These notes of guidance explain the information to be collected in the Early Statistics and Early Access Returns for 2018-19

Further information:
Contact: Michelle McNeill
Job title: Policy/Analysis Officer
Department: Funding Policy
Tel: 0131 313 6662
Email: mmcneill@sfc.ac.uk
Scottish Funding Council Early Statistics Return for 2018-19
Incorporating Early Access Return for 2018-19

Notes of Guidance

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Section 1: Introduction

1. These notes of guidance explain the information to be collected in the Early Statistics and Early Access Returns for 2018-19.

2. The Scottish Funding Council (SFC) uses the Early Statistics Return to collect information on students eligible for funding at the higher education institutions funded by SFC. Students eligible for funding are primarily those domiciled in Scotland or elsewhere in the EU outside the UK, who were paying home fees and were on courses open to any suitably qualified applicant.

3. SFC uses the information collected through the Early Statistics Return to:
   • Monitor overall numbers of students eligible for funding.
   • Monitor use of allocations of funded places.
   • Monitor adherence to the consolidation policies for the controlled and non-controlled subject areas.
   • Inform the recommended intakes and allocations of funded places for the controlled subject areas.

4. SFC uses the Early Access Return to collect information on enrolments from the most deprived areas in Scotland in order to monitor progress on against targets set by the Commission on Widening Access and to monitor progress on Outcome Agreement measures.

5. This document describes in detail the information to be collected through each table in the Early Statistics Return and through the Early Access Return.

Main changes to the Early Statistics Return for 2018-19

6. The main changes to the Early Statistics Return for 2018-19 are:
   • There is a new category for the students starting on the new Scottish Graduate Entry Medicine programme (ScotGEM). This affects tables 1 and 3, see paragraph 45.
   • The categories used to report on the new routes Initial Teacher Education courses now match those used to specify the intake targets and funded places for these courses. This affects tables 1, 2a, 2e and 2f, see paragraph 44.
   • The intakes of students eligible for funding to medicine and Initial Teacher Education are now split between Scottish-domiciled and other EU. This affects tables 2a, 2e and 3, see paragraphs 78, 79, 95 and 96.
   • The Scottish-domiciled entrants to medical courses are now split by entry criteria, see paragraph 97.
Main changes to the Early Access Return for 2018-19

7. The main changes to the Early Access Return for 2018-19 are:
   - The Return is being collected later in the session, with the deadline for completion now the same as for the Early Statistics Return.
   - Separate information on the numbers of Scottish-domiciled entrants from the most deprived areas is now collected for first degree students, as well as all undergraduate students, to monitor progress against targets set by the Commission on Widening Access.
   - The total numbers of Scottish-domiciled first degree and other undergraduate entrants are also being collected. This is to allow the percentages of these students from the most deprived areas to be derived in order to be able to monitor progress against CoWA targets and Outcome Agreement measures.
Section 2: General Points

Coverage of the Early Statistics Return

8. The Early Statistics Return covers the categories of students and teaching provision that SFC funds through its main formula-based grants. In these notes, the word ‘course’ refers to a programme of study (e.g. ‘a full-time Honours degree course takes four years’). It does not refer to a part of a programme of study (e.g. not as in: ‘science students often take a course in computing in first year’).

9. Whether or not a student should be counted in the Early Statistics Return depends upon both the characteristics of the student and of the student’s course. Section 5 explains which combinations of type of student and type of course to include in the return. Section 5 also details how to classify and count the students included in the return, and how to deal with special cases where some students who otherwise satisfy the general criteria for inclusion should be excluded from the return.

10. Institutions completing the return must read the guidance notes in their entirety. For more general readers section 5 contains a flowchart and bullet list that summarise the criteria to be eligible for funding. This gives a general guide to the eligibility criteria, but please note that, in particular cases, some students who satisfy these criteria may still be excluded from the return due to the rules governing different modes of provision (see section 7), and the guidance on the autumn count and forecast enrolments later in the session (section 3).

Checking of the Early Statistics Returns

11. Institutions should read these notes of guidance before extracting any information from source records and completing the returns. Since SFC uses this information to inform and to monitor use of allocations of funding, it is important that this information is accurate.

12. Institutions should keep the worksheets and material, such as copies of computer programs and output, used in preparing their returns. Institutions should also prepare and keep a clear note of the methods and calculations used for:

- Estimating the FTE numbers of students expected to enrol later in the session, see paragraphs 60 to 64.
- Determining the FTE numbers of students with non-standard FTE conversion factors, see paragraphs 233 to 235.
13. SFC will check an institution’s Early Statistics return against their Final Figures return, and the institution’s Final Figures return will be checked against information derived from their Student returns to the Higher Education Statistics Agency (HESA). If there are material differences, SFC will ask the institution to explain the basis of the figures in their Final Figures return.

Courses provided in collaboration with other institutions or colleges

14. Where an institution collaborates in the provision of a course with other institutions or colleges, all of the institutions involved must count the student numbers on an agreed basis. This includes the taught postgraduate students at the Innovation Centres whose places are supported through SFC funding.

15. Institutions should check with their collaborating partners that they are returning data on students on collaborative courses on the agreed basis, and that there is no double-counting or omission of student FTE numbers. All students included should meet the other criteria for eligibility set out in this guidance.

16. Forms of collaborative provision with other institutions or colleges can generally be classified into one of four categories: sub-contracting, franchised courses, articulated courses and joint courses. Eligibility for funding varies depending on the category of the course, but the basic assumption is that funding follows the physical location of the students. One exception to this is that the students whose places are supported by the additional funded places provided for articulation should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their degree courses.

17. Category definitions and whether students on these courses should be included in the Early Statistics Return are set out below:

Sub-contracting

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

19. Franchising arrangements generally involve the franchisee paying a sum of money to the franchiser who in return provides a developed product or service to market together with an established brand name. For example, degree year(s) may be taught by staff in a college, where the HEI is the franchiser and the college is the franchisee. Where a college is providing teaching under a franchising agreement covering, for example, the first year of the HEI’s degree course, the HEI should not include these students in their Early Statistics return.

**Articulated courses**

20. Articulated courses are arrangements between HEIs and colleges to ensure that the curriculum and assessment in early studies in the college match the expectations of the HEIs in respect of continuing studies. For example a student studying an HND at a college and progressing to the third year of a degree course at an HEI. Access courses provided by colleges which are designed primarily to prepare mature students for entry to courses provided by HEIs are a form of articulated course.

21. In general an HEI should include only these students in their Early Statistics return when the students are studying at the HEI. However, since 2013-14 SFC has funded more than 4,300 additional places to increase the number of articulating students. As the HEIs receive the funding for these places the students whose places are supported by them should be recorded in the Early Statistics Return. Institutions should count these students in table 1.

**Joint courses**

22. These courses exist where two or more institutions contribute their particular expertise in the joint development and joint delivery of courses. A memorandum of co-operation generally sets out the respective roles and contributions agreed between the various parties. Students undertaking such courses will generally be taught by staff from both institutions and studies will be located in either or both institutions.

23. In general where an institution is making the provision for the entire year(s) of a course then that institution should include the students on the course in their Early Statistics return. Where in any one year of a course the pattern of student attendance is shared between institutions then an institution should include the students in their Early Statistics return when the institution is providing the majority of the provision. Where in any one year of a course the pattern of student attendance is such that there is no clear majority provider then the institution should contact SFC for guidance.
24. Institutions collaborating in taught postgraduate provision at an Innovation Centre can agree amongst themselves who counts which of the taught postgraduate students in their Early Statistics returns.

25. The above guidance covers only the forms of collaboration that SFC regards as collaborative courses for funding purposes. This excludes, for example, circumstances such as:

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

Full cost-recovery courses

26. The Scottish Government regulate the tuition fees for full-time degree and HN courses. Institutions have flexibility in what fee levels they set for other courses. If tuition fees for a course are set at full cost-recovery level then the course is not eligible for funding, see paragraphs 166 to 169. If institutions are in doubt about whether any of their courses are full cost-recovery then they should contact SFC to discuss this, see paragraph 29 for contact details.

Taught postgraduate provision in Price Group 6

27. In deriving allocations of teaching grant SFC removes an assumed amount of tuition fee income associated with the allocations of funded places from the gross funding obtained from applying the teaching prices to the funded places. In 2017-18 the Scottish Government revised the support arrangements for taught postgraduates. Eligible students can receive a tuition fee loan of up to £5,500 and a living cost loan of up to £4,500. In deriving allocations of teaching grant for 2018-19 SFC therefore assumed that taught postgraduate students would provide institutions with tuition fees of £5,500 per FTE. This excludes funded places for taught postgraduate provision for which an undergraduate fee is received, for example PGDE courses, and the additional taught postgraduate places which SFC have funded at the gross price, ie the institutions do not charge a fee to the students whose provision is supported by these places.

28. This fee level is actually higher than the price SFC pays for provision in price group 6 in 2018-19, which is £5,323. This means that SFC would not pay any teaching grant for a funded place for taught postgraduate provision in price group 6. However, this does not imply that TPG provision in price group 6 cannot be eligible for funding. Provided the standard criteria are satisfied, see
section 5, such students can be classified as eligible for funding and counted in the Early Statistics Return.

Contact and Return Date

29. The contact for any matters relating to the Early Statistics Return is: Michelle McNeill, Policy/Analysis Officer, email: mmcneill@sfc.ac.uk, tel: 0131 313 6662.

30. Institutions should complete and return the spreadsheet containing their Early Statistics and Early Access returns by **Friday 14 December 2018**. The spreadsheet should be emailed to the above contact.

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

32. Institutions should also inform SFC as soon as possible about any:
   - Cases where provision should be reclassified under different subject areas than indicated by previous returns, see paragraph 261.
   - Requests to change recording of exchange students from ‘in’ to ‘out’ or vice versa see paragraphs 176 and 177.
   - Requests to use non-standard FTE conversion factors not already agreed in previous years, see paragraphs 233 to 235.
   - Requests for agreement to include students on optional years abroad see paragraphs 218 and 219.
   - Courses about which they are uncertain as to whether the tuition fees are at full cost-recovery level, see paragraph 26.
   - Details of cases where the rules lead to changes from last year.
Section 3: Tables for the Early Statistics Return for 2018-19

Introduction

33. The Early Statistics Return for 2018-19 contains fifteen tables for institutions to complete (tables 1, 2a/b/c/d/e/f, 3, 4a/b, 5a/b/c/d and 6). There are only two tables that every institution has to complete, tables 1 and 6. Table 1 is the main table and this collects information on the FTE numbers of all students eligible for funding and of rest of UK students in the controlled subject areas. Table 6 relates to the number of Scottish-domiciled undergraduate entrants from a care experienced background.

