



SFC Guidance

Early Statistics Return 2019-20

Incorporating Early Access Return for 2019-20

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Summary: These notes of guidance explain the information to be collected in the Early Statistics and Early Access Returns for 2019-20.

FAO: Principals and directors of Scotland's universities

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Scottish Funding Council Early Statistics Return for 2019-20, Incorporating Early Access Return for 2019-20: 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 2019-20.
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 are paying home fees and are 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 against targets set by the Commission on Widening Access and to monitor progress on Outcome Agreement measures. SFC is also now using the Early Access Return to monitor use of lower access thresholds for applicants from the most deprived areas.
5. This document describes in detail the information to be collected through each table in the Early Statistics and Early Access Returns.

Main changes to the Early Statistics Return for 2019-20

6. The main changes to the Early Statistics Return for 2019-20 are:
 - The numbers of continuing rest of UK students are no longer collected. This affects table 1, see paragraphs 46 to 49.
 - Additional categories have been added to the new routes Initial Teacher Education courses to cover a new course and a new provider. This affects tables 1, 2a and 2b, see paragraphs 43 and 44.
 - An additional category for clinical level study on the Scottish Graduate Entry Medicine (ScotGEM) programme has been added. This affects tables 1 and 3, see paragraph 45.
 - Separate information for the subject areas of Built Environment and Other Education within the level of study of taught postgraduate at

undergraduate fee level is now being collected. This affects table 1, see paragraphs 50 and 51.

Main change to the Early Access Return for 2019-20

7. The main change to the Early Access Return for 2019-20 is an additional table to collect information on the use of lower access thresholds for undergraduate applicants from the most deprived areas, see paragraphs 139 to 156.

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 61 to 65.
 - Determining the FTE numbers of students with non-standard FTE conversion factors, see paragraphs 250 to 252.
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 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, see paragraph 29 for contact details.
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 183 to 186. 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 2019-20 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, i.e. the institutions do not charge a fee to the students whose provision is supported by these places
28. The fee level of £5,500 is actually higher than the price SFC pays for provision in price group 6 in 2019-20, 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 13 December 2019**. 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 279.
 - Requests to change recording of exchange students from 'in' to 'out' or vice versa see paragraphs 193 and 194.
 - Requests to use non-standard FTE conversion factors not already agreed in previous years, see paragraphs 250 to 252.
 - Requests for agreement to include students on optional years abroad see paragraphs 235 and 236.
 - 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 2019-20

Introduction

33. The Early Statistics Return for 2019-20 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 2b collects information on each new route. Table 2c collects information on the subjects that PGDE Secondary students are aiming to teach in, while table 2d collects the subjects that students on other new routes Secondary courses are training to teach. Table 2e relates to students on courses leading to a teaching qualification in Further Education (TQ(FE)), while table 2f 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 nursing and midwifery pre-registration courses complete table 4a.
36. Table 5a collects information on continuing taught postgraduate students supported by 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 116.
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 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, 2019-20

42. The main table of the Early Statistics Return, table 1, is used to collect information on enrolments of all students eligible for funding and of rest of UK students in the controlled subject areas 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. In recent years institutions have introduced alternative and new routes into Initial Teacher Education (ITE) to help contribute towards the need for teachers in priority areas and to help diversify the workforce. The Early Statistics Return collects information on these routes to monitor the use of them and to inform allocations of funded places for these courses. [SFC announcement SFC/AN/07/2019](#) provides information on the intake targets for ITE courses for 2019-20.
44. For the Early Statistics Return the term ‘new routes’ is used to cover both the alternative routes introduced by existing ITE providers and courses introduced by new ITE providers. Two new categories of new routes have been introduced for the Early Statistics Return for 2019-20: Other Initial Teacher Education and ‘New Routes’ within Undergraduate Primary. The ‘Other Initial Teacher Education’ category covers a Masters course at the University of Edinburgh while the new routes within Undergraduate Primary relates to an Undergraduate Primary course run by the new ITE provider Queen Margaret University, Edinburgh.

Scottish Graduate Entry Medicine (ScotGEM)

45. The Scottish Graduate Entry Medicine (ScotGEM) programme, which is run collaboratively by the Universities of Dundee and St Andrews, started in 2018-19. The first year of this programme is at pre-clinical level while the other three years are at clinical level. A new category of ‘SCOTGEM – Clinical’ has been added to the Early Statistics Return for 2019-20 to reflect this academic session being the first one in which students on this programme are studying at the clinical level.

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 was collected because the Scottish Government's consolidation policy for full-time undergraduates in the non-controlled subject areas excludes RUK students.
48. The definition of a continuing RUK student can be found in paragraph 49 of the [Notes of Guidance for the Early Statistics Return for 2018-19](#).
49. SFC thinks it unlikely that there will still be any continuing RUK students in 2019-20 and table 1 no longer allows the numbers of continuing RUK students to be recorded. However, if an institution considers that they do still have continuing RUK students they should contact us, see paragraph 29 for contact details.

Taught Postgraduate Students at Undergraduate Fee Level

50. Estimates of the tuition fee income associated with allocations of funded places are used in the calculation of the allocations of SFC's funding for teaching. The estimates of the tuition fee income include using a mode of study split for taught postgraduate students at undergraduate fee level (TPG at UG fee level). Separate estimates of the tuition fee income are made for each of the three subject areas within TPG at UG fee level: Built Environment, Postgraduate Diploma of Education (PGDE) and Other Education, see [table D2](#).
51. To use the most up to date information the Early Statistics Return has been used to provide a mode of study split for TPG at UG fee level students. However, the Early Statistics Return has only collected separate information for the controlled subject area of PGDE while provision within Built Environment and Other Education has been combined under non-controlled subjects. As some institutions have TPG at UG fee level provision within both Built Environment and Other Education it has not been possible to use the Early Statistics returns for these institutions to obtain the mode of study split for these subject areas. Table 1 of the Early Statistics Return has been amended to collect separate information for Built Environment and Other Education within TPG at UG fee level.

