

SFC Guidance

Early Statistics Return 2016-17

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Summary: These notes of guidance explain the information to be collected in the Early Statistics Return 2016-17

FAO: Principals and directors of Scotland's universities

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Section 1: Introduction

1. These notes of guidance explain the information to be collected in the Early Statistics Return for 2016-17. The Scottish Funding Council (SFC) uses the Early Statistics Return to collect information on students eligible for funding at the higher education institutions funded by SFC. Until 2012-13 students eligible for funding were those domiciled in the UK or elsewhere in the EU, who were paying home fees and were on courses open to any suitably qualified applicant. However students from the rest of the UK (RUK) paying deregulated tuition fees, which were introduced in 2012-13, are not eligible for funding.
2. SFC uses the information collected through the Early Statistics Return to:
 - monitor overall numbers of students eligible for funding
 - monitor use of allocations of funded places
 - monitor adherence to the consolidation policies for the controlled and non-controlled subject areas
 - inform the recommended intakes and allocations of funded places for the controlled subject areas
3. There are three changes to the reporting requirements for the Early Statistics Return for 2016-17:
 - collecting information on Scottish-domiciled undergraduate entrants from a care experienced background (see paragraphs 125 to 130)
 - collecting information on industry-funded places that attract additional places from the SFC's Undergraduate Skills for Growth scheme (see paragraphs 107 to 114)
 - collecting information on the use of places funded through the European Social Fund's Developing Scotland's Workforce programme (see paragraphs 121 to 124).
4. This document describes in detail the information to be collected through each table in the Early Statistics Return.

Section 2: General Points

Coverage of the Early Statistics Return

5. The Early Statistics Return covers the categories of students and teaching provision that SFC funds through its main formula-based grants. In these notes, the word 'course' refers to a programme of study (e.g. 'a full-time Honours degree course takes four years'). It does not refer to a part of a programme of study (e.g. not as in: 'science students often take a course in computing in first year').
6. Whether or not a student should be counted in the Early Statistics Return depends upon both the characteristics of the student and of the student's course. Section 4 explains which combinations of type of student and type of course to include in the return. Section 4 also details how to classify and count the students included in the return, and how to deal with special cases where some students who otherwise satisfy the general criteria for inclusion should be excluded from the return.
7. Institutions completing the return must read the guidance notes in their entirety. For more general readers section 4 contains a flowchart and bullet list that summarise the criteria to be eligible for funding. This gives a general guide to the eligibility criteria, but please note that, in particular cases, some students who satisfy these criteria may still be excluded from the return due to the rules governing different modes of provision (see section 6), and the guidance on the autumn count and forecast enrolments later in the session (section 3).

Checking of the Early Statistics Returns

8. Institutions should read these notes of guidance before extracting any information from source records and completing the returns. Since SFC uses much of this information to monitor use of allocations of funding, it is important that this information is accurate.
9. Institutions should keep the worksheets and material, such as copies of computer programs and output, used in preparing their returns. Institutions should also prepare and keep a clear note of the methods and calculations used for:
 - estimating the FTE numbers of students expected to enrol later in the session, see paragraphs 52 to 56
 - determining the FTE numbers of students with non-standard FTE conversion factors, see paragraphs 208 to 210
10. SFC will check an institution's Early Statistics return against their Final Figures return, and the institution's Final Figures return will be checked against information derived from their Individual Student returns to the Higher Education Statistics Agency (HESA). If there are material differences, SFC will ask the institution to explain the basis of the figures in their Final Figures return.

11. SFC will also be contacting institutions for information on what checks they carry out to ensure that information provided in aggregate returns relates to students who were active during the session. SFC will follow this up with visits to a sample of institutions to seek evidence of these checks having been carried out.

Courses provided in collaboration with other institutions or colleges

12. Where an institution collaborates in the provision of a course with other institutions or colleges, all of the institutions involved must count the student numbers on an agreed basis. This includes the taught postgraduate students at the Innovation Centres whose places are supported through SFC funding.
13. Institutions should check with their collaborating partners that they are returning data on students on collaborative courses on the agreed basis, and that there is no double-counting or omission of student FTE numbers. All students included should meet the other criteria for eligibility set out in this guidance.
14. Forms of collaborative provision with other institutions or colleges can generally be classified into one of four categories: sub-contracting, franchised courses, articulated courses and joint courses. Eligibility for funding varies depending on the category of the course, but the basic assumption is that funding follows the physical location of the students. Exceptions to this are the students whose places are supported by the additional funded places provided for articulation. These students should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their courses.
15. Category definitions and whether students on these courses should be included in the Early Statistics Return are set out below:

Sub-contracting

16. Sub-contracting is where one institution sub-contracts the teaching of a minor part of any course year to another. A common form of this is where colleges provide skills appreciation or training for students on courses provided by higher education institutions (HEIs). Colleges usually charge HEIs for the services provided and will often compete with private training providers for this work. The funding assumption is that the service is provided by the college on a full cost recovery basis. The HEI running the course should include the students in their Early Statistics return. For the less common case, where a college sub-contracts a minor part of a course to the HEI, the HEI should not include these students in their Early Statistics return.

Franchised courses

17. Franchising arrangements generally involve the franchisee paying a sum of money to the franchiser who in return provides a developed product or service to market together with an established brand name. For example, degree year(s) may be taught by staff in a college, where the HEI is the franchiser and the college is the franchisee. Where a college

is providing teaching under a franchising agreement covering, for example, the first year of the HEI's degree course, the HEI should not include these students in their Early Statistics return.

Articulated courses

18. Articulated courses are arrangements between HEIs and colleges to ensure that the curriculum and assessment in early studies in the college match the expectations of the HEIs in respect of continuing studies. For example a student studying an HND at a college and progressing to the third year of a degree course at an HEI. Access courses provided by colleges which are designed primarily to prepare mature students for entry to courses provided by HEIs are a form of articulated course.
19. In general an HEI should include only these students in their Early Statistics return when the students are studying at the HEI. However, since 2013-14 SFC has funded more than 4,300 additional places to increase the number of articulating students. As the HEIs receive the funding for these places the students whose places are supported by them should be recorded in the Early Statistics Return. Institutions should count these students in table 1. Table 5b records whether the additional places have been filled and the colleges the students are studying at.

Joint courses

20. These courses exist where two or more institutions contribute their particular expertise in the joint development and joint delivery of courses. A memorandum of co-operation generally sets out the respective roles and contributions agreed between the various parties. Students undertaking such courses will generally be taught by staff from both institutions and studies will be located in either or both institutions.
21. When institutions are collaborating in an Innovation Centre, the administrative-hub institution should record all of the taught postgraduate students eligible for funding at the Innovation Centre in table 1 of its Early Statistics return.
22. In general where an institution is making the provision for the entire year(s) of a course then that institution should include the students on the course in their Early Statistics return. Where in any one year of a course the pattern of student attendance is shared between institutions then an institution should include the students in their Early Statistics return when the institution is providing the majority of the provision. Where in any one year of a course the pattern of student attendance is such that there is no clear majority provider then the institution should contact SFC for guidance.
23. The above guidance covers only the forms of collaboration that SFC regards as collaborative courses for funding purposes. This excludes, for example, circumstances such as:
 - Institution A provides a course, taught by its staff in accommodation rented from institution B – in this case institution A counts the students

- Institution A pays for a lecturer from institution B's staff to teach part of an institution A course – in this case institution A counts the students
- Institution A provides services such as validation for a course taught by institution B – in this case institution B counts the students

Contact and Return Date

24. The contact for any matters relating to the Early Statistics Return is:

Michelle McNeill, Policy / Analysis Officer

Email: mmcneill@sfc.ac.uk tel: 0131 313 6662

25. Institutions should complete and return their Early Statistics returns by **Thursday 15 December 2016**. The returns should be emailed to the above contact.

26. If institutions have any difficulties meeting this deadline they should contact SFC as soon as possible.

27. Institutions should also inform SFC as soon as possible about any:

- Issues with applying the definition of 'continuing rest of UK' to their student population, see paragraphs 40 and 41
- Cases where provision should be reclassified under different subject areas than indicated by previous returns, see paragraph 234
- Requests to change recording of exchange students from 'in' to 'out' or vice versa see paragraphs 151 and 152
- Requests to use non-standard FTE conversion factors not already agreed in previous years, see paragraphs 208 to 210
- Requests for agreement to include students on optional years abroad see paragraphs 193 and 194
- Details of cases where the rules lead to changes from last year

Section 3: Tables for the Early Statistics Return for 2016-17

Introduction

28. The Early Statistics Return for 2016-17 contains fifteen tables for institutions to complete (tables 1, 2a/b/c/d, 3, 4a/b, 5a/b/c/d/e/f and 6). Every institution has to complete the main table, table 1, and table 6 which relates to Scottish-domiciled undergraduate entrants from a care experienced background.
29. Institutions only complete tables 2a/b/c/d, 3 and 4a/b if they have provision in the controlled subject areas, that is undergraduate medicine and dentistry, initial teacher education, and nursing and midwifery provision.
30. Tables 5a/b/c/d/e/f are completed by those institutions that were allocated additional places through some of the SFC schemes or have places supported through the European Social Fund's Developing Scotland's Workforce programme.
31. This section describes what information is collected in each table. Most of the information relates to students eligible for funding. Section 4 and annex A define what students should be classified as being eligible for funding. Sections 5 to 7 define the categories used for the tables and how to count students in the tables. Where possible, classifications are based on information collected in fields in the Higher Education Statistics Agency (HESA) Individual Student Record, see annex B.

Spreadsheet for the Early Statistics Return

32. Each institution will be sent a spreadsheet to complete the Early Statistics Return. This spreadsheet contains a separate worksheet for each table.
33. There is a 'Contents' worksheet at the beginning of the spreadsheet that lists each of the tables in the Early Statistics Return and indicates which of the tables the institution has to complete. In addition if an institution is not expected to complete a table then the message '**Your Institution Does Not Complete This Table**' will appear in red font at the beginning of the worksheet for the table. In each worksheet the cells in which an institution can make an entry have a white background.
34. The information collected in each of the tables will now be described.

Table 1: Students eligible for funding in all subject areas and rest of UK students not eligible for funding in controlled subject areas, 2016-17

35. The main table of the Early Statistics Return, table 1, is used to collect information on enrolments so that SFC can:
- monitor overall levels of enrolments of students eligible for funding
 - monitor use of funded places allocated through the Main Teaching Grant
 - monitor adherence to the consolidation policies for the controlled and non-controlled subject areas

Four-year Nursing Degrees

36. Four-year nursing degrees became part of the controlled subject areas in 2014-15. The reclassification of this provision is being phased-in over a four year period. Only students eligible for funding who started on these courses from 2014-15 onwards should be counted in the row for four-year nursing degrees in table 1.

