

Annex F

Residential and funding status

Home and EC students

1. Students are classified as home and EC if they can be regarded as eligible students as defined by Schedule 1 of the Education (Student Support) Regulations 2002 (SI 2002 No. 195). The Education (Student Support) Regulations can be found on the HMSO web-site – www.hmso.gov.uk under 'Legislation', 'United Kingdom', then 'Statutory Instruments'. A list of countries belonging to the EC is on the HEFCE web-site under 'Questions', then 'HESES frequently asked questions'.

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

HEFCE-fundable: home and EC students eligible for HEFCE recurrent funding for teaching

3. Home and EC students are eligible for HEFCE recurrent funds for teaching (HEFCE-fundable) if they satisfy **all** of the following conditions:

- a. They are on courses of recognised HE, as defined in Annex C.
- b. The course is open to any suitably qualified candidate.
- c. The course is not being supported from any other EC public source. Where the fee plus income from a public source is insufficient to cover the HEFCE standard resource then a proportion of the students on the course can be returned as HEFCE-fundable (see paragraph 5a).

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

5. The following students are **not** eligible for HEFCE recurrent funding for teaching (recorded as HEFCE non-fundable):

- a. Students on courses which would otherwise be HEFCE-fundable, but whose places are funded at the standard HEFCE rate, or higher, from another EC public source, such as the Department of Health, NHS, or the Home Office. In some cases an EC public source may provide funding that is in addition to the mandatory or recommended fees, pro rata for part-time students, but the funding falls significantly short of the HEFCE standard rate for the student. In this case, the total funds received in addition to the fees should be used to calculate the number of students which (for funding purposes) are assumed to be fully supported from other EC public sources, with the remaining students being eligible for HEFCE recurrent funding. A template is

available on the HEFCE web-site under 'Questions', then 'HESES frequently asked questions' to help determine fundability status in these cases.

b. Students registered on courses that are not funded through HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us. Examples are Ufi courses and some prototype foundation degrees (see the description of the fundability status of prototype foundation degrees in paragraphs 6-8 below). This includes courses where we distribute funds on behalf of other government departments.

c. Students on initial teacher training (ITT) courses which lead to qualified teacher status (QTS); and all students holding QTS who are on an in-service education of teachers (INSET) course. This will include students transferring from courses where funding has been provided by the Teacher Training Agency (TTA) for the whole year.

d. Students on pre-registration nursing or midwifery degrees and courses (including postgraduate courses) leading to a recognised professional qualification in dietetics, speech and language therapy, chiropody/podiatry, or prosthetics and orthotics.

e. Students franchised to an institution that is not either:

- an HEI supported from public funds, or
- an FEC supported from public funds

except where specific approval has been given. Institutions must ensure that all franchises to any other organisation have been specifically approved by the HEFCE before students are returned as HEFCE-fundable on HESES. Institutions should reapply if there is a material change in the arrangement.

f. Students on closed courses. These are courses that are restricted to certain groups of people and are not generally available to **any** suitably qualified candidate. For example, where a course is only available to employees of particular companies, that course is closed.

Foundation degrees

6. Some foundation degrees should be returned as HEFCE-fundable, while other provision needs to be reported as non-fundable and separately identified on Table 6. A more detailed definition of a foundation degree can be found in Annex K, paragraph 13.

Foundation degrees which fit the criteria in paragraph 3 above are HEFCE-fundable unless they fit **all** of the following criteria:

a. They are prototype foundation degree programmes which were awarded development funds in December 2000 and were listed in HEFCE 01/40 'Foundation degrees: report on funded projects', Annex B 'Summaries of prototypes'.

b. Their funding has been agreed separately, is in addition to the development funds and is shown in the grant tables in Table A, against 'Funding for prototype foundation degree places'.

7. If they fit the criteria in (a) and (b) above, students should be returned as non-fundable up to the funding limit of: funding for continuing students plus 150 per cent of funding for new

entrants. Where there is over-recruitment beyond this limit, then the remaining numbers should be recorded as HEFCE-fundable.

8. Where there has been over-recruitment to these programmes, some numbers may need to be returned as HEFCE-fundable. There is a template on the HEFCE web-site – under ‘Questions’, then ‘HESES frequently asked questions’ – which will calculate the funding associated with the students to help determine how many, if any, of the excess students should be returned as HEFCE-fundable.

Postgraduate research students

9. Postgraduate research students are returned on both HESES02 and the Research Activity Survey. In their first year (first and second year for part-time students), postgraduate research students who are fundable should be returned as fundable on HESES02. Fundable postgraduate research students in the second (third for part-time) and subsequent years of programme of study are not funded under our teaching funding method and should therefore be recorded as non-fundable on HESES02. However, these students should continue to be returned as fundable on the Research Activity Survey and on the HESA record.

10. For the purposes of HESES02, research students cannot retake years. Where a student initially registers for an intermediate qualification such as an MPhil and then converts to a PhD, without being awarded the initial qualification, the year of programme of study should not be reset.

Determining the number of students supported from other EC public funds

11. The public funding should first be used to offset any shortfall between the fees charged and the assumed fees. Once this offset has taken place, any remaining public funding should be divided by the standard funding per student and rounded up to the nearest whole number to find how many students are non-fundable; the remainder are then fundable. The standard funding per student is calculated as the standard resource minus the assumed fee. Standard resource is explained in paragraphs 23-25 below. Note that, in the examples, the assumed fee per FTE for part-time undergraduates is £810.

12. There is an Excel template on the HEFCE web-site under ‘Questions’, then ‘HESES frequently asked questions’, which will calculate the number of students who are non-fundable in individual cases.

