
Alternative provider student record 2015/16

Table of Contents (by entity)

Course.....	5
Courseidentifier.....	6
Coursetitle.....	8
General qualification aim of course.....	10
Own course identifier.....	17
Regulatory body for health and social care students.....	19
Teacher training course.....	21
Coursesubject.....	23
Subject of course.....	24
Subjectpercentage.....	50
Entryprofile.....	51
Domicile.....	52
Highest qualification on entry.....	63
Last provider attended.....	67
Postcode.....	69
Student instance identifier.....	71
Instance.....	73
End date of instance.....	74
Expected length of study.....	76
Provider's own instance identifier.....	78
Reason for ending instance.....	80
Start date of instance.....	82
Student instance identifier.....	84
Units of length.....	86
Instanceperiod.....	87
Courseidentifier.....	89
Disabled Student Allowance.....	91
Exchangeprogrammes.....	92
Grossfee.....	93
HEAPESpopulation.....	96
Instance period end date.....	97
Instance period start date.....	99
Locationidentifier.....	100
Location of study.....	102
Major source of tuition fees.....	104
Mode of study.....	107
Netfee.....	111
Not in active study.....	113
Primary provider of teaching.....	116
Student instance FTE.....	118

Student support eligibility.....	121
Year of course.....	122
Year of student on this instance.....	124
Provider.....	126
Record type indicator.....	127
UK Provider Reference Number.....	128
Qualifications awarded.....	129
Classification.....	130
Qualification awarded.....	131
Qualifications on entry.....	135
Qualification grade.....	136
Qualification sitting.....	141
Qualification subject.....	142
Qualification type.....	165
Qualification year.....	171
Student.....	172
Date of birth.....	173
Family name.....	174
Forenames.....	176
HESA unique student identifier.....	178
Provider's own identifier for student.....	180
Student Support Number.....	182
Unique Learner Number.....	184
Student equality.....	185
Disability.....	186
Ethnicity.....	188
Gender identity.....	190
Nationality.....	191
Religion or belief.....	201
Sex identifier.....	203
Sexual orientation.....	204

Table of Contents (alphabetical)

Fields that are displayed here are sorted alphabetically by field description for ease of searching. Please note that C15054.xsd defines the order that entities and fields must be included within the xml file, which is different to this display order.

Classification.....	130
Course.....	5
Courseidentifier.....	6
Courseidentifier.....	89
Coursesubject.....	23
Coursetitle.....	8
Date of birth.....	173
Disability.....	186
Disabled Student Allowance.....	91
Domicile.....	52
End date of instance.....	74
Entryprofile.....	51
Ethnicity.....	188
Exchangeprogrammes.....	92
Expected length of study.....	76
Familyname.....	174
Forenames.....	176
Genderidentity.....	190
General qualification aim of course.....	10
Grossfee.....	93
HEAPESpopulation.....	96
HESA unique student identifier.....	178
Highest qualification on entry.....	63
Instance.....	73
Instanceperiod.....	87
Instance period end date.....	97
Instance period start date.....	99
Last provider attended.....	67
Locationidentifier.....	100
Location of study.....	102
Major source of tuition fees.....	104
Mode of study.....	107
Nationality.....	191
Netfee.....	111
Not in active study.....	113
Own course identifier.....	17
Postcode.....	69
Primary provider of teaching.....	116
Provider.....	126

Provider's own identifier for student.....	180
Provider's own instance identifier.....	78
Qualificationawarded.....	131
Qualificationgrade.....	136
Qualificationsitting.....	141
Qualificationssubject.....	142
Qualificationtype.....	165
Qualificationyear.....	171
Qualificationsawarded.....	129
Qualifications on entry.....	135
Reason for ending instance.....	80
Record type indicator.....	127
Regulatory body for health and social care students.....	19
Religion or belief.....	201
Sexidentifier.....	203
Sexualorientation.....	204
Start date of instance.....	82
Student.....	172
Studentequality.....	185
Student instance FTE.....	118
Student instance identifier.....	71
Student instance identifier.....	84
Student support eligibility.....	121
Student Support Number.....	182
Subject of course.....	24
Subjectpercentage.....	50
Teacher training course.....	21
UK Provider Reference Number.....	128
Unique Learner Number.....	184
Units of length.....	86
Year of course.....	122
Year of student on this instance.....	124

Course

Type	entity
Short Name	Course
Description	A combination of subject and qualification that defines what a student is aiming for.
Applicable to	England
Coverage	Compulsory for all returns.
Notes	<p>Every instance must be linked to one (and only one) course. Course records can exist without links to any instances if it is easier for a provider to return all courses rather than just those that are active in the reporting year.</p> <p>The Course.COURSEID field is the primary key for the Course entity. It also exists on the Instance as a foreign key.</p> <p>Where provision within the provider's organisation allows multiple possible qualification outcomes, providers must return separate course records for each. Even where groups of students aiming for different qualification outcomes are taught in the same classes, each group must be returned on a different course with a different course aim.</p>
Reason Required	This entity exists to hold fields that describe courses - allowing them to be linked to multiple students efficiently.
Part Of	Provider
Minimum Occurrences	1
Maximum Occurrences	unbounded
Has Parts	Course identifier (COURSEID) Own course identifier (OWNCOURSEID) General qualification aim of course (COURSEAIM) Course title (CTITLE) Regulatory body for health and social care students (REGBODY) Teacher training course (TTCID) Course subject
Owner	HESA
Version	1.0

Course identifier

Type	field
Short Name	COURSEID
Description	This field records the provider's own unique internal identifier for the course. The Course identifier is the primary key for the Course entity and exists as a foreign key on InstancePeriod.
Applicable to	England
Coverage	All courses.
Notes	<p>Course identifiers will be allocated by the provider and should be unique for each course.</p> <p>The term 'course' in this context relates to the combination of subject and qualification that defines what a student is aiming for and which are described in fields Course.COURSEAIM and CourseSubject.SBJCA.</p> <p>For designated courses, providers will need to report the identifier that was submitted as part of the course designation process and the HEAPES return.</p> <p>The Course identifier links the course entity and the instance period entity for the reporting period. There must be an entry in the course entity with a matching identifier in the instance period entity to provide this link, and so give details about the student's study in the current year. Where a student changes course within an instance by changing either course aim (at the same level) or subject, the InstancePeriod.COURSEID should be updated to reflect the course that is applicable at the end of the reporting period.</p> <p>Where the student continues on the same course, the same COURSEID should be kept for all years of the course. It is intended that in the future for some onward uses data from the student record should be aggregated to allow publication at a Course level. For the Unistats site, for example, information about entrants, continuation, outcomes and destinations will be published together. If the COURSEID is not consistent throughout the course it will not be possible to compile a complete set of statistics as relating to a single course. Course.CTITLE will not allow for this aggregation: it is a text field and not suitable for the necessary validation.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all</p>

	<p>European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	To identify courses for designation or linkage.
Part Of	Course Instance period
Field Length	30
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: COURSEID Data type: COURSEIDType
Owner	HESA
Version	1.0

Course title

Type	field
Short Name	CTITLE
Description	This field will be determined by the provider and in this context relates to the complete programme of study leading to the qualification aim referred to in Course.COURSEAIM and CourseSubject.
Applicable to	England
Coverage	All courses.
Notes	<p>Although a compulsory field, this field will not be subject to specific checks regarding its validity. The only validation checks will be that the field contains at least one character.</p> <p>It is intended that this field can be used by the provider as a cross-check to Course.COURSEAIM and CourseSubject.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	To facilitate HESA cross-checking with HE Provider and to identify the title of courses in onward analyses. To aid in more detailed understanding of provision than can be

	gained from broad qualification and subject descriptors.
Part Of	Course
Field Length	255
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: CTITLE Data type: TitleType
Owner	Information Standards Board - Aligned Data Definitions
Version	1.0

General qualification aim of course

Type	field	
Short Name	COURSEAIM	
Description	This field describes the general qualification aim of the course and is intended to record the qualification that will be attained as a result of successful completion of studies.	
Applicable to	England	
Coverage	All courses.	
Valid Entries and Labels	M22	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern
	M26	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	M28	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards registration with the Architects Registration Board (Part 1 and Part 2 qualification)
	M71	Postgraduate Certificate in Education or Professional Graduate Diploma in Education
	H00	First degree with honours
	H11	First degree with honours leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)
	H16	Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	H18	First degree with honours leading towards registration with the Architects Registration Board (Part 1 qualification)
	H22	First degree with honours on the enhanced/extended pattern but at level H
	H23	First degree with honours and diploma
	H41	Diploma at level H
	H42	Certificate at level H
	H43	National Vocational Qualification (NVQ) at level H
	H50	Postgraduate bachelors degree at level H
	H60	Graduate diploma/certificate at level H
	H61	Graduate diploma/certificate at level H but where a previous qualification at level H is a pre-requisite for course entry
	H62	Pre-registration graduate diploma/certificate leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	H70	Professional qualification at level H other than a first degree with honours
	H71	Professional Graduate Certificate in Education
	H72	Professional qualification at level H for serving schoolteachers other than a first degree with honours
	H76	Post-registration health and social care qualification at level H other than a first degree with honours
	H78	Other qualification at level H (where other qualifications at level H are a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 3 qualification)
	H79	Level 6 Diploma in Teaching in the Lifelong Learning Sector
	H80	Other qualification at level H
	H81	Other qualification at level H but where a previous qualification at level H is a pre-requisite for course entry
	H88	Qualification at level H (where another qualification at level H is a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 2 qualification)
	H90	Credits at level H
	H91	Visiting students at level H, with formal or informal credit

	<p>H99 Taught work at level H with an unspecified qualification aim</p> <p>I00 Ordinary (non-honours) first degree</p> <p>I11 Ordinary (non-honours) first degree leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)</p> <p>I16 Pre-registration ordinary (non-honours) first degree leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body</p> <p>I60 Graduate diploma/certificate at level I</p> <p>I61 Graduate diploma/certificate at level I but where a previous qualification at level I or H is a pre-requisite for course entry</p> <p>I70 Professional qualification at level I other than an ordinary (non-honours) first degree</p> <p>I71 Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC) only</p> <p>I72 Professional qualification at level I for serving schoolteachers</p> <p>I74 Teaching certificate (trained through the medium of Welsh)</p> <p>I76 Post-registration health and social care qualification at level I other than an ordinary (non-honours) first degree</p> <p>I79 Level 5 Diploma in Teaching in the Lifelong Learning Sector</p> <p>I80 Other qualification at level I</p> <p>I81 Other qualification at level I but where a previous qualification at level I or H is a pre-requisite for course entry</p> <p>I90 Credits at level I</p> <p>I91 Visiting students at level I, with formal or informal credit</p> <p>I99 Taught work at level I with an unspecified qualification aim</p> <p>J10 Foundation degree</p> <p>J16 Foundation degree which on completion meets entry requirement for pre-registration health and social care qualification</p> <p>J20 Diploma of Higher Education (DipHE)</p> <p>J26 Diploma of Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body</p> <p>J30 Higher National Diploma (HND)</p> <p>J41 Diploma at level J</p> <p>J42 Certificate at level J</p> <p>J43 National Vocational Qualification (NVQ) at level J</p> <p>J45 Scottish Vocational Qualification (SVQ) 4</p> <p>J76 Post-registration health and social care qualification at level J</p> <p>J80 Other qualification at level J</p> <p>J90 Credits at level J</p> <p>J99 Taught work at level J with an unspecified qualification aim</p> <p>C20 Certificate of Higher Education (CertHE)</p> <p>C30 Higher National Certificate (HNC)</p> <p>C41 Diploma at level C</p> <p>C42 Certificate at level C</p> <p>C43 National Vocational Qualification (NVQ) at level C</p> <p>C77 Level 4 Preparing to Teach in the Lifelong Learning Sector</p> <p>C78 Level 4 Certificate in Teaching in the Lifelong Learning Sector</p> <p>C80 Other qualification at level C</p> <p>C90 Credits at level C</p> <p>C99 Taught work at level C with an unspecified qualification aim</p>
Notes	<p>Course aim describes the qualification that will be attained as a result of successful completion of the course.</p> <p>Overall framework and alignment with existing frameworks.</p> <p>The most relevant are the UK frameworks. For England, Wales and NI the HE qualifications framework identifies five levels (C/4, I/5, H/6, M/7, D/8) and these are aligned with the NVQ levels 4 to 8. The Scottish Credit and Qualifications Framework (SCQF), which is not HE-specific, is aligned with this except that the lower boundary of Scottish Level 7 is apparently slightly lower than the lower boundary of Level C / NVQ 4</p>

(this is the lower cutoff for what may be regarded as HE in England and Wales, but, significantly, Scottish Advanced Highers fall into Level 7), and Level I /NVQ 5 is split into two levels in Scotland, Level 8 and 9.

The ISCED framework is used for international reporting, and four levels within it are relevant, Levels 4, 5B, 5A and 6. The Bologna framework for European HE harmonisation is still in the process of development, but the current state may be summarised as recognising four levels: short-cycle, first-cycle, second-cycle, and third cycle.

HESA	SCQF	E/W/NI HE †		NVQ HE	ISCED
D	12- Doctorates	D - Doctoral degree/FHEQ Level 8	Research	N/A	6
E			Taught	8 - Highly specialist Diploma from a professional body	5A
L	11 - Masters, SVQ 5	M - Masters degree, postgraduate diplomas, postgraduate certificates/FHEQ Level 7	Research	N/A	6
M			Taught	7 - NVQ 5, Level 7 Diploma, Level 7 Fellowship, Level 7 Advanced professional Certificate	5A
H	10 - Honours degree, Graduate Diploma / Certificate	H- Bachelors degrees with honours, Graduate certificates and diplomas/FHEQ Level 6		6 - Level 6 Certificate, Level 6 Diploma	6A
I	9 - Ordinary degree, Graduate Diploma / Certificate	I - Foundation degrees, Diplomas of higher education and other higher diplomas/FHEQ Level 5		5 - NVQ 4, Level 5 Certificate, Level 5 Diploma, Higher National Diploma	5B
J	8 Higher National Diploma, Diploma in Higher Education, SVQ 4				
C	7 - Higher National Certificate, Certificate of Higher Education	C - Certificates of Higher Education/FHEQ Level 4		4 - Level 4 Certificate, Level 4 Diploma	5B/4

P	Advanced Higher	-	3 - NVQ 3, Level 3 Certificate, Level 3 Diploma	
	6 - Higher, SVQ 3			
Q	5 - Intermediate 2, Credit Standard Grade, SVQ 2	-	2 - NVQ 2, Level 2 Certificate, Level 2 Diploma	
	4 - Intermediate 1, Credit Standard Grade, SVQ 1			
R		-	1 - NVQ 1, Level 1 Certificate, Level 1 Diploma	
S	1,2,3 Access Levels	-	Entry Level	-
X	-	-	-	-

† Note that the QAA level descriptors in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) have changed in the 2008 version compared with the 2001 version. Full details are available from the QAA publication The framework for higher education qualifications in England, Wales and Northern Ireland published August 2009. Although the 2008 FHEQ qualification descriptor for level 6 states that this can be used as a reference for ordinary Bachelors degrees, for HESA purposes first degrees with honours should be coded at level H, and first degrees without honours should be coded at level I.

There is a summary of qualification levels in the UK and Ireland available from the QAA publication Qualifications can cross boundaries - a rough guide to comparing qualifications in the UK and Ireland.

This coding frame is designed to support the alignment of course qualifications with the frameworks, with the first letter indicating the level. Codes of similar type at different levels have the same two-digit suffix.

Additional guidance on specific codes:

M22 Integrated undergraduate/postgraduate taught Masters degree on the enhanced/extended pattern.

Use this code for MEng and similar. Such masters degrees comprise an integrated programme of study spanning several years. While the final outcomes of the qualifications meet the expectations for level M in full, these integrated qualifications have an additional period of study at lower levels (typically level H). Use code M22 only where code M26 or M28 are not applicable.

M26 Integrated undergraduate/postgraduate taught Masters degree on the enhanced/extended pattern leading towards eligibility to practice with a Health or Social Care or Veterinary statutory regulatory body

This code can be used for degrees in medicine, dentistry and veterinary science comprising an integrated programme of study and professional practice.

M28 Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards registration with the Architects Registration Board (Part 1 and Part 2 qualification)

This code should be used for programmes of study that integrate both of the Part 1 and Part 2 qualifications. Programmes of study that lead only to eligibility to register as Part 1 should use 'H18 First degree with honours leading towards registration with the Architects Registration Board (Part 1 qualification)'. Programmes that lead only to eligibility to register as Part 2 should use 'M88 Taught qualification at level M (where a qualification at level H is a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 2 qualification)'.

M71 Postgraduate Certificate in Education or Professional Graduate Diploma in Education.

See H71 for Professional Graduate Certificate in Education. See Statement on the PGCE Qualification

H11 First degree with honours leading to QTS/registration with a GTC.

This code should only be used for BEd if it is at level H.

H61 Graduate Diploma/Certificate at Level H.

Use this code where a previous qualification at Level H is a pre-requisite for course entry; use H50 in preference if applicable.

H70 Professional qualification at Level H other than a first degree with honours.

Use H71, H72, H76, H88 in preference if applicable.

H71 Professional Graduate Certificate in Education.

See code M71 for Postgraduate Certificate in Education. See Statement on the PGCE Qualification.

H76 Post-registration health and social care qualification at Level H other than a first degree with honours.

This code includes Continuing Professional Development (CPD).

H81 Other qualification at Level H but where a previous qualification at Level H is a pre-requisite for course entry.

Use H50, H71, H72, H76 in preference if applicable.

I11 Ordinary (non-honours) first degree leading to QTS/registration with a GTC.

Code BEd here unless it is at level H.

I70 Professional qualification at Level I other than an ordinary (non-honours) first degree.

Use I76 in preference if applicable.

I76 Post-registration health and social care qualification at Level I other than an ordinary (non-honours) first degree.

This code includes Continuing Professional Development (CPD).

J76 Post-registration health and social care qualification at level J.

This code includes Continuing Professional Development (CPD).

Health and Social Care courses

Courses which lead to a qualification to teach nursing, midwifery or health visiting courses should be coded 2 in Course.TTCID.

Post-Registration health and social care codes ('_76') should be returned for post-registration health and social care students taking continuing professional updating modules. Post-registration health and social care students studying for other qualifications should be coded to the appropriate code for that qualification. For example, a post-registration health and social care student studying for a first degree should be coded 'H00' for First degree, rather than H76. Validation has been relaxed to allow regulatory body information to be returned for these post-registration students.

H16 'First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body' will be used in combination with the subject code or codes to identify those degrees which lead to eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.

Social work courses

HESA has been advised by the Department of Health that courses leading to eligibility to register to practice with a social care statutory regulatory body will not necessarily be coded with a '_16' code in this field. Providers offering courses leading to eligibility to register to practice with a social care statutory regulatory body should return regulatory body information in Course.REGBODY irrespective of the code used in this field.

Access courses

A recognised Access to HE course is one validated by an Authorised Validating Agency that has been licensed for the purpose by the Quality Assurance Agency for Higher Education (QAA), under the terms of the QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland. Relevant Access courses are recorded on the Access to HE Courses Database.

Other guidance

The General qualification aim of course should be consistent with funding council Early Statistics (HEAPES).

	<p>Higher bachelors degrees at undergraduate level should be coded H50.</p> <p>J10 and J16, Foundation Degrees, are intended to cover those programmes which providers are running as Foundation Degrees which are consistent with the 'Statement of Design Principles' for Foundation Degrees issued by UUK and SCOP (now GuildHE).</p> <p>Where a student is following a programme of study leading potentially to two or more qualifications concurrently, and that combination is not specified under valid entries, please return the qualification code that is highest in level.</p> <p>Certificate in Further Education should be coded H80 if at undergraduate level.</p> <p>If a foundation course or year is integrated into another qualification e.g. a first degree, code H00 'First degree' should be returned in this field.</p> <p>Students entering with enhanced first degrees, that is qualifications that would be coded H22/M22/M26/M28 in the COURSEAIM field, should be recorded as having M2X in EntryProfile.QUALENT3. Enhanced first degree programmes typically include study equivalent to at least four years full-time, of which study equivalent to at least one full-time academic year is at masters level. Study at bachelor's level is integrated with study at master's level.</p>
Examples	To allow analysis of the student population by specific qualification aims beyond broad level descriptors. Used in a wide variety of calculations and analyses.
Reason Required	To allow analysis of the student population by level of study.
Part Of	Course
Field Length	3
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: COURSEAIM Data type: COURSEAIMCodeContentType
Related Fields	CTITLE
Owner	HESA
Version	1.0

Own course identifier

Type	field
Short Name	OWNCOURSEID
Description	This field records the provider's own internal identifier for the course.
Applicable to	England
Coverage	Optional for all courses.
Notes	<p>Valid characters</p> <p>The question of valid characters is significant in this field since many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The valid character set available for this field follows the Data Standards in the AP HESA student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <code><?xml version="1.0" encoding="UTF-8" ?></code>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	This field is designed to be used by HESA and APs to aid in identifying records.
Part Of	Course
Field Length	50
Minimum Occurrences	0
Maximum Occurrences	1

Schema Components	Element: OWNCOURSEID Data type: OWNCOURSEIDType
Related Fields	OWNINST OWNSTU
Owner	HESA
Version	1.0

Regulatory body for health and social care students

Type	field
Short Name	REGBODY
Description	This field identifies the regulatory body for medical, dental, health and social care, and veterinary students.
Applicable to	England
Coverage	All courses where Course.COURSEAIM = M26, H16, H62, H76, I16, I76, J26, J76.
Valid Entries and Labels	01 General Medical Council (GMC) 03 General Optical Council (GOC) 06 The Nursing & Midwifery Council (NMC) 12 General Osteopathic Council (GOsC) 13 General Chiropractic Council (GCC) 14 Royal College of Veterinary Surgeons (RCVS) 15 General Pharmaceutical Council (GPhC) 30 GDC: Dentists 31 GDC: Clinical dental technician 32 GDC: Dental hygienist or Dental therapist 33 GDC: Dental nurse 34 GDC: Dental technician 35 GDC: Orthodontic therapist 40 HCPC: Arts therapist 41 HCPC: Biomedical scientists 42 HCPC: Chiropodists / podiatrists 43 HCPC: Clinical scientists 44 HCPC: Dieticians 45 HCPC: Hearing aid dispensers 46 HCPC: Occupational therapists 47 HCPC: Operating department practitioners 48 HCPC: Orthoptists 49 HCPC: Paramedics 50 HCPC: Physiotherapists 51 HCPC: Practitioner psychologists 52 HCPC: Prosthetists / orthotists 53 HCPC: Radiographers 54 HCPC: Social workers in England 55 HCPC: Speech and language therapists
Notes	For further details on HCPC professions see www.hpc-uk.org/aboutregistration/professions/
Reason Required	To establish relevant regulatory body for medical, dental, health and social care, and veterinary students for use in funding and onward analysis.
Part Of	Course
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: REGBODY Data type: REGBODYCodeContentType
Owner	HESA

Version	1.0
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Teacher training course

Type	field
Short Name	TTCID
Description	This field is a one character field completed for students on courses that lead to teaching qualifications. The selection will determine the type of the teacher training.
Applicable to	England
Coverage	All courses.
Valid Entries and Labels	<p>0 Not a teacher training course</p> <p>1 On initial or pre-service teacher training course leading to Qualified Teacher Status or to registration as a school teacher with the General Teaching Council for Scotland</p> <p>2 On other initial teacher training course not leading to Qualified Teacher Status nor to registration as a school teacher with the General Teaching Council for Scotland</p> <p>5 Inset course</p> <p>9 Other NCTL funded provision not elsewhere specified</p> <p>D Other Pre-ITT activity funded by the NCTL</p> <p>F Subject Knowledge Enhancement (SKE) - NCTL funded</p> <p>G School Direct Training Programme</p> <p>Q Early Years Initial Teacher Training</p>
Notes	<p>Code 1 includes PGCE, BEd, first degree with Qualified Teacher Status and courses leading concurrently to a degree and to a diploma in Education.</p> <p>Code 2 includes courses leading to Further Education Teacher Qualification and to Nursing and Midwifery Teacher Qualification.</p> <p>Code 5: NCTL and HEFCE have given a working definition of an INSET course as follows:</p> <p style="padding-left: 40px;">An INSET/In-service course is one for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. In considering whether this is the purpose of particular course, providers may wish to consider the content of the course and course literature, including prospectuses and any other marketing material.</p> <p>Code F (Subject Knowledge Enhancement) instances will not be included in HESA standard populations.</p> <p>School Direct programmes</p> <p>Code G 'School Direct Training Programme' should be used where the allocation is with a school.</p> <p>The completion of InstancePeriod.MSTUFEE will additionally be required to indicate whether the instance is either salaried or funded through tuition fees. Validation will restrict any instances which have a Course.TTCID of G to the use of codes 01, 02, 03, 04, 52, 53, 54 and 81 in InstancePeriod.MSTUFEE.</p>

Reason Required	Used to identify and differentiate between different types of teacher training student in the analysis of ITT provision, assessing student support eligibility and setting and monitoring the student number control.
Part Of	Course
Field Length	1
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: TTCID Data type: TTCIDCodeContentType
Owner	HESA
Version	1.0
Date modified	2015-09-30
Change management notes	Addition of valid entries 1, 9, D, F, G, and Q to permit the return of non-designated teacher training students who may now fall under the coverage of the record. Guidance updated accordingly.

Course subject

Type	entity
Short Name	CourseSubject
Description	The subject descriptors for this course.
Applicable to	England
Coverage	All courses.
Notes	
Reason Required	This repeating element exists to allow a course to hold up to three sets of subject information.
Part Of	Course
Minimum Occurrences	1
Maximum Occurrences	3
Has Parts	Subject of course (SBJCA) Subject percentage (SBJPCNT)
Owner	HESA
Version	1.0

Subject of course

Type	field	
Short Name	SBJCA	
Description	This field describes the subject or subjects appropriate to the current course.	
Applicable to	England	
Coverage	All course subject records.	
Valid Entries and Labels	A100 Pre-clinical medicine A200 Pre-clinical dentistry A300 Clinical medicine A400 Clinical dentistry A900 Others in medicine & dentistry A990 Medicine & dentistry not elsewhere classified A000 Medicine & dentistry B100 Anatomy, physiology & pathology B110 Anatomy B120 Physiology B121 Clinical physiology B130 Pathology B131 Cellular pathology B132 Pathobiology B140 Neuroscience B160 Physiotherapy B170 Podiatry B190 Anatomy, physiology & pathology not elsewhere classified B200 Pharmacology, toxicology & pharmacy B210 Pharmacology B220 Toxicology B230 Pharmacy B290 Pharmacology, toxicology & pharmacy not elsewhere classified B300 Complementary medicines, therapies & well-being B310 Osteopathy B320 Chiropractic B340 Alternative medicine & therapies B341 Chinese B342 Herbalism B343 Acupuncture B344 Aromatherapy B345 Hypnotherapy B346 Reflexology B350 Hair & beauty science B351 Hair services B352 Beauty therapies B353 Make-up B360 Spa & water-based therapies B390 Complementary medicines, therapies & well-being not elsewhere classified B400 Nutrition B410 Dietetics B490 Nutrition not elsewhere classified B500 Ophthalmics B510 Optometry B520 Orthoptics B590 Ophthalmics not elsewhere classified B600 Aural & oral sciences B610 Audiology B620 Speech science B630 Language pathology	

B690	Aural & oral sciences not elsewhere classified
B700	Nursing
B701	Palliative care nursing
B702	Clinical practice nursing
B710	Community nursing
B712	Health visiting
B713	School nursing
B714	Practice nursing
B720	Midwifery
B730	Children's nursing
B731	Neonatal care
B740	Adult nursing
B741	Older people nursing
B750	Dental nursing
B760	Mental health nursing
B761	Learning disability nursing
B770	Medical nursing
B771	Critical care nursing
B772	Surgical nursing
B773	Emergency nursing
B790	Nursing not elsewhere classified
B800	Medical technology
B810	Cardiography
B820	Radiology
B821	Radiography, diagnostic
B822	Radiography, therapeutic
B830	Biomechanics & prosthetics (non-clinical)
B840	Dental technology
B850	Mortuary technology
B890	Medical technology not elsewhere classified
B900	Others in subjects allied to medicine
B910	Environmental health
B920	Occupational health
B930	Occupational therapy
B940	Counselling
B950	Paramedical science
B960	Physician assistant studies
B990	Subjects allied to medicine not elsewhere classified
B000	Subjects allied to medicine
C100	Biology
C110	Applied biology
C111	Parasitology
C120	Behavioural biology
C130	Cell biology
C131	Applied cell biology
C140	Developmental/Reproductive biology
C141	Developmental biology
C142	Reproductive biology
C150	Environmental biology
C160	Marine/Freshwater biology
C161	Marine biology
C162	Freshwater biology
C170	Population biology
C180	Ecology
C181	Biodiversity
C182	Evolution
C183	Community ecology
C184	Conservation ecology
C185	Ecosystem ecology & land use
C186	Population ecology
C187	Ecotoxicology
C190	Biology not elsewhere classified
C191	Biometry
C200	Botany

C210	Applied botany
C220	Mycology
C230	Plant biotechnology
C240	Plant cell science
C250	Plant pathology
C260	Plant physiology
C270	Developmental & reproductive plant biology
C280	Systematic botany
C290	Botany not elsewhere classified
C300	Zoology
C310	Applied zoology
C320	Cell zoology
C330	Developmental & reproductive zoology
C340	Entomology
C350	Marine zoology
C360	Pest science
C380	Systematic zoology
C390	Zoology not elsewhere classified
C400	Genetics
C410	Applied genetics
C420	Human genetics
C430	Medical & veterinary genetics
C431	Medical genetics
C432	Veterinary genetics
C440	Molecular genetics
C441	Transcriptomics
C450	Genomics
C451	Functional genomics
C452	Genome organisation
C460	Genetic engineering
C470	Population genetics & evolution
C490	Genetics not elsewhere classified
C500	Microbiology
C510	Applied microbiology
C520	Medical & veterinary microbiology
C521	Medical microbiology
C522	Veterinary microbiology
C530	Bacteriology
C540	Virology
C550	Immunology
C570	Serology
C590	Microbiology not elsewhere classified
C600	Sport & exercise science
C610	Sport coaching
C620	Sport development
C630	Sport conditioning, rehabilitation & therapy
C640	Sport studies
C650	Sport technology
C690	Sport & exercise science not elsewhere classified
C700	Molecular biology, biophysics & biochemistry
C710	Applied molecular biology, biophysics & biochemistry
C720	Biological chemistry
C730	Metabolic biochemistry
C740	Medical & veterinary biochemistry
C741	Medical biochemistry
C742	Veterinary biochemistry
C750	Plant biochemistry
C760	Biomolecular science
C770	Biophysical science
C790	Molecular biology, biophysics & biochemistry not elsewhere classified
C800	Psychology
C810	Applied psychology
C811	Occupational psychology
C812	Educational psychology

	C813	Sport psychology
	C814	Organisational psychology
	C815	Business psychology
	C816	Forensic psychology
	C820	Developmental psychology
	C821	Child psychology
	C822	The psychology of ageing
	C830	Methodological & conceptual issues in psychology
	C831	Research methods in psychology
	C832	Quantitative psychology
	C833	Qualitative psychology
	C834	History of psychology
	C835	Philosophy of psychology
	C840	Psychology in health & medicine
	C841	Health psychology
	C842	Clinical psychology
	C843	Counselling psychology
	C844	Psychotherapy
	C845	Clinical neuropsychology
	C846	Community psychology
	C847	Psychoanalytical studies
	C848	Psychology of mental health
	C850	Cognitive & affective psychology
	C851	Psychological modelling
	C852	Psychology of communication
	C853	Psychology of memory & learning
	C854	Psychology of perception
	C855	Psychology of higher cognitive processes
	C856	Experimental psychology
	C857	Affective psychology
	C858	Transpersonal psychology
	C860	Psychobiology
	C861	Cognitive neuroscience
	C862	Affective neuroscience
	C863	Psychopharmacology
	C864	Evolutionary psychology
	C865	Animal psychology
	C870	Personality & individual differences
	C871	Psychometrics
	C872	Psychology of gender
	C873	Cross-cultural psychology
	C880	Social psychology
	C881	Social cognition
	C890	Psychology not elsewhere classified
	C900	Others in biological sciences
	C910	Applied biological sciences
	C990	Biological sciences not elsewhere classified
	C000	Biological sciences
	D100	Pre-clinical veterinary medicine
	D190	Pre-clinical veterinary medicine not elsewhere classified
	D200	Clinical veterinary medicine & dentistry
	D210	Clinical veterinary medicine
	D220	Clinical veterinary dentistry
	D290	Clinical veterinary medicine & dentistry not elsewhere classified
	D300	Animal science
	D310	Veterinary nursing
	D320	Animal health
	D321	Animal anatomy
	D322	Animal physiology
	D323	Animal pathology
	D324	Animal pharmacology
	D325	Animal toxicology
	D326	Animal pharmacy
	D327	Animal nutrition

	D328	Animal welfare
	D330	Veterinary public health
	D340	Overseas veterinary development
	D390	Animal sciences not elsewhere classified
	D400	Agriculture
	D410	Arable & fruit farming
	D411	Agricultural pests & diseases
	D412	Crop physiology
	D413	Crop nutrition
	D414	Crop protection
	D415	Crop production
	D416	Glasshouse culture
	D417	Amenity horticulture
	D418	Exotic plants & crops
	D420	Livestock
	D421	Livestock husbandry
	D422	Equine studies
	D423	Poultry keeping
	D424	Game keeping
	D425	Exotic livestock
	D430	Fish farming
	D431	Fish husbandry
	D432	Freshwater fish
	D433	Saltwater fish
	D434	Ornamental fish
	D435	Aquaculture
	D440	Rural estate management
	D441	Farm management
	D442	Game keeping management
	D443	Water resource management
	D444	Land management for recreation
	D445	Biological heritage site management
	D446	Wilderness management
	D447	Environmental conservation
	D448	Sustainable agricultural & landscape development
	D450	International agriculture
	D460	Organic farming
	D461	Organic arable & fruit farming
	D462	Organic livestock
	D463	Organic fish farming
	D470	Agricultural technology
	D471	Agricultural machinery
	D472	Agricultural irrigation & drainage
	D490	Agriculture not elsewhere classified
	D500	Forestry & arboriculture
	D510	Trees & shrubs
	D511	Forestry pests & diseases
	D512	Tree physiology
	D513	Tree nutrition
	D514	Tree protection
	D515	Tree production
	D516	Timber production
	D517	Community forestry
	D520	International forestry
	D530	Organic forestry
	D540	Forestry technology
	D541	Forestry irrigation & drainage
	D590	Forestry not elsewhere classified
	D600	Food & beverage studies
	D610	Food science
	D611	Meat science
	D612	Cereal science
	D613	Vegetable science
	D614	Fruit science

D620	Food hygiene
D630	Food & beverage production
D631	Food & beverage manufacture
D632	Food & beverage processing
D633	Food & beverage technology
D634	Industrial baking
D635	Industrial brewing
D640	Food & beverages for the consumer
D641	Food & beverage packaging
D642	Food & beverage delivery
D690	Food & beverage studies not elsewhere classified
D700	Agricultural sciences
D710	Agricultural biology
D711	Agricultural microbiology
D720	Agricultural chemistry
D721	Agricultural biochemistry
D730	Agricultural botany
D740	Agricultural zoology
D750	Soil as an agricultural medium
D790	Agricultural sciences not elsewhere classified
D900	Others in veterinary sciences, agriculture & related subjects
D990	Veterinary sciences, agriculture & related subjects not elsewhere classified
D000	Veterinary sciences, agriculture & related subjects
F100	Chemistry
F110	Applied chemistry
F111	Industrial chemistry
F112	Colour chemistry
F120	Inorganic chemistry
F130	Structural chemistry
F131	Crystallography
F140	Environmental chemistry
F141	Marine chemistry
F150	Medicinal chemistry
F151	Pharmaceutical chemistry
F160	Organic chemistry
F161	Organometallic chemistry
F162	Polymer chemistry
F163	Bio-organic chemistry
F164	Petrochemical chemistry
F165	Biomolecular chemistry
F170	Physical chemistry
F180	Analytical chemistry
F190	Chemistry not elsewhere classified
F200	Materials science
F290	Materials science not elsewhere classified
F300	Physics
F310	Applied physics
F311	Engineering physics
F320	Chemical physics
F321	Solid-state physics
F330	Environmental physics
F331	Atmospheric physics
F332	Marine physics
F340	Mathematical & theoretical physics
F341	Electromagnetism
F342	Quantum mechanics
F343	Computational physics
F350	Medical physics
F351	Radiation physics
F360	Optical physics
F361	Laser physics
F370	Nuclear & particle physics
F380	Acoustics
F390	Physics not elsewhere classified

F400	Forensic & archaeological sciences
F410	Forensic science
F420	Archaeological science
F490	Forensic & archaeological sciences not elsewhere classified
F500	Astronomy
F510	Astrophysics
F520	Space & planetary sciences
F521	Space science
F522	Planetary science
F530	Solar & solar terrestrial physics
F540	Astronomy observation
F550	Astronomy theory
F590	Astronomy not elsewhere classified
F600	Geology
F610	Applied geology
F611	Industrial geology
F612	Engineering geology
F620	Mining geology
F621	Exploration geology
F630	Geotechnology
F631	Marine geotechnology
F640	Earth science
F641	Palaeontology
F642	Geoscience
F643	Quaternary studies
F644	Hydrogeology
F645	Mantle & core processes
F646	Land-atmosphere interactions
F650	Geological oceanography
F660	Geophysics
F661	Exploration geophysics
F670	Geochemistry
F680	Geohazards
F681	Seismology & tectonics
F682	Vulcanology
F690	Geology not elsewhere classified
F700	Science of aquatic & terrestrial environments
F710	Marine sciences
F720	Hydrography
F730	Ocean sciences
F731	Ocean circulation
F732	Oceanographic survey & monitoring
F733	Land-ocean interaction
F734	Atmosphere-ocean interactions
F750	Environmental sciences
F751	Applied environmental sciences
F752	Hydrology
F753	Pollution control
F754	Biogeochemical cycles
F755	Environmental informatics
F756	Environmental physiology
F760	Climatology
F761	Meteorology
F762	Large-scale atmospheric dynamics & transport
F763	Boundary-layer meteorology
F764	Climate & climate change
F765	Radiative processes & effects
F770	Soil science
F780	Glaciology & cryospheric systems
F790	Science of aquatic & terrestrial environments not elsewhere classified
F800	Physical geographical sciences
F810	Environmental geography
F811	Biogeography
F840	Physical geography

