

# Cylchlythyr | Circular

## End of Year Monitoring of Higher Education Enrolments – consultation on changes for 2023/24

**Date:** 30 May 2024  
**Reference:** W24/10HE  
**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education colleges in Wales  
**Response by:** 21 June 2024  
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This circular asks providers to review and comment on the changes proposed for the end of year monitoring (EYM) data extraction and the EYM outputs available through the Higher Education Statistics Agency (HESA) Information Reporting Interface Service (IRIS) on the HESA Data Platform (HDP).

If you require this document in an alternative accessible format, please email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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## Introduction

1. This circular asks providers to review and comment on the changes proposed for the end of year monitoring (EYM) data extraction and the EYM outputs available through the Higher Education Statistics Agency (HESA) Information Reporting Interface Service (IRIS) on the HESA Data Platform (HDP).
2. The EYM circular (latest [W23/26HE](#)) 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 are funded directly by the Higher Education Funding Council for Wales (HEFCW). The guidance in that circular relates to the end of year data that are extracted from the [2022/23 HESA student record](#) via [IRIS](#) to enable HEFCW to:
  - a) Calculate funding allocations;
  - b) Calculate any adjustments to part-time undergraduate credit based funding;
  - c) Monitor provision of medicine and dentistry courses;
  - d) Establish final numbers of students and credit values at HEIs and FEIs for the academic year for funding modelling and information purposes.
3. We are conducting a review of the EYM outputs provided through the IRIS system and the mapping used to extract the data from the HESA student record. The review will cover three main areas relating to the EYM and a fourth area relating to the other IRIS outputs and the IRIS process in general:
  - a) The mapping from the fields and codes in the HESA student record data used in the data extraction.
  - b) The methods used in estimating completion status for modules and registrations with unknown completion status at the end of the HESA reporting year.
  - c) The content and layout of the tables supplied to providers containing the extracted EYM data and other information contained in the Excel workbook as part of the IRIS outputs.
  - d) The IRIS outputs and processes more widely.
4. We also welcome any other comments related to the EYM and IRIS processes that are not covered by the questions asked. In addition, we welcome comments on these outputs and processes at any time, not just during the consultation period, though any action to be taken as a result of comments provided outside of the consultation period may be implemented in a future year.
5. Readers of and responders to this consultation should be familiar with the [EYM circular 2022/23](#), the [HESA student record](#) for 2022/23 and 2023/24, the [IRIS](#) process and the [data requirements circular](#) published in 2023.

6. We have asked a number of questions in each section, with some questions containing groups of related questions. We welcome a full response to these questions to get as much information as possible to feed into the review. However, if you only have comments for some of the questions, we are also interested in receiving those.
7. This circular is being issued by HEFCW, however, the IRIS process will be taking place once HEFCW is part of the Commission for Tertiary Education and Research (the Commission) and so the Commission is referred to below rather than HEFCW.

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

8. We are proposing a number of changes and clarifications for the mapping from the HESA student record to EYM used in the extraction. The proposed mapping for 2023/24 is contained in Annex A and will be included in the EYM circular for 2023/24, with any changes that come out of this review. The latest mapping prior to the changes is presented in Annex K of the [2023/24 Higher Education Students Early Statistics \(HESES\) survey](#). The changes compared to the latest mapping published are:
  - a) Clarification that we will use field values from the latest student course session of an engagement where there is more than one student course session for the engagement in the reporting year.
  - b) Clarification that the full-time equivalent (FTE) field used is the derived field that calculates the FTE for the whole of the cycle.
  - c) Inclusion of the use of derived fields in some of the definitions.
  - d) We have made some clarifications in the mapping to ASCs for medicine and dentistry courses, initial teacher training leading to qualified teacher status and HECoS codes that are not easily mapped to ASCs.
  - e) We have removed some sections relating to information about ITE (QTS) provision returned in Tables 2a to 2c, and performance element provision in Table 6, as we are proposing that these tables are no longer included in the extraction.
  - f) In the Assignment to ASCs section, we have removed the additional guidance for medicine and dentistry registrations as we no longer split registrations into clinical and non-clinical.
  - g) We have done some minor tidying up of text to ensure the mapping is clear.
9. It should be noted that Jisc will shortly be releasing a HESA student record consultation which has some proposals, for example, relating to how

MODINSTSTARTDATE is returned, that may mean, if accepted, that some further changes will have to be made to the mapping. We will communicate any changes relating to that consultation, that impact on the EYM extraction, to providers.

