

End of Year Monitoring of Higher Education Enrolments (EYM) 2023/24 and outcomes of consultation of changes to EYM for 2023/24

Date: 16 August 2024

Reference: Medr/2024/00

To: Heads of higher education institutions in Wales
Principals of directly-funded further education institutions in Wales

Respond by: 13 December 2024

More information:

Hannah Falvey | hestats@medr.cymru

This publication gives definitions and guidance to higher education providers relating to the end of year data that are extracted from the 2023/24 HESA student record. It also summarises the outcomes of the consultation on changes to end of year monitoring for 2023/24.

The extraction is performed via the HESA Information Reporting Interface Service (IRIS) and will be used to calculate part-time undergraduate credit based funding and the higher cost subjects premium for 2025/26, calculate any adjustment to the 2023/24 part-time undergraduate credit based teaching funding, monitor medicine and dentistry provision and establish final numbers of students and credit values at providers for 2023/24.



Introduction

1. This publication gives definitions and guidance to higher education institutions (HEIs) and further education institutions (FEIs) with higher education provision (known collectively as higher education (HE) providers) that were funded directly by the Higher Education Funding Council for Wales in 2023/24 and are now funded by the Commission for Tertiary Education and Research (Medr). The guidance relates to the end of year data that are extracted from the 2023/24 Higher Education Statistics Agency (HESA) student record via the HESA Information Reporting Interface Service (IRIS) to enable Medr to:
 - a) Calculate funding allocations for part-time undergraduate credit based funding and the higher cost subjects premium for 2025/26;
 - b) calculate any adjustments to 2023/24 part-time undergraduate credit based funding;
 - c) monitor provision of medicine and dentistry courses;
 - d) establish final numbers of students and credit values at HE providers for 2023/24 for funding modelling and information purposes.

Main changes for 2023/24

2. HEFCW reviewed the extraction and presentation of the end of year monitoring data earlier this year in HEFCW circular [W24/10HE: End of Year Monitoring of Higher Education Enrolments – consultation on changes for 2023/24](#). Annex M summarises the outcomes of that consultation and the actions taken or to be taken as a consequence. The main changes made since the EYM 2022/23 survey are as follows:
 - a) In 2023/24, HEFCW was responsible for funding provision at HE providers. However, HEFCW is now part of Medr and HEFCW no longer exists as an organisation. Therefore, throughout the circular, references to HEFCW have been updated to Medr, and any references to Medr should be assumed to also cover the previous arrangements under HEFCW. In particular, Medr-fundable has replaced HEFCW-fundable and for the purposes of this document includes provision funded by HEFCW in 2023/24;
 - b) Annex K has been updated to reflect the mapping included in the consultation document, with some amendments as a result of the consultation;
 - c) Annex A, which provides a summary of the EYM guidance, has been updated to include any changes made to the rest of the guidance in this circular;
 - d) Tables 2a to 2c and 6 have been removed from the extraction. This means that tables previously labelled Tables 3, 4 and 5 have become Tables 2, 3 and 4 respectively, and guidance has been updated to reflect this. See Annex J. References and guidance relating to Tables 2a, 2b, 2c and 6 have been removed from all annexes;
 - e) There is only one sign off sheet for the EYM outputs for 2023/24, relating to Tables 1a to 1c. In addition, there is now an 'Explanations' sheet contained within the EYM workbook in the IRIS report. Providers should use this sheet to

provide any explanations of highlighted changes between 2022/23 and 2023/24;

- f) Changes have been made to the template used to present the extracted data to reflect the outcomes of the consultation. See Annex O;
- g) The Excel workbook containing the extracted data output in the IRIS system, now includes data from the previous two EYM data extractions;
- h) As an additional annex, Annex M, has been included, Annexes M and N in EYM 2022/23 have been renamed N and O respectively for 2023/24.

Contents

- 3. This circular provides:
 - a) guidance and definitions for the various categories used to classify students;
 - b) information about the criteria used to extract EYM data from the 2023/24 HESA student record via IRIS;
 - c) details of the sign off arrangements for the tables made available through HESA IRIS outputs (see paragraph 10 for the list of tables requiring sign off).
- 4. The contents of the annexes are as follows:

Annex		Page number
Annex A	Summary guide to the EYM 2023/24 survey	5
Annex B	Definition of a recognised HE qualification	14
Annex C	Distance learning, campuses, subsidiaries, franchises, validation arrangements and other collaborative arrangements	15
Annex D	Definition of residential and funding status	22
Annex E	Definition of ASCs	26
Annex F	Definition of mode of study	28
Annex G	Definition of level of study	31
Annex H	Rules for counting registrations	33
Annex I	Rules for counting credit values	40
Annex J	Table and column descriptions	45
Annex K	HESA/HESES/EYM mappings and end of year monitoring data extraction criteria	49
Annex L	Use of data by Medr	59
Annex M	Outcomes of the consultation on changes to EYM	61
Annex N	Funding status reference grid	71
Annex O	Sample copies of IRIS output tables extracted from HESA data	72

Adjustment of 2023/24 funding

- 5. For the purposes of calculating the funding consequences of under-recruitment for 2023/24 funding, part-time undergraduate credit based teaching funding is

recalculated using EYM data. Credit values (for part-time undergraduate students) resulting from modules for which students registered up to and including, as well as after, 1 November 2023 will be used and the number of credit values associated with modules from which students withdraw will be deducted. The signed off EYM tables from the HESA IRIS extraction will be used for this purpose.

Process for signing off end of year monitoring and other data extracted from the HESA student record

6. Providers must sign off the data presented in the final 2023/24 HESA student record IRIS outputs as of the 1 November 2024 HESA final sign off date. The deadline for returning the signed IRIS outputs to Medr is **13 December 2024**. This is the second year of producing IRIS outputs under the new HESA student record, and we have made some changes since last year as a consequence of the consultation on changes to EYM for 2023/24. If any amendments to the extraction mapping or method are made after initial implementation of the extraction, we will inform providers. Providers should also inform us if they find any issues with the extraction, either in the presentation of the outputs or the mapping used.
7. During the HESA data quality checking period from 21 August to 25 October 2024, Medr will conduct quality checks of the data submitted. We will contact providers around six weeks prior to the final sign off date for the HESA student record of 1 November, and once providers have confirmed they are ready for us to send on any queries, we will provide a set of queries. Providers can also ask us to raise questions earlier than six weeks or set a date that they want us to send them our list of queries if they prefer, and can ask at any point for us to look at particular aspects of their data if that is useful to them. This is to assist with the provider's own internal quality checking process and to ensure the data are fit for purpose for Medr. As described in the [HESA Student Record collection schedule](#), providers are required to either resubmit their data to amend these anomalies, or provide an explanation as to why they are genuine.
8. Prior to returning the signed off IRIS outputs to Medr, providers must have undertaken sufficient checks to be satisfied that the extracted data are accurate, and/or have made amendments where necessary if data are not accurate. As 2023/24 is the second year of the new student record under Data Futures, and given the difficulties in the implementation of the new record, we are allowing changes to be made to all IRIS outputs at the sign off stage. Providers should provide an explanation of any changes made. Further details of the process are contained in the Data Requirements publication for 2024/25, to be published in August 2024.
9. We do not require a hard copy of the signed IRIS outputs. Signed outputs should be returned by emailing them to Hannah Falvey at hestats@medr.cymru. The deadline for return of the signed off outputs is 13 December 2024. Details about the process will be emailed separately to authorised signatories and data contacts in October 2024 as a reminder.
10. The IRIS outputs requiring sign off have an "S" prefix in front of their filename and are as follows:

- a) End of Year Monitoring
- b) Medr National Measures
- c) Part-time fee waiver allocations
- d) Part-time fee waiver monitoring
- e) Degree apprenticeships monitoring (along with the requested additional information)
- f) Master's bursaries monitoring
- g) Per capita funding
- h) Disability premium
- i) Access and retention premium
- j) Welsh medium premium
- k) Expensive subjects premium
- l) PGR training allocation
- m) Race equality/Wellbeing and mental health funding
- n) Targeted Employability Support funding
- o) Total full-time equivalent (FTE) (for capital funding allocations)

Audit of data

11. Providers are reminded that EYM data, and other tables as described in paragraph 10 as extracted from the HESA student record via IRIS, and any amendments made to the extractions, including methods used to calculate any estimates included in the amendments, may be subject to an external audit carried out by Medr or by contractors working on Medr's behalf. The systems and processes used to generate the HESA data extracted are in the scope of the institution's internal audits.

Further information

12. Any queries should be directed to Hannah Falvey (email hestats@medr.cymru).

Summary guide to the EYM 2023/24 survey

- 1 The EYM 2023/24 survey circular gives definitions and guidance to providers about the EYM data that are extracted from the 2023/24 HESA student record via IRIS. All tables are extracted for all providers.

HESES/EYM population

- 2 The following students are **included** in the EYM extraction:
 - Registered students (i.e. those that have a binding undertaking to pay a fee to a provider (unless the fee has been waived)).
 - Students aiming to obtain a recognised HE qualification.
 - Students studying for at least three per cent of a full-time equivalent or approximately one week of study.
 - Students based in the UK who are part of distance learning or franchise arrangements or who are based at campuses of the provider in the UK.
 - Outgoing exchange students.
 - Students on a year out or part of a year out as part of their course
- 3 Student who are **excluded** from the EYM extraction are:
 - Incoming exchange students.
 - Students whose only activity during the year is writing up a thesis or similar piece of work.
 - Students franchised in from other provider.
 - Students franchised to providers outside the UK.
 - Students at campuses outside the UK.
 - Students who are distance learning outside the UK.
 - Students whose provision is part of a validation arrangement only.
 - Students who are dormant for the whole year.
- 4 Both fundable and non-fundable provision, that leads to a recognised HE qualification (see Annex B), is included in the EYM extraction, see paragraph 9 below for a description of fundability status.

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

- 5 Providers are responsible for ensuring that EYM data have been correctly extracted for all their distance learning, campus and franchised out provision in the UK. Arrangements that are validation only, where the delivering partner is Medr funded, are included on the HESA student record by the delivering partner and are therefore included in the EYM extraction for the delivering partner and not the validating partner. Distance learning provision outside the UK and provision delivered at campuses or partners outside the UK are excluded from the EYM tables. For HEIs such provision will be included on the

HESA aggregate offshore record and will not be extracted through the HESA IRIS EYM tables.

6 Definitions used in this circular, defined more fully in Annex C, are:

- **Distance learning:** distance learning students are those that are students of the reporting provider, where staff employed by the reporting provider are responsible for providing all teaching or supervision, but who are located away from the reporting provider and are not part of a franchising or other collaborative arrangement with another provider or organisation. Such students are counted in the same way as other students who are based at the reporting provider, though categorisation into fundability status depends on the location of the student.
- **Campuses:** Students based at campuses other than the main campus(es) are counted in the same way as students at the main campus(es) though categorisation into fundability status depends on the location of the campus.
- **Franchise:** this refers to an HE course taught at an provider (the franchisee) which is not directly in receipt of funding from Medr for that course, for which quality assurance is provided by another Welsh provider (the franchisor) and for which funding is passed to the franchisee by the franchisor in order to provide the taught course. Students should be registered as students of the franchisor and this can be by registering for the course at the franchisor or franchisee provider. For FT UG courses, funding may be in the form of the tuition fee which could either be provided directly to the franchisee or passed to the franchisee by the franchisor. In all cases the franchisor will return student related data to HESA and Medr on behalf of the franchisee.

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

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

- **Validation arrangement:** A validation arrangement is where a university (the validating partner) is responsible for the academic standards and quality of a programme which is monitored alongside its own programmes, but a delivery partner develops, delivers and assesses the programme leading to a university award. If the delivery partner is a provider that is directly funded by Medr then the provision will be included in the EYM extraction for the delivery partner.
- **Other collaborative arrangements:** If students are on courses which are run jointly by two or more providers, where activity takes place at both or

all providers, which are not the subject of a franchising or validating arrangement, they should be counted at each provider in proportion to the number of credits associated with delivery at that provider. There may be cases where the IRIS data extraction does not fully reflect the collaborative arrangements that are in place for joint courses. If this is the case providers should submit amendments to the extracted IRIS tables as part of the signing off process.

Students taught as part of other collaborative arrangements, where no activity takes place at the returning provider, with providers or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, are not in the EYM population. These may be, for example, partnerships with non-publicly funded colleges where the provider provides quality assurance or validating arrangements only and does not provide any funding to that college.

Mergers and wholly owned subsidiary bodies

- 7 Merged providers will be presented in any HESA IRIS outputs as one provider which will include any relevant group provision (see Annex K paragraph 3). Where providers merge and form a group so that some providers are subsidiaries of another provider (the 'parent') then EYM tables will be extracted under the parent provider as returned to HESA. This will be the case whether or not the subsidiaries are legal entities in their own right. Wholly owned subsidiaries are considered to be campuses of the parent provider for the purposes of this survey.
- 8 Interim arrangements for merged providers can be agreed with Medr for the first year of reporting to facilitate the extraction of data, for example, Medr can provide a breakdown of any comparative data on the EYM tables into the pre-merged providers.

Residential and funding status

- 9 Students are categorised into three types of residential and funding status, home fundable, home non-fundable and overseas. Home students are those domiciled in the UK, those domiciled in the EU who are eligible to be treated as home students, and those who are otherwise entitled to pay home fees. For EU students this will be those continuing students who started before 1 August 2021, who were previously treated as home students, plus any new entrants starting on or after 1 August 2021 who are entitled to pay home fees as defined in the regulations. Those who are otherwise entitled to pay home fees, who meet the requirements of the regulations, will include EEA and Swiss nationals, students resident in the Channel Islands or Isle of Man and some categories of Ukrainian and Afghan nationals (Annex D gives more details). The three definitions are summarised below. In referring to funding for a student place, for all categories of student, this would be funding for course costs that are not covered by the tuition fee. For FT UG/PGCE students, the source of the tuition fee is also taken into account.