34. Tables 2a to 2f are completed by institutions with teacher training provision. Table 2a collects information on all Initial Teacher Education courses, including the new routes courses that have been introduced, while table 2e collects information on each new route. Tables 2d and 2f collect information on the secondary subjects that students are aiming to teach in, with table 2f relating to the new routes while table 2d relates to the traditional provision. Table 2b relates to students on courses leading to a teaching qualification in Further Education (TQ(FE)), while table 2c records the number of students undertaking the catholic teaching modules at the University of Glasgow.

35. Table 3 is completed by institutions with medical and dental schools, while tables 4a and 4b are completed by institutions with nursing and midwifery pre-registration provision. Institutions with four-year Honours nursing courses complete table 4b while institutions with other pre-registration courses complete table 4a.

36. Table 5a collects information on the use of the additional places for taught postgraduate provision that SFC allocated in previous years. Table 5b is completed by the institutions that are involved in taught postgraduate provision at the Innovation Centres. Institutions collaborating in an Innovation Centre should agree amongst themselves which institutions count which students in their Early Statistics returns, see paragraph 119.

37. Table 5c is completed by those institutions receiving additional funded places for Early Years education. Table 5d is completed by those institutions that were allocated additional places supported through by the European Social Fund’s Developing Scotland’s Workforce programme.

38. This section describes what information is collected in each table. Most of the information relates to students eligible for funding. Section 5 and annex A define what students should be classified as being eligible for funding. Sections 6 to 8 define the categories used for the tables and how to count students in the tables. Where possible, classifications are based on information collected in
fields in the Higher Education Statistics Agency (HESA) Student Record, see annex B.

Spreadsheet for the Early Statistics Return

39. Each institution will be sent a spreadsheet to complete the Early Statistics Return. This spreadsheet contains a separate worksheet for each table.

40. There is a ‘Contents’ worksheet at the beginning of the spreadsheet that lists each of the tables in the Early Statistics Return and indicates which of the tables an institution has to complete. In addition if an institution is not expected to complete a table then the message ‘Your Institution Does Not Complete This Table’ will appear in red font at the beginning of the worksheet for the table. In each worksheet the cells in which an institution can make an entry have a white background.

41. The information collected in each of the tables will now be described.
Table 1: Students eligible for funding in all subject areas and rest of UK students not eligible for funding in the controlled subject areas, 2018-19

42. The main table of the Early Statistics Return, table 1, is used to collect information on enrolments so that SFC can:

- Monitor overall levels of enrolments of students eligible for funding.
- Monitor use of funded places allocated through the Main Teaching Grant.
- Monitor adherence to the consolidation policies for the controlled and non-controlled subject areas.

**New Routes Initial Teacher Education courses**

43. Institutions have introduced new routes into Initial Teacher Education (ITE) to help contribute towards the need for teachers in priority areas and to help diversify the workforce. [SFC announcement SFC/AN/03/2018 (Intakes Targets for Initial Teacher Education 2018-19)](#) gives details of the new routes.

44. Institutions with ITE new routes in 2017-18 were asked to complete a revised version of the Early Statistics return for 2017-18 in order to report on this provision. The categories used to report on the new routes in ITE in 2017-18 have been revised for the Early Statistics Return for 2018-19 to match the categories used for the intake targets and allocations of funded places for this provision. These categories are.

**Taught postgraduate**

- PDGE Primary.
- PGDE Secondary.
- Other Taught Postgraduate Secondary.

**Undergraduate**

- Combined Degrees in Education Primary.
- Combined Degrees in Education Secondary.
- Other Undergraduate Secondary New Route.

**Scottish Graduate Entry Medicine (ScotGEM)**

45. The first intake of students to the Scottish Graduate Entry Medicine (ScotGEM) programme, being run collaboratively by the Universities of Dundee and St Andrews, is in 2018-19. Table 1 now has a row to collect the numbers of students starting on this programme.
**Continuing Rest of UK Students**

46. Since the introduction of deregulated tuition fees for rest of UK (RUK) students in 2012-13 SFC has used the Early Statistics Return to collect information on the numbers of continuing RUK students. A continuing RUK student is classified as one whose place is supported through SFC’s funding for teaching because he/she started on his/her course prior to 2012-13. The student would not have been eligible for funding if he/she had started in or after 2012-13 because he/she would have been paying the deregulated tuition fees applicable to RUK students.

47. Information on continuing RUK students has been collected to monitor the decline in the numbers of RUK students who are supported through SFC funding because they started their programmes prior to the introduction of deregulated tuition fees. Another reason for collecting this information is that the Scottish Government’s consolidation policy for full-time undergraduates in the non-controlled subject areas was revised for 2012-13 to no longer cover RUK students.

48. The numbers of continuing RUK students in 2018-19 are expected to be very small. If an institution returns a relatively high number of continuing RUK students SFC will contact the institution for an explanation for their figure.

49. In defining a continuing RUK student SFC recognised that it was not possible for an institution to be certain what tuition fee level every one of their RUK students, who had started their courses prior to 2012-13, would have been paying if they had started in 2012-13 or later. For instance some students have dual rest of UK/EU status. To aim for consistency across the sector in the classification of ‘continuing RUK’ students, institutions should use the following definition for a ‘continuing rest of UK’ student:

1. The student is not on a controlled nursing and midwifery course
   AND
   EITHER
   2. The student is domiciled in England, Wales or Northern Ireland and the major source of tuition fees is:
      neither
      • Paid in full by Student Awards Agency for Scotland/Student Loans Company (SAAS/SLC)
      nor
      • Mix of student and Student Awards Agency for Scotland/Student Loans Company (SAAS/SLC)
OR

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

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

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

50. Students eligible for funding not classified as ‘continuing rest of UK’ are classified as ‘other’ students eligible for funding in table 1.

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

51. The consolidation policy for controlled subject areas, unlike that for the non-controlled subject areas, includes RUK students who are not eligible for funding. Therefore table 1 collects the numbers of RUK students not eligible for funding in the non-controlled subject areas.

Autumn Count

52. As the Early Statistics Return is collected during the session, institutions are asked to return forecasts of their enrolments expected later in the session, i.e. after the reference date for the Early Statistics Return of 1 December. Students who had been in attendance at the institution on or before the reference date are referred to as being in the ‘Autumn count’, with other students referred to as being in the ‘Forecast’ numbers.

53. In recording the FTE student numbers in table 1 institutions must provide separate figures for the Autumn count (columns 1, 2 and 6 for students eligible for funding, and column 12 for rest of UK students not eligible for funding) and for the forecast enrolments (columns 3 and 7 for students eligible for funding, and column 13 for rest of UK students not eligible for funding).

Definition of the Autumn count

54. The Autumn count covers all students who satisfy the various criteria for inclusion, see section 4, and who were either:
• Students at the institution on 1 December 2018, or
• Not students on 1 December 2018, but had enrolled at the institution after 1 August 2018 and:
  a) Attended for more than five weeks, where length of course is greater than or equal to 20 weeks, or
  b) Attended for more than a quarter of the length of the course, where length of course is less than 20 weeks

55. In some cases students may not have finalised the exact content of their year of study on enrolment. In these cases institutions should use their best estimates of the total amount of FTE enrolled for, based on declared intentions and/or previous patterns for the same course. Although these figures contain some estimates they belong in the Autumn count since they refer to students already enrolled. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate the FTE for these enrolments.

Courses which cross academic sessions

56. Institutions should take care to avoid double-counting or omitting FTE numbers when recording students on courses which start part-way through one session and finish part-way through the next. There are several ways of counting these students (except for controlled nursing and midwifery pre-registration students, see paragraphs 111 to 113). It does not matter which method an institution chooses as long as, taken over all the sessions, the FTE of a student on a cross-session course is recorded accurately without omission or double counting.

57. For example, suppose a full-time course runs from January to December 2019. If the institution is counting the full FTE of these students in the forecast enrolments in their Early Statistics Return for 2018-19, then the institution should not count any of this FTE in their Early Statistics Return for 2019-20. When completing the 2019-20 return, the institution would include their forecasts of the students who will take the January to December 2020 run of the course. Hence the institutions’ figures for each session would include those on one, and only one, run of the course.

58. Alternatively, the institution might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2019 run of the course might count as, say, 0.67 FTE each in session 2018-19 then 0.33 FTE each in session 2019-20. The institution would then count the students expected on the January to December 2020 run of the course as 0.67 FTE each in session 2019-20 and 0.33 FTE each in session 2020-21, and so on.
Recording students on controlled three-year nursing and midwifery pre-registration courses whose course years span academic sessions

59. To ensure that funded populations for three-year nursing and midwifery pre-registration courses are being derived on the same basis it is necessary to ensure that institutions return information on a comparable basis. The full FTE for a course year should be returned in the session in which the course year starts. See paragraphs 111 to 113 for more details.

Forecast enrolments

Estimating future enrolments in the current session

60. Institutions must, as far as is possible at the time the return is made, estimate the FTE numbers of students expected to enrol between 1 December 2018 and 31 July 2019, and who are expected to remain students for more than five weeks or for more than a quarter of the length of the course in the current session, see paragraph 54.

61. Therefore, in making their forecasts of enrolments institutions should take account of the number of enrolments after 1 December likely to withdraw shortly after starting a course. Institutions should not reduce their forecast enrolments to allow for students enrolled on 1 December who subsequently end their studies prematurely.

Methods of estimation

62. Forecasts are by their nature subject to some uncertainty. Institutions might base them on the actual FTE numbers of enrolments during the corresponding period of previous years, possibly adjusted for:

- Material differences from previous years in the numbers or types of courses offered.
- Changes in the Autumn enrolments from previous years.

63. For some courses, such as those starting in January, institutions might use the actual number of students they expect will take the course, based upon the acceptances to date. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate forecast enrolments.

64. Institutions should be aware that if the forecast element makes up a notable proportion of the total FTE of a funding cell (defined as a combination of subject area and level of study) and if the actual student numbers turn out to be notably fewer than the forecast amount then SFC may subsequently take action if there are any financial implications.
**Early Statistics and Final Figures for 2017-18**

65. Columns (16) to (19) of table 1 show the corresponding figures taken from your institution’s Early Statistics return for 2017-18, including rest of UK students in the controlled subject areas. Columns (20) to (23) show the percentage differences in the Early Statistics from 2017-18 to 2018-19.

66. A different breakdown of the students on the new routes Initial Teacher Education courses was used for the Early Statistics Return for 2017-18. The first table under columns (32) to (35) show the number of students on new routes collected in the Early Statistics for 2017-18 and columns (36) to (39) show the percentage changes from 2017-18 to 2018-19 by grouping the figures for 2018-19 on the same basis as those for 2017-18.