Example 1

13. There are 10 full-time undergraduate students supported by £11,000 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,100 per student, so the public money only covers the fees and all students are fundable.

Example 2

14. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,100 paid by either the Student Loans Company (SLC), the student, or a mixture of the two. In addition, a public source puts in £1,000 per student. The assumed fees are fully met by the fees charged, so there is no offset. The standard funding per student is the standard resource ($1.5 \times £2,870 = £4,305$) – assumed fee (£1,100) = £3,205. There is £10,000 additional public money ($10 \times £1,000$). Therefore four students ($£10,000 \div £3,205 = 3.1$) are non-fundable, and the remaining six are fundable.

Example 3

15. There are 50 part-time undergraduate students in price group C, each with an FTE of 0.5, who pay £100 a year tuition fee, and there is £30,000 from a public source. The assumed fee for each student is $0.5 \times £810 = £405$. There is £305 ($£405 - £100$) per student in tuition fees to make up using the public money, which uses $50 \times £305 = £15,250$. This leaves £14,750 of the public money. The standard funding per student is the standard resource ($(0.5 \times 1.5 + 0.5 \times 5\%) \times £2,870 = £2,224$) – assumed fee (£405) = £1,819. Therefore nine students ($£14,750 \div £1,819 = 8.1$) are non-fundable, and 41 are fundable.

Example 4

16. As in example 3, but the fees are £500 a year all paid by the student. Each student pays a tuition fee which is greater than the assumed fee, so there are no tuition fees to make up using the public money. There is £30,000 public money and the standard funding per student is £1,819. Therefore 17 students ($£30,000 \div £1,819 = 16.5$) are non-fundable, and 33 are fundable.

Example 5

17. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £3,000; a public body pays half of the fee and the student pays the other half. The assumed fees are £2,870, which leaves £130 ($£3,000 - £2,870$) of public money per student. The standard funding per student is the standard resource ($1.5 \times £2,870 = £4,305$) – assumed fee (£2,870) = £1,435. There is £1,300 additional public money ($10 \times £130$). Therefore one student ($£1,300 \div £1,435 = 0.9$) is non-fundable, and the remaining nine are fundable.

HEFCE-funded and independently-funded students

18. All fundable students should be recorded as HEFCE-funded, unless the institution receives enough resources from other sources (other than EC public sources), for the year of programme of study, to cover the HEFCE standard resource for their provision. In this case the institution may choose to record the student as independently-funded. Independently-funded students are not included in our resource calculations but may be subject to student number controls.

Example 1

19. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £4,500 tuition fees. The standard resource is $(1.5 \times £2,870) = £4,305$. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the institution can choose to record the students either as HEFCE-funded or as independently-funded.

Example 2

20. There are 20 HEFCE-fundable part-time postgraduate students, 0.6 FTE, in price group B. Each student pays £3,000 tuition fees. The assumed fee for each student is $0.6 \times £2,870 = £1,722$, which leaves £1,278 per student. The standard funding per student is the standard resource $((0.6 \times 2 + 0.6 \times 5\%) \times £2,870) - \text{assumed fee } (£1,722) = £1,808$. There is $20 \times £1,278 = £25,560$ remaining from the fees paid by the students. Therefore, the college can choose to return up to 14 students $(£25,560 \div £1,808 = 14.1)$ as independently-funded, with the remaining students returned as HEFCE-funded.

HEFCE non-fundable: home and EC students ineligible for recurrent funding for teaching

21. These are students who are home and EC, as defined in paragraphs 1 and 2, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 3-10 above.

Island and overseas students

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

Calculation of standard resource

23. If a student attracts a premium under the teaching funding method, the standard resource should be increased to reflect this. We notified institutions of these premiums in Table F of their funding agreement. For the current year, 2002-03, there are three student-related premiums (part-time, long courses and mature students), and six institution-related premiums (inner and outer London, pensions, and variable premiums for specialist institutions, small institutions, and old and historic buildings). The total weighted student FTE is the sum of the subject-weighted FTE and the additional FTE from all premiums. Examples of the calculations are given in paragraphs 26-29 below.

Factor	Premium	Applied to
Part-time	5%	Unweighted FTE
Full-time mature	5%	Unweighted FTE
Long course (not price group A)	25%	Subject-weighted FTE
Inner London	8%	Subject-weighted FTE
Outer London	5%	Subject-weighted FTE
Pensions	1.5%	Subject-weighted FTE
Specialist institutions	Variable	Subject-weighted FTE
Small institutions	Variable	Unweighted FTE
Old and historic buildings	Variable	Unweighted FTE

24. The subject weights are shown below.

Price group	Subject weight
A (Clinical)	4.5
B (Laboratory-based science, engineering and technology)	2.0
C (Other high cost subjects with a studio, laboratory or fieldwork element)	1.5
D (All other subjects)	1.0
Psychology*	1.0 or 2.0
Media studies*	1.0, 1.5 or 2.0

* Proportions in each subject weight are notified in Table F of the funding agreement.

25. The 2002-03 standard resource for a student is calculated by multiplying the total weighted FTE by £2,870 – the base level of resource for price group D.

