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<td>FUNDCOMP 1</td>
<td></td>
</tr>
<tr>
<td>156</td>
<td>Destination</td>
<td>DESTIN 2</td>
<td></td>
</tr>
<tr>
<td>157</td>
<td>Not used</td>
<td>ALEVELS 2</td>
<td></td>
</tr>
<tr>
<td>158</td>
<td>Not used</td>
<td>HIGHERS 2</td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>Not used</td>
<td>VOCQUALS 2</td>
<td></td>
</tr>
<tr>
<td>160</td>
<td>Not used</td>
<td>ALEVSBJ 2</td>
<td></td>
</tr>
<tr>
<td>161</td>
<td>Outcome of ITT programme</td>
<td>OUTCOME 1</td>
<td></td>
</tr>
<tr>
<td>162</td>
<td>Not used</td>
<td>NURSREF 8</td>
<td></td>
</tr>
<tr>
<td>163</td>
<td>Additional identifier field</td>
<td>ADDID 30</td>
<td></td>
</tr>
<tr>
<td>164</td>
<td>University for Industry (UFI) place</td>
<td>UFIPLACE 1</td>
<td></td>
</tr>
<tr>
<td>165</td>
<td>Collaboration/Franchising</td>
<td>FRNCHACT 1</td>
<td></td>
</tr>
<tr>
<td>166</td>
<td>Institution's own campus identifier</td>
<td>INSTCAMP 1</td>
<td></td>
</tr>
<tr>
<td>167</td>
<td>Socio-economic classification</td>
<td>SEC 1</td>
<td></td>
</tr>
<tr>
<td>168</td>
<td>Occupation code 2</td>
<td>SOC2000 4</td>
<td></td>
</tr>
<tr>
<td>169</td>
<td>Previous institution attended</td>
<td>PREVINST 8</td>
<td></td>
</tr>
<tr>
<td>170</td>
<td>Regulatory body for health and social care students</td>
<td>REGBODY 2</td>
<td></td>
</tr>
<tr>
<td>171</td>
<td>Regulatory body reference number</td>
<td>DHREGREF 8</td>
<td></td>
</tr>
<tr>
<td>172</td>
<td>Department of Health funding body</td>
<td>DHFUND 5</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td></td>
<td></td>
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<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>173</td>
<td>NHS employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>174</td>
<td>Number of GCE AS level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>175</td>
<td>Tariff score for GCE AS level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>176</td>
<td>Number of VCE AS level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>177</td>
<td>Tariff score for VCE AS level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>178</td>
<td>Number of GCE A level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>179</td>
<td>Tariff score for GCE A level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>Number of VCE A level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>181</td>
<td>Tariff score for VCE A level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>182</td>
<td>Number of key skills qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>183</td>
<td>Tariff score for key skills qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>184</td>
<td>Number of 1-unit key skills award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>185</td>
<td>Tariff score for 1-unit key skills award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>186</td>
<td>Number of Scottish Advanced Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>Tariff score for Scottish Advanced Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>188</td>
<td>Number of Scottish Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>189</td>
<td>Tariff score for Scottish Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>190</td>
<td>Number of Scottish Intermediate 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>191</td>
<td>Tariff score for Scottish Intermediate 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>192</td>
<td>Number of Scottish Standard Grade Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>193</td>
<td>Tariff score for Scottish Standard Grade Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>194</td>
<td>Number of Scottish Core Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>195</td>
<td>Tariff score for Scottish Core Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>196</td>
<td>Number of Advanced Extension Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>197</td>
<td>Tariff score for Advanced Extension Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>198</td>
<td>Total tariff score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>199</td>
<td>Number of CACHE qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Tariff score for CACHE qualifications</td>
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<td></td>
</tr>
<tr>
<td>201</td>
<td>Number of BTEC National</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>Tariff score for BTEC National</td>
<td></td>
<td></td>
</tr>
<tr>
<td>203</td>
<td>Tariff score for International Baccalaureate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>204</td>
<td>Tariff score for Irish Leaving Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>Tariff score for Music, Drama, Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>Field Description Nr.</td>
<td>Field Abbrev'n</td>
<td>Field Length</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>Record type indicator</td>
<td>RECID</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**
Complimentary.

**VALID ENTRIES**
- 03011 Combined student/course record.
- 03111 Students on low credit-bearing courses - English and Welsh institutions only (Combined record).
- 03211 Reduced FE record - English and Welsh institutions only (Combined record).
- 03311 Visiting and exchange students (Combined record).
- 03411 Dormant Students (Combined Record).
- 03711 Students studying wholly overseas (Combined record).

**DESCRIPTION**
The record type indicator is for HESA's internal use to identify the type of record being sent.

**NOTES**
The first two digits are the year identifier. The last two digits are the record identifier. In the third digit position, a zero indicates the main record. Other digits in the third position will be used to indicate sub-sets of the main record, for example, reduced records. Details of reduced records are given in C03011 Reduced Individualised Student Records.

Institutions are now strongly encouraged to return any student studying for the whole of their programme of study outside the UK. These students should be identified using code 7 ‘Student studying for the whole of their programme of study (to date) outside of the UK’ in this field. A reduced return has been introduced in order to increase coverage of the record to include these students. The status of this request for information is that it is not currently a condition of funding, except where the students are funded by the relevant funding council.

**REASON REQUIRED**
For HESA’s operational purposes.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev'n</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>INSTID</td>
<td>HESA institution identifier</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

- 0001 The Open University.
- 0002 Cranfield University.
- 0003 Royal College of Art.
- 0006 The Royal College of Nursing.
- 0007 Bishop Grosseteste College.
- 0009 Buckinghamshire College of HE.
- 0010 Central School of Speech and Drama.
- 0011 Chester College of HE.
- 0012 Canterbury Christ Church College.
- 0013 York St John College.
- 0014 College of St Mark and St John.
- 0015 Dartington College of Arts.
- 0016 Edge Hill College of HE.
- 0017 Falmouth College of Arts.
- 0018 Harper Adams Agricultural College.
- 0019 Homerton College.
- 0020 Kent Institute of Art and Design.
- 0021 University College Winchester.
- 0023 Liverpool Hope University College.
- 0024 University of the Arts, London.
- 0026 University of Luton.
- 0027 University College Northampton.
- 0028 Newman College.
- 0030 Ravensbourne College of Design and Communication.
- 0031 Roehampton Institute of HE.
- 0032 Rose Bruford College.
- 0033 Royal Academy of Music.
- 0034 Royal College of Music.
- 0035 Royal Northern College of Music.
- 0037 Southampton Institute.
- 0038 St Martin's College.
- 0039 St Mary's College.
- 0040 Trinity and All Saints College.
- 0041 Trinity College of Music.
- 0044 Surrey Institute of Art and Design.
- 0046 Worcester College of HE.
- 0047 Anglia Polytechnic University.
- 0048 Bath College of HE.
- 0049 Bolton Institute of HE.
- 0050 Bournemouth University.
0051 The University of Brighton.
0052 University of Central England in Birmingham.
0053 The University of Central Lancashire.
0054 University of Gloucestershire.
0056 Coventry University.
0057 University of Derby.
0058 The University of East London.
0059 The University of Greenwich.
0060 University of Herffordshire.
0061 The University of Huddersfield.
0062 The University of Lincoln.
0063 Kingston University.
0064 Leeds Metropolitan University.
0065 Liverpool John Moores University.
0066 The Manchester Metropolitan University.
0067 Middlesex University.
0068 De Montfort University.
0069 The University of Northumbria at Newcastle.
0071 The Nottingham Trent University.
0072 Oxford Brookes University.
0073 The University of Plymouth.
0074 The University of Portsmouth.
0075 Sheffield Hallam University.
0076 London South Bank University.
0077 Staffordshire University.
0078 The University of Sunderland.
0079 The University of Teesside.
0080 Thames Valley University.
0081 University of the West of England, Bristol.
0082 Chichester Institute of Higher Education.
0083 The University of Westminster.
0084 Wimbledon School of Art.
0085 The University of Wolverhampton.
0086 The University of Wales, Newport.
0087 The North-East Wales Institute of Higher Education.
0089 University of Wales Institute, Cardiff.
0090 University of Glamorgan.
0091 Swansea Institute of Higher Education.
0092 Trinity College, Carmarthen.
0095 University of Abertay Dundee.
0096 Edinburgh College of Art.
0097 Glasgow School of Art.
0100 Queen Margaret College.
0101 The Royal Scottish Academy of Music and Drama.
0104 The Robert Gordon University.
0105 The University of Paisley.
0106 Glasgow Caledonian University.
0107 Napier University.
| 0108 | Aston University.       |
| 0109 | The University of Bath. |
| 0110 | The University of Birmingham. |
| 0111 | The University of Bradford. |
| 0112 | The University of Bristol. |
| 0113 | Brunel University. |
| 0114 | The University of Cambridge. |
| 0115 | City University. |
| 0116 | University of Durham. |
| 0117 | The University of East Anglia. |
| 0118 | The University of Essex. |
| 0119 | The University of Exeter. |
| 0120 | The University of Hull. |
| 0121 | The University of Keele. |
| 0122 | The University of Kent. |
| 0123 | The University of Lancaster. |
| 0124 | The University of Leeds. |
| 0125 | The University of Leicester. |
| 0126 | The University of Liverpool. |
| 0127 | Birkbeck College. |
| 0131 | Goldsmiths College. |
| 0132 | Imperial College of Science, Technology & Medicine. |
| 0133 | Institute of Education, University of London. |
| 0134 | King's College London. |
| 0135 | London Business School. |
| 0137 | London School of Economics and Political Science. |
| 0138 | London School of Hygiene and Tropical Medicine. |
| 0139 | Queen Mary and Westfield College. |
| 0141 | Royal Holloway and Bedford New College. |
| 0143 | The Royal Veterinary College. |
| 0145 | St George's Hospital Medical School. |
| 0146 | The School of Oriental and African Studies. |
| 0147 | The School of Pharmacy, University of London. |
| 0149 | University College London. |
| 0151 | University of London (Central Institutes and activities). |
| 0152 | Loughborough University. |
| 0153 | The Victoria University of Manchester. |
| 0154 | The University of Newcastle-upon-Tyne. |
| 0155 | The University of Nottingham. |
| 0156 | The University of Oxford. |
| 0157 | The University of Reading. |
| 0158 | The University of Salford. |
| 0159 | The University of Sheffield. |
| 0160 | The University of Southampton. |
| 0161 | The University of Surrey. |
| 0162 | The University of Sussex. |
| 0163 | The University of Warwick. |
| 0164 | The University of York. |
0165 The University of Manchester Institute of Science & Technology.
0167 The University of Edinburgh.
0168 The University of Glasgow.
0169 The University of Strathclyde.
0170 The University of Aberdeen.
0171 Heriot-Watt University.
0172 The University of Dundee.
0173 The University of St Andrews.
0174 The University of Stirling.
0175 Scottish Agricultural College.
0176 The University of Wales, Lampeter.
0177 University of Wales, Aberystwyth.
0178 University of Wales, Bangor.
0179 University of Wales, Cardiff.
0180 University of Wales, Swansea.
0181 University of Wales College of Medicine.
0182 Royal Welsh College of Music and Drama.
0184 The Queen's University of Belfast.
0185 University of Ulster.
0186 The University of Wales, Registry.
0188 The Institute of Cancer Research.
0189 Writtle College.
0190 Norwich School of Art and Design.
0191 Northern School of Contemporary Dance.
0192 Cumbria Institute of the Arts.
0193 Stranmillis University College.
0194 St. Mary's University College.
0195 Royal Agricultural College.
0196 UHI Millennium Institute.
0197 The Arts Institute at Bournemouth.
0198 Bell College.
0199 Conservatoire for Dance and Drama.
0200 Birmingham College of Food, Tourism and Creative Studies.
0201 Courtauld Institute of Art.
0202 London Metropolitan University.

DESCRIPTION
The institution identifier of the reporting institution. The institution is identified by two fields, field 2, HESA institution identifier (a four digit number relating to the institution) and field 3, Campus identifier, a single alphanumeric character. The Campus identifier character 'A' will be designated the default for the whole institution.

NOTES
For courses taught outside the HEI, the location of the collaborating or franchised college will be sought in other fields and should not be returned under this field.
EXAMPLE 0113 Brunel University.

REASON REQUIRED To provide separate figures for each institution.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CAMPID</td>
<td>1</td>
<td>Campus identifier</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

A 1 character code.

**DESCRIPTION**

The Campus identifier is the second part of the institution identifier: please also see the description of field 2, HESA institution identifier.

**NOTES**

The guidance for the current Campus identifier Field 3 CAMPID has been changed, to show distinct physical site only.

Institutions should use Field 166, Institution’s own campus identifier, to identify groups of students, such as nurses or continuing education students, for their own purposes, since these may not be mutually exclusive to the strengthened requirement for field 3, Campus identifier.

The criteria for assessing whether a campus identifier is appropriate are as follows:

- A separate campus identifier should be used if a substantial number of students are studying on a campus at a substantial distance from where the main institution is based, such that it would be regarded as not being in the same city/town. Greater London can be treated as a single entity. This is to facilitate analysis of geographic patterns of study.

- A separate campus identifier should be used when a merger takes place, to identify any merged institutions as separate campuses if they fit the criteria specified.

- Campus identifiers can only be used where a student can be associated with a single site. It is recognised that because of the flexibility of study patterns adopted by some institutions, it will be impossible to say categorically that some students are assigned to a particular campus.

- Although this field is compulsory, in the majority of cases, it will default to the generic value ‘A’ indicating the entire institution.
HEFCE expect separate campus identifiers for any part of the institution funded separately e.g. 0151 London University - Senate Institutes.

An institution which wishes separately to identify campuses may do so by using any alphanumeric character except for 'A' in field 3. Institutions which decide so to do are asked to inform Institutional Liaison at HESA, or email (liaison@hesa.ac.uk).

**REASON REQUIRED**

To provide separate figures for each campus.

To facilitate the derivation of geographic patterns of study.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev' n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student identifier</td>
<td>HUSID</td>
<td>13</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

A 13 digit numeric code.

**DESCRIPTION**

The Student identifier is to be unique to each student. It is intended that the identifier is to be transferred with the student to each institution of higher education s/he may attend. The objective is that the use of this number will facilitate the accurate tracking of students throughout their life within the sector for which HESA collects data.

**NOTES**

Students entering higher education through UCAS will be allocated their number automatically. For students entering through UCAS this information will be available from UCAS via the *J transaction. Other entrants to institutions will be allocated a student identifier by the institution.

Students entering a course of study of higher education should be asked whether they have a previous HE student identifier, and if so this identifier should be used. This will commonly be the situation for new postgraduates moving on from undergraduate study. If students are unable to recall their student identifier, the HUSID look-up service (HLS) should be used to determine any previously allocated HUSID.

Students whose details have previously been returned to HESA by the reporting institution MUST keep the same unique student identifier in future returns. For students whose details have previously been returned to HESA by another institution, the same unique student identifier should be used if this is known. This is to facilitate the possibility of backward tracking within previous data sets. Where the previous number is not known, or there is any doubt about its accuracy. Institutions are NOT expected to seek student identifiers from previous institutions.

For direct entrants, once a number has been allocated it should never be re-used, even in the case of students who leave the institution without completing their studies.

Students who move from one institution to another should
keep their original full student identifier. Where the previous HE student identifier is in direct entry format, the number must NOT be changed to reflect the current institution's identifier. This is to ensure that the student identifier remains unique and to allow tracking of the student through the use of the same unique student identifier. The current institution will be shown in field 2, HESA institution identifier and not through use of the student identifier.

Linkage between different years of a student on a programme of study will be through the HIN, a combination of field 4, Student identifier, and field 2, Institution identifier, and field 151/136, Student instance number (HUSID + INSTID + NUMHUS or HIN). C03011 HIN Reports provides further guidance on the importance of maintaining the HIN link across years.

It is expected that a national framework for post-compulsory education student identifiers will be developed in due course.

The structure of the HESA Student identifier is determined according to the route of entry, as follows:

**New HESA I.D. taken from UCAS entry to institution**

Institutions simply take the 9 digit UCAS number and prefix it with four 0s.

First 4 digits:
- Padded with 0s.

Next 2 digits:
- Year of expected entry to HE institution as given by UCAS (last two digits of the year).

Next 6 digits:
- 6 digit reference number allocated sequentially by UCAS.

Last digit:
- Check digit.

Students who defer their year of entry should not have this updated but must keep the original number allocated by UCAS. The year identifier must not be updated.

**New HESA I.D. taken from direct entry to institution**

First 2 digits:
- Year of entry into institution (last 2 digits of year).

Next 4 digits:
Institution identifier from HESA record (as in field 2 of this record) + 1000.
Next 6 digits:
  6 digit reference number internally allocated by institution.
Last digit:
  Check digit.

Calculation of Check Digit

The check digit is calculated using the first 12 digits and provides a means of detecting errors of transcription. To calculate the check digit, each of the first 12 digits is multiplied by a "weight" which depends on its position in the number, and the resulting products added. The check digit is then obtained by subtracting the final digit of the resulting sum from ten.

The weights used are:

<table>
<thead>
<tr>
<th>Position</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Weight</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

The check digit calculation method is similar to the UCAS method, the difference being the extension of the weighting. Due to the fact that the UCAS number will be returned padded with 0s at the beginning, the check digit will therefore be the same in both the HESA and UCAS systems.

EXAMPLE

A direct entrant student in October 1998 at Royal Holloway, University of London is allocated the internal number 123456. The check digit calculation for the student's reference number, 981141123456, would be calculated as:

<table>
<thead>
<tr>
<th>Number</th>
<th>9</th>
<th>8</th>
<th>1</th>
<th>1</th>
<th>4</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Product</td>
<td>9</td>
<td>24</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Product</td>
<td>7</td>
<td>18</td>
<td>3</td>
<td>12</td>
<td>35</td>
<td>54</td>
</tr>
</tbody>
</table>

The sum of the products is 185, the final digit being 5, so the
check digit is 10 - 5, or 5. The full identifier is therefore 9811411234565.

Note: If the final digit of the sum of the products is 0, the check digit would be the final digit after the subtraction i.e. 10 - 0 = 10, check digit is 0.

**REASON REQUIRED**

To link together different student records for the same person; e.g. for the different years of a course, or (ultimately) to track a student’s educational career (in the areas covered by HESA).
**Field** | **Field Description** | **Field Abbrev’n** | **Field Length**
--- | --- | --- | ---
5 | Scottish candidate number | SCOTVEC | 9

**STATUS**

Compulsory for Scottish domiciled UCAS entrants who are taking courses which are at (or below) undergraduate level at institutions throughout the UK. Also compulsory for all other Scottish domiciled students at institutions in Scotland who are taking courses which are at (or below) undergraduate level.

**VALID ENTRIES**

A 9 digit alphanumeric code.

**DESCRIPTION**

The Scottish candidate number (formerly SCOTVEC number) is allocated to pupils at school and in FE colleges who undertake Scottish Qualifications Authority (formerly SCOTVEC or SEB Scottish Examination Board) courses. Many Scottish students will therefore have a Scottish candidate number, and coverage should increase over the next few years to cover almost all Scottish entrants. The Scottish candidate number should be completed for all students who have one.

**NOTES**

All UCAS entrants domiciled in Scotland require a Scottish candidate number irrespective of whether they are undertaking their programme of study in Scotland or elsewhere in the United Kingdom. A Scottish candidate number is not applicable to non-Scottish domiciled entrants studying at Scottish institutions.

UCAS collects the Scottish candidate number for all Scottish domiciled new entrants. Institutions in Scotland will need to collect this information for direct entrants of Scottish domicile.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

It is not expected that institutions should seek this information from continuing students in cases where they do not already hold the information.

A Scottish candidate number is not required for those students entering postgraduate programmes of study.

Code 999999999 to be used in cases where there is no number/the number is not known.
To link, for statistical purposes, the student records collected by HESA with information about the Scottish Qualifications Authority courses taken and the Scottish Qualifications Authority qualifications gained by the students.

Ultimately, to link for statistical purposes, the student records collected by HESA with information from, e.g. the QSL returns, and from the FES returns (which use the Scottish candidate number as the unique student identifier).

Such linkages can provide additional information about the flows between school, further education and higher education.
Field | Field Description | Field | Field |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td>FE student marker</td>
<td>Abbrev’n</td>
<td>FESTUMK</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Length</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for all students in English or Welsh institutions.

**VALID ENTRIES**
1. The student is an LSC/NC-ELWa FE funded learner studying at FE level.
2. The student is not an LSC/NC-ELWa FE funded learner nor is the learner studying at FE level.
3. The student is an LSC/NC-ELWa FE funded learner studying at HE level.
4. The student is not an LSC/NC-ELWa FE funded learner but is studying at FE level.

**DESCRIPTION**
An indicator to identify students at HE institutions who are studying at FE level or are funded by LSC or NC-ELWa.

**NOTES**
For England and Wales, an FE funding council student is defined as a student following a programme of study leading to a general qualification aim at FE level and any other student following a programme of study funded by LSC or NC-ELWa (and which may be at FE or HE level). Students coded 1, 3 or 4 will be regarded as FE funding council students. Students coded 2 will be assumed to be HE level students, with no FE funding council funding.

Code 3, 'The student is an FE funding council funded student studying at HE level'. The Funding Councils have advised us that FE funding councils do not ordinarily fund students studying at HE level within HEIs. We therefore recommend any institution who believes they have students in this category to contact HESA before coding.

'Access to HE' courses are regarded as FE level courses.

Foundation years are usually regarded as HE level.

**REASON REQUIRED**
To identify those students on programmes of study at FE level or funded by LSC or NC-ELWa for HESA’s operational purposes in selecting data for LSC or NC-ELWa.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Family name</td>
<td>SURNAME</td>
<td>40</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory.

**VALID ENTRIES**
' . - A 40 character alpha code.

**DESCRIPTION**
The Family name is usually the surname of the student.

**NOTES**
In cases where the student does not split their name between family and forenames, the whole name should be entered in field 7, Family name, and a ‘9’ entered in field 8, Forenames.

For students entering through UCAS this information will be available from UCAS via the *J.*

**REASON REQUIRED**
Required for HESA’s operational purposes and for Statutory Customers to link student records collected by HESA for statistical purposes.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Forenames</td>
<td>FNAMES</td>
<td>40</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory.

**VALID ENTRIES**
'.-' - A 40 character alpha code.

**DESCRIPTION**
The Forenames field records the forenames of the student.

**NOTES**
If the student's forenames are longer than 40 characters, return the first forename and the initials of the others.

In cases where the student does not split their name between family and forenames, the whole name should be entered in field 7, Family name, and a '9' entered in field 8, Forenames.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

**REASON REQUIRED**
See reasons for field 7, Family name.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Family name on 16th birthday</td>
<td>SNAME16</td>
<td>40</td>
</tr>
</tbody>
</table>

**STATUS**

Not compulsory.

**VALID ENTRIES**

' . -  A 40 character alpha code.

**DESCRIPTION**

The Family name on 16th birthday field is the surname field that can be used as a stable look up point for lost student identifiers.

**NOTES**

Several institutions have indicated that they would wish also to return this field for students for ease of reference in case of enquiries.

**REASON REQUIRED**

See reasons for field 7, Family name.
### Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Date of birth</td>
<td>BIRTHDTE</td>
<td>10</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

Valid entry patterns are: DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.

**DESCRIPTION**

The Date of birth is required to generate the student's age and to provide an additional item of information for record linkage. The year MUST be shown in full with four digits.

**NOTES**

In the absence of any basis for obtaining the date of birth, please return 99/99/9999 or 31/12/9999.

If an institution returns the date of birth in the format YYYYMMDD then this date must be left justified.

For students entering through UCAS this information will be available from UCAS via the *J* transaction.

**REASON REQUIRED**

For analysis of the age structure and profile of the student population.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Gender</td>
<td>GENDER</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory.

**VALID ENTRIES**
- F  Female.
- M  Male.

**DESCRIPTION**
This field identifies the gender of the student.

**NOTES**
Consistent with UCAS usage.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

**REASON REQUIRED**
For analysis of the numbers of students by gender.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Domicile</td>
<td>DOMICILE</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

Valid entries are a 4 digit code which is a valid country code.

1601 Yemen. Also South Yemen, Yemen (Republic of), Socotra. People's Democratic Republic of Yemen, Aden, Yemen (South), Yemen (North). North Yemen, Yemen Arab Republic.
1602 Afghanistan.
1603 Albania.
1604 Algeria.
1605 Andorra.
1606 Angola. Also Cabinda, Portuguese West Africa, West Africa (Portuguese).
1607 Antigua and Barbuda. Also Barbuda and Antigua.
1608 Argentina.
1609 Australia. Also Christmas Island, Norfolk Island, Keeling Islands, Cocos Islands.
1610 Austria.
1611 Bahamas.
1612 Bahrain.
1613 Barbados.
1614 Belgium.
1615 Bermuda.
1616 Bhutan.
1617 Bolivia.
1618 Botswana. Also Bechuanaland.
1619 Brazil.
1620 Brunei.
1621 Bulgaria.
1622 Burma. Also Myanmar.
1623 Burundi. Also Urundi.
1624 Cambodia. Also Kampuchea, Khmer Republic.
1625 Cameroon.
1626 Canada.
1627 Central African Republic.
1628 Sri Lanka. Also Ceylon.
1629 Chad. Also Tchad.
1630 Chile.
1631 China (People's Republic of).
1632 Columbia.
1633 Congo (Democratic Republic). Also Belgian Congo, Zaire.
1634 Congo (People's Republic). Also Congolese Republic 
Brazzaville.
1635 Costa Rica.
1636 Cuba.
1637 Dutch West Indies. Also Bonaire, Aruba, Curacao 
(Dutch), Dutch Curacao, Saba, Netherlands Antilles, St 
Martin (South), St Eustatius, Antilles (Netherlands).
1638 Cyprus.
1639 Czech Republic. Also Czechoslovakia.
1640 Benin, Also Dahomey.
1641 Denmark.
1642 Dominica.
1643 Dominican Republic.
1645 Ecuador. Also Galapagos.
1646 El Salvador. Also Salvador.
1647 Tuvalu. Also Ellice Islands.
1648 Ethiopia. Also Abyssinia.
1649 Falkland Islands.
1650 Fiji.
1651 Finland.
1652 Taiwan. Also China (Taiwan), Formosa.
1653 France. Also French Guiana, French Overseas Depts 
(DCMS), French West Indies, Miquelon (St Pierre &), St 
Pierre and Miquelon, St Martin (North), Reunion, 
Martinique, Guadeloupe, Guiana (French).
1654 Gabon.
1655 Gambia. Also Senegambia.
1656 Germany. Also Germany (West), Germany 
(Bundesrepublik), Germany Federal Republic of, 
Germany (Democraticrepublik). Germany (East).
1658 Ghana. Also Gold Coast.
1659 Gibraltar.
1660 Gilbert Islands. Also Kiribati.
1661 Greece. Also Crete, Corfu.
1662 Grenada.
1663 Guatemala.
1664 Guinea. Also Guinea (French).
1665 Guyana. Also British Guiana, Guiana (British).
1666 Haiti.
1667 Honduras.
1668 Belize. Also British Honduras, Honduras British.
1669 Hong Kong.
1670 Hungary.
1671 Iceland.
1672 India. Also Sikkim.
1673 Indonesia. Also Kalimantan (South Borneo), East Timor, 
West Timor, Celebes, Borneo South, Sumatra, Maluku, 
West Irian, Timor (East) Portuguese, Sulawesi, South
Borneo, Java, Irian Jaya, Irian Barat, Irian (West), Timor (West), Molluccas, Portuguese Timor.
1674 Iran. Also Persia.
1675 Iraq.
1676 Irish Republic. Also Ireland (Republic of), Eire.
1677 Israel.
1678 Italy. Also Holy See, Vatican City.
1679 Ivory Coast. Also Cote d'Ivore.
1680 Jamaica.
1681 Japan.
1682 Jordan.
1683 Kenya.
1684 South Korea. Also Korea, Republic of Korea (South Korea).
1685 North Korea. Also Korea North, Democratic People's Republic of Korea.
1686 Kuwait.
1687 Laos. Also Lao People's Democratic Republic.
1688 Lebanon.
1689 Leeward Islands (not otherwise specified).
1690 Lesotho. Also Basutoland.
1691 Liberia.
1692 Libya. Also Libyan Arab Jamahiriya, Great Socialist People's, Great Socialist People's Libyan Arab Jamahiriya.
1693 Luxembourg.
1694 Macao.
1695 Madagascar. Also Malagasy Republic.
1696 Malawi, Also Nyasaland.
1698 Malaysia. Also Sarawak, North Borneo, Borneo North, Malaya, Sabah.
1699 Mali.
1700 Malta.
1701 Mauritania.
1702 Mauritius.
1703 Mexico.
1704 Mongolia. Also Outer Mongolia.
1705 Monserrat.
1706 Morocco. Also Western Sahara, Sahara (West), Tangier.
1707 Mozambique. Also East Africa (Portugese), Portuguese East Africa.
1708 Oman. Also Muscat and Oman.
1709 Nepal.
1710 Netherlands. Also Holland.
1713 Vanuatu. Also New Hebrides.
1714 New Zealand. Also Niue, Tokelau, Cokelau, Cook Islands.
1715 Nicaragua.
1716 Niger.
1717 Nigeria.
1718 Norway.
1721 Pakistan. Also Pakistan (West).
1722 Panama.
1723 Papua New Guinea. Also New Guinea.
1724 Paraguay.
1725 Peru.
1726 Philippines.
1727 Poland.
1728 Portugal. Also Madeira, Azores.
1730 Puerto Rico.
1731 Qatar.
1732 Zimbabwe. Also Rhodesia Southern, Southern Rhodesia.
1733 Romania. Also Rumania.
1734 Rwanda.
1735 St Helena Dependencies. Also Ascension. Tristan de Cunha.
1736 St Kitts and Nevis. Also St. Christopher and Nevis.
1737 St Lucia.
1738 St Vincent & the Grenadines. Also Grenadines.
1741 Samoa. Also Western Samoa.
1743 Saudi Arabia.
1744 Seychelles.
1745 Sierra Leone.
1746 Singapore.
1747 Solomon Islands.
1748 Somalia. Also Somali Democratic Republic.
1749 Djibouti. Also Afars and Issas Territory. Somaliland (French), French Somaliland, French Territory of the Afars & Issas.
1750 South Africa. Also Walvis Bay.
1751 Spain. Also Melilla, Ceuta, Canary Islands, Balearic Islands.
1752 Sudan.
1753 Surinam. Also Guiana (Dutch), Dutch Guiana, Suriname.
1754 Swaziland.
1755 Sweden.
1756 Switzerland.
1757 Syria. Also Syrian Arab Republic.
1759 Tanzania. Also Tanganyika, Zanzibar.
1760 Thailand. Also Siam.
1762 Togo.
1763 Trinidad & Tobago.
1764 United Arab Emirates. Also Umm al-Qaiwan, Trucial
States, Sharjah, Fujairah, Abu Dhabi, Ajman, Dubai, Ras al-Kaimah.
1765 Tunisia.
1766 Turkey.
1767 Uganda.
1768 Egypt. Also United Arab Republic.
1769 Burkina. Also Burkina-Faso, Upper Volta.
1770 Uruguay.
1771 United States. Also USA, Northern Marianas, Commonwealth of, Virgin Is (US).
1772 CIS (Commonwealth of Independent States). Also USSR (not otherwise specified), USSR.
1773 Venezuela.
1774 Vietnam.
1776 British Virgin Islands. Also Virgin Is (British).
1777 West Indies (not otherwise specified).
1778 Windward Islands (not elsewhere specified).
1780 Yugoslavia. Also Serbia.
1781 Zambia. Also Rhodesia Northern, North Rhodesia.
1782 Not known.
1783 Stateless.
1784 Tonga.
1785 Senegal.
1787 Bangladesh. Also Pakistan (East), East Pakistan,.
1788 Cape Verde Islands.
1789 Cayman Islands.
1790 Equatorial Guinea. Also Guinea (Equatorial), Guinea (Spanish), Spanish Guinea.
1793 Maldives. Also Maldives Islands.
1796 US Trust Territories of the Pacific Islands (inc America Samoa & the Trust Territories). Also Palau, Guam, Trust Territories American, American Samoa, American Trust Territories, Samoa (US), Pacific Territories US.
1798 Namibia. Also South West Africa.
1799 Turks & Caicos Islands.
1801 British Antarctic Territory. Also British Antarctica, Antarctica British.
1802 Guinea-Bissau. Also Portuguese Guinea, Guinea (Portuguese).
1803 Sao Tome & Principe. Also Principe (Sao Tome),
1804 Comoros.
1805 Nauru.
1821 Mayotte. Also French Territorial Collectives.
1822 French Possessions nor elsewhere classified. Also French Polynesia, New Caledonia, Antarctica French, French Overseas Territories (TCMS), Loyalty Islands, Polynesia (French), Marquesas Islands, Tahiti, Society Islands, Wallis and Futuna, Futuna (Wallis &).
1823 Pitcairn Islands.
1824 Anguilla.
1825 Monaco.
1826 San Marino.
1827 Liechtenstein.
1828 Greenland. Also Faroe Islands.
1829 British Indian Ocean Territory. Also Chagos Archipelago, Indian Ocean Territory (British).
1830 South Georgia & the South Sandwich Islands.
1831 Estonia.
1832 Latvia.
1833 Lithuania.
1834 Croatia.
1835 Slovenia.
1836 Armenia.
1837 Azerbaijan.
1838 Belarus. Also Byelorussia.
1839 Kazakhstan.
1840 Kyrgyzstan. Also Kirgizia.
1841 Moldova. Also Moldavia.
1842 Russia.
1843 Tajikistan.
1844 Turkmenistan.
1845 Ukraine.
1846 Uzbekistan.
1847 Georgia.
1850 Slovakia.
1851 Macedonia. Also Skopje.
1853 Bosnia and Herzegovina.
1860 Eritrea.
1861 Marshall Islands.
1862 Micronesia. Also Kosrae, Ponape, Chuuk, Yap, Truk, Caroline Islands.
2826 United Kingdom (excluding the Channel Islands and the Isle of Man).
3826 Channel Islands (The).
4826 Isle of Man (The).
5826 England.
6826 Wales.
7826 Scotland.
8826 Northern Ireland.

**DESCRIPTION**

The Domicile field is taken here to be the country code of the student's permanent or home address prior to entry to the programme of study. It is not necessarily the correspondence address of the student.

For students entering through UCAS this information will be
available from UCAS via the *J transaction.

This is a compulsory field as it plays a major role for statistics. The country code should be entered as in Appendix 4.

**NOTES**

The country code should be entered as in Appendix 4.

The coding frame is the same one that is used for Nationality for ease of coding. For UK students, the institution should return the relevant country code for England, Wales, Scotland, Northern Ireland, Channel Islands or Isle of Man. Code 2826 'United Kingdom' must NOT be used for Domicile.

**Domicile and nationality coding for students from China:**

The following guidance on the coding of field 12 DOMICILE and field 13 NATION for students from specific parts of China is based on advice recently received from the Foreign & Commonwealth Office. Code 1631, People’s Republic of China (PRC) should be used where relevant in cases not covered by the guidance.

Code 1669 Hong Kong appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.

Code 1694 Macao appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.

Code 1652 Taiwan - The United Kingdom acknowledges the position of the Chinese Government that Taiwan is a province of China and recognises the Chinese Government as the sole legal government of China. The United Kingdom does not recognise Taiwan as a state and does not have diplomatic relations with Taiwan. However, because the United Kingdom accepts passports issued by the Taiwanese Authorities for immigration purposes, it is necessary to use a separate country code 1652, Taiwan, in both the domicile and nationality fields. This has no bearing on the United Kingdom’s position on Taiwan’s status.

Tibet - The mention of Tibet alongside code 1631, People’s
Republic of China, has been removed. It had been there solely to ensure that anyone giving 'Tibet' as a country of domicile or a nationality was coded as ‘People’s Republic of China’, and this practice should continue. There was no implication that ‘Tibet’ represented a separate domicile or nationality, and there is not and never has been a separate code for it.

Institutions are advised to quote the relevant guidance in response to any query.

**REASON REQUIRED**

To obtain the numbers of students domiciled in particular EC countries and elsewhere abroad, and hence calculate participation rates.

To forecast the demand for student allowances and grants.

To record cross border flows.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev'n</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>NATION</td>
<td>Nationality</td>
</tr>
</tbody>
</table>

**STATUS**

Not compulsory.

**VALID ENTRIES**

Valid entries are a 4 digit code which is a valid country code.

- **1601** Yemen. Also South Yemen, Yemen (Republic of), Socotra, People's Democratic Republic of Yemen, Aden, Yemen (South), Yemen (North), North Yemen, Yemen Arab Republic.
- **1602** Afghanistan.
- **1603** Albania.
- **1604** Algeria.
- **1605** Andorra.
- **1606** Angola. Also Cabinda, Portuguese West Africa, West Africa (Portuguese).
- **1607** Antigua and Barbuda. Also Barbuda and Antigua.
- **1608** Argentina.
- **1609** Australia. Also Christmas Island, Norfolk Island, Keeling Islands, Cocos Islands.
- **1610** Austria.
- **1611** Bahamas.
- **1612** Bahrain.
- **1613** Barbados.
- **1614** Belgium.
- **1615** Bermuda.
- **1616** Bhutan.
- **1617** Bolivia.
- **1618** Botswana. Also Bechuanaland.
- **1619** Brazil.
- **1620** Brunei.
- **1621** Bulgaria.
- **1622** Burma. Also Myanmar.
- **1623** Burundi. Also Urundi.
- **1624** Cambodia. Also Kampuchea, Khmer Republic.
- **1625** Cameroon.
- **1626** Canada.
- **1627** Central African Republic.
- **1628** Sri Lanka. Also Ceylon.
- **1629** Chad. Also Tchad.
- **1630** Chile.
- **1631** China (People's Republic of).
- **1632** Colombia.
- **1633** Congo (Democratic Republic). Also Belgian Congo, Zaire.
1634 Congo (People's Republic). Also Congolese Republic Brazzaville.
1635 Costa Rica.
1636 Cuba.
1637 Dutch West Indies. Also Bonaire, Aruba, Curacao (Dutch), Dutch Curacao, Saba, Netherlands Antilles, St Martin (South), St Eustatius, Antilles (Netherlands).
1638 Cyprus.
1639 Czech Republic. Also Czechoslovakia.
1640 Benin. Also Dahomey.
1641 Denmark.
1642 Dominica.
1643 Dominican Republic.
1644 Ecuador. Also Galapagos.
1645 El Salvador. Also Salvador.
1647 Tuvalu. Also Ellice Islands.
1648 Ethiopia. Also Abyssinia.
1649 Falkland Islands.
1650 Fiji.
1651 Finland.
1652 Taiwan. Also China (Taiwan), Formosa.
1653 France. Also French Guiana, French Overseas Depots (DCMS), French West Indies, Miquelon (St Pierre &), St Pierre and Miquelon, St Martin (North), Reunion, Martinique, Guadeloupe, Guiana (French).
1654 Gabon.
1655 Gambia. Also Senegambia.
1656 Germany. Also Germany (West), Germany (Bundesrepublik), Germany Federal Republic of, Germany (Democraticrepublik), Germany (East).
1658 Ghana. Also Gold Coast.
1659 Gibraltar.
1660 Gilbert Islands. Also Kiribati.
1661 Greece. Also Crete, Corfu.
1662 Grenada.
1663 Guatemala.
1664 Guinea. Also Guinea (French).
1665 Guyana. Also British Guiana, Guiana (British).
1666 Haiti.
1667 Honduras.
1668 Belize. Also British Honduras, Honduras British.
1669 Hong Kong.
1670 Hungary.
1671 Iceland.
1672 India. Also Sikkim.
1673 Indonesia. Also Kalimantan (South Borneo), East Timor, West Timor, Celebes, Borneo South, Sumatra, Maluku, West Irian, Timor (East) Portuguese, Sulawesi, South
Borneo, Java, Irian Jaya, Irian Barat, Irian (West), Timor (West), Molluccas, Portuguese Timor.
1674 Iran. Also Persia.
1675 Iraq.
1676 Irish Republic. Also Ireland (Republic of), Eire.
1677 Israel.
1678 Italy. Also Holy See, Vatican City.
1679 Ivory Coast. Also Cote d'Ivore.
1680 Jamaica.
1681 Japan.
1682 Jordan.
1683 Kenya.
1684 South Korea. Also Korea, Republic of Korea (South Korea).
1685 North Korea. Also Korea North, Democratic People's Republic of Korea.
1686 Kuwait.
1687 Laos. Also Lao People's Democratic Republic.
1688 Lebanon.
1689 Leeward Islands (not otherwise specified).
1690 Lesotho. Also Basutoland.
1691 Liberia.
1692 Libya. Also Libyan Arab Jamahiriya, Great Socialist People's, Great Socialist People's Libyan Arab Jamahiriya.
1693 Luxembourg.
1694 Macao.
1695 Madagascar. Also Malagasy Republic.
1696 Malawi, Also Nyasaland.
1698 Malaysia. Also Sarawak, North Borneo, Borneo North, Malaya, Sabah.
1699 Mali.
1700 Malta.
1701 Mauritania.
1702 Mauritius.
1703 Mexico.
1704 Mongolia. Also Outer Mongolia.
1705 Monserrat.
1706 Morocco. Also Western Sahara, Sahara (West), Tangier.
1707 Mozambique. Also East Africa (Portuguese), Portuguese East Africa.
1708 Oman. Also Muscat and Oman.
1709 Nepal.
1710 Netherlands. Also Holland.
1713 Vanuatu. Also New Hebrides.
1714 New Zealand. Also Niue, Tokelau, Cokelau, Cook Islands.
1715 Nicaragua.
1716 Niger.
1717 Nigeria.
1718 Norway.
1721 Pakistan. Also Pakistan (West).
1722 Panama.
1723 Papua New Guinea. Also New Guinea.
1724 Paraguay.
1725 Peru.
1726 Philippines.
1727 Poland.
1728 Portugal. Also Madeira, Azores.
1730 Puerto Rico.
1731 Qatar.
1732 Zimbabwe. Also Rhodesia Southern, Southern Rhodesia.
1733 Romania. Also Rumania.
1734 Rwanda.
1735 St Helena Dependencies. Also Ascension, Tristan de Cunha.
1736 St Kitts and Nevis. Also St. Christopher and Nevis.
1737 St Lucia.
1738 St Vincent & the Grenadines. Also Grenadines.
1741 Samoa. Also Western Samoa.
1743 Saudi Arabia.
1744 Seychelles.
1745 Sierra Leone.
1746 Singapore.
1747 Solomon Islands.
1748 Somalia. Also Somali Democratic Republic.
1749 Djibouti. Also Afars and Issas Territory, Somaliland (French), French Somaliland, French Territory of the Afars & Issas.
1750 South Africa. Also Walvis Bay.
1751 Spain. Also Melilla, Ceuta, Canary Islands, Balearic Islands.
1752 Sudan.
1753 Surinam. Also Guiana (Dutch), Dutch Guiana, Suriname.
1754 Swaziland.
1755 Sweden.
1756 Switzerland.
1757 Syria. Also Syrian Arab Republic.
1759 Tanzania. Also Tanganyika, Zanzibar.
1760 Thailand. Also Siam.
1762 Togo.
1763 Trinidad & Tobago.
1764 United Arab Emirates. Also Umm al-Qaiwan, Trucial
<table>
<thead>
<tr>
<th>Year</th>
<th>Country/Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>1765</td>
<td>Tunisia</td>
</tr>
<tr>
<td>1766</td>
<td>Turkey</td>
</tr>
<tr>
<td>1767</td>
<td>Uganda</td>
</tr>
<tr>
<td>1768</td>
<td>Egypt. Also United Arab Republic.</td>
</tr>
<tr>
<td>1769</td>
<td>Burkina. Also Burkina-Faso, Upper Volta.</td>
</tr>
<tr>
<td>1770</td>
<td>Uruguay</td>
</tr>
<tr>
<td>1771</td>
<td>United States. Also USA, Northern Marianas, Commonwealth of, Virgin Is (US).</td>
</tr>
<tr>
<td>1772</td>
<td>CIS (Commonwealth of Independent States). Also USSR (not otherwise specified), USSR.</td>
</tr>
<tr>
<td>1773</td>
<td>Venezuela</td>
</tr>
<tr>
<td>1774</td>
<td>Vietnam</td>
</tr>
<tr>
<td>1776</td>
<td>British Virgin Islands. Also Virgin Is (British).</td>
</tr>
<tr>
<td>1777</td>
<td>West Indies (not otherwise specified).</td>
</tr>
<tr>
<td>1778</td>
<td>Windward Islands (not elsewhere specified).</td>
</tr>
<tr>
<td>1780</td>
<td>Yugoslavia. Also Serbia.</td>
</tr>
<tr>
<td>1781</td>
<td>Zambia. Also Rhodesia Northern, North Rhodesia.</td>
</tr>
<tr>
<td>1782</td>
<td>Not known.</td>
</tr>
<tr>
<td>1783</td>
<td>Stateless</td>
</tr>
<tr>
<td>1784</td>
<td>Tonga</td>
</tr>
<tr>
<td>1785</td>
<td>Senegal</td>
</tr>
<tr>
<td>1787</td>
<td>Bangladesh. Also Pakistan (East), East Pakistan,.</td>
</tr>
<tr>
<td>1788</td>
<td>Cape Verde Islands.</td>
</tr>
<tr>
<td>1789</td>
<td>Cayman Islands.</td>
</tr>
<tr>
<td>1790</td>
<td>Equatorial Guinea. Also Guinea (Equatorial), Guinea (Spanish), Spanish Guinea.</td>
</tr>
<tr>
<td>1793</td>
<td>Maldives. Also Maldiva Islands.</td>
</tr>
<tr>
<td>1796</td>
<td>US Trust Territories of the Pacific Islands (inc America Samoa &amp; the Trust Territories). Also Palau, Guam, Trust Territories American, American Samoa, American Trust Territories, Samoa (US), Pacific Territories US.</td>
</tr>
<tr>
<td>1798</td>
<td>Namibia. Also South West Africa.</td>
</tr>
<tr>
<td>1799</td>
<td>Turks &amp; Caicos Islands.</td>
</tr>
<tr>
<td>1801</td>
<td>British Antarctic Territory. Also British Antarctica, Antarctica British.</td>
</tr>
<tr>
<td>1802</td>
<td>Guinea-Bissau. Also Portuguese Guinea, Guinea (Portuguese).</td>
</tr>
<tr>
<td>1803</td>
<td>Sao Tome &amp; Principe. Also Principe (Sao Tome).</td>
</tr>
<tr>
<td>1804</td>
<td>Comoros</td>
</tr>
<tr>
<td>1805</td>
<td>Nauru</td>
</tr>
<tr>
<td>1821</td>
<td>Mayotte. Also French Territorial Collectives.</td>
</tr>
<tr>
<td>1822</td>
<td>French Possessions nor elsewhere classified. Also French Polynesia, New Caledonia, Antarctica French, French Overseas Territories (TCMS), Loyalty Islands, Polynesia (French), Marquesas Islands, Tahiti, Society Islands, Wallis and Futuna, Futuna (Wallis &amp;).</td>
</tr>
</tbody>
</table>
1823 Pitcairn Islands.
1824 Anguilla.
1825 Monaco.
1826 San Marino.
1827 Liechtenstein.
1828 Greenland. Also Faroe Islands.
1829 British Indian Ocean Territory. Also Chagos Archipelago, Indian Ocean Territory (British).
1830 South Georgia & the South Sandwich Islands.
1831 Estonia.
1832 Latvia.
1833 Lithuania.
1834 Croatia.
1835 Slovenia.
1836 Armenia.
1837 Azerbaijan.
1838 Belarus. Also Byelorussia.
1839 Kazakhstan.
1840 Kyrgyzstan. Also Kirgizia.
1841 Moldova. Also Moldavia.
1842 Russia.
1843 Tajikistan.
1844 Turkmenistan.
1845 Ukraine.
1846 Uzbekistan.
1847 Georgia.
1850 Slovakia.
1851 Macedonia. Also Skopje.
1853 Bosnia and Herzegovina.
1860 Eritrea.
1861 Marshall Islands.
1862 Micronesia. Also Kosrae, Ponape, Chuuk, Yap, Truk, Caroline Islands.
2826 United Kingdom (excluding the Channel Islands and the Isle of Man).
3826 Channel Islands (The).
4826 Isle of Man (The).
5826 England.
6826 Wales.
7826 Scotland.
8826 Northern Ireland.

