

Annex F

Full-time equivalence for part-time students

1. Full-time equivalence (FTE) for part-time students is defined with reference to an equivalent full-time course. For the purposes of determining FTE, the number of guided learning hours the student undertakes is irrelevant. In general the comparison to an equivalent full-time course should be based on the number of years, or terms, taken to achieve the qualification, compared to a student studying full-time. Where such a full-time course does not exist, a reasonable judgement should be made by comparing it to other qualifications in a similar subject and at the same level. In this case, evidence of the courses used and the reasoning behind the judgement should be kept for audit purposes.

2. The table below shows the FTE per year for most recognised courses of HE, depending on the number of years the course is taken over. It also shows the total FTE for the course. For a part-time course, the FTE summed over the whole course should be equal to that shown in the table below.

Qualification aim	Total FTE	Duration in years									
		1	2	3	4	5	6	7	8	9	10
Degree	3			1.00	0.75	0.60	0.50	0.43	0.38	0.33	0.30
Foundation degree	2		1.00		0.50	0.40	0.33	0.29	0.25	0.22	0.20
				0.67							
HND	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
DipHE	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HNC	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
CertEd	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
HNC to HND top-up	0.75	0.75	0.38	0.25	0.19	0.15	0.13	0.11	0.09	0.08	0.08

3. The FTE for a foundation degree bridging course, as defined in Annex E, paragraphs 25 and 26, is 0.3.

4. The table above may not be appropriate where the qualification offered differs significantly from the norm for qualifications with that title. This is particularly true for DipHE and CertEd where the practice varies between colleges. Where colleges believe that the FTE should be different to that listed above, they may return a different FTE, but must keep a record of how this was derived. In cases of difficulty, colleges are advised to contact us for guidance. If colleges wish to use an FTE different to those listed above, with the exception of CertEd and DipHE, they must contact us before doing so. In particular, we would not expect the FTE for a part-time degree to be calculated with reference to a four-year programme.

5. Where a student repeats a year or enters the second, or later, year of the course directly, the total FTE returned for that student should be increased or decreased respectively to reflect this (see examples 2 and 3 below).

Example 1

6. A student studies for a degree over five years. The FTE returned each time the student becomes countable is 0.60; the student becomes countable five times so the total FTE returned over all years is $5 \times 0.60 = 3$.

Example 2

7. As in example one but the student resits year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable six times so the total FTE returned over all years is $6 \times 0.60 = 3.6$.

Example 3

8. As in example one but the student has accredited prior learning (APL) and enters directly onto year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable four times so the total FTE returned over all years is $4 \times 0.60 = 2.4$.

Example 4

9. A second-year HND student does eight units in the year. An HNC to HND top-up student does six units in one year. The FTE for the top-up is $6 \div 8 = 0.75$.

Example 5

10. A student who has already achieved an HND enters directly onto the second year of a degree course and completes the final two years of the degree in four years. The final two years of a degree if completed full-time would have a total FTE of 2. Therefore, the total FTE for the student is 2 and the FTE in each year is $2 \div 4 = 0.5$.

Annex G

Residential and funding status

Home and EC students

1. Students are classified as home and EC if they can be regarded as eligible students as defined by Schedule 1 of the Education (Student Support) Regulations 2001 (SI 2001 No. 951). The Education (Student Support) Regulations can be found on the HMSO web-site – www.hmso.gov.uk under 'Legislation', 'United Kingdom', then 'Statutory Instruments'. A list of countries belonging to the EC is on the HEFCE web-site, under 'Learning & Teaching', 'Data collection', then 'HEIFES FAQs'.

HEFCE-fundable: home and EC students eligible for HEFCE recurrent funding for teaching

2. Home and EC students are eligible for HEFCE recurrent funds for teaching (HEFCE-fundable) if they satisfy all of the following conditions:

- a. They are on courses of recognised HE, as defined in Annex D.
- b. The course is open to any suitably qualified candidate.
- c. The course is not being supported from any other EC public source. Where the fee plus income from a public source is insufficient to cover the HEFCE standard resource then a proportion of the students on the course can be returned as HEFCE-fundable. (See paragraph 4a.)

