

Explanatory notes on the modelling of the withdrawal of funding for equivalent or lower qualifications.

On 18 October 2007 we made amendments to sub-paragraphs 26c-f. These changes are shown in **bold** type in the text, and concurrent changes have been made to the modelling spreadsheet.

1. These explanatory notes accompany the modelling provided in the workbook 'Modelling of the impact on institutions, subjects and mode of study', available with the consultation document 'Withdrawal of funding for equivalent or lower qualifications (ELQs): Consultation on implementation' (HEFCE 2007/27) on the web under Publications.
2. The modelling has been undertaken in the context of our consultation on implementing the Government's new policy to withdraw funding for equivalent or lower qualifications (ELQs). These notes are in two sections. The first section is recommended reading for who wish to understand the details of our proposals and how we have modelled them. It:
 - a. Explains what we have included in the modelling and what we have not included.
 - b. Explains the contents and column headings of the main worksheets in the workbook.
 - c. Provides important health warnings about the modelling.
3. The second section – Annex A – is aimed at those with an in-depth knowledge of student records and our funding methods. It describes the student populations from the 2005-06 individualised student data (from the Higher Education Statistics Agency, HESA, student record for HE institutions and from the Learning and Skills Council's Individualised Learner Record, ILR (F04), for FECs), that we have used to inform the modelling.
4. These explanatory notes are essential to gain a proper understanding of how we plan to achieve the required savings of £100 million per annum by 2010-11 and of how we have modelled this, and also to avoid misinterpretations or erroneous conclusions. In order to avoid these notes becoming overly complex, they have been written on the assumption that readers have some understanding of our teaching funding methods. For those that are less familiar with these methods, the following documents, available on our web-site under Publications, are recommended:
 - 2007/20 'Funding higher education in England: How HEFCE allocates its funds'
 - 2007/23 'Review of the teaching funding method: Outcomes of second consultation on changes to the method from 2008-09'

- 2007/02 'Review of the teaching funding method: Second consultation on changes to the method'
- 2006/12 'Review of the teaching funding method: Outcomes of first cycle of consultation'
- 2005/41 'Review of the teaching funding method: Consultation on changes to the method'.

Principles underlying our implementation of the Government's ELQ policy

5. Our consultation document (HEFCE 2007/27) sets out (in paragraph 11) the principles which underpin our approach to implementing the Secretary of State's instructions on funding students aiming for an ELQ. We also have a general policy of pursuing better regulation in order to strike the right balance between accountability and the administrative burden of this on the sector. The ELQ policy has the potential to increase the accountability burden on institutions, for example, reflecting any need for them to check students' reported entry qualifications – or lack of particular qualifications – which may inform both their own fee-charging practices and students' eligibility to count towards HEFCE's teaching grants.

6. Our implementation of the Government's policy is designed to keep the accountability burden to a minimum while ensuring that the savings sought by the Secretary of State are delivered. In this respect, we propose to determine the adjustments to mainstream teaching grant in 2008-09, and the phasing out of support for students aiming for an ELQ over successive years, using 2005-06 HESA and ILR data. This is intended to:

- a. Avoid any need for a separate, ad hoc data collection exercise.
- b. Use recent data that institutions have already had a significant opportunity to check and correct, and which we have also been able to consider in some detail, so that we can implement the new policy in allocations to be agreed by our Board in February 2008 and can minimise the need for any further data corrections.
- c. Ensure that our ability to produce the savings sought by the Secretary of State (savings of £100 million per annum by 2010-11) is not dependent on the outcome of future data returns.

What is included in the modelling

7. The modelling illustrates the effects of the following elements of our proposals in HEFCE 2007/27. They are:

- a. The removal of funding from institutions' mainstream teaching grant for students aiming for ELQs. By mainstream teaching grant, we mean that part of the recurrent teaching grant that is included in the calculations of standard and

assumed resource and monitored through institutions' contract ranges. This removal of funding would not apply for those categories of students that we propose should be exempt from the general ELQ policy:

- i. Those exempt because they are on courses which may be treated as special cases under the Student Fees and Student Support Regulations (see paragraphs 20 to 24 and Annex B of HEFCE 2007/27).
 - ii. Those aiming for foundation degrees (see paragraphs 25 to 27 of HEFCE 2007/27).
- b. The reallocation of some of this funding within the recurrent teaching grant, but outside the mainstream element, through the following routes:
- i. An allocation, to be phased out over a period of up to six years, to reflect how we expect students currently aiming for ELQs to finish their courses and leave their institution. This transitional ELQ allocation will provide support to institutions in teaching these students to allow them to reach the end of their course (see paragraphs 14 and 15 of HEFCE 2007/27). For those institutions where we expect students will require the longest time in which to complete, the final allocation of this transitional funding would be made in 2013-14 (the final transitional allocation for other institutions may be in an earlier year). The transitional funding will be zero for all institutions in 2014-15.
 - ii. A targeted allocation, which will remain fixed in real terms, to assist institutions to maintain the number of graduates in strategically important and vulnerable subjects (SIVS) (see paragraphs 30 to 33 of HEFCE 2007/27).
 - iii. An increase of £20 million to the new targeted allocation for part-time undergraduates, to enable institutions to support courses that are particularly affected by the withdrawal of funding for ELQs (see paragraphs 34 and 35 of HEFCE 2007/27).
- c. The provision of a safety net to ensure that no institution's recurrent teaching grant reduces in cash terms as a direct result of the ELQ policy (see paragraphs 36 to 38 of HEFCE 2007/27). We propose that this should be calculated to limit the direct impact of the ELQ policy on institutions' mainstream teaching grant, after other mitigating actions have been taken into account (those described in sub-paragraph b above), but that it should not otherwise be calculated with reference to changes in other elements of recurrent teaching grant, such as widening participation funding or the other new targeted allocations that are being introduced from 2008-09. This is explained further in paragraph 7.c.iii.

8. The main purpose of the modelling is to illustrate the changes to teaching grant arising solely as a result of the withdrawal of funding for ELQs. This does not provide a complete illustration of teaching funding over the coming years. In his letter to our Chairman of 7 September, the Secretary of State explains that the funding that is phased out for students aiming for ELQs will remain available to the Council for reallocation in support of agreed priorities. The reallocation of all this funding is not shown in this modelling, other than as described above. We expect further allocations to be available, for example for the award of additional student numbers, in the light of our forthcoming annual grant letters from the Department for Innovation, Universities and Skills, but we are not currently in a position to model these further allocations, either at the sector or institutional level.

9. All funding figures are based on the 2007-08 recurrent grant allocations, as notified to institutions in their July 2007 funding agreements, and assume the existing parameters of our funding method are maintained, except where otherwise stated.

What is not included in the modelling

10. We have not attempted to include in our modelling:

a. Any further reallocation between institutions of the overall funding withdrawn as a result of our proposals to implement the ELQ policy. As explained in paragraph 8, the Secretary of State has stated that the funding that is phased out for students aiming for ELQs will remain available to the Council for reallocation in support of agreed priorities. Institutions should not assume that any such further reallocation will necessarily offset the withdrawal of funding for each individual institution.

b. The effect of the exemption we propose to apply to students who are to count towards the delivery of co-funded additional student number (ASN) allocations (see paragraph 29 of HEFCE 2007/27). Existing allocations of co-funded ASNs (those included in the July 2007 funding agreements) are not affected by the ELQ policy and their funding is assumed to continue in our modelling; we are not able to model with any reliability the effects of future ASN allocations.

c. Any changes to teaching grant which are not a direct consequence of the proposed implementation of the ELQ policy. These include:

i. Any award of funding for additional student numbers which was not included in the July 2007 funding agreements, or which is being implemented for 2008-09 onwards (irrespective of whether or not these have already been agreed).

ii. Any grant adjustments arising from institutions' achievement of their funding agreement targets, or other separate monitoring of teaching activity, for 2007-08 onwards.

