

## Annex H: Counting student activity

This annex gives the definition of a year of instance and explains how to count them in HESES14. The latter differs between Table 6 (for student number control purposes) and all other tables. This annex includes the criteria for counting a year of instance in HESES14, the definition of standard and non-standard years of instance, flow charts to aid with determining how years 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?

1. 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 (allowing for minor variations in term dates). Paragraph 1 of Annex F defines an 'instance' as 'a coherent engagement with the institution by a student aiming towards the award of one or more qualifications, or of credit'.
2. HESES counts years of instance for students on recognised higher education (HE) courses. 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

3. Exceptionally, a student may be on two courses at the same time, aiming for two independent recognised HE qualifications. Each instance then generates its own year of instance which will 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 could count towards the same final qualification would generate only one year of instance each year. Usually, independent instances link to different course aims on the Higher Education Statistics Agency (HESA) student record.
4. Where a student completes a foundation degree and then undertakes 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, as explained in paragraphs 52 to 56 of this annex.
5. Where a student is on a Subject Knowledge Enhancement short course connected with teacher training, for HESES purposes this should not be seen as a separate instance from the main course. However, in the HESA record it will be identified as a separate instance.
6. 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 [https://www.hesa.ac.uk/index.php?option=com\\_studrec&task=show\\_file&mnf=13051&href=HIN.html](https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnf=13051&href=HIN.html).

## **Good practice**

### Removing duplicate records

7. Data held on the student record system should be reviewed before they 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. Exceptionally there may be genuine reasons why a student has two records, and these will 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.
8. Part-time students are sometimes incorrectly counted as more than one headcount for different modules within the same instance. 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.

## **Counting years of instance**

9. To be counted, years of instance must be generated by a student in the HESES14 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. Other than for sandwich year-out students 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 full-time equivalence (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 considered to be writing up when 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.
  - d. The student has not withdrawn, and is not forecast to withdraw, within two weeks of starting their instance.
10. 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. Rather the student should be treated as having been charged a fee for the year.

## **Good practice**

### Evidence of fee waivers

11. Where the fee has been waived for an individual student, evidence of the reason for the waiver must be retained.

## **How to count years of instance in Tables 1 to 5**

12. The guidance in paragraphs 13 to 22 of this annex applies to Tables 1 to 5 **only**. For guidance on how to count years of instance in Table 6, see paragraphs 24 to 41.

13. If a student has withdrawn from their course without completing the year of instance on or before 1 December 2014, their year of instance should not be returned.

14. For students in the HESES14 student population, there are two types of year of instance: standard and non-standard.

a. A **standard year** is one where all activity for the year of instance is entirely within one academic year (1 August to 31 July). Most undergraduate students are on standard years of instance.

b. A **non-standard year** is one where all activity for the year of instance is **not** entirely within one academic year – that is, where the activity for the year of instance crosses from one academic year into the next.

Students whose years of instance are normally standard but in one year undertake a period of work experience should not be treated as non-standard solely because the work experience spans academic years.

15. In both standard and non-standard years of instance, students become countable at the start of each year of instance. The FTE returned should be the FTE for the whole year of instance:

a. For students on standard years of instance, the FTE for the whole year of instance will usually be the same as the FTE for the academic year.

b. For students on non-standard years of instance, the FTE for the whole year of instance will not necessarily be the same as the FTE for the academic year. The final academic year during which the student is active will not usually generate a countable year of instance. It will do so, however, if a student undertakes a short period of activity after the anniversary of their commencement date and that activity ends in the same academic year.

#### Example 1

16. A student starts a degree programme on 22 September 2014, with each year of the course finishing at the end of June. The student becomes countable on 22 September 2014 and, depending on when the activity for the year starts, on or around the anniversary of this date each subsequent year.

#### Example 2

17. A full-time student starts a degree programme in January 2015 and the first year of the course finishes in November 2015. This student would be included in Column 2 of Table 1 in HESES14 for their first year of instance, and similarly in Column 2 of subsequent HESES returns as they continue their studies.

