

Technical description of how data is extracted from the data sources and the measures are calculated

The measures detailed below will be benchmarked according to the methodology detailed in Annex C unless otherwise explained in this technical Annex.

Apprenticeships

A1 - Number of fundable learning programme starts

- This measure is defined as:
The number of fundable apprenticeship learning programmes started in the academic year.
- Data taken from the [Lifelong Learning Wales Record](#).
- Learning programmes fitting the following criteria are included:

Apprenticeship learning programmes	LP17 = 37, 38, 39, 41, 42
Learning programme started in the academic year	LP73 between 1 August 20XX and 31 July 20YY
Eligible for funding	As per the criteria set out in the ACP programme specification and guidance

- This measure will not be benchmarked.

A2 - Percentage of learners who achieve their full apprenticeship framework

- This measure is defined as:
The number of full apprenticeship frameworks achieved within the academic year, divided by the number of apprenticeship programmes that ended within the academic year (excluding transfers, deaths and redundancies) that lasted eight weeks or more.
- Data taken from the [Lifelong Learning Wales Record](#).
- Learning programmes fitting the following criteria are included:

Apprenticeship learning programmes	LP17 = 37, 38, 39, 41, 42
Learning programme ended within the academic year	LP55 between 1 August 20XX and 31 July 20YY
Excluding transfers, deaths and redundancies	LP41 not in ('05', '12', '13', '16')
That lasted eight weeks or more	(LP55 – LP73) + 1 >= 56

- In addition the following criteria are applied:

Framework achieved	LP41 in ('00','01') and AW23='2' and AW12 = 'PASS' and AW08 = 'LDKKFRAM'
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9. Benchmarking approach: refer to methodology outlined in **Annex C**.
Factors are: Programme level (Foundation, Level 3, Higher); Sector Subject Area (SSA); Level of highest qualification achieved prior to learning programme, Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

A3 - Percentage of apprenticeship learning activities successfully completed

10. This measure is defined as:
The number of attained activities divided by the number of assessable ended learning activities (excluding transfers) that were short course or lasted 8 weeks or more in an apprenticeship learning programme from A2.

11. Data taken from the [Lifelong Learning Wales Record](#).

12. Learning activities fitting the following criteria are included:

An apprenticeship learning programmes from A2	See the "following criteria are included" definition of A2
Learning activity ended, excluding transfers	LA31 in ('2','3','6')
Assessable	LA40 not in ('00') or LA06 is an assessable qualification
Short-course or lasted 8 weeks or more	LA30 >= 56 or (LA10 – LA09) < 168 or LA31 = '2'
Excluding generic activities	First two letters of LA06 not in ('LA','LB','LC','LD')

13. In addition the following criteria are applied:

Attained activity	AW23 = '2'
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14. Benchmarking approach: refer to methodology outlined in **Annex C**.
Factors are: Activity level; Sector Subject Area (SSA); Level of highest qualification achieved prior to learning programme, Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

A4 - Percentage of learners with a sustained destination

15. This measure is defined as:
The number of learners with a terminated learning programme who went on to a sustained employment and/or sustained learning destination (same or higher level) the following year divided by the number of learners with a terminated learning programme.

16. Data taken from the [Lifelong Learning Wales Record](#), [Post-16 Data Collection](#), [Pupil Level Annual School Census \(PLASC\)](#), [HESA Student Record](#), Matched Education Dataset, and the [Longitudinal Educational Outcomes Study](#).
17. This measure is drawn from the current [consistent performance measures for post-16 learning: learner destinations](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.
18. Benchmarking approach: refer to methodology outlined in **Annex C**.
Factors are: Programme level (Foundation, Level 3, Higher); Sector Subject Area (SSA); Level of highest qualification achieved prior to learning programme, Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

A5 - Overall learner satisfaction

19. This measure is defined as:
The percentage of learners stating that they are “very satisfied” or “satisfied” overall with their provider.
20. Data taken from Medr’s annual Learner Voice Survey, undertaken by IFF Research and being rolled out nationally from 2027.
21. Provider results will be weighted to be representative of the provider’s learner population, based on LLWR data.
22. Overall satisfaction scores will be benchmarked at provider level against the results for all apprentices participating in the survey, and against the results for all participating learners across the apprenticeship, ACL and FE sectors.

Further Education and sixth forms

F1 – Number of fundable full-time learning programme starts

23. This measure is defined as:
The number of fundable full-time learning programmes started in the academic year.
24. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).
25. Learning programmes fitting the following criteria are included:

For further education institutions:

Further education learning programmes	LP17 = 71, 72, 80, 81, 92, 93
Full-time learning programme	8 th character of LP74 = B, D

For sixth forms:

All potentially fundable learning programmes	Programme reference not in (99999999, 9999999B)
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26. In addition, the following criteria are applied:

For further education institutions:

Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY
Learning programme lasted eight weeks or more	LP55 – LP73 + 1 >= 56
Eligible for funding	As per the criteria set out in the Post-16 Funding Framework

For sixth forms:

Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

27. This measure will not be benchmarked.

F2 – Percentage of learners who complete their full-time AS level programme

28. This measure is defined as:
The number of completed full-time AS level learning programmes divided by the number of full-time AS level programmes started in the academic year that lasted eight weeks or more.

29. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).

30. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time AS level learning programmes	First 3 characters of LP74 = 001 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY
Learning programme lasted eight weeks or more	LP55 – LP73 + 1 >= 56

For sixth forms:

Full-time AS level learning programmes	First 3 characters of Programme reference = 001 8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

31. In addition, the following criteria are applied:

For further education institutions:

Completed learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

32. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.

33. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Prior attainment indicator; Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F3 - Percentage of learners who return to take a full-time A level programme after completing their full-time AS level programme

34. This measure is defined as:

The number of full-time A2 level learning programme starts divided by the number of completed full-time AS level programmes.

35. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).

36. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time A2 level learning programmes	First 3 characters of LP74 = 002 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY

For sixth forms:

Full-time A2 level learning programmes	First 3 characters of Programme reference = 002 8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY

37. In addition, the following criteria are applied:

For further education institutions:

Completed AS level learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed AS learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY

38. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.

39. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Prior attainment indicator; Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F4 - Percentage of learners who complete their full-time A level programme

40. This measure is defined as:

The number of completed full-time A2 level learning programmes divided by number of full-time A2 level programmes started.

41. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).

42. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time A2 level learning programmes	First 3 characters of LP74 = 002 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY

For sixth forms:

Full-time A2 level learning programmes	First 3 characters of Programme reference = 002 8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY

43. In addition, the following criteria are applied:

For further education institutions:

Completed A2 level learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed A2 learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY

44. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.

45. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Prior attainment indicator; Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F5 - Percentage of learners that achieve at least 3 A levels (or equivalent)

46. This measure is defined as:
The number of learners achieving at least 3 A levels (or equivalent) at grades A* to E divided by the number of completed A2 level programmes.
47. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).
48. Achievement is a threshold measure i.e. the percentage of the A level cohort at the eight week point that attains three or more A levels (or equivalent) qualifications. The threshold looks at everything achieved by the learner over the two years. This is broken down by achievement of grades A*, A*-A, A*-B, A*-C A*-D and A*-E. For schools, the data is derived from WED and matched to programme records from the Post-16 Collection.
49. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time A2 level learning programmes	First 3 characters of LP74 = 002 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY

For sixth forms:

Full-time A2 level learning programmes	First 3 characters of Programme reference = 002 8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY

50. In addition, the following criteria are applied:

For further education institutions:

Completed A2 level learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed A2 learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY

51. In addition, the following criteria are applied:

For further education institutions:

Completed A2 level learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed A2 level learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY

52. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.
53. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Prior attainment indicator; Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F6 - Percentage of learners who complete their full-time vocational programme

54. This measure is defined as:
The number of completed full-time vocational programmes divided by number of full-time vocational programmes that lasted eight weeks or more.
55. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).
56. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time vocational learning programmes	First 2 characters of LP74 = ('01','02','03','04','05','06','07','08','09','10','11','12','13','14','15','90','91','98') 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY
Learning programme ended in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY
Learning programme lasted eight weeks or more	LP55 – LP73 + 1 >= 56

For sixth forms:

Full-time vocational learning programmes	First 2 characters of Programme reference = ('01','02','03','04','05','06','07','08','09','10','11','12','13','14','15','90','91','98')
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	8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY
Learning programme ended in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

57. In addition, the following criteria are applied:

For further education institutions:

Completed vocational learning programme	LP41 = 01
Learning programme completed in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY

For sixth forms:

Completed vocational learning programme	Programme completion status = 2
Learning programme completed in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY

58. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.

59. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Programme level (Entry Level, Level 1, Level 2, Level 3, Level 4, Access); Sector Subject Area (SSA); Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F7 - Percentage of main qualifications undertaken as part of full-time vocational learning programmes that were successfully attained

60. This measure is defined as:

The number of successfully attained main qualifications undertaken as part of full-time vocational programmes that lasted eight weeks or more divided by the total number of main qualifications undertaken as part of full-time vocational programmes that lasted eight weeks or more.

61. Data taken from the [Lifelong Learning Wales Record](#) (further education institutions) and the [Post-16 Data Collection](#) (sixth forms).

62. Learning programmes fitting the following criteria are included:

For further education institutions:

Full-time vocational learning programmes	First 2 characters of LP74 = ('01','02','03','04','05','06','07','08','09','10','11','12','13','14','15','90','91','98') 8 th character of LP74 = B, D
Learning programme started in academic year 20XX/YY	LP73 between 1 August 20XX and 31 July 20YY
Learning programme ended in academic year 20XX/YY	LP55 between 1 August 20XX and 31 July 20YY
Learning programme lasted eight weeks or more	LP55 – LP73 + 1 >= 56

For sixth forms:

Full-time vocational learning programmes	First 2 characters of Programme reference = ('01','02','03','04','05','06','07','08','09','10','11','12','13','14','15','90','91','98') 8 th character of Programme reference = B, D
Learning programme started in academic year 20XX/YY	Programme start date between 1 September 20XX and 31 August 20YY
Learning programme ended in academic year 20XX/YY	Programme actual end date between 1 September 20XX and 31 August 20YY
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

63. In addition, the following criteria are applied:

For further education institutions:

Main qualifications undertaken as part of vocational programmes	LA47 = 05 and LA31 = ('1','2','3','5','6')
Successfully attained main qualifications undertaken as part of vocational programmes	LA31 = 2 and AW23 = 2
Learning programme lasted eight weeks or more	LP55 – LP73 + 1 >= 56

For sixth forms:

Main qualifications undertaken as part of vocational programmes	Programme completion status in ('1','2','3')
Learning programme lasted eight weeks or more	Programme actual end date – Programme start date + 1 >= 56

64. This measure is drawn from the current [consistent performance measures for post-16 learning: achievement](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.

65. Benchmarking approach: refer to methodology outlined in **Annex C**.
Factors are: Programme level (Entry Level, Level 1, Level 2, Level 3, Level 4, Access); Sector Subject Area (SSA); Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F8a - Percentage of learners with a sustained destination (general education)

F8b – Percentage of learners with a sustained destination (vocational)

66. These measures are defined as:
The number of learners with a terminated learning programme who went on to a sustained employment and/or sustained learning destination (same or higher level) the following year divided by the number of learners with a terminated learning programme. Separate measures will be calculated for learners on general education programmes and learners on vocational programmes.
67. Data taken from the [Lifelong Learning Wales Record](#), [Post-16 Data Collection](#), [Pupil Level Annual School Census \(PLASC\)](#), [HESA Student Record](#), Matched Education Dataset, and the [Longitudinal Educational Outcomes Study](#).
68. Employment destinations are produced using learners from the LLWR and Post-16 Data Collection and matching to DWP benefit records and HMRC P45 and P14 income tax returns.
69. Learning destinations are produced using the Matched Education Dataset. The cohort of LLWR and Post-16 Data Collection learners are matched to LLWR, Post-16 Data Collection and HESA data for the next academic year to observe learning outcomes in further and higher education.
70. The sustained destination measures aim to count the proportion of learners with a sustained outcome, either into learning or employment (or both). A learner's destination relates to their activity the following academic year. For example, for 2022/23 learners to be counted as having a sustained destination, a learner must either:
- Have a sustained employment outcome, or
 - Have a sustained learning outcome, or
 - Be engaged in either learning, training or paid employment in each of the six months between October 2023 and March 2024
71. These measures are drawn from the current [consistent performance measures for post-16 learning: learner destinations](#). In addition to the criteria set out above, the full methodology behind the consistent performance measures applies.
72. Benchmarking approach: refer to methodology outlined in **Annex C**.

F8a (general education) factors are: Prior attainment indicator; Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F8b (vocational) factors are: Programme level (Entry Level, Level 1, Level 2, Level 3, Level 4, Access); Sector Subject Area (SSA); Learners from most deprived 20% of neighbourhoods (Welsh Index of Multiple Deprivation).