**DESCRIPTION**
This field defines the country of legal nationality coded using the country codes in the valid entries.

**NOTES**
For students entering through UCAS this information will be available from UCAS via the *J transaction.
The coding frame is the same one that is used for Domicile for ease of coding, but the codes for England, Wales, Scotland and Northern Ireland must not be used for Nationality, where United Kingdom should be used instead. Citizens of the Channel Islands and Isle of Man may continue to use their codes for Nationality.

**Dual Nationality**

If dual nationality including UK, code as United Kingdom. If dual nationality including non-UK EC country, then classify with relevant EC country code. If neither UK or EC country, then classify by either nationality.

**Country not listed in Valid Entries**

Where a student claims nationality of a country not recognised in the valid entries, then code 1783 ‘Stateless’ may be used.

**Domicile and nationality coding for students from China:**

The following guidance on the coding of field 12 DOMICILE and field 13 NATION for students from specific parts of China is based on advice recently received from the Foreign & Commonwealth Office. Code 1631, People’s Republic of China (PRC) should be used where relevant in cases not covered by the guidance.

Code 1669 Hong Kong appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.

Code 1694 Macao appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.

Code 1652 Taiwan - The United Kingdom acknowledges the position of the Chinese Government that Taiwan is a province of China and recognises the Chinese Government as the sole legal government of China. The United Kingdom does not recognise Taiwan as a state and does not have diplomatic relations with Taiwan. However, because the
United Kingdom accepts passports issued by the Taiwanese Authorities for immigration purposes, it is necessary to use a separate country code 1652, Taiwan, in both the domicile and nationality fields. This has no bearing on the United Kingdom’s position on Taiwan’s status.

Tibet - The mention of Tibet alongside code 1631, People’s Republic of China, has been removed. It had been there solely to ensure that anyone giving 'Tibet' as a country of domicile or a nationality was coded as 'People’s Republic of China', and this practice should continue. There was no implication that 'Tibet' represented a separate domicile or nationality, and there is not and never has been a separate code for it.

Institutions are advised to quote the relevant guidance in response to any query.

Responsibility for revision of the codes appearing in Appendix 4 lies with the Foreign and Commonwealth Office (FCO) and takes place at regular, although not annual intervals.

**REASON REQUIRED**

To enable the UK contribution to the higher education of nationals of other countries to be determined.

To meet EC and OECD requests for information.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>ETHNIC</td>
<td>Ethnicity</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for home domiciled students.

**VALID ENTRIES**

- 10 White.
- 11 White - British.
- 12 White - Irish.
- 13 White Scottish.
- 14 Irish Traveller.
- 19 Other White background.
- 21 Black or Black British - Caribbean.
- 22 Black or Black British - African.
- 29 Other Black background.
- 31 Asian or Asian British - Indian.
- 32 Asian or Asian British - Pakistani.
- 33 Asian or Asian British - Bangladeshi.
- 34 Chinese.
- 39 Other Asian background.
- 41 Mixed - White and Black Caribbean.
- 42 Mixed - White and Black African.
- 43 Mixed - White and Asian.
- 49 Other Mixed background.
- 80 Other Ethnic background.
- 90 Not known.
- 98 Information refused.

**DESCRIPTION**

This field identifies the 'ethnic origin' of students.

**NOTES**

It is HESA’s intention to adopt national classifications where they exist and are appropriate. The introduction of Census 2001 ethnicity coding in the student record is an example of this practice.

However, in this instance, there is no coding structure for ethnicity that is applicable throughout the UK, as variations to the Census 2001 ethnicity coding were adopted in both Scotland and Northern Ireland. To accommodate requirements for institutions in these regions to report locally to their devolved administrations, the coding frame has been revised. As a consequence, no institution will recognize this hybrid-coding list as the same as the Census codes used in their area. However, sector data will thus be available for comparison in the UK at the census output level.
There are two specific additional categories: code 13 ‘White - Scottish’ and code 14 ‘Irish Traveller’, which can now be used by all institutions.

In addition, institutions in Scotland and Northern Ireland do not need to code the detail for those from mixed ethnic backgrounds. Institutions in Scotland and Northern Ireland can code all such students as 49 - ‘Other Mixed background’.

Code 10 ‘White’ is not a category recognised in the 2001 Census, but continues to be available for use by continuing students, i.e. those with a COMDATE before 1 August 2001.

Students with a COMDATE before 1 August 2001 should not be re-coded. For these students the expectation is that the old coding frame has been returned and all analysis will be made using a mapping based on that assumption.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

The codes used in this field follow those adopted by UCAS, except for code 34. For 2001/02 onwards UCAS code 34 ‘Asian and Asian British - Chinese’ will be accepted in validation by HESA and grouped with HESA code 34 ‘Chinese’.

Code 98 ‘Information refused’ includes all cases where the information has been actively sought but is still missing.

The Commission for Racial Equality (CRE) have now confirmed that in order to meet the requirements of the Race Relations Amendment Act 2000, HEIs should ask overseas domiciled students to indicate their ethnicity against the Census 2001 categories at the point of entry to the institution. In 2004/05 the status of this field will be ‘compulsory’ for all students and therefore Institutions are strongly encouraged to return data for 2003/04.

**REASON REQUIRED**

For monitoring levels and trends in participation in HE by particular groups of people.

Ethnicity information is key in the monitoring and evaluation of widening participation policies.

The adoption of such a national classification allows for comparability of sector data with that from other areas of
the economy.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Disabled student allowance</td>
<td>DISALL</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory.

**VALID ENTRIES**

1. The student has no known disability.
2. The student has a disability and is in receipt of Disabled Student Allowance.
3. The student has a disability and is not in receipt of Disabled Student Allowance.
4. The student has a disability but information about Disabled Student Allowance is not known/not sought.

**DESCRIPTION**
The Disabled student allowance field identifies whether the student is known to be disabled and whether they are in receipt of Disabled Student Allowance (DSA) or not.

**NOTES**
If field 16, Disability, is coded 00 ‘No known disability’, 98 ‘Information not sought’ or 99 ‘Not known’, then field 15, Disabled student allowance, should be coded 1 ‘The student has no known disability’.

If field 16, Disability, is coded 01-09 indicating that the student has a disability, then field 15, Disabled student allowance, should be coded 4 ‘The student has a disability and is in receipt of Disabled Student Allowance’ or 5 ‘The student has a disability and is not in receipt of Disabled Student Allowance’ or 9 ‘The student has a disability but information about Disabled Student Allowance is not known/not sought’. Code 9 should be used for all cases where it is known that the student has a disability, but it is not known whether or not they are in receipt of Disabled Student Allowance.

**REASON REQUIRED**
For monitoring levels and trends in participation by particular groups of people.

To monitor take-up of Disabled Student Allowance as Disabled Student Allowance is now not means tested.

To support the allocation for disabled students by HEFCW.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Disability</td>
<td>DISABLE</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

- 00  No known disability.
- 01  Dyslexia.
- 02  Blind/are partially sighted.
- 03  Deaf/have a hearing impairment.
- 04  Wheelchair user/have mobility difficulties.
- 05  Personal care support.
- 06  Mental health difficulties.
- 07  An unseen disability, e.g. diabetes, epilepsy, asthma.
- 08  Multiple disabilities.
- 09  A disability not listed above.
- 10  Autistic Spectrum Disorder.
- 98  Information not sought.
- 99  Not known.

**DESCRIPTION**

The Disability field records the type of disability that a student has, on the basis of the student's own self-assessment.

**NOTES**

Consistent with UCAS usage. For students entering through UCAS this information will be available from UCAS via the *J* transaction.

Code 98, 'Information not sought' may be used for continuing students in cases where the institution does not already hold the information.

Code 09 'A disability not listed above' may be used where it is known that the student has a disability but what type is not known.

New code 10 Autistic Spectrum Disorder. This code to include Asperger's Syndrome, as an example of an ASD.

Code 99, ‘Not known’ includes all cases where the information has been sought but is missing.

If field 16, Disability, is coded 00 ‘No known disability’, 98 ‘Information not sought’ or 99 ‘Not known’, then field 15, Disabled student allowance, should be coded 1 ‘The student has no known disability’.
If field 16, Disability, is coded 01-09 indicating that the student has a disability, then field 15, Disabled student allowance, should be coded 4 'The student has a disability and is in receipt of Student Disability Allowance' or 5 'The student has a disability and is not in receipt of Student Disability Allowance' or 9 'The student has a disability but information about Student Disability Allowance is not known/not sought'. Code 9 should be used for all cases where it is known that the student has a disability, but it is not known whether or not they are in receipt of Student Disability Allowance.

**REASON REQUIRED**  For monitoring levels and trends in participation by particular groups of people.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Additional support band</td>
<td>ADSPBAND</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students at English institutions who are funded by LSC, i.e. shown as code 1 or 3 in field 6, FE student marker.

**VALID ENTRIES**

- 00  Band 0 (#170-500) (for part time students only).
- 01  Band 1 (#501-#1000).
- 02  Band 2 (#1001-#1500).
- 03  Band 3 (#1501-#2000).
- 04  Band 4 (#2001-#2500).
- 05  Band 5 (#2501-#3000).
- 06  Additional support below the lower threshold.
- 08  No additional support.
- 09  Not yet known.
- 16  Band 6 (#3001-#3500).
- 17  Band 7 (#3501-#4000).
- 18  Band 8 (#4001-#4500).
- 19  Band 9 (#4501-#5000).
- 20  Band 10 (#5001-#5500).
- 21  Band 11 (#5501-#6000).
- 22  Band 12 (#6001-#6500).
- 23  Band 13 (#6501-#7000).
- 24  Band 14 (#7001-#7500).
- 25  Band 15 (#7501-#8000).
- 26  Band 16 (#8001-#8500).
- 27  Band 17 (#8501-#9000).
- 28  Band 18 (#9001-#9500).
- 29  Band 19 (#9501-#10000).
- 30  Band 20 (#10001-#10500).
- 31  Band 21 (#10501-#11000).
- 32  Band 22 (#11001-#11500).
- 33  Band 23 (#11501-#12000).
- 34  Band 24 (#12001-#12500).
- 35  Band 25 (#12501-#13000).
- 36  Band 26 (#13001-#13500).
- 37  Band 27 (#13501-#14000).
- 38  Band 28 (#14001-#14500).
- 39  Band 29 (#14501-#15000).
- 40  Band 30 (#15001-#15500).
- 41  Band 31 (#15501-#16000).
- 42  Band 32 (#16001-#16500).
- 43  Band 33 (#16501-#17000).
- 44  Band 34 (#17001-#17500).
- 45  Band 35 (#17501-#18000).
DESCRIPTION
To determine whether or not the student falls into one of the additional support bands defined by the LSC.

NOTES
The additional support bands correspond to the amount of extra resource identified by the institution as required to meet the needs of the student such as those with learning difficulties and/or disabilities.

Additional support is defined as any activity which provides direct support for learning to individual students, which is over and above that which is normally provided in a standard learning programme which leads to their learning goal. The additional support is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty or disability or from literacy, numeracy or language support requirements.

The cash amounts specified for each band may be updated by LSC annually. In this case, a replacement page will be issued.

REASON REQUIRED
To monitor the additional resources deployed by institutions in making the necessary provision for students such as those with learning difficulties and/or disabilities.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Not used</td>
<td>LASTINST</td>
<td>7</td>
</tr>
</tbody>
</table>

**STATUS**  
Not used.

**VALID ENTRIES**

**NOTES**  
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td></td>
<td>Abbrev'n</td>
<td>Length</td>
</tr>
<tr>
<td>19</td>
<td>Year left last institution</td>
<td>YRLLINST</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS. Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A 4 digit number.

**DESCRIPTION**

The Year left last institution is a four digit number linked to field 169, Previous institutions attended, denoting the year in which the student left this institution. The data will provide valuable information to assist the tracking of students through their higher education life and will establish the proportion of students taking years out between courses.

For students entering through UCAS this information will be available from UCAS via the *J* transaction.

**NOTES**

Code 9999 for 'Not known'.

**EXAMPLE**

A student who left his/her school in 1988 would have a valid entry '1988'.

**REASON REQUIRED**

To distinguish 'direct from school' entrants from 'took a year out' entrants.

To identify periods of time between phases of study.

Whilst not being compulsory for other full-time undergraduates, provision of this information would give more complete data for the sector. This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Not used</td>
<td>QUALENT1</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**
Not used.

**VALID ENTRIES**

**DESCRIPTION**

**NOTES**
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
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<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Highest qualification on entry</td>
<td>QUALENT2</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

01 Higher degree of UK institution.
02 Postgraduate diploma or certificate, excluding PGCE.
03 PGCE with QTS/GTC Registration.
04 PGCE without QTS/GTC Registration.
05 Postgraduate equivalent qualification not elsewhere specified.
10 Undergraduate qualifications with QTS.
11 First degree of UK institution.
12 Graduate of EU institution.
13 Graduate of other overseas institution.
14 GNVQ/GSVQ level 5.
15 NVQ/SVQ level 5.
16 Graduate equivalent qualification not elsewhere specified.
21 O.U. credit(s).
22 Other credits from UK HE institution.
23 Certificate or diploma of education (i.e. non-graduate initial teacher training qualification).
24 HNC or HND (including BTEC and SCOTVEC equivalents).
25 Dip HE.
26 GNVQ/GSVQ level 4.
27 NVQ/SVQ level 4.
28 Professional qualifications.
29 Foundation course at HE level.
30 Other HE qualification of less than degree standard.
31 Foundation Degree.
39 'A' level equivalent qualification not elsewhere specified.
40 Any combinations of GCE 'A'/SCE 'Higher' and GNVQ/GSVQ or NVQ/SVQ at level 3.
41 ONC or OND (including BTEC and SCOTVEC equivalents).
43 Foundation course at FE level.
44 Access course (QAA recognised).
45 Access course (not QAA recognised).
47 Baccalaureate.
48 ACCESS course (Code only available if COMDATE before 01/08/2002).
55 GCSE/'O' level qualifications only; SCE 'O' grades and Standard grades.
56 Other non-advanced qualification.
92 Accreditation of Prior (Experiential) Learning (APEL/APL).
93 Mature student admitted on basis of previous experience (without formal APEL/APL) and/or institution's own entrance examinations.
97 Other non-UK qualification, level not known.
98 Student has no formal qualification.
99 Not known.

DESCRIPTION
Used to indicate the highest qualification on entry, not necessarily that applicable for entry to the programme of study.

NOTES
For students entering through UCAS this information will be available from UCAS via the *J transaction.

Code 99 ‘Not known’ should not be used as a standard default. Institutions are expected to seek and code ‘Highest qualification on entry’.

Should a student have more than one of the qualifications listed, it is for the institution to decide which is the ‘highest’. In cases where it is unclear which qualification is the ‘highest’, enter the code which is closest to ‘01’.

Code 31 Foundation Degree covers those programmes which HEIs are running as Foundation Degrees which are consistent with the ‘Statement of Design Principles’ for Foundation Degrees issued by UUK and SCOP.

Further guidance for codes

44 Access course validated by QAA
45 Access course not validated by QAA

A recognised Access to HE course is one listed under the DfES’s List of Access Courses Preparing Students for Entry to Courses of Higher Education. To qualify for inclusion on the list, an Access course must be validated by an Authorised Validating Agency which has been licensed for the purpose by the Quality Assurance Agency for Higher Education (QAA), under the terms of the QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland. This list is available in hard copy from the DfES and is also recorded on the UCAS Access Courses Database (<A HREF="http://www.ucas.ac.uk/access">http://www.ucas.ac.uk/access</A>). Access courses at
institutions in Scotland can only be coded 45 'Access course not validated'.

Code 48 ‘Access Course’ cannot be used for any students with COMDATE after 31 July 2002.

**REASON REQUIRED**

To help with the determination of value-added.

To help research into the relationship between entry qualifications (for example the types of qualification, the subject held, etc.) and the course outcome.

For trainee teachers, to indicate the qualifications of the future workforce.

To assess levels of, and changes in, qualifications on entry.

To monitor the development of the award of credit for prior experience and learning.

For comparison of entrants' qualifications between subjects and between institutions.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
### Field Description

<table>
<thead>
<tr>
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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Not used</td>
<td>QSTAT</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
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<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Not used.</td>
<td>ALEVPTS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Not used.

**VALID ENTRIES**

**NOTES**  
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

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<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Not used</td>
<td>HIGHPTS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**
Not used.

**VALID ENTRIES**

**NOTES**
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Occupation code</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Occupation code</td>
<td>OCCCODE</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a UCAS number year identifier less than 02.

**VALID ENTRIES**

000  Not stated.
007  Retired (unspecified).
008  Unemployed (unspecified).
009  Not known.
100  General administrators; national government (Assistant Secretary/Grade 5 and above).
101  General managers; large companies and organisations.
102  Local government officers (administrative and executive functions).
103  General administrators; national government (HEO to Senior Principal/Grade 6).
110  Production, works and maintenance managers.
111  Managers in building and contracting.
112  Clerks of works.
113  Managers in mining and energy industries.
120  Treasurers and company financial managers.
121  Marketing and sales managers.
122  Purchasing managers.
123  Advertising and public relations managers.
124  Personnel, training and industrial relations managers.
125  Organisation and methods and work study managers.
126  Computer systems and data processing managers.
127  Company secretaries.
130  Credit controllers.
131  Bank, Building Society and Post Office managers (except self-employed).
132  Civil Service executive officers.
139  Other financial institution and office managers n.e.c.
140  Transport managers.
141  Stores controllers.
142  Managers in warehousing and other materials handling.
150  Officers in UK armed forces.
151  Officers in foreign and Commonwealth armed forces.
152  Police officers (inspector and above).
153  Fire service officers (station officer and above).
154  Prison officers (principal officer and above).
155  Customs and excise, immigration service officers (customs: chief preventive officer and above; excise:
surveyor and above).
160 Farm owners and managers, horticulturists.
169 Other managers in farming, horticulture, forestry and fishing n.e.c.
170 Property and estate managers.
171 Garage managers and proprietors.
172 Hairdressers' and barbers' managers and proprietors.
173 Hotel and accommodation managers.
174 Restaurant and catering managers.
175 Publicans, innkeepers and club stewards.
176 Entertainment and sports managers.
177 Travel agency managers.
178 Managers and proprietors of butchers and fishmongers.
179 Managers and proprietors in service industries n.e.c.
190 Officials of trade associations, trade unions, professional bodies and charities.
191 Registrars and administrators of educational establishments.
199 Other managers and administrators n.e.c.
200 Chemists.
201 Biological scientists and biochemists.
202 Physicists, geologists and meteorologists.
209 Other natural scientists n.e.c.
210 Civil, structural, municipal, mining and quarrying engineers.
211 Mechanical engineers.
212 Electrical engineers.
213 Electronic engineers.
214 Software engineers.
215 Chemical engineers.
216 Design and development engineers.
217 Process and production engineers.
218 Planning and quality control engineers.
219 Other engineers and technologists n.e.c.
220 Medical practitioners.
221 Pharmacists/pharmacologists.
222 Ophthalmic opticians.
223 Dental practitioners.
224 Veterinarians.
230 University and polytechnic teaching professionals.
231 Higher and further education teaching professionals.
232 Education officers, school inspectors.
233 Secondary (and middle school deemed secondary) education teaching professionals.
234 Primary (and middle school deemed primary) and nursery education teaching professionals.
235 Special education teaching professionals.
239 Other teaching professionals n.e.c.
240 Judges and officers of the Court.
241 Barristers and advocates.
242 Solicitors.
250 Chartered and certified accountants.
251 Management accountants.
252 Actuaries, economists and statisticians.
253 Management consultants, business analysts.
260 Architects.
261 Town planners.
262 Building, land, mining and 'general practice' surveyors.
270 Librarians.
271 Archivists and curators.
290 Psychologists.
291 Other social and behavioural scientists.
292 Clergy.
293 Social workers, probation officers.
300 Laboratory technicians.
301 Engineering technicians.
302 Electrical/electronic technicians.
303 Architectural and town planning technicians.
304 Building and civil engineering technicians.
309 Other scientific technicians n.e.c.
310 Draughtspersons.
311 Building inspectors.
312 Quantity surveyors.
313 Marine, insurance and other surveyors.
320 Computer analyst/programmers.
330 Air traffic planners and controllers.
331 Aircraft flight deck officers.
332 Ship and hovercraft officers.
340 Nurses.
341 Midwives.
342 Medical radiographers.
343 Physiotherapists.
344 Chiropodists.
345 Dispensing opticians.
346 Medical technicians, dental auxiliaries.
347 Occupational and speech therapists, psychotherapists, therapists n.e.c.
348 Environmental health officers.
349 Other health associate professionals n.e.c.
350 Legal service and related occupations.
360 Estimators, valuers.
361 Underwriters, claims assessors, brokers, investment analysts.
362 Taxation experts.
363 Personnel and industrial relations officers.
Organisation and methods and work study officers.
Matrons, houseparents.
Welfare, community and youth workers.
Authors, writers, journalists.
Artists, commercial artists, graphic designers.
Industrial designers.
Clothing designers.
Actors, entertainers, stage managers, producers and directors.
Musicians.
Photographers, camera, sound and video equipment operators.
Professional athletes, sports officials.
Information officers.
Vocational and industrial trainers.
Careers advisers and vocational guidance specialists.
Driving instructors (excluding HGV).
Inspectors of factories, utilities and trading standards.
Other statutory and similar inspectors n.e.c.
Occupational hygienists and safety officers (health and safety).
Other associate professional and technical occupations n.e.c.
Civil Service administrative officers and assistants.
Local government clerical officers and assistants.
Accounts and wages clerks, book-keepers, other financial clerks.
Counter clerks and cashiers.
Debt, rent and other cash collectors.
Filing, computer and other records clerks (including legal conveyancing).
Library assistants/clerks.
Clerks (n.o.s.).
Stores, despatch and production control clerks.
Storekeepers and warehousemen/women.
Medical secretaries.
Legal secretaries.
Typists and word processor operators.
Other secretaries, personal assistants, typists, word processor operators n.e.c.
Receptionists.
Receptionist/telephonists.
Telephone operators.
Radio and telegraph operators, other office communication system operators.
Computer operators, data processing operators, other office machine operators.
Tracers, drawing office assistants.
500 Bricklayers, masons.
501 Roofers, slaters, tilers, sheeters, cladders.
502 Plasterers.
503 Glaziers.
504 Builders, building contractors.
505 Scaffolders, stagers, steeplejacks, riggers.
506 Floorers, floor coverers, carpet fitters and planners, floor and wall tilers.
507 Painters and decorators.
509 Other construction trades n.e.c.
510 Centre, capstan, turret and other lathe setters and setter-operators.
511 Boring and drilling machine setters and setter-operators.
512 Grinding machine setters and setter-operators.
513 Milling machine setters and setter-operators.
514 Press setters and setter-operators.
515 Tool makers, tool fitters and markers-out.
516 Metal working production and maintenance fitters.
517 Precision instrument makers and repairers.
518 Goldsmiths, silversmiths, precious stone workers.
519 Other machine tool setters and setter-operators n.e.c. (including CNC setter-operators).
520 Production fitters (electrical/electronic).
521 Electricians, electrical maintenance fitters.
522 Electrical engineers (not professional).
523 Telephone fitters.
524 Cable jointers, lines repairers.
525 Radio, TV and video engineers.
526 Computer engineers, installation and maintenance.
529 Other electrical/electronic trades n.e.c.
530 Smiths and forge workers.
531 Moulders, core makers, die casters.
532 Plumbers, heating and ventilating engineers and related trades.
533 Sheet metal workers.
534 Metal plate workers, shipwrights, riveters.
535 Steel erectors.
536 Barbenders, steel fixers.
537 Welding trades.
540 Motor mechanics, auto engineers (including road patrol engineers).
541 Coach and vehicle body builders.
542 Vehicle body repairers, panel beaters.
543 Auto electricians.
544 Tyre and exhaust fitters.
550 Weavers.
551 Knitters.
Warp preparers, bleachers, dyers and finishers.
Sewing machinists, menders, darners and embroiderers.
Coach trimmers, upholsterers and mattress makers.
Shoe repairers, leather cutters and sewers, footwear lasters, makers and finishers, other leather making and repairing.
Tailors and dressmakers.
Clothing cutters, milliners, furriers.
Other textiles, garments and related trades n.e.c.
Originators, compositors and print preparers.
Printers.
Bookbinders and print finishers.
Screen printers.
Other printing and related trades n.e.c.
Carpenters and joiners.
Cabinet makers.
Case and box makers.
Pattern makers (moulds).
Other woodworking trades n.e.c.
Bakers, flour confectioners.
Butchers, meat cutters.
Fishmongers, poultry dressers.
Glass product and ceramics makers.
Glass product and ceramics finishers and decorators.
Dental technicians.
Musical instrument makers, piano tuners.
Gardeners, groundsmen/groundswomen.
Horticultural trades.
Coach painters, other spray painters.
Face trained coalmining workers, shotfirers and deputies.
Office machinery mechanics.
Other craft and related occupations n.e.c.
NCOs and other ranks, UK armed forces.
NCOs and other ranks, foreign and Commonwealth armed forces.
Police officers (sergeant and below).
Fire service officers (leading fire officer and below).
Prison service officers (below principal officer).
Customs and excise officers, immigration officers (customs: below chief preventive officer; excise: below surveyor).
Traffic wardens.
Security guards and related occupations.
Other security and protective service occupations n.e.c.
Chefs, cooks.
621 Waiters, waitresses.
622 Bar staff.
630 Travel and flight attendants.
631 Railway station staff.
640 Assistant nurses, nursing auxiliaries.
641 Hospital ward assistants.
642 Ambulance staff.
643 Dental nurses.
644 Care assistants and attendants.
650 Nursery nurses.
651 Playgroup leaders.
652 Educational assistants.
659 Other childcare and related occupations n.e.c.
660 Hairdressers, barbers.
661 Beauticians and related occupations.
670 Domestic housekeepers and related occupations.
671 Housekeepers (non-domestic).
672 caretakers.
673 Launderers, dry cleaners, pressers.
690 Undertakers.
691 Bookmakers.
699 Other personal and protective service occupations n.e.c.
700 Buyers (retail trade).
701 Buyers and purchasing officers (not retail).
702 Importers and exporters.
703 Air, commodity and ship brokers.
710 Technical and wholesale sales representatives.
719 Other sales representatives n.e.c.
720 Sales assistants.
721 Retail cash desk and check-out operators.
722 Petrol pump forecourt attendants.
730 Collector salespersons and credit agents.
731 Roundsmen/women and van salespersons.
732 Market and street traders and assistants.
733 Scrap dealers, scrap metal merchants.
790 Merchandisers.
791 Window dressers, floral arrangers.
792 Telephone salespersons.
800 Bakery and confectionery process operatives.
801 Brewery and vinery process operatives.
802 Tobacco process operatives.
809 Other food, drink and tobacco process operatives n.e.c.
810 Tannery production operatives.
811 Preparatory fibre processors.
812 Spinners, doublers, twisters.
813 Winders, reelers.
814 Other textiles processing operatives.
820 Chemical, gas and petroleum process plant operatives.
821 Paper, wood and related process plant operatives.
822 Cutting and slitting machine operatives (paper products etc).
823 Glass and ceramics furnace operatives, kilnsetters.
824 Rubber process operatives, moulding machine operatives, tyre builders.
825 Plastics process operatives, moulders and extruders.
826 Synthetic fibre makers.
829 Other chemicals, paper, plastics and related process operatives n.e.c.
830 Furnace operatives (metal).
831 Metal drawers.
832 Rollers.
833 Annealers, hardeners, temperers (metal).
834 Electroplaters, galvanisers, colour coaters.
839 Other metal making and treating process operatives n.e.c.
840 Machine tool operatives (including CNC machine tool operatives).
841 Press stamping and automatic machine operatives.
842 Metal polishers.
843 Metal dressing operatives.
844 Shot blasters.
850 Assemblers/lineworkers (electrical/electronic goods).
851 Assemblers/lineworkers (vehicles and other metal goods).
859 Other assemblers/lineworkers n.e.c.
860 Inspectors, viewers and testers (metal and electrical goods).
861 Inspectors, viewers, testers and examiners (other manufactured goods).
862 Packers, bottlers, canners, fillers.
863 Weighers, graders, sorters.
864 Routine laboratory testers.
869 Other routine process operatives n.e.c.
870 Bus inspectors.
871 Road transport depot inspectors and related occupations.
872 Drivers of road goods vehicles.
873 Bus and coach drivers.
874 Taxi, cab drivers and chauffeurs.
875 Bus conductors.
880 Seafarers (merchant navy); barge, lighter and boat operatives.
881 Rail transport inspectors, supervisors and guards.
<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>882</td>
<td>Rail engine drivers and assistants.</td>
</tr>
<tr>
<td>883</td>
<td>Rail signal operatives and crossing keepers.</td>
</tr>
<tr>
<td>884</td>
<td>Shunters and points operatives.</td>
</tr>
<tr>
<td>885</td>
<td>Mechanical plant drivers and operatives (earth moving and civil engineering).</td>
</tr>
<tr>
<td>886</td>
<td>Crane drivers.</td>
</tr>
<tr>
<td>887</td>
<td>Fork lift and mechanical truck drivers.</td>
</tr>
<tr>
<td>889</td>
<td>Other transport and machinery operatives n.e.c.</td>
</tr>
<tr>
<td>890</td>
<td>Washers, screeners and crushers in mines and quarries.</td>
</tr>
<tr>
<td>891</td>
<td>Printing machine minders and assistants.</td>
</tr>
<tr>
<td>892</td>
<td>Water and sewerage plant attendants.</td>
</tr>
<tr>
<td>893</td>
<td>Electrical, energy, boiler and related plant operatives and attendants.</td>
</tr>
<tr>
<td>894</td>
<td>Oilers, greasers, lubricators.</td>
</tr>
<tr>
<td>895</td>
<td>Mains and service pipe layers, pipe jointers.</td>
</tr>
<tr>
<td>896</td>
<td>Construction and related operatives.</td>
</tr>
<tr>
<td>897</td>
<td>Woodworking machine operatives.</td>
</tr>
<tr>
<td>898</td>
<td>Mine (excluding coal) and quarry workers.</td>
</tr>
<tr>
<td>899</td>
<td>Other plant and machine operatives n.e.c.</td>
</tr>
<tr>
<td>900</td>
<td>Farm workers.</td>
</tr>
<tr>
<td>901</td>
<td>Agricultural machinery drivers and operatives.</td>
</tr>
<tr>
<td>902</td>
<td>All other occupations in farming and related.</td>
</tr>
<tr>
<td>903</td>
<td>Fishing and related workers.</td>
</tr>
<tr>
<td>904</td>
<td>Forestry workers.</td>
</tr>
<tr>
<td>910</td>
<td>Coal mine labourers.</td>
</tr>
<tr>
<td>911</td>
<td>Labourers in foundries.</td>
</tr>
<tr>
<td>912</td>
<td>Labourers in engineering and allied trades.</td>
</tr>
<tr>
<td>913</td>
<td>Mates to metal/electrical and related fitters.</td>
</tr>
<tr>
<td>919</td>
<td>Other labourers in making and processing industries n.e.c.</td>
</tr>
<tr>
<td>920</td>
<td>Mates to woodworking trades workers.</td>
</tr>
<tr>
<td>921</td>
<td>Mates to building trades workers.</td>
</tr>
<tr>
<td>922</td>
<td>Rail construction and maintenance workers.</td>
</tr>
<tr>
<td>923</td>
<td>Road construction and maintenance workers.</td>
</tr>
<tr>
<td>924</td>
<td>Paviors, kerb layers.</td>
</tr>
<tr>
<td>929</td>
<td>Other building and civil engineering labourers n.e.c.</td>
</tr>
<tr>
<td>930</td>
<td>Stevedores, dockers.</td>
</tr>
<tr>
<td>931</td>
<td>Goods porters.</td>
</tr>
<tr>
<td>932</td>
<td>Slingers.</td>
</tr>
<tr>
<td>933</td>
<td>Refuse and salvage collectors.</td>
</tr>
<tr>
<td>934</td>
<td>Driver's mates.</td>
</tr>
<tr>
<td>940</td>
<td>Postal workers, mail sorters.</td>
</tr>
<tr>
<td>941</td>
<td>Messengers, couriers.</td>
</tr>
<tr>
<td>950</td>
<td>Hospital porters.</td>
</tr>
<tr>
<td>951</td>
<td>Hotel porters.</td>
</tr>
<tr>
<td>952</td>
<td>Kitchen porters, hands.</td>
</tr>
<tr>
<td>953</td>
<td>Counterhands, catering assistants.</td>
</tr>
<tr>
<td>954</td>
<td>Shelf fillers.</td>
</tr>
</tbody>
</table>
955  Lift and car park attendants.
956  Window cleaners.
957  Road sweepers.
958  Cleaners, domestics.
959  Other occupations in sales and services n.e.c.
990  All other labourers and related workers.
999  All others in miscellaneous occupations n.e.c.

DESCRIPTION

The Occupation code field is used to record the occupation of the student or the student's parent or guardian from the OPCS 1990 Standard Occupational Classification (SOC). It can be derived from the UCAS admissions system for UCAS entrants.

UCAS codes are 4 digit codes. The first digit is a socio-economic indicator. Digits 2, 3 and 4 give the SOC code. SOC codes are given in the valid entries.

NOTES

This field relates to the student on entry to the programme of study. Institutions will have this information sent via the *J from UCAS for students entering through UCAS, including deferred entrants.

UCAS codes 0000 'Not stated', 0007 'Retired', 0008 'Unemployed' and 0009 'Not known' will be accepted as valid entries.

Continuing students from before the re-development of the Student Record for 1998/99 (i.e. field 26, Date of commencement of programme, before 1 August 1998) need not have a social-economic indicator but the SOC code will need to be prefixed with a leading zero. If not available this field should be coded "0009".

This field should be left blank for direct entrants for whom the field is not being completed. Where a SOC code is being provided it should be prefixed with a leading zero.

The new SOC 2000 standard occupational code classification was introduced with the 2001 Census. The new SOC is 4 characters. Students entering through UCAS from 2002/03 will have an associated SOC 2000 code, as well as a single character code indicating the new Social Class based on SOC 2000. For students entering through UCAS this information will be available from UCAS via the *J transaction. These will be recorded in new fields 167/152, Socio-economic classification and 168/153, Occupation code 2.
Field 25, Occupation code, should continue to be used for entrants coded by UCAS prior to 2002 only, i.e. those with a UCAS number year identifier less than 02.

**REASON REQUIRED** To assess the levels and trends in participation by those from various occupational backgrounds.
Field Nr. Field Description Field Abbrev'n Field Length
26 Date of commencement of programme COMDATE 10

STATUS Compulsory.

VALID ENTRIES

Valid entry patterns are: DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.

DESCRIPTION

This is the date of the student’s initial commencement of studies for this programme of study and may relate to a date prior to the current academic/financial year. Exchange-in students should have the date they commenced their studies at the reporting institution.

NOTES

If a student transfers from one HEI to another, the date they entered the current HEI for this qualification aim should be returned in this field.

If an institution returns the date of commencement of programme in the format YYYYMMDD then this date must be left justified.

Relationship with Fields 151/136 Student instance number and Field 30 Year of student on this programme

For a single student instance, the same Student instance number is kept. Field 30, Year of student on this programme, would be expected to increment each year. However there would be no up-dating of Field 26, Date of commencement of programme, nor of other fields giving information on entry to the student instance (e.g. fields 19,21,27,148/133,169/154 - an exception being, if, for example, an error had been found in the information provided in the previous year).

With the commencement of a new student instance, a new Student instance number would be allocated. Field 30, Year of student on this programme, would be expected to be 01. Field 26, Date of commencement of programme, and other fields giving information on entry to the student instance, should all be up-dated (fields 19,21,27,148/133,169/154).

Where a student transfers from one programme of study to another, the date should not be updated if the same Student instance number (NUMHUS) is kept. For example, changes of subject without change of general qualification
aim will not usually reset date of commencement of programme.

Neither should the field be re-set where a student registers for an 'intermediate' qualification aim with the clear intention (acknowledged by both student and institution) that, subject to satisfactory performance, s/he will progress seamlessly (and usually without being awarded the intermediate qualification) onto a 'higher' qualification aim. For example, if a student registers first for an MPhil then switches to a PhD, and this is regarded as normal progression in the institution, such that the same Student instance number is kept, the date of commencement of programme should not be reset.

**EXAMPLE**

1. A student obtains a first degree and then enrols for a one year Masters course. These are two distinct programmes of study at different levels (undergraduate/postgraduate) and therefore would have two Student instance numbers. In this case:
   - field 26, Date of commencement of programme = updated to commencement date of Masters
   - field 72, Year of programme = 1
   - field 30, Year of student on this programme = 1
   - field 21, Highest qualification on entry = updated to 'degree'
   - field 151/136, Student instance number = new number allocated.

2. A student transfers after two years from an HND course to the second year of a degree course (with or without being awarded the HND). The programme may be represented in two different ways, depending on how it is viewed by the institution.

If within the institution this is regarded as a seamless continuation of studies, then it is the same student instance and the same Student instance number is kept and the information on entry fields should not be updated. Field 30, Year of student on this programme, increments by one year. In this case:
   - field 26, Date of commencement of programme = not updated
   - field 72, Year of programme = 2
   - field 30, Year of student on this programme = 3
   - field 21, Highest qualification on entry = not updated
   - field 151/136, Student instance number = not updated.
However, if within the institution this is regarded as two student instances, then a new Student instance number is allocated and the information on entry fields should be updated. Field 30, Year of student on this programme, re-sets to 01. In this case:
field 26, Date of commencement of programme = up-dated to commencement date of degree
field 72, Year of programme = 2
field 30, Year of student on this programme = 1
field 21, Highest qualification on entry = up-dated to HND if appropriate
field 151/136, Student instance number = new number allocated.

When an institution does not have a clear preference between the two methods of reporting the progression to degree via study for an HND, it is recommended that the first method, using a single student instance, is used. This general guidance would also apply to other similar cases.

**REASON REQUIRED** To determine whether the student might be included in a count of students who attended in a particular period.
### Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field</th>
<th>Abbrev’n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>New entrant to HE</td>
<td>ENTRYCDE</td>
<td>1</td>
</tr>
</tbody>
</table>

#### STATUS

Compulsory for HE level students.

#### VALID ENTRIES

1. This is the student's first year on this programme of study and s/he has not previously taken any HE course in the UK.
2. This is the student's first year on this programme of study and s/he has previously attended an HE course in the UK.
3. This is the student's first year on this programme of study but it is not known whether s/he has previously taken any HE course in the UK.
4. This is not the student's first year on this programme of study.

#### DESCRIPTION

The New entrant to HE field is used to indicate if a student has previously studied at HE level in the UK.

#### NOTES

Institutions should request new entrant to HE information directly from students during the enrolment/registration process, and not infer it from field 21, Highest qualification on entry. The DfES are keen to encourage capture of this information directly rather than by inference, and so have offered the following further guidance to reinforce this requirement.

Institutions should ask students a direct question along the lines of: "Have you ever started a higher education course (i.e. above A level or equivalent) in the UK before?"

The outcome of any previous HE study is not relevant to this particular field. This field is very important to the DfES because it is used to identify "initial entrants" and it helps to inform the monitoring of progress towards the Government's HE participation targets.

What is important is whether or not the student is new to HE level courses, not whether the student is new to the HE institution sector. For example, a student who has already taken an HNC or HND at a UK FE college is not a new entrant to HE. HE, for the purposes of this field, is defined as those programmes of study for which the level of instruction is above that of courses leading to GCE 'A' levels, SCE 'Highers' and the Certificate of Sixth Year Studies, ONC and
OND.

