



Circular

## The 2005-06 Early Statistics Return on students eligible for funding

28 October 2005

SFC/07/2005



Scottish Funding Council  
Promoting further and higher education

Comhairle Maoinachaidh na h-Alba  
A' brosnachadh foghlam adhartach agus àrd-ìre



## The 2005-06 Early Statistics Return on students eligible for funding

28 October 2005

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<http://www.sfc.ac.uk/library/sfc/circular/2005>

This circular is the annual request for information about your institution's student numbers through the 2005-06 Early Statistics Return.

FAO: Principals and directors of higher education institutions.

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## **Recent SFC Circulars**

28 October 2005

SFC/06/2005

### **Transfer of 2005-06 funded student places between subject groups and levels of study**

This circular invites higher education institutions to make requests for routine and/or strategic transfers of funded places between funding subject groups and levels of study.

28 October 2005

SFC/05/2005

### **Knowledge transfer grant: collection of activity data**

This circular requests higher education institutions to provide activity data on knowledge transfer metrics in order to inform the allocation of Council funding through the knowledge transfer grant (KTG) for academic year 2006-07.

21 October 2005

SFC/04/2005

### **2005 student experience survey**

This circular provides the outcomes of the third student experience survey commissioned by SFEFC and SHEFC, the Council's predecessor bodies.

21 October 2005

SFC/03/2005

### **Partnership for the future: developing a new strategy**

This circular invites you to contribute to the development of a new strategy for the Council for the period 2006-09.

21 October 2005

SFC/02/2005

### **Main quality research grant: updating minor volume indicators**

This circular requests higher education institutions to provide updated values of the minor volume indicators in order to inform the allocation of research funding through the main quality research grant (MQRG) in 2006-07 and 2007-08.

7 October 2005

SFC/01/2005

### **Establishment of the Scottish Further and Higher Education Funding Council**

This circular announces the formal establishment on 3 October 2005 of the Scottish Further and Higher Education Funding Council.

## **The 2005-06 Early Statistics Return on students eligible for funding**

### **Purpose**

- 1 This is the annual request for information about your institution's student numbers through the 2005-06 Early Statistics Return. We will use these figures to inform our allocations of funding for academic year 2006-07, and, if necessary, to revise our allocations for session 2005-06.

### **Changes to the Early Statistics Return for 2005-06**

- 2 The Institutional Group on Statistics for SFC (IGS-SFC) has provided advice on the changes and clarifications which we have made this year.
- 3 There are three new tables added to the Early Statistics Return for 2005-06 to collect additional information on: medical and dental undergraduates; the fee status of full-time undergraduates; and nursing and midwifery students whose places are currently funded by the Scottish Executive Health Department (SEHD).
- 4 Swiss migrant workers, or their spouses or children, can now be classified as eligible for funding, provided the standard criteria for eligibility are satisfied, and included in the Early Statistics Return.
- 5 The spreadsheet for making the Early Statistics Return carries out certain automatic checks on the data. Institutions are required to provide explanations in the spreadsheet for any figures that are flagged up by these checks.

### **Additional information on medical and dental students**

- 6 SEHD asked the Council to use the Early Statistics Return to collect a breakdown by gender and domicile of the entrants to undergraduate medical and dental courses. This is so that SEHD can have an early indication of some of the relevant characteristics of entrants to medical and dental courses and the potential implications for the supply of doctors and dentists to the Scottish health service in future years.

### **Additional information on full-time undergraduates**

- 7 On 20 July 2005 the Deputy First Minister announced planned changes to non-postgraduate 'home and EU' HE tuition fees in Scotland from 2006-07 (see <http://www.scotland.gov.uk/News/Releases/2005/07/20105603> for

the full announcement). The purpose of these planned changes is to protect the interests of Scottish students in the light of the introduction of variable fees in the rest of the UK. If approved by Parliament, then from academic year 2006-07 there will be several different fees levels for full-time students studying at Scottish higher education institutions (HEIs). In general, fee levels will rise significantly and this increase in fee income for HEIs will be balanced by a reduction in the Council's main teaching grant.

- 8 We need additional information from the Early Statistics Return to allow us to make appropriate fee assumptions in our grant calculations. Table 5 sets out the information required. Section 11 in the Notes of Guidance attached to this letter sets out the planned fee changes in more detail and the reasons for requesting the information in table 5.

### **Information on nursing and midwifery provision**

- 9 SEHD has contracts with some HEIs to train nurses and midwives. Students on these courses are not currently classed as being eligible for funding and hence are not recorded in the Early Statistics Return. SEHD are passing on the responsibility for administering the funding for this provision to the Council from session 2006-07 onwards. Students on the relevant courses will be covered in future by the main Early Statistics returns. However, to inform allocations of funding for this provision for 2006-07 information on these students is being collected in a separate table in the 2005-06 Early Statistics Return.

### **Swiss migrant workers**

- 10 Students who are Swiss migrant workers, or their spouses or children, are now eligible to apply for fee and student support in HE and as such are now to be counted in the Early Statistics Return. To be eligible for funding the student needs to have been ordinarily resident in Scotland on the first day of the first academic year of the course, and have been ordinarily resident in Switzerland throughout the immediately preceding three-year period. A Swiss national is eligible to be classed as a migrant worker for a period of six months after they have arrived in the UK without work as long as they are actively seeking employment. Following this, a period of work must be secured to be entitled to retain the classification of migrant worker.

### **Courses in Allied Health Professions**

- 11 The Scottish Executive Health Department (SEHD) made available resources to fund extra places for intake to the Allied Health

Professions (AHP) in 2002-03. This was to meet need in the key areas of Physiotherapy, Occupational Therapy, Radiography, and Speech and Language Therapy.

- 12 SEHD is continuing to provide funds for AHP places for 2005-06 to progress the cohort through their courses. If your institution has received additional SEHD-funded student places from session 2002-03 then complete table 4 to show your continuing use of these places in 2005-06. Each year SEHD also seeks a progress report on the use of the additional places from the relevant deans of faculties.

### **Transfers of 2005-06 funded places**

- 13 Circular letter SFC/06/2005, which we have issued at the same time as this letter, contains detailed information on how institutions can request transfers of funded places, both routine and strategic, between subject groups and levels. It describes the use of the spreadsheet which, as in previous years, we have sent out with the Early Statistics Return to help your staff to calculate the results of routine transfers of funded places.

### **Checks on Early Statistics**

- 14 This is the second year information on credits enrolled for has been collected in the Early Statistics Return. The spreadsheet for returning the Early Statistics carries out some comparisons between the full-time equivalent (FTE) values and the credit values. The spreadsheet flags up ratios of credits to FTEs outside a specific range (dependent on level of study).
- 15 The spreadsheet also compares the FTE figures for 2005-06 with those for 2004-05. The spreadsheet flags up changes in the FTE values that are above a certain level. The accompanying Notes of Guidance provide details of the checks carried out.
- 16 Institutions are required to provide explanations in the spreadsheet for any figures that are flagged up by these checks.

### **Returning and verifying the accuracy of the return**

- 17 We will send by email the spreadsheet for making the Early Statistics Return to your institution's Early Statistics contact, along with an access code which will allow the relevant data for your institution to be used in the checks carried out on the figures entered.

- 18 The latest response date for all tables is **Thursday 15 December 2005**. Please respond earlier than this date if possible.
- 19 Send the completed return by email to David Albiston, email address as below and on the tables.
- 20 Early next year we will send you tables showing the final Early Statistics and funded places for 2005-06 to be used in the funding calculations. As the chief executive officer of your institution, you will be asked to confirm in writing at that stage that you are satisfied with the accuracy of the figures.

### **Contacts**

- 21 If you have any queries relating to the Early Statistics Return, or to the Notes of Guidance, address them to:

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Chief Executive

# Early Statistics Return 2005-06: Notes of Guidance

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## Early Statistics Return 2005-06: Notes of Guidance

### 1. Introduction and summary

#### 1.1 The tables

These notes, which accompany circular letter SFC/06/2005, give you guidance on completing the Early Statistics Return, 2005-06 and associated tables:

**Table 1      The Early Statistics Return, 2005-06** (Sections 2 to 7)

Table 1a      Full-time equivalents (FTE)

Table 1b      SCOTCAT credits

**Table 2      Initial Teacher Education and TQ(FE) courses**  
(Section 8)

Table 2a      Initial teacher education

Table 2b      Teaching Qualification (Further Education)

Table 2c      Catholic courses or modules

**Table 3      Undergraduate medicine and dentistry courses**  
(Section 9)

Table 3a      Number of students eligible for funding on medicine and dentistry courses

Table 3b      Full-time medical and dental undergraduate entrants by domicile and gender

**Table 4      Courses for the allied health professions** (Section 10)

**Table 5      Additional data relating to proposed changes in tuition fees** (Section 11)

**Table 6      Students funded by SEHD on nursing and midwifery courses** (Section 12)

Institutions receive the tables as an Excel workbook. All institutions receive and complete tables 1 and 5.

A further sheet headed **Early Statistics: Routine Transfers 2005-06** is used in conjunction with table 1a to enter routine transfers of funded places. There are notes of guidance for this with circular letter SFC/06/2005 but section 7.3 contains summary information as the two sheets are inter-related.

The other tables all relate to specific courses or funded student places, so each of tables 2 to 4 and 6 shows as ruled and headed for completion only if your institution provides the relevant courses or receives the relevant funding. If not, then the sheets are blank apart from a message indicating that you do not complete the table. Sections 8 to 10 and 12 of these notes are therefore intended only for institutions required to complete the relevant table(s).

## 1.2 Changes to the return for 2005-06

There are three new tables added to the Early Statistics Return. These tables are included to collect information on: medical and dental students; full-time undergraduate students; and nursing and midwifery students.

**Full-time medical and dental undergraduate entrants by domicile and gender (table 3b):** collects the FTE numbers of full-time undergraduate entrants on medicine and dentistry courses broken down by domicile and gender.

**Additional data relating to proposed changes in tuition fees (table 5):** collects information on medical, Higher National (HN) and other full-time undergraduate students broken down by year of entry and domicile prior to entry on the programme.

**Students funded by SEHD on nursing and midwifery courses (table 6):** collects the FTE numbers of students on nursing and midwifery courses funded by the Scottish Executive Health Department (SEHD) and breaks down enrolments by type of programme and year of programme. This information relates to students who are not eligible for funding and hence not counted in tables 1a and 1b.

Tables 1a and 1b contain additional checks of the FTE and credits figures. These checks may lead to figures being flagged up. Explanations must be provided for all figures that are flagged up.

There are two new worksheets, one relating to FTEs and one relating to credits, for explanations to be entered.