F9 - Overall learner satisfaction

73. This measure is defined as:
The percentage of learners stating that they are “very satisfied” or “satisfied” overall with their provider.
74. Data taken from Medr’s annual Learner Voice Survey, undertaken by IFF Research and being rolled out nationally from 2027.
75. Provider results will be weighted to be representative of the provider’s learner population, based on LLWR data.
76. Overall satisfaction scores will be benchmarked at provider level against the results for all FE learners participating in the survey, and against the results for all participating learners across the FE, ACL and apprenticeship sectors.

Adult Community learning (ACL)

C1 - Number of learning activity starts

77. This measure is defined as:
The number of ACL learning activities started in the academic year

78. Data taken from the [Lifelong Learning Wales Record](#).

79. Learning activities fitting the following criteria are included:

ACL learning activities	LP17 = 30 or LA03 starts with 'A'
Learning activities started in the academic year	LA09 between 1 August 20XX and 31 July 20YY

80. This measure will not be benchmarked.

C2 - Percentage of learning activities completed

81. This measure is defined as:
The number of completed adult community learning activities, divided by the number of ended adult community learning activities (excluding transfers) that were expected to end within the academic year that were short courses or lasted eight weeks or more.

82. Data taken from the [Lifelong Learning Wales Record](#).

83. Learning programmes fitting the following criteria are included:

Adult community learning - learning activities	17 = 30 or LA03 starts with 'A'
Learning activities expected to end within the academic year	LA30 < LA10 and LA10 between 1 August 20XX and 31 July 20YY Or LA30 >= LA10 and LA30 between 1 August 20XX and 31 July 20YY
Ended activities (excluding transfers)	LA31 in ('2','3','6')
Short courses or lasted eight weeks or more	LA30 >= 56 or (LA10 – LA09) < 168 or LA31 = '2'

84. In addition the following criteria are applied:

Completed activities	LA31 = '2'
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85. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Activity level; Sector Subject Area (SSA); Activity type (QiW qualification, Units, General not yet identified, Other), Age

C3 - Percentage of learning activities successfully completed

86. This measure is defined as:

The number of attained adult community learning activities, divided by the number of assessable ended adult community learning activities (excluding transfers) that were expected to end within the academic year that were short courses or lasted eight weeks or more.

87. Data taken from the [Lifelong Learning Wales Record](#).

88. Learning programmes fitting the following criteria are included:

Adult community learning learning activities	LP17 = 30 or LA03 starts with 'A'
Learning activities expected to end within the academic year	LA30 < LA10 and LA10 between 1 August 20XX and 31 July 20YY Or LA30 >= LA10 and LA30 between 1 August 20XX and 31 July 20YY
Ended activities (excluding transfers)	LA31 in ('2','3','6')
Short courses or lasted eight weeks or more	LA30 >= 56 or (LA10 – LA09) < 168 or LA31 = '2'
Assessable	LA40 = '01' or LA06 is an assessable qualification

89. In addition the following criteria are applied:

Attained activities	LA31 = '2' and AW23 = '2'
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90. Benchmarking approach: refer to methodology outlined in **Annex C**. Factors are: Activity level; Sector Subject Area (SSA); Activity type (QiW qualification, Units, General not yet identified, Other), Age

C4 - Overall learner satisfaction

91. This measure is defined as:

The percentage of learners stating that they are “very satisfied” or “satisfied” overall with their provider.

92. Data taken from Medr’s annual Learner Voice Survey, undertaken by IFF Research and being rolled out nationally from 2027.

93. Provider results will be weighted to be representative of the provider’s learner population, based on LLWR data.

94. Overall satisfaction scores will be benchmarked at provider level against the results for all ACL learners participating in the survey, and against the results for all participating learners across the ACL, FE and apprenticeship sectors.

Higher education

H1 - The number of enrolments at each Welsh HE provider, by mode, level, domicile and subject

95. This measure is defined as:
The number of students enrolled at each Welsh HE provider.
96. Data taken from the [HESA Student record](#).
97. Data are based on the HESA standard registration population. This population is derived from the HESA Student record, from all registered higher education student engagements at a reporting HE provider in the cycle 1 August to 31 July and following courses that lead to the award of a qualification or HE provider credit.
98. Student engagements are excluded if the student is:
- Dormant for the entire cycle
 - Intercalating out to another provider for the entire cycle
 - Incoming visiting and exchange student
 - Postdoctoral student
 - A student who primarily studies outside the United Kingdom (UK)
 - On a programme of study outside of the UK
99. Student engagements are counted once for each year of study. To be counted, they need to be active in study at least two weeks after their engagement start date or subsequent anniversaries of. Students who are writing-up (and have no active study) after this anniversary date are also excluded from the population, as are students expected to study for two weeks or less and who don't complete their studies or gain a qualification.
100. The following coding is applied to the HESA student record to extract the data:
- | | |
|---------------------------------------|------------------------------------|
| HESA standard registration population | Z_POPSR_CYC = 1 |
| Latest student course session | Z_LATESTSCSMRK = 1 |
101. The following fields are used to derive the mode of study, level of study, domicile, and subject information:
- | | |
|----------------|-----------------------------------|
| Mode of study | Z_MODEGRP1 |
| Level of study | Z_LEVELGRP2 |
| Domicile | Z_PERMADDPROVGRP4 |
| Subject | Z_SUBJCAHGRP1 |
102. Student enrolment numbers are calculated from Full Person Equivalents (FPE) using [Z_SUBJFPE](#).
103. This measure will not be benchmarked.

H2 - The proportion of full-time degree enrolments completing or progressing to the next year of their course

104. The progression measure is defined as:

The proportion of full-time first-degree students at HE providers in Wales who did not leave within 50 days of commencement and complete or progress to the next year of their course.

105. Data are taken from two successive years of the [HESA student record](#).

106. The methodology for this measure is being developed. More work is required to incorporate intercalating and dormant students correctly, and to compare the course title and subject of study for those seen as not progressing to determine if they have transferred, or are likely to be resitting.

