

Higher education concepts and definitions

Session aims

We will review some specific concepts, including:

- Which students are counted by the OfS
- How to categorise students (by Mode, level, fundability, etc)
- How & when to count student years
- When a student is a 'non-completion'
- Where HEFCE / HE concepts may differ from ILR / FE ones

We will also discuss where to find further guidance.



Definitions and guidance

All the concepts discussed today are defined in the HEIFES survey guidance; definitions also apply to ILR data.

Updated annually:

- current version is HEIFES17 (released September 2017), available from the HEFCE website (www.hefce.ac.uk/pubs)
- HEIFES18 is being developed for release in September 2018 on the OfS website

These slides will also identify some **specific ILR fields** that relate to these concepts.



What (and who) we can fund

Our funding powers for colleges

We only fund certain recognised higher education courses

- defined in law (and summarised in the HEIFES guidance)
- Includes elements of apprenticeships that are recognised higher education.

‘Recognised’ courses are those where, on completion, the student is awarded a qualification by a relevant **recognised body**, including:

- first degree, such as a foundation degree, BSc or BA
- HND, HNC and DipHE
- higher degree, postgraduate diploma, ITT, PGCE,
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or a Level 5 120-credit-point Diploma in Education and Training
- Certificate in Education (CertEd)

HEIFES & ILR HE population

Certain types of student / student years are not recorded in HEIFES (not in the population) and aren’t funded.

Students should be **registered with** the college and **actively pursuing studies** in the academic year.

This means that:

- You **should not** be returning sub-contracted in students.
- You should be returning sub-contracted out students.
- Students should only be returned by one institution.
- Students need to complete a certain minimum amount of activity to be returned for a year.



Categorising student years

Mode

Mode can be: full-time, sandwich year out or part-time.

Full-time

- Full-time fees are chargeable.
- Normally required to attend for at least **24 weeks in the year** of course.
- Undertake study, tuition, learning in the workplace, or work placement for an average of at least **21 hours per week**.

Sandwich year-out

- Reduced fee + a few other criteria. (See HEIFES guidance.)

Part-time

- Not one of the other two.

ILR fields

MODESTUD records mode, according to our definitions.

Level of Study

In HEIFES:

UG – Undergraduate – e.g. HND, HNC, Ba, BSc, foundation degree, HE certificate or Diploma

PG – Postgraduate – normal entry requirement is a degree level qualification. In HEIFES this is further broken down into:

- **PG (UG fee)** – PG students eligible for undergraduate student support.
- **PG (Masters loan)** – students on a **COURSE** eligible for the masters loan scheme.
- **PG (Other)** – PG students that aren't in the above 2 categories.

ILR fields

- **FUNDLEV** records level of study, according to HEFCE definitions.
- Doesn't (yet) reflect the different PG taught levels.

'Length': Standard / long years

Full-time students:

- A long year is where a student is in attendance for 45 weeks or more in the year of course.
- Periods of work experience / work based learning don't count
- If not a long year, it's a standard-length year

Part-time students:

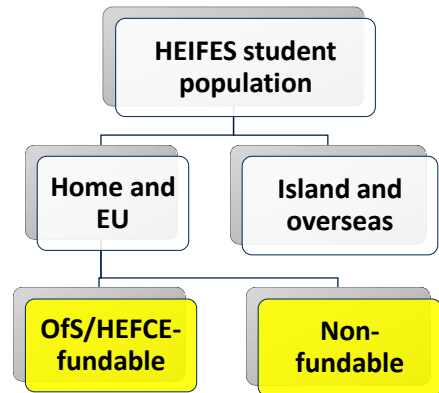
- Depends on the length of the equivalent full-time course

ILR fields

- **FUNDLEV** also records if a year is long or standard.
- E.g. FUNDLEV could be 10 (Undergraduate) or 11 (Long Undergraduate)

Fundability

- Should be determined before a student year is recorded in HEIFES / ILR.
- Home & EU status defined by fee regulations.
- For colleges, the main criteria for a student to be assessed as non-fundable is likely to be if they are aiming for an ELQ (equivalent or lower qualification).
- (There are some exceptions to this, so check the HEIFES guidance.)
- This means it's important to record previous qualifications.



