

September 2006/37
Core funding/operations

Request for data

Returns should be uploaded to the
HEFCE extranet by noon on
Wednesday 22 November 2006

This document asks further education colleges to complete the annual survey of students on recognised courses of higher education. The data will give us an early indication of the number of students on recognised courses of higher education at further education colleges in 2006-07; enable us to monitor the achievement of funding agreement targets for 2006-07; and, with data supplied to the Learning and Skills Council, inform our allocation of teaching funds for 2007-08.

HEIFES06

Higher Education in Further Education: Students Survey 2006-07

HEIFES06

Higher Education in Further Education: Students Survey

2006-07

To	Heads of further education colleges directly funded by HEFCE in 2006-07 Heads of lead institutions of HEFCE-recognised funding consortia
Of interest to those responsible for	Student data, Funding
Reference	2006/37
Publication date	September 2006
Enquiries to	e-mail the HEIFES team at heifes@hefce.ac.uk

Executive summary

Purpose

1. This document asks further education colleges (FECs) to complete the annual survey of students on recognised courses of higher education (HE).

Key points

2. The data will:
 - a. Give us an early indication of the number of students on recognised courses of HE at FECs in the academic year 2006-07.
 - b. Enable us to monitor the achievement of the funding agreement targets for the academic year 2006-07.
 - c. Together with the individualised learner record supplied to the Learning and Skills Council, inform our allocation of teaching funds for the academic year 2007-08.
3. This document provides:
 - a. Guidance notes for completing the Higher Education in Further Education: Students Survey 2006-07 (HEIFES06).
 - b. Definitions used in the HEIFES06 survey.
 - c. Examples of the survey tables, which will be available to download from the HEFCE extranet in November 2006.
 - d. A summary of changes since HEIFES05 (Annex B).

4. Information contained in the annexes will help colleges to complete the survey.

Annex A:	HEIFES06: Getting started	Page 9
Annex B:	Summary of changes and clarifications since HEIFES05	16
Annex C:	The HEIFES06 student population	17
Annex D:	Recognised courses of HE	20
Annex E:	Counting student activity	21
Annex F:	Full-time equivalence for part-time students	27
Annex G:	Residential and funding status	29
Annex H:	Price groups	34
Annex I:	Mode of study	39
Annex J:	Level of study	41
Annex K:	Long years of programme of study	42
Annex L:	Table descriptions	44
Annex M:	Descriptions of columns in tables	46
Annex N:	Sample tables	(see separate download)
Annex O:	Audit of HEIFES05	51
Annex P:	Glossary	56
Annex Q:	Index	60
Appendix 1:	Links between ILR and HEIFES data	(web only)
Appendix 2:	Validation checks	(web only)

Appendices 1 and 2 contain detailed technical information and are available with this document on the web at www.hefce.ac.uk under Publications.

Action required

5. Returns should be uploaded to the HEFCE extranet, by **noon on Wednesday 22 November 2006**. Workbooks will be available to colleges at the beginning of November 2006.

The HEIFES06 survey

6. The following sources of data will inform our allocation of funds for 2007-08:

- Tables 1 to 4 of the Higher Education in Further Education: Students Survey 2006-07 (HEIFES06)
- the Learning and Skills Council (LSC) July individualised learner record (ILR).

In addition to their primary purpose of collecting data to inform funding allocations, Tables 1 to 4 of HEIFES06 provide us with information about colleges' higher education (HE) activity as a whole, including activity that we do not fund. Data returned in Table 5 are collected for planning and monitoring purposes, including those of the Department for Education and Skills. Data returned in Table 6 are used for monitoring HEFCE-recognised funding consortia.

7. HEIFES06 should be completed by all FECs with students on recognised courses of HE that are directly funded by HEFCE (see Annex D).

8. Coverage of the HEIFES06 survey is given in Annexes C and D. Definitions of when activity should be counted are in Annex E. Annexes F to K explain how to record different categories of activity.

9. All activity that meets the criteria set out in Annexes C to E should be reported, even if it will not be used directly to allocate funds. For example, HEFCE will not support students ordinarily resident outside the European Community (EC), but these students should still be included in the 'Island and overseas' column on the tables.

10. For allocation and other purposes we source various kinds of information from the July LSC ILR. The algorithms we expect to use are shown in '2005-06 statistics derived from ILR data: guide to HEFCE web facility' (HEFCE 2006/22) available on the HEFCE web-site under Publications. This information includes:

- a. Identifying student characteristics for use in the widening participation allocations.
- b. Monitoring non-completion rates.

FECs should note that incomplete or incorrect records may adversely affect the funding allocations.

11. The data collected on HEIFES06 are intended to be compatible with those returned on the Higher Education Students Early Statistics Survey 2006-07 (HESES06), which we collect from higher education institutions (HEIs). However, because of differences in the way FECs have traditionally returned data, identical returns are not possible.

College contacts

12. Each FEC has sent us details of a contact for the HEIFES survey. If they wish to check or change these details, colleges should contact their HEFCE higher education adviser (HEA). The HEA for each college can be found on the HEFCE web-site under About us/Contact us.

Data collection and verification

13. Enquiries about this survey should be e-mailed to heifes@hefce.ac.uk. There is a web page with answers to frequently asked questions (FAQs). The page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. It can be found on the HEFCE web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs. The web page is updated regularly, and colleges are expected to look there for guidance before and during completion of their HEIFES return. We will use an e-mail list of HEIFES contacts to notify colleges of any significant changes or updates. We will not use this simply to notify them of changes to the web-site.

14. Any enquiries about the learner aim type on the LSC Learning Aim Database (LAD) should be directed to your college's local LSC. Enquiries about the assignment of learndirect codes for HEIFES purposes should be e-mailed to heifes@hefce.ac.uk.

15. Institutions will be able to download the following documents in November 2006:

- an Excel workbook with spreadsheet versions of the tables in Annex N
- guidance notes on the grant adjustment tables and comparison sheets
- a check list for use before final submission.

College principals and HEIFES contacts will be issued with an organisation key (unique to your college) and a HEIFES06 group key (unique to the HEIFES06 survey) to access the documents via the HEFCE extranet, <https://extranet.hedata.ac.uk>. Colleges will need to upload the completed workbook to the same web-site.

16. Appendices 1 and 2 are available with the electronic version of this document on the web, at www.hefce.ac.uk under Publications. They contain technical information on links between ILR and HEIFES data and validation checks. The workbook contains a number of these checks, detailed in Appendix 2, and we will carry out further checks when we receive it. Once we have validated the returned data, colleges will be asked to verify their returns. We may refuse to revise allocations once data have been verified.

Outline timetable and process for the 2007-08 funding round

17. Colleges are required to return their HEIFES06 survey by noon on Wednesday 22 November 2006. Workbooks will be available at the beginning of November 2006. Once we receive the data, we carry out a number of validation and credibility checks, and calculate whether colleges have met their funding agreement targets for 2006-07. The data do not

need to be formally signed off by the principal of the college at this stage. However, it is good practice for a senior member of the college to have agreed the return before submission.

18. During December, HEAs will write to colleges, attaching their HEIFES data, and the comparison and grant adjustment reports generated from them. Colleges will be asked to:

- verify that the data are accurate, or make corrections
- answer any questions we may have on the data
- submit any appeals against formulaic grant adjustments, such as holdback.

19. By 15 January 2007, all colleges must have signed off their HEIFES data as being correct as at the HEIFES census date of 1 November 2006. The data should be signed off by the principal of the college, or their most appropriate deputy, on the college's behalf. The person signing off the data should be different from, and preferably senior to, the preparer of the return, and should assess the return for accuracy and completeness before signing it off. The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by colleges. We expect colleges to answer any questions about data within five working days.

20. During January we will consider the appeals against formulaic grant adjustments. Colleges will be notified of the outcomes of their appeals in February. We will announce provisional allocations of recurrent grants for 2007-08 on 26 February 2007.

21. The timetable is summarised below.

November 2006	<ul style="list-style-type: none"> • Early November – organisation and group keys issued to colleges • Early November – HEIFES workbooks available to colleges • 22 November – deadline to return HEIFES data • End November/beginning December – validation and credibility checks by HEFCE
December 2006	HEAs write to colleges, asking them to verify the data, answer any questions about the data and submit any appeals against formulaic grant adjustments. Colleges will have five working days to answer questions about data
15 January 2007	<ul style="list-style-type: none"> • Colleges must have authorised and signed off their HEIFES data as being correct at 1 November 2006 • Deadline for submission of appeals
February 2007	Colleges notified of final grant adjustments, including the outcome of appeals
26 February 2007	Colleges notified of provisional allocations of recurrent grant for 2007-08
1 June 2007	Deadline for colleges to request amendments to provisional allocations
Late July 2007	Colleges receive their funding agreements, including final grant

22. There are two grant announcements in the year – in March and July. To be reflected in the March grant announcement, we need to receive all HEIFES data amendments by 15 January. To be reflected in the July grant announcement, we need to receive any further HEIFES data amendments by 1 June. However, because our total budget is limited, we cannot guarantee to provide additional funding arising from amendments received after 15 January. All changes to grant after the initial March announcement are subject to approval by our Board, and we will not, therefore, confirm the effects on funding of data changes until that approval has been given. After the March grant announcement, the Board will next consider changes to grant in July so that they can be included in the July funding announcement.

23. In March 2008, we will compare HEIFES06 data with the 2007 LSC ILR F04. Where we find – through audit, comparison with ILR data, or otherwise – that a college has received higher allocations than it should have done we will reduce grant accordingly.

Returns

24. Returns should be uploaded to the HEFCE extranet no later than **noon on Wednesday 22 November 2006**.

25. We will not accept any requests for late submission of data. Where a college fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Colleges that do not submit credible data on time are more likely to be audited.

Nil returns

26. Colleges wishing to make a nil return should upload the empty workbook, stating in an e-mail to heifes@hefce.ac.uk that they are making a nil return, no later than noon on Wednesday 22 November 2006.

Audit

27. We will continue our regular programme of audits of data used for funding purposes. However, the HEIFES return is not subject to a confirmation audit, unlike the LSC student numbers audits. Colleges should keep an adequate audit trail recording how the data were derived (see paragraphs 19-21 of Annex O). This is especially important where colleges are including estimates or making judgements; for example, the basis for forecasting non-completions should be recorded. Colleges must ensure that estimates are reasonable and have sufficient supporting data. Signed and dated registration and enrolment forms for students should be available for inspection. Our auditors will also seek to rely on any relevant internal audit work that has been carried out on the student record system and/or the method for compiling the HEIFES return, where appropriate.

