

October 2010/26

Core funding/operations

Request for data

Returns should be uploaded to the HEFCE extranet by noon on Thursday 9 December 2010

This document asks higher education institutions to complete the annual survey of students on recognised higher education courses. The data will: enable us to monitor the achievement of funding agreement targets for 2010-11; give an early indication of the number of higher education students studying in the academic year 2010-11; and, with data supplied to the Higher Education Statistics Agency, inform our allocation of teaching funds for 2011-12.

HESES10

Higher Education Students Early Statistics Survey 2010-11

Alternative formats

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HESES10

Higher Education Students Early Statistics Survey 2010-11

To	Heads of HEFCE-funded higher education institutions Heads of universities in Northern Ireland
Of interest to those responsible for	Student data, Funding
Reference	2010/26
Publication date	October 2010
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Executive summary

Purpose

1. This document asks higher education institutions (HEIs) to complete the annual survey of students on recognised higher education (HE) courses.

Key points

2. The data will:
 - a. Enable us to monitor the achievement of funding agreement targets for the academic year 2010-11.
 - b. Together with data supplied to the Higher Education Statistics Agency (HESA), inform our allocation of teaching funds for the academic year 2011-12.
 - c. Give an early indication, including for government planning purposes, of the number of HE students studying in the academic year 2010-11.
3. This document provides:
 - a. An introduction to the Higher Education Students Early Statistics Survey 2010-11 (HESES10) and how we use it to inform our funding.
 - b. Guidance notes for completing the HESES10 survey.
 - c. Definitions used in the HESES10 survey.
 - d. Examples of the survey tables, which will be available to download from the HEFCE extranet in November 2010.
 - e. A summary of changes since HESES09 (Annex B).

Action required

4. HESES10 should be completed by all HEIs receiving HEFCE recurrent funds for teaching. Returns must be uploaded to the HEFCE extranet by **noon on Thursday 9 December 2010**. Workbooks will be available to institutions in November 2010.

Outline timetable for HESES10 return and 2011-12 funding round

5. The provisional timetable is summarised below.

In November 2010	<ul style="list-style-type: none">• Organisation and group keys issued to institutions• HESES workbooks available to institutions
December 2010	<ul style="list-style-type: none">• 9 December – deadline to return HESES data• Mid-December – validation and credibility checks by HEFCE• Mid-December – we will write to institutions, asking them to verify the data, answer any questions about the data and submit any appeals against formulaic grant adjustments. Institutions will have five working days to answer questions about data
13 January 2011	<ul style="list-style-type: none">• Institutions must have signed off their HESES data as being correct at 1 December 2010• Deadline for submission of appeals
February 2011	<ul style="list-style-type: none">• Institutions notified of final grant adjustments, including the outcome of appeals
14 March 2011	<ul style="list-style-type: none">• Institutions notified of provisional allocations of recurrent grant for 2011-12
17 March 2011	<ul style="list-style-type: none">• Publication of provisional recurrent grant for 2011-12 for all institutions
20 April 2011	<ul style="list-style-type: none">• Deadline for institutions to request transfers of provision and other amendments to provisional allocations
Late July 2011	<ul style="list-style-type: none">• Institutions receive their funding agreements, including final grant allocations, for 2011-12

The HESES10 survey and data used for funding purposes

Introduction

6. The Higher Education Students Early Statistics (HESES) survey is the primary data source that informs our formula-based recurrent teaching funding for HEIs. It collects aggregate information on students that are counted for funding purposes, as well as other students, but it does not, in itself, define what we fund, or what our funding is for.

Rather, the students that we count for funding purposes serve as a proxy for all the teaching and related activities that we fund.

Formula funding

7. Our recurrent grants to institutions are almost entirely allocated by formula according to our expectations of what each institution will need for various activities. Formula funding ensures we are fair, transparent and efficient in how we distribute grants to institutions.

8. We provide our recurrent funding as a ‘block grant’ that institutions may spend as they choose; they are not expected to mirror our calculations in their own internal spending. This allows institutions to target spending towards their own priorities, as long as these relate to teaching, research and related activities – the activities that we are empowered to fund. The block grant supports institutions’ autonomy and means they do not have the burden of accounting in detail for their expenditure.

9. In calculating the block grant, we adopt certain measures of volume. In general, these measures act as proxies for all the teaching, research and related activities that we are funding, but they do not in themselves define what we fund (or what our funding is for). For example, our volume measures are generally defined in terms of the activities of academic departments – how many students or research-active staff they have in a particular subject – but the funding is intended to support the institution as a whole, including, for example, its library and central administration, not just those academic departments. We generally categorise our volume measures in terms of subject groupings, but these could also be considered proxies for the

different ways in which institutions undertake their teaching and research activities – for example, reflecting how some activity takes place in laboratories, some on field trips, some at the computer and some in lecture theatres.

10. HEFCE has a fixed budget. Our funding methods are therefore designed to ensure institutions receive an appropriate share of this budget, given the nature and level of their activities. To ensure we distribute this budget fairly between institutions, we need to ensure that institutions’ activities are reported in a consistent way. So, when we collect information on student numbers, we need to ensure these are reported against common definitions. If we change definitions, we will do so for all institutions in the same year – it would be unfair to have one rule/definition for one group of institutions and another for a different group, given that in any one year all institutions are effectively competing with each other for a share of our fixed budget. Similarly, if we decide to change how we count activity, this does not necessarily mean a change to our overall budget, though it may affect how that budget is shared between institutions.

11. There is further information about how we fund institutions in ‘Guide to Funding: how HEFCE allocates its funds’ (HEFCE 2010/24).

HESES

12. There are two main data returns that we use to inform our teaching grant for HEIs. These are:

- a. The HESES survey. This return is submitted directly to us and provides aggregate information on the numbers of students. It is submitted by institutions in December each year and reports on the student numbers in the current academic year. This ensures our funding decisions are based on the most up-to-date information available. However, because this is provided in-year, it includes elements of forecasting relating to students’ activity up until the end of the academic year (that is, 31 July).
- b. The HESA individualised student record. This is submitted at the end of the academic year. We use it to gain information about student characteristics that are used, for example, in our

funding allocations for widening participation. We also use it to reconcile against the HESES data previously provided to us by HEIs. We receive it approximately 12 months after the equivalent HESES data. Information about the HESA individualised student record is available from www.hesa.ac.uk under Data collection/Student stream.

13. Further education colleges (FECs) make equivalent data returns. These are the Higher Education in Further Education: Students (HEIFES) survey (the equivalent of HESES) and the individualised learner record (ILR), which is submitted to the Data Service and is the equivalent of the HESA individualised student record.

14. Although HESES is primarily intended to collect information on students counted for funding purposes, it also collects information on other higher education (HE) students as well. This helps to provide a more complete picture of institutions' HE activities, supporting our understanding of their circumstances and student population, including for audits and reconciliations with HESA data, and informing government planning.

15. The guidance in HESES defines a student population covered by the return. Within that population, we need to ensure that activity for a given student on a given programme of study (known as an 'instance') is counted once and once only. Instances are broken down into separate years of study and the guidance in HESES defines whether such a year of instance is countable in HESES10, or whether it is countable in the return for a different year. These years of instance are further disaggregated according to their:

- a. **Residential and funding status.** Residential status is broken down between Home and European Union (EU) students and overseas students. The funding status of Home and EU students is broken down between HEFCE-fundable and non-fundable, and the HEFCE-fundable category is further broken down between HEFCE-funded and independently funded.
- b. **Mode of study.** The three modes identified separately in HESES are full-time, sandwich year-out and part-time. Our funding method distinguishes between these modes of study

because we need to reflect the tuition fee regime which, together with HEFCE grant, is designed by Government to support HE teaching.

- c. **Level of study.** The main HESES tables require a disaggregation between foundation degree, undergraduate (excluding foundation degree), postgraduate taught and postgraduate research. Table 5 of HESES requires a further disaggregation of undergraduate numbers.
- d. **Subject-related price group.** There are four price groups used for funding purposes (A, B, C and D) reflecting the broad relative costs of provision in different subject areas. However, HESES also collects information separately on:
 - i. **Media studies.** For funding purposes, we apportion the numbers returned in media studies between price groups B, C and/or D to reflect the outcome of institutional reviews in 2004-05 or subsequently.
 - ii. **Initial teacher training (ITT) leading to qualified teacher status (QTS), and in-service education and training (INSET) for those holding QTS.** These two categories are fundable by the Training and Development Agency for Schools (TDA), rather than HEFCE.
- e. **Length of study in the year.** Years of instance are classified as either standard length or long, depending generally on the number of weeks' study in the year.
- f. **Fee status.** For Home and EU students, we require a breakdown according to various fee categories. This informs the fee assumptions in our main teaching funding method.
- g. **Completion status.** The main volume measure in our teaching funding method relates to students who complete their year of instance. This is because we want to emphasise the importance of students completing their year of instance and to encourage institutions to support students through to the completion of all they intended to do during the year, for which they will have paid a tuition fee. Further information about the reason for our approach is on the HEFCE web-site, www.hefce.ac.uk, under Learning & teaching/Funding/Student completion.

Data verification and assurance

16. Given its significance to institutions' funding, we require the completed HESES return to be signed off by the vice-chancellor or principal of the institution. This requires them to have an understanding of our data collection requirements, to ensure that the institution has systems capable of producing an accurate, complete return and that the preparer of the return has compiled it competently. We also require the annual report of the institution's audit committee to include the committee's conclusions on the adequacy and effectiveness of the HEI's arrangements for the management and quality assurance of data submitted to HESA and to HEFCE and other funding bodies. This is to ensure adequate governance oversight of the systems used to generate funding data by the HEI, since poor data may represent a significant financial risk for HEIs that audit committees need to consider.

17. We have a number of processes to check the accuracy of institutions' data returns that inform our funding, although the responsibility for the accuracy of these returns rests with the institution's themselves:

- a. **Validation checks.** Most of these are built into the HESES Excel workbooks that institutions complete. These ensure numerical consistency within the return (for example that certain figures on one table match figures on another).
- b. **Credibility checks.** Some of these are also built into the HESES Excel workbooks and will generate warning messages if certain thresholds are breached. In addition, HEFCE staff carry out credibility checks of all data returns and will question institutions about them. Credibility checks will relate to data values or changes that, while possible, appear unexpected or unlikely.
- c. **Data audit.** Data audit tests institutions' systems and processes in preparing data returns. It involves visits to institutions (lasting at least three days on site for HESES) to review their management information systems, the documentation that provides an audit trail showing how the return was produced, and substantial testing of the assumptions

underpinning and values reported on the return. This will involve selecting samples of students and testing how they have been reported in the return. Our HESES data audits are cyclical, ensuring that all institutions will be audited periodically, but we also select institutions on a risk basis. This takes account of a number of factors, such as our assessment of institutional risk and the likelihood of data errors leading to financial implications.

- d. **Data reconciliation.** This occurs in the following academic year. We use the student data submitted by the HEI to HESA to reconstruct what the original HESES return for the institution would have looked like. Where differences between the original and re-created HESES return result in significant funding discrepancies, the institution is selected to go through a reconciliation process, which involves explaining the reasons for data differences and, if necessary, submitting amendments to HESA data. At the end of the process, we will treat the final (amended) HESA data as superseding the original HESES return and will implement any consequential funding adjustments for all relevant years (subject to an appeals process where appropriate).

Content of the HESES survey

18. The HESES10 survey contains seven tables for completion:
- Table 1a – Full-time counts of years of instance
 - Table 1b – Counts of years of instance for first registrable medical and dental qualifications (this is a subset of Table 1a)
 - Table 2 – Sandwich year-out counts of years of instance
 - Table 3 – Part-time counts of years of instance and full-time equivalents (FTEs)
 - Table 4 – Home and EU fees
 - Table 5 – Counts of years of instance split between home and others entitled to pay home and EU fees
 - Table 6 – Full-time years of instance counted towards the 2010-11 student number control.

19. Annexes to the HESES10 survey provide definitions and guidance on completion of the tables. These include:

- a. **Annexes A and B.** These provide an introduction to the guidance in HESES and report on changes since last year.
- b. **Annexes C and D.** These contain descriptions of the tables themselves, and a sample of those tables.
- c. **Annex E.** This explains what should be done when the tables have been completed, including a description of the data verification process.
- d. **Annexes F and G.** These define the HESES population and recognised HE courses.
- e. **Annexes H and J.** These define when activity by students in the HESES population should be counted and how to determine the full-time equivalence of part-time students.
- f. **Annex I.** This defines whether a student should be recorded as a completion or non-completion.
- g. **Annexes K to O.** These explain how to record different categories of activity and include the definitions of residential and funding status, price group, mode, level and length of study in the year.
- h. **Annex P.** This contains guidance on assigning student activity to the appropriate fee level category in Table 4.

20. All activity that meets the criteria set out in Annexes F to H should be reported, even if it will not be used directly to allocate funds. For example, HEFCE will not count for funding purposes students ordinarily resident outside the EU or specified overseas territories, but these students should still be included in the 'Island and overseas' column in the tables.

21. The main sources of data that will inform our calculations of recurrent grant for 2011-12 are:

- Tables 1a to 4 and 6 of HESES10
- the individualised student data submitted to HESA
- the Research Activity Survey 2010 (HEFCE 2010/28).

22. In addition to their primary purpose of collecting data to inform funding allocations, Tables 1a to 4 of HESES10 provide us with information about institutions as a whole, including HE activity that we do not count for funding. Data returned in Table 5 are collected for planning and monitoring purposes, including those of the Department for Business, Innovation and Skills. Data returned on Table 6 will be used to monitor the student number control for 2010-11.

23. For funding allocation and other purposes we source various kinds of information from the HESA individualised student data. The algorithms we expect to use are shown in '2009-10 statistics derived from HESA data: guide to HEFCE web facility', which will be available later this year on the HEFCE web-site, www.hefce.ac.uk. This information includes:

- re-creations of HEFCE funding returns (including a HESES09 re-creation)
- derived statistics likely to inform HEFCE funding (including indicative 2011-12 allocations for widening participation and teaching enhancement and student success, and the partial completion weighting)
- derived statistics we intend to publish, for verification by institutions
- data summaries for verification by institutions.

Institutions should note that incomplete or incorrect records may adversely affect funding allocations.

Queries and further information

24. Queries about this survey should be e-mailed to heses@hefce.ac.uk. In addition, the HEFCE web-site contains a web page with answers to frequently asked questions (FAQs). It can be found at www.hefce.ac.uk under Questions/HESES FAQs. The page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. Institutions are expected to look there for guidance before and during completion of their HESES return. We will use an e-mail list of HESES contacts to notify institutions of any significant changes or updates. We will not use this simply to notify them of changes to the web-site.

HESES contacts at institutions

25. Each institution has sent us details of a contact for the HESES survey. If institutions wish to check or change their HESES contact details, they should contact their HEFCE higher education policy adviser (HEPA). Contact details for the HEPA for each institution can be found on the HEFCE web-site under About us/Contact us.

Data preparation and submission

26. An Excel workbook with spreadsheet versions of the tables in Annex C will be available on the HEFCE extranet, <https://extranet.hedata.ac.uk>, in November 2010. Heads of institutions and HESES contacts will be issued with an organisation key (unique to their institution) and a HESES10 group key (unique to the HESES10 survey) to enable access to this workbook via the HEFCE extranet. Institutions will need to upload the completed workbook to the same web-site. In addition to the organisation and group keys, heads of institutions and HESES contacts will be issued with guidance on how to use the extranet and a check list for use before submission of the completed workbook.

27. Returns must be uploaded to the HEFCE extranet no later than **noon on Thursday 9 December 2010**. We will not give extensions to this deadline.

28. The data do not need to be formally signed off by the vice-chancellor or principal at this stage. However, it is good practice for someone independent of the compiler of the return to review it carefully to ensure that the figures make sense in relation to the supporting data, and that basic inputting errors have not occurred. A senior member of the institution should also agree the return prior to submission.

29. Where an institution fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Institutions that do not submit credible data on time are more likely to be audited.

30. Good practice guidance relating to the preparation of the HESES return can be found in 'Audit issues' in paragraphs 43 to 60 and throughout the guidance.

Data verification

31. A number of validation and credibility checks are carried out automatically within the workbook (detailed in Annex E, Appendix 2 and Appendix 4). The workbook also contains worksheets showing whether institutions have met their funding agreement targets for 2010-11 and any consequential estimated grant adjustments (detailed in Appendix 3). The appendices are available to download with this document at www.hefce.ac.uk/pubs.

32. We will carry out further credibility checks when we receive the workbook. During December, we will write to institutions, attaching their HESES data and the comparison and grant adjustment reports generated from them. Institutions will be asked to:

- verify that the data are accurate, or make corrections
- answer any questions we may have about the data, and the explanations already provided.

The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by institutions. We expect institutions to answer any questions about data within five working days. We may refuse to revise allocations once data have been verified and signed off. Annex E contains further detail on the data verification process.

33. We will also write separately to institutions about provisional formulaic grant adjustments and invite appeals for mitigation.

Sign-off of HESES10 data

34. By 13 January 2011, all institutions must have signed off their HESES data as being correct as at 1 December 2010. The data must be signed off by the vice-chancellor or principal of the institution, and they should have an understanding of our data collection requirements, to ensure that the institution has systems capable of producing an accurate, complete return and that the preparer of the return has compiled it competently. If it is anticipated that the vice-chancellor or principal will be unavailable to sign off the data during the data verification period, institutions should e-mail

dataverification@hefce.ac.uk to agree interim arrangements. We will expect the vice-chancellor or principal to sign off the data on their return. If an institution fails to meet the deadline for signing off data, or we believe the data to be inaccurate, we reserve the right to use our own estimates of data to inform funding allocations (see paragraph 18 of 'Model Financial Memorandum between HEFCE and institutions', HEFCE 2010/19). We cannot guarantee that any amendments to data after 13 January 2011 will be taken into account.

Outline process for the 2011-12 funding round

35. During January we will consider any appeals against formulaic grant adjustments. Institutions will be notified of the outcomes of their appeals in February. We intend to notify institutions of their provisional allocations of recurrent grant for 2011-12 on 14 March 2011.

36. There are two main grant announcements in the year: in March and July. To be reflected in the March grant announcement, we need to receive all HESES data amendments by 13 January 2011. To be reflected in the July grant announcement, we need to receive any further HESES data amendments by 20 April 2011. However, because our total budget is limited, we cannot guarantee to provide additional funding arising from amendments received after 13 January 2011. All changes to grant after the initial March announcement are subject to approval by our Board; we will not confirm the effects on funding of data changes until that approval has been given. After the March grant announcement, the Board will next consider changes to grant in July so that they can be included in the July funding announcement.

37. In January 2012, we will compare HESES10 data with the 2010-11 HESA student record. If we find, either through reconciliations with HESA data, or through any data audit, that erroneous data have resulted in institutions receiving incorrect funding allocations (including for widening participation, teaching enhancement and student success, and other targeted allocations), we will adjust their funding accordingly for all relevant years (subject to the appeals process and the availability of our funds).

Audit

38. We will continue our programme of audits of data used for funding purposes. Institutions should therefore keep an adequate audit trail recording how the data have been derived. This is especially important where institutions are including estimates or making judgements; for example, the basis for forecasting non-completions should be recorded. Institutions must ensure that estimates are reasonable and have sufficient supporting data. Evidence of enrolment should be available for inspection. Our auditors will also seek to rely on any relevant internal audit work that has been carried out on the student record system and/or the method for compiling the HESES return, where appropriate.

39. As part of our audit process we will compare HESES10 data with a variety of other data, most notably individualised HESA data as these become available. Details of how we expect to compare HESA data are given in '2009-10 statistics derived from HESA data: guide to HEFCE web facility' and in Appendix 1. We will use HESA data to assist in assessing the validity of non-completion forecasts. We will also compare data returned on HESES10 and the 2010 Research Activity Survey.