iii. Any changes to widening participation after the July 2007 funding agreements, or to other non-mainstream elements of teaching grant, such as the new targeted allocations to be introduced in 2008-09. Widening participation funding will be affected by the ELQ policy. Although the total funding available for widening participation for the sector will not necessarily change (subject to any future Board decisions in the light of the overall funding we have available), the distribution of this funding will apply to a more limited student population – that is, those students that will continue to count as fundable after exclusion of those aiming for ELQs, who are not covered by an exemption (those described in paragraph a). Institutions' share of widening participation funding may therefore be affected by the proportion of their student population affected by the ELQ policy. It will become increasingly difficult for us to identify the extent to which future changes in widening participation funding are attributable to the ELQ policy, rather than some other reason (such as changes in the numbers or types of students that institutions recruit or retain). For this reason, we will not take account of changes in widening participation funding (be they positive or negative) when calculating any safety net allocation. This same approach will also apply to the other new targeted allocations that are being introduced from 2008-09.

iv. Any recalculations of funding, whether prospective or retrospective, which may arise as a result of data reconciliation exercises or audit.

v. Any changes to institutions' positions in, or outside, the ± 5 per cent tolerance band and, therefore, any requirement for migration, whether this arises from the ELQ policy or any other change to the teaching funding method. The way in which we are calculating the withdrawal of funding from institutions' mainstream teaching grant is intended to limit the extent to which institutions' positions in or outside the tolerance band might change. However, some change is nevertheless to be expected.

vi. Any other miscellaneous adjustments and transfers that may affect individual institutions after the July 2007 funding agreements.

Calculating the changes to grant

The population of students for whom we expect to withdraw funding from mainstream teaching grant

11. Students aiming for an ELQ have been identified from the population of HEFCE-funded students registered at English higher education institutions and further education colleges, using the student data returned to HESA and the LSC from the academic year 2005-06. Such students are identified using the methods described in paragraphs 2 to 6 of Annex A. We identify those students aiming for an ELQ, who are covered by the foundation degree or student fees and support regulation exemptions (those described in paragraph 7.a above), using the methods described in paragraph 7 to 15 of Annex A.

12. Where students are not covered by the above exemptions and they have entry qualifications recorded or treated as unknown, we assume that a similar proportion of them are aiming for an ELQ as applies at that institution among the equivalent population with known entry qualifications. The technical explanation of how we do this is provided in paragraphs 16 to 20 of Annex A. We make this assumption for students with unknown qualifications in order to avoid institutions gaining an unfair advantage where entry qualification data are incomplete.

The hierarchy of qualifications

13. For determining whether or not a student within the above population is aiming for an ELQ, we have used the hierarchy of qualifications given in Table 1. As explained in paragraph 7.a.ii, those aiming for a foundation degree are exempt from the general ELQ policy. Further elaboration of the categories shown in Table 1 is provided in paragraphs 4 to 6 of the Annex.

Table 1 ELQ students for qualification aims

Qualification aim	Highest qualification on entry categories for potential ELQ students
Postgraduate	Postgraduate (excl. PGCE)
First degree	Postgraduate, First Degree, PGCE
Foundation degree	Postgraduate, First Degree, PGCE, Foundation Degree
Higher National Diploma (HND)	Postgraduate, First Degree, PGCE, Foundation Degree
Higher National Certificate (HNC) and lower	Postgraduate, First Degree, PGCE, Foundation Degree, HNC/D, DipHE

Calculating the adjustment to 2007-08 mainstream teaching grant using 2005-06 individualised data

14. We have calculated the notional mainstream teaching grant attributable to 2005-06 non-exempt students aiming for an ELQ, and expressed it as a percentage of the total notional HEFCE grant for all students in the HEFCE-funded HESSES or HEIFES population re-created from 2005-06 HESA/ILR data, in order to determine the proportion of 2007-08 total mainstream teaching grant attributable to such students. The detailed steps are as follows:

- a. Step 1: For each student in the population described in paragraphs 11 and 12 (those who will no longer be fundable through mainstream teaching grant), we calculate the standard resource and assumed fee income attributable to them, using the 2005-06 funding model. This allows us to identify a notional level of HEFCE grant attributable to these students (from their standard resource minus their assumed fee income). For a description of how we calculate standard and assumed resource for these students, higher education institutions should refer to Appendix 1 of HEFCE 2006/50, '2005-06 statistics derived from HESA data for monitoring and allocation of funding'; further education colleges should refer to

Appendix 1 of HEFCE 2007/05, '2005-06 statistics derived from ILR data for the monitoring and allocation of funding in FECs'.

- b. Step 2: We identify the total notional HEFCE grant (standard resource minus assumed fee income) attributable to students from Step 1.
- c. Step 3: We calculate the 2005-06 standard resource and assumed fee income, and therefore notional HEFCE grant, for all students in the HEFCE-funded HESES or HEIFES population re-created from institutions' HESA and/or ILR data (that is, both those affected and those not affected by the ELQ policy).
- d. Step 4: We express the notional HEFCE grant calculated in Step 2 as a percentage of the notional HEFCE grant calculated in Step 3.
- e. Step 5: We apply the percentage in Step 4 to the '2007-08 Total mainstream teaching grant', taken from institutions' July 2007 funding agreement grant Table C. This determines the sum to be removed from institutions' mainstream teaching grant.
- f. Step 6: The residual mainstream teaching grant is uplifted for (compound) inflation by 2.7 per cent for each year 2008-09 to 2010-11.

Calculating the new SIVS targeted allocation based on ELQ numbers

15. In the modelling provided, students who are classified as aiming for a qualification in a SIVS – where the SIVS component is at least half of the course's qualification aim – are subject to a separate targeted allocation, if they are not otherwise already exempted (because they fall into the categories identified in paragraph 7.a above).

16. These students represent a subset of the population described in paragraphs 11 and 12 and are identified using the methods described in paragraphs 21 to 24 of Annex A. We have calculated a SIVS targeted allocation by repeating Steps 1 to 5 of paragraph 14 for this subset. That is, in summary: we have calculated the notional grant attributable to these students (Step 2) and expressed it as a percentage of the total notional HEFCE grant for all students in the HEFCE-funded HESES or HEIFES population re-created from HESA/ILR data in order to determine the proportion of 2007-08 total mainstream teaching grant attributable to students aiming for an ELQ in a SIVS.

17. This targeted SIVS allocation is uplifted for (compound) inflation by 2.7 per cent for each year 2008-09 to 2010-11.

Calculating the transitional ELQ funding to be phased out

18. The sum removed from institutions' mainstream teaching grant, less the sum attributable to the new non-mainstream SIVS targeted allocation, then needs to be phased out over a period of up to six years. This separate transitional ELQ allocation,

outside the mainstream teaching grant, is calculated using the following steps, which mirror closely those described in paragraph 14:

- a. Step 1: For each student in the population described in paragraphs 11 and 12, but excluding those that are covered by the new targeted SIVS allocation, we calculate the standard resource and assumed fee income, and thus notional HEFCE grant, attributable to them, using the 2005-06 funding model.
- b. Step 2: We identify the total notional HEFCE grant attributable to students from Step 1 separately, to reflect the expected end date of their course. This expected end date is calculated using the methods described in paragraphs 25 to 28 of Annex A. Where the expected end date is 2005, it means that the student that we have identified on the 2005-06 HESA/ILR data is in their final (or only) year of study: funding for such students would be removed in 2008-09. Where the expected end date is 2006, it means the student is in their penultimate year of study: funding for this group would be removed in 2009-10. Where the expected end date is 2011 or beyond, funding for such students would be provided for the last time in 2013-14 and removed in 2014-15.
- c. Step 3: For each group of students that are expected to complete over successive years, we express the total notional HEFCE grants attributable to them (calculated in Step 2), as a percentage of the total notional grant for all students in the HEFCE-funded HESSES or HEIFES population re-created from institutions' HESA and/or ILR data (calculated in Step 3 of paragraph 14). This gives us six percentages, representing the proportion of the 2007-08 mainstream teaching grant that should be phased out in each successive year.
- d. Step 4: We apply the percentages in Step 4 to the '2007-08 Total mainstream teaching grant', taken from institutions' July 2007 funding agreement grant Table C. This determines the sum to be phased out in each successive year, at 2007-08 prices.
- e. Step 5: The transitional allocation for 2008-09 is calculated as:
 - The sum removed from the institution's mainstream teaching grant (calculated in Step 5 of paragraph 14), uplifted for inflation of 2.7 per cent
 - minus
 - The sum to be phased out in 2008-09 (calculated in Step 4 above), also uplifted for inflation of 2.7 per cent.

