

Annex K: Residential and fundability status

This annex provides guidance on identifying the residential and fundability status of a student for the purposes of HESES14. It includes guidance on:

- which students should be classified as Home and European Union (EU), and which are Island and overseas
- attributing Home and EU students between the fundability categories of HEFCE-fundable and non-fundable
- how to determine the fundability status of students aiming for equivalent or lower qualifications (ELQ), and of those students supported from other EU public sources.

Home and EU students

1. 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. These regulations can be found on the web-site www.legislation.gov.uk. Students from specified overseas territories may be classified as Home and EU if they meet the criteria set out in these regulations. A list of these overseas territories and countries is available on the HEFCE web-site at www.hefce.ac.uk/data/datacollection/heses/ under 'Frequently asked questions'.

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.

2. Where a country accedes to the EU during the academic year, years of instance for students from that country should be treated as overseas if they commence before the date of accession, and as Home and EU if they commence on or after the date of accession.

3. Students from those countries (Iceland, Liechtenstein and Norway) that are in the European Economic Area but not the EU 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 European Economic Area 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 1 to 3 of this annex, they should phone the student support helpline on 0300 100 0618. 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.

5. For the purposes of Table 5, UK-domiciled students are those entitled to pay Home and EU fees and whose DOMICILE field on the Higher Education Statistics Agency (HESA) student record is coded as XF, XG, XH, XI or XK for England, Northern Ireland, Scotland, Wales or UK not otherwise specified, respectively.

Island and overseas students

6. All students who fall outside the definition of Home and EU in paragraphs 1 to 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.

HEFCE-fundable students

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

HEFCE non-fundable students

9. Home and EU students meeting any of the following criteria should be recorded as HEFCE non-fundable (sub-paragraphs a and h do not apply to new-regime students).

a. Old-regime students (as defined in Annex Q) 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 which falls significantly short of the HEFCE standard rate per student. In this situation, the total funds received in respect of old-regime students in addition to the fees should be used to calculate the number of old-regime 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 (paragraphs 42 to 49 of this annex provide more details on how to calculate the numbers of students who are HEFCE-fundable and non-fundable).

b. Students aiming for the same qualification at the same institution on instances that prior to 2012-13 counted towards the delivery of funding or student number targets relating to student numbers co-funded with employers.

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

d. Students on initial teacher training (ITT) courses leading to qualified teacher status (QTS), and all students holding QTS who are on an in-service education and training (INSET) course. This will include students transferring from courses where

funding has been provided for the whole year by the National College for Teaching and Leadership.

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. Also, new-regime students on courses provided under a contract with an NHS organisation and which lead to professional registration as a dental hygienist, dental therapist, occupational therapist, operating department practitioner, orthoptist, physiotherapist, radiographer or radiotherapist.

f. New-regime students on courses commissioned and funded by an NHS organisation, where the tuition fee charged to the student is zero, because an NHS organisation is meeting the tuition costs of the course. A course is commissioned by an NHS organisation if there is a contractual agreement with it that the institution will provide a certain number of places on the course. Other new-regime students on the same course who are not funded by an NHS organisation should be returned as fundable, where they meet all other relevant criteria.

g. New-regime postgraduate taught students on a course, other than an ITT course, funded by another EU public source, where the tuition fee charged to the student is zero because that source is meeting the tuition costs.

h. Unless specific approval has been given, old-regime students on programmes franchised to an institution that is neither of the following:

- a higher education institution supported from public funds
- a further education college supported from public funds.

Institutions must ensure that all franchises to other organisations have been specifically approved by HEFCE before old-regime students are returned as HEFCE-fundable on HESES.

i. Students on closed courses. These are courses that are not generally available to any suitably qualified candidate, but only to employees of particular companies or organisations that are meeting the costs of students' studies. This being the case, few students on such courses will be claiming student support. Closed courses will not commonly be marketed or advertised in general prospectuses or in course searches on an institution's main web-site, because enrolment on them is not open to the general public. The content of such courses will also commonly be tailored towards the needs of the employers concerned.

j. Students who are aiming for an ELQ, unless they are exempt from the ELQ policy, as defined in paragraphs 10 to 32 of this annex.

k. Undergraduate and postgraduate taught students at the Open University who are domiciled in Scotland, Wales, or Northern Ireland.