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

52. 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 controlled subject areas.

Autumn Count

53. 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.
54. In recording the FTE student numbers in table 1 institutions must provide separate figures for the Autumn count (columns 1 and 4 for students eligible for funding, and column 10 for rest of UK students not eligible for funding) and for the forecast enrolments (columns 2 and 5 for students eligible for funding, and column 11 for rest of UK students not eligible for funding).

Definition of the Autumn count

55. The Autumn count covers all students who satisfy the various criteria for inclusion, see section 5, and who were either:
- Students at the institution on 1 December 2019, or
 - Not students on 1 December 2019, but had enrolled at the institution after 1 August 2019 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.
56. 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

57. 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 110 to 112). 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.

58. For example, suppose a full-time course runs from January to December 2020. If the institution is counting the full FTE of these students in the forecast enrolments in their Early Statistics Return for 2019-20, then the institution should **not** count any of this FTE in their Early Statistics Return for 2020-21. When completing the 2020-21 return, the institution would include their forecasts of the students who will take the January to December 2021 run of the course. Hence the institutions' figures for each session would include those on one, and only one, run of the course.
59. Alternatively, the institution might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2020 run of the course might count as, say, 0.67 FTE each in session 2019-20 then 0.33 FTE each in session 2020-21. The institution would then count the students expected on the January to December 2021 run of the course as 0.67 FTE each in session 2020-21 and 0.33 FTE each in session 2021-22, and so on.

Recording students on controlled three-year nursing and midwifery pre-registration courses whose course years span academic sessions

60. 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 110 to 112 for more details.

Forecast enrolments

Estimating future enrolments in the current session

61. 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 2019 and 31 July 2020, 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 55.
62. Therefore, in making their forecasts of enrolments later in the session 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

63. 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.
64. 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.
65. 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 2018-19

66. Columns (14) to (17) of table 1 show the corresponding figures taken from your institution's Early Statistics return for 2018-19, including rest of UK students in the controlled subject areas. Columns (18) to (21) show the percentage differences in the Early Statistics from 2018-19 from 2019-20.
67. Columns (22) to (25) show the corresponding figures taken from your institution's Final Figures return for 2018-19, with columns (26) to (29) showing the percentage differences from the Final Figures for 2018-19 to the Early Statistics for 2019-20.

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, 2b, 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 2019-20:

Medicine:

[SFC/AN/06/2019 \(Intake Targets for Medicine AY 2019-20\)](#)

Dentistry:

[SFC/AN/01/2019 \(Intake targets for Dentistry in universities 2019-20\)](#)

Nursing and Midwifery Pre-registration:

[SFC/AN/15/2018 \(Intake targets for the controlled subject of Pre-registration Nursing and Midwifery in universities for AY 2019-20\)](#)

Initial Teacher Education:

[SFC/AN/07/2019 \(Intake Targets for Initial Teacher Education 2019-20\)](#)

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, ie 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 55, 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: Initial Teacher Education courses, 2019-20

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 71 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. In recent years institutions have introduced alternative and new routes into Initial Teacher Education (ITE) to help contribute towards the need for teachers in priority areas and to help diversify the workforce. Table 2a collects separate information for these new routes. In this context new routes covers courses put on by new ITE providers as well as alternative routes put on by existing providers.
77. The information for PGDE Primary, PGDE Secondary and the Combined Degrees in Education courses continues to be split between traditional and new routes. For 2019-20 Undergraduate Primary is also split between traditional and new routes to reflect a new provider for this provision. There is also a new category of Other Initial Teacher Education for a Masters course at the University of Edinburgh.

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 ITE 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: New Routes Initial Teacher Education Courses, 2019-20

82. Table 2b collects similar information to table 2a but for the specific new routes ITE courses. This covers courses put on by new ITE providers as well as alternative routes put on by existing providers.

Table 2c: Subjects that Students in the Intake to PGDE Secondary Courses are Training to Teach, 2019-20

83. Table 2 of SFC announcement SFC/AN/07/2019 shows the target intakes for 2019-20 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 2c collects the subjects being taken by entrants to PGDE Secondary courses, while table 2d collects the subjects that students on other new routes Secondary courses are training to teach.
84. The intake to PGDE Secondary courses includes rest of UK students as well as students eligible for funding.
85. As some students aim for dual subject teaching qualifications, table 2c 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 PGDE Secondary courses training to teach one subject should be counted against the subject they are training to teach in either column (1) for traditional routes or column (2) for new routes.
86. The students training to teach two subjects should be recorded in columns (4) to (6) in either the rows relating to traditional routes or in those relating to new routes. Columns (4) and (5) record the combinations of teaching subjects. Each

cell for entry 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 (6).

Table 2d: Subjects that Students Eligible for Funding on Other New Routes Initial Teacher Education Secondary Courses are Training to Teach, 2019-20

87. Table 2d complements table 2c by collecting information on the subjects that the students on other new routes Secondary courses are training to teach. The information is collected by type of new routes Secondary course, which are Combined Degrees in Education and Other Secondary.
88. For both types of course the teaching subject for both students eligible for funding in the intake and continuing students should be recorded.
89. The subjects that students are training to teach should be entered in either column (1) for Combined Degrees in Education or (5) for Other Secondary courses using the drop down menus in the entry cells.

Table 2e: Students Eligible for Funding on Teaching Qualification (Further Education) (TQ(FE)) Courses, 2019-20

90. Institutions that run courses leading to 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 2f: Students Eligible for Funding Enrolled on Catholic Courses or Modules, 2019-20

91. 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.
92. No other institution should return information in table 2f. This applies even if another institution has ITE students who have enrolled on these modules at the University of Glasgow.

