

HESES02

Higher Education Students Early Statistics Survey 2002-03

To	Heads of HEFCE-funded higher education institutions Heads of universities in Northern Ireland
Of interest to those responsible for	Student data, Funding
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Executive summary

Purpose

1. This document asks institutions to complete the annual survey on full-time equivalent student load on recognised higher education (HE) courses.

Key points

2. The data will:
 - a. Give an early indication, including for government planning purposes, of the number of HE students studying in the academic year 2002-03.
 - b. Enable us to monitor the achievement of the funding agreement targets for the academic year 2002-03.
 - c. Together with data supplied to the Higher Education Statistics Agency (HESA), inform our allocation of teaching funds for the academic year 2003-04.
3. This document provides:
 - a. Guidance notes for completing the Higher Education Students Early Statistics Survey 2002-03 (HESES02).
 - b. Definitions used in the HESES02 survey.
 - c. Examples of the survey tables, which will be distributed electronically.

4. Information contained in the annexes will help institutions to complete the survey.

Annex	Page
Annex A: Summary of changes and clarifications since HESES01	8
Annex B: HESES02 student population	9
Annex C: Recognised HE courses	12
Annex D: Countable years of programme of study	13
Annex E: Student load for part-time years of programme of study	19
Annex F: Residential and funding status	21
Annex G: Price groups	28
Annex H: Mode of study	33
Annex I: Level of study	35
Annex J: Long years of programme of study	36
Annex K: Table descriptions	38
Annex L: Description of columns in tables	41
Annex M: Links between HESA and HESES data	46
Annex N: Validation checks	50
Annex O: Workbook notes	54
Annex P: Sample tables	56
Annex Q: HESES02 fundamentals	57
Annex R: Audit of HESES01	62
Annex S: Glossary	67
Annex T: Index	70

Action required

5. Survey data should be e-mailed to us by **Tuesday 10 December 2002**. Workbooks will be available to institutions in November 2002.

The HESES02 survey

6. The following sources of data will inform our allocation of funds for 2003-04:
 - HESES02
 - the HESA/Learning and Skills Council (LSC) July 2002 individualised student record
 - Research Activity Survey 2002.

7. HESES02 should be completed by all higher education institutions (HEIs) receiving HEFCE recurrent funds for teaching. The Research Activity Survey 2002 will be issued in October 2002: it should be completed by all institutions in receipt of HEFCE funding for research in 2002-03, or that expect to receive such funding in 2003-04.

8. Coverage of the HESES02 survey is given in Annexes B and C. Definitions of when activity should be counted are in Annex D. Annexes E to J explain how to record different categories of activity.

9. All activity that meets the criteria set out in Annexes B to D should be reported, even if it will not be used directly to allocate funds.

10. For allocation purposes we source various information from the HESA/LSC July 2002 individualised student records. In particular, we expect to use the following fields:
 - a. Date of birth (to determine if a student qualifies for the mature student premium).
 - b. Disability allowance (to determine if the student receives a disability allowance).
 - c. Postcode (the home postcode may be used to determine whether the student should count towards the calculation of the widening participation allocation).
 - d. Highest qualification on entry (may be used to determine whether the student should count towards the calculation of the widening participation allocation).

Institutions should note that the underlying populations are determined using a wide range of fields and incomplete records will adversely affect the funding allocations. Full details of these algorithms are in 'HESA 2000-01 derived statistics for funding allocations and monitoring' (HEFCE 02/13).

11. Directly funded further education colleges (FECs) make a similar return to us on the Higher Education in Further Education: Students Survey 2002-03 (HEIFES02).

Institutional contacts

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

Data collection and verification

13. Enquiries about this survey should be addressed to Joe Clark (tel 0117 931 7292, e-mail heses@hefce.ac.uk). There is a web page giving answers to frequently asked questions and examples of completed HESES returns. The web page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. It can be found on the HEFCE web-site, www.hefce.ac.uk, under 'Questions', then 'HESES frequently asked questions'. The web page is updated regularly and institutions are expected to look here for guidance before and during completion of their HESES return. We will use an e-mail list of HESES contacts to notify institutions of any significant changes or updates. We will not use this simply to notify them of changes to the web-site.

