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* Appendix 14 is not yet available but will be put on the HEFCE web-site in the near future.

Appendix 1

HESES03 re-creation algorithms

Purpose

1. This appendix describes the methods used to generate the data needed to re-create HESES03 from the submitted HESA 2003-04 student data. It also describes the method used to generate the grant adjustment reports.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) to hand when using this appendix. They should also have copies of their institution's finalised 2003 grant tables.

3. The algorithms described in this appendix are similar to those in Appendix 2 of 'HESA 2002-03 derived statistics for the monitoring and allocation of funding' (HEFCE 2004/10), but some alterations have been made to improve the matching and clarity.

HESA fields used in the re-creation

4. Only certain fields, detailed in Table 4, were used to generate the HESES03 re-creation. The field numbers shown relate to the combined record format of the HESA record. For institutions making a student module return, cost centre and teaching institution information is taken from the module portion of the return.

5. Throughout this appendix, fields taken from the HESA return or derived as part of the re-creation are shown in capitals using the names given in Tables 4 and 5 respectively.

Using the individualised file

6. When working through this appendix it is necessary to use the individualised file HESR03XXXX.ind, where XXXX is the HESA institution identifier. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Table 4 **Fields used in the re-creation**

Field number	Description	Name	Column in individualised file*
1	Record type indicator	RECID	CI
2	HESA institution identifier	INSTID	A
4	Student identifier	HUSID	B
12	Country code of student's permanent address	DOMICILE	AV
21	Highest qualification on entry	QUALENT2	CQ
26	Date of commencement of programme	COMDATE	Z
28	Special students	SPCSTU	CF
30	Year of student on this programme	YEARSTU	CO
35	Date left institution or completed the programme of study	DATELEFT	AC
41	General qualification aim of student	QUALAIM	AL
43-45	Subject of qualification aim	SBJQA1-3	BK-BM
49	Expected length of study programme	SPLENGTH	BP

50	Units of length	UNI TLGTH	BO
52	Special programmes	SPPRG	AK
53	Teacher training course identifier	TTCID	BH
64	Major source of funding	MSFUND	CP
65	Fundability code	FUNDCODE	AT
66	Fee eligibility	FEEELIG	AU
67	Fee band	FEEBAND	CJ
68	Major source of tuition fees	MSTUFEE	CC
70	Mode of study	MODE	CK
71	Location of study	LOCSDY	CM
72	Year of programme	YEARPRG	BJ
74	Student FTE	STULOAD	AF
100,103,106,109, 112,115,118,121, 124,127,130,133, 136,139,142,145	Cost centre 1-16	COSTCN01-16	Not included
101,104,107,110, 113,116,119,122, 125,128,131,134, 137,140,143,146	Subject area of study 1-16	SBJ01-16	Not included
102,105,108,111, 114,117,120,123, 126,129,132,135, 138,141,144,147	Proportion of subject 1-16	SBJPER01-16	Not included
149†	Institution's own identifier for student	OWNSTU	D
150†	Institution's own programme of study identifier	OWNPSD	E
151	Student instance number	NUMHUS	C
153	Type of programme year	TYPEYR	X
154	Level applicable to Funding Council HESES	FUNDLEV	AX
155	Completion of year of programme of study	FUNDCOMP	AB
170	Regulated body for health and social care students	REGBODY	BI

* The individualised data file HESR03XXXX.ind, downloadable from the web (see Annex B).

† These fields are not used in the comparison but are included in the individualised file to allow easy identification of students.

Linking programmes of study between years

7. We have linked the 2003-04 HESA student data to data from 1998-99 onwards using the HUSID, INSTID, NUMHUS (HIN) triple. This is to help account for definitional differences between HESA and HESES data.

8. The link was used to help determine the following:

a. Mode of study in previous year for students who are writing-up a thesis or dissertation.

b. Programme of study attributes for the first countable year for students who are generating two countable years.

c. FTE and price group distribution for final year students on non-standard academic year programmes of study, where the FTE for each year of programme of study is split over HESA returns.

d. Whether the student's course includes an integrated foundation year at HE level (year 0).

9. For a and b above, only records from 2002-03 were included in the linking process. For c and d, records from all years were used.

Description of derived fields

10. Here we give details of the derived fields contained on the individualised data file. These fields are used to build the key dimensions of the HESES03 re-creation.

Table 5 **Derived fields**

Field name	Description	Paragraph	Column in individualised file*
ANNIV	Anniversary of commencement date in academic year	41	Y
ATT_LINK	Flag indicating whether linking was used for course attributes	29-30	AH
AVRGLOAD	Average load	50	AR
CDPRP	Proportion of clinical dentistry activity	62	BR
CMPRP	Proportion of clinical medical activity	62	BS
CRSELGTH	Expected length of the course in years	53	BN
ELAPSED	Expected length of the course in days	72	CG
EXCL1-EXCL1024	Flag indicating reason(s) for a student's exclusion	75-85	H-R
FDBRIDGE	Flag indicating student on foundation degree bridging course	27	AJ
FOU_LINK	Flag indicating whether course includes an integrated foundation year	37	CE
FTE_CASE	Indicator showing how HESESFTE was calculated	46-48	AG
FTE_LINK	Flag indicating whether linking was used to calculate FTE	43	AN
FTE_TYPE	Method used to return FTE for non-standard academic years	14-18	W
HESCOL4	Flag indicating whether the student was included in Column 4	86	AD
HESCOMP	HESES completion of year of programme of study indicator	71	AA
HESESFTE	FTE for the year of programme of study	51-52	AE
HESEXCL	Reason for exclusion from the HESES population	73-74	G
HESFEELV	Fee level	36	CB
HESLEVEL	Level of study	23	AW

HESMED	Table 1b inclusion flag	61	BQ
HESMODE	Mode of study	22	S
HESNHS	Eligibility for NHS bursary group	35	CN
HESREG	Column 1 or 2 indicator	70	V
HESTYPE	Fundability status	24-26	AS
LENGTH	Flag indicating long or standard length years of programme of study	40	AY
LOW_FTE	Flag indicating whether assumptions have been made for students with low FTE	12	CH
MEDIAB	Proportion of media activity assigned to price group B	65	BW
MEDIAC	Proportion of media activity assigned to price group C	66	BX
MEDIAD	Proportion of media activity assigned to price group D	67	BY
MODEYPS	Mode for the year of programme of study	21	T
MODE_OLD	MODE taken from HESA 2002-03 student record	20	CL
PCDPRP	Proportion of pre-clinical dentistry activity	62	BT
PCMPRP	Proportion of pre-clinical medical activity	62	BU
PRGA PRGB PRGC PRGD PRGMEDIA PRGPSYCH PRGITT PRGINSET	Proportion of countable year in each price group	56-60	AZ-BG
PRIKEY	Unique programme of study identifier	11	F
PROP	Proportion of FTE	49	AM
PSYCHB	Proportion of psychology activity assigned to price group B	68	BZ
PSYCHD	Proportion of psychology activity assigned to price group D	69	CA
SPORT	Flag indicating allocation of cost centre 38 to price groups	63-64	BV
STUBID	Unique countable year of programme identifier	31-34	AI
STULOAYY	STULOAD field from HESA July record in year YRSTULOA	44	AP
TAIL	Flag indicating last year of split FTE course	42	AO
TOTFTE	This field evaluates the sum of FTE for all modules for a HESA student record	54	Not included
WUP_LINK	Flag indicating whether linking was used for writing-up students	19	U
XPRP101	Cost centre subject proportion indicator	55	Not included
YEARONE	New entrant flag	38-39	CD
YRSTULOA	Year STULOAYY taken from	45	AQ

* The individualised data file HESR03XXXX.ind, downloadable from the web (see Annex B).

PRIKEY

11. This is a derived field which uniquely identifies HESA records.

LOW_FTE

12. This field identifies students on low-credit bearing courses. The following assumptions have been made for these students:

SPCSTU = 9

UNITLGTH = 1

FEEBAND = 99

LOCSDY = X

if DATELEFT is completed then SPLENGTH = DATELEFT - COMDATE is rounded up to the nearest year, otherwise SPLENGTH = 2.

Value	Description	Definition
1	Assumptions have been made	RECID = 03111, 03112
0	Assumptions have not been made	Otherwise

Method of reporting FTE

13. The method chosen to return student load on the HESA student record affects the way years of programme of study are counted. This information was sought by HESA in a letter of 19 August 1996, 'Completion of Field 74 (Student FTE) for students following a non-"standard" academic year'. Some institutions have since changed their method of returning FTE and we have updated our records accordingly. Institutions that wish to change their method of returning FTE should seek our agreement beforehand.

FTE_TYPE

14. This field is used to identify the institution's method of returning FTE for students on non-standard academic years. Students are on a standard academic year if all activity for the year of programme of study falls within a single academic year (1 August – 31 July). Students where this is not the case are on a non-standard academic year.

Value	Description
1	No students on non-standard academic years
2	Split FTE
3	100:0
4	0:100

No students on non-standard academic years

15. Where all the institution's activity for years of programme of study are within one academic year.

Split FTE

16. Where activity for a year of programme of study spans two academic years the FTE is split proportionally across them.

100:0

17. Where activity for a year of programme of study spans two academic years the whole of the FTE is reported in the academic year in which the year of programme of study begins.

0:100

18. Where activity for a year of programme of study spans two academic years the whole of the FTE is reported in the academic year in which the year of programme of study ends.

WUP_LINK

19. This field indicates whether a link has been made to improve our estimate of MODE for writing-up students.

Value	Description	Definition
1	MODE from HESA 2002-03 assumed	In 2003-04 data MODE = 43, 44 and HIN link can be made to 2002-03 data In 2002-03 data MODE ≠ 43, 44
0	MODE from HESA 2003-04	Otherwise

MODE_OLD

20. This field contains the MODE returned in the HESA 2002-03 student record.

MODEYPS

21. This field contains the MODE we have used in the re-creation, incorporating any approximations we have made for writing-up students.

Value	Definition
MODE_OLD	WUP_LINK = 1
MODE	WUP_LINK = 0

HESMODE

22. This field allocates students to mode of study.

Value	Description	Definition
FTS	Full-time and sandwich	MODEYPS = 01, 52, 53 or (MODEYPS = 23, 24 and FEEBAND ≠ 02, 42)
SWOUT	Sandwich year-out	MODEYPS = 23, 24 and FEEBAND = 02, 42 and LOCSDY = D, E, F, G
PT	Part-time	Otherwise

HESLEVEL

23. This field allocates students to level of study.

Value	Description	Definition
UG	Undergraduate	FUNDLEV = 10, 11
PGT	Postgraduate taught	FUNDLEV = 20, 21
PGR	Postgraduate research	FUNDLEV = 30, 31

HESTYPE

Undergraduates and postgraduate taught students

24. This field allocates students to the four categories of fundability and residential status. Undergraduates and postgraduate taught students (HESLEVEL = UG, PGT) were assigned as follows:

Value	Description	Definition
HOMEF	Home and EC HEFCE funded	FUNDCODE = 1
HOMEIF	Home and EC independently funded	FUNDCODE = 4
HOMENF	Home and EC non-fundable	FUNDCODE = 2, 5, 7 and FEEELIG = 1, 3 or (INSTID = 0001 and DOMICILE = 7826 and FUNDCODE = 1)
ISOV	Island and overseas	Otherwise

Postgraduate research students

25. Full-time and sandwich (HESMODE = FTS, SWOUT), postgraduate research students (HESLEVEL = PGR) were assigned fundability status as follows:

Value	Description	Definition
HOMENF	Home and EC non-fundable	(((FTE_TYPE = 1, 3 or TYPEYR = 1) and COMDATE < 1 August 2003) or (FTE_TYPE = 2, 4 and TYPEYR = 2, 4, 5 and COMDATE < 1 August 2002) and FUNDCODE = 1, 4) or FUNDCODE = 2, 5, 7 and FEEELIG = 1, 3)
HOMEF	Home and EC HEFCE funded	Not above and FUNDCODE = 1
HOMEIF	Home and EC independently funded	Not above and FUNDCODE = 4
ISOV	Island and overseas	Otherwise

26. Part-time (HESMODE = PT) postgraduate research students (HESLEVEL = PGR) were assigned fundability status as follows:

Value	Description	Definition
HOMENF	Home and EC non-fundable	(((FTE_TYPE = 1, 3 or TYPEYR = 1) and COMDATE < 1 August 2002) or (FTE_TYPE = 2, 4 and TYPEYR = 2, 4, 5 and COMDATE < 1 August 2001) and FUNDCODE = 1, 4) or (FUNDCODE = 2, 5, 7 and FEEELIG = 1, 3)
HOMEF	Home and EC HEFCE funded	Not above and FUNDCODE = 1
HOMEIF	Home and EC independently funded	Not above and FUNDCODE = 4
ISOV	Island and overseas	Otherwise

FDBRIDGE

27. This field identifies students on foundation degree bridging courses.

Value	Description	Definition
1	Student generates countable foundation degree bridging course	SPPRG = 08 and QUALAIM ≠ 61
0	Otherwise	Otherwise

Second countable years of programme of study

28. Non-standard academic years returned using the split FTE or 0:100 methods where all activity for the final year of programme of study falls entirely within an academic year will generate two countable years of programme of study.

ATT_LINK

29. This field indicates whether a link has been made, to improve our estimate of attributes for the first countable year, when two years of programme of study are generated.

Value	Description	Definition
1	HESA record generates two countable years of programme of study	In 2003-04 data FTE_TYPE = 2, 4 and TYPEYR = 1 and COMDATE < 1 August 2003 and DATELEFT < 1 August 2004 and DATELEFT > ANNIV In linked 2002-03 data FTE_TYPE = 2, 4 and TYPEYR = 2 to 4
0	Single countable year of programme of study generated	Otherwise

30. We make assumptions about the first countable year for students generating two countable years. Details of this assumption are given in paragraph 13 of Appendix 3.

STUBID

31. This field uniquely identifies years of programme of study when two years are generated.

Value	Description	Definition
1	First countable year of programme of study	ATT_LINK = 1 or FDBRIDGE = 1
2	Second countable year of programme of study	ATT_LINK = 1 or FDBRIDGE = 1
0	One countable year of programme of study	Otherwise

32. When STUBID = 1 and FDBRIDGE ≠ 1, we used HESA 2002-03 data to populate the following fields:

CAMPID	FTE_TYPE	FUNDLEV	SPCSTU
FEEBAND	FUNDCODE	LOCSDY	TYPEYR
FEEELIG	FUNDCOMP	QUALAIM	YEARPRG

33. Where FDBRIDGE = 1 and STUBID = 1, we will make the following assumptions: MODEYPS = 31, STULOAD = 30. In addition, if QUALAIM = 21 we will assume FUNDCOMP = 1.

34. Where FDBRIDGE = 1 and STUBID = 2, we will assume STULOAD = STULOAD – 30. In addition, if QUALAIM = 28 we will assume FUNDCOMP = 1.

HESNHS

35. This field identifies the three different groups of students that are eligible for NHS bursaries.

Value	Description	Definition
NHS1	Pre-registration students of nursing, midwifery, the allied health professions, dental auxiliaries, audiologists and operating department practitioners	((MSFUND = 31 and FUNDCODE = 2) or FUNDCODE = 5) and QUALAIM = 18, 33 and REGBODY = 02, 06, 07, 13 and (SBJQA1* = B or SBJQA2* = B or SBJQA3* = B) and (FEEELIG = 1 or (COMDATE < 31 December 2001 and REGBODY = 06 and QUALAIM = 33))

NHS2	English domiciled, pre-registration medical and dental students undertaking the 5 or 6 year undergraduate programme	QUALAIM = 18 and REGBODY = 01, 02 and CRSELGTH ≥ 5 and YEARSTU ≥ 5 and (SBJQA1* = A or SBJQA2* = A or SBJQA3* = A)
NHS3	Pre-registration medical and dental students attending the accelerated four year graduate entry programme	QUALAIM = 18 and REGBODY = 01, 02 (SBJQA1* = A or SBJQA2* = A or SBJQA3* = A) and CRSELGTH = 4 and QUALENT2 = 11 and YEARPRG > 1

* The first two characters of the field are used.

HESFEELV

36. This field contains the level of tuition fee chargeable to the student. The table below shows the hierarchy of values we use, with NHS bursaried courses being the highest tuition fee level.

Value	Description	Definition
NHS	NHS bursaried courses	HESNHS = NHS1, NHS2, NHS3
FDBC	Foundation degree bridging course	FDBRIDGE = 1 and STUBID = 1
1125	Undergraduate full fee	FEEBAND = 01
550	Undergraduate half fee	FEEBAND = 02
0	ERASMUS/SOCRATES students	FEEBAND = 03
OTHER	Other fee charged	Otherwise

FOU_LINK

37. This field indicates whether the programme of study includes an integrated foundation year at HE level.

Value	Description	Definition
1	Programme of study includes a foundation year	In linked data YEARPRG = 0
0	Otherwise	Otherwise

YEARONE

38. This indicates whether a student is a new entrant.

Value	Description	Definition
1	New entrant	(FTE_TYPE = 1, 3 and YEARPRG = 0, 1 and FOU_LINK = 0) or (FTE_TYPE = 2, 4 and TYPEYR = 1 and YEARPRG = 0, 1 and FOU_LINK = 0) or (FTE_TYPE = 2, 4 and TYPEYR = 2, 4, 5 and ((YEARPRG = 2 and FOU_LINK = 0) or (YEARPRG = 1 and FOU_LINK = 1))))
0	Not new entrant	Otherwise

39. For students on a course for which a year of programme is not a recognised concept (YEARPRG = 99), we calculated an indicative YEARPRG as one plus the number of elapsed years between COMDATE and 31 July 2004 for use in the above calculations. Details about this assumption are given in paragraph 17 of Appendix 3.

LENGTH

40. This field indicates whether the student is on a standard or long year of programme of study.

Value	Description	Definition
L	Long	FUNDLEV = 11, 21, 31
S	Standard	Otherwise

ANNIV

41. This field contains the anniversary of commencement date during the academic year 2003-04.

TAIL

42. This field indicates whether the year of programme of study is the end of a sequence of non-standard years of programme of study reported using the split FTE method.

Value	Description	Definition
1	Last year of split FTE course	FTE_TYPE = 2 and (TYPEYR = 2, 5 or STUBID = 2) and DATELEFT > 31 July 2003 and DATELEFT < 1 August 2004
0	Otherwise	Otherwise

FTE_LINK

43. This field indicates whether a successful link was made to improve our estimates of FTE and price group allocations for students studying on non-standard academic years when the FTE is split proportionally across years. The link has only been made for students starting such courses after 31 July 1998 and completing them during the academic year 2003-04.

Value	Description	Definition
1	Student load from first year used in calculating HESESFTE	In 2003-04 data TAIL = 1 In linked data FTE_TYPE = 2 and TYPEYR = 2, 3 and COMDATE in academic year
0	Otherwise	Otherwise

STULOAYY

44. This field contains the value of STULOAD, capped at 100, from the year of linked FTE data. The year the STULOAD is taken from is given in YRSTULOA. This field is only completed where FTE_LINK = 1.

YRSTULOA

45. This field contains the year the value in STULOAYY is taken from. For example if YRSTULOA = 1998 then STULOAYY was taken from the 1998-99 July student record. This field is only completed if FTE_LINK = 1.

FTE_CASE

46. For non-standard academic years or when two years of programme of study are generated, the method used to calculate HESESFTE is dependent on the following factors:

a. Method used to return FTE.

b. Length of the programme of study.

c. Number of countable years of programme of study generated in HESES03.

d. Whether the year of programme of study is the last or not.

47. The table below shows how we identify different cases of non-standard academic years of programme of study.

Value	Description	Definition
0	Standard academic year	TYPEYR = 1 and ATT_LINK = 0
1	100:0	FTE_TYPE = 3
2	0:100 and one year generated in HESES03	FTE_TYPE = 4 and ATT_LINK = 0
0:100 and two years generated in HESES03		
3a	First year	FTE_TYPE = 4 and STUBID = 1 and ATT_LINK = 1
3b	Second year	FTE_TYPE = 4 and STUBID = 2 and ATT_LINK = 1
4	Split FTE, one year generated in HESES03 and the programme of study is in the final year and a link was made to the first year	FTE_TYPE = 2 and FTE_LINK = 1 and ATT_LINK = 0
5	Split FTE, one year generated in HESES03 and the programme of study is in the final year and a link was not made to the first year	FTE_TYPE = 2 and FTE_LINK = 0 and TAIL = 1
6	Split FTE, one year generated in HESES03, on a programme of study generating two or more years which is not the final year	FTE_TYPE = 2 and FTE_LINK = 0 and TAIL = 0
Split FTE, two years generated in HESES03 and a link was made to the first year of programme of study		
7a	First year	FTE_TYPE = 2 and FTE_LINK = 1 and STUBID = 1 and ATT_LINK = 1
7b	Second year	FTE_TYPE = 2 and FTE_LINK = 1 and STUBID = 2 and ATT_LINK = 1
Split FTE, two years generated in HESES03 and a link was not made to the first year of programme of study		
8a	First year	FTE_TYPE = 2 and FTE_LINK = 0 and STUBID = 1 and ATT_LINK = 1
8b	Second year	FTE_TYPE = 2 and FTE_LINK = 0 and STUBID = 2 and ATT_LINK = 1

48. We do not attempt to link across years to obtain FTE for full-time and sandwich year-out and sandwich students (HESMODE = FTS, SWOUT) that do not generate two countable years in the re-creation.

PROP

49. This field contains the proportion of STULOAD that should be allocated to the second countable year of programme of study where two countable years are generated. PROP is only calculated where FTE_TYPE = 2, 4.

Value	Definition
(DATELEFT – ANNIV) / (DATELEFT – (ANNIV – 365))	FTE_TYPE = 4
(DATELEFT – ANNIV) / (DATELEFT – 31 July 2003)	FTE_TYPE = 2

AVRGLOAD

50. AVRGLOAD is the arithmetic mean of STULOAD for all students on non-standard academic years of programme of study in their first academic year, with the same MODE and QUALAIM at the same institution.

HESESFTE

51. This field contains the FTE we assume for the year of programme of study in Column 4a of the HESES03 re-creation. When the year of programme of study is contained in a standard academic year and one year of programme of study is generated, HESESFTE is taken to be STULOAD. The table below shows the method of calculating HESESFTE for different groups of non-standard academic years of programme of study.

FTE_CASE	HESESFTE
0	STULOAD
1	STULOAD
2	STULOAD
3a	STULOAD – (STULOAD x PROP)
3b	STULOAD x PROP
4	STULOAD + STULOAYY
5	STULOAD + AVRGLOAD
6	STULOAD
7a	(STULOAD + STULOAYY) – STULOAD x PROP
7b	STULOAD x PROP
8a	(STULOAD + AVRGLOAD) – STULOAD x PROP
8b	STULOAD x PROP

52. HESESFTE is capped at 100. HESESFTE is set to 50 for all sandwich year-out years of programme of study (HESMODE = SWOUT). HESESFTE is set to 100 for all full-time and sandwich years of programme of study (HESMODE = FTS). Where FDBRIDGE = 1 and STUBID = 1, we will set HESESFTE = 30.

CRSELGTH

53. This field contains the expected length of the course in years. The values are rounded up to the nearest whole year.

Value	Definition
SPLENGTH	UNITLGTH = 1
SPLENGTH / 12	UNITLGTH = 2
SPLENGTH / 52	UNITLGTH = 3
6	UNITLGTH = 9
1	Otherwise

TOTFTE

54. This field evaluates the sum of FTE for all modules for a HESA student record.

XPRP101

55. This field evaluates the proportion of FTE in each cost centre/subject combination.

Value	Definition
SBJPER01-16	RECID = 03011
SBJPER01	RECID = 03111
(FTE/TOTFTE) x 100	RECID = 03012/03113, 03112/03113 and TOTFTE > 0
(SBJPER01-02 x ((FTE/TOTFTE) x 100)/100	RECID = 03012/03013, 03112/03113 and TOTFTE > 0 and SBJ01-02 ≠ blank
0	RECID = 03211, 03311, 03411, 03711, 03212, 03312, 03412, 03612, 03712 or (RECID = 03012/03113, 03112/03113 and TOTFTE = 0) and (RECID = 03012/03013, 03112/03113 and (TOTFTE = 0 or SBJ01-02 = blank))

Price groups

PRGA, PRGB, PRGC, PRGD, PRGMEDIA, PRGPSYCH, PRGITT, PRGINSET

56. The proportion of activity in each price group is contained in the eight price group fields given in the table below. The proportion of activity in each price group is calculated by mapping cost centre codes to price groups and summing the values of XPRP101 for each cost centre over each price group. The table below shows the mapping of cost centre codes to price group fields and the value each field will take.