3. Where a student is not subject to the regulated fees and the fee is being paid by a source other than an EC public source, the eligibility for funding does not depend on the level of fee charged.

4. The following students are **not** eligible for HEFCE recurrent funding for teaching (recorded as HEFCE non-fundable):

- a. Students on courses which would otherwise be HEFCE-fundable, but whose places are funded at the standard HEFCE rate, or higher, from another EC public source, such as the TTA, Department of Health, NHS, Modern Apprenticeship scheme or the Home Office. In some cases an EC public source may provide funding that is in addition to the mandatory or recommended fees, pro rata for part-time students, but the funding falls significantly short of the HEFCE standard rate for the student. In this case the total funds received in addition to the fees should be used to calculate the number of students which for funding purposes are assumed to be fully supported from other EC public sources, with the remaining students being eligible for HEFCE recurrent funding. A template is available on the HEFCE web-site under 'Learning & teaching', 'Data collection', then 'HEIFES FAQs' to help determine fundability status in these cases.
- b. Students on courses that are not funded through HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us. This

includes courses where we distribute funds on behalf of other Government departments.

c. Students on initial teacher training (ITT) courses which lead to qualified teacher status (QTS); and all students holding QTS who are on an in-service education of teachers (INSET) course. This will include students transferring from courses where funding has been provided by the TTA for the whole year.

d. Students on pre-registration nursing or midwifery degrees and courses (including postgraduate courses) leading to a recognised professional qualification in dietetics, speech and language therapy, chiropody/podiatry or prosthetics and orthotics.

e. Students franchised to an institution that is not either:

- an HEI supported from public funds, or
- an FEC supported from public funds

except where specific approval has been given. Colleges must ensure that all franchises to any other organisation have been specifically approved by HEFCE before students are returned as HEFCE-fundable on HEIFES. Colleges should reapply if there is a material change in the arrangement.

f. Students on closed courses, i.e. courses which are restricted to certain groups of people and are not generally available to **any** suitably qualified candidate. For example, where a course is only open to employees of particular companies, that course is closed.

Examples of how to determine the number of students supported from other EC public funds

5. The public funding should first be used to offset any shortfall between the fees charged and the assumed fees. Once this offset has taken place, any remaining public funding should be divided by the standard funding per student and rounded up to the nearest whole number to find how many students are non-fundable; the remainder are then fundable. The standard funding per student is calculated as the standard resource minus the assumed fee. Standard resource is explained later in this annex. Note that in the examples, the assumed fee per FTE for part-time students is £790.

6. There is an Excel template on the HEFCE web-site under 'Learning & teaching', 'Data collection', then 'HEIFES FAQs', which will calculate the number of students who are non-fundable in individual cases.

Example 1

7. There are 10 full-time undergraduate students supported by £10,750 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,075 per student, so the public money only covers the fees and all students are fundable.

Example 2

8. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,075 paid by either the Student Loans Company (SLC), the student, or a mixture of the two. In addition, a public source puts in £1,000 per student. The assumed fees are fully met by the fees charged, so there is no offset. The standard funding per student is the standard resource ($1.5 \times £2,805 = £4,208$) – assumed fee (£1,075) = £3,133. There is £10,000 additional public money ($10 \times £1,000$). Therefore four students ($£10,000 \div £3,133 = 3.2$) are non-fundable, and the remaining six are fundable.

Example 3

9. There are 50 part-time undergraduate students, 0.5 FTE, in price group C who pay £100 a year tuition fee, and there is £30,000 from a public source. The assumed fee for each student is $0.5 \times £790 = £395$. There is £295 ($£395 - £100$) per student in tuition fees to make up using the public money, which uses $50 \times £295 = £14,750$. This leaves £15,250 of the public money. The standard funding per student is the standard resource ($(0.5 \times 1.5 + 0.5 \times 5\%) \times £2,805 = £2,174$) – assumed fee (£395) = £1,779. Therefore nine students ($£15,250 \div £1,779 = 8.6$) are non-fundable, and 41 are fundable.