14. An Excel workbook will be available for download by institutional contacts in November 2002. Notes on the workbook are at Annex O.

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

Outline timetable and process for the 2003-04 funding round

16. Institutions are required to return their HESES02 survey by Tuesday 10 December 2002. The data do not need to be formally signed off by the vice-chancellor or principal at this stage. However, it is good practice for a senior member of the institution to have agreed the return prior to submission. Once we receive the data, we carry out a number of validation and credibility checks, and calculate whether institutions have met their funding agreement targets for 2002-03.

17. During December, HEAs will write to institutions, enclosing a printout of their HESES data and the comparison and grant adjustment reports generated from them. Institutions will be asked to:

- verify that the data are accurate, or make corrections
- answer any questions we may have on the data
- submit any appeals against adjustments to grant made by formula, such as holdback.

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

19. During January we will consider any appeals against grant adjustments made by formula. Institutions will be notified of the outcomes of their appeals in February. We will announce provisional allocations of recurrent grant for 2003-04 on 5 March 2003.

20. The timetable is summarised below:

November 2002	HESES workbooks available to institutions
December 2002	10 December – deadline to return HESES data Mid-December – validation and credibility checks by the HEFCE Mid-December – HEAs write to institutions, asking them to verify the data, answer any questions about the data and submit any appeals. Institutions will normally have five working days to answer questions about data
January 2003	14 January – institutions must have authorised and signed off their HESES data as being correct at 1 December 2002 14 January – deadline for submission of appeals
February 2003	Institutions notified of outcome of appeals
March 2003	5 March – institutions notified of provisional allocations of recurrent grant for 2003-04
May 2003	16 May – deadline for institutions to request amendments to provisional allocations
July 2003	End of July – institutions receive their funding agreements, including final grant allocations, for 2003-04

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

22. In January 2004, we will compare HESES02 data with the July 2003 HESA student record and the July 2003 LSC individualised learner record (ILR). Where we find – through audit, comparison with HESA data, or otherwise – that an institution has received higher allocations than it should have done, we will reduce grant accordingly.

Returns

23. Returns should be sent by e-mail to heses@hefce.ac.uk no later than **Tuesday 10 December 2002**.

Late returns

24. We will not accept any requests for late submission of data. Where an institution fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Institutions that do not submit credible data on time are more likely to be audited.

Audit

25. We will audit HESES02 data. Institutions should therefore keep an adequate audit trail recording how the data were derived. This is especially important where institutions are including estimates or making judgements; for example, the basis for forecasting non-completions should be recorded. Our auditors will also seek to rely on any relevant internal audit work that has been carried out on the student record system and/or the method for compiling the HESES return, where appropriate.

26. As part of our audit process we will compare HESES02 data with a variety of other data, most notably individualised HESA data as these become available. Where we find – through audit, comparison with HESA data, or otherwise – that an institution has received higher allocations than it should have done, we will reduce grant accordingly. Details of how we will compare data are given in Annex M. We will also compare data returned on HESES02 and data returned on the Research Activity Survey 2002. We may refuse to accept data where there are significant differences.

Audit of HESES01 (see Annex R for full details)

27. For HESES01 we audited 21 institutions and followed up previous audits at a further six institutions. The audits highlighted areas in which some institutions were incorrectly interpreting the HESES guidance, or where internal institutional systems and practices did not facilitate the production of the HESES return. The findings included:

- lack of robustness in the estimation of non-completions
- lack of robustness in the estimation of forecast countable years
- incorrect assignment of departments to cost centres
- incorrect apportionment of student load to cost centres, particularly where a course is in more than one cost centre
- incorrect calculation of part-time load factors
- incorrect fundability status
- poor communication within collaborative arrangements
- inadequate audit trail between the student record system and the HESES return
- inappropriate authorisation of the HESES return

- lack of knowledge management
- poor use of student record data as management information
- variable practices in faculties, schools and departments producing inconsistent data.