Code 4 includes all students who have previously started a course at HE level either at the reporting institution or at another UK institution.

Code 4 should be used for all students who have previously studied at higher education level, at a UK institution, whether or not the course resulted in success.

Overseas students who have previously studied at HE level but not in the UK should be coded 1.

Where a student transfers from one programme of study first year to another, this field should NOT be updated where the studies already completed count towards the current qualification aim and the same Student instance number is kept.

Code 5 should not be used as a standard default but only in cases where the information has been sought but is still unknown.

A blank should be returned in this field for FE level students.

Codes 2 and 3 are ‘Not used’.

**REASON REQUIRED**

To identify new entrants to Higher Education in the UK.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev’n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Special students</td>
<td>SPCSTU</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**  
Compulsory.

**VALID ENTRIES**

1. Entered HE via the SWAP.
2. Entered HE via other access programme excluding SWAP.
3. Incoming SOCRATES/LEONARDO/ERASMUS student - ICP.
4. Incoming TEMPUS student.
5. Incoming LINGUA student.
6. Other incoming exchange or visiting student.
7. Outgoing ERASMUS/SOCRATES student.
8. Incoming SOCRATES/LEONARDO/ERASMUS student - Free mover.
9. Not applicable.
A. Fast-track (ITT).
B. New Technology Institute (NTI).
C. Student Associate Scheme.
D. Fast-track (ITT) and previously completed a Student Associate Scheme.

**DESCRIPTION**

This field is used to indicate the type of student.

**NOTES**

The Glossary gives full titles for these acronyms.

If the qualification for entry was an Access course (other than SWAP) then code 2 should be returned.

Students who are not special students for this programme of study should be returned as a code 9, ‘Not applicable’.

SOCRATES/LEONARDO/ERASMUS students should be split between code 3, 'Incoming SOCRATES/LEONARDO/ERASMUS student - ICP' (Inter College Programme) and code 8, 'Incoming SOCRATES/LEONARDO/ERASMUS student - Free mover'.

A reduced record will be acceptable for incoming exchange and visiting students (codes 3,4,5,6 or 8) - see C03011 Reduced Individualised Student Records for details.

Code A applies to Initial Teacher Training (ITT) students who have passed the national selection process for the fast-track initiative and who are training in ITT on that basis.
Code B New Technology Institute applies only to those HEIs in England.

NTI students are those learners studying full-time or part-time at level 3 or 4 within a variety of curriculum areas associated with the local NTI (New Technology Institute) initiative. These students are also enrolled with the higher education institution and simultaneously registered with a new technology institute.

Code 7 ‘Outgoing ERASMUS student’ allows exchange-out students under the ERASMUS/SOCRATES programmes to be unambiguously identified. Therefore all outgoing ERASMUS/SOCRATES students, whether for part or all of a year, should be coded as 7. Students who are outgoing for the whole year will be separately identified using code 03 in field 67, Fee band.

If a student’s highest qualification on entry is Access (codes 44 and 45) and the student has also entered an outgoing ERASMUS/SOCRATES scheme, then the preference with regard to coding is that if this is the first time the student has been returned to HESA on this programme of study, then codes 1 or 2 take priority over code 7. Once the student has been returned to HESA once then code 7 takes priority over codes 1 or 2.

**REASON REQUIRED**

To monitor the numbers, success rates, etc. for particular groups of interest, such as those who have been on a SWAP course.

To exclude from the figures (where appropriate) certain types of student, for example the ‘imported’ one of a pair of students involved in an exchange.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Teacher reference number</td>
<td>TREFNO</td>
<td>9</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for institutions in England, Scotland and Wales where code 1, 6 or 7 is returned in field 53, Teacher training course identifier, and a relevant qualification is returned in field 37/38, Qualification obtained, or field 161/146, Outcome of ITT programme, is coded 1.

**VALID ENTRIES**

A 6 or 9 character alphanumeric code.

**DESCRIPTION**

For institutions in Scotland, the reference number required is the six digit number allocated to each student prior to course completion of pre-service study programmes for the training of teachers. The first 2 digits denote the expected year of qualification (the last 2 digits of the year).

For institutions in England and Wales, the reference number required is the DfES QTS number allocated to each student prior to course completion. This is a seven digit number the first two digits are the year of issue (e.g. 02 or 03) and the remaining five digits will be in the range 35000 to 79000. The number is prefixed with RP.

**NOTES**

This number will stay with the teacher throughout their career within the teaching profession.

Overseas students not allocated a teacher reference number should be coded 999999999.

A relevant qualification in field 37/38, Qualification obtained, would be code 20 'First degree with Qualified Teacher Status/registration with General Teaching Council' and codes 12 and 13 'PGCE' and 23 'First degree and diploma (to be obtained concurrently)'. A code 20 in field 37/38 would generate an error if field 29, Teacher reference number, is blank and codes 12, 13 or 23 in field 37/38 would generate a warning if field 29, Teacher reference number, is blank.

**REASON REQUIRED**

For Statutory Customers to link, for statistical purposes, the student records collected by HESA with information from other sources, for example the Teacher Flow and the School Census returns in Scotland.

The QTS number allows Statutory Customers linkage.
between the teacher records held by the DfES, the NQT and school questionnaires collected by the TTA and any future CPD undertaken by the teacher.
**Field **  Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev’n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>YEARSTU</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

A number in the range 01 - 39.

**DESCRIPTION**

Used to indicate the year number that the student is in since enrolling for a course/programme leading to the student’s qualification aim (whether or not the intended subject or class has changed). This could be different from the year of course if the student has changed course or retaken a year.

**NOTES**

The year of postgraduate research students should increment on the anniversary of their starting date.

Students whose first term is waived should be deemed to have started when that first term would have started.

This field should not be incremented for periods of dormancy, i.e. codes 63 or 64 in field 70, Mode of study. For example, if a student becomes dormant after their first year of study, and remains out of the system for one year, on resuming their studies they would be returned as Year of student on this programme = 02.

This field should be incremented for a sandwich placement year and both compulsory and optional years out.

In cases where a student has to repeat a year, this field should be incremented.

It is not expected that there would be many students where 'Year of student on this programme' is greater than 10 years.

**Relationship with Fields 151/136, Student instance number, and Field 26, Date of commencement of programme**

For a single student instance, the same Student instance number is kept. Field 30, Year of student on this programme, would be expected to increment each year. However, there would be no updation of Field 26, Date of commencement of programme, nor of other fields giving information on entry to the student instance (fields 19, 21, 26, 27, 148/133, 169/154 - an exception being, if, for
example, an error had been found in the information
provided in the previous year).

With the commencement of a new student instance, a
new Student instance number would be allocated. Field
30, Year of student on this programme, would be expected
to be 01. Field 26, Date of commencement of programme,
and other fields giving information on entry to the student
instance, should all be up-dated (fields
19,21,26,27,148/133,169/154).

Where a student transfers from one programme of study to
another, the year should continue to increment if the same
Student instance number (NUMHUS) is kept. For example,
changes of subject without change of general qualification
aim will not usually reset Year of student on this programme.

Neither should the field be reset where a student registers
for an 'intermediate' qualification aim with the clear
intention (acknowledged by both student and institution)
that, subject to satisfactory performance, s/he will progress
seamlessly (and usually without being awarded the
intermediate qualification) onto a 'higher' qualification aim.
For example, if a student registers first for an MPhil then
switches to a PhD and this is regarded as normal
progression in the institution, such that the same Student
instance number is kept, the Year of student on this
programme should not be reset but continue to increment
by one each year.

**Relationship with field 72, Year of programme:**

In most cases these two fields will be the same. Exceptions
to this will be when a student enters directly to the second
or later year of a programme, or if a student repeats a year
of a programme.

If a course has a foundation year which is integral to the
programme, this should be coded Year of Programme '0',
with the first year of the main part of the course being Year
of Programme '1'. For example students who follow a
foundation year prior to a 3 year degree course will have the pattern

<table>
<thead>
<tr>
<th>Year of Student</th>
<th>Year of Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Field 72, Year of programme, should not increment for students who are writing up, but Field 30, Year of student on this programme, would increment on the anniversary of their starting date.

Programmes of study which are not structured in years may be coded 99 in field 72, Year of programme. However for field 30, Year of student on this programme, students on such programmes should be coded 01, incrementing on the anniversary of their starting date.

Changes of subject without change of general qualification aim will not return the ‘Year of student’ to one, it may or may not return the ‘Year of programme’ to one, depending whether the student does or does not return to year one of a programme as a result.

For students transferring between institutions without changing their qualification aim, field 72, Year of programme, would not be reset unless the transfer results in a change in the time in which it is expected that they will achieve their qualification aim. For example, if the students who transfer go from the second year of their former programme of study to, say, the first year of their new programme of study.

For students who intercalate a second degree (or another qualification) as part of their overall programme of study, for example, medical students, ‘Year of student on programme’ will increment for the year of intercalation. ‘Year of programme’ will be the actual year of the programme for the current qualification aim. For example, a student who follows two years of a medical degree, then intercalates for one year to join the third year of another programme of study to complete a first degree, and then returns to the original programme of study, will in effect do two ‘Year of programme’ 3s. When doing their intercalated year they will be ‘Year of student on programme’ = 3 and ‘Year of programme’ = 3 (for a different programme to the original registration). When returning to their original studies
they will be coded as ‘Year of student on programme’ = 4 and ‘Year of programme’ = 3 (back on the original programme).

**EXAMPLE**

1 A student obtains a first degree and then enrolls for a one year Masters course. These are two distinct programmes of study at different levels (undergraduate/postgraduate) and therefore would have two Student instance numbers. In this case:
- field 26, Date of commencement of programme = updated to commencement date of Masters
- field 72, Year of programme = 1
- field 30, Year of student on this programme = 1
- field 21, Highest qualification on entry = updated to ‘degree’
- field 151/136, Student instance number = new number allocated.

2 A student transfers after two years from an HND course to the second year of a degree course (with or without being awarded the HND). The programme may be represented in two different ways, depending on how it is viewed by the institution.

If within the institution this is regarded as a seamless continuation of studies, then it is the same student instance and the same Student instance number is kept and the information on entry fields should not be updated. Field 30, Year of student on this programme, increments by one year. In this case:
- field 26, Date of commencement of programme = not updated
- field 72, Year of programme = 2
- field 30, Year of student on this programme = 3
- field 21, Highest qualification on entry = not updated
- field 151/136, Student instance number = not updated.

However, if within the institution this is regarded as two student instances, then a new Student instance number is allocated and the information on entry fields should be updated. Field 30, Year of student on this programme, re-sets to 01. In this case:
- field 26, Date of commencement of programme = updated to commencement date of degree
- field 72, Year of programme = 2
- field 30, Year of student on this programme = 1
- field 21, Highest qualification on entry = updated to HND if appropriate
field 151/136, Student instance number = new number allocated.

When an institution does not have a clear preference between the two methods of reporting the progression to degree via study for an HND, it is recommended that the first method, using a single student instance, is used. This general guidance would also apply to other similar cases.

3 A student who enrolled for a degree in mathematics changes to a statistics degree. The student is continuing to study at the same level (undergraduate/postgraduate) at the same institution, so the same Student instance number is kept. Field 30, Year of student on this programme, should not revert to 1. Field 72, Year of programme, may or may not revert to 1, depending on whether the student does or does not return to year one of a programme as a result.

4 A student was enrolled for Honours, but now changes to Ordinary (or vice versa). The student is continuing to study at the same level (undergraduate/postgraduate) at the same institution, so the same Student instance number is kept, so field 30, Year of student on this programme, would not revert to 01.

**REASON REQUIRED**

In conjunction with year of programme identifies, for example, direct entrants to second year, students repeating a year, etc.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Term time accommodation</td>
<td>TTACCOM</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for full-time and sandwich students.

**VALID ENTRIES**

1  Institution maintained property.
2  Parental/Guardian home.
3  Own home.
4  Other.
5  Not known.
6  Not in attendance at the institution.

**DESCRIPTION**

Relates to where the student is living during the current year.

**NOTES**

Full-time for the purpose of this field excludes students on short full-time programmes of study (i.e. those of total length 24 weeks or less).

Institution maintained property includes housing owned by the institution and property leased by the institution and sub-let to students.

Accommodation owned or rented by the student (other than property rented from the institution, code 1) should be coded as 3, Own home.

This information should be collected once per academic year.

If a student is in temporary accommodation at the time of collection but has permanent accommodation agreed, then the planned accommodation should be returned in this field.

Code: 6 ‘Not in attendance at the institution’ to be used for full-time and sandwich students not currently in attendance at the institution for reasons such as industrial placement or language year abroad.

**REASON REQUIRED**

To monitor the changes in student accommodation patterns.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Not used</td>
<td>FINYM</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
Reason for leaving institution/completing programme

**STATUS**
Compulsory for all students who have left the institution or completed their programme of study during the reporting period.

**VALID ENTRIES**
- 01 Successful completion of course.
- 02 Academic failure/ left in bad standing/ not permitted to progress.
- 03 Transferred to another institution.
- 04 Health reasons.
- 05 Death.
- 06 Financial reasons.
- 07 Other personal reasons and dropped out.
- 08 Written off after lapse of time.
- 09 Exclusion.
- 10 Gone into employment.
- 11 Other.
- 12 Redundant HIN.
- 98 Completion of course - result unknown.
- 99 Unknown.

**DESCRIPTION**
The 'Reason for leaving institution/completing programme' field is used to indicate for what reason the student left the institution or particular programme of study detailed in this return.

**NOTES**
The purpose of the new code 12 'Redundant HIN' in field 33 is to allow the record to be 'tidied-up', to improve its potential for linking and tracking. This code should be used in any cases where institutions have incorrectly returned more than one HIN for a student. In these cases, institutions will not be required to give a date left in field 35, Date left institution or completed the programme of study.

Code 12 'Redundant HIN' is currently not available.

Institutions should only complete this field where they are completing a student instance, guidance on when a new student instance is required is given in field 151/136, Student instance number. Normally where a student progresses from one course directly onto another at the same level (e.g. HND to Degree, MPhil to PhD) a new student instance is not required and hence field 33, Reason for leaving
institution/completing programme, would not be completed although field 37, Qualification obtained 1, and field 38 Qualification obtained 2, may be.

Field 33 code 98 'Completion of course - result unknown' implies that there will be further returns for the student - through a dormant record for example - to report results and reason for leaving.

Code 02, 'Academic failure/left in bad standing/not permitted to progress' is considered to be different from simply dropping out, code 07, which may be more closely related to personal reasons. Code 02 is intended to be for a fail at any stage. It is the code to be used for those students who fail assessment at, for example, the end of the first or second year of a three-year course and therefore leave the programme of study, as well as for those students who have un成功fully completed their qualification aim.

Code 08, 'Written off after lapse of time': it is at the institution's discretion whether to write-off an inactive student after a period of time.

Code 09, 'Exclusion' is the breaking of institutional rules, either behavioural or financial.

If a student gains a qualification after completing a programme of study, but not the qualification they were aiming for, then they should be coded in field 33 as 01 'Successful completion of course'. If the student does not complete a programme of study but leaves early with a lower qualification then a different code should be used, such as 07 or 10 or whatever is most appropriate to the student’s circumstances, including ‘inability to progress’, which should be code as 02 'Academic failure/left in bad standing/not permitted to progress' or 11 'Other'.

An entry in this field means that an entry in field 35, Date left, will also be expected.

In most cases qualifications are obtained at the end of a programme of study. Therefore typically where there is a qualification obtained in field(s) 37/38, a reason for leaving the programme of study and a date left the programme of study would be expected. It is recognised, however, that there are a few programmes of study where interim qualifications are actually awarded and so fields 33 and 35 would not be completed.
REASON REQUIRED

To monitor the number of students known to be transferring to other institutions.

For a broad indication of the cited/presumed reason for leaving (while recognising that in many cases there will be no single, simple cause).
STATUS
Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or are funded by LSC or NC-ELWa, i.e. shown as code 1, 3 or 4 in field 6, FE student marker.

VALID ENTRIES
1 The student is continuing or intending to continue, the learning activities leading to the qualification aim.
2 The student has completed all the learning activities leading to the qualification aim.
3 The student has withdrawn from the learning activities leading to the qualification aim.
4 The student has transferred to a new qualification aim. That is the student has withdrawn from this qualification aim and as a direct result has at the same time started studying for another qualification aim.

DESCRIPTION
An indication of the degree of completion of the learning activities leading to the qualification aim.

REASON REQUIRED
To monitor completion rates within the sector.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Date left institution or completed the programme of study</td>
<td>DATELEFT</td>
<td>10</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students who have left the institution or completed their programme of study during the reporting period.

**VALID ENTRIES**

Valid entry patterns are: DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.

**DESCRIPTION**

The date the student left the reporting institution or completed the programme of study.

**NOTES**

Sometimes there will be a delay in knowing whether or not a student has left a programme of study or the institution. Where the precise date of the student’s leaving is not known, the date of the end of the month, term or semester in which the student last attended should be given.

A date is not required in cases where a student transfers from one programme of study to another within the same student instance.

If an institution returns the date left institution or completed programme of study in the format YYYYMMDD then this date must be left justified.

For the purpose of HESA returns, completing a programme of study is defined as being the point at which the taught or structured part of the programme of study, including any formal writing-up period, is completed i.e. once the student is no longer actively following the programme of study, and not any later stage such as, for example, final confirmation of award. This may mean that field 33, Reason for leaving, is completed using code 98 ‘Completion of course - result unknown’.

An entry in this field means that an entry in Field 33, Reason for leaving institution/completing programme, will also be expected.

In most cases qualifications are obtained at the end of a programme of study. Therefore typically where there is a qualification obtained in field(s) 37/38, a reason for leaving the programme of study and a date left the programme of study would be expected. It is recognised, however, that
there are a few programmes of study where interim qualifications are actually awarded and so fields 33 and 35 would not be completed.

**REASON REQUIRED** To determine whether a student might be included in a count of the numbers at a particular date, or attending in a particular period.


<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev’n</th>
<th>Field Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>PROGRESS</td>
<td>Good standing marker</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all FE students at English or Welsh institutions who are following programmes of study at FE level or are funded by LSC or NC-ELWa, i.e. shown as code 1, 3 or 4 in field 6, FE student marker. Not required for any other student.

**VALID ENTRIES**

- 6 FE - Learning aim achieved.
- 7 FE - Partial success.
- 8 FE - No success.
- 9 FE - Study continuing.
- A FE - Learning aim achieved and achievement funding is being claimed.
- B FE - Learning aim achieved and achievement funding is not being claimed.
- C FE - Exam taken but result not yet known.
- D FE - Learning activities are complete but the exam has not yet been taken.
- W FE - The student has transferred to a new learning aim. That is the student has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim.

**DESCRIPTION**

The Good standing marker is used to indicate whether the student achieved the qualification aim, achieved partial success in the qualification aim, or no success.

**NOTES**

Institutions in England cannot use codes W and 6.

Institutions in Wales cannot use codes A-D.

Codes 1-5 are ‘Not used’.

**REASON REQUIRED**

To monitor outcome within the sector.

For LSC to allow calculation of achievement units.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Qualification obtained 1</td>
<td>QUAL1</td>
<td>2</td>
</tr>
<tr>
<td>38</td>
<td>Qualification obtained 2</td>
<td>QUAL2</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Qualification obtained 1 is compulsory for those students who have achieved a qualification, whereas qualification obtained 2 is not compulsory.

**VALID ENTRIES**

- 02 Doctorate degree mainly by research.
- 03 Doctorate degree not mainly by research.
- 04 Masters degree mainly by research.
- 05 Masters degree not mainly by research.
- 06 Postgraduate bachelors degree mainly by research.
- 07 Postgraduate bachelors degree not mainly by research.
- 08 Postgraduate diploma or certificate (not PGCE) not mainly by research.
- 10 Professional qualification at postgraduate level (not PGCE) with or without academic qualification.
- 12 Ordinary PGCE.
- 13 Articled PGCE.
- 14 Postgraduate diploma or certificate (not PGCE) mainly by research.
- 15 Post Registration health and social care courses.
- 18 First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.
- 20 First degree with Qualified Teacher Status/registration with General Teaching Council.
- 21 First degree.
- 22 Enhanced first degree.
- 23 First degree and diploma (to be obtained concurrently).
- 24 Intercalated first degree.
- 25 Professional qualification at undergraduate level, with or without academic qualification.
- 26 Professional qualification for serving school teachers.
- 27 Post degree diploma/certificate at undergraduate level.
- 28 Foundation degree.
- 29 Diploma of Higher Education.
- 30 Certificate of Higher Education.
- 31 Foundation course at HE level.
- 32 Other undergraduate diplomas and certificates.
- 33 Diploma in HE leading towards obtaining eligibility to register to practice with a Health or Social Care
regulatory body.

41 HND.
42 HNC.
43 Other formal HE qualification of less than degree standard.
44 Qualified Teacher Status only (licenced teachers).
45 Teaching Certificate (trained through the medium of Welsh).
51 NVQ/SVQ level 5.
52 NVQ/SVQ level 4.
53 NVQ/SVQ level 3/GNVQ Advanced or equivalent.
54 NVQ/SVQ level 2/GNVQ Intermediate or equivalent.
55 NVQ/SVQ level 1/GNVQ Foundation or equivalent.
61 Institutional undergraduate credit which may be counted towards qualifications contained within codes 02 to 52 (includes CAT Schemes).
62 Institutional postgraduate credit which may be counted towards qualifications contained within codes 02 to 52.
63 Non-accredited and non-approved HE qualification.
71 OND, SCOTVEC National diploma.
72 ONC, SCOTVEC National certificate.
73 City and Guilds.
74 Other non-advanced diploma.
75 Other non-advanced certificate.
76 Other qualification below HE level.
77 Foundation course at FE level.
78 Professional qualification at FE level, with or without academic qualification.
79 Access course (QAA recognised).
80 Access course (not QAA recognised).
81 FE Qualification aim. Repeated programme of study - previously taken at this institution and not achieved.
82 FE Qualification aim. Repeated programme of study - to improve the grade previously achieved at this institution.
83 Welsh for Adults.
84 A/AS levels.
85 GCSE/VCE.
86 FE level credits.
97 No formal undergraduate qualification (advanced/HE).
98 No formal postgraduate qualification (advanced/HE).
99 No formal qualification aim (non-advanced/FE).

DESCRIPTION

The Qualifications obtained are two digit numeric codes denoting the qualification(s) the student has obtained.
Courses coded 15 which lead to a qualification to teach nursing, midwifery or health visiting courses should be coded 2 in field 53, Teacher training course identifier.

All students currently coded 19 in this field should be recoded to 18. In addition those students currently coded 21 ‘First Degree’ whose degrees give eligibility to register with a Health or Social Care regulatory body should also be recoded to 18.

By the end of 2003 the QCA aims to have completed its process of accrediting external awarding bodies (i.e. awarding bodies other than HEIs). It is important that qualifications made by external awarding bodies are distinguished between those with and those without QCA recognition.

After that date, the HEFCE will only fund courses leading to qualifications made by external awarding bodies if they have received the appropriate QCA accreditation, or if the continued funding has been approved as part of transition arrangements. Code 63 should be used for courses that have neither QCA accreditation, nor such approval.

A recognised Access to HE course is one listed under the DfES’s List of Access Courses Preparing Students for Entry to Courses of Higher Education. To qualify for inclusion on the list, an Access course must be validated by an Authorised Validating Agency that has been licensed for the purpose by the Quality Assurance Agency for Higher Education (QAA), under the terms of the QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland. This list is available in hard copy from the DfES and is also recorded on the UCAS Access Courses Database (<A HREF="http://www.ucas.ac.uk/access">http://www.ucas.ac.uk/access</A>). QAA does not validate any Access courses at institutions in Scotland.

Normally the same code would be expected in this field as in field 41, General qualification aim of student.

For some students whose qualification aim may be, for example, first degree but who terminate their studies after a successful second year, occasionally a different qualification such as an HND or DipHE may be awarded. It is the awarded qualification which must be coded here.

Institutions must specifically complete fields 37/38,
Qualification obtained, to give details of any qualifications obtained by the student during the reporting period i.e. for those obtaining awards between 1 August and 31 July an entry is required in field 37 (and potentially also in field 38 if more than one qualification has been obtained). A qualification obtained is not assumed from the qualification aim given in field 41 and code 01 ‘Successful completion of course’ in field 33, Reason for leaving institution/completing programme.

Where only one qualification has been obtained this must be entered in field 37. Field 38 should only be used if there is a second qualification obtained during the reporting period from the same programme of study.

Degrees awarded jointly with another institution can be coded by a single qualification obtained (returned in field 37, Qualification obtained 1, with field 38, Qualification obtained 2, left blank) and by entries in field 47, Awarding body 1, and field 48, Awarding body 2. If there are two qualifications obtained (i.e. entries in field 37, Qualification obtained 1, and field 38, Qualification obtained 2,) then field 47 will be taken as relating to field 37 and field 48 as relating to field 38. If either of these qualifications is awarded jointly then this information will be lost. In these cases, please code awarding body as the reporting institution.

This field may be left blank for FE level students in England and Wales who are coded 6, A or B in field 36, Good standing marker.

Postgraduate professional qualifications are those which, regardless of their level, normally require the possession of a first degree for admission. Undergraduate professional diplomas and certificates should be coded 25. Professional awarding body can be identified in field 47, Awarding body 1, and field 48, Awarding body 2.

Some professional awarding bodies do not currently release results information to institutions. Where this is the case, institutions should leave field 37, Qualification obtained 1, and field 38, Qualification obtained 2, blank and complete field 33, Reason for leaving institution/completing programme, with code 98 'Completion of course - result unknown'. The completion of field 47, Awarding body 1, and field 48, Awarding body 2, is optional.
For code 23 in field 37, it will be assumed that Field 47, Awarding body 1, refers to the first named qualification of the pair and Field 48, Awarding body 2, to the second.

Qualifications should be recorded in the reporting period in which they are obtained.

In most cases qualifications are obtained at the end of a programme of study. Therefore typically where there is a qualification obtained in field(s) 37/38, a reason for leaving the programme of study and a date left the programme of study would be expected. These should be shown in fields 33 and 35 respectively. It is recognised, however, that there are a few programmes of study where interim qualifications are actually awarded and so fields 33 and 35 would not be completed.

An intercalated first degree (code 24) is where students on a first degree, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic, usually to Honours standard. On completion of the intercalated year, the student resumes studies on their original programme of study.

Code 63 will be available for use from 2003/04.

Codes 81 and 82 can only be used by instiutions in England.

Code 19 is ‘Not used’.

**REASON REQUIRED** Indicates the 'output' of the system.
### Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>CLASS</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for those students who have achieved an undergraduate degree qualification. Also compulsory for those students who have achieved a relevant FE qualification (i.e. where a grade is meaningful) at institutions in England and Wales.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>First class honours.</td>
</tr>
<tr>
<td>02</td>
<td>Upper second class honours.</td>
</tr>
<tr>
<td>03</td>
<td>Lower second class honours.</td>
</tr>
<tr>
<td>04</td>
<td>Undivided second class honours.</td>
</tr>
<tr>
<td>05</td>
<td>Third class honours.</td>
</tr>
<tr>
<td>06</td>
<td>Fourth class honours.</td>
</tr>
<tr>
<td>07</td>
<td>Unclassified honours.</td>
</tr>
<tr>
<td>08</td>
<td>Aegrotat (whether to honours or pass).</td>
</tr>
<tr>
<td>09</td>
<td>Pass - degree awarded without honours following an honours course.</td>
</tr>
<tr>
<td>10</td>
<td>Ordinary (to include divisions of ordinary, if any) - degree awarded after following a non-honours course.</td>
</tr>
<tr>
<td>11</td>
<td>General degree - degree awarded after following a non-honours course/degree that was not available to be classified.</td>
</tr>
<tr>
<td>51</td>
<td>A FE.</td>
</tr>
<tr>
<td>52</td>
<td>B FE.</td>
</tr>
<tr>
<td>53</td>
<td>C FE.</td>
</tr>
<tr>
<td>54</td>
<td>D FE.</td>
</tr>
<tr>
<td>55</td>
<td>E FE.</td>
</tr>
<tr>
<td>56</td>
<td>F FE.</td>
</tr>
<tr>
<td>57</td>
<td>G FE.</td>
</tr>
<tr>
<td>61</td>
<td>N FE.</td>
</tr>
<tr>
<td>62</td>
<td>U FE.</td>
</tr>
<tr>
<td>63</td>
<td>X FE.</td>
</tr>
<tr>
<td>64</td>
<td>A* FE.</td>
</tr>
<tr>
<td>65</td>
<td>Y FE.</td>
</tr>
<tr>
<td>71</td>
<td>Pass FE.</td>
</tr>
<tr>
<td>72</td>
<td>Merit FE.</td>
</tr>
<tr>
<td>73</td>
<td>Distinction FE.</td>
</tr>
<tr>
<td>74</td>
<td>Fail FE.</td>
</tr>
<tr>
<td>81</td>
<td>1 FE.</td>
</tr>
<tr>
<td>82</td>
<td>2 FE.</td>
</tr>
<tr>
<td>83</td>
<td>3 FE.</td>
</tr>
<tr>
<td>84</td>
<td>4 FE.</td>
</tr>
<tr>
<td>85</td>
<td>5 FE.</td>
</tr>
</tbody>
</table>
The Classification is used to indicate the qualification class that the student obtained.

Only codes 01-11 should be used for students who have achieved an undergraduate degree qualification.

Enhanced degrees should be coded 07, if not classified.

Medical degrees which are not honours programmes should be coded 10 or 11.

HESA aggregates codes 07, 08, 10 and 11 as "unclassified".

Codes 51-90 are the codes to be used for FE level students in England and Wales. A grade should be returned for all qualifications where the grade is meaningful. Other codes should not be used for FE level students.

Indicates the 'output' of the system from the educational experience.
FIELD  FIELD DESCRIPTION  FIELD  FIELD
Nr.  Field Description  Abbrev'n  Length
40  Programme of study title  PTITLE  80

STATUS  Compulsory.

VALID ENTRIES

Up to 80 textual characters.

DESCRIPTION

The Programme of study title will be determined by the institution. The term 'programme of study title' in this context relates to the complete programme of study leading to the qualification aim referred to in fields 41, General qualification aim of student, and 43, 44 and 45 Subject(s) of qualification aim.

NOTES

Although a compulsory field, this field will not be subject to specific checks regarding its validity. The only validation checks will be that the field contains at least one character.

It is intended that this field can be used by the institution as a cross-check to field 41, General qualification aim of student, and fields 43, 44 and 45 Subject(s) of qualification aim.

REASON REQUIRED

As a cross-reference for identifying programmes of study in case of queries regarding specific student records.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>General qualification aim of student</td>
<td>QUALAIM</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Doctorate degree mainly by research.</td>
</tr>
<tr>
<td>03</td>
<td>Doctorate degree not mainly by research.</td>
</tr>
<tr>
<td>04</td>
<td>Masters degree mainly by research.</td>
</tr>
<tr>
<td>05</td>
<td>Masters degree not mainly by research.</td>
</tr>
<tr>
<td>06</td>
<td>Postgraduate bachelors degree mainly by research.</td>
</tr>
<tr>
<td>07</td>
<td>Postgraduate bachelors degree not mainly by research.</td>
</tr>
<tr>
<td>08</td>
<td>Postgraduate diploma or certificate (not PGCE) not mainly by research.</td>
</tr>
<tr>
<td>10</td>
<td>Professional qualification at postgraduate level (not PGCE) with or without academic qualification.</td>
</tr>
<tr>
<td>12</td>
<td>Ordinary PGCE.</td>
</tr>
<tr>
<td>13</td>
<td>Articled PGCE.</td>
</tr>
<tr>
<td>14</td>
<td>Postgraduate diploma or certificate (not PGCE) mainly by research.</td>
</tr>
<tr>
<td>15</td>
<td>Post Registration health and social care courses.</td>
</tr>
<tr>
<td>18</td>
<td>First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.</td>
</tr>
<tr>
<td>20</td>
<td>First degree with Qualified Teacher Status/registration with General Teaching Council.</td>
</tr>
<tr>
<td>21</td>
<td>First degree.</td>
</tr>
<tr>
<td>22</td>
<td>Enhanced first degree.</td>
</tr>
<tr>
<td>23</td>
<td>First degree and diploma (to be obtained concurrently).</td>
</tr>
<tr>
<td>24</td>
<td>Intercalated first degree.</td>
</tr>
<tr>
<td>25</td>
<td>Professional qualification at undergraduate level, with or without academic qualification.</td>
</tr>
<tr>
<td>26</td>
<td>Professional qualification for serving school teachers.</td>
</tr>
<tr>
<td>27</td>
<td>Post degree diploma/certificate at undergraduate level.</td>
</tr>
<tr>
<td>28</td>
<td>Foundation degree.</td>
</tr>
<tr>
<td>29</td>
<td>Diploma of Higher Education.</td>
</tr>
<tr>
<td>30</td>
<td>Certificate of Higher Education.</td>
</tr>
<tr>
<td>32</td>
<td>Other undergraduate diplomas and certificates.</td>
</tr>
<tr>
<td>33</td>
<td>Diploma in HE leading towards obtaining eligibility to register to practice with a Health or Social Care regulatory body.</td>
</tr>
<tr>
<td>41</td>
<td>HND.</td>
</tr>
<tr>
<td>42</td>
<td>HNC.</td>
</tr>
<tr>
<td>43</td>
<td>Other formal HE qualification of less than degree.</td>
</tr>
</tbody>
</table>
DESCRIPTION

The General qualification aim of student is intended to record the qualification the student hopes to attain as a result of their studies. This will not necessarily be the highest possible level of qualification, but the entry that the student is aiming for at the time. Later possible conversions from sub-degree to degree level (or vice versa) must be ignored here.
Code 15 'Post Registration health and social care courses' will be interpreted by HESA as other undergraduate and should be for health and social care students undertaking continuing professional updating modules. Health and social care students studying for postgraduate qualifications should be coded to the appropriate code in this field and not to code 15. For example, a health and social care studying for a PhD should be coded 02 or 03 as appropriate, rather than 15.

Courses coded 15 which lead to a qualification to teach nursing, midwifery or health visiting courses should be coded 2 in field 53, Teacher training course identifier.

All students currently coded 19 in this field should be recoded to 18. In addition those students currently coded 21 ‘First Degree’ whose degrees give eligibility to register with a Health or Social Care regulatory body should also be recoded to 18.

By the end of 2003 the QCA aims to have completed its process of accrediting external awarding bodies (i.e. awarding bodies other than HEIs). It is important that qualifications made by external awarding bodies are distinguished between those with and those without QCA recognition.

After that date, the HEFCE will only fund courses leading to qualifications made by external awarding bodies if they have received the appropriate QCA accreditation, or if the continued funding has been approved as part of transition arrangements. Code 63 should be used for courses that have neither QCA accreditation, nor such approval.

A recognised Access to HE course is one listed under the DfES's List of Access Courses Preparing Students for Entry to Courses of Higher Education. To qualify for inclusion on the list, an Access course must be validated by an Authorised Validating Agency that has been licensed for the purpose by the Quality Assurance Agency for Higher Education (QAA), under the terms of the QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland. This list is available in hard copy from the DfES and is also recorded on the UCAS Access Courses Database (<A HREF="http://www.ucas.ac.uk/access" >http://www.ucas.ac.uk/access</A>). QAA does not validate any Access courses at institutions in Scotland.
The 'General qualification aim of student' should be coded at the same level (postgraduate, undergraduate, FE) as was shown for the student in the Funding Council HESES/Early Statistics.

Where the institution allows enrolment onto ordinary degrees in addition to honours degrees, the information about which qualification the student obtained will be collected by field 39, Classification.

Higher bachelors degrees at undergraduate level should be coded 21.

Enhanced first degrees (code 22) include Finneston degrees and other "undergraduate masters" degrees, e.g. MEng. Such courses should be coded 22 for every year of the programme of study.

An intercalated first degree (code 24) is where students on a first degree, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic, usually to Honours standard. On completion of the intercalated year, the student resumes studies on their original programme of study.

Code 18 ‘First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.’ will be used in combination with the subject code or codes to identify those degrees which lead to eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.

Code 28 Foundation Degree is intended to cover those programmes which HEIs are running as Foundation Degrees which are consistent with the 'Statement of Design Principles' for Foundation Degrees issued by UUK and SCOP.

Postgraduate professional qualifications are those which, regardless of their level, normally require the possession of a first degree for admission. Undergraduate professional diplomas and certificates should be coded 25. Professional awarding body can be identified in field 47, Awarding body 1, and field 48, Awarding body 2.

Where a student is following a programme of study leading potentially to two or more qualifications concurrently, and
that combination is not specified under valid entries, please return the qualification the code of which is closest to 02.

For HE level students funded by the LSC or NC-ELWa (shown as code 3 'The student is an FE Funding Council funded student studying at HE level' in field 6, FE student marker) both fields 41, General qualification aim of student, and 42, FE general qualification aim of student, must be completed in full.

For FE level students in England and Wales (shown as code 1 'The student is an LSC/NC-ELWa FE funded learner studying at FE level' or code 4 'The student is not an LSC/NC-ELWa FE funded learner but is studying at FE level' in field 6, FE student marker) both fields 41, General qualification aim of student, and 42, FE general qualification aim of student, must be completed. However, code 76 'Other qualification below HE level' may be returned as a default in field 41, General qualification aim of student provided a valid learning aims database reference is given in Field 42 General qualification aim of student, for all FE level students except (a) at institutions in Wales for students on Welsh for Adults courses which should be coded 83 and (b) at institutions in England for FE level students who are repeating the programme of study which should be coded 81 or 82.

FE (E) default code 76 'Other qualification below HE level' will be assumed to be 'Not a repeated programme of study at this institution'.

Certificate in Further Education should be coded 08 if at postgraduate level or 32 if at undergraduate level.

Code 31, 'Foundation course at HE level' is 'Not used'. If the foundation course is not integrated into another qualification, then the course is at FE level. Code 77 'Foundation course at FE level' should be returned in field 41, General qualification aim of student. If the foundation course or year is integrated into another qualification e.g. a first degree, code 21 'First degree' should be returned in field 41, General qualification aim of student.

Foundation courses below HE level should be coded 77 or 99 if the programme of study does not lead to any formal qualification.

Visiting and exchange students taking credit bearing
courses towards their own institution's qualification should be coded 61 or 62, 'Institutional credit'.

Post/Higher Doctorates should not be included in the return.

Code 63 will be available for use from 2003/04.

Codes 81 and 82 can only be used by institutions in England.

Codes 19 and 31 are 'Not used'.

The HESA record for a student studying for a Foundation Degree bridging course should indicate this in field 52, Special programmes, for each academic year during which they are active for the bridging course. The FTE recorded in field 74, Student FTE, should be increased to reflect the additional FTE of the bridging course. Where the bridging course spans two academic years, the first of these academic years should be returned as 'non-standard' in field 153/138, Type of programme year. Where a student is only active for the bridging course during the academic year, they should return field 41, General qualification aim of student, with entry 61, 'Institutional undergraduate credit which may be counted towards qualifications within codes 01 to 52' (i.e. when a student withdraws during or following completion of the course, or where they transfer in from another institution prior to commencing the course). In comparing HESA data to HESES, HEFCE will use the above information to generate two countable years for such students.

EXAMPLE

Where a course leads to an MSc or a postgraduate diploma (depending upon the results of exams/projects/etc.), the general qualification aim should be recorded as 'MSc' unless the student intends only to take the diploma.

With a course leading to an HND, where some of the students may subsequently carry on to take a degree, their current general qualification aim of HND should be recorded.

REASON REQUIRED

To distinguish between courses leading to degrees, HNDs, etc.

To determine student numbers by level.
Key descriptor of the sector used for publications, projections and planning.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field</th>
<th>Field</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td></td>
<td>Abbrev'n</td>
<td>Length</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>FE general qualification aim of student</td>
<td>FEQAIM</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by LSC or NC-ELWa (i.e. shown as code 1, 3 or 4 in field 6, FE student marker.)

**VALID ENTRIES**

This should be the Learning Aims Database (LAD) code. In case of difficulty (e.g. learning aim is not included in the LAD), please refer to LSC or NC-ELWa.

**DESCRIPTION**

The code corresponding to the learning aim as listed on the Learning Aims Database (LAD).

**NOTES**

For internally validated courses not funded by LSC or NC-ELWa, institutions can use the ILR non-specific code of '66666666' to identify these courses in field 42, FE general qualification aim of student.

For HE level students funded by LSC or NC-ELWa (code 3 'The student is an LSC/NC-ELWa funded learner studying at HE level' in field 6, FE student marker) fields 41, General qualification aim of student, 42, FE general qualification aim of student, and 43, Subject(s) of qualification aim, must all be completed.

If (after a discussion with NC-ELWa) a generic code or '6666666' is used within field 42, FE General qualification aim of student, then NC-ELWa requires institutions to also complete field 43, Subject(s) of qualification aim, in order to give detail of the subject area of the qualification.

**REASON REQUIRED**

To monitor qualification aims in the FE sector.
STATUS
Compulsory for all students except FE level students in England and Wales (i.e. compulsory for all students except those coded 1 or 4 in field 6, FE student marker). Also compulsory for FE level students at institutions in Wales in cases where a generic code is used in field 42, FE general qualification aim of student.

VALID ENTRIES
Please refer to the Joint Academic Coding System (JACS) classification of academic subjects.

DESCRIPTION
The subject or subjects appropriate to the current programme of study.

The Subject(s) of qualification aim (fields 43 to 45) are used to designate the subject or subjects appropriate to the current programme of study. The code may change from year to year as a result of a student’s intentions changing or clarifying, but should not be changed to reflect the particular pattern of study, or differing optional modules, within a consistent programme of study.

Alpha character forms the first character of the subject code. The remaining digit or digits are numeric and provide a more detailed subject content breakdown.

NOTES
The Joint Academic Coding of Subjects (JACS) coding frame introduced in 2002/03, replaces HESACODE. This provides for all subjects to be coded according to a common, truly hierarchical, four-character subject code. From 2002/03, the first year of its introduction, JACS will be used substantially in subject representation across the sector, including for provision of quality assurance information.

As a result of the joint UCAS/HESA Subject Code Harmonisation Project, it is intended that at the subject or module level all subjects should be classified within the JACS hierarchical academic subject structure. Therefore the use of JACS codes will be compulsory in completion of Fields in the range 101 - 146 in the HESA Combined Student Record, and Fields 13 and 16 in the HESA Module Record. The generic codes that consist of a subject group and letter and Y000 which can be used in Fields 43 - 46 Subject of
qualification aim to describe a truly interdisciplinary programme, cannot be used in Fields in the range 101 - 146 in the HESA Combined Student Record, and Fields 13 and 16 in the HESA Module Record.

The introduction of the new subject codes will therefore result in institutions returning individual codes in Fields 43-46, with 4 characters of JACS code in each of Fields 43, 44 and 45, as appropriate, and a balance indicator, if relevant, in Field 46. (Note that it will be necessary to left-justify, as the existing field 43, Subject(s) of qualification aim, is 6 characters in length).

The JACS coding frame will also be used for the combined record fields 101-146 Subject area of study, and module fields 13/16, Subject area of study.

For students entering through UCAS this information will be available from UCAS via the *J.

Continuing students (COMDATE before 1 August 2002) will have to be re-coded using the new subject categories; a mapping is available on the HESA WWW page at <A HREF="http://www.hesa.ac.uk/jacs/letter.htm" >http://www.hesa.ac.uk/jacs/letter.htm</A>

Where students are coded using codes in the B group or C8 or L5 groups and are DH funded (field 64, Major source of funding, coded 31, Departments of Health/NHS/Health Authorities), the Department of Health requires that students be coded to the full four digits of JACS where these exist or to three digits otherwise.

