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# 94011: Record type indicator

## Field Information

Number:	001
Name:	Record type indicator
Abbreviation:	RECID
Length:	2
Status:	Compulsory
Description:	The Record type indicator is for HESA's internal use to identify the type of record being sent.
Notes:	
Reason Required:	For HESA's operational purposes.

## Valid Entries

- 11 Combined student/course record.
- 12 Student record.
- 13 Module record.
- 14 Aggregate record of non-credit-bearing courses.
- 15 Collaborative arrangements record.
- 16 First Destination supplement
- 19 HE in FE Colleges.
- 21 Staff individualised record.
- 22 Staff aggregate record.
- 23 Staff load record.
- 24 Research output record.
- 31 Finance statistics return.
- 32 Estates record.
- 33 HEPPI record.

## 94011: HESA institution identifier

### Field Information

Number: 002

Name: HESA institution identifier

Abbreviation: INSTID

Length: 4

Status: Compulsory.

Description: The institution is identified by two fields, the first field 2, the HESA institution identifier (a four digit number relating to the institution) and field 3, the [Campus identifier](#), a single alphanumeric character. The [Campus identifier](#) character 'A' will be designated the default for the whole institution. 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 Tim Hatcher at HESA.

Notes: 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. However, where it is possible to indicate that a student is studying at a single site, HESA strongly encourages the use of a distinct [Campus identifier](#). As a general rule of thumb, we suggest that a distinct [Campus identifier](#) should not be so allocated if it falls within the same county or L.E.A. boundary.

The Funding Councils do not require that different campuses of an institution be separated in the statistical returns. For courses taught outside the HEI, the location of the collaborating or franchised college will be sought in the HESA Collaborative Arrangements record, and need not be returned under this field.

Example: 0023 Liverpool Institute of HE.

Reason Required: To provide separate figures for each institution.

### Valid Entries

0001	The Open University
0002	Cranfield University
0003	Royal College of Art
0004	College of Guidance Studies
0006	Institute of Advanced Nursing Education
0007	Bishop Grosseteste College
0008	Bretton Hall College of HE
0009	Buckinghamshire College of HE
0010	Central School of Speech and Drama
0011	Chester College of HE
0012	Canterbury Christ Church College of HE

0013 College of Ripon and York St John, North Yorkshire  
0014 College of St Mark and St John Foundation  
0015 Dartington College of Arts  
0016 Edge Hill College of Higher Education  
0017 Falmouth School of Art and Design  
0018 Harper Adams Agricultural College  
0019 Homerton College  
0020 Kent Institute of Art and Design  
0021 King Alfred's College  
0022 La Sainte union College of HE  
0023 Liverpool Institute of HE  
0024 The London Institute  
0025 Loughborough College of Art and Design  
0026 University of Luton  
0027 Nene College  
0028 Newman College  
0029 North Riding College  
0030 Ravensbourne College of Design and Communication  
0031 Roehampton Institute of HE  
0032 Rose Bruford College of Speech and Drama  
0033 Royal Academy of Music  
0034 Royal College of Music  
0035 Royal Northern College of Music  
0036 Salford College of Technology  
0037 Southampton Institute of HE  
0038 St Martin's College  
0039 St Mary's College  
0040 Trinity and All Saints College  
0041 Trinity College of Music  
0042 Westminster College  
0043 West London Institute of Higher Education  
0044 The Surrey Institute of Art and Design  
0045 Winchester School of Art  
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 The University of Central England in Birmingham  
0053 The University of Central Lancashire  
0054 Cheltenham and Gloucester College of HE  
0055 London Guildhall University  
0056 Coventry University

0057 University of Derby  
0058 The University of East London  
0059 The University of Greenwich  
0060 The University of Hertfordshire  
0061 The University of Huddersfield  
0062 The University of Humberside  
0063 Kingston University  
0064 Leeds Metropolitan University  
0065 Liverpool John Moores University  
0066 Manchester Metropolitan University  
0067 Middlesex University  
0068 De Montfort University  
0069 The University of Northumbria at Newcastle  
0070 The University of North London  
0071 Nottingham Trent University  
0072 Oxford Brookes University  
0073 The University of Plymouth  
0074 The University of Portsmouth  
0075 Sheffield Hallam University  
0076 South Bank University  
0077 Staffordshire University  
0078 The University of Sunderland  
0079 The University of Teesside  
0080 Thames Valley University  
0081 The University of the West of England, Bristol  
0082 West Sussex Institute of HE  
0083 The University of Westminster  
0084 Wimbledon School of Art  
0085 The University of Wolverhampton  
0086 Gwent College of Higher Education  
0087 The North-East Wales Institute of Higher Education  
0088 Coleg Normal  
0089 Cardiff Institute of Higher Education  
0090 University of Glamorgan  
0091 Swansea Institute of Higher Education  
0092 Trinity College  
0094 Duncan of Jordanstone College of Art  
0095 University of Abertay, Dundee  
0096 Edinburgh College of Art  
0097 Glasgow School of Art  
0098 Moray House College of Education (Incorporating the Scottish Centre for Physical Education, Movement and Leisure Studies)  
0099 Northern College of Education  
0100 Queen Margaret College

0101 Royal Scottish Academy of Music and Drama  
0102 St Andrew's College of Education  
0103 Scottish College of Textiles  
0104 Robert Gordon University  
0105 The University of Paisley  
0106 Glasgow Caledonian University  
0107 Napier University  
0108 University of Aston in Birmingham  
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 The City University  
0116 The 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 University of Kent at Canterbury  
0123 The University of Lancaster  
0124 University of Leeds  
0125 The University of Leicester  
0126 The University of Liverpool  
0127 Birkbeck College  
0128 The British Postgraduate Medical Federation  
0129 Charing Cross & Westminster Medical School  
0131 Goldsmiths College  
0132 Imperial College of Science, Technology & Medicine  
0133 Institute of Education, University of London  
0134 Kings College London  
0135 London Business School  
0136 The London Hospital Medical College  
0137 The London School of Economics and Political Science  
0138 London School of Hygiene and Tropical Medicine  
0139 Queen Mary and Westfield College  
0140 Royal Free Hospital School of Medicine  
0141 Royal Holloway and Bedford New College  
0142 Royal Postgraduate Medical School  
0143 The Royal Veterinary College  
0144 The Medical College of St.Bartholemews Hospital in the City of London  
0145 St George's Hospital Medical School



0146 The School of Oriental and African Studies  
0147 The School of Pharmacy  
0148 United Medical and Dental Schools of Guy's and St Thomas's Hospitals  
0149 University College London  
0150 The College of St. Gregory at St. Martin at Wye  
0151 London University - Senate institutes  
0152 The Loughborough University of Technology  
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 St David's University College  
0177 The University College of Wales, Aberystwyth  
0178 University College of North Wales, Bangor  
0179 University of Wales College of Cardiff  
0180 University College of Swansea  
0181 University of Wales College of Medicine  
0182 Welsh College of Music and drama  
0183 Welsh Institute of Rual Studies  
0184 Queen's University of Belfast  
0185 The University of Ulster  
0186 University of Wales, Registry  
0187 Westhill College  
0189 Writtle College  
2001 Institute of Psychiatry



# 94011: Campus identifier

## Field Information

Number:	003
Name:	Campus identifier
Abbreviation:	CAMPID
Length:	1
Status:	Compulsory.
Description:	<p>The Campus identifier is the second part of the institution identifier: please see the description of field 2, <a href="#">HESA institution identifier</a>, for the full definition of this field.</p> <p>See field 2, <a href="#">HESA institution identifier</a>.</p> <p>Although this field is compulsory in the majority of cases it will default to the generic value 'A' indicating the entire institution.</p>
Notes:	<p>Only in cases where an institution has agreed with HESA distinct valid codes for separate campuses, and a student can be associated with a single site, can this field, if the institution requires, be coded with one of the agreed valid campus codes for the institution.</p> <p>For the purposes of this field, a campus is not necessarily a physical site, but may be an administrative location.</p>
Reason Required:	<p>To provide separate figures for each campus.</p> <p>To facilitate the derivation of geographic patterns of study.</p>

## Valid Entries

A 1 character alphanumeric code.

# 94011: Student identifier

## Field Information

Number: 004

Name: Student identifier

Abbreviation: HUSID

Length: 13

Status: Compulsory.

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 he/she may attend. The medium term objective is that the use of this number will allow the accurate tracking of students throughout their life within the sector for which HESA collects data.

Students entering higher education through UCAS will be allocated their number automatically. Other entrants to institutions will be allocated a student identifier by the institution.

Transitional arrangements for the allocation of numbers in 1994-95 are explained below.

From the commencement of the academic/financial year 1995-96, 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, a new one should be issued. In the longer term a look-up procedure may be introduced.

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.

Notes: Students who move from one institution to another keep their original full student identifier (including the original institution's HESA institution number)

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

HESA will not be able to look up identifiers prior to when the new HESA numbers will have been allocated, this being before 1994-95.

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**

First 4 digits:

Padded with 0s.

Next 2 digits:

Year of application to UCAS (last two digits of the calendar year).

Next 6 digits:

6 digit reference number allocated sequentially by UCAS.  
Last digit:  
Check digit.

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

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

First 2 digits:  
Year of entry into institution (last 2 digits of calendar 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.

### **Continuing Students currently at institutions.**

There should not be any current continuing students with UCAS numbers, as UCAS admissions start with the 1994-95 intake.

Direct entrants from January 1994 to July 1994 should be coded with numbers in the new HESA direct entry format.

Institutions formerly returning data to USR MUST return each continuing student's USR number in the new HESA approved format. This is to facilitate the possibility of backward tracking within previous data sets.

Institutions that did not formerly return data to USR MUST code all their continuing students in the new HESA direct entrant format with a year prefix of '93'.

It is recognised that some of the former PCAS institutions may still hold the student's PCAS number, but as the retention of this number is not uniform throughout that sector, it is not considered to be a good basis for the Student identifier and therefore is not required by HESA.

*For continuing students currently at institutions and who have a USR number: return the student's existing USR number, padded with four leading 0s.*

### **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 :

Digit number 1 2 3 4 5 6  
Weight 1 3 7 9 1 3

Digit number 7 8 9 10 11 12  
Weight 7 9 1 3 7 9

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.

*Deferred UCCA/UCAS students should retain their original number allocated by*

*UCCA/UCAS. The year identifier should NOT be updated. This differs from the USR practice but ensures that the numbers remain unique. There will be no analysis on this field. HESA will assess commencement of studies through Field 26 'Date of commencement of programme'.*

*For any direct entrants who have a known USR number, we would expect this number to be returned padded with four leading zeros.*

A direct entrant student in October 1994 at Royal Holloway, University of London is allocated the internal number 123456. The check digit calculation for the student's reference number, 941141123456, would be calculated as :

Number 9 4 1 1 4 1  
Weight 1 3 7 9 1 3  
Product 9 12 7 9 4 3

Example: Number 1 2 3 4 5 6  
Weight 7 9 1 3 7 9  
Product 7 18 3 12 35 54

The sum of the products is 173, the final digit being 3, so the check digit is  $10 - 3$ , or 7. The full identifier is therefore 9411411234567.

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).

## Knowledge Base

Should deferred UCAS entrants keep their original UCAS number ? Deferred UCAS students should retain their original number allocated by UCAS. The year identifier should not be updated. This differs from the USR practice but ensures that the numbers remain unique. There will be no analysis on this field. HESA will assess commencement of studies through Field 26 'Date of Commencement of programme'.

(Guidance in October 1994 Supplement)

Guidance from May 1994 Supplement. For continuing students currently at institutions and who have a USR number: return the student's existing USR number, and padded with four leading 0s.

Non-Unique USR Numbers As a result of USR having separate systems for undergraduates and postgraduates there are some duplicate numbers in the system. Due to HESA `s requirements of having unique numbers for each student we require these numbers to be changed. The students affected are some current continuing postgraduate students at former USR institutions. HESA is informing the institutions involved directly, advising them of the procedures for reissuing numbers.

(Guidance in Student Record Coding Manual Supplement October 1994)

## Valid Entries

A 13 digit numeric code.

# 94011: SCOTVEC number

## Field Information

Number: 005

Name: SCOTVEC number

Abbreviation: SCOTVEC

Length: 9

Status: Compulsory for Scottish domiciled new entrants from 1995-96 onwards at institutions throughout the UK.  
Optional for Scottish domiciled students in 1994-95

Description: The SCOTVEC number is a number that is allocated to Scottish pupils at school and in FE colleges if they undertake SCOTVEC modules or SCOTVEC based courses. In the future it is hoped that SCOTVEC and SEB (Scottish Exam board) will issue a joint number to all candidates for either set of exams. Many Scottish students will therefore have a SCOTVEC number, and coverage should increase over the next few years to cover almost all Scottish entrants. The SCOTVEC number should be coded for all Scottish domiciled students who have one.

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

It is expected that UCAS will be collecting the SCOTVEC number for all Scottish domiciled new entrants from 1995-96 onwards. Institutions will need to collect this information for direct entrants of Scottish domicile.

Notes: *In the manual, the 'STATUS' indicates that this field is optional for Scottish-domiciled students in 1994-95, and will be compulsory for Scottish domiciled new entrants from 1995-96. The 'DESCRIPTION' makes it clear that some Scottish students will not have a SCOTVEC number, and adds that coverage should increase over the next few years. The 'REASON REQUIRED' explains that this field may be used to link the HESA student records with information about SCOTVEC courses taken and SCOTVEC qualifications gained by the students; and ultimately to link (for statistical purposes) the HESA records to information from the QSL returns and from the FES returns, to provide additional information about the flows between school, further education and higher education.*

*Some institutions have asked whether this field need be collected for postgraduates, as few of their postgraduate students have (or can provide) a SCOTVEC number. As noted above, this field is to be used for record linkage (for statistical purposes) with SCOTVEC records, and with QSL and FES data. As few of the students taking SCOTVEC courses will be postgraduates, and as few of the students entering Higher Education Institutions having recently left a school or a Further Education College will be postgraduates, it is unlikely that many postgraduates would be involved in such record linkages. (It is expected that record linkages involving postgraduates would use the HESA student identifiers to link the postgraduate records to any records that HESA for the students' undergraduates courses.) Therefore, the SCOTVEC number need not to be collected for postgraduate students, and the 'STATUS' for 1995-96 should read:*

*Compulsory for Scottish domiciled new entrants to the institution who are taking courses which are at (or below) undergraduate level from 1995-96 onwards at institutions throughout the UK. Also required for all students on SCOTVEC courses. NOT required for those entering postgraduate courses, nor for students without a SCOTVEC number.*

*The definition refers to 'new entrants to the institution' because, for example, SCOTVEC numbers are required for students who enter a degree course at a Higher Education Institution, having obtained a HNC or an HND at a Further Education College (if the students are Scottish-domiciled, and if they have SCOTVEC numbers). SCOTVEC numbers should be provided in such cases, even in the case of an 'articulated' course leading to the HNC or HND in the FEC and then to the degree at the HEI.*

*Institutions are reminded that UCAS now collect the SCOTVEC number, with effect from the 'applications for entry in 1995' cycle. Institutions should ensure that SCOTVEC numbers for students who enter in one year are carried forward into the records for these students which the institutions will submit to HESA in later years.*

To link, for statistical purposes, the student records collected by HESA with information about the SCOTVEC courses taken and the SCOTVEC qualifications gained by the students.

Reason Required: 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, it is expected, will use the SCOTVEC number as the unique student identifier)

Such linkages can provide additional information about the flows between school, further education and higher education.

## Knowledge Base

Guidance from the October Supplement. In the manual, the `STATUS' indicates that this field is optional for Scottish-domiciled students in 1994-95, and will be compulsory for Scottish domiciled new entrants from 1995-96. The `DESCRIPTION' makes it clear that some Scottish students will not have a SCOTVEC number, and adds that coverage should increase over the next few years. The `REASON REQUIRED' explains that this field may be used to link the HESA student records with information about SCOTVEC courses taken and SCOTVEC qualifications gained by the students; and ultimately to link (for statistical purposes) the HESA records to information from the QSL returns and from the FES returns, to provide additional information about the flows between school, further education and higher education.

Some institutions have asked whether this field need be collected for postgraduates, as few of their postgraduate students have (or can provide) a SCOTVEC number. As noted above, this field is to be used for record linkage (for statistical purposes) with SCOTVEC records, and with QSL and FES data. As few of the students taking SCOTVEC courses will be postgraduates, and as few of the students entering Higher Education Institutions having recently left a school or a Further Education College will be postgraduates, it is unlikely that many postgraduates would be involved in such record linkages. (It is expected that record linkages involving postgraduates would use the HESA student identifiers to link the postgraduate records to any records that HESA for the students' undergraduates courses.) Therefore, the SCOTVEC number need not to be collected for postgraduate students, and the `STATUS' for 1995-96 should read:

Compulsory for Scottish domiciled new entrants to the institution who are taking courses which are at (or below) undergraduate level from 1995-96 onwards at institutions throughout the UK. Also required for all students on SCOTVEC courses. NOT required for those entering postgraduate courses, nor for students without a SCOTVEC number.

The definition refers to `new entrants to the institution' because, for example, SCOTVEC numbers are required for students who enter a degree course at a Higher Education Institution, having obtained a HNC or an HND at a Further Education College (if the students are Scottish-domiciled, and if they have SCOTVEC numbers). SCOTVEC numbers should be provided in such cases, even in the case of an `articulated' course leading to the HNC or HND in the FEC and then to the degree at the HEI.



Institutions are reminded that UCAS now collect the SCOTVEC number, with effect from the `applications for entry in 1995' cycle. Institutions should ensure that SCOTVEC numbers for students who enter in one year are carried forward into the records for these students which the institutions will submit to HESA in later years.

## **Valid Entries**

A 9 digit numeric code.

# 94011: FE student marker

## Field Information

Number:	006
Name:	FE student marker
Abbreviation:	FESTUMK
Length:	1
Status:	Compulsory for all students in English or Welsh institutions.
Description:	<p>An indicator to identify students at HE institutions who are studying at FE level or are funded by FEFCE or FEFCW.</p> <p>For England and Wales, an FE 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 FEFCE or FEFCW.</p>
Notes:	<p>In field 42, <a href="#">FE general qualification aim of student</a>, FESR qualification aim codes of greater than 500 are regarded as being at FE level.</p> <p>'Access to HE' courses are regarded as FE courses.</p> <p><i>This field is now included in those required for the December return. It is applicable to students in English and Welsh institutions only.</i></p>
Reason Required:	To identify those students on programmes of study at FE level or funded by FEFCE or FEFCW.

## Knowledge Base

Guidance from May 1994 Supplement. For England and Wales, FE is defined as any courses funded by FEFCE or FEFCW and those further education courses which are prescribed in Schedule 2 of the Further and Higher Education Act 1992.

## Valid Entries

- 1 The student is an FE student.
- 2 The student is not an FE student.

## 94011: Family name

### Field Information

Number: 007

Name: Family name

Abbreviation: SURNAME

Length: 40

Status: Compulsory for all students in Scottish and Welsh institutions (in 1994-95 for those currently providing names and in 1995-96 for all Scottish and Welsh institutions). Also compulsory for all students at English institutions who are following programmes of study at FE level or funded by FEFCE. Not compulsory for others.

Description: The Family name is usually the surname of the student. The data is required for those students specified above and is optional for others. Several institutions have indicated that they would wish also to return this field for other students as 'good practice' for ease of reference in case of enquiries.

Institutions will need to recognise that, if this field is not completed, there is an even greater need to ensure the accuracy and continuity of the student identifier.

HESA will not pass on this data item to any third party except to the Scottish Office and SHEFC for students in Scottish institutions and to FEFCE AND FEFCW for FE students.

Notes: *The status of this field has been changed for Welsh institutions, by decision of the HEFCW.*

*In this field HESA will accept upper and lower case family names.*

*All normal characters and punctuation would pass the validation checks except for double quote marks in the case of CSV file submissions.(ASCII characters 32 to 126 except char 34).*

*If students do not split their names between family name and forenames, HESA will accept the whole name in one field and a space (ASCII character no 32) in the other.*

Required for HESA's operational purposes

SOED will obtain the names of pre-service teacher training students, for the administration of the Teacher Index.

Reason  
Required:

SOED and SHEFC will receive phonetically-encoded ("SOUNDEXed") versions of the name which can be used for record linkage (for statistical purposes) with other educational statistical returns (eg FES and QSL).

To produce lists of students for sample surveys or for follow-up surveys.

### Knowledge Base

Student Name If students do not split their names between family name and foreanmes, HESA will accept the whole name in one field and a space (ASCII character no 32) in the other.

(Advice given to enquirers, not formally released)

Text Fields Some fields in the Student Return, for example Family Name, allow the entry of alphanumeric data in the record. The allowable character set within these fields consists of those characters in the ASCII character set with codes between 32 and 126, except character 34. This includes all upper and lower case letters, all digits, the space character and a selection of punctuation characters. The case of submitted data is not important although HESA would prefer data to be submitted in upper case where possible.

(Guidance in Student Record Coding Manual Supplement October 1994)

## **Valid Entries**

A 40 character alpha code.

## 94011: Forenames

### Field Information

Number: 008

Name: Forenames

Abbreviation: F NAMES

Length: 40

Status: Compulsory for all students in Scottish and Welsh institutions (in 1994-95 for those currently providing names and in 1995-96 for all Scottish and Welsh institutions). Also compulsory for all students at English institutions who are following programmes of study at FE level or funded by FEFCE. Not compulsory for others.

Description: The Forenames field is the forenames of the student. The data is required for those students specified above and is optional for others. Several institutions have indicated that they would wish also to return this field for students for ease of reference in case of enquiries.

HESA will not pass on this data item to any third party except to the Scottish Office and SHEFC for students in Scottish institutions and to FEFCE and FEFCW for FE students.

*The status of this field has been changed for Welsh institutions, by decision of the HEFCW.*

Notes: *In this field HESA will accept upper and lower case forenames.*

*All normal characters and punctuation would pass the validation checks except for double quote marks in the case of CSV file submissions.(ASCII characters 32 to 126 except char 34).*

*If students do not split their names between family name and forenames, HESA will accept the whole name in one field and a space (ASCII character no 32) in the other.*

Reason Required: See reasons for field 7, Family name.

### Knowledge Base

Student Name If students do not split their names between family name and foreanmes, HESA will accept the whole name in one field and a space (ASCII character no 32) in the other.

(Advice given to enquirers, not formally released)

Text Fields Some fields in the Student Return, for example Family Name, allow the entry of alphanumeric data in the record. The allowable character set within these fields consists of those characters in the ASCII character set with codes between 32 and 126, except character 34. This includes all upper and lower case letters, all digits, the space character and a selection of punctuation characters. The case of submitted data is not important although HESA would prefer data to be submitted in upper case where possible.

(Guidance in Student Record Coding Manual Supplement October 1994)

## **Valid Entries**

A 40 character alpha code.

## 94011: Family name on 16th birthday

### Field Information

Number: 009

Name: Family name on 16th birthday

Abbreviation: SNAME16

Length: 40

Status: Not compulsory.

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. It should be noted that HESA will not publish any of the data collected by this field.

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.

### Knowledge Base

Text Fields Some fields in the Student Return, for example Family Name, allow the entry of alphanumeric data in the record. The allowable character set within these fields consists of those characters in the ASCII character set with codes between 32 and 126, except character 34. This includes all upper and lower case letters, all digits, the space character and a selection of punctuation characters. The case of submitted data is not important although HESA would prefer data to be submitted in upper case where possible.

(Guidance in Student Record Coding Manual Supplement October 1994)

### Valid Entries

A 40 character alpha code.

## 94011: Date of birth

### Field Information

Number: 010

Name: Date of birth

Abbreviation: BIRTHDTE

Length: 10

Status: Compulsory.

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 4 digits.

Notes: Where the student's date of birth is not known, please estimate the year in the form 1/1/yyyy.

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

Reason Required: For analysis of the age structure and profile of the student population.

