

## HEIFES02

### Higher Education in Further Education: Students Survey 2002-03

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To	Heads of further education colleges directly funded by HEFCE in 2002-03 Heads of lead institutions of HEFCE-recognised funding consortia
Of interest to those responsible for	Student data; Funding
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#### Executive summary

##### Purpose

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

##### Key points

2. The data collected on the Higher Education in Further Education: Students Survey 2002-03 (HEIFES02) are intended to be compatible with those returned on the Higher Education Students Early Statistics Survey 2002-03 (HESES02), which we collect from higher education institutions (HEIs). However, because of differences in the way FECs have traditionally returned data, identical returns are not possible. As we further develop our relationships with FECs we hope to be able to align the two surveys.
3. The data will:
  - a. Give us an early indication of the number of students on recognised courses of HE at FECs in the academic year 2002-03.
  - b. Enable us to monitor the achievement of the funding agreement targets for the academic year 2002-03.
  - c. Together with the individualised student record (ISR) supplied to the Learning and Skills Council (LSC), inform our allocation of teaching funds for the academic year 2003-04.

4. This document provides:
  - a. Guidance notes for completing the HEIFES02 survey.
  - b. Definitions used in the HEIFES02 survey.
  - c. Examples of the survey tables, which will be distributed electronically.
  
5. Information contained in the annexes will help colleges to complete the survey.

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### **Action required**

6. Survey data should be e-mailed to us by **Tuesday 26 November 2002**. Workbooks will be available to colleges at the beginning of November 2002.

## **The HEIFES02 survey**

7. HEIFES02 and HESES02 will be used to inform our allocation of teaching funds for 2003-04. HEIFES02 should be completed by all FECs with students on recognised courses of HE that are directly funded by the HEFCE.
8. HEIFES02 splits students into those countable on or before 1 November 2002 and those countable after that date.
9. Coverage of the HEIFES02 survey is given in Annexes B and C. Definitions of when activity should be counted are in Annex D. Annexes E to J explain how to record different categories of activity.
10. All activity that meets the criteria set out in Annexes B to D should be reported, even if it will not be used directly to allocate funds. For example, the HEFCE will not support students ordinarily resident outside the EC, but these students should still be included in the 'Island and overseas' column on the tables.
11. For allocation purposes we source various information from the July 2002 LSC ISR23. In particular, we expect to use the following fields:
  - a. Date of birth (S04) – to determine if a student qualifies for the mature student premium.
  - b. Additional support assessment (S11) – to determine whether the student should count towards the calculation of the disability allocation.
  - c. Postcode (S06) – may be used to determine whether the student should count towards the calculation of the widening participation allocation.
  - d. Highest qualification on entry (HQ05) – may be used to determine whether the student should count towards the calculation of the widening participation allocation.

Colleges should note that the underlying populations are determined using a wide range of fields, and incomplete records will adversely affect the funding allocations. Full details of these algorithms are in 'ISR 2000-01 derived statistics for funding allocations and monitoring in FECs' (HEFCE 02/10).

## **College contacts**

12. Colleges have sent us details of a contact for the HEIFES survey. If they wish to check or change these details, colleges should speak to or send an e-mail to their HEFCE higher education adviser (HEA). The HEA for each college can be found on the HEFCE web-site under 'About us', 'HEFCE staff list' and then enter the name of the college.

## **Data collection and verification**

13. Enquiries about this survey should be addressed to Joe Clark (tel 0117 931 7292, e-mail [heifes@hefce.ac.uk](mailto:heifes@hefce.ac.uk)). There is a web page with answers to frequently asked questions

and examples of completed HEIFES returns. This web page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. It can be found on the HEFCE web-site, [www.hefce.ac.uk](http://www.hefce.ac.uk), under 'Questions', then 'HEIFES frequently asked questions'. The web page is updated regularly and colleges are expected to look here 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.

14. Any enquiries about data on the LSC Learning Aim Database should be directed to the LSC funding and statistics support desk (tel 024 7649 3724, e-mail [fundstat.desk@lsc.gov.uk](mailto:fundstat.desk@lsc.gov.uk)).

15. An Excel workbook to be completed for HEIFES02 will be available for download by college contacts at the beginning of November 2002. Notes on the workbook are at Annex O.

16. The workbook contains a number of validation checks, detailed in Annex N, and we will carry out further checks when we receive it. Once we have validated the returned data, colleges will be contacted and asked to verify their returns. We may refuse to revise allocations once data have been verified.