- **Home fundable:** a home student would be fundable by Medr unless the student's place receives funding from other sources, is the responsibility of a body other than Medr (e.g. Initial teacher Education (ITE) entrants from 2019/20 onwards), or for students under the FT UG/PGCE fee regime if the tuition fee is paid for by a public source. A fundable student would be included in funding calculations carried out by Medr as appropriate.
- **Home non-fundable:** if a home student's place is funded from sources other than Medr, is the responsibility of a body other than Medr (e.g. ITE (QTS) entrants from 2019/20 onwards), or students under the FT UG/PGCE fee regime, if the tuition fee is paid from a public source, for example, HEIW, the NHS or Welsh Government; or if a place is funded by Medr under a specific scheme such as the degree apprenticeship scheme; or the student is studying at an FEI on a course that is specifically designated, the student would be counted as non-fundable. A student would also be counted as non-fundable if the course they are on is run only for a particular group of students and is not open to anyone who is suitable qualified to apply (referred to as a 'closed' course).

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

Home distance learning students where the student is based outside Wales within the UK, and the student is not Welsh-domiciled, are counted as non-fundable unless agreement has been made with Medr that home domiciled students on these courses, that are not Welsh domiciles, can be returned as fundable.

Home students at campuses outside Wales within the UK are counted as non-fundable unless they are Welsh domiciled or unless agreement has been made with Medr that home domiciled students on these courses, that are not Welsh domiciles, can be returned as fundable.

- **Overseas:** these are students domiciled outside the UK or EU, or students domiciled in the EU who are not eligible to pay home fees. This will include the majority of EU students that started on or after 1 August 2021.

10 Annex N contains a grid which provides a look up to aid categorisation into fundability status.

Academic subject categories

11 On Table 3, registrations are split into academic subject categories (ASCs). These are based on the HECoS code of the course. Registrations can be split

between ASCs except for full-time undergraduate medicine and dentistry registrations and full-time ITE (QTS) registrations which are only counted in ASCs 1 and 11a respectively. Annex E gives more detail and a link to the mapping from HECoS codes to ASCs.

- 12 On Tables 1a to 1c, each credit value is ascribed to the ASC of the subject taught in the module rather than the subject of the qualification aim of the student. This will be the HECoS code returned for the module on the HESA student record. Annex E gives more detail and a link to the mapping from HECoS codes to ASCs on the Medr website.

Mode of Study

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

- **Full-time:** a full-time student is normally required to attend (whether at premises of the establishment or otherwise) for periods of a minimum of 24 weeks; **and** a whole full-time fee is chargeable for the current year of the programme of study (which will be a regulated fee for home UG/PGCE students of up to a maximum of £9,000).

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

- **Full-time sandwich year out:** for a student to be classified as sandwich year out, their course should fit the definition of a sandwich course provided in Schedule 1 6(1) of the Education (Student Support) (Wales) Regulations 2018 (SI 2018 No. 191), or they should be full-time on a study or placement year abroad. In addition the fees chargeable are regulated fees of £1,800 for a work placement year of a sandwich course and £1,350 for a year abroad.

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

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

Level of Study

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

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

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

15 Full definitions are given in Annex G.

Completion status - registrations

16 On Tables 2, 3 and 4, only completed or partially completed registrations are counted and non-completions are excluded. Completion status is determined on a year of study basis, not on a course basis. Completion status is defined as follows:

- **Non-completions** are where students do not complete their studies due to withdrawal or dropout, or fail to take part in required assessment procedures for the year.
- **Completions** are all eligible students who are registered or expected to register within the academic year minus those who are expected to not complete. Any transfers between ASCs, modes or levels of study should be included.
- **Partial completions:** some full-time and sandwich students on taught courses that are non-completions can be counted as 0.5 of a completion if they meet certain criteria. If the course is semesterised, this is that the first semester is completed and if the course is not semesterised, that the first four months are completed. The exact criteria can be found in paragraph 16 of Annex H.

Estimation

- 17 When the EYM data are extracted, the number of students registered that have not completed in 2023/24 will mostly be known. There will be some circumstances where estimates have to be made, for example, where students are on a course which spans two academic years. In general, if providers have to make amendments to the extracted data, estimates should be based on the proportion of non-completions in the previous year or years, or for new provision, information about similar provision in the first year of delivery. However, other methods may be used if providers believe these would provide more accurate estimates.
- 18 The extraction methodology used in IRIS calculates estimates of non-completions where necessary and these are included in the IRIS output. Further information can be found in Annex H, paragraph 14. Where providers use estimates to amend the number of non-completions in the output from IRIS, they should keep auditable evidence to show the basis of these calculations.

Completion status – credit values

- 19 Tables 1a, 1b, 1c present full-time, sandwich year out and part-time undergraduate and postgraduate taught registrations for the academic year 2023/24 in terms of the credit values associated with the modules started in the current academic year. Credit values relating to modules started in the year are counted along with the number of non-completed credit values and the number of completed credit values is calculated and shown in the tables. Annex I paragraphs 14 to 18 describe how to determine completion status in detail and how some non-completions are counted as partial completions. Completion status is defined as follows:
 - a) **Non-completions** are where not all of the assessment required for a module has been undertaken.
 - b) **Completions** are where all assessment required for a module has been undertaken.
 - c) **Partial completions:** for modules on full-time and sandwich taught courses only, credit values for non-completed modules can be counted as partially completed if they meet certain criteria: if the course is semesterised and all required assessments due for the module during the first semester have been undertaken then the credit values for the first semester can be counted as completed; if the course is not semesterised and all required assessments due in the first four months have been undertaken and there is auditable evidence that the student was still in attendance then half the credit values for the module can be counted as completed. The exact criteria can be found in paragraph 18 of Annex I.

Estimation

- 20 When the EYM data are extracted, the number of completed credit values for modules started in 2023/24 will mostly be known. There will be some circumstances where estimates have to be made, for example, where students are on a module which spans two academic years, or where a student is eligible to take part in further assessment for a module after the end of the year in order to complete the module. In general, where estimates are used to make amendments to the extracted data, they should be based on the proportion of non-completed credits for the module in the previous year or years, or for new modules, information about similar provision in the first year of delivery. However, other methods may be used if providers believe these would provide more accurate estimates. Further information on estimation can be found in paragraph 17 of Annex I. The extraction methodology calculates estimates of non-completions where necessary and these are included in the IRIS output. Where providers make estimates of non-completions to amend the output from IRIS, they should keep auditable evidence to show the basis of these calculations.

Table descriptions

- 21 **Tables 1a, 1b and 1c** include data on credit values for home fundable undergraduate and postgraduate taught students, but not postgraduate research students. Data are a split by level and ASC. The credit values are counted in accordance with the guidelines set out in Annex I. Note that some students excluded from Tables 2 and 3 as non-completions may be shown as completing modules or credit values in Tables 1a, 1b and 1c. Similarly, final year students on non-standard academic year courses may be excluded from Tables 2 and 3 but credit values for modules relating to those students may be recorded in Tables 1a, 1b and 1c.
- 22 **Table 2** includes data on all countable completed registrations, by mode and level of study. There are columns for home fundable, home non-fundable and overseas students. This table aims to have a complete end-year picture of the provision at a provider for the year. Data are counted to one decimal place where full-time taught partial completions are included as 0.5 of a completion.
- 23 **Table 3** includes data on all countable completed registrations for home fundable students, by ASC, mode and level of study, including a split of the undergraduate levels of study into franchised out and non-franchised out.
- 24 **Table 4** includes data on full-time/sandwich year out and part-time UG/PGCE completed registrations split into new entrants and continuing students. Data are presented by ASC group (for full-time/sandwich year out provision) and by whether the provision is fundable or not. Data are further split into Welsh residential status and other home residential status in order to reflect the different arrangements for tuition fee support and student support for these groups.

HESA data

- 25 Annex K gives the criteria by which data are extracted from the HESA student record via the IRIS system for HEIs and Medr directly funded FEIs. All end of year monitoring data are now extracted from the HESA student record via IRIS and so particular attention should be given to the fields described in the annex in checking the IRIS EYM table output prior to signing and sending back to Medr. It is possible to make amendments to the data prior to sending the signed tables to Medr.
- 26 Further guidance and a reminder regarding the return of these tables will be emailed to all authorised signatories and data contacts at providers in October 2024.

Definition of a recognised HE qualification

- 1 A recognised HE qualification is one which is awarded on the successful completion of a prescribed course of HE as defined in the regulations¹. Such qualifications include any postgraduate or undergraduate degree, including foundation degree, accredited HE diploma or HE certificate, including HND and HNC. Other professional or vocational qualifications may be included provided they are generally recognised as HE qualifications. Such qualifications, for example, college certificates, are only considered recognised if they are validated by Aberystwyth University, Bangor University, Cardiff Metropolitan University, Cardiff University, Swansea University, the Open University, the University of South Wales, the University of Wales, the University of Wales Trinity Saint David, Wrexham University or are included (or awaiting inclusion) within the Credit and Qualifications Framework for Wales (CQFW).
- 2 Courses, modules or units which enable credit to be obtained towards recognised HE qualifications (as defined above) also fall within the definition of recognised HE courses for the purpose of this survey. This includes programmes or individual courses which include foundation study as an integral part of a longer programme which leads to, or provides credit towards, a recognised HE award, provided the student has registered for the longer programme. It also includes stand alone modules that are credit bearing and are at HE level (level 4 and above on the CQFW), where that credit can potentially be accumulated over time to achieve an HE qualification, such as micro-credential modules.
- 3 For directly funded FEIs that are not also regulated, prescribed courses of HE that lead to a recognised HE qualification are those included in the FEI's portfolio of courses, as agreed with Medr. For directly funded FEIs that are regulated there is no requirement to have an agreed portfolio. Where a directly funded FEI has any specifically designated courses in addition to its directly funded courses, it should treat these as prescribed HE courses that lead to a recognised HE qualification. Providers that are not directly funded by Medr (previously HEFCW) for their HE provision, that have specifically designated courses, are not included in the extraction of end of year data.

¹ [The Education \(Prescribed Courses of Higher Education\) \(Wales\) Regulations 1993](#)

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

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

Distance learning students

- 7 Distance learning students are students registered with the reporting provider, where staff employed by the reporting provider are responsible for providing all teaching or supervision, but who are located away from the reporting provider and are not part of a franchising or other collaborative arrangement with another provider or organisation. Such students are not in attendance at the provider for the whole of the year, with the possible exception of occasional attendance, such as examinations or summer schools. Such students are counted in the same way as other students who are based at the reporting provider, though categorisation into fundability status depends on the location of the student. It should be noted that courses that are designed to be taken in person, but have an online learning element, would not be considered to be distance learning.
- 8 If the student is a home student and is located within Wales, or is Welsh domiciled and located outside Wales within the UK, then the student can be counted as home fundable, provided they fit the other criteria to be fundable given in Annex D. Home students located outside Wales within the UK that are not Welsh domiciled are included as home and non-fundable, unless agreement has been sought and granted to include such students as home fundable. Providers may only return data relating to home students that are distance learning and located outside Wales, and are not Welsh domiciles, as home fundable if Medr has been notified of the courses these students are on and has agreed that these students should be fundable. Details of how to go about getting this agreement are in paragraphs 34 to 38 below.
- 9 If a student located outside Wales regularly travels to a campus of the provider, or other premises owned or hired by the provider, that is located in Wales for lectures, tutorials or other teaching or academic requirements, and this makes up the majority of activity for the reporting year, then it is likely that the student is not a distance learning student for that year. If the student spends the majority of the reporting year away from the provider and most academic activity takes place by online or postal correspondence, then the student should be considered to be a distance learning student for that year.
- 10 Distance learning that takes place outside the UK is excluded from the main EYM population and is not included in the extraction. For HEIs data relating to these students will be returned on the HESA aggregate offshore record.
- 11 A year out as part of a sandwich course, exchange scheme or other placement scheme should not be considered to be distance learning. In these cases, the student should be considered to be attending the place of study normally attended when not on their year out in order to determine their fundability status.

Campuses

Campuses based in Wales

- 12 Students based at campuses in Wales are counted as home fundable, home non-fundable or overseas as appropriate.

Campuses based outside Wales in the UK

- 13 Where a provider has a campus outside Wales, but in the UK, only home students based at that campus that are Welsh domiciled should be considered fundable, provided they fit the criteria to be fundable in Annex D. Other students at the campus should be included on the HESA student record as home non-fundable or overseas as appropriate. If a non-Welsh domiciled home student is based at both a campus of the provider in Wales and a campus outside Wales within the UK, then in the year of return, they should only be considered fundable if they spend the majority of their time at the campus in Wales.
- 14 Agreement can be sought to include home non-fundable students based at a campus outside Wales, but in the UK, as fundable. Providers may only return data relating to home students that are based at a campus of the provider that is located outside Wales, and are not Welsh domiciles, as home fundable if Medr has been notified of the courses these students are on and has agreed that these students should be fundable. Details of how to go about getting this agreement are in paragraphs 34 to 38 below.

Campuses based outside the UK

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

Wholly owned subsidiary bodies

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

Franchises

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

for the course at the franchisor or franchisee provider. For full-time undergraduate courses, funding may be in the form of the tuition fee which could either be provided directly to the franchisee or passed to the franchisee by the franchisor.

- 19 Data relating to students taught on the basis of a franchise agreement, referred to as 'franchised out' students, should be included in any data returns by the franchisor on behalf of the franchisee, and are included in the franchisor's EYM extraction. Undergraduate franchised out assumed completed registrations are categorised separately in Table 3.
- 20 If students are part of a franchise arrangement and the franchisee delivers the provision through distance learning, the guidance for franchise arrangements should be followed first and then the guidance relating to distance learning arrangements should be followed in categorising students by fundability status.

Franchises based in Wales

- 21 If the franchisee is in Wales and is a publicly funded provider (i.e. is an HEI or FEI in receipt of funding council or government funding) then the franchised out students are counted in the EYM return at the franchisor. The students will be included as home fundable or non-fundable or overseas as appropriate according to the definitions in Annex D.
- 22 If the franchise arrangement is with a non-publicly funded provider in Wales then any student data are included as home non-fundable or overseas in the EYM extraction. Providers may only return data relating to Welsh domiciled students franchised to non-publicly funded providers in Wales as home fundable on the HESA student record if Medr has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 33 to 38 below.

