT expected to end within the 2022/23 academic year	Engagement.ENGEXPECTEDENDDATE > 2023-07-31

13.   The second table looks at how HE level engagements on a full-time Master's qualification aims are coded.

Full-time	As outlined in paragraph 4

Master's	Qualification.QUALCAT = L0000, M0003, M0004, M0006, M0007
Engagements with an expected year length of less than 40 weeks coded as being on a course that is contained within the 2022/23 academic year	Engagement.ENGSTARTDATE ≥ 2022-08-01 **and** Engagement.ENGEXPECTEDENDDATE ≤ 2023-07-31 **and** Engagement.Z_EXPECTOLENWEEK <40
Engagements with an expected year length of 40 weeks or more coded as being on a course that is contained within the 2022/23 academic year	Engagement.ENGSTARTDATE ≥ 2022-08-01 **and** Engagement.ENGEXPECTEDENDDATE ≤ 2023-07-31 **and** Engagement.Z_EXPECTOLENWEEK ≥ 40
Engagements coded on a course that is NOT contained within the 2022/23 academic year	Engagement.ENGSTARTDATE ≥ 2022-08-01 **and** Engagement.ENGEXPECTEDENDDATE >2023-07-31

Table 5 - Average FTE/credits per engagement

14. This table looks at HE level engagements returned with an active mode of study and full-time equivalence (FTE) > 0 and shows the average, maximum and minimum FTE and credits per engagement. Engagements on a sandwich year out are shown separately from other full-time engagements and dormant, sabbatical and writing up engagements are excluded from part-time.

Coverage :	All engagements except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE <= 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
FTE > 0	Engagement.Z_STULOAD_CYC > 0
Full-time (excluding sandwich year out)	Engagement. Z_MODEGRP1=01 and StudentCourseSession.PLACEMENT ≠ 01, 02
Sandwich year out	Engagement. Z_MODEGRP1=01 and

	StudentCourseSession.PLACEMENT = 01, 02
Part-time (active modes only)	Engagement. Z_MODEGRP1=02 and StudentCourseSession.Z_ACT_CYC=1 except (SessionStatus.STATUSCHANGEDTO = 04 and SessionStatus.STATUSVALIDFROM < 2022-08-01)

Table 6 - Data linked to previous academic year data using OfS linking

15.   This table is currently not available as HEFCW no longer have access to the OfS linking files. We are developing our own linking method and hope to include this table again in the future.

Table 7 - Non-completion of latest student course session on engagement

16.   This table looks at HE level engagements where the current year of the programme of study was not completed and shows how many were still active, suspended studies, transfered within the institution or left the institution.

Coverage	All engagements except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) or (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE <= 14 days).
Students not completing the latest student course session (SCS)	StudentCourseSession.RSNSCSEND exists **and** FundingAndMonitoring.FUNDCOMP = 02
SCS ended due to student leaving institution	StudentCourseSession.RSNSCSEND=01
SCSended due to the student taking an agreed break in learning	StudentCourseSession.RSNSCSEND=02
SCS ended due to the student transferring to another course in institution	StudentCourseSession.RSNSCSEND=03
SCS has ended for other reason	StudentCourseSession.RSNSCSEND=04

Table 8 - Students who did not complete the engagement and left the institution by reason for leaving

17. This table looks at HE level engagements that ended by reason for ending

Engagement ended	Leaver.RSNENGEND = 01, 03, 05, 11, 12, 98
Left and awarded credit or a qualification	Leaver.RSNENGEND = 01
Transferred to another provider	Leaver.RSNENGEND= 03
Death	Leaver.RSNENGEND= 05
Other (left but without being awarded credit or a qualification)	Leaver.RSNENGEND = 11
Transferred out as part of collaborative supervision arrangements	Leaver.RSNENGEND = 12
Left but award of credit or a qualification not yet known	Leaver.RSNENGEND = 98

Table 9 - Welsh fluency

18. Welsh language proficiency for Welsh domiciled HE level engagements is categorised into two categories, known Welsh speaker status and unknown Welsh speaker status.

Coverage	All engagements except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) or (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Welsh domiciled	EntryProfile.PERMADDCOUNTRY = XI.
Welsh proficiency identifier returned	LanguageProficiency.LANGPROFICIENCYID = 01
Known Welsh language proficiency status	LanguageProficiency.LANGPROFICIENCYTYPE = 01, 02, 03, 04
Welsh Language proficiency known – Welsh speaker	LanguageProficiency.LANGPROFICIENCYTYPE = 02

Table 10 - Disabled Students' Allowance (DSA)

19. This table looks at HE level engagements returned for students with known impairments, health conditions or learning difficulties and shows whether they are in receipt of disabled students' allowance or not.

Coverage	All engagements excluding where (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Student with known impairments, health conditions or learning difficulties	Engagement. Z_DISABILITYMRK =1
In receipt of DSA	StudentFinancialSupport. FINSUPTYPE = 100
Not in receipt of DSA/not known/not sought	StudentFinancialSupport. FINSUPTYPE ≠ 100 or does not exist

Table 11 - Outcome of module

20. This table looks at the outcome of the module for all HE students enrolled on modules.

Coverage	All entities for each interaction a student has with a Module where Qualification.QUALCAT starts with E, M, H, I, J or C except where Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Students enrolled on modules that started in 2022/23	ModuleInstance.MODINSTSTARTDATE ≥ 2023-08-01

Module instance associated with latest student course session	Priority based on StudentCourseSession.SCSSTARTDATE
Completion	ModuleInstance.MODULEOUTCOME = 01
Partial completion	ModuleInstance.MODULEOUTCOME = 02
Did not complete	ModuleInstance.MODULEOUTCOME = 03
Taken on a not-for-credit basis	ModuleInstance.MODULEOUTCOME = 04
Outcome not yet known/continuing to subsequent Student Course Session	ModuleInstance.MODULEOUTCOME = 05, 06

Table 12 - Highest qualification on entry

21. This table shows whether the highest qualification on entry is known or not known for HE level engagements. The data are split by full-time and part-time as described in paragraph 3 but are further split into whether or not the engagement is an initial teacher education (ITE) course leading to qualified teacher status (QTS).

Coverage	All EntryProfile entities except where: Engagement.INCOMINGEXCHANGE exists **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12)
ITE (QTS)	Course.TTCID = 01
Non-ITE (QTS)	Course.TTCID ≠ 01
Known highest qualification on entry	EntryProfile.HIGHESTQOE ≠ 99999
Unknown highest qualification on entry	EntryProfile.HIGHESTQOE = 99999 or does not exist

Table 13 - Gender identity

22. This table shows whether gender identity is known, not known/not available or refused for HE level engagements.

Coverage	All Students except where: (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days

	and Leaver.RSNENGEND = 03, 05, 11, 12).
Module not continuing from previous student course session	ModuleInstance.CONTINUING ≠ 01
Known gender identity	Student.GENDERID = 01, 02
Prefer not to say	Student.GENDERID = 98
Not Available	Student.GENDERID = 99

Table 14 - Religion or belief

23. This table shows whether religion or belief is known, not known or refused for HE level engagements.

Coverage	All Students except where: (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Known religion or belief	Student.RELIGION ≠ 98, 99
Prefer not to say	Student.RELIGION = 98
Not available	Student.RELIGION = 99

Table 15 - Sexual orientation

24. This table shows whether sexual orientation is known, not known/not available or refused for HE level engagements.

Coverage	All Students except where: (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Known sexual orientation	Student.SEXORT = 10, 11, 12, 19
Prefer not to say	Student.SEXORT = 98
Not available	Student.SEXORT = 99

Table 16 - Student support number by major source of tuition fees

25. This table looks at whether the student support number (SSN) is provided and what major source of tuition fees is recorded for undergraduate or PGCE engagements, eligible to pay home fees and not studying institutional credits or unspecified qualification aims.

Coverage	All StudentCourseSessions except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Undergraduate or PGCE	Qualification.QUALCAT = All H, I, J and C or Qualification.QUALCAT = M0002 or Qualification.QUALCAT = M0016 and Course.TTCID = 01
Not studying institutional credits or unspecified qualification aims	Qualification.QUALCAT ≠ C007, C008, H0016, H0018, I0010, I0012, J0010, J0011
Eligible to pay home fees	Engagement.FEEELIG ≠ 02, 03
SSN present	Student.SSN ≠ blank
SSN missing	Student.SSN = blank
No major source of tuition fees	StudentCourseSession.INVOICEHESAID does not exist
Supported by SAAS, DfE(NI) or SLC	StudentCourseSession.INVOICEHESAID = 5008, 5021, 5026
Other source of tuition fee	StudentCourseSession.INVOICEHESAID ≠ 5008, 5021, 5026 or blank

Table 17 - Student support number

26. This table looks at whether the student support number (SSN) is provided for full-time undergraduate or PGCE engagements returned, and who are eligible to pay home fees or eligibility to pay home fees is not assessed and not incoming exchange. This table no longer includes only students specifically counted as in the post September 2012 fee regime as all FT UG students are now assumed to be in the same fee regime.