10. We have the following questions:

**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.

**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?

**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.

**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?

**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?

**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?

**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 4. 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?

**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?

**Section B - Method for estimation completion status**

11. We have made some amendments to the estimation of completion status for both modules and registrations. The proposed methods are presented in Annexes B and C. They are similar to the methods used in 2022/23 and prior to 2022/23, but with some changes to account for the new fields and structure of the data and to account for considerations following analysis of the 2022/23 data.
12. We have the following questions:

**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.

**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.

**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?

**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?

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

13. A template has been provided at Annex D, which includes a number of changes compared to the EYM output workbook that we provided in IRIS for 2022/23.
14. The proposed changes are:

- a) A sign off sheet covering the credit value tables has been added so that Tables 1a, 1b and 1c are signed off together. The name of the authorised signatory and the second authorised signatory are included as a cross check.
- b) Tables containing registrations data are not required to be signed off, though providers are still expected to use these to check for any errors in their data, make changes where necessary and to provide explanations to the Commission for significant changes compared to previous years.
- c) An 'Explanations' sheet has been added so that providers can add comments directly into the workbook. This is in order to keep the explanations and the data together for future reference and to simplify the process of Commission staff asking for explanations of year on year changes which is currently done by email.
- d) Tables 2a to 2c have been removed. The Commission does not have a direct use for them and are no longer supplying Welsh Government or Education Workforce Council with those tables. Note that tables 3 to 5 have not been renumbered, for ease of comparison in this consultation, but will be if Tables 2a to 2c are removed in the final EYM circular and extraction for 2023/24. It should also be noted that ITE (QTS) provision that would have been returned in Tables 2a to 2c should still be returned in the other tables as appropriate. The provision should be returned as non-fundable with the exception of part-time provision at the Open University in Wales where students not on the employer based route can be returned as fundable, subject to fitting the fundability status criteria in the HESSES and EYM circulars
- e) We have removed Table 6. This is no longer used for funding purposes.
- f) We have included year on year comparisons for the previous two years and the current year in Tables 1a to 1c and 3 to 5. This includes the data from the previous years' EYM returns, as verified and signed off by providers, a numerical difference between years and a percentage difference between years. Any percentage differences that are more than 20% above or below the previous year, and relate to a change of more than 20 registrations or 360 credits, are highlighted in red and should be explained in the 'Explanations' sheet. Note that the conditional formatting in the template in Annex D currently highlights in red only where the change is 20% above or below and does not include the 20 registrations or 360 credits criteria, which will be added if this change is accepted as an outcome of the consultation.
- g) Any changes made to the data extraction prior to sign off should be made in red on the tables and a new version of the Excel workbook should be supplied to the Commission. This includes changes to both the credits and registrations data. This could be as part of the sign off if the sign off is done in Excel, or in addition to a pdf version of the sign off sheet if that is preferred.
- h) We have added SCSESSIONID and MODINSTID to the raw data for credit values and have added SCSESSIONID to the raw data for registrations.