Annex A

Summary of changes and clarifications since HESES01

1. Table 6 will no longer collect data on Ufi learndirect courses and graduate apprenticeships as these will be collected later in the year.
2. Table 5 no longer collects data on foundation degrees and foundation degree bridging courses. These are now collected in the new Table 6. This requires more detail on foundation degrees and foundation degree bridging courses by separately identifying new entrants, long years of programme of study, and FTEs for part-time students.
3. We have clarified the treatment of students on summer schools and bridging courses. The treatment of some students on within-course periods of study has changed (see Annex D).
4. We will no longer be collecting data from institutions on disk. Institutions will be able to download workbooks from a secure web-site and e-mail returns directly to heses@hefce.ac.uk (see Annex O).
5. We have clarified the definition of non-completions in Annex D.
6. Clarification of treatment of students from Norway, Iceland and Liechtenstein is in Annex F, and on our web-site www.hefce.ac.uk under 'Questions', 'HESES frequently asked questions'.
7. Details of the approximation of year of programme of study (previously Annex M) are now given in HEFCE 02/13.
8. An additional table, Table 7, collects summary counts of years of programme of study to separate out home students and those from the EC. This is being collected for government planning purposes, as the data are no longer available on the HESA December student record.
9. The findings of the HESES01 audit now have their own annex, Annex R.
10. Clarification of treatment of writing-up postgraduate students is in Annex D.

Annex B

The HESES02 student population

1. HESES02 records counts of years of programme of study for students aiming for a recognised HE qualification. The students that generate these years of programme of study are called the HESES02 student population. Paragraphs 2 and 3 below define which students should be included in the HESES02 student population. Some students within this population may generate years of programme of study which are counted in a previous or future HESES survey, but not generate any years included in HESES02 (see Annex D for when to count activity). All years of programme of study counted in HESES02 must relate to a student within this population.

2. Students meeting **all** of the following criteria should be included in the HESES02 student population:
 - a. At least part of a year of programme of study in which they are actively pursuing studies with the institution falls within the academic year 2002-03. This includes outgoing exchange students.
 - b. They are studying towards a recognised HE qualification aim, or a credit that can be counted towards such a qualification, as defined in Annex C.
 - c. They have an individual student record returned to HESA or on the LSC ILR.
 - d. They are not being returned on any other institution's HESES or HEIFES return.

3. Students in **any** of the following categories should **not** be included in the HESES02 student population:
 - a. Students not studying towards a recognised HE qualification aim, or a credit that can be counted towards such a qualification. Students whose sole qualification aim is an NVQ should not be included. Students should be included if they gain both a recognised HE qualification and an NVQ as the result of a programme of study.
 - b. Students who will not be included in the individualised student record for the institution at which the student is registered. All students included in the HESES02 student population must be included on the registering institution's individualised student record, even if this is not normally compulsory under the coverage of the record.
 - c. Incoming exchange students.
 - d. Students franchised-in from another institution, or who are part of a HEFCE-recognised funding consortium where the institution is not the lead institution (see paragraphs 4-13 below).
 - e. Students spending most of their time for the whole programme of study outside the UK (including distance learners outside the UK), except where:
 - i. There is a clear academic reason for studying abroad rather than in the UK. Even where such a benefit exists, we must specifically sanction the course as eligible.

- ii. The student is temporarily and unavoidably abroad and remains liable to UK tax on their earnings, or is a dependant of such a person. This includes members of HM Forces and their dependants.

Sandwich students working abroad and language year abroad students should normally be included in the HESES02 student population, as the year abroad will not constitute most of their programme of study.

- f. Students for whom no year of programme of study in which they are actively pursuing studies falls at least partly within the academic year 2002-03. For students following standard academic years this means the student is not actively pursuing any studies within the year. This includes students who are writing-up for the whole of the academic year.
- g. Students registered for research qualifications awarded primarily on the basis of published works should not be included in the student population unless they undertake a significant amount of research at the institution.
- h. Students who are on school-centred initial teacher training (SCITT) programmes.
- i. Students who are being returned on any other institution's HESES or HEIFES return.

Students taught under partnership, collaborative or similar arrangements

- 4. Institutions should note that a student is considered to be 'registered' on the HESA student record at the institution that collects the fee for the student.
- 5. Many students are taught under a variety of collaborative arrangements. For the purposes of HESES02, there are two broad types:
 - a. Franchises. This applies to virtually all collaborative arrangements, including many that institutions may refer to as consortia, such as those for the delivery of foundation degrees.
 - b. HEFCE-recognised funding consortia.