28. As part of our audit process, we will compare HEIFES06 data with a variety of other data, most notably the July 2007 LSC ILR data, as these become available. Where we find through audit, comparison with ILR data, or otherwise that a college has received higher allocations than it should have done we will reduce grant accordingly. Details of how we expect to compare data are given in HEFCE 2006/22, and in Appendix 1.

Audit of HEIFES05 (see Annex O for details)

29. We carried out audits of the HEIFES data returns at nine colleges during 2006. Common errors made by colleges in completing the HEIFES survey and problems encountered during the audits are listed below.

- Column 2 on Tables 1, 2 and 3 was filled in incorrectly
- students were attributed to incorrect price groups
- colleges filled in the FTE column on the part-time table, Table 3, incorrectly
- colleges did not estimate non-completions reasonably
- monitoring of students' engagement with the courses they were enrolled on was not being maintained throughout the year, and reconciliation between this monitoring and the student record system was not carried out
- students were included in the HEIFES return who had withdrawn prior to the census date
- there was an inadequate audit trail between the student record system and the HEIFES return
- there were errors in translating information on the working papers and in core data into figures on the return
- students on ineligible courses were being included in the return, and students on eligible courses were being omitted from the return
- enrolment forms and agreements to pay tuition fees were not being completed for all students
- incorrectly returning overseas students in the HEFCE-funded column rather than the Island and overseas column, despite charging overseas fees; or returning students as overseas when they are home, due to delays in assessing student status in a timely fashion
- not identifying and incorrectly returning new entrants
- incomplete data in Column 3 of Table 5, where a college has franchised-out students
- poor communication within collaborative arrangements
- incorrect inclusion of writing-up students within the return
- student mode and or level of study not being recorded correctly on the student record system
- incorrect data recorded in Table 6.

30. Problems encountered in previous audits but not found this year are noted below for information. Details of these can be found in Annex O of HEFCE 2005/40:

- students were returned with incorrect fundability status
- franchise students were returned incorrectly

- students were not returned in accordance with advice from HEFCE
- HEIFES returns were not authorised by an appropriate person
- evidence that previous audit recommendations had not been implemented
- significant discrepancies between ILR and HEIFES data
- a lack of knowledge management
- no checks were made for duplicate records on the student record system prior to the data extraction for the HEIFES return
- recording of foundation degree students
- using the incorrect census date for the return.

31. To assist with future compliance we strongly recommend that all colleges undertake a formal review of existing arrangements, taking into account the advice and information in Annex O.

Annex A

HEIFES06: Getting started

1. This annex is an introduction to the HEIFES guidance and should be used in conjunction with the other annexes.

Which students are in the HEIFES population?

2. A definition of the HEIFES population is in Annex C. The population includes students who meet **all** the following criteria:

- a. They are actively pursuing studies with the college for at least part of the academic year 2006-07. This includes outgoing, but not incoming, exchange students.
- b. They are studying towards a recognised HE qualification aim.
- c. They have an individual record returned on the LSC ILR.
- d. They are not being returned on any other institution's HEIFES or HESES return for that year of programme of study.

3. Students spending most of their time for the whole course outside the UK should not generally be included in the population.

4. Franchised-in students are not part of the HEIFES population.

Are they countable on this year's HEIFES?

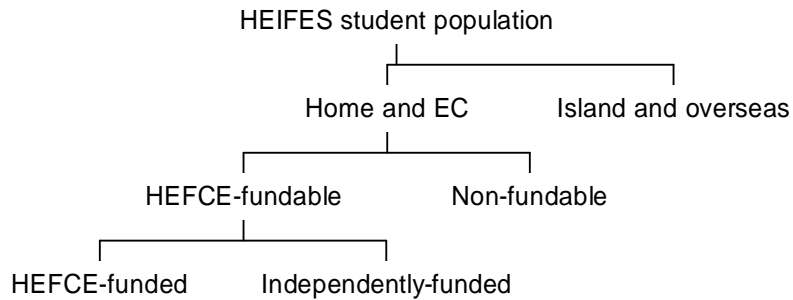
5. A student within the HEIFES06 student population must meet the following criteria to be counted:

- a. A tuition fee is charged for the course (the fee may be waived for individual students).
- b. The full-time equivalent (FTE) for the year of programme of study is at least 0.03.
- c. The student is not writing-up for the whole of the year.

6. Students on standard academic years are counted at the start of each year of programme of study. Students on non-standard academic years are counted on 1 August of each academic year in which they have activity except the first. See Annex E.

What is their fundability status?

7. Annex G provides the strict definitions on residential and fundability status. In HEIFES, students are disaggregated between home and EC, and island and overseas. Home and EC students are disaggregated between HEFCE-fundable and non-fundable. HEFCE-fundable students are then further disaggregated between HEFCE-funded and independently-funded. This hierarchy is shown in the diagram below.



Home and EC; island and overseas

8. Island and overseas students are generally those from the Channel Islands, Isle of Man or from outside the EC. They are not included in any of our funding allocations or student number targets for 2006-07. Students who are not island and overseas are home and EC.

HEFCE-fundable; non-fundable

9. The three main categories of home and EC non-fundable students are those who are:

- a. Funded from another EC public source: for example, the Department of Health, the Modern Apprenticeship scheme or the Training and Development Agency for Schools (TDA), or from European grant such as the European Social Fund (ESF). In some cases, where the public funding does not cover HEFCE standard resource rates, a proportion of the students on the course may be returned as fundable, as long as the students are not excluded for other reasons – see sub-paragraphs 5a, 5d and 5e of Annex G.
- b. On closed courses, which are not open to any suitably qualified candidate. This will cover, for example, courses which are provided solely for the employees of particular companies.
- c. On courses which are franchised-out to an organisation which is neither an HEI nor an FEC, unless we have given specific approval to include them as fundable.

10. Home and EC students who do not meet the definition of non-fundable are HEFCE-fundable.

HEFCE-funded; independently-funded

11. Colleges may choose to record home and EC HEFCE-fundable students as independently-funded, if they receive sufficient funding from non-public sources to cover the HEFCE standard resource level for the particular category of student. Independently-funded students are not included in our calculations of standard and assumed resource, but do still count towards FTE targets for funding conditional upon delivery of growth. In general, the declaration of eligible students as independently-funded will only benefit colleges that are currently under-resourced from public funds (below the ± 5 per cent tolerance band around standard resource), as an aid to migration to within the band. We expect very few students

at FECs to meet the eligibility criteria for inclusion as independently-funded. Colleges that record such students may be asked to provide evidence that they meet the criteria. Home and EC-fundable students that the college chooses not to record as independently-funded are HEFCE-funded.

Is the qualification aim a recognised HE qualification?

12. Recognised HE qualifications comprise HNCs, HNDs, DipHEs, DipSWs, first degrees (including foundation degrees), foundation degree bridging courses, postgraduate diplomas, higher degrees, Postgraduate Certificates in Education (PGCEs) and CertEds, where they are awarded by a recognised body. Not included are professional qualifications, Certificates in Higher Education and Certificates of Management, NVQs and free-standing foundation years. See Annex D.

What is considered a non-completion?

13. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year. See Annex E, paragraphs 16-24.

How are students classified into mode?

14. Students are classified into full-time and sandwich, sandwich year-out or part-time according to the definitions in Annex I. Students following the same course with the same pattern of activity should generally be returned with the same mode.

- a. Full-time and sandwich students will be on a course where they are usually required to attend for at least 24 weeks, 21 hours a week for the year of programme of study, and a full-time fee is chargeable for the year (even if it is waived for some individuals).
- b. Sandwich year-out students are those on sandwich courses as defined in Regulation 2 (6) of the Education (Student Support) Regulations 2006 (SI 2006 No. 119), as amended, who are on their year out.
- c. Part-time students are all other students. This includes HNC students who are expected to complete in one year, but whose course is not subject to regulated fees.

How are students classified into level?

15. Undergraduates are students studying for a first degree (including foundation degree), foundation degree bridging course, HNC, HND, DipHE, DipSW or CertEd. On Tables 1, 2 and 3, undergraduate students are disaggregated between 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduate excluding foundation degree). Provision below degree level comprises HNC, HND, DipHE, DipSW and CertEd. Postgraduate qualifications (postgraduate diplomas, higher degrees and PGCEs) are those where the normal condition of entry is a qualification at degree level (that is, the student is already qualified at honours

level of the QAA's framework for higher education qualifications in England, Wales and Northern Ireland).

What counts as a long year of programme of study?

16. For full-time courses, the year of programme of study is returned as long if:
- a. The students are normally required to attend for 45 weeks or more within that 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 exercise and explicitly notified by HEFCE.
17. For part-time courses, the distinction depends on the length of each year for an equivalent full-time course. See Annex K.

Which price group should the student be returned under?

18. The price group a student is returned under depends on the learndirect codes of the course they are on. A mapping from learner aim to up to three learndirect codes can be found on our web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs. The mapping in Annex H between learndirect code and price group should be used to find the price group(s) a student is returned under. If there is no learndirect code for a particular course, or the college thinks that the wrong learndirect code has been assigned, they should e-mail heifes@hefce.ac.uk. Special arrangements are made for students on Initial Teacher Training (ITT) and In-Service Education of Teachers (INSET) courses (see Annex H).

How should students be returned on Table 4, the fee table?

19. Generally, full-time undergraduates (including those aiming for a qualification below degree level) and PGCE students are subject to the regulated full fee; part-time ITT students, sandwich year-out students and language year abroad students are subject to the regulated half fee. Only full-year outgoing exchange students on SOCRATES/ERASMUS exchanges should be returned with a regulated fee of £0. Most postgraduates and part-time students are not subject to regulated fees and should be returned with a fee level of 'Non-regulated', regardless of what they actually pay. See Annex M, paragraphs 7-14.

How is the FTE calculated for part-time students?

20. The FTE for a part-time course is calculated by comparing the number of years, or terms, taken to achieve the qualification, compared with an equivalent full-time course, as shown in the FTE table in Annex F. For example, if an HND is studied over four years part-time, and the usual full-time HND is studied over two years, then the FTE of the part-time student is 0.5 in each year of programme of study. This gives a total FTE of 2 for the whole course, the same as the full-time course.

Which tables should be completed?

21. All full-time students should be returned on Table 1, the full-time table, whatever HE level they are studying at. Similarly, all sandwich year-out and all part-time students should be returned on Tables 2 and 3 respectively.

22. All home and EC students returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned on the fee table, Table 4, even if every student is recorded as having a fee level of 'Non-regulated'. Island and overseas students should **not** be included in Table 4.

23. All students returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned on Table 5, split between home students (those domiciled in the UK) and others. This table also contains new entrant and franchised-out data.

24. Table 6 should be completed if the institution is the lead of a HEFCE-recognised funding consortium (see Annex C, paragraphs 13-14), and should contain a subset of home and EC students returned in Columns 1 and 2 of Tables 1, 2 and 3.

