

Annex K Residential and funding status

1. This annex provides guidance on identifying the residential and fundability status of a student. It includes guidance on which students should be classified as Home and EU and which are Island and overseas. There is guidance on how to determine the fundability status of students aiming for an ELQ and of those students supported from other EU public sources. It also provides guidance on the attribution of Home and EU students between the fundability categories of HEFCE-fundable and non-fundable.

Home and EU students

2. Students are classified as Home and EU if they can be regarded as eligible students as defined in Schedule 1 of the Education (Fees and Awards) (England) Regulations 2007 (SI 2007 No. 779), as amended. The Education (Fees and Awards) Regulations can be found on the web-site www.legislation.gov.uk by entering the year and number for the statutory instruments in the section 'Search All Legislation'. Students from specified overseas territories may be classified as Home and EU if they meet the criteria set out in those regulations. A list of these overseas territories and countries belonging to the EU is on the HEFCE web-site at www.hefce.ac.uk/learning/datacoll/heses/. Students from Gibraltar should be treated as if they were from a country in the EU. Turkish Cypriots who are recognised by the Government of the Republic of Cyprus as being Cypriot nationals will be eligible to be treated as EU nationals irrespective of where they live in Cyprus. Therefore, providing they hold a Republic of Cyprus passport and meet the residency requirements, they will be considered as Home and EU students.

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

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

Island and overseas students

5. All students who fall outside the definition of Home and EU in paragraphs 2 and 3 of this annex should be recorded as Island and overseas. This will include students usually resident in the Channel Islands and the Isle of Man.

Audit issue

Incorrect recording of overseas students

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

HEFCE-fundable students

7. Home and EU students are eligible to be counted towards HEFCE recurrent funds for teaching (HEFCE-fundable) if they are in the HESSES population, as defined in Annex F, and they are not excluded by virtue of paragraphs 9 to 33 of this annex.

8. Where a source other than an EU public source is paying the fee, the level of the fee paid does not affect the eligibility of the student to count as HEFCE fundable.

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

a. Students on courses which would otherwise be HEFCE-fundable, but whose places are funded at the standard HEFCE rate, or higher, from another EU public source, such as the European Social Fund, Department of Health, NHS or Home Office. In some cases an EU public source may provide funding that is in addition to the mandatory or recommended fees, pro rata for part-time students, but the funding falls significantly short of the HEFCE standard rate per student. In this situation, the total funds received in addition to the fees should be used to calculate the number of students who (for funding purposes) are assumed to be fully supported from other EU public sources. The remaining students are then eligible for HEFCE recurrent funding (see paragraph 39 of this annex for more details).

b. Students whose activity is not funded through mainstream HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us. This includes those who are to count towards the delivery of funding or student number targets relating to student numbers co-funded with employers. It also includes courses where we distribute funds on behalf of other government departments.

c. Postgraduate research students. Postgraduate research students who are recorded as non-fundable solely by virtue of this sub-paragraph should be returned as fundable on the HESA record. Further guidance on the fundability status of research students can be found in the FUNDCODE field on the HESA student record.

d. Students on ITT courses leading to QTS, and all students holding QTS who are on an INSET course. This will include students transferring from courses where funding has been provided by the TDA for the whole year.

- e. Students on pre-registration nursing or midwifery courses, and courses (including postgraduate courses) leading to a recognised professional qualification in dietetics, speech and language therapy, chiropody/podiatry or prosthetics and orthotics.
- f. Students on programmes franchised to an institution that is neither:
 - i. an HEI supported from public funds, nor
 - ii. an FEC supported from public funds
 except where specific approval has given. Institutions must ensure that all franchises to any other organisation have been specifically approved by HEFCE before students are returned as HEFCE-fundable on HESES. A form for completion by those seeking such approval can be found on the HEFCE web-site at www.hefce.ac.uk/learning/datacoll/heses/. Institutions should reapply if there is a material change in the arrangement.
- g. Students on closed courses. These are courses that are restricted to certain groups of people and are not generally available to any suitably qualified candidate. For example, where a course is only available to employees of particular companies, that course is closed. A list of factors which we use in determining whether a course is open or closed can be found on the HEFCE web-site at www.hefce.ac.uk/learning/datacoll/heses/.
- h. Students who are aiming for an ELQ, unless they are exempt from the ELQ policy, as defined in paragraphs 11 to 33 of this annex.

