

October 2009/37

Core funding/operations
Request for data

Returns should be uploaded to the
HEFCE extranet by noon on
Wednesday 18 November 2009

This document asks further education colleges to complete the annual survey of students on recognised higher education courses. The data will: give an early indication of the number of students on recognised higher education courses at further education colleges in 2009-10; enable us to monitor the achievement of funding agreement targets for 2009-10; and, with data supplied to the FE Data Service, inform our allocation of teaching funds for 2010-11.

HEIFES09

Higher Education in Further Education: Students Survey 2009-10

Alternative formats

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Contents

Executive summary	Page 3
The HEIFES09 survey	4
College contacts	4
Data collection and verification	4
Outline timetable and process for the 2010-11 funding round	5
Audit	7
Annex A: HEIFES09: Getting started	10
Annex B: Summary of changes and clarifications since HEIFES08	15
Annex C: The HEIFES09 student population	16
Annex D: Recognised HE courses	19
Annex E: Counting student activity	20
Annex F: Full-time equivalence for part-time students	28
Annex G: Residential and funding status	30
Annex H: Price groups	40
Annex I: Mode of study	44
Annex J: Level of study	47
Annex K: Long years of programme of study	48
Annex L: Table descriptions	50
Annex M: Descriptions of columns in tables	51
Annex N: Sample tables	55
Annex O: List of abbreviations	56
Annex P: Index	58
Appendix 1: Links between ILR and HEIFES data	(see separate download)
Appendix 2: Validation of HEIFES data	(see separate download)
Appendix 3: Guidance on grant adjustment tables and related worksheets	(see separate download)
Appendix 4: Verification of HEIFES data	(see separate download)

The appendices contain detailed technical information and are available with this document on the HEFCE web-site, www.hefce.ac.uk, under Publications.

HEIFES09

Higher Education in Further Education: Students Survey 2009-10

To	Heads of further education colleges directly funded by HEFCE in 2009-10
Of interest to those responsible for	Student data, Funding
Reference	2009/37
Publication date	October 2009
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Executive summary

Purpose

1. This document asks further education colleges (FECs) to complete the annual survey of students on recognised higher education (HE) courses.

Key points

2. The data will:
 - a. Give an early indication, including for government planning purposes, of the number of students on recognised HE courses at FECs in the academic year 2009-10.
 - b. Enable us to monitor the achievement of funding agreement targets for the academic year 2009-10.
 - c. Together with the individualised learner record (ILR) supplied to the Further Education (FE) Data Service, inform our allocation of teaching funds for the academic year 2010-11.
3. This document provides:
 - a. Guidance notes for completing the Higher Education in Further Education: Students Survey 2009-10 (HEIFES09).
 - b. Definitions used in the HEIFES09 survey.
 - c. Examples of the survey tables, which will be available to download from the HEFCE extranet by November 2009.
 - d. A summary of changes since HEIFES08 (Annex B).

Action required

4. Returns should be uploaded to the HEFCE extranet by **noon on Wednesday 18 November 2009**. Workbooks will be available to colleges by November 2009.

The HEIFES09 survey

5. The following sources of data will inform our allocation of funds for 2010-11:

- Tables 1 to 4 of HEIFES09
- the FE Data Service ILR F04.

In addition to their primary purpose of collecting data to inform funding allocations, Tables 1 to 4 of HEIFES09 provide us with information about colleges' HE activity as a whole, including activity that we do not fund. Data returned in Table 5 are collected for planning and monitoring purposes, including those of the Department for Business, Innovation and Skills.

6. HEIFES09 should be completed by all FECs with students on recognised HE courses that are directly funded by HEFCE (see Annex D).

7. The coverage of the HEIFES09 survey is given in Annexes C and D. Definitions of when activity should be counted are in Annex E. Annexes F to K explain how to record different categories of activity.

8. All activity that meets the criteria set out in Annexes C to E should be reported, even if it will not be used directly to allocate funds. For example, HEFCE will not support students ordinarily resident outside the European Community (EC) or specified overseas territories, but these students should still be included in the 'island and overseas' column in the tables.

9. For allocation and other purposes we source various kinds of information from the ILR F04. The algorithms we expect to use are shown in '2008-09 statistics derived from ILR data: guide to HEFCE web facility' which will be available later this year on the HEFCE web-site, www.hefce.ac.uk, under Publications. This information includes:

- re-creations of HEFCE funding returns (including a HEIFES08 re-creation)
- derived statistics likely to inform HEFCE funding (including indicative 2010-11 widening participation and teaching enhancement and student success allocations and the flexible study weighting)

- derived statistics we intend to publish, for verification by colleges
- data summaries for verification by colleges
- data quality tools (including a HEIFES09 non-completion toolkit).

FECs should note that incomplete or incorrect records may adversely affect funding allocations.

10. The data collected in HEIFES09 are intended to be compatible with those returned in the Higher Education Students Early Statistics Survey 2009-10 (HESES09), which we collect from higher education institutions (HEIs). However, because of differences in the way FECs return data, identical returns are not possible.

College contacts

11. Each FEC has sent us details of a contact for the HEIFES survey. If they wish to check or change their HEIFES contact details, they should contact their HEFCE Higher Education Policy Adviser (HEPA). The HEPA for each college can be found on the HEFCE web-site under About us/Contact us.

Data collection and verification

12. Enquiries about this survey should be e-mailed to heifes@hefce.ac.uk. In addition, the HEFCE web-site contains a web page with answers to frequently asked questions (FAQs). It can be found at www.hefce.ac.uk under Questions/HEIFES FAQs. The page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. The web page is updated regularly and colleges are expected to look there for guidance before and during completion of their HEIFES return. We will use an e-mail list of HEIFES contacts to notify colleges of any significant changes or updates. We will not use this simply to notify them of changes to the web-site.

13. Any enquiries about missing or incorrect learner aim type or Learndirect codes for recognised HE courses on the FE Data Service's Learning Aims Database (LAD) should be e-mailed to heifes@hefce.ac.uk and we shall liaise with the FE Data Service on your behalf.

14. Colleges will be able to access the following documents by November 2009:

- an Excel workbook with spreadsheet versions of the tables in Annex N
- a check list for use before final submission.

College principals and HEIFES contacts will be issued with an organisation key (unique to their college) and a HEIFES09 group key (unique to the HEIFES09 survey) to access these documents via the HEFCE extranet, <https://extranet.hedata.ac.uk>. Colleges will need to upload the completed workbook to the same web-site.

15. The appendices are available with the electronic version of this document at www.hefce.ac.uk under Publications. They contain technical information on links between ILR and HEIFES data, validation checks, credibility checks, the data verification process and explanations of workbook content. The workbook contains a number of these checks, detailed in Appendix 2 and Appendix 4. Where first stage credibility warnings or automatic check highlighting are present in the completed workbook, we expect colleges to inform us of the reason(s) why the data are credible when uploading the completed workbook. We will carry out further checks when we receive the workbook. Once we have validated the returned data, colleges will be asked to verify their returns. We may refuse to revise allocations once data have been verified.

Outline timetable and process for the 2010-11 funding round

16. Colleges must return their HEIFES09 survey by **noon on Wednesday 18 November 2009**. Once we receive the data, we carry out a number of validation and credibility checks, and calculate whether colleges have met their funding agreement targets for 2009-10. The data do not need to be formally signed off by the principal of the college at this stage. However, it is good practice for a senior member of the college to agree the return prior to submission.

17. During November/December, we will write to colleges, attaching their HEIFES data, and the

comparison and grant adjustment reports generated from them. Colleges will be asked to:

- verify that the data are accurate, or make corrections
- answer any questions we may have about the data, and the explanations already provided
- submit any appeals against formulaic grant adjustments, such as holdback.

The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by colleges. We expect colleges to answer any questions about data within five working days.

18. By 23 December 2009, all colleges must have signed off their HEIFES data as being correct as at 1 November 2009. The data should be signed off by the principal of the college, and they should assess the return for accuracy and completeness before signing it off. If a college fails to meet the deadline for signing off data, or we believe the data to be inaccurate, we reserve the right to use our own estimates of data to inform funding allocations (see paragraph 10 of the latest funding agreement). We cannot guarantee that any amendments to data after 23 December 2009 will be taken into account.

19. During January we will consider any appeals against formulaic grant adjustments. Colleges will be notified of the outcomes of their appeals in February. We intend to notify colleges of their provisional allocations of recurrent grant for 2010-11 on 12 March 2010.

20. The timetable is summarised below.

November 2009	<ul style="list-style-type: none"> • By November – organisation and group keys issued to colleges • By November – HEIFES workbooks available to colleges • 18 November – deadline to return HEIFES data • End November/beginning December – validation and credibility checks by HEFCE • End November/beginning December – we write to colleges, asking them to verify the data, answer any questions about the data and submit any appeals against formulaic grant adjustments. Colleges will have five working days to answer questions about data
23 December 2009	<ul style="list-style-type: none"> • Colleges must have authorised and signed off their HEIFES data as being correct at 1 November 2009
13 January 2010	<ul style="list-style-type: none"> • Deadline for submission of appeals
February 2010	<ul style="list-style-type: none"> • Colleges notified of final grant adjustments, including the outcome of appeals
12 March 2010	<ul style="list-style-type: none"> • Colleges notified of provisional allocations of recurrent grant for 2010-11
18 March 2010	<ul style="list-style-type: none"> • Publication of provisional recurrent grant for 2010-11 for all institutions
30 April 2010	<ul style="list-style-type: none"> • Deadline for institutions to request full transfers
14 May 2010	<ul style="list-style-type: none"> • Deadline for colleges to request amendments to provisional allocations
Late July 2010	<ul style="list-style-type: none"> • Colleges receive their funding agreements, including final grant allocations, for 2010-11

21. There are two grant announcements in the year – in March and July. To be reflected in the March grant announcement, we need to receive all HEIFES data amendments by 23 December 2009. To be reflected in the July grant announcement, we need to receive any further HEIFES data amendments by 14 May 2010. However, because our total budget is limited, we cannot guarantee to provide additional funding arising from amendments received after 23 December 2009. All changes to grant after the initial March announcement are subject to approval by our Board; we will not confirm the effects on funding of data changes until that approval has been given. After the March grant announcement, the Board will next consider changes to grant in July so that they can be included in the July funding announcement.

22. In March 2011, we will compare HEIFES09 data with the 2009-10 ILR F04. If we find, either through reconciliations with ILR data, or any data audit, that erroneous data have resulted in colleges receiving incorrect funding allocations (including for widening participation, teaching enhancement and

student success and other targeted allocations), we will adjust their funding accordingly (subject to the appeals process and the availability of our funds).

Returns

23. Returns should be uploaded to the HEFCE extranet no later than **noon on Wednesday 18 November 2009**. We will not give extensions to this deadline.

24. Where a college fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Colleges that do not submit credible data on time are more likely to be audited.

Nil returns

25. Colleges wishing to make a nil return should upload the empty workbook, stating in an e-mail to heifes@hefce.ac.uk that they are making a nil return, no later than **noon on Wednesday 18 November 2009**.

Audit

26. We will continue our programme of audits of data used for funding purposes. However, the HEIFES return is not subject to a confirmation audit, unlike the Learning and Skills Council (LSC) student numbers audits. Colleges should keep an adequate audit trail recording how the data have been derived. This is especially important where colleges are including estimates or making judgements; for example, the basis for forecasting non-completions should be recorded. Colleges must ensure that estimates are reasonable and have sufficient supporting data. Evidence of enrolment should be available for inspection. Our auditors will also seek to rely on any relevant internal audit work that has been carried out on the student record system and/or the method for compiling the HEIFES return, where appropriate.

27. As part of our audit process, we will compare HEIFES09 data with a variety of other data, most notably the 2009-10 ILR F04 data, as these become available. Details of how we expect to compare ILR data are given in '2008-09 statistics derived from ILR data: guide to HEFCE web facility', and in Appendix 1.

Audit of HEIFES08

28. We intend to carry out audits of HEIFES08 data returns at six colleges during 2009. Common errors made by colleges in completing the HEIFES survey and problems encountered during recent audits are:

- misunderstanding of the rules for student inclusion in Column 2
- colleges did not estimate non-completions reasonably
- misunderstanding of the rules for returning students on non-standard years of programme of study
- monitoring of students' engagement with the courses on which they were enrolled was not being maintained throughout the year, and reconciliation between this monitoring and the student record system was not carried out
- students who had withdrawn prior to the

census date were included in the HEIFES return

- colleges did not correctly return students aiming for a qualification equivalent to, or lower than, a qualification they already hold (an ELQ)
- there was an inadequate audit trail between the student record system and the HEIFES return
- lack of systems notes for both recording of student data activity and the HEIFES preparation process
- errors in translating information in the working papers and in core data into figures on the return
- students on ineligible courses were being included in the return, and students on eligible courses were being omitted from the return
- enrolment forms and agreements to pay tuition fees were not being completed for all students
- weak management of collaborative arrangements
- lack of analytical review of figures in the return to identify anomalies and ensure that the data make sense
- lack of reconciliation between HEIFES and ILR returns before submission to the FE Data Service
- fees being waived for all students on a course and such students being incorrectly included in the return
- ad-hoc systems being used as a source for the return
- the compiler of the HEIFES return did not adequately understand the HEIFES definitions.

29. To assist with future compliance, we strongly recommend that all colleges undertake a formal review of existing arrangements, taking into account the advice and information given below and in the 'Audit issues' sections in the relevant annexes.

Audit issues

Inadequate audit trail

30. During the audits of colleges, the audit trail between the student record system and the HEIFES return was sometimes inadequate and in some cases had not been retained at all. A record of the basis for making estimates of non-completions and forecast students should be kept, along with any relevant electronically stored data, printouts and working papers used in completing the return. This is particularly important where only one person is responsible for the return, because the college must be capable of reproducing the return should that person leave.

31. The audit trail should be retained for at least three years. Source documents such as registration forms should also be retained. This should include information on the student's detailed study intentions for the academic year. Where a college uses document image processing or other methods to store such information, the original documents should normally be retained for at least one year and the copy retained for at least a further two years.

32. There should be an audit trail to individual figures in the return for all Column 1 figures, identifying individual students within those figures. During audit we ask for a sample of these figures to be rebuilt. In the case of the estimates – that is, Columns 2 and 3 – there must be a clear rationale for the figures and back-up data justifying what is being returned.

33. Where the college is the lead institution in franchise arrangements, the audit trail must include evidence for the inclusion of franchise students and forecasts relating to such students.

Knowledge management

34. At many colleges, the knowledge required to prepare the HEIFES return is undocumented and sometimes lies with only one person. This creates a risk that in the absence of that person, particularly at crucial times of the year, the college may not be able to prepare the return on

time or to the appropriate standard. A good audit trail helps to reduce this risk. But we also consider it good practice for all colleges to manage this risk by ensuring that at least two people can both produce the information for the return and prepare the return itself.

35. In addition, colleges should ensure that the relevant processes are adequately documented and that this documentation is kept up to date. This requires all relevant staff, including experienced staff, to consider HEIFES each year and make any necessary changes to their systems.

36. There are quite reasonable differences between academic regulations of colleges and the rules relating to funding of students. It is essential that individuals involved in completing student data fields which are used for funding purposes fully understand the fields they are completing in the student record. For these fields, student activity should be reported with regard to funding rules and not in accordance with the college's own academic regulations and progression rules. This is dealt with in more detail in the area of non-completions.

Incorrect flagging on student record systems

37. Poor flagging on colleges' student record systems had led to incorrect returns for LSC-funded students, and for franchised students where the colleges concerned were not the lead institution.

38. This highlights the importance of careful data inputting to the student record system and proper flagging of fundable and non-fundable courses to ensure that all eligible – and only eligible – students are included in the return.