An FTE figure in table 1a will be flagged if

- the value is non-zero and the value in the corresponding cell in table 1b is zero, or vice-versa; or
- the absolute difference between the figure and the corresponding one returned in the Early Statistics for 2004-05 is greater than 20 FTE and 20 per cent.

A credits figure in table 1b will be flagged if

- the value is non-zero and the value in the corresponding cell in table 1a is zero, or vice-versa; or
- the ratio of the credits to FTE is outside a specific range (dependent on level of study).

The tables are now grouped conveniently in a single Excel workbook. Once you enter your access code only the tables appropriate to your institution appear ruled, boxed and headed for completion.

### **1.3 The coverage of the return**

The Early Statistics Return covers the categories of students and teaching provision that we fund through our main formula-based grants. In these notes, we use the word ‘course’ in the sense of a programme of study (eg ‘a full-time honours degree course takes four years’). We do **not** use it in the sense of part of a programme of study (eg **not** as in: ‘science students often take a course in computing in first year’).

Whether or not you count a student in the return depends upon both the characteristics of the student and of the student’s course. Section 2 tells you which combinations of type of student and type of course to include in the return. Sections 2 to 6 tell you how to classify and count the students that you include in the returns, and deal with special cases where you must exclude some students who otherwise satisfy the general criteria for inclusion.

### **1.4 How we use the data from each table**

The primary purpose of the Early Statistics Return is to measure the volume of activity the Council funds through its main formula-based

grants. This measurement continues to be expressed in terms of full-time equivalent student numbers. However, the Council decided that from 2004-05 it also requires to measure this volume of activity in terms of the SCOTCAT credits enrolled for.

The Council believes that the use of the Scottish Credit and Qualification Framework (SCQF), and the associated SCOTCAT credits, will help to promote the lifelong learning agenda in Scotland through greater use of flexible transfer routes and exit awards. At this stage Council has not taken any decision on introducing credit-based funding. Furthermore, the Council will not consider this before it is confident about the information being returned on credits.

Thus the data from table 1a will inform the allocations of funding for 2006-07, and, if necessary, decisions on revising allocations of funding for 2005-06, while we will use the data from table 1b to inform policy decisions including those mentioned above. We may also use the data from these tables in statistical publications.

Table 2 relates to initial teacher education (ITE). If your institution provides ITE courses we use the data to calculate your share of the sector totals for the intakes to ITE courses and of the funded student places for these courses for 2006-07. This table also informs policy and funding decisions on:

- recruitment from priority subjects;
- potential Gaelic medium teachers;
- the numbers of students on TQ(FE) courses; and
- potential teachers for Catholic schools.

Table 3a relates to undergraduate medicine and dentistry. If your institution has this provision we use the data to inform allocations of funded student places for these courses for 2006-07. Table 3b collects information for the Scottish Executive Health Department (SEHD). SEHD require this information so that they can have an early indication of some of the relevant characteristics of entrants to medical and dental courses and the potential implications for the supply of doctors and dentists to the Scottish health service in future years

Table 4 is for the three institutions that have, from 2002-03, received additional student places funded by SEHD to increase output from

certain courses for the allied health professions (AHPs). We use the data to monitor the use of these additional places.

Table 5 is for the collection of data to allow us to estimate the impact of the changes to the full-time tuition fees proposed by the Scottish Executive. If approved by Parliament, then from academic year 2006-07 there will be several different fees levels for full-time students studying at Scottish higher education institutions (HEIs). In general, fee levels will rise significantly and this increase in fee income for HEIs will be balanced by a reduction in the Council's main teaching grant. The information in table 5 will allow us to make appropriate fee assumptions in our grant calculations.

SEHD has contracts with some of the higher education institutions to train nurses and midwives. Students on these courses are not classed as being eligible for funding and hence are not recorded in the Early Statistics Return. SEHD are passing on the responsibility for administering the funding for this provision to the Council from session 2006-07 onwards. Students on the relevant courses will be covered by future Early Statistics returns. However, to inform allocations of funding for this provision for 2006-07 information on these students will be collected in the 2005-06 Early Statistics Return using table 6.

### **1.5 General points (including checking Early Statistics against HESA data)**

Study these notes of guidance before extracting any information from source records and completing the returns. Since we use many of them to inform the allocations of funding, it is very important that they are accurate.

Keep the worksheets and material such as copies of computer programs and output used in preparing your returns. Also prepare and keep a clear note of the methods and calculations you use for:

- estimating the FTE numbers and credits for students expected to enrol later in the session, (see section 6.3);
- allocating credits for students on full-time courses where there is no agreed SCQF rating (eg certain courses in medicine, dentistry and education, see also sections 4.6 and 4.7); and
- determining the FTE numbers of part-time research postgraduate students, (see section 4.5.3).

We will check your Early Statistics against figures aggregated from your Individual Student returns to HESA, when HESA supply that data to us. If there are material differences, we will ask you to explain the basis of the figures in the Early Statistics Return. We also check the accuracy of the details in a sample of the HESA data. This is to assure us that the HESA records, against which we check the Early Statistics figures, are correct. The institutions to be sampled will be notified separately.

You must inform us as soon as possible about any:

- cases where you are not able to supply credit figures based on the subject(s) of qualification aim;
- details of cases where the rules lead to changes from last year;
- requests to change recording of exchange students from 'in' to 'out' or vice versa;
- requests to use non-standard FTE conversion factors not already agreed in previous years;
- requests for agreement to include students on optional years abroad;
- changes, additions or removals, to your use of non-standard credit ratings for courses; and
- requests to move provision between funding subject groups.

## **1.6 Contact**

Please notify us of any changes to the names of staff with whom we will work on questions about the detailed make-up of the figures and any agreed revisions to them.

Direct your enquiries and requests to, and e-mail your completed tables to:

David Albiston  
Assistant Statistics Officer  
Tel: 0131 313 6521  
Email: [dalbiston@sfc.ac.uk](mailto:dalbiston@sfc.ac.uk)

## **1.7 Return dates**

Our timetable for announcing the allocations of funding in mid-March depends on the prompt return of the Early Statistics



information. The due return date is 15 December each year, unless that date is a Saturday or Sunday, in which case the due date will be the preceding Friday (13 or 14 December). Please return your completed tables by email as soon as you can, certainly by, but preferably before, **Thursday 15 December 2005**.

The return dates for requests for transfers of funded student places are given in circular letter SFC/06/2005 and repeated below for information:

- strategic transfer requests, Thursday 15 December 2005; and
- routine transfer requests, Thursday 15 December 2005 (with table 1)

## 2. Students and courses counted in the return

### 2.1 Introduction

Inclusion in the return depends upon the characteristics of the student and of the course taken. In other words, the student must be a student eligible for Council funding, attending a course eligible for Council funding. Eligibility for funding affects inclusion in all tables (except table 6), including table 1b even though it shows credits enrolled for and funding continues to be based on FTEs. Table 6 collects information on nursing and midwifery students who are **not** eligible for funding.

The HESA Individual Student returns include a 'Fundability' field (field 65) to indicate whether or not a student is eligible for inclusion.

In some cases, there is a straightforward relationship between the 'Fundability' code and other data in the HESA returns, such as the 'Domicile' and 'Fee Eligibility' fields. For example, students who are not eligible for home fees are not eligible for funding, and so must not be coded 1 in the HESA 'Fundability' field.

In other cases, eligibility for funding, and the HESA 'Fundability' code, depend on information not in the HESA returns. For example, the HESA return does not show whether or not a course is 'closed' to normal applicants. Therefore, we cannot always use information in fields in the HESA returns to define eligibility for funding.

Where possible, the notes of guidance provide references to the related fields in the HESA Individual Student Return and the HESA guidance for those fields.

## 2.2 Courses or teaching provision excluded from the return

### 2.2.1 Full cost and cost-recovery courses

Exclude courses which are full cost-recovery; ie, courses for which the income from the students' fees plus any funding from any sources other than the Council is intended to cover the costs of provision.

The costs are to include an appropriate share of your overheads (eg administration, buildings, heating, etc.). Most of these courses fall into one of the following three categories.

#### **(a) Continuing Professional Development (CPD)**

Courses counted as CPD as defined in circular letter HE/33/04, Annex A.

#### **Example**

If the Knowledge Transfer Metrics Return includes income for a CPD course, exclude the enrolments on that course from the return.

**HESA Reference** CPD courses have code 3 for 'Fundability' (field 65).

#### **(b) Other cost-recovery courses**

Full cost-recovery courses which, because their aim is not to develop the employment-related skills of the students, do not fall into the CPD category.

**HESA Reference**

None

#### **(c) Other publicly-funded courses**

Courses funded wholly or partly from public sources other than the main formula-based grants provided by the Council. Information on students funded by SEHD on nursing and midwifery courses is being collected in table 6. Information on these students **should not** be included in tables 1a or 1b.

#### **Examples**

NHS-financed nursing courses.

In-service teacher education courses funded by education authorities.

Courses funded by Scottish Enterprise or a Local Enterprise Company.

## **HESA Reference**

Exclude if the 'Major Source of Funding' (field 64) is 1, 2, 4 to 41, or 46.

### ***2.2.2 'Closed' courses***

Exclude courses or teaching provision funded from private sources and 'closed' to general applicants, ie not open to all suitably qualified candidates.

#### **Example**

A course financed by a company solely for its employees.

## **HESA Reference**

Some 'closed' courses will have 'Major Source of Funding' (field 64) code 42, but there may be other 'closed' courses coded differently.

### ***2.2.3 Non-credit-bearing courses***

Exclude courses for taught postgraduates and undergraduates that are not credit-bearing.

#### **Example**

Continuing education courses that are not credit-bearing.

## **HESA Reference**

These courses are in HESA's Non-credit-bearing Course Return, not in the Individual Student Return.

## **2.3 Students included in the return (students eligible for funding)**

Include students attending courses which are not excluded under section 2.2, and who are not excluded because of their individual circumstances under section 2.4. The remaining paragraphs of this section deal with students who are eligible for funding whom you must include in the Early Statistics Return.

### ***2.3.1 Students paying 'home' fees***

Include all students who have been assessed as eligible to pay 'home' fees for their current course not excluded for any of the reasons in section 2.4. This includes students who have previously been assessed as eligible for funding whilst attending a different course, eg those studying for a second degree.

**HESA Reference** Students with code 1 for ‘Fee Eligibility’ (field 66).

### ***2.3.2 Exchange students***

Include **either** incoming **or** outgoing eligible exchange students, but not both, **consistently across your institution**, i.e. do not count incoming students in some areas and outgoing students in others. To keep year to year comparisons valid, you must obtain our agreement before changing the method of counting.