Continuing Rest of UK Students

37. Deregulated tuition fees were introduced in 2012-13 for rest of UK (RUK) students starting on their courses from that session onwards. RUK students paying deregulated tuition fees are not eligible for funding. The number of RUK students eligible for funding will thus decline over the next few academic sessions as the RUK students who started their courses prior to 2012-13 complete their studies while new RUK students will, in general, be paying deregulated tuition fees.
38. A new category of student, a 'continuing rest of UK (RUK)' student, was introduced for the Early Statistics Return for 2012-13. A continuing RUK student is classified as one whose place is supported through SFC's funding for teaching because he/she started on his/her course prior to 2012-13. The student would not have been eligible for funding if he/she had started in or after 2012-13 because he/she would have been paying the deregulated tuition fees applicable to RUK students.
39. This category of student was introduced partly to monitor the decline in the numbers of RUK students who are supported through SFC funding because they started their programmes prior to the introduction of deregulated tuition fees. The other reason for introducing this category is that the Scottish Government's consolidation policy for full-time undergraduates in the non-controlled subject areas was revised for 2012-13 to no longer cover RUK students.
40. SFC recognised that it was not possible for an institution to be certain what tuition fee level every one of their RUK students, who had started their courses prior to 2012-13, would have been paying if they had started in 2012-13 or later. For instance some students have dual rest of UK/EU status. To aim for consistency across the sector in the classification of 'continuing RUK' students, institutions should use the following definition for a 'continuing rest of UK' student:

(1) The student is not on a controlled nursing and midwifery course

AND

EITHER

(2) The student is domiciled in England, Wales or Northern Ireland and the major source of tuition fees is:

neither

- Paid in full by Student Awards Agency for Scotland/Student Loans Company (SAAS/SLC)

nor

- Mix of student and Student Awards Agency for Scotland/Student Loans Company(SAAS/SLC)

OR

(3) The student is not domiciled in England, Wales or Northern Ireland and the major source of tuition fees is one of the following:

- Award assessed by English or Welsh LEA & paid in full by LA or by the SLC (includes EU students assessed by SLC)
- Paid in full by DELNI/Northern Ireland Education & Library Boards (via Student Loans Company) (includes EU students in NI)
- Mix of student & SLC (following assessment by English or Welsh LA, or SLC for EU students studying in England and Wales)
- Mix of student & DELNI/Northern Ireland Education & Library Boards (via Student Loans Company)

Annex B indicates how the relevant fields in the HESA Individual Student Record can be used to identify 'continuing rest of UK' students.

41. Institutions should contact SFC as soon as possible if they consider that this definition does not lead to a satisfactory representation of their numbers of 'continuing rest of UK' students, see paragraph 24 for contact details.
42. Students eligible for funding not classified as 'continuing rest of UK' are classified as 'other' students eligible for funding in table 1.

Rest of UK Students Eligible for Funding in the Controlled Subject Areas

43. In 2012-13 the Scottish Government brought the controlled subject areas into their consolidation policy. The consolidation policy for controlled subject areas, unlike that for the non-controlled subject areas, includes RUK students who are not eligible for funding. Therefore table 1 collects the numbers of RUK students not eligible for funding in the non-controlled subject areas.

Autumn Count

44. As the Early Statistics Return is collected during the session, institutions are asked to return forecasts of their enrolments expected later in the session, i.e. after the reference date for the Early Statistics Return of 1 December. Students who had been in attendance at the institution on or before the reference date are referred to as being in the 'Autumn count', with other students referred to as being in the 'Forecast' numbers.
45. In recording the FTE student numbers in table 1 institutions must provide separate figures for the Autumn count (columns 1 and 2 (or 3 for research postgraduates) and 8 for students eligible for funding, and column 14 for rest of UK students not eligible for funding) and for the forecast enrolments (columns 4 and 9 for students eligible for funding, and column 15 for rest of UK students not eligible for funding).

Definition of the Autumn count

46. The Autumn count covers all students who satisfy the various criteria for inclusion, see section 4, and who were either:
 - Students at the institution on 1 December 2016, or
 - Not students on 1 December 2016, but had enrolled at the institution after 1 August 2016 and:
 - a) Attended for more than five weeks, where length of course is greater than or equal to 20 weeks, or
 - b) Attended for more than a quarter of the length of the course, where length of course is less than 20 weeks
47. In some cases students may not have finalised the exact content of their year of study on enrolment. In these cases institutions should use their best estimates of the total amount of FTE enrolled for, based on declared intentions and/or previous patterns for the same course. Although these figures contain some estimates they belong in the Autumn count since they refer to students already enrolled. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate the FTE for these enrolments.

Courses which cross academic sessions

48. Institutions should take care to avoid double-counting or omitting FTE numbers when recording students on courses which start part-way through one session and finish part-way through the next. There are several ways of counting these students (except for controlled nursing and midwifery pre-registration students, see paragraphs 88 to 90). It does not matter which method an institution chooses as long as, taken over all the sessions, the FTE of a student on a cross-session course is recorded accurately without omission or double counting.
49. For example, suppose a full-time course runs from January to December 2017. If the institution is counting the full FTE of these students in the forecast enrolments in their Early Statistics Return for 2016-17, then the institution should **not** count any of this FTE in

their Early Statistics Return for 2017-18. When completing the 2017-18 return, the institution would include their forecasts of the students who will take the January to December 2018 run of the course. Hence the institutions' figures for each session would include those on one, and only one, run of the course.

50. Alternatively, the institution might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2017 run of the course might count as, say, 0.67 FTE each in session 2016-17 then 0.33 FTE each in session 2017-18. The institution would then count the students expected on the January to December 2018 run of the course as 0.67 FTE each in session 2017-18 and 0.33 FTE each in session 2018-19, and so on.

Recording students on controlled three-year nursing and midwifery pre-registration courses whose course years span academic sessions

51. To ensure that funded populations for three-year nursing and midwifery pre-registration courses are being derived on the same basis it is necessary to ensure that institutions return information on a comparable basis. The full FTE for a course year should be returned in the session in which the course year starts. See paragraphs 88 to 90 for more details.

Forecast enrolments

Estimating future enrolments in the current session

52. Institutions must, as far as is possible at the time the return is made, estimate the FTE numbers of students expected to enrol between 1 December 2016 and 31 July 2017, and who are expected to remain students for more than five weeks or for more than a quarter of the length of the course in the current session, see paragraph 46.
53. Therefore, in making their forecasts of enrolments institutions should take account of the number of enrolments after 1 December likely to withdraw shortly after starting a course. Institutions should not reduce their forecast enrolments to allow for students enrolled on 1 December who subsequently end their studies prematurely.

Methods of estimation

54. Forecasts are by their nature subject to some uncertainty. Institutions might base them on the actual FTE numbers of 'late enrolments' during the corresponding period of previous years, possibly adjusted for:
 - Material differences from previous years in the numbers or types of courses offered, or
 - Changes in autumn enrolments from previous years
55. For some courses, such as those starting in January, institutions might use the actual number of students they expect will take the course, based upon the acceptances to

date. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate forecast enrolments.

56. Institutions should be aware that if the forecast element makes up a notable proportion of the total FTE of a funding cell (defined as a combination of subject area and level of study) and if the actual student numbers turn out to be notably fewer than the forecast amount then SFC may subsequently take action if there are any financial implications.

Early Statistics and Final Figures for 2015-16

57. Columns (18) to (21) of table 1 show the corresponding figures taken from your institution's Early Statistics return for 2015-16, including rest of UK students in the controlled subject areas. Columns (22) to (25) show the percentage differences in the Early Statistics from 2015-16 to 2016-17. Similarly columns (26) to (29) show the corresponding figures taken from your institution's Final Figures return for 2015-16, with columns (30) to (33) showing the percentage differences from the Final Figures for 2015-16 to the Early Statistics for 2016-17.

Tables for Controlled Subjects (2a, 2b, 2c, 2d, 3, 4a, 4b)

58. Tables 2a-d, 3 and 4a-b collect further information on students in the controlled subject areas of medicine, dentistry, initial teacher education, and nursing and midwifery. This information is collected to inform recommended intakes and allocations of funded places for these courses for future years.

Intakes

59. Tables 2a, 3, 4a and 4b collect information on intakes to the controlled subject areas. The Scottish Government's recommended intakes include rest of UK students.
60. SFC announcement SFC/AN/01/2016 (Intake targets and funded places for the controlled subject of Initial Teacher Education in universities for academic year 2016-17) announced the recommended intakes for initial teacher education courses, see:
<http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN012016.aspx>
61. SFC announcement SFC/AN/03/2016 (Intake targets and funded places for the controlled subject of Dentistry in universities for 2016-17) announced the recommended intakes for dentistry courses, see:
<http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN032016.aspx>
62. SFC announcement SFC/AN/05/2016 (Intake targets and funded places for the controlled subject of Pre-registration Nursing and Midwifery in universities 2016-17) announced the recommended intakes for nursing and midwifery pre-registration courses, see:
<http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN052016.aspx>
63. SFC announcement SFC/AN/06/2016 (Intake targets and funded places for the controlled subject of Medicine AY 2016-17) announced the recommended intakes for medicine courses, see:
<http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN062016.aspx>
64. The intake covers students who enrol for the course for the first time regardless of the year of the course which they enter. Therefore the intake to a course may differ from the first year FTE. For example, there may be students repeating their first year, or direct entrants to the second year of the course. The intake also includes forecasts of students expected to start later in the session, i.e. a second intake, and students who have transferred from a different course at the same institution.
65. The intake of students eligible for funding relates to those students eligible for funding who enrolled for the course for the first time. If a student started on the course during the session but did not last long enough to be classified as eligible for funding, see paragraph 46, then the student should not be counted in the intake.
66. The intake of rest of UK students relates to those students paying the deregulated tuition fees applicable to students from the rest of the UK.

67. The intake of international students relates to those students in the intake who were neither eligible for funding nor paying the deregulated tuition fees applicable to rest of UK students.

Table 2a: Students eligible for funding on Initial Teacher Education courses, 2016-17

68. Table 2a collects more detailed information on students on initial teacher education (ITE) courses:

- the FTE numbers of students eligible for funding by course and year of course
- the FTE number of students eligible for funding and the FTE number of rest of UK students in the intake to each course
- the headcount of students eligible for funding in the intake to the course able to teach in the Gaelic medium

See paragraphs 59 to 67 for the definition of intake to the course. Rest of UK students are those paying the deregulated tuition fees.

Students able to teach in the Gaelic medium

69. Table 2a collects the headcount of students able to teach in the Gaelic medium in the intakes to PGDE, BEd Primary and Combined Degrees in Education courses. As part of the promotion of Gaelic as a language SFC monitors the number of entrants to these initial teacher education courses who, if they successfully complete their course, will be able to teach in the Gaelic medium. SFC is not seeking information about students who are training to teach Gaelic as a language.

70. A student who will be able to teach in the Gaelic medium is defined as a student who, upon successful completion of the ITE course, is either:

- a native Gaelic speaker, who has retained proficiency in the language, or
- the holder of a degree in Gaelic, or a degree which includes a substantial component of the Gaelic language, or
- otherwise a speaker of the Gaelic language to the above standard

Table 2b: Students eligible for funding on Teaching Qualification (Further Education) (TQ(FE)) courses, 2016-17

71. Institutions that run courses that result in a Teaching Qualification in Further Education (TQ(FE)) should return the FTE number of students eligible for funding on each year of these courses, and the corresponding headcounts.

Table 2c: Students eligible for funding enrolled on Catholic courses or modules, 2016-17

72. The University of Glasgow runs modules that qualify students to teach in Catholic schools. These are available both to students taking ITE courses at Glasgow and, as a distance learning option, to students on ITE courses elsewhere. Glasgow have to record the headcount of students enrolled on the modules, split according to the number of students studying on an ITE course:

- at the University of Glasgow

- at another institution

73. No other institution should return information in table 2c. This applies even if an institution has students on ITE courses who have also enrolled on these modules at the University of Glasgow.