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

Collaborative arrangements treated as franchises for HESES purposes

- 6. Unless the student is being taught through a HEFCE-recognised funding consortium, all provision that is delivered through a collaborative arrangement is regarded as being a franchise for the purposes of HESES02. Industrial placements, work experience and language years abroad should not normally be regarded as franchised-out for the purposes of HESES.

7. Where one institution enrolls a student and collects a fee for tuition or supervision of research for that student, but the student undertakes all or part of their study at another institution, only the institution that receives the fee should include the student in its HESES02 student population. Such a student is regarded as franchised-out by the institution collecting the fee.
8. If a course is run jointly by more than one institution, only the institution that receives the fee should include the student in its HESES02 student population.
9. If two institutions receive a fee from a student for a given year of programme of study of a course, the institution that receives the largest portion should include the student in its HESES02 student population. If both institutions receive the same amount, the institutions must ensure that only one includes the student in its HESES02 student population.
10. In some cases the institution teaching the student may collect the fee on behalf of another institution. Where this is the case, if the fee is transferred directly to another institution, the institution the fee is transferred to should include the student in its HESES02 student population. If the fee itself is not transferred but is used to offset payments between two institutions in respect of the student, this should be treated as if the fee had been transferred.
11. In all the above cases, the student is recognised as a student of the franchiser. The institution that includes the student in its HESES02 student population must also return a record to HESA, and its performance indicators and quality assessments will take account of activity relating to that student as appropriate. The HESA record of such a student must clearly identify the nature and extent of the franchise.

HEFCE-recognised funding consortia

12. A HEFCE-recognised funding consortium is a mechanism for distributing grant to a group of institutions through a single lead institution. Consortia are only 'HEFCE-recognised funding consortia' if we have notified the institutions concerned in writing. As with a franchise, the lead institution will return all data relating to the consortium in its HESES return, while the individual consortium members will not report the provision in any aggregate student number returns they may make to us.
13. However, such an arrangement differs from a franchise in that the student is recognised as a student of the appropriate consortium member, rather than of the lead institution. This means that the students will be reported in either the HESA or LSC individualised returns of the appropriate consortium member, rather than those of the lead institution. Likewise, the students will be reflected in the performance indicators and quality assessments of the member institution, rather than the lead. Apart from for HEFCE funding purposes, the students will in all other respects be treated as students of the consortium member.

Annex C

Recognised HE courses

1. Recognised courses of HE are those defined in paragraph 1 of Schedule 6 of the Education Reform Act 1988. This includes any postgraduate or undergraduate degree, accredited HE diploma or certificate. Other courses leading to professional or vocational qualifications may be included if they are generally recognised as HE qualifications; this does not include NVQs.
2. Students who are not studying towards a recognised HE qualification, or a credit that can be counted towards one, are excluded from the HES02 student population.
3. Foundation years, and other provision commonly referred to as 'level 0', are recognised HE courses only if they are an integrated part of a recognised HE qualification. Free-standing foundation years and other free-standing 'level 0' provision are not recognised HE courses.

Annex D

Countable years of programme of study

1. Students study towards qualification aims over a period of time. This period can be split into one or more years of programme of study. The first year begins when the student starts studying towards the qualification aim; the second and subsequent years start on or near the anniversary of this date.
2. HESES counts years of programme of study for students aiming for recognised HE qualifications. This is not the same as counting students. This approach ensures that comparable activity is recorded in the same way, irrespective of when it occurs.
3. Exceptionally, a student may study towards two or more independent qualifications concurrently. Each programme of study would then generate its own year of programme of study which would be countable. Thus, a student studying towards a PhD and an unrelated undergraduate professional qualification would generate two years of programme of study each year. However, a student studying for several institutional credits that can count towards the same final qualification would generate only one year of programme of study each year. Usually, independent qualification aims would have different qualification aim codes on the HESA student record. This might not be the case if the qualification aim code were sufficiently general, for example 'professional qualifications'.
4. Students on Ufi courses who are also registered for an HE qualification should only be returned using their main qualification aim. The two qualifications should not be treated as independent, so the student would only generate one year of programme of study.
5. Where students complete a foundation degree and then undertake a foundation degree bridging course to enable them to join the final year of an honours degree, the foundation degree bridging course should be treated as an independent course which will generate its own year of programme of study. See paragraphs 27 and 28 below.
6. In all cases, where a student is studying for two or more separate and independent qualification aims, each should be returned with its own HIN (see Glossary, Annex S) on the HESA student record. Guidance on the HIN can be found in the HESA student record coding manual under NUMHUS (field 151/136); additional notes on linking and target lists for the HIN are in appendix 11 of the same publication.
7. For students within the HESES02 student population, exactly when a year of programme of study becomes countable depends on how its FTE is reported to HESA. There are four types of HESA record:
 - a. All activity for a year of programme of study is within one academic year. Students following standard academic years will fall into this category. Most HESA records are of this type.

