

Annex A. Summary of consultation proposals and implementation plans

Student number controls and teaching funding in 2013-14 and beyond: summary of responses to consultation and decisions made

This annex summarises the proposals originally outlined in ‘Student number controls and teaching funding: consultation on arrangements for 2013-14’ (HEFCE 2012/04)¹ and HEFCE’s plans to implement them, with some changes arising from receipt and analysis of the consultation responses.

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
Part 1: Policy, priorities and principles			
<p>The set of principles which will inform our approach</p> <p>We propose that our approach to the implementation of the Government’s higher education (HE) reforms will be guided by the principles of opportunity, choice and excellence, and other principles drawn from our strategy statement.</p>	<p>Question 1</p> <p>Paragraphs 88-111</p>	As proposed	
<p>Equality and diversity</p> <p>We propose to continue to gather evidence in order to assess the impact of our proposals on equality and diversity.</p>	<p>Question 2</p> <p>Paragraph 112</p>	As proposed	

¹ Available at www.hefce.ac.uk/pubs/year/2012/201204/.

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Part 2: Student number controls			
<p>Student Number Control</p> <p>We propose to continue to operate a control on the numbers of students starting HEFCE-fundable full-time undergraduate and PGCE study at each provider.</p>	<p>Question 3</p> <p>Paragraphs 132-145</p>	<p>As proposed</p>	
<p>Students topping up from level 5 qualifications</p> <p>The current method of controlling entrants may provide a disincentive to recruit students topping up to honours degrees from Level 5 qualifications such as foundation degrees (FDs), Higher National Diplomas (HNDs) and Diplomas of Higher Education (DipHEs), where there is a change of provider or a significant gap between completion of the Level 5 qualification and the top-up to the honours degree.</p> <p>We wish to explore how far it may be possible to remove this disincentive without exposing the Government to significant unplanned student support costs, by not counting such students within the controlled population.</p>	<p>Question 4</p> <p>Paragraphs 146-148</p>	<p>Modified</p>	<p>We will modify the student number control definition to exclude those students topping up from an FD or an HND to an honours degree programme not exceeding 1.3 years of full-time study (the QAA Foundation Degree qualification benchmark), provided they have been HEFCE-fundable in either of the preceding two academic years, at any institution.</p> <p>Individual institutions' student number controls will be adjusted in relation to the extent of their intake of this type of top-up student in 2011-12. On this basis, there should be no significant impact for any individual institution if its historic pattern of recruitment continues.</p> <p>Students with DipHE, Certificate of Higher Education (CertHE), or Higher National Certificate (HNC) qualifications will still be part of the control. This is because these</p>

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			<p>qualifications are not usually taken with the intention of being a progression route to topping up to a degree, and do not have to have a clear progression route as FDs do. Another reason is that managing this population will be more difficult and present risk to the student support budget: it is potentially large, and the propensity of qualifiers to continue in HE is harder to predict. The greater risk relates to level 4 qualifications such as CertHE and HNC, as this would involve more years' exposure of the student support budget for a student topping up to a degree.</p> <p>Transferring students, other than those topping-up, will still be part of the control. While these types of transfers increase student options, and are desirable from a number of perspectives, they are relatively uncommon – especially outside London – and we believe that the student number control is sufficiently large and flexible to deal with small-scale institutional transfers of this nature.</p>

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<p>Making adjustments to number controls to take account of changes in average course duration</p> <p>We propose to monitor how providers' overall average course lengths change over time. Where this is a significant concern, we could adjust entrant control limits to address it, either reducing limits where average course lengths were increasing, or increasing limits where average course lengths were reducing.</p>	<p>Question 5</p> <p>Paragraph 149</p>	<p>As proposed</p> <p>Clarified</p>	<p>We propose to monitor and review average course durations, but we do not envisage making immediate changes. However, we still consider that this area poses a risk. In the longer term, we do not plan to make annual changes to institutions' student number controls on the basis of small changes in their average course durations, but we reserve the right to make appropriate adjustments where our monitoring indicates that there have been significant changes in course length.</p>
<p>Determining equivalent entry qualification and grade combinations</p> <p>We propose to define as robustly as possible the qualification and grade combinations that are equivalent to any A-level grades specified by Government for exclusion from the student number control.</p> <p>Even if there is no policy change, we still need to be able to review and adjust equivalences as necessary against clear criteria.</p>	<p>Question 6</p> <p>Paragraphs 154-160</p>	<p>Modified</p> <p>New list attached</p>	<p>Equivalent entry qualifications</p> <p>We will add a small number of qualifications to the high-grades equivalences list. This will be limited to the following stand-alone qualifications: the Access to HE Diploma; the Cambridge Pre-U (not in combination); the Advanced Diploma, and the Business and Technology Education Council (BTEC) National qualification in Early Years. Particularly strong arguments were made for inclusion of the Access to HE Diploma on equality grounds, and all have good evidence of their equivalence.</p>

