

October 2004/36
Core funding/operations
Report on student numbers

This report is for information

This document gives tables of higher education students who are registered at one institution but taught by another. Information is derived mainly from the Higher Education Statistics Agency data collections.

Students registered at one institution but taught by another 2002-03

Tables of franchised students

Students registered at one institution but taught by another

To	Heads of higher education institutions and further education colleges in England
Of interest to those responsible for	Student data, Audit, Finance, Planning
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Executive summary

Purpose

1. This document is one of a series that present tables of the numbers of students who are registered at a higher education institution (HEI) but taught by another institution. The teaching institution is often, but not necessarily, a further education college (FEC). Such sub-contractual partnerships between institutions are very diverse; although, where space is limited, they are referred to here as franchises, the term does not always describe the nature of the collaboration. Information is derived mainly from the Higher Education Statistics Agency (HESA) data collections.

Key points

2. Since November 2000 we have published tables each year of the numbers of students at registering and teaching institutions (HEFCE 00/55, 01/70, 2002/51 and 2004/02). This is the latest in that series.

3. Thanks to the efforts of institutions and to our comparison of different data sets, the data quality is improving. However, the data should still be treated with caution because of the diversity of franchise agreements and the different interpretations of the guidance on completing the data returns.

4. HEFCE-recognised funding consortia, which result in the teaching institution retaining the registration of the student and returning that student to either HESA or the Learning and Skills Council's individualised learner record (ILR), are not included.

5. This year we have changed the population upon which the tables are based. Tables based on the previous population are available on request. The difference between the populations used in previous years and the population used here are smaller than the differences between the HESA and HESES returns that are shown in Table A1.

Action required

6. No action is required; this report is for information.

Background and scope

7. Many higher education students are registered at one institution but taught by another, under a franchise, partnership or other sub-contractual agreement. Such sub-contractual partnerships between institutions are very diverse and although, where space is limited, they are referred to here as franchises, the term does not always describe the nature of the collaboration. Franchised students can be wholly or partially taught by the teaching institution.

8. This document makes no reference to HEFCE-recognised funding consortia arrangements, because such students are registered with their teaching institution. Details of HEFCE recognised funding consortia arrangements can be found in HEFCE 00/54 'HE in FE colleges: indirectly funded partnerships – codes of practice for franchise and consortia arrangements'. A review of both HEFCE-recognised funding consortia and franchises is available on the HEFCE web-site (HEFCE 2003/57).

9. Franchising between further education colleges is not reported in this document, which is restricted to students registered at a higher education institution (HEI). Although there is a small amount of franchising of HE students from one FEC to another, it is recorded differently.

10. Most students registered at HEIs but taught by another institution are taught at FECs, although some are taught by other HEIs. However, the teaching institution is often not named on the HESA return, in some cases because it is not publicly funded.

11. Since November 2000 we have published tables of franchised students by teaching and registering institutions annually (HEFCE 00/55, 01/70, 2002/51 and 2004/02). The data on which the tables are based are always two academic years in arrears.

12. For the first time this year we have used the HESA session and registration populations. We used the session population for the tables based on full-time equivalents (FTEs) and the standard registration population for those based on headcounts. In previous years we based the population on those students who satisfied the Higher Education Students Early Statistics (HESES) survey's criteria. Tables based on the HESES population are available on request. The difference between the populations used in previous years and the HESA registration population used here are smaller than the differences between the HESA and HESES returns that are shown in Table A1.

Description of the tables

13. The tables are of students registered at an HEI and taught by another institution. The teaching institution is not always named. All students considered are HE students.

14. The methods used to extract the data are described below in a separate section.

15. Table A1 is a comparison of the data on franchised students, registered with HEIs, from two different sources:

- a. The Higher Education Students Early Statistics collected by HEFCE in December 2002.
- b. The HESA student record collected at the end of the 2002-03 academic year.

16. Tables A2 to A5 show the total number of franchised students from the HESA 2002-03 student record. The total count of franchised students may differ from that given in HESA publications because we have included corrections to the HESA 2002-03 student record we hold. The data of a few institutions are labelled as provisional; this is because the HEFCE archiving process on the HESA 2002-03 data was not complete at the time of publication and the data may change slightly.