- f. Step 6: The transitional allocation for subsequent years is calculated as:
- The transitional allocation for the previous year, uplifted for inflation of 2.7 per cent
- minus
- The sum to be phased out in that subsequent year (calculated in Step 4 above), uplifted for compound inflation of 2.7 per cent per annum.

Calculating the £20 million supplement to the part-time targeted allocation

19. The new targeted allocation for part-time students is being introduced for 2008-09 and will be calculated pro rata to part-time undergraduate FTEs only. In that first year, the allocation will be funded through a balancing reduction to each institution's mainstream teaching grant – in other words, it will be cost neutral for every institution. More explanation about this allocation is provided in paragraph 12a of HEFCE 2007/23 and paragraphs 38 to 41 of HEFCE 2007/02.

20. The current consultation on ELQs now proposes that in 2009-10 we should provide a supplement to the new targeted allocation. For the purposes of the modelling, this has been set at an overall cash level of £20 million and is calculated pro rata to the part-time undergraduate FTEs for 2005-06 that will still be fundable through the mainstream teaching grant after the introduction of the ELQ policy – that is, those part-time undergraduates who are not aiming for an ELQ; or who are aiming for a foundation degree; or who are aiming for an ELQ but are covered by the proposed student fee and support regulations exemptions. For 2010-11, this cash allocation is given an uplift for inflation of 2.7 per cent.

Total modelled teaching grant excluding the safety net

21. This is calculated as the sum of:
- a. Residual mainstream teaching grant (from Step 6 in paragraph 14).
 - b. The new SIVS targeted allocation calculated on the basis of ELQ numbers (from paragraphs 15 to 17).
 - c. The residual sum attributable to ELQs to be phased out, that is, the sum after each annual reduction (from Steps 5 and 6 in paragraph 18).
 - d. The £20 million supplement to the new targeted allocation for part-time undergraduates from 2009-10 (from paragraphs 19 and 20).

Calculating the safety net

22. If the total modelled teaching grant in any year calculated in paragraph 21 is lower than the cash value of the 2007-08 total mainstream teaching grant, we have provided a safety net, representing the difference between the two figures.

Description of workbook contents

23. There are three worksheets in the workbook, which can be selected using the tabs at the foot of the workbook (note that these should be printed as A3 for better legibility):

- a. Funding 2007-08 to 2010-11. This shows the modelled impact on institutions of our proposed implementation of the ELQ policy.
- b. Inst 2005-06 HESA-ILR data. This provides further underlying data that has informed our modelling of the impact on institutions derived from institutions' 2005-06 HESA and ILR returns.
- c. Subject, mode, level. This shows the modelled impact of our proposed implementation of the ELQ policy in terms of provision defined by broad subject categories, mode and level of study.

'Funding 2007-08 to 2010-11' worksheet

24. This worksheet is divided into four broad column headings, providing funding figures for each year 2007-08 to 2010-11. The figures for 2007-08 are subdivided as follows:

- a. Mainstream funding for non-ELQ students 2007-08. This shows the part of institutions' 2007-08 mainstream teaching grant that we have associated with students who are not aiming for an ELQ. This funding would remain within institutions' mainstream teaching grant in future years.
- b. Mainstream funding for exempted ELQ students 2007-08. This shows the part of institutions' 2007-08 mainstream teaching grant that we have associated with students who are aiming for an ELQ, but who are exempted from the general ELQ policy either on the basis of the student fee and support regulations, or because they are aiming for a foundation degree (as described in paragraph 7.a above). This funding would also remain within institutions' mainstream teaching grant in future years.
- c. Mainstream funding for ELQ students aiming for a SIVS qualification 2007-08. This shows the part of institutions' 2007-08 mainstream teaching grant that we have associated with students who are aiming for an ELQ, who are not exempt from the general ELQ policy, but who are aiming for a qualification in a SIVS. This funding would be removed from institutions' mainstream teaching grant in 2008-09, but institutions would receive it back as a separate non-mainstream targeted allocation.

- d. Mainstream funding for ELQ students to be phased out 2007-08. This shows the funding to be removed from institutions' mainstream teaching grant, less the sum associated with the students aiming for an ELQ in a SIVS (above). This funding will be phased out by 2014-15.
- e. Total funding 2007-08. This is the sum of the previous four columns and equals the '2007-08 Total mainstream teaching grant' taken from Table C of each institution's July 2007 funding agreement.
25. The figures for subsequent years are subdivided as follows:
- a. Mainstream funding for non-ELQ students. This is the 'Mainstream funding for non-ELQ students 2007-08' uplifted for (compound) inflation of 2.7 per cent per annum.
- b. Mainstream funding for exempted ELQ students. This shows the 'Mainstream funding for exempted ELQ students 2007-08' uplifted for (compound) inflation of 2.7 per cent per annum.
- c. Targeted allocation for non-exempt ELQ students aiming for a SIVS qualification. This shows the 'Mainstream funding for ELQ students aiming for a SIVS qualification 2007-08' uplifted for (compound) inflation of 2.7 per cent per annum.
- d. Supplement to part-time targeted allocation. This is zero for all institutions in 2008-09. For 2009-10 it totals £20 million, allocated in respect of part-time undergraduates who will still be fundable through the mainstream teaching grant after the introduction of the ELQ policy – that is, those part-time undergraduates who are not aiming for an ELQ; or who are aiming for a foundation degree; or who are aiming for an ELQ but are covered by the proposed student fee and support regulations exemptions. The allocation for 2010-11 provides an uplift for inflation of 2.7 per cent on the equivalent allocation for 2009-10.
- e. Transitional funding for ELQ students currently in the system. This shows the residual funding allocated in each year to allow institutions to support non-exempt students currently studying for an ELQ to complete their studies. This funding will be reduced to zero by 2014-15 for all institutions (earlier for some, where it is not expected that existing students will require six more years to complete their studies).
- f. Safety net funding. This is the difference between the sum of the previous five columns and the 'Actual allocated mainstream teaching grant (July) 2007-08'. This is the sum required to ensure each institution's teaching grant is maintained in cash terms compared with the equivalent mainstream teaching grant for 2007-08.

g. Total funding. This is the sum of the previous six columns. To assess the impact on individual institutions over the next three years, this figure should be compared with the 'Total funding 2007-08' figure. The differences between these figures are differences in cash, rather than real, terms.

'Inst 2005-06 HESA-ILR data' worksheet

26. This worksheet provides underlying figures that have informed our modelling of the impact on individual institutions (in the 'Funding 2007-08 to 2010-11' worksheet). The columns alternate between funding figures and FTEs. Funding figures represent the notional 2005-06 mainstream HEFCE teaching grant (standard resource minus assumed fee income), associated with particular categories of HEFCE-funded students identified from the 2005-06 HESA and ILR data. FTE figures show the HEFCE-funded student FTEs in those same categories identified from the 2005-06 HESA and ILR data.