Analytical reviews and data reconciliations

39. Someone independent of the compiler of the return should carefully review the return to ensure that the figures make sense in relation to the supporting data and that basic inputting errors have not occurred. This will increase the accuracy of the returns being submitted.

40. A reconciliation between HEIFES09 and the 2009-10 ILR F04 return should be made before the ILR data are submitted. Differences should be examined as part of the process for identifying possible data error, and amendments made to ILR data if necessary. This will be useful preparation for the ILR-HEIFES reconciliation exercise if differences are substantial. It should also help to eliminate inconsistencies in students' treatment in the two returns for future reference, and reduce systems problems with the way students are returned in ILR data before submission. In summer 2010 we will give colleges access to a web facility which will be able to generate a re-creation of HEIFES09 from a 2009-10 ILR F04 return.

Authorisation of the HEIFES return

41. At some colleges, the person responsible for producing the HEIFES return also signed it off on the college's behalf. We expect the HEIFES return to be signed off by the principal of the college as described in paragraph 18, and not by the preparer of the return. They should have an understanding of our data collection requirements, to ensure that the college has systems capable of producing an accurate, complete return and that the preparer of the return has compiled it competently.

42. An analytical review of the return is vital in reducing the number of 'obvious' errors returned (see also paragraph 39).

Using ad-hoc systems as a source for the return

43. The college's main student record system should be the source of data for the return, not ad-hoc systems maintained throughout the college. Data on ad-hoc systems should be reconciled with the main system to ensure that the system reflects the student population.

Annex A

HEIFES09: Getting started

1. This annex is an introduction to the Higher Education in Further Education: Students guidance and should be used in conjunction with the other annexes.

Which students are in the HEIFES population?

2. A definition of the HEIFES population is given in Annex C. The population includes students who meet **all** the following criteria:

- a. They are actively pursuing studies with the college for at least part of the academic year 2009-10. This includes outgoing, but not incoming, exchange students.
- b. They are studying towards a recognised HE qualification.
- c. They have an individual record returned on the FE Data Service's ILR.
- d. They are not being returned on any other institution's HEIFES or HESES return for that year of programme of study.

3. Students spending most of their time for the whole course outside the UK should not generally be included in the population.

4. Franchised-in students are not part of the HEIFES population.

Are they countable on this year's HEIFES?

5. A student within the HEIFES09 student population must meet the following criteria to be counted:

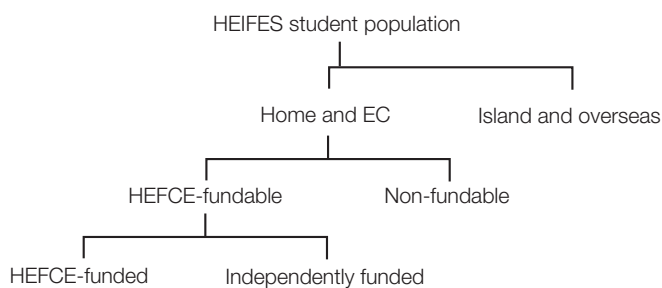
- a. A tuition fee is charged for the year of programme of study (the fee may be waived for individual students).
- b. The full-time equivalence (FTE) for the year of programme of study is at least 0.03.
- c. The student is not writing up for the whole of the year.

6. Students on standard years of programme of study are counted at the start of each year of programme of study. Students on non-standard years of programme of study are counted on 1

August of each academic year in which they have activity except the first. See Annex E.

What is their fundability status?

7. Annex G provides the strict definitions on residential and fundability status. In HEIFES, students are disaggregated between home and EC, and island and overseas. Home and EC students are then disaggregated between HEFCE-fundable and non-fundable. HEFCE-fundable students are then further disaggregated between HEFCE-funded and independently funded. This hierarchy is shown in the diagram below.



Home and EC; island and overseas

8. Island and overseas students are generally those from the Channel Islands or the Isle of Man, or from outside the EC or specified overseas territories. They are not included in any of our funding allocations or student number targets for 2009-10. Students who are not island and overseas are home and EC.

HEFCE-fundable; non-fundable

9. The five main categories of home and EC non-fundable students are those who are:

- a. Funded from another EC public source, for example the Department of Health, Apprenticeship scheme or Training and Development Agency for Schools (TDA), or from European grant such as the European Social Fund (ESF); or those on courses for which the TDA or NHS has funding responsibility. In some cases, where the public funding does not cover HEFCE standard resource rates, a proportion of the students on the course may be returned as fundable, as long as they are not

excluded for other reasons – see sub-paragraphs 6a, 6d and 6e of Annex G.

- b. Students whose activity is not funded through mainstream HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us, such as student activity funded through the ECIF. This includes student numbers co-funded with employers and courses where we distribute funds on behalf of other government departments.
 - c. On closed courses, which are not open to any suitably qualified candidate. This will cover, for example, courses which are provided solely for the employees of particular companies.
 - d. On courses which are franchised out to an organisation which is neither a HEI nor a FEC supported from public funds, unless we have given specific approval to include them as fundable.
 - e. Students who are aiming for an ELQ, unless they are exempt from the ELQ policy.
10. Home and EC students who do not meet the definition of non-fundable are HEFCE-fundable.

HEFCE-funded; independently funded

11. Colleges may choose to record home and EC HEFCE-fundable students as independently funded, if they receive sufficient funding from non-public sources to cover the HEFCE standard resource level for the particular category of student. Independently funded students are not included in our calculations of standard and assumed resource or targeted allocations, but do still count towards FTE targets for funding conditional upon delivery of growth. In general, the declaration of eligible students as independently funded will only benefit colleges that are currently under-resourced from public funds (below the ± 5 per cent tolerance band around standard resource), as an aid to migration to within the band. We expect very few students at FECs to meet the eligibility criteria for inclusion as independently funded. Colleges which record such students may be asked to provide evidence that they meet the criteria. Home and EC HEFCE-fundable students whom the college chooses not to record as independently funded are HEFCE-funded. See Annex G, paragraphs 37-39.

Is the qualification aim a recognised HE qualification?

12. Recognised HE qualifications comprise Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Diplomas of Higher Education (DipHEs), first degrees (including foundation degrees), foundation degree bridging courses, postgraduate diplomas, higher degrees, Postgraduate or Professional Graduate Certificates in Education (PGCEs), Certificates in Education (CertEds), where they are awarded by a recognised body; and the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) where awarded by a UK HEI. Not included are professional qualifications, Certificates in Higher Education and Certificates of Management, National Vocational Qualifications (NVQs) and free-standing foundation years. See Annex D.

What is considered a non-completion?

13. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year. See Annex E, paragraphs 23-31.

How are students classified into mode?

14. Students are classified into full-time, sandwich year-out or part time according to the definitions in Annex I. Students following the same course with the same pattern of activity should generally be returned with the same mode.

- a. Full-time students will be on a course where they are usually required to attend for at least 24 weeks, 21 hours a week for the year of programme of study, and a full-time fee is chargeable for the year (even if it is waived for some individuals).
- b. Sandwich year-out students are those on sandwich courses as defined in Regulation 2 (10) of the Education (Student Support) (No. 2) Regulations 2008 (SI 2008 No. 1582), as amended, who are on their year out.

- c. Part-time students are all other students. This includes HNC students who are expected to complete in one year, but whose course is not subject to regulated fees.

How are students classified into level?

15. Undergraduates are students studying for a first degree (including foundation degree), foundation degree bridging course, HNC, HND, DipHE, DTLLS or CertEd. In Tables 1, 2 and 3, undergraduate students are disaggregated between 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduate excluding foundation degree). Provision below degree level comprises HNCs, HNDs, DipHEs, CertEds and DTLLS. Postgraduate qualifications (postgraduate diplomas, higher degrees and PGCEs) are those where the normal condition of entry is a qualification at honours degree level, that is, the student is already qualified at Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, published by the Quality Assurance Agency for Higher Education (QAA).

What counts as a long year of programme of study?

16. For full-time courses, the year of programme of study is returned as long if:

- a. Students are normally required to attend for 45 weeks or more within that year of programme of study, or
- b. The year of programme of study includes a within-course short period of study, awarded as a summer school through an additional student numbers (ASN) exercise and explicitly notified by HEFCE.

17. For part-time courses, the distinction depends on the length of each year for an equivalent full-time course. See Annex K.

Under which price group should the student be returned?

18. The price group under which a student is returned depends on the Learndirect codes of the

course they are on. The FE Data Service's LAD (at <http://providers.lsc.gov.uk> under Learning Aims Database) returns up to three Learndirect codes under the Shared Annual Values section for a particular learner aim. The mapping in Annex H between Learndirect code and price group should be used to find the price group(s) under which a student is returned. If there is no Learndirect code for a particular course, or the college thinks that the wrong Learndirect code has been assigned, it should e-mail heifes@hefce.ac.uk as soon as possible, and we shall liaise with the FE Data Service on your behalf. Special arrangements are made for students on Initial Teacher Training (ITT) and In-service Education and Training (INSET) courses (see Annex H).

How should students be returned in Table 4, the fee table?

19. Generally, full-time undergraduates (including those aiming for a qualification below degree level) and PGCE students are subject to the regulated full fee, and part-time ITT students, sandwich year-out students and language year-abroad students are subject to the regulated half fee. Only full-year outgoing exchange students on ERASMUS exchanges should be returned with a regulated fee of £0. Most postgraduates and part-time students are not subject to regulated fees and should be returned with a fee level of 'Non-regulated', regardless of what they actually pay. See Annex M, paragraphs 15-23.

How is the FTE calculated for part-time students?

20. The FTE for a part-time course is calculated using the number of years, or terms, taken to achieve the qualification compared with an equivalent full-time course, as shown in the FTE table in Annex F. For example, if an HND is studied over four years part-time, and the usual full-time HND is studied over two years, then the FTE of the part-time student is 0.5 in each year of programme of study. This gives a total FTE of 2 for the whole course, the same as the full-time course.

Which tables should be completed?

21. All full-time students should be returned in Table 1, the full-time table, whatever HE level they are studying at. Similarly, all sandwich year-out and all part-time students should be returned in Tables 2 and 3 respectively.

22. All home and EC students returned in Columns 1 or 2 of Tables 1, 2 and 3 should also be returned in the fee table, Table 4. This table also contains new entrant data. Island and overseas students should not be included in Table 4.

23. All home and EC students returned in Columns 1 or 2 of Tables 1, 2 and 3 should also be returned in Table 5, split between home students (those domiciled in the UK) and others. This table also contains new entrant and franchised-out data. Island and overseas students should not be included in Table 5.

Which columns should be completed?

Tables 1, 2 and 3

24. The main HEIFES tables, Tables 1, 2 and 3, ask for:

- Column 1 – student data as at the HEIFES census date (1 November). Students who have withdrawn prior to 1 November are excluded (although students who have completed before this date are included)
- Column 2 – forecast data after the HEIFES census date (2 November to 31 July)
- Column 3 – forecast non-completions (after 1 November). These are recorded as negative values
- Column 4 – estimated completions for the year – the sum of the previous three columns
- Column 4a (Table 3 only) – FTE of estimated part-time completions.

25. Column 4 of Tables 1 and 2 and Column 4a of Table 3, HEFCE-funded data, are used in our resource calculations. Column 4 of Tables 1 and 2

and Column 4a of Table 3, HEFCE fundable data, are used in monitoring against the FTE targets for funding conditional upon delivery of growth.

26. Students who follow standard years of programme of study should normally be returned in Column 1. Where it is known that a student will start their course late (after 1 November), but that they intend to catch up with the rest of the students on the course, which follows a standard year of programme of study, the student should also be included in Column 1. Students who are on courses which start after 1 November, but the year of programme of study for the course finishes within the academic year, should be returned in Column 2. See Annexes E and M for further explanation.

27. Students who follow non-standard years of programme of study should also be returned in Column 1. However, they will be counted on 1 August in each academic year in which they have activity, except the first. For example, if a student starts a two-year course in January 2009, with each year of programme of study running from January to December, they will be counted at 1 August 2009 (on HEIFES09) and at 1 August 2010 (on HEIFES10). They will not have been counted on HEIFES08. They are counted twice, once for each year of programme of study. We would not expect to see any students following non-standard years of programme of study returned in Column 2. See Annexes E and M for further explanation.

28. An estimate of students who will not complete the year of programme of study after 1 November 2009 should be returned in Column 3. The estimate should be based on past experience of non-completions. Negative numbers should be returned in this column.

29. Column 4 is calculated in the tables and is the sum of Columns 1, 2 and 3.

30. On the part-time table, Table 3, only the FTE of the students in Column 4 should be returned in Column 4a. For example, if there are 10 students in Column 4, five who have an FTE of 0.5 and five who have an FTE of 0.3, then $(5 \times 0.5) + (5 \times 0.3) = 4$ should be returned in Column 4a.

Table 4

31. Home and EC students who have been returned in Columns 1 or 2 of Tables 1, 2 and 3 should also be returned in Columns 1 and 2 respectively of Table 4, under the appropriate mode of study.

32. Students included in Columns 1 or 2 of Table 4 who meet the definition of 'new entrant' should also be returned in Column 3 of this table. See paragraph 43 of Annex E for the definition of 'new entrant'.

Table 5

33. Students entitled to pay home and EC fees who have been returned in Columns 1 or 2 of Tables 1, 2 and 3 should be returned in Column 1 of Table 5, under the appropriate level and mode of study.

34. Students included in Column 1 of Table 5 who meet the definition of 'new entrant' should also be returned in Column 2 of this table. See paragraph 43 of Annex E for the definition of 'new entrant'.

35. Column 3 of Table 5 should be completed if the college has students who are wholly or partially franchised out; this is a subset of Column 1 of this table.

When the tables have been completed

36. Each worksheet contains a number of validation checks. If an error or inconsistency is detected in a completed worksheet, a message reading **Validation: Failure** (see below table) will appear above the column in the table in which there is a validation failure, and the values in the cells which are causing the error will turn red. Below the table, the error will be described in more detail. These errors must be corrected before submitting the tables to HEFCE. If the source of the error cannot be identified, colleges should e-mail us for advice at heifes@hefce.ac.uk. The validation checks are described in more detail in Appendix 2.

37. Each worksheet also contains a number of credibility checks. These checks are intended to warn colleges that they have entered data which may be (but are not necessarily) erroneous. If

potentially erroneous data are detected in a completed worksheet, a message reading **First stage credibility: Warnings** (see below table) will appear above the column in the table in which there are potentially erroneous data. Below the table, the warning will be described in more detail. Completed workbooks that have first stage credibility warnings may be submitted; however, colleges should inform us of the reason(s) why the data are credible. If the source of the warning cannot be identified, colleges should e-mail us for advice at heifes@hefce.ac.uk. The credibility checks are described in more detail in Appendix 4.

Annex B

Summary of changes and clarifications since HEIFES08

Changes

1. Prior to HEIFES09, lead institutions of HEFCE-recognised funding consortia were required to return data about their member colleges in Table 6. The HEFCE-recognised funding consortium route no longer exists, therefore Table 6 has been removed from the HEIFES return.
2. In order to take account of the £65 million efficiency saving applied for 2009-10, the methods described in Annex G for determining the number of students supported from other EC public sources and for determining the number of HEFCE-fundable students who may be returned as independently funded has been adjusted. Further information about the implementation of this efficiency saving can be found in paragraphs 6-13 of the July 2009 grant announcement covering letter to further education colleges, which can be found on the HEFCE web-site, www.hefce.ac.uk, under Finance and Assurance/The annual grant announcement/Notification to institutions.
3. We have modified Table 4 of the HEIFES09 return so that new entrants can be monitored in more detail in the longer term. A new column (Column 3) has been added to this table for the return of new entrants. This is in addition to the data recorded in Column 2 of Table 5. See paragraph 23 of Annex M for more details.
4. To ensure equity of treatment between students who study towards an HNC and then top up from an HNC to an HND, and students who study towards an HND only, the total FTE of the HNC to HND top-up course should be 1, and not 0.75 as was specified in previous HEIFES publications. See paragraph 2 of Annex F for more details.