#### Example 3

18. A full-time Higher National Diploma (HND) course starts on 9 October 2014 and runs from 9 October to 30 June each year. A student starts the HND programme late, on

11 December 2014, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. That student's year of instance starts on 11 December 2014 and on the anniversary of that date in subsequent years. The student should be included in Column 2 of Table 1 in each year.

#### Example 4

19. A full-time student starts in September 2014 intending to study eight modules before June 2015. At the end of the first semester in February 2015, having completed four modules, they interrupt the course and return 12 months later to complete the remaining four modules by June 2016. The first year of instance becomes countable in September 2014 and is therefore returned in Column 1 of Table 1 of HESES14. The data entered in Column 3 of Table 1 of HESES14 should reflect a forecast of such students entered in Column 1 or 2 who will intermit (and therefore non-complete) after 1 December 2014. The second year of instance becomes countable at the start of the year of instance in September 2015 (and not in February 2016 when the student returns), and is therefore returned in Column 1 of Table 3 of HESES15 (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 1 of Annex M).

#### **New entrants**

20. For Table 5, students should be classed as new entrants when they first generate a countable year for the instance and have not been active at the same broad level (undergraduate, postgraduate taught or postgraduate research) at the institution in either of the two previous academic years. Students repeating the first year of a course should not therefore be included as new entrants, whereas those entering directly into the second or later year of a course could be. The definition of new entrants in Table 5 differs from the definition of the population counted in Table 6.

Example 5

21. A HEFCE-fundable student studies full-time for a foundation degree at a further education college (FEC) in the academic years 2012-13 and 2013-14, then tops up to a full-time bachelors degree at a higher education institution (HEI) in 2014-15.

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) and at the same broad level throughout the period 2012-13 to 2014-15. They should not therefore be reported as a new entrant for 2014-15 in Table 5.

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 2012-13 and 2013-14, and of the HEI in 2014-15. Because the study is not at the same institution, the student should be reported as a new entrant in Table 5 when they top up to the bachelors degree in 2014-15.