Example 4

10. As in example 3, but the fees are £500 a year, all paid by the student. Each student pays a tuition fee which is greater than the assumed fee, so there are no tuition fees to make up using the public money. There is £30,000 public money and the standard funding per student is £1,779. Therefore 17 students ($£30,000 \div £1,779 = 16.9$) are non-fundable, and 33 are fundable.

Example 5

11. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £3,000; a public body pays half of the fee and the student pays the other half. The assumed fees are £2,805, which leaves £195 ($£3,000 - £2,805$) of public money per student. The standard funding per student is the standard resource ($1.5 \times £2,805 = £4,208$) – assumed fee (£2,805) = £1,403. There is £1,950 additional public money ($10 \times £195$). Therefore two students ($£1,950 \div £1,403 = 1.4$) are non-fundable, and the remaining eight are fundable.

HEFCE-funded and independently-funded students

12. All fundable students should be recorded as HEFCE-funded unless the college receives enough resources from other sources (other than EC public sources), for the year of programme of study, to cover the HEFCE standard resource for their provision. In such cases the college may choose to record the student as independently-funded. Independently-funded students are not included in our resource calculations but may be subject to student number controls.

Example 1

13. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £4,500 tuition fees. The standard resource is $(1.5 \times £2,805) = £4,208$. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the college can choose to either record the students as HEFCE-funded or as independently-funded.

Example 2

14. There are 20 HEFCE-fundable part-time postgraduate students, 0.6 FTE, in price group B. Each student pays £3,000 tuition fees. The assumed fee for each student is $0.6 \times £2,805 = £1,683$, which leaves £1,317 per student. The standard funding per student is the standard resource $((0.6 \times 2 + 0.6 \times 5\%) \times £2,805) - \text{assumed fee } (£1,683) = £1,767$. There is $20 \times £1,317 = £26,340$ remaining from the fees paid by the students. Therefore, the college can choose to return up to 14 students $(£26,340 \div £1,767 = 14.9)$ as independently-funded with the remaining students returned as HEFCE-funded.

HEFCE non-fundable: home and EC students ineligible for recurrent funding for teaching

15. These are students who are home and EC, as defined in paragraph 1, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 2 to 4 above.

Island and overseas students

16. All students who fall outside the definition of home and EC in paragraph 1 should be recorded as 'Island and overseas'. This will include students usually resident in the Channel Islands and Isle of Man.

Calculation of standard resource

17. If a student attracts a premium under the HEFCE's teaching funding method, the standard resource should be increased to reflect this. We notified colleges of these premiums in Table F of their funding agreement. For the current year 2001-02, there are three student-related premiums (part-time, long courses and mature students) and two institution-related premiums (inner and outer London). The total weighted student FTE is the sum of the subject-weighted FTE and the additional FTE from all premiums. Examples of calculations are given in paragraphs 20 to 22 below.

Factor	Premium	Applied to
Part-time	5%	Unweighted FTE
Full-time mature	5%	Unweighted FTE
Long course	25%	Subject-weighted FTE
Inner London	8%	Subject-weighted FTE
Outer London	5%	Subject-weighted FTE

18. The subject weights are shown below.

Price group	Subject weight
B* (Laboratory-based science, engineering and technology)	1.5 or 2.0 (depending on the outcome of the engineering review)
C (Other high cost subjects with a studio, laboratory or fieldwork element)	1.5
D (All other subjects)	1.0
Psychology*	1.0 or 2.0
Media studies*	1.0, 1.5 or 2.0

* Proportions in each subject weight are notified in Table F of the funding agreement.

19. The 2001-02 standard resource for a student is calculated by multiplying the total weighted FTE by £2,805 – the base level of resource for price group D.