Clarifications

5. We have sought to further clarify the non-completion guidance by adding more examples of how this rule applies, including in particular special cases. See paragraph 25 of Annex E for more details.
6. We have made it transparent that where a student has a clear intention of completing a specified activity within the year of programme of study, completion is measured against this intention, and that this applies to all students. Therefore colleges should collect information on all students' study intentions for the year so that completion status can be assessed appropriately. See paragraph 24 of Annex E for more details.
7. From 2009-10 onwards we have included a flexible study weighting in the teaching funding method to reflect credit completed by students who do not complete their year of programme of study. It is important to note that the introduction of a flexible study weighting does not change the definition of non-completion which can be found in paragraphs 23-30 of Annex E.
8. Our guidance on identifying ELQ students has been expanded. See paragraphs 7-25 of Annex G for more details.
9. In July 2009 the Secretary of State announced the availability of 10,000 new student places for 2009-10. Such students should be returned in HEIFES in the usual way, following the guidance given in Annexes C to M of this publication.
10. To reflect the fact that NHS bursaries apply to years of courses rather than courses as a whole, we have modified our guidance to account for this. See paragraph 7d of Annex G and paragraph 16d of Annex M.

Process changes

11. We have made some small changes to the data verification process, which includes bringing forward the sign-off date for the HEIFES return. Further information on the data verification process, and the credibility checks that are present within the workbook, can be found in paragraphs 15-20 of the main document and also in Appendix 2 and Appendix 4.
12. We now require the HEIFES return to be signed off by the vice-chancellor or principal of the institution only. See paragraph 18 of this document for more details.
13. The process for raising queries relating to missing or incorrect learner aim type or Learndirect codes for recognised HE courses on the FE Data Service's LAD has changed. Such queries should now be e-mailed to heifes@hefce.ac.uk and we shall liaise with the FE Data Service on your behalf.

Annex C

The HEIFES08 student population

1. HEIFES09 records counts of students (regardless of age and whether or not the year of programme of study is being repeated) aiming for recognised HE qualifications (defined in Annex D). These students are called the HEIFES09 student population, and this includes students who are repeating a year of programme of study. Paragraphs 2 and 3 of this annex define which students should be included in the HEIFES09 student population. Some students within this population may not be countable within HEIFES09, as their activity will be counted in a previous or future HEIFES survey (see Annex E for when to count activity). All students counted in HEIFES09 must be in this population.

2. Students meeting all the following criteria should be included in the HEIFES09 student population:

- a. They are actively pursuing studies with the college for at least part of the academic year 1 August 2009 to 31 July 2010. This includes outgoing, but not incoming, exchange students.
- b. They are studying towards a recognised HE qualification, as defined in Annex D.
- c. They have an individual record returned on the ILR.
- d. They are not being returned on any other institution's HEIFES or HESES return for that year of programme of study.

3. Students in **any** of the following categories should **not** be included in the HEIFES09 student population:

- a. Students not studying towards a recognised HE qualification as defined in Annex D.
- b. Students whose sole qualification aim is an NVQ. However, students should be included if their programme of study leads to both a recognised HE qualification and an NVQ.
- c. Students who will not be included in the ILR for the college or, in the case of 'model 2' Lifelong Learning Networks (LLNs), the lead institution of the LLN. All students included in the HEIFES09 student population must be included in the college's ILR.

d. Incoming exchange students.

e. Students franchised in from another institution (including those taught under an associate college agreement). See paragraphs 7-13 of this annex.

f. Students spending most of their time for the whole programme of study outside the UK (including distance learners outside the UK), except where:

- i. There is a clear academic reason for studying abroad rather than in the UK. Even where such a reason exists, we must specifically sanction the course as eligible.
- ii. The student is temporarily and unavoidably abroad and remains liable to UK tax on their earnings, or is a dependant of such a person. This includes members of HM Forces and their dependants.

Sandwich students working abroad and language year-abroad students should normally be included in the HEIFES09 student population, as the year abroad will not constitute most of their programme of study.

g. Students who do not actively pursue studies with the college in the academic year 2009-10.

h. Students who are on School-Centred Initial Teacher Training (SCITT) programmes.

i. Students who are being returned on any other institution's HEIFES or HESES return. This will include students funded under 'model 2' LLNs where the institution is not the lead.

Students taught under partnership, collaborative or similar arrangements

4. Many students are taught under a variety of collaborative arrangements. For the purposes of HEIFES09 there are two broad types:

- a. Franchises – this applies to virtually all collaborative arrangements, including many that colleges may refer to as consortia, such as those for the delivery of foundation degrees.
- b. 'Model 2' LLNs.

5. The features of these two broad types of collaborative arrangement are described in paragraphs 7-15 of this annex.

6. Colleges must ensure that no student is included on more than one institution's return to HEFCE for a single year of programme of study. Where a partnership arrangement includes an HEI, the students are usually returned to us by the HEI.

Collaborative arrangements treated as franchises for HEIFES purposes

7. Unless the student is being taught as a 'model 2' LLN student, all provision delivered through a collaborative arrangement is regarded as being franchised for the purposes of HEIFES09. Industrial placements, work experience and language years abroad should not normally be regarded as franchised out for the purposes of HEIFES.

8. Paragraphs 9-13 of this annex explain who should return franchised activity to us. The 'HEFCE survey' referred to will be either:

- HEIFES09 for FECs or
- HESES09 for HEIs.

9. Where one institution collects a tuition fee for a student, but the student undertakes all or part of their study at another institution, only the institution that receives the fee should include the student in its HEFCE survey student population. Such a student is regarded as franchised out by the institution collecting the fee.

10. If a course is run jointly by more than one institution, only the institution that receives the fee should include the student in its HEFCE survey student population.

11. If two institutions receive a fee from a student for a given year of a programme of study of a course, the institution that receives the largest portion should include the student in its HEFCE survey student population. If both institutions receive the same amount, the institutions must ensure that only one of them includes the student in its HEFCE survey student population.

12. In some cases the institution teaching the student may collect the fee on behalf of another

institution. Where this is the case, if the fee is transferred directly to another institution, the latter should include the student in its HEFCE survey student population. If the fee itself is not transferred but is used to offset payments between two institutions in respect of the student, then this should be treated as if the fee had been transferred.

13. In all the above cases, the student is a student of the franchiser. Where a college includes the student in its HEIFES09 student population it must also return a record on the ILR, and its quality assessments will take account of activity relating to that student as appropriate.

LLNs

14. There are two types of LLN, 'model 2' and 'model 1':

- a. 'Model 2' LLNs are a temporary way of funding ASNs where they are to be delivered via a number of institutions. Funding (which is outside HEFCE's mainstream teaching grant) is allocated through a lead institution which will not necessarily be the institution that registers a student.
- b. 'Model 1' LLNs differ from 'model 2' LLNs in that 'model 1' LLNs have chosen to have their ASNs and associated funding allocated and monitored through (various) partner institutions' mainstream teaching grants and funding agreement targets.

15. Where students are to count towards the delivery of funding or student number targets for a 'model 2' LLN, they should be included as non-fundable in the HESES09 student population of the lead institution (and no other institution). They should also be included in the individualised student record of the lead (and no other) institution. Such students will normally be included in published data relating to the lead institution and, in particular, will be included within the performance indicators of the lead institution. Students taught as part of a 'model 2' LLN who are not counting towards the delivery of funding or student number targets of the LLN should be included in the HEFCE survey population of the registering institution.

Audit issues

Collaborative arrangements

16. Many colleges are involved in collaborative arrangements with other institutions, such as franchise arrangements. It is essential that exchanges of information and communications among all the partners are frequent, timely, open and effective. In particular, we highlight the importance of the lead institution being told promptly by the partner institutions about any non-completing students. This may require clear protocols among partner institutions regarding the exchange of information.

17. The different roles of each partner in collecting and managing data will vary. However, the principle applied at audit is that student data should be managed with equal professionalism at all partner institutions. When entering into partnership arrangements, the systems in operation and the exchange of information should form part of the negotiations and final agreement. It is the responsibility of the lead institution to ensure the quality of all the data they return, including that relating to activity at their partner institutions.

18. It is also important that students are returned on the HEFCE survey by the lead institution only. Institutions' student record systems should clearly identify the students eligible to be returned by them, and should ensure that those not eligible are excluded. A lead institution's student record system should contain collaborative students' records in the same way as it does its 'own' students. This will help to ensure that collaborative students are correctly returned in HEIFES, and that an audit trail to such students is available.

19. Use of the lead institution's standard forms by partner colleges is strongly encouraged – for example for enrolment, module registration, interruption of studies,

change of module, change of programme and withdrawal. This helps to identify clearly which institution a student belongs to, and is especially important where an institution deals with more than one partner college. It also ensures that the lead institution is collecting all the data it requires for its own purposes.

Inclusion in the return of students who have not fully enrolled

20. Students who have not fully enrolled, and for whom there is no evidence of activity by the census date, should not be included in Column 1 of the return. Students who have not fully enrolled by the census date, but for whom there is evidence of activity, may be included in Column 1 of the return. However, efforts should be made to ensure that all eligible students are fully enrolled by the census date.

Completion of enrolment forms and agreements by students to pay tuition fees

21. At present it is standard practice for colleges to have enrolment forms and agreements to pay tuition fees, either included within the enrolment form or separately. While this remains the standard basis for the contract between the college and the student, it is important to have accurate and completed forms for all students, signed by the student and preferably also by a representative of the college. This means that a document signed by both parties is available, should a dispute develop in the future. As technology develops, this may not be the method used in future years, but in the main this is the usual practice at the current time.

Annex D

Recognised HE courses

1. HEFCE is currently responsible for funding only some HE qualifications in FECs. These qualifications are defined as ‘recognised’ in this document. Only students studying on recognised HE courses should be included in the HEIFES09 student population.

2. Within HEIFES09, recognised HE courses are those where, on successful completion, the student is awarded by a relevant recognised body, of one of the following qualifications:

- higher degree, including PhD, MPhil, MSc, MA, MBA
- postgraduate diploma
- PGCE
- first degree, including foundation degree, BSc, BA, BEd
- foundation degree bridging course, where these are integrated into the final year(s) of a first degree
- HND
- DipHE
- HNC
- DTLLS
- CertEd.

3. Relevant recognised bodies are:

- any UK HEI with the power to award degrees
- for foundation degrees (but not for foundation degree bridging courses), any FEC in England with the power to award such degrees
- for HNDs and HNCs, Edexcel and the Scottish Qualifications Authority.

4. The FE Data Service’s LAD (at <http://providers.lsc.gov.uk> under Learning Aims Database) returns the awarding body and qualification type for a particular learner aim. If colleges believe that a qualification has been incorrectly classified in the LAD, they should e-mail heifes@hefce.ac.uk as soon as possible (ideally as soon as the course has been added to the LAD) providing us with the learning aim reference, learning aim title, awarding body, current learning

aim type as displayed on the LAD and the suggested learning aim type. We shall then liaise with the FE Data Service on your behalf.

5. Professional or similar qualifications will not normally be recognised. For example, a Certificate in Management awarded by the Institute of Management is not a recognised HE qualification for the purposes of HEIFES. However, if these courses also meet the definition given in paragraph 2 of this annex, they will be recognised.

6. Foundation years, and other provision commonly referred to as ‘Level 0’, are recognised HE courses only if they are an integrated part of a recognised HE qualification. Such provision will only be considered integrated if students are already registered for the recognised HE qualification and progression to the recognised HE qualification is guaranteed, subject to satisfactory completion of the foundation year. Free-standing foundation years and other free-standing Level 0 provision are not recognised HE courses.

Annex E

Counting student activity

1. Students study towards qualifications over a period of time. This period of time can be split into one or more years of programme of study. The first year begins when the student starts studying towards the qualification; the second and subsequent years start on or near the anniversary of this date (to allow for minor variations in term dates).

2. A student may only be returned on HEIFES once for each year of programme of study they undertake. This is referred to as counting years of programme of study. When a student becomes countable on HEIFES depends on how their activity falls within each year of programme of study.

3. Exceptionally, a student may be on two courses aiming for two independent recognised HE qualifications at the same time. If this is the case, the student should be treated as if they were two students, each aiming for one of the qualifications.

4. Where students complete a foundation degree and then undertake a foundation degree bridging course to enable them to join the final year of an honours degree, the foundation degree bridging course should be treated as an independent course which will generate its own year of programme of study. See paragraphs 52-53 of this annex.

5. To be counted, a student within the HEIFES09 student population must also meet **all** the following criteria:

- a. A tuition fee is charged for the year of programme of study. Exceptionally, this fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria which determine whether fees may be waived should not be tantamount to waiving the fee for all students.
- b. The FTE for the year of programme of study is at least 0.03.
- c. The student is not writing up a thesis or similar piece of work for the whole of the year of programme of study. Students are writing up where they have completed their research work and will not undertake any significant additional

research. It is common practice for such students to still receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should still be treated as writing up.

Audit issue

Written evidence of fee waivers

6. Where the fee has been waived for a student, written evidence of this must be retained.

Students incorrectly recorded more than once on the HEIFES return

7. The student record system should be reviewed before data are extracted for the return, to check for duplicate records. This should be general practice throughout the year, particularly when new student records are being set up on the system. There may, exceptionally, be genuine reasons why a student has two records, and these reasons need to be established. Where it is not correct for a student to have two records, the student record system should be amended at the earliest opportunity.

Counting years of programme of study

8. For students within the HEIFES09 student population, exactly when a year of programme of study becomes countable depends on the type of year of programme of study. There are two types of year of programme of study: standard and non-standard. A standard year is one where all activity for the year of programme of study is entirely within one academic year (1 August to 31 July). Nearly all undergraduate students are on standard years of programme of study. A non-standard year is one where all activity for the year of programme of study is **not** entirely within one academic year – that is, the year of programme of study crosses from one academic year into the next.

9. Some students who would normally be considered as following a standard academic year are actually on non-standard years of programme of study. The most common examples are MSc students who study for a full year between September and September. This is all one year of programme, yet has activity in two academic years and is therefore non-standard. All students on full-year courses which span two academic years are on non-standard years of programme of study.

10. Diagrams which illustrate how to count years of programme of study in HEIFES for the six examples below can be found on the HEFCE web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs.

Students on standard years of programme of study

11. For students studying on a standard year of programme of study, the student will become countable at the start of each year of programme of study. The FTE returned should be the FTE for the whole year of programme of study.

Example 1

12. A student starts a degree programme on 21 September 2009, with each year of the course finishing at the end of June. As all activity for each year is contained within the period 1 August to 31 July, all years are standard. Thus the student becomes countable on 21 September 2009 and, depending on when the activity for the year starts, on or around the anniversary of this date each year.

Example 2

13. A student starts a programme on 4 January 2010 which comprises two years of programme of study, each one running from January to June. Because all activity for each year is contained within the period 1 August to 31 July, all years are standard. Thus the student becomes countable on 4 January 2010 and again on or around 4 January 2011. The first year of programme of study is recorded in Column 2 of HEIFES09, and the second year of programme of study is recorded in Column 2 of HEIFES10.

14. Occasionally students join a programme of study at a date different to the usual start date. Such students may be treated as if they had joined with the rest of the cohort if:

- a. Having caught up with the rest of the cohort, they will subsequently follow an identical pattern of study, and
- b. Activity for all years of programme of study for the cohort falls within the academic year.