### Valid Entries

If the return is in a database format such as FoxPro, the 'date' type will be acceptable. If returned in ASCII, comma delimited format valid entry patterns are : DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.



## 94011: Gender

### Field Information

Number: 011

Name: Gender

Abbreviation: GENDER

Length: 1

Status: Compulsory.

Description:

Notes: Consistent with UCAS usage.

Reason Required: For analysis of the numbers of students by gender.

### Valid Entries

F Female.

M Male.

Z Not collected

# 94011: Domicile

## Field Information

Number:	012
Name:	Domicile
Abbreviation:	DOMICILE
Length:	8
Status:	Compulsory.

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

Description: This is a compulsory field as it will play a major role for statistics. For overseas students, the country code should be entered as in appendix DOMICILE. In the event that the full postcode is not known for UK domiciled students, institutions must return as much of the postcode as possible. In instances in which it is impossible to obtain a UK postcode for UK students, the institution should return the relevant country code for England, Wales, Scotland or Northern Ireland from DOMICILE as appropriate.

Postcodes have a minimum of 6 characters (including 1 space) and a maximum of 8 characters (including 1 space).

Country codes will be distinguished by the fact that they all start with a numeric, whereas postcodes all start with a alpha character.

Most postcodes will come from UCAS for new entrants.

Notes: In the event that the full postcode is not known, institutions must return as much of the postcode as possible. The first part of the postcode (the outward part) is essential for allowing HESA to do geographic analysis, so if the outward part is known but the inward part is not known, HESA will be able to do analyses (and on that occasion the last few characters of the field would be shown as blanks). If the inward part is known but the outward part is not known, then the institution should return the appropriate country code for England, Wales, Scotland or Northern Ireland instead with no part of the postcode being shown.

It is likely that HESA will use ISO country codes in the future for non-UK domiciles. The coding frame is the same one that is used for nationality for ease of coding, but the United Kingdom code must not be used for domicile, where codes for England, Wales, Scotland or Northern Ireland may be used if the postcode is not able to be ascertained. Citizens of the Channel Islands and Isle of Man may continue to use their codes for domicile. Only if no other valid code can be ascertained should an institution use the default of 99999999.

*Information about postcodes and postcodes for known addresses can be obtained from Royal Mail Postcode Centre, PO Box 300, BOURNEMOUTH, BH1 1AA, telephone 0345 111222.*

*Please use code 1615 for Bermuda and code 1789 for Cayman Islands.*

*In the event that the full postcode is not known, institutions may return either the outward part of the postcode only or the appropriate country code for England, Wales, Scotland or Northern Ireland.*

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 position 3, 7 and 8. The part of the postcode before the first space (gap) is known as the outward part of the postcode (the left part) and can be of variable length 2, 3 or 4 characters, whereas the part of the postcode after the gap is known as the inward part of the postcode (the right part) and is a fixed length of 3 characters. The blank gap between the outward and inward parts of the postcode must always be shown as part of the postcode.

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

Reason  
Required:

To obtain the number of students from particular areas within each UK country (for example Regions, Counties or Districts, Training & Enterprise Councils, Local Enterprise Company areas)

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.

## Knowledge Base

What should be returned for students already on course? For continuing students, HESA will accept the postcode of the student's current permanent or home address. Where a postcode is not known, HESA will accept, for continuing students only, the county code held for the student and previously returned to USR/FESR.

(Advice given to enquirers, not formally released)

What are the valid entries for the July 1995 return? Valid entries for July 1995 will be a full postcode, an outward postcode or a country code. Code 99999999 will not be acceptable. For UK domiciled students where a postcode is not known, please use the appropriate country code for England, Wales, Scotland or Northern Ireland. For students domiciled in the Channel Islands or Isle of Man, please use their appropriate country code. Code 2826 'United Kingdom' will not be accepted as a valid entry in field 12 'Domicile'. For all other students, please use the appropriate country code, including code 1782 'Not known', if necessary.

(Guidance in Circular 95/03. Guidance on www Knowledge Base)

The Post Office is expanding postcodes. In areas where the Post Office is expanding postcodes, this is done by adding an extra digit or letter to a previous postcode. The previous postcode then becomes extinct. Known examples of extinct outward postcodes have been added to the validation kits for the July data collection. The current list of known extinct outward postcodes is: CF6, CF71, CF72, CF81, CF82, CF83, DE2, HS1, HS2, HS3, HS4, HS5, HS6, HS7, HS8, HS9, RG18, RG19, RG20, RG30, RG31, RG40, RG41, RG42, RG45, RM19, RM20, SN19, SO1, SO2, SO3, SO4, SO5, SO7, SO9, SW1, WC1, WC2.

HESA will continue to accept current postcodes which become extinct and will maintain as accurate a list of outward postcodes as possible.

Which codes should be used for the Cayman Islands 1789 or 1866 and Bermuda 1615 or 1865. Please use code 1789 for Cayman Islands and 1615 for Bermuda.

(Guidance on www Knowledge Base)

## Valid Entries

An alphanumeric code of up to 8 characters, which is a valid postcode or country code.

0417	Kyrgyz Republic
0706	Somaliland
0807	Macedonia, The Former Yugoslav Republic of
1601	Aden
1601	People's Democratic Republic of Yemen
1601	Socotra
1601	South Yemen
1601	Yemen (People's Democratic Republic)
1601	Yemen (Republic of)
1601	Yemen (South)
1602	Afghanistan
1603	Albania
1604	Algeria
1605	Andorra
1606	Cabinda
1606	Portuguese West Africa
1606	West Africa (Portuguese)
1606	Angola
1607	Antigua and Barbuda
1607	Barbuda and Antigua
1608	Argentina
1609	Australia
1609	Christmas Island
1609	Cocos Islands
1609	Keeling Islands
1609	Norfolk Island
1610	Austria
1611	Bahamas
1612	Bahrain
1613	Barbados
1614	Belgium
1615	Bermuda
1616	Bhutan
1617	Bolivia
1618	Bechuanaland
1618	Botswana
1619	Brazil
1620	Brunei
1621	Bulgaria
1622	Myanmar
1622	Burma
1623	Burundi
1623	Urundi
1624	Cambodia

1624	Kampuchea
1624	Khmer Republic
1625	Cameroon
1626	Canada
1627	Central African Republic
1628	Ceylon
1628	Sri Lanka
1629	Chad
1629	Tchad
1630	Chile
1631	China (People's Republic of)
1631	Tibet
1632	Colombia
1633	Belgian Congo
1633	Congo (Democratic Republic)
1633	Zaire
1634	Congo (People's Republic)
1634	Congolese Republic Brazzaville
1635	Costa Rica
1636	Cuba
1637	Dutch Curacao
1637	St Martin (South)
1637	St Eustatius
1637	Saba
1637	Dutch West Indies
1637	Curacao (Dutch)
1637	Bonaire
1637	Aruba
1637	Antilles(Netherlands)
1637	Netherlands Antilles
1638	Cyprus
1639	Czech Republic
1639	Czechoslovakia
1640	Benin
1640	Dahomey
1641	Denmark
1642	Dominica
1643	Dominican Republic
1645	Ecuador
1645	Galapagos
1646	El Salvador
1646	Salvador
1647	Ellice Islands
1647	Tuvalu

1648	Abyssinia
1648	Ethiopia
1649	Falkland Islands
1650	Fiji
1651	Finland
1652	Formosa
1652	Taiwan
1652	China (Taiwan)
1653	Martinique
1653	France
1653	St Martin (North)
1653	St Pierre and Miquelon
1653	Reunion
1653	Miquelon (St Pierre &)
1653	Guiana (French)
1653	Guadeloupe
1653	French West Indies
1653	French Guiana
1653	French Overseas Depts (DCMS)
1654	Gabon
1655	Gambia
1655	Senegambia
1656	Germany Federal Republic of
1656	Germany
1656	Germany (Bundesrepublik)
1656	Germany (West)
1657	Germany (Democraticrepublik)
1657	Germany (East)
1658	Ghana
1658	Gold Coast
1659	Gibraltar
1660	Gilbert Islands
1660	Kiribati
1661	Corfu
1661	Crete
1661	Greece
1662	Grenada
1663	Guatemala
1664	Guinea
1664	Guinea (French)
1665	British Guiana
1665	Guiana (British)
1665	Guyana
1666	Haiti

1667	Honduras
1668	Belize
1668	British Honduras
1668	Honduras British
1669	Hong Kong
1670	Hungary
1671	Iceland
1672	India
1672	Sikkim
1673	South Borneo
1673	West Timor
1673	West Irian
1673	Timor (West)
1673	Timor (East) Portuguese
1673	Borneo South
1673	Sulawesi
1673	Portuguese Timor
1673	Molluccas
1673	Celebes
1673	Kalimantan (South Borneo)
1673	Java
1673	Irian Jaya
1673	Irian Barat
1673	Irian (West)
1673	Indonesia
1673	East Timor
1673	Maluku
1673	Sumatra
1674	Persia
1674	Iran
1675	Iraq
1676	Eire
1676	Ireland (Republic of)
1676	Irish Republic
1677	Israel
1678	Vatican City
1678	Italy
1678	Holy See
1679	Cote d'Ivoire
1679	Ivory Coast
1680	Jamaica
1681	Japan
1682	Jordan
1683	Kenya

1684	Korea
1684	Republic of Korea (South Korea)
1684	South Korea
1685	Korea North
1685	North Korea
1685	Democratic People's Republic of Korea
1686	Kuwait
1687	Lao People's Democratic Republic
1687	Laos
1688	Lebanon
1689	Leeward Islands (not otherwise specified)
1690	Basutoland
1690	Lesotho
1691	Liberia
1692	Great Socialist People's Libyan Arab Jamahiriya
1692	Libya
1692	Libyan Arab Jamahiriya, Great Socialist People's
1693	Luxembourg
1694	Macao
1695	Malagasy Republic
1695	Madagascar
1696	Malawi
1696	Nyasaland
1698	Borneo North
1698	Malaya
1698	Malaysia
1698	North Borneo
1698	Sabah
1698	Sarawak
1699	Mali
1700	Malta
1701	Mauritania
1702	Mauritius
1703	Mexico
1704	Outer Mongolia
1704	Mongolia
1705	Montserrat
1706	Morocco
1706	Sahara (West)
1706	Tangier
1706	Western Sahara
1707	East Africa (Portugese)
1707	Mozambique
1707	Portuguese East Africa



1708	Oman
1708	Muscat and Oman
1709	Nepal
1710	Holland
1710	Netherlands
1713	New Hebrides
1713	Vanuatu
1714	Cokelau
1714	Cook Islands
1714	New Zealand
1714	Niue
1714	Tokelau
1715	Nicaragua
1716	Niger
1717	Nigeria
1718	Norway
1721	Pakistan
1721	Pakistan (West)
1722	Panama
1723	New Guinea
1723	Papua New Guinea
1724	Paraguay
1725	Peru
1726	Philippines
1727	Poland
1728	Azores
1728	Madeira
1728	Portugal
1730	Puerto Rico
1731	Qatar
1732	Rhodesia Southern
1732	Southern Rhodesia
1732	Zimbabwe
1733	Romania
1733	Rumania
1734	Rwanda
1735	Ascension
1735	St Helena (incl deps)
1735	Tristan de Cunha
1736	St Kitts Nevis
1736	St. Christopher and Nevis
1737	St Lucia
1738	Grenadines
1738	St Vincent & the Grenadines

1741	Samoa Western
1741	Western Samoa
1743	Saudi Arabia
1744	Seychelles
1745	Sierra Leone
1746	Singapore
1747	Solomon Islands
1748	Somali Democratic Republic
1748	Somalia
1749	Somaliland (French)
1749	French Territory of the Afars & Issas
1749	Djibouti
1749	Afars and Issas Territory
1749	French Somaliland
1750	South Africa
1750	Walvis Bay
1751	Ceuta
1751	Melilla
1751	Canary Islands
1751	Balearic Islands
1751	Spain
1752	Sudan
1753	Dutch Guiana
1753	Guiana (Dutch)
1753	Surinam
1753	Suriname
1754	Swaziland
1755	Sweden
1756	Switzerland
1757	Syria
1757	Syrian Arab Republic
1759	Tanganyika
1759	Tanzania
1759	Zanzibar
1760	Siam
1760	Thailand
1762	Togo
1763	Trinidad & Tobago
1764	Sharjah
1764	Abu Dhabi
1764	Umm al-Qaiwan
1764	United Arab Emirates
1764	Trucial States
1764	Fujairah

1764	Ajman
1764	Dubai
1764	Ras al-Kaimah
1765	Tunisia
1766	Turkey
1767	Uganda
1768	Egypt
1768	United Arab Republic
1769	Upper Volta
1769	Burkina
1769	Burkina-Faso
1770	Uruguay
1771	USA
1771	United States
1771	Virgin Is (US)
1771	Northern Marianas, Commonwealth of
1772	CIS (Commonwealth of Independent States)
1772	USSR
1772	USSR (not otherwise specified)
1773	Venezuela
1774	Vietnam
1776	British Virgin Islands
1776	Virgin Is (British)
1777	West Indies (not otherwise specified)
1778	Windward Islands (not elsewhere specified)
1779	Yemen (North)
1779	Yemen Arab Republic
1779	North Yemen
1780	Serbia
1780	Yugoslavia
1781	North Rhodesia
1781	Rhodesia Northern
1781	Zambia
1782	Not known
1783	Stateless
1784	Tonga
1785	Senegal
1787	Bangladesh
1787	East Pakistan
1787	Pakistan (East)
1788	Cape Verde Islands
1789	Cayman Islands
1790	Equatorial Guinea
1790	Guinea (Equatorial)

1790 Guinea (Spanish)  
1790 Spanish Guinea  
1793 Maldive Islands  
1793 Maldives  
1796 Samoa (US)  
1796 American Trust Territories  
1796 US Trust Territories of the Pacific Islands (inc America Samoa & the Trust Territories)  
1796 Trust Territories American  
1796 American Samoa  
1796 Guam  
1796 Pacific Territories US  
1796 Palau  
1798 Namibia  
1798 South West Africa  
1799 Turks & Caicos Islands  
1801 Antarctica British  
1801 British Antarctica  
1801 British Antarctic Territory  
1802 Guinea-Bissau  
1802 Portuguese Guinea  
1802 Guinea (Portuguese)  
1803 Sao Tome & Principe  
1803 Principe (Sao Tome)  
1804 Comoros  
1805 Nauru  
1821 French Territorial Collectives  
1821 Mayotte  
1822 New Caledonia  
1822 Tahiti  
1822 Marquesas Islands  
1822 Polynesia (French)  
1822 Wallis and Futuna  
1822 Futuna (Wallis &)  
1822 French Possessions nor elsewhere classified  
1822 French Polynesia  
1822 French Overseas Territories (TCMS)  
1822 Antarctica French  
1822 Society Islands  
1822 Loyalty Islands  
1823 Pitcairn Islands  
1824 Anguilla  
1825 Monaco  
1826 San Marino  
1827 Liechtenstein

1828	Greenland
1828	Faroe Islands
1829	Indian Ocean Territory (British)
1829	British Indian Ocean Territory
1829	Chagos Archipelago
1830	South Georgia & the South Sandwich Islands
1831	Estonia
1832	Latvia
1833	Lithuania
1834	Croatia
1835	Slovenia
1836	Armenia
1837	Azerbaijan
1838	Belarus
1838	Byelorussia
1839	Kazakhstan
1840	Kirgizia
1840	Kyrgyzstan
1841	Moldavia
1841	Moldova
1842	Russia
1843	Tajikistan
1844	Turkmenistan
1845	Ukraine
1846	Uzbekistan
1847	Georgia
1850	Slovakia
1851	Macedonia (Skopje)
1851	Skopje
1853	Bosnia and Herzegovina
1860	Eritrea
1861	Marshall Islands
1862	Kosrae
1862	Micronesia, (Federated States of)
1862	Ponape
1862	Truk
1862	Yap
1862	Chuuk
1862	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

# 94011: Nationality

## Field Information

Number:	013
Name:	Nationality
Abbreviation:	NATION
Length:	4
Status:	Compulsory in 1995-96 ; optional in 1994-95.
Description:	This field defines the country of legal nationality coded using the country codes in Appendix NATION.

It should be noted that this Appendix needs to be backwards compatible, hence the inclusion of some old names of countries. It is however likely that HESA will use ISO country codes in the future.

HESA regrets that the coding list does not consistently use the UCAS or USR coding frame for nationalities, and UCAS new entrants will need to have their nationality converted to the HESA requirements. Institutions collecting nationality for direct entrants using the UCAS codes will also need these converting to HESA codes on delivery to HESA.

Notes: 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.

*The HESA coding list is made up of the USR codes for nationalities, prefixed with a 1. As the USR coding frame is no longer being maintained, new countries have been given an ISO code, prefixed with a 0. A code with the prefix 0 should be used in preference to one with a prefix 1 where there are two codes for one nationality. Any other prefix denotes a country code for which HESA requires a more detailed breakdown, e.g. UK into the constituent countries.*

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

To meet EC and OECD requirements.

## Knowledge Base

How do you return students with dual nationality? If dual nationality with British code as UK. If dual nationality with non British and European then classify as EU country. If neither British or European then classify by either nationality.

(Guidance on [www Knowledge Base](#))

## Valid Entries

0417 Kyrgyz Republic

0706	Somaliland
0807	Macedonia, The Former Yugoslav Republic of
1601	Socotra
1601	South Yemen
1601	Yemen (People's Democratic Republic)
1601	Yemen (Republic of)
1601	Yemen (South)
1601	People's Democratic Republic of Yemen
1601	Aden
1602	Afghanistan
1603	Albania
1604	Algeria
1605	Andorra
1606	West Africa (Portuguese)
1606	Portuguese West Africa
1606	Angola
1606	Cabinda
1607	Antigua and Barbuda
1607	Barbuda and Antigua
1608	Argentina
1609	Australia
1609	Christmas Island
1609	Cocos Islands
1609	Keeling Islands
1609	Norfolk Island
1610	Austria
1611	Bahamas
1612	Bahrain
1613	Barbados
1614	Belgium
1615	Bermuda
1616	Bhutan
1617	Bolivia
1618	Bechuanaland
1618	Botswana
1619	Brazil
1620	Brunei
1621	Bulgaria
1622	Burma
1622	Myanmar
1623	Burundi
1623	Urundi
1624	Kampuchea
1624	Khmer Republic



1624 Cambodia  
1625 Cameroon  
1626 Canada  
1627 Central African Republic  
1628 Ceylon  
1628 Sri Lanka  
1629 Chad  
1629 Tchad  
1630 Chile  
1631 Tibet  
1631 China (People's Republic of)  
1632 Colombia  
1633 Belgian Congo  
1633 Congo (Democratic Republic)  
1633 Zaire  
1634 Congo (People's Republic)  
1634 Congolese Republic Brazzaville  
1635 Costa Rica  
1636 Cuba  
1637 Dutch West Indies  
1637 St Martin (South)  
1637 St Eustatius  
1637 Netherlands Antilles  
1637 Saba  
1637 Curacao (Dutch)  
1637 Bonaire  
1637 Aruba  
1637 Antilles(Netherlands)  
1637 Dutch Curacao  
1638 Cyprus  
1639 Czech Republic  
1639 Czechoslovakia  
1640 Dahomey  
1640 Benin  
1641 Denmark  
1642 Dominica  
1643 Dominican Republic  
1645 Galapagos  
1645 Ecuador  
1646 Salvador  
1646 El Salvador  
1647 Ellice Islands  
1647 Tuvalu  
1648 Abyssinia

1648	Ethiopia
1649	Falkland Islands
1650	Fiji
1651	Finland
1652	Taiwan
1652	China (Taiwan)
1652	Formosa
1653	Martinique
1653	St Martin (North)
1653	French Guiana
1653	Reunion
1653	St Pierre and Miquelon
1653	Miquelon (St Pierre &)
1653	Guiana (French)
1653	Guadeloupe
1653	French Overseas Depts (DCMS)
1653	France
1653	French West Indies
1654	Gabon
1655	Gambia
1655	Senegambia
1656	Germany (West)
1656	Germany (Bundesrepublik)
1656	Germany
1656	Germany Federal Republic of
1657	Germany (Democraticrepublik)
1657	Germany (East)
1658	Ghana
1658	Gold Coast
1659	Gibraltar
1660	Gilbert Islands
1660	Kiribati
1661	Corfu
1661	Crete
1661	Greece
1662	Grenada
1663	Guatemala
1664	Guinea
1664	Guinea (French)
1665	British Guiana
1665	Guiana (British)
1665	Guyana
1666	Haiti
1667	Honduras

1668	Belize
1668	British Honduras
1668	Honduras British
1669	Hong Kong
1670	Hungary
1671	Iceland
1672	India
1672	Sikkim
1673	South Borneo
1673	West Timor
1673	West Irian
1673	Timor (West)
1673	Timor (East) Portuguese
1673	Borneo South
1673	Sulawesi
1673	Portuguese Timor
1673	Molluccas
1673	Celebes
1673	Kalimantan (South Borneo)
1673	Java
1673	Irian Jaya
1673	Irian Barat
1673	Irian (West)
1673	Indonesia
1673	East Timor
1673	Maluku
1673	Sumatra
1674	Persia
1674	Iran
1675	Iraq
1676	Eire
1676	Ireland (Republic of)
1676	Irish Republic
1677	Israel
1678	Holy See
1678	Vatican City
1678	Italy
1679	Cote d'Ivoire
1679	Ivory Coast
1680	Jamaica
1681	Japan
1682	Jordan
1683	Kenya
1684	Korea

1684	Republic of Korea (South Korea)
1684	South Korea
1685	North Korea
1685	Democratic People's Republic of Korea
1685	Korea North
1686	Kuwait
1687	Laos
1687	Lao People's Democratic Republic
1688	Lebanon
1689	Leeward Islands (not otherwise specified)
1690	Basutoland
1690	Lesotho
1691	Liberia
1692	Great Socialist People's Libyan Arab Jamahiriya
1692	Libya
1692	Libyan Arab Jamahiriya, Great Socialist People's
1693	Luxembourg
1694	Macao
1695	Madagascar
1695	Malagasy Republic
1696	Malawi
1696	Nyasaland
1698	Borneo North
1698	Malaya
1698	Malaysia
1698	North Borneo
1698	Sabah
1698	Sarawak
1699	Mali
1700	Malta
1701	Mauritania
1702	Mauritius
1703	Mexico
1704	Mongolia
1704	Outer Mongolia
1705	Montserrat
1706	Morocco
1706	Sahara (West)
1706	Tangier
1706	Western Sahara
1707	East Africa (Portugese)
1707	Mozambique
1707	Portuguese East Africa
1708	Muscat and Oman

1708	Oman
1709	Nepal
1710	Netherlands
1710	Holland
1713	New Hebrides
1713	Vanuatu
1714	Cokelau
1714	Cook Islands
1714	New Zealand
1714	Niue
1714	Tokelau
1715	Nicaragua
1716	Niger
1717	Nigeria
1718	Norway
1721	Pakistan
1721	Pakistan (West)
1722	Panama
1723	New Guinea
1723	Papua New Guinea
1724	Paraguay
1725	Peru
1726	Philippines
1727	Poland
1728	Azores
1728	Madeira
1728	Portugal
1730	Puerto Rico
1731	Qatar
1732	Rhodesia Southern
1732	Zimbabwe
1732	Southern Rhodesia
1733	Romania
1733	Rumania
1734	Rwanda
1735	Ascension
1735	St Helena (incl deps)
1735	Tristan de Cunha
1736	St Kitts Nevis
1736	St. Christopher and Nevis
1737	St Lucia
1738	Grenadines
1738	St Vincent & the Grenadines
1741	Samoa Western