Example 1

20. The standard resource for a part-time student (0.4 FTE) in price group D is £1,178:

Part-time premium	$0.4 \times 5\%$	= 0.02
Subject weight	0.4×1.0	= 0.40
Resource		= $0.42 \times \text{£}2,805 = \text{£}1,178$

Example 2

21. The standard resource for a part-time student (0.3 FTE) on a long course in price group C is £1,620:

Part-time premium	$0.3 \times 5\%$	= 0.0150
Subject weight	0.3×1.5	= 0.4500
Long course premium	$0.3 \times 1.5 \times 25\%$	= 0.1125
Resource		= $0.5775 \times \text{£}2,805 = \text{£}1,620$

Example 3

22. The standard resource per FTE in price group B, where the subject weight is 1.5, for a student at a college receiving the inner London premium is £4,544:

Subject weight	1.0×1.5	= 1.50
Inner London premium	$1.0 \times 1.5 \times 8\%$	= 0.12
Resource		= $1.62 \times \text{£}2,805 = \text{£}4,544$

Annex H

Price groups

1. We fund similar activity at similar rates. For HEIs, the department, or departments, in which a student undertakes activity defines the cost of the activity. For example, this means that a student on a science degree who is taught by both the science and business studies departments would be funded at a composite rate somewhere between the science and business studies rates. The rate depends on the balance of activity in each department. Data at this level are not available for FECs. For FECs, we use the mapping between Superclass II subject codes, as used in the LSC Qualification Database, and price groups, shown below.

Price group	Superclass II
B (Laboratory-based science, engineering and technology)	PB, PE, RA, RC – RF, RH, SA, SB, SK, TL, TM, XH – XL, XP – XR, XT, YC – YE
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	CA – CH, CY, DC, FK, J, L, M, NA – NH, PA, PC, PD, PF – PJ, PL – PQ, RB, RG, SC – SJ, SL – SP, TA – TK, W, XA – XF, XM, XN, XS, YA, YB
D (All other subjects)	A, B, CX, CZ, DA, DB, DD, DE, E, FB, FC, FJ, FL, G, H, KA – KD, KH, NK – NN, Q, V, Z
Psychology	PK
Media studies	KE – KG
ITT (QTS)	Students on ITT courses leading to QTS
INSET (QTS)	Students who hold QTS on INSET courses

2. A mapping from Superclass II code to price group, which includes a description of the subject of the Superclass II code, is available on the HEFCE web-site, under 'Learning & teaching', 'Data collection', then 'HEIFES FAQs'.

3. Some qualifications contain study in two distinct subject areas, for example, a Chemistry and Business course. In this case, the student should be split between the relevant price groups in proportion to the split between each subject.

4. Where colleges cannot identify the Superclass II code for a course on the LSC Qualification Database, they should contact the LSC funding and statistics support desk in the first instance.

5. All price group B provision should be returned in price group B irrespective of whether the provision was part of the review of engineering. Any split between subject weights will be carried out in the funding model.

6. Media studies students should be recorded in the media studies price group only. The attribution of media studies students to price groups for funding purposes has been determined by a review panel, and any split between price groups for media studies provision will be carried out in the funding model.

7. Psychology students should be recorded in the psychology price group only. A review of the attribution of psychology students to price groups for funding purposes has already taken place. Any split between price groups for psychology provision will be carried out in the funding model.

ITT and INSET students

8. Students on ITT courses leading to QTS should be entirely attributed to the ITT (QTS) price group, irrespective of the subject of qualification aim. Students on ITT courses that do not lead to QTS should be entirely attributed to price group C, irrespective of the subject of qualification aim.

9. INSET courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. Students who hold QTS and are on INSET courses should be entirely attributed to the INSET (QTS) price group, irrespective of the subject of qualification aim and whether or not the TTA is funding the course. Students who do not hold QTS but are on INSET courses should be attributed to a price group according to the subject of qualification aim.