Table 2d: Students eligible for funding and rest of UK students in the intake to PGDE Secondary courses, 2016-17 -Subjects training to teach

74. Prior to 2014-15 the Scottish Government split PGDE Secondary subjects into different priority subject groupings and institutions were requested to recruit in line with the total student numbers specified for each grouping. From 2014-15 the Scottish Government has had a national target for each individual subject. Institutions are not set a specific target for each of the individual subjects but are asked to work together to meet the national targets. SFC monitors the intake to each of the individual PGDE Secondary subjects using table 2d.
75. The following table shows the national targets for secondary subjects for 2016-17:

Intake targets for PGDE Secondary Subjects for 2016-17

Subject	Target for 2016-17
Art	89
Biology	91
Business Education	64
Chemistry	75
Computing	52
Drama	30
English	194
Gaelic (*)	5
Geography	45
History	48
Home Economics	70
Mathematics	179
Modern Languages	105
Modern Studies	44
Music	41
Physical Education	33
Physics	60
Religious Education	39
Technological Education	86
Total	1,350

(*) Gaelic continues to be a Scottish Government priority and HEIs are free to recruit as many student teachers of Gaelic as possible.

76. Institutions should record the number of students in the intake to PGDE Secondary courses aiming to teach each individual subject in table 2d.
77. As some students aim for dual subject teaching qualifications, table 2d allows both single and dual teaching subjects to be recorded, including the specific combinations of subjects students are training in. The total in column (22) counts each student in the intake once and should match the PGDE Secondary intake total shown in table 2a. The individual subject totals shown in column (23) count students training to teach the subject either on its own or as part of a dual teaching qualification. Students studying for a dual teaching qualification will therefore be double-counted in column (23).

Table 3: Students on Undergraduate Medicine and Dentistry courses, 2016-17

78. Table 3 collects more detail on students on medicine and dentistry courses:

- the FTE number of students in the intake to the course by stage of course (pre-clinical and clinical) and fee status (students eligible for funding, rest of UK paying deregulated tuition fees and international students)
- the FTE number of students by year of course and fee status
- the FTE number of medical and dental students eligible for funding on intercalating courses

See paragraphs 59 to 67 for the definition of intake to the course.

79. The year of course for rest of UK (RUK) students is partly required because SFC provides funding to support the places of RUK medical and dental students who pay deregulated tuition fees. RUK students who pay deregulated tuition fees are not eligible for funding. However, the price SFC pays for clinical provision is noticeably more than the deregulated tuition fees that institutions charge RUK students. In order to ensure this provision remains viable SFC agreed to compensate the institutions for the difference between the SFC price for clinical provision and an assumed deregulated tuition fee for RUK medical and dental students of £9,000. SFC use the information collected on RUK students to compare their numbers with the numbers of RUK places for which SFC provide additional funding.

80. The second reason for collecting the year of course for RUK students, and also for international students, is that there is increasing policy interest in the numbers of medical and dental students and where they come from. This is partly to ensure that Scottish students are getting sufficient opportunity to study medicine and dentistry, and partly to ensure that there is not excessive demand for clinical work placements.

International students

81. The international medical students are split into three categories:

- those from the International Medical University of Malaysia
- those on the closed loop programme that are going back to Canada
- Other international students

The international medical students are split into these categories as these groups of students spend different lengths of time at the institutions and place different demands on the health service to provide work experience.

Pre-clinical and Clinical

82. Apart from the University of St Andrews, where all medical students are studying at the pre-clinical stage, the following split of course years to the pre-clinical and clinical stages should be used:

Year	Medicine	Dentistry
Foundation year	Pre-clinical	Pre-clinical
First year	Pre-clinical	Pre-clinical
Second year	Pre-clinical	Clinical
Third year onwards	Clinical	Clinical

Foundation years are shown as year 0 in table 3.

Students on intercalating degrees

83. Institutions should enter the FTE number of students eligible for funding on intercalating degree courses **at their institution** for both medical and dental students. These numbers are **in addition to** the total FTE numbers of students in the pre-clinical and clinical stages of medicine and dentistry courses recorded in the other cells of table 3.

Table 4a: Students eligible for funding on Controlled Three-year Nursing and Midwifery Pre-registration courses, 2016-17

84. Table 4a collects information on three-year nursing and midwifery pre-registration courses, that is those nursing and midwifery courses that were controlled prior to 2014-15.
85. Table 4a collects the following information for the three-year nursing and midwifery courses:
- Students eligible for funding by level of study, branch and year of programme
 - Students eligible for funding in the intake to these courses by level of study and branch

Pre-registration

86. Table 4a covers three-year nursing and midwifery pre-registration courses, that is courses that lead to entry to the Nursing and Midwifery Council's register. This excludes any provision for students who had previously registered, even if the students were studying in order to re-register.

Rest of UK students

87. Rest of UK students who started on the three-year nursing and midwifery courses in either 2012-13 or later are eligible for funding. Therefore no students on these courses should be classified as being a continuing rest of UK student, see paragraphs 37 to 42.

Recording controlled nursing and midwifery students whose course years span academic sessions

88. To ensure that funded populations are derived on the same basis it is necessary to ensure that institutions return enrolment information for these courses on a comparable basis. For this reason institutions are asked to use the same method to return the FTE for students on three-year nursing and midwifery courses whose course years span academic sessions. The full FTE for a course year should be returned in the Early Statistics Return for the session in which the course year starts.
89. The year of programme should relate to the year that a student commences during the session. Thus for students whose course year spans academic sessions the year of programme should relate to the year that the student starts in the session. The FTE for the full year of the course should be returned for each student. For students starting another course year later in the session, ie after the Early Statistics reference date of 1 December, the FTE returned under the relevant year of programme in table 4a should be the full FTE for that course year and not include any FTE relating to the course year which ends earlier in the session.
90. This will mean that students who are on courses that span academic years and who are in their last part year of study should not be counted in the Early Statistics Return. Students

should only be counted under the 'Forecast' enrolments in table 1 if they were not studying at the Early Statistics reference date.

Intake to the course

91. The intake covers all students starting their programmes during 2016-17, including forecasts of the numbers of students expected to start later in the session. Students entering year 2 of their programmes via the HNC route are included in the intake.

Table 4b: Students eligible for funding on Controlled Four-year Nursing Degree courses, 2016-17

92. Four-year nursing degree provision started to become controlled in 2014-15. A phased approach is being used to move this provision to controlled status, with only students who started on these courses from 2014-15 onwards being classified as controlled.
93. Table 4b records all students eligible for funding on the four-year nursing degree courses, not just those who started from 2014-15, so that the overall level of this activity can be monitored and to use this information to inform future allocations of funded places.

Rest of UK students

94. Rest of UK students on these courses are eligible for funding, regardless of when they started on their courses. Therefore no students on these courses should be classified as being a continuing rest of UK student, see paragraphs 37 to 42.

Intake

95. The intake covers all students starting their programmes during 2016-17.

Tables 5a to 5f: Use of Additional Funded Places for 2016-17

96. Tables 5a-f collect information on how institutions have used some of their allocations of additional funded places for 2016-17, including places supported through the European Social Fund's Developing Scotland's Workforce programme.
97. Table A2a of the background information on the allocations of funding for 2016-17 shows the SFC allocations of additional funded places for the non-controlled subject areas, see: <http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN082016.aspx>
98. An institution might have individual students who could be counted in more than one of the tables. In such cases institutions should only count an individual student in one of the tables as the funded places for each scheme have been allocated to increase the relevant student numbers by at least the amount of funded places.

Monitoring use of embedded funded places

99. For most of the schemes where the allocations of additional funded places for previous sessions have been embedded into the total number of non-controlled funded places for 2016-17, only the use of the new allocations of funded places for 2016-17 will be monitored through the Early Statistics Return. The use of the embedded places will be monitored through the institutions' Individual Student returns to HESA. The only places that were allocated prior to 2016-17 whose use are being monitored through the Early Statistics Return for 2016-17 are those for taught postgraduate provision and for Regional Coherence.

Table 5a: Use of Additional Funded Places for 2016-17 for Widening Access

100. Table 5a is for reporting the use of the additional funded places for 2016-17 for widening access. You should record the number of additional places that have been filled by undergraduate entrants eligible for funding in 2016-17 from the 40% most deprived areas (MD40), based on the Scottish Index of Multiple Deprivation (SIMD). You do not have to return your institution's total number of undergraduate entrants eligible for funding from the MD40 areas.
101. To keep the monitoring of the use of the additional funded places for widening access consistent with their allocation the MD40 areas should be identified using the SFC population weighted version of SIMD 2012. From 2017-18 SFC will use SIMD 2016 for monitoring the use of additional places for widening access and for Outcome Agreement measures.
102. Your institution's number of undergraduate entrants eligible for funding from the MD40 areas in 2010-11 is the baseline that you should use to decide how many of the entrants in 2016-17 should be considered additional students.
103. For the use of the additional funded places for widening access undergraduates are defined to be students either on a first degree course or on an HN or equivalent course.

Courses at HN level and above are those with one of the following codes for the 'Course Aim' (COURSEAIM) field in the HESA returns:

C20, C30,
H00, H11, H16, H18, H22, H23, H50,
I00, I11, I16,
J20, J26, J30
M22, M26, M28

Table 5b: Use of Additional Funded Places for 2016-17 for Articulation

104. Table 5b is for reporting the use of the additional funded places for 2016-17 for articulation. You should record the number of additional places that have been filled by entrants to degree courses in 2016-17 who are studying the first one or two years of their courses at a further education college. You do not have to return the total number of your entrants in 2016-17 who are starting their courses at a further education college.
105. The following guidance on the additional funded places for articulation contains the baseline that should be used to decide how many of your students who are starting at a further education college in 2016-17 should be considered additional students:
- http://www.sfc.ac.uk/web/FILES/Guidance/Guidance_06032013_Articulation_scheme.pdf
106. You should record the colleges at which the students supported by these additional funded places are studying. This is to monitor the spread of the articulation provision.

Table 5c: Use of Additional Funded Places for 2016-17 for Undergraduate Skills for Growth

107. Table 5c is for reporting the use of the additional funded places for 2016-17 for undergraduate skills for growth. SFC announcement SFC/AN/08/2016 (Outcome agreement funding for universities – final allocations for 2016-17) indicated that SFC would fund up to an additional 171 places for 2016-17 through the undergraduate skills for growth scheme. The allocation of these places would be dependent on an institution obtaining industry-matched funding for other places. See paragraphs 25 and 26 of SFC/AN/08/2016 which is available at:
- http://www.sfc.ac.uk/web/FILES/Announcements_SFCAN082016/SFC_AN_08_2016.pdf
108. Institutions will receive an SFC funded place for each place for which they receive industry-funding, up to a maximum of their initial allocation. Table A2, available at the following link, shows the initial allocations of funded places for undergraduate skills for growth:
- <http://www.sfc.ac.uk/funding/OutcomeAgreements/UniversityOASectorInformation.aspx>
109. Paragraph 26 of SFC/AN/08/2016 indicated that the industry-funded places would need to satisfy the following criteria:
- the student place must be fully funded by industry investment / sponsorship.