The TTA confirmed a policy change to HESA, which affects coding in these fields for Primary ITT students. Ministerial approval was received for removal of the requirement for all trainees to study a primary specialism. This took effect from 1 September 2002, so is relevant from the 02/03 reporting year, and will mean that trainees beginning a new primary course will not have to have a primary specialism, although those on an existing course will need to continue with their specialism.

Due to the variation in the lengths of codes, all returned subject codes will need to be left justified, using space characters (ASCII no. 32) to pad the field when necessary.

For institutions returning in ASCII fixed length format, the field should be padded with trailing spaces (left justified).
This field must be completed for HE level students funded by the LSC or NC-ELWa (code 3 'The student is an FE Funding Council funded student studying at HE level' in field 6, FE student marker).

For FE level students in England and Wales (code 1 'The student is an FE Funding Council funded student studying at FE level' or code 4 'The student is not an FE Funding Council funded student but is studying at FE level' in field 6, FE student marker), for whom field 42, FE general qualification aim of student is completed, a blank should be returned in this field.

However, if a generic code is used within Field 42 'FE General qualification aim of student', then the LSC requires institutions to also complete Field 43 'Subject(s) of qualification aim' in order to give detail of the subject area of the qualification.

For initial teacher training students in England and Wales

The TTA needs to be able to link ITT students in England to the intake target from which the TTA has allocated numbers. In addition, only a subset of JACS codes are appropriate for ITT programmes. The TTA wants to ensure that only appropriate subjects are recorded. There is a similar requirement from HEFCW for ITT students in Wales. At institutions in England and Wales students identified as being initial teacher training students (codes 1, 6 or 7 in field 53, Teacher training course identifier) must be coded using this subset of JACS. Further details are given below.

Primary ITT Programmes (i.e. code 15, 16, 17, 18, 19, 51, 52 or 53 in field 54)


The Teacher Training Agency has published a handbook of guidance and support which is available on the TTA web site at: <A HREF="http://www.canteach.gov.uk/community/itt/require
The requirement on primary programmes to train students in at least one specialism is no longer compulsory.

Students commencing programmes of study after 1 September 2002 who choose not to study a primary specialism should use code X120 in this field and leave fields 44, 45 and 46 blank.

Where trainees continue to study a primary specialism, a valid JACS code should be used in this field as follows:

<table>
<thead>
<tr>
<th>Subject JACS code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art W900</td>
</tr>
<tr>
<td>Design and Technology W200</td>
</tr>
<tr>
<td>English Q300</td>
</tr>
<tr>
<td>Geography L700</td>
</tr>
<tr>
<td>German R200</td>
</tr>
<tr>
<td>History V100</td>
</tr>
<tr>
<td>Information and Communications Technology G500</td>
</tr>
<tr>
<td>Mathematics G100</td>
</tr>
<tr>
<td>Music W300</td>
</tr>
<tr>
<td>Physical Education C600</td>
</tr>
<tr>
<td>Religious Education V600</td>
</tr>
<tr>
<td>Science( Biology, Chemistry, Physics) C100,F100,F300</td>
</tr>
<tr>
<td>Spanish R400</td>
</tr>
<tr>
<td>French R100</td>
</tr>
<tr>
<td>Advanced Study of Early Years X900</td>
</tr>
<tr>
<td>Drama W400</td>
</tr>
<tr>
<td>Dance W500</td>
</tr>
<tr>
<td>Citizenship L230</td>
</tr>
<tr>
<td>PHSE L390</td>
</tr>
</tbody>
</table>

No primary specialism X120 (code available for students commencing programme of study after 1 September 2002 only)

Where the specialism is not restricted to a subject e.g. humanities, JACS code Y000 may be used in this field.

Where a primary specialism is being studied institutions must enter the code of the main specialism in field 43. If a second specialism is offered, institutions should record this in field 44.

Institutions should ensure that codes relating to the subject
the student is funded for are returned. Any institution wishing to enter a code not included in the current subject list should contact the TTA directly.

**Secondary ITT Programmes and ITT Programmes Covering the 7-14 Age Range (i.e. code 24, 25, 26, 54, 55, 56 or 57 in field 54)**

All programmes must train students in at least one specialism. It is essential that this specialism corresponds to the target from which the TTA has allocated numbers. Some Programmes will train students to teach additional specialisms.

**For the specialisms:**
The table below sets out the list of subjects appropriate to secondary ITT programmes with corresponding JACS codes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>JACS code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>W900</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>W200</td>
</tr>
<tr>
<td>English</td>
<td>Q300</td>
</tr>
<tr>
<td>Drama</td>
<td>W400</td>
</tr>
<tr>
<td>Geography</td>
<td>L700</td>
</tr>
<tr>
<td>History</td>
<td>V100</td>
</tr>
<tr>
<td>Information and Communications Technology</td>
<td>G500</td>
</tr>
<tr>
<td>Mathematics</td>
<td>G100</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>R100</td>
</tr>
<tr>
<td>German</td>
<td>R200</td>
</tr>
<tr>
<td>Italian</td>
<td>R300</td>
</tr>
<tr>
<td>Russian</td>
<td>R700</td>
</tr>
<tr>
<td>Spanish</td>
<td>R400</td>
</tr>
<tr>
<td>Welsh</td>
<td>Q560</td>
</tr>
<tr>
<td>Other Modern Languages</td>
<td>R900</td>
</tr>
<tr>
<td>Music</td>
<td>W300</td>
</tr>
<tr>
<td>Business Studies</td>
<td>N100</td>
</tr>
<tr>
<td>Economics</td>
<td>L100</td>
</tr>
<tr>
<td>Social Sciences/Social Studies</td>
<td>L900</td>
</tr>
<tr>
<td>Classics</td>
<td>Q800</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C600</td>
</tr>
<tr>
<td>Religious Education</td>
<td>V600</td>
</tr>
<tr>
<td>Biology</td>
<td>C100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>F100</td>
</tr>
<tr>
<td>Physics</td>
<td>F300</td>
</tr>
<tr>
<td>Combined/General Sciences</td>
<td>C000 F000</td>
</tr>
<tr>
<td>Citizenship</td>
<td>L230</td>
</tr>
<tr>
<td>Vocational - Applied science</td>
<td></td>
</tr>
<tr>
<td>(Applied Biology)</td>
<td>C110</td>
</tr>
<tr>
<td>(Applied Chemistry)</td>
<td>F110</td>
</tr>
<tr>
<td>(Applied Physics)</td>
<td>F310</td>
</tr>
</tbody>
</table>
Vocational - Engineering H900
Vocational - Leisure and tourism N222
Vocational - Applied art and design W990
Vocational - Manufacturing H700
Vocational - Applied ICT G510
Vocational - Health and social care L510
Vocational - Applied business N190

If a second specialism is offered, institutions should record this in field 44. Similarly, if a third specialism is offered, institutions should record this in field 45. HESA will introduce validation checks to ensure that only those codes listed above can be recorded.

Institutions should ensure that codes relating to the subject the student is funded for are returned. Any institution wishing to enter a code not included in the current subject list should contact the TTA directly.

**EXAMPLE**
Ref: JACS coding on `<A HREF="http://www.hesa.ac.uk/jacs/letter.htm" >http://www.hesa.ac.uk/jacs/letter.htm</A>`

**REASON REQUIRED**
To identify the broad qualification aim of students.

To indicate the overall subject of the student’s intended qualification aim.

To identify the appropriate intake target subject and subject specialisms for ITT students.

Key descriptor of the sector used for publications, projections and planning.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>Subject of qualification aim 2</td>
<td>SBJQA2</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory if relevant for all students except FE level students in England and Wales (i.e. compulsory for all students except those coded 1 or 4 in field 6, FE student marker).

**VALID ENTRIES**

Please refer to the JACS classification of academic subjects.

**DESCRIPTION**

The minor subject of study of a major/minor combination programme of study. One of the subjects of study of a balanced combination or triple combination programme of study.

**REASON REQUIRED**

See reasons for field 43, Subject of qualification aim.
Field Description | Field Abbrev'n | Field Length
--- | --- | ---
Subject of qualification aim 3 | SBJQA3 | 4

**STATUS**
Compulsory if relevant for all students except FE level students in England and Wales (i.e. compulsory for all students except those coded 1 or 4 in field 6, FE student marker).

**VALID ENTRIES**
Please refer to the JACS classification of academic subjects.

**DESCRIPTION**
One of the subjects of study of a triple combination programme of study.

**REASON REQUIRED**
See reasons for field 43, Subject of qualification aim.
Field Description

Field | Field Description | Field Abbrev'n | Field Length
--- | --- | --- | ---
46 | Proportion indicator | SBJBID | 1

**STATUS**
Compulsory if Field 44, 'Subject of qualification aim 2' is completed and Field 45 'Subject of qualification aim 3' is blank.

**VALID ENTRIES**
1  Indicates a balanced combination.
2  Indicates a major/minor combination.

**DESCRIPTION**
A balance indicator for programmes of study with two subjects of study.

**REASON REQUIRED**
See reasons for field 43, Subject(s) of qualification aim.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Awarding body 1</td>
<td>AWDBODY1</td>
<td>4</td>
</tr>
<tr>
<td>48</td>
<td>Awarding body 2</td>
<td>AWDBODY2</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**
Not compulsory.

**VALID ENTRIES**
An HE institution from the list in INSTID.

- 4001 Other UK institution.
- 4002 Other Non-UK institution.
- 4003 UK professional examining body.
- 4004 QCA.
- 4005 SQA.
- 4006 Other.
- 4007 Edexcel.

**DESCRIPTION**
A four digit numeric code denoting the awarding body for this qualification aim (as noted in field 41, General qualification aim of student, and fields 43, 44 and 45 Subject(s) of qualification aim). The entries in this field are the qualification awarding body selected (usually the HE institution) from the list in `<A HREF="index.php?option=com_collns&task=show_manuals&Itemid=233&r=03011&f=002"> INSTID </A>` with the addition of the above valid entries.

**NOTES**
Qualifications awarded by the University of London should be coded as 0151.

4003 UK professional examining body includes UK professional bodies such as, for example, the Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Public Finance and Accountancy (CIPFA) and the Chartered Institute of Personnel and Development (CIPD).

4004 QCA includes OCR (Oxford and Cambridge and RSA) Examinations qualifications.

Degrees awarded jointly with another institution can be coded by a single qualification obtained (returned in field 37, Qualification obtained 1, with field 38, Qualification obtained 2, left blank) and by entries in field 47, Awarding body 1, and field 48, Awarding body 2. If there are two qualifications obtained (i.e. entries in field 37, Qualification obtained 1, and field 38, Qualification obtained 2) then field 47 will be taken as relating to field 37 and field 48 as
relating to field 38. If either of these qualifications is awarded jointly then this information will be lost. In these cases, please code awarding body as the reporting institution.

For code 23 in field 37, Qualification obtained 1, it will be assumed that field 47 refers to the first named qualification of the pair and field 48 to the second.

**REASON REQUIRED**

To identify trends in validation arrangements.

To identify trends in professional qualification courses.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Expected length of study programme</td>
<td>SPLENGTH</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Compulsory.

**VALID ENTRIES**  
A number in the range 01 to 99.

**DESCRIPTION**  
This field is used to indicate the normal elapsed time in the units indicated by field 50, Units of length, from the commencement of study, (the first learning/teaching week) to the completion. This will normally include time for examinations relating to this part of the study programme. It does not purport to indicate the amount of study time, learning time or contact time.

**NOTES**  
This should be the length applicable to the programme as a whole even though particular students may have different lengths of study, e.g. because of direct entry into the second year.

Where there are both part-time and full-time students following a programme of study, the expected length of study programme should be the normal length applicable for the mode of study of the student.

Only in cases where there is not a defined normal length for the study programme or the study programme is self-paced with an indefinite length should this field be coded 99.

Validation will ensure that if this field is coded 99, then field 50, Unit of length must be coded 9.

This field includes holiday time.

For postgraduate research students, the extra writing-up period must be ignored. For example, a full-time PhD would typically be coded 3 years.

**EXAMPLE**  
A study programme lasting for two and a half years would be coded 30 months.

**REASON REQUIRED**  
To monitor the change in the nature of HE provision.

To distinguish between different course patterns.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Units of length</td>
<td>UNITLGTH</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

1. Years.
2. Months.
3. Weeks.
4. Days.
5. Hours.
9. Not applicable.

**DESCRIPTION**

This field denotes the units of length associated with field 49, Expected length of study programme.

**NOTES**

Only in cases where field 49, Expected length of study programme, is coded 99, unknown length, may this field be coded 9.

Semesters, trimesters and terms are not of uniform length throughout the sector and should be converted into years/months/weeks.

The lowest appropriate value of UNITLGTH should be used e.g. length should be expressed in terms of years, if appropriate, rather than months.

**REASON REQUIRED**

To monitor the change in the nature of HE provision.

To distinguish between different course patterns.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Vocational level of course</td>
<td>VLEVEL</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.  

**DESCRIPTION**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>Special programmes</td>
<td>SPPRG</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

01  Not a special programme.
07  AIRS.
08  Programme includes intensive short HND/Foundation Degree to Degree bridging course.

**DESCRIPTION**

Identifies students following special programmes.

**NOTES**

It is expected that most students will be following standard programmes and will be returned as code 01, 'Not a special programme'.

CVE, ACCESS and SLDD programmes should be coded 01 'Not a special programme' in field 52, Special programmes.

The Glossary gives full titles for these acronyms.

Scottish Continuing Professional Development courses will be separately identified using code 3 in field 65, Fundability code. Continuing Professional Development courses should be coded 01, 'Not a special programme' in this field.

Codes 02 to 05 and 09 become ‘Not used’. For the purposes of field 52, Special programmes, special programmes are either AIRS or bridging courses.

Where a student is studying a foundation degree bridging course the FTE recorded in field 74, Student FTE, should be increased to reflect this. Where the bridging course spans academic years the load should all be returned in the second academic year, this may differ from the method used for other non-standard academic years. Institutions should also indicate in field 52 Special Programme that the student has studied a foundation degree bridging course in the year in which the FTE is increased. It may be that the inclusion of a foundation degree bridging course means that the year of programme of study becomes non-standard. However, where the year would otherwise have been recorded as a standard academic year the year should still be recorded as such.

Example
A student completes a foundation degree in June 2003 and then undertakes a bridging course from July to September and then joins the final year of a degree which they complete in June 2004.

<table>
<thead>
<tr>
<th>Field</th>
<th>July 2003</th>
<th>July 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALAIM</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>STULOAD</td>
<td>100.0</td>
<td>130.0</td>
</tr>
<tr>
<td>TYPEYR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SPPRG</td>
<td>N/A</td>
<td>08</td>
</tr>
</tbody>
</table>

Where a student only studies a bridging course in the academic year they should return field 41, General qualification aim of a student, with a value of 61, 'Institutional undergraduate credit which may be counted towards qualifications within codes 01 to 52' (that is, when a student withdraws during or following completion of the course, or where they transfer in from another institution before starting the course). Where a student undertakes a foundation degree and bridging course in the same academic year field 153/138, Completion of year of programme of study, should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. Similarly where the student progresses to a degree after completion of the bridging course field 153/138, Completion of year of programme of study should reflect the completion status of the degree.

**REASON REQUIRED**

To identify the various types of special programmes available.
Field | Field Description                        | Field | Field
Nr.   |                                      | Abbrev'n | Length
53    | Teacher training course identifier    | TTCID   | 1

STATUS
Compulsory.

VALID ENTRIES
0       | Not a teacher training course.
1       | On initial or pre-service teacher training course leading to Qualified Teacher Status or to registration as a school teacher with the General Teaching Council for Scotland.
2       | On other initial teacher training course not leading to Qualified Teacher Status nor to registration as a school teacher with the General Teaching Council for Scotland.
3       | Student holding QTS on an in-service/education of teachers (INSET) course.
4       | Student not holding QTS on an in-service/education of teachers (INSET) course.
5       | INSET - not specified.
6       | TTA funded flexible provision (ITT) - student concurrently employed.
7       | TTA funded flexible provision (ITT) - student not concurrently employed.

DESCRIPTION
The Teacher training course identifier is a one digit field completed for students on courses that lead to teacher qualifications. The selection will determine the type of the teacher training.

NOTES
Code 1 includes PGCE, BEd, first degree with Qualified Teacher Status and courses leading concurrently to a degree and to a diploma in Education.

Code 2 includes courses leading to Further Education Teacher Qualification and to Nursing and Midwifery Teacher Qualification.

Codes 3 and 4 can be used only by institutions in England and Northern Ireland.

Code 5 can be used only by institutions in Scotland and Wales.

TTA advise that Code 3 covers all students with QTS, i.e. both serving and non-serving school teachers. Code 4 covers any other student. Therefore for example students on INSET for nursery
nurses/FE teachers/other groups should be coded 3 where the student holds QTS, and should be coded 4 where the student does not hold QTS.

TTA and HEFCE have given a working definition of an INSET course as:
"An INSET/In-service course is one for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. In considering whether this is the purpose of particular course, institutions may wish to consider the content of the course and course literature, including prospectuses and any other marketing material".

TTA advise that employment status in codes 6 and 7 does not have to be teaching related.

Code 7 should be used for those students on TTA funded flexible provision (ITT) where it is not know whether they are concurrently employed or not.

**Reason Required**
To identify teacher training students.
To identify, and distinguish between, initial teacher training students (of various types) and in-service students.
To enable the TTA to differentiate between qualified school teachers and others undertaking in-service/INSET courses for teachers.
To enable the TTA to differentiate between employed and non-employed students on TTA funded flexible provision.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev’n</th>
<th>Field Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>ITTPHSC</td>
<td>ITT phase/scope</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all initial teacher training students in English and Welsh institutions (i.e. shown as code 1, 2, 6 or 7 in field 53 'Teacher training course identifier.)

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Ages</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 8</td>
<td>15</td>
</tr>
<tr>
<td>3 or 5 - 11</td>
<td>16</td>
</tr>
<tr>
<td>3 or 5 - 11, emphasis 7 - 11</td>
<td>16</td>
</tr>
<tr>
<td>3 or 5 - 11, emphasis 3 - 8</td>
<td>17</td>
</tr>
<tr>
<td>3 or 5 - 11, emphasis 5 - 8</td>
<td>18</td>
</tr>
<tr>
<td>7 - 11</td>
<td>19</td>
</tr>
<tr>
<td>11 - 16 or 18</td>
<td>24</td>
</tr>
<tr>
<td>14 - 19</td>
<td>25</td>
</tr>
<tr>
<td>7 - 14</td>
<td>26</td>
</tr>
<tr>
<td>Further education</td>
<td>31</td>
</tr>
<tr>
<td>Other</td>
<td>49</td>
</tr>
<tr>
<td>Foundation Stage and KS1 (age ranges 3 - 8)</td>
<td>51</td>
</tr>
<tr>
<td>Foundation Stage, KS1 and KS2 (age ranges 3 - 11)</td>
<td>52</td>
</tr>
<tr>
<td>KS1 and KS2 (age ranges 5 - 11)</td>
<td>53</td>
</tr>
<tr>
<td>KS2 and KS3 (age ranges 7 - 14)</td>
<td>54</td>
</tr>
<tr>
<td>KS3 and KS4 (age ranges 11 - 16)</td>
<td>55</td>
</tr>
<tr>
<td>KS3, KS4 and post-16 (age ranges 11 - 18)</td>
<td>56</td>
</tr>
<tr>
<td>KS4 and post-16 (age ranges 14 - 19)</td>
<td>57</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

This field describes in more detail the student’s initial teacher training aim.

**NOTES**

For students on initial teacher training courses leading to qualified teacher status, codes 15 - 26 and 51 - 57 should be used.

Codes 15 - 26 can only be used for continuing students with a COMDATE before 1 August 2002.

Codes 51 - 57 can only be used for students with a COMDATE after 31 July 2002.

For students on other initial teacher training courses not leading to qualified teacher status, codes 31 and 49 should be used.

**REASON REQUIRED**

For teacher training policy purposes.

To identify the age ranges covered by the ITT course.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>Bilingual ITT marker</td>
<td>BITTM</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for institutions in Wales, Scotland or Northern Ireland where field 53 ‘Teacher training course identifier’ is coded 1 or 2.

**VALID ENTRIES**

0  Course does not lead to a formal certificate of bilingual education nor is it designed to enable students to teach bilingually.

1  Course does not lead to a formal certificate in bilingual education but is designed to enable students to teach bilingually.

2  Course leads to a formal certificate of bilingual education.

**DESCRIPTION**
The Bilingual ITT marker is a one digit field giving details about the study programme.

**NOTES**
In this context:

Bilingual means English/Welsh for institutions in Wales.

Bilingual means English/Gaelic for institutions in Scotland.

Bilingual means English/Gaelic for institutions in Northern Ireland.

For further guidance on the completion of this field please refer to HEFCW/SE/DELNI.

This field should be left blank for all English institutions.

**REASON REQUIRED**
To indicate the numbers of teachers being trained to teach through the medium of Welsh/Gaelic/Gaelic.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Teaching qualification sought sector</td>
<td>TQSSEC</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for teacher training students at institutions in Scotland or Northern Ireland.

**VALID ENTRIES**
1. Primary.
2. Secondary.
3. Further education/Higher education.
4. Nursing and midwifery.

**DESCRIPTION**
The Teaching qualification sought sector on entry to the course is used by institutions in Scotland or Northern Ireland for all of their teacher training courses and indicates the education sector in which teacher training students are pursuing their teaching qualification.

**NOTES**
Code 1 or 2 should be returned if code 1 is returned in Field 53, Teacher training course identifier.

Code 3 or 4 should be returned if code 2 is returned in Field 53, Teacher training course identifier.

If codes 0, 3, 4 or 5 are returned in field 53, Teacher training course identifier, then this field must be left blank.

**REASON REQUIRED**
For monitoring of teacher training intakes.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Teaching qualification sought subject 1</td>
<td>TQSSUB1</td>
<td>3</td>
</tr>
<tr>
<td>58</td>
<td>Teaching qualification sought subject 2</td>
<td>TQSSUB2</td>
<td>3</td>
</tr>
<tr>
<td>59</td>
<td>Teaching qualification sought subject 3</td>
<td>TQSSUB3</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Subject 1 compulsory for Scottish secondary teacher training students only (coded 2 in field 56, Teaching qualification sought sector). Subjects 2 and 3 not compulsory.

**VALID ENTRIES**

010  English.
020  History.
030  Geography.
040  Modern Studies.
060  Economics (only as a 2nd subject).
070  French.
080  German.
090  Spanish.
091  Italian.
100  Russian.
110  Gaelic.
111  Community languages.
120  Other Modern Language.
130  Classics.
140  Latin.
150  Greek.
160  Mathematics.
161  Computing.
180  Biology with science.
190  Chemistry with science.
200  Physics with science.
220  Art & design.
240  Business Studies.
250  Home Economics.
260  Physical education.
280  Technological/ Technical Education.
290  Music.
301  Drama.
350  Religious Education.
360  Other.
370  Media studies.

**DESCRIPTION**

The Teaching Qualification sought subjects on entry to the course are used by Scottish institutions for courses that lead to teacher qualifications.
NOTES  These fields should be completed only by institutions in Scotland.

REASON REQUIRED  For monitoring of teacher training input.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Teaching qualification gained sector</td>
<td>TQGSEC</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for teacher training students at institutions in Scotland or Northern Ireland who have gained a qualification.

**VALID ENTRIES**

1. Primary.
2. Secondary.
3. Further education/Higher education.
4. Nursing and midwifery.

**DESCRIPTION**

The Teaching qualification gained sector is used by institutions in Scotland or Northern Ireland for students who follow courses that lead to teacher qualifications and indicates the education sector in which teacher training students are pursuing their teaching qualification.

**REASON REQUIRED**

For monitoring of teacher training output.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>Teaching qualification gained subject 1 TQGSUB1</td>
<td>TQGSUB1</td>
<td>3</td>
</tr>
<tr>
<td>62</td>
<td>Teaching qualification gained subject 2 TQGSUB2</td>
<td>TQGSUB2</td>
<td>3</td>
</tr>
<tr>
<td>63</td>
<td>Teaching qualification gained subject 3 TQGSUB3</td>
<td>TQGSUB3</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**
Subject 1 compulsory for Scottish secondary teacher training students who have gained their qualification only (coded 2 in field 60, Teaching qualification gained sector). Subjects 2 and 3 not compulsory.

**VALID ENTRIES**
- 010 English.
- 020 History.
- 030 Geography.
- 040 Modern Studies.
- 060 Economics (only as a 2nd subject).
- 070 French.
- 080 German.
- 090 Spanish.
- 091 Italian.
- 100 Russian.
- 110 Gaelic.
- 111 Community languages.
- 120 Other Modern Language.
- 130 Classics.
- 140 Latin.
- 150 Greek.
- 160 Mathematics.
- 161 Computing.
- 180 Biology with science.
- 190 Chemistry with science.
- 200 Physics with science.
- 220 Art & design.
- 240 Business Studies.
- 250 Home Economics.
- 260 Physical education.
- 280 Technological/ Technical Education.
- 290 Music.
- 301 Drama.
- 350 Religious Education.
- 360 Other.
- 370 Media studies.

**DESCRIPTION**
The Teaching qualification gained subjects are used by Scottish institutions for students that follow courses that lead to teacher qualifications.
NOTES

This field should be completed only by institutions in Scotland.

REASON REQUIRED

For monitoring of teacher training output.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'\n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>Major source of funding</td>
<td>MSFUND</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Compulsory.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev'n</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>HEFCE.</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>HEFCW.</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>SHEFC.</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>DELNI.</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>LSC.</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>NC-ELWa.</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>TTA.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>LEA.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>DfES.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>National Assembly for Wales (NAW).</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Scottish Executive - Enterprise, Transport &amp; Lifelong Learning Department (SE-ETLLD).</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Scottish Executive Environment and Rural Affairs Department (SE-ERAD).</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Department of Agriculture and Rural Development for Northern Ireland (DARD).</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Research Council - Biotechnology &amp; Biological Sciences Research Council (BBSRC).</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Research Council - Medical Research Council (MRC).</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Research Council - Natural Environmental Research Council (NERC).</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Research Council - Engineering &amp; Physical Sciences Research Council (EPSRC).</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Research Council - Economic &amp; Social Research Council (ESRC).</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Research Council - Particle Physics &amp; Astronomy Research Council (PPARC).</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Arts &amp; Humanities Research Board (AHRB).</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Research Council - not specified.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Departments of Health/NHS/Social Care.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Departments of Social Services.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Departments of Employment.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Other HM government departments.</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Armed forces.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Scottish Enterprise Network/Local Enterprise Companies (LECs)/Highland and Islands Enterprise.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>UK public corporation/nationalised industry.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>UK private industry/commerce.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>UK charity (medical).</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>UK charity (other).</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>EU commission (EC).</td>
<td></td>
</tr>
</tbody>
</table>
47 Voluntary organisation.
51 Overseas government or other overseas organisation.
61 Own institution.
62 New deal for young people (aged 18 to 24).
63 New deal for long term unemployed (aged 25+).
64 Private training organisation.
65 European Research Action Scheme for the Mobility of University Students (ERASMUS).
71 Joint between two sources including a funding council.
72 Joint between two bodies excluding a funding council.
73 TEC - YT students (as major source or joint with FE Funding Council).
74 TEC - other (non-YT) students (as major source or joint with FE Funding Council).
76 Youth Credits - YT students (as major source).
77 Youth Credits - non YT students (as major source).
78 Other YT (as major source or joint with FE Funding Council).
79 Link Scheme (as major source or joint with FE Funding Council).
81 Other funding.
83 Overseas learner award from HM Government/British Council.
84 Multinational organisation(non-UK based).
85 Foundation Modern Apprenticeship (formerly known as National Traineeship (NT)).
86 European Social Fund for the first term of the current academic year.
87 European Social Fund for the second and third terms of the current academic year.
88 European Social Fund for all the current academic year.
89 FE Student - New Deal.
91 Funded entirely by student tuition fees.
92 European Regional Development Fund (ERDF).
93 European Agricultural Guidance and Guarantee Fund (EAGGF).
94 Financial Instrument for Fisheries Guidance (FIFG).
95 DWP/Job Centre Plus.
96 Youth Gateway.
97 Youth Access.
98 LEA funding for Adult and Community Learning.
99 LEA funding, other than for Adult and Community Learning.
AA ESF - objective 1.
AB ESF - objective 2.
AC ESF - objective 3.
AD ESF community objectives.

**DESCRIPTION**

The purpose of this field is to indicate the primary source of funding for a programme of study. This field is not necessarily the main source of finance as it excludes the tuition fee element. In the majority of instances, the source of funding will be the appropriate funding council. The predominant source of funding should be selected where there is more than one source.

**NOTES**

The Funding Councils and DELNI fund places for students, most home and EC students being 'fundable' (eligible for funding). All students in the funding cell would be returned as funded.

The guidance for coding non-fundable students on funded courses should be to code to the appropriate funding council in field 64 and code as 2 ‘Not fundable by Funding Council’ in field 65, Fundability code.

Institutions funded by SHEFC should note that their funding from the Council is provided for a total number of student places, and cannot necessarily be related to particular students or to particular study programmes. For example, if funding is provided for 80 student places, and there are 100 students whose places are eligible for funding in that funding cell, one cannot identify 20 particular people as being 'fees only' students. Nor could one identify some of the study programmes which are eligible for funding in that cell as being 'fully-funded' and the rest 'partially funded' or 'unfunded': the funding is for the cell as a whole, not for any specific part of it. All students on programmes which are eligible for funding in the funding cell would be returned with SHEFC shown as the major source of funding, code 03.

Nurses and Midwives at institutions funded by SHEFC who are on courses directly funded through contracts with the Health Authorities should be coded 31. These are primarily courses formerly taught by the Nursing Colleges. Most other Medical, Dentistry, Nursing and Midwifery courses and courses for professions associated with medicine at SHEFC funded institutions, will be funded through SHEFC and students should usually be coded 03.

Code 34 ‘Other HM government departments’ includes local government and non-departmental public bodies (NDPBs) including the British Council and the Royal Society.
Codes 71 and 72 should be interpreted as equal 50:50 funding between two bodies. In cases where the split is not exactly 50:50, the guidance is to code on the basis of the largest source.

Codes 86-88 ‘European Social Fund’ apply to FE level students only. For any students at HE level ‘European Social Fund’ should be coded at 46 ‘EU commission (EC)’.

Code 91 will include some (but not all) ‘cost recovery’ courses, for example, cost recovery courses provided for particular firms might be covered by code 42. Code 91 may also cover a few ‘fees only’ students (in cells for which the institution receives no funding at present).

Codes 73-79 and 83-89 can only be used for students at institutions in England and Wales who are following programmes of study at FE level, i.e. shown as code 1 or 4 in field 6, FE Student marker.

Codes 73-79 and 83-89 are the codes to be used in preference to other codes for FE level students in England and Wales.

‘Joint with FE Funding Council’ in codes 73-79 indicates a source of funding in addition to a FE Funding Council and applies whether the FE Funding Council or the other body is the major source of funding.

**REASON REQUIRED**

Figures for funding purposes by the Funding Councils must exclude provision funded by sources other than the Funding Councils.

To assess the extent to which funding for teaching provision comes from the Funding Councils, from employers, etc.
### Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>Fundability code</td>
<td>FUNDCODE</td>
</tr>
</tbody>
</table>

**STATUS**  Compulsory.

**VALID ENTRIES**

1. Fundable by Funding Council (for institutions in England and N.I. there is the additional clause 'and funds sought').
2. Not fundable by Funding Council.
3. Not eligible for funding (as defined for the SHEFC 'Early Statistics') but is a Continuing Professional Development course (as defined by SHEFC).
4. Fundable by Funding Council but funds not sought (institutions in England and N.I. only).
5. Funded by the Department of Health (institutions in England and N.I. only).
6. Fundable by Teacher Training Agency.

**DESCRIPTION**

This field indicates whether the student is counted as 'fundable', i.e. 'eligible for funding' for the programme of study by the appropriate Funding Council or DELNI. The definition therefore may vary between England, Scotland, Northern Ireland and Wales, in line with their funding methods.

**NOTES**

This field must be coded at the individual student level. Fundable means eligible for funding by the appropriate Funding Council/body, as defined by that Council/body. This field should be consistent with the year's early student statistics returns to the Funding Councils. Eligible students on courses funded by an FE Funding Council should be coded 1 'Fundable by Funding Council'.

For institutions in England and Northern Ireland fundable postgraduate research students in the second (third for part-time) and subsequent years of programme of study are treated as non-fundable in relation to the teaching model on HESES. Such students should have field 65 returned as 1 'Fundable by Funding Council' for all years of programme of study irrespective of how they are returned on HESES. Code 4 should not be used for such students.

Please refer any queries about whether or not students on a particular course/study programme, or students of a
particular type, are eligible for funding to the appropriate Funding Council/body rather than to HESA.

To be consistent with the year's early statistics, field 65, Fundability code, applies to 'eligible for core funding' (in the HESES returns for England, Wales and Northern Ireland) or to 'eligible for funding' (in SHEFC's 'Early Statistics' return). It has been confirmed by the Funding Councils that it is possible for students coded 01-04 in field 64, Major source of funding, to be returned as 2 'Not fundable by Funding Council'. An example of where this is applicable is programmes of study funded through special funding initiatives.

The guidance for coding non-fundable students on funded courses should be to code to the appropriate funding council in field 64, Major source of funding, and code as 2 'Not fundable by Funding Council' in field 65.

Code 3 is for use by institutions in Scotland only. Where code 3 is applicable it should be used in preference to code 2.

Code 7 'Fundable by Teacher Training Agency' is not available for Welsh institutions.

Institutions funded by SHEFC should note that a particular funding cell may have 100 'fundable' students, but the Funding Council may provide funding for only 80 student places in that cell. Provided that they satisfy the conditions for being counted in the 'Early Statistics' figures, all 100 students should be identified as eligible for funding; one cannot say which of them were 'fees only' students, as the funding relates to the cell as a whole.

For institutions in England, where the major source of funding for the course is HEFCE, but there is another source funding a certain number of places then this number of places must be shown as non-fundable in field 65. In most cases, it is expected that it will be clear from payment of tuition fees which individual student places are being funded from another source and so are not fundable by HEFCE. For the small number of cases where this is not so, institutions shall have the discretion as to which individual students to return as fundable, and which as not fundable, provided that the total student numbers conform to the split between fundable and non-fundable places.
EXAMPLE  A non-EC overseas student is an example of a particular student who is not eligible for funding, even though the course/programme of study that they are following has funding for student places.

This should be consistent with the HESES and Early Statistics Returns.

REASON REQUIRED  To provide a cross check against aggregate early student statistics returns.

To identify clearly for England and Northern Ireland the nursing and midwifery students funded by the Department of Health. This is required to calculate the transfer of funding from HEFCE/DELNI to the Department of Health.

To identify clearly for HEFCE and DELNI for which fundable students funds are sought.

To identify clearly for England and Wales the teacher training students fundable by the Teacher Training Agency.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td>Fee eligibility</td>
<td>FEEELIG</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

1. Eligible to pay home fees.
2. Not eligible to pay home fees.
3. Eligibility to pay home fees not assessed.

**DESCRIPTION**

The fee eligibility of the student is to distinguish those students who are eligible to pay home fees from those who are not, in cases where there are separate levels of fees for 'home' students and for 'others'.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J* transaction. Note however that this should be over-written once the institution has decided fee status.

Channel Islands and Isle of Man domiciled students should be coded as code 2 'Not eligible to pay home fees'.

Code 3 may be used for all courses or programmes of study for which the concept of 'home fees' does not apply. Typical examples would be students on most part-time or FE level or full cost-recovery courses.

Code 3 may be used for incoming exchange students.

The allocation of a student to a particular fee eligibility category should be consistent with the treatment in the HESES/Early Statistics return.

**REASON REQUIRED**

For the financial planning of the HE sector.

For updating PES calculations and for funding calculations: only Home (UK)/EC student numbers are eligible for Funding Council funding.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>Fee band</td>
<td></td>
<td>FEEBAND</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Compulsory.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Prescribed undergraduate fee, full fee.</td>
</tr>
<tr>
<td>02</td>
<td>Prescribed undergraduate fee, half fee.</td>
</tr>
<tr>
<td>03</td>
<td>Prescribed undergraduate fee, zero fee.</td>
</tr>
<tr>
<td>41</td>
<td>Postgraduate.</td>
</tr>
<tr>
<td>42</td>
<td>Half postgraduate fee.</td>
</tr>
<tr>
<td>51</td>
<td>Other fee which is a proportion of a prescribed fee, e.g. if set at 1/4 of a prescribed fee.</td>
</tr>
<tr>
<td>99</td>
<td>No fee band.</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

To record the fee band level.

**NOTES**

For institutions in Scotland, the code in field 67 should indicate the fee band for the course of study which is recorded in this return for the student, irrespective of the source of the payment. For example, if the course attracts a full prescribed undergraduate fee, this should be recorded even if the individual student pays all or part of the fee. Code 99 should be used if the course does not have a prescribed fee, for example, in the case of one of the part-time modes of study.

For institutions in England, Wales and Northern Ireland this field should record the fee actually charged in respect of the student irrespective of who pays the fee. For example if the fee charged is the prescribed amount and half of this is paid by the student and half by government sources this should be recorded as code 01. If the course would normally be expected to attract a prescribed fee but part of the fee is waived or a top-up fee is charged this should be recorded as 99 "no fee band". If however a prescribed fee is charged but not collected this should be recorded as 01 or 02. For courses where no prescribed fee exists, for example non-ITT part-time courses, codes 01 and 02 should not be used even if the fee charged is at the prescribed amount. Courses where no prescribed fee exists should be coded 99 'No fee band'.

Code 41 'Postgraduate' should be used if the fees for the year are at the standard rate paid by the research councils. Code 42 'Half postgraduate fee' should be used if the fees are half this amount. In 2003-04 the standard fees
paid by research councils are £2,940, the level of these fees changes annually. Institutions are informed of the current fees each year by the funding bodies. Code 99 should be used when some other arbitrary amount is charged.

Code 03 ‘Prescribed undergraduate fee, zero fee’ allows for further consistency in the coding of ERASMUS/SOCRATES students. Whole year outgoing ERASMUS/SOCRATES students will be identified using field 28, Special students, code 7 ‘Outgoing ERASMUS/SOCRATES student’ and field 67, Fee band, code 03, ‘Prescribed undergraduate fee, zero fee’.

**REASON REQUIRED**  See reasons for field 66, Fee eligibility.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Major source of tuition fees</td>
<td>MSTUFEE</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

01  No award or financial backing.
02  Award assessed by English or Welsh LEA and paid in full by LEA or by the SLC (includes EU students assessed by DFES).
03  Paid in full by Student Awards Agency for Scotland (SAAS).
04  Paid in full by DELNI/Northern Ireland Education & Library Boards (via Student Loans Company).
05  Institutional waiver of support costs.
06  Local Government - Channel Islands and Isle of Man/Scottish FE Bursaries.
07  Fee waiver under government unemployed students scheme.
08  British Academy.
09  Fees paid under part-time graduate apprentice study programme.
11  Research Council - Biotechnology & Biological Sciences Research Council (BBSRC).
12  Research Council - Medical Research Council (MRC).
13  Research Council - Natural Environmental Research Council (NERC).
14  Research Council - Engineering & Physical Sciences Research Council (EPSRC).
15  Research Council - Economic & Social Research Council (ESRC).
16  Research Council - Particle Physics & Astronomy Research Council (PPARC).
17  Arts & Humanities Research Board (AHRB).
19  Research Council - not specified.
21  Charitable foundation.
22  International agency.
31  Departments of Health/NHS/Social Care.
32  Departments of Social Services.
33  DIES.
34  Other HM government departments/public bodies.
35  Scholarship of HM forces.
36  Scottish Enterprise Network/Highlands & Islands Enterprise/Local Enterprise Companies (LECs).
37  LEA training grants scheme.
38  Department of Agriculture & Rural Development for Northern Ireland (DARD).
Scottish Local Authority - discretionary award.
EU Commission (EC).
Overseas student award from HM government/British Council.
Overseas government.
Overseas Development Administration.
Overseas institution.
Overseas industry or commerce.
Other overseas funding.
Other overseas - repayable loan.
Mix of student and SLC (following assessment by English or Welsh LEA or DfEE for EU students studying in England).
Mix of student and Student Awards Agency for Scotland (SAAS).
Mix of student and DELNI/Northern Ireland Education & Library Boards (via Student Loans Company).
UK industry/commerce.
Absent for year.
Student's employer.
FE student - New Deal.
Other.
No fees.
Not known.

**DESCRIPTION**

The purpose of this field is to indicate the major source of tuition fees for the student where this is known. The predominant source should be selected where there is more than one source of award or financial backing.

**NOTES**

Mandatory award holders should be included in codes 02, 03, 04, 52, 53 and 54. Students eligible for mandatory awards but assessed to pay the full fee themselves should be included in code 01.

Code 01: No award or financial backing, pay own fees. Students who are financially assessed by an LEA/SAAS/DELNI/NI Education and Library Boards to pay the full fee themselves (i.e. no public support for fees) should be included here. This code should only be used where there is no award or financial backing at all. Where there is some award or financial backing, even if this is the minor source compared with the contribution of the student, then the coding should reflect the source of the award or financial backing.

Codes 02-04 includes those students whose fee is met in full by the body shown. In the case of payments by the SLC,
students should be recorded against the body which made the financial assessment: code 02 for students from England and Wales and for EU students studying in England and Wales or code 04 for students from Northern Ireland and EU students studying in Northern Ireland. Where the financial assessment has resulted in the fee being partly paid by the public body shown in codes 02-04 and partly by the student or their families, the student should be included in either codes 52, 53 or 54 regardless of which contribution is the greater. Code 02 includes students aged under 19 who pay registration fees only. Code 02 excludes LEA acting as employer.

Students in exempt years from liability to pay fees should be coded 02, 03 or 04 as appropriate.

Code 05 ‘Institutional waiver of support costs’ includes University Scholarships or awards of current institution.

Code 07 ‘Fee waiver under government unemployment students scheme’ is to cover the proposal that part-time students who are in employment at the start of a course but who become unemployed during it may have their fees waived - possibly subject to means testing. Institutions will be able to reclaim from Funding Councils.

Code 09 covers cases where fee remission is granted to employees of small and medium sized businesses who are studying part-time towards an HE qualification as part of a recognised Graduate Apprenticeship.

Code 31 ‘Departments of Health/NHS/Social Care’.

Any student whose fees are directly paid by NAW should be included in code 34 ‘Other HM government departments/public bodies’.

Code 41 ‘EU Commission (EC)’ applies specifically to the EU Commission.

In codes 42-48 ‘overseas’ means ‘non-UK’.

Code 42 ‘Overseas student award from HM government/British Council’ includes the Association of Commonwealth Universities and the Overseas Research Students Awards Scheme.

Code 81, ‘Student's Employer’ should be used in preference to other codes if it is known that the major source of tuition
fees is the student's employer. Codes such as 61, 'UK industry/commerce' and 34, 'Other HM government departments/public bodies' therefore apply where these are the sponsor of the student rather than their employer.

Incoming Erasmus, Tempus and other exchange students should be coded 98 'No fees'.

The code closest to 05 should be returned if there is a 50/50 split on the source of tuition fees.

**REASON REQUIRED**

To assist in PES calculations.

To observe the numbers of 'self-financing' students for policy matters.

To analyse those receiving awards.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>Not used</td>
<td>TARUNIT</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**: Not used.