40. Paragraph 34 of Annex B of 'Model Financial Memorandum between HEFCE and institutions' (HEFCE 2010/19) states that the annual report of the institution's audit committee must include the committee's conclusions on the adequacy and effectiveness of the HEI's arrangements for the management and quality assurance of data submitted to HESA and to HEFCE and other funding bodies. This is to ensure adequate governance oversight of the systems used to generate funding data by the HEI, since poor data may represent a significant financial risk for HEIs that audit committees need to consider. Further guidance for audit committees on data assurance can be found on the HEFCE web-site, www.hefce.ac.uk under Finance & assurance/Assurance and institutional risk/Guidance/Audit arrangements.

Audit of HESES09

41. For HESES09 we are auditing 75 institutions. At the time of preparing this publication, not all the audits had been completed. The completed audits

highlighted areas in which some institutions were incorrectly interpreting the HESES definitions, or where internal institutional systems and practices did not facilitate the production of the HESES return. The main findings included:

- incorrect application of the rules on student completion, particularly those around the requirement for submission of the final assessment in all modules intended to be studied in the year
- lack of identification of students' initial study intentions for the purpose of determining completion status
- lack of robustness in the estimation of non-completions and forecast countable years
- misunderstanding of the rules for student inclusion in Column 2
- misunderstanding of the rules for returning students on non-standard years of instance
- incorrect calculation of full-time equivalence (FTE) and incorrect assignment of multiple instances to part-time students following modular programmes

- incorrect assignment of activity to price group
- poor communication within collaborative arrangements
- inadequate audit trail between the student record system and the HESES return
- lack of systems notes both for recording of data on student activity and for the HESES preparation process
- lack of analytical review of figures in the return to identify anomalies and ensure that the data make sense
- lack of reconciliation between HESES and HESA returns before submission to HESA
- incorrect recording of student activity as being full-time if a student is only active for part of a year.

42. To assist with future compliance, we strongly recommend that all institutions undertake a formal review of existing arrangements, taking into account the advice and information given below and in the 'Audit issues' sections in the annexes.

Audit issues

Inadequate audit trail

43. In some cases, the audit trail between student record systems and the HESES return was inadequate or had not been retained at all. A record of the basis for making estimates of non-completions and forecast countable years should be kept, along with any relevant electronically stored data, printouts and working papers used in completing the return. The audit trail should be retained for at least three years. Source documents such as registration forms should also be retained. This should include information on students' detailed study intentions for the academic year.

44. There should be an audit trail to individual figures in the return for all Column 1 figures, identifying individual students within those figures. During audit we ask for a sample of these

figures to be rebuilt. In the case of the estimates, that is Columns 2 and 3, there must be a clear rationale for the figures and back-up data justifying what is being returned.

45. Where the institution leads in franchise arrangements, the audit trail must include evidence for the inclusion of franchise students, and forecasts relating to such students.

Knowledge management

46. At many institutions, the knowledge required to prepare the HESES return is undocumented and sometimes lies with only one person. This creates a risk that in the absence of that person, particularly at crucial times of the year, the institution may not be able to prepare the return on time or to the appropriate standard. A good audit trail helps to reduce this risk. But we also consider it good practice for all institutions to manage this risk by ensuring that at least two

people can both produce the information for the return and prepare the return itself.

47. In addition, institutions should ensure that the relevant processes are adequately documented and that this documentation is kept up to date. This requires all relevant staff, including experienced staff, to consider the HESES guidance each year and make any necessary changes to their systems.

48. There are, quite reasonably, differences between academic regulations of institutions and the rules relating to the counting of students for funding purposes. It is essential that individuals involved in completing student data fields which are used for funding purposes fully understand the fields they are completing in the student record. For these fields, student activity should be reported with regard to funding rules and not in accordance with the institution's own academic regulations and progression rules. This is discussed in more detail in Annex I.

Analytical reviews and data reconciliations

49. A reconciliation between HESES10 and HESA 2010-11 returns should be made before the HESA data are submitted. Differences should be examined as part of the process for identifying possible data error, and amendments made to HESA data if necessary. This will be useful preparation for the HESA-HESES reconciliation exercise if differences are substantial. It should also help to eliminate inconsistencies in students' treatment in the two returns for future reference, and reduce systems problems with the way students are returned in HESA data before submission. In summer 2011 we will give institutions access to a web facility that will be able to generate a re-creation of HESES10 from a HESA 2010-11 return. An equivalent exercise on the previous year's return may highlight errors in HESES09 that can be avoided in HESES10.

Management information

50. The student record system is not only important from the point of view of HESES and other statistical returns, it is also a source of management information for the institution. But the opportunity to use this resource is being lost at many institutions we visited. Typically, student records are only cleaned up at the time of end-of-year examinations, because academic staff have to rely on the data at that time. The opportunity to use the data throughout the year as a management tool for identifying problem areas or potentially failing students is lost.

51. It is important to encourage use of the main student record system for recording marks within the year if possible, and to the level of detail required to comply with the rules on correctly assessing student completion status. Use of separate databases held locally at departmental, school or faculty level will not help to ensure that the main student record is up to date and hence useful as a management tool.

52. Management information is only useful if it is complete, accurate and timely. In turn, complete and accurate data would produce a more accurate HESES return.

53. During audit we do not ask for any reports that could not reasonably be expected to be used in everyday activity. However, some institutions have enormous difficulty in extracting these standard data from the student record system, and indeed many do not even hold the required data. Data that cannot be extracted and reported on are of little value.

54. Developing exception reporting and using such reporting to highlight data issues for review and subsequent amendment will help to ensure that high-quality data are returned in the future. Data quality will also be enhanced by data management reviews by those with a good understanding of the data.

55. We encourage institutions to liaise with appropriate HEFCE staff when issues concerning the correct returning of data arise.

Variable practices

56. Although institutions have academic regulations and procedures for managing student data in the student record system, the audit visits picked up many instances of inconsistent practice within institutions.

57. Differential practices did not necessarily mean that procedures were not being followed; in a number of instances it was clear that the procedures were inadequate to cope with the complexity of the area in question. For example, faculties of health studies often have requirements over and above those of the rest of the institution. However, it was clear in other areas that the staff managing the data were not sufficiently trained in the institution's requirements.

58. Data quality will be improved if the requirements of all data users are fully understood and taken into account by staff who manage and maintain the student record system. Many instances were found where staff were responsible for completing key fields required for funding purposes but they had no training on the rules governing completion of those fields in accordance with funding rules. In many cases the

data required to complete those fields correctly were not recorded on the main student record system, so robust centralised systems could not be implemented, and reliance was placed on inadequately trained staff. All users should also be trained in the data requirements of the institution, with reference to differences between academic regulation requirements and funding rule requirements, so that they understand why they are asked to perform particular tasks.

Problems with implementing new student record systems

59. Implementing a new student record system is a major undertaking. It is essential that institutions manage this process carefully to ensure that the system does not fall into disrepute before the process is complete.

60. One problem we found with new systems (even proprietary systems) was the lack of ability to draw out management information and basic reports from the system (see also paragraph 53). As part of the overall implementation project, it is essential to include the requirements both for everyday reports needed by academic and administrative staff and for top-level management reports, and to make arrangements to ensure that they can be delivered.

Annex A

HESES10: Getting started

1. This annex is aimed at those with responsibility for completing the Higher Education Students Early Statistics (HESES) survey. It provides an introduction to the structure of the survey and to where guidance and definitions can be found in subsequent annexes, but it does not attempt to summarise the guidance in those other annexes. This annex points to guidance on which students can be counted in HESES10, then goes through each table in turn and points to where guidance may be found on each column and row heading. It also points to where guidance may be found on what to do when the HESES tables have been completed.
2. Additionally, throughout the annexes are many 'example' boxes, and 'audit issue' boxes containing common issues found by our auditors and good practice tips.
3. It is recommended that this annex is read alongside the sample tables in Annex C.

Which students are counted in HESES?

4. The guidance in HESES defines a higher education student population covered by the return. Within that population, we need to ensure that activity for a given student on a given programme of study (known as an 'instance') is counted once and once only. Instances are broken down into separate years of study and the guidance in HESES defines whether such a year of instance is countable in HESES10, or whether it is countable in the return for a different year. HESES10 therefore records counts of years of instance for students aiming for a recognised HE qualification. This is not the same as counting students or modules. Further information on recognised HE qualifications is in Annex G.
5. An 'instance' is defined as a coherent engagement with the institution by a student aiming towards the award of a qualification(s) or credit (see Annex F, paragraph 2). This period may be split into one or more years of instance (see Annex H, paragraph 2).
6. To be counted in HESES10, a year of instance must be generated by a student in the HESES10 population. Paragraphs 3 to 5 of Annex F define

criteria that instances must meet for this, relating, for example, to when students are actively pursuing studies, their course aim and whether or not they will be included in other data returns by the same or another institution. These paragraphs also identify particular cases that are excluded from the population. Also, paragraph 8 of Annex H provides additional criteria that a year of instance must meet to be counted in the HESES10 population, relating to the need to charge a tuition fee, the minimum amount of activity and the requirement that the student is not writing up a thesis (or similar) for the whole year of instance.

7. Some years of instance may be generated by students who are in the HESES10 population and meet the criteria in paragraph 8 of Annex H, but may instead be counted in a previous or future HESES survey rather than HESES10. The flow chart in Figure 2 of Annex H will help determine whether a year of instance should be returned in HESES10 and whether it should be returned in Column 1 or 2 of HESES Tables 1a, 2 and 3.

Things to note

8. Care should be taken if the institution is involved in a franchise arrangement with another institution to ensure years of instance are not being double-counted (collaborative arrangements, excluding those solely for validation, are treated as franchises for HESES purposes). See paragraphs 6 to 13 of Annex F for guidance on the return of franchised activity in HESES.
9. Annex H, paragraph 4, contains guidance on how to treat students who are studying towards two or more independent qualifications at the same time.
10. Annex H, paragraphs 49 to 62, explain how to return the following kinds of summer school in HESES:
 - summer schools for potential HE students
 - access provision
 - within-course periods of study in vacation time
 - foundation degree bridging courses.

How should I return years of instance on Tables 1a, 2 and 3?

11. Tables 1a, 2 and 3 record counts of years of instance for full-time, sandwich year-out and part-time students respectively and are mutually exclusive. To determine whether a year of instance should be returned on Table 1a, 2 or 3, see Annex M which contains guidance on mode of study.

12. Paragraphs 16 to 35 of this annex consider the column and row headings in Tables 1a, 2 and 3 and point to the guidance on assigning years of instance to the appropriate column and row in these tables.

13. Paragraphs 12 to 19 of Annex D contain more detail on how activity should be assigned to Tables 1a, 2 and 3 and the columns within them.

Things to note

14. Occasionally a student's mode of study changes, either between years or mid-year. See paragraphs 9 and 10 of Annex M for guidance on how to return such years of instance.

15. For the purposes of meeting the attendance definition for a full-time course, full-time study can include learning in the workplace, where this is a course requirement. Paragraphs 11 to 14 of Annex M provide guidance on this.

Column 1 or Column 2?

16. Columns 1 and 2 are mutually exclusive. Whether a year of instance should be recorded in Column 1 or 2 depends on when they become countable and this in turn depends on whether or not the year of instance is classed as 'standard' (where all activity that is counted in the year of instance is entirely within the academic year 1 August to 31 July) or 'non-standard'. There are different counting rules for these two types of year of instance. Paragraphs 16 to 26 of Annex H explain this in more detail. The flow chart in Figure 2 of Annex H will help determine whether a year of instance should be returned in HESES10 and whether it should be returned in Column 1 or 2.

17. Annex D, paragraph 13, contains further guidance on what should and should not be returned in Column 2.

Things to note

18. Care needs to be taken where modules span two years of instance. Paragraph 28 and the flow chart in Figure 1 of Annex H provide guidance on how to count years of instance in such cases.

Column 3 (forecast of years not completed)

19. The main volume measure in our teaching funding method relates to students who complete their year of instance. This is because we want to emphasise the importance of students completing their year of instance and to encourage institutions to support students through to the completion of all they intended to do during the year, for which they will have paid a tuition fee. Further information about the reason for our approach is on the HEFCE web-site, www.hefce.ac.uk, under Learning & teaching/Funding/Student completion. Column 3 of Tables 1a, 2 and 3 should therefore contain an estimate of the number of years of instance already returned in Column 1 or 2 which students will not complete. Annex I provides the definition of completion and non-completion. These estimates should be supported by historical data and shown as a negative number.

20. Some guidance on the completion of the HESA fields FUNDCOMP and MODOUT, which explicitly relate to completion status, can be found in the 'audit issues' in Annex I, paragraphs 24 and 31 to 33.

Column 4 (estimated countable years for 2010-11)

21. This is calculated automatically within the workbook as the sum of Columns 1, 2 and 3.

Column 4a (Table 3 only)

22. Column 4a should contain the estimated FTE for the academic year for part-time years of instance, and reflect the sum of the FTE for the years of instance returned in Column 4. Annex J contains guidance on calculating FTE for part-time students.

Things to note

23. Care should be taken when determining the FTE of a student who has changed their mode of study mid-year, or who is exempt from part of a

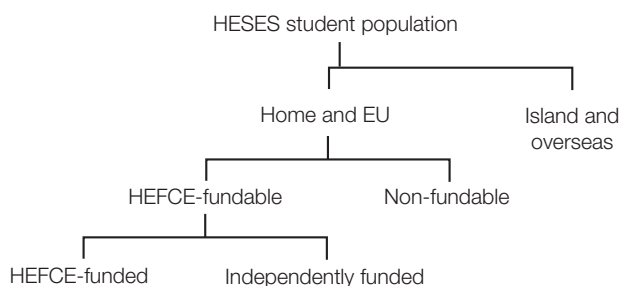
course due to, for example, accredited prior learning. See paragraphs 5 and 8 in Annex J.

Columns 5 and 5a

24. Column 5 should contain a subset of non-fundable numbers included in Column 4. It will identify estimated completed years of instance that are to count towards the delivery of employer co-funded student number targets. Column 5a (in Table 3 only) should contain a subset of non-fundable numbers included in Column 4a of that table. It will identify the estimated FTE for the completed years of instance returned in Column 5. See paragraph 9b of Annex K and paragraphs 17 and 18 of Annex D.

Fundability status

25. There are four fundability statuses collected in HESES: HEFCE-funded, independently funded, non-fundable, and island and overseas. Students in the HESES population are disaggregated as follows:



26. Annex K, paragraphs 2 to 5, explain how to distinguish between home and EU students and island and overseas students.

27. Annex K, paragraphs 7 to 10, explain how to determine which home and EU students are HEFCE-fundable and which are non-fundable. Home and EU students aiming for an equivalent or lower qualification (ELQ) compared to one they already hold are classed as non-fundable (unless they are exempt from this policy). Annex K, paragraphs 11 to 33, contain guidance on assessing a student's ELQ status and the exemptions that apply for our funding purposes.

28. Annex K, paragraphs 45 to 47, explain how to determine which HEFCE-fundable students can be classed as independently funded, if the institution so

chooses. HEFCE-fundable students that the institution chooses not to class as independently funded will be reported as HEFCE-funded.

Things to note

29. Years of instance for students funded by another EU public source may need to be reported as non-fundable, depending in part on whether the level of contribution from that other source is at the HEFCE standard rate or higher. Annex K, paragraphs 38 to 44, contain examples of how to determine the number of students supported from other EU public funds (and therefore to be reported as non-fundable), where the available money is not enough to cover HEFCE standard resource for all relevant students. Additionally there is an Excel template on the HEFCE web-site under Questions/HESES FAQs which will calculate the number of students who are non-fundable in individual cases.

Price groups

30. There are four subject-related price groups that we use for funding purposes (A, B, C and D) reflecting the broad relative costs of provision in different subject areas. In general, HESES collects information separately on each of these, except that media studies provision is reported separately (for funding purposes, we subsequently apportion the numbers returned in media studies between price groups B, C and/or D to reflect the outcome of institutional reviews). In addition, HESES also collects information separately on two further price groups relating to provision for which the TDA has funding responsibility: ITT leading to QTS and INSET for those holding QTS. Price groups are defined in terms of academic cost centres. Annex L contains guidance on how to assign a year of instance to the appropriate price group(s).

Things to note

31. Annex L contains particular guidance on how to treat medicine, dentistry, veterinary science, education, sports and leisure studies and computing when assigning activity in these areas to price groups.

32. Care should be taken where students study two or more subjects at an institution, or where a student is taught a different subject under a

franchise arrangement. See paragraphs 17 to 26 of Annex L.

Long years of instance

33. Years of instance are classified as either standard length or long. Full-time years of instance are normally treated as long based on the number of weeks' study in the year; for part-time years of instance, it depends on the length of each year for an equivalent full-time course. Annex O, paragraphs 2 to 4, defines 'long' for full-time courses, and Annex O paragraph 8 defines 'long' for part-time courses.

Things to note

34. Care should be taken where a year of instance includes a period of work-based study – see paragraphs 4 and 5 of Annex O.

Level

35. Annex N describes how to determine whether a student should be classed as an undergraduate or postgraduate. Within these classifications it also defines foundation degree students and whether a postgraduate student should be classed as postgraduate taught or postgraduate research.

How should I return years of instance on Table 1b?

36. Table 1b is a subset of Table 1a and contains all full-time undergraduate students on programmes of study that lead to a first registrable medical or dental qualification. Annex D paragraphs 5 to 11 explain how to return years of instance in Table 1b. The columns in this table are the same as those in Table 1a.

How should I return years of instance on Table 4?

37. Table 4 collects information about tuition fees for home and EU students included within Columns 1 or 2 of Tables 1a, 2 and 3. We use this data to inform the fee assumptions we make in our main teaching funding method.

38. Paragraphs 40 to 47 of this annex consider the column and row headings in Table 4 and point to the guidance on assigning years of instance to the appropriate column and row.

39. Paragraphs 20 to 24 of Annex D contain more detail on Table 4 and the columns within it.

Column 1 or Column 2?

40. Column 1 and Column 2 in Table 4 are the same as Column 1 and Column 2 in Tables 1a, 2 and 3.

Mode of study

41. The full-time, sandwich year-out and part-time column headings are consistent with those in Tables 1a, 2 and 3 and are defined in Annex M.

Fundability status

42. 'HEFCE-fundable' is the sum of HEFCE-funded and independently funded. Island and overseas students are not included in Table 4. Annex K contains guidance on how to determine fundability status.

Price group(s)

43. The price groups shown on Tables 1a, 2 and 3 are aggregated on Table 4, with the exception of years of instances recorded in the ITT(QTS) price group which are recorded separately on Table 4. Annex L contains guidance on how to assign a year of instance to the appropriate price group(s).

Level

44. The levels of study on Table 4 are the same as those on Tables 1a, 2 and 3 with the exception of 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduates excluding foundation degree) which are aggregated into a single undergraduate level of study on Table 4, 'UG'. Annex N describes how to determine the level of study for a student.

Fee level

45. Guidance on how to record years of instance in the appropriate fee level category can be found in Annex P.

Things to note

46. In general, fee levels are an attribute of the course, not of the individual student. See paragraph 2 of Annex P.

47. Most postgraduate and part-time undergraduate students should be recorded in the

non-regulated fee level on Table 4. For guidance on which postgraduate and part-time undergraduate students can be recorded as being subject to regulated fees, see paragraphs 5 to 7 of Annex P.

How should I return years of instance on Table 5?

48. Table 5 collects information about home and EU students included within Columns 1 or 2 of Tables 1a, 2 and 3.

49. Paragraphs 51 to 57 of this annex consider the column and row headings in Table 5 and point to the guidance on how to assign years of instance to the appropriate column and row.

50. Paragraphs 25 to 33 of Annex D contain more detail on Table 5 and the columns within it.

Column 1

51. In total, these data are the same as the home and EU data returned in Columns 1 and 2 of Tables 1a, 2 and 3.

Column 2

52. Column 2 should contain new entrants, and is a subset of the data contained in Column 1 of Table 5. 'New entrant' is defined in paragraph 33 of Annex D.

Column 3

53. Column 3 should contain counts of years of instance franchised out, and is a subset of the data contained in Column 1 of Table 5. Guidance on what is treated as a franchise for HESES purposes can be found in paragraphs 6 to 13 of Annex F, and guidance on the completion of Column 3 of Table 5 can be found in paragraphs 29 and 30 of Annex D.