- i) Some additional notes have been added to the 'Notes' sheet.
  - j) The variable descriptions have been added above the variable names in the raw data sheets.
15. There are some things we are not proposing to change. Currently, full-time and sandwich year out provision in Tables 1a and 1b are shown split by UG degree, UG non-degree and PGT while part-time provision in Table 1c is shown split into UG and PGT only. We don't have a particular requirement to split the full-time and sandwich year out undergraduate provision into degree and non-degree, but have left the split in as this may be useful to providers. Similarly, we don't have a requirement to split undergraduate registrations on Table 4 into degree and non-degree and into franchised out and non-franchised out but have retained those splits as we believe they are useful for providers. We are also proposing to retain the franchised out columns in Table 1c. These are no longer used for funding calculation purposes but are shown in the funding allocations tables and we believe are useful for checking purposes.
16. Other splits in the data that we have retained although they are not a requirement for us at this time are the split of ASC 11a into primary and secondary in the tables. As we are proposing to not extract Tables 2a to 2c, we feel this is useful to retain for checking purposes.
17. We have the following questions:

**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?

**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?

**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?

**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?

**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?

**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?

**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?

**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?

**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?

**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.

**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?



**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?

**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?

**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?

**Section D – The IRIS outputs and processes more widely**

18. We are planning to review the extraction of the rest of the IRIS outputs to see if there are any improvements that can be made now that we have a full set of data to test with. Any changes will be included in the data requirements circular which we plan to publish in August 2024.
19. We are proposing to include further identifier variables in the raw data output that accompanies the IRIS outputs as for the EYM output. This will be SCSESSIONID and also MODINSTID where data relate to modules.
20. We are proposing to group some of the outputs that are signed off to minimise the number of signatures required. Note that this change may take place for 2024/25. We propose to group the sign offs as follows:
  - Teaching funding sign offs other than the Welsh medium premium (per capita, access and retention premium, disability premium, expensive subjects premium)
  - Welsh medium premium funding
  - PGR training funding
  - National Measures
  - Degree apprenticeships monitoring
  - PGT Master's bursary monitoring
  - Part-time fee waiver allocation and monitoring
  - Targeted employability support funding
  - Race equality and Well-being and health funding
21. We are also proposing to include the previous year's data where appropriate in the IRIS outputs, where a time series is not already included, though it may not be possible to apply this to all outputs in 2023/24.
22. We have the following questions:

**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?

**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?

**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?

**Question 30:**

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

**Responses and next steps**

23. We are asking for responses to this consultation by **21 June 2024**, to be sent to [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk). Comments are also welcomed at any time, but this may mean that any changes to be implemented as a result of the comments are implemented in future years and not included in the 2023/24 data extraction and outputs. We are also holding a meeting of the HEFCW student record review group on 19 June 2024 where we will run through the consultation and we welcome any comments at that meeting also.
24. Once we get responses in we will consider them in HEFCW and in the Commission going forward. We are aiming to communicate any outcomes to HE providers by the end of July 2024. Any changes to be made as a result of the outcomes will be included in the IRIS data extractions and outputs for 2023/24 where possible. Some changes may be implemented in future years where there are time constraints or further issues coming out of the consultation to work through. All changes will be reflected in the EYM circular which we are aiming to publish by the end of July 2024. We are also aiming to have the EYM data extraction live on IRIS by the end of July 2024. If there are any changes to the timeline in this paragraph, we will communicate this to providers.

**Further information**

25. Any queries should be directed to Hannah Falvey (email [hestats@hefcw.ac.uk](mailto:hestats@hefcw.ac.uk)).

## Annex A

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

1. This annex provides the proposed mappings which HEFCW and the Commission will use to extract EYM and other data from the HESA student record, including as part of the IRIS process.
2. In coding student data for the HESA student record, where fields ask for funding council or regulatory body definitions to be used then it is those contained in the HESES/EYM circular that should be used.
3. The mappings show the name of the relevant HESA field in the form of Entity.FIELDNAME. Guidance relating to the HESA fields can be found in the HESA student record coding manual, available at [HESA student record 2023/24 coding manual](#).
4. In the following guidance, where we refer to a student or students, we mean a student on distinct engagement. Where variables relate to a student course session, we take the values returned for the latest student course session in the reporting year for an engagement.
5. Note that mappings shown in this annex are subject to the outcomes of the EYM consultation and any changes will be included in the EYM circular to be published by the end of July 2024. In addition, Jisc are conducting a consultation about certain aspects of the HESA student record and we will take the outcomes of that into consideration too when finalising this mapping.