**VALID ENTRIES**: 

**NOTES**: Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev’n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Mode of study</td>
<td>2</td>
</tr>
</tbody>
</table>

### STATUS
Compulsory.

### VALID ENTRIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Full-time according to Funding Council definitions.</td>
</tr>
<tr>
<td>02</td>
<td>Other full-time.</td>
</tr>
<tr>
<td>12</td>
<td>FE students, full-time 30 weeks or more.</td>
</tr>
<tr>
<td>13</td>
<td>FE students, full-time 4-29 weeks.</td>
</tr>
<tr>
<td>14</td>
<td>FE students, full-time less than 4 weeks.</td>
</tr>
<tr>
<td>23</td>
<td>Sandwich (thick) according to Funding Council definitions.</td>
</tr>
<tr>
<td>24</td>
<td>Sandwich (thin) according to Funding Council definitions.</td>
</tr>
<tr>
<td>25</td>
<td>Other sandwich course/programme.</td>
</tr>
<tr>
<td>31</td>
<td>Part-time.</td>
</tr>
<tr>
<td>32</td>
<td>FE students, Block release.</td>
</tr>
<tr>
<td>33</td>
<td>FE students, Part-time, released from employment.</td>
</tr>
<tr>
<td>34</td>
<td>FE students, Part-time, not released from employment.</td>
</tr>
<tr>
<td>35</td>
<td>FE students, Evening only.</td>
</tr>
<tr>
<td>36</td>
<td>FE students - open or distance learning.</td>
</tr>
<tr>
<td>37</td>
<td>FE students- accredited by prior experience and learning, APL/APEL.</td>
</tr>
<tr>
<td>38</td>
<td>Structured part-time (institutions in Scotland).</td>
</tr>
<tr>
<td>39</td>
<td>Other part-time (institutions in Scotland).</td>
</tr>
<tr>
<td>43</td>
<td>Writing-up - previously full-time.</td>
</tr>
<tr>
<td>44</td>
<td>Writing-up - previously part-time.</td>
</tr>
<tr>
<td>51</td>
<td>Sabbatical.</td>
</tr>
<tr>
<td>52</td>
<td>Optional year out - study related.</td>
</tr>
<tr>
<td>53</td>
<td>Compulsory year out - study related.</td>
</tr>
<tr>
<td>63</td>
<td>Dormant - previously full-time.</td>
</tr>
<tr>
<td>64</td>
<td>Dormant - previously part-time.</td>
</tr>
<tr>
<td>65</td>
<td>FE students Continuous delivery, day/daytime.</td>
</tr>
<tr>
<td>66</td>
<td>FE students Continuous delivery, evening only.</td>
</tr>
<tr>
<td>67</td>
<td>FE students Continuous delivery in the workplace.</td>
</tr>
<tr>
<td>68</td>
<td>FE students Continuous delivery undefined.</td>
</tr>
<tr>
<td>69</td>
<td>FE students Sandwich.</td>
</tr>
</tbody>
</table>

### DESCRIPTION
The Mode of study field will indicate the method by which a student is being taught their study programme.

### NOTES
With reference to code 01, the Funding Councils have agreed that a common definition of full-time is that years of programme of study must involve a minimum of 24 weeks study (note that this definition does not apply to full-time final year students in institutions in Wales). Each Funding
Council may also have further additional conditions. HESA will apply the 24 week rule to its definition of full-time in publications i.e. full-time will be all those students coded 01 in field 70, together with all those students coded 02 and whose expected length of study (fields 49 and 50) is over 24 weeks.

With reference to codes 23 and 24, these programmes are covered by the definition of sandwich under the award regulations as set out by the Funding Council. Years of programme of study must involve a minimum of 24 weeks study/placement. HESA's definition of sandwich students will be all those students coded 23 or 24 in field 70, together with all those students coded 25 and whose expected length of study (fields 49 and 50) is over 24 weeks.

Code 23, Thick sandwich students are those for which an industrial (or other) placement causes a continuous absence from full-time study of at least one academic year. A record must be returned for every student enrolled on a sandwich course irrespective of whether they are in attendance at the institution or engaged in industrial training. Students should be coded as sandwich for every year of the course and not just those in which industrial experience takes place. The students who are actually out on placement can be identified via field 71, Location of study.

Code 24, A thin sandwich must involve the student in an average of more than 21 hours study a week for a minimum of 24 weeks study/placement.

Students who are actively writing-up are not considered to be dormant by HESA. A record is required for such students, with field 70, Mode of study, coded as 43 or 44 'Writing up'.

Code 51 should be used for students on sabbatical years e.g. holding Student Union office.

Codes 52 and 53 should only be used for study related years out which count towards the Qualification Aim. Language years out that are not classed as thick sandwich programmes should be coded 53 in the year the student is abroad.

Years out for any other reason should be coded 63 or 64, Dormant.
Codes 65, 66, 68 and 69 are available to both English and Welsh institutions.

Code 67 is only available for Welsh institutions.

Students who become dormant part way through the reporting year will need a full HESA record in the July data collection reflecting their status whilst active (i.e. the position that applied just before they became dormant). Field 70, Mode of study, should be their mode of study whilst active (and not code 63 or 64 'Dormant' which should only be used for students who are dormant for the whole reporting period). Field 74, Student FTE, should potentially be reduced to reflect the fact that the student was not active for the whole reporting period.

Any students with a mode of study 63 or 64 'Dormant’ will be excluded from the HESA standard registration population used for analysis purposes. A record is not required for such students except in the case where awards have been made to students from dormant status. Institutions with awards made in a reporting period to students not active in in the reporting period should include a record for these students in the reporting period July data collection, showing mode of study 63 or 64 ‘dormant’. This may either be via a full record (all fields will be validated and Student FTE must be 000.0) or through a reduced record for dormant students (only the specified fields will be validated and Student FTE will be assumed to be 000.0) - see dormant students reduced record C03011 Reduced Individualised Student Records.

Codes for dormant can be used only if the student was not actively following a programme of study at anytime during the reporting period.

A student who was actively following a programme of study at sometime during the reporting period but who has now suspended studies, will have an active mode of study and will be identified through the field 152/137, Student suspending active studies, (NOTACT).

The use of the specific full-time codes 12 to 14 is compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by LSC or NC-ELWa.

Code 31, 'Part-time' is assumed to include all the specific
types of part-time study detailed in codes 32 to 35. The use of the specific part-time codes 32 to 35 (not the generic part-time code 31) is compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by LSC or NC-ELWa. In all other cases whether institutions in England, Wales or Northern Ireland use of the generic or the specific part-time codes is optional.

Institutions in Scotland should use part-time codes 38 or 39.

Codes 12 -14 and 32 - 37 can only be used by institutions in England and Wales.

When using the specific part-time codes, if there is uncertainty about whether a student is released from employment, code as 34, 'Part-time, not-released from employment'.

Supervised postgraduate students working away from the institution should be coded as 34, 'Part-time, not released from employment'.

Code 32, Block release students are those who attend full-time for a period less than 24 weeks per academic/financial year and where study, i) is broken by a period of industrial training or employment and  
ii) may be additional to study on one or two days a week during another part of the session.

FE students at institutions in England and Wales only may have code 36, 'FE students - open or distance learning'. All other distance learning students should be coded according to their individual mode/pattern of study, e.g. full-time or part-time.

FE students at institutions in England and Wales only may have code 37 FE students - accredited by prior experience and learning, APL/APEL.

Part-time courses/programmes of study which involve a mixture of day and evening attendance should be recorded under whichever of codes 32-34 is most appropriate, e.g. a day release course which also involves evening attendance should be coded '33' 'Twilight only' courses should be counted as 'evening only' and coded '35'.

Where a student has changed their mode of study within the reporting period, the record should show the current or latest position.

**REASON REQUIRED**

To distinguish between, e.g. full-time and part-time students.

To obtain the numbers, e.g. taking a year out, or on a thick sandwich year or a language course year abroad, etc. These are/can be treated in different ways for funding purposes.

Codes 43 and 44 allow HESA to include in the Destination Target Populations only those writing-up students whose mode was previously full-time. Codes 63 and 64 allow HESA to identify the mode of study of students prior to becoming Dormant.

Key descriptor of the sector used for publications, projections and planning.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>Location of study</td>
<td>LOCSDY</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

6  Distance Learning - UK based student.
7  Student studying for the whole of their programme of study (to date) outside of the UK.
A  NVQ delivered fully by an institution outside the workplace.
B  NVQ delivered jointly by an institution and an employer.
C  NVQ delivered entirely in the workplace.
D  On industrial placement for the year as a whole.
E  On industrial placement for a proportion of the year.
F  On study year abroad for the year as a whole.
G  On study year abroad for a proportion of the year.
H  Classroom.
J  Workshop.
K  Workplace.
M  e-Learning.
N  Drop in/Open learning centre.
P  APL.
Q  WBL provider-centre based.
R  Other.
X  At returning and/or franchised institution for whole year.

**DESCRIPTION**

This field describes the location at which the student is studying.

**NOTES**

Institutions are now strongly encouraged to return any student studying for the whole of their programme of study outside the UK. These students should be identified using code 7 ‘Student studying for the whole of their programme of study (to date) outside of the UK’ in this field. A reduced return has been introduced in order to increase coverage of the record to include these students. The status of this request for information is that it is not currently a condition of funding, except where the students are funded by the relevant funding council.

As codes 1 - 5 and 8 have become ‘Not used’, continuing students will have to be re-coded using new field 165/150, Collaboration/Franchising, and field 71, Location of study.
Location of study - The studies described should relate to the FTE reported in field 74, Student FTE, which in turn are described in detail in fields 100-147/85-100.

Codes A - C and H - R can be used only for FE students at institutions in England and Wales.

Code E, 'On industrial placement for a proportion of the year' should be used where the student undertakes a full-time placement lasting for at least 10 weeks. Where a student undertakes a placement on a part-time basis this should only be included if, when summed, it is equivalent to 10 weeks full-time work.

Where both code E 'On industrial placement for a proportion of the year' and code G 'On study year abroad for a proportion of the year' apply in the same academic year, code E 'On industrial placement for a proportion of the year' should be used in preference to code G 'On study year abroad for a proportion of the year'.

REASON REQUIRED

In order to provide information about the location and patterns of study.

To provide information about students studying overseas.

To provide a measure of the numbers of students on industrial placements or study years abroad during the reporting period.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>Year of programme</td>
<td>YEARPRG</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

A number in the range 00 - 99.

**DESCRIPTION**

Used to indicate the year number of the programme that the student is currently studying. This could be different from the year of student if the student has changed course/programme or re-taken a year.

**NOTES**

For further details of the inter-relationship between field 30 and field 72, please see notes in field 30, Year of student on this programme.

Courses of less than one year should be coded 01 in this field.

Institutions may return code 99 if the programme structure does not enable Year of programme to be derived.

In those instances where foundation years are integral to degree programmes, the foundation year should be shown as Year 00 (zero) in field 72, Year of programme, and Qualification Aim ‘degree’ in field 41, General qualification aim of student. This will allow a clear distinction to be made between stand-alone Foundation courses and those which are integral to degree programmes.

Field 72, Year of programme, should not increment for students who are writing-up, but field 30, Year of student on this programme, would increment on the anniversary of their starting date.

Year of programme of study should be incremented for each year of a course a student studies. Therefore, where students do not repeat any studies, year of programme of study will increment each reporting year. In particular, where students study full-time courses on a part-time basis the year of programme of study should still increment every year. For example, if a student is studying a degree normally taken full-time over 3 years, over 6 years part-time, the year of programme of study should start at 1 and increase each reporting year to 6.
REASON REQUIRED  In conjunction with year of student, this field identifies, for example, direct entrants to second year, students repeating a year, etc.
Field Nr. | Field Description | Abbrev'n | Length
---|---|---|---
73 | Length of current year of programme | YEARLGTH | 2

**STATUS**
Compulsory for institutions in Wales and Scotland only.

**VALID ENTRIES**
A number in the range 01 to 99. (98 denotes unknown length, 99 not a Scottish or Welsh institution.).

**DESCRIPTION**
This field is used to indicate the normal number of weeks (excluding holidays and placements) from the commencement of study, the first teaching week, to the completion within the current year of the course/programme. It does not purport to indicate the amount of study time or contact time. The field should reflect the length of the whole of the current year of the course/programme and not just the part which is in the current reporting period 1 August - 31 July.

**NOTES**
The value should exclude holidays and placements.

For institutions in Scotland, only in cases where there is not a defined normal length for the year of the study programme may this field be coded 98.

Years of programme of study out on placement should be coded 98.

**REASON REQUIRED**
To monitor the change in the nature of HE provision.

To enable HEFCW to specify the HESES in terms of HESA definitions.
Field                      Description
74                      Student FTE

STATUS                      Compulsory.

VALID ENTRIES

A percentage in the range 000.0 to 300.0. Please see the 'Notes of Guidance' for a description of the format.

DESCRIPTION

Student FTE represents the institution's best academic judgement of the full-time equivalence of the student (for this record) during the reporting year 1 August - 31 July.

NOTES

Full-time, full year students would normally be returned as 100.00 and part-time students returned as a proportion of an equivalent full-time course. Comparisons and weightings of different full-time, full year programmes of study are not expected. The proportion of part-time study can be estimated on either a 'time' or a 'credit' basis.

Please see C03011 Supplementary Information relating to Field 74, Student FTE for further detailed notes.

Where a student is studying a foundation degree bridging course the FTE recorded in field 74, Student FTE, should be increased to reflect this. Where the bridging course spans academic years the load should all be returned in the second academic year, this may differ from the method used for other non-standard academic years. Institutions should also indicate in field 52 Special Programme that the student has studied a foundation degree bridging course in the year in which the FTE is increased. It may be that the inclusion of a foundation degree bridging course means that the year of programme of study becomes non-standard. However, where the year would otherwise have been recorded as a standard academic year the year should still be recorded as such.

Example

A student completes a foundation degree in June 2003 and then undertakes a bridging course from July to September and then joins the final year of a degree which they complete in June 2004.

<table>
<thead>
<tr>
<th>Field</th>
<th>July 2003</th>
<th>July 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALAIM</td>
<td>28</td>
<td>21</td>
</tr>
</tbody>
</table>
Where a student only studies a bridging course in the academic year they should return field 41, General qualification aim of a student, with a value of 61, 'Institutional undergraduate credit which may be counted towards qualifications within codes 01 to 52' (that is, when a student withdraws during or following completion of the course, or where they transfer in from another institution before starting the course). Where a student undertakes a foundation degree and bridging course in the same academic year field 153/138, Completion of year of programme of study, should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. Similarly where the student progresses to a degree after completion of the bridging course field 153/138, Completion of year of programme of study should reflect the completion status of the degree.

**EXAMPLE**

A student studying the equivalent of a three year course over five years would be returned as 060.0.

A student studying 30 credits in the current year, in the case where 120 credits is the norm for a full-time student, would be returned as 025.0.

**REASON REQUIRED**

To give a more accurate assessment of the contribution of non-full time study than can be obtained by the use of arbitrary multipliers.

Allows analysis by full-time equivalents as well as by headcounts. FTEs may be used in publications and for projections, planning and monitoring of the sector.
Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Postcode</td>
<td>POSTCODE</td>
<td>8</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for UK domiciled students.

**VALID ENTRIES**

An alphanumerical code of up to 8 characters, which is a valid postcode.

**DESCRIPTION**

The postcode field is taken here to be the postcode of the student’s permanent or home address prior to entry to the programme of study. It is not necessarily the correspondence address of the student.

**NOTES**

UK domiciled, for the purposes of this field, means domiciled in England, Wales, Scotland, Northern Ireland, Channel Islands or Isle of Man.

In the event that the full postcode is not known, institutions must return at least the outward part. The first part of the postcode (the outward part) is essential for allowing HESA to do geographic analysis.

For students entering through UCAS this information will be available from UCAS via the *J* transaction.

Information about postcodes and postcodes for known addresses can be obtained from Postcodes Online at [www.royalmail.com](http://www.royalmail.com).

Country of domicile will be collected in field 12, Domicile.

Only if no valid postcode (full or outward only) can be ascertained should an institution use the default of 99999999.

Note that for funding allocations HEFCW and NC-ELWa can only use data that includes both the outward and inward parts of the postcode.

**EXAMPLE**

A typical postcode such as GL50 3DA would be coded with a blank in the fifth character position. A postcode such as B1 6SR would have blanks in positions 3, 7 and 8. The part of the postcode before the first space is known as the outward part of the postcode and can be of variable length of 2, 3 or 4 characters. Whereas the part of the postcode after the space is known as the inward part of
the postcode and is a fixed length of 3 characters. The space between the outward and inward parts of the postcode must always be shown as part of the postcode.

**REASON REQUIRED**

To obtain the number of students from particular areas within each UK country (for example by Region, County, District or Government Office Region).

For linkage, for statistical purposes, with background Population Census information about the student's area of domicile.

To forecast the demand for student allowances and grants.

To record cross-border flows.

Used by HEFCW and NC-ELWa in the calculation of widening access funding.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>PGCE - subject of undergraduate degree</td>
<td>PGCESBJ6</td>
<td>6</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for students following PGCE programmes of study at institutions in England, Wales or Northern Ireland (i.e. shown as code 12 or 13 in field 41, General qualification aim of student).

**VALID ENTRIES**

Please refer to the JACS classification of academic subjects.

- 999998 Not applicable.
- 999999 Not known.

**DESCRIPTION**

The subject(s) of the student's undergraduate degree.

**NOTES**

Code 999999 is to be used for 'Not known' and code 999998 is to be used for 'Not applicable'.

Not applicable includes those students who do not have a UK undergraduate degree. This may be the case, for example, with students studying for PGCE (FE).

**Joint honours degrees** must be returned within the JACS framework at either 2 or 3 levels of coding.

The TTA have advised that their preference is for institutions to code 2 subjects at 3-digit JACS level, e.g. R11F16 - French Language and Organic Chemistry. The balance between the two subjects cannot be separately indicated, and so it will have to be assumed to be equal.

**EXAMPLE**

Coding could take the form of either:

- R1F1F8 - French, Chemistry and Physical/Terrestrial Geographical & Environmental Sciences
- OR
- R10F10 - French Studies and Chemistry
- R11F16 - French Language and Organic Chemistry.

In all cases, balance (between subjects) cannot be separately indicated, and so will have to be assumed.

**REASON REQUIRED**

To provide the qualifications of all qualified teachers, whether in teaching or not. To ascertain how relevant the student's previous degree is to their present teacher training course.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>PGCE - classification of undergraduate degree</td>
<td>PGCECLSS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for students following PGCE programmes of study at institutions in England, Wales or Northern Ireland (i.e. shown as code 12 or 13 in field 41, General qualification aim of student).

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>First class honours.</td>
</tr>
<tr>
<td>02</td>
<td>Upper second class honours.</td>
</tr>
<tr>
<td>03</td>
<td>Lower second class honours.</td>
</tr>
<tr>
<td>04</td>
<td>Undivided second class honours.</td>
</tr>
<tr>
<td>05</td>
<td>Third class honours.</td>
</tr>
<tr>
<td>06</td>
<td>Fourth class honours.</td>
</tr>
<tr>
<td>07</td>
<td>Unclassified honours.</td>
</tr>
<tr>
<td>08</td>
<td>Aegrotat (whether to honours or pass).</td>
</tr>
<tr>
<td>09</td>
<td>Pass - degree awarded without honours following an honours course.</td>
</tr>
<tr>
<td>10</td>
<td>Ordinary (to include divisions of ordinary, if any) - degree awarded after following a non-honours course.</td>
</tr>
<tr>
<td>11</td>
<td>General degree - degree awarded after following a non-honours course/degree that was not available to be classified.</td>
</tr>
<tr>
<td>98</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>99</td>
<td>Not known.</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

The Classification is used to indicate the qualification class of the student's undergraduate degree.

**NOTES**

Code 99 should be used for 'Not known' and code 98 should be used for 'Not applicable'.

Not applicable includes those students who do not have a UK undergraduate degree. This may be the case, for example, with students studying for PGCE (FE).

**REASON REQUIRED**

To provide the qualifications of all qualified teachers, whether in teaching or not.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>Religion</td>
<td>RELIG</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for Northern Ireland domiciled students at institutions in Northern Ireland.

**VALID ENTRIES**
1. Protestant.
2. Roman Catholic.
3. Other.

**DESCRIPTION**
The Religion field is to be collected for Northern Ireland domiciled students at institutions in Northern Ireland and is coded from the valid list above.

**REASON REQUIRED**
To meet statutory requirements.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>Not used</td>
<td>PRIMLG</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Not used.

**VALID ENTRIES**

**NOTES**
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Not used</td>
<td>ST12</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev'n</th>
<th>Abbrv'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>SLDD - Discrete provision</td>
<td>ST13</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for all students at Welsh institutions who are funded by NC-ELWa, i.e. Welsh institution and shown as code 1 or 3 in field 6, FE student marker.

**VALID ENTRIES**
1. Improvement of communication skills.
2. Moderate learning difficulties and/or disabilities.
3. Profound learning difficulties and/or disabilities.
4. Not SLDD (LLDD).
5. Funded for discrete learning activity.
9. Not eligible for increased programme area weights for SLDD.

**DESCRIPTION**
To indicate eligibility for increased programme area weights for SLDD.

**NOTES**
Codes 1, 2, 3 or 9 will be available for continuing students with a COMDATE before 1 August 2003. New students with a COMDATE after 31 July 2003 can only use codes 4, 5 or 6.

**REASON REQUIRED**
To monitor the distribution of the students receiving SLDD - discrete funding provision.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>Not used</td>
<td>STFEES</td>
<td>6</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**


**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev'n</th>
<th>Field Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>RECFEE</td>
<td>Amount of tuition fees received/expected for the student</td>
<td>Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level and/or are funded by LSC or NC-ELWa, i.e. shown as code 1, 3 or 4 in field 6, FE student marker. Not applicable to any other students.</td>
</tr>
</tbody>
</table>

**VALID ENTRIES**

Up to 6 digits, showing the actual amount in pounds to the nearest whole pound.

**DESCRIPTION**
The actual amount of tuition fees the institution expects to receive (or has received) for the student.

**NOTES**
Not applicable to economic cost recovery fees.

- **A** annual fee.
- **W** whole qualification fee.

Character to be put in first character position of field.

For institutions in England, the tuition fees quoted should be for the whole qualification aim. The amount of fees for the whole qualification aim should be preceded by the letter W. Where the tuition fees can only be quoted for an annual period, the amount of fees should be preceded by the letter A. NB - a one year course would be prefixed ‘W’.

For institutions in Wales, the tuition fees quoted should be for the whole learning programme. The letter ‘W’ should precede the amount of the fees.

**EXAMPLE**
Where a student has whole tuition fees of £780 this would appear as W00780. Where a qualification has annual tuition fees of £250 this would appear as A00250.

**REASON REQUIRED**
This field will be used to determine the extent of remission of fees in the sector.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>Reason for partial or full non-payment of tuition fees</td>
<td>NONPAY</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students at English institutions who are following programmes of study at FE level and/or are funded by LSC, i.e. shown as code 1, 3 or 4 in field 6, FE student marker. Not applicable to any other students.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Exempt under the Further and Higher Education Act 1992; provision funded by LSC.</td>
</tr>
<tr>
<td>03</td>
<td>Fees waived - unemployed and receiving unemployment benefit.</td>
</tr>
<tr>
<td>04</td>
<td>Fees waived - in receipt of income support.</td>
</tr>
<tr>
<td>05</td>
<td>Fees waived - in receipt of family credit.</td>
</tr>
<tr>
<td>06</td>
<td>Fees waived - physically disabled and in receipt of disability allowance.</td>
</tr>
<tr>
<td>07</td>
<td>Fees waived - in receipt of housing/council tax benefit.</td>
</tr>
<tr>
<td>08</td>
<td>Fees waived - unwaged dependent of any people in codes 03 to 07.</td>
</tr>
<tr>
<td>09</td>
<td>Fees waived - undertaking programmes where the primary learning goal is adult basic education or English for speakers of other languages.</td>
</tr>
<tr>
<td>10</td>
<td>Fees waived for another reason consistent with the local college policy.</td>
</tr>
<tr>
<td>11</td>
<td>Fees refunded.</td>
</tr>
<tr>
<td>12</td>
<td>Tax relief for vocational programmes.</td>
</tr>
<tr>
<td>13</td>
<td>Fees waived - other funding.</td>
</tr>
<tr>
<td>14</td>
<td>Fee adjustments - bad debt.</td>
</tr>
<tr>
<td>15</td>
<td>Fees waived - in receipt of job seekers allowance.</td>
</tr>
<tr>
<td>16</td>
<td>Fees waived - asylum seeker receiving a means-tested state benefit.</td>
</tr>
<tr>
<td>17</td>
<td>Fees waived - 16-18 year old learner; provision funded by the LSC.</td>
</tr>
<tr>
<td>18</td>
<td>Fees waived - in receipt of an income-based state benefit (not covered by any other code relating to income-based state benefit, for example codes 15 and 16).</td>
</tr>
<tr>
<td>19</td>
<td>Fees waived - unwaged dependent of any people in codes 18, 22, 23, 24 or 25.</td>
</tr>
<tr>
<td>20</td>
<td>Fees waived - undertaking programmes where the main learning aim is basic skills.</td>
</tr>
<tr>
<td>21</td>
<td>Fees waived for another reason consistent with the local provider policy.</td>
</tr>
<tr>
<td>22</td>
<td>Fees waived - asylum seeker in receipt of the equivalent of an income-based state benefit.</td>
</tr>
</tbody>
</table>
23 Fees waived - in receipt of jobseekers allowance.
24 Fees waived - in receipt of working families tax credit
   (award notice states nothing, or less than #72.20 has
   been deducted from the maximum credit).
25 Fees waived - in receipt of disabled persons tax credit
   (award notice states nothing, or less than #72.20 has
   been deducted from the maximum credit).
26 Fee is zero.
27 Fees waived - Council-funded project where the
   Council has agreed that the learner is eligible for fee-
   remission.
28 Fees waived - in receipt of working tax credit.
99 Fees paid in full.

DESCRIPTION
The reason for any partial or full non-payment of tuition fees
for the student.

NOTES
Codes 01, 03, 04, 05, 06, 07, 08, 09, 10, 15 or 16 will be
available for continuing students with a COMDATE before 1
August 2003. New students with a COMDATE after 31 July
2003 can only use codes 17-28.

New students with a COMDATE after 31 July 2003 can only
use codes 17-28.

Code 28 should be used if the learner is in receipt of
working tax credit and is eligible for fee remission as defined
by the LSC 2 "FE Funding Guidance 2003/04".

Codes 24 and 25 should only be available for continuing
students with a COMDATE before 1 August 2003.

Not applicable to economic cost recovery fees.

REASON REQUIRED
This field will be used to determine the extent of remission of
fees in the sector.
Guided learning hours

**STATUS**
Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level and/or are funded by LSC or NC-ELWa, i.e. shown as code 1, 3 or 4 in field 6, FE student marker. Not applicable to any other students.

**VALID ENTRIES**
A number in the range 00001-99999.

**DESCRIPTION**
The actual number of guided learning hours for the whole qualification aim to the nearest whole hour.

**NOTES**
Guided learning hours are defined as all times when a member of staff is present to give specific guidance towards the qualification aim being studied on a programme. This includes lectures, tutorials and supervised study in, for example, libraries, open learning centres and learning workshops. It also includes time spent by staff assessing students' achievements, for example in the assessment of competence for NVQs. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the students.

**REASON REQUIRED**
To monitor the guided learning hours for qualifications throughout the FE sector.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>Other institution providing teaching 1</td>
<td>TINST1</td>
<td>7</td>
</tr>
<tr>
<td>87</td>
<td>Other institution providing teaching 2</td>
<td>TINST2</td>
<td>7</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory where field 90, Proportion not taught by this institution, is not equal to 000.0 and field 165/150, Collaboration/Franchising is coded 2 or 3.

**VALID ENTRIES**

In addition to INSTID.

