



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Early Statistics Return 2020-21, Early Access Return 2020-21 and In-year Student Numbers 2020-21 Update

SFC Guidance

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Early Statistics Return 2020-21, Early Access Return 2020-21 and Update to the In-year Student Numbers Collection for AY 2020-21

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Summary: These notes of guidance explain the information to be collected in the Early Statistics and Early Access Returns for 2020-21 and in the update to the In-year Student Numbers Collection.

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(*) Annex B is in an accompanying spreadsheet.

Section 1: Introduction

1. These notes of guidance explain the information to be collected in the Early Statistics and Early Access Returns for 2020-21.
2. The Scottish Funding Council (SFC) uses the Early Statistics Return to collect information on students eligible for funding at the higher education institutions funded by SFC. Students eligible for funding are primarily those domiciled in Scotland or elsewhere in the EU outside the UK, who are paying home fees and are on courses open to any suitably qualified applicant.
3. SFC uses the information collected through the Early Statistics Return to:
 - Monitor overall numbers of students eligible for funding.
 - Monitor use of allocations of funded places.
 - Monitor adherence to the consolidation policies for the controlled and non-controlled subject areas.
 - Inform the recommended intakes and allocations of funded places for the controlled subject areas.
4. SFC uses the Early Access Return to collect information on enrolments from the most deprived areas in Scotland in order to monitor progress against targets set by the Commission on Widening Access and to monitor progress on Outcome Agreement measures.
5. SFC is also requesting an update to the in-year student numbers collection that institutions have been providing SFC with on a regular basis in the early part of this academic year. This collection enables SFC to inform Ministers and the Scottish Government of enrolments so far this academic year and this update will also look at the extent to which students have been deciding to withdraw or suspend their studies this session.
6. This document describes in detail the information to be collected through each table in the Early Statistics and Early Access Returns and in the update to the in-year student numbers collection.

Main changes to the Early Statistics Return for 2020-21

7. The main changes to the Early Statistics Return for 2020-21 are:
 - Some of the additional tables used for 2019-20 are not required for 2020-21.
 - The categories used to record Initial Teacher Education courses have been revised to better reflect the categories used to set intake targets and

allocations of funded places for 2020-21. This affects tables 1, 2a, 2b, 2c and 2d, see paragraphs 51 to 53.

- For the first time for 2020-21 intake targets and funded places were set for Paramedic Education. An additional subject area of Paramedic Education has been added to monitor recruitment against intake targets and the use of funded places for this provision, see paragraphs 116 to 119.
- The subject areas are now defined in terms of the Higher Education Classification of Subjects (HECoS), see section 11.

Main change to the Early Access Return for 2020-21

8. The Early Access Return for 2020-21 is not collecting information on access thresholds as SFC has paused work on access threshold data.

Main changes for this update to the In-year Student Numbers Collection for 2020-21

9. This update differs from the previous in-year student number collections for 2020-21 in that it requires the numbers of students who have either withdrawn from their studies or suspended their studies to be provided.
10. However this update does not require the numbers of students 'currently at the institution' and full-time students to be split into entrants and continuing students.

Section 2: Additional Guidance for Changes to Provision Caused by the COVID-19 Pandemic

11. Institutions have had to adapt their teaching to work within the restrictions caused by the COVID-19 pandemic, including introducing blended learning for many of their students. SFC does not want any changes to provision that have been caused solely by the pandemic to affect how students are classified or counted in the Early Statistics Return. Therefore institutions should continue to report students in line with how provision would have been undertaken without the disruption caused by the pandemic.
12. For example if an institution has a student who has been studying by distance learning outwith Scotland but that student would normally be in attendance at the institution then they can be classified as eligible for funding provided the rest of the criteria are met, see section 8.
13. If a student was due to be undertaking a study year abroad but was not able to travel because of the pandemic but was able to undertake their studies by distance learning instead then they should be counted as if they had undertaken their study year abroad. Similarly if a student was due to undertake a work placement but was not able to do so at the intended location, but was able to do this remotely instead then they should be counted as a student undertaking a work placement.
14. If you are not sure about the classification of any of your provision then please provide details of this to **HEdatareturns@sfc.ac.uk**.
15. 2020-21 will be the last year that new EU students will be treated the same as Scottish students in terms of the tuition fee level that applies to them. Therefore new EU students in 2021-22 will not be classified as eligible for funding, However, EU students who started in 2020-21 or earlier and who continue on their course in 2021-22 will continue to be eligible for funding.

Section 3: Contact and Return Date

16. Any questions or issues relating to the Early Statistics Return should be emailed to **HEdatareturns@sfc.ac.uk**.
17. Institutions should complete and return the spreadsheet containing their Early Statistics and Early Access returns by **Friday 18 December 2020¹**. The spreadsheet should be emailed to the address in the previous paragraph.
18. If institutions have any difficulties meeting this deadline they should contact SFC as soon as possible.
19. Institutions should also inform SFC as soon as possible about any:
 - Requests to change recording of exchange students from 'in' to 'out' or vice versa see paragraphs 194 and 195.
 - Requests to use non-standard FTE conversion factors not already agreed in previous years, see paragraphs 251 to 253.
 - Requests for agreement to include students on optional years abroad see paragraphs 236 and 237.
 - Courses about which they are uncertain as to whether the tuition fees are at full cost-recovery level, see paragraph 38.
 - Details of cases where changes to provision caused by the COVID-19 pandemic leads to uncertainty about how certain provision should be classified for the Early Statistics Return.

¹ Note that changes to this guidance and the tables for completion have been notified to sector Early Statistics contacts in advance of this formal publication of the guidance.

Section 4: General Points

Coverage of the Early Statistics Return

20. The Early Statistics Return covers the categories of students and teaching provision that SFC funds through its main formula-based grants. In these notes, the word 'course' refers to a programme of study (e.g. 'a full-time Honours degree course takes four years'). It does not refer to a part of a programme of study (e.g. not as in: 'science students often take a course in computing in first year').
21. Whether or not a student should be counted in the Early Statistics Return depends upon both the characteristics of the student and of the student's course. Section 8 explains which combinations of type of student and type of course to include in the return. Section 8 also details how to classify and count the students included in the return, and how to deal with special cases where some students who otherwise satisfy the general criteria for inclusion should be excluded from the return.
22. Institutions completing the return must read the guidance notes in their entirety. For more general readers section 8 contains a flowchart and bullet list that summarise the criteria to be eligible for funding. This gives a general guide to the eligibility criteria, but please note that, in particular cases, some students who satisfy these criteria may still be excluded from the return due to the rules governing different modes of provision (see section 10), and the guidance on the Autumn count and forecast enrolments later in the session (section 8).

Checking of the Early Statistics Returns

23. Institutions should read these notes of guidance before extracting any information from source records and completing the returns. Since SFC uses this information to inform and to monitor use of allocations of funding, it is important that this information is accurate.
24. Institutions should keep the worksheets and material, such as copies of computer programs and output, used in preparing their returns. Institutions should also prepare and keep a clear note of the methods and calculations used for:
 - Estimating the FTE numbers of students expected to enrol later in the session, see paragraphs 63 to 67.
 - Determining the FTE numbers of students with non-standard FTE conversion factors, see paragraphs 251 to 253.
25. SFC will check an institution's Early Statistics return against their Final Figures return, and the institution's Final Figures return will be checked against

information derived from their Student returns to the Higher Education Statistics Agency (HESA). If there are material differences, SFC will ask the institution to explain the basis of the figures in their Final Figures return.

Courses provided in collaboration with other institutions or colleges

26. Where an institution collaborates in the provision of a course with other institutions or colleges, all of the institutions involved must count the student numbers on an agreed basis. This includes the taught postgraduate students at the Innovation Centres whose places are supported through SFC funding.
27. Institutions should check with their collaborating partners that they are returning data on students on collaborative courses on the agreed basis, and that there is no double-counting or omission of student FTE numbers. All students included should meet the criteria for eligibility set out in this guidance.
28. Forms of collaborative provision with other institutions or colleges can generally be classified into one of four categories: sub-contracting, franchised courses, articulated courses and joint courses. Eligibility for funding varies depending on the category of the course, but the basic assumption is that funding follows the physical location of the students. One exception to this is that the students whose places are supported by the additional funded places provided for articulation should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their degree courses.
29. Category definitions and whether students on these courses should be included in the Early Statistics Return are set out below.

Sub-contracting

30. Sub-contracting is where one institution sub-contracts the teaching of a minor part of any course year to another. A common form of this is where colleges provide skills appreciation or training for students on courses provided by Higher Education institutions (HEIs). Colleges usually charge HEIs for the services provided and will often compete with private training providers for this work. The funding assumption is that the service is provided by the college on a full cost recovery basis. The HEI running the course should include the students in their Early Statistics return. For the less common case, where a college sub-contracts a minor part of a course to the HEI, the HEI should not include these students in their Early Statistics return.

Franchised courses

31. Franchising arrangements generally involve the franchisee paying a sum of money to the franchiser who in return provides a developed product or service

to market together with an established brand name. For example, degree year(s) may be taught by staff in a college, where the HEI is the franchiser and the college is the franchisee. Where a college is providing teaching under a franchising agreement covering, for example, the first year of the HEI's degree course, the HEI should not include these students in their Early Statistics return.

Articulated courses

32. Articulated courses are arrangements between HEIs and colleges to ensure that the curriculum and assessment in early studies in the college match the expectations of the HEIs in respect of continuing studies. For example a student studying an HND at a college and progressing to the third year of a degree course at an HEI. Access courses provided by colleges which are designed primarily to prepare mature students for entry to courses provided by HEIs are a form of articulated course.
33. In general an HEI should include only these students in their Early Statistics return when the students are studying at the HEI. However, since 2013-14 SFC has funded more than 4,300 additional places to increase the number of articulating students. As the HEIs receive the funding for these places the students whose places are supported by them should be recorded in the Early Statistics Return. Institutions should count these students in table 1 of the Early Statistics Return and in the Early Access Return.

Joint courses

34. These courses exist where two or more institutions contribute their particular expertise in the joint development and joint delivery of courses. A memorandum of co-operation generally sets out the respective roles and contributions agreed between the various parties. Students undertaking such courses will generally be taught by staff from both institutions and studies will be located in either or both institutions.
35. In general where an institution is making the provision for the entire year(s) of a course then that institution should include the students on the course in their Early Statistics return. Where in any one year of a course the pattern of student attendance is shared between institutions then an institution should include the students in their Early Statistics return when the institution is providing the majority of the provision. Where in any one year of a course the pattern of student attendance is such that there is no clear majority provider then the institution should contact SFC for guidance at **HEdatareturns@sfc.ac.uk**.
36. Institutions collaborating in taught postgraduate provision at an Innovation Centre can agree amongst themselves who counts which of the taught postgraduate students in their Early Statistics returns.