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			<p>Grade combinations</p> <p>We do not intend to expand the high-grade equivalences list to include grade combinations. The inclusion of combinations of any type was not supported by the majority of respondents.</p> <p>We consider that the best way of addressing combinations, contextual admissions and European equivalences is to allow institutions to retain a sufficient core number control that they can exercise autonomy and discretion in their admissions policies, is.</p> <p>From 2014-15, we propose to convene a working group made up of UCAS, Supporting Professionalism in Admissions, Universities UK, GuildHE, the Association of Colleges and other bodies as appropriate, with the aim of exploring what further adjustments to the list of equivalences might be considered. This group would consider the arguments for and against changes and additions, and whether combinations should in principle be included. This approach and timescale</p>

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			<p>will enable us to monitor admissions in 2012-13, and thus have real evidence to underpin our decisions for 2014-15 and beyond. The group will meet annually thereafter, or for as long as required.</p> <p>A revised high-grade equivalences list is attached.</p>
<p>Minimum protected core</p> <p>For 2012-13, institutions retained at least 20 per cent of their 2011-12 student numbers, to ensure that they would be able to continue to admit students on the basis of contextual information, to meet access agreement targets, or to admit students with qualifications or combinations which are not on the high-grade equivalences list.</p> <p>For the most selective HEIs, this meant that we increased their existing student number control. We did not top-slice these places from other institutions in creating the core, but bore the relatively small risk of over-recruitment.</p>	<p>We did not consult on this issue, but many respondents provided a comment as part of their wider response.</p> <p>Our subsequent letter from BIS² extending the high-grades policy to 2013-14 now makes this a pressing issue.</p>	<p>Modified for 2013-14</p>	<p>We propose to continue with a minimum protected core, but it will need to operate differently from the 2012-13 model.</p> <p>The core will be set by taking an institution's actual recruitment of students without grades of ABB+ in the previous year and adjusting its core to <i>110 per cent of their actual numbers of non-ABB+ students, or 20 per cent of their total recruitment</i>, whichever is the smaller³. This will not require a reduction to other</p>

² Available at www.hefce.ac.uk/media/hefce/content/news/news/2012/consultresponse/VC_DW_letter_june2012.pdf.

³ For example, Institution X recruited 2,000 ABB+ students and 350 non-ABB+ students (16.1 per cent of its total) in 2012-13. Its student number control for 2013-14 would be 110 per cent of 350 = 385. Institution Y recruited 2,000 ABB+ students and 495 non-ABB+ students (19.8 per cent of its total), so its student number control would be 495 + 5 = 500, to bring it up to 20 per cent.

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			<p>institutions' student number controls, as we can accommodate this risk for 2013-14.</p> <p>From 2014-15 onwards, our preference would be to continue to do this formulaically but we will enter annually into discussions with the institutions concerned to ensure that the control is set appropriately. This may be affected by future government policy and our own monitoring information. Institutions that have more than 20 per cent non-ABB+ recruitment, but still claim to have problems maintaining their historical pattern of recruitment as a result of this policy, will also be able to use the appeals process.</p>
<p>Core and Margin – specialist opt-out</p> <p>In 2012-13, specialist institutions which recruit primarily on the basis of audition or portfolio and which have more than 60 per cent of their provision in Higher Education Statistics Agency (HESA) cost centres 30 (media studies) or 33 (design and creative arts) were able to opt out of both the AAB+ and core/margin processes.</p>	<p>We did not consult on this issue, but institutions will need to know our intentions for their planning purposes.</p>	<p>Modified for 2013-14</p>	<p>Specialist institutions which recruit primarily on the basis of audition or portfolio and which have more than 60 per cent of their provision in HESA cost centres 30 (media studies) and/or 33 (design and creative arts) will again be able to opt out of both the ABB+ and core/margin processes for 2013-14.</p> <p>In order that institutions make the decision</p>

