



Scottish Funding Council  
Comhairle Maoineachaidh na h-Alba

## Early Statistics and Early Access Returns 2021-22

**SFC Guidance**

Issue Date: 7 December 2021

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Issue date: 7 December 2021

Reference: SFC/GD/28/2021

Summary: These notes of guidance explain the information to be collected in SFC's Early Statistics and Early Access Returns for 2021-22.

FAO: Principals and directors of Scotland's universities

Further information: **Contact:** Gordon Anderson  
**Job title:** Senior Policy Analysis Officer  
**Directorate:** Policy, Insight and Analytics  
**Tel:** 0131 313 6551  
**Email:** [HEdatareturns@sfc.ac.uk](mailto:HEdatareturns@sfc.ac.uk)

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## **Section 1: Introduction**

1. These notes of guidance explain the information to be collected in the Scottish Funding Council's Early Statistics and Early Access Returns for 2021-22.
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 along with students from the EU outside the UK who started on their courses prior to 2021-22, who are paying 'Scottish' 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. This document describes in detail the information to be collected through each table in the Early Statistics and Early Access Returns.

### **Main changes to the Early Statistics Return for 2021-22**

6. The main changes to the Early Statistics Return for 2021-22 are:
  - A new table to collect information on Graduate Apprenticeships as SFC started in 2021-22 to take over the responsibility for funding this provision from Skills Development Scotland, see paragraphs 161 and 162.
  - Information on students studying for medicine and dentistry degrees is being collected in separate tables as the introduction of new medical degree courses in recent years has expanded the coverage of the information required about medical students, see paragraphs 104 to 132.
  - A new table to collect information on nursing pre-registration provision at the Open University in Scotland as SFC is now administering the funding for this provision, see paragraphs 146 to 149.



- The introduction of a new Initial Teacher Education subject area of *Other Undergraduate Secondary New Routes* has been introduced so that the enrolments and intakes for all ITE courses can be correctly compared with the corresponding intake targets and allocations of funded places, see paragraph 58.

***Early Access Return for 2021-22***

7. The Early Access Return for 2021-22 is the same as the return for 2020-21.

## **Section 2: EU Students**

8. The UK's departure from the EU at the end of 2020 meant that EU nationals starting a course from 2021-22 onwards were no longer automatically entitled to 'Scottish' fee status. This means that in general new EU students in 2021-22 will not be eligible for funding. Continuing EU students who started on their courses prior to 2021-22 will continue to be eligible for funding if they were previously classified as such. This includes students articulating from an HN course to a degree course.
9. EU students starting in 2021-22 on courses where the concept of 'Scottish' tuition fees does not apply, for example some part-time courses, are also not eligible for funding. Again EU students who are continuing on such courses will remain eligible for funding.

### **EU nationals living in the UK**

10. EU nationals who were living in the UK by the end of December 2020 were able to apply to the EU Settlement Scheme (EUSS) to obtain the immigration status which would allow them to remain in the UK after 30 June 2021 and to continue to be eligible for public services.
11. EU nationals were able to apply for either settled or pre-settled status. Settled status granted indefinite leave to remain to EU nationals who had a minimum of five years of continuous lawful residence in the UK. Pre-settled status granted limited leave to remain to EU nationals with less than five continuous years of residence. However after five years of continuous lawful residence in the UK EU nationals with pre-settled status could apply for settled status.
12. In general EU nationals with settled or pre-settled status will have the same rights, including tuition fee status, as Scottish-domiciled students and can be classified as eligible for funding.

### **Students from the Republic of Ireland**

13. In general EU students starting courses from 2021-22 onwards will be required to pay the same fees as other overseas students. However, new students from the Republic of Ireland are eligible to pay the tuition fees that rest of UK students pay. This means that new students from the Republic of Ireland will be counted with other students eligible to pay rest of UK tuition fees in the controlled subject areas for the monitoring of actual intakes compared to intake targets and of adherence to the consolidation policies.

### **Section 3: Changes to Provision Caused by the COVID-19 Pandemic**

14. The additional guidance relating to changes to provision caused by the COVID-19 pandemic that applied for the Early Statistics Return for 2020-21 continues to apply for 2021-22. Any changes to provision that have been caused solely by the pandemic, including the use of blended learning, should not change how students are classified for or counted in the Early Statistics Return. That is institutions should continue to report students in line with how provision would have been undertaken without the changes caused by the pandemic.
15. For example a student who would normally be in attendance at the institution but who has had to study by distance learning outwith Scotland can still be classified as being eligible for funding provided they meet the rest of the criteria, see section 8.
16. If a student was due to be studying abroad this year but instead undertook their studies by distance learning then they should be classified as if they had gone overseas. Similarly if a work placement ended up being undertaken remotely then the student should be classified as if they had actually travelled to do their work placement.
17. If you are not sure about the inclusion or classification of any of your provision then please contact [HEdatareturns@sfc.ac.uk](mailto:HEdatareturns@sfc.ac.uk) for clarification.

## Section 4: Contact and Return Date

18. Institutions should complete and return the spreadsheet containing their Early Statistics and Early Access returns to [HEdatareturns@sfc.ac.uk](mailto:HEdatareturns@sfc.ac.uk) by **Friday 17 December 2021**.
19. If institutions have any difficulties meeting this deadline they should contact SFC, at the email address in the previous paragraph, as soon as possible.
20. Any questions or issues relating to the Early Statistics Return or Early Access Return should also be emailed to [HEdatareturns@sfc.ac.uk](mailto:HEdatareturns@sfc.ac.uk).
21. Institutions should inform SFC as soon as possible about any:
  - Requests to change recording of exchange students from 'in' to 'out' or vice versa see paragraphs 205 and 206.
  - Requests to use non-standard FTE conversion factors not already agreed in previous years, see paragraphs 264 to 267.
  - Requests for agreement to include students on optional years abroad see paragraphs 249 and 250.
  - Courses about which they are uncertain as to whether the tuition fees are at full cost-recovery level, see paragraph 40.
  - Details of cases where changes to provision caused by the COVID-19 pandemic leads to uncertainty about whether certain provision should be included or how it should be classified for the Early Statistics Return.

## **Section 5: General Points**

### **Coverage of the Early Statistics Return**

22. 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').
23. 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. Sections 9 to 11 detail 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.
24. 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 (paragraphs 63 to 75).

### ***Checking of the Early Statistics Returns***

25. 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.
26. 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 71 to 75.
  - Determining the FTE numbers of students with non-standard FTE conversion factors, see paragraphs 264 to 267.
27. SFC will carry out checks on the information returned in the HESA Student returns to look for misclassification of the eligibility for funding status of

students.