- a. Columns 1 and 2. These show the total mainstream funding and FTEs associated with the HEFCE-funded students on the 2005-06 HESA and ILR data.
- b. Columns 3 and 4. These show the total mainstream funding and FTEs associated with those HEFCE-funded students who are aiming for an ELQ (that is before any exemptions apply).
- c. Columns 5 and 6. These show the total mainstream funding and FTEs associated with those HEFCE-funded students with **both known and unknown** entry qualifications who are aiming for an ELQ but are covered by either the foundation degree or the student fees and support regulations exemptions.
- d. Columns 7 and 8. These show the total mainstream funding and FTEs associated with those HEFCE-funded students with unknown entry qualifications who are aiming for an ELQ but are covered by either the foundation degree or the student fees and support regulations exemptions. **The figures in these columns are a subset of those in Columns 5 and 6.**
- e. Columns 9 and 10. These show the total mainstream funding and FTEs associated with those HEFCE-funded students with **both known and unknown** entry qualifications who are aiming for an ELQ, who are not covered by either the foundation degree or the student fees and support regulations exemptions, but who are aiming for a qualification in a SIVS.
- f. Columns 11 and 12. These show the total mainstream funding and FTEs associated with those HEFCE-funded students with unknown entry qualifications who are aiming for an ELQ, who are not covered by either the foundation degree or the student fees and support regulations exemptions, but who are aiming for a qualification in a SIVS. **The figures in these columns are a subset of those in Columns 9 and 10.**

- g. Column 13. This shows the part-time undergraduate FTE associated with those HEFCE funded students who are not aiming for an ELQ or who are aiming for an ELQ, but are covered by either the foundation degree or the student fees and support regulations exemptions.

'Subject, mode, level' worksheet

27. This worksheet shows the impact of our implementation of the ELQ policy on provision categorised by subject, mode and level. The subject grouping that we have used is based on the first letter of the first subject of qualification aim given by the Joint Academic Coding System (JACS) code (also using the mapping from Learndirect codes to JACS codes for further education colleges, given in Table 5 of the Annex). Unlike the 'Funding 2007-08 to 2010-11' worksheet, which models changes in institutions' funding over the period 2007-08 to 2010-11 and includes assumptions about inflation, this worksheet shows the steady state effect of our proposals (that is, after all the transitional ELQ funding has been phased out by 2014-15) and presents all figures at 2005-06 prices. This is necessary, not least because we are unable to attribute the safety net allocation according to subject, mode or level, as it is calculated at the whole institution level.

28. The worksheet contains four tables, showing different aggregations of subject category, mode and level. Each table contains the following headings:

- a. Column 1: HEFCE teaching grant. This is the notional 2005-06 mainstream HEFCE teaching grant (standard resource minus assumed fee income) for those students in the 2005-06 HEFCE-funded population from HESA/ILR data.
- b. Column 2: HEFCE-funded FTE. These are the HEFCE-funded FTEs identified from the 2005-06 HESA and ILR data.
- c. Column 3: Overall steady state change in funding as a consequence of ELQ policy and mitigations (does not include safety net). This shows the net change to 2005-06 grant as a result of the implementation of the ELQ policy, incorporating the following adjustments:
 - i. Removal of funding from mainstream teaching grant for students that are aiming for an ELQ and not exempt (because of the student fees and support regulations and foundation degree exemptions).
 - ii. The introduction of the targeted allocation for SIVS.
 - iii. The introduction from 2009-10 of the supplement to the part-time undergraduate targeted allocation. Because this supplement amounts to £20 million in 2009-10, but all other figures in this worksheet are at 2005-06 prices, we have assumed solely for this modelling that the value of the part-

time supplement would be £18 million at 2005-06 prices, in order to provide a reasonable estimate of the relative impact on subjects, modes and levels.

The figures do not include any of the transitional funding to be phased out by 2014-15, because in steady state this transitional funding would be reduced to zero. Nor does it include any safety net funding which is allocated on an institutional, rather than subject/mode/level basis.

d. Column 4: FTE student numbers affected by ELQ policy. This identifies those 2005-06 HEFCE-funded student FTEs whose funding is to be removed from mainstream teaching grant (because they are aiming for an ELQ and not otherwise exempt) and who are not covered by the new targeted allocation for SIVS.

e. Column 5: % Change Funding. This is Column 3 divided by Column 1.

f. Column 6: & Change FTE. This is Column 4 divided by Column 2.

Health warnings

29. This modelling is informed by institutions' 2005-06 HESA and ILR data and is provided for illustrative purposes only. The modelling of the impact on institutions is also based on the student numbers and funding that underpin our 2007-08 recurrent grants for teaching, as notified to institutions in their July 2007 funding agreements.

30. Changes to institutions' teaching grants are likely to vary from the figures shown for many reasons. Paragraph 10 identifies a number of factors that we have not attempted to incorporate in our modelling, but which may all, individually or collectively, result in further changes to institutions' recurrent grants. In addition to these factors, other reasons for variations may include, for example:

- a. The final outcomes of the Government's comprehensive spending review.
- b. The outcomes of the current consultation exercise and our Board's subsequent decisions.
- c. Any changes to the funding method, including those to be implemented following the consultations in HEFCE 2005/41 and 2007/02, such as any review of price groups and their weightings in the light of the Transparent Approach to Costing for teaching, TRAC(T), or the funding of modules completed by students who complete less than their initial study intentions for the year.
- d. Any other changes to the parameters in, or refinement of, the funding method (such as the base price and fee assumptions) to reflect, for example, the outcomes of this consultation, changes in student numbers across the sector, and inflation.

31. We are providing this modelling for illustrative purposes to inform institutions of the likely funding consequences of our proposals to implement the Government's ELQ policy. We have been keen to provide this modelling as early as possible in the consultation period, to help institutions' consideration of our proposals. However, all our figures are provisional, and may be subject to change in the light of the consultation and further refinement of our algorithms. For a small number of institutions, including those new to the publicly-funded HE sector, individualised data is either missing or of an insufficient quality to allow us to identify reliably student populations affected by the ELQ policy. These institutions have no figures shown on the 'Inst 2005-06 HESA-ILR data' worksheet. We will contact these institutions separately with details of any further action that they may need to take. In the meantime, the modelling we have produced is likely to be unreliable for them.

Further information for institutions

32. The modelling we have provided can only represent one snapshot in time – that is, the position that reflects the 2007-08 student numbers and funding, as most recently notified to institutions. Any other modelling would introduce greater uncertainty, because of the need to make assumptions about, for example, future changes in student numbers and in overall funding. Any such assumptions we attempted might give the appearance of greater certainty or credibility than could be justified at this time. It is important to remember that the extent to which an institution's position may vary may also depend on changes (in funding and student numbers) relative to the sector as a whole, as well as in absolute terms.

33. If institutions are unsure about any aspect of the modelling that we have provided, or wish to discuss it, they should contact their HEFCE higher education adviser in the first instance. A list of HEFCE contacts for each institution is on our web-site under About us/Contact us. Institutions are reminded that there are strong health warnings attached to the modelling we have provided.

34. We do not have sufficient staff resources to offer comment on institutions' own modelling, and we do not take any responsibility for any modelling that institutions may themselves carry out (whether we have commented on it or not).

Annex A Technical descriptions of populations identified from the 2005-06 HESA and ILR student records used to inform the modelling

1. The description in this annex is for information only and details the algorithms we intend to adopt (subject to the outcomes of the consultation) when identifying the population of students for whom we expect to withdraw funding from the mainstream teaching grant. While we do not anticipate changing these algorithms (except where our plans for implementation change following this consultation), should improvements to the algorithms come to light, we will look to make them.

The population of students for whom we expect to withdraw funding from the mainstream teaching grant

2. The population is defined using variables derived from the HESA and ILR data. The population is identified as follows for HESA/ILR data:

- a. Included in the HESES05/HEIFES05 re-creation: HESEXCL/HEFEXCL = '0' (HEFCE 2006/50, Appendix 1, p95 / HEFCE 2007/05, Appendix 1 p66).
- b. Home and EC HEFCE funded: HESTYPE/HEFTYPE = 'HOMEF' (HEFCE 2006/50, Appendix 1, p84 / HEFCE 2007/05, Appendix 1 p60).
- c. The FTE associated with those in Column 4 of the HESES05/HEIFES05 re-creation: HESCOL4/HEFCOL4 = '1' (HEFCE 2006/50, Appendix 1, p98 / HEFCE 2007/05, Appendix 1 p69).