#### **HESA Reference**

The HESA ‘Special Students’ (field 28) codes 3 to 6 and code 8 identify inward exchange students, while code 7 identifies outgoing ERASMUS/ SOCRATES students. ‘Location of Study’ (field 71) code F identifies outward exchange students who are abroad for the whole year.

### ***2.3.3 Students domiciled in the EU***

Include students domiciled in the EU where the concept of ‘home fees’ does not apply, eg courses provided in part-time mode, unless excluded for other reasons. Do not include students from the Channel Islands or the Isle of Man.

#### **HESA Reference**

In cases where ‘Fee Eligibility’ (field 66) code is 3, include students for whom ‘Domicile’ (field 12) contains a code for a UK or an EU country (i.e. one of the following codes: 1610, 1614, 1638, 1639, 1641, 1651, 1653, 1656, 1661, 1670, 1676, 1678, 1693, 1700, 1710, 1727, 1728, 1751, 1755, 1831, 1832, 1833, 1835, 1850, 2826, 5826, 6826, 7826, 8826) unless excluded for other reasons.

The HESA manual states that the ‘Domicile’ is the country of the student’s “permanent or home address prior to entry to the programme of study”. It follows that institutions do not have to update the ‘Domicile’ information to take account of any changes of permanent or home address that may occur while a student is following a course. For the purposes of preparing the Early Statistics Return, use the ‘Domicile’ as defined by HESA.

### ***2.3.4 Swiss migrant workers***

Students who are Swiss migrant workers, or their spouse or child, are eligible to apply for fee and student support in HE if they are ordinarily resident in Scotland on the first day of the first academic

year of the course, and have been ordinarily resident in Switzerland throughout the immediately preceding three-year period. A Swiss national is eligible to be classed as a migrant worker for a period of six months after they have arrived in the UK without work as long as they are actively seeking employment. Following this, a period of work must be secured to be entitled to retain the classification of migrant worker.

### **HESA Reference**

These students will be among those with code 1756 for 'Domicile' (field 12).

## **2.4 Students excluded from the return**

**2.4.1** Exclude students assessed as not eligible to pay 'home fees'.

### **HESA Reference**

Exclude all students for whom the 'Fee Eligibility' (field 66) code is 2.

**2.4.2** Exclude any home/EU students who are paying fees set at a 'cost-recovery' level, (see section 2.2.1 for a definition of 'cost-recovery').

### **Example**

Some Home/EU students, including some of those taking a second first degree, will pay fees equivalent to those paid by students from outwith the EU. Exclude these students from the return.

### **HESA Reference**

None

**2.4.3** Exclude students in places funded by private sources, if the places are 'closed' to other suitably qualified applicants.

### **HESA Reference**

None

**2.4.4** Exclude students in places funded wholly or partly from public sources other than the Council, i.e. students for whom your institution receives from other public sources more per FTE student than the normal tuition fee. This relates to the funding of the **place** rather than to the payment of tuition fees.

### **Example**

Exclude students for whom a Local Enterprise Company pays more than the normal tuition fee, but include a student for whom a LEC

pays a 'normal level' tuition fee, if other conditions for inclusion are satisfied.

**HESA Reference** None

**2.4.5** Exclude students who are on a sabbatical year, or who are not in attendance for other reasons.

**HESA Reference** 'Mode of Study' (field 70) code 51, 63 or 64.

**2.4.6** Exclude students who withdraw from courses after a short period of time, generally less than five weeks (see section 6.2.1).

**HESA Reference.**

These students have an entry under 'Date left institution or completed the programme of study' (field 35).

**2.4.7** Exclude intercalating medical and dental students if they are taking an intercalated degree at an institution other than your own.

**HESA Reference**

The HESA 'General Qualification Aim of Student' (field 41) code 24 identifies 'intercalated first degree'.

**2.4.8** Exclude students enrolled on a structured part-time course beyond the normal duration of the course; (see also section 4.3).

**Example**

For a four-year structured part-time course, exclude students on fifth (sixth etc) year.

**2.4.9** Exclude students of other institutions, whether in Scotland or not, such as those taking articulated courses, or franchised courses, or courses which are validated, but not taught, by your institution.

**HESA Reference** Exclude these students from your HESA returns.

**2.4.10** Exclude students studying for the **whole** of their course outwith Scotland, even if members of your staff have been sent from Scotland to teach them.

**HESA Reference**

HESA returns may or may not include these students. HESA does not require, but strongly encourages, institutions to include in their returns any students who are studying for the whole of their course outwith the UK (code 7 in 'Location of Study' (field 71)). HESA returns must include any students studying for the whole of their

course in another UK country, (code 6 (Distance Learning – UK-based student) for ‘Location of Study’ (field 71)).

**2.4.11** Exclude students spending an optional year away from the institution, unless they are either on an optional sandwich placement year (see section 4.2.4), or on an optional year’s study abroad involving significant academic input from the institution and we agree to their inclusion in this return, (see section 4.2.6).

#### **HESA Reference**

Exclude cases with HESA ‘Mode of Study’ (field 70) code 52, unless HESA ‘Location of Study’ (field 71) is D (for industrial placement) or, in some cases, F (for year’s study abroad).

**2.4.12** Exclude postgraduate students who have completed the work of the course and are making no significant demand on your institution’s resources but have yet to complete the requirements for the award.

#### **HESA Reference**

The HESA returns have two ‘Mode of Study’ (field 70) codes for these students, 43 and 44.

**2.4.13** Exclude students who are only being assessed or examined this year and so are making no additional demands on your teaching departments.

#### **Example**

PhD students who have submitted their theses but have not yet taken their viva voce examinations, or students resitting assessments or examinations without attending your institution.

#### **HESA Reference**

These students will be among those with code 43, 44, 63 or 64 in the ‘Mode of Study’ field (field 70).

**2.4.14** Exclude graduates of your institution and members of the staff of your institution who are working towards higher doctorate level qualifications (eg DSc, DLitt, etc), or professional qualifications, in cases involving little or no academic input from your institution.

#### **HESA Reference**

The HESA returns do not include a field which specifically identifies these students, but they specifically exclude those studying for post/higher doctorates. For the others, it is expected that they would be among those for whom ‘Student FTE’ (field 74) had a very low or

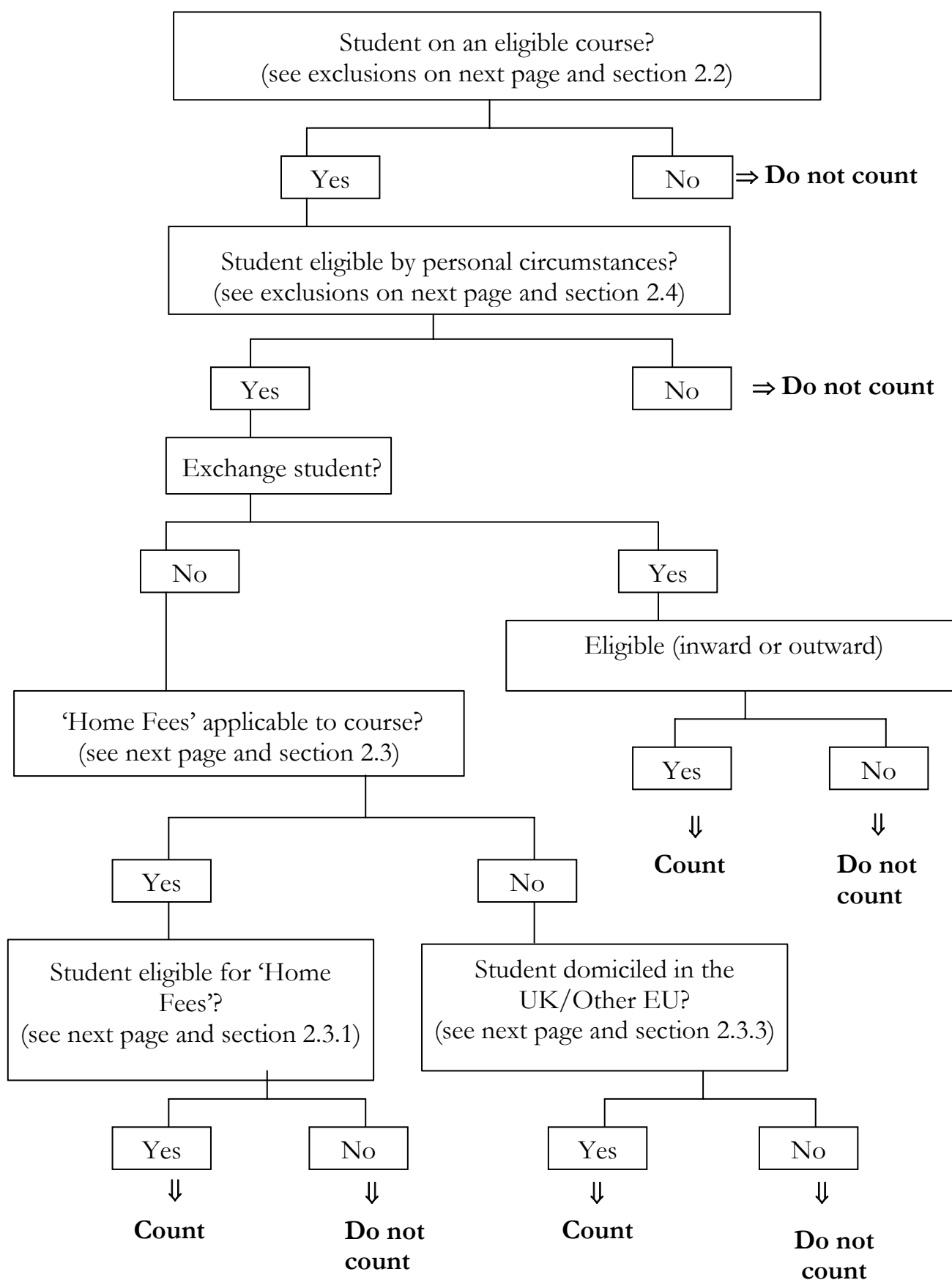
zero value, and the 'General Qualification Aim of Student' (field 41) might contain code 10.

## **2.5 Summary of coverage of the return**

The following flowchart and bullet-point list summarise eligibility criteria. Note that, in particular cases, some students who satisfy these criteria may still be excluded from the return. This may be because of the rules governing different modes of provision, (see section 4), and the guidance on the autumn count and forecast enrolments later in the session, (see section 6).