### **Courses provided in collaboration with other institutions or colleges**

28. 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.
29. 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.
30. 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.
31. Category definitions and whether students on these courses should be included in the Early Statistics Return are set out below.

#### ***Sub-contracting***

32. Sub-contracting is where one institution sub-contracts the teaching of a minor part of any course year to another institution. 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***

33. 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***

34. 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.
35. 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***

36. 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.
37. 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](mailto:HEdatareturns@sfc.ac.uk).
38. 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.
39. 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**

40. 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 194 to 197. 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](mailto:HEdatareturns@sfc.ac.uk) to discuss this.

### **Taught postgraduate provision in Price Group 6**

41. 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 2021-22 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 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.
42. The fee level of £5,500 is higher than the price SFC pays for provision in price group 6 in 2021-22, which is £5,492. 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.

### **Provision supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's Guarantee (YPG)**

43. Although provision supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's Guarantee Provision is not supported by the Main Teaching Grant and not



associated with allocations of funded places it is still classified as being eligible for funding and should be counted in the Early Statistics Return if it leads to a qualification or credits at HE level.

## Section 6: Tables for the Early Statistics Return for 2021-22

### Introduction

44. The Early Statistics Return for 2021-22 contains thirteen tables (tables 1, 2a/b/c/d, 3a/b, 4a/b/c, 5, 6 and 7) but no institution has more than eight tables to complete. The main table, table 1, is the only table that every institution has to complete. This table collects information on the FTE numbers of all students eligible for funding and of students in the controlled subject areas eligible to pay the rest of UK tuition fees.
45. Tables 2a to 2d are completed by institutions with Initial Teacher Education (ITE) provision. Table 2a collects information on all ITE courses, including the new routes courses that have been introduced in recent years, while table 2b collects information on each new route. Table 2c records 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.
46. Previously one table was used to collect information on students on medicine and dentistry degree courses. There are now separate tables, 3a and 3b, for medicine and dentistry respectively.
47. Tables 4a, 4b and 4c are completed by institutions with nursing and midwifery pre-registration provision. Institutions with four-year Honours nursing courses complete table 4b while table 4a is completed by the other institutions with nursing and midwifery pre-registration courses with the exception of the Open University in Scotland which completes table 4c.
48. Table 5 collects information on students who have started on paramedic education courses since 2020-21.
49. Table 6 is completed by those institutions that were allocated additional places through the European Social Fund's Developing Scotland's Workforce programme.
50. Table 7 is a new table collecting information on students undertaking Graduate Apprenticeships.
51. This section describes what information is collected in each table. Most of the information relates to students eligible for funding. Section 8 defines what students should be classified as being eligible for funding. Sections 9 to 10 define the categories used in 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 C which is in an accompanying spreadsheet.

## Spreadsheet for the Early Statistics Return

52. Each institution will be sent a spreadsheet to complete the Early Statistics Return. This spreadsheet contains a separate worksheet for each table.
53. 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.
54. The information collected in each of the tables will now be described.

**Table 1: Students eligible for funding in all subject areas and students eligible for rest of UK tuition fees in the controlled subject areas, 2021-22**

55. 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 students in the controlled subject areas eligible for rest of UK tuition fees. This information is collected to:
- 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***

56. In recent years institutions have introduced alternative and new routes into Initial Teacher Education (ITE) to help meet the demand 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/03/2021](#) provides information on the intake targets for ITE courses for 2021-22.
57. For the Early Statistics Return the term ‘new routes’ is used to cover both alternative routes introduced by existing ITE providers and courses introduced by new ITE providers.
58. For the Early Statistics Return for 2021-22 a new subject category of *Other Undergraduate Secondary New Routes* has been introduced so that the enrolments and intakes for all ITE courses can be correctly compared with the corresponding intake targets and allocations of funded places. The provision in this subject category covers some of the provision that was classified under *Combined Degrees Secondary New Routes* for the Early Statistics Return for 2020-21. Annex C, which is in an accompanying spreadsheet, indicates which subject area each new ITE route should be reported against.

***Students in the controlled subject areas eligible for rest of UK tuition fees***

59. The consolidation policy for controlled subject areas, unlike that for the non-controlled subject areas, includes students eligible to pay the tuition fees for rest of UK (RUK) students. Therefore table 1 collects the numbers of students eligible for RUK fees in the controlled subject areas.
60. For 2021-22 this includes new students from the Republic of Ireland who, following Brexit, are eligible to pay the same tuition fees as RUK students. Annex B lists some specific types of student who, if they satisfy the relevant

residence criteria, can be eligible for rest of UK tuition fees.

***Provision supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's Guarantee (YPG)***

61. Students whose provision is supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's Guarantee (YPG) are classified as being eligible for funding if their course leads to a qualification or credits at HE level. The FTE of these students should be counted in table 1.
62. The FTE associated with this provision does not count against allocations of funded places as this provision is not supported by the teaching grant for these places. Therefore institutions are asked to separately identify the total FTE in table 1 associated with provision leading to a qualification or credits at HE level that is supported by the funding for Upskilling, NTTF or YPG. This FTE will then be excluded from the FTE for the non-controlled subject areas that is compared with the institution's allocation of funded places, see paragraph 166.

***Autumn Count***

63. 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.
64. 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 students eligible for RUK tuition fees) and for the forecast enrolments (columns 2 and 5 for students eligible for funding, and column 11 for students eligible for RUK tuition fees).

**Definition of the Autumn count**

65. 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 2021, or
  - Not students on 1 December 2021, but had enrolled at the institution after 1 August 2021 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.

66. 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**

67. 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 140 to 142). 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.
68. For example, suppose a full-time course runs from January to December 2022. If the institution is counting the full FTE of these students in the forecast enrolments in their Early Statistics Return for 2021-22 then the institution should not count any of this FTE in their Early Statistics Return for 2022-23. When completing the 2022-23 return, the institution would include their forecasts of the students who will take the January to December 2023 run of the course. Hence the institutions' figures for each session would include those on one, and only one, run of the course.
69. Alternatively, the institution might count the students partly within each of the sessions for which they attend. Thus, students on the January to December 2022 run of the course might count as, say, 0.67 FTE each in session 2021-22 then 0.33 FTE each in session 2022-23. The institution would then count the students expected on the January to December 2023 run of the course as 0.67 FTE each in session 2022-23 and 0.33 FTE each in session 2023-24, and so on.

### **Recording students on controlled three-year nursing and midwifery pre-registration courses whose course years span academic sessions**

70. 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 140 to 142 for more details.