67. Columns (24) to (27) show the corresponding figures taken from your institution’s Final Figures return for 2017-18, with columns (28) to (31) showing the percentage differences from the Final Figures for 2017-18 to the Early Statistics for 2018-19. The second table under columns (32) to (35) show the number of students on new routes collected in the Final Figures for 2017-18 and columns (36) to (39) show the percentage changes by grouping the figures for 2018-19 on the same basis as those for 2017-18.
Tables for Controlled Subjects (2a, 2b, 2c, 2d, 2e, 2f, 3, 4a, 4b)

68. Tables 2a-f, 3 and 4a-b collect further information on students in the controlled subject areas of medicine, dentistry, Initial Teacher Education, and nursing and midwifery pre-registration. This information is collected to inform recommended intakes and allocations of funded places for these courses for future years.

Intakes

69. Tables 2a, 3, 4a and 4b collect information on intakes to the controlled subject areas. The Scottish Government’s intake targets include rest of UK students.

70. The following SFC announcements contain the intake targets for the controlled subjects for 2018-19:

**Medicine:**
SFC/AN/01/2018 (Intake targets for the controlled subject of Medicine)

**Dentistry:**
SFC/AN/08/2018 (University Intake Targets for Dentistry 2018-19)

**Nursing and Midwifery Pre-registration:**
SFC announcement SFC/AN/04/2018 (Intake Targets for Pre-registration Nursing & Midwifery 2018-19)

**Initial Teacher Education:**
SFC announcement SFC/AN/03/2018 (Intakes Targets for Initial Teacher Education 2018-19)

71. The intake covers students who enrol for the course for the first time regardless of the year of the course which they enter. Therefore the intake to a course may differ from the first year FTE. For example, there may be students repeating their first year, or direct entrants to the second year of the course. The intake also includes forecasts of students expected to start later in the session, i.e. a second intake, and students who have transferred from a different course at the same institution.

72. The intake of students eligible for funding relates to those students eligible for funding who enrolled for the course for the first time. If a student started on the course during the session but did not last long enough to be classified as eligible for funding, see paragraph 54, then the student should not be counted in the intake.

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

Table 2a: Students eligible for funding on Initial Teacher Education courses, 2018-19

75. Table 2a collects more detailed information on students on Initial Teacher Education (ITE) courses:

- The FTE numbers of students eligible for funding by course and year of course.
- The FTE number of Scottish-domiciled, rest of UK and other EU students in the intake to each course.
- The headcount of students eligible for funding in the intake to the course able to teach in the Gaelic medium.

See paragraphs 69 to 74 for the definition of intake to the course. Rest of UK students are those paying the deregulated tuition fees.

New Routes Initial Teacher Education courses

76. Institutions have introduced new routes into Initial Teacher Education to help contribute towards the need for teachers in priority areas and to help diversify the workforce. SFC announcement SFC/AN/03/2018, see paragraph 70, gives details of the new routes.

77. Table 2a collects separate information for the new routes. This means that the information for PGDE Primary, PGDE Secondary and the Combined Degrees in Education courses is split between traditional and new routes, while there is a new category of ‘Other Secondary’ courses to cover the other new routes.

Domicile of students in the intakes to Initial Teacher Education courses

78. There is interest in the numbers of Scottish-domiciled students on ITE courses. To provide information on this the intake of students on initial teacher education courses is now collected for Scottish-domiciled, rest of UK and other EU students.

79. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The rest of UK category relates to those students paying the deregulated tuition fees for rest of UK students. Therefore a student from the rest of the UK who satisfies the criteria for being eligible for funding should be classified as other EU.


**Students able to teach in the Gaelic medium**

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

81. A student who will be able to teach in the Gaelic medium is defined as a student who, upon successful completion of the ITE course, is either:
   - A native Gaelic speaker, who has retained proficiency in the language.
   - The holder of a degree in Gaelic, or a degree which includes a substantial component of the Gaelic language.
   - Otherwise a speaker of the Gaelic language to the above standard.

**Table 2b: Students eligible for funding on Teaching Qualification (Further Education) (TQ(FE)) courses, 2018-19**

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

**Table 2c: Students eligible for funding enrolled on Catholic courses or modules, 2018-19**

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

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

**Table 2d: Students eligible for funding and rest of UK students in the intake to traditional PGDE Secondary courses, 2018-19 - Subjects training to teach**

85. Table 2 of SFC announcement SFC/AN/03/2018 shows the target intakes for 2018-19 for each Secondary teaching subject, split by institution and course (PGDE and other new routes Secondary courses). To monitor actual intakes for
the teaching subjects table 2d collects the subjects being taken by entrants to the traditional (i.e. other than new routes) PGDE Secondary courses, while table 2f collects the subjects that students on new routes Secondary courses are training to teach.

86. The intake to each Secondary teaching subject through the traditional PGDE Secondary courses, as collected through table 2d, consists of both students eligible for funding and rest of UK students.

87. As some students aim for dual subject teaching qualifications, table 2d allows both single and dual teaching subjects to be recorded, including the specific combinations of subjects students are training in. The numbers of students in the intake to traditional PGDE Secondary courses training to teach one subject should be counted in Column (1) against the subject they are training to teach. The students training to teach two subjects should be recorded in columns (2) to (4). Columns (2) and (3) record the combinations of teaching subjects. Each cell for entry in columns (2) and (3) has a drop down menu that allows the relevant teaching subjects to be selected. The number of students taking a combination of teaching subjects should be entered in column (4).

Table 2e: Students on New Routes Initial Teacher Education Courses, 2018-19

88. Table 2e collects similar information to table 2a but for the specific new routes Initial Teacher Education courses. The new routes are listed in SFC announcement SFC/AN/03/2018.

Table 2f: Students Eligible for Funding on New Routes Initial Teacher Education Secondary Courses, 2018-19: Subjects Training to Teach

89. Table 2f complements table 2d by collecting information on the subjects that the students on new routes Secondary courses are training to teach. The information is collected by type of new routes Secondary course, that is PGDE Secondary, Combined Degrees in Education and Other Secondary.

90. For all three types of course, the teaching subject for students eligible for funding in the intake should be recorded. The teaching subject should also be recorded for continuing students on the Combined Degrees in Education and Other Secondary courses.

91. The students on each type of course are split between those training to teach one subject and those training to teach two subjects. Both single subjects, which are recorded in columns (1), (4) and (7), and the combinations of two subjects, which are recorded in columns (1) and (2), (4) and (5) and (9) and (10), should be selected using the drop down menus in the entry cells.
Table 3: Students on Undergraduate Medicine and Dentistry courses, 2017-18

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

- The FTE number of students in the intake to the course by stage of course (pre-clinical, clinical and the Scottish Graduate Entry Medicine programme) and fee status (students eligible for funding, rest of UK paying deregulated tuition fees and international students).
- The FTE number of students eligible for funding in the intake to medicine by domicile (Scotland, other EU) and the FTE number of Scottish-domiciled students in the intake to medicine by entry criteria (from pre-entry medicine course, satisfying widening access criteria, other).
- The FTE number of students by year of course and fee status.
- The FTE number of medical and dental students eligible for funding on intercalating courses.

See paragraphs 69 to 74 for the definition of intake to the course.

93. Table 3 has been revised for 2018-19 so that information on the entrants to medical courses is now in a separate section from the information on enrolments to medical schools.

Scottish Graduate Entry Medicine (ScotGEM)

94. The first intake of students to the Scottish Graduate Entry Medicine programme, being run collaboratively by the Universities of Dundee and St Andrews, is in 2018-19. Table 3 collects information on the entrants to this programme.

Scottish-domiciled medical entrants

95. There is a requirement for information on the numbers of Scottish-domiciled entrants to medical schools. This is because Scottish-domiciled students are more likely to stay in Scotland to work after completing their medical training.

96. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The rest of UK category relates to those students paying the deregulated tuition fees for rest of UK students. Therefore a student from the rest of the UK who satisfies the criteria for being eligible for funding should be classified as other EU.

Entry criteria

97. For the first time information is being collected on the entry criteria for the Scottish-domiciled entrants to medical courses. This information allows the use of the additional funded places to widen access to medicine to be monitored.
and also to gauge institutions’ progress in widening access to their medical courses.

98. Scottish-domiciled entrants to pre-clinical medicine courses should be split according to the following entry categories:
   - Entered via a pre-medical entry programme.
   - Satisfies widening access criteria.
   - Other Scottish-domiciled entrants.

99. The relevant widening access criteria are:
   - Students from the 40% most deprived areas of Scotland, see paragraph 152 for more details on the deprived areas.
   - Students from schools in the schools for Higher Education programme.
   - Students from schools participating in the Access to High Demands Profession programme.
   - Students from a care leaver background, see paragraph 129 for more details on care leavers.
   - Students who are registered carers.

**Year of course**

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

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

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

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

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

**Pre-clinical and Clinical**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Medicine</th>
<th>Dentistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>Pre-clinical</td>
<td>Pre-clinical</td>
</tr>
<tr>
<td>Second year</td>
<td>Pre-clinical</td>
<td>Clinical</td>
</tr>
<tr>
<td>Third year onwards</td>
<td>Clinical</td>
<td>Clinical</td>
</tr>
</tbody>
</table>

104. Students on the ScotGEM programme are recorded separately in table 3.

**Students on intercalating degrees**

105. Institutions should enter the FTE number of students eligible for funding on intercalating degree courses at their institution for both medical and dental students. These numbers are in addition to the total FTE numbers of students in the pre-clinical and clinical stages of medicine and dentistry courses recorded in the other cells of table 3.
Tables 4a and 4b collect information on nursing and midwifery pre-registration courses. Table 4b covers the four-year Honours pre-registration courses while table 4a covers the other pre-registration courses. For historical reasons the non-Honours courses are referred to as the ‘three-year’ nursing and midwifery pre-registration courses, though some of the courses in this category might not actually last three years.

Both tables 4a and 4b collects the following information for their specific types of nursing and midwifery pre-registration courses:

- Students eligible for funding and rest of UK students by level of study, branch and year of programme.
- Students eligible for funding and rest of UK students in the intake to these courses by level of study and branch.

Pre-registration

The nursing and midwifery pre-registration courses covered by tables 4a and 4b lead to entry to the Nursing and Midwifery Council’s register. The pre-registration courses exclude any provision for students who had previously registered, even if the students are studying in order to re-register.