If this is not the case, the student should be treated as being on a non-standard year of programme of study.

Example 3

15. A full-time HND course starts on 1 October 2009 and runs from 1 October to 31 July each year, so the course has a standard year of programme of study. A student starts the HND programme late, on 5 November 2009, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. The student should be treated as if they had started at the same time as the other students, that is, on 1 October 2009.

Students on non-standard years of programme of study

16. For students on non-standard years of programme of study, the student becomes countable on 1 August of each academic year in which they are active, apart from the first. The FTE returned each time the student becomes countable should be the FTE for the entire year of programme of study.

Example 1

17. A full-time student starts a degree programme in January 2010 and the first year of the course finishes in November 2010. The student is on a non-standard year of programme of study because the activity spans two academic years. This student would not be included in HEIFES09, but instead in HEIFES10. However, a similar student who started in the previous year, in January 2009, would be included in Column 1 of Table 1 of HEIFES09 for their first year of programme of study.

Example 2

18. A student starts a full-time MSc programme on 7 September 2009, and is actively pursuing studies for 12 months. The student is on a non-standard year of programme of study because the activity spans two academic years. This student would not be included in HEIFES09, but instead in Column 1 of Table 1 of HEIFES10. However, if this student is actively pursuing studies (see paragraph 3g of Annex C for a definition of actively pursuing studies) for more than 12 months (after allowing for minor variations in term dates) then they would generate two countable years for this programme of study in HEIFES10. See paragraph 19 of this annex for further guidance on how to return students who generate two countable years for the same programme of study in a particular HEIFES return.

19. Some students may generate two countable years for the same programme of study in a particular HEIFES return. This can happen where the student completes a non-standard year of programme of study and then intends to complete a second year of programme of study within the academic year – that is, there is a short period of activity after the anniversary of the commencement date which is completed before the end of the academic year, with no activity for the programme of study occurring between 1 August and the anniversary of the commencement date in the next academic year. In this case, the first year of programme of study should be returned as countable on 1 August. The second year should be returned as countable on or before 1 November if it starts on or before 1 November, and as countable after 1 November otherwise. Under such circumstances this activity should be returned as a standard year (H13 = 1) on the ILR student record for the academic year in which the activity is counted on HEIFES.

Example 3

20. A full-time student started an 18-month course in January 2009 which ends in July 2010. They would not have been counted on HEIFES08. The student would be counted on 1 August 2009 for the first year of programme of study on HEIFES09, and again on HEIFES09 as a student expected to become countable on the anniversary of the start date, in

January 2010, for the second year of programme of study. The first year of programme of study would be returned in Column 1 of the full-time table, Table 1. The second year of programme of study would be returned in Column 2 of the part-time table, Table 3, because it starts after 1 November but finishes within the academic year and in this case does not meet the criteria to be full-time.

Audit issue

Reporting of non-standard years of programme of study and forecast Column 2 students

21. Audits are still finding that there is a misunderstanding of the rules for the reporting of students on non-standard years of programme of study. Some colleges continue to report such students as forecasts in Column 2 and not in accordance with the rules set out above.

22. Generally, Column 2 will contain only students who are expected both to commence and to finish their studies for their year of programme of study between 2 November and 31 July of the academic year.

Completion and non-completion

23. Completion is defined in terms of modular programmes of study. It applies to all institutions, including those that may not consider their programmes to be modular. For HEIFES purposes a module is taken to mean a discrete component within a programme of study, sometimes referred to as a unit, 'course' or option. Where a student is studying a number of modules that can all count towards the same qualification, this should be treated as a single programme of study.

24. Where a student has a clear intention of completing a specified activity within the year of programme of study, completion is measured against this intention. Therefore colleges should collect information on students' study intentions for the year so that completion status can be assessed appropriately. A student who fails to complete any

module counted in the year of programme of study is to be returned as a non-completion for all activity in that year. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete all of it, then that student would be a non-completion. If the pattern of activity within the year is not specified, then provided that the student completes all activity started in the year, they would be considered as completing. An exception is allowed for full-time students where the module is in addition to the standard requirements for full-time study. In this case, a student who completes the number of modules normally required in the year for full-time study may be treated as a completion for the year of programme of study, even if they fail to complete other modules in the year that are in addition to the standard requirement.

25. In order to be counted as a completion (and thus be included in Column 4 of Tables 1, 2 or 3), a student must complete all the modules they intended to complete in the year of programme of study. In order to complete a module, the student must either:

- undergo the final assessment of the module (this refers to the activity of the student in sitting an exam or submitting coursework rather than the activity of an assessment board in assessing the achievement of the student), or
- pass the module, where this can be achieved without undergoing the final assessment as they already have enough marks in that module to be awarded credit for it. In some cases institutional regulations allow credit to be given because of the level attained in other modules; this would not be treated as completion for funding purposes, even though the institution may allow the student to progress.

Examples

a. A student studies for eight modules in a year of programme of study. They undergo the final assessments in seven modules, but do not undergo the final assessment in one, on the basis that they know that they have already passed the module. In this case, the student would be treated as a completion, because they

underwent the final assessments in seven modules and passed the remaining module, where it was possible to pass without undergoing the final assessment.

b. A student studies for eight modules in a year of programme of study. They undergo the final assessments for all modules, but in one module their performance is insufficient to meet the academic standards required to pass that module. Nevertheless the institution's academic regulations relating to progression allow credit to be awarded for the one failed module on the basis of the student's overall performance across all modules studied in the year. In this case, the student would be treated as a completion, because they underwent the final assessments in all modules. The fact that credit was awarded for a module that was failed is not relevant in determining the student's completion status.

c. A student studies for eight modules in an academic year. They undergo the final assessments for seven modules, but do not undergo the final assessment in one, with the consequence that they do not have enough marks in that module to be awarded credit for it. Whether or not the institution's academic regulations relating to progression allow credit to be awarded for the one incomplete module on the basis of the student's overall performance across all modules studied in the year, the student would be treated as a non-completion for funding purposes for all activity in the year, because they did not undergo the final assessment in a module. The fact that credit was awarded for the module under the institution's academic regulations on the basis of the student's overall performance across the year of programme of study is not sufficient to meet the completion definition. (Such a student's activity for the completed modules would, however, be counted under the flexible study measure – see paragraph 31 in this Annex).

26. Where there is no final exam, or the final exam does not constitute the final assessment for the module – for example, where a dissertation is submitted after exams – completion would be

measured against submission of the final coursework or dissertation, or passing the module.

27. In some cases, a year of programme of study which counts towards a qualification taken over several years may not contain any formal assessment, for example where assessment will take place at the end of a later year. In this case, continued attendance throughout the year of programme of study would constitute completion. Institutions should therefore ensure that adequate evidence of attendance exists, such as class registers.

28. In some cases the final assessment for a module may fall slightly outside the academic year in which it is counted, or exceptionally outside the year of programme of study. In either case, completion of the module is still measured by attendance at the final exam or submission of final coursework relating to the module, or passing the module. For example, if a student studies on a standard year of programme of study but the examinations are held in August, completion will be determined by attendance at the August examination, or by passing the module.

29. In general, where completion depends upon attendance at a final examination, it should be judged by attendance at the first presentation of the examination. However, where it is agreed in advance that an individual student will not attend the first presentation, but instead sit a specified subsequent presentation, completion will be determined by attendance at that subsequent presentation.

Example

a. Examinations for a particular module take place in June, with an opportunity to resit in September. Before the exam's presentation in June, an individual student is excused from the exam because of personal circumstances and is invited instead to attend the September presentation. The completion status of the student would then be determined by attendance at the September exam.

30. Colleges should ensure that estimates of non-completion are supported by historical data. Any historical data used in this way should not be

skewed by exceptional circumstances such as industrial action affecting exams.

31. For information, from 2009-10 onwards we have included a flexible study weighting in the teaching funding method to reflect credit completed by students who do not complete their year of programme of study. It is important to note that the introduction of the flexible study weighting does not change the definition of non-completion set out above. The flexible study weighting is calculated using recent individualised student data to avoid the need for any changes in reporting arrangements through HEIFES. It ensures that activity (amounting to at least one-sixth of an FTE) that has been completed by students who are reported as non-completions is taken into account in our main teaching funding method. However, because of the operation of the tolerance band few institutions will see actual changes in funding. Further information about the flexible study measure is available in Circular letter 12/2009, 'Funding partial completion: the introduction of the flexible study measure'.

Audit issue

Estimation of non-completions

32. The audits identified a common misconception that withdrawals notified from an academic department are the sole source of data for that department's non-completion estimate. Estimates of the number of non-completions should normally be based on the non-completion rate for the previous year for the particular course. Where this is not the case, there should be a clear rationale for any alternative methods used or adjustments made. Where the non-completion rate used in the return differs significantly from past data, there should be a clear rationale for the change. We found cases where colleges were using rates significantly lower than evidence from both their own data and audit, with no reasoning behind this.

33. In some colleges, the continued recording of a student as current on the student record system at an arbitrary date – for example, 1 May or 31 July – is being taken as a proxy to assessing the student completion status of the year. This is not a correct approach. The student may not have been active for a substantial period despite being current on the student record system.

34. Another misconception is that the completion status of a student should be determined by the college's individual academic regulations and rules on student progression, and not in accordance with the funding rules for assessment of a student's completion status. Incorrect completion of the ILR field H16 has produced incorrect data on which subsequent HEIFES return forecasts have been based.

35. In using the previous year's non-completion rate for a course as the basis of the current year estimate, it is important to make sure that the non-completion rate for the previous year is accurately known. We found examples where this has not been the case. Non-completion status should be recorded in the year of programme of study. Continuation of study to the following year should not be taken as evidence of, or a proxy for, completion in the previous year. In addition, simply because a student has not formally withdrawn from the college by the year-end does not make the student a completion. Completion must be assessed by reference to submission of the final assessment in, or otherwise passing, all modules the student intended to complete at the outset of their year of study (subject to formally deferring the assessment in accordance with the funding rules).

36. Colleges may also find it useful to demonstrate the validity of their non-completion estimates by analysing the non-completion rates for different courses over, say, three to five years. This would help to identify trends, and years where the result is atypical compared with the trend.

37. A review of the outturn compared with the estimate should be made at the year-end, and reasons for any discrepancies sought. This knowledge can then be used in informing the estimate for the following year.

38. Non-completions should be reported in a timely fashion, and the student record system updated to reflect the student's change in status. Systems should be in place throughout the year to enable identification of students who are missing from or struggling with the course, and steps taken to try to retain them at the college. It is common for registers to be maintained to assist with this. The information obtained from these registers should be used to follow up missing students. Reconciliations should be made with the student record system to ensure that it is up to date and accurately reflects what is being reported in the registers. We found examples where additional students were on the registers but there was no record of them on the student record system. There were also cases where students had clearly withdrawn, but their records had not been amended on the student record system.

39. Students' records not being updated in a timely fashion has led to their being included in the return when they had already left the college by the census date.

40. Sufficient data should be recorded at the module level on the main student record system to allow accurate assessment of a student's completion status. This should include, but not necessarily be limited to, identification of the final assessment and the student's submission to it, and the overall outcome for the module. Coding should distinguish between non-submission to an assessment and a very low mark for poor academic performance or misconduct. This level of detail should be readily available to ensure accurate reporting of a student's completion status.

Deferral of final assessment

41. The funding rules are clear that for a student to be a completion, formal deferral must be agreed with the student **before** the initial submission date for the final assessment, and completion will then depend on submission at the agreed revised date.

42. Colleges' regulations are often not consistent with our funding rules, and for legitimate academic reasons. However, our rules are designed to treat all institutions equitably in funding terms and are not framed with reference to any particular form of academic regulation. Formal deferrals of assessments may be agreed retrospectively under colleges' academic regulations, but this does not then allow such students undergoing the deferred assessment to be treated as completions.

New entrants

43. Students should be classed as new entrants when they first generate a countable year for the programme of study. Students repeating the first year of a course should not be included as new entrants, whereas those entering directly into the second, or later, year of a course should be. Normally, where students transfer between courses they should not be included as new entrants even when this involves a change of qualification aim.

Summer schools

44. Four types of short course are sometimes referred to as summer schools. They are described in more detail below.

Summer schools for potential HE students

45. These are intended for potential HE students to experience a short period of study in an HE environment in the summer vacation. Such students are not included in the HEIFES population because the provision is not HE level.

Access provision

46. In some cases, institutions offer short preparatory or access courses for individual students to facilitate progression to an initial HE qualification. These courses are taken immediately before the start of their HE qualification. Where such provision is an integral part of an HE-level course, the students are included in the HEIFES population. It will only be considered integral if successful completion of the access provision guarantees seamless continuation to the HE-level course and the student has enrolled for both the access provision and the HE-level qualification on entry to the access course. The short access course and the first year of the HE course will typically count as one year of programme of study. This may result in the year of programme of study being counted as long, as defined in Annex K.

47. If the access provision is not an integral part of the HE-level course, it is not HE level and the students are not part of the HEIFES population.

Within-course periods of study in vacation time

48. These are within-course short periods of study which generally take place in the vacation periods, and are normally for students to catch up with others on the course. They are usually between years of programme of study but within a course. They are counted as part of the year of programme of study preceding the short period of within-course study, and may result in that year of programme of study being counted as long, as defined in Annex K.

49. Where the short period of study occurs during the summer vacation, this may cause students who would normally be following standard years of programme of study to generate a non-standard year for the year that includes the short period. However, for data collection purposes they should be treated as standard years of programme of study.

Example

50. A student studies full-time for a degree over three years, with activity for each year of programme of study running from October to July. Between the second and third years, a short period

of study, running from 25 July to 5 September, is undertaken to bring the student up to the standard of others on the course. This short period of study counts as part of the second year of the degree, and the second year of programme of study counts as a standard year of programme of study. The year of programme of study would only be counted as long if it fitted the criteria to be long, given in Annex K.

51. Such short periods of study should be returned on the ILR in the same way as they are returned on HEIFES. That is, they should be included as part of the year of programme of study preceding the short period of study.

Foundation degree bridging courses

52. These are courses which come after a foundation degree has been completed, but before the final year of an honours degree course. They are short courses which are not an integral part of the course they are bridging from. Progression is assured from successful completion of a foundation degree bridging course to the final year of an honours degree. For the purposes of HEIFES, such a course is counted as a separate year of programme of study and is returned as part-time with an FTE of 0.3. If the bridging course spans two academic years, it should be recorded in the academic year in which the bridging course ends.

53. Any foundation degree bridging courses should be returned as a separate record in the ILR 2009-10 return with:

- student load returned as 30 (H17 = 030.0), except where the course spans two academic years, when the load should be proportionally split between them
- mode returned as part-time (H14 = 03)
- a link to a learner aim on the FE Data Service's LAD with a learner aim type code of 9113, institutional undergraduate credit (it may be necessary to request a specific learner aim for the bridging course)
- a learner aim with appropriate Learndirect information on the FE Data Service's LAD
- a separate student instance (H09).

Annex F

Full-time equivalence for part-time students

1. FTE for part-time students is defined with reference to an equivalent full-time course. For the purposes of determining FTE, the number of guided learning hours the student undertakes is irrelevant. In general the comparison with an equivalent full-time course should be based on the number of years or terms taken to achieve the qualification compared with a student studying full-time. Where such a full-time course does not exist, a reasonable academic judgement of FTE should be made through comparison with other qualifications in a similar subject and at the same level. In this case, evidence of the courses used and the reasoning behind the judgement should be kept by the college for audit purposes.

2. The table below shows the FTE per year for most recognised HE courses, depending on the number of years over which the course is taken. It also shows the total FTE for the course. For a part-time course, the FTE summed over the whole course should be equal to that shown in the table below.