## **Forecast enrolments**

Estimating future enrolments in the current session

71. 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 2021 and 31 July 2022, 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 65.
72. 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**

73. 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
74. 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.
75. 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 2020-21**

76. Columns (14) to (17) of table 1 show the corresponding figures taken from your institution's Early Statistics return for 2020-21, including students eligible for RUK fees in the controlled subject areas. Columns (18) to (21) show the percentage differences in the Early Statistics from 2020-21 to 2021-22.
77. As a new Initial Teacher Education subject category of *Other Undergraduate Secondary New Routes* is being used for 2021-22 some of the provision classified as *Combined Degrees Secondary New Routes* in 2020-21 has been

counted against this new subject group as so that comparisons with the enrolments entered for 2021-22 are meaningful.



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

78. Tables 2a-d, 3a-b, 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*

79. Tables 2a, 2b, 3a, 3b, 4a, 4b and 5 collect information on the intakes to the controlled subject areas. The Scottish Government's intake targets include students eligible for rest of UK (RUK) tuition fees.

80. The following SFC announcements contain the intake targets for the controlled subjects for 2021-22:

- Medicine: [SFC/AN/15/2021](#)
- Dentistry: [SFC/AN/16/2021](#)
- Nursing and midwifery pre-registration: [SFC/AN/14/2021](#)
- Paramedic education: [SFC/AN/13/2021](#)
- Initial Teacher Education: [SFC/AN/03/2021](#)

81. 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 number of students in the intake to a course may differ from the number of students in the first year of the course. 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.

82. 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 65, then the student should not be counted in the intake.

83. For 2021-22, following on from Brexit, new students from the Republic of Ireland are eligible to pay the tuition fees for RUK students. Therefore they should be included in the intake of students eligible to pay RUK tuition fees. Annex B lists some specific types of student who can be eligible for RUK tuition fees if they meet the relevant residence criteria.

84. The intake of international students relates to those students in the intake who

were neither eligible for funding nor eligible to pay RUK tuition fees. Following Brexit this will include students from the EU but not those from the Republic of Ireland.

## **Table 2a: Initial Teacher Education courses, 2021-22**

85. 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 students eligible for funding and students eligible to pay rest of UK tuition fees 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 79 to 84 for the definition of the intake to a course.

### ***New Routes Initial Teacher Education courses***

86. In recent years institutions have introduced alternative and new routes into ITE to help meet the demand 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.

87. For the Early Statistics Return for 2021-22 a new subject category of *Other Undergraduate Secondary New Routes* has been introduced so that the intakes and enrolments for all ITE courses can be counted against the correct intake targets and allocations of funded places. The provision in this subject category covers some of the provision that was classified under *Combined Degrees Secondary New Routes* for the Early Statistics Return for 2020-21. Annex C, which is in an accompanying spreadsheet, indicates which category each new route should be reported against.

### ***Fees status of students in the intakes to Initial Teacher Education courses***

88. The intake targets for ITE courses cover students eligible for funding and students eligible for rest of UK (RUK) tuition fees. For 2021-22, following on from Brexit, new students from the Republic of Ireland are eligible to pay RUK tuition fees.

89. There is interest in the numbers of students eligible for funding, who will mainly be Scottish-domiciled students, entering ITE courses. To provide information on this the intake of students on ITE courses is collected separately for students eligible for funding and students eligible for RUK tuition fees.

### ***Students able to teach in the Gaelic medium***

90. 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.

91. 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, 2021-22**

92. Table 2b collects similar information to table 2a but for each new route ITE course. The new routes cover courses put on by new ITE providers as well as alternative routes put on by existing providers. Annex C, which is in an accompanying spreadsheet, indicates which subject area each new route should be counted under.

### **Table 2c: Subjects that Students in the Intake to PGDE Secondary Courses are Training to Teach, 2021-22**

93. Table 2 of SFC announcement [SFC/AN/03/2021](#) shows the target intakes for 2021-22 for each Secondary teaching subject for each institution. To monitor actual intakes for the teaching subjects table 2c collects the teaching subjects for the intake to PGDE Secondary courses, while table 2d collects the subjects that students eligible for funding on other new routes Secondary courses are training to teach.
94. The intake to PGDE Secondary courses includes students eligible to pay rest of UK tuition fees as well as students eligible for funding.
95. 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 courses or column (2) for new routes.
96. The students training to teach two subjects should be recorded in columns (4) to (6) in either the rows relating to core courses 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, 2021-22**

97. Table 2d complements table 2c by collecting information on the subjects that the students eligible for funding 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, Combined Degrees in Education Secondary and Other Undergraduate Secondary.
98. For all three types of course the teaching subject for both students eligible for funding in the intake and continuing students should be recorded.
99. 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.

100. The teaching subjects for students training to teach one subject should be recorded in column (1) for Other Taught Postgraduate Secondary, column (10) for Combined Degrees in Education Secondary new routes and column (19) for Other Undergraduate 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, columns (14) and (15) for Combined Degrees in Education Secondary or columns (23) and (24) for Other Undergraduate Secondary. Each cell for entry has a drop down menu that allows the relevant teaching subjects to be selected.
101. 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) or column (8) depending on whether they are training to teach a single subject or two subjects.
102. 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 Combined Degrees in Education Secondary should be recorded in either column (12) or column (17) depending on whether they are training to teach a single subject or two subjects.
103. For Other Undergraduate Secondary the FTE number of students eligible for funding in the intake should be recorded in either column (20) or column (25) depending on whether they are training to teach a single subject or two subjects. The FTE number of continuing students eligible for funding should be recorded in either column (21), if they are training to teach a single subject, or in column (26), if they are training to teach two subjects.

### **Table 3a: Students on Medicine Degree Courses, 2021-22**

104. Previously the information on students on medicine and dentistry degree courses was collected in the same table. However the introduction of new medical degree courses has led to a redesign of the table used to collect information on medicine degree courses and there are now separate tables for medicine and dentistry on different worksheets of the spreadsheet.
105. Table 3a collects the following information on students on degree courses in medicine:
- The FTE number of students in the intake to the course by course and fee status.
  - The FTE number of students eligible for funding in the intake to by domicile and the FTE number of Scottish-domiciled students in the intake by entry criteria.
  - The FTE number of students by year of course and fee status.
  - The FTE number of medical degree students on intercalating courses.

#### ***Changes to table***

106. The table for collecting information on medical degree students has been redesigned for 2021-22 to have the intakes and enrolments for students with the same fee status on the same row and to have the course years for each course in consecutive columns. There are separate parts of the table for intake and enrolments. Paragraphs 79 to 84 give the definition of intake to the course.
107. The split of course years between the pre-clinical and clinical stages has been removed from the table but the numbers of students in the pre-clinical and clinical stages of each course is automatically generated from the enrolments entered for each year of the course as follows:

	<b>ScotGEM</b>	<b>Other Medical Degrees (*)</b>
<b>St Andrews University</b>		
First year	Pre-clinical	Pre-clinical
Second year onwards	Clinical	Pre-clinical
<b>Other Universities</b>		
First year	n/a	Pre-clinical
Second year	n/a	Pre-clinical
Third year onwards	Clinical	Clinical

(\*) Includes the HCP-Med course.