Rest of UK students

The reciprocal arrangements between the Scottish Government and other UK administrations, which allowed students from those areas to access financial support for their nursing and midwifery pre-registration studies, ended for 2017-18. This only affects rest of UK students starting from 2017-18. Continuing rest of UK students who began their nursing and midwifery pre-registration studies prior to 2017-18, and who were already receiving support under the reciprocal arrangements, continue to be supported.

Thus rest of UK students who began their nursing and midwifery pre-registration studies prior to 2017-18 remain eligible for funding but rest of UK students starting on these courses from 2017-18 onwards are not eligible for funding. Tables 4a and 4b collect separate information on rest of UK students who started from 2017-18 onwards to allow the overall numbers of students on these courses to be monitored.
Recording controlled nursing and midwifery students whose course years span academic sessions

111. To ensure that funded populations are derived on the same basis it is necessary to ensure that institutions return enrolment information for these courses on a comparable basis. For this reason institutions are asked to use the same method to return the FTE for students on three-year nursing and midwifery courses whose course years span academic sessions. The full FTE for a course year should be returned in the Early Statistics Return for the session in which the course year starts.

112. The year of programme should relate to the year that a student commences during the session. Thus for students whose course year spans academic sessions the year of programme should relate to the year that the student starts in the session. The FTE for the full year of the course should be returned for each student. For students starting another course year later in the session, i.e. after the Early Statistics reference data of 1 December, the FTE returned under the relevant year of programme in table 4a should be the full FTE for that course year and not include any FTE relating to the course year which ends earlier in the session.

113. This will mean that students who are on courses that span academic years and who are in their last part year of study should not be counted in the Early Statistics Return. Students should only be counted under the ‘Forecast’ enrolments in table 1 if they were not studying at the Early Statistics reference date.

Intake to the course

114. The intake covers all students starting their programmes during 2018-19, including forecasts of the numbers of students expected to start later in the session. Students entering year 2 of their programmes via the HNC route are included in the intake.
Tables 5a to 5d: Use of Additional Funded Places for 2018-19

115. Tables 5a-d collect information on how institutions have used allocations of funded places for 2018-19 for:
   - Taught Postgraduate Provision.
   - Innovation Centres.
   - Early Years Education.
   - European Social Fund (ESF)’s Developing Scotland’s Workforce Programme.

Table 5a: Use of Funded Places for Taught Postgraduate Provision, 2018-19

116. Table 5d is for reporting the use of the additional funded places for taught postgraduate provision. You should record the number of additional places that have been filled by students on the taught postgraduate courses for which additional funded places were allocated over the period 2013-14 to 2017-18. You do not have to return the total number of students eligible for funding on these courses.

117. Your institution’s number of taught postgraduate students eligible for funding on the relevant courses in 2012-13 is the baseline that you should use to decide how many of the students in 2018-19 should be considered additional students.

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

Table 5b: Use of Funded Places for Innovation Centres, 2018-19

119. Table 5b is for reporting the use of the funded places for taught postgraduate students at the Innovation Centres. Institutions collaborating in taught postgraduate provision at an Innovation Centre have to agree amongst themselves which institution reports which students. For example, each of the collaborating institutions could report the students enrolled with them or, perhaps, the lead institution could continue to report all of the taught postgraduate students eligible for funding at their Innovation Centre. The institution reporting students in table 5a should also include the students in their taught postgraduate numbers in table 1.

Table 5c: Students Eligible for Funding on Early Years Education Courses in 2018-19 Who Started From 2017-18 Onwards

120. In 2017-18 the Scottish Government started funding additional places for students on BA and HNC Childhood Practice courses to enable more childcare workers to be trained in order for the Scottish Government’s aims for additional entitlement to free childcare to be met.
121. In table 5b you should record for students eligible for funding who started on BA and HNC in Childhood Practice from 2017-18 onwards you should record:

- The intake of students eligible for funding to the BA and HNC in Childhood Practice in 2018-19.
- The students eligible for funding who started on the BA and HNC in Childhood Practice from 2017-18 onwards split by year if programme.

122. This information will be compared with the numbers of entrants to these courses in previous years derived from the HESA Student returns to judge the number of additional enrolments and hence to inform the number of additional places that have been filled.

Table 5d: Use of Places Funded by the European Social Fund (ESF)’s Developing Scotland's Workforce Programme, 2018-19

123. Table 5d is for reporting the use of the additional places provided through the European Social Fund (ESF)’s Developing Scotland's Workforce (DSW) programme in 2018-19.

124. You should record the number of additional places (undergraduate, taught postgraduate and research postgraduate) that have been filled by students eligible for funding on eligible courses under the DSW programme.

125. ESF-funded undergraduate and taught postgraduate student places should be additional to core SFC-funded student places for 2018-19. ESF-funded research postgraduate student places should be additional to the institution’s number of research postgraduate students eligible for funding in 2015-16.

126. You should enter the courses that the students have enrolled on. This is to provide reassurance that the additional funded places are being used to support the provision for which they were allocated, in line with the ESF eligibility requirements under the DSW programme.

127. The students whose places are funded by ESF should be considered eligible for funding and therefore included in table 1 of the Early Statistics Return.
Table 6: Scottish-domiciled Undergraduate Entrants from a Care Experienced Background, 2018-19

128. Table 6 is for reporting your institution’s number of Scottish-domiciled undergraduate entrants from a care experienced background in 2018-19.

129. The term ‘care experienced’ refers to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

130. Young people from a care experienced background are much less likely to go to university than other young people. SFC has national ambitions to increase both the participation and attainment of people from a care experienced background, see University Outcome Agreement Guidance 2016-17, Annex E: National ambition for care experienced students.

131. SFC want to see increased numbers of care experienced students and progress towards parity between the outcomes of care experienced students compared to their peers by 2021-22. There were 335 undergraduate entrants from a care experienced background in Scottish universities in 2016-17. The sector target for 2019-20 is 400 undergraduate entrants from a care experienced background.

132. You should record your institution’s number of Scottish domiciled undergraduate entrants from a care experienced background in table 6. For this table undergraduates are defined to be students either on a first degree course or on an HN or equivalent course. Courses at HN level and above are those with one of the following codes for the ‘Course Aim’ (COURSEAIM) field in the HESA returns:

   C20, C30,
   H00, H11, H16, H18, H22, H23, H50,
   I00, I11, I16,
   J20, J26, J30
   M22, M26, M28
Monitoring for Under-enrolments against Funded Places, Breaches of Consolidation and Meeting the Intake Targets for the Controlled Subjects, 2018-19

133. The worksheet ‘Monitoring’ on the spreadsheet for completing the Early Statistics Return contains the following tables for monitoring for under-enrolments against funded places, for breaches of consolidation and for meeting the intake targets for the controlled subjects:

- The numbers of students eligible for funding in the individual controlled subject areas compared to funded places.
- The numbers of taught postgraduate and undergraduate students eligible for funding in the non-controlled subject areas compared to funded places.
- The numbers of students compared to the consolidation student numbers for the controlled and non-controlled subject areas.
- The actual intakes compared to the target intakes for the controlled subjects.

134. The conditions of University Outcome Agreement funding for 2018-19 are available on the SFC website.

135. The student numbers in these tables are populated automatically using figures entered in tables 1, 2a, 3, 4a and 4b. The following tables in the background information on the allocations of funding for 2018-19 contain the funded places and consolidation student numbers for 2018-19:

<table>
<thead>
<tr>
<th>Table</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2a</td>
<td>Non-controlled funded student places for AY 2018-19</td>
</tr>
<tr>
<td>A2b</td>
<td>Controlled student places funded by SFC for AY 2018-19</td>
</tr>
<tr>
<td>A2c</td>
<td>Additional student places funded by the Scottish Government for AY 2018-19</td>
</tr>
<tr>
<td>C2a</td>
<td>Consolidation student numbers for non-controlled subject areas for AY 2018-19</td>
</tr>
<tr>
<td>C2b</td>
<td>Consolidation student numbers for controlled subject areas for AY 2018-19</td>
</tr>
</tbody>
</table>

These tables are available on SFC’s website.
136. The following SFC announcements contain the intake targets for the controlled subjects for 2018-19:

- **Medicine:** [SFC/AN/01/2018 (Intake targets for the controlled subject of Medicine)]
- **Dentistry:** [SFC/AN/08/2018 (University Intake Targets for Dentistry 2018-19)]
- **Nursing and Midwifery Pre-registration:** [SFC announcement SFC/AN/04/2018 (Intake Targets for Pre-registration Nursing & Midwifery 2018-19)]
- **Initial Teacher Education:** [SFC announcement SFC/AN/03/2018 (Intakes Targets for Initial Teacher Education 2018-19)]
Section 4: Early Access Return for 2018-19

Introduction

137. The Early Access Return collects in-year information on the numbers of undergraduate entrants from the most deprived areas. This Return provides an early update on progress towards targets set by the Commission on Widening Access (CoWA) and on Outcome Agreement measures.

Changes to the Early Access Return for 2018-19

138. Some changes have been made to the Early Access Return for 2018-19, partly to enable progress towards CoWA targets to be monitored and also to allow institutions to be in a better position to report on their current and forecast enrolments from the most deprived areas.

139. The Early Access Return for 2018-19 is being collected later in the session than previous years, with the deadline for returning the information now the same as for the Early Statistics Return. Institutions should therefore be better placed to report on their entrants so far and to forecast the numbers of entrants later in the session.

140. To monitor progress against CoWA targets, in particular the target that by 2021 at least 10% of full-time first degree entrants to every individual Scottish university should be from the 20% most deprived areas, the Early Access Return for 2018-19 is collecting information on Scottish-domiciled entrants to degree courses from the most deprived areas. The numbers of all Scottish-domiciled undergraduate entrants from the most deprived areas will continue to be collected. This is to enable progress against Outcome Agreement measures to be monitored.

141. To obtain the proportions of Scottish-domiciled degree and all undergraduate entrants from the most deprived areas the total number of Scottish-domiciled entrants to these courses is also being collected through the Early Access Return for 2018-19. Deriving these proportions will enable progress against CoWA targets and Outcome Agreement measures to be monitored.

Definitions

142. For the Early Access Return you have to return the number of Scottish-domiciled undergraduate entrants from the most deprived areas and the total number of Scottish-domiciled undergraduate entrants in 2018-19. This information is split by:

- Actual and forecast numbers of entrants.
- Entrants from the 20% and from the 40% most deprived areas.
• Entrants from degree and other undergraduate courses.
• Entrants to full-time and part-time courses.

143. Paragraphs 144 to 156 that follow describe the categories used for the Early Access Return.

Actual and Forecast Student Numbers

144. Any student who has been in attendance at the institution on or before 1 December 2018 is classified as an actual enrolment and counted in either column (1) or column (4) of the table depending on their mode of study.