57. Where FTE from earlier academic years (FTE_CASE = 4, 7a) is used to improve the estimate of HESESFTE, price group allocations are also adjusted to take account of this. The same algorithm as detailed is applied to cost centre information from YRSTULOA to get a price group distribution for the first year. The price group distribution for the re-creation is weighted according to the relative balance of contribution of STULOAD and STULOAYY to HESESFTE. For students on ITT or INSET(QTS) courses, PRGITT and PRGINSET are set respectively.

58. In some cases the sum of PRGA, PRGB, PRGC, PRGD, PRGMEDIA, PRGPSYCH, PRGITT, PRGINSET may not equal one. In this case we scale PRGA, PRGB, PRGC, PRGD, PRGMEDIA, PRGPSYCH, PRGITT, PRGINSET so that their sum is one.

Field name	Cost centres	Value of field
PRGA	See paragraphs 59 and 60	
PRGB	01[#], 02[#], 03[#], 04, 08, 09, 10, 11, 12, 13, 14 , 16, 17, 18, 19, 20, 21, 39	sum of XPRP101s/100
PRGC	05, 06, 23, 24, 25, 26, 28, 33, 34[†], 35, 36, 37, 38*	sum of XPRP101s/100
PRGD	27, 29, 31, 32, 34[†], 38*, 41	sum of XPRP101s/100
PRGMEDIA	30	sum of XPRP101s/100
PRGPSYCH	07	sum of XPRP101s/100
PRGITT	Courses of initial teacher training leading to QTS (TTCID = 1, 6, 7)	1
PRGINSET	Courses of in-service education of teachers, where the student has QTS (TTCID = 3)	1

[#] Except those students identified as clinical medicine, dentistry and veterinary science in paragraphs 59 and 60.

[†] Activity that is ITT but does not lead to QTS (TTCID = 2) is allocated to price group C.

* Activity in cost centre 38 described in paragraphs 63 and 64 is assigned to price group C in the re-creation tables.

Medicine, dentistry and veterinary science – undergraduates

59. Undergraduate medicine, dentistry and veterinary science were assigned to price groups as follows:

Field	Description	Definition	Value of field
PRGA	Clinical medicine	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 01 and CRSELGTH – YEARPRG = 0, 1, 2 and (SBJQA1* = A3 or SBJQA2* = A3 or SBJQA3* = A3)	1
	Veterinary science	QUALAIM = 18 and REGBODY = 14 and (SBJQA1* = D1, D2 or SBJQA2* = D1, D2 or SBJQA3* = D1, D2)	
	Clinical dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 02 and CRSELGTH – YEARPRG = 0, 1, 2, 3 and (SBJQA1* = A4 or SBJQA2* = A4 or SBJQA3* = A4)	
PRGB	Pre-clinical medicine and dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 01, 02 and not above	1

* The first two characters of the field are used.

Clinical medicine, dentistry and veterinary science – postgraduates

60. Postgraduate medicine, dentistry and veterinary science were assigned to price groups as follows:

Field	Description	Definition	Value of field
PRGA	Clinical medicine and dentistry	Cost centre = 01, 02 and SBJQA1* = A3, A4	sum of XPRP101s/100
PRGA	Veterinary science	Cost centre = 03	sum of XPRP101s/100

* The first two characters of the field are used

HESMED

61. A flag to identify whether the student is a medical or dental student that meets the criteria for inclusion in Table 1b.

Value	Definition
1	HESLEVEL = UG and HESMODE = FTS and QUALAIM = 18 and REGBODY = 01, 02
0	Otherwise

CDPRP, CMPRP, PCDPRP, PCMPRP

62. Clinical and pre-clinical medicine and dentistry were assigned to the price groups in Table 1b as follows:

Field	Description	Definition	Value of field
CDPRP	Clinical dentistry	HESMED = 1 and REGBODY = 02	PRGA
CMPRP	Clinical medicine	HESMED = 1 and REGBODY = 01	PRGA
PCDPRP	Pre-clinical dentistry	HESMED = 1 and REGBODY = 02	1 - PRGA
PCMPRP	Pre-clinical medicine	HESMED = 1 and REGBODY = 01	1 - PRGA

Sports science and leisure

63. In 1998 we reviewed the mapping of the Sports Science and Leisure cost centre (cost centre 38) to price groups. As a result, a list of institutions was drawn up whose provision in this cost centre met threshold criteria for the use of well equipped sports science laboratories and/or sports facilities, and hence allocated to price group C. This list was used in the allocation of students to price groups. This list has subsequently been updated after receiving notification from institutions that their provision met the threshold criteria stated in HEFCE circular letter 38/98.

SPORT

64. A flag to identify whether sports science and leisure studies activity is assigned to price group C.

Value	Description
1	Sports science allocated to price group C
0	Sports science allocated to price group D

MEDIAB

65. This field contains the proportion of media activity assigned to price group B.

MEDIAC

66. This field contains the proportion of media activity assigned to price group C.

MEDIAD

67. This field contains the proportion of media activity assigned to price group D.

PSYCHB

68. This field contains the proportion of psychology activity assigned to price group B.

PSYCHD

69. This field contains the proportion of psychology activity assigned to price group D.

HESREG

70. This field indicates whether the student will appear in Column 1 or 2 of the HESES03 re-creation. If the student is excluded (HESEXCL ≠ 0), this field is not used to populate the tables.

Value	Description	Definition
1	Included in Column 1	(FTE_TYPE = 1, 3 and ANNIV < 2 December 2003) or (FTE_TYPE = 2, 4 and (TYPEYR = 2 to 5 or (TYPEYR = 1 and ANNIV < 2 December 2003)))
2	Included in Column 2	Otherwise

HESCOMP

71. This field indicates whether the student will appear in Column 3 or 4 of the HESES03 re-creation. If the student is excluded (HESEXCL ≠ 0) this field is not used to populate the tables.

Value	Description	Definition
3	Included in Column 3	((FTE_TYPE = 1, 3 or TYPEYR = 1) and FUNDCOMP = 2) or (FTE_TYPE = 2, 4 and TYPEYR = 2 to 5 and DATELEFT ≠ blank and FUNDCOMP = 2 and DATELEFT < ANNIV)
4	Included in Column 4	Otherwise

ELAPSED

72. This field contains the expected length of the course in days.

Value	Definition
365 × SPLENGTH	UNITLGTH=1
365/12 × SPLENGTH	UNITLGTH=2
365/52 × SPLENGTH	UNITLGTH=3
2191	UNITLGTH=9
0	Otherwise

HESEXCL

73. This field indicates whether the student is included in the HESES03 re-creation. For students excluded from the re-creation HESEXCL contains the sum of all applicable values from the table below. Students included in the re-creation have HESEXCL = 0.

Value	Description	Definition
1	Not active in academic year	COMDATE > 31 July 2004 or DATELEFT < 1 August 2003
2	FE, NVQ or QTS only students	QUALAIM = 44, 45, 51 to 55, 71 to 83
4	Students with no qualification aim	QUALAIM = 97 to 99
8	Students explicitly excluded from the HESES03 population	FUNDLEV = 99 or FUNDCOMP = 9
16	Students taught wholly outside the UK	LOCSDY = 7 and FUNDCODE ≠ 1

32	Dormant, sabbatical or students writing-up	MODEYPS = 51, 63, 64 or (MODEYPS = 43, 44 and ((COMDATE + ELAPSED) < 1 August 2003 or MODE_OLD = 43, 44) or (INSTID = 0012 and MODE = 41, 42, 43, 44))
64	Incoming exchange students	SPCSTU = 3 to 6, 8
128	Students with an FTE of less than 3%	HESESFTE < 3
256	Students on non-standard academic years using the split FTE or 0:100 methods in first academic year	FTE_TYPE = 2, 4 and COMDATE > 31 July 2003 and COMDATE < 1 August 2004 and TYPEYR = 2, 3
512	Students on standard academic years who withdrew before 2 December 2003 or students on non-standard academic years who withdrew before the anniversary of their commencement date	DATELEFT < 2 December 2003 and FUNDCOMP = 2 and (TYPEYR = 1 or (DATELEFT < ANNIV and TYPEYR = 2 to 5) or COMDATE > 31 July 2003)
1024	No cost centre information and FTE of at least 3%	(PRGA + PRGB + PRGC + PRGD + PRGPSYCH + PRGMEDIA + PRGINST + PRGITT) = 0 and HESESFTE ≥ 3

74. The value in HESEXCL will be the sum of all applicable codes for a student. For example, if HESEXCL = 74, then subtracting figures from the above table starting at the bottom, we see that the student is an incoming exchange (HESEXCL = 64), explicitly excluded (HESEXCL = 8) and an FE student (HESEXCL = 2).

EXCL1

75. Flag indicating whether the student was excluded due to non-activity in the academic year.

Value	Description	Definition
1	Not active in academic year	COMDATE > 31 July 2004 or DATELEFT < 1 August 2003
0	Active in academic year	Otherwise

EXCL2

76. Flag indicating whether the student was excluded due to non-HE qualification aim.

Value	Description	Definition
1	FE, NVQ or QTS only student	QUALAIM = 44, 45, 51 to 55, 71 to 83
0	Student with other qualification aim	Otherwise

EXCL4

77. Flag indicating whether the student was excluded due to no qualification aim.

Value	Description	Definition
1	Student with no qualification aim	QUALAIM = 97 to 99
0	Student with qualification aim	Otherwise

EXCL8

78. Flag indicating whether the student was explicitly excluded from the HESES03 student population.

Value	Description	Definition
1	Student explicitly excluded from the HESES03 population	FUNDLEV = 99 or FUNDCOMP = 9
0	Student not explicitly excluded from the HESES03 population	Otherwise

EXCL16

79. Flag indicating whether the student was excluded due to being wholly taught outside the UK.

Value	Description	Definition
1	Student taught wholly outside UK	LOCSDY = 7 and FUNDCODE ≠ 1
0	Student not taught wholly outside UK	Otherwise

EXCL32

80. Flag indicating whether the student was excluded due to being dormant, sabbatical or writing-up.

Value	Description	Definition
1	Dormant, sabbatical or writing-up student	MODEYPS = 51, 63, 64 or (MODEYPS = 43, 44 and ((COMDATE + ELAPSED) < 1 August 2003 or MODE_OLD = 43, 44) or (INSTID = 0012 and MODE = 41, 42, 43, 44)
0	Not dormant, sabbatical or writing-up student	Otherwise

EXCL64

81. Flag indicating whether the student was excluded for being an incoming exchange student.

Value	Description	Definition
1	Incoming exchange student	SPCSTU = 3 to 6, 8
0	Not incoming exchange student	Otherwise

EXCL128

82. Flag indicating whether the student was excluded due to an FTE of less than 3 per cent.

Value	Description	Definition
1	Students with an FTE of less than 3%	HESESFTE < 3
0	Students with an FTE of at least 3%	Otherwise

EXCL256

83. Flag indicating whether the student on a non-standard academic year in the first academic year was excluded.

Value	Description	Definition
1	Students on non-standard academic years using the split FTE or 0:100 methods in first academic year	FTE_TYPE = 2, 4 and COMDATE > 31 July 2003 and COMDATE < 1 August 2004 and TYPEYR = 2, 3
0	Otherwise	Otherwise

EXCL512

84. Flag indicating whether the student was excluded due to being on a standard academic year and withdrawing before 2 December 2003 or on a non-standard academic year and withdrawing before the anniversary of their commencement date.

Value	Description	Definition
1	Early withdrawal	DATELEFT < 2 December 2003 and FUNDCOMP = 2 and (TYPEYR = 1 or (DATELEFT < ANNIV and TYPEYR = 2 to 5) or COMDATE > 31 July 2003)
0	Not an early withdrawal	Otherwise

EXCL1024

85. Flag indicating whether the student was excluded for having no cost centre information and an FTE of at least 3 per cent.

Value	Description	Definition
1	No cost centre information and FTE of at least 3%	(PRGA + PRGB + PRGC + PRGD + PRGPSYCH + PRGMEDIA + PRGINST + PRGITT) = 0 and HESESFTE ≥ 3
0	Cost centre information or FTE of less than 3%	Otherwise

HESCOL4

86. This field indicates whether the student is included in Column 4 of the HESES03 re-creation.

Value	Description	Definition
1	Included in Column 4	HESCOMP = 4 and HESEXCL = 0
0	Not included in Column 4	Otherwise

Funding for teaching

87. As part of the re-creation we produce the following reports which show the calculation of grant adjustments:

- Report on adjustments to grant for 2003-04 using HESA 2003-04 student data
- Standard resource for 2003-04 using HESA 2003-04 student data
- Assumed fee income for 2003-04 using HESA 2003-04 student data.

88. Paragraphs 87-134 only relate to the reports generated from HESA 2003-04 student data, rather than the equivalent reports based on HESES03 data, which we also provide.

89. Further details on the calculation of teaching grant can be found in 'Funding higher education in England: How HEFCE allocates its funds' (HEFCE 2003/29).

Grant adjustment report

90. The figures shown in 'Provisional HESES03 re-creation grant adjustment report' are sourced from HESA 2003-04 student data and the final 2003-04 individual grant tables. In this section we describe the figures that are sourced from HESA 2003-04 student data. Figures that are sourced from the 2003-04 individual grant tables are described in the annex to Bridget Josselyn's letter of 4 March 2003 that was sent to heads of institutions.

91. The grant adjustment report is made up of the following sections:

- funding conditional upon delivery of growth
- medical and dental holdback
- contract range holdback/divergence
- adjustment to 2003-04 and 2004-05 grants.

Funding conditional upon delivery of growth

Actual FTEs (HEFCE-fundable)

92. The students used to derive 'Actual FTEs (HEFCE-fundable)' can be identified by selecting HESCOL4 = 1 and HESTYPE = HOMEF, HOMEIF. 'Actual FTEs (HEFCE-fundable)' can be found by summing HESESFTE and dividing by 100 for these students.

Funds due back

93. If the 'Associated maximum funding (£)' for 'FTEs required to fully recover reductions in ASN funding' is 'Not applicable' then we set 'Funds due back' to £0. Otherwise, if 'Actual FTEs (HEFCE-fundable)' is greater than '2003-04 Baseline FTEs', we subtract '2003-04 Baseline FTEs' from 'Actual FTEs (HEFCE-fundable)' and multiply this difference by 'Rate per FTE (£)' to give 'Funds due back'. If this calculation of 'Funds due back' is greater than the 'Associated maximum funding (£)', then we adjust 'Funds due back' to equal the 'Associated maximum funding (£)'.

Funds to be held back

94. If the 'Associated maximum funding (£)' for 'FTEs required to avoid reduction in ASN funding' is 'Not applicable' then we set 'Funds to be held back' to £0. Otherwise, if 'Actual FTEs (HEFCE-fundable)' is less than 'FTEs required to avoid reduction in ASN funding', we subtract 'Actual FTEs (HEFCE-fundable)' from 'FTEs required to avoid reduction in ASN funding' and multiply this difference by 'Rate per FTE (£)' to give 'Funds to be held back'. If this calculation of 'Funds to be held back' is greater than the 'Associated maximum funding (£)', then we adjust 'Funds to be held back' to equal the 'Associated maximum funding (£)'.

Medical and dental holdback

95. The students used to derive 'Medical and dental FTEs' can be identified by selecting HESMED = 1 and HESTYPE = HOMEF, HOMEIF and HESCOL4 = 1. 'Medical and dental

FTEs' can be found by summing HESESFTE and dividing by 100 for these students.

96. 'Difference' is calculated by subtracting 'Medical and dental CFTE for 2003-04' from 'Medical and dental FTEs'.

97. If 'Difference' is less than zero then 'Provisional medical and dental holdback' is calculated as 'Difference' multiplied by £8,703. This is the average rate based on the standard five-year medical course, and details of how it is calculated can be found in 'HEFCE grant adjustments 2003-04' (HEFCE 2003/24).

Contract range holdback/divergence

98. 'Net mainstream teaching funds' is calculated by subtracting 'Provisional medical and dental holdback' and 'Funds to be held back' from 'Total mainstream teaching funds for 2003-04' and then adding 'Funds due back'.

99. 'Recalculated assumed fee income for 2003-04' is the total 'Fee estimate (average fee x HESES03 re-creation FTE)' as described in paragraphs 127-134.

100. 'Recalculated assumed resource for 2003-04' is calculated by adding 'Net mainstream teaching funds' to 'Recalculated assumed fee income for 2003-04'.

101. 'Recalculated standard resource for 2003-04' is the total '2003-04 Standard resource' as described in paragraphs 111-126.

102. 'Difference' is calculated by subtracting 'Recalculated standard resource for 2003-04' from 'Recalculated assumed resource for 2003-04'.

103. To calculate 'Percentage difference', 'Difference' is divided by 'Recalculated standard resource for 2003-04' and multiplied by 100. If 'Percentage difference falls within the '2003-04 Contract range' then 'Divergence from contract range' is 0.0 per cent. If 'Percentage difference' is outside the '2003-04 Contract range', 'Divergence from contract range' is the variance between the 'Percentage difference' and the '2003-04 Contract range'.

104. 'Divergence from contract range after small institution adjustment' only affects institutions with more than 50, but no more than 400, HEFCE-fundable FTEs. For such institutions we divide 'Recalculated standard resource for 2003-04' by the total '2003-04 FTEs from the HESES03 re-creation' and multiply by 10. We also divide the 'Recalculated assumed fee income for 2003-04' by the total '2003-04 FTEs from the HESES03 re-creation' and multiply by 10.

105. We add (for institutions above the contract range) or subtract (for institutions below it) these figures from 'Recalculated standard resource for 2003-04' and 'Recalculated assumed fee income for 2003-04' respectively. 'Percentage difference' is recalculated and 'Divergence from contract range after small institution adjustment' is re-calculated as 'Divergence from contract range'.

106. 'Provisional contract range holdback/divergence' is generated depending on whether the institution is above or below its contract range. If the institution is above its contract range, 'Provisional contract range holdback' is calculated by multiplying 'Divergence from contract range after small institution adjustment' by 'Recalculated standard resource for 2003-04'. If the institution is below its contract range, 'Provisional contract range divergence' is also calculated by multiplying 'Divergence from contract range after small institution adjustment' by 'Recalculated standard resource for 2003-04'.

In-year moderation

107. 'Provisional total funding adjustment for 2003-04 before moderation generated by HESES03 re-creation' is calculated as 'Funds due back' minus the sum of 'Funds to be held back', 'Provisional medical and dental holdback' and 'Provisional contract range holdback'.

108. 'Provisional total funding adjustment for 2003-04 before moderation generated by HESES03 re-creation' is moderated so that, in general, no institution receives a reduction in resource (HEFCE funding for teaching and research plus regulated fee income) in 2003-04 compared with the

equivalent unmoderated figure for 2003-04. We apply a minimum threshold of £100,000, below which moderation does not apply.

109. 'Provisional net funding adjustment to be applied in 2003-04 generated by HESES03 re-creation' is calculated as the sum of 'Provisional total funding adjustment for 2003-04 before moderation generated by HESES03 re-creation' and 'In-year moderation due to 2003-04 holdback generated by HESES03 re-creation'.

110. 'Provisional adjustment to 2004-05 baseline grant generated by HESES03 re-creation' is calculated as 'Funds due back' minus 'Funds to be held back' minus 'Provisional contract range holdback'.

Calculation of standard resource

111. We calculate standard resource based on HESA 2003-04 student data using:

- 2003-04 FTEs from the HESES03 re-creation
- 2003-04 base-weighted FTE students
- premiums applied to unweighted FTEs
- premiums applied to FTEs weighted by price group
- base price.

2003-04 FTEs from the HESES03 re-creation

112. '2003-04 FTEs from the HESES03 re-creation' are identified by summing the FTE of students in each combination of length (LENGTH), level (HESLEVEL), mode (HESMODE) and price group. Examples of the assignment to price groups are described below.

Price group A

113. To identify HEFCE-funded, long, full-time and sandwich, and sandwich year-out undergraduates assigned to price group A, from the individualised file, select HESTYPE = HOMEF and LENGTH = L and HESMODE = FTS, SWOUT and HESLEVEL= UG and HESCOL4 = 1 and PRGA > 0. The number of '2003-04 FTEs from the HESES03 re-creation' can be found by summing the values of HESESFTE multiplied by PRGA and dividing by 100 where PRGA > 0.

Price group B

114. To identify HEFCE-funded, long, full-time and sandwich, and sandwich year-out undergraduates assigned to price group B, from the individualised file, select HESTYPE = HOMEF and LENGTH = L and HESMODE = FTS, SWOUT and HESLEVEL = UG and HESCOL4 = 1 and, PRGB > 0 or PRGMEDIA > 0 or PRGPSYCH > 0. The number of '2003-04 FTEs from the HESES03 re-creation' can be found by adding the following totals:

- multiplying HESESFTE by PRGB, summing the values and dividing by 100 where PRGB > 0
- multiplying HESESFTE by PRGMEDIA and MEDIAB, summing the values, and dividing by 100 where PRGMEDIA > 0
- multiplying HESESFTE by PRGPSYCH and PSYCHB, summing the values, and dividing by 100 where PRGPSYCH > 0.

Price group C

115. To identify HEFCE-funded, long, full-time and sandwich, and sandwich year-out undergraduates assigned to price group C, from the individualised file, select HESTYPE = HOMEF and LENGTH = L and HESMODE = FTS, SWOUT and HESLEVEL = UG and HESCOL4 = 1 and, PRGC > 0 or PRGMEDIA > 0. The number of '2003-04 FTEs from the HESES03 re-creation' can be found by adding the following totals:

- multiplying HESESFTE by PRGC, summing the values, and dividing by 100 where PRGC > 0
- multiplying HESESFTE by PRGMEDIA and MEDIAC, summing the values, and dividing by 100 where PRGMEDIA > 0.

Price group D

116. To identify HEFCE-funded, long, full-time and sandwich, and sandwich year-out undergraduates assigned to price group D, from the individualised file, select HESTYPE = HOMEF and LENGTH = L and HESMODE = FTS, SWOUT and HESLEVEL = UG and HESCOL4 = 1 and, PRGD > 0 or PRGMEDIA > 0 or PRGPSYCH > 0. The number of '2003-04 FTEs from the HESES03 re-creation' can be found by adding the following totals:

- multiplying HESESFTE by PRGD, summing the values, and dividing by 100 where PRGD > 0
- multiplying HESESFTE by PRGMEDIA and MEDIAD, summing the values, and dividing by 100 where PRGMEDIA > 0
- summing the values of HESESFTE multiplied by PRGPSYCH, multiplying by PSYCHD and dividing by 100 where PRGPSYCH > 0.

2003-04 Base-weighted FTE students

117. We calculate the '2003-04 Base-weighted FTE students' by multiplying '2003-04 FTEs from the HESES03 re-creation' by their price group weighting, for each combination of mode, level and length. The price group weightings are given in Table 6.

Premiums applied to unweighted FTEs

Small institutions

118. We calculate 'Small institutions' by multiplying '2003-04 FTEs from the HESES03 re-creation' by a small institution premium for each combination of price group, mode, level and length. Institutions will receive the variable, small institution premium if they had a total student FTE of 1,000 or less on the 1997-98 HESA student record. The FTE used for this purpose includes all students at all levels (including further education), irrespective of the source of funding. However, it is not allocated to those small, specialist institutions that have an institution-specific weight of more than 10 per cent.

Table 6 **Price group cost weighting description**

Price group	Description	Cost weight
A	The clinical stages of medicine and dentistry courses and veterinary science	4.5
B	Laboratory-based subjects (science, pre-clinical stages of medicine and dentistry, engineering and technology)	2
C	Subjects with a studio, laboratory or fieldwork element	1.5
D	All other subjects	1

Historic buildings

119. We calculate 'Historic buildings' by multiplying '2003-04 FTEs from the HESES03 re-creation' by an old and historic buildings premium for each combination of price group, mode, level and length. Institutions will receive the variable old and historic buildings premium if they have buildings that were constructed before 1914.

Premiums applied to FTEs weighted by price group

Long courses ≥ 45 weeks (25%)

120. We calculate 'Long courses ≥ 45 weeks (25%)' by multiplying '2003-04 Base-weighted FTE students' by 0.25 for each combination of mode and level, where LENGTH = L and PRGB > 0 or PRGC > 0 or PRGD > 0.

London weighting (inner = 8%, outer = 5%)

121. We calculate 'London weighting (inner = 8%, outer = 5%)' by multiplying '2003-04 Base-weighted FTE students' by 0.08 for inner London institutions and 0.05 for outer London institutions for each combination of price group, mode, level and length.