Annex I

Mode of study

Full-time and sandwich

1. Students are counted as full-time and sandwich if they meet the following criteria:
 - a. They are normally required to attend the college, or elsewhere, for periods amounting to at least 24 weeks within the year of programme of study; and during that time they are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.
 - b. A full-time fee is chargeable for the course for the year, these include:
 - i. £1,075 for undergraduates and students registered for a PGCE.
 - ii. £530 for undergraduate students on international courses that are not SOCRATES/ERASMUS exchanges, where study at the college is for less than 10 weeks.
 - iii. £0 (nil) for undergraduate students who are on full-year outgoing SOCRATES/ERASMUS exchanges.In some cases all or part of the fee may be waived.
2. The guided learning hours should not be used in isolation to determine how many hours each week a student spends studying. All guided learning hours count towards this total, but it is expected that HE students will spend a significant amount of time each week in self-led individual learning, and an estimate of this time should also be included.
3. This category includes all full-time, sandwich and language year abroad students, other than those falling within the definition of 'Full-time sandwich year-out' given below.
4. In general, all students on a given course with a broadly similar pattern of activity for a given year of programme of study, should be recorded as having the same mode.

Full-time sandwich year-out

5. A student is counted as sandwich year-out if their programme of study includes a period of work-based experience and they meet both the following criteria:
 - a. They are on a course that falls within the definition of sandwich in Regulation 5 of The Education (Student Support) Regulations 2001 (SI 2001 No. 951). (This includes language year abroad courses where the year abroad is spent working.)
 - b. The fees for the year of programme of study are either those described in paragraphs (c) or (f) of Regulation 11 of the above regulations, or approximately half of the fees that would be charged if the student were full-time.

Part-time

6. A student is counted as part-time if the year of programme of study does not meet the requirements to be either full-time or full-time sandwich year-out.

7. In some cases a student's mode of study changes between years. For example, the mode of a student on a full-time 18-month course would change from full-time in year one to part-time in year two, where the second year does not have 24 weeks of study.

Students who change from full-time to part-time within a year of programme of study

8. Where it is already known that full-time students have changed or will change mode, within the year of programme of study, to become part-time students, the year of programme of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison to the equivalent full-time course. For example, a student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study, studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study should be returned on the part-time table with an FTE of 0.66, 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms = 0.66 in total for the year of programme of study.

Annex J

Level of study

Undergraduate

1. Undergraduates are students studying towards a first degree (including foundation degree), foundation degree bridging course, HND, HNC, DipHE or CertEd.
2. Table 5 collects data on undergraduates who are aiming for a foundation degree, foundation degree bridging course or a qualification below degree level. Qualifications below degree level comprise HND, HNC, DipHE and CertEd. Where students have multiple qualification aims, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be recorded as below degree level.

Postgraduate

3. Postgraduate students are registered for courses where a normal condition of entry is that entrants are already qualified to degree level (in other words, already qualified at level three of the national qualifications framework).

Annex K

Long years of programme of study

1. For full-time courses, students will be classified as being on 'long' years of programme of study if either:
 - a. They are normally required to attend for 45 weeks or more within the year of programme of study, or
 - b. The year of programme of study includes a within-course short period of study, awarded as a summer school through an additional student numbers bidding exercise and explicitly notified by HEFCE. For HEIFES01, this applies to only one college.

When determining length, students are deemed to be attending the college if they are actively pursuing full-time studies towards the qualification aim. Years of programme of study that are not long are referred to as standard length.

2. If the year of programme of study is 45 weeks or more in length because of a period of work-based study, then the year of programme of study is not counted as long.
3. For part-time courses, the distinction will depend on the length of each year for an equivalent full-time course. The number of weeks attended within the year of programme of study for part-time students is irrelevant to determining if the year of programme of study is long. The equivalent full-time course used should be the same as that used in calculating the FTE.
4. For undergraduate students, long courses will typically be accelerated programmes where the qualification aim is achieved in a much shorter period than normal.
5. For postgraduate students, most long courses will be for higher degrees.

Example 1

6. A full-time one-year course has a 30-week year of programme of study; the equivalent part-time course lasts for two years, each with a 45-week year of programme of study. The part-time course would not be long. Conversely, if each year of the part-time course lasts for 30 weeks, but the year of programme of study for the full-time course is 45 weeks, then the part-time course is classified as long. The FTE would be 0.5 in both cases.