37. The above guidance covers only the forms of collaboration that SFC regards as collaborative courses for funding purposes. This excludes, for example, circumstances such as:

- Institution A provides a course, taught by its staff in accommodation rented from institution B – in this case institution A counts the students.
- Institution A pays for a lecturer from institution B's staff to teach part of an institution A course – in this case institution A counts the students.
- Institution A provides services such as validation for a course taught by institution B – in this case institution B counts the students.

Full cost-recovery courses

38. The Scottish Government regulate the tuition fees for full-time degree and HN courses. Institutions have flexibility in what fee levels they set for other courses. If tuition fees for a course are set at full cost-recovery level then the course is not eligible for funding, see paragraphs 184 to 187. If institutions are in doubt about whether any of their courses are full cost-recovery then they should contact SFC, at HEdatareturns@sfc.ac.uk, to discuss this.

Taught postgraduate provision in Price Group 6

39. In deriving allocations of teaching grant SFC removes an assumed amount of tuition fee income associated with the allocations of funded places from the gross funding obtained from applying the teaching prices to the funded places. In 2017-18 the Scottish Government revised the support arrangements for taught postgraduates. Eligible students can receive a tuition fee loan of up to £5,500 and a living cost loan of up to £4,500. In deriving allocations of teaching grant for 2020-21 SFC therefore assumed that taught postgraduate students would provide institutions with tuition fees of £5,500 per FTE. This excludes funded places for taught postgraduate provision for which an undergraduate fee is received, for example PGDE courses, and the additional taught postgraduate places which SFC have funded at the gross price, i.e. the institutions do not charge a fee to the students whose provision is supported by these places

40. The fee level of £5,500 is higher than the price SFC pays for provision in price group 6 in 2020-21, which is £5,411. This means that SFC would not pay any teaching grant for a funded place for taught postgraduate provision in price group 6. However, this does not imply that TPG provision in price group 6 is not eligible for funding. Provided the standard criteria are satisfied, see section 8, such students can be classified as eligible for funding and counted in the Early Statistics Return.

Section 5: Tables for the Early Statistics Return for 2020-21

Introduction

41. The Early Statistics Return for 2020-21 contains a maximum of eleven tables for institutions to complete (tables 1, 2a/b/c/d, 3, 4a/b, 5 and 6a/b). The main table, table 1, is the only of the tables that every institution has to complete. This table collects information on the FTE numbers of all students eligible for funding and of rest of UK students in the controlled subject areas.
42. Tables 2a to 2d are completed by institutions with Initial Teacher Education provision. Table 2a collects information on all Initial Teacher Education courses, including the new routes courses that have been introduced, while table 2b collects information on each new route. Table 2c collects information on the subjects that PGDE Secondary students are aiming to teach in, while table 2d collects the subjects that students on other new routes Secondary courses are training to teach.
43. Table 3 is completed by institutions with medical and dental schools, while tables 4a and 4b are completed by institutions with Nursing and Midwifery Pre-registration provision. Institutions with four-year Honours nursing courses complete table 4b while institutions with other nursing and midwifery pre-registration courses complete table 4a.
44. Table 5 is a new table which collects information on the fee status of entrants to Paramedic Education courses.
45. Table 6a is completed by those institutions receiving additional funded places for Early Years education. Table 6b is completed by those institutions that were allocated additional places supported by the European Social Fund's Developing Scotland's Workforce programme.
46. This section describes what information is collected in each table. Most of the information relates to students eligible for funding. Section 8 and annex A define what students should be classified as being eligible for funding. Sections 9 to 11 define the categories used for the tables and how to count students in the tables. Where possible, classifications are based on information collected in fields in the Higher Education Statistics Agency (HESA) Student Record, see annex B which is in an accompanying spreadsheet.

Spreadsheet for the Early Statistics Return

47. Each institution will be sent a spreadsheet to complete the Early Statistics Return. This spreadsheet contains a separate worksheet for each table.
48. There is a 'Contents' worksheet at the beginning of the spreadsheet that lists

each of the tables in the Early Statistics Return and indicates which of the tables an institution has to complete. In addition if an institution is not expected to complete a table then the message 'Your Institution Does Not Complete This Table' will appear in red font at the beginning of the worksheet for the table. In each worksheet the cells in which an institution can make an entry have a white background.

49. The information collected in each of the tables will now be described.

Table 1: Students eligible for funding in all subject areas and rest of UK students not eligible for funding in the controlled subject areas, 2020-21

50. The main table of the Early Statistics Return, table 1, is used to collect information on enrolments of all students eligible for funding and of rest of UK students in the controlled subject areas so that SFC can:
- Monitor overall levels of enrolments of students eligible for funding.
 - Monitor use of funded places allocated through the Main Teaching Grant.
 - Monitor adherence to the consolidation policies for the controlled and non-controlled subject areas.

New Routes Initial Teacher Education courses

51. In recent years institutions have introduced alternative and new routes into Initial Teacher Education (ITE) to help contribute towards the need for teachers in priority areas and to help diversify the workforce. The Early Statistics Return collects information on these routes to monitor the use of them and to inform allocations of funded places for these courses. [SFC announcement SFC/AN/03/2020](#) provides information on the intake targets for ITE courses for 2020-21.
52. For the Early Statistics Return the term ‘new routes’ is used to cover both the alternative routes introduced by existing ITE providers and courses introduced by new ITE providers.
53. The subjects categories used for Initial Teacher Education have been revised for the Early Statistics Return for 2020-21 to better reflect the categories used to set the intake targets and allocations of funded places for 2020-21. Annex B, which is in an accompanying spreadsheet, indicates which category each new route should be counted against.

Rest of UK Students Eligible for Funding in the Controlled Subject Areas

54. The consolidation policy for controlled subject areas, unlike that for the non-controlled subject areas, includes RUK students who are not eligible for funding. Therefore table 1 collects the numbers of RUK students not eligible for funding in the controlled subject areas.

Autumn Count

55. As the Early Statistics Return is collected during the session, institutions are asked to return forecasts of their enrolments expected later in the session, i.e. after the reference date for the Early Statistics Return of 1 December. Students who had been in attendance at the institution on or before the reference date

are referred to as being in the 'Autumn count', with other students referred to as being in the 'Forecast' numbers.

56. In recording the FTE student numbers in table 1 institutions must provide separate figures for the Autumn count (columns 1 and 4 for students eligible for funding, and column 10 for rest of UK students not eligible for funding) and for the forecast enrolments (columns 2 and 5 for students eligible for funding, and column 11 for rest of UK students not eligible for funding).

Definition of the Autumn count

57. The Autumn count covers all students who satisfy the various criteria for inclusion, see section 8, and who were either:

- Students at the institution on 1 December 2020, or
- Not students on 1 December 2020, but had enrolled at the institution after 1 August 2020 and:
 - a) Attended for more than five weeks, where length of course is greater than or equal to 20 weeks, or
 - b) Attended for more than a quarter of the length of the course, where length of course is less than 20 weeks.

58. In some cases students may not have finalised the exact content of their year of study on enrolment. In these cases institutions should use their best estimates of the total amount of FTE enrolled for, based on declared intentions and/or previous patterns for the same course. Although these figures contain some estimates they belong in the Autumn count as they relate to students already enrolled. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate the FTE for these enrolments.

Courses which cross academic sessions

59. Institutions should take care to avoid double-counting or omitting FTE numbers when recording students on courses which start part-way through one session and finish part-way through the next. There are several ways of counting these students (except for controlled Nursing and Midwifery Pre-registration students, see paragraphs 112 to 114). It does not matter which method an institution chooses as long as, taken over all the sessions, the FTE of a student on a cross-session course is recorded accurately without omission or double counting.
60. For example, suppose a full-time course runs from January to December 2021. If the institution is counting the full FTE of these students in the forecast enrolments in their Early Statistics Return for 2020-21, then the institution should **not** count any of this FTE in their Early Statistics Return for 2021-22.

When completing the 2021-22 return, the institution would include their forecasts of the students who will take the January to December 2022 run of the course. Hence the institutions' figures for each session would include those on one, and only one, run of the course.

61. Alternatively, the institution might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2021 run of the course might count as, say, 0.67 FTE each in session 2020-21 then 0.33 FTE each in session 2021-22. The institution would then count the students expected on the January to December 2022 run of the course as 0.67 FTE each in session 2021-22 and 0.33 FTE each in session 2022-23, and so on.

Recording students on controlled three-year Nursing and Midwifery Pre-registration courses whose course years span academic sessions

62. To ensure that funded populations for three-year Nursing and Midwifery Pre-registration courses are being derived on the same basis it is necessary to ensure that institutions return information on a comparable basis. The full FTE for a course year should be returned in the session in which the course year starts. See paragraphs 112 to 114 for more details.

Forecast enrolments

Estimating future enrolments in the current session

63. Institutions must, as far as is possible at the time the return is made, estimate the FTE numbers of students expected to enrol between 1 December 2020 and 31 July 2021, and who are expected to remain students for more than five weeks or for more than a quarter of the length of the course in the current session, see paragraph 57.
64. Therefore, in making their forecasts of enrolments later in the session institutions should take account of the number of enrolments after 1 December likely to withdraw shortly after starting a course. Institutions should not reduce their forecast enrolments to allow for students enrolled on 1 December who subsequently end their studies prematurely.

Methods of estimation

65. Forecasts are by their nature subject to some uncertainty. Institutions might base them on the actual FTE numbers of enrolments during the corresponding period of previous years, possibly adjusted for:
 - Material differences from previous years in the numbers or types of courses offered, or
 - Changes in the Autumn enrolments from previous years.

66. For some courses, such as those starting in January, institutions might use the actual number of students they expect will take the course, based upon the acceptances to date. Institutions should prepare and keep a clear note of the methods and calculations they use to estimate forecast enrolments.
67. Institutions should be aware that if the forecast element makes up a notable proportion of the total FTE of a funding cell (defined as a combination of subject area and level of study) and if the actual student numbers turn out to be notably fewer than the forecast amount then SFC may subsequently take action if there are any financial implications.

Early Statistics for 2019-20

68. Columns (14) to (17) of table 1 show the corresponding figures taken from your institution's Early Statistics return for 2019-20, including rest of UK students in the controlled subject areas. Columns (18) to (21) show the percentage differences in the Early Statistics from 2019-20 to 2020-21.
69. As the subject categories used for Initial Teacher Education have been revised for 2020-21 the ITE provision for 2019-20 has been reclassified to count it against the new categories for comparison with the figures entered for 2020-21.

Tables for Controlled Subjects (2a, 2b, 2c, 2d, 3, 4a, 4b, 5)

70. Tables 2a-d, 3, 4a-b and 5 collect further information on students in the controlled subject areas of Medicine, Dentistry, Initial Teacher Education, Nursing and Midwifery Pre-registration and Paramedic Education. This information is collected to inform recommended intakes and allocations of funded places for these courses for future years.