### ***Fee Status***

108. There are separate rows in table 3a for the different fee status of medical students:

- Students eligible for funding.
- Students eligible for rest of UK (RUK) tuition fees.
- International students.

109. To monitor where medical students are coming from the students eligible for RUK tuition fees are further split into:

- Rest of UK domiciled.
- Other.

The domicile is based on the student's permanent home residence prior to starting the course. The 'Other' category will include new students from the Republic of Ireland who, following Brexit, are now eligible to pay RUK tuition fees.

110. Students paying the fee rate for international students are further split into:

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



- Other international students.

This information is collected to monitor the use of the specific medical degree routes for international students.

### ***Medical Degree Courses***

111. Two new degree courses to train medical students have been introduced in recent years: the Scottish Graduate Entry Medicine programme and HCP-Med which is a programme for healthcare professionals seeking to study for a medical degree. Table 3a splits medical students according to the type of course they are studying on. The medical degree courses that previously existed are referred to as the 'core' medicine courses.

### ***Scottish Graduate Entry Medicine***

112. 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. 2021-22 will be the first academic session in which there are students in the fourth and final year of the programme.

### ***HCP-Med***

113. In 2020-21 Edinburgh University introduced HCP-Med, a new five-year course for healthcare professionals seeking to study for a medical degree. 2021-22 will be the first academic session in which students are in year 2 of the programme.

### ***Scottish-domiciled students in the intake to medical degree courses***

114. The intake of students eligible for funding to core medicine degree courses is split into Scottish-domiciled students and other students where the domicile is based on the student's permanent home residence prior to starting the course. The 'Other' category will cover students who are eligible for 'Scottish' fees but whose permanent home residence prior to starting the course was outwith Scotland.

115. The numbers of Scottish-domiciled entrants to medical schools is collected separately because, in response to guidance from Ministers and workforce demands, SFC set a minimum intake target for students that are Scottish domiciled for each university. Paragraph 11 of [SFC/AN/15/2021](#) gives further details on this.

### ***Entry criteria***

116. The Scottish-domiciled entrants to medical courses are further split by entry criteria to monitor both the use of additional funded places to widen access to

medicine and the institutions' progress in widening access to their medical courses.

117. Scottish-domiciled entrants to pre-clinical medicine should be split according to the following entry categories:
- Entered via a pre-medical entry programme.
  - Satisfies widening access criteria.
  - Other Scottish-domiciled entrants.
118. The definition of a widening access entrant has changed for 2021-22. Students must now be from SIMD20 areas to meet the Ministerial aims and aspirations on widening access and participation. This is in line with the recommendations from the Fair Access Commissioner Report published last summer. See paragraph 175 for further information on the SIMD20 areas.

### ***Deferrals and Appeals***

119. The regrading of school examination results in 2020 led to the Deputy First Minister's commitment that the Scottish Government would 'make provision for enough places in universities and colleges to ensure that no one is crowded out of a place they would otherwise have been awarded'. This resulted in the medical schools taking in 100 more students than the intake target for 2020-21. This and other factors led to several requests from applicants who wished to defer taking up their place at a medical school until 2021-22. In addition there were also some applicants who appealed their examination grades from 2020 who, if successful, would have been entitled to a place at a medical school.
120. So that applicants for the medical schools in 2021-22 were not disadvantaged by some places already being taken up by students who had deferred entry or had successfully appealed their 2020 examination results the Scottish Government added 55 places to the sector intake target to cover places for such entrants. The Scottish Government stated that if any of the places reserved for deferrals or appeals became vacant then they should only be allocated to applicants who meet the criteria for widening access, i.e. to applicants from the MD20 areas. [SFC/AN/15/2021](#) gives further details on this.
121. To monitor the use of the places for deferrals or appeals institutions should enter the FTE number of entrants from deferrals in column (7) and the FTE number from appeals in column (8). These students should also be included in columns (1), (2), (3) or (5) for students eligible for funding or column (6) for other students.

### ***Year of course***

122. The year of course is collected for all types of student. The year of course for

students eligible for rest of UK tuition fees is collected partly because SFC provides funding to support the places of medical students who pay RUK fees although these students are not eligible for funding. This is because the price that SFC pays for clinical provision is more than the RUK tuition fees. In order to ensure that medical provision remains viable SFC compensates the institutions for the difference between the SFC price for clinical provision and an assumed RUK tuition fee for medical students. SFC use the information collected on students paying RUK fees to compare the actual enrolments with the numbers of RUK places for which SFC provide additional funding.

123. The second reason for collecting the year of course for students eligible for RUK fees and for international students is to monitor the numbers of students at each stage of the courses.

***Students on intercalating degrees***

124. Institutions should enter the number of medical students on intercalating degree courses at their institution in column (32) of table 3a. Institutions should not include any of their own medical students who are undertaking an intercalating year at another institution. These numbers are in addition to the total FTE numbers of students on medicine degree courses shown in column (31).

### **Table 3b: Students on Dentistry Degree Courses, 2021-22**

125. There is now a separate table 3b to collect information on students on dentistry degree courses. Table 3b collects the following information:

- The FTE number of students by year of course and fee status.
- The FTE number of dentistry students on intercalating courses.

#### ***Intakes for 2021-22 and 2022-23***

126. Restrictions caused by COVID-19 and the precautions that have been implemented to control the virus have severely impacted the ability of Scotland's dental schools to provide the necessary specialised training to dental students in a safe and effective manner. The reduction in access to clinical facilities has impacted the ability of students to gain the necessary skills and competencies for successful course completion and registration. As a direct result of these restrictions, existing students will need to extend the length of their course in order to gain access to clinical facilities that have been restricted to them.

127. This extension for exiting students directly impacts the dental schools' ability to take on new entrants for 2021-22 and 2022-23, as their dental training facilities do not have the physical capacity to accommodate an extra year of students. This led to the Scottish Government's decision to set an intake target for 2022-23 of 136 students. This intake target should be filled by recruiting 50% of the intake target in 2021-22 and 50% of the intake target in 2022-23. There will be no intake in 2021-22. SFC announcement [SFC/AN/16/2021](#) provides further information on this.