Pensions

122. We calculate 'Pensions' by multiplying '2003-04 Base-weighted FTE students' by 0.015 for each combination of price group, mode, level and length. Institutions will only receive the pensions premium if they are in the Universities Superannuation Scheme (USS).

Institution specific weights

123. We calculate 'Institution-specific weights' by multiplying '2003-04 Base-weighted FTE students' by an Institution-specific weight for each combination of price group, mode, level and length. Institutions eligible to receive the institution specific weight were notified in Jane Chenery's letter of 10 February 1998 that was sent to heads of institutions, but may have subsequently been revised, including as a result of recent reviews (the outcomes of which were notified in 'Funding of specialist higher education institutions' (HEFCE 00/51)).

Total fundable weighted student FTE

124. 'Total fundable weighted student FTE' is the sum of:

- 2003-04 Base-weighted FTE students
- Small institutions
- Historic buildings
- Long courses ≥ 45 weeks (25%)
- London weighting (inner = 8%, outer = 5%)
- Pensions
- Institution-specific weights.

Base price

125. We calculate a basic amount of resource for a full-time student by dividing all the money available to fund teaching (HEFCE grant plus assumed tuition fees) by the total number of weighted FTE students in the whole sector. This basic rate of resource (grant plus fee) is called the base price and is the standard FTE rate in price group D. In 2003-04, the base price was calculated to be £2,808.

2003-04 Standard resource

126. We calculate '2003-04 Standard resource' by multiplying 'Total fundable weighted FTEs' by the base price for each combination of price group, mode, level and length.

Calculation of assumed fee income

127. We calculate assumed fee income based on HESA 2003-04 student data using:

- 2003-04 estimated FTE students, described in paragraph 128
- assumed fee income per FTE, shown in Table 8
- 2003-04 FTEs from the HESES03 re-creation.

2003-04 Estimated FTE students

128. The headcount of students used to derive '2003-04 Estimated FTE students' is identified by selecting Home and EC (HESTYPE ≠ ISOV) and non-ITT students (PRGITT = 0) included in the re-creation (HESEXCL = 0). Each combination of level (HESLEVEL) and mode (HESMODE) for the fee levels (HESFEELV) are given in Table 7.

Table 7 **Fee levels**

HESMODE	HESLEVEL	HESFEELV
FTS	UG	1125, 550, 0
FTS	PGT	1125, 550, OTHER
FTS	PGR	OTHER
SWOUT	UG	550
SWOUT	PGT	550, OTHER
SWOUT	PGR	OTHER
PT	UG	1125, 550, 0, OTHER
PT	PGT	1125, 550, OTHER
PT	PGR	OTHER

129. For the sandwich year-out and part-time students selected above, the '2003-04 Estimated FTE students' is calculated by halving the number of students.

Total fee income

130. We assume the fees for each combination of mode (HESMODE), level (HESLEVEL) and fee level (HESFEELV) as given in Table 7.

131. For each estimated FTE we assume a fee for their mode, level and fee level. See Table 8 for a breakdown of the assumed fees. To calculate 'Total fee income' for each combination of mode and level, we sum the assumed fees for each estimated FTE within that mode and level.

Derived average fee per estimated FTE

132. We calculate the 'Derived average fee per estimated FTE' by dividing the 'Total fee income' by the '2003-04 Estimated FTE students' for each combination of mode and level.

2003-04 FTEs from the HESES03 re-creation

133. The students used to derive '2003-04 FTEs from the HESES03 re-creation' can be identified for each combination of mode (HESMODE) and level (HESLEVEL) by selecting HESCOL4 = 1 and HESTYPE = HOMEF. '2003-04 FTEs from the HESES03 re-creation' can be found by summing HESESFTE and dividing by 100 for these students. This total will match the '2003-04 FTEs from the HESES03 re-creation' total on the standard resource table.

Fee estimate (average fee x HESES03 re-creation FTE)

134. We calculate 'Fee estimate (average fee x HESES03 re-creation FTE)' for each combination of mode and level by multiplying 'Derived average fee per estimated FTE' by '2003-04 FTEs from the HESES03 re-creation'.

Table 8 **Assumed fees**

HESMODE	HESLEVEL	HESFEELV	Assumed fees(£)
FTS	UG	1125	1125
FTS	UG	550	550
FTS	UG	0	0
FTS	PGT	1125	1125
FTS	PGT	550	550
FTS	PGT	OTHER	2940
FTS	PGR	OTHER	2940
SWOUT	UG	550	1100
SWOUT	PGT	550	1100
SWOUT	PGT	OTHER	2940
SWOUT	PGR	OTHER	2940
PT	UG	1125	1100
PT	UG	550	1100
PT	UG	0	0
PT	UG	OTHER	830
PT	PGT	1125	1100
PT	PGT	550	1100
PT	PGT	OTHER	2940
PT	PGR	OTHER	2940

Appendix 2

Troubleshooting the differences between HESES03 and the HESES03 re-creation

Purpose

1. This appendix aims to help institutions identify the cause of any discrepancies between their HESA student data and HESES03 return. It is expected that institutions will have worked through this appendix and consulted the web-based FAQ page on the HEFCE web-site under Learning & teaching/Data collection before seeking assistance from HEFCE on resolving discrepancies.

Using this appendix

2. Figure 1 provides a systematic method for identifying at what point discrepancies between the returns occur. The subsequent paragraphs give possible causes for each discrepancy. These causes can be grouped into two categories:

- errors in completing specific fields on the HESA return (addressed in this appendix)
- problems of fit with the HESES03 re-creation algorithms (addressed in Appendix 3).

3. The diagnostic diagram in Figure 1 can be used to help identify errors in completing specific fields on the HESA return.

4. The match between HESES and HESA data is unlikely to be exact, due to estimates made when returning HESES and approximations made in the re-creation algorithms (see Appendix 3 for further details). Therefore, when using the diagnostic diagram we expect institutions to exercise their own judgement to decide when small differences between the two data sources are not significant. However, institutions need to be aware that small differences may accumulate and become significant. When the cause of a significant difference cannot be determined, it may be necessary to backtrack to find the root of the problem.

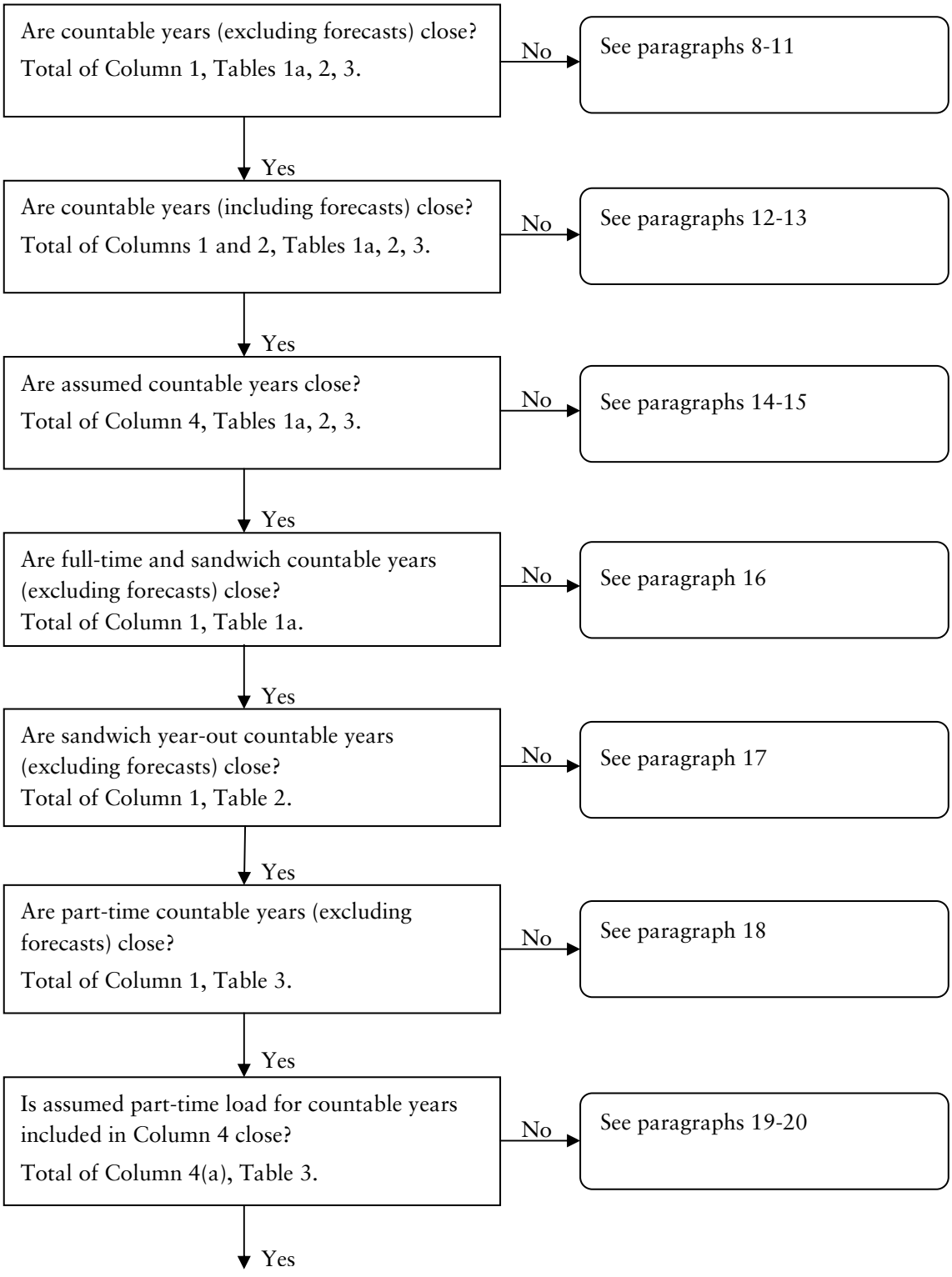
5. The description in this appendix is aimed at identifying weaknesses in the HESA data rather than HESES. Therefore it is possible to follow the diagnostic diagram given in Figure 1 without resolving the discrepancies if they are due to errors in HESES03.

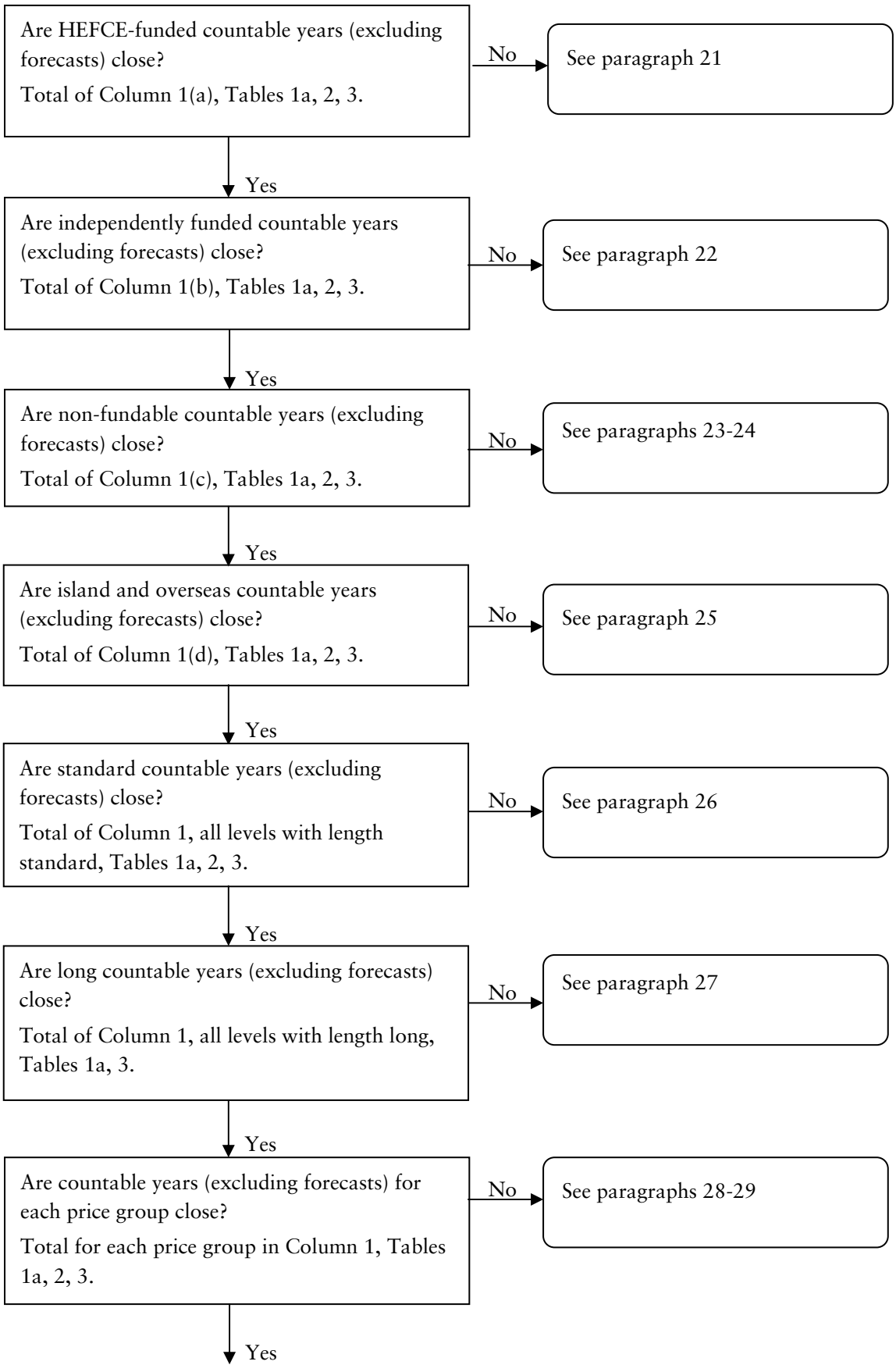
6. Throughout this appendix, fields taken from the HESA return or derived as part of the re-creation are shown in capitals using the names given in Tables 4 and 5 of Appendix 1.

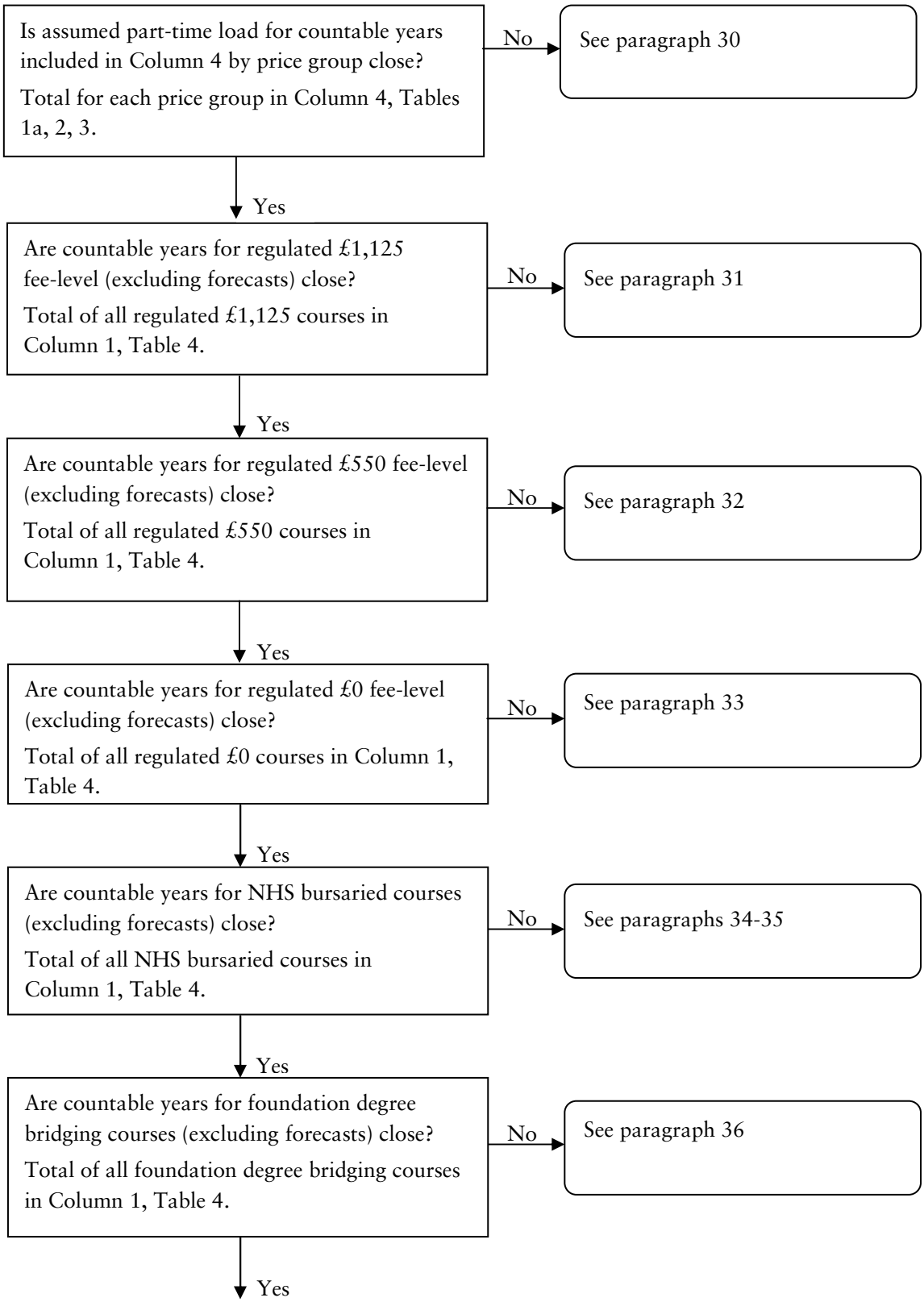
Using the individualised file

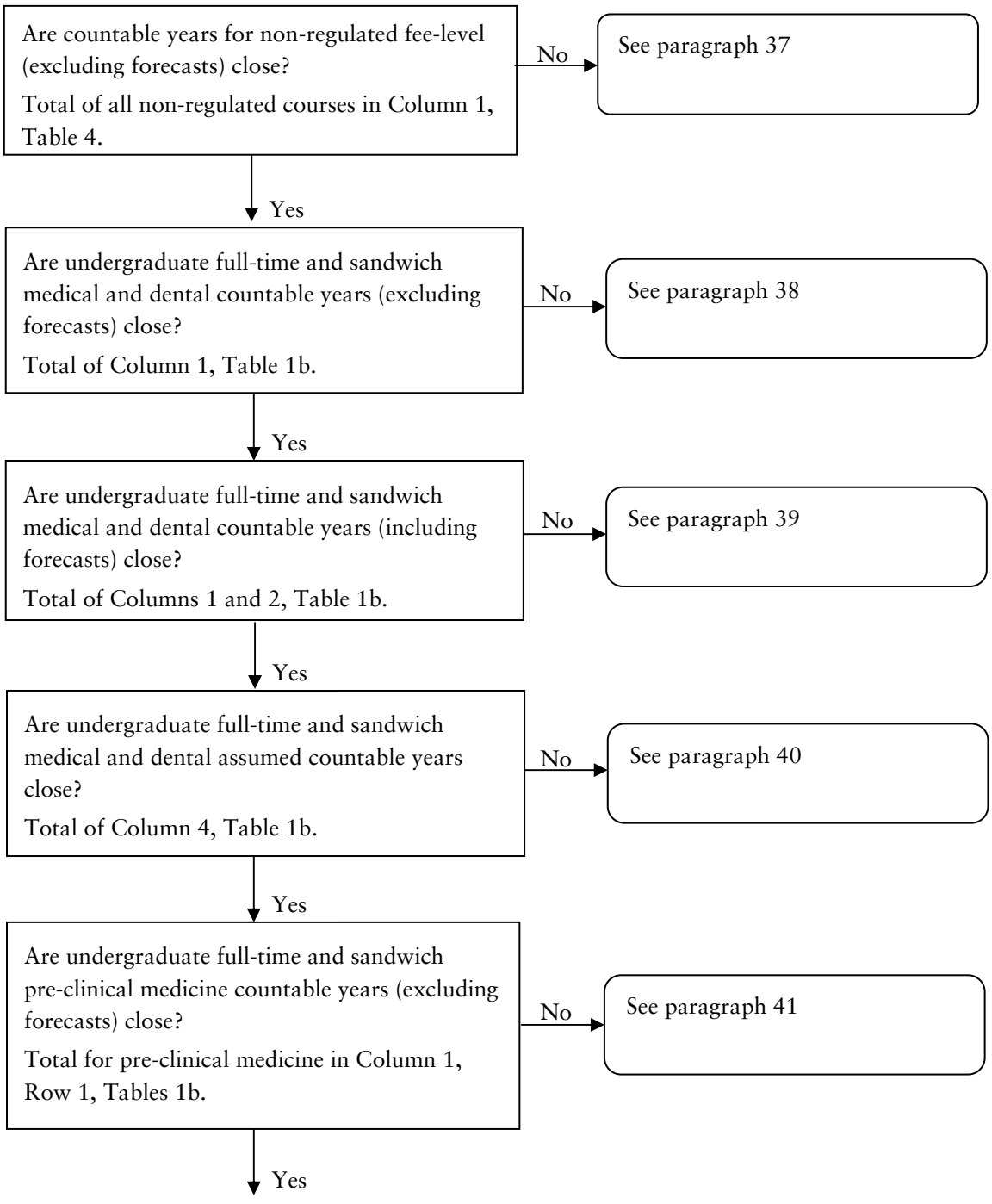
7. When working through this appendix it is necessary to use the individualised file HESR03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

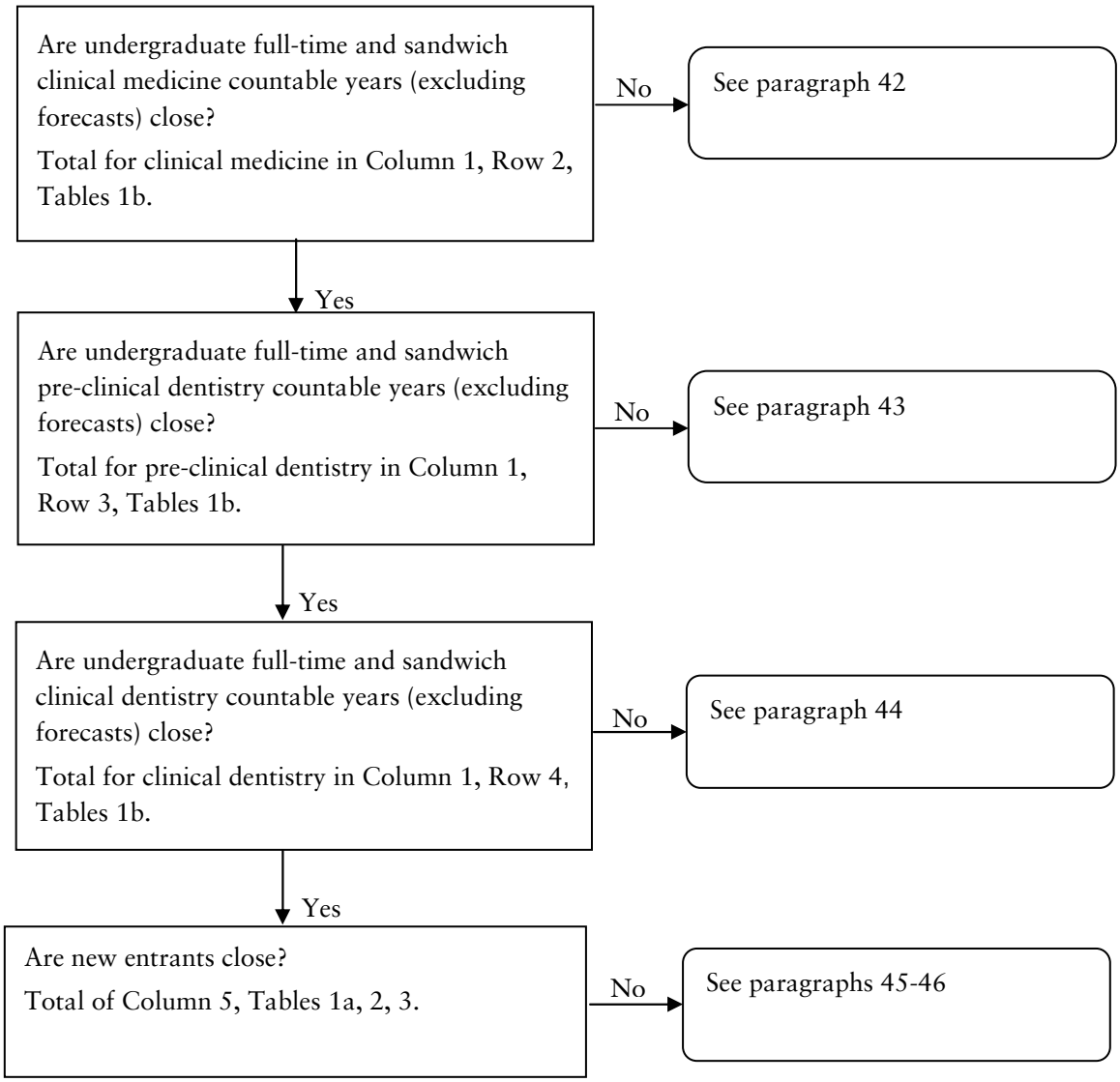
Figure 1 **Diagnostic flowchart**




Are HEFCE-funded countable years (excluding forecasts) close?
Total of Column 1(a), Tables 1a, 2, 3.
No
See paragraph 21
Yes
Are independently funded countable years (excluding forecasts) close?
Total of Column 1(b), Tables 1a, 2, 3.
No
See paragraph 22
Yes
Are non-fundable countable years (excluding forecasts) close?
Total of Column 1(c), Tables 1a, 2, 3.
No
See paragraphs 23-24
Yes
Are island and overseas countable years (excluding forecasts) close?
Total of Column 1(d), Tables 1a, 2, 3.
No
See paragraph 25
Yes
Are standard countable years (excluding forecasts) close?
Total of Column 1, all levels with length standard, Tables 1a, 2, 3.
No
See paragraph 26
Yes
Are long countable years (excluding forecasts) close?
Total of Column 1, all levels with length long, Tables 1a, 3.
No
See paragraph 27
Yes
Are countable years (excluding forecasts) for each price group close?
Total for each price group in Column 1, Tables 1a, 2, 3.
No
See paragraphs 28-29
Yes