3. The FTE for a foundation degree bridging course, as defined in Annex E paragraphs 52-53, is 0.3.

4. The table below may not be appropriate where the qualification offered differs significantly from the norm for qualifications with that title. This is particularly true for DipHE and CertEd, where the practice varies across colleges. Where colleges believe that the FTE should be different to that

listed above, they may return a different FTE, but must keep a record of how it has been derived. In cases of difficulty, colleges are advised to contact us for guidance. If colleges wish to use an FTE different to those listed above, with the exception of CertEd and DipHE, they must contact us before doing so. In particular, we would not expect the FTE for a part-time degree to be calculated with reference to a four-year programme.

5. Where a student repeats a year or enters the second, or later, year of the course directly, the total FTE returned for that student should be increased or decreased to reflect this (see examples 2 and 3 (paragraphs 8 and 9) in this annex).

6. Where it is already known that full-time students have changed or will change mode within the year of programme of study to become part-time students, the year of programme of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison with the equivalent full-time course.

Example 1

7. A student studies for a degree over five years. The FTE returned each time the student becomes countable is 0.60; the student becomes countable five times, so the total FTE returned over all years is $5 \times 0.60 = 3$.

Qualification aim	Total FTE	Duration in years									
		1	2	3	4	5	6	7	8	9	10
Degree	3			1.00	0.75	0.60	0.50	0.43	0.38	0.33	0.30
Foundation degree	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HND	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
DipHE	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HNC	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
CertEd/DTLLS	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
Taught masters	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
HNC to HND top-up	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10

Example 2

8. As in example 1, but the student resits year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable six times, so the total FTE returned over all years is $6 \times 0.60 = 3.6$.

Example 3

9. As in example 1, but the student has accredited prior learning and enters directly onto year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable four times, so the total FTE returned over all years is $4 \times 0.60 = 2.4$.

Example 4

10. A student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study, studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study, should be returned in the part time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms, equalling 0.67 in total for the year of programme of study.

Audit issue

Incorrect returning of student FTE

11. The table containing FTE per year in paragraph 2 of this annex should be used to determine the FTE of a part-time course. The sum of the total FTE allocated to a part-time student should be equivalent, over the duration of the course, to that allocated to a full-time student. We found examples where this was not the case, as a result of many factors, including a lack of understanding of what FTE is meant to represent and incorrect calculations of part-time FTE.

Annex G

Residential and funding status

Home and EC students

1. Students are classified as home and EC if they can be regarded as eligible students as defined in Schedule 1 of the Education (Fees and Awards) (England) Regulations 2007 (SI 2007 No. 779), as amended. The Education (Fees and Awards) Regulations can be found on the Office of Public Sector Information (OPSI) web-site at www.opsi.gov.uk under Legislation/Original/UK/Statutory Instruments. Students from specified overseas territories may be classified as home and EC if they meet the criteria set out in those regulations. A list of these overseas territories and countries belonging to the EC is on the HEFCE web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs. Students from Gibraltar should be treated as if they were from a country in the EC. Turkish Cypriots who are recognised by the Government of the Republic of Cyprus as being Cypriot nationals will be eligible to be treated as EC nationals irrespective of where they live in Cyprus. Therefore, providing they hold a Republic of Cyprus passport and meet the residency requirements, they will be considered as home and EC students.

2. Students from countries that are in the European Economic Area (EEA) but not the EC (Iceland, Liechtenstein and Norway) will only be considered in the same way as home and EC students if they meet the criteria laid down in the above regulations. Students from Switzerland should be treated as if they were from a country that is in the EEA but not the EC.

3. SLC Student Finance England provides a student support helpline to provide advice and guidance on the fees and awards regulations (including eligibility). Where institutions are unsure whether an individual student meets the eligibility requirements as set out in paragraphs 1 and 2 of this annex, they should contact the student support helpline on 0845 602 0583. If SLC Student Finance England says that the student is eligible, this means that the student is also regarded as 'home and EC' for HEIFES purposes.

HEFCE-fundable students

4. Home and EC students are eligible for HEFCE recurrent funds for teaching (HEFCE fundable) if they are in the HEIFES population, as defined in Annex C, and they are not excluded by virtue of paragraphs 6-25 of this annex.

5. Where a student is not subject to regulated fees and the fee is being paid by a source other than an EC public source, the eligibility for funding does not depend on the level of fee charged.

6. Home and EC students meeting any of the following criteria should be recorded as HEFCE non-fundable:

- a. Students on courses which would otherwise be HEFCE-fundable, but whose places are funded at the standard HEFCE rate, or higher, from another EC public source, such as the ESF, Department of Health, NHS, Apprenticeship scheme or the Home Office. In some cases an EC public source may provide funding that is in addition to the mandatory or recommended fees, pro rata for part-time students, but the funding falls significantly short of the HEFCE standard rate per student. In this situation, the total funds received in addition to the fees should be used to calculate the number of students who (for funding purposes) are assumed to be fully supported from other EC public sources. The remaining students are then eligible for HEFCE recurrent funding (see paragraph 30 of this annex for more details).
- b. Students whose activity is not funded through mainstream HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us, such as student activity funded through the Economic Challenge Investment Fund (ECIF). This includes those who are to count towards the delivery of funding or student number targets relating to provision co-funded with employers and also courses where we distribute funds on behalf of other government departments.
- c. Postgraduate research students. These are students whose qualification aim is a research-based higher degree, such as a PhD or MPhil. A

research degree is a postgraduate programme comprising a research component (including a requirement to produce original work) which is larger than any accompanying taught component when measured by student effort.

- d. Students on ITT courses leading to qualified teacher status (QTS), and all students holding QTS who are on an INSET course. This will include students transferring from courses where funding has been provided by the TDA for the whole year.
- e. Students on pre-registration nursing or midwifery courses, and courses (including postgraduate courses) leading to a recognised professional qualification in dietetics, speech and language therapy, chiropody/podiatry or prosthetics and orthotics.
- f. Students on programmes franchised to an institution that is neither:
 - an HEI supported from public funds, nor
 - an FEC supported from public funds

except where specific approval has been given.

Colleges must ensure that all franchises to any other organisation have been specifically approved by HEFCE before students are returned as HEFCE-fundable on HEIFES. A form for completion by those seeking such approval can be found on the HEFCE web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs. Colleges should reapply if there is a material change in the arrangement.

- g. Students on closed courses. These are courses that are restricted to certain groups of people and are not generally available to any suitably qualified candidate. For example, where a course is only available to employees of particular companies, that course is closed. A list of factors which we use in determining whether a course is open or closed can be found on the HEFCE web-site under Questions/HEIFES FAQs.
- h. Students who are aiming for an ELQ, unless they are exempt from the ELQ policy, as defined in paragraphs 7-25 of this annex.

Students aiming for ELQs

7. Home and EC students who are aiming for a qualification whose level is equivalent to, or lower than, one they already hold – as defined in paragraphs 8-25 of this annex – should be recorded as HEFCE non-fundable, except where their programme of study falls into one of the following categories of exemptions from the ELQ policy:

- a. They are in receipt of the Disabled Students' Allowance (DSA) for at least some of their year of programme of study reported in the HEIFES return. Institutions should make estimates for HEIFES purposes of the numbers of students whose receipt of the DSA for the year of programme of study will be confirmed after 1 November 2009.
- b. They have stated that their qualification aim is a foundation degree.
- c. They are on a course of initial or in-service teacher training (in any mode or level of study). In-service teacher training courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers.
- d. They are on a year of course (in any mode or level of study) for which an NHS bursary is payable.
- e. They are on an undergraduate course (in any mode of study) which leads to a first registerable qualification with:
 - i. General Medical Council
 - ii. General Dental Council
 - iii. Nursing and Midwifery Council
 - iv. Health Professions Council (HPC) for the professions of:
 - chiropodist/podiatrist
 - dietician
 - occupational therapist
 - orthoptist
 - paramedic
 - physiotherapist

- prosthetist or orthotist
 - radiographer
 - speech and language therapist
- v. General Social Care Council
- vi. Scottish Social Services Council
- vii. Care Council for Wales
- viii. Northern Ireland Social Care Council
- ix. Royal College of Veterinary Surgeons.
- f. They are on an undergraduate course (in any mode of study) which is a course for which the primary (but not necessarily the only) purpose is to improve the effectiveness of practitioners registered with one of the professional bodies listed in paragraph 7e. In the case of the HPC, this must additionally relate to practitioners in the professions listed in paragraph 7e.iv.
- g. They are on an undergraduate course (in any mode of study) which leads to a professional qualification that has been professionally validated by the National Youth Agency or the Youth Council for Northern Ireland. These are courses leading to qualification to practise as a youth and community worker.
- h. They are on an undergraduate course (in any mode of study) which is a course for which the primary (but not necessarily the only) purpose is to improve the effectiveness of professionally qualified youth and community workers.
- i. They are on a full-time undergraduate course which leads on successful completion towards registration with the Architects Registration Board.
8. Home and EC students who are aiming for an ELQ in a strategically important and vulnerable subject (SIVS) should be reported as HEFCE non-fundable unless they are exempt from the ELQ policy by virtue of paragraphs 7a-7i of this annex. The targeted allocation that we are providing for SIVS, following the introduction of the ELQ policy, is outside the mainstream teaching grant and does not in itself give exemption to students aiming for an ELQ in a SIVS.

9. Students are considered to be aiming for an ELQ where they are aiming for a qualification that is no higher than one they have already achieved. Therefore, the two key considerations in determining whether a student is aiming for an ELQ are: the academic levels of qualifications already awarded to the student; and the academic level(s) of the qualification(s) that the student has stated they are aiming for. As explained in Annex J, where students have currently stated multiple higher education qualification aims as part of the same programme of study, they should be recorded against the lower aim. Where the student's currently stated qualification aim for that programme of study is at a higher level than their highest existing HE qualification, then none of the study for the year of programme of study should be treated as study towards an ELQ. Study for a given year of programme of study which is at the same or lower level than a qualification already achieved, but which is being pursued solely as an integral part of a qualification aim that is higher than the one already achieved, should not be treated as study towards an ELQ.

Example 1

10. A student with a stated aim of both an HND and a degree as part of the same programme of study should be treated as aiming for an HND for ELQ purposes.

Example 2

11. A student aiming for a first degree has an HNC as their highest HE qualification already achieved. The student will be awarded an undergraduate certificate if they successfully complete their first year, but this is not a stated aim of the student. The student should not be treated as aiming for an ELQ for any of their years of programme of study (including the first), because the undergraduate certificate that they will acquire is not a stated qualification aim of the student.

Example 3

12. A student enters with a foundation degree as their highest qualification already achieved and has a stated qualification aim of an honours degree. The student should not be treated as aiming for an ELQ. This would apply both where the student is

aiming for the honours degree through, for example, a one-year top-up from the foundation degree, or where the honours degree involves three years of full-time study.

Example 4

13. A student enters with an honours degree and intends to study for a foundation degree over two years and then top up to an honours degree in one year. If they have a stated qualification aim of both a foundation degree and an honours degree as part of the same programme of study then the student would be exempt from the ELQ policy in the first two years when studying for the foundation degree. However for the final year when topping up to an honours degree the student would be treated as aiming for an ELQ.

14. It is not possible for HEFCE to provide a full hierarchical list of the qualifications that are awarded in the UK or, indeed, elsewhere. In adjusting institutions' funding for 2008-09, we made some assumptions about a hierarchy, to reflect the data that we had available. However, institutions should not assume that the combinations of entry qualifications and qualification aims that we used to identify ELQ students for the purposes of adjusting 2008-09 funding are necessarily a definitive means of determining whether or not a student is aiming for an ELQ. In most cases, whether or not a student will be aiming for an ELQ will be clear. However, in a minority of cases, institutions will need to make a reasonable academic judgement about whether or not a student's qualification aim is at a higher level than their existing highest qualification achieved. Institutions should bear in mind the guidance in paragraphs 15-25 of this annex.

15. The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (second edition published in August 2008) and the Framework for Higher Education Qualifications in Scotland (both available at www.qaa.ac.uk under Academic Infrastructure/Framework for higher education qualifications) should generally be used to determine a basic hierarchy of qualifications. Any revisions to those frameworks should be reflected as

they are introduced. Further guidance on use of those frameworks is provided below.

16. In general, institutions should treat qualifications that fall within the same level within these frameworks as being equivalent. However, it may be appropriate in particular circumstances to consider a hierarchy of qualifications within a single level, particularly where students are progressing through a succession of qualifications. In particular:

- a. Within Level 7 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it may be appropriate to consider a masters qualification to be at a higher level than a postgraduate diploma, which in turn may be at a higher level than a postgraduate certificate. However, this may not apply in all cases and will depend on the nomenclature adopted by different awarding bodies.
- b. Within Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it will normally be appropriate to consider a bachelors degree with honours to be at a higher level than a bachelors degree without honours.
- c. Within Level 5 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it will normally be appropriate to consider a foundation degree bridging course (which gives access to the final year of an honours degree) to be at a higher level than a foundation degree.

17. For a student who already holds an honours degree, their classification in HEIFES as either undergraduate or postgraduate should not, alone, determine whether or not they are aiming for an ELQ. The ELQ policy is about the academic level of qualifications, so it is the level of the final qualification for which the student is aiming that will determine their ELQ status. By contrast, whether or not a student is recorded as postgraduate in HEIFES is determined by whether or not a degree is a normal entry requirement and is not necessarily an indication of the academic level of their study or final qualification aim. In particular, this means that, for a student whose highest qualification already achieved is an honours degree:

- a. Where they are undertaking a graduate conversion course, they should be recorded as postgraduate taught, but they should also be considered as aiming for an ELQ. In this context, a graduate conversion course is a course for which a normal condition on entry is an honours degree, but whose academic level is no higher than Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. Some such courses may be designed to give access to postgraduate courses for those whose first degree was in a different subject area.
- b. Where they are undertaking an integrated masters programme (such as a four-year MEng, MPhys or MChem), they should be recorded as at undergraduate level in HEIFES, because a degree is not a normal entry requirement for such study. However, with the exception of the MPharm (see paragraph 18), they should not be treated as aiming for an ELQ, because the academic level of the final qualification of the integrated masters programme is at Level 7 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. This also means (again with the exception of students who hold an MPharm) that a student who holds an integrated masters qualification and who wishes to enrol on a one- or two-year taught postgraduate masters qualification (such as an MA or MBA) should be treated as aiming for an ELQ.

18. The MPharm should be treated as a Level 6 qualification for ELQ purposes. This means that:

- a. A student whose highest qualification already achieved is a bachelors degree with honours and who is studying for an MPharm should be treated as aiming for an ELQ.
- b. A student who holds an MPharm as their highest qualification already achieved and who is now studying for a one- or two-year taught postgraduate masters qualification at Level 7 (such as an MA or MBA), should not be treated as aiming for an ELQ.

19. As is stated in the Framework for Higher Education Qualifications in England, Wales and

Northern Ireland, MAs granted by the universities of Oxford and Cambridge are not academic qualifications. Students holding such awards should be treated as holding a Level 6 qualification, reflecting also whether they are with honours for the purpose of the guidance at paragraph 16b of this annex. A number of universities in Scotland also have a tradition of awarding 'MAs' as opposed to 'BAs' at undergraduate degree level. These should also be treated in the same way as bachelors degrees, reflecting also whether they are with honours.

20. All PGCEs (whether Postgraduate Certificates in Education or Professional Graduate Certificates in Education) should be treated, for the purpose of the ELQ policy only, as being equivalent to Level 6. This means that a student whose highest qualification already achieved is a PGCE, and who has no other postgraduate qualification, would not be treated as aiming for an ELQ if they enrolled on a postgraduate masters qualification. (Students aiming for a PGCE of either type are exempt from the ELQ policy, as explained in paragraph 7c of this annex).

