Field Nr.	Field Description	Field Abbrev'n	Field Length
1	Record type indicator	RECID	5
2	HESA institution identifier	INSTID	4
3	Campus identifier	CAMPID	1
4	Module title	MTITLE	80
5	Module identifier	MODID	12
6	Proportion of FTE	FTE	5
7	Proportion not taught by this institution	PCOLAB	5
8	Credit transfer scheme	CRDTSCM	1
9	Credit value of module	CRDTPTS	3
10	Level of credit points	LEVLPTS	1
11	Module length	MODLEN	2
12	Cost centre 1	COSTCN01	2
13	Subject area of study 1	SBJ01	4
14	Proportion of subject 1	SBJPER01	5
15	Cost centre 2	COSTCN02	2
16	Subject area of study 2	SBJ02	4
17	Proportion of subject 2	SBJPER02	5
18	Not used	VLEVEL	2
19	Other institution providing teaching 1	TINST1	7
20	Guided learning hours	GLHRS	5

♦ Required for December return

Field Nr.	Field Description	Field Abbrev'n	Field Length
1	Record type indicator	RECID	5

STATUS   Compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES 01011 Combined student/course record.
        01012   Student record.
        01013   Module record.
        01014   Aggregate record of non-credit-bearing courses.
        01016   First destination supplement.
        01017   Trainee teacher information supplement (Scotland).
        01019   HE in FE Colleges.
        01021   Staff individualised record.
        01022   Staff aggregate record.
        01023   Staff load record.
        01024   Research output record.
        01031   Finance statistics return.
        01032   Estate record.
        01111   Students on low credit-bearing courses - English and Welsh institutions only (Combined record).
        01112   Students on low credit-bearing courses - English and Welsh institutions only (Student record).
        01113   Students on low credit-bearing courses - English and Welsh institutions only (Module record).
        01211   Reduced FE record - English and Welsh institutions only (Combined record).
        01212   Reduced FE record - English and Welsh institutions only (Student record).
        01213   Reduced FE record - English and Welsh institutions only (Module record).
        01311   Visiting and exchange students (Combined record).
        01312   Visiting and Exchange Students (Student Record).
        01411   Dormant Students (Combined Record).
        01412   Dormant Students (Student Record).
        01612   Welsh for Adults (Student 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 or late returns of results information. Details are given in Appendix 9.

          N.B. Late Return of Results Information (code 98511 and/or 98512) MUST be returned in separate files.

REASON REQUIRED For HESA's operational purposes.

Field Nr.	Field Description	Field Abbrev'n	Field Length
2	HESA institution identifier	INSTID	4

STATUS   Compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A list of valid entries for this field may be found in Appendix 2.

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.

Field Nr.	Field Description	Field Abbrev'n	Field Length
3	Campus identifier	CAMPID	1

STATUS Compulsory.

TIMESCALE Required in the July data collection only.

VALID ENTRIES A one character alphanumeric 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 Although this field is compulsory, in the majority of cases, it will default to the generic value 'A' indicating the entire institution. The Funding Councils do not require that different campuses of an institution be separated in the statistical returns. However, 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 Alison Berry at HESA.

Codes other than 'A' can be used only where an institution has agreed with HESA distinct valid codes for separate campuses, and 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.

For the purposes of this field, a campus is not necessarily a physical site, but may be an administrative location.

A separate campus identifier should be used if the student is studying on a campus at a substantial distance from where the main institution is based, such that it would be regarded as being in a different region of the country. This is to facilitate regional analysis.

REASON REQUIRED To provide separate figures for each campus.

To facilitate the derivation of geographic patterns of study.

Field Nr.	Field Description	Field Abbrev'n	Field Length
4	Module title	MTITLE	80

STATUS Compulsory.

TIMESCALE Required in the July data collection only.

VALID ENTRIES Up to 80 textual characters.

DESCRIPTION The 'Module title', as determined by the institution. The term 'Module title' in this context relates to the specific module which in turn can be a component in many courses.

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 and that the characters in the field conform to the 'Character set for text fields' given in the 'Mechanisms for Data Submission' section at the beginning of the coding manual.

REASON REQUIRED As a cross reference for identifying modules in case of queries regarding specific student records.

Field Nr.	Field Description	Field Abbrev'n	Field Length
5	Module identifier	MODID	12

STATUS   Compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   12 character module identifiers.

DESCRIPTION   The Module identifier links the student record and the module record. There must be an entry for every module that is entered into the student record, fields 85-100 Module identifier, with a matching identifier.

NOTES   For Welsh institutions only, there is a requirement to indicate in the module identifier whether the module is available wholly or in part through the medium of Welsh. This is by decision of the Welsh Funding Councils, after consultation with Welsh institutions.