HEFCE non-fundable students

10. These are students who are Home and EU, as defined in paragraphs 2 and 3 of this annex, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 7 to 9 of this annex.

Students aiming for ELQs

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

aim that is higher than the one already achieved, should not be treated as study towards an ELQ.

12. The ELQ policy applies regardless of where a student's previous qualifications were obtained, or how they were financed.

Example 1

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

Example 2

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

Example 3

15. A student enters with a foundation degree as their highest qualification already achieved and has a stated qualification aim of an honours degree. The student should not be treated as aiming for an ELQ. This would apply both where the student is aiming for the honours degree through, for example, a one-year top-up from the foundation degree, or where the honours degree involves three years of full-time study.

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

Students exempt from the ELQ policy for HEFCE funding purposes

17. Students falling into one of the following categories are exempt from the ELQ policy:

- a. They are in receipt of the Disabled Students' Allowance (DSA) for at least some of their year of instance reported in the HESES return. Institutions should make estimates for HESES purposes of the numbers of students whose receipt of the DSA for the year of instance will be confirmed after 1 December 2011.
- b. They have stated that their qualification aim is a foundation degree.
- c. They are on a course of initial or in-service teacher training (in any mode or level of study). In-service teacher training courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers.

- d. They are on a year of course (in any mode or level of study) for which an NHS bursary is payable. More information on NHS bursaries can be found at www.hefce.ac.uk/learning/datacoll/heses/.
- e. They are on an undergraduate course (in any mode of study) which leads to a first registrable qualification with:
- i. General Medical Council.
 - ii. General Dental Council.
 - iii. Nursing and Midwifery Council.
 - iv. Health Professions Council (HPC) for the professions of:
 - chiropodist/podiatrist
 - dietician
 - occupational therapist
 - orthoptist
 - paramedic
 - physiotherapist
 - prosthetist or orthotist
 - radiographer
 - speech and language therapist.
 - v. General Social Care Council.
 - vi. Scottish Social Services Council.
 - vii. Care Council for Wales.
 - viii. Northern Ireland Social Care Council.
 - ix. Royal College of Veterinary Surgeons.
- f. They are on an undergraduate course (in any mode of study) which is a course for which the primary (but not necessarily the only) purpose is to improve the effectiveness of practitioners registered with one of the professional bodies listed in sub-paragraph 17e. In the case of the HPC, this must additionally relate to practitioners in the professions listed in sub-paragraph 17e.iv.
- g. They are on an undergraduate course (in any mode of study) which leads to a professional qualification that has been professionally validated by the National Youth Agency or the Youth Council for Northern Ireland. These are courses leading to qualification to practise as a youth and community worker.
- h. They are on an undergraduate course (in any mode of study) which is a course for which the primary (but not necessarily the only) purpose is to improve the effectiveness of professionally qualified youth and community workers.

- i. They are on a full-time undergraduate course which leads on successful completion towards registration with the Architects Registration Board.
- j. They are either registered at an institution in Northern Ireland which receives funding from the Department for Employment and Learning (DEL); or are domiciled in Northern Ireland and registered with the Open University.
- k. They are aiming for a postgraduate research qualification.

18. Home and EU students who are aiming for an ELQ in a strategically important and vulnerable subject (SIVS) should be reported as HEFCE non-fundable unless they are exempt from the ELQ policy by virtue of paragraph 17 of this annex. The targeted allocation that we are providing for SIVS, following the introduction of the ELQ policy, is outside the mainstream teaching grant and does not in itself give exemption to students aiming for an ELQ in a SIVS.

Example 4

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

Determining level of qualification

20. It is not possible for HEFCE to provide a full hierarchical list of the qualifications that are awarded in the UK or, indeed, elsewhere. In most cases, whether or not a student will be aiming for an ELQ will be clear. However, in a minority of cases, institutions will need to make a reasonable academic judgement about whether or not a student's qualification aim is at a higher level than their existing highest qualification achieved. Institutions should bear in mind the guidance in paragraphs 21 to 33 of this annex.

Framework for HE qualifications

21. The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (second edition published in August 2008) and the Framework for Higher Education Qualifications in Scotland (both available at www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx) should generally be used to determine a basic hierarchy of qualifications. Any revisions to those frameworks should be reflected as they are introduced. Further guidance on use of those frameworks is provided below.