Mode of study

54. The full-time, sandwich year-out and part-time column headings are consistent with those in Tables 1a, 2 and 3 and these modes of study are defined in Annex M, but full-time and sandwich year-out are aggregated in Table 5.

Home/other split

55. The home and EU students recorded in Table 5 are split between home students and 'others entitled to pay home and EU fees'. Guidance on

how to disaggregate home and EU students into 'home' and 'other' is in paragraph 25 of Annex D and depends on the DOMICILE field on the HESA student record.

Level

56. Annex N describes how to determine the level of study for a student. However, undergraduate students are disaggregated into different groups compared to Tables 1a to 4. Guidance on how to disaggregate undergraduate students in Table 5 is in paragraph 26 of Annex D.

Fundability

57. HEFCE-fundable is the sum of HEFCE-funded and independently funded. Island and overseas students are not included in Table 5. Annex K contains guidance on how to determine fundability status.

How should I return years of instance on Table 6?

58. Table 6 collects information to monitor the student number control for 2010-11 and applies to full-time students only (as defined in Annex M). In broad terms, the student number control relates to students starting HEFCE-fundable or employer co-funded full-time undergraduate or PGCE study in the 2010-11 academic year. Paragraphs 29 to 45 of Annex H contain guidance on how to count years of instance in Table 6, including the definition of the population that will count towards the student number control limit.

59. Paragraphs 63 to 67 of this annex consider the column and row headings in Table 6 and point to the guidance on assigning years of instance to the appropriate column and row.

60. Paragraphs 34 to 37 of Annex D contain more detail on Table 6 and the columns within it.

Things to note

61. Years of instance are counted in Table 6 in a different way to Tables 1a to 5. Two cases where treatment differs between Table 6 and the other tables are for students on non-standard years of instance and for some students who withdraw from their year of instance. Guidance on this is provided in paragraphs 35 to 42 of Annex H.

62. Not all years of instance counted in Table 6 will be for 'entrants' to the institution (as defined in Annex D, paragraph 33). This may be the case where, for example, students have previously studied part-time, or on programmes of study that were not funded by HEFCE. Paragraphs 43 to 45 of Annex H provide guidance on this.

Column 1

63. Columns 1(a) and 1(b) should contain years of instance starting between 1 August 2010 and 1 December 2010 inclusive, with the disaggregation between them depending on whether and when the student has withdrawn. Paragraph 35 of Annex D contains guidance on how to complete this column.

Column 2

64. Column 2 should contain a forecast of years of instance starting after 1 December 2010 and before 1 August 2011. Paragraph 36 of Annex D contains guidance on how to complete this column.

Column 3

65. Column 3 is calculated automatically within the workbook as the sum of Columns 1(a), 1(b) and 2.

Fundability

66. 'HEFCE-fundable' is the sum of HEFCE-funded and independently funded, as defined in Annex K. 'Employer co-funded' applies to years of instance that are non-fundable on the basis that they are to count towards the delivery of HEFCE allocations of student numbers co-funded with employers – see paragraph 9b of Annex K.

Level

67. 'UG' should contain undergraduates (including those on foundation degrees) as defined in Annex N. 'PGCE' should contain students starting on a Postgraduate/Professional Graduate Certificate in Education.

What should I do when the tables have been completed?

Validation and credibility checks

68. Validation and credibility checks exist within the workbook to try to ensure that inconsistent and

potentially erroneous data are not submitted. Paragraphs 3 to 10 of Annex E explain how validation and credibility checks are shown in the workbook and what to do if they exist within the completed workbook. Appendices 2 and 4 provide detail on each check that is carried out.

Grant adjustment tables and related worksheets

69. There are three worksheets (HBK, STD and F10) that relate to the estimated grant adjustment calculations for 2010-11. Institutions should check the figures shown on these worksheets before uploading the completed workbook to the extranet to ensure that any estimated grant adjustments are not the result of data error. Further information on these worksheets can be found in paragraphs 11 and 12 of Annex E and in Appendix 3.

Data verification

70. When we receive the HESES10 returns, we will review the data and explanations for outstanding credibility checks. Further information on this data verification process can be found in paragraphs 17 to 19 of Annex E.

Sign-off of HESES10 data

71. By 13 January 2011 the vice-chancellor or principal should sign off the institution's HESES10 data. Further guidance on the sign-off of HESES10 data can be found in paragraph 34 of the main guidance and paragraph 20 of Annex E.

Annex B

Summary of changes and clarifications since HESES09

Changes

1. 'Advance notification of changes to HESES and HEIFES for 2010-11 and later years' (HEFCE Circular letter 10/2010) notified institutions of a number of changes intended for implementation in HESES10. The changes to be implemented in HESES10 are:

- a. The introduction of a new Table 6, which will collect information to monitor the student number control for 2010-11, and the removal of Column 3 in Table 4 (see paragraphs 5 to 7 and Annex A of Circular letter 10/2010 and paragraphs 34 to 37 of Annex D and paragraphs 29 to 45 of Annex H of this document). Institutions in Northern Ireland are not required to complete Table 6.
- b. The introduction of new columns in Tables 1a, 2 and 3 to collect information on employer co-funded provision. These columns replace those that previously collected information on Lifelong Learning Networks (LLNs) funded outside the mainstream teaching grant ('model 2' LLNs) (see paragraphs 8 to 10 of Circular letter 10/2010, paragraphs 17 and 18 of Annex D and paragraphs 11 to 26 of Annex H of this document). This change does not affect institutions in Northern Ireland.
- c. An amendment to the definition of student completion. We have removed the requirement that, where completion depends on attendance at a final examination, it should in general be judged by attendance at the first presentation of the examination. This is replaced by a requirement that, where completion depends on undergoing a final assessment, this must be done within 13 months of the start of the student's year of instance (see paragraphs 11 to 13 of Circular letter 10/2010 and Annex I of this document).

Circular letter 10/2010 gave notice of one further change intended for HESES10 relating to the file format of the HESES10 workbook. We are not able to implement this change for HESES10, but will instead aim to introduce it for HESES11. See paragraph 13 of this annex for further information.

2. In previous HESES surveys, years of instance that were classified as non-completions on or before the census date were not countable. This guidance

has been modified to instead say that students who withdraw from their instance on or before the census date are not countable. This means that a student who non-completes on or before the census date, but does not withdraw from their instance, may be returned on HESES10. Previously such a year of instance would not be returned. We have introduced this change for greater consistency with Table 6 and the HESES10 re-creation. See paragraphs 12 and 14 of Annex D for further information.

3. The Lisbon Treaty provides that the European Community (EC) ceases to exist, therefore removing the long-standing distinction between the EC and the European Union (EU). As a consequence, references to the EC in the HESES guidance have been replaced with EU. This is a change to terminology that does not (in itself) affect the HESES definitions.

4. The Department for Business, Innovation and Skills has signalled its intention that students starting part-time ITT courses from 1 September 2010 should no longer be subject to regulated fees. Information about this is on the Student Finance England practitioners' web-site, <http://practitioners.studentfinanceengland.co.uk> under Practitioner Resources/Student Support Information Notes/SSIN 04/10 – Support for Initial Teacher Training Courses for 2010/11. Further guidance on which part-time students should be recorded as being subject to regulated fees in Table 4 of HESES10 is in paragraphs 5 and 6 of Annex P.

Clarifications

5. We have clarified that, with the exception of Table 6, where a full-time student changes mode within a year of instance to become part-time, the year of instance should generally be recorded as part-time only. We also give details of the information that should be maintained (as part of an audit trail) where a student switches their mode of study within the year of instance. See paragraphs 9 and 10 of Annex M for further guidance.

6. The difference between validation arrangements and franchise arrangements has been clarified. See paragraphs 6 to 13 of Annex F for further guidance.

7. The definition of an intercalated year for HESES purposes has been set out in paragraph 6 of Annex D.

8. New student places for 2010-11 awarded through the University Modernisation Fund should be treated in HESES in the usual way, that is, following the guidance given in Annexes D to P.

9. We have clarified that where a student's qualifications achieved are not known then they should be treated as if they are aiming for an ELQ. Additionally we have clarified that the ELQ policy applies regardless of where a student's previous qualifications were obtained, or how they were financed. See paragraphs 11 and 12 of Annex K for further information.

10. We have clarified that both graduate and undergraduate internships are not part of the HESES student population. See paragraph 5 of Annex F for further information.

11. We have clarified that where a fee is not charged in the current year because a fee for the activity has already been paid in a previous year then this should not be treated as a fee waiver. See paragraph 9 of Annex H.

12. We have clarified the guidance on clinical psychology as it should be recorded in the HESA student record. C840 (clinical psychology) now refers to the specific course aims of C842 (clinical psychology) or C845 (clinical neuropsychology). See paragraph 6 of Annex L.

Process changes

13. Circular letter 10/2010 gave notice of our intention to create the Excel workbook containing the HESES10 tables for completion in Excel 2007 (file extension .xlsx). We are not able to make this change at this time, therefore the HESES10 workbook will be created in Excel 2003 (file extension .xls). Full instructions of how to download the blank HESES10 workbook from the HEFCE extranet, and how to upload a completed workbook to the HEFCE extranet will be available in November 2010. We do however intend to create future survey workbooks (including HESES11) in Excel 2007 format (file extension .xlsx).

14. Following feedback received from institutions about the layout and content of the HESES09 publication, in particular with regard to people who are new to the HESES return, we have made the following changes to the layout and content of the publication:

- a. The introductory section of the guidance contains more information about teaching funding, what is collected in HESES and the data verification and assurance processes.
- b. The layout of Annex A (HESES10: Getting started) has changed from previous years. Although it is still intended as an introduction for those who are new to the HESES return or unsure as to where to find a particular definition or piece of guidance, it has been re-designed so that it guides the reader through each part of the tables and describes where further guidance on each area can be found.
- c. To improve navigation around the guidance, especially for those who are new to the HESES return, the beginning of each annex now contains a short summary of what can be found in that annex.
- d. Annex L (Table descriptions) and Annex M (Descriptions of columns in tables) of the HESES09 guidance have been combined into one annex in HESES10 (Annex D: Table and column descriptions). Guidance on the fee categories in Table 4 can now be found in Annex P (Fee categories in Table 4).
- e. The guidance on whether or not a year of instance should be classed as a completion is now in a separate annex, Annex I (Completion and non-completion).
- f. A new annex (Annex E: When the tables have been completed) has been introduced to the guidance. This annex covers the data checks that an institution must make before uploading its completed HESES10 workbook to the HEFCE extranet, and also the data checks that HEFCE staff will carry out once we have received the completed workbook.

These changes mean that many annexes in the HESES10 guidance are in a different position compared to the HESES09 guidance. Those who have been involved in the completion of previous HESES surveys will need to take this into account.

Annex C

Sample tables (Excel files)

This annex contains samples of the tables which must be completed by institutions. The workbook containing the actual versions of the tables which must be completed will be made available via the HEFCE extranet in November 2010.

This annex is available to download as an Excel file on the HEFCE web-site, www.hefce.ac.uk/pubs.

Annex D

Table and column descriptions

1. This annex provides further information on the tables that must be completed and a description of the columns in each of these tables.
2. All numbers returned in all tables should be counts of years of instance **apart** from where FTEs are required in Columns 4a and 5a in Table 3.
3. The HESES10 workbook contains seven tables for completion and are described in more detail in this annex:

Name of worksheet	HESES10 tables
FTS	Table 1a – Full-time counts of years of instance
MED	Table 1b – Counts of years of instance for first registrable medical and dental qualifications (included in Table 1a)
OUT	Table 2 – Sandwich year-out counts of years of instance
PT	Table 3 – Part-time counts of years of instance and full-time equivalents (FTE)
FEE	Table 4 – Home and EU fees
HEC	Table 5 – Counts of years of instance split between home and others entitled to pay home and EU fees
SNC	Table 6 – Full-time years of instance counted towards the 2010-11 student number control

Tables 1a, 2 and 3 – Counts of years of instance and student FTE

4. Tables 1a, 2 and 3 correspond to the three modes of study (full-time, sandwich year-out and part-time respectively) defined in Annex M. These tables are mutually exclusive, and taken together should sum to the total number of years of instance countable for the academic year.

Table 1b – Counts of years of instance for first registrable medical and dental qualifications

5. Table 1b is a subset of Table 1a and contains all full-time undergraduate students on programmes of study that lead to a first registrable medical or dental qualification. Years of instance returned in this table should also be included in Table 1a.
6. Years of instance should be classified according to which year of the course they are. Intercalated years should not be returned in this table and should be disregarded when determining the year of instance of a medical or dental course. For HESES purposes, an intercalated year is defined as a year of study following a separate course from the main medical dental or other courses, which allows for the award of a BSc or BA before resumption of study towards the main qualification.
7. Pre-clinical medicine: all years of instance of a course leading to a first registrable medical qualification that are not classified as clinical medicine and are not an intercalated year.
8. Clinical medicine: the final three years of instance of a course leading to a first registrable medical qualification.
9. Pre-clinical dentistry: all years of instance of a course leading to a first registrable medical qualification that are not classified as clinical dentistry and are not an intercalated year.
10. Clinical dentistry: the final four years of instance of a course leading to a first registrable dental qualification.
11. The treatment of medical and dental students on HESES does not necessarily reflect how the programme is delivered.

What should be included in each column in Tables 1a, 1b, 2 and 3?

12. Column 1: Number of years of instance countable between 1 August 2010 and 1 December 2010 inclusive. If the student has withdrawn from their year of instance on or before 1 December 2010, their year of instance should not be returned.

13. Column 2: Number of years of instance expected to become countable between 2 December 2010 and 31 July 2011 inclusive. Institutions should make sure that estimates included in this column are made on a reasonable basis, and that supporting evidence for the assumptions is kept for audit purposes. Students on non-standard years of instance should not be shown here. Column 2 should only include those years of instance expected to become countable after 2 December 2010 but which will be completed by 31 July 2011. In general we would not expect many full-time students to be recorded in Column 2. Guidance on when years of instance become countable is given in Annex H.

14. Column 3: Number of years of instance included in Columns 1 and 2 which students will not complete. Students who intermit or are known to have non-completed on or before 1 December 2010 but who have not withdrawn by that date should still be included in Column 1 and in Column 3 as appropriate. Students who completed their year of instance, as defined in Annex I, but have subsequently withdrawn on or before 1 December 2010, should also still be included in Column 1 and should not be reported as non-completion in Column 3. Numbers of non-completions should be entered as negative values in the workbook. Institutions should ensure that these estimates are supported by historical data.

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

16. Column 4a (Table 3 only): Estimated FTE for the academic year. This is the sum of the FTE for the years of instance returned in Column 4. Annex J gives further guidance on determining FTE for part-time courses.

17. Column 5 (Tables 1a, 2 and 3 only): Estimated completed years of instance that are to count towards the delivery of employer co-funded student number targets. Provision for students in Column 5 is non-fundable, by virtue only of the criterion in sub-paragraph 9b of Annex K. Any employer co-

funded students that are non-fundable by virtue of the other criteria in paragraph 9 of Annex K, other than paragraph 9h, should not be included in Column 5. Column 5 is a subset of the non-fundable years of instance recorded in Column 4.

18. Column 5a (Table 3 only): Estimated FTE (that is, the sum of the FTE) for the completed years of instance returned in Column 5. Column 5a is a subset of the non-fundable estimated FTE recorded in Column 4a.

19. Column 4 of Tables 1a and 2 and Column 4a of Table 3, HEFCE-funded data, are used in our resource calculations. Column 4 of Tables 1a and 2 and Column 4a of Table 3, HEFCE fundable data, are used in monitoring against the FTE targets for funding conditional upon delivery of growth. Column 5 of Tables 1a and 2 and Column 5a of Table 3 may be used in monitoring achievement of employer co-funded student number targets.

Table 4 – Home and EU fees

20. The data returned in Table 4 must match the home and EU data returned in Columns 1 and 2 of Tables 1a, 2 and 3. Table 4 contains the number of years of instance for all modes, split between those countable on or before 1 December 2010, and those expected to become countable between 2 December 2010 and 31 July 2011, for home and EU students only. Island and overseas students should not be returned in Table 4.

21. Further information on how to record years of instance in the appropriate fee level category can be found in Annex P.

What should be included in each column in Table 4?

22. Column 1: Number of years of instance for home and EU students countable between 1 August 2010 and 1 December 2010 inclusive. The column is broken down by mode of study as defined in Annex M.

23. Column 2: Forecast of number of years of instance for home and EU students expected to become countable between 2 December 2010 and 31 July 2011 inclusive. The column is broken down by mode of study as defined in Annex M.

24. Data returned in Table 4 are used in the assumed resource calculations.

Table 5 – Counts of years of instance split between home and others entitled to pay home and EU fees

25. The counts of years of instance in Table 5 are the same as the home and EU counts collected in Columns 1 and 2 of Tables 1a, 2 and 3. Table 5 contains the number of years of instance for all modes, split between home students and ‘others entitled to pay home and EU fees’. Home students are defined by the DOMICILE field on the HESA student record (that is, codes XF, XG, XH and XI for England, Wales, Scotland and Northern Ireland respectively). The data for ‘others entitled to pay home and EU fees’, when added to the home data, should give the totals of all home and EU students returned in Columns 1 or 2 of Tables 1a, 2 and 3. Both HEFCE-fundable and non-fundable data are required in this table for each level, but not island and overseas data.

26. The levels of qualification are grouped differently in this table than in the others. Those on foundation degree bridging courses should be included in ‘Other UG degree’. Sub-degree (excluding HND) qualifications include HNCs, DipHEs, CertEds, DTLLS, institutional credits and professional qualifications.

What should be included in each column in Table 5?

27. Column 1: Years of instance countable between 1 August 2010 and 31 July 2011 inclusive. These data are split by mode, then between home students and others entitled to pay home and EU fees. ‘Home students’ is defined in paragraph 25 of this annex. In total, these data are the same as the home and EU data returned in Columns 1 and 2 of Tables 1a, 2 and 3.

28. Column 2: New entrants included in Column 1 of this table, defined as the first countable year for an instance (see paragraph 33 of this annex). These data are split by mode, then between home students and others entitled to pay home and EU fees.

29. Column 3: Number of years of instance returned in Column 1 for students who are wholly or partially franchised out, broken down by the type of institution involved. The countable years of instance, and not the proportion of the year of study franchised, should be returned where the student is partially franchised out. ‘Other inst’ applies to provision that is franchised out to an institution that is not an HEI or FEC supported from public funds. Annex K, paragraph 9f, explains that home and EU students franchised to such other institutions may only be recorded as HEFCE-fundable where we have given specific approval; in the absence of our approval, they should be recorded as HEFCE non-fundable. This distinction between fundable and non-fundable students franchised to other institutions should be reflected in Table 5.

30. When determining whether a student is franchised out, the franchise arrangement for the year of instance and not the whole course should be used. For example, a student on a two-year course that is franchised out only for the whole of the first year would be returned as franchised out in the first year, and not included in the franchised-out column in the second year.

31. See Annex F, paragraphs 6 to 13 for more guidance on collaborative arrangements treated as franchises for HESES purposes.

32. Data returned in Table 5 are collected for planning and monitoring purposes, including those of the Department for Business, Innovation and Skills.

New entrants

33. For Table 5, students should be classed as new entrants when they first generate a countable year for the instance. Students repeating the first year of a course should not be included as new entrants, whereas those entering directly into the second, or later, year of a course should be. Where students transfer between courses they should only be included as new entrants where this is considered a change in instance – that is, a new commencement date is entered in the HESA student record. This differs from the treatment of students on Table 6.

Table 6 – Full-time years of instance counted towards the 2010-11 student number control

34. Table 6 should contain all full-time years of instance that are counted towards the 2010-11 student number control. The information collected on this table is for a subset of the years of instances in the HESES10 population (as defined in Annex F). The subset collected on Table 6 differs from the subset collected on Tables 1a to 5. Years of instance meeting the criteria set out in paragraphs 29 to 45 of Annex H count towards the student number control that we have set for 2010-11 and should be included in Table 6.

What should be included in each column in Table 6?