#### ***Fee status***

128. There are separate rows in table 3b for the different fee status of dentistry degree students:

- Students eligible for funding.
- Students eligible for rest of UK tuition fees.
- International students.

#### ***Pre-clinical and Clinical***

129. The split of course years between the pre-clinical and clinical stages has been removed from the table but the numbers of students in the pre-clinical and clinical stages of each course is automatically generated from the enrolments entered for each year of the course. Only students in year 1 of the courses at the Universities of Dundee and Glasgow are in the pre-clinical stages.

### ***Year of course***

130. The year of course is collected for all types of student. The year of course for students eligible for rest of UK tuition fees is collected partly because SFC provides funding to support the places of dentistry students who pay RUK fees although these students are not eligible for funding. This is because the price that SFC pays for clinical provision is more than the RUK tuition fees. In order to ensure that dentistry provision remains viable SFC compensates the institutions for the difference between the SFC price for clinical provision and an assumed RUK tuition fee for dentistry students. SFC use the information collected on students paying RUK fees to compare the actual enrolments with the numbers of RUK places for which SFC provide additional funding.
131. The second reason for collecting the year of course for students eligible for RUK fees and for international students is to monitor the numbers of students at each stage of the courses.

### ***Students on intercalating degrees***

132. Institutions should enter the number of dentistry students on intercalating degree courses at their institution in column (9) of table 3b. These numbers are in addition to the total FTE numbers of dentistry degree students shown in column (6).

#### **Table 4a: Three-year Nursing and Midwifery Pre-registration Courses, 2021-22**

#### **Table 4b: Four-year Nursing and Midwifery Pre-registration Degree Courses, 2021-22**

133. 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, excluding that at the Open University in Scotland which is covered in a new table 4c.
134. 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.
135. Both tables 4a and 4b collect the following information for their specific types of nursing and midwifery pre-registration courses:
- FTE number of students eligible for funding and students eligible for rest of UK (RUK) tuition fees by year of programme.
  - FTE number of students eligible for funding and students eligible for RUK tuition fees in the intake to these courses.
136. Table 4a also collects the information split by level of study and field of practice.

#### ***Pre-registration***

137. 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***

138. 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. Any continuing RUK 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.
139. Thus any RUK students who began their nursing and midwifery pre-registration studies prior to 2017-18 remain eligible for funding but RUK students starting on these courses from 2017-18 onwards are not eligible for funding. Tables 4a and 4b collect separate information on students eligible for RUK tuition fees who started from 2017-18 onwards to allow the overall numbers of students on

these courses to be monitored. From 2021-22 new students from the Republic of Ireland should be classified as students eligible for RUK tuition fees as, following Brexit, they are now eligible to pay RUK fees.

***Recording three-year nursing and midwifery pre-registration students whose course years span academic sessions***

140. 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.
141. 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.
142. 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***

143. The intake covers all students starting their programmes during 2021-22, 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.

***Continuing EU students eligible for funding***

144. Prior to 2021-22 the funded places for three-year nursing and midwifery pre-registration provision were funded at the full SFC teaching price for nursing and midwifery, which is in price group 4, with no tuition fees being associated with this provision. From 2021-22 the teaching grant for all nursing and midwifery pre-registration provision, i.e. three-year and Honours courses, will be based on funding the places at the teaching price less the degree tuition fee.

The exception to this is that funded places associated with continuing EU students on three-year courses will continue to be funded at the full teaching price.

145. To inform the numbers of funded places for 2022-23 associated with continuing EU students, institutions should record their FTE numbers of continuing EU students eligible for funding in 2021-22 in table 4a. A continuing EU student eligible for funding will be an EU student who started on their course prior to 2021-22. The numbers of continuing EU students eligible for funding are to be split by level of study and year of course. The continuing EU students should also be included in the numbers of students eligible for funding studying for each field of practice and hence will be counted in the totals directly above where the numbers of continuing EU students are to be entered in the spreadsheet.

**Table 4c: Nursing Pre-registration Students Eligible for Funding at the Open University in Scotland in 2021-22 and Nursing Pre-registration Students Expected to Continue at the University in 2022-23**

146. Table 4c collects the numbers of nursing pre-registration students at the Open University in Scotland in 2021-22 and estimates of the numbers who are expected to continue to be studying at the University in 2022-23.
147. The numbers at the University in 2021-22 will be used to monitor use of funded places and actual intake against intake target. The estimates of the numbers who are expected to continue to be studying at the University in 2022-23 will be used to inform the University's allocation of funded places for 2022-23.
148. The Open University should record the headcount number of nursing pre-registration students and the intake to nursing pre-registration at the University in 2021-22 split by:
- Field of practice.
  - Year of study.
149. The Open University should record the headcount number of nursing pre-registration students who are expected to continue to be studying in 2022-23 split by:
- Academic year they started in.
  - Year of study they will be in in 2022-23.
  - Field of practice.



**Table 5: Students on Paramedic Education courses in 2012-22 who had started on their courses from 2020-21 onwards**

150. In 2020-21 the Scottish Government started to provide additional funding for intakes to paramedic education programmes at five universities. Table 5 collects the following information for students in 2021-22 who started on these courses from 2020-21 onwards:

- FTE number of students by fee status and year of programme.
- FTE number of students in the intake by fee status.

***Intake to the course***

151. The intake covers all students starting their programmes during 2021-22, including forecasts of the numbers of students expected to start later in the session. SFC Announcement [SFC/AN/13/2021](#) contains information on the intake targets for paramedic education for 2021-22.

***Fee status***

152. To inform allocations of funded places for paramedic education for 2022-23 and to monitor the types of student entering these courses there are separate rows in table 5 for the different fee status of paramedic education students:

- Students eligible for funding.
- Students eligible for rest of UK (RUK) tuition fees.
- International students.

153. In addition students eligible for funding are split into Scottish-domiciled and other students in order to monitor the numbers of Scottish students on these courses. A Scottish-domiciled student is one whose permanent home residence prior to entry to the course was in Scotland. The other students are those eligible to pay the regulated fees for Scottish students but who were not living in Scotland prior to starting their courses.

154. Students eligible for RUK tuition fees will include new students from the Republic of Ireland who, following Brexit, are now eligible to pay the same tuition fees as RUK students.

155. International students are those neither paying the regulated fees applicable to Scottish students or the fees applicable to students from the RUK. This will include new EU students excluding those from the Republic of Ireland.

## Other Tables for the Early Statistics Return

### **Table 6: Use of Places Funded by the European Social Fund (ESF)'s Developing Scotland's Workforce Programme, 2021-22**

156. Table 6 is for reporting the use of the additional places provided through the European Social Fund (ESF)'s Developing Scotland's Workforce (DSW) programme in 2021-22.
157. 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.
158. ESF-funded undergraduate and taught postgraduate student places should be additional to core SFC-funded student places for 2021-22. ESF-funded research postgraduate student places should be additional to the institution's number of research postgraduate students eligible for funding in 2015-16.
159. 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.
160. 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.