The hierarchy of qualifications

3. For determining whether or not a student within the above population is aiming for an ELQ, we have used the hierarchy of qualifications given in Table 1.

Table 1 ELQ students for qualification aims

Qualification aim	Highest qualification on entry categories for potential ELQ students
Postgraduate	Postgraduate (excl. PGCE)
First degree	Postgraduate, First Degree, PGCE
Foundation degree	Postgraduate, First Degree, PGCE, Foundation Degree
Higher National Diploma (HND)	Postgraduate, First Degree, PGCE, Foundation Degree
Higher National Certificate (HNC) and lower	Postgraduate, First Degree, PGCE, Foundation Degree, HNC/D, DipHE

4. The qualification aims given in Table 1 are defined through three variables used for monitoring and allocation of funding derived from HESA and ILR data, and a single

variable taken directly from the HESA student record. The variables and their sources are as follows:

- a. HESLEVEL (HEFCE 2006/50, Appendix 1 p84).
- b. HEFLEVEL (HEFCE 2007/05, Appendix 1 p60).
- c. HEFQAIM (HEFCE 2007/05, Appendix 1 p58).
- d. QUALAIM (HESA student record, Field 41).

5. The definitions of each qualification aim category are given in Table 2.

Table 2 Definition of qualification aim categories

HESLEVEL or HEFLEVEL	QUALAIM or HEFQAIM	Categorisation
PGT	All	Postgraduate
FD	All	Foundation degree
UGX	QUALAIM in ('02','03','04','05','06','07','08','09','10','12','13','14','18','20','21','22','23','24') or HEFQAIM in ('FIRST', 'MASTER', 'PGCE', 'PGDIP', 'PGOTHER')	First degree
	QUALAIM = '41' or HEFQAIM = 'HND'	Higher National Diploma(HND)
	Otherwise	Higher National Certificate(HNC) and lower

6. The qualification on entry categories from Table 1 are categorized using Field 21 from HESA (Highest qualification on entry – QUALENT2) and the Higher Education Dataset Field 11 from the ILR (Highest Qualification on Entry). This categorisation is given in Table 3. Those students whose highest qualification on entry is categorised as 'other' are not treated as aiming for an ELQ.

Table 3 Definition of the qualification on entry categories

HESA/ILR field code	Description	Highest qualification on entry categorisation
1	Higher degree of UK institution	Postgraduate
2	Postgraduate diploma or certificate, excluding PGCE	Postgraduate
3	PGCE with QTS/GTC Registration	PGCE
4	PGCE without QTS/GTC Registration	PGCE
5	Postgraduate equivalent qualification not elsewhere specified	Postgraduate
10	Undergraduate qualifications with QTS	First Degree
11	First degree of UK institution	First Degree

HESA/ILR field code	Description	Highest qualification on entry categorisation
12	Graduate of EU institution	First Degree
13	Graduate of other overseas institution	First Degree
14	GNVQ/GSVQ level 5	Postgraduate
15	NVQ/SVQ level 5	Postgraduate
16	Graduate equivalent qualification not elsewhere specified	First Degree
21	OU credit(s)	Unknown level
22	Other credits from UK HE institution	Unknown level
23	Certificate or diploma of education (i.e. non-graduate initial teacher training qualification)	Other
24	HNC or HND (including BTEC and SCOTVEC equivalents)	HNC/D
25	Dip HE	DipHE
26	GNVQ/GSVQ level 4	Other
27	NVQ/SVQ level 4	Other
28	Professional qualifications.	Unknown level
29	Foundation course at HE level	Other
30	Other HE qualification of less than degree standard	Other
31	Foundation Degree	Foundation Degree
39	'A' level equivalent qualification not elsewhere specified	Other
40	Any combinations of GCE 'A'/SCE 'Higher' and GNVQ/GSVQ or NVQ/SVQ at level 3	Other
41	ONC or OND (including BTEC and SCOTVEC equivalents)	Other
43	Foundation course at FE level	Other
44	Access course (QAA recognised)	Other
45	Access course (not QAA recognised)	Other
47	Baccalaureate	Other
48	ACCESS course (Code only available if COMDATE before 01/08/2002).	Other
55	GCSE/'O' level qualifications only; SCE 'O' grades and Standard grades	Other
56	Other non-advanced qualification	Unknown level
92	Accreditation of Prior (Experiential) Learning (APEL/APL)	Other
93	Mature student admitted on basis of previous experience (without formal APEL/APL) and/or institution's own entrance examinations	Unknown level
94	Advanced Modern Apprenticeships	Other
97	Other non-UK qualification, level not known	Unknown level
98	Student has no formal qualification	Other
99	Not known	Unknown level

Exemptions relating to foundation degree provision

7. In the modelling provided, all students studying for a foundation degree have been exempted.

8. They are identified by either HESLEVEL = 'FD' (HEFCE 2006/50, Appendix 1 p84) or HEFLEVEL = 'FD' (HEFCE 2007/05, Appendix 1 p60).

Exemptions relating to student support and fee regulations

9. In the modelling provided, full-time, sandwich and part-time undergraduate students who are on courses that are treated as special cases under the student support and fee regulations have been exempted. In addition, a small number of postgraduate students are also treated as exemptions, as described in paragraph 14 below.

10. Full-time, sandwich and part-time students are identified through either HESMODE in ('FTS','SWOUT', 'PT') (HEFCE 2006/50, Appendix 1 p84), or HEFMODE in ('FTS','SWOUT', 'PT'), (HEFCE 2007/05, Appendix 1 p59). Undergraduate students are identified through either HESLEVEL = 'UGX' (HEFCE 2006/50, Appendix 1 p84), or HEFLEVEL = 'UGX' (HEFCE 2007/05, Appendix 1 p60). The students have been exempted if at least half of the qualification aim is in one or more of the JACS codes listed in Table 4 as these act as a proxy for courses which are treated as special cases under the Student Fees and Student Support Regulations. For those JACS codes listed in Table 4 which are shaded, the exemptions apply to all modes of undergraduate study (full-time, sandwich and part-time); for those JACS codes that are unshaded, the exemptions apply only to full-time and sandwich undergraduates. For students returned to the ILR, a mapping of Learndirect to JACS codes is used before considering the JACS conditions (see Table 5 below).

Table 4 JACS codes relating to student support and fee regulations

JACS code	Description
A100	Pre-clinical Medicine
A200	Pre-clinical Dentistry
A300	Clinical Medicine
A400	Clinical Dentistry
B160	Physiotherapy
B330	Chiropody
B410	Dietetics
B520	Orthoptics
B600	Aural and Oral Sciences
B610	Audiology
B620	Speech Science
B630	Language Pathology
B690	Aural and Oral Sciences not elsewhere classified
B700	Nursing
B701	Palliative Care Nursing