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			based on their admissions needs and not on whether a particular initiative in any given year favours them, the opt-out should remain current for a period of not less than three years from 2013-14. In order to mitigate the effects on small institutions of the cut to create the margin, we propose to continue to exclude each institution's first 50 student places when creating the margin. This protection was welcomed by respondents to the consultation.
Part 3: Proposals for funding teaching from 2013-14 onwards			
<p>Support for high-cost subjects</p> <p>We propose to fund subjects only where the Transparent Approach to Costing for Teaching (TRAC(T)) data show that sector average costs exceed a threshold of £7,500.</p> <p>Our teaching funding will therefore be limited to the high-cost subjects in price groups A and B. We will additionally provide limited support for the following higher-cost subjects in price group C which can demonstrate costs above the threshold:</p> <ul style="list-style-type: none"> • archaeology • design and creative arts 	<p>Question 7</p> <p>Paragraphs 183-218</p>	<p>As proposed</p>	

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<ul style="list-style-type: none"> • information technology and systems sciences, software engineering • media studies. <p>These subjects are now designated as falling within price group C1. The remaining subjects in price group C fall within price group C2.</p> <p>Illustrative rates of HEFCE funding per full-time equivalent (FTE) undergraduate are as follows:</p> <p>Price group A £10,000</p> <p>Price Group B £1,500</p> <p>Price Group C1 £250</p> <p>Clinical subjects</p> <p>We may not provide an allocation for students recruited in the clinical subjects over and above providers' medical and dental intake targets.</p> <p>We propose to carry forward funding support for clinical consultants' pay, senior academic GPs' pay, and NHS pension scheme compensation, because these relate to long-term agreements about pay and pensions associated with specific subjects.</p> <p>Sports science and media studies</p> <p>TRAC(T) data show average costs in sports science falling below the proposed £7,500 threshold, so all</p>			

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<p>provision will be treated as coming entirely within price group C2.</p> <p>TRAC(T) data show average costs in media studies as falling above the proposed £7,500 threshold, and thereby eligible for a high-cost supplement, so all provision will be treated as coming entirely within price group C1.</p> <p>Non-mainstream allocations to support the highest-cost science, technology, engineering and maths subjects</p> <p>We propose to continue to provide approximately £23 million (at 2012-13 prices) as additional support to help maintain capacity in four particularly expensive and strategically important subjects:</p> <ul style="list-style-type: none"> • chemistry • physics • chemical engineering • mineral, metallurgy and materials engineering. <p>The allocation is removed from the TRAC(T) costs of these subjects as reported by providers, meaning that TRAC(T) data will understate the total costs of providing these subjects.</p>			

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>Support for postgraduate provision</p> <p>We propose that the rates of grant for postgraduate taught students should reflect the same rates of grant provided for undergraduate provision, plus additional funding of up to £1,100 per FTE for all subjects in price groups A to C, except where students (specifically PGCE students and some studying architecture) have access to the undergraduate student support regime.</p> <p>The aim is to mitigate the risk to postgraduate provision if providers are unable to increase fees in the absence of publicly funded tuition fee loans, or are unable to maintain student numbers.</p> <p>Illustrative rates of HEFCE funding per postgraduate taught FTE:</p> <p>Price group A £11,100</p> <p>Price Group B £2,600</p> <p>Price Group C1 £1,350</p>	<p>Question 8</p> <p>Paragraphs 191-203</p>	<p>As proposed</p>	
<p>Using an approach based on TRAC(T) – with modifications – to inform our development of the future funding method for high-cost subjects</p> <p>We propose to make more extensive use of the costing and pricing data that universities give us through their annual TRAC(T) returns, to support the development of a sustainable and transparent funding method for the longer</p>	<p>Question 9</p> <p>Paragraphs 219-223</p>	<p>As proposed</p>	