## Is a student eligible for funding?



## **Is a student eligible for funding?**

***Students included*** (unless reasons below lead to exclusion)

- Student paying 'home' fees (2.3.1)
- Exchange student - inward or outward, consistently across all enrolments (2.3.2)
- Student on a course where 'home fees' do not apply but resident in EU (2.3.3)
- Swiss migrant workers (2.3.4)

***Students excluded by course***

- Course counted as Continuing Professional Development (2.2.1(a))
- Other 'cost-recovery' course (2.2.1(b))
- Other publicly-funded course (2.2.1(c))
- Course funded by private sources and 'closed' to normal applicants (2.2.2)
- Non-credit-bearing course (except research postgraduate) (2.2.3)

***Students excluded by personal circumstances***

- Student assessed as not eligible to pay 'home fees' (2.4.1)
- Home or EU student whose fees are at 'cost-recovery' level (2.4.2)
- Student taking a place funded by private sources, if places are 'closed' to other applicants (2.4.3)
- Student taking a place funded wholly or partly from public sources other than the Council (2.4.4)
- Student on a sabbatical year or not in attendance for other reasons (2.4.5)
- Student withdrawing from a course after a short time, generally less than five weeks (2.4.6)
- Intercalating medical or dental student at another institution (2.4.7)
- Student on a structured part-time course beyond the normal duration (2.4.8)

- Student of another institution, eg on an articulated or franchised course (2.4.9)
- Student studying for the whole of their course outwith Scotland (2.4.10)
- Student spending an optional year away from the institution, unless on a sandwich placement year or, in some cases, on study abroad (2.4.11)
- Postgraduate student who has completed the work of the course, but has yet to complete the requirements for the award (2.4.12)
- Student assessed or examined in the year but making no additional demands on your teaching departments (2.4.13)
- Graduate or member of staff of the institution involving little or no academic input from the institution (2.4.14)

## **2.6 Eligible students on courses provided in collaboration with other institutions**

**2.6.1** Where your institution collaborates in the provision of a course with other institution(s) you must all count the student numbers on an agreed basis.

**2.6.2** Check with your collaborating partners that they are returning data on students on collaborative courses on the agreed basis, and that there is no double-counting or omission of student FTE numbers or credits enrolled for.

**2.6.3** Circular letter HE/46/93 set out the policy agreed between the Council and the then Scottish Office Education and Industry Department (now Scottish Executive Enterprise, Transport and Lifelong Learning Department) for funding various kinds of collaborative provision. This covered four categories: sub-contracting; franchised courses; articulated courses; and joint courses.

### **Examples**

Circular letter HE/46/93 covered only those forms of collaboration which we regard as collaborative courses for funding purposes. This excludes, for example, circumstances such as:

- Institution A provides a course, taught by its staff in accommodation rented from institution B – in this case institution A counts the students;
- Institution A pays for a lecturer from institution B’s staff to teach part of an institution A course – in this case institution A counts the students; and
- Institution A provides services such as validation for a course taught by institution B – in this case institution B counts the students.

### **HESA Reference**

Students on collaborative courses will have code 2 or 3 under the ‘Collaboration / Franchising’ field, (field 150 in Student Record / field 165 in Combined Record).

## **3. Classifying student numbers by level of provision**

### **3.1 Postgraduate students**

A postgraduate is a student on a course that requires a degree-level qualification as a normal condition of entry.

#### ***3.1.1 Research postgraduate***

This category covers postgraduates who are mainly engaged in research, whether or not they receive some formal teaching.

We fund research postgraduate provision through the Research Postgraduate Grant and not the Main Teaching Grant. However, you must record in table 1a the FTE number of research postgraduate students eligible for inclusion so that we can monitor the full amount of provision we are funding. Table 1b does not cover research postgraduates because SCOTCAT credit ratings do not apply to this level of study.

#### **Example**

In some institutions students enrolled for research degrees take some taught elements, such as courses in research methods. Record these students as research postgraduates.

### **HESA Reference**

Research postgraduates will have code 2, 4, 6, or 14 in ‘General Qualification Aim of Student’ (field 41).

### ***3.1.2 Taught postgraduate***

This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.

#### **Example**

Many Masters courses will include an extensive taught element, followed by an individual project or dissertation. Notwithstanding this element of individual project work, categorise students on these courses as taught postgraduates.

#### **HESA Reference**

Taught postgraduates will have code 3, 5, 7 to 13, 62, or 98 in 'General Qualification Aim of Student' (field 41).

### ***3.1.3 Taught postgraduate (undergraduate fees)***

The Education and Built Environment funding subject groups include award-bearing postgraduate courses funded on the basis that the tuition fees are at the same rate as for undergraduate students. Enrolments on these courses are described as taught postgraduate (undergraduate fees).

In Education these are PGCE/PGDE courses and some in-service and TQ(FE) courses, and in Built Environment they are mainly architecture courses.

**HESA Reference** None.

## **3.2 Undergraduate students**

This category covers all those students, other than postgraduates, eligible for inclusion in the Early Statistics Return.

#### **Examples**

Those taking undergraduate degrees, diplomas and certificates, HNDs, HNCs, other advanced courses and any non-advanced courses which are eligible for inclusion in the Council's funding method.

#### **HESA Reference**

All HESA 'General Qualification Aim of Student' (field 41) codes other than those listed in section 3.1 for research postgraduates and taught postgraduates.

#### 4. Allocation of FTEs and credits to modes of study and calculation of FTE conversion factors and credits enrolled for

##### 4.1 Introduction

Sections 4.2 to 4.4 define and explain the modes of study used in tables 1a and 1b to classify students eligible for funding for entry in the correct columns.

Section 4.5 explains how to calculate FTE factors for courses under the various modes of study, for use in table 1a.

Section 4.6 describes methods of allocating credits to courses taught under the various modes of study, for use in table 1b.

Section 4.7 contains a list of the normal SCOTCAT credit ratings and full-time durations for courses, and contains explanatory notes on certain exceptions.

##### 4.2 Full-time and sandwich courses

Include all eligible students on courses described in this section in the 'full-time and sandwich' columns in table 1. Calculate FTEs for table 1a as in section 4.5.1 and credits for taught courses in table 1b as in section 4.6.

###### 4.2.1 *Full-time courses*

A full-time course, or research study, involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. (A short full-time course with an overall course length of 24 weeks or less is classed as part-time, see section 4.3).

###### **HESA Reference**

The HESA 'Mode of Study' (field 70) codes will be 1 or 24. HESA's 'Expected Length of Study Programme' (field 49) and 'Units of Length' (field 50) together indicate the total length of the course.

###### 4.2.2 *'Thick' sandwich courses*

'Thick' sandwich courses are full-time courses for which an obligatory placement causes **continuous** non-attendance for at least one academic year.

### **HESA Reference**

These courses have HESA 'Mode of Study' (field 70) code 23, for every year of the course, not just the year(s) of the placement.

#### ***4.2.3 Courses with an obligatory year of study away***

Many language courses, for example, will have a compulsory year abroad, and architecture courses will have a practical study year away from the institution.

### **HESA Reference**

The HESA 'Mode of Study' (field 70) code is 1 for the years when they attend the institution, and 53 for the obligatory year away from the institution.

#### ***4.2.4 An optional sandwich placement of at least one academic year***

Some full-time courses have an optional sandwich placement of one academic year. In the earlier years of the course you may not know how many placements will be available, or how many students will choose to take up the placement.

### **HESA Reference**

The HESA returns cannot distinguish these from other full-time and sandwich courses ('Mode of Study' codes 1, 2, 23, 24 and 25). In the HESA returns, students on 'thick' sandwich courses ('Mode of Study' code 23) are coded as sandwich for every year of the course, not just the sandwich year(s).

However, where a course has an optional placement year, you may not know which of the students in the earlier year(s) of the course are, in effect, on a 'thick' sandwich course, and so you cannot use the 'thick' sandwich 'Mode of Study' code 23. The students who are on the optional placement year will be among those for whom 'Location of Study' (field 71) is coded D, to indicate that the student is on a placement.

#### ***4.2.5 A sandwich placement of less than one academic year***

Treat full-time courses with a placement of **less** than one academic year as full-time courses as in section 4.2.1.

### **HESA Reference**

Students on a placement lasting less than one academic year will be coded E for 'Location of Study' (field 71).

#### ***4.2.6 An optional year's study abroad***

Some full-time courses involve an optional year's study abroad, which may count towards the qualification awarded by your institution. Only count students who are on this type of year abroad in the return if your institution has a significant academic input to the year abroad. You must obtain our agreement before including any of these students in the return.

#### **Example**

A degree course in engineering with French might give students the option of a year studying engineering at a French university, to count towards the degree awarded by your institution. Include these students in the Early Statistics Return only if we have agreed to their inclusion.

#### **HESA Reference**

These students would be among those for whom 'Mode of Study' (field 70) is coded 52 and 'Location of Study' (field 71) is coded F.

#### ***4.2.7 Postgraduate diplomas and masters programmes***

These both count as one FTE in the Early Statistics Return, whereas in the SCQF although both earn credits at postgraduate level, taught masters programmes count as 180 credits and postgraduate diplomas count as 120 credits.

Under the autumn count in table 1b return the postgraduate credits associated with the programmes on which the students originally enrolled. In the forecast enrolments, include your best estimates of the number of additional credits associated with students progressing from a postgraduate diploma to a masters course and credits for additional, late enrolments.

### **4.3 Structured part-time courses**

Structured part-time provision covers all part-time courses for which students follow a **structured** programme of study, leading to a qualification in a subject that can be obtained by taking a full-time course, whether or not your institution offers this type of full-time course. It is likely to include day release, block release, evening and distance learning courses.

A structured part-time programme of study is one with pre-set pathway(s) leading to the award. These specify the duration of the



course and what students must do each year in order to progress normally into the next year and, within the specified timescale, obtain the qualification. If a student is studying beyond the normal duration of the structured part-time course that student is not eligible for funding.

If there is no ‘normal’ duration for a part-time course or no ‘normal’ pathway(s) to obtaining the qualification, the course is not a structured part-time course.

There are two further types of provision that we classify as structured part-time:

- Short full-time. Students on full-time courses with an overall duration of 24 weeks or less; and
- Postgraduate students still engaged in the work of the course, and supervised but working away from your institution. For courses in this category calculate FTEs as in section 4.5.2 for table 1a and credit ratings for taught courses in table 1b as in section 4.6.

### **HESA Reference**

The HESA ‘Mode of Study’ (field 70) is coded 38 for structured part-time courses and coded 2 for other full-time courses. The ‘Expected Length of Study Programme’ (field 49) and ‘Units of Length’ (field 50) together indicate the total length of the course. The ‘Year of Student on Programme’ (field 30) records the number of years the student has been studying on his/her current programme.