1512521 Belfast Institute of Further and Higher Education.
2510201 North West Institute of Further and Higher Education.
2511801 Fermanagh College of Further Education.
2512001 Limavady College of Further and Higher Education.
2512401 Omagh College of Further Education.
3515101 Northern Ireland Hotel and Catering College.
3516104 Causeway Institute of Further and Higher Education.
3516105 North East Institute of Further and Higher Education.
3516106 East Antrim Institute of Further and Higher Education.
4001  Other UK institution.
4002  Other Non-UK institution.
4003  Other public body in the UK.
4004  Other private body in the UK.
4510601 Lisburn Institute of Further and Higher Education.
4513801 Castlereagh College of Further and Higher Education.
4514101 North Down and Ards Institute of Further and Higher Education.
4516107 East Down Institute of Further and Higher Education.
5160057 North Highland College (formerly Thurso Technical College).
5160553 Inverness College.
5160650 Sabhal Mor Ostaig.
5260051 Moray College.
5260159 Banff and Buchan College of Further Education.
5261651 Aberdeen College.
5360056 Angus College.
5360455 Perth College.
5360552  Dundee College.
5460050  Fife College of Further and Higher Education.
5460158  Glenrothes College.
5460255  Elmwood College.
5460352  Lauder College.
5511101  Armagh College of Further Education.
5512301  East Tyrone College of Further and Higher Education.
5512901  Newry and Kilkeel Institute of Further and Higher Education.
5516103  Upper Bann Institute of Further and Higher Education.
5560055  Oatridge Agricultural College.
5560357  Edinburgh's Telford College (formerly Telford College of Further Education).
5560454  Stevenson College Edinburgh.
5560659  West Lothian College.
5560756  Jewel and Esk Valley College.
5575230  Newbattle Abbey College.
5660459  Borders College.
5760054  Clackmannan College of Further Education.
5760259  Falkirk College of Further and Higher Education.
5960150  Barony College.
5960258  Dumfries and Galloway College.
6002757  Orkney College.
6103650  Shetland College.
6232655  Lewis Castle College.
8260275  Kilmarnock College.
8260354  Ayr College.
8360057  Clydebank College.
8360154  Cumbernauld College.
8460051  Anniesland College.
8460256  Cardonald College.
8460353  Central College of Commerce.
8460450  Glasgow College of Building and Printing.
8460558  Glasgow College of Food Technology.
8460655  Glasgow College of Nautical Studies.
8460957  Langside College Glasgow.
8461155  Stow College.
8461652  South Lanarkshire College (formerly Cambuslang College).
8462356  John Wheatley College.
8462453  North Glasgow College.
8560056  Coatbridge College.
8560153  Motherwell College.
8560250  Bell College.
8660352  Reid Kerr College.
8660557  James Watt College of Further and Higher
Education.
9001 Aberdare College.
9002 Afan College.
9003 Barry College.
9004 Bridgend College.
9005 Coleg Sir Gar (formerly known as Carmathenshire College).
9006 Coleg Ceredigion.
9007 Deeside College.
9008 Coleg Glan Hafren.
9009 Gorseinon College.
9010 Coleg Gwent.
9012 Coleg Llandrillo.
9013 Coleg Llysfasi.
9014 Coleg Meirion-Dwyfor.
9015 Merthyr Tydfil College.
9016 Neath Port Talbot College.
9017 Pembrokeshire College.
9018 Pencoed College.
9020 Pontypridd College.
9021 Coleg Powys.
9023 St David's Catholic College.
9024 Swansea College.
9025 Welsh College of Horticulture.
9026 Yale College.
9027 Ystrad Mynach College.
9028 Coleg Harlech / WEA (North Wales).
9031 YMCA.
9032 Coleg Menai.
ABING Abington College.
ACBDG Adult College of Barking and Dagenham.
ACBEX Adult Education College for Bexley.
ACCRO Accrington and Rossendale College.
ACKLA Acklam Sixth Form College.
ACTIVE (Association of Community Training Initiative for Vocational Education).
ADCLA Adult College Lancaster.
AESLO Arts Educational School, London.
AESTR Arts Educational School.
AESWV Wolverhampton Adult Education Service.
AIRWH Airedale and Wharfedale College.
ALARA Academy of Live and Recorded Arts.
ALTON Alton College.
AMWYC Amersham and Wycombe College.
AQUIN Aquinas College.
ARNCA Arnold and Carlton College.
ASHTN Ashton under Lyne Sixth Form College.
ASKBR Askham Bryan College of Agriculture and
<table>
<thead>
<tr>
<th>Horticulture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSTD Assa Training and Development Hub.</td>
</tr>
<tr>
<td>AYLES Aylesbury College.</td>
</tr>
<tr>
<td>BARFI Barnfield College.</td>
</tr>
<tr>
<td>BARKG Barking College.</td>
</tr>
<tr>
<td>BARNT Barnet College.</td>
</tr>
<tr>
<td>BAROF Barrow in Furness Sixth Form College.</td>
</tr>
<tr>
<td>BARPE Barton Peveril College.</td>
</tr>
<tr>
<td>BASEC Basildon Adult Community College.</td>
</tr>
<tr>
<td>BASFD Basford Hall College.</td>
</tr>
<tr>
<td>BASNG Basingstoke College of Technology.</td>
</tr>
<tr>
<td>BBURN Blackburn College.</td>
</tr>
<tr>
<td>BCCAE Buckinghamshire County Council/Milton Keynes Continuing Education.</td>
</tr>
<tr>
<td>BDEDC Bede Education Centre.</td>
</tr>
<tr>
<td>BDGCC Building Crafts College.</td>
</tr>
<tr>
<td>BEAUCL Beauchamp College.</td>
</tr>
<tr>
<td>BECAD Berkshire College of Art and Design.</td>
</tr>
<tr>
<td>BECCC Beacon Community College.</td>
</tr>
<tr>
<td>BEDDEC Bede College.</td>
</tr>
<tr>
<td>BEDFD Bedford College of Higher Education.</td>
</tr>
<tr>
<td>BEVER East Riding College.</td>
</tr>
<tr>
<td>BEXHL Bexhill College.</td>
</tr>
<tr>
<td>BEXLY Bexley College.</td>
</tr>
<tr>
<td>BFRSC Blackfriars Settlement.</td>
</tr>
<tr>
<td>BFYLD Blackpool and The Fylde College.</td>
</tr>
<tr>
<td>BHSCC Belvoir High School and Community Centre.</td>
</tr>
<tr>
<td>BICTN Bicton College of Agriculture.</td>
</tr>
<tr>
<td>BILBR Bilborough Sixth Form College.</td>
</tr>
<tr>
<td>BIRAE Birmingham LEA - Adult Education.</td>
</tr>
<tr>
<td>BIRKN Birkenhead Sixth Form College.</td>
</tr>
<tr>
<td>BISBU Bishop Burton College.</td>
</tr>
<tr>
<td>BKHST Brackenhurst College.</td>
</tr>
<tr>
<td>BKLSF Blackpool Sixth Form College.</td>
</tr>
<tr>
<td>BKNEL Bracknell College.</td>
</tr>
<tr>
<td>BLAKE Blake College.</td>
</tr>
<tr>
<td>BLGHC Burleigh Community College.</td>
</tr>
<tr>
<td>BLNSF Bolton Sixth Form College.</td>
</tr>
<tr>
<td>BLSTN Bilston Community College.</td>
</tr>
<tr>
<td>BMFTC Birmingham College of Food, Tourism and Creative Studies.</td>
</tr>
<tr>
<td>BMYCS Bridgemary Community School.</td>
</tr>
<tr>
<td>BNSLY Barnsley College.</td>
</tr>
<tr>
<td>BOLCL Bolton College.</td>
</tr>
<tr>
<td>BOSTO Boston College.</td>
</tr>
<tr>
<td>BPCFE Bournemouth and Poole College of Further Education.</td>
</tr>
<tr>
<td>BPOAD Bournemouth and Poole College of Art and</td>
</tr>
</tbody>
</table>
Design.
BRAEC Bromley Adult Education College.
BRAIN Braintree College.
BRANS Branston School and Community College.
BRCCBL Bristol City Council Community Education Service.
BRIDG Bridgewater College.
BRIHO Brighton, Hove and Sussex Sixth Form College.
BRILK Bradford and Ilkley Community College.
BRITE City College Brighton and Hove.
BRKAH Berkshire College of Agriculture.
BRKLD Brooklands College.
BRKSY Brooksby College.
BRMAE Bournemouth Adult Education Service.
BRMSL Birmingham and Solihull Hub.
BRNLY Burnley College.
BROCK Brockenhurst College.
BROML Bromley College of Further and Higher Education.
BROOM Broomfield College.
BROXT Broxtowe College, Nottingham.
BRUNL Brunel College of Arts and Technology.
BSHAU Bishop Auckland College.
BSLDN Basildon College.
BSNCE Barnsley Community Education.
BTAES Brent Adult and Community Education Service.
BTECC North Essex Adult Community Education.
BURTN Burton upon Trent Technical College.
BURYCBury College.
BUSHCBushfield Community School.
BVILL Bournville College of Further Education.
BYCES Bury Lifelong Learning.
CADBU Cadbury Sixth Form College.
CADED Chessington Adult Education Services Ltd.
CALDEC Calderdale College.
CALEC CALTEC.
CAMAH Cambridgeshire College of Agriculture and Horticulture.
CAMRE Cambridge Regional College.
CANCH Cannock Chase Technical College.
CANGT Cannington College.
CAPELCapel Manor Horticultural and Environmental Centre.
CARLI Carlisle College.
CARML Carmel College.
CARNE Cardinal Newman College.
CARSH Carshalton College.
CATCB Cathedral Centre - Bradford.
CBHOC Cambridge House AEC.
CCEED College of Care and Early Education.
CCETS Croydon Continuing Education and Training Service.
CCSAP Cumbria Corporate Services Adult Provision.
CCSEN Cambridgeshire Community Education - Adult Special Educational Needs.
CECBW Bath and North East Somerset Adult and CES.
CELWS Lewisham Community Education.
CESCB Central School of Ballet.
CGNCC Chapel Green Community Centre.
CHAKE Charles Keene College of Further Education.
CHELM Chelmsford College.
CHICH Chichester College of Arts, Science and Technology.
CHIPP Chippenham College.
CHKIN Christ the King Sixth Form College.
CHSAEAdult Community College Chelmsford.
CHSTF Chesterfield College.
CHYCL Challney Community College.
CIREN Cirencester College.
CLARN New College, Nottingham/Clarendon College.
CLEVE Redcar and Cleveland LEA/Hartlepool, Middlesborough and Stockton AES.
CLHIN Colchester Institute.
CLHS Hammersmith Community Learning and Leisure.
CLMUS Leeds College of Music.
CLNWL College of North West London.
CLTER Redcar and Cleveland College/Cleveland Tertiary College.
CLVAD Cleveland College of Art and Design.
CLVCC Claverham Community College.
CLVFE Cleveland College of Further Education.
CNELO College of North East London.
CNLES Cornwall Adult Education Service.
CNTBY Canterbury College.
COALV Stephenson College/Coalville Technical College.
COCED College of Continuing Education in Walsall.
COLCH Adult Community College, Colchester.
CORDW Cordwainers College.
CORNL Cornwall College.
COULSCoulsdon College.
COVTE Coventry Technical College.
CPRCC Castle Point and Rochford ACC.
CRAVN Craven College.
CRICK Cricklade College.
CROYD Croydon College.
CRWLY Crawley College.
CSOCE Northumberland Community Education Service.
CSTCC  Casterton Community College.
CTBRI  City of Bristol College.
CTLIT  City Literary Institute.
CTSUN  City of Sunderland College.
CUMBR  Cumbria College of Art and Design.
CVRCE  Coventry City Council (Community Education Service).
CWRCT  Cambridge Women's Resource Centre.
CYBAT  City of Bath College.
CYCOL  City College, Manchester.
CYISL  City and Islington College.
CYLEE  City of Leeds College of Music.
CYLVP  Liverpool Community College.
CYWST  City of Westminster College.
DARLN  Darlington College of Technology.
DBCPA  Doreen Bird College of Performing Arts.
DCCCE  Derbyshire County Council/Derby City Council.
DCCES  Durham County Council.
DEACL  Devon Adult & Community Learning.
DELAS  De La Salle College.
DERWE  Derwentside College.
DEWSB  Dewsbury College.
DONCA  Doncaster College.
DORES  Dorset Adult Education Service.
DORUH  Dorset Ufi Hub.
DUDLY  Dudley College of Technology.
DUKCC  Dukeries Community College.
DUNST  Dunstable College.
DURHA  Durham College of Agriculture and Horticulture.
DVNTY  Daventry Tertiary College.
EALIN  Ealing Tertiary College.
EBERK  East Berkshire College.
EBIRM  East Birmingham College.
EBNAT  Eastbourne College of Arts and Technology.
EBNSF  Eastbourne Sixth Form College.
ECCLE  Eccles College.
EDEVO  East Devon College.
EDHCC  East Durham and Houghall Community College.
EFACC  Epping Forest AES.
ELADT  East London Advanced Technology (ELATT).
ELFRB  Elfida Society.
ELMHU  Elmhurst The School for Dance and Performing Arts.
EMTAE  EMTA Engineering Sector Hub.
ENFIE  Enfield College.
ENGNA  English National Ballet School.
ENORF  East Norfolk Sixth Form College.
ENPLP ENTA/The People’s Learning Partnership Hub.
EPPIN Epping Forest College.
ESHER Esher College.
ESSEX East Essex ACC.
ESTLH Eastleigh College.
ESTON Easton College.
ESURR East Surrey College.
EYORK East Yorkshire College of Further Education.
FAREH Fareham College.
FARHA Farnham College.
FAXCS Bowling Community College.
FBTEC Farnborough College of Technology.
FCOTF Farnborough College of Technology.
FHMCC Fairham Community College.
FILTO Filton College.
FIRCR Fircroft College of Adult Education.
FRNKN Franklin Sixth Form College.
FURNE Furness College.
GATHD Gateshead College.
GATWY Gateway Sixth Form College.
GLOUC Gloucestershire College of Arts and Technology.
GODAL Godalming College.
GRANT Grantham College.
GREPR Greenbank Project.
GRHED Greenhead College.
GRHIL Greenhill College, Harrow.
GRMBY Grimsby College.
GUILD Guildford College of Further and Higher Education.
GYARM Great Yarmouth College of Further Education.
HACKN Hackney Community College.
HADLO Hadlow College of Agriculture and Horticulture.
HALES Halesowen College.
HALTN Halton College.
HAMMO Hammond School Ltd.
HAMSO Hampshire and Solent Hub.
HAMWL Hammersmith and West London College.
HANDS City College, Birmingham/Handsworth College.
HARGT Harrogate College of Arts and Technology.
HARRW Harrow College.
HASTG Hastings College of Arts and Technology.
HAVAN Havant College.
HAVFE Havering College of Further and Higher Education.
HAVSF Havering Sixth Form College.
HAYWA Haywards Heath College.
HBAIR Hugh Baird College.
HCORT Henry Cort Community School.
HDAES Hillingdon Adult Education Service.
HEECF Heeley City Farm.
HENCO Henley College, Coventry.
HENDN Hendon College.
HENHE Henley College.
HERAH Herefordshire College of Agriculture.
HEREW Hereward College of Further Education.
HERTE Herefordshire College of Technology.
HFDAD Herefordshire College of Art and Design.
HIGHB Highbury College of Technology.
HIGPE High Peak College.
HILCT Hillcroft College.
HILDE Hilderstone College.
HILLS Hills Road Sixth Form College.
HINCK Hinckley College.
HIPAV High Pavement Sixth Form College.
HLEYs Hind Leys Community College.
HOLYC Holy Cross College.
HOPWD Hopwood Hall College.
HOUAE Hounslow Adult Education.
HPGIS Hampstead Garden Suburb Institute.
HPLFE Hartlepool College of Further Education.
HPLSF Hartlepool Sixth Form College.
HRFSF Hereford Sixth Form College.
HLOW Harlow College.
HRTPY Hartpury College.
HTREG Hertford Regional College.
HUDTE Huddersfield Technical College.
HULLC Hull College.
HUMAE East Riding of Yorkshire Council CES/Hull City Council AES/North Lincolnshire Council AES.
HUNEW Huddersfield New College.
HUNTI Huntingdonshire Regional College.
HVCAE Havering College of Adult Education.
HWVHC Hartcliffe and Withywood Ventures Ltd.
HYDEC Hyde Clarendon College.
INTCP International Cooperative College.
ISLEC Isle of Wight College.
ISLWT Isle of Wight College.
ITALI Italia Conti Academy of Theatre Arts Ltd.
ITCHE Itchen College.
IVHCC Ivanhoe College.
JCHAM Joseph Chamberlain Sixth Form College.
JLEGG John Leggott Sixth Form College.
JMASO  Josiah Mason Sixth Form College.
JPRIE  Joseph Priestley College.
JRUSK  John Ruskin College.
JSPCC  John Spence Community School.
KEDNUK  King Edward VI College, Nuneaton.
KEDST  King Edward VI College, Stourbridge.
KEIGH  Keighley College.
KENCH  Kensington and Chelsea College.
KENDA  Kendal College.
KESCO  King Edward VII Community College.
KGAES  Kingston Community Adult Education and Training.
KGEOR  King George V College.
KGSTN  Kingston College.
KIDDR  Kidderminster College.
KIRBY  Kirby College of Further Education.
KIRKL  Kirkley Hall College.
KMAUR  Kingston Maurward College.
KNLSY  Knowsley Community College.
KNTAE Kent AES.
KSWAY  Kingsway College.
KWCES  Knowsley Community Education Service.
LACKH  Lackham College.
LAMBE  Lambeth College.
LAMDA  London Academy of Music and Dramatic Art.
LANMOL  Lancaster and Morecambe College.
LATHA  Laine Theatre Arts.
LCSTR  Leicester College.
LEAEC  Leicester Adult Education College.
LEAD  Leeds College of Art and Design.
LEEBO  Leeds College of Building.
LEESK  Leek College of Further Education and School of Art.
LEETE  Leeds College of Technology.
LEICH  Leicestershire Hub.
LEISO  Leicestershire South Consortium.
LEWES  Lewes Tertiary College.
LEYTN  Leyton Sixth Form College.
LGBNC  Longbenton Community College.
LMRCC  Lea Manor Community College.
LNELEC  London Electronics College.
LNGRD  Long Road Sixth Form College.
LNSAE  Lincolnshire AE - Skegness.
LONGL  Longlands College of Further Education.
LORET  Loreto College.
LOUFE  Loughborough College.
LPLES  Liverpool LEA - Adult Education Service.
LPTSC  Liverpool Theatre School & College.
LRNAV  Connexions West of England (West of England Learn Direct Hub).
LRNCD   Learning Alliance South West Ltd/Cornwall and Devon Hub.
LSDCC   Longslade Community College.
LSFLD   Leicester South Fields College.
LTNSF   Luton Sixth Form College.
LUDLW   Ludlow College.
LWSFT   Lowestoft College.
LWSHM   Lewisham College.
MACCL   Macclesfield College of Further Education.
MACKW   Mackworth College, Derby.
MADDN   Midlands Academy of Dance and Drama.
MANAT   Manchester College of Arts and Technology.
MANCP   City Pride & Stockport Hub.
MANES   Manchester Adult Education Service.
MARIN   Marine Society College of the Sea.
MATRL   MARI Training Ltd.
MBOUL   Matthew Boulton College of Further and Higher Education.
MCHES   Mid Cheshire College of Further Education.
MDANY   Margaret Danyers College.
MDBCE   Mid-Bedfordshire Adult Education Consortium.
MDDCL   Merseyside Dance and Drama Centre.
MDWAR   Mid Warwickshire College.
MEDWA   Medway Council (split provision).
MELMO   Melton Mowbray College of Further Education.
MERFE   Merton College.
MERSF   Merton Sixth Form College.
MERWD   Merrist Wood College.
MEXCC   Mid Essex Adult Community College.
MIBRO   Middlesbrough College.
MILTN   Milton Keynes College.
MKENT   Mid Kent College of Higher and Further Education.
MKOBUS   Milton Keynes, Oxfordshire and Buckinghamshire Hub.
MLMDL   Millennium Dance 2000 Ltd.
MONKW   Monkwearmouth College.
MORLE   Morley College.
MOULT   Moulton College.
MRIAEM   Merton Adult College.
MRTON   Marton Sixth Form College.
MTRSC   Manor Training and Resource Centre Ltd.
MWARD   Mary Ward Centre.
MYERS   Myerscough College.
NAKCE   South Gloucestershire Council Community Education.
NAMPT   Northampton College.
NAREA   North Area College.
NATIO   National Sea Training College.
<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBOLT</td>
<td>North Bolton Sixth Form College.</td>
</tr>
<tr>
<td>NBROK</td>
<td>Northbrook College, Sussex.</td>
</tr>
<tr>
<td>NCRES</td>
<td>Northern College for Residential Adult Education Ltd.</td>
</tr>
<tr>
<td>NDERB</td>
<td>North Derbyshire Tertiary College.</td>
</tr>
<tr>
<td>NELYM</td>
<td>Newcastle under Lyme College.</td>
</tr>
<tr>
<td>NERIG</td>
<td>Newton Rigg College.</td>
</tr>
<tr>
<td>NESUR</td>
<td>North East Surrey College of Technology.</td>
</tr>
<tr>
<td>NEWAD</td>
<td>Newcastle Continuing Education.</td>
</tr>
<tr>
<td>NEWFEN</td>
<td>Newham College of Further Education.</td>
</tr>
<tr>
<td>NEWOR</td>
<td>North East Worcestershire College.</td>
</tr>
<tr>
<td>NEWSF</td>
<td>Newham Sixth Form College.</td>
</tr>
<tr>
<td>NFKES</td>
<td>Norfolk Adult Education Service (NCAT).</td>
</tr>
<tr>
<td>NHERT</td>
<td>North Hertfordshire College.</td>
</tr>
<tr>
<td>NHLEA</td>
<td>Northamptonshire LEA : Lifelong Learning Services.</td>
</tr>
<tr>
<td>NHMES</td>
<td>Newham Community Education Service.</td>
</tr>
<tr>
<td>NHWTC</td>
<td>Newham Training and Education Centre.</td>
</tr>
<tr>
<td>NKCOL</td>
<td>Norfolk College of Arts and Technology.</td>
</tr>
<tr>
<td>NLYM</td>
<td>Newcastle under Lyme College.</td>
</tr>
<tr>
<td>NLINC</td>
<td>North Lincolnshire College.</td>
</tr>
<tr>
<td>NMBLD</td>
<td>Northumberland College of Arts and Technology.</td>
</tr>
<tr>
<td>NNOTT</td>
<td>North Nottinghamshire College.</td>
</tr>
<tr>
<td>NOBAL</td>
<td>Northern Ballet School.</td>
</tr>
<tr>
<td>NORRA</td>
<td>Norton Radstock College.</td>
</tr>
<tr>
<td>NOTRE</td>
<td>Notre Dame Sixth Form College.</td>
</tr>
<tr>
<td>NOXFO</td>
<td>North Oxfordshire College and School of Art.</td>
</tr>
<tr>
<td>NPHEU</td>
<td>Northgate and Prudhoe Hospitals Adult Education Units.</td>
</tr>
<tr>
<td>NRWCH</td>
<td>Norwich City College of Further and Higher Education.</td>
</tr>
<tr>
<td>NSHRO</td>
<td>Walford and North Shropshire College.</td>
</tr>
<tr>
<td>NTADEN</td>
<td>North Tyneside Adult Basic Education.</td>
</tr>
<tr>
<td>NTEBD</td>
<td>North Bedfordshire Adult Education Consortium.</td>
</tr>
<tr>
<td>NTBIRN</td>
<td>North Birmingham College.</td>
</tr>
<tr>
<td>NTDEV</td>
<td>North Devon College.</td>
</tr>
<tr>
<td>NTLNDB</td>
<td>North Lindsey College.</td>
</tr>
<tr>
<td>NTRAF</td>
<td>North Trafford College of Further Education.</td>
</tr>
<tr>
<td>NTWAR</td>
<td>North Warwickshire College of Technology and Art.</td>
</tr>
<tr>
<td>NTYNE</td>
<td>North Tyneside College.</td>
</tr>
<tr>
<td>NWBRY</td>
<td>Newbury College.</td>
</tr>
<tr>
<td>NWCAS</td>
<td>Newcastle College.</td>
</tr>
<tr>
<td>NWDUR</td>
<td>New College, Durham.</td>
</tr>
<tr>
<td>NWESL</td>
<td>North and West Essex Adult Community College.</td>
</tr>
<tr>
<td>NWKEN</td>
<td>North West Kent College of Technology.</td>
</tr>
<tr>
<td>NWPON</td>
<td>New College, Pontefract.</td>
</tr>
<tr>
<td>NWSHE</td>
<td>Newark and Sherwood College.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Name</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>NWSWI</td>
<td>New College, Swindon.</td>
</tr>
<tr>
<td>NWTEL</td>
<td>New College, Telford.</td>
</tr>
<tr>
<td>NYKCC</td>
<td>North Yorkshire County Council.</td>
</tr>
<tr>
<td>OAKLA</td>
<td>Oaklands College.</td>
</tr>
<tr>
<td>ODRCB</td>
<td>Open Door Adult Learning Centre.</td>
</tr>
<tr>
<td>OLDFE</td>
<td>Oldham College.</td>
</tr>
<tr>
<td>OLDSF</td>
<td>Oldham Sixth Form College.</td>
</tr>
<tr>
<td>OLMCE</td>
<td>Oldham Youth and Community Education Service.</td>
</tr>
<tr>
<td>OLOVE</td>
<td>One Love.</td>
</tr>
<tr>
<td>ORPIN</td>
<td>Orpington College of Further Education.</td>
</tr>
<tr>
<td>OTLEY</td>
<td>Otley College of Agriculture and Horticulture.</td>
</tr>
<tr>
<td>OXCED</td>
<td>Oxford Adult Education.</td>
</tr>
<tr>
<td>OXFFE</td>
<td>Oxford College of Further Education.</td>
</tr>
<tr>
<td>OXSDR</td>
<td>Oxford School of Drama.</td>
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<tr>
<td>PARKL</td>
<td>Park Lane College.</td>
</tr>
<tr>
<td>PASTN</td>
<td>Paston Sixth Form College.</td>
</tr>
<tr>
<td>PBASN</td>
<td>Peterborough College Adult Special Needs.</td>
</tr>
<tr>
<td>PBORO</td>
<td>Peterborough Regional College.</td>
</tr>
<tr>
<td>PCOAIE</td>
<td>Peterborough College of AE.</td>
</tr>
<tr>
<td>PENDL</td>
<td>Pendleton College.</td>
</tr>
<tr>
<td>PENWI</td>
<td>Penwith College.</td>
</tr>
<tr>
<td>PEOLP</td>
<td>People's College of Tertiary Education.</td>
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<tr>
<td>PERFO</td>
<td>Performers College.</td>
</tr>
<tr>
<td>PERSH</td>
<td>Pershore College of Horticulture.</td>
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<tr>
<td>PTEPE</td>
<td>Peterlee College.</td>
</tr>
<tr>
<td>PIERT</td>
<td>Pier Training Shop.</td>
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<tr>
<td>PLATE</td>
<td>Plater College.</td>
</tr>
<tr>
<td>PLDCC</td>
<td>Portslade Community College.</td>
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<tr>
<td>PLMRS</td>
<td>Palmers College.</td>
</tr>
<tr>
<td>PLMTN</td>
<td>Plumpton College.</td>
</tr>
<tr>
<td>PLYEE</td>
<td>Plymouth College of Further Education.</td>
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<tr>
<td>PLYFE</td>
<td>Plymouth College of Art and Design.</td>
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<tr>
<td>PODTS</td>
<td>Poole Adult Education.</td>
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<tr>
<td>PORCE</td>
<td>Portchester Community Education.</td>
</tr>
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<td>PPAWE</td>
<td>Pre-school Learning Alliance.</td>
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<tr>
<td>PREST</td>
<td>Preston College.</td>
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<tr>
<td>PRIES</td>
<td>Priestley College.</td>
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<td>PRIOR</td>
<td>Prior Pursglove College.</td>
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<tr>
<td>PKRCE</td>
<td>Park College, Eastbourne.</td>
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<tr>
<td>PRTFE</td>
<td>Portsmouth College.</td>
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<tr>
<td>PSYMO</td>
<td>Peter Symonds' College.</td>
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<tr>
<td>PUTCC</td>
<td>Putteridge Community College.</td>
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<td>QELIZ</td>
<td>Queen Elizabeth Sixth Form College.</td>
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<tr>
<td>QMARY</td>
<td>Queen Mary's College.</td>
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<tr>
<td>RAWCC</td>
<td>Rawlins Community College.</td>
</tr>
<tr>
<td>RIAE</td>
<td>Redbridge Institute of Adult Education.</td>
</tr>
<tr>
<td>RCOLL</td>
<td>College of Richard Collyer in Horsham.</td>
</tr>
</tbody>
</table>
READG Reading College of Technology.
REASE Reaseheath College.
REDAC Reading Adult College.
REDBR Redbridge College.
REIGA Reigate College.
RHUIS Richard Huish College.
RICHMR Richmond upon Thames College.
RIDGE Ridge College.
RMACC Richmond Adult and Community College.
ROCKG Rockingham College of Further Education/Deearne Valley College.
RODBA Rodbaston College.
ROHAM Rotherham College of Arts and Technology.
ROHCC Roundhill Community College.
ROMBC Rochdale Learning Network.
ROVAL Rother Valley College.
ROWLY Rowley Regis College.
RUNSH Runshaw College.
RUSKN Ruskin College.
RUTLA Rutland Sixth Form College.
RYCOTYcotelwood College.
RYLFO Royal Forest of Dean College.
SALFD Salford College.
SALISS Salisbury College.
SANCSMyrrh Ltd.
SANDW Sandwell College.
SBKCCSharnbrook Community College.
SBRIS South Bristol College.
SCARBScarborough Sixth Form College.
SDOWN South Downs College.
SEDCO South East Derbyshire College.
SEEAT South East Essex College of Arts and Technology.
SEESFSouth East Essex Sixth Form College/Seevic College.
SELBY Selby College.
SFCOL Sixth Form College, Colchester.
SFFAR Sixth Form College, Farnborough.
SFKEd Suffolk CC Education Dept.
SGATE Southgate College.
SGGMS St Georges GM School (Lincs).
SHENA Shen Simon College.
SHFCL Sheffield College.
SHFET Sheffield Environmental Training.
SHIPLShipley College.
SHWATS Shrewsbury College of Arts and Technology.
SHWRKSouthwark College.
SHWSFS Shrewsbury Sixth Form College.
SIRJO Sir John Deane's College.
SKELM Skelmersdale College.
SLUCC South Luton Community College.
SMABL St Mary's College.
SMAMD St Mary's RC College.
SMCED Somerset Community Education.
SMEAC Shalom Employment Action Centre.
SMPTE Southampton Technical College.
SMREC Swarthmore Education Centre.
SNACC Southend Adult Community College.
SOBIR South Birmingham College.
SOCHE South Cheshire College.
SODEV South Devon College.
SOLFE Solihull College.
SOLSF Solihull Sixth Form College.
SOMER Somerset College of Arts and Technology.
SONOT South Nottingham College.
SOTRF South Trafford College.
SOUND Soundwell College.
SOURC Southey Training and Resource Centre Ltd.
SPARS Sparsholt College, Hampshire.
SPELTSpelthorne College.
SPORT Southport College.
SRDCT Sebert Rd Training Centre (NCRP Ltd).
SREDC Sheffield Leisure Services.
SRGEO Sir George Monoux College.
SRWIL Sir William Turner's Sixth Form College.
STAFE Stafford College.
STAMF Stamford College.
STANMSStanmore College.
STAUS St Austell College.
STBOL South Bolton Sixth Form College.
STBRN St Brendan's Sixth Form College.
STCHA St Charles Catholic Sixth Form College.
STCPT Stockport College of Further and Higher Education.
STDES Strode's College.
STDOM St Dominic's Sixth Form College.
STFAH Staffordshire College of Agriculture.
STFRA St Francis Xavier Sixth Form College.
STHAM South Thames College.
STHBE South Bedfordshire Adult Education Service.
STHEL St Helens College.
STJOH St John Rigby RC Sixth Form College.
STKEN South Kent College.
STLEA South Tyneside LEA.
STLMC Stella Mann College.
STLPO Studios Le Point.
STOBI Stockton and Billingham College of Further Education.
STOCT Stockton Sixth Form College.
<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>STOKE</td>
<td>Stoke-on-Trent College.</td>
</tr>
<tr>
<td>STOUR</td>
<td>Stourbridge College.</td>
</tr>
<tr>
<td>STPAE</td>
<td>Stockport Adult Education Service.</td>
</tr>
<tr>
<td>STPHP</td>
<td>St Philip's RC Sixth Form College.</td>
</tr>
<tr>
<td>STPRK</td>
<td>South Park Sixth Form College.</td>
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<tr>
<td>STRAT</td>
<td>Stratford upon Avon College.</td>
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<tr>
<td>STRDE</td>
<td>Strode College.</td>
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<tr>
<td>STRUN</td>
<td>Stroud College of Further Education.</td>
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<tr>
<td>STTRE</td>
<td>Stoke on Trent Sixth Form College.</td>
</tr>
<tr>
<td>STTYN</td>
<td>South Tyneside College.</td>
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<tr>
<td>STVIN</td>
<td>St Vincent College.</td>
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<tr>
<td>SUCLA</td>
<td>Sutton College of Learning for Adults.</td>
</tr>
<tr>
<td>SUFFO</td>
<td>Suffolk College.</td>
</tr>
<tr>
<td>SUTCT</td>
<td>Sutton Centre.</td>
</tr>
<tr>
<td>SUTTN</td>
<td>Sutton Coldfield College of Further Education.</td>
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<tr>
<td>SWIND</td>
<td>Swindon College.</td>
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<tr>
<td>SWLES</td>
<td>Sandwell Adult Education Service.</td>
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<tr>
<td>TAMES</td>
<td>Tameside College of Technology.</td>
</tr>
<tr>
<td>TAMWO</td>
<td>Tamworth College.</td>
</tr>
<tr>
<td>TAUTN</td>
<td>Taunton’s College.</td>
</tr>
<tr>
<td>TDANB</td>
<td>Thomas Danby College.</td>
</tr>
<tr>
<td>TELFD</td>
<td>Telford College of Arts and Technology.</td>
</tr>
<tr>
<td>TFCT</td>
<td>Friends Centre for Adult Education.</td>
</tr>
<tr>
<td>THANT</td>
<td>Thanet College.</td>
</tr>
<tr>
<td>THARC</td>
<td>Hartley Centre (Church Army).</td>
</tr>
<tr>
<td>THKCC</td>
<td>Thurrock Adult Community College.</td>
</tr>
<tr>
<td>THSCE</td>
<td>Tower Hamlets Lifelong Learning Service.</td>
</tr>
<tr>
<td>THURR</td>
<td>Thurrock College.</td>
</tr>
<tr>
<td>TILEH</td>
<td>Tile Hill College of Further Education/City College, Coventry.</td>
</tr>
<tr>
<td>TOTTN</td>
<td>Totton College.</td>
</tr>
<tr>
<td>TOWHA</td>
<td>Tower Hamlets College.</td>
</tr>
<tr>
<td>TRESH</td>
<td>Tresham Institute.</td>
</tr>
<tr>
<td>TRGCC</td>
<td>Tendring Adult Community College.</td>
</tr>
<tr>
<td>TRITC</td>
<td>Tritec.</td>
</tr>
<tr>
<td>TROTH</td>
<td>Thomas Rotherham College.</td>
</tr>
<tr>
<td>TROWB</td>
<td>Trowbridge College.</td>
</tr>
<tr>
<td>TRPGM</td>
<td>Robert Pattinson GM School (Lincs).</td>
</tr>
<tr>
<td>TRURO</td>
<td>Truro College.</td>
</tr>
<tr>
<td>TSICON</td>
<td>Tameside Consortium.</td>
</tr>
<tr>
<td>TSIDE</td>
<td>TeessideTertiary College.</td>
</tr>
<tr>
<td>TYNEM</td>
<td>Tynemouth College.</td>
</tr>
<tr>
<td>UCFCC</td>
<td>Uckfield Community College.</td>
</tr>
<tr>
<td>UMNRC</td>
<td>Urchfont Manor College.</td>
</tr>
<tr>
<td>UPGHC</td>
<td>Uppingham Community College.</td>
</tr>
<tr>
<td>URDAN</td>
<td>Urdang Academy.</td>
</tr>
</tbody>
</table>
UXBRI  Uxbridge College.
VARND  Varndean College.
VLCAT  Vale of Catmose College.
VLOCED  Various Locations Community Education.
WACAT  Walsall College of Arts and Technology.
WAKEF  Wakefield College.
WALFO  Walford College, Shropshire.
WALTH  Waltham Forest College.
WCUMB  West Cumbria College/Lakes College, West Cumbria.
WDADA  Webber Douglas Academy of Dramatic Art.
WEALD  Weald College.
WEARS  Wearside College.
WECHE  West Cheshire College.
WEKNT  West Kent College.
WEOXF  West Oxfordshire College.
WESTOW  Weston College.
WEYMO  Weymouth College.
WFAES  Waltham Forest Community Learning and Skills Service.
WFDBC  Wakefield Community Based Centres.
WIDNEW  Widnes and Runcorn Sixth Form College.
WIGAN  Wigan and Leigh College.
WIGST  Wigston College of Further Education.
WILBE  Wilberforce College.
WILMO  Derby Tertiary College, Wilmorton.
WILTS  Wiltshire College.
WIRR  Wirral Metropolitan College.
WLKC  Linkway Community College.
WMAEC  Westminster Adult Education Service.
WMINS  Westminster Kingsway College.
WNSTY  Winstanley College.
WOKIN  Woking College.
WOLVE  Wolverhampton College.
WOODH  Woodhouse College.
WOOLW  Greenwich Community College/Woolwich College.
WORAH  Worcestershire College of Agriculture.
WORKE  Workers' Educational Association.
WORSF  Worcester Sixth Form College.
WPKCC  Welland Park Community College.
WRCTE  Worcester College of Technology.
WRCEN  Warrington Collegiate Institute.
WRKNG  Working Men's College.
WRTHG  Worthing Sixth Form College.
WRVCC  Wreake Valley Community College.
WRWCK  Warwickshire College for Agriculture, Horticulture, Equine Studies.
WSTTH West Thames College.
WSUFF West Suffolk College.
WSUSS Brinsbury College/West Sussex College of Agriculture and Horticulture.
WTTECT Women's Technology and Education Centre.
WTHRT West Herts College.
WTNOT West Notinghamshire College.
WTSAE West Sussex Adult Education Consortium.
WULFR Wulfrun College.
WWDEC Western Wards Adult Education Centre.
WYGQU Wyggeston and Queen Elizabeth I College.
WYGSF Wyggeston Collegiate Sixth Form College.
WYKES Wyke Sixth Form College.
XAVER Xaverian College.
XLTS XL Training Services.
YCCFE Yorkshire Coast College of Further and Higher Education.
YEVOI Yeovil College.
YORFE York College of Further and Higher Education.
YRKSF York Sixth Form College.

DESCRIPTION
The institution identifier of the institution providing the teaching.

NOTES
Where Other institution providing teaching does not appear in the list of valid entries or in <A HREF="index.php?option=com_collns&task=show_manuals&Itemid=233&r=03011&f=002">INSTID</A> please code:

Generic codes:
4001 Other UK institution
4002 Other Non-UK institution
4003 Other public body in the UK
4004 Other private body in the UK

Code 4001 should only be used exceptionally for a UK HEI or FEC that had not been included under the valid entries, but which would be expected to be included in such a list in future years.

Code 4002 should be used for any body (educational or other) based outside the UK.

If the institution is providing teaching at the workplace then this is recorded as 'Institution only' (field 165/150, FRNCHACT = 1) and no TINST is required, but that is quite different to the
institution 'buying in' teaching from another body, which could be the student’s employer. These cases will now be identified by the new codes 4003 and 4004.

In cases where there are more than two other institutions providing teaching, those with the most input should be selected.

**REASON REQUIRED** To apportion the student numbers between the collaborating/franchising institutions in the ways which are appropriate for different purposes.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>Proportion of teaching in Welsh</td>
<td>PROWELSH</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory only for Welsh institutions.

**VALID ENTRIES**

A percentage in the range 000.1 to 100.0.

**DESCRIPTION**

The Proportion of teaching in Welsh field is used to indicate the percentage of the course/programme that is taught in the medium of the Welsh language.

**NOTES**

This field should be left blank for England, Scotland and Northern Ireland institutions.

A 000.0 entry in this field indicates that the course is delivered entirely in English.

For further guidance on the completion of this field, and in particular with reference to activities which constitute learning through the medium of Welsh, please refer to HEFCW.

**REASON REQUIRED**

To monitor the level of provision made available through the medium of Welsh.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>Not used</td>
<td>ISTDY</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
**Field** | **Field Description** | **Field Abbrev'n** | **Field Length**
---|---|---|---
90 | Proportion not taught by this institution | PCOLAB | 5

**STATUS**

Compulsory.

**VALID ENTRIES**

A percentage in the range 000.1 to 100.0.

**DESCRIPTION**

The Proportion not taught by this institution indicates the percentage of the total programme in this reporting period 1 August - 31 July for which other arrangements for teaching have been made, e.g. taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught by the returning institution.

**NOTES**

Proportion not taught by this institution should relate to the FTE reported in field 74, Student FTE.

If this field is anything but 000.0, indicating that some part of the course is taught elsewhere, field 86, Other institution providing teaching 1, must be completed.

This field relates to the proportion not taught by the reporting institution's staff, and not the location at which the teaching takes place.

It is expected that students out on placement or exchange will be shown as 000.0 in this field.

The coding of field 165/150, Collaboration/Franchising, as 2 or 3 implies an entry (greater than 000.0) in field 90, Proportion not taught by this institution, and in field 86/87, Other institution providing teaching.

**REASON REQUIRED**

For an indication of the extent of franchising/collaborative arrangements for teaching.

To apportion the student numbers between the collaborating institutions in the ways which are appropriate for different purposes: for example, for funding purposes and for total student counts, all the students may be counted against a 'lead (parent/hub) institution', whereas for other purposes they ought to be split between the collaborating institutions.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Credit transfer scheme</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td></td>
<td>CRDTSCM</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory.

**VALID ENTRIES**
1. England and Northern Ireland (CATS).
2. Scotland (SCOTCAT).
3. CQFW credit framework.
6. LSDA credit framework.
7. Other scheme.
8. Own scheme.
9. No scheme.

**DESCRIPTION**
This field denotes the credit point transfer scheme that fields 92, 93, 94, 95, 96, 97, 98 and 99 apply to.

**NOTES**
The national credit accumulation and transfer scheme (CATS) allows students to collect credit for the work already completed, if they decide to terminate their study before achieving a complete award. If and when they resume their studies, not necessarily at the previous institution, they may be able to carry forward the credits from their previous study.

HESA may seek extra information about schemes coded 7 or 8.

Programmes of study which do not have a credit transfer scheme should be coded 9 ‘No scheme’.

**REASON REQUIRED**
To identify nationally recognised credit transfer structures.

To assist in tracking movement from one institution to another where a student accumulates credits at an institution.
### Field Description

<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev’n</th>
<th>Field Description</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>CREDIT1</td>
<td>Credit value of year of programme 1</td>
<td>3</td>
</tr>
<tr>
<td>93</td>
<td>CREDIT2</td>
<td>Credit value of year of programme 2</td>
<td>3</td>
</tr>
</tbody>
</table>

#### STATUS

Compulsory.

#### VALID ENTRIES

A number in the range 000-999.

#### DESCRIPTION

The Credit value of year of programme 1 is the weighting allocated to the current year of the programme of study, in terms of generally agreed credit accumulation and transfer schemes, as indicated in field 91, Credit transfer scheme.

#### NOTES

Institutions may use this field to record their own style credits at their own ‘rates in a year’ or equivalent if desired.

Should the credit value of current year of programme relate to more than one year level, use fields 93, Credit value of year of programme 2, and 95, Level of credit 2, to record the extra level information.

Code 999 should be used for programmes of study which do not have a credit transfer scheme (code 9 ‘No scheme’ in field 91, Credit transfer scheme). In addition,

- a) Institutions in England and Northern Ireland may use code 999 as a default for programmes of study coded 7 or 8 in field 91, Credit transfer scheme.

- b) Institutions in Scotland may use code 999 as a default only for schemes coded 7 or 8 in field 91, Credit transfer scheme.

Fractional credit points should be rounded to the nearest whole number.

#### REASON REQUIRED

To identify the value of the student’s programme of study in terms of any nationally agreed CAT scheme.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Field Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>LEVLCRD1</td>
<td>Level of credit 1</td>
<td>1</td>
</tr>
<tr>
<td>95</td>
<td>LEVLCRD2</td>
<td>Level of credit 2</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

'Level of credit 1' compulsory if field 92, Credit value of year of programme, has been completed with a code other than 999. 'Level of credit 2' compulsory if field 93, Credit value of year of programme 2, has been completed with a code other than 999.

**VALID ENTRIES**

- **0** Entry level.
- **1** HE Certificate/NVQ Level 4 or equivalent.
- **2** HE Intermediate.
- **3** HE Honours.
- **5** Undergraduate unspecified.
- **6** HE Masters.
- **7** HE Doctorate.
- **9** Not applicable.
- **A** NVQ Level 1 or equivalent.
- **B** NVQ Level 2 or equivalent.
- **C** NVQ Level 3 or equivalent.

**DESCRIPTION**

This is a year level indicator for field 92, Credit value of year of programme 1. The field indicates to which year level the credits detailed in credit value of programme relate.

**NOTES**

Should the credit value of current year of programme relate to more than one year level, use fields 93, Credit value of year of programme 2, and 95, Level of credit 2, to record the extra level information.

Institutions using code 5 'Undergraduate unspecified' cannot therefore assign points to levels.

Code 5 is not to be used by Welsh institutions.

**REASON REQUIRED**

To compare the assembly of information about credit transfer schemes.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>Number of credit points obtained 1</td>
<td>CPOBTN1</td>
<td>3</td>
</tr>
<tr>
<td>97</td>
<td>Number of credit points obtained 2</td>
<td>CPOBTN2</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Not compulsory.

**VALID ENTRIES**

A number in the range 000-999.

**DESCRIPTION**

This is used to record the number of credit points according to the credit transfer scheme specified in field 91, Credit transfer scheme, that a student has obtained in the current year of their course. This may not be the same as the credit value for the year of the course due to the fact that the course may not have been fully completed or may have been failed, but credit points can still be awarded for the successful completion of various constituent parts of the course.

**NOTES**

The number of credit points are those obtained in the current year. It is not a cumulative record.

If the credit points obtained relate to more than one year level, use field 97, Number of credit points obtained 2, and field 99, Level of credit points obtained 2, to record the extra level information.

Fractional credit points should be rounded to the nearest whole number.

**REASON REQUIRED**

To identify students who, while not completing a programme of study successfully, are nevertheless awarded some credit points.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>Level of credit points obtained 1</td>
<td>LCPOBTN1</td>
<td>1</td>
</tr>
<tr>
<td>99</td>
<td>Level of credit points obtained 2</td>
<td>LCPOBTN2</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory if field 96, Number of credit points obtained 1, has been completed.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Entry level.</td>
</tr>
<tr>
<td>1</td>
<td>HE Certificate/NVQ Level 4 or equivalent.</td>
</tr>
<tr>
<td>2</td>
<td>HE Intermediate.</td>
</tr>
<tr>
<td>3</td>
<td>HE Honours.</td>
</tr>
<tr>
<td>5</td>
<td>Undergraduate unspecified.</td>
</tr>
<tr>
<td>6</td>
<td>HE Masters.</td>
</tr>
<tr>
<td>7</td>
<td>HE Doctorate.</td>
</tr>
<tr>
<td>9</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>A</td>
<td>NVQ Level 1 or equivalent.</td>
</tr>
<tr>
<td>B</td>
<td>NVQ Level 2 or equivalent.</td>
</tr>
<tr>
<td>C</td>
<td>NVQ Level 3 or equivalent.</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
This is a year level indicator for field 96, Number of credit points obtained 1. It is used to record the level of credit points that a student has obtained.

**NOTES**
Should the credit points obtained by the student relate to more than one year level, use fields 97, Number of credit points obtained 2, and 99, Level of credit points obtained 2, to record the extra level information.

**REASON REQUIRED**
To identify students who, while not completing a programme of study successfully, are nevertheless awarded some credit points.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Cost centre 1</td>
<td>COSTCN01</td>
<td>2</td>
</tr>
<tr>
<td>103</td>
<td>Cost centre 2</td>
<td>COSTCN02</td>
<td>2</td>
</tr>
<tr>
<td>106</td>
<td>Cost centre 3</td>
<td>COSTCN03</td>
<td>2</td>
</tr>
<tr>
<td>109</td>
<td>Cost centre 4</td>
<td>COSTCN04</td>
<td>2</td>
</tr>
<tr>
<td>112</td>
<td>Cost centre 5</td>
<td>COSTCN05</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>Cost centre 6</td>
<td>COSTCN06</td>
<td>2</td>
</tr>
<tr>
<td>118</td>
<td>Cost centre 7</td>
<td>COSTCN07</td>
<td>2</td>
</tr>
<tr>
<td>121</td>
<td>Cost centre 8</td>
<td>COSTCN08</td>
<td>2</td>
</tr>
<tr>
<td>124</td>
<td>Cost centre 9</td>
<td>COSTCN09</td>
<td>2</td>
</tr>
<tr>
<td>127</td>
<td>Cost centre 10</td>
<td>COSTCN10</td>
<td>2</td>
</tr>
<tr>
<td>130</td>
<td>Cost centre 11</td>
<td>COSTCN11</td>
<td>2</td>
</tr>
<tr>
<td>133</td>
<td>Cost centre 12</td>
<td>COSTCN12</td>
<td>2</td>
</tr>
<tr>
<td>136</td>
<td>Cost centre 13</td>
<td>COSTCN13</td>
<td>2</td>
</tr>
<tr>
<td>139</td>
<td>Cost centre 14</td>
<td>COSTCN14</td>
<td>2</td>
</tr>
<tr>
<td>142</td>
<td>Cost centre 15</td>
<td>COSTCN15</td>
<td>2</td>
</tr>
<tr>
<td>145</td>
<td>Cost centre 16</td>
<td>COSTCN16</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Cost centre 1 is compulsory; 2-16 are not compulsory. Cost centre 1 is not compulsory if field 74, Student FTE, is coded 000.0.

**VALID ENTRIES**

01 Clinical Medicine.
02 Clinical Dentistry.
03 Veterinary Science.
04 Anatomy and Physiology.
05 Nursing and Paramedical Studies.
06 Health and Community Studies.
07 Psychology and Behavioural Sciences.
08 Pharmacy.
09 Pharmacology.
10 Biosciences.
11 Chemistry.
12 Physics.
13 Agriculture and Forestry.
14 Earth, Marine and Environmental Sciences.
15 General Sciences (only to be used by institutions in Wales and Scotland).
16 General Engineering.
17 Chemical Engineering.
18 Mineral, Metallurgy and Materials Engineering.
19 Civil Engineering.
20 Electrical, Electronic and Computer Engineering.
21 Mechanical, Aero and Production Engineering.
22 Other Technologies (only to be used by institutions in Wales and Scotland).
23 Architecture, Built Environment and Planning.
24 Mathematics.
25 Information Technology and Systems Sciences.
26 Catering and Hospitality Management.
27 Business and Management Studies.
28 Geography.
29 Social Studies.
30 Librarianship, Communication and Media Studies.
31 Language Based Studies.
32 Humanities.
33 Design and Creative Arts.
34 Education.
35 French, Spanish & German Modern Languages.
36 Other Modern Languages.
37 Archaeology.
38 Sports Science and Leisure Studies.
39 Computer Software Engineering.
41 Continuing Education.
99 Cost centre not assignable.

DESCRIPTION
Fields 100-147 refer to the current year of the study programme/course and should be considered as a block of related information. The cost centre is a two digit number indicating the academic cost centre in which the subject is being taught. It is up to institutions to decide whether or not to return details of cost centres which are contributing teaching/learning amounting to less than 5% of the proportion of the study programme/course for that year.

Up to 16 cost centres may be returned, with input relating to the FTE reported in field 74, Student FTE, identifying the main subject area and the proportion of input of each.

NOTES
Field 100, Cost centre 1, is linked to field 101, Subject area of study 1, and field 102, Proportion of subject 1. Subsequent links apply for up to a further 15 cost centres.

Where 2 different subjects are taught in the same cost centre, there should be separate entries - see example where cost centre 24 is repeated for the different subject areas ‘Pure Mathematics’ and ‘Applied Statistics’.

If more than 16 cost centres are needed the cost centres where most activity (proportion of course) takes place must be coded; others must be ignored. This implies that if 16 cost centres are coded here, then the sum of the proportions of the course may not necessarily sum to 100%
and should be pro-rated so that the total becomes 100%.

Use of cost centres 35-39 is expected, where such activity exists, for institutions in England or Northern Ireland. Use of cost centre 35-39 is optional for institutions in Scotland or Wales.

Cost centres 15 and 22 must not be used by institutions in England or Northern Ireland.

The cost centre should relate to where the resources deployed to teach the student are located. Effectively the cost centre ‘follows the money’ and will be reconcilable with the institution’s finance statistics return. For example, if a member of staff based in the General Engineering cost centre takes a group of engineering students for a pure mathematics lecture, the cost centre should be ‘General Engineering’ (16). However, if a member of staff based in the mathematics cost centre takes a group of engineering students for a pure mathematics lecture, the cost centre should be ‘Mathematics’ (24).

Where a department ‘buys in’ the services of a member of staff based in a department in a non-academic cost centre, the cost centre to be returned would be that of the ‘buying in’ department. For example, a member of staff based in the computing service takes a group of engineering students for a lecture and is paid for under a servicing agreement by the engineering department, then the cost centre returned should be ‘General Engineering’ (16).

The most important consideration in taking decisions about the attribution of students to cost centres should be the correspondence with the Finance Record.

Cost centre breakdowns must relate to the FTE reported in field 74, Student FTE.

Where a part of the programme of study is taught other than by the reporting institution, expenditure related to this provision must be included against academic cost centres under Head 1 of Table 6 of the finance record. It has been agreed that the cost centre on the student record should match this allocation, i.e. institutions should code cost centre according to the organising department at their institution. Cost centre not assignable 99 should be used only in cases where it is not possible to allocate the activity
to an academic cost centre e.g. where the appropriate cost centre is a non-academic cost centre. For institutions in England, HEFCE intend to make use of cost centres in their funding allocations. HEFCE have indicated that provision returned under cost centre not assignable 99 will be allocated to the lowest price group for funding.

EXAMPLE

A second year physics course may be split, in subject terms, 60% applied physics, 30% pure mathematics and 10% applied statistics. The applied physics may be taught 50% in the physics cost centre and 10% in the electrical, electronic and computer engineering cost centre; similarly the pure mathematics may be taught 20% in the mathematics cost centre and 10% in the information technology and systems sciences cost centre and the applied statistics 10% in the mathematics cost centre. This would be coded as follows:

<table>
<thead>
<tr>
<th>FIELD NUMBER</th>
<th>FIELD TITLE REPRESENTING</th>
<th>CODING</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Cost Centre 1</td>
<td>12</td>
</tr>
<tr>
<td>101</td>
<td>Subject Area of Study 1</td>
<td>F310</td>
</tr>
<tr>
<td>102</td>
<td>Proportion of Subject 1</td>
<td>050.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% of year of course</td>
</tr>
<tr>
<td>103</td>
<td>Cost Centre 2</td>
<td>20</td>
</tr>
<tr>
<td>104</td>
<td>Subject Area of Study 2</td>
<td>F310</td>
</tr>
<tr>
<td>105</td>
<td>Proportion of Subject 2</td>
<td>010.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% of year of course</td>
</tr>
<tr>
<td>106</td>
<td>Cost Centre 3</td>
<td>24</td>
</tr>
<tr>
<td>107</td>
<td>Subject Area of Study 3</td>
<td>G110</td>
</tr>
<tr>
<td>108</td>
<td>Proportion of Study 3</td>
<td>020.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% of year of course</td>
</tr>
<tr>
<td>109</td>
<td>Cost Centre 4</td>
<td>25</td>
</tr>
<tr>
<td>110</td>
<td>Subject Area of Study 4</td>
<td>G110</td>
</tr>
<tr>
<td>111</td>
<td>Proportion of Subject 4</td>
<td>010.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% of year of course</td>
</tr>
</tbody>
</table>
112 Cost Centre 5 24 Mathematics cost centre
113 Subject Area of Study 5 G310 Applied Statistics as a subject
114 Proportion of Subject 5 010.0 10% of year of course

**REASON REQUIRED**
To calculate the student load on the "cost centres" (groups of teaching departments).
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Subject area of study 1</td>
<td>SBJ01</td>
<td>4</td>
</tr>
<tr>
<td>104</td>
<td>Subject area of study 2</td>
<td>SBJ02</td>
<td>4</td>
</tr>
<tr>
<td>107</td>
<td>Subject area of study 3</td>
<td>SBJ03</td>
<td>4</td>
</tr>
<tr>
<td>110</td>
<td>Subject area of study 4</td>
<td>SBJ04</td>
<td>4</td>
</tr>
<tr>
<td>113</td>
<td>Subject area of study 5</td>
<td>SBJ05</td>
<td>4</td>
</tr>
<tr>
<td>116</td>
<td>Subject area of study 6</td>
<td>SBJ06</td>
<td>4</td>
</tr>
<tr>
<td>119</td>
<td>Subject area of study 7</td>
<td>SBJ07</td>
<td>4</td>
</tr>
<tr>
<td>122</td>
<td>Subject area of study 8</td>
<td>SBJ08</td>
<td>4</td>
</tr>
<tr>
<td>125</td>
<td>Subject area of study 9</td>
<td>SBJ09</td>
<td>4</td>
</tr>
<tr>
<td>128</td>
<td>Subject area of study 10</td>
<td>SBJ10</td>
<td>4</td>
</tr>
<tr>
<td>131</td>
<td>Subject area of study 11</td>
<td>SBJ11</td>
<td>4</td>
</tr>
<tr>
<td>134</td>
<td>Subject area of study 12</td>
<td>SBJ12</td>
<td>4</td>
</tr>
<tr>
<td>137</td>
<td>Subject area of study 13</td>
<td>SBJ13</td>
<td>4</td>
</tr>
<tr>
<td>140</td>
<td>Subject area of study 14</td>
<td>SBJ14</td>
<td>4</td>
</tr>
<tr>
<td>143</td>
<td>Subject area of study 15</td>
<td>SBJ15</td>
<td>4</td>
</tr>
<tr>
<td>146</td>
<td>Subject area of study 16</td>
<td>SBJ16</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Subject area of study 1 is compulsory; 2-16 are compulsory if corresponding cost centres 2-16 completed. Subject area of study 1 is not compulsory if field 74, Student FTE, is coded 000.0.

**VALID ENTRIES**

Please refer to the JACS classification of academic subjects.

**DESCRIPTION**

Fields 100-147 refer to the current year of the study programme/course and should be considered as a block of related information. The Subject area of study is an up to four character subject area identifier for the subject areas for the current year of the study programme/course.

Up to 16 subject areas of study may be returned, with input relating to the FTE reported in field 74, Student FTE.

**NOTES**

As a result of the joint UCAS/HESA Subject Code Harmonisation Project, it is intended that at the subject or module level all subjects should be classified within the JACS hierarchical academic subject structure. Therefore the use of JACS codes will be compulsory in completion of Fields in the range 101 - 146 in the HESA Combined Student Record, and Fields 13 and 16 in the HESA Module Record). The generic codes that consist of a subject group and letter and Y000, which can be used in Fields 43 - 46 Subject of qualification aim to describe a truly interdisciplinary programme, cannot be used in Fields in the range 101 - 146.
in the HESA Combined Student Record, and Fields 13 and 16 in the HESA Module Record.

An entry is required for each subject area of study undertaken by the student during the reporting period, regardless of whether this subject area of study is taught by the reporting institution or not.

Institutions may continue to code to principal subject level only. The extension to field length 4, however, will allow for a full coding when required.

For institutions returning in ASCII fixed length format, the field should be padded with trailing spaces (left justified).

**EXAMPLE**

See field 100, Cost centre 1, for an example.

**REASON REQUIRED**

To assess the "breadth" of study in, e.g. the first year, and the extent of specialisation in later years.