145. Institutions should count under forecast enrolments the numbers of Scottish-domiciled undergraduate entrants from the most deprived areas and the total number of Scottish-domiciled undergraduate entrants expected to start after 1 December 2018. Forecast enrolments should be entered in either column (2) or column (5) of the table depending on the mode of study.

146. These estimates will obviously be subject to some uncertainty. Institutions might base these on levels of recruitment in previous years adjusted to take account of any changes in recruitment up to this point of the session and the likely success of any initiatives used to increase the numbers of students from the most deprived areas.

147. Associate students starting their studies at a further education college and whose places are supported by the additional places funded by SFC to increase levels of articulation should be included. These students will be returned in the institution’s Student returns to HESA under code ‘5’ for the ‘Articulation’ field (ARTICLN).

Entrant

148. An entrant is someone who started on their current programme of studies during the session. The ‘Date of Commencement’ field (COMDATE) in the HESA Individual Student returns will be recorded as being 1 August 2018 or later for entrants.

Undergraduate

149. For the Early Access Return the information is collected separately for entrants to degree courses and for entrants to all undergraduate courses. The definition of an undergraduate used for this return is the same as that used for Outcome Agreement measures, that is a student aiming for either a first degree or an HNC/HND/Diploma/Certificate of Higher Education. In terms of the ‘Course Aim’ field (COURSEAIM) in the HESA Student Record the values covered by this return are:
Degree:
H00, H11, H16, H18, H22, H23, H50, I00, I11, I16, M22, M26, M28

Other Undergraduate:
C20, C30, J20, J26, J30

Deprivation Status

150. The deprivation status is the same as used for the Outcome Agreement measures and therefore based on the Scottish Index of Multiple Deprivation (SIMD) 2016. The postcode of a Scottish-domiciled student should be matched to a datazone and then to a SIMD rank.

151. SFC divide the SIMD 2016 ranks into quintiles, with each quintile containing 20% of the data zones. The most deprived quintile is defined to be MD20, while MD40 is defined to be the areas covered by the two most deprived quintiles.

152. The following table details the SIMD 2016 ranks contained in each SFC quintile:

<table>
<thead>
<tr>
<th>SFC Deprivation Quintile</th>
<th>SIMD 2016 Datazone Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From</td>
</tr>
<tr>
<td>1 - 20% most deprived (MD20)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1,396</td>
</tr>
<tr>
<td>3</td>
<td>2,791</td>
</tr>
<tr>
<td>4</td>
<td>4,186</td>
</tr>
<tr>
<td>5 - 20% least deprived</td>
<td>5,581</td>
</tr>
<tr>
<td>1 and 2 - 40% most deprived (MD40)</td>
<td>1</td>
</tr>
</tbody>
</table>

153. You should return the numbers of your undergraduate entrants from SFC quintiles 1 and 2 in the table. The numbers of students from the 40% most deprived areas is then calculated automatically.

Mode of Study

154. Institutions are asked to split their Scottish-domiciled undergraduate entrants from the 20 and 40 per cent most deprived areas into those studying full-time and those studying part-time. This is so that how these students are accessing higher education can be monitored.
155. A full-time course involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as being part-time. Any course that does not satisfy the definition for being full-time is classified as being part-time.

156. Institutions should record their numbers of actual full-time students in column (1) and their forecast numbers of full-time students in column (2) of the electronic table. Similarly, institutions should record their numbers of actual part-time students in column (4) and their forecast numbers of part-time students in column (5).

Contact

As with the Early Statistics Return the contact for any matters relating to the Early Access Return is: Michelle McNeill, Policy/Analysis Officer, email: mmcneill@sfc.ac.uk, tel: 0131 313 6662.

157. Institutions should complete and return the spreadsheet containing their Early Statistics and Early Access returns by Friday 14 December 2018. The spreadsheet should be emailed to the above contact.
Section 5: Counting and Classifying Students and Courses in the Early Statistics Return

Students and courses counted in the return

158. Inclusion in the Early Statistics Return depends upon the characteristics of the student and of the course. In general the student must be a student eligible for SFC funding, attending a course eligible for SFC funding.

159. Annex B indicates the relevant fields in the HESA Student Record that relate to some of the criteria for eligibility for funding.

Summary of courses that are not eligible for funding

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

Summary of students eligible for funding

161. The following characteristics of the student mean the student can be eligible for funding:
   - Students paying ‘Scottish’ tuition fee levels.
   - Exchange students - inward or outward, consistently across all enrolments.
   - Outgoing exchange students who are only away for part of the year for that part of the year in which they attend the institution - if an institution counts incoming exchange students.
   - Students on courses where ‘Scottish’ fees do not apply but resident in EU.
   - Students attending access courses or summer schools where successful completion guarantees a place on a course at higher education level.
   - Swiss migrant workers.
   - British Overseas Territories.
   - Non-UK EC national or EU overseas territories nationals.
Summary of students not eligible for funding

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

- Students assessed as not eligible to pay ‘Scottish’ tuition fee levels.
- Rest of UK students on taught postgraduate courses.
- Students whose fees are at ‘cost-recovery’ level.
- Students taking a place funded by private sources, if places are ‘closed’ to other applicants.
- Students taking a place funded wholly or partly from public sources other than SFC.
- Students on sabbatical years or not in attendance for other reasons.
- Students withdrawing from courses after a short time, generally less than five weeks.
- Intercalating medical or dental students at other institutions.
- Students on a part-time course beyond the normal duration.
- Students of other institutions, e.g. on an articulated or a franchised course, with the exception of students whose places are supported by the additional funded places provided for articulation.
- Students studying for the whole of their course outwith Scotland, unless they are prisoners who are ordinarily resident in Scotland but having to serve their sentences elsewhere in the UK.
- Students spending an optional year away from the institution, unless on a sandwich placement year or, in some cases, on study abroad.
- Postgraduate students who have completed the work of the course, but have yet to complete the requirements for the award.
- Students assessed or examined in the year but making no additional demands on their teaching departments.
- Graduates or members of staff of the institution who are studying for higher doctorate level qualifications or professional qualifications, involving little or no academic input from the institution.
163. The following flowchart summarises eligibility criteria. Note that, in particular cases, some students who satisfy these criteria may still be excluded from the return. This may be because of the rules governing different modes of provision, see section 6, and the guidance on the Autumn count and forecast enrolments later in the session, see paragraphs 52 to 64.

**Flowchart of student eligibility for funding**

Student on an eligible course?  
(see paragraphs 165 to 174)

- **Yes**  
  - Do not count

- **No**  
  - Do not count

Student eligible by personal circumstances?  
(see paragraphs 175 to 197)

- **Yes**  
  - Exchange student?
    - **Yes**  
      - Eligible (inward or outward)  
        (see paragraphs 176 and 177)
        
        - **Yes**  
          - Count
        
        - **No**  
          - Do not count
    
    - **No**  
      - ‘Scottish’ Fees applicable to course?
        - **Yes**  
          - Student eligible for ‘Scottish’ Fees?  
            (see paragraphs 178, 183, 184)
            
            - **Yes**  
              - Do not count
            
            - **No**  
              - Student domiciled in the UK/Other EU?  
                (see paragraph 179)
                
                - **Yes**  
                  - Do not count
                
                - **No**  
                  - Flowchart showing student eligibility for funding

- **No**  
  - Do not count
Courses not eligible for funding

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

**Full cost and cost-recovery courses**

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

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

**Continuing Professional Development (CPD)**

166. [Circular letter SFC/16/2011](#) described the arrangements for reporting of knowledge exchange activity and outcomes. Pages 15-17 of this letter define and provide information on CPD provision.

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

**Other cost-recovery courses**

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

**Other publicly-funded courses**

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

**Closed courses**

170. Courses or teaching provision funded from private sources and ‘closed’ to general applicants, i.e. not open to all suitably qualified candidates, are not eligible for funding. Examples of this type of provision would be a course financed by a company solely for its employees.
Non-credit-bearing courses

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

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

172. Courses for activity below SCQF level 7 are not eligible for funding unless this forms part of an access course. Student activity related to modules or other learning activity graded below SCQF level 7 should only be considered eligible for funding where it forms part of an access course, that is, a course which is designed to prepare students who do not have standard entry qualifications for higher education courses.

173. Courses such as stand-alone non-advanced European Computer Driving Licence (ECDL) may not be considered access courses save in exceptional circumstances. If an institution is any doubt about whether a course containing activity below SCQF level 7 can be considered an access course then they should contact SFC for a decision, see paragraph 29 for contact details. No other activity graded below SCQF level 7 should be considered eligible for funding.
**Students eligible for funding**

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

**Exchange students**

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

176. Institutions must be consistent across all subject areas in classifying either incoming or outgoing exchange students as being eligible for funding, i.e. institutions should not count incoming students in some subject areas and outgoing students in others. To keep year to year comparisons valid, institutions must obtain SFC’s agreement before changing the method of counting see paragraph 29 for contact details.

**Students paying ‘Scottish’ tuition fees**

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

**Students domiciled in the EU**

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

**Access courses and summer schools**

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

**Other students eligible for funding**

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

- Swiss migrant workers.
• British Overseas Territories.
• Non-UK EC national or EU overseas territories nationals.

Students not eligible for funding

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

Students assessed as not eligible to pay ‘Scottish fees’

182. Students who are assessed as not being eligible to pay the same tuition fee level as Scottish students cannot be classified as being eligible for funding. This means students who pay the deregulated tuition fees introduced for rest of UK students in 2012-13 are not eligible for funding. Also students paying tuition fees that are more than the standard fee level for full-time degree and HN students are not eligible for funding.

183. Rest of UK taught postgraduate students are not eligible for funding, even if they are paying the same tuition fees as Scottish students. However, rest of UK research postgraduate students can be eligible for funding.

184. Scottish or other EU students who are paying fees set at a ‘cost-recovery’ level are not eligible for funding. For example, some Scottish or other EU students will pay tuition fees equivalent to those paid by students from outwith the EU.

185. Student whose places are funded by private sources are not eligible for funding if the places are ‘closed’ to other suitably qualified applicants.

186. Students whose places are funded wholly or partly from public sources other than SFC are not eligible for funding. These are students for whom an institution receives funding from other public sources that is more per FTE than the standard tuition fee. This relates to the funding of the place rather than to the payment of tuition fees. For example, if a Local Enterprise Company pays more than the normal tuition fee for some students then these students are not eligible for funding. However, if the LEC pays a standard tuition fee for some students then the students could be eligible for funding.