35. Column 1: Number of years of instance meeting the definition in paragraph 30 of Annex H, where these commenced between 1 August 2010 and 1 December 2010 inclusive. If the student withdrew from the instance within two weeks, the year of instance should not be included. This column is further disaggregated between:

- a. Column 1(a): Years of instance where the student withdraws on or before 1 December 2010 (but after being active for two weeks of study or more).
- b. Column 1(b): Years of instance where the student was still active on 1 December 2010. The number reported should be reduced to take account of students who, although active on that date, subsequently withdraw within two weeks of starting the year of instance.

36. Column 2: Number of years of instance meeting the definition in paragraph 30 of Annex H, where these are forecast to commence between 2 December 2010 and 31 July 2011 inclusive. These should be adjusted to exclude the forecast numbers of students who will withdraw from the instance within two weeks of starting.

37. Data returned in Table 6 will be used to monitor the student number control for 2010-11.

Annex E

When the tables have been completed

1. Completed workbooks must be uploaded to the HEFCE extranet no later than **noon on Thursday 9 December 2010**. We will not give extensions to this deadline.

2. This annex explains data checks that the institution must undertake before uploading the completed workbook to the HEFCE extranet, and also data checks that HEFCE staff will carry out as part of the data verification process once we have received the completed workbook.

Validation checks on Tables 1a to 6

3. Each worksheet contains a number of validation checks which ensure that incorrect data are not submitted. If an error or inconsistency is detected in a completed worksheet, a message reading **Validation: Failure** (see below table) will appear above the column in the table in which there is a validation failure, and the values in the cells which are causing the error will turn red. Below the table, the error will be described in more detail. These errors **must be corrected** before submitting the completed workbook: we will not accept workbooks containing validation failures. If the source of the error cannot be identified, institutions should e-mail us for advice at heses@hefce.ac.uk. The validation checks themselves are described in more detail in Appendix 2.

Credibility checks

4. The data submitted in HESES10 will be used to determine grant adjustments for 2010-11 and provisional grant allocations for 2011-12. As such it is important that the data submitted are accurate and suitable for this purpose.

5. The automatic checks that are included in the workbook are not exhaustive. Institutions are expected to conduct their own credibility checks to ensure the data are reasonable prior to submission.

6. The HESES10 workbook contains a series of credibility checks in the form of first stage credibility warnings on Tables 1a to 6 and automatic check highlighting on the comparison tables to help institutions check data credibility prior to submission to HEFCE. Where first stage credibility warnings or automatic check highlighting

are shown, institutions should check that the data they have entered are correct and meet the guidance and definitions set out in the relevant section of the HESES10 publication.

7. Once the data have been submitted these checks and tables will be used by HEFCE staff to check the data are reasonable. Institutions will be asked to explain any apparent anomalies, or correct data, before verifying the data are correct. This data verification process is described in more detail in paragraphs 17 to 19 of this annex.

First stage credibility warnings on Tables 1a to 6

8. Each worksheet contains a number of first stage credibility warnings. These checks are intended to warn institutions that they have entered data which may be (but are not necessarily) erroneous. If potentially erroneous data are detected in a completed worksheet, a message reading **First stage credibility: Warnings** (see below table) will appear above the column in the table in which there are potentially erroneous data. Below the table, the warning will be described in more detail. Completed workbooks that have first stage credibility warnings may be submitted; however, institutions must inform us of the reason(s) why the data are credible as described in paragraph 18 of this annex. If the source of the warning cannot be identified, institutions should e-mail us for advice at heses@hefce.ac.uk. The first stage credibility warnings are described in more detail in Appendix 4.

Automatic check highlighting on the comparison tables

9. The workbook also incorporates a series of comparison tables within the COM1 and COM2 worksheets. These tables contain comparisons of the data submitted in HESES10 with data submitted in HESES09 and other sources. This information is provided to allow identification of any material changes in data which may indicate errors in the submission.

10. Automatic check highlighting will highlight (in yellow) data which may be (but are not necessarily) anomalous or represent a significant year-on-year change. Completed workbooks that have automatic check highlighting present may be submitted; however, institutions must inform us of the

reason(s) why the data are credible as described in paragraph 18 of this annex. If the source of the highlighting cannot be identified, institutions should e-mail us for advice at heses@hefce.ac.uk. The automatic check highlighting and the comparison tables themselves are described in more detail in Appendix 4.

Grant adjustment tables and related worksheets

11. In addition to the tables which must be completed in the HESES10 workbook (Tables 1a to 6, as described in Annex D), there are three worksheets that relate to the estimated grant adjustment calculations for 2010-11:

Name of worksheet	Content
HBK	Estimated grant adjustments for 2010-11
STD	Recalculation of standard resource for 2010-11
F10	Recalculation of assumed fee income for 2010-11

12. Institutions should check the figures shown on these worksheets before uploading the completed workbook to the extranet to ensure that any estimate grant adjustments are not the result of data error. Any queries about estimated grant adjustments should be addressed to the relevant HEFCE higher education policy adviser (HEPA) in the first instance (contact details for HEPAs, searchable by institution, are at www.hefce.ac.uk under About us/Contact us). These three worksheets are described in more detail in Appendix 3.

Check list

13. In November 2010, heads of institutions and HESES contacts will be sent a check list for use before submission of the completed workbook. This check list will contain a series of self-check questions to which an institution must be able to answer 'yes' to before uploading the completed workbook to the extranet.

Uploading the workbook to the extranet

14. Heads of institutions and HESES contacts will be issued with an organisation key (unique to their institution) and a HESES10 group key (unique to the HESES10 survey) in November 2010 to enable access to the HESES10 workbook via the HEFCE extranet. Institutions will need to upload the completed workbook to the same web-site no later than **noon on Thursday 9 December 2010**. In addition to the organisation and group keys, heads of institutions and HESES contacts will be issued with guidance on how to use the extranet.

15. The data do not need to be formally signed off by the vice-chancellor or principal at this stage. However, it is good practice for a senior member of the institution to agree the return prior to submission.

16. Where an institution fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Institutions that do not submit credible data on time are more likely to be audited.

Data verification

17. Where credibility checks are present in the submitted workbook (either in the form of first stage credibility warnings on Tables 1a to 6 or automatic check highlighting on the comparison tables as described in paragraphs 9 to 10 of this annex) institutions must inform us of the reason(s) why the data are credible. An e-mail detailing why the data are credible should be sent to dataverification@hefce.ac.uk by 9 December 2010. Such explanations will inform the subsequent data verification process as detailed below.

18. When we receive the HESES10 returns, we will review the data and e-mailed explanations for outstanding credibility checks. During December, we will write to institutions, attaching their HESES data and the comparison and grant adjustment reports generated from them. Institutions will be asked to:

- verify that the data are accurate, or make corrections

- answer any questions we may have about the data, and the explanations already provided
- submit any appeals against formulaic grant adjustments, such as holdback.

The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by institutions. We expect institutions to answer any questions about data within five working days. We may refuse to revise allocations once data have been verified.

19. Verification checks will be carried out by a small team of data verification specialists at HEFCE. Any questions throughout the data verification process should be e-mailed to dataverification@hefce.ac.uk. This e-mail box will be checked by the data verification team so e-mailing this address will ensure queries are dealt with as quickly as possible. To discuss the queries we raise, or the institution's data, please ring the contact named in the initial letter we will send detailing our queries.

Sign-off of data

20. By 13 January 2011, all institutions must have signed off their HESES data as being correct as at 1 December 2010. The data must be signed off by the vice-chancellor or principal of the institution, and they should have an understanding of our data collection requirements, to ensure that the institution has systems capable of producing an accurate, complete return and that the preparer of the return has compiled it competently. If it is anticipated that the vice-chancellor or principal will be unavailable to sign off the data during the data verification period, institutions should e-mail dataverification@hefce.ac.uk to agree interim arrangements. We will expect the vice-chancellor or principal to sign off the data on their return. If an institution fails to meet the deadline for signing off data, or we believe the data to be inaccurate, we reserve the right to use our own estimates of data to inform funding allocations (see paragraph 18 of 'Model Financial Memorandum between HEFCE and institutions', HEFCE 2010/19). We cannot guarantee that any amendments to data after 13 January 2011 will be taken into account.

Annex F

The HESES10 student population

1. This annex defines an ‘instance’ and explains which student instances should, or should not, be included in the HESES10 student population (Annex H contains guidance on how to count years of instance for students in the HESES10 population). This annex also explains how to treat provision delivered through a collaborative arrangement in HESES.

2. HESES10 records counts of years of instance for students (regardless of age and whether or not the year of instance is being repeated) aiming for a recognised HE qualification. An instance is defined as a coherent engagement with the institution by a student aiming towards the award of a qualification(s) or credit. Paragraphs 3 and 4 of this annex define which student instances should be included in the HESES10 population. Some student instances within this population may generate countable years of instance which are counted in a previous or future HESES survey, but do not generate any years included in HESES10 (see Annex H for when to count activity). All years of instance counted in HESES10 must relate to a student instance within this population. How and when years of instance are counted varies between Table 6 and the other tables (see Annex H).

3. Student instances meeting **all** the following criteria should be included in the HESES10 student population:

- a. At least part of a year of instance in which the student is actively pursuing studies with the institution falls within the academic year (1 August 2010 to 31 July 2011). This includes outgoing, but not incoming, exchange students.
- b. The instance has a course aim of a recognised HE qualification, or an HE-level credit that can be counted towards such a qualification, as defined in Annex G.
- c. The instance will be returned on the HESA individualised student record.
- d. The instance is not being returned on any other institution’s HESES or HEIFES return for that year of instance.

4. Student instances in **any** of the following categories should **not** be included in the HESES10 student population:

- a. Instances where the course aim is not a recognised HE qualification, or an HE-level credit that can be counted towards such a qualification.
- b. Instances where the sole course aim is a National Vocational Qualification (NVQ). However, instances should be included if they lead to both a recognised HE qualification and an NVQ.
- c. Student instances that will not be included in the HESA individualised student record. All student instances included in the HESES10 student population must be included in the institution’s HESA individualised student record, even if this is not normally compulsory under the coverage of the record.
- d. Instances for incoming exchange students.
- e. Instances where the student is franchised in from another institution (see paragraphs 6 to 13 of this annex).
- f. Instances where more than half of the active study time for the whole instance is spent outside the UK (including distance learners outside the UK), except where:
 - i. There is a clear academic reason for studying abroad rather than in the UK. Even where such a reason exists, we must specifically sanction the course as eligible.
 - ii. The student is temporarily and unavoidably abroad and remains liable to UK tax on their earnings, or is a dependant of such a person. This includes members of HM Forces and their dependants.Instances for sandwich students working abroad and language year-abroad students should normally be included in the HESES10 student population, because the year abroad will not constitute most of the instance.
- g. If no year of instance for which the student is actively pursuing studies falls at least partly within the academic year 2010-11. For standard years of instance this means the student is not actively pursuing any studies within the year. This includes:
 - i. Instances where all years of instance falling in the year are entirely writing up.

- ii. Instances where the only activity is assessment. This includes students on TDA-funded Graduate Teacher Programmes or Overseas Trained Teacher Programmes where the programme consists only of a QTS assessment.
 - h. Instances whose course aim is a research qualification awarded primarily on the basis of published works, unless the instance involves a significant amount of research at the institution.
 - i. Instances for students who are on School-Centred Initial Teacher Training (SCITT) programmes.
 - j. Instances that are being returned on any other institution's HESES or HEIFES return.
5. Graduate and undergraduate internships are also not part of the HESES10 population, because they are not programmes of study or (in the case of undergraduate internships) required elements of students' programmes of study. These periods of work experience do not, therefore, constitute (part of) a student instance.

Students taught under partnership, collaborative or similar arrangements

6. Institutions should note that a student is considered to be 'registered' on the HESA student record at the institution that collects the fee for the student.
7. Many students are taught under a variety of collaborative arrangements. For the purposes of HESES10, years of instance that are taught under a partnership arrangement by an institution other than the one they are registered with are treated as franchised. Such franchise arrangements are different from validation arrangements:
- a. Under a validation-only arrangement, a higher education institution provides assurance about the standards of a higher education qualification/award, but the student is, for all purposes, a student of the institution that provides the teaching and with whom they will be registered. The teaching institution, rather than the validating institution, is responsible for

the quality of the teaching and for including the student as appropriate in data returns, including HESES/HEIFES.

- b. Under a franchise arrangement, a student is taught under a sub-contractual arrangement by an institution other than the one they are registered with. Often, the franchiser will also be the validating institution, but this may not always be the case: for example, where one FEC franchises provision to another, but where the validating body is a university or Edexcel. Irrespective of which organisation is the validating body, under a franchise arrangement the student is treated as a student of the registering institution (the franchiser), rather than the teaching institution, and the franchiser is responsible for teaching quality and any data returns relating to the student. Industrial placements, work experience and language years abroad should not normally be regarded as franchised out for the purposes of HESES/HEIFES.
8. Paragraphs 9 to 13 of this annex explain who should return franchised activity to us. The 'HEFCE survey' referred to will be either:
- a. HEIFES10 for FECs or
 - b. HESES10 for HEIs.
9. Where one institution collects a fee for tuition or supervision of research for a student, but the student undertakes all or part of their study at another institution, only the institution that receives the fee should include the student in its HEFCE survey student population. Such a student is regarded as franchised out by the institution collecting the fee.
10. If a course is run jointly by more than one institution, only the institution that receives the fee should include the student in its HEFCE survey student population.
11. If two institutions receive a fee from a student for a given year of instance of a course, the institution that receives the largest portion should include the student in its HEFCE survey student population. If both institutions receive the same amount, the institutions must ensure that only one

of them includes the student in its HEFCE survey student population.

12. In some cases the institution teaching the student may collect the fee on behalf of another institution. Where this is the case, if the fee is transferred directly to another institution, the latter should include the student in its HEFCE survey student population. If the fee itself is not transferred but is used to offset payments between two

institutions in respect of the student, this should be treated as if the fee had been transferred.

13. In all the above cases, the student is a student of the franchiser. The institution that includes the student in its HESES10 student population must also return a record to HESA, and its performance indicators and quality assessments will take account of activity relating to that student as appropriate.

Audit issues

Collaborative arrangements

14. Many institutions are involved in collaborative arrangements with other institutions, for example franchise arrangements with FECs. It is essential that the exchanges of information and communications between all the partners are frequent, timely, open and effective. In particular, we highlight the importance of the registering institution being told promptly by the partner institutions about any withdrawing students. This may require clear protocols among partner institutions regarding exchange of information.

15. The different roles of each partner in collecting and managing data will vary. However, the principle applied at audit is that student data should be managed with equal professionalism at all partner institutions. When entering into partnership arrangements, the systems in operation and the exchange of information should form part of the negotiations and final agreement. It is the responsibility of the registering institution to ensure the quality of all the data it returns, including that relating to activity at its partner institutions.

16. It is also important that students are returned on the HEFCE survey by the registering institution only. Institutions' student record systems should clearly identify the students eligible to be returned by them, and should ensure that those not eligible are excluded. A registering institution's student record system should contain collaborative students' records in

the same way as it does its 'own' students. This will help to ensure that collaborative students are correctly returned in HESES, and that an audit trail to such students is available.

17. Use of the registering institution's standard forms by partner institutions is strongly encouraged – for example for enrolment, module registration, interruption of studies, change of module, change of programme and withdrawal. This helps to identify clearly which institution a student belongs to, and is especially important where an institution deals with more than one partner institution. It also ensures that the registering institution is collecting all the data it requires for its own purposes.

Inclusion in the return of students who have not fully registered

18. Students who have not fully registered, and for whom there is no evidence of activity by the census date, should not be included within Column 1 of Tables 1a to 3 in the return. Students who have not fully registered by the census date, but for whom there is evidence of activity, may be included in Column 1 of Tables 1a to 3 of the return. However, efforts should be made to ensure that all eligible students are fully registered by the census date.

Annex G

Recognised HE courses

1. To be included in the HESES10 population and therefore potentially counted in HESES10, a student instance must have a course aim of a recognised HE qualification or an HE-level credit that can be counted towards such a qualification (see paragraph 3b of Annex F). This annex contains further information on what can be classed as a recognised HE course.

2. Recognised HE courses are those defined in paragraph 1 of Schedule 6 of the Education Reform Act 1988. This includes any postgraduate or undergraduate degree, accredited HE diploma or certificate. Other courses leading to professional or vocational qualifications may be included if they are generally recognised as HE qualifications; this does not include NVQs.

3. Student instances that do not lead, upon successful completion, towards a recognised HE qualification, or HE-level credit that can be counted towards one, are excluded from the HESES10 student population.

4. Foundation years, and other provision commonly referred to as 'Level 0', are recognised HE courses only if they are an integrated part of a recognised HE qualification. Such provision will only be considered integrated if students are already registered for the recognised HE qualification and there is guaranteed progression to the recognised HE qualification, subject to satisfactory completion of the foundation year. Free-standing foundation years and other free-standing Level 0 provision are not recognised HE courses. From HESES11, for such provision to be classed as integrated we will also require that the student is registered at the same institution for this provision and the HE-level course.

Annex H

Counting student activity

1. This annex gives the definition of a year of instance and explains how to count them in HESES, which differs between Tables 1a to 5 and Table 6. This includes the criteria for being able to count a year of instance in HESES, the definition of standard and non-standard years of instance, flow diagrams to aid with determining how a year of instance should be counted and guidance on counting some short courses that are sometimes known as ‘summer schools’.

What is a year of instance?

2. Students study towards qualifications over a period of time. This period can be split into one or more years of instance. The first year begins when the student starts studying towards the qualification; the second and subsequent years start on or near the anniversary of this date (to allow for minor variations in term dates). Paragraph 2 of Annex F defines this and ‘instance’.

3. HESES counts years of instance for students aiming for recognised HE qualifications. This is not the same as counting students. This approach ensures that comparable activity is recorded in the same way, irrespective of when it occurs.

Further notes on years of instance

4. Exceptionally, a student may study towards two or more independent qualifications at the same time. Each instance would then generate its own year of instance which would be countable. Thus, a student studying towards a PhD and an unrelated undergraduate professional qualification would generate two years of instance each year. However, a student studying for several institutional credits that can count towards the same final qualification would generate only one year of instance each year. Usually, independent instances would link to different course aims on the HESA student record.

5. Where students complete a foundation degree and then undertake a foundation degree bridging course to enable them to join the final year of an honours degree, the foundation degree bridging course should be treated as an independent course which will generate its own year of instance. However, it will not be a separate instance on the HESA record. See paragraphs 58 to 62 of this annex.

6. Where students are on the TDA’s Student Associates Scheme or a Subject Knowledge Enhancement short course, for HESES purposes they should not be seen as separate instances from the main programme of study. However in the HESA record they will be identified as separate instances.

7. In all cases where a student is studying for two or more separate and independent qualifications each should be returned as a separate instance on the HESA record. Guidance on when separate instances should be generated can be found at www.hesa.ac.uk under Data collection hub/Student Stream/C10051: Student Collection 2010/11/Year-on-year linkage (HIN).

Counting years of instance

8. To be counted, years of instance must be generated by a student in the HESES10 student population, and meet all the following criteria:

- a. A fee is charged for tuition or supervision of research. Exceptionally, this fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria which determine whether fees may be waived should not be tantamount to waiving the fee for all students.
 - b. The FTE for the year of instance is at least 0.03.
 - c. The student is not writing up a thesis or similar piece of work for the whole of the year of instance. Students are writing up where they have completed their research work and will not undertake any significant additional research. It is common practice for such students to receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should still be treated as writing up.
9. In some cases a fee may not be charged in the current year because a fee for the activity has already been paid in a previous year. This would not be treated as a fee waiver.