Example 2

7. A student completes a two-year full-time foundation degree and then chooses to undertake a foundation degree bridging course over the summer in order to enrol full-time on the third year of an honours degree. In this case both years of the foundation degree and the third year of the honours degree should be recorded as standard length and the foundation degree bridging course should be recorded separately as a stand-alone part-time course. The FTE would be 1, 1, 0.3 and 1 respectively.

Mixed length courses

8. In some cases a full-time course may have one or more years of programme of study which are long, with one or more standard length years. When determining which load to return as long for the equivalent part-time course, the following two principles should be applied:

- a. The FTE over the entire course should be identical to that of the full-time course.
- b. The proportion of the FTE recorded as long should be the same on both the full-time and part-time programmes.

Example

9. A two-year full-time course has year one long and year two standard length. The equivalent part-time course runs over four years. The student should be recorded as long for the first two years and as standard for the remaining two. The FTE would be 0.5 in each of the four years.

Annex L

Table descriptions

Tables 1, 2 and 3 – Student counts and FTEs

1. Tables 1, 2 and 3 correspond to the three modes of study defined in Annex I. These tables are mutually exclusive, and taken together should sum to the total number of students who are countable for the academic year.

Table 4 – Home and EC fees

2. The data returned in Table 4 must match the home and EC data returned in Columns 1 and 2 of Tables 1, 2 and 3. Table 4 contains the number of home and EC students only, for all modes as defined in Annex I, countable on or before 1 November 2001, or expected to become countable between 2 November 2001 and 31 July 2002. Island and overseas students should **not** be returned on Table 4.

3. When determining the level of fee, the entire tuition fees for a whole year, excluding bench, examination or validation fees, should be returned – irrespective of who pays it. For example, a full-time student on a first degree would normally be recorded against the £1,075 heading, even if the student pays £200 and the SLC pays the remaining £875.

Table 5 – Student counts for provision leading to foundation degrees or qualifications below degree level

4. The data returned in Table 5 are a subset of the undergraduate data collected in Columns 1 and 2 of Tables 1, 2 and 3. Table 5 contains counts of students, countable on or before 1 November 2001, or expected to become countable between 2 November 2001 and 31 July 2002, who are aiming for foundation degrees, foundation degree bridging courses or qualifications below degree level, for all modes as defined in Annex I.

5. Provision below degree level comprises HND, HNC, DipHE and CertEd courses. Where students have multiple qualification aims which are not independent, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be counted on this table.

6. Students should only be recorded with a qualification aim of a prototype or non-prototype foundation degree if they are on a two-year full-time, or the part-time equivalent, HE course which has been validated by an HEI as a 'foundation degree'. Colleges are expected to have incorporated the core features set out in the foundation degree prospectus, HEFCE 00/27. Prototype foundation degrees are those programmes which were awarded development funds in December 2000 and are listed in HEFCE 01/40. All other foundation degrees should be returned as non-prototype.

7. Students should only be recorded against foundation degree bridging course if they aim to complete a foundation degree bridging course that is countable for 2001-02.

Foundation degree bridging courses are courses which are taken after completing a foundation degree to enable students to join the final year of an honours degree. A description of foundation degree bridging courses is in Annex E, paragraphs 25 and 26.

Table 6 – Student counts for Graduate Apprenticeships

8. The data returned in Table 6 are a subset of the data collected in Columns 1 and 2 of Table 3. Table 6 contains the number of students, countable on or before 1 November 2001, or expected to become countable between 2 November 2001 and 31 July 2002, who are studying for a recognised HE qualification as part of a Graduate Apprenticeship (GA).

9. GAs are frameworks which integrate study for recognised HE qualifications with structured work-based learning. Frameworks should meet the design criteria specified by the Graduate Apprenticeship National Steering Group (GANSG). Further information can be found in circular letter 'Funds to develop and deliver Graduate Apprenticeships' (HEFCE 22/00).