F841	Maritime geography
F842	Geomorphology
F843	Topography
F844	Cartography
F845	Remote sensing
F846	Geographical information systems
F890	Physical geographical sciences not elsewhere classified
F900	Others in physical sciences
F990	Physical sciences not elsewhere classified
F000	Physical sciences
G100	Mathematics
G110	Pure mathematics
G120	Applied mathematics
G121	Mechanics (mathematical)
G130	Mathematical methods
G140	Numerical analysis
G150	Mathematical modelling
G160	Engineering/industrial mathematics
G170	Computational mathematics
G190	Mathematics not elsewhere classified
G200	Operational research
G290	Operational research not elsewhere classified
G300	Statistics
G310	Applied statistics
G311	Medical statistics
G320	Probability
G330	Stochastic processes
G340	Statistical modelling
G350	Mathematical statistics
G390	Statistics not elsewhere classified
G900	Others in mathematical sciences
H100	General engineering
H110	Integrated engineering
H120	Safety engineering
H121	Fire safety engineering
H122	Water quality control
H123	Public health engineering
H130	Computer-aided engineering
H131	Automated engineering design
H140	Mechanics
H141	Fluid mechanics
H142	Solid mechanics
H143	Structural mechanics
H150	Engineering design
H160	Bioengineering, biomedical engineering & clinical engineering
H161	Biomaterials
H162	Biomechanics (including fluid & solid mechanics)
H163	Bioelectronics & bioelectricity
H164	Rehabilitation engineering
H165	Tissue engineering & regenerative medicine
H166	Imaging
H167	Biosensors
H168	Medical devices & instrumentation
H169	Neural engineering
H190	General engineering not elsewhere classified
H200	Civil engineering
H210	Structural engineering
H220	Environmental engineering
H221	Energy resources
H222	Coastal decay
H223	Environmental impact assessment
H230	Transport engineering
H231	Permanent way engineering
H232	Pavement engineering

H240	Surveying science
H241	General practice surveying
H242	Engineering surveying
H250	Geotechnical engineering
H290	Civil engineering not elsewhere classified
H300	Mechanical engineering
H310	Dynamics
H311	Thermodynamics
H320	Mechanisms & machines
H321	Turbine technology
H330	Automotive engineering
H331	Road vehicle engineering
H332	Rail vehicle engineering
H333	Ship propulsion engineering
H340	Acoustics & vibration
H341	Acoustics
H342	Vibration
H350	Offshore engineering
H360	Electromechanical engineering
H390	Mechanical engineering not elsewhere classified
H400	Aerospace engineering
H410	Aeronautical engineering
H411	Air passenger transport engineering
H412	Air freight transport engineering
H413	Air combat engineering
H420	Astronautical engineering
H430	Avionics
H440	Aerodynamics
H441	Flight mechanics
H450	Propulsion systems
H460	Aviation studies
H490	Aerospace engineering not elsewhere classified
H500	Naval architecture
H510	Shipbuilding
H511	Surface passenger ship building
H512	Surface freight ship building
H513	Surface combat ship building
H514	Submarine building
H520	Ship design
H521	Surface passenger ship design
H522	Surface freight ship design
H523	Surface combat ship design
H524	Submarine design
H590	Naval architecture not elsewhere classified
H600	Electronic & electrical engineering
H610	Electronic engineering
H611	Microelectronic engineering
H612	Integrated circuit design
H620	Electrical engineering
H630	Electrical power
H631	Electrical power generation
H632	Electrical power distribution
H640	Communications engineering
H641	Telecommunications engineering
H642	Broadcast engineering
H643	Satellite engineering
H644	Microwave engineering
H650	Systems engineering
H651	Digital circuit engineering
H652	Analogue circuit engineering
H660	Control systems
H661	Instrumentation control
H662	Control by light systems
H670	Robotics & cybernetics

H671	Robotics
H672	Cybernetics
H674	Virtual reality engineering
H680	Optoelectronic engineering
H690	Electronic & electrical engineering not elsewhere classified
H700	Production & manufacturing engineering
H710	Manufacturing systems engineering
H711	Manufacturing systems design
H712	Manufacturing installation systems
H713	Production processes
H714	Manufacturing systems maintenance
H720	Quality assurance engineering
H730	Mechatronics
H790	Production & manufacturing engineering not elsewhere classified
H800	Chemical, process & energy engineering
H810	Chemical engineering
H811	Biochemical engineering
H812	Pharmaceutical engineering
H820	Atomic engineering
H821	Nuclear engineering
H830	Chemical process engineering
H831	Bioprocess engineering
H840	Gas engineering
H850	Petroleum engineering
H890	Chemical, process & energy engineering not elsewhere classified
H900	Others in engineering
H990	Engineering not elsewhere classified
H000	Engineering
I100	Computer science
I110	Computer architectures & operating systems
I111	Computer architectures
I112	Operating systems
I113	Displays & imaging
I114	High end computing
I115	Parallel computing
I120	Networks & communications
I130	Computational science foundations
I140	Human-computer interaction
I150	Multimedia computing science
I160	Internet
I161	e-business
I190	Computer science not elsewhere classified
I200	Information systems
I210	Information modelling
I220	Systems design methodologies
I230	Systems analysis & design
I240	Databases
I250	Systems auditing
I260	Data management
I270	Intelligent & expert systems
I290	Systems analysis & design not elsewhere classified
I300	Software engineering
I310	Software design
I320	Programming
I321	Procedural programming
I322	Object-oriented programming
I323	Declarative programming
I390	Software engineering not elsewhere classified
I400	Artificial intelligence
I410	Speech & natural language processing
I420	Knowledge representation
I430	Neural computing
I440	Computer vision
I450	Cognitive modelling

I460	Machine learning
I461	Automated reasoning
I490	Artificial intelligence not elsewhere classified
I500	Health informatics
I510	Health technologies
I520	Bioinformatics
I530	Tele healthcare
I590	Health informatics not elsewhere classified
I600	Games
I610	Computer games programming
I620	Computer games design
I630	Computer games graphics
I700	Computer generated visual & audio effects
I710	Computer generated imagery
I900	Others in computer sciences
I990	Computer sciences not elsewhere classified
J100	Minerals technology
J110	Mining
J120	Quarrying
J130	Rock mechanics
J140	Minerals processing
J150	Minerals surveying
J160	Petrochemical technology
J190	Minerals technology not elsewhere classified
J200	Metallurgy
J210	Applied metallurgy
J220	Metallic fabrication
J221	Pattern making
J230	Corrosion technology
J290	Metallurgy not elsewhere classified
J300	Ceramics & glass
J310	Ceramics
J320	Glass technology
J390	Ceramics & glass not elsewhere classified
J400	Polymers & textiles
J410	Polymers technology
J411	Plastics
J420	Textiles technology
J421	Textile chemistry
J422	Dying & colouring of textiles
J430	Leather technology
J431	Tanning
J440	Clothing production
J441	Machine knitting
J442	Commercial tailoring
J443	Pattern cutting
J444	Millinery
J445	Footwear production
J490	Polymers & textiles not elsewhere classified
J500	Materials technology not otherwise specified
J510	Materials technology
J511	Engineering materials
J512	Paper technology
J513	Furniture technology
J520	Printing
J521	Offset lithography
J522	Photo-lithography
J523	Reprographic techniques
J524	Screen process printing
J530	Gemmology
J590	Materials technology not elsewhere classified
J600	Maritime technology
J610	Marine technology
J611	Marine navigation

J612	Marine radar
J613	Marine radio
J614	Marine plumbing
J690	Maritime technology not elsewhere classified
J700	Biotechnology
J710	Plant biotechnology (crops, trees, shrubs etc.)
J720	Animal biotechnology
J730	Environmental biotechnology
J740	Industrial biotechnology
J750	Medical biotechnology
J790	Biotechnology not elsewhere classified
J900	Others in technology
J910	Energy technologies
J920	Ergonomics
J930	Audio technology
J931	Music recording
J940	Machinery maintenance
J941	Office machinery maintenance
J942	Industrial machinery maintenance
J950	Musical instrument technology
J960	Transport logistics
J970	Emergency & disaster technologies
J990	Technologies not elsewhere classified
J000	Technologies
K100	Architecture
K110	Architectural design theory
K120	Interior architecture
K130	Architectural technology
K190	Architecture not elsewhere classified
K200	Building
K210	Building technology
K220	Construction management
K230	Building surveying
K240	Quantity surveying
K250	Conservation of buildings
K251	Property development
K290	Building not elsewhere classified
K300	Landscape & garden design
K310	Landscape architecture
K320	Landscape studies
K330	Landscape design
K340	Garden design
K341	Garden horticulture
K390	Landscape & garden design not elsewhere classified
K400	Planning (urban, rural & regional)
K410	Regional planning
K420	Urban & rural planning
K421	Urban planning
K422	Rural planning
K430	Planning studies
K440	Urban studies
K450	Housing
K460	Transport planning
K490	Planning (urban, rural & regional) not elsewhere classified
K900	Others in architecture, building & planning
K990	Architecture, building & planning not elsewhere classified
K000	Architecture, building & planning
L100	Economics
L110	Applied economics
L111	Financial economics
L112	Agricultural economics
L113	Economic policy
L120	Microeconomics
L130	Macroeconomics

L140	Econometrics
L150	Political economics
L160	International economics
L170	Economic systems
L171	Capitalism
L172	Monetarism
L173	Keynesianism
L174	Collectivism
L190	Economics not elsewhere classified
L200	Politics
L210	Political theories
L211	Liberalism
L212	Conservatism
L213	Socialism
L214	Nationalism
L215	Fascism
L216	Feminism
L217	Environmentalism
L218	Anarchism
L220	Political systems
L221	Autocracy
L222	Democracy
L223	Plutocracy
L224	Oligarchy
L230	UK government/parliamentary studies
L231	Public administration
L232	UK constitutional studies
L240	International politics
L241	European Union politics
L242	Commonwealth politics
L243	Politics of a specific country/region
L244	International constitutional studies
L250	International relations
L251	Strategic studies
L252	War & peace studies
L253	International criminology
L260	Comparative politics
L290	Politics not elsewhere classified
L300	Sociology
L310	Applied sociology
L311	Applied criminology
L312	Victimology
L320	Gender studies
L321	Women's studies
L322	Men's studies
L330	Ethnic studies
L340	Disability in society
L350	Religion in society
L360	Socio-economics
L370	Social theory
L371	Social hierarchy
L380	Political sociology
L390	Sociology not elsewhere classified
L391	Sociology of science & technology
L400	Social policy
L410	UK social policy
L420	International social policy
L430	Public policy
L431	Health policy
L432	Welfare policy
L433	Education policy
L434	Transport policy
L435	Security policy
L436	Emergency services policy

L437	Criminal justice policy
L490	Social policy not elsewhere classified
L500	Social work
L510	Health & welfare
L520	Child care
L530	Youth work
L540	Community work
L541	Community justice
L550	Careers guidance
L560	Probation/after-care
L590	Social work not elsewhere classified
L600	Anthropology
L610	Social & cultural anthropology
L611	Criminological theory
L620	Physical & biological anthropology
L690	Anthropology not elsewhere classified
L700	Human & social geography
L710	Human & social geography by area
L711	Human & social geography of Europe
L712	Human & social geography of Asia
L713	Human & social geography of Africa
L714	Human & social geography of Australasia
L715	Human & social geography of the Americas
L716	Human & social geography of the Arctic/Antarctic
L720	Human & social geography by topic
L721	Economic geography
L722	Urban geography
L723	Political geography
L724	Transport geography
L725	Historical geography
L726	Cultural geography
L727	Agricultural geography
L728	Human Demography
L790	Human & social geography not elsewhere classified
L800	Development studies
L900	Others in social studies
L990	Social studies not elsewhere classified
L000	Social studies
M100	Law by area
M110	UK legal systems
M111	English law
M112	Welsh law
M113	Northern Irish law
M114	Scottish law
M120	European Union law
M130	Public international law
M140	Comparative law
M190	Law by area not elsewhere classified
M200	Law by topic
M210	Public law
M211	Criminal law
M220	Private law
M221	Business & commercial law
M222	Contract law
M223	Property law
M224	Torts
M240	Jurisprudence
M250	Legal practice
M260	Medical law
M270	Sociology of law
M290	Law by topic not elsewhere classified
M900	Others in law
M990	Law not elsewhere classified
M000	Law

N100	Business studies
N110	European business studies
N120	International business studies
N190	Business studies not elsewhere classified
N200	Management studies
N210	Management techniques
N211	Strategic management
N212	Creative management
N213	Project management
N214	Change management
N215	Organisational development
N220	Institutional management
N223	Domestic management
N224	Management & organisation of education
N225	Criminal justice management
N230	Land & property management
N231	Land management
N232	Property management
N234	Property valuation & auctioneering
N240	Retail management
N250	Emergency & disaster management
N251	Emergency services management
N252	Disaster management
N290	Management studies not elsewhere classified
N300	Finance
N310	Banking
N320	Investment & insurance
N321	Investment
N322	Insurance
N323	Actuarial science
N330	Taxation
N340	Financial management
N341	Financial risk
N390	Finance not elsewhere classified
N400	Accounting
N410	Accountancy
N411	Cost & management accountancy
N412	Public accountancy
N413	Book keeping
N420	Accounting theory
N421	Auditing of accounts
N422	Financial reporting
N490	Accounting not elsewhere classified
N500	Marketing
N510	Market research
N520	Sales management
N530	Distribution
N550	International marketing
N560	Promotion & advertising
N561	Advertising
N562	Corporate image
N563	Sponsorship
N590	Marketing not elsewhere classified
N600	Human resource management
N611	Industrial relations
N612	Staff development
N613	Training methods
N614	Recruitment methods
N620	Health & safety issues
N690	Human resources management not elsewhere classified
N700	Office skills
N710	Office administration
N720	Secretarial & typing skills
N721	Audio typing

N722	Shorthand & shorthand transcription
N790	Office skills not elsewhere classified
N800	Hospitality, leisure, sport, tourism & transport
N810	Travel management
N820	Event management
N830	Tourism
N831	Tourism studies
N832	Tourism management
N850	Transport studies
N851	Land travel
N852	Sea travel
N853	Air travel
N860	Hospitality
N861	Hospitality studies
N862	Hospitality management
N870	Recreation & leisure studies
N871	Spa management
N872	Salon management
N880	Sport management
N890	Hospitality, leisure, sport, tourism & transport not elsewhere classified
N900	Others in business & administrative studies
N990	Business & administrative studies not elsewhere classified
N000	Business & administrative studies
P100	Information services
P110	Information management
P120	Librarianship
P121	Library studies
P130	Curatorial studies
P131	Museum studies
P132	Archive studies
P190	Information services not elsewhere classified
P200	Publicity studies
P210	Public relations
P290	Publicity studies not elsewhere classified
P300	Media studies
P301	Television studies
P302	Radio studies
P303	Film studies
P304	Electronic media studies
P305	Paper-based media studies
P310	Media production
P311	Television production
P312	Radio production
P313	Film production
P390	Media studies not elsewhere classified
P400	Publishing
P410	Electronic publishing
P411	Publishing on audio/video tape
P412	Publishing on CD-ROM
P413	Publishing via the World Wide Web
P420	Multimedia publishing
P430	Interactive publishing
P490	Publishing not elsewhere classified
P500	Journalism
P510	Factual reporting
P590	Journalism not elsewhere classified
P900	Others in mass communications & documentation
P990	Mass communications & documentation not elsewhere classified
P000	Mass communications & documentation
Q100	Linguistics
Q110	Applied linguistics
Q120	Historical linguistics
Q130	Phonetics & phonology
Q131	Phonetics

Q132	Phonology
Q140	Sociolinguistics
Q150	Psycholinguistics
Q160	British Sign Language
Q190	Linguistics not elsewhere classified
Q200	Comparative literary studies
Q210	Literature in translation
Q220	Literature in its original language
Q290	Comparative literary studies not elsewhere classified
Q300	English studies
Q310	English language
Q320	English literature
Q321	English literature by period
Q322	English literature by author
Q323	English literature by topic
Q330	English as a second language
Q340	English literature written as a second language
Q350	Scots language
Q360	Scots literature
Q370	Irish language
Q380	Irish literature
Q390	English studies not elsewhere classified
Q400	Ancient language studies
Q410	Ancient Egyptian
Q411	Coptic
Q420	Classical Arabic
Q430	Akkadian
Q440	Sumerian
Q450	Sanskrit
Q460	Prakrit
Q470	Aramaic
Q480	Hebrew
Q490	Ancient language studies not elsewhere classified
Q500	Celtic studies
Q510	Ancient Celtic studies
Q520	Modern Celtic studies
Q521	Goidelic group of languages
Q522	Brythonic group of languages
Q530	Scottish Gaelic
Q531	Scottish Gaelic literature
Q540	Irish Gaelic
Q541	Irish Gaelic literature
Q550	Manx
Q551	Manx literature
Q560	Welsh
Q561	Welsh literature
Q570	Cornish
Q571	Cornish literature
Q580	Breton
Q581	Breton literature
Q590	Celtic studies not elsewhere classified
Q600	Latin studies
Q610	Latin language
Q611	Church Latin
Q612	Medieval Latin
Q620	Latin literature
Q630	Latin literature in translation
Q690	Latin studies not elsewhere classified
Q700	Classical Greek studies
Q710	Classical Greek language
Q711	Classical Church Greek
Q712	Late Greek
Q720	Classical Greek literature
Q730	Classical Greek literature in translation

	Q790	Classical Greek studies not elsewhere classified
	Q800	Classical studies
	Q810	Classical reception
	Q890	Classical studies not elsewhere classified
	Q900	Others in linguistics, classics & related subjects
	Q910	Translation studies
	Q920	Translation theory
	Q990	Linguistics, classics & related subjects not elsewhere classified
	Q000	Linguistics, classics & related subjects
	R100	French studies
	R110	French language
	R120	French literature
	R130	French society & culture
	R190	French studies not elsewhere classified
	R200	German studies
	R210	German language
	R220	German literature
	R230	German society & culture
	R290	German studies not elsewhere classified
	R300	Italian studies
	R310	Italian language
	R320	Italian literature
	R330	Italian society & culture
	R390	Italian studies not elsewhere classified
	R400	Spanish studies
	R410	Spanish language
	R411	Spanish languages in other countries
	R420	Spanish literature
	R430	Spanish society & culture
	R490	Spanish studies not elsewhere classified
	R500	Portuguese studies
	R510	Portuguese language
	R511	Portuguese languages in other countries
	R520	Portuguese literature
	R530	Portuguese society & culture
	R590	Portuguese studies not elsewhere classified
	R600	Scandinavian studies
	R610	Scandinavian languages
	R611	Swedish language
	R612	Norwegian language
	R613	Finnish language
	R614	Danish language
	R620	Scandinavian literature
	R621	Swedish literature
	R622	Norwegian literature
	R623	Finnish literature
	R624	Danish literature
	R630	Scandinavian society & culture
	R631	Swedish society & culture
	R632	Norwegian society & culture
	R633	Finnish society & culture
	R634	Danish society & culture
	R690	Scandinavian studies not elsewhere classified
	R700	Russian & East European studies
	R701	Russian studies
	R702	Czech studies
	R703	Polish studies
	R704	Belarusian studies
	R705	Bulgarian studies
	R706	Hungarian studies
	R707	Romanian studies
	R708	Slovak studies
	R709	Ukrainian studies
	R710	Russian & East European languages

R711	Russian language
R712	Polish language
R713	Czech language
R720	Russian & east European Literature
R721	Russian literature
R722	Polish literature
R723	Czech literature
R730	Russian & east European society & culture
R731	Russian society & culture
R732	Polish society & culture
R733	Czech society & culture
R790	Russian & east European studies not elsewhere classified
R800	European studies
R900	Others in European languages, literature & related subjects
R910	Other European languages
R911	Dutch
R912	Flemish
R920	Other European literature
R930	Other European societies & cultures
R990	European languages, literature & related subjects not elsewhere classified
R000	European languages, literature & related subjects
T100	Chinese studies
T110	Chinese language studies
T120	Chinese literature studies
T130	Chinese society & culture studies
T190	Chinese studies not elsewhere classified
T200	Japanese studies
T210	Japanese language studies
T220	Japanese literature studies
T230	Japanese society & culture studies
T290	Japanese studies not elsewhere classified
T300	South Asian studies
T310	South Asian language studies
T311	Indian language studies
T312	Pakistani language studies
T313	Sri Lankan language studies
T314	Bangladeshi language studies
T315	Nepali language studies
T320	South Asian literature studies
T321	Indian literature studies
T322	Pakistani literature studies
T323	Sri Lankan literature studies
T324	Bangladeshi literature studies
T325	Nepali literature studies
T330	South Asian society & culture studies
T331	Indian society & culture studies
T332	Pakistani society & culture studies
T333	Sri Lankan society & culture studies
T334	Bangladeshi society & culture studies
T335	Nepali society & culture studies
T390	South Asian studies not elsewhere classified
T400	Other Asian studies
T410	Other Asian language studies
T411	East Asian language studies
T412	South East Asian language studies
T420	Other Asian literature studies
T421	East Asian literature studies
T422	South East Asian literature studies
T430	Other Asian society & culture studies
T431	East Asian society & culture studies
T432	South East Asian society & culture studies
T490	Other Asian studies not elsewhere classified
T500	African studies
T510	African language studies

T511	Eastern African language studies
T512	Central African language studies
T513	Northern African language studies
T514	Southern African language studies
T515	Western African language studies
T520	African literature studies
T521	Eastern African literature studies
T522	Central African literature studies
T523	Northern African literature studies
T524	Southern African literature studies
T525	Western African literature studies
T530	African society & culture studies
T531	Eastern African society & culture studies
T532	Central African society & culture studies
T533	Northern African society & culture studies
T534	Southern African society & culture studies
T535	Western African society & culture studies
T590	African studies not elsewhere classified
T600	Modern Middle Eastern studies
T610	Modern Middle Eastern language studies
T611	Arabic language studies
T612	Modern Standard Arabic language studies
T613	Persian language studies
T614	Modern Hebrew language studies
T615	Kurdish language studies
T616	Turkish language studies
T620	Modern Middle Eastern literature studies
T621	Arabic literature studies
T623	Persian literature studies
T624	Modern Hebrew literature studies
T625	Kurdish literature studies
T626	Turkish literature studies
T630	Modern Middle Eastern society & culture studies
T631	Arab society & culture studies
T633	Persian society & culture studies
T634	Modern Hebrew society & culture studies
T635	Kurdish society & culture studies
T636	Turkish society & culture studies
T690	Modern Middle Eastern studies not elsewhere classified
T700	American studies
T710	American language studies
T711	Latin American language studies
T712	United States language studies
T713	Canadian language studies
T714	Caribbean language studies
T720	American literature studies
T721	Latin American literature studies
T722	United States literature studies
T723	Canadian literature studies
T724	Caribbean literature studies
T730	American society & culture studies
T731	Latin American society & culture studies
T732	United States society & culture studies
T733	Canadian society & culture studies
T734	Caribbean society & culture studies
T790	American studies not elsewhere classified
T800	Australasian studies
T810	Australasian language studies
T820	Australasian literature studies
T830	Australasian society & culture studies
T890	Australasian studies not elsewhere classified
T900	Others in Eastern, Asiatic, African, American & Australasian languages, literature & related subjects
T910	Others in Eastern, Asiatic, African, American & Australasian languages

T920	Others in Eastern, Asiatic, African, American & Australasian literature
T930	Others in Eastern, Asiatic, African, American & Australasian societies & culture
T990	Eastern, Asiatic, African, American & Australasian languages, literature
T000	Eastern, Asiatic, African, American & Australasian languages, literature & related subjects
V100	History by period
V140	Modern history
V141	Modern history 1500-1599
V142	Modern history 1600-1699
V143	Modern history 1700-1799
V144	Modern history 1800-1899
V145	Modern history 1900-1919
V146	Modern history 1920-1949
V147	Modern history 1950-1999
V148	Modern history 2000-2099
V150	Medieval history
V160	Ancient history
V161	Late Antique history
V190	History by period not elsewhere classified
V200	History by area
V210	British history
V211	Irish history
V212	Scottish history
V213	Welsh history
V214	English history
V220	European history
V221	French history
V222	German history
V223	Italian history
V224	Iberian history
V225	Russian history
V230	American history
V231	Canadian history
V232	USA history
V233	South American history
V234	Central American history
V240	Asian history
V241	Chinese history
V242	Indian history
V243	South East Asian history
V244	Byzantine History
V250	African history
V251	North African history
V252	Central African history
V253	Southern African history
V254	East African history
V255	West African history
V260	Australasian history
V261	Australian history
V262	New Zealand history
V270	World history
V271	International history
V290	History by area not elsewhere classified
V300	History by topic
V310	Economic history
V320	Social history
V321	Local history
V322	Oral history
V323	Family history
V324	Crime history
V330	History of religions
V340	Intellectual history
V350	History of art

V360	History of architecture
V370	History of design
V380	History of science
V381	History of physics
V382	History of chemistry
V383	History of mathematics
V384	History of medicine
V390	History by topic not elsewhere classified
V391	Military history
V400	Archaeology
V410	Egyptology
V420	Stone Age
V430	Bronze Age
V440	Iron Age
V450	Archaeological conservation
V460	Archaeological techniques
V470	Classical art & archaeology
V471	Roman art & archaeology
V472	Greek art & archaeology
V490	Archaeology not elsewhere classified
V500	Philosophy
V510	Metaphysics
V511	Epistemology
V520	Moral philosophy
V530	Scholastic philosophy
V540	Social philosophy
V550	Philosophy of science
V560	Mental philosophy
V590	Philosophy not elsewhere classified
V600	Theology & religious studies
V610	Theology
V620	Religious studies
V621	Christian studies
V622	Islamic studies
V623	Judaism
V624	Hinduism
V625	Buddhism
V626	Other Asian religious studies
V627	Comparative religious studies
V630	Divinity
V640	Religious writings
V641	The Bible & Christian texts
V642	The Qur'an & Islamic texts
V643	The Torah & Judaic texts
V644	Asian religious texts
V645	Comparative religious texts
V650	Pastoral studies
V690	Theology & religious studies not elsewhere classified
V700	Heritage studies
V710	Heritage theory
V720	Heritage site management
V730	Natural heritage
V731	Coastal heritage management
V740	Visitor management including interpretation
V750	Oral history, heritage & genealogy
V900	Others in historical & philosophical studies
V990	Historical & philosophical studies not elsewhere classified
V000	Historical & philosophical studies
W100	Fine art
W110	Drawing
W120	Painting
W130	Sculpture
W140	Printmaking
W150	Calligraphy

	W160	Fine art conservation
	W190	Fine art not elsewhere classified
	W200	Design studies
	W210	Graphic design
	W211	Typography
	W212	Multimedia design
	W213	Visual communication
	W220	Illustration
	W230	Clothing/fashion design
	W231	Textile design
	W240	Industrial/product design
	W250	Interior design
	W260	Furniture design
	W270	Ceramics design
	W280	Interactive & electronic design
	W290	Design studies not elsewhere classified
	W300	Music
	W310	Musicianship/performance studies
	W311	Instrumental or vocal performance
	W312	Musical theatre
	W313	Conducting
	W314	Jazz performance
	W315	Popular music performance
	W316	Electronic/electro-acoustic music performance
	W317	Historical performance practice
	W320	Music education/teaching
	W330	History of music
	W340	Types of music
	W341	Popular music
	W342	Film music/screen music
	W343	Jazz
	W344	Folk music
	W345	Opera
	W346	Sacred music
	W350	Musicology
	W351	Ethnomusicology/world music
	W352	Community music
	W353	Music & gender
	W354	Philosophy, aesthetics & criticism of music
	W355	Music psychology
	W356	Music theory & analysis
	W357	Sociology of music
	W360	Musical instrument history
	W370	Music technology & industry
	W371	Sound design/commercial music recording
	W372	Creative music technology
	W373	Electro-acoustic studies
	W374	Music production
	W375	Music management/music industry management/arts management
	W376	Music marketing
	W380	Composition
	W381	Electroacoustic composition/acousmatic composition
	W382	Sonic arts
	W383	Electronic music
	W384	Applied music/musicianship
	W385	Commercial music composition
	W386	Multimedia music composition
	W387	Jazz composition
	W388	Popular music composition
	W390	Music not elsewhere classified
	W400	Drama
	W410	Acting
	W420	Directing for theatre
	W430	Producing for theatre

	W440	Theatre studies
	W441	Theatre & professional practice
	W442	Contemporary theatre
	W443	Technical arts & special effects for theatre
	W450	Stage management
	W451	Theatrical wardrobe design
	W452	Theatrical make-up
	W453	Technical stage management
	W460	Theatre design
	W461	Stage design
	W470	Performance & live arts
	W471	European/world theatre arts
	W472	Circus arts
	W473	Community theatre
	W490	Drama not elsewhere classified
	W500	Dance
	W510	Choreography
	W520	Body awareness
	W530	History of dance
	W531	Dance & culture
	W532	Community dance
	W540	Types of dance
	W541	Ballet
	W542	Dance theatre
	W543	Contemporary dance
	W544	Jazz dance
	W550	Dance performance
	W590	Dance not elsewhere classified
	W600	Cinematics & photography
	W610	Moving image techniques
	W611	Directing motion pictures
	W612	Producing motion pictures
	W613	Film & sound recording
	W614	Visual & audio effects
	W615	Animation techniques
	W620	Cinematography
	W630	History of cinematics & photography
	W631	History of cinematics
	W632	History of photography
	W640	Photography
	W690	Cinematics & photography not elsewhere classified
	W700	Crafts
	W710	Fabric & leather crafts
	W711	Needlecraft
	W712	Dressmaking
	W713	Soft furnishing
	W714	Weaving
	W715	Leatherwork
	W720	Metal crafts
	W721	Silversmithing/goldsmithing
	W722	Blacksmithing
	W723	Clock/watchmaking
	W730	Wood crafts
	W731	Carpentry/joinery
	W732	Cabinet making
	W733	Marquetry & inlaying
	W734	Veneering
	W740	Surface decoration
	W750	Clay & stone crafts
	W751	Pottery
	W752	Tile making
	W753	Stone crafts
	W760	Reed crafts
	W761	Basketry

	W762 Thatching W770 Glass crafts W771 Glassblowing W780 Paper crafts W781 Bookbinding W782 Origami W790 Crafts not elsewhere classified W800 Imaginative writing W810 Scriptwriting W820 Poetry writing W830 Prose writing W890 Imaginative writing not elsewhere classified W900 Others in creative arts & design W990 Creative arts & design not elsewhere classified W000 Creative arts & design X100 Training teachers X110 Training teachers - nursery X120 Training teachers - primary X121 Training teachers - infant (key stage 1) X122 Training teachers - junior (key stage 2) X130 Training teachers - secondary X131 Training teachers - key stage 3 X132 Training teachers - key stage 4 X140 Training teachers - tertiary X141 Training teachers - further education X142 Training teachers - higher education X150 Training teachers - adult education X151 Training teachers - coaching X160 Training teachers - specialist X161 Training teachers - special needs X162 Teaching English as a Foreign Language (TEFL) X190 Training teachers not elsewhere classified X200 Research & study skills in education X210 Research skills X220 Study skills X290 Research & study skills in education not elsewhere classified X300 Academic studies in education X310 Academic studies in nursery education X320 Academic studies in primary education X330 Academic studies in secondary education X340 Academic studies in tertiary education X341 Academic studies in further education X342 Academic studies in higher education X350 Academic studies in adult education X360 Academic studies in specialist education X370 Academic studies in education (across phases) X390 Academic studies in education not elsewhere classified X900 Others in education X990 Education not elsewhere classified X000 Education Y000 Combined/general subject unspecified
Notes	<p>The Joint Academic Coding System (JACS3) provides for all subjects to be coded according to a common, truly hierarchical, four-character subject code. JACS3 will be used substantially in subject representation across the sector. The full JACS 3.0 classification provides definitions for each JACS subject to assist in coding.</p> <p>Providers are required to make appropriate use of the full 4-digit JACS coding in all subject areas. This is needed to future-proof work on strategically important and vulnerable subjects, so that as the landscape changes, it will be possible to assess the past performance of newly important subjects. There will be some courses where it remains appropriate to code at principal subject level, but others where a more detailed code should be used. So for example, a general Biology course would continue to be</p>

	<p>coded as C100, but a specific course in Biodiversity would be coded C181. Similarly, a generic Religious Studies course would be V600, but a specific Islamic Studies course would be V622.</p> <p>The generic codes that consist of a subject group and letter (and Y000) can be used in this field to describe a truly interdisciplinary programme.</p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p> <p>Dental courses</p> <p>Codes A200 and A400 must only be used for pre-clinical and clinical dentists: other courses must use either A900 (Others in medicine & dentistry) or B750 Dental nursing.</p> <p>Medical, Dental and Veterinary students</p> <p>For undergraduate medical and dental courses where students move from pre-clinical to clinical subjects in later years of the course, this should normally be recorded as one course for all years of the instance. SBJCA should in this case be coded as joint clinical/pre-clinical ie both A100 and A300 or both A200 and A400. It may, in some cases, be appropriate to code this as two separate courses where there is a clear separation between the two parts of the course.</p>
Reason Required	To allow analysis and monitoring of the student population by detailed subject of qualification aim including monitoring shortage or important subjects.
Part Of	Course subject
Field Length	4
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: SBJCA Data type: SBJCACodeContentType
Related Fields	SBJPCNT
Owner	HESA/UCAS
Version	1.0

Subject percentage

Type	field
Short Name	SBJPCNT
Description	This field indicates the proportion of time allocated for each subject studied on a course. It should contain an integer between 1 and 100.
Applicable to	England
Coverage	All course subject records.
Notes	<p>This field allows providers to assign their own percentages for joint honours courses. It is not expected that these percentages will be derived from a detailed analysis of the contributions of subjects to individual students' programmes of study but will instead be based on a broad assessment of the relative contributions of each subject. It is therefore expected that most providers will apply the same percentages to all courses and only vary this where there is a substantially different expectation.</p> <p>For providers in England the listed standard percentages are recommended. Where broad assessment of the subject contributions markedly differs from these standard percentages alternative values can be returned.</p> <p>Balanced 50 for each of the two subjects Major - Minor 67 and 33 Triple 34, 33 and 33</p> <p>For each Course entity the sum of SBJPCNT must equal 100.</p> <p>The length of this field is 3 characters, however may be returned with or without leading zeros, e.g. 003 or 3.</p>
Reason Required	To allow analysis and monitoring of the student population by detailed subject of qualification aim including monitoring shortage or important subjects.
Part Of	Course subject
Field Length	3
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: SBJPCNT Data type: SBJPCNTType
Related Fields	SBJCA
Owner	HESA
Version	1.0

Entry profile

Type	entity
Short Name	EntryProfile
Description	This describes a student's academic and personal history as at the beginning of the instance.
Applicable to	England
Coverage	Compulsory for instances where Instance.COMDATE is in the current reporting year or where the instance has not been previously reported. Optional in cases where previously supplied EntryProfile data needs to be corrected.
Notes	<p>An entry profile is required for all entrants, that is instances with a Instance.COMDATE in the current reporting year or instances not previously reported to HESA.</p> <p>The Entry Profile and Qualification on Entry entities are only compulsory when a new instance is created. HESA will rely on UKPRN-HUSID-NUMHUS (UHN) linkage to link data from these entities to the instance in subsequent years and institutions should not routinely return entry profile data for continuing instances. Since the entry profile contains fields that describe information at the beginning of the instance, the information should not change in subsequent years, unless to correct identified errors or to provide previously unknown data. If an entry profile is returned for a continuing instances it must be complete i.e. all required fields must be completed and no previously returned data replaced by default or unknown values.</p>
Reason Required	This entity is defined to hold those fields that describe the student circumstances at the beginning of the instance.
Part Of	Student
Minimum Occurrences	0
Maximum Occurrences	unbounded
Has Parts	Student instance identifier (NUMHUS) Domicile (DOMICILE) Postcode (POSTCODE) Last provider attended (PREVINST) Highest qualification on entry (QUALENT3) Qualifications on entry
Owner	HESA
Version	1.0

Domicile

Type	field	
Short Name	DOMICILE	
Description	This field holds the country code of the student's permanent, home address prior to entry to the course. It is not necessarily the correspondence address of the student.	
Applicable to	England	
Coverage	All entry profiles.	
Valid Entries and Labels	AF Afghanistan XQ Africa not otherwise specified AX Åland Islands {Ahvenamaa} AL Albania DZ Algeria AS American Samoa AD Andorra AO Angola AI Anguilla XX Antarctica and Oceania not otherwise specified AG Antigua and Barbuda AR Argentina AM Armenia AW Aruba XS Asia (Except Middle East) not otherwise specified AU Australia AT Austria AZ Azerbaijan BS Bahamas, The BH Bahrain BD Bangladesh BB Barbados BY Belarus BE Belgium BZ Belize BJ Benin BM Bermuda BT Bhutan BO Bolivia [Bolivia, Plurinational State of] BQ Bonaire, Sint Eustatius and Saba BA Bosnia and Herzegovina BW Botswana BR Brazil VG British Virgin Islands [Virgin Islands, British] BN Brunei [Brunei Darussalam] BG Bulgaria BF Burkina Faso MM Burma [Myanmar] BI Burundi KH Cambodia CM Cameroon CA Canada IC Canary Islands CV Cape Verde XW Caribbean not otherwise specified KY Cayman Islands CF Central African Republic XU Central America not otherwise specified TD Chad	