107. The following coding is applied to the HESA student record to extract the data for full-time first-degree students who did not leave within 50 days of commencement:

HESA session population	Z_POPSES_CYC = 1
Full-time	Z_MODEGRP1 = 01
First degree	Z_LEVELGRP2 = 03
Reduce data to engagement level	Z_LATESTSCSMRK = 1
Expected length of course known and more than one year	StudentCourseSession.YEARPRG ≠ blank, 99 and Z_EXPECTLENGRP1 ≠ 01, 02, 03, Z9
Exclude intercalating students	StudentCourseSession.INTERCALATION ≠ 01
Exclude students with reason for leaving as death	Leaver.RSNENGEND ≠ 05
Entrants*	Engagement.ENGSTARTDATE ≥ 12 June (in Year 0) and Engagement.ENGSTARTDATE < 12 June (in Year 1)

Entrant did not leave within 50 days of commencement	<u>Leaver.ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + 49 > <u>Leaver.ENGENDDATE</u>
Continuing students not leaving within 50 days of commencement	<u>Engagement.ENGSTARTDATE</u> < 12 June (in Year 1) and (<u>Leaver.ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + 49 > <u>Leaver.ENGENDDATE</u>)

108. *For entrants who start on or after 12 June, the end of the 50-day period falls in the following academic year. Therefore, the academic year has been 'dialled back' to include students with a commencement date on or after 12 June in Year 0.
109. For example, when looking for entrants in the 2023/24 HESA student record, the dates used would be $\text{ENGSTARTDATE} \geq 12 \text{ June } 2023$ and $\text{ENGSTARTDATE} < 12 \text{ June } 2024$. In this example 12 June 2023 is in the academic year 2022/23 and so Year 0 would be 2022/23, and Year 1 would be 2023/24. Continuing students in the 2023/24 HESA record could have started in any year prior to the 2023/24 year. The 50 day stay criteria is also applied to these students.
110. Students in Year 1 identified in paragraph 107 above are then tracked to the following year, Year 2. This is done by joining the data using the identifiers for the provider, student and the student's engagement, (Provider.UKPRN, Student.SID, Engagement.NUMHUS). This will track students at the same provider on the same course in Year 1 to Year 2. If students move to other providers in Year 2 this is not taken into account, unless indicated as a reason for leaving, unlike with the fuzzy matching used by HESA for the full and part-time retention measures (H3a and H3b) which locates students at other providers in later years.
111. Following tracking students from Year 1 to Year 2 there may be students with updated end dates that show they stayed for less than 50 days. These students are removed from the overall population of students.

Exclude students with updated end dates that stayed for less than 50 days	<u>Engagement.ENGSTARTDATE</u> + 49 $\leq$ <u>Leaver.ENGENDDATE</u>
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112. Students identified at paragraphs 110 are then categorised according to whether they were found in Year 2 data or not. The following steps are not necessarily mutually exclusive and therefore are taken one after the other.

113. For those students in the Year 1 data only, categories are:

Success Year 1 qualification	<u>Leaver.ENGENDDATE</u> is not NULL and <u>Z_QLEVEL_CYC</u> ≠ Z9
Those which left in Year 1 without a qualification are categorised:	<u>Leaver.ENGENDDATE</u> is not NULL and <u>Z_QLEVEL_CYC</u> = Z9 and
Success Year 1 unknown award	<u>Leaver.RSNENGEND</u> = 01
Transferred Year 1	<u>Leaver.RSNENGEND</u> = 03, 12
Left Year 1 no award	<u>Leaver.RSNENGEND</u> = 11
Left Year 1 not yet known if award/not	<u>Leaver.RSNENGEND</u> = 98
In Year 1 and continuing but not found in Year 2 data	<u>Leaver.ENGENDDATE</u> is Null but student not found in Year 2 data

114. For those students tracked from Year 1 to Year 2 data, and left during Year 2, using fields from Year 2, categories are:

Success Year 2 qualification	<u>Leaver.ENGENDDATE</u> is not NULL and <u>Z_QLEVEL_CYC</u> ≠ Z9
Those which left in Year 2 without a qualification are categorised:	<u>Leaver.ENGENDDATE</u> is not NULL and <u>Z_QLEVEL_CYC</u> = Z9 and
Success Year 2 unknown award	<u>RSNENGEND</u> = 01
Transferred Year 2	<u>RSNENGEND</u> = 03, 12
Left Year 2 no award	<u>RSNENGEND</u> = 11
Left Year 2 not yet known if award/not	<u>RSNENGEND</u> = 98

115. For those students tracked from Year 1 to Year 2 data, and have not left, using fields from Year 1 (Y1) and Year 2 (Y2) data:

Those continuing in Year 2 are categorised:	<u>Leaver.ENGENDDATE</u> is NULL and
Progressed one or more years	<u>YEARPRG</u> Y2 is not Null and <u>YEARPRG</u> Y2 > <u>YEARPRG</u> Y1
Resits	<u>YEARPRG</u> Y2 is not Null and <u>YEARPRG</u> Y2 ≤ <u>YEARPRG</u> Y1
Dormant all of Year 2	<u>YEARPRG</u> Y2 is Null and <u>SCSESSIONID</u> Y2 is not Null and <u>Z_STATUSSCS_CYC</u> = 02
Was active in Year 2 but now dormant	<u>YEARPRG</u> Y2 is Null and <u>SCSESSIONID</u> Y2 is not Null and <u>Z_STATUSSCS_CYC</u> Y2 ≠ 02 and <u>Z_STATUSEND</u> Y2 = 02
Active in Year 2 but no progression info - exclude	<u>YEARPRG</u> Y2 is Null and <u>SCSESSIONID</u> Y2 is not Null and <u>Z_STATUSEND</u> Y2 ≠ 02, Z9
Dormant end of last SCS no SCS in Year 2	<u>YEARPRG</u> Y2 is Null and <u>SCSESSIONID</u> Y2 is Null and <u>Z_STATUSEND</u> Y2 = 02

116. The categories identified in paragraphs 113, 114 and 115 above are reduced to the four following categories:

- Progressed, transferred or success
- Resits
- Unsuccessful, dormant or dropped out
- Exclude

as follows:

Progressed, transferred or success	Left in Year 1 with a qualification Left in Year 2 with a qualification Progressed one or more years
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	Success Year 1 unknown award Success Year 2 unknown award Transferred Year 1 Transferred Year 2
Resits	Resits
Unsuccessful, dormant or dropped out	Dormant all of Year 2 Dormant end of last SCS no SCS in Year 2 Left Year 1 no award Left Year 1 not in Year 2 data Left Year 2 no award Was active in Year 2 but now dormant
Exclude	Active in Year 2 but no progression info - exclude Left Year 1 not yet known if award/not Left Year 2 not yet known if award/not

117. The measure is the following proportion:

$$\frac{\text{Progressed, transferred or success}}{\text{Progressed, transferred or success} + \text{Resits} + \text{Unsuccessful, dormant or dropped out}}$$

118. The proposed benchmarking methodology and benchmark factors being explored are described in Annex C. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.