#### **Outline timetable and process for the 2003-04 funding round**

17. Colleges are required to return their HEIFES02 survey by 26 November 2002. Workbooks will be available at the beginning of November 2002. 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 2002-03. 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 have agreed the return before submission.

18. During December, HEFCE HEAs will write to colleges, enclosing a printout of their HEIFES data, and 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 on the data
- submit any appeals against grant adjustments made by formula, such as holdback.

19. By 14 January 2003, all colleges must have signed off their HEIFES data as being correct as at the HEIFES census date of 1 November 2002. The data should be signed off by the principal of the college, or their most appropriate deputy, on the college's behalf. The person signing off the data should be different from, and preferably senior to, the preparer of the return, and should assess the return for accuracy and completeness before signing it off. The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by colleges. We will normally expect colleges to answer any questions about data within five working days.

20. During January we will consider the appeals against formulaic grant adjustments. Colleges will be notified of the outcomes of their appeals in February. We will announce provisional allocations of recurrent grants for 2003-04 on 5 March 2003.

21. The timetable is summarised below.

November 2002	Early November – HEIFES workbooks available to colleges 26 November – deadline to return HEIFES data End November/beginning December – validation and credibility checks by HEFCE
December 2002	HEAs 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 normally have five working days to answer questions about data
January 2003	14 January – colleges must have authorised and signed off their HEIFES data as being correct at 1 November 2002 14 January – deadline for submission of appeals
February 2003	Colleges notified of outcome of appeals
March 2003	5 March – colleges notified of provisional allocations of recurrent grants for 2003-04
May 2003	16 May – deadline for colleges to request amendments to provisional allocations
July 2003	End July – colleges receive their funding agreements, including final grant allocations, for 2003-04.

22. There are two grant announcements in the year – in March and July. To be reflected in the March grant announcement, we need to have received all HEIFES data amendments by 14 January. To be reflected in the July grant announcement, we will need to have received any further HEIFES data amendments by 16 May. However, because our total budget is limited, we cannot guarantee to provide additional funding arising from amendments received after 14 January. All changes to grant after the initial March announcement are subject to approval by our Board, and we will not, therefore, 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 June so that they can be included in the July funding announcement.

23. In February 2004, we will compare HEIFES02 data with the July 2003 LSC individual learner record (ILRF04). Where we find – through audit, comparison with ILR data, or otherwise – that a college has received higher allocations than it should have done we will reduce grant accordingly.

## Returns

24. Returns should be sent by e-mail to [heifes@hefce.ac.uk](mailto:heifes@hefce.ac.uk) no later than **Tuesday 26 November 2002**.

## Nil returns

25. Colleges wishing to make a nil return should return the empty workbook by e-mail to [heifes@hefce.ac.uk](mailto:heifes@hefce.ac.uk), stating in the e-mail that they are making a nil return, no later than Tuesday 26 November 2002. A printout of the worksheets does not need to be returned.

## Late returns

26. We will not accept any requests for late submission of data. 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.

## Audit

27. We will continue our regular programme of audits of data used for funding purposes. However, the HEIFES return is not subject to a confirmation audit, as with the LSC student numbers audits. Colleges should therefore keep an adequate audit trail recording how the data were 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. Signed and dated registration and enrolment forms for students should be available for inspection. Our auditors will also seek to rely on any relevant internal audit work which has been carried out on the student record system and/or the method for compiling the HEIFES return, where appropriate.

28. As part of our audit process, we will compare HEIFES02 data with a variety of other data, most notably the July 2003 LSC ILRF04 data, as these become available. Where we find through audit, comparison with ILR data, or otherwise that a college has received higher allocations than it should have done we will reduce grant accordingly. Details of how we will compare data are given in Annex M.

### Audit of HEIFES01 (see Annex R for full details)

29. We carried out audits of the HEIFES data returns from a number of colleges during 2002. Common errors made by colleges in completing the HEIFES survey last year and problems encountered during the audits included:

- Column 2 on Tables 1, 2 and 3 was filled in incorrectly
- students were returned against the wrong fee level on Table 4
- students were attributed to incorrect price groups

- colleges filled in the FTE column on the part-time table, Table 3, incorrectly
- colleges did not estimate non-completions reasonably
- students were returned with incorrect fundability status
- there was poor communication within collaborative arrangements
- there was an inadequate audit trail between the student record system and the HEIFES return
- there were significant discrepancies between ISR and HEIFES data
- HEIFES returns were not authorised by the most appropriate person
- there was a lack of knowledge management.