Is assumed part-time load for countable years included in Column 4 by price group close?
Total for each price group in Column 4, Tables 1a, 2, 3.
No
See paragraph 30
Yes
Are countable years for regulated £1,125 fee-level (excluding forecasts) close?
Total of all regulated £1,125 courses in Column 1, Table 4.
No
See paragraph 31
Yes
Are countable years for regulated £550 fee-level (excluding forecasts) close?
Total of all regulated £550 courses in Column 1, Table 4.
No
See paragraph 32
Yes
Are countable years for regulated £0 fee-level (excluding forecasts) close?
Total of all regulated £0 courses in Column 1, Table 4.
No
See paragraph 33
Yes
Are countable years for NHS bursaried courses (excluding forecasts) close?
Total of all NHS bursaried courses in Column 1, Table 4.
No
See paragraphs 34-35
Yes
Are countable years for foundation degree bridging courses (excluding forecasts) close?
Total of all foundation degree bridging courses in Column 1, Table 4.
No
See paragraph 36
Yes


Are countable years for non-regulated fee-level (excluding forecasts) close?
Total of all non-regulated courses in Column 1, Table 4.
No
See paragraph 37
Yes
Are undergraduate full-time and sandwich medical and dental countable years (excluding forecasts) close?
Total of Column 1, Table 1b.
No
See paragraph 38
Yes
Are undergraduate full-time and sandwich medical and dental countable years (including forecasts) close?
Total of Columns 1 and 2, Table 1b.
No
See paragraph 39
Yes
Are undergraduate full-time and sandwich medical and dental assumed countable years close?
Total of Column 4, Table 1b.
No
See paragraph 40
Yes
Are undergraduate full-time and sandwich pre-clinical medicine countable years (excluding forecasts) close?
Total for pre-clinical medicine in Column 1, Row 1, Tables 1b.
No
See paragraph 41
Yes


Are undergraduate full-time and sandwich clinical medicine countable years (excluding forecasts) close?
Total for clinical medicine in Column 1, Row 2, Tables 1b.
No
See paragraph 42
Yes
Are undergraduate full-time and sandwich pre-clinical dentistry countable years (excluding forecasts) close?
Total for pre-clinical dentistry in Column 1, Row 3, Tables 1b.
No
See paragraph 43
Yes
Are undergraduate full-time and sandwich clinical dentistry countable years (excluding forecasts) close?
Total for clinical dentistry in Column 1, Row 4, Tables 1b.
No
See paragraph 44
Yes
Are new entrants close?
Total of Column 5, Tables 1a, 2, 3.
No
See paragraphs 45-46

Countable years (excluding forecasts)

8. To identify countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1. The algorithms for deriving HESEXCL and HESREG are given in paragraphs 73-74 and 70 respectively of Appendix 1.

9. Exceptionally a student generates two countable years of programme of study on the HESES return (see paragraph 11 of Annex D of 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) for further details). The field for identifying multiple years of programme of study is STUBID. The algorithms for deriving STUBID are given in paragraphs 31-34 of Appendix 1.

10. If our record of the method used to return FTE on the HESA student record is incorrect, differences are likely to arise (see paragraphs 7-13 of Annex D of 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) for further details). This is likely to cause a discrepancy between the two data sources for records where any of the following are true:

- FTE_TYPE = 1 and TYPEYR ≠ 1
- FTE_TYPE = 2 and STULOAD = 0
- FTE_TYPE = 3 and COMDATE > 31 July 2003 and STULOAD = 0
- FTE_TYPE = 4 and DATELEFT > 31 July 2003 and FUNDCOMP ≠ 2 and STULOAD = 0

11. We make an assumption about students writing up a thesis or a similar piece of work. Details of this assumption are given in paragraph 10 of Appendix 3.

Countable years (including forecasts)

12. To identify countable years (including forecasts) from the individualised file select HESEXCL = 0. The algorithms for deriving HESEXCL are given in paragraphs 73-74 of Appendix 1.

13. There may be a variance as a result of forecasting countable years on HESES03.

Assumed countable years

14. To identify assumed countable years from the individualised file select HESCOL4 = 1. Forecast non-completions are identifiable by HESEXCL = 0 and HESCOMP = 3. The algorithms for deriving HESCOL4, HESEXCL and HESCOMP are given in paragraphs 86, 73-74 and 71 respectively of Appendix 1.

15. There may be a variance as a result of forecasting non-completions on HESES03.

Full-time and sandwich countable years (excluding forecasts)

16. To identify full-time and sandwich countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMODE = FTS. The algorithms for deriving HESEXCL, HESREG and HESMODE are given in paragraphs 73-74, 70 and 22 respectively of Appendix 1.

Sandwich year-out countable years (excluding forecasts)

17. To identify sandwich year-out countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMODE = SWOUT. The algorithms for deriving HESEXCL, HESREG and HESMODE are given in paragraphs 73-74, 70 and 22 respectively of Appendix 1.

Part-time countable years (excluding forecasts)

18. To identify part-time countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMODE = PT. The algorithms for deriving HESEXCL, HESREG and HESMODE are given in paragraphs 73-74, 70 and 22 respectively of Appendix 1.

Assumed part-time load for countable years included in Column 4

19. To identify assumed part-time countable years included in Column 4 from the individualised file select HESCOL4 = 1 and HESMODE = PT. To obtain the load for these countable years sum the values of HESESFTE. The algorithms for deriving HESCOL4, HESMODE and HESESFTE are given in paragraphs, 86, 22 and 51-52 respectively of Appendix 1.

20. We make an assumption about the load of part-time students. Details of this assumption are given in paragraphs 5-7 of Appendix 3.

HEFCE-funded countable years (excluding forecasts)

21. To identify HEFCE-funded countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESTYPE = HOMEF. The algorithms for deriving HESEXCL, HESREG and HESTYPE are given in paragraphs 73-74, 70 and 24-26 respectively of Appendix 1.

Independently funded countable years (excluding forecasts)

22. To identify independently funded countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESTYPE = HOMEIF. The algorithms for deriving HESEXCL, HESREG and HESTYPE are given in paragraphs 73-74, 70 and 24-26 respectively of Appendix 1.

Non-fundable countable years (excluding forecasts)

23. To identify non-fundable countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESTYPE = HOMENF. The algorithms for deriving HESEXCL, HESREG and HESTYPE are given in paragraphs 73-74, 70 and 24-26 respectively of Appendix 1.

24. We make an assumption about non-fundable students. Details of this assumption are given in paragraph 12 of Appendix 3.

Island and overseas countable years (excluding forecasts)

25. To identify island and overseas countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESTYPE = ISOV. The algorithms for deriving HESEXCL, HESREG and HESTYPE are given in paragraphs 73-74, 70 and 24-26 respectively of Appendix 1.

Standard countable years (excluding forecasts)

26. To identify standard countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and LENGTH = S. The algorithms for deriving HESEXCL, HESREG and LENGTH are given in paragraphs 73-74, 70 and 40 respectively of Appendix 1.

Long countable years (excluding forecasts)

27. To identify long countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and LENGTH = L. The algorithms for deriving HESEXCL, HESREG and LENGTH are given in paragraphs 73-74, 70 and 40 respectively of Appendix 1.

Countable years (excluding forecasts) by price group

28. To identify countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1. To obtain the proportion of activity in each price group sum the values of each of the price group fields (PRGA, PRGB, PRGC, PRGD, PRGMEDIA, PRGPSYCH, PRGITT, PRGINSET). The algorithms for deriving HESEXCL, HESREG and price groups are given in paragraphs 73-74, 70 and 56-60 respectively of Appendix 1.

29. We make assumptions about students on low-credit bearing courses. Details of this assumption are given in paragraphs 14-15 of Appendix 3.

Assumed load for countable years included in Column 4 by price group

30. To identify assumed countable years included in Column 4 from the individualised file select HESCOL4 = 1. To obtain the load for these countable years multiply the values of each of the price group fields (PRGA, PRGB, PRGC, PRGD, PRGMEDIA, PRGPSYCH, PRGITT, PRGINSET) with HESESFTE, sum the values and divide by 100. The algorithms for deriving HESCOL4, HESESFTE and price groups are given in paragraphs, 86, 51-52 and 56-60 respectively of Appendix 1.

Regulated £1,125 fee-level countable years (excluding forecasts)

31. To identify regulated £1,125 fee-level countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESFEELV = 1125. The algorithms for deriving HESEXCL and HESFEELV are given in paragraphs 73-74 and 36 respectively of Appendix 1.

Regulated £550 fee-level countable years (excluding forecasts)

32. To identify regulated £550 fee-level countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESFEELV = 550. The algorithms for deriving HESEXCL and HESFEELV are given in paragraphs 73-74 and 36 respectively of Appendix 1.

Regulated £0 fee-level countable years (excluding forecasts)

33. To identify regulated £0 fee-level countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESFEELV = 0. The algorithms for deriving HESEXCL and HESFEELV are given in paragraphs 73-74 and 36 respectively of Appendix 1.

NHS bursaried courses countable years (excluding forecasts)

34. To identify students on NHS bursaried courses from the individualised file select HESEXCL = 0 and HESFEELV = NHS. The algorithms for deriving HESEXCL and HESFEELV are given in paragraphs 73-74 and 36 respectively of Appendix 1.

35. We make assumptions about students in receipt of an NHS bursary. Details of these assumptions are given in paragraphs 8-9 of Appendix 3.

Foundation degree bridging courses countable years (excluding forecasts)

36. To identify students on foundation degree bridging courses from the individualised file select HESEXCL = 0 and HESFEELV = FDBC. The algorithms for deriving HESEXCL and HESFEELV are given in paragraphs 73-74 and 36 respectively of Appendix 1.

Non-regulated fee-level countable years (excluding forecasts)

37. To identify non-regulated fee-level countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESFEELV = OTHER. The algorithms for deriving HESEXCL, HESREG and HESFEELV are given in paragraphs 73-74, 70 and 36 respectively of Appendix 1.

Undergraduate full-time and sandwich medical and dental countable years (excluding forecasts)

38. To identify undergraduate full-time and sandwich medical and dental countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMED = 1. The algorithms for deriving

HESEXCL, HESREG and HESMED are given in paragraphs 73-74, 70 and 61 respectively of Appendix 1.

Undergraduate full-time and sandwich medical and dental countable years (including forecasts)

39. To identify undergraduate full-time and sandwich medical and dental countable years (including forecasts) from the individualised file select HESEXCL = 0 and HESMED = 1. The algorithms for deriving HESEXCL and HESMED are given in paragraphs 73-74 and 61 respectively of Appendix 1.

Undergraduate full-time and sandwich medical and dental assumed countable years

40. To identify undergraduate full-time and sandwich medical and dental assumed countable years from the individualised file select HESCOL4 = 1 and HESMED = 1. The algorithms for deriving HESCOL4 and HESMED are given in paragraphs 86 and 61 respectively of Appendix 1.

Pre-clinical medical countable years (excluding forecasts)

41. To identify medical and dental countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMED = 1. To obtain the proportion of activity in pre-clinical medicine sum the values in PCMPRP. The algorithms for deriving HESEXCL, HESREG, HESMED and PCMPRP are given in paragraphs 73-74, 70, 61 and 62 respectively of Appendix 1.

Clinical medical countable years (excluding forecasts)

42. To identify medical and dental countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMED = 1. To obtain the proportion of activity in clinical medicine sum the values in CMPRP. The algorithms for deriving HESEXCL, HESREG, HESMED and CMPRP are given in paragraphs 73-74, 70, 61 and 62 respectively of Appendix 1.

Pre-clinical dental countable years (excluding forecasts)

43. To identify medical and dental countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMED = 1. To obtain the proportion of activity in pre-clinical dentistry sum the values in PCDPRP. The algorithms for deriving HESEXCL, HESREG, HESMED and PCDPRP are given in paragraphs 73-74, 70, 61 and 62 respectively of Appendix 1.

Clinical dental countable years (excluding forecasts)

44. To identify medical and dental countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1 and HESMED = 1. To obtain the proportion of activity in clinical dentistry sum the values in CDPRP. The algorithms for deriving HESEXCL, HESREG, HESMED and CDPRP are given in paragraphs 73-74, 70, 61 and 62 respectively of Appendix 1.

New entrants

45. To identify new entrants from the individualised file select HESEXCL = 0 and YEARONE = 1. The algorithms for deriving HESEXCL and YEARONE are given in paragraphs 73-74 and 38-39 respectively of Appendix 1.

46. We make an assumption about the year of programme of study of new entrants. Details of this assumption are given in paragraph 17 of Appendix 3.

Appendix 3

Problems of fit with the HESES03 re-creation algorithms

Purpose

1. This appendix describes known problems of fit with the re-creation of HESES03 when using HESA 2003-04 student data.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) to hand when using this appendix.

3. Throughout this appendix, fields taken from the HESA 2003-04 student return are shown in capitals using the names given in Table 4 and Table 5 of Appendix 1.

Differences between HESES03 and HESA 2003-04 student data

4. As a result of the revision of the 1998-99 HESA record, the HESES data can be more accurately re-created. However, because of problems of fit with the data, some of the data returned in HESES03 cannot be re-created exactly using the data supplied to HESA. In such cases, reasonable approximations have to be made. Listed below are the specific areas where there may be uncertainty about the correspondence of HESA to HESES records. Where possible, we have indicated the likely effects of the uncertainties.

Description of problems of fit in algorithms

Part-time load

5. The calculation of HESESFTE for institutions using the split FTE method of returning load on their HESA record may result in differences between the two data sources for students on non-standard academic years. This is due to an assumption that years of programme of study are in a steady state. This may affect the load for part-time students where FTE_TYPE = 2 and TYPEYR = 2, 4, 5. The following assumptions are made:

a. For students not in their final year we assume that the load reported for the academic year is the same as for the year of programme of study being counted.

b. For students in their final year, where we are unable to link between years to establish the FTE, we assume the average load of similar students who are in their first year (see paragraph 50 of Appendix 1 for further details).

6. In both cases, where the intensity of the course varies over time the FTE will not be an accurate reflection of the FTE for the year of programme of study. However, over the programme of study as a whole the FTE will be consistent.

7. Where the intensity of study in the first year of programme of study changes over time, the use of AVRGLOAD to estimate FTE in the final year will result in inconsistencies between the FTE on HESES and HESA when summed over the whole programme of study.

NHS bursaries

8. We are only able to identify NHS bursaried courses for undergraduates. This may understate the number of students on NHS bursaried courses in the re-creation.

9. We are unable to identify those students that are not eligible for an NHS bursary because their total income in any year from scholarships and employment (minus income tax and social security contributions) exceeds the maximum bursary available. This may inflate the number of students on NHS bursaried courses in the re-creation.

Writing-up students

10. Students writing-up a thesis or similar piece of work for the whole of the year do not generate countable years on HESES, whereas students are only excluded from the re-creation if a link was made and the mode in the previous year was

MODE = 41, 42, 43, 44 or the expected end date for the course is before the start of the academic year. This may cause a discrepancy where MODE = 41, 42, 43, 44 and the student was active during part of the academic year.

Non-completions

11. We make an assumption that all students returned with year of programme of study not yet completed, but not failed to complete (FUNDCOMP = 3) have completed. Hence the number of non-completions may be understated.

Fundability status

12. We assume that students that are not recorded as HEFCE- or independently funded (FUNDCODE = 1, 4) and whose fee eligibility has not been assessed (FEEELIG = 3) are non-fundable. This assumption means that we may identify island and overseas students as non-fundable.

Two countable years of programme of study-first countable year

13. Where two years of programme of study are generated we have assumed some programme of study attributes from 2002-03 HESA data for the first countable year. See paragraphs 28-34 of Appendix 1 for further information. In general, data returned to the HESA should reflect the student status at the end of the academic year, therefore 2003-04 HESA data relate to the second countable year when two years are generated.

Students with low FTE

14. Activity is assigned to price groups using XPRP101. The algorithm for XPRP101 is given in paragraph 55 of Appendix 1. Assumptions have been made for students on low-credit bearing courses. This may cause a discrepancy for any institution returning records with the following student / module combination: RECID = 03012 / 03113, 03112 / 03113.

15. In addition, the following assumptions have been made for students with low FTE:

- SPCSTU = 9
- UNITLGTH = 1
- FEEBAND = 99
- LOCSDY = X
- if DATELEFT is completed then SPLENGTH = DATELEFT - COMDATE is rounded up to the nearest year, otherwise SPLENGTH = 2.

Method of returning FTE for non-standard academic years

16. Where the method used to return FTE for students on non-standard academic years is unknown, we assume that the split FTE method (FTE_TYPE = 2) was used.

New entrants

17. Figures shown in Column 5 of the re-creation may not accurately reflect the numbers of new entrants returned on HESES03 where a year of programme is not a recognised concept of a course. For example, YEARPRG = 99, year of programme of study has been estimated using COMDATE (see paragraphs 38-39 of Appendix 1).

Appendix 4

HESES03 re-creation based on cost centre norms for subjects algorithms

Purpose

1. This appendix describes the method used to generate a HESES03 re-creation based on cost centre sector norms for subjects from the submitted HESA 2003-04 student data using a cost centre sector norms mapping generated from HESA 2002-03 student data.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual to hand when using this appendix.

3. The algorithms described in this appendix are the same as those in Appendix 1 except that the assignment of activity to price groups is based on the following 2002-03 mapping of subject activity to cost centres (and subsequently price groups).

HESA fields used in the HESES03 re-creation based on cost centre sector norms for subjects

4. Only certain fields, detailed in Table 9, were used to generate the HESES03 re-creation based on cost centre sector norms for subjects. The field numbers shown relate to the combined record format of the HESA record. For institutions making a student module return, cost centre and teaching institution information is taken from the module portion of the return.

5. Throughout this appendix fields taken from the HESA return or derived as part of the re-creation are shown in capitals using the names given in Tables 9 and 10 respectively.

Using the individualised file

6. When working through this appendix it is necessary to use the individualised file SNCC03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Table 9 **Fields used in the re-creation**

Field number	Description	Name	Column in individualised file*
2	HESA institution identifier	INSTID	A
4	Student identifier	HUSID	C
41	General qualification aim of student	QUALAIM	G
43-44	Subject of qualification aim	SBJQA1-2	H-I
72	Year of programme	YEARPRG	J
74	Student FTE	STULOAD	K
101,104,107,110, 113,116,119,122, 125,128,131,134, 137,140,143,146	Subject area of study 1-16	SBJ01-16	Not included

102,105,108,111, 114,117,120,123, 126,129,132,135, 138,141,144,147	Proportion of subject 1-16	SBJPER01-16	Not included
149†	Institution's own identifier for student	OWNSTU	F
150†	Institution's own programme of study identifier	OWNPSD	E
151	Student instance number	NUMHUS	D
154	Level applicable to Funding Council HESES	FUNDLEV	L
170	Regulated body for health and social care students	REGBODY	M

* The individualised data file SNCC03XXXX.ind, downloadable from the web (see Annex B).

† These fields are not used in the comparison but are included in the individualised file to allow easy identification of students.

Description of derived fields

7. Here we give details of the derived fields contained on the individualised data file. These fields are used to build the key dimensions of the HESES03 re-creation based on cost centre sector norms for subjects.

Table 10 **Derived fields**

Field name	Description	Paragraph	Column in individualised file*
CRSELGTH Φ	Expected length of the course in years	53	Z
HESCOL4 Φ	Flag indicating whether the student was included in Column 4	86	AJ
HESCOMP Φ	HESES completion of year of programme of study indicator	71	AI
HESESFTE Φ	FTE for the year of programme of study	51-52	AK
HESEXCL Φ	Reason for exclusion from the HESES population	73-74	AG
HESFEELV Φ	Fee level	36	AQ
HESLEVEL Φ	Level of study	23	AM
HESMED Φ	Table 1b inclusion flag	61	AR
HESMODE Φ	Mode of study	22	AH
HESREG Φ	Column 1 or 2 indicator	70	AO
HESTYPE Φ	Fundability status	24-26	AL
LENGTH Φ	Flag indicating long or standard length years of programme of study	40	AN
MEDIAB Φ	Proportion of media activity assigned to sector norm price group B	65	AB
MEDIAC Φ	Proportion of media activity assigned to sector norm price group C	66	AC
MEDIAD Φ	Proportion of media activity assigned to sector norm price group D	67	AD
PRIKEY Φ	Unique programme of study identifier	11	B
PSYCHB Φ	Proportion of psychology activity assigned to sector norm price group B		AE

PSYCHD Φ	Proportion of psychology activity assigned to sector norm price group D	69	AF
SNCDPRP	Proportion of sector norm clinical dentistry activity	14	V
SNCMPRP	Proportion of sector norm pre-clinical medical activity	14	X
SNPCDPRP	Proportion of sector norm pre-clinical dentistry activity	14	W
SNPCMPRP	Proportion of sector norm pre-clinical medical activity	14	Y
SNPRGA SNPRGB SNPRGC SNPRGD SNMEDIA SNPSYCH SNITT SNINSET	Proportion of countable year in each sector norm price group	9-13	N-U
SPORT Φ	Flag indicating allocation of cost centre 38 to sector norm price groups	63-64	AA
XPRP101 Φ	Sector norm cost centre/subject proportion indicator	55	Not included
YEARONE Φ	New entrant flag	38-39	AP

* The individualised data file SNCC03XXXX.ind, downloadable from the web (see Annex B).

Φ The algorithms for deriving these fields are given in Appendix 1.

8. Details of sector norm cost centre mapping are given below.

Sector norm cost centre	Subject code
01	A1, A3, A9, B5
02	A2, A4
03	D1, D2
05	B3, B6, B7, B8, B9
06	L5
07	C8
10	B1, B2, B4, C1, C2, C3, C4, C5, C7, C9, J7
11	F1
12	F3, F5
13	D3, D4, D5, D6, D7, D9
14	F6, F7, F9
16	H1, J9
17	H8
18	F2, J1, J2, J3, J4, J5

19	H2
20	H5, H6
21	H3, H4, H7, H9, J6
23	K1, K2, K3, K4, K9
24	G1, G3, G9
25	P1
27	G2, N1, N2, N3, N4, N5, N6, N7, N8, N9
28	F8, L7
29	L1, L2, L3, L4, L6, L9, M1, M2, M9, T8
30	P2, P3, P4, P5, P9
31	Q1, Q3, Q9, T5, W8
32	Q2, Q4, Q5, Q6, Q7, Q8, T7, V1, V2, V3, V5, V6, V9
33	W1, W2, W3, W4, W5, W6, W7, W9
34	X1, X2, X3, X9
35	R1, R2, R4, R9, T9
36	R3, R5, R6, R7, T1, T2, T3, T4, T6
37	F4, V4
38	C6
39	G4, G5, G6, G7

* The first two characters of SBJ01 – 16.