119. For context, benchmark factors used in HESA's full-time [non-continuation UK PI](#) were subject of study, entry qualifications and age. The data were separately benchmarked for combinations of level of study (first degree and other undergraduate). Whilst the non-continuation UKPI is not the same as this measure, it is a measure of retention when interpreted from the opposite perspective (see also H3a and H3b).

H3a - The proportion of full-time undergraduate entrants completing or progressing one year following entry

120. The full-time retention measure is defined as:

The proportion of full-time undergraduate UK domiciled entrants at HE providers in Wales who did not leave within 50 days of commencement and are present in HE one year following year of entry.

121. Use of 'Present in HE' here is taken to mean 'continuing or qualifying at the same HE provider or transferring to another HE provider'.

122. Data are taken from two successive years of the HESA student record, the year of entry and the following year.

123. The methodology for extraction, tracking and identification of full-time entrants present in HE in the following year is very similar to the methodology HESA used for the full-time non-continuation UK PI. The data we are using has been provided by HESA.
124. The following coding is applied to the HESA student record to extract the data for full-time UK domiciled undergraduate entrants who did not leave within 50 days of commencement:

HESA session population	<u>Z_POPSES_CYC</u> = 1
Exclude students studying mainly overseas as part of a collaborative course between their UK HE provider and an overseas HE provider	<u>CollaborativeProvision.COLPROVTYPEID</u> ≠ 02
Full-time	<u>Z_MODEGRP1</u> = 01
UK domiciled	<u>Z_PERMADDGRP2</u> = 01
Undergraduate excluding HE credits	<u>Z_LEVELGRP2</u> = 03, 04 and <u>Z_LEVELGRP8</u> ≠ 12
Entrants*	<u>Engagement.ENGSTARTDATE</u> ≥ 12 June (in Year 0) and <u>Engagement.ENGSTARTDATE</u> < 12 June (in Year 1)
Student did not leave within 50 days of commencement	<u>Leaver.ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + 49 > <u>Leaver.ENGENDDATE</u>

125. *For students who start on or after 12 June, the end of the 50-day period falls in the following academic year. Therefore, the academic year has been 'dialled back' to include students with a commencement date on or after 12 June in Year 0.
126. For example, when looking for entrants in the 2023/24 HESA student record, the dates used would be ENGSTARTDATE ≥ 12 June 2023 and ENGSTARTDATE < 12 June 2024. In this example 12 June 2023 is in the academic year 2022/23 and so Year 0 would be 2022/23, and Year 1 would be 2023/24.
127. The entrants identified in paragraph 124 above are then tracked from the year they entered, Year 1 to the following year, Year 2. This is done by HESA using the process of fuzzy matching that was established in the UKPIs and is based on a

combination of student identifiers, names, date of birth, postcode and other characteristics such as entry information and subject.

128. HESA then categorise the entrants according to whether they are continuing or qualified at the same HE provider, transferred to another provider or no longer in HE as outlined below. Each step is taken after the previous step rather than each step being mutually exclusive.

129. Undergraduate qualifiers in Year 1:

Qualified in Year 1 with an HE level qualification	In Year 1: <u>Z_QLEVELGRP2_CYC</u> = 01, 02, 03, 04	1 Continue or qualify at same HE provider
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130. Entrants without a matching record in Year 2:

No student record in Year 2		3 No longer in HE
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131. Entrants with a matching record in Year 2, who are active and haven't left within 50 days of the anniversary of commencement are identified:

Active students	In Year 2: <u>Z_ACT_CYC</u> = 1
Not leaving within 50 days of the anniversary of commencement	In Year 2: <u>Leaver_ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + 365 + 49 < <u>Leaver_ENGENDDATE</u>
At a different provider in Year 2	UKPRN in Year 1 ≠ UKPRN in Year 2
At the same provider in Year 2	UKPRN in Year 1 = UKPRN in Year 2

132. Students identified in paragraph 131 above who are at a different provider in Year 2 are then categorised:

Studying an undergraduate course, full or part-time in Year 2	In Year 2: <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 and <u>Z_LEVELGRP2</u> = 03, 04	2 Transfer to another HE provider
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Studying an Other undergraduate level course in Year 1 and studying a postgraduate course in Year 2, and went dormant in Year 2	In Year 1: <u>Z_LEVELGRP2</u> = 04 and in Year 2: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> ≠ 01, 04, 09 and <u>Z_LATESTSCSMRK</u> = 1	3 No longer in HE
Studying a postgraduate course, full or part-time, or writing up in Year 2	In Year 2: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 or <u>Z_STATUSSCS_CYC</u> = 04 and <u>Z_LATESTSCSMRK</u> = 1	2 Transfer to another HE provider

133. Students identified in paragraph 131 who are at the same provider in Year 2 are then categorised:

Studying an undergraduate course, full or part-time, or writing up in Year 2	In Year 2: <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 and <u>Z_LEVELGRP2</u> = 03, 04	1 Continue or qualify at same HE provider
Studying an Other undergraduate course in Year 1, and studying a postgraduate course in Year 2, and went dormant in Year 2	In Year 1: <u>Z_LEVELGRP2</u> = 04 and in Year 2: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> ≠ 01, 04, 09 and <u>Z_LATESTSCSMRK</u> = 1	3 No longer in HE

Studying a postgraduate course, full or part-time, or writing up in Year 2	In Year 2: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 or <u>Z_STATUSSCS_CYC</u> = 04 and <u>Z_LATESTSCSMRK</u> = 1	1 Continue or qualify at same HE provider
--	--	---

134. Entrants with a matching record in Year 2, who left within 50 days of the anniversary of commencement and are at the same provider in Year 2 as in Year 1 are identified:

Students who left within 50 days of the anniversary of commencement	In Year 2: <u>Engagement.ENGSTARTDATE</u> + 365 + 49 ≥ <u>Leaver_ENGENDDATE</u>
At same provider	UKPRN Year 1 = UKPRN Year 2

135. Students identified at paragraph 134 are then categorised:

Qualified with an HE level qualification in Year 2	In Year 2: <u>Z_QLEVELGRP2_CYC</u> = 01, 02, 03, 04	1 Continue or qualify at same HE provider
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136. After carrying out all the above steps, all other students remaining are then categorised:

All other students		3 No longer in HE
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137. The measure is the following proportion:

$$\frac{\text{Continue or qualify at same HE provider} + \text{Transfer to another HE provider}}{\text{Continue or qualify at same HE provider} + \text{Transfer to another HE provider} + \text{No longer in HE}}$$

138. As fuzzy matching is used to link entrants from Year 1 to Year 2, it is possible to identify students who left their original provider in Year 1 and subsequently started a course at another provider without having supplied a reason for leaving or an engagement end date to their first provider. In these cases, the original provider does not know the student's activity in Year 2. By searching the data in this way, students who remain in higher education one year later can still be identified, which improves the accuracy of this measure. However, due to data protection requirements, it is not possible to share all of the underlying data used in the

calculation with providers, limiting the information available to explain how the measure has been derived.