21. In some instances, a student may not be formally awarded a qualification which they have stated as their aim and to which they are entitled, having completed all of the necessary work for that qualification. This may occur, for example, because, while the student has been assessed as eligible for the award, they have not completed the formal process of receiving it. In such cases, the student should be treated for ELQ purposes as if they had been awarded the qualification. The achievement and award of credit should not be treated as a qualification for these purposes.

22. Institutions may wish to take advice from UK NARIC (www.naric.org.uk) about the relative level of professional qualifications and those awarded abroad. UK NARIC is the national agency responsible for providing information, advice and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries worldwide. There may be cases where UK NARIC advises, for example, that the academic level of a degree awarded by another country is below that of a degree in the UK. Where this is the case, it is acceptable to treat a student whose highest HE qualification is a degree from that other

country and who is studying for a degree in the UK as not aiming for an ELQ.

23. In general, whether or not a student is aiming for an ELQ should be reviewed annually, at the start of each year of programme of study. This is necessary in order to take account of changing student circumstances, such as where a student:

- a. Following two separate programmes of study receives a qualification for one before the other is complete.
- b. Changes their qualification aim.
- c. Begins to receive the DSA.

In general, we would not expect institutions to change the ELQ status of their students within a year of programme of study.

Example 5

24. A student with no previous HE qualifications is concurrently aiming for a first degree and a part-time two-year HNC. The student completes the degree when they are mid-way through the first year of the HNC. In this example, the student should not be treated as aiming for an ELQ for the first year of the HNC: although they will be awarded a degree part-way through the year, they did not have this qualification when they commenced the first year of programme of study for the HNC. However, the student should be treated as aiming for an ELQ for their second year of programme of study for the HNC, as their ELQ status should be reviewed annually to take account of any newly achieved HE qualifications.

25. The Student Fees (Qualifying Courses and Persons) (England) Regulations (statutory instrument 2007 No. 778, as amended in particular by statutory instrument 2008 No. 1640) define which categories of students and courses are covered by the regulated undergraduate fee regime – that is, those for whom institutions cannot charge a fee that exceeds prescribed limits, including those stated in their access agreement with the Office for Fair Access (OFFA). The Education (Student Support) No. 2 Regulations 2008 (statutory instrument 2008 No. 1582) and the Education (Student Support) (Amendment) No. 3 Regulations 2008 (statutory instrument 2008 No. 2939) define

entitlements to student support for 2009-10. These statutory instruments contain definitions of ELQs. It should be noted, however, that there may be some differences in the treatment of students between whether they may be recorded as HEFCE-fundable following the guidance in HEIFES; and whether or not they are liable to regulated tuition fees or are eligible for student support. In particular, there may be cases where a student can be treated as exempt from the ELQ policy for HEFCE funding purposes, but where they are not covered by the Student Fees (Qualifying Courses and Persons) Regulations – that is, they can, if the institution chooses, be charged a non-regulated tuition fee. We do not, however, expect there to be cases where a student is non-fundable by HEFCE because of their ELQ status, but where the institution is still restricted to charging a regulated tuition fee. Any questions about these statutory instruments should be raised with the SLC Student Finance England helpline on 0845 602 0583.

Audit issues

Collecting qualification data from students

26. Colleges should ask students to confirm annually that they haven't achieved any new qualifications since they last enrolled.

27. Colleges should ensure that their data protection notices allow them, the Government or their respective agents to check the accuracy of personal information provided by students against external data sources. For example, they should permit the college to test whether the student has been reported on earlier Higher Education Statistics Agency (HESA) or ILR returns of other institutions and to contact those other institutions for confirmation of any qualifications obtained.

Keeping records of how students aiming for ELQs have been identified

28. In all cases, colleges should keep records for audit purposes of how they are identifying students as aiming for an ELQ.

This should set out the broad approach adopted by the college. Where, for individual students, there may be uncertainty as to whether they are aiming for an ELQ, colleges should also keep a record of how they have determined these students' ELQ status.

29. Colleges should take reasonable steps to test the accuracy of the qualifications achieved reported by their students, reflecting the availability of other sources of information, such as data from HESA, ILR, UCAS or the Student Loans Company (SLC). This does not require a college to test the qualifications achieved of all its students. However, we recommend that colleges use both a random sample to test the overall accuracy of their data on qualifications achieved plus selective samples, as necessary, where doubts may exist about the entry qualifications reported by individual students.

Determining the number of students supported from other EC public funds

30. The public funding should first be used to offset any shortfall between the fees charged and the assumed fees. Once this offset has taken place, any remaining public funding should be divided by the standard funding per student and rounded up to the nearest whole number to find how many students are non-fundable; the remainder are then fundable. The standard funding per student is calculated as the standard resource minus the assumed fee, then reduced by 1.36 per cent¹ to take account of the £65 million efficiency saving applied for 2009-10. Standard resource is explained in paragraphs 43-46 of this annex. In the following examples, the assumed fee per FTE for part-time undergraduates is £1,285.

31. There is an Excel template on the HEFCE web-site under Questions/HEIFES FAQs which will calculate the number of students who are non-fundable in individual cases.

Example 1

32. There are 10 full-time undergraduate students supported by £12,850 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,285 per student, so the public money only covers the fees and all students are fundable.

Example 2

33. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,285 paid by the SLC, the student, or a mixture of the two. In addition, a public source puts in £1,000 per student. The assumed fees are fully met by the fees charged, so there is no offset.

Standard resource $1.0 \times 1.3 \times \text{£}3,947 = \text{£}5,131$
per student

Assumed fee per student $1.0 \times \text{£}1,285 = \text{£}1,285$

Standard funding $= 0.9864 \times (\text{£}5,131 - \text{£}1,285) = \text{£}3,794$
per student

(adjusted for
efficiency saving)

Remaining public $= 10 \times \text{£}1,000 = \text{£}10,000$
money

Non-fundable $= \text{£}10,000 \div \text{£}3,794 = 2.6$
students

Therefore three students are non-fundable, and the remaining seven are fundable.

Example 3

34. There are 50 part-time undergraduate students in price group C, each with an FTE of 0.5, who pay £100 a year tuition fee, and there is £30,000 from a public source.

¹ The figure of 1.36 per cent, wherever it occurs in this document in reference to an efficiency saving applied for 2009-10, has been rounded, but in adjusting figures in the actual calculations we used an unrounded figure of 1.360827 per cent.

Standard resource per student $0.5 \times 1.3 \times \text{£}3,947 = \text{£}2,566$

Assumed fee per student $0.5 \times \text{£}1,285 = \text{£}643$

Standard funding per student (adjusted for efficiency saving) $= 0.9864 \times (\text{£}2,566 - \text{£}643) = \text{£}1,897$

Shortfall between fees charged and assumed fees $\text{£}643 - \text{£}100 = \text{£}543$

Remaining public money $= \text{£}30,000 - (50 \times \text{£}543) = \text{£}2,850$

Non-fundable students $= \text{£}2,850 \div \text{£}1,897 = 1.5$

Therefore two students are non-fundable, and 48 are fundable.

Example 4

35. As in example 3, but the fees are £643 a year, all paid by the student. Each student pays a tuition fee which is equal to the assumed fee, so there are no tuition fees to make up using the public money. There is £30,000 public money and the standard funding per student (adjusted for the efficiency saving) is £1,897. Therefore 16 students ($\text{£}30,000 \div \text{£}1,897 = 15.8$) are non-fundable, and 34 are fundable.

Example 5

36. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £4,000; a public body pays half of the fee and the student pays the other half. The assumed fees are £3,947, which leaves £53 ($\text{£}4,000 - \text{£}3,947$) of public money per student.

Standard resource per student $1.0 \times 1.3 \times \text{£}3,947 = \text{£}5,131$

Assumed fee per student $1.0 \times \text{£}3,947 = \text{£}3,947$

Standard funding per student (adjusted for efficiency saving) $= 0.9864 \times (\text{£}5,131 - \text{£}3,947) = \text{£}1,168$

Remaining public money $10 \times (\text{£}4,000 - \text{£}3,947) = \text{£}530$

Non-fundable students $= \text{£}530 \div \text{£}1,168 = 0.5$

Therefore one student is non-fundable, and the remaining nine are fundable.

HEFCE-funded and independently funded students

37. All fundable students should be recorded as HEFCE-funded, unless the college receives enough resources from other sources (other than EC public sources) for the year of programme of study to cover the HEFCE standard resource for its provision. Colleges should assume a 1.36 per cent reduction in standard resource to account for the £65 million efficiency saving applied for 2009-10. In such cases the college may choose to record the students as independently funded. Independently funded students are not included in our resource calculations, but may count towards student number targets. In general, the declaration of eligible students as independently funded will only benefit colleges that are currently under-resourced from public funds (below the ± 5 per cent tolerance band around standard resource), as an aid to migration to within the band. We expect very few students at FECs to meet the eligibility criteria for inclusion as independently funded. Colleges which record such students may be asked to provide evidence that they meet the criteria. Independently funded students are not counted in the volume measure for targeted allocations in the following year, including for widening participation and teaching enhancement and student success.

Example 1

38. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £5,500 tuition fees. The standard resource (adjusted for the efficiency saving) is $(0.9864 \times 1.3 \times \text{£}3,947) = \text{£}5,061$. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the institution can choose to record the students either as HEFCE-funded or as independently funded.

Example 2

39. There are 20 HEFCE-fundable part-time postgraduate students, 0.6 FTE, in price group B. Each student pays £3,000 tuition fees. The assumed fee for each student is $0.6 \times \text{£}3,947 = \text{£}2,368$, which leaves £632 per student.

Standard resource per student $0.6 \times 1.7 \times \text{£}3,947 = \text{£}4,026$

Assumed fee per student $0.6 \times \text{£}3,947 = \text{£}2,368$

Standard funding per student (adjusted for efficiency saving) $= \underline{0.9864 \times (\text{£}4,026 - \text{£}2,368)} = \underline{\text{£}1,635}$

Remaining money from fees paid by the students $= \underline{20 \times (\text{£}3,000 - \text{£}2,368)} = \underline{\text{£}12,640}$

Independently funded students $= \underline{\text{£}12,640 \div \text{£}1,635} = \underline{7.7}$

Therefore, the institution can choose to return up to seven students as independently funded, with the remaining students returned as HEFCE-funded.

HEFCE non-fundable students

40. These are students who are home and EC, as defined in paragraphs 1 and 2 of this annex, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 4-6 of this annex.

Island and overseas students

41. All students who fall outside the definition of home and EC in paragraphs 1 and 2 of this annex should be recorded as 'island and overseas'. This will include students usually resident in the Channel Islands and the Isle of Man.

Audit issue

Incorrect recording of overseas students

42. Overseas students should be clearly identified on the student record system by the census date, and returned in the 'island and overseas' columns. We found a number of examples where overseas students were returned in the HEFCE funded columns of the return.

Calculation of standard resource

43. The 2009-10 standard resource for a student is calculated by multiplying the total weighted FTE by $\text{£}3,947$ – the base level of resource for price group D. The weighted FTE is the sum of price group-weighted FTE, London-weighted FTE and flexible study measure FTE.

44. The price group weights are shown below.

Price group	Weight
B (Laboratory-based science, engineering and technology)	1.7
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	1.3
D (All other subjects)	1.0
Media studies*	1.0, 1.3, 1.7

* Proportions in each price group weight are notified in Table G of the funding agreement for each institution.

45. Standard resource should be increased to reflect both the London weighting (where applicable) and the flexible study weighting.

46. London weighting varies depending on the college's location. Colleges in inner London receive a weighting of 8 per cent, those in outer London 5 per cent. Each college also receives a flexible study weighting. We notified colleges of their weightings in Table G of their funding agreement. These weightings are applied to student FTEs weighted by price group. Examples of the calculations are given in paragraphs 47-49 of this annex.

Example 1

47. The standard resource for a part-time student (0.4 FTE) in price group C is $\text{£}2,052$:

Price group weight $0.4 \times 1.3 = 0.52$

Standard resource $= \underline{0.52 \times \text{£}3,947} = \underline{\text{£}2,052}$

Example 2

48. The standard resource per FTE in price group B for a student at an institution receiving the inner London premium and a flexible study weighting of 0.4 per cent is $\text{£}7,274$:

Price group weight	1.0×1.7	= 1.700
Inner London premium	$1.0 \times 1.7 \times 8\%$	= 0.136
Flexible study weight	$1.0 \times 1.7 \times 0.4\%$	= 0.0068
Standard resource	<u>$= (1.700 + 0.136 + 0.0068)$</u>	
	<u>$\times \text{£}3,947$</u>	= <u>£7,274</u>

Example 3

49. The standard resource for a full-time student who undertakes 60 per cent of their work in price group B and 40 per cent in price group D at an institution who receives a flexible study weighting of 0.8 per cent is £5,650:

	(a)	(b)	(c)	(d)	
Price group	FTE	Price group weighting	Price group weight = (a) x (b)	Flexible study weight = (c) x 0.8%	Total weight = (c) + (d)
B	0.6	1.7	1.02	0.00816	1.02816
D	0.4	1.0	0.40	0.0032	0.4032
					1.43136

Therefore standard resource = **$1.43136 \times \text{£}3,947 = \text{£}5,650$** .

Annex H

Price groups

1. We fund similar activity at similar rates. For HEIs, the department(s) in which a student undertakes activity defines the cost of the activity. This means, for example, that a student on a science degree who is taught by both the science and business studies departments would be funded at a composite rate somewhere between the science and business studies rates. The rate depends on the

balance of activity in each department. Data at this level are not available for FECs. For FECs, we use the mapping between Learndirect subject codes and price groups shown in the tables below. A full list of Learndirect codes and associated subject descriptions is available on the HEFCE web-site under Questions/HEIFES FAQs.

Learndirect subject codes	Price group
A	D
B	D
C (except* CE, CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ)	C
CE, CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ	Media studies
D (except* DC)	D
DC	C
E	D
F (except* FN.3, FN.4, FN.5, FN.6, FN.7, FN.9)	D
FN.3, FN.4, FN.5, FN.6, FN.7, FN.9	C
G†	C or D
H	D
J (except* JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE)	C
JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE	D
K (except* KB, KC)	Media studies
KB, KC	D
L (except* LF, LG)	C
LF, LG	D
M‡	B, C or D
N (except* NG, NK, NL‡, NM‡, NN)	C
NG, NK, NN	D
NL‡, NM‡	B, C or D
P (except* PA, PB, PC.1, PC.5, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2)	C
PB, PC.1, PC.5, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2	B
PA	D
Q (except* QA.3, QB, QH, QJ)	C
QA.3, QH.6	B

Learndirect subject codes	Price group
QB, QH.1, QH.2, QH.3, QH.4, QH.5, QH.7, QH.8, QH.9, QJ	D
R (except* RA.3, RA.5, RA.6, RB, RF.4, RG)	B
RA.3, RA.5, RA.6, RB, RF.4, RG	C
S (except* SE, SF, SJ.5, SJ.61, SM, SN.4, SP, SQ)	B
SE.1, SN.4, SQ	C
SE.2, SE.3, SE.4, SE.5, SE.7, SE.8, SE.9, SF, SJ.5, SJ.61, SM, SP	D
T (except* TC.44, TC.5, TC.6, TF, TL, TM)	C
TL, TM	B
TC.44, TC.5, TC.6, TF	D
U	D
V (except* VE, VF.1, VF.2, VF.3, VF.4, VF.5, VF.6, VG)	D
VE, VF.4, VG	B
VF.1, VF.2, VF.3, VF.5, VF.6	C
W (except* WA, WC.1, WC.2, WC.3, WC.4, WE)	C
WA, WC.1, WC.2, WC.3, WC.4, WE	B
X (except* XA, XD, XE, XF, XN, XS, XQ.45)	B
XA, XD, XE, XF, XN, XS	C
XQ.45	D
Y (except* YA, YB, YD.3)	B
YA, YB, YD.3	C
Z (except* ZX.3, ZX.4, ZX.5)	C
ZX.3, ZX.4, ZX.5	D

* including all sub-levels of the hierarchy.