- the industry investment / sponsorship must be new funding sourced for the purpose of the undergraduate skills places.
- the industry funded place (and our match places) should be in the same subject area as the additional undergraduate skills places were originally awarded by SFC or in another area of skills need agreed with the institution's Outcome Agreement manager.

110. The following further guidance on the requirements for the industry-funded places has been added:

- where a student is eligible to access SAAS tuition fee support then this can be used in conjunction with investment/sponsorship from industry to fully fund the student place.
- the industry investment/sponsorship should be made available for the duration of the course (four years).

111. Table 5c is split into two parts. In completing these two parts the institution's number of undergraduate entrants eligible for funding on the relevant courses in 2012-13 should be used as the baseline to decide how many of the entrants in 2016-17 should be considered additional students.

112. In table 5c part 1 record the number of industry-funded places, and the courses which the students supported by these places are on. Record the number of industry-funded places supporting enrolments that are additional to the baseline numbers.

113. The information in table 5c part 1 will determine the maximum number of additional undergraduate skills places that the institution can receive. The maximum number is the minimum of the industry-funded places recorded in table 5c part 1 and the initial allocation of additional places for undergraduate skills for growth.

114. In table 5c part 2 record the number of these additional places that have been filled by undergraduate entrants eligible for funding on the relevant courses, and the courses that the students are on. Again the number of entrants eligible for funding on the relevant courses in 2012-13 should be used as the baseline to inform additional enrolments.

Table 5d: Use of Additional Funded Places for Taught Postgraduate Provision, 2016-17

115. Table 5d is for reporting the use of the additional funded places for taught postgraduates. You should record the number of additional places that have been filled by students on the taught postgraduate courses for which additional funded places were allocated over the period 2013-14 to 2016-17. You do not have to return the total number of students eligible for funding on these courses.

116. Your institution's number of taught postgraduate students eligible for on the relevant courses in 2012-13 is the baseline that you should use to decide how many of the students in 2016-17 should be considered additional students.

117. Rest of UK students on these courses are not eligible for funding.

Table 5e: Use of Additional Funded Places for Regional Coherence and Crichton Campus

118. Table 5e is for reporting the use of the additional funded places for Regional Coherence and provision at Crichton campus in 2016-17.

119. For Regional Coherence enter the FTE number of funded places that have been filled by students on the relevant courses. You do not have to return the total number of students eligible for funding on these courses.

120. For Crichton Campus, enter the number of additional funded places for 2016-17 that have been filled. You do not have to return the total number of students eligible for funding at Crichton. You should also record the courses being undertaken by the students whose provision is supported by the additional funded places.

Table 5f: Use of Places Funded by the European Social Fund (ESF)'s Developing Scotland's Workforce Programme, 2016-17

121. Table 5f is for reporting the use of the additional places provided through the European Social Fund (ESF)'s Developing Scotland's Workforce (DSW) programme in 2016-17.

122. You should record the number of additional places (undergraduate, taught postgraduate and research postgraduate) that have been filled by student entrants in 2016-17 on eligible courses for which the additional ESF-funded places were allocated under the DSW programme.

123. Your institution's number of undergraduate, taught postgraduate and research postgraduate students on these courses in 2015-16 is the baseline that you should use to decide how many of the students in 2016-17 are additional ESF-funded students.

124. You should enter the courses that the students have enrolled on. This is to provide reassurance that the additional funded places are being used to support the provision for which they were allocated, in line with the ESF eligibility requirements under the DSW programme. Rest of UK (RUK) students are not eligible for funding under this programme.

Table 6: Scottish-domiciled Undergraduate Entrants from a Care Experienced Background, 2016-17

125. Table 6 is for reporting your institution's number of Scottish-domiciled undergraduate entrants from a care experienced background in 2016-17.
126. The term 'care experienced' includes anyone who has been in care or from a looked after background, and young people in care. This includes people who have been in foster care, kinship care, and those who are looked after at home with a supervision requirement.
127. Young people from a care experienced background are much less likely to go to university than other young people. SFC has national ambitions to increase both the participation and attainment of people from a care experienced background, see:
http://www.sfc.ac.uk/web/FILES/GUI_SFCGD162015_UniversityOutcomeAgreementGuidanceforAY/HE_OA_Annex_E_-_National_ambition_for_care_experienced_students_201617.pdf
128. The overall ambition is for the number of Scottish domiciled undergraduate entrants from a care experienced background to increase to 400 in 2018-19 from 266 in 2013-14. To help achieve this overall target an intermediate target of 316 was set for 2016-17.
129. You should record your institution's number of Scottish domiciled undergraduate entrants from a care experienced background in table 6. Use the same definition of undergraduate as used to monitor the use of the additional places for widening access, see paragraph 103.
130. This information is being collected to monitor the sector's recruitment of Scottish domiciled undergraduate entrants from a care experienced background compared to the intermediate target for 2016-17.

Monitoring for under-enrolments and Breaches of Consolidation

131. The worksheet 'Monitoring' on the spreadsheet for completing the Early Statistics Return contains the following tables for monitoring for under-enrolments against funded places and for breaches of consolidation:

- Numbers of students eligible for funding in the individual controlled subject areas compared to funded places
- Total number of taught postgraduate and undergraduate students eligible for funding in the non-controlled subject areas compared to funded places
- Number of students compared to the consolidation student numbers for the controlled and non-controlled subject areas

132. The student numbers in these tables are populated automatically using figures entered in table 1.

133. The following tables in the background information on the allocations of funding for 2016-17 contain the funded places and consolidation student numbers for 2016-17:

Table	Contents
A2a	Non-controlled funded student places for AY 2016-17
A2b	Controlled student places funded by SFC for AY 2016-17
A2c	Additional student places funded by the Scottish Government for AY 2016-17
C2a	Consolidation student numbers for non-controlled subject areas for AY 2016-17
C2b	Consolidation student numbers for controlled subject areas for AY 2016-17

These tables are available on SFC's website at:

<http://www.sfc.ac.uk/communications/Announcements/2016/SFCAN082016Additionaltables.aspx>

Section 4: Counting and Classifying Students and Courses in the Early Statistics Return

Students and courses counted in the return

134. Inclusion in the Early Statistics Return depends upon the characteristics of the student and of the course. In general the student must be a student eligible for SFC funding, attending a course eligible for SFC funding.
135. Annex B indicates the relevant fields in the HESA Individual Student Record that relate to some of the criteria for eligibility for funding.

Summary of courses that are not eligible for funding

136. The following types of course are not eligible for funding:
- Course classified as Continuing Professional Development
 - Other 'cost-recovery' course
 - Other publicly-funded course
 - Course funded by private sources and 'closed' to general applicants
 - Non-credit-bearing course, except research postgraduate provision, or summer schools or access courses where successful completion guarantees a place on a course at higher education level
 - Activity below SCQF level 7

Summary of students eligible for funding

137. The following characteristics of the student mean the student can be eligible for funding:
- Students paying 'Scottish' tuition fee levels
 - Exchange students - inward or outward, consistently across all enrolments
 - Outgoing exchange students who are only away for part of the year for that part of the year in which they attend the institution - if an institution counts incoming exchange students
 - Students on courses where 'Scottish' fees do not apply but resident in EU
 - Students attending access courses or summer schools where successful completion guarantees a place on a course at higher education level
 - Swiss migrant workers
 - British Overseas Territories
 - Non-UK EC national or EU overseas territories nationals
 - Iraqi nationals who have been granted indefinite leave to enter the UK under the Locally Engaged Staff Assistance Scheme (Direct Entry)

Summary of students not eligible for funding

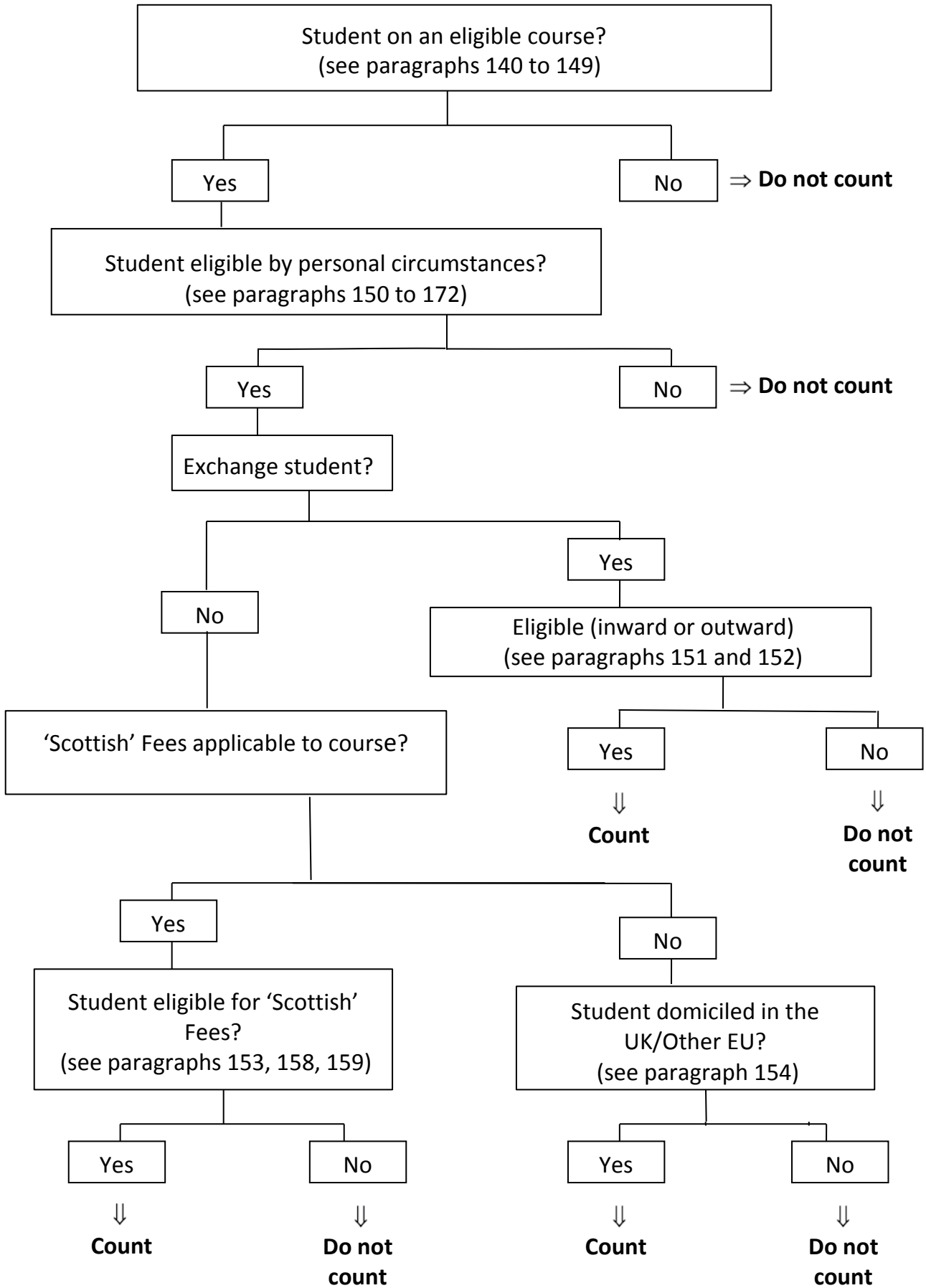
138. Even if the course is eligible for funding the following types of student are not eligible for funding:

- Students assessed as not eligible to pay 'Scottish' tuition fee levels
- Rest of UK students on taught postgraduate courses
- Students whose fees are at 'cost-recovery' level
- Students taking a place funded by private sources, if places are 'closed' to other applicants
- Students taking a place funded wholly or partly from public sources other than SFC
- Students on sabbatical years or not in attendance for other reasons
- Students withdrawing from courses after a short time, generally less than five weeks
- Intercalating medical or dental students at other institutions
- Students on a part-time course beyond the normal duration
- Students of other institutions, e.g. on an articulated or a franchised course
- Students studying for the whole of their course outwith Scotland, unless they are prisoners who are ordinarily resident in Scotland but having to serve their sentences elsewhere in the UK
- Students spending an optional year away from the institution, unless on a sandwich placement year or, in some cases, on study abroad
- Postgraduate students who have completed the work of the course, but have yet to complete the requirements for the award
- Students assessed or examined in the year but making no additional demands on their teaching departments
- Graduates or members of staff of the institution who are studying for higher doctorate level qualifications or professional qualifications, involving little or no academic input from the institution

Flowchart of student eligibility for funding

139. The following flowchart summarises eligibility criteria. Note that, in particular cases, some students who satisfy these criteria may still be excluded from the return. This may be because of the rules governing different modes of provision, see section 6, and the guidance on the Autumn count and forecast enrolments later in the session, see paragraphs 44 to 56.