Students aiming for ELQs

10. 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.

11. In general, if the qualifications already achieved are not known the student should be treated as if aiming for an ELQ. However, this does not apply for new-regime students who are either full-time undergraduates or part-time undergraduates in receipt of full-time student support: such students with unknown entry qualifications should be treated as if they are **not** aiming for an ELQ, and may therefore be HEFCE-fundable and counted on Table 6. However, if such students were similarly active in the 2012-13 academic year and reported as non-fundable in that year solely on the basis that unknown entry qualifications meant they were assumed to be aiming for an ELQ, they should not be included on Table 6 as a result of their change in fundability status.

12. 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 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.

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

Example 1

14. A student with a stated aim of both a Higher National Diploma (HND) and a degree as part of the same instance should be treated as aiming for an HND for ELQ purposes.

Example 2

15. A student aiming for a first degree has a Higher National Certificate (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

16. 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 whether the student is aiming for the honours degree through, for example, a one-year top-up from the foundation degree, or the honours degree involves three years of full-time study.

17. 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

18. 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 2014.
- 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/data/datacollection/heses/ under 'Frequently asked questions'.
- e. They are on an undergraduate course (in any mode of study) which leads to a first registrable qualification with one of the following.
 - i. General Medical Council.
 - ii. General Dental Council.
 - iii. Nursing and Midwifery Council.
 - iv. Health and Care Professions Council for the professions of:
 - chiropodist or podiatrist
 - dietician
 - occupational therapist
 - orthoptist
 - paramedic
 - physiotherapist
 - prosthetist or orthotist
 - radiographer
 - social worker
 - speech and language therapist.

- v. Scottish Social Services Council.
 - vi. Care Council for Wales.
 - vii. Northern Ireland Social Care Council.
 - viii. Royal College of Veterinary Surgeons.
- f. They are on an undergraduate course (in any mode of study) for which the primary (but not necessarily the only) purpose is to improve the effectiveness of practitioners registered with one of the professional bodies listed in sub-paragraph 18e. In the case of the Health and Care Professions Council, this must additionally relate to practitioners in the professions listed in sub-paragraph 18e.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) 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 course (for student support purposes) which leads 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, or are domiciled in Northern Ireland and registered with the Open University.
- k. They are aiming for a postgraduate research qualification.

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 is exempt from the ELQ policy in the first two years when studying for the foundation degree. However, when topping up to an honours degree in the final year, the student will 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 32 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/assuring-standards-and-quality/the-quality-code/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 the use of those frameworks is provided below.

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

a. Within Level 7 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it may be appropriate to consider a masters qualification to be at a higher level than a postgraduate diploma, which in turn may be at a higher level than a postgraduate certificate. However, this may not apply in all cases and will depend on the nomenclature adopted by different awarding bodies.

b. Within Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it will normally be appropriate to consider a bachelors degree with honours to be at a higher level than a bachelors degree without honours.

c. Within Level 5 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, it will normally be appropriate to consider a foundation degree bridging course (which gives access to the final year of an honours degree) to be at a higher level than a foundation degree.

23. For a student who already holds an honours degree, their classification in HESES as either undergraduate or postgraduate taught should not in itself determine whether or not they are aiming for an ELQ. The ELQ policy is about the academic level of qualifications, so the level of the final qualification for which the student is aiming 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-level qualification is a normal condition of entry to their course, and is not necessarily an indication of the academic level of their study or final qualification aim. In particular, the following considerations will apply to any student whose highest qualification already achieved is an honours degree.

a. Where they are undertaking a graduate conversion course, they should be recorded as a postgraduate taught student, but should also be considered as aiming for an ELQ. In this context, a graduate conversion course is one for which a normal condition of entry is an honours degree, but whose academic level is no higher than Level 6 in 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 Master of Engineering (MEng), Master of Physics (MPhys) or Master of Chemistry (MChem)), they should be recorded at undergraduate level in HESES, because a degree is not a normal entry requirement for such study. However, with the exception of the Master of Pharmacy (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 that (again with the exception of students who hold an MPharm) a student who holds an integrated masters qualification and who wishes to enrol on a taught postgraduate masters qualification (such as a Master of Arts (MA) or Master of Business Administration (MBA)) should be treated as aiming for an ELQ.