JACS code	Description
B710	Community Nursing
B711	District Nursing
B712	Health Visiting
B713	School Nursing
B714	Practice Nursing
B720	Midwifery
B730	Paediatric Nursing
B740	Adult Nursing
B741	Geriatric Nursing
B750	Dental Nursing
B760	Mental Health Nursing
B761	Learning Disability Nursing
B770	Medical Nursing
B771	Critical Care Nursing
B780	Paramedical Nursing
B790	Nursing not elsewhere classified
B820	Radiology
B821	Radiography, diagnostic
B822	Radiography, therapeutic
B830	Biomechanics, Biomaterials and Prosthetics (non-clinical)
B930	Occupational Therapy
D100	Pre-clinical Veterinary Medicine
D190	Pre-clinical Veterinary Medicine not elsewhere classified
D200	Clinical Veterinary Medicine and Dentistry
D210	Clinical Veterinary Medicine
D220	Clinical Veterinary Dentistry
D290	Clinical Veterinary Medicine and Dentistry not elsewhere classified
K100	Architecture
K110	Architectural Design Theory
K120	Interior Architecture
K130	Architectural Technology
K190	Architecture not elsewhere classified
K300	Landscape Design
K310	Landscape Architecture
K320	Landscape studies
K390	Landscape Design not elsewhere classified
K400	Planning (Urban, Rural and Regional)
K410	Regional Planning
K420	Urban and Rural Planning
K421	Urban Planning
K422	Rural Planning
K430	Planning studies
K440	Urban studies
K450	Housing
K460	Transport Planning
K490	Planning (Urban, Rural and Regional) not elsewhere classified
L500	Social Work

JACS code	Description
L510	Health & Welfare
L520	Child Care
L530	Youth Work
L540	Community Work
L550	Careers Guidance
L560	Probation/After Care
L590	Social Work not elsewhere classified
X100	Training Teachers
X110	Training Teachers - Nursery
X120	Training Teachers - Primary
X121	Training Teachers - Infant (key stage 1)
X122	Training Teachers - Junior (key stage 2)
X130	Training Teachers - Secondary
X131	Training Teachers - (key stage 3)
X132	Training Teachers - (key stage 4)
X140	Training Teachers - Tertiary
X141	Training Teachers - Further Education
X142	Training Teachers - Higher Education
X150	Training Teachers - Adult Education
X151	Training Teachers - Coaching
X160	Training Teachers - Specialist
X161	Training Teachers - Special Needs
X162	Teaching English as a Foreign Language (TEFL)
X190	Training Teachers not elsewhere classified

Table 5 Assumed mapping between Learndirect and JACS codes

Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code
A	N100	JL	W700	SA	D700
AA	N100	JP	W700	SB	D700
AB	N200	JR	W700	SC	D400
AC	L231	K	P200	SD	D600
AD	N120	KA	P390	SE	K300
AE	N900	KB	Q390	SF	D444
AF	N200	KC	W800	SG	D500
AG	N200	KD	P500	SH	D421
AJ	N600	KE	W600	SJ	D430
AK	N340	KF	W600	SK	D700
AL	N300	KG	W600	SL	D700
AM	N900	KH	P400	SM	D700
AY	N700	KJ	W600	SN	D300
AZ	N720	L	W400	SP	D900
B	N500	LA	W400	SQ	D400
BA	N560	LB	W500	T	K900
BB	N500	LC	W400	TA	K900

Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code
BC	N530	LD	W900	TC	K400
BD	N530	LE	W400	TD	K100
BE	N520	LF	W330	TE	K200
BF	N500	LG	W330	TF	K200
C	G500	LH	W310	TG	K200
CA	G400	LJ	J950	TH	K200
CB	G400	LK	J950	TJ	W200
CC	G400	M	N222	TK	K200
CD	G600	MA	C600	TL	H200
CE	G450	MB	N222	TM	K200
CH	G400	MC	N222	V	N900
CJ	G400	MD	N222	VB	N200
CK	G400	ME	N222	VC	N900
CL	G600	MF	N222	VD	N200
CM	G400	MG	N222	VE	H900
CN	G400	MH	N222	VF	H900
CP	G600	MJ	N222	VG	H900
CQ	G450	N	N221	VH	N222
CR	G400	NA	N221	VJ	N900
CS	G400	NB	N221	W	H900
CX	G420	NC	N221	WA	H900
CY	G500	ND	N221	WB	H900
CZ	P120	NE	D600	WC	H900
D	V900	NF	D600	WD	J900
DA	V900	NG	D600	WE	J900
DB	V100	NH	D600	WF	J300
DC	V400	NK	N800	WG	J400
DD	V600	NL	N200	WH	W900
DE	V500	NM	N200	WJ	W710
DF	Q800	NN	D445	WK	W730
E	L200	P	B900	WL	J500
EA	L200	PA	B900	WM	D600
EB	L190	PB	A900	X	H100
EC	M100	PC	B300	XA	H100
ED	L700	PD	B900	XD	W720
EE	L900	PE	B200	XE	H100
F	L700	PF	A900	XF	H100
FB	L900	PG	B500	XH	H300
FC	Q320	PH	B700	XJ	H600
FJ	Q900	PJ	B900	XK	H900
FK	Q310	PK	C800	XL	H600
FL	V300	PL	B900	XM	H641

Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code	Learndirect code	Mapped JACS code
FM	V300	PM	L500	XN	H600
FN	Q310	PN	L500	XP	H400
G	X900	PP	L500	XQ	H500
GA	X900	PQ	L500	XR	H300
GB	X100	PR	L500	XS	H300
GC	X100	PS	L500	XT	H300
GD	X900	PT	L500	Y	F200
GE	Y000	PV	B990	YA	F200
GF	X300	Q	D447	YB	H900
H	N224	QA	D447	YC	H800
HB	N224	QB	D447	YD	J200
HC	Y000	QC	F853	YE	J400
HD	Y000	QD	N620	Z	J960
HE	L900	QE	D900	ZA	J960
HF	L900	QG	N900	ZD	J960
HG	L900	QH	N900	ZE	H460
HH	L900	QJ	H121	ZF	J600
HJ	L900	R	G100	ZG	J900
HK	L900	RA	F900	ZH	H230
HL	L900	RB	G100	ZJ	H230
J	W700	RC	F300	ZL	J900
JA	W100	RD	F100	ZM	J960
JB	W900	RE	F500	ZN	N590
JC	W200	RF	F800	ZP	N530
JD	W900	RG	F700	ZQ	J960
JE	W900	RH	C900	ZR	H460
JF	W700	RJ	F200	ZS	J600
JG	W700	RK	D700	ZT	J900
JH	W700	RL	B190	ZV	N851
JK	W700	S	D900	ZX	H230
				ZZ	W900

11. The identification of aims where at least half are in one or more of the appropriate JACS code is implemented as follows for that activity returned on the HESA student record:

- a. Where the proportion indicator for the course indicates there is only a single subject of qualification aim or where there is a major/minor combination of subjects (SBJBID in ('0','2'), HESA student record, Field 46), any qualification where SBJQA1 (HESA student record, Field 43) is one of the listed JACS codes.

- b. Where the proportion indicator for the course indicates there is a balanced combination of subjects (SBJBID = '1'), any qualification where either SBJQA1 or SBJQA2 (HESA student record, Field 44) is one of the listed JACS codes.
 - c. Where the proportion indicator for the course indicates there is a triple combination of subjects (SBJBID = '3'), any qualification where any two of the three subject of qualification aim fields (SBJQA1, SBJQA2 and SBJQA3, HESA student record, Field 45) contains the listed JACS codes.
12. In addition full-time and sandwich undergraduates recorded in Price Group A (see HEFCE 2006/50, Appendix 1 p92-93) are exempted.
13. For those returned on the LSC ILR, all courses are considered to have one single subject of qualification aim and this is identified through the Learndirect code returned for the qualification aim on the LSC Learning Aims Database(LAD)(LAD Field LDCS_CODE). The mapping for the first part of the Learndirect code (as given in Table 5) is used to derive an equivalent JACS code. If the mapped JACS code is listed in Table 4, then the qualification aim is considered to fall under this student support and fee regulation exemption.
14. In addition to these exemptions identified through the subject of qualification aim, the following also trigger an exemption relating to student support and fee regulations:
- a. Those recorded on courses associated with teacher training at all levels:
 - i. TTCID in ('1','2','3','4','5','6','7'), HESA student record Field 53;
 - ii. HEFQAIM = 'CERTED', HEFCE 2007/05, Appendix 1 p58;
 - iii. LSC LAD Field QUAL_TYP in ('9103','9111').
 - b. Those recorded on NHS bursaried courses (HESFEELV = 'NHS', HEFCE 2006/50, Appendix 1 p86, or HEFFEELV = 'NHS', HEFCE 2007/05, Appendix 1 p61) at all levels.
 - c. Those recorded on postgraduate level courses (HESLEVEL = 'PGT', HEFCE 2006/50, Appendix 1 p84, or HEFLEVEL = 'PGT', HEFCE 2007/05, Appendix 1 p60) that are subject to regulated fees (HESFEELV in ('0','1175','570'), HEFCE 2006/50, Appendix 1 p86, or HEFFEELV in ('0','1175','570'), HEFCE 2007/05, Appendix 1 p61).
15. Note for these exemptions we assume that the foundation degree exemptions given in paragraph 8 of this Annex have already been identified.
16. For students whose highest qualification on entry is of unknown level (see Table 3 for definition), a proportion are estimated to be ELQ students for the modelling. This

proportion is calculated using students whose level of highest qualification on entry is known.