Flowchart showing student eligibility for funding



Courses not eligible for funding

140. Students on the following types of course are not eligible for funding.

Full cost and cost-recovery courses

141. Courses which are full cost-recovery are not eligible for funding. That is courses for which the income from the students' fees plus any funding from any sources other than SFC is intended to cover the costs of provision. The costs are to include an appropriate share of the institution's overheads (e.g. administration, buildings, heating, etc.). Most of these courses fall into one of the following three categories:

- a) Continuing Professional Development
- b) Other cost-recovery courses
- c) Other publicly-funded courses

Continuing Professional Development (CPD)

142. Circular letter SFC/16/2011 described the arrangements for reporting of knowledge exchange activity and outcomes. Pages 15-17 of this letter define and provide information on CPD provision. This circular is available at:

http://www.webarchive.org.uk/wayback/archive/20111011230505/http://www.sfc.ac.uk/web/FILES/Circulars_SFC162011/SFC_16_2011.pdf

143. If the income for a course should be returned under the CPD category in the reporting of knowledge exchange outcomes then the students on that course should not counted in the Early Statistics Return.

Other cost-recovery courses

144. These are full cost-recovery courses which, because their aim is not to develop the employment-related skills of the students, do not fall into the CPD category.

Other publicly-funded courses

145. Courses funded wholly or partly from public sources other than the main formula-based grants provided by SFC. Examples of such courses would be in-service teacher education courses funded by education authorities, and courses funded by Scottish Enterprise or by a Local Enterprise Company.

Closed courses

146. Courses or teaching provision funded from private sources and 'closed' to general applicants, i.e. not open to all suitably qualified candidates, are not

eligible for funding. Examples of this type of provision would be a course financed by a company solely for its employees.

Non-credit-bearing courses

147. Courses for taught postgraduates and undergraduates that are not credit-bearing are not eligible for funding, unless they are access courses or summer schools where successful completion guarantees a place on a course at higher education level.

Activity below Scottish Credit and Qualifications Framework (SCQF) level 7

148. Courses for activity below SCQF level 7 are not eligible for funding unless this forms part of an access course. Student activity related to modules or other learning activity graded below SCQF level 7 should only be considered eligible for funding where it forms part of an access course, that is, a course which is designed to prepare students who do not have standard entry qualifications for higher education courses.
149. Courses such as stand-alone non-advanced European Computer Driving Licence (ECDL) may not be considered access courses save in exceptional circumstances. If an institution is in any doubt about whether a course containing activity below SCQF level 7 can be considered an access course then they should contact SFC for a decision, see paragraph 24 for contact details. No other activity graded below SCQF level 7 should be considered eligible for funding.

Students eligible for funding

150. If a student is on a course that is eligible for funding then the following paragraphs indicate what characteristics of the student enable him/her to be classified as being eligible for funding.

Exchange students

151. In general institutions can classify **either** incoming **or** outgoing exchange students as being eligible for funding, but not both. However, if an institution that classifies incoming exchange students has outgoing exchange students who are only away for part of the year then they can count these students for the time spent at the institution.

152. Institutions must be consistent across all subject areas in classifying either incoming or outgoing exchange students as being eligible for funding, i.e. institutions should not count incoming students in some subject areas and outgoing students in others. To keep year to year comparisons valid, institutions must obtain SFC's agreement before changing the method of counting.

Students paying 'Scottish' tuition fees

153. Students who have been assessed as eligible to pay the tuition fee level applicable to Scottish students ('Scottish' fees) can be classified as eligible for funding. However, rest of UK taught postgraduate students paying the same fees as Scottish students are not eligible for funding.

Students domiciled in the EU

154. If the concept of 'Scottish' fees does not apply e.g. courses provided in part-time mode, then students domiciled in the EU can be classified as eligible for funding. Students from the Channel Islands and the Isle of Man are not eligible for funding.

Access courses and summer schools

155. Students attending access courses and summer schools where successful completion guarantees a place on a course at higher education level can be classified as eligible for funding.

Other students eligible for funding

156. Annex A contains information on the criteria for the following types of student to be eligible for funding:

- Swiss migrant workers

- British Overseas Territories
- Non-UK EC national or EU overseas territories nationals
- Iraqi nationals who have been granted indefinite leave to enter the UK under the Locally Engaged Staff Assistance Scheme (Direct Entry)

Students not eligible for funding

157. As well as those students whose courses are not eligible for funding, students with the following characteristics cannot be classified as being eligible for funding.

Students assessed as not eligible to pay 'Scottish fees'

158. Students who are assessed as not being eligible to pay the same tuition fee level as Scottish students cannot be classified as being eligible for funding. This means students who pay the deregulated tuition fees introduced for rest of UK students in 2012-13 are not eligible for funding.
159. Rest of UK taught postgraduate students are not eligible for funding, even if they are paying the same tuition fees as Scottish students. However, rest of UK research postgraduate students can be eligible for funding.
160. Scottish or other EU students who are paying fees set at a 'cost-recovery' level are not eligible for funding. For example, some Scottish or other EU students, will pay tuition fees equivalent to those paid by students from outwith the EU.
161. Student whose places are funded by private sources are not eligible for funding if the places are 'closed' to other suitably qualified applicants.
162. Students whose places are funded wholly or partly from public sources other than SFC are not eligible for funding. These are students for whom an institution receives funding from other public sources that is more per FTE than the standard tuition fee. This relates to the funding of the **place** rather than to the payment of tuition fees. For example, if a Local Enterprise Company pays more than the normal tuition fee for some students then these students are not eligible for funding. However, if the LEC pays a standard tuition fee for some students then the students could be eligible for funding.
163. Students who are on a sabbatical year, or who are not in attendance for other reasons are not eligible for funding.
164. An institution cannot count an intercalating medical or dental student in its Early Statistics return if the student is taking his/her intercalated degree at another institution.

165. In general an institution cannot return students of other institutions, whether in Scotland or not, such as those taking articulated courses, or franchised courses, or courses which are validated, but not taught, by the institution. Exceptions to this are the students whose places are supported by the additional funded places provided for articulation. These students should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their courses. Also when institutions are collaborating in an Innovation Centre, the administrative-hub institution should record all of the taught postgraduate students eligible for funding in its Early Statistics return.

Students studying outwith Scotland

166. Students studying for the **whole** of their course outwith Scotland are not eligible for funding. This is the case even if an institution sends some of its staff from Scotland to teach the students. An exception to this is if a prisoner who is ordinarily resident in Scotland but is having to serve his/her sentence elsewhere in the UK enrolls on a distance learning course with a Scottish institution.

167. If a student who is studying outside Scotland has to attend the institution for part of his/her course then the student has to spend eight consecutive course weeks at the institution in order to be able to be classified as eligible for funding. If the period of eight weeks or more is an optional part of the programme then the student will be eligible for funding only if he/she actually attends the institution for this length of time. In addition the student will only be eligible for funding from the reporting year in which he/she comes to Scotland onwards.

168. If a student is not classified as being eligible for funding because he or she is expected to be studying outside Scotland for the whole of his/her programme but then subsequently moves to Scotland then he/she can be classified as being eligible for funding after he/she has moved.

169. Postgraduate students who have completed the work of the course and are making no significant demand on their institutions' resources but have yet to complete the requirements for the award are not eligible for funding.

170. Students who are only being assessed or examined this year and are making no additional demands on their institutions are not eligible for funding. This would include, for example, PhD students who have submitted their theses but have not yet taken their viva voce examinations, or students resitting assessments or examinations without attending their institutions.

171. Graduates of an institution and members of an institution's staff who are working towards higher doctorate level qualifications (e.g. DSc, DLitt, etc.), or professional qualifications, in cases involving little or no academic input from the institution are not eligible for funding.

172. The following categories of student are also not eligible for funding. There is further information on these types of student elsewhere in these notes of guidance:

- Students who withdraw from courses after a short period of time, generally less than five weeks, see paragraph 46
- Students enrolled on a part-time course beyond the normal duration of the course, see paragraphs 196 and 197
- Students spending an optional year away from the institution, unless they are either on an optional sandwich placement year, see paragraph 190, or on an optional year's study abroad involving significant academic input from the institution and SFC agrees to their inclusion in this return, see paragraphs 193 and 194

Section 5: Levels of Study

173. Student numbers can be classed by level of provision into four general categories in the return (research postgraduate, taught postgraduate, taught postgraduate with undergraduate fees and undergraduate), and these are described below.
174. Annex B describes how the 'General qualification aim of course' field in the HESA Individual Student Record (ISR) is used to define the different levels of study.

Research postgraduate

175. This category covers postgraduates who are mainly engaged in research, whether or not they receive some formal teaching. In some institutions students enrolled for research degrees take some taught elements, such as courses in research methods. Institutions should return these students as research postgraduates.
176. Provision coded as 'M01' ('Taught master's degree designed specifically as a training in research methods and intended as a preparation for advanced supervised research') in the 'General qualification aim of course' field in the HESA ISR returns is classified as research postgraduate provision for the Early Statistics Return. HESA classify this provision as being at taught postgraduate level for their uses of the ISR data.

Taught postgraduate

177. This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.
178. Many Masters courses include an extensive taught element, followed by an individual project or dissertation. Notwithstanding this element of individual project work, institutions should return students on these courses as being taught postgraduates.

Taught postgraduate (undergraduate fees)

179. Provision within the Education and Built Environment subject areas include postgraduate courses funded on the basis that the tuition fees are at the same rate as for undergraduate students. Enrolments on these courses are described as taught postgraduate (undergraduate fees).

180. In the Education subject areas these are PGDE courses and some in-service and TQ(FE) courses, and in the Built Environment subject areas they are mainly architecture courses.

Undergraduate

181. This category covers all those students, other than postgraduates, eligible for inclusion in the Early Statistics Return.

182. This includes students taking undergraduate degrees, diplomas and certificates, HNDs, HNCs and other HE level courses not at postgraduate level.