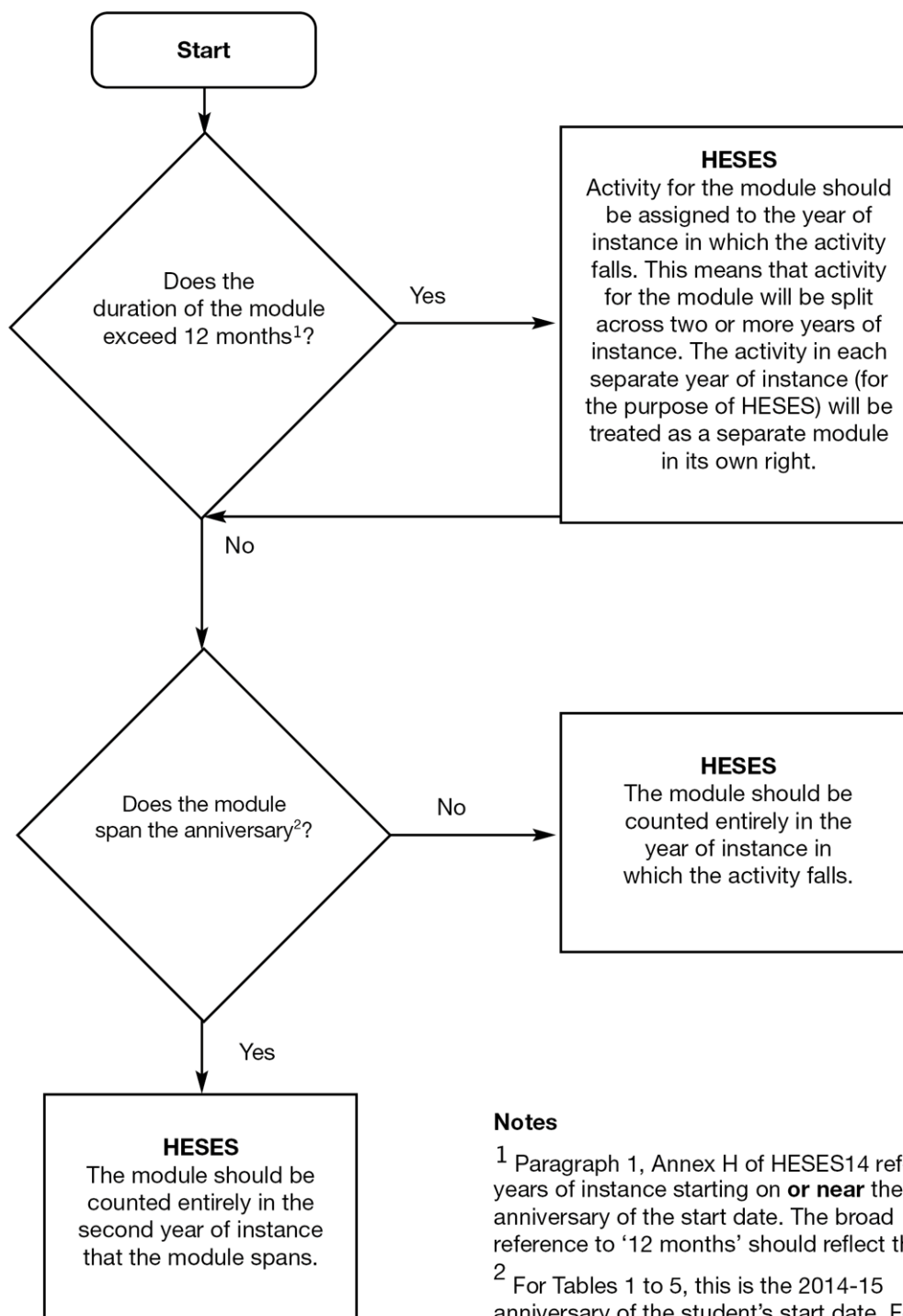
Example 6

22. A student commenced studying towards an HND on a part-time basis in 2012-13. In 2014-15 they switch to full-time study. The student is considered to be studying at the same institution and at the same broad level throughout the period 2012-13 to 2014-15. They should not therefore be reported as a new entrant for 2014-15 in Table 5, although they may be recorded as such on Table 6 (see paragraphs 24 to 41 of this annex).

**Assigning modules to years of instance**

23. If a module spans two years of instance then all activity for that module should be counted in the second year of instance in which it occurs. Exceptionally, where the duration of the module is greater than 12 months, the 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 H1 can be used to determine which year of instance a module should be assigned to. The flow chart in Figure H2 can then be used to determine whether or not the year of instance should be counted in HESES14 Tables 1 to 5, and if so, whether it should be returned in Column 1 or 2 of Tables 1 to 3.