Example 1

26. The standard resource for a part-time student (0.4 FTE) in price group D is £1,205:

Part-time premium	$0.4 \times 5\%$	= 0.02
Subject weight	0.4×1.0	= 0.40
Resource		= $0.42 \times \text{£}2,870 = \text{£}1,205$

Example 2

27. The standard resource for a part-time student (0.3 FTE) on a long course in price group C is £1,657:

Part-time premium	$0.3 \times 5\%$	= 0.0150
Subject weight	0.3×1.5	= 0.4500
Long course premium	$0.3 \times 1.5 \times 25\%$	= 0.1125
Resource		= $0.5775 \times \text{£}2,870 = \text{£}1,657$

Example 3

28. The standard resource per FTE in price group B for a student at an institution receiving the inner London premium is £6,199:

Subject weight	1.0×2.0	$= 2.00$
Inner London premium	$1.0 \times 2.0 \times 8\%$	$= 0.16$
Resource		<u>$= 2.16 \times \text{£}2,870 = \text{£}6,199$</u>

Example 4

29. The standard resource of a full-time student who undertakes 60 per cent of their work in price group B and 40 per cent in price group D is £4,592:

Subject weight (price group B)	$1.0 \times 60\% \times 2.0 = 1.20$
Subject weight (price group D)	$1.0 \times 40\% \times 1.0 = 0.40$
Resource	<u>$= 1.6 \times \text{£}2,870 = \text{£}4,592$</u>

Annex G
Price groups

1. Price groups are defined in terms of academic cost centres. Full details of how to assign departments to cost centres are in the forthcoming circular letter 'Assigning departments to academic cost centres: 2002-03'.

Cost centre	Price group(s)
01 Clinical medicine	A, B
02 Clinical dentistry	A, B
03 Veterinary science	A
04 Anatomy and physiology	B
05 Nursing and paramedical studies	C
06 Health and community studies	C
07 Psychology and behavioural sciences	Psychology
08 Pharmacy	B
09 Pharmacology	B
10 Biosciences	B
11 Chemistry	B
12 Physics	B
13 Agriculture and forestry	B
14 Earth, marine and environmental sciences	B
15 General sciences	Not used
16 General engineering	B
17 Chemical engineering	B
18 Mineral, metallurgy and materials engineering	B
19 Civil engineering	B
20 Electrical, electronic and computer engineering	B
21 Mechanical, aero and production engineering	B
22 Other technologies	Not used
23 Architecture, built environment and planning	C
24 Mathematics	C
25 Information technology and systems sciences	C
26 Catering and hospitality management	C
27 Business and management studies	D
28 Geography	C
29 Social studies	D
30 Librarianship, communication and media studies	Media studies
31 Language based studies	D
32 Humanities	D
33 Design and creative arts	C
34 Education	C, D
35 French, Spanish and German modern languages	C
36 Other modern languages	C

37 Archaeology	C
38 Sports science and leisure studies	C, D
39 Computer software engineering	B
41 Continuing education	D
99 Outside reporting institution	D

Price group	Cost centres
A	01*, 02*, 03
B	01*, 02*, 04, 08, 09, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 39
C	05, 06, 23, 24, 25, 26, 28, 33, 34*, 35, 36, 37, 38*
D	27, 29, 31, 32, 34*, 38*, 41, 99
Psychology	07
Media studies	30
ITT (QTS)	Courses of ITT leading to QTS (TTCID=1)
INSET (QTS)	Courses for teachers (TTCID=3), where the student has QTS

* For definitions see below.

Cost centres in more than one price group

Clinical medicine and clinical dentistry – cost centres 01 and 02

2. Undergraduate years of programme of study recorded in price group A must be generated by clinical medical or clinical dental students. Years of programme of study for clinical medical or clinical dental undergraduate students should be entirely attributed to price group A irrespective of any activity in academic cost centres. All other undergraduate load in cost centres 01 and 02 should be returned in price group B.

3. An undergraduate clinical medical student is any student on the final three years of a first registrable medical qualification taken:

- a. After the pre-clinical part of the course.
- b. After a free-standing pre-clinical course.
- c. As part of an integrated pre-clinical and clinical course.

4. An undergraduate clinical dental student is any student on the final three-and-a-third years of a first registrable dental qualification taken:

- a. After the pre-clinical part of the course.
- b. After a free-standing pre-clinical course.
- c. As part of an integrated pre-clinical and clinical course.

5. In order to be included in price group A, clinical medical and clinical dental postgraduate taught students must also be on courses which meet the following three criteria:

- a. The course bears very high costs comparable to the clinical unit of resource.

- b. A substantial proportion of the staff teaching time contributed to the course is provided by medically or dentally qualified university-funded clinical academic staff, who hold honorary contracts with the NHS. This includes general practitioners.
 - c. The course is normally taught in a clinical environment.
6. For research students to be included in price group A, the focus of their research must be in a clinical environment and the lead supervisor should be a clinical academic.
7. Where, and only where, a postgraduate course meets the criteria set out above, the subject of qualification aim should be coded as clinical (A3 or A4) on the HESA student record.
8. All other postgraduate activity in cost centres 01 and 02 should be recorded in price group B.

Education – cost centre 34

9. Activity in education departments that is ITT but does not lead to QTS (TTCID = 2) should be returned in price group C. All other activity in cost centre 34 should be returned in price group D.

Sports science and leisure studies – cost centre 38

10. Departments of sports-related subjects – including sports science, sport and exercise sciences, sports and leisure studies, sports and leisure management, and physical recreation (non-QTS) – should be allocated to price group C where there is significant use of well-equipped sports science laboratories and/or sports facilities. A detailed definition of the threshold criteria can be found in 'Allocation of education and sports-related provision to price bands' (HEFCE Circular Letter 38/98). All other sports-related departments should be returned in price group D.

Veterinary science

11. All, and only, veterinary science provision which leads to eligibility to register to practice as a veterinary surgeon should be entirely attributed to price group A, irrespective of any activity in academic cost centres.