XL	Channel Islands not otherwise specified
CL	Chile
CN	China
CX	Christmas Island
CC	Cocos (Keeling) Islands
CO	Colombia
KM	Comoros
CG	Congo
CD	Congo (Democratic Republic) [Congo (The Democratic Republic of the)] {formerly Zaire}
CK	Cook Islands
CR	Costa Rica
HR	Croatia
CU	Cuba
CW	Curaçao
XA	Cyprus (European Union)
XB	Cyprus (Non-European Union)
XC	Cyprus not otherwise specified
CZ	Czech Republic
DK	Denmark
DJ	Djibouti
DM	Dominica
DO	Dominican Republic
TL	East Timor [Timor Leste]
EC	Ecuador
EG	Egypt
SV	El Salvador
XF	England
GQ	Equatorial Guinea
ER	Eritrea
EE	Estonia
ET	Ethiopia
XP	Europe not otherwise specified
EU	European Union not otherwise specified
FK	Falkland Islands [Falkland Islands (Malvinas)]
FO	Faroe Islands
FJ	Fiji
FI	Finland
FR	France {includes Corsica}
GF	French Guiana
PF	French Polynesia
GA	Gabon
GM	Gambia, The
GE	Georgia
DE	Germany
GH	Ghana
GI	Gibraltar
GR	Greece
GL	Greenland
GD	Grenada
GP	Guadeloupe
GU	Guam
GT	Guatemala
GG	Guernsey
GN	Guinea
GW	Guinea-Bissau
GY	Guyana
HT	Haiti
HN	Honduras
HK	Hong Kong (Special Administrative Region of China) [Hong Kong]
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia

IR	Iran [Iran, Islamic Republic of]
IQ	Iraq
IE	Ireland
IM	Isle of Man
IL	Israel
IT	Italy {Includes Sardinia, Sicily}
CI	Ivory Coast [Côte D'ivoire]
JM	Jamaica
JP	Japan
JE	Jersey
JO	Jordan
KZ	Kazakhstan
KE	Kenya
KI	Kiribati
KP	Korea (North) [Korea, Democratic People's Republic of]
KR	Korea (South) [Korea, Republic of]
QO	Kosovo
KW	Kuwait
KG	Kyrgyzstan
LA	Laos [Lao People's Democratic Republic]
LV	Latvia
LB	Lebanon
LS	Lesotho
LR	Liberia
LY	Libya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MO	Macao (Special Administrative Region of China) [Macao]
MK	Macedonia [Macedonia, The Former Yugoslav Republic of]
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MH	Marshall Islands
MQ	Martinique
MR	Mauritania
MU	Mauritius
YT	Mayotte
MX	Mexico
FM	Micronesia [Micronesia, Federated States of]
XR	Middle East not otherwise specified
MD	Moldova [Moldova, Republic of]
MC	Monaco
MN	Mongolia
ME	Montenegro
MS	Montserrat
MA	Morocco
MZ	Mozambique
NA	Namibia
NR	Nauru
NP	Nepal
NL	Netherlands
NC	New Caledonia
NZ	New Zealand
NI	Nicaragua
NE	Niger
NG	Nigeria
NU	Niue
NF	Norfolk Island
XT	North America not otherwise specified
XG	Northern Ireland

MP	Northern Mariana Islands
NO	Norway
ZZ	Not known
PS	Occupied Palestinian Territories [Palestine, State of] {formerly West Bank (including East Jerusalem) and Gaza Strip}
OM	Oman
PK	Pakistan
PW	Palau
PA	Panama
PG	Papua New Guinea
PY	Paraguay
PE	Peru
PH	Philippines
PN	Pitcairn, Henderson, Ducie and Oeno Islands [Pitcairn]
PL	Poland
PT	Portugal {includes Madeira, Azores}
PR	Puerto Rico
QA	Qatar
RE	Réunion
RO	Romania
RU	Russia [Russian Federation]
RW	Rwanda
WS	Samoa
SM	San Marino
ST	Sao Tome and Principe
SA	Saudi Arabia
XH	Scotland
SN	Senegal
RS	Serbia
SC	Seychelles
SL	Sierra Leone
SG	Singapore
SX	Sint Maarten (Dutch part)
SK	Slovakia
SI	Slovenia
SB	Solomon Islands
SO	Somalia
ZA	South Africa
XV	South America not otherwise specified
GS	South Georgia and The South Sandwich Islands
SS	South Sudan
ES	Spain {includes Ceuta, Melilla}
LK	Sri Lanka
BL	St Barthélemy
SH	St Helena, Ascension and Tristan da Cunha
KN	St Kitts and Nevis
LC	St Lucia
MF	St Martin (French Part) [St Martin]
PM	St Pierre and Miquelon
VC	St Vincent and The Grenadines
SD	Sudan
SR	Suriname
SJ	Svalbard and Jan Mayen
SZ	Swaziland
SE	Sweden
CH	Switzerland
SY	Syria [Syrian Arab Republic]
TW	Taiwan [Taiwan, Province of China]
TJ	Tajikistan
TZ	Tanzania [Tanzania, United Republic of]
TH	Thailand
TG	Togo
TK	Tokelau
TO	Tonga

	TT Trinidad and Tobago TN Tunisia TR Turkey TM Turkmenistan TC Turks and Caicos Islands TV Tuvalu UG Uganda UA Ukraine AE United Arab Emirates XK United Kingdom, not otherwise specified US United States VI United States Virgin Islands [Virgin Islands, U. S.] UY Uruguay UZ Uzbekistan VU Vanuatu VA Vatican City [Holy See (Vatican City State)] VE Venezuela [Venezuela, Bolivarian Republic of] VN Vietnam [Viet Nam] XI Wales WF Wallis and Futuna EH Western Sahara YE Yemen ZM Zambia ZW Zimbabwe
Notes	<p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p> <p>The student's address prior to entry to the course should be held on Student Record Systems to allow for this information to be returned to HESA. Student Record Systems should allow for multiple addresses to be stored as DOMICILE may not be the same as the term time address of the student.</p> <p>HESA Guidance</p> <p>This coding frame is determined by the National Statistics Country Classification 2006 (NSCC), which is based on ISO 3166-1 Codes for the Representation of Names of Countries and their Subdivisions, and the United Nations' Standard Country or Area Codes for Statistical Use. In a small number of cases, the NSCC usage differs from the usage in ISO 3166 on which the NSCC is based. Where that happens, the ISO 3166 usage is given in brackets after the preferred UK usage, to facilitate cross-reference to the international standard. For example for code KR the description is Korea (South). The text in brackets, [Korea, Republic of], is the ISO 3166 description. Information in braces is provided by HESA to clarify usage, and is not derived either from NSCC or ISO 3166 lists of short country names, for example Spain {includes Ceuta, Melilla}.</p> <p>Where HESA publishes domicile and nationality data it does so using the National Statistics Country Classification 2006 (NSCC) code labels. HESA includes the ISO 3166-1 description [text in brackets] and additional information {text in braces} within the valid entry labels to ensure that labeling standards, both UK and international, are available only for cross-referencing. HESA does not insist that providers display these additional descriptions in their own output.</p> <p>Note: 'no settled inhabitants' means no inhabitants apart from military and scientific personnel, staff of contractors, and seasonal residents. Codes for countries with no settled inhabitants are referred to in the guidance but omitted from the valid entries list, for example, AQ Antarctica.</p>

GB, XF, XG, XH, XI, XJ, XK: United Kingdom

For **domicile** the separate country codes XF, XG, XH, XI must be used, and if domicile is known to be United Kingdom but the individual country is not known, XK must be used. The code GB is invalid for domicile. For **nationality** the code GB must be used. The codes XF, XG, XH, XI, XK are invalid for nationality. The code XJ is invalid for both domicile and nationality. Note that the code UK is not in the NSCC list and is invalid for both domicile and nationality.

GG, JE, XL: Guernsey and Jersey (Channel Islands)

The Channel Islands are not part of the United Kingdom and not part of the European Union. United Kingdom codes must not be used for either domicile or nationality. The Bailiwicks of Guernsey (which includes the smaller islands of Alderney and Sark) and of Jersey must be treated separately, and the codes GG and JE must be used for both **domicile** and **nationality**. The code XL may be used for either domicile or nationality, but only for student instances from 2007/08 onwards that were already current in 2006/07, to avoid the need for re-coding.

IM: Isle of Man

The Isle of Man is not part of the United Kingdom and not part of the European Union. United Kingdom codes must not be used either for domicile or nationality. The code IM must be used for both **domicile** and **nationality**.

CY, XA, XB, XC: Cyprus

The following treatment does not imply any recognition that the *de facto* Turkish occupation and control of northern Cyprus is legitimate, but does deal with the practical need to record the source of students. The separate codes Cyprus (European Union) (XA) and Cyprus (non European Union) (XB) must be used for both **domicile** and **nationality**. The code XC may be used for either domicile or nationality, but only for student instances who entered through UCAS. Note that an appropriate United Kingdom code should be used for both domicile and nationality for students from the British sovereign military areas on Cyprus. The code CY is invalid for both domicile and nationality unless and until there is any change in the political situation, in which case the coding arrangements will be reviewed.

FI, AX: Finland and the Åland Islands

The Åland Islands (Åhvenamaa) are an autonomous demilitarised region of Finland, and are part of the European Union subject to some derogations and special provisions. For **domicile** the code FI must be used only for Finland excluding the Åland Islands, and the code AX must be used for the Åland Islands. The passport held by Åland Islanders is an EU-style passport distinguished from the normal Finnish passport by the addition of the word 'Åland' below 'FINLAND', but this does not imply a separate nationality. Accordingly, for **nationality** only the code FI is to be used, and the code AX is invalid.

FO, GL: Faroe Islands and Greenland

The Faroe Islands and Greenland must be treated separately, and the codes FO and GL must be used for both **domicile** and **nationality**. Note that, despite their relationship with Denmark, neither Greenland nor the Faroe Islands are part of the European Union.

FR, GF, GP, MQ, RE, YT, PM, PF, WF, BL, MF, TF and NC: French Republic

The French Republic comprises Metropolitan France (France Métropolitain) [including Corsica], the five Overseas Departments (Départements d'Outre-Mer, or D.O.M.) of French Guiana (GF), Guadeloupe (GP), Martinique (MQ), Mayotte (YT), and Réunion (RE), the five Overseas Collectivities (Collectivités d'Outre-Mer, or C.O.M.) of St Pierre & Miquelon (PM), French Polynesia (PF) [also designated as a Pays d'Outre-Mer], and Wallis & Futuna (WF), St Barthélemy (BL), St Martin (French Part) (MF), the Overseas Territory (Territoire d'Outre-Mer, or T.O.M.) of the French Southern Territories (TF), and finally New Caledonia (NC) which has a special status similar to a T.O.M..

Metropolitan France and the five Overseas Departments are all part of the European Union. For **domicile**, the code FR must be used **only** for Metropolitan France, and other codes must be used with their natural meaning, except that there are no settled inhabitants in the French Southern Territories, so code TF is invalid. For **nationality** the code FR must be used throughout, and all the other codes in this group are invalid.

IT, VA: Italy and Vatican City (Holy See)

Italy and Vatican City must be treated separately, and the codes IT and VA must be used for both **domicile** and **nationality**.

NL, AW, CW, SX, BQ, AN: Kingdom of the Netherlands

The Kingdom of the Netherlands comprises the European country of The Netherlands (NL); the Caribbean country of Aruba (AW), and the former island territories of the Netherlands Antilles: Curaçao (CW); Sint Maarten (Dutch part) (SX); and the combined special municipalities of Bonaire, Sint Eustatius and Saba (BQ).

On October 10th 2010, the Netherlands Antilles (AN) was dissolved and its constituent island territories became constituent countries or special municipalities of the Kingdom of the Netherlands in their own right. Consequently, the Netherlands Antilles (AN) has ceased to be a valid code for entrants from 2011/12 onwards in DOMICILE, and has been superseded by the following codes:

CW Curaçao
SX Sint Maarten (Dutch part)
BQ Bonaire, Sint Eustatius and Saba

For **domicile**, the code NL must be used only for The Netherlands in Europe, and the codes AW, CW, SX, and BQ must be used with their natural meaning. For **nationality** the code NL must be used throughout, and codes AW, CW, SX, BQ and AN are invalid.

ES, IC, XD, XE: Spain and the Canary Islands

The Canary Islands are part of Spain, and hence of the European Union, but with some special derogations and provisions particularly relating to customs and fiscal matters. For **domicile**, the code ES must be used for mainland Spain and the code IC must be used for the Canaries. For **nationality**, the code ES must be used for both mainland Spain and the Canaries. The codes XD and XE, although in the NSCC list, are invalid for both domicile and nationality. No separate codes are provided in the NSCC list for the exclaves of Ceuta and Melilla on the coast of north Africa, and for both domicile and nationality purposes they should be regarded as part of mainland Spain.

NO, SJ, BV: Norway and Svalbard and Jan Mayen

Svalbard (Spitzbergen) is an inhabited Norwegian territory in the Arctic Ocean. for **domicile** the code SJ must be used for Svalbard, and the code NO must be used only for Norway excluding Svalbard. For **nationality** the code NO must be used throughout, and SJ is invalid. Jan Mayen Island is included with Svalbard under code SJ, but has no settled inhabitants. Bouvet Island (BV) is a Norwegian island in the South Atlantic Ocean, but has no settled inhabitants, so code BV is invalid for both domicile and nationality.

MA, EH; Morocco, Western Sahara

Western Sahara (EH) is a disputed territory occupied and administered by Morocco (MA). The code EH should be used where appropriate for both **domicile** and **nationality**.

PS: Occupied Palestinian Territories

This code description changed in 2008/09 to reflect the change in the National Statistics Country Classification. It must be used where appropriate for both **domicile** and **nationality**.

US, PR, VI, GU, MP, AS, UM, MH, FM, PW: United States, Puerto Rico, US Virgin Islands, Guam, Northern Mariana Islands, American Samoa, United States Minor Outlying Islands, Marshall Islands, Micronesia, Palau

The Commonwealth of Puerto Rico is an Unincorporated Organized Territory of the United States; its current Commonwealth status grants it a measure of internal self-government, but the US Constitution reserves ultimate governance of the island to the US Congress and President. The Democratic Party 2008 Platform included an undertaking to resolve the permanent status of Puerto Rico by 2012, the principal alternatives being independence, US statehood, or a clarification of the present position. Puerto Ricans have been citizens of the United States since 1917. For **domicile** the code PR must be used. For **nationality** the code US must be used and the code PR is invalid.

The US Virgin Islands (the former Danish West Indies, purchased from Denmark by the United States in 1916) is an Unincorporated Organized Territory of the United States. US Virgin Islanders are citizens of the United States. For **domicile** the code VI must be used. For **nationality** the code US must be used and the code VI is invalid.

Guam (formerly part of the UN Trust Territory of the Pacific) is an Unincorporated Organized Territory of the United States. For **domicile** and **nationality** the code GU must be used.

The Commonwealth of the Northern Mariana Islands (formerly part of the UN Trust Territory of the Pacific) is an Unincorporated Organized Territory of the United States; its Commonwealth status grants it a measure of internal self-government. For **domicile** and **nationality** the code MP must be used.

American Samoa is an Unincorporated Unorganized Territory of the United States. For **domicile** and **nationality** the code AS must be used. The United States Minor Outlying Islands comprise Baker Island, Howland Island, Jarvis Island, Johnston Atoll, Kingman Reef, Midway Atoll, Palmyra Atoll and Wake Island in the Pacific, and Navassa Island in the Caribbean. They are Unincorporated (Incorporated in the case of Palmyra Atoll)

	<p>Unorganized Territories of the United States. They have no settled inhabitants and the code UM is accordingly invalid for both domicile and nationality.</p> <p>The Marshall Islands (formerly part of the UN Trust Territory of the Pacific) are a self-governing state in free association with the United States. For domicile and nationality the code MH must be used.</p> <p>The Federated States of Micronesia (formerly part of the UN Trust Territory of the Pacific) are a self-governing state in free association with the United States. For domicile and nationality the code FM must be used.</p> <p>Palau (formerly part of the UN Trust Territory of the Pacific) is a self-governing state in free association with the United States. For domicile and nationality the code PW must be used.</p> <p>The use of the code US for domicile is accordingly limited to the United States only.</p> <p>CN, TW, HK, MO: China, Taiwan, Hong Kong, Macao</p> <p>China (CN) should be used for both domicile and nationality where relevant in cases not covered by the following guidance. Taiwan (TW) - The United Kingdom acknowledges the position of the Chinese Government that Taiwan is a province of China and recognises the Chinese Government as the sole legal government of China. The United Kingdom does not recognise Taiwan as a state and does not have diplomatic relations with Taiwan. However, because the United Kingdom accepts passports issued by the Taiwanese Authorities for immigration purposes, it is necessary to use a separate country code TW for Taiwan in both the domicile and nationality fields. This has no bearing on the United Kingdom's position on Taiwan's status.</p> <p>Hong Kong (Special Administrative Region of China) (HK) appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.</p> <p>Macao (Special Administrative Region of China) (MO) appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.</p> <p>AU, CX, CC, NF, HM: Australia, Christmas Island, Cocos (Keeling) Islands, Norfolk Island, Heard Island and MacDonald Islands.</p> <p>Christmas Island is a non-self-governing territory of Australia. For domicile the code CX must be used. For nationality the code AU must be used and the code CX is invalid.</p> <p>Cocos (Keeling) Islands is a non-self-governing territory of Australia. For domicile the code CC must be used. For nationality the code AU must be used and the code CC is invalid.</p> <p>Norfolk Island is a non-self-governing territory of Australia. For domicile the code NF must be used. For nationality the code AU must be used and the code NF is invalid.</p>
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Heard Island and MacDonald Islands are a territory of Australia with no settled inhabitants. The code HM is accordingly invalid for both **domicile** and **nationality**

The use of the code AU for **domicile** is accordingly limited to Australia only.

NZ, CK, NU, TK: New Zealand, Cook Islands, Niue, and Tokelau

The Cook Islands are a self-governing state in free association with New Zealand; they form part of the Realm of New Zealand and Cook Islanders are New Zealand citizens. Accordingly, for **domicile** the code CK must be used for the Cook Islands, but for **nationality** the code NZ must be used and the code CK is invalid.

Niue is a self-governing state in free association with New Zealand; it forms part of the Realm of New Zealand and Niueans are New Zealand citizens. Accordingly, for **domicile** the code NU must be used for Niue, but for **nationality** the code NZ must be used and the code NU is invalid.

Tokelau is a non-self-governing territory of New Zealand. A proposal for Tokelau to become a self-governing state in free association with New Zealand, on a basis similar to that of the Cook Islands and Niue, narrowly failed to achieve the required two-thirds majority at a second referendum on self-determination in 2007. Following that outcome, further consideration of any change in the status of the territory has been suspended sine die. Accordingly, for **domicile** the code TK must be used, but for **nationality** the code NZ must be used and the code TK is invalid.

The use of the code NZ for **domicile** is accordingly limited to New Zealand only.

IO: British Indian Ocean Territory (BIOT)

The Chagos Islands form the principal part of this territory, and these include the island of Diego Garcia which is a leased to the United States of America as a major military base. The indigenous inhabitants of BIOT have been displaced elsewhere, and the territory accordingly has no settled inhabitants at present (on the above definition). Accordingly the code IO is invalid for **domicile**, but may be used as a **nationality** code for displaced indigenous inhabitants. IO will be made valid for domicile if at some point return of the indigenous inhabitants is permitted.

AQ: Antarctica

Since there are no settled inhabitants in Antarctica, code AQ is invalid for both domicile and nationality and is omitted from the list. See also code XX. Although there are a number of national territorial claims to parts of Antarctica, these have been in abeyance since the coming into force of the Antarctic Treaty in 1961.

XM, XN, XO, EU, XP–XX, XY, XZ, AA, ZZ: Obsolete Countries, Regions, Stateless, and Unknown

Codes XM, XN, XO, AA may not be used for **domicile**, for which they are invalid. The regional codes EU and XP to XX may be used if domicile is known only to this level of accuracy, in preference to using ZZ which should be a last resort. EU should be used in preference to XP if appropriate. For **nationality**, codes XM, XN, XO may be used only for students who hold these obsolete nationalities and no other, presumably because they emigrated at a time when the nationalities were current and they have never acquired any other nationality. Codes EU and XP to XX may not be used for nationality,

	for which they are invalid. Code XX may be used only in relation to Oceania, not Antarctica. Code AA should be used only when a student is known to be stateless, and code ZZ should be used when nationality is not known or when it is impossible from the available documentation to assign a nationality from the above list. Codes XY and XZ although in the NSCC list, are invalid for both domicile and nationality. Note that codes AA, EU and ZZ do not appear on the NSCC list.
Examples	
Reason Required	Understanding geo-demographic of student body. To obtain the numbers of students domiciled in particular EU countries and elsewhere abroad, and hence calculate participation rates. To forecast the demand for student allowances and grants. To record cross-border flows. To understand numbers eligible for student support.
Part Of	Entry profile
Field Length	2
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: DOMICILE Data type: DOMICILECodeContentType
Related Fields	POSTCODE
Owner	Information Standards Board - Aligned Data Definitions
Version	1.4
Date modified	2016-11-24
Change management notes	The coverage statement for this field has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Highest qualification on entry

Type	field
Short Name	QUALENT3
Description	This field indicates the highest qualification that a student holds on entry, not necessarily that applicable for entry to the course.
Applicable to	England
Coverage	All entry profiles.
Valid Entries and Labels	<p> DUK UK doctorate degree DZZ Non-UK doctorate degree D80 Other qualification at level D MUK UK masters degree MZZ Non-UK masters degree M2X Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern M41 Diploma at level M M44 Certificate at level M M71 Postgraduate Certificate in Education or Professional Graduate Diploma in Education M80 Other taught qualification at level M M90 Taught work at level M for provider credit HUK UK first degree with honours HZZ Non-UK first degree H11 First degree with honours leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC) H71 Professional Graduate Certificate in Education H80 Other qualification at level H JUK UK ordinary (non-honours) first degree J10 Foundation degree J20 Diploma of Higher Education (DipHE) J30 Higher National Diploma (HND) J49 Foundation course at level J J48 Certificate in Education (CertEd) or Diploma in Education (DipEd) (i.e. non-graduate initial teacher training qualification) J80 Other qualification at level J C20 Certificate of Higher Education (CertHE) C30 Higher National Certificate (HNC) C44 Higher Apprenticeship (level 4) C80 Other qualification at level C C90 Undergraduate credits P41 Diploma at level 3 P42 Certificate at level 3 P46 Award at level 3 P47 AQA Baccalaureate (Bacc) P50 A/AS level P51 14-19 Advanced Diploma (level 3) P53 Scottish Baccalaureate P54 Scottish Highers/Advanced Highers P62 International Baccalaureate (IB) Diploma P63 International Baccalaureate (IB) Certificate P64 Cambridge Pre-U Diploma P65 Cambridge Pre-U Certificate P68 Welsh Baccalaureate Advanced Diploma (level 3) P80 Other qualification at level 3 P92 Level 3 qualifications of which none are subject to UCAS Tariff P93 Level 3 qualifications of which all are subject to UCAS Tariff P94 Level 3 qualifications of which some are subject to UCAS Tariff </p>

	<p>Q51 14-19 Higher Diploma (level 2)</p> <p>Q52 Welsh Baccalaureate Intermediate Diploma (level 2)</p> <p>Q80 Other qualification at level 2</p> <p>R51 14-19 Foundation Diploma (level 1)</p> <p>R52 Welsh Baccalaureate Foundation Diploma (level 1)</p> <p>R80 Other qualification at level 1</p> <p>X00 Higher education (HE) access course, Quality Assurance Agency (QAA) recognised</p> <p>X01 Higher education (HE) access course, not Quality Assurance Agency (QAA) recognised</p> <p>X02 Mature student admitted on basis of previous experience and/or admissions test</p> <p>X04 Other qualification level not known</p> <p>X05 Student has no formal qualification</p> <p>X06 Not known</p>
Notes	<p>QVALENT3 records a student's highest qualification on entry to the instance. It should NOT be updated to reflect qualifications gained during the instance.</p> <p>Providers are required to record and return the prior entry qualifications of their students, including when these students are mature or from overseas. X06 should only be used exceptionally only when it has not been possible to acquire this information. Frequent use of X06 will lead to validation errors.</p> <p>For guidance on the use of academic qualification codes in QVALENT3, providers should refer to the guidance for Course.COURSEAIM, as it was always intended that the two coding frames be closely linked. For guidance on the use of the vocational qualification codes, colleagues can refer to the Framework for Higher Education Qualifications QAA publication Qualifications can cross boundaries - a rough guide to comparing qualifications in the UK and Ireland.</p> <p>If the provider is unsure as to how to code an overseas qualification, because it does not clearly fall into the QVALENT3 categories, they may wish to seek advice from the UK NARIC (www.naric.org.uk) about the relative level, and code the qualification accordingly.</p> <p>No hierarchy is implied in level 3 qualifications. If a mixture of qualifications are relevant, then use code P92, P93 or P94 rather than any single qualification included, such as A/AS level. Please be aware that P92 may be used as a filter to exclude instances with no tariffable qualifications from calculations of UCAS tariff. P93 or P94 are acceptable as a general code for qualifications, or mixtures of qualifications, that are subject to tariff (the detail of qualifications should be returned in the QualificationsOnEntry entity).</p> <p>Code 'P92 Level 3 qualifications of which none are subject to UCAS Tariff' relates to the type of qualification. This code should not be used in cases where the student holds non-tariff bearing grades for a tariff-bearing qualification. In these circumstances the appropriate P code for the level 3 qualification or P93/P94 should be used in QVALENT3.</p> <p>Any level 3 qualification not featured in the coding frame should be coded to P92, P93 or P94.</p> <p>Please note that the Diploma in Foundation Studies in Art and Design is a qualification offered at both level 3 and level 4.</p> <p>Further guidance for specific codes:</p> <p>X00 'Higher education (HE) access course, Quality Assurance Agency (QAA) recognised', and</p> <p>X01 'Higher education (HE) access course, not Quality Assurance Agency (QAA)</p>

	<p>recognised':</p> <p>A recognised Access to HE course is one validated by an Authorised Validating Agency, licensed for the purpose by the Quality Assurance Agency for Higher Education (QAA) under the terms of the QAA Recognition Scheme for Access to Higher Education in England, Wales and Northern Ireland. Relevant Access courses are recorded on the Access to HE Courses Database. QAA does not licence any AVAs in Scotland.</p> <p>J10 'Foundation degree'</p> <p>Code J10 covers those programmes providers are running as foundation degrees, which are consistent with the 'Statement of Design Principles' for foundation degrees issued by UUK and GuildHE.</p> <p>X02 'Mature student admitted on basis of previous experience and/or admissions test'</p> <p>Code X02 should only be used where the student does not have any formal qualifications at level 3 or above. For students holding qualifications at level 3 or above who are admitted on the basis of APL or an admissions test, the relevant code for their level 3 or above qualifications should be used in preference to X02.</p> <p>X06 'Not known'</p> <p>Providers are required to record and return the prior entry qualifications of their students, including when these students are mature or from overseas. X06 should be used exceptionally only when it has not been possible to acquire this information. Frequent use of X06 will lead to validation errors.</p> <p>Code X06 should not be used as a default. Providers are expected to seek and code the highest qualification on entry.</p> <p>Full information, where available should be reported in QualificationsOnEntry.</p> <p>For codes P93 and P94, HEFCE expect to see entries in the QualificationsOnEntry entity.</p> <p>P80 should only be used where no other code is appropriate. In particular students holding UK qualifications should not be allocated to P80 as another P code will normally be applicable. Students recorded as P80 will therefore typically be international students with non-UK qualifications.</p>
Reason Required	This field gives information about a student's qualifications on entry to a course. It is also used to identify students with tariff-bearing qualifications and non-traditional qualifications for analyses. To calculate the National Statistic - Higher Education Initial Participation Rate (HEIPR).
Part Of	Entry profile
Field Length	3
Minimum Occurrences	1
Maximum Occurrences	1

Schema Components	Element: QUALENT3 Data type: QUALENT3CodeContentType
Owner	HESA
Version	1.1
Date modified	2016-11-24
Change management notes	The coverage statement for this field has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Last provider attended

Type	field
Short Name	PREVINST
Description	This field describes the previous provider attended by the student.
Applicable to	England
Coverage	Compulsory for all entry profiles for students on designated courses where EntryProfile.DOMICILE = XF, XG, XH, XI, XK, XL, GG, JE, IM and Course.COURSEAIM = M22, M26, M28, H00, H11, H16, H18, H22, H23, I00, I11, I16, J10, J16, J20, J26, J30, C20, C30. Not required for students on non-designated courses.
Valid Entries and Labels	<div>4901 UK state school</div> <div>4911 UK independent school</div> <div>4921 UK FE college</div> <div>4931 Any non-UK provider</div> <div>4941 UK HEP</div> <div>9999 Unknown</div>
Notes	<p>The identifier for the primary provider of teaching entered in this field may be obtained from the UK Register of Learning Providers.</p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction. It is not expected that the information contained within the *J will be updated by providers, however where updates are made these should be made with reference to the listing issued by UCAS to providers.</p> <p>UCAS will make available a UKPRN code for the provider. Where a UKPRN is not available one of the five generic codes below, or 9999 for unknown, will be used.</p> <p>UCAS holds the provider from which the UCAS application was received. HESA recognises that this will give a small percentage statistical error in the data for this field.</p> <p>For non-UCAS entrants providers may use the generic codes and not provide details of individual named providers. The generic codes are:</p> <div>4901 UK state school</div> <div>4911 UK independent school</div> <div>4921 UK FE college</div> <div>4931 Any non-UK provider</div> <div>4941 UK HEP</div> <p>If the previous provider is not known and none of the other generic codes are suitable, code as 9999. For example UKPRNs may not be available in circumstances where the establishment ceased to exist prior to the first issue of UKPRNs.</p> <p>Submitted UKPRNs will be verified against a valid list obtained from the UKRLP.</p>
Reason Required	To monitor school, etc., background of students and to assist the tracking of students through their experience of higher education.

Part Of	Entry profile
Field Length	8
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: PREVINST Data type: PREVINSTType
Owner	HESA
Version	1.1
Date modified	2016-11-24
Change management notes	The coverage statement for this field has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Postcode

Type	field
Short Name	POSTCODE
Description	This field identifies the postcode of the student's permanent home address prior to entry to the course. It is not necessarily the correspondence address of the student.
Applicable to	England
Coverage	All entry profiles where EntryProfile.DOMICILE = XF, XG, XH, XI, XK, XL, GG, JE, IM.
Notes	<p>UK domiciled, for the purposes of this field, means domiciled in England, Wales, Scotland, Northern Ireland, Channel Islands or Isle of Man.</p> <p>In the event that the full postcode is not known, providers must return at least the outward part. The first part of the postcode (the outward part) is essential for allowing HESA to do geographic analysis.</p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction</p> <p>Information about postcodes and postcodes for known addresses can be obtained from Postcodes Online at: www.royalmail.com.</p> <p>Country of domicile is collected in EntryProfile.DOMICILE.</p> <p>Where the student is domiciled in the UK (EntryProfile.DOMICILE) a UK postcode should be returned.</p> <p>Student Record Systems should allow for this postcode to be held separately to ensure that it can be returned to HESA if there is an additional term-time or correspondence postcode for the student.</p> <p>British Forces Post Office (BFPO) postcodes</p> <p>Where BFPO codes relate to UK locations, providers will need to locate the Royal Mail equivalent postcode for the base.</p> <p>There is further guidance on valid postcode formats at: http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/govtalk/schemasstandards The business rule structure validation will be slightly less strict than that described in UK Government Data Standards Catalogue, as not all parsers will support the full GDSC definition. All postcodes are validated against valid postcodes at exception.</p>
Examples	A typical postcode such as GL50 3DA would be coded with a blank in the fifth character position. A postcode such as B1 6SR would have a blank in position 3. The part of the postcode before the space is known as the outward part of the postcode and can be 2, 3 or 4 characters long. The part of the postcode after the space is known as the inward part of the postcode and is a fixed length of 3 characters. The space between the outward and inward parts of the postcode must always be shown as part of the postcode.

	<p>There is further guidance on valid postcode formats at: http://webarchive.nationalarchives.gov.uk/+/http://www.cabinetoffice.gov.uk/govtalk/schemas/standards Validation is slightly less strict than that described in UK Government Data Standards Catalogue, as not all parsers will support the full GDSC definition. All postcodes are validated against valid postcodes at exception, using the Office for National Statistics Postcode Directory (ONSPD).</p>
Reason Required	To monitor student population and participation by local areas, especially in the widening participation context. Also used to support funding allocations and in policy analysis.
Part Of	Entry profile
Field Length	8
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	<p>Element: POSTCODE Data type: PostCodeWithNullType</p>
Related Fields	DOMICILE
Owner	HESA
Version	1.2
Date modified	2016-11-24
Change management notes	The coverage statement for this field has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Student instance identifier

Type	field
Short Name	NUMHUS
Description	This field complements the HUSID field to identify the separate courses that individuals take. UKPRN Provider identifier + HUSID + NUMHUS together form a unique identifier known as UHN, an identification of the basic unit of 'a coherent engagement with the provider aiming towards the award of a qualification(s) or credit'.
Applicable to	England
Coverage	All entry profiles.
Notes	<p>Field length 20 is to allow providers to use an instance identifier already held internally. Where a instance identifier held internally is used, providers must continue to use this number even when transfers or natural progressions occur. As a consequence of this providers may find it easier to number student instances sequentially starting from 1 or A etc. A new instance number format can only be introduced for instances that have not been returned to HESA. This will be the case for new entrants and for continuing students commencing courses that have not previously been returned to HESA.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>

Reason Required	To distinguish - and between years, link - episodes of study by the same student at the same provider; a vital tool (through the generation of UHN) to support year-on-year linkage, for example to link entities in the HESA record and for Unistats. Used in the Higher Education Initial Participation Rate (HEIPR) calculation by BIS.
Part Of	Entry profile Instance
Field Length	20
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: NUMHUS Data type: NUMHUSType
Owner	HESA
Version	1.1
Date modified	2016-11-24
Change management notes	The coverage statement for this field has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Instance

Type	entity
Short Name	Instance
Description	This records a coherent engagement with the provider aiming towards the award of a qualification(s) or credit.
Applicable to	England
Coverage	All students.
Notes	A student undertakes a course; the course being a combination of subject and qualification that define what the student is aiming for e.g. BSc degree in English Literature. A student on a course is referred to as an instance. Since it is possible for a student to undertake more than one course during the reporting year, there may be more than one instance for a student in a provider's return.
Reason Required	The instance is the central concept in the specification of the HESA AP student record, and describes the attributes of the interaction between the student and course in pursuit of a qualification or credit.
Part Of	Student
Minimum Occurrences	1
Maximum Occurrences	unbounded
Has Parts	Student instance identifier (NUMHUS) Provider's own instance identifier (OWNINST) Start date of instance (COMDATE) End date of instance (ENDDATE) Reason for ending instance (RSNEND) Expected length of study (SPLength) Units of length (UNITLGTH) Instance period
Owner	HESA
Version	1.0

End date of instance

Type	field
Short Name	ENDDATE
Description	This field records the date the student left the student instance detailed in this return.
Applicable to	England
Coverage	All instances.
Notes	<p>All date fields in the AP student record must be completed using the ISO8601 format of YYYY-MM-DD. The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record.</p> <p>This field is mandatory. If the instance has not ended, an empty element should be returned with neither characters nor spaces within it:</p> <p><ENDDATE>< /ENDDATE></p> <p>A date is not required in cases where a student transfers from one course to another within the same student instance. Guidance on when a new student instance is required is given in Instance.NUMHUS. Normally where a student progresses from one course directly onto another at the same level (e.g. HND to Degree) a new student instance is not required and hence this field would not be completed.</p> <p>An entry in this field means that an entry in Instance.RSNEND will also be expected.</p> <p>Sometimes there will be a delay in knowing whether or not a student has left a course. Where the precise date of the student leaving is not known, the date of the end of the month, term or semester in which the student last attended should be given.</p> <p>For the purpose of HESA returns, completing an instance is defined as being the point at which the taught or structured part of the instance, including any formal writing-up period, is completed, i.e. once the student is no longer actively following the course, and not any later stage such as, for example, final confirmation of award. This may mean that Instance.RSNEND is completed using code 98 'Completion of course - result unknown'.</p> <p>Where students have not withdrawn from a course, but have completed the teaching element and are expected at a later date to undertake the assessment necessary to gain a qualification, they should in the last instance period returned be coded as InstancePeriod.NOTACT = 1 – 'Student has suspended studies'. This would be applicable in situations where, for example, a student completes 2 years of teaching on a HND course and is allowed additional time to complete their assignments. The student should be returned as InstancePeriod.NOTACT = 1 at the end of the teaching period. At this point, Instance.RSNEND and QualificationsAwarded.QUAL should not be completed, as the outcome for the student is not known and they have neither qualified nor withdrawn. Once the outcome for the student is known (in a subsequent reporting period) the student should be returned again, with Instance.RSNEND, qualifications awarded data (if applicable) and Instance.ENDDATE completed. The end date should back-dated to the point when teaching finished.</p> <p>Resit Exams and/or Results from Late Exam Boards</p>

	Students who complete their instance by 31 July but who have resit examinations to take and/or whose final confirmation of award by exam boards may be after this date should be returned to HESA as leavers, with an ENDDATE in the reporting period ending 31 July. If their results are known before the AP student record data collection closes, these results should be included in the return. Records for such students will be included in the DLHE Target population (assuming that they meet all other criteria and the institution is submitting data wholly or in part for publication on Unistats). However, if the results are not known before the AP student record data collection closes, a record should be submitted with a ENDDATE in the reporting period ending 31 July completed and code 98 'Completion of course - result unknown' in Instance.RSNEND. Once known, these results should be returned in the next reporting period. The date returned in ENDDATE must be the original ENDDATE and not be updated. Records returned in this way will not be included in the DLHE Target population.
Reason Required	To determine whether to include a student in any particular population definition. To calculate the duration of a student's education. Used in analyses to determine students who are active in any given academic year.
Part Of	Instance
Field Length	10
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: ENDDATE Data type: DateType
Related Fields	RSNEND COMDATE
Owner	Information Standards Board - Aligned Data Definitions
Version	1.1
Date modified	2016-08-04
Change management notes	Guidance added to Notes section, stating the expected treatment of students with a significant time period between the end of teaching and assessment.