**Figure H1: Flow chart for assigning modules to a year of instance (applies only to Tables 1 to 5)**

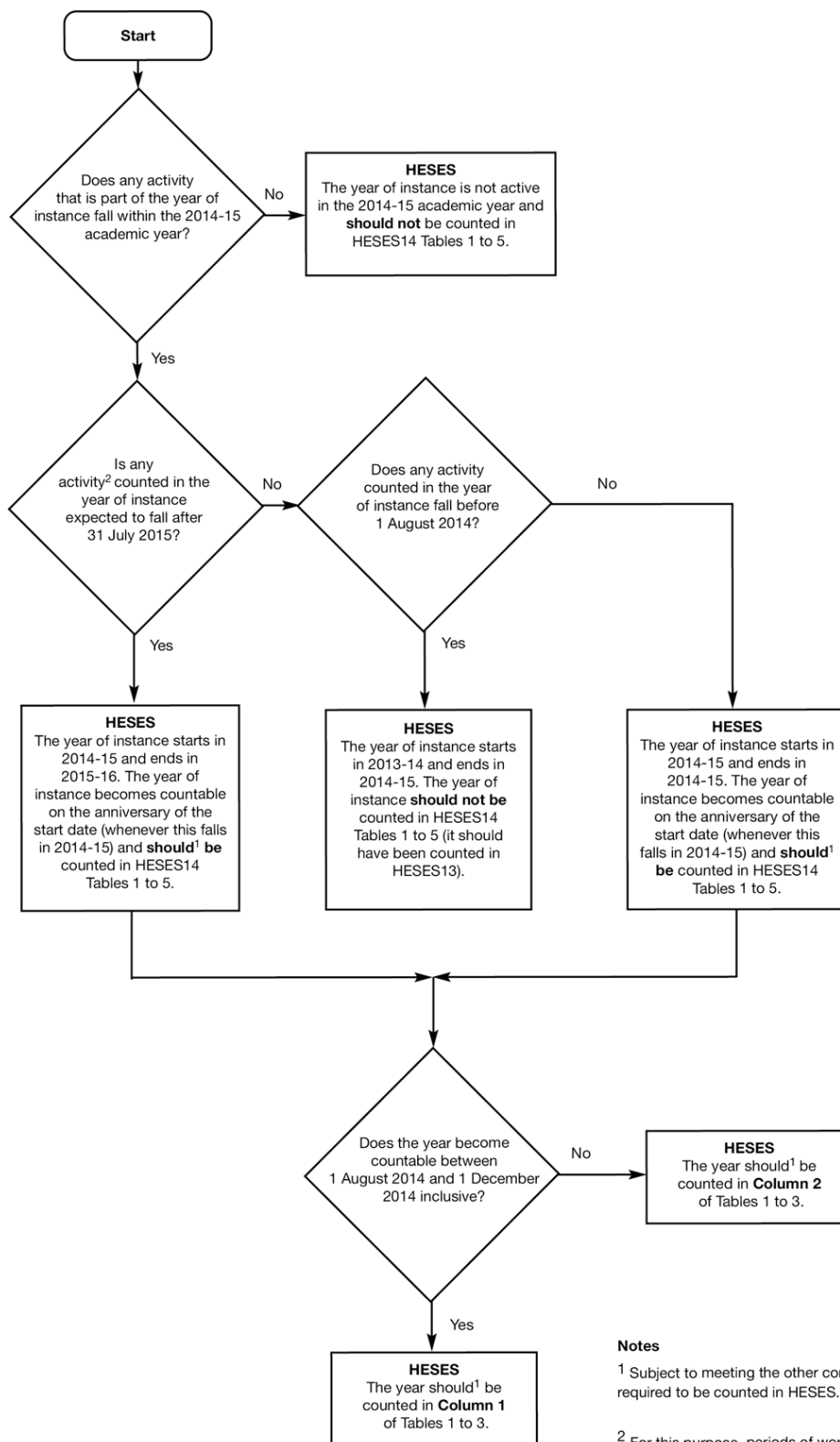


**Notes**

<sup>1</sup> Paragraph 1, Annex H of HESES14 refers to years of instance starting on **or near** the anniversary of the start date. The broad reference to '12 months' should reflect this.

<sup>2</sup> For Tables 1 to 5, this is the 2014-15 anniversary of the student's start date. For example, if a student started their studies on 14 February 2013, their 2014-15 start date anniversary would be 14 February 2015.

**Figure H2: Flow chart for determining whether a year of instance should be returned in Tables 1 to 5 of HESES14, and whether Column 1 or 2 in Tables 1 to 3**



## **2014-15 student number control population and how to count years of instance in Table 6**

24. The guidance in paragraphs 25 to 41 of this annex applies to Table 6 **only**. For guidance on how to count years of instance in other tables, see paragraphs 12 to 22 of this annex.

25. Table 6 collects information on a subset of the years of instance in the HESES14 population (as described in [Annex F](#) paragraphs 1 to 4). The subset counted in Table 6 differs from the subset counted in the other tables. Years of instance that meet the criteria in paragraphs 26 and 27 define the students who we are monitoring at the sector level for student number control purposes. All of these years of instance should be reported in Table 6, but for most institutions only a subset will count against the student number control allocation.