Audit issue

Written evidence of fee waivers

10. Where the fee has been waived for a student, written evidence of this must be retained.

How to count years of instance in Tables 1a to 5

11. The guidance in paragraphs 12 to 27 of this annex applies to Tables 1a to 5 only. For guidance on how to count years of instance in Table 6, see paragraphs 29 to 45 of this annex.
12. If the student has withdrawn from their year of instance on or before 1 December 2010, their year of instance should not be returned.
13. For students within the HESES10 student population, exactly when a year of instance becomes countable in Tables 1a to 5 depends on the type of year of instance. There are two types of year of instance: standard and non-standard.
- A standard year is one where all activity for the year of instance is entirely within one academic year (1 August to 31 July). Mostly all undergraduate students are on standard years of instance.
 - A non-standard year is one where all activity for the year of instance is not entirely within one academic year – that is, the activity for the year of instance crosses from one academic year into the next.
14. Some students who would normally be considered as following a standard academic year are actually on non-standard years of instance. The most common examples are MSc students who study for a full year between September and September. This is all one year of instance, yet has activity in two academic years and is therefore non-standard. All students on full-year courses which span two academic years are on non-standard years of instance.
15. Diagrams which illustrate how to count years of instance in Tables 1a to 5 of HESES for the six examples below can be found at www.hefce.ac.uk

under Questions/HESES FAQs. Additionally the flow chart in Figure 2 below can be used in determining whether or not a particular year of instance should be counted in Tables 1a to 5 of HESES10, and if so, whether it should be returned in Column 1 or 2.

Standard years of instance

16. For students studying on standard years of instance, the student will become countable at the start of each year of instance. The FTE returned should be the FTE for the whole year of instance, which will be the same as the FTE for the academic year.
17. Occasionally students join an instance at a date different to the usual start date. Such students may be treated as if they had joined with the rest of the cohort if:
- Having caught up with the rest of the cohort, they will subsequently follow an identical pattern of study, and
 - Activity for all years of instance for the cohort falls within the academic year.

If this is not the case, the student should be treated as being on a non-standard year of instance.

Example 1

18. A student starts a degree programme on 21 September 2010, with each year of the course finishing at the end of June. Because all activity for each year of instance is contained within the period 1 August to 31 July, all years of instance are standard. Thus the student becomes countable on 21 September 2010 and, depending on when the activity for the year starts, on or around the anniversary of this date each year.

Example 2

19. A student starts a programme on 4 January 2011 which comprises two years of instance, each one with activity running from January to June. Because all activity for each year of instance is contained within the period 1 August to 31 July, all years of

instance are standard. Thus the student becomes countable on 4 January 2011 and again on or around 4 January 2012. The first year of instance is recorded in Column 2 of HESES10, and the second year of instance is recorded in Column 2 of HESES11.

Example 3

20. A full-time HND course starts on 1 October 2010 and runs from 1 October to 31 July each year, so the course has standard years of instance. A student starts the HND programme late, on 7 December 2010, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. The student should be treated as if they had started at the same time as the other students, that is, on 1 October 2010 and therefore their first year of instance would be counted in Column 1 of HESES10.

Example 4

21. A full-time student starts in September 2010 intending to study eight modules before June 2011. At the end of the first semester in February 2011 they interrupt the course having completed four modules and return 12 months later to complete the remaining four modules by June 2012. The first year of instance is standard and becomes countable in September 2010 and is therefore returned in Column 1 of Table 1a of HESES10. The data entered in Column 3 of Table 1a of HESES10 should reflect a forecast of such students entered in Column 1 or 2 who will intermit (and therefore non-complete) after 1 December 2010. The second year of instance is also standard and becomes countable at the start of the year of instance in September 2011 (and not in February 2012 when the student returns) and is therefore returned in Column 1 of Table 3 (as the activity in this second year of instance does not meet the criteria to be classed as full-time as set out in paragraph 2 of Annex M) of HESES11.

Non-standard years of instance

22. For students on non-standard years of instance, the student becomes countable on 1 August of each academic year in which they are active, apart from the first. The FTE returned each time the student becomes countable should be the FTE for the entire year of instance. This will not necessarily be the same FTE as the academic year.

Example 5

23. A full-time student starts a degree programme in January 2011 and the first year of the course finishes in November 2011. The student is on a non-standard year of instance in the first year because the activity spans two academic years. This student would not be included in Tables 1a to 5 of HESES10, but instead in HESES11 for their first year of instance. However, a similar student who started in the previous year, in January 2010, would be included in Column 1 of Table 1a of HESES10 for their first year of instance. The treatment of such students will differ for Table 6 (see paragraphs 29 to 45 of this annex).

Example 6

24. A student starts a full-time MSc programme on 7 September 2010, and is actively pursuing studies for 12 months. The student is on a non-standard year of instance because the activity spans two academic years. This student would not be included in HESES10, but instead in Column 1 of Table 1a of HESES11.

Two countable years of instance in one HESES return

25. Some students may generate two countable years for the same instance in a particular HESES return. This can happen where the student completes a non-standard year of instance and then intends to complete a second year of instance within the academic year – that is, there is a short period of activity after the anniversary of the commencement date which is completed before the end of the

academic year, with no activity for the instance occurring between 1 August and the anniversary of the commencement date in the next academic year. In this case, the first year of instance should be returned as countable on 1 August. The second year should be returned as countable on or before 1 December if it starts on or before 1 December, and as countable after 1 December otherwise. Under such circumstances this activity should be returned as a standard year (TYPEYR = 1) on the HESA student record for the academic year in which the activity is counted on HESES.

Example 7

26. A full-time student started a 15-month course in January 2010 which ends in April 2011. They would not have been counted on HESES09. The student would be counted in HESES10 on 1 August 2010 for the first year of instance, and again as a student expected to become countable on the anniversary of the start date, in January 2011, for the second year of instance. The first year of instance would be returned in Column 1 of the full-time table, Table 1a. The second year of instance would be returned in Column 2 of the part-time table, Table 3, because it starts after 1 December but finishes within the academic year and in this case does not meet the criteria to be full-time.

Assigning modules to years of instance

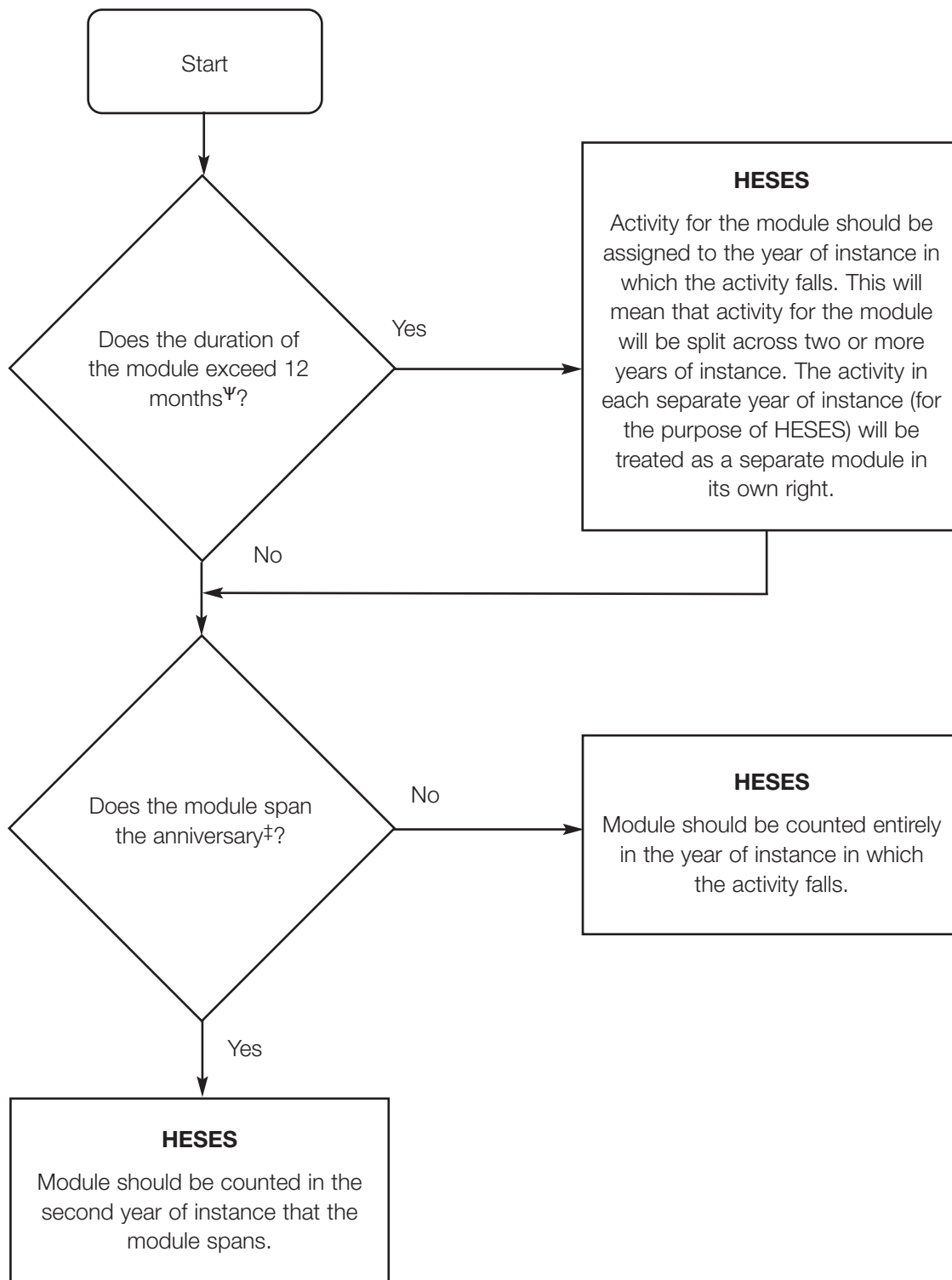
28. If a module spans two years of instance then all activity for the module should be counted in the second year of instance in which the module occurs. Exceptionally where the duration of the module is greater than 12 months then activity for the module should be assigned to the year of instance in which the activity falls. This means that the module is countable across two or more years of instance. In such cases, and for HESES purposes only, the module activity in each year of instance will be treated as a separate module in its own right. The flow chart in Figure 1 can be used to determine which year of instance a module should be assigned to. The flow chart in Figure 2 can then be used to determine whether or not the year of instance should be counted in HESES10, and if so, whether it should be returned in Column 1 or 2.

Audit issues

Reporting of non-standard years of instance and forecast Column 2 students

27. Audits are finding that there is a misunderstanding of the rules for the reporting of students on non-standard years of instance. Students are incorrectly being reported by some institutions as forecasts in Column 2 and not in accordance with the rules set out above. Generally, Column 2 will contain only students who are expected both to commence and to finish their studies for their year of instance between 2 December and 31 July of the academic year.

Figure 1 **Flow diagram for assigning modules to a year of instance (applies only to Tables 1a to 5)**

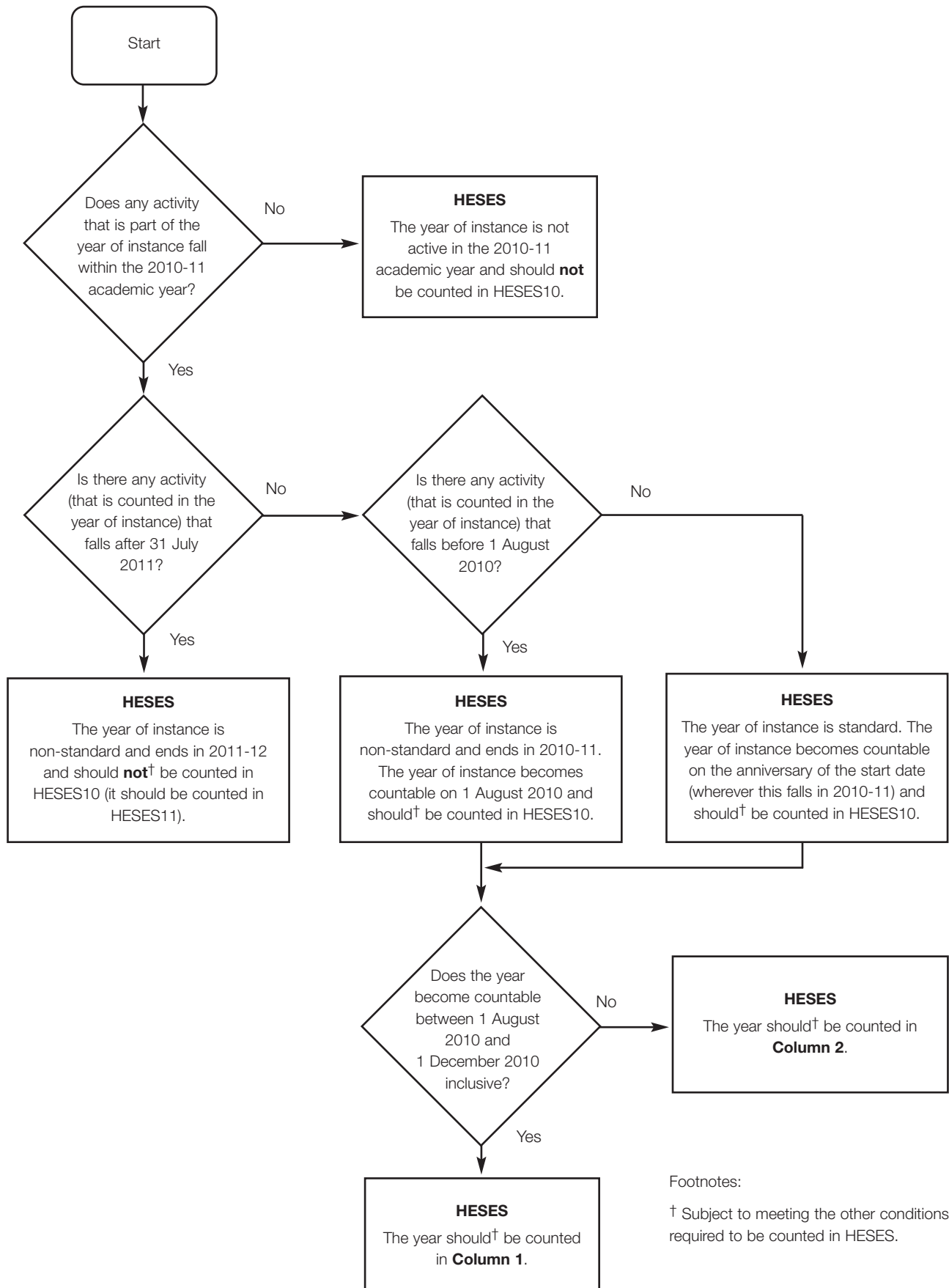


Footnotes:

Ψ Paragraph 1, Annex E of HESES10 refers to years of instance starting on **or near** the anniversary of the start date. The broad reference to '12 months' should reflect this.

‡ The anniversary of the start date for the instance.

Figure 2 **Flow diagram for determining whether year of instance should be returned in HESES10 and whether Column 1 or 2 in Tables 1a to 3**



How to count years of instance in Table 6

29. The guidance in paragraphs 30 to 45 of this annex applies to Table 6 only. For guidance on how to count years of instance in Tables 1a to 5, see paragraphs 11 to 27 of this annex.

30. Table 6 collects information on a subset of the years of instances in the HESES10 population (as described in Annex F paragraphs 2 to 4). The subset counted in Table 6 differs from the subset counted in Tables 1a to 5. Years of instance meeting the following criteria count towards the student number control that we have set for 2010-11, and should be included in Table 6:

- a. Either:
 - i. They are for HEFCE-fundable or employer co-funded, full-time, undergraduate students active in the academic year 1 August 2010 to 31 July 2011.

and

The students have not been HEFCE-fundable or employer co-funded or 'model 2' Lifelong Learning Network (LLN) full-time, undergraduate students in either of the preceding two academic years (that is, between 1 August 2008 and 31 July 2010) as students of the same institution. These categories include students who have not completed their year of instance or who started on a non-standard year of instance between 1 August 2010 and 31 July 2011, and who would not be included in Tables 1a to 5 in HESES10 but nevertheless meet the criteria in HESES10 Annex K paragraphs 7 to 9 to be HEFCE-fundable.

Or:

- ii. They are for HEFCE-fundable or employer co-funded full-time students aiming for a PGCE (whether a Postgraduate or Professional Graduate Certificate in Education) commencing an instance in the academic year 1 August 2010 to 31 July 2011.

- b. The students have not withdrawn from their instance within two weeks of starting; that is, they have undertaken sufficient activity to be required to be included in the HESA return.
31. Terms used in the definition of the student number control are:
- a. **Employer co-funded:** This applies to years of instance that are HEFCE non-fundable on the basis that they are to count towards the delivery of HEFCE allocations of student numbers co-funded with employers (see paragraph 9b of Annex K). This may include years of instance where students are aiming for an equivalent or lower qualification (ELQ) and who, were they not co-funded, would not be exempt from the ELQ policy as defined in Annex K, paragraphs 11 to 16.
 - b. **'Model 2' LLN students:** those who have counted towards the delivery of LLN allocations that have been funded through a lead institution outside the mainstream HEFCE teaching grant (and therefore been reported as non-fundable in HESES) up to 2009-10. All LLNs are reverting to the mainstream 'model 1' route by 2010-11 and therefore students at all LLNs will generally be included within the definition of HEFCE-fundable in 2010-11; but some students at LLNs may have counted towards 'model 2' allocations in the preceding two academic years.
 - c. **Students who have not been full-time undergraduates in the two preceding academic years:** students who, during each academic year 2008-09 and 2009-10, have not undertaken full-time undergraduate study; or if they have, withdrew (on each occasion) within two weeks of starting the instance; or were otherwise 'dormant' during that period. In this context, full-time relates to study that, had it been finished, would have been full-time.
 - d. **'The same institution':** This refers to the 'registering' institution responsible for reporting the student in the HESA student record or Data Service ILR. Where teaching has been franchised out, the associated (year of) instance is attributable to the franchiser, not the franchisee.

Example 8

32. A HEFCE-fundable student studied full-time for a foundation degree at an FEC in the academic years 2008-09 and 2009-10 and then topped up to a full-time bachelors degree at an HEI in 2010-11.

- a. If the foundation degree was delivered by the FEC under a franchise arrangement from that HEI, then the student would be considered to be studying at the same institution (the HEI) throughout the period 2008-09 to 2010-11: they should not be included in Table 6.
- b. If the foundation degree was not delivered under a franchise arrangement, but was funded directly at the FEC, then the student would be considered to be a student of the FEC for 2008-09 and 2009-10 and the HEI in 2010-11: because the study is not at the same institution, the top-up to the bachelors degree in 2010-11 should be included in Table 6. To the extent that these top-ups occurred in 2008-09, the limits that we have set for 2010-11 include them and therefore allow them to continue.

Example 9

33. A student commenced a HEFCE-fundable full-time undergraduate course in September 2010, having never been registered at the institution before. However due to illness the student withdrew from the course in December 2010 and returned in September 2011 to re-start the course.

- a. The first year of instance (where the student withdrew) **will count** towards the 2010-11 student number control limit because the student was a full-time HEFCE-fundable student in academic year 2010-11 (even though they studied for less than 24 weeks) and therefore should be included in Table 6 of HESES10.
- b. The second year of instance **will not count** towards the 2011-12 student number

control limit because the student was a full-time student in the academic year preceding 2011-12 and therefore should not be returned in Table 6 of HESES11.

Example 10

34. A student commenced a HEFCE-fundable, full-time, undergraduate bachelors degree course in September 2007 which concluded in June 2010. The student then commences a HEFCE-fundable, full-time, PGCE at the same institution in September 2010. The year of instance commencing in September 2010 **will count** towards the 2010-11 student number control (regardless of any previous study at the same institution) as the student is commencing a HEFCE-fundable, full-time, PGCE in the academic year 1 August 2010 to 31 July 2011, and should therefore be returned in Table 6 of HESES10.

Years of instance counted on Table 6 can differ to other tables

35. Table 6 counts years of instance differently to Tables 1a to 5. This means that some years of instance counted in Table 6 in HESES10 may not be counted on the other tables until HESES11, and in some cases may never be counted on the other HESES tables. The two cases where treatment differs between Table 6 and the other tables are:

- for students on non-standard years of instance
- for some students who withdraw from their year of instance.

36. Years of instance that meet the definition in paragraph 30 of this annex will be counted towards the 2010-11 student number control limit. Where these are non-standard years of instance they will not be counted on Tables 1a to 5 of HESES10 but will instead be counted on these tables in HESES11, provided the student does not withdraw from the year of instance on or before 1 December 2011. Equally, standard years of instance that meet the definition in paragraph 30 of this annex but are counted as withdrawals on or before 1 December 2010 will be included in Table 6 but not in Tables 1a to 5.