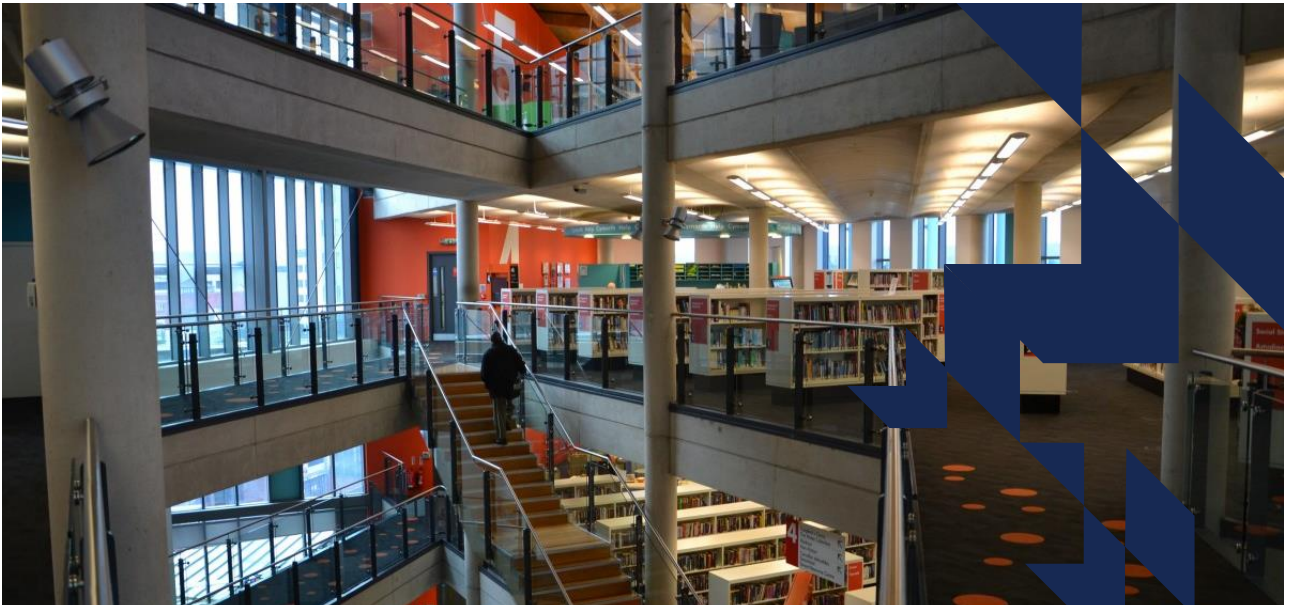
Fundability – ILR fields

When we look at ILR data, fundability is mainly indicated by **LEARNDELFAM_SOF** which shows the source of funding.

- Fundable students will mainly have **LEARNDELFAM_SOF = 1** (Source of funding is HEFCE).
- Our algorithms will pick up some apprenticeships where **LEARNDELFAM_SOF = 105** (SFA), as we fund some higher education courses taught as part of apprenticeships.
- Non-fundable / Island & Overseas students are likely to be recorded as **LEARNDELFAM_SOF = 998** (Other).

There is an ILR field called **ELQ**, but this isn't currently used by us.

We identify students through **LEARNDELFAM_SOF** instead.



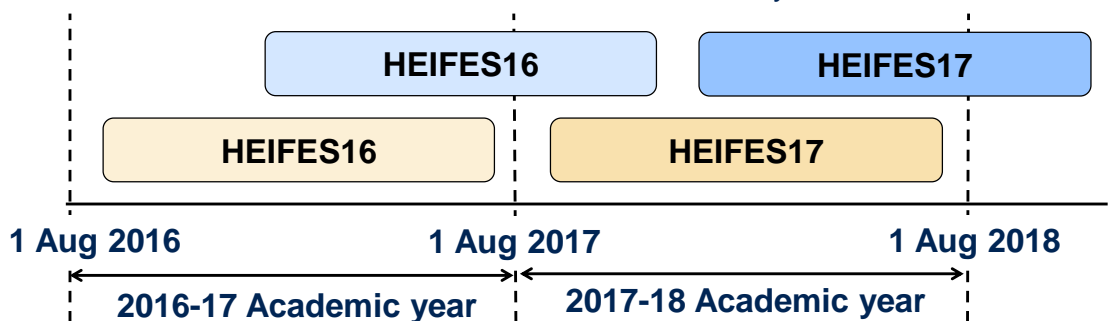
Categorising student years

Year of course

We count **years of course**. For a student studying for a specific qualification:

- The **first year** begins when they **start studying** towards the qualification.
- **Second and subsequent years** start on or near the **anniversary of this date**.

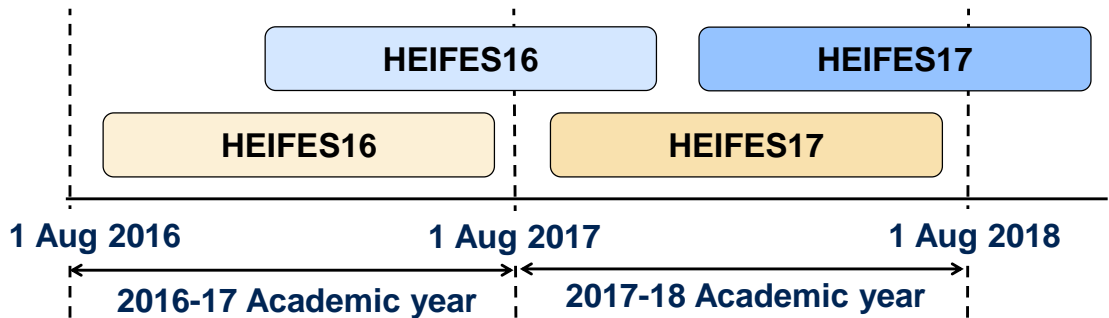
We use **LEARNSTARTDATE** to calculate the anniversary date for a student.