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

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

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

- a. Where they are undertaking a graduate conversion course, they should be recorded as postgraduate taught, but they should also be considered as aiming for an ELQ. In this context, a graduate conversion course is a course for which a normal condition on entry is an honours degree, but whose academic level is no higher than Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. Some such courses may be designed to give access to postgraduate courses for those whose first degree was in a different subject area.
- b. Where they are undertaking an integrated masters programme (such as a four-year MEng, MPhys or MChem), they should be recorded as at undergraduate level in HESES, because a degree is not a normal entry requirement for such study. However, with the exception of the MPharm (see paragraph 25), they should not be treated as aiming for an ELQ, because the academic level of the final qualification of the integrated masters programme is at Level 7 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. This also means (again with the exception of students who hold an MPharm) that a student who holds an integrated masters qualification and who wishes to enrol on a one- or two-year taught postgraduate masters qualification (such as an MA or MBA) should be treated as aiming for an ELQ.

24. As is stated in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, MAs granted by the universities of Oxford and Cambridge are not academic qualifications. Students holding such awards should be treated as holding a Level 6 qualification, reflecting also whether they are with honours for the purpose of the guidance at sub-paragraph 22b of this annex. A number of universities in Scotland also have a tradition of awarding 'MAs' as opposed to 'BAs' at undergraduate degree level. These should also be treated in the same way as bachelors degrees, reflecting also whether they are with honours.

Exceptions to the framework for HE qualifications

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

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

26. The second edition of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland states (in paragraph 43) that the final outcomes of first degrees in medicine, dentistry and veterinary science typically meet the expectations of the descriptor for a higher education qualification at Level 7. However, for ELQ purposes only, these qualifications should continue to be treated as if they were at Level 6. This means that:

- a. A student whose highest qualification already achieved is a bachelors degree with honours and who is studying for a first registrable degree in medicine, dentistry or veterinary science would be considered to be aiming for an ELQ. However, they are exempt from the ELQ policy by virtue of sub-paragraph 17e of this annex and (assuming they meet all other criteria for that status) can be recorded as HEFCE-fundable.
- b. A student who holds a first registrable degree in medicine, dentistry or veterinary science as their highest qualification already achieved and who is studying on a one- or two-year taught postgraduate masters qualification (such as an MSc or MBA) should not be treated as aiming for an ELQ.

27. All PGCEs (whether Postgraduate Certificates in Education or Professional Graduate Certificates in Education) should be treated, for the purpose of the ELQ policy only, as being equivalent to Level 6. This means that a student whose highest qualification already achieved is a PGCE, and who has no other postgraduate qualification, would not be treated as aiming for an ELQ if they enrolled on a postgraduate masters qualification. Students aiming for a PGCE of either type are exempt from the ELQ policy, as explained in sub-paragraph 17c of this annex.

28. Where students are studying for a first HE-level qualification by accumulating credit on a succession of 'courses' or modules, they should not be treated as aiming for an ELQ. Such accumulation of credit should be treated as progression towards a final undergraduate qualification. However, if the student has an HE-level qualification (as well as potentially having accumulated undergraduate level credit from recent study), then the student would be treated as aiming for an ELQ if that qualification was at a level that is equivalent to, or higher than, the credit towards which the student was now studying. A similar approach should be adopted where students are accumulating credit at postgraduate level: credit previously achieved should not generally be used to determine that a student aiming for further postgraduate credit is aiming for an ELQ, but a previous postgraduate-level qualification generally would.

Example 5

29. A student without any prior HE qualification is undertaking a succession of 20 credit-point undergraduate continuing education courses, which are all at the same academic level. After successful completion of such a course, it is open to the student to be awarded a university certificate. If the student completes 120 credit points from such courses, they can be awarded a Certificate of Higher Education. In this example:

a. A student who has successfully completed a 20 credit-point course, but has not been awarded the university certificate, should not be treated as aiming for an ELQ for any study towards another 20 credit-point course.

b. Where the student has been awarded a university certificate for successfully completing a 20 credit-point course, then:

i. They should be treated as aiming for an ELQ if they are taking another 20 credit-point course, and either have a stated qualification aim of a university certificate or have not stated a qualification aim (that is, they are assumed to be studying towards further credit at the same level as a qualification already awarded).

ii. They should not be treated as aiming for an ELQ if they are taking another 20 credit-point course, but have a sole qualification aim of a Certificate of Higher Education. This because the Certificate of Higher Education would be considered a higher qualification than the university certificate already achieved. If the student has stated qualification aims for both a university certificate and the Certificate of Higher Education, then (following the guidance in paragraph 11), they would be treated as aiming for an ELQ, by virtue of sub-paragraph 29b.i.