Coverage	All StudentCourseSessions except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or**

	(Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Full-time	As outlined in paragraph 4.
Undergraduate or PGCE	Qualification.QUALCAT = All H, I, J and C **or** Qualification.QUALCAT = M0002 **or** Qualification.QUALCAT = M0016 and Course.TTCID = 01
Eligible to pay home fees or eligibility to pay home fees is not assessed	Engagement.FEEELIG ≠ 02
Not incoming exchange	Engagement.INCOMINGEXCHANGE = 01, 02, 03 ,04
SSN present	Student.SSN ≠ blank
SSN missing	Student.SSN = blank

Table 18 - Student Fee

27. Total fee, is provided for full-time undergraduate or PGCE engagements who are eligible to pay home fees or eligibility to pay home fees is not assessed and are not incoming exchange. Fee is presented at student course session and module level. This table no longer includes only students specifically counted as in the post September 2012 fee regime as all FT UG students are now assumed to be in the same fee regime.

Coverage	All StudentCourseSessions where: (Qualification.QUALCAT starts with E, M, H, I, J or C) **and** Engagement.INCOMINGEXCHANGE does not exist **and** a valid SSN has not been returned in Student.SSN.
Full-time	As outlined in paragraph 4.
Undergraduate or PGCE	Qualification.QUALCAT = All H, I, J and C **or** Qualification.QUALCAT = M0002 **or** Qualification.QUALCAT = M0016 and Course.TTCID = 01
Eligible to pay home fees or eligibility to pay	Engagement.FEEELIG ≠ 02

home fees is not assessed	
Fees returned for: StudentCourseSession	StudentCourseSession.SCSFEEAMOUNT ≠ blank
ModuleInstance fee amount	ModuleInstance. MIFEEAMOUNT≠ blank
Combination of StudentCourseSession and module instance fee amount	StudentCourseSession.FEEMETHOD = 01 and StudentCourseSession.Z_FEETOTSCS ≠ blank

Table 19 - Care leaver

28. This table shows whether care leaver status is known or not known for undergraduate or PGCE engagements applying through UCAS and starting between 1 August 2013 and 31 July 2014 or, UK or EU domiciled engagements, starting on or after 1 August 2014, or UK domiciled engagements starting on or after 1 August 2021.

29. For engagements starting between 1 August 2013 and 31 July 2014:

Coverage	All EntryProfile entities where: the student entered the Engagement via UCAS except where: Engagement.INCOMINGEXCHANGE exists **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Undergraduate or PGCE	Qualification.QUALCAT = All H, I, J and C **or** Qualification.QUALCAT = M0002 **or** Qualification.QUALCAT = M0016 and Course.TTCID = 01
Applying through UCAS	EntryProfile.UCASSCHEMECODE ≠ blank
Starting between 1 August 2013 and 31 July 2014	Engagement.ENGSTARTDATE ≥ 2013-08-01 **and** Engagement.ENGSTARTDATE ≤ 2014-07-31

30. Or for engagements starting between 1 August 2014 and 31 July 2021:

UK or EU domiciled	EntryProfile.PERMADDCOUNTRY = XL, IM, GG, JE, AT, AX, BE, BG, CZ, DE, DK, EE, ES, EU, FI, FR, GF, GI, GP, GR, HR, HU, IC, IT, LT, LU, LV, MQ, MT, NL, PL, PT, RE, RO, SE, SI, SK, XA, XC or YT
Starting between 1 August 2014 and 31 July 2021	Engagement.ENGSTARTDATE ≥ 2014-08-01 **and** Engagement.ENGSTARTDATE ≤ 2021-07-31

31. Or for engagements starting on or after 1 August 2021:

UK domiciled	EntryProfile.PERMADDCOUNTRY = XF, XG, XH, XI, XL, IE, GG, JE or IM
Starting after 1 August 2021	Engagement.ENGSTARTDATE ≥ 2021-08-01

32. Care leaver status is categorised:

Known care leaver status	Engagement. Z_CARELEAVER_EP = 01, 02, 03, 04, 05, 06, 07, 08, 09
Not known	Engagement. Z_CARELEAVER_EP = 97
Prefer not to say	Engagement. Z_CARELEAVER_EP = 98
Not available	Engagement. Z_CARELEAVER_EP = 99, Z9

Table 20 - Mobility experiences – to be revised using final 2022/23 delivery

33. This output will be revised once final delivery data has been received and will be sent to providers directly. In the meantime, data quality of student mobility experience data can be checked using the Mobility National Measures data output.

34. There are five tables in this section. They look at information about the mobility experiences of full-time HE student engagements returned with one or more mobility experiences per engagement.

Coverage	All StudentCourseSessions except where: Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE <= 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Full-time	As outlined in paragraph 4

35. The first table looks at the average, maximum and minimum number of mobility experiences per engagement.

36. The second table looks at the location of the mobility experience.

Abroad for the course session	StudentCourseSession.STUDYABROAD = 01
Abroad for a proportion of the course session	StudentCourseSession.STUDYABROAD = 02

37. The third table looks at the duration of the mobility experience. The duration is split into the following categories using a combination of OffVenueActivity.ACTDURATIONTYPE and OffVenueActivity.ACTDURATION.

Between 1 and 24 weeks
Between 25 and 52 weeks
More than 52 weeks

38. The fourth table looks at the type of mobility experience.

Studying abroad to include teacher training placement	OffVenueActivity.ACTTYPEID = 04, 01
Working abroad	OffVenueActivity.ACTTYPEID = 03
Unpaid work to include Volunteering	OffVenueActivity.ACTTYPEID = 02

39. The fifth table looks at the mobility experience scheme.

Institutional scheme	OffVenueMobility.MOBSCHEME = 01
Sandwich scheme	OffVenueMobility.MOBSCHEME = 02
ERASMUS+ scheme	OffVenueMobility.MOBSCHEME = 03
Turing scheme	OffVenueMobility.MOBSCHEME = 05
Taith scheme	OffVenueMobility.MOBSCHEME = 06
Other scheme	OffVenueMobility.MOBSCHEME = 04

Table 21 - Parental education

40. This table shows whether parental education is known, not known or refused for UK, Channel Islands and Isle of Man domiciled full-time undergraduate student engagements, starting after 31 July 2008.

Coverage	All EntryProfiles except where: Engagement.INCOMINGEXCHANGE exists

	or (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
UK, CI or IoM domiciled	EntryProfile.PERMADDCOUNTRY = XF, XG, XH, XI, XK, XL, GG, JE or IM
Full-time	As outlined in paragraph 4
Starting after 31 July 2008	Engagement.ENGSTARTDATE > 2008-07-31
Undergraduate	Qualification.QUALCAT = H, I, J or C or is M0002
Known parental education	EntryProfile.PARED = 01, 02
No response on parental education	EntryProfile.PARED = 03
Not known parental education	EntryProfile.PARED = 97
Parental education prefer not to say	EntryProfile.PARED = 98
Parental Education not available	EntryProfile.PARED = 99

Table 22 - APEL

41.   This table looks at the APEL status of the module for all HE students enrolled on modules.

Coverage	All entities for each interaction a student has with a Module where Qualification.QUALCAT starts with E, M, H, I, J or C except where Engagement.INCOMINGEXCHANGE exists **or** (SessionStatus.STATUSCHANGEDTO = 02 for the entire reference period) **or** (Leaver.ENGENDDATE - Engagement.ENGSTARTDATE ≤ 14 days and Leaver.RSNENGEND = 03, 05, 11, 12).
Students enrolled on modules that started in 2022/23	ModuleInstance. MODINSTSTARTDATE ≥ 2022-08-01

Only available through APEL	ModuleInstance.APEL = 02
Not taken/available through APEL	ModuleInstance.APEL = 03

Table 23 - Engagements where the body responsible for allocating funding is either Welsh Government, Education Workforce Council, Health Education and Improvement Wales, or Departments of Health/NHS/Social care

42. This table looks at HE student engagements, where the body responsible for allocating funding is either Welsh Government, Health Education and Improvement Wales, or Departments of Health/NHS/Social care by the following subject groups: Nursing, Subjects allied to Medicine, all other subjects, or where the major source of funding is Welsh Government or Education Workforce Council for the Initial Teacher Education subject group

Responsible body is Welsh Government, Health Education and Improvement Wales, or Departments of Health/NHS/Social care	FundingBody.FUNDINGBODY = 5029, 5055, 5006
Subjects allied to Medicine (excluding Nursing)	Engagement.DerivedSubject.Z_SUBJCAHGRP1 =02 **and** Engagement.DerivedSubject.Z_SUBJCAHGRP2 ≠ 02-04
Nursing and midwifery	Engagement.DerivedSubject.Z_SUBJCAHGRP2 = 02-04
All other subjects	Engagement.DerivedSubject.Z_SUBJCAHGRP1 ≠ 02

43. Additionally this table includes Initial Teacher Education students where the body responsible for allocating funding is the Welsh Government or Education Workforce Council.