Intakes

71. Tables 2a, 2b, 3, 4a, 4b and 5 collect information on intakes to the controlled subject areas. The Scottish Government's intake targets include rest of UK students.
72. The following SFC announcements contain the intake targets for the controlled subjects for 2020-21:

Medicine

[SFC/AN/04/2020 \(Intake Targets for Medicine 2020-21\)](#)

Dentistry

[SFC/AN/05/2020 \(Intake Targets for Dentistry 2020-21\)](#)

Nursing and Midwifery Pre-registration

[SFC/AN/02/2020 \(Intake Targets for Pre-registration Nursing & Midwifery 2020-21\)](#)

Initial Teacher Education

[SFC/AN/03/2020 \(Intake Targets for Initial Teacher Education 2020-21\)](#)

Paramedic Education

[SFC/AN/09/2020 \(University intakes and funded places for Paramedic Education 2020-21\)](#)

73. The intake covers students who enrol for the course for the first time regardless of the year of the course which they enter. Therefore the intake to a course may differ from the first year FTE. For example, there may be students repeating their first year, or direct entrants to the second year of the course. The intake also includes forecasts of students expected to start later in the session, i.e. a second intake, and students who have transferred from a different course at the same institution.
74. The intake of students eligible for funding relates to those students eligible for funding who enrolled for the course for the first time. If a student started on

the course during the session but did not last long enough to be classified as eligible for funding, see paragraph 57, then the student should not be counted in the intake.

75. The intake of rest of UK students relates to those students paying the deregulated tuition fees applicable to students from the rest of the UK.
76. The intake of international students relates to those students in the intake who were neither eligible for funding nor paying the deregulated tuition fees applicable to rest of UK students.

Table 2a: Initial Teacher Education courses, 2020-21

77. Table 2a collects more detailed information on students on Initial Teacher Education (ITE) courses:

- The FTE numbers of students eligible for funding by course and year of course.
- The FTE number of Scottish-domiciled, rest of UK and other EU students in the intake to each course.
- The headcount of students eligible for funding in the intake to the course able to teach in the Gaelic medium.

See paragraphs 71 to 76 for the definition of intake to the course. Rest of UK students are those paying the deregulated tuition fees.

New Routes Initial Teacher Education courses

78. In recent years institutions have introduced alternative and new routes into Initial Teacher Education (ITE) to help contribute towards the need for teachers in priority areas and to help diversify the workforce. Table 2a collects separate information for these new routes. In this context new routes covers courses put on by new ITE providers as well as alternative routes put on by existing providers.

79. The subjects categories used for Initial Teacher Education have been revised for the Early Statistics Return for 2020-21 to better reflect the categories used to set the intake targets and allocations of funded places for 2020-21. Annex B, which is in an accompanying spreadsheet, indicates which category each new route should be counted against.

Domicile of students in the intakes to Initial Teacher Education courses

80. There is interest in the numbers of Scottish-domiciled students entering ITE courses. To provide information on this the intake of students on ITE courses is collected for Scottish-domiciled, rest of UK and other EU students.

81. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The rest of UK category relates to those students paying the deregulated tuition fees for rest of UK students. Therefore a student domiciled in the rest of the UK who satisfies the criteria for being eligible for funding should be classified as other EU.

Students able to teach in the Gaelic medium

82. Table 2a collects the headcount of students able to teach in the Gaelic medium

in the intakes to PGDE, Undergraduate Primary and Combined Degrees in Education courses. As part of the promotion of Gaelic as a language SFC monitors the number of entrants to these ITE courses who, if they successfully complete their course, will be able to teach in the Gaelic medium. SFC is not seeking information about students who are training to teach Gaelic as a language.

83. A student who will be able to teach in the Gaelic medium is defined as a student who, upon successful completion of the ITE course, is either:
- A native Gaelic speaker, who has retained proficiency in the language, or
 - The holder of a degree in Gaelic, or a degree which includes a substantial component of the Gaelic language, or
 - Otherwise a speaker of the Gaelic language to the above standard.

Table 2b: New Routes Initial Teacher Education Courses, 2020-21

84. Table 2b collects similar information to table 2a but for the specific new routes ITE courses. The new routes cover courses put on by new ITE providers as well as alternative routes put on by existing providers. Annex B, which is in an accompanying spreadsheet, indicates which category each new route should be counted against.

Table 2c: Subjects that Students in the Intake to PGDE Secondary Courses are Training to Teach, 2020-21

85. Table 2 of SFC announcement SFC/AN/03/2020 shows the target intakes for 2020-21 for each Secondary teaching subject, split by institution and course (PGDE and other Secondary courses). To monitor actual intakes for the teaching subjects table 2c collects the teaching subjects for entrants to PGDE Secondary courses, while table 2d collects the subjects that students on other new routes Secondary courses are training to teach.
86. The intake to PGDE Secondary courses includes rest of UK students as well as students eligible for funding.
87. As some students aim for dual subject teaching qualifications, table 2c allows both single and dual teaching subjects to be recorded, including the specific combinations of subjects students are training in. The numbers of students in the intake to PGDE Secondary courses training to teach one subject should be counted against the subject they are training to teach in either column (1) for core routes or column (2) for new routes.
88. The students training to teach two subjects should be recorded in columns (4) to (6) in either the rows relating to core routes or in those relating to new

routes. Columns (4) and (5) record the combinations of teaching subjects. Each cell for entry has a drop down menu that allows the relevant teaching subjects to be selected. The number of students taking each combination of teaching subjects should be entered in column (6).

Table 2d: Subjects that Students Eligible for Funding on Other New Routes Initial Teacher Education Secondary Courses are Training to Teach, 2020-21

89. Table 2d complements table 2c by collecting information on the subjects that the students on other new routes Secondary courses are training to teach. The information is collected by type of new routes Secondary course, which are Other Taught Postgraduate Secondary and Combined Degrees in Education Secondary.
90. For both types of course the teaching subject for both students eligible for funding in the intake and continuing students should be recorded.
91. As some students aim for dual subject teaching qualifications, table 2d allows both single and dual teaching subjects to be recorded, including the specific combinations of subjects students are training in. The teaching subjects for students training to teach one subject should be recorded in either column (1) for Other Taught Postgraduate Secondary or column (10) for Combined Degrees in Education Secondary new routes. The combinations of teaching subjects being taken by students training to teach two subjects should be recorded in columns (5) and (6) for Other Taught Postgraduate Secondary or columns (14) and (15) for Combined Degrees in Education Secondary. Each cell for entry has a drop down menu that allows the relevant teaching subjects to be selected.
92. The FTE number of students eligible for funding in the intake to Other Taught Postgraduate Secondary should be recorded in either column (2), if they are training to teach a single subject, or in column (7), if they are training to teach two subjects. The FTE number of continuing students eligible for funding in Other Taught Postgraduate Secondary should be recorded in either column (3), if they are training to teach a single subject, or in column (8), if they are training to teach two subjects.
93. The FTE number of students eligible for funding in the intake to Combined Degrees in Education Secondary new routes should be recorded in either column (11), if they are training to teach a single subject, or in column (16), if they are training to teach two subjects. The FTE number of continuing students eligible for funding in Other Taught Postgraduate Secondary should be recorded in either column (12), if they are training to teach a single subject, or in column (17), if they are training to teach two subjects.

Table 3: Medicine and Dentistry courses, 2020-21

94. Table 3 collects more detail on students on Medicine and Dentistry courses:

- The FTE number of students in the intake to the course by stage of course (pre-clinical, clinical and the Scottish Graduate Entry Medicine programme) and fee status (students eligible for funding, rest of UK students paying deregulated tuition fees and international students).
- The FTE number of students eligible for funding in the intake to Medicine by domicile (Scotland, other EU) and the FTE number of Scottish-domiciled students in the intake to medicine by entry criteria (from pre-entry medicine course, satisfying widening access criteria, other).
- The FTE number of students by year of course and fee status.
- The FTE number of medical and dental students eligible for funding on intercalating courses.

See paragraphs 71 to 76 for the definition of intake to the course.

Scottish Graduate Entry Medicine (ScotGEM)

95. The Scottish Graduate Entry Medicine (ScotGEM) programme, which is run collaboratively by the Universities of Dundee and St Andrews, started in 2018-19. The first year of this programme is at pre-clinical level while the other three years are at clinical level. A new column has been added to the clinical section of the medicine table to collect the numbers of ScotGEM students in year 3 of the programme in 2020-21.

Scottish-domiciled medical entrants

96. There is a requirement for information on the numbers of Scottish-domiciled entrants to medical schools. This is because, in response to guidance from Ministers and workforce demands, SFC set a minimum intake target for students that are Scottish domiciled and / or from the European Union (EU), for each university. The announcement of the intake targets for Medicine for 2020-21, see paragraph 72, gives further details on this.

97. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The rest of UK category relates to those students paying the deregulated tuition fees for rest of UK students. A student domiciled in the rest of the UK who satisfies the criteria for being eligible for funding should be classified as other EU.

Entry criteria

98. The entry criteria for Scottish-domiciled entrants to medical courses is collected to monitor the use of the additional funded places to widen access to medicine and also to monitor the institutions' progress in widening access to their medical courses.
99. Scottish-domiciled entrants to pre-clinical medicine courses should be split according to the following entry categories:
- Entered via a pre-medical entry programme.
 - Satisfies widening access criteria.
 - Other Scottish-domiciled entrants.
100. The relevant widening access criteria are:
- Students from the 40% most deprived areas of Scotland, see paragraph 145 for more details on the deprived areas.
 - Students from schools in the Schools for Higher Education programme.
 - Students from schools participating in the Access to High Demands Profession programme.
 - Students from a care leaver background.
 - Students who are registered carers.

Year of course for rest of UK students

101. The year of course for rest of UK (RUK) students is collected partly because SFC provides funding to support the places of RUK medical and dental students who pay deregulated tuition fees. RUK students who pay deregulated tuition fees are not eligible for funding. However, the price SFC pays for clinical provision is more than the deregulated tuition fees that institutions charge RUK students. In order to ensure this provision remains viable SFC agreed to compensate the institutions for the difference between the SFC price for clinical provision and an assumed tuition fee for RUK medical and dental students. SFC use the information collected on RUK students to compare the actual enrolments with the numbers of RUK places for which SFC provide additional funding.
102. The second reason for collecting the year of course for RUK students, and also for international students, is that there is increasing policy interest in the numbers of medical and dental students and where they come from. This is partly to ensure that Scottish students are getting sufficient opportunity to study medicine and dentistry, and partly to ensure that there is not excessive

demand for clinical work placements.

International students

103. The international medical students are split into three categories:

- Those from the International Medical University of Malaysia.
- Those on the closed loop programme that are going back to Canada.
- Other international students.

The international medical students are split into these categories as these groups of students spend different lengths of time at the institutions and place different demands on the health service to provide work experience.

