

April 2007/07  
Core funding/operations  
**Report on student numbers**

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This report is for information

This document gives tables of higher education students who are registered at one institution but taught by another. Information is derived from the Higher Education Statistics Agency 2005-06 data collections.

# Students registered at one institution but taught by another 2005-06

Tables of franchised students

# Students registered at one institution but taught by another 2005-06

To Heads of higher education institutions and further education colleges in England

Of interest to those responsible for Student data, Audit, Finance, Planning

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## Executive summary

### Purpose

1. This document is produced for information. It is one of a series (HEFCE 00/55, 01/70, 2002/51, 2004/02, 2004/36 and 2006/05) that each year present tables of the numbers of students who are registered at a higher education institution (HEI) but taught by another institution. The teaching institution is often, but not necessarily, a further education college. Such sub-contractual partnerships between institutions are diverse; although they are referred to here as franchises, the term does not always describe the nature of the collaboration. Information is derived from the Higher Education Statistics Agency (HESA) data collections.

### Action required

2. No action is required; this report is for information.

## Background and scope

3. Many higher education (HE) students are registered at one institution but taught by another, under a franchise, partnership or other sub-contractual agreement. Such sub-contractual partnerships between institutions are diverse and although they are referred to here as franchises, the term does not always describe the nature of the collaboration. Franchised students can be wholly or partially taught by the teaching institution.
4. This document makes no reference to HEFCE-recognised funding consortia arrangements, because such students are registered with their teaching institution which therefore retains responsibility for returning individualised data on the student. Details of HEFCE-recognised funding consortia arrangements can be found in HEFCE 00/54 'HE in FE colleges: indirectly funded partnerships – codes of practice for franchise and consortia arrangements'. A review of both HEFCE-recognised funding consortia and franchises is available on the HEFCE web-site (HEFCE 2003/57).
5. We have not reported franchising between further education colleges; this document is restricted to students registered at a higher education institution (HEI). Although there is a small amount of franchising of HE students from one further education college (FEC) to another, it is recorded differently.
6. Most students registered at HEIs but taught by another institution are taught at FECs, although some are taught by other HEIs. However, the teaching institution is often not named on the HESA return, in some cases because it is not publicly funded.
7. Since November 2000 we have published tables of franchised students by teaching and registering institutions annually (HEFCE 00/55, 01/70, 2002/51, 2004/02, 2004/36 and 2006/05). This year institutions have had the opportunity to check the tables, using our web facility, before submitting their data to HESA. Institutions have not seen the effect of the removal of duplicates as this has to be done on the whole data set.
8. The above publications do not form a time series because the underlying populations used have changed between years. In this, and in HEFCE 2006/05, we used the HESA session and registration populations. We used the session population for the tables based on full-time equivalents (FTEs) and the standard registration population for those based on headcounts. For the first time this year we have removed duplicates. This reduced the headcount population by 340 records or 0.5 per cent.

## Description of the tables

9. The tables are of students registered at an HEI and taught by another institution. The teaching institution is not always named. All students considered are HE students.
10. The methods used to extract the data are described below in a separate section.
11. Table 1 summarises the data, showing the breakdown by institution type.

**Table 1: Students registered at one institution and taught by another in 2005-06, summary**

<b>England</b>	<b>Type of teaching institution</b>	<b>Headcounts</b>	<b>FTEs</b>
	HEI	2,956	1,866
FEC	51,226	37,116	
Other*	14,996	8,482	
<b>Total</b>	<b>69,178</b>	<b>47,464</b>	

  

<b>Northern Ireland</b>	<b>Type of teaching institution</b>	<b>Headcounts</b>	<b>FTEs</b>
	HEI	90	11
FEC	84	63	
Other	549	311	
<b>Total</b>	<b>723</b>	<b>385</b>	

\*Includes Scottish and Welsh institutions

12. Tables 2 to 5 show the total number of franchised students from the HESA 2005-06 student record. Numbers of students are given as headcounts in Tables 2 and 3, and as FTEs in Tables 4 and 5. Tables 2 and 4 are arranged by the registering institution and Tables 3 and 5 by the teaching institution.