ITT and INSET courses

12. Students on ITT (QTS) courses should be entirely attributed to the ITT (QTS) price group irrespective of any provision in academic cost centres. Students on ITT courses that do not lead to QTS, such as postgraduate certificates in education (PGCEs) for the post-compulsory education sector (TTCID=2), should be entirely attributed to price group C, irrespective of any provision in academic cost centres.

13. Students holding QTS on INSET courses should be entirely attributed to the INSET (QTS) price group, irrespective of any provision in academic cost centres and whether or not the TTA is funding the course. Students on INSET courses who do not hold QTS should be attributed to price groups in the same way as other students. INSET courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers.

Allocation of years of programme of study to price groups

14. Years of programme of study are split between cost centres, based on either the cost centres in the module portion of a student/module return made to HESA, or the cost centre information in fields 100 to 147 of a combined record. In either case this is referred to as the module portion.

15. Except where noted in paragraphs 2-13 above, years of programme of study should be allocated to price groups according to the mix of cost centres in which activity takes place. Student load is allocated to cost centres according to the cost centre of the member of staff teaching the module or supervising the activity. This will be described by the module portion in the HESA student record. Where the activity for a year of programme of study falls into more than one cost centre, and these cost centres do not fall entirely within one price group, the year should be split among the price groups according to the weights attached to the modules. Up to two decimal places may be used for this apportionment.

16. Where students are franchised-out for all or part of their provision, they should be returned in an academically cognate cost centre(s). For example, if an engineering student is taught business studies under a franchise arrangement, then the portion franchised-out should be returned under business and management studies. The provision franchised-out may not be naturally attributable to a cost centre in which the institution is usually active. In this case institutions should create a virtual cost centre in which this activity and its related expenditure are returned. If institutions return such activity using cost centre 99 on the HESA record it will be treated as if it falls into price group D.

17. Institutions should ensure that where a student's provision does not fall entirely within a single cost centre and subject pairing, this is clearly identified on the HESA student record. The HESA student record links subjects and cost centres to students – either through the subjects and cost centres associated with the modules attached to the student, or through a sequence of cost centre subject pairs where a combined record is submitted. In January 2004 we compare the load returned to cost centres with both:

- the load returned on HESES and
- the HESA subject of study.

Example 1

18. An engineering student studies engineering in the engineering department and also studies some management in the business and management department. The cost centre of

each department along with the subject studied is separately identified on the HESA student record. For HESES purposes this would be returned in price groups B and D.

Example 2

19. An engineering student studies engineering in the engineering department and also studies some management in the engineering department. The engineering department is split between two cost centres, one for its engineering provision, one for its management provision. Each cost centre and subject studied is identified separately on the HESA student record. For HESES purposes this would be returned in price groups B and D.

Example 3

20. An engineering student studies engineering in the engineering department and also studies some management in the engineering department. The department has only one cost centre as the management provision represents a very small proportion of its activity. Both subjects studied are identified separately on the HESA student record. For HESES purposes this would all be returned in price group B.

Annex H

Mode of study

Full-time and sandwich

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

- a. The student is normally required to attend the institution, or elsewhere, for periods amounting to at least 24 weeks within the year of programme of study; and during that time they are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.
- b. A full-time fee is chargeable for the course for the year. These include:
 - i. £1,100 for undergraduates, and students registered for a PGCE.
 - ii. £540 for undergraduates on courses provided in conjunction with overseas institutions that are not SOCRATES/ERASMUS exchanges, where study at the institution is for less than 10 weeks.
 - iii. £0 (nil) for undergraduates who are on full-year outgoing SOCRATES/ERASMUS exchanges.

In some cases all or part of the fee may be waived.

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

Full-time sandwich year-out

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

- a. The course falls within the definition of sandwich in Regulation 5(2) of the Education (Student Support) Regulations 2002 (SI 2002 No. 195). (This includes language year abroad courses where the year abroad is spent working.)
- b. The fees are either those described in paragraphs (c) or (f) of Regulation 11 of the above regulations, or approximately half of the full-time fees that would be chargeable if the student were full-time.

Part-time

4. A year of programme of study is counted as part-time if it does not meet the requirements to be either full-time or full-time sandwich year-out.

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

6. In some cases a student's mode of study changes between years. For example, the mode of a student on a full-time 18-month course would change from full-time in year one to part-time in year two, where the second year does not have 24 weeks of study. In this case the student's activity would be recorded as 'other full-time' in year two on the HESA record.

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

7. Where it is already known that full-time students have changed or will change mode, within the year of programme of study, to become part-time students, the year of programme of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison to the equivalent full-time course. For example, a student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study, studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study, should be returned on the part-time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms = 0.67 in total for the year of programme of study.

Annex I

Level of study

Undergraduate

1. Undergraduates are students studying towards a first degree (including foundation degree), HE certificate or diploma, or equivalent, or students registered for an institutional credit that can be counted towards one of these qualifications.
2. Table 5 collects data on undergraduates who are aiming for a qualification below degree level, such as those aiming for an HND, HNC, DipHE or CertEd. Table 6 collects data on undergraduates who are aiming for a foundation degree or are on a foundation degree bridging course. The undergraduate data on Table 7 are split between:
 - students on courses below undergraduate degree level, plus those on foundation degrees and foundation degree bridging courses
 - students on an undergraduate degree (not including foundation degrees and foundation degree bridging courses).
3. Where a student registers for credits (including Ufi courses) without stating a qualification aim, and where those credits may count towards either a degree or a qualification below degree level, they should be counted as below degree level.