Franchises based outside Wales within the UK

- 23 If the franchise arrangement is outside Wales within the UK with a publicly or non-publicly funded provider then any student data are included as home non-fundable or overseas in the EYM extraction as appropriate. Providers may only include data relating to Welsh domiciled students franchised to providers outside Wales as fundable if Medr has been notified of the courses these students are on and has agreed that they should be fundable. Details of how to go about getting this agreement are in paragraphs 33 to 38 below.

Franchises outside the UK

- 24 Data relating to franchises outside the UK are not included on the EYM data extraction, however, such provision should be included by HEIs on the HESA aggregate offshore record.

Partial franchises

- 25 Where students are part of franchise arrangement where they are only franchised out for part of the year, they are included as franchised out registrations if the majority of their provision for the year is franchised out, otherwise they are included as non-franchised out.
- 26 In the IRIS system, for credit values, a more detailed split of franchised out provision is made. All credit values are counted as franchised out for modules that are 100% franchised out and where modules are partially franchised out, the proportion of the module that is franchised out is applied to the number of credit values to get the number of franchised out credit values. The wholly franchised out credit values and the partially franchised out credit values are shown in two separate columns in Table 1c. See Annex K, paragraph 40 for further guidance.

Validation arrangements

- 27 A validation arrangement is where a university (the validating partner) is responsible for the academic standards and quality of a programme which is monitored alongside its own programmes, but a partner (the delivery partner) develops, delivers and assesses the programme leading to a university award. Where validation is the only element of the partnership arrangement, such programmes would not be returned on the HESA student record by the validating partner.
- 28 Where the validated provision is based in the UK and the delivery partner is a Medr-funded Welsh provider, then the delivery partner would return the provision on the HESA student record, with fundability status and other definitions applied as outlined in the EYM/HESES guidance. Provision delivered by a delivery partner based outside Wales would only be returned on the HESA student record if the delivery partner is a subscriber to HESA.
- 29 Validated provision based in the UK is currently not included on the HESA student record by the validating partner, and would be returned by the delivery partner where appropriate.
- 30 Where the delivery partner is based outside the UK, then the validating partner would include the provision on the HESA aggregate offshore record.

Other collaborative arrangements

- 31 If students are on courses which are run jointly by two or more Welsh providers, where activity takes place at both or all providers, which are not the subject of a franchising or validating arrangement, they should be counted at each provider in proportion to the number of credits associated with delivery at each provider. If the course is run jointly between a Welsh provider and a provider outside Wales, then only the provision delivered at the Welsh provider should be included at the Welsh provider. On the HESA student record, courses that are run jointly may not be returned such that data can be counted in this way.

Therefore, there may be cases where the IRIS data extraction does not fully reflect the guidance. If this is the case providers should submit amendments to the extracted IRIS tables as part of the signing off process.

- 32 Students taught as part of other collaborative arrangements, where no activity takes place at the returning provider, with providers or organisations in or outside Wales, not owned by the Welsh HEI, that are not franchising arrangements, are not in the EYM population. These may be, for example, partnerships with non-publicly funded colleges where the provider provides quality assurance or validating arrangements only and does not provide any funding to that college. If providers have students that are returned on the HESA student record, but do not fit the criteria to be in the EYM population, they should contact Medr to be certain that they are not being excluded from the IRIS EYM tables in error.

Approval to count students as fundable

- 33 Where providers wish to seek approval to return data related to Welsh domiciled students franchised to providers outside Wales within the UK or to non-publicly funded providers within the UK as fundable, they should submit evidence outlining why they think the provision should be fundable, including:
- Details of any franchise arrangement, for example, the organisation franchised to, and if it is with a non-publicly funded provider, why it is with that particular provider and not a publicly funded provider.
 - If there are other partners involved, why funding is not available from elsewhere.
 - If the provision is bespoke provision for a particular partner, how the course is run so that it is not a closed course run just for that partner.
 - The numbers and credits involved by mode, level and domicile
 - Any other relevant information to support the provision being Medr-fundable.
- 34 Where providers wish to seek approval to return data relating to home domiciled students, that are not Welsh domiciled, that are distance learning but are located in the UK outside Wales or are based at campuses in the UK outside Wales, as fundable, they should submit evidence outlining why they think the provision should be fundable, including:
- Details of the course the students are studying for, including subject and qualification aim.
 - The numbers and credits for all students on the course, by domicile (Welsh/other home/overseas).
 - Reasons why allowing non-Welsh domiciled students that are based outside Wales to be returned as fundable will benefit Wales and/or the local region.
 - Any other relevant information to support the provision being Medr-fundable.

- 35 In considering requests, we are looking for evidence that changing the fundability status of students would provide benefits, such as:
- Benefits to Wales and the region, for example, is there a route for students taking the provision to gain employment in Wales or contribute to Wales in some way after they graduate or during their studies.
 - Improvements in recruitment, for example, are the courses being run for both English and Welsh domiciles, where having the England based students may mean a course is feasible to run for Welsh domiciles.
 - Financial viability, for example, a course may become more financially viable with additional fundable students.
 - Increasing the diversity of the student body, for example, making courses more accessible for disabled students.
- 36 The request should be submitted to Hannah Falvey at hestats@medr.cymru. Submissions will be considered by Medr at the earliest opportunity and on a case by case basis. In looking at the evidence, we will consider how approving the request might improve recruitment and financial viability, raise the provider's profile and/or increase the diversity of the student body, as described above. We will also consider the balance of student numbers and funding by domicile and location, and how the provision contributes to the promotion of HE. Any questions about the process should be directed to hestats@medr.cymru. Note that any provision submitted for approval should only be returned as fundable on HESA and HESES if confirmation has been received from Medr.
- 37 Any request must be made in time to return the HESES survey data. A retrospective request which would mean data are only included in the EYM data extraction would not be accepted. Therefore, only arrangements which have already received approval should be included as fundable on the HESA student record and subsequently extracted to create the EYM return.
- 38 Any approvals granted through this process will be reviewed after three years. Providers will be expected to provide additional information to inform the review when requested. If there is any material change in the provision that approval has been given for, including significant increases in numbers, whether three years has passed or not, then providers must resubmit a request for approval.

Definition of residential and funding status

Home students

- 1 Home students are those domiciled in the UK, those domiciled in the EU who are eligible to be treated as home students, and those who are otherwise entitled to pay home fees. For EU students this will be those continuing students who started before 1 August 2021, who were previously treated as home students, plus any new entrants starting on or after 1 August 2021 who are entitled to pay home fees as defined in the regulations. Those who are otherwise entitled to pay home fees will include EEA and Swiss nationals who meet the requirements of the regulations, students from Crown dependencies, and students from Ukraine and Afghanistan who meet the requirements of the regulations.
- 2 Students who are entitled to pay home fees are defined in the Education (Fees and Awards) (Wales) Regulations 2007 as amended. The amendments relating to the changes for EU and other students starting on or after 1 August 2021 can be found in the Education (Student Finance) (Miscellaneous Amendments) (Wales) (EU Exit) Regulations 2021 (SI 2021 No. 481). Other recent amendments made in 2021 and 2022, including those relating to students from Crown Dependencies, Ukrainian nationals and Afghan nationals are included in the Education (Student Fees, Awards and Support) (Amendment) (Wales) Regulations 2021, the Education (Student Finance) (Miscellaneous Amendments) (Wales) Regulations 2022, the Education (Student Finance) (Eligibility for Ukrainian Nationals and Family Members) (Miscellaneous Amendments) (Wales) Regulations 2022 and the Education (Postgraduate Student Support) (Miscellaneous Amendments) (Wales) Regulations 2022².
- 3 We would also like to draw your attention to Student Finance Wales information notices from 2021 and 2022 that contain information about changes to home fee status made in the regulations, these are [SFWIN 01/2021](#), [SFWIN 02/2021](#), [SFWIN 03/2021](#), [SFWIN 08/2021](#), [SFWIN 01/2022](#), [SFWIN 04/2022](#) and [SFWIN 06/2022](#). The Student Finance Wales notices can be found at: [Information Notices - Policy information - Student Finance Wales, Practitioners](#)

² [Education \(Fees and Awards\) \(Wales\) Regulations 2007 \(SI 2007 No. 2310\)](#)
[Education \(Student Finance\) \(Miscellaneous Amendments\) \(Wales\) \(EU Exit\) Regulations 2021 \(SI 2021 No. 481\)](#)
[Education \(Student Fees, Awards and Support\) \(Amendment\) \(Wales\) Regulations 2021 \(SI 2021 No. 1365\)](#)
[Education \(Student Finance\) \(Miscellaneous Amendments\) \(Wales\) Regulations 2022 \(SI 2022 No. 79\)](#)
[Education \(Student Finance\) \(Ukrainian Nationals and Family Members\) \(Miscellaneous Amendments\) \(Wales\) Regulations 2022 \(SI 2022 No. 764\)](#)
[Education \(Postgraduate Student Support\) \(Miscellaneous Amendments\) \(Wales\) Regulations 2022 \(SI 2022 No. 403\)](#)

- 4 The above regulations and amendments can be found on the National Archives UK legislation website, www.legislation.gov.uk, under 'Browse Legislation', 'Wales', 'Wales Statutory Instruments'.
- 5 Where reference is made to total home students, this relates to the sum of those fundable and non-fundable as defined in paragraphs 7 and 8 below. 'Medr funding' referred to below does not include funding for special initiatives or schemes even if the funding is administered and paid to providers by Medr.
- 6 In referring to funding for a student place below we mean funding for course costs that are not covered by the tuition fee. For the purposes of the guidance below, bodies such as Welsh Government, Health Education and Improvement Wales (HEIW), NHS and the Home Office, where providing funding for places on a course that is run to train people that work in that body and the whole course or a large proportion of the course is funded by the body, would be considered to be a public body and not an employer. If an individual were to be employed by a body that would be considered a public body, and the body were to pay for the individual's place on a course then it would be considered to be the employer and the place would be considered to be funded by the student's employer. For home FT UG/PGCE students the source of the tuition fee payment is also taken into account when determining fundability status (see paragraph 8e below).
- 7 In following the guidance in this annex, providers should take note of the guidance relating to any changes in delivery method because of an exceptional nationwide situation in Annex C, paragraphs 2 to 4. A reference grid which provides a look up to help categorise students by fundability status is at Annex N.

Eligible for Medr funding – home fundable

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

Ineligible for Medr funding – home non-fundable

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

Based on location of the student:

- a) The student is based at a campus outside Wales within the UK or is distance learning outside Wales within the UK, and the student is not

Welsh domiciled, unless Medr has agreed that the students are fundable;

- b) The student is part of a franchise based outside Wales within the UK, or a franchise with a non-publicly funded institution, unless the student is Welsh domiciled and Medr has agreed that the provision is fundable;

Based on the funding source or the responsible body:

- c) The student place is on a self-financing course that is closed, i.e. the course is not open to any suitably qualified candidate, for example, courses specifically for particular employers;
- d) The student place is funded through the continuation of European funding or replacements for such funding;
- e) Funding for the student place, or for FT UG/PGCE students, the tuition fee, is paid from a public source and not directly by the student (via loan/grant or, for example, themselves, their employer or other private source). For example, places on the National MA Education (Wales) programme funded by Welsh Government, places funded by Welsh Government through Personal Learning Accounts and places funded by HEIW, NHS or the Home Office;
- f) For part-time and PGT students, if the student place is funded from private sources such as a parent or sponsor;
- g) Funding for the student place is provided through a specific Medr scheme, for example, the degree apprenticeship scheme (see HEFCW circular [W23/04HE](#) for details of eligibility for the degree apprenticeship scheme);
- h) The place is the responsibility of a public body other than Medr, e.g. Welsh Government for ITE (QTS) entrants from 2019/20 onwards or HEIW for nursing students. For places on courses where the responsible body is HEIW, but the student is not eligible for bursary funding because they have not committed to working in Wales for two years following completion of their course, then the student can be counted as fundable.

Based on alignment with research funding criteria:

- i) The students are postgraduate research students who are not in 2021 REF units of assessment (UoAs) included in the QR funding model for 2023/24. Details of the UoAs included in the QR funding model for each institution can be found in Annex A of HEFCW circular [W23/19HE](#), HEFCW's Funding Allocations 2023/24;

Based on other criteria:

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

Overseas students

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

Definition of ASCs

- 1 HECoS codes of courses and modules are used to assign ASCs. Below is a description of the ASCs with ASCs 1 and 11 being split into sub-categories. The mapping from HECoS codes to ASCs is available on the [HEFCWr website](#).

ASC	Name	Description of contents
1	Clinical and Pre-clinical/non-clinical Subjects 1a 1b 1c 1d	Pre-clinical/non-clinical Medicine Clinical Medicine Pre-clinical/non-clinical Dentistry Clinical Dentistry
2	Subjects and Professions Allied to Medicine	Subjects Allied to Medicine (excluding Pharmacology, Toxicology and Pharmacy) Social Work
3	Science	Physical Sciences Biological Sciences Agriculture and Related Subjects Pharmacology, Toxicology and Pharmacy
4	Engineering and Technology	Engineering Technologies
5	Built Environment	Architecture, Building and Planning
6	Mathematical Sciences, IT and Computing	Mathematical Sciences Computer Sciences Econometrics
7	Business and Management	Business and Administrative Studies
8	Social Sciences	Social Studies (excluding Social Work and Econometrics) Law
9	Humanities	Mass Communications and Documentation Linguistics, Classics and Related Subjects Languages and Related Subjects Historical and Philosophical Studies Imaginative Writing
10	Art, Design and Performing Arts	Creative Arts and Design (excluding Imaginative Writing)
11	Education 11a ITE (QTS) 11b Non-QTS	Any ITE leading to QTS Other education

Apportionment of student registrations between ASCs

- 2 The distribution of student registrations between ASCs on Tables 3 and 4 depends on the assigned subject of qualification aim, with the following exceptions:

Initial Teacher Education

- 3 All undergraduate and postgraduate taught registrations on ITE courses leading to QTS are wholly assigned to ASC 11a (Education ITE (QTS)) irrespective of their HECoS codes. ASC 11a contains all and only those students on courses of ITE for primary or secondary teachers which lead to QTS upon successful completion. Courses of ITE for teachers in adult and further education and in-service training for teachers are recorded under ASC 11b (Education non-QTS).