SNPRGA, SNPRGB, SNPRGC, SNPRGD, SNMEDIA, SNPSYCH, SNITT, SNINSET

9. The proportion of activity assigned to each sector norm price group is contained in the eight sector norm price group fields given in the table below. The proportion of activity in each sector norm price group is calculated by summing the values of XPRP101 (see paragraph 55 of Appendix 1 for further details) for each sector norm cost centre over each sector norm price group. The table below shows the assignment of sector norm cost centres to sector norm price group fields and the value each field will take.

10. Where FTE from earlier academic years (FTE_CASE = 4, 7a) (see paragraphs 46-48 of Appendix 1 for further details) is used to improve the estimate of HESESFTE (see paragraphs 51-52 of Appendix 1 for further details), the price group assignments are also adjusted to take account of this. The same algorithm as detailed below is applied to sector norm cost centre assignments generated from YRSTULOA (see paragraph 45 of Appendix 1 for further details) to get a sector norm price group distribution for the first year. The sector norm price group distribution for the re-creation is weighted according to the relative balance of contribution of STULOAD and STULOAYY (see paragraph 44 of Appendix 1 for further details) to HESESFTE (see paragraphs 51-52 of Appendix 1 for further details). For students on ITT or INSET(QTS) courses, SNITT and SNINSET are set respectively.

11. In some cases the sum of SNPRGA, SNPRGB, SNPRGC, SNPRGD, SNMEDIA, SNPSYCH, SNITT, SNINSET may not equal one. In this case we scale SNPRGA, SNPRGB, SNPRGC, SNPRGD, SNMEDIA, SNPSYCH, SNITT, SNINSET so that their sum is one. The algorithm for deriving XPRP101 is given in paragraph 55 of Appendix 1.

Field name	Sector norm cost centres	Value of field
SNPRGA	See paragraphs 12-13	
SNPRGB	01[#], 02[#], 03[#], 04, 08, 09, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 39	sum of XPRP101s/100
SNPRGC	05, 06, 23, 24, 25, 26, 28, 33, 34[†], 35, 36, 37, 38*	sum of XPRP101s/100
SNPRGD	27, 29, 31, 32, 34[†], 38*, 41	sum of XPRP101s/100
SNMEDIA	30	sum of XPRP101s/100
SNPSYCH	07	sum of XPRP101s/100
SNITT	Courses of initial teacher training leading to QTS (TTCID = 1, 6, 7)	1
SNINSET	Courses of in-service education of teachers, where the student has QTS (TTCID = 3)	1

[#] Except those students identified as clinical medicine, dentistry and veterinary science in paragraphs 12-13.

[†] Activity that is ITT but does not lead to QTS (TTCID = 2) is allocated to sector norm price group C.

* Activity in sector norm cost centre 38 described in paragraphs 63-64 of Appendix 1 are assigned to sector norm price group C in the re-creation tables.

Medicine, dentistry and veterinary science – undergraduates

12. Undergraduate medicine, dentistry and veterinary science is assigned to sector norm price groups as follows. The algorithm for deriving CRSELGTH is given in paragraph 53 of Appendix 1.

Field	Description	Definition	Value of field
SNPRGA	Clinical medicine	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 01 and CRSELGTH – YEARPRG = 0, 1, 2 and (SBJQA1* = A3 or SBJQA2* = A3 or SBJQA3* = A3)	1
SNPRGA	Veterinary science	QUALAIM = 18 and REGBODY = 14 and (SBJQA1* = D1, D2 or SBJQA2* = D1, D2 or SBJQA3* = D1, D2)	
SNPRGA	Clinical dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 02 and CRSELGTH – YEARPRG = 0, 1, 2, 3 and (SBJQA1* = A4 or SBJQA2* = A4 or SBJQA3* = A4)	
SNPRGB	Pre-clinical medicine and dentistry	FUNDLEV = 10, 11 and QUALAIM = 18 and REGBODY = 01, 02 and not above	1

* The first two characters of the field are used.

Clinical medicine, dentistry and veterinary science – postgraduates

13. Postgraduate medicine, dentistry and veterinary science is assigned to sector norm price groups as follows. The algorithm for deriving XPRP101 is given in paragraph 55 of Appendix 1.

Field	Description	Definition	Value of field
SNPRGA	Clinical medicine and dentistry	Sector norm cost centre = 01, 02 and SBJQA1* = A3, A4	sum of XPRP101s/100
SNPRGA	Veterinary science	Sector norm cost centre = 03	sum of XPRP101s/100

* The first two characters of the field are used.

SNCDPRP, SNCMPRP, SNPCDPRP, SNPCMPRP

14. Sector norm clinical and pre-clinical medicine and dentistry were assigned to the price groups in Table 1b as follows:

Field	Description	Definition	Value of field
SNCDPRP	Clinical dentistry	HESMED = 1 and REGBODY = 02	SNPRGA
SNCMPRP	Clinical medicine	HESMED = 1 and REGBODY = 01	SNPRGA
SNPCDPRP	Pre-clinical dentistry	HESMED = 1 and REGBODY = 02	1 - SNPRGA
SNPCMPRP	Pre-clinical medicine	HESMED = 1 and REGBODY = 01	1 - SNPRGA

Appendix 5

Troubleshooting the differences between the HESES03 re-creation and the HESES03 re-creation based on cost centre norms for subjects

Purpose

1. This appendix aims to help institutions identify the cause of any discrepancies between the HESES03 re-creation based on cost centre sector norms for subjects and the HESES03 re-creation. It is expected that institutions will have worked through this appendix and consulted the web-based FAQ page on the HEFCE web-site under Learning & teaching/Data collection before seeking assistance from HEFCE on resolving discrepancies.

Using this appendix

2. Paragraphs 6-8 give possible causes for each discrepancy between the data. These causes can be grouped into two categories:

- errors in completing specific fields on the HESA return (addressed in this appendix)
- problems of fit with the cost centre sector norms for subjects mapping (addressed in Appendix 6).

3. The match between the HESES03 re-creation based on cost centre sector norms for subjects and the HESES03 re-creation is unlikely to be exact, due to problems of fit in the cost centre sector norms for subjects mapping (see Appendix 6 for further details). We expect institutions to exercise their own judgement to decide when small differences between the two data sources are not significant. However, institutions need to be aware that small differences may accumulate and become significant. When the cause of a significant difference cannot be determined, it may be necessary to backtrack to find the root of the problem.

4. Throughout this appendix, fields taken from the HESA return or derived as part of the re-creation are shown in capitals using the names given in Appendices 1 and 4.

Using the individualised file

5. When working through this appendix it is necessary to use the individualised file SNCC03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Causes of discrepancy

Countable years (excluding forecasts) by sector norm price group

6. To identify countable years (excluding forecasts) from the individualised file select HESEXCL = 0 and HESREG = 1. To obtain the proportion of activity in each sector norm price group, sum the values of each of the sector norm price group fields (SNPRGA, SNPRGB, SNPRGC, SNPRGD, SNMEDIA, SNPSYCH, SNITT, SNINSET). The algorithms for deriving HESEXCL and HESREG are given in paragraphs 73-74, and 70 respectively of Appendix 1. The algorithm for deriving sector norm price groups is given in paragraphs 9-13 of Appendix 4.

Assumed load for countable years included in Column 4 by sector norm price group

7. To identify assumed countable years included in Column 4 from the individualised file select HESCOL4 = 1. To obtain the load for these countable years multiply the values of each of the sector norm price group fields (SNPRGA, SNPRGB, SNPRGC, SNPRGD, SNMEDIA, SNPSYCH, SNITT, SNINSET) with HESESFTE, sum the values and divide by 100. The algorithms for deriving HESCOL4, HESESFTE and sector norm price groups are given in paragraphs, 86, 51-52 of Appendix 1 and paragraphs 9-13 of Appendix 4 respectively.

8. We make assumptions when determining sector norm cost centres which in turn determine sector norm price groups. Details of these assumptions are given in Appendix 6

Appendix 6

Problems of fit with the HESES03 re-creation based on cost centre norms for subjects algorithms

Purpose

1. This appendix describes known problems of fit with the HESES03 re-creation based on cost centre norms when using HESA 2003-04 student data.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) to hand when using this appendix.

Sector norm price groups

Small subject areas

3. Where the staff FTE of a subject area is small, the sector norm price group (derived from the cost centre sector norm) may be different to the price group (derived from cost centre) of the academic department to which the members of staff are contracted. We would not expect the staff FTE for such subject areas to exceed 20.

Integral modules in different subject areas

4. Where staff teach modules, or module components, that are integral to the programme of study but in a subject area that is not typically taught by their academic department, the sector norm price group may differ to the price group of the academic department to which the members of staff are contracted, for example, mathematics modules taught by members of an engineering department, where the mathematics content is an integral part of the engineering programme of study. We would not expect such activity to relate to more than the equivalent of 20 staff FTE and roughly 100 student FTE.

Subjects in more than one cost centre

5. There are a number of subjects that could be attributed to more than one cost centre, for example computing. In some cases the cost centres may not map to the same price groups, and hence there may be a difference between the sector norm price group and the re-creation price group.

Other problems of fit

6. Appendix 3 gives all other known problems of fit with the HESES03 re-creation based on cost centre sector norms for subjects.

Appendix 7

National Student Survey 2005 – provisional target list algorithms

Purpose

1. This appendix describes the method used to generate the provisional target list of students to be included in the 2005 National Student Survey (NSS05).

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'National Student Survey 2005' (HEFCE 2004/22) to hand when using this appendix.

3. Throughout this appendix, fields taken from the HESA return or derived as part of the provisional target list are shown in capitals using the names given in Tables 11 and 12 respectively. Throughout, YEAR is taken to be the year the HESA return is made; for example in determining lists for the 2005 survey, YEAR would be 2004.

4. Institutions are encouraged to use the provisional target lists to start preparing the contact details for students. We will not be able to provide definitive target lists until we have received final data from HESA in mid-December; completed lists will need to be returned to the agency in early January. To help institutions meet this deadline we will retain the final copy of the target list generated by the HEFCE web facility so that we can provide details of the changes in coverage between institutions' final use of the web facility and the generation of lists from signed off HESA data. We do not expect to make any changes to the algorithms for generating target lists, therefore any changes will arise from changes to institutions' data.

5. HEFCE staff will access data relating to national student survey target lists. Further details about the data confidentiality agreement can be found in paragraph 31 of the Introduction of the main text.

Using the individualised file

6. When working through this appendix it is necessary to use the individualised file NSSP05XXXX.ind, where XXXX is the HESA institution identifier. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This appendix will show, where relevant, details of why students were excluded from the target list.

Table 11 **Fields used to generate the provisional target list**

Field number	Description	Name	Column in individualised file*
2	HESA Institution identifier	INSTID	B
4	Student identifier	HUSID	A
26	Date of commencement of programme	COMDATE	J
28	Special students	SPCSTU	G
35	Date left institution or completed the programme	DATELEFT	I
41	General qualification aim of student	QUALAIM	P
49	Expected length of study programme	SPLENGTH	L
50	Units of length	UNITLGTH	K
65	Fundability code	FUNDCODE	Q
70	Mode of study	MODE	H
71	Location of study	LOCSDY	O

72	Year of programme	YEARPRG	T
74	Student FTE	STULOAD	R
136	Student instance number	NUMHUS	C
149†	Institution's own identifier for the student	OWNSTU	D
150†	Institution's own programme of study identifier	OWNPSD	E

* The individualised data file NSSP05XXXX.ind, downloadable from the web (see Annex B).

† These fields are not used to generate the target list but are included in the individualised file to allow easy identification of students.

Description of derived fields

7. Here we give details of the derived fields contained on the individualised data file.

Table 12 **Derived fields**

Field name	Description	Paragraph	Column in individualised file*
EXPEND	Expected end date	11	M
NSSEXCL	Reason for exclusion from provisional 2005 NSS target list	12-13	F
TOTFTE	This field evaluates the expected total of FTE for all students	8-9	N
YEARADJ	This field evaluates a year adjustment which determines whether the student has repeated/skipped a year	10	S
NSSEXCL1	Flag indicating incoming exchange or visiting students	14	U
NSSEXCL2	Flag indicating dormant students	15	V
NSSEXCL4	Flag indicating whether expected end date is in survey year	16	W
NSSEXCL8	Flag indicating whether the student is on a short course	17	X
NSSEXCL16	Flag indicating students taught wholly outside of the UK	18	Y
NSSEXCL32	Flag indicating postgraduate or further education students	19	Z
NSSEXCL64	Flag indicating TTA funded students	20	AA

* The individualised data file NSSP05XXXX.ind, downloadable from the web (see Annex B).

TOTFTE

8. Generation of target lists uses three years' data to estimate the total FTE of a course (TOTFTE). A course is defined as a single student instance linked by HUSID, INSTID, NUMHUS (HIN triple); only student FTE is taken from previous years. $STULOAD_1$ is the FTE from YEAR-1, $STULOAD_2$ is the FTE from YEAR-2 and $STULOAD_3$ is the FTE from YEAR-3.

9. For each student the total expected FTE (TOTFTE) is calculated from the sum of $STULOAD_1$, $STULOAD_2$ and $STULOAD_3$. An estimate of the FTE for the following year is then made. For students who are on standard academic years (TYPEYR = 1) the estimate is STULOAD. For students on non-standard academic

years returned using the 100:0 method, the assumption is 0. For all other students on non-standard academic years the assumption is STULOAD.

YEARADJ

10. This field evaluates a year adjustment which determines whether the student has repeated a year or is a direct entrant.

Value	Description	Definition
(31 July 2004 – COMDATE) – YEARPRG	Year adjustment based on known year of programme	YEARPRG ≠ 99, blank
0	Otherwise	YEARPRG = blank, 99

EXPEND

11. This field evaluates an expected end date for the student.

Value	Definition
COMDATE + (SPLENGTH + YEARADJ – 1) years + 9 months	UNITLGTH = 1
COMDATE + SPLENGTH months – YEARADJ years	UNITLGTH = 2
COMDATE + SPLENGTH weeks + YEARADJ years	UNITLGTH = 3

NSSEXCL

12. This field indicates whether the student is included in the 2005 NSS population. For students excluded from the population NSSEXCL contains the sum of all applicable values from the table below. Students included in the target list have NSSEXCL = 0.

Value	Description	Definition
1	Incoming exchange or visiting student	SPCSTU = 3 to 6, 8
2	Dormant student	MODE = 63, 64
4	Expected end date is not in survey year	DATELEFT ≤ 31 July 2004 or (UNITLGTH ≠ 9 and (EXPEND < 1 August 2004 or EXPEND > 31 July 2005)) or (UNITLGTH = 9 and (COMDATE ≥ 1 August 2001 and (DATELEFT < 1 August 2004 or DATELEFT > 31 July 2005))
8	Student on a short course	COMDATE ≥ 1 August 2004 or (UNITLGTH = 4, 5) or (MODE=01, 23, 24 and ((UNITLGTH = 1 and SPLENGTH = 1) or (UNITLGTH = 2 and SPLENGTH ≤ 12) OR (UNITLGTH = 3 and SPLENGTH ≤ 52) or (UNITLGTH = 9 and TOTFTE ≤ 100))) or (MODE ≠ 01, 23, 24 and TOTFTE ≤100)
16	Taught wholly outside the UK	LOCSDY = 7
32	Students on programmes that do not lead to undergraduate qualifications or credits	QUALAIM = 02-14, 53-55, 62, 71-78, 81-83, 98, 99
64	Student funded by Teacher Training Agency	FUNDCODE = 7

13. The value in NSSEXCL will be the sum of all applicable codes for a student. For example, if NSSEXCL = 56, then subtracting figures from the above table starting at the bottom, we see that the student is on a programme that does not lead to undergraduate qualifications or credits (NSSEXCL = 32), is taught wholly outside the UK(NSSEXCL = 16) and is on a short course (NSSEXCL = 8).

NSSEXCL1

14. Flag indicating whether the student was excluded due to them being an incoming exchange or visiting student.

Value	Description	Definition
1	Incoming exchange or visiting student	SPCSTU = 3 to 6, 8
0	Other student	Otherwise

NSSEXCL2

15. Flag indicating whether the student was excluded due them being a dormant student.

Value	Description	Definition
1	Dormant student	MODE = 63, 64
0	Not a dormant student	Otherwise

NSSEXCL4

16. Flag indicating whether the expected end date is in the survey year.

Value	Description	Definition
1	Expected end date not in survey year	DATELEFT ≤ 31 July 2004 or (UNITLGTH ≠ 9 and (EXPEND < 1 August 2004 or EXPEND > 31 July 2005)) or (UNITLGTH = 9 and (COMDATE ≥ 1 August 2001 and (DATELEFT < 1 August 2004 or DATELEFT > 31 July 2005))
0	Expected end date in survey year	Otherwise

NSSEXCL8

17. Flag indicating whether the student is on a short course.

Value	Description	Definition
1	Student on short course	COMDATE ≥ 1 August 2004 or (UNITLGTH = 4, 5) or (MODE=01, 23, 24 and ((UNITLGTH = 1 and SPLENGTH = 1) or (UNITLGTH = 2 and SPLENGTH ≤ 12) OR (UNITLGTH = 3 and SPLENGTH ≤ 52) or (UNITLGTH = 9 and TOTFTE ≤ 100))) or (MODE ≠ 01, 23, 24 and TOTFTE ≤ 100)
0	Student not on short course	Otherwise

NSSEXCL16

18. Flag indicating whether the student was excluded due to being wholly taught outside the UK.

Value	Description	Definition
1	Student taught wholly outside UK	LOCSDY = 7
0	Student not taught wholly outside UK	Otherwise

NSSEXCL32

19. Flag indicating whether the student is on a programme of study that does not lead to an undergraduate qualification or credits.

Value	Description	Definition
1	Programmes of study that do not lead to undergraduate qualifications or credits	QUALAIM = 02-14, 53-55, 62, 71-78, 81-83, 98, 99
0	Other programmes of study	Otherwise

NSSEXCL64

20. Flag indicating whether the student is funded by the Teacher Training Agency.

Value	Description	Definition
1	Student funded by Teacher Training Agency	FUNDCODE = 7
0	Student not funded by Teacher Training Agency	Otherwise

Appendix 8

RAS03 re-creation algorithms

Purpose

1. This appendix describes the method used to re-create forms R1a, R1b, R2a and R2b of RAS03 from the HESA 2003-04 individualised student record.

2. This appendix is aimed at expert readers with an in-depth knowledge of the data. Readers are advised to have copies of the 2003-04 HESA individualised student record coding manual and 'Research Activity Survey 2003' (HEFCE 2003/49) to hand when using this appendix.

3. Our mapping of subject code to Unit of Assessment was derived from an analysis of HESA 2002-03 staff data. Units of Assessment (UoA) are assigned to broad subject groups using the mapping below:

Broad subject group	UoA
Clinical Subjects	01 – 03
Subjects Allied to Medicine	04 – 11
Sciences	12 – 25, 32
Engineering Subjects	26 – 31
Social Sciences	33 – 44, 69
Humanities	45 – 63
Arts	64 – 67
Education	68

HESA fields used in the re-creation of Forms R1a, R1b, R2a and R2b

4. Only certain fields, detailed in Table 13, were used to generate the comparison between the RAS03 and HESA 2003-04 student data. The field numbers shown relate to the combined record format of the HESA student record.

5. Throughout this appendix, fields taken from the HESA return or derived as part of the re-creation are shown in capitals using the names given in Tables 13 and 14.

Using the individualised file

6. When working through this appendix it is necessary to use the individualised file RASR03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This appendix will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Table 13 **Fields used in the re-creation of forms R1a, R1b, R2a and R2b**

Field number	Description	Name	Column in individualised file*
2	HESA institution identifier	INSTID	A
4	Student identifier	HUSID	B
26	Date of commencement of programme	COMDATE	O

30	Year of student on this programme	YEARSTU	AK
35	Date left institution or completed the programme of study	DATELEFT	P
41	General qualification aim of student	QUALAIM	R
43-45	Subject of qualification aim	SBJQA1-3	V-X
46	Proportion indicator	SBJBID	AZ
49	Expected length of study programme	SPLENGTH	AA
50	Units of length	UNITLGTH	Z
65	Fundability code	FUNDCODE	S
66	Fee eligibility	FEEELIG	T
67	Fee band	FEEBAND	G
70	Mode of study	MODE	I
71	Location of study	LOCSDY	H
72	Year of programme	YEARPRG	U
74	Student FTE	STULOAD	Q
149†	Institution's own identifier for student	OWNSTU	D
150†	Institution's own programme of study identifier	OWNPSD	E
151	Student instance number	NUMHUS	C
153	Type of programme year	TYPEYR	M

* The individualised student data file RASR03XXXX.ind (see Annex B).

† These fields are not used in the comparison but are included in the individualised file to allow easy identification of students.

Description of derived fields for re-creation of forms R1a, R1b, R2a and R2b

7. This section details the derived fields contained on the individualised data file. These fields are used to build the key dimensions of the re-creation of RAS03 for postgraduate research students.

Table 14 **Description of derived fields used to re-create forms R1a, R1b, R2a and R2b**

Field name	Description	Paragraph	Column in individualised file*
ANNIV	Anniversary of commencement date in academic year	11	N
AVRGFTE	Average FTE	26	AO
AVRGPOP	Flag indicating whether student's STULOAD contributed to AVRGFTE	27	AP
ELAPSED	Expected length of the course in days	33	Y
FTE_TYPE	Method used to return FTE for non-standard academic years	18-22	L
MODEYPS	Mode for the year of programme of study	9	J
MSUB	The submission identifier for UoAs where multiple submissions were made to the 2001 Research Assessment Exercise	41	AY
PRIKEY$^{\Phi}$	Unique programme of study identifier	11	F

PRVYRFTE	STULOAD returned on previous HESA record	25	AN
RAS_CASE	Indicator showing how RASFTE was calculated	23-24	AM
RASFTE	FTE consistent with RAS definitions	30-31	AL
RASMODE	Mode of study for research degree	10	AH
RASTYPE	Fundability status	32	AI
RASUOA1-3	Units of assessment	14	AS-AU
RASYEAR	Year of programme of study as returned to RAS03	12-0	AJ
REXCL1, REXCL2, REXCL4, REXCL8, REXCL16	Flag indicating reason(s) for a student's exclusion	36-40	AC-AG
RSTUEXCL	Reason for exclusion from the RAS student population	34-35	AB
STUFTEYY	STULOAD field from HESA record in year YRSTUFTE	28	AQ
UOAP1-UOAP3	Proportion of time spent in each subject area, used to scale FTE	16-17	AV-AX
WUP_LINK	Flag indicating whether linking was used for writing-up students	8	K
YRSTUFTE	Year STUFTEYY is taken from	29	AR

***** The individualised data file RASR03XXXX.ind , downloadable from the web (see Annex B).

$^{\Phi}$ The algorithms for deriving these fields are given in Appendix 1.

WUP_LINK

8. This field indicates whether a link has been made to improve our estimate of MODE for writing-up students.

Value	Description	Definition
1	MODE from HESA 2002-03 assumed	In 2003-04 data MODE = 43, 44 and HIN link can be made to 2002-03 data
0	MODE from HESA 2003-04	Otherwise

MODEYPS

9. This field contains the MODE we have used in the re-creation. We make an assumption about the mode of students that start writing-up after 1 December 2003. Details of this assumption are given in paragraph 5 of Appendix 10.

RASMODE

10. This field allocates students to mode of study.

Value	Description	Definition
FT	Full-time and sandwich and sandwich year-out	MODEYPS = 01, 52, 53 or (MODEYPS = 23, 24 and (FEEBAND ≠ 02, 42 or (FEEBAND = 02, 42 and LOCSDY = D, E, F, G)))
PT	Part-time	Otherwise

ANNIV

11. This field contains the anniversary of commencement date during the academic year 2003-04.

RASYEAR

12. This field contains the year of programme returned on RAS03 as shown in the table below.

Value	Description
YEARSTU - 1	ANNIV > 1 December 2003 and YEARSTU ≠ 99
YEARSTU	ANNIV < 1 December 2003 and YEARSTU = 99
Number of years between 1 December 2003 and COMDATE	YEARSTU = 99 and COMDATE ≠ blank
1	YEARSTU = 99 and COMDATE = blank

Full-time students that exceed their third year of study are calculated as RASYEAR = 4+ where RASMODE = FT and YEARSTU ≥ 4. Part-time students that exceed their seventh year of study are calculated as RASYEAR = 7+ where RASMODE = PT and YEARSTU > 7.

13. We make an assumption for students returned as dormant for part of the year. Details of this assumption are given in paragraph 9 of Appendix 10.