### **Full-time undergraduate students, and part-time undergraduate students in receipt of full-time student support**

26. Years of instance which meet all the following criteria should be included in Table 6.

- a. They are for HEFCE-fundable undergraduate students active in the academic year 1 August 2014 to 31 July 2015.
- b. They are for students who are either full-time, or part-time but in receipt of full-time student support (as defined in [Annex M](#) paragraphs 7 and 8).
- c. They are for students who have not been HEFCE-fundable or employer co-funded undergraduate students, either full-time or part-time in receipt of full-time student support, at the same institution in either of the preceding two academic years (that is, between 1 August 2012 and 31 July 2014)<sup>3</sup>.
- d. They are for students who have not withdrawn from their year of instance within two weeks of starting. Such students will have undertaken sufficient activity to require inclusion in the HESA student record.

### **Full-time students, and part-time students in receipt of full-time student support, aiming for a postgraduate initial teacher training qualification such as a PGCE**

27. Years of instance which meet all the following criteria count against the 2014-15 student number control allocation.

- a. They are for HEFCE-fundable students aiming for a postgraduate initial teacher training qualification such as a PGCE (whether a Postgraduate or Professional Graduate Certificate in Education) or Postgraduate Diploma in Education, commencing an instance in the academic year 1 August 2014 to 31 July 2015.

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<sup>3</sup> Students from countries acceding to the European Union (EU) who were studying as full-time undergraduates at the institution while meeting the definition of overseas students in either of the previous two academic years will not be counted against the 2014-15 student number control allocation when their residential status changes to Home and EU following accession. For 2014-15 this may apply to students from Croatia, which acceded to the EU on 1 July 2013.



- b. They are for students who are either full-time or who are part-time but in receipt of full-time student support (as defined in [Annex M](#) paragraphs 7 and 8).
- c. They are for students who have not withdrawn from their instance within two weeks of starting. Such students will have undertaken sufficient activity to require inclusion in the HESA student record.

28. The terms used in paragraphs 26 and 27 are defined as follows.

a. **Part-time students in receipt of full-time student support.** To fall into this category, a student must be eligible both for a full-time tuition fee loan and for grant or loan support for maintenance, and must be in receipt of at least one of them during the year. Students who are on 'full-time distance learning' courses, and who are therefore not eligible for maintenance support, should not be counted in this category. A student may be in receipt of full-time student support without meeting the HESES requirement for full-time attendance. Such cases include (but are not restricted to):

- students on a designated full-time course who are returning after intermission, where the year of instance when they return does not involve attendance of 24 weeks or more
- students on a designated full-time course who are repeating part of it on a part-time basis for a year of instance, or who are otherwise temporarily switching to part-time study while still claiming full-time student support
- students attending the final year of a designated full-time course which is ordinarily completed in less than 24 weeks.

We do not expect many of these to count towards the student number control allocation, because such students will commonly have undertaken full-time study in the previous two years.

b. **Students who have not been HEFCE-fundable or employer co-funded full-time undergraduate students (or part-time undergraduate students in receipt of full-time student support) in either of the preceding two academic years.** These are students who, during each academic year 2012-13 and 2013-14, have undertaken neither full-time undergraduate study nor part-time undergraduate study during which they were in receipt of full-time student support; or who, if they have, withdrew (on each occasion) within two weeks of starting the year of instance; or who were otherwise 'dormant' during that period. In this context, 'full-time' study includes study that, had it been finished, would have been full-time.

c. **The same institution.** This refers to the 'registering' institution responsible for reporting the student in the HESA student record or the Skills Funding Agency individualised learner record (ILR). Where teaching has been franchised out, the associated year of instance is attributable to the franchiser, not the franchisee.

