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94013: 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:	.
Example:	.
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.

94013: 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 modules are assigned to a particular campus. However, where it is possible to indicate that a module is associated with 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

94013: 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, HESA institution identifier, for the full definition of this field.</p> <p>See field 2, HESA institution identifier.</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 module 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>
Example:	.
Reason Required:	To provide separate figures for each campus.
	To facilitate the derivation of geographic patterns of study.

Valid Entries

A 1 character alphanumeric code.

94013: Module title

Field Information

Number:	004
Name:	Module title
Abbreviation:	MTITLE
Length:	80
Status:	Compulsory.
Description:	The 'module title', as determined by the institution. The term 'module title' in this context relates to the specific module which in turn can be a component in many courses.
Notes:	Although a compulsory field, this field will not be subject to any validation checks.
Reason Required:	For describing the provision at an institution. For assessing the range of modules offered in a subject area.

Valid Entries

Up to 80 textual characters.

94013: Module identifier

Field Information

Number: 005

Name: Module identifier

Abbreviation: MODID

Length: 12

Status: Compulsory.

Description: The Module identifier links the student record and the module record. There must be an entry for every module that is entered into the student record, with a matching identifier.

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

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

Reason Required: To provide the link with the student record.

Valid Entries

12 character module identifiers.

94013: Proportion of FTE

Field Information

Number: 006

Name: Proportion of FTE

Abbreviation: FTE

Length: 5

Status: Compulsory.

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

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

Notes: For institutions operating a credit points system, the proportion of FTE can be calculated from the number of credit points that may be obtained from the module compared with the number of credit points obtainable for that year of the programme of study. Proportion of FTE can also be calculated by reference to a conventional full-time student following the qualification aim. For example, if it is the institution's normal requirement that a student should complete 12 (equally-weighted) modules for a degree which would typically take 3 years for a normal full-time student, then each module would have proportion of FTE calculated as 25% (025.0). For degrees requiring 12 (equally-weighted) modules over 4 full-time years, each would have proportion of FTE calculated as 33% (033.0). This could serve as a benchmark for calculating the FTE of non-standard modules, or modules falling within other programmes of study. For professional courses, the advice of the professional awarding body can be sought. (There will be a footnote saying 'HEFCE are contacting professional awarding bodies for advice on appropriate full-time equivalences for their qualifications. When available, HESA will circulate this advice to institutions'.) Otherwise institutions are asked to make an academic judgement in relating the module to another

module of a similar level, and similar academic subject category which can be related to a 'standard' full-time programme of study. HESA accepts that the full-time equivalence will not be exact in all cases, but the aim is to give a better approximation than the use of arbitrary conversion factors. It is recognised that the actual student FTE associated with a programme of study may not simply be the aggregation of all modules followed by that student, and it is not expected that there will always be a precise correspondence between the aggregate 'proportion of FTE' fields and the student FTE field (field 74 of the student record).
(See also notes of guidance for field 74, 'Student FTE').

Reason Required: To facilitate a more accurate assessment of the student load of non-full-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)

Valid Entries

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

94013: Proportion not taught at this institution

Field Information

Number: 007

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 module for which other arrangements for teaching have been made, e.g. taught collaboratively between two institutions. The percentage represented by this field denotes the proportion not taught at the returning institution. The sum of the proportions (field 7, 14 and 17) must equal 100 %.

Notes: If this field is anything but 000.0 indicating that some part of the module is taught elsewhere, a further aggregated return must be completed about the students following the overall programmes of study which include this module. 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 this field 'The sum of the proportion not taught at this institution plus the proportions shown for this institution's subjects/cost centres (field 7, 14 and 17) must equal 100%.' must be disregarded.

It is only the 'proportion of subject' fields (field 14 and 17) 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.