Pre-clinical and Clinical

104. The following split of course years to the pre-clinical and clinical stages should be used:

| University / Course Year | Medicine | | Dentistry |
|------------------------------|--------------|-----------------------|--------------|
| | ScotGEM | Other Medical Degrees | |
| St Andrews University | | | |
| First year | Pre-clinical | Pre-clinical | n/a |
| Second year onwards | Clinical | Pre-clinical | n/a |
| Other Universities | | | |
| First year | n/a | Pre-clinical | Pre-clinical |
| Second year | n/a | Pre-clinical | Clinical |
| Third year onwards | Clinical | Clinical | Clinical |

Students on intercalating degrees

105. Institutions should enter the FTE number of students eligible for funding on intercalating degree courses **at their institution** for both medical and dental students. These numbers are **in addition to** the total FTE numbers of students in the pre-clinical and clinical stages of Medicine and Dentistry courses

recorded in the other cells of table 3.

Table 4a: Three-year Nursing and Midwifery Pre-registration Courses, 2020-21

Table 4b: Four-year Nursing and Midwifery Pre-registration Degree Courses, 2020-21

106. Tables 4a and 4b collect information on Nursing and Midwifery Pre-registration courses. Table 4b covers the four-year Honours pre-registration degree courses while table 4a covers the other pre-registration courses. For historical reasons the non-Honours courses are referred to as the 'three-year' nursing and midwifery pre-registration courses, though some of the courses in this category might not actually last three years.

107. Both tables 4a and 4b collect the following information for their specific types of nursing and midwifery pre-registration courses:

- Students eligible for funding and rest of UK students by year of programme.
- Students eligible for funding and rest of UK students in the intake to these courses.

108. Table 4a also collects the information split by level of study and field of practice.

Pre-registration

109. The Nursing and Midwifery Pre-registration courses covered by tables 4a and 4b lead to entry to the Nursing and Midwifery Council's register. The pre-registration courses exclude any provision for students who had previously registered, even if the students are studying in order to re-register.

Rest of UK students

110. The reciprocal arrangements between the Scottish Government and other UK administrations, which allowed students from those areas to access financial support for their Nursing and Midwifery Pre-registration studies, ended for 2017-18. This only affects rest of UK students starting from 2017-18. Continuing rest of UK students who began their Nursing and Midwifery Pre-registration studies prior to 2017-18, and who were already receiving support under the reciprocal arrangements, continue to be supported.

111. Thus rest of UK students who began their Nursing and Midwifery Pre-registration studies prior to 2017-18 remain eligible for funding but rest of UK students starting on these courses from 2017-18 onwards are not eligible for funding. Tables 4a and 4b collect separate information on rest of UK students who started from 2017-18 onwards to allow the overall numbers of

students on these courses to be monitored.

Recording Three-year Nursing and Midwifery Pre-registration students whose course years span academic sessions

112. To ensure that funded populations are derived on the same basis it is necessary to ensure that institutions return enrolment information for these courses on a comparable basis. For this reason institutions are asked to use the same method to return the FTE for students on three-year Nursing and Midwifery pre-registration courses whose course years span academic sessions. The full FTE for a course year should be returned in the Early Statistics Return for the session in which the course year starts.
113. The year of programme should relate to the year that a student commences during the session. Thus for students whose course year spans academic sessions the year of programme should relate to the year that the student starts in the session. The FTE for the full year of the course should be returned for each student. For students starting another course year later in the session, i.e. after the Early Statistics reference date of 1 December, the FTE returned under the relevant year of programme in table 4a should be the full FTE for that course year and not include any FTE relating to the course year which ends earlier in the session.
114. This will mean that students who are on courses that span academic years and who are in their last part year of study should not be counted in the Early Statistics Return. Students should only be counted under the 'Forecast' enrolments in table 1 if they were not studying at the Early Statistics reference date.

Intake to the course

115. The intake covers all students starting their programmes during 2020-21, including forecasts of the numbers of students expected to start later in the session. Students entering year 2 of their programmes via the HNC route should be included in the intake.

Table 5: Students Entering Paramedic Education courses in 2020-21

116. The Scottish Government provided funding for intakes to a new Paramedic Education programme at five universities in 2020-21. Details of the intake targets and associated funding were announced in [SFC announcement SFC/AN/09/2020 \(University intakes and funded places for Paramedic Education 2020-21\)](#).
117. In table 5 you should record the FTE number of entrants who started on the Paramedic Education programme in 2020-21 split by fee status and domicile:
- Scottish domiciled.
 - EU.
 - Rest of UK.
 - International.
118. This information is being collected to monitor the recruitment to these courses.
119. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The rest of UK category relates to those students paying the deregulated tuition fees for rest of UK students. A student domiciled in the rest of the UK who satisfies the criteria for being eligible for funding should be classified as other EU. International students are those neither paying the regulated fees applicable to Scottish and EU students or the deregulated fees applicable to students from the rest of the UK.

Other Tables for the Early Statistics Return

Table 6a: Students Eligible for Funding Entering BA Childhood Practice courses in 2020-21

120. In 2017-18 the Scottish Government started funding additional places for students on BA Childhood Practice courses to enable more childcare workers to be trained in order for the Scottish Government's aims for additional entitlement to free childcare to be met. The Scottish Government is continuing to provide funding for additional places for BA Childhood Practice for 2020-21 for continuing students and entrants. The number of additional funded places and the associated funding for continuing students and entrants was announced in [SFC announcement SFC/AN/19/2020 \(University childcare places AY 2020-21\)](#).
121. In table 6a you should record the FTE number of students eligible for funding who started on BA Childhood Practice courses in 2020-21. This information will be compared with a baseline number of entrants derived from the HESA Student returns for 2012-13 to 2016-17 to inform the number of additional entrants recruited in 2020-21 and hence to inform the number of additional places for entrants that have been filled. The number of additional places for entrants that have been filled will be funded in future years.
122. Students entering the following courses should also be counted in the entrants to the BA Childhood Practice as the additional funded places can be used to support the provision of students on these courses:
- Graduate Diploma in Childhood Practice at the University of the West of Scotland.
 - Postgraduate Diploma in Childhood Practice at the University of Glasgow.
 - Master of Education in Childhood Practice at the Universities of Dundee and Glasgow.

Table 6b: Use of Places Funded by the European Social Fund (ESF)'s Developing Scotland's Workforce Programme, 2020-21

123. Table 6b is for reporting the use of the additional places provided through the European Social Fund (ESF)'s Developing Scotland's Workforce (DSW) programme in 2020-21.
124. You should record the number of additional places (for undergraduates, taught postgraduates and research postgraduates) that have been filled by students eligible for funding on courses eligible under the DSW programme.
125. ESF-funded undergraduate and taught postgraduate student places should be

additional to core SFC-funded student places for 2020-21. ESF-funded research postgraduate student places should be additional to the institution's number of research postgraduate students eligible for funding in 2015-16.

126. You should enter the courses that the students have enrolled on. This is to provide reassurance that the additional funded places are being used to support the provision for which they were allocated, in line with the ESF eligibility requirements under the DSW programme.
127. The students whose places are funded by ESF are to be considered eligible for funding and therefore included in table 1 of the Early Statistics Return.

Comparing Enrolments with Funded Places and Consolidation Numbers and Comparing Intakes with the Intake Targets for the Controlled Subjects, 2020-21

128. The worksheet 'Comparisons with Targets' on the spreadsheet for completing the Early Statistics Return contains the following comparisons of actual enrolments and intakes with targets:
 - The numbers of students eligible for funding in the individual controlled subject areas compared to funded places.
 - The numbers of taught postgraduate and undergraduate students eligible for funding in the non-controlled subject areas compared to funded places.
 - The numbers of students compared to the consolidation student numbers for the controlled and non-controlled subject areas.
 - The actual intakes compared to the target intakes for the controlled subjects.
129. These comparisons are shown for information purposes as some of the standard conditions of grant are not applicable for 2020-21 as a result of the revisions to the SQA results. These revisions led to the Scottish Government making a commitment that there would be provision for enough places in universities and colleges to ensure that no one lost out on a place they would otherwise have been awarded had it not been for the revisions. Additional funded places will be allocated to institutions to enable this commitment to be met.
130. This commitment has meant that the Scottish Government's consolidation policy has been removed for AY 2020-21 so that there will be no financial penalty for over-recruitment of full-time Scottish/EU undergraduate students. Also the cap on Scottish, EU and rest of UK students for the controlled subjects will be removed to allow all students who have met their conditional offers to take up their places.
131. Further information on the additional places to be awarded following the

revisions to the SQA results can be found in SFC announcement [SFC/AN/14/2020 \(Additional university places in 2020-21 following 2020 SQA results\)](#).

132. The student numbers in these tables are populated automatically using figures entered in tables 1, 2a, 3, 4a and 4b. The following tables in the background information on the allocations of funding for 2020-21 contain the funded places and consolidation student numbers for 2020-21:

| Table | Contents |
|--------------|---|
| A2a | Non-controlled funded student places AY 2020-21 |
| A2d | All controlled student places for AY 2020-21 |
| C2a | Consolidation student numbers for non-controlled subject areas for AY 2020-21 |
| C2b | Consolidation student numbers for controlled subject areas for AY 2020-21 |

These [tables are available on SFC's website](#).

133. In addition the additional funded places for Childcare and Paramedic Education are also included in these tables. These places were announced in SFC announcements [SFC/AN/19/2020](#) and [SFC/AN/09/2020](#) respectively, which are available on the SFC website.
134. Links to the SFC announcements containing the intake targets for the controlled subjects for 2020-21 are shown in paragraph 72.

Section 6: Early Access Return for 2020-21

Introduction

135. The Early Access Return continues to be used to collect in-year information on the numbers of undergraduate entrants from the most deprived areas. This Return provides an early update on progress towards targets set by the Commission on Widening Access (CoWA) and on Outcome Agreement measures.
136. The Chief Executive's letter to the sector of 6 April 2020 stated that SFC had paused work on access threshold data. Therefore the Early Access Return for 2020-21 will not collect information on access thresholds. The [letter from the Chief Executive to the sector](#) is available on the SFC website.

Early Access Return

137. The Early Access Return collects the number of Scottish-domiciled undergraduate entrants from the most deprived areas and the total number of Scottish-domiciled undergraduate entrants in 2020-21. This information is split by:
- Actual and forecast numbers of entrants.
 - Entrants from the 20% and from the 40% most deprived areas.
 - Entrants from degree and other undergraduate courses.
 - Entrants to full-time and part-time courses.
138. This information will be used to monitor progress against CoWA targets, in particular the target that by 2021 at least 10% of full-time first degree entrants to every individual Scottish university should be from the 20% most deprived areas, and to monitor progress against Outcome Agreement measures.
139. Paragraphs 140 to 154 define the categories used for the tables for the Early Access Return.

Definitions for Early Access Return

Entrant

140. An entrant is someone who started on their current programme of studies during the session. The 'Date of Commencement' field (COMDATE) in the HESA Individual Student returns will be recorded as being 1 August 2020 or later for entrants.