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

Exceptions to the framework for HE qualifications

25. The MPharm should be treated as a Level 6 qualification for ELQ purposes. This means that the following hold true.

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 is now studying for a 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 (2008) 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 the following hold true.

a. A student whose highest qualification already achieved is a bachelors degree with honours and who is studying for a first registrable degree in medicine, dentistry or veterinary science would be considered to be aiming for an ELQ. However, they are exempt from the ELQ policy by virtue of sub-paragraph 18e 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 taught postgraduate masters qualification (such as an MSc or MBA) should not be treated as aiming for an ELQ.

27. All postgraduate initial teacher training courses, such as PGCEs (whether Postgraduate Certificates in Education or Professional Graduate Certificates in Education) should be treated, for the purpose of the ELQ policy only, as being equivalent to Level 6. This means that a student whose highest qualification already achieved is a PGCE, and who has no other postgraduate qualification, would not be treated as aiming for an ELQ if they enrolled on a postgraduate masters qualification. Students aiming for a PGCE of either type are exempt from the ELQ policy, as explained in sub-paragraph 18c of this annex.

28. Where students do not have a stated qualification aim and are studying by accumulating credit on a succession of 'courses' or modules, they should not be treated as aiming for an ELQ if they do not have a previous HE qualification. 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 they were 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 10), they would be treated as aiming for an ELQ, by virtue of sub-paragraph 29b.i.

30. Institutions may wish to take advice from the National Recognition Information Centre for the UK (UK NARIC, www.ecctis.co.uk/naric/) 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.

31. There may be cases where UK NARIC advises that, for example, the academic level of a degree awarded in another country is below that of a degree in the UK. In such a 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/data/datacollection/heses/ under 'Frequently asked questions'.

Reviewing ELQ status

32. 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 to take account of changing student circumstances, such as where a student:

- while following two separate programmes of study, receives a qualification for one before the other is complete
- changes their qualification aim
- begins to receive the DSA.

In general, and subject to the guidance in paragraph 18a, we would not expect institutions to change the ELQ status of their students within a year of instance.

Example 6

33. A student with no previous HE qualifications is concurrently aiming for a first degree and a part-time two-year HNC. The student completes the degree when they are mid-way through the first year of the HNC. In this example, the student should not be treated as aiming for an ELQ for the first year of the HNC: although they will be awarded a degree part-way through the year, they did not have this qualification when they commenced the first year of instance for the HNC. However, the student should be treated as aiming for an ELQ in 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

34. 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 the limits stated in their access agreement with the Office for Fair Access.

35. The Education (Student Support) Regulations 2011 (statutory instrument 2011 No. 1986), as amended, define entitlements to student support. In particular, amendments to those regulations in the Education (Student Support and European University Institute) (Amendment) Regulations 2013 (statutory instrument 2013 No. 1728) define entitlements to student support for 2014-15. The statutory instrument 2011 No. 1986 contains definitions of ELQs.

36. There are some differences in the treatment of students between whether they may be recorded as HEFCE-fundable following the guidance in HESES, and whether or not they are liable to regulated tuition fees or are eligible for student support. In particular, there will be cases where a student can be treated as exempt from the ELQ policy for HEFCE funding purposes, but where they are not covered by the Student Fees (Qualifying Courses and Persons) Regulations – thus 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 0300 100 0618.

Good practice

Collecting qualification data from students

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

38. 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 including the Student Loans Company (SLC) and Learning Records Service. For example, they should permit the institution to test whether the student has been reported on earlier HESA or individualised learner record returns of other institutions, and to contact these other institutions to confirm any qualifications obtained.

Keeping records of how students aiming for ELQs have been identified

39. 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 there may be uncertainty as to whether an individual student is aiming for an ELQ, the institution should also keep a record of how it has determined their ELQ status.

40. 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, individualised learner records, UCAS, the SLC or the Learning Records Service. This does not require an institution to test the qualifications achieved by all its students. However, we recommend that institutions use a random sample to test the overall accuracy of their data on qualifications achieved, plus selective samples where doubts may exist about the entry qualifications reported by individual students or where there is a higher possibility that the student is aiming for an ELQ.