Medicine and dentistry

- 4 All full-time undergraduate registrations on courses in medicine and dentistry are wholly assigned to the appropriate code in ASC 1. This includes both the clinical and pre-clinical/non-clinical parts of the course and any intercalated years. Courses other than medicine or dentistry are not assigned to ASC 1, either in part or in whole.

Major/minor or balanced combinations

- 5 Where HECoS codes indicate a major/minor or balanced combination of subjects split between two or more ASCs, registrations are allocated to the ASCs pro rata to the returned subject weightings and the resulting numbers are rounded to whole numbers or to 0.5 where partial completions are included (see Annex H, paragraph 15) which, in total, show the correct number of completed student registrations.

Apportionment of credit values between ASCs

- 6 Each credit value is assigned to the ASC of the subject taught in the module rather than the subject of the qualification aim of the student. This is the HECoS code returned against the module on the HESA student record - see Annex K. The HECoS to ASC mapping given in paragraph 1 is used to categorise credit values into ASCs.
- 7 Credit values relating to registrations in ASCs 1 and 11a are not distributed across other ASCs and are only counted in ASCs 1 and 11a respectively. Credit values relating to individual modules of courses other than medicine and dentistry or ITE (QTS) are not assigned to ASC 1 or ASC 11a.

Definition of mode of study

Full-time

- 1 Students are classified as registered for full-time study if:
 - a) they are normally required to attend (whether at premises of the establishment or otherwise) for periods of a minimum of 24 weeks; **and**
 - b) a whole full-time fee is chargeable for the current year of the programme of study (which will be a regulated fee for home UG/PGCE students); **or**
 - c) they are in the final year of a full-time course in which they attend for less than 24 weeks.
- 2 Full-time regulated fees for home UG/PGCE students are up to a maximum of £9,000.
- 3 Full-time students will normally be studying for a qualification at the credit value rate shown in the table below, i.e. studying for the number of credit values for their qualification over the time period specified for a full-time student. Where a student repeats a year of study or part of a year of study on a full-time or part-time basis and has not progressed to the next year of study, the length of the course is effectively increased and the number of credit values that can be recorded increases accordingly.
- 4 There are some qualifications that don't have a normal duration if full-time, and are usually studied on a part-time basis. For example, Medr guidance on degree apprenticeships states that the apprenticeship should be no less than 3 years and no longer than 5 years. Similarly there is some flexible provision which is usually studied on a part-time basis and therefore does not have a normal duration if full-time. Where providers are unsure about the normal duration of a course, then they should contact hestats@medr.cymru.

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

First degree	360	3 years
DipHE	240	2 years
Foundation degree (with conversion module(s))	240 (+36)	2 years (+ duration of module)
HND	240	2 years
HNC	120	1 year
Master's degree with dissertation	180	1 year (whole 12 months)
Cert HE	120	1 year
Postgraduate diploma	120	1 year
PGCE	120	1 year
PGCert	60	6 months to 1 year
Most minor qualifications	60	6 months

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

Full-time sandwich year out

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

Part-time

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

considered part-time, however, the definition of full-time, including whether a full-time regulated fee is chargeable, should be considered first to ensure the course is correctly categorised.

Definition of level of study

Undergraduate degree

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

Undergraduate non-degree

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

Postgraduate

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

Postgraduate Taught

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

Postgraduate Research

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

Rules for counting registrations

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

Students registered for more than one qualification or course

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

full-time or sandwich, and the other is part-time, will be included in Tables 2 to 4 under both full-time or sandwich and part-time. For these purposes, a part-time course should be considered to be separate if the ability to follow that course is not dependent on concurrent enrolment on the full-time course and the student continues to meet all of the study requirements of the main course without increasing the length of the main course. For both full-time and part-time courses which lead to more than one qualification, only a single registration should be included. Providers should ensure that the EYM extraction of their data reflects these criteria.

Non-standard academic years

- 5 Those students who are following programmes of study which do not coincide with the academic year (1 August to 31 July) will be counted once only for each period of **up to** 12 months of study. They should normally be counted in the year in which the first registration occurs and in the years including the anniversaries of the first registration. An exception to this is if they go beyond the anniversary of the start date by less than two weeks, in which case a further registration would not be counted.

Example 1: A student enrolls for a full-time PhD in April 2022 and completes the programme in March 2025. She should be counted as a registration in HESES/EYM 2021/22, 2022/23 and 2023/24. She is counted three times, once for each 12 month period of full-time study, in the academic year in which she first registered and in the two subsequent academic years containing the anniversary of the first registration.

Example 2: A student enrolls for a part-time first degree in January 2024 and aims to complete the programme within six years. They would be counted as a registration in HESES/EYM 2023/24, and for each HESES/EYM up to HESES/EYM 2028/29, assuming that they take the full six years and finish in December 2029. They are counted six times, once for each 12 month period of full-time study, in the academic year in which they first registered and in the five subsequent academic years containing the anniversary of the first registration.

Example 3: As example 2, but personal circumstances mean that the student takes an extra two months to finish the course, and so finishes at the end of February 2030. As they have studied for two months beyond the anniversary of their start date, they will be counted as a registration for a seventh time, in HESES/EYM 2029/30.

Example 4: As example 3 but the student takes only an extra 10 days to finish the course. As this is less than two weeks beyond the anniversary of the start date, they would not be returned as a registration in 2029/30.

Final year of full-time study

- 6 Full-time programmes in which the final year does not fit the usual criterion to be full-time in terms of length, i.e. the final year is less than 24 weeks, but the

student has not changed their mode of study, will be included as full-time for the whole of the programme.

Example 5: A student enrolls on a full-time undergraduate course that starts on 1 October 2023 and finishes on 31 January 2025. He should be included in HESES/EYM 2023/24 as a full-time registration; and as a full-time registration again in HESES/EYM 2024/25 as even though he attends for less than 24 weeks, he has not changed his mode of study and is still registered as a full-time student.

Example 6: A student enrolls for a full-time 30 month undergraduate course that starts on 1 February 2024 and finishes on 31 July 2026. He will be included as a full-time registration in Table 2, Table 3 and Table 4 (as a new entrant) on EYM 2023/24, and again as a full-time registration in Tables 2 and 3 on EYM 2024/25 and EYM 2025/26, and on Table 4 as a continuing student in both 2024/25 and 2025/26.

Repeated years of study

- 7 Where students repeat a full year on a full-time basis, and have not progressed to the next year of study, they will be included as a full-time student. Where a student repeats a year or part of a year on a part-time basis, and there has been no progression to the next year of the course, the student will be included as a part-time student. In both cases, the total length of their course will increase by one year.

Example 7: A student enrolls for a three-year full-time first degree course that starts in October 2023 and finishes in July 2026. He fails his first year of study and is permitted to repeat the whole year. He would be counted as a full-time registration on Tables 2 and 3 and Table 4 (as a new entrant) in EYM 2023/24 and again as a full-time registration on Tables 2 and 3 and Table 4 (as a continuing student) on EYM 2024/25, EYM 2025/26 and EYM 2026/27. He has been counted four times in total, including the repeat year.

Completions and non-completions

- 8 In Tables 2, 3 and 4, the EYM extraction identifies the number of registered students who complete the year of study. This is all eligible students who have registered within the academic year minus those who have not completed. Any transfers between ASCs, modes or levels of study are included.
- 9 Non-completions occur where students do not complete their studies due to withdrawal, dropout, or failure to complete the year of study or take part in required assessment procedures. A registered student should generally be considered to be actively pursuing studies unless the provider has been formally notified of the student's withdrawal from the course. However, non-attendance for examinations generally indicates a student's failure to complete the year of study.

- 10 Students who sit examinations at the end of the course or year of study and fail them are deemed to have completed their studies and are **not** included as non-completions.
- 11 Completion status is determined on a year of study basis, not on a course basis. For example, a first degree student who takes all assessments required for the first year is counted as a completion for that year.
- 12 Students interrupting their studies for the remainder of the year of study for personal reasons are included in the definition of non-completions.
- 13 Students who do not take part in all or some of the required assessment procedures for the year of study, can complete by being assessed after the end of the academic year in order to enable them to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination within the year because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework after the end of the academic year, by agreement with the provider. Estimates of the number of registrations expected to complete in this way will be included in the number of completions in the tables.
- 14 At the time of extraction of EYM data, it will be known if students who did not complete due to non-attendance at examinations, or non-participation in other assessment procedures, are eligible to take part in further assessment after the end of the academic year in order to complete. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete. An estimate of such students should be included in the EYM extraction. In making any amendments to the EYM extraction at sign off, providers should use the proportion of these students who did complete in the previous year, to estimate the number of such students who will complete for 2023/24. Providers must keep auditable evidence to show the basis of their calculations. Where the student has failed to take part in required assessment procedures and there is no alternative arrangement to assess the student, they are counted as a non-completion.
- 15 Some non-completions can be included as partial completions, and these are described in paragraph 16 below. Where registrations fall into the definition of partial completions, and returned as such on the HESA student record, they will be included in the total returned as 0.5 of a completion.
- 16 For **full-time and sandwich taught** courses only, registrations are considered as having partially completed in the following cases:
 - a) *Where the course is semesterised, if*
 - individual modules are presented on a semester basis; and
 - the student has not withdrawn before the end of the semester in which the modules start; and
 - the student has taken part in all assessment procedures required for the modules pursued that take place during or immediately after the end of the semester;

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

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

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

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

Example 8: A student enrolls for a semesterised full-time undergraduate course that normally starts on 1 October 2023 and finishes on 30 June 2025. She completes the first semester of the first year but drops out in the second semester due to personal reasons. She rejoins the course in the 2024/25 academic year and completes the whole of the first year, and then goes on to complete the second year of the course in the 2025/26 academic year. She will be included in EYM 2023/24 as 0.5 of a full-time completed registration in Table 2, Table 3 and Table 4 (as a new entrant). In 2024/25 and 2025/26 she will be included on EYM Table 2 and Table 3 as a full-time registration and in Table 4 as a continuing student.

Example 9: 23 students enrol for a full-time first degree course. 2 students fail the first year and do not progress onto the second year of the course, instead, they repeat the whole of their first year on a full-time basis. They would be counted as a registration four times, twice for the first year of their course and once each for the second and third years of the course.

Example 10: 57 students enrol for a full-time first degree course starting in October 2023. 2 students fail the first year. The first student failed 2 modules out of a total of 10 modules and so was eligible to progress to the second year providing the 2 failed modules were retaken alongside the second year modules. This student would be counted as a full-time student three times, once for the first year of the course in 2023/24, once for the second year of the course in 2024/25 and once for the third year of the course in 2025/26.

The second student failed 5 of the 10 modules taken in the first year and did not progress to the second year of the course. He retook the 5 failed first year modules on a part-time basis in the 2024/25 academic year with the intention of resuming full-time study for the second year of the course in 2025/26. He would be counted as a full-time student for the first year of the course in 2023/24, as a part-time student in his second year at the institution in 2024/25, and as a full-time student in the second and third

years of the course (in his third and fourth year at the institution) in 2025/26 and 2026/27.

- 17 Further examples can be found in Annex H of the HEFCW HESES 2023/24 circular [W23/31HE](#).

New entrants and continuing students– home undergraduate and PGCE (QTS) – Table 4

- 18 Data relating to undergraduate and PGCE (QTS) students are included on Table 4.

New entrants

- 19 For the purposes of extracting data to Table 4, new entrants are defined as students that are in their first year of study and are registered for a prescribed HE course leading to a recognised HE qualification. This includes:
- students undertaking a foundation year (year 0) as an integrated part of an HE course;
 - students entering directly into year 2 or a subsequent year of a course.

Not included as new entrants are:

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

Example 11: A student starts a full-time HND course in 2021 and completes the course gaining an HND in July 2023. He then goes on to do a top-up year at the same institution in order to gain a degree and completes this in July 2024. He would be included as a new entrant in Table 4 on EYM 2021/22 only, and **not** counted as a new entrant in Table 4 of EYM 2023/24.

Continuing students

- 21 Students counted as continuing students on Table 4, are defined as students who are in their second or further year of study at the provider and are registered for a prescribed HE course leading to a recognised HE qualification. This will include those that:

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

Split of home residential status and eligibility for funding status

- 23 Data relating to home new entrants and continuing students at the provider are broken down into home residential status (Welsh) and home residential status (other). For the purposes of extracting data in Table 4, residential status is based on the domicile as returned on the HESA student record.
- 24 Data are also extracted split into fundable and non-fundable. These categories follow the definitions in Annex D with the exception that HEIW/NHS-funded students are **excluded** from the registration count.