Responsible body is Welsh Government or Education Workforce Council	FundingBody.FUNDINGBODY = 5029, 5053
Initial Teacher Education leading to QTS	Course.TTCID = 01

44. For more information about HECoS subject codes and CAH codes refer to paragraphs 18 to 19 of the introduction.

Data used for allocating and monitoring the part-time undergraduate fee waiver scheme

Allocations

1.   Data used to calculate part-time undergraduate fee waiver scheme allocations are extracted from the HESA student record. The descriptions below refer to 2023/24 funding methods, but as applied to 2022/23 data.

2.   Students eligible to be included in the scheme allocations are those who are:

   - part-time;
   - undergraduate;
   - HEFCW fundable;
   - Studying at least 3% but less than 25% full-time equivalent (FTE);
   - Not incoming exchange.

3.   The following criteria applied to the HESA student record are used to extract the data:

Active 01/08/22 to 31/07/23 and not in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	Engagement.ENGSTARTDATE ≤ 2023_07_31 **and** Engagement.ENGEXPECTEDENDDATE ≥ 2022_08_01 or blank **and not** Leaver.ENGENDDATE ≤ 2023-07-31 **and** Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2022/23 plus two weeks
HEFCW fundable	FundingBody.FUNDINGBODY = 5017
Part-time	StudentCourseSession.SCSMODE = 02, 31
Undergraduate	Qualification.QUALCAT = all C, H, I, J codes , M0002 **or** Qualification.QUALCAT = M0016, H0013 and Course.TTCID ≠ 01
Studying at least 3% but less than 25% FTE	3 ≤ Engagement.Z_STULOAD_CYC < 25 (summed over all engagements for the student)

Not incoming exchange	Engagement.INCOMINGEXCHANGE ≠ 01, 02, 03, 04

4. The scheme funding allocation is based on each provider's proportion of fundable students who meet certain eligiblilty criteria, used as a proxy for those that may be more likely to access the scheme, who are studying in Wales.

5. 'Eligible' students are defined as students:

    - with a disability; or
    - from a Black, Asian or minority ethnic group (UK-domiciled only); or
    - who are a carer; or
    - who are a care leaver; or
    - who are from an area of deprivation (Welsh-domiciled undergraduates only); or
    - who are from an area of low HE participation (UK-domiciled undergraduates only); or
    - with parents with no HE qualifications (UK-domiciled undergraduates only).

6. The Welsh Index of Multiple Deprivation 2019 (WIMD19) is used to identify students from deprived areas. 2021 Census data are used to identify students from low participation areas. Due to the relevant highest level of qualification 2021 census data for Scotland and Northern Ireland being unavailable, low participation for part-time undergraduates will be based on England and Wales only for 2024/25.

7. To identify students from an area of deprivation, eligible students are categorised, using the home postcode of the student (EntryProfile. PERMADDPOSTCODE), into those that come from areas that map to quintiles 1 or 2 of WIMD19 and those that are from other areas.

8. To identify students from an area of low HE participation, eligible students are included in the calculation if their home postcode (EntryProfile. PERMADDPOSTCODE) is in an area where there is a low proportion of working age adults with HE level qualifications as defined in the 2011 Census.

9. Lists of postcodes in WIMD19 quintiles 1 or 2 and low participation areas are available on the Postcode data page of the HEFCW website.

10. The following coding applied to the HESA student record is used to determine whether a student is considered to be 'eligible' for the purposes of allocating the funding:

From a 'deprived' home postcode	EntryProfile.PERMADDPOSTCODE maps to WIMD19 quintile 1 or 2

From a 'low participation' home postcode	EntryProfile.PERMADDPOSTCODE maps to AdultHE2021 quintile 1 or 2
From a Black, Asian or minority ethnic group	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05 **and** Student.ETHNIC ≠ all codes beginning 16, 17 or 99 (apart from 163 and 168)
Self-declared disability	Engagement.Z_DISABILITYMRK = 1
Carer	Student.CARER = 02
Care leaver	EntryProfile.CARELEAVER = 06, 07, 08
Parents do not have an HE qualification	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05 **and** EntryProfile.PARED = 02

Monitoring

11. From 2022/23, monitoring of part-time fee waiver will be simplified under Data Futures compared to the detailed breakdown extracted for 2021/22.

12. New Data Futures fields will identify students who are in receipt of fee waivers and their corresponding value. This information will be extracted through the IRIS system and signed off by HEPs.

13. These figures will be cross-checked against the criteria outlined in Allocations in paragraph 3 above and anything that does not fit the criteria will be questioned with the HEP.

Students identified as in receipt of a fee waiver	StudentFinancialSupport.FINSUPTYPE = 200
Amount of fee waiver	Value returned in StudentFinancialSupport.FINSUPAMOUNT

_____

Data used in income analysis

1. As part of the work carried out to monitor income at Welsh HEPs, HEFCW has used student number and FTE data from the HESA student record. A summary of these data is included in the IRIS output. The criteria used for extraction are below:

Table A - FT UG home fundable new entrant enrolments by domicile

HESA standard registration population	Engagement.Z_POPSR_CYC= 1
Welsh domiciles (including EU and Island)	Engagement.Z_PERMADDGRP4 = 04, 05, 06
Other home domiciles	HEFCW-fundable students not coded with Engagement.Z_PERMADDGRP4 = 04, 05, 06
HEFCW fundable	FundingBody.FUNDINGBODY = 5017
New entrants	Engagement.ENGSTARTDATE ≥ 2022-08-01
Full-time	Engagement.Z_MODEGRP1 = 01
Undergraduate	Qualification.QUALCAT = M0002, M0016 **and** Course.TTCID ≠ 01 all H, I, J, C codes exceptQualification.QUALCAT = H0013 **and** Course.TTCID = 01

Table B - FT UG home HEFCW-fundable enrolments by domicile

2. Coding is as above except all enrolments are summarised and not just new entrants. This table does not show a breakdown by assumed fee regime as in past years as all FT UG students are now assumed to be in the same fee regime.

Table C - Total FTE broken down by domicile and fundability status

HESA session population	Engagement.Z_POPSES_CYC = 1

Plus the following criteria:

Full-time equivalent	FTE = Engagement.Z_STULOAD_CYC/100
Domicile	**Home:** FundingBody.FUNDINGBODY = 5017 **or** Engagement.FEEELIG = 01, 03 and FundingBody.FUNDINGBODY ≠ 5017
Fundability status	HEFCW fundable: FundingBody.FUNDINGBODY = 5017 Non-fundable: Otherwise

_____

Data used for monitoring national measures

1.   The HESA data used in monitoring these measures and the criteria used to extract the data are detailed below. Unless otherwise noted the details of the extractions below are as applied to 2022/23 data.

2.   Wherever possible data are based on HESA standard populations, and student figures relate to enrolments unless otherwise stated. The HEFCW data disclosure control procedure will be applied to all data that relate to individuals. More information on this procedure, and why it is used, can be found on the HEFCW website.

3.   The following coding is applied to the HESA student record to extract the data for Welsh HEIs (and for UK totals where relevant) for the following measures: Widening Access, Part-time, Welsh medium, Student mobility, EU/Overseas students, Transnational education and for FEIs: Widening Access, Part-time and Welsh medium.

Standard HESA registration population	Engagment.Z_POPSR_CYC = 1

A: Increasing widening access and inclusion

Widening Access

4.   The Widening Access measure is defined as follows:

The number and proportion of undergraduate Welsh domiciled students of all ages studying higher education courses at HEIs and FEIs in Wales who are domiciled in
   a) the bottom two quintiles
   b) the bottom quintile
of Lower Super Output Areas in the Welsh Index of Multiple Deprivation 2014 (WIMD).

5.   Information relating to the WIMD 2014 can be found on the 'Community safety and social inclusion', 'Welsh Index of Multiple Deprivation' area of the StatsWales website. Postcodes have been mapped to these geographic areas using HEFCW's postcode database and are available to download from the HEFCW website.

6.   In addition to the coding presented in paragraph 3, the following coding is applied to the HESA student record to extract the data for undergraduate Welsh domiciled enrolments:

Undergraduate	Engagement.Z_LEVELGRP1 = 02
Welsh domiciled	Engagement.Z_PERMADDGRP4 = 04

7.   Of the students extracted using these criteria, those in the 20% of areas and also those in the 40% of areas that are the most deprived according to the WIMD 2014 areas are then identified using the EntryProfile.<u>PERMADDPOSTCODE</u> field on the HESA student record.

Participation

8.   The participation measure is defined as follows:

The number and proportion of all UK domiciled students of all ages studying higher education courses at HEIs and FEIs in Wales who are from UK low participation areas.

9.   Both the participation and retention measures were monitored using data collected on the HESA student record, calculated and published by HESA as <u>UK performance indicators</u>. HESA <u>announced</u> last year that 2022 would be the last year that PIs would be published, but did plan to review existing indicators for inclusion in Official statistics or Open data. However at the present time there are no updates to the UK PIs used to monitor participation and retention.

10. HESA have supplied us with the 2021/22 underlying data calculated for the retention UKPI, which we will be adding to the National Measures in due course. HESA plan to review the situation with respect to UKPIs for the longer term, but there are no immediate plans to replace them. Therefore, we will be developing new participation and retention measures. .