### HESES/EYM population

6. 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

7. The following students, though in the population, will not be counted as registrations for HESES/EYM (some credit values associated with these students may be counted where a module is started in 2023/24):

Students in their final student course session of an engagement attending a course assumed to follow a non-standard academic year	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
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## HESES/EYM categorisation

### Residential status and eligibility for mainstream funding

8. Students will be categorised into residential status and eligibility for funding as follows:

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

9. 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.
10. Home undergraduate and PGCE registrations will be further categorised by residential status, using domicile as a proxy (see paragraph 21 below), into home residential status (Welsh) and home residential status (other). In doing this for Table 5 of EYM, registrations will also be categorised by funding eligibility categories, HEFCW-fundable and non-fundable, with HEIW/NHS-funded students excluded. Full-time home Initial Teacher Education (ITE) leading to Qualified Teacher Status (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

11. 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 linked to in Annex E of the [HESES 2023/24 circular](#) will be used.
12. Where postgraduate medicine or dentistry provision is coded using the general HECoS codes 100271 (medicine) and 100268 (dentistry), it will be assumed to be non-clinical.
13. 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)*

14. 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

15. 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 of [HESES 2023/24](#).

16. 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 14.
17. 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

18. 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

19. 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**

20. New entrants and continuing students are categorised as follows:

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

21. New entrants and continuing students at the provider will be considered home fundable or non-fundable according to the criteria in paragraph 8. HEIW/NHS students will be identified and excluded from Table 5 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**

22. 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 extractions:

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)
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Partially franchised out registrations (where resulting proportion $\geq$ 50%)	<p>ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION &gt; 0 for at least one module started in the academic year (ModuleInstance.MODINSTSTARTDATE <math>\geq</math> 2023-08-01 and ModuleInstance.CONTINUING <math>\neq</math> 01)</p> <p>Proportion of registration franchised out = Sum of Module.CRDTPTS x ModuleDeliveryRole.MDRPROPORTION over all modules with ModuleDeliveryRole.FRANIND = 01 and ModuleDeliveryRole.MDRPROPORTION &gt; 0, divided by total credit points over all modules started in the academic year</p>
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23. 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 38 below.

### Year abroad registrations

24. 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 $\neq$ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Turing scheme year abroad registrations	OffVenueActivity.MOBSCHEME = 05 and OffVenueActivity.COUNTRY $\neq$ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Taith scheme year abroad registrations	OffVenueActivity.MOBSCHEME = 06 and OffVenueActivity.COUNTRY $\neq$ GB, XF, XG, XH, XI, XJ, XK (not in UK)
Other year abroad registrations	OffVenueActivity.MOBSCHEME = 01, 04 and OffVenueActivity.COUNTRY $\neq$ 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 $\neq$ GB, XF, XG, XH, XI, XJ, XK (not in UK)



## Higher level and degree apprenticeships

25. 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 HEFCW 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 HEFCW scheme	StudentInitiative.STUINITID = 020 or CourseInitiative.COURSEINITID = 020
--	---

---

26. 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 HEFCW scheme should be coded as HEFCW non-fundable as the funding is ringfenced.

## Completions

27. Registrations are assumed to be completed as follows:

---

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

---

28. 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
--	------------------------------------

---

29. 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

30. For all columns of data, modules will be counted if they fit the following criteria. Note that 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.