139. This results in the following groupings identified for the measure, divided according to groupings known about by the original provider:

Full-time retention continuation category	Category 2 split into two new categories	Continuation categories in provider's raw data
1 Continue or qualify at same HE provider	Continue or qualify at same provider	No. present in HE one year following year of entry
2 Transfer to another HE provider	Transfer to another provider Leaver.RSNENGEND = 03 12	
	Transfer to another provider HESA linking	No longer in HE
3 No longer in HE	No longer in HE	

140. The proposed benchmarking methodology and benchmark factors being explored are described in the main text of the document. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.
141. For context, benchmark factors used in HESA's full-time [non-continuation UK PI](#) were subject of study, entry qualifications and age. The data were separately benchmarked by level of study (first degree and other undergraduate).

H3b - The proportion of part-time first-degree entrants completing or progressing two years following entry

142. The part-time retention measure is defined as:
The proportion of part-time first-degree UK domiciled entrants at HE providers in Wales who did not leave within 50 days of commencement and are present in HE two years following year of entry.

*Use of 'Present in HE' here is taken to mean 'continuing or qualifying at the same HE provider or transferring to another HE provider'.

143. For part-time retention, data will be taken from four successive years of the HESA student record, the year of entry, the two following years, plus the year prior to year of entry.
144. The methodology for extraction, matching and identification of part-time entrants qualifying or continuing in the two following years will be similar to the methodology used by HESA for the part-time non-continuation UK PI. We are liaising with HESA for provision of the data for this measure, and therefore it is possible that the details of this specification may change.

145. The following coding is applied to the HESA student record to extract the data for part-time UK domiciled first degree entrants who did not leave within 50 days of commencement:

HESA session population	<u>Z_POPSES_CYC</u> = 1
Exclude students studying mainly overseas as part of a collaborative course between their UK HE provider and an overseas HE provider	<u>CollaborativeProvision.COLPROVTYPEID</u> ≠ 02
Part-time	<u>Z_MODEGRP1</u> = 02
UK domiciled	<u>Z_PERMADDGRP2</u> = 01
First degree excluding HE credits	<u>Z_LEVELGRP2</u> = 03 and <u>Z_LEVELGRP8</u> ≠ 12
Studying at an intensity of 30 per cent or more	<u>Z_STULOAD_CYC</u> / 100 ≥ 30
Entrants*	<u>Engagement.ENGSTARTDATE</u> ≥ 12 June (in Year 0) and <u>Engagement.ENGSTARTDATE</u> < 12 June (in Year 1)
Student did not leave within 50 days of commencement	<u>Leaver.ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + 49 > <u>Leaver.ENGENDDATE</u>

146. *For students who start on or after 12 June, the end of the 50-day period falls in the following academic year. Therefore, the academic year has been 'dialled back' to include students with a commencement date on or after 12 June in Year 0.
147. For example, when looking for entrants in the 2023/24 HESA student record, the dates used would be ENGSTARTDATE ≥ 12 June 2023 and ENGSTARTDATE < 12 June 2024. In this example 12 June 2023 is in the academic year 2022/23 and so Year 0 would be 2022/23, and Year 1 would be 2023/24.
148. In addition to the criteria described in paragraph 145, students undertaking and active on more than one HE course at any HE provider, at HE level with full-time or part-time mode of study and a duration of at least 50 days in Year 1 are excluded. Students who were active on a full-time or part-time first-degree course in the year prior to entry are excluded.

149. The entrants identified in paragraph 145 above are then tracked from the year they entered, Year 1 to two years following entry, Year 3 and from Year 1 to the following year, Year 2. This is done by HESA using the process of fuzzy matching that was established in the UKPIs and is based on a combination of student identifiers, names, date of birth, postcode and other characteristics such as entry information and subject. This results in two sets of tracked data Y1Y3 and Y1Y2.

150. HESA then categorise the entrants according to whether they are continuing or qualified at the same HE provider, transferred to another provider or no longer in HE as outlined below. This is done for both sets of tracked data, Y1Y3 and Y1Y2. This is denoted below as Year X and Year Y or as denoted above YXYY where YX is Y1 and YY is either Y2 or Y3. The following steps, in paragraphs 151 to 158 are the same as outlined in H3a for Year 1 and Year 2 only. Each step is taken after the previous step rather than each step being mutually exclusive.

151. Undergraduate qualifiers in Year X:

Qualified in Year X with an HE level qualification	In Year X: <u>Z_QLEVELGRP2_CYC</u> = 01, 02, 03, 04	1 Continue or qualify at same HE provider
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152. Entrants without a matching record in Year Y:

No student record in Year Y		3 No longer in HE
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153. Entrants with a matching record in Year Y, who are active and haven't left within 50 days of the anniversary of commencement are identified:

Active students	In Year Y: <u>Z_ACT_CYC</u> = 1
Not leaving within 50 days of the anniversary of commencement	In Year Y: <u>Leaver_ENGENDDATE</u> is NULL or <u>Engagement.ENGSTARTDATE</u> + (Y-1)*365 + 49 < <u>Leaver_ENGENDDATE</u>
At a different provider in Year Y	UKPRN in Year X ≠ UKPRN in Year Y
At the same provider in Year Y	UKPRN in Year X = UKPRN in Year Y

154. Students identified in paragraph 153 above who are at a different provider in Year Y are then categorised:

Studying an undergraduate course, full or part-time in Year Y	In Year Y: <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 and <u>Z_LEVELGRP2</u> = 03, 04	2 Transfer to another HE provider
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Studying an Other undergraduate level course in Year X and studying a postgraduate course in Year Y, and went dormant in Year Y	In Year X: <u>Z_LEVELGRP2</u> = 04 and in Year Y: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> ≠ 01, 04, 09 and <u>Z_LATESTSCSMRK</u> = 1	3 No longer in HE
Studying a postgraduate course, full or part-time, or writing up in Year Y	In Year Y: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 or <u>Z_STATUSSCS_CYC</u> = 04 and <u>Z_LATESTSCSMRK</u> = 1	2 Transfer to another HE provider