Retention

11. The retention measure is defined as:

The proportion of full-time undergraduate students in HEIs and FEIs in Wales present in higher education one year following year of entry for
  a) UK domiciled students;
  b) students domiciled in the bottom two quintiles of WIMD

plus, the proportion of part-time first degree students in HEIs and FEIs in Wales present in higher education two years following year of entry, for
  c) UK domiciled students;
  d) students domiciled in the bottom two quintiles of WIMD.

Please refer to paragraphs 9 and 10 above, which explain about plans to update calculation methods, due to unavailability of the data in its previous form.

Part-time

12. The part-time student measure is defined as:

a) The number and proportion of students attending higher education courses in Welsh HEIs and FEIs that are part-time,

b) plus the percentage change year on year in the number of these part-time students compared to the equivalent figure for the UK (sector measure)

13. The following coding is applied to the HESA student record to extract the data for UK HEIs and Welsh FEIs:

The student is part-time	Engagement.Z_MODEGRP1 = 02

14. Data for HE at FEIs in Scotland, Northern Ireland and England are taken from data collected in these countries equivalent to the higher education students early statistics (HESES) survey.

15. For the first part of the measure, part-time enrolments as a percentage of all enrolments is calculated.

16. For the second part of the measure, the percentage change in the number of part-time enrolments since the previous year for HEPs in Wales is compared with the same figure for the whole of the UK.

Diversity of the student population

17. Equality and diversity monitoring of staff and students at Welsh HEPs is currently calculated at sector level and published on the HEFCW website. Details of how the data are calculated are provided in Annex E.

18. Equality and diversity student data at institutional level are published on the HESA website.

19. Specific equality and diversity national measures are yet to be determined.

B: Improving student experience

National Student Survey

20. The student satisfaction measure is defined as follows:

The three year rolling average score for Wales in the National Student Survey 'overall satisfaction' question compared with the equivalent figure for the UK. [sector measure, and three year rolling average by institution]

21. This measure is monitored using data taken from the NSS.

Welsh Medium

22. The Welsh medium measure is defined as follows:

The number of students studying higher education courses at HEIs and FEIs in Wales undertaking
a) at least 5 credits
b) at least 40 credits
of their course through the medium of Welsh, per annum.

23. The following coding is applied to the HESA student record to extract the data:

Include only modules started in the 2022/23 academic year	ModuleInstance.MODINSTSTARTDATE ≥ 2022-08-01
Module not continuing from previous student course session	ModuleInstance.CONTINUING ≠ 01

24. Of the students extracted using these criteria, those taking modules through the medium of Welsh are identified using:

Taking a module through Welsh	Module.MODLANGID = 01 and ModuleInstance.LANGPCNT > 0

25. Credits through the medium of Welsh are calculated:

Welsh medium credits	ModuleInstance.LANGPCNT / 100 x Module.CRDTPTS (where Module.CRDTPTS ≠ null)

26. The total number of Welsh medium credits being studied on each enrolment is summed. The number of enrolments with at least 5 credits and the number with at least 40 credits studied through the medium of Welsh is then calculated.

Student mobility

27. The student mobility measure is defined as:

The number and percentage of undergraduate students at Welsh HEIs taking up study, work and volunteering experiences abroad, for
   a) undergraduate students
   b) undergraduate students domiciled in the bottom two quintiles of WIMD

28. In addition to the methodology described in paragraph 3, students are identified as being in the bottom two quintiles of WIMD2014 using the Student.Entry profile.PERMADDPOSTCODE field on the HESA student record and undergraduate enrolments with mobility experiences are selected as follows:

Undergraduate	Engagement.Z_LEVELGRP1 = 02
Mobility experience	OffVenueActivity.ACTTYPEID = 02, 03, 04

	and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK, GG, JE, XL, IM

29. As outlined in paragraph 5 above, postcodes have been mapped to WIMD 2014 areas using HEFCW's postcode database and are available to download from the HEFCW website.

Quality

30. The quality measure is defined as:
Outcomes of the QAA Quality Enhancement Review (QER) for each Welsh HEI and FEI being reviewed.

31. Information on the QER for each institution is published on the QAA website.

OIA complaints

32. The Office of the Independent Adjudicator (OIA) complaints measure is defined as follows:

Total complaints (justified, partly-justified and settled) made against Welsh institutions to the Office of the Independent Adjudicator as reported in the OIA's annual report and annual statements.

33. Data are taken directly from the 'Complaints closed by Outcome' section of the OIA annual statements. Data are complaints closed in the given year, with an outcome of justified, partly-justified or settled. Complaints which are not eligible, not justified or withdrawn are not included.

C: Strengthening skills, employability and entrepreneurship

Employment

34. The employment measure is defined as:

The proportion of leavers from Welsh HEIs and FEIs obtaining undergraduate qualifications who were employed, studying or both 15 months after leaving compared with the equivalent figure for the UK.
(For 2016/17, this was 6 months after leaving.)

35. The Destination of Leavers from Higher Education (DLHE) survey was replaced by the Graduate Outcomes (GO) survey, which surveys students 15 months after graduating unlike DLHE, which surveyed students 6 months after graduating. Release of the first set of Graduate Outcomes data (2017/18 graduates) was significantly delayed due to the COVID-19 pandemic, which in turn impacted on development of Graduate Outcomes PIs, which we intended to use to replace this National Measure if considered appropriate. However, as noted in paragraph 9 of

this annex, HESA stopped calculating and publishing UK PIs in 2022. Therefore, we have developed our own employment measure.

36. Although there is a break in continuity of the data between 2016/17 and 2017/18 due to changes to survey methodology and length of time leavers are surveyed following graduation, the employment measure based on GO data has been developed to be as similar as possible to the original DLHE PI which was used for this measure. Therefore the base population continues to be all UK domiciled respondents obtaining undergraduate qualifications who are classed as working and/or studying or as unemployed and seeking work. Respondents from the Channel Islands and the Isle of Man are not included[1]; this is in line with PI definitions and consistent with other PIs which are currently included in National Measures.

37. The following description of the methodology has been written as applied to the 2021/22 Graduate Outcomes survey. Leavers fitting the following criteria who respond to the Graduate Outcomes survey are included, using the 2021 Student Record):

GO target population	XPGO01 = 1 (2021/222 Student record)
Alternatively using HESA fields for the target population:	
Not students on intercalating courses	INSTANCE.INTERCALATE ≠ 01
Not students primarily studying abroad	INSTANCE.LOCSDY ≠ S
Not incoming visiting or exchange	INSTANCE.EXCHANGE ≠ 4, G
Student has left the instance	INSTANCE.RSNEND is not 05, 12 or null
Qualifications were not awarded from dormant status (except postgraduate research qualifications)	INSTANCE.MODE ≠ 63, 64 OR INSTANCE.MODE = 63, 64 and QUALIFICATIONS_AWARDED.QUAL = all D, L codes
HE qualification awarded (excludes awards for visiting students, post-registration health and social care awards, professional qualifications for serving schoolteachers, awards of credit)	QUALIFICATIONS_AWARDED.QUAL = D00, D01, E00, E13, E40, E43, L00, L80, M00, M01, M02, M10, M11, M13, M16, M22, M26, M28, M40, M41, M42, M43, M44, M45, M50, M70, M71, M73, M78, M79, M80, M86, M88, H00, H11, H12, H13, H16, H18, H22, H23, H41, H42, H43, H50, H60, H61, H62, H70, H71, H78, H79, H80, H81, H88, I00, I11, I12, I16, I60, I61, I70,

---

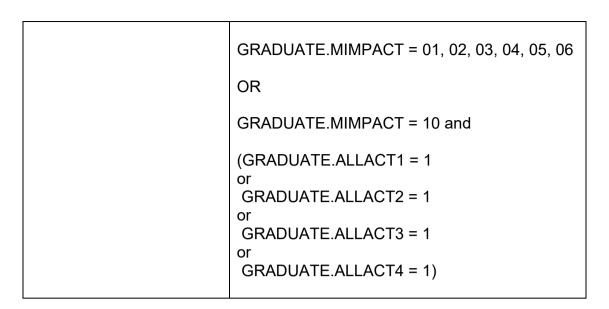[1] In HESA Open data, UK domiciled includes those from Channel Islands and the Isle of Man

	I71, I73, I74, I78, I79, I80, I81, J10, J13, J16, J20, J26, J30, J41, J42, J43, J45, J80, C13, C20, C30, C41, C42, C43, C77, C78, C80
Student belongs to one of four surveying cohorts of 2021/22, each spanning 3 months within which the student completed their studies, and student was 18 or older on the cohort survey commencement date.	Cohort A: INSTANCE.ENDDATE ≥ 01/08/2021 and INSTANCE.ENDDATE ≤ 31/10/2021 and STUDENT.BIRTHDTE ≤ 01/12/2004 Cohort B: INSTANCE.ENDDATE ≥ 01/11/2021 and INSTANCE.ENDDATE ≤ 31/01/2022 and STUDENT.BIRTHDTE ≤ 01/03/2005 Cohort C: INSTANCE.ENDDATE ≥ 01/02/2022 and INSTANCE.ENDDATE ≤ 30/04/2022 and STUDENT.BIRTHDTE ≤ 01/06/2005 Cohort D: INSTANCE.ENDDATE ≥ 01/05/2022 and INSTANCE.ENDDATE ≤ 31/07/2022 and STUDENT.BIRTHDTE ≤ 01/09/2005
If student has obtained more than one eligible HE qualification, only one is selected	If qualifications of equal value are obtained, the one with the lowest INSTANCE.INSTANCEKEY value is kept If qualifications of differing value are obtained, the highest ranked qualification is kept