29. For the purposes of determining mode for Table 6, the following apply.
- a. If a student begins studying full-time but switches to part-time study during the year of instance then, unless the mode switch occurred within two weeks of the year of instance's commencement, they should be treated as full-time.
  - b. If instead a student commences a part-time year of instance but switches to full-time study during this year of instance, then the following apply.
    - i. 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 (according to the definition in Annex M), this year of instance should be treated as part-time and excluded from Table 6.
    - ii. 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 (according to the definition in Annex M), this year of instance should be treated as full-time.
30. Students studying full-time on a recognised HE course as part of a Higher or Advanced Apprenticeship should be included in Table 6 when they commence their full-time study on that HE course and where they also meet the other criteria for inclusion.
31. Within Table 6, students should be disaggregated between:
- a. Those on courses leading to a first UK registrable medical or dental qualification but not on a foundation year (year 0).
  - b. HEFCE-fundable students not covered by subparagraph 31a. These should be further disaggregated between:
    - undergraduates in the exempt population
    - undergraduates not in the exempt population
    - students aiming for a postgraduate initial teacher training qualification such as a PGCE.
32. For most institutions, students are in the exempt population if they are in categories defined in the 2014-15 'exemptions list' on our web-site at [www.hefce.ac.uk/data/year/2013/snccexempt1415](http://www.hefce.ac.uk/data/year/2013/snccexempt1415). For certain specialist institutions in the performing and creative arts, the only category of exemptions that applies is for students topping up from a foundation degree or HND to an honours degree programme not exceeding 1.3 years of full-time study, who have been full-time students (or part-time students in receipt of full-time student support) at any institution in either of the preceding two academic years. For these specialist institutions, all other students should be treated as not in the exempt population.
33. These specialist institutions in the performing and creative arts are:
- Arts University Bournemouth
  - University for the Creative Arts
  - Conservatoire for Dance and Drama

- Falmouth University
- Guildhall School of Music and Drama
- Leeds College of Art
- Liverpool Institute for Performing Arts
- University of the Arts London
- Norwich University of the Arts
- Plymouth College of Art
- Ravensbourne
- Rose Bruford College
- Royal Academy of Music
- Royal Central School of Speech and Drama
- Royal College of Music
- Royal Northern College of Music
- Trinity Laban Conservatoire of Music and Dance.

34. In determining whether a student comes within the exempt population, institutions should disregard any duplication of qualifications of the same type in the same subject, such as AS-levels and A-levels, or where students re-take A-levels. In disregarding such duplication, institutions should ignore the qualification with the lower tariff points. For these purposes, A-levels in both maths and further maths should not be treated as duplicates. Further guidance on the treatment of duplicate qualifications is provided on the HESES frequently asked questions web page at [www.hefce.ac.uk/data/datacollection/heses/](http://www.hefce.ac.uk/data/datacollection/heses/) under 'Frequently asked questions'.

### **Good practice**

#### Entry qualifications

35. Institutions should take reasonable steps to test the accuracy of the entry qualifications reported by their students, taking into account the availability of other sources of information such as data from UCAS, the Learning Records Service, application forms and students' certificates. This does not require an institution to test the qualifications achieved by all its students. For many students, the data provided by UCAS through the awarding body linking will be sufficient. However, this will not apply in some cases, such as students who achieved their Level 3 qualifications some time ago or whose qualification types are not included. In these circumstances we expect institutions to verify entry qualifications using the Learning Records Service. Otherwise, institutions should use a random sample to test the overall accuracy of their entry qualifications data, plus selective samples where doubts may exist about the entry qualifications reported by individual students.

36. Where entry qualifications are unknown, non-medical, non-dental undergraduate students should be recorded on Table 6 as **not** in the exempt population. Where institutions know the entry qualifications of students forecast to start after 1 December

2014, they should use them to determine whether or not students are in the exempt population. When institutions do not know the entry qualifications of students, typically because the students have not yet been recruited, they should use evidence to estimate the number of students who will be in the exempt population. In all cases, evidence should be kept for audit purposes for five years.

Example 7

35. A HEFCE-fundable student studies full-time for a foundation degree at an FEC in the academic years 2012-13 and 2013-14, then tops up to a full-time bachelors degree at an HEI in 2014-15.

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 2012-13 to 2014-15. 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 2012-13 and 2013-14 and of the HEI in 2014-15. Because the study is not at the same institution, the top-up to the bachelors degree in 2014-15 should be included in Table 6. However, as the foundation degree was completed in the last two years, the student should be included in the exempt population, according to the exemptions list.