187. Students who are on a sabbatical year, or who are not in attendance for other reasons are not eligible for funding.

188. An institution cannot count an intercalating medical or dental student in its Early Statistics return if the student is taking his/her intercalated degree at another institution.

189. In general an institution cannot return students of other institutions, whether in Scotland or not, such as those taking articulated courses, or franchised courses,
or courses which are validated, but not taught, by the institution. One exception to this is that institutions should include the students whose places are supported by the additional funded places provided for articulation. These students should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their courses. Also institutions collaborating in an Innovation Centre should agree amongst themselves which institutions count which of the taught postgraduate students in their Early Statistics returns.

**Students studying outwith Scotland**

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

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

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

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

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

195. Graduates of an institution and members of an institution’s staff who are working towards higher doctorate level qualifications (e.g. DSc, DLitt, etc.), or professional qualifications, in cases involving little or no academic input from the institution are not eligible for funding.
196. The following categories of student are also not eligible for funding. There is further information on these types of student elsewhere in these notes of guidance:

- Students who withdraw from courses after a short period of time, generally less than five weeks, see paragraph 54.
- Students enrolled on a part-time course beyond the normal duration of the course, see paragraphs 221 and 222.
- Students spending an optional year away from the institution, unless they are either on an optional sandwich placement year, see paragraph 215, or on an optional year’s study abroad involving significant academic input from the institution and SFC agrees to their inclusion in this return, see paragraphs 218 and 219.
Section 6: Levels of Study

197. Student numbers can be classed by level of provision into four general categories in the return (research postgraduate, taught postgraduate, taught postgraduate with undergraduate fees and undergraduate), and these are described below.

198. Annex B describes how the ‘General qualification aim of course’ field in the HESA Student Record (ISR) is used to define the different levels of study.

Research postgraduate

199. This category covers postgraduates who are mainly engaged in research, whether or not they receive some formal teaching. In some institutions students enrolled for research degrees take some taught elements, such as courses in research methods. Institutions should return these students as research postgraduates.

200. Provision coded as ‘M01’ (‘Taught master’s degree designed specifically as a training in research methods and intended as a preparation for advanced supervised research’) in the ‘General qualification aim of course’ field in the HESA ISR returns is classified as research postgraduate provision for the Early Statistics Return. HESA classify this provision as being at taught postgraduate level for their uses of the ISR data.

Taught postgraduate

201. This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.

202. Many Masters courses include an extensive taught element, followed by an individual project or dissertation. Notwithstanding this element of individual project work, institutions should return students on these courses as being taught postgraduates.

Taught postgraduate (undergraduate fees)

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

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

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

206. This includes students taking undergraduate degrees, diplomas and certificates, HNDs, HNCs and other HE level courses not at postgraduate level.
Section 7: Modes of study and FTE Conversion Factors

207. Paragraphs 212 to 225 define and explain the modes of study used in table 1.

208. Paragraph 226 contains a table that explains how to calculate the FTE conversion factors for full-time and sandwich courses. Paragraphs 227 to 232 explain the calculation of FTE for part-time modes of study.

209. Paragraph 236 indicates the normal duration and credit rating of the majority of full-time higher education provision at Scottish HEIs, for use in deriving the FTE conversion factors for part-time courses.

210. Annex B indicates the fields in the HESA Student Record that are used to define the modes of study.

Full-time and sandwich courses

211. A full-time course, or research study, involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as part-time, see paragraph 224.

‘Thick’ sandwich courses

212. ‘Thick’ sandwich courses are full-time courses for which an obligatory placement causes continuous non-attendance for at least one academic year.

Courses with an obligatory year of study away

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

An optional sandwich placement of at least one academic year

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

A sandwich placement of less than one academic year

215. Treat full-time courses with a work placement of less than one academic year as full-time courses as in paragraph 226 for the calculation of FTE, unless the programme contains more than one such placement, see paragraph 217.
More than one placement of less than one academic year, with the combined length of the placements being at least one academic year

216. Some courses have more than one placement. If the combined length of the placements is the equivalent of at least one academic year then, for the purposes of assigning FTEs only, the course is treated similarly to a course with one placement lasting at least an academic year, see table in paragraph 226.

An optional year’s study abroad

217. Some full-time courses involve an optional year’s study abroad, which may count towards the qualification awarded by an institution. For example, a degree course in engineering with French might give students the option of a year studying engineering at a French university, to count towards the degree awarded by the institution.

218. An institution should only count students who are on this type of year abroad in their Early Statistics return if the institution has a significant academic input to the year abroad. Institutions must obtain SFC’s agreement before including any of these students in their Early Statistics return, see paragraph 29 for contact details.

Part-time courses

Types of part-time course

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

Structured part-time courses

220. Structured part-time provision covers all part-time courses for which students follow a structured programme of study, leading to a qualification in a subject that can be obtained by taking a full-time course, whether or not the reporting institution offers this type of full-time course. It is likely to include day release, block release, evening and distance learning courses.

221. A structured part-time programme of study is one with pre-set pathway(s) leading to the award. These specify the duration of the course and what students must do each year in order to progress normally into the next year and, within the specified timescale, obtain the qualification. If a student is
studying beyond the normal duration of the structured part-time course that student is not eligible for funding.

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

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

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

Other part-time courses

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

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

**FTE conversion factors for full-time and sandwich courses**

(see paragraphs 212 to 219)

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

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

**FTE conversion factors for part-time courses (see paragraphs 220 to 225)**

226. Where possible, the FTE for a part-time student should be based on the proportion of credits enrolled compared to an equivalent full-time course. For courses where there is no equivalent full-time course standard credit values should be used to calculate the FTE, see paragraph 236.

227. Short full-time courses (courses of 24 weeks or less) are classified as part-time. The FTEs for students on short full-time courses should also be returned using the direct proportion of credits enrolled compared to an equivalent full-time course. However institutions can use the proportion of the academic year in attendance to derive the FTE for short full-time students if it is not possible to use credits to do so.
228. Eligible students studying part-time for one year to convert a postgraduate diploma to a Masters should be returned as 0.333 FTE in the Early Statistics Return.

229. For non-credit bearing activity that is eligible for funding (such as summer schools, access courses and research postgraduate provision) part-time FTEs should be returned on the following basis:

- In cases where there are other measures of credit for the course units, if one full-time year would normally consist of n such units, calculate the FTE as 1/n for each unit for which students are enrolled. OR

- Where no measures of credit rating are available, institutions should derive the FTE using their assessment of the student hours involved relative to the normal study load of a full-time student.

230. There are two exceptions to the calculation of part-time FTEs:

- Postgraduate students still engaged in the work of the course, and supervised but working away from their institution attract 0.5 FTE.

- Students studying beyond the normal duration of a structured part-time course are not eligible for funding.

231. For example, a student is studying part-time for a first degree and is studying for 40 credits during the session. A student studying full-time for a degree would normally study for 120 credits in a session. Thus the FTE to be returned for the part-time student would be 40/120 or 0.333. No FTE should be returned for a student who has been studying on a structured part-time course for longer than the normal duration of the course.

**Non-standard FTE conversion factors**

232. The full-time equivalent (FTE) conversion factors normally used will be those shown in paragraphs 225 to 231 above, but occasionally an institution may need to use a non-standard FTE conversion factor to ensure fair treatment. For example:

- A conversion factor greater than 1 may be right for an intensive full-time course that leads to a qualification in fewer years than normal.

- If an institution runs collaborative courses, it might be that the normal (FTE) conversion factors would not accurately reflect the proportion of attendance at the institution.

233. If an institution wishes to use a non-standard FTE conversion factor, the institution should contact SFC with the details as soon as possible and certainly before finalising their Early Statistics Return, see paragraph 29 for contact details. Before agreeing the use of a non-standard FTE conversion factor with
SFC, an institution should use the standard FTE conversion factor when filling in the return. Institutions should not request non-standard FTE conversion factors for courses which SFC has previously considered, unless there has been a change in the mode of study.

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

(a) A sandwich course will have a ‘short’ final year, lasting say 10 weeks.
(b) A course will change from full-time to part-time after half the session.

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

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

Normal duration and credit rating by type of course

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

<table>
<thead>
<tr>
<th>Type of course</th>
<th>Normal duration</th>
<th>Credits for whole course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNC</td>
<td>1 year</td>
<td>120</td>
</tr>
<tr>
<td>Certificate of HE</td>
<td>1 year</td>
<td>120</td>
</tr>
<tr>
<td>HND</td>
<td>2 years</td>
<td>240</td>
</tr>
<tr>
<td>Diploma of HE</td>
<td>2 years</td>
<td>240</td>
</tr>
<tr>
<td>Ordinary degree</td>
<td>3 years</td>
<td>360</td>
</tr>
<tr>
<td>Honours degree</td>
<td>4 years</td>
<td>480</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>1 year max.</td>
<td>60-90</td>
</tr>
<tr>
<td>Graduate diploma</td>
<td>1 year</td>
<td>120</td>
</tr>
<tr>
<td>Qualification</td>
<td>Duration</td>
<td>FTE (max)</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Postgraduate certificate</td>
<td>1 year max.</td>
<td>60-120</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>1 year</td>
<td>120</td>
</tr>
<tr>
<td>Masters degree</td>
<td>1 year</td>
<td>180</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>3 years</td>
<td>540</td>
</tr>
</tbody>
</table>

236. The normal duration is longer than shown above for some courses, for example, courses in medicine, dentistry and architecture.

237. Graduate certificates and diplomas are intended for graduates or equivalent. They complement the previous qualification, but the content may not relate directly to it and the studies and outcome are not at postgraduate level.

238. Postgraduate certificates and diplomas are also intended for graduates or equivalent. They build on the previous qualification, following on from it in subject and content, and the studies and outcome are at postgraduate level.

239. Institutions should use the list when completing table 1 to calculate the FTE conversion factors for part-time provision, and for assessing whether a course is intensive and leads to the qualification in a shorter time than normal.

240. Institutions should also record in their Early Statistics return any eligible enrolments not covered by this list or these notes, including courses leading to recognised awards not listed.