17. Initially all students are categorised using the following attributes (definitions used given in brackets):

- a. Whether the level of the highest qualification on entry of the student is known (see Table 3).
- b. Whether the programme is exempted (see paragraphs 7 to 15 of this Annex) or is covered by the proposed targeted allocation for SIVS (see paragraphs 21 to 24).
- c. Institution/college the student is registered with (HESA student record, Field 2 INSTID and ILR Field L01 Provider Number).
- d. Mode of learning (HESMODE HEFCE 2006/50, Appendix 1 p84 and HEFMODE HEFCE 2007/05, Appendix 1 p59).
- e. Qualification aim (see Table 2).
- f. First subject of qualification aim (HESA student record Field 43 SBJQA1). For students returned to the ILR, a mapping of Learndirect to JACS codes is used before considering the JACS conditions.

18. For those students whose level of highest qualification on entry is unknown, the proportion of ELQ students within the categorisations formed by crossing (b)-(f) is estimated using the proportion of ELQ students from the same categorisation within the population of students with a known level of highest qualification.

19. In the case where a categorisation exists amongst the population of students with an unknown level of highest qualification but does not in the known level population, the estimated proportion of ELQ students is based on the students with known level of qualification on entry from a specific categorisation not involving (f). If no students with known qualifications on entry exist at this level of categorisation, then (e) is also removed for the categorisation. This process continues until a classification that contains students with known qualifications on entry is found.

20. In addition, for all students returned as having an unknown level of highest qualification on entry who are under the age of 20 on 1 August 2005, we do not assume any of these students are ELQ students. (Age defined using HESA student record Field 10 BIRTHDTE and ILR Field L11 Date of Birth).

Calculating the targeted allocation for SIVS

21. In the modelling provided, students who are classified as aiming for a qualification in a SIVS where the SIVS component is at least half of the course's qualification aim are subject to a separate targeted allocation, if they are not otherwise already exempted.

22. For the purposes of the modelling, these students are identified when at least half of the course's qualification aim is in one of the JACS codes listed in Table 6. For students returned to the ILR, the mapping of Learndirect to JACS codes given in Table 5 is used. The approach for identifying courses is the same as given in paragraphs 9 to 14. This allocation applies to students at all levels unless noted in paragraph 23 of this annex.

Table 6 JACS codes relating to SIVS

JACS code	Description
C150	Environmental Biology
C220	Mycology
D300	Animal Science
D310	Veterinary Nursing
D320	Animal Health
D321	Animal Anatomy
D322	Animal Physiology
D323	Animal Pathology
D324	Animal Pharmacology
D325	Animal Toxicology
D326	Animal Pharmacy
D327	Animal Nutrition
D328	Animal Welfare
D400	Agriculture
D410	Arable and Fruit Farming
D411	Agricultural Pests and Diseases
D412	Crop Physiology
D413	Crop Nutrition
D414	Crop Protection
D415	Crop Production
D416	Glasshouse Culture
D417	Amenity Plant Production
D418	Exotic Plants and Crops
D420	Livestock
D421	Livestock Husbandry
D422	Equine studies
D423	Poultry keeping
D424	Game keeping
D425	Exotic Livestock
D430	Fish Farming
D431	Fish Husbandry

JACS code	Description
D432	Freshwater Fish
D433	Saltwater Fish
D434	Ornamental Fish
D435	Aquaculture
D440	Rural Estate Management
D441	Farm Management
D442	Gamekeeping Management
D443	Water Resource Management
D444	Land Management for Recreation
D445	Heritage Management
D446	Wilderness Management
D447	Environmental Conservation
D450	International Agriculture
D460	Organic Farming
D461	Organic Arable and Fruit Farming
D462	Organic Livestock
D463	Organic Fish Farming
D470	Agricultural Technology
D471	Agricultural Machinery
D472	Agricultural Irrigation and Drainage
D490	Agriculture not elsewhere classified
D500	Forestry
D510	Trees and Shrubs
D511	Forestry Pests and Diseases
D512	Tree Physiology
D513	Tree Nutrition
D514	Tree Protection
D515	Tree Production
D516	Timber Production
D517	Community Forestry
D520	International Forestry
D530	Organic Forestry
D540	Forestry Technology
D541	Forestry Irrigation and Drainage
D590	Forestry not elsewhere classified
D700	Agricultural Sciences
D710	Agricultural Biology
D711	Agricultural Microbiology
D720	Agricultural Chemistry
D721	Agricultural Biochemistry
D730	Agricultural Botany
D750	Soil as an Agricultural medium
D790	Agricultural Sciences not elsewhere classified
D900	Others in Veterinary Sciences, Agriculture and related subjects
F100	Chemistry
F110	Applied Chemistry

JACS code	Description
F111	Industrial Chemistry
F112	Colour Chemistry
F120	Inorganic Chemistry
F130	Structural Chemistry
F131	Crystallography
F140	Environmental Chemistry
F141	Marine Chemistry
F150	Medicinal Chemistry
F151	Pharmaceutical Chemistry
F160	Organic Chemistry
F161	Organometallic Chemistry
F162	Polymer Chemistry
F163	Bio-organic Chemistry
F164	Petrochemical Chemistry
F165	Biomolecular Chemistry
F170	Physical Chemistry
F180	Analytical Chemistry
F190	Chemistry not elsewhere classified
F200	Materials Science
F290	Materials Science not elsewhere classified
F300	Physics
F310	Applied Physics
F311	Engineering Physics
F320	Chemical Physics
F321	Solid state Physics
F330	Environmental Physics
F331	Atmospheric Physics
F332	Marine Physics
F340	Mathematical & Theoretical Physics
F341	Electromagnetism
F342	Quantum Mechanics
F343	Computational Physics
F350	Medical Physics
F351	Radiation Physics
F360	Optical Physics
F361	Laser Physics
F370	Nuclear and Particle Physics
F380	Acoustics
F390	Physics not elsewhere classified
F500	Astronomy
F510	Astrophysics
F520	Space and Planetary Sciences
F521	Space Science
F522	Planetary Science
F590	Astronomy not elsewhere classified
F870	Soil Science

JACS code	Description
G100	Mathematics
G110	Pure Mathematics
G120	Applied Mathematics
G121	Mechanics (Mathematical)
G130	Mathematical Methods
G140	Numerical Analysis
G150	Mathematical Modelling
G160	Engineering/Industrial Mathematics
G190	Mathematics not elsewhere classified
G200	Operational Research
G290	Operational Research not elsewhere classified
G300	Statistics
G310	Applied Statistics
G311	Medical Statistics
G320	Probability
G330	Stochastic Processes
G340	Statistical Modelling
G350	Mathematical Statistics
G390	Statistics not elsewhere classified
H100	General Engineering
H110	Integrated Engineering
H120	Safety Engineering
H121	Fire Safety Engineering
H122	Water Quality Control
H123	Public Health Engineering
H130	Computer-Aided Engineering
H131	Automated Engineering Design
H140	Mechanics
H141	Fluid Mechanics
H142	Solid Mechanics
H143	Structural Mechanics
H150	Engineering Design
H190	General Engineering not elsewhere classified
H200	Civil Engineering
H210	Structural Engineering
H220	Environmental Engineering
H221	Energy Resources
H222	Coastal Decay
H223	Environmental Impact Assessment
H230	Transport Engineering
H231	Permanent Way Engineering
H232	Pavement Engineering
H240	Surveying Science
H241	General Practice Surveying
H242	Engineering Surveying
H250	Geotechnical Engineering