To apportion the numbers of students taking the current year of the course between the different subject areas involved in the course.

To obtain numbers of students receiving teaching in certain subject areas (e.g. economics), and whether or not these are the main subjects of the course.
### STATUS
Proportion of subject 1 is compulsory; 2-16 are compulsory if corresponding cost centres 2-16 completed. Proportion of subject 1 is not compulsory if field 74, Student FTE, is coded 000.0.

### VALID ENTRIES
A percentage in the range 000.1 to 100.0.

### DESCRIPTION
Fields 100 - 147 refer to the current year of the programme of study/course and should be considered as a block of related information. The Proportion of subject indicates the percentage of the current year of the course that the appropriate subject and cost centre make up. These proportions (fields 100 - 147) must equal 100%. Input should relate to the FTE reported in field 74, Student FTE.

### NOTES
Where the sum of proportions (fields 100 - 147) does not equal 100% (e.g. because of the exclusion of cost centres contributing less than 5% of the teaching/learning) then the proportion of the subjects shown should be pro-rated so that the total becomes 100%. However, there will be a tolerance of totals between 98% and 102%.

There should be an entry in fields 100 - 147 for any part of the programme of study not taught by the reporting institution.

Field 90, Proportion not taught by this institution, is a subset

<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>Proportion of subject 1</td>
<td>SBJPER01</td>
<td>5</td>
</tr>
<tr>
<td>105</td>
<td>Proportion of subject 2</td>
<td>SBJPER02</td>
<td>5</td>
</tr>
<tr>
<td>108</td>
<td>Proportion of subject 3</td>
<td>SBJPER03</td>
<td>5</td>
</tr>
<tr>
<td>111</td>
<td>Proportion of subject 4</td>
<td>SBJPER04</td>
<td>5</td>
</tr>
<tr>
<td>114</td>
<td>Proportion of subject 5</td>
<td>SBJPER05</td>
<td>5</td>
</tr>
<tr>
<td>117</td>
<td>Proportion of subject 6</td>
<td>SBJPER06</td>
<td>5</td>
</tr>
<tr>
<td>120</td>
<td>Proportion of subject 7</td>
<td>SBJPER07</td>
<td>5</td>
</tr>
<tr>
<td>123</td>
<td>Proportion of subject 8</td>
<td>SBJPER08</td>
<td>5</td>
</tr>
<tr>
<td>126</td>
<td>Proportion of subject 9</td>
<td>SBJPER09</td>
<td>5</td>
</tr>
<tr>
<td>129</td>
<td>Proportion of subject 10</td>
<td>SBJPER10</td>
<td>5</td>
</tr>
<tr>
<td>132</td>
<td>Proportion of subject 11</td>
<td>SBJPER11</td>
<td>5</td>
</tr>
<tr>
<td>135</td>
<td>Proportion of subject 12</td>
<td>SBJPER12</td>
<td>5</td>
</tr>
<tr>
<td>138</td>
<td>Proportion of subject 13</td>
<td>SBJPER13</td>
<td>5</td>
</tr>
<tr>
<td>141</td>
<td>Proportion of subject 14</td>
<td>SBJPER14</td>
<td>5</td>
</tr>
<tr>
<td>144</td>
<td>Proportion of subject 15</td>
<td>SBJPER15</td>
<td>5</td>
</tr>
<tr>
<td>147</td>
<td>Proportion of subject 16</td>
<td>SBJPER16</td>
<td>5</td>
</tr>
</tbody>
</table>
included within fields 100 - 147. Fields 100 - 147 describe the whole of the current year of the programme of study.

The sum of the proportions of fields 100 - 147, together with field 90 - Proportion not taught by this institution, will therefore exceed 100% for all cases where field 90 - Proportion not taught by this institution, is greater than zero.

**EXAMPLE**

See field 100, Cost centre 1, for an example and notes.

**REASON REQUIRED**

See field 101, Subject area of study 1, for reasons.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>UCASNUM</td>
<td>9</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory.

**VALID ENTRIES**

A 9 digit alphanumeric code.

**DESCRIPTION**

A 9 digit student identifier allocated by UCAS to students who were admitted to their current programme of study through the UCAS admissions system. For students entering through UCAS this information will be available from UCAS via a new transaction (*J). It is expected therefore that additional information is available from UCAS about these students.

**NOTES**

UCAS Number (and associated fields with 'UCAS entrant only' status) should be returned for the student for every year that the student remains following the programme of study entered through UCAS.

In cases where a student transfers from one programme of study to another, where studies already completed count towards the current qualification aim, and the same Student instance number is kept, then this field should not be re-set. For example, a UCAS entrant who changes subject of degree would continue to be regarded as a UCAS entrant.

Students who defer entry to their programme of study for a year should keep their original UCAS Number unchanged i.e. the year identifier must not be up-dated to reflect the actual year of entry.

Note that a UCAS style student identifier (HUSID) does not necessarily mean that the student was a UCAS entrant for their current programme of study.

The HESA student identifier (HUSID) and the UCAS student identifier (UCAS student number) will be different in cases where a student has previously studied at the institution and then applies through UCAS to enter another programme of study at the institution. This may be the case, for example, where a student studies at FE level at the institution and then applies through UCAS to enter a full-time programme of study at HE level at the institution.
If the student has not entered through UCAS a default code of '000000000' must be used.

**REASON REQUIRED**  To aid in validation in specifying which fields in the record apply to all students and which fields apply only to those students where additional information is available from UCAS.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>Institution's own identifier for student</td>
<td>OWNSTU</td>
<td>20</td>
</tr>
</tbody>
</table>

**STATUS**  
Not compulsory.

**VALID ENTRIES**  
An up-to 20 character alphanumerical code.

**DESCRIPTION**  
The institution’s own internal identifier for the student.

**REASON REQUIRED**  
To help institutions identify students on HESA error reports, target lists etc. HESA will give field 149/134, Institution's own identifier for student, as well as HUSID, on all relevant operational documentation with institutions.

HESA will also pass on field 149/134, Institution's own identifier for student, to the LSC/NC-ELWa for FE students at institutions in England and Wales. LSC and NC-ELWa have agreed to include the field 149/134, Institution's own identifier for student, on all relevant operational documentation with institutions.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Institution's own programme of study identifier</td>
<td>OWNPSD</td>
<td>20</td>
</tr>
</tbody>
</table>

**STATUS**

Not compulsory.

**VALID ENTRIES**

An up-to 20 character alphanumeric code.

**DESCRIPTION**

The institution's own internal identifier for the programme of study.

**REASON REQUIRED**

To help institutions identify the programme of study on HESA error reports, target lists etc. HESA will give field 150/135, Institution's own programme of study identifier, on all relevant operational documentation with institutions.

HESA will also pass on field 150/135, Institution's own programme of study identifier, to the LSC/NC-ELWa for FE students at institutions in England and Wales. LSC and NC-ELWa have agreed to include the field 150/135, Institution's own programme of study identifier, on all relevant operational documentation with institutions.
Student instance number

**Field Description**

<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>NUMHUS</td>
<td>20</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for HE level students (i.e. field 41, General qualification aim of student, coded 02-52, 61, 62, 97 and 98).
Not compulsory for FE level students.

**VALID ENTRIES**

An up-to 20 character alphanumerical code.

**DESCRIPTION**

An identification of the basic unit of ‘programme of study leading to qualification aim’ which is described in the coverage description of the manual. This field complements the HUSID field to identify the separate programmes of study that some individuals take. Fields 4, 2 and 151/136, HUSID + INSTID + NUMHUS (HIN), together form a unique identifier.

**NOTES**

Field length 20 is to allow institutions to use a student instance identifier already held internally. Where a student instance identifier held internally is used, institutions must continue to use this number even when transfers or natural progressions occur. As a consequence of this institutions may find it easier to number student instances sequentially starting from 1 or A etc. A new instance number format can only be introduced for records, which have not been returned to HESA. This will be the case for new entrants and for continuing students commencing programmes of study that have not previously been returned to HESA.

C03011 HIN Reports provides further guidance on the importance of maintaining the HIN link across years.

A student instance identifies studies leading to a qualification aim. Where the same Student instance number is kept, field 30, Year of student on this programme, would be expected to increment each year but there would be no up-dating of field 26, Date of commencement of programme, nor of other fields giving information on entry to the student instance (e.g. fields 19,21,26,27,148/133,169/154 - an exception being, if, for example, an error had been found in the information provided in the previous year).

With the commencement of a new student instance, a new Student instance number would be allocated. Field
Year of student on this programme, would be expected to be 01. Field 26, Date of commencement of programme, and other fields giving information on entry to the student instance, should all be up-dated (e.g. fields 19, 21, 26, 27, 148/133, 169/154).

A Student instance number is required since the basic unit of coverage of the record of "a student on a programme of study leading to a qualification aim" is not uniquely defined by HUSID x INSTID x QUALAIM. This is the case, for example, where qualification aim changes or develops within a programme of study e.g. MPhil/PhD or Cert HE/Dip HE/Degree. It is also the case that the qualification aim code in certain circumstances is not sufficient to define a qualification aim uniquely, e.g. a student studying concurrently for more than one professional qualification (field 41, code 25) or other undergraduate diploma or certificate (field 41, code 32).

Once a record has been returned for one HESA year, records for that student instance will be required for subsequent years until:
(a) A record is returned with fields 33, Reason for leaving, and 35, Date Left, completed
OR
(b) A record is returned with field 152/137, Suspension of active studies, completed (used to indicate a student was active within the reporting period but has now suspended studies)
OR
(c) A record is returned with field 70, Mode of Study, showing mode of study ‘Dormant’, (used where a student has been dormant for the whole of the reporting period).

In order to assist institutions with making their returns to HESA, HESA will make available to institutions electronic lists of students for whom a record is expected i.e. those records where there is neither Field 33, Reason for leaving, and Field 35, Date left, nor completion of the Field 152/137, Suspension of active studies, nor Field 70, Mode of study, ‘Dormant’. These will be produced as part of the July check documentation and will be applicable to the following July’s return. The following July return’s check documentation would include feedback on the matching to the previously generated target list as well as generating the target list for the next year’s return. For further details, see C03011 HIN Reports.
Although a number of examples are given, it is accepted that the identification of a student instance will reflect the perceptions and practices within an institution. In general, the assumption should be that if a student continues to study at the same level (that is undergraduate or postgraduate) at the same institution, then this is treated as the same student instance. Where a student transfers programmes by changing subject or even qualification aim within the same level this would not, in general, lead to a change of the student instance.

1 A student studying for a first degree and a separate professional qualification at undergraduate level is following two distinct programmes of study concurrently and therefore would have two Student instance numbers.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HUSID</th>
<th>INSTID</th>
<th>NUMHUS</th>
<th>QUALAIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>1</td>
<td>9811681234562</td>
<td>0168</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

2 A student studying BA Business Studies with French in Year 1 transfers to BA Business Studies in Year 2. HESA guidance is that transfers should not give rise to multiple records. This is the case in this example, hence the same Student instance number is kept.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HUSID</th>
<th>INSTID</th>
<th>NUMHUS</th>
<th>QUALAIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

3 A student registers first for an MPhil then switches to a PhD. This is regarded as the normal progression route for this qualification aim at this institution, hence the same Student instance number is kept.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HUSID</th>
<th>INSTID</th>
<th>NUMHUS</th>
<th>QUALAIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>02</td>
</tr>
</tbody>
</table>

4 A student completes an undergraduate degree, then proceeds to take a masters degree at the same institution. These are two distinct programmes of study at different levels (undergraduate/postgraduate) and therefore would have two Student instance numbers.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HUSID</th>
<th>INSTID</th>
<th>NUMHUS</th>
<th>QUALAIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9811681234562</td>
<td>0168</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>9811681234562</td>
<td>0168</td>
<td>2</td>
<td>05</td>
</tr>
</tbody>
</table>
5 A student transfers after two years from an HND course to the second year of a degree course (with or without being awarded the HND). The programme may be represented in two different ways, depending on how it is viewed by the institution.

If within the institution this is regarded as a seamless continuation of studies, then it is the same student instance and the same Student instance number is kept and the information on entry fields should not be up-dated. Field 30, Year of student on this programme, increments by one year. In this case:
- field 26, Date of commencement of programme = not up-dated
- field 72, Year of programme = 2
- field 30, Year of student on this programme = 3
- field 21, Highest qualification on entry = not up-dated.
- field 151/136, Student instance number = not up-dated.

However, if within the institution this is regarded as two student instances, then a new Student instance number is allocated and the information on entry fields should be up-dated. Field 30, Year of student on this programme re-sets to 01. In this case:
- field 26, Date of commencement of programme = up-dated to commencement date of degree
- field 72, Year of programme = 2
- field 30, Year of student on this programme = 1
- field 21, Highest qualification on entry = up-dated to HND if appropriate
- field 151/136, Student instance number = new number allocated.

When an institution does not have a clear preference between the two methods of reporting the progression to degree via study for an HND, it is recommended that the first method, using a single student instance, is used. This general guidance would also apply to other similar cases.

**REASON REQUIRED**

To provide a set of characteristics which uniquely define a record.

To facilitate linking between different years of student records or between the student and late return of results and first destination records.

Completion rates and other measurements of progression require linking of student records between different years.
Measurements of completion rates are required for: developing and monitoring of funding policies; quality assessment; performance indicators and production of HE management statistics.
Field Description

Field Nr. Field Description
152 Suspension of active studies

STATUS
Compulsory where the student is not actively studying on this student instance/programme of study and field 33, Reason for leaving, and field 35, Date left, are not completed or Mode of study is not 'Dormant' (field 70, codes 63 or 64)

VALID ENTRIES
1  Student has suspended studies.
2  DH/NHS student temporarily stepping-off HIN.

DESCRIPTION
An indicator to show that a student has suspended study and is no longer actively following the programme of study. In these cases field 33, Reason for leaving, and field 35, Date left, would not be completed.

NOTES
Field 152/137, Suspension of active studies, is used to indicate a student was active during the reporting period but has now suspended studies. A student who was not active at any time during the reporting period should be returned as ‘dormant’ in field 70 Mode of study.

An entry in this field is not required if the student has left the institution/completed the programme of study (field 33, Reason for leaving, and field 35, Date left, completed). Similarly an entry in this field is not required if the student has been dormant for the whole year (field 70, codes 63 or 64).

Once a record has been returned with an entry in this field, a record with the same HIN will not be required in subsequent years unless the student returns to resume the programme of study or a record is being returned to end the student instance (by completing field 33, Reason for leaving, field 35, Date left and field 37 Qualification obtained 1 (where relevant)).

Code 2 DH/NHS student temporarily stepping-off HIN

The reasons for stepping-on and off are many and varied. The DH core definition of such stepping-off points would be:
"a student who takes a break in study, at an agreed appropriate time, and who plans to return to join a later cohort from the one with which they originally started."

This provides individuals with the ability to enter or leave a programme of education at a given point, providing
maximum flexibility, thereby enabling an individual to consider alternative options of employment and education.

For example, the new nursing programme allows for stepping-off points at the end of Year 1 (following successful completion of the Common Foundation Programme) and throughout the programme.

**REASON REQUIRED**  For tracking and student progression monitoring.

To allow institutions to temporarily complete a record where Reason for leaving and Date left are not completed.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>153</td>
<td>Type of programme year</td>
<td>TYPEYR</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory

**VALID ENTRIES**

1. Year of programme of study contained within the HESA reporting period 1 August - 31 July.
2. Year of programme of study not contained within the HESA reporting period 1 August - 31 July.
3. Student commencing a year of programme of study of a course running across HESA reporting periods.
4. Student mid-way through a course running across HESA reporting periods.
5. Student finishing a year of programme of study of a course running across HESA reporting periods.

**DESCRIPTION**

The type of programme year field identifies which of the basic types of programme year is applicable to the course.

**NOTES**

The HESA reporting year runs from the 1 August - 31 July.

Years of programme of study that are contained within the HESA reporting period should be coded 1.

Years of programme of study which overlap HESA reporting periods should be sequentially coded 3, (4), 5 in consecutive HESA returns, or may be coded 2.

Institutions in England and Northern Ireland can only use code 2 if field 151/136, Student instance number, is completed.

Institutions in Scotland and Wales can only use codes 1 or 2.

Code 3 implies commencing a year of the programme of study without having done another year of the programme of study in the same HESA reporting period.

Code 5 implies finishing one year of the programme of study and not starting a further year of the programme of study in the same HESA reporting period.

Information is required at course level. It is not expected that adjustments should be made for individual students whose pattern may be slightly different e.g. a student who starts a course late.
Where a student is studying a foundation degree bridging course the FTE recorded in field 74, Student FTE, should be increased to reflect this. Where the bridging course spans academic years the load should all be returned in the second academic year, this may differ from the method used for other non-standard academic years. Institutions should also indicate in field 52 Special Programme that the student has studied a foundation degree bridging course in the year in which the FTE is increased. It may be that the inclusion of a foundation degree bridging course means that the year of programme of study becomes non-standard. However, where the year would otherwise have been recorded as a standard academic year the year should still be recorded as such.

Example

A student completes a foundation degree in June 2003 and then undertakes a bridging course from July to September and then joins the final year of a degree which they complete in June 2004.

<table>
<thead>
<tr>
<th>Field</th>
<th>July 2003</th>
<th>July 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALAIM</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>STULOAD</td>
<td>100.0</td>
<td>130.0</td>
</tr>
<tr>
<td>TYPEYR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SPPRG</td>
<td>N/A</td>
<td>08</td>
</tr>
</tbody>
</table>

Where a student only studies a bridging course in the academic year they should return field 41, General qualification aim of a student, with a value of 61, 'Institutional undergraduate credit which may be counted towards qualifications within codes 01 to 52' (that is, when a student withdraws during or following completion of the course, or where they transfer in from another institution before starting the course). Where a student undertakes a foundation degree and bridging course in the same academic year field 153/138, Completion of year of programme of study, should reflect whether the student completed the foundation degree and will therefore usually be returned with a value of 1. Similarly where the student progresses to a degree after completion of the bridging course, field 153/38, Completion of year of programme of study, should reflect the completion status of the degree.

**REASON REQUIRED**

To facilitate the consistent counting of students where students are studying on programmes of study on non-
standard HESA years.

To help distinguish between different cohorts of students.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>154</td>
<td>Level applicable to Funding Council HESES</td>
<td>FUNDLEV2</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for institutions in England and Northern Ireland.

**VALID ENTRIES**

- 10 Undergraduate.
- 11 Long undergraduate.
- 20 Postgraduate taught.
- 21 Long postgraduate taught.
- 30 Postgraduate research.
- 31 Long postgraduate research.
- 99 Not in HESES population.

**DESCRIPTION**

An indicator of the level of the programme of study, expressed in terms of HEFCE HESES definitions.

**NOTES**

Coding should be consistent with the allocation of the student in the HEFCE HESES return. Refer to Funding Council for full definitions.

‘Long’ refers to any programme of study with programme year of over 45 weeks.

‘Not in the HESES population’. This value can be used if the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be, returned to HESES. However, use of code 99 is an option. Institutions can, if they so wish, use the other codes for all records.

**REASON REQUIRED**

Required by HEFCE for alignment with definitions used for funding allocations.

The definitions refer back to HEFCE definitions so that if, in future, there are any modifications to the HEFCE definitions, the HESA record is able to accommodate them.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>Completion of Year of programme of study</td>
<td>FUNDCOMP</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for institutions in England, Northern Ireland and Wales.

**VALID ENTRIES**
1. Completed the current year of programme of study.
2. Did not complete the current year of programme of study.
3. Year of programme of study not yet completed, but has not failed to complete.

**DESCRIPTION**
This field refers to the year of programme of study being funded. The field records the student's completion status with respect to that year of programme of study being funded.

**NOTES**
Coding should be consistent with Funding Council early statistics. Refer to Funding Council for full definitions.

Normally when code 2 is returned, then either fields 33, Reason for leaving and 35, Date left, will be completed to end the student instance, or field 152/137, Suspension of active studies will be completed to show the study is suspended. It has become more common for students to fail to complete the current year of programme of study but continue to study with the institution, this is particularly true of part-time students who drop a module.

Code 9 ‘Not in HESES population’ can be used if the reporting period does not contain, in part or in whole, a year of programme of study which has previously, is, or will be, returned to HESES. However, use of code 9 is an option. Institutions can, if they so wish, use the other codes for all records.

Code 4 ‘Other non-completion’ is not to be used in 2003/04. However, there is a possibility that HEFCE might introduce different non-completion criteria. HEFCE will inform English institutions of its usage via HESES.

**REASON REQUIRED**
Required by HEFCE and HEFCW for alignment with definitions used for funding allocations.

The definitions refer back to Funding Council definitions so that if, in future, there are any modifications to the Funding
Council definitions, the HESA record is able to accommodate them.
### Field Description

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>156</td>
<td>Destination</td>
<td>DESTIN</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students at Welsh institutions who are following programmes of study at FE level or are funded by NC-ELWa, i.e. shown as code 1, 3 or 4 in field 6, FE student marker. Not compulsory for Welsh for Adults students coded 83 in field 41. General qualification aim of student. Not applicable to any other students.

**VALID ENTRIES**

- 51 FE student - continuing existing programme of study.
- 52 FE student - new FE programme of study at the reporting institution.
- 53 FE student - new HE programme of study at the reporting institution.
- 54 FE student - further education, at another institution.
- 55 FE student - higher education, at another provider.
- 56 FE student - entering new employment or changing employment.
- 57 FE student - continuing current employment.
- 58 FE student - other.
- 59 FE student - unknown.
- 60 Continuing existing programme of learning with same provider.
- 61 Continuing existing programme of learning with another provider.
- 62 New programme of learning at same provider (not HE).
- 63 New programme of learning (not HE) with another provider.
- 64 Higher education at same provider.
- 65 Education or training - type not known.
- 66 Seeking work/unemployed.
- 67 Self-employment own business.
- 68 Self-employment other.
- 69 Voluntary work.

**DESCRIPTION**

A description of the destination of students at institutions in Wales who follow a programme of study at FE level or are funded by NC-ELWa.

**NOTES**

Codes 51, 52, 53 and 54 will be available for continuing students with a COMDATE before 31 July 2003. New students with a COMDATE after 31 July 2003 can only use codes 60-69.
Not required for Welsh for Adults students coded 83 in field 41, General qualification aim of student.

**REASON REQUIRED**

Required by NC-ELWa to monitor the destinations of FE students.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>157</td>
<td>Not used</td>
<td>ALEVELS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>158</td>
<td>Not used</td>
<td>HIGHERS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Not used.

**VALID ENTRIES**  

**NOTES**  
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>159</td>
<td>Not used</td>
<td>VOCQUALS</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**

Not used.

**VALID ENTRIES**

.

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
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<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>Not used</td>
<td>ALEVSBJ</td>
<td>2</td>
</tr>
</tbody>
</table>

**STATUS**  
Not used.

**VALID ENTRIES**  

**NOTES**  
Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>161</td>
<td>Outcome of ITT programme</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all initial teacher training students coded 1, 6 or 7 in field 53, Teacher training course identifier, at institutions in England and Wales.

**VALID ENTRIES**

1. Awarded QTS.
2. Are yet to complete the course.
3. Left the course before the end.
4. QTS withheld (other standards met but skills test standard not met).
5. QTS withheld (other standards not met but skills test standard met).
6. QTS withheld (other standards, including skills test standard, not met).
7. QTS withheld (other standards met, skills test not yet taken).
8. QTS withheld (other standards not met, skills test not yet taken).
9. QTS withheld.

**DESCRIPTION**

A description of the programme of study outcome for an initial teacher training student.

**NOTES**

In codes 6, 7, 8, A and B 'Other standards met/not met' refers to the academic standards of the institution's ITT course, including the teaching practice element, which are monitored by the institution. 'Skills test' refers to the national skills tests in numeracy, literacy and information and communications technology (ICT) which are assessed externally via TTA.

Students who fail their teaching practice should be coded 7 or 8. Students who are awarded a degree or other qualification but not QTS should be coded 6, 7 or 8.

The TTA confirms that it is expected that students coded as 6, 7 or 8 who are subsequently awarded QTS should have this recorded in a subsequent return to HESA as an award from dormant status.

Either of codes A and B should be used when the skills test has not yet been taken.

Codes 6 - 8 and A - B are only available to English institutions.
Code C 'QTS withheld' should be used by institutions in Wales only where QTS is withheld, including those cases where students are awarded a degree or other qualification but not QTS and where students fail their teaching practice. It is expected that students coded as C who are subsequently awarded QTS should have this recorded in a subsequent return to HESA as an award from dormant status.

**REASON REQUIRED**

Required by TTA and HEFCW to monitor the outcome of initial teacher training courses.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev'n</th>
<th>Field Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>NURSREF</td>
<td>Not used</td>
<td>8</td>
</tr>
</tbody>
</table>

**STATUS**

Not used

**VALID ENTRIES**

. 

**NOTES**

Although this field is no longer used to collect any information it must still be present in returns so that succeeding fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>Additional identifier field</td>
<td>ADDID</td>
<td>30</td>
</tr>
</tbody>
</table>

**STATUS**  
Not Used. Reserved field.

**VALID ENTRIES**

**NOTES**  
Reserved field for potential extra identifier to monitor lifelong learning.

Although this field is not used to collect any information it must still be present in returns so that all fields remain in their relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>164</td>
<td>University for Industry (UFI) place</td>
<td>UFIPLACE</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory

**VALID ENTRIES**

- 0 Not a UFI place.
- 1 UFI place attracting funding council UFI designated funding.
- 2 UFI place not attracting funding council UFI designated funding.

**DESCRIPTION**

The University for Industry (UFI) place identifies whether the student has received a funding council UFI designated place.

**NOTES**

A UFI place is a place that involves a charge payable to the UFI.

Students following a course that has both UFI designated modules and other provision should be returned as one record.

Courses with such a mixture of provision should be returned as code 2.

**REASON REQUIRED**

To identify UFI provision and SUFI provision through Learndirect and Learndirect Scotland respectively.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>165</td>
<td>Collaboration/Franchising</td>
<td>Field</td>
<td>Field Abbrev'n</td>
<td>Length</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field</td>
<td>FRNCHACT</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**  
Compulsory

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institution only.</td>
</tr>
<tr>
<td>2</td>
<td>Mixture.</td>
</tr>
<tr>
<td>3</td>
<td>Collaboration/Franchised.</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

The Collaboration/Franchising field identifies whether a student is involved in a Collaboration/Franchising arrangement.

**NOTES**

The codes in this field should be interpreted as:

1 'Institution only' the student is taught wholly at the reporting institution.
2 'Mixture' the student is taught partly at the reporting institution and partly at other institution(s) under some form of collaborative or franchise arrangement.
3 'Collaboration/Franchised' should be interpreted as wholly taught at other institution(s) under some form of collaborative or franchise arrangement.

Code 1 requires an entry of 000.0 in field 90, Proportion not taught by this institution, and no entry in field 86/87, Other institution providing teaching.
Code 2 requires an entry of between 000.0 and 100.0 in field 90, Proportion not taught by this institution, and an entry in field 86/87, Other institution providing teaching.
Code 3 requires an entry of 100.0 in field 90, Proportion not taught by this institution, and an entry in field 86/87, Other institution providing teaching.

**REASON REQUIRED**

To separately identify franchising arrangements.
To distinguish between franchising arrangements and location of study.
**Field**  | **Field Description**                          | **Field** | **Field** |
---|---|---|---|
166 | Institution's own campus identifier | INSTCAMP | 1 |

**STATUS**
Not compulsory

**VALID ENTRIES**
A one character alphanumeric code.

**DESCRIPTION**
The institution's own campus identifier.

**NOTES**
This new field will collect the institution's own campus identifier to enable institutions to identify groups of students, such as nurses or continuing education students, for their own purposes, since these may not be mutually exclusive to the strengthened requirement for field 3, Campus identifier, to show distinct physical site only.

**REASON REQUIRED**
To identify the institution's own campus identifier.
To distinguish between the institution's own campus identifier and field 3, Campus identifier, used only to specify a distinct physical site.
For institution use only, not required by HESA.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>167</td>
<td>Socio-economic classification</td>
<td>SEC</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a UCAS year identifier greater than or equal to 02 in field 148, UCAS number.

Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

1. Higher managerial and professional occupations.
2. Lower managerial and professional occupations.
3. Intermediate occupations.
4. Small employers and own account workers.
5. Lower supervisory and technical occupations.
7. Routine occupations.
8. Never worked and long-term unemployed.

**DESCRIPTION**

To identify the socio-economic classification of students participating in HE.

**NOTES**

This field should be coded for UCAS students with a UCAS year identifier greater than or equal to 02 in field 148, UCAS number.

If student UCAS year identifier is less than 02, then continue to use the appropriate code in field 25, Occupation code.

This field relates to the student on entry to the programme of study.

Code 9 'Not classified' includes the 3 categories:

a. students

b. occupations not stated or inadequately described

c. not classifiable for other reasons.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

**REASON REQUIRED**

To provide information on social class.
To adopt the new National Statistics Socio-Economic
Classification (NS-SEC) for comparability of sector data with other areas of the economy.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>168</td>
<td>Occupation code 2</td>
<td>SOC2000</td>
<td>4</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a UCAS year identifier greater than or equal to 02 in field 148, UCAS number.

Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

4 digit SOC 2000 occupation codes.

- 0000 Not stated.
- 0007 Retired.
- 0008 Unemployed.
- 0009 Not known.
- 1111 Senior officials in national government.
- 1112 Directors and chief executives of major organisations.
- 1113 Senior officials in local government.
- 1114 Senior officials of special interest organisations.
- 1121 Production, works and maintenance managers.
- 1122 Managers in construction.
- 1123 Managers in mining and energy.
- 1131 Financial managers and chartered secretaries.
- 1132 Marketing and sales managers.
- 1133 Purchasing managers.
- 1134 Advertising and public relations managers.
- 1135 Personnel, training and industrial relations managers.
- 1136 Information and communication technology managers.
- 1137 Research and development managers.
- 1141 Quality assurance managers.
- 1142 Customer care managers.
- 1151 Financial institution managers.
- 1152 Office managers.
- 1161 Transport and distribution managers.
- 1162 Storage and warehouse managers.
- 1163 Retail and Wholesale Managers.
- 1171 Officers in armed forces.
- 1172 Police officers (inspectors and above).
- 1173 Senior officers in fire, ambulance, prison and related services.
- 1174 Security managers.
- 1181 Hospital and health service managers.
- 1182 Pharmacy managers.
1183 Healthcare practice managers.
1184 Social services managers.
1185 Residential and day care managers.
1211 Farm managers.
1212 Natural environment and conservation managers.
1219 Managers in animal husbandry, forestry and fishing n.e.c.
1221 Hotel and accommodation managers.
1222 Conference and exhibition managers.
1223 Restaurant and catering managers.
1224 Publicans and managers of licensed premises.
1225 Leisure and sports managers.
1226 Travel agency managers.
1231 Property, housing and land managers.
1232 Garage managers and proprietors.
1233 Hairdressing and beauty salon managers and proprietors.
1234 Shopkeepers and wholesale/retail dealers.
1235 Recycling and refuse disposal managers.
1239 Managers and proprietors in other services n.e.c.
2111 Chemists.
2112 Biological scientists and biochemists.
2113 Physicists, geologists and meteorologists.
2121 Civil engineers.
2122 Mechanical engineers.
2123 Electrical engineers.
2124 Electronics engineers.
2125 Chemical engineers.
2126 Design and development engineers.
2127 Production and process engineers.
2128 Planning and quality control engineers.
2129 Engineering professionals n.e.c.
2131 IT strategy and planning professionals.
2132 Software professionals.
2211 Medical practitioners.
2212 Psychologists.
2213 Pharmacists/pharmacologists.
2214 Ophthalmic opticians.
2215 Dental practitioners.
2216 Veterinarians.
2311 Higher education teaching professionals.
2312 Further education teaching professionals.
2313 Education officers, school inspectors.
2314 Secondary education teaching professionals.
2315 Primary and nursery education teaching professionals.
2316 Special needs education teaching professionals.
2317 Registrars and senior administrators of educational establishments.
2319 Teaching professionals n.e.c.
2321 Scientific researchers.
2322 Social science researchers.
2329 Researchers n.e.c.
2411 Solicitors and lawyers, judges and coroners.
2419 Legal professionals n.e.c.
2421 Chartered and certified accountants.
2422 Management accountants.
2423 Management consultants, actuaries, economists and statisticians.
2431 Architects.
2432 Town planners.
2433 Quantity surveyors.
2434 Chartered surveyors (not quantity surveyors).
2441 Public service administrative professionals.
2442 Social workers.
2443 Probation officers.
2444 Clergy.
2451 Librarians.
2452 Archivists and curators.
3111 Laboratory technicians.
3112 Electrical/electronics technicians.
3113 Engineering technicians.
3114 Building and civil engineering technicians.
3115 Quality assurance technicians.
3119 Science and engineering technicians n.e.c.
3121 Architectural technologists and town planning technicians.
3122 Draughtspersons.
3123 Building inspectors.
3131 IT operations technicians.
3132 IT user support technicians.
3211 Nurses.
3212 Midwives.
3213 Paramedics.
3214 Medical radiographers.
3215 Chiropodists.
3216 Dispensing opticians.
3217 Pharmaceutical dispensers.
3218 Medical and dental technicians.
3221 Physiotherapists.
3222 Occupational therapists.
3223 Speech and language therapists.
3229 Therapists n.e.c.
3231 Youth and community workers.
3232 Housing and welfare officers.
3311 NCOs and other ranks.
3312 Police officers (sergeant and below).
3313 Fire service officers (leading fire officer and below).
3314 Prison service officers (below principal officer).
3319 Protective service associate professionals n.e.c.
3411 Artists.
3412 Authors, writers.
3413 Actors, entertainers.
3414 Dancers and choreographers.
3415 Musicians.
3416 Arts officers, producers and directors.
3421 Graphic designers.
3422 Product, clothing and related designers.
3431 Journalists, newspaper and periodical editors.
3432 Broadcasting associate professionals.
3433 Public relations officers.
3434 Photographers and audio-visual equipment operators.
3441 Sports players.
3442 Sports coaches, instructors and officials.
3443 Fitness instructors.
3449 Sports and fitness occupations n.e.c.
3511 Air traffic controllers.
3512 Aircraft pilots and flight engineers.
3513 Ship and hovercraft officers.
3514 Train drivers.
3520 Legal associate professionals.
3531 Estimators, valuers and assessors.
3532 Brokers.
3533 Insurance underwriters.
3534 Finance and investment analysts/advisers.
3535 Taxation experts.
3536 Importers, exporters.
3537 Financial and accounting technicians.
3539 Business and related associate professionals n.e.c.
3541 Buyers and purchasing officers.
3542 Sales representatives.
3543 Marketing associate professionals.
3544 Estate agents, auctioneers.
3551 Conservation and environmental protection officers.
3552 Countryside and park rangers.
3561 Public service associate professionals.
3562 Personnel and industrial relations officers.
3563 Vocational and industrial trainers and instructors.
3564 Careers advisers and vocational guidance specialists.
3565 Inspectors of factories, utilities and trading standards.
3566 Statutory examiners.
3567 Occupational hygienists and safety officers (health and safety).
3568 Environmental health officers.
4111 Civil Service executive officers.
4112 Civil Service administrative officers and assistants.
4113 Local government clerical officers and assistants.
4114 Officers of non-governmental organisations.
4121 Credit controllers.
4122 Accounts and wages clerks, book-keepers, other financial clerks.
4123 Counter clerks.
4131 Filing and other records assistants/clerks.
4132 Pensions and insurance clerks.
4133 Stock control clerks.
4134 Transport and distribution clerks.
4135 Library assistants/clerks.
4136 Database assistants/clerks.
4137 Market research interviewers.
4141 Telephonists.
4142 Communication operators.
4150 General office assistants/clerks.
4211 Medical secretaries.
4212 Legal secretaries.
4213 School secretaries.
4214 Company secretaries.
4215 Personal assistants and other secretaries.
4216 Receptionists.
4217 Typists.
5111 Farmers.
5112 Horticultural trades.
5113 Gardeners and groundsmen/groundswomen.
5119 Agricultural and fishing trades n.e.c.
5211 Smiths and forge workers.
5212 Moulders, core makers, die casters.
5213 Sheet metal workers.
5214 Metal plate workers, shipwrights, riveters.
5215 Welding trades.
5216 Pipe fitters.
5221 Metal machining setters and setter-operators.
5222 Tool makers, tool fitters and markers-out.
5223 Metal working production and maintenance fitters.
5224 Precision instrument makers and repairers.
5231 Motor mechanics, auto engineers.
5232 Vehicle body builders and repairers.
5233 Auto electricians.
5234 Vehicle spray painters.
5241 Electricians, electrical fitters.
5242 Telecommunications engineers.
5243 Lines repairers and cable jointers.
5244 TV, video and audio engineers.
5245 Computer engineers, installation and maintenance.
5249 Electrical/electronics engineers n.e.c.
5311 Steel erectors.
5312 Bricklayers, masons.
5313 Roofers, roof tilers and slaters.
5314 Plumbers, heating and ventilating engineers.
5315 Carpenters and joiners.
5316 Glaziers, window fabricators and fitters.
5319 Construction trades n.e.c.
5321 Plasterers.
5322 Floorers and wall tilers.
5323 Painters and decorators.
5411 Weavers and knitters.
5412 Upholsterers.
5413 Leather and related trades.
5414 Tailors and dressmakers.
5419 Textiles, garments and related trades n.e.c.
5421 Originators, compositors and print preparers.
5422 Printers.
5423 Bookbinders and print finishers.
5424 Screen printers.
5431 Butchers, meat cutters.
5432 Bakers, flour confectioners.
5433 Fishmongers, poultry dressers.
5434 Chefs, cooks.
5491 Glass and ceramics makers, decorators and finishers.
5492 Furniture makers, other craft woodworkers.
5493 Pattern makers (moulds).
5494 Musical instrument makers and tuners.
5495 Goldsmiths, silversmiths, precious stone workers.
5496 Floral arrangers, florists.
5499 Hand craft occupations n.e.c.
6111 Nursing auxiliaries and assistants.
6112 Ambulance staff (excluding paramedics).
6113 Dental nurses.
6114 Houseparents and residential wardens.
6115 Care assistants and home carers.
6121 Nursery nurses.
6122 Childminders and related occupations.
6123 Playgroup leaders/assistants.
6124 Educational assistants.
6131 Veterinary nurses and assistants.
6139 Animal care occupations n.e.c.
6211 Sports and leisure assistants.
6212 Travel agents.
6213 Travel and tour guides.
6214 Air travel assistants.
6215 Rail travel assistants.
6219 Leisure and travel service occupations n.e.c.
6221 Hairdressers, barbers.
6222 Beauticians and related occupations.
6231 Housekeepers and related occupations.
6232 Caretakers.
6291 Undertakers and mortuary assistants.
6292 Pest control officers.
7111 Sales and retail assistants.
7112 Retail cashiers and check-out operators.
7113 Telephone salespersons.
7121 Collector salespersons and credit agents.
7122 Debt, rent and other cash collectors.
7123 Roundsmen/women and van salespersons.
7124 Market and street traders and assistants.
7125 Merchandisers and window dressers.
7129 Sales related occupations n.e.c.
7211 Call centre agents/operators.
7212 Customer care occupations.
8111 Food, drink and tobacco process operatives.
8112 Glass and ceramics process operatives.
8113 Textile process operatives.
8114 Chemical and related process operatives.
8115 Rubber process operatives.
8116 Plastics process operatives.
8117 Metal making and treating process operatives.
8118 Electroplaters.
8119 Process operatives n.e.c.
8121 Paper and wood machine operatives.
8122 Coal mine operatives.
8123 Quarry workers and related operatives.
8124 Energy plant operatives.
8125 Metal working machine operatives.
8126 Water and sewerage plant operatives.
8129 Plant and machine operatives n.e.c.
8131 Assemblers (electrical products).
8132 Assemblers (vehicles and metal goods).
8133 Routine inspectors and testers.
8134 Weighers, graders, sorters.
8135 Tyre, exhaust and windscreens fitters.
8136 Clothing cutters.
8137 Sewing machinists.
8138 Routine laboratory testers.
8139 Assemblers and routine operatives n.e.c.
8141 Scaffolders, stagers, riggers.
8142 Road construction operatives.
8143 Rail construction and maintenance operatives.
8149 Construction operatives n.e.c.
8211 Heavy goods vehicle drivers.
8212 Van drivers.
8213 Bus and coach drivers.
8214 Taxi, cab drivers and chauffeurs.
8215 Driving instructors.
8216 Rail transport operatives.
8217 Seafarers (merchant navy); barge, lighter and boat operatives.
8218 Air transport operatives.
8219 Transport operatives n.e.c.
8221 Crane drivers.
8222 Fork-lift truck drivers.
8223 Agricultural machinery drivers.
8229 Mobile machine drivers and operatives n.e.c.
9111 Farm workers.
9112 Forestry workers.
9119 Fishing and agriculture related occupations n.e.c.
9121 Labourers in building and woodworking trades.
9129 Labourers in other construction trades n.e.c.
9131 Labourers in foundries.
9132 Industrial cleaning process occupations.
9133 Printing machine minders and assistants.
9134 Packers, bottlers, canners, fillers.
9139 Labourers in process and plant operations n.e.c.
9141 Stevedores, dockers and slingers.
9149 Other goods handling and storage occupations n.e.c.
9211 Postal workers, mail sorters, messengers, couriers.
9219 Elementary office occupations n.e.c.
9221 Hospital porters.
9222 Hotel porters.
9223 Kitchen and catering assistants.
9224 Waiters, Waitresses.
9225 Bar staff.
9226 Leisure and theme park attendants.
9229 Elementary personal services occupations n.e.c.
9231 Window cleaners.
9232 Road sweepers.
9233 Cleaners, domestics.
9234 Launderers, dry cleaners, pressers.
9235 Refuse and salvage occupations.
9239 Elementary cleaning occupations n.e.c.
9241 Security guards and related occupations.
9242 Traffic wardens.
9243 School crossing patrol attendants.
9244 School mid-day assistants.
9245 Car park attendants.
9249 Elementary security occupations n.e.c.
9251 Shelf fillers.
9259 Elementary sales occupations n.e.c.

**DESCRIPTION**
This field will collect the 4-digit SOC2000 occupation code.
NOTES

UCAS codes 0000 'Not stated', 0007 'Retired', 0008 'Unemployed' and 0009 'Not known' will be accepted as valid entries.

This field should be coded for UCAS students with a UCAS year identifier greater than or equal to 02 in field 148, UCAS number.

If student UCAS year identifier is less than 02, then continue to use the appropriate code in field 25, Occupation code.

This field relates to the student on entry to the programme of study.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

REASON REQUIRED
To assess the levels and trends in participation in HE by those from various occupational backgrounds.

To adopt the new SOC 2000 Standard Occupational Classification for comparability of sector data with other areas of the economy.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>169</td>
<td>PREVINST</td>
<td>8</td>
<td>Previous institution attended</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS. Institutions are encouraged to provide this information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

The first character will be used to indicate the code set from which the institution identifier comes. The first character should be: H HESA HEI or FEC institution identifier D DfES/Scottish/Welsh/NI official school number U UCAS school number.

If the previous institution attended was an FEC, the appropriate FEC Institution Identifier should be selected from Appendix 7. (However please note that generic codes 4001, 4002, 4003 and 4004 within Appendix 7 cannot be returned in this field).

If the previous institution attended was an HEI, the appropriate HESA Institution Identifier should be selected from Appendix 2, or be one of the following:
- 4901 UK state school.
- 4911 UK independent school.
- 4921 UK FE college.
- 4931 Any non-UK institution.
- 4941 UK HEI.
- H0004 College of Guidance Studies.
- H0008 Bretton Hall College of HE.
- H0022 La Sainte Union College of HE.
- H0025 Loughborough College of Art and Design.
- H0029 North Riding College.
- H0036 Salford College of Technology.
- H0042 Westminster College.
- H0043 West London Institute of Higher Education.
- H0045 Winchester School of Art.
- H0055 London Guildhall University.
- H0070 The University of North London.
- H0088 Coleg Normal Bangor.
- H0094 Duncan of Jordanstone College of Art.
- H0098 Moray House Institute of Education.
- H0099 Northern College of Education.
- H0102 St Andrew's College of Education.
- H0103 The Scottish College of Textiles.
- H0128 British Postgraduate Medical Federation.
DESCRIPTION
The previous institution attended field will provide valuable information to assist the tracking of students through their experience of higher education.