Rules for counting credit values

- 1 Full credit value data is included in the EYM extraction to enable any adjustments to funding to be calculated, and for an end of year credit value total to be calculated.
- 2 The guidance below should be used by providers in checking credit value data extracted as part of the IRIS outputs in Tables 1a, 1b and 1c.
- 3 Annex K contains details of how we extract credit value data from the HESA student record via IRIS.
- 4 Only credit values associated with modules relating to registrations that are eligible to be counted as defined in Annex H, that are home fundable, are included in the extraction.
- 5 The numbers of credit values associated with enrolments are calculated by multiplying the total number of enrolments on each module by the number of achievable credit values associated with the module. For example, if 50 students are registered on a module from which 10 credit values may be achieved, the number of credit values counted is 500. Credit values that will be counted are the credit values associated with the module being pursued, not those successfully achieved.
- 6 All credit based data should conform to the Credit and Qualifications Framework for Wales (CQFW), except that in counting credit values the level of study is that of the overall qualification aim and not that of the module, if different.
- 7 The total numbers of credit values recorded for each course on the HESA student record should not exceed that shown in the table in paragraph 4 of Annex F, for each student over the course as a whole, unless a year of study or part of a year of study is repeated where a student has not progressed to the next year of study (see paragraph 12 below). If there are courses which do not fit into the categories in the table, Medr should be contacted for advice.
- 8 Where an institution has not formally allocated CQFW credit values to elements of its programmes, then notional credit values should be returned on the HESA student record on the basis of the CQFW standard. This is 120 credit values for one academic year of HE experience for full-time undergraduates, 180 credit values for postgraduates with one full 12 month year of HE, for example, an MSc with dissertation; and 120 credit values for postgraduate courses of less than a full 12 months, for example, a postgraduate diploma without a dissertation. In this context, it will be helpful to note the CQFW definition of the study year in terms of notional learning time: 1,200 hours for undergraduates (academic year); 1,800 hours for postgraduates (12 month year). (See [CQFW guidance](#) and [QAA frameworks document](#).)

- 9 Each module is assigned to the academic year in which the module started, and all credit values associated with that module shown in EYM in that academic year only. In this way each credit value will be counted once only, even if the module spans two academic years.
- 10 Only modules essential for the award of the qualification will be counted, and these are expected to be returned as countable on the HESA student record. Optional or elective modules not essential to the award of the qualification must **not** be returned as countable.

Example 1: A student enrolls for a part-time course on 1 February 2024 and completes the programme on 31 May 2026. The credit values to be extracted for EYM 2023/24 would be those associated with modules commenced between 1 February 2024 and 31 July 2024 and would be in column 2 of Table 1c. Those relating to modules commencing between 1 August 2024 and 31 July 2025 would be in column 1 of Table 1c of EYM 2024/25; and those relating to modules started between 1 August 2025 and 31 May 2026 would be in column 1 of Table 1c of EYM 2025/26.

Example 2: A student enrolls for a part-time HNC on 1 October 2022 and finishes on 30 June 2024. All credit values associated with modules started in the period 1 October 2022 to 31 July 2023 would be extracted for EYM 2022/23 and all credit values associated with modules started in the period 1 August 2023 to 30 June 2024 would be extracted for EYM 2023/24. The overall total number of fundable credit values for the course as a whole in EYM 2022/23 and 2023/24 should not exceed 120 credit values.

Modules taken on a not for credit basis

- 11 If students are taking module(s) which are credit bearing but on a not for credit basis, they should be recorded as such on the HESA student record. These modules are excluded from the EYM extraction

Example 3: A part-time module worth 10 credits starts in February 2024, finishing in May 2024. 23 students enrol on the module, which is the only module they are taking in the year, and are asked at the start of the module if they intend to take the exam at the end of the module, and this is formally recorded by the institution. 6 students declare that they will not be taking the exam and so took the module on a not for credit basis, and this is recorded on the provider's student record system. Of the 6 students who declared they would not take the exam, 1 changes their mind and sits the exam in May and this is also recorded on the system. Therefore, in extracting data from the HESA student record to column 1 of Table 1c, 180 credits are counted.

Repeated years

- 12 Where students repeat a year on a full-time or part-time basis, the length of the course is effectively increased and the number of values increases accordingly (for example, a part-time degree usually lasting six years where 60 credits are taken per year with a repeat year becomes a seven year degree equivalent to 420 fundable credit values). Credit values associated with students repeating a full year on a full-time basis, where the student has not progressed to the next year of study, are counted. Similarly, credit values associated with students repeating a semester or part of the year on a part-time basis who have not progressed to the next year of study and are not taking any modules relating to the next year of study, are counted. However, credit values associated with repeat modules where the student has progressed to the next year of study are **not** counted, unless the credit values associated with the module were counted as not completed in the previous year. In such cases, where credit values associated with a repeat module are counted, the maximum number of credit values over the whole course should not exceed those listed in paragraph 4 of Annex F. Modules returned on the HESA student record should be recorded as countable or not countable accordingly so that they can be extracted correctly.
- 13 Where a student studying for a full-time course is also studying for a part-time course which is eligible to be counted, as described in paragraph 4 of Annex H, then the credit values relating to modules of the part-time course are counted.

Completions and non-completions

- 14 A module and the credit values associated with it are counted as completed if all assessment required for that module has been undertaken. Otherwise, the module and the credits associated with it are counted as not completed.
- 15 Where a student withdraws or drops out of their course having completed some modules, or continues but withdraws or drops out of some modules, only the credit values associated with those modules that were not completed are included as non-completions. Credit values associated with the completed modules are **not** counted as non-completions.
- 16 Credit values associated with students who do not take part in all or some of the required assessment procedures for a module for the year of study, can be counted as completed if the student is assessed after the end of the academic year in order to enable the student to progress to the next year or graduate. This will be, for example, where a student who did not sit the original examination for the module within the year, because of illness, takes a resit examination that takes place after the end of the academic year or where a student will be handing in coursework for the module after the end of the academic year, by agreement with the provider. However, at the time of extraction of the EYM data, these credit values will be classified as not completed, according to the definition above, as the student will not have taken part in the required assessment for the module, and it will not yet be known whether they will take the assessment after the end of the academic year. Paragraph 17 below explains how estimates of the numbers of such credit

values are included in the EYM extraction and can be amended by providers at sign off.

- 17 At the time of extraction of the EYM data, it will be known if students who did not complete a module due to non-attendance at examinations, or non-participation in other assessment procedures, are eligible to take part in further assessment after the end of the year in order to complete the module. It will also be known for the previous year how many of those eligible to complete under these circumstances actually went on to complete the module. The EYM extraction estimates the number of non-completions. If amendments are necessary to reflect students in this situation, providers should use the proportion of these students who did complete the module in the previous year, to estimate the number of such students who will complete the module for 2023/24, and therefore the number of credit values associated with them that should be counted as completed. (See example 4 below). Providers must keep auditable evidence to show the basis of their calculations. Where assessment procedures for a module have not taken place, and there is no alternative arrangement to assess the student for that particular module, the credit values associated with the module should be counted as not completed.
- 18 For **full-time and sandwich taught** courses only, credit values for non-completed modules may be returned as partially completed on the HESA student record in the following cases:
- a) *Where the course is semesterised, if*
- all required assessments due for the module during the semester in which the module starts have been undertaken;
- then, even if there is additional assessment for the module at the end of the year of study, that the student does not undertake, credit values relating to the module for the first semester can be counted as completed.
- b) *Where the course is not semesterised, if*
- all required assessments due for the module in the first four months of attendance have been undertaken; and
 - there is auditable evidence that the student was still in attendance at the end of the four months;
- then, even if there is additional assessment for the module at the end of the year of study, that the student does not undertake, half the credit values associated with the module can be counted as completed.

Example 4: 10 students enrol for a part-time course in English starting in May 2024. The first module of the course, which is worth 20 credit values, starts in May 2024 and finishes in October 2024. In the previous year, out of 12 students starting the equivalent module, 1 withdrew from the module in June and 2 withdrew from the module in August, having taken no assessment for the module. In column 2 of Table 1c, $10 \times 20 = 200$ credit values are counted in ASC 9. In column 3, an estimate of the number of credit values not completed, based on previous years' data, calculated as $3/12 \times 10 \times 20 = 50$, is counted in ASC 9. The total number of assumed credit values for the module, calculated in column 4, would be 150.

Example 5: 57 students enrol for a part-time first degree course in October 2023. 1 student fails 2 out of 3 modules taken in the first year and does not progress to the second year of the course. All modules are worth 20 credits each. The student retakes the 2 failed first year modules in the 2024/25 academic year with the intention of resuming study for the remainder of the course in 2025/26. In the first year of the course, 60 completed credit values would be counted on Table 1c for 2023/24 for the student. For the year in which the student repeated the 2 failed modules, 40 credit values would be counted, on Table 1c for 2024/25. For the second year of the course (the student's third year at the institution), 60 credit values would be counted on Table 1c for 2025/26, and similarly, 60 credit values would be counted for each subsequent year. The number of credit values counted in total for this student over the whole course, assuming they took 60 credits per year for the rest of the course and did not repeat any more modules, which has taken seven years, would be 400.

Table and column descriptions

Directly funded HEIs and FEIs

- 1 All tables will be as drawn from the HESA student record as part of the IRIS transaction, each time there is a submission of data.
- 2 For merged providers EYM tables extracted through the HESA IRIS system will be presented as one institution that includes all providers that were part of the merger.
- 3 In all tables, data relating to franchised out students are included in the tables of the franchisor only (see Annex C, paragraph 19) and included in all relevant columns.
- 4 Data returned in Tables 2, 3 and 4 are shown to one decimal place, where full-time taught partial completions are included as 0.5 of a completion. In Table 3, completed registrations are apportioned between ASCs, and figures are rounded to whole numbers or the nearest multiple of 0.5, as described in Annex E, paragraph 5.

Table 1a, 1b and 1c

- 5 Tables 1a, 1b and 1c include information on all home fundable assumed completed credit values for the academic year 2023/24 by level of study (with undergraduate split into degree and non-degree on Tables 1a and 1b), mode of study, whether the credit value is wholly or partially franchised out or not (Table 1c only) and ASC. Credit values are included in accordance with the guidelines set out in Annex I.
- 6 The tables have four principal columns.
 - **Column 1:** Numbers of credit values arising from registrations on modules between 1 August 2023 and 1 November 2023 inclusive. Figures are net of all known transfers, withdrawals and dropouts occurring up to 1 November 2023.
 - **Column 2:** Numbers of credit values arising from forecast new registrations on modules after 1 November 2023. Figures recorded here are after allowance for transfers after 1 November 2023.
 - **Column 3:** Numbers of credit values associated with non-completions of modules, after 1 November 2023. Credit values in column 3 are a subset of those returned in columns 1 and 2.

- **Column 4:** This shows the overall assumed completed credit values to be used in the calculations of the main teaching funding arising from registrations on modules for the academic year 2023/24. It is the sum of columns 1 and 2, minus column 3.

7 Table 1c has two further columns.

- **Column 5a:** The number of assumed completed credit values associated with students who are wholly franchised out. See Annex C and Annex K paragraph 23 for further guidance. Credit values included here are net of all known or predicted transfers or non-completions, consistent with column 4, and are a subset of the data returned in column 4.
- **Column 5b:** The number of assumed completed credit values associated with students who are partially franchised out. See Annex C and Annex K paragraph 23 for further guidance. Credit values included here are net of all known or predicted transfers or non-completions, consistent with column 4, and are a subset of the data returned in column 4.

Table 2

8 Table 2 includes information on all assumed completed student registrations for the academic year 2023/24 by level of study, mode of study and residential and fundability status. Registrations are included in accordance with the guidelines set out in Annex H.

9 The table has four columns.

- **Columns 1a to 1c:** Numbers of assumed completed full-time registrations, split into home fundable, home non-fundable and overseas. Figures are net of all known and predicted transfers, withdrawals and dropouts.
- **Column 2a to 2c:** Numbers of assumed completed sandwich year out registrations, split into home fundable, home non-fundable and overseas. Figures are net of all known and predicted transfers, withdrawals and dropouts.
- **Column 3a to 3c:** Numbers of assumed completed part-time registrations, split into home fundable, home non-fundable and overseas. Figures are net of all known or predicted transfers, withdrawals and dropouts.
- **Column 4a to 4c:** These columns show the overall number of assumed completed registrations. It is the sum of columns 1, 2 and 3, split into home fundable, home non-fundable and overseas.

Table 3

- 10 Table 3 includes information on all home fundable assumed completed registrations for the academic year 2023/24 by level of study (with undergraduate split into degree and non-degree), mode of study, whether the registration is franchised out or not (undergraduate only) and ASC.
- 11 The table has four columns:
- **Columns 1a to 1f:** Numbers of assumed completed home registrations for full-time undergraduate and postgraduate students, in terms of headcount of individuals.
 - **Column 2a to 2f:** Numbers of assumed completed home registrations for sandwich year out undergraduate and postgraduate students, in terms of headcount of individuals.
 - **Column 3a to 3f:** Numbers of assumed completed home registrations for part-time undergraduate and postgraduate students, in terms of headcount of individuals.
 - **Column 4a to 4c:** These columns show the overall number of assumed completed home fundable registrations. It is the sum of columns 1, 2 and 3, split by level of study.

Table 4

- 12 Table 4 includes information on assumed completed home fundable and non-fundable (**excluding** those funded by HEIW/NHS) registrations that are undergraduate or PGCE (QTS) new entrants or continuing students at the provider for the academic year 2023/24. Data are presented by whether the student is a new entrant or continuing at the provider. The data are a subset of those returned in Table 2. Registrations are included in accordance with the guidelines set in Annex H. Figures are net of all known transfers, withdrawals and dropouts. There are three ASC groups used for full-time/sandwich year out provision, ASCs 1a and 1b; ASCs 1c and 1d; and ASCs 2 to 11.
- 13 Students from the EU included in this table should only be those with home residential status.
- 14 The table is split into two subtables containing data about completed registrations.
- New entrants - columns 1 to 3.
 - Continuing students at the institution – columns 4 to 6.
- 15 The columns contained within each of these sub tables are described below:
- **Columns 1a, 4a:** Number of completed Medr-fundable registrations that have home residential status and are from Wales.

- **Columns 1b, 4b:** Number of completed Medr non-fundable registrations (other than those funded by HEIW/NHS) that have home residential status and are from Wales.
- **Columns 2a, 5a:** Number of completed Medr-fundable registrations that have home residential status and are not from Wales.
- **Columns 2b, 5b:** Number of completed Medr non-fundable registrations (other than those funded by HEIW/NHS) that have home residential status and are not from Wales.
- **Columns 3, 6:** Total number of completed home registrations. The calculation is done automatically in the spreadsheet.