Example 8

36. A student commences a HEFCE-fundable full-time undergraduate course in September 2013, having never been registered at the institution before. However due to illness the student withdraws from the course in December 2013, and returns in September 2014 to re-start the course.

a. The first year of instance (where the student withdrew) **will have counted** against the 2013-14 student number control allocation because the student was full-time and HEFCE-fundable in the academic year 2013-14 (even though they studied for less than 24 weeks), and therefore should have been included in Table 6 of HESES13.

b. The second year of instance **will not count** against the 2014-15 student number control allocation, because the student was a full-time HEFCE-fundable student in the academic year preceding 2014-15, and therefore should not be returned in Table 6 of HESES14.

Example 9

37. A student commences a HEFCE-fundable full-time undergraduate bachelors degree course in September 2011 which concludes in June 2014. The student then commences a HEFCE-fundable full-time PGCE at the same institution in September 2014. The year of instance commencing in September 2014 **will count** against the 2014-15 student number control allocation (regardless of any previous study at the same institution), as the student is commencing a HEFCE-fundable full-time PGCE in the 2014-15 academic year, and should therefore be returned in Table 6 of HESES14.

38. Table 6 counts years of instance differently from the other tables. This means that some years of instance counted in Table 6 in HESES14 may not be counted on the other tables. This can occur where students withdraw from their year of instance before 1 December 2014.

39. Not all students included in Table 6 will be 'entrants' to the institution (as defined in paragraph 20 of this annex). Exceptions will include students who have previously studied part-time, and students previously on programmes of study that were not fundable by HEFCE, such as those funded by the NHS or the National College for Teaching and Leadership.

Example 10

40. A student commenced a full-time, undergraduate bachelors degree course in September 2013, 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 equivalent or lower qualification (ELQ) and are not exempt from the ELQ policy. They decide not to study for the bachelors degree, so in September 2014, at the start of the second year of instance, they change their stated qualification aim to a foundation degree. They are therefore exempt from the ELQ policy, and as a result are now classed as HEFCE-fundable. The second year of instance should be included in Table 6 of HESES14, because the student was not classed as HEFCE-fundable in the 2013-14 academic year.

Example 11

41. A HEFCE-fundable student commences a part-time undergraduate course in September 2013, having never been registered at the institution before. At the beginning of the second year of instance in September 2014, they switched to studying this course full-time. The second year of instance should be included in Table 6 of HESES14, because the student was not studying full-time in the 2013-14 academic year.

**Guidance on filling in the HESA student record**

42. 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.

43. 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 FTE of similar final-year students from the current year. The algorithms we expect to use are shown in 'HESA funding and monitoring data 2013-14: web facility', which is available on the HEFCE web-site at [www.hefce.ac.uk/data/famd/webfacility/hesawebfacility/](http://www.hefce.ac.uk/data/famd/webfacility/hesawebfacility/). Institutions should, where possible, avoid making an approximation of activity for the year of instance.

### **Summer schools**

44. 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**

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

#### **Access provision**

46. 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 a recognised HE course, the students are included in the HESES population: see paragraphs 4 and 5 of [Annex G](#) for when such provision is considered integrated. 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](#).

47. If the access provision is not an integrated part of the recognised HE course, it is not at HE level and the students are not part of the HESES population.

#### **Within-course periods of study in vacation time**

48. These are short periods of study within a course 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](#).

49. 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 these should be treated as standard years of instance.

Example 12

50. 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.

51. 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**

52. These are short courses which come after a foundation degree has been completed, but before the final year of an honours degree course. They 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.

53. 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 including of a foundation degree bridging course means that the year of instance becomes non-standard. Where the year would otherwise have been recorded as a standard year of instance, it should still be recorded as such.

Example 13

54. A student completes a foundation degree in June 2014, then undertakes a bridging course from July to September, and then joins the final year of a degree which they complete in June 2015. The fields should be completed according to the table below.

Field	2013-14 HESA	2014-15 HESA
COURSEAIM	J10	H00
STULOAD	100	130
TYPEYR	1	1
BRIDGE	0	1

55. Where a student's only activity during the academic year is a foundation degree bridging course (for instance if a student withdraws during or following completion of the course, or if they transfer in from another institution before starting the 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.

56. 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 completing the bridging course, FUNDCOMP should reflect the completion status of the year of instance of the degree.