For Welsh institutions the module identifier should have a last character 'W' if the module is 'available wholly or in part through the medium of Welsh'. Any other last character will be taken as meaning not so available.

REASON REQUIRED To provide the link with the student record.

Field Nr.	Field Description	Field Abbrev'n	Field Length
6	Proportion of FTE	FTE	5

STATUS Compulsory.

TIMESCALE Required in the July data collection only.

VALID ENTRIES A percentage in the range 000.0 to 100.0. Please see the 'Notes of Guidance' for a description of the format.

DESCRIPTION The Proportion of FTE indicates the proportion of a full time equivalent year attributed to the module. It shows the proportion of a year's full-time study for this qualification aim that the module would represent.

NOTES This field, together with field 74, Student FTE, endeavours to capture more sensitive information than has previously been available about students whose study pattern cannot be categorised as typically 'full-time', i.e. equivalent in total to 1 FTE per year. It provides a numerical measure of the contents of field 70, Mode of study. It does not seek to record the 'teaching load', nor the 'contact time' associated with a student or the programme of study, nor the 'learning hours', since each of these quantities is subject to variation between institutions, and cannot be related to a national norm. No weighting should be given, therefore, to take account of the resourcing requirements of different modules.

For institutions operating a credit points system, the proportion of FTE can be calculated from the number of credit points that may be obtained from the module compared with the number of credit points obtainable for that year of the programme of study. Proportion of FTE can also be calculated by reference to a conventional full-time student following the qualification aim. For example, if it is the institution's normal requirement that a student should complete 12 (equally-weighted) modules for a degree which would typically take 3 years for a normal full-time student, then each module would have proportion of FTE calculated as 25% (025.0). For degrees requiring 12 (equally-weighted) modules over 4 full-time years, each would have proportion of FTE calculated as 33% (033.0). This could serve as a benchmark for calculating the FTE of non-standard modules, or modules falling within other programmes of study. For professional courses, the advice of the professional awarding body can be sought. Otherwise institutions are asked to make an academic judgement in relating the module to another module of a similar level, and similar academic subject category, which can be related to a 'standard' full-time programme of study. HESA accepts that the full-time equivalence will not be exact in all cases, but the aim is to give a better approximation than the use of arbitrary conversion factors. It is recognised that the actual

student FTE associated with a programme of study may not simply be the aggregation of all modules followed by that student, and it is not expected that there will always be a precise correspondence between the aggregate 'proportion of FTE' fields and the student FTE field (field 74 of the student record). (See also notes of guidance for field 74, Student FTE, in Appendix 10.)

REASON REQUIRED To facilitate a more accurate assessment of the student load of non full-time study.

Field Nr.	Field Description	Field Abbrev'n	Field Length
7	Proportion not taught by this institution	PCOLAB	5

STATUS   Compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A percentage in the range 000.0 to 100.0. Please see the 'Notes of Guidance' for a description of the format.

DESCRIPTION   The Proportion not taught by this institution indicates the percentage of the module 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   If this field is anything but 000.0 indicating that some part of the module is taught elsewhere, field 19, 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. However it is expected that in cases where this field is coded greater that 000.0, then field 71, Location of study, would be coded 2 or 3 'collaborative or franchised course/programme'.

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.

Field Nr.	Field Description	Field Abbrev'n	Field Length
8	Credit transfer scheme	CRDTSCM	1

STATUS Compulsory

TIMESCALE Required in the July data collection only.

VALID ENTRIES
1	England, Wales and Northern Ireland (the CNAA scheme).
2	Scotland (SCOTCAT).
6	FEU framework for credit.
7	Other scheme.
8	Own scheme.
9	No scheme.

DESCRIPTION This field denotes the credit point transfer scheme that field 9, Credit value of module, and field 10, Level of credit points, apply to.

NOTES Though the CNAA no longer exists, its scheme still runs at many institutions.

Institutions may be setting up their own scheme in advance of any nationally agreed format. These should be coded 8.

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 Nr.	Field Description	Field Abbrev'n	Field Length
9	Credit value of module	CRDTPTS	3

STATUS Compulsory.

TIMESCALE Required in the July data collection only.

VALID ENTRIES A number in the range 000 - 999.

DESCRIPTION This field indicates the number of credit points a student gains on successful completion of the module.

NOTES Code 999 should be used for programmes of study which do not have a credit transfer scheme (code 9, 'No scheme', in field 8, Credit transfer scheme). In addition,

a) Institutions in England and Northern Ireland may use code 999 as a default for all programmes of study, and it is suggested that this default is used for schemes coded 7 or 8 in field 8, Credit transfer scheme.

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

c) Institutions in Wales should only use code 999 where field 8, Credit transfer scheme, is coded 9 'No 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.