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

- 1 This annex provides mappings which Medr will use to extract EYM and other data from the HESA student record, including as part of the HESA IRIS process. It should be noted that in some cases it is not possible to define HESES/EYM categories entirely in terms of HESA fields. In particular, where students follow non-standard academic years and patterns of study within the institution are not the same from year to year, there may be discrepancies in comparisons made.
- 2 In all cases, the HESES rules must be followed when completing the HESES return. In coding student data for the HESA student record, where fields ask for funding council definitions to be used then it is those contained in this circular and the HESES circular that should be used. However, it should not be assumed that students fall into a particular HESES category solely on the basis of the coding of HESA fields as there may be cases where only an approximate match of definitions can be made.
- 3 The EYM tables for merged providers extracted through the HESA IRIS system will be presented as one institution. This enables estimations to be calculated on an institution wide basis, however, the HESA IRIS EYM student data sheets include an Venue.VENUEID field for checking purposes.
- 4 The mappings show the name of the relevant HESA field in the form of Entity.FIELDNAME. Guidance relating to the HESA fields can be found in the [HESA student record 2023/24 coding manual](#).
- 5 The mappings in this annex are based on the new student record data collected under the Data Futures programme from 2022/23. The mappings went through a consultation exercise in June 2024 and changes have been made as a result (see Annex M). Should providers have any concerns over the mappings in this annex, they should contact Medr. Should there be any changes to the mappings shown below, either as a result of feedback from providers or to refine the mappings as more information is known, we will let providers know.
- 6 In the following guidance, where we refer to a student or students, we mean a student on distinct engagement.

HESES/EYM population

- 7 The following categories of students are excluded from the HESES/EYM population:

Writing up or dormant for the whole academic year	SessionStatus.STATUSCHANGEDTO = 02, 04 and SessionStatus.STATUSVALIDFROM ≤ 2023-07-31
Incoming exchange students	Engagement.INCOMINGEXCHANGE = 01, 02, 03 ,04
Students not studying for at least 3% FTE	Z_STULOAD_CYC < 3.0

- 8 The following students that left in 2023/24, and whose final student course session spans academic years, though in the population, will not be counted as registrations for HESES/EYM as they will have been counted in the previous academic year. Students are excluded where they leave within the anniversary of their start date plus two weeks. If these students started modules in the 2023/24 academic year, then credit values associated with the modules may be counted.

Students in their final student course session of an engagement, attending a course assumed to span academic years	Z_NONSTANDARDSCS = 1 and 2023-08-01 ≤ Leaver.ENGENDDATE ≤ 2024-07-31 and Leaver.ENGENDDATE ≤ anniversary of Engagement.ENGSTARTDATE in 2023/24 plus two weeks
--	--

HESES/EYM categorisation

Residential status and eligibility for mainstream funding

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

Home fundable	FundingBody.FUNDINGBODY = 5017
Home non-fundable	FundingBody.FUNDINGBODY ≠ 5017 and Engagement.FEEELIG = 01, 03
Overseas	Otherwise

- 10 In using this coding to categorise home students as non-fundable, we are assuming that where Engagement.FEEELIG is 03 that the student is home, as

eligibility of overseas students is likely to have been assessed in order to inform the level of fee charged. This could lead to some students being categorised as home non-fundable where in fact they should be overseas. Providers should pay regard to the coding of this field in order to ensure that students are correctly categorised, and minimise the use of Engagement.FEEELIG = 03.

- 11 Home undergraduate and PGCE registrations will be further categorised by residential status, using domicile as a proxy (see paragraph 22 below), into home residential status (Welsh) and home residential status (other). In doing this for Table 4 of EYM, registrations will also be categorised by funding eligibility categories, Medr-fundable and non-fundable, with HEIW/NHS-funded students excluded. Full-time home ITE (QTS) students that entered study in 2019/20 and subsequent years are expected to have been returned on the HESA student record as non-fundable, unless studying at the Open University in Wales on the non-employer based route.

Assignment to ASCs

Registrations

- 12 Full-time registrations will be assigned to ASCs on the basis of the HECoS codes shown in QualificationSubject.QUALSUBJECT and the proportions in each subject shown in QualificationSubject.QUALPROPORTION, with the exception of full-time and part-time undergraduate and PGCE ITE (QTS) (ASC 11a). The mapping between HECoS codes and ASCs in Annex E will be used.
- 13 Where postgraduate medicine or dentistry provision is coded using the general HECoS codes 100271 (medicine) and 100268 (dentistry), it will be assumed to be non-clinical.
- 14 Where registrations have HECoS codes in QualificationSubject.QUALSUBJECT that are mapped to an unclassified ASC, then the ASC is determined from the ASC of the module subject, if that is classifiable. This is done for the following HECoS codes:

101273 – combined studies
 101274 – general studies
 101275 – negotiated studies
 101276 – work placement experience (personal learning)

Undergraduate and postgraduate taught ITE (QTS) (ASC 11a)

- 15 Registrations will be assigned to ASC 11a, ITE (QTS), where Course.TTCID = 01. Registrations will be further categorised as follows:

Primary phase	StudentAccreditationAim.STUACCID = 20201, 20206, 20207, 20208, 20209, 20212
---------------	---

Secondary phase	StudentAccreditationAim.STUACCID = 20203, 20204, 20205, 20211 Subject of study will be assigned using QualificationSubject.QUALSUBJECT and QualificationSubject.QUALPROPORTION
-----------------	---

Phase unclassified	Otherwise
--------------------	-----------

Credits

- 16 Credit values, taken from Module.CRDTPTS, are assigned to ASCs according to the HECoS codes of the module, returned in ModuleSubject.MODSBJ, and the respective proportions in each subject, returned in ModuleSubject.MODPROPORTION, using the mapping linked to in Annex E.
- 17 Exceptions to this are medicine and dentistry courses and ITE (QTS) courses. Modules will be assigned to medicine and dentistry (ASC 1b/1d for clinical and ASC 1a/1c for non-clinical/pre-clinical) only where the course is in medicine or dentistry. For postgraduate medicine and dentistry courses, if the module subject ModuleSubject.MODSBJ is coded the general HECoS codes 100271 (medicine) or 100268 (dentistry), it will be assumed to be in medicine and dentistry unclassified. Modules will only be assigned to ASC 11a where Course.TTCID = 01 with classification into phase using the same method as for registrations in paragraph 15.
- 18 Some HECoS codes are hard to classify into ASCs, and are therefore classified using the qualification subject, QualificationSubject.QUALSUBJECT and proportion, QualificationSubject.QUALPROPORTION. These HECoS codes are:
- 101276 - work placement experience (personal learning)
101278 - employability skills (personal learning)
101279 - advice and guidance (personal learning)

Mode of study

- 19 Mode of study is categorised as follows:

Full-time	StudentCourseSession.SCSMODE = 01 and StudentCourseSession.PLACEMENT ≠ 01, 02
Full-time sandwich year out	StudentCourseSession.SCSMODE = 01 and StudentCourseSession.PLACEMENT = 01, 02
Part-time	Otherwise

Level of study

20 Level of study is categorised as follows:

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

New entrants and continuing students

21 New entrants and continuing students are categorised as follows:

New entrants	Engagement.ENGSTARTDATE ≥ 2023-08-01
Continuing students	Engagement.ENGSTARTDATE < 2023-08-01

22 New entrants and continuing students at the provider will be considered home fundable or non-fundable according to the criteria in paragraph 9. HEIW/NHS students will be identified and excluded from Table 4 using FundingBody.FUNDINGBODY = 5006, 5055. Students will be further categorised into residential status, using domicile as a proxy, as follows:

Home residential status (Welsh)	Z_PERMADDCOUNTRY = XI
Home residential status (other)	Otherwise

Students franchised out

- 23 Part-time and full-time students that are franchised out are counted as those studying on modules taught at another institution. Students on partial franchises are counted as franchised out if the majority of their activity for the year is franchised out. The table below shows what will be counted as franchised out registrations in the EYM data extraction for Table 3:

Wholly franchised out registrations	ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION = 100 for all modules started in the academic year (ModuleInstance.MODINSTSTARTDATE ≥ 2023-08-01 and ModuleInstance.CONTINUING ≠ 01)
Partially franchised out registrations (where resulting proportion ≥ 50%)	ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0 for at least one module started in the academic year (ModuleInstance.MODINSTSTARTDATE ≥ 2023-08-01 and ModuleInstance.CONTINUING ≠ 01) Proportion of registration franchised out = Sum of Module.CRDTPTS x ModuleDeliveryRole.MDRPROPORTION over all modules with ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0, divided by total credit points over all modules started in the academic year

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

Year abroad registrations

- 25 Undergraduate students on a year abroad, through the Taith, Erasmus+, Turing or other scheme, or work placement year abroad, though not separately identified in the EYM extraction, will be categorised as follows:

Erasmus+ year abroad registrations	OffVenueActivity.MOBScheme = 03 and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK (not in UK)
------------------------------------	---

Turing scheme year abroad registrations	OffVenueActivity.MOBSCHEME = 05 and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Taith scheme year abroad registrations	OffVenueActivity.MOBSCHEME = 06 and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Other year abroad registrations	OffVenueActivity.MOBSCHEME = 01, 04 and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Sandwich placement year abroad registrations (not a specific scheme)	OffVenueActivity.MOBSCHEME = 02 and OffVenueActivity.COUNTRY ≠ GB, XF, XG, XH, XI, XJ, XK (not in UK)

Higher level and degree apprenticeships

- 26 Though not shown in the EYM extraction, we will separately extract data for registrations that are studying for an HE qualification as part of a higher level apprenticeship (HLA) or a degree apprenticeship funded through the Medr scheme, identified as follows:

Those who are studying as part of a HLA	StudentInitiative.STUINITID = 004 or CourseInitiative.COURSEINITID = 004
Those who are studying as part of a degree apprenticeship under the Medr scheme	StudentInitiative.STUINITID = 020 or CourseInitiative.COURSEINITID = 020

- 27 Additional information is collected about degree apprenticeships on the monitoring return in the IRIS outputs and mappings and guidance here and elsewhere in this circular should be used in completing that return. Note that degree apprenticeships through the Medr scheme should be coded as Medr non-fundable as the funding is ringfenced.

Completions

- 28 Data relating to the latest student course session will be used in classifying registrations, using Z_LATESTSCSMRK = 1.
- 29 Registrations are assumed to be completed as follows:

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

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

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

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

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

- 32 For all columns of data, modules will be counted if they fit the following criteria. The outcome for the latest instance of a module will be used if there is more than one instance of the module returned in the reporting year (assuming the module first started in the academic year and is countable). This will be determined by the start date of the module instance, with the latest module instance being that with the latest start date. This means that where a module first started in 2023/24, but there are two instances, with the second instance having an outcome, that the outcome will be taken from the second instance even if ModuleInstance.CONTINUING = 01 for that instance.

Modules started in 2023/24	ModuleInstance.MODINSTSTARTDATE ≥ 2023-08-01 and ≤ 2024-07-31 and ModuleInstance.CONTINUING ≠ 01
Module is countable	ModuleInstance.MODCOUNT = 02
Module is not on a not-for-credit basis	ModuleInstance.MODULEOUTCOME ≠ 04

- 33 The number of credit values counted will be taken from Module.CRDTPTS. Where there is more than one instance of a module, credit values for that module will only be counted once.

Column 1

- 34 Credit values for modules associated with the following registrations, that were started in the 2023/24 academic year, will be assumed to be in column 1:

Those who started on or before 1 November 2023	Engagement.ENGSTARTDATE ≤ 2023-11-01
--	--------------------------------------

Column 2

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

Those who started after 1 November 2023	Engagement.ENGSTARTDATE > 2023-11-01
---	--------------------------------------

Column 3

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

Modules not completed	ModuleInstance.MODULEOUTCOME = 03 or ModuleInstance.MODULEOUTCOME = 02 and mode of study is part-time
-----------------------	--

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

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

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

Column 4

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

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

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

Wholly franchised out credit values	Sum of Module.CRDTPTS for all modules, where ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION = 100
Partially franchised out credit values	Sum of Module.CRDTPTS x ModuleDeliveryRole.MDRPROPORTION over all modules with

ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION > 0 that are not wholly franchised out as above

- 41 Credit values extracted for degree apprenticeships monitoring are also extracted using these criteria.

Students outside the HESES/EYM population (not included in EYM)

- 42 Providers return a headcount split into dormant students, students continuing study, students successfully completing and students who have withdrawn, on the HESA aggregate offshore record. We will include all headcount numbers other than the dormant students in the count against each category for our 2023/24 analysis below.
- 43 The headcount of students returned on the HESA aggregate offshore record that are based outside the UK will be categorised as follows:

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

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

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

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

Use of data by Medr

- 1 The main uses of end of year monitoring data are to calculate funding for part-time undergraduate credit based funding and the higher cost subjects premium, to monitor part-time undergraduate credit based funding allocations, and to provide a comprehensive end of year picture for the sector. An outline of the reasons for extracting the data on each table is given below.

Tables 1a, 1b and 1c

- 2 Tables 1a, 1b and 1c present data relating to credit values for all modes of study and levels of study apart from postgraduate research.
- 3 Credit values for part-time undergraduate provision from Table 1c are used as the basis for calculating funding for part-time undergraduate credit based funding allocations for 2025/26 and any adjustment to part-time undergraduate credit based funding allocations for the 2023/24 academic year. Credit-based teaching funding allocations for 2023/24 were calculated separately for part-time undergraduate (not franchised out) and part-time undergraduate franchised out levels of study. Credit values associated with home fundable registrations are extracted, by ASC, in these two categories.
- 4 Credit values for full-time undergraduate provision from Tables 1a and 1b are used as the basis for calculating funding for the part-time undergraduate higher cost subjects premium for 2025/26, for subjects in ASCs 1, 3, 4 and 6 except clinical medicine and dentistry.
- 5 Additionally, credit values associated with full-time and postgraduate taught and part-time postgraduate taught provision are extracted.
- 6 Extracting credit values data for all taught levels of study, modes of study and ASCs ensures that Medr has a complete picture of the number of credit values associated with home fundable registrations for the whole of the academic year.

