

## HESES19- Funding rules and definitions quiz

- In pairs or small groups, work together to complete the quiz. You can refer to the annexes in the draft guidance document provided.
- In small groups / around the table, identify which annex subjects you feel the most confident with and any that you will need to improve your understanding of.

Answers are given in red text below each question

### Part 1-- Mode of study; price groups; length; residential status and fundability status

#### Annex H: Mode of study

1. A student is studying on the final year of a 3-year full-time degree course, which is ordinarily completed in less than 24 weeks, for an average of 28 hours a week.  
What is the mode of study?

- a) Full-time                                  b) Part-time                                  c) Sandwich year out  
b) Part-time - Course is completed in under 24 weeks.

2. A student studies full-time in 2018-19 for the second year of their course. They complete all intended modules in term one, but then suspend their studies and don't take the term two modules. They return to full-time study in term two of 2019-20 and complete all remaining modules over the remaining 16 weeks. In both years, they study for an average intensity of 28 hours a week. For each year, what mode of study are they?

#### 2018-19

- a) Full-time                                  b) Part-time                                  c) Sandwich year out  
a) Full-time – Bit of a trick question. Their intention at the beginning of the year was to study for a full-time mode of study. This is recorded as full-time, but will also end up being recorded as a non-completion (see Annex D on non-completion – more on this later).

#### 2019-20

- a) Full-time                                  b) Part-time                                  c) Sandwich year out  
b) Part-time - Part-time mode of study as period of study less than 24 weeks.
3. A student was studying full-time in 2018-19, but failed three modules. In 2019-20 they repeat these modules only, studying for 20 weeks at an average of 7 hours study per week. The student is still eligible to claim full-time student support. For each year, what mode are they?

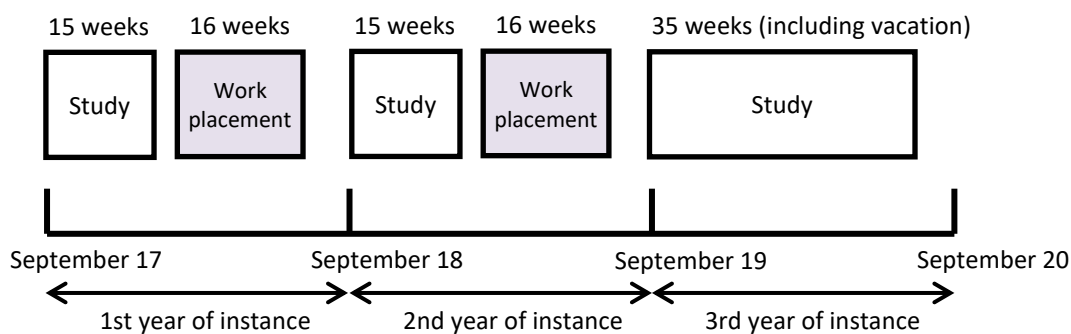
#### 2018-19

- a) Full-time                                  b) Part-time                                  c) Sandwich year out  
a) Full-time - Full-time mode of study but **may** be a non-completion (see Annex D on non-completion).

#### 2019-20

- a) Full-time                                  b) Part-time                                  c) Sandwich year out  
b) Part-time - Part-time mode of study as activity is less than 21 hours per week.

4. A student studies for an HND over 3 years. This includes two periods of work placement, taken in the first and second years of instance, shown in the diagram below:



Throughout their activity (study/work) is at least 30 hours a week. The mode for each year will be:

Year 1, 2017-18

- a) Full-time
  - b) Part-time
  - c) Sandwich year out
- a) Full-time as more than 24 weeks in total including periods of study/tuition, and learning in the workplace/sandwich work placement that does not meet the criteria to be sandwich year out.

It is not SWOUT as the period of full-time study is greater than 10 weeks, and the work placement to date (ie for year 1 only) is less than 30 weeks.

Year 2, 2018-19

- a) Full-time
  - b) Part-time
  - c) Sandwich year out
- c) Sandwich year out - Cumulative period of work placement exceeds 30 weeks (16+16=32)

Year 3, 2019-20

- a) Full-time
  - b) Part-time
  - c) Sandwich year out
- a) Full-time - Period of study exceeds 24 weeks

**Annex G: Price groups**

5. A student is studying full-time for an undergraduate degree in physics and maths, associated with HECoS codes 100425 and 100403. (Or LDCS codes RC.1 and RB.1). Over the course of the entire degree, 40% of the activity is in mathematics, with the remaining 60% in Physics. On the HESES return, the student should be recorded in:

Subject	HECoS code	LDCS code	Price group
Physics	100425	RC.1	B
Mathematics	100403	RB.1	C2
Business Studies	100079	AA.3	D
English Law	100676	EC.41	D

- a. Price group B only
- b. 0.6 FTE in price group B and 0.4 in price group C2
- c. 0.5 FTE in price group B and 0.5 in price group C2
- d. 0.4 FTE in price group B and 0.6 in price group C2
- e. Price group C2 only

The **answer is b** – Physics (100425 / RC.1) = price group B, Mathematics (100403 / RB.1) = C2. The FTE is split between the relevant price groups in proportion to the activity.