Field Nr.	Field Description	Field Abbrev'n	Field Length
10	Level of credit points	LEVLPTS	1

STATUS   'Level of credit points' compulsory if field 9, Credit value of module, has been completed with a code other than 999.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES
0	HE Foundation year/FEU level E.
1	Degree level 1/FEU level 1.
2	Degree level 2/FEU level 2.
3	Degree level 3/FEU level 3.
4	Degree level 4.
5	Undergraduate unspecified.
6	Masters (and other postgraduate levels).
9	Not applicable.

DESCRIPTION   This is used to record the level of the credit points given in field 9,Credit value of module.

NOTES   If the points relate to more than one level, please enter the code for the level which accounts for the largest number of points (or if they are equal, enter the code for the higher level).

N.B. FEFCW require FEU level of credit points to be recorded using this field. Existing codes will be interpreted as:

0 HE Foundation year/FEU level E
1 Degree level 1/FEU level 1
2 Degree level 2/FEU level 2
3 Degree level 3/FEU level 3

REASON REQUIRED To assemble information about the adoption of credit transfer schemes.

Field Nr.	Field Description	Field Abbrev'n	Field Length
11	Module length	MODLEN	2

STATUS   Not compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A number in the range 01 to 99. (99 denotes unknown length/self-paced with indefinite length.).

DESCRIPTION   This field should indicate the length of the module in weeks.

REASON REQUIRED To assess the length of the module.

Field Nr.	Field Description		Field Abbrev'n	Field Length	
12	Cost centre 1		COSTCN01	2	
15	Cost centre 2		COSTCN02	2	Numeric

STATUS   Cost centre 1 compulsory; 2 not compulsory.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A list of valid entries for this field may be found in Appendix 5.

DESCRIPTION   Fields 12 - 17 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 module.

Up to two cost centres may be returned with input to the current year of the module, identifying the main subject areas and the proportion of input of each.

NOTES   Field 12, Cost centre 1, is linked to field 13, Subject area of study 1, and field 14, Proportion of subject 1. Subsequently links apply for a second cost centre.

Where 2 different subjects are taught in the same cost centre, there should be separate entries for each.

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

These cost centres should have been agreed with the Funding Councils as outlined in the Circular 'The Allocation of Departments to Cost Centres' (Nov. 1994) and updated by HEFCE Request 97/25 'Assigning Departments to Academic Cost Centres' (Oct. 1997).

Cost centres 35-39 provide a further detailed breakdown of some of the original cost centres. They can be mapped back to the original cost centre groupings as follows:-

35 mapped to 31
36 mapped to 31
37 mapped to 32

38 mapped to 34
39 mapped to 20

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 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 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 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.

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. Dummy cost centre 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 dummy cost centre 99 will be allocated to the lowest price group for funding.

EXAMPLE   A physics module may be taught 80% in the physics cost centre and 20% in the information technology and systems sciences

cost centre. This could be coded as follows:

	Cost centre	Subject area	Proportion
1	(12) Physics	(13) F30 (physics)	(14) 080.0
2	(15) Information technology and system sciences	(16) F30 (physics)	(17) 020.0

(Note the numbers in brackets relate to the field numbers in the record.)

REASON REQUIRED To calculate the student load on the 'cost centres'.

Field Nr.	Field Description	Field Abbrev'n	Field Length	
13	Subject area of study 1	SBJ01	4	
146	Subject area of study 16	SBJ16	4	Alphanumeric
104	Subject area of study 2	SBJ02	4	Alphanumeric
107	Subject area of study 3	SBJ03	4	Alphanumeric
110	Subject area of study 4	SBJ04	4	Alphanumeric
113	Subject area of study 5	SBJ05	4	Alphanumeric
116	Subject area of study 6	SBJ06	4	Alphanumeric
119	Subject area of study 7	SBJ07	4	Alphanumeric
122	Subject area of study 8	SBJ08	4	Alphanumeric
125	Subject area of study 9	SBJ09	4	Alphanumeric
128	Subject area of study 10	SBJ10	4	Alphanumeric
131	Subject area of study 11	SBJ11	4	Alphanumeric
134	Subject area of study 12	SBJ12	4	Alphanumeric
137	Subject area of study 13	SBJ13	4	Alphanumeric
140	Subject area of study 14	SBJ14	4	Alphanumeric
143	Subject area of study 15	SBJ15	4	Alphanumeric

STATUS   Subject area of study 1 compulsory, 2 compulsory if corresponding cost centre 2 completed.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   Please refer to the HESACODE classification of academic subjects.

DESCRIPTION   Fields 12 - 17 should be considered as a block of related information.