Undergraduate

141. For the Early Access Return the information is collected separately for entrants to degree courses and for entrants to all undergraduate courses. The definition of an undergraduate used for this return is the same as that used for Outcome Agreement measures, that is a student aiming for either a first degree or an HNC/HND/Diploma/Certificate of Higher Education.

142. In terms of the 'General Qualification Aim of Course' field (COURSEAIM) in the HESA Student Record the values covered by this return are:

Degree: H00, H11, H16, H18, H22, H23, H50, I00, I11, I16, M22, M26, M28

Other Undergraduate: C20, C30, J20, J26, J30

Deprivation Status

143. The deprivation status is the same as used for the Outcome Agreement measures and therefore based on the Scottish Index of Multiple Deprivation (SIMD) 2016. The postcode of a Scottish-domiciled student should be matched to a datazone and then to a SIMD rank.

144. SFC divides the SIMD 2016 ranks into quintiles, with each quintile containing 20% of the data zones. The most deprived quintile is defined to be MD20, while MD40 is defined to be the areas covered by the two most deprived quintiles.

145. The following table details the SIMD 2016 ranks contained in each SFC quintile:

| SFC Deprivation Quintile | SIMD 2016 Datazone Rank | |
|------------------------------------|--------------------------------|-----------|
| | From | To |
| 1 - 20% most deprived (MD20) | 1 | 1,395 |
| 2 | 1,396 | 2,790 |
| 3 | 2,791 | 4,185 |
| 4 | 4,186 | 5,580 |
| 5 - 20% least deprived | 5,581 | 6,976 |
| 1 and 2 - 40% most deprived (MD40) | 1 | 2,790 |

146. The Early Access Return collects the numbers of undergraduate entrants from SFC deprivation quintiles 1 and 2, with the numbers of students from the 40%

most deprived areas being calculated automatically from the numbers from the first and second quintiles.

Mode of Study

147. The Early Access Return asks institutions to split their Scottish-domiciled undergraduate entrants from the 20 and 40 per cent most deprived areas into those studying full-time and those studying part-time. This information allows SFC to monitor how students from deprived backgrounds are accessing higher education.
148. A full-time course involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as being part-time. Any course that does not satisfy the definition for being full-time is classified as being part-time.
149. Institutions should record their actual numbers of Scottish-domiciled full-time undergraduate entrants in column (1) and their forecast numbers of full-time entrants in column (2). Similarly, institutions should record their actual numbers of Scottish-domiciled part-time undergraduate entrants in column (4) and their forecast numbers of part-time entrants in column (5).

Actual and Forecast Student Numbers

150. Institutions have to include forecasts of Scottish-domiciled undergraduate entrants later in the session as well as actual enrolments up to 1 December 2020.
151. Any undergraduate entrant who has been in attendance at the institution on or before 1 December 2020 is classified as an **actual** enrolment and counted in either column (1) or column (4) of table 1 depending on their mode of study.
152. Institutions should count under **forecast** enrolments their numbers of Scottish-domiciled undergraduate entrants expected to start after 1 December 2020. Forecast enrolments should be entered in either column (2) or column (5) of the table depending on the mode of study.
153. These estimates will obviously be subject to some uncertainty. Institutions might base these on levels of recruitment in previous years adjusted to take account of any changes in recruitment up to this point of the session and the likely success of any initiatives used to increase the numbers of students from the most deprived areas.
154. Associate students starting their studies at a Further Education college and whose places are supported by the additional places funded by SFC to increase

levels of articulation should be included. These students will be returned in the institution's Student returns to HESA under code '5' for the 'Articulation' field (ARTICLN).

Contact and Return Date

155. Any questions or issues relating to the Early Access Return should be emailed to **HEdatareturns@sfc.ac.uk**.
156. Institutions should return their completed Early Access return, along with their Early Statistics return and the update to their In-year Student Numbers Collection, by **Friday 18 December 2020**. The completed spreadsheet should be emailed to the address in the paragraph above.

Section 7: Update to In-year Student Numbers Collection

Introduction

157. SFC started collecting in-year student numbers for 2020-21 from institutions in early October. The purpose of these collections was to be able to inform Scottish Ministers, Public Health Scotland and Scottish Government Departments about student numbers for 2020-21 given the uncertainty about the effect that the COVID-19 pandemic would have on student numbers. These student number collections were requested in [SFC Call for Information SFC/CI/08/2020 \(Additional AY 2020-21 student number collection \(university sector\)\)](#), which is available on the SFC website.
158. SFC emailed the sector on 18 November to say that they were only required to make the collection due by 20 November if there had been a significant change in their student numbers since the previous collection but that a further update would be collected along with the Early Statistics Return.
159. The sector was also informed that the December update would also collect information on the numbers of students who had either withdrawn from their courses or suspended their studies. This information is being collected to get an indication of how the current circumstances have affected the levels of students deciding to either leave their courses or take a break in their studies.

Differences from previous In-year Student Number Collections

160. This update differs from the previous in-year student number collections in that it requires the numbers of students who have either withdrawn from their studies or suspended their studies to be provided. However this update does not require the numbers of students 'currently at the institution' and full-time students to be split into entrants and continuing students.

Students who have commenced study with the institution in 2020-21

161. Institutions should return the latest figures for the number of students who have so far commenced study with the institution in 2020-21. The definition of a student who has commenced study is one who has:
- Physically attended a lecture or class, or
 - Accessed course material online, or
 - Taken part in an induction session or participated in a Freshers' week, including online.
162. Students who have been studying online from overseas should only be counted if they are on a course which would have required attendance at the institution

prior to the COVID-19 pandemic. In particular students should only be counted if a record will be required to be returned for them in the HESA Student Record. Students who would be counted in HESA's Aggregate Offshore Record should not be counted in this collection.

163. If a student started to study with the institution and then withdrew from their course or suspended their studies then they should be included in the numbers of students who have so far commenced study with the institution.
164. If a student is expected to continue their studies from a previous academic session but has not yet started on their studies in this academic session then they should not be counted.
165. Forecasts of enrolments later in the academic session should not be included in this collection.

Students who have withdrawn from their courses or suspended their studies

166. Institutions should return the numbers of students who having commenced study have now either withdrawn from their courses or suspended their studies. If a student suspended their studies but has since restarted on their course then they should not be counted.
167. If a student's course has finished then the student should not be counted as withdrawn. This would be the case if the formal teaching part of a course had finished but the student still had assignment(s) to complete or to sit final examinations to achieve their qualification.

Categories Used for this update of the In-year Student Numbers Collection

168. For this update of the In-year Students Numbers Collection the numbers of students who have commenced study so far and the numbers of those who have either withdrawn from their courses or suspended their studies are split by the following factors:
 - Domicile.
 - Mode of Study.
 - Level of Study.
 - Subject areas.
169. The categories used for these factors are now described.

Domicile

170. Students are split into the following domicile categories:

- Scotland.
- Rest of UK.
- EU.
- Overseas.

171. This is based on the student's permanent home residence prior to starting their course, as used for the 'Domicile' field in the HESA Student Return.

Mode of Study

172. A full-time course involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as being part-time. Any course that does not satisfy the definition for being full-time is classified as being part-time.

Level of Study

173. Annex B, in the accompanying spreadsheet, shows how the level of study for the In-year Student Numbers collections are defined in terms of the 'General Qualification Aim of Course' (COURSEAIM) field in the HESA Student Return.

Subject Areas

174. Annex B, in the accompanying spreadsheet, shows how the subject areas for the In-year Student Numbers collections are defined in terms of the 'Subject of Course' (SBJCA) and 'General Qualification Aim of Course' (COURSEAIM) fields in the HESA Student Return.

Contact and Return Date

175. Any questions or issues relating to the In-year Student Numbers Collection should be emailed to **HEdatareturns@sfc.ac.uk**.

176. Institutions should return their completed update to the In-year Student Numbers Collection, along with their Early Statistics and Early Access returns, by **Friday 18 December 2020**. The completed spreadsheet should be emailed to the address in the paragraph above.

Section 8: Counting and Classifying Students and Courses in the Early Statistics Return

Students and courses counted in the return

177. Inclusion in the Early Statistics Return depends upon the characteristics of the student and of the course. In general the student must be a student eligible for SFC funding, attending a course eligible for SFC funding.
178. Annex B, in the accompanying spreadsheet, indicates the relevant fields in the HESA Student Record that relate to some of the criteria for eligibility for funding.

Summary of courses that are not eligible for funding

179. The following types of course are not eligible for funding:
- Course classified as Continuing Professional Development.
 - Other 'cost-recovery' course.
 - Other publicly-funded course.
 - Course funded by private sources and 'closed' to general applicants.
 - Non-credit-bearing course, except research postgraduate provision, or summer schools or access courses where successful completion guarantees a place on a course at higher education level.
 - Activity below SCQF level 7.

Summary of students eligible for funding

180. The following characteristics of the student mean the student can be eligible for funding:
- Students paying 'Scottish' tuition fee levels.
 - Exchange students - inward or outward, consistently across all enrolments.
 - Outgoing exchange students who are only away for part of the year for that part of the year in which they attend the institution - if an institution counts incoming exchange students.
 - Students on courses where 'Scottish' fees do not apply but resident in Scotland or EU.
 - Students attending access courses or summer schools where successful completion guarantees a place on a course at higher education level.

- Swiss migrant workers.
- British Overseas Territories.
- Non-UK EC national or EU overseas territories nationals.