241. Institutions should contact SFC if they are in any doubt as to the eligibility of or the correct FTE conversion factors to use for any of the courses which they provide, see paragraph 29 for contact details.
### Section 8: Subject areas

**Introduction**

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

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Subject Information Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Postgraduates</td>
<td>None</td>
</tr>
<tr>
<td>Taught postgraduates</td>
<td>Controlled subject areas:</td>
</tr>
<tr>
<td></td>
<td>Nursing and Midwifery Pre-registration</td>
</tr>
<tr>
<td></td>
<td>Non-controlled subject areas (combined)</td>
</tr>
<tr>
<td>Taught postgraduates at</td>
<td>Controlled subject areas:</td>
</tr>
<tr>
<td>undergraduate fee level</td>
<td>Traditional PGDE Primary and Secondary</td>
</tr>
<tr>
<td></td>
<td>New Routes PGDE Primary and Secondary</td>
</tr>
<tr>
<td></td>
<td>Other Secondary New Routes</td>
</tr>
<tr>
<td></td>
<td>Non-controlled subject areas (combined)</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>Controlled subject areas:</td>
</tr>
<tr>
<td></td>
<td>Pre-clinical Medicine</td>
</tr>
<tr>
<td></td>
<td>Scottish Graduate Entry Medicine</td>
</tr>
<tr>
<td></td>
<td>Pre-clinical Dentistry</td>
</tr>
<tr>
<td></td>
<td>Clinical Medicine</td>
</tr>
<tr>
<td></td>
<td>Clinical Dentistry</td>
</tr>
<tr>
<td></td>
<td>Nursing and Midwifery Pre-registration Courses: Three-year and Four-year</td>
</tr>
<tr>
<td></td>
<td>BEd Primary</td>
</tr>
<tr>
<td></td>
<td>BEd Music</td>
</tr>
<tr>
<td></td>
<td>BEd PE</td>
</tr>
<tr>
<td></td>
<td>BEd Technology</td>
</tr>
<tr>
<td></td>
<td>New Routes Combined Degrees in Education: Primary and Secondary</td>
</tr>
<tr>
<td></td>
<td>Other Secondary New Routes</td>
</tr>
<tr>
<td></td>
<td>Non-controlled subject areas:</td>
</tr>
<tr>
<td></td>
<td>Pre-medical entry</td>
</tr>
<tr>
<td></td>
<td>Other STEM subjects (combined)</td>
</tr>
<tr>
<td></td>
<td>Other subjects (combined)</td>
</tr>
</tbody>
</table>
Definition of subject areas

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>JACS Subject Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
</tr>
<tr>
<td><strong>Controlled Subject Areas</strong></td>
<td></td>
</tr>
<tr>
<td>Clinical Medicine</td>
<td>A3</td>
</tr>
<tr>
<td>Clinical Dentistry</td>
<td>A4</td>
</tr>
<tr>
<td>Pre-clinical Medicine</td>
<td>A1</td>
</tr>
<tr>
<td>Scottish Graduate Entry Medicine</td>
<td>A1</td>
</tr>
<tr>
<td>Pre-clinical Dentistry</td>
<td>A2</td>
</tr>
<tr>
<td>Nursing and Midwifery Pre-registration:</td>
<td>B7</td>
</tr>
<tr>
<td>Three-year Courses</td>
<td></td>
</tr>
<tr>
<td>Four-year Degrees</td>
<td></td>
</tr>
<tr>
<td>BEd Primary / Music / PE / Technology</td>
<td>X1</td>
</tr>
<tr>
<td>New Routes Combined Degrees in Education:</td>
<td></td>
</tr>
<tr>
<td>Primary and Secondary</td>
<td></td>
</tr>
<tr>
<td>Other Secondary New Routes</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Controlled Subject Areas</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-medical Entry</td>
<td>Decided by Institution</td>
</tr>
<tr>
<td>Other STEM Subjects</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td><strong>Excluding</strong></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>Pre-clinical veterinary medicine</td>
</tr>
<tr>
<td>D2</td>
<td>Clinical veterinary medicine and dentistry</td>
</tr>
<tr>
<td>F</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>G</td>
<td>Mathematical Sciences</td>
</tr>
<tr>
<td>H</td>
<td>Engineering</td>
</tr>
<tr>
<td>I</td>
<td>Computer Sciences</td>
</tr>
<tr>
<td>J</td>
<td>Technologies</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>All other subject codes Including</td>
</tr>
<tr>
<td></td>
<td>D1</td>
</tr>
<tr>
<td></td>
<td>D2</td>
</tr>
</tbody>
</table>
**Actuarial Science**

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

**Initial Teacher Education Subjects**

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

246. The full FTE of students on courses leading to a Combined Degree in Education should be counted either against either the new routes Primary or Secondary categories, if applicable, or under the ‘Other subjects’ category and not based on the other subjects involved in the degree.

**Intercalating medical and dental students**

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

**Courses in medicine and dentistry**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Medicine</th>
<th>Dentistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>Pre-clinical</td>
<td>Pre-clinical</td>
</tr>
<tr>
<td>Second year</td>
<td>Pre-clinical</td>
<td>Clinical</td>
</tr>
<tr>
<td>Third year onwards</td>
<td>Clinical</td>
<td>Clinical</td>
</tr>
</tbody>
</table>
249. The first intake of students to the Scottish Graduate Entry Medicine (ScotGEM) programme, being run collaboratively by the Universities of Dundee and St Andrews, is in 2018-19. Enrolments to this course are separately identified in tables 1 and 3.

Controlled nursing and midwifery courses

250. Prior to 2017-18 all rest of UK students on controlled nursing and midwifery pre-registration courses were eligible for funding. The reciprocal arrangements between the Scottish Government and other UK administrations, which allowed students from those areas to access financial support for their nursing and midwifery pre-registration studies, ended for 2017-18. This only affects rest of UK students who started their courses from 2017-18 onwards. Continuing rest of UK students who began their nursing and midwifery pre-registration studies prior to 2017-18, and who were already receiving support under the reciprocal arrangements, continue to be supported.

251. Thus rest of UK students who began their -year nursing and midwifery pre-registration studies prior to 2017-18 remain eligible for funding but rest of UK students who started on these courses from 2017-18 onwards are not eligible for funding.

HESA ‘Subject of course’ fields

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

253. Students on initial teacher education (ITE) courses should be counted wholly against the controlled ITE subject, or in the case of students on Combined Degrees in Education courses, against either the new routes Primary or Secondary categories or the ‘Other subjects’ category.

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

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

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

- Balanced combination
  Count 50% to the STEM subjects and 50% to the other subjects.

- Major / minor combination
  Count 67% to the subject category containing the major (first) subject and 33% to the subject area containing the minor (second) subject.

Three subjects of course

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

Generic subjects and interdisciplinary codes

258. On introducing JACS, HESA recognised that the codes would not adequately record the subjects for programmes of study that consist of a collection of associated course elements or are truly multi-disciplinary in nature. HESA therefore kept generic codes to record the subjects of study for programmes that consist of a collection of associated course elements that span one, two or three broad subject groups. Generic codes consist of a JACS subject group letter followed by 0. For the Early Statistics Return undergraduate students recorded under generic codes belong to the same subject category (STEM subjects or other subjects) as the rest of the subjects in the same JACS subject group.

259. For other truly interdisciplinary courses HESA allows the subject code of ‘Y000’ to be used. Institutions with undergraduate students on courses assigned the subject code of ‘Y000’ should divide the students’ FTE between STEM subjects and other subjects in proportion to the time spent on subjects within these subject categories. If an institution does not know what mixture of subjects the students will take later in the session, they should base their calculations on the pattern of subjects taken by similar students in previous years.

Changing the indicative subject area for any provision

260. If an institution considers that any of its provision should be classified under different subject categories than used for previous Early Statistics returns then the institution should contact SFC as soon as possible, see paragraph 29 for contact details. Institutions should not move any provision without first obtaining the approval of SFC to do so.
Annex A: Further Categories of Students Eligible for Funding

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

Swiss migrant workers

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

British Overseas Territories

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

a) They have been ordinarily resident in either the United Kingdom or any of the British Overseas Territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course.

b) Their residence there during any part of that three-year period has not been wholly or mainly for the purpose of receiving full-time education unless the person is settled as referred to in paragraph (c) as a result of residence for full-time education which has led to a right of permanent residence under European law and that person was ordinarily resident in the territory comprising the European Economic Area and Switzerland immediately prior to the start of that period of residence.

c) At the date referred to in paragraph (a) they were settled in the United Kingdom.

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

Non-UK EC national or EU overseas territories nationals

A non-UK EC national or an EU overseas territories national or the family member of either can be eligible for funding if they meet all of the following criteria:
• They have been ordinarily resident in the territory comprising the European Economic Area, Switzerland or the EU overseas territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course.

• Their residence there during any part of that three-year period had not been wholly or mainly for the purpose of receiving full-time education.

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

For further information on fees and awards regulations please see the Scottish Government [Scottish Statutory Instrument 2007 No. 152](https://www.scottishgov.scot).
Annex B: Related Fields in the HESA Student Record

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

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

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

Eligible for Funding

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundability code</td>
<td>FUNDCODE</td>
<td>Instance</td>
</tr>
</tbody>
</table>

The relevant values for this field are:

<table>
<thead>
<tr>
<th>Description:</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible for Funding (section 5)</td>
<td>1</td>
</tr>
<tr>
<td>Continuing Professional Development (paragraphs 167, 168)</td>
<td>3</td>
</tr>
</tbody>
</table>
‘Scottish’ Tuition Fees

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Eligibility</td>
<td>FEEELIG</td>
<td>Instance</td>
</tr>
<tr>
<td>Fee Regime Indicator</td>
<td>FEEREGIME</td>
<td>Instance</td>
</tr>
</tbody>
</table>

The relevant values for these fields are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible to pay ‘Scottish’ tuition fees (paragraph 178)</td>
<td>FEEELIG = 1 AND FEEREGIME &lt;&gt; 20</td>
</tr>
<tr>
<td>Not eligible to pay ‘Scottish’ tuition fees (paragraph 183 and 184)</td>
<td>FEEELIG = 2 OR FEEREGIME = 20</td>
</tr>
<tr>
<td>‘Scottish’ tuition fee status not applicable (paragraph 179)</td>
<td>FEEELIG = 3</td>
</tr>
</tbody>
</table>

Other Publicly-funded Courses / Closed Courses

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Source of Funding</td>
<td>MSFUND</td>
<td>Course</td>
</tr>
</tbody>
</table>

The relevant values for this field are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other publicly-funded courses (para. 170)</td>
<td>1, 2, 4 to 41, or 46</td>
</tr>
<tr>
<td>Closed courses (paragraph 171)</td>
<td>Some, but not all, of these courses will be coded 42</td>
</tr>
</tbody>
</table>
**Exchange Students**

The following field in the HESA Student Record indicates incoming exchange students:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange programmes</td>
<td>EXCHANGE</td>
<td>Instance</td>
</tr>
</tbody>
</table>

The relevant values for this field are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming exchange students (paragraph 176)</td>
<td>4, G</td>
</tr>
</tbody>
</table>