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

UK, as not aiming for an ELQ. Other sources of information that may help in determining the academic level of qualifications can be found at www.hefce.ac.uk/learning/datacoll/heses.

Reviewing ELQ status

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

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

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

Example 6

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

Relationship to fee regulations

33. The Student Fees (Qualifying Courses and Persons) (England) Regulations (statutory instrument 2007 No. 778, as amended in particular by statutory instrument 2008 No. 1640) define which categories of students and courses are covered by the regulated undergraduate fee regime – that is, those for whom institutions cannot charge a fee that exceeds prescribed limits, including those stated in their access agreement with the Office for Fair Access. The Education (Student Support) Regulations 2009 (statutory instrument 2009 No. 1555), as amended by The Education (Student Support) Regulations 2009 (Amendment) Regulations 2010 (statutory instrument 2010 No. 2546), define entitlements to student support for 2011-12. This statutory instrument contains definitions of ELQs. However, there are some differences in the treatment of students between whether they may be recorded as HEFCE-fundable following the guidance in HESES; and whether or not they are liable to regulated tuition fees or are eligible for student support. In particular, there will be cases where a student can be treated as exempt from the ELQ policy for HEFCE funding purposes, but where they are not covered by the Student Fees (Qualifying Courses and Persons) Regulations – that

is, they can, if the institution chooses, be charged a non-regulated tuition fee. We do not, however, expect there to be cases where a student is non-fundable by HEFCE because of their ELQ status, but where the institution is still restricted to charging a regulated tuition fee. Any questions about these statutory instruments should be raised with the Student Finance England helpline on 0845 602 0583.

Audit issues

Collecting qualification data from students

34. Institutions should ask students to confirm annually that they have not achieved any new qualifications since they last enrolled.

35. Institutions should ensure that their data protection notices allow them, the Government or their respective agents to check the accuracy of personal information provided by students against external data sources. For example, they should permit the institution to test whether the student has been reported on earlier HESA or the Data Service's ILR returns of other institutions and to contact those other institutions for confirmation of any qualifications obtained.

Keeping records of how students aiming for ELQs have been identified

36. In all cases, institutions should keep records for audit purposes of how they are identifying students as aiming for an ELQ. This should set out the broad approach adopted by the institution. Where, for individual students, there may be uncertainty as to whether they are aiming for an ELQ, institutions should also keep a record of how they have determined these students' ELQ status.

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

Incorrect recording of students aiming for ELQ

38. Students aiming for an ELQ should be clearly identified on the student record system by the census date, and returned in the 'non-fundable' columns. We found a number of examples where students aiming for an ELQ were returned as HEFCE-funded.

Determining the number of students supported from other EU public funds

39. 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. For institutions in England, the standard funding per student is calculated as the standard resource minus the assumed fee. 'Standard resource' is explained in paragraphs 46 to 49 of this annex. Note that in the following examples, the assumed fee per FTE for part-time undergraduates is £1,345. For institutions in Northern Ireland, the same principles should apply as in the following examples, but they should use the 2011-12 base price that applies to them of £4,485 to calculate standard resource.

40. There is an Excel template on the HEFCE web-site, under 'Is there an Excel template to calculate the number of students who are non-fundable in individual cases, where there is funding from another EU public source?' at www.hefce.ac.uk/learning/datacoll/heses/ which will calculate the number of students who are non-fundable in individual cases.

Example 7

41. There are 10 full-time undergraduate students supported by £13,450 from a public source. The students are not charged a separate fee and there is no other income. The assumed fees are £1,345 per student, so the public money only covers the fees and all students are fundable.

Example 8

42. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,345 paid by the SLC, the student, or a mixture of the two. In addition, a public source puts in £1,000 per student. The assumed fees are fully met by the fees charged, so there is no offset.

Standard resource per student	$1.0 \times 1.3 \times \text{£}3,670$	$= \text{£}4,771$
Assumed fee per student	$1.0 \times \text{£}1,345$	$= \text{£}1,345$
Standard funding per student	<u>$= \text{£}4,771 - \text{£}1,345$</u>	<u>$= \text{£}3,426$</u>
Remaining public money	<u>$= 10 \times \text{£}1,000$</u>	<u>$= \text{£}10,000$</u>
Non-fundable students	<u>$= \text{£}10,000 \div \text{£}3,426$</u>	<u>$= 2.9$</u>

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

Example 9

43. 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.