155. Students identified in paragraph 153 who are at the same provider in Year Y are then categorised:

Studying an undergraduate course, full or part-time, or writing up in Year Y	In Year Y: <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 and <u>Z_LEVELGRP2</u> = 03, 04	1 Continue or qualify at same HE provider
Studying an Other undergraduate course in Year X, and studying a postgraduate course in Year Y, and went dormant in Year Y	In Year X: <u>Z_LEVELGRP2</u> = 04 and in Year Y: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> ≠ 01, 04, 09 and <u>Z_LATESTSCSMRK</u> = 1	3 No longer in HE

Studying a postgraduate course, full or part-time, or writing up in Year Y	In Year Y: <u>Z_LEVELGRP2</u> = 01, 02 and <u>Z_MODEGRP1</u> = 01, 02 and <u>Z_STATUSSCS_CYC</u> = 01, 09 or <u>Z_STATUSSCS_CYC</u> = 04 and <u>Z_LATESTSCSMRK</u> = 1	1 Continue or qualify at same HE provider
--	--	---

156. Entrants with a matching record in Year Y, who left within 50 days of the anniversary of commencement and are at the same provider in Year Y as in Year X are identified:

Students who left within 50 days of the anniversary of commencement	In Year Y: <u>Engagement.ENGSTARTDATE</u> + (Y-1)*365 + 49 ≥ <u>Leaver_ENGENDDATE</u>
At same provider	UKPRN Year X = UKPRN Year Y

157. Students identified at paragraph 156 are then categorised:

Qualified with an HE level qualification in Year Y	In Year Y: <u>Z_QLEVELGRP2_CYC</u> = 01, 02, 03, 04	1 Continue or qualify at same HE provider
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158. After carrying out all the above steps, all other students remaining are then categorised:

All other students	3 No longer in HE
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159. After both datasets Y1Y3 and Y1Y2 are calculated following steps in paragraphs 151 to 158, the continuation status for entrants in Year X is taken from the Y1Y3 dataset except when one of the following is satisfied, in which case the continuation status is taken from Y1Y2:

- Continuation status in Y1Y2 is 'Continue or qualify at same HE provider' and in Y1Y3 is 'No longer in HE'.
- Continuation status in Y1Y2 is 'Transfer to another HE provider' and provider in Y1 differs from that in Y3 or provider in Y3 is NULL.
- First degree or higher qualification gained in Y2 and provider in Y1 is the same as that in Y2.
- Other undergraduate qualification gained in Y2 and continuation status in Y1Y3 is 'No longer in HE' and provider in Y1 is the same as that in Y2.
- Other undergraduate qualification gained in Y2 and continuation status in Y1Y3 is 'Transfer to another HE provider' and provider in Y1 is the same as that in Y2.

160. The measure is the following proportion:

$$\frac{\text{Continue or qualify at same HE provider} + \text{Transfer to another HE provider}}{\text{Continue or qualify at same HE provider} + \text{Transfer to another HE provider} + \text{No longer in HE}}$$

161. As fuzzy matching is used to link entrants from Year 1 to Year 3, and from Year 1 to Year 2 it is possible to identify students who left their original provider in Year 1 and subsequently started a course at another provider without having supplied a reason for leaving or an engagement end date to their first provider. In these cases, the original provider does not know the student's activity in Year 2 or 3. By searching the data in this way, students who remain in higher education one or two years later can still be identified, which improves the accuracy of this measure. However, due to data protection requirements, it is not possible to share all of the underlying data used in the calculation with providers, limiting the information available to explain how the measure has been derived.

162. This results in the following groupings identified for the measure, divided according to groupings known about by the original provider:

Part-time retention continuation category	Explanation of category 2 where the starting provider does / not know about where the student went in year 2 or year 3	Continuation categories provided to providers
1 Continue or qualify at same HE provider	Continue or qualify at same provider	No. present in HE two years following year of entry
2 Transfer to another HE provider	Transfer to another provider (Leaver.RSNENGEND = 03 12)	
	Transfer to another provider (HESA linking)	No longer in HE
3 No longer in HE	No longer in HE	

163. The proposed benchmarking methodology and benchmark factors being explored are described in Annex C. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.

164. For context, benchmark factors used in HESA's part-time [non-continuation UK PI](#) were subject of study and entry qualifications.

H4 - Degree classification outcomes by academic year for first degree qualifiers

165. This measure is defined as:

The number of classified first degree qualifications by class.

166. Data taken from the [HESA Student record](#).

167. Data are based on the [HESA qualifications obtained population](#). This is a count of student engagements associated with the award of an HE qualification during the academic year. This includes qualifications awarded from dormancy, after active study has ceased, and writing-up status. The population excludes any students who:

- Do not have a qualification awarded during the period of interest.
- Have qualifications awarded but these have been returned in a previous reference period.
- Hold institutional credits as their highest qualification awarded during the period of interest.
- Are incoming visiting and exchange students.
- Are primarily studying outside the UK and are outside the UK for the entire period of interest.

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

HESA qualifications obtained population	Z POPQUAL_CYC = 1
First degree students only	Z QLEVELGRP2_CYC = 03
Latest student course session	Z LATESTSCSMRK = 1

169. Degree classification is derived from the field [Z_QCLASSGRP1_CYC](#).

170. This measure is not proposed to be benchmarked. This is because Medr does not wish to take any action that might result in driving grade inflation. However, we will monitor the outcomes for this measure and may engage with providers to discuss their trends. We will keep this approach under review.

H5 - Proportion of leavers who studied undergraduate qualifications gaining the aimed-for qualification

171. This measure is defined as:

The proportion of leavers from Welsh HE providers who were studying for undergraduate qualifications at the time of leaving who achieved the qualification they were aiming for

172. Data taken from the [HESA Student record](#).

173. Leavers fitting the following criteria are included:

Engagement end date is populated	Leaver.ENGENDDATE ≠ blank
Counted within the higher education session population	Engagement.Z POPSES_CYC = 1
Course level is undergraduate	Engagement.Z LEVEGRP2 = 03
Latest student course session	StudentCourseSession.Z LATESTSCSMRK = 1
Excluding deaths, transfers to another provider and award unknown	Leaver.RSNENGEND ≠ 03, 05, 98

174. Whether a leaver achieved the aimed for qualification is identified using:

Achieved qualification same or higher than aimed for qualification	Engagement.Z QLEVELCOMP = 01
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175. The proportion achieving aimed for qualification is based on subject-apportioned full-person equivalent (FPE) taken from [Engagement.Z SUBJFPE](#). The proposed benchmarking methodology and benchmark factors being explored are described in Annex C. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.

H6a - The proportion of graduates in employment and/or study 15 months after graduating

176. The proposed employment measure is defined as:

The proportion of UK domiciled leavers from Welsh HE providers obtaining undergraduate qualifications who were employed, studying or both 15 months after leaving.