Summary of students not eligible for funding

181. Even if the course is eligible for funding the following types of student are not eligible for funding:

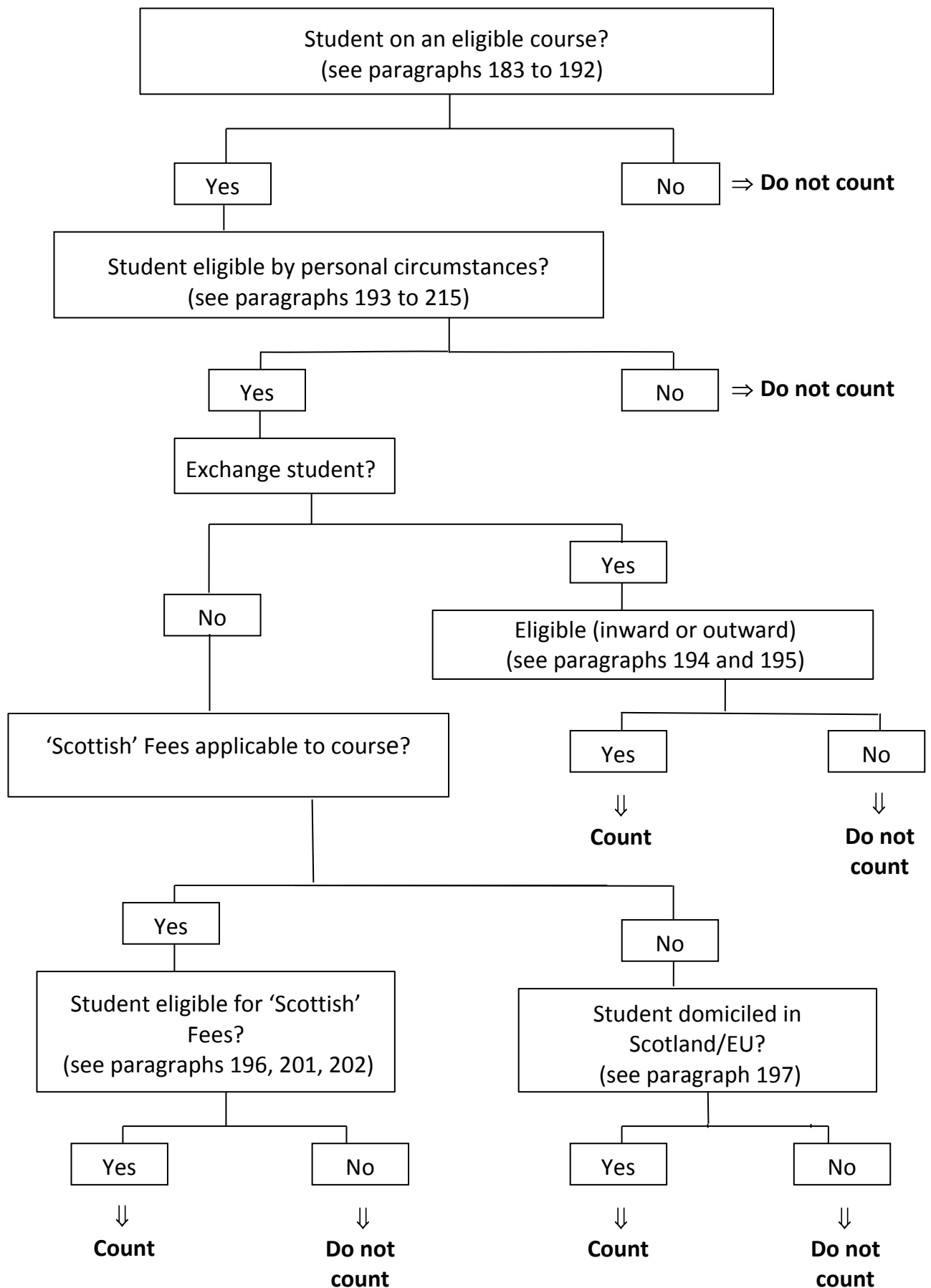
- Students assessed as not eligible to pay 'Scottish' tuition fee levels.
- Rest of UK students on taught postgraduate courses.
- Students whose fees are at 'cost-recovery' level.
- Students taking a place funded by private sources, if places are 'closed' to other applicants.
- Students taking a place funded wholly or partly from public sources other than SFC.
- Students on sabbatical years or not in attendance for other reasons.
- Students withdrawing from courses after a short time, generally less than five weeks.
- Intercalating medical or dental students at other institutions.
- Students on a part-time course beyond the normal duration.
- Students of other institutions, e.g. on an articulated or a franchised course, with the exception of students whose places are supported by the additional funded places provided by SFC for articulation.
- Students studying for the whole of their course outwith Scotland, unless they are prisoners who are ordinarily resident in Scotland but having to serve their sentences elsewhere in the UK.
- Students spending an optional year away from the institution, unless on a sandwich placement year or, in some cases, on study abroad.
- Postgraduate students who have completed the work of the course, but have yet to complete the requirements for the award.
- Students assessed or examined in the year but making no additional demands on their teaching departments.

- Graduates or members of staff of the institution who are studying for higher doctorate level qualifications or professional qualifications, involving little or no academic input from the institution.

Flowchart of student eligibility for funding

182. The following flowchart (overleaf) summarises eligibility criteria. Note that, in particular cases, some students who satisfy these criteria may still be excluded from the return. This may be because of the rules governing different modes of provision, see section 10 and the guidance on the Autumn count and forecast enrolments later in the session, see paragraphs 55 to 67.

Flowchart showing student eligibility for funding



Courses not eligible for funding

183. Students on the following types of course are not eligible for funding.

Full cost and cost-recovery courses

184. Courses which are full cost-recovery are not eligible for funding. That is courses for which the income from the students' fees plus any funding from any sources other than SFC is intended to cover the costs of provision. The costs are to include an appropriate share of the institution's overheads, e.g. administration, buildings, heating, etc. Most of these courses fall into one of the following three categories:

- a) Continuing Professional Development.
- b) Other cost-recovery courses.
- c) Other publicly-funded courses.

Continuing Professional Development (CPD)

185. [Circular letter SFC/16/2011](#) described the arrangements for reporting of knowledge exchange activity and outcomes. Pages 15-17 of this letter define and provide information on CPD provision.

186. If the income for a course should be returned under the CPD category in the reporting of knowledge exchange outcomes then the students on that course should not counted in the Early Statistics Return.

Other cost-recovery courses

187. These are full cost-recovery courses which, because their aim is not to develop the employment-related skills of the students, do not fall into the CPD category.

Other publicly-funded courses

188. Courses funded wholly or partly from public sources other than the main formula-based grants provided by SFC. Examples of such courses would be Graduate Apprenticeships funded by Skills Development Scotland and in-service teacher education courses funded by education authorities.

Closed courses

189. Courses or teaching provision funded from private sources and 'closed' to general applicants, i.e. not open to all suitably qualified candidates, are not eligible for funding. Examples of this type of provision would be a course financed by a company solely for its employees.

Non-credit-bearing courses

190. Courses for taught postgraduates and undergraduates that are not credit-bearing are not eligible for funding, unless they are access courses or summer schools where successful completion guarantees a place on a course at higher education level.

Activity below Scottish Credit and Qualifications Framework (SCQF) level 7

191. Courses for activity below SCQF level 7 are not eligible for funding unless this forms part of an access course. Student activity related to modules or other learning activity graded below SCQF level 7 should only be considered eligible for funding where it forms part of an access course, that is, a course which is designed to prepare students who do not have standard entry qualifications for higher education courses.
192. Courses such as stand-alone non-advanced European Computer Driving Licence (ECDL) may not be considered access courses save in exceptional circumstances. If an institution is in any doubt about whether a course containing activity below SCQF level 7 can be considered an access course then they should contact SFC, at HEdatareturns@sfc.ac.uk, for a decision. No other activity graded below SCQF level 7 should be considered eligible for funding.

Students eligible for funding

193. If a student is on a course that is eligible for funding then the following paragraphs indicate what characteristics of the student enable him/her to be classified as being eligible for funding.

Exchange students

194. In general institutions can classify **either** incoming **or** outgoing exchange students as being eligible for funding, but not both. However, if an institution that classifies incoming exchange students has outgoing exchange students who are only away for part of the year then they can count these students for the time spent at the institution.

195. Institutions must be consistent across all subject areas in classifying either incoming or outgoing exchange students as being eligible for funding, i.e. institutions should not count incoming students in some subject areas and outgoing students in others. To keep year to year comparisons valid, institutions must obtain SFC's agreement before changing the method of counting. Requests to change the method of counting should be sent to **HEdatareturns@sfc.ac.uk**.

Students paying 'Scottish' tuition fees

196. Students who have been assessed as eligible to pay the tuition fee level applicable to Scottish students ('Scottish' fees) can be classified as eligible for funding. However, rest of UK taught postgraduate students paying the same fees as Scottish students are not eligible for funding.

Students domiciled in Scotland and the EU

197. If the concept of 'Scottish' fees does not apply e.g. courses provided in part-time mode, then students domiciled in Scotland and the EU can be classified as eligible for funding. Students from the Channel Islands and the Isle of Man are not eligible for funding.

Access courses and summer schools

198. Students attending access courses and summer schools where successful completion guarantees a place on a course at higher education level can be classified as eligible for funding.

Other students eligible for funding

199. Annex A contains information on the criteria for the following types of student to be eligible for funding:

- Swiss migrant workers.
- British Overseas Territories.
- Non-UK EC national or EU overseas territories nationals.

Students not eligible for funding

200. As well as those students whose courses are not eligible for funding, students with the following characteristics cannot be classified as being eligible for funding.

Students assessed as not eligible to pay 'Scottish fees'

201. Students who are assessed as not being eligible to pay the same tuition fee level as Scottish students cannot be classified as being eligible for funding. This means students who pay the deregulated tuition fees introduced for rest of UK students in 2012-13 are not eligible for funding. Also students paying tuition fees that are more than the standard fee level for full-time degree and HN students are not eligible for funding.
202. Rest of UK taught postgraduate students are not eligible for funding, even if they are paying the same tuition fees as Scottish students. However, rest of UK research postgraduate students can be eligible for funding.
203. Scottish or EU students who are paying fees set at a 'cost-recovery' level are not eligible for funding. For example, some Scottish or EU students will pay tuition fees equivalent to those paid by students from outwith the EU.
204. Students whose places are funded by private sources are not eligible for funding if the places are 'closed' to other suitably qualified applicants.
205. Students whose places are funded wholly or partly from public sources other than SFC are not eligible for funding. These are students for whom an institution receives funding from other public sources that is more per FTE than the standard tuition fee. This relates to the funding of the **place** rather than to the payment of tuition fees. For example, if a Local Enterprise Company pays more than the normal tuition fee for some students then these students are not eligible for funding. However, if the LEC pays a standard tuition fee for some students then the students could be eligible for funding.
206. Students who are on a sabbatical year, or who are not in attendance for other reasons are not eligible for funding.
207. An institution cannot count an intercalating medical or dental student in its Early Statistics return if the student is taking his/her intercalated degree at another institution.

208. In general an institution cannot return students of other institutions, whether in Scotland or not, such as those taking articulated courses, or franchised courses, or courses which are validated, but not taught, by the institution. One exception to this is that institutions should include the students whose places are supported by the additional funded places provided for articulation. These students should be counted in the Early Statistics Return even though they will be studying at a college for the first one or two years of their courses. Also institutions collaborating in an Innovation Centre should agree amongst themselves which institutions count which of the taught postgraduate students in their Early Statistics returns.

Students studying outwith Scotland

209. Students studying for the **whole** of their course outwith Scotland are not eligible for funding. This is the case even if an institution sends some of its staff from Scotland to teach the students. An exception to this is if a prisoner who is ordinarily resident in Scotland but is having to serve his/her sentence elsewhere in the UK enrolls on a distance learning course with a Scottish institution.

210. If a student who is studying outside Scotland has to attend the institution for part of his/her course then the student has to spend eight consecutive course weeks at the institution in order to be able to be classified as eligible for funding. If the period of eight weeks or more is an optional part of the programme then the student will be eligible for funding only if he/she actually attends the institution for this length of time. In addition the student will only be eligible for funding from the reporting year in which he/she comes to Scotland onwards.

211. If a student is not classified as being eligible for funding because he or she is expected to be studying outside Scotland for the whole of his/her programme but then subsequently moves to Scotland then he/she can be classified as being eligible for funding after he/she has moved.