## **4.4 Other part-time courses**

Other part-time provision covers all the part-time students eligible for inclusion in the return and not enrolled on structured part-time courses. It is likely that the majority of other part-time students at your institution would be either:

- students on part-time courses which do not lead to a qualification in the same subject that can be obtained by taking a full-time course; or
- students on part-time courses not involving a **structured** programme of study, including cases where students take a small number of individual modules, but not as part of a structured programme of study. For example, students taking various Higher National units on an individual basis in order to

obtain an HNC or an HND after different and unpredictable numbers of years; or

- students who were formerly studying full-time but have returned to study part-time to repeat classes they failed in the previous year. Exclude students who are only being assessed or examined this year and are, therefore, making no additional demands on the teaching departments.

Calculate FTEs as in section 4.5.3 for totalling into table 1a and credit ratings for taught courses in table 1b as in section 4.6.

## HESA Reference

The HESA 'Mode of Study' (field 70) is 39 for other part-time courses.

## 4.5 FTE conversion factors by mode of study

### 4.5.1 *Full-time and sandwich* (see section 4.2)

For all student years	FTE = 1.0 – except as below:
'Thick sandwich' course	FTE = 0.9 for all years;
Obligatory year away	FTE = 0.5 for the year away;
Optional one year placement	FTE = 0.5 for the placement year;
Optional year's study abroad	FTE = 0 unless agreed with Council;
and	
Short final year (see 4.2.1)	FTE = length of year/length of earlier years.

### 4.5.2 *Structured part-time provision* (see section 4.3)

**FTE** =  $\frac{x}{n}$ , where **x** is the total FTE generated by a full-time student across the whole of a normal course in the same subject, and where **n** is the normal duration of the institution's structured part-time course.

For two categories of structured part-time provision,  $FTE = \frac{x}{n}$  does not apply:

- Students on short full-time courses count as structured part-time students with an FTE conversion factor of 0.5;
- Postgraduate students still engaged in the work of the course, and supervised but working away from your institution count as structured part-time students with an FTE conversion factor

of 0.5. In the HESA returns they are among those for whom 'Mode of Study' (field 70) is coded 38.

### Example

The normal duration of a full-time honours degree course is four years, (see section 4.7). The FTE conversion factor for a full-time course is 1.0, (see section 4.5.1). Therefore,  $x = 4.0$ , the total FTE accrued by a full-time student on an honours degree course. If the normal duration of your institution's structured part-time honours degree course in the same subject is six years, then  $n = 6$ . Accordingly, in this example the FTE conversion factor would be  $\frac{4}{6}$ , or 0.67. This FTE conversion factor would apply for each year of the course for a maximum of six years, the normal duration of the course. Do not include FTE or credits for any studies being undertaken on a structured part-time course in a year of study beyond the normal duration of the course.

#### 4.5.3 Other part-time provision (see section 4.4)

For undergraduate and taught postgraduate students, calculate FTE pro rata to the number of credits enrolled for, at the rates shown below:

- Undergraduate: 1 FTE per 120 UG credits;
- Graduate certificate/diploma: 1 FTE per 120 UG credits;
- Postgraduate certificate/diploma: 1 FTE per 120 PG credits;
- Masters: 1 FTE per 180 PG credits.

For research postgraduate students

- in cases where there are other measures of credit for the course units, if one full-time year would normally consist of  $n$  such units, calculate the FTE as  $\frac{1}{n}$  for each unit for which students are enrolled; or
- where no measures of credit rating are available, calculate the FTE using your assessment of the student hours involved relative to the normal study load of a full-time student.

#### **4.5.4 Non-standard conversions**

The full-time equivalent (FTE) conversion factors you use will normally be those shown in sections 4.5.1 to 4.5.3 above, but occasionally you may need a non-standard FTE conversion factor to ensure fair treatment. For example:

- a conversion factor greater than 1 may be right for an intensive full-time course that leads to a qualification in fewer years than normal; or
- if your institution runs collaborative courses, you may feel that the normal (FTE) conversion factors (see sections) would not reflect accurately the proportion of attendance at your institution. If you wish to use a non-standard FTE conversion factor, contact us giving details as soon as possible, and certainly before finalising your Early Statistics Return. Before agreeing the use of a non-standard FTE conversion factor with us, use the standard FTE conversion factor when filling in the return. Do not request non-standard conversion factors for courses which we have previously considered, unless there has been a change in the mode of study.

#### **Example**

Use an agreed non-standard FTE conversion factor where pre-planned changes in the characteristics of a **course (\*)** will take place during the session which will affect the students taking the course.

For example, if you know in advance that:

- (a) a sandwich course will have a 'short' final year, lasting say 10 weeks; or
- (b) a course will change from full-time to part-time after half the session.

In these examples, (a) might require an FTE of 0.33 and (b) a factor of 0.75. The precise values would depend upon what you consider most realistic, given the circumstances of the particular courses involved.

**(\*)** These adjustments are only for pre-planned changes in the characteristics of a **course**. For example, the prospectus or course documentation may specify that during the session the mode of study will change from full-time to part-time. You need not attempt to

identify individual students whose mode of study is expected to change during the academic session.

#### 4.6 Calculation of credits enrolled for

Count the credits associated with all eligible modules or other units of study a student has enrolled for, including any modules or units being re-taken, and any which the student has enrolled for in addition to those required to obtain the award. Only where this is not possible, use the number of credit points normally associated with the relevant programme or year of study (see section 4.7).

Supply, either in advance of or with your return, a brief explanation of the basis you have used for any cohort of students counted by any method which varies from the actual aggregation of modules or units enrolled for.

All credit ratings must be in terms of the SCOTCAT definition of one credit point equal to the amount of learning achieved by an average student through 10 notional hours of learning time. Some courses (for example in medicine, dentistry and education) are not yet defined within the SCQF. **Only in these cases** can institutions attach different credit ratings (which typically exceed 120 SCOTCAT credits). All ratings must be in terms of standard SCOTCAT points. If using a non-standard SCQF rating or your own institution's credit rating for any course, keep a record for reference (see section 1.5).

While many years of study exhibit a 1:120 ratio, or 1:180 for certain PG provision, do not calculate credits from FTE or vice-versa except as directed in section 4.5.3 for certain non-structured part-time courses. Both are calculated by aggregating FTE value and credits for eligible enrolled students on eligible course-years. Thus the expected ratio of FTE to credits can be used to check the order of scale of your entries, but may not correspond exactly, for various reasons.

These reasons include:

- variations in the mix of modules throughout a course as described above;
- courses, programmes or years of study with non-standard ratings or no SCQF rating, eg the MB ChB;
- students on an obligatory year away or placement, who will be 0.5 FTE, but may generate up to 120 credits counting towards the award;

- a 'thick' sandwich course at 0.9 FTE pa over one more year than similar non-sandwich qualifications with the same credit rating; and
- student circumstances which change their enrolment from standard course content (extra elective modules, repeat of failed modules etc.)

#### 4.7 Normal duration and credit rating by type of course

The list below indicates the normal duration and credit rating of the bulk of full-time HE provision at Scottish higher education institutions.

<b>Type of course</b>	<b>Normal Duration</b>	<b>Credits for whole course</b>
HNC	1 year	120
Certificate of HE	1 year	120
HND	2 years	240
Diploma of HE	2 years	240
Ordinary degree	3 years	360
Honours degree	4 years	480
Graduate certificate	1 year max.	60-90
Graduate diploma	1 year	120
Postgraduate certificate	1 year max.	60-120
Postgraduate diploma	1 year	120
Masters degree	1 year	180
Doctoral degree	3 years	Not entered

The normal duration is longer than shown above for some courses (for example, courses in medicine, dentistry and architecture).

Graduate certificates and diplomas are intended for graduates or equivalent. They complement the previous qualification, but the content may not relate directly to it and the studies and outcome are not at postgraduate level. However, eligible students enrolled on these courses are recorded at postgraduate level.

Postgraduate certificates and diplomas are also intended for graduates or equivalent. They build on the previous qualification, following on

from it in subject and content, and the studies and outcome are at postgraduate level.

Use the list when completing table 1a to calculate the FTE conversion factors for structured part-time provision, and for assessing whether a course is intensive and leads to the qualification in a shorter time than normal.

For courses where you cannot use modules or other units to derive actual credits enrolled for in the year, use the credits and number of years shown to derive a credit figure for use in table 1b.

Also record in the return any otherwise eligible enrolments not covered by the list or these notes, including courses leading to recognised awards not listed.

Contact us if you are in any doubt as to the eligibility, FTE conversion, or credit value of any of the courses which your institution provides.

## **5. Funding subject groups**

### **5.1 Introduction**

Our funding subject groups (FSGs) are set out in the table in section 5.2, which defines them in terms of the Joint Academic Coding System (JACS) subject codes used by HESA and UCAS, and highlights a few special cases.

We define the FSGs in terms of the first two characters of the JACS subject code. We only use the first two characters because although the JACS code allows for up to four characters only the first two are compulsory.

Use the table to allocate your institution's provision to the appropriate FSGs. If you find it difficult to determine the FSG for a particular course or group of students contact us for guidance.

*If you wish to record some of your provision in different FSG(s) from those used in previous years you must obtain our agreement to do so.*

The funding subjects groups are based on the subject(s) of qualification aim, see section 5.3, for both the FTE figures in table 1a and the credit figures in table 1b.

## 5.2 Table of funding subject groups

Funding Subject Group		JACS Subject Classification	
Name		Code	Group
Clinical and Veterinary Practice		A3 A4 D1 D2	Clinical Medicine Clinical Dentistry Pre-clinical Veterinary Medicine Clinical Veterinary Medicine and Dentistry
Conservatoire Music		W3	Music ( <b>used solely by RSAMD</b> )
Engineering and Technology		H J	Engineering Technologies
Science		B2  C D <i>Not D1,D2</i> F	Pharmacology, Toxicology and Pharmacy Biological Sciences Agriculture & related subjects <i>Pre-clinical &amp; Clinical Veterinary</i> Physical Sciences
Computing and Information Science		G4 G5 G6 G7	Computer Science Information Systems Software Engineering Artificial Intelligence
Pre-clinical		A1 A2	Pre-clinical Medicine Pre-clinical Dentistry
Creative Arts and Hospitality		N8 W <i>Not some W3</i>	Tourism, Transport and Travel Creative Arts and Design <i>Conservatoire Music (RSAMD)</i>
Education		X	Education
Other Health and Welfare		A0 A9 B <i>Not B2</i> L5	Generic Medicine & Dentistry Others in Medicine and Dentistry Subjects Allied to Medicine <i>Pharmacology, Toxicology and Pharmacy</i> Social Work
Built Environment		K	Architecture, Building and Planning
Mathematics, Statistics and OR		G0 G1 G2 G3 G9	Generic Mathematics & Computing Mathematics Operational Research Statistics Others in Math. and Comp. Sciences



	Humanities, Languages and Business		N <i>Not N8</i> P Q R T V	Business and Administrative Studies <i>Tourism, Transport and Travel</i> Mass Comm's and Documentation Linguistics and Classics European Languages and Literature Other Languages and Literature Historical and Philosophical Studies
	Social Sciences		L <i>Not L5</i> M	Social Studies <i>Social Work</i> Law

Notes on the table

1. the single-letter JACS classifications shown in the table include the generic subject codes consisting of the relevant letter plus zero, see section 5.9.
2. The funding subject group status in the third column has the following meanings
  - C - Controlled FSG
  - P - Priority (non-controlled) FSG
  - N - Non-priority (non-controlled) FSG

### 5.3 HESA reference

The subject codes are those recorded in HESA's 'Subject(s) of Qualification Aim' fields (field numbers 43, 44 and 45). These are the subjects of the overall qualification (e.g. those specified in a named award) that the student is aiming for, and not the subjects that the student happens to be studying this year. This applies even if other fields in the HESA returns record these other subjects.