Which columns should be completed?

Tables 1, 2 and 3

25. The main HEIFES tables, Tables 1, 2 and 3, ask for:

- Column 1: Student data as at the HEIFES census date (1 November). Students who have withdrawn prior to 1 November are excluded (although students who have completed before this date are included)
- Column 2: Forecast data after the HEIFES census date (2 November to 31 July)
- Column 3: Forecast non-completions (after 1 November). These are recorded as negative values
- Column 4: Estimated completions for the year – the sum of the previous three columns
- Column 4a (Table 3 only): FTE of estimated part-time completions.

26. Column 4 of Tables 1 and 2 and Column 4a of Table 3, HEFCE-funded data, are used in our resource calculations. Column 4 of Tables 1 and 2 and Column 4a of Table 3, HEFCE-fundable data, are used in monitoring against the FTE targets for funding conditional upon delivery of growth.

27. Students who follow standard academic years should normally be returned in Column 1. Where it is known that a student will start their course late (after 1 November), but that they intend to catch up with the rest of the students on the course which follows a standard academic year, the student should also be included in Column 1. Students who are on courses which start after 1 November, but the year of programme of study for the course finishes before the end of the academic year, should be returned in Column 2.

28. Students who follow non-standard academic years should also be returned in Column 1. However, they will be counted on 1 August in each academic year in which they have activity except the first. For example, if a student starts a two-year course in December 2005, with each year of programme of study running from December to November, they will be counted at 1 August 2006 (on HEIFES06) and at 1 August 2007 (on HEIFES07). They will not have been counted on HEIFES05. They are counted twice, once for each year of programme of study. We would not usually expect to see any students following non-standard academic years returned in Column 2. See Annex E for further explanation.

29. An estimate of students who will not complete the year of programme of study after 1 November 2006 should be returned in Column 3. The estimate should be based on past experience of non-completions. Negative numbers should be returned in this column.

30. Column 4 is calculated in the tables and is the sum of Columns 1, 2 and 3.

31. On the part-time table, Table 3, only the FTE of the students in Column 4 should be returned in Column 4a. For example, if there are 10 students in Column 4, five who have an FTE of 0.5 and five who have an FTE of 0.3 then $((5 \times 0.5) + (5 \times 0.3)) = 4$ should be returned in Column 4a.

Table 4

32. Home and EC students who have been returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned in Columns 1 and 2, respectively, of Table 4, under the appropriate mode of study.

Table 5

33. Students entitled to pay home and EC fees who have been returned in Columns 1 and 2 of Tables 1, 2 and 3 should be returned in Column 1 of Table 5, under the appropriate level and mode of study.

34. Students included in Column 1 of Table 5 that meet the definition of 'new entrant' should also be returned in Column 2 of this table.

35. Column 3 of Table 5 should be completed if the college has students who are wholly or partially franchised-out; this is a subset of Column 1 of this table.

Table 6

36. The lead institution of a HEFCE-recognised funding consortium should return fundable home and EC students from Columns 1 and 2 of Tables 1, 2 and 3 in Columns 1 and 2 of Table 6 respectively, under the appropriate level and mode for each member college.

When the tables have been completed

37. Each worksheet contains a number of validation checks. If an error or inconsistency is detected in a completed worksheet, a message reading **Validation: Failure (see below table)** will appear above the column in the table in which there is a validation failure, and the value in the cell which is causing the error will turn red. Below the table, the error will be described in more detail. These errors must be corrected before submitting the tables to HEFCE. If the error cannot be identified, colleges should e-mail us for advice at heifes@hefce.ac.uk. The validation checks are described in more detail in Appendix 2.

Annex B

Summary of changes and clarifications since HEIFES05

1. The structure of the home and EC student fees table, Table 4, has not changed, but the row headings and their descriptions have been revised to reflect the new student support regime. See Annex M paragraphs 7 to 14.
2. The definition of sandwich year-out has been updated to reflect the latest fees and student support regulations. See Annex I paragraph 4.
3. Although this has not resulted in an explicit change in HEIFES, colleges should note that there have been amendments to the fees and awards regulations which determine whether students can count as home and EC. These are set out in the Education (Fees and Awards) (Amendment) Regulations 2006 (SI 2006 No. 483), available from the Office of Public Sector Information web-site (www.opsi.gov.uk), under Legislation/UK/Statutory Instruments.

Annex C

The HEIFES06 student population

1. HEIFES06 records counts of students aiming for recognised HE qualifications (defined in Annex D). These students are called the HEIFES06 student population. Paragraphs 2 and 3 below define which students should be included in the HEIFES06 student population. Some students within this population may not be countable within HEIFES06, as their activity will be counted in a future HEIFES survey (see Annex E for when to count activity). All students counted in HEIFES06 must be in this population.
2. Students meeting **all** the following criteria should be included in the HEIFES06 student population:
 - a. They are actively pursuing studies with the college for at least part of the academic year 1 August 2006 – 31 July 2007. This includes outgoing exchange students.
 - b. They are studying towards a recognised HE qualification aim, as defined in Annex D.
 - c. They have an individual record returned on the LSC ILR.
 - d. They are not being returned on any other institution's HEIFES or HESES return.
3. Students in **any** of the following categories should **not** be included in the HEIFES06 student population:
 - a. Students not studying towards a recognised HE qualification aim as defined in Annex D.
 - b. Students whose sole qualification aim is an NVQ. However, students should be included if they gain both a recognised HE qualification and an NVQ as the result of a programme of study.
 - c. Students who will not be included in the ILR for the college at which the student is registered. All students included in the HEIFES06 student population must be included on the registering college's LSC ILR.
 - d. Incoming exchange students.
 - e. Students franchised-in from another institution (including those taught under an associate college agreement), or who are part of a HEFCE-recognised funding consortium where the college is not the lead college (see paragraphs 4-14 below).
 - f. Students spending most of their time for the whole programme of study outside the UK (including distance learners outside the UK), except where:
 - i. There is a clear academic reason for studying abroad rather than in the UK. Even where such a benefit exists, we must specifically sanction the course as eligible.
 - ii. The student is temporarily and unavoidably abroad and remains liable to UK tax on their earnings, or is a dependant of such a person. This includes members of HM Forces and their dependants.

Sandwich students working abroad and language year abroad students should normally be included in the HEIFES06 student population as the year abroad will not constitute most of their programme of study.

- g. Students who do not actively pursue studies with the college in the academic year 2006-07.
- h. Students who are on School-Centred Initial Teacher Training (SCITT) programmes.
- i. Students who are being returned on any other institution's HEIFES or HESES return.

Students taught under partnership, collaborative or similar arrangements

4. Many students are taught under a variety of collaborative arrangements. For the purposes of HEIFES06 there are two broad types:

- a. Franchises. This applies to virtually all collaborative arrangements, including many that colleges may refer to as consortia, such as for the delivery of foundation degrees.
- b. HEFCE-recognised funding consortia. For 2006-07 only three colleges can return data in this category.

The features of these two broad types of collaborative arrangement are described below. The lead institutions of HEFCE-recognised funding consortia are asked to identify the student numbers involved separately in HEIFES.

5. Colleges must ensure that no student is included on more than one institution's returns to HEFCE for a single qualification. Where a partnership arrangement includes an HEI, the students are usually returned to us by the HEI.

Collaborative arrangements treated as franchises for HEIFES purposes

6. Unless the student is being taught through a HEFCE-recognised funding consortium, all provision delivered through a collaborative arrangement is regarded as being franchised for the purposes of HEIFES06. Industrial placements, work experience and language years abroad should not normally be regarded as franchised-out for the purposes of HEIFES.

7. The following paragraphs explain who should return franchised activity to us. The 'HEFCE survey' referred to below will be either:

- HEIFES06 for FECs or
- HESES06 for HEIs.

8. Where one institution collects a tuition fee for a student, but they undertake all or part of their study at another institution, only the institution that receives the fee should include them in its HEFCE survey student population. Such a student is regarded as franchised-out by the institution collecting the fee.

9. If a course is run jointly by more than one institution, only the institution that receives the fee should include the student in its HEFCE survey student population.

10. If two institutions receive a fee from a student for a given year of programme of study of a course, the institution that receives the largest portion should include the student in its HEFCE survey student population. If both institutions receive the same amount, the institutions must ensure that only one includes the student in its HEFCE survey student population.

11. In some cases the institution teaching the student may collect the fee on behalf of another institution. Where this is the case, if the fee is transferred directly to another institution, the latter should include the student in its HEFCE survey student population. If the fee itself is not transferred but is used to offset payments between two institutions in respect of the student, then this should be treated as if the fee had been transferred.

12. In all the above cases, the student is considered to be a student of the franchiser. Where a college includes the student in its HEIFES06 student population it must also return a record to the LSC ILR, and its quality assessments will take account of activity relating to that student as appropriate.

HEFCE-recognised funding consortia

13. A HEFCE-recognised funding consortium is a mechanism for distributing grant to a group of institutions through a single lead institution. Consortia are only 'HEFCE-recognised funding consortia' if we have notified the institutions concerned in writing. Currently only three FECs are the lead institution of HEFCE-recognised funding consortia. As with a franchise, the lead institution will return all data relating to the consortium in its HEFCE survey, while the individual consortium members will not report the provision in any aggregate student number returns they may make to us.

14. However, such an arrangement differs from a franchise in that the student is recognised as a student of the appropriate consortium member, rather than of the lead institution. This means that the students will be reported in the LSC individualised return of the appropriate consortium member, rather than that of the lead institution. Likewise, the students will be reflected in the quality information for the member institution, rather than the lead. Apart from for HEFCE funding purposes, the students will in all other respects be treated as students of the consortium member.

Annex D

Recognised courses of HE

1. HEFCE is currently responsible for funding only some HE qualifications in FECs. These qualifications are defined as 'recognised' in this document. Only students studying on recognised courses of HE should be included in the HEIFES06 student population.
2. Within HEIFES06, recognised courses of HE are those awarded by a recognised body and leading to one of the qualifications listed below:
 - higher degrees, including PhD, MPhil, MSc, MA, MBA
 - postgraduate diplomas
 - PGCE
 - first degrees, including foundation degrees, BSc, BA, BEd
 - foundation degree bridging courses
 - HND
 - DipHE, DipSW
 - HNC
 - CertEd.
3. Recognised bodies are:
 - any UK HEI with the power to award degrees
 - EdExcel
 - Scottish Qualifications Authority.
4. Appendix 1 includes a mapping between the recognised qualifications awarded by recognised bodies and the LSC LAD. If colleges believe that a qualification has been incorrectly classified in the LSC LAD, they should contact their local LSC centre.
5. Professional or similar qualifications will not normally be recognised. For example, a Certificate in Management awarded by the Institute of Management is not a recognised HE qualification for the purposes of HEIFES. However, some of these courses also lead to one of the qualifications listed in paragraph 2 of this annex, in which case they will be recognised.
6. Foundation years, and other provision commonly referred to as 'level 0', are recognised courses of HE only if they are an integrated part of a recognised HE qualification. Such provision will only be considered integrated if students are already registered for the recognised HE qualification and there is guaranteed progression to the recognised HE qualification, subject to satisfactory completion of the foundation year. Free-standing foundation years and other free-standing 'level 0' provision are not recognised courses of HE.