212. Postgraduate students who have completed the work of the course and are making no significant demand on their institutions' resources but have yet to complete the requirements for the award are not eligible for funding.

213. Students who are only being assessed or examined this year and are making no additional demands on their institutions are not eligible for funding. This would include, for example, PhD students who have submitted their theses but have not yet taken their viva voce examinations, or students resitting assessments or examinations without attending their institutions.

214. Graduates of an institution and members of an institution's staff who are working towards higher doctorate level qualifications (e.g. DSc, DLitt, etc.), or professional qualifications, in cases involving little or no academic input from

the institution are not eligible for funding.

215. The following categories of student are also not eligible for funding. There is further information on these types of student elsewhere in these notes of guidance:

- Students who withdraw from courses after a short period of time, generally less than five weeks, see paragraph 57.
- Students enrolled on a part-time course beyond the normal duration of the course, see paragraphs 239 and 240.
- Students spending an optional year away from the institution, unless they are either on an optional sandwich placement year, see paragraph 233, or on an optional year's study abroad involving significant academic input from the institution and SFC agrees to their inclusion in this return, see paragraphs 236 and 237.

Section 9: Levels of Study for the Early Statistics Return

216. Student numbers can be classed by level of provision into four general categories in the return (research postgraduate, taught postgraduate, taught postgraduate with undergraduate fees and undergraduate), and these are described below.
217. Annex B, in the accompanying spreadsheet, describes how the 'General qualification aim of course' (COURSEAIM) field in the HESA Student Record is used to define the different levels of study.

Research postgraduate

218. This category covers postgraduates who are mainly engaged in research, whether or not they receive some formal teaching. In some institutions students enrolled for research degrees take some taught elements, such as courses in research methods. Institutions should return these students as research postgraduates.
219. Provision coded as 'M01' ('Taught master's degree designed specifically as a training in research methods and intended as a preparation for advanced supervised research') in the 'General qualification aim of course' (COURSEAIM) field in the HESA Student returns is classified as research postgraduate provision for the Early Statistics Return. HESA classify this provision as being at taught postgraduate level for their uses of the Student data.

Taught postgraduate

220. This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.
221. Many Masters courses include an extensive taught element, followed by an individual project or dissertation. Notwithstanding this element of individual project work, institutions should return students on these courses as being taught postgraduates.

Taught postgraduate (undergraduate fees)

222. Provision within the Education and Built Environment subject areas include postgraduate courses funded on the basis that the tuition fees are at the same rate as for undergraduate students. Enrolments on these courses are described as taught postgraduate (undergraduate fees).
223. In the Education subject areas these are PGDE courses and some in-service and TQ(FE) courses, and in the Built Environment subject areas they are mainly

architecture courses.

Undergraduate

- 224. This category covers all those students, other than postgraduates, eligible for inclusion in the Early Statistics Return.
- 225. This includes students taking undergraduate degrees, diplomas and certificates, HNDs, HNCs and other HE level courses not at postgraduate level.

Section 10: Modes of Study and FTE Conversion Factors for the Early Statistics Return

226. Paragraphs 230 to 243 define and explain the modes of study used in table 1.
227. Paragraph 244 contains a table that explains how to calculate the FTE conversion factors for full-time and sandwich courses. Paragraphs 245 to 250 explain the calculation of FTE for part-time modes of study.
228. Paragraph 254 indicates the normal duration and credit rating of the majority of full-time higher education provision at Scottish HEIs, for use in deriving the FTE conversion factors for part-time courses.
229. Annex B, in the accompanying spreadsheet, indicates the fields in the HESA Student Record that are used to define the modes of study.

Full-time and sandwich courses

230. A full-time course, or research study, involves the student in an average of at least 21 hours study a week, including private study, for periods of more than 24 weeks per year or, in the final year, for 24 weeks or less if the earlier years met the definition of full-time. A short full-time course with an overall course length of 24 weeks or less is classed as part-time, see paragraph 242.

'Thick' sandwich courses

231. 'Thick' sandwich courses are full-time courses for which an obligatory placement causes **continuous** non-attendance for at least one academic year.

Courses with an obligatory year of study away

232. Many language courses, for example, will have a compulsory year abroad, and architecture courses will have a practical study year away from the institution.

An optional sandwich placement of at least one academic year

233. Some full-time courses have an optional sandwich placement of one academic year. In the earlier years of the course institutions might not know how many placements will be available, or how many students will choose to take up the placement.

A sandwich placement of less than one academic year

234. Treat full-time courses with a work placement of **less** than one academic year as full-time courses as in paragraph 244 for the calculation of FTE, unless the programme contains more than one such placement, see paragraph 235.

More than one placement of less than one academic year, with the combined length of the placements being at least one academic year

235. Some courses have more than one placement. If the combined length of the placements is the equivalent of at least one academic year then, for the purposes of assigning FTEs only, the course is treated similarly to a course with one placement lasting at least an academic year, see table in paragraph 244.

An optional year's study abroad

236. Some full-time courses involve an optional year's study abroad, which may count towards the qualification awarded by an institution. For example, a degree course in engineering with French might give students the option of a year studying engineering at a French university, to count towards the degree awarded by the institution.

237. An institution should only count students who are on this type of year abroad in their Early Statistics return if the institution has a significant academic input to the year abroad. Institutions must obtain SFC's agreement before including any of these students in their Early Statistics return. Requests to include students on an optional year's study abroad should be sent to **HEdatareturns@sfc.ac.uk**.

Part-time courses

Types of part-time course

238. The Early Statistics Return does not require separate counts of students on structured part-time courses and students on other part-time courses. However, in deciding whether a part-time student is eligible for funding consideration has to be given as to whether or not the student is on a structured part-time course. A student on a structured part-time course who has been studying for longer than the normal duration of the course is not eligible for funding.

Structured part-time courses

239. Structured part-time provision covers all part-time courses for which students follow a **structured** programme of study, leading to a qualification in a subject that can be obtained by taking a full-time course, whether or not the reporting institution offers this type of full-time course. It is likely to include day release, block release, evening and distance learning courses.

240. A structured part-time programme of study is one with pre-set pathway(s) leading to the award. These specify the duration of the course and what students must do each year in order to progress normally into the next year and, within the specified timescale, obtain the qualification. If a student is

studying beyond the normal duration of the structured part-time course that student is not eligible for funding.

241. If there is no 'normal' duration for a part-time course or no 'normal' pathway(s) to obtaining the qualification, the course is not a structured part-time course.
242. There are two further types of provision that are classified as structured part-time:
 - Short full-time. Students on full-time courses with an overall duration of 24 weeks or less.
 - Postgraduate students still engaged in the work of the course, and supervised, but working away from the institution.

Other part-time courses

243. Other part-time provision covers all the part-time students eligible for inclusion in the return and not enrolled on structured part-time courses. It is likely that the majority of other part-time students would be either:
 - Students on part-time courses which do not lead to a qualification in the same subject that can be obtained by taking a full-time course, or
 - Students on part-time courses not involving a **structured** programme of study, including cases where students take a small number of individual modules, but not as part of a structured programme of study. For example, students taking various Higher National units on an individual basis in order to obtain an HNC or an HND after different and unpredictable numbers of years, or
 - Students who were formerly studying full-time but have returned to study part-time to repeat classes they failed in the previous year. Institutions should not include students who are only being assessed or examined this year and are, therefore, making no additional demands on the teaching departments.

FTE conversion factors by mode of study

FTE conversion factors for full-time and sandwich courses (see paragraphs 230 to 237)

244. The normal conversion factors for full-time courses are shown in the table below:

| Full-time Category | FTE Conversion Factor |
|--|--|
| For all student years | FTE = 1.0 - except as below: |
| 'Thick sandwich' course | FTE = 0.9 for all years; |
| Obligatory year away | FTE = 0.5 for the year away; |
| Optional one year placement | FTE = 0.5 for the placement year; |
| More than one work placement lasting less than one academic year, with the combined length of the work placements being at least one academic year | FTE = 0.5 for the total time spent away from the institution |
| Optional year study abroad | FTE = 0 unless agreed with SFC; And |
| Short final year | FTE = length of year / length of earlier years. |

FTE conversion factors for part-time courses (see paragraphs 238 to 243)

245. Where possible, the FTE for a part-time student should be based on the proportion of credits enrolled compared to an equivalent full-time course. For courses where there is no equivalent full-time course standard credit values should be used to calculate the FTE, see paragraph 254.
246. Short full-time courses (courses of 24 weeks or less) are classified as part-time. The FTEs for students on short full-time courses should also be returned using the direct proportion of credits enrolled for compared to an equivalent full-time course. However institutions can use the proportion of the academic year in attendance to derive the FTE for short full-time students if it is not possible to use credits to do so.
247. Eligible students studying part-time for one year to convert a postgraduate

diploma to a Masters should be returned as 0.333 FTE in the Early Statistics Return.

248. For non-credit bearing activity that is eligible for funding (such as summer schools, access courses and research postgraduate provision) part-time FTEs should be returned on the following basis:

- In cases where there are other measures of credit for the course units, if one full-time year would normally consist of n such units, calculate the FTE as $1/n$ for each unit for which students are enrolled, or
- Where no measures of credit rating are available, institutions should derive the FTE using their assessment of the student hours involved relative to the normal study load of a full-time student

249. There are two exceptions to the calculation of part-time FTEs:

- Postgraduate students still engaged in the work of the course, and supervised but working away from their institution attract 0.5 FTE, and.
- Students studying beyond the normal duration of a structured part-time course are not eligible for funding.

250. For example, a student is studying part-time for a first degree and is studying for 40 credits during the session. A student studying full-time for a degree would normally study for 120 credits in a session. Thus the FTE to be returned for the part-time student would be $40/120$ or 0.333. No FTE should be returned for a student who has been studying on a structured part-time course for longer than the normal duration of the course.

Non-standard FTE conversion factors

251. The full-time equivalent (FTE) conversion factors normally used will be those shown in paragraphs 244 to 250 above, but occasionally an institution may need to use a non-standard FTE conversion factor to ensure fair treatment. For example:

- A conversion factor greater than 1 may be right for an intensive full-time course that leads to a qualification in fewer years than normal.
- If an institution runs collaborative courses, it might be that the normal FTE conversion factors would not accurately reflect the proportion of attendance at the institution.

252. If an institution wishes to use a non-standard FTE conversion factor, the institution should contact SFC with the details as soon as possible and certainly before finalising their Early Statistics Return. Requests to use a non-standard FTE conversion factor should be sent to HEdatareturns@sfc.ac.uk. Before

agreeing the use of a non-standard FTE conversion factor with SFC, an institution should use the standard FTE conversion factor when filling in the return. Institutions should not request non-standard FTE conversion factors for courses which SFC has previously considered, unless there has been a change in the mode of study.

253. Institutions should use an agreed non-standard FTE conversion factor where pre-planned changes in the characteristics of a **course (*)** will take place during the session which will affect the students taking the course. For example, if an institution knows in advance that:

- (a) A sandwich course will have a 'short' final year, lasting say 10 weeks.
- (b) A course will change from full-time to part-time after half the session.