Example 11

37. A HEFCE-fundable, full-time, undergraduate student who starts their instance in 2010-11, is not previously registered full-time at the institution and has not withdrawn within two weeks of starting, would be recorded in HESES10, and HESES11, in respect of their first year of instance, depending on their type of year of instance and their completion status as set out in the table below.

Type of year of instance	Completion status	Inclusion in HESES10		Inclusion in HESES11	
		Tables 1 to 5	Table 6	Tables 1 to 5	Table 6
Standard	Completion	✓	✓	✗	✗
	Withdraw on or before 1 December 2010	✗	✓	✗	✗
	Withdraw after 1 December 2010	✓	✓	✗	✗
Non-standard	Completion	✗	✓	✓	✗
	Withdraw on or before 1 December 2011	✗	✓	✗	✗
	Withdraw after 1 December 2011	✗	✓	✓	✗

Example 12

38. A student commences a HEFCE-fundable, full-time, undergraduate course in January 2011 and their years of instance are non-standard. The first year of instance (commencing in January 2011) becomes countable for HESES Tables 1a, 4 and 5 on 1 August 2011, and would thus be included in the 2011 (rather than 2010) HESES survey Tables 1a, 4 and 5. However, that first year of instance **will count** towards the 2010-11 student number control limit, provided the student has not been full-time, undergraduate, HEFCE fundable in the previous two academic years, because the student is active from January to July 2011 and therefore the year of instance should be included in Table 6 of the 2010 (rather than 2011) HESES survey.

Example 13

39. A student commenced a HEFCE-fundable full-time undergraduate course in February 2010 and their years of instance are non-standard. The first year of instance (commencing in February 2010) becomes countable for HESES Tables 1a, 4 and 5 on 1 August 2010 and would thus be included in the 2010 HESES survey. However, that first year of instance **will not count** towards the 2010-11 student number control limit, because the student was active as a full-time HEFCE-fundable undergraduate from February to July 2010 (that is, they were active in one of the two academic years preceding 2010-11) and they should therefore be excluded from Table 6 of HESES10.

Example 14

40. A student commences a full-time, one-year, PGCE course in January 2011 and their year of instance is non-standard. This becomes countable for HESES Tables 1a, 4 and 5 on 1 August 2011 and would thus be included in the 2011 (rather than 2010) HESES survey. However, because the start of the instance falls within the 2010-11 academic year, the year of instance **will count** towards the 2010-11 student number control limit and therefore the year of instance should be included in Table 6 of the HESES10.

41. If a student commences a year of instance that meets the criteria to be included in Table 6 of HESES10 (as set out in paragraph 30 of this annex) but switches to part-time study during this year of instance then, unless the mode switch occurred within two weeks of their year of instance's commencement, this year of instance **will count** towards the 2010-11 student number control limit and therefore it should be included in Table 6 of HESES10.

42. If instead a student commences a part-time year of instance that, if it were full-time, would meet the criteria to be included in Table 6 of HESES10 (as set out in paragraph 30 of this annex) and the student switches to full-time study during this year of instance, then:

- a. If the switch to full-time study has not occurred early enough in the year for the whole year of instance to meet the definition of full-time (as per the definition in Annex M), this year of instance **will not count** towards the 2010-11 student number control limit and therefore it should be excluded from Table 6 of HESES10. However, if the student continues their full-time study into 2011-12, they would then count towards the 2011-12 student number control limit and be included in Table 6 of HESES11 (because their study in the previous academic year will have been treated as part-time).
- b. If the switch to full-time study occurred early enough in the year of instance for it to be instead classed as full-time for the entire year of

instance (as per the definition in Annex M), this year of instance **will count** towards the 2010-11 student number control limit and therefore it should be included in Table 6 of HESES10.

43. Not all students included in the limit will be 'entrants' to the institution (as defined in Annex D paragraph 33). This will include: students who have previously studied part-time; students on programmes of study that were not funded by HEFCE, such as those funded by the NHS or the TDA; and students who have previously studied full-time but have taken two or more years out.

Example 15

44. A student commenced a HEFCE-fundable, full-time, undergraduate bachelors degree course in September 2009, having never been registered at the institution before. For the first year of instance, the student is classed as non-fundable because they are aiming for an ELQ and are not exempt from the ELQ policy. At the start of the second year of instance in September 2010 they change their stated qualification aim solely to a foundation degree (having decided not to study for the bachelors degree). They are therefore exempt from the ELQ policy, and as a result now classed as HEFCE-fundable. The second year of instance will count towards the 2010-11 student number control limit because the student was not classed as HEFCE-fundable in the 2009-10 academic year, and therefore it should be included in Table 6 of HESES10.

Example 16

45. A student commenced a HEFCE-fundable part-time undergraduate course in September 2009, having never been registered at the institution before. However at the beginning of the second year of instance in September 2010 they switched to studying this course full-time. The second year of instance **will count** towards the 2010-11 student number control limit because the student was not studying full-time in the 2009-10 academic year and therefore it should be included in Table 6 of HESES10.

Guidance on filling in the HESA student record

46. Data returned on the HESA record mainly relate to the HESA reporting year and are not disaggregated across years of instance. To allow institutions to return accurate data on activity within years of instance, four fields – INSTAPP, LOADYRA, LOADYRB and MODYR – are included on the HESA record. The latter three fields are optional. For monitoring purposes, where institutions do not complete these fields, we will use the following assumption or approximation. Where a student is active for the whole academic year, we will assume that the FTE for the year of instance is broadly comparable to the FTE for the academic year. Where the student is not active for the whole year, we will make an approximation based on the current year and the first year in which the student was active; or, where the FTE was returned using a different method during the student's first year, the FTE of similar first-year students from the current year. Full details of this process can be found in Appendix 1. Institutions should, where possible, avoid making an approximation of activity for the year of instance.

Audit issue

Students incorrectly recorded more than once on the HESES return

47. The student record system should be reviewed before data are extracted for the return, to check for duplicate records. This should be normal practice throughout the year, particularly when new student records are being set up on the system. There may, exceptionally, be genuine reasons why a student has two records, and these reasons need to be established. Where it is not correct for a student to have two records, the student record system should be amended at the earliest opportunity.

48. Part-time students are sometimes incorrectly counted as more than one

headcount for different modules within the same instance being studied. It is important that if students are only on one instance they should only have one headcount in the return. Processes should be designed to ensure that this is the case. This tends to be particularly relevant to continuing education students.

Summer schools

49. Four types of short course are sometimes referred to as 'summer schools'. They are described in more detail below.

Summer schools for potential HE students

50. These are intended for potential HE students to experience a short period of study in an HE environment in the summer vacation. Such students are not included in the HESES population because the provision is not HE level.

Access provision

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

52. From HESES11, for the access course to be integrated we will require that the student is registered at the same institution for the access course and HE-level course.

53. If the access provision is not an integral part of the HE-level course, it is not HE level and the students are not part of the HESES population.

Within-course periods of study in vacation time

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

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

Example 17

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

57. Such short periods of study should be returned on the HESA student record in the same way they are returned on HESES. That is, they should be included as part of the year of instance preceding the short period of study.

Foundation degree bridging courses

58. These are courses which come after a foundation degree has been completed, but before the final year of an honours degree course. They are short courses which are not an integral part of the course from which they are bridging. Progression is

assured from successful completion of a foundation degree bridging course to the final year of an honours degree. For the purposes of HESES, such a course is counted as a separate year of instance and is returned as part-time with an FTE of 0.3. If the bridging course spans two academic years, it should be recorded in the academic year in which the bridging course ends.

59. Where a student is studying a foundation degree bridging course, the FTE recorded in the STULOAD field on the HESA student record should be increased to reflect this. Where the bridging course spans academic years, the FTE should all be returned in the second academic year; this differs from the method used for other non-standard years of instance. Institutions should also indicate in the BRIDGE field that the student has studied a foundation degree bridging course in the year in which the FTE is increased. It may be that the inclusion of a foundation degree bridging course would mean that the year of instance becomes non-standard. However, where the year would otherwise have been recorded as a standard year of instance, it should still be recorded as such.

Example 18

60. A student completes a foundation degree in June 2010, then undertakes a bridging course from July to September, and then joins the final year of a degree which they complete in June 2011 (see table below).

Field	July 2010	July 2011
COURSEAIM	J10	H00
STULOAD	100	130
TYPEYR	1	1
BRIDGE	0	1

61. Where a student's only activity during the academic year is a foundation degree bridging course, the COURSEAIM field should be returned with a value of H90, I90 or J90 depending on the

level of credit awarded for the bridging course (that is, when a student withdraws during or following completion of the course, or where they transfer in from another institution before starting the course).

62. Where a student undertakes a foundation degree and starts a bridging course in the same academic year, but the bridging course is counted in the next academic year, the FUNDCOMP field should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. If the bridging course does not continue into the next academic year, the BRIDGE field should be coded as 1 and the FUNDCOMP field should reflect whether the student completed the bridging course. Similarly, where the student progresses to a degree after completion of the bridging course, FUNDCOMP should reflect the completion status of the year of instance of the degree.

Annex I

Completion and non-completion

1. This annex explains how to determine the completion status of a year of instance. It includes a number of examples and issues found by our auditors.

2. Completion is defined in terms of modular programmes of study. It applies to all institutions, including those that may not consider their programmes to be modular. For HESES purposes a module is taken to mean a discrete component within a programme of study, sometimes referred to as a unit, course or option. Where a student is studying a number of modules that can all count towards the same qualification, this should be treated as a single instance.

3. Where a student has a clear intention of completing a specified activity within the year of instance, completion is measured against this intention. Therefore institutions should collect information on students' study intentions for the year so that completion status can be assessed appropriately. A student who fails to complete any module counted in the year of instance is to be returned as a non-completion for all activity in that year. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete all of it, then that student would be a non-completion. If the pattern of activity within the year is not specified, then, provided that the student completes all activity countable in the year, they would be considered as completing. An exception is allowed for full-time students where the module is in addition to the standard requirements for full-time study. In this case, a student who completes the number of modules normally required in the year for full-time study may be treated as a completion for the year of instance, even if they fail to complete other modules in the year that are in addition to the standard requirement. Within overall study intentions students may substitute modules without affecting their completion status. In order to be counted as substitute modules:

a. The total number of credit points in the substituted module(s) would need to be greater than or equal to that of the original module(s).

and

b. Either the fees charged will need to remain the same (this will commonly be the case for full-time students), or the entire fee for the original

module(s) would need to be refunded and a separate fee charged for the substitute module(s).

4. In order to be counted as a completion (and thus be included in Column 4 of Tables 1a, 1b, 2 or 3), a student must complete all the modules they intended to complete in the year of instance within 13 calendar months of the start of the year of instance: that is to say within 13 calendar months of the anniversary of their commencement date that defines the start of the year of instance. In order to complete a module, the student must either:

a. Undergo the final assessment of the module (this refers to the activity of the student in sitting an exam or submitting coursework rather than the activity of an assessment board in assessing the achievement of the student)

or

b. Pass the module, where this can be achieved without undergoing the final assessment because they already have enough marks in that module to be awarded credit for it. In some cases institutional regulations allow credit to be given because of the level attained in other modules; this would not be treated as completion for funding purposes, even though the institution may allow the student to progress.

Example 1

5. A standard year of instance commences on 28 September 2010. Final assessment (which may be either an examination or submission of a final piece of coursework) for a particular module counted within the year of instance takes place in June 2011, with an opportunity to resit/resubmit in September 2011. The student does not take the assessment in June 2011 (for whatever reason and without necessarily agreeing this in advance), but does so for the first time at the resit/resubmission opportunity in September 2011. The module would be treated as completed, because the assessment was taken within 13 calendar months of the 28 September 2010 start of the year of instance.

Example 2

6. A standard year of instance commences on 28 September 2010. Final assessment for a particular module counted within the year of instance takes place only in June each year. The student does not take the assessment in June 2011 (for whatever reason) and has not otherwise passed the module, but does take the assessment at the next opportunity in June 2012. The module would be treated as not completed, because the assessment was not taken within 13 calendar months of 28 September 2010, the start of the year of instance. This would be the case whether or not the student had been given permission to defer their assessment for a year.

Example 3

7. A student studies for eight modules in a year of instance. They undergo the final assessments in seven modules, but do not undergo the final assessment in one, on the basis that they know that they have already passed the module, based on the marks already achieved in that module. In this case, the student would be treated as a completion, because they underwent the final assessments in seven modules and passed the remaining module, where it was possible to pass without undergoing the final assessment.

Example 4

8. A student studies for eight modules in a year of instance. They undergo the final assessments for all modules, but in one module their performance is insufficient to meet the academic standards required to pass that module. Nevertheless the institution's academic regulations relating to progression allow credit to be awarded for the one failed module on the basis of the student's overall performance across all modules studied in the year. In this case, the student would be treated as a completion, because they underwent the final assessments in all modules. The fact that credit was awarded for a module that was failed is not relevant in determining the student's completion status.

Example 5

9. A student studies for eight modules in a year of instance. They undergo the final assessments for seven modules, but do not undergo the final assessment in one, with the consequence that they do not have enough marks in that module to be awarded credit for it. Whether or not the institution's academic regulations relating to progression allow credit to be awarded for the one incomplete module on the basis of the student's overall performance across all modules studied in the year, the student would be treated as a non-completion for funding purposes for all activity in the year, because they did not undergo the final assessment in a module. The fact that credit was awarded for the module under the institution's academic regulations on the basis of the student's overall performance across the year of instance is not sufficient to meet the completion definition.

Example 6

10. A full-time student has a clear intention of studying for eight modules in a year of instance. Their intention initially was to include one particular module (A), but although they started the module they decide to switch to a different module (B) of equal value. The completion status for the instance then depends on completion of module B (rather than module A), together with the other seven modules taken by the student.

Example 7

11. A full-time student starts in September intending to study eight modules within a year of instance. At the end of the first semester they interrupt the course having completed four modules and return 12 months later to complete the remaining four modules. The student would be a full-time non-completion for the first year of instance, because they did not complete four of the modules that they intended to take within the year of instance. They will be a completion

for the second year of instance although this will normally be part-time because they will not normally meet the attendance requirements to be full-time.

12. For the purposes of determining completion, the final assessment is the one that has its first occurrence on the latest normal due date: that is, the timing of re-sits and coursework extensions should be disregarded. Whether an assessment is considered the final assessment does not depend on the weight associated with it. For example, if a module is assessed by an exam which accounts for 90 per cent of the marks and the remainder via coursework, with the coursework due after the exam (and not solely by virtue of an extension having been granted), completion should be determined by submission of the coursework rather than attendance at the exam. Where two assessments fall due on the same day and these are the last assessments for the module, undergoing either would constitute completion.

13. In some cases, a year of instance which counts towards a qualification taken over several years may not contain any formal assessment, for example where assessment will take place at the end of a later year. In this case, where there is no such assessment opportunity within 13 calendar months of the start of the year of instance, then continued attendance throughout the year of instance would constitute completion. Institutions should therefore ensure that adequate evidence of attendance exists, such as class registers.

14. When a student undertakes a module that can lead to a qualification or institutional credit, but does not undergo assessment for that module, in general that student will be treated as a non-completion for all their activity in the year. This applies where assessment is optional (for example on open programmes, including continuing education provision). However, an exception is allowed where the student has entered into a

binding and irreversible commitment before the commencement of that module that they will not undergo assessment for it. In this case, the module would not be reported at all in HESES and the completion status of the student would not be affected by their completion or non-completion of the unassessed module.

15. Where the pattern of activity within the year is not specified, students will occasionally register for modules and subsequently withdraw before the start of the module. Provided the fee for this module is refunded in full, the module would not be reported at all in HESES and the module may be disregarded in determining completion and FTE. Full-time students will not fall into this category as it will not be possible to refund the fee while retaining the full-time fee status of the student.

16. In some cases a student may undertake a module more than once within a year of instance. In determining completion status, institutions must ensure that the module is counted only once. Where the module has been completed on one or more occasions and has also been non-completed, the completion should be counted for determining completion and FTE, and the non-completion of the module ignored. Exceptionally a student may take a module in two years of instance and complete the module for the second year of instance within 13 months of the start of the first year of instance. In this case the institution may count the module in either but not both of the years.

Example 8

17. A part-time student on a standard year of instance begins a module in October, but withdraws from it after undertaking some activity and before completing the final assessment. The following February (within the same year of instance) the student retakes the module and completes it. The first attempt at the module from October would not be reported at all in HESES and should be disregarded in determining the completion status for the year of instance.

Example 9

18. A full-time student on a standard year of instance has a clear intention of completing eight modules within the year. One particular module that they start in the first semester is not completed, but the student retakes the module again in the second semester in place of another one, and completes it. Overall, in the first semester, the student completed three modules and began a fourth, which was not completed, and would not be reported in HESES and which is disregarded for the purposes of determining completion status; in the second semester, the student completed four modules, one of which was a second attempt at the module that was not completed in the first semester. In this case, the year of instance would be a non-completion, because the student completed only seven modules, rather than their overall study intention of eight.

19. In completing the HESA record, some students may still have opportunities after 31 July to submit to the final exam within the 13 months from the start of their year of instance. Wherever possible, institutions should seek to update their HESA record to reflect the latest known completion status of the student. In doing so, institutions will need to have due regard to HESA's data collection timescales and the need to ensure high-quality returns. We may seek further information from institutions that have high numbers of students with undetermined completion status. Students should only be recorded with undetermined completion status where an opportunity still exists for the student to undergo the final assessment within 13 months. They should not be treated as undetermined completion status simply because the 13 months has not fully elapsed.

Partial completion weighting

20. Where students are reported as non-completions their activity may still count towards the partial completion weighting in our funding method if it amounts to at least one-sixth of an FTE.

Estimates of non-completions and historical data

21. Institutions should ensure that estimates of non-completion are supported by historical data. Any historical data used in this way should not be skewed by exceptional circumstances such as industrial action affecting exams. Where such exceptional circumstances occur, institutions should ensure that the completion status of students on the HESA record accurately reflects their actual completion status.

Audit issues

Estimation of non-completions

22. The audits identified a common misconception that withdrawals notified from an academic department are the sole source of data for that department's non-completion estimate. Estimates of the number of non-completions should normally be based on the non-completion rate for the previous year for the particular course, taking into account the change in definition for HESES10. Where this is not the case, there should be a clear rationale for any alternative methods used or adjustments made. Where the non-completion rate used in the return differs significantly from past data, there should be a clear rationale for the change. We found cases where institutions were using rates significantly lower than evidence from both their own data and audit, with no reasoning behind this.

23. In some institutions, the continued recording of a student as current on the student record system at an arbitrary date, for example, 1 May or 31 July, is being taken as a proxy for assessing the student completion status of the year. This is not a correct approach.

24. Another misconception is that the completion status of a student should be determined by the institution's individual academic regulations and rules on student

progression, and not in accordance with the funding rules for assessment of a student's completion status. Incorrect application of the FUNDCOMP status to student records returned in institutions' HESA returns has produced incorrect data on which subsequent HESES return forecasts have been based.

25. In using the previous year's non-completion rate for a course as the basis of the current year estimate, it is important to make sure that the non-completion rate for the previous year is accurately known but taking into account the definition that applies to HESES10. We found examples where this has not been the case. Non-completion status should be recorded in the year of instance. Continuation of study to the following year should not be taken as evidence of, or a proxy for, completion in the previous year. In addition, simply because a student has not formally withdrawn from the institution by the year-end does not make the student a completion. Completion must be assessed by reference to submission of the final assessment in, or otherwise passing, all modules the student intended to complete at the outset of their year of study.

26. Institutions may also find it useful to demonstrate the validity of their non-completion estimates by analysing the non-completion rates for different courses over, say, three to five years. This would help to identify trends, and years where the result is atypical compared with the trend.

27. A review of the outturn compared with the estimate should be made at the year-end, and reasons sought for any discrepancies. This knowledge can then be used to inform the estimate for the following year.