Annex E

Counting student activity

1. Students study towards qualification aims over a period of time. This period of time can be split into one or more years of programme of study. The first year begins when the student starts studying towards the qualification aim; the second and subsequent years start on or near the anniversary of this date.
2. A student may only be returned on HEIFES once for each year of programme of study that they undertake. This is referred to as counting years of programme of study. When a student becomes countable on HEIFES depends on how their activity falls within each year of programme of study.
3. Exceptionally a student may be on two courses aiming for two independent recognised HE qualifications at the same time. If this is the case, the student should be treated as if they were two students, each aiming for one of the qualifications.
4. Where students complete a foundation degree and then undertake a foundation degree bridging course to enable them to join the final year of an honours degree, the foundation degree bridging course should be treated as an independent course which will generate its own year of programme of study. See paragraphs 34 and 35 below.
5. To be counted, a student within the HEIFES06 student population must also meet **all** the following criteria:
 - a. A tuition fee is charged for the year of programme of study. Exceptionally, this fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.
 - b. The FTE for the year of programme of study is at least 0.03.
 - c. The student is not writing up a thesis or similar piece of work for the whole of the year of programme of study.

Students are writing-up where they have completed their research work and will not undertake any significant additional research. It is common practice for such students to still receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should be treated as writing-up.

Counting years of programme of study

6. For students within the HEIFES06 student population, exactly when a year of programme of study becomes countable depends on the type of year of programme of study. There are two types of year of programme of study: standard and non-standard. A standard year is one where all activity for a year of programme of study is entirely within one academic year (1 August to 31 July). Nearly all undergraduate students are on standard

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

7. Some students who would normally be considered as following a standard academic year are actually on non-standard years of programme of study. The most common examples are MSc students who study for a full year between October and October. This is all one year of programme, yet has activity in two academic years and is therefore non-standard. All students on full-year courses which span two academic years are on non-standard years of programme of study.

Students on standard years of programme of study

8. For students studying on a standard year of programme of study, the student will become countable at the start of each year of programme of study. The FTE returned should be the FTE for the whole academic year.

Example

9. A student starts a degree programme on 20 September 2006, with each year of the course finishing at the end of June. As all activity for each year is contained in the period 1 August to 31 July, all years are standard. Thus the student becomes countable on 20 September 2006 and, depending on when the activity for the year starts, on or around the anniversary of this date each year.

10. Occasionally students join a programme of study at a date different to the usual start date. Such students may be treated as if they had joined with the rest of the cohort if:

- a. Having caught up with the rest of the cohort, they will subsequently follow an identical pattern of study, and
- b. Activity for all years of programme of study for the cohort falls within the academic year.

If this is not the case, the student should be treated as being on a non-standard year of programme of study.

Example

11. A full-time HND course starts on 1 October 2006 and runs from 1 October to 31 July each year, so the course has a standard academic year. A student starts the HND programme late, on 5 November 2006, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. The student should be treated as if they had started at the same time as the other students, that is, on 1 October 2006.

Students on non-standard years of programme of study

12. For students on non-standard years of programme of study, the student becomes countable on 1 August of each academic year in which they are active, apart from the first. The FTE returned each time the student becomes countable should be the FTE for the entire year of programme of study.

Example

13. A full-time student starts a degree programme in January 2007 and the first year of the course finishes in November 2007. The student is on a non-standard year of programme of study because the activity spans two academic years. This student would not be included in HEIFES06, but instead in HEIFES07. However, a similar student who started in the previous year, in January 2006, would be included in Column 1 of Table 1 of HEIFES06 for their first year of programme of study.

14. Some students on non-standard years of programme of study may have two years of programme of study in the final academic year. This will happen where the student undertakes a short period of study after the anniversary of their start date but completes this within the academic year. In this case, the first year of programme of study should be returned in Column 1 of the relevant HEIFES tables. The second year of programme of study should be returned in Column 1 if it starts on or before 1 November, or Column 2 if it starts after 1 November. These are the only circumstances where a student on a non-standard academic year should be returned in Column 2.

Example

15. A full-time student started an 18-month course in January 2006 which ends in July 2007. They would not have been counted on HEIFES05. The student would be counted on 1 August 2006 for the first year of programme of study on HEIFES06, and again on HEIFES06 as a student expected to become countable, on the anniversary of the start date, in January 2007, for the second year of programme of study. The first year of programme of study would be returned in Column 1 of the full-time table, Table 1. The second year of programme of study would be returned in Column 2 of the part-time table, Table 3, because it starts after 1 November but finishes before the end of the academic year and in this case does not meet the criteria to be full-time.

Non-completions

16. Non-completion is defined in terms of modular programmes of study. It applies to all institutions, including those that may not consider their programmes to be modular. For HEIFES purposes a module is taken to mean a discrete component within a programme of study, sometimes referred to as a unit, 'course' or option. Where a student is studying a number of modules that can all count towards the same qualification then this should be treated as a single programme of study.

17. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year. However, an exception is allowed for full-time students where the module is in addition to the standard requirements for full-time study.

18. Where there is no final exam, or the final exam does not constitute the final assessment for the module (for example where a dissertation is submitted after exams), completion would be measured against submission of the final coursework or dissertation, or passing, the module.

19. Exceptionally, a year of programme of study that counts towards a qualification taken over several years may not contain any formal assessment, for example where assessment will take place at the end of a later year. In this case, continued attendance throughout the year of programme of study would constitute completion. Institutions should therefore ensure that adequate evidence of attendance exists, such as class registers.

20. Where a part-time student has a clear intention of completing a specified activity within the year of programme of study, completion is measured against this. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete it, then that student would be a non-completion for all activity for the year. If the programme of study did not specify the pattern of activity within the year, then, provided that the student completed all activity started in the year, they would be considered as completing.

21. In some cases the final assessment for a module may fall outside the academic year in which it is counted, or exceptionally outside the year of programme of study. In either case, completion of the module is still measured against attendance at the final exam or submission of final coursework relating to the module, or passing that module. For example, if a student studies on a standard academic year but the examinations are held in August, completion will be determined against attendance at the August examination, or by passing the module.

22. In general, where a completion is dependent upon the attendance at a final examination, it should be judged against attendance at the first presentation of the examination. However, where it is agreed in advance that an individual student will not attend the first presentation, but instead sit a specified subsequent presentation, then completion will be determined against attendance at that subsequent presentation.

Example

23. Examinations for a particular module take place in June, with an opportunity to resit in September. An individual student is excused from the exam in June, before its presentation, because of personal circumstances, and is invited instead to attend the September presentation. The completion status of the student would then be determined against the attendance at the September exam.

24. Colleges should ensure that estimates of non-completion are supported by historical data. Any historical data used in this way should not be skewed by exceptional circumstances such as industrial action affecting exams. See Annex O for details about common errors discovered as part of our audit of HEIFES05.

New entrants

25. Students should be classed as new entrants when they first generate a countable year for the programme of study. Students repeating the first year of a course should not be included as new entrants, whereas those entering directly into the second, or later, year of a course should be. Normally where students transfer between courses they should not be included as new entrants even when this involves a change of learner aim.

Summer schools

26. There are four types of short course, which are sometimes referred to as summer schools. These are described in more detail below.

Summer schools for potential HE students

27. These are intended for potential HE students to experience a short period of study in an HE environment in the summer vacation. Such students are not included in the HEIFES population as the provision is not HE level.

Access provision

28. In some cases, institutions offer short preparatory or access courses for individual students to facilitate progression to an initial HE qualification. These are taken immediately before the start of their HE qualification. Where the access provision is an integral part of an HE level course, then the students are included in the HEIFES population. It will only be considered integral if successful completion of the access provision guarantees seamless continuation onto the HE level course, and the student has enrolled for both the access provision and the HE level qualification on entry to the access course. The short access course and the first year of the HE course will typically count as one year of programme of study. This may result in the year of programme of study being counted as long, as defined in Annex K.

29. If the access provision is not an integral part of the HE level course, it is not HE level and the students are not part of the HEIFES population.

Within-course periods of study in vacation time

30. These are within-course short periods of study which generally take place in the vacation periods, and are normally for students to catch up with others on the course. They are usually between years of programme of study but within a course. They are counted as part of the year of programme of study that precedes the short period of study and may

result in the year of programme of study being counted as long, as defined in Annex K.

31. Where the short period of study occurs during the summer vacation, this may cause students who would normally be following standard years of programme of study to generate a non-standard year for the year which includes the short period. However, for data collection purposes, they should be treated as standard academic years.

Example

32. A student studies full-time for a degree over three years, with activity for each year of programme of study running from October to July. Between the second and third years, a short period of study, running from 25 July to 5 September, is undertaken to bring the student up to the standard of others on the course. This short period of study counts as part of the second year of the degree, and the second year of programme of study counts as a standard academic year. The year of programme of study would only be counted as long if it fitted the criteria to be long, given in Annex K.

33. Such short periods of study should be returned on the LSC ILR in the same way as they are returned on HEIFES. That is, they should be included as part of the year of programme of study preceding the short period of study.

Foundation degree bridging courses

34. These are courses which come after a foundation degree has been completed, but before the final year of an honours degree course. They are short courses which are not an integral part of the course they are bridging from. Progression is assured from successful completion of a foundation degree bridging course to the final year of an honours degree. For the purposes of HEIFES, they are counted as a separate year of programme of study and are returned as part-time with an FTE of 0.3. If the bridging course spans two academic years, it should be recorded in the academic year in which the bridging course ends.

35. Any foundation degree bridging courses should be returned as a separate record in the ILR 2006-07 return with:

- student load returned as 30 (H17 = 030.0), except where the course spans two academic years, when the load should be proportionally split between them
- mode returned as part-time (H14 = 03)
- a link to a learner aim on the LSC's LAD with a learner aim type code of 9113, institutional undergraduate credit (it may be necessary to request a specific learner aim for the bridging course)
- a learner aim with appropriate learndirect information on the LSC's LAD
- a separate student instance (H09).