Postgraduate

4. Postgraduate students are registered for courses or credits where a normal condition of entry is that entrants are already qualified to degree level, that is already qualified at level H of the Quality Assurance Agency (QAA) national qualifications framework. There are two groups: research and taught.
 - a. Postgraduate research students are students whose qualification aim is a research-based higher degree. In accord with normal practice in the English higher education sector, a higher degree by research should be awarded primarily on the basis of a substantial thesis (or equivalent) submitted by the student and resulting from the student's original research. Regulations on the appointment of examiners for the degree should stipulate that the student's work is examined by at least two examiners appointed individually for the student, one of whom is an external examiner. An exception is allowed for departments that were highly rated in the 2001 Research Assessment Exercise, where it may be that the two best-qualified examiners are both internal. This definition is the same as that used in the Research Activity Survey.
 - b. Postgraduate taught students are those who are postgraduates but do not meet the requirements to be a research student.

Annex J

Long years of programme of study

1. For full-time courses, the year of programme of study will be classified as 'long' if:
 - a. Students are normally required to attend for 45 weeks or more within that year, or
 - b. The year of programme of study includes a within-course short period of study, awarded as a summer school through an additional student numbers bidding exercise.

When determining length, students are deemed to be attending the institution if they are actively pursuing full-time studies towards the qualification aim. Years of programme of study that are not long are referred to as standard length.

2. If the year of programme of study is 45 weeks or more in length because of a period of work-based study, then the year of programme of study is not counted as long.
3. For part-time courses, the distinction will depend on the length of each year for an equivalent full-time course. The number of weeks attended within the year of programme of study for part-time students is irrelevant to determining if the year of programme of study is long. The equivalent full-time course used should be the same as that used in calculating the FTE.
4. For undergraduate students, long courses will typically be accelerated programmes where the qualification aim is achieved in a much shorter period than is normal for that qualification aim.
5. For postgraduate students, most long courses will be for higher degrees.

Example 1

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

Example 2

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

Mixed length courses

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

- a. The FTE over the entire course should be identical to that of the full-time course.
- b. The proportion of the FTE recorded as long should be the same on both the full-time and part-time programmes.

Example 1

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

Example 2

10. A two-year full-time course has year one long and year two standard length. The equivalent part-time course lasts two and a half years. If the FTE is 0.8, 0.8 and 0.4 respectively in each year, then the second principle in paragraph 8 above means that 50 per cent of the FTE should be recorded as long. This can be achieved by recording all first year load as long, and half of the final year as long, with the remaining year recorded as standard length.

Annex K

Table descriptions

Tables 1a, 2 and 3 – Counts of years of programme of study and student load

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

Table 1b – Medical and dental student counts

2. Table 1b is a subset of Table 1a and contains all full-time undergraduate students on programmes of study that normally lead to a first registrable medical or dental qualification. Years of programme of study returned in this table should also be included in Table 1a.

3. Years of programme of study should be classified according to which year of the course they are. Intercalated years should not be returned on this table and should be disregarded when determining the year of programme of study of a medical or dental course. Where a student studies for an integrated first degree and first registrable medical or dental qualification, the study towards the first degree should be treated as falling entirely in the pre-clinical years.

4. Pre-clinical medicine: all years of programme of study that are not classified as clinical medicine and are not an intercalated year.

5. Clinical medicine: the final three years of programme of study of a course leading to a first registrable medical qualification.

6. Pre-clinical dentistry: all years of programme of study that are not classified as clinical dentistry and are not an intercalated year.

7. Clinical dentistry: the final three-and-a-third years of programme of study of a course leading to a first registrable dental qualification.

8. The treatment of medical and dental students on HESES does not necessarily reflect how the programme is delivered.

Table 4 – Home and EC fees

9. The data returned in Table 4 must match the home and EC data returned in Columns 1 and 2 of Tables 1a, 2 and 3. Table 4 contains the number of years of programme of study for all modes, split between those countable on or before 1 December 2002, and those expected to become countable between 2 December 2002 and 31 July 2003, for home and EC students only. Island and overseas students should **not** be returned on Table 4.

Table 5 – Counts of years of programme of study for provision leading to qualifications below degree level

10. The data returned in Table 5 are a subset of the undergraduate data collected in Columns 1 and 2 of Tables 1a, 2 and 3. Table 5 contains the number of years of programme of study for all modes, split between those countable on or before 1 December 2002, and those expected to become countable between 2 December 2002 and 31 July 2003, for provision for qualifications below degree level. Foundation degrees and foundation degree bridging courses should no longer be returned in this table, but in Table 6.

11. Provision below degree level includes HND, HNC, DipHE and CertEd courses. Where a student registers for credits (including Ufi courses) without stating a qualification aim, and where those credits may count towards either a degree or a qualification below degree level, they should be counted on this table.

Table 6 – Counts of years of programme of study and student load for foundation degrees and foundation degree bridging courses

12. The counts of years of programme of study returned in Table 6 are a subset of the undergraduate data collected in Columns 1, 2 and 5 of Tables 1a and 3. Table 6 contains the number of years of programme of study for all modes and load for part-time students, split between those countable on or before 1 December 2002, and those expected to become countable between 2 December 2002 and 31 July 2003, for students on foundation degrees and foundation degree bridging courses.

13. Students should only be recorded with a qualification aim of a prototype or non-prototype foundation degree if they are on a two-year full-time HE course, or the part-time equivalent, which has been validated by an HEI as a 'foundation degree'. Institutions are expected to have incorporated the core features set out in the foundation degree prospectus, HEFCE 00/27. Prototype foundation degrees are those programmes which were awarded development funds in December 2000 and are listed in Annex B of HEFCE 01/40. All other foundation degrees should be returned as non-prototype. See Annex F, paragraphs 6-8, for information about the fundability status of foundation degrees.