10. The only GA students that should be included in Table 6 of HEIFES are those eligible for fee-remission. The definition of a GA student for the purposes of HEIFES is a part-time student who is studying for a recognised HE qualification who is also taking the NVQ and Key Skills units specified in the relevant GA framework in the same year of programme of study and who is an employee of a small or medium enterprise (SME). SMEs are defined in Annex S.

11. Fee-remission for part-time students studying for a recognised HE qualification as part of a GA will be calculated using the numbers returned on Table 6. These numbers may be subject to a separate audit, and colleges may be asked to show how they have identified those students employed by SMEs. Colleges will be notified of their allocations by March 2002. Numbers returned in Table 6 will be checked for credibility against details of GA frameworks supplied by National Training Organisations (NTOs).

12. The GA scheme is relatively new, we therefore do not expect many students in FECs to be returned on Table 6 in HEIFES01.

Annex M

Descriptions of columns in tables

1. All numbers returned on all tables should be student counts **apart** from Column 4a on Table 3, which should contain FTEs.

Tables 1, 2 and 3 – Student counts and FTEs

2. Column 1: Number of students countable between 1 August 2001 and 1 November 2001 inclusive. If a student has been classified as a non-completion for the countable year of programme of study (as defined in Annex E, paragraphs 15 to 17) on or before 1 November 2001, they should not be returned at all.

3. Column 2: Number of students expected to become countable between 2 November 2001 and 31 July 2002 inclusive. Colleges should make sure that estimates included in this column are made on a reasonable basis, and that supporting evidence for the assumptions is kept for audit purposes. Students on non-standard academic years should not generally be shown here. See Annex E, paragraphs 11 to 14.

4. Column 3: Number of students who will fail to complete after 1 November 2001. This is an estimate of the number of students that have been returned in Columns 1 and 2 but who will not complete that year of programme of study, according to the definition given in Annex E, paragraphs 15 to 17. Numbers of non-completions should be entered as negative values in the workbook. Colleges should ensure that these estimates are supported by historical data.

5. Column 4: Estimated total completions for the year. This is the sum of the first three columns; the addition will be carried out automatically in the workbook. This is an estimate of the number of students whose activity is countable in the academic year and who complete the year of programme of study.

6. Column 4a (Table 3 only): Assumed FTE for the academic year. This is the sum of the FTEs for the whole year of programme of study for the students returned in Column 4.

7. Column 5: Number of new entrants. This is all students returned in Columns 1 and 2 who are on the first year of a course. This will include students re-sitting the first year of a course, but will exclude students entering the second, or later, year of a course directly. A definition of new entrants is included in Annex E.

8. Column 6: Students wholly or partially franchised-out or part of a HEFCE-recognised funding consortium. This is all home and EC fundable students returned in Columns 1 and 2 who are wholly or partially franchised-out or who are part of a HEFCE-recognised funding consortium where the college is the lead institution (see Annex C), broken down by the type of institution involved in the arrangement. Students should only be recorded as franchised-out to 'Other inst.' where we have given approval for the franchising arrangement for the

specific programme of study. The student count, and not the proportion of the year of study franchised, should be returned where the student is partially franchised-out.

9. When determining whether a student is wholly or partially franchised-out, the franchise arrangement for the year of programme of study and not the whole course should be used. For example, a student on a two-year course which is franchised-out for the whole of the first year only, would be returned as wholly franchised-out for the first year and not included in the franchised-out column in the second year. A student on a two-year course who is franchised-out for six months in each of the two years would be returned as partially franchised-out in each of the two years.

10. The number of countable years returned for students who are part of a consortium should only be for HEFCE-recognised funding consortia, defined in Annex C, paragraphs 13 and 14. All other collaborative arrangements should be returned as franchises.

Table 4 – Home and EC student fees

11. Table 4 collects information about tuition fees for home and EC students included within Columns 1 and 2 of Tables 1, 2 and 3. In general, fee levels are an attribute of the course, not of the individual student. This means, for example, that a student who is on a designated course but who is not personally eligible for a grant for fees payable by the SLC should still be returned against the appropriate regulated fees category. Students on pre-registration courses for which an NHS bursary may be payable, those on outgoing SOCRATES/ERASMUS full-year exchanges and students on foundation degree bridging courses should be identified separately.