Table 3: Medicine and Dentistry courses, 2019-20

93. 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 students 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 71 to 74 for the definition of intake to the course.

Scottish Graduate Entry Medicine (ScotGEM)

94. The Scottish Graduate Entry Medicine (ScotGEM) programme, which is run collaboratively by the Universities of Dundee and St Andrews, started in 2018-19. The first year of this programme is at pre-clinical level while the other three years are at clinical level. A new column has been added to the clinical section of the medicine table to collect the numbers of ScotGEM students in year 2 of the programme in 2019-20.

Scottish-domiciled medical entrants

95. There is a requirement for information on the numbers of Scottish-domiciled entrants to medical schools. This is because for the first time in 2019-20, in response to guidance from Ministers and workforce demands, SFC set a minimum intake target for students that are Scottish domiciled and / or from the rest of the European Union (EU), for each university. The announcement of the intakes for medicine for 2019-20, see paragraph 70, gives further details on this.

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. 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. The entry criteria for Scottish-domiciled entrants to medical courses is collected

to monitor the use of the additional funded places to widen access to medicine and also to monitor the 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 162 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 126 for more details on care leavers.
- Students who are registered carers.

Year of course for rest of UK (RUK) students

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. The following split of course years to the pre-clinical and clinical stages should be used:

University / Course Year	Medicine		Dentistry
	ScotGEM	Other Medical Degrees	
St Andrews University			
First year	Pre-clinical	Pre-clinical	n/a
Second year onwards	Clinical	Pre-clinical	n/a
Other Universities			
First year	Pre-clinical	Pre-clinical	Pre-clinical
Second year	Clinical	Pre-clinical	Clinical
Third year onwards	Clinical	Clinical	Clinical

Students on intercalating degrees

104. 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.

Table 4a: Three-year Nursing and Midwifery Pre-registration Courses, 2019-20 and Table 4b: Four-year Nursing and Midwifery Pre-registration Degree Courses, 2019-20

105. 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.
106. Both tables 4a and 4b collect 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

107. 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

108. 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.
109. 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

110. 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 pre-registration 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.
111. 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 date 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.
112. 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

113. The intake covers all students starting their programmes during 2019-20, 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 2019-20

114. Tables 5a-d collect information on how institutions have used allocations of funded places for 2019-20 for:

- Continuing Taught Postgraduate Students.
- 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, 2019-20

115. For 2019-20 SFC removed most of the additional places for taught postgraduate skills that were allocated between 2013-14 and 2017-18 so that the associated funding could be repurposed to support new types of course aimed at upskilling people already in work and / or addressing skills shortages. SFC continued to allocate some places for 2019-20 to support students on courses in 2018-19 whose studies were due to continue in 2019-20. Table 5b is used to monitor the use of these places and to obtain the FTE numbers of students whose studies are due to continue on to 2020-21.

Table 5b: Use of Funded Places for Innovation Centres, 2019-20

116. 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 report all of the taught postgraduate students eligible for funding at their Innovation Centre. The institution reporting students in table 5b 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 2019-20 Who Started From 2017-18 Onwards

117. 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.

118. In table 5b you should record for students eligible for funding who started on BA and HNC courses in Childhood Practice from 2017-18 onwards:

- The intake to the BA and HNC in Childhood Practice in 2019-20.

- The year of programme for the BA and HNC in Childhood Practice courses.

119. 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, 2019-20

120. 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 2019-20.
121. You should record the number of additional places (for undergraduates, taught postgraduates and research postgraduates) that have been filled by students eligible for funding on courses eligible under the DSW programme.
122. ESF-funded undergraduate and taught postgraduate student places should be additional to core SFC-funded student places for 2019-20. ESF-funded research postgraduate student places should be additional to the institution's number of research postgraduate students eligible for funding in 2015-16.
123. 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.
124. 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, 2019-20

125. Table 6 is for reporting your institution's number of Scottish-domiciled undergraduate entrants from a care experienced background in 2019-20.

126. 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, including adopted children who were previously looked-after. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or through being looked-after at home with a supervision requirement. This definition is the same as the one used by institutions, as agreed with Universities Scotland, in their contextualised admissions policy.

127. Young people from a care experienced background are much less likely to go to university than other young people. SFC has a National Ambition for Care-Experienced Students to address under-representation and poor educational outcomes for this group. For further details see:

<http://www.sfc.ac.uk/access-inclusion/access-priorities/care-experienced/care-experienced.aspx>

128. 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 2030. There were 360 Scottish-domiciled undergraduate entrants from a care-experienced background at Scottish universities in 2017-18, which represented 0.9% of the total number of Scottish-domiciled undergraduate entrants. The sector target for 2020-21 is for the proportion of Scottish-domiciled undergraduate entrants from a care-experienced background to be at least 1.2%.

129. 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, 2019-20

130. 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.

131. The [conditions of University Outcome Agreement funding for 2019-20](#) are available on the SFC website.

132. 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 2019-20 contain the funded places and consolidation student numbers for 2019-20:

Table	Contents
A2a	Non-controlled funded student places AY 2019-20
A2b	Controlled student places funded by SFC for AY 2019-20
A2c	Additional student places funded by the Scottish Government for AY 2019-20
C2a	Consolidation student numbers for non-controlled subject areas for AY 2019-20
C2b	Consolidation student numbers for controlled subject areas for AY 2019-20

These tables are available on [SFC's website](#).

133. Links to the SFC announcements containing the intake targets for the controlled subjects for 2019-20 are shown in paragraph 70.