38. In addition to the target population, the following criteria are applied:

UK domiciled	Using HESA derived fields: XDOMHM01 = 1, 2, 3, 4

	alternatively using HESA record fields: ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in UK, excluding GY, JY and IM postcodes OR ENTRYPROFILE.DOMICILE = a valid UK code OR ENTRYPROFILE.POSTCODE invalid (not null) and ENTRYPROFILE.DOMICILE not known
Undergraduate qualification obtained	Using HESA derived fields: XGLEV301 = 2 alternatively using HESA record fields: QUALIFICATIONS_AWARDED.QUAL = M22, M26, M28, H00, H11, H12, H13, H16, H18, H22, H23, H41, H42, H43, H50, H60, H61, H62, H70, H71, H78, H79, H80, H81, H88, I00, I11, I12, I16, I60, I61, I70, I71, I73, I74, I78, I79, I80, I81, J10, J13, J16, J20, J26, J30, J41, J42, J43, J45, J80, C13, C20, C30, C41, C42, C43, C77, C78, C80
Students who were working and/or studying or who were unemployed and seeking work (or alternatively all respondents except those who reported they were taking time out to travel, caring for someone, retired or doing something else)	Using HESA derived fields: XACTIVITY = 01, 02, 03, 04, 05, 06, 07, 08, 12 alternatively using HESA record fields: GRADUATE.MIMPACT = 01, 02, 03, 04, 05, 06, 10
Students who are working and/or studying	Using HESA derived fields: XACTIVITY = 01, 02, 03, 04, 05, 06, 07, 08 alternatively using HESA record fields:

	GRADUATE.MIMPACT = 01, 02, 03, 04, 05, 06 OR GRADUATE.MIMPACT = 10 and (GRADUATE.ALLACT1 = 1 or GRADUATE.ALLACT2 = 1 or GRADUATE.ALLACT3 = 1 or GRADUATE.ALLACT4 = 1)

Graduate employment

39.   The graduate employment measure is defined as:

The proportion of leavers from Welsh HEIs and FEIs who were working or working and studying who were working in a managerial/professional job 15 months after leaving.
(For 2016/17, this was 6 months after leaving.)

40.   As noted in paragraphs 9 and 35 above, there have been delays in developing employment and graduate employment National Measures due to COVID-19 restrictions and decisions by HESA to stop calculating PIs. Therefore we have developed our own graduate employment measure.

41.   Although there is a break in continuity of the data between 2016/17 and 2017/18 due to changes to survey methodology and length of time leavers are surveyed following graduation, the graduate employment measure based on GO data has been developed to be as similar as possible to the original DLHE measure. Therefore the base population continues to be UK and EU domiciled respondents obtaining HE qualifications who are working or working and studying. Respondents from the Channel Islands and the Isle of Man are included[2]; this is in line with HESA Open data definitions.

42.   The following description of the methodology has been written as applied to the 2021/22 Graduate Outcomes survey. Leavers fitting the following criteria who respond to the Graduate Outcomes survey are included:

GO target population	XPGO01 = 1
Alternatively the above derived field can be expressed in full using HESA fields for the target population as outlined at paragraph 37 of this annex	

---

[2] In HESA PIs, UK domiciled excludes those from Channel Islands and the Isle of Man

43. In addition to the target population, the following criteria are applied:

Home or EU domiciled	XDOMHM01 = 1, 2, 3, 4, 5, 6 Alternatively the above derived field can be expressed in full using HESA record fields: ENTRYPROFILE.POSTCODE is a valid postcode mappable to a ward in UK, including GY, JY and IM postcodes OR ENTRYPROFILE.DOMICILE = a valid EU code OR INSTANCE.FEEELIG ≠ 2 (when both ENTRYPROFILE.POSTCODE and ENTRYPROFILE.DOMICILE are not known)
Students working or working and studying	GRADUATE.MIMPACT = 01, 05 and employment maps to a valid SOC2020 code or GRADUATE.MIMPACT = 02, 03, 04 and self-employment maps to a valid SOC2020 code and (GRADUATE.ALLACT01 = 1 or GRADUATE.ALLACT05 = 1) and employment maps to a valid SOC2020 code or (GRADUATE.ALLACT02 = 1 or GRADUATE. GRADUATE.ALLACT03 = 1 or ALLACT04 = 1) and self-employment maps to a valid SOC2020 code Derived fields XEMP2020SOC and XBUS2020SOC are used to determine valid SOC codes. There is no alternative code for these using HESA record fields.
Students in managerial/professional jobs	GRADUATE.MIMPACT = 01, 05 and XEMP2020SOC1 = 1, 2, 3 or

	GRADUATE.MIMPACT = 02, 03, 04 and XBUS2020SOC1 = 1, 2, 3 and (GRADUATE.ALLACT01 = 1 or GRADUATE.ALLACT05 = 1) and XEMP2020SOC1 = 1, 2, 3 or (GRADUATE.ALLACT02 = 1 or GRADUATE.ALLACT03 = 1 or GRADUATE.ALLACT04 = 1) and XBUS2020SOC1 = 1, 2, 3 Derived fields XEMP2020SOC1 and XBUS2020SOC1 contain the first digit of the SOC codes in XEMP2020SOC and XBUS2020SOC, which are used to identify SOC major groupings.

C: Strengthening skills, employability and entrepreneurship

Continuing Professional Development

44. The continuing professional development measure is defined as:

    The total number of learner days delivered by Welsh HEIs for continuing professional development and continuing education, recorded on the HE-BCI survey.

45. Data for the total number of learner days of Continuing Professional Development (CPD)/Continuing Education (CE) courses being delivered are taken from part B, Table 2, item 3f of the HE-BCI survey.

D: Broadening innovation and engagement

Total HE-BCI income per FTE of Academic Staff

46. The total HEBCI income per FTE of academic staff measure is defined as:

    The total amount of income recorded on the HE-BCI survey from collaborative research, consultancy, contract research, continuing professional development, facilities and equipment related services, intellectual property and regeneration and development, divided by full-time equivalent number (FTE) of academic staff.

47. HE-BCI data for the total amount of income in relation to the following areas are taken from the tables indicated below in part B of the HE-BCI survey and added together:

	Table	Item
Collaborative research	1	1e
Contract research	1	2h
Consultancy	2	1h
Facilities and equipment related services	2	2h
Continuing professional development	2	3e
Regeneration and development	3	1f
Intellectual property	4	3f

48. FTE of academic staff is the sum of Contract.CONFTE excluding atypical contracts taken from the HESA staff record and is extracted as follows:

HESA contract session population	Using HESA derived fields: XPSESC01=1 Alternatively the above derived field can be expressed in full using HESA record fields: Contract.MOEMP = 1, 2, 3, 4, 5 and Contract.ENDCON ≥ 01/08/2022 or Null and Contract.STARTCON ≤ 31/07/2023 or null and Contract.CONFTE ≠ 000.0 or null
Excluding atypical contracts	Contract.TERMS ≠ 3
Academic	Using HESA derived fields: XACMRK01 = 1 Alternatively the above derived field can be expressed in full using HESA record fields: Contract.ACEMPFUN = 1, 2, 3, 9

49. The total HE-BCI income is then divided by the total FTE of academic staff.

Spin off activity

50. The Spin off activity measure is defined as:

New spin-offs and spin-offs still active which have survived at least three years.

51.   Data are taken from part B of the HE-BCI survey, Table 4, sub-heading 4a, items i and ii and added together.

Start-up activity (graduate)

52.   The Start-up activity (graduate) measure is defined as:

New start-ups and start-ups still active which have survived at least three years.

53.   Data are taken from part B of the HE-BCI survey, table 4, sub-heading 4a, item iv.

REF impact outcomes

54.   Information from the most recent research assessment exercise, REF 2021, about the impact of research undertaken by HEIs in Wales is available on the REF website.

55.   Further information is also available on the HEFCW website.

56.   Specific REF impact outcome national measures are yet to be determined.

E: Increasing internationally excellent research

Research Staff

57.   The Research Staff measure is defined as:

The number of
   a) all researchers
   b) STEMM researchers
   c) non-STEMM researchers

58.   For the purpose of this measure STEMM includes Science, technology, engineering, mathematics and medicine and dentistry.