Section 6: Modes of study and FTE Conversion Factors

183. Paragraphs 187 to 200 define and explain the modes of study used in table 1.
184. Paragraph 201 contains a table that explains how to calculate the FTE conversion factors for full-time and sandwich courses. Paragraphs 202 to 207 explain the calculation of FTE for part-time modes of study.
185. Paragraph 211 indicates the normal duration and credit rating of the majority of full-time higher education provision at Scottish HEIs, for use in deriving the FTE conversion factors for part-time courses.
186. Annex B indicates the fields in the HESA Individual Student Record that are used to define the modes of study.

Full-time and sandwich courses

187. A full-time course, or research study, involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as part-time, see paragraph 199.

'Thick' sandwich courses

188. 'Thick' sandwich courses are full-time courses for which an obligatory placement causes **continuous** non-attendance for at least one academic year.

Courses with an obligatory year of study away

189. Many language courses, for example, will have a compulsory year abroad, and architecture courses will have a practical study year away from the institution.

An optional sandwich placement of at least one academic year

190. Some full-time courses have an optional sandwich placement of one academic year. In the earlier years of the course institutions might not know how many placements will be available, or how many students will choose to take up the placement.

A sandwich placement of less than one academic year

191. Treat full-time courses with a work placement of **less** than one academic year as full-time courses as in paragraph 201 for the calculation of FTE, unless the programme contains more than one such placement, see paragraph 192.

More than one placement of less than one academic year, with the combined length of the placements being at least one academic year

192. Some courses have more than one placement. If the combined length of the placements is the equivalent of at least one academic year then, for the purposes of assigning FTEs only, the course is treated similarly to a course with one placement lasting at least an academic year, see table in paragraph 201.

An optional year's study abroad

193. Some full-time courses involve an optional year's study abroad, which may count towards the qualification awarded by an institution. For example, a degree course in engineering with French might give students the option of a year studying engineering at a French university, to count towards the degree awarded by the institution.
194. An institution should only count students who are on this type of year abroad in their Early Statistics return if the institution has a significant academic input to the year abroad. Institutions must obtain SFC's agreement before including any of these students in their Early Statistics return, see paragraph 24 for contact details.

Part-time courses

Types of part-time course

195. The Early Statistics Return does not require separate counts of students on structured part-time courses and students on other part-time courses. However, in deciding whether a part-time student is eligible for funding consideration has to be given as to whether or not the student is on a structured part-time course. A student on a structured part-time course who has been studying for longer than the normal duration of the course is not eligible for funding.

Structured part-time courses

196. Structured part-time provision covers all part-time courses for which students follow a **structured** programme of study, leading to a qualification in a subject that can be obtained by taking a full-time course, whether or not the reporting institution offers this type of full-time course. It is likely to include day release, block release, evening and distance learning courses.
197. A structured part-time programme of study is one with pre-set pathway(s) leading to the award. These specify the duration of the course and what students must do each year in order to progress normally into the next year and, within the specified timescale, obtain the qualification. If a student is

studying beyond the normal duration of the structured part-time course that student is not eligible for funding.

198. If there is no 'normal' duration for a part-time course or no 'normal' pathway(s) to obtaining the qualification, the course is not a structured part-time course.

199. There are two further types of provision that are classified as structured part-time:

- Short full-time. Students on full-time courses with an overall duration of 24 weeks or less
- Postgraduate students still engaged in the work of the course, and supervised, but working away from the institution

Other part-time courses

200. Other part-time provision covers all the part-time students eligible for inclusion in the return and not enrolled on structured part-time courses. It is likely that the majority of other part-time students would be either:

- Students on part-time courses which do not lead to a qualification in the same subject that can be obtained by taking a full-time course, or
- Students on part-time courses not involving a **structured** programme of study, including cases where students take a small number of individual modules, but not as part of a structured programme of study. For example, students taking various Higher National units on an individual basis in order to obtain an HNC or an HND after different and unpredictable numbers of years, or
- Students who were formerly studying full-time but have returned to study part-time to repeat classes they failed in the previous year. Institutions should not include students who are only being assessed or examined this year and are, therefore, making no additional demands on the teaching departments

FTE conversion factors by mode of study

FTE conversion factors for full-time and sandwich courses

(see paragraphs 187 to 194)

201. The normal conversion factors for full-time courses are shown in the table below:

Full-time Category	FTE Conversion Factor
For all student years	FTE = 1.0 - except as below:
'Thick sandwich' course	FTE = 0.9 for all years;
Obligatory year away	FTE = 0.5 for the year away;
Optional one year placement	FTE = 0.5 for the placement year;
More than one work placement lasting less than one academic year, with the combined length of the work placements being at least one academic year	FTE = 0.5 for the total time spent away from the institution
Optional year study abroad	FTE = 0 unless agreed with SFC; And
Short final year	FTE = length of year / length of earlier years.

FTE conversion factors for part-time courses (see paragraphs 195 to 200)

202. Where possible, the FTE for a part-time student should be based on the proportion of credits enrolled compared to an equivalent full-time course. For courses where there is no equivalent full-time course standard credit values should be used to calculate the FTE, see paragraph 211.

203. Short full-time courses (courses of 24 weeks or less) are classified as part-time. The FTEs for students on short full-time courses should also be returned using the direct proportion of credits enrolled compared to an equivalent full-time course. However institutions can use the proportion of the academic year in attendance to derive the FTE for short full-time students if it is not possible to use credits to do so.

204. Eligible students studying part-time for one year to convert a postgraduate diploma to a Masters should be returned as 0.333 FTE in the Early Statistics Return.
205. For non-credit bearing activity that is eligible for funding (such as summer schools, access courses and research postgraduate provision) part-time FTEs should be returned on the following basis:
- In cases where there are other measures of credit for the course units, if one full-time year would normally consist of n such units, calculate the FTE as $1/n$ for each unit for which students are enrolled, or
 - Where no measures of credit rating are available, institutions should derive the FTE using their assessment of the student hours involved relative to the normal study load of a full-time student
206. There are two exceptions to the calculation of part-time FTEs:
- Postgraduate students still engaged in the work of the course, and supervised but working away from their institution attract 0.5 FTE, and
 - Students studying beyond the normal duration of a structured part-time course are not eligible for funding
207. For example, a student is studying part-time for a first degree and is studying for 40 credits during the session. A student studying full-time for a degree would normally study for 120 credits in a session. Thus the FTE to be returned for the part-time student would be $40/120$ or 0.333. No FTE should be returned for a student who has been studying on a structured part-time course for longer than the normal duration of the course.

Non-standard FTE conversion factors

208. The full-time equivalent (FTE) conversion factors normally used will be those shown in paragraphs 201 to 207 above, but occasionally an institution may need to use a non-standard FTE conversion factor to ensure fair treatment. For example:
- A conversion factor greater than 1 may be right for an intensive full-time course that leads to a qualification in fewer years than normal
 - If an institution runs collaborative courses, it might be that the normal (FTE) conversion factors would not accurately reflect the proportion of attendance at the institution
209. If an institution wishes to use a non-standard FTE conversion factor, the institution should contact SFC with the details as soon as possible and certainly

before finalising their Early Statistics Return, see paragraph 24 for contact details. Before agreeing the use of a non-standard FTE conversion factor with SFC, an institution should use the standard FTE conversion factor when filling in the return. Institutions should not request non-standard FTE conversion factors for courses which SFC has previously considered, unless there has been a change in the mode of study.

210. Institutions should use an agreed non-standard FTE conversion factor where pre-planned changes in the characteristics of a **course (*)** will take place during the session which will affect the students taking the course. For example, if an institution knows in advance that:

(a) A sandwich course will have a 'short' final year, lasting say 10 weeks

(b) A course will change from full-time to part-time after half the session

In these examples, (a) might require an FTE of 0.33 and (b) a factor of 0.75. The precise values would depend upon what the institution considers most realistic, given the circumstances of the particular courses involved.

(*) These adjustments are only for pre-planned changes in the characteristics of a **course**. For example, the prospectus or course documentation may specify that during the session the mode of study will change from full-time to part-time. Institutions need not attempt to identify individual students whose mode of study is expected to change during the academic session.

Normal duration and credit rating by type of course

211. The list below indicates the normal duration and credit rating of the bulk of full-time higher education provision at Scottish HEIs.

Type of course	Normal duration	Credits for whole course
HNC	1 year	120
Certificate of HE	1 year	120
HND	2 years	240
Diploma of HE	2 years	240
Ordinary degree	3 years	360
Honours degree	4 years	480
Graduate certificate	1 year max.	60-90

Graduate diploma	1 year	120
Postgraduate certificate	1 year max.	60-120
Postgraduate diploma	1 year	120
Masters degree	1 year	180
Doctoral degree	3 years	540

212. The normal duration is longer than shown above for some courses, for example, courses in medicine, dentistry and architecture.
213. Graduate certificates and diplomas are intended for graduates or equivalent. They complement the previous qualification, but the content may not relate directly to it and the studies and outcome are not at postgraduate level.
214. Postgraduate certificates and diplomas are also intended for graduates or equivalent. They build on the previous qualification, following on from it in subject and content, and the studies and outcome are at postgraduate level.
215. Institutions should use the list when completing table 1 to calculate the FTE conversion factors for part-time provision, and for assessing whether a course is intensive and leads to the qualification in a shorter time than normal.
216. Institutions should also record in their Early Statistics return any eligible enrolments not covered by this list or these notes, including courses leading to recognised awards not listed.
217. Institutions should contact SFC if they are in any doubt as to the eligibility of or the correct FTE conversion factors to use for any of the courses which they provide, see paragraph 24 for contact details.

Section 7: Subject areas

Introduction

218. The subject information collected by SFC is based on the information required to monitor for under-enrolments against funded places and over-enrolments against consolidation student numbers. The subject information therefore varies according to level of study, as follows:

Level of Study	Subject Information Required
Research Postgraduates	None
Taught postgraduates	Controlled subject areas: Nursing and Midwifery Pre-registration Non-controlled subject areas (combined)
Taught postgraduates at undergraduate fee level	Controlled subject areas: PGDE Primary and Secondary Non-controlled subject areas (combined)
Undergraduates	Controlled subject areas: Pre-clinical Medicine Pre-clinical Dentistry Clinical Medicine Clinical Dentistry Three-year Nursing and Midwifery Pre-registration Courses Four-year Nursing Degrees BEd Primary BEd Music BEd PE BEd Technology Non-controlled subject areas: STEM subjects (combined) Other subjects (combined)

Definition of subject areas

219. The subject information in the Early Statistics Return is based on the subject(s) of course aim. For undergraduates the subject areas are defined as follows:

Subject Area	JACS Subject Classification	
	Code	Subject Group / Principal Subject
Controlled Subject Areas		
Clinical Medicine	A3	Clinical Medicine
Clinical Dentistry	A4	Clinical Dentistry
Pre-clinical Medicine	A1	Pre-clinical Medicine
Pre-clinical Dentistry	A2	Pre-clinical Dentistry
Nursing and Midwifery Pre-registration: Three-year Courses Four-year Degrees	B7	Nursing (part of this provision)
BEd Primary / Music / PE / Technology	X1	Education (part of this provision)
Non-Controlled Subject Areas		
STEM Subjects	C D <i>Excluding</i> D1 D2 F G H I J	Biological Sciences Veterinary Sciences, Agriculture and Related Subjects <i>Pre-clinical veterinary medicine</i> <i>Clinical veterinary medicine and dentistry</i> Physical Sciences Mathematical Sciences Engineering Computer Sciences Technologies
Other Subjects	All other subject codes <i>Including</i> D1 D2	<i>Pre-clinical veterinary medicine</i> <i>Clinical veterinary medicine and dentistry</i>

Actuarial Science

220. The JACS subject code for 'Actuarial Science' ('N323') indicates that this provision should be in the 'Other subjects' category. However, if an institution has sufficient justification for such provision to be recorded under the 'STEM subjects' category then the institution can do so. An example of this would be if all of the core modules for the course are mathematics-based except for one module in economics. In such cases institutions should record the provision in their HESA returns under either the 'G1' ('Mathematics') or 'G3' ('Statistics') subject codes.