For example, count a student aiming for a degree in physics wholly under 'Science', even though the current year may include studying, say, mathematics or computing, (which appear in other fields in the HESA return). In the event of disagreement about which subject code(s) to use in the HESA returns for a particular course, the final decision rests with the Council.

### 5.4 Education funding subject group

The 'Education' FSG is controlled. However, we treat the undergraduate level of the 'In-service and Other Education' sub-group as quasi-controlled. This means that you may request

strategic transfers of funded student places to and from this funding cell.

Allocate the full FTE and credits enrolled for of students taking PGCE/PGDE courses to the ‘PGCE/PGDE Primary’ and ‘PGCE/PGDE Secondary’ sub-groups as appropriate. Do not count these students against the subjects in which they expect to obtain teaching qualifications.

Similarly, count the full FTE and credits enrolled for of students on courses leading to a Combined Degree in Education under the ‘Combined Degrees in Education leading to GTC Registration’ sub-group, and not under the other subjects involved in the degree.

### **5.5 Intercalating medical and dental students**

Count intercalating medical and dental students against the subject(s) in which they are taking the intercalated degree, unless they are studying at an institution other than your own, in which case do not include them.

### **5.6 Courses in medicine and dentistry**

Pre-clinical and clinical medicine and dentistry are in separate FSGs. Count the credits enrolled for and FTE student numbers as follows:

	<b>Medicine</b>	<b>Dentistry</b>
Foundation year	Pre-clinical	Pre-clinical
First year	Pre-clinical	Pre-clinical
Second year	Pre-clinical	$\frac{2}{3}$ Pre-clinical, $\frac{1}{3}$ Clinical
Third year onwards	Clinical	Clinical

### **5.7 Conservatoire Music**

The ‘Conservatoire Music’ FSG is solely for use by the Royal Scottish Academy of Music and Drama. No other institution may include students in this FSG. If your institution provides course(s) in music

then include the FTE student numbers and credits enrolled for in 'Creative Arts and Hospitality'.

## **5.8 HESA 'Subject(s) of Qualification Aim' fields**

HESA allows for up to three subjects of qualification aim, each of up to four characters, which you enter in fields 43, 44 and 45 using JACS. Where you enter two subjects, use the 'Proportion Indicator' (field 46) to record either a 'Balanced combination' or a 'Major/Minor combination'.

Count students with one subject of qualification aim under the appropriate FSG.

Record students on initial teacher education (ITE) courses wholly under the appropriate sub-group of 'Education'.

If all the different subjects belong to the same FSG, the full FTE and credits belong under that FSG e.g. physics and chemistry are both in the 'Science' FSG.

Students not on ITE courses and with two or three subjects of qualification aim in different FSGs have their FTE value and credits apportioned in the following ways:

### ***5.8.1 Two HESA subjects of qualification aim***

Where a student has two subjects of qualification aim that belong to different FSGs, divide the student's FTE and credits enrolled for as follows.

- Balanced combination

Count 50 per cent to each of the appropriate FSGs.

#### ***HESA Reference***

The HESA 'Proportion Indicator' (field 46) is coded 1 for a balanced combination of subjects.

- Major/minor combination

Count 67 per cent to the major (first) subject's FSG and 33 per cent to the minor (second) subject's FSG.

#### ***HESA Reference***

The HESA 'Proportion Indicator' (field 46) is coded 2 for a major/minor combination of subjects.

### ***5.8.2 Three HESA subjects of qualification aim***

Where a student has three subjects of qualification aim, then count a third of the FTE and credits enrolled for against each subject's FSG.

## **5.9 Generic subjects and interdisciplinary codes**

On introducing JACS, HESA recognised that the codes would not adequately record the subjects of qualification aim of programmes of study that consist of a collection of associated course elements or are truly multi-disciplinary in nature.

HESA therefore introduced generic codes to record the subjects of study for programmes that consist of a collection of associated course elements that span one, two or three subject groups. Generic codes consist of a JACS subject group letter followed by 0. Generic codes belong to the same FSG as the rest of the subjects in the same JACS subject group. If a JACS subject group has subjects in more than one FSG then the table in section 5.2 indicates which FSG to use for the generic code.

### **Example**

For example a course combining Botany, Zoology, Genetics, Microbiology and Biophysics, (all in Biological Sciences, JACS letter 'C'), would be allocated the generic code 'C0'. Students on this course would be counted under the Council's 'Science' FSG.

For other truly interdisciplinary courses HESA allows the subject code of 'Y000'. For students on courses assigned the subject code of 'Y000', divide their FTE and credits enrolled for between the relevant FSGs in proportion to time spent on the subjects involved. If you do not know what mixture of subjects the student will take later in the session, base your calculations on the pattern of subjects taken by similar students in previous years.

## **5.10 Controlled funding subject groups**

Column 3 of the table in section 5.2 identifies the controlled FSGs. The controlled groups of 'Clinical and Veterinary Practice', 'Pre-clinical' and 'Education' are split into sub-groups. Table 1 provides for the collection of details of students eligible for funding

in these sub-groups. We must monitor the number of students likely to come out of institutions in controlled areas at this level of detail in order to check that the sector is providing the number of graduates in the controlled subjects required by the Scottish Executive.

## **6. Autumn count of student numbers and forecast enrolments**

### **6.1 Introduction**

The students eligible for funding in the Early Statistics Return consist of two categories of enrolments:

- the autumn count – students who enrolled by 1 December 2005 and are still attending, or remained on the course long enough to be eligible; and
- forecast enrolments – a forecast of numbers expected to enrol later in the academic year.

In recording the FTE student numbers in table 1a and the credits enrolled for in table 1b, you must provide these separate entries for the autumn count (columns 1, 4 and 7) and the forecast enrolments (columns 2, 5 and 8).

### **6.2 The autumn count**

#### ***6.2.1 Definition***

The autumn count covers all those who satisfy the various criteria for inclusion, and who were either:

- students at the institution on 1 December 2005; or
- not students on 1 December 2005, but had enrolled at the institution after 1 August 2005 and:
  - attended for more than five weeks, where length of course is greater than or equal to 20 weeks; or
  - attended for more than a quarter of the length of the course, where length of course is less than 20 weeks.

In some cases students may not have finalised the exact content of their year of study on enrolment. In these cases use your best estimates of the total number of credits the students will enrol for, based on declared intentions and/or previous patterns for the same course. Although these entries contain some estimates they belong in the autumn count since they refer to students already enrolled.

Prepare and keep a clear note of the methods and calculations you use to estimate credits for these enrolments.

### ***6.2.2 Courses which cross academic sessions***

Take care not to double-count or omit FTE numbers and credits enrolled for when recording students on courses which start part-way through one session and finish part-way through the next. There are a number of ways of counting these students. It does not matter which method you choose as long as, taken over all the sessions, the FTE and credits enrolled for of a student on a cross-session course are recorded accurately without omission or double counting.

#### **Examples**

A full-time course earning 120 credits runs from January to December 2006. If you are counting these students' full FTEs and credits enrolled for in the 2005-06 Early Statistics Return forecast enrolments, then do **not** count any part of them in the 2006-07 Early Statistics Return. When completing the 2006-07 return, include your forecast of the students who will take the January to December 2007 run of the course. Hence your figures for each session will include those on one, and only one, run of the course.

Alternatively, you might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2006 run of the course might count as, say, 0.67 FTE and 90 credits each in session 2005-06 then 0.33 FTE and 30 credits each in session 2006-07. You would then count the students expected on the January to December 2007 run of the course as 0.67 FTE and 90 credits each in session 2006-07 and 0.33 FTE and 30 credits each in session 2007-08, and so on.

#### **HESA Reference**

Relevant HESA fields include 'Date of Commencement of Programme' (field 26), 'Date Left Institution...' (field 35), 'Expected Length of Study Programme' (field 49) and 'Units of Length' (field 50).

### **6.3 Forecast enrolments**

#### ***6.3.1 Estimating future enrolments in the current session***

You must, as far as is possible at the time the return is made, estimate the FTE numbers and credits enrolled for of students expected to

enrol between 1 December 2005 and 31 July 2006, and who are expected to remain students for more than five weeks or for more than a quarter of the length of the course in the current session, see section 6.2.1.

Therefore, in making your forecast of enrolments take account of the number of enrolments after 1 December likely to withdraw shortly after starting a course. But do **not** reduce your forecast enrolments to allow for students enrolled on 1 December who subsequently end their studies prematurely.

### ***6.3.2 Methods of estimation***

Forecasts are by their nature subject to some uncertainty. You might base them on the actual FTE numbers and credits enrolled for by 'late enrolments' for each FSG during the corresponding period of previous years, possibly adjusted for:

- material differences from previous years in the numbers or types of courses offered; or
- changes in autumn enrolments from previous years.

Or, for some courses, such as those starting in January, you might use the actual number of students you expect will take the course, based upon the acceptances to date. Prepare and keep a clear note of the methods and calculations you use to estimate forecast enrolments.

## **7. The Early Statistics Return (table 1)**

### **7.1 Introduction**

You must first enter your access code in the box at top left of table 1a. Then enter the FTE numbers of students enrolled in table 1a and the SCOTCAT credits enrolled for in table 1b, using the rules defined in the earlier sections of these notes for eligibility and classification by:

- mode of study;
- autumn count and forecast;
- funding subject group (FSG) and sub-group; and
- level of study.

## 7.2 Completing the return

### 7.2.1 Features shared by table 1a and table 1b

The rows for data entry are split by level of study for each FSG and sub-group.

In both sheets the cells for entering and totalling data are set on a blue background and have a black border. The cells in which you enter data are white, while the cells that automatically aggregate data entries into totals and sub-totals have the same blue background as the surrounding area. When entering data, you may leave 'zero' boxes blank for convenience.