59.   The FTE is the sum of all Contract.CONFTE excluding atypical contracts for all research staff and is calculated for those staff on contracts with an academic employment function of research or research and teaching from the HESA staff record as follows:

HESA contract session population	XPSESC01 = 1 Alternatively the above derived field can be expressed in full using HESA record fields: Contract.MOEMP = 1, 2, 3, 4, 5 **and**

	Contract.ENDCON ≥ 01/08/2022 or Null **and** Contract.STARTCON ≤ 31/07/2023 or null **and** Contract.CONFTE ≠ 000.0 or null
Excluding atypical contracts	Contract.TERMS ≠ 3
Research	Contract.ACEMPFUN = 2
Research and teaching	Contract.ACEMPFUN = 3

60.   The FTE is further split into the FTE for STEMM and non-STEMM researchers:

STEMM FTE	The proportion of Contract.CONFTE attributable to activities in STEMM cost centres as indicated by Activity.CCPROP STEMM cost centres are 101 to 107 and 109 to 122
Non-STEMM FTE	The proportion of Contract.CONFTE attributable to activities in non-STEMM cost centres as indicated by Activity.CCPROP Non-STEMM cost centres are 108, 123 to 145

61.   A list of cost centres is available on the HESA website.

PGR students

62.   The PGR students measure is defined as:

The total number of all PGR students (FTE).

63.   FTE of PGR students is calculated from the HESA student record as follows:

HESA student session population	Engagement.Z_POPSES_CYC = 1
Postgraduate research qualification aim	Engagement.Z_LEVELGRP2 = 01
FTE	Engagement.Z_STULOAD_CYC/100

PhDs awarded

64. The PhDs awarded measure is defined as:

The total number of PhDs awarded.

65. The total number of PhDs awarded is calculated from the HESA student record as follows:

Qualifications obtained population	Engagement.Z_POPQUAL_CYC = 1
PhD awarded	Highest QualificationAwarded.Qualification.QUALCAT = D0003

Research income

66. The Research Income measure is defined as:

The annual percentage change in income from
  a) Research in total; and
  b) Research Councils
compared to the comparable figure for the UK excluding the 'golden triangle' of Oxford, Cambridge and certain London institutions)

67. The data are taken from column 1j) Total Research Council income and column 15) Total Research income, of Table 4 of the HESA Finance Record. The data are compared to the UK figure excluding data for the 'golden triangle' of HEPs; these are Oxford, Cambridge, Imperial, University College London, King's College London and London School of Economics. Data for the Open University are available at UK level only for this measure and therefore Wales-based activity cannot be reported.

REF outcomes

68. Information from the most recent research assessment exercise, REF 2021, about the outcomes of research undertaken by HEIs in Wales is available on the REF website.

69. Further information is also available on the HEFCW website.

70. Specific REF outcome national measures are yet to be determined.

F: Other measures to be monitored

Financial health

71.   Information about the financial health of HEPs in Wales is published on the HEFCW website.

72.   Specific financial health national measures are yet to be determined.

Estates

73.   Information about the Estates of HEPs in Wales is published on the HEFCW website and data collected in the estates management record is available as HESA Open data.

74.   Specific estates national measures are yet to be determined.

Senior staff pay and gender pay gap

75.   Information about senior staff pay and gender pay gap of HEPs in Wales is published on the HEFCW website.

76.   Specific national measures in this area are yet to be determined.

Equality and diversity staff data

77.   Equality and diversity monitoring of staff and students at Welsh HEPs is currently calculated at sector level and published on the HEFCW website. Details of how the data are calculated are provided in Annex E.

78.   Equality and diversity staff data at institutional level are published on the HESA website.

79.   Specific equality and diversity national measures are yet to be determined.

G: EU/International monitoring

EU/Overseas students

80.   The overseas measure is defined as follows:

The percentage annual change in the number of
   a) EU domiciled students (excluding UK)
   b) overseas students (excluding EU)
attending higher education courses in Welsh higher education institutions, plus the percentage annual change in the number of these students compared to the equivalent figure for UK higher education institutions (excluding London and the South East).

81. For the purposes of this target, in addition to those students included in the standard HESA registration population as identified in paragraph 3 above, incoming exchange students as coded below are also included.

Include incoming visiting or exchange	Engagement.INCOMINGEXCHANGE = 01, 02, 03, 04
Studying at HE level	Engagement.Z_LEVELGRP1 = 01, 02
Active 01/08/22 to 31/07/23 student was active (excluding writing-up) after anniversary of the engagement start date + 14 days	Leaver.ENGENDDATE ≥ 2022_08_01 or blank **and** Engagement.ENGSTARTDATE ≤ 2023_07_31 **and** Engagement.Z_ACTANN_CYC = 1
Not students primarily studying abroad	Engagement.Z_PRINONUK=0

82. The following criteria are applied to the HESA student record to extract the data for UK HEIs:

Exclude HEIs in London and the South East of England	Engagment.Z_PROVIDERGRP3 ≠ 07, 08

83. Of the students extracted using these criteria, EU domiciled (excluding UK) students are identified using:

EU domiciled (excluding UK)	Engagement.Z_PERMADDGRP4 = 06

84. Of the students extracted using these criteria, those from overseas domiciled (excluding EU) are identified using:

Overseas domiciled (excluding EU)	Engagement.Z_PERMADDGRP4 = 07

85. For the purposes of this target the Channel Islands and the Isle of Man are considered to be part of the UK.

86. The percentage change in the number of EU students (excluding UK) and the percentage change in the number of overseas students (excluding EU) since the previous year for HEIs in Wales is calculated and also compared with the same figure for the whole of the UK, excluding HEIs in London and the South East of England.

EU/overseas staff

87.   The EU/overseas staff measure is defined as:

The number and percentage of academic staff at Welsh higher education
institutions that are
  a) EU nationals
  b) Overseas nationals (excluding EU)
plus, the percentage annual change, and the percentage annual change
compared to the equivalent figure for the UK.

88.   The full person equivalent (FPE) of academic staff is calculated from the HESA
staff record as follows:

HESA staff person population at 1 December	XPOPP01 = 1 Alternatively the above derived field can be expressed in full using HESA record fields: For at least one contract per Person.STAFFID the following is true: Contract.MOEMP = 1, 2, 3, 4, 5 and Contract.TERMS = 1, 2 and Contract.STARTCON ≤ 2022_12_01, or null and Contract.ENDCON ≥ 2022_12_01, or null and Contract.CONFTE ≠ 000.0 or null
Academic	Using HESA derived fields: XACMRK01=1 Alternatively the above derived field can be expressed in full using HESA record fields: Contract.ACEMPFUN = 1, 2, 3, 9

89.   FPE is apportioned according to the contracts a staff member has which are active
on 1 December. Therefore if a member of staff has two contracts, one academic
and one non-academic the portion of their time spent on the academic contract is
counted in this measure, and the portion of their time spent on the non-academic
contract is excluded. The portion of their time spent on a contract is derived from
Contract.CONFTE divided by the total of Contract.CONFTE for all their contracts
active on 1 December.

90.   FPE is further split into that attributable to EU and overseas staff as follows:

EU	XSNAT01 = 2

	Alternatively the above derived field can be expressed in full using HESA record fields: Person.NATION = AT, BE, BG, CZ, XM, DE, DK, EE, ES, FI, FR, GI, GR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, RO, SE, SI, SK, XA, XC
Overseas (excludes EU nationals)	XSNAT01 = 4, 5 Alternatively the above derived field can be expressed in full using HESA record fields: Person.NATION ≠ GB, GG, JE, XL, IM, AT, BE, BG, CZ, XM, DE, DK, EE, ES, FI, FR, GI, GR, HR, HU, IE, IT, LT, LU, LV, MT, NL, PL, PT, RO, SE, SI, SK, XA, XC, ZZ

91.   When calculating the percentage of academic staff those with unknown nationality are excluded from the denominator.

Transnational education

92.   The transnational education measure is defined as follows:

The number and percentage of students that are transnational education students at Welsh higher education institutions.

93.   The number of transnational education (TNE) students is taken from the aggregate offshore record (AOR). Students with more than one enrolment are counted only once in this dataset.

TNE students active in AY	Sum of XHEADCOUNTEXDS
	
	Alternatively the above derived field can be expressed in full using HESA record fields:
	
	Sum (Provision.HEADCOUNTSCS,
	        Provision.HEADCOUNTSSC,
	        Provision.HEADCOUNTSW) *for England and Wales HEPs*
	
	or
	
	Sum of Provision.HEADCOUNT *for Northern Ireland and Scotland HEPs*

HE level provision	XLEVAG01 = 1, 2, 3
	Alternatively the above derived field can be expressed in full using HESA record fields:
	Provision.LEVEL = C, D, E, H, I, J, L, M

94. All other students are extracted from the HESA student record and are those included in the HESA standard registration population as outlined in paragraph 3 above.

95. The percentage of students that are TNE students is calculated by dividing the number of TNE students by the sum of TNE students taken from the AOR and all other students taken from the HESA student record.

_____

Data used for monitoring and adjustment of degree apprenticeship funding

1.   The data described below are those which will be used in monitoring the number of degree apprenticeships and to determine if any adjustment to funding will be required. Funding is initially paid on the basis of monitoring returns made by HEPs within the year, but amounts are validated and adjusted as necessary once HESA data are available (refer to paragraph 46 to 48 of the introduction).