## **Annex A**

### **Summary of changes and clarifications since HEIFES01**

1. Table 6 will no longer collect data on graduate apprenticeships as these will be collected later in the year.
2. Table 5 no longer collects data on foundation degrees and foundation degree bridging courses. These are now collected in the new Table 6. This requires more detail on foundation degrees and foundation degree bridging courses by separately identifying new entrants, long years of programme of study, and FTEs for part-time students.
3. We have clarified the treatment of students on summer schools and bridging courses. The treatment of some students on within-course periods of study has changed (see Annex D).
4. We will no longer be collecting data from colleges on disk. Colleges will be able to download workbooks from a secure web-site and e-mail returns directly to [heifes@hefce.ac.uk](mailto:heifes@hefce.ac.uk) (see Annex O).
5. We have clarified the definition of non-completions (see Annex D).
6. Clarification of treatment of students from Norway, Iceland and Liechtenstein is in Annex F, and on our web-site [www.hefce.ac.uk](http://www.hefce.ac.uk) under 'Questions', 'HEIFES frequently asked questions'.
7. Annex M now contains only details of changes to the algorithms since HEFCE 02/10.
8. Annex A (explanatory note) from HEIFES01 has now been incorporated into Annex Q (HEIFES02 fundamentals) to give a single overview.
9. The findings of the HEIFES01 audit now have their own annex, Annex R.
10. Clarification of treatment of writing-up postgraduate students is in Annex D.



## Annex B

### The HEIFES02 student population

1. HEIFES02 records counts of students aiming for recognised HE qualifications (defined in Annex C). These students are called the HEIFES02 student population. Paragraphs 2 and 3 below define which students should be included in the HEIFES02 student population. Some students within this population may not be countable within HEIFES02, as their activity will be counted in a future HEIFES survey (see Annex D for when to count activity). All students counted in HEIFES02 must be in this population.

2. Students meeting **all** the following criteria should be included in the HEIFES02 student population:

- a. They are actively pursuing studies with the college for at least part of the academic year 2002-03. This includes outgoing exchange students.
- b. They are studying towards a recognised HE qualification aim, as defined in Annex C.
- c. They have an individual record returned on the LSC ILR.
- d. They are not being returned on any other institution's HEIFES or HESSES return.

3. Students in **any** of the following categories should **not** be included in the HEIFES02 student population:

- a. Students not studying towards a recognised HE qualification aim as defined in Annex C. Students whose sole qualification aim is an NVQ should not be included. Students should be included if they gain both a recognised HE qualification and an NVQ as the result of a programme of study.
- b. Students who will not be included in the ILR for the college at which the student is registered. All students included in the HEIFES02 student population must be included on the registering college's LSC ILR.
- c. Incoming exchange students.
- d. Students franchised-in from another institution, or who are part of a HEFCE-recognised funding consortium where the college is not the lead college (see paragraphs 4-14 below).
- e. Students taught by the college under an associate college agreement.
- 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 benefit 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 HEIFES02 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 2002-03.
- 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.

#### **Students taught under partnership, collaborative or similar arrangements**

4. Many students are taught under a variety of collaborative arrangements. For the purposes of HEIFES02, 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 for the delivery of foundation degrees.
- b. HEFCE-recognised funding consortia. For 2002-03 only two colleges can return data in this category.

The features of these two broad types of collaborative arrangement are described below. Colleges that are the lead or franchiser in collaborative arrangements are asked to identify the student numbers involved separately in HEIFES. However, only the two colleges that are the lead in a HEFCE-recognised funding consortium will be able to input data in the cells relating to such consortia in Tables 1, 2 and 3.

5. Colleges must ensure that no student is included on more than one institution's returns to the HEFCE for a single qualification. 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

6. Unless the student is being taught through a HEFCE-recognised funding consortium, all provision delivered through a collaborative arrangement is regarded as being franchised for the purposes of HEIFES02. Industrial placements, work experience and language years abroad should not normally be regarded as franchised-out for the purposes of HEIFES.

7. The following paragraphs explain who should return franchised activity to us. The 'HEFCE survey' referred to below will be either:

- HEIFES02 for FECs or
- HESES02 for HEIs.

8. Where one institution enrolls a student and collects a tuition fee for them, 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.

9. 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.

10. If two institutions receive a fee from a student for a given year of 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 includes the student in its HEFCE survey student population.

11. 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, that institution 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.

12. In all the above cases, the student is considered to be a student of the franchiser. Where a college includes the student in its HEIFES02 student population it must also return a record to the LSC ILR, and its quality assessments will take account of activity relating to that student as appropriate.