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
term.			
<p>Support for part-time undergraduate provision for new-regime students in high-cost subjects</p> <p>We propose to maintain support for undergraduate part-time provision, but this will be targeted at part-time provision in high-cost subjects only. This will result in a reduction in this funding to about £9 million.</p> <p>We propose to phase this reduction as the balance between old-regime and new-regime students changes. For old-regime students we will continue to provide funding for students in all price groups A to D, while for new-regime students it will be based only on those in high-cost subjects (price groups A to C1).</p> <p>This funding reduction reflects the proposed changes to fee regulations for part-time students: providers will be able to charge a fee for part-time provision of up to 75 per cent of the full-time fee, provided the student studies at an intensity of at least 0.25 FTE.</p>	<p>Question 10</p> <p>Paragraphs 245-251</p>	<p>As proposed</p>	
<p>Flexible, accelerated or intensive provision</p> <p>We propose to continue to support the additional in-year costs of delivering accelerated degrees through a non-mainstream targeted allocation for accelerated and intensive provision. This will be provided for any full-time years of undergraduate study in price groups B, C or D</p>	<p>Question 11</p> <p>Paragraphs 224-251</p>	<p>Modified and clarified for language years abroad and sandwich years only</p>	<p>Flexible, accelerated or intensive provision</p> <p>As proposed</p> <p>Language years abroad</p> <p>We will adopt an approach which seeks to keep in balance the supply and demand</p>

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>lasting 45 weeks or more in the year.</p> <p>This will also apply to intensive provision for postgraduate students.</p> <p>We would expect to reduce the level of funding if the scale of provision grows substantially.</p> <p>Years abroad taken under the Erasmus programme</p> <p>We currently provide fee compensation to providers so that they do not charge tuition fees to students taking a whole year abroad under the EU's Erasmus scheme.</p> <p>The Department for Business, Innovation and Skills is seeking advice on the continuation of the Erasmus fee waiver arrangements from the UK Higher Education Student Mobility Joint Working Group. We expect to revisit our current approach following publication of the report and the Government's response.</p> <p>Students on sandwich courses and placements</p> <p>We do not propose to allocate additional funding for sandwich courses and placements, but will monitor take-up and consider the case for further action should there be a significant fall in demand.</p> <p>We may, however, review our approach following the Government's response to the Wilson review later in 2012.</p>			<p>for exchange programmes.</p> <p>For outgoing students taking a whole year abroad from 2014-15 under an exchange programme:</p> <ul style="list-style-type: none"> a. The maximum fee charged is set at 15 % of the maximum that can be charged to a full-time undergraduate. At 2013-14 prices this is £1,350 for those institutions with an access agreement and £900 for those without. b. HEFCE will provide grant funding to institutions of approximately £2,250 in respect of each such student (about 25% of the £9,000 fee limit for full-time undergraduate students). <p>These funding arrangements would apply from 2014-15 to outgoing students taking a study or work year abroad under the Erasmus scheme, or a study year abroad outside the Erasmus scheme.</p> <p>Students on sandwich courses and placements</p> <p>On 26 June 2012, the Government's</p>

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
			<p>response to the Wilson Review of Business-University Collaboration included the announcement that tuition fees for those taking a sandwich year out from 2014-15 would similarly be capped at 15 per cent of the maximum that can be charged to a full-time undergraduate (£1,350 or £900 at 2013-14 prices depending on whether an access agreement is in force). This ensures consistency in the fee limits for study and work years out, whether in the UK or elsewhere.</p> <p>HEFCE's grant of £2,250 will not be provided in respect of those taking a sandwich year out within the UK, or those taking a non-Erasmus sandwich year outside the UK, because these are not expected to be part of an exchange programme.</p>

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>Support for the additional costs of operating for London-based providers</p> <p>We propose to create a separate allocation in relation to new-regime students attending courses in London. This will apply to price groups A to D. We expect this supplement to be at broadly comparable rates to those that applied in 2011-12.</p> <p>Old-regime students will continue to be funded for the duration of their programmes on the basis of the method outlined in HEFCE 2011/20, 'Teaching funding and student number controls'⁴.</p> <p>This forms part of a total package of funding for London providers which also includes approximately £44 million for research funding and £4 million as part of the Student Opportunity allocation.</p>	<p>Question 12</p> <p>Paragraphs 252-263</p>	<p>As proposed</p>	
<p>Student Opportunity Allocation</p> <p>We propose to provide funding through a Student Opportunity allocation, totalling about £314 million - with separate elements for full-time and part-time undergraduate provision – and separate calculations to reflect:</p> <ul style="list-style-type: none"> the recruitment and retention of students from 	<p>Question 13</p> <p>Paragraphs 264-272</p>	<p>As proposed</p>	

⁴ Available at www.hefce.ac.uk/pubs/year/2011/201120/.