Tables 2 and 3

- 7 Tables 2 and 3 present data relating to registrations. Table 2 shows data on all completed registrations for the year. The data are used to gain a complete, up to date picture of the size of the sector and also of the scale of provision that is not fundable by Medr. Table 2 is also used as an update to the figures that are provided on the student number forecasts return in July.
- 8 Table 3 presents data for home fundable registrations only, by ASC. The data are used to look at patterns in student recruitment and to provide data to inform policy about particular subject areas. The data are also used to monitor the number of credit values returned in the survey, per registration.

- 9 In Table 3, categories of undergraduate provision are broken down into degree and non-degree and by whether the registration is franchised out or not. This is to enable us to monitor levels of provision within undergraduate and monitor any changes in franchised provision available.

Table 4

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

Outcomes of the consultation on changes to EYM

- 1 In June 2024, we carried out a [consultation exercise](#) with providers relating to proposed changes to the EYM outputs and extraction from the HESA student record for 2023/24. We would like to thank the ten providers who responded. The responses provided us with the information we needed to make decisions about some of the proposed changes and also to consider further changes for future EYM exercises.
- 2 Each question asked in the consultation is taken in turn below, with a summary of the responses and action to be taken.

Section A - HESA student record to EYM mapping – clarifications and proposed changes

Question 1: Did you have any concerns with the mapping used for the data extraction for 2022/23? If so, can you please describe them and comment on whether you think they have been resolved with the changes proposed for EYM 2023/24.

- 3 **Responses:** Providers were in general content with the proposed mapping, with some comments. Some clarifications were asked for about PGR and multiple funding bodies for health students. We were also asked to check the derived fields we plan to use to make sure there are no known issues with those fields, and that the information about the derivation is clear on the Jisc website.
- 4 **Action:** We will proceed with the mapping, with some minor changes relating to the responses to other questions. We will provide clarifications where we can and will liaise with Jisc about the derived fields.

Question 2: Do you have any comments on the format and layout of the mapping as it is presented in Annex A? Is there further information that would be useful to include?

- 5 **Responses:** Responses indicated that providers were generally content with the layout of the Annex. One comment was made that paragraph 7 of the Annex could be clearer. We were also asked if the Annex A information (equivalent to Annex K of the EYM publication) could be provided in an Excel format with the legacy and 2022/23 mappings for comparison.
- 6 **Action:** Paragraph 7 has been redrafted to make it clearer (paragraph 8 of Annex K in this publication). We will aim to have an Excel version of the mapping, including previous mappings where possible, available for the 2024/25 EYM exercise.

Question 3: Are there any better or alternative ways of extracting the information? If so, please can you provide details, including populations and HESA fields to be used where appropriate.

- 7 **Responses:** There were not many comments made for this question. It was noted by one provider that this was complicated but that they could not suggest an alternative. Another provider noted that it was difficult to know as only one year of data was available. One suggestion was made by a provider about using MODINSTSTARTDATE instead of the engagement start date.
- 8 **Action:** We will look at how MODINSTSTARTDATE could be used in particular circumstances and if that would be appropriate for other providers. We will keep the mapping under review and get further feedback from providers once more years of data are available.

Question 4: In the past, we published an algorithm based on the SAS code used in the EYM data extraction. Did you find that useful, and would you use a new version updated to show the new HESA student record fields?

- 9 **Responses:** Providers agreed that they wanted a new version of the algorithm. A suggestion was made that we could use fields from the data supply and use a notebook style approach for the algorithm. One provider wanted the SAS code as well as the algorithm.
- 10 **Action:** We will update and publish the algorithm as before in Word with the fields in the manual referred to and provide the SAS code to those that want it. We will look at how we might use the fields from the data supply in the algorithm and the format we produce it in, with any potential alternative versions produced at a later date.

Question 5: In mapping the HECoS codes to ASC codes in categorising module subject, we map some codes to the ASC of the qualification aim rather than use the ASC contained in the mapping of HECoS codes to ASC. These are general codes that don't fit well into particular ASCs:

101276 - work placement experience (personal learning)

101278 - employability skills (personal learning)

101279 - advice and guidance (personal learning)

Do you agree with this method of mapping the personal learning codes for modules? If not, what alternative do you suggest?

- 11 **Responses:** All but one provider agreed that this mapping should continue. One provider preferred to do the mapping themselves.
- 12 **Action:** Continue with the mapping but exclude the one provider that would prefer to do the mapping themselves.

Question 6: In mapping the HECoS codes to ASC codes in categorising registrations, there are some courses with a HECoS code that cannot be mapped to

an ASC and are considered unclassified. These are general codes that don't fit into particular ASCs:

- 101273 – combined studies
- 101274 – general studies
- 101275 – negotiated studies
- 101276 – work placement experience (personal learning)

Where the registration is unclassified, the module subject, if classifiable, is used in place of the qualification subject.

Do you agree with this method of mapping HECoS codes that are unclassified? If not, what alternative do you suggest?

- 13 **Responses:** Most providers agreed that this mapping should continue. One provider preferred to do the mapping themselves and one provider thought there may be unintended consequences. It was suggested that we should look at how the Research Skills HECoS code is classified.
- 14 **Action:** Continue applying the mapping but exclude the provider that would prefer to do this themselves. Investigate what the unintended consequences could be. At the moment Research Skills code 100962 is classified as ASC 11b. We are not currently planning to change this though will carry out a review of the mapping of HECoS codes to ASCs once Jisc have concluded their work to update the list of available HECoS codes.

Question 7: Under Questions 5 and 6, we have described how we will map some HECoS codes to ASCs in particular circumstances. This minimises the likelihood of data appearing in the unclassified rows in Tables 1a to 1c and Table 3. Are you content that we use these methods of classifying some provision or would you prefer to classify the personal learning and unclassified provision into ASCs yourself?

- 15 **Responses:** Two providers requested that they would prefer to do any reclassification themselves. One provider asked that it be made clear where substitutions have been made.
- 16 **Action:** Exclude two providers from the application of the substitution, inform them that this has been done and discuss where necessary. Make sure that any substitutions are clear in the extraction workbook.

Question 8: Do you have any other comments on the mapping provided in Annex A and the changes compared to that used for 2022/23?

- 17 **Responses:** One provider suggested including a chart for the make up of module outcomes and registrations similar to the EYM/HESES chart for fundability status in Annex N. One provider suggested that we include the return the field was taken from for returns other than the student record, for example for the AOR fields.
- 18 **Action:** Include the record name for fields not from the student record in the data extraction annex. Look at the interaction between module and registration outcomes and look to provide a table or further guidance for 2024/25 or sooner if possible.

Section B – Method for estimation

Question 9: Do you consider the method for estimating completion status for modules with unknown completion status to be sufficiently robust and fit for purpose? If not, can you explain why and suggest any alternative methods?

19 **Responses:** Providers were generally content with the method. One provider asked that we make clear how we identify the latest module instance. A provider also asked that we review the methods after 2023/24. One provider did not consider that the method worked for them given the particular nature of how their provision was structured.

20 **Action:** We have included some additional text in Annex K relating to identifying the latest module instance. We have discussed ways forward with the provider with the provision that does not suit the method. We will aim to review the method once we have carried out the exercise for 2023/24.

Question 10: Do you consider the method for estimating completion status for registrations with unknown completion status to be sufficiently robust and fit for purpose? If not, can you explain why and suggest any alternative methods.

21 **Responses:** Providers were generally content with the method. One provider asked that we make it clearer how we identify the latest registration. A provider also asked that we review the methods after 2023/24. One provider did not consider that the method worked for them given the particular nature of how their provision was structured.

22 **Action:** We have reviewed and clarified the text relating to identifying the latest student course session. We have discussed ways forward with the provider with the provision that does not suit the method. We will aim to review the method once we have carried out the exercise for 2023/24.

Question 11: We intend to use the same estimation methods for analysis and monitoring of degree apprenticeships and potentially other analyses where we look at completion. Can you see any unintended consequences of this and if so what are they?

23 **Responses:** No issues were raised with using the same estimation methods, though it was noted that there may be a risk for small cohorts.

24 **Action:** Implement the methods where appropriate but be mindful of using the methods for small cohorts. The methods will be applied for degree apprenticeships from 2024/25.

Question 12: Are there any aspects of the methods that aren't clear to you and for which you would like to have more detail? Which aspects are these?

25 **Responses:** The methods were thought to be clear in general, with one provider suggesting that a table or flow diagram would be a better way of clearly displaying the examples.

26 **Action:** We will look at different ways of presenting the information for future years.

Section C - Content and layout of the tables supplied to providers containing the extracted data and other information

Question 13: Does having one sign off sheet make the sign off process more straightforward? Do you agree that only the credit value tables that are used in funding allocations should be included in the sign off? Do you consider there to be any advantage in also signing off the registration tables? Will the tables that are not signed off be scrutinised less by providers than if they were signed off?

27 **Responses:** Providers were generally content with only one sign off sheet and were content to not sign off the registration tables but indicated that they would apply the same degree of scrutiny as they have in the past. One provider said that it would not make much of a difference. A suggestion was made to include the overall registrations table (Table 3 in 2022/23) in the sign off.

28 **Action:** Include only one sign off sheet for the credit values tables.

Question 14: Does the inclusion of the 'Explanations' sheet make it more straightforward to provide us with explanations of year on year changes? Do you have any comments about the inclusion of this sheet in the workbook? Is there anything that could be included in that sheet that would help with providing explanations?

29 **Responses:** Providers were supportive of including an 'Explanations' sheet. It was suggested that a column be included to reference the cell the explanation relates to and a column for Medr comments or further queries that is date stamped. A provider also asked that we review the trigger points to ensure that they are not too low and lead to excessive numbers of cells highlighted.

30 **Action:** We will include the 'Explanations' sheet and will add a column to reference the cell the explanation relates to, and columns for Medr comments and the date. We will review the trigger points during the submission process and once the IRIS process is complete.

Question 15: Do you use Tables 2a, 2b or 2c for your internal planning purposes? If so, what do you use them for, and are there other ways that you could obtain the required information? Are you content for these tables to be removed or would you prefer that they are retained in the workbook?

31 **Responses:** These tables were not widely used. One provider used these for planning purposes and one provider used them but considered that other tables contained sufficient information.

32 **Action:** We will go ahead with the removal of the tables. Consequently, Tables 3, 4 and 5 are renamed to Tables 2, 3 and 4.

Question 16: Do you find the split of undergraduate into degree and non-degree on the full-time and sandwich year out credit tables (Tables 1a and 1b) useful and would you like to see it retained? Is the split of part-time provision in Table 1c into undergraduate and postgraduate taught sufficient for your checking purposes? Do you have any other comments on the level of study categories contained in Tables 1a to 1c?

33 **Responses:** Providers would like to see the current splits retained. A suggestion was made to further split part-time to match full-time, or to group full-time to match part-time, for consistency.

34 **Action:** The current splits will be retained, but reviewed next year to see if there is support for consistency.

Question 17: Do you find the additional columns (columns 5a and 5b) showing franchised out credit values on Table 1c useful for and would you like to see them retained? Similarly, would you like to see the split of undergraduate degree and undergraduate non-degree into franchised out and non-franchised out in Table 4 retained? Do you find this useful for your checking purposes? Would you prefer that franchised out provision was not shown separately in Tables 1c and 4 but was contained in a different IRIS output showing registration and credit value information in one place (as it has been in the past), with that output used for checking purposes?

35 **Responses:** Providers had mixed views on the franchised columns. Some providers liked to have the information in the EYM tables and others preferred a separate table.

36 **Action:** We will retain the columns for now and will investigate including a new table in IRIS for 2024/25 which shows franchised out information for credit values and registrations, and we will consult with providers before making any changes to the EYM outputs.

Question 18: We have removed Table 6 from the workbook, which showed provision at the Royal Welsh College of Music and Drama, as part of University of South Wales' provision. This is a question for University of South Wales. Was this table useful to you? Do you agree with its removal? Is there anything else that would be more useful to include either as part of the EYM extraction or another IRIS output?

37 **Responses:** University of South Wales were content to remove Table 6.

38 **Action:** Table 6 will be removed from the EYM outputs.

Question 19: Do the year on year comparisons contain information that is useful to you in reviewing the data extraction? Does the highlighting of changes that are greater than 20% and relate to a change greater than 20 registrations or 360 credits

work for you and will this provide enough information to indicate that you need to provide an explanation?

39 **Responses:** Providers generally thought that year on year comparisons would be useful. A suggestion was made to make the credit values threshold 1,080 rather than 360. A question was asked about what changes we would highlight given that there were two years included for comparison. One provider asked that we review the effectiveness and usefulness post-collection.

40 **Action:** The year on year comparisons will be included. The changes highlighted will only be for the current year compared to the previous year and this will be made clear in the workbook. We will keep the trigger points as originally proposed but we will review them and how effective the highlighting was during and post-collection.

Question 20: The addition of the comparison tables means that the workbook has increased in size. Is this likely to cause any issues in using or downloading the workbook?

41 **Responses:** Providers did not anticipate any issues with the size of the workbook.

42 **Action:** No action taken.

Question 21: We are not proposing any changes to the four estimation rates tables provided in the workbook. These are sheets starting '% estimated', Do these tables provide enough information about the level of estimations made? If not, what other information would you like to see in these tables?

43 **Responses:** Providers were generally content with the tables as they are.

44 **Action:** No action taken.

Question 22: We normally ask questions about the content of the outputs once we get the final extract of data from IRIS. At what point(s) would providers like to have input from us about the quality of data in the outputs? For example, at a point instigated by the provider prior to signing off the HESA student record, when the output is almost final, or a set point instigated by us, for example six weeks before the sign off of the HESA student record data.

45 **Responses:** Providers responded with mixed views on this question. Some providers preferred to be provided with data quality questions about six weeks before sign off and/or at date set by Medr, with one suggestion of a further update closer to the final submission date, while others would prefer a date instigated by the provider. One provider preferred it to be earlier rather than later and not near the final sign off date and another suggested four weeks before sign off with an option to instigate it earlier. Another suggestion was for it to be closer to the final sign off, with Medr contact about three or four weeks

before and one provider suggested that input should align with when credibility queries are raised.