28. Non-completions should be reported in a timely fashion, and the student record system updated to reflect the student's change in status. Systems should be in place throughout the year to enable identification of students who are missing from or struggling with the

course, and steps taken to try to retain them at the institution. Reconciliations should be made with the student record system to ensure that it is up to date and accurately reflects what is being reported elsewhere. We found examples where additional students were on mark sheets but not on the student record system. There were also cases where students had clearly withdrawn, but their records had not been amended on the student record system.

29. Students' records not being updated in a timely fashion has led to their being included in the return when they had already left the institution by the census date.

30. Sufficient data should be recorded at the module level on the main student record system to allow accurate assessment of a student's completion status. This should include, but not necessarily be limited to, identification of the final assessment and the student's submission to it, and the overall outcome for the module. Coding should distinguish between non-submission to an assessment and a very low mark for poor academic performance or misconduct. This level of detail should be readily available to ensure accurate reporting of a student's completion status.

31. In the HESA data, the MODOUT status (module outcome field) of a module should be completed in accordance with these funding rules. The FUNDCOMP status of a student should in turn reflect the overall position of the whole student record for the year.

32. Exception reports should be used to establish if unlikely combinations of MODOUT and FUNDCOMP status are being reported so corrections can be made before data is submitted.

33. It is essential that HESA data, the outturn position for the year, are correct, to enable accurate forecasts of non-completion rates in the following year's HESES return.

We consistently find issues with both MODOUT and FUNDCOMP, which are leading to under-reporting of non-completions in subsequent HESES returns.

Assessment of headcount and completion status for part-time students

34. Sometimes, both headcount and completion status of part-time students, particularly those on continuing education courses, are based incorrectly on an individual module extract which does not take into account that a student may be taking more than one module during the year. This will inflate the headcount and may inflate the number of completions as the completion status is judged on a single module rather than an assessment of all modules undertaken by an individual student within the year.

Annex J

Full-time equivalence for part-time years of instance

1. This annex explains how full-time equivalence for part-time years of instance should be calculated. This includes guidance on how to treat students who are exempt from part of a course and full-time students who change mode within the year of instance to become part-time students.

2. Student FTE recorded on HESES10 should relate to the years of instance being counted. In some cases this may not be consistent with the FTE returned on the HESA student record. However, it should be consistent with HESA data when summed over the instance.

3. The FTE for a part-time course is calculated by comparison with an equivalent full-time course, where such a course exists. If an equivalent full-time course does not exist, a reasonable academic judgement should be made of the FTE relative to a full-time student. Where such a judgement is made, the rationale should be recorded for audit purposes.

4. Calculation of the FTE can be based on either:

- a. Duration of the course, or
- b. Credit points studied.

In both cases, when viewed as a whole, the total FTE for a part-time course should equal the total FTE of the equivalent full-time course. Where duration of the course is used, the calculation should be based on the number of years of instance. Where a student repeats a year or enters the second, or later, year of the course directly, the total FTE returned for that student should be increased or decreased to reflect this (see examples 2 and 3 (paragraphs 10 and 11) in this annex).

5. Accredited prior learning (APL) modules should be excluded from the calculation of the FTE. A student may be on a full-time programme but due to APL may be studying only at a part-time rate.

6. The FTE for a foundation degree bridging course, as defined in Annex H, paragraphs 58 and 59, is 0.3.

7. Where a student does not complete a year of instance, the FTE should not be recorded on HESES. This is not consistent with the FTE returned on the HESA student record. When

comparing the HESA student record with HESES, we will make adjustments to the FTE returned to HESA to reflect years not completed.

8. Where students change mode within the year of instance to become part-time students (see Annex M, paragraph 9), their FTE should be calculated in the usual way, by comparison with the equivalent full-time course.

Example 1

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

Example 2

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

Example 3

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

Example 4

12. A student who starts off as full-time but changes to part-time in the second term of the year of instance, studying at the same rate as a part-time student with an FTE of 0.5 per year of instance, should be returned in the part time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms, equalling 0.67 in total for the year of instance.

Example 5

13. A 1 FTE part-time course is normally studied over two years. However, each year a small proportion of the students take three years to complete. If there are 100 students on the course and 10 take an extra year to complete, the FTE should be $((90 \times 0.5) + (10 \times 0.33)) \div 100 = 0.48$ and not 0.5.

17. Where a student plans to study at a full-time rate for a portion of the year, for example only for the first semester, they must be returned as part-time, even though they are 'full-time' for that period of study. The mode of attendance must be established with reference to the activity for the whole year of instance and their FTE reflected correctly.

Audit issue

Incorrect returning of student FTE

14. The sum of the total student FTE allocated to a part-time student should be equivalent, over the duration of the course, to that allocated to a full-time student. We have found examples where this is not the case, because of many factors, including a lack of understanding of what the student FTE is meant to represent.

15. Use of standard part-time load factors is common, because the part-time student activity for the year may not have been ascertained by the census date because of the nature of the study. This can be acceptable practice. However, these standard load factors often do not accurately reflect actual activity for the year. If standard load factors are to be used, there must be clear evidence that, on average, students do study at these levels of activity.

16. Some students may study at a lower rate than is the norm for a course. This should be reflected in the FTE. At some institutions, students are able to vary the intensity of study during the year, and institutions may therefore have difficulty predicting this variation. However, we expect institutions to reflect this in their estimates of part-time FTE. See example 5.

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 or non-public sources. It also provides guidance on the attribution of home and EU students between the fundability categories of HEFCE-funded, independently funded 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 Office of Public Sector Information (OPSI) web-site, www.opsi.gov.uk, under Legislation/Original/UK/Statutory Instruments. 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, www.hefce.ac.uk, under Questions/HESES FAQs. 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 HESES 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 for HEFCE recurrent funds for teaching (HEFCE fundable) if they are in the HESES 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:

- 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 38 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 continue to be returned as fundable on the HESA record and included in the Research Activity Survey.
- 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:
 - an HEI supported from public funds, nor
 - an FEC supported from public funds

except where specific approval has been given. Institutions must ensure that all franchises to any other organisation have been specifically approved by 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, www.hefce.ac.uk, under Questions/HESES FAQs. 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 under Questions/HESES FAQs.
- h. Students who are aiming for an ELQ, unless they are exempt from the ELQ policy, as defined in paragraphs 17 to 19 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 2010.
- 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 under Questions/HESES FAQs.
- e. They are on an undergraduate course (in any mode of study) which leads to a first registerable 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 paragraph 17e. In the case of the HPC, this must additionally relate to practitioners in the professions listed in 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.

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 paragraphs 17a to 17j 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 under Academic Infrastructure/Framework for higher education qualifications) 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 particular circumstances to consider a hierarchy of qualifications within a single level, particularly 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 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.

Exemptions 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 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 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 is 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 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 partway 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) define entitlements to student support for 2010-11. This statutory instrument contains definitions of ELQs. It should be noted, however, that there may be 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 may 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 of 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, as necessary, where doubts may exist about the entry qualifications reported by individual students.

Determining the number of students supported from other EU public funds

38. 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, then reduced by 1.09 per cent¹ to take account of the £52 million pro rata saving applied for 2010-11. 'Standard resource' is explained in paragraphs 48 to 51 of this annex. Note that in the following examples, the assumed fee per FTE for part-time undergraduates is £1,310. For institutions in Northern Ireland, the same principles should apply as in the following examples, but they should use the 2010-11 base price that applies to them of £4,737 to calculate standard resource, and they should not incorporate the 1.09 per cent pro rata saving that applied in England.

39. There is an Excel template at www.hefce.ac/learning/datacoll/heses which will calculate the number of students who are non-fundable in individual cases.

Example 7

40. There are 10 full-time undergraduate students supported by £13,100 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,310 per student, so the public money only covers the fees and all students are fundable.

Example 8

41. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,310 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		
$1.0 \times 1.3 \times \text{£}3,951$	=	£5,136
Assumed fee per student		
$1.0 \times \text{£}1,310$	=	£1,310
Standard funding per student (adjusted for efficiency saving)		
= $0.9891 \times (\text{£}5,136 - \text{£}1,310)$	=	£3,784
Remaining public money		
= $10 \times \text{£}1,000$	=	£10,000
Non-fundable students		
= $\text{£}10,000 \div \text{£}3,784$	=	2.6

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

¹ The figure of 1.09 per cent, wherever it occurs in this document in reference to a pro-rata saving applied for 2010-11, has been rounded, but in adjusting figures in the actual calculations we used an unrounded figure of 1.08868 per cent.

Example 9

42. 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	
$0.5 \times 1.3 \times \text{£}3,951$	= £2,568
Assumed fee per student	
$0.5 \times \text{£}1,310$	= £655
Standard funding per student (adjusted for efficiency saving)	
= $0.9891 \times (\text{£}2,568 - \text{£}655)$	= £1,892
Shortfall between fees charged and assumed fees	
$\text{£}655 - \text{£}100$	= £555
Remaining public money	
= $\text{£}30,000 - (50 \times \text{£}555)$	= £2,250
Non-fundable students	
= $\text{£}2,250 \div \text{£}1,892$	= 1.2

Therefore two students are non-fundable, and 48 are fundable.

Example 10

43. As in example 3, but the fees are £655 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 (adjusted for the efficiency saving) is £1,892. Therefore 16 students ($\text{£}30,000 \div \text{£}1,892 = 15.9$) are non-fundable, and 34 are fundable.

Example 11

44. 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 £3,951, which leaves £49 ($\text{£}4,000 - \text{£}3,951$) of public money per student.

Standard resource per student	
$1.0 \times 1.3 \times \text{£}3,951$	= £5,136
Assumed fee per student	
$1.0 \times \text{£}3,951$	= £3,951
Standard funding per student (adjusted for efficiency saving)	
= $0.9891 \times (\text{£}5,136 - \text{£}3,951)$	= £1,172
Remaining public money	
= $10 \times (\text{£}4,000 - \text{£}3,951)$	= £490
Non-fundable students	
= $\text{£}490 \div \text{£}1,172$	= 0.4

Therefore one student is non-fundable, and the remaining nine are fundable.

HEFCE funded and independently funded students

45. All fundable students should be recorded as HEFCE funded, unless the institution receives enough resources from other sources (other than EU public sources) for the year of instance to cover the HEFCE standard resource for its provision. Institutions should assume a 1.09 per cent reduction in standard resource to account for the £52 million pro rata saving applied for 2010-11. In such cases the institution may choose to record the students as independently funded. Independently funded students are not included in our resource calculations, but do count towards the 2010-11 student number control and funding conditional upon delivery of growth targets relating to ASNs. In general, the declaration of eligible students as independently funded will only benefit institutions that are currently under-resourced from public funds (below the ± 5 per cent tolerance band around

standard resource), as an aid to migration to within the band. Independently funded students are not counted in the volume measure for targeted allocations in the following year, including for widening participation and teaching enhancement and student success.

Example 12

46. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £5,500 tuition fees. The standard resource (adjusted for the efficiency saving) is $(0.9891 \times 1.3 \times £3,951) = £5,080$. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the institution can choose to record the students either as HEFCE-funded or as independently funded.

Example 13

47. There are 20 HEFCE-fundable part-time postgraduate students, 0.6 FTE, in price group B. Each student pays £3,000 tuition fees. The assumed fee for each student is $0.6 \times £3,951 = £2,371$, which leaves £629 per student.

Standard resource per student
 $0.6 \times 1.7 \times £3,951 = £4,030$

Assumed fee per student
 $0.6 \times £3,951 = £2,371$

Standard funding per student
 (adjusted for efficiency saving)
= $0.9891 \times (£4,030 - £2,371) = £1,641$

Remaining money from fees paid by the students
= $20 \times (£3,000 - £2,371) = £12,600$

Independently funded students
= $£12,600 \div £1,641 = 7.7$

Therefore, the institution can choose to return up to seven students as independently funded, with the remaining students returned as HEFCE-funded.

Calculation of standard resource

48. The 2010-11 standard resource for a student is calculated by multiplying the total weighted FTE by £3,951 (£4,737 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.

49. 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.

50. 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.

51. 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 52 to 54 of this annex.

Example 14

52. The standard resource for a part-time student (0.4 FTE) in price group C is £2,055:

Price group weighted FTE
 $0.4 \times 1.3 = 0.52$

Standard resource
= $0.52 \times £3,951 = £2,055$

Example 15

53. 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 £7,281:

Price group weighted FTE	
1.0 x 1.7	= 1.700
London weighted FTE	
1.0 x 1.7 x 0.08	= 0.136
Partial completion weighted FTE	
1.0 x 1.7 x 0.004	= 0.0068
Total weighted FTE	
1.7 + 0.136 + 0.0068 =	1.8428
Standard resource	
= 1.8428 x £3,951	= £7,281

Example 16

54. 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 who 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	Price group	Partial completion	Total
weighted			weighting	weighted FTE	weighted FTE = (c)
				= (a) x (b)	x 0.008
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 = $1.43136 \times £3,951 = £5,655$.

Annex L

Price groups

1. This annex explains how years of instances should be mapped to price groups, including guidance on special cases such as medicine, dentistry, veterinary science, education, sports science and leisure studies, and computing. Examples are given for cases where a year of instance can be split across price groups and for cases where provision is franchised out.

2. Price groups are defined in terms of academic cost centres. Full details of how to assign departments to cost centres are in ‘Assignment of departments to academic cost centres: 2005-06’ (HEFCE Circular letter 32/2005).

Cost centre	Price group(s)
01 Clinical medicine	A, B
02 Clinical dentistry	A, B
03 Veterinary science	A, B
04 Anatomy & physiology	B
05 Nursing & paramedical studies	C
06 Health & community studies	C
07 Psychology & behavioural sciences	C
08 Pharmacy & pharmacology	B
10 Biosciences	B
11 Chemistry	B
12 Physics	B
13 Agriculture & forestry	B
14 Earth, marine & environmental sciences	B
16 General engineering	B
17 Chemical engineering	B
18 Mineral, metallurgy & materials engineering	B
19 Civil engineering	B
20 Electrical, electronic & computer engineering	B
21 Mechanical, aero & production engineering	B
23 Architecture, built environment & planning	C
24 Mathematics	C
25 Information technology & systems sciences, computer software engineering	C
26 Catering & hospitality management	C
27 Business & management studies	D
28 Geography	C
29 Social studies	D
30 Media studies	Media studies
31 Humanities & language-based studies	D

33	Design & creative arts	C
34	Education	C, D
35	Modern languages	C
37	Archaeology	C
38	Sports science & leisure studies	B, C, D
41	Continuing education	D
99	Cost centre not assignable	D

Price group	Cost centres
A	01*, 02*, 03*
B	01*, 02*, 03*, 04, 08, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 38*
C	05, 06, 07, 23, 24, 25, 26, 28, 33, 34*, 35, 37, 38*
D	27, 29, 31, 34*, 38*, 41, 99
Media studies	30
ITT (QTS)	Courses of ITT leading to QTS (TTCID = 1, 8) ²
INSET (QTS)	Courses for teachers (TTCID = 5), where the student has QTS (QTS = 3) ³

* For definitions see following paragraphs.

3. Students on a sandwich year-out should be recorded in price group C, regardless of academic cost centre.

Special cases

Medicine, dentistry and cost centres 01 and 02

4. Medical and dental years of instance recorded in price group A must be generated by students in one of the following categories.

- a. Clinical medical students on the final three years of a first registrable medical qualification taken:
 - i. After the pre-clinical part of the course, or
 - ii. After a free-standing pre-clinical course, or
 - iii. As part of an integrated pre-clinical and clinical course.
- b. Clinical dental students on the final four years of a first registrable dental qualification taken:
 - i. After the pre-clinical part of the course, or
 - ii. After a free-standing pre-clinical course, or
 - iii. As part of an integrated pre-clinical and clinical course.
- c. Clinical medical and clinical dental postgraduate taught students, where the course meets the following three criteria:
 - i. The course bears very high costs that are comparable to the clinical unit of resource.
 - ii. A substantial proportion of the staff teaching time contributed to the course is provided by medically or dentally qualified, university funded clinical academic staff who hold

² Teacher training course identifier on the HESA student record.

³ Qualified teacher status identifier on the HESA student record.

honorary contracts with the NHS. This includes general practitioners.

iii. Nearly all of the course is taught in a clinical environment.

d. Research students where the focus of their research is in a clinical environment and the lead supervisor is a clinical academic.

5. Students who meet the criteria in paragraph 4 should have all of their activity for the year of instance attributed to price group A, irrespective of any activity in academic cost centres. All other activity in cost centres 01 and 02 should be returned in price group B.

6. Where, and only where, a postgraduate course meets the criteria set out in paragraph 4, the subject of course aim should be coded as A3 (clinical medicine), A4 (clinical dentistry), C842 (clinical psychology) or C845 (clinical neuropsychology) on the HESA student record.

Veterinary science and cost centre 03

7. Undergraduate veterinary science students should be included in price group A if they are in the final five years of a course which leads to eligibility to register to practise as a veterinary surgeon, irrespective of any activity in academic cost centres. All other undergraduate veterinary activity, including foundation years, should be returned in price group B.

8. To be included in price group A, clinical veterinary science postgraduate taught students must also be on courses which meet the following three criteria:

- a. The course bears very high costs that are comparable to the clinical unit of resource.
- b. A substantial proportion of the staff teaching time contributed to the course is provided by veterinary-qualified, university funded, clinical academic staff.
- c. Nearly all of the course is taught in a clinical environment.

9. For research students to be included in price group A, the focus of their research must be in a

clinical environment and the lead supervisor should be a clinical academic.

10. All other postgraduate activity in cost centre 03 should be recorded in price group B.

Education – cost centre 34, ITT and INSET courses

11. Students on ITT courses leading to QTS should be entirely attributed to the ITT (QTS) price group, irrespective of any provision in academic cost centres. Students on ITT courses that do not lead to QTS, such as DTLLS, PGCEs for the post-compulsory education sector and other courses leading to Qualified Teacher Learning and Skills (QTLS) status (TTCID = 2), should be entirely attributed to price group C, irrespective of any activity in academic cost centres.

12. INSET courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. Students holding QTS on INSET courses should be entirely attributed to the INSET (QTS) price group, irrespective of any activity in academic cost centres and whether or not the TDA is funding their provision. Students who do not hold QTS but are studying a PGCE for the post-compulsory education sector, CertEd or DTLLS as an INSET course should be recorded in price group C. Other students on INSET courses who do not hold QTS should be attributed to price groups in the normal way.

13. Students studying for a foundation degree to become a teaching assistant, whose course has been awarded as part of an ASN exercise, should be returned in price group C. Where students are studying for such a course and it has a high classroom-based element, but has not been awarded as part of an ASN exercise, institutions should seek our permission before recording them in price group C. All institutions seeking this permission should send details of the relevant course to heses@hefce.ac.uk. Institutions should re-apply if there is a material change in the provision.

14. All other activity in cost centre 34 should be returned in price group D.

Sports science and leisure studies – cost centre 38

15. Departments of sports-related subjects – including sports science, sport and exercise sciences, sports and leisure studies, sports and leisure management, and physical recreation (non-QTS) – should be allocated to price groups B, C or D according to the outcome of the HEFCE review carried out in 2004-05, or as subsequently agreed by HEFCE.

Attribution of computing to cost centres 20 and 25

16. Only computer engineering departments that relate to the development of computer hardware – specification, design (via computer-aided design), simulation, verification, construction and testing of the hardware of computer systems using logic, memory and interconnection technologies – should be included in cost centre 20. All other computing departments should be returned in cost centre 25.

Allocation of years of instance to price groups

17. Years of instance are split between cost centres based on the cost centres returned in the module part of the HESA student return.

18. Except where noted in paragraphs 4 to 16 of this annex, years of instance should be allocated to price groups according to the mix of cost centres in which activity takes place. Student FTE is allocated to cost centres according to the cost centre of the member of staff teaching the module or supervising the activity. This will be described by the modules in the HESA record. Where the activity for a year of instance falls into more than one cost centre, and these cost centres do not fall entirely within one price group, the year should be split among the price groups according to the proportion of activity in each cost centre. Up to two decimal places may be used for this apportionment.