1741	Western Samoa
1743	Saudi Arabia
1744	Seychelles
1745	Sierra Leone
1746	Singapore
1747	Solomon Islands
1748	Somali Democratic Republic
1748	Somalia
1749	Afars and Issas Territory
1749	Djibouti
1749	French Somaliland
1749	French Territory of the Afars & Issas
1749	Somaliland (French)
1750	South Africa
1750	Walvis Bay
1751	Balearic Islands
1751	Canary Islands
1751	Ceuta
1751	Melilla
1751	Spain
1752	Sudan
1753	Dutch Guiana
1753	Guiana (Dutch)
1753	Surinam
1753	Suriname
1754	Swaziland
1755	Sweden
1756	Switzerland
1757	Syrian Arab Republic
1757	Syria
1759	Tanganyika
1759	Tanzania
1759	Zanzibar
1760	Siam
1760	Thailand
1762	Togo
1763	Trinidad & Tobago
1764	Fujairah
1764	Umm al-Qaiwan
1764	Trucial States
1764	United Arab Emirates
1764	Dubai
1764	Ajman
1764	Abu Dhabi

1764	Ras al-Kaimah
1764	Sharjah
1765	Tunisia
1766	Turkey
1767	Uganda
1768	Egypt
1768	United Arab Republic
1769	Burkina
1769	Burkina-Faso
1769	Upper Volta
1770	Uruguay
1771	Virgin Is (US)
1771	United States
1771	Northern Marianas, Commonwealth of
1771	USA
1772	CIS (Commonwealth of Independent States)
1772	USSR
1772	USSR (not otherwise specified)
1773	Venezuela
1774	Vietnam
1776	British Virgin Islands
1776	Virgin Is (British)
1777	West Indies (not otherwise specified)
1778	Windward Islands (not elsewhere specified)
1779	North Yemen
1779	Yemen Arab Republic
1779	Yemen (North)
1780	Serbia
1780	Yugoslavia
1781	North Rhodesia
1781	Rhodesia Northern
1781	Zambia
1782	Not known
1783	Stateless
1784	Tonga
1785	Senegal
1787	East Pakistan
1787	Pakistan (East)
1787	Bangladesh
1788	Cape Verde Islands
1789	Cayman Islands
1790	Equatorial Guinea
1790	Guinea (Equatorial)
1790	Guinea (Spanish)

1790 Spanish Guinea  
1793 Maldive Islands  
1793 Maldives  
1796 Guam  
1796 Samoa (US)  
1796 US Trust Territories of the Pacific Islands (inc America Samoa & the Trust Territories)  
1796 Trust Territories American  
1796 Pacific Territories US  
1796 American Samoa  
1796 American Trust Territories  
1796 Palau  
1798 Namibia  
1798 South West Africa  
1799 Turks & Caicos Islands  
1801 Antarctica British  
1801 British Antarctica  
1801 British Antarctic Territory  
1802 Guinea-Bissau  
1802 Portuguese Guinea  
1802 Guinea (Portuguese)  
1803 Sao Tome & Principe  
1803 Principe (Sao Tome)  
1804 Comoros  
1805 Nauru  
1821 French Territorial Collectives  
1821 Mayotte  
1822 Marquesas Islands  
1822 Tahiti  
1822 Society Islands  
1822 Polynesia (French)  
1822 New Caledonia  
1822 Futuna (Wallis &)  
1822 French Possessions nor elsewhere classified  
1822 French Polynesia  
1822 French Overseas Territories (TCMS)  
1822 Antarctica French  
1822 Wallis and Futuna  
1822 Loyalty Islands  
1823 Pitcairn Islands  
1824 Anguilla  
1825 Monaco  
1826 San Marino  
1827 Liechtenstein  
1828 Faroe Islands



1828	Greenland
1829	British Indian Ocean Territory
1829	Chagos Archipelago
1829	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
1838	Byelorussia
1839	Kazakhstan
1840	Kyrgyzstan
1840	Kirgizia
1841	Moldova
1841	Moldavia
1842	Russia
1843	Tajikistan
1844	Turkmenistan
1845	Ukraine
1846	Uzbekistan
1847	Georgia
1850	Slovakia
1851	Macedonia (Skopje)
1851	Skopje
1853	Bosnia and Herzegovina
1860	Eritrea
1861	Marshall Islands
1862	Truk
1862	Caroline Islands
1862	Yap
1862	Chuuk
1862	Ponape
1862	Kosrae
1862	Micronesia, (Federated States of)
1865	Bermuda
1866	Cayman 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

# 94011: Ethnicity

## Field Information

Number: 014

Name: Ethnicity

Abbreviation: ETHNIC

Length: 2

Status: Compulsory.

Description: This field identifies the 'ethnic origin' of students.

The codes listed are those used in the 1991 Census of Population and allow comparative statistics to be calculated. The codes are consistent with UCAS usage.

Notes: Institutions may wish to collect a wider range of codes (e.g. a secondary ethnic origin code) to enable better response rates to this question when asked at institutions (especially of direct entrants). Though some students may feel that they could be coded in more than one category, only one code should be returned to HESA for each student.

Institutions at present not collecting this data are required to complete this field in 1994-95 but may use code 99 if necessary. Limitations on the use of code 99 for subsequent years will be notified separately.

*This field is compulsory for all students, including overseas students. However, institutions may use code 99 'Information not yet sought' where they do not, at present, collect this data. There will be consultation with institutions about arrangements for subsequent years for overseas students.*

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

## Knowledge Base

Will UCAS supply ethnicity codes ? Yes, UCAS will provide ethnicity codes as soon as the student has been accepted by the institution.

(Guidance on [www.knowledgebase.org](http://www.knowledgebase.org))

## Valid Entries

- 10 White.
- 21 Black Caribbean.
- 22 Black African.
- 29 Black Other.
- 31 Indian.
- 32 Pakistani.

33	Bangladeshi.
34	Chinese.
39	Asian Other.
80	Other.
98	Information refused.
99	Not known

## 94011: Disabled

### Field Information

Number:	015
Name:	Disabled
Abbreviation:	REGDIS
Length:	1
Status:	Compulsory from 1995-96 onwards. Optional in 1994-95..
Description:	The Disabled field identifies whether the student is actually disabled, whether registered or not.  Registered means registered with the Department of Employment.
Notes:	Institutions at present not collecting this data are required to complete this field in 1994-95 (using code 9 as appropriate).  <i>Where the information has been sought but the student leaves this question blank on an enrolment form then the preference is to code the return as 1. Code 1 will be interpreted as 'The student has no known disability'.</i>
Reason Required:	For monitoring levels and trends in participation by particular groups of people.

### Valid Entries

- 1 The student has no disability.
- 2 The student has a disability which is registered.
- 3 The student has a disability which is not registered.
- 9 Information not yet sought.

# 94011: Disability

## Field Information

Number:	016
Name:	Disability
Abbreviation:	DISABLE
Length:	2
Status:	Compulsory in 1994-95 for undergraduate students entering institutions in England, Wales or Northern Ireland through UCAS. Optional for all other students in 1994-95. Compulsory for all students from 1995-96 onwards.
Description:	<p>The Disability fields record the type of disability that a student has, on the basis of the students own self-assessment. It does not therefore necessarily relate to field 15, <a href="#">Disabled</a>.</p> <p>A blank indicates no disability (code 1 in field 15, <a href="#">Disabled</a>).</p> <p>Institutions are not required to complete this field in 1994-95. The full implementation of the disability fields is scheduled for 1995-96.</p> <p>Consistent with UCAS usage.</p>
Notes:	<p><i>The status of this field has been changed for undergraduates entering institutions in England, Wales and Northern Ireland through UCAS, by decision of the government education departments. Valid entries have been changed to include '00 No disability', '98 Information not sought' and '99 Not known'. A blank will indicate that this field has not been completed.</i></p> <p><i>Where the information has been sought but the student leaves this field blank on an enrolment form the preference is to use 99- Not known over returning the field blank.</i></p>
Reason Required:	For monitoring levels and trends in participation by particular groups of people.

## Valid Entries

00	No 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.
98	Information not sought.

99 Not known.

# 94011: Additional Support Band

## Field Information

Number:	017
Name:	Additional Support Band
Abbreviation:	ADSPBAND
Length:	1
Status:	Compulsory for all students at English institutions who are funded by FEFCE.
Description:	To determine whether or not the student falls into one of the additional support bands defined by the FEFCE.  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.
Notes:	Additional support is any additional support, provided over and above the programme activities included in a standard learning programme, to help an individual student to complete their learning programme. It may include the extra costs of specialist assessment at entry, special teaching arrangements, extra staffing, and tutorial support to remedy difficulties with literacy, numeracy or the English language.  <i>Important: Please note revised coding.</i>  <i>The field length is likely to be increased to 2 in the 1995-96 record. Information on Special Learning Difficulties and Disabilities (SLDD) support will be collected for Welsh institutions in 1995-96, possibly through the use of this field.</i>
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.

## Valid Entries

- 0 Band 0 (£200-£600) (for part-time students only.)
- 1 Band 1 (£601-£1000).
- 2 Band 2 (£1001-£2000).
- 3 Band 3 (£2001-£4000).
- 4 Band 4 (£4001-£5600).
- 5 Band 5 (over £5600).
- 6 Additional support below the threshold.
- 8 No additional support.
- 9 Not yet known.



## 94011: School/FE/HE inst. last attended

### Field Information

Number: 018

Name: School/FE/HE inst. last attended

Abbreviation: LASTINST

Length: 7

Status: Compulsory for undergraduate students entering through UCAS.

Description: The School/FE/HE inst. last attended will provide valuable information to assist the tracking of students through their Higher Education life. It can be derived from the admissions system for UCAS entrants\*.

\* UCAS hold 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.

Notes: For non-UCAS entrants, valid codes are:

4901 - UK state school

4911 - UK independent school

4921 - UK FE college

4931 - if last institution was any non-UK institution

*Institutions may return this field for non-UCAS entrants. Coverage of this field will be reviewed for 1995-96 onwards.*

To assess the flows, and the periods out of education, of people from these establishments into HE institutions.

Reason  
Required:

To provide the number of students who entered HE institutions from particular types of school.

### Knowledge Base

Can UCAS supply this information in all cases? No, some data has been sent to institutions containing blanks, in which case code 9999 should be returned in this field.

(Advice given to enquirers, not formally released)

### Valid Entries

If last institution was an HE one: Relevant HESA Institution Identifier selected from Appendix 2.

If last institution was a School or FE one: Relevant DFE/WOED/SOED/DENI/FEFC code derived from the admissions system for UCAS entrants.

9999

Not known



## 94011: Year left last institution

### Field Information

Number: 019

Name: Year left last institution

Abbreviation: YRLLINST

Length: 4

Status: Compulsory for undergraduate students entering through UCAS.

Description: The Year left last institution is a 4 digit number linked to school/FE/HE inst. last 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. It can be derived from the UCAS system.

Notes:

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.

Required: To identify periods of time between phases of study.

### Knowledge Base

Can UCAS supply this information in all cases? No, some data has been sent to institutions containing blanks, in which case code 9999 should be returned in this field.

(Guidance on [www Knowledge Base](#))

### Valid Entries

A 4 digit number.

9999 Not known

# 94011: Qualifications for Entry

## Field Information

Number: 020

Name: Qualifications for Entry

Abbreviation: QUALENT1

Length: 2

Status: Not Compulsory

Description: Used to indicate the academic qualifications, of the student, which are used in helping to establish entry to the institution, not necessarily the 'highest' qualification.

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

In cases where no qualification is required for entry use code 91 'No qualification required for entry/'

Notes:

*The status of this field has been changed to 'Optional' for 1994-95. There will be further consultation with concerning the content of this field for the 1994-95 record.*

*Two new valid entries have been added:*

*'02 Postgraduate diploma or certificate, excluding PGCE' and '03 PGCE'*

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/study programme outcome.

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

Reason Required: To assess the levels of, and trends in 'non-standar' entry (i.e. those whose entry was not based on Highers or A-levels).

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

For comparison of entrants' qualification betwen subjects and between institutions.

To monitor changes in the pattern of entrants by qualification.

## Knowledge Base

What are the codes for PGCE (initial teacher training) & Postgraduate Graduate Diploma. Please use new code 02 'Postgraduate diploma or certificate, excluding PGCE' for postgraduate diplomas and the new code 03 'PGCE' for PGCE.

(Guidance on www Knowledge Base)

## Valid Entries

- 01 Higher degree of UK institution
- 02 Postgraduate diploma or certificate, excluding PGCE
- 03 PGCE
- 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.
- 31 GCE 'A' level (with no 'AS' levels)
- 32 SCE 'Higher' and CSYS.
- 33 SCE 'Higher' with no CSYS.
- 34 Mixed GCE 'A' and SCE 'Higher
- 35 Mixed GCE 'A' and GCE 'AS' qualifications.
- 36 GCE 'AS' qualifications only.
- 37 GNVQ/GSVQ level 3
- 38 NVQ/SVQ level 3.
- 39 A level equivalent qualification not elsewhere specified
- 41 ONC or OND (including BTEC and SCOTVEC equivalents).
- 42 International Baccalaureate.
- 43 Foundation course.
- 44 Accredited ACCESS course.
- 45 Un-accredited ACCESS course.
- 51 GNVQ/GSVQ level 2
- 52 NVQ/SVQ level 2.
- 53 GNVQ/GSVQ level 1
- 54 NVQ/SVQ level 1
- 55 GCSE / 'O'level qualifications only ; SCE O grades and Standard grades.
- 61 Other UK qualification.
- 62 Other EC qualification.
- 63 Other overseas qualification (non-EC).
- 91 No qualification required for entry

- 98 Student has no formal qualification.
- 99 Not known.

# 94011: Highest Qualification on Entry

## Field Information

Number:	021
Name:	Highest Qualification on Entry
Abbreviation:	QUALENT2
Length:	2
Status:	Compulsory
Description:	Used to indicate the highest qualification on entry, not necessarily that applicable for entry to the institution.
Notes:	<p>It is not expected that institutions should seek this information from continuing students in cases where they do not already hold the information.</p> <p><i>Two new valid entries have been added:</i></p> <p><i>'02 Postgraduate diploma or certificate, excluding PGCE' and '03 PGCE'</i></p> <p>To help with the determination of value added.</p> <p>To help research into the relationship between entry qualifications (for example the types of qualification, the subject held, etc.) and the course/study programme outcome.</p> <p>For trainee teachers, to indicate the qualifications of the future workforce.</p>
Reason Required:	<p>To assess the levels of, and trends in 'non-standar' entry (i.e. those whose entry was not based on Highers or A-levels).</p> <p>To monitor the development of thee award of credit for prior experience and learning.</p> <p>For comparison of entrants' qualification betwen subjects and between institutions.</p> <p>To monitor changes in the pattern of entrants by qualification.</p>

## Knowledge Base

Should CSE grade 1 come into the category of code 20. Code 55 'GCSE/'O' level qualifications only; SCE O grades and Standard grades' all pass grades at GCSE, 'O' level and CSE should be included in code 55.

(Guidance on [www Knowledge Base](#))

Guidance from the October Supplement. Field 21 is compulsory and is used to indicate the highest qualification on entry and not necessarily that applicable for entry to the institution. It is recognised that the list does not represent a strict hierarchy of qualifications: for example, code 28 'Professional qualifications' covers a wide range of levels of qualification. 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 43 'Foundation Course'. Code 43 'Foundation course' should be interpreted to be a foundation course at FE level.

(Advice given to enquirers, not formally released)

## Valid Entries

- 01 Higher degree of UK institution
- 02 Postgraduate diploma or certificate, excluding PGCE
- 03 PGCE
- 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.
- 31 GCE 'A' level (with no 'AS' levels)
- 32 SCE 'Higher' and CSYS.
- 33 SCE 'Higher' with no CSYS.
- 34 Mixed GCE 'A' and SCE 'Higher
- 35 Mixed GCE 'A' and GCE 'AS' qualifications.
- 36 GCE 'AS' qualifications only.
- 37 GNVQ/GSVQ level 3
- 38 NVQ/SVQ level 3.
- 39 A level equivalent qualification not elsewhere specified
- 41 ONC or OND (including BTEC and SCOTVEC equivalents).
- 42 International Baccalaureate.
- 43 Foundation course.
- 44 Accredited ACCESS course.
- 45 Un-accredited ACCESS course.
- 51 GNVQ/GSVQ level 2
- 52 NVQ/SVQ level 2.
- 53 GNVQ/GSVQ level 1
- 54 NVQ/SVQ level 1
- 55 GCSE / 'O'level qualifications only ; SCE O grades and Standard grades.
- 61 Other UK qualification.
- 62 Other EC qualification.
- 63 Other overseas qualification (non-EC).
- 91 No qualification required for entry



- 98 Student has no formal qualification.
- 99 Not known.

# 94011: Standard Entry Qualifications

## Field Information

Number:	022
Name:	Standard Entry Qualifications
Abbreviation:	QSTAT
Length:	1
Status:	Compulsory for all full-time and sandwich Scottish domiciled undergraduate students at institutions throughout the UK.
Description:	An indicator of whether the student possesses standard entry qualifications as defined by SOED.  Undergraduate student means those whose <a href="#">General qualification aim of student</a> is a first degree or subdegree.  This field relates to whether a student possesses the qualifications listed: they may not necessarily by the highest qualifications held, nor those most relevant for entry to the course.
Notes:	Where a student falls into more than one of the categories listed under valid entries, the code nearest to 1 should be entered.  It is not expected that institutions should seek this information from continuing students in cases where they do not already hold the information.  <i>This field is now included in those required for the December return. There is an additional code '9 - not known'.</i>
Example:	A student with 2 SCE Highers and 3 GCE 'AS' levels would be coded 3.
Reason Required:	For SOED projections of student numbers in HE.

## Knowledge Base

What is meant by subdegree? Subdegree is HND or equivalents.

(Guidance on [www Knowledge Base](#))

## Valid Entries

- 1 Three or more SCE Highers.
- 2 Two or more GCE A levels (or the equivalent in AS levels).
- 3 Two SCE Highers and one GCE A level (or the equivalent in AS levels).
- 4 Other.
- 9 Not Known



# 94011: A/AS level points score

## Field Information

Number: 023

Name: A/AS level points score

Abbreviation: ALEVPTS

Length: 2

Status: Compulsory for UCAS entrants. Also compulsory for all other new entrants at institutions in England, Wales or Northern Ireland where the qualifications for entry included 'A' and/or 'AS' levels.

Description: Shows, if relevant, the number of 'A' and 'AS' level points associated with 'A' and 'AS' level grades obtained by the student, derived from the UCAS system. This field need not be completed for direct entrants.

The points should be calculated with respect to level and grade according to the following table :

Grade	A	B	C	D	E
'A' Level	10	8	6	4	2
'AS' Level	5	4	3	2	1

Account is taken only of the *best* three 'A' level or 'A' level equivalent passes (which for the purpose of scoring are counted as half an 'A' level pass). Duplicate subjects are discounted. The maximum score for 'A' level and 'A' level equivalent passes is 30.

*The status of this field has been changed for institutions in England, Wales and Northern Ireland, by decision of the government education departments.*

Notes: *The change of status given in the May Supplement applies only to new entrants, not to continuing students, and where 'A' and/or 'AS' levels are a relevant qualification for entry.*

*An A/S level counts as half an 'A' Level. The score is calculated by selecting up to 3 'A' levels (or the best of 3 if more are studied) or 6 A/S levels or any combination not exceeding the equivalent of 3 'A' levels.*

*Duplicate subjects are discounted but there is no national standard list of overlapping subjects. Therefore, if a subject name is the same do not count twice, otherwise all subjects can be included.*

*General Studies can be included in the scores.*

*The manual states that, for Scottish institutions, these fields are compulsory only for UCAS entrants. These fields are among those for which the manual indicates that data are required in the 'December' return. However, in the event that the information is not received from UCAS in good time for inclusion in the 'December' return, Scottish institutions may leave these fields blank in the 'December' return, provided that they ensure that the information is obtained from UCAS in good time for inclusion in the 'July' return.*

Reason  
Required:

See reasons for field 20, Qualifications for Entry.

## **Valid Entries**

A 2 digit number.

## 94011: Highers points score

### Field Information

Number: 024

Name: Highers points score

Abbreviation: HIGHPTS

Length: 2

Status: Compulsory for UCAS entrants. Also compulsory for all other new entrants at institutions in England, Wales or Northern Ireland where the qualifications for entry included SCE Highers.

Description: Shows, if relevant, the number of Highers points associated with Highers grades obtained by the student, derived from the UCAS system. This field need not be completed for direct entrants.

The scores of SCE Higher grade passes here take account of the best five passes (whenever obtained). Duplicate subjects are discounted. For entrants with SCE 'H' grade passes (up to a maximum of five), the points should be calculated with respect to band of award according to the following table :

Band of Award	A	B	C
Highers	3	2	1

*The status of this field has been changed for institutions in England, Wales and Northern Ireland, by decision of the government education departments.*

Notes: *The change of status given in the May Supplement applies only to new entrants, not to continuing students, and where SCE Highers are a relevant qualification for entry.*

*Duplicate subjects are discounted but there is no national standard list of overlapping subjects. Therefore, if a subject name is the same do not count twice, otherwise all subjects can be included.*

*General Studies can be included in the scores.*

*The manual states that, for Scottish institutions, these fields are compulsory only for UCAS entrants. These fields are among those for which the manual indicates that data are required in the 'December' return. However, in the event that the information is not received from UCAS in good time for inclusion in the 'December' return, Scottish institutions may leave these fields blank in the 'December' return, provided that they ensure that the information is obtained from UCAS in good time for inclusion in the 'July' return.*

Reason Required: See reasons for field 20, Qualifications for Entry.

### Knowledge Base

Which method should be used in 1994-95 and which method in 1995-96 ? The entries for this field in the July 1995 return should be calculated using the method specified in the 1994-95 coding manual, which is used by USR for its publications (i.e. A = 3 points, B = 2, C = 1). However, starting in 1995-96, for consistency with

UCAS, the method of calculation will change to that used by UCAS (band A = 6 points, B = 4, C = 2).

(Guidance in Circular 95/03. Guidance on [www Knowledge Base](#))

## **Valid Entries**

A 2 digit number.

# 94011: Occupation code

## Field Information

Number: 025

Name: Occupation code

Abbreviation: OCCCODE

Length: 3

Status: Compulsory for UCAS entrants.

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 system for UCAS entrants, and is voluntary for other students in 1994-95.

Valid codes are in the range 100 to 999 as the SOC does not use codes less than 100.

This field relates to the student on entry. New entrants from UCAS will have this completed by UCAS and sent to institutions. New direct entrants will need to have this information collected via the institution's application form or on registration or as appropriate to send to HESA (if wishing to do so for 1994-95). Direct entrants aged 21 and over should have their own previous occupation coded if they had one. Students aged 21 and over who have never worked should be coded using the rule 'all persons in training for an occupation or profession are [to be] coded to the occupation of profession for which they are training' (source 1990 SOC volume 2). Such students not in training for an occupation or profession should be coded with 3 blanks. Direct entrants aged under 21 would normally have their parent's SOC code returned if they hadn't worked before .

Notes: For continuing students already in the system in 1993-94, this field should be completed with the appropriate SOC code if available. If not available, this field should be coded with 3 blanks.

Coverage of the field is to be reviewed for 1995-96 and subsequently.