### **Table 7: Students on Graduate Apprenticeships, 2021-22**

161. Prior to 2021-22 Graduate Apprenticeships have been funded by Skills Development Scotland (SDS) and the students undertaking them have not been eligible for funding. The Scottish Funding Council has started to take over the responsibility for funding Graduate Apprenticeships and is funding Graduate Apprenticeships that start from 2021-22 onwards. SDS will continue to fund the students who started prior to 2021-22 until they have completed their studies. Students who started on Graduate Apprenticeships in 2021-22 will be eligible for funding while those who started prior to 2021-22 will continue to be classified as not eligible for funding.
162. Table 7 collects information on all Graduate Apprenticeships split by entrants, who are eligible for funding, and continuing students, who are not eligible for funding, and by framework and year of programme. This is to monitor the total numbers of Graduate Apprenticeships.

## Comparing Enrolments with Funded Places and Consolidation Numbers and Comparing Intakes with the Intake Targets for the Controlled Subjects, 2021-22

163. 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.

164. The student numbers in these tables are populated automatically using figures entered in tables 1, 2a, 3a, 4a, 4b and 5. The following tables in the background information on the allocations of funding for 2021-22 contain the funded places and consolidation student numbers for 2021-22:

Table	Contents
A2a	Non-controlled funded student places AY 2021-22
A2c	Additional student places funded by the Scottish Government for AY 2021-22
A2d	All controlled student places for AY 2021-22
C2a	Consolidation student numbers for non-controlled subject areas for AY 2021-22
C2b	Consolidation student numbers for controlled subject areas for AY 2021-22

These are some of the additional tables published with the final university funding allocations for 2021-22, which are available on [SFC's website](#).

In addition the non-controlled funded places used in the comparisons with the actual enrolments include the additional places for taught postgraduate and undergraduate provision funded by the European Social Fund's Developing Scotland's Workforce Programme.

165. Students whose provision is supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's

Guarantee (YPG) and leads to a qualification or credits at HE level are classified as being eligible for funding. However, the FTE associated with this provision is not included in the non-controlled enrolments compared with the allocation of funded places as this provision is not supported by the teaching grant for these places.

166. Links to the SFC announcements containing the intake targets for the controlled subjects for 2021-22 are shown in paragraph 80.

## Section 7: Early Access Return for 2021-22

### Introduction

167. 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 2021-22. 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.

168. This information will be used to monitor progress against Commission on Widening Access (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.

169. Paragraphs 170 to 184 define the categories used for the tables for the Early Access Return.

### Definitions for Early Access Return

#### *Entrant*

170. An entrant is someone who started on their current programme of studies during the session. The 'Date of Commencement' field (COMDATE) in the HESA Student returns will be recorded as being 1 August 2021 or later for entrants.

#### *Undergraduate*

171. 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.

172. 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

173. The deprivation status is the same as used for the Outcome Agreement measures for 2021-22 and based on the Scottish Index of Multiple Deprivation (SIMD) 2020. The postcode of a Scottish-domiciled student should be matched to a datazone and then to a SIMD rank.
174. SFC divide the SIMD 2020 ranks into quintiles, with each quintile containing 20% of the Scottish population. The most deprived quintile is defined to be MD20, while MD40 is defined to be the areas covered by the two most deprived quintiles.
175. The following table details the SIMD 2020 ranks contained in each SFC quintile:

SFC Deprivation Quintile	SIMD 2020 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

176. 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

177. 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.
178. 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.

179. 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***

180. Institutions have to include forecasts of Scottish-domiciled undergraduate entrants later in the session as well as actual enrolments up to 1 December 2021.
181. Any undergraduate entrant who has been in attendance at the institution on or before 1 December 2021 is classified as an actual enrolment and counted in either column (1) or column (4) of the table depending on their mode of study.
182. Institutions should count under forecast enrolments their numbers of Scottish-domiciled undergraduate entrants expected to start after 1 December 2021. Forecast enrolments should be entered in either column (2) or column (5) of the table depending on the mode of study.
183. 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.
184. 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.

### **Contact and Return Date**

185. Any questions or issues relating to the Early Access Return should be emailed to [HEdatareturns@sfc.ac.uk](mailto:HEdatareturns@sfc.ac.uk).
186. Institutions should return their completed Early Access return along with their Early Statistics return by **Friday 17 December 2021**. 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**

187. 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.
188. Annex C, 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**

189. 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**

190. 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 in the EU if they started on their course prior to 2021-22.
  - Students attending access courses or summer schools where successful completion guarantees a place on a course at higher education level.

- Students on Graduate Apprenticeships that started in 2021-22.
- Students on courses leading to a qualification or credit at HE level that are supported by SFC'S funding for Upskilling or Skills Shortages or the National Transition Training Fund (NTTF) or the Young Person's Guarantee (YPG).