Expected length of study

Type	field
Short Name	SPLENGTH
Description	This field is used to indicate the normal elapsed time in the units indicated by Instance.UNITLGTH from the commencement of study, (the first learning/teaching week) to completion of the instance. This will normally include time for examinations. It does not purport to indicate the amount of study time, learning time or contact time.
Applicable to	England
Coverage	All instances.
Notes	<p>This should be the length applicable to the instance as a whole and includes holiday time.</p> <p>Where there are both part-time and full-time students following a programme of study, the expected length of study should be the normal length applicable for the mode of study of the student.</p> <p>Cases where there is not a defined normal length for the programme of study, or where the programme of study is self-paced with an indefinite length, should have an empty element returned with neither characters nor spaces within it:</p> <p><SPLENGTH></SPLENGTH></p> <p>Validation will ensure that if this field is an empty string then Instance.UNITLGTH must be coded 9.</p> <p>It is not expected that the length of study be adjusted for individual students. However, where there are different options that students can take, for example, foundation years and sandwich placements, it is expected that the length reflects the options taken.</p> <p>Foundation years</p> <p>Where a student elects to take an integrated foundation year this should be reflected in the length of study. For example, where a student undertakes an integrated foundation year it is normally expected that the length be recorded as one year longer than if the student had just taken a stand-alone degree. Integrated foundation years are returned with InstancePeriod.YEARPRG = 0. It is important that the Instance.SPLENGTH and InstancePeriod.YEARPRG are coded correctly to ensure that the student is included in the NSS population at the correct time. For example, a student studies Science with an integrated foundation year. The duration of the course is 4 years in total.</p> <p>In the AP student record they would be returned as follows:</p> <p>For Unistats the NSS population algorithm takes account of the foundation year through the YEARADJ calculation and the student will be surveyed in their final year of study.</p> <p>Sandwich courses</p>

	<p>Where the option of a sandwich course is available but it is not taken up by a student then Instance.SPLENGTH should be revised at the point where the student makes a decision not to take-up the sandwich option, normally by the end of their second year, to reflect the expected length excluding the sandwich year. For example students coded 4 in Instance.SPLENGTH and 1 in Instance.UNITLGTH in the first year should be recoded 3 in Instance.SPLENGTH at the end of the second year if they are not expected to take the sandwich option. This re-coding is required to ensure that the correct cohort of student is identified in the National Student Survey (NSS) target list.</p> <p>Intercalated courses</p> <p>The length of study for courses that include an intercalation should reflect the length of the individual course aim in each year rather than the length of the instance in total. For example, a student enrolls on a 5 year Masters in Medicine course. In the third year they intercalate to the third year of a Bachelor in Biotechnology before returning to complete the remaining years of the Masters programme.</p> <p>In the AP student record they would be returned as follows:</p> <p>* The coding of Instance.SPLENGTH in the intercalating year will depend on how the provider treats intercalated years. If they are viewed as one year courses the expected length would be one year but if they are considered direct entrants to the third year of a three year course then the expected length would be recorded as three years.</p> <p>The length of this field is 2 characters, however XML enables data to be returned with or without leading zeros, e.g. 03 or 3.</p>
Examples	An instance lasting for two and a half years would be coded 30 months.
Reason Required	To monitor the expected length of programmes and to determine whether a student is counted or not in a given year. Used to determine the National Student Survey target list and to monitor changing course lengths.
Part Of	Instance
Field Length	2
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: SPLENGTH Data type: PositiveIntegerWithNullType2
Related Fields	UNITLGTH
Owner	HESA
Version	1.0

Provider's own instance identifier

Type	field
Short Name	OWNINST
Description	This field records the provider's own internal identifier for the instance.
Applicable to	England
Coverage	Optional for all instances.
Notes	<p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	This field is designed to be used by HESA and APs to aid in identifying records.
Part Of	Instance
Field Length	30
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: OWNINST Data type: OWNINSTType

Related Fields	OWNCOURSEID OWNSTU
Owner	HESA
Version	1.0

Reason for ending instance

Type	field																										
Short Name	RSNEND																										
Description	This field is used to indicate for what reason the student left the student instance detailed in this return.																										
Applicable to	England																										
Coverage	All instances where Instance.ENDDATE is completed.																										
Valid Entries and Labels	<table> <tr><td>01</td><td>Successful completion of course</td></tr> <tr><td>02</td><td>Academic failure/left in bad standing/not permitted to progress</td></tr> <tr><td>03</td><td>Transferred to another provider</td></tr> <tr><td>04</td><td>Health reasons</td></tr> <tr><td>05</td><td>Death</td></tr> <tr><td>06</td><td>Financial reasons</td></tr> <tr><td>07</td><td>Other personal reasons & dropped out</td></tr> <tr><td>08</td><td>Written off after lapse of time</td></tr> <tr><td>09</td><td>Exclusion</td></tr> <tr><td>10</td><td>Gone into employment</td></tr> <tr><td>11</td><td>Other</td></tr> <tr><td>98</td><td>Completion of course - result unknown</td></tr> <tr><td>99</td><td>Unknown</td></tr> </table>	01	Successful completion of course	02	Academic failure/left in bad standing/not permitted to progress	03	Transferred to another provider	04	Health reasons	05	Death	06	Financial reasons	07	Other personal reasons & dropped out	08	Written off after lapse of time	09	Exclusion	10	Gone into employment	11	Other	98	Completion of course - result unknown	99	Unknown
01	Successful completion of course																										
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06	Financial reasons																										
07	Other personal reasons & dropped out																										
08	Written off after lapse of time																										
09	Exclusion																										
10	Gone into employment																										
11	Other																										
98	Completion of course - result unknown																										
99	Unknown																										
Notes	<p>Providers should only complete this field where they are completing a student instance. Guidance on when a new student instance is required is given in Instance.NUMHUS. Normally where a student progresses from one course directly onto another at the same level (e.g. HND to Degree) a new student instance is not required and hence this field would not be completed although the QualificationsAwarded fields may be.</p> <p>If a student gains a qualification after completing a course, but not the qualification they were aiming for, then they should be coded 01 'Successful completion of course'.</p> <p>Code 02 'Academic failure/left in bad standing/not permitted to progress' is considered to be different from simply dropping out, code 07, which may be more closely related to personal reasons. Code 02 is intended to be for a fail at any stage. It is the code to be used for those students who fail assessment at, for example, the end of the first or second year of a three-year course and therefore leave the course, as well as for those students who have unsuccessfully completed their qualification aim.</p> <p>Code 04 'Health reasons' must not be used for those returned for Unistats only.</p> <p>Code 08 'Written off after lapse of time': it is at the providers discretion whether to write-off an inactive student after a period of time.</p> <p>Code 09 'Exclusion' is the breaking of provider rules, either behavioural or financial.</p> <p>Code 98 'Completion of course - result unknown' implies that there will be further returns for the student - through a dormant record for example - to report results and reason for leaving.</p> <p>In onwards analysis Statutory Customers and HESA may group codes 03, 04, 06, 07, 08, 09, 10 and 11 into a single category of 'Other'.</p>																										

	An entry in this field means that an entry in Instance.ENDDATE will also be expected.
Reason Required	To monitor transfer/progression/completion.
Part Of	Instance
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: RSNEND Data type: RSNENDCodeContentType
Related Fields	ENDDATE
Owner	HESA
Version	1.0

Start date of instance

Type	field
Short Name	COMDATE
Description	This field indicates the date of the student's initial commencement of studies for this student instance and may relate to a date prior to the current academic/financial year. Exchange-in students should have the date they commenced their studies at the reporting provider.
Applicable to	England
Coverage	All instances.
Notes	<p>If a student transfers from one provider to another, the date they entered the current provider for this qualification aim should be returned in this field.</p> <p>All date fields in the AP student record must be completed using the ISO8601 format of YYYY-MM-DD. The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record.</p> <p>Relationship with Instance.NUMHUS and InstancePeriod.YEARSTU:</p> <p>For a single student instance, the same Student instance number is kept. InstancePeriod.YEARSTU would be expected to increment each year. However there would be no updating of Instance.COMDATE nor of other fields in the Entry profile - an exception being, if, for example, an error had been found in the information provided in the previous year.</p> <p>With the commencement of a new student instance, a new Instance.NUMHUS would be allocated. InstancePeriod.YEARSTU would be expected to be 01. Instance.COMDATE should all be updated and a new Entry profile should be submitted.</p> <p>Where a student transfers from one course to another, the date should not be updated if the same Instance.NUMHUS is kept. For example, changes of subject without change of general qualification aim will not usually reset date of commencement of instance.</p> <p>Neither should the field be re-set where a student registers for an 'intermediate' qualification aim with the clear intention (acknowledged by both student and provider) that, subject to satisfactory performance, s/he will progress seamlessly (and usually without being awarded the intermediate qualification) onto a 'higher' qualification aim. For example, if a student registers first foundation degree then switches to a BA, and this is regarded as normal progression in the provider, such that the same student instance number is kept, the Instance.COMDATE should not be reset.</p> <p>If a student began a course later than the rest of the cohort, their actual start date should be returned in Instance.COMDATE rather than the advertised start of the course.</p> <p>If induction periods immediately precede the start of teaching, the Instance.COMDATE should be the start of the induction period. If there is a significant gap between the two, the Instance.COMDATE should be the start of teaching.</p>
Examples	1. A student obtains a first degree in Business Studies and then enrolls on a HND in

	<p>Marketing. . These are two distinct courses and therefore would have two Student instance numbers. In this case a new instance is created:</p> <ul style="list-style-type: none"> • Instance.COMDATE • InstancePeriod.YEARPRG • InstancePeriod.YEARSTU • EntryProfile.QUALENT3 • Instance.NUMHUS <p>2. A student transfers after two years from an HND course to the second year of a degree course (with or without being awarded the HND). This may be represented in two different ways, depending on how it is viewed by the provider.</p> <p>If within the provider this is regarded as a seamless continuation of studies, then it is the same student instance and the same Instance.NUMHUS is kept and Instance.YEARSTU increments by one year. In this case:</p> <ul style="list-style-type: none"> • Instance.COMDATE • InstancePeriod.YEARPRG • InstancePeriod.YEARSTU • EntryProfile.QUALENT3 • Instance.NUMHUS <p>However, if within the provider this is regarded as two student instances, then a new Instance.NUMHUS is allocated and Instance.YEARSTU re-sets to 01. In this case a new instance is created:</p> <ul style="list-style-type: none"> • Instance.COMDATE • InstancePeriod.YEARPRG • InstancePeriod.YEARSTU • EntryProfile.QUALENT3 • Instance.NUMHUS <p>When a provider does not have a clear preference between the two methods of reporting the progression to degree via study for an HND, it is recommended that the first method, using a single student instance, is used. This general guidance would also apply to other similar cases.</p>
Reason Required	To determine whether to include a student in any particular population definition; to calculate the duration of a student's education. Used in analyses to determine students who are active in any given academic year.
Part Of	Instance
Field Length	10
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: COMDATE
Related Fields	ENDDATE
Owner	Information Standards Board - Aligned Data Definitions
Version	1.1
Date modified	2016-08-04
Change management notes	Guidance added to the Notes section to describe the expected treatment in this field of both students who do not start on the same date as the rest of their cohort, and of students who undergo an induction period prior to the start of teaching.

Student instance identifier

Type	field
Short Name	NUMHUS
Description	This field complements the HUSID field to identify the separate courses that individuals take. UKPRN Provider identifier + HUSID + NUMHUS together form a unique identifier known as UHN, an identification of the basic unit of 'a coherent engagement with the provider aiming towards the award of a qualification(s) or credit'.
Applicable to	England
Coverage	All instances.
Notes	<p>Field length 20 is to allow providers to use an instance identifier already held internally. Where a instance identifier held internally is used, providers must continue to use this number even when transfers or natural progressions occur. As a consequence of this providers may find it easier to number student instances sequentially starting from 1 or A etc. A new instance number format can only be introduced for instances that have not been returned to HESA. This will be the case for new entrants and for continuing students commencing courses that have not previously been returned to HESA.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>

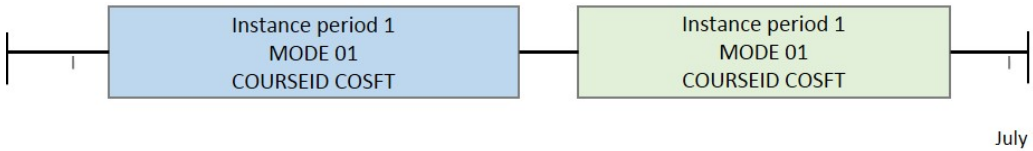
Reason Required	To distinguish - and between years, link - episodes of study by the same student at the same provider; a vital tool (through the generation of UHN) to support year-on-year linkage, for example to link entities in the HESA record and for Unistats. Used in the Higher Education Initial Participation Rate (HEIPR) calculation by BIS.
Part Of	Entry profile Instance
Field Length	20
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: NUMHUS Data type: NUMHUSType
Owner	HESA
Version	1.0

Units of length

Type	field
Short Name	UNITLGTH
Description	This field denotes the units of length associated with Instance.SPLENGTH.
Applicable to	England
Coverage	All instances.
Valid Entries and Labels	1 Years 2 Months 3 Weeks 4 Days 5 Hours 9 Not applicable
Notes	<p>Only in cases where Instance.SPLENGTH is null, unknown length, may this field be coded 9.</p> <p>Semesters, trimesters and terms are not of uniform length throughout the sector and should be converted into years/months/weeks.</p> <p>The lowest appropriate value of UNITLGTH should be used e.g. length should be expressed in terms of years, if appropriate, rather than months.</p> <p>Foundation and sandwich years</p> <p>It is not expected that the length of study be adjusted for individual students. However, where there are different options that students can take, for example, foundation years and sandwich placements, it is expected that the length reflects the options taken. For example, where a student undertakes an integrated foundation year it is normally expected that the length be recorded as one year longer than if the student had just taken a stand-alone degree.</p>
Reason Required	To monitor the expected length of programmes and to determine whether a non-standard academic year student is counted or not in a given year. Used to determine the National Student Survey target list and to monitor changing course lengths.
Part Of	Instance
Field Length	1
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: UNITLGTH Data type: UNITLGTHCodeContentType
Related Fields	SPLENGTH
Owner	HESA
Version	1.0

Instance period

Type	entity
Short Name	InstancePeriod
Description	This records a specific unit of engagement within the student instance.
Applicable to	England
Coverage	All instances.
Notes	<p>An Instance period is a cohesive and continuous unit of academic activity. Instance periods are defined by the provider but are typically analogous to the concept of a provider's academic year. Instance periods should be no longer than 12 months.</p> <p>Where a provider charges fees on an annual basis, with no further breakdown or there are no clearly defined discrete units of activity within an instance it is recommended that instance periods are defined as academic years.</p> <p>When academic activity naturally falls into smaller units, for example when a fee is charged for each of these units, providers may choose to return these units as instance periods, using InstancePeriod.PERIODSTART and InstancePeriod.PERIODEND to record the lengths. For example, a provider may elect to return semesters as instance periods. If it is anticipated that more than six instance periods will be required per twelve month period, please contact the Institution Liaison team in advance of preparing the data submission.</p> <p>A new instance period should be opened when a student makes substantial changes to their activity, which is relevant to HEFCE and BIS for designation monitoring purposes. In particular, a new instance period is necessary where:</p> <ul style="list-style-type: none"> • A student on a designated course changes their mode of study (and therefore changes course) • A student transfers from a designated course to a non-designated course or vice-versa • Where study has been suspended and resumed <p>Example 1: a student commences study in September on a full-time designated Business studies HND. In January the student elects to study on a part time basis and consequently a new instance period is required.</p> <p>As the course is designated, the InstancePeriod.COURSEID also changes when the student changes mode of study.</p> <div style="text-align: center;"> </div> <p>In addition to the above scenarios which necessitate a new instance period to be created, providers may choose to return a new instance period where, for example, the student progresses from one course stage to the next or to account for vacation time.</p> <p>Please see individual field pages for specific details regarding how they should be</p>

	<p>returned when instance periods span reporting years.</p> <p>Example 2: a student commences study in October on a full-time designated Undergraduate course in Conservation. The student decides to suspend their studies in February where NOTACT 01 should be returned. They re-commence their studies in May on a full-time basis and consequently a new instance period is required.</p> 
Reason Required	The instance is the central concept in the specification of the HESA AP student record, and describes the attributes of the interaction between the student and course in pursuit of a qualification or credit. The instance period allows the return of cyclical data within the student experience.
Part Of	Instance
Minimum Occurrences	1
Maximum Occurrences	unbounded
Has Parts	Course identifier (COURSEID) Disabled Student Allowance (DISALL) Exchange programmes (EXCHIND) Gross fee (GROSSFEE) HEAPES population (HEAPESPOP) Location identifier (LOCATION) Location of study (LOCSDY) Mode of study (MODE) Major source of tuition fees (MSTUFEE) Net fee (NETFEE) Not in active study (NOTACT) Instance period end date (PERIODEND) Instance period start date (PERIODSTART) Primary provider of teaching (PRIPROV) Student support eligibility (SSELIG) Student instance FTE (STULOAD) Year of course (YEARPRG) Year of student on this instance (YEARSTU) Qualifications awarded
Owner	HESA
Version	1.2
Date modified	2016-05-19
Change management notes	Guidance in the Notes section has been updated with an additional example to explain when a new instance period is necessary.

Course identifier

Type	field
Short Name	COURSEID
Description	This field records the provider's own unique internal identifier for the course. The Course identifier is the primary key for the Course entity and exists as a foreign key on InstancePeriod.
Applicable to	England
Coverage	All instance periods.
Notes	<p>Course identifiers will be allocated by the provider and should be unique for each course.</p> <p>The term 'course' in this context relates to the combination of subject and qualification that defines what a student is aiming for and which are described in fields Course.COURSEAIM and CourseSubject.SBJCA.</p> <p>For designated courses, providers will need to report the identifier that was submitted as part of the course designation process and the HEAPES return.</p> <p>The Course identifier links the course entity and the instance period entity for the reporting period. There must be an entry in the course entity with a matching identifier in the instance period entity to provide this link, and so give details about the student's study in the current year. Where a student changes course within an instance by changing either course aim (at the same level) or subject, the InstancePeriod.COURSEID should be updated to reflect the course that is applicable at the end of the reporting period.</p> <p>Where the student continues on the same course, the same COURSEID should be kept for all years of the course. It is intended that in the future for some onward uses data from the student record should be aggregated to allow publication at a Course level. For the Unistats site, for example, information about entrants, continuation, outcomes and destinations will be published together. If the COURSEID is not consistent throughout the course it will not be possible to compile a complete set of statistics as relating to a single course. Course.CTITLE will not allow for this aggregation: it is a text field and not suitable for the necessary validation.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all</p>

	<p>European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	To identify courses for designation or linkage.
Part Of	Course Instance period
Field Length	30
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: COURSEID Data type: COURSEIDType
Related Fields	COURSEAIM
Owner	HESA
Version	1.1
Date modified	2016-02-03
Change management notes	Field relocated from Instance to InstancePeriod to better record the required information. References in the Description and Notes sections have been updated accordingly.

Disabled Student Allowance

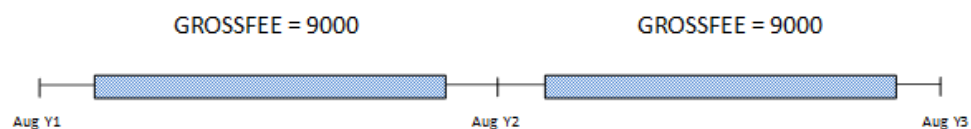
Type	field
Short Name	DISALL
Description	This field identifies whether the student with a disability is in receipt of Disabled Students' Allowance (DSA) or not.
Applicable to	England
Coverage	Compulsory for all instances on designated courses or where designation is held at provider level, and StudentEquality.DISABLE is between 08 and 96 inclusive. Not permitted for students on non-designated courses.
Valid Entries and Labels	<div>4 In receipt of Disabled Students' Allowance</div> <div>5 Not in receipt of Disabled Students' Allowance</div> <div>9 Information about Disabled Students' Allowance is not known/not sought</div>
Notes	<p>This field relates solely to Disabled Students' Allowances funded by the Student Loans Company (SLC) or Student Awards Agency Scotland (SAAS).</p> <p>If StudentEquality.DISABLE is coded 08-96 indicating that the student has a disability, then this field should be coded 4, 5 or 9.</p> <p>Code 9 should be used for all cases where it is known that the student has a disability, but it is not known whether or not they are in receipt of Disabled Students' Allowance.</p> <p>Providers are expected to collect this information from students annually.</p>
Reason Required	To permit disability-based analysis; for monitoring levels and trends in participation by particular groups of people; to monitor take-up of Disabled Students' Allowance as Disabled Students' Allowance is now not means tested.
Part Of	Instance period
Field Length	1
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: DISALL Data type: DISALLCodeContentType
Owner	HESA
Version	1.1
Date modified	2016-02-03
Change management notes	Guidance in the Notes section updated to specify that this field relates solely to DSA funded by either the Student Loans Company (SLC) or Student Awards Agency Scotland (SAAS).

Exchange programmes

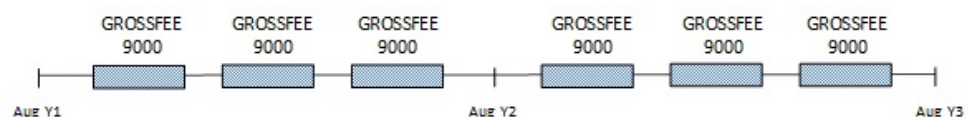
Type	field
Short Name	EXCHIND
Description	To identify students involved in specific exchange programmes in order to include/exclude them in particular populations.
Applicable to	England
Coverage	All instances.
Valid Entries and Labels	1 Incoming exchange student 2 Outgoing exchange student 3 Not an incoming or outgoing exchange student
Notes	<p>Those incoming exchange students who are registered at the reporting provider must be included in the HESA AP student record whilst attending the reporting provider, and flagged as incoming students in this field.</p> <p>Outgoing students must be included in the record throughout their programme of study.</p> <p>A student studying through distance learning should be coded '3'.</p>
Reason Required	To identify students involved in specific exchange or visiting programmes in order to include/exclude them in particular populations.
Part Of	Instance period
Field Length	1
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: EXCHIND Data type: EXCHINDCodeContentType
Owner	HESA
Version	1.0

Gross fee

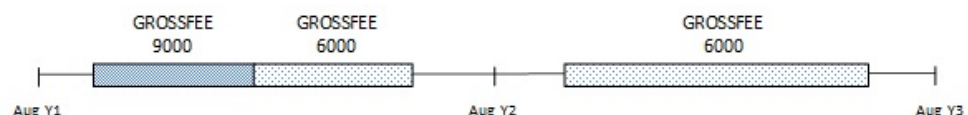
Type	field
Short Name	GROSSFEE
Description	This field will capture the gross fee charged for the year of the course, that is before any financial support from the provider such as waivers are taken into account.
Applicable to	England
Coverage	Compulsory for all instances on designated courses or where designation is held at provider level, and InstancePeriod.EXCHIND is 2 or 3. Not required for students on non-designated courses.
Notes	<p>The InstancePeriod.GROSSFEE value returned should be the exact fee, including VAT e.g. £6,551 and not rounded.</p> <p>The fee should relate to the activity carried out in the instance periods commenced within the reporting period. Providers should return the gross fee for the year in each of the submitted instance periods, updating it to reflect the latest known position where a change has occurred.</p> <p>For instance periods which span HESA reporting years the full fee for the instance period should be returned in both the reporting periods.</p> <p>For instance periods which span HESA reporting years where it is not known which or how many modules the student will elect to take in HESA year two of the instance period, providers should return the estimated fee for the year. A more accurate figure can be returned in the following reporting period.</p> <p>For outgoing exchange students the GROSSFEE should be the fee that the student is being charged for that year. GROSSFEE is not required for incoming exchange students or dormant students.</p> <p>For full year ERASMUS outgoing students the GROSSFEE should have no fees reported. For part year ERASMUS students the GROSSFEE should be returned with the fee that the student is being charged for that year.</p> <p>Instances where the NHS (or another body) pays a per-capita charge equivalent to a fee should be recorded in GROSSFEE. However, where the NHS (or another body) pays a single fee that is not linked to an individual student then zero should be returned.</p> <p>For Welsh domiciled students in the UK, the GROSSFEE should be the fee charged before the fee grant is applied.</p> <p>Worked examples</p> <p>(1) Instance periods contained within reporting years</p> <p>Example: a two year full time HND course runs from October to June; the total cost of the course is £18,000. The provider uses a single instance period to represent their programme year.</p>



Example: the same two year full time HND course runs from October to June; the total cost of the course is £18,000. The provider uses three instance periods to represent their programme year. They report the fee for the whole year in each instance period.

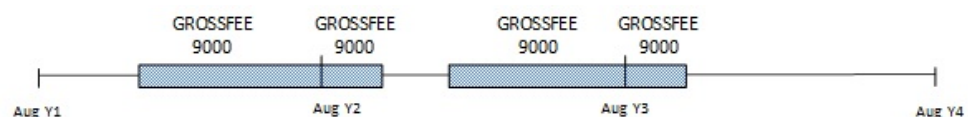


Example: the same designated two year full time HND course runs from October to June; the total cost of the course is £18,000. The provider uses a single instance period to represent their programme year. The student changes to a part-time mode of study part-way through the year and as a result a new instance period must be created at the point in which the course changes. Fee information would be reported according to the new characteristics - the £18,000 split over three reporting periods.



(2) Instance periods that cross reporting years

Example: a two year full time HND course runs from October to October; the total cost of the course is £18,000. The provider uses a single instance period to represent their programme year, reporting it in two HESA reporting periods where it crosses reporting years.



Example: a two year modular undergraduate course runs from March to December; the total cost of the course is usually £12,000. The provider uses a single instance period to represent their programme year, reporting it in two HESA reporting periods where it crosses reporting years. The provider estimates the cost of the modules for the full year. The student elects to do more than the standard number of modules in their first year, which means that the provider submits a higher GROSSFEE in the second instance period for that academic year. In the student's second academic year, they complete the expected number of modules which means that the initial assessment was correct and both instance periods have the same value. The student ends up paying fees of £14,000.

Examples	<p>A fee of £9,000 would be returned as 9000.</p> <p>A fee of £7,545 would be returned as 7545.</p>
Reason Required	To monitor the various fee levels, for example by subject, course type and student characteristics including their spread across the UK.
Part Of	Instance period
Field Length	6
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: GROSSFEE
Related Fields	NETFEE
Owner	HESA
Version	1.4
Date modified	2016-05-19
Change management notes	Description section updated to state that only the gross fee charged for the year of the course should be included in this field. Also, the tables included in the guidance notes have been updated to accurately reflect examples.

HEAPES population

Type	field
Short Name	HEAPESPOP
Description	This field records whether the student instance meets the criteria for the HEFCE HEAPES return population for the reporting year.
Applicable to	England
Coverage	Compulsory for all instance periods associated with designated courses or where designation is held at provider level. Optional for students on non-designated courses.
Valid Entries and Labels	<div>1 Student is within HEAPES population</div> <div>2 Student is not within HEAPES population</div> <div>NA Not applicable</div>
Notes	<p>Providers who do not make a HEAPES return to HEFCE need not assess their students for eligibility, and may return code NA 'Not applicable' in this field.</p> <p>For providers who do make a HEAPES return, eligibility must be assessed for all students and coded as appropriate.</p> <p>If the instance meets the criteria for the HEFCE HEAPES population for the relevant reporting year, regardless of whether or not it was included in the HEAPES data collection to HEFCE, it should be coded '1' in this field. Further guidance may be found on the HEFCE website. For example, the 2015/16 AP student record would relate to the HEAPES15 return.</p> <p>The field is located on InstancePeriod to allow for those instances that undergo a change in their HEAPES status within the reporting period to be recorded as such.</p>
Reason Required	To set and monitor the student number control. Required as a transitional field due to lack of HESA data for previous years.
Part Of	Instance period
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: HEAPESPOP Data type: HEAPESPOPCodeContentType
Owner	HESA
Version	1.1
Date modified	2016-02-03
Change management notes	Field relocated from Instance to InstancePeriod to better record the required information. References in the Notes section guidance have been updated accordingly. Valid entry NA 'Not applicable' has been added to the coding frame for this field. Guidance in the Notes section has been amended to state that providers who do not make a HEAPES return to HEFCE may return NA.

Instance period end date

Type	field
Short Name	PERIODEND
Description	This field records the end date of the instance period.
Applicable to	England
Coverage	All instances.
Notes	<p>All date fields in the AP student record must be completed using the ISO8601 format of YYYY-MM-DD. The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record.</p> <p>Instance periods are usually synonymous with the concept of an academic year within providers. It is recognised that not all providers use the same time frames for this concept. Providers should return the dates that align with their internal concept of an academic year.</p> <p>It is possible for more than one instance period to be present within a HESA reporting period - the presence of InstancePeriod.PERIODSTART and PERIODEND permit the analysis of progression in these cases.</p> <p>The date recorded in this field should be consistent with HESA's position that the completion of an instance or instance period is defined as being the point at which the taught or structured part of the instance/instance period (including any formal writing-up period) is completed.</p> <p>Sometimes there will be a delay in knowing whether or not a student has ended their instance period. Where the precise date of the student ending is not known, the date of the end of the month, term or semester in which the student last attended should be given.</p> <p>Where the student is on their final instance period, the completion date of the instance in Instance.ENDDATE would be expected to be the same as in PERIODEND.</p> <p>Where instance periods cross reporting periods, they should be reported in both, with appropriate InstancePeriod.STULOAD values to indicate intensity of study. In such cases the start and end dates for the instance period should typically be consistent in both years in which it is returned.</p> <p>The end date of the instance period should reflect the actual pattern of study for the student where this is known as opposed to the expected date, and therefore if the end date of an instance period changes the latest position should be reported to HESA.</p>
Reason Required	Used to identify the date on which the instance period ended, which allows for the recording of non-standard academic years.
Part Of	Instance period
Field Length	10
Minimum Occurrences	1

Maximum Occurrences	1
Schema Components	Element: PERIODEND
Related Fields	PERIODSTART
Owner	HESA
Version	1.0

Instance period start date

Type	field
Short Name	PERIODSTART
Description	This field records the start date of the instance period.
Applicable to	England
Coverage	All instances.
Notes	<p>This field records the actual date of commencement of the instance period for the student as opposed to the expected date. Instance.COMDATE records the date of commencement of the instance as a whole.</p> <p>All date fields in the AP student record must be completed using the ISO8601 format of YYYY-MM-DD. The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record.</p> <p>Instance periods are usually synonymous with the concept of an academic year within providers. It is recognised that not all providers use the same time frames for this concept. Providers should return the dates that align with their internal concept of an academic year.</p> <p>It is possible for more than one instance period to be present within a HESA reporting period - the presence of InstancePeriod.PERIODSTART and InstancePeriod.PERIODEND permit the analysis of progression in these cases.</p> <p>Where instance periods cross reporting periods, they should be reported in both, with appropriate InstancePeriod.STULOAD values to indicate intensity of study. In such cases the start date for the instance period should be consistent in both years in which it is returned.</p>
Reason Required	Used to identify the date on which a discrete period of the instance commenced, which allows for the recording of non-standard academic years.
Part Of	Instance period
Field Length	10
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: PERIODSTART
Related Fields	PERIODEND
Owner	HESA
Version	1.0

Location identifier

Type	field
Short Name	LOCATION
Description	This field records the identifier for the physical location in which the course was taught.
Applicable to	England
Coverage	Compulsory for all instance periods associated with designated courses and where designation is held at provider level. Optional for students on non-designated courses.
Notes	<p>A fifteen character (maximum) identifier for each location designated for the provision of a course is required to be submitted to HEFCE/BIS as part of the designation process. The unique combination of course identifier and location(s) defines a designated course. This identifier must be submitted to HESA in this field.</p> <p>A designated course may have multiple approved locations. Providers should submit each location associated with the relevant instance period. This field may be returned multiple times to allow for this.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>

Reason Required	To identify course location.
Part Of	Instance period
Field Length	15
Minimum Occurrences	0
Maximum Occurrences	10
Schema Components	Element: LOCATION Data type: LOCATIONType
Owner	HESA
Version	1.2
Date modified	2016-03-03
Change management notes	Coverage, Description and Notes sections have been updated to reflect the fact that this field is now required for those providers holding blanket designation, and may optionally be submitted for non-designated courses, should providers wish to do so.

Location of study

Type	field
Short Name	LOCSDY
Description	This field describes the location at which the student is studying.
Applicable to	England
Coverage	All instances.
Valid Entries and Labels	6 Distance learning - UK based student 9 Distance learning - Non-UK based student (funded) D On industrial (or other) placement for the year as a whole E On industrial (or other) placement for a proportion of the year S Studying abroad and included in the Student record as student has spent or will spend more than 8 weeks in the UK T Abroad for the whole year U Abroad for a proportion of the year Z At provider or a partner for the whole year
Notes	<p>The coding of this field should relate to the FTE reported in field InstancePeriod.STULOAD.</p> <p>Codes D 'On industrial (or other) placement for the year as a whole' and E 'On industrial (or other) placement for a proportion of the year' should be returned for instances in the UK only.</p> <p>Code E 'On industrial (or other) placement for a proportion of the year' should be used where the student undertakes a full-time placement lasting for at least 10 weeks in the UK. Where a student undertakes a placement on a part-time basis this should only be included if, when summed, it is equivalent to 10 weeks full-time work.</p> <p>Students undertaking a placement in the UK as part of a sandwich course, whether industrial or other, should be returned with D or E as appropriate. Students undertaking a placement abroad should be returned with T 'Abroad for the whole year' or U 'Abroad for a proportion of the year' as appropriate.</p> <p>Code U 'Abroad for a proportion of the year' should be returned when the student has been abroad for 4 weeks or more in total.</p>
Reason Required	To track student migration, placements, etc., and to support population definitions. Used to monitor the prevalence of distance learning, industrial and overseas placements.
Part Of	Instance period
Field Length	1
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: LOCSDY Data type: LOCSDYCodeContentType
Related Fields	STULOAD

Owner	HESA
Version	1.0

Major source of tuition fees

Type	field
Short Name	MSTUFEE
Description	This field indicates the major source of tuition fees for the student where this is known. The predominant source should be selected where there is more than one source of award or financial backing. The field relates to the current year of study.
Applicable to	England
Coverage	Compulsory for all instances on designated courses or where designation is held at provider level. Not required for students on non-designated courses.
Valid Entries and Labels	01 No award or financial backing 02 Award assessed by English or Welsh LEA & paid in full by LA or by the SLC (includes EU students assessed by SLC) 03 Paid in full by Student Awards Agency for Scotland/Student Loans Company (SAAS/SLC); includes where fee is paid directly to provider 04 Paid in full by DfE(NI)/Northern Ireland Education & Library Boards (via Student Loans Company) (includes EU students in NI) 05 Provider waiver of support costs 06 Local Government - Channel Islands & Isle of Man/Scottish FE Bursaries 07 Fee waiver under government unemployed students scheme 08 British Academy 09 Fees paid under part-time graduate apprentice study programme 11 Biotechnology & Biological Sciences Research Council (BBSRC) 12 Medical Research Council (MRC) 13 Natural Environment Research Council (NERC) 14 Engineering & Physical Sciences Research Council (EPSRC) 15 Economic & Social Research Council (ESRC) 17 Arts & Humanities Research Council (AHRC) 18 Science & Technology Facilities Council (STFC) 19 Research council - not specified 22 International agency 23 Cancer Research UK 24 Wellcome Trust 25 Other Association of Medical Research Charities (AMRC) charity 26 Other charitable foundation 31 Departments of Health/NHS/Social Care 32 Departments of Social Services 33 BIS 34 Other HM government departments/public bodies 35 Scholarship of HM forces 36 Scottish Enterprise Network/Highlands & Islands Enterprise/Local Enterprise Companies (LECs) 37 LEA training grants scheme 38 Department of Agriculture & Rural Development for Northern Ireland (DARDNI) 39 Scottish Local Authority - discretionary award 41 EU Commission (EC) 42 Overseas student award from HM government/British Council 43 Overseas government 44 Department for International Development 45 Overseas provider 46 Overseas industry or commerce 47 Other overseas funding 48 Other overseas - repayable loan 49 ORSAS 52 Mix of student & SLC (following assessment by English or Welsh LA, or SLC for EU students studying in England and Wales)

	53 Mix of student & Student Awards Agency for Scotland/Student Loans Company(SAAS/SLC) 54 Mix of student & DfE(NI)/Northern Ireland Education & Library Boards (via Student Loans Company) 61 UK industry/commerce 71 Absent for year 81 Student's employer 97 Other 98 No fees 99 Not known
Notes	<p>The information in this field should reflect funding arrangements where payments have been made. Where payments have not been issued but arrangements have been confirmed, this field should be coded as if that payment has been made. For example, if attendance has been confirmed to the Student Loans Company, but payment has not yet been made, providers should code as if the payment has been made rather than 98 or 99.</p> <p>Code 01 should be used for cases where the student pays the full fees with no SLC/SAAS funding. Students who are financially assessed by an LA/SAAS/DfE(NI)/NI Education and Library Boards/SLC to pay the full fee themselves (i.e. no public support for fees) should be included here. This code should only be used where there is no award, fee loan or financial backing at all. Where there is some award, fee loan or financial backing, even if this is the minor source compared with the contribution of the student, then the coding should reflect the source of the award, fee loan or financial backing.</p> <p>Codes 02, 03 or 04 cover cases where the SLC/SAAS fund full fees through a grant, or SLC/SAAS fund full fees through a fee loan, or SLC/SAAS fund full fees through a mixture of SLC/SAAS grant and SLC/SAAS fee loan. Students in exempt years from liability to pay fees should be coded 02, 03 or 04 as appropriate. Code 02 includes students aged under 19 who pay registration fees only. Code 02 excludes LA acting as employer.</p> <p>Codes 02-04 includes those students whose fee is met in full by the body shown - through a grant and/or through a fee loan. In the case of payments by the SLC, students should be recorded against the body which made the financial assessment: code 02 for students from England and Wales and for EU students studying in England, code 03 for students from Scotland or code 04 for students from Northern Ireland. Where the financial assessment has resulted in the fee being partly paid by the public body shown in codes 02-04 and partly by the student or their families, the student should be included in either codes 52, 53 or 54 regardless of which contribution is the greater.</p> <p>The code closest to 05 should be returned if there is a 50/50 split on the source of tuition fees, with the exception of students funded 50/50 by a Research Council and another body, in which case the Research Council code should be returned.</p> <p>Code 05 'Provider waiver of support costs' includes University Scholarships or awards of current provider.</p> <p>Code 07 'Fee waiver under government unemployment students scheme' is to cover the proposal that part-time students who are in employment at the start of a course but who become unemployed during it may have their fees waived - possibly subject to means testing. Providers will be able to reclaim from funding councils.</p> <p>Code 09 covers cases where fee remission is granted to employees of small and medium sized businesses who are studying part-time towards an HE qualification as part of a recognised Graduate Apprenticeship.</p>

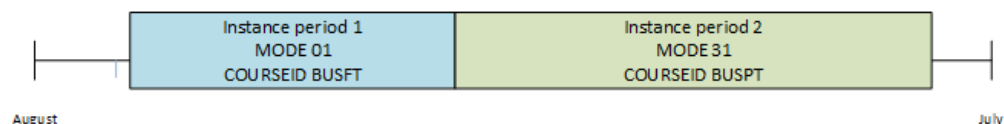
	<p>Code 25 should be used when the charity paying the fees is listed as a member of Association of Medical Research Charities</p> <p>Code 31 'Departments of Health/NHS/Social Care'. Any student whose fees are directly paid by NAW should be included in code 34 'Other HM government departments/public bodies'.</p> <p>Code 41 'EU Commission (EC)' applies specifically to the EU Commission. In codes 42-48 'overseas' means 'non-UK'.</p> <p>Code 42 'Overseas student award from HM government/British Council' includes the Association of Commonwealth Universities.</p> <p>Code 49 identifies Overseas Research Student Award Scheme, and these awards are not included in Code 42.</p> <p>Codes 52, 53 or 54 cover cases with a mixture of SLC/SAAS funding and student contribution (including cases where (i) the SLC/SAAS pays part fees and the student pays part fees, (ii) where the SLC/SAAS pays nil fees and the student pays part fees upfront and receives a fee loan for the remainder or (iii) the SLC/SAAS pays part fees, the student pays part fees and receives a part fee loan for the remainder.)</p> <p>Code 81, 'Student's Employer' should be used in preference to other codes if it is known that the major source of tuition fees is the student's employer. Codes such as 61, 'UK industry/commerce' and 34, 'Other HM government departments/public bodies' therefore apply where these are the sponsor of the student rather than their employer.</p> <p>Incoming Erasmus, Tempus and other exchange students should be coded 98 'No fees'.</p>
Reason Required	To provide understanding of the various sources of student fees and the extent to which various bodies are supporting students through payment of their fees.
Part Of	Instance period
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: MSTUFEE Data type: MSTUFEECodeContentType
Owner	HESA
Version	1.2
Date modified	2016-05-19
Change management notes	The guidance has been reorganised to better state the requirements for this field. No change to meaning has occurred.