2.   The HESA data are extracted through the IRIS system and signed off by HEPs. The criteria below are used to extract the data from the student record. Not all the required data are collected in the HESA student record currently. We intend to request additional items which can be extracted from the student data at the first reference period once data are collected in-year. Therefore it is currently also necessary to directly collect some data items about apprenticeships during the IRIS sign-off process.

3.   The criteria applied is that a student is on a HEFCW fundable degree apprenticeship at level 6, is included in the HESES/EYM population, and only modules that started within the academic year are counted. Additionally APEL modules are excluded from the population:

HEFCW-funded degree apprenticeship scheme	StudentInitiative.STUINITID = 020 or CourseInitiative.COURSEINITID = 020
HESES/EYM population	Students studying towards a recognised level 6 UG qualification aim (excluding credits only) Qualification.QUALCAT = H codes and not writing up or dormant Exclude if: SessionStatus.STATUSCHANGEDTO = 02, 04 and SessionStatus.STATUSVALIDFROM ≤ 2022-07-31 and not an incoming exchange student Exclude if: Engagement.INCOMINGEXCHANGE = 01, 02, 03 or 04 and students studying for ≥ 3% FTE Z_STULOAD_CYC ≥ 3.0
Student Course Session started or ended in academic year	StudentCourseSession.SCSSTARTDATE ≤ 2023-07-31 **or** StudentCourseSession.SCSENDDATE ≥ 2022-08-01

	or (SAtudentCourseSession.SCSSTARTDATE ≤ 2023-07-31 **and** StudentCourseSession.SCSENDDATE is blank)
Module not taken through Accreditation of Prior Experiential Learning (APEL)	ModuleInstance.APEL ≠ 01, 02
Modules started in 2022/23	Modules started in 2022/23 ModuleInstance.MODINSTSTARTDATE ≥ 2022-08-01 **and** countable modules ModuleInstance.MODCOUNT = 02 **and** modules not on a not-for-credit basis ModuleInstance.MODULEOUTCOME ≠ 04
Module not continuing from previous student course session	ModuleInstance.CONTINUING ≠ 01
Mode of study	Full-time (including sandwich year out) Engagement.Z_MODEGRP1 = 01 Part-time Engagement.Z_MODEGRP1 = 02
Age	Aged under 21 on 2022-08-31 Aged 21 and over on 2022-08-31 calculated using Student.BIRTHDTE
Disability	Impairment/s, health condition/s or learning difference/s : Engagement.Z_DISABILITYMRK = 1 No known impairment, health condition or learning difference (including not applicable and not known): Engagement.Z_DISABILITYMRK = 0
Sex of student	Male Student.SEXID = 11

	<u>Female</u> Student.<u>SEXID</u> = 10 <u>Other</u> Student.<u>SEXID</u> = 12
Welsh speaker	<u>Welsh speaker</u> LanguageProficiency.<u>LANGPROFICIENCYID</u>=01 and LanguageProficiency.<u>PROFICIENCYTYPE</u> =02 <u>Not a Welsh speaker</u> otherwise
Ethnicity	<u>Black and minority ethnic group</u> Engagement. Z_ETHNICGRP1 = 01 <u>White</u> Engagement. Z_ETHNICGRP1 = 02 <u>Not known or not applicable</u> Engagement. Z_ETHNICGRP1 = Z9
Student engagement started in cycle	Z_ENTRANT_CYC= 1
Course engagement length	<u>Calculated using HESA derived field:</u> Z_EXPECTOLENGRP1
Entry point	<u>Calculated using Engagement.<u>ENGSTARTDATE</u></u>

_____

Data used for allocating and monitoring PGT Master's bursary schemes

Allocations

1. PGT Master's bursary schemes are allocated to HEPs to provide to Welsh, Island and eligible EU domiciled PGT Master's students entering study:
    1. undertaking a Master's degree in science, technology, engineering, mathematics or medicine, also known as 'STEMM' and/or
    2. undertaking their Master's through the medium of Welsh and/or
    3. aged 60 or over.
    The STEMM and Welsh medium bursaries are incentivisation bursary schemes.

2. Circular W23/16HE announced the bursary schemes for students entering study in 2023/24. For the purposes of the data extraction set out in this annex, they are assumed to be continuing for 2024/25, though that is not confirmed by Welsh Government.

3. From 2023/24 funding allocations, data used in the allocation was amended to include Welsh, Island and eligible EU-domiciled students (Republic of Ireland) to reflect the changed eligibility status of EU students post-Brexit.

4. Data expected to be used to allocate PGT Master's bursary scheme allocations for 2024/25 are extracted from:

    *   HESA student record (the descriptions below refer to methods expected to be used for 2024/25, but as applied to 2022/23 data);
    *   2023 student forecast data (forecasting 2024/25 student numbers).

5. Students eligible to be included in the PGT Master's bursary scheme allocations are those who are:

    *   counted within the HESA standard registration population;
    *   on postgraduate taught Master's courses;
    *   not HEIW/NHS funded;
    *   not PGCE;
    *   in their first year at the provider;
    *   Welsh, Island or eligible EU domicile.

6. Estimates of new entrant Welsh, Island and eligible EU PGT Master's 2024/25 completions used in the allocations are calculated by multiplying the proportion of new entrant postgraduate home, Island and eligible EU completions that are new entrant Welsh, Island and eligible EU PGT Master's completions from the 2022/23 HESA data by the forecast number of new entrant postgraduate home and eligible EU completions for 2024/25. This estimate is then multiplied by the proportion of new entrant Welsh, Island and eligible EU PGT Master's completions that are 'STEMM','Welsh medium' and 'aged 60+' to arrive at estimates of new entrant

Welsh, Island and eligible EU PGT Master's completions 2024/25 for each bursary scheme.

7. The following criteria applied to the HESA student record are used to extract the data relating to new entrant postgraduate home, Island and eligible students:

Standard HESA registration population	Engagament.Z_POPSR_CYC = 1
Postgraduate courses	Engagement.Z_LEVELGRP1 = 01
Not HEIW/NHS funded	FundingBody.FUNDINGBODY ≠ 5006, 5055
Not PGCE	Course.TTCID ≠ 01
First year at the provider	Engagement.ENGSTARTDATE ≥ 2022_08_01
Home, Island or eligible EU domicile	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05 **or** Engagement.Z_PERMADDGRP4 = 06 **and** Engagement.Z_PERMADDCOUNTRY = 'IE' (Ireland)

8. The following criteria applied to the HESA student record are used to extract the data relating to the Welsh, Island and eligible EU PGT Master's students:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1
Postgraduate taught Master's courses	Qualification.QUALCAT = M0003, M0004, M0006, M0007
Not HEIW/NHS funded	FundingBody.FUNDINGBODY ≠ 5006, 5055
Not PGCE	Course.TTCID ≠ 01
First year at the provider	Engagement.ENGSTARTDATE ≥ 2022_08_01
Welsh, Island or eligible EU domicile	Engagement.Z_PERMADDGRP4 = 04 (Welsh), 05 (Guernsey, Jersey and the Isle of Man) **or** Engagement.Z_PERMADDGRP4 = 06 **and** Engagement.Z_PERMADDCOUNTRY = 'IE' (Ireland)

9. Students are categorised by completion status:

Completed or assumed continuing into the next academic year	FundingAndMonitoring.FUNDCOMP = 01, 03 (counted as 1), FundingAndMonitoring.FUNDCOMP = 04 (counted as 0.5)
Not completed	FundingAndMonitoring.FUNDCOMP = 02 (counted as 1), FundingAndMonitoring.FUNDCOMP = 04 (counted as 0.5)

10. Enrolments are reduced to a headcount, so that where students are taking more than one course at a provider, they are only counted once. PGT Master's enrolments are included over other PG enrolments, then FT enrolments are included over PT enrolments and then completed enrolments are included over non-completed enrolments.

11. A PGT Master's degree in science, technology, engineering, mathematics or medicine related subjects (also known as 'STEMM'), a PGT Master's degree being taken through the medium of Welsh and PGT Master's degree being taken by a student aged 60 or over are identified using:

STEMM	QualificationSubject.QUALSUBJECT in HECoS code mapping to ASC (1, 2, 3, 4, 6)
Welsh medium	Module.MODLANGID = 01 AND ModuleInstance.LANGPCNT > 0 AND ModuleInstance.MODINSTSTARTDATE ≥ 2022_08_01. Total Module.CRDTPTS through Welsh summed over all modules ≥ 40, halved for partial completions
Additional Welsh medium with 40+ credits	As above, with new entrants in 2021/22 linked to 2022/23 and total Welsh medium credits over two years counted. Probability of a student with less than 40 credits in 2022/23 having 40 credits in total over a year of study in 2021/22 and 2022/23 calculated and applied to 2022/23 entrants.
Aged 60 or over	(1 September 2022 – Student.BIRTHDTE) ÷ 365.25 ≥ 60

Monitoring

12. 2022/23 funding for the PGT Master's bursaries was allocated on the basis of estimated numbers of completed PGT Master's entrants. In carrying out monitoring, actual recruitment recorded on the 2022/23 HESA student record will be compared with the estimated numbers.