### **Summary of students not eligible for funding**

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

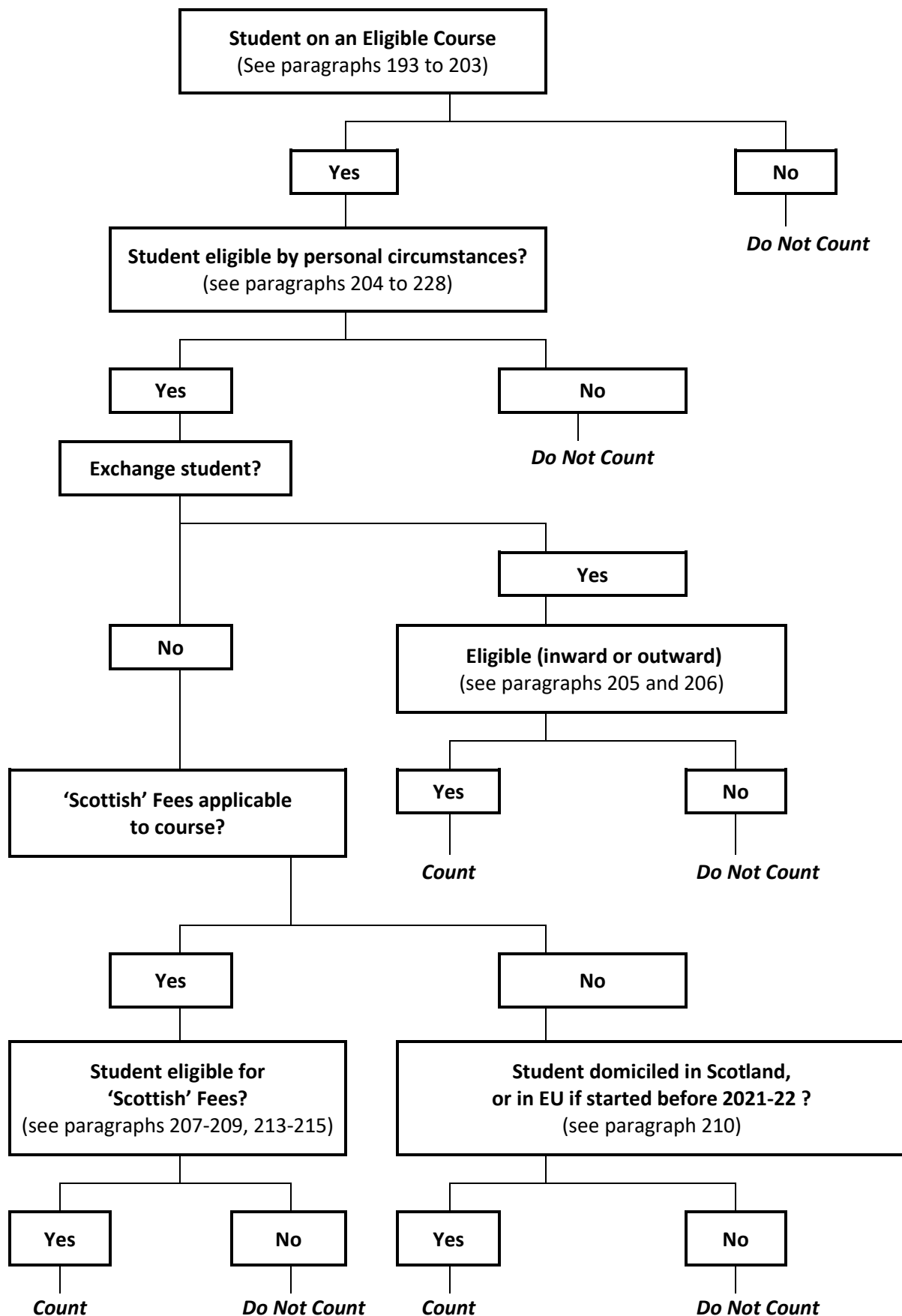
- Students assessed as not eligible to pay 'Scottish' tuition fee levels.
- Rest of UK students on taught postgraduate courses.
- Students whose fees are at 'cost-recovery' level.
- Students taking a place funded by private sources, if places are 'closed' to other applicants.
- Students taking a place 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**

192. The following flowchart 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 63 to 75.

**Flowchart showing student eligibility for funding**



### **Courses not eligible for funding**

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

### **Full cost and cost-recovery courses**

194. 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)**

195. [Circular letter SFC/16/2011](#) described the arrangements for the reporting of knowledge exchange activity and outcomes. Pages 15-17 of this letter define and provide information on CPD provision.
196. 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**

197. 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**

198. Courses funded wholly or partly from public sources other than the main formula-based grants provided by SFC. Examples of such courses would be in-service teacher education courses funded by education authorities.
199. SFC is taking over from Skills Development Scotland (SDS) the responsibility for funding Graduate Apprenticeships. SFC will fund Graduate Apprenticeships that start in 2021-22 onwards. SDS will continue to fund Graduate Apprenticeships that started prior to 2021-22 until completion. Therefore Graduate Apprenticeships that started prior to 2021-22 will continue to be not eligible for funding.

## **Closed courses**

200. 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**

201. 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**

202. 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.
203. 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](mailto: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**

204. 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**

205. 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.
206. 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](mailto:HEdatareturns@sfc.ac.uk).

### **Students paying 'Scottish' tuition fees**

207. 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 and new EU taught postgraduate students paying the same fees as Scottish students are not eligible for funding. Continuing EU taught postgraduate students paying the same fees as Scottish students can be classified as eligible for funding.
208. Students from the EU who started on their courses in 2021-22 will not in general be eligible to pay 'Scottish' fees and hence will not be eligible for funding. Students from the EU who started on their courses prior to 2021-22 and who are eligible to pay 'Scottish' fees can continue to be eligible for funding if they were previously classified as such.
209. Annex A lists some specific types of student who can be eligible for 'Scottish' fees if they meet the relevant residence criteria.

### **Students domiciled in Scotland and students domiciled in the EU who started on their courses prior to 2021-22**

210. If the concept of 'Scottish' fees does not apply e.g. courses provided in part-time mode, then students domiciled in Scotland can be classified as eligible for funding. In addition students domiciled in EU who started on their courses prior to 2021-22 can continue to be eligible for funding if they were previously classified as such. Students from the Channel Islands and the Isle of Man are not eligible for funding.

### **Access courses and summer schools**

211. 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.

### **Students not eligible for funding**

212. 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’ tuition fees**

213. Students who are assessed as not being eligible for the same tuition fee level as Scottish students cannot be classified as being eligible for funding. This means students who pay the tuition fees for rest of UK students are not eligible for funding. Students who are eligible for rest of UK tuition fees are however counted against the intake targets and consolidation numbers for the controlled subjects. Annex B indicates some specific types of student who can be eligible for rest of UK tuition fees if they meet the relevant residence criteria.
214. Students from the EU who started on their courses in 2021-22 will not in general be eligible to pay ‘Scottish’ fees. 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.
215. Rest of UK and new EU 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. New EU research postgraduate students are not eligible for funding.
216. Scottish students who are paying fees set at a ‘cost-recovery’ level are not eligible for funding. For example, some Scottish students will pay tuition fees equivalent to those paid by international students.
217. Students whose places are funded by private sources are not eligible for funding if the places are ‘closed’ to other suitably qualified applicants.
218. 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.
219. Students who are on a sabbatical year, or who are not in attendance for other reasons are not eligible for funding.
220. 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.
221. 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**

222. 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.
223. 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.
224. 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.
225. 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.
226. 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.
227. 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.
228. 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 65.

- Students enrolled on a part-time course beyond the normal duration of the course, see paragraphs 252 and 253.
- Students spending an optional year away from the institution, unless they are either on an optional sandwich placement year, see paragraph 247, 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 249 and 250.

## **Section 9: Levels of Study for the Early Statistics Return**

229. Student numbers are classed by level of provision into four general categories in the Early Statistics Return (research postgraduate, taught postgraduate, taught postgraduate with undergraduate fees and undergraduate), and these categories are described below.
230. Annex C, 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**

231. 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.
232. 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 Record data.