Mode of study

Type	field
Short Name	MODE
Description	This field indicates the method by which a student is being taught their course.
Applicable to	England
Coverage	All instances.
Valid Entries and Labels	01 Full-time according to funding council definitions 02 Other full-time 23 Sandwich (thick) according to funding council definitions 24 Sandwich (thin) according to funding council definitions 25 Other sandwich course/programme 31 Part-time
Notes	<p>For students on designated courses InstancePeriod.MODE should reflect the mode of study applicable to the full duration of the instance period. If the student changes mode a new instance period is required at the point the mode changes.</p> <p>For example, in September a student commences the first year of a two year HND on a full-time mode of study. The academic year runs from September to June. In January they elect to study the remainder of the programme on a part-time basis. In this case two instance periods would be required; one covering the period September to January and the second the period from January – June. The MODE for the first instance period would be 01, and for the second instance period 31.</p> <p>For non-designated courses where a student has changed their mode of study within the instance period, the record should show the current or latest position. A new instance period is not required to be created where the student is studying on a non-designated course.</p> <p>Full-time</p> <p>Code 01 should be used when the student is on a course such that:</p> <ol style="list-style-type: none"> 1 during the instance year, the student is normally required to study for a minimum of 24 weeks and on average at least 21 study hours per week, and 2 for designated courses, the course is designated as full-time. <p>HESA will apply the 24 week rule to its definition of full-time in publications i.e. full-time will be all those students coded 01 in this field, together with all those students coded 02 and whose expected length of study (fields Instance.SPLENGTH and Instance.UNITLGTH) is 24 weeks or more.</p> <p>Code 02 'Other full-time' should be used where the student has studied at full-time intensity but does not meet the definition for code 01 for the year of instance.</p> <p>For designated courses, code 31 should be used when and only when the course is designated as part-time.</p> <p>Where multiple instance periods are returned within the reporting year it is possible that each instance period will be less than 24 weeks in duration once vacation time is</p>

excluded. In this case, the InstancePeriod.MODE returned in the first instance period should reflect the normal mode of study and any subsequent instance periods on the course during the instance year would reflect any changes.

Example 1: A student on a designated course changes from full-time to part-time study within the year:



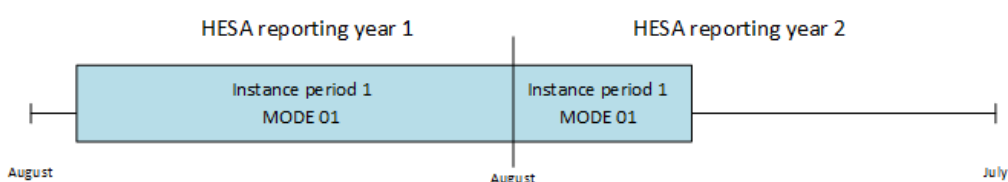
In the first instance period the mode of study is returned as 01 because if the mode of study had not subsequently changed, the instance year would have met the definition of 01.

Example 2: A student studies full-time on a designated course throughout the year but has a break in study which means that there are not enough weeks of full-time study to meet the definition of 01:



In the first instance period the mode is recorded as 01 because, had the student not interrupted, the year of instance would have met the funding council definition of full-time. When the student returns in instance period two, although the overall duration of study within the year is less than 24 weeks, the mode is still reported as 01 'Full-time' as that was the initial intention.

Example 3: A student is studying full-time on an instance period that spans HESA reporting years:



In this case instance period 1 would be reported in two HESA reporting years. At the end of the first reporting year the instance period would be returned with MODE=01 and the same would be reported in the second reporting year unless overall for the instance period the activity does not meet the definition of 01.

Sandwich

With reference to codes 23 and 24, these programmes are covered by the definition of sandwich as set out by HEFCE. A sandwich course is one that consists of alternate periods of full-time study at the provider and periods of work experience, and, taking the course as a whole, the student attends or undertakes the periods of full-time study for an average of not less than 18 weeks each year. Years of instance must involve a minimum of 24 weeks study/placement. HESA's definition of sandwich students will be all those students coded 23 or 24 in this field, together with all those students coded 25 and whose expected length of study (fields Instance.SPLENGTH and Instance.UNITLGTH) is 24 weeks or more.

	<p>Code 23, Thick sandwich students are those for which an industrial (or other) placement causes a continuous absence from full-time study of at least one academic year. A record must be returned for every student enrolled on a sandwich course irrespective of whether they are in attendance at the provider or engaged in industrial (or other) training. Students should be coded as sandwich for every year of the course and not just those in which industrial (or other) experience takes place. The students who are actually out on placement can be identified via InstancePeriod.LOCSDY.</p> <p>InstancePeriod.LOCSDY valid entries (students in UK):</p> <ul style="list-style-type: none"> • D On industrial (or other) placement for the year as a whole • E On industrial (or other) placement for a proportion of the year <p>InstancePeriod.LOCSDY valid entries (students abroad):</p> <ul style="list-style-type: none"> • T Abroad for the whole year • U Abroad for a proportion of the year <p>Code 24, A thin sandwich must involve the student in an average of more than 21 hours study a week for a minimum of 24 weeks study/placement.</p> <p>Students who meet the definition of sandwich should be coded as either 23 or 24 irrespective of whether the year is spent abroad or whether it is optional/compulsory.</p> <p>Interruptions in study</p> <p>Where a student takes a break in study or is inactive but included in the record to satisfy the continuity requirements the mode of study should be returned as previously reported. For example, a student studying part-time who completes their studies in HESA year 1 but is allocated an award in HESA year 2 would be returned on a part-time mode of study in both years.</p> <p>Where a student suspends studies the InstancePeriod.NOTACT field must be completed.</p>
Reason Required	To allow standard populations to be defined and financial calculations made.
Part Of	Instance period
Field Length	2
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: MODE Data type: MODECodeContentType
Related Fields	LOCSDY STULOAD NOTACT SPLENGTH UNITLGTH
Owner	HESA
Version	1.1
Date modified	2016-02-03
Change management	Guidance in the Notes section has been amended to expand upon how this field should

notes	be returned in relation to instance periods.
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Net fee

Type	field
Short Name	NETFEE
Description	This field will capture the net fee charged, that is after any financial support from the provider such as waivers are taken into account.
Applicable to	England
Coverage	Compulsory for all instances on designated courses or where designation is held at provider level, and InstancePeriod.EXCHIND is 2 or 3. Not required for students on non-designated courses.
Notes	<p>This field captures the net fee; that is the fee charged after any financial support from the provider such as waivers are taken into account. For example; a student with an InstancePeriod.GROSSFEE of £9,000 who has had a fee waiver of £1,000 should be returned as 8000 in this field.</p> <p>The NETFEE returned should be the exact fee, including VAT e.g. £6,551 and not rounded.</p> <p>The allocation of net fees to instance periods should align with the approach taken to InstancePeriod.GROSSFEE. Please refer to the Notes section of that field for guidance.</p> <p>Where InstancePeriod.GROSSFEE exists NETFEE must also exist and be less than or equal to the value of InstancePeriod.GROSSFEE.</p> <p>Students who do not have any financial support will have the same value returned in both InstancePeriod.GROSSFEE and NETFEE.</p> <p>Bursaries which offer non-cash support, such as free laptops, discounts on accommodation etc, should also not be used to reduce the value of NETFEE. If the bursary is given in cash directly to the student on the expectation that they hand it back to the provider to cover the fees, NETFEE should be reduced to account for this.</p> <p>Where the NHS or other body pays a per-capita charge equivalent to a fee this should be recorded in this field. However where the NHS pays a single fee that is not linked to individual students then zero should be returned.</p> <p>NETFEE is not required for incoming exchange students or dormant students.</p>
Examples	<p>A student with a InstancePeriod.GROSSFEE of £9,000 who has had a fee waiver of £1,000 should be returned as 8000 in this field.</p> <p>Students who do not have any financial support will have the same value returned in both InstancePeriod.GROSSFEE and NETFEE.</p>
Reason Required	To monitor the various fee levels and their spread across the UK. Used with GROSSFEE to monitor the actual fees paid by students and which student groups are charged reduced fees.

Part Of	Instance period
Field Length	6
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: NETFEE
Related Fields	GROSSFEE
Owner	HESA
Version	1.3
Date modified	2016-03-03
Change management notes	Guidance in the Notes section has been revised. Fee information should be submitted on the basis of the amount charged for the whole year, rather than just the instance period.

Not in active study

Type	field
Short Name	NOTACT
Description	This field indicates whether a student suspended study during the reporting year and/or was not actively studying on this student instance for some part of the reporting year.
Applicable to	England
Coverage	Compulsory for all instances where study is suspended and fields Instance.RSNEND and Instance.ENDDATE are not completed.
Valid Entries and Labels	<p>1 Student has suspended studies</p> <p>2 DH/NHS student temporarily stepping-off Continuity Register</p>
Notes	<p>An entry in this field is not required if the student has completed/left the student instance (Instance.RSNEND and Instance.ENDDATE completed), i.e. Students should only be coded as InstancePeriod.NOTACT = '1' if they have suspended study during the instance, not when they have ended the course.</p> <p>Where students have not withdrawn from a course, but have completed the teaching element and are expected at a later date to undertake the assessment necessary to gain a qualification, they should in the last instance period returned be coded as InstancePeriod.NOTACT = '1' – 'Student has suspended studies'. This would be applicable in situations where, for example, a student completes 2 years of teaching on a HND course and is allowed additional time to complete their assignments. The student should be returned as InstancePeriod.NOTACT = '1' at the end of the teaching period. At this point, Instance.RSNEND and QualificationsAwarded.QUAL should not be completed, as the outcome for the student is not known and they have neither qualified nor withdrawn. Once the outcome for the student is known (in a subsequent reporting period) the student should be returned again, with Instance.RSNEND, qualifications awarded data (if applicable) and Instance.ENDDATE completed. The end date should back-dated to the point when teaching finished.</p> <p>Students that are inactive for the entire reporting period do not have to be returned to HESA. If, based on internal systems, it is easier to return these students along with those that are active then providers may do so. These students will, generally, be excluded from analysis because they are not active. Where a student is inactive for the reporting year but was returned as an active, continuing student in the previous reporting year, a record must be returned to show that the student has interrupted studies.</p> <p>Once an instance period has been returned with an entry in this field, further data with the same combination of UKPRN-HUSID-NUMHUS (UHN) will not be required to be included in subsequent years unless the student returns to resume the instance or a record is being returned to end the instance (by completing (Instance.RSNEND, Instance.ENDDATE and QualificationsAwarded.QUAL (where relevant))).</p> <p>Code 2 DH/NHS student temporarily stepping-off Continuity Register</p> <p>The reasons for stepping-on and off are many and varied. The DH core definition of such stepping-off points would be: 'a student who takes a break in study, at an agreed appropriate time, and who plans to return to join a later cohort from the one with which they originally started'.</p> <p>This provides individuals with the ability to enter or leave a programme of education at a given point, providing maximum flexibility, thereby enabling an individual to consider</p>

	<p>alternative options of employment and education.</p> <p>For example, a particular nursing programme allows for stepping-off points at the end of Year 1 (following successful completion of the Common Foundation Programme) and throughout the course.</p> <p>Reporting students who temporarily suspend studies</p> <p>The InstancePeriod.NOTACT field is used to indicate where a student temporarily suspends study on the instance. If the student suspends study during the instance period the InstancePeriod.NOTACT flag must be returned and InstancePeriod.STULOAD should be reduced to reflect the fact that the student was not active for the full duration.</p> <p>If a student resumes study during the reporting year after temporarily suspending studies, a new instance period should be opened.</p> <p>Where the student completes all required activity in the current reporting year but informs the provider that they will be taking a break in study in the next reporting year this can be reported in one of two ways:</p> <ol style="list-style-type: none"> 1 If it is known prior to submission to HESA that the student will not be resuming study in the next reporting year or next instance period, providers can report the InstancePeriod.NOTACT flag on the latest instance period record. This will indicate to HESA that the student is not expected in the next return. 2 If it is not known prior to submission to HESA, in the year in which the suspension occurs the provider will need to return a full instance period record to HESA. Providers can choose either to resend the previous (last active) instance period record with InstancePeriod.NOTACT = 1 and InstancePeriod.STULOAD 3 Once the student has been reported to HESA as having suspended studies, a further record is not required until they resume on the instance. <p>For example a student is studying full-time on a programme. The academic year runs from early September to the end of June but at the end of March the student suspends their studies due to ill health. They intend to re-join the course in the following year:</p>  <p>In this scenario you would return the data as follows:</p> <p>Reporting students who sit exams or complete assignments over a number of reporting years, after the completion of formal teaching engagement</p> <p>Example: Where a student completes 2 years of teaching and has an extensive period to complete assignments/sit exams e.g. over a 3 year period to achieve their qualification, the provider should not return an Instance.ENDDATE at the end of the 2 years. The student should, instead, be returned as NOTACT 01 at the end of the teaching period. The student should be returned again in the year that they gain the final qualification and end them as Instance.RSNEND 01 if they have successfully completed their course.</p>
Reason Required	This field indicates whether a student suspended study during the reporting year and/or was not actively studying on this student instance for some part of the reporting year.

Part Of	Instance period
Field Length	1
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: NOTACT Data type: NOTACTCodeContentType
Related Fields	MODE
Owner	HESA
Version	1.3
Date modified	2016-08-04
Change management notes	Additional guidance added to the Notes section, describing the expected treatment of students with gaps between the completion of teaching and their assessment.

Primary provider of teaching

Type	field
Short Name	PRIPROV
Description	This field records the identity of the provider providing the majority of the teaching for a course, where this is not the submitting provider, with a UK Provider Reference Number (UKPRN) from the UK Register of Learning Providers.
Applicable to	England
Coverage	All instances where the primary provider of teaching is not the submitting higher education provider.
Valid Entries and Labels	<div>4002 Other Non-UK provider</div> <div>4003 Other public body in the UK</div> <div>4004 Other private body in the UK</div>
Notes	<p>This field need not be submitted where the provider delivering all or the majority of the teaching is the one submitting the record.</p> <p>The identifier for the primary provider of teaching entered in this field must be obtained from the UK Register of Learning Providers.</p> <p>Submitted UKPRNs will be verified against a valid list obtained from the UKRLP.</p> <p>If an appropriate UKPRN is not available, providers are able to use the generic codes:</p> <p>Generic codes:</p> <ul style="list-style-type: none"> • 4002 Other Non-UK provider • 4003 Other public body in the UK • 4004 Other private body in the UK <p>Code 4002 should be used for any body (educational or other) based outside the UK.</p> <p>If the provider is providing teaching at the workplace then no entry is required in this field. Where the provider is buying in teaching from another body, which could be the student's employer, these cases will be identified by the codes 4003 and 4004.</p> <p>This field need not be submitted where the provider delivering all or the majority of the teaching is the one submitting the record.</p>
Reason Required	Used to identify providers who have a majority of the teaching of a an instance period contracted out to another provider.
Part Of	Instance period
Field Length	8
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: PRIPROV

	Data type: PRIPROVType
Owner	HESA
Version	1.0

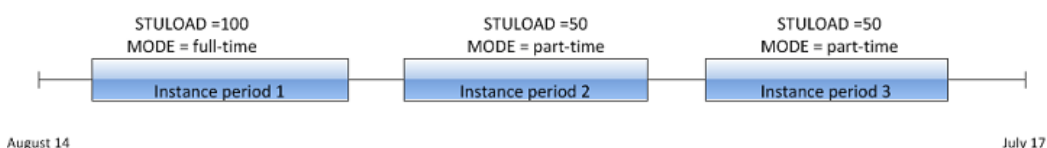
Student instance FTE

Type	field					
Short Name	STULOAD					
Description	This field holds the student FTE, representing the provider's best academic judgement of the full-time equivalence of the student (for this instance period) during the reporting year 1 August - 31 July. The value can be recorded to one decimal place and must be between 0 and 300.					
Applicable to	England					
Coverage	All instances.					
Notes	<p>Full-time, full year students would normally be returned as 100 and part-time students returned as a proportion of an equivalent full-time course. Comparisons and weightings of different full-time, full year courses are not expected. The proportion of part-time study can be estimated on either a 'time' or a 'credit' basis. The FTE should not be weighted to take account of any resourcing implications of different courses.</p> <p>All students following a course would initially be assumed to have the same FTE. An adjustment may need to be made at individual student level if a student did not actually follow the whole course academic year, e.g. because they left half way through. This individual student adjustment need only be at a very broad-brush level.</p> <p>The calculation of FTE therefore becomes a function of proportion (that the course represents of a full-time benchmark course) x time (amount of the course that the student followed in the HESA reporting year).</p> <p>It is recognised that this cannot be exact in all cases and a strict pro-rata model is not expected. The aim is to give a better approximation than the use of arbitrary conversion factors.</p> <p>Further detailed notes are available on reporting FTE.</p> <p>The length of this field is 5 characters, however XML enables data to be returned with or without leading zeros or the decimal place, e.g. '005.0' or '5.0' or '5'.</p> <p>Example 1</p> <p>In this example, the student is active for the duration of each term (September-June). They are studying on a full-time mode and therefore their STULOAD is returned as 100.</p> <div><div>STULOAD =100 MODE = full-time</div><div>Instance period 1</div><div>STULOAD =100 MODE = full-time</div><div>Instance period 2</div><div>STULOAD =100 MODE = full-time</div><div>Instance period 3</div></div> <div>August 14</div> <div>July 17</div> <p>In the AP student record the data would be returned as follows:</p> <table><tr><td>HESA reporting</td><td>Instance period</td><td>InstancePeriod. PERIODSTART</td><td>InstancePeriod. PERIODEND</td><td>InstancePeriod. STULOAD</td></tr></table>	HESA reporting	Instance period	InstancePeriod. PERIODSTART	InstancePeriod. PERIODEND	InstancePeriod. STULOAD
HESA reporting	Instance period	InstancePeriod. PERIODSTART	InstancePeriod. PERIODEND	InstancePeriod. STULOAD		

year				
2014/15	1	2014-09-10	2015-06-01	100
2015/16	2	2015-09-10	2016-06-01	100
2016/17	3	2016-09-10	2017-06-01	100

Example 2

In this second example a student commences a two-year programme on a full-time mode. In the second year they decide to reduce the intensity of their study and instead elect to continue on a part-time mode. The change in intensity means that their STULOAD will reduce and in this case they will need to study for an additional year in order to complete the course requirements.



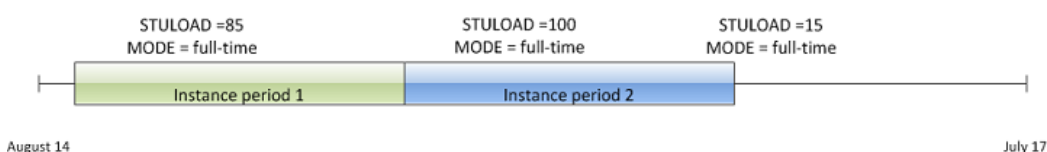
In the AP student record the data would be returned as follows:

HESA reporting year	Instance period	InstancePeriod. PERIODSTART	InstancePeriod. PERIODEND	InstancePeriod. STULOAD
2014/15	1	2014-09-10	2015-06-01	100
2015/16	2	2015-09-10	2016-06-01	50
2016/17	3	2016-09-10	2017-06-01	50

The STULOAD for a part-time student will vary depending on the intensity at which they are studying and the point in the year at which they change mode.

Example 3

In this third example, the years of study are not contained within the HESA reporting period of 01 August-31 July.



In the AP student record the data would be returned as follows:

HESA reporting year	Instance period	InstancePeriod. PERIODSTART	InstancePeriod. PERIODEND	InstancePeriod. STULOAD
2014/15	1	2014-10-01	2015-09-30	85
2015/16	1	2014-10-01	2015-09-30	15
2015/16	2	2015-10-01	2016-09-30	85
2016/17	2	2015-10-01	2016-09-30	15

In the second HESA reporting year two instance periods would be reported to HESA and the STULOAD for the reporting year would be apportioned between the two

instance periods. It is important to remember that you are reporting on the STULOAD contained within the HESA reporting year and that the load for an instance period should not be double counted.

Across the whole of this two-year programme the STULOAD will sum to 200, but this will be split across three reporting periods and two instance periods.

Example 4

Where a programme is studied at an accelerated rate the STULOAD reported in each year will be greater than for an equivalent 'non-accelerated' programme.

For example, if a 3 year degree programme is condensed into two instance periods, both of which are contained within HESA reporting years the STULOAD returned in each year would be 150. Summed across the two years this would give 300 which would be equivalent to a standard 3 year programme.



HESA reporting year	Instance period	InstancePeriod. PERIODSTART	InstancePeriod. PERIODEND	InstancePeriod. STULOAD
2014/15	1	2014-09-10	2015-06-01	150
2015/16	2	2015-09-10	2016-06-01	150

Examples	<p>Example A student studying the equivalent of a three year course over five years would be returned as 60.</p> <p>A student studying 30 credits in the current year, in the case where 120 credits is the norm for a full-time student, would be returned as 25.</p>
Reason Required	To allow analysis by FTE, representing student load, rather than by headcount or apportioned numbers.
Part Of	Instance period
Field Length	5
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	<p>Element: STULOAD</p> <p>Data type: FTEType</p>
Owner	HESA
Version	1.0

Student support eligibility

Type	field
Short Name	SSELIG
Description	This field indicates whether the student instance period is eligible for student support, i.e. the student is eligible for support for the course for the academic year.
Applicable to	England
Coverage	All instances.
Valid Entries and Labels	1 Eligible to receive student support 2 Not eligible to receive student support
Notes	<p>This field indicates whether the student instance is eligible for student support for the course for the academic year. All student instances should be assessed for eligibility.</p> <p>Eligibility for student support is defined by the Education (Student Support) Regulations 2011, as amended. If a student meets the definition of eligibility given in these regulations, they should in general be returned as SSELIG = 1.</p> <p>Students studying for an Equivalent or Lower Qualification (ELQ) do not, in general, qualify for student support and should be returned as SSELIG = 2, unless they are subject to one of the exceptions given in the regulations. ELQ students who qualify for Disabled Student Allowance (but not for tuition fee loans, or maintenance loans or grants) should also be returned as SSELIG = 2.</p> <p>Some students may be eligible for student support, and yet not entitled to student support in a particular year (or possibly throughout their course), because of their study on a previous course. When this is the case, the students should be returned as SSELIG = 1.</p> <p>The coding of SSELIG should change between instance periods only when a student's eligibility for student support has changed, typically because of changes to their nationality or residency.</p>
Reason Required	To analyse potential take-up of student support.
Part Of	Instance period
Field Length	1
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: SSELIG Data type: SSELIGCodeContentType
Owner	HESA
Version	1.1
Date modified	2016-02-03
Change management notes	Guidance added to Notes section, stating that where a student is known to be in receipt of student finance this field should be recorded as 1, regardless of perceived eligibility.

Year of course

Type	field															
Short Name	YEARPRG															
Description	This field indicates the year number of the course that the student is currently studying. This could be different from the year of student if the student has changed course or re-taken a year.															
Applicable to	England															
Coverage	All instances.															
Notes	<p>Both YEARPRG and YEARSTU relate to the concept of year with reference to the anniversary of the enrolment on the instance - the COMDATE. For example, if the student has passed the first anniversary of their COMDATE on the same course, the YEARPRG would increment to '2'.</p> <p>Providers may return code 99 if the course structure does not enable Year of course to be derived.</p> <p>In cases where foundation years are integral to degree programmes, the foundation year should be shown as Year 0 in this field and 'degree' in Instance.COURSEAIM. This will allow a clear distinction to be made between stand-alone Foundation courses and those which are integral to degree programmes. The relationship between this field and InstancePeriod.YEARSTU in these circumstances is shown in the table below.</p> <table><tr><td>Year</td><td>YEARSTU</td><td>YEARPRG</td></tr><tr><td>Foundation year</td><td>1</td><td>0</td></tr><tr><td>First year</td><td>2</td><td>1</td></tr><tr><td>Second year</td><td>3</td><td>2</td></tr><tr><td>Third year</td><td>4</td><td>3</td></tr></table> <p>This field should not increment for students who are writing-up, but Instance.YEARSTU would increment on the anniversary of their starting date.</p> <p>This field should be incremented for each year of a course a student studies. Therefore, where students do not repeat any studies, year of course will increment each reporting year. In particular, where students study full-time courses on a part-time basis the year of course should still increment every year. For example, if a student is studying a degree normally taken full-time over 3 years, over 6 years part-time, the year of course should start at 1 and increase each reporting year to 6.</p> <p>The length of this field is 2 characters, however XML enables data to be returned with or without leading zeros, e.g. 03 or 3.</p>	Year	YEARSTU	YEARPRG	Foundation year	1	0	First year	2	1	Second year	3	2	Third year	4	3
Year	YEARSTU	YEARPRG														
Foundation year	1	0														
First year	2	1														
Second year	3	2														
Third year	4	3														
Reason Required	To track student progression; used in conjunction with YEARSTU, for example, for the identification of direct entrants to later years of programmes, and to identify courses with a foundation year, to support entry qualification calculations, and to identify students for inclusion in the National Students Survey.															
Part Of	Instance period															
Field Length	2															

Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: YEARPRG
Related Fields	YEARSTU
Owner	HESA
Version	1.0

Year of student on this instance

Type	field
Short Name	YEARSTU
Description	This field indicates the year number that the student is in since enrolling for a course leading to the student's qualification aim (whether or not the intended subject or class has changed) i.e. number of years on this student instance. This could be different from the year of course if the student has changed course or retaken a year.
Applicable to	England
Coverage	All instances.
Notes	<p>Both YEARPRG and YEARSTU relate to the concept of year with reference to the anniversary of the enrolment on the instance - the COMDATE. For example, if the student has passed the first anniversary of their COMDATE on the same course, the YEARPRG would increment to '2'.</p> <p>Students whose first term is waived should be deemed to have started when that first term would have started.</p> <p>This field should not be incremented for periods of dormancy. For example, if a student becomes dormant after their first year of study, and remains out of the system for one year, on resuming their studies this field would be returned as 02.</p> <p>This field should be incremented for a sandwich placement year and both compulsory and optional years out.</p> <p>In cases where a student has to repeat a year, this field should be incremented.</p> <p>It is not expected that there would be many students where this field is greater than 10 years.</p> <p>For further details of the inter-relationship between YEARPRG and YEARSTU please see notes in InstancePeriod.YEARPRG.</p> <p>The length of this field is 2 characters, however XML enables data to be returned with or without leading zeros, e.g. 03 or 3.</p>
Reason Required	To track student progression; used in conjunction with InstancePeriod.YEARPRG to determine which is the current year of the student instance.
Part Of	Instance period
Field Length	2
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: YEARSTU Data type: YEARSTUType
Related Fields	YEARPRG

Owner	HESA
Version	1.0

Provider

Type	entity
Short Name	Provider
Description	This describes the reporting provider.
Applicable to	England
Coverage	Every submission must include a single Provider element
Notes	
Reason Required	The provider entity contains the student elements and provides a home for any provider-wide attributes.
Part Of	
Minimum Occurrences	1
Maximum Occurrences	1
Has Parts	Record type indicator (RECID) UK Provider Reference Number (UKPRN) Course Student
Owner	HESA
Version	1.0

Record type indicator

Type	field
Short Name	RECID
Description	The standard HESA record type identifier.
Applicable to	England
Coverage	All providers
Valid Entries and Labels	15054 2015/16 AP student record
Notes	A single record type covers all of the entities in the XML file.
Reason Required	To identify the type of data being submitted and to aid the processing and quality assurance of data.
Part Of	Provider
Field Length	5
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: RECID Data type: RECIDCodeContentType
Owner	HESA
Version	1.0

UK Provider Reference Number

Type	field
Short Name	UKPRN
Description	This field records the UK Provider Reference Number which is the unique identifier allocated to providers by the UK Register of Learning Providers (UKRLP).
Applicable to	England
Coverage	All providers
Notes	The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record. In the long-term it is anticipated that the UKPRN will replace the plethora of provider identifiers used by different organisations in the education sector.
Reason Required	To identify source of record; used by HESA to identify the higher education provider of the student.
Part Of	Provider
Field Length	8
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: UKPRN Data type: UKPRNType
Owner	UK Register of Learning Providers
Version	1.0

Qualifications awarded

Type	entity
Short Name	QualificationsAwarded
Description	Qualification or credit obtained during – or at the end of – an instance
Applicable to	England
Coverage	Compulsory for all instances where Instance.ENDDATE is not null and Instance.RSNEND = 01. (Optional for all other instances.)
Notes	<p>Qualifications should be returned in the instance period in which they are awarded. Return of one or more qualifications does not indicate the end of an instance.</p> <p>Reporting late awards</p> <p>There may be cases where a student completes study in the reporting year but their results will not be known until the next reporting cycle. In these cases the Instance record should be reported as ended in the year in which the taught or structured part of the course is completed and Instance.RSNEND would be returned with code 98 'Completion of course - result unknown'. In the next reporting cycle the provider would resend the last reported InstancePeriod record with the qualification information updated.</p> <p>For example, if a student completed their first degree in July 2015 but the award was not known until late November 2015 the provider would need to report the instance period in 2015/16 with qualification information included:</p>
Reason Required	This entity is defined to hold information about the qualification(s) awarded.
Part Of	Instance period
Minimum Occurrences	0
Maximum Occurrences	2
Has Parts	Classification (CLASS) Qualification awarded (QUAL)
Owner	HESA
Version	1.0

Classification

Type	field
Short Name	CLASS
Description	This field is used to indicate the qualification class that the student obtained.
Applicable to	England
Coverage	All qualification awarded records where QualificationsAwarded.QUAL = M22, M26, M28, H00, H11, H16, H18, H22, H23, H24, H50, I00, I11, I16.
Valid Entries and Labels	01 First class honours 02 Upper second class honours 03 Lower second class honours 04 Undivided second class honours 05 Third class honours 06 Fourth class honours 07 Unclassified honours 08 Aegrotat (whether to honours or pass) 09 Pass - degree awarded without honours following an honours course 10 Ordinary (to include divisions of ordinary, if any) - degree awarded after following a non-honours course 11 General degree - degree awarded after following a non-honours course/degree that was not available to be classified 12 Distinction 13 Merit 14 Pass
Notes	<p>Codes 12-14 are only available for students who have achieved an integrated taught masters degree. Providers may return these students using codes 01-11 if these are more meaningful.</p> <p>Enhanced degrees should be coded 07 'Unclassified honours', if not classified.</p> <p>HESA aggregates codes 07, 08, 10 and 11 as "unclassified".</p> <p>Medical degrees which are not honours programmes should be coded 10 or 11.</p>
Reason Required	To monitor and report on achievement. Derivatives of this field are used frequently in analysis.
Part Of	Qualifications awarded
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: CLASS Data type: CLASSCodeContentType
Related Fields	QUAL
Owner	HESA
Version	1.0

Qualification awarded

Type	field	
Short Name	QUAL	
Description	This field records the qualification awarded.	
Applicable to	England	
Coverage	All qualification awarded records.	
Valid Entries and Labels	M22	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern
	M26	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	M28	Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards registration with the Architects Registration Board (Part 1 and Part 2 qualification)
	M71	Postgraduate Certificate in Education or Professional Graduate Diploma in Education
	H00	First degree with honours
	H11	First degree with honours leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)
	H16	Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	H18	First degree with honours leading towards registration with the Architects Registration Board (Part 1 qualification)
	H22	First degree with honours on the enhanced/extended pattern but at level H
	H23	First degree with honours and diploma
	H41	Diploma at level H
	H42	Certificate at level H
	H43	National Vocational Qualification (NVQ) at level H
	H50	Postgraduate bachelors degree at level H
	H60	Graduate diploma/certificate at level H
	H61	Graduate diploma/certificate at level H but where a previous qualification at level H is a pre-requisite for course entry
	H62	Pre-registration graduate diploma/certificate leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
	H70	Professional qualification at level H other than a first degree with honours
	H71	Professional Graduate Certificate in Education
	H72	Professional qualification at level H for serving schoolteachers other than a first degree with honours
	H76	Post-registration health and social care qualification at level H other than a first degree with honours
	H78	Other qualification at level H (where other qualifications at level H are a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 3 qualification)
	H79	Level 6 Diploma in Teaching in the Lifelong Learning Sector
	H80	Other qualification at level H
	H81	Other qualification at level H but where a previous qualification at level H is a pre-requisite for course entry
	H88	Qualification at level H (where another qualification at level H is a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 2 qualification)
	H90	Credits at level H
	H91	Visiting students at level H, with formal or informal credit
	I00	Ordinary (non-honours) first degree

I11	Ordinary (non-honours) first degree leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)
I16	Pre-registration ordinary (non-honours) first degree leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
I60	Graduate diploma/certificate at level I
I61	Graduate diploma/certificate at level I but where a previous qualification at level I or H is a pre-requisite for course entry
I70	Professional qualification at level I other than an ordinary (non-honours) first degree
I71	Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC) only
I72	Professional qualification at level I for serving schoolteachers
I74	Teaching certificate (trained through the medium of Welsh)
I76	Post-registration health and social care qualification at level I other than an ordinary (non-honours) first degree
I79	Level 5 Diploma in Teaching in the Lifelong Learning Sector
I80	Other qualification at level I
I81	Other qualification at level I but where a previous qualification at level I or H is a pre-requisite for course entry
I90	Credits at level I
I91	Visiting students at level I, with formal or informal credit
J10	Foundation degree
J16	Foundation degree which on completion meets entry requirement for pre-registration health and social care qualification
J20	Diploma of Higher Education (DipHE)
J26	Diploma of Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
J30	Higher National Diploma (HND)
J41	Diploma at level J
J42	Certificate at level J
J43	National Vocational Qualification (NVQ) at level J
J45	Scottish Vocational Qualification (SVQ) 4
J76	Post-registration health and social care qualification at level J
J80	Other qualification at level J
J90	Credits at level J
C20	Certificate of Higher Education (CertHE)
C30	Higher National Certificate (HNC)
C41	Diploma at level C
C42	Certificate at level C
C43	National Vocational Qualification (NVQ) at level C
C77	Level 4 Preparing to Teach in the Lifelong Learning Sector
C78	Level 4 Certificate in Teaching in the Lifelong Learning Sector
C80	Other qualification at level C
C90	Credits at level C
P41	Diploma at level P
P42	Certificate at level P
P43	National Vocational Qualification (NVQ) 3
P45	Scottish Vocational Qualification (SVQ) 3
P50	A/AS level
P55	Advanced Higher (Scotland)
P56	Higher (Scotland)
P70	Professional qualification at level 3
P77	Level 3 Preparing to Teach in the Lifelong Learning Sector
P78	Level 3 Certificate in Teaching in the Lifelong Learning Sector
P80	Other qualification at level 3
P85	Diploma in Foundation Studies (Art and Design) at level 3
P90	Credits at level 3
Q41	Diploma at level Q
Q42	Certificate at level Q
Q43	National Vocational Qualification (NVQ) 2
Q45	Scottish Vocational Qualification (SVQ) 2
Q50	GCSE at grade A*-C

	<p>Q56 Intermediate 2 (Scotland)</p> <p>Q57 Standard Grade Credit (Scotland)</p> <p>Q70 Professional qualification at level 2</p> <p>Q80 Other qualification at level 2</p> <p>Q90 Credits at level 2</p> <p>R42 Certificate at level R</p> <p>R43 National Vocational Qualification (NVQ) 1</p> <p>R45 Scottish Vocational Qualification (SVQ) 1</p> <p>R50 GCSE at grade D-G</p> <p>R56 Intermediate 1 (Scotland)</p> <p>R57 Standard Grade General (Scotland)</p> <p>R70 Professional qualification at level 1</p> <p>R80 Other qualification at level 1</p> <p>R90 Credits at level 1</p> <p>S42 National Vocational Qualification (NVQ) Entry level certificate</p> <p>S57 Standard Grade Foundation (Scotland)</p> <p>S80 Other qualification at further education (FE) access level</p> <p>S90 Credits at further education (FE) access level</p>
Notes	<p>For some students whose course qualification aim may be, for example, first degree but who terminate their studies after a successful second year, occasionally a different qualification such as an HND or DipHE may be awarded. It is the awarded qualification which must be coded here.</p> <p>This field records the qualification obtained by the student during the reporting year. If a student is awarded more than one qualification during the reporting year then the QualificationsAwarded element should be repeated. A qualification obtained is not assumed from Instance.RSNEND and Instance.ENDDATE</p> <p>The coding frame for this field is designed to support the alignment of course qualifications with national frameworks, with the first letter indicating the level. Codes of similar type at different levels have the same two-digit suffix. Further comprehensive guidance on qualification levels and alignments may be found in the COURSEAIM field.</p> <p>Some professional awarding bodies do not currently release results information to providers. Where this is the case, providers should leave this field blank and complete field Instance.RSNEND with code 98 'Completion of course - result unknown'.</p> <p>Interim Awards: In most cases qualifications are obtained at the end of a course. Therefore typically where there is a QualificationsAwarded a reason for leaving and a date left would be expected. It is recognised, however, that there are a few courses where interim qualifications are actually awarded and so these fields may not be completed. Providers that award interim qualifications for students who are continuing on a course can return this information to HESA in the reporting year in which the interim qualification is awarded if they wish, in which case Instance.ENDDATE should not be completed in order to indicate that these students are continuing on the course. However records returned in this way will not be included in the POPDLHE. Alternatively providers can return interim qualifications when the student completes the course by completing the QualificationsAwarded fields and indicating the date the student completed the course in Instance.ENDDATE. Records returned in this way will be included in the POPDLHE (assuming that all other criteria are met).</p> <p>Resit exams and/or results from late exam boards: Students who complete their instance by 31 July but who have resit examinations to take and/or whose final confirmation of award by exam boards may be after this date should be returned to HESA as leavers, with a dateleft in the reporting period ending that 31 July. If their results are known before the data collection closes, these results should be included in the return. However, if the results are not known before the data collection closes, a record should be submitted with a end date in the reporting period ending that 31 July completed and code 98 'Completion of course - result unknown' in RSNEND. Once</p>

	<p>known, these results should be returned in the next reporting period by submitting a record with the appropriate dormant code in Instance.MODE. The date returned in Instance.ENDDATE must be the original end date and not be up-dated.</p> <p>Providers may wish to decommit their return late in the data collection period in order to include results from late exam or re-sit boards.</p>
Reason Required	This field is defined to hold information about the qualifications awarded.
Part Of	Qualifications awarded
Field Length	3
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: QUAL Data type: QUALCodeContentType
Related Fields	COURSEAIM CLASS
Owner	HESA
Version	1.1
Date modified	2016-05-19
Change management notes	Additional guidance has been added to the Notes section which draws attention to the COURSEAIM field, in which information is given about the coding frame used by the two fields.