Both sheets have six data entry columns on, grouped in pairs by mode of study:

- columns 1 and 2 for full-time and sandwich provision;
- columns 4 and 5 for structured part-time; and
- columns 7 and 8 for other part-time provision.

The first of each pair is for the autumn count and the second is for forecast enrolments later in the session. The column to the right of each pair (columns 3, 6 and 9) automatically adds them to give the mode of study row total, and column 10 automatically accumulates the row total of all six entries.

At the foot of both sheets there are total rows which automatically accumulate column totals, and sub-totals by level of study.

### 7.2.2 Table 1a, FTE numbers

The areas of the form are separated by different background colours as follows:

- **Blue** 2005-06 enrolments (data entry) as described above;
- **Green** 2005-06 Funded student places and 'fees-only' students;
- **Yellow** 2004-05 Early Statistics (red font) and Final Figures (blue font) for comparison.



In the box at top left of the table, showing “Your access code” in red, enter the access code we sent you by e-mail. This will populate the tables with your institution’s name, funded student places, and the previous session’s Early Statistics and Final Figures data (FTE and credits).

Enter your FTE enrolment numbers in the boxed white cells in the blue area. All other boxed cells have the background colour of the surrounding area and are blank or contain calculated figures. *The figures are shown to one decimal place but you can enter the figures to the appropriate number of decimal places or enter sums that will give the correct values, eg entries of ‘0.67’ or ‘=2/3’ are both acceptable.*

The funded student places shown in the green area provide a visual check on your corresponding FTE entries. Funded places are as shown in annex A to the main grant letter (HE/08/05) in institution tables A2a, adjusted for any in-year changes, plus any SEED-funded and SEHD-funded places shown in table A2b. These figures (less the SEHD-funded places for allied health professions, see section 10 for the explanation) also provide the starting position for the associated routine transfers sheet (see 7.3 below).

An automatic checking process compares your entries for this year with last session’s figures, and flags material differences. This helps you to detect any major changes and/or errors at the input stage. The comparison is at the mode of study row ‘total’ cell level.

For table 1a, a material difference is defined as either:

- the magnitude of the absolute difference being greater than 20 FTE and 20 per cent; or
- one but not both figures equal to zero.

A **red-bold** entry in a row ‘mode of study’ total flags a material difference. Please supply a written explanation for any flagged differences with your return. To do this, use the next sheet in the workbook, **Table 1a comments**. This contains a large cell for each data entry cell in table 1a. Where automatic comparison has flagged a material difference from corresponding FTE in 2004-05 Early Statistics, the corresponding cell in the comments sheet is highlighted with a white background, inviting your text in explanation of the difference. For table entries with no material difference the corresponding comment cell (in Table 1a comments sheet) retains the blue background of the margins.

Tables 1a and 1b also have an automatic comparison of corresponding FTE and Credit figures. If the value in one cell is non-zero and the value in the corresponding cell in the other table is zero then a **red bold “?”** will appear next to the cell.

### **7.2.3 Table 1b, SCOTCAT credits**

Use this table to enter the aggregate credits enrolled for per cell in the year of study undertaken in session 2005-06. *The figures are shown to the nearest whole number but you can enter the figures to the appropriate number of decimal places or enter sums that will give the correct values, eg entries of '22.5' or '=45/2' are both acceptable.*

The funding subjects groups are based on the subject(s) of qualification aim, see section 5.3, and not on the subjects of individual modules studied during the session. If you have problems providing the information in this format please contact us as soon as possible, see section 1.6 for contact details.

An automatic checking process compares your credit entries with the corresponding FTE on table 1a, and flags material variations from expectation. This helps you to detect any major anomalies and/or errors at the input stage. The comparison is at the mode of study row 'total' cell level.

For table 1b, a material variation is defined as:

- for TPG level, ratio of credits to FTE outside the range 100-200; and
- for other levels, a ratio outside the range 100-140.

A **red-bold** entry in a row 'mode of study' total flags a material variation. Please supply a written explanation for any flagged variations with your return. To do this, use the next sheet in the workbook, **Table 1b comments**. This contains a large cell for each data entry cell in table 1b. Where automatic comparison has flagged a material difference from corresponding FTE in table 1a, the corresponding cell in the comments sheet is highlighted with a white background, inviting your text in explanation of the mismatch. For table entries with no material difference the corresponding comment cell (in Table 1b comments sheet) retains the blue background of the margins.

Table 1b also has an automatic comparison of Credit and FTE figures (in Table 1a). If the value in one cell is non-zero and the value in the

corresponding cell in the other table is zero then a **red bold “?”** will appear next to the cell.

### **7.3 Routine transfer requests, sheet *RoutineTransfers***

We apply restrictions to transfers of funded student places, (see circular letter SFC/06/2005). Transfer requests within these rules are known as **routine** transfers. Transfer requests outwith the rules are known as **strategic** transfers. Use sheet ***RoutineTransfers*** to request routine transfers of funded student places.

We provide separate, detailed notes of guidance for transfers, including a definition of the rules which identify routine transfers, with circular letter SFC/06/2005. Enter on this sheet your requested routine transfers, based on the funded student places and levels of enrolment shown in your Early Statistics return, according to those rules.

The format of the sheet and the embedded calculations are designed to assist you in checking the effect of routine transfer requests. The calculations take the funded student places shown on table 1a as the starting point, and they show adjusted figures as you make entries.

Circular letter SFC/06/2005 also tells you how to request strategic transfers, i.e. in the same way as in previous years.

### **7.4 Return date**

You must complete and return table 1 and the associated routine transfer sheet to us by email by, or preferably before,  
**Thursday 15 December 2005.**

## **8 Students eligible for funding on initial teacher education courses (table 2)**

### **8.1 Introduction**

When you entered your access code in the cell at top left in table 1a your institution’s identity was generated into table 2 if you complete this table. Enter the numbers of students on initial teacher education (ITE) courses using the rules for eligibility set out in earlier sections of these notes. Some parts of table 2 ask for FTE numbers and others require a headcount of the students enrolled.

Where a course is provided jointly by your institution and other(s), count the student numbers in the way that has been agreed for the

purposes of the Early Statistics Return and the funding calculations. The table contains a column for Year 0, representing the foundation year, for all courses except PGCE/PGDE.

## **8.2 Students on ITE courses, recruitment from priority subjects and students able to teach in the Gaelic medium (table 2a)**

Table 2a collects:

- the FTE numbers of enrolments and intake eligible for funding on ITE courses;
- a headcount of students able to teach in the Gaelic medium; and
- the FTE numbers of students in the intake to PGCE/PGDE Secondary courses recruited from the priority subjects.

### ***8.2.1 FTE numbers by year of study***

Break down enrolments from the corresponding rows in table 1a by year of study.

### ***8.2.2 Intake to a course***

‘Intake’ covers eligible students who enrol for the course for the first time - and attend long enough to remain eligible for funding - regardless of the year of the course which they enter. Therefore the intake to a course may differ from the sum of foundation year and first year FTE. For example, there may be students repeating their first year, or direct entrants to the second year of the course. Note that ‘intake’ also includes students who have transferred from a different course at your institution.

### ***8.2.3 Definition of priority subjects (see circular letter HE/04/05)***

No cap: (notional 650 places)	English, Mathematics
Category 1: (No cap)	Gaelic, Gaelic-medium (any subject), Home Economics, Modern Languages (any language), Physics, Technological Education
Category 2:	Art, Chemistry, Drama, Geography, Music,

(No cap)	Physical Education, Religious Education
Category 3: (maximum 280 places)	Biology, Business Education, Classics, Computing, History, Modern Studies

#### ***8.2.4 Students able to teach in the Gaelic medium***

Table 2a collects the headcount of students able to teach in the Gaelic medium in the intake to PGCE/PGDE courses, BEd Primary courses and combined degrees in education. We need to know the number of new students enrolled on these courses who, if they successfully complete their course, will be able to teach in the Gaelic medium. At this stage, we are not seeking information about students who are training to teach Gaelic as a language.

We define a student who will be able to teach in the Gaelic medium as a student who, upon successful completion of the ITE course, is either:

- a native Gaelic speaker, who has retained proficiency in the language; or
- the holder of a degree in Gaelic, or a degree which includes a substantial component of the Gaelic language; or
- otherwise a speaker of the Gaelic language to the above standard.

### **8.3 Students on TQ(FE) courses (table 2b)**

If your institution runs courses or modules that result in a Teaching Qualification in Further Education – TQ(FE) – you must return the FTE number of students eligible for funding enrolled on each year of these courses, and the corresponding headcounts. If you do not run these courses table 2b will show as blank apart from a message stating you do not complete it.

### **8.4 Students who may be eligible to teach in Catholic schools (table 2c)**

The University of Glasgow provides modules that qualify students to teach in Catholic schools. These are available both to students taking ITE courses there and (as a distance learning option) to students on ITE studies elsewhere. Record the headcount of students enrolled on

the modules, split according to the number of students studying on an ITE course:

- at the University; and
- at another institution.

For other institutions table 2c will show as blank apart from a message stating you do not complete it. This applies even if you have enrolled students on ITE courses who have also enrolled on these modules with the University of Glasgow.

## **8.5 Return date**

You must complete and return the relevant sheet(s) to us by email by, or preferably before, **Thursday 15 December 2005**.

## **9. Undergraduate medicine and dentistry courses (table 3)**

### **9.1 Introduction**

When you entered your access code in table 1a your institution's identity was generated into table 3. Enter the FTE numbers of students on medicine and dentistry courses using the rules for eligibility and completion in earlier sections of these notes. Table 3a includes Year 0, representing a foundation year, for all courses.

### **9.2 Numbers of students eligible for funding on medicine and dentistry courses (table 3a)**

#### ***9.2.1 Intake to a course***

The 'intake to a course' covers all students who enrol for the course for the first time, regardless of the year of the course which they enter. This may comprise students entering at foundation, first or a subsequent year, but does not include students repeating foundation or first year. Note that this definition of intake also includes students who have transferred from a different course at your institution.

The intake targets which we announce each year include an overseas quota. To monitor recruitment against these annual targets we must collect intake information separately for overseas (non-EU) students and students eligible for funding (home/EU). Accordingly, table 3 has separate columns for recording the intakes of non-EU students and home/EU students.

### ***9.2.2 Completing the return***

Break down by year of study the entries in table 1a for pre-clinical and clinical medicine and dentistry. Apart from St Andrews, where all entries are pre-clinical, apportion FTEs to the pre-clinical and clinical components of the course thus:

	<b>Medicine</b>	<b>Dentistry</b>
Foundation year	Pre-clinical	Pre-clinical
First year	Pre-clinical	Pre-clinical
Second year	Pre-clinical	$\frac{2}{3}$ Pre-clinical, $\frac{1}{3}$ Clinical
Third year onwards	Clinical	Clinical

### ***9.2.3 Students on intercalating degrees***

Enter the FTE number of students on intercalating degree courses **at your institution** for medical students and for dental students in the final column of table 3. These numbers are **in addition to** the total FTE numbers of students currently in the pre-clinical and clinical years of the medicine and dentistry courses recorded in the other parts of table 3 (and in these subjects in table 1a).