Section 4: Early Access Return for 2019-20

Introduction

134. The Early Access Return continues to be used to collect 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.
135. For 2019-20 another table is being added to the Early Access Return to collect information on the numbers of Scottish-domiciled applicants to undergraduate courses receiving an adjusted offer based on widening access criteria. This is to assist SFC to meet one of the CoWA recommendations relating to monitoring the use of adjusted access thresholds.

Early Access Return Table 1: Scottish-domiciled Undergraduate Entrants from the 20 and 40 per cent Most Deprived Areas, 2019-20

136. Table 1 of the Early Access Return collects the number of Scottish-domiciled undergraduate entrants from the most deprived areas and the total number of Scottish-domiciled undergraduate entrants in 2019-20. 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.
137. This information will be used 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, and to monitor progress against Outcome Agreement measures.
138. Paragraphs 157 to 172 define the categories used for the tables for the Early Access Return.

Early Access Return Table 2: Scottish-domiciled Applicants to Undergraduate Courses, 2019-20

139. For 2019-20 a second table has been added to the Early Access Return to collect the numbers of Scottish-domiciled applicants to undergraduate courses in the following categories of offers:
- Eligible for an adjusted offer based on widening access criteria.

- Required an adjusted offer based on widening access criteria.
- Received an adjusted offer based on widening access criteria.
- Accepted an adjusted offer based on widening access criteria.

140. The information is collected separately for full-time degree applicants, and for those from the 20% most deprived areas and those who are care experienced.

Background to Early Access Return Table 2

141. Institutions are now routinely taking account of contextual factors when considering applications from learners from the most deprived backgrounds, as recommended by CoWA. This can often lead to a lowering of entry tariffs. SFC is required to report the scale of such activity to the Scottish Government and the Commissioner for Fair Access by spring 2020. Therefore it is important that SFC can quantify the impact and progress made by institutions and the sector as a whole in the use of lower entry tariffs for students from deprived backgrounds.

142. Recommendation 11 of the final CoWA report ([*A Blueprint for Fairness: Final Report of the Commission on Widening Access*](#)) states:

‘By 2019 all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed. These access thresholds should be separate to standard entrance requirements and set as ambitiously as possible, at a level which accurately reflects the minimum academic standard and subject knowledge necessary to successfully complete a degree programme.

- The impact of access thresholds and wider contextual admissions policies should be monitored and evaluated by the SFC as part of the outcome agreement process. In particular, the SFC should monitor the extent to which access thresholds differ from standard requirements, the number of applicants receiving adjusted offers and whether the introduction of access thresholds leads to any unintended consequences.
- Should the access threshold fail to deliver the intended outcomes by the end of 2022, Ministers should consider options for providing disadvantaged learners who meet a certain level of attainment with an entitlement to the offer of a place in a university.
- The implementation of access thresholds and more robust arrangements for monitoring and evaluation of impact will make an important contribution to the emerging evidence base in this area. Universities should therefore continually refine their contextual admissions policies and, where necessary, access thresholds in line with this evidence.’

143. Universities Scotland is the lead body to report on the implementation of recommendation 11, however the responsibility to monitor and evaluate the implementation and measure the impact has been designated to SFC to deliver by the Minister's Access Delivery Group.
144. In July 2019 the [Ministerial letter of guidance](#) to SFC also made clear the Minister's expectations in respect of the delivery of access thresholds and the measurement of their impact:
- 'Continued progress, at pace, on implementation of the recommendations made by the Commission on Widening Access remains a priority and the Scottish Government's Access Delivery Group has a central role in helping us to achieve this. Within the Delivery Group and through the SFC's own stakeholder groups, I expect the SFC to actively drive forward this agenda, demonstrating leadership in particular in respect of access thresholds, working collaboratively with the higher education sector to ensure their impact can be monitored.'
145. SFC does not currently hold data to monitor the number of applicants receiving adjusted offers or how access thresholds differ from standard requirements. Therefore, in the short term we are required to collect quantitative data on this from institutions. SFC will also collect supplementary qualitative information from each institution to understand the full approach being adopted and implemented and also to identify whether the initial introduction of access thresholds has led to any unintended consequences. The qualitative information will be collected as part of the Outcome Agreement process.
146. SFC is expected to report on the implementation of access thresholds and wider contextualised admissions to the Scottish Government and the Commissioner for Fair Access in spring 2020 and annually thereafter. As part of this exercise, SFC will have to fully respond to the specific asks of the COWA recommendation above. It is important that SFC can quantify and convey the impact and progress made by institutions and the sector as a whole.
147. SFC is currently exploring longer-term options for obtaining such information from UCAS. However in the short term we are requesting this information via the Early Access Return for 2019-20.
148. SFC realise that institutions might not be able to provide all of this information for 2019-20. Institutions should provide as much of the information as possible and look to provide all of the information for future academic sessions.

Types of offer

149. Offers made by institutions to applicants to undergraduate courses are split into the following types:

- Unconditional Offer: firmly accepted.
- Unconditional Offer: held as insurance.
- Unconditional Offer: declined.
- Conditional Offer: firmly accepted.
- Conditional Offer: held as insurance.
- Conditional Offer: declined.

Contextual indicators

150. SFC recognise that there are many possible contextual indicators that institutions can and do use to inform their application decisions. In this collection, and in the interest of consistency of reporting across the sector and reducing the reporting burden, we are defining a contextual indicator as:

- From the 20% most deprived areas, and/or
- Care-experienced.

151. In reporting to the Scottish Government and the Commissioner for Fair Access SFC will make clear that some institutions take into account other contextual indicators in their recruitment decisions and SFC will use the Outcome Agreement process to collect evidence of this.

Eligible for an adjusted offer

152. The applicant met at least one of the contextual indicators. Based on that, they can be deemed as being potentially eligible for an adjusted offer, irrespective of their actual qualifications.