Annex F

Full-time equivalence for part-time students

1. 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 with an equivalent full-time course should be based on the number of years, or terms, taken to achieve the qualification, compared with a student studying full-time. Where such a full-time course does not exist, a reasonable academic judgement should be made by comparing it with 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 by the college 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	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HND	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
DipHE, DipSW	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
Taught Masters	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 34 and 35, is 0.3.

4. This table 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 to reflect this (see examples 2 and 3 below).

6. 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 with the equivalent full-time course.

Example 1

7. 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

8. As in example 1 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

9. As in example 1 but the student has accredited prior learning 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

10. 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 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms = 0.67 in total for the year of programme of study.

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 in the Schedule of the Education (Fees and Awards) Regulations 1997 (SI 1997 No. 1972), as amended. The Education (Fees and Awards) Regulations can be found on the Office of Public Sector Information (OPSI) web-site – www.opsi.gov.uk under Legislation/UK/Statutory Instruments. A list of countries belonging to the EC is on the HEFCE web-site, under Questions/HEIFES FAQs. Students from Gibraltar should be treated as if they were from a country in the EC. A Turkish Cypriot who is recognised by the Government of the Republic of Cyprus as being a Cypriot national will be eligible to be treated as an EC national irrespective of where they live in Cyprus. Therefore, providing they hold a Republic of Cyprus passport, they will be considered as home and EC students provided they meet the residency requirements.

2. Students from countries that are in the European Economic Area (EEA) but not the EC (Iceland, Liechtenstein and Norway) will only be considered in the same way as home and EC students if they meet the criteria laid down in the above regulations. Students from Switzerland should be treated as if they were from a country that is in the EEA but not the EC.

HEFCE-fundable students

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

- a. They are on a course 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 6 below).

4. Where a student is not subject to 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.

5. The following home and EC 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. Examples include the ESF, 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. The remaining students are then eligible for HEFCE recurrent funding (see paragraph 6 below for more details).

b. Students whose activity is not funded through mainstream 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. Postgraduate research students. These are students whose qualification aim is a research-based higher degree, such as PhD or MPhil. A research degree is a postgraduate programme comprising a research component (including a requirement to produce original work) which is larger than any accompanying taught component when measured by student effort.

d. Students on ITT courses which lead to qualified teacher status (QTS); and all students holding QTS who are on an INSET course. This will include students transferring from courses where funding has been provided by the TDA for the whole year.

e. 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.

f. 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 re-apply if there is a material change in the arrangement.

g. Students on closed courses, that is 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 available to employees of particular companies, that course is closed.

Determining the number of students supported from other EC public funds

6. 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 in paragraphs 18-20 below. In the examples the assumed fee per FTE for part-time undergraduates is £1,200.

7. There is an Excel template on the HEFCE web-site under Questions/HEIFES FAQs, which will calculate the number of students who are non-fundable in individual cases.

Example 1

8. There are 10 full-time undergraduate students supported by £12,000 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,200 per student, so the public money only covers the fees and all students are fundable.

Example 2

9. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,200 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 ($1.3 \times £3,721 = £4,837$) – assumed fee (£1,200) = £3,637. There is £10,000 additional public money ($10 \times £1,000$). Therefore three students ($£10,000 \div £3,637 = 2.75$) are non-fundable, and the remaining seven are fundable.

Example 3

10. There are 50 part-time undergraduate students in price group C, each with an FTE of 0.5, who pay £100 a year tuition fee, and there is £30,000 from a public source. The assumed fee for each student is $0.5 \times £1,200 = £600$. There is £500 ($£600 - £100$) per student in tuition fees to make up using the public money, which uses $50 \times £500 = £25,000$. This leaves £5,000 of the public money. The standard funding per student is the standard resource ($((0.5 \times 1.3) + (0.5 \times 10\%)) \times £3,721 = £2,605$) – assumed fee (£600) = £2,005. Therefore three students ($£5,000 \div £2,005 = 2.49$) are non-fundable, and 47 are fundable.

Example 4

11. As in example 3, but the fees are £600 a year all paid by the student. Each student pays a tuition fee which is equal to 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 £2,005. Therefore 15 students ($£30,000 \div £2,005 = 14.96$) are non-fundable, and 35 are fundable.

Example 5

12. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £3,900; a public body pays half of the fee and the student pays the other half. The assumed fees are £3,721, which leaves £179 ($£3,900 - £3,721$) of public money per student. The standard funding per student is the standard resource ($1.3 \times £3,721 = £4,837$) – assumed fee (£3,721) = £1,116. There is £1,790 additional public money ($10 \times £179$). Therefore two students ($£1,790 \div £1,116 = 1.6$) are non-fundable, and the remaining eight

are fundable.

HEFCE-funded and independently-funded students

13. 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 count towards student number targets.

Example 1

14. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £4,900 tuition fees. The standard resource is $(1.3 \times £3,721) = £4,837$. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the institution can choose to record the students either as HEFCE-funded or as independently-funded.

Example 2

15. 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 $0.6 \times £4,093 = £2,456$, which leaves £544 per student. The standard funding per student is the standard resource $((0.6 \times 1.7) + (0.6 \times 10\%)) \times £3,721 - \text{assumed fee } (£2,456) = £1,563$. There is $20 \times £544 = £10,880$ remaining from the fees paid by the students. Therefore, the college can choose to return up to six students $(£10,880 \div £1,563 = 6.96)$ as independently-funded, with the remaining students returned as HEFCE-funded.

HEFCE non-fundable students

16. These are students who are home and EC, as defined in paragraphs 1 and 2, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 3-5 above.

Island and overseas students

17. All students who fall outside the definition of home and EC in paragraphs 1 and 2 should be recorded as 'Island and overseas'. This will include students usually resident in the Channel Islands and the Isle of Man.

Calculation of standard resource

18. If a student attracts a premium under 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 2006-07, there are three

student-related premiums (long courses, part-time and foundation degree), and one institution-related premium (London weighting). 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 21-24 below.

Factor	Premium	Applied to
Part-time	10%	Unweighted FTE
Foundation degree	10%	Unweighted FTE
Long course	25%	Subject-weighted FTE
London (inner)	8%	Subject-weighted FTE
London (outer)	5%	Subject-weighted FTE

19. The subject weights are shown below.

Price group	Subject weight
B (Laboratory-based science, engineering and technology)	1.7
C (Other high cost subjects with a studio, laboratory or fieldwork element)	1.3
D (All other subjects)	1.0
Media studies*	1.0, 1.3, 1.7

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

20. The 2006-07 standard resource for a student is calculated by multiplying the total weighted FTE by £3,721 – the base level of resource for price group D.

Example 1

21. The standard resource for a part-time student (0.4 FTE) in price group C is £2,084:

Part-time premium	$0.4 \times 10\%$	$= 0.04$
Subject weight	0.4×1.3	$= 0.52$
Resource		<u>$= 0.56 \times \text{£}3,721 = \text{£}2,084$</u>

Example 2

22. The standard resource for a part-time student (0.3 FTE) on a long course in price group C studying a foundation degree is £2,037:

Part-time premium	$0.3 \times 10\%$	$= 0.0300$
Foundation degree premium	$0.3 \times 10\%$	$= 0.0300$
Subject weight	0.3×1.3	$= 0.3900$
Long course premium	$0.3 \times 1.3 \times 25\%$	$= 0.0975$
Resource		<u>$= 0.5475 \times \text{£}3,721 = \text{£}2,037$</u>

Example 3

23. The standard resource per FTE in price group B, for a student at a college receiving the inner London premium is £6,832:

Subject weight	1.0×1.7	$= 1.700$
Inner London premium	$1.0 \times 1.7 \times 8\%$	$= 0.136$
Resource		<u>$= 1.836 \times \text{£}3,721 = \text{£}6,832$</u>

Example 4

24. The standard resource of a full-time student who undertakes 60 per cent of their work in price group B and 40 per cent in price group D is £5,284:

Subject weight (price group B)	$1.0 \times 60\% \times 1.7 = 1.02$
Subject weight (price group D)	$1.0 \times 40\% \times 1.0 = 0.40$
Resource	<u>$= 1.42 \times \text{£}3,721 = \text{£}5,284$</u>

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 learndirect subject codes and price groups, shown in the tables below. A full list of learndirect codes and associated subject descriptions is available on the HEFCE web-site under Questions/HEIFES FAQs.

Learndirect subject codes	Price group
A	D
B	D
C (except* CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ)	C
CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ	Media studies
D (except* DC)	D
DC	C
E	D
F (except* FN.3, FN.4, FN.5, FN.6, FN.7, FN.9)	D
FN.3, FN.4, FN.5, FN.6, FN.7, FN.9	C
G [†]	C or D
H	D
J (except* JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE)	C
JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE	D
K (except* KB, KC)	Media studies
KB, KC	D
L (except* LF, LG)	C
LF, LG	D
M [‡]	B, C or D
N (except* NG, NK, NL [‡] , NM [‡] , NN)	C
NG, NK, NN	D
NL [‡] , NM [‡]	B, C or D
P (except* PA, PB, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2)	C
PB, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2	B
PA	D
Q (except* QA.3, QB, QH, QJ)	C
QA.3, QH.6	B
QB, QH.1, QH.2, QH.3, QH.4, QH.5, QH.7, QH.8, QH.9, QJ	D

Learndirect subject codes	Price group
R (except* RA.3, RA.5, RA.6, RB, RF.4, RG)	B
RA.3, RA.5, RA.6, RB, RF.4, RG	C
S (except* SE, SF, SJ.5, SJ.61, SM, SN.4, SP, SQ)	B
SE.1, SN.4, SQ	C
SE.2, SE.3, SE.4, SE.5, SE.7, SE.8, SE.9, SF, SJ.5, SJ.61, SM, SP	D
T (except* TC.44, TC.5, TC.6, TF, TL, TM)	C
TL, TM	B
TC.44, TC.5, TC.6, TF	D
U	D
V (except* VE, VF.1, VF.2, VF.3, VF.4, VF.5, VF.6, VG)	D
VE, VF.4, VG	B
VF.1, VF.2, VF.3, VF.5, VF.6	C
W (except* WA, WC.1, WC.2, WC.3, WC.4, WE)	C
WA, WC.1, WC.2, WC.3, WC.4, WE	B
X (except* XA, XD, XE, XF, XN, XS, XQ.45)	B
XA, XD, XE, XF, XN, XS	C
XQ.45	D
Y (except* YA, YB, YD.3)	B
YA, YB, YD.3	C
Z (except* ZX.3, ZX.4, ZX.5)	C
ZX.3, ZX.4, ZX.5	D

* including all sub-levels of the hierarchy.

† learndirect code G (Education) can be in either price group C or price group D depending on the course (see paragraphs 6-9).

‡ learndirect codes M, NL and NM (sports studies) can be in either price group B, C or D (see paragraph 10).