12. Regulated fees are those defined in Regulation 11 of the Education (Student Support) Regulations 2001 (SI 2001 No. 951). In general, these are:

- a. Regulated £1,075 – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses.
- b. Regulated £530 – undergraduates following full-time and sandwich courses who are on their sandwich year-out, students on a non-SOCRATES/ERASMUS study-related year abroad and part-time ITT courses.
- c. Regulated £0 (nil) – outgoing SOCRATES/ERASMUS full-year exchange students only.

Also identified separately on Table 4:

- d. NHS bursaried courses – students on pre-registration courses for which an NHS bursary may be payable.
- e. Foundation degree bridging courses – students who aim to complete a foundation degree bridging course.

The Education (Student Support) Regulations can be found on the HMSO web-site – www.hmso.gov.uk, under 'Legislation', 'United Kingdom', then 'Statutory Instruments'.

13. Students should be returned under the fee level 'Non-regulated' where the course the student is studying for is not designated under Regulation 5 of the Education (Student Support) Regulations.

Part-time or postgraduate students subject to regulated fees

14. The only part-time students who should be recorded as being subject to regulated fees are those:

- a. On part-time courses of ITT, such as first degrees leading to QTS, PGCEs and CertEds.
- b. Attending the final year of a designated course which is ordinarily completed within 15 weeks.

In these cases, the students should be recorded as subject to regulated £530 fees.

15. Part VIII of the Education (Student Support) Regulations 2001 makes provision for the support of students attending 'designated part-time courses' of HE, through a £500 loan. Students on such part-time courses should still be returned under 'non-regulated' fees, as these courses are not explicitly designated under Regulation 5.

16. The only postgraduate students who should be recorded as being subject to regulated fees are those on a full-time or part-time PGCE. Such students should be recorded as subject to the regulated £1,075 or regulated £530 fees, respectively.

17. Column 1: Number of home and EC students countable between 1 August 2001 and 1 November 2001 inclusive. The column is broken down by mode of study as defined in Annex I.

18. Column 2: Number of home and EC students expected to become countable between 2 November 2001 and 31 July 2002 inclusive. The column is broken down by mode of study as defined in Annex I.

Table 5 – Student counts for provision leading to foundation degrees or qualifications below degree level

19. Only counts of years of programme of study which are for provision leading to foundation degrees, foundation degree bridging courses or qualifications below degree level should be recorded here. These are described in more detail below.

Foundation degrees

20. Foundation degrees are split into prototype and non-prototype foundation degrees. Prototype foundation degrees are those programmes which were awarded development funds in December 2000 and are listed in HEFCE 01/40.

Foundation degree bridging courses

21. Foundation degree bridging courses are part-time stand-alone courses which are taken after a foundation degree is completed, in order to proceed onto the third year of an honours degree course. See Annex E, paragraphs 25 and 26.

Qualifications below degree level

22. Qualifications below degree level comprise HNDs, HNCs, DipHEs and CertEds. HNDs and HNCs should be returned against the appropriate row on the table. DipHEs and CertEds should be included in 'Other'.

23. Column 1: Number of students countable between 1 August 2001 and 1 November 2001 inclusive. This is a subset of the undergraduates included in Column 1 of Tables 1, 2 and 3. The column is broken down by mode of study as defined in Annex I.

24. Column 2: Number of students expected to become countable between 2 November 2001 and 31 July 2002 inclusive. This is a subset of the undergraduates included in Column 2 of Tables 1, 2 and 3. The column is broken down by mode of study as defined in Annex I.

Table 6 – Student counts for Graduate Apprenticeships

25. Column 1: Number of students countable between 1 August 2001 and 1 November 2001 inclusive. This is a subset of the data included in Column 1 of Table 3.

26. Column 2: Number of students expected to become countable between 2 November 2001 and 31 July 2002 inclusive. This is a subset of the data included in Column 2 of Table 3.