For non-standard academic years

- b. Activity for a year of programme of study spans two academic years, and the whole of the FTE is reported in the academic year in which the year of programme of study begins.
 - c. Activity for a year of programme of study spans two academic years, and the whole of the FTE is reported in the academic year in which the year of programme of study ends.
 - d. Activity for a year of programme of study spans two academic years, and the FTE is split proportionally across them.
8. Years of programme of study within cases (a) and (b) above will be counted on their commencement date and its anniversary.
9. For students falling into case (b) above, the final academic year during which the student is active will not usually generate a countable year of programme of study. It will do so, however, if a student undertakes a short period of activity after the anniversary of their commencement date and that activity ends in the same academic year. If the short period of activity starts and is completed before 1 December, the student should still be returned in Column 1 of the HESES tables.
10. Years of programme of study within cases (c) and (d) above will be counted in HESES on 1 August in each academic year in which activity occurs, except the first. Where, exceptionally, all activity for the final year of programme of study falls entirely within an academic year, the student will generate two countable years of programme of study: one on 1 August and a second when the final year of programme of study begins.
11. For students within case (d), it is not possible to identify a year of programme of study from the July HESA student record. Institutions should, where possible, avoid making an approximation of activity for the year of programme of study. For monitoring purposes, where a student is active for the whole academic year we will assume that the load for the year of programme of study is broadly comparable to the load for the academic year. Where the student is not active for the whole year we will make an approximation based on the current year and the first year in which the student was active. Full details of this process can be found in paragraphs 34-49 of Annex C of 'HESA 2000-01 derived statistics for funding allocations and monitoring' (HEFCE 02/13).
12. Occasionally some students may join a programme of study at a date different to the usual start date. Such students may be treated as if they had joined with the rest of the cohort if:
- a. Having caught up with the rest of the cohort, they will subsequently follow an identical pattern of study and
 - b. Activity for all years of programme of study for the cohort falls within the academic year.

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

13. To be counted, years of programme of study must be generated by a student in the HESES02 student population, and meet **all** the following criteria:

- a. A fee is charged for tuition or supervision of research. This fee may be waived.
- b. The FTE for the year of programme of study is at least 0.03.
- c. The student is not writing-up a thesis or similar piece of work for the whole of the year of programme of study.

Students are writing-up where they have completed their research work and will not undertake any significant additional research. It is common practice for such students to still receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should still be treated as writing-up.

Non-completions

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

15. Exceptionally, a year of programme of study that counts towards a qualification taken over several years may not contain any formal assessment, for example where assessment will take place at the end of a later year. In this case continued attendance throughout the year of programme of study by the student would constitute completion and institutions should ensure adequate evidence of attendance exists, for example class registers. Where assessment is optional (for example on open programmes, including continuing education provision) students should only be treated as completions where they undergo formal assessment such that if they pass the assessment they will be awarded credits.

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

17. In general, where a module or credit-based system is offered, a student who fails to complete (that is undergo the final assessment of) a module within the year of programme of study is to be returned as a non-completion for that year. However, an exception is allowed

for full-time students where the module is in addition to the standard requirements for full-time study.

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

New entrants

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

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

Summer schools

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

Summer schools for potential HE students

21. These are intended for potential HE students to experience a short period of study in an HE environment in the summer vacation. Students are not included in the HESES population as the course is not HE level.