JACS code	Description
H290	Civil Engineering not elsewhere classified
H300	Mechanical Engineering
H310	Dynamics
H311	Thermodynamics
H320	Mechanisms and Machines
H321	Turbine Technology
H330	Automotive Engineering
H331	Road Vehicle Engineering
H332	Rail Vehicle Engineering
H333	Ship Propulsion Engineering
H340	Acoustics and Vibration
H341	Acoustics
H342	Vibration
H350	Offshore Engineering
H360	Electromechanical Engineering
H390	Mechanical Engineering not elsewhere classified
H400	Aerospace Engineering
H410	Aeronautical Engineering
H411	Air-Passenger Transport Engineering
H412	Air-Freight Transport Engineering
H413	Air-Combat Engineering
H420	Astronautical Engineering
H430	Avionics
H440	Aerodynamics
H441	Flight Mechanics
H450	Propulsion Systems
H460	Aviation studies
H490	Aerospace Engineering not elsewhere classified
H500	Naval Architecture
H510	Shipbuilding
H511	Surface Passenger Ship Building
H512	Surface Freight Ship Building
H513	Surface Combat Ship Building
H514	Submarine Building
H520	Ship Design
H521	Surface Passenger Ship Design
H522	Surface Freight Ship Design
H523	Surface Combat Ship Design
H524	Submarine Design
H590	Naval Architecture not elsewhere classified
H600	Electronic and Electrical Engineering
H610	Electronic Engineering
H611	Microelectronic Engineering
H612	Integrated Circuit Design
H620	Electrical Engineering
H630	Electrical Power

JACS code	Description
H631	Electrical Power Generation
H632	Electrical Power Distribution
H640	Communications Engineering
H641	Telecommunications Engineering
H642	Broadcast Engineering
H643	Satellite Engineering
H644	Microwave Engineering
H650	Systems Engineering
H651	Digital Circuit Engineering
H652	Analogue Circuit Engineering
H660	Control Systems
H661	Instrumentation Control
H662	Control by light systems
H670	Robotics and Cybernetics
H671	Robotics
H672	Cybernetics
H673	Bioengineering
H674	Virtual Reality Engineering
H680	Optoelectronic Engineering
H690	Electronic and Electrical Engineering not elsewhere classified
H700	Production and Manufacturing Engineering
H710	Manufacturing Systems Engineering
H711	Manufacturing Systems Design
H712	Manufacturing Installation Systems
H713	Production Processes
H714	Manufacturing Systems Maintenance
H720	Quality Assurance Engineering
H730	Mechatronics
H790	Production and Manufacturing Engineering not elsewhere classified
H800	Chemical, Process and Energy Engineering
H810	Chemical Engineering
H811	Biochemical Engineering
H812	Pharmaceutical Engineering
H820	Atomic Engineering
H821	Nuclear Engineering
H830	Chemical Process Engineering
H831	Bioprocess Engineering
H840	Gas Engineering
H850	Petroleum Engineering
H890	Chemical, Process and Energy Engineering not elsewhere classified
H900	Others in Engineering
H990	Engineering not elsewhere classified
J100	Minerals Technology
J110	Mining
J120	Quarrying
J130	Rock Mechanics

JACS code	Description
J140	Mineral Processing
J150	Minerals Surveying
J160	Petrochemical Technology
J190	Minerals Technology not elsewhere classified
J200	Metallurgy
J210	Applied Metallurgy
J220	Metallic Fabrication
J221	Pattern Making
J230	Corrosion Technology
J290	Metallurgy not elsewhere classified
J300	Ceramics and Glasses
J310	Ceramics
J320	Glass Technology
J390	Ceramics and Glasses not elsewhere classified
L112	Agricultural Economics
L727	Agricultural Geography
N231	Land Management
R100	French studies
R110	French Language
R200	German studies
R210	German Language
R300	Italian studies
R310	Italian Language
R400	Spanish studies
R410	Spanish Language
R500	Portuguese studies
R510	Portuguese Language
R511	Portuguese Languages in other countries
R600	Scandinavian studies
R610	Scandinavian Languages
R611	Swedish Language
R612	Norwegian Language
R613	Finnish Language
R614	Danish Language
R700	Russian and East European studies
R710	Russian and East European Languages
R711	Russian Language
R712	Polish Language
R730*	Russian and East European Society and Culture
R731*	Russian Society and Culture
R732*	Polish Society and Culture
R733*	Czech Society and Culture
R900	Others in European Languages, Literature and related subjects
R910	Other European Languages
R911	Dutch
R912	Flemish

JACS code	Description
T100*	Chinese studies
T110	Chinese Language Studies
T120*	Chinese Literature Studies
T130*	Chinese Society and Culture studies
T190*	Chinese studies not elsewhere classified
T200*	Japanese studies
T210	Japanese Language studies
T220*	Japanese Literature studies
T230*	Japanese Society and Culture studies
T290*	Japanese studies not elsewhere classified
T300*	South Asian studies
T310	South Asian Language studies
T320*	South Asian Literature studies
T330*	South Asian Society and Culture studies
T390*	South Asian studies not elsewhere classified
T400*	Other Asian studies
T410	Other Asian Language studies
T420*	Other Asian Literature studies
T430*	Other Asian Society and Culture studies
T490*	Other Asian studies not elsewhere classified
T600*	Modern Middle Eastern studies
T610	Modern Middle-Eastern Language studies
T620*	Modern Middle-Eastern Literature studies
T630*	Modern Middle-Eastern Society and Culture studies
T690*	Modern Middle-Eastern studies not elsewhere classified
T711	Latin American Language studies
V622	Islamic studies

23. Note that those JACS codes marked with * are currently classified as 'Area Studies' for this modeling and only trigger an exemption at postgraduate level (HESLEVEL = 'PGT', HEFCE 2006/50, Appendix 1 p84, or HEFLEVEL = 'PGT', HEFCE 2007/05, Appendix 1 p60).

24. Note we assume that exemptions triggered either through foundation degrees given in paragraphs 7 and 8 or through the student support or fee regulations have already been identified.

Expected end date

25. The expected end year for learning in 2005-06 is derived as follows.

26. For students returned to the HESA student record, we first calculate the expected length of course using SPLNGTH (HESA student record Field 49) and UNITLGTH (HESA student record Field 50). The calculation is shown in Table 7. The expected end date of learning is then calculated by adding the expected length of course to the commencement date of the course (COMDATE, HESA student record Field 26).

Table 7 Calculate for expected end date for HESA returned data

UNITLGTH	Expected length
1	SPLength * 365
2	SPLength * 30
3	SPLength * 7
4	SPLength
5	SPLength / 24
9	Unknown

27. For students returned to the LSC ILR, we use the LSC LAD field A28 (Learning planned end date) directly.

28. For student returns to both HESA and the LSC ILR, we use Table 8 to calculate the expected end year based on learning in 2005-06.

Table 8 Expected end year for learning

Expected end date	Year
Before 1st August 2006 or UNITLGTH = 9 or missing	2005
After 31 July 2006 and before 1st August 2007	2006
After 31 July 2007 and before 1st August 2008	2007
After 31 July 2008 and before 1st August 2009	2008
After 31 July 2009 and before 1st August 2010	2009
After 31 July 2010 and before 1st August 2011	2010
After 31 July 2011	2011