Qualifications on entry

Type	entity
Short Name	QualificationsOnEntry
Description	Details of the qualification(s) held by the student when the instance begins
Applicable to	England
Coverage	All entry profiles where (EntryProfile.QUALENT3 = P41, P42, P46, P47, P50, P51, P53, P54, P62, P63, P64, P65, P68, P80, P93, P94, X00 or X01) and (EntryProfile.DOMICILE = XF, XG, XH, XI, XK, XL, GG, JE or IM).
Notes	
Reason Required	This entity exists to hold information about the individual qualifications a student may hold when they begin an instance.
Part Of	Entry profile
Minimum Occurrences	0
Maximum Occurrences	unbounded
Has Parts	Qualification grade (QUALGRADE) Qualification subject (QUALSBJ) Qualification sitting (QUALSIT) Qualification type (QUALTYPE) Qualification year (QUALYEAR)
Owner	HESA
Version	1.1
Date modified	2016-11-24
Change management notes	The coverage statement for this entity has been revised to use the phrase 'all entry profiles...' rather than 'all entrants...' for clarity.

Qualification grade

Type	field
Short Name	QUALGRADE
Description	This field collects the grade of qualification obtained on entry to the instance
Applicable to	England
Coverage	All Qualification on entry records where the concept of grade applies.
Valid Entries and Labels	A A1 A2 A3 A4 A5 A# Absent Ad Am Ap Au AA AB AA# AB# A#A A#B A#A# A#B# A* A*d A*m a* * *# ** *A *d *m A*# A*A A*A* B B1 B2 B3 B4 B6 B7 B# Bd Bm Bp Bu BB BC BB# BC# B#B

	B#C
	B#B#
	B#C#
	Band 1
	Band 2
	C
	C1
	C2
	C3
	C5
	C6
	C8
	C9
	C#
	Cd
	Cm
	Cp
	Cu
	CC
	CD
	CC#
	CD#
	C#C
	C#D
	C#C#
	C#D#
	D
	D1
	D2
	D3
	D7
	D#
	Dd
	Dm
	Dp
	Du
	DD
	DE
	DD#
	DE#
	D#D
	D#E
	D#D#
	D#E#
	Distinction
	DM
	D*
	D*D*
	D*D
	D*D*D*
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Notes	<p>The awarding bodies have given their consent, via the Joint Council for Qualifications (JCQ), for some of the results data that they forward to UCAS to be shared with providers for admission purposes, to also be used in preparing student records.</p> <p>This data will be made available to providers by UCAS (through the *J transaction).</p> <p>Grades may be valid with a number of qualifications, so the list below is a list of all grades valid in this field. The meaning of each grade can vary depending on which qualification it is associated with.</p> <p>Further explanation of which grades belong to which qualification is available from the UCAS website.</p> <p>Additional information on qualifications may be found in the Further guidance on reporting qualifications on entry document.</p> <p>Providers are encouraged to provide this information for other full-time undergraduate students, in order to contribute more complete statistical information for the sector.</p>
Reason Required	To allow detailed analysis of qualifications on entry and consequent progression. Also used to set and monitor the student number control.
Part Of	Qualifications on entry
Field Length	11
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: QUALGRADE Data type: QUALGRADECodeContentType
Related Fields	QUALSIT QUALSBJ QUALTYPE QUALYEAR
Owner	UCAS
Version	1.2
Date modified	2016-03-03
Change management notes	Valid entries updated to add two new codes present in the UCAS Data for HESA (Star J) transaction: PA* and Absent, associated with QUALTYPEs WE and D7 respectively.

Qualification sitting

Type	field
Short Name	QUALSIT
Description	This field identifies which exam sitting the qualification on entry to the instance was obtained.
Applicable to	England
Coverage	Optional for all Qualification on entry records.
Valid Entries and Labels	<div>S Summer</div> <div>W Winter</div> <div>9 Not known</div>
Notes	<p>The awarding bodies have given their consent, via the Joint Council for Qualifications (JCQ), for some of the results data that they forward to UCAS to be shared with providers for admission purposes, to also be used in preparing student records.</p> <p>This data will be made available to providers by UCAS (through the *J transaction).</p> <p>Providers are encouraged to provide this information for other full-time undergraduate students, in order to contribute more complete statistical information for the sector; though this field is optional outside of the coverage of the UCAS Data for HESA (*J) transaction.</p>
Reason Required	To allow detailed analysis of qualifications on entry and consequent progression. Also used to set and monitor the student number control.
Part Of	Qualifications on entry
Field Length	1
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: QUALSIT Data type: QUALSITCodeContentType
Related Fields	QUALGRADE QUALSBJ QUALTYPE QUALYEAR
Owner	UCAS
Version	1.0

Qualification subject

Type	field	
Short Name	QUALSBJ	
Description	This field identifies the subject of qualification obtained on entry to the instance	
Applicable to	England	
Coverage	All Qualification on entry records.	
Valid Entries and Labels	10A Analytical Science 10C Combined Studies 10E Education Professions 10F Forensic Crime Investigations 10H Health and Science 10I Mathematical Studies 10J Photojournalism 10M Metratronics 10Q QA For Computer Games Development 10U Uniformed Public Services (Int.Only) 11A Classical and Computer Animation 11B Applied Science (Applied Biology) (QCF) 11C Applied Science (Applied Chemistry) (QCF) 11D Dentistry 11E Education Studies and Early Year Professions 11F Analytical and Forensic Science 11G Geographic Information Systems 11H Health and Social Work 11J Media & Journalism Practice 11L Applied Law (QCF) 11M Digital Media 11P Applied Science (Applied Physics) (QCF) 11T Applied Technology 11Z Zoo Resource Management 12B Science (Applied Microbiology) 12C Combined Humanities and Social Studies 12D Dentistry, Pharmacy and Medical Sciences 12E Education & Social Work 12F Providing Financial Advice 12G Geomatics (Surveying and Mapping) 12H Health and Care Professions 12J Journalism and Media 12L Legal Studies 12M Quantitative Methods (Mei) 12P Physical Activity and Sports Leadership 12T Live Event Technology 13C Education Professions 13E Education & Community Learning & Development 13F Y1 13H Health and Social Care Professions 13J Justice & Crime Prevention 13L Law and Social Science 13S Science Combined With Social Sciences 14A Humanities and Arts 14B Social Studies 14C Criminological Social Sciences 14F Credit Union Studies 14H Health and Caring 14J Social Justice 14L Law and Society	

14S	Life Sciences
14T	Coin Slot Systems and Casino Technologies
15A	Creative and Visual Arts
15B	Social Science & Social Work
15C	Counselling and Psychology
15F	Footwear
15G	Wildlife and Countryside
15H	Health and Human Sciences
15L	Leadership Studies
15P	Physiology and Pharmacology
15S	Aviation Science
15T	Merchant Vessel Technology
16A	Creative Enterprises
16B	Social Studies/ Social Work
16C	Chemical Engineering
16G	Garden and Landscape Design
16H	Health and Life Sciences
16L	Lean Service Management
16P	Pharmacy Services
16S	Human and Social Sciences
17A	Creative Arts
17B	Social Care Professionals
17C	Community Development
17F	Furniture Design, Production and Enterprise
17H	Health and Physiotherapy
17L	Life and Biological Science
17P	Pharmaceutical Science (QCF)
17S	Children's Care, Learn & Dev'ment (Int.Only)
18B	Social Work and Community Work
18C	Developing Counselling Skills
18H	Health and Science Professions
18L	Rs L3 Cert In Live Evts & Pro Skills (Qcf)
18P	Pharmacy and Bio-Medical Science
18S	Combined Social Studies
19B	Biochemistry And Biomedical Science
19C	Chemical Dependency Counselling
19H	Health and Social Science
19S	Applied Social Studies
20B	Biology & Mgmt Of Marine & Freshwater Ecosys.
20C	Life Coaching Skills and Practice
20F	Fashion Business
20H	Health Care and Midwifery
20I	Ict: Hardware & Networks
20Q	Quality Management
20S	Nautical Science (NQF)
20V	Visual Communication
21C	Communication and Computer Networks
21D	Indust. Prog'ng Eng. (Robotics & Computing)
21F	Fashion Marketing
21G	Gemmology
21H	Health Professions and Nursing
21I	Ict Systems Support
21N	Food Science
21P	Physical and Natural Sciences
21V	Visualisation
22B	Biochemical Sciences
22C	Computer and Electronic Engineering
22F	Fashion Media and Communication
22H	Health, Social Care & Early Years Professions
22T	Performing Arts (Musical Theatre) (QCF)
22V	Visual Arts In The Community
23B	Biomedical Science (NQF)
23C	Computer and Digital Product Technology
23F	Fashion

23H	Health And Related Health Professions
23L	Logistics
23T	Performing Arts (Physical Theatre) (QCF)
23V	Vocational Science
24A	Accountancy and Economics
24B	Applied Biological Sciences
24C	Computer and Network Technology
24I	It And Product Design
24L	Labour & International Studies
24T	Performing Arts (Technical)
24V	Vocational
25B	Biology and Chemistry With Business Studies
25C	Computer Networks
25D	3D Spatial Design
25I	Information Engineering With Business
25L	Laboratory Technician Studies
25T	Production Arts (Stage Management) (QCF)
25V	Media and Visual Communication
26C	Computer Games Production
26D	Computer Aided Product Design
26E	Engineering Science And Maths
26T	Performing Arts (Stage Design)
27C	Computer Systems Security
27D	Two Dimensional Design (Drawing For Design)
27E	Science, Engineering and Computing
27I	International Studies
27L	Lift Engineering
27P	Production Arts (Qcf)
27S	Prod. Arts (Set Design & Const'n) (QCF)
27T	Performing Arts (Set Construction)
28B	Biological and Environmental Science
28C	Computer Systems (Engineering)
28E	Science, Medicine and Engineering
28L	Lighting Technology
28T	Production Arts (Technical) (QCF)
29C	Computer Aided Engineering
29T	Production Arts (Arts Management) (QCF)
30C	Computer Aided Design & Manufacture
30E	Applied Linguistics
30F	Baking Technology
30Q	Quantity Surveying
30T	Sound Engineering & Multimedia Integration
30V	Veterinary Nursing
31A	Automotive Engineering
31B	Electronic Engineering
31C	Computer Aided Visualisation
31D	Assistive Technology and Disability Studies
31E	Electrical/Electronic Eng (Int. Only)
31F	Culinary Arts Management
31G	Local Government Administration
31L	Electrical/Electronic Eng (Int. Only)
31R	Cost Engineering
31S	Minerals Surveying
31T	3D Design (Theatre Costume)
31V	Veterinary Practice Management
32C	Computer Forensics
32D	Disability and Society
32E	Construction Engineering
32F	Food and Beverage Service
33C	Computer Rendered Enter'ent & Animated Media
33D	Learning Disability
33E	Aeronautical Engineering (QCF)
33F	Food Safety and Hygiene
34C	Computer Studies and Ict

34E	Aerospace Engineering
34F	Food Development and Production
35C	Computing and Maths
35E	Applied Aviation Studies
35F	Aquatic & Fisheries Management
35R	Radiography
36C	Computing With Business
36E	Biomedical Equipment Engineering
36F	Fish Management (QCF)
37C	Computing Engineering
37E	Marine Engineering (NQF)
37F	International Cuisine
38C	Creative Media, Comp Games And 3D Modelling
38E	Materials Technology
39E	Nuclear Engineering
39N	Natural Sciences
40A	Forestry
40B	Business, Legal and Language Studies
40C	Forestry and Arboriculture (QCF)
40E	Operations & Maint. Engineering (Int. Only)
40F	Compartment Fire Behaviour Training
40H	Therapeutic Hair Sciences
40N	Nature Conservation
40T	Theatre Arts
40V	Video and Television Studies
40W	Working With Medication
41A	Archaeology and Ancient History
41B	Business and Travel
41C	3D Design Crafts
41E	Electronics Design
41F	Fire Safety Engineering
41H	Horticulture (QCF)
41I	Interactive Use Of Media
41S	Research and Laboratory Science
41T	Adventure Tourism
42E	Electronics Technology
42F	Fire Service Training & Command
42H	Equine Studies
42S	Science and Allied Medical Professions
43B	Agri Marketing and Business Administration
43C	Construction And Civil Engineering
43E	Communications Electronic Engineering
43H	Heritage Management
43P	Physiological Measurements
43S	Science and Forensics
44B	Business Management And Travel
44E	Medical Technology
44P	Physiotherapy
44S	Science and Health
45E	Enterprise and Entrepreneurship (QCF)
45N	New Media Production Technology
45P	Politics, Policy Making & Globalisation
45R	Railway Engineering
45S	Science and Mathematics
45T	Transport Planning and Engineering
45W	Waste Management
46G	Game Design and Development Engineering
46P	Practitioner In Substance Misuse
46S	Science and Nursing
47B	Business and Enterprise
47G	Interactive Game Development
47P	Power Generation
47S	Science For Health & Sport
47W	Water and Environmental Management

48B	Business & Marketing
48P	Process Technology and Logistics Management
48S	Science For Health Practitioners
49B	Business (Accounting) (QCF)
49P	Production Management
49S	Science For Professions Allied To Medicine
50C	Communications Systems
50F	Floristry (QCF)
50I	General Illustration
50L	Turfgrass Science and Management
50N	Nursery Production & Garden Centre Management
50P	Psychology and Community Studies
50R	Real Estate
50S	Science Industries
50V	Vehicle Tech (Motorsports) (Int. Only)
51C	Call Handling Operations
51P	Psychology and Health Studies
51V	Vehicle Operations Management (NQF)
52C	Consumer Marketing
52E	Air Conditioning and Sustainable Energy
52P	Psychology and Social Science
53C	Construction Management
53H	Health and Community Studies
53M	3D Animation and Multimedia
53P	Professions In English, Writing and Media
54B	European Building Design & Management
54C	Construction Technology and Management
54H	Health and Safety In The Workplace
54P	Professions In Law and Criminology
55B	Architectural Glass
55C	Adv Pract In Wrk W Child & Fam's (Mgmt) NQF
55D	Dental Technology (QCF)
55H	Housing (NQF)
55I	Immunology
55N	Nursing Studies
55P	Printing
56C	Construction (Architectural Design)
56H	Health, Public Services and Care
56P	Law and Criminology
57C	Consumer Marketing
57M	Advertising and Marketing Communication
57N	Healthcare, Nursing and Midwifery
58C	Children and Young People
58E	Exercise and Health In The Community
58H	Horse Management (QCF)
58I	Instrumentation and Control
58R	Refrigeration and Sustainable Energy
58S	Coaching And Performance Management
59C	Community Studies, Psychology and Education
59H	Horse Studies (Technology and Management)
59R	Renewable Energy Technology (Wind Turbines)
59S	Adventure Sports
60B	Salon Management
60C	Conservation
60F	Facilities Management (NQF)
60G	Glass
60I	Interior Design
60M	Motor Sports
60R	Rescue and Emergency Management
60S	Outdoor Activities
61M	Blacksmithing and Metalworking (QCF)
61P	Applied Photography
61T	Health Therapies
62P	Performing Arts (Acting) (International Only)

62R	Restoration & Decorative Studies
63P	Performing Arts (Dance) (QCF)
64P	Performing Arts (Performance)
65C	Customer Service (Onscreen Only)
65D	Design Metals
65G	Golf and Sports Turf Management
65H	Horology
65P	Performing Arts (Production)
65R	Rural and Country Management
66C	Applied Consumer Studies
66H	Human Resource Management
66M	Mobile and Interactive TV Development
66P	Plant & Process Engineering
67M	Wireless Applications and Mobile Solutions
67S	Speech and Language Therapy
68C	Coastal Zone and Marine Environment Studies
68M	Aircraft Maintenance
69C	Cartography
69E	International Event Management Studies
69M	Culture & Media Studies
69P	Police Studies
70C	Countryside Management (QCF)
70H	Humanities
70M	Multimedia
70P	Polymer Processing and Materials Technology
70S	Service Industries And Retail
71B	Broadcast Post Production
71H	Humanities, Arts and Social Sciences
71S	Sport
72H	Humanities and Social Science
72M	Music (Performing) (QCF)
72S	Sport (Outdoor Adventure) (Qcf)
73H	Humanities and Heritage
73M	Music (Composing) (QCF)
73S	Sport (Dev, Coach & Fitness) (Int. Only)
74E	Childhood Studies
74H	Humanities and Science
74P	Sport, Health and Exercise
74S	Sport (Performance And Excellence) (Qcf)
75E	Early Years and Child Care For Playworkers
75H	Humanities - History
75M	Rs L3 Cert In Music Business Skills (Qcf)
76E	Property Appraisal and Energy Management
76H	Humanities Literature
77E	Estate Management
77H	Humanities And Law
78E	Early Years
78S	Speech , Occupational Therapy & Allied Profes
79H	Humanities And Literature
79S	Science/Health Science
80F	Teaching In Further Education
80H	Humanities/Soc Sciences/Teaching/Social Work
80M	Midwifery
80P	Primary Teaching
80S	Professional Social Care
80T	Teaching
81H	Humanities, Soc Sciences & Related Profession
81M	Medicine
81S	Social, Youth and Community Work Studies
81T	Teaching Studies
82H	Humanities With Mathematics
82M	Medicine and Medical Biosciences
82S	Social Work, Teaching and Social Sciences
82T	Teaching - Science

83M	Medicine & Health Professions
83S	Social and Community Studies
83T	Teacher Education
84M	Medical Science
84S	Social Science and Humanities
84T	Primary Teaching
85M	Medical and Health Science Professions
85S	Social Sciences and Community Work
85T	Teacher Training
86M	Medical Health Professions
86S	Scientific Careers
86T	Teaching - Humanities
87M	Medicine, Dentistry, Pharmacy & Medical Scie
87S	Social Sciences & Public Sector Professions
87T	Teaching and Learning
88P	Paramedic Studies
88S	Social Studies
88T	Teaching In The Lifelong Learning Sector
89S	Social Studies and Humanities
89T	Teaching: Early Years
90C	Maths and Computing
90H	Hospitality, Leisure and Tourism
90S	Social and Cultural Studies
90T	Teaching & Education Studies
92C	Caring Professions
92H	Complementary Health
92M	Airline and Airport Operations
93C	Explore Complementary Therapies
93M	Conservation and Environment
97S	Social Science & Social Care
98S	Social Science and Health Professions
A01	Classical (Free Bass) Accordion
A02	Standard Bass Accordion
A09	Art, Design & Media
A10	GCE Applied Art & Design Advanced & Additional AS
A11	Art
A12	Painting
A13	Sculpture
A14	Art and Crafts
A15	Art and Design
A16	Art With Art History
A17	History of Art
A18	History & Appreciation of Art
A19	Study of Visual Art
A20	Art and Design -Fine Art
A21	Accounting
A22	Principles of Accounts
A23	Fine Art
A24	Accounting and Finance
A25	Administration
A26	Application of Number
A27	Applied Art and Design
A28	OCR National Certificate in Art & Design
A29	EDI level 3 Certificate in Accounting (IAS)
A30	Anthropology
A31	Agricultural Science
A32	Agricultural Economics
A33	Agriculture
A34	Make-up artist
A35	NVQ Level 3 in Accounting
A36	EDI level 3 certificate in Accounting
A37	Animal Care
A38	OCR National Extended Diploma in Art & Design
A39	OCR National Diploma in Art & Design

A40	Art History (Principal Subject)
A41	Archaeology
A42	Algebra
A43	Computer Arts and Animation
A45	AAT Level 3 Diploma in Accounting (QCF)
A51	Anatomy Physiology And Health
A60	Art & Design Unendorsed
A61	Art & Design - Textiles
A62	Art & Design - Graphics
A63	Art & Design - Photography
A64	Art & Design - 3D Studies
A65	Art and Design (Fashion and Clothing) (QCF)
A66	Art & Design - Fashion/textile
A67	Art & Design Lens Based Imagery (Principal Subject)
A68	Art & Design-Film & Video
A69	Art & Design-Crit/Hist.Studies
A80	Arabic
A81	Afrikaans
A82	Amharic
A83	Classical Arabic
A84	Modern Arabic
A85	Armenian
A86	Classical Armenian
A87	Albanian
A88	Asante
A89	Asian Arts
A90	Aice Diploma
A91	Astronomy
A93	Aviation Operations
B01	Double Bass
B02	E Flat Bass
B03	Bassoon
B04	Jazz Bassoon
B05	Baritone
B06	Jazz Baritone
B07	Jazz Doublebass
B08	B Flat Bass
B09	Business With Mathematics
B10	Business and Law
B11	Biology
B12	Nuffield Biology
B13	Human Biology
B14	Social Biology
B15	Human/Social Biology
B16	Biology with Practical (Singapore)
B17	AQA Baccalaureate
B18	AQA Enrichment
B19	Biology Combined With Chemistry
B20	Bio-technology
B21	Botany
B22	Project Botany
B23	Biochemistry
B24	Biological Sciences
B25	Biosciences
B26	Biological and Health Science
B27	Biophysical Sciences
B28	Biological & Biomedical Sciences
B29	Bonus
B31	British Constitution
B32	Business Studies Combined With Humanities
B39	Business and Professional Studies
B40	Business Economics
B41	Business Studies
B42	Business Organisation

B43	Business Administration
B44	Business and Finance
B45	Business
B46	business studies and economics
B47	Applied Business
B48	Business Administration
B49	Business Environment
B50	Business Management
B51	Building Construction
B52	Built Environment
B53	Building Studies
B54	Building Technology
B55	Building & Architectural Techn
B56	Building Services
B57	GCE Applied Business Advanced and Additional AS
B58	Business With English
B59	Business & Technology
B60	Beauty Therapy
B80	Bemba
B81	Bengali
B82	Bulgarian
B83	Burmese
B84	Bahasa
B85	SI Bosnian A1
B86	My Basque
B87	SI Brazilian Std
B91	OCR National Cert. in Business
B92	OCR National Dip. in Business
B93	OCR National Ext. Dip. in Business
B94	B/Russian A1
C01	Cello
C02	Jazzcello
C03	Clarinet
C04	Jazzclarinet
C05	B Flat Cornet
C06	E Flat Soprano Cornet
C07	Jazz Cornet
C08	Criminology And Sociology
C10	Certificate in the Arts
C11	Chemistry
C12	Nuffield Chemistry
C13	Chemistry B (Salters)
C14	Childcare
C15	Chemistry with Practical (Singapore)
C16	Chemistry A
C17	Communication & Culture
C18	Calculus
C19	Chemical Process Tech.
C20	Computer Games & 3D Animation
C21	Computer Science
C22	Computer Studies
C23	Computer Science Endorsement
C24	Computing
C25	Computer Awareness
C26	Computer Programming
C27	Comparative Government & Politics (principal subject)
C28	Computer Aided Arch. & Des.
C29	Classical Heritage (Principal Subject)
C30	Creative & Media
C31	Classical Civilisation
C32	Jact Classical Civilisation
C33	Classical Studies
C34	Classical Civ & History
C35	Classics Ancient History

C36	Classics Latin
C37	Criminal Justice and Policing Studies
C38	Creative Media Production (Games Development)
C39	Critical and Contextual Studies in Art
C40	Critical Thinking
C41	Craft
C42	Pottery
C43	Integrated Craftwork
C44	Craft And Design
C45	Craft - Printing
C46	Craft - Embroidery
C47	Craft Design & Technology
C48	Chemical and Biological Sciences
C49	Creative Design
C50	Commercial Studies
C51	Communication Studies
C52	Commerce
C53	Construction
C54	Construction/Built Environment
C55	Professional Cookery
C56	Cemetery And Crematorium Management
C57	Children'S Play Learning & Dev (Early Yrs Ed)
C58	Child, Adolescent & Family Studies
C60	Creative Media Production & Technology (Qcf)
C61	Computations Endorsement
C62	General & Communication
C64	Service Industries
C65	Communication Skills
C66	Cornish
C67	Creative Media Production Television And Film
C68	Process Control
C69	Control System
C70	China Studies in English
C71	Ceramics
C79	Cantonese
C80	Catalan
C81	Chinese
C82	Classical Chinese
C83	Modern Chinese
C84	Modern Standard Chinese
C85	Mandarin Chinese
C86	Chinese with Translation
C87	Chinese History
C88	Chinese Language & Literature
C89	Croatian
C90	Chile & Pac.
C91	Czech
C92	Classical Language
C93	Caring
C94	China Studies in English
C95	Media and Cultural Studies
C96	Mandarin (Simplified)
C97	Chinese (Traditional)
C98	Chinese (Simplified)
C99	Children and Young Peoples Workforce
D01	Drum Kit
D02	Snare Drum
D10	Pre-U Diploma
D11	Technical Drawing
D12	Geometric/Mechanical Drawing
D13	Geometric/Engineering Drawing
D14	Geometric/Building Drawing
D15	Technical/Engineering Drawing
D16	Engineering Drawing

D17	Decision Mathematics
D18	Draughtsmanship
D21	Design
D22	Design And Technology
D23	Craft and Technology Design
D24	Communication & Imp. Design
D25	Design & Tech. Product Design (3D Design)
D26	Design & Tech. Product Design (Textiles)
D27	Design And Manufacture
D31	Domestic Science
D32	Dress
D41	Dance
D42	Drama and Theatre Arts
D43	Drama
D44	Drama and Theatre Studies
D50	Distribution
D61	Design & Tech:Food Technology
D62	Design and Tech:Product Design
D63	DesignTEC:Systems Tec
D64	Design & Communication Graphics
D65	Des & Tec. Resistant Materials
D66	Design & Tech. Product Design
D81	Danish
D82	Dutch
D83	Dhivehi
D84	SI Dzongkha A1
D91	OCR National Cert. in Design
D92	OCR National Dip. in Design
D93	OCR National Ext. Dip. in Design
E01	Euphonium
E02	Jazzeuphonium
E10	Extended Project
E11	English Literature
E12	English Language & Literature
E13	English
E14	English Language
E15	English for Speakers of Other Languages
E16	(Camb. Assess.) Certificate of Advanced English (CAE)
E17	(Camb. Assess.) Certificate of Proficiency English (CPE)
E18	English and Humanities
E19	English and Creative Writing
E20	Literature in English (Principal Subject)
E21	Economics
E22	Economics and Business (Nuff)
E23	Mathematics for Engineering
E24	Math Techniques & Applications For Engineers
E25	Economic and Public Affairs
E26	Economic and Political Studies
E27	Economics and Business
E28	English and Education
E29	Education and Humanities
E30	English Language & Linguistics
E31	Engineering
E32	Engineering Science
E33	Engineering Drawing and Design
E34	Elements of Engineering Design
E35	Manufacturing & Product Development
E36	Manufacturing & Product Design
E37	English and Media
E38	Measurement & Control Engineering
E39	Engineering (Spec: Electrical/Mechanical)
E41	Electronic Systems
E42	Electronics Endorsement
E43	Electronics

E45	E-Commerce
E46	Maths And Engineering
E47	Event, Protocol And Institutional Relations
E51	Environmental Science
E52	Environmental Studies
E53	Social & Environmental Biology
E54	Environmental Management
E55	ENV. AND SOC.
E56	Ecology And Environmental Studies
E61	Embroidery
E62	Engineering Design
E63	Engineering and Technology
E64	Mechanical Engineering
E67	Civil Engineering
E68	Engineering Practice
E71	European Community
E73	Ecology
E74	European Studies
E80	Enterprise, Employability & Personal Finance
E81	Estonian
E82	Fante
E91	Education
E92	Education, Training and Support
E93	Education With English & History
F01	Fiddle
F02	Scottish Traditional Fiddle
F03	Flute
F04	Jazzflute
F05	Flugelhorn
F06	Jazz Fulgelhorn
F07	Jazz Fiddle
F11	Fashion & Textiles
F12	IFS-Services Practice
F13	Certificate in Financial Studies
F14	Diploma in Financial Studies
F15	Foundations of Advanced Mathematics (MEI)
F16	Level 4 Diploma in Foundation Studies (Art, Design & Media)
F17	Level 3 Diploma in Fashion Retail
F18	Diploma in Foundation Studies (Art & Design)
F19	Diploma in Foundation Studies (Art Design & Media)
F20	Further Mathematics (Additional)
F21	Film Studies
F22	Fabrication and Welding
F23	Data Analysis
F24	Dynamics
F25	Mathematical Principles in Personal Finance
F30	Fashion Design and Manufacture
F31	Food preparation and cooking
F50	Model Making: TV and Film
F81	French
F82	Fijian
F83	Finnish
F84	Finnish Language
F85	Finnish Literature
F86	Filipin A: Literature
G01	Guitar
G02	Jazzguitar
G03	Plectrum Guitar
G10	Georgian A1
G11	Geography
G12	Economic Geography
G13	'School Council' Geography
G14	Physical Geography
G15	Human Geography

G16	Global Perspectives & Independent Research
G17	Global Perspectives
G18	Global Development
G21	Geology
G31	Government & Politics
G32	British Government & Politics
G33	Govt: Pol and Econ (European Un)
G40	Art & Design (Graphic Comm) (Principal Subject)
G41	Graphic Communication
G42	Technical Graphics
G43	Applied Engineering Graphics
G44	Graphics
G45	Graphic Design
G51	General Studies
G81	German
G82	Gaelic
G83	Gaelic (as a first language)
G84	Gaelic (as a second language)
G85	Gujarati
G86	Galician
G91	Greek
G92	Modern Greek
G93	Greek Literature
G94	Greek & Greek History
G95	Greek Literature & History
G96	Classical Greek
H01	Frenchhorn
H02	Pedal Harp
H03	Non-Pedal Harp
H04	Jazzfrenchhorn
H05	Tenorhorn
H06	Jazz Pedal Harp
H07	Jazz Tenor Horn
H08	Harp
H09	Horn
H10	Human Rights
H11	History
H12	British Econ. & Social History
H13	Economic History
H14	Economic & Social History
H15	Greek and Roman History
H16	History & Arch. Roman Britain
H17	Political History
H18	History A
H19	History B
H20	Hypothesis Testing
H21	Ancient History
H22	Jact Ancient History
H23	Ancient History & Literature
H24	Hist. Africa
H25	Hist. Americas
H26	Hist. E. Asia
H27	Hist. Europe
H28	Hist. W. Asia
H29	U.S. History
H30	Health
H31	Home Economics
H32	Fabric & Fashion
H33	Food & Nutrition
H34	Family & Society
H35	Home & Social Science
H36	Home & Community Studies
H37	Home Econ.(Dress & Fabrics)
H38	Hospitality and Catering

H39	Hospitality
H40	Hair & Beauty Studies
H41	Horticultural Science
H42	Horse Knowledge and Care
H43	Horse Riding
H44	Health Care Science
H45	European History
H46	Mediaeval History
H47	Modern History
H48	Historical Studies
H49	Hafaz Al-Quran
H50	Health and Social Studies
H51	Health and Social Services
H52	Healthcare Practitioners
H53	Health and Social Care
H54	GCE Health & Social Care Advanced & Additional AS
H55	Health Care
H56	BHS Level 3 Certificate in Stage 3 Horse Knowledge & Care
H57	BHS Know & Care Rid.
H58	BHS Level 3 Preliminary Teacher's Certificate (Equine Coach)
H59	Health Studies: Biosciences
H60	Applied Health & Social Care Adv & Add AS
H62	E Flat Horn
H63	Harpsichord
H65	Hearing Aid Audiology
H71	OCR Nat. Cert. Health, Soc. Care
H72	OCR Nat. Dip. Health, Soc. Care
H73	OCR Nat. Ext. Dip. Health, Soc. Care
H74	Health
H81	Hebrew
H82	Classical Hebrew
H83	Modern Hebrew
H84	Biblical Hebrew
H90	Beg. Hindi
H91	Hindi
H92	Hungarian
H93	Hinduism
H94	Hispanic Std
H95	Hotel and Catering
H96	SI Hiskcon Bistu
H97	Health Fitness and Complementary Studies
H98	Health and Food Technology
I10	Maths.Sets
I11	Industrial Studies
I12	Industrial Plant Support
I13	Malay B
I14	Maths.Discrete
I15	OCR iPro Certificate
I16	OCR iPro Diploma
I17	GCE Applied ICT Advanced & Additional AS
I18	Applied Information and Communication Technology
I19	Information Tec
I20	Info. and Comm. Technology
I21	Information Technology
I22	Information Tech & Business
I23	Information Processing
I24	Information Studies
I25	Information Systems
I26	International Affairs
I27	International Trade
I28	Imp. own Learning/Performance
I29	OCR National Certificate in ICT
I30	OCR National Diploma in ICT
I31	National Extended Diploma in ICT

I32	Information and Office Management
I37	Maths.Series
I40	OCR Cert. iMedia Users
I42	OCR Dip. iMedia Users
I70	Trade Union Organising & Represenatation
I80	India Studies
I81	Irish
I82	Italian
I83	Islam
I84	Icelandic
I85	Igbo
I86	Indonesian
I87	Inuktitut
I88	ITGS
I89	Malayalam A1
J81	Japanese
K01	Digitalkeyboards
K02	Jazzdigitalkeyboards
K03	Yamahacontemporarykeyboard
K04	Electronic Keyboard
K10	Level 1 Working with Others
K11	Level 1 Communication
K12	Level 1 Application of Number
K13	Level 1 IT
K15	Certificate of Personal Effectiveness
K16	KAZAKHSTAN
K20	Level 2 Working with Others
K21	Level 2 Communication
K22	Level 2 Application of Number
K23	Level 2 IT
K30	Level 3 Working with Others
K31	Level 3 Communication
K32	Level 3 Application of Number
K33	Level 3 IT
K41	Level 4 Communication
K42	Level 4 Application of Number
K43	Level 4 IT
K44	Critical Thinking
K45	Oral Communication
K46	Oral Communication (Gaidhlig)
K47	Planning and Organising
K48	Reviewing and Evaluating
K49	Using Graphical Information
K50	Using Information Technology
K51	Using Number
K52	Working with Others
K53	Written Communication
K54	Written Comms Gaidhlig
K55	Critical Thinking
K56	Oral Communication
K57	Planning and Organising
K58	Reviewing and Evaluating
K59	Using Graphical Information
K60	Using Information Technology
K61	Using Number
K62	Working with Others
K63	Written Communication
K64	Oral Communication (Gaidhlig)
K65	Written Communication (Gaidhlig)
K66	Accessing Information
K67	Accessing Information
K68	Providing/Creating Information
K69	Providing/Creating Information
K70	Working Co-operatively with Others