Required an adjusted offer

153. The applicant did not have sufficient grades to meet the standard entry requirements but did meet at least one of the contextual indicators and was therefore eligible for an adjusted offer. In order to receive an offer, the offer would have to be adjusted from standard entry requirements.

Received an adjusted offer

154. The applicant had received a conditional or unconditional offer which contained entry requirements differing from standard entry requirements.

Accepted an adjusted offer

155. The applicant accepted an adjusted offer which contained entry requirements differing from standard entry requirements.

156. Paragraphs 157 to 172 define the rest of the categories used for the tables for the Early Access Return.

Definitions for Early Access Return

Entrant

157. 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 2019 or later for entrants.

Undergraduate

158. 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.

159. 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

160. 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.

161. SFC divides 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.

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

SFC Deprivation Quintile	SIMD 2016 Datazone Rank	
	From	To
1 - 20% most deprived (MD20)	1	1,395
2	1,396	2,790
3	2,791	4,185
4	4,186	5,580
5 - 20% least deprived	5,581	6,976
1 and 2 - 40% most deprived (MD40)	1	2,790

163. Table 1 of the Early Access Return collects the numbers of undergraduate entrants from SFC quintiles 1 and 2, with the numbers of students from the 40% most deprived areas being calculated automatically from the numbers from the first and second quintiles. Table 2 collects information on the numbers of undergraduate applicants from quintile 1.

Mode of Study

164. Table 1 of the Early Access Return asks institutions 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, while table 2 asks for information on applicants to full-time degree courses as well as for all undergraduate applicants. This information allows us to monitor how students from deprived backgrounds are accessing higher education.

165. 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.

166. Institutions should record their actual numbers of Scottish-domiciled full-time undergraduate entrants in column (1) of table 1 and their forecast numbers of full-time entrants in column (2). Similarly, institutions should record their actual numbers of Scottish-domiciled part-time undergraduate entrants in column (4) and their forecast numbers of part-time entrants in column (5).

Care Experienced

167. 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.

Actual and Forecast Student Numbers

168. In table 1 of the Early Access Return institutions have to include forecasts of Scottish-domiciled undergraduate entrants later in the session as well as actual enrolments up to 1 December 2019.

169. Any undergraduate entrant who has been in attendance at the institution on or before 1 December 2019 is classified as an **actual** enrolment and counted in either column (1) or column (4) of table 1 depending on their mode of study.

170. Institutions should count under **forecast** enrolments their numbers of Scottish-domiciled undergraduate entrants expected to start after 1 December 2019. Forecast enrolments should be entered in either column (2) or column (5) of the table depending on the mode of study.

171. 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.

172. 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).

Additional Guidance

173. SFC is aware that further guidance is needed regarding the information required for table 2 of the Early Access Return. This will be provided to institution contacts.

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.

174. Institutions should complete and return the spreadsheet containing their Early Statistics and Early Access returns by **Friday 13 December 2019**. 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

175. 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.
176. 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

177. 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

178. 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

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

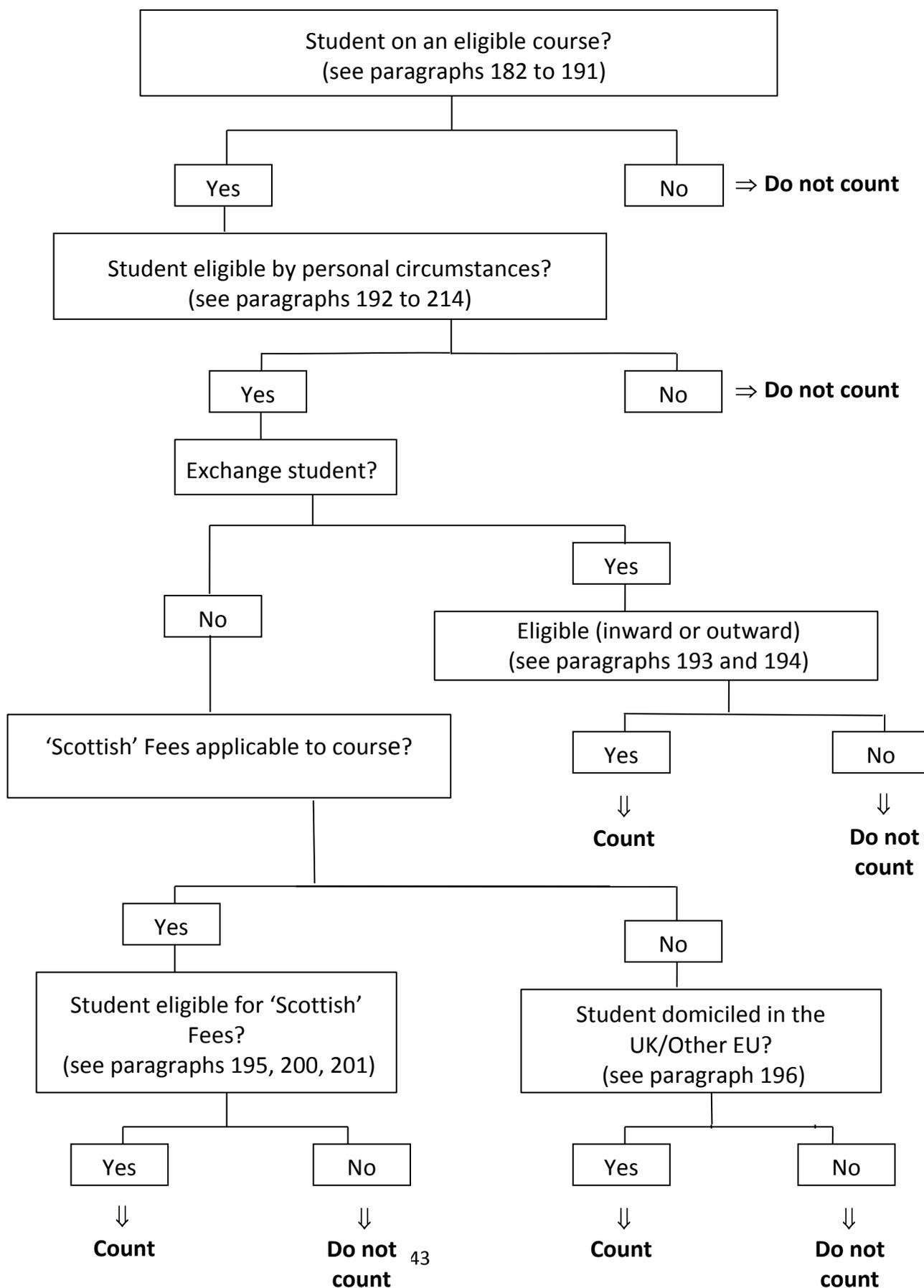
- Students assessed as not eligible to pay 'Scottish' tuition fee levels.
- Rest of UK students on taught postgraduate courses.
- Students whose fees are at 'cost-recovery' level.
- Students taking a place funded by private sources, if places are 'closed' to other applicants.
- Students taking a place 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.