The subject area of study is an up to three character (will be up to four characters - see NOTES) subject area identifier for the subject areas of the module. Subject area codes are to be taken from the manual 'HESACODE - An Interim Specification'. Academic subjects are broken down into 15 major groups, each identified by an alpha character as follows:

A   Medicine and dentistry
B   Subjects allied to medicine
C   Biological sciences.
D   Agriculture and related subjects.
F   Physical sciences.
G   Mathematical sciences and informatics.
H,J Engineering and technology.
K   Architecture.
L,M Social studies.
N   Business and administrative studies.
P   Mass communication and documentation.
Q,R,T Languages and related disciplines.
V   Humanities.
W   Creative arts.

X   Education and leisure.

The alpha character forms the first character of the subject area code. The remaining digit or digits are numeric and provide a more detailed subject content breakdown. A full list of these is given in the HESACODE booklet.

NOTES   An entry is required for each subject area of study of the module regardless of whether this subject area of study is taught by the reporting institution or not.

There is a current on-going project to harmonise HESA and UCAS subject classification codes. The intention is that all subjects will be coded according to a common, truly hierarchical, four character subject code.

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

The implementation of the modified HESACODE is not expected until 2000/01. Until introduced, institutions should use the current manual 'HESACODE, An Interim Specification'.

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

It is expected that there would be only a very limited number of cases where Y codes need be used.

EXAMPLE   See field 12, 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), whether or not these are the main subjects of the course.

Field Nr.	Field Description	Field Abbrev'n	Field Length	
14	Proportion of subject 1	SBJPER01	5	
105	Proportion of subject 2	SBJPER02	5	Numeric
108	Proportion of subject 3	SBJPER03	5	Numeric
111	Proportion of subject 4	SBJPER04	5	Numeric
114	Proportion of subject 5	SBJPER05	5	Numeric
117	Proportion of subject 6	SBJPER06	5	Numeric
120	Proportion of subject 7	SBJPER07	5	Numeric
123	Proportion of subject 8	SBJPER08	5	Numeric
126	Proportion of subject 9	SBJPER09	5	Numeric
129	Proportion of subject 10	SBJPER10	5	Numeric
132	Proportion of subject 11	SBJPER11	5	Numeric
135	Proportion of subject 12	SBJPER12	5	Numeric
138	Proportion of subject 13	SBJPER13	5	Numeric
141	Proportion of subject 14	SBJPER14	5	Numeric
144	Proportion of subject 15	SBJPER15	5	Numeric
147	Proportion of subject 16	SBJPER16	5	Numeric

STATUS Proportion of subject 1 compulsory, 2 compulsory if corresponding cost centre 2 completed.

TIMESCALE Required in the July data collection only.

VALID ENTRIES A percentage in the range 000.0 to 100.0. Please see the 'Notes of Guidance' for a description of the format.

DESCRIPTION Fields 12-17 should be considered as a block of related information.

Proportion of subject indicates the percentage of the module that the appropriate subject and cost centre make up. These proportions (fields 14 and 17) must equal 100%.

NOTES Where the sum of proportions (fields 14 and 17) 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 12-17 for any part of the module not taught by the reporting institution. Field 7, Proportion not taught by this institution, is a subset included within fields 12-17.

Fields 12-17 describe the whole of the current year of the module.

The sum of the proportions of fields 12-17 together with field 7, Proportion not taught by this institution, will therefore exceed

100% for all cases where field 7, Proportion not taught by this institution, is greater than zero.

EXAMPLE   See field 12, Cost centre 1, for an example and notes.

REASON REQUIRED See field 101, Subject area of study 1, for reasons.

Field Nr.	Field Description	Field Abbrev'n	Field Length
18	Not used	VLEVEL	2

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 it's entire length.

In the case of Comma Separated returns the field should be blank, i.e. the comma's separating this field from the preceding and succeeding fields would be next to each other.

Field Nr.	Field Description	Field Abbrev'n	Field Length
19	Other institution providing teaching 1	TINST1	7

STATUS   Compulsory where field 7, Proportion not taught by this institution, is not equal to 000.0.

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A list of valid entries for this field may be found in Appendix 2 and.

A list of valid entries for this field may be found in Appendix 7.

DESCRIPTION   The institution identifier of the institution providing the teaching.

NOTES   In cases where there is more than one other institution providing teaching, the one with the most input should be selected.

Where Other institution providing teaching does not appear in the list of valid entries in Appendix 2 or 7 please code:

4001 Other UK institution.
4002 Other Non-UK institution.

REASON REQUIRED To apportion the student numbers between the collaborating/franchising institutions in the ways which are appropriate for different purposes.

Field Nr.	Field Description	Field Abbrev'n	Field Length
20	Guided learning hours	GLHRS	5

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

TIMESCALE   Required in the July data collection only.

VALID ENTRIES   A number in the range 01-99999.

DESCRIPTION   The actual number of guided learning hours for the module, to the nearest whole hour.

NOTES   'Guided learning hours' are known as 'delivered learning hours' in Wales.

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 the whole qualification aim.