Recording of non-exempt students aiming for an ELQ

41. Home and EU students aiming for an ELQ and not covered by an exemption should be clearly identified on the student record system, and returned in the 'non-fundable' columns.

Determining the number of old-regime students supported from other EU public funds

42. As mentioned in sub-paragraph 9a of this annex, for old-regime students whose places are funded by another EU public source, years of instance may need to be reported as non-fundable (depending on the level of contribution from that other source). This section explains how to determine the numbers that should be reported as non-fundable.

43. The public funding should first be used to offset any shortfall between the fees charged and the assumed fees that applied under our teaching funding method up to 2011-12. 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 old-regime students are non-fundable; the remainder are then fundable.

a. For institutions that we funded directly in 2011-12, the standard funding per full-time equivalent (FTE) student is the appropriate rate of grant for the institution and category of student (by price group, mode and level) shown in the forthcoming file 'Rates of funding for October 2014 and March 2015 allocations', available on the HEFCE web-site at www.hefce.ac.uk/whatwedo/invest/institns/annallocns/ by selecting 'For institutions', then 'October 2014 announcement'. The rates to be used are shown in column L of the 'Rates_mainstream' worksheet.

b. The assumed fee per FTE is as follows.

- i. £1,380 for students on full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time postgraduate ITT courses.
- ii. £1,360 for 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.
- iii. £1,380 for other part-time undergraduates.
- iv. £3,670 for other postgraduate taught students.

44. There is an Excel template on the HEFCE web-site, under Question 6 of the 'Frequently asked questions' available at www.hefce.ac.uk/data/datacollection/heses/ that will calculate the number of students who are non-fundable in individual cases.

Example 7

45. There are 10 full-time old-regime undergraduate students supported by £13,800 from an EU public source. The students are not charged a separate fee and there is no other income. The assumed fees are £1,380 per student, so the public money only covers the fees and all students are fundable.

Example 8

46. There are 10 full-time old-regime undergraduates, all in price group C1. The fees for each year are £1,380 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. The standard funding per FTE for such students at this particular institution is £3,500.

Remaining public money	$= 10 \times \pounds 1,000$	$= \pounds 10,000$
Non-fundable students	$= \pounds 10,000 \div \pounds 3,500$	$= 2.9$

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

Example 9

47. There are 50 part-time old-regime undergraduates in price group C1, each with an FTE of 0.5, who pay £100 a year tuition fee. There is £50,000 of funding from a public source. The standard funding per FTE for such students at this particular institution is £3,226.

Assumed fee per student	$0.5 \times \text{£}1,380$	= £690
Standard funding per student	<u>$= 0.5 \times \text{£}3,226$</u>	= £1,613
Shortfall between fees		
charged and assumed fees	$\text{£}690 - \text{£}100$	= £590
Remaining public money	<u>$= \text{£}50,000 - (50 \times \text{£}590)$</u>	= £20,500
Non-fundable students	<u>$= \text{£}20,500 \div \text{£}1,613$</u>	= 12.7

Therefore 13 students are non-fundable, and 37 are fundable.

Example 10

48. As in Example 9, but the fees are £690 a year, wholly paid by the student. Each student pays a tuition fee equal to the assumed fee, so there are no tuition fees to make up using the public money. There is £50,000 public money and the standard funding per student is £1,613. Therefore 31 students ($\text{£}50,000 \div \text{£}1,613 = 31.0$) are non-fundable, and 19 are fundable.

Example 11

49. There are 10 full-time old-regime postgraduates entirely in price group C2. The fees for the year are £4,000; a public body pays half the fee and the student pays the other half. The assumed fees are £3,670, which leaves £330 ($\text{£}4,000 - \text{£}3,670$) of public money per student. The standard funding per FTE for such students at this particular institution is £1,037:

Assumed fee per student		= £3,670
Standard funding per student		= £1,037
Remaining public money	<u>$= 10 \times (\text{£}4,000 - \text{£}3,670)$</u>	= £3,300
Non-fundable students	<u>$= \text{£}3,300 \div \text{£}1,037$</u>	= 3.2

Therefore four students are non-fundable, and the remaining six are fundable.