In these examples, (a) might require an FTE of 0.33 and (b) a factor of 0.75. The precise values would depend upon what the institution considers most realistic, given the circumstances of the particular courses involved.

(*) These adjustments are only for pre-planned changes in the characteristics of a **course**. For example, the prospectus or course documentation may specify that during the session the mode of study will change from full-time to part-time. Institutions need not attempt to identify individual students whose mode of study is expected to change during the academic session.

Normal duration and credit rating by type of course

254. The list below indicates the normal duration and credit rating of the bulk of full-time higher education provision at Scottish HEIs.

| Type of course | Normal duration | Credits for whole course |
|----------------------|-----------------|--------------------------|
| HNC | 1 year | 120 |
| Certificate of HE | 1 year | 120 |
| HND | 2 years | 240 |
| Diploma of HE | 2 years | 240 |
| Ordinary degree | 3 years | 360 |
| Honours degree | 4 years | 480 |
| Graduate certificate | 1 year max. | 60-90 |
| Graduate diploma | 1 year | 120 |

| | | |
|--------------------------|-------------|--------|
| Postgraduate certificate | 1 year max. | 60-120 |
| Postgraduate diploma | 1 year | 120 |
| Masters degree | 1 year | 180 |
| Doctoral degree | 3 years | 540 |

255. The normal duration is longer than shown above for some courses, for example, courses in medicine, dentistry and architecture.
256. Graduate certificates and diplomas are intended for graduates or equivalent. They complement the previous qualification, but the content may not relate directly to it and the studies and outcome are not at postgraduate level.
257. Postgraduate certificates and diplomas are also intended for graduates or equivalent. They build on the previous qualification, following on from it in subject and content, and the studies and outcome are at postgraduate level.
258. Institutions should use the list to calculate the FTE conversion factors for part-time provision, and for assessing whether a course is intensive and leads to the qualification in a shorter time than normal.
259. Institutions should also record in their Early Statistics return any eligible enrolments not covered by this list or these notes, including courses leading to recognised awards not listed.
260. Institutions should contact SFC, at HEdatareturns@sfc.ac.uk, if they are in any doubt as to the eligibility of or the correct FTE conversion factors to use for any of the courses which they provide.

Section 11: Subject Areas for the Early Statistics Return

Introduction

261. The subject information collected by SFC is based on the information required to monitor for under-enrolments against funded places and over-enrolments against consolidation student numbers, and to estimate tuition fee income associated with funded places. The subject information therefore varies according to level of study, as follows:

| Level of Study | Subject Information Required |
|---|--|
| Research Postgraduates | None |
| Taught postgraduates | Controlled subject areas: Nursing and Midwifery Pre-registration Non-controlled subject areas (combined) |
| Taught postgraduates at undergraduate fee level | Controlled subject areas: PGDE Primary and Secondary: Core and New Routes Other Taught Postgraduate Primary and Secondary New Routes Non-controlled subject areas: Built Environment Other Education Other subjects (combined) |
| Undergraduates | Controlled subject areas: Medicine: Pre-clinical and Clinical Scottish Graduate Entry Medicine: Pre-clinical and Clinical Dentistry: Pre-clinical and Clinical Nursing and Midwifery Pre-registration Courses: Three-year and Four-year Paramedic Education Undergraduate Primary: Core and New Routes Undergraduate Secondary Combined Degrees in Education Primary and Secondary: Core and New Routes Non-controlled subject areas: Pre-medical entry Other STEM subjects (combined) Other subjects (combined) |

Definition of subject areas

262. The subject information in the Early Statistics Return is based on the subject(s) of course aim used for the HESA Student Returns. For the 2020-21 Early Statistics Return the Higher Education Classification of Subjects (HECoS) is being used to define the subject areas. HECoS has replaced the Joint Academic Coding System (JACS) as the subject coding scheme used for the HESA Student Returns.
263. Annex B, in the accompanying spreadsheet, shows how the subject areas for the Early Statistics Return are defined in terms of HECoS and some of the other fields in the HESA Student Return, such as the course aim. Annex B also indicates which subjects are classified as STEM subjects.
264. Annex B indicates which subject areas the new routes new Initial Teacher Education courses should be counted against.

Actuarial Science

265. The HECoS subject code for 'Actuarial Science' (100106) indicates that this provision should be in the 'Other subjects' category. However, if an institution has sufficient justification for such provision to be recorded under the 'STEM subjects' category then the institution can do so. An example of this would be if all of the core modules for the course are mathematics-based except for one module in economics.

Initial Teacher Education Subjects

266. The full FTE of students taking PGDE courses should be allocated to the PGDE Primary and PGDE Secondary (core or new routes) subject areas as appropriate. These students should not be counted against the subjects that they are studying for a teaching qualification in.
267. The full FTE of students on courses leading to a Combined Degree in Education should be counted either against either the Combined Degree in Education Primary or Secondary (core or new routes) subject areas.

Intercalating medical and dental students

268. An intercalating medical or dental student should be counted against the subject category in which they are taking their intercalated degree. An institution should only include an intercalating student in their Early Statistics return if the student is studying for his/her intercalated degree at that institution.

Courses in Medicine and Dentistry

269. Pre-clinical and clinical Medicine and Dentistry are in separate subject areas. Year one of the Scottish Graduate Entry Medicine (ScotGEM) programme, being run collaboratively by the Universities of Dundee and St Andrews, is at the pre-clinical level while the other three years of the programme are at the clinical level. 2020-21 is the third year of this programme and will therefore be the second year with ScotGEM students at the clinical level.
270. The following split of course years to the pre-clinical and clinical stages should be used:

| University / Course Year | Medicine | | Dentistry |
|------------------------------|--------------|-----------------------|--------------|
| | ScotGEM | Other Medical Degrees | |
| St Andrews University | | | |
| First year | Pre-clinical | Pre-clinical | n/a |
| Second year onwards | Clinical | Pre-clinical | n/a |
| Other Universities | | | |
| First year | n/a | Pre-clinical | Pre-clinical |
| Second year | n/a | Pre-clinical | Clinical |
| Third year onwards | Clinical | Clinical | Clinical |

Rest of UK Nursing and Midwifery Pre-registration students

271. Prior to 2017-18 all rest of UK students on controlled Nursing and Midwifery Pre-registration courses were eligible for funding. The reciprocal arrangements between the Scottish Government and other UK administrations, which allowed students from those areas to access financial support for their Nursing and Midwifery Pre-registration studies, ended for 2017-18. This only affects rest of UK students who started their courses from 2017-18 onwards. Continuing rest of UK students who began their Nursing and Midwifery Pre-registration studies prior to 2017-18, and who were already receiving support under the reciprocal arrangements, continue to be supported.
272. Thus rest of UK students who began their Nursing and Midwifery Pre-registration studies prior to 2017-18 remain eligible for funding but rest of

UK students who started on these courses from 2017-18 onwards are not eligible for funding.

Undergraduate Courses in Combinations of Subjects

273. Along with the introduction of HECoS to record course subjects in the HESA Student Record the maximum number of subjects for a course was increased from three to five. In addition institutions were no longer restricted in the course subject percentages that they could use for courses with more than one course subject. This section describes how the FTE should be counted for undergraduate students on courses leading to a qualification in a combination of subjects.
274. Students on Initial Teacher Education (ITE) courses should be counted wholly against the controlled ITE subject.
275. If an undergraduate student is studying for a qualification in a combination of subjects and all of the subjects belong to the same subject category (i.e. either all of the subjects are STEM subjects or all of the subjects are non-STEM subjects) then the full FTE belongs under that subject category. For example the full FTE for a student studying for a joint degree in Physics and Chemistry would be counted against STEM as both are STEM subjects.
276. Undergraduate students who are not on ITE courses and whose subject(s) of course aim include at least one STEM subject and at least one non-STEM subject should have their FTE apportioned over the two subject categories (STEM subjects and other subjects) according to the subject percentages for the subjects in each category.
277. For example, say a student was studying for a degree in Business Studies, French and Computer Science and that the respective subject percentages were 50%, 20% and 30%. Then 30% of the student's FTE would be counted against STEM subjects and 70% against other subjects as Computer Science is the only STEM subject of the three.

Annex A: Further Categories of Students Eligible for Funding

This annex gives details of the criteria for certain categories of student to be eligible for funding. Annex B, in the accompanying spreadsheet, indicates how some of these categories of student can be identified using fields in the HESA Student Record.

Swiss migrant workers

Students who are Swiss migrant workers, or their spouse or child, are eligible to apply for fee and student support in higher education if they are ordinarily resident in Scotland on the first day of the first academic year of the course, and have been ordinarily resident in Switzerland throughout the immediately preceding three-year period. A Swiss national is eligible to be classed as a migrant worker for a period of six months after they have arrived in the UK without work as long as they are actively seeking employment. Following this, a period of work must be secured to be entitled to retain the classification of migrant worker.

British Overseas Territories

A British Overseas Territories national or the family member of such a national can be classified as eligible for funding if they meet all of the following criteria:

- a) They have been ordinarily resident in either the United Kingdom or any of the British Overseas Territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course.
- b) Their residence there during any part of that three-year period has not been wholly or mainly for the purpose of receiving full-time education unless the person is settled as referred to in paragraph (c) as a result of residence for full-time education which has led to a right of permanent residence under European law and that person was ordinarily resident in the territory comprising the European Economic Area and Switzerland immediately prior to the start of that period of residence.
- c) At the date referred to in paragraph (a) they were settled in the United Kingdom.

The British Overseas Territories are Anguilla, Bermuda, British Antarctic Territory, British Indian Ocean Territory, British Virgin Islands, Cayman Islands, Ducie and Oeno Islands, Falkland Islands, Gibraltar, Montserrat, Pitcairn, South Georgia and the South Sandwich Islands, St Helena and Dependencies (Ascension Island and Tristan de Cunha), and Turks and Caicos Islands.

Non-UK EC national or EU overseas territories nationals

A non-UK EC national or an EU overseas territories national or the family member of either can be eligible for funding if they meet all of the following criteria:

- They have been ordinarily resident in the territory comprising the European Economic Area, Switzerland or the EU overseas territories throughout the three-year period immediately preceding 1st August, 1st January, 1st April or 1st July closest to the beginning of the first term of the student's course.
- Their residence there during any part of that three-year period had not been wholly or mainly for the purpose of receiving full-time education.

The EU overseas territories are Aruba, Faeroe Islands, French Polynesia, French Southern and Antarctic Territories, Greenland, Henderson, Mayotte, Netherlands Antilles (Bonaire, Curacao, Saba, Sint Eustatius and Sint Maarten), the Territory of New Caledonia and Dependencies, St Pierre et Miquelon, and Wallis and Futuna Islands.

For further information on fees and awards regulations please see the [Scottish Government Scottish Statutory Instrument 2007 No. 152](#).