6. If the student in question 5 was to take a sandwich year out, what price group(s) would this year be recorded in?

A      B      C1      C2      D

**Price group C2** for the whole year. Note, it is recorded in Table 2 Sandwich as whole years, but when in our funding calculations, sandwich years only count as 0.5 FTE each. (Specific rules in Annexes E and G for sandwich years out).

7. A student is studying full-time for a 1 year Masters degree in Business and Law. The subject of the course is described as being:

- 1/3 in Business studies (HECoS 1000709 / LDCS AA.3)
- 2/3 in English Law ((HECoS 100676 / LDCS EC.41)

What FTE would be recorded in price group D?

a. 1.0 FTE      b. 0.99 FTE      c. 0.66 FTE      d. 0.33 FTE

**The answer is a** – both subjects are in price group D, so no split necessary. NOTE – b is also wrong, as the FTE for a full-time student should total to 1.

### Annex J: Long years of instance

8. A full-time student on a foundation degree studies for 47 weeks in the year of instance, 10 of which are work-based study. Is this year:

a) standard length      b) a long year

Standard length – period of study is 37 weeks.

If the year of instance is 45 weeks or more in length because of a period of work based study, then the year of instance is not counted as long. This applies to both learning in the workplace and work experience, including work placements

9. Similarly, a full-time student on a foundation degree studies for 47 weeks in the year of instance entirely in the workplace. Is this year:

a) standard length      b) a long year

a) Standard length – as they are studying in the workplace.

### Annex F: Residential and funding status

For questions 10 to 12, determine the fundability status of the student:

10. A Scottish student already holds an HND in Business & Management. They start a year of instance in October 2019, aiming for an HNC in Computing. Are they:

a) OfS-fundable      b) non-fundable      c) Island and overseas

b) non-fundable - studying at a lower level. HND = FHEQ level 5, HNC = level 4.

11. A student from France already holds a first degree. They begin a taught Masters programme.  
Are they:

- a) OfS-fundable                                      b) non-fundable                                      c) Island and overseas  
**a) OfS-fundable - EU student studying at a higher level.**

12. A student from Jersey with no HE-level qualifications begins a foundation degree in October 2019. Are they:

- a) OfS-fundable                                      b) non-fundable                                      c) Island and overseas  
**c) Island & Overseas - Channel Islands.**

For questions 13 and 14, determine the ELQ status of the student:

13. A student enters with a foundation degree as their highest qualification already achieved, and has a stated qualification aim of an honours degree.

- a) ELQ    b) not ELQ    c) ELQ but exempt  
**b) Not ELQ, qualification aim higher than foundation degree.**

14. A student enters in 2018-19 already holding an honours degree as their highest qualification. They intend to study for a foundation degree over two years (2018-19 and 2019-20), and then top-up to an honours degree in one year (2020-21). They have a stated qualification aim of both a foundation degree and an honours degree as part of the same course.

The ELQ status for each year will be:

Year 1, 2018-19

- a) ELQ    b) not ELQ    c) ELQ but exempt  
**c) ELQ but exempt. Exemption comes as they have a qualification aim of a foundation degree.**

Year 2, 2019-20

- a) ELQ    b) not ELQ    c) ELQ but exempt  
**c) ELQ but exempt. Exemption comes as they have a qualification aim of a foundation degree.**

Year 3, 2020-21

- a) ELQ    b) not ELQ    c) ELQ but exempt  
**a) ELQ: **Not exempt** in year three - they have a stated qualification aim of an honours degree in 2020-21, and already hold an honours degree**

## Part 2-- Counting students; Table 5 (planning); completion status; FTEs

### Annex C: Counting student activity (Tables 1 to 3)

For questions 15 to 17 choose a HESES19 column (Tables 1 to 3) to record the student in:

- Column 1: Years countable between 1 August 2019 and the census date inclusive
- Column 2: Forecast of years countable after the census date and up to 31 July 2020

(Census dates = 1 November for further education and sixth form colleges and academies, 1 December for all other providers)

- Column 3: Forecast of years not completed (negative values).

15. A full-time student starts a degree programme on 24 September 2019, with each year of instance finishing at the end of June. Are they:

- a) Column 1                                      b) Column 2                                      c) Column 3  
a) Column 1 – The student started before the census date.