19. Where activity is franchised out for all or part of the provision, if at least one of the following conditions apply then it should be returned in the cost centre(s) most closely matching the academic content of the franchised-out provision:

- a. The franchised-out student FTE is at least 20 per cent of the total student FTE in the department that arranges the franchise, or
- b. The franchised-out student FTE is at least 100.

Otherwise it may be returned in the cost centre(s) of the department that arranges the franchise. However, if the institution wishes to return the franchised-out FTE in the cost centre(s) most closely matching the academic content of the franchised-out provision, it may choose to do so.

20. Provision that is franchised out may not be naturally attributable to a cost centre in which the institution is usually active. In this case institutions should create a virtual cost centre in which this activity and its related expenditure are returned. If institutions return such activity using cost centre 99 on the HESA record it should be treated as if it falls into price group D.

21. Institutions should ensure that where a student's provision does not fall entirely within a single cost centre and subject pairing, this is clearly identified on the HESA student record. The HESA student record links subjects and cost centres to students through the subjects and cost centres associated with the modules attached to the student. In January 2011 we will compare the FTE returned to cost centres with both:

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

Example 1

22. A student studies engineering in the engineering department and also studies some management in the business and management department. The cost centre of each department along with the subject studied is identified separately on the HESA student record. For HESES purposes this would be returned in price groups B and D.

Example 2

23. A student studies engineering in the engineering department and also studies some management in the engineering department.

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

Example 3

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

Example 4

25. If 40 physics students are taught business under a franchise arrangement, and the franchised-out student FTE amounts to 10 FTE out of 40 FTE for the entire physics department (that is, 25 per cent), then the franchised-out FTE should be returned under business and management studies.

Example 5

26. If 40 physics students are taught business under a franchise arrangement, and the franchised-out student FTE amounts to 10 FTE out of 100 FTE for the entire physics department (that is, 10 per cent), then the franchised-out FTE may be returned under physics.

Audit issues

Assignment of departments to cost centres

27. The audits found that all academic activity for a department was sometimes assigned to only one cost centre, where it should be split across cost centres. We also found cases where

a department was split across cost centres and a standard division was applied, irrespective of the actual split in staff effort for that department. We also found instances where a department was assigned to the incorrect cost centre/price group. We may ask institutions to provide evidence of how they have allocated particular departments to cost centres.

28. As part of the comparison of HESA and HESES data, we examined subject provision by cost centre. This highlighted a number of cases where inappropriate allocations had been made, often because of historical allocations of course codes or assignment of departments to cost centres. In addition, some variation in how institutions mapped activity to cost centres was apparent.

29. Staff define cost centres so, when determining the cost centre for a given module, the cost centre of the member of staff most directly associated with it should be used. In general, staff will only be associated with a single cost centre even where their department is split across cost centres. In particular, where a department is split across cost centres, it is necessary to identify which modules are taught by individual members of staff in order to assign the student FTE to the appropriate cost centre. In general this approach will not be consistent with pro-rating student FTE to the staff cost centre split. Where two or more members of staff from different cost centres are associated with a particular activity, the student FTE should be split according to the proportion contributed by each member of staff.

30. A regular review of the assignment of departments to cost centres should be carried out to ensure that the latest guidance is being followed.

Apportionment of student FTE to cost centres

31. The allocation of student FTE to cost centres, and therefore to price groups, can

present problems where provision for a course is in more than one department and cost centre, or where a department is split across cost centres. If a module or part of a course is provided by a different cost centre to the rest of the course, this should be identified on the HESA record and on HESES by mapping the relevant student FTE to the correct price group. Where the student FTE for a course is split across cost centres, the FTE should be apportioned in an appropriate ratio. This ratio should be calculated on an individual course basis and reviewed regularly, with particular attention paid to areas affected by any changes to cost centre or price group assignments. It is not appropriate to apply a ratio calculated for one course to other courses. There is more guidance in paragraphs 17 to 26 of this annex.

Annex M

Mode of study

1. This annex explains how to determine the mode of study for a year of instance (full-time, sandwich year-out or part-time), including guidance on how to treat learning in the workplace and work experience when determining mode of study.

Full-time

2. A year of instance is counted as full-time if it meets **all** of the following criteria:
- The student is normally required to attend the institution, or elsewhere, for periods amounting to at least 24 weeks within the year of instance and, during that time, they are normally expected to undertake periods of study, tuition, learning in the workplace or sandwich work placement that does not meet the criteria to be sandwich year-out, which amount to an average of at least 21 hours per week; and
 - Full-time fees are chargeable for the course for the year. These include:

For ‘current system students’:

- Regulated fees of up to £3,290 for undergraduates and students registered for a PGCE.
- Regulated fees of up to £1,640 for undergraduates on courses provided in conjunction with overseas institutions that are not Erasmus exchanges, where study at the home institution is for less than 10 weeks.
- Regulated £0 for undergraduates who are on full-year outgoing Erasmus exchanges.

For ‘old system students’:

- Regulated fees of £1,310 for undergraduates and students registered for a PGCE.
- Regulated fees of £650 for undergraduates on courses provided in conjunction with overseas institutions that are not Erasmus exchanges, where study at the home institution is for less than 10 weeks.
- Regulated £0 for undergraduates who are on full-year outgoing Erasmus exchanges.

In the above examples, ‘current system students’ and ‘old system students’ mean those defined in the Education (Student Support) Regulations 2009 (SI 2009 No. 1555), as amended. Exceptionally, all or part of the fee may be waived for individual students based on their particular personal rather than course-related circumstances. This does not include cases where fees are reduced because students are studying less intensively than is normally expected for a full-time student. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.

3. This category includes all full-time, sandwich and language year-abroad students, other than those falling within the definition of ‘sandwich year-out’ given below.

Sandwich year-out

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

- The course falls within the definition of ‘sandwich’ in Regulation 2(10) of the Education (Student Support) Regulations 2009 (SI 2009 No. 1555), as amended. This includes language year-abroad courses where the year abroad is spent working.
- The overall maximum fees are, for qualifying students, those described in Regulation 5 of the Student Fees (Amounts) (England) Regulations (SI 2004 No. 1932), as amended by Regulation 2(b) of the Student Fees (Amounts) (England) (Amendment) Regulations 2009 (SI 2009 No. 3113), or up to approximately half of the fees that would be chargeable if the student were full-time.
- Exceptionally, all or part of the fee may be waived for individual students based on their particular personal rather than course-related circumstances. This does not include cases where fees are reduced because students are studying less intensively than is normally expected for a full-time student. It should not be waived for all students on a course, and the criteria that determine whether fees may be

waived should not be tantamount to waiving the fee for all students.

5. Students spending a full year abroad working who are eligible for the regulated £0 fee under the Erasmus scheme should be returned as sandwich year-out. This includes students under the British Council's Language Assistant scheme.

Part-time

6. A year of instance is counted as part-time if it does not meet the requirements to be either full-time or sandwich year-out. This includes HNC students who are expected to complete in one year, but whose course is not subject to regulated fees.

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

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

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

9. Where full-time students change mode within the year of instance to become part-time students, the year of instance should be recorded as part-time only. This applies only where the student continues to study actively on their year of instance, where there is a formal process for agreeing the change in mode, including confirmation by the student and a recalculation of their tuition fee to reflect their part-time status. It may also result in the student losing entitlement to full student support. Their FTE should be calculated in the usual way, by comparison with the equivalent full-time course. Students should not be excluded from Table 6 solely on the basis that they have changed from full-time to part-time (see Annex H, paragraph 41).

Example 1

10. A student who starts off as full-time but changes to part-time in the second term of the year of instance, studying at the same rate as a part-time student with an FTE of 0.5 per year of instance. They should be returned in the part-time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms, equalling 0.67 in total for the year of instance. More guidance on assigning student FTE for part-time years of instance is in Annex J.

Treatment of learning in the workplace and work experience for the purposes of determining mode of study

11. For the purposes of meeting the attendance definition for a full-time course, full-time study can include learning in the workplace, where this is a course requirement. Such learning is frequently a feature of foundation degrees and may also occur in other programmes. Learning in the workplace is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the institution, staff of the employer, or both.

12. Unlike work experience, which is one element of a course such as a sandwich placement (whether for the whole or part of a year), learning in the workplace is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

- the imparting of relevant knowledge and skills to students
- opportunities for students to discuss knowledge and skills with their tutors
- assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

13. Learning in the workplace should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of learning in the workplace should, therefore, not extend the normal duration of a course.

14. Institutions should note paragraph 4 of Annex O, which states that if the year of instance is 45 weeks or more in length because of a period of work-based study, then the year of instance is not counted as long. This applies to both learning in the workplace and work experience. Sandwich years-out cannot therefore be recorded as long, and we would also not generally expect foundation degrees to be recorded as long.

Audit issue

Recording the incorrect mode of attendance if a student is only active for part of a year

15. In general, where a student plans to study at a full-time rate for a portion of the year, for example only for the first semester, they must be returned as part-time, even though they are 'full-time' for that period of study. The mode of attendance must be established with reference to the activity for the whole year of instance.

16. We have found cases where students are on a full-time programme but due to APL are studying at a part-time rate and have been incorrectly recorded as full-time.

Annex N

Level of study

1. This annex explains how to determine a student's level of study (foundation degree, other undergraduate or postgraduate). It also explains how the undergraduate data on Table 5 are split, and how to disaggregate postgraduate students between postgraduate taught and postgraduate research.

Undergraduate

2. Undergraduates are students studying towards a first degree (including foundation degree), HE certificate, HE diploma or equivalent (or registered for an institutional credit that can be counted towards one of these qualifications). In Tables 1a, 2 and 3, undergraduate data are split between 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduate excluding foundation degree). A foundation degree is a two-year, full-time HE course, or the part-time equivalent, which has been validated as a 'foundation degree' and which is expected to incorporate the core features set out in the foundation degree prospectus, HEFCE 00/27. Foundation degree bridging courses should be returned as 'UG (excl. FD)' in Table 3.

3. The undergraduate data in Table 5 are split between:

- students on HND courses
- students on sub-degree level courses excluding HNDs (such as those aiming for an HNC, DipHE or CertEd)
- students on foundation degree courses
- students on another undergraduate degree (excluding foundation degrees but including foundation degree bridging courses).

4. Where a student registers for credits (including Ufi courses) without stating a qualification aim, and where those credits may count towards either an undergraduate degree or a sub-degree qualification level, they should be counted as sub-degree level.

5. Where students have stated multiple qualification aims as part of the same instance, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be recorded as HND.

Postgraduate

6. Postgraduate students are registered for courses or credits where a normal condition of entry is that entrants are already qualified to degree level: that is, already qualified at Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, published by the Quality Assurance Agency for HE (QAA). There are two groups: research and taught.

a. Postgraduate research students are students whose qualification aim is a research-based higher degree. A research-based higher degree is a postgraduate programme comprising a research component (including a requirement to produce original work) which is larger than any accompanying taught component when measured by student effort. The arrangements for assuring and maintaining the academic standards and enhancing the quality of these programmes should be fully compliant with section 1 of the QAA's code of practice for the assurance of academic quality and standards in higher education (postgraduate research programmes). This definition is the same as that used in the Research Activity Survey.

b. Postgraduate taught students are those who are postgraduates but do not meet the requirements to be a research student.

7. Postgraduates include those on graduate conversion courses and all PGCEs (whether Postgraduate or Professional Graduate Certificate in Education).

Annex O

Long years of study

1. This annex explains how to determine if a year of instance should be classed as 'long', both for full-time and part-time years of instance. It also contains guidance on how to treat learning in the workplace and work experience when determining the length of a year of instance, as well as examples on how to treat mixed-length courses.

Full-time students

2. For full-time courses, the year of instance will be classified as 'long' if:

- a. Students are normally required to attend for 45 weeks or more within that year of instance, or
- b. The year of instance includes a within-course short period of study, awarded as a summer school through a bidding exercise for ASNs and explicitly notified by HEFCE.

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

4. If the year of instance is 45 weeks or more in length because of a period of work-based study, then the year of instance is not counted as long. This applies to both learning in the workplace and work experience. Sandwich years-out cannot therefore be recorded as long, and we would also not generally expect foundation degrees to be recorded as long.

Example 1

5. A full-time student on a foundation degree studies for 47 weeks in the year of instance, but 10 of these weeks are work-based study. The year of instance is not counted as long, because without the work-based study the number of weeks studied within the year of instance is 37. Similarly a full-time student on a foundation degree studies for 47 weeks in the year of instance entirely in the workplace. The year of instance is not counted as long.

6. For undergraduate students, long courses will typically be accelerated programmes where the qualification is achieved in a much shorter period than is normal for that qualification. The number of credit points studied in the year is not a criterion in the definition of a long year of study.

7. For postgraduate students, most long courses will be for higher degrees.

Part-time students

8. For part-time courses, the distinction will depend on the length of each year for an equivalent full-time course. The number of weeks attended within the year of instance for part-time students is irrelevant in determining whether the year of instance is long. The equivalent full-time course used should be the same as that used in calculating the FTE. If an equivalent full-time course does not exist, the method for determining whether a part-time year of instance is long should be consistent with the approach taken to determine the FTE following the guidance in paragraph 3 of Annex J and the rationale for such a judgement should be recorded for audit purposes.

Example 2

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

Example 3

10. A student completes a two-year, full-time foundation degree, then chooses to undertake a foundation degree bridging course over the summer in order to enrol full-time on the third year of an honours degree. In this case

both years of the foundation degree and the third year of the honours degree should be recorded as standard length. The foundation degree bridging course should be recorded separately as a standalone, part-time course with an FTE of 0.3.

Mixed-length courses

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

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

Example 4

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

Example 5

13. A two-year, full-time course has year one long and year two standard length. The equivalent part-time course lasts two-and-a-half years. If the FTE is 0.8, 0.8 and 0.4 in the three years respectively, then the second principle in paragraph 11 of this annex means that 50 per cent of the FTE should be recorded as long. This can be achieved by recording all first-year students as long, and half of the final-year students as long, with the remaining year recorded as standard length.

Annex P

Fee categories in Table 4

1. This annex provides further guidance on how to assign years of instance to the appropriate fee level category in Table 4.

2. Table 4 collects information about tuition fees for home and EU students included within Columns 1 or 2 of Tables 1a, 2 and 3 (see Annex D). In general, fee levels are an attribute of the course, not of the individual student. This means, for example, that a student who is on a course designated for student support purposes, but who is not personally eligible for a grant or loan for fees payable by the SLC, should still be returned against the appropriate regulated fees category. This will include, for example, many undergraduate students who are aiming for an ELQ. Students on courses for which an NHS bursary is payable, those on an outgoing Erasmus full year abroad, and students on foundation degree bridging courses should be identified separately.

3. Regulated fees are those that apply to qualifying courses as defined in the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended (including by the Student Fees (Qualifying Courses and Persons) (England) (Amendment) Regulations 2008 (SI 2008 No. 1640)). The fees are subject to overall limits set out in the Student Fees (Amounts) (England) (Amendment) Regulations 2009 (SI 2009 No. 3113), which amended the Student Fees (Amounts) (England) Regulations 2004 (SI 2004 No. 1932). These regulations can be found on the OPSI web-site, www.opsi.gov.uk, under Legislation/Original/UK/Statutory Instruments. In general, the fees are:

- a. Regulated full fee – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses. The overall maximum fees for qualifying students on such courses are those described in Regulation 2a of the Student Fees (Amounts) (England) (Amendment) Regulations 2009 (SI 2009 No. 3113).
- b. Regulated half fee – undergraduates following sandwich courses who are on their sandwich year-out, students on a non-Erasmus, study-related year abroad, students continuing on part-

time ITT courses that commenced prior to 1 September 2010 and students on the final year of a full-time undergraduate programme which is normally required to be completed after less than 15 weeks' attendance. The overall maximum fees for qualifying students on such courses are those described in Regulation 2b of the Student Fees (Amounts) (England) (Amendment) Regulations 2009 (SI 2009 No. 3113).

- c. Regulated £0 – outgoing Erasmus full year abroad students only.

Also identified separately in Table 4:

- d. NHS-bursaried years of courses – students on years of courses for which an NHS bursary is payable, even if the individual student does not receive the bursary. More information on NHS bursaries can be found at www.hefce.ac.uk/learning/datacoll/heses.
 - e. Foundation degree bridging courses – students on a foundation degree bridging course.
4. Years of instance should be returned under the fee level 'Non-regulated' where the course the student is studying for is not prescribed under Regulation 4 of the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended.

Part-time undergraduate students subject to regulated fees

5. The Department for Business, Innovation and Skills has signalled its intention that students starting part-time ITT courses from 1 September 2010 should no longer be subject to regulated fees. Information about this is on the Student Finance England practitioners' web-site (<http://practitioners.studentfinanceengland.co.uk/>) under Practitioner Resources/Student Support Information Notes/SSIN 04/10 – Support for Initial Teacher Training Courses for 2010/11. This means that, in general, the only part-time undergraduate students who should be recorded as being subject to regulated fees are those:
- a. Continuing on part-time ITT courses that commenced prior to 1 September 2010, such as

first degrees leading to QTS, CertEds and DTLLS.

- b. Attending the final year of a designated full-time course which is ordinarily completed in less than 15 weeks.
- c. Attending the final year of a designated full-time course which is ordinarily completed in 15 weeks or more, but less than 24 weeks.

In cases a and b, the students should be recorded as subject to regulated half fees; in case c they should be recorded as subject to regulated full fees. There may also be other cases of undergraduate student instances that are treated as part-time for HESES purposes because they do not meet the attendance requirement to be full-time, but which are nevertheless still subject to full-time regulated fees. This may include, for example, students who have intermitted for a semester, such that their year of instance does not involve attendance of 24 weeks or more; or students on a full-time course who are repeating part of it on a part-time basis for a year of instance and are still claiming full-time student support.

6. Part 10 of the Education (Student Support) Regulations 2009 (SI 2009 No. 1555), makes provision for the support of students undertaking a designated full-time distance learning course. Part 11 of those regulations makes provision for students undertaking a designated part-time course, through grants for help with fees and a £265 grant for help with other course costs. Such students should still be returned under 'non-regulated' fees, because these courses are not explicitly designated under the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007 (SI 2007 No. 778) as amended.

Postgraduate students subject to regulated fees

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

- a. On a full-time PGCE, or continuing on a part-time PGCE commenced prior to 1 September 2010. Such students should be recorded as

subject to the regulated full or regulated half fees, respectively.

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

Annex Q

List of abbreviations

APL	Accredited prior learning/accreditation of prior learning
ASNs	Additional student numbers
CertEd	Certificate in Education
DEL	Department for Employment and Learning (Northern Ireland)
DipHE	Diploma of Higher Education
DSA	Disabled Students' Allowance
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EEA	European Economic Area: all EU countries plus Iceland, Liechtenstein and Norway. Students from Switzerland are treated in the same way as those from the EEA
ELQ	Equivalent or lower qualification
Erasmus	European Community action scheme for the mobility of university students. This is part of the European Commission's Lifelong Learning Programme
EU	European Union
FAQs	Frequently asked questions
FD	Foundation degree
FEC	Further education college
FTE	Full-time equivalent/equivalence
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Students survey
HEPA	HEFCE Higher Education Policy Adviser
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics survey
HNC	Higher National Certificate
HND	Higher National Diploma
HPC	Health Professions Council
ILR	The Data Service's individualised learner record
INSET	In-service Education and Training
ITT	Initial Teacher Training
LLN	Lifelong Learning Network
NVQ	National Vocational Qualification
OPSI	Office of Public Sector Information
PGCE	Postgraduate/Professional Graduate Certificate in Education
QAA	Quality Assurance Agency for Higher Education

QTLS	Qualified Teacher Learning and Skills status
QTS	Qualified teacher status
SCITT	School-Centred Initial Teacher Training
SIVS	Strategically important and vulnerable subject
SLC	Student Loans Company
TDA	Training and Development Agency for Schools
Ufi	A government initiative to develop a 'university for industry'. Learning services are provided through Learndirect
UG	Undergraduate
UG (excl. FD)	An undergraduate course that is not a foundation degree

Annex R

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