## **9.3 Full-time medical and dental undergraduate entrants by domicile and gender (table 3b)**

The Scottish Executive Health Department (SEHD) has asked the Council to collect additional information on medical and dental students through the Early Statistics Return. This is so that SEHD can have an early indication of some of the relevant characteristics of entrants to medical and dental courses and the potential implications for the supply of doctors and dentists to the Scottish health service in future years. This information is collected in table 3b.

### ***9.3.1 Completing the return***

When you enter your access code in table 1a your institution's identity is automatically generated into table 3b. Enter the FTE numbers of full-time undergraduate entrants on medicine and dentistry courses

using the rules for eligibility and completion in earlier sections of these notes.

### ***9.3.2 FTE numbers by domicile and gender***

Break down enrolments by domicile of student, prior to entry on programme and by gender.

## **9.4 Return date**

You must complete and return table 3a and table 3b to us by email by, or preferably before, **Thursday 15 December 2005**.

## **10. Additional enrolments for allied health professions (table 4) (for Glasgow Caledonian University, Queen Margaret University College and Robert Gordon University)**

### **10.1 Introduction**

In 2002-03 the Scottish Executive Health Department (SEHD) undertook to provide extra resources over four years to allow institutions to increase their intakes to certain courses for the allied health professions (AHP) and progress the cohort through these courses. This was to meet the need for graduates in the key areas of Physiotherapy, Occupational Therapy, Radiography, and Speech and Language Therapy.

SEHD is therefore continuing to fund these places for 2005-06. Complete table 4 to show your continuing use of these places in 2005-06. Each year SEHD also seeks a progress report on the use of the additional places from the relevant deans of faculties.

### **10.2 Calculations for possible clawback**

SEHD may ask us to withdraw funding for any unfilled AHP places that they have funded. We will calculate the amount of any potential withdrawal of SEHD funds independently of our standard calculations for clawback. Thus we must check the take-up of funded student places separately for SEHD-funded places and for all other funded student places.



### ***10.2.1 SEHD-funded places (possible withdrawal of funds for unfilled places)***

Any funds withdrawn for unfilled SEHD-funded student places will be calculated on the AHP totals of allocated and filled additional places, not separately for the individual subjects. Table 4 contains, by subject and in total, the FTE number of

- additional SEHD-funded student places allocated to your institution; and
- your corresponding entries of filled places.

The total figures are used to calculate unfilled or overfilled additional SEHD-funded places.

### ***10.2.2 All other funded student places (shortfall or breach of consolidation)***

The figures in our standard tests for possible clawback for shortfall or breach of consolidation include Other Health and Welfare (OHW), which in turn includes the subjects containing the SEHD-funded places. In order to keep these tests for possible clawback for your institution independent of any SEHD-funded places we **exclude** the under-noted figures from totals which include OHW, ie:

- your allocation of additional SEHD-funded AHP student places from totals of funded student places; and
- your number of filled SEHD-funded places **subject to a maximum** of your allocated number of additional SEHD-funded student places above, from totals of students eligible for funding.

We also use these net figures to calculate the outcome of routine transfers of funded student places, which can have an effect on clawback. Base your requests for transfers on these net numbers of funded student places and fees-only students which exclude your allocated and filled SEHD-funded places.

## **10.3 Completing the return**

In column 2 enter for each listed subject the FTE number of students in the cohort to which the SEHD-funded places apply. This cohort

consists of students enrolled on a relevant course for 2005-06 who first enrolled in one of the following ways:

- on the first year of that course during academic session 2002-03;
- directly into the second year of that course in 2003-04; or
- directly into the third year of that course in 2004-05.

In column 5 enter for each listed subject the FTE number of filled places corresponding to your allocation of SEHD-funded places for 2005-06. These places are filled from the cohort entered in column 2.

An entry in column 5 will appear in bold red type if it is greater than

- your corresponding entry last year as shown in column 3; or
- your allocated SEHD-funded places for the subject as shown in column 4.

This does not prevent you returning the entry if you consider it to be correct.

#### **10.4 Effects on table 1 (calculations for routine transfers)**

The entries in the completed table 4 affect the automatic calculations for routine transfers (see section 10.2.2). The table 1a spreadsheet (see section 7) shows figures net of SEHD-funded places and take-up in the row following the Undergraduate row for Other Health and Welfare (OHW):

- column 10 shows the FTE number of students for OHW excluding the total filled SEHD-funded places that you entered in table 4, **up to a maximum** of your allocated number of SEHD-funded places;
- column 11 shows the initial funded student places for undergraduates in OHW, excluding additional SEHD-funded AHP places; and
- as a result, the fees-only figure in column 12 includes any over-fill of SEHD-funded places i.e. take-up into the cohort above your SEHD-funded places.

#### **10.5 Return date**

You must complete and return table 4 to us by, or preferably before, **Thursday 15 December 2005**.

11. **Additional data relating to proposed changes to tuition fees (table 5)**

**11.1 Introduction**

In July 2005 the Scottish Executive announced proposed changes to the full-time tuition fees starting in 2006-07, subject to approval by Parliament (see web release at:

<http://www.scotland.gov.uk/News/Releases/2005/07/20105603>).

The planned changes to the fees are summarised in the table below:

Full-time student type	Assumed AY 2006-07 home and EU fee rate before planned change announced. The 'old' rate.	New planned AY 2006-07 home and EU fee rate. The 'new' rate.	Notes
Medical	£1,200	£2,700	This recognises the particular demand for places at Scottish medical schools and the acute difficulties of NHS Scotland in retaining graduates in Scotland.
HNC/HND	£1,200	£1,200	Ministers have decided for the time being that they do not wish to increase the fee level for HNC and HND students in line with the increase for students on degree courses. However this will be kept under review.
Other undergraduate on degree course	£1,200	£1,700	This level is thought to be sufficient to ensure that cross border student flows between Scotland and the rest of the UK are not unduly affected by the new fee arrangements being introduced in the rest of the UK.

In addition, the Scottish Executive considers that students who started their course before 2006-07 (or accepted an offer of a course in 2005-06 but took a gap year) should continue to be charged at the old fee rate for the duration of their course. However, discussions on this are ongoing particularly with regard to the treatment of Scottish and other non-UK EU students (who will in general have their fees waived anyway) and students from the rest of the UK.

Therefore, as it is likely that there will be different fee rates for at least some 'new' and 'continuing' students during the implementation of these planned fee changes, we will have to collect information that allows us to split student numbers in this way.

## **11.2 Impact of proposed changes to funding model**

These changes have yet to be approved by Parliament but as they will impact on our funding methodology we need to work now in anticipation of the changes being agreed.

Currently in our funding model the fee level assumption is the same for all non-postgraduate students. However, under the planned fee changes we will have to make different assumptions depending on when the student started their course (for at least some students) and whether they are a medical, HN or other undergraduate student.

The planned fee levels changes will reduce the proportion of funding provided by us to HEIs and increase the proportion of funding provided via fees. We will transfer some of our funds to the Student Awards Agency for Scotland (SAAS) so that the appropriate levels of fee support to eligible Scottish and EU students are affordable. Therefore we also need to be able to split students eligible for funding by 'rest of UK' and 'others' to calculate the correct amount of money to transfer to SAAS.

Part-time fees are not regulated and within our funding model we have always assumed part-time fees at a rate pro-rata to the full-time fee levels. Ministers have stated that they do not want part-time students to be affected by the planned fee changes. Therefore within our funding model we will assume part-time fees pro-rata to the 'old' fee rate.

### **11.3 Completing the return**

When you enter your access code in table 1a your institution's identity is automatically generated into table 5. Enter the FTE numbers of full-time undergraduate students eligible for funding by the categories listed. Assign students to the categories based on the fee level your institution would charge for such students under the proposed changes to the tuition fee arrangements from 2006-07. For example, if you have students classified as HN in table 5, then the types of students in this category must be classified similarly for fee charging purposes from 2006-07. If you are uncertain about the correct category to use for any group of students please contact us as soon as possible, see section 1.6 for contact details.

#### ***11.3.1 Type of course***

Higher national students are separated from other full-time undergraduate ones.

#### **HESA Reference**

HN students will have the 'Qualification Aim' (field 41) coded 41 or 42.

#### ***11.3.2 Domicile***

The domicile relates to the student's permanent or home address prior to entry to the programme of study. Students from the 'Rest of the UK' covers those from England, Wales and Northern Ireland.

#### **HESA Reference**

Students from the rest of the UK will have 'Domicile' (field 12) coded as 5826, 6826 or 8826.

#### ***11.3.3 Start date***

Students who started their programme of study in 2005-06 are separately identified for non-HN students. Students who started in 2005-06 do not include those who were already studying at the institution but transferred onto a different course in 2005-06 but do include those who joined a course in 2005-06 above year one without transferring from another course.

## **HESA Reference**

Students who started in 2005-06 will have 'Date of commencement of programme' (field 26) on after 1 August 2005.

### **11.4 Return date**

You must complete and return table 5 to us by email by, or preferably before, **Thursday 15 December 2005**.

## **12. Students funded by the SEHD on nursing and midwifery courses (table 6)**

### **12.1 Introduction**

The SEHD has contracts with higher education institutions to train nurses and midwives. From 2006-07 onwards SEHD will use the Council to distribute the funding for these courses amongst the institutions. In advance of the Council distributing this funding the Council requires to collect information on the nursing and midwifery provision funded by SEHD in 2005-06.

### **12.2 Completing the return**

When you enter your access code in table 1a your institution's identity is automatically generated into table 6. Enter the FTE numbers of students on nursing and midwifery courses funded by SEHD. Count those students who satisfy the criteria for inclusion in the autumn count and the numbers forecast to start after 1 December, see section 6, using the FTE conversion factors described in section 4.

#### ***12.2.1 FTE numbers by type and year of programme***

Break down enrolments by type of programme and year of programme.

#### ***12.2.2 Intake to a course***

The 'intake to a course' covers all students who enrol for the course for the first time, regardless of the year of the course which they enter. Therefore the intake to a course may differ from the number of first year students. For example, there may be students repeating their first year, or direct entrants to the second year of the course. Note that this definition of intake also includes students who have

transferred from a different course at your institution.

### **12.3 Return date**

You must complete and return table 6 to us by email by, or preferably before, **Thursday 15 December 2005**.

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