#### HEFCE-recognised funding consortia

13. A HEFCE-recognised funding consortium is a mechanism for distributing grant to a group of institutions through a single lead institution. Consortia are only 'HEFCE-recognised funding consortia' if we have notified the institutions concerned as such in writing. Currently only two colleges are the lead institution of HEFCE-recognised consortia. As with a franchise, the lead institution will return all data relating to the consortium in its HEFCE survey, while the individual consortium members will not report the provision in any aggregate student number returns they may make to us.

14. However, such an arrangement differs from a franchise in that the student is recognised as a student of the appropriate consortium member, rather than of the lead institution. This means that the students will be reported in either the Higher Education Statistics Agency (HESA) or LSC individualised returns of the appropriate consortium member, rather than those of the lead institution. Likewise, the students will be reflected in the performance indicators and quality assessments of the member institution, rather than the lead. Apart from for HEFCE funding purposes, the students will in all other respects be treated as students of the consortium member.

## **Annex C**

### **Recognised courses of HE**

1. For 2003-04, the HEFCE is responsible for funding only some HE qualifications in FECs. These qualifications are defined as 'recognised' in this document. Only students studying on recognised courses of HE should be included in the HEIFES02 student population.

2. Within HEIFES02, recognised courses of HE are those leading to one of the qualifications listed below, which are awarded by a recognised body:

- higher degrees, including PhD, MPhil, MSc, MA, MBA
- PGCE
- first degrees, including foundation degrees, BSc, BA, BEd
- foundation degree bridging courses
- HND
- DipHE
- HNC
- CertEd.

3. Recognised bodies are:

- a. Any UK HEI with the power to award degrees.
- b. EdExcel.
- c. The Scottish Qualifications Authority.

4. HEFCE 02/10 includes a mapping between the recognised qualifications awarded by recognised bodies and the LSC Learning Aim Database.

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, in some cases these courses will be recognised, if they also lead to one of the qualifications listed in paragraph 2.

6. If colleges believe that a qualification has been incorrectly classified in the LSC Learning Aim Database, they should contact the LSC funding and statistics support desk.

7. 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. Free-standing foundation years and other free-standing 'level 0' provision are not recognised HE courses.

## **Annex D**

### **Counting student activity**

1. Students study towards qualification aims 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 aim; the second and subsequent years start on or near the anniversary of this date.
2. A student may only be returned on HEIFES once for each year of programme of study that 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. 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 falls within the period 1 August to 31 July. Nearly all undergraduate students are on standard years of programme of study.
3. 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 October and October. 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.
4. 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.
5. 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 29 and 30 below.
6. To be counted, a student within the HEIFES02 student population must also meet **all** the following criteria:
  - a. A tuition fee is charged for the year of programme of study. This fee may be waived.
  - 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 still to receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should be treated as writing-up.

### **Students on standard years of programme of study**

7. 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 academic year.

#### Example

8. A student starts a degree programme on 20 September 2002, with each year of the course finishing at the end of June. As all activity for each year is contained in the period 1 August to 31 July, all years are standard. Thus the student becomes countable on 20 September 2002 and, depending on when the activity for the year starts, on or around the anniversary of this date each year.

9. Occasionally some students may 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

10. A full-time HND course starts on 1 October 2002 and runs from 1 October to 31 July each year, so the course has a standard academic year. A student starts the HND programme late, on 5 November 2002, 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 2002.

### **Students on non-standard years of programme of study**

11. 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

12. A full-time student starts a degree programme in January 2003 and the first year of the course finishes in November 2003. 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 HEIFES02, but instead in HEIFES03. However, a similar student who started in the previous

year, in January 2002, would be included in Column 1 of Table 1 of HEIFES02 for their first year of programme of study.

13. Some students on non-standard years of programme of study may have two years of programme of study in the final academic year. This will happen where the student undertakes a short period of study after the anniversary of their start date but completes this within the academic year. In this case, the first year of programme of study should be returned in Column 1 of the relevant HEIFES tables. The second year of programme of study should be returned in Column 1 if it starts on or before 1 November, or Column 2 if it starts after 1 November. These are the only circumstances where a student on a non-standard academic year should be returned in Column 2.

#### Example

14. A full-time student started an 18-month course in January 2002 which ends in July 2003. They would not have been counted on HEIFES01. The student would be counted on 1 August 2002 for the first year of programme of study on HEIFES02, and again on HEIFES02 as a student expected to become countable, on the anniversary of the start date, in January 2003, 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 before the end of the academic year and in this case does not meet the criteria to be full-time.