Flowchart of student eligibility for funding

180. 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 7, and the guidance on the Autumn count and forecast

enrolments later in the session, see paragraphs 53 to 65.

Flowchart showing student eligibility for funding



Courses not eligible for funding

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

Full cost and cost-recovery courses

182. 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)

183. [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.

184. 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 be counted in the Early Statistics Return.

Other cost-recovery courses

185. 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

186. 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

187. 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

188. 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

189. 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.
190. 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 in 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

191. 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

192. 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.

193. 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

194. 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

195. 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

196. 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

197. 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

198. 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'

199. 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.

200. 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.

201. 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.

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

203. 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.

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

205. 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.

206. 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

207. 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.
208. 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.
209. 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.
210. 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.
211. 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.
212. 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.

213. 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 55.
- Students enrolled on a part-time course beyond the normal duration of the course, see paragraphs 238 and 239.
- Students spending an optional year away from the institution, unless they are either on an optional sandwich placement year, see paragraph 232, 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 235 and 236.

Section 6: Levels of Study

214. 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.
215. Annex B describes how the 'General qualification aim of course' field in the HESA Student Record is used to define the different levels of study.

Research postgraduate

216. 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.
217. 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 Student 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 Student data.

Taught postgraduate

218. This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.
219. 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)

220. 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).
221. 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

- 222. This category covers all those students, other than postgraduates, eligible for inclusion in the Early Statistics Return.
- 223. 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

224. Paragraphs 229 to 242 define and explain the modes of study used in table 1.
225. Paragraph 243 contains a table that explains how to calculate the FTE conversion factors for full-time and sandwich courses. Paragraphs 244 to 249 explain the calculation of FTE for part-time modes of study.
226. Paragraph 253 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.
227. Annex B indicates the fields in the HESA Student Record that are used to define the modes of study.

Full-time and sandwich courses

228. 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 241.

'Thick' sandwich courses

229. '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

230. 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

231. 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

232. Treat full-time courses with a work placement of **less** than one academic year as full-time courses as in paragraph 243 for the calculation of FTE, unless the programme contains more than one such placement, see paragraph 234.

More than one placement of less than one academic year, with the combined length of the placements being at least one academic year

233. 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 243.

An optional year's study abroad

234. 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.

235. 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

236. 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

237. 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.

238. 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.

239. 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.

240. 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

241. 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 229 to 236)

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

Full-time Category	FTE Conversion Factor
For all student years	FTE = 1.0 - except as below:
'Thick sandwich' course	FTE = 0.9 for all years;
Obligatory year away	FTE = 0.5 for the year away;
Optional one year placement	FTE = 0.5 for the placement year;
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	FTE = 0.5 for the total time spent away from the institution
Optional year study abroad	FTE = 0 unless agreed with SFC; And
Short final year	FTE = length of year / length of earlier years.

FTE conversion factors for part-time courses (see paragraphs 237 to 242)

243. 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 253.

244. 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.

245. 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.
246. 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.
247. 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.
248. 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

249. The full-time equivalent (FTE) conversion factors normally used will be those shown in paragraphs 243 to 249 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.
250. 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.

251. 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

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

Type of course	Normal duration	Credits for whole course
HNC	1 year	120
Certificate of HE	1 year	120
HND	2 years	240
Diploma of HE	2 years	240
Ordinary degree	3 years	360
Honours degree	4 years	480
Graduate certificate	1 year max.	60-90
Graduate diploma	1 year	120

Postgraduate certificate	1 year max.	60-120
Postgraduate diploma	1 year	120
Masters degree	1 year	180
Doctoral degree	3 years	540

253. The normal duration is longer than shown above for some courses, for example, courses in medicine, dentistry and architecture.
254. 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.
255. 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.
256. 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.
257. 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.
258. 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

259. 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, and to estimate tuition fee income associated with funded places. The subject information therefore varies according to level of study, as follows:

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

Definition of subject areas

260. The subject information in the Early Statistics Return is based on the subject(s) of course aim in the HESA Student Returns. For the 2019-20 HESA Student Returns the Higher Education Classification of Subjects (HECoS) is replacing the Joint Academic Classification of Subjects (JACS) as the subject coding scheme. However, for the Early Statistics Return for 2019-20 the subject areas are still defined using the JACS codes. This is partly to recognise that institutions might still be developing their systems to report subjects using HECoS. This also gives SFC the opportunity to use the HESA Student Returns for 2019-20 to gauge the effect of using HECoS, in particular the effect it has on the classification of provision between STEM and other subjects.