K71	Level 1 Improving Own Learning and Performance
K72	Level 2 Improving Own Learning and Performance
K73	Level 3 Improving Own Learning and Performance
K74	Level 4 Improving Own Learning and Performance
K75	Working Co-operatively with Others
K76	Reviewing Co-operative Contribution
K77	Reviewing Co-operative Contribution
K80	Khmer A: Literature
K81	Korean
K82	Knowledge and Inquiry
K83	Kurdish A: Literature
K90	Level 4 Wider Key Skills Problem Solving
K91	Level 1 Problem Solving
K92	Level 2 Problem Solving
K93	Level 3 Problem Solving
K94	Level 4 Problem Solving
L10	Legal Professions
L11	Law
L12	Constitutional Law
L13	Gen. Principles of English Law
L14	Business Law
L15	Criminal Justice
L21	Logic
L49	GCE Leisure Studies Advanced & Additional AS
L50	Leisure and Recreation
L51	Land-based Occupations (Arig/e)
L52	Leisure and Tourism
L56	Land Use
L57	Environmental & Land Based Studies
L58	Land-Based Studies
L59	Landscape Design
L61	Links module
L81	Latin
L82	Latin with Roman History
L83	Latin Literature
L84	Latin Literature & History
L85	Literature, History and Social Science
L86	Language and Literature
L87	Literary Stud Comb With Sci And Soc Sci
L88	Literary Studies Combined With Social Science
L89	Literature & History
L91	Latvian
L92	Lithuanian
L93	Lozi
L94	Luganda
L95	Lunda
L96	Luo
M09	Marine Surveying
M10	Mongolian A1
M11	Mathematics
M12	MEI Mathematics
M13	SMP Mathematics
M14	Use of Mathematics
M15	Higher Mathematics
M16	OCR National Cert. in Media
M17	OCR National Dip. in Media
M18	Mathematics & Statistics
M19	OCR National Ext. Dip. in Media
M20	Pure Maths with Further Maths
M21	Pure Mathematics
M22	Pure & Applied Mathematics
M23	Pure Maths. & Statistics
M24	Pure Maths. with Computations
M25	MEI Pure Mathematics

M26	Pure Maths with Mechanics
M27	Further Pure Maths & Mechanics
M28	Further Maths(add)(mei)
M29	Use of Mathematics
M30	Mechanical Mathematics
M31	Additional Mathematics
M32	SMP Additional Mathematics
M33	Applied Mathematics
M34	MEI Applied Mathematics
M35	Further Mathematics
M36	SMP Further Mathematics
M37	MEI Further Mathematics
M38	Applied Maths. & Statistics
M39	Maths with Applications
M40	Using and Applying Statistics
M41	Mathematics (I)
M42	Mathematics (II)
M43	Mathematics (III)
M44	Mathematics (IV)
M45	Mathematics (V)
M46	Maths. (Mechanics with Stats)
M47	Mathematics (Statistics)
M48	Maths 1 Step
M49	Maths 2 Step
M50	Media Studies
M51	Modern Studies
M52	Maths Step 3
M53	Media/Communications
M54	Working with Algebraic and Graphical Techniques
M55	Modelling with Calculus
M56	Manufacturing
M57	Marketing
M58	Using and Applying Decision Mathematics
M59	Using Algebra Functions and Graphs
M60	Motor Vehicle Maintenance
M61	Metalwork
M62	Silver Metalwork
M63	Making Connections in Mathematics
M64	Handling and Interpreting Data
M65	Applied Mechanics
M66	Mechanics
M67	Solving Problems in Shape and Space
M68	Theoretical Mechanics
M69	Mechatronics
M70	Media Comm. and Production
M71	Music
M72	General Music
M73	Practical Music
M74	Theoretical Music
M75	Musical Appreciation
M76	History & App. Of Music
M77	Music & Musicianship
M78	Music Technology
M79	Music Composition
M80	Calculating Finances
M81	Malay
M82	Maltese
M83	Marathi
M84	Macedonian
M85	Malayalam
M86	Maori
M87	Making Sense of Data
M88	Working in 2 and 3 Dimensions
M89	Managing Money

M90	Additional Mathematics
M91	Management Information Studies
M92	Management
M93	Management Studies
M94	Music Theory Level 6
M95	Music Practical Level 6
M96	Music Theory Level 7
M97	Music Practical Level 7
M98	Music Theory Level 8
M99	Music Practical Level 8
N11	Navigation
N12	Cache theory
N13	Cache practical
N14	CACHE Diploma in Child Care and Education
N15	CACHE Certificate in Child Care and Education
N16	CACHE Award in Child Care and Education
N17	L3 Diploma in Early Years Education and Care
N18	Children's Care, Learning and Development
N20	Nutrition
N21	Nutrition. Sc.
N31	Nuffield Mathematics
N32	Nuffield Further Mathematics
N55	Nursing and Health Care
N56	Nursing and Midwifery
N57	Nursing & Social Care
N58	Nursing and Health Related Occupations
N59	Nursing, Health and Science
N60	Nursing, Midwifery and Health Studies
N81	Norwegian
N82	Ndebele
N83	Ndonga
N84	Nepali
N85	Beginner Nynorsk
N86	Nepal Studies
O11	Occupational Therapy
O12	Osteopathic Sciences & Health Care
O13	Osteopathy
O21	Oboe
O22	Jazzoboe
O31	Organ
O32	Electronic Organ
P01	Tuned Percussion
P02	Piano
P03	Jazzpiano
P04	Pianoaccompanying
P05	Orchestral Percussion
P06	Percussion
P10	Literature and Performance
P11	Physics
P12	Nuffield Physics
P13	Physics and Mathematics
P14	Physics and Chemistry
P15	Proteomics
P16	Project Work
P17	Pharmaceutical Chemistry
P18	Essentials of Modern Physics
P19	Physics with Practical (Singapore)
P20	Physics B (Advancing Physics)
P21	Physical Science
P22	Nuffield Physical Science
P23	Physics A
P24	Philosophy & Theology (Principal Subject)
P25	Physics And Engineering
P30	Political Science

P31	Political Studies
P32	Peace & Con. St.
P33	Practical
P34	Politics
P35	Painting and Decorating: Supervision
P39	Psychosocial Studies
P40	Psychology And Sociology
P41	Psychology
P42	Philosophy
P43	Physiology
P44	Human Biology & Psychology
P50	Asdan Award of Personal Effectiveness
P51	Public and Social Admin
P52	Public Affairs
P53	Prof. Practice Placement
P59	Art and Design Printmaking
P60	Photography & Digital Imaging
P61	Photography
P62	Performing Arts
P63	Performance Studies
P64	Cert Speech & Drama Perf Study
P67	Visual and Performing Arts
P68	Performing & Production Arts
P71	Physical Education
P72	P.E. (Sports Studies)
P73	Sports Science
P74	Sports Studies
P75	Sport Science, Physical Education & Dietetics
P76	Sports and Physical Education
P81	Persian
P82	Classical Persian
P83	Panjabi
P84	Polish
P85	Portuguese
P86	S.American Portuguese
P87	Pashto
P88	Philipino
P91	OCR Nat. Cert. Public Services
P92	OCR Nat. Dip. Public Services
P93	OCR Nat. Ext. Dip. Public Services
P94	Public Services
P95	Government & Public Organizations Services
P96	Public Services & Allied Professions
Q10	Quantitative Methods
R11	Religious Studies
R12	Christian Theology
R13	Religious Knowledge
R14	Theology
R15	Religious, Moral PHIL Studies
R16	Research Project AICE Diploma
R17	REF. PROJECT - IB
R21	Recorders
R28	Retail Management (NQF)
R30	Retail & Distributive Services
R31	Retail Business
R40	Resultant Award
R81	Russian
R82	Rumanian
S01	Saxophones (Bb And Eb)
S02	Jazzsaxophones (Bb And Eb)
S03	Jazzsaxophone
S04	Alto Saxophone
S05	Singing
S06	Tenor Saxophone

S07	Soprano Saxophone
S08	Baritone Saxophone
S09	Self Care Education
S10	GCE Applied Science Advanced & Additional AS
S11	Sociology
S12	Science in Society
S13	Science Studies
S14	Science
S15	Marine Sci.
S16	Social Anthropology
S17	Care
S18	Statistics (MEI)
S19	Social Care
S20	Marine Science
S21	Statistics
S22	Statistics Endorsement
S23	Science-Public Understanding
S24	Applied Science
S25	Sports Exercise Science
S26	Support Spec. Learn. Needs
S27	Scottish Baccalaureate Languages
S28	Scottish Baccalaureate Science
S29	Scottish Interdisciplinary Project Languages
S30	Scottish Interdisciplinary Project Science
S31	Surveying
S32	Scottish National Progression Award - PCPassport
S33	Scottish Ungraded National Certificate
S34	Science & Health Professions Science
S35	Social Welfare and Policy Studies
S36	Professional Social Care
S37	Science For Health and Sport
S38	Social Sciences, Humanities and Science
S39	Higher Sports Leadership
S40	Statistical Methods
S41	Secretarial Studies
S42	Shorthand
S43	Society, Health & Development
S44	Social Sciences With Literature
S51	Scripture
S57	Exercise And Fitness Instruction
S58	Achieving Excellence In Sports Performance
S59	Sport and Active Leisure
S60	Sport & Hospitality Management
S61	OCR National Cert. in Sport
S62	OCR National Diploma in Sport
S63	OCR National Ext. Diploma in Sport
S64	Level 3 Award in HSL
S65	Drama (D6)
S66	Drama (D7)
S67	Drama (D8)
S78	Social Science: Citizenship
S79	Social Policy
S80	Social Work
S81	Spanish
S82	Serbo-Croat
S83	Siamese
S84	Sinhalese
S85	Slovak
S86	Sanskrit
S87	Swahili
S88	Swedish
S89	Shona
S90	Samcan
S91	Sesotho

S92	Setswana
S93	Siswati
S94	Slavey
S95	Somali
S96	Syariah
S97	SI Serbian
S98	Slovene
T01	Trombone
T02	Jazztrombone
T03	Bass Trombone
T04	Trumpet
T05	Jazztrumpet
T06	Tuba
T07	Jazz Tuba
T08	Timpani
T10	Thai A2
T11	Technology
T12	Technology and Design
T13	Tech. Design & Graphic Comm.
T14	Technological Studies
T15	Theoretical element
T16	Thinking Skills
T17	Tibetan A1
T20	Creative Industries: Television
T21	Textiles and Dress
T31	Theatre Studies
T32	IB-TOK
T33	Total Score
T34	Theory
T39	Tourism
T40	GCE Travel and Tourism Advanced and Additional AS
T41	Travel and Tourism
T42	Applied Travel & Tourism Adv & Add AS
T50	Soft Tissue Therapy
T80	Tafsir Al-Quran
T81	Tamil
T82	Turkish
T83	Telugu
T84	Thai
T85	Tigrinya
T86	Tonga
T87	Training & Development
T88	Text and Performance
T89	Telecommunications (International Only)
T91	OCR Nat. Cert. Travel and Tourism
T92	OCR Nat. Dip. Travel and Tourism
T93	OCR Nat. Ext. Dip. Travel and Tourism
U01	Unknown Subject
U81	Ukrainian
U82	Urdu
U83	Usuliddin
U84	Ulum Al-Quran
V10	ASDAN Community Volunteering Cert.
V11	ASDAN Community Volunteering Award
V21	Viola
V22	Jazzviola
V31	Violin
V32	Jazzviolin
V81	Vietnamese
W10	Web Design and Digital Media
W11	Woodwork
W12	Woodwork (Fine Craft & Design)
W13	World Development
W14	World Affairs

	W15 World Studies W16 World Politics W17 WLD ART CULT W19 Welfare Studies W20 Working In The Community W21 Creative Writing W22 Creative Writing And Media W35 World Cultures W40 Wellness Therapies W81 Welsh W82 Welsh (as a first language) W83 Welsh (as a second language) W88 Working with Others WBA Welsh BACC Advanced Diploma X11 Accounting (IAL) X12 Biology (IAL) X13 Business Studies (IAL) X14 Chemistry (IAL) X15 Economics (IAL) X16 Further Mathematics (IAL) X17 Mathematics (IAL) X18 Physics (IAL) X19 Pure Mathematics (IAL) X20 Law (IAL) X81 Xhosa XXX SISWAT Y10 Certificate For Young Enterprise Y80 Youth and Community Work Y81 Yoruba Z11 Zoology Z81 Zulu
Notes	<p>The awarding bodies have given their consent, via the Joint Council for Qualifications (JCQ), for some of the results data that they forward to UCAS to be shared with providers for admission purposes, to also be used in preparing student records.</p> <p>This data will be made available to providers by UCAS (through the *J transaction).</p> <p>Providers are encouraged to provide this information for other full-time undergraduate students, in order to contribute more complete statistical information for the sector</p> <p>QUALSBJ contains the list of codes that have been valid since 2006. Qualifications obtained before this date should be mapped to this list where possible; if this is not possible then code U01 should be used.</p>
Reason Required	To allow detailed analysis of qualifications on entry and consequent progression. Also used to set and monitor the student number control.
Part Of	Qualifications on entry
Field Length	3
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: QUALSBJ Data type: QUALSBJCodeContentType
Related Fields	QUALGRADE QUALSIT

	QUALTYPE QUALYEAR
Owner	UCAS
Version	1.1
Date modified	2016-02-03
Change management notes	Addition of 150 new valid entries following confirmation of their availability for 2015/16 from UCAS.

Qualification type

Type	field
Short Name	QUALTYPE
Description	This field identifies the type of qualification obtained on entry to the instance, for example 'A' Level, Higher.
Applicable to	England
Coverage	All Qualification on entry records.
Valid Entries and Labels	0A BTEC Certificate (NQF/ASL) 0B BTEC Lvl 3 Award Group A (NQF/ASL) 1A BTEC Extended Certificate (NQF/ASL) 1B BTEC Specialist Diploma (QCF) 1C BTEC Lvl 3 Award Group B (NQF/ASL) 2B BTEC Specialist Certificate (QCF) 2C BTEC Lvl 3 Award Group C (NQF/ASL) 3B BTEC Specialist Award (QCF) 3C BTEC Certificate Group A (NQF/ASL) 4B BTEC Certificate Group B (NQF/ASL) 4C BTEC Lvl 3 National Certificate (NQF/CQF) 5B BTEC Certificate Group C (NQF/ASL) 5C BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF): Diploma 6B BTEC Certificate Group D (NQF/ASL) 6C BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF): Certificate 6M Music Theory Level 6 7B BTEC Lvl 3 Diploma Group A (NQF/ASL) 7C BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF): Subsidiary Certificate 7M Music Theory Level 7 8B BTEC Lvl 3 Diploma Group B (NQF/ASL) 8C BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF): Award 8M Music Theory Level 8 9B BTEC Lvl 3 Diploma Group C (NQF/ASL) 9C BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF): Subsidiary Award 9U GCE 9 Unit Award A GCE A Level A1 Advanced Subsidiary AB AQA Baccalaureate AC CACHE Theory AD GCE AS Level (Double) AE Advanced Extension Award AF ASDAN Level 3 Award of Personal Effectiveness (QCF) (AoPE) AG Level 3 NVQ in Accounting AH SQA Advanced Highers AI AICE AJ AQA Level 3 Certificate in Enterprise, Employability and Personal Finance AL Asset Languages - Listening AN GCE Advanced Level with Advanced Subsidiary (9 units) AO CIE AO (Advanced Ordinary) AP Asset Languages - Speaking AQ AQA Enrichment AR Asset Languages - Reading AS GCE AS Level AT AAT Diploma in Accounting

AW	Asset Languages - Writing
B	BTEC National Award/Certificate/Diploma (NQF) where not coded separately
B0	BTEC Lvl 3 National Certificate (Legacy)
B1	BTEC Lvl 3 Extended Dip. (was National Dip. 180+) (QCF)
B2	BTEC Lvl 3 Diploma (was National Certificate 120+) (QCF)
B3	BTEC Lvl 3 Subsidiary Dip (was National Award 60+) (QCF)
B4	BTEC Lvl 3 Cert (= 50% of National Award 28-36) (QCF)
B5	BTEC National Award (NQF)
B6	BTEC National Certificate (NQF)
B7	BTEC National Diploma (NQF)
B8	BTEC Higher National Certificate (NQF)
B9	BTEC Higher National Diploma (NQF)
BA	BTEC Lvl 3 Award (NQF/ASL)
BB	BTEC Lvl 3 Extended Certificate (NQF/ASL)
BC	BTEC Lvl 3 Diploma (NQF/ASL)
BD	BTEC Lvl 3 National Award (NQF/CQF)
BE	BTEC National in Early Years (NQF)
BF	BTEC Lvl 3 National Diploma (NQF/CQF)
BG	BTEC Lvl 5 Higher National Certificate (NQF/CQF)
BH	BTEC Lvl 5 Higher National Diploma (NQF/CQF)
BI	BTEC Lvl 3 Foundation Diploma 120 (QCF/FAD)
BJ	BTEC Lvl 4 Foundation Diploma 120+ (QCF/FAD)
BK	BTEC Lvl 4 HNC Diploma 120+ (QCF)
BL	BTEC Lvl 5 HND Diploma 240+ (QCF)
BM	BTEC Lvl 4 HNC Diploma 120+ (QCF/CQF)
BN	BTEC Lvl 5 HND Diploma 240+ (QCF/CQF)
BP	BTEC Lvl 5 Higher National Certificate (Legacy)
BQ	BTEC Diploma (FAD/Legacy)
BR	BTEC Lvl 3 National Diploma (Legacy)
BS	BTEC Lvl 5 Higher National Diploma (Legacy)
BT	BTEC Lvl 3 Cert (= 50% of National Award 28-36) (QCF/CQF)
BU	BTEC Lvl 3 Subsidiary Dip (was National Award 60+) (QCF/CQF)
BV	BTEC Lvl 3 Diploma (was National Certificate 120+) (QCF/CQF)
BW	BTEC Lvl 3 Extended Dip (was National Dip. 180+) (QCF/CQF)
BX	BTEC Lvl 3 Foundation Diploma (NQF/FAD)
BY	BTEC Lvl 3 Extended Certificate (NQF/ASL)
BZ	BTEC 90 Credit Diploma (QCF)
C1	Certificate of Proficiency in English (CPE)
C2	Certificate of Advanced English (CAE)
CA	CACHE Practical
CB	CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)
CC	CACHE Certificate in Child Care and Education
CD	CACHE Diploma in Child Care and Education
CE	CACHE Award in Child Care and Education
CJ	CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) (VRQ)
CK	CACHE Level 3 Certificate in Childcare and Education (Early Years Educator) (VRQ)
CL	CACHE Level 3 Award in Childcare and Education (Early Years Educator) (VRQ)
CO	Cope Awards
CS	SQA CSYS
CW	Cache Extended Diploma for Children & young people workforce
D3	Graded Speech and Drama Examinations at Level 3 (LAMDA)
D6	Speech and Drama Studies Grade 6
D7	Speech and Drama Studies Grade 7
D8	Speech and Drama Studies Grade 8
DA	GCE A Level (Double)
E1	Essential Skills (NI) (Level 1)
E2	Essential Skills (NI) (Level 2)
E3	Essential Skills (NI) (Level 3)
E4	Essential Skills (NI) (Level 4)

EA	EDI level 3 certificate in Accounting
EI	EDI level 3 Certificate in Accounting (IAS)
EP	Extended Project
EQ	EQL level 3 Certificate (British Horse Society)
F1	Functional Skills Level 1
F2	Functional Skills Level 2
F3	Functional Skills Level 3
F4	Functional Skills Level 4
FA	Diploma in Foundation Studies (Art and Design)
FD	Financial Services (Diploma)
FM	Free Standing Maths
FR	Level 3 Diploma in Fashion Retail
FS	Financial Services (Certificate)
FY	Foundation Studies
G6	Graded Dance: Grade 6
G7	Graded Dance: Grade 7
G8	Graded Dance: Grade 8
GN	GNVQ
H	SQA Highers
H1	Cambridge International Singapore Higher 1
H2	Cambridge International Singapore Higher 2
H3	Cambridge International Singapore Higher 3
HC	Sports Leaders UK – Level 3 Certificate in Higher Sports Leadership (QCF)
HD	Hong Kong Diploma of Secondary Education
HK	Higher Core Skills
HL	Sports Leaders UK – Higher Sports Leader Award
HS	Higher School Certificate
I1	SQA Intermediate 1
I2	SQA Intermediate 2
IB	Int. Baccalaureate (Higher level)
IC	IB Theory of Knowledge
ID	IB Bonus points
IE	IB Total points
IF	IB Overall result
IK	Int 2 Core Skills
IL	Irish Leaving (Higher)
IN	Scottish Inter Disciplinary Project
IO	Irish Leaving (Ordinary)
IS	IB Standard (Subsidiary) Level
IX	IB Extended Essay
K1	Key Skill Level 1
K2	Key Skill Level 2
K3	Key Skill Level 3
K4	Key Skill Level 4
LD	Access to HE Diploma
M6	Music Practical Level 6
M7	Music Practical Level 7
M8	Music Practical Level 8
MC	i-Media Certificate
MD	i-Media Diploma
ME	Certificate in Mathematics for Engineers
MU	Music
N1	City and Guilds Land Based Services Level 3 qualifications: Extended Diploma
N2	City and Guilds Land Based Services Level 3 qualifications: Diploma
N3	City and Guilds Land Based Services Level 3 qualifications: Subsidiary Diploma
N4	City and Guilds Land Based Services Level 3 qualifications: Certificate
N5	City and Guilds Land Based Services Level 3 qualifications: 90 Credit Diploma
NC	SQA Higher National Cert
ND	SQA Higher National Dip
O1	OCR Level 3 Cambridge Technical: Extended Diploma
O2	OCR Level 3 Cambridge Technical: Diploma

O3	OCR Level 3 Cambridge Technical: Subsidiary Diploma
O4	OCR Level 3 Cambridge Technical: Introductory Diploma
O5	OCR Level 3 Cambridge Technical: Certificate
O6	OCR National Certificate
O7	OCR Level 3 Certificate in Quantitative Methods
OC	OCR iPro Certificate
OD	OCR iPro Diploma
OE	OCR National Extended Diploma
OT	OCR National Diploma
PA	Advanced Diploma
PB	Edexcel Level 3 Award in Algebra (NQF)
PC	Edexcel Level 3 Award in Statistical Methods (NQF)
PD	Progression Diploma
PE	Extended Diploma
PI	Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance (QCF)
PJ	Pearson BTEC Level 3 Certificate in Understanding Sports Performance (QCF)
PL	Level 3 Certificate in Speech and Drama: Performance Student (PCertLam)
PP	Scottish PP Passport
PR	Principal Learning
R1	Music Practitioner Extended Diploma
R2	Music Practitioner Diploma
R3	Music Practitioner Subsidiary Diploma
R4	Music Practitioner Extended Certificate
R5	Music Practitioner Certificate
S1	Scottish National Certificate (Band A)
S2	Scottish National Certificate (Band B)
S3	Scottish National Certificate (Band C)
SB	Scottish Baccalaureate
SI	CISI Introduction to Securities and Investment
SP	GCE Special Paper
SS	Scottish Standard Grade
ST	Step Award
SW	SQA Skills for Work INT2
TA	Institute of Arts Award (Gold)
U6	UAL Diploma in Creative Media Production & Technology (QCF)
U7	UAL Extended Diploma in Creative Media Production & Technology (QCF)
U8	University of the Arts London: Level 3 Diploma in Performing & Production Arts
U9	University of the Arts London: Level 3 Extended Diploma in Performing & Production Arts
UA	University of the Arts London: Level 3 Diploma in Art and Design
UB	University of the Arts London: Level 3 Extended Diploma in Art and Design
UC	Pre-U Certificate
UD	Pre-U Diploma
UG	Pre-U GPR
US	Pre-U Short Course
V	VCE Advanced
V1	VCE Advanced Subsidiary
V2	VCE Advanced Double Award
VA	Community Volunteering Award
VC	Community Volunteering Certificate
VF	Vocational Dance Advanced Foundation
VI	Vocational Dance Intermediate
W1	Essential Skills Wales (Level 1)
W2	Essential Skills Wales (Level 2)
W3	Essential Skills Wales (Level 3)
W4	Essential Skills Wales (Level 4)
WA	WJEC Level 3 Award
WB	Welsh Baccalaureate
WC	WJEC Level 3 Certificate
WD	WJEC Level 3 Diploma
WE	Welsh Baccalaureate Advanced Diploma – Core

	Y1 Access to HE Diploma (CAVA) Y2 Access to HE Diploma (West Midlands) Y3 Access to HE Diploma (Eastern Region) Y4 Access to HE Diploma (AIM Awards) Y5 Access to HE Diploma (London) Y6 Access to HE Diploma (North East Region) Y7 Access to HE Diploma (Ascentis) Y8 Access to HE Diploma (Open Awards) Y9 Access to HE Diploma (Credit 4 Learning) YA Access to HE Diploma (Laser Learning Awards) YB Access to HE Diploma (South West Learning) YC Access to HE Diploma (Agored Cymru) YD Access to HE Diploma (Yorkshire & Humber) YE Certificate for Young Enterprise YF Access to HE Diploma (AQA)
Notes	<p>The awarding bodies have given their consent, via the Joint Council for Qualifications (JCQ), for some of the results data that they forward to UCAS to be shared with providers for admission purposes, to also be used in preparing student records.</p> <p>This data will be made available to providers by UCAS (through the *J transaction).</p> <p>Providers are encouraged to provide this information for other full-time undergraduate students, in order to contribute more complete statistical information for the sector. In order for providers to be able to add information about qualifications that are included in the UCAS Tariff, but for which UCAS do not provide electronic results information, additional codes have been added.</p> <p>Guidance on specific qualifications</p> <p>Singapore Higher qualifications</p> <p>Note that H1, H2 and H3 A level qualifications are Singapore Higher qualifications awarded by University of Cambridge International Examinations (CIE)</p> <p>Additional information on qualifications may be found in the Further guidance on reporting qualifications on entry document.</p>
Reason Required	To allow detailed analysis of qualifications on entry and consequent progression. Also used to set and monitor the student number control.
Part Of	Qualifications on entry
Field Length	2
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: QUALTYPE Data type: QUALTYPECodeContentType
Related Fields	QUALGRADE QUALSIT QUALSBJ QUALYEAR
Owner	UCAS
Version	1.1

Date modified	2015-11-26
Change management notes	Valid entry IO - Irish Leaving (Ordinary) has been amended to remove an erroneous trailing space.

Qualification year

Type	field
Short Name	QUALYEAR
Description	This field records the year in which the qualification on entry to the instance was obtained.
Applicable to	England
Coverage	Optional for all Qualification on entry records.
Notes	<p>The awarding bodies have given their consent, via the Joint Council for Qualifications (JCQ), for some of the results data that they forward to UCAS to be shared with providers for admission purposes, to also be used in preparing student records.</p> <p>This data will be made available to providers by UCAS (through the *J transaction).</p> <p>Providers are encouraged to provide this information for other full-time undergraduate students, in order to contribute more complete statistical information for the sector.</p>
Reason Required	To allow detailed analysis of qualifications on entry and consequent progression. Also used to set and monitor the student number control.
Part Of	Qualifications on entry
Field Length	4
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: QUALYEAR Data type: YearType
Related Fields	QUALGRADE QUALSIT QUALSBJ QUALTYPE
Owner	UCAS
Version	1.0

Student

Type	entity
Short Name	Student
Description	This describes a person undertaking a course at a provider, i.e. a student
Applicable to	England
Coverage	All providers
Notes	<p>A student can only be included once on this entity. Student.HUSID is the primary key for this entity.</p> <p>Since it is possible for a student to undertake more than one course during the reporting year, there may be more than one Instance entity per Student entity in a provider's return. The information specific to the student (as contained in the Student entity) should only be returned once. Multiple instances can then be linked to the student.</p>
Reason Required	This entity exists to hold elements that describe the student and to hold the instances relating to the student.
Part Of	Provider
Minimum Occurrences	1
Maximum Occurrences	unbounded
Has Parts	HESA unique student identifier (HUSID) Provider's own identifier for student (OWNSTU) Date of birth (BIRTHDTE) Forenames (FNAMES) Student Support Number (SSN) Family name (SURNAME) Unique Learner Number (ULN) Entry profile Instance Student equality
Owner	HESA
Version	1.0

Date of birth

Type	field
Short Name	BIRTHDTE
Description	This field records the date of birth of the student.
Applicable to	England
Coverage	All students.
Notes	<p>All date fields in the AP student record must be completed using the ISO8601 format of YYYY-MM-DD. The specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record.</p> <p>This field is mandatory. If, in exceptional circumstances, the date of birth is not known, an empty element should be returned with neither characters nor spaces within it:</p> <p><BIRTHDTE></BIRTHDTE></p> <p>HESA monitors the number of unknown birth dates submitted by each provider.</p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p>
Reason Required	To understand student demographics and facilitate record linkage across collections.
Part Of	Student
Field Length	10
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: BIRTHDTE Data type: DateType
Owner	Information Standards Board - Aligned Data Definitions
Version	1.0

Family name

Type	field
Short Name	SURNAME
Description	This field is the student's family name.
Applicable to	England
Coverage	All students.
Notes	<p>In cases where the student does not split their name between family and forenames, the whole name should be entered in Student.SURNAME.</p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p> <p>The field length has been set to 100 characters to align this field with the ISB Aligned Data Definitions.</p> <p>Valid characters</p> <p>The question of valid characters is significant in this field since many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>

Reason Required	To facilitate HESA checking data with HE Providers and for linking student records for statistical purposes.
Part Of	Student
Field Length	100
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: SURNAME Data type: NameType
Related Fields	FNAMES
Owner	Information Standards Board - Aligned Data Definitions
Version	1.0

Forenames

Type	field
Short Name	FNAMES
Description	This field records the forenames of the student.
Applicable to	England
Coverage	All students.
Notes	<p>In cases where the student does not split their name between family and forenames, the whole name should be entered in Student.SURNAME and an empty element should be returned for FNAMES with neither characters nor spaces within it:</p> <p><FNAMES></FNAMES></p> <p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p> <p>The field length has been set to 100 characters to align this field with the ISB Aligned Data Definitions.</p> <p>Valid characters</p> <p>The question of valid characters is significant in this field since many names include characters with accents and other diacritics that are not supported by the standard ASCII character set. The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <?xml version="1.0" encoding="UTF-8" ?>) and to ensure that their files are actually</p>

	saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.
Reason Required	To facilitate HESA checking data with higher education providers and to link student records for statistical purposes.
Part Of	Student
Field Length	100
Minimum Occurrences	1
Maximum Occurrences	1
Schema Components	Element: FNAMES Data type: NameWithNullType
Related Fields	SURNAME
Owner	Information Standards Board - Aligned Data Definitions
Version	1.0

HESA unique student identifier

Type	field
Short Name	HUSID
Description	This field records the student identifier which is to be unique to each student. It is intended that the identifier is to be transferred with the student to each provider of higher education he or she may attend. The objective is that the use of this number will facilitate the accurate tracking of students throughout their experience within the sector for which HESA collects data.
Applicable to	England
Coverage	All students.
Notes	<p>Students included on a previous year's return must retain the previously used HUSID.</p> <p>Students entering a course of study should be asked whether they have a previous HESA unique student identifier, and if so this identifier should be used. This will commonly be the situation for new postgraduates moving on from undergraduate study. If students are unable to recall their student identifier, the HUSID look-up service should be used to determine any previously allocated HUSID.</p> <p>Students whose details have previously been returned to HESA by the reporting provider MUST keep the same unique student identifier in future returns. For students whose details have previously been returned to HESA by another provider, the same unique student identifier should be used if this is known. This is to facilitate the possibility of backward tracking within previous data sets. Where the previous number is not known, or there is any doubt about its accuracy, providers are NOT expected to seek student identifiers from previous providers but should use the HUSID look-up service.</p> <p>Once a number has been allocated it should never be re-used, even in the case of students who leave the provider without completing their studies.</p> <p>Students who move from one provider to another should keep their original student identifier. Where the previous HE student identifier is in direct entry format, the number must NOT be changed to reflect the current provider's identifier. This is to ensure that the student identifier remains unique and to allow tracking of the student through the use of the same unique student identifier.</p> <p>Linkage between different years of a student instance will be through the 'UHN'. The UHN is a combination of three main identifier fields, the Provider.UKPRN (provider), the Student.HUSID (person), and Instance.NUMHUS (instance), which uniquely identify a student on a course leading to a course aim.</p> <p>The structure of the HESA student identifier is created as follows:</p> <p>First 2 digits: Year of entry into provider (last 2 digits of year) Next 4 digits: HESA Provider identifier + 1000 Next 6 digits: 6 digit reference number internally allocated by provider. Last digit: Check digit.</p> <p>Calculation of Check Digit</p>

	<p>The check digit is calculated using the first 12 digits and provides a means of detecting errors of transcription. To calculate the check digit, each of the first 12 digits is multiplied by a weight which depends on its position in the number, and the resulting products added. The check digit is then obtained by subtracting the final digit of the resulting sum from ten.</p> <p>If the final digit of the sum of the products is 0, the check digit would be the final digit after the subtraction i.e. 10 - 0 = 10, check digit is 0.</p> <p>The weights used are :</p> <table><tr><td>Position</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>Weight</td><td>1</td><td>3</td><td>7</td><td>9</td><td>1</td><td>3</td><td>7</td><td>9</td><td>1</td><td>3</td><td>7</td><td>9</td></tr></table> <p>For example, in October 2007 a student enters Poppleton University and is allocated the internal number 123456. The check digit calculation for the student's reference number, 071064123456, would be calculated as :</p> <table><tr><td>Number</td><td>0</td><td>7</td><td>1</td><td>0</td><td>6</td><td>4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Weight</td><td>1</td><td>3</td><td>7</td><td>9</td><td>1</td><td>3</td><td>7</td><td>9</td><td>1</td><td>3</td><td>7</td><td>9</td></tr><tr><td>Product</td><td>0</td><td>21</td><td>7</td><td>0</td><td>6</td><td>12</td><td>7</td><td>18</td><td>3</td><td>12</td><td>35</td><td>54</td></tr></table> <p>The sum of the products is 175, the final digit being 5, so the check digit is 10 - 5, or 5. The full identifier is therefore 0710641234565.</p>	Position	1	2	3	4	5	6	7	8	9	10	11	12	Weight	1	3	7	9	1	3	7	9	1	3	7	9	Number	0	7	1	0	6	4	1	2	3	4	5	6	Weight	1	3	7	9	1	3	7	9	1	3	7	9	Product	0	21	7	0	6	12	7	18	3	12	35	54
Position	1	2	3	4	5	6	7	8	9	10	11	12																																																						
Weight	1	3	7	9	1	3	7	9	1	3	7	9																																																						
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Product	0	21	7	0	6	12	7	18	3	12	35	54																																																						
Examples	<p>An entrant to Leeds Metropolitan University in 2007 might have a HUSID of 0710641234565</p> <p>A student who entered through UCAS in 1997 might have a HUSID of 0000971234561</p>																																																																	
Reason Required	The most significant key into the set of records for file management and record linkage. Required to ensure that students are only counted once when there is a chance of double counting.																																																																	
Part Of	Student																																																																	
Field Length	13																																																																	
Minimum Occurrences	1																																																																	
Maximum Occurrences	1																																																																	
Schema Components	Element: HUSID Data type: HUSIDType																																																																	
Owner	HESA																																																																	
Version	1.0																																																																	

Provider's own identifier for student

Type	field
Short Name	OWNSTU
Description	This field records the provider's own internal identifier for the student.
Applicable to	England
Coverage	Optional for all students.
Notes	<p>This field is designed to be used to aid in linking records. Due to the nature of this requirement, and consequent visibility of the field when manipulating data, it is not advised that protected characteristics such as student names or dates of birth should be used in the population of this field.</p> <p>Valid characters</p> <p>The valid character set available for this field follows the Data Standards in the HESA AP student record.</p> <ul style="list-style-type: none"> • The general policy is to support all Latin-based characters for names, addresses and general text fields, but not non-Latin characters. • All Unicode code charts for Latin characters are supported. These are Basic Latin (excluding the C0 control characters), Latin-1 (excluding the C1 control characters), Latin Extended A, Latin Extended B and Latin Extended Additional. This set corresponds to Unicode code points U+0020 to U+007E, U+00A0 to U+024F and U+1E00 to U+1EFF. • Schemas are built in such a way that an individual project can further restrict the set if required. <p>The character set chosen will support Welsh and Gaelic languages as well as all European and most other languages using a Latin-based character set.</p> <p>The Unicode charts that list each of the characters in this range can be found on the Unicode web site. The specific sets that are defined here are shown in the following PDF documents:</p> <ul style="list-style-type: none"> • Basic Latin • Latin-1 • Latin Extended A • Latin Extended B • Latin Extended Additional <p>Files must be encoded with UTF-8 and schema validation will be in place to ensure this. Providers must specify the encoding used in their XML files in the first line of the file (i.e. <code><?xml version="1.0" encoding="UTF-8" ?></code>) and to ensure that their files are actually saved with that encoding. If XML files are edited with some text editors and the encoding is not specified or does not match the actual file encoding, there may be problems when submitting these files for validation.</p>
Reason Required	This field is designed to be used by HESA and APs to aid in identifying records.
Part Of	Student
Field Length	20

Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: OWNSTU Data type: OWNSTUType
Related Fields	OWNCOURSEID OWNINST
Owner	HESA
Version	1.0

Student Support Number

Type	field
Short Name	SSN
Description	This field holds the Student Support Number assigned by Student Support Award Authorities (Northern Ireland Library Boards, Welsh Local Authorities, Student Awards Agency for Scotland (SAAS) and Student Loans Company (SLC)). It is the student identifier that is used in student finance communications between the Student Support Award Authorities, providers and SLC. The SSN is unique to each funded instance of engagement.
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level, and the instance is in receipt of SLC funds. Not required for students on non-designated courses.
Notes	<p>The SSN field is held at Student level, rather than Instance, as in practice it is rare for a student to possess more than one SSN. Where this is the case, the provider should return the most recent of the SSNs held.</p> <p>It is also acceptable for an SSN to be returned even if an associated instance does not attract student support.</p> <p>Format of the SSN</p> <p>The SSN is 13 characters long. The first four characters are alpha. The next 8 characters are numeric. The last character, which is a check character, is alpha.</p> <p>Where a student may be in possession of multiple SSNs from different loan providers, the SSN returned in this field should be the one relating to the loan made for the payment of tuition fees.</p> <p>Calculation of Checksum</p> <p>The algorithm for calculating the checksum is as follows:</p> <p>For positions 1 to 4 of the SSN:</p> <ul style="list-style-type: none"> • Convert each character to a number using the following values: • Multiply each number by the weighting factor, which is 14 minus the position (i.e. 13 for position 1, 12 for position 2 etc) <p>For positions 5 to 12 of the SSN:</p> <ul style="list-style-type: none"> • Multiply each value for positions 5 to 12 by the weighting factor, which is 14 minus the position (i.e. 9 for position 5, 8 for position 6 etc) <p>Calculate the check character:</p> <ul style="list-style-type: none"> • Divide the sum of the calculated values for positions 1 to 12 by 23 to get a remainder (i.e. if summed value was 475 then the remainder would be 15) • Subtract this remainder from 23 and convert this value to a character using the following values:

	<ul style="list-style-type: none"> This is the check character, so if validating a captured SSN this should match position 13 of the SSN. <p>Note: characters I, O, Q are not valid characters in the SSN. Z is only valid in position 13.</p> <p>Worked example</p> <p>When the Student Support Number = WADM46891352A</p> <ol style="list-style-type: none"> 1 Convert the characters to numbers using the values, so W=19, A=0, D=3, M=11. 2 Multiply each number by the weighting factor. 3 For positions 5 to 12 (46891352) multiply the number by the weighting factor. 4 Sum the calculated values for positions 1 to 12. 5 Divide this number by 23 to get a remainder. 6 Subtract the remainder from 23 and convert this value to a character. <p>This is the check character and this matches position 13 of the SSN.</p>
Examples	<p>For example</p> <p>Student Support Number = WADM46891352A</p>
Reason Required	To enable robust linking between HESA data and the student finance data held by SLC.
Part Of	Student
Field Length	13
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: SSN Data type: SSNType
Owner	SLC
Version	1.1
Date modified	2016-02-03
Change management notes	Additional guidance added to the Notes section describing what should be returned when multiple SSNs are held, and that it is acceptable for an SSN to be returned even if the instance related to the Student does not attract support.