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

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

Column 1

32. 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

33. 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

34. 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
-----------------------	---

35. 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
-------------------------------------	---

36. 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

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

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

38. 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

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

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

40. 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.
41. The headcount of students returned on the HESA aggregate offshore record that are based outside the UK, and will be categorised as follows:

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

42. Data will be broken down into level of study, where:

---

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

---

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

**Annex B****Method for estimating completion status for modules with unknown completion status**

1. Countable modules in the EYM population plus those that are active in the reporting year but started in a previous year are categorised by completion status:

Completed	ModuleInstance.MODULEOUTCOME = 01
Not completed	ModuleInstance.MODULEOUTCOME = 03
Partially completed	ModuleInstance.MODULEOUTCOME = 02
Completion status not known	ModuleInstance.MODULEOUTCOME = 06 or blank

Note that ModuleInstance.MODULEOUTCOME = 05, 96 should not be used by providers in Wales and ModuleInstance.MODULEOUTCOME = 04 is not included in the population.

2. Where there are multiple module instances for a student on a module because it spans student course sessions then the outcome for the latest instance will be included.
3. A variable called MODSTAT is derived:

If ModuleInstance.CONTINUING = 01 or ModuleInstance.MODINSTSTARTDATE < 01/08/23 then MODSTAT = 1

If ModuleInstance.MODINSTSTARTDATE ≥ 01/08/23 and  
ModuleInstance.MODINSTENDDATE ≤ 31/07/24 and  
ModuleInstance.MODINSTENDDATE ≠ blank then MODSTAT = 2

If ModuleInstance.MODINSTSTARTDATE ≥ 01/08/23 and  
(ModuleInstance.MODINSTENDDATE ≥ 31/07/24 or  
ModuleInstance.MODINSTENDDATE = blank) then MODSTAT = 3

4. The ModuleInstance.MODINSTSTARTDATE value used is the start date of the earliest instance of the module recorded if there are multiple instances for a module. The ModuleInstance.CONTINUING variable is taken from the first module instance also as if it is the first instance, and there is no previous student course session returned with that module instance attached in the reporting year, it assumed to be continuing from a student course session that started in the previous reporting period.

MODSTAT = 1 – a module is assumed to be continuing from a previous reporting year

MODSTAT = 2 – a module is assumed to have started and finished within a reporting year

MODSTAT = 3 – a module is assumed to have started but not finished within a reporting year

Note that only modules starting in the reporting year are in the EYM population

5. The data to be used in estimating completion rates is then analysed and the rates calculated as follows:
  - a. Where ModuleInstance.MODULEOUTCOME = 06 or blank, i.e. where completion status is unknown, the data are excluded from the process so that only modules with known completion status are used to estimate completion rates.
  - b. Where MODSTAT = 1, it is reset to 3, for the purposes of calculating the rates. This is so that any known completion statuses for modules that span reporting years can be used to estimate completion status for modules that span reporting years with unknown completion status (generally those with MODSTAT = 3 as the module is not yet finished). This means that completion rates calculated for MODSTAT = 1 (as reset to 3) are applied to module instances with MODSTAT = 3 with unknown completion status.
  - c. The number of credits to be counted for each module instance is calculated for each module outcome category, this is the credit points for the module. New variables are created:

If ModuleInstance.MODULEOUTCOME = 01 then CRDT\_COMP =  
Module.CRDTPTS

If ModuleInstance.MODULEOUTCOME = 02 then CRDT\_PCOMP =  
Module.CRDTPTS

If ModuleInstance.MODULEOUTCOME = 03 then CRDT\_NCOMP =  
Module.CRDTPTS

- d. Credit points are counted up across all module instances for each of CRDT\_COMP, CRDT\_PCOMP and CRDT\_NCOMP and in total in across the following categories:

Provider	
Mode of study	full-time, sandwich year out and part-time
Level of study	undergraduate degree, undergraduate non-degree and postgraduate taught for full-time and sandwich year out; undergraduate and postgraduate taught for part-time
ASC	ASC of the module subject
MODSBJ	the HECoS subject code of the module from ModuleSubject.MODSBJ
Year of programme	from StudentCourseSession.YEARPRG, set to 6 where StudentCourseSession.YEARPRG > 6
MODSTAT	as derived above

Where modules are coded with more than one HECoS code, the credits are split in proportion to the module subject proportion contained in ModuleSubject.MODPROPORTION. Mode and level of study is derived as set out in Annex A. ASC is mapped using ModuleSubject.MODSBJ as described in Annex E of the [HESES circular](#).