94013: Credit transfer scheme

Field Information

Number:	008
Name:	Credit transfer scheme
Abbreviation:	CRDTSCM
Length:	1
Status:	Not compulsory.
Description:	<p>This field denotes the credit point transfer scheme that field 9, Credit value of module and field 10, Level of credit points apply to.</p> <p>Though the CNAA no longer exists, its scheme still runs at many institutions.</p>
Notes:	<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.

Valid Entries

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

94013: Credit value of module

Field Information

Number:	009
Name:	Credit value of module
Abbreviation:	CRDTPTS
Length:	3
Status:	Not compulsory.
Description:	This field indicates the number of credit points that successful completion of the module gains the student.
Notes:	
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 001-999

94013: Level of credit points

Field Information

Number:	010
Name:	Level of credit points
Abbreviation:	LEVLPTS
Length:	1
Status:	Compulsory if field 9,Credit value of module has been completed
Description:	This is used to record the level of the credit points given in 9, Credit value of module .
Notes:	If the points relate to more than one level, please enter the code for the level which accounts for the largest number of points (or if they are equal, enter the code for the higher level)
Reason Required:	To assemble information about the adoption of 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.

94013: Module Length

Field Information

Number:	011
Name:	Module Length
Abbreviation:	MODLEN
Length:	2
Status:	Not compulsory.
Description:	This field should indicate the length of the module in weeks.
Notes:	
Reason Required:	

Valid Entries

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

94013: Cost centre 1

Field Information

Number: 012

Name: Cost centre 1

Abbreviation: COSTCN01

Length: 2

Status: Cost centre 1 compulsory; 2 not compulsory.

The Cost centre is a two digit number indicating the principle academic cost centres in which the subject is being taught. Institutions are not expected to return details of cost centres which are contributing teaching/learning amounting to less than 5% of the proportion of the module.

Description: Up to 2 cost centres may be returned with input to the current year of the module, identifying the main subject areas and the proportion of input of each.

If more than two cost centres contribute to the module, the principal contributory cost centres should be returned.

Notes: Field 12, Cost centre 1 is linked to field 13, [Subject area of study 1](#) and field 14, [Proportion of subject 1](#). Subsequently links apply for a second cost centre.

A physics module may be taught 80% in the physics cost centre and 20% in the in the information technology and systems sciences cost centre. This could be coded as follows:

\par\pard\li0\tx567\tx3685\tx6236

Cost centre Subject area Proportion

1 (12) Physics (13) F30 (physics) (14) 080.0

2 (15) Information technology

and system sciences (16) F30 (physics) (17) 020.0

Example:

note the numbers in brackets relate to the field numbers in the record.

Reason Required: To calculate the student load on the "cost centres" .

Knowledge Base

Fields 12 - 15 'Cost Centres'(Module Record 1994-95/1995-96) 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)

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.

(Guidance in Circular 95/03)

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

94013: Subject area of study 1

Field Information

Number: 013

Name: Subject area of study 1

Abbreviation: SBJ01

Length: 3

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

The subject area of study is an up to 3 character subject area identifier. Subject codes are to be taken from the HESACODE (HESA Classification of Disciplines in Education) which brings together USCAS, UCAS and FESR classifications of academic subjects. 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 up to 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 12, Cost centre 1, for an example.

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

In Relation to Proportions taught outside the institution.

What subject, cost centre and proportion should be returned for modules taught outside the institution? The subject should be the subject of the external element with dummy cost centre 99 in the Cost Centres and 000.0 - 100.0 in the proportion fields.

(Guidance on www Knowledge Base)

Fields 13 - 16 'Subject area of study 1 - 2' 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)

Relationship between HESACODE and UCAS admissions classifications The UCAS and FESR codings, which form 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

94013: Proportion of subject 1

Field Information

Number:	014
Name:	Proportion of subject 1
Abbreviation:	SBJPER01
Length:	5
Status:	Proportion of subject 1 compulsory, 2 compulsory if corresponding cost centre 2 completed..
Description:	The Proportion of subject indicates the percentage of the module that the appropriate subject and cost centre make up. The sum of the proportions (fields 7, 14 and 17) must equal 100 %.
Notes:	
Example:	See field 12, 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 field 'The sum of the proportions (fields 7, 14 and 17) must equal to 100%.' must be disregarded.