*'Standard Occupational Classification', a publication of the Government Statistical Service, Office of Population Censuses and Surveys, 1990. Copies are available from HMSO 071 873 9090.*

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

*This field is compulsory for UCAS new entrants and optional for all other students.*

*A file containing the valid SOC unit group codes and titles is now available from the Mail Server at HESA and by anonymous ftp from ftp.hesa.ac.uk*

*11/08/94 soc.csv A list of valid SOC codes  
11/08/94 soc.txt A text file to accompany the SOC codes*

*These codes are reproduced with the permission of the Office of Population*



*Censuses and Surveys. The OPCS have asked us to stress that the titles used in this file should not be used to derive SOC Codes. Derivation of codes should be carried out with reference to the SOC manuals, particularly Vol. 2  
The following manuals are published by HMSO:*

*Standard occupational classification  
Vol. 1. Structure and definition of major, minor and unit groups  
ISBN 0 11 691284 7*

*Standard occupational classification  
Vol. 2. Coding index  
ISBN 0 11 691285 5*

*Standard occupational classification  
Vol. 3. Social classifications and coding methodology  
ISBN 0 11 691338 X*

*Information on SOC Codes and assistance with coding may be obtained from:*

*Occupation Information Unit  
Office of Population Censuses and Surveys  
Segensworth Road  
Titchfield  
Fareham  
Hants PO15 5RR  
(0329) 813639*

*CASOC  
The CASOC software, published by HMSO can code text directly into SOC codes, the program does, however, require the attention of an operator familiar with Volume 1 of the Standard Occupational Classification.*

*CASOC (Computer Assisted Standard Occupational Coding)  
Published by HMSO for the Office of Population Censuses and Surveys  
June 1993  
ISBN 0 11 691359 2  
Price £170.00 + VAT*

Reason Required: To assess the levels and trends in participation by those from various occupational backgrounds.

## Knowledge Base

Is it necessary to complete this field for direct entrants In 1994-95 and 1995-96 this field is compulsory for UCAS entrants and optional for direct entrants.

(Guidance on www Knowledge Base)

Will the occupational information be with the original download. Is it possible to use the UCAS subset of SOC for continuing students ? HESA have requested that UCAS include all their information which is required by HESA on the download of student admissions details. This information is available on \*H transaction.

(Guidance on www Knowledge Base)

Additional Occupation Codes. Additional Occupation codes accepted in this field are:

000	Not	Stated.
007		Retired.
008		Unemployed.
009	Not	known.

(Advice given to enquirers)

Standard Occupational Classification A file containing the valid SOC unit group codes and titles is now available by anonymous ftp from ftp.hesa.ac.uk

11/08/94 soc.csv A list of valid SOC codes.  
 11/08/94 soc.txt A text file to accompany the SOC codes.

These codes are reproduced with the permission of the Office of Population Censuses and Surveys. The OPCS have asked us to stress that the titles used in this file should not be used to derive SOC Codes. Derivation of codes should be carried out with reference to the SOC manuals, particularly Volume 2.

The following manuals are published by HMSO (Tel 071 873 9090):

Standard Vol. 1. Structure and definition of major, minor and unit groups  
 ISBN 0 11 691284 7

Standard Vol. 2. Occupational Coding Classification index  
 ISBN 0 11 691285 5

Standard Vol. 3. Social Occupational classifications and coding methodology  
 ISBN 0 11 691338 X

Information on SOC Codes and assistance with coding may be obtained from:

Occupation Office of Population Information and Unit  
 Segensworth of Population Censuses and Surveys  
 Titchfield Road  
 Fareham  
 Hants PO15 5RR  
 (01329) 813639

(Admin-HESA article 11 August 1994)

## Valid Entries

- 000 Not stated
- 007 Retired
- 008 Unemployed
- 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  
364 Organisation and methods and work study officers  
370 Matrons, houseparents  
371 Welfare, community and youth workers  
380 Authors, writers, journalists  
381 Artists, commercial artists, graphic designers  
382 Industrial designers  
383 Clothing designers  
384 Actors, entertainers, stage managers, producers and directors  
385 Musicians  
386 Photographers, camera, sound and video equipment operators  
387 Professional athletes, sports officials  
390 Information officers  
391 Vocational and industrial trainers  
392 Careers advisers and vocational guidance specialists  
393 Driving instructors (excluding HGV)  
394 Inspectors of factories, utilities and trading standards  
395 Other statutory and similar inspectors n.e.c.  
396 Occupational hygienists and safety officers (health and safety)  
399 Other associate professional and technical occupations n.e.c.  
400 Civil Service administrative officers and assistants  
401 Local government clerical officers and assistants  
410 Accounts and wages clerks, book-keepers, other financial clerks  
411 Counter clerks and cashiers  
412 Debt, rent and other cash collectors  
420 Filing, computer and other records clerks (including legal conveyancing)  
421 Library assistants/clerks  
430 Clerks (n.o.s.)  
440 Stores, despatch and production control clerks  
441 Storekeepers and warehousemen/women  
450 Medical secretaries  
451 Legal secretaries

452 Typists and word processor operators  
459 Other secretaries, personal assistants, typists, word processor operators n.e.c  
460 Receptionists  
461 Receptionist/telephonists  
462 Telephone operators  
463 Radio and telegraph operators, other office communication system operators  
490 Computer operators, data processing operators, other office machine operators  
491 Tracers, drawing office assistants  
500 Bricklayers, masons  
501 Roofers, slaters, tilers, sheeters, cladders  
502 Plasterers  
503 Glaziers  
504 Builders, building contractors  
505 Scaffolders, staggers, 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  
552 Warp preparers, bleachers, dyers and finishers  
553 Sewing machinists, menders, darners and embroiderers  
554 Coach trimmers, upholsterers and mattress makers  
555 Shoe repairers, leather cutters and sewers, footwear lasters, makers and finishers, other leather making and repairing  
556 Tailors and dressmakers  
557 Clothing cutters, milliners, furriers  
559 Other textiles, garments and related trades n.e.c.  
560 Originators, compositors and print preparers  
561 Printers  
562 Bookbinders and print finishers  
563 Screen printers  
569 Other printing and related trades n.e.c.  
570 Carpenters and joiners  
571 Cabinet makers  
572 Case and box makers  
573 Pattern makers (moulds)  
579 Other woodworking trades n.e.c.  
580 Bakers, flour confectioners  
581 Butchers, meat cutters  
582 Fishmongers, poultry dressers  
590 Glass product and ceramics makers  
591 Glass product and ceramics finishers and decorators  
592 Dental technicians  
593 Musical instrument makers, piano tuners  
594 Gardeners, groundsmen/groundswomen  
595 Horticultural trades  
596 Coach painters, other spray painters  
597 Face trained coalmining workers, shotfirers and deputies  
598 Office machinery mechanics  
599 Other craft and related occupations n.e.c.  
600 NCOs and other ranks, UK armed forces  
601 NCOs and other ranks, foreign and Commonwealth armed forces  
610 Police officers (sergeant and below)  
611 Fire service officers (leading fire officer and below)  
612 Prison service officers (below principal officer)  
613 Customs and excise officers, immigration officers (customs: below chief preventive officer; excise: below surveyor)

614 Traffic wardens  
615 Security guards and related occupations  
619 Other security and protective service occupations n.e.c.  
620 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  
882 Rail engine drivers and assistants

883 Rail signal operatives and crossing keepers  
884 Shunters and points operatives  
885 Mechanical plant drivers and operatives (earth moving and civil engineering)  
886 Crane drivers  
887 Fork lift and mechanical truck drivers  
889 Other transport and machinery operatives n.e.c.  
890 Washers, screeners and crushers in mines and quarries  
891 Printing machine minders and assistants  
892 Water and sewerage plant attendants  
893 Electrical, energy, boiler and related plant operatives and attendants  
894 Oilers, greasers, lubricators  
895 Mains and service pipe layers, pipe jointers  
896 Construction and related operatives  
897 Woodworking machine operatives  
898 Mine (excluding coal) and quarry workers  
899 Other plant and machine operatives n.e.c.  
900 Farm workers  
901 Agricultural machinery drivers and operatives  
902 All other occupations in farming and related  
903 Fishing and related workers  
904 Forestry workers  
910 Coal mine labourers  
911 Labourers in foundries  
912 Labourers in engineering and allied trades  
913 Mates to metal/electrical and related fitters  
919 Other labourers in making and processing industries n.e.c.  
920 Mates to woodworking trades workers  
921 Mates to building trades workers  
922 Rail construction and maintenance workers  
923 Road construction and maintenance workers  
924 Paviers, kerb layers  
929 Other building and civil engineering labourers n.e.c.  
930 Stevedores, dockers  
931 Goods porters  
932 Slings  
933 Refuse and salvage collectors  
934 Driver's mates  
940 Postal workers, mail sorters  
941 Messengers, couriers  
950 Hospital porters  
951 Hotel porters  
952 Kitchen porters, hands  
953 Counterhands, catering assistants  
954 Shelf fillers

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.

## 94011: Date of commencement of programme

### Field Information

Number:	026
Name:	Date of commencement of programme
Abbreviation:	COMDATE
Length:	10
Status:	Compulsory.
Description:	This is the date of the student's initial registration for this qualification aim and may relate to a date prior to the current academic / financial year.
Notes:	<p>If a student transfers to a new programme with a different qualification aim, the date should be the date of transfer, not the date on which other students may have begun their studies.</p> <p><i>This is the date of the commencement of studies for this qualification aim and may relate to a date prior to the current academic/financial year. It should not be re-set for each year of a programme of study.</i></p>
Reason Required:	To determine whether the student might be included in a count of students who had registered by a particular date, or attended in a particular period.

### Knowledge Base

What date should be returned in this field ? This is the date of the commencement of studies for this qualification aim and may relate to a date prior to the current academic/financial year. It should not be re-set for each year of a programme of study.

(Guidance in Circular 96/03)

### Valid Entries

If the return is in a database format such as FoxPro, the 'date' type will be acceptable. If returned in ASCII, comma delimited format valid entry patterns are : DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.

# 94011: New entrant to HE

## Field Information

Number:	027
Name:	New entrant to HE
Abbreviation:	ENTRYCDE
Length:	1
Status:	Compulsory for new entrants from 1994-95.
Description:	<p>The New entrant to HE field is used to indicate if a student has previously studied at HE level in the UK.</p> <p>A secondment implies that the student is expected to return to the original institution after a period away. A transfer implies a change of institution from which they will not return.</p> <p><i>Code 4 includes all students who have previously started a course at HE level, either at the reporting institution or at another institution.</i></p>
Notes:	<p><i>This field is used to indicate whether a student has previously studied at HE level in the UK. There has been some confusion between HE in the sense of the institutional sector and HE in the sense of programmes of study at/above a particular level. What is important here 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 an 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 GSE A-levels, SCE Highers, ONC and OND.</i></p>
Reason Required:	To identify new entrants to Higher Education in the UK.

## Knowledge Base

Can overseas postgraduate students be classified as 1. New entrants are those students that have not previously taken an HE course in the UK . This includes postgraduate overseas students who fit into this criteria.

(Guidance on [www Knowledge Base](http://www.knowledgebase.gov.uk))

## Valid Entries

- 1 New entrant to HE ie has not previously taken any HE course in the UK.
- 2 Seconded from an HE course at another UK institution.
- 3 Transferred from an HE course at another UK institution.  
Previously attended an HE course at another UK institution, but not a transfer or secondment.
- 4 To be used for students who have previously studied, at higher education level, at a UK institution, whether or not the course resulted in success.



# 94011: Special students

## Field Information

Number: 028

Name: Special students

Abbreviation: SPCSTU

Length: 1

Status: Compulsory

Description: This field is used to indicate the type of student.

The Glossary gives full titles for these acronyms.

*The status of the field has changed to being compulsory for all students. Students who are not special students should be coded 9 'Not applicable'.*

Notes:

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

*Other incoming visiting students can be coded 06.*

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

Reason  
Required:

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.

## Valid Entries

- 1 Entered HE via the SWAP.
- 2 Other access programme excluding SWAP.
- 3 Incoming ERASMUS student -ICP.
- 4 Incoming TEMPUS student.
- 5 Incoming LINGUA student.
- 6 Other incoming exchange or visiting student.
- 8 Incoming ERASMUS student - Free mover.
- 9 Not applicable.

## 94011: Teacher reference number

### Field Information

Number:	029
Name:	Teacher reference number
Abbreviation:	TREFNO
Length:	6
Status:	Compulsory for Scottish institutions only, and only where a code 1 is returned in field 53, Teacher training course identifier.
Description:	This number is allocated in Scotland at the start of pre-service study programmes for the training of teachers.
Notes:	This number will stay with the teacher throughout their career within the teaching profession.
Reason Required:	To link, for statistical purposes, the student records collected by HESA with information from for example the Teacher Flow and the School Census returns.

### Knowledge Base

What code should be returned for overseas students who will not be allocated a Teacher reference number ?  
What code should be returned for students who have withdrawn from a course before a number can be allocated. Code 999999 can be returned in both these cases.

(Guidance on [www Knowledge Base](#))

### Valid Entries

A 6 digit number. The first 2 digits denote the expected year of qualification (the last 2 digits of the year).



# 94011: Year of student on this programme

## Field Information

Number: 030

Name: Year of student on this programme

Abbreviation: YEARSTU

Length: 2

Status: Compulsory.

Description: Used to indicate the year number that the student is in since enrolling for a course/programme leading to the students qualification aim level (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 re-taken a year.

The year of postgraduate students should be recorded on the anniversary of their starting date.

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

*If a student is dormant for a year then the year of student on this programme should not be incremented. For example if they are dormant after their first year of study, and only remain out of the system for one year, on resuming their studies they would be returned as Year of student on this programme = 2.*

A student obtains an HNC and then enrolls for the second year of a degree course. In this case :

field 72, Year of programme= 2

field 30, Year of student on this programme = 1

because of the change of the level of the qualification aim.

Example:

If a student who enrolled for a degree in mathematics changes to statistics degree, field 30, Year of student on this programme, should not revert to 1.

A student was enrolled for Honours, but now changes to Ordinary (or vice versa). Again , both qualification aims are degree level, so field 30, Year of student on this programme would not change.

Reason Required: In conjunction with year of course identifies for example direct entrants to 2nd year, students repeating a year etc.

## Knowledge Base

Non-structured programmes. Institutions may return code 99 if the programme's structure does not enable 'year of programme' to be derived.

(Advice given initially in Knowledge Base, subsequently withdrawn)

Will years in which a student is registered temporarily withdrawn count towards the year number since enrolling for a course/programme leading to his/her qualification aim level? Periods of temporary withdrawal should not be taken into account; they will not count towards the year of student on this programme.

(Guidance on [www Knowledge Base](http://www.knowledgebase))

## **Valid Entries**

A 2 digit numeric code from the range 01 - 99.

# 94011: Term time accommodation

## Field Information

Number:	031
Name:	Term time accommodation
Abbreviation:	TTACCOM
Length:	1
Status:	Compulsory for full-time and sandwich students currently in attendance at the institution.
Description:	Relates to where the student is living during the current year.  Accommodation owned or rented by the student should be coded as 3 (Own home).  Institution maintained property includes housing owned by the institution.
Notes:	This information should be collected once per academic year.  Where the institution acts as an agent but not as a principal code 4, Other, should be returned.  <i>Code 1 'Institution Maintained Property' does include property leased by the institution and sub-let to students.</i>
Reason Required:	To monitor the changes in student accommodation patterns.

## Knowledge Base

Does code 1 include property leased by the institution? Also does code 1 include property sub-let to students. Code 1 does include property leased by the institution and sub-let to students.

(Guidance on [www Knowledge Base](#))

Will code 6 'Not in attendance at the institution' be a valid code in July 1995? Yes, code 6 'Not in attendance at the institution' will be a valid code in July 1995. Institutions unable to use this code should continue to return a blank in this field for full-time and sandwich students not currently in attendance at the institution.

(Guidance in Circular 95/03. Guidance on [www Knowledge Base](#))

## 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 (1995-96 code but valid in 1994-95)

# 94011: Final year marker

## Field Information

Number:	032
Name:	Final year marker
Abbreviation:	FINYM
Length:	1
Status:	Not compulsory
Description:	Used to indicate that the student is expected to be in their final year of study relating to field 41, <a href="#">General qualification aim of student</a> .  In the case of students who, at the time of submitting the return, have the option of finishing or not finishing the course, it should be assumed that the student will finish the course.
Notes:	Code 9 should only be used if the structure of the programme of study does not enable a judgement to be made about whether the student is in his/her final year.
Reason Required:	This field is required for performance indicators and first destination survey.

## Knowledge Base

Will we have to return this field in July 1995 when it has been dropped from the 1995-96 manual ? As this field has been dropped from the 1995-96 record, the decision was taken to make the status of this field for July 1995 'Not compulsory'.

(Guidance in Circular 95/03)

## Valid Entries

- 0 Not final year.
- 1 Final year.
- 9 Not known.

# 94011: Reason for leaving

## Field Information

Number:	033
Name:	Reason for leaving
Abbreviation:	RSNLEAVE
Length:	2
Status:	Compulsory for all students who have left the institution during the reporting period. Also compulsory for FE students who have changed their programme of study during the reporting period.
Description:	The Reason for leaving field is used to indicate for what reason the student left the institution.  Code 02 Academic failure/left in bad standing is considered to be different from simply dropping out (Code 07) which may be more closely related to personal reasons.  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, and therefore not return that student's details to HESA. If not written off, an inactive student should be indicated by returning 000.0 for field 74, <a href="#">Student load/FTE</a> and code 11 'Dormant' for field 70, <a href="#">Mode of study</a> .
Notes:	Codes 51-59 are the codes to be used for FE students. A default of code 51 'continuing existing programme of study' will be assumed if there is no entry in this field. Other codes should not be used for FE students.  The information recorded should be the actual destination of the student and not the intended destination.  To monitor the number of students known to be transferring to other institutions.
Reason Required:	For a broad indication of the cited / presumed reason for leaving (while recognising that in many cases there will be no single, simple cause).

## Knowledge Base

Code 02 'Academic failure/left in bad standing' This code is intended to be for a fail at any stage. It is the code to be used for those students who fail assessment at e.g. end of first or second year of a three-year course as well as for those students who have unsuccessfully completed their qualification aim.

(Advice given over Admin-HESA November 1995)

Guidance in Circular 95/07 Further guidance has been requested for students gaining a qualification, but not the qualification they were aiming for as in Field 41. For example, a student on a degree programme leaves with a Certificate of Higher Education.

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' in 1994-95. 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 7 or 10 or whatever is most appropriate in the student's circumstances, including 'inability to progress' which should be coded in 1994-95 as 11 'Other'. (In future, a new code is

being considered for the category of 'partial success/inability to progress further'.)

Within field 36 'Good standing marker' it is for the institution to decide whether or not the student would have been permitted to progress. Code 1 'permitted to progress/good standing' may be used for students in good standing who then leave with a qualification or credit at a lower level than the student's original qualification aim. However, there may be others who, although they are awarded the lower qualification, did not do well enough to be allowed to progress, and for these code 2 'Not permitted to progress/bad standing' would apply.

## Valid Entries

- 01 Successful completion of course.
- 02 Academic failure/left in bad standing.
- 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.
- 51 FE student - continuing existing programme of study.
- 52 FE student - new programme of study at the reporting institution.
- 53 FE student - further education, at another institution.
- 54 FE student - higher education, at another institution.
- 55 FE student - employment.
- 56 FE student - seeking employment.
- 58 FE student - other.
- 59 Unknown.
- 98 Completion of course - result unknown.
- 99 Unknown.

## 94011: Completion status

### Field Information

Number:	034
Name:	Completion status
Abbreviation:	CSTAT
Length:	1
Status:	Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or are funded by FEFCE or FEFCW.
Description:	An indication of the degree of completion of the learning activities leading to the qualification aim.
Notes:	
Reason Required:	To monitor completion rates within the sector.

### 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.

## 94011: Date left institution

### Field Information

Number:	035
Name:	Date left institution
Abbreviation:	DATELEFT
Length:	10
Status:	Compulsory for all students who have left the institution during the reporting period.
Description:	
Notes:	Sometimes there will be a delay in knowing whether or not a student has left the institution. If the date applies to a previous record return to HESA but was not then known, it can be picked up in this return.  Where the precise date of the student's leaving is not known, the date of the end of the term or semester in which the student last attended should be given.
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.

### Knowledge Base

Is it when a student leaves the institution or the course? It is the date left the reporting institution or completed the programme of study.

(Guidance on [www Knowledge Base](#))

### Valid Entries

If the return is in a database format such as FoxPro, the 'date' type will be acceptable. If returned in ASCII, comma delimited format valid entry patterns are : DD/MM/YYYY, DD-MM-YYYY or YYYYMMDD.



# 94011: Good standing marker

## Field Information

Number: 036

Name: Good standing marker

Abbreviation: PROGRESS

Length: 1

Status: Compulsory from 1995-96 onwards : optional in 1994-95.

Description: The Good standing marker is used to indicate whether or not a student has completed the year of his/her programme successfully and has been permitted to continue into the next stage of the programme.

Code 1 'permitted to progress / good standing' indicates that there is no impediment to a student's progress to the subsequent stage of the programme of study. It does not necessarily imply success in examinations or assessments, or whether a student remains following the same course / study programme. Such a student in good standing may then:

- (a) leave the institution without any qualification or credit,
- (b) leave the institution with a qualification or credit at a lower level than the student's original qualification aim,
- (c) leave the institution and transfer / move to another institution,
- (d) continue at the same institution with the same qualification aim,
- (e) continue at the same institution but with a different qualification aim.

*Code 1 'permitted to progress/good standing' includes a student who has withdrawn, but who would have been permitted to progress/was in good standing.*

Notes: *Students who were coded 1 'permitted to progress/good standing' in the year end July return and who have not been subject to any assessment since, should again be returned as code 1 'permitted to progress/good standing' in the following December return if they are still at the institution on 1 December.*

Code 2 'not permitted to progress / bad standing' indicates that the student is not permitted to proceed to the subsequent stage of the course.

Code 3 'Ability to progress yet to be decided' should be used in cases where the student has not been subject to appropriate assessment since the last HESA reporting period (on an annual basis or as appropriate). Postgraduate taught students with a January start date typically would be coded 3 at the 31 July reference date at which they would not have had their ability to progress tested or decided. If those same students were assessed in September, they would be returned to HESA in the 1 December return coded as appropriate.

Code 4 'Intermediate standing' relates to students who have been assessed (or have taken exams) but have failed the examinations or assessments and are required to retake just their examination(s) or assessment(s) but not the whole study programme. A student may be allowed to proceed to the next stage of a course / study programme without necessarily having successfully completed all modules taken in the session - for example, the results of some non-core 'side' modules may not influence the student's immediate progress but may be needed

to be successfully completed before an award is given.

Code 5 relates to students who achieve their desired output qualification at the end of their course of study.

Reason Required: As an 'in-course' measure of 'success' for calculating student progression rates from year to year.

## Knowledge Base

What code should be used if a student has transferred internally to a different qualification aim or withdraws ? Please use Code 1 'Permitted to progress/good standing' which applies in cases where there has not been any assessment to the contrary i.e. there has been no assessment that the student is not permitted to proceed or is in intermediate standing.

(Guidance on www Knowledge Base)

Guidance in Circular 95/07 Further guidance has been requested for students gaining a qualification, but not the qualification they were aiming for as in Field 41. For example, a student on a degree programme leaves with a Certificate of Higher Education.

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' in 1994-95. 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 7 or 10 or whatever is most appropriate in the student's circumstances, including 'inability to progress' which should be coded in 1994-95 as 11 'Other'. (In future, a new code is being considered for the category of 'partial success/inability to progress further'.)

Within field 36 'Good standing marker' it is for the institution to decide whether or not the student would have been permitted to progress. Code 1 'permitted to progress/good standing' may be used for students in good standing who then leave with a qualification or credit at a lower level than the student's original qualification aim. However, there may be others who, although they are awarded the lower qualification, did not do well enough to be allowed to progress, and for these code 2 'Not permitted to progress/bad standing' would apply.

## Valid Entries

- 1 Permitted to progress / good standing.
- 2 Not permitted to progress / bad standing.
- 3 Ability to progress yet to be decided.
- 4 Intermediate standing.
- 5 Completed programme of study

# 94011: Qualification obtained 1

## Field Information

Number:	037
Name:	Qualification obtained 1
Abbreviation:	QUAL1
Length:	2
Status:	Qualification obtained 1 is compulsory for those students who have achieved a qualification, whereas qualification obtained 2 is not compulsory.
Description:	The Qualifications obtained are two digit numeric codes denoting the qualification(s) the student has obtained.
Notes:	For some students whose qualification aim may be 1st 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.
Reason Required:	Indicates the 'output' of the system.