Unique Learner Number

Type	field
Short Name	ULN
Description	This field records a 10-digit numeric identifier.
Applicable to	England
Coverage	Optional for all students.
Notes	<p>The Unique Learner Number (ULN) is being developed, and the specification of this field falls within the scope of the Aligned Data Definitions and follows the Data Standards in the HESA AP student record. In the long-term it is anticipated that the ULN will replace the plethora of personal identifiers used by different organisations in the education sector.</p> <p>The ULN is a ten-digit number with a non-zero number in the first position and a check digit in the final position. Further information regarding the ULN can be found on the Learning Records Service web site. Since the ULN is issued by the Learning Records Service, a providers' only obligation will be to check the validity of the number by performing the checksum validation test below.</p> <p>The ULN checksum follows the same basic principles as the NHS number, but has been designed to ensure that there is no replication of ULN and NHS number. The checksum validation process is as follows:</p> <ul style="list-style-type: none"> • Check that the first digit is nonzero • Sum the product of the digits multiplied by the weights 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 • Divide this number by 11 • The remainder should be 10. <p>(e.g. ULN 9276308686. $(9*10)+(2*9)+(7*8)+(6*7)+(3*6)+(0*5)+(8*4)+(6*3)+(8*2)+(6*1) = 296$. $296/11=26$, remainder 10)</p> <p>For additional information, an Excel spreadsheet showing how the final check digit (and leading digit for Scottish Candidate Number (SCN) based ULNs) is calculated can be downloaded.</p>
Reason Required	To facilitate linking between years of HESA data and between the AP student record and other data sources.
Part Of	Student
Field Length	10
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: ULN Data type: UniqueLearnerNumberType
Owner	Learning Records Service
Version	1.0

Student equality

Type	entity
Short Name	StudentEquality
Description	This entity describes personal attributes of the student.
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level. Optional for all other students.
Notes	It is expected that this entity will be returned to HESA in each reporting year in which the student is active, however there is no requirement for this information to be regularly surveyed. It is not anticipated that this information would be updated within the time the student engages with the provider unless the provider is informed of a change.
Reason Required	This entity exists to hold elements that describe the student for the purposes of monitoring equality.
Part Of	Student
Minimum Occurrences	0
Maximum Occurrences	1
Has Parts	Disability (DISABLE) Ethnicity (ETHNIC) Gender identity (GENDERID) Nationality (NATION) Religion or belief (RELBLF) Sex identifier (SEXID) Sexual orientation (SEXORT)
Owner	HESA
Version	1.0

Disability

Type	field
Short Name	DISABLE
Description	This field records the type of disability that a student has, on the basis of the student's own self-assessment.
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level. Not permitted for students on non-designated courses.
Valid Entries and Labels	<p>00 No known disability</p> <p>08 Two or more impairments and/or disabling medical conditions</p> <p>51 A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D</p> <p>53 A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder</p> <p>54 A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy</p> <p>55 A mental health condition, such as depression, schizophrenia or anxiety disorder</p> <p>56 A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches</p> <p>57 Deaf or a serious hearing impairment</p> <p>58 Blind or a serious visual impairment uncorrected by glasses</p> <p>96 A disability, impairment or medical condition that is not listed above</p>
Notes	<p>With the introduction of the Disability Equality Duty, and on the recommendation of the Equality Challenge Unit (ECU), HESA has introduced a version of the coding frame introduced by the Disability Rights Commission (DRC).</p> <p>This information will be available from UCAS via the *J transaction. Disability is recorded on the basis of the student's own self-assessment.</p> <p>Only serious visual impairments are covered by the Disability Discrimination Act (DDA). For example, a person whose eyesight can be corrected through the use of prescription lenses is not covered by the DDA; neither is a simple inability to distinguish between red and green.</p> <p>The same logic does not apply to hearing aids. If someone needs to wear a hearing aid, then they are likely to be covered by the DDA. However, both hearing and visual impairments have to have a substantial adverse effect on the ability to carry out normal day-to-day activities in order for a person to be covered by the DDA. For more information see the Secretary of State's Revised Guidance on the definition of disability.</p> <p>If this field is coded 08-96 indicating that the student has a disability, then InstancePeriod.DISALL should be coded 4, 5 or 9.</p>
Reason Required	To permit disability-based analysis; for monitoring levels and trends in participation by particular groups of people; to monitor take-up of Disabled Students' Allowance as Disabled Students' Allowance is now not means tested; to permit analysis based on type of disability.
Part Of	Student equality

Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: DISABLE Data type: DISABLECodeContentType
Owner	HESA
Version	1.1
Date modified	2016-08-04
Change management notes	A sentence in the Notes section which referred to code 53 as a cognitive impairment has been removed.

Ethnicity

Type	field
Short Name	ETHNIC
Description	This field records the ethnicity of the student, on the basis of their own self-assessment
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level, and EntryProfile.DOMICILE = XF, XG, XH, XI, XK, XL, GG, JE, IM. Not permitted for students on non-designated courses.
Valid Entries and Labels	<div> <div>10</div> <div>White</div> </div> <div> <div>15</div> <div>Gypsy or Traveller</div> </div> <div> <div>21</div> <div>Black or Black British - Caribbean</div> </div> <div> <div>22</div> <div>Black or Black British - African</div> </div> <div> <div>29</div> <div>Other Black background</div> </div> <div> <div>31</div> <div>Asian or Asian British - Indian</div> </div> <div> <div>32</div> <div>Asian or Asian British - Pakistani</div> </div> <div> <div>33</div> <div>Asian or Asian British - Bangladeshi</div> </div> <div> <div>34</div> <div>Chinese</div> </div> <div> <div>39</div> <div>Other Asian background</div> </div> <div> <div>41</div> <div>Mixed - White and Black Caribbean</div> </div> <div> <div>42</div> <div>Mixed - White and Black African</div> </div> <div> <div>43</div> <div>Mixed - White and Asian</div> </div> <div> <div>49</div> <div>Other mixed background</div> </div> <div> <div>50</div> <div>Arab</div> </div> <div> <div>80</div> <div>Other ethnic background</div> </div> <div> <div>90</div> <div>Not known</div> </div> <div> <div>98</div> <div>Information refused</div> </div>
Notes	<p>Ethnicity is recorded on the basis of the student's own self-assessment.</p> <p>Code 80 'Other ethnic background' should be used when a student indicates their ethnicity as something not included in the coding frame.</p> <p>Code 90 'Not known' can be used when a student genuinely does not know their ethnicity, for example individuals who were adopted.</p> <p>Code 98 'Information refused' should be returned when a student has explicitly refused to provide the information. The phrase 'Prefer not to say' can be used when collecting the data.</p> <p>The Equality Challenge Unit (ECU) has a number of resources relating to gathering information across the protected characteristics covered by the Equality Act 2010. These resources can be found at Equality Challenge Unit. If you have any further queries regarding equality monitoring, please email ECU at admin@ecu.ac.uk.</p>
Examples	
Reason Required	To monitor equal opportunities issues in higher education.
Part Of	Student equality

Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: ETHNIC Data type: ETHNICCodeContentType
Owner	Equality Challenge Unit (ECU)
Version	1.0

Gender identity

Type	field
Short Name	GENDERID
Description	This field records the gender identity of the student. Students should, according to their own self-assessment, indicate if their gender identity is the same as the gender originally assigned to them at birth.
Applicable to	England
Coverage	Optional for all students on designated courses or where designation is held at provider level. Not permitted for students on non-designated courses.
Valid Entries and Labels	01 Yes 02 No 98 Information refused
Notes	<p>Gender identity is recorded on the basis of the student's own self-assessment.</p> <p>The Equality Challenge Unit (ECU) suggested question: Is your gender identity the same as the gender you were originally assigned at birth?</p> <p>ECU has a number of resources relating to gathering information across the protected characteristics covered by the Equality Act 2010. These resources can be found at Equality Challenge Unit. If you have any further queries regarding equality monitoring, please email ECU at admin@ecu.ac.uk.</p> <p>Code 98 'Information refused' should be returned when the question was asked but the individual answered that they 'preferred not to say'.</p>
Examples	
Reason Required	To monitor equal opportunities issues in higher education.
Part Of	Student equality
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: GENDERID Data type: GENDERIDCodeContentType
Owner	Equality Challenge Unit (ECU)
Version	1.0

Nationality

Type	field
Short Name	NATION
Description	This field defines the country of legal nationality.
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level. Optional for all students on non-designated courses.
Valid Entries and Labels	<div> <div>AF</div> <div>Afghanistan</div> </div> <div> <div>AL</div> <div>Albania</div> </div> <div> <div>DZ</div> <div>Algeria</div> </div> <div> <div>AS</div> <div>American Samoa</div> </div> <div> <div>AD</div> <div>Andorra</div> </div> <div> <div>AO</div> <div>Angola</div> </div> <div> <div>AI</div> <div>Anguilla</div> </div> <div> <div>AG</div> <div>Antigua and Barbuda</div> </div> <div> <div>AR</div> <div>Argentina</div> </div> <div> <div>AM</div> <div>Armenia</div> </div> <div> <div>AU</div> <div>Australia</div> </div> <div> <div>AT</div> <div>Austria</div> </div> <div> <div>AZ</div> <div>Azerbaijan</div> </div> <div> <div>BS</div> <div>Bahamas, The</div> </div> <div> <div>BH</div> <div>Bahrain</div> </div> <div> <div>BD</div> <div>Bangladesh</div> </div> <div> <div>BB</div> <div>Barbados</div> </div> <div> <div>BY</div> <div>Belarus</div> </div> <div> <div>BE</div> <div>Belgium</div> </div> <div> <div>BZ</div> <div>Belize</div> </div> <div> <div>BJ</div> <div>Benin</div> </div> <div> <div>BM</div> <div>Bermuda</div> </div> <div> <div>BT</div> <div>Bhutan</div> </div> <div> <div>BO</div> <div>Bolivia [Bolivia, Plurinational State of]</div> </div> <div> <div>BA</div> <div>Bosnia and Herzegovina</div> </div> <div> <div>BW</div> <div>Botswana</div> </div> <div> <div>BR</div> <div>Brazil</div> </div> <div> <div>IO</div> <div>British Indian Ocean Territory (BIOT)</div> </div> <div> <div>VG</div> <div>British Virgin Islands [Virgin Islands, British]</div> </div> <div> <div>BN</div> <div>Brunei [Brunei Darussalam]</div> </div> <div> <div>BG</div> <div>Bulgaria</div> </div> <div> <div>BF</div> <div>Burkina Faso</div> </div> <div> <div>MM</div> <div>Burma [Myanmar]</div> </div> <div> <div>BI</div> <div>Burundi</div> </div> <div> <div>KH</div> <div>Cambodia</div> </div> <div> <div>CM</div> <div>Cameroon</div> </div> <div> <div>CA</div> <div>Canada</div> </div> <div> <div>CV</div> <div>Cape Verde</div> </div> <div> <div>KY</div> <div>Cayman Islands</div> </div> <div> <div>CF</div> <div>Central African Republic</div> </div> <div> <div>TD</div> <div>Chad</div> </div> <div> <div>XL</div> <div>Channel Islands not otherwise specified</div> </div> <div> <div>CL</div> <div>Chile</div> </div> <div> <div>CN</div> <div>China</div> </div> <div> <div>CO</div> <div>Colombia</div> </div> <div> <div>KM</div> <div>Comoros</div> </div> <div> <div>CG</div> <div>Congo</div> </div> <div> <div>CD</div> <div>Congo (Democratic Republic) [Congo (The Democratic Republic of the)] {formerly Zaire}</div> </div>

CR	Costa Rica
HR	Croatia
CU	Cuba
XA	Cyprus (European Union)
XB	Cyprus (Non-European Union)
XC	Cyprus not otherwise specified
CZ	Czech Republic
XM	Czechoslovakia not otherwise specified
DK	Denmark
DJ	Djibouti
DM	Dominica
DO	Dominican Republic
TL	East Timor [Timor Leste]
EC	Ecuador
EG	Egypt
SV	El Salvador
GQ	Equatorial Guinea
ER	Eritrea
EE	Estonia
ET	Ethiopia
FK	Falkland Islands [Falkland Islands (Malvinas)]
FO	Faroe Islands
FJ	Fiji
FI	Finland
FR	France {includes Corsica}
GA	Gabon
GM	Gambia, The
GE	Georgia
DE	Germany
GH	Ghana
GI	Gibraltar
GR	Greece
GL	Greenland
GD	Grenada
GU	Guam
GT	Guatemala
GG	Guernsey
GN	Guinea
GW	Guinea-Bissau
GY	Guyana
HT	Haiti
HN	Honduras
HK	Hong Kong (Special Administrative Region of China) [Hong Kong]
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia
IR	Iran [Iran, Islamic Republic of]
IQ	Iraq
IE	Ireland
IM	Isle of Man
IL	Israel
IT	Italy {Includes Sardinia, Sicily}
CI	Ivory Coast [Côte D'ivoire]
JM	Jamaica
JP	Japan
JE	Jersey
JO	Jordan
KZ	Kazakhstan
KE	Kenya
KI	Kiribati
KP	Korea (North) [Korea, Democratic People's Republic of]
KR	Korea (South) [Korea, Republic of]
QO	Kosovo

KW	Kuwait
KG	Kyrgyzstan
LA	Laos [Lao People's Democratic Republic]
LV	Latvia
LB	Lebanon
LS	Lesotho
LR	Liberia
LY	Libya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MO	Macao (Special Administrative Region of China) [Macao]
MK	Macedonia [Macedonia, The Former Yugoslav Republic of]
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MH	Marshall Islands
MR	Mauritania
MU	Mauritius
MX	Mexico
FM	Micronesia [Micronesia, Federated States of]
MD	Moldova [Moldova, Republic of]
MC	Monaco
MN	Mongolia
ME	Montenegro
MS	Montserrat
MA	Morocco
MZ	Mozambique
NA	Namibia
NR	Nauru
NP	Nepal
NL	Netherlands
NZ	New Zealand
NI	Nicaragua
NE	Niger
NG	Nigeria
MP	Northern Mariana Islands
NO	Norway
ZZ	Not known
PS	Occupied Palestinian Territories [Palestine, State of] {formerly West Bank (including East Jerusalem) and Gaza Strip}
OM	Oman
PK	Pakistan
PW	Palau
PA	Panama
PG	Papua New Guinea
PY	Paraguay
PE	Peru
PH	Philippines
PN	Pitcairn, Henderson, Ducie and Oeno Islands [Pitcairn]
PL	Poland
PT	Portugal {includes Madeira, Azores}
QA	Qatar
RO	Romania
RU	Russia [Russian Federation]
RW	Rwanda
WS	Samoa
SM	San Marino
ST	Sao Tome and Principe
SA	Saudi Arabia
SN	Senegal

	RS QN SC SL SG SK SI SB SO ZA GS SS ES LK SH KN LC VC AA SD SR SZ SE CH SY TW TJ TZ TH TG TO TT TN TR TM TC TV UG UA XN AE GB US UY UZ VU VA VE VN EH YE XO ZM ZW	Serbia Serbia and Montenegro not otherwise specified Seychelles Sierra Leone Singapore Slovakia Slovenia Solomon Islands Somalia South Africa South Georgia and The South Sandwich Islands South Sudan Spain {includes Ceuta, Melilla} Sri Lanka St Helena, Ascension and Tristan da Cunha St Kitts and Nevis St Lucia St Vincent and The Grenadines Stateless Sudan Suriname Swaziland Sweden Switzerland Syria [Syrian Arab Republic] Taiwan [Taiwan, Province of China] Tajikistan Tanzania [Tanzania, United Republic of] Thailand Togo Tonga Trinidad and Tobago Tunisia Turkey Turkmenistan Turks and Caicos Islands Tuvalu Uganda Ukraine Union of Soviet Socialist Republics not otherwise specified United Arab Emirates United Kingdom United States Uruguay Uzbekistan Vanuatu Vatican City [Holy See (Vatican City State)] Venezuela [Venezuela, Bolivarian Republic of] Vietnam [Viet Nam] Western Sahara Yemen Yugoslavia not otherwise specified Zambia Zimbabwe
Notes	<p>For students entering through UCAS this information will be available from UCAS via the *J transaction.</p> <p>Where a student has dual nationality including British, they should be coded as United Kingdom (GB). If a dual nationality, not including British, but including non-UK EU country then use relevant EU country code. If neither British or non-UK EU country then code as either nationality.</p>	

HESA Guidance

This coding frame is determined by the National Statistics Country Classification 2006 (NSCC), which is based on ISO 3166-1 Codes for the Representation of Names of Countries and their Subdivisions, and the United Nations' Standard Country or Area Codes for Statistical Use. In a small number of cases, the NSCC usage differs from the usage in ISO 3166 on which the NSCC is based. Where that happens, the ISO 3166 usage is given in brackets after the preferred UK usage, to facilitate cross-reference to the international standard. For example for code KR the description is Korea (South). The text in brackets, [Korea, Republic of], is the ISO 3166 description. Information in braces is provided by HESA to clarify usage, and is not derived either from NSCC or ISO 3166 lists of short country names, for example Spain {includes Ceuta, Melilla}.

Where HESA publishes domicile and nationality data it does so using the National Statistics Country Classification 2006 (NSCC) code labels. HESA includes the ISO 3166-1 description [text in brackets] and additional information {text in braces} within the valid entry labels to ensure that labeling standards, both UK and international, are available only for cross-referencing. HESA does not insist that providers display these additional descriptions in their own output.

Note: 'no settled inhabitants' means no inhabitants apart from military and scientific personnel, staff of contractors, and seasonal residents. Codes for countries with no settled inhabitants are referred to in the guidance but omitted from the list, for example, AQ Antarctica.

GB, XF, XG, XH, XI, XJ, XK: United Kingdom

For **domicile** the separate country codes XF, XG, XH, XI must be used, and if domicile is known to be United Kingdom but the individual country is not known, XK must be used. The code GB is invalid for domicile. For **nationality** the code GB must be used. The codes XF, XG, XH, XI, XK are invalid for nationality. The code XJ is invalid for both domicile and nationality. Note that the code UK is not on the NSCC list and is invalid for both domicile and nationality. Students with British nationality should be coded GB (there are no separate nationality codes for British National (Overseas) and other forms of British nationality).

GG, JE, XL: Guernsey and Jersey (Channel Islands)

The Channel Islands are not part of the United Kingdom and not part of the European Union. United Kingdom codes must not be used for either domicile or nationality. The Bailiwicks of Guernsey (which includes the smaller islands of Alderney and Sark) and of Jersey must be treated separately, and the codes GG and JE must be used for both **domicile** and **nationality**. The code XL may be used for either domicile or nationality, but only for student instances from 2007/08 onwards that were already current in 2006/07, to avoid the need for re-coding.

IM: Isle of Man

The Isle of Man is not part of the United Kingdom and not part of the European Union. United Kingdom codes must not be used either for domicile or nationality. The code IM must be used for both **domicile** and **nationality**.

CY, XA, XB, XC: Cyprus

The following treatment does not imply any recognition that the *de facto* Turkish occupation and control of northern Cyprus is legitimate, but does deal with the practical need to record the source of students. The separate codes Cyprus (European Union) (XA) and Cyprus (non European Union) (XB) must be used for both **domicile** and **nationality**. The code XC may be used for either domicile or nationality, but only for student instances from 2007/08 that were already current in 2006/07, to avoid the need for re-coding, or for new entrants in 2007/08 who entered through UCAS. Note that an appropriate United Kingdom code should be used for both domicile and nationality for students from the British sovereign military areas on Cyprus. The code CY is invalid for both domicile and nationality unless and until there is any change in the political situation, in which case the coding arrangements will be reviewed.

FI, AX: Finland and the Åland Islands

The Åland Islands (Åhvenamaa) are an autonomous demilitarised region of Finland, and are part of the European Union subject to some derogations and special provisions. For **domicile** the code FI must be used only for Finland excluding the Åland Islands, and the code AX must be used for the Åland Islands. The passport held by Åland Islanders is an EU-style passport distinguished from the normal Finnish passport by the addition of the word 'Åland' below 'FINLAND', but this does not imply a separate nationality. Accordingly, for **nationality** only the code FI is to be used, and the code AX is invalid.

FO, GL: Faroe Islands and Greenland

The Faroe Islands and Greenland must be treated separately, and the codes FO and GL must be used for both **domicile** and **nationality**. Note that, despite their relationship with Denmark, neither Greenland nor the Faroe Islands are part of the European Union.

FR, GF, GP, MQ, RE, YT, PM, PF, WF, BL, MF, TF and NC: French Republic

The French Republic comprises Metropolitan France (France Métropolitain) [including Corsica], the five Overseas Departments (Départements d'Outre-Mer, or D.O.M.) of French Guiana (GF), Guadeloupe (GP), Martinique (MQ), Mayotte (YT), and Réunion (RE), the five Overseas Collectivities (Collectivités d'Outre-Mer, or C.O.M.) of St Pierre & Miquelon (PM), French Polynesia (PF) [also designated as a Pays d'Outre-Mer], and Wallis & Futuna (WF), St Barthélemy (BL), St Martin (French Part) (MF), the Overseas Territory (Territoire d'Outre-Mer, or T.O.M.) of the French Southern Territories (TF), and finally New Caledonia (NC) which has a special status similar to a T.O.M..

Metropolitan France and the five Overseas Departments are all part of the European Union. For **domicile**, the code FR must be used **only** for Metropolitan France, and other codes must be used with their natural meaning, except that there are no settled inhabitants in the French Southern Territories, so code TF is invalid. For **nationality** the code FR must be used throughout, and all the other codes in this group are invalid.

IT, VA: Italy and Vatican City (Holy See)

Italy and Vatican City must be treated separately, and the codes IT and VA must be used for both **domicile** and **nationality**.

NL, CW, SX, BQ : Kingdom of the Netherlands

The Kingdom of the Netherlands comprises the European country of The Netherlands (NL); the Caribbean country of Aruba (AW), and the former island territories of the

Netherlands Antilles: the countries of Curaçao (CW) and Sint Maarten (Dutch part) (SX); and the combined special municipalities of Bonaire, Sint Eustatius and Saba (BQ).

For **domicile**, the code NL must be used only for The Netherlands in Europe, and the codes CW, SX, and BQ must be used with their natural meaning. For **nationality** the code NL must be used throughout, and other codes are invalid.

ES, IC, XD, XE: Spain and the Canary Islands

The Canary Islands are part of Spain, and hence of the European Union, but with some special derogations and provisions particularly relating to customs and fiscal matters. For **domicile**, the code ES must be used for mainland Spain and the code IC must be used for the Canaries. For **nationality**, the code ES must be used for both mainland Spain and the Canaries. The codes XD and XE, although in the NSCC list, are invalid for both domicile and nationality. No separate codes are provided in the NSCC list for the exclaves of Ceuta and Melilla on the coast of north Africa, and for both domicile and nationality purposes they should be regarded as part of mainland Spain.

NO, SJ, BV: Norway and Svalbard and Jan Mayen

Svalbard (Spitzbergen) is an inhabited Norwegian territory in the Arctic Ocean. for **domicile** the code SJ must be used for Svalbard, and the code NO must be used only for Norway excluding Svalbard. For **nationality** the code NO must be used throughout, and SJ is invalid. Jan Mayen Island is included with Svalbard under code SJ, but has no settled inhabitants. Bouvet Island (BV) is a Norwegian island in the South Atlantic Ocean, but has no settled inhabitants, so code BV is invalid for both domicile and nationality.

MA, EH; Morocco, Western Sahara

Western Sahara (EH) is a disputed territory occupied and administered by Morocco (MA). The code EH should be used where appropriate for both **domicile** and **nationality**.

PS: Occupied Palestinian Territories

This code description changed in 2008/09 to reflect the change in the National Statistics Country Classification. It must be used where appropriate for both **domicile** and **nationality**.

US, PR, VI, GU, MP, AS, UM, MH, FM, PW: United States, Puerto Rico, US Virgin Islands, Guam, Northern Mariana Islands, American Samoa, United States Minor Outlying Islands, Marshall Islands, Micronesia, Palau

The Commonwealth of Puerto Rico is an Unincorporated Organized Territory of the United States; its current Commonwealth status grants it a measure of internal self-government, but the US Constitution reserves ultimate governance of the island to the US Congress and President. The Democratic Party 2008 Platform included an undertaking to resolve the permanent status of Puerto Rico by 2012, the principal alternatives being independence, US statehood, or a clarification of the present position. Puerto Ricans have been citizens of the United States since 1917. For **domicile** the code PR must be used. For **nationality** the code US must be used and the code PR is invalid.

	<p>The US Virgin Islands (the former Danish West Indies, purchased from Denmark by the United States in 1916) is an Unincorporated Organized Territory of the United States. US Virgin Islanders are citizens of the United States. For domicile the code VI must be used. For nationality the code US must be used and the code VI is invalid.</p> <p>Guam (formerly part of the UN Trust Territory of the Pacific) is an Unincorporated Organized Territory of the United States. For domicile and nationality the code GU must be used.</p> <p>The Commonwealth of the Northern Mariana Islands (formerly part of the UN Trust Territory of the Pacific) is an Unincorporated Organized Territory of the United States; its Commonwealth status grants it a measure of internal self-government. For domicile and nationality the code MP must be used.</p> <p>American Samoa is an Unincorporated Unorganized Territory of the United States. For domicile and nationality the code AS must be used The United States Minor Outlying Islands comprise Baker Island, Howland Island, Jarvis Island, Johnston Atoll, Kingman Reef, Midway Atoll, Palmyra Atoll and Wake Island in the Pacific, and Navassa Island in the Caribbean. They are Unincorporated (Incorporated in the case of Palmyra Atoll) Unorganized Territories of the United States. They have no settled inhabitants and the code UM is accordingly invalid for both domicile and nationality.</p> <p>The Marshall Islands (formerly part of the UN Trust Territory of the Pacific) are a self-governing state in free association with the United States. For domicile and nationality the code MH must be used.</p> <p>The Federated States of Micronesia (formerly part of the UN Trust Territory of the Pacific) are a self-governing state in free association with the United States. For domicile and nationality the code FM must be used.</p> <p>Palau (formerly part of the UN Trust Territory of the Pacific) is a self-governing state in free association with the United States. For domicile and nationality the code PW must be used.</p> <p>The use of the code US for domicile is accordingly limited to the United States only.</p> <p>CN, TW, HK, MO: China, Taiwan, Hong Kong, Macao</p> <p>China (CN) should be used for both domicile and nationality where relevant in cases not covered by the following guidance. Taiwan (TW) - The United Kingdom acknowledges the position of the Chinese Government that Taiwan is a province of China and recognises the Chinese Government as the sole legal government of China. The United Kingdom does not recognise Taiwan as a state and does not have diplomatic relations with Taiwan. However, because the United Kingdom accepts passports issued by the Taiwanese Authorities for immigration purposes, it is necessary to use a separate country code TW for Taiwan in both the domicile and nationality fields. This has no bearing on the United Kingdom's position on Taiwan's status.</p> <p>Hong Kong (Special Administrative Region of China) (HK) appears separately for historical and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.</p> <p>Macao (Special Administrative Region of China) (MO) appears separately for historical</p>
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	<p>and immigration reasons as this Special Administrative Region issues different passports from those of the PRC. This code is not regarded as having any implications for issues of nationality, but should continue to be used in both the domicile and nationality fields.</p> <p>AU, CX, CC, NF, HM: Australia, Christmas Island, Cocos (Keeling) Islands, Norfolk Island, Heard Island and MacDonald Islands.</p> <p>Christmas Island is a non-self-governing territory of Australia. For domicile the code CX must be used. For nationality the code AU must be used and the code CX is invalid.</p> <p>Cocos (Keeling) Islands is a non-self-governing territory of Australia. For domicile the code CC must be used. For nationality the code AU must be used and the code CC is invalid.</p> <p>Norfolk Island is a non-self-governing territory of Australia. For domicile the code NF must be used. For nationality the code AU must be used and the code NF is invalid.</p> <p>Heard Island and MacDonald Islands are a territory of Australia with no settled inhabitants. The code HM is accordingly invalid for both domicile and nationality</p> <p>The use of the code AU for domicile is accordingly limited to Australia only.</p> <p>NZ, CK, NU, TK: New Zealand, Cook Islands, Niue, and Tokelau</p> <p>The Cook Islands are a self-governing state in free association with New Zealand; they form part of the Realm of New Zealand and Cook Islanders are New Zealand citizens. Accordingly, for domicile the code CK must be used for the Cook Islands, but for nationality the code NZ must be used and the code CK is invalid.</p> <p>Niue is a self-governing state in free association with New Zealand; it forms part of the Realm of New Zealand and Niueans are New Zealand citizens. Accordingly, for domicile the code NU must be used for Niue, but for nationality the code NZ must be used and the code NU is invalid.</p> <p>Tokelau is a non-self-governing territory of New Zealand. A proposal for Tokelau to become a self-governing state in free association with New Zealand, on a basis similar to that of the Cook Islands and Niue, narrowly failed to achieve the required two-thirds majority at a second referendum on self-determination in 2007. Following that outcome, further consideration of any change in the status of the territory has been suspended sine die. Accordingly, for domicile the code TK must be used, but for nationality the code NZ must be used and the code TK is invalid.</p> <p>The use of the code NZ for domicile is accordingly limited to New Zealand only.</p> <p>IO: British Indian Ocean Territory (BIOT)</p> <p>The Chagos Islands form the principal part of this territory, and these include the island of Diego Garcia which is a leased to the United States of America as a major military base. The indigenous inhabitants of BIOT have been displaced elsewhere, and the territory accordingly has no settled inhabitants at present (on the above definition). Accordingly the code IO is invalid for domicile, but may be used as a nationality code for displaced indigenous inhabitants. IO will be made valid for domicile if at some point</p>
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	<p>return of the indigenous inhabitants is permitted.</p> <p>AQ: Antarctica</p> <p>Since there are no settled inhabitants in Antarctica, code AQ is invalid for both domicile and nationality and is omitted from the list. See also code XX. Although there are a number of national territorial claims to parts of Antarctica, these have been in abeyance since the coming into force of the Antarctic Treaty in 1961.</p> <p>XM, XN, XO, EU, XP–XX, XY, XZ, AA, ZZ: Obsolete Countries, Regions, Stateless, and Unknown</p> <p>Codes XM, XN, XO, AA may not be used for domicile, for which they are invalid. The regional codes EU and XP to XX may be used if domicile is known only to this level of accuracy, in preference to using ZZ which should be a last resort. EU should be used in preference to XP if appropriate. For nationality, codes XM, XN, XO may be used only for students who hold these obsolete nationalities and no other, presumably because they emigrated at a time when the nationalities were current and they have never acquired any other nationality. Codes EU and XP to XX may not be used for nationality, for which they are invalid. Code SXX may be used only in relation to Oceania, not Antarctica. Code AA should be used only when a student is known to be stateless, and code ZZ should be used when nationality is not known or when it is impossible from the available documentation to assign a nationality from the above list. Codes XY and XZ although in the NSCC list, are invalid for both domicile and nationality. Note that codes AA, EU and ZZ do not appear on the NSCC list.</p>
Reason Required	To enable the UK contribution to the higher education of nationals of other countries to be determined; used to analyse this contribution. To meet EU and OECD requests for information.
Part Of	Student equality
Field Length	2
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: NATION Data type: NATIONCodeContentType
Owner	Information Standards Board - Aligned Data Definitions
Version	1.1
Date modified	2016-09-22
Change management notes	The labels for valid entries BF 'Burkina [Burkina Faso]' and SR 'Surinam [Suriname]' have been updated to 'Burkina Faso' and 'Suriname' respectively. This follows a change in the labels used by the National Statistics Country Classification, which now align with the labels used by ISO-3166. The guidance in the Notes section associated with the coding of France has been updated, as Mayotte has been redesignated as an Overseas Department (Département d'Outre-Mer), and joined the European Union.

Religion or belief

Type	field																				
Short Name	RELBLF																				
Description	This field records the religious belief of the student, on the basis of their own self-assessment																				
Applicable to	England																				
Coverage	Optional for all students on designated courses or where designation is held at provider level. Not permitted for students on non-designated courses.																				
Valid Entries and Labels	<table> <tr><td>01</td><td>No religion</td></tr> <tr><td>02</td><td>Buddhist</td></tr> <tr><td>03</td><td>Christian</td></tr> <tr><td>10</td><td>Hindu</td></tr> <tr><td>11</td><td>Jewish</td></tr> <tr><td>12</td><td>Muslim</td></tr> <tr><td>13</td><td>Sikh</td></tr> <tr><td>14</td><td>Spiritual</td></tr> <tr><td>80</td><td>Any other religion or belief</td></tr> <tr><td>98</td><td>Information refused</td></tr> </table>	01	No religion	02	Buddhist	03	Christian	10	Hindu	11	Jewish	12	Muslim	13	Sikh	14	Spiritual	80	Any other religion or belief	98	Information refused
01	No religion																				
02	Buddhist																				
03	Christian																				
10	Hindu																				
11	Jewish																				
12	Muslim																				
13	Sikh																				
14	Spiritual																				
80	Any other religion or belief																				
98	Information refused																				
Notes	<p>Religion or belief is recorded on the basis of the student's own self-assessment.</p> <p>Suggested questions and valid entries are those used in the 2011 Census.</p> <p>England: What is your religion?</p> <p>The phrase 'Prefer not to say' can be used when collecting the data.</p> <p>Code 98 'Information refused' should be returned when the question was asked but the individual answered that they 'preferred not to say'.</p> <p>The Equality Challenge Unit (ECU) has recommended inclusion of code 14 'Spiritual' which was not included in the Census. This will be grouped with 'Any other religion or belief' for onward analysis. ECU define 'Spiritual' as 'Spiritual - belief in the spiritual dimension of all life, which can be experienced directly and without the assistance of conventional religion'. All other categories are consistent with the census of the applicable country.</p> <p>ECU has a number of resources relating to gathering information across the protected characteristics covered by the Equality Act 2010. These resources can be found at Equality Challenge Unit. If you have any further queries regarding equality monitoring, please email ECU at admin@ecu.ac.uk.</p>																				
Examples																					
Reason Required	To monitor equal opportunities issues in higher education.																				
Part Of	Student equality																				
Field Length	2																				

Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: RELBLF Data type: RELBLFCodeContentType
Owner	Equality Challenge Unit (ECU)
Version	1.0

Sex identifier

Type	field
Short Name	SEXID
Description	This field records the sex of the student.
Applicable to	England
Coverage	Compulsory for all students on designated courses or where designation is held at provider level. Optional for all students on non-designated courses.
Valid Entries and Labels	<div>1 Male</div> <div>2 Female</div> <div>3 Other</div>
Notes	<p>The Equality Challenge Unit (ECU) has a number of resources relating to gathering information across the protected characteristics covered by the Equality Act 2010. These resources can be found at Equality Challenge Unit. If you have any further queries regarding equality monitoring, please email ECU at admin@ecu.ac.uk or view ECU's guidance on Monitoring sex and gender.</p> <p>The use of 'other' is more appropriate for people who associate with the terms intersex, androgyne, intergender, ambigender, gender fluid, polygender and gender queer.</p> <p>HESA will not be including a 'prefer not to say' option.</p>
Reason Required	To monitor equal opportunities issues in higher education.
Part Of	Student equality
Field Length	1
Minimum Occurrences	0
Maximum Occurrences	1
Schema Components	Element: SEXID Data type: SEXIDCodeContentType
Owner	Equality Challenge Unit (ECU)
Version	1.0

Sexual orientation

Type	field												
Short Name	SEXORT												
Description	This field records the sexual orientation of the student, on the basis of their own self-assessment												
Applicable to	England												
Coverage	Optional for all students on designated courses or where designation is held at provider level. Not permitted for students on non-designated courses.												
Valid Entries and Labels	<table> <tr><td>01</td><td>Bisexual</td></tr> <tr><td>02</td><td>Gay man</td></tr> <tr><td>03</td><td>Gay woman/lesbian</td></tr> <tr><td>04</td><td>Heterosexual</td></tr> <tr><td>05</td><td>Other</td></tr> <tr><td>98</td><td>Information refused</td></tr> </table>	01	Bisexual	02	Gay man	03	Gay woman/lesbian	04	Heterosexual	05	Other	98	Information refused
01	Bisexual												
02	Gay man												
03	Gay woman/lesbian												
04	Heterosexual												
05	Other												
98	Information refused												
Notes	<p>Sexual orientation is recorded on the basis of the student's own self-assessment.</p> <p>Suggested question (recommended by Stonewall): What is your sexual orientation?</p> <p>The Equality Challenge Unit (ECU) has a number of resources relating to gathering information across the protected characteristics covered by the Equality Act 2010. These resources can be found at Equality Challenge Unit. If you have any further queries regarding equality monitoring, please email ECU at admin@ecu.ac.uk</p> <p>Code 98 'Information refused' should be returned when the question was asked but the individual answered that they 'preferred not to say'.</p>												
Reason Required	To monitor equal opportunities issues in higher education.												
Part Of	Student equality												
Field Length	2												
Minimum Occurrences	0												
Maximum Occurrences	1												
Schema Components	Element: SEXORT Data type: SEXORTCodeContentType												
Owner	Equality Challenge Unit (ECU)												
Version	1.0												