† Learndirect code G (education) can be in either price group C or price group D depending on the course (see paragraphs 6-9 of this annex).

‡ Learndirect codes M, NL and NM (sports studies) can be in price group B, C or D (see paragraph 10 of this annex).

Price group	Learndirect subject codes
B (Laboratory-based science, engineering and technology)	M‡, NL‡, NM‡, PB, PC.1, PC.5, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2, QA.3, QH.6, R (except* RA.3, RA.5, RA.6, RB, RF.4, RG), S (except* SE, SF, SJ.5, SJ.61, SM, SN.4, SP, SQ), TL, TM, VE, VF.4, VG, WA, WC.1, WC.2, WC.3, WC.4, WE, X (except* XA, XD, XE, XF, XN, XS, XQ.45), Y (except* YA, YB, YD.3)
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	C (except* CE, CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ), DC, FN.3, FN.4, FN.5, FN.6, FN.7, FN.9, G†, J (except* JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE), L (except* LF, LG), M‡, N‡ (except* NG, NK, NN), P (except* PA, PB, PC.1, PC.5, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2), Q (except* QA.3, QB, QH, QJ), RA.3, RA.5, RA.6, RB, RF.4, RG, SE.1, SN.4, SQ, T (except* TC.44, TC.5, TC.6, TF, TL, TM), VF.1, VF.2, VF.3, VF.5, VF.6, W (except* WA, WC.1, WC.2, WC.3, WC.4, WE), XA, XD, XE, XF, XN, XS, YA, YB, YD.3, Z (except* ZX.3, ZX.4, ZX.5)
D (All other subjects)	A, B, D (except* DC), E, F (except* FN.3, FN.4, FN.5, FN.6, FN.7, FN.9), G†, H, JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE, KB, KC, LF, LG, M‡, NG, NK, NL‡, NM‡, NN, PA, QB, QH.1, QH.2, QH.3, QH.4, QH.5, QH.7, QH.8, QH.9, QJ, SE.2, SE.3, SE.4, SE.5, SE.7, SE.8, SE.9, SF, SJ.5, SJ.61, SM, SP, TC.44, TC.5, TC.6, TF, U, V (except* VE, VF.1, VF.2, VF.3, VF.4, VF.5, VF.6, VG), XQ.45, ZX.3, ZX.4, ZX.5
Media studies	CE, CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ, K (except* KB, KC)
ITT (QTS)	Students on ITT courses leading to QTS
INSET (QTS)	Students who hold QTS on INSET courses

* including all sub-levels of the hierarchy.

† Learndirect code G (education) can be in either price group C or price group D depending on the course (see paragraphs 6-9 of this annex).

‡ Learndirect codes M, NL and NM (sports studies) can be in price group B, C or D (see paragraph 10 of this annex).

2. The FE Data Service's LAD (at <http://providers.lsc.gov.uk> under Learning Aims Database) returns up to three Learndirect codes under the Shared Annual Values section for a particular learner aim. If there is no Learndirect code for a particular course, or the college thinks that the wrong Learndirect code has been assigned, they should e-mail heifes@hefce.ac.uk as soon as possible (ideally as soon as the course has been added to the LAD), providing us with the learning aim reference, learning aim title, awarding body, Learndirect codes as displayed on the LAD (where present) and up to three main subject areas of the course in question. We shall then liaise with the FE Data Service on your behalf.

3. Some qualifications contain study in two distinct subject areas, for example, a chemistry and business course. Where the qualification has more than one Learndirect code on the LAD, the student should be split between the relevant price groups in proportion to the split between each subject for the course as a whole.

4. Media studies activity should be recorded in the media studies price group only. A review panel has determined the attribution of media studies students to price groups for funding purposes. Any split between subject weights for this provision will be carried out in the funding model.

5. Students on a sandwich year-out should be recorded in price group C, regardless of the Learndirect code of the course.

ITT, INSET and other education students

6. Students on ITT courses leading to QTS should be entirely attributed to the ITT (QTS) price group, irrespective of the subject of qualification aim.

Students on ITT courses that do not lead to QTS, such as DTLLS, should be entirely attributed to price group C, irrespective of the subject of qualification aim.

7. INSET courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. Students who hold QTS and are on INSET courses should be entirely attributed to the INSET (QTS) price group, irrespective of the subject of qualification aim and whether or not the TDA is funding their provision. Students who do not hold QTS but are studying a CertEd or DTLLS as an INSET course should be recorded in price group C. Other students on INSET courses who do not hold QTS should be attributed to a price group according to the subject of qualification aim.

8. Students studying for a foundation degree to become a teaching assistant, whose course has been awarded as part of an ASN exercise, should be returned in price group C. Where students are studying for such a course and it has a high classroom-based element, but has not been awarded as part of an ASN exercise, colleges should seek our permission before recording them in price group C. All colleges seeking this permission should send details of the relevant course to heifes@hefce.ac.uk. Colleges should reapply if there is a material change in the provision.

9. All other activity with Learndirect code G should be returned in price group D.

Sports science and leisure studies – Learndirect codes MA to MJ, NL and NM

10. Students on sports science courses with Learndirect codes MA to MJ, NL and NM should be allocated to price groups B, C or D according to the outcome of the HEFCE review carried out in 2004-05 or as subsequently agreed by HEFCE.

Audit issue

Media studies and sports science provision

11. As stated in paragraph 4 of this annex, media studies provision should be returned in the media studies price group only.

Recent audits found examples where colleges had incorrectly returned media studies provision in price group B or C.

12. Examples were also found where colleges had returned sports science provision in incorrect price groups. Such provision should be recorded to reflect the outcome for the college of the HEFCE review, as noted in paragraph 10 of this annex. Where colleges submitted to the review in 2004-05, they were notified of the outcome in Derek Hicks's letter of 23 February 2005. Where colleges did not submit to the review, sports science students should be returned in price group D as a default.

Annex I

Mode of study

Full-time

1. A year of programme of study is counted as full-time if it meets the following criteria:

- a. The student is normally required to attend the college, or elsewhere, for periods amounting to at least 24 weeks within the year of programme of study; and during that time they are normally expected to undertake periods of study, tuition, learning in the workplace or sandwich placement that does not meet the criteria to be sandwich year-out, which amount to an average of at least 21 hours per week.
- b. Full-time fees are chargeable for the course for the year. These include:

For 'current system students':

- i. Regulated fees of up to £3,225 for undergraduates and students registered for a PGCE.
- ii. Regulated fees of up to £1,610 for undergraduates on courses provided in conjunction with overseas institutions that are not ERASMUS exchanges, where study at the college is for less than 10 weeks.
- iii. Regulated £0 for undergraduates who are on full-year outgoing ERASMUS exchanges.

For 'old system students':

- iv. Regulated fees of £1,285 for undergraduates and students registered for a PGCE.
- v. Regulated fees of £640 for undergraduates on courses provided in conjunction with overseas institutions that are not ERASMUS exchanges, where study at the college is for less than 10 weeks.
- vi. Regulated £0 for undergraduates who are on full-year outgoing ERASMUS exchanges.

In the above examples, 'current system students' and 'old system students' mean those defined in the Education (Student Support) (No. 2) Regulations 2008 (SI 2008 No. 1582), as amended.

Exceptionally, all or part of the fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.

2. Guided learning hours should not be used in isolation to determine how many hours each week a student spends studying. All guided learning hours count towards this total, but it is expected that HE students will spend a significant amount of time each week in self-led individual learning, and an estimate of this time should also be included.

3. This category includes all full-time, sandwich and language year-abroad students, other than those falling within the definition of 'sandwich year out' given below.

Sandwich year-out

4. A year of programme of study is counted as sandwich year-out if the programme of study includes a period of work-based experience and it meets both of the following criteria:

- a. The course falls within the definition of sandwich in Regulation 2 (10) of the Education (Student Support) (No. 2) Regulations 2008 (SI 2008 No. 1582), as amended. This includes language year-abroad courses where the year abroad is spent working.
- b. The overall maximum fees are, for qualifying students, those described in Regulation 5 of the Student Fees (Amounts) (England) Regulations (SI 2004 No. 1932), as amended by Regulation 2(b) of the Student Fees (Amounts) (England) (Amendment) Regulations 2008 (SI 2008 No. 2507), or up to approximately half of the fees that would be chargeable if the student were full-time.
- c. Exceptionally, all or part of the fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.

5. Students spending a full year abroad working who are eligible for the regulated £0 fee under the ERASMUS scheme should be returned as sandwich year-out. This includes students under the British Council's Language Assistant scheme.

Part-time

6. A student is counted as part-time if the year of programme of study does not meet the requirements to be either full-time or sandwich year-out. This includes HNC students who are expected to complete in one year, but whose course is not subject to regulated fees.

7. In general, all students on a given course with a broadly similar pattern of activity for a given year of programme of study should be recorded as having the same mode.

8. In some cases a student's mode of study changes between years. For example, the mode of a student on a full-time 18-month course would change from full-time in year one to part-time in year two, where the second year does not have 24 weeks of study.

Students who change from full-time to part-time within a year of programme of study

9. Where it is already known that full-time students have changed or will change mode within the year of programme of study to become part-time students, the year of programme of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison with the equivalent full-time course.

10. For example, a student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study, studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study, should be returned in the part-time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms, equalling 0.67 in total for the year of programme of study. More guidance on assigning FTE for part-time years of programme of study is given in Annex F.

Treatment of learning in the workplace and work experience for the purposes of determining mode of study

11. For the purposes of meeting the attendance definition for a full-time course, full-time study can include learning in the workplace, where this is a course requirement. Such learning is frequently a feature of foundation degrees and may also occur in other programmes. Learning in the workplace is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the college, or staff of the employer, or both.

12. Unlike work experience, which is one element of a course such as a sandwich placement (whether for the whole or part of a year), learning in the workplace is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

- the imparting of relevant knowledge and skills to students
- opportunities for students to discuss knowledge and skills with their tutors
- assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

13. Learning in the workplace should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of learning in the workplace should, therefore, not extend the normal duration of a course.

14. Institutions should note in particular paragraph 3 of Annex K, which states that if the year of programme of study is 45 weeks or more in length because of a period of work-based study, then the year of programme of study is not counted as long. This applies to both learning in the workplace and work experience. Sandwich years-out cannot therefore be recorded as long, and we would also not generally expect foundation degrees to be recorded as long.

Audit issue

Recording the incorrect mode of attendance if a student is only active for part of a year

15. Where a student plans to study at a full-time rate for a portion of the year, for example only for semester one, they must be returned as part-time, even though they are 'full-time' for that period of study. The mode of attendance must be established with reference to the activity for the whole year of programme of study.

Annex J

Level of study

Undergraduate

1. Undergraduates are students studying towards a first degree (including foundation degree), foundation degree bridging course, HND, HNC, DipHE, CertEd or DTLLS. In Tables 1, 2 and 3, undergraduate data are split between 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduate excluding foundation degree). A foundation degree is a two-year, full-time higher education course, or the part-time equivalent, which has been validated as a 'foundation degree' and which is expected to incorporate the core features set out in the foundation degree prospectus, HEFCE 00/27. Foundation degree bridging courses should be returned as 'UG (excl. FD)' in Table 3.

2. The undergraduate data in Table 5 are split between:

- students on HND courses
- students on sub-degree level courses excluding HND (those aiming for an HNC, DipHE, CertEd or DTLLS)
- students on foundation degree courses
- students on another undergraduate degree (excluding foundation degrees but including foundation degree bridging courses).

3. Where students have stated multiple qualification aims as part of the same programme of study, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be recorded as HND.

Postgraduate

4. Postgraduate students are registered for courses where a normal condition of entry is that entrants are already qualified to degree level. In other words, they are already qualified at Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, published by the QAA.

5. Postgraduates include those on graduate conversion courses and all PGCEs (whether Postgraduate or Professional Graduate Certificate in Education).

Annex K

Long years of programme of study

Full-time students

1. For full-time courses, students will be classified as being on 'long' years of programme of study if:
 - a. They are normally required to attend for 45 weeks or more within the year of programme of study, or
 - b. The year of programme of study includes a within-course short period of study, awarded as a summer school through a bidding exercise for ASNs and explicitly notified by HEFCE.
2. When determining length, students are deemed to be attending the college if they are actively pursuing full-time studies towards the qualification. Years of programme of study that are not long are referred to as standard length.
3. If the year of programme of study is 45 weeks or more in length because of a period of work-based study, then the year of programme of study is not counted as long. This applies to both learning in the workplace and work experience. Sandwich years-out cannot therefore be recorded as long, and we would also not generally expect foundation degrees to be recorded as long.

Example

4. A full-time student on a foundation degree studies for 47 weeks in the year of programme of study, but 10 of these weeks are work-based study. The year of programme of study is not counted as long, because without the work-based study the number of weeks studied within the year of programme of study is 37. Similarly a full-time student on a foundation degree studies for 47 weeks in the year of programme of study entirely in the workplace. The year of programme of study is not counted as long.
5. For undergraduate students, long courses will typically be accelerated programmes where the qualification is achieved in a much shorter period than is normal for that qualification. The number of credit points studied in the year is not a criterion in the definition of a long year of study.
6. For postgraduate students, most long courses will be for higher degrees.

Part-time students

7. For part-time courses, the distinction will depend on the length of each year for an equivalent full-time course. The number of weeks attended within the year of programme of study for part-time students is irrelevant to determining whether the year of programme of study is long. The equivalent full-time course used should be the same as that used in calculating the FTE.

Example 1

8. A full-time, one-year course has a 30-week year of programme of study; the equivalent part-time course lasts for two years, each with a 45-week year of programme of study. The part-time course would not be long. Conversely, if each year of the part-time course lasts for 30 weeks, but the year of programme of study for the full-time course is 45 weeks, then the part-time course is classified as long. The FTE for the part-time course would be 0.5 in both cases.

Example 2

9. A student completes a two-year, full-time foundation degree, then chooses to undertake a foundation degree bridging course over the summer in order to enrol full-time on the third year of an honours degree. In this case both years of the foundation degree and the third year of the honours degree should be recorded as standard length, and the foundation degree bridging course should be recorded separately as a standalone, part-time course. The FTE would be 1, 1, 0.3 and 1 respectively.

Mixed-length courses

10. In some cases a full-time course may have one or more years of programme of study which are long, with one or more standard-length years. When determining which FTE to return as long for the equivalent part-time course, the following two principles should be applied:
 - a. The FTE over the entire course should be identical to that of the full-time course.

- b. The proportion of the FTE recorded as long should be the same on both the full-time and part-time programmes.

Example

11. A two-year, full-time course has year one long and year two standard length. The equivalent part-time course runs over four years. The first two years of the part-time course should be recorded as long, with the remaining two recorded as standard length. The FTE would be 0.5 in each of the four years.

Annex L

Table descriptions

Tables 1, 2 and 3 – Student counts and FTEs

1. Tables 1, 2 and 3 correspond to the three modes of study defined in Annex I. These tables are mutually exclusive, and taken together should sum to the total number of students who are countable for the academic year.