Initial Teacher Education Subjects

221. The full FTE of students taking PGDE courses should be allocated to the PGDE Primary and PGDE Secondary subject areas as appropriate. These students should not be counted against the subjects that they are studying for a teaching qualification in.

222. The full FTE of students on courses leading to a Combined Degree in Education should be counted under the 'Other subjects' category and not based on the other subjects involved in the degree.

Intercalating medical and dental students

223. An intercalating medical or dental student should be counted against the subject category in which they are taking their intercalated degree. An institution should only include an intercalating student in their Early Statistics return if the student is studying for his/her intercalated degree at that institution.

Courses in medicine and dentistry

224. Pre-clinical and clinical medicine and dentistry are in separate subject areas. Apart from the University of St Andrews, where all medical students are studying at the pre-clinical stage, count the FTE student numbers as follows:

Year	Medicine	Dentistry
Foundation year	Pre-clinical	Pre-clinical
First year	Pre-clinical	Pre-clinical
Second year	Pre-clinical	Clinical
Third year onwards	Clinical	Clinical

Controlled nursing and midwifery courses

225. All rest of UK students on controlled nursing and midwifery courses are eligible for funding.

HESA 'Subject of course' fields

226. HESA allows for up to three subjects of course aim. If there are two subject(s) of course aim the percentages associated with each subject indicate whether the combination of subjects is either a 'Balanced' or a 'Major/Minor' combination. Annex B provides further information on how the subject percentages in the HESA Individual Student records are used to derive the type of combination of subjects.

227. Students on initial teacher education (ITE) courses should be counted wholly against the controlled ITE subject, or in the case of students on Combined Degrees in Education courses, against the 'Other subjects' category.

228. If a student is studying for a combination of subjects and all of the subjects belong to the same subject category (i.e. either all of the subjects are STEM subjects or all of the subjects are non-STEM subjects) then the full FTE belongs under that subject category. For example physics and chemistry are both STEM subjects.

229. Undergraduate students who are not on ITE courses and whose subject(s) of course aim include at least one STEM subject and at least one non-STEM subject have their FTE apportioned over the two subject categories (STEM subjects and other subjects) in the following ways:

Two subjects of course

230. Where a student has two subjects of course aim, with one being a STEM subject and the other being a non-STEM subject, the student's FTE should be divided between the two subject categories in the following ways:

- Balanced combination

Count 50% to the STEM subjects and 50% to the other subjects

- Major / minor combination

Count 67% to the subject category containing the major (first) subject and 33% to the subject area containing the minor (second) subject

Three subjects of course

231. Where a student has three subjects of course, then a third of the student's FTE should be counted against the subject categories associated with the three subjects.

Generic subjects and interdisciplinary codes

232. On introducing JACS, HESA recognised that the codes would not adequately record the subjects for programmes of study that consist of a collection of associated course elements or are truly multi-disciplinary in nature. HESA therefore kept generic codes to record the subjects of study for programmes that consist of a collection of associated course elements that span one, two or three broad subject groups. Generic codes consist of a JACS subject group letter followed by 0. For the Early Statistics Return undergraduate students recorded under generic codes belong to the same subject category (STEM subjects or other subjects) as the rest of the subjects in the same JACS subject group.
233. For other truly interdisciplinary courses HESA allows the subject code of 'Y000' to be used. Institutions with undergraduate students on courses assigned the subject code of 'Y000' should divide the students' FTE between STEM subjects and other subjects in proportion to the time spent on subjects within these subject categories. If an institution does not know what mixture of subjects the students will take later in the session, they should base their calculations on the pattern of subjects taken by similar students in previous years.

Changing the indicative subject area for any provision

234. If an institution considers that any of its provision should be classified under different subject categories than used for previous Early Statistics returns then the institution should contact SFC as soon as possible, see paragraph 24 for contact details. Institutions should not move any provision without first obtaining the approval of SFC to do so.

Annex A: Further Categories of Students Eligible for Funding

This annex gives details of the criteria for certain categories of student to be eligible for funding. Annex B indicates how some of these categories of student can be identified using fields in the HESA Individual Student Record.

Swiss migrant workers

Students who are Swiss migrant workers, or their spouse or child, are eligible to apply for fee and student support in higher education if they are ordinarily resident in Scotland on the first day of the first academic year of the course, and have been ordinarily resident in Switzerland throughout the immediately preceding three-year period. A Swiss national is eligible to be classed as a migrant worker for a period of six months after they have arrived in the UK without work as long as they are actively seeking employment. Following this, a period of work must be secured to be entitled to retain the classification of migrant worker.

British Overseas Territories

A British Overseas Territories national or the family member of such a national can be classified as eligible for funding if they meet all of the following criteria:

- a) They have been ordinarily resident in either the United Kingdom or any of the British Overseas Territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course
- b) Their residence there during any part of that three-year period has not been wholly or mainly for the purpose of receiving full-time education unless the person is settled as referred to in paragraph (c) as a result of residence for full-time education which has led to a right of permanent residence under European law and that person was ordinarily resident in the territory comprising the European Economic Area and Switzerland immediately prior to the start of that period of residence, and
- c) At the date referred to in paragraph (a) they were settled in the United Kingdom

The British Overseas Territories are Anguilla, Bermuda, British Antarctic Territory, British Indian Ocean Territory, British Virgin Islands, Cayman Islands, Ducie and Oeno Islands, Falkland Islands, Gibraltar, Montserrat, Pitcairn, South Georgia and the South Sandwich Islands, St Helena and Dependencies (Ascension Island and Tristan de Cunha), and Turks and Caicos Islands.

Non-UK EC national or EU overseas territories nationals

A non-UK EC national or an EU overseas territories national or the family member of either can be eligible for funding if they meet all of the following criteria:

- They have been ordinarily resident in the territory comprising the European Economic Area, Switzerland or the EU overseas territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course, and
- Their residence there during any part of that three-year period had not been wholly or mainly for the purpose of receiving full-time education

The EU overseas territories are Aruba, Faeroe Islands, French Polynesia, French Southern and Antarctic Territories, Greenland, Henderson, Mayotte, Netherlands Antilles (Bonaire, Curacao, Saba, Sint Eustatius and Sint Maarten), the Territory of New Caledonia and Dependencies, St Pierre et Miquelon, and Wallis and Futuna Islands.

For further information on fees and awards regulations please see the Scottish Government Scottish Statutory Instrument 2007 No. 152 which can be viewed at:

http://www.opsi.gov.uk/legislation/scotland/ssi2007/ssi_20070152_en_1

Iraqi nationals

The Locally Engaged Staff Assistance Scheme (LESAS) is a scheme operated by the UK Government to assist Iraqi staff working for the armed forces and civilian missions in Iraq. Under LESAS, Iraqi staff employed on or after 1 January 2005 up to 8 August 2007 could apply for re-settlement in the UK. Successful applicants were given entry to the UK under the Gateway Refugee Resettlement Programme and as such would be entitled to support for education on that basis without the need to fulfil the three-year ordinary residence requirement.

The Foreign Secretary announced that this part of the LESAS would close to new applicants on 19 May 2009. However, those applicants who have worked for the UK Government in Iraq from 8 August 2007 are now being granted Indefinite Leave to Enter the UK with no subsequent review as a result of the ex gratia assistance scheme. As an unintended consequence these individuals would no longer qualify immediately for student support and would now have to fulfil the three years residence requirements in the UK. The Scottish Government has addressed this issue by ensuring that persons employed in Iraq from 8 August 2007 and who are granted indefinite leave to enter the UK under LESAS (Direct Entry) are eligible to access the same level of support for education had they refugee status.

Therefore Iraqi nationals can be classified as eligible for funding if they meet all of the following criteria:

- (a)
 - i) Granted indefinite leave to enter the UK under LESAS (Direct Entry) operated by the Home Department
 - ii) Ordinarily resident in the United Kingdom and Islands at all times since first being granted such indefinite leave to enter the United Kingdom, and

- iii) Ordinarily resident in Scotland on the first day of the first academic year of the course, or
- (b) Is the spouse, civil partner or child of a person of the kind described in (a) and who was ordinarily resident in Scotland on the first day of the first academic year of the course

For further information on the amendment to fees and awards regulations please see the Scottish Government Scottish Statutory Instrument 2009 No.309 which can be viewed at:

http://www.opsi.gov.uk/legislation/scotland/ssi2009/ssi_20090309_en_1

Annex B: related fields in the HESA Individual Student Record

Where possible criteria relating to eligibility for funding and the categories used in the Early Statistics Return are defined in terms of the fields in the Individual Student Record (ISR) collected by the Higher Education Statistics Agency (HESA). This allows SFC to use the institutions' ISR returns to verify the information returned in the Early Statistics returns. This annex indicates the fields in the HESA ISR that relate to the criteria for inclusion in the Early Statistics Return and to the categories used for the Early Statistics Return.

For some criteria there is a clear link to information collected in the HESA ISR returns. For instance, students paying the deregulated tuition fees applicable to rest of UK students are not eligible for funding and such students will be coded 20 for the 'Fee Regime Indicator' field. However, for other criteria there is not a direct link to information collected in the HESA ISR returns. For instance, it is not possible to identify which students are on courses that are closed to normal applicants.

The criteria for inclusion in the Early Statistics Return and categories used for the Early Statistics that can be, at least partly, associated with fields in the HESA ISR are described in the rest of this annex.