16. A full-time student starts a degree programme on 18 January 2020 with each year of instance finishing in November. Are they:

- a) Column 1                                      b) Column 2                                      c) Column 3  
b) Column 2 - The student started after the census date. This is a 'non-standard year' where all activity for the year of instance is not entirely within one academic year – that is, where the activity for the year of instance crosses from one academic year into the next.

In both standard and non-standard years, students are countable in the academic year in which their year of instance starts. When the year of instance starts determines if they are column 1 or 2.

(Worth mentioning that the FTE returned should be the FTE for the whole year of instance - see Annex E for further details)

17. A full-time Higher National Diploma (HND) course starts on 9 October 2018 and runs from 9 October to 30 June each year. A student starts the HND programme late, on 9 December 2018, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. Are they:

- a) Column 1                                      b) Column 2                                      c) Column 3  
b) Column 2 - The student started after the census date (will always be in Column 2, because their year of instance always starts on the anniversary / 9 December).

### New entrants (Table 5) (see Annex C)

For questions 18 and 19, should these students be recorded as new entrants?

18. A student completed a BSc at the provider in June 2018. They are forecast to begin a taught Masters degree in January 2019. Is this student a new entrant?

Yes – the student is studying **at a different level**, at the same institution. - as per definition: “They have not been active at the same broad level [undergraduate, postgraduate taught or postgraduate research] at the registered provider in either of the two previous academic years.”

19. An OfS-fundable student studies full-time for a foundation degree at a college in the academic years 2017-18 and 2018-19, then transfers to a university to top up to a full-time bachelor's degree in 2019-20.

- a. If the foundation degree was delivered by the college on behalf of the university (under a subcontractual arrangement), is this student a new entrant for the university in 2019-20?

No – in 2017-18 & 2018-19, the sub-contractual arrangement means the student was registered with the university and would have been returned by them – so **same institution and same broad level (i.e. undergraduate)**.

- b. If the foundation degree was not delivered under a subcontractual arrangement, is this student a new entrant for the university in 2019-20?

Yes – in 2017-18 & 2018-19, the student was registered with the college, so **different institution**.

### Annex D: Completion and non-completion

For questions 20 to 23 determine the completion status of the year. Note – these questions mainly relate to assessing completion for individual students, not making prediction forecasts.

20. A full-time student starts the year of instance in October 2018 intending to study 8 modules, all having exams in June 2019. The student turns up to the final exam for all modules in June.

- a) Completion                                    b) non-completion                                    c) unknown  
a) **Completion - the student completed all intended modules.**

21. As in question 20, but in one module the student did not attend the final exam in June 2019. For this module, it is impossible to pass without taking the final exam. They intend to take the exam at the next opportunity in September 2019.

- a) Completion                                    b) non-completion                                    c) unknown  
c) **unknown – the student could still complete the final module within 13 months. To be counted as a completion, a student must complete all the modules they intended to complete in the year of instance. They must do this within 13 calendar months of the start of the year of instance, i.e. within 13 calendar months of the anniversary of their commencement date, which defines the start of the year of instance.**

22. As in question 20, but in one module the student did not attend the final exam in June 2019. Final assessment for this module only takes place in June each year. They plan to take the exam at the next opportunity in June 2020.

- a) Completion                                    b) non-completion                                    c) unknown  
b) **Non-completion – can't complete the final module within 13 months.**

23. A student completes their study intentions for the first year of a three-year degree, by completing the modules and undergoing assessment. They then withdraw from the degree and do not return to the higher education provider.

- a) Completion                                    b) non-completion                                    c) unknown  
a) **Completion - the student did complete all intended modules within 13 months, even if they don't continue to the following year.**

### **Annex E: Full-time equivalence for part-time students**

24. A student studies for a three year degree over five years. (They take the same number of credits in each year). What is the FTE for each year of instance?

**Answer: 0.60 FTE for each year of instance (3 years / 5 years = 0.60 per year). Total FTE for the 5 years = 3.**

25. As in question 24, but the student resits year two, so will take 6 years to complete. What is the FTE for each year of instance?

**Answer: Still 0.6. The amount of work (e.g. number of credits) stays the same for each year.**

26. As in question 24, but the student has accredited prior learning and enters directly onto year two of the five year course, so will only study for 4 years. What is the FTE for each year of instance?

**Answer: Still 0.6**

27. A full-time, one year course has a 30 week year of instance; the equivalent part time course lasts for two years, each with a 45 week year of instance. What is the FTE returned each time the student becomes countable for the part-time course? (Assuming the same number of credits is taken in each year).

**0.50 FTE: 1 year full-time divided by 2-years part-time.**