RASUOA1, RASUOA2, RASUOA3

14. RASUOA1, RASUOA2, RASUOA03 contain the student's UoAs.

RASUOA1, RASUOA2, RASUOA3,	Description	SBJQA1, SBJQA2, SBJQA3
01	Clinical Laboratory Science	C4, C5
02	Community-based Clinical Subjects	C8
03	Hospital-based Clinical Subjects	A3, A9$^{\infty}$
04	Clinical Dentistry	A4
05	Pre-Clinical Studies	A1, A2
06	Anatomy	B1$^{\Phi}$
07	Physiology	Mapped under UoA 6 $^{\Phi\infty}$
08	Pharmacology	B2*****
09	Pharmacy	B3*****
10	Nursing	B7
11	Other Studies and Professions Allied to Medicine	B5, B6, B8, B9
13	Psychology	Mapped under UoA 2
14	Biological Sciences	C1, C2, C3, C5, C7, C9, J7, J9
15	Agriculture	D3, D4, D5, D7, D9
16	Food Science and Technology	B4, D6
17	Veterinary Science	D1, D2
18	Chemistry	F1, J3, J4, J5
19	Physics	F3, F5
20	Earth Sciences	F6
21	Environmental Sciences	F7, F8, F9
22	Pure Mathematics	G1†
23	Applied Mathematics	G9†

24	Statistics and Operational Research	G2, G3
25	Computer Science	G4, G5, G6, G7, G9
26	General Engineering	H1, H5, H9, J6
27	Chemical Engineering	H8
28	Civil Engineering	H2
29	Electrical and Electronic Engineering	H6
30	Mechanical Aeronautical and Manufacturing Engineering	H3, H4, H7
31	Mineral and Mining Engineering	J1
32	Metallurgy and Materials	F2, J2
33	Built Environment	K1, K2, K3, K9
34	Town and Country Planning	K4
35	Geography	L7
36	Law	M1, M2, M3, M9
37	Anthropology	L6
38	Economics and Econometrics	L1
39	Politics and International Studies	L2
40	Social Policy and Administration	L4
41	Social Work	L5
42	Sociology	L3, L9
43	Business and Management Studies	N1, N2, N5, N6, N7, N8, N9
44	Accounting and Finance	N3, N4
45	American Studies	T7, T9
46	Middle Eastern and African Studies	T5, T6
47	Asian Studies	T1, T2, T3, T4, T8
48	European Studies	R9
49	Celtic Studies	Q5
50	English Language and Literature	Q2, Q3, W8
51	French	R1
52	German, Dutch and Scandinavian Studies	R2, R6
53	Italian	R3
54	Russian, Slavonic and East European Languages	R7
55	Iberian and Latin American Languages	R4, R5
56	Linguistics	Q1, Q9
57	Classics, Ancient History, Byzantine and Modern Greek Studies	Q4, Q6, Q7, Q8
58	Archaeology	F4, V4
59	History	V1, V2, V3[#]
60	History of Art, Architecture and Design	V9[#]
61	Library and Information Management	P1
62	Philosophy	V5

63	Theology, Divinity and Religious Studies	V6
64	Art and Design	W1, W2, W6, W7, W9
65	Communication, Cultural and Media Studies	P2, P3, P4, P5, P9
66	Drama, Dance and Performing Arts	W4, W5
67	Music	W3
68	Education	X1, X2, X3, X9
69	Sports-related subjects	C6

[∞] Some activity in subject codes A3 and A9 could be naturally assigned to hospital-based clinical subjects or physiology; for this mapping we have assumed such activity is hospital-based clinical subjects.

[Φ] Some activity in subject code B1 could be naturally assigned to anatomy or physiology; for this mapping we have assumed such activity is anatomy.

* Some activity in subject code B2 could be naturally assigned to pharmacology or pharmacy, for this mapping we have assumed such activity is pharmacology.

[†] Some activity in subject code G1 could be naturally assigned to pure mathematics or applied mathematics, for this mapping we have assumed such activity is pure mathematics.

[#] Some activity in subject codes V1, V2 and V3 could be naturally assigned to history or history of art, architecture and design, for this mapping we have assumed such activity is history.

15. We make assumptions about assigning activity to UoAs. Details of these assumptions are given in paragraph 10-12 of Appendix 10.

UOAP1, UOAP2, UOAP3

16. UOAP1, UOAP2 and UOAP3 indicate the proportion of activity in the UoAs returned in RASUOA1, RASUOA2 and RASUOA3 respectively.

SBJBID	SBJQA3	UOAP1	UOAP2	UOAP3
blank	blank	1.00	0.00	0.00
blank	Not blank	0.34	0.33	0.33
1	blank	0.50	0.50	0.00
2	blank	0.65	0.35	0.00

Method of reporting FTE

17. The method of reporting FTE to HESA affects the way we calculate FTE for the year counted on the RAS. This information was sought by HESA in a letter of 19 August 1996, 'Completion of Field 74 (Student FTE) for students following a non-"standard" academic year'. Some institutions have since changed their method of returning FTE, and we have updated our records accordingly. Institutions that wish to change their method of returning FTE should seek our agreement beforehand.

FTE_TYPE

18. This field is used to identify the institution's method of returning FTE for students on non-standard academic years. Students are on a standard academic year if all activity for the year of programme of study falls within a single academic year (1 August – 31 July). Students where this is not the case are on a non-standard academic year. As most research students are on full-year programmes nearly all students are on non-standard academic years.

Value	Description
1	No students on non-standard academic years
2	Split FTE
3	100:0
4	0:100

No students on non-standard academic years

19. Where all the institution's activity for years of programme of study are within one academic year.

Split FTE

20. Where activity for a year of programme of study spans two academic years the FTE is split proportionally across them.

100:0

21. Where activity for a year of programme of study spans two academic years the whole of the FTE is reported in the academic year in which the year of programme of study begins.

0:100

22. Where activity for a year of programme of study spans two academic years the whole of the FTE is reported in the academic year in which the year of programme of study ends.

RAS_CASE

23. For non-standard academic years the method used to calculate RASFTE is dependent on the following factors:

a. Method used to return FTE.

b. Whether the year of programme of study is the first or not.

c. Whether the year of programme of study is the last or not.

24. The table below shows how we identify different cases of non-standard academic years of programme of study when calculating FTE.

Value	Description	Definition
0	Standard academic year	TYPEYR = 1
1a	100:0 and commenced before 2 December and first year of programme	FTE_TYPE = 3 and ANNIV < 2 December 2003 and COMDATE > 31 July 2003
1b	100:0 and commenced before 2 December and not first year of programme	FTE_TYPE = 3 and ANNIV < 2 December 2003 and COMDATE < 1 August 2003
1c	100:0 and commenced after 1 December and not last year of programme	FTE_TYPE = 3 and ANNIV > 1 December 2003 and DATELEFT > 31 July 2004 or DATELEFT = blank
1d	100:0 and commenced after 1 December and last year of programme	FTE_TYPE = 3 and ANNIV > 1 December 2003 and DATELEFT < 1 August 2004
2a	0:100 and commenced before 2 December and first year of programme	FTE_TYPE = 4 and ANNIV < 2 December 2003 and COMDATE > 31 July 2003
2b	0:100 and commenced before 2 December and not first year of programme	FTE_TYPE = 4 and ANNIV < 2 December 2003 and COMDATE < 1 August 2003

2c	0:100 and commenced after 1 December and not last year of programme	FTE_TYPE = 4 and ANNIV > 1 December 2003 and DATELEFT > 31 July 2004 or DATELEFT = blank
2d	0:100 and commenced after 1 December and last year of programme	FTE_TYPE = 4 and ANNIV > 1 December 2003 and DATELEFT < 1 August 2004
3a	Split FTE and commenced before 2 December and first year of programme	FTE_TYPE = 2 and ANNIV < 2 December 2003 and COMDATE > 31 July 2003
3b	Split FTE and commenced before 2 December and not first year of programme	FTE_TYPE = 2 and ANNIV < 2 December 2003 and COMDATE < 1 August 2003
3c	Split FTE and commenced after 1 December and not last year of programme	FTE_TYPE = 2 and ANNIV > 1 December 2003 and DATELEFT > 31 July 2004 or DATELEFT = blank
3d	Split FTE and commenced after 1 December and last year of programme	FTE_TYPE = 2 and ANNIV > 1 December 2003 and DATELEFT < 1 August 2004

PRVYRFTE

25. This field contains the value of STULOAD returned for the student in the HESA 2002-03 student return. PRVYRFTE is capped at 100. PRVYRFTE is assumed to be 0 where a link to HESA 2002-03 student data cannot be made.

AVRGFTE

26. AVRGFTE is the arithmetic mean of STULOAD for all students on non-standard academic years of programme of study in their last academic year, with the same MODE and QUALAIM at the same institution.

AVRGPOP

27. This field indicates students that have been included in the calculation of AVRGFTE.

Value	Description	Definition
1	Included in AVRGFTE calculation	FTE_TYPE = 2, 4 and TYPEYR = 2, 5 and DATELEFT > 31 July 2003 and DATELEFT < 1 August 2004
0	Not included in AVRGFTE calculation	Otherwise

STUFTEYY

28. This field contains the value of STULOAD, capped at 100, from the first year of the programme. The year the STULOAD is taken from is given in YRSTUFTE.

YRSTUFTE

29. This field contains the year the value in STUFTEYY is taken from. For example if YRSTUFTE = 1998 then STUFTEYY was taken from the HESA 1998-99 student record. YRSTUFTE contains the year that the programme of study commenced.

RASFTE

30. This field contains the FTE we assume in the RAS03 re-creation. When the year of programme of study is contained in a standard academic year RASFTE is taken to be STULOAD. The table below shows the method of calculating RASFTE for different groups of non-standard academic years of programme of study.

RAS_CASE	RASFTE
0	STULOAD
1a	STULOAD
1b	STULOAD
1c	PRVYRFTE
1d	PRVYRFTE
2a	AVRGFTE
2b	STULOAD
2c	STULOAD
2d	STULOAD
3a	STULOAD + AVRGFTE
3b	STULOAD
3c	STULOAD
3d	STULOAD + STUFTEYY

31. RASFTE is capped at 100. RASFTE is set to 100 for all full-time and sandwich years of programme of study (RASMODE = FT).

RASTYPE

32. This field contains the fee-paying status of the student.

Value	Description	Definition
HOMEEC	Home and EC student	FUNDCODE = 1, 4
ISOV	Island and overseas students	Otherwise

ELAPSED

33. This field contains the length of the course in days. The values are rounded up to the nearest whole day.

Value	Definition
365 x SPLENGTH	UNITLGTH = 1
365/12 x SPLENGTH	UNITLGTH = 2
365/52 x SPLENGTH	UNITLGTH = 3
2191	UNITLGTH = 9
0	Otherwise

RSTUEXCL

34. This field indicates whether the student is included in the RAS03 re-creation. For students excluded from the re-creation RSTUEXCL contains the sum of all applicable values from the table below. Students included in the re-creation have RSTUEXCL = 0.

Value	Description	Definition
1	Student with qualification aim other than PG research degree	QUALAIM ≠ 02, 04, 06, 14
2	Students not active on census date	COMDATE > 1 December 2003 or DATELEFT < 1 December 2003 or STUBID* = 1
4	Student studying wholly outside UK	LOCSDY = 7 and FUNDCODE ≠ 1
8	Dormant, sabbatical or writing-up student	MODEYPS = 51, 61 to 64 or (MODE = 41 to 44 and (COMDATE + ELAPSED) < 2 December 2003)
16	No unit of assessment information	SBJQA1 = blank or ((SBJQA1 = blank or SBJQA2 = blank) and SBJBID = 1, 2)

* See paragraphs 31-34, Appendix 1 for a description of STUBID.

35. The value in RSTUEXCL will be the sum of all applicable codes for a student. For example, if RSTUEXCL = 12, then subtracting figures from the above table starting at the bottom, we see that the student is dormant, sabbatical or writing-up (RSTUEXCL = 8) and studying wholly outside the UK (RSTUEXCL = 4).

REXCL1

36. This flag indicates whether the student was excluded due to non-postgraduate research qualification aim.

Value	Description	Definition
1	Student with other qualification aim	QUALAIM ≠ 02, 04, 06, 14
0	Postgraduate research degree student	Otherwise

REXCL2

37. This flag indicates whether the student was excluded due to non-activity on 1 December 2003. The algorithms for deriving STUBID are given in paragraphs 31-34, Appendix 1.

Value	Description	Definition
1	Non-active on census date	COMDATE > 1 December 2003 or DATELEFT < 1 December 2003 or STUBID = 1
0	Active on census date	Otherwise

REXCL4

38. This flag indicates whether the student was excluded due to studying wholly outside the UK.

Value	Description	Definition
1	Student studying wholly outside UK	LOCSDY = 7 and FUNDCODE ≠ 1
0	Student not studying wholly outside UK	Otherwise

REXCL8

39. This flag indicates whether the student was excluded due to being dormant, sabbatical or writing-up.

Value	Description	Definition
1	Dormant, sabbatical or writing-up student	MODEYPS = 51, 61 to 64 or (MODE = 41 to 44 and (COMDATE + ELAPSED) < 2 December 2003)
0	Not dormant, sabbatical or writing-up student	Otherwise

REXCL16

40. This flag indicates whether the student was excluded due to not having subject of qualification aim information.

Value	Description	Definition
1	No Unit of Assessment information	SBJQA1 = blank or ((SBJQA1 = blank or SBJQA2 = blank) and SBJBID = 1, 2)
0	Unit of Assessment information	Otherwise

MSUB

41. This field indicates the submission identifier for UoAs where multiple submissions were made to the 2001 Research Assessment Exercise. MSUB = Z except where institution specific algorithms have been provided to attribute the activity to another submission identifier.

Appendix 9

Troubleshooting the differences between RAS03 and the RAS03 re-creation

Purpose

1. This appendix aims to help institutions identify the cause of any discrepancies between their HESA 2003-04 student data and forms R1a, R1b, R2a and R2b of the RAS03 return. It is expected that institutions will have worked through this appendix and consulted the web-based FAQ page on the HEFCE web-site under Learning & teaching/Data collection before seeking assistance from HEFCE on resolving discrepancies.

Using this appendix

2. The diagnostic diagram in Figure 2 provides a systematic method for identifying at what point discrepancies between the returns occur. The subsequent paragraphs give possible causes for each discrepancy. These causes can be grouped into two categories:

- errors in completing specific fields on the HESA 2003-04 student return (addressed in this appendix)
- problems of fit with RAS03 re-creation algorithms (addressed in Appendix 10).

3. The diagnostic diagram in Figure 2 can be used to help identify errors in completing specific fields on the HESA return.

4. The match between RAS03 and HESA 2003-04 student data is unlikely to be exact, due to approximations made in the re-creation algorithms (see Appendix 10 for further details). Therefore, when using the diagnostic diagram we expect institutions to exercise their own judgement to decide when small differences between the two data sources are not significant. However, institutions need to be aware that small differences may accumulate and become significant. When the cause of a significant difference cannot be determined, it may be necessary to backtrack to find the root of the problem.

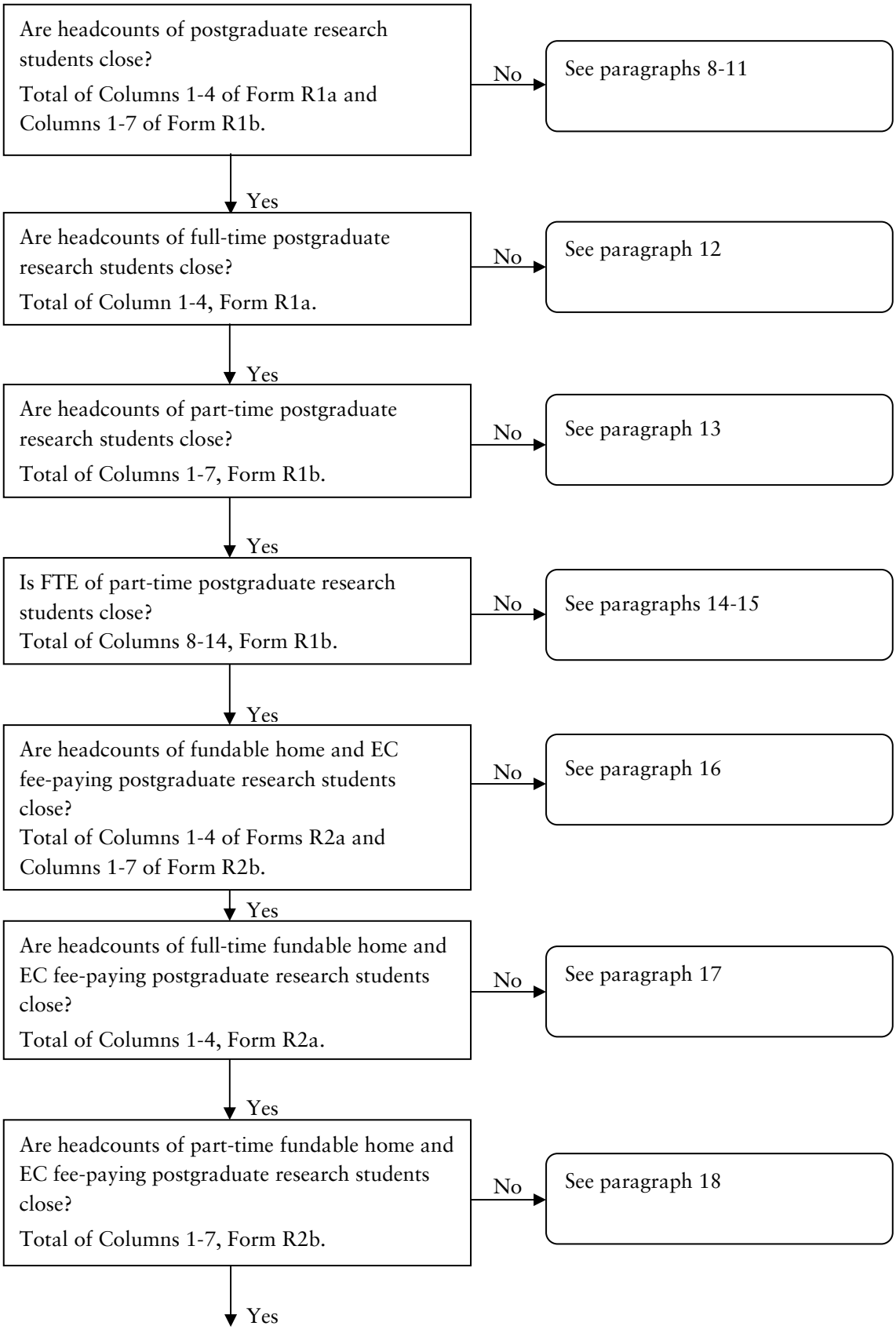
5. The description in this appendix is aimed at identifying errors in the HESA 2003-04 student data rather than RAS03. Therefore it is possible to follow the diagnostic diagram given in Figure 2 without resolving the discrepancies if they are due to errors in RAS03.

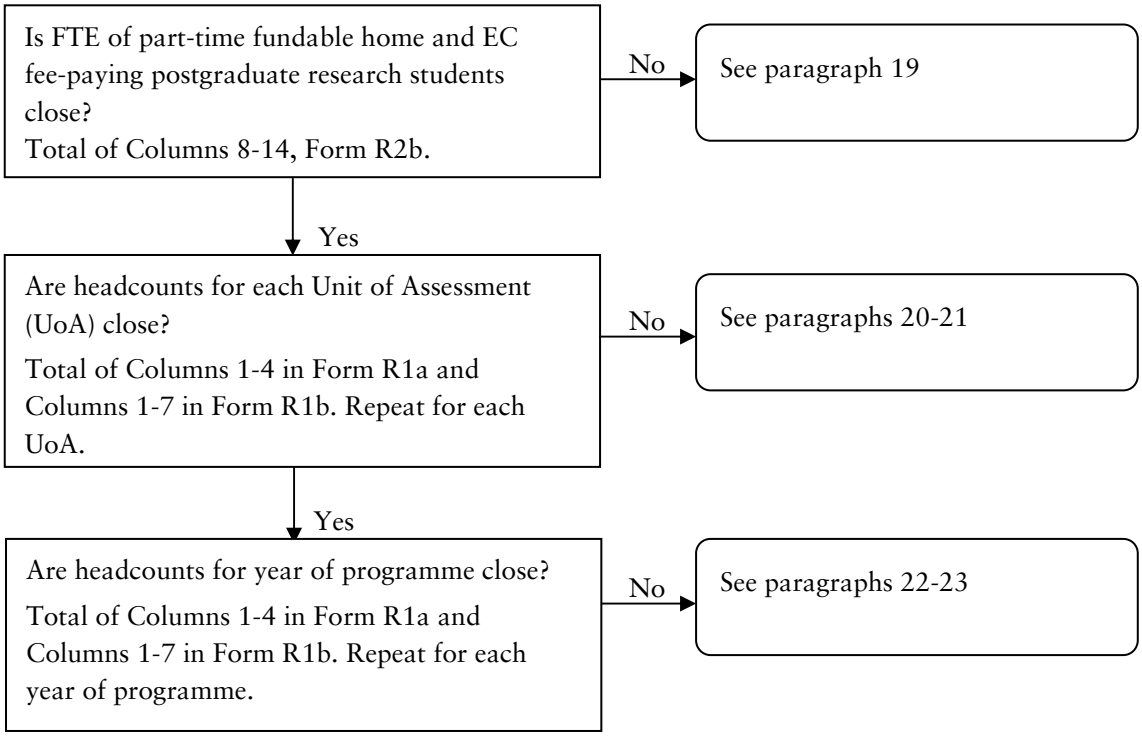
6. Throughout this appendix, fields taken from the HESA 2003-04 student return or derived as part of the re-creation are shown in capitals using the names given in Tables 13 and 14 of Appendix 8.

Using the individualised file

7. When working through this appendix it is necessary to use the individualised file RASR03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Figure 2 **Diagnostic flowchart**




Is FTE of part-time fundable home and EC fee-paying postgraduate research students close?
Total of Columns 8-14, Form R2b.
No
See paragraph 19
Yes
Are headcounts for each Unit of Assessment (UoA) close?
Total of Columns 1-4 in Form R1a and Columns 1-7 in Form R1b. Repeat for each UoA.
No
See paragraphs 20-21
Yes
Are headcounts for year of programme close?
Total of Columns 1-4 in Form R1a and Columns 1-7 in Form R1b. Repeat for each year of programme.
No
See paragraphs 22-23

Postgraduate research students in forms R1a and R1b, R2a and R2b

8. To identify postgraduate research students in forms R1a and R1b from the individualised file select RSTUEXCL = 0. The algorithm for deriving RSTUEXCL is given in paragraphs 34-35 of Appendix 8.

9. We make an assumption about the date that students commence writing-up. Details of this assumption are given in paragraph 4 of Appendix 10.

10. We also make an assumption about the mode of students that start writing-up after 1 December 2003. Details of this assumption are given in paragraph 5 of Appendix 10.

11. Students that are also staff that generate one staff FTE may be incorrectly included in the re-creation. Details of this problem of fit are given in paragraph 14 of Appendix 10.

Full-time postgraduate research students in Form R1a

12. To identify full-time postgraduate research students in Form R1a from the individualised file select RSTUEXCL = 0, and RASMODE = FT. The algorithms for deriving RSTUEXCL and RASMODE are given in paragraphs 34-35 and 10 respectively of Appendix 8.

Part-time postgraduate research students in Form R1b

13. To identify part-time postgraduate research students in Form R1b from the individualised file select RSTUEXCL = 0, and RASMODE = PT. The algorithms for deriving RSTUEXCL and RASMODE are given in paragraphs 34-35 and 10 respectively of Appendix 8.

FTE of part-time postgraduate research students in Form R1b

14. To identify part-time postgraduate research students in Form R1a from the individualised file select RSTUEXCL = 0 and RASMODE = PT. To obtain the FTE for these headcounts sum the values of RASFTE. The algorithm for deriving RSTUEXCL, RASMODE and RASFTE is given in paragraphs 34-35, 10 and 30-31 of Appendix 8.

15. We make assumptions about the assignment of FTE for part-time students on non-standard academic years. Details of these assumptions are given in paragraphs 6-8 of Appendix 10.

Fundable home and EC fee-paying postgraduate research students

16. To identify fundable home and EC fee-paying postgraduate research students from the individualised file select RSTUEXCL = 0, and RASTYPE = HOMEEC. The algorithms for deriving RSTUEXCL and RASTYPE are given in paragraphs 34-35 and 32 respectively of Appendix 8.

Fundable home and EC fee-paying full-time postgraduate research students

17. To identify fundable home and EC fee-paying full-time postgraduate research students from the individualised file select RSTUEXCL = 0, RASTYPE = HOMEEC and RASMODE = FT. The algorithms for deriving RSTUEXCL, RASTYPE and RASMODE are given in paragraphs 34-35, 32 and 10 respectively of Appendix 8.