13. The HESA data are extracted through the IRIS system and signed off by HEPs. These schemes are presented in a single table for sign off. The criteria below are used to extract the data from the student record.

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1
PGT Master's course	Qualification.QUALCAT = M0003, M0004, M0006, M0007
Not HEIW/NHS funded	FundingBody.FUNDINGBODY ≠ 5006, 5055
Not PGCE (QTS)	Course.TTCID ≠ 01
First year at the provider	Engagement.ENGSTARTDATE ≥ 2022_08_01
Welsh, Island or eligible EU domicile	Engagement.Z_PERMADDGRP4 = 04, 05 **or** Engagament.Z_PERMADDGRP4 = 06 **and** Engagement.Z_PERMADDCOUNTRY = 'IE' (Ireland)
Mode of Study	Full-time if Z_MODEGRP1 = 01 Part-time if Z_MODEGRP1 = 02
Completed or assumed continuing into the next academic year	FundingAndMonitoring.FUNDCOMP = 01, 03 (counted as 1) FundingAndMonitoring .FUNDCOMP = 04 (counted as 0.5)
Not completed	FundingAndMonitoring .FUNDCOMP = 02 (counted as 1) FundingAndMonitoring .FUNDCOMP = 04 (counted as 0.5)
Identify students studying STEMM subjects. Sum the portion of the enrolment in STEMM subjects	if HECoS codes recorded in any of the five QualificationSubject.QUALSUBJECT fields map to ASC 1 to 4 or 6 Sum of QualificationSubject.QUALPROPORTION for those identified above

Students studying 40 or more credits through the medium of Welsh	Modules started in the 2022/23 academic year, that are taken whole or in part through the medium of Welsh: ModuleInstance.MODINSTSTARTDATE ≥ 2022_08_01 Module.MODLANGID = 01 **and** ModuleInstance .LANGPCNT > 0 Calculate the number of credits through Welsh: ModuleInstance .LANGPCNT > 0 /100 x Module.CRDTPTS (where Module.CRDTPTS ≠ null, 999) Include where sum over all modules ≥ 40
Aged 60 or over on 1 September 2022	(1 September 2022 – Student.BIRTHDTE) / 365.25 ≥ 60

Data used in the calculation of Research Wales Innovation Fund

1.   Full details of the RWIF model used between 2020/21-2022/23 can be found in Annex B of HEFCW circular W22/16HE.

2.   The data submitted by Welsh HEIs to the HESA Higher Education Business and Community Interaction (HE-BCI) survey, used in the calculation of this return consist of the following data:

Data	Source
Collaborative research: Total Income	HE-BCI Table 1 Item 1e
Contract research: Total Income	HE-BCI Table 1 Item 2h
Consultancy Contracts : Total Income	HE-BCI Table 2 Item 1h
CPD courses and CE : Total Revenue	HE-BCI Table 2 Item 3e
Facilities and Equipment Related Services : Total Income	HE-BCI Table 2 Item 2h
Regeneration and Development : Total Income (excl. Capital income)	HE-BCI Table 3 Item 1f
Intellectual Property : Total revenue	HE-BCI Table 4 Item 3f
CPD courses and CE : Total Learner Days	HE-BCI Table 2 Item 3f
Spin-offs (with some HEP ownership and those not HEP owned), number still active which have survived 3 years	HE-BCI Table 4 Item 4ai & ii
Student Start-ups : number still active which have survived at least 3 years	HE-BCI Table 4 - Item 4aiv
Academic Staff FTE (excluding atypical contracts)	HESA staff data
Student FTEs Standard HESA registration population Full-time Equivalent (FTE)	HESA student record Engagement.Z_POPSR_CYC Engagement.Z_STULOAD_CYC

3.   Circular [W22/41HE](#) reports on the consultation outcomes for the 2022 review of the Research Wales Innovation Fund (RWIF). It confirms the allocation methodology and other updated RWIF requirements to be introduced in 2023/24. Annex B in particular outlines the individual data items within the measures and weightings used in the funding methodology.

_____

Data used in the calculation of Race equality funding and Well-being and health funding

1. Circular W22/25HE announced race equality funding allocations for 2022/23 and circular W22/29HE announced Wellbeing and health, including mental health, strategy implementation allocations for 2022/23. Both of these allocations use the same data from the HESA student record.

2. The HESA data are extracted through the IRIS system in one table, and signed off by providers.

3. For 2024/25 funding, the following criteria are used to extract students from the 2022/23 HESA student record:

    Using HESA derived fields:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1

4. If a student is following more than one course and has two or more records the student is counted only once. On the HESA student record, this means that only one engagement of each student is kept, all other engagements for the student are excluded.

_____

Data used in targeted employability support allocations

1. Data used to calculate targeted employability support allocations are extracted from the HESA student record. The descriptions below refer to 2023/24 funding methods, but as applied to 2022/23 data.

2. Students eligible to be included in the targeted employability support allocations are those who are:

   - counted within the HESA standard registration population;
   - HEFCW fundable;
   - not initial teacher education students;
   - studying at greater than 50% FTE.

3. The following criteria applied to the HESA student record are used to extract the data:

Standard HESA registration population	Engagement.Z_POPSR_CYC = 1
HEFCW fundable	FundingBody.FUNDINGBODY = 5017
Non-ITE (QTS)	Course.TTCID ≠ 01
Studying at greater than 50% FTE	Engagement.Z_STULOAD_CYC > 50

4. The targeted employability support funding allocation is based on each provider's proportion of fundable 'widening access' students, of all domiciles, modes, and levels (including franchised out students), who are studying in Wales.

5. 'Widening access' students are defined as students:

   - with a disability; or
   - from a Black, Asian or minority ethnic group (UK-domiciled only); or
   - who are a carer; or
   - who are a care leaver; or
   - who are from an area of deprivation (Welsh-domiciled undergraduates only); or
   - who are from an area of low HE participation (UK-domiciled undergraduates only); or
   - with parents with no HE qualifications (UK domiciled undergraduates only).

6. The Welsh Index of Multiple Deprivation 2019 (WIMD19) is used to identify deprived students. 2021 Census data or POLAR data are used to identify

students from low participation areas, depending on the student's age and mode of study. Due to the relevant highest level of qualification 2021 census data for Scotland and Northern Ireland being unavailable, low participation for part-time undergraduates and full-time undergraduates aged 21 or older will be based on England and Wales only for 2024/25. More information about low participation classifiers can be found on the Young participation by area page of the Office for Students (OfS) website.

7.   To identify students from an area of deprivation, eligible students are categorised, using the home postcode of the student (EntryProfile. PERMADDPOSTCODE), into those that come from areas that map to quintiles 1 or 2 of WIMD19 and those that are from other areas.

8.   To identify students from an area of low HE participation:

- eligible part-time undergraduate students and full-time undergraduate students aged 21 or older at the beginning of the academic year are categorised, using the home postcode of the student (EntryProfile.PERMADDPOSTCODE) into areas where there is a low proportion of working age adults with HE level qualifications as defined in the 2011 Census and those that are from other areas.
- eligible full-time undergraduates aged 20 or younger at the beginning of the academic year are categorised, using the home postcode of the student (EntryProfile.PERMADDPOSTCODE) into areas where there is a low proportion of young people who participate in higher education as defined by POLAR4 methodology and those that are from other areas.

9.   Lists of postcodes in WIMD19 quintiles 1 or 2 and low participation areas are available on the 'Postcode data' page of the HEFCW website.

10.   The following coding applied to the HESA student record is used to determine whether a student is considered to be 'widening access':

From a 'deprived' home postcode	Engagement.Z_LEVELGRP1 = 02 AND EntryProfile.PERMADDPOSTCODE maps to WIMD19 quintile 1 or 2
From a 'low participation' home postcode	Engagement.Z_LEVELGRP1 = 02 **and** Engagement.Z_MODEGRP1 = 01 **and** (Engagement.ENGSTARTDATE – Student.BIRTHDTE) / 365.25 ≥ 21 **and** EntryProfile.PERMADDPOSTCODE maps to AdultHE2021 quintile 1 or 2 **or** Engagement.Z_LEVELGRP1 = 02

	and Engagement.Z_MODEGRP1 = 02 **and** EntryProfile.PERMADDPOSTCODE maps to AdultHE2021 quintile 1 or 2 **or** Engagement.Z_LEVELGRP1 = 02 **and** Engagement.Z_MODEGRP1 = 01 **and** (Engagement.ENGSTARTDATE – Student.BIRTHDTE) / 365.25 < 21 **and** EntryProfile.PERMADDPOSTCODE maps to POLAR4 quintile 1 or 2
From a Black, Asian or minority ethnic group	Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05 **and** Student.ETHNIC ≠ all codes beginning 16, 17 or 99 (apart from 163 and 168)
Self-declared disability	Engagement.Z_DISABILITYMRK = 1
Carer	Student.CARER = 02
Care leaver	EntryProfile.CARELEAVER = 06, 07, 08
Parents do not have an HE qualification	Engagement.Z_LEVELGRP1 = 02 **and** Engagement.Z_PERMADDGRP4 = 01, 02, 03, 04, 05 **and** EntryProfile.PARED = 02