Price group	Learndirect subject codes
B (Laboratory-based science, engineering and technology)	M [†] , NL [‡] , NM [‡] , PB, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2, QA.3, QH.6, R (except* RA.3, RA.5, RA.6, RD, RF.4, RG), S (except* SE, SF, SJ.5, SJ.61, SM, SN.4, SP, SQ), TL, TM, VE, VF.4, VG, WA, WC.1, WC.2, WC.3, WC.4, WE, X (except* XA, XD, XE, XF, XN, XS, XQ.45), Y (except* YA, YB, YD.3)
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	C (except* CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ), DC, FN.3, FN.4, FN.5, FN.6, FN.7, FN.9, G [†] , J (except* JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE), L (except* LF, LG), M [†] , N [‡] (except* NG, NK, NN), P (except* PA, PB, PE.6, PE.7, PF.1, PF.2, PG.1, PG.2), Q (except* QA.3, QB, QH, QJ), RA.3, RA.5, RA.6, RD, RF.4, RG, SE.1, SN.4, SQ, T (except* TC.44, TC.5, TC.6, TF, TL, TM), VF.1, VF.2, VF.3, VF.5, VF.6, W (except* WA, WC.1, WC.2, WC.3, WC.4, WE), XA, XD, XE, XF, XN, XS, YA, YB, YD.3, Z (except* ZX.3, ZX.4, ZX.5)

Price group	Learndirect subject codes
D (All other subjects)	A, B, D (except* DC), E, F (except* FN.3, FN.4, FN.5, FN.6, FN.7, FN.9), G [†] , H, JA.11, JA.22, JA.23, JA.32, JA.33, JA.34, JA.5, JA.7, JA.8, JD, JE, KB, KC, LF, LG, M [‡] , NG, NK, NL [‡] , NM [‡] , NN, PA, QB, QH.1, QH.2, QH.3, QH.4, QH.5, QH.7, QH.8, QH.9, QJ, SE.2, SE.3, SE.4, SE.5, SE.7, SE.8, SE.9, SF, SJ.5, SJ.61, SM, SP, TC.44, TC.5, TC.6, TF, U, V (except* VE, VF.1, VF.2, VF.3, VF.4, VF.5, VF.6, VG), XQ.45, ZX.3, ZX.4, ZX.5
Media studies	CY.3, CY.4, CY.6, CY.7, CY.8, CY.9, CZ, K (except* KB, KC)
ITT (QTS)	Students on ITT courses leading to QTS
INSET (QTS)	Students who hold QTS on INSET courses

* including all sub-levels of the hierarchy.

[†] learndirect code G (Education) can be in either price group C or price group D depending on the course (see paragraphs 6-9).

[‡] learndirect codes M, NL and NM (sports studies) can be in either price group B, C or D (see paragraph 10).

2. To identify the applicable learndirect code for a learner aim, colleges should refer to the list of applicable learndirect codes for each learner aim, available on the HEFCE web-site under Questions/HEIFES FAQs. Where colleges cannot identify the learndirect code for a learner aim, they should e-mail heifes@hefce.ac.uk.

3. Some qualifications contain study in two distinct subject areas, for example, a chemistry and business course. Where the qualification has more than one learndirect code on our listing, the student should be split between the relevant price groups in proportion to the split between each subject for the course as a whole.

4. Media studies students should be recorded in the media studies price group only. A review panel has determined the attribution of media studies students to price groups for funding purposes. Any split between subject weights for this provision will be carried out in the funding model.

5. Students on a sandwich year-out should be recorded in price group C, regardless of the learndirect code of the course.

ITT, INSET and other education students

6. 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.

7. 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 TDA is funding their provision. Students who do not hold QTS but are studying a CertEd as an INSET

course should be recorded in price group C. Other students on INSET courses who do not hold QTS should be attributed to a price group according to the subject of qualification aim.

8. Students studying for a foundation degree to become a teaching assistant, whose course has been awarded as part of an exercise for additional student numbers (ASNs), should be returned in price group C. Where students are studying for such a course, but it has not been awarded as part of an ASN exercise, institutions should seek our permission before recording them in price group C. Institutions should re-apply if there is a material change in the provision.

9. All other activity with learndirect code G should be returned in price group D.

Sports science and leisure studies – learndirect codes MA to MJ, NL and NM

10. Students on sports science courses with learndirect codes MA to MJ, NL and NM should be allocated to price groups B, C or D according to the outcome of the HEFCE review carried out in 2004-05 or as subsequently agreed.

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. Full-time fees are chargeable for the course for the year. These include:
 - For 'new system students':
 - i. Regulated fees of up to £3,000 for undergraduates, and students registered for a PGCE.
 - ii. Regulated fees of up to £1,500 for undergraduates on courses provided in conjunction with overseas institutions that are not SOCRATES/ERASMUS exchanges, where study at the college is for less than 10 weeks.
 - iii. Regulated £0 (nil) for undergraduates who are on full-year outgoing SOCRATES/ERASMUS exchanges.
 - For 'old system students':
 - iv. Regulated fees of up to £1,200 for undergraduates and students registered for a PGCE.
 - v. Regulated fees of up to £600 for undergraduates on courses provided in conjunction with overseas institutions that are not SOCRATES/ERASMUS exchanges, where study at the college is for less than 10 weeks.
 - vi. Regulated £0 (nil) for undergraduates who are on full-year outgoing SOCRATES/ERASMUS exchanges.

In the above examples, 'new system students' and 'old system students' means those defined in the Education (Student Support) Regulations 2006. Exceptionally, the fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.

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.

Full-time sandwich year-out

4. 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. The course falls within the definition of sandwich in Regulation 2(6) of the Education (Student Support) Regulations 2006 (SI 2006 No. 119), as amended. (This includes language year abroad courses where the year abroad is spent working.)
 - b. The overall maximum fees are, for qualifying students, those described in Regulation 5 of the Student Fees (Amounts) (England) Regulations (SI 2004 No. 1932), or up to approximately half of the fees that would be chargeable if the student were full-time.

Exceptionally, the fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.

Part-time

5. 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.
6. 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.
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 with the equivalent full-time course.
9. 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 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms = 0.67 in total for the year of programme of study. More guidance on assigning student load for part-time years of programme of study is at Annex F.

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, DipSW or CertEd. In Tables 1, 2 and 3, undergraduate data are split between 'FD' (foundation degree) and 'UG (excl. FD)' (undergraduate excluding foundation degree). Foundation degree bridging courses should be returned as 'UG (excl. FD)' on Table 3.
2. The undergraduate data on Table 5 are split between:
 - students on HND courses
 - students on sub-degree level courses excluding HND (those aiming for an HNC, DipHE, DipSW or CertEd)
 - students on foundation degree courses
 - students on another undergraduate degree (excluding foundation degrees but including foundation degree bridging courses).
3. 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 HND.

Postgraduate

4. Postgraduate students are registered for courses where a normal condition of entry is that entrants are already qualified to degree level. In other words, they are already qualified at level H of the QAA national qualifications framework.

Annex K

Long years of programme of study

Full-time students

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 a bidding exercise for ASNs.
2. 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.
3. 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.
4. For undergraduate students, long courses will typically be accelerated programmes where the qualification aim is achieved in a much shorter period than is normal for that qualification aim.
5. For postgraduate students, most long courses will be for higher degrees.

Part-time students

6. 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 whether 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.

Example 1

7. 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 for the part-time course would be 0.5 in both cases.

Example 2

8. 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

9. 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

10. 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 students, for all modes, split between those countable on or before 1 November 2006, and those expected to become countable between 2 November 2006 and 31 July 2007 for home and EC students only. 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 them. For example, a full-time student on a first degree would normally be recorded against the regulated full fee heading, even if the student pays £200 and the SLC pays the remainder.

Table 5 – Student counts split between home and others entitled to pay home and EC fees

4. The student counts in Table 5 are the same as those collected in Columns 1 and 2 of Tables 1, 2 and 3. Table 5 contains the number of years of programme of study for all modes, split between home students and 'others entitled to pay home and EC fees'. Home students are defined by the field L24 on the ILR (that is, codes 399, 599, 299 and 099 for England, Wales, Scotland and Northern Ireland respectively). The data for 'others entitled to pay home and EC fees', when added to the home data, should give the totals of all home and EC students returned in Columns 1 and 2 of Tables 1, 2 and 3. Both HEFCE-fundable and non-fundable data are required in this table for each level, but not island and overseas data.

5. The levels of qualification are grouped differently in this table than in the others. Those on foundation degree bridging courses should be included in 'Other UG degree'. Sub-degree (excluding HND) qualifications are HNCs, DipHEs, DipSWs, CertEds.

Table 6 – HEFCE-recognised funding consortia 2006-07

6. This table applies only to the lead institutions of HEFCE-recognised funding consortia and should not be completed by other colleges. Table 6 in the lead institution's workbook available from the HEFCE extranet will contain a list of the HEFCE-recognised funding consortium's member colleges.

7. The data returned in Table 6 are a subset of the data collected in Columns 1 and 2 of Tables 1, 2 and 3. Table 6 contains the student counts for home and EC students who are part of a HEFCE-recognised funding consortium where the institution is the lead (see Annex C). These are split between full-time and sandwich (including sandwich year-out) and part-time, and further between those countable on or before 1 November 2006, and those expected to become countable between 2 November 2006 and 31 July 2007.

Annex M

Descriptions of columns in tables

1. All numbers returned on all tables should be student counts, **apart** from where FTEs are required in Column 4a on Table 3.

Tables 1, 2 and 3 – Student counts and FTEs

2. Column 1: Number of students countable between 1 August 2006 and 1 November 2006 inclusive. If a student has been classified as a non-completion for the year of programme of study (as defined in Annex E, paragraphs 16-24) on or before 1 November 2006, they should not be returned at all.

3. Column 2: Number of students expected to become countable between 2 November 2006 and 31 July 2007 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 12-15.

4. Column 3: Number of students who will fail to complete after 1 November 2006. This is an estimate of the number of students that have been returned in Columns 1 and 2 but who will not complete their year of programme of study, according to the definition given in Annex E, paragraphs 16-24. Numbers of non-completions should be entered as negative values in the workbook. Colleges should ensure that these estimates are supported by historical data – see Annex O for details about common errors made in the estimation of non-completions encountered as part of our audit of HEIFES05.

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.

Table 4 – Home and EC student fees

7. 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 course designated for student support purposes, but who is not personally eligible for a grant or loan 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.