- 46 **Action:** We will get in touch with providers around six weeks before the sign off date to ask if they are ready for us to raise questions. If they are we will send a list of questions and observations about the data. If providers are not ready at that point, we'll agree a date which would be suitable based on what stage they are at in the submission process. Providers will also be able to ask us to raise questions earlier than six weeks if they prefer and if providers prefer to have a date set up in advance for us to provide comments, in order to allocate resource, we can do that. That date could be subject to change if they find they are not far enough ahead at that date. There are likely to be a number of iterations as we will check that issues have been resolved in the IRIS outputs and may have follow up questions.

Question 23: Are the new variables added to the raw output useful to you? Are there other variables that would also be useful to include in the raw output? Do you have any other comments on the raw data output provided?

- 47 **Responses:** Providers were in agreement that the new variables would be useful. There were no suggestions for additional variables. A provider requested that excluded data be shown in another tab. One provider mentioned that a number of the fields have a trailing space.

- 48 **Action:** We will include these new variables in the raw output. We will investigate the trailing spaces issue to ensure where possible these are eliminated. We will investigate including a tab for excluded data in future years.

Question 24: We have included the variable descriptions for each of the variables in the raw output table above the variable names. Is this useful to you?

- 49 **Responses:** Providers agree that this was a useful addition.

- 50 **Action:** Include the variable descriptions.

Question 25: We are not proposing any changes to the sheet that includes an indication of adjustment to funding, other than minor changes to tidy up the sheet and to remove the performance element calculation which is not included in funding calculations. Do you use this table for your planning purposes? Is there anything else you would find useful to include in this sheet?

- 51 **Responses:** Providers use this table for planning purposes. One provider asked if it was possible to include the final table from the previous year.

- 52 **Action:** The table will be included as proposed. We will investigate including a table for the previous year's data for 2024/25.

Question 26: Are there any other tables or information that you would like to see included in the EYM outputs workbook? Do you have any other comments on the tables or the EYM outputs workbook?

53 **Responses:** One provider asked that we include year suffixes in file names where they aren't already.

54 **Action:** We will aim to include year suffixes where we can.

Section D – The IRIS outputs and processes more widely

Question 27: Will including SCSESSIONID and MODINSTID be useful to you in the raw data outputs? Are there further identifier variables it would be useful to include in any of the outputs?

55 **Responses:** Providers agreed that the inclusion of these variables would be useful. A provider also asked if we could consider including OWNSTU, COURSEID in the raw registration data and module title in the raw credits data.

56 **Action:** Include the proposed variables as well as OWNSTU, COURSEID and module title where appropriate in the outputs.

Question 28: Do you have any comments on the proposed groupings of the sign offs? Do these groupings work for you in terms of getting signatures and scrutinising outputs? Do you see any issues in grouping the sign offs in this way?

57 **Responses:** Providers were supportive in general of grouping the sign offs. One provider wanted stability in the format.

58 **Action:** Aim to group the sign offs for 2023/24, with a fallback option of implementing this in 2024/25 if there isn't time to implement for 2023/24.

Question 29: Would including the previous year's data in the IRIS outputs be useful to you in checking the outputs? If so, for which outputs would this be a priority?

59 **Responses:** Providers thought that this would be useful. Priorities given by a small number of providers were EYM, National Measures, Data Quality analysis, the Disability Premium, the Expensive Subjects Premium and the Welsh Medium Premium.

60 **Action:** We will aim to include the previous year's data in the IRIS outputs where appropriate for 2023/24, and where this is not possible for 2023/24, for 2024/25.

Question 30: Do you have any other comments relating to the IRIS outputs or process?

- 61 **Responses:** Comments included a request to include algorithms for all outputs and to have IRIS up and running and stable as soon as possible.
- 62 **Action:** We will aim to have algorithms for all outputs for 2023/24, with any outstanding to follow for 2024/25. We are aiming to get IRIS up and running as soon as possible, though the transfer to Medr has caused some unexpected delays.

Funding status reference grid

Summary of funding rules by location of study 2023/24

Annex N

PT/PGT students

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

FT UG/PGCE students

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

Notes:

F = home fundable

NF = home non-fundable

O = overseas

NR = non-returnable on HESES/EYM

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

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

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

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

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

Sample copies of IRIS output tables extracted from HESA data

HESA end of year monitoring data extraction

2023/24

Table 1a: Home fundable credit values

Mode: Full-time

Provider:

UKPRN:

ASC				Level	Credit Values between 1 August 2023 and 1 November 2023	Credit Values after 1 November 2023 in AY 2023/24	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2023/24 Col (1) + (2) - (3)
					1	2	3	4
ASC 1 Clinical & Pre-clinical/ Non-clinical Subjects	1a: Pre-clinical/non-clinical Medicine			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	1b: Clinical Medicine			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	1c: Pre-clinical/non-clinical Dentistry			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	1d: Clinical Dentistry			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	1 Unclassified			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 2 Subjects & Professions Allied to Medicine				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 3 Science				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 4 Engineering & Technology				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 5 Built Environment				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 6 Mathematical Sciences, IT and computing				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 7 Business & Management				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 8 Social Sciences				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 9 Humanities				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 10 Art, Design and Performing Arts				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
ASC 11 Education	11a: ITE (QTS) Primary			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	11a: ITE (QTS) Secondary			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	11a: ITE (QTS) Unclassified			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
	11b: Non-QTS			UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
Unclassified				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
Total				UG degree	0	0	0	0
				UG non-degree	0	0	0	0
				PGT	0	0	0	0
Total					0	0	0	0

Unclassified data and rows not available on EYM, any HESA data output to these areas should be manually moved to non-shaded cells before sign off and return to Medr

shaded cells contain formulae and should not be altered

HESA end of year monitoring data extraction 2023/24

Table 1b: Home fundable credit values

Mode: Sandwich Year Out
Provider:
UKPRN:

ASC				Level	Credit Values between 1 August 2023 and 1 November 2023	Credit Values after 1 November 2023 in AY 2023/24	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2023/24
					1	2	3	Col (1) + (2) - (3)
ASC 1 Clinical & Pre-clinical/ Non-clinical Subjects	1a: Pre-clinical/non-clinical Medicine	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	1b: Clinical Medicine	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	1c: Pre-clinical/non-clinical Dentistry	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	1d: Clinical Dentistry	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	1 Unclassified	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
ASC 2 Subjects & Professions Allied to Medicine		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 3 Science		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 4 Engineering & Technology		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 5 Built Environment		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 6 Mathematical Sciences, IT and computing		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 7 Business & Management		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 8 Social Sciences		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 9 Humanities		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 10 Art, Design and Performing Arts		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
ASC 11 Education	11a: ITE (QTS) Primary	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	11a: ITE (QTS) Secondary	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
		PGT	0	0	0		0	
	11a: ITE (QTS) Unclassified	UG degree	0	0	0		0	
		UG non-degree	0	0	0		0	
PGT		0	0	0	0			
11b: Non-QTS		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
Unclassified		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
Total		UG degree	0	0	0		0	
UG non-degree	0	0	0	0				
PGT	0	0	0	0				
Total			0	0	0		0	

Sandwich Year Out are counted at the full credit values per registration.

Unclassified data and rows not available on EYM, any HESA data output to these areas should be manually moved to non shaded cells before sign off and return to Medr

shaded cells contain formulae and should not be altered

HESA end of year monitoring data extraction 2023/24

Table 1c: Home fundable credit values

Mode: Part-time
Provider:
UKPRN:

ASC			Level	Credit Values between 1 August 2023 and 1 November 2023	Credit Values after 1 November 2023 in AY 2023/24	Number of Credit Values Not Completed (of those in columns 1 & 2)	Total Assumed Completed Credit Values AY 2023/24 Col (1) + (2) - (3)	Total Assumed Completed Wholly Franchised Out Credit Values (of those in column 4)	Total Assumed Completed Partially Franchised Out Credit Values (of those in column 4)
				1	2	3	4	5a	5b
ASC 1 Clinical & Pre-clinical/ Non-clinical Subjects	1a: Pre-clinical/non-clinical Medicine	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
	1b: Clinical Medicine	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
	1c: Pre-clinical/non-clinical Dentistry	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
	1d: Clinical Dentistry	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
1 Unclassified	UG	0	0	0	0	0	0	0	
	PGT	0	0	0	0	0	0	0	
ASC 2		UG	0	0	0	0	0	0	
Subjects & Professions Allied to Medicine		PGT	0	0	0	0	0	0	
ASC 3		UG	0	0	0	0	0	0	
Science		PGT	0	0	0	0	0	0	
ASC 4		UG	0	0	0	0	0	0	
Engineering & Technology		PGT	0	0	0	0	0	0	
ASC 5		UG	0	0	0	0	0	0	
Built Environment		PGT	0	0	0	0	0	0	
ASC 6		UG	0	0	0	0	0	0	
Mathematical Sciences, IT and computing		PGT	0	0	0	0	0	0	
ASC 7		UG	0	0	0	0	0	0	
Business & Management		PGT	0	0	0	0	0	0	
ASC 8		UG	0	0	0	0	0	0	
Social Sciences		PGT	0	0	0	0	0	0	
ASC 9		UG	0	0	0	0	0	0	
Humanities		PGT	0	0	0	0	0	0	
ASC 10		UG	0	0	0	0	0	0	
Art, Design and Performing Arts		PGT	0	0	0	0	0	0	
ASC 11 Education	11a: ITE (QTS) Primary	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
	11a: ITE (QTS) Secondary	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
	11a: ITE (QTS) Unclassified	UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
11b: Non-QTS	UG	0	0	0	0	0	0	0	
	PGT	0	0	0	0	0	0	0	
Unclassified	UG	0	0	0	0	0	0	0	
	PGT	0	0	0	0	0	0	0	
Total		UG	0	0	0	0	0	0	0
		PGT	0	0	0	0	0	0	0
Total			0	0	0	0	0	0	

Unclassified data and rows not available on EYM, any HESA data output to these areas should be manually moved to non shaded cells before sign off and return to Medr

shaded cells contain formulae and should not be altered

HESA end of year monitoring data extraction 2023/24

Table 2: Student registrations

Mode: All Modes
Provider:
UKPRN:

Level of study	Total assumed completed registrations in academic year 2023/24											
	Full-time			Sandwich Year Out			Part-time			Total		
	Home		Overseas	Home		Overseas	Home		Overseas	Home		Overseas
	Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable		Fundable	Non-fundable	
	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Undergraduate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Postgraduate taught	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Postgraduate research	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

shaded cells contain formulae and should not be altered
Each sandwich year out registration is counted as 1.

HESA end of year monitoring data extraction 2023/24

Table 3: Home fundable student registrations

Mode: All Modes
Provider:
UKPRN:

ASC		Total assumed completed registrations in academic year 2023/24																				
		Full-time						Sandwich Year Out						Part-time						Total		
		Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Not franchised out		Franchised out		Postgraduate taught	Postgraduate research	Undergraduate	Postgraduate taught	Postgraduate research
		Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree			Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree			Undergraduate degree	Undergraduate non-degree	Undergraduate degree	Undergraduate non-degree					
		1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	4a	4b	4c
1	Clinical and Pre-clinical/Non-clinical Medicine and Dentistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	Subjects and Professions Allied to Medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	Engineering and Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	Built Environment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	Mathematical Sciences, IT and Computing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	Business and Management	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	Social Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9	Humanities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	Art, Design and Performing Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11aa	Education ITE (QTS) Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11ab	Education ITE (QTS) Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11au	Education ITE (QTS) Unclassified	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11b	Education (Non-QTS)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Unclassified		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Unclassified data and rows not available on EYM, any HESA data output to these areas should be manually moved to non shaded cells before return to Medr
shaded cells contain formulae and should not be altered

Each sandwich year out registration is counted as 1.
Note that franchised out includes wholly and partially franchised out students as per guidance in HESES/EYM circulars

HESA end of year monitoring data extraction

2023/24

Table 4: Full-time, sandwich year out & part-time undergraduate and PGCE (QTS) Home registrations - New entrants and continuing students (HEIW/NHS funded students excluded)

Mode: All modes
Provider:
UKPRN:

Academic Subject Category			Total assumed completed home registrations in academic year 2023/24 - new entrants				
			Welsh residential status		Other home residential status		Total
			HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable	
1a	1b	2a	2b	3			
Full-time and sandwich	ASC 1a/1b	Clinical and Pre-clinical/non-clinical Medicine	0.0	0.0	0.0	0.0	0.0
	ASC 1c/1d	Clinical and Pre-clinical/non-clinical Dentistry	0.0	0.0	0.0	0.0	0.0
	ASCs 2-11	All other provision	0.0	0.0	0.0	0.0	0.0
Part-time	All ASCs		0.0	0.0	0.0	0.0	0.0
Total			0.0	0.0	0.0	0.0	0.0

Academic Subject Category			Total assumed completed home registrations in academic year 2023/24 - continuing students					
			Welsh residential status		Other home residential status		Total	
			HEFCW-fundable	HEFCW non-fundable	HEFCW-fundable	HEFCW non-fundable		
4a	4b	5a	5b	6				
Full-time and sandwich	ASC 1a/1b	Clinical and Pre-clinical/non-clinical Medicine		0.0	0.0	0.0	0.0	0.0
	ASC 1c/1d	Clinical and Pre-clinical/non-clinical Dentistry		0.0	0.0	0.0	0.0	0.0
	ASCs 2-11	All other provision		0.0	0.0	0.0	0.0	0.0
Part-time	All ASCs		0.0	0.0	0.0	0.0	0.0	0.0
Total			0.0	0.0	0.0	0.0	0.0	0.0

Registrations returned in this table are a subset of those returned in Table 2.
shaded cells are either not applicable or contain formulae and should not be altered

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

www.medr.cymru

2 Cwr y Ddinas
Stryd Tyndall
Caerdydd
CF10 4BZ

2 Capital Quarter
Tyndall Street
Cardiff
CF10 4BZ



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government