#### **Non-completions**

15. Completion is measured against the final assessment for the year of programme of study, irrespective of the outcome of that assessment. Where the final exam constitutes the final assessment for the year of programme of study, attendance at the final exam would constitute completion of the year. Where there is no final exam, or the final exam does not constitute the final assessment for the year of programme of study (for example where a dissertation is submitted after exams), completion would be measured against submission of the final coursework or dissertation.

16. Exceptionally, a year of programme of study that 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 by the student would constitute completion. Institutions should therefore ensure that there is adequate evidence of attendance, such as class registers.

17. Where a part-time student has a clear intention of completing a specified activity within the year of programme of study, completion is measured against this. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete it, then that student would be a non-completion. If the programme of study did not specify the pattern of activity within the year, then, provided that the student completed all activity started in the year, he or she would be considered as completing.

18. In general, where a module or credit-based system is offered, a student who fails to complete (that is, submit to the final assessment of) a module within the year of programme of study is to be returned as a non-completion for that year. However, an exception is allowed for full-time students where the module is in addition to the standard requirements for full-time study.

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

### **New entrants**

20. New entrants are defined as students registered for the first (or only) year of a course leading to a recognised HE qualification. Note that:

- a. Students re-taking the first year of a course should be included as new entrants.
- b. Students transferring between courses are to be included only if they are registered as first-year students on their new course.
- c. Students entering directly onto the second or subsequent year of a course should not be counted as new entrants.
- d. Students whose course includes an integrated foundation year (at 'level 0') should be counted as new entrants only during their foundation year. In this case the student should not be counted as a new entrant during year one of the course.

### **Summer schools**

21. There are four types of short course which are sometimes referred to as summer schools. These are described in more detail below.

#### Summer schools for potential HE students

22. 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 as the provision is not HE level.

#### Access provision

23. In some cases, institutions offer short preparatory or access courses for individual students to facilitate progression on to an HE qualification. These are taken immediately before the start of their HE qualification. Where the access provision is an integral part of an HE level course, then the students are included in the HEIFES population. It will only be considered integral if successful completion of the access provision guarantees seamless continuation onto 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 and may result in the year of programme of study being counted as long, as defined in Annex J.

24. 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

25. 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 that precedes the short period of study and may result in the year of programme of study being counted as long, as defined in Annex J.

26. 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 which includes the short period. However, for data collection purposes, they should be treated as standard academic years.

#### Example

27. 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 is undertaken, running from 25 July to 5 September, 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 academic year. The year of programme of study would only be counted as long if it fitted the criteria to be long, in Annex J.

28. Such short periods of study should be returned on the LSC ISR 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

29. 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, they are counted as a separate year of programme of study and are returned as part-time with an FTE of 0.3. If the bridging course spans two academic years, it should be recorded in the same way as other courses following non-standard academic years, as described in paragraphs 11-14 above.

30. Any bridging courses should be returned as a separate record in the ILR 2002-03 return with:

- student load returned as 30 (HQ11 = 030.0)
- mode returned as part-time (HQ08 = 03)
- a link to an appropriate learner aim on the LSC's Learning Aim Database (it may be necessary to request a specific learner aim for the bridging course)
- appropriate superclass information
- a separate student instance (HQ03)
- where the course spans two academic years, the FTE proportionally split between the two academic years.

## Annex E

### Full-time equivalence for part-time students

1. Full-time equivalence (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 judgement should be made by comparing it 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 for audit purposes.

2. The table below shows the FTE per year for most recognised courses of HE, depending on the number of years the course is taken over. 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.

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			0.50	0.40	0.33	0.29	0.25	0.22	0.20
			0.67								
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	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	0.75	0.75	0.38	0.25	0.19	0.15	0.13	0.11	0.09	0.08	0.08

3. The FTE for a foundation degree bridging course, as defined in Annex D paragraphs 29 and 30, is 0.3.

4. The table above 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 between 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 this was 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 below).

#### Example 1

6. 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  $5 \times 0.60 = 3$ .

#### Example 2

7. As in example one 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

8. As in example one 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

9. A student who has already achieved an HND enters directly onto the second year of a degree course and completes the final two years of the degree in four years. The final two years of a degree if completed full-time would have a total FTE of 2. Therefore, the total FTE for the student is 2 and the FTE in each year is  $2 \div 4 = 0.5$ .