261. For undergraduates the subject areas are defined as follows:

Subject Area	JACS Subject Classification	
	Code	Subject Group / Principal Subject
Controlled Subject Areas		
Clinical Medicine	A3	Clinical Medicine
Clinical Dentistry	A4	Clinical Dentistry
Pre-clinical Medicine	A1	Pre-clinical Medicine
Scottish Graduate Entry Medicine	A1	Pre-clinical Medicine
	A3	Clinical Medicine
Pre-clinical Dentistry	A2	Pre-clinical Dentistry
Nursing and Midwifery Pre-registration: Three-year Courses Four-year Degrees	B7	Nursing (part of this provision)
Initial Teacher Education: Undergraduate Primary BEd Music / PE / Technology New Routes Combined Degrees in Education: Primary and Secondary Other Secondary New Routes	X1	Education (part of this provision)
Non-Controlled Subject Areas		
Pre-medical Entry	Decided by Institution	Likely to include Biological Sciences
Other STEM Subjects	C D <i>Excluding</i> D1 D2 F G H I J	Biological Sciences Veterinary Sciences, Agriculture and Related Subjects <i>Pre-clinical veterinary medicine</i> <i>Clinical veterinary medicine and dentistry</i> Physical Sciences Mathematical Sciences Engineering Computer Sciences Technologies
Other Subjects	All other subject codes <i>including</i> D1 D2	<i>Pre-clinical veterinary medicine</i> <i>Clinical veterinary medicine and dentistry</i>

Actuarial Science

262. 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 would have recorded the provision in their HESA Student returns under either the 'G1' ('Mathematics') or 'G3' ('Statistics') subject codes.

Initial Teacher Education Subjects

263. 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.

264. 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

265. 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

266. Pre-clinical and clinical medicine and dentistry are in separate subject areas. Year one of the Scottish Graduate Entry Medicine (ScotGEM) programme, being run collaboratively by the Universities of Dundee and St Andrews, is at the pre-clinical level while the other three years of the programme are at the clinical level. 2019-20 is the second year of this programme and will therefore be the first year with ScotGEM students at the clinical level.

267. The following split of course years to the pre-clinical and clinical stages should be used:

University / Course Year	Medicine		Dentistry
	ScotGEM	Other Medical Degrees	
St Andrews University			
First year	Pre-clinical	Pre-clinical	n/a
Second year onwards	Clinical	Pre-clinical	n/a
Other Universities			
First year	Pre-clinical	Pre-clinical	Pre-clinical
Second year	Clinical	Pre-clinical	Clinical
Third year onwards	Clinical	Clinical	Clinical

Controlled nursing and midwifery courses

268. 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.

269. 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 who started on these courses from 2017-18 onwards are not eligible for funding.

HESA 'Subject of course' fields

270. When JACS was used to code subjects HESA allowed up to three subjects of course aim. If there were two subject(s) of course aim the percentages associated with each subject indicated whether the combination of subjects

was either a 'Balanced' or a 'Major/Minor' combination. Annex B provides further information on how these subject percentages should be used to derive the type of combination of subjects.

271. 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.
272. 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.
273. 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 should have their FTE apportioned over the two subject categories (STEM subjects and other subjects) in the following ways:

Two subjects of course

274. 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

275. 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

276. 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.

277. 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

278. 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, Curacao, 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 which can be viewed at:

http://www.opsi.gov.uk/legislation/scotland/ssi2007/ssi_20070152_en_1

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.

For the 2019-20 HESA Student Returns the Higher Education Classification of Subjects (HECoS) is replacing the Joint Academic Classification of Subjects (JACS) as the subject coding scheme. However, for the Early Statistics Return for 2019-20 the subject areas are still defined using the JACS codes, see paragraph 261.

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.

1. 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:

Field Title	Abbreviation	Entity
Fundability code	FUNDCODE	Instance

The relevant values for this field are:

Description:	Field Values
Eligible for Funding (section 5)	1
Continuing Professional Development (paragraphs 184, 185)	3

2. '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:

Field Title	Abbreviation	Entity
Fee Eligibility	FEELIG	Instance
Fee Regime Indicator	FEEREGIME	Instance

The relevant values for these fields are:

Description:	Field Values
Eligible to pay 'Scottish' tuition fees (paragraph 195)	FEELIG = 1 <u>AND</u> FEEREGIME <> 20
Not eligible to pay 'Scottish' tuition fees (paragraphs 200 and 201)	FEELIG = 2 <u>OR</u> FEEREGIME = 20
'Scottish' tuition fee status not applicable (paragraph 196)	FEELIG = 3

3. 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:

Field Title	Abbreviation	Entity
Major Source of Funding	MSFUND	Course

The relevant values for this field are:

Description	Field Values
Other publicly-funded courses (para. 187)	1, 2, 4 to 41, or 46
Closed courses (paragraph 188)	Some, but not all, of these courses will be coded 42

4. Exchange Students

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

Field Title	Abbreviation	Entity
Exchange programmes	EXCHANGE	Instance

The relevant values for this field are:

Description	Field Values
Incoming exchange students (paragraph 193)	4, G

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

Field Title	Abbreviation	Entity
Location of Study	LOCSDY	Instance
Mobility scheme	MOBScheme	Mobility
Mobility type	MOBTYPE	Mobility

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:

Description	Field Values
Outgoing exchange students (paragraph 193)	LOCSDY = T OR U <u>AND</u> MOBScheme = 3 or 4 <u>AND</u> MOBTYPE = 1 or 2

5. 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:

Field Title	Abbreviation	Entity
General qualification aim of course	COURSEAIM	Course

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

Level of Study (Section 6)	Field Values
Research postgraduate	D00, D90, L00, L80, L90, L91, L99, M01 (*)
Taught postgraduate (**)	E00, E13, E40, E43, E90, M00, M02 All codes from M10 to M99 except M22, M26, M28
Undergraduate	All other codes including M22, M26, M28

(*) 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:

Description	Field Values
Activity below Scottish Credit and Qualifications Framework (SCQF) level 7 (paragraphs 190 and 191)	Code begins with one of the letters: P, Q, R, S or X

6. 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.