Fundable home and EC fee-paying part-time postgraduate research students

18. To identify fundable home and EC fee-paying part-time postgraduate research students from the individualised file select RSTUEXCL= 0, RASTYPE = HOMEEC and RASMODE = PT. The algorithms for deriving RSTUEXCL, RASTYPE and RASMODE are given in paragraphs 34-35, 32 and 10 respectively of Appendix 8.

FTE of fundable home and EC fee-paying part-time postgraduate research students

19. To identify the FTE of fundable home and EC fee-paying part-time postgraduate research students from the individualised file select RSTUEXCL = 0, RASTYPE = HOMEEC, RASMODE = FT. To obtain the FTE sum the values of RASFTE. The algorithms for deriving

RASFTE, RSTUEXCL, RASTYPE and RASMODE are given in paragraphs 30-31, 34-35, 32 and 10 respectively of Appendix 8.

Unit of Assessment

20. To identify postgraduate research students from the individualised file select RSTUEXCL = 0. To obtain the proportion of activity in each UoA select all activity in that UoA. For example, select RASUOA1 = 01 or RASUOA2 = 01 or RASUOA3 = 01 to identify activity in clinical laboratory science. Sum the values in the respective UoA proportion field. For example if RASUOA1 = 01 then sum UOAP1 to identify FTE in clinical laboratory science. Similarly, sum UOAP2 if RASUOA2 = 01, and sum UOAP3 if RASUOAP3 = 01. The algorithms for deriving RASUOA1, RASUOA2, RASUOA3, UOAP1, UOAP2 and UOAP3 are given in paragraphs 14 and 16-17 of Appendix 8.

21. We make assumptions about assigning activity to UoAs. Details of these assumptions are given in paragraphs 10-12 of Appendix 10.

Year of programme

22. To identify headcounts by year of programme from the individualised file select RSTUEXCL = 0 followed by each year of programme (RASYEAR = 1, 2, 3, 4+, 4, 5, 6, 7+). The algorithms for deriving RSTUEXCL and RASYEAR are given in paragraphs 34-35 and 12-0 respectively of Appendix 8.

23. We make an assumption about the year of programme when it has been returned as 99. Details of this assumption are given in paragraph 13 of Appendix 10.

Appendix 10

Problems of fit with the RAS03 re-creation algorithms

Purpose

1. This appendix describes known problems of fit with the re-creation of forms R1a, R1b, R2a and R2b of the RAS03 when using HESA 2003-04 student data.

2. This appendix is aimed at expert readers with an in-depth knowledge of the data. Readers are advised to have copies of the 2003-04 HESA individualised student record coding manual and 'Research Activity Survey 2003' (HEFCE 2003/49) to hand when using this appendix. This appendix should be read in conjunction with Annex F and Appendices 8 and 9.

3. Throughout this appendix, fields taken from the HESA 2003-04 student return or derived as part of the re-creation are shown in capitals using the names given in Tables 13 and 14 of Appendix 8.

Description of problems of fit in algorithms

Writing-up students

4. For students recorded as writing-up we have assumed that they became writing-up on the date obtained by adding their course length (see paragraph 33 of Appendix 8 for details on the algorithm used to derive ELAPSED) to their commencement date (COMDATE). Therefore when students have taken time out from the course or have been active for longer than anticipated, and this caused them to be active on 1 December 2003 but writing-up on 31 July 2004, they will be excluded from the re-creation.

5. Where students were writing-up on 31 July 2004 and we have assumed they were active on 1 December 2003 we have assigned them to a mode using the mode returned in the HESA 2002-03 student return. Our assumption will not reflect where students started writing-up between 1 August 2003 and December 2003.

FTE of part-time postgraduate research students

6. Assumptions were made when assigning FTE for part-time students on non-standard academic years. The assumptions affect the following groups of part-time students:

a. Those starting their programme between 1 August 2003 and 1 December 2003 and whose FTE is reported to HESA using the 0:100 FTE method.

b. Students whose anniversary of commencement date is between 1 August 2003 and 1 December 2003 and whose FTE is reported to HESA using the 0:100 FTE method.

c. Those starting their programme between 1 August 2003 and 1 December 2003 whose FTE is reported to HESA using the split FTE method.

d. Those neither starting nor ending their programme between 1 August 2003 and 31 July 2004 whose FTE is reported to HESA using the split FTE method.

e. Those ending a programme which originally started between 2 December and 31 July whose FTE is reported to HESA using the split FTE method.

7. For students in case a, we assume that the FTE for the year is the same as the FTE in the final year for similar students. For students in case b we assume that the FTE for the year is the same as the FTE for the student's previous year of programme of study. For students in case c the FTE on the HESA record only reflects activity for part of the year; in order to estimate the FTE for a full year we have added the FTE from the final year for similar students. For students in case d we have assumed that the FTE for the year counted is the same as the FTE for the academic year. In general this will be true except where the student changes intensity of study during the course. For students in case e the FTE on the HESA record only reflects activity for part of the year; in order to estimate the FTE for a

full year we have added the FTE from the first year.

8. In addition to the specific assumptions above, the FTE for students reported to HESA using the split FTE method may be inflated in the final year, where a student generates load due to writing-up.

Dormant students

9. The YEARSTU field is used to allocate students to years. Where a student has been dormant for part of a year, YEARSTU will not be incremented, therefore students who were active on the RAS census date but subsequently became dormant will be assigned a lower year of study in the re-creation.

Unit of Assessment

10. The mapping of subjects to Units of Assessment (UoAs) is based on the normal practice for the sector. However, institutions have a great deal of choice about how they allocate staff, and hence students, to UoAs. Therefore, we expect some institutions will need to define a bespoke mapping from subjects to UoAs in order to generate a reasonable re-creation. Furthermore, there are a number of joint academic coding system (JACS) codes that may map to two UoAs; in these cases we have made a judgement about the most likely UoAs which in some cases may not be appropriate.

11. We assume that major/minor subject activity is split 65/35, balanced subject activity is split 50/50 and triple activity is split into thirds.

12. We have used the subject proportion indicator (SBJBID) to apportion activity between UoAs. However, students who are supervised across more than one UoA may have been returned to RAS03 either according to an agreed division of supervision, or in proportion to the number of supervisors.

Year of programme

13. The YEARPRG field is used to allocate students to years. Where a year of programme is not a recognised concept of a course, that is YEARPRG = 99, year of programme for the student has been estimated by adding one to the number of anniversaries of COMDATE prior to 1 December 2003, except where the student is on a non-standard academic year that commences after 1 December 2003 where we assume the number of anniversaries of COMDATE prior to 1 December 2003. This may cause a student to be put into a higher year where they have taken time out during their course.

Students that are also returned as staff

14. Students that are also staff and that generate one staff FTE are not identifiable from the HESA student record, and therefore are incorrectly included in the RAS03 re-creation. This may lead to inflated numbers of students in the RAS03 re-creation.

Interruption of study

15. It is not possible to accurately record students that temporarily leave their course before the census date and return before HESA data is submitted. This may lead to inflated numbers of students returned with RASYEAR = 4 for full-time and RASYEAR = 7+ for part-time.

Appendix 11

Widening participation derived statistics algorithms

Purpose

1. This appendix details the algorithms used in calculating the 2004-05 widening participation (WP) funding allocations.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual to hand when using this appendix.

HESA fields used in the widening participation derived statistics algorithms

3. Only certain fields, detailed in Table 15, were used to generate the WP allocation fields. The field numbers shown relate to the combined record format of the HESA record.

4. Throughout this appendix fields taken from the HESA return or derived for the WP allocations are shown in capitals using the names given in Table 15 and 16.

Using the individualised file

5. When working through this appendix it is necessary to use the individualised file WP03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Table 17 **HESA fields used to inform the widening participation allocations**

Field number	Description	Name	Column in individualised file*
1	Record type indicator	RECID	G
2	HESA institution identifier	INSTID	A
4	Student identifier	HUSID	B
10	Date of birth	BIRTHDTE	I
12	Country code of student's permanent address	DOMICILE	J
15	Disabled students' allowance	DISALL	K
21	Highest qualification on entry	QUALENT2	L
26	Date of commencement of programme	COMDATE	H
41	General qualification aim of student	QUALAIM	M
64	Major source of funding	MSFUND	N
75	Postcode	POSTCODE	O
149†	Institution's own identifier for student	OWNSTU	D
150†	Institution's own programme of study identifier	OWNPSD	E
151	Student instance number	NUMHUS	C
153	Type of programme year	TYPEYR	P

***** The individualised data file WP03XXXX.ind, downloadable from the web (see Annex B).

† These fields are not used in the comparison but are included in the individualised file to allow easy identification of students.

Description of derived fields

6. Table 18 details the derived fields contained on the individualised data file. These fields may be used to inform the WP allocations.

Table 16 **Derived fields used to inform the WP allocation**

Field name	Description	Paragraph	Column in individualised file*
AGEGRP	Age group	14	Q
CASWARD	2001 census ward of the student's home postcode	21	R
DISALLOC	Flag indicating inclusion to inform disability allocation	11	S
DISPOP	Flag indicating inclusion in the disability allocation population	10	T
EDMQUIN	Educational attainment quintile of mature full-time student's census ward	23	U
EDPOPM	Flag indicating inclusion in mature full-time widening access allocation population	17	V
EDPOPPT	Flag indicating inclusion in part-time widening access allocation population	18	X
EDPTQUIN	Educational attainment quintile of part-time student's census ward	24	W
ENTRANT	Flag indicating students in their first year of programme of study	12	Y
ENTRYAGE	Student's age on commencement of programme of study	13	Z
EXCLPC	Flag indicating whether postcode was mapped to census data	19	AA
HIGHQUAL	Flag indication whether student has not previously studied for their qualification aim	15	AB
OUDSA	Open University DSA eligibility	9	AC
PGDSA	Postgraduate DSA eligibility	8	AD
PRIKEY[Φ]	Unique programme of study identifier	11	F
UGDSA	Undergraduate DSA eligibility	7	AE
WARD6_C	1991 census ward of the student's home postcode	20	AF
YNGPART	Flag indicating inclusion in young full-time widening access allocation population	16	AG
YNGQUIN	Young participation quintile of young full-time student's census ward	22	AH

* The individualised data file WP03XXXX.ind, downloadable from the web (see Annex B).

[Φ] The algorithms for deriving these fields are given in Appendix 1.

UGDSA

7. This field indicates the DSA (Disabled Student's Allowance) eligibility status for undergraduates, including students on Postgraduate Certificates of Education (PGCEs) and excluding Open University students.

Value	Description	Definition
1	Undergraduate eligible for DSA	INSTID ≠ 0001 and DOMICILE = 2826, 5826, 6826, 7826, 8826 and (HESLEVEL = UG or QUALAIM = 12, 13) and (HESMODE = FTS or (HESMODE = SWOUT and MODE ≠ 23) or (HESMODE = PT and HESESFTE ≥ 50))
0	Undergraduate ineligible for DSA	Otherwise

The algorithms for deriving HESLEVEL, HESMODE and HESESFTE are given in paragraphs 23, 22 and 51-52 respectively of Appendix 1.

PGDSA

8. This field indicates the DSA eligibility status for postgraduates, excluding students on PGCEs and Open University students.

Value	Description	Definition
1	Postgraduate eligible for DSA	INSTID ≠ 0001 and DOMICILE= 2826, 5826, 6826, 7826, 8826 and HESLEVEL = PGT, PGR and QUALAIM ≠ 12, 13 and MSFUND ≠ 21, 22, 23, 24, 25, 26, 27, 29 and ((HESMODE = FTS, SWOUT and CRSELGTH ≥ 1) or (HESMODE = PT and HESESFTE ≥ 50))
0	Postgraduate ineligible for DSA	Otherwise

The algorithms for deriving HESLEVEL, HESMODE, CRSELGTH and HESESFTE are given in paragraphs 23, 22, 53 and 51-52 respectively of Appendix 1.

OUDSA

9. This field indicates the DSA eligibility status for Open University students.

Value	Description	Definition
1	Open University students eligible for DSA	INSTID = 0001 and DOMICILE= 2826, 5826, 6826, 7826, 8826 and (HESESFTE ≥ 50 or HESLEVEL = PGT and LENGTH = L and HESESFTE ≥ 33.3)
0	Open University students ineligible for DSA	Otherwise

The algorithms for deriving HESESFTE, HESLEVEL and LENGTH are given in paragraphs 51-52, 23 and 40 of Appendix 1.

DISPOP

10. This flag indicates whether the student was included in the denominator of the disability allocation proportions.

Value	Description	Definition
1	Included in the denominator of the disability allocation proportions	HESCOL4 = 1 and HESTYPE = HOMEF, HOMEIF, HOMENF and (UGDSA = 1 or PGDSA = 1 or OUDSA = 1)
0	Not included in the denominator of the disability allocation proportions	Otherwise

The algorithms for deriving HESCOL4 and HESTYPE are given in paragraphs 86 and 24-26 respectively of Appendix 1.

DISALLOC

11. This flag indicates whether the student is likely to be included in the numerator of the disability allocation proportion calculations.

Value	Description	Definition
1	Included in the numerator of the disability allocation proportions	DISPOP = 1 and DISALL = 4
0	Not included in the numerator of the disability allocation proportions	Otherwise

ENTRANT

12. This field identifies students in their first year of programme of study.

Value	Description	Definition
1	Entrant	((FTE_TYPE = 1, 3 or TYPEYR = 1) and COMDATE ≥ 1 August 2003 and COMDATE ≤ 31 July 2004) or ((FTE_TYPE = 2, 4 or (FTE_TYPE = 1, 3 and TYPEYR ≠ 1)) and COMDATE ≥ 1 August 2002 and COMDATE ≤ 31 July 2003)
0	Not an entrant	Otherwise

A description of FTE_TYPE is given in paragraphs 14-18 of Appendix 1.

ENTRYAGE

13. This field contains the student's age at the commencement of the programme of study.
ENTRYAGE = (COMDATE – BIRTHDTE)/365.25 rounded down to the nearest whole number.

AGEGRP

14. This field contains the student's age group using ENTRYAGE.

Value	Description	Definition
1	Less than 21 years of age	ENTRYAGE < 21
2	Greater than or equal to 21 and less than 25 years of age	Not above and ENTRYAGE < 25
3	Otherwise	Otherwise

HIGHQUAL

15. This field identifies students that have not previously studied for their qualification aim, or a higher qualification aim.

Value	Description	Definition
1	Student has not previously studied for their qualification aim, or a higher qualification aim	(QUALENT2 = 21, 22 and QUALAIM = 18 to 43) or (QUALENT2 = 23 to 28, 31 and QUALAIM = 18 to 24) or (QUALENT2 = 30 and QUALAIM = 18 to 24, 28) or QUALENT2 = 29, 39 to 99
0	Student has previously studied for their qualification aim, or a higher qualification aim	Otherwise

YNGPART

16. This flag indicates whether the student is included in the young, full-time widening access allocation population.

Value	Description	Definition
1	Included in young full-time widening access allocation population	HESTYPE = HOMEF and HESCOL4 = 1 and AGEGRP = 1 and ENTRANT = 1 and HESLEVEL = UG and HESMODE = FTS
0	Not included in the population	Otherwise

The algorithms for deriving HESTYPE, HESCOL4, HESLEVEL and HESMODE are given in paragraphs 24-26, 86, 23 and 22 respectively of Appendix 1.

EDPOPM

17. This flag indicates whether the student is included in the mature, full-time widening access allocation population.

Value	Description	Definition
1	Included in mature full-time widening access allocation population	HESTYPE = HOMEF and HESCOL4 = 1 and AGEGRP = 2, 3 and ENTRANT = 1 and HESLEVEL = UG and HESMODE = FTS
0	Not included in the population	Otherwise

The algorithms for deriving HESTYPE, HESCOL4, HESLEVEL and HESMODE are given in paragraphs 24-26, 86, 23 and 22 respectively of Appendix 1.

EDPOPPT

18. This flag indicates whether the student is included in the part-time widening access allocation population.

Value	Description	Definition
1	Included in the part-time widening access allocation population	HESTYPE = HOMEF and HESCOL4 = 1 and ENTRANT = 1 and HESLEVEL = UG and HESMODE = PT
0	Not included in the population	Otherwise

The algorithms for deriving HESTYPE, HESCOL4, HESLEVEL and HESMODE are given in paragraphs 24-26, 86, 23 and 22 respectively of Appendix 1.

EXCLPC

19. This flag indicates whether the student's home postcode (POSTCODE) has been excluded from the mapping to 1991 and 2001 census ward data. Postcodes that are recognised as schools, prisons, hospitals and similar public institutions are excluded from the mapping.

WARD6_C

20. This field contains the 1991 census ward of the student's home postcode (POSTCODE).

CASWARD

21. This field contains the 2001 census ward of the student's home postcode (POSTCODE).

YNGQUIN

22. This field indicates the young participation quintile of the student's 1991 census ward (WARD6_C). This field is only populated for home domiciled students (DOMICILE = 2826, 5826, 6826, 7826, 8826) in the young full-time widening access population (YNGPART = 1) with home postcodes that are not excluded (EXCLPC = N). Values are 1 to 5, with 5 being the quintile of highest participation.

EDMQUIN

23. This field indicates the educational attainment quintile of the student's 2001 census ward (CASWARD). This field is only populated for English and Welsh domiciled students (DOMICILE = 2826, 5826, 6826) in the mature full-time widening access population (EDPOPM = 1) with home postcodes that are not excluded (EXCLPC = N). Students are only assigned to a quintile if they have not previously studied for their current qualification aim, or a higher qualification aim (HIGHQUAL = 1), and their highest qualification on entry is known (QUALENT2 ≠ 99). Values are 1 to 5, with 5 being the quintile of highest educational achievement.

EDPTQUIN

24. This field indicates the educational attainment quintile of the student's 2001 census ward (CASWARD). Students are only assigned to a quintile if they have not previously studied for their current qualification aim, or a higher qualification aim (HIGHQUAL = 1), and their highest qualification on entry is known (QUALENT2 ## 99). Values are 1 to 5, with 5 being the quintile of highest educational achievement.

Appendix 12

Sports science derived statistics algorithms

Purpose

1. This appendix describes the method used to generate HESA data to assign sports science and leisure activity to a sports science price group from the HESA 2003-04 student data. Following review these data may be used to inform a 2005-06 transfer of sports science activity.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) to hand when using this appendix.

3. The algorithms described in this appendix are those used to assign activity to a sports science price group. The algorithms for assigning all other attributes in the re-creation are given in Appendix 1.

HESA fields used in the re-creation

4. The fields detailed in Table 17 were used to generate data used to identify sport science and leisure studies activity for funding from 2005-06. The field numbers shown relate to the combined record format of the HESA record. For institutions making a student module return, cost centre and teaching institution information are taken from the module portion of the return.

5. Throughout this appendix, fields taken from the HESA return or derived as part of the sports science derived statistics algorithms are shown in capitals using the names given in Tables 17 and 18.

Using the individualised file

6. When working through this appendix it is necessary to use the individualised file CC3803XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Table 19 **Fields used to assign sport science activity to a sports science price group**

Field number	Description	Name	Column in individualised file*
41	General qualification aim of student	QUALAIM	G
43-45	Subject of qualification aim	SBJQA1-3	H-J
72	Year of programme	YEARPRG	K
100,103,106,109, 112,115,118,121, 124,127,130,133, 136,139,142,145	Cost centre 1-16	COSTCN01-16	Not included
101,104,107,110, 113,116,119,122, 125,128,131,134, 137,140,143,146	Subject area of study 1-16	SBJ01-16	Not included
154	Level applicable to Funding Council HESES	FUNDLEV	L
170	Regulated body for health and social care students	REGBODY	M

* The individualised data file CC3803XXXX.ind, downloadable from the web (see Annex B).

Description of derived fields

7. Here we give details of the derived fields contained on the individualised data file. These fields are used to assign sports science activity to a sports science price group.

Table 20 **Derived fields**

Field name	Description	Paragraph	Column in individualised file*
CC38PROP	Proportion of student's activity in cost centre 38	8-9	N
CDPRP Φ	Proportion of clinical dentistry activity	62	O
CMPRP Φ	Proportion of clinical medical activity	62	P
CRSELGTH Φ	Expected length of the course in years	53	AI
HESCOL4 Φ	Flag indicating whether the student was included in Column 4	86	AM
HESCOMP Φ	HESES completion of year of programme of study indicator	71	AL
HESESFTE Φ	FTE for the year of programme of study	51-52	AN
HESEXCL Φ	Reason for exclusion from the HESES population	73-74	AK
HESLEVEL Φ	Level of study	23	Q
HESMED Φ	Table 1b inclusion flag	61	R
HESMODE Φ	Mode of study	22	S
HESREG Φ	Column 1 or 2 indicator	70	AQ
HESTYPE Φ	Fundability status	24-26	AO
LENGTH Φ	Flag indicating long or standard length years of programme of study	40	AP
MEDIAB Φ	Proportion of media activity assigned to price group B	65	V
MEDIAC Φ	Proportion of media activity assigned to price group C	66	W
MEDIAD Φ	Proportion of media activity assigned to price group D	67	X
PCDPRP Φ	Proportion of pre-clinical dentistry activity	62	T
PCMPRP Φ	Proportion of pre-clinical medical activity	62	U
PRGA PRGB PRGC PRGD PRGMEDIA PRGPSYCH PRGITT PRGINSET Φ	Proportion of countable year in each price group	56-60	AA-AH
PRIKEY Φ	Unique programme of study identifier	11	B
PSYCHB Φ	Proportion of psychology activity assigned to price group B	68	Y
PSYCHD Φ	Proportion of psychology activity assigned to price group D	69	Z
SPORT Φ	Flag indicating allocation of cost centre 38 to price groups	63-64	AJ

XPRP101 Φ	Cost centre proportion indicator	55	Not included
YEARONE Φ	New entrant flag	38-39	AR

* The individualised data file CC38XXXX.ind, downloadable from the web (see Annex B).

Φ The algorithms for deriving these fields are given in Appendix 1.

CC38PROP

8. This field contains the proportion of sports science and leisure studies activity. Sports science activity is identified where COSTCN01-16 = 38 on the module portion of the HESA return.

Value	Description	Definition
CC38PROP	This field contains the proportion of sports science and leisure studies activity	Sum of XPRP101s/˜100

The algorithm for deriving XPRP101 is given in paragraph 55 of Appendix 1.

9. The proportion of activity in the sports science price group is accordingly removed for price group C (PRGC) and price group D (PRGD).

Appendix 13

HEFCE statistical publications algorithms

Purpose

1. This appendix describes the methods used to generate the data for publication. The basis for deriving statistics for HEFCE publications has fundamentally changed since 'Guide to HESES02 re-creation web facility' (HEFCE 2003/39). Here we detail the algorithms that will be used to generate published data in 2005. It is likely that the web facility will serve as the main mechanism for institutions to verify the derived statistics that will be used in HEFCE statistical publications during 2005.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual to hand when using this appendix.

HESA fields used in the publication data

3. The fields detailed in Table 19 were used to generate the publication data. The field numbers shown relate to the combined record format of the HESA record.

4. Throughout this appendix fields taken from the HESA return or derived as part of the publication data are shown in capitals using the names given in Tables 19 and 20 respectively.

Using the individualised file

5. When working through this appendix it is necessary to use the individualised file PUB03XXXX.ind, where XXXX is the HESA identifier for the institution. Full details of how to access this file are given in paragraphs 24-26 of Annex B. This will show the allocation of students to cells within the tables and, where relevant, details of why they were excluded.

Student-based data

6. This section describes the fields used in generating student-based data for publication using the HESA 2003-04 student record.