## Valid Entries

- 01 Post Doctorate.
- 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 Higher bachelors degree mainly by research.
- 07 Higher bachelors degree not mainly by research.
- 08 Postgraduate diploma or certificate.
- 09 Postgraduate professional qualification.
- 10 Postgraduate diploma or certificate and prof. qual.
- 11 Postgraduate degree and prof. qual.
- 12 Ordinary PGCE.
- 13 Articled PGCE.
- 20 First Degree with Qualified Teacher Status.
- 21 First degree.
- 22 Enhanced first degree.
- 23 First degree and diploma (to be obtained concurrently).
- 24 Intercalated first degree.

- 25 Undergraduate professional qualification - Graduateship.
- 26 Undergraduate professional qualification - Membership.
- 27 Undergraduate professional qualification - Associateship.
- 28 Undergraduate professional qualification - Licentiateship.
- 29 Diploma of Higher Education.
- 30 Certificate of Higher Education.
- 31 Foundation course.
- 32 Other undergraduate diplomas and certificates.
- 41 HND.
- 42 HNC.
- 43 Other formal HE qualification of less than degree standard.
- 51 NVQ/SVQ level 5.
- 52 NVQ/SVQ level 4.
- 53 NVQ/SVQ level 3.
- 54 NVQ/SVQ level 2.
- 55 NVQ/SVQ level 1.
- 61 Institutional undergraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 62 Institutional postgraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 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.
- 96 Postdoctoral research student.
- 97 No formal undergraduate qualification aim (advanced / HE).
- 98 No formal postgraduate qualification aim (advanced / HE).
- 99 No formal qualification aim (non-advanced / FE).

# 94011: Qualification obtained 2

## Field Information

Number:	038
Name:	Qualification obtained 2
Abbreviation:	QUAL2
Length:	2
Status:	Qualification obtained 1 is compulsory for those students who have achieved a qualification, whereas qualification obtained 2 is not compulsory.
Description:	The Qualifications obtained are two digit numeric codes denoting the qualification(s) the student has obtained.
Notes:	For some students whose qualification aim may be 1st 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.
Reason Required:	Indicates the 'output' of the system.

## Valid Entries

- 01 Post Doctorate.
- 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 Higher bachelors degree mainly by research.
- 07 Higher bachelors degree not mainly by research.
- 08 Postgraduate diploma or certificate.
- 09 Postgraduate professional qualification.
- 10 Postgraduate diploma or certificate and prof. qual.
- 11 Postgraduate degree and prof. qual.
- 12 Ordinary PGCE.
- 13 Articled PGCE.
- 20 First Degree with Qualified Teacher Status.
- 21 First degree.
- 22 Enhanced first degree.
- 23 First degree and diploma (to be obtained concurrently).
- 24 Intercalated first degree.

- 25 Undergraduate professional qualification - Graduateship.
- 26 Undergraduate professional qualification - Membership.
- 27 Undergraduate professional qualification - Associateship.
- 28 Undergraduate professional qualification - Licentiateship.
- 29 Diploma of Higher Education.
- 30 Certificate of Higher Education.
- 31 Foundation course.
- 32 Other undergraduate diplomas and certificates.
- 41 HND.
- 42 HNC.
- 43 Other formal HE qualification of less than degree standard.
- 51 NVQ/SVQ level 5.
- 52 NVQ/SVQ level 4.
- 53 NVQ/SVQ level 3.
- 54 NVQ/SVQ level 2.
- 55 NVQ/SVQ level 1.
- 61 Institutional undergraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 62 Institutional postgraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 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.
- 96 Postdoctoral research student.
- 97 No formal undergraduate qualification aim (advanced / HE).
- 98 No formal postgraduate qualification aim (advanced / HE).
- 99 No formal qualification aim (non-advanced / FE).

# 94011: Classification

## Field Information

Number:	039
Name:	Classification
Abbreviation:	CLASS
Length:	2
Status:	Compulsory for those students who have achieved an undergraduate degree qualification. Also compulsory for those students who have achieved a relevant FE qualification (ie where a grade is meaningful).
Description:	The Classification is used to indicate the qualification class that the student obtained.
Notes:	Codes 51-90 are the codes to be used for FE students. A grade should be returned for all qualifications where the grade is meaningful. Other codes should not be used for FE students.
Reason Required:	Indicates the 'output' of the system.

## Valid Entries

01	First class honours.
02	Upper second class honours.
03	Lower second class honours.
04	Undivided second class honours.
05	Third class honours.
06	Fourth class honours.
07	Unclassified honours.
08	Aegrotat (whether to honours or pass).
09	Pass (to include degree awarded without honours following an honours course).
10	Ordinary (to include divisions of ordinary, if any).
11	General degree.
51	A.
52	B.
53	C.
54	D.
55	E.
56	F.
57	G.

61	N.
62	U.
63	X.
64	A*.
65	Y.
71	Pass.
72	Merit.
73	Distinction.
74	Fail.
81	1.
82	2.
83	3.
84	4.
85	5.
86	6.
87	7.
88	8.
89	9.
90	10.



# 94011: Programme of study title

## Field Information

Number: 040

Name: Programme of study title

Abbreviation: PTITLE

Length: 80

Status: Compulsory.

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, [Subject\(s\) of qualification aim](#).

Although a compulsory field, this field will not be subject to any validation checks.

Notes: 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 field 43, [Subject\(s\) of qualification aim](#).

It is in an institution's best interests to make each programme of study identifiable in case of queries from HESA regarding specific student records.

For describing the provision at an institution - e.g. for internal Funding Council briefing.

Reason Required: For assessing the range of courses offered in a subject area.

As a cross reference for identifying programmes of study in case of queries regarding specific student records.

## Knowledge Base

Text Fields Some fields in the Student Return, for example Family Name, allow the entry of alphanumeric data in the record. The allowable character set within these fields consists of those characters in the ASCII character set with codes between 32 and 126, except character 34. This includes all upper and lower case letters, all digits, the space character and a selection of punctuation characters. The case of submitted data is not important although HESA would prefer data to be submitted in upper case where possible.

(Guidance in Student Record Coding Manual Supplement October 1994)

## Valid Entries

Up to 80 textual characters.

# 94011: General qualification aim of student

## Field Information

Number: 041

Name: General qualification aim of student

Abbreviation: QUALAIM

Length: 2

Status: Compulsory.

Description: The General qualification aim of student is intended to record the qualification the student hopes to attain as a result of his/her 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 subdegree to degree level (or vice versa) must be ignored here.

Where the institution allows enrolment onto ordinary degrees in addition to honours degrees the information will be collected by field 39, [Classification](#).

Enhanced first degrees (Code 22) include Finneston degrees and other "undergraduate masters" degrees.

Notes: Postgraduate professional qualifications are those which, regardless of their level normally require the possession of a first degree for admission.

Where a student is following a programme of study leading potentially to two or more qualifications, and that combination is not specified under valid entries, please return the qualification the code of which is closest to 01.

For FE students, for whom field 42, [FE general qualification aim of student](#) is completed, please return a blank in this field.

Where a course leads to a 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.

Example: 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.

## Knowledge Base

How should a Certificate in Education FE (an initial teacher training course which does not necessarily lead to QTS) be coded? Certificate in Further Education should be coded 08 'Postgraduate diploma or certificate' or 32 'Other undergraduate diplomas and certificates' as appropriate.

(Advice given to enquirers, not formally released)

Code 31 'Foundation Course'. Code 31 'Foundation Course', relates to advanced or HE level. 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 CSYS, ONC and OND.

Foundation courses below HE level should be coded 71-76 as appropriate, or 99 if the programme of study does not lead to any formal qualification.

(Guidance in Circular 95/03)

Guidance in Circular 95/07 The general qualification aim of the student should be coded at the same level (postgraduate, undergraduate, FE) as was shown for the student in the Funding Councils' Early Statistics.

Codes 01-13 and 62, 96 and 98 will be assumed for analysis to be at postgraduate level.

Codes 20-52 and 61 and 97 will be assumed for analysis to be at undergraduate level.

Codes 53-55, 71-76 and 99 will be assumed for analysis to be at FE level.

## Valid Entries

- 01 Post Doctorate.
- 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 Higher bachelors degree mainly by research.
- 07 Higher bachelors degree not mainly by research.
- 08 Postgraduate diploma or certificate.
- 09 Postgraduate professional qualification.
- 10 Postgraduate diploma or certificate and prof. qual.
- 11 Postgraduate degree and prof. qual.
- 12 Ordinary PGCE.
- 13 Articled PGCE.
- 20 First Degree with Qualified Teacher Status.
- 21 First degree.
- 22 Enhanced first degree.
- 23 First degree and diploma (to be obtained concurrently).
- 24 Intercalated first degree.
- 25 Undergraduate professional qualification - Graduateship.
- 26 Undergraduate professional qualification - Membership.
- 27 Undergraduate professional qualification - Associateship.
- 28 Undergraduate professional qualification - Licentiateship.
- 29 Diploma of Higher Education.
- 30 Certificate of Higher Education.
- 31 Foundation course.
- 32 Other undergraduate diplomas and certificates.
- 41 HND.
- 42 HNC.
- 43 Other formal HE qualification of less than degree standard.
- 51 NVQ/SVQ level 5.
- 52 NVQ/SVQ level 4.
- 53 NVQ/SVQ level 3.
- 54 NVQ/SVQ level 2.
- 55 NVQ/SVQ level 1.

- 61 Institutional undergraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 62 Institutional postgraduate credit which may be counted towards another qualification awarded by the institution and contained within codes 01 to 52.
- 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.
- 96 Postdoctoral research student.
- 97 No formal undergraduate qualification aim (advanced / HE).
- 98 No formal postgraduate qualification aim (advanced / HE).
- 99 No formal qualification aim (non-advanced / FE).

## 94011: FE general qualification aim of student

### Field Information

Number: 042

Name: FE general qualification aim of student

Abbreviation: FEQAIM

Length: 3

Status: Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by FEFCE or FEFCW.

Description:

Notes:

Reason  
Required:

### Valid Entries

This should be the current FESR code. In case of difficulty, please refer to FEFCE or FEFCW.

## 94011: Subject(s) of qualification aim

### Field Information

Number: 043

Name: Subject(s) of qualification aim

Abbreviation: SBJQA

Length: 6

Status: Compulsory.

Description: The Subject(s) of qualification aim is a code of up to six characters of the subject or subjects appropriate to the qualification which the student expects to receive as a result of the current programme of study. The code may change from year to year as a result of the 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.

In many instances, new full-time students can be coded using the UCAS code on admission. However, a total correspondence of codes is impossible.

Notes: For FE students, for whom 44, [FE subject of qualification aim A](#) is completed, please return a blank in this field.

*PGCE should be reflected as X1X3 if the student is studying primary school education or X1 and the subject(s) that they are being trained to teach at secondary school level.*

Example: See HESACODE booklet.

Reason Required: To identify the broad qualification aim of students.

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

### Knowledge Base

HESACODE It has been brought to HESA's attention that an additional principal subject should be included in the interim HESACODE list. This is :

F4 Archaeology without a significant Humanities element

Although not an original USCAS principal subject, HESA is aware that many institutions have received authorisation from the appropriate funding councils to re-code the relevant programmes of study using this category. Clearly, since such a re-coding has funding implications for these institutions, HESA wishes to continue this practice by including the F4 principal subject in the HESACODE specification. It should be noted however that institutions who currently code their Archaeology programmes under V6 should gain authorisation from the relevant funding council before the code is changed.

(Guidance in June/July 1994 Supplement)

Teacher Training Course Initial or pre-service teacher training programmes of study should be coded in terms of the subject of study, together with an 'X1' code prefix. These programmes should be coded using the two character coding frame with Method 1 only. A single ssubject teacher training course will therefore be designated by a four character code, e.g. X1F1, a double by a six character code e.g. X1F1F3.

(Guidance in Circular 95/03)

Guidance in Circular 95/07 All courses identified as initial or pre-service teacher training in field 53 'Teacher training course identifier' (ie those coded either 1 or 2) must be coded X1 in the first two character places in field 43, followed by the HESACODE for the subject of study. (These programmes should be coded using the two character coding frame with Method 1 only.) A single subject initial or pre-service teacher training course will therefore be designated by a four character code, eg X1F1 (initial or pre-service teacher training course, subject Chemistry) and a double by a six character code, eg X1F1F3 (initial or pre-service teacher training course, subjects Chemistry and Physics). Initial or pre-service teacher training for primary school teachers should be coded X1X3. X1 is reserved exclusively for initial or pre-service teacher training courses, and all other courses must use other codes.

Relationship between HESACODE and UCAS admissions classifications The UCAS and FESR codings, which for the bases of HESACODE, and the UCAS codes were based on the same initial classification system. However, there are discrepancies in the allocation of subjects between groups G and H ( Mathematics and Engineering) and groups P + N (particularly Tourism) and in the codes used within group X (Education). Hence the correct HESACODE for these subjects will need particularly careful checking. UCAS codes may elaborate on the basic classification system in order to cater for the admissions requirement that each code is unique within an institution. UCAS codes which depart from the basic classification system because of this requirement will not give a valid HESACODE.

(Guidance in Circular 94/7)

## **Valid Entries**

Please refer to the HESACODE classification of academic subjects

# 94011: FE subject of qualification aim A

## Field Information

Number: 044

Name: FE subject of qualification aim A

Abbreviation: FEQSBJA

Length: 4

Status: Compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or are funded by FEFCE or FEFCW.

Description:

Notes: .

Reason  
Required:

## Valid Entries

This should be the current FESR code. In case of difficulty, please refer to FEFCE or FEFCW.



# 94011: FE subject of qualification aim B

## Field Information

Number: 045

Name: FE subject of qualification aim B

Abbreviation: FEQSBJB

Length: 4

Status: Compulsory for all students at English institutions who are following programmes of study at FE level or are funded by FEFCE and who have two subjects of qualification aim.

Description:

Notes:

Reason  
Required:

## Knowledge Base

FE subject of qual aim B - does B refer to a second subject rather than a second qualification aim B refers to a second subject, if appropriate, not a second qualification aim.

(Advice given to enquirers, not formally released)

## Valid Entries

This should be the current FESR code. In case of difficulty, please refer to FEFCE.

# 94011: FE subject combination indicator

## Field Information

Number: 046

Name: FE subject combination indicator

Abbreviation: FEQSBJC

Length: 1

Status: Compulsory for all students at English institutions who are following programmes of study at FE level or are funded by FEFCE and who have two subjects of qualification aim.

Description:

Notes: This should be the current FESR code. In case of difficulty, please refer to FEFCE. When code 2 applies, the subject shown in field 44, [FE subject of qualification aim A](#) will be taken as the major subject and the subject shown in field 45, [FE subject of qualification aim B](#) will be taken as the minor subject.

Reason  
Required:

## Valid Entries

- 1 Two subjects each forming at least 40 per cent of the course.
- 2 Two subjects where one forms more than 60 per cent, but less than 75 per cent, of the course.

# 94011: Awarding body 1

## Field Information

Number: 047

Name: Awarding body 1

Abbreviation: AWDBODY1

Length: 4

Status: Not compulsory.

A 4 digit numeric code denoting the awarding body for this qualification aim (as noted in field 41, [General qualification aim of student](#) and field 43, [Subject\(s\) of qualification aim](#)) The Awarding bodies are the numbers associated with the qualification awarding body selected (usually the HE institution) from the list in appendix 2 with the addition of:

Description:

- 4001 Other UK academic institutions.
- 4002 Other European (EU) academic institutions.
- 4003 UK professional examining body.
- 4004 NCVQ.
- 4005 SCOTVEC.
- 4006 Other.
- 4007 BTEC.

It is expected that the above list will be extended to provide a more specific listing of professional awarding bodies.

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

*A specific code for BTEC has been included, code 4007.*

Notes:

*4002 Other European academic institutions. European is taken to mean countries of the EU commission (EC).*

*4003 UK professional examining body includes UK professional bodies such as, for example, the Chartered Association of Certified Accountants and the Institute of Personnel Management.*

*4007 BTEC. For programmes of study where institutions have a licensing agreement with BTEC, the awarding body should be coded as 4007, 'BTEC'.*

Reason Required: To identify trends in validation arrangements.

To identify trends in professional qualification courses.

## Valid Entries

An HE institution from the list in appendix 2.

- 4001 Other UK academic institutions.
- 4002 Other European (EU) academic institutions.

4003	UK professional examining body.
4004	NCVQ.
4005	SCOTVEC.
4006	Other.
4007	BTEC

## 94011: Awarding body 2

### Field Information

Number: 048

Name: Awarding body 2

Abbreviation: AWDBODY2

Length: 4

Status: Not compulsory.

A 4 digit numeric code denoting the awarding body for this qualification aim (as noted in field 41, [General qualification aim of student](#) and field 43, [Subject\(s\) of qualification aim](#)) The Awarding bodies are the numbers associated with the qualification awarding body selected (usually the HE institution) from the list in appendix 2 with the addition of:

Description:

- 4001 Other UK academic institutions.
- 4002 Other European (EU) academic institutions.
- 4003 UK professional examining body.
- 4004 NCVQ.
- 4005 SCOTVEC.
- 4006 Other.
- 4007 BTEC.

It is expected that the above list will be extended to provide a more specific listing of professional awarding bodies.

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

*A specific code for BTEC has been included, code 4007.*

Notes: *4002 Other European academic institutions. European is taken to mean countries of the EU commission (EC).*

*4003 UK professional examining body includes UK professional bodies such as, for example, the Chartered Association of Certified Accountants and the Institute of Personnel Management.*

*4007 BTEC. For programmes of study where institutions have a licensing agreement with BTEC, the awarding body should be coded as 4007, 'BTEC'.*

Reason Required: To identify trends in validation arrangements.

To identify trends in professional qualification courses.

### Valid Entries

An HE institution from the list in appendix 2.

- 4001 Other UK academic institutions.
- 4002 Other European (EU) academic institutions.

4003	UK professional examining body.
4004	NCVQ.
4005	SCOTVEC.
4006	Other.
4007	BTEC

## 94011: Expected length of study programme

### Field Information

Number: 049

Name: Expected length of study programme

Abbreviation: SPLNGTH

Length: 2

Status: Compulsory.

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.

Only in cases where there is not a defined normal length for the study programme may this field be coded 99.

This field includes holiday time.

Notes: For postgraduate research students, the extra writing up period must be ignored.

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

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.

### Knowledge Base

If a student is a direct entrant should the expected length of the course be reduced accordingly? It is not clear what the significance of 'this part of programme' is, since the length appears to refer the whole programme? If a student is a direct entrant into a second or a subsequent year of a course, the expected length of the course should not be reduced accordingly. The full 'normal' course length should be recorded.

(Advice given to enquirers, not formally released)

Should this be for the programme as a whole ? 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 a direct entrant into the second year.

(Advice given to enquirers, not formally released)

### Valid Entries

A numeric entry in the range 01 - 99. (99 denoting unknown length/self-paced with indefinite length.)

# 94011: Units of length

## Field Information

Number: 050

Name: Units of length

Abbreviation: UNITLGTH

Length: 1

Status: Compulsory.

Description: This field denotes the units of length associated with field 49, [Expected length of study programme](#).

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

Notes:

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

Reason  
Required:

To monitor the change in the nature of HE provision.

## Valid Entries

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



# 94011: Vocational level of course

## Field Information

Number: 051

Name: Vocational level of course

Abbreviation: VLEVEL

Length: 2

Status: Required only where the level has been agreed with NCVQ/SCOTVEC.

Description: The Vocational level of course is a 2 digit numeric code to indicate the NVQ/GNVQ level and SVQ/GSVQ level obtainable from the course. NVQ/GNVQ should be coded in the range 11 - 15 and SVQ/GSVQ should be coded in the range 51 - 55.

Notes:

Reason Required: To identify the extent to which study in HEIs is recognised within the national vocational qualification structure.

## Valid Entries

A 2 digit numeric entry.

- 11 NVQ/GNVQ Level 1
- 12 NVQ/GNVQ Level 2
- 13 NVQ/GNVQ Level 3
- 14 NVQ/GNVQ Level 4
- 15 NVQ/GNVQ Level 5
- 51 SVQ/GSVQ Level 1
- 52 SVQ/GSVQ Level 2
- 53 SVQ/GSVQ Level 3
- 54 SVQ/GSVQ Level 4
- 55 SVQ/GSVQ Level 5
- 98 Not agreed.
- 99 Not applicable.

# 94011: Special Programmes

## Field Information

Number: 052

Name: Special Programmes

Abbreviation: SPPRG

Length: 2

Status: Compulsory.

Description: Describes the type of course that the student is following.

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

Notes:

AIRS and HITECC need to be identified for possible extra funding.

It is possible for disabled students to attend standard courses but non-disabled students would not attend SLDD courses.

The Glossary gives full titles for these acronyms.

Reason Required: To identify the various types of course/programmes available.

## Valid Entries

- 01 Not a special programme.
- 02 PICKUP.
- 03 ACCESS.
- 04 SLDD (mainstream with additional support).
- 05 SLDD (special including bridging courses).
- 07 AIRS.
- 08 HITECC.
- 09 Other.

# 94011: Teacher training course identifier

## Field Information

Number: 053

Name: Teacher training course identifier

Abbreviation: TTCID

Length: 1

Status: Compulsory.

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

Notes: Code 1 includes PGCE, B.Ed., 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.

Reason Required: To identify, and distinguish between, initial teacher training courses (of various types) and in-service courses.

## Knowledge Base

Guidance in Circular 95/07 Codes 1 and 2 are to be used only for initial or pre-service teacher training courses, code 3 is to be used only for in-service/INSET courses for school teachers. Courses such as INSET (FE) therefore must be coded 0 'Not a teacher training course' in 1994-95 and 1995-96. HESA is considering whether there is a need to identify such courses by adding a special code for them in the 1996-97 returns.

## Valid Entries

- 0 Not a teacher training course.
- 1 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 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 In-service/INSET courses for school teachers.

## 94011: ITT phase/scope

### Field Information

Number:	054
Name:	ITT phase/scope
Abbreviation:	ITTPHSC
Length:	2
Status:	Compulsory for all initial teacher training students in English and Welsh institutions.
Description:	This field describes in more detail the student's initial teacher training aim.  For students on initial teacher training courses leading to qualified teacher status, codes from 01 to 23 should be used.
Notes:	For students on other initial teacher training courses not leading to qualified teacher status, codes from 31 to 49 should be used.
Reason Required:	For teacher training policy purposes.  This field may require revision in the light of changes in funding policy for teacher training.

### Knowledge Base

Details of institutions and students who should be completing this field. This field must not be blank where the student is at an English or Welsh institution and the Teacher Training Course Identifier (Field 53) is coded 1 or 2.

(Advice given to enquirers, not formally released)

### Valid Entries

01	Nursery only.
02	Nursery / infant.
11	Primary - infant only.
12	Primary - junior only.
13	Primary - junior Middle.
14	Primary - all ages.
21	Secondary.
22	Secondary / further education.
23	Other or combinations of the above.
31	Further education.

49 Other.

# 94011: Bilingual ITT marker

## Field Information

Number:	055
Name:	Bilingual ITT marker
Abbreviation:	BITTM
Length:	1
Status:	Compulsory only for institutions funded by HEFCW.
Description:	The Bilingual ITT marker is a one digit field giving details about the study programme.  This field should be left blank for all non-Welsh institutions
Notes:	*Bilingual in this context meaning English and Welsh.  For further guidance on the completion of this field please refer to HEFCW.
Reason Required:	To indicate the numbers of teachers being trained to teach through the medium of Welsh.

## 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.

# 94011: Teaching Qualification sought sector

## Field Information

Number: 056

Name: Teaching Qualification sought sector

Abbreviation: TQSSEC

Length: 1

Status: Compulsory for Scottish teacher training students only.