177. Data are taken from the [HESA Graduate Outcomes \(GO\) survey](#), which surveys students 15 months after graduating, and the [HESA student record](#).

178. Leavers fitting the following criteria, who responded to the GO survey, are included:

GO target population	Engagement.Z POPGO_CYC = 1
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179. In addition to the target population, the following criteria are applied:

UK domiciled (including Channel Islands and the Isle of Man)	Engagement.Z PERMADDGRP2 = 01, 02
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Undergraduate qualification obtained	Engagement.Z_GLEVELGRP1_CYC = 02
Denominator: Students who were working and/or studying or who were unemployed and seeking work (or alternatively all respondents except those who reported they were taking time out to travel, caring for someone, retired or doing something else)	XACTIVITY = 01, 02, 03, 04, 05, 06, 07, 08, 12
Numerator: Students who were working and/or studying	XACTIVITY = 01, 02, 03, 04, 05, 06, 07, 08

180. The proposed benchmarking methodology and benchmark factors being explored are described in the main text of the document. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.
181. For context, HESA had a similar Employment of leavers UK PI, which used data from the Destination of leavers from HE (DLHE) survey, which was the predecessor of the GO survey. Benchmark factors used in HESA's Employment of leavers UK PI were subject of study, entry qualifications, age, ethnicity and sex. The data were separately benchmarked for combinations of mode of study (full-time, part-time) and level of study (first degree, other undergraduate).

H6b - The proportion of graduates in work that are in professional or managerial jobs 15 months after graduating

182. The proposed graduate employment measure is defined as:
The proportion of home and EU domiciled leavers from Welsh HE providers who were working or working and studying who were working in a managerial/professional job 15 months after leaving.

183. Data are taken from the [HESA Graduate Outcomes \(GO\) survey](#), which surveys students 15 months after graduating, and the [HESA student record](#).

184. Leavers fitting the following criteria, who respond to the GO survey, are included:

GO target population	Engagement.Z_POPGO_CYC = 1
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185. In addition to the target population, the following criteria are applied:

UK or EU domiciled	Engagement.Z_PERMADDGRP3 = 01, 02
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Students working or working and studying with known standard occupational classification code	Graduate.MIMPACT = 01, 05 and employment maps to a valid SOC2020 code or Graduate.MIMPACT = 02, 03, 04 and self-employment maps to a valid SOC2020 code and (Graduate.ALLACT01 = 1 or Graduate.ALLACT05 = 1) and employment maps to a valid SOC2020 code or (Graduate.ALLACT02 = 1 or Graduate.ALLACT03 = 1 or Graduate.ALLACT04 = 1) and self-employment maps to a valid SOC2020 code Derived fields XEMP2020SOC (employment) and XBUS2020SOC (self-employment) are used to determine valid SOC codes.
Students in managerial or professional jobs	Graduate.MIMPACT = 01, 05 and XEMP2020SOC1 = 1, 2, 3 or Graduate.MIMPACT = 02, 03, 04 and XBUS2020SOC1 = 1, 2, 3 and (Graduate.ALLACT01 = 1 or Graduate.ALLACT05 = 1) and XEMP2020SOC1 = 1, 2, 3 or (Graduate.ALLACT02 = 1 or Graduate.ALLACT03 = 1 or Graduate.ALLACT04 = 1) and XBUS2020SOC1 = 1, 2, 3 Derived fields XEMP2020SOC1 and XBUS2020SOC1 contain the first digit of the SOC codes in XEMP2020SOC and XBUS2020SOC, which are used to identify SOC major groupings.

186. The proposed benchmarking methodology and benchmark factors being explored are described in the main text of the document. We are exploring the possibility of HESA calculating the benchmarks for the HE measures and it is likely that we will adopt similar benchmarks and benchmark groupings that HESA have used previously.

187. HESA did not have a UK PI similar to the graduate employment measure, so there is no benchmarking history to refer to, however, the technical specification of measure H6a in this Annex outlines benchmark factors used in the context of employment of leavers, which may prove to be relevant here.

H7- Overall student satisfaction

188. The overall satisfaction measure is defined as follows:

The percentage of learners who 'definitely agree' or 'mostly agree' that overall they are satisfied with the quality of their course.

189. This measure is monitored using data taken from the [NSS](#).

190. OfS publishes the NSS results with benchmarks. The [methodology](#) that OfS uses to benchmark the NSS results is similar to that used by HESA. However, the difference from the benchmark is not tested for significance in the same way as we are proposing for our other measures. Instead of a +/- for significantly above / below benchmark, a confidence measure, shown as a percentage, indicates how much the difference from benchmark is materially above / below / in line with the benchmark. More information can be found in the ["How do I interpret the benchmark and confidence numbers?" FAQ](#) on the OfS NSS web pages.

191. The factors used by OfS to benchmark the NSS overall satisfaction question include mode of study, subject of study, level of study, age on entry, ethnicity, disability and sex and the groupings are outlined in table 2 of this [publication](#).

192. Within Medr, we use the method outlined below for interpreting the OfS confidence measure. This is not a statistical method but is designed to identify those areas which are the furthest away from their benchmark with the most confidence that the outcome is either above or below benchmark. This is summarised in the table below. For the Medr NSS notable marker to be applied both criteria in the other columns must apply.

Medr NSS notable marker	Difference from OfS benchmark (positivity measure - benchmark)	Percentage of confidence materially above/below benchmark
A lot below	< -2.5 percentage points	materially below benchmark > 70 %
A lot above	> 2.5 percentage points	materially above benchmark > 70 %

193. Or in words this would be:

- If the difference between the NSS positivity measure and its benchmark is less than -2.5 percentage points and the confidence that this difference is materially below benchmark is greater than 70 per cent, then Medr would consider this NSS result to be a lot below its benchmark.

- If the difference between the NSS positivity measure and its benchmark is greater than 2.5 percentage points and the confidence that this difference is materially above benchmark is greater than 70 per cent, then Medr would consider this NSS result to be a lot above its benchmark.

194. As NSS results are already published with their own benchmarks we propose to use these therefore we are not consulting on the method of benchmarking for this particular measure.

195. For this measure we propose to publish:

- the positivity measure
- the benchmark
- the difference from benchmark
- the confidence that the difference from benchmark is materially below benchmark
- the confidence that the difference from benchmark is materially above the benchmark
- the Medr notable marker

196. This results in six columns of data per year for this measure. We would include information on how the Medr notable marker was derived plus a link to the NSS results on the OfS website in the notes section for this measure.

197. OfS publishes NSS data annually, usually at the beginning of July.