Access provision

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

23. If the access provision is not an integral part of the HE level course the student is not included in the HESES population as the provision is not HE level.

Within-course periods of study in vacation time

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

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

Example

26. A student studies full-time for a degree over three years, with activity for each year of programme of study running from October to July. Between the second and third years, a short period of study, running from 25 July to 5 September, is undertaken to bring the student up to the standard of others on the course. This short period of study counts as part of the second year of the degree, and the second year of programme of study counts as a non-standard academic year. The year of programme of study would only be counted as long if it fitted the criteria to be long, in Annex J.

Foundation degree bridging courses

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

28. Where a student is studying a foundation degree bridging course the FTE recorded in field 74, STULOAD, on the HESA record should be increased to reflect this. Where the bridging course spans academic years the load should all be returned in the second academic year, this may differ from the method used for other non-standard academic years. Institutions should also indicate in field 52 SPPRG that the student has studied a foundation degree bridging course in the year in which the FTE is increased. It may be that the inclusion of a foundation degree bridging course means that the year of programme of study becomes non-standard. However, where the year would otherwise have been recorded as a standard academic year the year should still be recorded as such.

Example

29. A student completes a foundation degree in June 2003 and then undertakes a bridging course from July to September and then joins the final year of a degree which they complete in June 2004.

Field	July 2003	July 2004
QUALAIM	28	21
STULOAD	100	130
TYPEYR	1	1
SPPRG	N/A	08

30. Where a student's only activity during the academic year is a foundation degree bridging course they should be returned with a value of 61, 'Institutional undergraduate credit which may be counted towards qualifications within codes 01 to 52' in field 41, QUALAIM, (that is, when a student withdraws during or following completion of the course, or where they transfer in from another institution before starting the course). Where a student undertakes a foundation degree and bridging course in the same academic year such that the bridging course is counted in the next academic year then field 155, FUNDCOMP, should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. If the bridging course does not continue into the next academic year then field 52, SPPRG, should be coded as 08 and field 155, FUNDCOMP, should reflect whether the student completed the bridging course. Similarly where the student progresses to a degree after completion of the bridging course FUNDCOMP should reflect the completion status of the year of programme of study of the degree.

Annex E

Student load for part-time years of programme of study

1. Student load recorded on HESES02 should relate to the years of programme of study being counted. In some cases this may not be consistent with the load returned on the HESA student record. However, it should be consistent with HESA data when summed over the programme of study.
2. The FTE for a part-time course is calculated by comparison with an equivalent full-time course, where such a course exists. If an equivalent full-time course does not exist, a reasonable academic judgement should be made of the load relative to a full-time student. Where such a judgement is made, the methodology should be recorded for audit purposes.
3. Calculation of the FTE can be based on either:
 - a. Duration of the course or
 - b. Credit points studied.

In both cases, when viewed as a whole, the total FTE for a part-time course should equal the total FTE of the equivalent full-time course. Where method (a) is used, the calculation should be based on the number of years of programme of study. However, where a student is exempt from part of a course, for example as the result of accredited prior learning (APL), the total FTE of the full-time course should be reduced accordingly.

4. The FTE for a foundation degree bridging course, as defined in Annex D, paragraphs 27 and 28, is 0.3.
5. Where a student does not complete a year of programme of study, the FTE should not be recorded on HESES. This is not consistent with the load returned on the HESA record. When comparing the HESA student record with HESES, we will make adjustments to the load returned to HESA to reflect years not completed.

Example 1

6. Duration of the course: a full-time course is studied over three years. The equivalent part-time course is studied over six years, and so would have an FTE of 0.5 in each year.

Example 2

7. Credit points: a full-time course is studied over three years with 120 credits taken each year. The equivalent part-time course lasts six years. Ninety credits are studied in each of the first three years and 30 credits in each of the final three. The FTE would be 0.75 in each of the first three years and 0.25 in each of the final three.

Example 3

8. A student with APL enters directly on to the second year of a degree course and completes the final two years of the degree in four years. The final two years of a degree if completed full-time would have a total FTE of 2. Therefore, the total FTE for the student is 2 and the FTE in each year is $2 \div 4 = 0.5$.