Description: The Teaching Qualification sought sector on entry to the course is used by Scottish institutions for all of their teacher training courses and indicates the education sector in which teacher training students are pursuing their teaching qualification.

Notes:

Reason Required: For monitoring of teacher training intakes.

## Knowledge Base

Qualifications to teach in HE sector. Code 3 'Further Education' should include any Scottish students following teacher training courses leading to qualifications to teach in the 'Higher Education' sector.

(Advice given to enquirers, not formally released)

## Valid Entries

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

# 94011: Teaching Qualification sought subject 1

## Field Information

Number:	057
Name:	Teaching Qualification sought subject 1
Abbreviation:	TQSSUB1
Length:	3
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.
Description:	The Teaching Qualification sought subjects on entry to the course are used by Scottish institutions for courses that lead to teacher qualifications.
Notes:	<i>These fields are required for the December return, in respect of Scottish secondary teacher training students only.</i>  <i>These fields are now included in the fields required for the December return.</i>
Reason Required:	For monitoring of teacher training intakes.

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.
130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.



161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.

# 94011: Teaching Qualification sought subject 2

## Field Information

Number:	058
Name:	Teaching Qualification sought subject 2
Abbreviation:	TQSSUB2
Length:	3
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.
Description:	The Teaching Qualification sought subjects on entry to the course are used by Scottish institutions for courses that lead to teacher qualifications.
Notes:	<i>These fields are required for the December return, in respect of Scottish secondary teacher training students only.</i>  <i>These fields are now included in the fields required for the December return.</i>
Reason Required:	For monitoring of teacher training intakes.

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.
130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.

161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.

# 94011: Teaching Qualification sought subject 3

## Field Information

Number:	059
Name:	Teaching Qualification sought subject 3
Abbreviation:	TQSSUB3
Length:	3
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.
Description:	The Teaching Qualification sought subjects on entry to the course are used by Scottish institutions for courses that lead to teacher qualifications.
Notes:	<i>These fields are required for the December return, in respect of Scottish secondary teacher training students only.</i>  <i>These fields are now included in the fields required for the December return.</i>
Reason Required:	For monitoring of teacher training intakes.

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.
130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.

161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.

# 94011: Teaching Qualification gained sector

## Field Information

Number:	060
Name:	Teaching Qualification gained sector
Abbreviation:	TQGSEC
Length:	1
Status:	Compulsory for Scottish teacher training students who have gained their teaching qualification.
Description:	The Teaching Qualification gained sector is used by Scottish institutions for all of their students that follow courses that lead to teacher qualifications and indicates the education sector in which teacher training students are pursuing their teaching qualification.
Notes:	
Reason Required:	For monitoring of teacher training output.

## Valid Entries

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

# 94011: Teaching Qualification gained subject 1

## Field Information

Number:	061
Name:	Teaching Qualification gained subject 1
Abbreviation:	TQGSUB1
Length:	3
Status:	Subject 1 compulsory for Scottish secondary teacher training students only (coded 2 in field 60, Teaching Qualification gained sector) subjects 2 and 3 not compulsory.
Description:	The Teaching Qualification gained subjects are used by Scottish institutions for students that follow courses that lead to teacher qualifications.
Notes:	
Reason Required:	For monitoring of teacher training output.

## Knowledge Base

This field should only be completed for Scottish students following courses that lead to teacher qualifications and have gained a qualification.

(Advice given to enquirers, not formally released)

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.

130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.
161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.



# 94011: Teaching Qualification gained subject 2

## Field Information

Number:	062
Name:	Teaching Qualification gained subject 2
Abbreviation:	TQGSUB2
Length:	3
Status:	Subject 1 compulsory for Scottish secondary teacher training students only (coded 2 in field 60, Teaching Qualification gained sector) subjects 2 and 3 not compulsory.
Description:	The Teaching Qualification gained subjects are used by Scottish institutions for students that follow courses that lead to teacher qualifications.
Notes:	
Reason Required:	For monitoring of teacher training output.

## Knowledge Base

This field should only be completed for Scottish students following courses that lead to teacher qualifications and have gained a qualification.

(Advice given to enquirers, not formally released)

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.

130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.
161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.

# 94011: Teaching Qualification gained subject 3

## Field Information

Number:	063
Name:	Teaching Qualification gained subject 3
Abbreviation:	TQGSUB3
Length:	3
Status:	Subject 1 compulsory for Scottish secondary teacher training students only (coded 2 in field 60, Teaching Qualification gained sector) subjects 2 and 3 not compulsory.
Description:	The Teaching Qualification gained subjects are used by Scottish institutions for students that follow courses that lead to teacher qualifications.
Notes:	
Reason Required:	For monitoring of teacher training output.

## Knowledge Base

This field should only be completed for Scottish students following courses that lead to teacher qualifications and have gained a qualification.

(Advice given to enquirers, not formally released)

## Valid Entries

010	English.
020	History.
030	Geography.
040	Modern Studies.
050	Economic History.
060	Economics.
070	French.
080	German.
090	Spanish.
091	Italian.
100	Russian.
110	Gaelic.
111	Urdu.
120	Other Modern Language.

130	Classics.
131	Hebrew.
140	Latin.
150	Greek.
160	Maths.
161	Computing.
170	Science ( General).
180	Biology.
190	Chemistry.
200	Physics.
211	Physical Science.
212	Geology.
220	Art.
240	Business Studies.
250	Home Economics.
260	Physical/ Outdoor Education.
280	Technological/ Technical Education.
290	Music.
300	Speech/ Drama.
301	Drama.
310	Agriculture + Horticulture.
320	Nautical Studies.
350	Religious Education.
360	Other.

# 94011: Major source of funding

## Field Information

Number: 064

Name: Major source of funding

Abbreviation: MSFUND

Length: 2

Status: Compulsory.

Description: The purpose of this field is to indicate the primary source of funding for the study programme/students on the study programme. 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.

The Funding Councils and DENI fund places for students, most home and EU students being 'fundable' (eligible for funding). The funding provided is 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 'fundable' students in that funding cell, one cannot identify 20 particular people as being 'fees only' students. Nor could one identify some of the study programmes 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.

Code 41 includes non-departmental and other public bodies.

Codes 71 and 72 should be interpreted as equal funding between 2 bodies.

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).

Notes:

\* includes PICKUP type courses.

Codes 73-79 are the codes to be used in preference to other codes for FE students.

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

Codes 01-72 and 81-91 may be used for FE students if codes 73-79 are not relevant.

Codes 73-79 must not be used for HE students.

*To be consistent with the year's early statistics, Field 65 applies to 'eligible for core funding' (in the HESSES 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 to be returned as 2 'Not fundable by the Funding Council'. An example of where this is applicable is courses funded through continuing education provision.*

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

Reason  
Required:

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

## Knowledge Base

Guidance in Circular 95/07 Because of the difficulty of distinguishing between foundations and other charities, code 45 'UK foundation' will be merged into code 44 'UK charity (other)'. Code 45 will not be available in the 1996-97 returns.

How should funding from Local government be coded ? Local government should be coded 34 'Other HM government departments'.

(Advice given to enquirers, not formally released)

European exchange students are funded by an LA through a recharge system whereby the costs are recovered by the European Union, is this LEA or UN. In cases where the major source of funding is unclear, please use your best judgement. In the example you quoted of a recharge system whereby costs are ultimately recovered from the European Union, please code 46 'EU Commission (EC)'

All students in HEFCE funded cell should be coded '01 HEFCE', even if the number of students actually in that cell exceed the number of funded places.

(Guidance on [www](http://www) Knowledge Base)

## Valid Entries

- 01 HEFCE
- 02 HEFCW
- 03 SHEFC
- 04 DENI
- 05 FEFCE
- 06 FEFCW
- 11 LEA
- 12 DFE
- 13 WOED
- 14 SOED
- 15 The Scottish Office Agriculture and Fisheries Department (SOAFD)
- 21 Research Council - BBSRC
- 22 Research Council - MRC
- 23 Research Council - NERC
- 24 Research Council - EPSRC
- 25 Research Council - ESRC
- 26 Research Council - PPARC
- 29 Research Council - not specified
- 31 Departments of Health/NHS/Health Authorities
- 32 Departments of Social Services
- 33 Departments of Employment

- 34 Other HM government departments
- 35 Armed forces
- 36 Training & Enterprise Council/Local Enterprise Company/Scottish Enterprise/Highlands & Islands Enterprise
- 41 UK public corporation/nationalised industry
- 42 UK private industry/commerce
- 43 UK charity (medical)
- 44 UK charity (other)
- 45 UK foundation
- 46 EU commission (EC)
- 51 Overseas government or other overseas organisation
- 61 Own institution
- 71 Joint between 2 sources including a funding council
- 72 Joint between 2 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).
- 75 European Social Fund (ESF) (as major source or joint with FE Funding Council).
- 76 Youth Credits - YT students (as major source or joint with FE Funding Council).
- 77 Youth Credits - non YT students (as major source or joint with FE Funding Council).
- 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
- 91 Funded entirely by student tuition fees.

# 94011: Fundability code

## Field Information

Number: 065

Name: Fundability code

Abbreviation: FUNDCODE

Length: 1

Status: Compulsory.

Description: This code indicates whether the student is counted as 'fundable' ie 'eligible for funding' by the appropriate Funding Council or DENI. The definition therefore may vary between England, Scotland, Northern Ireland and Wales, in line with their funding methods.

Fundable means *eligible* for funding by the appropriate Funding Council, as defined by that Council. It does not necessarily mean that funding was provided for the student.

This field should be consistent with the year's early student statistics returns to the Funding Councils.

Notes: 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 rather than to HESA.

*To be consistent with the year's early statistics, Field 65 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 to be returned as 2 'Not fundable by the Funding Council'. An example of where this is applicable is courses funded through continuing education provision.*

Example: A particular funding cell may have 100 'fundable' students, but the Funding Council may provide funding for only 80 student places in that cell. 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.

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.

Reason Required: To provide a cross check against aggregate early student statistics returns.

## Valid Entries

- 1 Fundable by Funding Council.
- 2 Not fundable by Funding Council.



## 94011: Fee status

### Field Information

Number: 066

Name: Fee status

Abbreviation: FEESTAT

Length: 1

Status: Compulsory.

Description: The fee status of the student is to indicate the level of fees paid.

The term 'paying' is taken to include fees paid on behalf of the student (eg mandatory/discretionary award) by a source detailed in field 68, [Major source of tuition fees](#). This field relates to the status of the fee, for courses covered by the mandatory awards and postgraduate awards schemes, not whether the fee was paid by an award-making body, or whether the fee was waived or not.

Channel Island and Isle of Man students not paying Channel Island and Isle of Man fees should be coded 5 or 6 as appropriate.

Cost recovery is defined as courses for which the income from the fees paid by the students (plus any funding from any sources other than a funding council) covers, or is intended to cover, all or the vast majority of the costs of provision, including an appropriate share of the institution's overheads (such as central administration, buildings, heating etc). An example would be a course provided by a 'university company' or a business school, say, where current fees may be lower than full-cost recovery level but are set at a level which the market will bear.

*Codes 1 to 3 now apply only to full-time and sandwich students. Codes 4 to 6 apply only to UK and EU domiciled students. Separate codes have been set up for 'part-time fees, other than cost recovery' and 'any non-EU overseas fee'.*

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

*Codes 4, 5 and 6 apply only to UK, Channel Islands and Isle of Man and EU domiciled students. Institutions are reminded that these are the new codes set out in the May Supplement.*

For the financial planning of the HE sector.

Reason Required: For PES calculations and for funding calculations: only Home (UK) / EC student numbers are eligible for Funding Council funding.

### Knowledge Base

Should ERAMAS and TEMPUS students be coded 8 ERASMUS and TEMPUS students should be coded '8  
No fees'.

(Advice given to enquirers, not formally released)

## Valid Entries

- 1 Full-time and sandwich UK domiciled students paying home fees.
- 2 Full-time and sandwich Channel Islands and Isle of Man domiciled students paying Channel Island and Isle of Man fees.
- 3 Full-time and sandwich other EC domiciled students paying home fees.
- 4 Part-time fees other than cost recovery, UK and EU-domiciled students.
- 5 Cost recovery fees, UK, Channel Islands and Isle of Man and EU-domiciled students.
- 6 Other fees, UK, Channel Islands and Isle of Man and EU-domiciled students.
- 7 Any non-EU overseas fee.
- 8 No fees.

## 94011: Fee band

### Field Information

Number:	067
Name:	Fee band
Abbreviation:	FEEBAND
Length:	2
Status:	Compulsory.
Description:	To record the fee band level. This must be the same as levied on the fee invoice.

*Codes 11-32 apply to students whose major source of tuition fees in field 68 is 02, 03 or 04 ie those receiving mandatory or discretionary awards.*

*Sandwich students out on placement will be on half mandatory award fees.*

*Home and EU domiciled part-time students with mandatory award fee levels will be on half mandatory award fees.*

*For codes 11-32, the fee band appropriate to each study programme should have been agreed previously by the institution and the appropriate Funding Council. (Broad informal definitions of the fee bands are Fee band 1, classroom based; Fee band 2, courses involving a substantial laboratory or workshop component and Fee band 3, courses involving clinical provision.)*

Code 41, 'Post graduate fee', applies when the fee is at the maximum level of postgraduate tuition fee which can be reimbursed from public funds (as published by DFE/SOED under the Postgraduate Students' Allowances Scheme).

Notes: Code 99 will include all those students for whom the fees are not charged at the maximum levels set for courses covered by the mandatory awards and postgraduate awards schemes. Code 99 will therefore include - almost all part-time students- students on non-advanced/FE courses- students paying 'full cost' fees.

*The field length has been amended to 2. The valid entries have new codes. Reference to major source of tuition fees in the Notes applies to field 68 (not to field 113). Extra notes have been added about Sandwich students out on placement and about part-time students.*

*Codes 11-41 must be used for students receiving mandatory or discretionary awards (for whom Field 68 'Major source of tuition fees' is coded 02,03 or 04. Codes 11-41 may also be used for students with other sources of tuition fees (for example, students whose fees are paid by an employer or by the Ministry of Defence), in cases where the course/study programme has a fee band which has been agreed with the appropriate funding body. Therefore, although HESA will expect Field 67 to be coded 11-41 if Field 68 is coded 02,03 or 04, field 67 can be coded with 11-41 with Field 68 coded other than 02,03 or 04.*

*Fee band is only for courses which have a specified fee band which has been agreed with the appropriate funding body. Courses, such as diplomas, which do not have a specified fee band but which may be charged at the same level of fee should be coded 99.*

*For self-financing students paying a lower subsidized rate if the fee invoice is not the same as codes 11-41 then it must be coded as 99 No Fee Band.*

Reason  
Required: See reasons for field 66, Fee status.

## **Valid Entries**

Numeric in the range 11 -31.

- |    |                      |
|----|----------------------|
| 11 | Fee band 1, full fee |
| 12 | Fee band 1, half fee |
| 21 | Fee band 2, full fee |
| 22 | Fee band 2, half fee |
| 31 | Fee band 3, full fee |
| 32 | Fee band 3, half fee |
| 41 | Postgraduate         |
| 99 | No fee band          |

## 94011: Major source of tuition fees

### Field Information

Number: 068

Name: Major source of tuition fees

Abbreviation: MSTUFEE

Length: 2

Status: Compulsory.

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.

All mandatory award holders should be covered by codes 02, 03 and 04.

Any student whose fees are directly paid by DFE or WOED should be included in code 34.

Code 01 - No award or financial backing, pay own fees.

Notes:

Code 02 - LEA award, includes students aged under 19 who pay registration fees only. Excludes LEA acting as employer.

*Code 08 reads 'British Academy', not 'British Council', which should be coded as 42.*

*There is now an additional code "48 'Other overseas - repayable loan'".*

*New Code: '06 Local Government - Channel Islands and Isle of Man'.*

To assist in PES calculations.

Reason

Required:

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

To analyse those receiving awards.

### Knowledge Base

Should a Channel Island/Isle of Man student in receipt of a mandatory award be coded 02? There is a new code '06 Local Government - Channel Islands and Isle of Man'. Details were given in the June 1994 Supplement to the Student Record Coding Manual.

Which code should be used for the DFE? DFE - Department for Education should be returned under code 34- 'Other HM government departments/public bodies'.

(Guidance on www Knowledge Base)

If a student's employer is paying the tuition fees and is for example a UK industry should they be coded 81 'Employer' rather than 61 'UK industry'? Code 81 should be used in preference to code 61 where it is known that they are the student's employer, because 61 is for where they are the sponsor.

(Guidance on www Knowledge Base)

Students who leave before the due date when local education authorities are required to pay any fees paid by the LEA are they still to be coded LEA? Students who leave before the due date when local education authorities are required to pay any fees should be coded as 98 "No fees".

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

(Guidance on www Knowledge Base)

No fees. In 1994-95 code 01 'No award or financial backing' should be used in cases where no fees are charged. From 1995-96 onwards there is a new code 98 'No fees'.

(Advice given to enquirers, not formally released)

Major	Source	of	Tuition	Fees	USR	Code	HESA	Code
01	No	fees	-	ERAMUS	visitor			01
02	No	fees	- other	incoming	reciprocal	exchange	student	01
03	No	fees	- member	of	the	university	staff	01
04	University		waiver	of	fees			05
05	Private	finance	only	(including	loan	finance)		01
06	University	scholarship	or	award	of	current	university	05
07	Fees paid	by	other	UK	university,	Polytechnic	or	College
11	Mandatory	or	discretionary	award	from	LEA	(England, Wales)	02
11	Mandatory	or	discretionary	award	from	LEA	(N.Ireland)	04
12	Comparable	award	from	Scottish	Education	Department	(SED)	03
15	Local	government	in	UK,	other	than	mandatory	/discretionary
award								34
16	Local	government	-	Channel	Islands			06
21	Department		of	Education	(DES)			34
22	Scottish		Education	Department	(SED)			03
23	Welsh			Office	(WO)			34
24	Department		of	Education,N,Ireland	(DENI)			34
25		HM		Forces				35
26		Ministry		of	Defence			34
27	Health	Departments	and	Authorities	(inc. NHS)			31
28	Overseas			Development	Agency			44
29	Other	UK		Government	departments			34
31	Science	&	Engineering	Research	Council	(SERC)		19
32	Economic	&	Social	Research	Council	(ESRC)		15
33	Medical		Research		Council	(MRC)		12
34	Natural	Environment	Research		Council	(NERC)		13
35	Agricultural		Research		Council	(ARC)		19
37		British			Council			08
38	Overseas		Research		Studentships	scheme		42
39	Other	UK		UK	public	funds		34
41	UK		Charitable		foundations			21
45	UK	Nationalised	industry	or	commerce			61
46	UK	Private	industry	or	commerce			61
51	European	Community	funding	(inc. European	Social	Fund)		41
52		Commonwealth			Scholarship			47
53	Other	overseas		scholarship	agency			47
54		Overseas			university			45
55		Overseas			government			43
56	Overseas		industry	or	commerce			46
57		International			agencies			22
71	Other	sources	not	classified	above			99
81	Combinations	of	sources	in	codes	15-57	Use	predominant
								source
91	Fee	payment	in	suspense	due	to	absence	71
99		Not			known			99

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.

(Guidance in Student Record Coding Manual Supplement October 1994)

## Valid Entries

- 01 No award or financial backing.
- 02 English or Welsh LEA award.
- 03 SOED
- 04 DENI/Northern Ireland Education & Library Boards.
- 05 Institutional waiver of support costs.
- 06 Local Government - Channel Islands and Isle of Man
- 08 British Academy.
- 11 Research Council - BBSRC
- 12 Research Council - MRC
- 13 Research Council - NERC
- 14 Research Council - EPSRC
- 15 Research Council - ESRC
- 16 Research Council - PPARC
- 19 Research Council - not specified
- 21 Charitable foundation.
- 22 International agency.
- 31 Departments of health/regional health authority/Scottish Office home & health department.
- 32 Departments of Social Services.
- 33 Departments of Employment.
- 34 Other HM government departments/public bodies.
- 35 Scholarship of HM forces
- 36 Scottish Enterprise/Highlands & Islands Enterprise/Training Enterprise Council/Local Enterprise Company.
- 37 LEA training grants scheme.
- 41 EU Commission (EC).
- 42 Overseas student award from HM government/British council.
- 43 Overseas government.
- 44 Overseas Development Administration.
- 45 Overseas institution.
- 46 Overseas industry or commerce
- 47 Other overseas funding.
- 48 Other overseas - repayable loan
- 61 UK industry/commerce.
- 71 Absent for year.
- 81 Student's employer.
- 99 Not known

## 94011: FE tariff units

### Field Information

Number:	069
Name:	FE tariff units
Abbreviation:	TARUNIT
Length:	5
Status:	Compulsory for all students at English institutions who are funded by FEFCE. Not applicable to any other students.
Description:	The actual tariff basic on-programme units for the student for this qualification aim to the nearest whole unit.  This will show the number of basic on-programme tariff units assigned to the whole qualification aim specific to that student in the context of the student's complete programme of study.
Notes:	This should not include the cost weighting factor, any additional support units, entry or achievement units, or any other supplementary units.  The total length of this field is 5 characters consisting of 3 digits, a decimal point and a further 1 digit. Values should be returned with leading zeros to fill the field width. For 1994-95 units should be rounded to the nearest whole unit.  <i>Information on learning units will be collected for Welsh institutions in 1995-96, possibly through the use of this field.</i>
Example:	Tariff units of 14 should be returned as 014.0.
Reason Required:	This information will provide a link to the Funding Councils' funding methodology.

### Valid Entries

A decimal number. See the Notes for this field for a description of the format.



# 94011: Mode of study

## Field Information

Number: 070

Name: Mode of study

Abbreviation: MODE

Length: 2

Status: Compulsory.

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

Code 11: Full-time at institution, includes students on collaborative courses who may be studying at several institutions and students studying full-time for periods of less than the full academic/financial year.

The use of the specific full-time codes 12-14 (and not the generic full-time code 11) is compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by FEFCE or FEFCW. For full-time HE students code 11 only should be used.

Code 21: Thick sandwich courses 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. Courses 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](#).

Notes: Code 22: A thin sandwich must involve the student in an average of more than 21 hours study a week for periods of more than 18 weeks/year.

Code 31 'Part-time' is assumed to include all the specific types of part-time study detailed in Codes 32-35. The use of the specific part-time codes 32-35 (and not the generic part-time code 31) is compulsory for all students in Scottish institutions and also compulsory for all students at English or Welsh institutions who are following programmes of study at FE level or funded by FEFCE or FEFCW. In all other cases whether institutions use the generic or the specific part-time codes is optional.

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 post graduate 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 19 weeks per academic/financial year and where study

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 only may have code 36 'Open or distance learning'. All other distance learning students should be coded according to their individual mode/pattern of study eg full-time or part-time.

*Codes 52 'Optional year out' and 53 'Compulsory year out' should only be used when the year out is study related. Years out for other reasons should be coded 61 'Dormant'. It is recognised that some institutions have thick sandwich courses (coded 21 in this field for every year, with the year out identified using code 4 in Field 71 'Location of study') and that others have full-time courses, with a study related year out (with the year out being identified using codes 52 or 53 in this field and code 4 or 5 in Field 71 'Location of study').*

*Scottish institutions:*

*The use of the 'specific' part-time codes 32-35 is required for students in Scottish institutions to enable the SHEFC and the SOED to monitor the numbers of students who are (e.g.) taking 'day release', 'block release' or 'evening only' courses, and to enable the SOED to produce such figures for Scotland as a whole by combining the figures from HESA with information from the FES returns.*

*Some institutions have asked whether this means that they must establish whether or not each individual part-time student is (e.g.) released from employment. It may also be difficult for institutions to decide whether or not a member of staff who is studying part-time for (eg) a PhD is 'released from employment' or studying 'evening only'.*

*For Scottish institutions, codes 32-35 should be allocated on the basis of the nature of the course/programme of study, and not on the basis of the individual student's circumstances. Thus, for example, if a particular course is offered as a 'Block Release' course, all the students taking it should have their mode of study coded as '32'. Similarly, if a course is offered on a 'Day Release' basis, code '33' should be used for all the students. Although some students will be classified in a way which does not describe their personal position (e.g. unemployed students attending a day release course on an 'infill' basis and students who are released by their employers to take courses which are not offered as 'day release' or 'block release'), this course-based information will indicate the amount of such provision, and how the amount changes from year to year.*

*Therefore, for Scottish institutions codes 32-35 should be used as follows:*

*32 Block Release course/ programme of study*

*33 Day Release course/ programme of study*

*34 Part-time course/ programme other than Block Release, Day Release, Evening Only*

*35 Evening Only course/ programme of study*

*Part-time courses/ programmes of study which involves 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'.*

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

Reason  
Required:

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.