The following fields in the HESA Student Record indicate outgoing exchange students:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Study</td>
<td>LOCSDY</td>
<td>Instance</td>
</tr>
<tr>
<td>Mobility scheme</td>
<td>MOBSCHEME</td>
<td>Mobility</td>
</tr>
<tr>
<td>Mobility type</td>
<td>MOBTYPE</td>
<td>Mobility</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outgoing exchange students (paragraph 176)</td>
<td>LOCSDY = T OR U AND MOBSCHEME = 3 or 4 AND MOBTYPE = 1 or 2</td>
</tr>
</tbody>
</table>
Level of Study and Provision / Activity below Scottish Credit and Qualifications Framework (SCQF) level 7

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>General qualification aim of course</td>
<td>COURSEAIM</td>
<td>Course</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity below Scottish Credit and Qualifications Framework (SCQF) level 7 (paragraphs 173 and 174)</td>
<td>Code begins with one of the letters: P, Q, R, S or X</td>
</tr>
</tbody>
</table>
Articulating student

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>ARTICLN</td>
<td>Entry Profile</td>
</tr>
</tbody>
</table>

The relevant value of this field to identify students is:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student on one of the additional places funded by the SFC for articulation (paragraph 21)</td>
<td>5</td>
</tr>
</tbody>
</table>

Intercalating student

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercalation</td>
<td>INTERCALATE</td>
<td>Instance</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is studying on an intercalated course (paragraph 189)</td>
<td>1</td>
</tr>
</tbody>
</table>
Mode of Study

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study</td>
<td>MODE</td>
<td>Instance</td>
</tr>
<tr>
<td>Expected Length of Study</td>
<td>SPLENGTH</td>
<td>Instance</td>
</tr>
<tr>
<td>Units of Length</td>
<td>UNITLGTH</td>
<td>Instance</td>
</tr>
<tr>
<td>Location of Study</td>
<td>LOCSDY</td>
<td>Instance</td>
</tr>
<tr>
<td>Year of student on this instance</td>
<td>YEARSTU</td>
<td>Instance</td>
</tr>
<tr>
<td>Mobility scheme</td>
<td>MOBSHEME</td>
<td>Mobility</td>
</tr>
<tr>
<td>Mobility type</td>
<td>MOBTYPE</td>
<td>Mobility</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Mode of Study Cases</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students not in attendance (paragraph 188)</td>
<td>MODE = 51, 63, 64</td>
</tr>
<tr>
<td>Writing up (paragraph 194)</td>
<td>MODE = 43, 44</td>
</tr>
<tr>
<td>Assessed or examined only (paragraph 195)</td>
<td>MODE = 43, 44, 63 or 64</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>‘Thick’ Sandwich Course (paragraph 213)</td>
<td>MODE = 23, for every year of the course, not just the year(s) of the placement</td>
</tr>
<tr>
<td>Courses with an obligatory year away from the institution (paragraph 214)</td>
<td>LOCSDY = D or T &lt;br&gt;IF LOCSDY = T THEN &lt;br&gt;MOBTYPE = 1 AND &lt;br&gt;MOBSCHME = 1</td>
</tr>
<tr>
<td>Students on an optional year out &lt;br&gt;Such students are not eligible for funding unless &lt;br&gt;either &lt;br&gt;they are on an optional sandwich placement (paragraph 215)</td>
<td>LOCSDY = D or T, &lt;br&gt;IF LOCSDY = T THEN &lt;br&gt;MOBSCHME = 2 &lt;br&gt;AND &lt;br&gt;MOBTYPE = 1 or 2</td>
</tr>
<tr>
<td>or &lt;br&gt;they are on a study year abroad involving significant academic input from the institution and SFC has agreed to the institution including the students in their Early Statistics return (paragraphs 218 and 219)</td>
<td>LOCSDY = T, &lt;br&gt;AND &lt;br&gt;MOBTYPE = 1 &lt;br&gt;AND &lt;br&gt;MOBSCHME = 1</td>
</tr>
<tr>
<td>A sandwich placement of less than one academic year (paragraph 216)</td>
<td>For the course year with a work placement: &lt;br&gt;MODE = 24 &lt;br&gt;AND &lt;br&gt;LOCSDY = E OR U &lt;br&gt;IF LOCSDY = U THEN &lt;br&gt;MOBSCHME = 2 &lt;br&gt;AND &lt;br&gt;MOBTYPE = 1 or 2</td>
</tr>
<tr>
<td>Structured part-time (paragraphs 221 to 224)</td>
<td>MODE = 38</td>
</tr>
<tr>
<td>Other full-time courses (paragraph 224)</td>
<td>MODE = 2 (some of this provision)</td>
</tr>
</tbody>
</table>
To identify structured part-time students who have been studying on the programme for longer than the length of the course:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student on a structured part-time course who has been studying on the course for longer than the normal duration of the course (paragraph 222)</td>
<td>MODE = 38 AND the expected length of the programme, in years, (derived from UNITLGTH and SPLENGTH) will be less than YEARSTU</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicile</td>
<td>DOMICILE</td>
<td>Entry</td>
</tr>
</tbody>
</table>

The relevant values of this field are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK or EU country (paragraph 179)</td>
<td>AT, BE, BG, CZ, DE, DK, EE, ES, FI, FR, GF, GP, GR, HR, HU, IC, IE, IT, LT, LU, LV, MF, MQ, MT, NL, PL, PT, RE, RO, SE, SI, SK,XA, XC, XF, XG, XH, XI, XK and YT</td>
</tr>
<tr>
<td>British Overseas Territories (1) (Annex A)</td>
<td>AI, BM, FK, GI, GS, KY, MS, PN, SH, TC and VG</td>
</tr>
<tr>
<td>EU Overseas Territories (1) (Annex A)</td>
<td>AN, AW, BL, BQ, CW, FO, GL, NC, PF, PM, SX and WF</td>
</tr>
<tr>
<td>Swiss migrant workers (Annex A)</td>
<td>CH</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>End date of instance</td>
<td>ENDDATE</td>
<td>Instance</td>
</tr>
<tr>
<td>Start date of instance</td>
<td>COMDATE</td>
<td>Instance</td>
</tr>
<tr>
<td>Length of current year of instance</td>
<td>YEARLGTH</td>
<td>Instance</td>
</tr>
</tbody>
</table>

Students who withdraw early can be identified as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who withdraw early (paragraph 54)</td>
<td>The difference between ENDDATE and anniversary of COMDATE in 2018-19 will indicate how long the student was on the course this session, while the field YEARLGTH indicates the length of the current course year.</td>
</tr>
</tbody>
</table>

Students studying outside Scotland

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCSDY</td>
<td>Location of Study</td>
<td>Instance</td>
</tr>
</tbody>
</table>

The relevant value for this field is:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student studying for the whole of their course in another UK country (para. 191)</td>
<td>6</td>
</tr>
</tbody>
</table>
Collaborative courses

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other provider providing teaching</td>
<td>TINST</td>
<td>Module</td>
</tr>
<tr>
<td>Percentage not taught by this provider</td>
<td>PCOLAB</td>
<td>Module</td>
</tr>
</tbody>
</table>

The relevant values for these fields are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student on collaborative programme (paragraphs 14 - 25)</td>
<td>The values of both TINST and PCOLAB are greater than 0 for some module(s).</td>
</tr>
</tbody>
</table>

Subject areas and split of FTE over subject areas

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject of course</td>
<td>SBJCA</td>
<td>Course</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject percentage</td>
<td>SBJPCNT</td>
<td>Course</td>
</tr>
<tr>
<td>Description</td>
<td>Field Values</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Balanced combination of subjects (paragraph 257)</td>
<td>SBJPCNT for both subjects is 50% (50% of FTE to subject category containing each subject)</td>
<td></td>
</tr>
<tr>
<td>Major / Minor combination of subjects (paragraph 258)</td>
<td>SBJPCNT is 67% for the Major subject and SBJPCNT is 33% for the Minor subject (67% of FTE to subject category containing Major subject, and 33% of FTE to subject category containing Minor subject)</td>
<td></td>
</tr>
</tbody>
</table>

**Continuing Rest of UK**

The following fields in the HESA Student Record are used to identify a ‘continuing rest of UK’ student:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicile</td>
<td>DOMICILE</td>
<td>Entry</td>
</tr>
<tr>
<td>Major source of tuition fees</td>
<td>MSTUFEE</td>
<td>Instance</td>
</tr>
<tr>
<td>Start date of instance</td>
<td>COMDATE</td>
<td>Instance</td>
</tr>
</tbody>
</table>

Only full-time taught postgraduate and undergraduates are split into ‘continuing rest of UK’ and other students. Part 5 of this annex indicates how to identify taught postgraduate and undergraduate students in the HESA Student Record, while part 8 indicates how to identify full-time students.

‘Continuing rest of UK’ students are identified in the following way:
Continuing rest of UK (paragraph 49)  
IF student started before 2012-13, ie COMDATE is before 1 August 2012  
AND  
IF student is not on a nursing and midwifery pre-registration course (*)  
AND  
EITHER  
( DOMICILE = XI, XF, XG  
AND  
MSTUFEE <> 3, 53 )  
OR  
( DOMICILE <> XI, XF, XG  
AND  
MSTUFEE = 2, 4, 52, 54 )

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

Students whose places are supported through the European Social Fund’s Developing Scotland’s Workforce programme

The following field in the HESA Student Record is used to identify students whose places are supported through the European Social Fund’s Developing Scotland’s Workforce programme:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiatives</td>
<td>INITIATIVES</td>
<td>Instance</td>
</tr>
</tbody>
</table>

The relevant value for this field is:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Social Fund (ESF) Developing Scotland’s Workforce (DSW) programme (paragraph 123)</td>
<td>V</td>
</tr>
</tbody>
</table>
**Care Leaver / Looked After Status and Carer**

The following field in the HESA Student Record is used to identify students who are from a care experienced background:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care leaver / Looked after status</td>
<td>CARELEAVER</td>
<td>Entry</td>
</tr>
</tbody>
</table>

The relevant values for this field are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looked after in Scotland</td>
<td>2</td>
</tr>
<tr>
<td>In care in the rest of UK</td>
<td>3</td>
</tr>
<tr>
<td>UCAS defined care leaver</td>
<td>4</td>
</tr>
<tr>
<td>(paragraph 129)</td>
<td></td>
</tr>
</tbody>
</table>

The following field in the HESA Student Record is used to identify students who are carers:

<table>
<thead>
<tr>
<th>Field Title</th>
<th>Abbreviation</th>
<th>Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carer</td>
<td>CARER</td>
<td>Entry</td>
</tr>
</tbody>
</table>

The relevant values for this field are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Field Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carer (paragraph 99)</td>
<td>2</td>
</tr>
</tbody>
</table>