Standard vs non-standard year

- Standard year - all activity is contained within 1 academic year.
- Non-standard– activity for one year of course goes across 2 academic years.

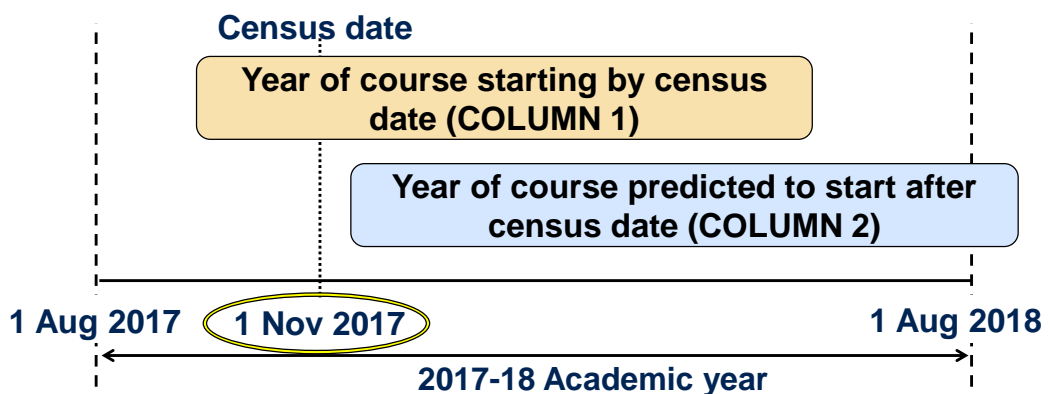
TYPEYR records if a year is standard or not. We recommend only using values of 1 or 2.



Counting student activity: Column 1 or 2

In HEIFES, a year of course is recorded in either Column 1 or Column 2: this reflects if the year starts before or after the HEIFES census date.

We use **LEARNSTARTDATE** to calculate this from ILR data.



Non-completion

- Students start a year with a **study intention** – the number of modules they intend to complete in that year.
- This should be recorded at the beginning of the year.

The HEFCE definition of 'completion':

- In order to complete the year, a student must complete all of their study intention.
- This must happen within 13 calendar months of the start of their year of course.
- This is not the same as 'progression'

In order to complete a module, a student must either:

- Undergo the final assessment in the module, OR
- Pass the module, if this can be achieved without undergoing the final assessment. (E.g. due to coursework)

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Non-completion: ILR fields

- HEIFES: colleges make wider predictions about completion rates based on previous year's data.
- ILR: colleges assess completion status for individual students.

ILR fields:

- **FUNDCOMP** is used to record completion status for a student. This should be determined before submission.
- The **COMPSTATUS** field is NOT the same as our definition and is not used in our algorithms.
- As students have 13 months from the start of their year of course, it's important to make sure that **LEARNSTARTDATE** is correct.

NOTE: you may want to think about when any exam boards take place, and how this fits into the 13 month window for completion.

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FTE: Full-Time Equivalence

For a part-time course, this is defined by looking at the equivalent full-time course.

It can be calculated based on:

- Number of credits studied OR
- Duration of the course

Over a whole part-time course, the FTE should add up to the same total as a full-time course.

- E.g. A full-time degree takes 3 years to complete, and the part-time version takes 6 years. $3 / 6 = 0.5$ FTE

ILR Fields

- **STULOAD** is used to record FTE (in most cases).
- For part-time students on Non-standard years, we make some assumptions to calculate an average FTE.

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FTE – differences between HEIFES & ILR

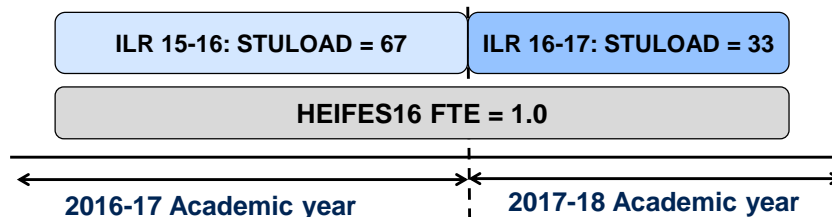
HEIFES (FTE)

- is recorded out of 1 (e.g. 0.33 for a part-time year)
- calculated by year of course.

ILR (STULOAD)

- is recorded out of 100 (e.g. 33 for the same year).
- calculated by academic year.

This means that a non-standard year of course may be counted in 1 HEIFES survey, but in 2 successive ILR returns.



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What we covered

- Overview of the funding round cycle
- Funding allocations and streams
- Overview of HEIFES & ILR
- The HEFCE reporting lifecycle



Thank you for listening

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