- e. The percentage of CRDT\_COMP, CRDT\_PCOMP, CRDT\_NCOMP out of the total number of credits in each combination of categories is calculated. If this results in percentages based on 20 or more module instances within each category combination then these percentages are used as the completion rates for that category combination for modules where the completion status is not known (ModuleInstance.MODOUTCOME 06 or blank).
  - f. If the threshold of 20 or more data items is not met in calculating the rates, credits points are counted up within the following combinations of categories until that threshold is met:
    - i. Provider, mode of study, ASC, Year of programme, MODSTAT
    - ii. Provider, mode of study, ASC, MODSTAT
    - iii. Provider, mode of study, MODSTAT
  - g. The resulting dataset will have rates for each completion status for each combination of categories in d. These are then applied to credits for the same combinations of categories where ModuleInstance.MODULEOUTCOME = 06 or blank.
  - h. Where data were included only for estimation purposes, where MODSTAT = 1, then the module instances are excluded from the final count included in the tables.
  - i. Each module instance will now have a number of credit values in each module outcome category. This will be one category (i.e. the returned known outcome in ModuleInstance.MODULEOUTCOME) where the outcome was known, and will be all categories where the outcome was not known (i.e. the percentages in each outcome applied to the number of credits).
  - j. The examples below illustrate the calculation.
6. The levels of estimation are also included in the EYM extraction workbook output in IRIS, in the sheets '% estimated T1a', '% estimated T1b' and '% estimated T1c' and providers should review the information included in those tables. Providers can make amendments in red on Tables 1a, 1b and 1c if they believe the estimation methods don't work for their provider or if they have further information to enable them to make a more accurate estimation of the number of completions. Where changes are made to the tables, providers should keep an audit trail of the methods used and changes made.

### Example 1

- 7. A module instance for a module with 40 credits has an unknown outcome (ModuleInstance.MODOUTCOME = 06). The instance started in the reporting year and is yet to finish (MODSTAT = 3). The module subject is 100148 and the module is in ASC 4. The year of programme is year 1 and mode and level of study is full-time undergraduate degree.

8. For modules at the particular provider, there are 30 module instances where mode and level of study is full-time undergraduate degree, the year of programme is 1, the module subject is 100148, the ASC is 3 and MODSTAT = 1 (not counted but used in estimation for MODSTAT = 3). These are essentially instances of the same module that started in the last reporting year and finished in the current reporting year. As the 20 threshold has been met, the percentages in each completion status for those with known completion status can be used. In this example, of the 30 instances, each at 40 credits, 94% were completed, 2% were partially completed and 4% were not completed. For the instance that the number of credit values by completion status is being estimated for,  $94\% \times 40 = 37.6$  credits are counted as completed,  $2\% \times 40 = 0.8$  credits are counted as partially completed and  $4\% \times 40 = 1.6$  credits are counted as not completed. This calculation is carried out for every instance that completion status needs to be estimated for, then aggregated up and the total in each ASC and level of study row in Table 1a is rounded to the nearest whole number.

### Example 2

9. A module instance for a module with 20 credits has an unknown outcome (ModuleInstance.MODOUTCOME = 06). The instance started in the reporting year and is yet to finish (MODSTAT = 3). The module subject is 100321 and the module is in ASC 9. The year of programme is year 2 and mode and level of study is part-time undergraduate.