14. Students should only be recorded against bridging course if they aim to complete a foundation degree bridging course that is countable for 2002-03. Foundation degree bridging courses are taken after completing a foundation degree to enable students to join the final year of an honours degree. A description of foundation degree bridging courses is in Annex D, paragraphs 27 and 28.

Table 7 – Counts of years of programme of study split between home and EC (both HEFCE-fundable and non-fundable)

15. The counts of years of programme of study in Table 7 are the same as those collected in Columns 1, 2 and 5 of Tables 1a, 2 and 3. Table 7 contains the number of years of programme of study for all modes, split between home students and those from the EC.

Home students are defined by the DOMICILE field on the HESA student record (that is, codes 5826, 6826, 7826 and 8826 for England, Wales, Scotland and Northern Ireland respectively). The data for EC students, when added to the home data, should give the totals of all home and EC students returned in Columns 1, 2 and 5 of Tables 1a, 2 and 3. Both HEFCE-fundable and non-fundable data are required in this table, but not island and overseas data.

16. The levels of qualification are grouped differently in this table than in the others. Students on foundation degrees and foundation degree bridging courses should be included in 'below UG degree level', not in 'UG degree'.

Annex L

Description of columns in tables

1. All numbers returned on all tables should be counts of years of programme of study **apart** from where FTEs are required (in Column 4a on Table 3 and where explicitly identified on Table 6).

Tables 1a, 1b, 2 and 3 – Counts of years of programme of study and student load

2. Column 1: Number of years of programme of study countable between 1 August 2002 and 1 December 2002 inclusive. If a year of programme of study has been classified as a non-completion, as defined in Annex D, on or before 1 December 2002, it should not be returned.

3. Column 2: Number of years of programme of study expected to become countable between 2 December 2002 and 31 July 2003 inclusive. Guidance on when years of programme of study become countable is given in Annex D.

4. Column 3: Number of years of programme of study which students will fail to complete after 1 December 2002. This is an estimate of the number of years of programme of study that have been returned in Columns 1 and 2 but will not be completed – according to the definition given in Annex D. Numbers of non-completions should be entered as negative values in the workbook.

5. Column 4: Overall assumed completed years of programme of study for the academic year. This is the sum of the first three columns; the addition will be carried out automatically in the workbook. This is an estimate of the number of years of programme of study which will be undertaken and completed in the academic year.

6. Column 4a (Table 3 only): Assumed load for the academic year. This is the sum of the FTE for the years of programme of study returned in Column 4.

7. Column 5: Number of new entrants. This is all years of programme of study returned in Columns 1 and 2 which are the first year of a course. A definition of new entrants is included in Annex D.

8. Column 6: Number of years of programme of study returned in Columns 1 and 2 for home and EC fundable students who are wholly or partially franchised-out, or who are part of a HEFCE-recognised funding consortium where the institution is the lead institution (see Annex B), broken down by the type of institution involved in the arrangement. Students should only be recorded as franchised-out to 'Other inst.' where we have given approval for the franchising arrangement for the specific programme of study. The student count, and not the proportion of the year of study franchised, should be returned where the student is partially franchised-out.

9. When determining whether a student is wholly or partially franchised-out, the franchise arrangement for the year of programme of study and not the whole course should be used. For example, a student on a two-year course, which is franchised-out for the whole of the first year only, would be returned as wholly franchised-out for the first year and not included in the franchised-out column in the second year. A student on a two-year course who is franchised-out for six months in each of the two years would be returned as partially franchised-out in each of the two years.

10. The number of countable years returned for students who are part of a consortium should only be for HEFCE-recognised funding consortia, defined in Annex B, paragraphs 12 and 13. All other collaborative arrangements should be returned as franchises.

Table 4 – Home and EC student fees

11. Table 4 collects information about tuition fees for home and EC students included within Columns 1 and 2 of Tables 1a, 2 and 3. In general, fee levels are an attribute of the course, not of the individual student. This means, for example, that a student who is on a course designated for student support purposes, but who is not personally eligible for a grant for fees payable by the SLC, should still be returned against the appropriate regulated fees category. Students on pre-registration courses for which an NHS bursary may be payable, those on outgoing SOCRATES/ERASMUS full-year exchanges, and students on foundation degree bridging courses should be identified separately.

12. Regulated fees are those defined in Regulation 11 of the Education (Student Support) Regulations 2002 (SI 2002 No. 195). They can be found on the HMSO web-site – www.hmso.gov.uk, under 'Legislation', 'United Kingdom', then 'Statutory Instruments'. In general, the fees are:

- a. Regulated £1,100 – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses.
- b. Regulated £540 – undergraduates following full-time and sandwich courses who are on their sandwich year-out, students on a non-SOCRATES/ERASMUS study-related year abroad, and part-time ITT courses.
- c. Regulated £0 (nil) – outgoing SOCRATES/ERASMUS full-year exchange students only.

Also identified separately on Table 4:

- d. NHS bursaried courses – students on pre-registration courses for which an NHS bursary may be payable.
- e. Foundation degree bridging courses – students who aim to complete a foundation degree bridging course.

13. Years of programme of study should be returned under the fee level 'Non-regulated' where the course the student is studying for is not designated under Regulation 5 of the Education (Student Support) Regulations.

Part-time or postgraduate students subject to regulated fees

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

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

In cases (b) and (c), the students should be recorded as subject to regulated £540 fees and regulated £1,100 fees respectively.