8. Regulated fees are those that apply to qualifying courses as defined in the Student Fees (Qualifying Courses and Persons) Regulations 2006 (SI 2006 No. 482). The fees are subject to overall limits set out in the Student Fees (Amounts) (England) Regulations 2004 (SI 2004 No. 1932). These regulations can be found on the OPSI web-site – www.opsi.gov.uk, under Legislation/UK/Statutory Instruments. In general, the fees are:

- a. Regulated full fee – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses. The overall maximum fees for qualifying students on such courses are those described in Regulation 4 of the Student Fees (Amounts) (England) Regulations 2004 (SI 2004 No. 1932).
- b. Regulated half fee – undergraduates following full-time and sandwich courses who are on their sandwich year-out, students on a non-SOCRATES/ERASMUS study-related year abroad, part-time ITT courses and students on the final year of a full-time undergraduate programme which is normally required to be completed after less than 15 weeks attendance. The overall maximum fees for qualifying students on such courses are those described in Regulation 5 of the Student Fees (Amounts) (England) Regulations 2004 (SI 2004 No. 1932).
- 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 on a foundation degree bridging course.

9. Students should be returned under the fee level ‘Non-regulated’ where the course the student is studying for is not prescribed under Regulation 4 of the Student Fees (Qualifying Courses and Persons) Regulations 2006 (SI 2006 No. 482).

Part-time or postgraduate students subject to regulated fees

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

- a. On part-time ITT courses, such as first degrees leading to QTS, PGCEs and CertEds.
- b. Attending the final year of a designated full-time course which is ordinarily completed in less than 15 weeks.
- c. Attending the final year of a designated full-time course which is ordinarily completed in 15 weeks or more but less than 24 weeks.

In cases b and c, the students should be recorded as subject to regulated half fees and regulated full fees respectively.

11. Part 10 of the Education (Student Support) Regulations 2006 (SI 2006 No. 119), as amended, makes provision for the support of students attending 'designated part-time courses' of HE, through a grant for help with fees and a £250 grant for help with other course costs. Students on such part-time courses should still be returned under 'non-regulated' fees, as these courses are not explicitly designated under the Student Fees (Qualifying Courses and Persons) Regulations 2006 (SI 2006 No. 482).

12. 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 full or regulated half fees, respectively.

13. Column 1: Number of home and EC students countable between 1 August 2006 and 1 November 2006 inclusive. The column is broken down by mode of study as defined in Annex I.

14. Column 2: Forecast of number of home and EC students expected to become countable between 2 November 2006 and 31 July 2007 inclusive. The column is broken down by mode of study as defined in Annex I.

Table 5 – Student counts split between home and others entitled to pay home and EC fees

15. Column 1: Student counts between 1 August 2006 and 31 July 2007 inclusive. These data are split by mode, then between home students and others entitled to pay home and EC fees. A definition of home students is in Annex L, paragraph 4. In total these data are the same as the home and EC data returned in Columns 1 and 2 of Tables 1, 2 and 3.

16. Column 2: New entrants included in Column 1 of this table, defined as the first countable year for a programme of study (see Annex E). These data are split by mode, then between home students and others entitled to pay home and EC fees.

17. Column 3: Student counts returned in Column 1 for students who are wholly or partially franchised-out, broken down by the type of institution involved. 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.

18. When determining if a student is 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 franchised-out for the first year and not included in the franchised-out column for the second year.

Table 6 – HEFCE-recognised funding consortia 2006-07

19. This table applies only to those institutions who are the lead of a HEFCE-recognised funding consortium (see Annex C).

20. Column 1: Student counts between 1 August 2006 and 1 November 2006 inclusive for those fundable home and EC students that are part of the consortium. If a year of programme of study has been classified as a non-completion, as defined in Annex E, on or before 1 November 2006, it should not be returned. This column is broken down into full-time and sandwich (including sandwich year-out) and part-time.

21. Column 2: Student counts expected between 2 November 2006 and 31 July 2007 inclusive for fundable home and EC students. Guidance on when years of programme of study become countable is given in Annex E. This column is broken down into full-time and sandwich (including sandwich year-out) and part-time.

Annex N
Sample tables (Excel files)

See separate download.

Annex O

Audit of HEIFES05

1. We carried out audits of the HEIFES data returns at nine colleges during 2006. Common errors made by colleges in completing the HEIFES survey and problems encountered during the audits are listed below:

- Column 2 on Tables 1, 2 and 3 was filled in incorrectly (see paragraphs 2-8)
- students were attributed to incorrect price groups (see paragraphs 9 and 10)
- colleges filled in the FTE column on the part-time table, Table 3, incorrectly (see paragraphs 11 and 12)
- colleges did not estimate non-completions reasonably (see paragraphs 13-16)
- monitoring of students' engagement with the courses they were enrolled on was not being maintained throughout the year, and reconciliation between this monitoring and the student record system was not carried out (see paragraph 17)
- students were included in the HEIFES return who had withdrawn prior to the census date (see paragraph 18)
- there was an inadequate audit trail between the student record system and the HEIFES return (see paragraphs 19-21)
- there were errors in translating information on the working papers and in core data into figures on the return (see paragraph 22)
- students on ineligible courses were being included in the return, and students on eligible courses were being omitted from the return (see paragraphs 23 and 24)
- enrolment forms and agreements to pay tuition fees were not being completed for all students (see paragraph 25)
- incorrectly returning overseas students in the HEFCE-funded column rather than the Island and overseas column, despite charging overseas fees, or returning students as overseas when they are home, due to delays in assessing student status in a timely fashion (see paragraph 26)
- not identifying and incorrectly returning new entrants (see paragraphs 27 and 28)
- incomplete data in Column 3 of Table 5, where a college has franchised-out students (see paragraph 29)
- poor communication within collaborative arrangements (see paragraphs 30 and 31)
- incorrect inclusion of writing-up students within the return (see paragraph 32)
- student mode and or level of study not being recorded correctly on the student record system (see paragraph 33)
- incorrect data recorded in Table 6 (see paragraph 34)

The problems encountered in previous audits that were not found this year are described in paragraph 30 of the main text.

Forecast of years countable data (Column 2)

2. There was some confusion about what should be included in Column 2. Common mistakes were filling in Columns 1 and 2 with the same students, returning students on non-standard academic years in Column 2 or omitting required forecast Column 2 figures

completely.

3. Students should be reported in HEIFES as set out in Annex E, paragraphs 1-15. Errors arose in reporting students whose year of programme of study spans two academic years. The example below shows how such students should be reported.

Example

4. A two-year course runs from January to December. Students continuing their course who started in January 2005 (now in their second year) and January 2006 (in their first year) should be included in HEIFES06, in Column 1. Those starting in January 2007 should not be shown as forecasts in Column 2 of HEIFES06, but instead should be counted in Column 1 of HEIFES07.

5. Cases where students may be recorded as forecasts in Column 2 are:

a. Students on years of study entirely contained within the 2006-07 academic year, but which begin after 1 November. This will include, for example, courses running in the spring and summer terms only. However, such forecasts will be uncommon as most students are aiming for a higher degree, postgraduate diploma, PGCE, first degree (including foundation degree), DipHE, DipSW, HND, HNC or CertEd. Students who are studying for credits which may count towards one of the listed qualifications, but who are not specifically aiming for such a qualification, are excluded from HEIFES. Funding responsibility for these students remains with the LSC.

b. Exceptionally, where students are on new courses which will normally run on a standard academic year (for example September to July), but where the first cohort has been delayed until after 1 November as a one-off measure because of start-up difficulties.

6. Students who start their year of study late (after 1 November), but are expected to catch up with others on their course who are following a standard year of programme of study, should be returned in Column 1.

7. Where forecast Column 2 figures are included in the return, a comparison should be made with the outturn and reasons established for any differences that occur. This information should be used to inform the following year's forecast.

8. It is important that the compiler of the return is informed of all courses that are coming on line in the year so they can ensure whether forecasts need to be included in the return.

Attribution of students to price groups

9. Students should be attributed to price groups according to the learndirect code(s) of the course they are on. A mapping from learner aim to up to three learndirect codes is available on the HEFCE web-site, under Questions/HEIFES FAQs. See Annex H for more details.

10. Media studies students (see Annex H for mapping from learndirect codes) must be recorded in the media studies price group only, and should not be attributed to other price groups. 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.

FTE in Column 4a of the part-time table, Table 3

11. The table containing load factors in Annex F should be used to determine the FTE of a part-time course. The sum of the total student load allocated to a part-time student should be equivalent, over the duration of the course, to that allocated to a full-time student. For example, if the total FTE for the full-time course is 3 (the load for each of three full-time years is 1) then the sum of the part-time loads over the duration of the part-time course should also be 3. We have found examples where this is not the case, due to many factors, including a lack of understanding of what the student load is meant to represent, and incorrect calculations of part-time load.

12. The FTE returned in Column 4a should be in relation to the part-time numbers included in Column 4 (estimated total completions for the year), and not the numbers in Column 1 (students countable between 1 August and 1 November inclusive).

Estimation of non-completions

13. The definition of a non-completion is included in Annex E. The audits identified a common misconception that withdrawals notified from an academic department are the sole source of data for that department's non-completion estimate. Estimation of the number of non-completions should normally be based on the non-completion rate for the previous year for the particular course. Where this is not the case, there should be a clear rationale for any alternative methods used or adjustments made. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year.

14. In using the previous year's non-completion rate for a course as the basis of the current year estimate, it is important to make sure that the non-completion rate for the previous year is accurately known. We have found several instances where this has not been the case. Non-completion status should be recorded **in** the year of programme of study. Continuation of study in the following year should not be taken as evidence of, or a proxy for, completion in the previous year.

15. Colleges may also find it useful to demonstrate the validity of their non-completion estimates by analysing the non-completion rates over different courses for, say, three to five years. This would help to identify trends, and years where the result is atypical compared with the trend. Non-completion rates in 2005-06 may be atypical because of the effects of the industrial action affecting exams and assessment. It is important to ensure all courses are included in the estimate. We found several institutions where the rate being returned was incorrect due to the omission of one or more courses from the estimate. We also found a

number of examples where there was no clear rationale for the non-completion rates being used in the return. Although past non-completion rates were reviewed, they were then ignored for the purposes of deciding the current forecast rates to be used.

16. A review of the outturn compared to the estimate should be made at the year-end and reasons for any discrepancies sought. This additional knowledge can then also be used in informing the estimate for the following year.

17. Non-completions should be reported in a timely fashion and the student record system updated to reflect the student's change in status. Systems should be in place throughout the year to enable identification of students who are missing from or are struggling with the course, and steps taken to try to retain them at the institution. It is common for registers to be maintained to assist with this. The information obtained from these should be used to follow up missing students. Reconciliations should be made with the student record system to ensure it is up to date and accurately reflects what is being reported on the registers. Instances were found where additional students were on the registers but no record of them was on the student record system. There were also instances where students had clearly withdrawn, but their records had not been amended on the student record system.