Standard resource per student	$0.5 \times 1.3 \times \text{£}3,670$	= £2,386
Assumed fee per student	$0.5 \times \text{£}1,345$	= £673
Standard funding per student	<u>$= \text{£}2,386 - \text{£}673$</u>	<u>= £1,713</u>
Shortfall between fees charged and assumed fees	$\text{£}673 - \text{£}100$	= £573
Remaining public money	<u>$= \text{£}30,000 - (50 \times \text{£}573)$</u>	<u>= £1,350</u>
Non-fundable students	<u>$= \text{£}1,350 \div \text{£}1,713$</u>	<u>= 0.8</u>

Therefore one student is non-fundable, and 49 are fundable.

Example 10

44. As in Example 9, but the fees are £673 a year all paid by the student. Each student pays a tuition fee which is equal to the assumed fee, so there are no tuition fees to make up using the public money. There is £30,000 public money and the standard funding per student is £1,713. Therefore 18 students ($\text{£}30,000 \div \text{£}1,713 = 17.5$) are non-fundable, and 32 are fundable.

Example 11

45. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £4,000; a public body pays half of the fee and the student pays the other half. The assumed fees are £3,670, which leaves £330 ($\text{£}4,000 - \text{£}3,670$) of public money per student.

Standard resource per student	$1.0 \times 1.3 \times \text{£}3,670$	= £4,771
Assumed fee per student	$1.0 \times \text{£}3,670$	= £3,670
Standard funding per student	<u>$= \text{£}4,771 - \text{£}3,670$</u>	<u>= £1,101</u>
Remaining public money	<u>$= 10 \times (\text{£}4,000 - \text{£}3,670)$</u>	<u>= £3,300</u>
Non-fundable students	<u>$= \text{£}3,300 \div \text{£}1,101$</u>	<u>= 3.0</u>

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

Calculation of standard resource

46. The 2011-12 standard resource for a student is calculated by multiplying the total weighted FTE by £3,670 (£4,485 for institutions in Northern Ireland) – the base level of resource for price group D. The weighted FTE is the sum of price group-weighted FTE, London-weighted FTE and partial completion measure FTE.

47. The price group weights are shown below.

Price group	Weight
A (Clinical)	4.0
B (Laboratory-based science, engineering and technology)	1.7
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	1.3
D (All other subjects)	1.0
Media studies*	1.0, 1.3, 1.7

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

48. If an institution attracts London weighting or a partial completion weighting under the teaching funding method, the standard resource should be increased to reflect this.

49. London weighting varies depending on the institution's location. Generally, institutions in inner London receive a weighting of 8 per cent, those in outer London 5 per cent. The partial completion weighting also varies by institution. We notified institutions of their weightings in Table G of their funding agreement. These weightings are applied to student FTEs weighted by price group. Examples of the calculations are given in paragraphs 50 to 52 of this annex.

Example 12

50. The standard resource for a part-time student (0.4 FTE) in price group C is £1,908:

Price group weighted FTE	0.4×1.3	$= 0.52$
Standard resource	$= 0.52 \times \text{£}3,670$	$= \text{£}1,908$

Example 13

51. The standard resource per FTE in price group B for a student at an institution receiving the inner London premium and a partial completion weighting of 0.4 per cent is £6,763:

Price group weighted FTE	1.0×1.7	= 1.700
London weighted FTE	$1.0 \times 1.7 \times 0.08$	= 0.136
Partial completion weighted FTE	$1.0 \times 1.7 \times 0.004$	= 0.0068
Total weighted FTE	$1.7 + 0.136 + 0.0068$	= 1.8428
Standard resource	= $1.8428 \times \text{£}3,670 = \text{£}6,763$	

Example 14

52. The standard resource for a full-time student who undertakes 60 per cent of their work in price group B and 40 per cent in price group D at an institution that receives a partial completion weighting of 0.8 per cent is £5,655 as shown in the table below:

	(a)	(b)	(c)	(d)	
Price group	FTE	Price group weighting	Price group weighted FTE = (a) x (b)	Partial completion weighted FTE = (c) x 0.008	Total weighted FTE = (c) + (d)
B	0.6	1.7	1.02	0.00816	1.02816
D	0.4	1.0	0.40	0.0032	0.4032
					1.43136

Therefore standard resource = **$1.43136 \times \text{£}3,670 = \text{£}5,253$** .