15. Part VIII of the Education (Student Support) Regulations 2002 makes provision for the support of students attending 'designated part-time courses' of HE, through a £500 loan. Students on such part-time courses should still be returned under 'non-regulated' fees, as these courses are not explicitly designated under Regulation 5.

16. The only postgraduate students who should be recorded as being subject to regulated fees are those:

- a. On a full-time or part-time PGCE. Such students should be recorded as subject to the regulated £1,100 or regulated £540 fees, respectively.
- b. On a full-time course in preparation for a professional examination at postgraduate level, for which a first degree is not a normal requirement for entry. This applies to students on a course leading successively to Parts 1 and 2 of the Royal Institute of British Architects examination, for whom undergraduate level fees are payable. Such students should be recorded as subject to regulated £1,100 fees.

17. Column 1: Number of years of programme of study for home and EC students countable between 1 August 2002 and 1 December 2002 inclusive. The column is broken down by mode of study as defined in Annex H.

18. Column 2: Forecast of number of years of programme of study for home and EC students expected to become countable between 2 December 2002 and 31 July 2003 inclusive. The column is broken down by mode of study as defined in Annex H.

Table 5 – Counts of years of programme of study for provision leading to qualifications below degree level

19. Only counts of years of programme of study which are for provision leading to qualifications below degree level should be recorded here. These are described in more detail below. Foundation degrees and foundation degree bridging courses should now be recorded in Table 6.

20. Qualifications below degree level include HNDs, HNCs, DipHEs and CertEds. HNDs and HNCs should be returned against the appropriate row on the table. All other qualifications below degree level should be included in 'Other'. Apart from DipHEs and CertEds, 'Other' qualifications below degree level will include institutional credits and professional qualifications.

21. Column 1: Number of years of programme of study countable between 1 August 2002 and 1 December 2002 inclusive. This is a subset of the undergraduate data included in Column 1 of Tables 1a, 2 and 3. The column is broken down by mode of study as defined in Annex H.

22. Column 2: Forecast of number of years of programme of study expected to become countable between 2 December 2002 and 31 July 2003 inclusive. This is a subset of the undergraduate data included in Column 2 of Tables 1a, 2 and 3. The column is broken down by mode of study as defined in Annex H.

Table 6 – Counts of years of programme of study and student load for foundation degrees and foundation degree bridging courses

23. Only counts of years of programme of study and student load which are for provision leading to a foundation degree or foundation degree bridging course should be recorded here. These are explained in more detail below.

Foundation degrees

24. Foundation degrees are split into prototype and non-prototype foundation degrees. Prototype foundation degrees are those programmes which were awarded development funds in December 2000 and are listed in Annex B of HEFCE 01/40. Details of the fundability status of prototype and non-prototype foundation degrees can be found in Annex F, paragraphs 6-8.

Foundation degree bridging courses

25. Foundation degree bridging courses are part-time stand-alone courses which are taken after a foundation degree is completed, in order to proceed on to the third year of an honours degree course. See Annex D, paragraphs 27 and 28.

26. Column 1: Number of full-time and sandwich and part-time years of programme of study and part-time student load countable between 1 August 2002 and 31 July 2003 inclusive. The years of programme of study are a subset of the undergraduate data included in Columns 1 and 2 of Tables 1a and 3.

27. Column 2: Number of full-time and sandwich and part-time years of programme of study and part-time student load of new entrants, defined as those who are on the first year of a course (see Annex D). These are subsets of the years of programme of study and

student load returned in Column 1 of this table. The years of programme of study are also a subset of those of the undergraduate new entrants included in Column 5 of Tables 1a and 3.

28. The student load should reflect the total student load for the years of programme of study in this table even where the student does not complete all of the year; that is, it should not be reduced to reflect non-completions. This differs from the student loads returned in Column 4a of Table 3.

Table 7 – Counts of years of programme of study split between home and EC (both HEFCE-fundable and non-fundable)

29. Column 1: Years of programme of study countable between 1 August 2002 and 31 July 2003 inclusive (both HEFCE-fundable and non-fundable). These data are split by mode, then between home students and those from the EC. A definition of home students is in Annex K, paragraph 15. In total these data are the same as the home and EC data returned in Columns 1 and 2 of Tables 1a, 2 and 3.

30. Column 2: New entrants included in Column 1 of this table, defined as those who are on the first year of a course (see Annex D). These data are split by mode, then between home students and those from the EC. In total these data are the same as the home and EC data returned in Column 5 of Tables 1a, 2 and 3.

31. The levels of qualification are grouped differently in this table than in the others; namely, those on foundation degrees and foundation degree bridging courses should be included in 'below UG degree level', not included in 'UG degree'.

Annex M

Links between HESA and HESES data

1. It is not possible to derive all HESES data directly from the HESA student record. The most recent mapping can be found in Annex C of HEFCE 2002/38 'Guide to the HESES01 re-creation e-facility'. We do not anticipate changing this mapping substantially for comparisons with HESES02. However, as a result of changes to the HESA student record for 2002 and the changes introduced for HESES02 a number of minor amendments detailed below will be made.

2. In re-creating HESES02 for monitoring purposes for institutions that are the lead of a HEFCE-recognised funding consortium, we will source information for students registered at FECs from the LSC's ILR. The most recent mapping from ISR to HEIFES data is contained in Annex N of HEIFES01 (HEFCE 01/53). Details of changes to this mapping are included in HEIFES02 (HEFCE 2002/41).

Updates to the mapping since HEFCE 2002/38

Dates

3. With the exception of references to 1998, when linking data between years all date-based calculations detailed in HEFCE 2002/38 will be rolled forward by one calendar year.