For modules at the particular provider, there are 15 module instances where mode and level of study is part-time undergraduate, the year of programme is 2, the module subject is 100321, the ASC is 9 and MODSTAT = 1 (not counted but used in estimation for MODSTAT = 3). These are essentially instances of the same module that started in the last reporting year and finished in the current reporting year. As the 20 threshold has not been met, the percentages in each completion status for those with known completion status have to be calculated excluding level of study, that is, for combinations of categories: Provider x Mode of Study x ASC x Year of programme x MODSTAT. This gives 35 module instances and so can be used to calculate completion rates. For these modules instances, each at 20 credits, 93% were completed and 7% were not completed. For the instance that the number of credit values by completion status is being estimated for,  $93\% \times 20 = 18.6$  credits are counted as completed and  $7\% \times 20 = 1.4$  credits are counted as not completed. This calculation is carried out for every instance that completion status needs to be estimated for, then aggregated up and the total in each ASC and level of study row in Table 1c is rounded to the nearest whole number.



## Annex C

### Method for estimating completion status for registrations with unknown completion status

1. Registrations in the EYM population, plus those that are active in the reporting year but started in a previous reporting year and have not continued past the anniversary of their engagement start date, are categorised into completion status using the completion status of the latest student course session for the engagement:

Completed	FundingandMonitoring.FUNDCOMP = 01
Not completed	FundingandMonitoring.FUNDCOMP = 02
Partially completed	FundingandMonitoring.FUNDCOMP = 04
Completion status not known	FundingandMonitoring.FUNDCOMP = 03 or blank

2. Where there are multiple student course sessions for an engagement because it spans reporting years, then the completion status and other data for the latest student course session will be included in the estimation method, including the derived field Z\_NONSTANDARDSCS which flags whether the student course session spans reporting years.
3. A new field is derived to indicate that the registration is in the final year of a programme where the student course session spans reporting years:

If Z\_NONSTANDARDSCS = 1 and 01/08/23 ≤ Leaver.ENGENDDATE ≤ 31/07/24  
then FINYR = 1  
Else FINYR = 0

This is to identify registrations that wouldn't be in the population as the registration would have been counted in the previous year, but for which there are known completion statuses that can be used in estimation.

4. The data to be used in estimating completion rates is then analysed and the rates calculated as follows:
  - a. Where FUNDCOMP = 03 or blank, i.e. where completion status is unknown, the data are excluded from the process so that only registrations with known completion status are used to estimate completion rates.
  - b. New variables are created:
    - If FUNDCOMP = 01 then COMP = 1
    - If FUNDCOMP = 02 then NCOMP = 1
    - If FUNDCOMP = 04 then PCOMP = 1
  - c. Registrations are counted up for each of COMP, NCOMP and PCOMP and in total in across the following categories:

Provider	
Mode of study	full-time, sandwich year out and part-time
Level of study	undergraduate degree (split into non-franchised out and franchised out), undergraduate non-degree (split into non-franchised out and franchised out), postgraduate taught, postgraduate research
Fundability status	Fundable, non-fundable and overseas
ASC	ASC of the qualification subject
Year of programme	StudentCourseSession.YEARPRG, set to 6 where StudentCourseSession.YEARPRG > 6
Z_NONSTANDARDSCS	Whether the student course session spans reporting years or not

Where registrations fall into more than one ASC, registrations are split in proportion to the qualification subject proportion contained in QualificationSubject.QUALPROPORTION. Mode of study, level of study and fundability status are derived as set out in Annex A. ASC is mapped using QualificationSubject.QUALSUBJECT as described in Annex E of the [HESES circular](#).

- d. The percentage of COMP, NCOMP, PCOMP out of the total number of registrations in each combination of categories is calculated. If this results in percentages based on 20 or more registrations within each category combination then these percentages are used as the completion rates for that category combination for registrations where the completion status is not known (FundingandMonitoring.FUNDCOMP = 03 or blank).
- e. If the threshold of 20 or more data items is not met in calculating the rates, registrations are counted up within the following combinations of categories until that threshold is met:
  - i. Provider, mode of study, level of study, fundability status, ASC, Year of programme
  - ii. Provider, mode of study, level of study, fundability status, ASC
  - iii. Provider, mode of study, level of study, ASC
  - iv. Provider, mode of study, level of study, fundability status
- f. The resulting dataset will have rates for each completion status for each combination of categories in c. These are then applied to registrations for the same combinations of categories where FundingandMonitoring.FUNDCOMP = 03 or blank.
- g. Where data were included only for estimation purposes, where FINYR = 1, then the registrations are excluded from the final count.
- h. Each registration will now have a number of registrations in each completion category. This will be one category (i.e. the returned known outcome in FundingandMonitoring.FUNDCOMP) where the outcome was known, and will be all categories where the completion status was not known (i.e. the percentages in each status applied to the registration).