It is only the 'proportion of subject' fields (fields 14 and 17) 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.

94013: Cost centre 2

Field Information

Number: 015

Name: Cost centre 2

Abbreviation: COSTCN02

Length: 2

Status: Cost centre 1 compulsory; 2 not compulsory.

The Cost centre is a two digit number indicating the principle academic cost centres in which the subject is being taught. Institutions are not expected to return details of cost centres which are contributing teaching/learning amounting to less than 5% of the proportion of the module.

Description: Up to 2 cost centres may be returned with input to the current year of the module, identifying the main subject areas and the proportion of input of each.

If more than two cost centres contribute to the module, the principal contributory cost centres should be returned.

Notes: Field 12, Cost centre 1 is linked to field 13, [Subject area of study 1](#) and field 14, [Proportion of subject 1](#). Subsequently links apply for a second cost centre.

A physics module may be taught 80% in the physics cost centre and 20% in the in the information technology and systems sciences cost centre. This could be coded as follows:

\par\pard\li0\tx567\tx3685\tx6236

Cost centre Subject area Proportion

1 (12) Physics (13) F30 (physics) (14) 080.0

2 (15) Information technology

and system sciences (16) F30 (physics) (17) 020.0

Example:

note the numbers in brackets relate to the field numbers in the record.

Reason Required: To calculate the student load on the "cost centres" .

Knowledge Base

Fields 12 - 15 'Cost Centres'(Module Record 1994-95/1995-96) 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)

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.

(Guidance in Circular 95/03)

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

94013: Subject area of study 2

Field Information

Number: 016

Name: Subject area of study 2

Abbreviation: SBJ02

Length: 3

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

The subject area of study is an up to 3 character subject area identifier. Subject codes are to be taken from the HESACODE (HESA Classification of Disciplines in Education) which brings together USCAS, UCAS and FESR classifications of academic subjects. 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 up to 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 12, Cost centre 1, for an example.

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

In Relation to Proportions taught outside the institution.

What subject, cost centre and proportion should be returned for modules taught outside the institution? The subject should be the subject of the external element with dummy cost centre 99 in the Cost Centres and 000.0 - 100.0 in the proportion fields.

(Guidance on www Knowledge Base)

Fields 13 - 16 'Subject area of study 1 - 2' 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)

Relationship between HESACODE and UCAS admissions classifications The UCAS and FESR codings, which form 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

94013: Proportion of subject 2

Field Information

Number:	017
Name:	Proportion of subject 2
Abbreviation:	SBJPER02
Length:	5
Status:	Proportion of subject 1 compulsory, 2 compulsory if corresponding cost centre 2 completed..
Description:	The Proportion of subject indicates the percentage of the module that the appropriate subject and cost centre make up. The sum of the proportions (fields 7, 14 and 17) must equal 100 %.
Notes:	
Example:	See field 12, 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 field 'The sum of the proportions (fields 7, 14 and 17) must equal to 100%.' must be disregarded.

It is only the 'proportion of subject' fields (fields 14 and 17) 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.

94013: Vocational level of module

Field Information

Number:	018
Name:	Vocational level of module
Abbreviation:	VLEVEL
Length:	2
Status:	Not compulsory.
Description:	The Vocational level of module is a 2 digit numeric code to indicate the NVQ/GNVQ level and SVQ/GSVQ level obtainable from the module. NVQ/GNVQ should be coded in the range 11 - 15 and SVQ/GSVQ should be coded in the range 51-55
Notes:	This level need not relate to the vocational level of course on the student record.
Reason Required:	To identify the extent to which study in HEIs is recognised within the national vocational qualification structure.

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

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.