HESFEELV

4. This field identifies the level of tuition fee charged to the student. The table below shows how the level of tuition fee charged will be identified for the comparison with HESES02.

Value	Description	Definition
NHS	NHS bursaried courses	MSTUFEE = 31 or (MSTUFEE = 81 and XSBJA01 = B1 to B9)
1100	Undergraduate full fee	FEEBAND = 01
540	Undergraduate half fee	FEEBAND = 02
0	ERASMUS/SOCRATES students	FEEBAND = 03
NONREG	Other fee charged	Otherwise

PRGA and PRGB

5. Clinical medicine, dentistry and veterinary science will be assigned to price groups as follows:

Field	Value	Description	Definition
PRGA	1	Clinical medicine and dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 01, 02 and CRSELGTH - YEARPRG = 0, 1, 2
PRGA	1	Veterinary science	QUALAIM = 18 and REGBODY = 14
PRGA	One-third	Clinical dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 02 and CRSELGTH - YEARPRG = 3
PRGB	Two-thirds	Clinical dentistry	FUNDLEV = 10, 11 and QUALAIM=18 and REGBODY = 02 and CRSELGTH - YEARPRG = 3

FDBRIDGE

6. This field identifies students on foundation degree bridging courses.

Value	Description	Definition
1	Student generates countable foundation degree bridging course	SPPRG = 08 and QUALAIM ≠ 61
0	Otherwise	Otherwise

STUBID

7. This field uniquely identifies years of programme of study where a student generates two countable years of programme of study.

Value	Description	Definition
1	First countable year of programme of study	ATT_LINK = 1 or FDBRIDGE = 1
2	Second countable year of programme of study	ATT_LINK = 1 or FDBRIDGE = 1
0	One countable year of programme of study	Otherwise

8. When ATT_LINK = 1 and STUBID = 1, we will use the HESA 2001-02 data to populate the following fields:

CAMPID	FTE_TYPE	FUNDLEV	SPCSTU
FEEBAND	FUNDCODE	LOCSDY	TYPEYR
FEELIG	FUNDCOMP	QUALAIM	YEARPRG

9. Where FDBRIDGE = 1 and STUBID =1 we will make the following assumptions: MODE =31, STULOAD = 30. In addition if QUALAIM = 21 we will assume FUNDCOMP = 1

10. Where FDBRIDGE = 1 and STUBID = 2 we will assume STULOAD = STULOAD - 30. In addition if QUALAIM = 28 we will assume FUNDCOMP = 1.

HESMODE

11. This field allocates students to mode of study.

Value	Description	Definition
FTS	Full-time and sandwich	Mode = 01, 52, 53 or (MODE = 23, 24 and FEEBAND ≠ 02, 42 and LOCSY ≠ D, E)
SWOUT	Sandwich year-out	MODE = 23, 24 and FEEBAND = 02, 42 and LOCSY = D,E,F,G
PT	Part-time	Not included above

FTE_CASE

12. The table below shows how we identify different cases of non-standard academic years of programme of study or programmes of study that contain foundation degree bridging courses.

Value	Description	Definition
0	Standard academic year	TYPEYR = 1 and ATT_LINK = 0
1	100:0	FTE_TYPE = 3
2	0:100 and one year generated in HESES02	FTE_TYPE = 4 and ATT_LINK = 0
3a	0:100 and two years generated in HESES02 First year	FTE_TYPE = 4 and STUBID = 1 and ATT_LINK = 1
3b	Second year	FTE_TYPE = 4 and STUBID = 2 and ATT_LINK = 1
4	Split FTE, one year generated in HESES02 and the programme of study is in the final year and a link was made to the first year	FTE_TYPE = 2 and FTE_LINK = 1 and ATT_LINK = 0
5	Split FTE, one year generated in HESES02 and the programme of study is in the final year and a link was not made to the first year	FTE_TYPE = 2 and FTE_LINK = 0 and TAIL = 1
6	Split FTE, one year generated in HESES02, on a programme of study generating two, or more, years which is not the final year	FTE_TYPE = 2 and FTE_LINK = 0 and TAIL = 0
7a	Split FTE, two years generated in HESES02 and a link was made to the first year of programme of study First year	FTE_TYPE = 2 and FTE_LINK = 1 and STUBID = 1 and ATT_LINK = 1
7b	Second year	FTE_TYPE = 2 and FTE_LINK = 1 and STUBID = 2 and ATT_LINK = 1

	Split FTE, two years generated in HESES02 and a link was not made to the first year of programme of study	
8a	First year	FTE_TYPE = 2 and FTE_LINK = 0 and STUBID = 1 and ATT_LINK = 1
8b	Second year	FTE_TYPE = 2 and FTE_LINK = 0 and STUBID = 2 and ATT_LINK = 1

HESESFTE

13. This field contains the FTE we assume for the year of programme of study in Column 4a of HESES02. When the year of programme of study is contained in a standard academic year and one year of programme of study is generated, HESESFTE is taken to be STULOAD. The table below shows the method of calculating HESESFTE for different groups of non-standard academic years of programme of study and foundation degree bridging courses.

FTE_CASE	HESESFTE
0	STULOAD
1	STULOAD
2	STULOAD
3a	STULOAD - (STULOAD x PROP)
3b	STULOAD x PROP
4	STULOAD + STULOAYY
5	STULOAD + AVRGLOAD
6	STULOAD
7a	(STULOAD + STULOAYY) - STULOAD x PROP
7b	STULOAD x PROP
8a	(STULOAD + AVRGLOAD) - STULOAD x PROP
8b	STULOAD x PROP

14. Where FDBRIDGE = 1 and STUBID = 1 we will set HESESFTE = 30.