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>geographical areas with traditionally low educational achievement or higher education participation rates, who have the potential to succeed in HE</p> <ul style="list-style-type: none"> • the recruitment and retention of students that are likely to need more support than others to complete their studies • an increased Student Opportunity allocation for disabled students, totalling £15 million. <p>We will count students in all years of study, rather than just entrants, to further recognise retention beyond year one.</p> <p>Now that student support is to be available for undergraduates studying part-time, we propose to remove the £40 million uplift to the funding for part-time widening access that was introduced in 2006 when variable fees and tuition fee loans did not apply to part-time provision.</p> <p>We propose to increase funding support for disabled students by £2 million.</p> <p>We will monitor the impact of these changes, and use the information to build up an accurate, robust picture of progress in widening participation and student success, which we can use to inform and advise Government and our regulatory partners.</p>			

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>We will work closely with OFFA to ensure as far as possible that our requests are integrated, proportionate and complementary.</p>			
<p>Institution-specific funding</p> <p>We propose to review our current institution-specific allocation and London whole institution non-recurrent grant, to create a streamlined and consistent approach to providers with distinctive provision.</p> <p>We propose to conduct a review, with a call for cases to be submitted in October. Submissions should address the distinctiveness, public value and high cost of a whole institution's provision.</p> <p>Recommendations for funding will be made by an external panel for agreement by the HEFCE Board in December 2012, in time to inform funding for 2013-14.</p>	<p>Question 15</p> <p>Paragraphs 283-302</p>	<p>As proposed</p> <p>Clarified</p>	<p>HEFCE 2012/16, 'Institution-specific funding: Consultation outcomes and invitation to make submissions'⁵, sets out HEFCE's approach to the review of institution-specific funding. It explains the criteria which institutions must address to be considered for funding, and provides information about making a submission.</p> <p>The deadline for submissions will be 1 October 2012.</p>
<p>Strategically important and vulnerable subjects (SIVS)</p> <p>We do not propose to have a single list of SIVS, but will continue to support a portfolio of activities addressing subject vulnerability.</p> <p>We will continue to support those subjects which have until now been identified as SIVS.</p>	<p>Question 17</p> <p>Paragraphs 307-332</p>	<p>As proposed</p>	

⁵ Available at www.hefce.ac.uk/pubs/year/2012/201216/.

Consultation proposals	Reference in HEFCE 2012/04	Implementation	Additional changes agreed by the HEFCE Board on 12 July 2012
<p>Instead of a single list, we will monitor the health of all subjects in conjunction with partner organisations and will make selective, collaborative interventions to address specific risks to particular aspects of subject provision. We expect that this will extend beyond the subjects we have supported to date.</p> <p>Our proposals do not preclude other funding initiatives outside recurrent funding.</p>			
<p>Data reporting and monitoring</p> <p>We propose to continue to monitor amounts of activity in subject areas using individualised student data, and to adjust the funding we provide using forecast data which reflects the actual level of student FTE activity. Additionally, for Student Opportunity and institution-specific funding we will need to collect additional evidence about delivery.</p> <p>We propose to provide further information about the specific conditions which we attach to our funding, including changes to the Financial Memorandum we have with current providers, and will consult on any substantive changes.</p> <p>We will seek to keep the administrative burden of allocating and monitoring funding at a sensible level as our funding reduces.</p>	<p>Question 18</p> <p>Paragraphs 333-352</p>	<p>As proposed</p>	

Students outside the Student Number Control in 2013-14

ABB+ population

The Government has requested that HEFCE no longer places controls on the recruitment to higher education (HE) of students with very high grades prior to entry. From 2013-14 onward, this group of students is defined as those who achieved **grades of ABB, or above, at A-level, or the equivalent of this**, and is referred to as the 'ABB+ population'.

This is the complete list of A-level grades and equivalences. Combinations of qualifications are not exempted from the student number control (for example, a student holding both a BTEC and an A-level).