NOTES
If the previous institution is not known and none of the other default codes i.e. 4901, 4911, 4921, 4931 or 4941 are suitable, code as H9999, U99999, U00000, D9999999 or D0000000.

This field has replaced field 18, School/FE/HE inst, last institution attended. For continuing students, the previous information held in field 18, School/FE/HE inst, last attended, with the appropriate prefix should be returned in this field. Field 18, School/FE/HE inst, last attended, is now no longer used.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

Institutions will continue to be encouraged to supply full codes for full-time undergraduate entrants, even if they are non-UCAS entrants.

UCAS holds the school/FE/HE or other institution from which the UCAS application was received. HESA recognises that this will give a small percentage statistical error in the data for this field.

The previous field 18, School/FE/HE inst, last institution attended, proved difficult to analyse because of the assortment of school/FE/HE codes used in its completion. This new field seeks to categorise types of expected code, and uses the first character to indicate from which code set the institute identifier belongs. Thus, H will signify either an HEI or an FEC, D signifies a government school number, and U a UCAS school number. The remaining characters in the field are used to insert the actual institution identifier, which
for HEIs will be 4 characters in length, for FECs variable, depending on country, but for schools the government school codes are 7 characters in length. Therefore the field has a maximum of 8 characters to allow for the 7-digit school code.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

UCAS will make available an HEI, FEC or government number, if they have one, or in the absence of same, default to the five digit UCAS number, but the letter prefixing the code will differentiate between type of institution.

**REASON REQUIRED**

To assess the flows, (and the periods out of education), of individuals from these establishments into HE institutions.

To provide the number of students who entered HE institutions from particular types of school.

Whilst not being compulsory for other full-time undergraduates, provision of this information would give more complete data for the sector.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>170</td>
<td>REGBODY</td>
<td>2</td>
<td>Regulatory body for health and social care students</td>
</tr>
</tbody>
</table>

**STATUS**

This field is compulsory for those students coded 15, 18 or 33 in field 41, General qualification aim of student.

**VALID ENTRIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>General Medical Council (GMC).</td>
</tr>
<tr>
<td>02</td>
<td>General Dental Council (GDC).</td>
</tr>
<tr>
<td>03</td>
<td>General Optical Council (GOC).</td>
</tr>
<tr>
<td>04</td>
<td>Royal Pharmaceutical Society of Great Britain (RPSGB).</td>
</tr>
<tr>
<td>05</td>
<td>The Pharmaceutical Society of Northern Ireland (PSNI).</td>
</tr>
<tr>
<td>06</td>
<td>The Nursing and Midwifery Council (NMC).</td>
</tr>
<tr>
<td>07</td>
<td>Health Professions Council (HPC).</td>
</tr>
<tr>
<td>08</td>
<td>General Social Care Council (GSCC).</td>
</tr>
<tr>
<td>09</td>
<td>Scottish Social Services Council (SSSC).</td>
</tr>
<tr>
<td>10</td>
<td>Care Council for Wales (CCW).</td>
</tr>
<tr>
<td>11</td>
<td>Northern Ireland Social Care Council (NISCC).</td>
</tr>
<tr>
<td>12</td>
<td>General Osteopathic Council (GOsC).</td>
</tr>
<tr>
<td>13</td>
<td>General Chiropractic Council (GCC).</td>
</tr>
<tr>
<td>14</td>
<td>Royal College of Veterinary Surgeons (RCVS).</td>
</tr>
</tbody>
</table>

**DESCRIPTION**

To identify the regulatory body for health and social care students.

**NOTES**

Code 06 replaced UKCC for Nursing, Midwifery and Health Visiting on 1 April 2002.

Code 07 replaced The Council for Professions Supplementary to Medicine on 1 April 2002.


**REASON REQUIRED**

To identify the regulatory body for health and social care students.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>171</td>
<td>Regulatory body reference number</td>
<td>DHREGREF</td>
<td>8</td>
</tr>
</tbody>
</table>

**STATUS**

This field will be compulsory for those students coded 15, 18 or 33 in field 41, General qualification aim of student and 06 or 07 in field 170, Regulatory body for health and social care students.

**VALID ENTRIES**

Up to 8 digit number.

**DESCRIPTION**

The regulatory body reference number allocated to a student.

**NOTES**

If the student already has a registration number awarded by a regulatory body, then the number should be recorded.

Since August 2002 only the General Social Care Council and possibly the Scottish, Welsh and N Irish equivalents have issued regulatory body numbers to new students entering courses leading to eligibility to register for the first time. All other new such students will require the default code.

This field will be used to collect any registration number awarded by a regulatory body. The field is compulsory if field 41, General qualification aim of student, is coded 15, 18 or 33, and in the first instance, for students where field 170, Regulatory body for health and social care students, = 06, The Nursing and Midwifery Council (NMC) or 07, Health Professions Council (HPC).

There is a default code for use where field 41, General qualification aim of student, is coded 18 or 33 and a number does not already exist for the student. This code is 99999999.

**REASON REQUIRED**

The regulatory body reference number allocated to a student.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>172</td>
<td>Department of Health funding body</td>
<td>DHFUND</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for all students coded 31 'Department of Health/NHS/Health Authorities' in Field 64, Major source of funding, and studying at institutions in England.

**VALID ENTRIES**

- 99998  Not Applicable.
- LWF01  Northern England.
- LWF02  Cumbria and Lancashire.
- LWF03  County Durham and Tees Valley.
- LWF04  North and East Yorkshire and North Lincolnshire.
- LWF05  West Yorkshire.
- LWF06  South Yorkshire.
- LWF07  Greater Manchester.
- LWF08  Cheshire and Merseyside.
- LWF09  Norfolk, Suffolk and Cambridgeshire.
- LWF10  Trent.
- LWF11  Leicestershire, Northamptonshire and Rutland.
- LWF12  Birmingham and the Black Country.
- LWF13  Staffordshire and Shropshire.
- LWF14  West Midlands South.
- LWF15  Bedfordshire and Hertfordshire.
- LWF16  Devon and Cornwall.
- LWF17  Avon Gloucestershire and Wiltshire.
- LWF18  Somerset and Dorset.
- LWF19  Thames Valley.
- LWF20  Hampshire and Isle of Wight.
- LWF21  Essex.
- LWF22  Kent Surrey and Sussex.
- LWF23  North East London.
- LWF24  North Central London.
- LWF25  North West London.
- LWF26  South East London.
- LWF27  South West London.

**DESCRIPTION**

These are the Workforce Development Confederations (WDCs) established as from 1 April 2002.

**NOTES**

This field will provide additional detail about the actual source of DH funding.

**REASON REQUIRED**

To identify the Department of Health funding body.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>NHS employer</td>
<td>NHSEMP</td>
<td>5</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for those students in England where field 41, General qualification aim of student, is coded 15.

**VALID ENTRIES**

- 001 Not an NHS Employee.
- 5A1 New Forest PCT.
- 5A2 Norwich PCT.
- 5A3 South Gloucestershire PCT.
- 5A4 Havering PCT.
- 5A5 Kingston PCT.
- 5A7 Bromley PCT.
- 5A8 Greenwich PCT.
- 5A9 Barnet PCT.
- 5AA South Manchester PCT.
- 5AC Daventry and South Northamptonshire PCT.
- 5AF North Peterborough PCT.
- 5AG South Peterborough PCT.
- 5AH Tendring PCT.
- 5AJ Epping Forest PCT.
- 5AK Southend On Sea PCT.
- 5AL Central Derby PCT.
- 5AM Mansfield District PCT.
- 5AN North East Lincolnshire PCT.
- 5AP Newark and Sherwood PCT.
- 5AT Hillingdon PCT.
- 5AW Airedale PCT.
- 5AX Bexley PCT.
- 5C1 Enfield PCT.
- 5C2 Barking and Dagenham PCT.
- 5C3 City and Hackney PCT.
- 5C4 Tower Hamlets PCT.
- 5C5 Newham PCT.
- 5C6 Walthamstow Leyton and Leytonstone PCT.
- 5C7 Chingford Wanstead and Woodford PCT.
- 5C8 Redbridge PCT.
- 5C9 Haringey PCT.
- 5CC Blackburn with Darwen PCT.
- 5CD North Dorset PCT.
- 5CE Bournemouth PCT.
- 5CF Bradford City PCT.
- 5CG Bradford South and West PCT.
- 5CH North Bradford PCT.
- 5CK Doncaster Central PCT.
- 5CL Central Manchester PCT.
5CM Dartford Gravesham and Swanley PCT.
5CN Herefordshire PCT.
5CP Hertsmere PCT.
5CQ Milton Keynes PCT.
5CR North Manchester PCT.
5CV South Hams and West Devon PCT.
5CW Torbay PCT.
5CX Trafford South PCT.
5CY West Norfolk PCT.
5D1 Solihull PCT.
5D2 West Lincolnshire PCT.
5D3 Lincolnshire South West PCT.
5D4 Carlisle and District PCT.
5D5 Eden Valley PCT.
5D6 West Cumbria PCT.
5D7 Newcastle PCT.
5D8 North Tyneside PCT.
5D9 Hartlepool PCT.
5DC Harlow PCT.
5DD Morecambe Bay PCT.
5DF North Hampshire PCT.
5DG Isle Of Wight PCT.
5DH West Wiltshire PCT.
5DJ South Wiltshire PCT.
5DK Newbury and Community PCT.
5DL Reading PCT.
5DM Slough PCT.
5DN Wokingham PCT.
5DP Vale Of Aylesbury PCT.
5DQ Burntwood Lichfield and Tamworth PCT.
5DR Wyre Forest PCT.
5DT North East Oxfordshire PCT.
5DV Cherwell Vale PCT.
5DW Oxford City PCT.
5DX South East Oxfordshire PCT.
5DY South West Oxfordshire PCT.
5E1 North Tees PCT.
5E2 Selby and York PCT.
5E3 East Yorkshire PCT.
5E4 Yorkshire Wolds and Coast PCT.
5E5 Eastern Hull PCT.
5E6 West Hull PCT.
5E7 Eastern Wakefield PCT.
5E8 Wakefield West PCT.
5E9 Mid-Hampshire PCT.
5EA Chesterfield PCT.
5EC Gedling PCT.
5ED Amber Valley PCT.
5EE North Sheffield PCT.
5EF North Lincolnshire PCT.
5EG North Eastern Derbyshire PCT.
5EH Melton Rutland and Harborough PCT.
5EJ Leicester City West PCT.
5EK Doncaster East PCT.
5EL Doncaster West PCT.
5EM Nottingham City PCT.
5EN Sheffield West PCT.
5EP Sheffield South West PCT.
5EQ South East Sheffield PCT.
5ER Erewash PCT.
5ET Bassetlaw PCT.
5EV Broxtowe and Hucknall PCT.
5EX Greater Derby PCT.
5EY Eastern Leicester PCT.
5F1 Plymouth PCT.
5F2 Chorley and South Ribble PCT.
5F3 West Lancashire PCT.
5F4 Heywood and Middleton PCT.
5F5 Salford PCT.
5F6 Trafford North PCT.
5F7 Stockport PCT.
5F8 Bebington and West Wirral PCT.
5F9 Southport and Formby PCT.
5FA Ashfield PCT.
5FC Rushcliffe PCT.
5FD East Hampshire PCT.
5FE Portsmouth City PCT.
5FF South West Kent PCT.
5FH Bexhill and Rother PCT.
5FJ Hastings and St Leonards PCT.
5FK Mid-Sussex PCT.
5FL Bath and North East Somerset PCT.
5FM West Of Cornwall PCT.
5FN South and East Dorset PCT.
5FP South West Dorset PCT.
5FQ North Devon PCT.
5FR Exeter PCT.
5FT East Devon PCT.
5FV Mid Devon PCT.
5FW Somerset Coast PCT.
5FX Mendip PCT.
5FY Teignbridge PCT.
5G1 Southern Norfolk PCT.
5G2 Bracknell Forest PCT.
5G3 Windsor Ascot and Maidenhead PCT.
5G4 Chiltern and South Bucks PCT.
5G5 Wycombe PCT.
5G6 Blackwater Valley and Hart PCT.
5G7 Hyndburn and Ribble Valley PCT.
5G8 Burnley Pendle and Rossendale PCT.
5G9 North Liverpool PCT.
5GC Luton PCT.
5GD Bedford PCT.
5GE Bedfordshire Heartlands PCT.
5GF Huntingdonshire PCT.
5GG Welwyn Hatfield PCT.
5GH North Hertfordshire and Stevenage PCT.
5GJ South East Hertfordshire PCT.
5GK Royston Buntingford and Bishop’s Stortford PCT.
5GL Maldon and South Chelmsford PCT.
5GM Colchester PCT.
5GN Uttlesford PCT.
5GP Billericay Brentwood and Wickford PCT.
5GQ Thurrock PCT.
5GR Basildon PCT.
5GT Great Yarmouth PCT.
5GV Watford and Three Rivers PCT.
5GW Dacorum PCT.
5GX St Albans and Harpenden PCT.
5H1 Hammersmith and Fulham PCT.
5H2 Birkenhead and Wallasey PCT.
5H3 Cheshire West PCT.
5H4 Central Cheshire PCT.
5H5 Eastern Cheshire PCT.
5H6 Ellesmere Port and Neston PCT.
5H7 Derbyshire Dales and South Derbyshire PCT.
5H8 Rotherham PCT.
5H9 East Lincolnshire PCT.
5HA Central Liverpool PCT.
5HC South Liverpool PCT.
5HD Preston PCT.
5HE Fylde PCT.
5HF Wyre PCT.
5HG Ashton Leigh and Wigan PCT.
5HH Leeds West PCT.
5HJ Leeds North East PCT.
5HK East Leeds PCT.
5HL South Leeds PCT.
5HM Leeds North West PCT.
5HN High Peak and Dales PCT.
5HP Blackpool PCT.
5HQ Bolton PCT.
5HR Staffordshire Moorlands PCT.
5HT Dudley South PCT.
5HV Dudley Beacon and Castle PCT.
5HW Newcastle-Under-Lyme PCT.
5HX Ealing PCT.
5HY Hounslow PCT.
5J1 Halton PCT.
5J2 Warrington PCT.
5J3 St Helens PCT.
5J4 Knowsley PCT.
5J5 Oldham PCT.
5J6 Calderdale PCT.
5J7 North Kirklees PCT.
5J8 Durham Dales PCT.
5J9 Darlington PCT.
5JA Hinckley and Bosworth PCT.
5JC Charnwood and North West Leicestershire PCT.
5JD South Leicestershire PCT.
5JE Barnsley PCT.
5JF Bristol North PCT.
5JG Bristol South and West PCT.
5JH Cambridge City PCT.
5JJ South Cambridgeshire PCT.
5JK East Cambridgeshire and Fenland PCT.
5JL Broadland PCT.
5JM North Norfolk PCT.
5JN Chelmsford PCT.
5JP Castle Point and Rochford PCT.
5JQ Ipswich PCT.
5JR Suffolk Coastal PCT.
5JT Central Suffolk PCT.
5JV Waveney PCT.
5JW Suffolk West PCT.
5JX Bury PCT.
5JY Rochdale PCT.
5K1 South Somerset PCT.
5K2 Taunton Deane PCT.
5K3 Swindon PCT.
5K4 Kennet and North Wilts PCT.
5K5 Brent PCT.
5K6 Harrow PCT.
5K7 Camden PCT.
5K8 Islington PCT.
5K9 Croydon PCT.
5KA Derwentside PCT.
5KC Durham and Chester-Le-Street PCT.
5KD Easington PCT.
5KE Sedgefield PCT.
5KF Gateshead PCT.
5KG South Tyneside PCT.
5M7 Sutton and Merton PCT.
5M8 North Somerset PCT.
5M9 Rugby PCT.
5MA Crawley PCT.
5MC Horsham and Chanctonbury PCT.
5MD Coventry PCT.
5ME North Stoke PCT.
5MF South Stoke PCT.
5MG Oldbury and Smethwick PCT.
5MH Rowley Regis and Tipton PCT.
5MJ Wednesbury and West Bromwich PCT.
5MK Telford and Wrekin PCT.
5ML East Staffordshire PCT.
5MM Cannock Chase PCT.
5MN South Western Staffordshire PCT.
5MP North Warwickshire PCT.
5MQ South Warwickshire PCT.
5MR Redditch and Bromsgrove PCT.
5MT South Worcestershire PCT.
5MV Wolverhampton City PCT.
5MW North Birmingham PCT.
5MX Heart Of Birmingham PCT.
5MY Eastern Birmingham PCT.
RA2 Royal Surrey County Hospital NHS Trust.
RA3 Weston Area Health NHS Trust.
RA4 East Somerset NHS Trust.
RA7 United Bristol Healthcare NHS Trust.
RA9 South Devon Health Care NHS Trust.
RAE Bradford Hospitals NHS Trust.
RAJ Southend Hospital NHS Trust.
RAL Royal Free Hampstead NHS Trust.
RAN The Royal National Orthopaedic Hospital NHS Trust.
RAP North Middlesex University Hospital NHS Trust.
RAS The Hillingdon Hospital NHS Trust.
RAT North East London Mental Health NHS Trust.
RAX Kingston Hospital NHS Trust.
RB1 Avon Ambulance Service NHS Trust.
RB4 Essex Ambulance Service NHS Trust.
RB5 Gloucestershire Ambulance Services NHS Trust.
RB6 Mersey Regional Ambulance Service NHS Trust.
RB7 Staffordshire Ambulance Service NHS Trust.
RB8 South Yorkshire Metropolitan Ambulance and Paramedic Services NHS Trust.
RBA Taunton and Somerset NHS Trust.
RBB Royal National Hospital For Rheumatic Diseases NHS Trust.
RBD West Dorset General Hospitals NHS Trust.
RBF Nuffield Orthopaedic NHS Trust.
RBK  Walsall Hospitals NHS Trust.
RBL  Wirral Hospital NHS Trust.
RBN  St Helens and Knowsley Hospitals NHS Trust.
RBQ  The Cardiothoracic Centre - Liverpool NHS Trust.
RBS  Royal Liverpool Childrens NHS Trust.
RBT  The Mid Cheshire Hospitals NHS Trust.
RBV  Christie Hospital NHS Trust.
RBX  Lincolnshire Ambulance and Health Transport Service NHS Trust.
RBZ  Northern Devon Healthcare NHS Trust.
RC1  Bedford Hospitals NHS Trust.
RC3  Ealing Hospital NHS Trust.
RC9  Luton and Dunstable Hospital NHS Trust.
RCB  York Health Services NHS Trust.
RCC  Scarborough and North East Yorkshire Health Care NHS Trust.
RCD  Harrogate Health Care NHS Trust.
RCF  Airedale NHS Trust.
RCS  Nottingham City Hospital NHS Trust.
RCU  Sheffield Childrens Hospital NHS Trust.
RCX  Kings Lynn and Wisbech Hospitals NHS Trust.
RD1  Royal United Hospital Bath NHS Trust.
RD3  Poole Hospitals NHS Trust.
RD7  Heatherwood and Wexham Park Hospitals NHS Trust.
RD8  Milton Keynes General Hospital NHS Trust.
RDD  Basildon and Thurrock General Hospitals NHS Trust.
RDE  Essex Rivers Healthcare NHS Trust.
RDH  New Possibilities NHS Trust.
RDR  South Downs Health NHS Trust.
RDU  Frimley Park Hospital NHS Trust.
RDY  Dorset Health Care NHS Trust.
RDZ  Royal Bournemouth and Christchurch Hospitals NHS Trust.
RE6  Cumbria Ambulance Service NHS Trust.
RE9  South Tyneside Health Care NHS Trust.
REF  Royal Cornwall Hospitals NHS Trust.
REM  Aintree Hospitals NHS Trust.
REN  Clatterbridge Centre For Oncology NHS Trust.
REP  Liverpool Womens Hospital NHS Trust.
RET  Walton Centre For Neurology and Neurosurgery NHS Trust.
REU  Burnley Health Care NHS Trust.
RF4  Barking.
RFF  Barnsley District General Hospital NHS Trust.
RFK  Queen's Medical Centre.
RFR  Rotherham General Hospitals NHS Trust.
RFS  Chesterfield and North Derbyshire Royal Hospital NHS Trust.
RFU  Bedfordshire and Hertfordshire Ambulance and Paramedic Service NHS Trust.
RFW  West Middlesex University NHS Trust.
RG2  Queen Elizabeth Hospital NHS Trust.
RG3  Bromley Hospitals NHS Trust.
RGC  Whipp Cross University Hospital NHS Trust.
RGD  Leeds Community and Mental Health Services Teaching NHS Trust.
RGH  West Yorkshire Metropolitan Ambulance Service NHS Trust.
RGM  Papworth Hospital NHS Trust.
RGN  Peterborough Hospitals NHS Trust.
RGP  James Paget Healthcare NHS Trust.
RGQ  Ipswich Hospital NHS Trust.
RGR  West Suffolk Hospitals NHS Trust.
RGZ  Queen Mary's Sidcup NHS Trust.
RH1  Royal Berkshire Ambulance Service NHS Trust.
RH2  South Buckinghamshire NHS Trust.
RH5  Somerset Partnership NHS and Social Care Trust.
RH8  Royal Devon and Exeter Healthcare NHS Trust.
RHA  Nottinghamshire Healthcare NHS Trust.
RHM  Southampton University Hospitals NHS Trust.
RHP  Dorset Ambulance NHS Trust.
RHQ  Sheffield Teaching Hospitals NHS Trust.
RHR  Wiltshire Ambulance Service NHS Trust.
RHU  Portsmouth Hospitals NHS Trust.
RHW  Royal Berkshire and Battle Hospitals NHS Trust.
RHX  Oxfordshire Learning Disability NHS Trust.
RHY  Two Shires Ambulance NHS Trust.
RJ1  Guy's and St Thomas' NHS Trust.
RJ2  The Lewisham Hospital NHS Trust.
RJ5  St Mary's NHS Trust.
RJ6  Mayday Healthcare NHS Trust.
RJ7  St George's Healthcare NHS Trust.
RJ8  Cornwall Healthcare NHS Trust.
RJ9  Westcountry Ambulance Services NHS Trust.
RJC  South Warwickshire General Hospitals NHS Trust.
RJD  Mid Staffordshire General Hospitals NHS Trust.
RJE  North Staffordshire Hospital NHS Trust.
RJF  Burton Hospitals NHS Trust.
RJH  Good Hope Hospital NHS Trust.
RJL  Northern Lincolnshire and Goole Hospitals NHS Trust.
RJN  East Cheshire NHS Trust.
RJR  Countess Of Chester Hospital NHS Trust.
RJU  Chorley and South Ribble NHS Trust.
RJX  Calderstones NHS Trust.
RJZ  King's College Hospital NHS Trust.
RK5  Sherwood Forest Hospitals NHS Trust.
RK7  Community Health Sheffield NHS Trust.
RK9  Plymouth Hospitals NHS Trust.
RKA  West Midland Metropolitan Ambulance Service NHS Trust.
RKB  University Hospitals Coventry and Warwickshire NHS Trust.
RKD  Hampshire Ambulance Service NHS Trust.
RKE  Whittington Hospital NHS Trust.
RKF  The Princess Royal Hospital NHS Trust.
RKL  West London Mental Health NHS Trust.
RL1  Robert Jones and Agnes Hunt Orthopaedic and District Hospital NHS Trust.
RL4  The Royal Wolverhampton Hospitals NHS Trust.
RL5  Hereford and Worcester Ambulance Service NHS Trust.
RL6  Warwickshire Ambulance Service NHS Trust.
RLN  City Hospitals Sunderland NHS Trust.
RLQ  Hereford Hospitals NHS Trust.
RLT  George Eliot Hospital NHS Trust.
RLU  Birmingham Women’s Health Care NHS Trust.
RLY  North Staffordshire Combined Healthcare NHS Trust.
RLZ  Royal Shrewsbury Hospitals NHS Trust.
RM1  Norfolk and Norwich University Hospital NHS Trust.
RM2  South Manchester University Hospitals NHS Trust.
RM3  Salford Royal Hospitals NHS Trust.
RM4  Trafford Healthcare NHS Trust.
RM6  Northgate and Prudhoe NHS Trust.
RMA  Greater Manchester Ambulance Service NHS Trust.
RMB  Blackburn.
RMC  Bolton Hospitals NHS Trust.
RMD  Lancashire Ambulance Service NHS Trust.
RMF  Preston Acute Hospitals NHS Trust.
RMH  Mental Health Services Of Salford NHS Trust.
RMP  Tameside and Glossop Acute Services NHS Trust.
RMY  Norfolk Mental Health Care NHS Trust.
RMA  East Anglian Ambulance NHS Trust.
RN1  Winchester and Eastleigh Healthcare NHS Trust.
RN3  Swindon and Marlborough NHS Trust.
RN5  North Hampshire Hospitals NHS Trust.
RN7  Dartford and Gravesham NHS Trust.
RNA  Dudley Group Of Hospitals NHS Trust.
RNB  Coventry Healthcare NHS Trust.
RNC  Dudley Priority Health NHS Trust.
RND  South Birmingham Mental Health NHS Trust.
RNF  Northern Birmingham Mental Health NHS Trust.
RNH  Newham Healthcare NHS Trust.
RNJ  Barts and The London NHS Trust.
RNK  Tavistock and Portman NHS Trust.
<table>
<thead>
<tr>
<th>Code</th>
<th>Trust Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNL</td>
<td>North Cumbria Acute Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RNN</td>
<td>North Cumbria Mental Health and Learning Disabilities NHS Trust.</td>
</tr>
<tr>
<td>RNP</td>
<td>Newcastle.</td>
</tr>
<tr>
<td>RNY</td>
<td>Kettering General Hospital NHS Trust.</td>
</tr>
<tr>
<td>RNS</td>
<td>Northampton General Hospital NHS Trust.</td>
</tr>
<tr>
<td>RNT</td>
<td>Stoke Mandeville Hospital NHS Trust.</td>
</tr>
<tr>
<td>RNU</td>
<td>Oxfordshire Mental Healthcare NHS Trust.</td>
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<tr>
<td>RNY</td>
<td>Oxfordshire Ambulance NHS Trust.</td>
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<tr>
<td>RNZ</td>
<td>Salisbury Health Care NHS Trust.</td>
</tr>
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<td>RQ1</td>
<td>Northamptonshire Healthcare NHS Trust.</td>
</tr>
<tr>
<td>RP1</td>
<td>Great Ormond Street Hospital For Children NHS Trust.</td>
</tr>
<tr>
<td>RP4</td>
<td>Doncaster and Bassetlaw Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RP5</td>
<td>Moorfields Eye Hospital NHS Trust.</td>
</tr>
<tr>
<td>RP6</td>
<td>Lincolnshire Healthcare NHS Trust.</td>
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<tr>
<td>RPA</td>
<td>Medway NHS Trust.</td>
</tr>
<tr>
<td>RPC</td>
<td>The Queen Victoria Hospital NHS Trust.</td>
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<tr>
<td>RPG</td>
<td>Oxleas NHS Trust.</td>
</tr>
<tr>
<td>RPH</td>
<td>Kent Ambulance NHS Trust.</td>
</tr>
<tr>
<td>RPL</td>
<td>Worthing and Southlands Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RPQ</td>
<td>Surrey Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RPR</td>
<td>The Royal West Sussex NHS Trust.</td>
</tr>
<tr>
<td>RPY</td>
<td>The Royal Marsden Hospital NHS Trust.</td>
</tr>
<tr>
<td>RQ2</td>
<td>Sussex Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RQ3</td>
<td>Birmingham Children's Hospital NHS Trust.</td>
</tr>
<tr>
<td>RQ4</td>
<td>Black Country Mental Health NHS Trust.</td>
</tr>
<tr>
<td>RQ5</td>
<td>Wolverhampton Health Care NHS Trust.</td>
</tr>
<tr>
<td>RQ6</td>
<td>Royal Liverpool and Broadgreen Hospitals University NHS Trust.</td>
</tr>
<tr>
<td>RQ8</td>
<td>Mid Essex Hospital Services NHS Trust.</td>
</tr>
<tr>
<td>RQM</td>
<td>Chelsea and Westminster Healthcare NHS Trust.</td>
</tr>
<tr>
<td>RQN</td>
<td>The Hammersmith Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RQQ</td>
<td>Hinchingbrooke Health Care NHS Trust.</td>
</tr>
<tr>
<td>RQW</td>
<td>The Princess Alexandra Hospital NHS Trust.</td>
</tr>
<tr>
<td>RX</td>
<td>Homerton University Hospital NHS Trust.</td>
</tr>
<tr>
<td>RQY</td>
<td>South West London and St George's Mental Health NHS Trust.</td>
</tr>
<tr>
<td>RR1</td>
<td>Birmingham Heartlands and Solihull (Teaching) NHS Trust.</td>
</tr>
<tr>
<td>RR2</td>
<td>Isle Of Wight Healthcare NHS Trust.</td>
</tr>
<tr>
<td>RR7</td>
<td>Gateshead Health NHS Trust.</td>
</tr>
<tr>
<td>RR8</td>
<td>Leeds Teaching Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RR9</td>
<td>North Durham Health Care NHS Trust.</td>
</tr>
<tr>
<td>RRD</td>
<td>North Essex Mental Health Partnership NHS Trust.</td>
</tr>
<tr>
<td>RRE</td>
<td>South Staffordshire Healthcare NHS Trust.</td>
</tr>
<tr>
<td>RRJ</td>
<td>Royal Orthopaedic Hospital NHS Trust.</td>
</tr>
<tr>
<td>RRK</td>
<td>University Hospital Birmingham NHS Trust.</td>
</tr>
<tr>
<td>Code</td>
<td>Trust Name and Location</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td>RRM</td>
<td>North Warwickshire NHS Trust.</td>
</tr>
<tr>
<td>RRP</td>
<td>Barnet.</td>
</tr>
<tr>
<td>RRQ</td>
<td>Camden and Islington Mental Health NHS Trust.</td>
</tr>
<tr>
<td>RRU</td>
<td>London Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RRV</td>
<td>University College London Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RT1</td>
<td>Cambridgeshire and Peterborough Mental Health Partnership NHS Trust.</td>
</tr>
<tr>
<td>RT2</td>
<td>Pennine Care NHS Trust.</td>
</tr>
<tr>
<td>RT3</td>
<td>Royal Brompton and Harefield NHS Trust.</td>
</tr>
<tr>
<td>RT5</td>
<td>Leicestershire and Rutland Healthcare NHS Trust.</td>
</tr>
<tr>
<td>RT6</td>
<td>Local Health Partnerships NHS Trust.</td>
</tr>
<tr>
<td>RTA</td>
<td>South Durham Health Care NHS Trust.</td>
</tr>
<tr>
<td>RTC</td>
<td>County Durham and Darlington Priority Services NHS Trust.</td>
</tr>
<tr>
<td>RTD</td>
<td>The Newcastle Upon Tyne Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RTE</td>
<td>Gloucestershire Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RTF</td>
<td>Northumbria Health Care NHS Trust.</td>
</tr>
<tr>
<td>RTG</td>
<td>Southern Derbyshire Acute Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RTH</td>
<td>Oxford Radcliffe Hospital NHS Trust.</td>
</tr>
<tr>
<td>RTJ</td>
<td>Surrey Hampshire Borders NHS Trust.</td>
</tr>
<tr>
<td>RTK</td>
<td>Ashford and St Peter's Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RTM</td>
<td>East Kent Community NHS Trust.</td>
</tr>
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<td>RTN</td>
<td>Surrey Oaklands NHS Trust.</td>
</tr>
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<td>RTP</td>
<td>Surrey and Sussex Healthcare NHS Trust.</td>
</tr>
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<td>Gloucestershire Partnership NHS Trust.</td>
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<tr>
<td>RTR</td>
<td>South Tees Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RTV</td>
<td>5 Borough Partnership NHS Trust.</td>
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<tr>
<td>RTX</td>
<td>Morecambe Bay Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RV1</td>
<td>Tees East and North Yorkshire Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RV3</td>
<td>Central and North West London Mental Health NHS Trust.</td>
</tr>
<tr>
<td>RV5</td>
<td>South London and Maudsley NHS Trust.</td>
</tr>
<tr>
<td>RV6</td>
<td>East Midlands Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RV7</td>
<td>Bedfordshire and Luton Community NHS Trust.</td>
</tr>
<tr>
<td>RV8</td>
<td>North West London Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RV9</td>
<td>Hull and East Riding Community Health NHS Trust.</td>
</tr>
<tr>
<td>RVJ</td>
<td>North Bristol NHS Trust.</td>
</tr>
<tr>
<td>RVK</td>
<td>North East Ambulance Service NHS Trust.</td>
</tr>
<tr>
<td>RVL</td>
<td>Barnet and Chase Farm Hospitals NHS Trust.</td>
</tr>
<tr>
<td>RVN</td>
<td>Avon and Wiltshire Mental Health Partnership NHS Trust.</td>
</tr>
<tr>
<td>RVR</td>
<td>Epsom and St Helier NHS Trust.</td>
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<td>RVV</td>
<td>East Kent Hospitals NHS Trust.</td>
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<td>RVW</td>
<td>North Tees and Hartlepool NHS Trust.</td>
</tr>
<tr>
<td>RVX</td>
<td>Tees and North East Yorkshire NHS Trust.</td>
</tr>
<tr>
<td>RVY</td>
<td>Southport and Ormskirk Hospital NHS Trust.</td>
</tr>
<tr>
<td>RW1</td>
<td>West Hampshire NHS Trust.</td>
</tr>
</tbody>
</table>
RW3 Central Manchester and Manchester Children's University Hospitals NHS Trust.
RW4 Mersey Care NHS Trust.
RW5 Lancashire Care NHS Trust.
RW6 Pennine Acute Hospitals NHS Trust.
RW7 North West Surrey Mental Health Partnership NHS Trust.
RW8 West Sussex Health and Social Care NHS Trust.
RW9 South of Tyne and Wearside Mental Health NHS Trust.
RWA Hull and East Yorkshire Hospitals NHS Trust.
RWB Doncaster and South Humber Healthcare NHS Trust.
RWC United Lincolnshire Hospitals NHS Trust.
RWD University Hospitals Of Leicester NHS Trust.
RWE Maidstone and Tunbridge Wells NHS Trust.
RWG West Hertfordshire Hospitals NHS Trust.
RWH East and North Hertfordshire NHS Trust.
RWJ Stockport NHS Trust.
RWK East London and The City Mental Health NHS Trust.
RWN South Essex Mental Health and Community Care NHS Trust.
RWP Worcestershire Acute Hospitals NHS Trust.
RWQ Worcestershire Community and Mental Health NHS Trust.
RWR Hertfordshire Partnership NHS Trust.
RWT Buckinghamshire Mental Health NHS Trust.
RWW Devon Partnership NHS Trust.
RWW North Cheshire Hospitals NHS Trust.
RWW Berkshire Healthcare NHS Trust.
RWW Calderdale and Huddersfield NHS Trust.
RXA Cheshire and Wirral Partnership NHS Trust.
RXC East Sussex Hospitals NHS Trust.
RXD East Sussex County Healthcare NHS Trust.
RXF Mid Yorkshire Hospitals NHS Trust.
RXG South West Yorkshire Mental Health NHS Trust.
RXH Brighton and Sussex University Hospitals NHS Trust.
RXJ West Kent NHS and Social Care Trust.
RXK Sandwell and West Birmingham Hospitals NHS Trust.
RXL Blackpool, Fylde and Wyre Hospitals NHS Trust.
RXM Derbyshire Mental Health Services NHS Trust.
YDA NHS Direct.
YDA01 NHS Direct Anglia.
YDA02 NHS Direct Avon, Gloucester & Wiltshire.
YDA03 NHS Direct Bedfordshire & Hertfordshire.
YDA04 NHS Direct North Central London.
YDA05 NHS Direct Kent, Surrey & Sussex.
YDA06 NHS Direct Manchester.
YDA07 NHS Direct Mid Staffordshire.
YDA08 NHS Direct North East London.
YDA09 NHS Direct Thames Valley & Northants.
DESCRIPTION  To identify the NHS Employer (NHS Trusts and Primary Care Trusts).

NOTES  Code 001 Not an NHS Employee.

Whilst the employer code list (NHS Trusts and Primary Care Trusts) may appear rather long, it is expected that for any single institution, only a small subset of codes will need to be used.

As the list of NHS trusts is updated frequently, we recommend institutions use the DH Web site to access codes for trusts not included in the valid entries.

< A HREF="http://www.doh.gov.uk/codes/datafiles.htm" > http://www.doh.gov.uk/codes/datafiles.htm </ A >

REASON REQUIRED  To identify specific NHS Trust and Primary Care Trust (PCTs) employers.
Field | Field Description | Field | Field | Field | Field
---|---|---|---|---|---
Nr. | 174 | Number of GCE AS level | Abbrev'n | GCEASN | Length | 1

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of GCE AS qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J* transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td>175 Tariff score for GCE AS level</td>
<td>GCEASTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**
Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**
A two or three digit number.

**DESCRIPTION**
Tariff score for GCE AS qualifications.

**NOTES**
If the tariff score is below 100 then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**
To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Abbrev'n</th>
<th>Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>176</td>
<td>VCEASN</td>
<td>1</td>
<td>Number of VCE AS level</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of VCE AS qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>177</td>
<td>Tariff score for VCE AS level</td>
<td>VCEASTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for VCE AS qualifications

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td></td>
<td>Field</td>
<td>Field Description</td>
</tr>
<tr>
<td>178</td>
<td>Number of GCE A level</td>
<td>Abbrev'n</td>
<td>GCEAN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Length</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of GCE A level qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Abbrev'n</th>
<th>Field Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>179</td>
<td>GCEATS</td>
<td>Tariff score for GCE A level</td>
<td>Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002. Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.</td>
</tr>
</tbody>
</table>

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for GCE A level qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

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<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>180</td>
<td>Number of VCE A level</td>
<td>VCEAN</td>
<td>1</td>
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**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of VCE A level qualification.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>181</td>
<td>Tariff score for VCE A level</td>
<td>VCEATS</td>
<td>3</td>
</tr>
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</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for VCE A level qualification.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field</th>
<th>Field Description</th>
<th>Field</th>
<th>Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>182</td>
<td>Number of key skills qualification</td>
<td></td>
<td>KSQN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of key skills qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
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<tr>
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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>183</td>
<td>Tariff score for key skills qualification</td>
<td>KSQTS</td>
<td>3</td>
</tr>
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</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for key skills qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

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<tr>
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<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>184</td>
<td>Number of 1-unit key skills award</td>
<td>UKSAN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of 1-unit key skills awards.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J* transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
**Field Description**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Field Abbrev'n</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>185</td>
<td>Tariff score for 1-unit key skills award</td>
<td>UKSATS</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for 1-unit key skills awards.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>186</td>
<td>Number of Scottish Advanced Higher</td>
<td>SAHN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Scottish Advanced Higher qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.*

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<tr>
<th>Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>187</td>
<td>Tariff score for Scottish Advanced Higher</td>
<td>SAHTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Scottish Advanced Higher qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
<table>
<thead>
<tr>
<th>Field Nr.</th>
<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>188</td>
<td>Number of Scottish Higher</td>
<td>SHN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Scottish Higher qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>189</td>
<td>Tariff score for Scottish Higher</td>
<td>SHTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Scottish Higher qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

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<th>Field Description</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>SI2N</td>
<td>Number of Scottish Intermediate 2</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Scottish Intermediate 2 qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>191</td>
<td>Tariff score for Scottish Intermediate 2</td>
<td>SI2TS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Scottish Intermediate 2 qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

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<th>Field Description</th>
<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>192</td>
<td>Number of Scottish Standard Grade Credit</td>
<td>SSGCN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Scottish Standard Grade Credit qualifications.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

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<th>Field Description</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>193</td>
<td>SSGCTS</td>
<td>Tariff score for Scottish Standard Grade Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Scottish Standard Grade Credit qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

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<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>194</td>
<td>Number of Scottish Core Skills</td>
<td>SCSN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Scottish Core Skills

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>195</td>
<td>Tariff score for Scottish Core Skills</td>
<td>SCSTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Scottish Core Skills qualifications.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2002 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

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This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>196</td>
<td>Number of Advanced Extension Awards</td>
<td>AEAN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2003.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A one digit number in the range 0 - 9.

**DESCRIPTION**

Number of Advanced Extension Awards.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2003 has no tariff data then this field must contain the default code 0.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<th>Field Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>197</td>
<td>AENTS</td>
<td>3</td>
<td>Tariff score for Advanced Extension Awards</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2003.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

Tariff score for Advanced Extension Awards.

**NOTES**

If the tariff score is below 100, then the two digit entry in this field must be right justified and left-padded with zeroes.

For students entering through UCAS this information will be available from UCAS via the *J transaction.

If an undergraduate student entering through UCAS with a COMDATE after 31 July 2003 has no tariff data then this field must contain the default code 000.

**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<th>Field Description</th>
<th>Field Abbrev’n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>198</td>
<td>Total tariff score</td>
<td>TOTALTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Compulsory for undergraduate students entering through UCAS with a COMDATE after 31 July 2002.

Institutions are encouraged to provide the information for other full-time undergraduates in order to provide more complete statistical information for the sector.

**VALID ENTRIES**

A two or three digit number.

**DESCRIPTION**

The total tariff score for all qualifications less the duplicates in subjects taken at different levels.

**NOTES**

For students entering through UCAS this information will be available from UCAS via the *J* transaction. Further information on calculating the tariff score is available in the following Annex:


**REASON REQUIRED**

To assess levels of, and changes in, qualifications on entry.

To monitor changes in the pattern of entrants by qualification.

This information is used in projections and planning for the sector and analysis of trends in the take-up of higher education.
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<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>Number of CACHE qualifications</td>
<td>CACHEN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**
Not Used. Reserved field.

**VALID ENTRIES**

**NOTES**
Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.

**REASON REQUIRED**
It is anticipated that additional qualifications are likely to be brought into the Tariff system, therefore Fields 199/184 through to Fields 205/190 have been allocated space in the Combined and Student Record.
<table>
<thead>
<tr>
<th>Field Nr.</th>
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<th>Field Abbrev'n</th>
<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Tariff score for CACHE qualifications</td>
<td>CACHETS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Not Used. Reserved field.

**VALID ENTRIES**

.

**NOTES**

Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

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<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Number of BTEC National</td>
<td>BTECN</td>
<td>1</td>
</tr>
</tbody>
</table>

**STATUS**  
Not Used. Reserved field.

**VALID ENTRIES**

**NOTES**  
Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.

**REASON REQUIRED**  
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<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>202</td>
<td>Tariff score for BTEC National</td>
<td>BTECTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Not Used. Reserved field.

**VALID ENTRIES**

.

**NOTES**

Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

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<th>Field Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>Tariff score for International Baccalaureate</td>
<td>IBTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**

Not Used. Reserved field.

**VALID ENTRIES**

- 

**NOTES**

Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

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</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>Tariff score for Irish Leaving Certificate</td>
<td>ILCTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**STATUS**  
Not Used. Reserved field.

**VALID ENTRIES**

**NOTES**  
Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

In the case of ASCII Fixed Length returns the field should be padded with spaces to its entire length.

In the case of Comma Separated returns the field should be blank, i.e. the commas separating this field from the preceding and succeeding fields would be next to each other.

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<th>Field Abbrev'n</th>
<th>Length</th>
<th>Field Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>MDPATS</td>
<td>3</td>
<td>Tariff score for Music, Drama, Performing Arts</td>
</tr>
</tbody>
</table>

**STATUS**

Not Used. Reserved field.

**VALID ENTRIES**

.

**NOTES**

Although this field is not used to collect any information it must still be present in returns so that all fields remain in their correct relative positions.

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