## Knowledge Base

What is the definition of a compulsory or optional year out ? Compulsory year out - Is a study related year, where the students has to undertake for example a year in industry but the course is not classified by the institution as a thick sandwich course.

Optional year out - Is a study related year out, where the students are given the optional to undertake for example an Industrial Placement or progress into the next year.

(Guidance on www Knowledge Base)

What is the definition of Dormant ? HESA only requests a record for those students actively following a programme of study at any time during the reporting period 01 August - 31 July. If a student has not been actively following a programme of study at any time during the period 01 August - 31 July then a record is not required for these students. The only exception is in the case of awards made in the reporting period 01 August- 31 July to students not active in that period, we regard these as awards made from dormant status. In summary therefore our definition of 'Dormant' is 'not active'. Circular 96/03 and the new 1996-97 Student Record Coding Manual consolidate this guidance and sets out the guidance

'Dormant in December data collection: if student is not actively following a programme of study on 1 December.

Dormant in July data collection: if student was not actively following a programme of study at anytime during the whole of the 01 August - 31 July reporting period'.

(Guidance on www Knowledge Base)

Dormant Students Students who are dormant for the whole reporting year can be returned using the reduced record (fields 1-4 and 70) as specified in the June/July supplement. However, HESA does not require a return for such students and they will be excluded from HESA's analyses.

Students who become dormant part way through the reporting year will need a full HESA record in July 1995 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 61 'Dormant', which should be used only for students who are dormant for the whole reporting year). Field 74 'Student load/FTE' should be reduced to reflect the fact that the student was not active for the whole reporting period and (within the combined record structure) field 76 'Intensity of study' should be 000.0 showing that the student is no longer active. Field 33 'Reason for leaving institution/completing programme' and field 35 'Date left institution or completed programme of study' should be completed if appropriate.

Should any distinction be made between full-time courses over 30 weeks and short full-time courses (eg. 1 term) No distinction is made between full time courses over 30 weeks and short full-time courses, and both should be coded 11 'Full-time' in this field.

(Advice given to enquirers, not formally released)

## Valid Entries

- 11 Full-time course/programme.
- 12 FE course, Full-time 30 weeks or more.
- 13 FE course, Full-time 4-29 weeks.
- 14 FE course, Full-time less than 4 weeks.
- 21 Sandwich (thick).
- 22 Sandwich (thin).
- 31 Part-time.
- 32 Block release.
- 33 Part-time, released from employment.
- 34 Part-time, not released from employment.
- 35 Evening only.

- 36 FE students - Open or distance learning.
- 41 Writing up and requiring more than 2 hours of supervision/week.
- 42 Writing up and requiring less than 2 hours of supervision/week.
- 51 Sabbatical.
- 52 Optional year out.
- 53 Compulsory year out.
- 61 Dormant.

## 94011: Location of study

### Field Information

Number:	071
Name:	Location of study
Abbreviation:	LOCSDY
Length:	1
Status:	Compulsory.
Description:	This field describes the location at which the student is studying.
Notes:	<i>Codes are now one character codes to correspond with a field length of one.</i>
Reason Required:	In order to provide information about the patterns and location of students' study

### Knowledge Base

Should ERAMUS students be coded 2 or 5? ERAMUS students should be coded 05 Exchange out.

(Guidance on www Knowledge Base)

Are industrial placements and exchange out codes applicable to thin sandwich students. Codes 4 'Industrial placements' and 5 'Exchange out' apply to the year as a whole position. These codes should be used for thick sandwich placements and compulsory and optional years abroad. Students on thin sandwich placements and short exchange periods for part of the year only should be returned using other appropriate codes. In most cases it is expected that this will be code 1 'At this institution only (any campus or site)'.

(Guidance in Circular 95/03. Guidance on www Knowledge Base)

Will code 7 'On a franchised course/programme wholly at another institution(s) wholly outwith the UK, but to be returned by the reporting institution' be a valid code in July 1995 ? Yes, code 7 'On a franchised course/programme wholly at another institution(s) wholly outwith the UK, but to be returned by the reporting institution' will be a valid code in 1994-95 July data collection.

(Guidance in Circular 95/07. Guidance on www Knowledge Base)

### Valid Entries

- 1 At this institution only (any campus).
- 2 At this and at other institution(s), on a collaborative course/programme.
- 3 On a collaborative programme/secondment/year wholly at another institution(s), but registered at the reporting institution.
- 4 On industrial (or other) placement (including language years abroad) for the year as a whole.
- 5 Exchange out (including exchange out language years abroad) for the year as a whole.
- 6 Distance Learning.
- 7 On a franchised course/programme wholly at another institution(s) wholly outwith the UK, but to be returned by the reporting institution.



## 94011: Year of programme

### Field Information

Number: 072

Name: Year of programme

Abbreviation: YEARPRG

Length: 2

Status: Compulsory.

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: *Extramural students who do not necessarily follow years of programme should be coded 99 as a default.*

Reason Required: In conjunction with year of student identifies for example direct entrants to 2nd year, students repeating a year etc.

### Valid Entries

A 2 digit numeric code from the range 01 - 99.

## 94011: Length of current year

### Field Information

Number: 073

Name: Length of current year

Abbreviation: YEARLGTH

Length: 2

Status: Compulsory for Scottish institutions only.

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 academic/financial year ending 31 July. It does not purport to indicate the amount of study time or contact time.

The value should exclude holidays and placements.

Notes: Only in cases where there is not a defined normal length for the year of the study programme may this field be coded 98.

*It has been agreed that this 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 academic/financial year.*

Reason Required: To monitor the change in the nature of HE provision.

### Valid Entries

A numeric entry in the range 01 - 99. (98 denoting unknown length, 99 Not a Scottish institution).



# 94011: Student load/FTE

## Field Information

Number: 074

Name: Student load/FTE

Abbreviation: STULOAD

Length: 5

Status: Compulsory.

Description: Student FTE represents the institution's best academic judgement of the full-time equivalence of the student (for this record) during the year 01 August - 31 July. It is recognised that this cannot be exact in all cases and a strict pro-rata model is not expected. (There will be a footnote saying 'Institutions in England should note that HEFCE may ask for a justification of the FTE given and will audit this data'.) The aim is to give better approximation than the use of arbitrary conversion factors. The Student FTE should not be weighted to take account of any resourcing implications of different programmes of study.

The following notes give further guidance which institutions may wish to follow in establishing an appropriate student FTE.

For full-time, full year students, this field will usually be returned as 100.0. The student FTE should not be weighted to take account of any resourcing implications of different programmes of study. For example, both a full-time, full year undergraduate student and a full-time, full year postgraduate student will usually be returned as 100.0. A comparison of different full-time, full year programmes of study, for example according to the number of weeks studied or the number of credits taken, is **not** expected.

Notes: It is recognised that there will be some instances in which this represents an over-simplification of the real situation on the ground. Where it is the case that students are studying at a greater intensity than is the norm for their qualification aim and are therefore achieving that qualification in a shorter time than is usual for the full-time route for that qualification, then institutions may return an Intensity of Study and FTE greater than 100.0. Over a period of time it will be possible to cross-tabulate the FTEs with the length of time taken by students to gain the qualification and compare this with the norms for the HE sector as a whole. For the purpose of some analyses, however, users may treat all full-time students as 100.0, regardless of what is entered in field 74. In particular, institutions should note that the Funding Councils have confirmed that funding for full-time students will be unaffected by the FTE entered in field 74.

The full-time equivalence of students on part-time programmes of study should be established by comparison with a comparable full-time programme of study, as set out in the guidelines for field 76, 'Intensity of study' (combined record) and field 6, 'FTE of the module' (module record).

Within the combined record structure, Student FTE for part-time or part-year students will in effect be average intensity of study over the return year.

Within the student and module record structure, Student FTE for part-time or part-year students will typically be the sum of the FTEs of modules taken.

Modules can include retakes. Where a student takes only part of a module, for example because of dropping out/changing modules, the FTE can be calculated according to the proportion of the module studied. However, a strict pro rata model is not required. It is assumed that institutions can exclude students who register for modules but immediately drop out. Otherwise, if the student has taken a substantial amount of the module, the module can be counted.

It is recognised that the sum of the FTEs of the modules taken will not necessarily sum to student FTE in field 74. This particularly applies to full-time full-year students where an entry of 100.0 is expected in field 74. For the purpose of analysis, however, users may subsequently choose to use either measure of FTE. It will also apply where modules are shared between different qualification aims, and therefore may have a different proportion of FTE depending on which qualification aim is being considered. In these cases, it is recommended that separate modules should be specified for each qualification aim.

Another instance where the sum of the FTEs of the modules taken will not necessarily sum to student FTE in field 74, is where a module spans a return year. In these cases 'pseudo' part modules may be returned in each return year. Where a student transfers from one programme of study to another, without first completing the original programme of study, only one record is required for the student. The modules to be attached to the student record should be all modules taken by the student during the return year.

In the case of non-standard years of programme which span two academic financial years (for example a MSc student with a 1 October - 30 September year), ideally student FTE should be split across the two academic financial years. This does not have to be an exact pro-rata split: a broad approximation is sufficient (for example the institution might assume that 85% of the FTE related to the period October - July and 15% to the period August - September).

However, provided that the load across the cost centres and the distribution between subjects for the student on the year of programme will be similar in the parts of the year of the programme which fall into the two academic financial years, and providing that institutions do not count a full-time student as more than 100% (and the appropriate fraction for a part-time student) for any one year of programme, institutions do not have to split the FTE calculation over the 31 July boundary unless they choose to do so. For example (provided that the above conditions are satisfied), a student on a one-year course running from January 1996 to December 1996 could have a student FTE of 100% shown in the 'July 1996' return and a student FTE of 0% shown in the 'July 1997' return. It must be emphasised that, under this option, records should be returned for the student in each of the academic financial years which are spanned by the year of programme. If adopting this approach, institutions must be consistent year on year as to the return in which they record the student FTE (for example, always counting it in the return for the first of the two academic financial years which the programme spans) and any departure from this would have to be justified to the Funding Council and HESA.

If this option is chosen, the load across the cost centres and subjects relating to the year of programme as a whole will be assumed to all fall in the one reporting period and a cost centre breakdown will not be sought for student FTEs of 000.0 shown for the other period. Therefore, the cost centres, subjects and percentages shown should relate to the year of the programme as a whole and include allowances for the period which falls in the following academic financial year. Where the pattern of cost centres or subjects involved may differ significantly between the parts of the year of programme that fall into the two academic financial years, or is unknown, for example, because of option choices, then institutions should split the student FTE between the two academic financial years.

For students suspending studies for the return year i.e. codes 51 or 61 in field 70,

Mode of study, a 000.0 student FTE should be recorded.

For thick sandwich students out on a year's placement (code 21 in field 70 and code 4 in field 71) and full-time students taking a study related year out (codes 52 and 53 in field 70 Mode of study) a student FTE of 100.0 is expected. For certain analyses, however, the load on the institution for these students will be taken as 000.0.

For students writing up requiring less than 2 hours of supervision per week i.e. code 42 in field 70, Mode of study, a 000.0 student FTE should be used as a default.

The student FTE of students who are taught under a collaborative or franchising arrangement should not be reduced to take account of this arrangement. For example, a full-time student franchised out for the whole year will be returned as 100.0 in this field. The franchising amount will be shown by field 77 Proportion not taught by this institution, returned as 100.0.

Similarly, it is not expected that the student FTE should be reduced for exchange out arrangements. To take account of this, for exchange in students a 000.0 student FTE will be assumed. It is recognised that the FTEs do not necessarily balance out if there is a difference in the number of students or length of stay, but this approach gives ease of implementation for institutions and, relative to the FTE of the institution as a whole, the difference should not be significant.

Students following two programmes of study leading to two different qualification aims should be returned on two separate records using the same student identifier. The student FTE field in each record should refer only to the FTE for the qualification aim specified in that record.

Where a student transfers from one programme of study to another, without first completing the original programme of study, only one record is required for the student showing the current or latest position (i.e. the position that applied just before the person ceased to be a student) in most fields. Student FTE, however, should be calculated as the average over the return period.

A student studies full time with an Intensity of study of 100.0% for the full academic/financial year. In this case the student FTE will be 100.0%. This field should thus be returned as 100.0.

A student studies full time with an Intensity of study of 100.0% for half of the full academic/financial year. In this case the student FTE will be 50.0%. This field should thus be returned as 050.0.

A student studies part-time with an intensity of study of 20.0% for the full academic/financial year. In this case the student FTE will be 20.0%. This field should thus be returned as 020.0.

Example: A student studies part-time with an Intensity of study of 20.0% for half of the full academic/financial year. In this case the student FTE will be 10.0%. This field should thus be returned as 010.0.

An AIRS student studies with an Intensity of study of 150% for the full academic/financial year. In this case the student FTE will be 150%. This field should thus be returned as 150.0.

A student studies full time with an intensity of study of 100% for the first half of the year and then changes to studying part time with an Intensity of study of 20%. Field 76 'Intensity of study' will show the current position, ie 020.0. Field 74, Student FTE should be calculated as the average over the return period.

100% for half a year = 50%

20% for half a year = 10%

Calculated Student FTE = 50% + 10% = 60%, to be returned as 060.0

A student studies with an intensity of study of 60% for the first half of the year and then becomes dormant. Field 76 Intensity of study will show the latest position, ie 060.0. Field 74, Student FTE should be calculated as

60% for half a year = 30%

0% for half a year = 0%

Calculated Student FTE = 30% + 0% = 30%, to be returned as 030.0.

In the case of a course running from January 1996 to December 1997, the returns to HESA might be made as follows:

{\u Normal procedure}

July 1996 return Year of programme = 1, Student FTE in 95-96 = 67% (067.0)

December 1996 return Year of programme = 1

July 1997 return Year of programme = 2, Student FTE in 96-97 = 100% (100.0)

December 1997 return Year of programme = 2

July 1998 return Year 2, programme completed, Student FTE in 97-98 = 33% (033.0)

{\u Option} (provided that other conditions above are satisfied)

July 1996 return Year of programme = 1, Student FTE in 95-96 taken as 100% (100.0)

December 1996 return Year of programme = 1

July 1997 return Year of programme = 2, Student FTE in 96-97 = 100% (100.0)

December 1997 return Year of programme = 2

July 1998 return Year 2, programme completed, Student FTE in 97-98 taken as 0% (000.0)

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

Reason  
Required:

For part-time students at HEFCE and DENI funded institutions, this field will be used by the HEFCE in their funding method to give a measure of volume count to be used in the funding for part-time students for 1996-97. For details, please refer to HEFCE Consultation paper CP3/94 and HEFCE Circular 38/94. (There will be a footnote saying "HESA and HEFCE have set-up a small working group including institutional representatives, to monitor the use of Student FTE in the volume count for part-time students. Policy issues can be forwarded, via HESA, to this group".) (All full-time, full-year students will continue to be counted as an FTE of 1 in any measure of volume count.)

## Knowledge Base

Institutions have requested further clarifications about Student FTE and Intensity of study. The further advice below is intended to apply to both 1994-95 and 1995-96 and supplements existing guidance. Field 74, 'Student FTE', is common between both record structures. Student FTE represents the institution's best academic judgement of the full-time equivalence of the student during the year 01 August - 31 July. Student FTE is the measure which will be used in analysis to give the FTE of part-time students and this figure is assumed to stand alone as being the appropriate FTE for the student. Whilst Student FTE may have been derived from Intensity of study, HESA will not apply Intensity of study to the Student FTE given in field 74. The Student FTE used by HESA will be that given by the institution in field 74. HEFCE have also confirmed that they will be using field 74, 'Student FTE', only in their funding method to give a measure of volume count to be used in the funding for part-time students.

'Intensity of study' in the combined record structure, and 'Proportion of FTE' in the student and module record structure provide further information about the way in which Student FTE has been built up. Within the combined record structure, Student FTE for part-time or full-time part-year students will, in effect, be average intensity of study over the return year. Within the student and module record structure, Student FTE for part-time or full-time part-year students will typically be the sum of the FTEs of modules taken. There will be

exceptions to these general rules if other methods have to be used to ensure that the correct Student FTE is given in field 74.

As a clarification, it is worth emphasising that Student FTE and Intensity of study will, in many cases, be the same value. This can be assumed in cases where the institution cannot reasonably give separately calculated figures for each. The resulting Student FTE must represent the institution's best academic judgement of the full-time equivalence of the student during the reporting period.

Further details

Student FTE and Intensity of study will be the same value for all full year students, whether studying full-time or part-time, who do not change their mode of study or withdraw during the reporting period. For example, a student studying with an Intensity of study of 100% for the full academic/financial year will also have a Student FTE of 100% (entered as 100.0). A student studying with an Intensity of study of 20% for the full academic/financial year will also have a Student FTE of 20% (entered as 020.0).

Where in a modular credit-rated system a student may change mode of study at any time and then back again, which may be difficult to track and sum, intensity at the year end can be assumed to be the same as the overall Student FTE. Student FTE and Intensity of study would, therefore, be the same value for all students where the comparison with a full-time programme of study has been calculated by credit rating, regardless of whether the student has changed mode of study. For example, in the case of credit rating where the full-time norm is 120 credit points, part-time and mixed mode students would be returned with Intensity of study and Student FTE recorded as 'Number of credits part-time student is registered for for the year/120'. (Full-time students should be returned with Intensity of study and Student FTE recorded as 100.0 as a standard.)

Student FTE and Intensity of study will not be the same in cases where comparison with a full-time programme of study is measured in terms of time and the student has changed mode during the reporting period. For example, a student attends a full-time degree programme with an expected completion time of three years for half the year. They then swop to a part-time degree programme where the norm for completion is five years. Intensity of study for the first half of the year was 100%, Intensity of study for the second half of the year is 60%. Therefore Intensity of study will be returned as the latest position (060.0). Ideally, Student FTE will be average intensity over the reporting period, i.e.  $100/2 + 60/2 = 80\%$  (entered as 080.0). However, it is recognised that institutions' internal systems may hold only the current position. In this case, Student FTE and Intensity of study will have to be assumed to be the same and so both would be returned as 60% (entered as 060.0).

Student FTE will be less than Intensity of study for full-time students whose programme of study is less than a full year. For example, a short full-time course for one semester could have an Intensity of study of 100% but a Student FTE of 50%. Where a short full-time course is considered to be studied at a greater intensity, as relative to a comparable full-time full-year course, the short full-time course is considered to be equivalent to more than 50% of the full year course, then institutions may return an intensity greater than 100%. For example, an Intensity of study of 150.0 for half the year and a Student FTE of 075.0.

Note, for part-time part-year programmes of study there is no need to make the reduction for "part-timeness" to give the appropriate Student FTE by reference to both a comparable full-time course and to proportion of year. 25% of a comparable full-time course taken over half a year is the same as 25% of a comparable full-time course taken over a full year. In both cases, Student FTE will be 025.0. Intensity of study, however, will show 050.0 in the first case and 025.0 in the second case.

Student FTE should be reduced and be less than Intensity of study, however, for any student who completes less than their full programme of study for the reporting period. For example, a student attending a programme of study with an intensity and expected FTE of 40% who withdraws half way through the year. In this example, Intensity of study will be 40% (entered as 040.0) to reflect the latest position but Student FTE will be only 20% (entered as 020.0).

(Guidance in Student Record Coding Manual Supplement June/July 1994, Circular 95/03 and 95/07. Guidance on www Knowledge Base)

## Valid Entries

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

# 94011: Proportion of teaching in Welsh

## Field Information

Number:	075
Name:	Proportion of teaching in Welsh
Abbreviation:	PROWELSH
Length:	5
Status:	Compulsory only for institutions funded by HEFCW.
Description:	<p>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.</p> <p>This field should be left blank for all non-Welsh institutions.</p>
Notes:	<p>A 000.0 entry in this field indicates that the course is delivered entirely in English.</p> <p>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.</p>
Reason Required:	To monitor the level of provision made available through the medium of Welsh.

## Valid Entries

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

# 94011: Intensity of study

## Field Information

Number: 076

Name: Intensity of study

Abbreviation: ISTDY

Length: 5

Status: Compulsory.

Description: This field 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 programmes of study.

No account is taken, in this field, of the length or duration of the course in weeks in the year.

For a full-time programme of study, this field will usually be returned as 100.0.

For study programmes run under AIRS (Accelerated and Intensive Routes in Higher Education) this field will usually be returned as 150.0.

For part-time students, this field will depend upon comparison with a comparable full-time programme of study.

Notes: We expect that most institutions will choose to adopt some valid internal benchmark, e.g. comparison with a standard full-time programme of study on the basis of the number of credit points that may be obtained from the current year of the programme or the length of the programme. A simple approach for many institutions would, for example, be as follows:

Institutions operating a credit points system could use the number of credit points that may be obtained from the current year of the part-time course compared with the number of credit points that may be obtained from the current year of a related full-time course. For example, if the number of points that could be obtained from the current year of the programme were 120 for full-time students and 90 for part-time students, then the intensity of study would be 100% (100.0) for the full time students and 75% (075.0) for the part-time students and if they were doing 180 credit points it would be 150% (150.0).

Another approach is to compare the time taken to achieve the qualification. If there exists a course leading to qualification x which normally requires 3 years of study for a conventional full-time student, and if that same qualification can be gained by part-time students in 5 years, the intensity of study for part-time students on the course would be 60% (060.0). If some students are studying at a rate which enables them to achieve the same qualifications by studying for only 2



years, the intensity of study for those students would be 150% (150.0).

Where it is the case that the institution offers degrees or other courses which require more years of full-time study than other courses, these do not need to be calibrated to relate to those other courses. It is recognised that some qualifications take longer than others.

The intensity of study of students following courses which are not directly comparable to a 'standard' full-time course, should be determined by credit rating if possible. For professional courses the advice of the professional awarding body can be sought. (There will be footnote saying "HEFCE are contacting professional awarding bodies for advice on appropriate intensities of study for their qualifications. When available, HESA will circulate this advice to institutions.) Otherwise institutions are asked to make an academic judgement in relating the course to another part-time course of a similar level and similar academic subject category which is comparable to a 'standard' full-time course. It is recognised that the comparison with full-time courses will not be exact in all cases, but the aim is to give a better approximation than the use of arbitrary conversion factors.

For research postgraduates where there is no teaching input with unspecified course time lengths, comparison should be made with the institution's norms for the full-time programme of study, ignoring any extended writing up period. For example, a PhD student with 3 years full-time study at 100.0 Intensity and Student FTE of 100.0 or 6 years part-time study at 050.0 Intensity and Student FTE of 050.0. Students who are taking longer and longer to write up would have a reduced FTE in this field. For students writing up requiring less than 2 hours of supervision per week, code 42 in field 70, Mode of study, a 000.0 intensity of study should be used as a default.

Students on study related years out, sandwich placements, exchange-out or taught under a collaborative or franchising arrangement, should not have their intensity of study reduced to take account of these arrangements. For students suspending studies for the return year, a 000.0 intensity of study should be recorded. (See also notes of guidance for field 74, [Student load/FTE](#).)