Table 4 – Home and EC fees

2. The data returned in Table 4 must match the home and EC data returned in Columns 1 and 2 of Tables 1, 2 and 3. Table 4 contains the number of students, for all modes, split between those countable on or before 1 November 2009, and those expected to become countable between 2 November 2009 and 31 July 2010, for home and EC students only. Island and overseas students should **not** be returned in Table 4.

Table 5 – Student counts split between home and others entitled to pay home and EC fees

3. The student counts in Table 5 are the same as the home and EC counts collected in Columns 1 and 2 of Tables 1, 2 and 3. Table 5 contains the number of years of programme of study for all modes, split between home students and ‘others entitled to pay home and EC fees’. Home students are defined by the field L24 on the ILR (that is, codes XF, XG, XH and XI for England, Wales, Scotland and Northern Ireland respectively). The data for ‘others entitled to pay home and EC fees’, when added to the home data, should give the totals of all home and EC students returned in Columns 1 or 2 of Tables 1, 2 and 3. Both HEFCE-fundable and non-fundable data are required in this table for each level, but not island and overseas data.

4. The levels of qualification are grouped differently in this table than in the others. Those on foundation degree bridging courses should be included in ‘Other UG degree’. Sub-degree (excluding HND) qualifications are HNCs, DipHEs, CertEds and DTLLS.

Annex M

Descriptions of columns in tables

1. All numbers returned in all tables should be student counts, **apart** from where FTEs are required in Column 4a in Table 3.

Tables 1, 2 and 3 – Student counts and FTEs

2. Column 1: Number of students countable between 1 August 2009 and 1 November 2009 inclusive. If a student has been classified as a non-completion for the year of programme of study (as defined in Annex E, paragraphs 23-31) on or before 1 November 2009, they should not be returned at all.

3. Students who start their year of study late (after 1 November) but are expected to catch up with others on their course, which follows a standard year of programme of study, should be returned in Column 1.

4. Column 2: Number of students expected to become countable between 2 November 2009 and 31 July 2010 inclusive. Colleges should make sure that estimates included in this column are made on a reasonable basis, and that supporting evidence for the assumptions is kept for audit purposes. Students on non-standard years of programme of study should not be shown here. See Annex E, paragraphs 16-20.

5. In general, the only case where students may be recorded as forecasts in Column 2 is for years of study entirely contained within the 2009-10 academic year, but which begin after 1 November. This will include, for example, courses running in the spring and summer terms only. However, such forecasts will be uncommon as students are on a course of recognised HE, as defined in Annex D. Students who are studying for credits which may count towards one of the listed qualifications, but who are not specifically aiming for such a qualification, are excluded from HEIFES.

Audit issue

Forecast of countable years (Column 2)

6. The audits found that there was some confusion about what should be included in Column 2. Mistakes included filling in Columns 1 and 2 with the same students and returning students on non-standard years of programme of study in Column 2.

7. Students should be reported in HEIFES as set out in Annex E, paragraphs 1-20. Errors arose in reporting students whose year of programme of study spans two academic years. The example below shows how such students should be reported.

Example

8. Each year of a two-year course runs from January to December. Students continuing their course who started in January 2008 (now in their second year) and January 2009 (in their first year) should be included in HEIFES09, in Column 1. Those starting in January 2010 should not be shown as forecasts in Column 2 of HEIFES09, but instead should be counted in Column 1 of HEIFES10.

9. Where forecast Column 2 figures are included in the return, a comparison should be made with the outturn and reasons established for any differences that occur. This information should be used to inform the following year's forecast.

10. It is important that the compiler of the return is informed of all courses that are coming online in the year, so they can determine whether forecasts need to be included in the return.

11. Column 3: Number of students who will fail to complete after 1 November 2009. This is an estimate of the number of students who have been returned in Columns 1 or 2 but who will not complete their year of programme of study, according to the definition given in Annex E, paragraphs 23-31. Numbers of non-completions should be entered as negative values in the workbook. Colleges should ensure that these estimates are supported by historical data.

12. Column 4: Estimated total completions for the year. This is the sum of the first three columns; the addition will be carried out automatically in the workbook. This is an estimate of the number of students whose activity is countable in the academic year and who will complete the year of programme of study.

13. Column 4a (Table 3 only): Estimated FTE for the academic year. This is the sum of the FTEs for the whole year of programme of study for the students returned in Column 4.

Audit issue

FTE in Column 4a of the part-time table, Table 3

14. The FTE returned in Column 4a should be in relation to the part-time numbers included in Column 4 (estimated total completions for the year), and not the numbers in Column 1 (students countable between 1 August and 1 November inclusive).

Table 4 – Home and EC fees

15. Table 4 collects information about tuition fees for home and EC students included within Columns 1 or 2 of Tables 1, 2 and 3. In general, fee levels are an attribute of the course, not of the individual student. This means, for example, that a student who is on a course designated for student support purposes, but who is not personally eligible for a grant or loan for fees payable by the SLC, should still be returned against the appropriate regulated fees category. This will include, for example, many undergraduate students who are aiming for an ELQ.

Students on courses for which an NHS bursary is payable, those on an outgoing ERASMUS full-year abroad, and students on foundation degree bridging courses should be identified separately.

16. Regulated fees are those that apply to qualifying courses as defined in the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended (including by the Student Fees (Qualifying Courses and Persons) (England) (Amendment) Regulations 2008 (SI 2008 No. 1640)). The fees are subject to overall limits set out in the Student Fees (Amounts) (England) (Amendment) Regulations 2008 (SI 2008 No. 2507), which amended the Student Fees (Amounts) (England) Regulations 2004 (SI 2004 No. 1932). These regulations can be found on the OPSI web-site, www.opsi.gov.uk, under Legislation/Original/UK/Statutory Instruments. In general, the fees are:

- a. Regulated full fee – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses. The overall maximum fees for qualifying students on such courses are those described in Regulation 2a of the Student Fees (Amounts) (England) (Amendment) Regulations 2008 (SI 2008 No. 2507).
- b. Regulated half fee – undergraduates following sandwich courses who are on their sandwich year-out, students on a non-ERASMUS study related year abroad, part-time ITT courses and students on the final year of a full-time undergraduate programme which is normally required to be completed after less than 15 weeks' attendance. The overall maximum fees for qualifying students on such courses are those described in Regulation 2b of the Student Fees (Amounts) (England) (Amendment) Regulations 2008 (SI 2008 No. 2507).
- c. Regulated £0 – outgoing ERASMUS full-year abroad students only.

Also identified separately in Table 4:

- d. NHS-bursaried years of courses – students on years of courses for which an NHS bursary is payable, even if the individual student does not receive the bursary.

e. Foundation degree bridging courses – students on a foundation degree bridging course.

17. Years of programme of study should be returned under the fee level ‘Non-regulated’ where the course the student is studying for is not prescribed under Regulation 4 of the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended.

Part-time undergraduate students subject to regulated fees

18. The only part-time undergraduate students who should be recorded as being subject to regulated fees are those:

- a. On part-time ITT courses, such as first degrees leading to QTS, CertEds and DTLLS.
- b. Attending the final year of a designated full-time course which is ordinarily completed in less than 15 weeks.
- c. Attending the final year of a designated full-time course which is ordinarily completed in 15 weeks or more, but less than 24 weeks.

In cases a and b, the students should be recorded as subject to regulated half fees; in case c they should be recorded as being subject to regulated full fees.

19. Part 11 of the Education (Student Support) (No.2) Regulations 2008 (SI 2008 No. 1582), makes provision for the support of students undertaking a designated full-time distance learning course. Part 12 of those regulations makes provision for students undertaking a designated part-time course, through grants for help with fees and a £260 grant for help with other course costs. Such students should still be returned under ‘non-regulated’ fees, because these courses are not explicitly designated under the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended.

Postgraduate students subject to regulated fees

20. The only postgraduate students who should be recorded as being subject to regulated fees are those on a full-time or part-time PGCE. Such students should be recorded as subject to the regulated full or regulated half fees, respectively.

21. Column 1: Number of home and EC students countable between 1 August 2009 and 1 November 2009 inclusive. The column is broken down by mode of study as defined in Annex I.

22. Column 2: Forecast of number of home and EC students expected to become countable between 2 November 2009 and 31 July 2010 inclusive. The column is broken down by mode of study as defined in Annex I.

23. Column 3: New entrants included in Columns 1 or 2 of this table, defined as the first countable year for a programme of study (see Annex E, paragraph 43). The column is broken down by mode of study as defined in Annex I.

Table 5 – Student counts split between home and others entitled to pay home and EC fees

24. Column 1: Student counts between 1 August 2009 and 31 July 2010 inclusive. These data are split by mode, then between home students and others entitled to pay home and EC fees. A definition of home students is in Annex L, paragraph 3. In total, these data are the same as the home and EC data returned in Columns 1 and 2 of Tables 1, 2 and 3.

25. Column 2: New entrants included in Column 1 of this table, defined as the first countable year for a programme of study (see Annex E paragraph 43). These data are split by mode, then between home students and others entitled to pay home and EC fees.

26. Column 3: Student counts returned in Column 1 for students who are wholly or partially franchised out, broken down by the type of institution involved. The student count, and not the proportion of the year of study franchised, should be returned where the student is partially franchised-out. ‘Other inst’ applies to provision that is franchised out to an institution that is not an HEI or FEC supported from public funds. Annex G, paragraph 6f explains that home and EC students franchised to such other institutions may only be recorded as HEFCE-fundable where we have given specific approval; in the absence of our approval, they should be recorded as HEFCE non-fundable. This distinction between fundable and non-fundable

students franchised to other institutions should be reflected in Table 5.

27. When determining whether a student is franchised out, the franchise arrangement for the year of programme of study and not the whole course should be used. For example, a student on a two-year course which is franchised out only for the whole of the first year would be returned as franchised out for the first year, and not included in the franchised-out column for the second year.

Annex N

Sample tables

These tables are available to download as Excel files on the HEFCE web-site with this document under Publications.

Annex O

List of abbreviations

ASNs	Additional student numbers
CertEd	Certificate in Education
DipHE	Diploma of Higher Education
DSA	Disabled Students' Allowance
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EC	European Community
ECIF	Economic Challenge Investment Fund
EEA	European Economic Area: all EC countries plus Iceland, Liechtenstein and Norway. Students from Switzerland are treated in the same way as those from the EEA
ELQ	Equivalent or lower qualification
ERASMUS	European Community action scheme for the mobility of university students. This is part of the European Commission's Lifelong Learning Programme
ESF	European Social Fund
FAQ	Frequently asked question
FD	Foundation degree
FE	Further education
FEC	Further education college
FTE	Full-time equivalent or full-time equivalence depending on context
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Students Survey
HEPA	HEFCE Higher Education Policy Adviser
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics Survey
HNC	Higher National Certificate
HND	Higher National Diploma
HPC	Health Professions Council
ILR	The FE Data Service's individualised learner record
INSET	In-service Education and Training
ITT	Initial Teacher Training
LAD	Learning Aims Database
LLN	Lifelong Learning Network

LSC	Learning and Skills Council
NVQ	National Vocational Qualification
OPSI	Office of Public Sector Information
PG	Postgraduate
PGCE	Postgraduate (or Professional Graduate) Certificate in Education
QAA	Quality Assurance Agency for Higher Education
QTS	Qualified teacher status
SCITT	School-Centred Initial Teacher Training
SIVS	Strategically important and vulnerable subjects
SLC	Student Loans Company
TDA	Training and Development Agency for Schools
UG	Undergraduate
UG (excl. FD)	An undergraduate course that is not a foundation degree

Annex P

Index



References are to paragraph numbers in the main text, or to the annex letter and paragraph numbers of annexes. Note that some words and phrases are defined in the list of abbreviations at Annex O.

Topic	Annex/paragraph
A	
Access provision	E46-47
Assumed fee	G
Audit	26-42, throughout the guidance
B	
Base level of resource	G43
C	
Co-funded student numbers	B3, G6
Collaborative arrangements	C4-19
Counting student activity	E
Credibility checks	15-16, 20, A37, Appendix 4
D	
Department of Health	G6a
Distance learners outside the UK	C3
E	
EC countries	G1
EC public source	G4-6
EC students	G
Education (Fees and Awards) Regulations	G1, G3
Education (Student Support) Regulations	I1, I4, M19
EEA countries	G2
Eligibility for HEFCE funding	G
ELQ definition	B1, G6h, G7-25
ELQ exemptions	G7
ERASMUS	I1, I5, M15-16
ESF funding	G6a
Exchange students:	
incoming	C3
outgoing	C2, I1, M15-16

Topic	Annex/paragraph
F	
FE data service	2, 5, 13, D4, E45, H2
Fee levels	M15-23
Fee waivers	E5a, E6, I1, I4
Fees and Awards Regulations	G1, G3
Flexible study measure	9, B7, E25, E31, G43, G45-49
Foundation degree	C4, D2-3, E4, F2, G7, G12-13, H8, I11, I14, J1-2, K3, K9
Foundation degree bridging course	D2, E4, E52-53, F3, J1-2, K9, L4, M15-16
Foundation year	D6
Frequently asked questions	12
FTE	B4, F
Full-time	I
Fundable	G
Funding agreement	2, 16, 20, G44, G46
H	
HEFCE-fundable	G
HEFCE-funded	G
HEFCE non-fundable	G
Home and EC students	G
I	
Independently funded	G
Ineligible for HEFCE funding	G
INSET students	G6-7, H6-9
Integrated masters	G17
Island and overseas students	G
ILR-HEIFES links	Appendix 1
ITT students	G6-7, H6-9, M16, M18
L	
Language year abroad	C3f, C7, I3-4
Learning Aims Database	13, B13, D4, E53, H2-3
Learning in the workplace	I1, I11-14, K3-4
Learndirect code	H
Level of study	J

Topic	Annex/paragraph
LLNs	C3-4, C7, C14-15
Long years of programme of study	K
LSC	26
M	
Media studies	G44, H1, H4, H11-12
Mode of study	I
N	
New entrants	B3, E43, M23, M25
NHS-bursaried courses	B10, G7d, M15-16
Nil returns	25
Non-completions	B5-7, 9, 26, 28, 30, E23-31, M2
Non-fundable	G
Non-regulated fees	M17, M19
Non-standard years of programme of study	E
NVQ	C3b
O	
Overseas students	G
P	
Partial completions	9, B7, E25, E31, G43, G45-49
Part-time	I
PGCE	D2, G20, I1, M16, M18, M20
Postgraduate	J
Premiums	B2, G48
Pre-registration courses	G6e
Price group	H
Professional qualifications	D5, G6
Q	
QTS	G6d, H1, H6-9, M18a
R	
Recognised HE qualifications	D
Recurrent funds for teaching	B3, G4-6, G40
Regulated fees	G5, I1, I5-6, M15-23
Repeated years of programme of study	C1, E43

Topic	Annex/paragraph
Residential and fundability status	G
Return date	4, 16, 20, 23, 25
S	
Sandwich year-out	I
SCITT students	C3h
SIVS	G8
Standard funding	G30-36
Standard length	K
Standard resource	G
Standard years of programme of study	E
Student Fees (Amounts) Regulations	I4, M16
Student Fees (Qualifying Courses and Persons) Regulations	M16-17, M19
Student population	C
Sub-degrees	J2, L4
Subject weight	G43-49
Submission of HEIFES09	4, 12, 16, 20, 23-25
Summer schools	E44-53
Support from other EC public source	G4-6, G30-36
T	
Table descriptions	L
TDA	G6d, H7
U	
Undergraduate	J
V	
Validation checks	15, 16, 20, A37, Appendix 2
W	
Web-site (HEFCE)	12
Weighted student FTE	G43-46
Widening participation	9, 22
Workbook	4, 12, 14-15, 20, 25, N
Writing up	E5
Y	
Year of programme of study	E1



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