13. The tables show a breakdown of students by type of franchising – ‘wholly’ and ‘partially’.

14. ‘Wholly’ refers to students who are taught entirely by the teaching institution for the relevant year of programme of study. This does not necessarily mean that the student is franchised for the whole duration of their course. It could be that the student is taught by the teaching institution for the whole of Year 1 and then taught by their registering HEI for Years 2 and 3 of the programme of study. It is only in their first year of programme that such students would be recorded as wholly franchised. In Years 2 and 3 they would be recorded as taught by their registering HEI.

15. ‘Partially’ refers to students who are taught partly by their registering institution, and partly by the other institution. Again, this does not necessarily mean that the student is taught jointly for the whole of their course. For example if the student is taught entirely by the teaching institution for Year 1 of the programme, partly by both the teaching and registering institution in Year 2, and taught entirely by their registering HEI in Year 3. It is only in their second year of programme that they would be recorded as a partly franchised student.

## **Details of the data used**

16. Students in the HESA 2005-06 July return were considered to be registered at one institution and taught by another if at least one ‘other institution providing teaching’ was recorded. Only those students who were in the HESA standard registration population were included in the headcount tables, and only those in the HESA session HE population were included in the FTE tables.

17. Students with a missing value in the student FTE (STULOAD) field were excluded. There are some rows in Tables 4 and 5 that have no students; this is because the value is very small and rounded to zero.

18. The HESA definitions of level and mode were used. In calculating the FTEs the extent to which the student was taught by the teaching institution was taken into account using the HESA PCOLAB field.

## HESA definitions and fields

<p><b>HE session population</b> <b>XPSES01</b></p>	<p>The <b>HESA session HE population</b> has been derived from the HESA individualised student record. It includes all higher education enrolments active at any point in the academic year 1 August 2005 to 31 July 2006 except:</p> <ul style="list-style-type: none"> <li>a. Dormant students (those who have ceased studying but have not formally de-registered).</li> <li>b. Incoming visiting and exchange students.</li> <li>c. Students studying for the whole of their programme of study outside the UK.</li> </ul> <p>Since 2000-01, incoming visiting and exchange students have been excluded from the session population because there was an element of double-counting, with both outgoing and incoming students being included in previous analyses.</p>
<p><b>Standard registration population</b> <b>XPSR01</b></p>	<p>The <b>HESA standard registration population</b> has been derived from the HESA individualised student record and ensures that similar activity is counted in a similar way irrespective of when it occurs. The population splits the student experience into 'years of programme of study'; the first year of which is deemed to start on the commencement date of the programme, with second and subsequent years starting on, or near, the anniversary of that date. Registrations are counted once for each year of programme of study. Short-course registrations are counted in the standard registration population regardless of whether they are active on 1 December of the reporting period. However students who leave within two weeks of their start date, or anniversary of their start date, and are on a course of more than two weeks duration, are not included in the standard registration population. Dormant students, incoming visiting and exchange students from overseas, and students studying for the whole of their programme of study outside the UK are also excluded from this population.</p>
<p><b>Level</b></p>	<p><b>Postgraduate</b> programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education (PGCE) and professional qualifications) and usually require that entrants are already qualified to degree level (in other words, are already qualified at Level 3 of the National Qualifications Framework).</p>

	<p><b>Undergraduate</b> programmes of study are first degrees with or without eligibility to register to practise with a health or social care or veterinary statutory regulatory body, first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma, intercalated first degrees, foundation degrees, diplomas in HE with eligibility to register to practise with a health or social care regulatory body, Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ Levels 4 and 5, professional qualifications at undergraduate level, and other undergraduate diplomas and certificates including post-registration health and social care courses. Entrants to these programmes of study do not usually require an HE qualification.</p>
<b>Mode</b>	<p><b>Full-time</b> students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.</p> <p><b>Part-time students</b> are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only. Writing-up students are included with part-time students.</p>
<b>PCOLAB</b>	<p>The <b>Proportion not taught by this institution</b> indicates the percentage of the total programme in this reporting period 1 August-31 July for which other arrangements for teaching have been made, for example taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught by the returning institution.</p>

## List of abbreviations

<b>FE</b>	Further education
<b>FEC</b>	Further education college
<b>FT</b>	Full-time
<b>FTE</b>	Full-time equivalent
<b>HE</b>	Higher education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEI</b>	Higher education institution
<b>HESA</b>	Higher Education Statistics Agency
<b>ILR</b>	Individualised learner record
<b>PGT</b>	Postgraduate taught
<b>PT</b>	Part-time