### **Taught postgraduate**

233. This category covers postgraduates on courses which are mainly taught, including graduate certificates and diplomas, although they may require students to complete a dissertation.
234. 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)**

235. 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).
236. 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 principally architecture courses.

## **Undergraduate**

237. This category covers all those students, other than postgraduates, eligible for inclusion in the Early Statistics Return.
238. 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**

239. Paragraphs 243 to 256 define and explain the modes of study used in table 1.
240. Paragraph 257 contains a table that explains how to calculate the FTE conversion factors for full-time and sandwich courses. Paragraphs 258 to 263 explain the calculation of the FTE for part-time students.
241. Paragraph 268 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.
242. Annex C, 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**

243. 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 255.

### **'Thick' sandwich courses**

244. '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**

245. 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**

246. 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**

247. Treat full-time courses with a work placement of less than one academic year as full-time courses as in paragraph 257 for the calculation of FTE, unless the programme contains more than one such placement, see next paragraph.

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

248. 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 257.

**An optional year's study abroad**

249. 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.

250. 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](mailto:HEdatareturns@sfc.ac.uk).

**Part-time courses**

***Types of part-time course***

251. 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***

252. 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.

253. 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.

254. 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.
255. 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***

256. Other part-time provision covers all the part-time students eligible for inclusion in the return that are 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 243 to 250)

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

<b>Full-time Category</b>	<b>FTE Conversion Factor</b>
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 251 to 256)

258. Where possible, the FTE for a part-time student should be based on the proportion of credits enrolled for 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 268.
259. Short full-time courses, which are 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.
260. 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.

261. 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.
262. 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.
  - Students studying beyond the normal duration of a structured part-time course are not eligible for funding.
263. 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**

264. The full-time equivalent (FTE) conversion factors normally used will be those shown in paragraphs 257 to 263 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.
265. 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](mailto:HEdatareturns@sfc.ac.uk).
266. 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.

267. 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**

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

<b>Type of course</b>	<b>Normal duration</b>	<b>Credits for whole course</b>
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

269. The normal duration for some courses is longer than shown in the above table, for example, courses in medicine, dentistry and architecture.
270. 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.
271. 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.
272. 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.
273. 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.
274. Institutions should contact SFC, at [HEdatareturns@sfc.ac.uk](mailto: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

275. 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 HCP-Med 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 Other Undergraduate Secondary New Routes

	Non-controlled subject areas: Pre-medical entry Other STEM subjects (combined) Other subjects (combined)
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### **Definition of subject areas**

276. The subject information in the Early Statistics Return is based on the subject(s) of course aim used for the HESA Student Return. The Higher Education Classification of Subjects (HECoS) is used to record course subjects in the HESA Student Return.
277. Annex C, 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 C also indicates which subjects are classified as STEM subjects.
278. Annex C indicates which subject areas the new routes new Initial Teacher Education courses should be counted under.

### **Actuarial Science**

279. 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**

280. 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.
281. 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**

282. 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

283. Pre-clinical and clinical Medicine and Dentistry are in separate subject areas. 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 (*)	
<b>St Andrews University</b>			
First year	Pre-clinical	Pre-clinical	n/a
Second year onwards	Clinical	Pre-clinical	n/a
<b>Other Universities</b>			
First year	n/a	Pre-clinical	Pre-clinical
Second year	n/a	Pre-clinical	Clinical
Third year onwards	Clinical	Clinical	Clinical

(\*) Includes the HCP-Med course.

### Undergraduate Courses in Combinations of Subjects

284. The HESA Student Record allows up to five subjects to be recorded for a course along with the percentage of time associated with each subject. The following paragraphs describe how the FTE should be counted for undergraduate students on courses leading to a qualification in more than one subject.

285. Students on Initial Teacher Education (ITE) courses should be counted wholly against the relevant ITE subject area.

286. 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 student's 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.

287. 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.

288. For example, if a student was studying for a degree in Business Studies, French and Computer Science and 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 out of these three subjects.



## Annex A: Some Types of Student Eligible for Funding

1. This annex lists some specific types of student who can be eligible for 'Scottish' tuition fees and hence could be eligible for funding. There are residence criteria that these students have to satisfy to be eligible for 'Scottish' fees and for some of these categories many of the students covered by the heading will not be eligible for 'Scottish' fees.
2. Details of the residence criteria that the student will have to satisfy to be eligible for 'Scottish' tuition fees is available on the website of the Student Awards Agency for Scotland:
  - [Residence conditions for UK, EU, EEA and Swiss nationals](#)
  - [Residence conditions for nationals from outside the UK, EU, EEA and Switzerland](#)
3. Some of the following types of student can be eligible for 'Scottish' tuition fees and hence could be eligible for funding.
  - EU, EEA and Swiss nationals and family members living in the UK by the end of 2020.
  - Family members of a relevant person of Northern Ireland. (i)
  - Irish nationals.
  - UK nationals living in the EU/EEA or Switzerland.
  - Dual UK/EU nationals.
  - Children of Turkish workers.
  - Children of Swiss nationals.
  - Asylum seekers and those granted asylum in the UK.
  - Iraqi nationals with Indefinite Leave to Enter (ILE) the UK.
  - Syrian nationals with Humanitarian Protection in the UK.
  - Afghan interpreters under the Locally Employed Staff (LES) scheme.
  - Stateless Persons.
  - People granted Discretionary Leave as a victim of modern slavery.
  - Students satisfying 'long residence' criteria.

- (i) A family member of a relevant person of Northern Ireland is defined as a person who would have leave to enter or remain in the UK by virtue of residence scheme immigration rules and would be regarded as being a person with protected rights if their parent was a person within the personal scope of Article 10 of the EU Withdrawal Agreement.
  
- (ii) The Student Awards Agency for Scotland has a 'long residence' rule that allows the Agency to consider funding students who are not classed as being 'settled' in the UK for support purposes, where they have been lawfully resident in the UK for a significant part of their lives.

## **Annex B: Some Types of Student Eligible for Rest of UK Tuition Fees**

1. This annex lists some specific types of student who could be eligible to pay rest of UK tuition fees and hence could be counted against the intake targets and consolidation numbers for the controlled subjects.
2. There are residence criteria that these students have to satisfy to be eligible for rest of UK fees and for some of these categories most of the students covered by the heading will not be eligible for these fees. This annex does not list the relevant criteria but detailed information is available from the Student Awards Agency for Scotland.
3. Some of the following types of student can be eligible for rest of UK tuition fees:
  - Irish nationals.
  - UK nationals living in the EU/EEA or Switzerland.
  - UK/EU nationals living in Gibraltar.

**Annex C: HESA Fields Relevant to Returns and Subject Areas (in an accompanying spreadsheet)**