- i. The examples below illustrate the calculation.
5. The levels of estimation are also included in the EYM extraction workbook output in IRIS, for Table 4, in the sheet '% estimated T4', and providers should review the information included in that table. Providers can make amendments in red on Tables 3, 4, and 5 if they believe the estimation methods don't work for their provider or if they have further information to enable them to make a more accurate estimation of the number of completions. Where changes are made to the tables, providers should keep an audit trail of the methods used and changes made.

### Example 1

6. A student course session of an engagement has an unknown outcome (FundingandMonitoring.FUNDCOMP = 03). This is the only student course session for the engagement. The student course session started in the reporting year and is continuing into the next reporting year and so Z\_NONSTANDARDSCS = 1. The qualification subject is 100225 and maps to ASC 3. The year of programme is year 1, the programme is a full-time undergraduate one year non-degree course and the registration is fundable and is not franchised out.
7. For engagements at the particular provider, there are 30 fundable student course sessions where mode and level of study is full-time undergraduate non-degree non-franchised out, the year of programme is 1, the qualification subject is in ASC 3, Z\_NONSTANDARDSCS = 1 and the completion status is known (FUNDCOMP = 01, 02 or 04). These are student course sessions that started in the previous reporting year and finished in the current reporting year. As the 20 threshold has been met, the percentages in each completion status for those with known completion status can be used. In this example, of the 30 student course sessions, 93% were completed, 3% were partially completed and 4% were not completed. For the registration that the completion status is being estimated for, 93% = 0.93 of the registration is counted as completed, 3% = 0.03 of the registration is counted as partially completed and 4% = 0.04 is counted as not completed. This is done for every registration that completion status needs to be estimated for, then aggregated up and the total, in each ASC, fundability status and mode and level of study (split by non-franchised out and franchised out) in Table 4 is rounded to the nearest 0.5.

### Example 2

8. A student course session of an engagement has an unknown outcome (FundingandMonitoring.FUNDCOMP = 03). This is the second student course session for the engagement in the reporting year. The student course session started in the reporting year and is continuing into the next reporting year and so Z\_NONSTANDARDSCS = 1. The first student course session reported continued from a previous reporting year and finished in the reporting year. The qualification subject is 100217 and maps to ASC 5. The year of programme is year 3, mode

and level of study is part-time undergraduate degree and the registration is fundable and is not franchised out.

9. For engagements at the particular provider, there are 15 fundable student course sessions where mode and level of study is part-time undergraduate degree non-franchised out, the year of programme is 3, the qualification subject is in ASC 5, Z\_NONSTANDARDSCS = 1 and the completion status is known (FUNDCOMP = 01, 02 or 04). As the 20 threshold has not been met, the percentages in each completion status for those with known completion status have to be calculated excluding Z\_NONSTANDARDSCS, that is, for combinations of categories: Provider x Mode of Study x Level of Study x Fundability status x ASC x Year of programme. This gives 35 student course sessions and so can be used to calculate completion rates. For these 35 student course sessions, 92% were completed and 8% were not completed. For the registration that the completion status is being estimated for, 92% = 0.92 of the registration is counted as completed and 8% = 0.08 is counted as not completed. This is done for every registration that completion status needs to be estimated for, then aggregated up and the total, in each ASC, fundability status and mode and level of study (split by non-franchised out and franchised out) in Table 4 is rounded to the nearest 0.5.