18. Students' records not being updated in a timely fashion has led to them being included in the return when they had already left the institution by the census date.

Inadequate audit trail

19. During the audits of colleges, in some cases the audit trail between the student record system and the HEIFES return was inadequate and in some cases had not been retained at all. A record of the basis for making estimates of non-completions and forecast students should be kept, along with any relevant electronically stored data, printouts and working papers used in completing the return. This is particularly important where only one person is responsible for the return, because it has to be reproducible even if they leave.

20. The audit trail should be retained for at least three years. Source documents such as registration forms should also be retained. Where a college uses document image processing or other methods to store such information, the original documents should normally be retained for at least one year and the copy retained for at least a further two years.

21. Where the institution is the lead institution in franchise arrangements, the audit trail must include evidence for inclusion of franchise students, and forecasts relating to such students.

Translating data from the working papers into the correct fields in the return

22. Extreme care should be taken when translating information from the working papers into the return to ensure that inputting errors do not occur. There should be an independent

review of the return carried out to try to eliminate such errors.

Incorrect flagging on student records systems

23. Poor flagging on the colleges' student record systems had led to incorrect returns for LSC-funded students, and for franchised students where the colleges concerned were not the lead institution.

24. This highlights the importance of careful data inputting into the student record system and proper flagging of fundable and non-fundable courses to ensure all, and only, eligible students are included in the return. This is linked with the importance of an independent review of the return by someone with knowledge of the student population, and independent from the compiler, to look for reasonableness of the figures being submitted.

Completion of enrolment forms and agreements by students to pay tuition fees

25. At the current time it is standard practice for colleges to have enrolment forms and agreements to pay tuition fees, either included within this form or separately. While this remains the standard basis for the contract between the college and the student, it is important to have completed forms for all students, which are signed by the student and preferably also by a representative of the college. This means there is a document available signed by both parties, should a dispute develop in the future. As technology develops, this may not be the method used in future years, but in the main it is so at the current time.

Recording of overseas students

26. Overseas students should be clearly identified on the student record system in a timely fashion, and returned in the 'Island and overseas' columns. A number of instances were found where students were paying overseas fees but were returned in the HEFCE-funded columns of the return. We also found examples where students were returned with a status of 'overseas' when the actual status of the student had not been established by the census date.

Identifying and correctly returning new entrants

27. A number of colleges had discrepancies between the number of new entrants recorded on their student record system and those being returned.

28. This highlights the importance of correctly identifying new entrants on the student record system and ensuring these data are correctly reflected in the return, as well as the importance of an independent review of the return to ensure it agrees with the data source. This includes both first year students new to the college and those students enrolling directly into years 2 and 3 of the course at the college.

Incomplete data in Column 3 of Table 5

29. Where a college has wholly or partially franchised-out students, Column 3 of Table 5 must be completed.

Collaborative arrangements

30. Some colleges are involved in collaborative arrangements with other institutions, such as franchise arrangements with other FECs. It is essential that exchanges of information and communications between all the partners are frequent, timely, open and effective. In particular, we highlight the importance of the lead institution being told promptly by the partner institutions about any non-completing students. This may require clear protocols among partner institutions regarding the exchange of information.

31. Where the institution completing the return is not the lead institution for students being taught by them, the students should be excluded from the institution's return. Students should only be returned by the lead institution. See Annex B for more details.

Writing-up students

32. Students who are writing up a thesis or similar piece of work for the whole of the year of programme of study should be excluded from the return (see Annex E).

Accuracy of student data

33. It is essential that a student's mode and level of activity are correctly recorded on the student record system to ensure they are correctly returned.

Completion of Table 6

34. Data recorded in this table did not always reflect audit trail data. This again reflects the need for adequate review procedures before submission of the return.

Annex P Glossary

Attendance	A student is considered to be attending the college whenever they undertake periods of study, tuition or work experience as part of the programme of study.
Base level of resource	For 2006-07 this is £3,721. Also known as the base price.
CertEd	Certificate in Education.
DipHE	Diploma of Higher Education.
EC	European Community.
EEA	European Economic Area (all EC countries plus Iceland, Liechtenstein and Norway). Students from Switzerland are treated in the same way as those from the EEA.
ERASMUS	European Community action scheme for the mobility of university students.
ESF	European Social Fund.
FAQs	Frequently asked questions.
FD	Foundation degree.
FEC	Further education college.
Foundation degree	A two-year full-time higher education course, or the part-time equivalent, which has been validated by a higher education institution as a 'foundation degree', and which is expected to incorporate the core features set out in the foundation degree prospectus, HEFCE 00/27.
Foundation degree bridging course	A short stand-alone course taken after a foundation degree has been completed to enable students to go on to the final year of an honours degree course.
Franchised-out	Any student who enrolls at one institution and pays them a fee for tuition, but undertakes all or part of their study at another institution, is considered to be franchised-out by the institution collecting the fee. This includes all collaborative arrangements except HEFCE-recognised funding consortia. See Annex C.

FTE	Full-time equivalent or full-time equivalence depending on context.
HE	Higher education.
HEA	HEFCE higher education adviser.
HEI	Higher education institution.
HEIFES	Higher Education in Further Education: Students Survey
HEIFES student population	HEIFES records counts of students aiming for recognised HE qualifications. These students are called the HEIFES student population. See Annex C.
HESES	Higher Education Students Early Statistics survey.
HNC	Higher National Certificate.
HND	Higher National Diploma.
ILR	The LSC individualised learner record.
INSET	In-Service Education of Teachers.
ITT	Initial Teacher Training.
LAD	Learning Aim Database.
LSC	Learning and Skills Council.
NHS bursaried course	Pre-registration course for which an NHS bursary may be payable.
NVQ	National Vocational Qualification.
OPSI	Office of Public Sector Information.
PG	Postgraduate.
PGCE	Postgraduate certificate in education.
Postgraduates	Students on courses where a normal condition of entry is that entrants are already qualified to degree level (in other words, already qualified to level H of the QAA national qualifications framework). See Annex G.

QAA	Quality Assurance Agency for Higher Education.
QTS	Qualified teacher status.
Regulated fees	Regulated fees are those that apply to qualifying courses as defined in the Student Fees (Qualifying Courses and Persons) Regulations 2006 (SI 2006 No. 482).
SCITT	School-Centred Initial Teacher Training.
SLC	Student Loans Company.
SOCRATES	European Commission action programme in the sphere of school and higher education.
Standard resource	Standard resource is used for funding purposes. It is calculated by multiplying the weighted FTE by the base price. See Annex G.
Student load	Student activity expressed as full-time equivalents rather than counts of students. See Annex F.
TDA	Training and Development Agency for Schools.
UG	Undergraduate.
UG (excl. FD)	For HEIFES purposes, an undergraduate course that is not a foundation degree.
Undergraduates	Students studying towards a first degree (including foundation degree), foundation degree bridging course, HND, HNC, DipHE, DipSW or a CertEd. See Annex J.
Year of programme of study	Students study towards qualification aims over a period, which can be split into one or more years of programme of study. See Annex E.

Annex Q

Index

References are to the paragraph number of the main text, or to the annex letter and paragraph number of annexes.

Note that some words and phrases are defined in the glossary at Annex P.

A

Assumed fee (Annex G)

Audit (27-31, Annex O)

B

Base level of resource (G20)

C

Collaborative arrangements (C4-14)

Consortia (C4-14, L6-7, M19-21)

Counting student activity (Annex E)

D

Department of Health (G5)

Distance learners outside the UK (C3)

E

EC countries (G1)

EC public source (G3-5)

EC students (Annex G)

Education (Fees and Awards) Regulations (G1)

Education (Student Support) Regulations (I4, M8-11)

EEA countries (G2)

Eligibility for HEFCE funding (Annex G)

ERASMUS (I1, M7-8)

ESF funding (G5)

Exchange students:

 incoming (C3)

 outgoing (C2, I1, M7-8)

F

Fee levels (M7-12)

Fees and Awards Regulations (B3, G1)

Foundation degree (C4, D2, E4, F2, G18, H8, J1-2, K8)

Foundation degree bridging course (D2, E4, E34, E35, F3, J1, K8, M7, M8)

Foundation year (D6)

Franchised (C3-12, M17)

Frequently asked questions (13)

FTE (Annex F)

Full-time (Annex I)

Full-time and sandwich (Annex I)

Full-time sandwich year-out (Annex I)

Fundable (Annex G)

Funding agreement (2, 17, 21, G18)

H

HEFCE-fundable (Annex G)

HEFCE-funded (Annex G)

HEFCE non-fundable (Annex G)

HEFCE-recognised funding consortia (C3-14, L6-7, M19-21)

Home and EC students (B1, Annex G)

I

Independently-funded (Annex G)

Ineligible for HEFCE funding (Annex G)

INSET students (G5, H1, H6-9)

Island and overseas students (Annex G)

ILR-HEIFES links (Appendix 1)

ITT students (G5, H1, H6-9, M8-10)

L

Language year abroad (C3, C6, I3-4)

Level of study (Annex J)

Long years of programme of study (Annex K)

Learndirect code (Annex H)

M

Media studies (Annex H)

Mode of study (Annex I)

N

New entrants (E25, M16)

NHS bursaried courses (M8)

Non-completions (10, E16-24, M2, M4, M20)

Non-fundable (Annex G)

Non-regulated fees (M9)

Non-standard academic years (Annex E)

NVQ (C3)

O

Overseas students (Annex G)

P

Part-time (Annex I)

PGCE (D2, I1, M8-12)

Postgraduate (Annex J)

Premiums:

 institution-related (G18)

 student-related (G18)

Pre-registration courses (G5, M7-8)

Price group (Annex H)

Professional qualifications (D5, G5)

Q

QTS (G5, H1, H6-9, M10)

R

Recognised HE qualifications (Annex D)
Recurrent funds for teaching (G3-12)
Regulated fees (G4, M7-12)
Residential and fundability status (Annex G)
Return date (5, 21, 24, 25)
Returns (5, 13, 24, 25)

S

Sandwich year-out (B2, Annex I)
SCITT students (C3)
SOCRATES (I1, M7-8)
Standard academic years (Annex E)
Standard funding (G6)
Standard length (Annex K)
Standard resource (G18)
Student load (Annex F)
Student population (Annex C)
Student Support Regulations (Annex B)
Subject weight (G19)
Submission of HEIFES06 (5, 13, 21, 24, 25)
Summer schools (E26-27)
Support from other EC public source (G3-5)

T

Table descriptions (Annex L)
TDA (G5, H7)

U

Undergraduate (Annex J)

V

Validation checks (16, Appendix 2)

W

Web-site (13)
Weighted student FTE (G18)
Widening participation (10)