Field Title	Abbreviation	Entity
Articulation	ARTICLN	Entry Profile

The relevant value of this field to identify students is:

Description	Field Value
Student on one of the additional places funded by the SFC for articulation (paragraph 21)	5

7. Intercalating student

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

Field Title	Abbreviation	Entity
Intercalation	INTERCALATE	Instance

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

Description	Field Value
Student is studying on an intercalated course (paragraph 204)	1

8. 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:

Field Title	Abbreviation	Entity
Mode of Study	MODE	Instance
Expected Length of Study	SPLENGTH	Instance
Units of Length	UNITLGTH	Instance
Location of Study	LOCSDY	Instance
Year of student on this instance	YEARSTU	Instance
Mobility scheme	MOBScheme	Mobility
Mobility type	MOBTYPE	Mobility

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

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

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:

Mode of Study Cases	Field Values
Students not in attendance (paragraph 205)	MODE = 51, 63, 64
Writing up (paragraph 211)	MODE = 43, 44

Assessed or examined only (paragraph 212)	MODE = 43, 44, 63 or 64
'Thick' Sandwich Course (paragraph 230)	MODE = 23, for every year of the course, not just the year(s) of the placement
Courses with an obligatory year away from the institution (paragraph 231)	LOCDY = D or T IF LOCDY= T THEN MOBTYPE = 1 AND MOBScheme = 1
Students on an optional year out Such students are not eligible for funding unless <u>either</u> they are on an optional sandwich placement (paragraph 232) <u>or</u> 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 235 and 236)	LOCDY = D or T, IF LOCDY= T THEN MOBScheme = 2 <u>AND</u> MOBTYPE = 1 or 2 LOCDY = T, <u>AND</u> MOBTYPE = 1 <u>AND</u> MOBScheme = 1
A sandwich placement of less than one academic year (paragraph 233)	For the course year with a work placement: MODE = 24 <u>AND</u> LOCDY = E OR U IF LOCDY = U THEN MOBScheme = 2 <u>AND</u> MOBTYPE = 1 or 2
Structured part-time (paragraphs 238 to 241)	MODE = 38
Other full-time courses (paragraph 241)	MODE = 2 (some of this provision)

Other (than structured) part-time (paragraph 242)	MODE = 39
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To identify structured part-time students who have been studying on the programme for longer than the length of the course:

Description	Field Values
Student on a structured part-time course who has been studying on the course for longer than the normal duration of the course (paragraph 239)	MODE = 38 <u>AND</u> the expected length of the programme, in years, (derived from UNITLGTH and SLENGTH) will be less than YEARSTU

9. 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:

Field Title	Abbreviation	Entity
Domicile	DOMICILE	Entry

The relevant values of this field are:

Description	Field Values
UK or EU country (paragraph 196)	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
British Overseas Territories (1) (Annex A)	AI, BM, FK, GI, GS, KY, MS, PN, SH, TC and VG
EU Overseas Territories (1) (Annex A)	AN, AW, BL, BQ, CW, FO, GL, NC, PF, PM, SX and WF
Swiss migrant workers (Annex A)	CH

(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.

10. Students who withdraw early

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

Field Title	Abbreviation	Entity
End date of instance	ENDDATE	Instance
Start date of instance	COMDATE	Instance
Length of current year of instance	YEARLGTH	Instance

Students who withdraw early can be identified as follows:

Description	Field Values
Students who withdraw early (paragraph 55)	The difference between ENDDATE and anniversary of COMDATE in 2019-20 will indicate how long the student was on the course this session, while the field YEARLGTH indicates the length of the current course year.

11. 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:

Field Title	Abbreviation	Entity
LOCSDY	Location of Study	Instance

The relevant value for this field is:

Description	Field Value
Student studying for the whole of their course in another UK country (para. 208)	6

12. Collaborative courses

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

Field Title	Abbreviation	Entity
Other provider providing teaching	TINST	Module
Percentage not taught by this provider	PCOLAB	Module

The relevant values for these fields are:

Description	Field Values
Student on collaborative programme (paragraphs 14 -25)	The values of both TINST and PCOLAB are greater than 0 for some module(s).

13. Subject areas and split of FTE over subject areas

Prior to 2019-20 the following field in the HESA Student Record was used to derive the subject areas:

Field Title	Abbreviation	Entity
Subject of course	SBJCA	Course

Section 8 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:

Field Title	Abbreviation	Entity
Subject percentage	SBJPCNT	Course

The relevant values for this field are:

Description	Field Values
Balanced combination of subjects (paragraph 275)	SBJPCNT for both subjects is 50% (50% of FTE to subject category containing each subject)
Major / Minor combination of subjects (paragraph 275)	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)

14. 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:

Field Title	Abbreviation	Entity
Initiatives	INITIATIVES	Instance

The relevant value for this field is:

Description	Field Value
European Social Fund (ESF) Developing Scotland's Workforce (DSW) programme (paragraph 120)	V

15. 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:

Field Title	Abbreviation	Entity
Care leaver / Looked after status	CARELEAVER	Entry

The relevant values for this field are:

Description	Field Value
Looked after in Scotland	2
In care in the rest of UK	3
UCAS defined care leaver (paragraphs 126, 167)	4

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

Field Title	Abbreviation	Entity
Carer	CARER	Entry

The relevant values for this field are:

Description	Field Value
Carer (paragraph 99)	2