Qualification	Grades required	Explanatory note
Advanced Level (A-level) and AS-level	Best three grades, either: A* A* A* A* A* A A* A* B A* A* C A* A* D A* A* E A* A A A* A B A* A C A* A D	Including Advanced Vocational Certificate of Education. A double-award A-level counts as two single awards at the grade awarded.

	<p>A* B B</p> <p>A* B C</p> <p>A A A</p> <p>A A B</p> <p>A A C</p> <p>A B B</p> <p>A* A* + A at AS-level</p> <p>A* A* + B at AS-level</p> <p>A* A* + C at AS-level</p> <p>A* A + A at AS-level</p>	
Access to HE Diploma	<p>Overall Pass</p> <p>- must include 45 credits at Level 3, of which 30 credits must be at Distinction and 15 credits at Merit or higher</p>	
Business and Technology Education Council (BTEC) National qualification	<p>Best three grades, either:</p> <p>Distinction* Distinction* Distinction*</p> <p>Distinction* Distinction* Distinction</p> <p>Distinction* Distinction Distinction</p> <p>Distinction Distinction Distinction</p>	Inclusive of National Qualifications Framework (NQF) and Qualifications and Credit Framework (QCF) versions

	Distinction Distinction Merit	
BTEC National Diploma in Early Years Education	Distinction Distinction Distinction	Inclusive of NQF and QCF versions
Council for Awards in Care, Health and Education (CACHE) Level 3 diploma in Child Care and Education	Grade A	
CACHE Level 3 Extended Diploma for the Children and Young People's Workforce	Grade A	QCF version
Oxford Cambridge and RSA Examinations (OCR) National Extended Diploma	Grade D1	
National Proficiency Tests Council / City and Guilds Land Based Extended Diploma	Distinction at Level 3	
Progression Diploma	A*	
Advanced Diploma	A*	From the Principal and Generic Learning elements only
Scottish Advanced Highers	Best three grades, either: A A A A A B A A C A A D	

	A B B A B C	
Scottish Highers	Best five grades, either: A A A A A A A A A B A A A A C A A A A D A A A B B A A A B C A A, A B D A A A C C A A A C D A A A D D A A B B B A A B B C A A B B D A A B C C A B B B B A B B B C	
International Baccalaureate	34 points or more	
Irish Leaving Certificate	Best four grades, either:	

	A1 A1 A1 A1 A1 A1 A1 A2 A1 A1 A1 B1 A1 A1 A1 B2 A1 A1 A1 C1 A1 A1 A1 C2 A1 A1 A2 B1 A1 A1 A2 B2 A1 A1 B1 B1 A1 A2 A2 A2	
Cambridge Pre-U	D1/D2 D1/D2 D1/D2 D1/D2 D1/D2 D3 D1/D2 D1/D2 M1 D1/D2 D1/D2 M2 D1/D2 D1/D2 M3 D1/D2 D1/D2 P1 D1/D2 D1/D2 P2 D1/D2 D1/D2 P3 D1/D2 D3 D3 D1/D2 D3 M1 D1/D2 D3 M2	From the Principal Subject or Global Perspectives and Research (GPR) elements only

	D1/D2	D3	M3	
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	D1/D2	D3	P1	
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	D1/D2	D3	P2	
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	D1/D2	D3	P3	
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	D1/D2	M1	M1	
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	D1/D2	M1	M2	
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	D1/D2	M1	M3	
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	D1/D2	M1	P1	
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	D1/D2	M2	M2	
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	D1/D2	M2	M3	
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	D3	D3	D3	
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	D3	D3	M1	
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	D3	D3	M2	
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	D3	D3	M3	
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	D3	D3	P1	
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	M1	M1	M1	
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	M1	M1	M2	
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Including the short course (SC)

	D1/D2	D1/D2	SC	D1/D2	
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	D1/D2	D1/D2	SC	D3	
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	D1/D2	D1/D2	SC M1	
	D1/D2	D1/D2	SC M2	
	D1/D2	D1/D2	SC M3	
	D1/D2	D1/D2	SC P1	
	D1/D2	D3	SC D1/D2	
	D1/D2	D3	SC D3	
	D1/D2	D3	SC M1	
	D1/D2	D3	SC M2	
	D3	D3	SC D1/D2	
	D3	D3	SC D3	