Table 19 **Fields used in data for publication**

Field number	Description	Name	Column in individualised file*
1	Record type indicator	RECID	C
2	HESA institution identifier	INSTID	A
3	Campus identifier	CAMPID	D
12	Country code of student's permanent address	DOMICILE	E
26	Date of commencement of programme	COMDATE	F
28	Special students	SPCSTU	G
35	Date left institution or completed	DATELEFT	H
41	General qualification aim of student	QUALAIM	I
43 – 45	Subject of qualification aim	SBJQA1-3	J-L
46	Proportion indicator	SBJBID	M
49	Expected length of study programme	SPLENGTH	N
50	Units of length	UNITLGTH	O

53	Teacher training course identifier	TTCID	P
66	Fee eligibility	FEEELIG	Q
70	Mode of study	MODE	R
71	Location of study	LOCSDY	S
74	Student FTE	STULOAD	T
75	Postcode	POSTCODE	U
86	Other institution providing teaching 1	TINST1	Not included
87	Other institution providing teaching 2	TINST2	Not included
90	Proportion not taught by this institution	PCOLAB	Not included
152	Suspension of active studies	NOTACT	V
153	Type of programme year	TYPEYR	W
165	The extent of which a student is registered at one institution and taught by another institution	FRNCHACT	X

***** The individualised file PUB03XXXX.ind, downloadable from the web (see Annex B).

Description of derived fields

7. This section contains details of the derived fields contained on the individualised data file – see Table 21. These fields are used to generate data for use in publications. To aid clarity, fields include a prefix showing which publication and population they relate to. The prefixes are:

Table 20 **Prefixes used for derived fields**

Prefix	Description
FRN	Data where students are registered at one institution and taught by another institution
CMP	Campus data
PBL	Provision by location data
DIS	Distance learning data

Table 21 **Derived fields**

Field name	Description	Paragraph	Column in individualised file*
ANNIV[Φ]	Anniversary of commencement date in academic year	41[Φ]	CB
CMPFTE	Campus learners FTE	21	AW
CMPLOAD	Flag indicating whether the FTE is in the campus FTE table	20	AN
CMPNME	Name of campus	17	AR
CMPPOST	Postcode of campus	18	AS
CMPSTU	Flag indicating whether the student is in the campus student	19	AM

	table		
DISLOAD	Flag indicating whether the FTE is included in the distance learning table	24	AJ
DISTNCE	Flag indicating whether student is in the distance learning table	23	AI
DISTDOM	Name of geographic region for student's permanent address	22	Y
DISTFTE	Distance learning FTE	25	AO
FRNEXT	Flag indicating the extent of which a student is registered at one institution and taught by another institution	14	AH
FRNFTE	The FTE taught by the teaching institution(s)	16	AG
FRNINST1	The first teaching institution code, other than the registering institution	10	AU
FRNINST2	The second teaching institution code, other than the registering institution	10	AV
FRNLOAD	Flag indicating whether the FTE is included in the 'registered at one institution and taught by another institution(s) FTE table	15	AF
FRNNME	Where students are registered at one institution and taught by another institution, this is the name(s) of institutions which provide the taught provision	11	AT
FRNSTU	Flag indicating whether the student is included in the 'registered at one institution and taught by another institution(s) student tables	13	AE
NUTS1 – 3	National Unit of Territorial Statistics	59-60	Not included
PBLFTEX[+],Y[+]	Provision by location FTE for subject and institution	47-58	BC-BN
PBLINSPY[+]	These fields give the proportion of activity for each teaching institution	44-46	AZ-BB
PBLINSTY[+]	Teaching institution code(s)	30-32	BO-BQ
PBLLEV	This field allocates students to level of study	26	AY
PBLLOAD	Flag indicating whether the student FTE is included in the provision by location population	34	AL
PBLMODE	This field allocates students to mode of study	43	AY
PBLSBJX[+]	These fields give the subjects of study	35-38	BR-BU
PBLSBJPX[+]	These fields give the proportion of activity for each subject area	39-42	BV-BY
PBLSTU	Flag indicating whether the student is included in the provision by location population	33	AK
PRIKEY[Φ]	Unique programme of study identifier	11	B
STUBID[Φ]	Unique countable year of programme identifier	31-34	AQ

WEEKS	This field derives the number of weeks for expected length of study of programme	27	BZ
XCOLAB01	This field derives the proportion of activity taught by teaching institutions other than the registering institution	12	Z
XELSP01	This field allocates students to expected length of study	28	AA
XMODE01	This field allocates students to mode of study	29	AB
XPSES01	Standard session population	8	AC
XPSR01	Standard registration population	9	AD

***** The individualised file PUB03XXXX.ind, downloadable from the web (see Annex B).

$^{\Phi}$ Descriptions of these fields are given in Appendix 1.

$^{+}$ Where X = 1 to 4 and Y = 1 to 3 for each subject/institution combination.

XPSES01

8. This HESA derived field indicates whether the student is included in the standard session population.

Value	Description	Definition
1	The record is counted within the HE session population	SPCSTU ≠ 3, 4, 5, 6, 8 and MODE ≠ 63, 64 and DATELEFT ≥ 1 August 2003 or blank and COMDATE ≤ 31 July 2004 or blank and LOCSDY ≠ 7 and QUALAIM = 02 to 52, 61, 62, 97, 98
2	The record is counted within the FE session population	SPCSTU ≠ 3, 4, 5, 6, 8 and MODE ≠ 63, 64 and DATELEFT ≥ 1 August 2003 or blank and COMDATE ≤ 31 July 2004 or blank and LOCSDY ≠ 7 and QUALAIM = 53, 54, 55, 71 to 83, 99
0	Otherwise	

XPSR01

9. This HESA derived field indicates whether the student is included in the standard registration population.

Value	Description	Definition
XPSES01	See XPSES01 = 1, 2 descriptions	XPSES01 = 1, 2 and (DATELEFT = blank and (TYPEYR = 1, 3, 4 or (TYPEYR = 2 and NOTACT = blank))) or (DATELEFT > ANNIV of COMDATE + 14 days) or (DATELEFT ≤ ANNIV of COMDATE + 14 days and ((UNITLGTH = 3 and SPLENGTH = 01, 02) or (UNITLGTH = 4 and SPLENGTH = 01 to 14) or (UNITLGTH = 5 and SPLENGTH 01 to 42))))
3	The student is not counted within the population because DATELEFT is less than the anniversary of COMDATE in year + 14 days, and course lasts more than 2 weeks	XPSES01 = 1, 2 and DATELEFT ≤ ANNIV of COMDATE + 14 days and ((UNITLGTH = 3 and SPLENGTH ≠ 01, 02) or (UNITLGTH = 4 and SPLENGTH ≠ 01 to 14) or (UNITLGTH = 5 and SPLENGTH ≠ 01 to 42) or UNITLGTH ≠ 3, 4, 5)
4	The student is not counted within the population because they are not expected to start new year of	XPSES01 = 1, 2 and DATELEFT is blank and ((TYPEYR = 2 and NOTACT = 1, 2) or TYPEYR = 5)

	programme of study	
0	Not in session population	XPSES01 ≠ 1, 2

Derived fields for the teaching institution where students are registered at one institution and taught by another institution

FRNINST1 and FRNINST2

10. The teaching institution identifier(s) of students who are registered at one institution and taught by another institution are included in the supplementary tables. This data is sourced from TINST1 for the student module record and TINST1 and TINST2 for the combined record.

FRNNME

11. The full name of the teaching institution(s) of students who are registered at one institution and taught by another institution included in the supplementary tables.

XCOLAB01

12. This field derives the proportion of teaching to other teaching institutions where students are registered at one institution and taught by another institution.

Value	Definition
PCOLAB	RECID = 03011, 03111, 03211, 03311, 03411, 03711 and PCOLAB > 0
PCOLAB × (FTE/TOTFTE)	RECID = 03012, 03112, 03212, 03312, 03412, 03612, 03712 and TOTFTE > 0 and PCOLAB > 0 and TINST1 ≠ blank
0	Otherwise

The algorithm for deriving TOTFTE is given in paragraph 54 of Appendix 1.

FRNSTU

13. A flag to indicate whether the student is included in the student tables.

Value	Description	Definition
1	Included in the tables	XPRS01 = 1 and (FRNINST1 or FRNINST2 are ≠ blank)
0	Not included in the tables	Otherwise

FRNEXT

14. A flag to indicate the extent of which a student is registered at one institution and taught by another institution.

Value	Description	Definition
1	Students who are wholly taught by another institution and not the registering institution	FRNCHACT = 3
2	Not wholly taught by another institution	Otherwise

FRNLOAD

15. A flag to indicate whether the FTE is included in the FTE table.

Value	Description	Definition
1	Included in the FTE table	XPSES01 = 1 and (FRNINST1 or FRNINST2 ≠ blank)
0	Not included in the FTE table	Otherwise

FRNFTE

16. The FTE assumed for students included in the taught FTE table.

Value	Definition
(STULOAD/100) × (XCOLAB01/100)	STULOAD ≠ blank, 0 and XCOLAB01 ≠ blank
0	Otherwise

Campus derived fields

CMPNME

17. The name of the campus, derived from CAMPID.

CMPPOST

18. The postcode of the campus, derived from CAMPID.

CMPSTU

19. A flag to indicate whether the student is in the campus student table.

Value	Description	Definition
1	Included in the campus student table	XPSR01 = 1
0	Not included in the campus student table	Otherwise

CMPLOAD

20. A flag to indicate whether the FTE is in the campus FTE table.

Value	Description	Definition
1	Included in the campus FTE table	XPSES01 = 1
0	Not included in the campus FTE table	Otherwise

CMPFTE

21. The FTE assumed for students in the campus FTE table.

Value	Definition
STULOAD/100	STULOAD ≠ blank, 0
0	Otherwise

Distance learning derived fields

DISTDOM

22. This field shows the distance learning geographic region. It is derived from the student's POSTCODE for UK domiciled students and DOMICILE otherwise. Where a student has an invalid POSTCODE the DOMICILE is used.

Value	Definition
EU*	EU
RW*	Rest of World
EN	England (Unknown region)
WA	Wales
SC	Scotland
NI	Northern Ireland
NE	North-East
NW	North-West
YH	Yorkshire and the Humber
EM	East Midlands
WM	West Midlands
ES	East of England
GL	London
SE	South-East
SW	South-West
UK	UK unknown

* EU = European Union, RW includes Africa, Asia, Australasia, Middle East, North America, Other Europe, Other Overseas and South America. If DOMICILE = 1782 or 1783, DISTDOM is determined by FEEELIG. If FEEELIG = 2 then DISTDOM = Rest of World else DISTDOM = UK unknown.

DISTNCE

23. A flag to indicate whether the student is in the distance learning table.

Value	Description	Definition
1	Included in the distance learning tables	XPSR01 = 1 and LOCSDY = 6
0	Not included in the distance learning table	Otherwise

DISLOAD

24. A flag to indicate whether the FTE is in the distance learning table.

Value	Description	Definition
1	Included in the distance learning table	XPSES01 = 1 and LOCSDY = 6
0	Not included in the distance learning table	Otherwise

DISTFTE

25. The FTE assumed for students in the distance learning table.

Value	Definition
STULOAD / 100	STULOAD ≠ 0, blank
0	Otherwise

Provision by location derived fields

PBLLEV

26. This field allocates students to level of study.

Value	Description	Definition
PGT	Postgraduate taught	QUALAIM = 03, 05, 07, 08, 10, 12, 13, 62, 98
DEG	First degree	QUALAIM = 18, 20, 21, 22, 23, 24
FOU	Foundation degree	QUALAIM = 28
HND	Higher National Diploma	QUALAIM = 41
HNC	Higher National Certificate	QUALAIM = 42
OTHER	Other undergraduate	QUALAIM = 15, 25, 26, 27, 29, 30, 32, 33, 43, 44, 45, 51, 52, 61, 63, 97
blank		Otherwise

WEEKS

27. This field derives the number of weeks for expected length of study programme.

Value	Definition
52 × SPLENGTH	UNITLGTH = 1
((integer (SPLENGTH) / 12) × 52) + ((modulo* (SPLENGTH) / 12) × 4)	UNITLGTH = 2
SPLENGTH	UNITLGTH = 3
SPLENGTH / 5	UNITLGTH = 4
1	UNITLGTH = 5

* Calculates the remainder of SPLENGTH / 12

XELSP01

28. This field records the expected length of study.

Value	Definition
1	< 5 WEEKS
2	≥ 5 WEEKS and < 24 WEEKS
3	≥ 24 WEEKS and ≤ 52 WEEKS
4	> 52 WEEKS and ≤ 104 WEEKS
5	> 104 WEEKS and ≤ 156 WEEKS
6	> 156 WEEKS and ≤ 208 WEEKS
7	> 208 WEEKS and ≤ 260 WEEKS
8	> 260 WEEKS and ≤ 312 WEEKS
9	> 312 WEEKS and < 1,040 WEEKS
A	> = 1,040 WEEKS or UNITLGTH = 9

XMODE01

29. This field allocates the mode of study.

Value	Description	Definition
1	Full-time	MODE = 01, 12, 52, 53 or (MODE = 02, 13 and XELSP01 > 2)
2	Sandwich	MODE = 23, 24 or (MODE = 25 and XELSP01 > 2)
3	Part-time	MODE = 14, 31, 32, 33, 34, 35, 36, 37, 38, 39 or (MODE = 02, 13, 25 and XELSP01 = 1, 2)
4	Writing up	MODE = 43, 44
5	Sabbatical	MODE = 51
6	Dormant	MODE = 63, 64

PBLINST1

30. This field indicates the student's primary location of activity.

Value	Description
CAMPID	Campus identifier of campus taught activity

PBLINST2

31. This field indicates the student's secondary location of activity.

Value	Description
FRNINST1	First teaching institution other than the registering institution

PBLINST3

32. This field indicates the student's tertiary location of activity.

Value	Description
FRNINST2	Second teaching institution other than the registering institution

PBLSTU

33. A flag to indicate whether the student is included in the provision by location student population.

Value	Description	Definition
1	In the provision by location student population	XPSR01 = 1 and SBJQA1 ≠ blank and LOCSDY ≠ 6, 7, C, D, F and PBLLEV = PGT, DEG, FOU, HND, HNC, OTH and XMODE01 = 1,3
0	Not in the provision by location student population	Otherwise

PBLLOAD

34. A flag to indicate whether the FTE is included in the provision by location FTE population.

Value	Description	Definition
1	In the provision by location student FTE population	XPSES01 = 1 and SBJQA1 ≠ blank and LOCSDY ≠ 6, 7, C, D, F and PBLLEV = PGT, DEG, FOU, HND, HNC, OTH and XMODE01 = 1,3
0	Not in the provision by location student FTE population	Otherwise

PBLSBJ1

35. This field gives the primary subject of study.

Value	Description	Definition
SBJQA1	Primary subject of qualification	(QUALAIM = 12, 13 and TTCID = 1,2,6,7 and first two characters of SBJQA1 = X1) or (TTCID = 1, 2 and first two characters of SBJQA1 = X1) or (TTCID = 0, 3, 4, 5, and SBJQA1 ≠ blank)
X100	Teacher training	(QUALAIM = 12, 13 and TTCID = 1, 2, 6, 7 and first two characters of SBJQA1 ≠ X1) or (TTCID = 1, 2 and first two characters of SBJQA1 ≠ X1, blank)
ZZZZ	Unknown subject of qualification	SBJQA1 = blank, and SBJQA2 = blank, and SBJQA3 = blank

PBLSBJ2

36. This field gives the secondary subject of study.

Value	Description	Definition
SBJQA1	Primary subject of qualification	TTCID = 1,2, and first two characters of SBJQA1 ≠ X1, blank
SBJQA2	Secondary subject of qualification	(TTCID = 1, 2 and first two characters of SBJQA1 = X1) or (TTCID = 0, 3, 4, 5)
blank	Other	Otherwise

PBLSBJ3

37. This field gives the tertiary subject of study.

Value	Description	Definition
SBJQA2	Secondary subject of qualification	TTCID = 1,2, and first two characters of SBJQA1 ≠ X1, blank)
SBJQA3	Tertiary subject of qualification	(TTCID = 1,2, and first two characters of SBJQA1 = X1) or (TTCID = 0, 3, 4, 5)
blank	Other	Otherwise

PBLSBJ4

38. This field gives the quaternary subject of study.

Value	Description	Definition
SBJQA3	Quaternary subject of qualification	TTCID = 1,2, and first two characters of SBJQA1 ≠ X1, blank
blank	Other	Otherwise

PBLSBJP1

39. This field gives the proportion of activity for the primary subject of study.

Value	Description	Definition
100	Single subject combination	PBLSBJ2 = blank
66.667	Major subject combination	SBJBID = 2 and PBLSBJ3 = blank
50	Balanced or teacher training combination	(PBLSBJ1 = X100 and PBLSBJ2 ≠ blank) or (PBLSBJ3 = blank and SBJBID ≠ 2) or (TTCID = 1,2 and first two characters of SBJQA1 = X1 and PBLSBJ3 ≠ blank)
33.333	Triple subject combination	TTCID = 0, 3, 4, 5, # and PBLSBJ3 ≠ blank

PBLSBJP2

40. This field gives the proportion of activity for the secondary subject of study.

Value	Description	Definition
50	Balanced subject combination	SBJBID ≠ 2 and PBLSBJ2 ≠ blank and PBLSBJ3 = blank

33.333	Minor subject combination or major subject combination when combined with teacher training	(SBJBID = 2 and PBLSBJ2 ≠ blank) or (TTCID = 0, 3, 4, 5, and PBLSBJ3 ≠ blank)
25	Balanced subject combination when combined with teacher training	TTCID = 1, 2 and PBLSBJ4 = blank and SBJBID ≠ 2
16.667	Minor subject combination or triple subject combination when combined with teacher training	PBLSBJ1 = X100 and PBLSBJ4 ≠ blank
0	Other	Otherwise

PBLSBJP3

41. This field gives the proportion of activity for the tertiary subject of study.

Value	Description	Definition
33.333	Triple subject combination	TTCID = 0, 3, 4, 5, and PBLSBJ3 ≠ blank
25	Balanced subject combination when combined with teacher training	TTCID = 1, 2 and PBLSBJ4 = blank and SBJBID ≠ 2
16.667	Minor subject combination or triple subject combination when combined with teacher training	(PBLSBJ1 = X100 and PBLSBJ4 ≠ blank) or (SBJBID = 2 and PBLSBJ3 ≠ blank)
0	Other	Otherwise

PBLSBJP4

42. This field gives the proportion of activity for the quaternary subject of study.

Value	Description	Definition
16.667	Triple subject combination when combined with teacher training	PBLSBJ1 = X100 and PBLSBJ4 ≠ blank
0	Other	Otherwise

PBLMODE

43. This field allocates students to mode of study.

Value	Description	Definition
FT	Full–time	XMODE01 = 1
PT	Part-time	Otherwise

PBLINSP1

44. These fields give the proportion of taught activity for the registering institution

Value	Description	Definition
1	Wholly taught at the registering institution	FRNCHACT = 1
(100-XCOLAB01)/100	Proportion taught by the registering institution	FRNCHACT = 2
0	Not taught by the registered institution	FRNCHACT = 3

PBLINSP2

45. This field gives the proportion of activity in the primary teaching institution, other than the registering institution.

Value	Description	Definition
0	Wholly taught by the registering institution	FRNCHACT = 1
XCOLAB01/100	Proportion taught by the teaching institution, other than the registering institution	FRNCHACT = 2, 3 and PBLINST3 = blank
XCOLAB01/100× 0.5	Proportion taught by the primary teaching institution, other than the registering institution	FRNCHACT =2, 3 and PBLINST3 ≠ blank

PBLINSP3

46. This field gives the proportion of activity in the secondary teaching institution, other than the registering institution.

Value	Description	Definition
XCOLAB01/100× 0.5	Proportion taught by the secondary teaching institution, other than the registering institution	FRNCHACT = 2, 3 and PBLINST3 ≠ blank
0	Otherwise	Otherwise

PBLFTE11

47. This field gives the FTE for the taught activity at the registering institution and the primary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP1 × PBLINSP1	FTE in first subject area and registering institution

PBLFTE12

48. This field gives the FTE for the taught activity in the primary teaching institution other than the registering institution and the primary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP1 × PBLINSP2	FTE in first subject area and first teaching institution

PBLFTE13

49. This field gives the FTE for the taught activity in the secondary teaching institution other than the registering institution and the primary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP1 × PBLINSP3	FTE in first subject area and second teaching institutions

PBLFTE21

50. This field gives the FTE for the taught activity at the registering institution and the secondary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP2 × PBLINSP1	FTE in second subject area and registering institution

PBLFTE22

51. This field gives the FTE for the taught activity in the primary teaching institution other than the registering institution and the secondary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP2 × PBLINSP2	FTE in second subject area and first teaching institution

PBLFTE23

52. This field gives the FTE for the taught activity in the secondary teaching institution other than the registering institution and the secondary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP2 × PBLINSP3	FTE in second subject area and second teaching institution

PBLFTE31

53. This field gives the FTE for the taught activity at the registering institution and the tertiary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP3 × PBLINSP1	FTE in third subject area and registering institution

PBLFTE32

54. This field gives the FTE for the taught activity in the primary teaching institution other than the registering institution and the tertiary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP3 × PBLINSP2	FTE in third subject area and first teaching institution

PBLFTE33

55. This field gives the FTE for the taught activity in the secondary teaching institution other than the registering institution and the tertiary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP3 × PBLINSP3	FTE in third subject area and second teaching institution

PBLFTE41

56. This field gives the FTE for the taught activity at the registering institution and the quaternary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP4 × PBLINSP1	FTE in fourth subject area and registering institution

PBLFTE42

57. This field gives the FTE for the taught activity in the primary teaching institution other than the registering institution and the quaternary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP4 × PBLINSP2	FTE in fourth subject area and first teaching institution

PBLFTE43

58. This field gives the FTE for the taught activity in the secondary teaching institution other than the registering institution and the quaternary subject of qualification.

Value	Description
STULOAD/100 × PBLSBJP4 × PBLINSP3	FTE in fourth subject area and second teaching institution

NUTS1, NUTS2 and NUTS3

59. These fields indicate the students' area of activity based on the PBLSINST1 - 3 postcodes. They contain the National Unit of Territorial Statistics levels (NUTS). There are three levels as described below.

Level	Number of areas of activity in UK	Description
NUTS1	12	Government Office regions of England and other UK
NUTS2	37	Counties/groups of counties
NUTS3	133	Counties/groups of Unitary Authorities

60. In addition, we provide the following area information based on the PBLINST1 – 3 postcodes.

a. Local education authority

b. Learning and Skills Council

c. Local area district unitary authority (LADUA).

Appendix 14

Research degree rates of qualification

This appendix is not yet available.

Appendix 15

HESES04 non-completion toolkit algorithms

Purpose

1. This appendix describes the fields that are used by the HESES04 non-completion toolkit to generate the non-completion rates based on HESA 2003-04 student data.

2. This appendix is aimed at expert readers with in-depth knowledge of the data. Readers are advised to have a copy of the 2003-04 HESA student record coding manual and the 'Higher Education Students Early Statistics Survey 2003-04' (HEFCE 2003/44) to hand when using this appendix.

HESA fields used in the HESES04 non-completion toolkit

3. The fields detailed in Table 22 were used to generate the estimated HESES04 non-completion rates. The field numbers shown relate to the combined record format of the HESA record.

4. Throughout this appendix, fields taken from the HESA 2003-04 student data or derived for the HESES04 non-completion toolkit are shown in capitals using the names given in Tables 22 and 23 respectively.

Table 22 **Fields used in the HESES04 non-completion toolkit**

Field number	Description	Name	Name of Column in NCData worksheet
40	Programme of study title	PTITLE	Programme_title
41	General qualification aim of student	QUALAIM	Qualification_aim
72	Year of programme	YEARPRG	Year_of_programme_of_study
150	Institution's own programme of study identifier	OWNPSD	Own_Identifier
154	Level applicable to Funding Council HESES	FUNDLEV	Level

Description of derived fields used in the HESES04 non-completion toolkit

5. The HESES04 non-completion toolkit uses the derived fields listed in Table 23 to generate non-completion rates based on HESA 2003-04 student data.

Table 23 **Description of derived fields used in the HESES04 non-completion toolkit**

Field name	Description	Paragraph	Name of Column in NCData worksheet
HESMODE $^{\Phi}$	Mode of study	22	Mode
NCTSBJ	Subject area	6	Subject

$^{\Phi}$ The algorithms for deriving this field is given in Appendix 1.

NCTSBJ

6. This field holds the primary subject of qualification.

Value	Definition
X100	(TTCID=1, 2 and SBJQA1* ≠ X1) or (QUALAIM=12, 13 and TTCID=1,2,6,7 and SBJQA1 ≠ X1)
ZZZZ	SBJQA1=blank
SBJQA1	Otherwise

* The first two characters of the field are used.

Appendix 16

Invalid postcode list description

Purpose

1. This appendix gives a description of the fields used in the invalid postcode list which identifies those students returned on the 2003-04 HESA student record with postcodes that are not contained within the Post Office list of valid postcodes.

2. The invalid postcode list file PUB03XXXX.ind, where XXXX is the HESA identifier for the institution, contains a list of all students that have postcodes that are not contained in the Post Office list of valid postcodes. Full details of how to access this file are given in paragraphs 24-26 of Annex B.

Table 24 **Fields used in the invalid postcode list**

Field number	Description	Name	Column in invalid postcode list
2	HESA institution identifier	INSTID	A
4	Student identifier	HUSID	B
75	Postcode	POSTCODE	F
149	Institution's own identifier for student	OWNSTU	D
150	Institution's own programme of study identifier	OWNPSD	E
151	Student instance number	NUMHUS	C