1. Eligible for Funding

The following field in the HESA ISR indicates if a student has been classified as being eligible for funding and if a student is on a Continuing Professional Development (CPD) course:

Field Title	Abbreviation	Entity
Fundability code	FUNDCODE	Instance

The relevant values for this field are:

Description:	Field Values
Eligible for Funding (section 4)	1
Continuing Professional Development (paragraphs 142, 143)	3

2. 'Scottish' Tuition Fees

The following fields in the HESA ISR can be used to indicate if a student is eligible to pay the same tuition fees as Scottish students:

Field Title	Abbreviation	Entity
Fee Eligibility	FEELIG	Instance
Fee Regime Indicator	FEEREGIME	Instance

The relevant values for these fields are:

Description:	Field Values
Eligible to pay 'Scottish' tuition fees (paragraph 153)	FEELIG = 1 <u>AND</u> FEEREGIME <> 20
Not eligible to pay 'Scottish' tuition fees (paragraph 158 and 159)	FEELIG = 2 <u>OR</u> FEEREGIME = 20
'Scottish' tuition fee status not applicable (paragraph 154)	FEELIG = 3

3. Other Publicly-funded Courses / Closed Courses

The following field in the HESA ISR can be used to identify some but not all of the students on publicly-funded and closed courses:

Field Title	Abbreviation	Entity
Major Source of Funding	MSFUND	Course

The relevant values for this field are:

Description	Field Values
Other publicly-funded courses (para. 145)	1, 2, 4 to 41, or 46
Closed courses (paragraph 146)	Some, but not all, of these courses will be coded 42

4. Exchange Students

The following field in the HESA ISR indicates incoming exchange students:

Field Title	Abbreviation	Entity
Exchange programmes	EXCHANGE	Instance

The relevant values for this field are:

Description	Field Values
Incoming exchange students (paragraph 151)	4, G

The following fields in the HESA ISR indicate outgoing exchange students:

Field Title	Abbreviation	Entity
Location of Study	LOCSDY	Instance
Mobility scheme	MOBScheme	Mobility
Mobility type	MOBTYPE	Mobility

The following combinations of values for these fields will cover outgoing exchange students, though some students recorded with these combinations of values will not be exchange students:

Description	Field Values
Outgoing exchange students (paragraph 151)	LOCSDY = T OR U <u>AND</u> MOBScheme = 3 or 4 <u>AND</u> MOBTYPE = 1 or 2

5. Level of Study and Provision / Activity below Scottish Credit and Qualifications Framework (SCQF) level 7

The following field in the HESA ISR is used to derive the categories for level of study, to identify provision below SCQF level 7 and to identify intercalating students:

Field Title	Abbreviation	Entity
General qualification aim of course	COURSEAIM	Course

The relevant values of this field for the categories for level of study are:

Level of Study (Section 5)	Field Values
Research postgraduate	D00, D01, D90, L00, L80, L90, L91, L99, M01 (*)
Taught postgraduate (**)	E00, E40, E43, E90, M00, M02 All codes from M10 to M99 except M22, M26, M28
Undergraduate	All other codes including M22, M26, M28

(*) The subject code of 'M01' ('Taught masters degree designed specifically as a training in research methods and intended as a preparation for advanced supervised research') is classified as research postgraduate provision for the Early Statistics Return. HESA classify this provision as being at taught postgraduate level for their uses of the ISR data.

(**) There are no specific codes for taught postgraduate at undergraduate fee courses, though they will include 'M71' (Postgraduate Certificate in Education or Professional Graduate Diploma in Education').

The relevant values of this field for the provision / activity below SCQF level 7 are:

Description	Field Values
Activity below Scottish Credit and Qualifications Framework (SCQF) level 7 (paragraphs 148 and 149)	Code begins with one of the letters: P, Q, R, S or X

6. Articulating student

The following field in the HESA ISR is used to identify students whose places are supported by the additional funded places for articulation.

Field Title	Abbreviation	Entity
Articulation	ARTICLN	Entry Profile

The relevant value of this field to identify students is:

Description	Field Value
Student on one of the additional places funded by the SFC for articulation (paragraph 19)	5

7. Intercalating student

The following field in the HESA ISR is used to identify intercalating students:

Field Title	Abbreviation	Entity
Intercalation	INTERCALATE	Instance

The relevant value of this field to identify intercalating students is:

Description	Field Value
Student is studying on an intercalated course (paragraph 164)	1

8. Mode of Study

The following fields in the HESA ISR can be used to derive the categories for mode of study, to indicate some of the specific cases within these modes of study and to indicate students not in attendance:

Field Title	Abbreviation	Entity
Mode of Study	MODE	Instance
Expected Length of Study	SLENGTH	Instance
Units of Length	UNITLGTH	Instance
Location of Study	LOCSDY	Instance
Year of student on this instance	YEARSTU	Instance
Mobility scheme	MOBScheme	Mobility
Mobility type	MOBTYPE	Mobility

The following values for these fields are used to derive the modes of study:

Mode of Study (section 6)	Field Values
Full-time	MODE is 1, 23 or 24 <u>AND</u> SLENGTH and UNITLGTH indicate a total length of more than 24 weeks.
Part-time	MODE is 2, 25, 38 or 39 <u>OR</u> (MODE is 1, 23 or 24 <u>AND</u> SLENGTH and UNITLGTH indicate a total length of 24 weeks or less)

The relevant values of these fields used to indicate students not in attendance and some of the specific cases within the broader mode of study categories are:

Mode of Study Cases	Field Values
Students not in attendance (paragraph 163)	MODE = 51, 63, 64
Writing up (paragraph 169)	MODE = 43, 44

Assessed or examined only (paragraph 170)	MODE = 43, 44, 63 or 64
'Thick' Sandwich Course (paragraph 188)	MODE = 23, for every year of the course, not just the year(s) of the placement
Courses with an obligatory year away from the institution (paragraph 189)	LOCDY = D or T IF LOCDY= T THEN MOBTYPE =1 AND MOBScheme = 1
Students on an optional year out Such students are not eligible for funding unless <u>either</u> they are on an optional sandwich placement (paragraph 190) <u>or</u> they are on a study year abroad involving significant academic input from the institution and SFC has agreed to the institution including the students in their Early Statistics return (paragraphs 193 and 194)	LOCDY = D or T, IF LOCDY= T THEN MOBScheme = 2 <u>AND</u> MOBTYPE = 1 or 2 LOCDY = T, <u>AND</u> MOBTYPE = 1 <u>AND</u> MOBScheme = 1
A sandwich placement of less than one academic year (paragraph 191)	For the course year with a work placement: MODE = 24 <u>AND</u> LOCDY = E OR U IF LOCDY = U THEN MOBScheme = 2 <u>AND</u> MOBTYPE = 1 or 2
Structured part-time (paragraphs 196 to 199)	MODE = 38
Other full-time courses (paragraph 199)	MODE = 2 (some of this provision)

Other (than structured) part-time (paragraph 200)	MODE = 39
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To identify structured part-time students who have been studying on the programme for longer than the length of the course:

Description	Field Values
Student on a structured part-time course who has been studying on the course for longer than the normal duration of the course (paragraph 197)	MODE = 38 <u>AND</u> the expected length of the programme, in years, (derived from UNITLGTH and SLENGTH) will be less than YEARSTU

9. Domicile (UK or EU countries, British Overseas Territories, EU Overseas Territories Swiss nationals)

The following field in the HESA ISR contains domicile information that can be used to identify UK or EU countries, British Overseas Territories, EU Overseas Territories and Swiss nationals:

Field Title	Abbreviation	Entity
Domicile	DOMICILE	Entry

The relevant values of this field are:

Description	Field Values
UK or EU country (paragraph 154)	AT, BE, BG, CZ, DE, DK, EE, ES, FI, FR, GF, GP, GR, HR, HU, IC, IE, IT, LT, LU, LV, MQ, MT, NL, PL, PT, RE, RO, SE, SI, SK, XA, XC, XF, XG, XH, XI, XK and YT
British Overseas Territories (1) (Annex A)	AI, BM, FK, GI, GS, KY, MS, PN, SH, TC and VG
EU Overseas Territories (1) (Annex A)	AN, AW, BL, FO, GL, MF, NC, PF, PM and WF
Swiss migrant workers (Annex A)	CH

(1) There are no valid HESA domicile codes covering the British Antarctic or Indian Ocean Territories or the French Southern or Antarctic Territories as these territories currently have no settled inhabitants.

10. Students who withdraw early

The following fields in the HESA ISR can be used to identify students who withdraw early:

Field Title	Abbreviation	Entity
End date of instance	ENDDATE	Instance
Start date of instance	STRTDAT	Instance
Length of current year of instance	YEARLGTH	Instance

Students who withdraw early can be identified as follows:

Description	Field Values
Students who withdraw early (paragraph 46)	The difference between ENDDATE and anniversary of STRTDAT in 2016-17 will indicate how long the student was on the course this session, while the field YEARLGTH indicates the length of the current course year.

11. Students studying outside Scotland

Students who are studying for the whole of their course outwith the UK are not covered by the HESA ISR. Information on such students is collected through HESA's Aggregate Overseas Collection. The HESA ISR does indicate students studying for the whole of their course in another UK country, using the following field:

Field Title	Abbreviation	Entity
LOCSDY	Location of Study	Instance

The relevant value for this field is:

Description	Field Value
Student studying for the whole of their course in another UK country (para. 166)	6

12. Collaborative courses

The following fields in the HESA ISR can be used to indicate if a student is on a collaborative course:

Field Title	Abbreviation	Entity
Other institution providing teaching	TINST	Module
Percentage not taught by this institution	PCOLAB	Module

The relevant values for these fields are:

Description	Field Values
Student on collaborative programme (paragraphs 12 - 23)	The values of both TINST and PCOLAB are greater than 0 for some module(s).

13. Subject areas and split of FTE over subject areas

The following field in the HESA ISR is used to derive the subject areas:

Field Title	Abbreviation	Entity
Subject of course	SBJCA	Course

Section 7 describes how this field is used to derive the subject areas.

If a student has two subject(s) of course aim then the following field is use to inform how the student's FTE should be split over the subject categories containing the two subjects:

Field Title	Abbreviation	Entity
Subject percentage	SBJPCNT	Course

The relevant values for this field are:

Description	Field Values
Balanced combination of subjects (paragraph 230)	SBJPCNT for both subjects is 50% (50% of FTE to subject category containing each subject)
Major / Minor combination of subjects (paragraph 230)	SBJPCNT is 67% for the Major subject and SBJPCNT is 33% for the Minor subject (67% of FTE to subject category containing Major subject, and 33% of FTE to subject category containing Minor subject)

14. Continuing Rest of UK

The following fields in the HESA ISR are used to identify a 'continuing rest of UK' student:

Field Title	Abbreviation	Entity
Domicile	DOMICILE	Entry
Major source of tuition fees	MSTUFEE	Instance
Start date of instance	COMDATE	Instance

Only full-time taught postgraduate and undergraduates are split into 'continuing rest of UK' and other students. Part 5 of this annex indicates how to identify taught postgraduate and undergraduate students in the HESA ISR, while part 7 indicates how to identify full-time students.

'Continuing rest of UK' students are identified in the following way:

Description	Field Values
Continuing rest of UK (paragraph 40)	IF student started before 2012-13, ie COMDATE is before 1 August 2012 <u>AND</u> IF student is <u>not</u> on a nursing and midwifery pre-registration course (*) <u>AND</u> <u>EITHER</u> (DOMICILE = XI, XF, XG <u>AND</u> MSTUFEE <> 3, 53) <u>OR</u> (DOMICILE <> XI, XF, XG <u>AND</u> MSTUFEE = 2, 4, 52, 54)

(*) Nursing and midwifery pre-registration students will be among those coded 'B7' for 'Subject of course aim', see part 13.

15. Students whose places are supported through the European Social Fund's Developing Scotland's Workforce programme and students on an industry-funded place that leads to an additional place through SFC's Undergraduate Skills for Growth scheme

The following field in the HESA ISR is used to identify students whose places are supported through the European Social Fund's Developing Scotland's Workforce programme and students on an industry-funded place that leads to an additional place through SFC's Undergraduate Skills for Growth scheme:

Field Title	Abbreviation	Entity
Initiatives	INITIATIVES	Instance

The relevant values for this field have yet to be finalised but there will be a separate value for each of these two categories of student.