17. Numbers of students are given as headcounts in Tables A2 and A3, and as FTEs in Tables A4 and A5.

18. Tables A2 and A4 are arranged by the registering institution and Tables A3 and A5 by the teaching institution.

19. The tables break down the students by type of franchising – ‘wholly’ and ‘partially’.

20. ‘Wholly’ refers to students who are taught entirely by the teaching institution for the relevant year of programme of study. This does not necessarily mean that the student is franchised for the whole duration of their course. It could be that the student is taught by the teaching institution for the whole of Year 1 and then taught by their registering HEI for Years 2 and 3 of the programme of study. It is only in their first year of programme that such students would be recorded as wholly franchised. In Years 2 and 3 they would be recorded as taught by their registering HEI.

21. ‘Partially’ refers to students who taught partly by their registering institution, and partly by the other institution. Again, this does not necessarily mean that the student is taught jointly for the whole of their course. It could be that the student is taught entirely by the teaching institution for Year 1 of the programme, partly by both the teaching and registering institution in Year 2, and taught entirely by their registering HEI in Year 3. It is only in their second year of programme that they would be recorded as a partly franchised student.

Details of the data extraction methods

22. Students in the HESA 2002-03 July return were considered to be registered at one institution and taught by another if at least one ‘other institution providing teaching’ was recorded. Only those students who were in the HESA standard registration population were included in the headcount tables, and only those in the HESA session HE population were included in the FTE tables.

23. The data on franchised students have been amended as a result of the ‘HESA 2002-03 derived statistics for funding allocations and monitoring’ (HEFCE 2004/10) exercise. Further amendments may affect the tables, final versions of which will be available upon completion of the exercise.

24. The HESA definitions of level and mode were used. In calculating the FTEs the extent to which the student was taught by the teaching institution was taken into account using the HESA PCOLAB field.

HESA definitions and fields

<p>HE session population XPSSES01</p>	<p>The HESA session HE population has been derived from the HESA individualised student record. It includes all higher education enrolments active at any point in the academic year 1 August 2002 to 31 July 2003 except:</p> <ul style="list-style-type: none"> a. Dormant students (those who have ceased studying but have not formally de-registered). b. Incoming visiting and exchange students. c. Students studying for the whole of their programme of study outside of the UK. <p>Since 2000-01, incoming visiting and exchange students have been excluded from the session population because there was an element of double-counting, with both outgoing and incoming students being included in previous analyses.</p>
<p>Standard registration population XPSR01</p>	<p>The HESA standard registration population has been derived from the HESA individualised student record and ensures that similar activity is counted in a similar way irrespective of when it occurs. The population splits the student experience into 'years of programme of study'; the first year of which is deemed to start on the commencement date of the programme, with second and subsequent years starting on, or near, the anniversary of that date. Registrations are counted once for each year of programme of study. Short-course registrations are counted in the standard registration population regardless of whether they are active on 1 December of the reporting period. However students who leave within two weeks of their start date, or anniversary of their start date, and are on a course of more than two weeks duration, are not included in the standard registration population. Dormant students, incoming visiting and exchange students from overseas, and students studying for the whole of their programme of study outside the UK are also excluded from this population.</p>
<p>Level</p>	<p>Postgraduate programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education (PGCE) and professional qualifications) and usually require that entrants are already qualified to degree level (.in other words, are already qualified at level 3 of the National Qualifications Framework).</p> <p>Undergraduate programmes of study are first degrees with or without eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body, first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees, foundation degrees, diplomas in HE with eligibility to register to practice with a Health or Social Care regulatory body, Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ levels 4 and 5, professional qualifications at undergraduate level, and other undergraduate diplomas and certificates including post-registration health and social care courses. Entrants to these</p>

	programmes of study do not usually require an HE qualification.
Mode	<p>Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.</p> <p>Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only. Writing-up and dormant previously part-time are also included.</p>
PCOLAB	The Proportion not taught by this institution indicates the percentage of the total programme in this reporting period 1 August - 31 July for which other arrangements for teaching have been made, for example taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught by the returning institution.

List of abbreviations

FE	Further education
FEC	Further education college
FT	Full-time
FTE	Full-time equivalent
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics survey
ILR	Individualised learner record
PGT	Postgraduate taught
PT	Part-time