This field is not the measure of student FTE (see field 74, Student FTE) in cases where the student's mode of study changed (or ceased) during the year. Field 76, 'Intensity of study', should show the current or latest position, the position that applied just before the person ceased to be a student. No account is taken, in this field, of the length or duration of the course in weeks in the year. Field 74 'Student FTE' should show the average over the return year. For example, a student with an intensity of study of 20% for only half the year would have a Student FTE of only 10%. Students studying full time for less than a full year will be returned as 100.0 in this field. However, the Student FTE, field 74, will be less than 100% since the studies are followed at this intensity for less than the full year. Where a student transfers from one programme of study to another, without first completing the original programme of study, only one record is required for the student showing the current or latest position (the position that applied just before the person ceased to be a student) in this field. Field 74 'Student FTE', however, should be calculated as the average over the return period.

Example:

Reason Required: For analysis of patterns of part-time study.

## Knowledge Base

INTENSITY OF STUDY AND PROPORTION OF FTE Some institutions have asked for further advice and interpretation in connection with field 76 of the Combined Record "Intensity of Study" and field 6 of the Module Record "Proportion of FTE".

Each of these fields endeavours to capture more sensitive information than has previously been available about students whose study pattern cannot conveniently be categorised as typically "full-time", i.e. equivalent in total to 1 FTE per year. Neither field seeks to record the "teaching load", nor the "contact time" associated with a student or the course 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.

(Guidance in June/July 1994 Supplement)

Institutions have requested further clarifications about Student FTE and Intensity of study. The further advice below is intended to apply to both 1994-95 and 1995-96 and supplements existing guidance. Field 74, 'Student FTE', is common between both record structures. Student FTE represents the institution's best academic judgement of the full-time equivalence of the student during the year 01 August - 31 July. Student FTE is the measure which will be used in analysis to give the FTE of part-time students and this figure is assumed to stand alone as being the appropriate FTE for the student. Whilst Student FTE may have been derived from Intensity of study, HESA will not apply Intensity of study to the Student FTE given in field 74. The Student FTE used by HESA will be that given by the institution in field 74. HEFCE have also confirmed that they will be using field 74, 'Student FTE', only in their funding method to give a measure of volume count to be used in the funding for part-time students.

'Intensity of study' in the combined record structure, and 'Proportion of FTE' in the student and module record structure provide further information about the way in which Student FTE has been built up. Within the combined record structure, Student FTE for part-time or full-time part-year students will, in effect, be average intensity of study over the return year. Within the student and module record structure, Student FTE for part-time or full-time part-year students will typically be the sum of the FTEs of modules taken. There will be exceptions to these general rules if other methods have to be used to ensure that the correct Student FTE is given in field 74.

As a clarification, it is worth emphasising that Student FTE and Intensity of study will, in many cases, be the same value. This can be assumed in cases where the institution cannot reasonably give separately calculated figures for each. The resulting Student FTE must represent the institution's best academic judgement of the full-time equivalence of the student during the reporting period.

Further details

Student FTE and Intensity of study will be the same value for all full year students, whether studying full-time or part-time, who do not change their mode of study or withdraw during the reporting period. For example, a student studying with an Intensity of study of 100% for the full academic/financial year will also have a Student FTE of 100% (entered as 100.0). A student studying with an Intensity of study of 20% for the full academic/financial year will also have a Student FTE of 20% (entered as 020.0).

Where in a modular credit-rated system a student may change mode of study at any time and then back again, which may be difficult to track and sum, intensity at the year end can be assumed to be the same as the overall Student FTE. Student FTE and Intensity of study would, therefore, be the same value for all students where the comparison with a full-time programme of study has been calculated by credit rating, regardless of whether the student has changed mode of study. For example, in the case of credit rating where the full-time norm is 120 credit points, part-time and mixed mode students would be returned with Intensity of study and Student FTE recorded as 'Number of credits part-time student is registered for for the year/120'. (Full-time students should be returned with Intensity of study and Student FTE recorded as 100.0 as a standard.)

Student FTE and Intensity of study will not be the same in cases where comparison with a full-time programme of study is measured in terms of time and the student has changed mode during the reporting period. For example, a student attends a full-time degree programme with an expected completion time of three years for half the year. They then swop to a part-time degree programme where the norm for completion is five years. Intensity of study for the first half of the year was 100%, Intensity of study for the second half of the year is 60%. Therefore Intensity of study will be returned as the latest position (060.0). Ideally, Student FTE will be average intensity over the reporting period, i.e.  $100/2 + 60/2 = 80\%$  (entered as 080.0). However, it is recognised that institutions' internal systems may hold only the current position. In this case, Student FTE and Intensity of study will have to be assumed to be the same and so both would be returned as 60% (entered as 060.0).

Student FTE will be less than Intensity of study for full-time students whose programme of study is less than a full year. For example, a short full-time course for one semester could have an Intensity of study of 100% but a Student FTE of 50%. Where a short full-time course is considered to be studied at a greater intensity,

as relative to a comparable full-time full-year course, the short full-time course is considered to be equivalent to more than 50% of the full year course, then institutions may return an intensity greater than 100%. For example, an Intensity of study of 150.0 for half the year and a Student FTE of 075.0.

Note, for part-time part-year programmes of study there is no need to make the reduction for "part-timeness" to give the appropriate Student FTE by reference to both a comparable full-time course and to proportion of year. 25% of a comparable full-time course taken over half a year is the same as 25% of a comparable full-time course taken over a full year. In both cases, Student FTE will be 025.0. Intensity of study, however, will show 050.0 in the first case and 025.0 in the second case.

Student FTE should be reduced and be less than Intensity of study, however, for any student who completes less than their full programme of study for the reporting period. For example, a student attending a programme of study with an intensity and expected FTE of 40% who withdraws half way through the year. In this example, Intensity of study will be 40% (entered as 040.0) to reflect the latest position but Student FTE will be only 20% (entered as 020.0).

(Guidance in Student Record Coding Manual Supplement June/July 1994, Circular 95/03 and 95/07)

## **Valid Entries**

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

# 94011: Proportion not taught at this institution

## Field Information

Number: 077

Name: Proportion not taught at this institution

Abbreviation: PCOLAB

Length: 5

Status: Compulsory.

Description: The Proportion not taught at this institution indicates the percentage of the total programme in this academic/financial year 01 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 at the returning institution. The sum of the proportion not taught at this institution (this field) plus the proportions shown for this institution's subjects/cost centres (fields 87 -134) must equal 100 %.

Notes: If this field is anything but 000.0 indicating that some part of the course is taught elsewhere, a further aggregated return will need to be completed about the students following this course. The contents of this 'Collaborative Arrangements Record' will depend on the requirements of each of the Funding Councils and DENI.

To avoid counting students on Collaborative courses more (or less) than once in the returns.

Reason Required: To apportion the student numbers between the collaborating institutions in the ways which are appropriate for different purposes; for example, for funding purposes, all the students may be counted against a 'lead (parent/hub) institution' in some cases, whereas for 'student load' purposes they ought to be split between the collaborating institutions.

## Knowledge Base

Proportion not taught at this institution The guidance in the description of field 77 'The sum of the proportion not taught at this institution plus the proportions shown for this institution's subjects/cost centres (fields 87-134) must equal 100%.' must be disregarded.

It is only the 'proportion of subject' fields (87-134) which must sum to 100.0.

(Advice given to enquirers, not formally released)

## Valid Entries

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



## 94011: Credit transfer scheme

### Field Information

Number:	078
Name:	Credit transfer scheme
Abbreviation:	CRDTSCM
Length:	1
Status:	Not compulsory.
Description:	This field denotes the credit point transfer scheme that fields 79, 80, 81, 82, 83, 84, 85 and 86 apply to.
Notes:	<p>Though the CNAA no longer exists, its scheme still runs at many institutions.</p> <p>Institutions may be setting up their own scheme in advance of any nationally agreed format. These should be coded 8.</p> <p><i>The additional code for 'Other Scheme' should be 7 and not 07 as published in the June/July supplement.</i></p> <p>To identify nationally recognised credit transfer structures.</p>
Reason Required:	To assist in tracking movements from one institution to another where a student accumulates credits at an institution.

### Knowledge Base

Is there a default code for 'Other scheme' for this field? There will be a new code 07 'Other schemes'.

(Guidance in Student Record Coding Manual Supplement June/July 1994)

### Valid Entries

- 1 England, Wales and Northern Ireland (the CNAA scheme).
- 2 Scotland (SCOTCAT).
- 7 Other Scheme
- 8 Own scheme.
- 9 No scheme

# 94011: Credit value of year of programme 1

## Field Information

Number:	079
Name:	Credit value of year of programme 1
Abbreviation:	CREDIT1
Length:	3
Status:	Not compulsory.
Description:	<p>The Credit value of year of programme 1 is the weighting allocated to the course, in terms of generally agreed credit accumulation and transfer schemes, indicated in field 78, <a href="#">Credit transfer scheme</a>.</p> <p>Institutions may use this field to record their own style credits at their own 'rates in a year' or equivalent if desired.</p>
Notes:	<p>Should the credit value of year of programme relate to more than one year level, use fields 80, <a href="#">Credit value of year of programme 2</a> and 82, <a href="#">Year level of credit 2</a> to record the extra level information.</p>
Reason Required:	To identify the value of the student's programme of study in terms of any nationally agreed CAT scheme.

## Valid Entries

A numeric entry in the range 01-999.

## 94011: Credit value of year of programme 2

### Field Information

Number:	080
Name:	Credit value of year of programme 2
Abbreviation:	CREDIT2
Length:	3
Status:	Not compulsory.
Description:	<p>The Credit value of year of programme 1 is the weighting allocated to the course, in terms of generally agreed credit accumulation and transfer schemes, indicated in field 78, <a href="#">Credit transfer scheme</a>.</p> <p>Institutions may use this field to record their own style credits at their own 'rates in a year' or equivalent if desired.</p>
Notes:	<p>Should the credit value of year of programme relate to more than one year level, use fields 80, <a href="#">Credit value of year of programme 2</a> and 82, <a href="#">Year level of credit 2</a> to record the extra level information.</p>
Reason Required:	<p>To identify the value of the student's programme of study in terms of any nationally agreed CAT scheme.</p>

### Valid Entries

A numeric entry in the range 01-999.



# 94011: Year level of credit 1

## Field Information

Number:	081
Name:	Year level of credit 1
Abbreviation:	LEVLCRD1
Length:	1
Status:	81, Year level of credit 1 compulsory if field 79, Credit value of year of programme 1 has been completed.
Description:	<p>This is a year level indicator for field 79, <a href="#">Credit value of year of programme 1</a>. The field indicates to which year level the credits detailed in credit value of course relate.</p> <p>Should the credit value of year of programme relate to more than one year level, use field 80, <a href="#">Credit value of year of programme 2</a> and field 82, <a href="#">Year level of credit 2</a> to record the extra level information.</p>
Notes:	<p>Institutions using Code 05 'undergraduate unspecified' cannot therefore assign points to levels.</p>
Reason Required:	To compare the assembly of information about credit transfer schemes.

## Valid Entries

A numeric entry in the range 0 - 6 or 9, where 9 denotes not applicable.

0	Foundation year.
1	Degree level 1
2	Degree level 2
3	Degree level 3
4	Degree level 4
5	Undergraduate unspecified.
6	Masters.
9	Not applicable.

## 94011: Year level of credit 2

### Field Information

Number:	082
Name:	Year level of credit 2
Abbreviation:	LEVLCRD2
Length:	1
Status:	81, Year level of credit 1 compulsory if field 79, Credit value of year of programme 1 has been completed.
Description:	<p>This is a year level indicator for field 79, <a href="#">Credit value of year of programme 1</a>. The field indicates to which year level the credits detailed in credit value of course relate.</p> <p>Should the credit value of year of programme relate to more than one year level, use field 80, <a href="#">Credit value of year of programme 2</a> and field 82, <a href="#">Year level of credit 2</a> to record the extra level information.</p>
Notes:	<p>Institutions using Code 05 'undergraduate unspecified' cannot therefore assign points to levels.</p>
Reason Required:	To compare the assembly of information about credit transfer schemes.

### Valid Entries

A numeric entry in the range 0 - 6 or 9, where 9 denotes not applicable.

0	Foundation year.
1	Degree level 1
2	Degree level 2
3	Degree level 3
4	Degree level 4
5	Undergraduate unspecified.
6	Masters.
9	Not applicable.

# 94011: Number of credit points obtained 1

## Field Information

Number: 083

Name: Number of credit points obtained 1

Abbreviation: CPOBTN1

Length: 3

Status: Not compulsory.

Description: This is used to record the number of credit points according to the credit transfer scheme specified in field 78, [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.

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

Notes: If the credit points obtained relate to more than one year level, use field 84, [Number of credit points obtained 2](#) and field 86, [Year 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.

## Valid Entries

A 3 digit numeric code.

## 94011: Number of credit points obtained 2

### Field Information

Number: 084

Name: Number of credit points obtained 2

Abbreviation: CPOBTN2

Length: 3

Status: Not compulsory.

Description: This is used to record the number of credit points according to the credit transfer scheme specified in field 78, [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.

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

Notes: If the credit points obtained relate to more than one year level, use field 84, [Number of credit points obtained 2](#) and field 86, [Year 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.

### Valid Entries

A 3 digit numeric code.

# 94011: Year Level of credit points obtained 1

## Field Information

Number:	085
Name:	Year Level of credit points obtained 1
Abbreviation:	LCPOBTN1
Length:	1
Status:	Compulsory if field 83, Number of credit points obtained 1 has been completed.
Description:	This is a year level indicator for field 83, <a href="#">Number of credit points obtained 1</a> . 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 84, <a href="#">Number of credit points obtained 2</a> and 86, <a href="#">Year Level of credit points obtained 2</a> to record the extra level information.  <i>The codes in Fields 85/86 have been changed to be compatible with the codes in Fields 81/82.</i>
Reason Required:	To identify students who, while not completing a programme of study successfully, are nevertheless awarded some credit points.

## Knowledge Base

Should there be a code for Foundation year to correspond with the year level of credit in Field 81/2? The codes in Fields 85/86 will be changed to be compatible with the codes in Fields 81/82. That is both fields will have the codes:

0	Foundation	year.
1	Degree level	1.
2	Degree level	2.
3	Degree level	3.
4	Degree level	4.
5	Undergraduate	unspecified.
6		Masters.
9	Not	applicable.

The codes in Fields 85/86 will be changed to be compatible with the codes in Fields 81/82. That is both fields will have the codes:

(Guidance in June/July 1994 Supplement)

## Valid Entries

A numeric entry in the range 0 - 6 or 9, where 9 denotes not applicable.

0	Foundation year.
1	Degree level 1
2	Degree level 2

- 3 Degree level 3
- 4 Degree level 4
- 5 Undergraduate unspecified.
- 6 Masters.
- 9 Not applicable.

## 94011: Year Level of credit points obtained 2

### Field Information

Number:	086
Name:	Year Level of credit points obtained 2
Abbreviation:	LCPOBTN2
Length:	1
Status:	Compulsory if field 83, Number of credit points obtained 1 has been completed.
Description:	This is a year level indicator for field 83, <a href="#">Number of credit points obtained 1</a> . 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 84, <a href="#">Number of credit points obtained 2</a> and 86, <a href="#">Year Level of credit points obtained 2</a> to record the extra level information.  <i>The codes in Fields 85/86 have been changed to be compatible with the codes in Fields 81/82.</i>
Reason Required:	To identify students who, while not completing a programme of study successfully, are nevertheless awarded some credit points.

### Knowledge Base

Should there be a code for Foundation year to correspond with the year level of credit in Field 81/2? The codes in Fields 85/86 will be changed to be compatible with the codes in Fields 81/82. That is both fields will have the codes:

0	Foundation	year.
1	Degree level	1.
2	Degree level	2.
3	Degree level	3.
4	Degree level	4.
5	Undergraduate	unspecified.
6		Masters.
9	Not	applicable.

The codes in Fields 85/86 will be changed to be compatible with the codes in Fields 81/82. That is both fields will have the codes:

(Guidance in June/July 1994 Supplement)

### Valid Entries

A numeric entry in the range 0 - 6 or 9, where 9 denotes not applicable.

0	Foundation year.
1	Degree level 1
2	Degree level 2

- 3 Degree level 3
- 4 Degree level 4
- 5 Undergraduate unspecified.
- 6 Masters.
- 9 Not applicable.



# 94011: Cost centre 1

## Field Information

Number: 087

Name: Cost centre 1

Abbreviation: COSTCN01

Length: 2

Status: Cost centre 1 compulsory; 2-16 not compulsory. 'Cost centre 1' is not compulsory if field 74 'Student FTE' is coded 000.0 or if field 71, 'Location of study' is coded 4 or 5.

Description: Fields 87-134 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 that the subject is being taught in. It is up to institutions 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 to the current year of the study programme/course, identifying the main subject area and the proportion of input, of each.

Field 87, Cost centre 1 is linked to field 88, [Subject area of study 1](#) and field 89, [Proportion of subject 1](#). Subsequent links apply for up to a further fifteen cost centres.

Notes: 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%. In this case, all the proportions should be pro-rated so that the sum for each student is 100%.

There are no cost centres numbered 35 to 40.

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

Example: 

```
\par\pard\li0\tx2000\tx5000\tx6000\tx8000
FIELD NUMBER FIELD TITLE CODING REPRESENTING
87 Cost Centre 1 12 Physics cost centre
88 Subject Area of Study 1 F30 Physics as a subject
89 Proportion of Subject 1 050.0 50% of course
```

```
90 Cost Centre 2 20 Electrical, Electronic
and Computer Engineering cost centre
91 Subject Area of Study 2 F30 Physics as a subject
```

92 Proportion of Subject 2 010.0 10% of course

93 Cost Centre 3 24 Mathematics cost  
centre

94 Subject Area of Study 3 G10 Mathematics as a  
subject

95 Proportion of Study 3 020.0 20% of course.

96 Cost Centre 4 25 Information technology  
and systems sciences cost centre

97 Subject Area of Study 4 G10 Mathematics as a  
subject

98 Proportion of Subject 4 010.0 10% of course

99 Cost Centre 5 24 Mathematics cost  
centre

100 Subject Area of Study 5 G40 Statistics as a subject

101 Proportion of Subject 5 010.0 10% of course

Reason Required: To calculate the student load on the "cost centres" (groups of teaching departments).

## Knowledge Base

Have cost centres codes changed from Form 3? Funding Councils have issued a circular 6/94 to specify the codes for 1994-95.

(Guidance on www Knowledge Base)

Guidance from Circular 95/07 Appendix 5, HE Academic Cost Centres, for use with cost centre fields. Code 99 'Dummy cost centre - outwith reporting institution' has been added to the list of valid entries. This is for use where (part of) the programme of study is taught other than by the reporting institution and subject area of study is being returned.

Cost Centres Information The cost centres should have been agreed with the Funding Councils as outlined in the Circular 'The Allocation of Departments to Cost Centres' (Nov. 1994).

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 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.

Cost centre fields do not have to be completed for students where field 74 'Student load/FTE' is coded 000.0 or field 71, 'Location of study' is coded 4 or 5 (or field 77, 'Proportion not taught by this institution' (field 7 of the module record) is coded 100.0.0. - this part of the guidance was subsequently withdrawn).

Replaced by:

'Cost centre fields do not have to be completed for students where field 74 'Student load/FTE' is coded 000.0 or field 71, 'Location of study' is coded 4'.

(Guidance in Circular 95/03.)

Fields 87 - 132 'Cost Centres' Appendix 5, HE Academic Cost Centres, for use with cost centre fields. Code 99 'Dummy cost centre - outwith reporting institution' has been added to the list of valid entries. This is for

use where (part of) the programme of study is taught other than by the reporting institution and subject area of study is being returned.

(Guidance in Circular 95/07. Guidance on [www Knowledge Base](http://www.knowledgebase.gov.uk))

## 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
- 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
- 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
- 41 Continuing Education
- 51 Central Libraries and Information Services
- 52 Central Computers and Computer Networks
- 53 Other Academic Services
- 54 Central Administration and Services

55	Staff and Student Facilities
56	Premises
57	Residences and Catering
99	Dummy cost centre - outwith reporting institution

# 94011: Subject area of study 1

## Field Information

Number: 088

Name: Subject area of study 1

Abbreviation: SBJ01

Length: 3

Status: Subject area of study 1 compulsory; 2-16 compulsory if corresponding cost centres 2-16 completed.

Fields 87-134 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 3 character subject area identifier for the subject areas for the current year of the study programme/course. Subject area codes are to be taken from the HESACODE (HESA Classification of Disciplines in Education). Academic subjects are broken down into 15 major groups, each identified by an alpha character as follows :

Description: 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 3 character subject area. 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:

Example: See field 87, Cost centre 1, for an example.

Reason Required: To assess the "breadth" of study in eg first year, and the extent of specialisation in later years.

Reason Required: 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 (eg economics), whether or not these are the main subjects of the course.

## Knowledge Base

Guidance from Circular 95/07 Courses identified as initial or pre-service teacher training in field 53 should be given a HESACODE commencing with X1 in field 43, 'General subject of qualification aim', followed by the subject specialism. In the Subject area of study fields, however, it is assumed that the specific subject area of each module will be detailed using codes X2 - X9 or other relevant HESACODE as appropriate.

Fields 107 - 146 Courses identified as initial or pre-service teacher training in field 53 should be given a HESACODE commencing with X1 in field 43, 'General subject of qualification aim', followed by the subject specialism. In the Subject area of study fields, however, it is assumed that the specific subject area of each module will be detailed using codes X2 - X9 or other relevant HESACODE as appropriate.

(Guidance in Circular 95/07. Guidance on www Knowledge Base)

Relationship between HESACODE and UCAS admissions classifications The UCAS and FESR codings, which for the bases of HESACODE, and the UCAS codes were based on the same initial classification system. However, there are discrepancies in the allocation of subjects between groups G and H ( Mathematics and Engineering) and groups P + N (particularly Tourism) and in the codes used within group X (Education). Hence the correct HESACODE for these subjects will need particularly careful checking. UCAS codes may elaborate on the basic classification system in order to cater for the admissions requirement that each code is unique within an institution. UCAS codes which depart from the basic classification system because of this requirement will not give a valid HESACODE.

(Guidance in Circular 94/7)

HESACODE It has been brought to HESA's attention that an additional principal subject should be included in the interim HESACODE list. This is :

F4 Archaeology without a significant Humanities element

Although not an original USCAS principal subject, HESA is aware that many institutions have received authorisation from the appropriate funding councils to re-code the relevant programmes of study using this category. Clearly, since such a re-coding has funding implications for these institutions, HESA wishes to continue this practice by including the F4 principal subject in the HESACODE specification. It should be noted however that institutions who currently code their Archaeology programmes under V6 should gain authorisation from the relevant funding council before the code is changed.

(Guidance in June/July 1994 Supplement)

## Valid Entries

Please refer to the HESACODE classification of academic subjects

# 94011: Proportion of subject 1

## Field Information

Number:	089
Name:	Proportion of subject 1
Abbreviation:	SBJPER01
Length:	5
Status:	Proportion of subject 1 compulsory; 2-16 compulsory if corresponding cost centres 2-16 completed.
Description:	Fields 87-134 refer to the current year of the study programme/course and should be considered as a block of related information. The Proportion of subject indicates the percentage of the course that the appropriate subject and cost centre make up. These proportions (fields 87-134) plus the proportion not taught at this institution (field 77) must equal 100 %.
Notes:	Where the sum does not equal 100% (eg 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%.
Example:	See field 87, Cost centre 1, for an example and notes.
Reason Required:	See field 88, Subject area of study 1 for reasons.

## Knowledge Base

The guidance in the description of this held 'These proportions (fields 87-134) plus the proportion not taught at this institution (field 77) must equal 100% must be disregarded.

It is only the 'proportion of subject' fields (87-134) which must sum to 100.0.

(Advice given to enquirers, not formally released)

## Valid Entries

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